2/19/2021

To Whom it May Concern

Attached is the proposal for the new Executive Masters of National Security (E-MNSP) degree, an executive-level online / hybrid degree offered through the Sanford School of Public Policy and the faculty in National Security and Foreign Policy.

This proposal has been developed over a 2-year period, initially drafted by a committee of faculty from National Security and Foreign Policy and then modified based on feedback from various advisory boards, department chairs, school deans, and senior administrators. It has been discussed in detail with Sanford’s faculty and advisory board and received a unanimous vote by Sanford’s Executive Committee and passed a vote by Sanford’s faculty with a 41-Yes vote to 2-No vote. Recently this proposal was also reviewed by the Master’s Advisory Council (MAC), of which they offered back nine recommendations that we addressed specifically, found in Appendix H of this document.

As outlined in the proposal, we believe we are uniquely positioned to put forward a quite distinctive program to fill voids found in a field representing a growing and large potential student population while also creating Sanford’s first dedicated digital degree. While competing programs have emerged this program is unique in its pacing flexibility, campus-based experiences, the connection with our faculty, our geographical location, and a fair price point.

Best Wishes,

Sincerely,

Mark Hart
Director of Digital Learning
Sanford School of Public Policy

On behalf of Judith Kelley, Dean, Sanford School
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  Updates From MAC Committee
In 2018, a faculty committee convened by Dean Judith Kelley and led by Bruce Jentleson recommended that Sanford expand its degree and executive education offerings. In response to the report, Dean Kelley sought to conceptualize the feasibility of establishing an “executive MPP program in national security” that would focus on those serving in the field of national security (military, civil service, contractor, consultant). She hoped to create a program that would be attractive to mid-career professionals, provide advanced education to those serving in the realm of national security, and enhance the ties between the Sanford school and the dense national security community within the Washington D.C./Maryland/Virginia/North Carolina region.

To explore the interest in and utility of this concept, the author convened multiple meetings, formal and informal, with Duke faculty (political science, law, public policy) and members of the national security community (military, civil service, consulting) to refine the concept of a mid-career master’s program and to identify challenges and opportunities associated with this initiative.

**Analysis**

Dean Kelley’s initial instructions to consider an “executive education” program in the field of national security provided flexibility to consider programs ranging from short-non-degree producing educational experiences to degree producing opportunities for senior or mid-career professionals. The Jentleson Committee also encouraged Sanford to consider and experiment with forms of education that depart from the traditional, residential 100% in-person instructional model used in Sanford’s current degree programs.

In 2017, there were roughly 140,000 active-duty military personnel stationed in North Carolina (4th highest density in the nation). Complementing that group are thousands of civil service professionals working in the national security realm, all of whom would benefit from an advanced degree in their chosen profession. Many of these military and civil service professionals are within commuting distance. Likewise, individuals in the national capital region are within driving distance of Duke University.

The Department of Defense is beginning to create opportunities, long established within the armed forces, for civil servants to benefit from advanced education. In 2018, the National Defense Authorization Act (NDAA) required the Department of Defense to establish pathways for addressing critical skill gaps in the DOD’s workforce. While the legislation allows the DoD to slowly accomplish this (partnering with one university by August 2021 and 20 by 2023), it highlights an increased priority on education of the national security workforce.

These factors indicate there is a sufficient demand signal from the government and private sector for training programs that will enhance the skills and critical thinking needs of their existing workforce. Consequently, the key target audience is mid-career professionals with 7+ years of work experience.
The benefits of structuring, what is now proposed as an Executive Masters in National Security Policy (E-MNSP), in this fashion are:

- Students do not have to move to Durham to earn this degree.
- Students do not have to quit their current job (thereby reducing the effective financial cost of the degree and concerns over loss of career advancement opportunities while pursuing the degree).
- The program can be completed in 12 months, but students can take additional time if necessary. This aspect would be particularly attractive to military members who deploy.
- The hybrid program takes advantage of multiple modes of instruction via immersion periods on campus at Duke, online and in-person interactions with faculty, and distance learning opportunities.
- Outside of immersion periods, students would have maximum flexibility in their schedules so that they can manage family, work, and school.

*Reasons for Sanford to offer an E-MNSP*

The academic programs task force identified three criteria for evaluating new graduate programs: mission-enhancing, capacity to deliver, and revenue-producing.

**Mission-enhancing**

- An advanced degree in national security policy would reinforce Sanford’s commitment to educate and prepare those shaping policy. This contribution is a central tenet to our mission of “preparing students for lives of leadership, civic engagement, and public service.”
- Reinforcing the relationships between Sanford faculty and national security practitioners through educational engagement would enhance the possibility of future research opportunities and collaboration, future internships for current Duke students, and the opportunity for Duke to increase its contribution to the “most pressing policy issues.”

**Capacity to deliver**

- Sanford excels at graduate education that builds skills, enhances critical thinking, and develops deep expertise. These are exactly the attributes that national security employers wish to enhance in their mid-career workforce.
- Although faculty augmentation would be necessary to increase the capacity to deliver additional classes and provide "seats" in existing classes (likely through hiring professors of the practice and adjunct faculty who can supplement our faculty pool and help students with their experience working in the field), the current faculty possesses the requisite expertise and breadth of understanding to support, guide, and oversee such additions.
- The recent addition of a Director of Digital Learning at Sanford provides expertise related to hybrid courses and online learning. The use of such technology creates opportunities to increase capacity to deliver while ensuring quality of educational experience.
• Hybrid courses and “immersion periods” (which require working professionals to come to Duke for short, intense educational experiences) also increase capacity to deliver.

Revenue-Producing
• A rough cost estimate for providing a one-year, mid-career MPP in national security would be $400,000-$500,000. This covers the cost of a professor of the practice, one full-time staff professional, fringe, operating expenses, and Duke overhead.
• In order for such a program to be revenue producing, the target size of each incoming class should be no fewer than 20, and the cost of the degree would need to be start at a $40,000 minimum (ultimately $45,000).
• Within both the government and private sector, there are many programs to subsidize advanced education for employees. This benefit would be attractive to our target audience.

Value Proposition for national security professionals seeking advanced education:
• The customer’s “desired outcome” would be credentialing, competitiveness for advancement, networking opportunities, enhanced analytical skills, and substantive knowledge.
• The customer’s “risks” include: cost, loss of current job/income, loss of current relevance in national security enterprise, family upheaval, and inadequate availability of time to participate associated with ongoing employment.

SECTION 1: RATIONALE FOR THE PROGRAM

The Sanford School of Public Policy has a stated mission to “improve lives by researching the most pressing public policy issues and preparing students for lives of leadership, civic engagement, and public service”. Traditionally this mission has been advanced by offering students a campus-based experience grounded in robust classroom offerings which centers on theory, best practices, and as much real-world application as possible, often through internships and working in the field. The School has, however, spent considerable resources recently to research and consider new modalities where the mission of the school could be extended beyond the traditional campus experience, allowing for our world-renowned faculty to interact with a larger student population, especially those who have the ability to infuse our curriculum with relevant work experience. While the School has a successful Masters of Public Policy (MPP) in National Security and Foreign Policy, as well as a growing Counterterrorism and Public Policy Fellowship Program (CTPP), this proposed Executive Masters of National Security Policy (E-MSNP) would fill voids in our curriculum by offering next-level applications of current classes and new offerings which would connect with working professionals who through time commitments or geography are not able to participate in our campus-based program.

While the ongoing Covid-19 pandemic has accelerated our faculty and students’ understanding and usage of online learning and conference tools, the Sanford School
has been exploring, pre-pandemic, ways to leverage digital resources to better expand our reach and offer our content to a wider audience. The Sanford School offers diverse academic offerings, with graduate and undergraduate degrees as well as various successful executive education programs. What has been missing in this portfolio are dedicated digital offerings, ones which can allow more working professionals to connect with our School, and vice versa allowing our faculty and campus-based students more opportunities to work with working professionals beyond just the Durham-centric geographic footprint. Allowing for a hybrid, executive-level MNSP, will further utilize our faculty in national security in a way that expands our curriculum to more advanced offerings while also creating courses and campus-based experiences which will connect “online” students with our campus-based student population. This synergy, fueled by new courses targeting a different student population, will not compete with our existing programs, rather will enhance the MPP in National Security and Foreign Policy and CTPP experience while opening new opportunities for training the national security workforce.

The E-MNSP is a natural integration of the learning continuum that provides a continuous, forward moving, and sequential path for executives and professionals working in the national security field. Courses are designed to develop career professionals and leverage their foundational knowledge to address pressing issues for United States national security in the 21st century. The Sanford National Security and Foreign Policy faculty has a successful track record in preparing graduate students to assume positions in the national security community, including consulting firms with federal contracts. Graduates have secured jobs in key executive departments, such as defense, state, and homeland security, as well as in intelligence agencies and consulting firms. The economic outlook for employment in the national security community (including homeland security) is outstanding and unique. Existing offerings, and this new E-MNSP, equips students to understand the national security policymaking process and provides an opportunity to study in depth real-time national security challenges. The program provides a solid and diverse perspective on fundamental issues to prepare future public policymakers and practitioners to address the problems facing the United States. The goal is to provide a broad exposure to the theoretical and practical aspects of national security policy, in combination with more specialized subjects into which students may dive deeply through a variety of courses exploring advanced national security leadership, budgeting, and ethics. There are also two specific opportunities in the curriculum to work directly with faculty on professional practice problems through a team-based learning course and a work-centric professional practice project course.

While the E-MNSP is considered a practice degree the direct connection with students who are at the executive-level, already working in the field, will foster new opportunities for faculty research and collaboration. Our faculty will be able to better disseminate their most progressive research in a total of nine new course offerings, as well as continuously updated summer and weekend immersion experiences. Also, faculty members will be working directly with individual students in the Team-Based Learning for National Security Professionals course and the Professional Practice in National
Security course which can allow for research projects to satisfy the requirements, in addition, to professional practice projects. Each one of these experiences, between faculty and student, can foster the start of a new collaboration with a new work location, funding sources, as well as marking the beginning of a new research project or data collection. Faculty will be able to take all of these collaborations and build on their existing research all while funnelling lessons learned and new research analysis back into the program and curriculum.

