

Violence Risk and Threat Assessment Report

Dusty Harrington, October 2025

This threat report is based on three separate interviews conducted on October 20th, 2025. One interview was conducted by a CARE team remotely via Zoom, one by a law enforcement and counselor in person, and the third by Dr. Brian Van Brunt in person.

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Case Overview and Initial Plan of Action

At present, Harrington is on administrative leave. There has been an immediate referral to an outside evaluator for threat assessment. The University will continue administrative leave until all assessments are completed and reviewed. Students have been reassigned to another faculty member. Faculty and staff remain uneasy, with one colleague noting: "We've always known he was unusual, but now it feels like something deeper is unraveling. I don't know if he should be back in a classroom without some serious intervention."

The BIT/CARE/Threat Team will reconvene upon receipt of evaluation reports to determine final disposition: 1) Possible return with conditions, 2) Continued suspension, or 3) Termination if unfit for duty.

In terms of assessments, the University is coordinating the following assessments:

- **Formal Threat Assessment** to determine the level of risk Harrington poses to himself, students, and the campus community.
- **Psychological Assessment** to evaluate for mental health concerns, including possible psychosis, depression, or other disorders impacting judgment and functioning.
- **Level of Care Determination** to assess whether an involuntary psychiatric hold is warranted, given references to suicide and end-times rhetoric.
- **Fitness-for-Duty Evaluation** to establish whether Harrington can safely return to his faculty role and under what conditions.

This document and process outline the initial formal threat assessment conducted over three separate interviews. Next steps and recommendations will be offered at the conclusion of this initial assessment.

Interview Summary

Across the three interviews, Harrington presents as a long-tenured, politically engaged political science professor who has been placed on administrative leave after multiple complaints from students and colleagues about his classroom behavior and recent conduct. He consistently frames the situation as an illegitimate censorship of his academic freedom, rooted in his outspoken criticism of U.S. and institutional responses to the war in Gaza and what he repeatedly describes as “genocide” and “boot-licking” by administrators and peers. He reports being told there are multiple complaints, but that he has not been given specifics beyond vague references to being “not normal,” “too intense,” going off on tangents, discussing his divorce, referencing death and suicide, and making students uncomfortable with vivid descriptions of violence and suffering.

Across all three interviews, his interaction style is strikingly intense, reactive, and argumentative. He frequently interrupts, corrects, and challenges interviewers, quickly escalates when he feels misunderstood, and repeatedly brings the conversation back to his grievance against the institution and his colleagues. He describes colleagues as “cowards” who are “licking the boots” of administration, characterizes distressed students as needing to “suck it up, buttercup,” and uses dramatic comparisons (e.g., Nazi Germany, fascism, “yelling into the void”) to frame both his classroom work and his conflict with the university. He shows little curiosity about the specific impact of his behavior on students or coworkers, instead insisting that nothing in his style has changed and that only the political context and others’ willingness to hear his message have shifted.

From a threat-assessment lens, the case is dominated by grievance, a strong sense of moral mission, and externalization of blame, with limited demonstrated insight into how others experience his intensity, boundary-pushing content, and combative stance. He clearly and repeatedly denies suicidal intent and, when pushed, rejects the idea of doing anything violent toward the administration, instead describing his “fight” in terms of publishing, speaking out, and refusing to moderate his message. At the same time, his rigidity, contemptuous language about colleagues and students, and difficulty modulating affect under perceived challenge suggest a high likelihood of ongoing conflict, mistrust, and classroom disruption if he returns without clear structure, expectations, and monitoring, regardless of his lack of expressed intent to harm himself or others.

Summary of Artifacts

Those conducting the interviews reviewed several artifacts related to the case, including lecture notes, social media posts, and emails from and about Dusty. These are included in [Appendix A](#).

The recorded lecture materials center on apocalyptic imagery and the Gaza conflict, framed in stark, absolutist terms. The lecture notes outline moves from "roots of apocalyptic imagery in Middle East conflicts" to "The Gaza conflict as case study" and "possibilities for peaceful solutions." Dusty's handwritten annotations aggressively reject any moderating language. Phrases like "Apocalyptic narratives... are not fringe" and "mainstream discourse calls for peaceful solutions" are crossed out as "LIES," and the margins are filled with statements such as "NO PEACE ONLY FIRE!" "They WANT collapse," "open your EYES!!," and "truth is buried." This shifts the lecture from critical analysis to a conspiratorial, incendiary message that casts peace talks as deception and collapse as intentional.

The social media posts echo and amplify this tone. Dusty describes his colleagues as "foolish, ignorant," predicts institutions will "collapse under the weight of their own corruption and cowardice," and references "fire, violent revolution, suicides" while insisting "the truth burns cold." In another post, he calls what is happening in Gaza "the systematic destruction of a people" and says those who cannot see the "genocidal intent" are "willfully blind," warning that "history will not remember your refusal to bear witness." A further post laments that "every lecture I give feels hollow knowing Gaza burns. What good is theory if it does not demand justice?" In an email, he extends this line, labeling universities "machines that launder conscience" and urging others to "choose a side, or admit that you already have," again tying academia to "GENOCIDE" and "bodies piled up."

Taken together, the lecture materials, social media presence, and emails present a consistent pattern: Dusty sees himself as a lone truth-teller in a morally bankrupt institution complicit in atrocity. His language is saturated with images of fire, collapse, blood, cowardice, and betrayal, and he frames neutrality or even moderate engagement as collaboration with genocide. There are no direct, concrete threats or plans in these artifacts, but the rhetoric is highly charged, binary (truth vs. lies, fire vs. peace), and contemptuous toward colleagues and the university, and it depicts his ordinary teaching as empty or dishonest unless it becomes a vehicle for provocation and rupture.

Summary of Comments from Students and Co-workers

Students and colleagues describe a striking shift in Harrington's recent classroom behavior, with lectures that wander away from constitutional law into extended, ominous monologues about death, suicide, and global collapse. Several students report feeling uneasy, confused, and in some cases afraid, as he warns of an impending "storm of violence and despair," frames suicide as a rational response to political betrayal, and connects the war in Gaza to conspiratorial predictions that his students will "see the fall of nations" and the "beginning of the end." Some describe feeling as though he was trying to recruit them into a doomsday vision rather than teach a class, with statements like, "Those who ignore my warnings will regret it," "I will not protect the blind

when the collapse comes," and repeated insistence that he "will not be erased" by those who challenge or "cancel" him.

Alongside this escalating, apocalyptic rhetoric, observers note signs of possible substance use and deterioration in self-care. A graduate student reports that he smelled of whiskey, slurred his speech, and rambled more than usual during a lecture; students and colleagues have noticed him looking disheveled, fatigued, thinner than in previous years, and often bloodshot, with Harrington himself saying he rarely sleeps and spends nights on forums "trying to piece together the pattern." He sometimes speaks inappropriately about his loneliness, the "futility of modern dating," and betrayal by his ex-wife, drawing parallels between personal grievances and feeling silenced or judged in the classroom. Collectively, these reports paint a picture of a professor whose teaching has taken on a more extreme, conspiratorial, and personalized tone that leaves students feeling unsettled, pressured, and uncertain about their safety and his stability.

Violence Risk & Threat Assessment

Dusty's profile is dominated by grievance, moral absolutism, and escalating fixation, with comparatively less evidence of concrete planning or imminent intent toward targeted violence. Across interviews, classroom reports, and social media, he frames himself as a persecuted truth-teller in a corrupt institution complicit in "genocide," repeatedly describing colleagues as cowards and the university as a "machine that launders conscience." His rhetoric in class and online is saturated with apocalyptic imagery ("beginning of the end," "storm of violence and despair," "collapse," "reckoning") and personalized statements such as, "There are people walking these halls who think they are safe. They are not. When the reckoning comes, I will make sure they remember me," and "I will not forget their faces." This reflects high levels of grievance, identification with a cause, and dehumanizing/contemptuous language about perceived adversaries, all of which are significant risk factors.

