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Expanding the ranks of atrocity prevention: bringing a prevention lens to professional graduate education

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EXPANDING THE RANKS OF ATROCITY PREVENTION ACTORS



Bringing a Prevention Lens to
Professional Graduate
Education





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for the prevention of genocide
and mass atrocities

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Introduction

Mass atrocities are understood to be processes, not events. They are generally preceded by a full range of early warning signs and followed by some predictable challenges. Accordingly, atrocity prevention encompasses strategies targeted to upstream (before conflict), midstream (amidst conflict) and downstream (after conflict) stages.¹ Because mass atrocities are associated with a range of common risk factors that are present in varying degrees in all societies, prevention can also be thought of as a process of both mitigating those risks and building resilience against them.

The effectiveness of contemporary atrocity prevention continues to be constrained by an emphasis on military, diplomatic/political, economic, and humanitarian interventions once mass violence is underway. Waiting for the onset of violence before implementing preventive measures not only fails to protect early victims, but also severely restricts the range of available response options and dramatically increases their cost. Focusing on midstream prevention also creates a situation in which the responsibility for prevention is limited almost exclusively to the leaders of sovereign governments, as well as their diplomatic and military personnel. Alternatively, shifting the emphasis further upstream increases the response options available to stakeholders by including a range of additional actors in the preventive process who are able to effectively respond to a variety of pre-existing and burgeoning risk factors, rather than allowing for those risk factors to culminate in violence before taking decisive action.

Despite the responsibility of States to prevent and respond to mass atrocities as enshrined in the doctrine of Responsibility to Protect (R2P), countries, regional and multilateral agencies, and the international community as a whole, have repeatedly demonstrated that they lack the motivation and/or capacity to fulfill this fundamental obligation. In response to States' unwillingness to act, the field of atrocity prevention has moved to push policymakers and scholars to broaden their views and consider the possibilities for prevention before violence begins.

This, in turn, has created opportunities for an expansion of actors and civic sectors considered by experts to hold essential atrocity prevention responsibilities and capacities. To date, discussions of upstream prevention have limited their focus to a relatively narrow range of professions and lines of work, largely centered on the roles of State actors and civil society organizations. In doing so, the prevention community has missed opportunities to engage and enlist members of the broader public, especially those occupying professions whose preventive roles have not traditionally been emphasized in atrocity prevention canon. While the work of public officials and civil society continues to be vital to the effective prevention efforts, widening the ranks of atrocity prevention actors to include new professional segments can bring the broader community together under a vested interest in prevention.

This paper asks us to imagine a world in which all professionals are instilled with the value of their responsibility to prevent mass atrocities and have been equipped with the knowledge and skills to be able to contribute to prevention at each phase of the conflict cycle within the performance of their regular duties. This would be a world in which a wide variety of professionals have both the motivation and the capacity to apply an atrocity prevention lens to their decisions and actions.² This would not replace, but rather complement, the role of State actors and allow for effective partnerships between the two groups. In this paper, one particular aspect of professional education, that of specialized accreditation, is highlighted as a potential to create such a reality.

Expanding the Ranks of Atrocity Prevention Actors: Bringing a Prevention Lens to Professional Graduate Education both builds on, and remains distinct from, previous publications produced by the Auschwitz Institute for the Prevention of Genocide and Mass Atrocities (AIPG, formerly known as

the Auschwitz Institute for Peace and Reconciliation or AIPR). Two previous papers in the Auschwitz Institute's Sheri P. Rosenberg Policy Papers in Prevention series, both from 2017, have articulated a role – potentially positive or negative – for non-state actors. In *A Shifting Paradigm: Social Media and the Changing Nature of Conflict and Conflict Response*, Chris McNaboe highlights how the technology that undergirds social media and the volume of data generated by these technologies is already changing the conflict landscape, and how it can be leveraged to assist in atrocity response.³ In the paper *Getting Down to Business: Uncovering the Roles Played by Enterprises in Enabling and Preventing Atrocity Crimes*, Tatiana Gos illustrates how large multinational corporations can use their buying, investment and distribution powers to either violate human rights on a massive scale or contribute to prevention.⁴ *Expanding the Ranks of Atrocity Prevention Actors* builds on both papers with concrete strategies for advancing the positive changes each author advocates. However, it is notably different in that the focus is not placed on a single sector or type of actor, but rather explores the potential for various professional sectors – business, law, nursing, social work, among others – to contribute to atrocity prevention.

This paper also builds on the work of AIPG's vitally important and highly successful Warren Educational Policies Program (WEPP)⁵ by furthering an understanding of the critical role of incorporating an atrocity prevention lens when designing educational policy and programming. Whereas the WEPP focuses on developing contextually relevant curricular content and pedagogical approaches for educating young people in primary and secondary academic settings, *Expanding the Ranks of Atrocity Prevention Actors* emphasizes the value of incorporating atrocity prevention education in professional graduate degree programs designed for adults who have already secured an undergraduate university degree. This suggests modifications in both content and instructional strategies that take into account a more mature student population and link the prevention-centric content to elements of the specialized accreditation standards to which professional programs must conform.

This paper also represents an early contribution to a new series of publications from Binghamton University's Institute for Genocide and Mass Atrocity Prevention (I-GMAP). I-GMAP is dedicated to bridging the divide between the worlds of scholarship and practice, breaking down traditional barriers between academic disciplines, and bringing the full range of resources of a modern research university to advance atrocity prevention. I-GMAP policy briefs, policy papers, and reports are presented as part of its new Mechanisms of Atrocity Prevention (MAP) series. MAP publications will address a full range of topics and will not be limited to those with an explicit focus on higher education. In having an education focus, however, this MAP report contributes to I-GMAP's mission of promoting a fully multi-disciplinary approach to atrocity prevention.

The idea for this project developed out of two parallel I-GMAP-related activities. First, over the past four years, the co-directors of I-GMAP have been actively identifying opportunities to integrate atrocity prevention into their own disciplines. In the case of the lead author of this report, this meant examining the curriculum of the Master of Public Administration (MPA) program at Binghamton University and looking for ways to include atrocity prevention in support of the program's accreditation requirements. MPA students are now exposed to atrocity prevention content as part of several required courses.⁶ These experiences provided the impetus for a more systematic examination of the profession's accreditation standards, as well as the production of a published academic paper⁷ and a book chapter.⁸ These prior studies provide the methodological framework for this study discussed in greater detail later. Additional articles have outlined a research agenda for the field in which atrocity prevention informs, and is informed by, fundamental concepts of public administration⁹ and have identified short-, medium- and long-term strategies for responses to the COVID-19 pandemic that are informed by an atrocity prevention lens.¹⁰

Second, as part of I-GMAP's efforts to build a multidisciplinary and university-wide commitment to

atrocities prevention, the Institute hosts annual faculty and curriculum development programs which attract faculty from across the campus. The program, conceived of, and co-led by, the lead author of this report, guides faculty through a year-long process of learning about mass atrocities as processes and exploring how their own fields can contribute to prevention. New or restructured courses are produced as program outputs that include materials, instruction, assignments and learning outcomes related to atrocities prevention. In its first two years, the program has attracted and “graduated” faculty from the fields of public administration, teacher education, nursing, computer science, business entrepreneurship, history, anthropology, comparative literature, political science, and geological sciences.¹¹ Beginning in 2020, participants in the program are recognized as Charles E. Scheidt Faculty Fellows in Atrocities Prevention and include faculty from some of the previously mentioned fields, in addition to business management, organizational leadership, systems science and industrial engineering, English and romance languages. The ideas generated by participating faculty regarding how to integrate atrocities prevention in their courses, as well as the enthusiasm they express for its relevance and importance to their respective fields, has informed and motivated this research.

An underlying assumption of this paper is that genocides, crimes against humanity, ethnic cleansings and other mass atrocities do not occur exclusively as the result of formal State actions at the highest levels of government. The scale of mass atrocities requires the complicity, if not the outright collaboration and participation, of actors across the societal spectrum. Within the typology that characterizes actors as perpetrators, victims, rescuers, and bystanders,¹² upstream prevention allows us to envision engaging people as agents of prevention well before they have to choose from those limited options. Instead, upstream-centric strategies prepare them to contribute to reducing risk factors. If one accepts that individuals in a wide range of positions of professional responsibility in the public, private and nonprofit sectors can contribute, and have contributed, to perpetrating atrocities, it is reasonable to explore how the same range of professionals could be enlisted as prevention actors to disrupt mass atrocities, particularly if the focus is placed on upstream prevention.

The core argument of *Expanding the Ranks of Atrocities Prevention Actors* is that professionals in all fields not only have the potential, but also the responsibility, and perhaps even an untapped desire, to contribute to prevention. However, current professional education and socialization standards neglect this theme and thereby miss an opportunity to expand the atrocities prevention community. As such, we make the case for a framework that we refer to as the Professional Responsibility to Prevent (PR2P), which would operate alongside the beleaguered State-focused R2P. After making the general case that identifies the importance of professionals and their education, as well as discussing the role of specialized accreditation, we present the theory of change underlying our proposed PR2P framework. This is followed by brief profiles of ten professions in which we evaluate opportunities to introduce PR2P. We do this by closely examining the explicit and implicit professional values, in addition to the stated and implied student learning outcomes and competencies. An emphasis is placed on finding ways in which accreditation standards and processes might motivate professionals to embrace atrocities prevention as part of their existing responsibilities, not as newly added ones, and how these standards and processes might instill in them the capacity to effectively contribute to prevention. Recognizing that none of these professions currently incorporate atrocities prevention training elements and that all professions will inherently guard against pressures from outside entities to redefine their professions, we call attention to opportunities that use existing accreditation standards from each profession to incorporate atrocities prevention into the educational preparation of future professionals.

There is no expectation that any of these professions will be modified to include extensive or detailed instruction about mass atrocities and their prevention. Contributing to atrocities prevention from one’s profession does not require mastery of the legal distinctions between genocides, crimes against humanity and war crimes, or how to effectively engage in truth and reconciliation, memorialization, or

demobilization, disarmament, and reintegration (DDR) as part of post-conflict transitional justice. The majority of professionals do not need to become experts in international law or the logistics involved in providing humanitarian aid. Rather, educating professions to apply an atrocity prevention lens requires that students be exposed to basic information about mass atrocities as processes, about the unique prevention options and challenges in upstream, midstream, and downstream contexts, about risk factors and early warning signs, and about how to make decisions and foster environments that reduce the likelihood of identity-based violence.

Following a sequential discussion of selected individual professions, we step back to review overarching findings and consider implications for including additional professions. Before concluding this paper, we suggest several alternative strategies for pursuing change based on our assessment of opportunities.

Education as an Atrocity Prevention Strategy

Education is widely understood as having the potential to be a powerful tool for prevention. In a 2013 report, then-UN Secretary General Ban Ki Moon highlighted how education could promote behaviors, attitudes and perceptions of tolerance and the value of diversity among young people, and how such changes could “contribute to a society that is resilient to atrocity crimes.”¹³ At the 2017 conference of the International Association of Genocide Scholars, AIPG’s Director of the Warren Educational Policies Programs (WEPP), Clara Ramírez-Barat (2017) described education as having both formative and transformative power. She called attention to three ways in which education can contribute to the prevention of atrocity crimes: First, by reducing poverty and spurring economic growth; second, by positively influencing social values and contributing to a “culture of democratic and peaceful coexistence”; and third, by helping to build “more equitable and inclusive societies” and promoting “civic trust.”¹⁴ Education is thus a crucial tool of prevention, particularly as part of in upstream and downstream strategies.