Benefits for Students
The E-MNSP will immediately open opportunities for new student populations because it is aimed at both full-time and part-time working National Security professionals, most who would not be logistically able to participate in our traditional campus-based programs. The program has a 12-month plan of study for those who can dedicate full-time as a student, but also a 20-month plan for those who need to proceed as a part-time student. The program is formatted to accommodate busy lives but also features immersive, campus-based, experiences. The coursework will use a blend of asynchronous elements which will allow students to work at their own pace while also having synchronous elements which will foster a cohort model and grow networking opportunities and social support, in addition to having direct interaction with our faculty. Campus-based experiences are also incorporated within the model, with two weeks on-campus in the first summer to orientate students and jump start their classroom experience, as well as two sessions a semester (Fall and Spring) on-campus to further work with faculty and other students. Students, and their employers, will also benefit from our custom curriculum which will seek to make connections to their professional practice in each course and immersive experiences. Current, campus-based, students will also benefit from the E-MNSP as they could potentially register for these online courses as electives, taking classes with those already working in the field allowing for more in-depth discussion and application of material. Connecting our fellowship program students, with campus-based students, and now the E-MNSP cohorts will allow for more opportunities to connect, networking, and will result in more created content and courses all students can utilize.

Graduates of the E-MNSP program can:
1. Enjoy a broader understanding of the national security apparatus beyond their specific professional experience.
2. Attain membership in a diverse network of national security professionals seeking to refine their analytical, leadership, and professional skills in order to attain higher levels of responsibility.
3. Contribute to the planning and budgeting endeavors supporting national security initiatives.
4. Participate in strategic design, implementation analysis, and strategy adjustment related to national security initiatives.
5. Contribute to an ethically founded and diverse workforce through human resource management efforts to design and build a national security team of professionals.
6. Identify, diagnose, and prioritize national security threats and opportunities to government, military, or industry leaders.
7. Participate in a high performing national security policy team while managing workflow responsibilities and client relations.
8. Evaluate and contextualize analytical methods common to the field of national security and recommend analytical approaches to problem solving.

Benefits for Faculty
The development, creation, and implementation of the E-MNSP degree will be a catalyst for the next decade of growth for our National Security and Foreign Policy faculty as they will have the opportunity to develop new courses and expand current courses for further application. While our current campus program has a population of students who often represent near five years of experience in the field, the new program will start with a ten-year work experience minimum, allowing for the curriculum to become more advanced and narrowed to build on these student’s experience. The Sanford School will invest resources to expand the faculty pool with more professors of practice (POP) as well as adjunct faculty. For a practice-based degree, the inclusion of these new faculty members will not only meet the specific needs of the new degree program but also infuse the faculty as a whole with more experience from various defense-based work sectors.

In developing the curriculum for this new program there was not a consideration to just apply the current MPP curriculum to a more online environment. From the beginning this program, with a new targeted student population, necessitated the creation of new courses and the continuation of current courses into more advanced topics. The creation of these new courses and content will allow for the entire faculty to work together to reevaluate their collective curriculums and take the opportunity to create new content taking advantage of the collective expertise of the existing and new faculty members. These courses, all starting in Summer 2022, will also represent our most current material as it will truly reflect the work our of new President’s administration and forward thinking through the 21st century. Plans are in place for not only the addition of permanent professors of practice and adjunct faculty to join Sanford, but also for a rotating schedule of current tenured faculty to teach these classes so all students will be able to work with all faculty. Furthermore, more courses will be created in a team model where the most relevant faculty member will do a specific module within the course and this team-teaching approach will further allow our faculty to collaborate with one another. Finally, faculty will benefit from the advanced expertise, and work experience, of this new student population. Course discussions and application of material will be the most advanced of all of our courses and specific courses, such as the Team-Based Learning for National Security Professionals and Professional Practice in National Security classes, will allow for the most progressive synergy of our curriculum with professional practice. These courses in particular, merged with our online / hybrid delivery model, will also allow for our faculty to gain more experience working with more employers beyond our immediate geographical proximity.
Benefits for the Sanford School and Duke University
The Sanford School should see immediate benefits from the first cohort of students enrolling in the E-MNSP as we are currently underrepresented in the National Security field, while boasting a world-renowned faculty and are central to many military bases and homes to national defense efforts. This program will allow Sanford to gain a large share of an untapped national security market within a 400-mile radius of Duke, which includes hundreds of thousands of potential students and our most applicable competition (George Washington and American University) hundreds of miles away. Additionally, the cohort will be entirely comprised from across the institutions of national security, to include the private sector, which will enrich and diversify the body of policy studies at Sanford. Specific efforts will also be made to recruit diverse student cohorts, as well as the hiring of diverse faculty for the full-time and adjunct positions.

This program will also represent a progressive, and needed, step forward for the Sanford School as it will represent the first dedicated digital offering at the credited course and degree level. The creation, and implementation, of this program will necessitate the creation of new infrastructure within Sanford which will better equip the School as a whole to facilitate digital offerings and content not only for this degree but all other programs as well. Currently, the Sanford School has invested in the creation of a professional-grade recording studio with high-resolution cameras, lights, and audio equipment in addition to greenscreen technology, a teleprompter, and a podcast recording center. With the need for online and hybrid delivery through the Covid-19 pandemic many faculty have experimented with elements like creating videos for class which students can access asynchronously representative of the flipped classroom model, which will continue even as courses resume in traditional formats. The resources committed to the E-MNSP program, from a technical and instructional design perspective, will further expand on the progressive and flexible teaching delivered this past Fall (2020) for the whole school community. Sanford has also invested in a Director of Digital learning. With all these resources in place, Sanford is establishing an Office of Digital Learning to handle our future digital offerings.

At the University level, the E-MNSP will allow Duke to gain visibility within the veteran and national security community. Currently, Duke is a Non-LOI (Letter of Instruction) school within the Department of Defense (DoD) education system which limits integration and attraction. An executive program would serve as a bridge to closing that gap and would attract significant numbers of student-veterans across the national security enterprise. The inclusion of this new student population will allow for students into our university who previously would have never been included in our demographics and will begin a base of executive-level students who can immediately contribute to our community as alumni. The E-MNSP curriculum also includes an elective course students are required to take so this opportunity will allow them to take other digital courses throughout Duke and foster interactions with these students throughout the student and faculty population. If there are not sufficient digital electives at Duke (as we expect there will be post-COVID), Sanford will arrange additional opportunities for fulfilling this elective course.
SECTION 2: DESCRIPTION OF THE PROGRAM

Strategic Objectives and Educational Goals
The creation and implementation of the new E-MNSP will primarily seek to fill voids in educational opportunities for mid-career and executive-level professionals in the national security field by connecting them with the faculty and resources of Duke University and the Sanford School, especially for those within our geographical region. This program will be unique in the field and differentiate from competitors (i.e. American University, Georgetown, George Washington, and even campus-based programs within Sanford) based on its: work experience requirements for incoming students, ability for students to complete within one calendar year or expand to 20-months, the creation of a new curriculum and electives, including a Team-Based Learning for National Security Professionals course and a Professional Practice in National Security class, and the robust on-campus immersion experiences (two weeks in summer and two visits per semester). The goal of this program is to offer a custom learning experience for national security professionals, operating within the most progressive educational modalities, all while working lockstep with faculty to combine the curriculum with student’s professional practice.

The Sanford School has worked to create the new E-MNSP as a new program building off of the foundation of our existing Master of Public Policy in National Security and Foreign Policy and the Counterterrorism and Public Policy Fellowship Program, but also as one which has a new curriculum specifically focused for this new student population. This degree will represent a new direction for Sanford which will be our first dedicated digital degree. Sanford seeks to leverage a new Office of Digital Learning and recording studio to offer courses which will offer synchronous videos and elements to let students work at their own pace but also have weekly synchronous elements to allow students to work with faculty in real-time. Students will always be connected through their Learning Management System (Sakai) throughout the program, while again also connecting on-campus twice in the Summer term and twice each semester (Fall and Spring) through Friday / Saturday immersion experiences. Students who complete the program will experience a robust year, or 20-months, with lots of faculty interaction, social support, and have access to all the same Sanford resources as campus-students.

The new E-MNSP curriculum reflects a progressive collection of courses which are customized to reflect 21st century national security issues and foundations, all while further specializing in leadership skills needed for executive-level students. The curriculum is divided into three overarching themes: Concepts, Process, and Outcomes. Concepts includes courses in methods, leadership, and ethics, all needed foundations for future national security leaders. The Fall semesters will highlight “Process” in national security leadership by having courses focus on the institutions in national security as well as courses on budgeting and strategy. This semester also allows students to experience the Team-Based Learning for National Security Professionals course where they will work with faculty and a team from their cohort to solve a professional practice problem or create a large-scale project for a real national security
employer. The Spring semester focuses on “Outcomes”, where students will take a course on threats and opportunities within national security, take an elective course connecting them to various other Duke online courses, and a final Professional Practice in National Security course which connects their studies with where they work. This allows students to better use their time balancing work and school and also incentivizes employers to assist students participating in the program.

Degree Requirements
This program is offered at 30 total credits to earn the degree, which is attractive for students, puts the requirements in line with competing programs (American), and is also consistent with other executive-level masters at Duke, including Sanford’s one-year Master of International Development Policy (MIDP). To maximize student flexibility, to allow students to pick the ideal work / life / school balance, the degree will be offered in a 12-month and 20-month versions. The 12-month curriculum is designed for students who want to commit as a full-time student and complete the degree in one calendar year. The experience will be robust and accelerated but will be attractive as it will lower costs and allow students to quickly re-enter the job market with enhanced credentials and applicable knowledge sooner. The 20-month version of the E-MNSP will be designed for students who can only take courses part-time. This plan of study will allow students to still complete the degree in less than two years while never taking more than two classes a term, as well as having the second summer off from class commitments. The two plans of study, collectively, will also allow students from different cohorts to take classes together, and allow students who start the 12-month option the ability to change plans and slow down if the pacing is too taxing.

The E-MNSP will build off the work and concepts taught in our MPP in National Security and Foreign Policy program, though at an advanced pace and with new courses designed for working professionals. As found in the short course descriptions in Appendix A, the classes will assess students by projects (individual and team), papers, short quizzes, participation, and discussion. These assessments will be connected and build off one another as students acquire new skills throughout the program and will always, when applicable, connect to a real-world event or to the students own professional practice.

The cohort model, and pre-sequenced selection of classes, will eliminate any prerequisites for individual classes. Furthermore, the program itself will have a competitive application process and minimum of ten years work experience requirement which justifies the 30-credit model, but also allow for confidence that students will be set-up for success with this advanced curriculum. Discussions are currently ongoing at Sanford to create online courses in basic statistics and economics, designed for students who need skill building in these areas as determined by entry-level screeners. It would be anticipated that these courses could be available for incoming E-MNSP students if needed. This degree is also being marketed as a practice degree and will not be heavy in forming independent researchers, however, students will be exposed to basic research methods and required to take Responsible Conduct of Research (RCR) courses if needed related to a project a student might choose in their Team-Based
Learning for National Security Professionals or Professional Practice in National Security courses.