From a pathway-to-violence perspective, we see meaningful concern in the domains of ideation, identification, and leakage, but far less in planning and preparation. Dusty identifies broad targets (administration, "boot-licking" colleagues, students who oppose him) and repeatedly voices "reckoning," "judgment," and "I will not protect the blind" language that can reasonably be experienced as veiled threats. At the same time, in three separate interviews, he explicitly rejects the idea of committing violent acts, and he consistently locates his "fight" in speech, writing, and refusing to be silenced, rather than in physical action. There is no evidence of weapons acquisition, direct threats with time/place, or logistical preparation. This supports a conclusion of elevated but non-acute risk for targeted violence, coupled with a high, ongoing risk of psychological/organizational harm (fear, intimidation, disruptive classroom climate, erosion of trust and safety) if he remains in a position of authority without clear boundaries and oversight.

Dusty also presents with notable destabilizing factors, possible alcohol misuse (smelling of whiskey, slurred speech), deteriorating sleep and self-care (bloodshot eyes, weight loss, disheveled appearance, "sleep is for the blind"), social isolation, and intense rumination ("up all night reading forums, trying to piece together the pattern"). He speaks of suicide as a "rational response" to political betrayal in class, which, combined with his insomnia, substance use, demoralization, and professional jeopardy, places him at elevated risk for self-directed harm, even though he denies current intent in interviews. Protective elements are present, as evidenced by a strong identity as a professor and writer, a stated commitment to "truth-telling" rather than physical aggression, ongoing connections with students/peers, and a willingness to engage (albeit argumentatively) in multiple assessment interviews. Overall, Dusty is best conceptualized as a high-grievance, high-impact, ideologically framed risk whose primary dangers lie in ongoing disruption, intimidation, and potential self-harm, with no current indicators of imminent, operationalized targeted violence, but enough volatility and leakage that close monitoring, clear limits, and structured intervention are warranted.

Pathways Assessment

The [Pathways Triage Assessment](#) is used as a general, broad assessment of risk to mitigate bias in the assessment process and ensure a comprehensive exploration of factors related to potential risk. These findings support the violence risk assessment process and inform future recommendations. It consists of 30 items scored on a 3-point scale (1 = Low Concern, 2 = Moderate Concern, and 3 = High Concern).

Low Concern scores were given on alcohol/THC, social problems, anxiety, trolling actions, and weapons interest/action. Moderate Concern scores were given for affective violence and harassing behaviors. No High Concerns were scored. The full report is included in [Appendix B](#). The overall rating for Pathways is Moderate, with a recommendation to complete a full Violence Risk Assessment through DarkFox.

Summary Recommendations:

- Discuss the pros/cons of their alcohol use and explore harm reduction strategies
- Clarify state laws and your HR policy on alcohol use
- Normalize their feelings around the loss of parents and divorce from their wife; offer support and care
- Identify triggers and any comforts or reducers related to anxiety, frustrations, and worry
- Discuss a voluntary referral to counseling or EAP services
- Identify triggers and any comforts or reducers when related to adjusting to the change with his parents' death and the separation from his wife five years ago
- Use the HR processes to address behavior related to complaints in the classroom
- Set clear conduct/HR limits on any harassing behavior and monitor for compliance
- Discuss why guns and firearms hold such an interest for them

DarkFox Violence Risk Assessment

The [DarkFox Violence Risk Assessment](#) expert system is used when the Pathways Triage assessment indicates a need for further detailed exploration of risk related to targeted violence. This expert system mitigates bias in the assessment process, helping to ensure a comprehensive exploration of factors related to potential risk. These findings support the violence risk assessment process and inform future recommendations. It evaluates risk factors and categorizes them as moderate, high, or extreme.

Seven areas were rated Moderate: Alone, Vengeance, Impulsivity, Weapons Interest, Tone, Eat, and Substances. Five were rated High: Aggrieved, Consumed, Defiant, Catalyst, and Objectification. None were rated Extreme. In the overall categories, concepts are rated Low, Moderate, High, or Extreme. Three areas were rated Moderate: Environmental Stressors, Attack Preparation, and Attack Approach.¹ One area was rated High: Negative Thoughts. A full report is available in [Appendix C](#).

¹ While minor elevations on attack preparation and attack approach seem more concerning, these two are indicated at the lowest level because of the presence of Aggrieved at a high level. This is based on his discussion of actual/perceived injustices, carrying resentments/slights, and blaming others for their behaviors. When paired with weapons possession, these two categories elevate the risk profile.

DarkFox generated the following narrative summary:

It is difficult for them to connect to others, make friends, and they find little progress in their efforts to change. Actual or perceived injustices frequently occupy their thoughts and conversations. Others are blamed and these resentments will not be easily overcome or forgiven. A singular thought becomes all encompassing, leading to an inability to be redirected or focused. This impacts their work performance, peer interactions, and/or relationships as they rant about their ideas. Blame is quickly assigned to others without regard for their feelings or accuracy. Others are increasingly seen with disgust and as unworthy of their time. Conflicts and arguments increase at work and home.

Upcoming HR actions, such as suspension, present future stress and conflict that could escalate feelings of hopelessness, despair, and feeling trapped.

There is either a loss of appetite or rapid increase in appetite due to sadness. Excessive eating offers comfort while a stark reduction in eating offers a sense of punishment or control. Eating disturbances cause an increase in overall suicide risk. Occasional use of alcohol and/or weed disrupts focus at work and home. Use is related to off-setting emotional pain and sadness. Impulsive behavior occurs regularly with them engaging in poorly planned, reactive, and emotional outbursts. There is a chronic nature to the behavior, and they are unsuccessful at attempts to change. Impulsive action and poorly thought-out behavior are risk factors for a completed suicide.

Frequent discussions occur about actual/perceived injustices and how others are to blame for the problems they are experiencing. These are carried as intense resentments.

Multiple losses, negative experiences, and failed supports make functioning difficult. These have the potential of escalating plans of violence. There is a desire to set things right based on real or perceived injustices that have overwhelmed them in the past.

The threats are vague but includes an angry and frustrated quality. The threat are designed to intimidate and includes themes of sadness, injustice, and pain expressed in the characteristics of the threats.

Summary Recommendations:

- Given their tendency to assign blame quickly to others and become overwhelmed with intense feelings related to real or perceived injustices and mistreatment, encouraging them to talk calmly and without judgement or defensiveness about their thoughts may help them feel less combative and challenged. This could occur in community counseling, an employee assistance program referral, or supportive activities.
- A growing lack of empathy toward others and the escalation to a 'me vs. the world' philosophy should be countered with opportunities to share and be understood, as well as listening to others and understanding. They will likely be entrenched in this viewpoint and reluctant to consider change.
- Social isolation will likely escalate if they continue to rant and blame others for their problems. This may occur with women due to a lack of dating opportunities as well as with work colleagues, supervisors, family, and friends. Help them explore how their current behavior is leading to unwanted outcomes in their life. This development of

discrepancy between their behavior and its outcome is also taught through motivational interviewing, a therapeutic approach to working with stuck or difficult people.

- Work performance and attendance, family and friendships are suffering because of how they interact with others. While difficult, a referral to community-based counseling, an employee assistance program referral, or conversations with a mentor, coach, religious leader, sponsor, or trusted person may help return them to a balanced perspective.
- The upcoming HR actions have the real potential to increase the stress and feelings of hopelessness. Efforts should be made to discuss the impact of these upcoming events, as they bring with them disturbances that could escalate thoughts of suicide and/or violence to others.
- Given the increased blame on others, further exploration on the presence of other preparation behaviors such as research, weapons interest, planning, encouragers, or costuming should be considered. The presence of injustice or grievance collecting is a concern the same way a flame is a concern. When paired with fuel, such as the other preparation behaviors, the risk escalates quickly. Conversations should occur with supervisors and/or human resources. Consider an open-source intelligence review to determine if there are concerning social media posts. A coordinated response community counseling, EAP, workplace BIT/CARE, and/or threat team would be advised.
- Upsetting changes and multiple losses have the potential to further destabilize someone on the pathway to violence. Efforts should be made to offer additional supports and accommodations given the recent losses and challenges faced at work, home, and with friends. Talking with a trusted friend or family member, community counselor, supervisor, human resources, or EAP counselor is another way to help. A coordinated response community counseling, EAP, workplace BIT/CARE, and/or threat team would be advised.
- With intensifying thoughts about real or perceived injustices, there is an increased justification for violent action to the target of their frustrations. Talking with them about the intensity of these feelings and how they may serve as a motivation for acting out toward the target of their frustrations will help further assess the risk and develop alternative strategies. Encourage them to talk to a trusted friend or family member, supervisor, human resources, or the EAP counselor to help lessen the intensity of their frustrations.

