



Bulletin

INTERNATIONAL ASSOCIATION OF EMERGENCY MANAGERS

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**Call for Articles
Special Focus Issue:
"Allied Organizations"
Deadline: June 10, 2008
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**Special Focus Issue:
EM Higher Education in the Future
Next-Generation Emergency Managers:
Academic Rigor Meets Real World Experience**

By Melody L. Scott, MA, Senior Vice President, Emergency Management Assistance, Inc., and Tom Phelan, Ed.D., President of Strategic Teaching Associates, Inc., and Adjunct Professor at American Public University System, Elmira College, Empire State College and Onondaga Community College

The proliferation of emergency management degree programs is calling the discipline out of the shadows of on-the-job training and into a rigorous line of inquiry that is beginning to elevate it to the status of a science. The natural by-product of this is the education of seasoned and hopeful emergency managers in these college degree programs which are, in turn, creating a new generation of talent in the field. Students undertaking emer-

gency management are emerging from these programs with not only tactical response skills but also honed management, operational and communication assets. They are bringing a refreshing sense of enthusiasm and expertise to the EM community. The projects and term papers that I am seeing as a college professor at American Military University and Elmira College are reflective of

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IAEM: Working for You

■ **IAEM-USA and Its Partners Report Success in Outreach Efforts on EMPG Funding. See Pages 2-3 for details.**

■ **IAEM-Europa Announces Formation of First Student Chapter Outside of North America.** IAEM-Europa in April welcomed the first IAEM student chapter outside of North America to the association's ever-expanding global presence. The Instituto Politecnico de Castelo Branco (IPCB) is part of the Escola Superior Agraria in Portugal and is a leading provider of EM and civil protection degree programs in that country. The IPCB Chapter joins the 19 other IAEM student chapters that form the International Emergency Management Student Association within IAEM.



FEMA Region 3 Administrator Jonathan Sarubbi with IAEM-USA Region 3 President Kathleen Henning, CEM, discussed regional issues after plenary program presentations at the Virginia Emergency Management Association Annual Conference, Mar. 14, 2008, Hampton Roads, Virginia.

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From the President

IAEM and Its Partners Report Success in Outreach Efforts on EMPG Funding

By Larry J. Gispert, IAEM-USA President
Director, Hillsborough County Emergency Management, Tampa, Florida

This month I have the pleasure of writing about a great success of IAEM, our partners at the state emergency management associations, and key U.S. Senators. Senators Voinovich (R-OH) and Akaka (D-HI) sponsored a “Dear Colleague” letter to Chairman Byrd and Ranking Member Cochran requesting that Emergency Management Performance Grants (EMPG) be funded at \$487 million in the FY 2009 Appropriations for the Federal Emergency Management Agency.

Martha Braddock, IAEM policy advisor and our tireless champion,

sent out *IAEM Alerts* (affectionately called “Marthagrams”) and made many strategic phone calls to IAEM board members and presidents of the state EM associations. You responded by reaching out to your senators to ask for their support.

Fifty senators signed. This is the largest amount of support yet and shows the power of locals talking to senators and their staff about why EMPG funding matters at the local level. Please thank your senators who signed.

Every time we contact our senators and representatives, it becomes easier to make our case

– and the staff of our elected officials in Washington, D.C., get to know us and our interests better.

Great job, Martha, IAEM U.S. Government Affairs Committee members, IAEM-USA regional presidents, and state EM associations. The FY 2009 Appropriations effort is off to a good start, but is far from over. Please watch for more *IAEM Alerts* as the process continues. Funding and legislative support for emergency management on the state and local level is a never-ending battle, and IAEM will continue to lead the charge.

Fifty U.S. Senators Sign Letter Requesting Increase in EMPG Funding to a Minimum of \$487 Million

March 28, 2008

The Honorable Robert C. Byrd
Chairman, Subcommittee on
Homeland Security
Committee on Appropriations

The Honorable Thad Cochran
Ranking Member, Subcommittee
on Homeland Security
Committee on Appropriations

Dear Chairman Byrd and
Ranking Member Cochran:

We are writing to request an increase in funding for the Emergency Management Performance Grant (EMPG) program in the FY2009 appropriation for the Department of Homeland Security. We respectfully request that you fund the EMPG program at a minimum of \$487 million.

The EMPG program was created to assist in developing an effective emergency response

system at the state and local government level to handle disasters and emergencies of all types and sizes. It provides the only source of federal assistance to state and local governments for all-hazards emergency management capacity building, and is commonly referred to as “the backbone of the nation’s emergency management system.”

EMPG funds are used for personnel, planning, training, exercises, warning systems, public outreach and other functions essential to effective preparedness, mitigation, response and recovery. The EMPG program provides states with the flexibility to prioritize spending according to the most urgent state and local needs. The program is matched dollar for dollar by state and local governments and has a proven track record.

The terrorist attacks of Sept. 11, 2001, the hurricanes of 2006, and the wildfires of 2007 demonstrated the urgent need for robust state and local preparedness and response capabilities for disasters of all kinds, whether wrought by nature or man. The EMPG supports this all-hazards need.

Despite the criticality of the EMPG program, it has historically been underfunded. A 2006 survey conducted by the National Emergency Management Agency (NEMA) concluded that the program faces a \$287 million shortfall. State and local governments simply cannot be expected to take on the new all-hazards requirements identified in the aftermath of Hurricane Katrina and the ever growing homeland security mission without adequate

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Fifty Senators Ask for EMPG Increase

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resources to do the job.

In FY2008, the Congress recognized the importance of EMPG and appropriated \$300 million in funding. Unfortunately, the President's FY2009 budget requests only \$200 million, nearly \$287 million short of the unmet need identified by NEMA and what we believe is necessary to support our first responders. We therefore respectfully request that EMPG be funded at \$487 million for FY2009. We believe this is a reasonable request, given the

current authorization of \$535 million for EMPG as approved by Congress and the President in the 9/11 Commission Implementing Legislation in 2007.

While we recognize the current fiscal situation requires restraint in spending, it is critical that Congress provide adequate funding for EMPG in order to meet the emergency management needs of state and local governments across the nation to build our capacity to respond to all disasters regardless of cause.

Thank you for your consideration of this request to fund the EMPG at a minimum of \$487 million for FY2009.

U.S. Senators Who Signed Voinovich/Akaka Letter Requesting Increase in FY2009 EMPG Appropriations

Region I

Senators Christopher Dodd (CT-D); Joseph Lieberman (CT-I); Susan Collins (ME-R); Olympia Snowe (ME-R); Edward Kennedy (MA-D); John Kerry (MA-D); John Sununu (NH-R); Jack Reed (RI-D); Sheldon Whitehouse (RI-D); Patrick Leahy (VT-D); Bernard Sanders (VT-I)

Region II

Senators Hillary Clinton (NY-D); Charles Schumer (NY-D)

Region III

Senators Benjamin Cardin (MD-D); Barbara Mikulski (MD-D); Robert Casey (PA-D); Arlen Specter (PA-R); John Warner (VA-R); Jim Webb (VA-D); John Rockefeller (WV-D)

Region IV

Senators Mel Martinez (FL-R); Bill Nelson (FL-D); Richard Burr (NC-R); Elizabeth Dole (NC-R)

Region V

Senators Richard Durbin (IL-D); Barack Obama (IL-D); Carl Levin (MI-D); Debbie Stabenow (MI-D); Norm Coleman (MN-R); Amy Klobuchar (MN-D); George Voinovich (OH-R); Sherrod Brown (OH-D); Herb Kohl (WI-D); Russell Feingold (WI-D)

Region VI

Senators Mark Pryor (AR-D); Blanche Lincoln (AR-D); Mary Landrieu (LA-D); David Vitter (LA-R); Pete Domenici (NM-R); Jeff Bingaman (NM-D)

Region VII

Senators Tom Harkin (IA-D); Pat Roberts (KS-R)

Region VIII

Senators Ken Salazar (CO-D); Max Baucus (MT-D); Jon Tester (MT-D)

Region IX

Senator Daniel Akaka (HI-D)

Region X

Senators Ted Stevens (AK-R); Gordon Smith (OR-R); Ron Wyden (OR-D); Maria Cantwell (WA-D)

U.S. States in Which Both Senators Signed

Arkansas, Connecticut, Florida, Illinois, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, New Mexico, North Carolina, Ohio, Oregon, New York, Pennsylvania, Rhode Island, Vermont, Virginia, Wisconsin.

U. S. States in Which Neither Senator Signed

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Next-Generation EM

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this next-generation emergency manager I believe we are helping to create. In this article, I will share with you a few examples of their work and briefly discuss our role, as IAEM members, in guiding this emerging discipline and this new pool of talent.

Melody Scott is a graduate student at American Military University. She is the Senior Vice-President of Emergency Management Assistance, Inc., holds three college degrees, all summa cum laude, and is working on her fourth. Her research paper this past semester was an analysis of a full-scale RDD exercise conducted by the Mobile County (Ala.) Emergency Management Agency at the Port of Mobile. After working with authorities at the Port, she remarked, "This was a fascinating project to work on, and I enjoyed the experience immensely. By participating in this project, I found that the training and education pieces of emergency management appeal to me much more than operations does. The meticulous way in which a training exercise needs to be designed, executed and reported on aligns with my personality perfectly as well as my administrative strengths and analytical skills".¹

Melody's enthusiasm for the management aspects of conducting an exercise was as authentic as one might expect from participating first responders. The difference is that she is learning and exercising the incident management aspects of a scenario.

According to Melody's extensive report, incident management at the EOC was significant, including all aspects of the ICS Command and General Staff positions. Note that Melody states that the exercise design, execution and reporting aligned "...with my personality perfectly as well as my administrative strengths and analytical skills."² Every EOC needs personnel with strong administrative and analytical skills. The future of emergency management will require educated individuals with skills in coordinating, communicating, delegating, budgeting, grant writing, planning and project management, as well as the tactical response skills acquired in intensive training and years of on-scene experience. The next-generation emergency managers recognize the value of both.

Today's Graduate Students Are Getting Practical Experience

Graduate students in emergency management, however, are not simply learning from textbooks as is often stated by those who are concerned about managers who lack years of experience as first responders. They also are involved in volunteer fire service, state police units, military service, FEMA and DHS positions, health care, and business continuity planning.

Conversations with the Experts

In the Emergency and Disaster Preparedness program at Elmira College, students have the opportunity to participate in conversations with highly experienced experts,

authors and researchers. This past winter, the students spent an hour in three calls, with Ed Devlin,³ Brent Woodworth⁴ and Claire Rubin⁵. The students not only read the work of these experienced individuals, but also actively participated in discussion with them and completed written assignments regarding what they had learned. Melody and other AMU students are required to engage local EMAs during their course work and encouraged to "get their hands dirty" by participating in exercises, on a CERT team or other responder/receiver volunteer mechanisms.

These students, as well as others in similar programs across the country and worldwide are exploring the history and lessons learned from significant disasters in our past. They have researched and written papers on the Great Mississippi Flood of 1927, the Three Mile Island incident, and numerous local incidents. In addition, they monitor incidents as they happen, sending firsthand reports to others in their class. In this way, they mix the theoretical underpinnings of emergency management with up-to-the-minute events available to them via the Internet and a host of other technological tools. It's no wonder they are enthusiastic, inquisitive and anxious to transfer their learning to emergency management positions.