Applying an atrocity prevention lens to education can also be understood within the framework of the 2030 Agenda for Sustainable Development adopted in 2015 by all member states of the United Nations.¹⁵ The 17 Sustainable Development Goals (SDGs) articulated in the Agenda provide a “shared blueprint for peace and prosperity for people and the planet, now and into the future.” SDG 4, with its emphasis on education, identifies several relevant targets for 2030. Target 4.5, for example refers to the need to “eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.” Even more directly relevant is Target 4.7, which aspires by 2030 to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

In the case of primary and secondary education, Ramírez-Barat emphasizes that atrocity prevention education must be relevant to specific historical, social, and cultural contexts, and the pedagogical approach must focus on political, social, and moral development. Although the writings of both Ramírez-Barat and Moon emphasize the education of young children, similar lessons can be applied to professional education for adults as well. In this paper, we adapt those lessons to post-secondary education, specifically to professional graduate contexts.

Colleges and universities build upon the foundation of primary and secondary education in preparing students for civic engagement and global citizenship. Institutions of higher education are particularly

focused on the goal of preparing students for employment. Professional education, which often takes place at the graduate level, not only places an emphasis on helping students to get jobs after completing their courses, but also on methods for pursuing careers and working in careers that positively affect and advance society. Professional education already has the potential to inform and contribute to atrocity prevention in all stages. The key is to ensure that the education received by students on prevention is compatible with existing professional norms and values, and that pedagogical approaches emphasize the integration of atrocity prevention with a given profession's core competencies.

The Importance of Professions and Professional Education

Traditional academic disciplines – whether within the humanities, social sciences or physical sciences – exist primarily to generate knowledge in a subject matter area and then impart that knowledge to students while maintaining a focus on the construction and testing of theories. There are, without doubt, many opportunities to incorporate atrocity prevention into these disciplines, but they are not the focus of this report as they do not have the same potential to translate into direct action for prevention in the field. Advanced degrees in these disciplines are intended to prepare individuals for a life of scholarship.

By contrast, professional education is designed to provide students with knowledge, skills, and values to apply in career practice outside of academia. In addition to the traditional professional fields of architecture, engineering, law and medicine, other disciplines such as social work, business and public administration, accounting, counseling, and journalism, among others, are increasingly considered to be part of this category.

Beyond receiving specialized education and training, most professionals are subject to strict codes of conduct that enshrine the rigorous ethical and moral obligations put in place to guide their work. Professional standards of practice and ethics for a particular field are typically agreed upon and maintained through widely recognized professional associations. These associations, and the communities of professionals that they represent, also tend to see themselves as operating in service of the public interest and contributing to the general good of society.¹⁶

Professionals that possess advanced and/or specialized knowledge, as well as skills based on research, education, and training at a high level, are generally recognized by the public as authorities. Being a member of a professional association confers a certain stature upon an individual, as their specialized expertise makes others unlikely to question their authority within the bounds of the relevant knowledge domain. As a result, when these professionals and their associations are coopted by the perpetrators of mass violence, they become complicit and have the potential to exacerbate the commission of these crimes. This is also true in situations where professional communities ignore the signs of impending atrocities, perhaps because they are not sufficiently informed, equipped or empowered to act. However, these same characteristics make these professionals well positioned to disrupt burgeoning mass atrocities by acting as agents of atrocity prevention.

Another distinguishing characteristic of many professions is the type of degree awarded. Whereas academic disciplines emphasize liberal arts and, at the graduate level, confer Master of Arts (MA) or Master of Science (MS) degrees, professions more commonly award specialized degrees such as the Master of Business Administration (MBA), Juris Doctorate (JD), Doctor of Medicine (MD), and Master of Social Work (MSW), among others. These special degrees, in turn, involve specialized accreditation reviews. Generally, professional education programs must meet standards of accreditation beyond those which attest to the overall institutional quality of the college or university in question. Accreditation allows graduates, for their part, to join a stronger and more selective network of

professionals, which may improve their career prospects over the long-term.

This type of programmatic accreditation or specialized accreditation is very common in masters-level or other professionally-focused graduate programs. Professional associations that oversee accreditation work to provide additional proof of quality and prestige. As a result, professional accreditation is used by many employers when determining whether a given program is eligible for tuition reimbursement, as well as when deciding whether a prospective employee has the necessary credentials to fill a position. Some professions require not only formal education, but also certification and licensure through testing and/or apprenticeship.

Although universities are often criticized for their “ivory tower” isolation from the real world, this criticism is less applicable to the professional degree programs that they operate, in part because of the rigors associated with specialized accreditation. Professional accreditation processes help maintain strong connections between academic programs and practicing professionals. Accreditors work with professional associations to ensure that standards remain relevant and use these standards to encourage or require programs to demonstrate how faculty and students engage with professionals. Experienced professionals not only inform these standards; they also frequently form part of the evaluation teams that assess program quality as part of regular accreditation review processes. The close working relationships that exist between practicing professionals, specialized accreditors, and the institutions that provide graduate programming in the design and application of accreditation standards present an opportunity to incorporate atrocity prevention into these practices with maximum impact.

Professional Accreditation as an Atrocity Prevention Entry Point

Working from the principle that “what gets measured, gets done,” accreditation standards for professional education provide a list of criteria upon which programs are evaluated. Historically accreditation has focused on evaluating input measures, such as the credentials of instructors and the content of curriculum, as well as the adequacy of infrastructure, support services and financial resources. In the modern era, specialized professional accreditation standards increasingly emphasize outputs and outcomes, and speak in terms of values, student learning outcomes and competencies. This means that the quality of professional degree programs, for purposes of accreditation, is now largely based on evidence that graduates have the capacity to perform certain functions requiring advanced knowledge and skills, and that they will do so in accordance with the relevant moral and ethical criteria. The core values and essential competencies of each profession not only distinguish it from other professions, but also creates accountability between professional peers.

Core values can play a powerful role within a professional field by establishing common norms and expectations. These values are often articulated in a Professional Code of Conduct or Code of Ethics. Some aspects of professional values are understood, at least at a basic level, by the lay public. Most people are familiar with the Hippocratic Oath taken by medical professionals, which obligates them to “first, do no harm.” Similarly, people who have watched television crime or legal dramas have some sense that attorneys and counselors should not reveal information told to them by their clients in confidence due to the privileged nature of that communication. From media reports about high profile scandals, the general public also understands that journalists maintain a strong ethical obligation to protect the confidentiality of their sources.

However, professional standards and ethics are more extensive and complicated than the general public understands. Another common characteristic of professions is that they generally incorporate the discussion of ethical responsibilities and dilemmas into their foundational education curricula and

ongoing professional development schemes. In some cases, violations of established core values will result in sanctions that incur fines or, in extreme cases, may result in the revocation of one's license and the corresponding authorization to continue working in a profession. Even in the absence of severe tangible consequences, violating core values can ostracize an individual from their professional peers.

Knowing what one should do is not the same as being able to do it well. Similarly, core values can guide professionals toward ethical decisions, but they also need to be equipped to act on these decisions. Professional competencies, also referred to as student learning outcomes, represent the knowledge, skills, and abilities necessary to effectively fulfill one's professional responsibilities. These competencies range from generic professional skills to highly specialized and advanced abilities. As such they are generally assumed to require not just academic study, but also practice.

Some competencies apply across many or all professions, such as the ability to think critically, to analyze alternatives, to solve problems, and to communicate effectively, both orally and in writing. However, the application of these competencies, even seemingly universal ones, differ in practice. For example, the types of information and corresponding analytical techniques used by accountants and medical doctors are quite different. Equally, the means and style of communication expected from journalists are distinct from those from teachers.

Beyond these generic competencies, many professions require highly specialized skills for which there are no counterparts in other professions. They may involve the use of technologies not available to others or the performance of tasks that would not be permitted without specialized professional training. Doctors have skills that lawyers and engineers lack, social workers have competencies that planners do not, and the list goes on.

We focus our attention on the values and competencies reflected within accreditation standards as potential entry points for effectively integrating atrocity prevention content into existing professional education programming. If we are able to identify synergies between the values of the professional and atrocity prevention communities, as well as relevant professional competencies, there is the potential to incorporate this issue into accreditation standards. Once this potential has been established, professional degree programs will be motivated, if not compelled, to incorporate this material into their curricula.

The Underlying Theory of Change: Making a Case for PR2P

This paper's focus on the accreditation of educational programs for professionals is based on an underlying theory of change model that will be illustrated below. To do so, we draw upon a model that is familiar to those in the community of atrocity prevention scholars and practitioners: Responsibility to Protect (R2P).

Following the unanimous adoption of the Outcome Document of the 2005 United Nations World Summit, R2P is a well-established doctrine which positions the responsibilities of national governments – acting individually and as part of the international community – within a three-pillar framework. According to Pillar 1, every State has the Responsibility to Protect its own populations from four recognized atrocity crimes: genocide, war crimes, crimes against humanity and ethnic cleansing. In recognition of the institutional, financial, and other resources needed to effectively meet obligations under the First Pillar, Pillar 2 clarifies that other States have the responsibility to encourage and assist individual States in meeting their responsibilities. Finally, given the history of State-perpetrated mass atrocities, Pillar 3 makes clear that when a State is manifestly failing to protect its populations or is itself

perpetrating an atrocity crime, the responsibility shifts from the State to the international community which must be prepared to take appropriate collective action in a timely and decisive manner, and in accordance with the UN Charter.

Although R2P represents an idealized model for atrocity prevention at the international level, in practice R2P has fallen well short, as States have repeatedly refused to assist or intervene in other countries.

While scholars and practitioners engage in important debates about how and whether States can be motivated or compelled to fulfill their obligations under R2P in the face of an international system that prioritizes State sovereignty, we make the case for a parallel system of responsibilities with professions as key prevention actors, rather than States. One of R2P’s shortcomings is that it only obligates States to take action. Even if States were the only ones to commit atrocities, a doctrine of responsibility for prevention that excludes other actors is too narrowly defined. As we have highlighted above, mass atrocities often involve the participation of non-governmental actors from a range of professions – business, medicine, communications, etc. It is important to note that their engagement may not come in the form of outright perpetration, but instead as complicity. To the extent that R2P exempts these actors from responsibility, efforts to prevent atrocities will be hampered.

What would atrocity prevention look like if the current manifestation of the State Responsibility to Protect were to be accompanied by a doctrine of Professional Responsibility to Prevent (PR2P) using a broad definition of prevention that encompasses upstream, midstream, and downstream efforts? Drawing upon the three-pillar structure of R2P, PR2P includes : 1) a responsibility of individual professionals to apply an atrocity prevention lens in conducting their professional activities; 2) a responsibility of professional educational programs to prepare graduates with the values and competencies needed to effectively recognize risk and engage in prevention; and 3) a responsibility of accrediting bodies and professional associations to hold individuals and programs accountable via granting or withholding accreditation, as well as rewarding or sanctioning individual members of the profession based on the degree to which they uphold their responsibilities under Pillars 1 and 2.

