

## Section 10 - Academe

### 54. Introduction - Scott D. Bates

### 55. The Role of Academe - Todd Stewart

1. National Strategy for Homeland Security, Office of Homeland Security, White House, July 2002.

2. Ibid.

3. S. Jaschik, "Homeland Security and the American Campus," *Priorities*, Association of Governing Boards, No. 23 (Spring 2004).

4. National Research Council, "Making the Nation Safer: The Role of Science and Technology in Countering Terrorism" (Washington, D.C.: National Academy Press, 2002).

5. Ibid.

6. B. S. Bloom, *Taxonomy of Educational Objectives: The Classification of Educational Objectives* (New York: McKay, 1965).

7. E. J. Simpson, "The Classification of Educational Objectives in the Psychomotor Domain," in *The Psychomotor Domain*, Vol. 3, (Washington, DC: Gryphon House, 1972), pp. 43-56.

8. [www.training.fema.gov/emiweb/edu/](http://www.training.fema.gov/emiweb/edu/).

9. National Research Council, "Making the Nation Safer."

10. [www.homelandsecurity.osu.edu/NACHS](http://www.homelandsecurity.osu.edu/NACHS).

11. National Research Council, "Making the Nation Safer."

### 56. The Future of HLS Education - Joseph Vorbach

1. For an overview of the ongoing transformation in DOD, see Arthur K. Cebrowski, "Transformation and the Changing Character of War," *Officer* (July-August 2004).

2. Richard H. Ullman, "Redefining Security," *International Security* 8:1 (Summer 1983): 129.

3. Ibid., p. 133.

4. See, e.g.: Netta Crawford, "Once and Future Security Studies," *Security Studies* 1 (Winter 1991). Stephen M. Walt, "The Renaissance of Security Studies," *International Studies Quarterly* 35 (June 1991). Helga Haftendorn, "The Security Puzzle," *International Studies Quarterly* 35 (March 1991). Joseph S. Nye, Jr., and Sean M. Lynn-Jones, "International Security Studies: A Report of a Conference on the State of the Field," *International Security* 12:4 (Spring 1988): 5-27. Peter Andreas and Richard Price, "From Warfighting to Crime Fighting: Transforming the American National Security State," *International Studies Review* 3:3 (Fall 2001): 31. Andreas and Price note a "growing gap between traditional security concepts and paradigms and the contemporary practice of security."

5. U.S. General Accounting Office (GAO), "Drug Control: Assets DOD Contributes to Reducing the Illegal Drug Supply Have Declined," GAO/NSIAD-00-9 (21 December 1999). This report confronts the issue faced by a defense department with a continually widening array of obligations related to nontraditional threats.
6. See Lawrence Freedman, "International Security: Changing Targets," *Foreign Policy* (Spring 1998): 53. Freedman articulated the concern of traditionalists: "Once anything that generates anxiety or threatens the quality of life in some respect becomes labeled a security problem; the field risks losing all focus."
7. See Marc A. Levy, "Is the Environment a National Security Threat?" *International Security* 20:2 (Fall 1995). See also Erik K. Stern, "The Case for Comprehensive Security," in Daniel H. Deudney and Richard A. Matthew (eds.), *Contested Grounds: Security and Conflict in the New Environmental Politics* (Albany: State University of New York Press, 1999), pp. 135–142.
8. See, e.g., Peter J. Katzenstein, *The Culture of National Security: Norms and Identity in World Politics* (New York: Columbia University Press, 1996). See also Keith Krause and Michael C. Williams (eds.), *Critical Security Studies: Concepts and Cases* (Minneapolis: University of Minnesota Press, 1997).
9. Richard K. Betts, "Should Strategic Studies Survive," *World Politics* 50 (October 1997): 9.
10. Although the term homeland security seems to be associated with the United States since 9/11, the lessons learned from the efforts of other nations must be a component of a robust program of strategic studies in homeland security.
11. Fiscal realities may require the augmentation of a full residential program with a combination of distance-learning approaches, a relaxation of residential requirements. A shorter "command and staff" program attended by midlevel leaders may be an appropriate, albeit incremental, strategy.
12. One example of an effort to institute strategic renewal in a public organization is the U.S. Coast Guard's Evergreen Project, which focuses on scenario-based planning and the ability to know, shape, create, manage, and position an organization for future success.
13. DHS has developed prototype courses that bring mid- and senior-level leaders together for, among other things, team building and analysis of shared challenges. These programs should be expanded and established more formally.
14. Doing so will be consistent with "DHS Strategic Plan—Securing Our Homeland," which includes the strategic goal of organizational excellence and sets out to create a leadership development curriculum for all department executive managers and supervisors.
15. For example, the Web sites of the National Academic Consortium for Homeland Security at <http://homelandsecurity.osu.edu/NACHS/> and the Northern Command Homeland Security/Defense Education Consortium at [www.hsdec.org/](http://www.hsdec.org/) (accessed 13 September 2004).
16. See, e.g., Center for Unconventional Security Affairs at the University of California-Irvine, [www.cusa.uci.edu](http://www.cusa.uci.edu) (accessed 14 September 2004); Matthew B. Ridgway Center for International Security Studies at the University of Pittsburgh, [www.umc.pitt.edu/media/pcc020211/ridgwayctr.html](http://www.umc.pitt.edu/media/pcc020211/ridgwayctr.html) (accessed 14 September 2004); and Transnational Crime and Corruption Center at American University, [www.american.edu/tracc/](http://www.american.edu/tracc/) (accessed 13 September 2004).
17. 6 USC 188, Public Law 107–296, 25 November 2002, Sec. 308. Conduct of research, development, demonstration, testing, and evaluation. (c)

Discretion of secretary.—The Secretary shall have the discretion to establish such centers and to consider additional criteria as necessary to meet the evolving needs of homeland security.’’