The most applied practice in the program will come through the Team-Based Learning for National Security Professionals course as well as the final course in the program, Professional Practice in National Security. The course promoting team-based learning will leverage synchronous tools to bring students together from different backgrounds, focusing on the same professional practice problem. Students will have group components fostering the need to work together and communicate while also having individual responsibilities to stratify everyone’s participation on the project. The faculty in National Security and Foreign Policy at Sanford have a long history of having students work directly with regional defense-based entities and will give students a real-world experience where they need to deliver a professional deliverable to a client. The experience will guide students through outlining advanced memos, conducting client interviews, and focusing on one singular project throughout the term allowing for continual feedback from faculty allowing students to edit and evolve their project to a finished project. The Professional Practice in National Security course will replicate some of this same model, however, students will be asked to find and solve a problem or task at their own work location, or one will be given to them if they are not working. This will be the culminating experience of blending the curriculum, led by the individual student working singularly with a faculty member and preceptors from their job, to advance a goal or solve a problem at their work location incorporating lessons learned from all or most classes in the program. Finding ways to collaborate students’ employment with curriculum and student learning objectives, assessments, etc. will be a hallmark of this new program.

Curriculum and Distance-Based Learning Opportunities
The E-MNSP will be presented to students in a streamlined, but flexible, progressive model which best uses students’ time to work on the majority of their courses from home, while maximizing their time on campus to connect with faculty and fellow students. The curriculum consists of 10 courses each student takes, with variance occurring in the designated “elective”. The first summer term will allow students to come together for a week on campus for orientation and to be introduced to all of the technology tools they will use in their classes. When students return home, they will begin classes, and will be brought back on campus at the end of the summer to simulate a week of residential classes. During the Fall and Spring terms students will work through their classes in distinct modules, where they will have work they can do on their own time, like readings and watching faculty-created lectures on video, while also having designated times to meet synchronously through tools like Zoom. Platforms will be provided for students to work collaboratively on projects and twice a semester students will return to campus for two-day immersive campus experiences where they will again work with faculty, apply material, and meet with guest speakers. All courses in the program will be developed with teams of faculty, where the most specific content expert will make individual modules, while one faculty member will be the designated instructor of record to be the point of contact for students. Faculty will also work with the Director of Digital Learning during the development of each course to get assistance.
in instructional design to offer classes which are intuitive yet reflect the most progressive teaching modalities online.

The E-MNSP, while being Sanford’s first digital degree offering, will be central to efforts within the School to create a flagship program online (hybrid) which will serve as model for future teaching efforts. The program will reflect three central educational theories and models: cognitivism, constructivism, and connectivism. Our esteemed faculty will work in each module to represent the traditional cognitivist approach (transferring knowledge building off prior knowledge and building new mental maps) by creating new content which will be shared through Sakai via recorded lectures and the usage of guest speakers. Each course will also allow students to “construct” (students build their own knowledge and apply within real-world context) as they work on projects, in teams, and are assigned tasks related to real-world events or to provide solutions for companies who operate in the national security field. Finally, connectivism promotes a total learning environment which “connects” students with experts in sub-fields and learning is constructed in a way where students are plugged into the primary resources used by experts. To represent connectivism the content for some courses will not be taught by a singular instructor, rather each sub-section of the course will be made by the best sub-expert in that content area. Furthermore, assignments will be given to allow students the opportunity to explore online resources used by those sub-experts: podcasts, message boards, data repositories, etc. allowing students to build knowledge of where to find information and stay current after the program is completed.
## EXECUTIVE MASTERS OF NATIONAL SECURITY POLICY (E-MSNP)

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Executive Masters of National Security Policy - 12 Month Plan of Study

SUMMER - ON CAMPUS
Students will start their academic experience with two separate weeks on campus:

WEEK ONE: Orientation on Campus / Meet and Work with Faculty

WEEK TWO (End of Summer): This campus-based experience will allow students to experience taking a week of their summer courses residually

SUMMER COURSES
"CONCEPTS"
TERM 1
- Methods of Policy Analysis

TERM 2
- Leadership in the National Security Policy Environment
- National Security Ethics

FALL - COURSES
"PROCESS:
- National Security Budgeting
- National Security Strategy
- Institutions of National Security
- Team-Based Learning for National Security Professionals

FALL - ON CAMPUS
Fall courses will occur virtually (with synchronous and asynchronous elements) except for two "immersion" weekends.

IMMERSION WEEKENDS
- Week 5 and Week 9

During these periods, students will be required to come to the Duke Campus for in-person instruction. Immersion weekends will include full class days on Friday and Saturday.

SPRING - ON CAMPUS
The Spring immersion experience will be similar to Fall, Week 5 and Week 9

Within the two immersion weekends during the spring, students will have a total of 32 hours of instructional time. The remaining 67 hours of instructional time will be accomplished during the 14 weeks of the semester with approximately 5 hours per week of synchronous or asynchronous interaction. The total equates to 33 hours of instruction per class.

SPRING COURSES
"OUTCOMES"
- Threats and Opportunities
- Elective
- Professional Practice in National Security
Executive Masters of National Security Policy - 20 Month Plan of Study

**SUMMER - ON CAMPUS**
Students will start their academic experience with two separate weeks on campus:

- **WEEK ONE**: Orientation on Campus / Meet and Work with Faculty
- **WEEK TWO** (End of Summer): This campus-based experience will allow students to experience taking a week of their summer courses residentially

**SUMMER - COURSES**

- "CONCEPTS"
  - **TERM 1**
    - Methods of Policy Analysis
  - **TERM 2**
    - Leadership in the National Security Policy Environment
    - National Security Ethics

**FALL - COURSES**

- "PROCESS:
  - National Security Strategy
  - Institutions of National Security

- **IMMERSION WEEKENDS**
  - Week 5 and Week 9
  - During these periods, students will be required to come to the Duke Campus for in-person instruction. Immersion weekends will include full class days on Friday and Saturday.

**SPRING - ON CAMPUS**

- National Security Budgeting
- Team-Based Learning for National Security Professionals

- In our Team-Based Learning course students will be placed in teams, under the direct supervision of a faculty member, and will be asked to solve a real-world problem working with professional national security organizations.

**SPRING - COURSES**

- Professional Practice in National Security

In this course students will explore common barriers in day-to-day national security work and then work one-on-one with a faculty member to solve a professional practice issue at a, or their, work location through research or large-scale project.
**Summer Semester**  
Students will begin the E-MNSP program in May with a mandatory orientation session and begin their Methods of Policy Analysis course in Term 1 and continue with Leadership in the National Security Policy Environment course, and their National Security Ethics course in Term 2 (for the 12-month program, course schedule modifications are reflective in the 20-month plan of study). Following the week of in-person orientation, the courses will convert to a virtual learning environment and will meet weekly via zoom (evening classes) with their instructors. Students will return to campus for a week of in-person classes during Term 2 as they take the National Security Policy Environment course, and their National Security Ethics course.

The summer orientation and the summer courses will be designed and overseen by the Faculty Director, a Professor of Practice (POP), tenured faculty in the program, adjunct faculty, and the Director of Digital Learning. The POP will teach Leadership in the National Security Policy Environment. Methods of Policy Analysis will be taught by existing Sanford faculty or an adjunct. National Security Ethics will be taught by existing Sanford faculty or an adjunct. Other Sanford staff may be necessary to help with orientation events.

Within the orientation/immersion week, students will have 10 hours of instruction (2 hours per day) in each of the aforementioned courses. Orientation events will comprise approximately 1-2 hours per day, among other activities to get students to know one another and Duke University. This first week will be critical to build the foundation of creating what will be an online learning community, in addition to connecting students with campus faculty, students, and resources. Events for the week will include; campus tours, explanation of Duke VPN, introductions from National Security faculty, student introductions, small group activities, discussions of national security issues, eating meals together, question and answer periods, guest speakers, meeting select campus students, introductions to the Learning Management System (Sakai), and discussions on informal ways students will interact once they return home using collaborative tools (Facebook group, discussion boards, etc.) to facilitate informal learning and to offer peer support. Ultimately allowing the E-MNSP students to find avenues for informal learning, as campus students do before and after class, as well as building a community of learners will help foster a support network which will be critical for success.

During the second immersion week, students will have 10 hours of instruction (2 hours per day) in each course. The intervening weeks of virtual class, students will receive 13 hours of class time (synchronous and asynchronous). The total equates to 33 hours of instruction per class, which meets the existing standard for course design.

**Fall Semester**  
Students will register for four classes (12-month) during the fall semester: National Security Budgeting, Institutions of National Security, National Security Strategy, and Capstone I. Courses will occur virtually (with synchronous and asynchronous elements) except for two “immersion” weekends at roughly week 5 and week 9. During
these periods, students will be required to come to the Duke Campus for in-person instruction. Immersion weekends will include full class days on Friday and Saturday.

The POP and Director of Digital Learning will oversee and manage the program during the fall semester related to classes and administrative work respectively. A current faculty member or adjunct faculty member will teach Institutions of National Security and National Security Budgeting. The POP faculty member, or a current faculty member through a course trade, will facilitate the Team-Based Learning for National Security Professionals course as well as a core course in the Sanford graduate curriculum, thus creating an availability (on a rotating basis) for a Sanford faculty member to teach National Security Strategy.

Within the two immersion weekends during the fall, students will have a total of 32 hours of instructional time. The remaining 100 hours of instructional time will be accomplished during the 14 weeks of the semester with approximately 7 hours per week of synchronous or asynchronous interaction. The total equates to 33 hours of instruction per class, which meets the existing standard for course design. The Faculty Director, POP, and Director of Digital Learning will oversee the design and execution of immersion weekends.

**Spring Semester**

Students will register for three classes during the spring semester (12 month): Threats and Opportunities, Elective Course, and Capstone II. The POP would teach a core course in the Sanford (MPP/MIDP) graduate curriculum thus creating an availability (on a rotating basis) for a Sanford faculty member to teach the Threats and Opportunities course. Multiple tenure-line faculty will rotate to teach the Professional Practice in National Security course. Participation by existing faculty in the comprehensive projects (mentor/client/networker) would occur and be rewarded through supplemental payments (similar to existing MPP mentor program). Courses will be scheduled online, except for two “immersion” weekends at roughly week 5 and week 9. During these periods, students will be required to come to the Duke Campus, similar to the Fall term. For the elective course, the students must choose either from on-campus courses and participate in person or they must select from the growing number of online courses (synchronous or asynchronous) available at Duke or at schools with which Duke has an existing interinstitutional agreement (UNC, NCSU, NCCU).