Figure 1 (below) illustrates the two models side-by-side:

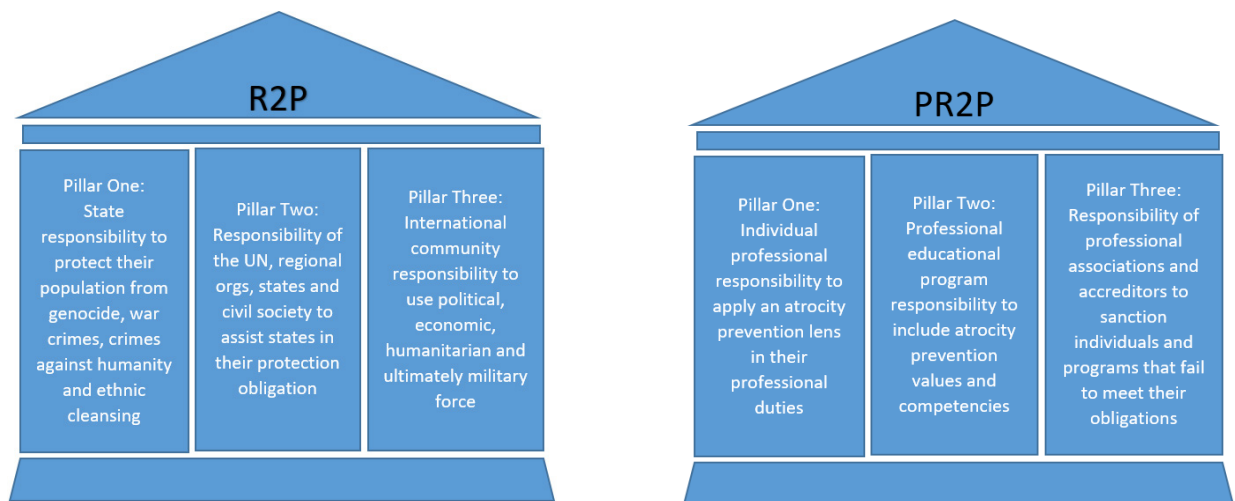


Figure 1. Traditional R2P and the Corollary PR2P

The proposed Professional Responsibility to Prevent does not release States from their existing responsibilities or reduce the centrality of their role in atrocity prevention and response. Even with our limited focus on only ten professions and a single accreditor within each profession, there is the potential for a broad reach. Atrocity prevention could be a part of nearly 8,000 professional degree programs in the United States and more than 50 other countries, with hundreds of thousands of new atrocity prevention actors graduating every year. Even if only a small proportion of these individuals develop a rich, meaningful understand of mass atrocities as something they should care about and fully embrace their PR2P, the potential to engage in more effective prevention would expand significantly.

Research Methods

To assess the potential for the integration of atrocity prevention across multiple professions, we set out to evaluate the methods and extent to which the values and competencies in existing accreditation standards and professional codes of conduct can be connected to atrocity prevention. This research builds upon a study from 2019 that examined the values and competencies of public affairs professionals based on the accreditation standards of the Network of Schools of Public Policy, Affairs and Administration (NASPAA). The methodology of that study provided a road map for this research, with the results of that study also integrated into the findings presented below.

The first step of this research was to identify a range of professions for inclusion in our analysis. This was not intended to be an exhaustive list, but rather a representative range, with an emphasis on some of the most prominent professions. We limited our selection to professions that are offered at the graduate level and have formal processes for specialized programmatic accreditation. We ultimately decided to include ten (10) professions: accounting, business administration, engineering, law, journalism, medicine, nursing, planning, public affairs, and social work.

Having selected these ten professions, we then identified accrediting bodies for each. Accrediting bodies vary in terms of their focus, ranging from degree programs to entire colleges or schools. For example, within business administration, the Association to Advance Collegiate Schools of Business (AACSB) reviews and accredits entire business schools, including their undergraduate and graduate programs. In contrast, within public administration, NASPAA only accredits master's degree programs. Our study includes accreditors of both types. We also chose to focus on accrediting bodies based in the United States, although the extent of their geographic reach varies. The American Bar Association (ABA) only accredits law schools in the U.S., whereas the Accreditation Board for Engineering and Technology (ABET) accredits engineering programs globally.

Some professions have multiple accreditation options and may opt to pursue recognition from one or all of them. For example, in the field of business, there are three accrediting agencies based in the United States: the Association to Advance Collegiate Schools of Business, the Accreditation Council for Business Schools and Programs (ACBSP), and the International Accreditation Council for Business Education (IACBE), in addition to the Association of MBAs (AMBA) based in the United Kingdom and the European Union's Quality Improvement System (EQUIS). For our purposes, we selected one accreditor per profession, as this study is intended to explore the potential for the integration of atrocity prevention content into accreditation standards, and not represent an exhaustive account. In cases where multiple accrediting organizations exist, we selected the accreditor with the greatest reach as measured by the largest number of accredited programs and students.

Having identified the accrediting organizations, we conducted a detailed review of their accreditation standards and the corresponding instructional materials. In reading the standards and supporting materials, we focused on identifying references to core values and what are alternatively referred to

as student learning outcomes or essential competencies. Given the general trend in higher education toward competency-based accreditation, identifying learning outcomes and competencies was generally straightforward and easy. In the case of values, we observed a wide range of approaches to discussing them within the standards. Some, but not all, accrediting bodies clearly label the core values of the profession.

Beyond accreditation standards, we also referred to the Code of Ethics or Code of Professional Conduct. In some cases, the Code of Ethics is provided by the accrediting body or is explicitly linked to a particular degree. For example, the MBA Oath serves as an overarching framework for Business Administration. In other cases, these Codes are introduced as part of the professional association that individuals join following graduation. As we did in the case of multiple accreditors, where many specialized professional associations exist, we reference only the primary overarching association. The professions, principal degrees, corresponding accrediting bodies and professional associations included in the analysis, along with some basic characteristics of each, are listed in Table 1.

Having identified the core values, student learning outcomes, and skill competencies for each profession, we evaluated them for their potential to support the application of an atrocity prevention lens within the profession. As noted earlier, there is no expectation that any of these professional degree programs will produce dedicated atrocity prevention experts, but rather that they will equip professionals to understand at least the following three concepts:

1. Mass atrocities are processes with multiple opportunities for disruption, and the earlier they are disrupted the better.
2. Professionals are capable of recognizing atrocity risk factors and early warning signs.
3. Professionals will have a greater appreciation for how their decisions and actions have the potential to either contribute to or help prevent identity-based violence.

In selecting these three basic concepts from among the wide range of atrocity prevention knowledge that could be imparted, we sought to balance the desire to influence change in awareness and behavior, while minimizing resistance within the professions. The goal is to invite the professions and their accreditors into the atrocity prevention arena, not to criticize or shame them for not having addressed these topics and perspectives to date. As noted earlier, the intention is not to create atrocity prevention professions, per se, but to gradually expand the boundaries of each profession to recognize how atrocity prevention can align with and support its already articulated values and competencies.

To the extent that records from past atrocities document the role of representatives of any of the professions as perpetrators, bystanders, or rescuers, we highlight how education for future professionals might use these examples to promote prevention. Our goal was to identify the most promising entry points for injecting atrocity prevention values and competencies within the profession.

In the following section, we discuss each profession individually, focusing on the strengths and limitations of the values and competencies reflected in their accreditation standards in order to apply the principle of PR2P. After discussing each profession, we step back to make some general assessments of the potential for professional accreditation to be used in a way that expands the ranks of atrocity prevention actors to a wide range of professions and contributes to upstream, midstream, and downstream prevention measures. We then contemplate strategies for achieving this proposed integration:

Table 1. Accrediting Bodies, Scope of Accreditation and Associations by Profession

Profession	Main Graduate Degrees	Accrediting Body	Scope of Accreditation	Annual Number of Graduates (all or accredited)	Selected Professional Association
Accounting	Master of Accounting	AACSB International— The Association to Advance Collegiate Schools of Business (AACSB)	190 institutions	20,000 - 30,000 (all)	International Federation of Accountants (IFA)
Business Administration	Master of Business Administration (MBA)		875 institutions in 56 countries and territories	~100,000 (all)	American Management Association (AMA)
Engineering	Master of Science in Engineering (Aerospace, Biomedical, Chemical, Civil, Electrical, Materials, Mechanical, Systems, etc.)	Accreditation Board for Engineering and Technology (ABET)	4,144 programs at 812 colleges and universities in 32 countries	>100,000	National Society of Professional Engineers (NSPE)
Journalism	MA or MS Science (Journalism, Mass Comm., Digital Comm., Broadcasting, Public Relations, Television/ Radio/Film)	Accrediting Council on Education in Journalism & Mass Communications (ACEJMC)	118 accredited programs in 7 countries	*not collected in aggregate*	Society of Professional Journalists (SPJ)
Law	Juris Doctorate (JD)	American Bar Association (ABA)	203 programs and institutions in the United States	>34,000	American Bar Association (ABA)
Medicine	Doctor of Medicine (MD)	Liaison Committee on Medical Education (LCME)	172 programs in the US and Canada	>19,000	American Medical Association (AMA)
Nursing	Master of Science in Nursing	Commission on Collegiate Nursing Education (CCNE)	1,850 programs in the US and US territories	(not available per email correspondence)	American Nurses Association (ANA)
Planning	Master of Science in Planning (Urban, Regional, City, Community, Environmental)	Planning Accreditation Board (PAB)	92 programs at 80 institutions in the US and Canada	1,960 (2018)	American Planning Association (APA)
Public Affairs	Master of Public Administration (MPA), Master of Public Policy (MPP), Master of Public Affairs (MPAff)	Network of Schools of Public Policy, Affairs and Administration (NASPAA)	205 programs at 187 institutions in 8 countries	6,600 (2017-18)	American Society of Public Administration (ASPA)
Social Work	Master of Social Work (MSW)	Council on Social Work Education (CSWE)	858 programs at 603 institutions in the US and territories	27,296 students at the 246 master's programs based on a 2018 survey	National Association of Social Workers (NASW)

Source: Authors' original research based on a review of websites of the accrediting bodies and professional associations.

Findings: Illustrative Examples

In this section, we provide brief profiles of the selected professions in alphabetical order, corresponding to Table 1. For each profession, we highlight its historical relevance to mass atrocities and to atrocity prevention, before briefly assessing the core values of the profession and the competencies required for graduates of accredited programs, in terms of their ability to incorporate PR2P.

Accounting

Accurate accounting records are a foundation of effective business. Accountants track the flow of money, documenting the manner in which organizations spend and receive funds. They play a role in the collection, analysis, interpretation, reporting, and verification of financial information across the public, private, and not-for-profit sectors, as well as acting as advisers to businesses at the local, regional, and international levels.

“Follow the money” is a tried-and-true approach to criminal investigations that is as applicable to international atrocity crimes as it is to small-scale misdemeanors. Large-scale atrocities require resources to carry out, making financial professionals essential for conducting and tracking transactions. Not everyone involved in financial transactions will be professionally trained as an accountant, but some will be, and these professionals can meaningfully contribute to atrocity prevention, if they are educated and socialized to do so.