Areas for Follow-up/Monitoring

Meaning of his “reckoning” and “I will not forget their faces” language

Future conversations and interviews should return to specific phrases reported by students and used in interviews (e.g., “they are not safe,” “I will not protect the blind,” “I will not forget their faces,” “when the reckoning comes”). It would be helpful to have Dusty walk through exactly what he meant, who he was thinking about, and what, if anything, he imagines doing. The goal is to separate intense rhetoric from any concrete behavioral pathway.

Example Questions:

- “When you said things like ‘when the reckoning comes’ and ‘I will not forget their faces,’ what were you picturing in your mind? What did ‘reckoning’ mean to you, specifically?”
- “When you’ve said students or colleagues ‘are not safe’ or that you ‘won’t protect the blind,’ who were you thinking about in those moments, and what, if anything, did you see yourself actually doing in the future?”

Current thoughts about violence, revenge, and “justice”

Dusty has located his “fight” in speech and truth-telling, but he also frames judgment, collapse, and punishment in very personal terms. Future conversations or interviews should further probe how he thinks change should happen, what “consequences” for others look like, and whether he ever imagines harming anyone (even just in fantasy) in connection with his grievance against the institution.

Example Questions:

- “When you think about getting ‘justice’ or things being made right in this situation with the college, what do you imagine happening, and what role, if any, do you see yourself playing in those outcomes?”
- “Even if you’d never act on it, have you ever found yourself picturing harming anyone connected to this situation, students, colleagues, administrators, even just in passing or fantasy? If so, what does that look like, and how do you handle those thoughts?”

Suicide, agency, and end-times rhetoric

Dusty has talked about suicide as a “rational response” to political betrayal and lectures about “the beginning of the end.” Clarify his current suicidal thinking, past attempts or preparations, and how often he thinks about death, his own or others. Distinguish philosophical talk from active ideation, planning, or rehearsing scenarios.

Example Questions:

- “You’ve described suicide as a ‘rational response’ to betrayal and talked about ‘the beginning of the end.’ Right now, how often do you think about your own death or suicide, and have you ever made a plan or taken steps toward that?”
- “Help me understand the difference, for you, between talking philosophically about collapse and suicide versus actually feeling like you might not want to be here anymore—where are you on that line today?”

Substance use, sleep, and functional decline

Reports of whiskey on his breath, slurred speech, bloodshot eyes, weight loss, and staying up all night on forums need much more detail. Explore frequency and quantity of alcohol use, other substances, sleep patterns, nutrition, and how any changes have affected his teaching, grading, relationships, and mood. Dusty consistently downplays any concerns about his basic functioning. When asked directly about sleep and appetite, he says he is "satisfied" with how things are, describes his sleep as the same as it has "historically" been, and emphasizes that staying up late is his normal pattern for thinking, writing, and planning lectures, adding that his sleep is "sufficient for me to function." He elaborates that he often works and talks through ideas outside in his courtyard at 3 a.m., but insists this is simply how he does his best thinking and does not see it as a problem or a change. He explicitly rejects the idea that he is "out all night" like a college student. Likewise, eating is largely brushed off as fine, though he notes that he often has dinner while working at a local bar.

On substance use, Dusty acknowledges regular alcohol use but frames it as typical adult behavior. He avoids quantifying his drinking, saying he doesn't keep track but that he is "an adult" who drinks, goes to the bar, and sometimes grades papers there. He notes that he used to do this with colleagues but now does it alone. He mentions going out to relax and having an "adult beverage every now and then," usually inviting colleagues who no longer join him. He explicitly denies illicit drug use, responding "No, I do not do drugs" when asked about weed or edibles.

Example Questions:

- "Walk me through a typical day and night for you right now. How much sleep you're actually getting, when you're usually up working or online, what and when you tend to eat, and how that compares to how things were for you, say, two or three years ago."
- "You've said you're 'an adult who drinks' and that you sometimes grade at the bar. If you had to put numbers to it, how many drinks would you say you have in a typical week? Have you noticed any impact of your drinking or late nights on your teaching, grading, relationships with colleagues, or your mood?"

Weapons, tactical knowledge, and means

Even though there are no direct indicators of preparation, you still want a clean, well-documented picture of access and familiarity with firearms, other weapons, trainings, online communities that discuss violence, and any changes in these areas since his conflict with the college escalated. In the interviews, Dusty openly acknowledges that he owns firearms and has ready access to them. He shares he has a gun license, goes to the shooting range, and owns a weapon, but emphasizes that he does not bring it to campus, stating he knows the laws and does not "go waving it around." He further specifies that he owns a 1911 handgun that he likes to fire at the range, again stressing that he absolutely does not bring it to school and understands the boundaries around that. He repeatedly reframes the access question in broader terms ("everybody has weapons in this modern society... anything is a weapon") and pairs his admission of gun ownership with a denial of any expressed desire to hurt anyone, positioning the weapons as tied to self-protection and political commentary rather than to any stated plan for violence.

Example Questions:

- "You've talked about owning firearms and going to the range. Can you walk me through what you currently own, how often you use them, and whether anything about your gun use or training has changed since this conflict with the college began?"
- "Outside of the range, do you follow or participate in any groups, either online or in person, that discuss weapons, tactics, or 'defense' scenarios? How do those conversations affect the way you think about your situation with the university?"

Fixation, rumination, and online activity

He describes staying up, "trying to piece together the pattern," and consuming large amounts of Gaza- and end-times-related content. Clarify how many hours he spends on this, what sites/communities he frequents, whether he is posting or interacting with like-minded groups, and how open he is to disconfirming information or alternative perspectives.

Example Questions:

- "On a typical day, how many hours would you say you spend reading, watching, or posting about Gaza, collapse, or related issues online? What kinds of sites or communities are you most active in?"
- "When you're in those online spaces, and someone challenges your view or offers a different interpretation, how do you usually respond? Do you find yourself engaging with that, or mainly seeking out people who see things the way you do?"

Insight, empathy, and impact on students

He minimizes and intellectualizes student reactions. Future interviews should press gently but firmly on his understanding of why students might feel afraid, what he thinks a reasonable boundary looks like in a classroom, and whether there is anything he would do differently. This will test his capacity for perspective-taking and behavioral change, not just rhetorical defense.

Example Questions:

- "When you imagine being a 19- or 20-year-old in your class, hearing you talk about collapse, suicide, and 'not forgetting faces,' how do you think that might feel in the moment?"
- "If a student told you they felt scared or pressured by the way you framed these issues, what parts of your approach, if any, do you think you might reconsider or do differently?"

Boundary issues and personal disclosure in class

Explore his reasons for talking about loneliness, his ex-wife, and the "futility of modern dating" with students, and how often this happens. This includes how he sees the line between political theory, personal catharsis, and using students as an audience for his own grievance.

Example Questions:

- "What leads you to share things like your loneliness or your divorce with students during class time, and how do you decide what is appropriate to bring into that space?"
- "How do you see the line between teaching political theory and using the classroom to process your own experiences? Where, in your mind, is the boundary between those two?"

Response to limits, consequences, and return-to-work conditions

His interviews show difficulty accepting feedback and boundaries. Use follow-up interviews to see how he reacts to specific, concrete expectations (e.g., no suicide-as-solution framing in class, no ominous personalized warnings, adherence to a syllabus). Does he see these as censorship or as reasonable professional standards? How does he respond emotionally to the prospect of monitoring, coaching, or discipline?