Within the two immersion weekends during the spring, students will have a total of 32 hours of instructional time. The remaining 67 hours of instructional time will be accomplished during the 14 weeks of the semester with approximately 5 hours per week of synchronous or asynchronous interaction. The total equates to 33 hours of instruction per class, which meets the existing standard for course design.

**Brief Description of Courses and Learning Opportunities (expanded in Appendix A)**

A description of all of the nine new courses for the E-MNSP degree (one course is an elective) can be found in Appendix A.
• Methods of Policy Analysis
• Leadership in the National Security Policy Environment
• National Security Ethics
• National Security Budgeting
• National Security Strategy
• Institutions of National Security
• Team-Based Learning for National Security Professionals
• Threats and Opportunities
• Elective
• Professional Practice in National Security

Backgrounds and Bios of Key Faculty (expanded in Appendix B)
The proposal for the E-MNSP has been an ongoing, evolving, project for over two years within Sanford. As the proposal has moved forward, on several occasions, it has been discussed and reviewed by the Curriculum Committee, the Executive Committee, the Board of Visitors, and had been formally presented to the full faculty. Specific efforts have been made to gain diverse reviewers and perspectives during the writing of this report. The Faculty Director, Dean, and Director of Digital Learning have made working copies of the proposal available for review, have responded to all inquiries, and have met with several faculty one-on-one to address inquiries or to discuss potential collaboration. Focused efforts will be made to take the funds and resources available to hire a new professor of practice and adjunct faculty to represent the growing diversity and representation of women throughout the national security field. Faculty and other members of our community who have contributed to this proposal are also listed in Appendix B.

Student Participation in Independent Research
As a new program the E-MNSP is designed to be a streamlined program of 30 credits representing the specific needs of mid-career professionals in the field. All avenues to offer student flexibility will be given through advising, faculty mentoring, and for projects and assignments in classes to be tailored to student’s professional practice. The Team-Based Learning for National Security Professionals and Professional Practice in National Security classes will provide students with opportunities to identify their own problems they see in their work environment and determine the best methods to address those voids. Students can meet the requirements for these courses through research or with large-scale projects. The identification of questions or projects, methods to address these questions or projects, trainings required to conduct research, etc. will all be developed by teams, individuals, and their faculty mentor. While this executive, accelerated master’s degree focused on professional practice is not tailored to guide students to be independent researchers, similar to the campus experience, all avenues will be open for students to work with faculty on research as possible. The ability to use collaborative writing tools, teleconferencing software, etc. allows more than ever the ability for distance students to work with faculty mentors even on research, which will be encouraged if possible.
**Target Audience for the E-MNSP**
This formal proposal is the final product of a long discussion within Sanford to create various “executive-style” master’s degrees for working professionals in national security. The goal of this specific program is to create a degree offering that would be attractive to mid-career professionals, provide advanced education to those serving in the realm of national security, and enhance the ties between the Sanford school and the dense national security community within the Washington D.C./Maryland/Virginia/North Carolina region. Specifically, the target audience for this degree would be those who have at least ten years working experience in the military, or security-focused civil servants, contractors, or consultant. Potential applicants, beyond the military, could work for private firms focused on national security or within government agencies, such as the FBI and other forms of law enforcement.

In 2017, according to the Department of Defense Manpower Data Center there were roughly 140,000 active-duty military personnel stationed in North Carolina (4th highest density in the nation). This number is also in addition to the 115,000+ active and reserve military personal in nearby Virginia, 88,000+ in Georgia, and 55,000 in South Carolina. Complementing that group are thousands of civil service professionals working in the national security realm, many in Washington, D.C., all of whom would benefit from an advanced degree in their chosen profession. Many of these military and civil service professionals are within commuting distance. Likewise, individuals in the national capital region are within driving distance of Duke University as they would only need to make the commute a total of six times while in the program.

The Department of Defense is beginning to create opportunities, long established within the armed forces, for civil servants to benefit from advanced education. In 2018, the National Defense Authorization Act (NDAA) required the Department of Defense to establish pathways for addressing critical skill gaps in the DOD’s workforce. While the legislation allows the DoD to slowly accomplish this (partnering with one university by August 2021 and 20 by 2023), it highlights an increased priority on education of the national security workforce.

**SECTION 3: RELATIONSHIP OF NEW PROGRAM WITH OTHER DUKE PROGRAMS**

Internally at Sanford
Sanford currently offers a Master of Public Policy (MPP) in National Security and Foreign Policy and supports the Counterterrorism and Public Policy Fellowship Program (CTPP). The newly proposed E-MNSP would connect with these programs by sharing faculty and seeks to find various ways to connect these students either online or during campus experiences. These programs differ based on: degree offered, credits required, as well as the online / hybrid modality. Adding the E-MNSP will not compete with these existing programs as it will focus on students who cannot take full-time classes residentially as well as aiming to attract working professionals with at least a decade of work experience. The E-MNSP will complement the other programs by expanding the
geographical footprint of the Sanford School and incorporating more experienced students.

- **Master of Public Policy (MPP) in National Security and Foreign Policy**

  The MPP is a campus-based program for less experienced students requiring 51 credits. The National Security and Foreign Policy Concentration prepares MPP students to similarly assume positions in the national security community, including consulting firms with federal contracts. Graduates have secured jobs in key executive departments, such as defense, state, and homeland security, as well as in intelligence agencies and consulting firms. The economic outlook for employment in the national security community (including homeland security) is outstanding and unique.

- **Counterterrorism and Public Policy Fellowship Program (CTPP)**

  The fellowship program is designed to accommodate military professionals having attained the grade of 0-5/0-6, FBI special agents and intelligence analysts, CIA operations officers and intelligence analysts, mid-grade State Department employees, homeland security professionals, and other select members of the executive branch who demonstrate potential for future leadership opportunities and have an overall strong record of performance. Preferably, candidates will have been awarded a graduate degree, but this is not a requirement. Agencies and organizations conduct internal selection processes to nominate candidates for the Fellowship.

  There are three components to the academic program. First, Fellows audit a minimum of six courses during the academic year. One course per semester has been designed for Fellows: in the fall, students take a course on National Security Decision-Making, and, in the spring, a course on Intelligence for National Security. Each fellow will then select four other electives (two in the fall and two in the spring). Fellows may select graduate level or upper-level undergraduate courses at Duke University. Cross-registration for classes at the University of North Carolina at Chapel Hill is also available. Fellows also participate in a two-semester research effort designed exclusively for them to explore topical areas in more depth, interact with faculty, and support the research process. This research effort culminates in a publication-quality manuscript and a presentation to the Duke community. Finally, Fellows enjoy special access to a calendar of special events, lectures by scholars and practitioners, and conferences that take place each semester at Duke and other neighboring universities. Whenever possible, small group sessions is arranged for the Fellows to interact with these special visitors.

- **American Grand Strategy (AGS) Program**

  Many of the same faculty who support the MPP in National Security and Foreign Policy as well as the CTPP, participate in the American Grand
Strategy Program at Sanford, another program which can connect with the content and students in the E-MNSP. The mission of AGS is to prepare the next generation of strategists by studying past generations and interacting with current strategic leaders. The AGS Program follows Four Core Pillars: Curriculum, Speakers Program, Active Learning, and Research.

Curriculum - The hallmark of AGS is a coveted advanced seminar co-taught by a political scientist and a historian only in the Fall semester.

Speakers Program - AGS brings distinguished scholars and practitioners to Duke to interact with undergraduates, graduate students, and faculty. The Ambassador Dave and Kay Phillips Family International Lectureship is the pinnacle of this program and features the most distinguished speakers in one or two signature high-profile events at Duke each year. Recordings or live access to these sessions can be made available for E-MNSP students.

Active Learning- AGS engages students outside of the classroom, providing distinctive and meaningful learning experiences to students in the form of crisis simulations, staff rides, and other field opportunities. In years past this has included career exploration trips to Washington, D.C., and trips to military bases such as Fort Bragg and the Norfolk Naval Base, where potentially students in the E-MNSP program can participate.

Research- AGS advances scholarship and public engagement in the areas of American foreign policy and civil-military relations. Each year AGS’s partner institution, TISS, invites doctoral candidates nearing completion of their degrees to apply to speak at our annual New Faces conference. Applications are solicited from across the nation and beyond; 7-10 are selected to present at the conference in the fall.

Analysis of Similar or Related Programs at Other Universities and Duke
While conducting searches on similar programs in the national security field, at the graduate-level, there are various options available connected to campus-based masters (Master of Public Policy or Master of Public Administration) as a concentration or an independent degree. Similar degrees are offered as a Master of Arts (M.A.) such as Georgetown’s Security Studies Program. Other degrees are modeled as a Master of Science (M.S.) like American University’s Terrorism and Homeland Security Policy masters. The majority of these programs encourage full-time status in the residential program, and at the executive level most programs offer the degree within 30-36 credits. Common titles for similar programs include: Homeland Security and Emergency Management, Homeland Security and Foreign Policy, Applied Intelligence, International Affairs: United States Foreign Policy and National Security. An aggregate of various ranking services, since the degree titles are so unique in this specialty degree, shows the main competition for this program would be by similar programs at Georgetown University, George Washington University, American University, and Texas A&M University, especially when considering both campus and online options.
considering online, or hybrid, options specifically the four most similar programs offering executive-level masters would be at American University, George Washington, Texas A&M, and the Institute of World Politics.

In comparison to the executive, hybrid / online, masters programs at American University, George Washington, Texas A&M, and the Institute of World Politics, the new E-MNSP at Duke would be aligned with the majority of programmatic metrics but more advantageous in price. While not all data is available publicly for variables, including credits, cost, format, credits, etc. the general conclusions show these offerings vary from: 12-36 months in duration, have a cost of over $50,000 (with George Washington’s over $70,000), primarily use rolling admissions (George Washington uses Spring / Fall admissions), require 7-12 years of work experience required to start, and range from 24-36 credits. With the E-MNSP having a 12- and 20-month option, requiring 7+-years work experience, and offering the degree for 30 credits again aligns with most of the competing degrees. The E-MNSP truly differs from the competition with its starting price point of $45,000 for a 12-month degree, over $10,000 less than the lowest listed comparable degree, as well as offering a more robust campus experience. From available information it appears one program is strictly online, one requires a weekend commitment, and another requires a week commitment on campus. The E-MNSP at Sanford, however, will give students the opportunity to be on campus for a total of two full summer weeks and four weekend experiences, giving them more access to campus resources, time face-to-face with faculty, and more opportunities to network within their cohort.