In the United States, between 20,000 and 30,000 new Master of Accounting degrees are awarded annually¹⁷ and the Association to Advance Collegiate Schools of Business (AACSB) accredits 190 schools to issue this degree. AACSB recognizes the important role accountants play in not only supplying global capital markets with timely and accurate information, but also in serving the public interest, supporting efficient capital markets, promoting effective managerial decision making, and contributing to global prosperity. In order to fulfill these duties, AACSB emphasizes the values of corporate social responsibility, ethics and professionalism, communication, and critical analysis.

As part of the curricular content of degree programs, AACSB requires accountants to understand “the roles accountants play in society to provide and ensure the integrity of financial, managerial, and other information.” The standards make reference to “international accounting issues and practices, including roles and responsibilities played by accountants in a global context” and “the ethical and regulatory environment for accountants.” Given that AACSB encourages an expanded understanding of accounting among graduates, not only in terms of their professional responsibilities, but also in relation to their role in society beyond the discipline, there are many entry points for atrocity prevention education.

An understanding of risk factors can contextualize the social and political implications of financial records and create a deeper moral obligation to expose falsified records, corruption, or illicit dealings. To this end, case studies of how accountants have previously been complicit or prevented genocide or mass atrocity can be utilized to provide real historical examples. These cases might include studies of how accounting techniques and calculations have been the basis for assigning numeric values to aspects of Native and Aboriginal lives as part of colonial era and modern government policies.¹⁸ In sharp contrast are cases of forensic accountants helping to bring justice in the aftermath of atrocities.¹⁹

Accountants can make an organization more socially responsible by keeping transactions transparent and holding officials accountable through accurate record keeping. There is also a clear role for

accountants in post-conflict investigations as records of increases in the purchase of arms and ammunition in the time leading up to mass violence can be evidence of intent.

Accountants can also be enlisted in prevention efforts that take place further upstream. Accountants who accept their role within the PR2P framework would recognize that the decision to hide or expose illicit dealings is one of professional ethics and has the potential to facilitate or mitigate the emergence of a mass atrocity. Accountants have the potential to spot suspicious transactions, such as amassing weapons in excess of usual demand, and to understand these transactions as early warning signs. Accountants are also well positioned to track violations of embargoes or economic sanctions imposed by the international community.

Business Administration

The private sector is not a neutral third party to atrocity. In fact, businesses are uniquely positioned to influence social, political, and economic dynamics related to atrocity crimes before, during, and after they take place. Whether as investors, intermediary consumers, suppliers, or producers, actions taken by businesses and business leaders can either facilitate or disrupt the commission of mass atrocities. In fact, without the complicity of businesses, large and small, genocide and mass atrocities would not be possible. Shifting the orientation of business leaders towards a perspective that prioritizes atrocity prevention could be accomplished if this perspective were integrated into their professional education. To this end, the most widely recognized professional credential in business is the Master of Business Administration (MBA) degree. Over 100,000 new MBAs are awarded annually in the United States alone.

MBAs may be accredited by the same body that oversees Master of Accounting programs. In the case of MBA programs, AACSB has wide numerical and geographic reach. Although only representing 5% of all US programs offering an MBA, AACSB-accredits over 850 schools that offer MBA degrees in more than 50 countries. Given the common accreditor, values and competencies associated with professionals in business administration are similar to those identified for accounting professionals and offer comparable opportunities to incorporate PR2P.

AACSB standards emphasize the corporate and social responsibility that business professionals have in the diverse communities they serve. This includes valuing “diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures.” As part of their student outcomes, professionals should be able to demonstrate ethical reasoning, work in diverse and multicultural environments, and reflect on one’s role in the context of society. Specifically, as part of the General Business Knowledge Areas, AACSB requires that graduates understand “economic, political, regulatory, legal, technological, and social contexts of organizations in a global society” and “social responsibility, including sustainability, diversity and ethical behavior and approaches to management.” Here, there is clear potential for the inclusion of genocide and mass atrocity prevention into the course curricula of AACSB accredited programs.

The role of businesses in past and ongoing atrocities is well documented, whether it be IBM’s complicity in the Holocaust²⁰ or the complicity of multinational oil companies in war crimes in South Sudan.²¹ In the absence of the atrocity prevention lens provided by PR2P, business leaders may think only in terms of short-term profitability. This may lead them to participate in designing and disseminating propaganda which dehumanizes and targets specific groups of people; monitoring dissidents and sharing information with perpetrators; facilitating or preventing the transportation of groups of people; producing and/or providing arms to perpetrators; financing genocidal violence; utilizing the forced labor of victim groups; and any number of other activities that contribute to mass violence.

If business leaders were, instead, to apply a PR2P perspective, which encourages them to consider long-term economic and political stability as well as moral obligations, business leaders can just as easily contribute to societal resilience to mass atrocities by virtue of their decisions and actions as investors, producers, suppliers, and consumers. Large multinational corporations, in particular, may be able to exert significant leverage – perhaps more so than some States – in dealings with repressive or violent State regimes.

An atrocity prevention lens could also prepare business leaders to apply a more expansive definition of profitability in their calculations. Rather than simply relying on the balance of short-term financial expenses relative to costs, those applying an atrocity prevention lens would appreciate the longer-term financial risks of violence and political instability. These leaders would also consider legal and social liabilities of conducting business in high-risk areas. They would factor such criteria into decisions about outsourcing labor and providing materials or products to particular governments or non-governmental actors. Finally, they would be equipped to explicitly consider human rights as a key element of the social, political, and economic context of any country in which they consider doing business. In so doing, this could help shift corporations' response to international human rights law from a model of minimal compliance designed to avoid legal liability, to a positive model.

Engineering

When social scientists speak of “engineering genocides,” they are speaking metaphorically about the way in which dictators and other perpetrators strategize to engage in mass violence with impunity. The term is not generally used to refer to the role of the professional engineers who use scientific principles to design and construct the infrastructure that connects us. This infrastructure includes roads, bridges, buildings, dams, tunnels, public spaces, vehicles and even communications technologies. As a result of their civic impact, engineers have the potential to influence whether large-scale violence is disrupted or allowed to progress during each phase of the conflict cycle.

Before, during and after mass atrocities, engineers have the potential to influence whether violence progresses or is disrupted. Decisions that engineers make about design and application can facilitate either social fragmentation or social cohesion, contributing to elevating or reducing risk factors for mass atrocities, respectively. They have the ability to influence access to scarce resources through the design and construction of certain infrastructure. Consider, for example, the role of dams such as China's dam project on the Brahmaputra River that provides freshwater to India, or Ethiopia's dam project on the Nile. Both projects have the potential to increase unrest and escalate tension between the countries and identity groups, serving as a catalyst for violence.

In their design of information and communications technology (ICT) infrastructure, engineers have the potential to foster social isolation and disconnectedness or to promote greater integration and connection, yet they may do so without fully appreciating the consequences of their decisions for atrocity prevention.

After a natural disaster, which can be a trigger for violence, or conflict, engineers can play a part in rebuilding society. The structural integrity of a building can make it either more susceptible or resistant to collapse, which has implications for the extent of destruction and economic collapse.

Additionally, when mass atrocities are underway, engineers can play a role in facilitating large scale violence. They may be called upon to quickly design new roads or rails leading to concentration camps or the camps themselves.

The Accreditation Board for Engineering and Technology (ABET) accredits more than 4,000 programs at over 800 universities spanning 32 countries. ABET has four different accreditation commissions: Applied and Natural Science Accreditation Commission (ANSAC), Computing Accreditation Commission (CAC), Engineering Technology Accreditation Commission (ETAC), and Engineering Accreditation Commission (EAC). For purposes of illustration, we focus on the EAC, which encompasses master's level programs in all of the major subfields – mechanical, chemical, civil, electrical, management, and geotechnical engineering – as well as numerous other more focused specialties.

ABET's EAC accreditation standards discuss not only general ethics and professional responsibility, but also place an emphasis on engineers having a contextual understanding of the place where a project will be implemented and an ability to analyze the potential social, cultural, economic, and environmental impacts of the project. This framework is an avenue for the integration of PR2P. Engineering education could include case studies to illustrate the historical role of engineers in designing the construction of facilities used for mass killing, including large scale concentration camps and crematoria during the Holocaust, to illustrate that their responsibility extends beyond meeting technical demands of a client or employer.

An understanding of how the risk factor of social fragmentation is not limited to political rights, economic resources, and social-psychological experiences, but also includes dimensions related to physical and technological access, can help engineers understand the implications of their design decisions. An appreciation for PR2P would help engineers recognize that their decisions about where to locate or how to construct a road, bridge, or other facility have implications for levels of unrest and social tensions. They would better understand their responsibility to speak up about these concerns with as much force as if they were to recognize flaws in the technical design specifications.

After a natural disaster, for example, which can be a trigger for violence or other conflict, engineers can play a key role in rebuilding society. If their approach is informed by PR2P, they will be better positioned to do so in ways that address atrocity risk factors as effectively as possible. Just as the structural integrity of a building can make it either more susceptible or resistant to collapse, so too can engineering decisions contribute to risk or resilience factors for mass atrocities. Much the same way that engineering ethics may demand action up to and including whistleblowing if decision makers are unresponsive to safety concerns, so too could it be applied to atrocity prevention. Similarly, in their design of information and communications technology (ICT) infrastructure, engineers educated on the importance of PR2P would be able to promote options that encourage integration and connection rather than social isolation and disconnectedness.

Journalism

Journalists are on the front lines of disseminating messages that can shape public opinion. Whether they do so in ways that spread propaganda dehumanizing military and political opponents, or in ways that highlight risks of mass atrocity violence may depend on how they understand their roles and responsibilities.²² Their task is complicated further by the growing role of social media.

In today's world, any individual can spread information through Twitter, Facebook, or other social media platforms. Equally, both conventional and new forms of media are accused of disseminating "fake news." With this in mind, the ability of professional journalists to document and report on mass atrocities, and to stop the spread of dehumanizing rhetoric, is increasingly important.

War correspondents have played, and continue to play, heroic roles in recording and sharing information about ongoing atrocities. Frontline reporters, photographers, and videographers gather this information

at great risk to themselves and too often without a concomitant response from the international community or others within their profession who ultimately control what information is shared with the public through mainstream media. Effective prevention on the part of journalists requires engaging not only reporters, writers, videographers, and photojournalists, but also editors, copywriters, broadcasters, and researchers.

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) accredits U.S.-based educational programs and institutions granting journalism and related degrees.²³ The ACEJMC asserts its commitment to “freedom of inquiry, freedom of expression and freedom of the press as indispensable values in a free society” and indicates that it expects professional education in the field to “encourage inquiry, dissent and free expression.” Within the nine standards for ACEJMC accreditation, Standard 2 identifies key curriculum components in terms of the values identified above as they relate to the United States and other countries. This includes an “understanding of the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.” Professional journalists who graduate from ACEJMC-accredited programs are also expected to apply “ethical principles in pursuit of truth, accuracy, fairness and diversity” and to understand the impact of mass communication in a global society include its impact on diverse peoples and cultures.

These values offer a clear foundation upon which the ACEJMC could encourage institutions and programs to integrate atrocity prevention concepts and support PR2P. Several common elements of journalism curricula lend themselves to including specific reference to atrocity prevention. As part of discussions related to ethical interviewing, protecting anonymity of sources, checking source credibility, working with vulnerable populations, and understanding the context in which they operate²⁴, students could be made aware of how their reporting might protect or further endanger vulnerable populations, expose or provide cover to perpetrators, and otherwise shape the perceptions of truth. Within a comprehensive PR2P framework, journalism professionals would understand their role in not only covering mass violence that is underway, but also of less sensational upstream prevention strategies and of successes and struggles in post-conflict prevention of reoccurrence.

