

EDUCATION: THE KEY TO HOMELAND SECURITY LEADERSHIP

CENTER FOR HOMELAND DEFENSE AND SECURITY
————— 2002-2008 REPORT —————



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Education: The Key to Homeland Security Leadership

Naval Postgraduate School
Center for Homeland Defense and Security
2002 – 2008 Report

We are a problem solving people, with enormous faith in human progress and in technology...we do not like to be told that there are limits to what can be expected by public policy.

Robert P. Rhodes, *The Insoluble Problems of Crime*

The 9/11 Mandate

The Naval Postgraduate School's (NPS) Center for Homeland Defense and Security (CHDS or the Center) is the nation's homeland security educator. It was created by Congress, the U.S. Department of Justice and U.S. Department of Defense on April 11, 2002, in response to the tragic and devastating September 11, 2001 terrorist attacks. The Center's creation was in part to answer the nation's question, "How can we prevent future attacks and, if there is another attack, how do we ensure that we are prepared to respond?" To this end, CHDS was given the mandate to:

- 1) Educate and prepare a national cadre of local, state, tribal, and federal leaders to collaborate across professional disciplines and levels of government to secure the nation's homeland by developing new policies, strategies, and organizational arrangements to prevent and respond to future attacks;
- 2) Begin to define through evidence-based research the emerging discipline of homeland security and the curriculum components of graduate and executive-level homeland security education; and
- 3) Facilitate the development of a national homeland security education system by using an "open source" model to develop programs, curriculum, and educational tools and share these resources with other academic institutions and agencies to expedite their development of homeland security programs.

This response to the events of 9/11 takes the long view, investing in the education of homeland security leaders and fostering academic research to clarify the myriad issues surrounding homeland defense and security. Vagueness and confusion are best answered with knowledge and understanding. The Center for Homeland Defense and Security focuses on bridging the gap between what we know and how we do it, between theory and practice, and between what is happening now and what we may face in the future. Although spending in support of the Center¹ represents approximately .03 percent of federal monies spent on homeland security, CHDS recognizes its place in the debate over the use of homeland security monies: to what extent has spending on education been effective and what impact has this education had? This report attempts to answer these questions.

¹ In 2002 and 2003, a total of \$13 million was spent in creating the Center for Homeland Defense and Security to build curriculum, pilot programs and supporting resources. An additional \$41.6 was spent in 2004 and 2005 to build out Center programs, resources, and curriculum to full operation. The cost of sustaining programs and resources was \$15.8 million in 2006, \$18.7 million in 2007, and \$18.5 million in 2008.

THE ORIGIN OF THE CENTER FOR HOMELAND DEFENSE AND SECURITY

On the morning of 9/12, I walked into my office (I was serving as Dean of the International School at the time) and was immediately called to meet with the NPS president and provost. They said “Paul, the School has to step up to the plate. We need to not only restructure our curriculum to deal with the new threat, but enroll entirely different types of students – especially the state and local leaders who will be vital to the effort. Have at it.” The rest is history still in the making.

Paul Stockton, Stanford University
Former Director, Center for Homeland Defense and Security

On April 11, 2002, following several months of intensive staff work, CHDS was created by an interagency agreement between the United State Department of Justice’s (DOJ) Office of Justice Programs (OJP) and Office for Domestic Preparedness (ODP), and the Naval Postgraduate School (NPS). This agreement envisioned an evidence-based² homeland security leadership development curriculum to help develop the state, local, and federal leadership needed to defeat terrorism. It specified that graduates of the course of instruction would be prepared to strengthen U.S. capacity to deter, defeat, and effectively respond to terrorist attacks, and to build the interagency and civil-military cooperation that homeland security requires. Since 2002, the original agreement has been adopted and maintained by DOJ/OJP/ODP successor agencies within the United States Department of Homeland Security (DHS).

The nucleus of CHDS is its evidence-based Homeland Security Master’s Degree Program which is located in the Naval Postgraduate School’s School of International Graduate Studies, National Security Affairs Department. Over the course of six years, CHDS has become the nation’s leading educator for homeland security and additional programs have been developed to support, complement, and extend the reach and utility of the master’s degree program.

Education versus Training

The U.S. DOJ/OJP/ODP, a predecessor agency to DHS, was the initial sponsor of the Center. By 1999, ODP was heavily involved in the delivery of education and training programs. A significant part of the mission and operation of ODP revolved around the promulgation of training and education programs for state and local personnel engaged in countering incidents involving Weapons of Mass Destruction (WMD). Educational and training providers and offerings were plentiful. However, concern was expressed about the ability of these programs to meet the needs of present and future jurisdictions being served. In fact, there were significant doubts that the programs being offered were not evidenced based and were inconsistent with the tasks required to counter WMD activities.

² Evidence-based education is a paradigm by which education stakeholders use empirical evidence to make informed decisions about policies, practices, and programs. The key components of evidence-based education are: (1) promoting best-practices research and development, (2) facilitating review and evaluation of research, (3) disseminating research, and (4) developing and supporting an “evidence-based culture.”

Accordingly, ODP sponsored the collaboration of three experts – a strategic planner, a WMD training developer, and an educational curriculum training specialist – to identify the universe of tasks to be performed by recipients of its training programs. This effort was combined with a study of prominent approaches to the development, delivery, and revision of training programs (guided by taxonomies of education objectives common to all major curriculum-development initiatives). These research activities evolved into a strategic process involving multiple Subject Matter Expert (SME) reviews and ultimately yielding the ODP Training Strategy which focused on five key questions:

- Who should be trained?
- What task(s) should they be trained to perform?
- Which training instruction/delivery methods and training sites should be paired with which task(s) to maximize success in training?
- Which methods are most capable of evaluating competencies and performance upon completion of training?
- What gaps need to be remedied in existing training to assure consistency with the findings of the training strategy?

The key finding of the strategy most germane to CHDS related to the final question of the strategy: **What gaps need to be remedied in existing training to assure consistency with the findings of the training strategy?** The strategy discovered thirty-two tasks that were not being accommodated through existing training programs – complex tasks involving coordination among and between disparate agencies and organizations or the management of activities within agencies. Furthermore, the strategy found that these tasks fell within the upper levels of the cognitive domain,³ requiring educational, rather than training, programs.

The upper levels of the cognitive domain are sometimes considered the “problem solving” tiers. Complex, abstract tasks or issues are most appropriately categorized as fitting in these top tiers. These tasks are difficult to include in a training program and are more likely to be vested in graduate education programs where problem-based learning is frequently conducted. The *ODP Training Strategy* found that the tasks in the lower levels of the cognitive domain were accommodated by existing training programs or easily developed in those training programs but, because of the higher-tier status of the tasks not accommodated – as well as the levels of complexity and abstraction represented by those tasks – graduate education, not training, appeared to be the best venue to address the tasks and activities residing in the gap. The creation of CHDS and the graduate curriculum incorporating the complex, abstract tasks and activities not met by existing homeland security training programs (and identified through the *ODP Training Strategy* as critical tasks) provided an evidence-based curriculum informed by experts in each discipline associated with homeland security.

³ The cognitive domain is defined in Benjamin Blum, et al, *Taxonomy of Educational Objectives* (1956). Bloom and his co-authors identified three elements to the Taxonomy: Cognitive, Affective, and Psychomotor.

For CHDS and homeland security leadership, the distinction between education and training and the relative merit of the two approaches to learning is highly relevant. Educational programs at the graduate level focus on application, analysis, synthesis, and evaluation. These programs produce students who are capable of assessing and judging knowledge as opposed to simply memorizing or recalling knowledge. Graduate students acquire and improve their capacity for critical and independent thinking. These students are prepared to effectively perform and accomplish complex, non-routine tasks that cannot be effectively performed relying on protocols, maps, etc. This type of preparation is particularly significant in an emerging and quickly developing discipline such as homeland security and is needed to assure that leaders in all disciplines associated with homeland security are successfully prepared for the unknown.

CHDS Milestones

August 2001	Office for Domestic Preparedness (ODP) completes training strategy identifying need for graduate education for senior state and local officials
September 2001	NPS undertakes initiative to educate the nation's HS leaders
April 2002	NPS & ODP sign MOU to develop graduate level HS programs
April 2002	HS Digital Library (HSDL) established as first repository for homeland defense and security documents
January 2003	1 st master's degree cohort begins classes
January 2003	1 st governor's MET conducted in New Hampshire for Governor Lynch
April 2004	Goal of three simultaneous master's degree cohorts achieved
September 2004	1 st master's degree cohort graduates
October 2004	University & Agency Partnership Initiative (UAPI) launched
January 2005	HSDL opens access to all U.S. government, military, academic, and select private-sector organizations
April 2005	1 st Urban Area MET conducted in Seattle, WA
April 2005	U.S. Department of Homeland Security CHDS Distinguished Fellowship established
May 2005	Web-based Alumni Network launched
August 2005	1 st issue of <i>Homeland Security Affairs</i> journal published electronically
September 2005	University of Connecticut first partner to establish a degree program using CHDS curriculum and resources
January 2006	1 st Alumni Conference conducted in Monterey
April 2006	1 st self-paced, non-credit, online course available for HS officials
August 2006	Executive Leaders Program (ELP) launched
December 2006	1 st video pod-cast of <i>Viewpoints</i> ; HS officials discussing current HS issues
January 2007	Army National Guard Certificate Program begins in Missouri and Arizona
June 2007	1 st National Capital Region Master's cohort launched
June 2008	2 nd National Capital Region cohort launched; goal of five simultaneous MA cohorts achieved
June 2008	HSDL obtains Federal Depository Library status
December 2008	10 th CHDS master's degree cohort graduated

THE FOUNDATION OF CHDS: GRADUATE-LEVEL EDUCATION

Aligning the efforts of local, state, federal, and military partners for homeland security is no easy task and can only be accomplished through a common framework of professional education. That framework must not perpetuate the dogmas of the past, but challenge the status quo, break down barriers that divide us, and return a robust network of highly competent practitioners that will, together, ensure the protection of our citizens and way of life. The Center for Homeland Defense and Security at the Naval Postgraduate School provides such an education and in so doing, is an asset vital to our national security.

John P. Paczkowski, Director, Emergency Management and Security
The Port Authority of New York and New Jersey

To achieve and realize the Center's full potential, programs capable of supporting and maximizing the nation-wide reach of the master's program were developed and implemented between 2002 and 2008. These include the Executive Leaders Program (ELP), the Mobile Education Team (MET), the University and Agency Partnership Initiative (UAPI), and self-study courses offered online to non-matriculated homeland security professionals. The Homeland Security Digital Library (HSDL) and the Center's electronic journal, *Homeland Security Affairs*, amplify the broader dissemination of research in the field of homeland security. All programs are supported and enhanced by the Center's web and teaching tools development teams.

During its six year history, funding support for the Center has been provided by the federal government via appropriations to the United States Department of Justice and different divisions of the United States Department of Homeland Security. The Center's FY08 funding was provided by appropriations to the DHS Federal Emergency Management Agency (FEMA).

Several key principles set CHDS programs apart from traditional educational programs:

- **Collaboration** – To provide a neutral collaborative educational forum, CHDS stresses the recruitment and participation of homeland security leaders from all disciplines and all levels of government as well as the private sector. All programs require participants to engage in interactive learning with notable dependence on student participation and the promulgation of a participatory culture.
- **Evaluation** – To ensure that the content and delivery of CHDS curriculum is dynamic, current, and driven by homeland security leaders and actual practice, all CHDS programs are subjected to ongoing evaluation and modification. In other dimensions, such as faculty and student selection, such evaluation is necessary to ensure the Center attracts the most capable and promising leaders to the program.
- **Multiplied Impact** – All programs seek to ensure the presence of a multiplier effect, maximizing the national impact of all CHDS resources and programs. This is most evident in the UAPI program, *Homeland Security Affairs*, HSDL, and the MET seminars.
- **Entrepreneurial** – The Center is dedicated to creating and maintaining an entrepreneurial organization and environment which encourages innovation.

The Master's Degree Program

Homeland Security is continuously evolving, both as an academic discipline and as a national strategy. As a result, there is an incredible depth and breadth to the discipline, engaging diverse populations from admiralty to zoning, with involvement ranging from local fire services to deployed troops overseas. I have been constantly impressed by the breadth and depth of my fellow students and colleagues in the CHDS Master's Degree Program. They demonstrate the intellectual curiosity, the professional experience, and the organizational and administrative skills to lead this national effort. They are, truly, the "best and the brightest" and vitally needed to assure our national security.

BG Mike McDaniel, MI Homeland Security Advisor
Assistant Adjutant General for Homeland Security
Department of Military and Veterans Affairs

All components and programs of the Center for Homeland Defense and Security are derived from and in some way complement the Homeland Security Master's Degree Program, the first of its kind to be offered in the United States. This eighteen-month program brings together local, state, tribal, federal, and military homeland security leaders. Successful applicants to the program attend six in-residence sessions, completing eleven courses in addition to two research-methods courses and a thesis related to actual policy issues confronting their jurisdictions. In-residence participation is limited to two weeks each quarter with the remaining study and discussion completed via distance learning. The resulting degree, a Master of Arts in Security Studies (Homeland Security and Defense), is conferred by the Naval Postgraduate School's School of International Graduate Studies through the National Security Affairs Department.

The CHDS program is fully accredited by the Western Association of Schools and Colleges, the accrediting body for universities in the western United States. Classes for master's degree students are conducted on two campuses:

The Naval Postgraduate School, Monterey, CA campus is the home for three cohorts composed primarily of state and local government officials. The first cohort for this campus matriculated in January 2003. Two cohorts each year are located in the National Capital Region (NCR) in Shepherdstown, WV. These cohorts are comprised primarily of federal DHS officials with some state and local representation. The first cohort for NCR was admitted in June 2007.

Recruitment

Recruitment through personal contact is extremely effective, particularly on the part of alumni. We can identify potential students – among co-workers and professional associates – who are ready for the personal and professional challenge that CHDS offers. Also, we take great pride in our continued association with CHDS, and are highly motivated to provide the center with new students, people able to solve today's "open questions" in the field of homeland security and defense.

Captain Jay Hagen, Emergency Preparedness Officer
Seattle Fire Department

Students are recruited from all key homeland security disciplines within the United States, as initially identified in the baseline research which led to the creation of the Center. These disciplines include emergency management, emergency medical services, fire service, government administration, hazardous materials personnel, health services, law enforcement, public health, public safety communications, public works, public utilities, and transportation. Students are also drawn from offices and departments of the federal government and from all branches of the military.

Much of the recruitment is done through professional networks and contacts, stressing personal communication with individuals. As the program has grown, the Center has also focused recruitment efforts on national organizations and associations representing the various disciplines. Other recruitment techniques have evolved over time, including formal relationships with the training and education directors of intergovernmental agencies and associations, particularly the most prominent organizations involved with homeland security at all levels of government. Attention is devoted to assuring that each cohort has sufficient diversity relative to disciplines, levels of government, geography, and demographics to assure that the maximum benefits from collaboration are obtained and a participatory culture is extended and enhanced.

Application

In a six month period, 600 people will open an application account – 150 people will complete the application and no more than 32 of those will be admitted to the CHDS Master’s Degree Program.

Heather Issvoran, Director of CHDS Program Operations

All applicants to the master’s degree program must hold a bachelor’s degree (from an accredited institution) and be employed full-time by a federal, state, tribal, or local governmental organization. Each qualified applicant is then subjected to a highly competitive selection process, based on the following criteria:

- **Academic Credentials:** Academic credentials must reflect a complete record of the applicant’s academic experience beyond the secondary level, including post-graduate work (primarily transcripts of grades and scores from various graduate school entrance exams, although such exams are not mandatory for admission to CHDS). Academic credentials account for **30% of an applicant’s potential admission score**.
- **Essays:** Four essays are required, exemplifying the tenets of graduate education: application, analysis, synthesis, and evaluation. These essays, which account for **25% of the applicant’s admission score**, must demonstrate an understanding of these tenets while relating to the applicant’s actual professional experiences.⁴
- **Self-Assessment:** A written self assessment of the criticality of the individual’s professional role/position relative to homeland security accounts for **20% of the applicant’s admission score**.

⁴There is reason to believe that the requirement for writing exemplars in the application process produces better, more authentic criteria for admission. Perney (1996) concluded that written exemplars were better predictors of graduate success than grade-point averages or standardized tests such as the Miller Analogies Test. Her research involved a much briefer writing sample than is required in this application process but, even if the expanded writing samples required here were only as good as the abbreviated ones Perney investigated, her regression analysis shows convincingly the value of writing samples in making admission decisions for graduate studies.

- **Letters of Support:** Three written letters of support, from leaders knowledgeable of the applicant's homeland security responsibilities, account for **15% of the applicant's admission score**. A premium is placed on letters of support from agency command staff and immediate supervisors.
- **Communication Skills: 10% of the applicant's admission score** is derived from an assessment of the applicant's communication skills based on a review of vocabulary, writing style, sentence structure, transitions, and continuity of message.

Assessments of participant applications are based on a weighted formula and are conducted via blind assessment by independent evaluators.⁵ The top applicants are identified and the selection process begins.

As of December 31, 2008, 1,274 completed applications to the CHDS Master's Degree Program have been processed and assessed. (Of these, 311 were applicants who reapplied, submitting new, revised, or additional materials.) From this pool of 1,274, 361 applicants have been accepted into the program. While this represents a 28% admission rate on *completed* applications, it should be noted that the completion of the entire application package (transcripts, five essays, three letters of recommendation and support) is a relatively rare occurrence among those who begin the process (approximately 9,000 since 2002).

Interest in the program has increased steadily. Approximately 600 people now begin the process and establish Application Accounts each six-month application cycle. Approximately 150 complete all of the materials and the full application assessment. No more than thirty-two applicants are recommended for admission to each of three cohorts. (On average, fifty previous applicants reapply each cycle).

This rigorous process is not intended to be an impediment to receiving quality applications. It is designed to gather as much evidence as possible to accurately assess the applicant's criticality, impact, potential, educational preparation for graduate study, and ability to think critically at the upper levels of the cognitive domain.

Selection

CHDS has an outstanding program, with a curriculum second to none; it is equally important to recognize the valuable information gleaned from the students, who bring many years of experience from many disciplines. It is exciting to see how your peers handle Homeland Security issues and how the response varies depending on where you are from.

Chief Cathy Lanier, Metropolitan Police Department
Washington, DC

Final selection and acceptance of applicants takes into consideration the actual composition of each cohort in order to preserve the interactive and collaborative aspects of teaching and learning in the classroom. The target number of participants for each cohort is thirty-two. This number maximizes collaboration and interactive teaching and learning in two equally divided groups of sixteen students on each side of the classroom. A cohort composed too heavily of

⁵An elaborate training process has produced inter-rater reliability in the assessment of essays and credentials. Weights are applied, producing scores that can then be placed in a ratio scale of all remaining applicants, current and former, who have not been selected.

representatives of one area of the country or one level of government, or a given discipline, has potential to be destructive to these key features of the master's program.

The expenses associated with pursuing the CHDS master's degree – for all successful applicants – are paid by funds provided to the Center via appropriated federal government funds. This benefit is consistent with the fundamental reason for creating the master's degree program: to maximize the number of adequately prepared leaders in homeland security practice at all levels of government. Incoming students are required to sign agreements to remain in homeland security practice for a minimum of two years following graduation from the program.

Curriculum

The NPS curriculum has continually evolved to address major changes in homeland security and homeland defense policy and management areas, from legislative authorities to citizen impacts. The curriculum is carefully constructed around both courses stressing the fundamentals of homeland security and homeland defense policy and management and courses that address contemporary topics in more depth, such as border security and public health. Each year sees an adjustment in coverage and emphasis as homeland security and homeland defense continues to mature as an academic discipline. As a graduate of the CHDS program, and a university faculty member deeply engaged in graduate homeland security research and education, I revisit the curriculum offerings, content, and readings frequently to inform my own teaching.