Example Questions:

- "If the college were to say, 'You can return to teaching, but you must avoid framing suicide as a solution and stop using personalized 'reckoning' language,' how would you feel about those expectations?"
- "Some options on the table might include classroom observation, coaching, or disciplinary steps if concerns continue. How do you react to that possibility, and what feels most acceptable or unacceptable to you about it?"

Supports, treatment, and alternative outlets for his activism

Clarify whether he is in therapy, under psychiatric care, or willing to engage in either. Explore who he trusts, who can influence him, and whether he has healthier outlets for his political/ethical passion (writing, advocacy, research) that do not rely on destabilizing students or colleagues. This informs both risk management and potential protective factors. Those domains, taken together, will help move the team from "he uses scary rhetoric" to a clearer picture of intent, capability, stabilization, and change potential, and provide a better footing for decisions about fitness for duty, needed treatment, and conditions for any future role at the college.

Example Questions:

- "Are you working with any therapist, psychiatrist, or other professional, and if not, how open would you be to talking with someone whose role is to help you manage the stress, anger, and exhaustion you've described?"
- "You clearly care deeply about these political and ethical issues. What are some ways you could channel that passion (writing, advocacy, research, public talks) that don't rely on shocking or unsettling your students, and who in your life could help you stick with those healthier outlets?"

Encouragers

A further area of concern is the potential role of outside "encouragers" who may validate and amplify Dusty's most extreme beliefs. He already describes staying up late on forums "trying to piece together the pattern," and his social media posts use language and imagery that closely resemble online radicalization spaces, apocalyptic framing, talk of "genocide," "cowards," "machines that launder conscience," and stark "with us or against us" binaries. If he is regularly engaging with chat rooms, social media feeds, or in-person groups that share and celebrate this worldview, those contacts can function as accelerants, normalizing grievance, rewarding escalation, and potentially nudging him toward more rigid, absolutist conclusions. In threat assessment, encouragers are worrisome not because they make someone violent in and of themselves, but because they can erode moderating influences, deepen identification with a

cause, and make more extreme rhetoric or fantasies seem reasonable and expected. For Dusty, mapping and monitoring these influences, who he talks to, what communities he follows, and whether anyone is actively urging him to "take a stand" beyond speech, is essential to understanding his trajectory and the risk of further radicalization in thought, even if he continues to deny any intent to act violently.

Example Questions:

- "You've mentioned staying up late on forums and finding others who 'see what you see.' Can you walk me through what kinds of online spaces you're in right now, who you're talking with, what you're posting, and whether anyone there is encouraging you to 'go further' in how you respond to the college or the situation in Gaza?"
- "When you're feeling most angry or hopeless about the college or the world, who do you turn to, online or in person? What do they say to you about what should happen next, and has anyone suggested you 'make a statement' or 'do something they'll remember' beyond speaking and writing?"

Recommendations

Recommendations center on stabilizing risk, clarifying Harrington's capacity to function safely as a faculty member, and putting durable structures around any future return. In the near term, it is appropriate to maintain administrative leave and avoid any unsupervised instructional or advising contact with students while additional assessment is completed. The initial report's recommendation for a comprehensive psychological assessment should be prioritized, conducted by an independent clinician with experience in threat assessment, to evaluate for mood disorder, psychosis, substance misuse, and other conditions that may be impacting judgment, emotional regulation, and sleep. That evaluation should include a level-of-care determination, explicitly addressing whether his statements about suicide, agency, and "end-times" rhetoric indicate imminent risk that would warrant an involuntary psychiatric hold or, at a minimum, more intensive outpatient care and safety planning. Given the results of the threat assessment, it is unlikely that inpatient-level care would be required.

In parallel, the institution should pursue a formal fitness-for-duty evaluation to determine whether he can safely fulfill the essential functions of his role without creating an unsafe, intimidating, or destabilizing classroom environment. This process should outline specific behavioral expectations (e.g., limits around suicide as "rational," doomsday recruitment language, and personalized "reckoning" comments), require evidence of treatment adherence and stabilization if a mental health condition is identified, and may include conditions such as a phased return, reduced course load, classroom observations, and regular check-ins with a dean or BIT/CARE representative. If he is found not fit for duty, the institution should follow established policies for extended leave, accommodation review (if applicable), and, where necessary, separation processes grounded in conduct and performance standards rather than viewpoint or political content alone.

The BIT/CARE team and academic leadership should continue structured monitoring and documentation, collect new reports from students and colleagues, track any escalation in rhetoric or behavior, and reassess risk at defined intervals. Clear communication with impacted students and departments is important to restore a sense of safety and trust, including offering support services to those who felt frightened or pressured in his classes. Finally, the institution should review and, if needed, strengthen policies around faculty conduct, classroom boundaries, and early reporting, ensuring that future concerns of this type are surfaced earlier, routed to the BIT/CARE and HR/Faculty Affairs structures, and addressed before they reach this level of disruption and distress.

Human Resources should be a central partner in translating these threat and mental-health findings into clear employment expectations and processes. Given Harrington's repeated minimization of student impact, his insistence that nothing about his behavior has changed, and his difficulty accepting boundaries in the interviews, HR is well-positioned to anchor the conversation in job duties and performance rather than political content. Working alongside Academic Affairs and the BIT/CARE team, HR should ensure he receives a written set of expectations that reflect college policies on respectful learning environments, harassment, and professional conduct in the classroom (e.g., limits around suicidal "recruitment" type language, apocalyptic warnings directed at students, and personalized comments about "not forgetting

faces" or "reckoning"). HR should also manage the progressive discipline and accountability framework if he cannot or will not adhere to these expectations after appropriate support and evaluation, up to and including removal from teaching duties or separation, so that the institution's response is fair, consistent, and grounded in documented standards, not just informal concern.

Respectfully Submitted,



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Appendix A: Social Media Posts

Lecture Notes

1. Roots of apocalyptic imagery in Middle East conflicts
 - a. Abrahamic religious texts
 - Apocalyptic narratives, religious and political, are not fringe but central to motivating actors.
 - Rumors of hidden networks manipulating both sides for profit cannot be ignored
 - Economic collapse abroad fuels unrest, famine and migration accelerate the spiral
 - Prophetic warnings across history suggest collapse is not accidental, but designed.
2. The Gaza conflict as case study.
 - Connection to themes of judgmental doom
 - Escalation of violence and political instability
 - Pattern of collapse repeating across generations
 - Outside actors benefit from ongoing instability – question who gains
 - Imagery of fire and destruction used as both warning and justification
 - Cycles of betrayal and broken promises – peace often serves as pretext for deeper control
3. Possibilities for peaceful solutions.

*While ~~mainstream discourse calls for peaceful solutions,~~
~~LIES~~*

NO PEACE ONLY FIRE!

They WANT collapse

open your EYES!!

truth is buried



Dusty Harrington
@DustyHarrington

Foolish, ignorant colleagues—wait and watch as the institutions you serve betray you. Watch them collapse under the weight of their own corruption and cowardice. Some will say I talk of fire, violent revolution, suicides... but the truth burns cold.

#TimesUp



Dusty Harrington
@DustyHarrington

The siege of Gaza isn't just a geopolititcal maneuver; it's the systematic destruction of a people. Those who cannot see the genocidal intent behind the bombs and starvation are willfully blind. History will not remember your refusal to bear witness.

#Gaza



Dusty Harrington
@DustyHarrington

'Every lecture I give feels hollow knowing Gaza burns. What good is theory if it does not demand justice?'
#TimesUp

From: Michael Andrews
To: Dean Patricia Collins
Subject: FW: Drafting Something That Matters

Dean Collins,

I'm forwarding this because I'm not sure what to do with it. I've had cordial interactions with Dusty, but this email caught me off guard. I'm worried he may be struggling, and I don't know if or how to respond.

— Michael

----- Forwarded Message -----

From: Dusty Harrington
To: Michael Andrews
Subject: Drafting Something That Matters

Michael,

Lately I feel like I'm lecturing from inside a tomb. The students stare, I speak, but it all feels like dust in the air. Gaza is burning and here we are dissecting theories that never saved anyone. Sometimes I wonder if my words do more harm by their emptiness.