Law

Societal deference to the rule of law is generally portrayed as a positive characteristic and one that is associated with resilience to mass atrocities, but this depends on the character of the laws that are being upheld. While mass atrocities are, by definition, conducted in violation of international laws and many also violate domestic laws, others are carried out by government officials in direct conformity with national-level legislation explicitly designed to deny rights to targeted groups and provide impunity to perpetrators. The historical accounts of the gradual erosion of the legal rights of Jewish people in Nazi Germany on the road toward “The Final Solution” contains numerous accounts of the cooptation and active engagement of members of the German legal profession.²⁵ Additionally, within the array of circumstances that fall between these two extremes, situations in which laws contribute to risks for identity-based violence or fail to build resilience, there is a distinct role for legal professionals educated about their PR2P. The American Bar Association accredits over 200 law schools within the United States which collectively graduate over 30,000 new lawyers each year. ABA accreditation standards emphasize the ethical and professional responsibilities of lawyers, including the acquisition of the necessary skills to competently and ethically participate in the legal profession. Ethics are emphasized throughout objectives, student outcomes, and experiential courses that provide future lawyers with practical and professional experience. Given the right of all individuals around the world to legal representation, even those accused of the most egregious international crimes, there are linkages between the values contained in the accreditation standards and to atrocity prevention.

Law schools provide opportunities for students to specialize in different domains, including but not limited to corporate, tax, criminal, immigration, digital media, civil or human rights, and international law. The most obvious connections to atrocity prevention are for those studying international criminal law and thus organically exposed to definitions of human rights, genocide, war crimes and crimes against humanity; concepts such as universal jurisdiction and sovereignty; and the relationship between international, local and hybrid special courts, as well as other traditional justice systems. But even for those operating in a purely domestic and civil arena, PR2P can shape decisions and actions. Imagine a world in which all legal professionals understood the potential for their decisions and actions to increase atrocity risk and chose instead to intentionally promote resilience. They would be able to incorporate atrocity prevention when advising on the language of new legislation for housing, health care, transportation, public safety, marriage, education, and other policy areas. Beyond that, they could consider atrocity prevention implications when defending, prosecuting, and adjudicating individuals, corporations, or states per the provisions of existing laws.

Medicine

Like so many other professions, medical doctors have been on both sides of history in past atrocities. As such, it makes sense to examine whether their professional education could do more to promote atrocity prevention. Although the often-recited pledge to “above all, do no harm” is not part of the Hippocratic Oath, doctors do swear to treat the ill to the best of their ability and to keep them from harm and injustice. Despite this, there is no shortage of historical accounts featuring medical practitioners who have been complicit, or even active participants, in mass atrocities. For example, medical doctors supervised mass torture and killings during the Armenian genocide, preyed upon, and conducted experiments on, victims during the Holocaust²⁶, and have sterilized women from various “undesirable” groups without their consent in multiple countries, a practice which has continued into the modern era.²⁷ Whether medical doctors directly participate in violence or they do nothing to intervene and offer assistance while others perpetrate violence, both scenarios are inherently problematic and violate their ethical duties as guardians of human health.

Of course, many other doctors during these same periods have provided essential support and care to victims. An underlying assumption of the proposal to make PR2P a more intentional component of medical education is that doing so would tip the scales more strongly in this direction. Unlike most professional publications, prominent medical journals already contain research on prevention-centric approaches. However, more work needs to be done to make atrocity prevention a more comprehensive and integrated component of medical education.

Medical education programs worldwide are recognized through a partnership of the World Health Organization (WHO) and the World Federation for Medical Education (WFME). The Liaison Committee on Medical Education (LCME) functions as the accrediting body for Doctor of Medicine (MD) programs in the United States and plays a gatekeeper role for advanced specialized medical training. Graduates of LCME-accredited schools are eligible for residency programs that are accredited by a second body, the Accreditation Council for Graduate Medical Education. For our purposes, we focus on the LCME standards.

Ethics is a major driving force in all medical practice. LCME core values include excellence in scholarship, responsibility, transparency, and accessibility to all students through diversity, equity and inclusion initiatives, and the *use of ethics to inform all medical practices* [emphasis added]²⁸, among others. Ethics is also reflected in the competencies and curricular components of the standards.

The discussion of competencies within the LCME is surprisingly vague and appears to leave considerable

discretion to individual schools. Standard 6, titled “Competencies, Curricular Objectives, and Curricular Design,” states that the:

...faculty of a medical school define the competencies to be achieved by its medical students through medical education program objectives and is responsible for the detailed design and implementation of the components of a medical curriculum that enable its medical students to achieve those competencies and objectives. Medical education program objectives are statements of the knowledge, skills, behaviors, and attitudes that medical students are expected to exhibit as evidence of their achievement by completion of the program.

The subsections of this standard do not provide much clarification. They simply note that medical education can be no less than 130 weeks in duration and must include clinical experiences, promote a commitment to self-directed and life-long learning, provide experiences in both patient and outpatient settings, allow students to pursue electives and specialties, support community service, and foster interaction with other health professionals. In terms of program learning outcomes, the “faculty of a medical school define its medical education program objectives in outcome-based terms that allow the assessment of medical students’ progress in developing the competencies that the profession and the public expect of a physician.”²⁹

Standard 7 lists nine essential curriculum components of a medical education: 1) biomedical, behavioral, social sciences; 2) organ systems/life cycle/prevention/symptoms/signs/differential diagnosis and treatment planning; 3) scientific method/clinical/translational research; 4) critical judgment/problem-solving skills; 5) societal problems; 6) cultural competence and health care disparities; 7) medical ethics; 8) communication skills; and 8) interprofessional collaborative skills. Those related to recognizing and eliminating health care disparities, as well as those centered on doctors’ responsibilities to uphold medical ethics, present opportunities to include an atrocity prevention lens.

It is likely that while some of the relevant topics are already part of typical medical education, there are existing opportunities to strengthen links to atrocity prevention and make them more explicit. For example, education on medical research practices already incorporates examples of unethical experimentation on individuals and groups of people without their informed consent. Linking this to the language of mass atrocities and, more explicitly, to a responsibility to prevent atrocities, can empower doctors to act ethically in the face of other pressures. Doctors also learn that they have an ethical duty to provide medical care to all people, regardless of their status. In similar fashion to the previous example, an explicit discussion of mass atrocities would allow future doctors to appreciate the implications of this in terms of helping both victims and perpetrators. If doctors were to understand how disparities in access to basic services, including healthcare, can be early warning signs associated with identity-based violence, they might be more motivated to call attention to, and act to reduce, such disparities as a form of upstream prevention.³⁰

Nursing

Nurses, like doctors, have been both co-opted and enlisted by perpetrators of past atrocities while also having been on the frontlines of prevention. Nursing stands out as a field where the entry points for atrocity prevention are particularly promising when considering the profession’s values and desired learning outcomes and competencies. Unlike the other professions profiled in this report, where a professional code of ethics *allows* for atrocity prevention to be incorporated, the nursing code explicitly requires the commitment to multiple practices associated with effective prevention.

The American Nursing Association (ANA) Code of Ethics, as updated in 2015, declares itself to be a “statement of ethical values, obligations, duties, and professional ideals of nurses individually and collectively,” a “non-negotiable ethical standard” for the profession, and “an expression of nursing’s own understanding of its commitment to society.”³¹ It is organized according to nine broad “provisions” within which 39 more specific provisions are explained.

Of particular note is provision 8.4. This provision covers the responsibility of nurses in midstream prevention contexts — what the Code of Ethics refers to as “complex, extreme, or extraordinary practice settings” — to bring attention to “human rights violations.” More explicitly, the document presents a list of phenomena “[o]f grave concern to nurses,” which includes “genocide, the global feminization of poverty, abuse, rape as an instrument of war, hate crimes, human trafficking, the oppression or exploitation of migrant workers, and all such human rights violations.”

One could not ask for a clearer statement in this regard. This section of the Code of Ethics also includes references to the ways in which nurses “understand that the lived experiences of inequality, poverty and social marginalization contribute to the deterioration of health globally” (provision 8.1), “must raise health diplomacy to parity with other international concerns” (provision 8.2), and “collaborate with others to change unjust structures and processes that affect both individuals and communities” including those that “exacerbate the incidence and burden of illness, trauma, suffering and premature death”(provision 8.3).

Other relevant provisions of the Nursing Code of Ethics discuss measures for upstream prevention, with an articulation of nurses’ responsibility to respect “the inherent dignity, worth, unique attributes, and human rights of all individuals” (provision 1.1); to protect vulnerable populations and ensure informed consent in medical research (provision 3.2); and to “be alert to... and take appropriate action in all instances of incompetent, unethical, illegal or impaired practice or actions that place the rights or best interests of the patient in jeopardy” (provision 3.5).

The ANA Code of Ethics also describes health as a universal human right and makes references to the United Nations, the International Council of Nurses, and multiple human rights treaties. Reflecting a holistic view of the role of nurses, the Code calls for active participation “in solidarity with the global nursing community and health organizations,” as well as active engagement in the political process to change health policy, reflecting a vision of social justice as extending beyond human health to include the well-being of the natural world (provision 9.4).

In contrast to the promising values and ethics communicated by the ANA with respect to the potential of integrating PR2P, student learning outcomes and competencies enumerated in relevant accreditation standards do not provide obvious entry points. While the nursing profession is overseen by multiple organizations, we focus on the American Association of Colleges of Nursing (AACN) and, more specifically, on the accreditation standards of AACN’s Commission on Collegiate Nursing Education (CCNE).

The CCNE emphasizes ensuring that the profession is prepared to respond to global health challenges and amplify the importance of nursing within health care. Broadly speaking, nurses are expected to have the knowledge and skills to “lead change, promote health and elevate care in various roles and setting.”³² The CCNE’s nine “essentials” (learning outcomes) speak to the importance of:

- 1) drawing upon a background in science and the humanities;
- 2) applying organizational and systems leadership;
- 3) promoting quality improvement and safety;

- 4) translating research into practice;
- 5) using technologies and informatics to improve healthcare;
- 6) advocating for policy improvements in healthcare;
- 7) engaging in inter-professional collaboration to improve health outcomes;
- 8) promoting evidence-based and culturally appropriate clinical prevention and care to individuals and populations; and
- 9) intervening to improve healthcare outcomes for individuals, populations, or systems.

The phrasing of the learning outcomes is similar to phrasing evident in the field of public affairs in that the outcomes are vague enough to *permit* atrocity prevention to be incorporated as easily as it could be ignored. Thus, the key to successfully including atrocity prevention in the professional education of nurses would be found in the extent to which the relevant provisions of the ANA Code of Ethics, discussed earlier, are integrated into these learning outcomes.

Planning

Planning is considered to be an interdisciplinary field, whose practitioners must have an understanding of geography, architecture, engineering, design, policy, public health, and social sciences. Common concerns among planners are efficiency, sanitation, protection and use of the environment. For example, the layout of a town or city can facilitate or hinder a variety of civic outcomes including social cohesion, access to (and quality of) natural resources, equity, sustainability, and safety. The ultimate goal of a well-planned city or town is to create a space where people can live, work, play, and interact with each other in a way that maximizes health, safety, and well-being. From an atrocity prevention perspective, attention can be directed toward the design of spaces in both upstream and downstream contexts.