What is truly exciting is witnessing these college students' willingness to engage the rigorous training required to master not only emergency management history, theory and practice but also the managerial, analytical, financial and communication aspects of this work that have historically been regarded as less important than first responder capabilities. They are marrying the rigor of academic training to their real world experience (paid and/or volunteer) and then entering the field of emer-

¹ Scott, Melody L. (2008). Training for a Radiological Dispersion Device Detonation: A Case Study of Mobile Port Shield." American Military University, Term Paper, EM519, Mass Casualty Incident Management, p. 16.

² Ibid.

³ Edward Devlin is a highly experience consultant and author of Crisis Management, Planning and Execution.

⁴ Brent Woodworth is director of the IBM Crisis Response Team.

⁵ Claire Rubin is a researcher, author, and editor of Emergency Management: The American Experience 1900-2005.

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Peeling the Educational Onion

By Timothy Harms, CEM, Emergency Management Team Leader,
Office of Environmental Management, U.S. Department of Energy

To prepare for success in any professional field, a person needs to continually seek educational opportunities. However, taking classes without an overall structure or goal has its downside. To be most effective, there should be a curriculum where individual classes can lead to something bigger such as certification, possibly a promotion, and greater levels of responsibility.

The emergency management profession is being flooded with all sorts of educational options these days. But what do they really mean? Are they worth the vast commitment of time and money? Are they accepted by the emergency management community? We need to be pragmatic about our educational options and work toward developing an appropriate and flexible curriculum that can be used to fine-tune career paths for professionals in the emergency management field.

An Interesting Model

The U.S. military provides an interesting model with its approach to educational requirements. Based on my experience with the U.S. Army, I can tell you that education is absolutely critical to obtaining a promotion. Should an officer forego a required educational requirement, career progression will end – period. While this is a rather draconian approach, it does clearly emphasize the importance of education to those in the military.

Another important aspect of the military model is the increasing educational requirements from entry level to the top of the ranks. Emergency management is as varied a profession as the military – the highest level concepts are what draw all areas of each profession together. I believe it would be prudent to study the

military educational model to see what can be adapted to the emergency management field.

How is the Military Education Model Compatible with EM?

What is it about the military education program that is really compatible with emergency management? Surprisingly, there is really no “one size fits all” concept with the military. Each aspect of education is tailored to the specialty involved. There are, however, major plateaus that everyone must cross to get to the next level. The important concept is that each specialist is expected to meet a core set of training requirements. An example is leadership, which is one area in which training is required for everyone in the military preparing for a promotion. Having multiple specialties tied together with core attributes provides a direct corollary to a successful emergency management educational program.

Need for a Comprehensive Educational Framework

To peel the educational onion, the emergency management profession needs to establish a comprehensive educational framework. We already have the basics of that framework in place. Certification is a huge thing and can carry the day when a person is shooting for a promotion.

Who would you hire? A person who has clearly proven their commitment by obtaining certification, or someone that doesn't? With a comprehensive framework covering every layer of the profession – from a new recruit as a first responder to the grizzled veteran developing policies and procedures – there should be established educational goals and requirements.

At the beginning of a person's career in emergency management, we should identify the fundamental requirements of a desired professional education. The primary benefits are to instill the culture of education and the benefits of certification at all career levels. The coursework requirements should be packaged together at some point, providing for a larger goal. An example is the FEMA Professional Development Series. The series includes seven independent study courses that provide a well-rounded set of fundamentals. More of these types of packages should be developed that give greater meaning than just taking “a course or two.”

Identification of Core Requirements

After establishing an educational framework, the focus should shift to identifying the core requirements. As mentioned earlier, leadership is important to everyone seeking advancement and every organization needs competent leaders. The challenge will be identifying those other needs that cross over between specialties, and where in the emergency management career progression these core requirements should be placed.

Summary

Education is important to the success of the emergency management professional. To be most effective, we need to establish a comprehensive framework that can act as a guide to building and documenting a successful career. The military provides an excellent educational model that can be adapted to the emergency management field. What the military

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Specialized Educational Needs of Healthcare Emergency Managers Often Overlooked

By Terry Lonchena, Medical Operations Specialist,
University of Pittsburgh Medical Center's Disaster Management Center

Healthcare emergency management is a widely overlooked but very important fixture in the overall emergency management industry. Many of those employed in healthcare emergency management have titles such as emergency management coordinator or disaster preparedness and exercise coordinator. For most, it is not a full-time job, but rather an additional set of responsibilities assumed under the position for which they were hired.

The majority of healthcare emergency management (HEM) professionals can usually be found in departments such as facilities management, pre-hospital care, environmental health or information technology. These people often find themselves assuming the role and responsibilities of emergency management coordinators simply because of their education and/or their previous work experience.

Education and experience for these types of jobs are wide and varied. In some cases, the responsibilities are assigned to people who are volunteer firefighters or paramedics, to those who know the rules and regulations of the Environmental Protection Agency and OSHA, or to business continuity professionals.

Some might have no formal degree or education, while others have master's degrees in various fields. What we have found is that there is no "set standard" in qualifications or education for the HEM field.

Currently, many of the certificate and degree programs in emergency management and/or homeland security that are offered by higher education institutions cover the generalities of emer-

gency management and homeland security. Most programs barely address healthcare. From a private sector viewpoint, it is important that HEM be addressed in the established EM education programs and that those programs be amended or new programs developed to specifically address healthcare needs.

Joint Commission Recognizes Increasing Importance of EM

The Joint Commission is an independent not-for-profit organization that accredits and certifies more than 15,000 healthcare organizations and programs in the United States. Because of the Sept. 11 and Hurricane Katrina disasters, which showed that hospitals must be available and able to support their respective communities in times of crises, the Joint Commission is increasing the requirements for EM standards, i.e., the 96-hour sustainability rule. In 2009, emergency management will be pulled from the "Management of Environment of Care" and become its own chapter within the Joint Commission.

Need for HEM Education

In a survey conducted at the University of Pittsburgh Medical Center (UPMC), the staff responsible for emergency management throughout the health system were asked if they thought they could benefit from having an educational program specifically addressing HEM. The results were overwhelming. Most agreed that having some sort of formal education in HEM would not only benefit them in their occupations, but would also aid them in the overall emergency management industry.

In response to the UPMC survey and general overall needs of the healthcare community, the UPMC Disaster Management Center, along with the Community College of Allegheny County (CCAC), are in the process of creating a 30-hour certificate program dedicated to the needs of the healthcare emergency manager. This program will begin in Fall 2008 as a pilot and will offer an in-depth curriculum that includes topics designed to assist the healthcare emergency management coordinator in completing his/her job.

The programs include topics such as regulatory standards, exercise design, the use of current and emerging information technology, and emergency planning and response. Eventually, the certificate program, along with the National Disaster Life Support (NDLS) classes (core, basic, advanced and instructor) offered at UPMC will become part of the Southwestern Pennsylvania Emergency Response Group (PA Region 13) Training Consortium, which consists of many of the healthcare and higher educational institutions that support the 13-county region of Southwestern Pennsylvania.

The certificate program will be the "first step" toward a formalized degree in healthcare emergency management and will provide the basis or supplement of education for those employed in HEM positions. It also will provide for and improve upon healthcare emergency management across the country by developing and maintaining the continuous leadership skills required of emergency leaders.

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Accreditation of EM Higher Education Programs

By Kay C. Goss, CEM, SRA International and Adjunct Faculty-At-Large

During the 2005 FEMA Higher Education Conference, participants continued to lament that no organization existed that set guidelines or standards for the rapidly growing number of degree and certificate programs in emergency management worldwide. So a dedicated group of full- and part-time academics in emergency management took on the project and designed the parameters for an organization to do just that. The Foundation of Higher Education (FoHE) was born soon thereafter.

Founding Leaders of FoHE

The first Executive Board included Craig Marks, CEM, Daryl Spiewak, CEM, Valerie Lucus, CEM, Dorothy Miller, and me. In 2006, the FoHE completed organizational planning, drafted standards, and conducted an initial accreditation assessment visit at Arkansas Tech University.

After the tragic death of Craig, I became President; Daryl Spiewak became Vice President and Chair of the Standards Committee; Valerie Lucus became Secretary and Chair of the Communications Committee; and Dorothy Miller became Chair of the Honor Society. Micheal Kemp, CEM, joined the Executive Board, initially as the student representative, assisting Dorothy with building the Honor Society. Dr. David McEntire joined the Board as Chief Assessor.

2008 Assessment Visits

This spring, the FoHE will conduct accreditation assessment visits at the American Military University and Western Iowa Community College, allowing for further refinement of the process.

Members of the full board include Dr. R. Allen Smith of Tiffin University; Dr. Mary Ann Rollans

of Arkansas Tech University; Dr. Craig Zachlod, Sonoma State University Adjunct Faculty, Director of Emergency Management for Disaster Resistant California Community Colleges and for Mendocino County Office of Education; Dr. Derin Ural, Professor of Civil Engineering at Istanbul Technical University and Founding Director of the University's Center of Excellence in Disaster Management; Dr. Jeanne-Marie Col, John Jay College, CUNY, New York City, and Vice Chair of the FoHE Peer Review and Accreditation Committee; Dr. David Edwards, Arizona State University; Michele Johnson, Owens Community College; Stacy Peerbolte, CEM, Walden University; Dr. Thomas Phelan, Elmira College; John A. Hanson, Lakeshore Technical College; Dr. Dan Turner, California Polytechnic University; Bob Jaffin, American Military University; Dr. Rick Bissell, University of Maryland, Baltimore Campus; Dr. Barbara Audley, Western Washington University, and FoHE Chair of the Peer Review and Accreditation Committee; and Dr. Joan Barrax, Shaw University.

Draft Accreditation Standards

The initial draft accreditation standards include the 15 program components of NFPA 1600, the National Response Framework, and the National Incident Management System. Additionally, structural standards include adequate funding, high-level administrative support, qualified faculty, conducive facilities, self assessment studies, interviews with faculty, interviews with students and interviews with administrators. The basic process is:

- Self-study prepared and submitted.
- Technical review by foundation.
- Recommendations for action

by foundation board.

- Hold site visit.
- Delay site visit.
- Withdraw request.
- Request site visit, regardless of recommendations.
- Program receives recommendations and responds.
- Site visit scheduled and visitation team chosen.
- Visit occurs and team submits report after comment by institution.
- Foundation board recommends status:
 - Full accreditation for X years.
 - Partial accreditation for Y years.
 - Limited visit again in Z year.s
 - Deny accreditation.
 - Institution may appeal decision to Board.
 - In the case of denial, institution may reapply in X years.

Measurement of Performance

Evaluation and review of opportunities, experiences and information the university program presents to students and an examination of student work, interviews and on-site observations ensure program compliance with educational program standards (Standards 1-19). Compliance is measured by performance criteria, expressed as indicators and special guidance instructions for each standard.

The quality of student performance demonstrates learning outcomes and is the major factor that determines, in the judgment of peers, whether the educational program standards are met. Not all students will produce excellent work. All students should, however, show progress in knowledge, skills and competencies. In addition, student performance should demonstrate that the subject matter addressed in each standard has been covered in the curriculum.

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Next-Generation EM

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gency management after graduation.

Some Getting Hired While Still in School

Many of them have military, fire, law enforcement or current positions in emergency management departments. Some are being hired in emergency management positions while still completing their degrees. At Elmira, two of my students were recently hired into positions with emergency management responsibilities while in the middle of their master's degree program, which includes studies in management, project management, human resources and finance.

For IAEM members with considerable experience, your recruiting efforts should include graduates from emergency management and homeland security degree programs. For seasoned first responders, serious consider-

ation should be given to enhancing your tactical operations experience with college studies in the managerial aspects of disaster management and homeland security.