Sharon L. Caudle, Ph.D.

The Bush School of Government & Public Service
Texas A&M University

Students who are accepted into the master's degree program and agree to attend participate in six two-week in-residence periods over an eighteen-month period, with the remainder of instruction conducted online via distance learning. With the exception of the first in-residence, which starts with Orientation, students complete a term in the first week of their in-residence and initiate a term in the second week of the in-residence. The curriculum for the master's degree program includes eleven topical courses as well as two research methods courses that assist students in the writing of the thesis.

The delivery and the content of curriculum for students is a primary consideration for CHDS administrators. The relative infancy of the homeland security discipline suggests that extreme vigilance over content and delivery is mandatory to ensure relevance, value, and gain of knowledge. Accordingly, all faculty and all curriculum delivered by the Center are independently evaluated for relevancy, value, and knowledge gained. These evaluations have resulted in a dynamic faculty and curriculum. The original courses and instructors of the initial 2003 program have undergone significant change and in many cases have been completely removed. This is consistent with the sponsor's (DHS) insistence on quality control of faculty, curriculum, and admissions. Details on CHDS courses appear below; information on faculty is available in Appendix B of this report.

THE CHDS CURRICULUM

NS 3180: Introduction to Homeland Security

This course provides an overview of the essential ideas that constitute the emerging discipline of homeland security. Its two central objectives are (1) to expand the way participants think, analyze, and communicate about homeland security; and (2) to assess knowledge in critical homeland security knowledge domains. The course is organized around an evolving narrative about what homeland security leaders need and how the CHDS program helps address those needs.

DA 3210: The Unconventional Threat to Homeland Security

The purpose of this course is to provide an introduction to the operational and organizational dynamics of terrorism. It considers those who act as individuals, in small groups, or in large organizations. The course addresses such specific topics as suicide terrorism, the role of the media, innovation and technology acquisition, the decline of terrorism, and ways of measuring the effect of counterterrorism policies and strategies. By the end of the course, students should be able to design effective measures for countering and responding to terrorism.

IS 4010: Technology for Homeland Security

The need to share information through the use of interoperable technologies and to collect and synthesize data in real time has become critical to our national security. This course provides HS professionals with the requisite knowledge to be able to leverage technology to prevent, protect against, respond to, and recover from terrorist and natural-born incidents. It also provides an in-depth understanding of inspection, detection, and surveillance technologies; information sharing and knowledge management systems; and communication systems. The ultimate objective of the course is to enable HS professionals to effectively evaluate, select, and implement technology to better strengthen capability-specific national priorities.

NS 4156: Intelligence for Homeland Security: Organizational and Policy Challenges

This course examines key questions and issues facing the U.S. intelligence community and its role in homeland security and homeland defense. Students have the opportunity to fully address policy, organizational, and substantive issues regarding homeland intelligence support. Course emphasis is on issues affecting policy, oversight, and intelligence support to homeland defense/security and national decision making.

NS 2013 & 4081: Policy Analysis and Research Methodology & Research Colloquium

NS 2013 provides an overview of the steps of the research process and methods used in social scientific inquiry. Students review various policy research designs, including hypothesis construction and comparative case studies, and are introduced to literature review and the appropriate use of evidence and warrants. In NS 4081 students review various research methods, including policy options analysis, modeling, qualitative data analysis, and case study. The primary deliverable of the course is the thesis proposal.

CS 3660: Critical Infrastructure: Vulnerability Analysis and Protection

Critical Infrastructure protection (CIP) is one of the cornerstones of homeland security. The course begins with an overview of risk, its definition and application to critical infrastructures as it relates to the National Infrastructure Protection Plan (NIPP). Key resource sectors are studied in detail in order to learn how they are structured, how regulatory policy influences protection strategies, and how to identify specific vulnerabilities inherent to each sector and its components. At the completion of the course, students will be able to apply CIP techniques (MBRA and others) to any critical infrastructure within their multi-jurisdictional region, and derive optimal strategies and draft policies for prevention of future terrorist attacks or natural disasters.

NS 4239: Special Topics in American Government for Homeland Security

The purpose of this course is to provide participants with an insight into the structural, conceptual, and intellectual underpinnings and implications of the homeland security project. Looking at a wide range of topics and problems, the course seeks to stimulate a comprehensive discussion of how homeland security professionals and the general public think about homeland security. The course seeks to equip participants with a deeper understanding of the prevailing discourse and its impact on the homeland security project.

NS 4881: Multi-discipline Approaches to Homeland Security

This course allows students to explore the homeland security project in relation to the laws that support and constrain it, using both historical and contemporary references. The role of community policing in homeland security and defense, civil-military relations in prevention and response, the USA PATRIOT Act and the handling of U.S. citizens detained for terrorist violations are just some of the subjects that dominate the discourse. While the military, law enforcement, and judicial issues are a central concern of the class, students consider the range of issues in relation to many other disciplines engaged in homeland security and defense.

NS 3028: Comparative Government for Homeland Security

The objectives of this course are: (1) to understand the transnational nature of terrorism, organized crime, pandemics, and other homeland security threats; (2) to assess homeland security strategies employed by liberal democracies around the world; (3) to distill and extrapolate policy implications from these examples; and (4) to apply these lessons to the organizational and functional challenges faced by homeland security leaders in the United States. This course provides students with a knowledge base and methodology with which to learn from the practices of other countries and translate those practices into policies applicable in the United States.

NS 4755: Strategic Planning and Budgeting for Homeland Security

Homeland security requires programs in such disparate areas as counter-terrorism, information security, border security, counter-drug activities, etc. It also requires programs at the federal, state, and local levels, which must be coordinated. Choosing among alternatives to provide maximum security with limited budgets requires an analytic approach to allocating resources. This course provides students with an analytical framework useful for translating long-term plans into programs and budgets.

NS 4133: The Psychology of Fear Management and Terrorism

This course provides a broad overview of the psychological effects of terrorism; the status of and fallacies related to the interventions applied to victims of terrorism and the generalized fear and anxiety experienced by the public at large; current government strategies used to disseminate information to terrorist groups; psychological phenomena related to media coverage of terrorism; misconceptions and inaccuracies about the socio-political and religious motivations of terrorist groups; "profiling" and the typical psychological and cultural makeup of modern terrorists; and the social and cultural psychology of public conceptions of terrorists and acts of terror.

NS 4232: Knowledge into Practice: A Homeland Security Capstone Course

This course is intended to provide participants the opportunity to expand their ability to enact the knowledge and technical learning acquired in the courses leading up to the capstone. The material in other CHDS courses and the capstone experience, taken together, will provide participants with the motivation and skills to perform their professional roles in new ways that will initiate and sustain change even at the level of the broader institutional context of governance in which they must function.

The Master's Thesis

The interagency and multidiscipline environment I now rely on every day to carry out fusion center operations is grounded in the research conducted for my master's thesis. My current assignment – managing the Analysis Element of New Jersey's Regional Operations Intelligence Center – was made possible by my experience at the Naval Postgraduate School's Center for Homeland Defense and Security. I am forever thankful for the opportunity to be a part of such a fine institution.

Lt. Ray Guidetti (NJSP), Analysis Element
New Jersey Regional Operations Intelligence Center

Consistent with the program's goal to return educated leaders to homeland security practice in all its interrelated disciplines, special emphasis is placed on the quality, relevance, and completion of the master's thesis. The purpose of the thesis requirement is to expose students to the use of rigorous methodology and discipline as a way of reaching decisions on complex issues (and to contrast this way of reaching decisions with the prevalent use of conventional wisdom to reach decisions, so often seen in the arena of public policy). The thesis must be written on actual policy issues confronting the student's jurisdiction, as determined by the student and his/her agency. This requirement offers sponsoring agencies the opportunity to explore a specific issue while drawing on the full resources of CHDS. Quality is maintained through both the research methods course and the student's thesis committee. Focus on completing the thesis requirement is maximized by initiating student thesis work early in the master's program. The effectiveness of this approach and the quality of the students enrolled in the CHDS program is illustrated by their thesis completion rate: 89 percent, as opposed to a national average, across graduate degree programs, of 42 to 71 percent.

The thesis represents much more than a mere milestone or graduation requirement, or personal achievement for the student. It is the most tangible return on the sponsor's investment and is thus a critical part of the Center's mandate. As homeland security evolves from its embryonic stages into a more mature discipline and academic field of study, it will continue to require the best minds in the field to interpret what has happened, identify and evaluate problems and gaps, capture smart practices, and apply critical and creative thinking to the issues and challenges on the horizon. CHDS participants are those best minds. Unlike many professional scholars, they have the experience, expertise, perspective, and leadership capacity to think through and imagine what homeland security should mean, how it should be defined, and what it can accomplish. The CHDS Master's Degree Program teaches them how to put those minds to work in an analytical manner.

Many theses produced by the Center have indeed had a measurable or at least visible impact on homeland security. Some described programs or policies have been implemented, and thus changed the homeland security organizational and policy landscape at every level. Others have introduced a phrase, concept, tool, or argument that has changed the discourse or the way homeland security is "done." Still others have contributed to the homeland security literature, as methodological, theoretical, or technological building blocks of the discipline.⁶

⁶ The impact of specific theses is explored in the final section of this report, "The Effectiveness and Utility of the Master's Degree Program."

To date, 262 leaders have gone through the program, with an additional 150 students currently enrolled in five cohorts. Names, jurisdictions, and thesis topics of master's degree graduates are available in Appendix A.

National Impact: The CHDS Master's Degree Program

Fully Accredited HS Master's Degree Curriculum

- 150 local, state, federal, and tribal leaders from diverse disciplines are enrolled in five cohorts with classes in the National Capital Region and Monterey, CA.
- Through classroom interaction and online discussion, these HS leaders learn to reach across disciplines and across the country to develop innovative and effective strategies for homeland defense and security.
- Each participant completes a thesis researching actual policy issues confronting his or her city, state, discipline, or sponsoring organization. A number of these theses have been implemented by agencies around the nation to address HS challenges.
- 30 percent of graduates are promoted within six months of graduation.
- 70 percent of graduates stay engaged with the Center after graduation.
- Curriculum developed for the Master's Degree Program is offered to universities and agencies across the United States to increase the availability of homeland security graduate education.
- CHDS curriculum provides core materials for additional educational efforts, including the Executive Leaders Program (ELP), the Mobile Education Team (MET) seminars, and online study courses.

CHDS Serves as a National Resource

- The CHDS website served nearly 123,000 individual users in FY2008, accessing the site through more than 508,000 visits.
 - CHDS website resources were viewed more than 7.7 million times in FY2008.
 - 262 master's degree alumni form the base of an alumni network of homeland security experts, creating a "think tank" resource on national issues.
 - CHDS program participants are drawn from 45 states, resulting in a nationwide distribution of CHDS resources and relationships.
 - CHDS alumni are regularly tapped to write white papers for federal, state, and local agencies.
-

CHDS TEACHING AND OUTREACH PROGRAMS

The CHDS investment in homeland security education is further maximized through teaching and outreach programs that leverage the experience, faculty, and curriculum of CHDS.

Mobile Education Team

The Center for Homeland Defense and Security (CHDS) MET seminar provided Mayor Menino and his leadership team with a great opportunity to discuss some of our most critical homeland security issues. The MET facilitator was professional and engaging, helping to ensure the full participation of our Cabinet members. The experts on the panel were very accomplished, added great insight and experience to our discussion, and proved to be a wealth of information for our participants. During the MET seminar, Boston's leadership team was able to identify and discuss some of the key next steps our city must take to help improve our capacity as a community to prevent, respond to, and recover from a disaster.

Don McGough, Director
City of Boston - Mayor's Office of Emergency Preparedness

The Mobile Education Team (MET) program was created to deliver policy and strategic-level educational seminars to governors and their cabinets, as well as community leaders and their homeland security “teams” in large urban areas. The purpose of these seminars is to prepare state and local leaders to take on the new policy, strategy, and organizational design issues that homeland security presents. These sessions are commonly referred to as “METs” – an acronym for Mobile Education Team seminars. While the content of these METs has evolved over time, their overriding focus continues to be homeland security policies and the prevention of terrorist attacks, as well as the issues that arise with the response to and recovery from catastrophic events. When requested, NPS/CHDS also designs “topical” METs focused on a single issue or delivered to a non-jurisdictional entity such as a national association. These seminars are designed to explore policy, strategic, and organizational arrangements as they might apply to a specific hazard, an existing or evolving national policy or strategy, or a single topic for further exploration and/or resolution.

The basic objective of a MET seminar is *to identify the critical homeland security issues that challenge state and local leaders*. The seminar team and elected/appointed leaders collectively define and prioritize these challenges and analyze their specific experiences, limitations, and capabilities. They also discuss the challenges common to jurisdictions throughout the nation, with a view to beginning or advancing strategic initiatives focused upon prevention of, preparedness for, response to, and recovery from a terrorist act. It would be inaccurate to describe a MET as a presentation, evaluation, assessment, tactical training event, table-top exercise, or method of communication handed down from the federal government. Nor does a seminar purport to solve the complex issues that arise when instituting homeland security measures. These sessions are designed to be provocative, non-attributive, candid discussions and debates about the homeland security issues facing state and local jurisdictional leaders. The program’s objectives, the composition of the audiences, and the curriculum content are all key elements in the overall success of the program.

The MET program utilizes a team of Subject Matter Experts (SMEs) to achieve its explicit and implicit objectives. All SMEs are selected from the ranks of senior-level professionals from the public and private sector; a number of these SMEs are CHDS Master's Degree and Executive Leaders Program graduates.

Beginning with a seminar for the State of New Hampshire on January 29, 2003, the MET program has delivered more than 120 customized executive education seminars in forty-nine states and twenty-six urban areas, for more than 3,000 homeland security leaders. Details of MET seminars conducted through 2008 are provided in Appendix C.

Executive Leaders Program

The CHDS Executive Leaders Program is an invaluable forum for public and private sector leader collaboration on national security strategy and policy issues. It exposes participants to a broad spectrum of ideas and challenges them to discuss, deliberate and assess a wide array of jurisdictional, programmatic and operational subject matter areas. The result is a vital and ever-growing community of homeland security professionals uniquely qualified to deal the challenges of the 21st Century.

Timothy J. Lowenberg, Major General
The Adjutant General
Director, Washington Military Department

The Executive Leaders Program (ELP) was created in 2006 to fill the educational opportunity gap between the eighteen-month master's degree program and the half-day Mobile Education Team seminar. The Executive Leaders Program evolved from the homeland defense and security master's degree curricula developed in 2002 and has been refined since its inception. The ELP is designed to provide senior homeland security leaders with a better understanding of the local, state, federal, and private sector issues and opportunities associated with securing the nation against threats and responding to acts of terrorism. The program seeks to create a learning environment that fosters graduate-level exploration of homeland security issues. The nine-month certificate program consists of four one-week modules beginning with foundational aspects of homeland security, the threats, and the nature of those threats; the legal aspects of preventing and preparing for the threats; the collaborations necessary to effectively manage information sharing, threat recognition, and protection measures; and plans for action. Current and emerging issues are interwoven into the curricula for all four modules.

As of August 2008, eighty-nine participants have graduated from the program. Of these graduates, 34 percent come from the federal sector, 38 percent from the state level, 21 percent from local jurisdictions, and 7 percent from the private sector. There are sixty-two individuals currently participating (45 percent federal, 15 percent state, 29 percent local, and 8 percent private sector).

The ELP prepares senior and emerging homeland security leaders to develop and implement the most appropriate and enduring strategies and polices in a collaborative, collegial fashion and assist participants in building a homeland security network.

The CHDS Executive Leaders Program has greatly increased my understanding of the role of my department and the fire service in protecting the nation. Responsibility for homeland security relies on federal, state, local, and private agencies working in cooperation. In addition, the contacts I've made with national leaders from every discipline are an invaluable asset in ensuring the nation's preparedness.

Fire Chief Gregory Dean
Seattle Fire Department

The ELP gave me an in-depth understanding of and appreciation for the local/state/federal/industry partnership so essential to ensuring effective homeland security at every level. Even more importantly, my personal interaction with colleagues from every component of this partnership across the country deepened my understanding of the many complex and intertwined issues we must face together to ensure success.

Captain James Bjostad
Military Assistant to the PDDNI
USCG

The Executive Leaders Program has been the most beneficial professional development course I have ever experienced. The opportunity to learn from the experienced staff at CHDS and NPS combined with the in-depth conversations with my classmates combined to create a super-charged atmosphere highly conducive to innovation and information exchange. I never failed to return to work with pages full of notes and ideas that I could implement at my company to improve our emergency management and homeland security capacity. I felt especially privileged to be able to bring a perspective from the private sector that many of my classmates had not previously considered, and to help shape the role we should play in future disasters.

Bryan Koon, Senior Operations Manager
Emergency Management Department
Wal-Mart Stores, Inc

The Executive Leaders Program was one of the best educational experiences of my career. The program exposed me to a diverse group of practitioners and academics, both domestic and international, and I gained a greater understanding of homeland security at the global level. The network development of local, state, federal, and private sector officials and the examination of relevant topics and perspectives assists me to better plan and execute our mission in homeland defense.

Raymond Musser
Director Security
General Dynamics Corporation

CHDS helped provide me with a different outlook on the mission of protecting America. No longer was it "us" the private sector and "them" law enforcement. At the end of the day, we all have the same goals, ideologies, and issues that we deal with. Not only did CHDS allow me to understand the current state of affairs in the homeland security arena, but gave me the opportunity to show other executives how the private sector prepares itself for the same challenges.

Chris Schell, Assistant Vice President
Citigroup Corporate Security & Investigative Services

University and Agency Partnership Initiative

The UAPI program from CHDS has worked tirelessly to forge bonds between and among institutions to help create and cement the educational foundations needed to develop a deep bench of homeland security professionals with the expertise and training needed to meet and defeat the challenges of today and tomorrow. By facilitating the sharing of information (both academic and policy resources), and fostering opportunities for collaboration, UAPI provides a valuable service.

Dr. Sharon Cardash, George Washington University

The CHDS University and Agency Partnership Initiative (UAPI) was created to increase national access to homeland security education. The program facilitates educational collaboration among institutions and agencies across the nation, to support development of the academic discipline of homeland security. Recognizing the growing national demand for a robust pipeline of homeland security and defense professionals, the need to educate a broad spectrum of undergraduate and graduate-level students, and its own limited capacity, CHDS launched the initiative in early 2006.

UAPI provides all curriculum and associated materials for a complete masters program (at no cost to partner organizations), supports partners launching homeland security educational programs, helps prevent redundancy in curriculum development, and encourages partners to improve and add to existing curricula. As new courses and resources are developed by CHDS and other UAPI partners, they are added to the pool of shared materials. The UAPI program is another means of leveraging the DHS investment in CHDS graduate education programs. Participation in UAPI has grown rapidly: the program currently includes 155 university and agency members representing forty-four states and the District of Columbia. A listing of current UAPI members is available in Appendix D.

The UAPI program also conducts workshops and conferences. To date, five workshops have been held at NPS with twenty to twenty-five institutions represented at each. The workshops feature CHDS faculty members providing mini versions of their courses, offer overviews of CHDS programs such as the Homeland Security Digital Library, and provide an opportunity for the partners to profile their own programs.

Additionally, UAPI has established an annual Homeland Defense and Security Education Summit held in the National Capital Region (NCR) each March. It has brought in the DHS Office of the Chief Learning Officer, the National Preparedness Directorate (FEMA), the Homeland Security/Defense Education Consortium (HSDEC) and an NCR University as co-sponsors. The 2008 summit, held at the University of Maryland, attracted over 200 participants representing 130-plus institutions.