The Planning Accreditation Board (PAB) accredits 92 master's programs at 80 institutions in North America. PAB standards are developed with input from both the public and from sponsoring organizations, including the American Planning Association (APA), APA's American Institute of Certified Planners (AICP), and the Association of Collegiate Schools of Planning (ACSP). Among the core values and ethics of the PAB are "professional ethics and responsibility," "equity, diversity, and social justice," and "governance and participation" — not only by elected officials, but also by the broader community. PAB values and ethics also espouse the value of "sustainability and environmental quality," and account for the potential implications of prioritizing health in planning processes. All of these values have the potential for the integration of genocide and mass atrocity prevention principles.

In addition to the technical aspect of planning, planners are encouraged to have an understanding of the values and culture of the community they serve. This can be accomplished through the incorporation of public spaces where people can gather and interact. While not yet part of PAB accreditation standards, there is increasing emphasis in the profession to recognize that when historical or cultural resources exist in a given planning environment, planners have a responsibility to preserve them. Explicitly valuing cultural preservation would provide a basis for preventing mass atrocities that engage in cultural destruction of group identity.

With regard to PAB accreditation standards, general curricular requirements include "the comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and design and other allied fields." An understanding of risk factors for atrocity and how the built environment can affect them, particularly how the environment and layout of a town or city contributes to existing disparities and social divisions, could easily be incorporated into the curriculum. Particularly relevant is the subject "Global Dimensions of Planning," under which students learn about "interactions, flows of people and materials, cultures, and

differing approaches to planning across world regions.”

This topic could include not only examples of where well-designed settlements have fostered equality, but also instances where cities have been designed to create unequal access to resources, thereby creating or deepening divides. Additionally, important are instances where cities have been built on or around cultural resources that are important to minority groups, and how governments have considered or ignored claims to these lands. However, these case studies do not all have to be negative in character, as students equally have an opportunity to learn from post-atrocity societies that have successfully redesigned their cities to promote inclusivity and equality.

Planners’ policies, projects, programs, and actions impact a wide range of areas linked to atrocity risk and resilience. Actions by planners influence:

- housing accessibility and affordability;
- transportation access, safety, and convenience;
- fiscal health;
- air or water quality;
- habitats, local ecosystems, and natural resources;
- public health and safety;
- economic and social welfare;
- energy supply and usage;
- preservation and use of historic or cultural resources; and
- community identity linked to aesthetics and social connection.

As many of these factors are directly related to risk factors for atrocities, improving these conditions can reduce inequalities and promote greater social cohesion within a community.

Poorly designed cities can contribute to civic segregation and other identity-based divides, as well as fiscal and social inequalities. Conversely, a well-designed settlement can empower residents, contribute to inclusivity, facilitate fiscal and social equality, and reduce identity-based divides. When designing or redesigning a new cityscape, planners aware of PR2P would be conscious of the ways in which vulnerable groups have historically been discriminated against or marginalized in order to consciously promote equal access to a full range of services.

Public Affairs

As noted earlier, the initial idea and methodological approach for this research was based on a study appearing in a publication associated with the field of Public Affairs. This study posits that a failure to administer with the explicit goal of atrocity prevention will, by default, result in administering atrocities. This statement recognizes that genocides and other mass atrocities are often carried out at the directive of high-level state actors who have large government bureaucracies at their disposal. Unlike individual acts of violence, mass atrocities cannot be carried out by an evil leader or rogue group acting in isolation. The expertise and capacity provided by bureaucrats who staff all levels of government agencies are needed to coordinate wide-reaching devastation.

Bureaucracies are, after all, designed to convert government plans into action; when governments plan genocide or other mass atrocities, bureaucracies play essential roles in planning and carrying out those plans.³³ There is considerable evidence that highlights the role that bureaucrats played during the Holocaust in mobilizing huge resources for the planning and implementation of killing on such a large scale.³⁴ While some Nazi German officials may have been uncomfortable with what they were asked

to do, they remained obedient to authority and, in so doing, were also complicit in the resulting crimes. Similarly, the Burundi government mobilized its bureaucracy at the onset of the genocide in 1988 to erect barricades around Hutus living in the Kirundo province making it easier for soldiers to efficiently murder over 15,000 of them.³⁵

Several characteristics of the role played by public administrators make them particularly susceptible to unwitting or dispassionate complicity with perpetrators. Also well documented are the many ways in which bureaucratic norms contribute to the repeated failures of U.S. government responses to warning signs of mass atrocities.³⁶ Collectively labeled as bureaucratic pathologies, emphases on maintaining a strict hierarchy and division of labor, following rules and procedures without question, and realizing maximum efficiency in the completion of tasks make bureaucrats prone to contribute to profoundly damaging outcomes through seemingly neutral administrative processes.

The education of public affairs professionals, as overseen by the international nonprofit Network of Public Policy, Affairs and Administration (NASPAA), is provided through Master of Public Administration (MPA), Master of Public Policy (MPP) and similar degrees. While adherence to hierarchies, divisions of labor, and efficiency paradigms are conventional values of the public administration profession, modern public affairs education holds different emphases, which are reflected in both accreditation standards and the field's professional code of ethics. In articulating the importance of public service values as a precondition for accreditation through NASPAA is the statement that the body's "public service values are consistent with *globally recognized sustainable development goals* [emphasis added] to build effective, accountable, and inclusive institutions at all levels."³⁷ UN Sustainable Development Goal 16 (SDG 16) which refers to peace, justice, and strong institutions is widely understood to have direct applicability to atrocity prevention.

In addition to the values espoused by NASPAA, we can look to the Code of Ethics of the American Society for Public Administration (ASPA), most recently amended in 2013, that identifies eight broad categories of ethical responsibility.³⁸ A companion document to the ASPA Code of Ethics provides a more detailed list of practices that members are expected to follow to uphold the Code. Several specific provisions can be directly linked to upstream atrocity prevention, including, for example, instructions for public affairs professionals to:

- seek to advance the good of the public as a whole, taking into account current and long-term interests of the society;
- develop proposals for sound laws and policies and for improving or eliminating laws and policies that are unethical, counterproductive, or obsolete;
- treat all persons with fairness, justice, and equality and respect individual differences, rights, and freedoms;
- promote initiatives to reduce unfairness, injustice, and inequality in society; and
- oppose all forms of discrimination and harassment and promote efforts to reduce disparities in outcomes and increase the inclusion of underrepresented groups.³⁹

Other provisions apply more to midstream contexts, including the need for public administrators to:

- be prepared to provide information and recommendations that may not be popular or preferred by superiors or colleagues;
- exercise integrity, courage, compassion, benevolence, and optimism;
- resist political, organizational, and personal pressures to compromise ethical integrity and principles and support others who are subject to these pressures; and
- seek to correct instances of wrongdoing or report them to superiors; and
- if remedies cannot be assured by reporting wrongdoing internally, seek external sources or agencies for review and action.⁴⁰

These values provide clear opportunities to discuss the roles – positive and negative – of public administrators in past and ongoing atrocities, as well as their responsibilities to advance atrocity prevention. This, however, is only the first step. Simply positioning atrocity prevention within the core values of public affairs education does not guarantee that graduates understand how to fulfill their obligations or have the skills to do so. For this we must examine the learning outcomes or competencies expected of graduates of accredited public affairs programs.

NASPAA has identified five broad areas of competencies that all accredited public affairs programs are expected to instill in their students, namely to:

- 1) lead and manage in the public interest;
- 2) participate in, and contribute to, the policy process;
- 3) analyze, synthesize, think critically, solve problems, and make evidence-informed decisions in a complex and dynamic environment;
- 4) articulate, apply and advance a public service perspective; and
- 5) communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.⁴¹

These competencies are intentionally vague, so as to allow programs to define them within the context of their own missions. But, in that lack of specificity lies an opportunity to incorporate an atrocity prevention lens into any or all of them. For example, in the context of leadership, public affairs students could be prepared to initiate discussions about past conflicts most relevant to where the program is based and/or where graduates are expected to work. Equally, relevant analytical skills for public administrators could be developed through the evaluation of existing data sets to identify risk factor trends within a community or national context or through the parsing of speeches by public officials and similar discourse to identify language and identity group characterizations that constitute atrocity warning signs.

Similarly, as part of participating in, and contributing to, the policy process, public affairs programs could have students consider the criteria upon which legislative alternatives are evaluated through an atrocity prevention lens. This would involve an explicit examination of the implications for atrocity risk factors. Alternatively, students could learn about how to participate in the coordination of collaborative interagency networks, including those that comprise National Mechanisms for Atrocity Prevention.

The incorporation of a public service perspective may also be helpful in the effective integration of a mass atrocity lens into public policy education. Doing so would involve teaching students about the value tradeoffs associated with their decisions, incorporating consideration of the implications for atrocity risk factors in their calculations. Given the prominence of public affairs professionals at the center of many societal disputes, administrators in the public and nonprofit sectors have the potential to spearhead more inclusive decision-making processes and to demonstrate emotional intelligence and

mediation skills in effectively facilitating discussions between groups regarding historical and current conflicts. They might, for example, be assigned a project to develop a plan for integrating refugees from a mass atrocity conflict zone into their community with sensitivity to various risk and resilience factors.⁴²

Social Work

Like the accreditation standards in nursing, those of the Council on Social Work Education (CSWE) have numerous direct links to atrocity prevention, making it relatively easy to make the case for including PR2P in social work education. The social work accreditation standards from the CSWE and the Code of Ethics from the National Association of Social Workers (NASW) both use language that is familiar within atrocity prevention circles.

Social work defines itself as a profession that is actualized through a quest for “social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.”⁴³ Several aspects of this language make it conducive to an atrocity prevention lens, including a specific reference to prevention and a scope that encompasses both local and global perspectives. Social work has micro, meso, and macro levels of practice, and the manner in which atrocity prevention could be incorporated varies by level.

At the micro or individual level, social workers are trained to engaged in trauma-informed care to help individuals with adverse childhood experiences (ACEs) or generational trauma. These skills are relevant as part of downstream prevention in a post-conflict environment. Thus, the effectiveness of social workers could be enhanced by an appreciation for unique traumas associated with mass atrocities. At the opposite end of the spectrum, in a more macro environment, they could apply their social work expertise to inform legislative atrocity prevention efforts at the policy level.

The CSWE accreditation standards identify nine competencies, all of which could incorporate an atrocity prevention perspective. For purposes of illustration, we focus on two, namely those related to diversity and difference, and to advancing human rights. In describing the competencies required to engage with diversity and difference in practice, the CSWE standards refer to identity and to the intersectionality of identity. These standards also highlight the need for social workers to understand how identity links to experiences of oppression, marginalization, and discrimination, or alternatively, to privilege, power, and acclaim. When placed in the context of mass atrocities, such competencies could prepare social workers for work with victims, witnesses, bystanders, rescuers and even perpetrators of mass atrocities. The core social work competencies also refer to a responsibility to advance human rights, and to eliminate oppressive structural barriers to ensure the equitable distribution of goods, rights, and responsibilities. This is a key element of upstream prevention and positions social workers as natural allies in atrocity prevention work.