As we continue to strengthen our first responders through training, drills and exercises, we should also be developing an educated managerial task force to staff the nation's EOCs and to develop a comprehensive infrastructure for managing emergencies, including the emergency, communication and mitigation plans. All of this is the work of the professional, next-generation emergency manager.

Healthcare EM Educational Needs

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To Learn More

For more information on the HEM certificate program or other educational programs offered by the UPMC Disaster Management Center, please contact Terry Lonchena at 412-802-6210 or lonchenatw@upmc.edu or Rich Boland at 412-802-6211 or bolandrt@upmc.edu.

Peeling the Educational Onion

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learned is the importance of stressing the benefits of education throughout a career. One methodology that could be used is to establish a listing of approved courses that lead to different levels of certification. By providing a clear path for documenting an individual's commitment to excellence through education, we will further strengthen the emergency management profession.

EM Program Accreditation

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Resources Standards 20-23 use indicators as guiding criteria and allow a variety of approaches to accommodate institutional and program philosophy, mission and goals.

Program Compliance

If the program meets the indicators to the extent that the standard is achieved, the program is in compliance. A finding of compliance with the standard is possible even if minor weaknesses are identified in one or more indicators; however, weaknesses should not impact overall compliance. If weaknesses are of a nature that the program is near the required level of compliance with the standard, but is not fully in compliance, the program will be in partial compliance. If critical weaknesses are identified in indicators, such that the intent of the standard is not met, nor near enough the required level to be considered partial compliance, the program will be in non-compliance with the standard.

Summary

The Foundation of Higher Education (FoHE) fills a need expressed by both academics and practitioners alike. As accreditation becomes more important, so too will the Foundation of Higher Education. For additional information, please visit the foundation's Web site at www.foundationofhighereducation.com or contact any of the board members.



2008 IAEM Scholarship Application Form

now available online at

www.iaem.com/scholarships

Deadline: May 16, 2008

IAEM scholarships are awarded to full-time students pursuing an associate or diploma, baccalaureate or graduate degree in emergency management or a closely related field. To apply for this scholarship, please download the application form, and follow the instructions and application tips.



EM Education: Partnering Academics and Practice

By Carol L. Cwiak, North Dakota State University

Emergency management is a field that both begs for, and defies, framework. It benefits from an empirical foundation and an appreciation of the need for flexibility and innovation. The movement between the structured and the fluid require a blend of knowledge and skill that is not completely served by either a purely academic or experiential model. As the number of higher education programs in emergency management has grown over the years (more than 150 at the time this article was written), there has been a growing recognition in academia that a complete education in emergency management must emanate from the reality of the field and that reality cannot be fully appreciated solely through traditional curriculum.

This recognition, while perhaps easy to arrive at, has not been as easy to honor. As a “multi-disciplinary” discipline, emergency management programs grew out of departments such as sociology, public administration and political science. Many of these departments had longstanding success in their base programs and merely integrated their emergency management offerings into their existing model. This approach aligned well with emergency management’s progression toward emergence as a credible discipline, but often fell flat with practitioners in the field who placed greater value and immediacy on experience as opposed to education.

At North Dakota State University (NDSU), close relationships with local and state emergency management practitioners and community partners allowed the Emergency Management Program to create an educational model that is purposeful in partnering academics and practice. NDSU’s model offers the opportunity for functional application of knowledge and skills and supervised experiential education through internships to be integrated into students’ educational experience (see Figure 1).

Practicum Requirement

In NDSU’s model, both undergraduate and graduate students have a practicum requirement to fulfill as part of their required program. In preparation for that requirement, students are given a series of focused functional application assignments throughout their emergency management coursework. These assignments reinforce what students are learning in the classroom as well as bridge the practitioner community for the student. These experiences include both opportunities in the community and in the state and seek to expose students to everything from emergency management skill sets to current issues and challenges facing the field. Students participate in, facilitate and assess community and state-level exercises; create and facilitate EOC simulation exercises; assist local government agencies, schools, organizations and busi-

nesses with various types of planning efforts; create task force reports with recommendations that address current state or local issues; develop state-level proposals for preparedness and mitigation projects;

create public service announcements and resource material for local preparedness campaigns; evaluate existing local, state and federal programs; and conduct red team assessments.

Internships Allow Students to Acquire Real-Life Experience

Internships are designed to allow students to acquire real-life experience in the field under the watchful eye of a seasoned emergency management professional. These internships typically last for a semester or two and are designed specifically to meet each student’s interest areas. Since the NDSU internship program began, interns have worked with county-level emergency management, the American Red Cross, North Dakota Department of Health, North Dakota Department of Emergency Services, IAEM, the Fargo Marathon, local educational institutions and private businesses.

While the educational model can be labor-intensive for faculty and the agencies, organizations and businesses taking on interns, it has proved to be a worthwhile and gratifying experience for all involved. Faculty has the opportunity to bring the educational process to life by engaging students in hands-on education that emphasizes and reinforces the curriculum; and the agencies, organizations and businesses get an energetic and educated intern (as well as an opportunity to preview up-and-coming graduates who may be applying to area agencies). Most importantly, the educational model serves the students and the field of emergency management, by preparing graduates who can confidently hit the ground running when they enter the job market, having had the best of both worlds – education and experience.

Emergency Management Educational Model

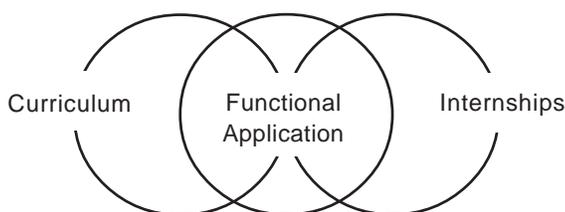


Figure 1.

Continuity Planning in University EM Curriculums

By Carl A. Wertman, CBCP, CHS-III,
LEAD COOP Analyst, ManTech SRS Technologies, Inc.

Few, if any, of the growing number of emergency management programs offered by our nation's universities offer comprehensive studies in the area of business continuity (continuity of operations planning, or COOP as it is better known in the public sector). They should, just as we within the emergency management profession should acknowledge continuity planning as a field integral to the profession. More and more of our employers and potential employers are coming to demand and to expect it.

Only of late has emergency management as a profession begun to acknowledge the full body of continuity planning as a portion of it, or as a sub-field within it. In today's world of increased threat, this process of acceptance needs to accelerate. There are some signs that it is doing so. FEMA has issued a COOP template, EMI offers courses on COOP, and many state emergency management agencies have devised COOP templates of their own.

It is one thing, however, to say we should include continuity planning into our overall emergency management planning. It is quite another to find individuals fully trained and able to do both. This, of course, is where our universities should be coming into play.

Employers Don't See Distinction Between EM and Continuity Planning

The bottom line is that when a private corporation hires a business continuity planner, that planner is expected to be able to perform emergency management planning as well. Unfortunately, all too few business continuity planners are actually prepared by training to provide a full spectrum of emergency management planning

services. Within the public sector, the situation is much the same, but with one very significant difference. Public agencies are used to hiring emergency management professionals rather than continuity planners, and are increasingly demanding that these emergency management professionals perform continuity planning as well – a function which few emergency management professionals are adequately prepared by training to do.

Our employers do not acknowledge a distinction between emergency management and business continuity or continuity of operations planning. We, then, need to stop drawing this distinction as well. Emergency managers need to be well trained in all of the various details of continuity planning; and the reverse stands true for continuity planners.

EM Degree Programs Should Include Continuity Planning

Our universities need to stand in the forefront of this effort. At an absolute minimum, each emergency management related bachelors and masters degree program needs to include one full three-credit hour course devoted to the theory and mechanics of continuity planning. This course's curriculum should include:

■ **Theory and history.** This includes continuity planning purposes and functions, its component parts, where and how continuity planning fits into different organizations, and where and how it fits into the overall emergency management process.

■ **Contents of any good continuity plan.** These are the basic elements of any continuity plan. They will remain constant regardless of the type of organization for which the plan is being constructed and exercised.

Types of continuity plans.

This might well be the trickiest part of any continuity plan curriculum to write. Different organizations have different needs. The curriculum would need to help develop in future planners the ability to be flexible and to “translate,” at times, the essence of FEMA's guidelines and of the Disaster Recovery Institute International's bodies of professional knowledge into a plan, a format and a language suitable to particular organizations. There is even debate among continuity practitioners over what continuity planning should encompass. Should it include, for example, production and manufacturing processes? Some practitioners of the profession say yes; others say no. A university curriculum should help its graduates be ready for as many eventualities and employer needs as possible.

Planner, interdepartmental, and employer relations.

Planners need to be able to fit into organizational structures not fully prepared for them, and to negotiate and guide an organizational hierarchy which often will not fully know what its business or operational continuity needs are, and will sometimes be resistant to fulfilling those needs.

■ **Exercises.** The curriculum should familiarize students with different types of exercises and their appropriateness for different situations and needs. The mechanics of exercise construction should be taught.

■ **Practice in writing continuity plans.** This curriculum component in and of itself could easily be justified as its own three-credit-hour course. As mentioned earlier, each individual public agency and private company will have many unique needs and requirements. At a minimum, the curriculum devel-

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Ph.D. Education in Emergency Management

By David A. McEntire, Ph.D. Program Coordinator,
University of North Texas

The future of doctoral-level education in emergency management has never been brighter. Those interested in advancing their comprehension of this important profession should seriously consider pursuing a Ph.D. However, prospective students must understand how a Ph.D. is different from a bachelor's or master's degree, as well as the opportunities that this type of education provides. Future students also should be aware of numerous considerations when applying to a Ph.D. program.

Increasing Need for Faculty to Teach Emergency Management

Our nation increasingly requires university faculty who are able to teach emergency management. There are numerous reasons why this is the case. Most of the current professors teaching in emergency management emanated from geography or sociology. While these areas of study are important and will remain so over time, future faculty members must also understand the context of public administration and the contributions of other disciplines as well. Moreover, the complexity and unique nature of disasters necessitates that forthcoming professors are educated about emergency management specifically.

In addition, the rapid growth of emergency management higher education programs around the nation is indicative of an increasing demand for scholars in this area. In fact, there are many faculty positions advertised on FEMA's Higher Education Web site, and some of these have not been filled for extended periods of time.

When one considers the fact that many of today's professors are nearing retirement, the dire need for disaster researchers is further magnified. This is to say

nothing about those professional organizations that desire the unique knowledge and skills that doctoral-level education can provide.

How Ph.D. Differs From Other Forms of Higher Education

Students contemplating a Ph.D. should know that it is dramatically different from other forms of higher education. Doctoral degrees stress independent learning and are based heavily upon theoretical analysis, critical thinking, and the use of qualitative and quantitative research methods. There is also less memorization in Ph.D. programs and more emphasis on Socratic pedagogy.

Furthermore, a Ph.D. represents a substantial commitment in terms of time, money and energy. Doctoral degrees may take years to complete, can drain student financial resources, and require nearly-overwhelming amounts of reading and writing. Besides traditional coursework, doctoral degrees entail comprehensive exams and the completion of a dissertation. In this sense, a doctoral degree requires both breadth and depth of understanding as well as the development of new knowledge.

Scholarly Career Can Be Rewarding

While Ph.D. programs are extremely demanding, a career as a scholar can be very rewarding. Professors have a flexible occupation that allows time for research, teaching and service to the academic and professional communities. Faculty members not only exchange important ideas with students but also share their knowledge with government leaders and others in the private and non-profit sectors. Besides publishing their research findings,

professors travel extensively to present papers at conferences around the world. What is more, salaries for professors are higher than many other professions in the economy. It is therefore not surprising that being a scholar is one of the most coveted careers in the United States.