In summary, UAPI has led the way in establishing the academic discipline of homeland security and has clearly taken the leading role in developing the homeland security profession nationwide.

Self-Study Courses

We investigated the CHDS Master's Degree Program and found the curriculum to be unique and specialized but also with practical application to the daily leadership duties of senior law enforcement personnel. The self-study program offers the same quality, which all senior law enforcement executives can benefit from. Florida's Criminal Justice Standards and Training Commission agreed with our assessment, and now all Florida officers who take the self-study curriculum can count it toward their mandatory retraining requirements.

Ken Tucker, Assistant Commissioner
Florida Department of Law Enforcement

The non-credit online courses were initiated in 2006 to extend portions of the graduate-level program to a larger homeland security professional audience. These courses are developed by the CHDS teaching faculty and draw on course content (lecture material and course readings) from the master's degree curriculum. The courses, offered at no cost to participants, are designed for homeland defense and security professionals who wish to enhance their understanding of key homeland security concepts and require the flexibility of self-paced instruction. Unlike the master's degree courses, this curriculum is offered solely online and is not facilitated directly by any of the teaching faculty. Although credit is not offered for these courses, CHDS is working with several professional associations to offer these courses to their membership as professional training that is eligible for agency or association continuing education credits.

As of September 2008 more than 1,900 homeland security professionals had accessed the online courses offered by CHDS. There are currently four courses offered online, with three more to be added in 2009.

National Impact: CHDS Teaching and Outreach Programs

Mobile Education Team (MET) Seminars for Governors, Mayors, and other HS Leaders

(Conducted 120+ seminars across the nation, benefiting more than 3,000 leaders)

- 49 State METs for individual Governors and their cabinets.
- 26 Urban area/City METs for senior urban area leaders.
- 46 Topical/Regional seminars, ranging from COOP/COG to Agro-terrorism to Risk Communication.

Executive Leaders Program

- 89 alumni representing the most senior public and private sector HS leaders.
- 2 consecutive cohorts being conducted each year; graduating more than 60 leaders annually.

University and Agency Partnership Initiative

- 155 member institutions and agencies in 44 states and the District of Columbia.
- Conducted 5 “Educate the Educator” workshops attended by more than 90 institutions.
- CHDS sponsors, with DHS and U.S. NORTHCOM’s HSDEC, an annual Education Summit that attracts more than 130 agencies and academic institutions.

Homeland Security Self-Study Courses

- Offering four online self-study courses with plans for adding two-three new courses each year.
- Total enrollment of 1,950.

Educational Outreach

- Master’s degree and Executive Leaders Alumni Association serves as a national “think tank.”
- Topical Short-Courses – e.g. One-week Intelligence course delivered for TSA Intel staff.
- Curriculum Development Workshops – Faculty, alumni, and national experts discuss/debate critical issues; proceedings used to update CHDS curriculum and are published for national benefit.

RESEARCH AND TECHNOLOGY

The nature of CHDS programs – blending in-residence instruction with distance learning – requires innovative approaches in presenting learning materials to a highly diverse and sophisticated audience. For this reason, the Center maintains in-house facilities to develop educational technologies tailored to the needs of the homeland security professional and student. These technologies make a significant contribution to the success of CHDS and allow maximum dissemination of the research used and generated by CHDS students, affiliates, and faculty through the Homeland Security Digital Library (HSDL) and the Center’s online academic journal, *Homeland Security Affairs*.

Educational Technologies

I have had the unique opportunity to experience concurrent classes using all three educational methods - traditional resident, pure distance learning, and the hybrid model CHDS uses, which combines both. I can say, unequivocally, that the hybrid takes the advantages of both methods and offers the best in terms of learning achievement and community development, resulting in an educational synergy that measurably extends what our students learn.

Stanley B. Supinski, PhD
Director, CHDS Partnership Programs

The CHDS educational technologies group provides expertise in three areas: web systems development, instructional design, and multimedia production. The group was created to achieve three goals. First, CHDS is a distributed community of students, instructors, experts, and staff. In this context, successful communication and collaboration requires a robust online environment and a targeted array of online learning tools. Second, early attempts at outsourcing the development of educational technologies did not work; the quality of products returned did not suit the dynamic, collaborative environment of CHDS. Third, to successfully deliver the hybrid program used by CHDS, it is important to educate and support the faculty so they can adapt their instruction to two very different environments – in residence and online. For all these reasons, development and production were brought in-house and staffed with full-time CHDS employees.

The web systems team provides products and services that allow the CHDS community to access educational resources, communicate effectively, and market CHDS initiatives in a digital environment. Over 20,000 homeland security professionals have used CHDS websites to sign up for and/or participate in CHDS programs. Many thousands of others have visited these websites. Students, instructors, and staff use the website(s) daily to research, collaborate, and fulfill program requirements. Web development examples include the Homeland Security Digital Library (HSDL) website; the *Homeland Security Affairs* website; MOODLE, the CHDS Learning Management System (LMS); online program admissions; and other functions for blogs, wikis, forums, calendars, budgets, file-sharing, and much more – all within a secure, standards-based, open-source environment.

The instructional design and multimedia production team's primary responsibilities are: (1) To build the CHDS educational course websites in direct consultation with CHDS teaching faculty in order to provide a continuous learning experience for the students; (2) To design and develop rich multimedia lectures and other educational course materials to enhance the instruction provided by the teaching faculty; (3) To record, edit, and produce audio books of selected required readings, at the request of the faculty, for students to download and play on portable audio devices; and (4) To video record, edit, and produce guest lectures and interviews for use at the discretion of the faculty in their courses as required; (5) To design and develop educational games and simulations to engage learners in an immersive and interactive environment that promotes the application of knowledge, collaborative learning, and decision-making skills in a real world context.

The MOODLE LMS is an open-source product developed by individuals worldwide, with a source code available free of charge for download and installation. (There are several other open-source LMS available, but MOODLE is the largest and most competitive.⁷ Its security and quality standards are high, and the product is supported by a large, active community of developers and educators.) In addition to MOODLE, CHDS has selected or custom-developed open-source products as a base for all educational technologies used at the Center. As a result, CHDS educational products are easily shared with UAPI partners, multiplying their usage in other homeland security programs across the nation and maximizing the Center's development investment.

Homeland Security Digital Library

The HSDL provides fast, one-stop access to notable and vital documents serving the wide-ranging needs of the homeland security community. The staff is extraordinarily responsive in creating descriptive records for documents that would otherwise be scattered, unavailable to Google searches. In addition HSDL staff provides access to documents found nowhere else and makes them available to a community that is in desperate need of information. The Naval Postgraduate School's HSDL answers questions that no one else can.

Lea Wade, M.L.I.S.
Research and Information Services Program
Department of Homeland Security

The Homeland Security Digital Library (HSDL) was created initially to provide CHDS master's degree participants with the most accurate and authoritative policy and strategy documents available, in addition to the original research conducted at NPS. This audience includes both CHDS students and the larger Naval Postgraduate School military student body in homeland security. HSDL was the first digital library to provide these documents and has evolved into the nation's premier collection of documents related to homeland security policy, strategy, and organizational management. The HSDL mission is to strengthen U.S. national security by

⁷ MOODLE competes directly with the other, proprietary LMS' that dominate the market. All provide similar features and functionality and are very comparable products. However, many have high licensing costs and do not tailor product support. MOODLE, on the other hand, has no licensing fees, and support costs (paid to internal rather than external staff) are reasonably low.

supporting federal, state, local, and tribal analysis, debate, and decision-making needs and to assist academics of all disciplines in homeland defense and security related research.

The HSDL contains more than 62,000 individually abstracted items and has over 40,000 visits per month from local, state, tribal, federal, and academic institutions and agencies. The HSDL is used as a research tool in sixty-nine federal agencies, ninety-one state and local agencies, and 520 university and research institutions with campus-wide access. More than 12,670 individuals use the HSDL, including federal, state, local, tribal, and military accounts. In 2008, the HSDL became part of the Federal Depository Library system.

Homeland Security Affairs, the Journal of CHDS

Homeland Security Affairs has quickly established itself as a premier journal in the field and its availability, as a freely-available online peer-reviewed journal (rather than a paper-based for-profit subscription journal), says a lot about its philosophy.

Vincent Henry, PhD, Long Island University

Homeland Security Affairs, the Center's online academic journal, was launched in August 2005 as a vehicle for disseminating and sharing the latest research into U.S. homeland security and defense. As an open access journal available at www.hsaj.org, *Homeland Security Affairs* is read by academics and practitioners from across the country and around the world. In 2008, *Homeland Security Affairs* had more than 73,000 readers (an increase of 76% over 2007) and more than 2,500 subscribers.

Homeland Security Affairs receives manuscripts from academics and practitioners in homeland security-related fields. Submissions may be in the form of essays or short-form articles (reviewed by the journal's Review Board), research articles (submitted to the double-blind peer review process), and book reviews. The editorial committee of the journal is comprised of staff and faculty of CHDS; faculty members also serve as peer reviewers and sit on the Review Board. Since its inception, *Homeland Security Affairs* has published more than forty peer-reviewed, articles, ten working papers, and twenty-five essays.

CHDS Alumni Network

There is not a day goes by that I do not rely on some experience or contact directly related to my participation in the CHDS program. The program continues to build out a massive web of fire, law enforcement, emergency management, public health, and military leaders who share in their respective mission areas a core responsibility for homeland security and defense. The ability for the alumni to continue the research, interaction, and debate long after graduation will ultimately serve the public well. I graduated almost three years ago and I feel as much connected to CHDS today, 2,500 miles from the classroom, as I did the day I graduated.

Christopher Pope
Director of Homeland Security and Emergency Management
State of New Hampshire

The CHDS Alumni Network was created to provide graduates of both the Master's Degree and Executive Leaders Programs with a network for developing close, long-lasting professional relationships. Upon graduation, students are invited to join the CHDS Alumni Association to preserve and extend the participatory culture and network created via collaborative, inter-active teaching and learning during the program. The alumni meet once a year to discuss the most relevant topics in homeland security, present original research, and reinforce alumni connections. The alumni network is one of the strongest components of the CHDS Master's Degree and Executive Leaders Programs. It is unique in that more than 500 senior officials in homeland security and related disciplines have the ability to tap into a network that can provide best practices and intergovernmental collaboration on white papers and other issues.

Through a secure network, CHDS alumni can receive feedback from trusted colleagues at the click of a button. The relationships built in the Network forge partnerships between people, agencies, and national associations at the senior level. The graduates are looked to as leaders and experts in their disciplines and are frequently asked to head panels and committees. Currently, there are eight executive committee members serving on the National Governors Homeland Security Advisors Council. Five of the eight committee members are graduates of CHDS programs. This ever-increasing pool of expertise has provided major benefit to DHS and to many agencies who have tapped into it to meet the challenges of jurisdictions across the country.

National Impact: CHDS Support and Research Programs

Podcasts: *Viewpoints in Homeland Defense and Security*

- Thirty-one downloadable Viewpoints interviews conducted with HS leaders on issues and challenges they face.
- 3,290 Viewpoints visits on the CHDS website and 21,574 downloads from Apple iTunes in FY2008.

Homeland Security Digital Library

- 34,500 visits per month from 400 local, state, tribal, federal, and academic institutions and agencies.
- Over 62,000 documents selected by a staff of librarians and subject matter experts.
- Part of the Federal Depository Library System and depository for Dartmouth University's I3P Cyber Infrastructure Collection.

Homeland Security Affairs Journal

- 73,851 readers in FY2008; readership includes policy-makers, practitioners, and academics worldwide.
- Published 41 peer-reviewed articles and 25 essays in ten quarterly issues with two supplemental issues containing ten working papers.

CHDS Alumni Network

- Draws on network of 500+ senior homeland officials.
 - Includes five members of the eight-member National Governors Homeland Security Advisors Council
-

EVALUATING EFFECTIVENESS

To maintain the relevance and value of CHDS programs, both ongoing assessments and external evaluations are designed and conducted by outside evaluator, Dr. William Pelfrey. These independent assessments assure there is a significant gain of knowledge by students; evaluations and data collection are constant and include the use of conceptual pretests, course evaluations, and end-of-program assessments. Dr. Pelfrey also conducts a post-degree evaluation of students two or more years past graduation.

In 2007, the Center commissioned Dr. Joseph Ryan to interview alumni and conduct site visits to key locations where graduates are in homeland security practice.

This section looks first at the Center's ongoing assessment tools then presents a summary of outside evaluations and the impact of research conducted by CHDS students.

Ongoing Evaluation of the Master's Degree Program

The CHDS Master's Degree Program is vitally concerned with relevance and value of the content and delivery of its courses as well as the gain of knowledge by its students. This concern, in turn, mandates an exhaustive evaluation process that is most unusual and probably unique in academe.

The Western Association of Schools and Colleges, one of the six major academic accrediting bodies, recently reviewed and approved the offering of this curriculum in the National Capitol Region. They requested extensive information on the evaluation processes used to form, frame, and revise the curriculum. Their conclusion was that the evaluation process was one of the most robust they had seen and, after deliberating for five minutes, they approved the curriculum.

The evaluation process used for CHDS courses and its master's program is far more extensive than those used in any other academic setting. The Center's students are unique in terms of their positions, experience, and heterogeneity. The application process has identified highly qualified people to admit to the program. (57 percent of CHDS students already hold graduate degrees when admitted to the CHDS graduate program, yet are eager to pursue a second master's degree in a new and innovative field.). To meet the needs of these students, extensive and customized evaluation tools are needed.

Adopting evaluation processes used in business, administration, private sector education, or teacher education would be far less effective. The approach here has been to develop evaluation processes, formative and summative, that best fit this program, this curriculum, and the critical needs of this audience, rather than simply assuming evaluation processes would apply. The evaluation process is difficult, but evaluation is essential so methods and approaches will continue to be developed. The ongoing evaluations conducted by the external evaluator consist of a conceptual pretest, course evaluations, and the program evaluation. One post-degree evaluation, of graduates two or more years beyond completion of the degree, has been conducted to date.

Conceptual Pretest

The evaluation process starts with the conceptual pretest, which assesses student expectations on fifty-one elements or “indicators, divided into sixteen 'outcomes,' within five major categories: knowledge, collegiality, commitment, creativity, and change. The purpose of the conceptual pretest is to discover enough about CHDS master’s students to gauge their expectations and accomplishments so that the faculty can adjust both the content and delivery of courses to maximize relevance and value. As a result of the conceptual pretest, CHDS adjusts the content and delivery of all courses from cohort to cohort in order to maximize the effective gain of knowledge and overall impact of the program. The conceptual pretest is also used in conjunction with an end-of-program evaluation to measure the gain of knowledge on the key learning objectives.

Course Evaluations

Every course offered in the program is subjected to an extensive end-of-course evaluation, measuring content (quality, impact, depth, value, and relevance); structure (breadth, focus, volume, intensity, and tempo); and quality of instruction provided by CHDS faculty. Students also have the opportunity to comment on any aspect of the program. Overall, the utility of the course evaluation process is evident in the following:

- Detailed course evaluations are provided to the faculty immediately upon completion of every course so appropriate changes can occur quickly.
- Three courses (Civil Military Relations, Weapons of Mass Destruction, Agroterrorism), initially thought to be critical to homeland security, were assessed as relatively low in relevance and value and have been deleted from the program.
- The detail of the evaluation process allowed curricular planners to identify the essential (valuable and relevant) items in those courses and relocate them in other courses in the program.
- Three courses (Information Technology, Law Enforcement and Judicial Issues, and Strategic Planning and Budgeting) were assessed as essential elements of the curriculum but too narrow in focus. The courses were redesigned as Technology for Homeland Security, Multidiscipline in Homeland Security, and Strategic Planning and Leadership, making them far more valuable and relevant.
- Leadership and change-agent capability were recognized as essential, through the evaluation process, and a new course (Capstone) was developed to emphasize those attributes.

End-of-Program Evaluation

One of the five concurrent cohorts graduates every March, September, and December after completing the eighteen month curriculum. A programmatic review is conducted immediately following graduation. The programmatic review includes a retrospective pretest-posttest, as described below, and a survey assessing the value of each course, as well as the value of instructional approaches. These data, coupled with the relevance and value data gathered at the end of each course, allow administrators to assess the degree to which the courses and the curriculum are improving the knowledge of the participants and meeting the needs of this sophisticated group of learners.

The retrospective pretest-posttest approach used to measure the gain of knowledge on the key learning objectives has proven to be extraordinarily valuable. These evaluations look at clusters of learning objectives for core competencies important to the practice of homeland security.

Each cohort experiences different learning objectives since the courses are constantly being revised to maintain their relevance in a dynamic field and to accommodate the changing needs of an increasingly sophisticated group of students. Each of the end-of-program assessments (nine thus far) has included hundreds of learning objectives and no two sets are exactly the same. Table 1 reflects the data from the nine cohorts graduating from the program as of Fall 2008.

Table 1: End of Program Assessments across Cohorts

Category into which Learning Objectives are Grouped	Avg. Gain Cohort 1	Avg. Gain Cohort 2	Avg. Gain Cohort 3	Avg. Gain Cohort 4	Avg. Gain Cohort 5	Avg. Gain Cohort 6	Avg. Gain Cohort 7	Avg. Gain Cohort 8	Avg. Gain Cohort 9
Mapping the environment of Homeland Security	99.55%	86.75%	62.15%	118.30%	69.77%	83.91%	80.59%	87.25%	77.38%
Understanding and preparing for terrorism	142.02%	81.37%	80.06%	136.49%	104.40%	99.60%	91.98%	103.1%	123.2%
Preventing and mitigating terrorism through information sharing, threat recognition, risk management, intervention	118.65%	79.54%	95.94%	110.43%	84.38%	96.39%	83.20%	96.95%	114.5%
Preparing for response to terrorism	92.8%	62.46%	80.19%	108.18%	77.49%	84.78%	70.09%	87.32%	90.49%
Strategic planning and organizational imperatives in Homeland Security	72.9%	45.8%	73.27%	79.91%	59.48%	81.18%	47.61%	86.14%	66.24%
Policy analysis and research methods	85.5%	27.1%	45.67%	135.00%	77.99%	101.26%	77.33%	103.6%	103.4%
Overall Means	106.74%	64.84%	76.07%	115.40%	82.28%	92.67%	79.04%	95.12%	101.8%

With one exception, all nine cohorts exhibited a substantial gain in knowledge. The data show a dip or decline for Cohort 2 (entering in September 2003), with subsequent improvements from that point. We believe the reason for the decline (and subsequent improvements) is based on the time frame for receiving and utilizing evaluation data. Those data for the first Cohort (which began in January 2003 and completed the program in May 2004) were not available for use in refining the program until the Spring of 2004 and changes were not fully implemented until the third and fourth cohorts' coursework.

In the retrospective pretest-posttest, the question being answered is “How much did you learn compared to what you already knew? Lam and Bengo⁸ describe the advantages of using the retrospective pretest-posttest. This method mediates “response shift bias,” which means after a course of study the respondents realize they did not know as much as they thought; in the classic pretest-posttest, they cannot go back and adjust the pretest score. In the retrospective pretest they adjust the prior-knowledge score based on what they now realize is appropriate knowledge. In four of the CHDS cohorts tested, knowledge has more than doubled – an impressive feat considering the seniority and sophistication of this audience.

The external evaluator also conducts retrospective pretest-posttests at the end of each course, as well as at the end of the program. This allows the faculty to refine courses much more quickly. In total, and due to the overlap of cohorts, twenty-eight course evaluations are conducted each year.