You've hinted before that you feel the weight of this too. Maybe I'm wrong, but I think you see it — the futility, the absurdity of pretending neutrality while people die. What if we wrote something together?

Something that refuses the charade? Not another article filed away in a journal nobody reads, but a provocation. A mirror held up to the academy, smeared with ash.

I keep thinking of Gramsci in prison, scribbling by candlelight. He must have known despair too, but he refused silence. Could we do the same?

— Dusty

From: Michael Abrams
To: Dean Patricia Collins
Subject: Fwd: Following up

Patricia,

Not sure how to handle this. Sharing for awareness.

— Michael

----- Forwarded Message -----

From: Dusty Harrington
To: Michael Abrams
Subject: Following Up

Michael,

I hadn't heard back from you on my last note and wanted to check in. I hope everything's all right.

It did cross my mind that maybe you've been... advised against engaging with me on this. I know how the climate can be around here, how certain topics get a little too warm for comfort. If that's the case, I understand, but it would be disappointing.

I still think there's something important we could be shaping together in terms of this writing. Let me know if there's a reason you're holding back, or if I've misread things.

Best,
Dusty

From: Dusty Harrington
To: President Ellen Navarro

Subject: Urgent: Academic Freedom and the Crisis of Conscience on Campus

President Navarro,

I am writing with genuine concern about the moral and intellectual collapse happening within this institution. I have dedicated my career to teaching students how to think critically, yet I now find myself in an environment where critical thought is punished when it challenges the wrong power structures.

Over the past two weeks, I have been "advised" by your office to "tone down" my references to ongoing atrocities in Gaza. I was told my comments could "inflame tensions." That phrase HAUNTS me. What kind of university fears TENSION more than TRUTH?

Academic freedom is not a decorative value for accreditation brochures. It is the FOUNDATION of higher education. The moment we silence faculty voices to maintain COMFORT or DONOR SATISFACTION, we cease to be a university in any meaningful sense. We become a BRAND.

I am aware that my recent messages have "raised concerns." My concern is for INTEGRITY, not optics. The cowardice of silence is not neutrality; it is COMPLICITY. I will not be complicit.

I would appreciate clarification on whether faculty are still permitted to speak publicly about matters of GENOCIDE, HUMAN RIGHTS, and MORAL PHILOSOPHY without administrative censorship. If the answer is no, then at least let's stop pretending this place still values TRUTH.

I am not looking for a fight. I am looking for HONESTY.

Respectfully (though exhausted),
Dusty Harrington
Associate Professor, Political Theory
HSTU

From: Dr. Elaine Mercer
To: Dean Patricia Keller
Subject: Concern regarding Dusty Harrington

Dear Dean Keller,

I wanted to bring something to your attention. I recently received an email from Dusty Harrington asking me to review a few paragraphs of his writing. While I respect his intellect, I found both the tone and content troubling. The writing was highly inflammatory and seemed to blur the line between academic critique and agitational rhetoric. I was uncomfortable with the intensity of his message.

What also gave me pause was his invitation to meet for coffee or a drink to discuss his draft. Dusty and I are not close colleagues, and such a request felt unusual and inappropriate given our professional relationship.

I am forwarding his email below so that you can see the text in full. I am not sure how best to respond to him at this point and would appreciate your guidance.

Sincerely,
Elaine Mercer

----- Forwarded Message -----

From: Dusty Harrington
To: Dr. Elaine Mercer
Subject: Request for your feedback on a draft

Dear Elaine,

I have always respected your voice and the depth of your scholarship. I know that you share many of my political commitments, and I believe you will understand the urgency behind what I am trying to say.

Here are two paragraphs I have been working on for a forthcoming piece:

"The academy's refusal to confront the complicity of Western institutions in sustaining settler colonial violence is itself an act of violence. Every sanitized syllabus, every cautious department statement, every neutral gesture, amounts to collaboration. The blood of Gaza stains not only the hands of politicians but also of professors who remain silent behind the safety of tenure."

"Neutrality is no shield but a weapon wielded against the oppressed. To teach without demanding justice is to abandon scholarship's highest calling. If our words do not unsettle, if they do not provoke discomfort and rupture, then we are nothing more than scribes for power."

I would value your perspective immensely. Would you be open to grabbing coffee or perhaps a drink one evening to talk this through? I think you would help sharpen the edges of the argument.

Warmly,
Dusty

From: Dr. Amanda LeClair
To: Dean Patricia Keller
Subject: Fwd: Review Requested – Article Draft
Date: October 15, 2025

Hi Patricia,

I wanted to forward this along. I'm not sure what to make of it. Dusty reached out asking for my feedback on a draft he's been working on, but the tone feels increasingly troubled. It starts as academic reflection but moves into something harder to follow and more like a manifesto than a paper. You'll see what I mean below.

Best,
Amanda

----- Forwarded Message -----

From: Dr. Dusty Harrington
To: Dr. Amanda LeClair
Subject: Review Requested – Article Draft

Amanda,

You've always struck me as one of the few colleagues who still believes that ideas matter, that we are meant to be something more than bureaucratic caretakers of a decaying system. I've attached the current version of my article, "The Moral Bankruptcy of the Modern University." I would truly value your thoughts. You've written courageously about the ethics of silence, and I think you'll see why I've been losing sleep over this.

I know the tone is intense, but I don't think it's unjustified. Perhaps we could grab coffee or a drink to talk through it sometime soon.

Best,
Dusty

The Moral Bankruptcy of the Modern University

There was a time when the university stood for truth. Now it stands for branding, enrollment metrics, and the quiet management of dissent. The modern university pretends to nurture moral courage while punishing anyone who disrupts its comfort. This contradiction defines the age: we teach ethics while avoiding consequence, we write about justice while depending on inequity for funding.

Every semester, I hear colleagues talk about 'innovation' as if it were salvation. What they mean is efficiency, streamlining the human out of education. Students are treated as data points. Faculty are evaluated not by their ideas but by compliance with administrative metrics. I have watched committees nod along to language that means nothing, phrases stitched together from the wreckage of once-radical thought. It is a culture of empty assent.

I no longer believe the institution can reform itself. What began as an inquiry into the moral foundations of education has become a confession of complicity. I am not outside the problem. I

am embedded in it. Every lecture, every meeting, every grant proposal feels like another act of surrender to a machine that no longer knows what it was built to do.

We used to speak of inquiry as sacred. Now we speak of deliverables. The language of policy has replaced the language of purpose. We teach students to cite properly, to manage deadlines, to behave professionally but not to confront meaning. The university no longer believes in truth, only outcomes. What passes for critical thinking is careful phrasing designed to avoid discomfort. The courageous question has been replaced by the strategic one.

I have seen how fear governs us. Faculty whisper in hallways, terrified of missteps. Administrators perfect the art of polite avoidance. Even our students sense the hollowness. They come searching for meaning and we offer them credentials. They come with fire and we teach them to cool it into something marketable. The quiet tragedy of higher education is that we have trained ourselves to speak in careful tones while the world cries out for honesty.

The machine of niceness hums along. We celebrate initiatives that do nothing, publish statements that mean less. We praise each other for decorum while the core mission rots. The meetings never end. The memos grow longer. And somewhere between the slogans and the surveys, the soul of the university has been papered over. Niceness has replaced integrity. Consensus has replaced conviction.

When I speak to colleagues privately, many confess exhaustion. Not from teaching, but from pretending. We perform engagement. We perform empathy. The deeper truth is that we are paralyzed by institutional anxiety afraid to offend donors, boards, legislators, or one another. The result is moral paralysis disguised as professionalism.

I have begun to wonder if the university deserves to survive in its current form. Its rituals have become parody: ethics workshops without ethical risk, diversity statements without diversity of thought. We stage empathy while avoiding discomfort. It is all too clean, too polite, too afraid. And beneath the civility, a rot of cowardice grows.

I remember when I first started teaching. I believed the classroom could be a sanctuary for truth, a place where young minds could wrestle honestly with power, identity, and meaning.

But even that space has been colonized by the politics of reputation and risk. We tiptoe through conversations as if stepping around landmines. Students watch our eyes, not our words. They can tell when we are performing safety instead of practicing courage.