Determining Where to Study

When determining where to pursue a Ph.D., students are advised to keep in mind a number of significant questions:

- Does the university have a reputable emergency management program with an adequate number of courses on disasters?
- Are there sufficient faculty members who are willing to mentor Ph.D. students?
- Can students tailor the Ph.D. degree to meet their interdisciplinary educational objectives?
- Are there funding mechanisms to help with tuition and opportunities to develop teaching skills?
- Will students be able to work with professors on research projects, and present or publish their own work at academic conferences or in peer-reviewed journals?

In conclusion, opportunities are expanding for those who have earned a Ph.D. Students seeking this degree should be cognizant of the difficulty of obtaining this highest level of education as well as the advantages of doing so. They must also consider what program is best suited for their educational goals. Those desiring additional details may contact coordinators of Ph.D. programs at universities around the nation. FEMA's Higher Education Web site also has valuable information for those interested in furthering their understanding about a Ph.D. in emergency management.

Meeting the Need for Future Leaders

By Bridger McGaw, Homeland Security Policy Consultant

“I don’t know what your destiny will be, but one thing I do know: the only ones among you who will be really happy are those who have sought and found how to serve.” – *Albert Schweitzer*

Addressing future natural disasters, the increasing cyber risks due to the interdependencies of technology, and the challenges posed by a still developing U.S. Dept. of Homeland Security require a more robust effort to educate, recruit, train and retain a new generation of professional emergency managers and homeland security personnel. To do this effectively, a well-planned and coordinated effort must be undertaken among federal, state and local governments and the academic community.

However, the sprint for schools to cash in to expand capacity to educate and train new cadres of emergency planners, analysts, storm trackers and logisticians is not without peril. We need to take a more critical look now at building the right process that will actually produce the intended pipeline of emergency management and homeland security professionals – and not a glut of unqualified future leadership failures.

In a recent *Slate* article by Jessica Portner (“Terror U,” Mar. 28, 2008), she notes that more than “200 colleges have created homeland security degree and certificate programs since 9/11, and another 144 have added emergency management with a terrorism bent.” She writes that more than \$300 million has been spent on “Centers of Excellence” sponsored by DHS to perform research on topics from catastrophic event response to food and port security. DHS has even created a “DHS Homeland Security University System” for internal professional development and a Homeland Security Academy established at

the Center for Homeland Defense and Security (CHDS) at the Naval Post Graduate School. There is a role for each of these efforts in the larger national preparedness environment, but we must approach this endeavor with a bit more caution than has been ascribed thus far.

At what point does a plethora of “Centers of Excellence” become just a collection of schools marketing themselves to be something they may not be? It is my contention that before we push for wider expansion than we already have, the emergency management community must look at a more outcome-driven approach that aligns these efforts to truly create the all-hazards emergency managers and public servants we need.

Quality and Effectiveness

Ensuring the quality and effectiveness of the future homeland security workforce should be a national priority. At the 11th Annual Emergency Management Higher Education Conference, three fundamental questions should be openly debated before engaging in tactical level debate about how to grow programs.

■ First, what is the intended outcome we want to see for our EM education efforts? Is it thousands of Certified Emergency Managers®? Is it a ready pool of knowledgeable workers for the Federal Emergency Management Agency and state emergency management agencies? There are likely many outcomes that can be envisioned, but capturing those now will be useful for shaping the academic environment for this domestic preparedness challenge.

■ Secondly, does the CHDS curriculum adequately represent what the emergency management and homeland security professionals can agree is a core curriculum? If this is the case, should schools

offering this curriculum be accredited in some manner by FEMA and DHS? I would suggest inviting stakeholders such as the U.S. Office of Personnel Management and groups like the International Public Management Association for Human Resources to represent the needs of state and local human resources offices in shaping whether the academic degree will meet their actual professional requirements.

■ And thirdly, if students are signing up in droves and schools clamoring to initiate programs, should DHS consider capitalizing on the enthusiasm by establishing a Homeland Reserve Officers Training Corps (HROTC)? Like the federal Scholarships for Service program, which provides academic scholarships in return for service in federal cyber security jobs, this HROTC would potentially widen the mission of Centers of Excellence from research to professional cadre development. Many of the COEs already have traditional ROTC programs, making this additional program not a tough administrative lift and one that would create a committed number of graduates required to use their degrees in the field.

Looking Forward

Better organization of academic capabilities will require leadership from federal, state and local governments, and academia can help to limit the waste of time and resources. Charting a pathway for educating, recruiting and retaining the professional emergency management and homeland security cadre our communities need will take more than educational commitment to curricula. It will take a long-term commitment by our political leaders to invest in educational opportunities for public service and this essential profession.

EM Higher Education Pathway Achieved in New Zealand

By Steve Glassey, NDipAET, CertEMgt, Chief Executive, EM Academy of New Zealand, IAEM National Representative of New Zealand, and Chris Schraders, BBS, PGDEPD, MNZOQ, Special Project Manager, EM Academy of New Zealand

The emergency management profession is growing and evolving rapidly. Despite this growth and significant labor shortages of qualified emergency managers, New Zealand has never had an integrated pathway for emergency management education. Over the past two years, a number of tertiary education providers have been working collaboratively to establish a continuum of education from an entry-level certificate to a doctorate-level qualification in emergency management. Not only is this collaborative pathway a first for emergency management in New Zealand, it is all available in one central location – the city of Palmerston North.

Palmerston North is a provincial city of approximately 78,000

residents. It is often referred to as “Student City,” as it is home to several large education organizations and about 40 percent of its population is currently studying. Palmerston North is approximately two hours drive from New Zealand’s capital, Wellington.

The collaborative education pathway is consistent with the approach espoused by David Etkin¹, which recognises the need for both applied competencies and academic knowledge. It is also aligned to the New Zealand Government’s Tertiary Education Strategy² which places great emphasis on integrated learner pathways across education providers. While each provider maintains autonomy and ownership of their respective programs, the pathway provides seamless entry and exit

points to allow for learners to move freely between work and study. The pathway is also being aligned to the IAEM Certified Emergency Manager® (CEM®) and Associate Emergency Manager (AEM) credentials to add further international credibility and validity.

The key providers of this pathway are Massey University (www.massey.ac.nz), International Pacific College (IPC) (www.ipc.ac.nz), Tai Poutini Polytechnic (TPP) (www.tpp.ac.nz) and the Emergency Management Academy of New Zealand (EMANZ) (www.emanz.ac.nz). The real strength to this pathway is that each of these providers has their own niche area of provision, such as applied skills, undergraduate development and post-graduate research.

In New Zealand, all tertiary qualifications need to be registered on the Register of Quality Assured Qualifications³ and “Level” and “Credit” values assigned. The Level specifies the complexity of the learning involved, ranging from Level 1 (school leaver) to Level 10 (doctorate-level).⁴ The Credit value indicates the time it would take an “average learner” to complete.⁵ The collaborative educational pathway for emergency management consists of seven qualifications, which are listed in Figure 1 in order of their complexity:

“The Bachelor of International Studies (BIS) is a fully accredited three-year interdisciplinary degree programme. The BIS provides students with

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Figure 1.
Seven Qualifications in the Collaborative Educational Pathway for Emergency Management (listed in order of their complexity)

Provider	Qualification	Level
Massey University	Doctor of Philosophy (Emergency Management)	10
Massey University	Master of Philosophy (Emergency Management)	9
Massey University	Graduate Diploma in Emergency Management	7
International Pacific College	Bachelor of International Studies (Emergency Management and Humanitarian Aid)*†	7
Tai Poutini Polytechnic	Applied Diploma in Emergency Management*†	5
Tai Poutini Polytechnic	Certificate in Emergency Management†	4
Tai Poutini Polytechnic	Certificate in Emergency Management†	2

* Under development; proposed for delivery from 2009 onwards.

† Emergency management topics delivered by EMANZ under agreement.

¹ Etkin, D. (2006). Emergency management core competencies. Ontario: York University.

² Ministry of Education. (2006b). Tertiary Education Strategy 2007-2012.

³ New Zealand Qualifications Authority. (2006). New Zealand Register of Quality Assured Qualifications. Retrieved Dec. 12, 2007, www.kiwiquals.govt.nz/about/index.html.

⁴ New Zealand Qualifications Authority. (2006). New Zealand Register of Quality Assured Qualifications: Levels. Retrieved Dec. 12, 2007, www.kiwiquals.govt.nz/about/levels/index.html.

⁵ New Zealand Qualifications Authority. (2006). New Zealand Register of Quality Assured Qualifications: Credits. Retrieved Dec. 12, 2007, www.kiwiquals.govt.nz/about/credits.html.

E.M. News

■ **New Zealand Releases National CDEM Strategy.** The National Civil Defense and Emergency Management Strategy has been published by the New Zealand Dept. of Internal Affairs. The strategy provides long-term direction for CDEM in New Zealand, representing another step in the vision to build a resilient and safer New Zealand with communities understanding and managing their hazards and risks. The document may be downloaded at [www.civildefence.govt.nz/memwebsite.NSF/Files/National-CDEM_Strategy/\\$file/National-CDEM-strategy-2008.pdf](http://www.civildefence.govt.nz/memwebsite.NSF/Files/National-CDEM_Strategy/$file/National-CDEM-strategy-2008.pdf).

■ **FEMA Releases Strategic Plan for FY 2008-2013.** The Federal Emergency Management Agency, U.S. Dept of Homeland Security, has released FEMA's Strategic Plan for Fiscal Years 2008-2013. The plan outlines a clear road map for building a stronger, dynamic and innovative agency that wishes to fulfill its vision of becoming the preeminent U.S. emergency management and preparedness agency. Download the strategic plan at www.fema.gov/pdf/about/fy08_fema_sp_bookmarked.pdf. Read the plan-in-brief at www.fema.gov/pdf/about/fy08_fema_sp_trifold.pdf.

■ **NEMA Issues Call for Nominations for Lacy E. Suiter Distinguished Service Award.** The National Emergency Management Association (NEMA) has announced the call for nominations for the 2008 Lacy E. Suiter Distinguished Service Award. This award is presented to an individual who has made cumulative outstanding contributions directly to emergency management preparedness, mitigation, response or recovery at a local, state, regional or national level. These career accomplishments in emergency management should be of unusual merit. The award will be presented in conjunction with the NEMA 2008 Annual Conference on Sept.

11, 2008 in Portland, Oregon. Previous distinguished award winners include Lacy Suiter, for whom the award was named posthumously, and Dale Shipley. Nomination deadline is **June 20, 2008**. Obtain the nomination form and complete details at www.nemaweb.org/?2268.

■ **Gail McGovern Selected as President and CEO of the American Red Cross.** Gail J. McGovern has been named President and CEO of the American Red Cross. She has held top management positions at AT&T Corporation and Fidelity Investments, has experience running large organizations in competitive industries, and has a track record for improving business performance and service delivery to the public. McGovern joined the faculty of the Harvard Business School in June 2002, where she teaches marketing in the MBA and Executive programs. She was recognized by *Fortune* magazine in 2000 and 2001 as one of the top 50 most powerful women in corporate America. Learn more at www.redcross.org/pressrelease/0,1077,0_130_7612,00.html.