The Code of Ethics of NASW make reference to prioritizing helping to meet the basic human needs of vulnerable and oppressed people. Notably, the NASW Code refers to social workers engaging in activities beyond direct practice, to include community organizing, consultation, advocacy, and policy development, among others — all of which could be means to help prevent mass atrocities. Among the core values of the profession, those related to social justice, the dignity and worth of the person, and the importance of human relationships stand out as providing the clearest links to prevention.

In describing the application of these values in practice, the NASW Code explicitly references the responsibility of social workers to resolve conflicts, including those that have community or societal level foundations. In language that is reminiscent of the earlier versions of Raphael Lemkin’s broad

conceptualization of the scope of genocide, Standard 6.04 of the NASW Code explicitly states that it is the responsibility of social workers to take actions to prevent and eliminate “domination of, exploitation of, and discrimination against any person, group or class on the basis of” a wide range of identity characteristics.

Findings: Summary

As noted earlier, an underlying assumption of this project is that while most professionals would take pride in actively contributing to atrocity prevention, they are largely unaware of opportunities to do so within their existing lines of work. Due to the fact that atrocity prevention content is not included in their training, they do not understand the processes that lead to these crimes and, thus, do not recognize the potential of their profession to prevent them. As a result, these professionals may not understand what they could be doing to prevent or disrupt mass violence. More disturbingly, though, they may be unintentionally elevating risk factors or unknowingly complicit in atrocities through their professional practices.

Across the ten professions briefly profiled in this report, the accreditation standards and professional values of all are seen to provide promising entry points for a model of Professional Responsibility to Prevent (PR2P). Doing so would provide opportunities to increase awareness and enhance professional capacities for atrocity prevention. The following review of the values and competencies covered by this study highlights some common findings.

In terms of the core values of the professions, only the nursing profession makes explicit reference to genocide, hate crimes, and human rights violations. In an ideal world, the ethical codes and/or enumerated professional values for the other career tracks would incorporate similarly strong and explicit references to these issues. In the absence of this, however, we identified more general values across the remaining professions that have the potential to support atrocity prevention.

We grouped these relevant values into nine broad categories:

- 1) ethics, integrity and professionalism (ETH);
- 2) accountability, transparency and quality (ACC);
- 3) innovation, creativity and problem-solving (INN);
- 4) sustainability (SUST);
- 5) social responsibility and social justice (JUST);
- 6) global understanding (GLOB);
- 7) multicultural communication (MULT);
- 8) other aspects of communication (COMM); and
- 9) interdisciplinary or multidisciplinary perspectives (INTER).

As Table 2 illustrates, across the ten professions examined, each references between three and eight of the core values, suggesting multiple opportunities for connections to atrocity prevention within each profession’s training schema.

Table 2. Core Values with Potential for Incorporating Atrocity Prevention

Professions	ETH	ACC	INN	SUST	JUST	GLOB	MULT	COMM	INTER	OTHER
Accounting	X		X	X	X	X	X	X	X	
Business Administration	X	X	X	X	X	X	X	X	X	
Engineering	X		X		X	X	X	X	(x)	
Journalism	X	X	X			X	X	X	(x)	
Law	X		X					X		
Medicine	X		X		X		X	X	(x)	
Nursing	X	X	X		(x)		X	X	X	Protect from genocide, human rights violations
Planning	X		(x)	X	X	(x)	X	X		
Public Administration	X	X	X				X	X		
Social work	X				X		X	X		

X denotes a value explicitly listed in the standard using the language at the top of the column

(x) denotes a value that is implied through similar language

We used a similar process to categorize student learning outcomes or competencies. In this case, we were able to identify six broad areas of competencies that reoccur across multiple professions and have the potential to incorporate atrocity prevention. They include:

- 1) analytical skills (ANSK), which encompasses professional judgement;
- 2) technical expertise (TECH);
- 3) public service (PUBS);
- 4) leadership (LEAD);
- 5) evidence-based practice (EVID); and
- 6) lifelong learning (LIFE), which includes an emphasis on continuing professional development and personal reflection.

The final column in Table 3, on the following page, lists competencies and learning outcomes specific to each profession with particular relevance to atrocity prevention.

Table 3. Competencies and Learning Outcomes with Potential for Incorporating Atrocity Prevention

Professions	ANSK	TECH	PUBS	LEAD	EVID	LIFE	Other
Accounting*	X	X	(x)				Risk assessment, internal controls and security, interpretation of historical and prospective financial and non-financial information, project management, international accounting
Business Administration	X			X	X	X	Technological agility, Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution
Engineering*	X	X	(x)	X		X	Appropriate experimentation
Journalism	X	X			X	X	History of professionals in shaping communications, understanding of the digital world, statistical concepts,
Law*	X	X					International law specialty
Medicine	X	X	X		X	X	Biomedical, behavioral, and social sciences, healthcare disparities
Nursing				X	X		Health policy and advocacy, clinical prevention and population health, healthcare technology
Planning**	X	X	(x)	X			Plan creation, implementation, and process, the future, global dimensions, qualitative/quantitative analysis
Public Administration	X		X	X			Contribute to the policy process
Social work			(x)		X		Policy practice

X denotes a value listed in the standard using the language at the top of the column

(x) denotes a value that is implied through similar language

*Competencies not listed in the standards; derived from student outcomes

**List of knowledge and skills, interpreted as outcomes and competencies, respectively

The process for integrating atrocity prevention in the curriculum is not a universal one. It will vary not only by profession but also by training program within each profession. Some preparatory programs may find organic ways of incorporating atrocity prevention into required courses that already form part of the curriculum. While we do not expect many, if any, of the programs to develop courses explicitly focused on atrocity prevention, this content could be included within a broader course on professional responsibility.

While all of the accreditation standards contain mentions of ethics and professional responsibility, not every accredited program has a core course on ethics. Equally, the integration of atrocity prevention case studies might appear too thematically disjointed within the context of programs that are heavily focused on science and mathematics. In this case, the development and implementation of a single ethics course would provide the students with a deeper understanding of their profession's impact on the relationship between human health and the environment, risk factors for atrocities, and the historical role that those in the profession have played in preventing mass atrocities and/or being complicit in their commission. There is no one right way to accomplish this. Each profession, and each preparatory program within a given profession, will need to identify the most meaningful and relevant way to incorporate atrocity prevention into their curricula.

As previously noted, this study does not encompass an exhaustive list of professions. Beyond the ten profiled here, a review of the accreditation standards for the following fields may be advantageous to undertake. These include counseling; forensic science; library science; parks, recreation and tourism; pharmacy; planning; psychology; rehabilitation and physical therapy; and teacher preparation, among many others. Our intent in preparing this paper was not to address every profession, but rather to articulate a theory of change based on PR2P and to illustrate how accreditation standards and professional values from an array of professions lend themselves to the incorporation of an atrocity prevention perspective.

Conclusion

Documenting the synergy between atrocity prevention and the values and competencies expressed in professional accreditation standards is only a first step toward realizing effective and durable progress in the integration of PR2P principles into professional degree programs. The long-term challenge is to use this information in order to inform and motivate those in a position to make changes to the language and/or the interpretation of accreditation standards and professional values. This can occur through either “top-down” or “bottom-up” methods.

An ambitious strategy for accomplishing this goal would involve influencing a wide range of accrediting bodies through the organizations which recognize and grant legitimacy to the accreditors themselves. In the United States, for example, this could be accomplished through two possible routes. The first of which involves The National Advisory Committee on Institutional Quality and Integrity (NACIQI). The NACIQI is authorized to provide recommendations to the U.S. Secretary of Education (USDE) regarding accrediting agencies that monitor the academic quality of postsecondary institutions and educational programs for federal purposes (such as Title IV [HEA] student financial aid eligibility and loan guarantees).

The second potential route operates apart from, and parallel to, the governmental track. The nongovernmental Council for Higher Education Accreditation (CHEA) also evaluates accreditors of institutions and programs through a process of voluntary review. Accreditors may be recognized by the US Department of Education, CHEA, both or neither.⁴⁴ Because CHEA and USDE recognition are based on a range of factors, not being recognized by either or both should not be interpreted as an indicator of lack of quality or rigor of an accrediting organization or of the programs it accredits.

These oversight bodies have demonstrated their ability to influence change across a large number of accreditors within their jurisdiction and, by extension, an even larger number of accredited programs. Both the CHEA and the USDE have, for example, pushed accreditors to move from basing decisions solely on input measures (e.g. credentials of faculty, course offerings, library holdings, or financial resources) to a focus on outputs (e.g. student learning outcomes, competencies created, and evidence that the program effects change). They have also been instrumental in getting accreditors to require that programs demonstrate a commitment to diversity, equity, and inclusion in both their curricula and student, staff and faculty recruitment, selection, and retention practices.

If the importance of including human rights and atrocity prevention curricular contents were to be recognized at the level of either of these oversight bodies, the potential for PR2P would be widespread. However, this is unlikely to occur without an atrocity prevention champion inside one or both organizations. The CHEA is somewhat more accessible and less bureaucratic than the NACIQI and the USDE. It also has an international arm, the CHEA International Quality Group (CIQG), which may be receptive to including atrocity prevention contents as an indicator of higher education quality. Even so, achieving change at this level would be a difficult undertaking.

A more immediately feasible strategy involves influencing university faculty, program leaders, and individual scholars within relevant professions toward a gradual increase in the prioritization of atrocity prevention content within preparatory curricula. This would be done largely at the individual level and continue until to the point at which these efforts capture the attention of accreditors. As a “bottom-up” approach, doing so would take time and would realize change gradually. However, an advantage of this methodology is that it leverages multiple opportunities to exert pressure on accreditors while allowing for strategies to be tailored to individual professional spheres.

Using the public affairs program at Binghamton University as an example, we can trace progress on several fronts and envision how similar processes could occur in other professions. The curriculum of the MPA program at Binghamton University offers the opportunity to specialize in Genocide and Mass Atrocity Prevention and includes a number of courses taught by faculty affiliated with the Institute for Genocide and Mass Atrocity Prevention who have deliberately redesigned their courses to incorporate an atrocity prevention lens. At the same time, MPA faculty have been successful in publishing a small number of peer-reviewed articles in prominent journals that link atrocity prevention to public affairs teaching, research, and accreditation. These scholars have also presented their research at professional conferences, including the annual conferences of the public affairs accreditor NASPAA.

The visibility and impact of these efforts have been enhanced by the concurrent rise in prominence of domestic advocacy and protest efforts — including the Black Lives Matter (BLM) movement — which have succeeded in calling increased attention to the legacies of slavery that take the form of repeated police killings of Black men and women and other forms of structural racism. These events, and the success of the protest movements that oppose them help to reinforce the relevance of atrocity prevention to public administrators at all levels of government and provide effective counter arguments to those who might otherwise envision atrocity prevention as applicable only to other countries.

Within the context of the “bottom-up” approach, faculty members who incorporate atrocity prevention in their teaching, research, and conference presentations represent key advocates for change. They can be supported by two other stakeholder groups, students and professionals. If the experience at Binghamton University is any indication, students are excited about the prospect of increasing the global relevance and social responsibility of their professional education by incorporating an atrocity prevention lens.