Perhaps that is the final betrayal. The students still come to us with questions that matter, but we have lost the courage to answer. We tell ourselves we are protecting them from harm, but in truth we are protecting ourselves from controversy, from criticism, from having to take a stand. We are teaching avoidance as virtue.

To teach feels dishonest. To write feels vain. To stay silent feels impossible. I walk the campus at night and it feels like a museum, beautiful, curated, hollow. The lights are still on but no one believes. The collapse has already happened; we are merely maintaining the illusion of structure.

What is left for those of us who still believe in truth, not as a brand but as a duty? The work feels smaller each year, and yet the stakes feel greater. To name what we see is to invite punishment,

but to remain silent is to lose what little remains of our integrity. The moral bankruptcy is not coming, it is here. The question is whether anyone within these walls still remembers what courage sounds like.

From: Donor Relations Office
To: Dean Patricia Keller
Subject: Fwd: Troubling online comments from faculty member

Patricia,

This was sent by one of our major donors on the Board of Visitors. He came across this CivicPulse discussion and recognized the user profile as Dr. Dusty Harrington. The faculty photo and departmental bio link make the connection explicit.

He is very concerned about the tone and accusations, particularly given the public nature of the comments. Please advise on next steps.

Best,
Angela Ruiz
Director, Donor Relations

----- Forwarded Message -----

Attachment: CivicPulse Discussion Board Screenshot
Username: DrDustyH_PoliTheory (verified faculty contributor)
Date: October 25, 2025, 11:43 PM
Thread Title: The Cowards in Academia and the Blood on Their Hands

Every day I walk into a classroom filled with students who have been taught that "neutrality" is a virtue. They whisper about objectivity while a GENOCIDE unfolds in real time. They scroll, they nod, they move on, as if silence does not kill.

Let us stop pretending that universities are innocent. The grants, the partnerships, the "global research initiatives" are all tied to systems profiting from death. And when a faculty member dares to name it, they are told to tone it down or protect the brand. The brand of what? Complicity?

I have sat in meetings where deans rationalized the slaughter of civilians as a complex issue. That is not complexity, it is cowardice.

Academia has become a machine that launders conscience. It manufactures consent and calls it scholarship. Those of us who refuse to play along are painted as radicals, but history will remember who stood by while bodies piled up.

I am done with performative neutrality. Choose a side, or admit that you already have.

From: Patricia Keller, Dean <pkeller@HSTU.edu>
To: Dr. Michael Cartwright, Provost <mcartwright@HSTU.edu>
Subject: Update on Professor Harrington

Dear Michael,

I wanted to update you on a matter involving Professor Dusty Harrington in Political Theory. Over the past several weeks, I've received multiple communications from colleagues and students expressing concern about his recent behavior and correspondence.

To summarize:

- Two faculty members have forwarded emails from him that contained unusually intense language and, in one case, a level of personal familiarity that felt inappropriate.
- One colleague noted that the tone of his writing suggested agitation beyond what they expect in professional discourse.
- At least one student reported discomfort with classroom remarks that blurred the line between critical inquiry and political advocacy.

Individually, these incidents may not rise to the level of misconduct, but together they suggest a pattern that merits closer attention. My concern at this stage is the cumulative impact on students, colleagues, and department climate.

I believe it may be advisable to convene a preliminary meeting with HR and University Counsel to clarify expectations, assess potential risks, and ensure any next steps are consistent with institutional policy and faculty rights.

Please let me know how you'd like to proceed. I will continue to gather information in the meantime.

Best,
Patricia

From: Jordan Ellis
To: Dean Patricia Keller
Subject: Concern about Dr. Harrington's class

Hi Dean Keller,

I wanted to reach out because I'm feeling really uncomfortable in Dr. Harrington's class (PHIL 203). Over the past few weeks, the lectures have become less about the readings and more about his personal opinions. It honestly feels like the class has turned into a political rally sometimes.

He keeps bringing up Gaza and talking about "moral collapse" and "institutional cowardice." I understand these are important global issues, but it feels unrelated to what we're supposed to be studying. Some students have tried to redirect the conversation, but he usually just gets more intense or says that we "don't want to see the truth."

A few people have stopped coming to class because it's so uncomfortable. I'm not trying to get anyone in trouble, I just don't think this is what we signed up for, and it's starting to affect the learning environment.

Thank you for listening,
Jordan

From: Dean Patricia Keller
To: Office of Academic Affairs – Faculty File (Harrington, D.)
Subject: Summary of Meeting with Department Chair and Dr. Harrington

I met with Dr. Martin Ellsworth, Chair of the Department of Social Sciences, and Dr. Dusty Harrington on October 8, 2025, to review several student concerns regarding classroom climate in Dr. Harrington's course. Multiple reports have indicated that recent class sessions have focused extensively on current political issues, particularly international conflicts, creating discomfort for some students.

Dr. Harrington was articulate but combative during the discussion. He framed the concerns as "an attempt to silence academic freedom" and stated that "free inquiry is under siege." When asked to consider how students might experience his approach, he responded in broad philosophical terms rather than reflecting on his communication choices or teaching methods.

I emphasized that while the university supports robust intellectual dialogue, it is also responsible for maintaining learning environments where all students feel respected and able to participate. Dr. Harrington maintained that he would not "censor" his views and questioned whether higher education still values independent thought.

A follow-up meeting is scheduled for October 22, following a planned classroom observation. Referral to Faculty Development for additional support in managing classroom dialogue and tone is under consideration.

Patricia Keller, Ph.D.
Dean, College of Arts and Human Sciences

College of Arts and Human Sciences

Teaching Evaluation Summary Report – Dr. Dusty Harrington

Semester: Spring 2025

Course: PSCI 340 – Comparative Political Systems

Prepared by: Office of Institutional Research and Assessment

Overview:

Dr. Harrington's Spring 2025 student evaluations reflect a generally positive assessment of his teaching effectiveness and classroom engagement. Students frequently described him as "challenging," "passionate," and "thought-provoking." His average evaluation scores placed him among the top 25 percent of instructors in the College of Arts and Human Sciences. While most comments praised his energy and command of the material, several noted a tendency toward prolonged political commentary and an increasingly confrontational tone during classroom discussions. These remarks appear as early indicators of the concerns now surfacing in the Fall 2025 semester.

Quantitative Summary:

Evaluation Category	Mean Score (5.0 Scale)
Instructor Effectiveness	4.7
Course Organization	4.5
Respect for Students	4.3
Encourages Critical Thinking	4.0
Overall Course Rating	4.0

Representative Student Comments:

- "Dr. Harrington makes politics feel alive. He connects everything to what's happening right now and
- doesn't shy away from controversy."
- "You have to be ready to debate. Sometimes it feels like he wants an argument more than a
- discussion."
- "He's brilliant, but sometimes his political opinions take over the lecture."
- "I left class many days inspired, but also a little drained. He has a strong presence."
- "He's the kind of professor you either love or avoid. There's rarely an in-between."

Summary Analysis:

The evaluations indicate that Dr. Harrington is an intellectually dynamic instructor with strong student engagement and outcomes, but also show growing concerns about tone, bias perception, and classroom climate. Continued observation and mentoring are recommended to balance academic freedom with inclusive classroom practices.

Appendix B: Pathways Scoring

Pathways Scoring Sheet

 Suicide <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Social Problems <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Anxiety <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Harassing Behaviors <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	 Affective Violence <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
 Depression <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Academic Trouble <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Intense Thoughts/Action <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Stalking Others <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Trolling Actions <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
 Self-Injury <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Financial Insecurity <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Hallucinations/Delusions <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Acts of Partner Violence <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Transient Threats <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
 Alcohol/THC <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Adjusting to Change <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	 Group Pressure <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Sexual Violence <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Substantive Threats <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
 Serious Drug Use <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Loss or Bereavement <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Vandalism <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Incel Behavior <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 White Supremacy <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
 Being Teased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Being Stalked <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Being Controlled <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Eating/Sleeping <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 Weapons Interest/Access <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



www.pathwaystriage.com

11/29/25, 8:37 AM

Workplace | Pathways from D-Prep

 Pathways

Home | Pathways-K12 | Pathways HE | Pathways HR | Suicide Wayfinder | Resources

Pathways-HR

This version of Pathways is designed to be used in cases involving threats or problem behavior in the workplace. Rate each applicable category below on a 3-point scale. If a category does not apply, leave it blank. Click on the category name for scoring guidance. After you submit your ratings, you will be provided a set of intervention recommendations.