■ **Ireland Announces Its Preparedness.** Taoiseach Bertie Ahern on Apr. 15 said Ireland had "comprehensive" emergency plans in place for manmade or natural disasters. A public awareness campaign on emergency planning for manmade or natural disasters was unveiled by the Taoiseach and Minister for Defence Willie O'Dea. A handbook, *Preparing for Major Emergencies – An Introduction*, delivered to households in April, is available online at www.emergencyplanning.ie. The handbook offers advice on dealing with scenarios such as flooding, dangerous chemical spills, nuclear incidents and pandemic influenza. The accompanying public awareness campaign is a response to the findings of market research that showed the public wanted reassur-

ance that the government has plans ready.

■ **Call for Papers Announced by National Homeland Defense Foundation.** The National Homeland Defense Foundation has issued a "Call for Papers" to be presented at the NHDF Symposium VI. Oral presentations of selected papers will be on Monday, Oct. 27, 2008, at the Broadmoor Hotel, Colorado Springs, Colorado. The purpose of the National Homeland Defense Foundation Symposium VI is to provide a public forum for government, industry, researchers and practitioners from around the world who are interested in the application of multiple technologies to the growing field of homeland defense and security. The theme of Symposium VI is "Securing our Homelands Through International Collaboration; Neighbors Helping Neighbors." Submission deadline for papers is **Aug. 1, 2008**. Details can be found online at www.nhdf.org/press.php?id=8.

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Implications for Undergraduate EM and Homeland Security Educational Programs

By COL Scott M. Winegar, Operations Manager, Portland Office of Emergency Management, currently on military leave serving in the Intelligence Directorate at the National Guard Bureau Headquarters

The role of academia in the development of future emergency managers and homeland security practitioners has not been completely defined. If academia has a significant contribution to the future of the disciplines, then the following research provides some insight into what academia should provide in undergraduate programs to help today's leaders "develop the bench."

Learned men, like Glen Woodbury, have cited the role of academia in future development of the homeland security leader. According to Woodbury, "Emergency management leaders need an academic, not just experiential, knowledge base of...natural and manmade hazards...[to develop] the deep understanding necessary...to effectively develop and implement *strategic* efforts to mitigate threats or to properly prepare for the response and recovery from their consequences."¹

Academia's Contribution

Capitalizing on Woodbury's expertise, there needs to be some definition as to what academia's contribution should be. This author provides some clarity to this contribution at the undergraduate level with a three-planked approach.

■ First, there is an analysis of commonalities between the curriculums of existing undergraduate homeland security programs.

■ Second, the texts used in support of these common curriculums were mined. From this mining, the frequently occurring topics were identified.

■ The final plank consisted of a survey, capturing three different groups: homeland security leaders, emergency managers and students in two-year homeland security academic programs.

For consistency, a common metric was used: a list of 30 topics gleaned from common homeland security rubric identified by Bellavita and Gordon.² This common metric was used in all the planks of the study.

Results of Study on Existing Curriculum Not Surprising

The results from the study of existing curriculum probably won't raise any eyebrows. The curriculums of the 35 different homeland security undergraduate programs identified on the Center for Homeland Defense and Security Web site were studied.³ Topics such as terrorism, emergency management, strategic planning and the EM planning cycle (prevention, preparation, response and recovery) were among the highest in commonality between programs. It is worth noting that although the study was specifically of homeland security programs, the emergency management topics were well represented.

In order to mine supporting texts, the texts used in the core curriculum at the 35 programs in

the first plank were identified. Any text occurring in three or more programs was studied. The chapter topics in these texts were then assessed for frequency of occurrence based on the common metric described above. This too netted the usual cast of characters: terrorism, the EM planning cycle, strategic planning, risk analysis and emergency management.

Three Distinct Groups Sampled

The survey used the common metric referred to earlier. Respondents were asked to rate each topic on a seven-point scale, ranging from very important to very unimportant. Three distinct groups were sampled, each with a specific target for feedback.

■ The first group was homeland security leaders, which consisted of alumni from the master's in security studies program in the Center for Homeland Defense and Security at the Naval Postgraduate School.

■ The next group was emergency managers. The members of the Oregon Emergency Managers Association were asked to complete the survey. This group was included to reflect the field practitioner as well as tapping the longer established discipline of emergency management.

■ The final group was community college students enrolled in a homeland security associates program at Anne Arundel Community College, Laramie Community College and Mid South Community College. This group was designed to capture the developing wave of homeland security workers as well as the views of those who may avail themselves of an undergraduate program in the future.

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¹ Glen L. Woodbury, "Critical curriculum for emergency management leaders," *Journal of Emergency Management* (March/April 2005): 27.

² Christopher Bellavita and Ellen Gordon, "Changing Homeland Security: Teaching the Core," *Homeland Security Affairs* 2, no. 1 (April 2006), www.HLSaj.org/?fullarticle=2.1.1 (accessed June 17, 2007).

³ Center for Homeland Defense and Security Web site, University and Agency Partnership Initiative, <https://www.chds.us/?partners/institutions> (accessed Aug. 23, 2007).

EM Education Pathway in New Zealand

(continued from page 13)

opportunities to explore four key areas: international relations, international business, environmental studies and language studies.”⁶ The Bachelor of International Studies has six existing majors which students can select from, or complete the degree without a major; however, IPC have contracted the Emergency Management Academy of New Zealand (EMANZ) to develop and deliver several emergency management specific papers which will form a seventh major – Emergency Management and Humanitarian Aid. There are many advantages in positioning this new major within the Bachelor of International Studies degree; one of the key ones is the desire to produce graduates who not only have specific emergency management skills, but also more general understandings about people, languages and cultures, the envi-

ronment and business.

The development of this new major is currently in the scoping phase, which involves a series of focus group sessions, meetings, a wide-distribution survey, interviews with emergency management and humanitarian aid practitioners, and analysis of documentary sources of evidence. Anyone interested in taking part in the online survey, which is expected to go live in early June, should e-mail the project manager, Chris Schraders, at chris.schraders@emanz.ac.nz.

In summary, the collaborative educational pathway for emergency management is a continuum of learning which provides individuals with a seamless progression from the point where they enter the pathway to higher levels of emergency management education. More information about the pathway can be found in the paper, “Developing a Collaborative Educational Pathway for Emergency Management Education in New Zealand,”⁷ which is available from www.emanz.ac.nz/assets/files/resources/nz_collaborative_education_pathway.pdf.

⁶ International Pacific College. (2007). Bachelor of International Studies. Retrieved 8 January, 2008, from www.ipc.ac.nz/en/courses/bis.php.

⁷ Glassey, S. (2008). Developing a collaborative educational pathway for emergency management education in New Zealand. Palmerston North: Emergency Management Academy of New Zealand.

Continuity Planning in University EM Curriculums

(continued from page 10)

oper should present the student with two scenarios: (1) a public agency whose mission essential, or critical tasks, are primarily administrative in nature; and (2) a private organization whose critical tasks include logistical and production and/or manufacturing processes as well.

Summary

Without a doubt, continuity planning needs to be included in the emergency management programs of our universities. The needs and expectations of our employers within both the private and public sectors demand it; so too, then, do the needs of our profession. It is time for emergency managers and continuity planners to realize that they are really one and the same. Thanks to IAEM for opening this much needed discussion.

Implications for Undergraduate Programs

(continued from page 15)

Among the top scores from all three sample groups were the role of state and local agencies in homeland security, terrorism, the EM planning cycle, interagency coordination and emergency management. The culmination of all these planks resulted in nine dominant topics:

- Terrorism.
- The EM planning cycle (prevention, preparation, response and recovery).
- Emergency management.
- The role of state and local agencies in homeland security.
- Legal, ethical and civil rights issues in homeland security.
- Risk analysis/risk management.
- Interagency coordination.
- Strategic planning.
- Intelligence for homeland security.

Although these results may not be earthshaking, they do provide a systematic process leading to conclusions that you may have intuited. These nine topics provide a baseline recommendation for contents of an undergraduate homeland security program.

This research probably does not provide evidence for what you took on faith: that homeland security makes us safer and more resilient. It does provide implications for academia and perhaps for a baseline of knowledge for the homeland security practitioner. (Note: The entire pool of supporting data is available from the author at Scott.M.Winegar@us.army.mil or in his thesis at the Naval Postgraduate School).



IAEM Presentation to Prague Emergency Management Delegation

The emergency management delegation from the City of Prague, Czech Republic, was hosted by the City of Chicago Sister Cities Program in February 2008. Michael J. Fagel, Ph.D., CEM, University of Chicago, delivered a presentation to the 20 delegates on public health emergency preparedness.

Dr. Fagel discussed U.S. pandemic planning guidelines, as well as the University of Chicago's new master's degree program in threat risk management. A briefing also was delivered on IAEM's Certified Emergency Manager® (CEM) Program as well as the activities of the IAEM Europa Council.

Dr. Fagel has served as IAEM Region 5 chair, as well as vice chair of the CEM® Commission. He



Michael J. Fagel, CEM (right) with a member of the Prague delegation following a February 2008 presentation in Chicago.

has represented IAEM on a number of work groups, most recently as the IAEM liaison with the International Association of Fire Chiefs, the National Safety Council Emergency Communications Panel, and the U.S. Dept. of Agriculture (HSPD-9).

CEM® News

■ **CEM®/AEM Study Guide Updated.** The CEM®/AEM Study Guide was updated effective Apr. 8, 2008, and is now posted for download on the IAEM Web site at www.iaem.com/CEM.

■ **Requirements for Lifetime CEM® Updated.** The requirements for Lifetime CEM® eligibility were updated effective Apr. 9, 2008, to mandate that a candidate must be a current Certified Emergency Manager® at the time of their application for Lifetime CEM® status. Lifetime CEM® status is an honor bestowed by the CEM® Commission; complete details can be found online.

■ **Visit the Certification section at www.iaem.com/CEM** for the latest news and updates related to the Certified Emergency Manager® Program. The CEM® application package and resources are available at no charge.

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What EM Students Need When They Enter the Working World

By Lawrence R. "Mac" McKeough, MPA, CEM,
Bioterrorism Emergency Response Planner, City of Joplin (Missouri) Health Department

If a student has made the decision to get into some portion of the disaster and emergency management profession, and has gone so far as to get an advanced degree in the field, they are obviously very serious about this decision. As such, depending on which section of the field they choose to try to get involved in (the civilian, public sector or private industry), they have a series of decisions to make and options to look at. I can think of a thousand things EM students should have in their "game bag" when they leave college and head out into the working world.

What EM Students Need

■ **Incident Command System.** First and foremost, I would have to say, they need a thorough working knowledge of the Incident Command System (ICS). Having lived in California for many years and working in the emergency management field (three years in the military and eight years as a civilian), I recognize ICS is one tool everyone needs to have a handle on – whether working in the public or private sector.

■ **Public Health.** Another area that many EM students need to be privy to is public health and how it fits into the EM world. I moved to southwest Missouri in 2002 and have been doing public health emergency planning for one city and six county health departments. Some of the county departments are very rural. Up until 9/11, most small- to medium-sized health departments were not really part of the "first responder" world. Because of that, the employees had little to no knowledge of what their respective roles would be

during an emergency, especially one involving bioterrorism or aggro-terrorism.

■ **Business Continuity Planning.** Another eye-opener for EM students needs to be business continuity planning – planning around the pandemic influenza mind-set. How would your respective agencies function, and how would you do your job, if suddenly 30-40 percent of your agency staff were not at work or unable to come to work because of a pandemic illness?