The second stakeholder group, practicing professionals who recognize the value of an atrocity prevention lens, also play a critical role in the “bottom-up” approach and can wield tremendous influence in this effort. To the extent that a given professional from one of the ten fields highlighted in this report recognizes the value of PR2P, they can convey this preference at the micro, meso, or macro levels. That is to say that they are in a position to influence which competencies and values are prioritized when hiring new graduates, inform the curricular decisions within programs where they may serve on advisory boards or occupy similar positions of influence, speak directly to classes, or serve as external reviewers. Additionally, to the extent that these individuals are able to shape the discourse in professional associations, they may be able to directly facilitate changes to the accreditation standards.

Initially, the actions of faculty, students, and practicing professionals are most likely to effect change on the individual course level, and subsequently, at the program level. When atrocity prevention contents reach the level of being reflected in the core values and/or competencies articulated in accreditation standards, PR2P would have an opportunity to expand its reach to encompass an entire profession. The early stages of this process represent promising steps, but it is at the level of accreditation standards that measurable change is anticipated.

While the emphasis in this report has been on accrediting standards of U.S.-based and primarily U.S.-focused bodies, similar logic and processes can be applied in other parts of the world. While pursuing the strategies suggested above to promote PR2P in the United States, parallel processes can be advanced in collaboration with regional and international bodies that already value atrocity prevention and education. These might include the United Nations Educational, Scientific and Cultural Organization (UNESCO), European Union (EU), Organization for Security and Co-operation in Europe (OSCE), International Conference on the Great Lakes Region (ICGLR), Organization of American States (OAS), and Association of Southeast Asian Nations (ASEAN) among others. In addition to using accreditation standards to advance PR2P, the grant-making resources of U.S. and global agencies could promote such changes in educational curricula and standards.

This report asks us to imagine a world in which doctors, lawyers, nurses, accountants, business leaders, journalists, planners, social workers, and government officials understand and accept their role in preventing mass atrocities. It asks us to envision professional degree programs across fields and disciplines that, as a matter of regular practice and in accordance with guidance provided by accrediting bodies, introduce students to the key concepts associated with atrocity prevention and provide them with the skills to contribute to prevention within the unique realm of their profession.

The inability of the international community to put an end to mass atrocities through a near-exclusive reliance on State-level actors suggests the need to expand and diversify the cadre of individuals who understand their role in atrocity prevention and are equipped to take appropriate action. To accomplish this, an all-hands-on-deck approach is needed, one that enlists a full range of professionals and the educational systems that prepare them for the workplace.

We contend that the aggregate potential of societies to disrupt the emergence of potential mass atrocities increases if atrocity prevention is integrated into the regular responsibilities of professionals across multiple fields. The PR2P concept and suggested methodology contained in this paper is not intended to replace existing atrocity prevention strategies, but instead complement them. It was in that spirit that illustrate how the core values and competencies of a range of professions – as expressed through relevant accreditation standards and professional codes of ethics – provide logical entry points for instilling a Professional Responsibility to Prevent that would significantly contribute to the prevention of mass atrocities.

We conclude by asking readers to consider how the landscape of atrocity prevention might be energized and mobilized if some or all professions incorporated atrocity prevention values and competencies within their education and professional codes. And we invite you to commit to helping make that a reality.

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Appendix A

Accrediting Body, Standards and Codes of Conduct by Profession

Profession	Accrediting Body	Standards	Code of Conduct
Accounting	Association to Advance Collegiate Schools of Business International	Accounting Standards	International Federation of Accountants Code of Ethics for Professional Accountants
Business Administration	Association to Advance Collegiate Schools of Business International	Business Standards	Master of Business Administration Oath
Engineering	Accreditation Board for Engineering and Technology	Criteria for Accrediting Engineering Programs	National Society of Professional Engineers Code of Ethics
Journalism	Accrediting Council on Education in Journalism and Mass Communications	Nine Accrediting Standards	Society of Professional Journalists Code of Ethics
Law	American Bar Association	2019-2020 Standards and Rules of Procedure for Approval of Law Schools	American Bar Association Model Rules of Professional Conduct
Medicine	Liaison Committee on Medical Education	Functions and Structure of a Medical School (contains LCME standards)	American Medical Association Code of Medical Ethics
Nursing	Commission on Collegiate Nursing Education	Standards For Accreditation Of Baccalaureate And Graduate Nursing Programs	American Association of Colleges of Nursing Standards of Conduct
Planning	Planning Accreditation Board	Planning Standards	American Planning Association Code of Ethics and Professional Conduct
Public Administration	Network of Schools of Public Policy, Affairs, and Administration	Standards and Guidance	American Society for Public Administration Code of Ethics
Social Work	Council on Social Work Education	Accreditation Standards	National Association of Social Workers Code of Ethics

Notes

1. For a comprehensive discussion of the notion of a “continuum of prevention strategies” corresponding to upstream, midstream, and downstream contexts, see Waller, J. (2016). *Confronting Evil: Engaging Our Responsibility to Prevent Genocide*. Oxford University Press.
2. For a discussion of the atrocity prevention lens in the context of government policy makers, see Bellamy, AJ (2015) Operationalizing the “atrocity prevention lens”: Making prevention a living reality. In Rosenberg, SP, Galis, T and Zucker, A. (eds) *Reconstructing Atrocity Prevention*. NY: Cambridge University Press, pp. 61-80.
3. The paper is available at <http://www.auschwitzinstitute.org/wp-content/uploads/2016/01/McNaboe-A-Shifting-Paradigm-web.pdf>
4. <http://www.auschwitzinstitute.org/wp-content/uploads/2016/01/Getting-Down-to-Business-Electronic.pdf>
5. <http://www.auschwitzinstitute.org/educational-policies-program>
6. Additionally, Binghamton University graduate students from any field may pursue an optional certificate in Genocide and Mass Atrocity Prevention designed and delivered by I-GMAP and housed with the MPA program.
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11. For examples of curricular revisions developed as part of this program, see <https://www.binghamton.edu/i-gmap/academics/cda/2018-2019.html>
12. See, for example, Baum, S. K. (2008). [The psychology of genocide: Perpetrators, bystanders, and rescuers](#). Cambridge University Press, or Staub, E. (2012). [Psychology and morality in genocide and violent conflict: Perpetrators, passive bystanders, and rescuers](#). In M. Mikulincer & P. R. Shaver (Eds.), *Herzliya series on personality and social psychology. The social psychology of morality: Exploring the causes of good and evil* (p. 381–398). American Psychological Association.
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14. Ramirez Barat C. (2017). How can education help prevent mass atrocities? In: 2017 Annual Conference of the International Association of Genocide Scholars. IAGS Conference, University of Queensland, Brisbane, Australia, 9–13 July 2017.
15. For the full text of the Sustainable Development Goals and related publications, see <https://sdgs.un.org/>.
16. For a more in-depth discussion of the differences, see, for example, Curry, L., Wegin, J.F. & Associates. 1993. *Educating Professionals: Responding to New Expectations for Competence and Accountability*. San Francisco: Jossey-Bass.
17. [CPA Trendlines report](#) (2016)
18. See, for example, Neu, D. and Therrien, R. (2013) [Accounting for Genocide: Canada's Bureaucratic Assault on Aboriginal People](#), Halifax Fernwood Publishing.
19. Several activities undertaken by [The Clooney Foundation for Justice within their Docket Projects](#) engage the services of forensic accountants.

20. See Stel, N. and Naudé, W. (2016). [Business in Genocide: Understanding and Avoiding Complicity](#). IZA Discussion Paper No. 9743, SSRN for additional examples.
21. See reporting in the *New York Times*, for example by Cumming-Bruce, N (Feb. 20, 2019), [Oil Companies May Be Complicit in Atrocities in South Sudan, U.N. Panel Says](#)
22. See, for example, Smith, D.L. (2011) *Less than human: Why we demean, enslave, and exterminate others*. NY: St. Martin's Griffen, pp. 20-25.
23. See <http://www.acejmc.org/policies-process/methods>
24. See [Society of Professional Journalists Code of Ethics](#)
25. Fountaine, C. (2020). [Complicity in the Perversion of Justice: The Role of Lawyers in Eroding the Rule of Law in the Third Reich](#), 10 *St. Mary's Journal on Legal Malpractice & Ethics* 198.
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27. See Patel, P. Forced sterilization of women as discrimination. *Public Health Rev* 38, 15 (2017). <https://doi.org/10.1186/s40985-017-0060-9>.
28. See [LCME Standards](#)
29. See [LCME Standards](#)
30. See <https://news.ncsu.edu/2011/09/wmsrossgenocidefeature> for supplemental research capturing this idea
31. <https://www.nursingworld.org/coe-view-only>
32. See AACN, [The Essentials of Master's Education in Nursing](#)
33. This is documented by Alvarez, A. (2001). *Governments, citizens and genocide: A comparative and interdisciplinary approach*. Bloomington: Indiana University Press, and by Uzonyi, G. (2020). Bureaucratic quality and the severity of genocide and politicide. *Dynamics of Asymmetric Conflict*, 13(2): 125-142.
34. See Bauman, Z. (1989) *Modernity and the Holocaust* and Jones, A. (2017). *Genocide: A Comprehensive Introduction*. New York: Routledge.
35. Lemarchand, R. (1996). *Burundi: Ethnic conflict and genocide*. Cambridge: Cambridge University Press.
36. See, for example, Brazeal, G. (2011). [Bureaucracy and the U.S. Response to Mass Atrocity](#), *University of Miami National Security & Armed Conflict Law Review*, 1(1): 57-71.
37. Commission on Peer Review and Accreditation. (2019). [NASPAA Standards: Accreditation Standards for Master's degree programs](#). Adopted Oct. 16, 2009, last amended Oct. 18, 2019, p. 2.
38. See <https://www.aspanet.org/ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx?hkey=5b8f046b-dcbd-416d-87cd-0b8fcfacb5e7>
39. Available at <https://www.aspanet.org/ASPADocs/ASPA%20Code%20of%20Ethics-2013%20with%20Practices.pdf>
40. Available at <https://www.aspanet.org/ASPADocs/ASPA%20Code%20of%20Ethics-2013%20with%20Practices.pdf>
41. The NASPAA Standards are available at <https://www.naspaa.org/sites/default/files/docs/2019-11/NASPAA%20Accreditation%20Standards%20-%202019%20FINAL%20with%20rationale.pdf>
42. See Rubaii, Appe and Lippez-De Castro (2019) for more discussion of these and other options for linking atrocity prevention to NASPAA competencies.
43. CSWE. (2008, last updated 2012). Educational Policy and Accreditation Standards available at [https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2008-EPAS/2008EDUCATIONALPOLICYANDACCREDITATIONSTANDARDS\(EPAS\)-08-24-2012.pdf.aspx](https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2008-EPAS/2008EDUCATIONALPOLICYANDACCREDITATIONSTANDARDS(EPAS)-08-24-2012.pdf.aspx)
44. See [CHEA](#) and [U.S. Department of Education](#)

Expanding the Ranks of Atrocity Prevention Actors asks readers to imagine a world in which all professionals are instilled with the value of their responsibility to prevent mass atrocities and equipped with the knowledge and skills to effectively contribute to atrocity prevention. Featuring the introduction of a Professional Responsibility to Prevent (PR2P) framework, *Expanding the Ranks* offers insight into how an atrocity prevention perspective can be effectively integrated into accreditation standards and professional codes of ethics across a wide range of professions.

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POLICY PAPERS IN PREVENTION



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