Post-Degree Evaluation

In November 2006, Dr. Pelfrey instituted an additional method of measuring the success of the program. Consistent with the literature on educational impact, a survey was sent to those who had been graduated from the program for two or more years. The key findings of the survey revealed the following:

- In response to the statement “This program has enhanced my knowledge of the foundations, theory, policies, and methods for achieving Homeland Security,” 22 percent agreed and 78 percent strongly agreed, while none were neutral or disagreed.
- In response to the statement “I consider my participation in the graduate program in Homeland Security and Defense to have been a beneficial use of federal funds supporting the educational program,” 19 percent agreed and 81% strongly agreed, and none were neutral or disagreed.
- Sixty-seven percent of graduates stated that, since graduation, they earned higher positions in their agencies (15 percent), earned higher positions and greater homeland security responsibilities (30 percent), or changed agencies and now hold greater homeland security responsibilities (22 percent).

⁸ T.C.M Lam and P. Bengo, “A Comparison of Three Retrospective Self-Reporting Methods of Measuring Change in Instructional Practice, *American Journal of Evaluation* 25 (2003): 65-80.

Assessing the Wider Impact of Postgraduate Education

In 2007, CHDS commissioned an evaluation to assess the overall impact and effectiveness of the Master's Degree Program. (This was in addition to the assessments conducted by Dr. Pelfrey as the external evaluator.) An unanticipated challenge for this assessment effort was discovered in the current state of the art regarding impact evaluation of graduate education programs.

Much like the entire enterprise of homeland security, assessing the impact of graduate education in the public sector represents an endeavor about which expectations are extremely high while actual knowledge is relatively low. Some portion of this disconnect is attributable to government's frequent assertion that what occurs in the private sector should be replicated in the public sector (although the revelations of mismanagement of resources in the financial sector in late 2008 may have quelled some of that enthusiasm). Elected officials, managers, and administrators who continue to insist on establishing public sector return-on-investment measures that parallel programs in the private sector frequently find that very little is known about how to translate this into an occurrence.

In 2006, the United States Secretary of Education, Margaret Spellings, released what is now known as the *Spellings Commission Report*. The report detailed challenges facing higher education in this country and called for major assessments therein, and encouraged colleges and universities to improve accountability and measure student success on a value-added basis. Notably, strategies and suggestions on how to do this were missing from the report. Rudimentary strategies such as alumni contributions, student satisfaction, and percentage entering post-graduate education exist for measuring the effect of higher education. However, few if any strategies exist for assessing the impact of post-graduate education in the public sector.

The public sector is inherently different from the private sector. Current articles, books, and research reports point out the differences in job satisfaction, reward definition, and motivators in the private sector positions versus public sector positions. These inherent differences make it difficult to assess educational impact in public sector organizations using private sector tools (return on investment). Indeed, much of the literature on measuring the impact of education springs from the disciplines that prepare managers for private sector agencies and organizations. Put simply, there is no definitive measure – particularly in the public sector – of the relationship between completion of a master's degree and quantifiable returns on the investment of time and money made to attain that degree. In spite of that impediment, processes are being implemented at CHDS to track, assess, synthesize, and evaluate the impact this graduate program is having on homeland security, public safety, and public welfare.

CHDS commissioned Dr. Joseph Ryan to conduct an impact evaluation of the CHDS Master's Degree Program. The goal of this study was to determine the success of the program in terms of alumni satisfaction, value to the graduate's sponsoring agency, and contribution to the field of homeland security.

Over the course of fourteen months, Dr. Ryan contacted 153 alumni from cohorts 1 through 7 (January 2003 to September 2007), resulting in interviews with 102 individuals. These interviews consisted of seventeen open-ended questions and each interview lasted approximately forty-five minutes. Dr. Ryan also conducted focus groups with alumni, made site visits, and reviewed

147 unrestricted theses produced by CHDS alumni. The full results of this evaluation can be found in Dr. Ryan's report, available late Spring 2009 at www.chds.us.

Alumni Interviews

The interviews revealed the majority of alumni felt their experience with CHDS exceeded their expectations; most found the CHDS Master's Degree Program to be highly challenging. One respondent replied: "it was more difficult than attending law school." More importantly, the program increased alumni understanding of interagency operations and clarified individual definitions of what, exactly, homeland security entails.

All of the alumni agreed their perception of homeland security changed as a result of attending the CHDS program. One of the most important changes was in the awareness of what other levels of government do and how other agencies view the homeland security landscape. Thus, the mix of all levels of government proved to be a crucial part of the learning experience and added a distinct flavor to each of the courses offered.

Most alumni believe they are contributing to a national homeland security strategy as a result of attending the masters program. While some could not articulate how they were contributing to this strategy, it was clear that the knowledge gained from participation in this program is shaping their daily work activities and thus they are able to provide insight into the day-to-day activities of their agencies as those activities relate to the discipline of homeland security. The clearest sign that all alumni are contributing in some fashion is their recognition that a national homeland security strategy requires an "integrated response from all levels of government."

Interviews with alumni disclosed that they feel they are playing a significant role in the intelligence fusion centers in their jurisdictional areas. CHDS alumni are able to articulate the partnerships needed and are well versed in the dynamics of the issues facing these centers; that is, a key element of the CHDS graduate education is institutional cooperation and information sharing.

CHDS Master's Theses

Noted in Dr. Ryan's report is the completion rate for the full degree requirement, which includes the thesis. If published data regarding completion rates are any indicator of success – most graduate programs' completion rates range from 42 to 71 percent – the completion rate for CHDS students is a remarkable 89 percent.

As stated earlier, the master's thesis represents much more than a mere milestone or graduation requirement. It is the most tangible return on the sponsor's investment and is thus a critical part of the Center's educational mandate. Many theses produced by CHDS alumni have indeed had a measurable, or at least visible, impact on the definition and practice of homeland security.

"The United States Department of Homeland Security Concept of Regionalization: Will it Survive the Test?" by **William Austin**, argued for regionalized, rather than national, response to terrorism and catastrophic disasters. Based on Austin's research, a Regional Council of Governments approach is being successfully implemented in Hartford, Connecticut.

“The Integration of Virtual Public-Private Partnerships into Local Enforcement to Achieve Intelligence-Led Policing,” by **Matthew Simeone**, influenced Nassau County to focus on intelligence gathering at the local police level, and then reach out to the private sector through the Security/Police Information Network (SPIN). Presently SPIN has sixty partners and expects to grow to 1,800. This, according to Nassau County police, creates a multiplier effect of up to 300,000 people who will receive important information relating to preparedness, crime, and terrorism.

U.S. Coast Guard LCDR **Michael Andre Billeaudeau’s** thesis entitled “Leveraging Citizens and Cultivating Vigilance for the Force Multiplication in the Maritime Domain,” was the concept for the Citizen’s Action Network (CAN), which is being implemented by the U.S. Coast Guard across the nation. The CAN portal www.pacnwest.org hosts a copy of the thesis which has been downloaded by members from over 50 countries worldwide.

Sacramento Police Department Chief **Rick Braziel’s** thesis, “Impact of Homeland Security Communities of Learning: Developing a Strategy for Training and Collaboration,” was recently used as the framework for a \$3.1 million DHS training grant. The Northern California Regional Public Safety Training College was successfully awarded the three-year Competitive Training Grant by DHS to train intelligence analysts.

G.B. Jones’s thesis has been used as a model framework for an overhaul of the way the FBI approaches special events management. The resulting new policies and procedures will have a long-term impact on the program. DHS completed its 2nd Stage Review, which resulted in the establishment of a Risk Management Division as well as a reorganization of the Directorate that manages the special events program. Jones’ research has been well received by the interagency community, and it has served as a tremendous springboard for follow-on discussion regarding counterterrorism preparedness in support of major special events. Supervisory Senior Resident Agent G. B. Jones is currently assigned to the FBI Chicago Division’s Rockford Resident Agency.

The Multi-State Partnership for Security in Agriculture was initiated by **Ellen Gordon’s** thesis entitled, “Agriculture Security Preparedness.” Currently thirteen states are involved in this partnership, including Iowa, South Dakota, North Dakota, Minnesota, Wisconsin, Illinois, Missouri, Kansas, Oklahoma, Kentucky, Ohio, Nebraska, and Michigan. The partnership is a collaborative forum of state departments of agriculture, state veterinarian’s offices, homeland security advisors, animal health departments, and emergency management divisions. The mission of the partnership is to collaborate, share information, and prevent duplication of effort between states on agriculture emergency preparedness and response initiatives.

The concept of **Sue Reinertson’s** thesis, particularly her “Anchor Community Initiative,” is being used as the backbone of current efforts in North Dakota. It has enabled the state to move forward, based on the documented consensus, with the following actions: the establishment of a regional governance structure to establish policy and distribute funding for over \$6 million of homeland security funding in four distinct response regions

and the drafting of specific legislation linking mutual aid agreements to a statewide response fund. Sue Reinertson is the Regional Administrator for FEMA Region 10.

Lieutenant Colonel **Tom Goss**, of the Strategic Issues Team at NATO, conducted groundbreaking research on capabilities-based planning. His thesis, "Building a Contingency Menu: Using Capabilities-Based Planning for Homeland Defense and Homeland Security," has become required reading for homeland security scholars and others implementing DHS' National Preparedness Goal. Goss' research has stimulated new policies and practices and sparked next-generation thinking about preparedness.

Charles English, Director of Homeland Security for the State of Georgia, wrote the plan for the nation's first fusion center based on his thesis, "Georgia Information Sharing and Analysis Center: A Model for State and Local Governments Role in the Intelligence Community." Fusion centers blend relevant law enforcement and intelligence information analysis and coordinate security measures to reduce threats in their communities.

As a result of the participation of **Tom Dailey**, Independence, Missouri Chief of Police, in the CHDS graduate program, the Kansas City Police Department created a homeland security division. His thesis, "Counter-Terrorism Patrol Strategy," was central to the creation of the Kansas City Regional Terrorism Early Warning fusion center. The CTPS is also used as a teaching tool for in-service and pre-service members. It has been broken down into different classes and is also offered to outside agencies.

Based on Assistant Chief **Dennis Jensen's** thesis entitled "Enhancing Homeland Security Efforts by Building Stronger Relationships between the Muslim Community and Local Law Enforcement," the St. Paul Police Department has developed an outreach program with the Muslim and Somali communities in the city. The goal of the program is to build strong personal relationships with members of the Muslim/Somali community to enhance homeland security, whereby the community would tell local law enforcement if someone in the community were to indicate a threat to national security. Recently, the program has grown to include Muslim/Somali populations in three other cities within Minnesota. The program has impacted over 8,000 Muslim/Somali individuals in the community in just over four years.

Stephanie Blum's thesis was recently published as a book titled, *The Necessary Evil of Preventive Detention in the War on Terrorism* and published by Cambria Press. It is used as a textbook in the CHDS curriculum. Blum is currently an attorney for the Transportation Security Administration.

Beyond the publication and utilization of thesis research, there is a wide distribution of the knowledge gained by the individuals who have completed CHDS programs. These homeland security professionals – many of them working at senior levels in leadership positions throughout homeland security and its related fields – share the knowledge gained from the CHDS experience with their colleagues and throughout their respective agencies. These graduates, collectively, represent an ongoing resource for both CHDS and the country.

CONCLUSION

The education of tomorrow's homeland security leaders will impact how, and how successfully, the United States deals with the many issues of achieving homeland defense and security. By creating a community of homeland security leaders through advanced education and research, the Center for Homeland Defense and Security is helping to build a broad bench of professionals who can work in collaboration to meet the challenges the nation faces today and will face in the future. The Center's goal is to provide these people with the knowledge, skills, tools, and resources needed to identify, create, and implement the best practices in homeland security.

The investment of time and resources in the Master's Degree Program is further leveraged with the Mobile Education Teams, the Executive Leader Program, and the University and Agency Partnership. The Homeland Security Digital Library and *Homeland Security Affairs* serve to further disseminate the research and knowledge produced by these programs. More than 5,600 individuals and institutions have participated in and benefited from the educational programs of CHDS; more than 83,000 individuals and 520 institutions access information disseminated by the Center through the Digital Library and *Homeland Security Affairs*. The more people who are exposed to our evolving understanding of homeland security, the stronger this nation's security will be.

The Center for Homeland Defense and Security originated with the identification of a critical gap between training and education: the need for graduate-level education in the emerging field of homeland security and defense. An evidence-based curriculum was established to fill this gap. The courses and the curriculum are closely monitored, evaluated, and refined to meet the critical needs of the disciplines comprising homeland security and to synthesize the work of those disciplines into a collaborative, effective, homeland security environment. That process is continuing and, as is the nature of homeland security, progress will be measured and programs will be continuously adjusted to meet the changing and future needs for the homeland security enterprise. The next step in this evolving field is to continue identifying and filling the gaps between theory and practice and devising ways to more closely link science, technology, and academic research to homeland security practice. CHDS is uniquely positioned to foster the necessary collaboration between the public and private sectors, and between practitioners and academics, to put the collective knowledge of the homeland security community to work in building a stronger, more secure nation.

APPENDIX A: Master's Degree Program Participants and Thesis Titles

Author	Position / Agency (at the time)	Thesis Title
ALBEN, TIMOTHY P	MAJOR, MASSACHUSETTS STATE POLICE	COMPLIANCE WITH COMMUNITY MITIGATION AND INTERVENTIONS IN PANDEMIC INFLUENZA: A COMMUNITY POLICING STRATEGY
ALMAGUER, RUBEN D	DIVISION CHIEF MIAMI-DADE FIRE RESCUE DEPARTMENT	MIAMI-DADE COUNTY'S RESPONSE CAPABILITY TO A "DIRTY BOMB" ATTACK AT THE PORT OF MIAMI
ALPEREN, MARTIN J	VIRGIN ISLANDS, DOJ	TOWARDS A HOMELAND SECURITY STRATEGY FOR THE UNITED STATES VIRGIN ISLANDS: THE TERRORISM AND NATURAL DISASTERS PLANNING GROUP
AMUNDSON, RANDY	DIRECTOR OF MILITARY SUPPORT / NEBRASKA NATIONAL GUARD	HOW TO PREPARE THE NATIONAL GUARD'S LEADERSHIP FOR SUCCESSFUL VENTURE IN HOMELAND SECURITY
ANDREAS, MICHAEL	DETECTIVE SERGEANT/ ANTI-TERRORISM, SALEM POLICE DEPARTMENT	LOCAL HOMELAND SECURITY PROGRAMS (LHSP)
ANTHONY, CAMILLE S	COORDINATOR, CRIMINAL JUSTICE ADVISORY COUNCIL, SALT LAKE COUNTY, UTAH	UTAH WIRELESS INTEGRATED NETWORK (UWIN)
AUSTIN, MEREDITH	CAPTAIN, USCG	ENGAGE THE MEDIA: THE COAST GUARD'S PUBLIC AFFAIRS POSTURE DURING RESPONSE TO HURRICANE KATRINA
AUSTIN, WILLIAM H	FIRE CHIEF, WEST HARTFORD FD	UNITED STATES DEPARTMENT OF HOMELAND SECURITY CONCEPT OF REGIONALIZATION: WILL IT SURVIVE THE TEST?
BALDAUF, PAUL D	ASST DIR, NJ DEPT OF ENVIRONMENTAL PROTECTION	CHEMICAL INDUSTRY SECURITY: VOLUNTARY OR MANDATORY APPROACH?

BALL, JOHN E	DEPUTY CHIEF, INDIANAPOLIS METROPOLITAN POLICE DEPARTMENT	RETHINKING INTELLIGENCE TO INTEGRATE COUNTERTERRORISM INTO THE LOCAL LAW ENFORCEMENT MISSION
BAYSINGER, TIMOTHY G	CAPTAIN, MO STATE HIGHWAY PATROL	UNDERCOVER IN THE RADICAL RIGHT: A GUIDE TO SELECTION, TRAINING AND MANAGEMENT
BECKMAN, ERIN	ASSISTANT SECTION CHIEF, FBI HEADQUARTERS	REQUIREMENTS AND INFORMATION METADATA SYSTEM
BEHUNIN, SCOTT	UTAH DEPARTMENT OF PUBLIC SAFETY	HOMELAND SECURITY ADVISORY SYSTEM
BELL, CHRISTINA	SENIOR LIAISON OFFICER, DHS OFFICE OF EXECUTIVE SECRETARIAT	THE STATE OF LEADERSHIP IN DHS – IS THERE A MODEL FOR LEADING?
BERG, BENJAMIN	CONTROLLER / SUPPLY DEPARTMENT HEAD, USCG STATION CLEARWATER	CONTINGENCY-FOCUSED FINANCIAL MANAGEMENT AND LOGISTICS IN THE U.S. COAST GUARD
BERG, BENJAMIN	LIEUTENANT COMMANDER, UNITED STATES COAST GUARD	CONTINGENCY-FOCUSED FINANCIAL MANAGEMENT AND LOGISTICS FOR THE U.S. COAST GUARD
BERTRAM, CHRISTOPHER D	LIEUTENANT, SALT LAKE COUNTY SHERIFF'S OFFICE	FACTORS THAT EFFECT INTERAGENCY COLLABORATIONS: LESSONS DURING AND FOLLOWING THE 2002 WINTER OLYMPICS
BILADEAU, PAMELA G	METROPOLITAN STATE UNIVERSITY & ROSEVILLE FD	STRENGTHENING AND EXPANDING THE CITIZEN CORPS
BILLEAUDEAUX, MICHAEL	LT COMMANDER, USCG	LEVERAGING CITIZENS AND CULTIVATING VIGILANCE FOR FORCE MULTIPLICATION IN THE MARITIME DOMAIN
BLATUS, RICHARD	BATTALION CHIEF, NEW YORK CITY FIRE DEPARTMENT	ALTERING THE MISSION STATEMENT: THE TRAINING OF FIREFIGHTERS AS INTELLIGENCE GATHERERS

BLOOM, JAMES	MAJOR OF OPERATIONS DEPARTMENT, COLLIER COUNTY SHERIFF'S OFFICE	THE USE OF STATE AND LOCAL LAW ENFORCEMENT FOR IMMIGRATION ENFORCEMENT UNDER FEDERAL AUTHORITY SECTION 287(G) AND THE OVERALL IMPACT AND OUTCOMES TO COMMUNITIES
BLOOM, PAULA	LT COMMANDER, US NAVY	CITIZEN PREPAREDNESS CAMPAIGN: INFORMATION CAMPAIGNS INCREASING CITIZEN PREPAREDNESS TO SUPPORT CREATING A 'CULTURE OF PREPAREDNESS'
BLUM, STEPHANIE	ATTORNEY ADVISOR, TSA	NECESSARY EVIL OF PREVENTIVE DETENTION: A PLAN FOR A MORE MODERATE AND SUSTAINABLE SOLUTION
BOYD, JUDITH K	DEPUTY ASSOCIATE GENERAL COUNSEL FOR INTELLIGENCE AND ANALYSIS, DHS	INTRODUCING THE FUTURE NOW: USING MEMETICS AND POPULAR CULTURE TO IDENTIFY THE POST 9/11 HOMELAND SECURITY ZEITGEIST
BRAZIEL, RICK	DEPUTY CHIEF, SACRAMENTO PD	IMPACT OF HOMELAND SECURITY COMMUNITIES OF LEARNING: DEVELOPING A STRATEGY FOR TRAINING AND COLLABORATION
BREOR, SCOTT	COMMANDER, US NAVY	"MAINTAIN COURSE AND SPEED" COMMAND AND CONTROL FOR MARITIME HOMELAND SECURITY AND HOMELAND DEFENSE
BROOKS, ROBERT E	SHERIFF, VENTURA COUNTY, CALIFORNIA	CREATING A COORDINATED GAME PLAN: IMPROVING TEAMWORK BETWEEN LAW ENFORCEMENT AND THE CALIFORNIA NATIONAL GUARD
BROUGHTON, PAM	PROGRAM COORDINATOR, HAMILTON COUNTY EMA & HS	IMPROVING THE ABILITY TO MEASURE THE IMPACT OF THE HOMELAND SECURITY GRANT PROGRAM
BROWN, JOHN	DIRECTOR OF PLANNING & RESEARCH/ OFFICE OF PUBLIC HEALTH PREPAREDNESS, SC DEPARTMENT OF HEALTH & ENVIRONMENTAL CONTROL	ENGAGING PUBLIC HEALTH IN HOMELAND SECURITY: LESSONS LEARNED AND RECOMMENDATIONS FOR IMPROVEMENT
BRUGGEMANN, CHARLES E	COLONEL, ILLINOIS STATE POLICE	MITIGATING INFORMATION OVERLOAD: THE IMPACT OF "CONTEXT-BASED APPROACH" TO THE DESIGN OF TOOLS FOR INTELLIGENCE ANALYSTS
BURCH, JAMES A	LT COMMANDER, US NAVY	CAPACITY BUILDING AND SUSTAINMENT: FOCUSING ON THE END-STATE FOR HOMELAND SECURITY