Your Responses

Suicide	Social Problems: 1	Anxiety: 1	Harassing Behaviors: 2	Affective Violence: 2
Depression:	Work Performance:	Intense Thought/Action:	Stalking Others:	Trolling Actions: 1
Self-Injury:	Financial Insecurity:	Hallucinations/Delusions:	Acts of Partner Violence:	Transient Threats:
Alcohol/THC: 1	Adjusting to Change: 1	Group Pressure:	Sexual Violence:	Substantive Threats:
Serious Drug Use:	Loss or Bereavement: 1	Vandalism:	Incel Behavior:	White Supremacy:
Being Teased:	Being Stalked:	Being Controlled:	Disturbed Eating/Sleeping:	Weapons Interest/Access: 1

Are they without housing? No
Are they a veteran? No

Rating: MODERATE

Based on the information shared, it is recommended to complete a full violence risk assessment. DarkFox Violence Risk Assessment Tool is the recommended system to use. Please contact info@darkfoxsafety.com to learn more about access.

Alcohol/THC

- Discuss the pros/cons of their use and explore harm reduction strategies
- Clarify state laws and your HR policy
- Offer contemplative/preparation steps to change

Loss or Bereavement

- Normalize their feelings and offer support and care
- Identify triggers and any comforts or reducers
- Discuss a voluntary referral to counseling or EAP services

Anxiety

- Normalize their feelings and offer support and care
- Identify triggers and any comforts or reducers
- Discuss a voluntary referral to counseling or EAP services

Social Problems

- Normalize their feelings and offer support and care
- Identify triggers and any comforts or reducers
- Consider a referral to counseling or EAP
- Consider a referral to HR/supervisor
- Discuss the need for accommodations in the workplace

Adjusting to Change

- Normalize their feelings and offer support and care
- Identify triggers and any comforts or reducers
- Consider a referral to counseling or EAP
- Consider a referral to HR/supervisor
- Look for social supports

Harassing Behaviors

- Use the HR processes to address behavior
- Monitor the behavior
- Encourage counseling referral and refer to EAP
- Consider emergency contact notification

Trolling Actions

- Identify areas of difficulty (social, workload, etc.)
- Discuss social and HR implications of their behavior
- Explore alternative behaviors and ways to support them

<https://www.pathwaystriage.com/workplace>

1/2

11/29/25, 8:37 AM

Workplace | Pathways from D-Prep

Affective Violence

- Set clear conduct limits and monitor for compliance
- Assess the need for HR involvement, stay-away orders, and limits
- Consider emergency contact notification

Weapons Interest/Access

- Discuss why guns and firearms hold such an interest for them
- Further assess video game and fantasizing related to harming others
- Explore additional risk factors that would raise concern for gun access (suicide, mental illness, threats)

[Print](#)[Back to Answers](#)[Reset Tool](#)

No data is stored in this online system related to your entries. Users are encouraged to print and save the outcome to a PDF and maintain this according to your institution's data privacy standards.

For more information, contact brian@dprep.com

Pathways is an expert system that takes observations and user input and generates suggested interventions based on user input and research from psychology, criminology, threat, and law enforcement fields. Pathways provides support to threat teams and law enforcement in the summary and development of a risk mitigation plan. Information provided by Pathways should be used in conjunction with the context of the experience, research and expert judgement of law enforcement, counseling and threat assessment professionals.

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<https://www.pathwaystriage.com/workplace>

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Appendix C: DarkFox Scoring

DarkFox Scoring Sheet																																							
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<p>Death: <input type="checkbox"/> Pet <input type="checkbox"/> Parent/caregiver <input type="checkbox"/> Someone close</p> <p>Losses: <input type="checkbox"/> Failed Class/assignment <input type="checkbox"/> Kicked off team/injury <input type="checkbox"/> Failed Greek pledge/kicked out <input type="checkbox"/> Break up with partner <input type="checkbox"/> Fired or let go from a job</p> <p>Negative Experiences: <input type="checkbox"/> Suspension from work or school <input type="checkbox"/> Title IX sexual assault <input type="checkbox"/> Legal trouble <input type="checkbox"/> Arrested by police <input type="checkbox"/> Title IX stalking, interpersonal violence or harassment <input type="checkbox"/> Financial distress <input type="checkbox"/> Extreme teasing or bullying</p> <p>Other: <input checked="" type="checkbox"/> None <input type="checkbox"/> Unsure</p>																																							
Current Experiences																																							
<p>School: <input type="checkbox"/> Pending/likely discipline action <input type="checkbox"/> Pending/likely suspension <input type="checkbox"/> Pending/likely expulsion <input type="checkbox"/> Pending/likely involuntary medical withdrawal</p> <p>Work: <input checked="" type="checkbox"/> Pending or likely discipline action <input type="checkbox"/> Pending or likely suspension <input type="checkbox"/> Pending or likely loss of job</p> <p>Social Life: <input type="checkbox"/> Pending or likely criminal charges <input type="checkbox"/> Pending or likely loss of home or living arrangement <input type="checkbox"/> Pending or likely loss of relationship <input type="checkbox"/> Difficult upcoming deadlines <input type="checkbox"/> Increasing risk of financial stress/loss <input type="checkbox"/> Return to school/work after an embarrassing event <input type="checkbox"/> An atmosphere of teasing, bullying, and exclusion <input type="checkbox"/> Coming out (sexual orientation)</p>																																							
 Social Support  Restrict Firearms  Empathy  Activities  Purpose  Access to Care  Positive Climate  Consequence  Resiliency																																							
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Profile Information

Demographics

Environment

Financial Health

Professional

Surveillance

RESUBMIT FOR REPORT

- Your Responses

Birth year: 1970	Gender: Man
Veteran: No	TBI: No

Assessment data sources: co-workers, observations relayed to police, direct observations, open-source intelligence (OSINT)

Difficulties/loss within the last 1-2 months: Not entered

Current challenges: pending HR action

Violence Risk Assessment:

Alone: 1	Catalyst: 2	Free Fall: 1	Hopelessness: 1
Aggravated: 2	Vengeance: 1	Incali: 1	Costuming: 1
Sadist: 1	Research: 1	Checklist: 1	Objectification: 2
Consumed: 2	Irrational: 1	Encouragers: 1	Bullied/Teased: 1
Defiant: 2	Impulsivity: 1	Weapons Interest: 1	Weapons Acquisition: 1

Threat Assessment:

Direct: 1	Lethality: 1	Time: 1	Leakage: 1
Location: 1	Organization: 1	Tone: 1	Rhetoric: 1
Planning: 1	Penetration: 1	Approach: 1	Blaze: 1

Suicide Assessment:

Statement: 1	Treatment: 1	Self-injury: 1	Self-concept: 1
Exit: 1	Sleep: 1	Substances: 1	Attempts: 1

- Summary

It is difficult for them to connect to others, make friends, and they find little progress in their efforts to change.

Actual or perceived injustices frequently occupy their thoughts and conversations. Others are blamed and these resentments will not be easily overcome or forgiven. A singular thought becomes all encompassing, leading to an inability to be redirected or focused. This impacts their work performance, peer interactions, and/or relationships as they rant about their ideas. Blame is quickly assigned to others without regard for their feelings or accuracy. Others are increasingly seen with disgust and as unworthy of their time. Conflicts and arguments increase at work and home.

Upcoming HR actions, such as suspension, present future stress and conflict that could escalate feelings of hopelessness, despair, and feeling trapped.