Duke
A review of the Duke Graduate School website shows Duke offers master’s degrees through 29 different Schools or programs. The vast majority of these degrees are traditional, campus-based experiences, with even many accelerated degrees still requiring full-time commitments on campus. A review of these degrees shows natural synergy potentially with the Master's in Analytical Political Economy (MAPE), Master of Science in Global Health (M.Sc.-G.H.), Master's Program in Economics and Computation, Master's in Statistical and Economic Modeling, Master of Economics, and the Master of Arts Program in the Humanities. These degree programs show some general connections with the E-MNSP, to where students could potentially take elective courses from these programs now or in the future depending on modality of offerings, however, none of these programs are specifically focused on national security and defense, nor would primarily focus recruiting efforts on those in the military or defense sector. Throughout Duke’s graduate catalog the most comparable programs, based on content or delivery of executive education, are the M.A. in Political Science, Sanford’s 30-credit Master of International Development Policy (MIDP), Fuqua’s Weekend Executive Master of Business Administration (MBA) and the Pratt School’s Master of Engineering Management (MEM).
• M.A. in Political Science

Offered through the Department of Political Science at the Trinity College of Arts and Science, the M.A. in Political Science has various comparable connections with the E-MNSP degree proposed, however, this is strictly a campus-based program which would not compete directly with the hybrid model for the E-MNSP. The two degrees are comparable in that they both offer a 30-credit pathway to graduation, though the M.A. in Political Science has a 24-credit option if a student completes a thesis. This degree offers six major field concentrations, including: Normative Political Theory & Philosophy, Political Behavior & Identity, Political Economy, Political Institutions, Political Methodology, and Security, Peace & Conflict. Again, hopefully E-MNSP students could find ways to take courses in some of these areas as an elective, however, the E-MNSP differs from these offerings specifically based on the focus on practice, the requirements of 7+ years’ work experience for students, the hybrid delivery model, and the executive-level curriculum which is seeking to develop leadership skills to direct or manage large-scale national security efforts.

• Master of International Development Policy (MIDP) – Sanford / (30 Credits)

Similar to the E-MNSP proposal, the Master of International Development Policy (MIDP) is a degree program focused on early to mid-career professionals, offered at 30 credits, but differs in its mission to help students who will dedicate their careers to policymaking and public service in developing countries. Furthermore, while this program also has a 12-month option it is only offered for those who will be full-time students on campus. The 30-credit MIDP also offers more flexibility in that students can take up to five electives, while our E-MNSP is starting with nine new courses specific to the needs of our specific student population, however, the core courses through the MIDP program, including: Policy Analysis for Development, Economic Foundations for Development, International Development, Empirical Analysis for Development (Statistics), Economic Growth and Development could be potential elective courses for E-MNSP students if they can make the campus classes or modality of delivery changes in the future.

• Fuqua School of Business Weekend Executive MBA

The Weekend Executive MBA is a progressive, hybrid model program which students can complete in 22 months. Similar to the E-MNSP proposal, students come to campus in addition to taking online classes and modules, however, this MBA program takes longer to complete and requires students to come on campus for three days at a time, once a month throughout the program. By concentrating the E-MNSP on-campus experience to two weeks in the summer and four total weekend requirements, the E-MNSP can potentially pool from a larger geographical region and lower costs for students
travel. This MBA program, however, is a fully developed program offering five different concentrations and over 20 electives for students to choose among. While the E-MNSP is starting with a streamlined curriculum, making it easy for scheduling and to minimize start-up costs, this comparison highlights the potential need in the future for the E-MNSP to expand beyond the curriculum contained in this proposal. In conclusion, the Weekend Executive MBA is primarily a self-contained program sometimes operating off the traditional academic calendar, making the programs not really competitive with one another especially based on academic focus and at the price point difference of $100,000 ($145,000+ to the E-MNSP $45,000 cost).

- Pratt School’s Master of Engineering Management (MEM)

Another progressive Duke degree at the graduate level is the Master of Engineering Management at the Pratt School. This program does not connect or compete with the curriculum of the E-MNSP; however, it is another online / hybrid program to compare specific requirements for students. This program is advertised as an online degree; however, it does have students come on campus for three, weeklong, resident experiences. The MEM is a two-year degree, offered at 30 credits with a capstone experience. Students are to take four core courses, four elective courses, a capstone for no credits, and a six-credit final project. Other unique aspects of this degree are that they breakup their tuition per course, and students also can start either in the Fall or in the Spring term. With the E-MNSP built-in summer orientation and week-long residential classes to start the program, at this time it is not expected the E-MNSP would allow for different start dates and wants to promote a cohort model where students can benefit by working together at the same or similar pacing.

Reliance on Other Duke Programs
The E-MNSP at Sanford will be a self-contained program which does not require much support nor is dependent on other programs at Duke beyond allowing our students to meet their one elective requirement. Sanford already has a talented collection of faculty to teach these courses, and will be using internal funds to hire new adjunct and professors of practice to make sure the new teaching requirements does not impact the existing campus programs. The recent hire of a Director of Digital Learning, and the creation of recording studio within Sanford, will also minimize the need for instructional design help from Duke Learning Innovation. Work will be done to consolidate a list of electives (campus and especially online) which students could most benefit from and is offered in the Spring term. Our expectation is students will have numerous courses to choose from, and if needed we will work with different schools to confirm pre-requisites or potentially reserve space if certain courses become most popular. With only 20 students, however, selecting different electives it is not anticipated this need will be taxing on the Duke community and if needed Sanford could make their own electives to satisfy this requirement. In the end, we see this program, the interaction with Sanford’s (MPP) in National Security and Foreign Policy, the Counterterrorism and Public Policy
Fellowship Program (CTPP), and the elective requirement as a way to foster collaboration with other Schools, faculty, and campus students.

Consequences and Benefits
The E-MNSP proposal highlights what is expected to be minimal or no negative consequences to the Duke community. The program seeks to bring in a small cohort of students who will work primarily internally at Sanford with minimal start-up funds which have already been allocated. Furthermore, the small recruitment goals further mitigate risk when considering the vast potential student population who work in national security within a six-hour driving radius. In the end, the anticipation is the program will serve as a catalyst of collaboration connecting many existing programs in Sanford with working professionals and further training the workforce solidifying Sanford as the ideal location to get experience in the national security field which can lead to new job opportunities, all with a flexible schedule and a fair cost. This program will make inroads to connect Duke with a new student population who represent a field, national security, that our surrounding area is most known to support.
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<tr>
<th>SCHOOL</th>
<th>TIME (MONTHS)</th>
<th>TUITION</th>
<th>ADMISSIONS</th>
<th>FORMAT</th>
<th>YEARS OF EXPERIENCE</th>
<th># OF COURSES</th>
<th>TERM LENGTH</th>
<th>CLASS SIZE</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>American University, School of International Service - MIS: Executive Masters of International Service</td>
<td>12 to 18</td>
<td>$58,380</td>
<td>Rolling</td>
<td>Online with one weekend on-site at the start of the program. Students must take at least six courses on campus, two can be waived with vast professional experience.</td>
<td>10-12</td>
<td>8-10 = 24-30 Credits. Two courses can be waived with vast professional standing in international experience.</td>
<td>15 weeks with 2 courses each term</td>
<td>Unknown</td>
<td>Core courses - Global Security, International Development, and U.S. foreign policy. Seminar in International Affairs, Executive Leadership, Capstone; 1 Econ; 1 Research Methods; 5 Electives in Concentration Area</td>
</tr>
<tr>
<td>Texas A&amp;M University, College Station, Bush School of Government and Public Service - Online Executive Master of Public Service and Administration (EMPSA)</td>
<td>24 to 36</td>
<td>Unknown</td>
<td>Rolling</td>
<td>Online with one week per year on-site</td>
<td>Unknown</td>
<td>12 = 36 credits</td>
<td>Fall and Spring = 15 Weeks Summer = 10 Weeks</td>
<td>Unknown</td>
<td>Homeland Security is One Of Three Tracks: (7 Required Courses: 4 Core Courses, Plus 3 Core Courses of Track) - Budgeting in Public Service, Public Management, Fundamentals Of Homeland Security</td>
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<td>SCHOOL</td>
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**EXECUTIVE ON-SITE SINGULAR COURSE MODEL**

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<th>CLASS SIZE</th>
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<tbody>
<tr>
<td>Syracuse University, Maxwell School - National Security Management Course</td>
<td>2 Weeks</td>
<td>$10,000</td>
<td>2 X a year</td>
<td>In-Person</td>
<td>20+</td>
<td>1</td>
<td>Unknown</td>
<td>55</td>
<td>Topics of Foreign Policy, Intelligence, Terrorism/Counterterrorism, Management, Leadership, Homeland Security, Global Economics, Trouble Spots, Current Challenges. Focus on Leadership Development Ranks of 06/Gs15, As Well As Flag and General Officers, or Those of a Non-Defense Equivalen Status</td>
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SECTION 4: MARKET RESEARCH FOR THE PROPOSED NEW PROGRAM

Demand

The E-MNSP proposal is the culmination of two years of planning by the National Security and Foreign Policy Faculty. The idea formed from numerous discussions originating from employers asking faculty to create an executive level, accelerated program for working professionals. Over the course of the last two years our faculty, and Faculty Director, has held conversations with many employers and potential students who have shared their perceived need for this program, in this area, using digital resources, at a fair price point. North Carolina is home to the fourth largest population of active military and military reserves, and within the Mid-Atlantic region there are over 2.5 million employees working as civil servants in fields whose backgrounds could prepare them for the E-MNSP. In total, according to data USA, there are currently 3.82 million people working in the national security field in the United States and this figure has grown 3.81% over the last decade. Furthermore, the online / hybrid delivery model does not limit people outside the six-hour driving radius conceptualized for the program to participate. The nations home for national security, Washington D.C. is a four-hour drive from Durham making the six campus-based events easily accessible.

In conducting market research, excluding campus-based programs and those not offered at an accelerated pace, there were only four comparable programs. The two closest competitors George Washington and American University are located in the Washington D.C. area; however, our proposed program will offer a more robust campus experience, more pacing flexibility, and a price point much lower for students to participate and not accumulate large college debt as they try and advance in the work force. While not directly comparable as a degree program, Syracuse University offers a two-week residential certificate program for executives in national security that has 55 participants travel to upstate New York offered two times a year at $10,000 a year. This comparison allows for great confidence a master’s degree program, only aimed at enrolling 20 students for $40,000, offered by Duke Sanford’s School, closer to Washington D.C. and the vast pool of applicants in North Carolina and Virginia would be successful. Similarly, the Sanford School under the direction of faculty member Tim Nichols has been running a successful, and growing, executive education program in this field for the last few years which has allowed Sanford to be recognized in this space as well as grow our contacts which can benefit the rollout of the new E-MNSP.