Our City-County Pandemic Influenza Sub-Committee is wrestling with that challenge right now – getting businesses and faith-based organizations to plan for a pandemic event. We have to look at a variety of factors. The first one is getting the local city-county businesses to look at the "big" picture. Also, the down-the-road challenges must be addressed. Even if their business is lucky enough to remain open, can they get the resources they need to do so? If the trucks can't (or don't) run, what next?

By going into the planning process with a much broader view of pertinent issues, planning challenges are right there on the table to look at and, hopefully, find answers for. The same thing applies to churches and schools. Plan on closing your doors to prevent the spread of a disease, but be ready to help do grief counseling and stress debriefings if needed.

■ **Practical Experience.** If EM students go out into the world with a full bag of "tricks" (knowledge) and have done numerous table-top exercises, some internships or partnerships with city-county or private agencies in the emergency management field, they

should be ready to make a go of it. Reading a book and trying to apply what you've read doesn't usually work very well. Applying it during exercises and drills allows you to see it in action, as well as gain knowledge from your mistakes.

Learning Is Lifelong

I have been in the emergency management field for 16 years, and I still feel I have a lot to learn. I continue to take online classes, do FEMA/EMI courses, and go to emergency management classes as often as I can get away. You're never done learning in this business.

University Libraries Can Request Complimentary Bulletin Subscriptions

The *IAEM Bulletin* is available to university and college libraries through complimentary subscriptions for those schools who offer EM-related programs. University librarians should contact IAEM Membership Director Sharon Kelly at info@iaem.com to request that their libraries be placed on the complimentary subscription list.

Please provide your full mailing address, as well as a short description of your institution's EM-related program and a link on your Web site to more information about your EM-related program.

The *IAEM Bulletin* is a monthly publication of the International Association of Emergency Managers, and is the most downloaded document from the IAEM Web site. The *Bulletin* is in its 25th year of publication, and electronic archives are available in Members Only at www.iaem.com back to 1999.



Carroll County (IA) Honored as Storm Ready. IAEM-USA Region 7 President Bob Goldhammer, CEM (left) represented IAEM at a recognition ceremony honoring Carroll County, Iowa for earning its StormReady designation from the National Weather Service. Derek White, Emergency Manager for Carroll County, accepted the StormReady certificate.

As of Apr. 17, 2008, there were 1336 StormReady® sites in 50 U.S. states, Puerto Rico and Guam, including 702 counties, 579 communities, 25 universities, 5 Indian Nations, 10 commercial sites, 7 military, and 6 government sites. There were 53 TsunamiReady sites in 10 states, Puerto Rico and Guam. (Data is from the National Weather Service Web site)



IAEM Members Attended the New Madrid Seismic Zone Catastrophic Earthquake Planning Workshop, Mar. 11-14, 2008, in Paducah, Kentucky. Participants at the workshop focused on plans to prepare for, respond to and recover from a catastrophic earthquake event in the New Madrid Seismic Zone. *Pictured left to right are: Kentucky Area Manager and IAEM Treasurer Rick Cox, CEM; Daviess County (KY) EM Director Richard Payne; U.S. Enrichment Corporation Emergency Management Planner April Tilford, CEM; U.S. Enrichment Corporation Emergency Manager Jerome Mansfield, CEM; FEMA-FCO Michael Boltch, CEM; and Kentucky HSEEP Exercise Coordinator Butch McKinney, CEM.*

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E.M. Resources

■ **Children, Youth and Environments Journal Focuses on Children and Disasters.** The *Children, Youth and Environments Journal* has published a special issue on the vulnerability and resilience of children and youth before, during and after disasters. The issue contains a unique collection of 20 papers from around the world. Guest editor of the issue was Lori Peek, Assistant Professor, Dept. of Sociology, Colorado State University. You can read the special issue on children and disasters at www.colorado.edu/journals/cye/18_1/index.htm.

■ **Institute for Southern Studies Publishes Report on Katrina.** The Institute for Southern Studies has published *Hurricane Katrina and the Guiding Principles on Internal Displacement*. The report provides an in-

depth look at how closely U.S. officials have abided by the UN Guiding Principles on Internal Displacement in the wake of Hurricane Katrina. The United Nations adopted the principles in 1998 to protect the rights of people uprooted by war, storms and other calamities. Download the report at www.southernstudies.org/ISSKatrinaHumanRightsJan08.pdf.

■ **DHHS Publishes Guide on Public Health Emergency Response.** The U.S. Dept. of Health & Human Services (DHHS) has published *Public Health Emergency Response: A Guide for Leaders and Responders*. This guide was created in full color and is 120 pages long. Its purpose is to provide information specifically tailored for public officials and first responders on the public health response to emergen-

cies. The guide is focused on bringing together the three sectors of elected leaders, responders and public health. In addition, the guide shines light specifically on the public health implications of emergencies – mass casualties, widespread illness, debilitating injuries and intense psychological trauma – present in almost every terrorist-created emergency. In focusing the document in this way, the agency wished to provide insight into what roles, resources and tools the public health sector can bring to the emergency response table at local, state and federal levels. You can download the guide at www.hhs.gov/disasters/press/newsroom/leadersguide/ or order a printed copy at no charge by phone or online.

Member News

■ **David Maack Receives Community Award.** IAEM member David L. Maack, CEM, Racine County EM Coordinator, has been selected by the Leadership Racine Advisory Board to receive the annual Racine Community Trustee Award for working toward the common good of the community with an ongoing commitment to serve the needs of others without a regard for personal gain.

■ **Denise Russell Named Camden County EM Director.** IAEM member Denise Russell has been named Camden County EM Director. She has been working in fire services and emergency management since 1995. Among her accomplishments are her work as the founding coordinator and administrator of the Lake West Critical Incident Response Team and her development of the Emergency Resource Book for 30 fire districts under Lake Ozark Mutual Aid Association.

■ **Sherilyn Burris Selected to Serve as Subject Matter Expert.** IAEM member Sherilyn Burris, Emergency Manager, Florida ESRD Network, Kidney Community Emergency Response Coalition, has been appointed as a subject matter expert to implement the 2007-2010 Florida Dept. of Health, Public Health and Medical Preparedness Strategic Plan, as a member of the Information Dissemination Team.

■ **Mike Martinet Presents Seminar on Disaster Finance.** IAEM member Mike Martinet, CEM, co-presented a one-day seminar Mar. 10 on disaster finance and cost recovery for the Government Finance Officers Association in New Orleans. His co-presenter was Karl Bruchhaus, CFO of the Calcasieu Parish School Board. On Apr. 18, Martinet will teach a full-day seminar on disaster finance and cost recovery for the California Municipal Treasurers Association at their

annual conference in San Francisco.

■ **Greg Barton Receives Leadership Award.** IAEM member Greg Barton, CEM, Deputy Fire Marshal for the City of Beverly Hills, has been recognized by the National Firewise Communities Program with its Firewise Leadership Award. Recipients are selected based on innovative approach and impact to community wildfire education and preparation in their regions.

■ **Share Your Member News.** E-mail IAEM member news items of achievements, awards, job changes, retirements and more to *Bulletin* Editor Karen Thompson at thompson@iaem.com. The Members New column appears as space permits.



IAEM: Working for You

(continued from page 1)

■ **Help Wanted: CEM® Commission.** The CEM® Commission is looking for candidates for two to four openings for the Class of 2011, who will serve on the panel from November 2008 through November 2009. The CEM® Commission sets policies and procedures governing the certification program, and reviews packets of applicants for the Certified Emergency Manager® (CEM®) and Associate Emergency Manager (AEM) credentials. Commissioners who are local practitioners must have earned the CEM®.

If you're interested in serving, submit a letter of interest and a summary of your credentials to IAEM Headquarters by **July 1, 2008**. For additional information, please contact IAEM Membership Director Sharon Kelly at info@iaem.com.

■ **IAEM Members Provided Comments to FEMA on Updated Policies.** IAEM member comments were compiled and submitted by U.S. Government Affairs Committee Chair Bob Bohlmann, CEM, to the U.S. Federal Emergency Management Agency on updated Disaster Assistance Policies dealing with:

- Rehabilitation assistance for levees and other flood control works.
- Replacement of animals associated with eligible facilities.
- Repair vs. replacement of a facility.
- Private nonprofit museum eligibility.
- Damage to applicant-owned equipment.

■ **IAEM Outreach Section Added to Web Site.** There is a new section on the IAEM Web site called "IAEM Outreach" that provides a complete listing of IAEM members who are serving

the association as liaison representatives with allied organizations and work groups. Please take a few minutes to check out this information at www.iaem.com/Outreach. In coming months, we will add additional information about the roles of our liaison representatives with each group. IAEM is fortunate to have so many members who are willing to share their time and expertise on behalf of the association. Many thanks are in order!

■ **IAEM-USA To Vote on Bylaws.** IAEM-USA members will vote online on the proposed IAEM-USA Bylaws, **June 2-16, 2008**. The bylaws have been created due to the reorganization of IAEM into six (6) Councils, of which IAEM-USA is one. IAEM-USA consists of United States citizens or individuals legally residing in the United States or its territories, professionally engaged

(continued on page 22)

My education clearly sets me apart.



Specialized courses in emergency management and public law have helped me understand the complexities in Homeland Security/FEMA plans. As a result, my company more efficiently responds to those affected by devastation. The disaster management program certainly adds to my credibility.

Wayne Odachowski
Principal, Infinity Restoration
Student, Emergency and Disaster Management

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IAEM: Working for You

(continued from page 21)

or interested in the promotion of emergency management and allied fields. A voting informational area with complete details and a downloadable PDF of the proposed IAEM-USA Bylaws has been set up at www.iaem.com/USABylawsVote2008.htm.

■ **IAEM-USA Region 4 Announces Call for Nominations for Clayton R. Christopher Awards.** IAEM-USA Region 4 has posted its Call for Nominations for the 2008 Clayton R.

Christopher Award at www.iaem.com/regions/4. This award recognizes city, county or tribal local emergency managers for outstanding performance. Deadline for nominations is **Oct. 31, 2008**.

■ **Call for EM Practitioner Articles.** The IAEM Editorial Committee invites IAEM members to submit longer articles (1,750+ words) for consideration in the searchable EM Practitioner Articles collection in members only at www.iaem.com. This collection was developed and is maintained by the IAEM Editorial Committee.

Articles that contribute to the advancement of knowledge and improvement in the practice of emergency management are welcome. Breadth of subject matter and depth of discussion are encouraged. See the author's guidelines at www.iaem.com/membersonly/EMArticles/index.asp. Your contributions will add to the value of this collection and preserve information of value to IAEM members. The IAEM Editorial Committee believes that all members should consider contributing to this collection.

This month two new articles have been added to the EM Practitioner Articles collection:

- "Terrorism and an American Sponsored Micro-Credit Program," by Marc Glasser, CPP, CHS-IV, MCAS, Masters of Science in Crisis and Emergency Management, University of Nevada-Las Vegas, Special Agent/Risk Program Manager, Office of Security & Hazardous Materials, Las Vegas Risk Management Unit, U.S. Dept. of Transportation, Federal Aviation Administration.

- "The Sociology of Religion in Volunteerism," by Cathy Carter Dempsey, FEMA Disaster Generalist, Huntsville, Alabama.



CEM® Commission members were still hard at work at 7:50 p.m. on Mar. 28, 2008, when this photo was taken. They were busy completing their review of Certified Emergency Manager® application packages at IAEM Headquarters in Falls Church, Virginia. A record-setting number of 127 packages were evaluated by the CEM® Commission.