BURCHNELL, RYAN	MAJOR, FL HIGHWAY PATROL	DYNAMIC PERSONAL IDENTITY AND THE DYNAMIC IDENTITY GRID: HOW THEORY AND CONCEPT CAN TRANSFORM INFORMATION INTO KNOWLEDGE AND SECURE THE AMERICAN HOMELAND
BURKE, KAREN	FEDERAL SECURITY DIRECTOR, TSA	FUTURE MODEL OF TSA LEADERSHIP
BURKETT, JEFFREY	MAJ, AIR NATIONAL GUARD	OPENING THE MEXICAN DOO: CONTINENTAL DEFENSE COOPERATION
BUSH, NANCY	DEPUTY DIRECTOR/ CENTER FOR EMERGENCY RESPONSE & TERRORISM, MO DEPARTMENT OF HEALTH & SENIOR SERVICES	BIOWATCH: CASE FOR CHANGE OF TRADITIONAL LEADERSHIP TO IMPROVE PERFORMANCE
BUTTERS, DENNIS J	LTC ARMY NATIONAL GUARD	DEPLOYING AND INTEGRATING THE ALABAMA NATIONAL GUARD FOR CATASTROPHIC EVENTS
CAMERON, WENDY	SYNDROMIC SURVEILLANCE/ EMERGENCY PREPAREDNESS EPIDEMIOLOGIST, GA DEPARTMENT OF HUMAN RESOURCES / DIVISION OF PUBLIC HEALTH	PUBLIC HEALTH PLANNING FOR VULNERABLE POPULATIONS AND PANDEMIC INFLUENZA
CARABIN, DAVID	INTELLIGENCE BUREAU CHIEF/ FUSION CENTER DIRECTOR, UTAH DEPARTMENT OF PUBLIC SAFETY	PROMOTING A CONTINUUM OF NATIONAL COUNTERTERRORISM INTELLIGENCE SUPPORT: HARNESSING THE ITACG AND IMPROVING PRACTICES AT STATE AND LOCAL FUSION CENTERS
CASHEN, KEVIN M	CHIEF OF POLICE, NORWALK PD (OH)	COMPILATION OF NECESSARY ELEMENTS FOR LOCAL GOVERNMENT CONTINUITY OF OPERATIONS PLAN
CASTRO, C DANIEL	CAPTAIN, PHILADELPHIA PD	IMPACT OF POLICE AND MEDIA RELATIONS ON A CRISIS
CAUDLE, SHARON L	U.S. GOVERNMENT ACCOUNTABILITY OFFICE	HOMELAND SECURITY AND CAPABILITIES-BASED PLANNING: IMPROVING NATIONAL PREPAREDNESS

CAYSON, DONNA	OFFICER/VOLUNTEER COORDINATOR, PASADENA POLICE DEPARTMENT	INCREASING CAPACITY AND CHANGING THE CULTURE: VOLUNTEER MANAGEMENT IN LAW ENFORCEMENT
CHARRIER, RONALD	STATE TRAINING OFFICER, MO STATE EMERGENCY MANAGEMENT AGENCY	MASS CARE AND SHELTERING PREPAREDNESS FOR CATASTROPHIC DISASTERS
CHATTERJEE, ASH	BRANCH CHIEF, INFRASTRUCTURE PROTECTION DIV, DHS HQ	LEVERAGING SERVICE ORIENTED ARCHITECTURE TO ENHANCE INFORMATION SHARING FOR SURFACE TRANSPORTATION SECURITY
CHEN, DARREN	DHS, OFFICE OF GRANTS AND TRAINING	STATE AND URBAN AREA HOMELAND SECURITY STRATEGY V3.0: EVOLVING STRATEGIC PLANNING
CHORNO, GABRIEL	ASSISTANT CITY SOLICITOR, PHILADELPHIA LAW DEPARTMENT	TEMPLATE FOR MUNICIPAL AND COUNTY ATTORNEYS TO EVALUATE THE JURISDICTIONS LEGAL FRAMEWORK RELATED TO EMERGENCY PREPAREDNESS AND HOMELAND SECURITY
CHULICK, MICHAEL E	LTC USAF	RETHINKING FORCE HEALTH PROTECTION AND FORCE PROTECTION FOR HOMELAND DEFENSE AND CIVIL SUPPORT
CLEARY, CHRISTOPHER	DEPUTY INSPECTOR, NASSAU COUNTY PD	STRATEGY FOR LOCAL LAW ENFORCEMENT AGENCIES TO IMPROVE COLLECTION, ANALYSIS, AND DISSEMINATION OF TERRORIST INFORMATION
CLINE, JOHN J	IDAHO BUREAU OF DISASTER SERVICES	STATE AND LOCAL POLICY CONSIDERATIONS FOR IMPLEMENTING THE NATIONAL RESPONSE PLAN
CLOUD, ROSEMARY	FIRE CHIEF, CITY OF EAST POINT, GA	FUTURE ROLE OF FIRE SERVICE IN HOMELAND SECURITY
COFFIN, MCKINLEY D	CAPTAIN, VOLUSIA COUNTY (FLORIDA) SHERIFF'S OFFICE	PRISON RADICALIZATION: THE NEW EXTREMIST TRAINING GROUNDS?
COLLIE, FRED D	DEPUTY CHIEF OF POLICE, ARLINGTON, TX	21ST CENTURY POLICING: THE INSTITUTIONALIZATION OF HOMELAND SECURITY IN LOCAL LAW ENFORCEMENT ORGANIZATION

COLOE, JOHN A	DEPUTY ASSISTANT CHIEF OF OPERATIONS, FIRE DEPARTMENT CITY OF NEW YORK	GOVERNMENT ACTIONS IN THE DEMISE OF THE THUGS [1829-1835] AND SIKH TERRORISTS [1980-1993] AND LESSONS FOR THE UNITED STATES
COLSKY, ANDREW	DIRECTOR, SENSITIVE SECURITY INFORMATION OFFICE, TSA	HAZARDOUS MATERIAL TRUCKING SECURITY: A CALL FOR PUBLIC/PRIVATE PARTNERSHIPS
COMPAGNONI, BARRY A	COMMANDER, USCG	NATIONAL RESPONSE SYSTEM: THE NEED TO LEVERAGE NETWORKS AND KNOWLEDGE
CONROY, ANNEMARIE	FORMER EXECUTIVE DIRECTOR, SAN FRANCISCO OFFICE OF EMERGENCY SERVICES AND HOMELAND SECURITY	WHAT IS GOING TO MOVE THE NEEDLE ON CITIZEN PREPAREDNESS? CAN AMERICA CREATE A CULTURE OF PREPAREDNESS?
COSENZA, MICHAEL	CHIEF/ OFFICE OF MILITARY PERSONNEL, USCG	PERSONNEL STRATEGIES TO ENSURE DEPLOYABLE SPECIALIZED FORCES MISSION EXECUTION
COX, CYNTHIA A	CAPTAIN, TX STATE GUARD-MEDICAL RANGERS	STANDARDIZATION TRAINING TO IMPROVE READINESS OF THE MEDICAL CORPS: A DEPARTMENT OF HEALTH AND HUMAN SERVICES PROGRAM UNDER THE DIRECTION OF THE OFFICE OF THE SURGEON GENERAL
CROCKETT, MICHAEL A	COMMANDER, US NAVY	FEDERAL ROLE IN THE SECURITY OF RELIGIOUS VENUES IN AMERICA
CROSBIE, WILLIAM	CHIEF OPERATING OFFICER, AMTRAK	PUBLIC-PRIVATE SECTOR PASSENGER RAIL INTELLIGENCE AND TERRORISM INFORMATION SHARING
CUTTS, MATTHEW	COMMANDING OFFICER, USCG ISC HONOLULU	ASSESSMENT OF TERRORISM-RELATED MARITIME RISK IN THE UNITED STATES COAST GUARD
DAILEY, THOMAS J	KANSAS CITY, MISSOURI, POLICE DEPARTMENT	IMPLEMENTATION OF OFFICE FOR DOMESTIC PREPAREDNESS GUIDELINES FOR HOMELAND SECURITY JUNE 2003 PREVENTION AND DETERRENCE
D'ANGELO, ANTHONY	SUPERVISORY SPECIAL AGENT, FBI	STRATEGIC CHANGE AND THE JOINT TERRORISM TASK FORCE: IDEAS AND RECOMMENDATIONS

DAY, DWAYNE	PLANNER, DELAWARE DEPARTMENT OF TRANSPORTATION	A UNIFORM APPROACH TO NATIONAL SUICIDE BOMBER INCIDENT RESPONSE AND RECOVERY
DELANEY, JAMES F	ORDINATION, DIOCESE OF ROCKVILLE CENTER	FLORIDA AIR NATIONAL GUARD: A MODEL FOR SUCCESSFUL RECRUITING
DELANEY, JOHN	CAPTAIN, ARLINGTON COUNTY FIRE DEPARTMENT	FIRE FIGHTERS' ABILITY AND WILLINGNESS TO PARTICIPATE IN A PANDEMIC
DEMME, NANCY	CAPTAIN, MONTGOMERY COUNTY DEPARTMENT OF POLICE, MD	GOVERNMENT EXPECTATIONS AND THE ROLE OF LAW ENFORCEMENT IN A BIOLOGICAL INCIDENT
DIAL, DAVID E	CHIEF, NAPERVILLE, IL PD	ENTERPRISE POLICING FOR THE SEPTEMBER 12 ERA
DIEHL, DAN	BATTALION CHIEF, ATLANTA FIRE RESCUE DEPARTMENT	INVESTIGATE THE CHALLENGES AND BENEFITS OF USING A MORE ORGANIC LAYERED SECURITY STRATEGY AT HARTSFIELD JACKSON INTERNATIONAL AIRPORT
DOCOBO, JOSE M	CHIEF DEPUTY, HILLSBOROUGH COUNTY SHERIFF'S OFFICE	COMMUNITY-POLICING AS THE PRIMARY PREVENTION STRATEGY FOR HOMELAND SECURITY AT THE LOCAL LAW ENFORCEMENT LEVEL
DOHERTY, VINCENT	CAPTAIN, FIRE DEPARTMENT OF NEW YORK (FDNY)	METRICS FOR SUCCESS: USING METRICS IN EXERCISES TO ASSESS THE PREPAREDNESS OF THE FIRE SERVICE IN HOMELAND SECURITY
DOLAN, MARK E	COMMANDER, USCG	SEAMLESS MARITIME CONCEPT
DONNELLY SR, JOHN A	CAPTAIN, DISTRICT OF COLUMBIA FIRE AND EMERGENCY MEDICAL SERVICES	EFFECT OF ASSESSMENT PROCESSES ON MEASURING HOMELAND SECURITY CAPABILITY
DONNELLY, TIMOTHY	SERGEANT-AVIATION SECURITY, MA STATE POLICE	WHAT'S MY LANE? IDENTIFYING THE STATE AND LOCAL GOVERNMENT'S ROLE IN CRITICAL INFRASTRUCTURE PROTECTION

DOORIS, MICHAEL	SENIOR INVESTIGATING OFFICER, USCG SECTOR ST PETERSBURG	ENHANCING RECRUITMENT AND RETENTION OF VOLUNTEERS IN THE U.S. COAST GUARD AUXILIARY
DRAPER, BRIAN ALLEN	CIVILIAN, ADMINISTRATOR, CITY OF MESA, ARIZONA, UTILITY DEPARTMENT	CROSS-SECTOR COLLABORATION AMONG CRITICAL INFRASTRUCTURE UTILITIES: A CASE STUDY FOR ASSESSING RELATIONAL CAPACITY
DUARTE, NESTOR	ASSISTANT SPECIAL AGENT IN CHARGE, FEDERAL BUREAU OF INVESTIGATION	UNLEASHING OUR UNTAPPED DOMESTIC COLLECTION IS THE KEY TO PREVENTION
DULIN, JEFF	DEPUTY CHIEF, CHARLOTTE FIRE DEPARTMENT	GOVERNANCE AND STRUCTURE FOR MULTI-DISCIPLINE INFORMATION SHARING IN FUSION & INFORMATION CENTERS
DUNN, BRIAN L	COMMANDER USCG	ESTABLISHING A HOMELAND SECURITY FIELD STRUCTURE
EACK, KEVIN D	INSPECTOR, IL STATE POLICE	SECURING NUCLEAR AND RADIOLOGICAL MATERIAL IN THE HOMELAND
EANEFF, CHARLES	DEPUTY CHIEF, SUNNYVALE DEPARTMENT OF PUBLIC SAFETY, CALIFORNIA	THE IMPACT OF CONTEXTUAL BACKGROUND FUSION ON PERCEIVED VALUE AND QUALITY OF UNCLASSIFIED TERRORISM INTELLIGENCE
ELLIOT, GARY	ENVIRONMENTAL HEALTH MANAGER/ ASSISTANT DIRECTOR, SC DEPARTMENT OF HEALTH & ENVIRONMENTAL CONTROL	WHO'S ON FIRST: UNRAVELING THE COMPLEXITY OF THE UNITED STATES' FOOD AND AGRICULTURAL REGULATORY SYSTEM IN THE REALM OF HOMELAND SECURITY - IS IT TIME FOR A NEW APPROACH?
EMLER, JAY SCOTT	SENATOR, KANSAS STATE SENATE	HOW TO FUND HOMELAND SECURITY WITHOUT FEDERAL DOLLARS: STATE AND LOCAL FUNDING OF HOMELAND SECURITY INITIATIVES IN LIGHT OF DECREASED SUPPORT OF THE FEDERAL GOVERNMENT
ENGELLS, THOMAS E	CAPTAIN, UNIVERSITY POLICE, UNIVERSITY OF TX HOUSTON	BIOSECURITY OF SELECT AGENTS AND TOXINS
ENGLISH, CHARLES D	DIRECTOR OF OPERATIONS, GEORGIA EMERGENCY MANAGEMENT AGENCY	GEORGIA INFORMATION SHARING AND ANALYSIS CENTER: A MODEL FOR STATE AND LOCAL GOVERNMENTS ROLE IN THE INTELLIGENCE COMMUNITY

ESPOSITO, JOHN	BATTALION CHIEF, FDNY	NEW YORK CITY FIRE DEPARTMENT CHIEF OFFICER'S EVALUATION OF THE CITYWIDE INCIDENT MANAGEMENT SYSTEM AS IT PERTAINS TO INTERAGENCY EMERGENCY RESPONSE
FAIRWEATHER, PATTY	EXECUTIVE COUNSEL, RI DEPARTMENT OF ENVIRONMENTAL MANAGEMENT	SUSPENSION OF CIVIL LIBERTIES AND THE SPREAD OF TERROR
FERNANDEZ, JOSEPH	ASSISTANT CHIEF, EMERGENCY MANAGER, CITY OF MIAMI FIRE RESCUE	KEY CHARACTERISTICS OF DESIRABLE HOMELAND SECURITY PROGRAM GOVERNANCE
FISHER, SARA K	EMERGENCY RESPONSE AND SECURITY MANAGER, OFFICE OF THE COURTS SAN FRANCISCO	JUSTICE SECURED: IMPLEMENTING A RISK-BASED APPROACH TO COURT SECURITY
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FLOWERS, ROBERT L	COMMISSIONER OF PUBLIC SAFETY, UTAH	STRATEGIES TO BUILD A TRUSTED AND COLLABORATIVE INFORMATION SHARING SYSTEM FOR STATE-LEVEL HOMELAND SECURITY
FLYNN, JOHN P	FIRE CAPTAIN, NEW YORK CITY FIRE DEPARTMENT	TERRORISM INFORMATION MANAGEMENT WITHIN THE NEW YORK CITY FIRE DEPARTMENT: PAST, PRESENT AND FUTURE
FOERSTER, PAUL	CAPTAIN, SEATTLE FIRE DEPARTMENT	FIRE DEPARTMENTS ROLE IN MARITIME HOMELAND SECURITY
FOLEY, JOHN	DEPUTY DIRECTOR J5 PLANS, POLICY & DOCTRINE; NORTHCOM	THE PANDEMIC PENDULUM, AN ANALYTICAL TREATISE OF STATE AND FEDERAL PANDEMIC PREPARATION
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GARVEY, ANNE PETERS	AGRICULTURE SPECIALIST, IOWA HS AND EMERGENCIES	STATE TOOLS TO UPDATE AND STRENGTHEN STATUES FOR AGRICULTURE EMERGENCIES
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GOSS, THOMAS J	LTC US ARMY	BUILDING A CONTINGENCY MENU: USING CAPABILITIES-BASED PLANNING FOR HOMELAND DEFENSE AND HOMELAND SECURITY
GRAHAM JR, JAMES H	DIRECTOR, INFORMATION, TECHNOLOGY RESOURCES CENTER, UNIVERSITY OF LOUISVILLE	VALIDATING A METHOD FOR ENHANCED COMMUNICATIONS AND SITUATIONAL AWARENESS AT THE INCIDENT COMMAND LEVEL
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HAGEN, JEROME D	SEATTLE FIRE (CAPTAIN)	INTERAGENCY COLLABORATION CHALLENGES AMONG HOMELAND SECURITY DISCIPLINES IN URBAN AREAS
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HENDRICKS, BOB	CHIEF OF INFORMATION OFFICER, CITY OF FRESNO	VIDEO POLICING POLICY DEVELOPMENT