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There is either a loss of appetite or rapid increase in appetite due to sadness. Excessive eating offers comfort while a stark reduction in eating offers a sense of punishment or control. Eating disturbances cause an increase in overall suicide risk. Occasional use of alcohol and/or weed disrupts focus at work and home. Use is related to off-setting emotional pain and sadness. Impulsive behavior occurs regularly with them engaging in poorly planned, reactive, and emotional outbursts. There is a chronic nature to the behavior, and they are unsuccessful at attempts to change. Impulsive action and poorly thought-out behavior are risk factors for a completed suicide.

Weapons are a topic of interests, as are tactics and simulations on first person shooter video games. It is common for them to discuss weapons and shootings with others. They do not currently have a firearm. Frequent discussions occur about actual/perceived injustices and how others are to blame for the problems they are currently experiencing. These are carried as intense resentments and slights.

Multiple losses, negative experiences, and failed supports make functioning difficult. These have the potential of escalating plans of violence. There is a desire to set things right based on real or perceived injustices and grievances that have overwhelmed them in the past.

The threat is vague but includes an angry and frustrated quality. The threat is designed to intimidate and includes themes of sadness, injustice, and pain expressed in the characteristics of the threat.

- Vulnerability

LOW

VULNERABILITY brings together ALONE (moderate), FREE FALL (low), HOPELESSNESS (low), BULLIED/TEASED (low), and SELF-CONCEPT (low). It represents an overall potential for isolation and vulnerability to considering suicide or violence to others. Overall vulnerability makes it more likely for the person to act out without regard to social pressures to conform, as they already perceive a high degree of negative emotion and punishment. As there is little hope for a better future, they consider more extreme action as they have little to lose.

- Negative Thoughts

HIGH

NEGATIVE THOUGHTS brings together IRRATIONAL (low), AGGRIFIED (high), CONSUMED (high), OBJECTIFIED (high), INCEL (low). It represents an overall potential for a pessimistic and negative view of others and who is to blame for their difficulties in life. These obsessional, clouded, and misguided ways of seeing others contribute to the motivation for targeted violence. As they are seen as increasingly distant from others but with successful progression in their grades, work performance and/or relationships, there are few remaining reasons to conform with societal norms.

Interventions

- Given their tendency to assign blame quickly to others and become overwhelmed with intense feelings related to real or perceived injustices and mistreatment, encouraging them to talk calmly and without judgement or defensiveness about their thoughts may help them feel less combative and challenged. This could occur in community counseling, an employee assistance program referral, or supportive activities like sports, trivia night, book club, martial arts, religious or social justice organizations, hobbies or clubs.
- A growing lack of empathy toward others and the escalation to a 'me vs. the world' philosophy should be countered with opportunities to share and be understood, as well as listening to others and understanding. They will likely be entrenched in this viewpoint and reluctant to consider change.
- Social isolation will likely escalate if they continue to rant and blame others for their problems. This may occur with women due to a lack of dating opportunities as well as with work colleagues, supervisors, family, and friends. Help them explore how their current behavior is leading to unwanted outcomes in their life. This development of discrepancy between their behavior and its outcome is also taught through motivational interviewing, a therapeutic approach to working with stuck or difficult people.
- Work performance and attendance, family and friendships are suffering because of how they interact with others. While difficult, a referral to community based counseling, an employee assistance program referral, or conversations with a mentor, coach, religious leader, sponsor, or trusted person may help return them to a balanced perspective.

- Environmental Stressors

MODERATE

ENVIRONMENTAL brings together their experience with difficulties, loss, and current challenges in life. The loss of key supports, changes in employment, financial, or legal difficulties, and chronic experiences of teasing and bullying each contribute to weakened resiliency and an inability to remain positive and hopeful about the future. While rarely causal to suicide or targeted violence, the combination of recent losses with growing stressors creates less resistance in a person's life when they are considering suicide or violence to others.

Interventions

- The upcoming HR actions have the real potential to increase the stress and feelings of hopelessness. Efforts should be made to discuss the impact of these upcoming events, as they bring with them disturbances that could escalate thoughts of suicide and/or violence to others.

- Suicidality

LOW

SUICIDALITY brings together STATEMENT (low), EAT (moderate), SLEEP (low), TREATMENT (low), SELF-INJURY (low), SUBSTANCES (moderate), SELF-CONCEPT (low), ATTEMPTS (low), HOPELESSNESS (low), IMPULSIVITY (moderate), WEAPONS ACQUISITION (low) and VETERAN STATUS (no). Suicide is best understood as an idea to action process, where thoughts and ideas such as disappearing, feeling trapped, and wanting to die lead to suicide attempts, self-injury, skipping medication, and inpatient hospitalization. Additional changes to eating and sleep can further increase the risk of suicide as can previous attempts and self-injury. Substance use can dull emotions or escalate suicide risk due to an increase in impulsivity, particularly if they have access to weapons. Suicidality and hopelessness are some of the highest risk factors for targeted violence as the person has lost all social regulation for their behavior and any hope of a positive outcome for their future.

- Attack Preparation

MODERATE

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ATTACK PREPARATION brings together WEAPONS INTEREST (moderate), RESEARCH (low), PLANNING (low), AGGRIEVED (high), ENCOURAGERS (low), COSTUMING (low) and VETERAN STATUS (no). A target is being considered and they have begun researching, planning, and considering different weapons to be used in the attack. The injustices and grievances they have endured drive them forward with the plan and they are encouraged by others (often in online groups) to escalate the attack plan. The preparation often offers some emotional release and feeling of calm as they struggle with isolation, frustration, and hopelessness about life.

Interventions

- Interest in weapons and studying past attacks should be explored to better understand the motivation for these interests. Consider an open-source intelligence review to determine if there are concerning social media posts. A coordinated response with community counseling, EAP, workplace BIT/CARE, and/or threat team would be advised.
- Given the increased blame on others, further exploration on the presence of other preparation behaviors such as research, weapons interest, planning, encouragers, or costuming should be considered. The presence of injustice or grievance collecting is a concern the same way a flame is a concern. When paired with fuel, such as the other preparation behaviors, the risk escalates quickly. Conversations should occur with supervisors and/or human resources. Consider an open-source intelligence review to determine if there are concerning social media posts. A coordinated response community counseling, EAP, workplace BIT/CARE, and/or threat team would be advised.

- Attack Approach

Moderate

ATTACK APPROACH brings together WEAPONS ACQUISITION (low), CATALYST (high), CHECKLIST (low), PENETRATION (low), APPROACH (low), SADIST (low), VENGEANCE (moderate) and VETERAN STATUS (no). Approach behaviors are those that occur prior to an attack and can be seen as the physical acting out of preparations. Weapons are selected and acquired for the attack, countermeasures for security of the target are devised and a checklist for preparation is created. Events have occurred in their life that have increased stress, feelings of hopelessness.

Interventions

- Upsetting changes and multiple losses have the potential to further destabilize someone on the pathway to violence. Efforts should be made to offer additional supports and accommodations given the recent losses and challenges faced at work, home, and with friends. Talking with a trusted friend or family member, community counselor, supervisor, human resources, or EAP counselor is another way to help. A coordinated response community counseling, EAP, workplace BIT/CARE, and/or threat team would be advised.
- With intensifying thoughts about real or perceived injustices, there is an increased justification for violent action to the target of their frustrations. Talking with them about the intensity of these feelings and how they may serve as a motivation for acting out toward the target of their frustrations will help further assess the risk and develop alternative strategies. Encourage them to talk to a trusted friend or family member, supervisor, human resources, or the EAP counselor to help lessen the intensity of their frustrations.

- Threat

Low

THREAT brings together DIRECT (low), ORGANIZATION (low), LETHALITY (low), TIME (low), LEAKAGE (low), LOCATION (low), TONE (moderate), RHETORIC (low), PLANNING (low), APPROACH (low), BLAZE (low), VETERAN STATUS (no), and SUICIDE. Threat indicates the overall severity of a threat that has been made. Someone has the potential to be violent even without making a threat, however threats that are made provide insight into the planning prior to a potential attack. Threat gathers information together about the time and location of an attack, the lethality or dangerousness of the threat, and if planning or approach has begun. Information about the transient or substantive nature of the threat is gathered through the tone and rhetoric of the threat.

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RESET

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For more information, contact btam@dpred.com

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