Beyond the content area, and accelerated by the ongoing pandemic, higher education continues to see exponential growth of online courses, and students shifting to this modality, especially working professionals. While long-term trends in this area are unknown due to Covid-19, it is clear many people have become more comfortable working from home and communicating through teleconferencing platforms. The Integrated Postsecondary Education Data System (IPEDS), reflecting data from the National Center for Education Statistics (NCES) shows the percentage of students participating in online courses rose near 10% just from the years 2012-2018, with that
trend continuing obviously during the pandemic. Creating Sanford’s first dedicated degree online would be beneficial for future programming and to take advantage of this growing trend in this academic space.

Recently the Sanford School also participated in three directly applicable studies, 1) led by the Hanover Research Group to understand how Association of Professional Schools of International Affairs (APSIA) member institutions make decisions around designing part-time versions of their flagship International Relations, Affairs, and Policy Master’s programs, 2) by Duke’s Learning Innovation to inform Sanford’s decision-making on new education programs and digital education strategy, and 3) a commissioned study by Sanford, the Academic Programs Task Force (APTF), to help determine specific plans for digital programming and educational offerings. The Hanover Research Study focused on six comparable universities, including Duke, offering part-time versions of their campus-based master programs. The conclusions revealed these programs were offering opportunities to a broader range of students, was increasing enrollment or limiting withdrawals especially during the pandemic and was allowing students more flexibility during their time in the program. Key findings also highlighted that the new programs were also resulting in more diverse student populations and allowed students to maintain employment while attending school, which this professional practice was often being infused into the curriculum for a more connected experience.

The Duke Learning Innovation report not only focused on potential new pathways for Sanford to offer degrees but was also specific to the growing field of public policy. This 2018 report revealed that over 115,000 jobs specific to public policy had been posted in the three years preceding the study which was a 12% increase over the previous three years. This report also revealed that public policy programs had shrunk 8% over this time period, residentially, but had grown 294% online. Furthermore, of 33 identified peer institutions, 14 offered online master’s degrees. The final recommendations of the report concluded any such degrees at Sanford should 1) center on fostering student / faculty interaction, 2) should connect the classroom with work experience, and 3)
include team-based learning and networking, all central elements of the proposed E-MNSP.

Finally, the Sanford-led APTF report was the culmination of the taskforce created in 2018 to focus on considering new programming grounded in three principal criteria: 1) be mission-enhancing, 2) draw on Sanford’s strengths and capacity to deliver, and 3) would be revenue-producing. Our work included extensive intra-Sanford and broader Duke consultations and interviews with faculty, professional staff, senior administrators, alumni and other stakeholders Ninety-one interviews were conducted: 46 Sanford School, 25 Duke/Provost, 13 External, and 7 Alumni. The APTF also conducted substantial research of other policy schools, relevant higher education literature, student-learner market analyses, job market projections, financial estimations, and other pertinent domains. In total, 22 internal and 48 external sources were reviewed. The members of the task force made some choices, including which possible initiatives not to recommend, through a series of iterative evaluations and discussions. The final recommendations fell into three main baskets: development of a Mid-Career Master’s with a hybrid model of most courses online and some limited in-person sessions; further development of Executive Education and Other Non-Degree Professional Development; and enhancements of Current Degree Programs (MPP, MIDP). The implementation of a E-MNSP would simultaneously address all three of these recommendations.

It should also be reiterated the Sanford School also enjoys strong relationships with the military and national security community through its non-degree producing-executive education programs. As previously described, Sanford has been offering campus-based executive education for national security professionals over the last few years. With numerous client organizations, the program provides tailored instruction based on pre-coordinated topics. The offerings range from 1 day to 1 week and involve seminar-sized events capped at 15 students. Each year in the past five years, the school has instructed between 250-350 military and civil service national security professionals. This experience and client base demonstrates our ability to work in this space, with this level student, and also allows us to begin marketing the new E-MNSP with a developing and ongoing contact list.

**Graduate Opportunities**
This program is offered as an executive master’s degree, for those who already have 7+ years’ work experience as a minimum. With a large segment of our student population working for the military, proof of graduation will be a consideration and metric for promotion and advancement. Students who do enroll outside of the military, however, will already have strong knowledge of the job market and will be exploring our program as a way to advance internally where they already work or to find new employment at a higher-level job. It will be expected students in these sectors who have at least 7+ years of work experience with no graduate degree will be meeting resistance in obtaining executive-level jobs based on competition of fellow applicants. Students interest in, participating in, and graduating from, the program will work closely with their current employers and faculty throughout their time at Sanford, along with career specialists, to ascertain their next steps for career advancement on an individual level.
using their knowledge of their job market to help guide what experiences they need to get out of the program.

Work will be ongoing, collaborating with the leadership within Sanford and the Duke Graduate School to finalize admission requirements and set metrics for evaluating applications. Internal discussions have focused on requiring prospective students to have either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, with no master’s degree required. Those applying for the accelerated-paced program should have 7+ years in one of these functional areas: working in a national security position within the U.S. government (Policy, intelligence community, defense, military, international development, law enforcement, diplomacy, and cyber); or they should have 7+ years working in national security in the consulting world (those working on national security contracts). International students can participate in the program provided they have strong familiarity with U.S. national security systems, local law enforcement (sheriffs), and non-governmental organizations (NGOs).

The program will also follow internal policies for Sanford’s other graduate programs to be consistent on how to, or whether to, have students submit Graduate Record Examinations (GRE) scores. Prospective students would need to submit all transcripts, letters of recommendations, and also answer short essays focusing on how they will apply the program to their professional practice and how it would fit into their work schedule.

SECTION 5: FINANCIAL PROJECTIONS

Five-Year Business Plan
The E-MNSP will start with a tuition of $45,000, with projected 3% increases per year throughout the first five-year budget projections. To ensure proper infrastructure and advertising for the program, to build its first cohort of students, the Sanford School is also contributing $114,000+ to Year 0 costs, primarily for staffing and marketing. These resources are drawn from funds separate from the operation budget that were raised through philanthropy for dean’s initiatives. It will be proposed, like similar programs at Duke, to charge students per course, resulting in the 12-month and 20-month program costing students the same tuition. The program seeks to start the first cohort with 20 students, with an expansion to 25 students by Year Three. Further growth, or capping of enrollment, will be determined in the future depending on demand and impact on internal infrastructure. With the degree being offered online, with minimal campus experiences, other marginal costs beyond faculty time should be minimal. The revenue brought in by the program will create an internal budget which will start with the following allocations (as seen specifically in Appendix C, including costs for: faculty, staff, fringe benefits, program costs, admissions, career services, marketing, and recruiting):

- Financial Aid 10.0%
- Instruction 20.0%
- Administration 7.75%
- Fringe Benefits 7.50%
Description of Financial Aid / Scholarship Amounts
The first program budget sets aside 10% of incoming revenue for financial aid. How those funds are distributed will be determined as we better get an idea on potential need as there are only 20 students who would be joining the first cohort. With the price point starting at $45,000 this will primarily be considered a “pay for your” degree program, especially since it is expected the targeted student population will have access to supplemental funds through the military, government, or the private sector. The priority, however, is to make this program, and why the price point is half of the campus-based degree, to be as inclusive as possible and that Sanford is doing all it can to offer an affordable option to train the workforce. Financial aid will be awarded to those who apply and demonstrate a need. Particular attention will be paid to employing financial aid mechanisms to the end of insuring significant involvement of women and underrepresented minorities in the program.

Instructional Costs
The degree again consists of 10 courses, with one class being an elective, making the E-MNSP program responsible for covering nine courses a year. The basic overview of coverage, to start the program, will have one new professor of practice (POP) teach four courses but only one (1) to three (3) in the program, a current tenured professor teaches one (1) or two (2) courses, a tenure-track professor teaches one (1) to two (2) courses, and hiring four adjuncts to teach the remaining (4) courses. The program hopes long-term to use a rotational system so students have access to different professors and the program as a whole is always benefitting from all National Security and Foreign Policy faculty being involved. This rotation, however, will create a different teaching load per cohort versus a hard fixed number, again this is to promote faculty from the campus and now hybrid programs to interact with one another and different student populations. With this rotation the POP professor will teach a course, or courses, in the campus program, to connect with that student population, and free other professors to teach in the E-MNSP program. Potentially as the program grows there will be the ability to hire another POP, to not only cover teaching loads but to also handle advising and keep ratios low, especially in the Team-Based Learning for National Security Professionals and Professional Practice in National Security courses.

This program will start with 20 students per cohort, a number we find manageable for each instructor. As the program grows, we will monitor the need for instructors to co-teach, or have assistance from graduate students. Also, program growth will provide more funding which will support this assistance, and throughout the program all instructors will have access to an instructional designer (Director of Digital Learning) to help build their courses and utilize best practices for teaching courses with this number of students: small groups, asynchronous recordings, one-on-one sessions with students, peer review, student presentations, etc. As faculty in Sanford have become more knowledgeable in using Sakai, making recordings, teaching online throughout this past year with Covid we are confident the Office of Digital Learning will be able to
provide excellent support for faculty in building this program and the nine internal courses, especially as we will be only doing around three a term and we plan to start making and building courses in Year 0 after approval.

The inclusion of four adjunct professors in this program is seen as a positive for the program as it matches the practice focus of the degree and allows the School to not only hire quality practitioners to the faculty, but these hires will also be specifically focused on increasing diversity among the faculty pool. In addition to rotating faculty, again the program will also utilize the faculty as whole to make content for each course as classes will be dived into modules and recorded lectures will be made by different faculty within the same class.

To cover the faculty load for this new program, and not add burden to the existing campus faculty responsibilities funds are set aside to immediately start a search for a POP upon approval of the program, starting at $90,000 with additional fringe benefits. To cover FTE of existing faculty $10,000 per course has been devoted to this effort, similar to the amount set aside for each adjunct faculty member who will teach an individual course. These amounts match the existing structure within Sanford and instructional design help will also be provided from the Office of Digital Learning to help supplement any additional online course responsibilities. Also, similar to the campus master programs at Sanford, faculty will be provided a $500 supplement for each student they advise in the program.

New Program Reliance on Duke Infrastructure
The E-MNSP should primarily be a program administered within the Sanford School of Public Policy and would not need a lot of Duke infrastructure assistance. The program, and its administration, will always seek ways to find collaboration throughout the university and will also work with existing infrastructure to gain expertise (ie. Duke Innovation Learning) as well as to be consistent in programs and platforms used by students. The E-MNSP program will plan to use the Sakai Learning Management System (LMS) and subsequently need students to gain a Duke ID. For campus-based experiences the program will plan to use classroom space within Sanford, which should be available on weekends. The program will also seek to find hotel blocks for the students near campus out of convenience and to provide a cheaper rate for those needing housing. Accommodations will also be made to either provide transportation for those students or parking passes for their own transportation.