HETHERINGTON, CHRIS	CHIEF OF STAFF, NEW YORK CITY POLICE PENSION FUND	PRIVATE SECURITY AS AN ESSENTIAL COMPONENT OF HOMELAND SECURITY
HILL, BRIAN	CHIEF, PORTS, WATERWAYS AND COASTAL SECURITY, USCG	MARITIME TERRORISM AND THE SMALL BOAT THREAT TO THE UNITED STATES: A PROPOSED RESPONSE
HILL, CHERYL	LIEUTENANT, TOLEDO FIRE AND RESCUE	EMS RESPONSE TO MASS CASUALTY INCIDENTS: THE CRITICAL IMPORTANCE OF AUTOMATIC STATEWIDE MUTUAL AID AND MCI TRAINING
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HOLBROOK, CHRISTOPHER C	BATTALION CHIEF, SACRAMENTO METROPOLITAN FIRE DISTRICT	THE PREPAREDNESS WEB: REGIONAL COLLABORATIVE NETWORKS FOR HOMELAND SECURITY PREPAREDNESS
HOPKINS, RANDOLPH	MAJOR, KANSAS CITY MISSOURI POLICE DEPARTMENT	INTELLIGENCE AND INFORMATION SHARING: FACT OR FICTION?
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HUNTON, RICHARD E	INSPECTOR, SOUTH CAROLINA LAW ENFORCEMENT DIVISION	PROPOSED MODEL FOR THE COLLECTION AND USE OF BIOMETRIC IDENTIFIERS OBTAINED AT SEA AS AN EFFORT TO PREVENT SEABORNE TERRORIST ACTIVITY AND ENHANCE SECURITY AT THE PORT OF CHARLESTON, SOUTH CAROLINA
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JOHNSON, BOBBY	OFFICER, METROPOLITAN POLICE DEPARTMENT, WASHINGTON, D.C.	MANAGING THE REPUTATION OF DHS
JONES, G. B.	CHIEF, FBI SPECIAL EVENTS MANAGEMENT UNIT, WASHINGTON, D.C.	TOWARDS A STRATEGIC APPROACH TO SPECIAL EVENTS MANAGEMENT IN THE POST 9/11 WORLD
JONES, LORENZO	EMERGENCY MANAGEMENT OFFICER, CITY OF SCOTTSDALE, AZ	IS IT TIME FOR THE PHOENIX METROPOLITAN REGION TO CREATE EMERGENCY MANAGEMENT - HOMELAND SECURITY STANDARDS?
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JONES-HARD, SUSAN	PROGRAM MANAGER, COLORADO DEPARTMENT OF PUBLIC HEALTH AND ENVIRONMENT	BIO-TERRORISM: STEPS TO EFFECTIVE PUBLIC HEALTH RISK COMMUNICATION AND FEAR MANAGEMENT
JOYCE, NOLA	SENIOR EXECUTIVE DIRECTOR, METROPOLITAN POLICE DEPARTMENT, WASHINGTON	CAN YOU LEAD ME NOW? LEADING IN THE COMPLEX WORLD OF HOMELAND SECURITY
KAY II, RAYMOND	BATTALION CHIEF, ORLAND FIRE PROTECTIONS DISTRICT	LOCAL HOMELAND SECURITY POLICY: A COLLABORATION OF GOVERNMENTS AND STAKEHOLDERS
KHAN, SINAN	CIVILIAN, EPIDEMIOLOGY ANALYST, LOS ANGELES COUNTY - DEPARTMENT OF PUBLIC HEALTH	MULTI ATTRIBUTE DECISION ANALYSIS IN PUBLIC HEALTH – ANALYZING EFFECTIVENESS OF ALTERNATE MODES OF DISPENSING
KLISTA, JENNIFER	DIVISION CHIEF, U.S. CITIZENSHIP AND IMMIGRATION SERVICES, WASHINGTON, DC	THE STRATEGIC VALUE OF HUMANITARIAN IMMIGRATION POLICY TOWARD HOMELAND SECURITY
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KUENY, MONICA	COMMANDER, UNITED STATES PUBLIC HEALTH SERVICE	FEDERAL-TRIBAL GOVERNMENT COLLABORATION IN HOMELAND SECURITY

LADNER JR, ROBERT	FLORIDA HOMELAND SECURITY ADVISOR / SPECIAL AGENT IN CHARGE, FLORIDA DEPARTMENT OF LAW ENFORCEMENT	TRUSTED FUSION CENTER NETWORK: THE NEED FOR BASELINE CAPABILITIES AND ACCREDITATION
LANDGUTH, DAVID C.	MASTER OF PUBLIC HEALTH, THE UNIVERSITY OF TENNESSEE, 1990	PUBLIC HEALTH SPECIALIZATIONS AND EDUCATION NEEDS TO SUPPORT HOMELAND
LANDHAHL, MARK R	CORPORAL, FREDERICK COUNTY SHERIFF'S OFFICE (MD)	FIRST RESPONDER IDENTITY MANAGEMENT: POLICY OPTIONS FOR IMPROVED TERRORISM INCIDENT RESPONSE
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LIBERATO, RODNEY	MAJ, USAF	NEW DEPARTMENT OF DEFENSE FRAMEWORK FOR EFFICIENT DEFENSE SUPPORT OF CIVIL AUTHORITIES
LINES, JONATHAN	ASSISTANT SPECIAL AGENT IN CHARGE, ICE (UTAH)	287(G): CROSS-DELEGATING STATE AND LOCAL LAW ENFORCEMENT OFFICERS WITH FEDERAL IMMIGRATION AUTHORITY - REMEDY OR RUE?
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LUDWICK, KEITH	SUPERVISORY SPECIAL AGENT, FBI	GOING THE DISTANCE: MEASURING THE SOCIAL IDENTITY OF TERRORISTS

MAGEE, LANITA	GOVERNOR'S DIVISION OF EMERGENCY MANAGEMENT	DESIGNING AN TRAINING AND EXERCISE FRAMEWORK FOR A RAPID COLLABORATIVE RESPONSE INVOLVING FEDERAL, STATE, REGIONAL, LOCAL AND PRIVATE SECTOR PARTNERS
MAHONEY, ROBERT	DIRECTOR, PORT AUTHORITY NEW YORK & NEW JERSEY	DECIDING WHO LIVES: CONSIDERED RISK CASUALTY DECISIONS IN HOMELAND SECURITY
MANDOLI, GREGORY R	SPECIAL AGENT, DHS, ICE	SANDBOX STRATEGY: THE WHY AND HOW OF FEDERAL LAW ENFORCEMENT INTEGRATION
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MASSEY, PATRICK J	CHIEF, PROGRAM COORDINATION BRANCH, FEMA	FORGING A FRAMEWORK TO IMPROVE THE EMERGENCY MANAGEMENT COMMUNITY'S ABILITY TO RESPOND TO A NUCLEAR OR RADIOLOGICAL WEAPONS ATTACK
MASTAPETER, CRAIG	SENIOR PLANNING OFFICER, FEMA RESPONSE DIVISION	INSTRUMENTS OF NATIONAL POWER: EVOLUTION AND APPLICATION IN RESPONSE TO THE CHANGING THREAT
MATTHEW, DAVID	CAPTAIN, SEDGWICK COUNTY FIRE DEPARTMENT	MEASURING THE FOUNDATION OF HOMELAND SECURITY
MAYER, HARRY A	REGIONAL EMERGENCY COORDINATOR, US DEPARTMENT OF HEALTH AND HUMAN SERVICES	FIRST RESPONDER READINESS: A SYSTEMS APPROACH TO READINESS ASSESSMENT USING MODEL BASED VULNERABILITY ANALYSIS TECHNIQUES
MCDANIEL, MICHAEL	MICHIGAN HOMELAND SECURITY ADVISOR	THE DEVELOPMENT AND RECOGNITION OF HOMELAND SECURITY LAW
MCGEARY, JOSEPH P	CAPTAIN, NEW YORK CITY FIRE DEPARTMENT	APPLYING GOLDWATER-NICHOLS REFORMS TO FOSTER INTERAGENCY COOPERATION BETWEEN PUBLIC SAFETY AGENCIES IN NEW YORK CITY

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MCGOWAN, DAN	ADMINISTRATOR, MONTANA DISASTER & EMERGENCY SERVICES	IMPROVING THE CURRENT DHS CAPABILITIES FRAMEWORK
MCGREGOR III, OTIS W	LTC US ARMY	COMMAND AND CONTROL OF SPECIAL OPERATIONS FORCES MISSIONS IN THE US NORTHERN COMMAND AREA OF RESPONSIBILITY
MCINERNEY, JOAN	CHAIRMAN, DEPARTMENT OF EMERGENCY MEDICINE, NASSAU UNIVERSITY MEDICAL CENTER	STRENGTHENING EMERGENT HOSPITAL CARE IN THE UNITED STATES
MEEHAN, MICHAEL K	CAPTAIN, SEATTLE FD	TOOLS OF PREVENTION: BUILDING PREVENTION AND DETERRENCE INTO EXERCISE PROGRAMS
METZGER, JAMES	LT, SOUTHEAST PA TRANSPORTATION AUTHORITY PD	PREVENTING TERRORIST BOMBINGS ON UNITED STATES SUBWAY SYSTEMS
MEYERS, TOMMEY H	COMMANDER, UNITED STATES COAST GUARD	SAFETY RISK MANAGEMENT FOR HOMELAND DEFENSE AND SECURITY RESPONDERS
MILLER, ANDREW	OPERATIONS OFFICER, WA NATIONAL GUARD UNCONVENTIONAL THREATS/ COUNTER DRUG TASK FORCE	A PROPER INTRODUCTION: WHY HOMELAND SECURITY LEADERS SHOULD LEVERAGE INTELLIGENCE IN DECISION-MAKING
MILLER, PATRICK	CHIEF OF POLICE, VENTURA POLICE DEPARTMENT	HOW CAN WE IMPROVE INFORMATION SHARING AMONG LOCAL LAW ENFORCEMENT AGENCIES?
MILLS, GRADY	HEALTH PHYSICIST, NC DEPT OF ENVIRONMENT AND NATURAL RESOURCES	PREVENTING LOSS OF CONTROL OF GENERALLY LICENSED DEVICES WITH POTENTIAL FOR USE IN RADIOLOGICAL DISPERSION DEVICES (RDD)
MILLS, GRANT T	HEALTH PHYSICIST, NC DEPT OF ENVIRONMENT AND NATURAL RESOURCES	PREVENTING LOSS OF CONTROL OF GENERALLY LICENSED DEVICES WITH POTENTIAL FOR USE IN RADIOLOGICAL DISPERSION DEVICES (RDD)

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NATARAJAN, NITIN	DISTRICT OF COLUMBIA DEPARTMENT OF HEALTH	NATIONAL IMPERATIVE TO ESTABLISH A DOMESTIC MEDICAL INTELLIGENCE CENTER
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NEU, ANNETTE L	DIRECTOR OF EMERGENCY PREPAREDNESS AND RESPONSE, COASTAL HEALTH DISTRICT	BUILDING COLLABORATIVE CAPACITY FOR BIOSECURITY AT THE GEORGIA SEAPORTS
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OLSZEWSKI, LAURA	ASSISTANT CHIEF COUNSEL, ICE	EXPANSION OF ICE'S CRIMINAL ALIEN PROGRAM
O'NEIL, SIOBHAN	DEPUTY CHIEF, NJ OFFICE OF HOMELAND SECURITY AND PREPAREDNESS	UNTYING THE HAND BEHIND OUR BACK: AN ARGUMENT FOR FURTHER INCORPORATING STATE AND LOCAL LAW ENFORCEMENT INTO US TERRORISM PREVENTION EFFORTS
ORDONEZ, KARINA	ASST DIRECTOR FOR STRATEGIC PLANNING, AZ OFFICE OF HS	MODELING THE US BORDER PATROL TUCSON SECTOR FOR THE DEPLOYMENT AND OPERATIONS OF BORDER SECURITY FORCES
ORDONEZ, MICHAEL A	TREX BRANCH CHIEF, UNITED STATES NORTHERN COMMAND	CRITICAL INFRASTRUCTURE PROTECTION: HOW TO ASSESS AND PROVIDE REMEDY TO VULNERABILITIES IN TELECOM HOTELS
OSBORN, PHILLIP	SUPERVISORY SPECIAL AGENT, ICE	FINANCING TERRORISTS AND CRIMINALS: THE IMPACT OF NON-TRADITIONAL MONETARY SYSTEMS AND THE INTERNET ON HOMELAND SECURITY
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PAPE, DOMINICK	SPECIAL AGENT IN CHARGE, FLORIDA DEPARTMENT OF LAW ENFORCEMENT	BUILDING A NEW STORYLINE FOR FLORIDA'S DOMESTIC SECURITY STRATEGY TO PROVIDE FUTURE RESILIENCY FOR THE STATE
PARKER, LUCINDA	IOWA HOMELAND SECURITY AND EMERGENCY MANAGEMENT DIVISION	AGRO-TERRORISM RISK COMMUNICATION: CHALLENGES AND IMPLICATIONS FOR COMMUNICATORS

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PAULL, ERIC J	DETECTIVE PLANNING RESEARCH AND DEVELOPMENT, AKRON PD	DEVELOPMENT OF A TERRORISM PREVENTION STRATEGY FOR THE AKRON POLICE DEPARTMENT BASED ON ENVIRONMENTAL CRIMINOLOGY
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PICKETT, SCOTT	ASSISTANT SPECIAL AGENT IN CHARGE, FEDERAL AIR MARSHAL SERVICE	ENHANCING THE LAYERS OF AVIATION SECURITY THROUGH EFFECTIVE BEHAVIORAL RECOGNITION
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PROCTOR, RICHARD B	HEALTH OFFICER	SIGNIFICANCE OF CONSEQUENCE ASSESSMENT APPLIED TO THE RISK BASED APPROACH OF HOMELAND SECURITY

PUZZIFERRI, MICHAEL	ACTING CHIEF OF COUNTERTERRORISM & EMERGENCY PREPAREDNESS, FDNY	FDNY-DHS INTELLIGENCE ENTERPRISE
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ROBERTSON, JEFFREY	CIVILIAN USAF (NORTHCOM)	DETECT AND DEFEAT — THE COMPLEXITIES OF ACCOMPLISHING THE HLS MISSION WITH EXISTING INTELLIGENCE COLLECTION PRACTICES
ROBSON, THOMAS	EXECUTIVE OFFICER/ FIRE ACADEMY, FDNY	FIRE SERVICE AND OPEN SOURCE INTELLIGENCE
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ROSELL, RICHARD G	CAPTAIN, NEW JERSEY STATE POLICE	WHAT TYPE OF STATE HOMELAND SECURITY STRATEGY SHOULD THE STATE OF NEW JERSEY DEVELOP?
ROSTBERG, JAMES I	DIRECTOR OF HOMELAND SECURITY, ISANTI COUNTY, MINNESOTA	COMMON CHEMICALS AS PRECURSORS OF IMPROVISED EXPLOSIVE DEVICES: THE CHALLENGES OF DEFEATING DOMESTIC TERRORISM
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SANCHEZ, PHILLIP	DEPUTY CHIEF OF POLICE, SANTA MONICA POLICE DEPARTMENT	INCREASING INFORMATION SHARING AMONG INDEPENDENT POLICE DEPARTMENTS
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SANTIAGO, DENISE L	HEALTH OFFICER, UNION COUNTY (NJ)	ASSESSMENT OF PUBLIC HEALTH INFRASTRUCTURE TO DETERMINE PUBLIC HEALTH PREPAREDNESS
SCHAUB, ERIKA A	DIRECTOR OF EMERGENCY MANAGEMENT, HOFSTRA UNIVERSITY	UTILIZING BIOLOGICAL MODELS TO DETERMINE THE RECRUITMENT OF THE IRA BY MODELING THE VOTING BEHAVIOR OF SINN FEIN
SCHECHTER, SHELLY	DIRECTOR, OFFICE OF EMERGENCY PREPAREDNESS, NASSAU COUNTY DEPARTMENT OF HEALTH	MEDICAL RESERVE CORPS VOLUNTEERS' ABILITY AND WILLINGNESS TO REPORT TO WORK FOR THE DEPARTMENT OF HEALTH DURING CATASTROPHIC DISASTERS
SCHUMACHER, LUDWIG	DIRECTOR, OPERATIONS FOR MILITARY SUPPORT, VERMONT NATIONAL GUARD	EMERGENCY MANAGEMENT SPAN OF CONTROL: OPTIMIZING ORGANIZATIONAL STRUCTURES TO BETTER PREPARE VERMONT FOR THE NEXT MAJOR OR CATASTROPHIC DISASTER
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SCOTT, LINDA J	BIOTERRORISM HOSPITAL COORDINATOR AND MANAGEMENT OPERATIONS	HURRICANE KATRINA: UTILIZATION OF PRIVATE, NONGOVERNMENTAL HEALTH PROFESSIONALS TIME FOR NEW STRATEGIES

SHARP, VINCENT	EXERCISE SPECIALIST, 5TH ARMY (ARNORTH)	HOMELAND SECURITY ADVISORY SYSTEM
SHELSTAD, KRISTINE	STRATEGY & PLANS OFFICER, TEXAS MILITARY FORCE	US NORTHCOM SHOULD EVOLVE TO TRULY FACILITATE INTERAGENCY, INTERGOVERNMENTAL AND CONTINENTAL DEFENSE AND SECURITY; THE HOMELAND SECURITY AND DEFENSE TASK FORCE
SIMEONE, MATTHEW J	INSPECTOR, NASSAU COUNTY POLICE DEPARTMENT	THE INTEGRATION OF VIRTUAL PUBLIC-PRIVATE PARTNERSHIPS INTO LOCAL LAW ENFORCEMENT TO ACHIEVE ENHANCED INTELLIGENCE-LED POLICING
SMITH, CHESTER LEE	CIVILIAN, DIRECTOR OF EMERGENCY PREPAREDNESS, GEORGIA DIVISION OF PUBLIC HEALTH	INVOLVING CORPORATIONS IN DISPENSING DURING MASS PROPHYLAXIS
SMITH, CHRISTOPHER	DISASTER ASSISTANCE EMPLOYEE, FEMA	HALF DUPLEX VOICE OVER IP (VOIP) SUITABILITY AS A MODEL FOR A NATIONWIDE HOMELAND SECURITY COMMUNITY MULTIAGENCY INTEROPERABLE COMMUNICATIONS SYSTEM
SMITH, ERIC	UNIT CHIEF, FBI	TRANSFORMATION OF THE FBI TO MEET THE DOMESTIC INTELLIGENCE NEEDS OF THE UNITED STATES
SMITH, JOHNNIE L	ADMINISTRATOR, DIVISION OF EMERGENCY MANAGEMENT, WI DEPT OF MILITARY AFFAIRS	A MODEL FOR EFFECTIVE ORGANIZATION AND COMMUNICATION OF HOMELAND SECURITY ACTIVITIES AT THE STATE LEVEL
SOBOCINSKI, THOMAS J	SUPERVISORY SPECIAL AGENT, FEDERAL BUREAU OF INVESTIGATION	THE TERRORIST THREAT: IMPLICATIONS FOR HOMELAND SECURITY
SQUIRES, KEITH	DIRECTOR OF HOMELAND SECURITY/ DEPUTY COMMISSIONER OF PUBLIC SAFETY, STATE OF UTAH	STATE TO STATE PARTNERSHIP TO PROVIDE AN INTERIOR NATIONAL NET OF HOMELAND SECURITY
STEVENSON, WILLIAM H	LIEUTENANT COLONEL, ARMY NATIONAL GUARD	ENHANCING THE EFFECTIVENESS OF NATIONAL GUARD SUPPORT OF CIVIL AUTHORITIES BY IMPROVING INTERAGENCY COORDINATION
SUDNIK, JOHN	DEPUTY CHIEF, FDNY	DIRTY BOMB ATTACK: ASSESSING NEW YORK CITY'S LEVEL OF PREPAREDNESS FROM A FIRST RESPONDER'S PERSPECTIVE