18. See David McIntyre, Ph.D., Deputy Director of ANSER Institute for Homeland Security, ‘‘Education for Homeland Security—The Critical Need,’’ ETS News (Winter 2002–2003), at [www.homelandsecurity.org/hlscommentary/Education\\_for\\_Homeland\\_Security.htm](http://www.homelandsecurity.org/hlscommentary/Education_for_Homeland_Security.htm) (accessed 29 August 2004). Few civilians grasp the breadth and sophistication of the U.S. military education program. In contrast to the lack of a nationally accredited or DHS-administered advanced homeland security education program, the U.S. war colleges grant master’s degrees and require graduate-level work. The most promising military officers frequently receive up to three years of full-time resident attendance in civilian master’s or Ph.D. programs. The average midlevel army officer working on plans and budgets in the Pentagon has three to five equivalent years of postgraduate study—a Ph.D. program’s worth of postgraduate schooling in his field. A general devotes a quarter of his career to formal preparation for his position.

19. The nine-month State Department Senior Service seminar, established by President Eisenhower in 1958 and constructed on an interagency teamwork model, should also be considered among the useful examples from the Cold War period.

20. See Captain Robert G. Ross and Commander Peyton M. Coleman, ‘‘The Way Forward: Education and Jointness in Homeland Security—Learning from the Department of Defense,’’ *Journal of Homeland Security* (May 2003), (accessed

13 September 2004). See also Michael E. Doyle and Greg Stump, ‘‘Why We Need a Homeland Security University,’’ *Homeland Defense Journal* (December 2003): 22–7.

## 57. Decision Models for Emergency Response Planning - Richard C. Larson

1.

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2. David Lionardt, ‘‘Incremental Analysis, with Two Yards to Go,’’ *New York Times* (1 February 2004). See also [http://espn.go.com/nfl/columns/garber\\_greg/1453717.html](http://espn.go.com/nfl/columns/garber_greg/1453717.html).

3. John M. Barry, *The Great Influenza: The Epic Story of the 1918 Pandemic* (New York: Viking Penguin, 2004).

4. Alfred Blumstein et al., *Task Force Report: Science and Technology—A Report to the President’s Commission on Law Enforcement and Administration of Justice*, Prepared by the Institute for Defense Analyses (Washington, D.C.: U.S. Government Printing Office, 1967).

5. Richard C. Larson, ‘‘Improving the Effectiveness of New York City’s 911,’’ in A. W. Drake, R. L. Keeney, and P. M. Morse (eds.), *Analysis of Public Systems* (Cambridge, Mass: MIT Press, 1972).

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9. Richard C. Larson, "A Hypercube Queuing Modeling for Facility Location and Redistricting in Urban Emergency Services," *Journal of Computers and Operations Research* 1:1 (1974): 67-95. Richard C. Larson, "Approximating the Performance of Urban Emergency Service Systems," *Operations Research* 23:5 (1975): 845-68.
10. Richard C. Larson and E. Franck, "Evaluating Dispatching Consequences of Automatic Vehicle Location in Emergency Services," *Journal of Computers and Operations Research* 5 (1978): 11-30.
11. Richard C. Larson, "Illustrative Police Sector Redesign in District 4 in Boston," *Urban Analysis* 1:1 (1974): 51-91.
12. Richard C. Larson, "Measuring the Response Patterns of New York City Police Patrol Cars," *New York City Rand Institute R-673-NYC/HUD* (1971).
13. Richard C. Larson and T. Rich, "Travel Time Analysis of New York City Police Patrol Cars," *Interfaces* 17:2 (1987): 15-20.
14. M. Brandeau and R. C. Larson, "Extending and Applying the Hypercube Queuing Model to Deploy Ambulances in Boston," in A. Swersey and E. Ignall (eds.), *Delivery of Urban Services* (New York: North Holland Press, 1986).
15. Stephen R. Sacks and Shirley Grief, "Orlando Magic: Efficient Design of Police Patrol Districts," *OR/MS Today* 21:1 (February 1994).
16. Richard C. Larson, "Hypercube Queuing Model," in Saul I. Gass and Carl M. Harris (eds.), *Encyclopedia of Operations Research and Management Science* (Boston, Mass.: Kluwer, 2001): 373-7.
17. L. V. Green and P. J. Kolesar, "Applying Management Science to Emergency Response Systems: Lessons from the Past," *Management Science* 50:8 (August 2004): 1001-14. P. Kolesar, "Ten Years of Research on the Logistics of Urban Emergency Services," in J. P. Brans (ed.), *Operational Research 1981* (New York: North Holland Press, 1982). P. Kolesar and A. Swersey, "The Deployment of Urban Emergency Units: A Survey," *TIMS Studies in Management Science* 22 (1985).
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19. McKinsey Report, *Increasing FDNY's Preparedness*. See [www.ci.nyc.ny.us/html/fdny/html/mck\\_report/index.shtml](http://www.ci.nyc.ny.us/html/fdny/html/mck_report/index.shtml).
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27. Edward H. Kaplan, William J. Bicknell, and Lawrence M. Wein, &lsquo;&lsquo;The Citizen as First Responder.&rsquo;&rsquo; *Fox News* (13 August 2003). See [www.foxnews.com/story/0,2933,94665,00.html](http://www.foxnews.com/story/0,2933,94665,00.html).
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29. Edward H. Kaplan, David L. Craft, and Lawrence M. Wein, &lsquo;&lsquo;Emergency Response to a Smallpox Attack: The Case for Mass Vaccination,&rsquo;&rsquo; *PNAS* 99:16 (6 August 2002): 10935&ndash;40.
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