Recruitment Plan
Recruitment for the new E-MNSP will focus on four distinct student populations, and will be coordinated by the Faculty Director, the Director of Digital Learning, and Sanford’s Communications team. This program will highlight its pacing flexibility (12 months or 20 months), hybrid design, executive-level curriculum, and the National Security and Foreign Policy faculty in recruitment efforts. Primarily, the program seeks to focus recruitment efforts within a six-hour driving radius from Sanford which should cover North Carolina north to the Washington D.C. area, as well as south towards Florida. Students beyond this geographical footprint will be encouraged to attend and logistics
should be attainable with the close proximity of the Raleigh airport and only six total campus visits. Potential students for this program include those with ten years of work experience as military servicemembers, civil servants, contractors, and consultants.

Military: North Carolina has a long-standing and dense footprint of military bases, many which already work with Sanford faculty and provide application opportunities for our classes and students. Our state is home to the fourth largest active duty and reservist population in the United States. The United States Marine Corps’ Camp Lejeune is home to over 45,000 Marines and sailors from around the world and includes six satellite facilities. Fort Bragg, North Carolina, is a military installation of the United States Army in North Carolina and is one of the largest military installations in the world, with around 57,000 military personnel. North Carolina is also home to: Pope Air Force Base, Seymour Johnson Air Force Base, Camp Mackall Army Base, Simmons Army Airfield, and two Coast Guard bases. This potential military-based student population also includes 27 military bases in Virginia (Langley Air Force Base, Quantico Military Reservation, and numerous Naval Bases in Norfolk and Virginia Beach), eight bases in South Carolina, two in West Virginia, and eleven in Maryland. Preliminary plans, based on discussions already ongoing with military leaders in the area who are very supportive of this potential program, would be to recruit at many of these locations face-to-face with talks, presentations, and the distribution of printed marketing materials. Discussions with these military executives have also centered on creating work / school compacts which would allow students relief from some work responsibilities and an internal financial support application to incentivize earning an advanced degree. While advancement in the military includes metrics beyond degrees earned, many within the military will seek this degree for the advanced curriculum and to bolster their resume for within the military and / or if they seek to work elsewhere in the future.

Civil Servants: The United States federal civil service is the civilian workforce (i.e., non-elected and non-military public sector employees) of the United States federal government's departments and agencies. The U.S. civil service is managed by the Office of Personnel Management, which as of December 2018 reported over 3.5 million civil servants employed by the federal government including employees in the departments and agencies run by any of the three branches of government (the executive branch, legislative branch, and judicial branch). Many of these employees, who work in agencies such as the Executive Departments of Defense (Army, Navy, Air Force, Marines, Veterans Affairs, Homeland Security), the National Security Council, Central Intelligence Agency (CIA), Federal Bureau of Investigations (FBI), and the State Department work in the Washington D.C. area, only a four-hour drive from campus. Civil Servants will be encouraged to apply for the program, even with competing programs in the area, based on Duke’s academic reputation, flexibility of pacing, the ability to complete the degree in one calendar year, and a price point near $20,000-$40,000 lower than American University and George Washington University respectively. Duke also has a permanent presence in the Washington D.C. area at Duke in DC which hosts and supports academic programs.
Contractors and Consultants: In addition to those formally working within our armed services and federal government, there are many potential students working as contractors, consultants, or those in other non-profit, or for-profit entities who support our national security. North Carolina is home to over 1,600 firms employing over 133,000 people in the allied defense industry. Research and Development is a growing field in the area led by LORD, RTI International, and Booz/Allen/Hamilton. The RAND corporation is a global policy think tank, headquartered in California, but has regional offices in Arlington, Virginia and Pittsburgh, Pennsylvania. Employers in this field are densely located in this region to be near military bases and Washington D.C. and preliminary discussions with several of these employers also shows great promise in supporting our program, confirming the need, and motivated to foster partnerships to get their employees in the program often with financial support.

Recruiting efforts will be conducted on multiple fronts and will mix in-person efforts with a coordinated digital campaign. Sanford’s Office of Communication has recently hired a new Marketing Director who has effort dedicated to digital programs and will lead the creation of branded marketing: in-print, on our website, and through analytic campaigns (Google). Collectively Sanford has a great internal communications and marketing team which handles the website, social media, print advertising, creating podcasts and YouTube videos, and analytics. The Director of Digital Learning also has extensive experience creating branding and marketing online programs, as well as managing Google Analytic accounts and calibrating key words and online advertising.

Financially, $15,000 has been allocated to support marketing efforts beyond the effort of faculty and administration already committed to the promoting the program, with a 3% increase each year of the program. This will figure will be the ongoing allocated budget, which can be increased if needed, in addition to a Year 0 amount of $7,500 to help start letting prospective students know of the program. To date, current faculty who have helped develop the program have already held discussions with those in the field, and upon approval of the program current faculty member, Tim Nichols will work to do an in-person tour of local military bases and security facilities to help build our first cohort and share updates on our offerings. As students inquire about the program, all recruitment efforts will shift to an individualized approach as all correspondence, phone calls, teleconferencing opportunities and admission decisions will be made personally, preferable through phone or tools like Zoom. All efforts will also be made to recruit a diverse applicant pool and ultimately student cohorts.

As a preview of potential future marketing efforts, the Director of Communications and Director of Marketing have provided a draft marketing proposal and plan for the potential E-MNSP, please see APPENDIX G

**SECTION 6: STUDENT COMMUNITY**

**Promoting Diversity**

The E-MNSP program is one which will proactively promote diversity in its student cohorts and faculty hires. The program recognizes not just the need for these actions
but that the mission and values of the program need to represent the growing role of women and unrepresented minority groups in national security. In examining the curriculum for this program, the basic tenants are to promote leadership and to be grounded in ethics, all which need to connect to the growing realizations of systematic inequality in America. The study of these inequalities and the promotion of diversity will be woven in all courses in the program, and the realization of curriculum goals will exponentially grow when matched with a diverse student cohort who can analyze, discuss, and apply the material in context of different perspectives. The process of incorporating diversity within our program will be an ongoing effort and not satisfied with just efforts at program launch, continual evaluation will occur in the area of diversity and will be a central tenet to our overall evaluation efforts, programmatically, and within the curriculum.

To ensure the program has a diverse applicant pool, and ultimately student cohorts, the E-MNSP will need to dedicate specific resources in this area. Special efforts will need to be coordinated with our contacts in the military, civil servant, contractor, and consulting sectors to identify promising female and minority applicants. Furthermore, there will need to be coordination and the proper staffing and time allocation for the Faculty Director, Director of Digital Learning, and Communication team to ensure all marketing efforts are aimed at diverse audiences and extra effort is made in the recruitment of potential students who can increase the diversity of the program. Similarly, the process for offering financial aid will also represent our overall diversity efforts, which represents best practices as outlined by Duke’s Office of Institutional Equity’s “Diversifying Applicant Pools” paper. The E-MNSP program will also benefit from establishing an ongoing relationship with the Office of Institutional Equity where we can learn from their resources and invite them to review our application process. Further efforts to increase diverse applicant pools and cohorts will include the usage of standard admissions rubrics and training for the admission team to ensure proper calibration of application reviews.

Historically Sanford has had great diversity in student populations (Fall, 2018 MPP cohort was 31% minority populated) and a recent report to all faculty and staff from Sanford’s Committee on Diversity and Inclusion (CDI) showed the School was above average in numerous efforts to have a diverse faculty and staff, compensated in equitable ways. This new program will need to build off of these previous efforts and School culture and continue to work with these organizations at the School and University level.

**Student Support Services**

Students in the program will be assigned a faculty advisor and will also be under the direction of the Faculty Director and be given administrative support by the Director of Digital Learning. Efforts will be made at the opening orientation week to build an online community of practice, to facilitate students’ knowledge of one another, exchange contact information, and build an online home for their informal interaction (Facebook group).
Students participating in online, or hybrid programs, unfortunately do not have access to all of the resources of campus programs, however, all efforts will be made to connect E-MNSP students with as many resources as possible. Students should still have access to the Bursar’s Office for tuition questions, the Registrar’s Office for help with schedule of classes and registration, and the Office of Information Technology (and Sanford’s IT Department) for inquiries regarding NetID, email and computer issues. The E-MNSP staff will also explore ways for the E-MNSP students to connect with the Student Disability Access Office (SDAO), the Student Health Center, Duke Reach, and DukeCAPS (Counseling and Psychological Services) as needed.

International Students
The E-MNSP program, with a curriculum requiring extensive background in national security, as well as having six on-campus experiences do not expect many (or any) international applicants to apply or participate. At this time there is no exclusion criteria for international students, and segments of the curriculum related to foreign policy might be appealing for some students who want to work in this field.

Career Development Services
Similar to student support services the E-MNSP program will work to modify campus-based resources offered by Sanford as well as offering specialized career development services through the faculty and staff of the program. Furthermore, the customization and reimagining of career development services will need to be reimagined as the students comprising the E-MNSP cohorts will primarily be those already working in the field, primarily with a long, successful track record, several of whom may be looking for advancement opportunities with their current employer. Some students will join the program with the mindset of using the experience and degree to switch jobs or obtain new employment, so services will need to center on how to advance in the national security field and how to specifically apply and obtain executive-level employment.

The Sanford School currently houses a stand-alone Office of Career Services, headed by an Assistant Dean for Career and Professional Development. Within that office, the School provides a wide range of services to our graduate students, including individual advising, weekly career workshops, networking events, and career expo events in Washington DC and throughout North Carolina, as well as online career resources. The primary approach is to provide individual attention, career planning assistance and networking contacts directly to students, utilizing a 1.4 FTE (Assistant Dean and Career Specialist, Senior) to provide student assistance.

Traditionally Sanford’s alumni population is the most important asset to the career services Sanford provides. As part of this alumni, we can also include the many participants in our short executive education programs to date. Specific efforts will be made to continually connect E-MNSP students with alumni working in the field along with guest speakers who can foster networking. Students will work to create career development plans with faculty advisors and opportunities found in the Team-Based Learning for National Security Professionals and the Professional Practice in National
Security courses might also lead to career development as each class will have students working with professional organizations and employers in the field.

Graduate Student Clubs and Co-Curricular Events
Currently the Sanford School fosters a very diverse and connected student experience with the opportunity to join various clubs and participate in live events. All efforts will be made to allow for the participation in these groups for our E-MNSP students. To-date, Sanford students have a wide variety of extra-curricular organization opportunities, both within Sanford and in the greater Duke community. Here is a listing.