TEMPLE, JENNIE M	HOMELAND SECURITY PLANNER, SOUTH CAROLINA LAW ENFORCEMENT DIVISION	ENHANCING REGIONAL COLLABORATION: TAKING THE NEXT STEP
TEMPLETON, DOUGLAS R	DIVISION CHIEF, AUSTIN FIRE DEPARTMENT	ASSESSING THE UTILITY OF WORK TEAM THEORY IN A UNIFIED COMMAND ENVIRONMENT AT CATASTROPHIC INCIDENTS
THELEN, KEVIN	DEPUTY CHIEF OF POLICE, UNIVERSITY OF COLORADO	CONDITIONAL AWARENESS AND EXPLOITATION OF OPEN SOURCE INFORMATION: ENHANCING UNIVERSITY SECURITY STATUS BY CULTIVATING THE ENVIRONMENT
THOMAS, MARK D	CAPTAIN, WA STATE PATROL	DEPLOYMENT OF STATE TRAFFIC LAW ENFORCEMENT OFFICERS FOR HOMELAND SECURITY
THORNLOW, CHRISTOPHER C	LT COMMANDER, US NAVY	FUSING INTELLIGENCE WITH LAW ENFORCEMENT INFORMATION: AN ANALYTIC IMPERATIVE
TIMMONS, RONALD P	DIRECTOR, PUBLIC SAFETY COMMUNICATIONS (PLANO, TX)	RADIO INTEROPERABILITY: ADDRESSING THE REAL REASONS WE DON'T COMMUNICATE WELL DURING EMERGENCIES
TINDALL, JAMES A	SCIENTIST, US DOI- GEOLOGICAL SURVEY, NATIONAL RESEARCH PROGRAMS	APPLYING NETWORK THEORY TO DEVELOP A DEDICATED NATIONAL INTELLIGENCE NETWORK
TOPP, PETER A	STAFF ENGINEER, NORTHCOM	WHAT SHOULD BE THE RELATIONSHIP BETWEEN THE NATIONAL GUARD AND UNITED STATES NORTHERN COMMAND IN CIVIL SUPPORT OPERATIONS FOLLOWING CATASTROPHIC EVENTS
VAN LEUVEN, LAURIE	SECURITY & EMERGENCY MANAGEMENT STRATEGIC ADVISOR, CITY OF SEATTLE PUBLIC UTILITIES	OPTIMIZING EMERGENCY INFORMATION FOR THE PUBLIC: COLLABORATING WITH TECHNOLOGY
VAN SPARRENTAK, KENNETH	CHIEF, WALLED LAKE MI FIRE DEPARTMENT	BUILDING SCHOOL RESILIENCY IN AN ERA OF MULTIPLE THREATS
VICINO, CHRISTOPHER O	COMMANDER, PASADENA PD	BUILDING A BETTER MOUSE TRAP: INCREASING LAW ENFORCEMENT COUNTER TERRORISM CAPABILITIES THROUGH CONSOLIDATION

VOSS, CHRIS	DIVISION CHIEF FOR PLANNING, TRAINING, EXERCISE & MITIGATION, D.C. HOMELAND SECURITY & EMERGENCY MANAGEMENT AGENCY	CONNECTING OUR NATION'S CRISIS INFORMATION MANAGEMENT SYSTEMS (CIMS)
WALKER, DEIDRE I	ASSISTANT CHIEF OF POLICE, INVESTIGATIVE SERVICES BUREAU, MONTGOMERY COUNTY, MARYLAND	HOMELAND SECURITY KNOWLEDGE MANAGEMENT FOR LOCAL LAW ENFORCEMENT IN THE NATIONAL CAPITAL REGION
WATTS, RB	COMMANDER, USCG	IMPLEMENTING MARITIME DOMAIN AWARENESS
WEEKS, DOUGLAS M	FIRE CAPTAIN, CITY OF ORANGE FIRE DEPARTMENT	STRATEGIC CHANGES FOR THE FIRE SERVICE IN THE POST 9/11 ERA
WEINLEIN, MICHAEL	ASSISTANT CHIEF FIRE DEPARTMENT CITY OF NEW YORK	FUNDING FOR FIRST RESPONDERS FROM A THREAT AND PREVENTION APPROACH
WELCH, ALICIA L	FIRE CAPTAIN, LA FD	TERRORISM AWARENESS AND EDUCATION AS PREVENTION STRATEGY FOR FIRST RESPONDERS
WELLS, MARK A	BATTALION CHIEF, SACRAMENTO METROPOLITAN FD	SACRAMENTO REGIONAL RESPONSE GUIDE TO RADIATION EMERGENCIES
WERNER, ADRIENNE	OPERATIONS ANALYST, DHS	WEB 2.0 TECHNOLOGY AND ITS IMPACT ON THE INTELLIGENCE COMMUNITY
WESTLING, JEFFREY	LOGISTICS OFFICER, USCG	SECURING THE NORTHERN MARITIME BORDER THROUGH MARITIME DOMAIN AWARENESS
WILKINSON, NACHELLE	MAJ, ARMY NATIONAL GUARD	LEVERAGING NATIONAL GUARD COUNTERDRUG ASSETS FOR HOMELAND SECURITY

WILLIAMS, JEWEL E	FIRST DEPUTY CHIEF, NEW YORK STATE COURTS	COURT OFFICERS AS CERTIFIED FIRST RESPONDERS ASSISTING IN HOMELAND SECURITY AND COMMUNITY EMERGENCY PREPAREDNESS
WILSON, JOHN	INFORMATION OPERATIONS & COMBAT CAMERA PLANNER, NORTHCOM	ORGANIZATION AND SYNCHRONIZATION OF INFORMATIONAL ELEMENTS IN HOMELAND DEFENSE
WINEGAR, SCOTT	OPERATIONS MANAGER, PORTLAND OFFICE OF EMERGENCY MANAGEMENT, PORTLAND, OR	DEVELOPING THE BENCH: BUILDING AN EFFECTIVE HOMELAND SECURITY UNDERGRADUATE PROGRAM
WINSKI, PETER A	INSPECTOR, NEW YORK CITY POLICE DEPARTMENT	COMPSTAT COUNTERTERRORISM STRATEGY TO PROTECT TRAIN AND SUBWAY SYSTEMS
WOLFE, DAVID	SUPERVISORY INTELLIGENCE RESERCH SPECIALIST	TRANSFORMING THE U.S. IMMIGRATION SYSTEM AFTER 9/11: THE IMPACT OF ORGANIZATIONAL CHANGE AND COLLABORATION IN THE CONTEXT OF HOMELAND SECURITY
WOODBURY, GLEN	DIRECTOR, WASHINGTON STATE EMERGENCY MANAGEMENT DIVISION	RECOMMENDATIONS FOR HOMELAND SECURITY ORGANIZATIONAL APPROACHES AT THE STATE GOVERNMENT LEVEL
WRIGHT, CANDICE L	DETECTIVE, LONG BEACH POLICE DEPARTMENT	BRIDGING THE GAP IN PORT SECURITY; NETWORK CENTRIC THEORY APPLIED TO PUBLIC/PRIVATE COLLABORATION
WRONA, PHILIP	ASSISTANT SPECIAL AGENT IN CHARGE, DHS	U.S. IMMIGRATION AND CUSTOMS ENFORCEMENT: DYSFUNCTIONAL NOT BY DESIGN
YAVNEH, JONATHAN	LIEUTENANT, MIAMI POLICE DEPARTMENT	VIRTUAL COMMUNITIES IN THE LAW ENFORCEMENT ENVIRONMENT: DO THESE SYSTEMS LEAD TO ENHANCED ORGANIZATIONAL MEMORY?
YEE, LAI SUN M	GENERAL COUNSEL, NEW YORK STATE EMERGENCY MANAGEMENT OFFICE	EXPANDING THE TALENT POOL IN THE AREA OF HOMELAND SECURITY
ZOUFAL, DONALD R	COLONEL, UNITED STATES ARMY RESERVE	"SOMEONE TO WATCH OVER ME?" PRIVACY AND GOVERNANCE STRATEGIES FOR CCTV AND EMERGING SURVEILLANCE TECHNOLOGIES

APPENDIX B: CHDS Faculty and Courses Taught

Robert Bach ("Strategic Planning and Budgeting for Homeland Security") served as a strategic consultant with the U.S. Department of Homeland Security from 2003 to 2005 on border and transportation security issues, including air passenger, cargo and other screening initiatives, and policy and privacy development and coordination. His current research focuses on community participation in homeland security and emergency preparedness, and strategic planning. Dr. Bach has published in various journals, including *Homeland Security Affairs*, *Journal of Human Development* and part of the United Nations Development Program's *Human Development Report*. Dr. Bach received his PhD from Duke University in sociology and demography and holds bachelor and master's degrees in education from the University of Pennsylvania.

Christopher Bellavita ("Introduction to Homeland Security" and "Knowledge into Practice: A Homeland Security Capstone Course") is the academics program director for CHDS. He has held teaching appointments at the University of Southern California and the University of California, Berkeley and has provided planning, training, management and organizational development services to a variety of organizations, including dozens of state, local and federal public safety agencies. His publications include *The Policy Organization; How Public Organizations Work; and Performance and Credibility*. Dr. Bellavita received a PhD from the Graduate School of Public Policy, University of California, Berkeley. He holds a master's degree in policy analysis from Berkeley, and a bachelor degree in community development from the Pennsylvania State University.

Richard Bergin ("Technology for Homeland Security") founded and acted as CEO of Internet Productions, a premier software applications development company that specializes in offering innovative e-commerce applications for the World Wide Web. The trademark of his enterprise was focusing on "unique custom application that required specialized database integration and end user interfaces." Mr. Bergin played a major role in introducing new technologies to the teaching environment at the USC Marshall School of Business School, where he taught for seven years. He received a bachelor degree in business administration and a master's in information and operation management from University of Southern California. He is currently a doctoral candidate at the Naval Postgraduate School.

David Brannan ("The Unconventional Threat to Homeland Security," and "Multi-discipline Approaches to Homeland Security") is retired from a career in domestic law enforcement due to injuries sustained fighting in the line of duty. During his twelve years in law enforcement he served in a variety of positions including classification/intelligence, Academy staff/training, investigations, Special Enforcement Detail (SED), and Special Weapons and Tactics team (SWAT). As a political scientist for the RAND Corporation he spent five years working on areas related to terrorism, insurgency, and law enforcement with particular expertise related to theologically motivated political activism. Dr. Brannan has published in academic and tactical journals, and edited books and government reports on issues related to these fields. He holds a Joint Honours master's degree in international relations and theology as well as a PhD in theology from the University of St. Andrews, Scotland.

James N. Breckenridge ("Psychology of Fear Management and Terrorism") is the associate director of the Stanford Center for Interdisciplinary Policy, Research and Education on Terrorism (CIPERT), one of three academic appointments. He is also professor of psychology and director of training for the Stanford/Pacific Graduate School of Psychology (PGSP) Consortium and consulting professor of psychiatry and behavioral sciences at Stanford University School of Medicine. Dr. Breckenridge directs security-related psychological research projects in conjunction with various national security agencies and is the lead investigator on a variety of funded research projects investigating psychological aspects of terrorism and homeland security. Dr. Breckenridge received his PhD from the University of Houston.

Rudolph Darken ("Critical Infrastructure: Vulnerability Analysis and Protection") serves as director of research for CHDS. He has worked extensively in how people learn and develop expertise and how computing media can best be used for learning and skill development. Recent research has been in the use of open source and standards in agile software development frameworks aimed at drastically reducing the cost of building games and simulations while enhancing their flexibility and expressiveness. Dr. Darken is an associate editor of *PRESENCE Journal*, the MIT Press journal of teleoperators and virtual environments. He received his bachelor degree in computer science engineering from the University of Illinois at Chicago and his master's degree and doctorate in computer science from The George Washington University.

Lauren Fernandez ("Introduction to Homeland Security") served as branch chief in the U.S. Department of Homeland Security National Preparedness Directorate, where she led preparedness assessment and strategy programs, managed national information technology systems, and developed technical assistance for state and local governments. She has field experience as an emergency medical technician and an incident commander for the Appalachian Search and Rescue Conference. Dr. Fernandez received her bachelor and master's degrees in systems engineering from the University of Virginia and her DSc with a concentration in crisis, risk, and emergency management from the The George Washington University.

Ellen Gordon ("Introduction to Homeland Security") is the associate director of the CHDS Executive Leaders Program. She is involved in national policy development committees and commissions, currently serving as a member of the U.S. Department of Homeland Security's Homeland Security Advisory Council's Emergency Response Senior Advisory Committee. From 1998 through 2003 she served as a member of the Advisory Panel to Assess Domestic Response Capabilities for Terrorism Involving Weapons of Mass Destruction, U.S. Dept. of Defense to Congress and President, (Gilmore Commission). Ms. Gordon holds a bachelor degree in law enforcement and corrections from Truman State University and a master's degree in security studies from the Naval Postgraduate School.

Seth G. Jones ("Comparative Government for Homeland Security") is a political scientist for the RAND Corporation in Washington, DC. He specializes in European security, counterinsurgency, and counterterrorism and has conducted field research and deployed with U.S. forces in Europe, Afghanistan, Israel, India, Palestine, Africa, and several other locations. Dr. Jones publishes extensively in both the academic and popular press and for the RAND

Corporation. The author of *The Rise of European Security Cooperation*, his newest publication is *In the Graveyard of Empires: America's war in Afghanistan* (forthcoming, July 2009). Dr. Jones earned both his master's degree and PhD in political science from the University of Chicago.

Robert Josefek ("Technology for Homeland Security") is an expert in information and decision sciences, including social networking and knowledge management, who has served organizations in financial services, healthcare and high tech, manufacturing and distribution, government, education, and the non-profit sector. His current research addresses social networking, knowledge management and information sharing, business systems modernization and innovation, and human capital management. His publications in these and related areas have appeared in leading academic journals, books, and conference proceedings around the world. Dr. Josefek holds a bachelor degree in information systems from American International College, an MBA from Western New England College, and a PhD in information and decision sciences from the University of Minnesota.

Nola Joyce ("Policy Analysis and Research Methodology" and "Research Colloquium") has worked in the public sector for more than twenty-five years, with extensive experience in the area of public safety. She recently joined the Philadelphia Police Department (PPD) where she heads the Office of Strategic Initiatives and Innovation. Her charge at PPD is to help shape and shepherd change in the fourth largest police department in the country. Ms. Joyce holds three master's degrees: one in security studies from the Naval Postgraduate School and two from Southern Illinois University – in urban affairs and public policy, with a specialization in public finance, and in sociology with a specialization in research methodology and statistics.

David J. Kaufman ("Strategic Planning and Budgeting for Homeland Security") is the former deputy director, preparedness programs within the Department of Homeland Security's Office of Grants and Training (G&T), where he was responsible for overseeing and directing the day-to-day activities of many of G&T's major preparedness programs, including the Homeland Security Grant Program, the Urban Area Security Initiative, G&T's transportation infrastructure security programs, and its technical assistance program. Mr. Kaufman also served as chief of state and local coordination for FEMA's Office of National Preparedness. Mr. Kaufman holds a bachelor degree from the University of Wisconsin-Madison and a master's degree in public policy from the University of Michigan.

Ted Lewis ("Critical Infrastructure: Vulnerability Analysis and Protection") is the executive director at CHDS and professor of computer science at the Naval Postgraduate School. Dr. Lewis has a thirty-year publication record consisting of more than 100 refereed and non-refereed publications including *The Friction-Free Economy* (1997); *Introduction to Parallel & Distributed Computing* (with Hesham El-Rewini, 1998); and *Microsoft Rising and Other Tales of the Silicon Valley* (1999). Dr. Lewis' book *Critical Infrastructure Protection, Defending a Networked Nation* (2006) was the nation's first textbook on critical infrastructure protection. His most recent book, *Network Science: Theory and Applications*, was released in 2009. He holds master's and PhD degrees in computer science from Washington State University.

Thomas Mackin ("Critical Infrastructure: Vulnerability Analysis and Protection") is the chair of the Mechanical Engineering department at the California Polytechnic State University. Prior to his appointment there, he was an associate professor in the Department of Mechanical and Industrial Engineering at the University of Illinois. He was appointed executive director of the Illinois Homeland Security Research Center in 2004. Dr. Mackin received his Ph.D. in engineering science and mechanics from Penn State, where he utilized fractal geometry to develop new methods of analyzing the failure of ceramic materials.

Patrick Miller ("Intelligence for Homeland Security: Organizational and Policy Challenges") is the police chief in Ventura, California and has over thirty years of police experience in Ventura and Los Angeles. He has worked a variety of assignments, including patrol, SWAT, and narcotics, and one year in an undercover capacity. Mr. Miller has also worked for the Central Intelligence Agency developing counter-narcotics/terrorism programs in El Salvador, Honduras, and Colombia. He currently sits on several advisory groups in Washington, DC, including the National Counter Terrorism Center. Mr. Miller has earned master's degrees in public administration (Pepperdine University), management science (Cal Poly Pomona) and security studies, (Naval Postgraduate School).

Fathali M. Moghaddam ("Psychology of Fear Management and Terrorism") is a professor in the Department of Psychology and director, Conflict Resolution Program, Department of Government, at Georgetown University. He is also senior fellow at the Center for Interdisciplinary Policy, Education and Research on Terrorism. Dr. Moghaddam has published extensively on the psychology of intergroup conflict, subjective justice, radicalization, and terrorism. His most recent books include *From the Terrorists' Point of View: What They Experience and Why They Come to Destroy* (2006) and *Multiculturalism and Intergroup Relations: Psychological Implications for Democracy in Global Context* (2008). Dr. Moghaddam received a master's in environmental psychology and a PhD in social psychology from the University of Surrey.

Nadav Morag ("Comparative Government for Homeland Security," "Policy Analysis and Research Methodology," and "Research Colloquium") presently serves as director of the Center for Israel Studies and chair of the Department of Political Science at American Jewish University in Los Angeles. He has published articles focusing on the Arab-Israeli peace process, nationalist conflict, and international terrorism. His primary research interests are in the areas of terrorism and homeland security. Dr. Morag also serves as a member of the Homeland Security Advisory Council of the Los Angeles and Orange County Sheriffs' Departments and is involved with the Los Angeles County Terrorism Early Warning Group (TEW). He holds bachelor and master's degrees from UCLA and a PhD in political science from Tel Aviv University, where he served on the faculty between 1994 and 2003.

John Rollins ("Introduction to Homeland Security") is a member of the Library of Congress' Congressional Research Service (CRS), where he serves as a specialist in terrorism, international crime, intelligence, and homeland security. Prior to joining CRS, Mr. Rollins was the chief of staff of the Office of Intelligence for the Department of Homeland Security. Mr. Rollins' career includes a variety of analytic, legal, and management positions in the U.S. Army, FBI, CIA, DIA,

U.S. Marine Corps, 1st SFOD-D (Delta Force), and the United Nations. He is a licensed attorney with a JD from Washington College of Law, American University and a graduate of the Senior Executive Fellowship program, Harvard University.

Robert L. Simeral ("Intelligence for Homeland Security: Organizational and Policy Challenges") is the executive director for intelligence research at the Naval Postgraduate School. His publications include "A Space Strategy Imperative: Linking Policy, Force and Rules of Engagement," *Naval Law Review* and various graduate education articles on homeland security and intelligence. He is currently collaborating with James Wirtz and writing a textbook on intelligence for homeland security and defense. A career naval intelligence officer, Captain (ret.) Robert Simeral is a graduate of California Polytechnic State University, San Luis Obispo and holds master's degrees from the Naval Postgraduate School and Naval War College.

Paul Jonathan Smith ("Comparative Government for Homeland Security") is a domestic counter-terrorist specialist with a broad range of UK and U.S. operational, intelligence, investigative, and liaison skills gained from over thirty years of CT experience in MI/5 (the British Security Service) and the British Army. He has served as the MI/5 CT representative in Washington, DC since 2005. Mr. Smith was educated at the Royal Military Academy Sandhurst and later selected to attend the Army Staff College, Camberley. He holds an Honours Degree (2:1) in Modern History from Bristol University.

Anders Strindberg ("The Unconventional Threat to Homeland Security" and "Special Topics") has worked as a consultant on Middle East security, Islamism, and terrorism since the late 1990s. His primary clients have included European law enforcement agencies and security services, as well as ministries of defense, foreign affairs, justice, and immigration. He is a columnist for the Finnish magazine *Ny Tid*, a recurrent contributor to *The American Conservative*, a member of the editorial board of the academic journal *Studies in Conflict and Terrorism*, and the author of numerous publications. Dr. Strindberg earned a master's degree in international relations and philosophy and a PhD in international relations from St Andrews University. He is currently completing a master's degree in theology from St. Vladimir's Orthodox Theological Seminary.