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Call for IAEM-USA Officer Nominations

IAEM-USA will elect new officers at its IAEM 56th Annual Conference & EMEX 2008, set for Nov. 15-20 in Kansas City (Overland Park), Kansas. Candidates for IAEM-USA Second Vice President and IAEM-USA Secretary must submit credentials by **Sept. 1, 2008** to IAEM Headquarters.

To be placed on the ballot, candidates must submit: a letter stating candidacy; a letter of permission from the immediate supervisor supporting the time and travel necessary to fulfill duties of office; a brief resume; and confirmation of membership of at least three years immediately prior to seeking office. Individual members are eligible to hold national office, provided they have been a member for at least three consecutive years, and have served as a regional or national officer, national committee chair, or active national committee member for two consecutive years.

E.M. Calendar

Visit www.iaem.com/calendar for details.

- May 5-6 Public-Private Sector Summit on Critical Infrastructure Security: Measuring Progress, Charting the Future, **supported by IAEM Canada.**
- May 9 Flood Fighters 2008, London, England, **supported by IAEM Europa.**
- May 22-23 Third Annual Infrastructure Protection & Security Forum, Melbourne, Australia, **supported by IAEM Oceania, conference discount for IAEM members.**
- June 4-5 IJOCC 2008: Managing Major Emergencies, London, UK, **supported by IAEM Europa.**
- June 5-7 **IAEM 2008 Mid-Year Meeting**, National Emergency Training Center, Emmitsburg, MD, www.iaem.com.
- June 11-12 **IAEM-USA Region 2 Seminar & Meeting**, Fairlawn, NJ, www.iaem.com/regions/2.
- June 15-18 18th World Conference on Disaster Management (WCDM 2008), Toronto, ON, **supported by IAEM.**
- July 7-8 Fifth Annual Homeland Security Conference, Arlington, VA, **supported by IAEM – visit the IAEM booth.**
- Aug. 25-29 International Disaster & Risk Conference, Davos, Switzerland, **supported by IAEM.**
- Nov. 15-20 **IAEM 56th Annual Conference & EMEX 2008**, Kansas City (Overland Park), KS, www.iaem.com.

Download the Online Bulletin at www.iaem.com

The extended online edition of the May 2008 *IAEM Bulletin* includes additional material beginning on Page 25. Download your copy in Members Only at www.iaem.com.

■ New IAEM Member Listing, Mar. 16-Apr. 15, 2008.

■ “Free Online Training Available to EM Professionals,” by Stephen P. Brunelle, MA, MPH

What’s in store for you at the IAEM 56th Annual Conference & EMEX 2008?

Visit our Web site at www.iaem.com/conference to find out the latest – and plan to join us Nov. 15-20, 2008 in Kansas City (Overland Park), Kansas.

Candidate-Disaster Management, Dept. of Environmental Health Sciences, Tulane School of Public Health & Tropical Medicine.

■ “The Effects of Overconfidence Bias in EM Education,” by Cathy Carter Dempsey, FEMA Disaster Assistance Employee, Huntsville, AL.

■ “Professionalism and Emergency Management,” by Chad Francis, BA, MS Emergency-Disaster Preparedness Management Candidate, Elmira College, NY, Professional Firefighter/EMT for Village of Endicott, NY.

■ “Two Institutions Work Together to Build Homeland Security Higher Education Program,” by Charles J. Kocher, Ed.D and Darren K. Stocker, M.S.

IAEM Bulletin Call for Articles: “Allied Organizations”

The IAEM Editorial Committee is looking for articles for the next special focus issue of the IAEM Bulletin on **Allied Organizations**. The committee is interested in articles from organizations that are partners/affiliates with IAEM, telling about the work of their organizations and why it is important to emergency managers. We are looking for as many articles from partners/affiliates as we can acquire, with the idea of posting an extra-large online edition/publication with all articles of interest as an IAEM member resource.

Please keep your articles under 750 words, and e-mail articles to Bulletin Editor Karen Thompson at thompson@iaem.com no later than **June 10, 2008**. Please read the author’s guidelines on our Web site before submitting your article. Remember, the *IAEM Bulletin* is published monthly, and we still need articles of general interest to our readers.

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Free Online Training Available to Professionals

By Stephen P. Brunelle, MA, Emergency Management Coordinator, Jefferson Parish Emergency Management, Adjunct Faculty member at Northwestern State University of Louisiana and University of Phoenix

In today's economy, many municipalities and jurisdictions are facing budget constraints. In slowing economic times, administrators will cut back on employee programs to save money. Usually one of the first areas to be cut is training opportunities, which can cost an agency hundreds if not thousands of dollars in registration fees, hotel rooms and air fare. Compounding the problem is the expectation of the federal government for local and state agencies to focus on all-hazards initiatives and the National Incident Management Systems (NIMS). Cash-strapped jurisdictions become trapped in a *Catch 22* with their desire to properly train employees while facing shrinking budgets.

Training Refreshes Morale as Well as Skill Sets

Agencies that have cut back on training run the risk of forcing employees into a mundane routine not to mention taking a risk on skill sets that have become stagnant. Training opportunities not only teach employees new skills, but they provide employees with a much needed break from their day-to-day tasks. I experienced this firsthand as a police officer working for a cash-strapped agency. I went several years without any formal specialized training, which had a negative effect on my skill sets as well as my morale. Employees who return from training return refreshed with positive feelings and thoughts, which show internally and externally in their behaviors.

Awarding Incentives

When funding for training is limited, look to the following Web sites that offer professional, *free* online training opportunities for police, fire, EMS, emergency

management, public health and citizens. In most cases, all you have to do is register using an e-mail address. Agencies could set aside a few hours every couple of weeks for employees to log on and obtain some specialized training. Agencies could even create incentives for completion, like half a day off or flex time for every 10 certifications obtained.

■ **FEMA's Emergency Management Institute: NIMS Classes** – <http://training.fema.gov/IS/NIMS.asp>, 100, 200, 700, 800.

■ **FEMA's Emergency Management Institute: Independent Study Program Classes (ISP)** – <http://training.fema.gov/IS/crslist.asp> – Too many classes to list.

■ **National Center for Biomedical Research & Training Academy of Counter-Terrorist Education** – <http://www.ncbrt.lsu.edu/> – look for training, then e-learning. Courses available include prevention and deterrence, agro-terrorism, WMD, NIMS-NRP, WMD-mass feeding, WMD-bulk distribution, WMD-mass sheltering, WMD-mental health considerations, core disaster life support.

■ **National Emergency Response & Rescue Training Center-TEEX** – <http://www.teex.com/nerrtc/> – look for online courses. Courses available include WMD-emergency responders, EMS-basics concepts for WMD, incident management-unified command, children and nerve agents, canine emergency medical care, emergency concerns for first responders, medical effects of primary blast injury, bacillus anthracis, botulism, avian influenza, WMD-public works, introduction to SNS-mass prophylaxis.

■ **U.S. Fire Administration** – <http://www.nfaonline.dhs.gov/browse/index.shtml> – Courses

available include alternative water supply, awareness of command and control decision making, fire service supervision, introduction to ICS 100, ICS-200, emergency response to terrorism, community safety educators, evaluation of water supplies.

■ **Energetic Materials Research and Testing Center-New Mexico Tech** – <http://respond.emrtc.nmt.edu/campus/index.k2?locRef=1> – look for new user – Courses available include WMD-awareness, understanding and planning for school bomb incidents, RAD awareness.

■ **National Terrorism Preparedness Institute, St. Petersburg College** – http://terrorism.spcollege.edu/new/Login.aspx?done=Asoc_online.aspx – Courses available include force protection, port security, general aviation security, anti-terrorism, traffic stops.

■ **South Central Public Health Partnership** – <http://www.soph.uab.edu/scphp/default.aspx?ID=678/training.asp> – Courses available include more than 50 courses in chemical, biological, environmental, public health, risk assessment, and much more.

Conclusion

Just because your agency is facing the possibility of cutbacks in employee training initiatives doesn't mean learning should cease. In addition to enriching a professional's knowledge, these online courses can be utilized in conjunction with citizen's police academies, CERT programs and neighborhood association meetings to upgrade your community's knowledge in responding to and understanding disaster situations. Get the word out and log on to enrich your personal knowledge and update your skill sets.

The Effects of Overconfidence Bias in Emergency Management Education

By Cathy Carter Dempsey, FEMA Disaster Assistance Employee, Huntsville, Alabama

How many emergency services personnel get a lot of their training via online courses and tests? Think about it. How many emergency services personnel or emergency managers are very confident that their answers on the online tests are correct? Some people study at home and think they have an answer 100% correct.

Experts studying confidence in testing situations have proven through their research that “in all cases where subjects said they were 100% sure of an answer, the relative frequency of correct answers was about 75%. If subjects said they were 80% confident of an answer, the relative frequency of correct answers was in fact 65%, and so on.” This emergency management article is written to address what is known as the “overconfidence bias” and what emergency managers can do to improve their own learning experiences and the educational quality of their fellow emergency services employees.

Distinctly Human Quality

One of the saddest parts of overconfidence studies is that when humans are accumulating evidence and predictions, or convictions which are based on the so-called evidence, there is a distinct point in the “information gathering process when predictive accuracy reaches a ceiling.” These studies indicate that no matter whether the accuracy ceiling has been met or not, it is a distinctly human quality to have confidence in one’s conclusions, and that confidence continues to rise despite the facts.

Victims and evacuees during disasters are dependent on the quality of the education and experience of the emergency

managers who prepare, respond, aid in the recovery and mitigate the hazards to best protect life and property. Yet sometimes the public trust is abused by people who have either cheated, taken their studies too lightly, or worse yet, made overconfident but bad ill-educated choices. Bad emergency management choices can sometimes be based on unfounded confidence.

In terms of safety and earnest emergency management efforts, this writing is not attempting to discourage confidence. We need to be confident to take action without the paralyzing effect of fear. The safety or effectiveness of disaster assistance efforts is an issue when confidence becomes overconfidence.

It is distinctly human to overestimate one’s capabilities. Luckily for animals, they tend to back down from most challenges beyond their capabilities. Traders in the stock market usually really believe in what they are doing – confidently – but Alan Greensburg referred to overconfidence as “the basis of irrational exuberance,” and he noted “despite analysts’ warnings about overpriced valuations, investors stampeded right back into stocks.” When someone hands you way too much motivational stuff and not enough solid information – that is an overconfidence warning!

Additional training in disaster management or other aspects of emergency management gives you more tools with which to make judgments, hopefully with confidence. Knowledge is a key safety factor. It has been proven that overconfidence bias will cause people to persist in dangerous situations, even when the expected outcome is poor. Yes, efforts have paid off in miracle rescues or disaster assistance in some dangerous situations, but the sad fact

is many accidents, mishaps and hazards persist when Search and Rescue (SAR) team members allow themselves to be led into “exploitable” behaviors due to SAR camaraderie and the desire for success. It is good advice to second guess yourself and others. Ask yourself, when doing something that may be “risky” in SAR missions or other disaster assistance actions, why your judgment or that of leadership may be wrong.

Utilize Online Courses More Effectively

Emergency managers can utilize online courses in a more effective and reliable manner. Do not simply attempt to pass the course with the typical 75% minimum correct answer grading criteria. Make every effort to reference on which page number you found the correct answer. Review until you can justify your answer with a well-grounded reference. It will not only pay off with a better quality online educational opportunity, during a crisis you will have a vast library of information pre-indexed for the answers you may need at a moment’s notice.