Stan Supinski ("Multi-discipline Approaches to Homeland Security") is the director of Partnership Programs for CHDS. He is also a visiting professor to the Long Island University Homeland Security Management Institute and has taught homeland security courses at the University of Denver and the University of Massachusetts. He founded and directed the Homeland Security/Defense Education Consortium (HSDEC), a network of over 160 federal, military and civilian educational institutions. He has conducted research and authored numerous articles on homeland security and defense, technology support to education, and language acquisition. Dr. Supinski holds a PhD in instructional systems design from Florida State University and a master's degree in national security affairs from the Naval Postgraduate School.

David Tucker ("The Unconventional Threat to Homeland Security") is an associate professor in the Department of Defense Analysis and co-director of the Center on Terrorism and Irregular Warfare at the Naval Postgraduate School. His publications include "What's New about the New

Terrorism and How Dangerous Is It?" *Terrorism and Political Violence* (Autumn 2001); "The RMA and the Interagency: Knowledge and Speed vs. Ignorance and Sloth?" *Parameters* (Fall 2000); *Skirmishes at the Edge of Empire, the United States and International Terrorism* (1997); "Fighting Barbarians," *Parameters* (Summer 1998); and "Responding to Terrorism," *Washington Quarterly* (Winter 1998). Dr. Tucker holds a PhD from the Claremont Graduate School.

James J. Wirtz ("Intelligence for Homeland Security: Organizational and Policy Challenges") is dean of the School of International Graduate Studies (SIGS) and a professor in the Department of National Security Affairs (NSA), Naval Postgraduate School. He is the editor of the Palgrave Macmillan series, *Initiatives in Strategic Studies: Issues and Policies* and section chair of the Intelligence Studies Section of the International Studies Association. Dr. Wirtz has authored and edited numerous books and articles on intelligence, deterrence, the Vietnam War, and military innovation and strategy and has published in a wide range of academic journals. Dr. Wirtz earned his degrees in political science from Columbia University (MPhil, PhD) and the University of Delaware (MA, BA).

Lauren F. Wollman ("Policy Analysis and Research Methodology" and "Research Colloquium") is managing director of academic programs and thesis coordinator at CHDS. In this capacity, she manages the faculty, oversees student research, and is the lead instructor for the policy analysis and research methods coursework sequence. Other special projects in her portfolio have included developing the Homeland Security Digital Library taxonomy in collaboration with taxonomy specialists, developing the curriculum for the National Guard Certificate program for Homeland Security Studies, and heading the faculty development initiative at CHDS. Dr. Wollman serves as senior editor for *Homeland Security Affairs*, the Journal of the Center for Homeland Defense and Security. She holds a PhD in history from the University of Southern California.

Phil Zimbardo ("Psychology of Fear Management and Terrorism") has been a professor of psychology at Stanford University since 1968 and is internationally recognized as an innovative researcher in many areas of psychology. Zimbardo has been called the "voice and image of modern psychology" because of his popular PBS-TV series, "Discovering Psychology," and his text, *Psychology and Life*, the oldest, continuously selling textbook in psychology (soon in its 17th edition). Dr. Zimbardo has more than 300 professional publications, including fifty scholarly, text, and trade books. His research spans a variety of diverse areas including social influence, persuasion, cults, hypnosis, and – most recently – the psychology of terrorism. Dr. Zimbardo received his PhD in psychology from Yale University.

APPENDIX C: METs Conducted 2003-2008

State METs

Location-Title	City	Date Held
Nevada	Carson City	Dec 02 2008
Delaware State MET	Smyrna	Sep 17 2008
Pacific Basin	Lihue	Jun 26 2008
Pacific Basin	Lihue	Jun 25 2008
New York State	Albany	Jul 22 2008
Alabama	Mobile	May 21 2008
Louisiana	Baton Rouge	Mar 26 2008
Arkansas	North Little Rock	Mar 19 2008
Colorado	Denver	Feb 22 2008
Pacific Basin Governors'	Honolulu	Aug 28 2007
Guam	Hagatna	Jul 18 2007
Delaware	Dover	May 29 2007
New Jersey	Trenton	Oct 31 2006
Montana	Helena	Sep 26 2006
Guam	Hagatna	Jul 06 2006
Arizona Governor's Public-Private Sector	Phoenix	Jun 24 2006
Ohio (Bio-Pan-Flu)	Columbus	Jun 13 2006
Louisiana (Hurricane)	Baton Rouge	May 16 2006
California	Sacramento	Apr 20 2006
North Carolina	Raleigh	Mar 15 2006
Georgia (Private-Public Sector)	Atlanta	Oct 06 2005
Puerto Rico	San Juan	Sep 15 2005
California State	Sacramento	Sep 09 2005
Washington State	Olympia	Aug 24 2005
Pacific Basin Homeland Security	Kona	Aug 11 2005
Utah	Salt Lake City	Jun 20 2005
Washington	Olympia	May 09 2005
Arizona	Phoenix	Apr 16 2005
Connecticut	Hartford	Mar 16 2005
Oklahoma	Oklahoma City	Mar 04 2005
Iowa State	Des Moines	Dec 16 2004
Arkansas State	Little Rock	Dec 14 2004
Wyoming State	Cheyenne	Oct 20 2004
Ohio State	Columbus	Oct 08 2004
Pacific Basin	Honolulu	Sep 27 2004
Colorado State	Denver	Sep 20 2004
Pennsylvania	Harrisburg	Aug 23 2004
New Jersey	Trenton	Aug 17 2004
NGA-Seattle	Seattle	Jul 19 2004

Connecticut	Hartford	Jun 08 2004
Maine	Augusta	May 18 2004
Illinois	Springfield	Apr 16 2004
Indiana	Indianapolis	Dec 10 2003
North Dakota	Bismarck	Nov 04 2003
Tennessee	Nashville	Oct 15 2003
Wisconsin	Madison	Sep 12 2003
Iowa	Des Moines	Aug 26 2003
Georgia	Atlanta	Aug 01 2003
Alabama	Montgomery	Jul 01 2003
South Carolina	Columbia	May 08 2003
New Hampshire	Concord	Jan 29 2003

Urban Area (and Regional) METs

Title	City	State	Date Held
Memphis UA MET	Memphis	TN	Dec 04 2008
Honolulu UA MET	Honolulu	HI	Nov 20 2008
Honolulu UA MET	Honolulu	HI	Nov 18 2008
Milwaukee MET	Milwaukee	WI	Oct 15 2008
Orange County FL MET	Winter Park	FL	Aug 27 2008
Miami Dade UA MET	Miami (Dade County)	FL	Aug 12 2008
Charleston, SC Port Community MET	Charleston	SC	Jul 29 2008
Denver	Denver	CO	Jul 08 2008
Boston City MET	Boston	MA	Jun 25 2008
Dallas	Dallas	TX	Aug 09 2007
Dallas	Dallas	TX	Aug 07 2007
Phoenix	Phoenix	AZ	Jul 25 2007
Portland	Portland	OR	Jun 14 2007
Portland	Portland	OR	Jun 12 2007
Las Vegas	Las Vegas	NV	Feb 23 2007
St. Clair Port Huron	St. Clair	MI	Oct 04 2006
San Diego	San Diego	CA	Aug 17 2006
Cleveland	Cleveland	OH	May 11 2006
San Francisco	San Francisco	CA	Apr 19 2006
New Haven	New Haven	CT	Mar 21 2006
Cincinnati	Cincinnati	OH	Mar 09 2006
Los Angeles/Long Beach	Los Angeles	CA	Feb 22 2006
Jacksonville	Jacksonville	FL	Feb 09 2006
Salt Lake City	Salt Lake City	UT	Dec 07 2005
Atlanta	Atlanta	GA	Nov 14 2005
Phoenix	Phoenix	AZ	Jun 16 2005
National Capital Region	Washington	DC	Jun 01 2005
Seattle	Seattle	WA	Apr 25 2005

Topical METs

Location-Title	City	State	Date Held
Auburn-Montgomery AL Regional Mayors Topical	Montgomery	AL	Sep 15 2008
Border/Cross Border Topical	Phoenix	AZ	Sep 12-13 2008
Cross Border Community of Preparedness	Port Huron	MI	Sep 09 2008
National Emergency Management Association	Portland	OR	Sep 08-09 2008
San Diego Community-Oriented Preparedness	San Diego	CA	Sep 05 2008
Executive Session on Multi-Organizational and Networked Alliances (Topical)	Oklahoma City	OK	Aug 20-22 2008
State Homeland Security Advisors Executive Seminar	Monterey	CA	Aug 12-13 2008
San Francisco East Bay TEWG	San Ramon	CA	Jun 09 2008
Region VIII MET - Regional Pandemic Influenza	Denver	CO	May 29 2008
Region VIII MET - Regional Pandemic Influenza	Denver	CO	May 28 2008
Region V MET - Regional Pandemic Influenza	Chicago	IL	May 02 2008
Region V MET - Regional Pandemic Influenza	Chicago	IL	May 01 2008
Connecticut Homeland Security Coordinating Committee Topical	Niantic	CT	Apr 10 2008
HS Challenges for Senior Law Enforcement Executives	Watsonville	CA	Mar 27 2008
St. Clair County/Port Huron Regional COOP/COG	Port Huron	MI	Oct 24 2007
Port Authority New York/New Jersey Surface Transportation	Weehawken	NJ	Sep 14 2007
Region X MET - Preventing Terrorism and Managing Risks	Seattle	WA	Sep 06-08 2007
Hawaii Senior Law Enforcement Risk Communications (with PBDC)	Honolulu	HI	Aug 24 2007
New Homeland Security Advisors Training Conference (HSATC)	Monterey	CA	Aug 01-02 2007
Guam: Risk Communications	Hagatna	Guam	Jul 19 2007
League of Cities	Charlotte	NC	Jun 15 2007
GOVSEC Noble Program. State/Local Officials	Washington	DC	May 09 2007
Executive Leadership Program	Monterey	CA	May 07 2007
Risk Communications Session - PFO/FCO/HHS Workshop	Emmitsburg	MD	Mar 22-23 2007
New Jersey State and Local Senior Officials - COOP/COG	Trenton	NJ	Mar 20 2007
NEMA New Directors Workshop	Alexandria	VA	Feb 09 2007
CSG Midwest Legislative Conference	Chicago	IL	Aug 21 2006
CSG Henry Toll Fellowship	Lexington	KY	Jul 12 2006
Guam: Risk Communications and Health Emergencies	Hagatna	GU	Jul 05 2006
Pacific Basin Governors (Info/Intel sharing Focus)	Lanai	HI	Jun 20 2006
MT Governor's Conference - Elected Officials	Billings	MT	May 23 2006
NEMA Public Affairs Roundtable	Washington	DC	Feb 13 2006
Nat'l Lt. Governors' Association	Washington	DC	Feb 06 2006
U.S. Chamber of Commerce Public/Private Partnerships	Washington	DC	Jan 24 2006
Homeland Security Consortium (state HS directors and officials from national public safety and governmental associations)	Phoenix	AZ	Dec 02 2005

Pandemic Flu Preparedness Forum with Univ Of Texas	Houston	TX	Nov 28 2005
Multi-State Agro-Terrorism with Univ of Minnesota	Chicago	IL	Nov 15 2005
CHDS Katrina Review	Washington	DC	Nov 08 2005
National Sheriff's Association	Miami	FL	Nov 06 2005
California Dept of Food and Agriculture	Sacramento	CA	Sep 08 2005
National Sheriff's Association	Louisville	KY	Jun 29 2005
Council of State Governments - Executive Council and Public Safety Committee Leaders	Lake Tahoe	CA	Jun 06 2005
Nat'l Homeland Security Consortium	Monterey	CA	May 24 2005
Nat'l Association for Attorney Generals - Public Health Legal Authorities	Lansing	MI	Apr 20 2005
Pacific Cloud Hollywood	Los Angeles	CA	Dec 15 2004
Intelligence and Information Sharing	Hartford	CT	Nov 10 2004
HS in Rural America	Somerset	KY	Mar 08 2004
Continuity of Operations Planning & Contiguity of Government	Des Moines	IA	Jan 08 2004

APPENDIX D: University and Agency Partners

Name	City	State
Alamo Community College District	San Antonio	TX
Arizona State University	Tempe	AZ
Arizona State University East - Polytechnic Campus	Mesa	AZ
Auburn University Montgomery	Montgomery	AL
Ball State University	Muncie	IN
Brevard Community College	Cocoa	FL
Business Executives for National Security (BENS)	Washington	DC
California Maritime Academy	Vallejo	CA
California Polytechnic State University	San Luis Obispo	CA
California State University, Fresno	Fresno	CA
California State University, Sacramento	Sacramento	CA
California State University, San Bernardino	San Bernardino	CA
Chaminade University	Honolulu	HI
Chattahoochee Valley Community College	Phenix City	AL
College of Southern Nevada	Las Vegas	NV
Colorado State University-Pueblo	Pueblo	CO
Colorado Technical University	Colorado Springs	CO
Columbia Southern University	Orange Beach	AL
Command and General Staff College	Fort Leavenworth	KS
Congressional Research Service (CRS)	Washington	DC
Daniel Webster College	Nashua	NH
Delaware State University	Dover	DE
DisasterHelp.gov		
Drexel University	Philadelphia	PA
Duke University	Durham	NC
East Carolina University	Greenville	NC
Eastern Kentucky University Justice and Safety Center	Richmond	KY
Embry-Riddle Aeronautical University	Daytona Beach	FL
Empire State College (State University of New York)	Saratoga Springs	NY
Fairleigh Dickinson University	Madison	NJ
Farmingdale College State University New York	Farmingdale	NY
FBI Academy	Quantico	VA
Federal Emergency Management Agency (FEMA)	Washington	DC
Florida State University	Tallahassee	FL
Fort Hays State University	Hays	KS
Gavilan College	Gilroy	CA
George Mason University	Fairfax	VA
Georgetown University	Washington	DC
Granite State College	Concord	NH
Greenville Technical College	Greenville	SC

Henley-Putnam University		
Homeland Security and Defense Education Consortium (HSDEC)		
Homeland Security Institute (HSI)	Arlington	VA
Homeland Security Policy Institute, The George Washington University	Washington	DC
Indian River College	Fort Pierce	FL
Institute for National Security and Counterterrorism	Syracuse	NY
John Jay College of Criminal Justice, CUNY	New York	NY
Johns Hopkins University	Baltimore	MD
Kellogg Community College	Battle Creek	MI
Kutztown University	Kutztown	PA
Lamar Institute of Technology	Beaumont	TX
Laramie County Community College	Laramie	WY
Lees-McRae University	Banner Elk	NC
Long Island University	Riverhead	NY
Louisiana State University	Baton Rouge	LA
Massachusetts Maritime Academy	Buzzards Bay	MA
Metropolitan College of New York	New York	NY
Michigan State University	East Lansing	MI
Mid-South Community College	West Memphis	AR
Missouri State University	Springfield	MO
Monterey Institute of International Studies	Monterey	CA
NASA Glenn Research Center	Cleveland	OH
National Center for Biodefense Communications, Jackson State University	Jackson	MS
National Defense University	Washington	DC
National Geospatial-Intelligence Agency (NGIA)	Bethesda	MD
National Graduate School	Falmouth	MA
National Naval Medical Center Bethesda	Washington	DC
National Terrorism Preparedness Institute	St. Petersburg	FL
National University	La Jolla	CA
National War College	Washington	DC
Naval Postgraduate School	Monterey	CA
Naval Surface Warfare Center - Dahlgren	Dahlgren	VA
Naval War College	Newport	RI
New Jersey Institute of Technology	Newark	NJ
New York University	New York	NY
Northcentral University	Prescott	AZ
Norwich University	Northfield	VT
Notre Dame College	South Euclid	OH
NPS Center for Homeland Defense and Security	Monterey	CA
Oak Ridge Center for Advanced Studies	Oak Ridge	TN
Oakland Community College	Bloomfield Hills	MI
Ohio State University	Columbus	OH
Oklahoma State University	Tulsa	OK
Pace University	Pleasantville	NY

Penn State University	State College	PA
Pikes Peak Community College	Colorado Springs	CO
Project White Horse 084640		
Public Safety Academy of Northeast Indiana	Fort Wayne	IN
Purdue University, Homeland Security Institute	West Lafayette	IN
Richard Stockton College of New Jersey	Pomona	NJ
Rio Hondo College	Whittier	CA
Riverside Community College	Riverside	CA
Rutgers The State University of New Jersey	Newark	NJ
Saint Joseph's University	Philadelphia	PA
Saint Louis University	Saint Louis	MO
San Diego State University	San Diego	CA
San Francisco State	San Francisco	CA
Savannah State University	Savannah	GA
Siena Heights University	Adrian	MI
South Texas College	Weslaco	TX
Southern University	Baton Rouge	LA
Southwest Tennessee Community College	Memphis	TN
St. Clair County Community College	Port Huron	MI
Texas A&M University	College Station	TX
Texas A&M University at Galveston	Galveston	TX
Texas Christian University	Fort Worth	TX
Texas Engineering Extension Service (TEEX)	College Station	TX
Texas State University	San Marcos	TX
Touro University International	Cypress	CA
Towson University	Towson	MD
Tufts University	Medford	MA
Tulane University	New Orleans	LA
U.S. Army War College, Center for Strategic Leadership	Carlisle	PA
U.S. Coast Guard (USCG) CPO Academy	Petaluma	CA
U.S. Coast Guard (USCG) Training Center	Cape May	NJ
U.S. Coast Guard Academy (USCG)	New London	CT
Uniformed Services University of the Health Sciences	Washington	DC
United States Army North (ARNORTH)	Fort Sam Houston	TX
University of Akron	Akron	OH
University of Alabama, Huntsville	Huntsville	AL
University of Cincinnati	Cincinnati	OH
University of Colorado at Colorado Springs	Colorado Springs	CO
University of Connecticut	Storrs	CT
University of Denver	Denver	CO
University of Findlay	Findlay	OH
University of Florida	Gainesville	FL
University of Idaho	Moscow	ID
University of Illinois at Chicago	Chicago	IL
University of Maine	Orono	ME

University of Maryland University College	College Park	MD
University of Medicine and Dentistry of New Jersey (UMDNJ)	Newark	NJ
University of Mississippi	University	MS
University of Nevada, Las Vegas	Las Vegas	NV
University of New Hampshire	Durham	NH
University of New Haven	West Haven	CT
University of New Orleans	New Orleans	LA
University of Northern Illinois	DeKalb	IL
University of Reading, School of Law	Reading	UK
University of South Carolina Beaufort	Beaufort	SC
University of Tennessee	Knoxville	TN
University of Texas at San Antonio	San Antonio	TX
University of Texas Health Science Center-Houston	Houston	TX
University of Washington	Seattle	WA
Upper Iowa University	Fayette	IA
US Northern Command (Northcom)	Peterson Air Force Base	CO
USMA	West Point	NY
UT Southwestern	Dallas	TX
Utah Valley University	Orem	UT
Vanderbilt Center for Transportation Research	Nashville	TN
Vanderbilt University	Nashville	TN
Vincennes University	Vincennes	IN
Virginia Commonwealth University	Richmond	VA
Virginia Military Institute	Lexington	VA
Virginia Tech	Blacksburg	VA
Virginia Tech Northern Virginia Center	Fairfax	VA
West Virginia University	Morgantown	WV
Western Carolina University	Cullowhee	NC