Realistic Self-Assessment

The overconfidence bias is a real problem in EM online testing, as witnessed by the ensuing misguided actions taken by those who were biased as to their own EM capabilities. Striving for a realistic self-assessment of one’s educational achievements, along with a more sincere effort to reference materials, will make for a better emergency management online educational experience. Those efforts will pay off, resulting in a better-trained, confident emergency manager.

Two Institutions Work Together to Build Higher Education Program in Homeland Security

By Charles J. Kocher, Ed.D., Coordinator for Criminal Justice Studies, Cumberland County College, and Darren K. Stocker, M.S., Assistant Professor of Criminal Justice, Cumberland County College

The importance of leadership characteristics and pre-planning are essential to students as they embark upon their careers in criminal justice and related professions. Two presidents, Kenneth L. Ender of Cumberland County College (CCC) and Jack P. Varsalona of Wilmington University (WU), have endorsed a seamless program. A program is now in place for students to attain both their associate of science and bachelor of arts degrees without leaving the South Jersey region.

According to Ender, "Just as it is important for emergency response personnel to work together in seamless partnerships, so must institutions of higher education. This is particularly true in parts of the country that are underserved with respect to educational capacity. The partnership that CCC has with Wilmington University is a win-win for all: local residents, emergency response personnel and the two institutions."

Focus on Basic Components of Prevention and Coordination

Cumberland County's Criminal Justice program in homeland security is designed to focus on the basic components of prevention and coordination for serious and catastrophic events. The program includes highlights of recent disasters, as well as historical actions and the measures that government agencies have taken to correct deficiencies throughout the country. By reviewing recent events, students will gain an understanding about the complexities associated with multi-tasking activities and the ability to apply critical thinking to problem-solving concerns. Examples will include,

but are not limited to, various natural disasters such as the devastation caused by Hurricane Katrina and the tornadoes that have distressed the Midwest region of the United States. During the stages of these events, several layers of organizational structures were involved with the rescue efforts in several states, requiring an array of assistance from various state, local and federal agencies. Understanding the dynamics for emergency situations is important for those who enter the fields of public safety and criminal justice studies.

Taking a Holistic Approach

The discipline of homeland security is designed to promote prevention measures through awareness and preparation. Hand-in-glove with homeland security are programs that intertwine with emergency management responses. Emergency management complements homeland security by providing the planning processes and recovery programs. The homeland security program at CCC will focus upon prevention, preparation and planning in a holistic approach.

The courses will promote significant cognitive skills through group discussions and hands-on practical experience designed to identify factors that influence both prevention measures and recovery operations. By merging a recipe of discussions and projects, supplemented with renowned guest speakers that review topical events, these courses will embrace the interests of students and encourage critical thinking. Facilitation by faculty members permits the students to consider openly and candidly in an academic setting.

Essentially, both CCC and WU are promoting individual leadership characteristics, organizational dynamic skills and personal communication among the students. Students are then expected to demonstrate the complexities of multi-tasking in a multitude of stressful situations.

FEMA Promotes Development of Courses

One of the primary goals of the Federal Emergency Management Agency (FEMA) is to encourage the inclusion of homeland security related education in U.S. colleges. FEMA officials believe that in the future, more and more emergency managers in government positions, as well as in business and industry, will require new employees to have a college education that includes courses in disaster and hazard-related topics. FEMA has been working with higher education since 1995, to promote the development of courses that focus on critical thinking skills and leadership development. An annotated list of colleges that provide one or more courses in homeland security related areas is available on the FEMA Web site.

Enhancing the Learning Process

While the homeland security program at Cumberland County College will serve to facilitate critical thinking for the next generation of leaders, it is essential for all criminal justice practitioners to continue their education. Ender states that all institutions of higher learning must work together to develop a pool of professionals that can address all facets of homeland

(continued on page 29)

Professionalism and Emergency Management

By Chad Francis, BA, MS Emergency-Disaster Preparedness Management Candidate,
Elmira College, NY, Professional Firefighter/EMT for Village of Endicott, NY

The professionalization of the field of emergency management is an ongoing and important process. The effort to transform the field of emergency management into a respected profession faces challenges similar to those experienced in other fields. The merits of professionalism in emergency management will be realized as benefits to the emergency manager and those the emergency manager serves. The further professionalization of emergency management is important, and the knowledge of this importance should be teamed with further action by practitioners in all areas of emergency management.

Attributes of Professionalism

Perry and Lindell (2007) have effectively delineated three primary attributes of professionalism. One attribute is that “professions have explicit membership rules that exclude the unqualified” (Perry & Lindell, 2007, p. 438). Becoming a professional typically includes formal training and the development of specific skills, and many professional organizations require this as a prerequisite to membership (Parkan, 2008, p. 78).

Another attribute of a profession is the “creation and control of knowledge systems that are used to define a field of endeavor” (Perry & Lindell, 2007, p. 438). In the early stages of a profession, a body of knowledge must be agreed upon. It is from this knowledge base that practitioners will move forward to mature the profession by diving into greater detail than previously explored, and by springboarding toward new concepts.

A third attribute of a profession is that it contains an “ideological and ethical component” (Perry & Lindell, 2007, p. 439). Some professions go so far as to make use of a public oath by practitioners

as their careers commence. An aspect of the ethical component is further described in the following statement: “Disinterested service to other members of society is an important distinguishing mark of the professional” (Parkan, 2008, p. 78).

Professional Organizations Aid in Enhancing Professionalism

Professional organizations, such as the International Association of Emergency Managers (IAEM), by their very existence are aiding in the professionalization of emergency management. “Anyone who has joined [a professional] organization has taken the first step toward professionalism” (Lear, 2004, p. 66). As mentioned earlier, membership rules for professions exclude the unqualified. Organizations, including IAEM, require those seeking professional certifications to meet standards of knowledge and training. One contention is that certifications are more important than degrees, because degrees do not indicate what specific knowledge or skills have been learned, “only what the college or university requires for the issuing of those degrees” (Lear, 2004, p. 67).

Depth of Knowledge Reinforces Ability to Improvise

Another contention is that it is the depth and breadth of knowledge gained in a degree program “that reinforces the important ability to improvise” (Perry & Lindell, 2007, p. 445). Louis Pasteur (a 19th Century scientist) talked about the importance of knowledge when he said, “Chance favors the prepared mind” (Moncur, 2007). It seems that certifications or degrees are not necessarily more important than each other in a general sense, but

rather the relative importance of each depends more on the situation at hand. For example, in a profession that is early in its formation, a professional certification would clearly be more important as the availability of degree programs would be extremely limited and the rigor of the few programs that might exist could be in question. As for the development of an agreed upon knowledge base, journals dedicated to emergency management have been established and refereed journal articles in this field have been, and continue to be, published.

IAEM Code of Ethics

The ethical and ideological component of a profession is also being addressed by IAEM. Even without a certification from IAEM, members are expected to abide by the IAEM’s code of ethics (International Association of Emergency Managers, 2008). The IAEM’s core values are respect, commitment and professionalism. The ideological aspect is captured in IAEM’s certification process, in which making contributions to the profession of emergency management is required.

Increased Credibility

Increased professionalism in emergency management, as in any profession, brings with it an increase in the credibility and trust of the practitioners as a whole. Someone who has become a professional emergency manager has justifiably gained confidence in their own abilities to serve as an emergency manager. Those served also can have confidence in the professional emergency manager and the emergency manager’s abilities. However, difficulties can

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Professionalism

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still be encountered when working to help a profession mature, such as trying to gain external recognition of professional status. An example of this is the difficulties regarding certification in emergency management, in that certification “has not really been recognized, nor given the credibility it needs” (Berman, Green, Armstrong, & Nelson, 2008).

Need for External Recognition of EM as a Profession

Gaining external recognition of the significant progress being made in the professionalization of emergency management has been limited, but widespread external recognition must be achieved for emergency management to be understood externally as a profession. A possibility for addressing this is through participation in the conferences of external professional organizations such as the National Human Resources Association (NHRA). Having human resource managers that understand the level of professionalism being developed in the emergency management community would be of great help in beginning to educate organizations, and thereby society, of the professionalism that exists in the emergency management field.

Looking Forward

The transformation of emergency management into a recognized profession is clearly underway, though the process of professionalization is not yet complete. The primary attributes of a profession are now visible in emergency management, but these attributes, along with the rigor of certification programs and degree programs, need to be strengthened and demonstrated externally. Once this has been accomplished, reference will no longer be made to “Professionalism and Emergency Management,” rather reference will be made to “The Emergency Management Profession.”

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Two Institutions Work Together

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security. In the United States, we have learned a great deal from past events about antiterrorism and counterterrorism issues. While experience is one of the premier methodologies for learning, formal education expedites and enhances the learning process. CCC hopes that by implementing the homeland security program, more individuals will be prepared for the professional disciplines that require analysis and planning surrounding natural disasters.



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The IAEM Bulletin is in its 25th year of providing news and resources for IAEM members.

The past 8 years are available online for Members Only at www.iaem.com.



MARK YOUR CALENDARS

IAEM 2008 Mid-Year Meeting
June 5-7, 2008
National Emergency
Training Center
Emmitsburg, Maryland, USA

Who Should Attend

The IAEM Mid-Year Meeting is for IAEM members, emergency management professionals, Congressional staffers and federal officials with a role in homeland security and emergency management. Sessions will include briefings from top DHS officials. The IAEM Mid-Year Meeting purpose is to advance IAEM committee work.

Program

The 2008 Mid-Year Meeting agenda and registration will be posted at www.iaem.com when available. In the meantime, if you have questions about this meeting, please contact [Clay Tyeryar](#), IAEM Deputy Executive Director.

FEMA Emergency Management Higher Education Conference

June 2-5, 2008

The FEMA Higher Ed Conference immediately precedes the IAEM 2008 Mid-Year Meeting at EMI. The FEMA Higher Ed Conference is by invitation only. If IAEM members want to attend and did not receive an invitation, they should contact [Barbara Johnson](#). More information about this conference can be found [here](#).

Funnies From the Field

■ **Morale Booster.** While I was serving as an Air Force Disaster Preparedness NCO, my unit was preparing a deployment to another unit. As part of the planning, my boss was assigned the duty to help with the “morale” of the troops.

During our site visit, we went to a local canoe rental agency to check on the availability of canoes during our visit. My boss asked the guy behind the counter, “How fast do the canoes go?”

The guy behind the counter quickly and calmly asked “How fast can you paddle?” So much for plain language. – *Mike Costa*

■ **Do You Have a Funny Anecdote to Share?**

E-mail your humorous story, funny call at the call center, strange incident or unusual occurrence (no more than 100 words, please) to IAEM Oceania Vice President Kristin Hoskin at kh@kestrel.co.nz.

IAEM Mid-Year Meeting Registration

[Register Online](#) for the IAEM 2008 Mid-Year Meeting **no later than May 19, 2008**, in time for processing by EMI staff.

■ Participants needing housing on EMI’s campus must provide their arrival and departure dates along with the last 4-digits of their social security number.

■ **The \$125 registration fee covers lodging, meals and meeting materials.** If you are an IAEM member, please “log in” prior to registering.

■ Once IAEM fills its allotted room block on campus at the National Emergency Training Center (NETC), participation is on a space-available basis only. If necessary, IAEM can deduct \$65 from the registration fee for participants arranging their own off-site lodging.

Preparation for Mid-Year Meeting

The 2008 Mid-Year Meeting program is planned to address key trends and issues including tasks identified by IAEM leadership as priority and other current IAEM business.

■ All participants should review in advance the “Planning Documents” in the Members Only “Documents Download” area of www.iaem.com. Log in using your IAEM User ID and password. The Planning Documents are located [here](#).



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