MPP/Sanford Student Organizations:
- MPP Student Council
- MPP Academic Committee
- Sanford Board Leadership Initiative (SBLI)
- Sanford Veterans Student Group
- MPP Student Social Committee
- Bridging Communities
- Sanford PRIDE
- Sanford Women in Policy (SWP)
- Sanford Journal of Public Policy
- Sanford Energy and Environment Club (SEEC)
- Sanford Running Club
- Sanford Latin American and Caribbean Group (SLAC)
- Social Entrepreneurship Initiative (SEPI)
- Policy for the People
- Policy in Living Color

Broader Graduate/Duke Organizations
- Graduate and Professional Student Committee
- BASS Connections
- Duke Interdisciplinary Social Innovators (DISI)
- Graduate and Professional Women’s Network
- Leaders for Political Dialogue (LPD)

MPP Administratively Coordinated opportunities
- MPP Alumni Mentoring Program
- Research Assistantships with various faculty
- Summer Internships (coordinated through Sanford Career Services)
- Professional Development Opportunities (Networking and Professional Branding Event, etc.)

SECTION 7: PROGRAM EVALUATION

Benchmarks and Metrics for Evaluation
Upon approval of the E-MNSP program, an extensive database will be created to track all current and historic data related to: applications, enrollments, diversity, finances, and as the program graduates its first cohort fields will be added to track graduation and career advancement. Specifically, the E-MNSP will record the following data and track against traditional Sanford campus programs as well as make available for any Duke evaluation:

Applications
- Total
- Enrollments
- Quality of Applicants (GPA, Standardized Test Scores, Work Experience, etc.)
- Selectivity
- Yield
- Retention

Diversity
- Student Applications
- Student Enrollments
- Student Retention
- Faculty Composition
- Faculty New Hires

Finances
- Revenue
- Financial Aid Offers and Acceptance (and diversity of those who receive aid)
- Instruction Costs
- Administration Costs
- Fringe Benefits Costs
- Operational Costs

Graduation and Career Development (obtained through student surveys)
- Graduation Rates
- Employment Three Months Post – Graduation
- Career Advancement

Commitment to Third Year Review of Program Performance
The Sanford School, and the E-MNSP program, fully commit to a third-year review of program performance, including history, and analysis of evaluation metrics.

Learning Assessment Plan
Students will be assessed using various assessment tools which will be tracked per course, and historically using Sakai data. These assessment outcomes will also be measured against pre-posted rubrics developed for each substantial assessment throughout the program. This data will also be aggregated with student surveys to allow faculty and staff to reflect on learning gains and performance comparative to curriculum goals and learning objectives as outlined in Appendix D. An example of how Sanford
tracks assessment outcomes (from the MPP program) can be found in the example below, which will be emulated by the E-MNSP program.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evidence Collected</th>
<th>Finding and Evaluation</th>
<th>Resultant Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to:</td>
<td>Students’ individual course grades and cumulative grade.</td>
<td>Finding: 6 of 144 students did not meet the minimum cumulative GPA threshold and were put on academic probation after the Fall semester; one student remains on probation after Spring semester. 43 of 63 students achieved A or A+ grades on their MP. All students satisfactorily completed their MP. Employers provided positive reports regarding students’ performance on their internships. Evaluation: Most students are successfully completing their coursework, internship, MP and degree. Our DGS has some concern about grade inflation of the MP, as well as inconsistencies in faculty advisor regular monitoring of students’ MP progress.</td>
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<td>- Understand the scholarly context of public policymaking;</td>
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<td>DGS and Student Services Director are implementing closer tracking of students’ progress throughout and at the end of semesters, particularly of 1st-year students, in an effort to red-flag potential problems. The Director of Student Services is establishing a pool and process for securing tutors for students before they are in crisis mode. The DGS improved the MP grading rubric to be more specific and to differentiate grade levels. There also are plans to set a structure and communicate with faculty advisors regarding more regular contact with students throughout the spring semester.</td>
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<td>- Conduct original research related to public policy issues;</td>
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<td>- Identify, analyze and evaluate contemporary public policy issues;</td>
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<td>- Integrate knowledge from multiple disciplines.</td>
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<tr>
<td>- Integrate skills learned in the classroom with the practice of public policymaking.</td>
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<td>Students will demonstrate proficiency in:</td>
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<td>- Quantitative analysis;</td>
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<td>- Written and oral communication.</td>
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<td>Students will demonstrate effective skills as a team member and leader.</td>
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<tr>
<td>Outcome target: 100% of students will achieve and demonstrate the desired proficiencies.</td>
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<td>Graduates will be well equipped for the job market.</td>
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<tr>
<td>Outcome target: 50% of graduates will secure a job by graduation.</td>
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<td>95% of graduates will secure a job by December 31 of their graduation year.</td>
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<tr>
<td>Job placement statistics</td>
<td>Survey and recommendations from MP Student Academic Committee.</td>
<td>Finding: 41 of 63 (65%) of graduating students have secured jobs as of July 1. Historically, ~80% have secured jobs within 6 months post-graduation timeframe. Students submitted report to administration in Spring 2016.</td>
<td>There were no concerns that warrant specific corrective action. The Career Services staff continues to pursue improvements for efficiency and effectiveness, including collaboration and joint efforts across-campus.</td>
</tr>
</tbody>
</table>
Enrollment
The risk for missing enrollment targets is low as the overall goal is to create a small, intimate cohort starting with only 20 students. With existing funds set aside to hire new faculty and provide infrastructure, a buffer is also available if the program starts with numbers below that threshold. Considering the large applicant pool, based on potential students in the area related to the content of the program, and how large that geographical area can be expanded due to the hybrid, online delivery, Sanford is confident 20 students to start should be attainable. As we have worked with community partners, those in the military, government, and private sector, we have already built an informal list of many student applicants and organizations which want spots in the first cohort. Also, the price point, $45,000, for a Duke master’s degree will make this program very appealing and is lower than our competitors in this space. Furthermore, our main competitors (George Washington and American University) are over four hours away by car, leaving no direct competition in the immediate area. Currently, work is already ongoing between the Faculty Director and Sanford’s Communication team to craft a brand for this program and create specific marketing materials. Money, $15,000, has also already been set aside to assist virtual marketing to launch the program, as well as an increase from the figure every year moving forward. In the end, however, we are confident it will be more in-person efforts which will prove successful, as our Faculty Director has already planned a tour of military bases and defense organizations to introduce our new program directly as well as to work on making agreements with specific organizations which will create compacts with our program to provide applicants who will also receive work relief and financial support.
Overhead in online programs are low, as beyond start-up costs the main allocations are for faculty time and the risk in this area is mitigated as we are only going to start with the hiring of one full-time faculty member and adjunct faculty. As seen in our five-year budget we seek to grow our program from 20 students to 25 students in Year Three, with the ability to scale up further beyond the initial five-year period. The nature of online learning, if we keep our faculty to student ratio the same, is it is easy to incrementally grow the student population as faculty are added to cover courses and advising. Even growth to a cohort of 40 or 50 students would be manageable as it would be accompanied with new faculty hires and those numbers would still be easy to accommodate for the residential experiences. A review of our budget shows manageable margins and the projections of being net positive, by hundreds of thousands of dollars, even by Year Three. Furthermore, beyond the initial hire of one full-time faculty member who could also cover campus courses, there are no long-term initial investments which increase the risk for the School or the University.

**Implementation Factors**
The program, for only 20 students, will start with a robust collection of faculty and staff. Upon approval the program would appoint a Faculty Director who would lead recruitment and curriculum efforts. Current faculty would be assigned courses to teach in Year One, as well as modules to create for other courses. An immediate search would also commence for a full-time professor of practice, and up to five adjunct faculty members, allowing for a unique opportunity to increase diversity within our faculty. The Director of Digital Learning and the Office of Digital Learning will begin the process of setting up courses and admission systems, as well as leading instructional design efforts for courses. The Sanford Communications team, and a dedicated marketing specialist, would lead efforts to roll out a coordinated marketing effort by late Spring 2021. Also, as seen in the projected budget, there is plans to add support staff and academic advisors by Year Three, as the program continues to build, and will be paid for by previous revenue. Finally, FTE will be allocated to cover specialty areas from campus staff beyond the expertise of the E-MNSP staff, including career services and financial aid.

**Reputational Factors**
It is based on the strong reputation of the Sanford School, its success with graduate degrees, and especially the work of the National Security and Foreign Policy faculty (the MPP concentration, the CTTP Fellowship Program, and the American Grand Strategy Program) that we have been encouraged by so many to launch this degree and fill a void in opportunities for working professionals. As an online / hybrid program, recruiting from a different applicant pool, we anticipate no effects on our current programs, other than to allow for more opportunities for synergy, creation of new materials, the hiring of new faculty, and finding ways for current students to interact with these more experienced students working in the field. For Duke, this program will attract a new group of future alumni who represent executive-level professionals in the growing national security field. Ultimately, efforts to create a flagship online program at Sanford, targeted efforts to hire diverse faculty members and recruit diverse students, along with
creating one of the most affordable degrees at the graduate-level within the University, we feel will only increase the reputation for Sanford and Duke.

Financial Factors
Again, our infrastructure, and staffing plans for the launch of this program is one where we have a lot of support for just a 20-person cohort, while at the same time we have not over hired and rather created a plan where we will hire more faculty and staff as the program grows. From day one in the program there will be a Faculty Director, the Director of Digital Learning, a marketing specialist, the faculty of the National Security and Foreign Policy program all dedicated to make this program successful, along with many other Sanford staff who will provide help or effort. Traditionally online programs are ones with low overhead and if recruiting projections are met, costs typically are easily recouped, and incoming funds are primarily spent on just instruction and operational costs. If a student is taking ten courses at $45,000 total, $4,500 a class, and we place 20 students ($90,000) in a class where we are paying $10,000 to the faculty member, the program has a great foundation to build. Increasing the student population to 25 in Year Three, and beyond will only result in increased margins even as we hire more faculty and staff to support students.

The E-MNSP program will always seek ways to lower internal costs, while not sacrificing the quality for the students. In examining the budget, if the program is successful and gains a lot of word or mouth advertising within the military or defense organizations then the marketing budget could be reduced. Similarly, if all student administrative services are being covered by the Director of Digital Learning and this is manageable with the help of faculty advisors, then the hiring of a new full-time staff member could be delayed. Furthermore, it is anticipated that Sanford will propose other dedicated digital programs, so the plan is to split costs among these programs. Finally, these are just possible ways to lower costs, but the margins are projected to be stable and grow, so the main objective would be to offer students more support, hire more faculty, and definitively find ways to funnel more money into financial aid.

SECTION 9: LETTERS OF SUPPORT
Found in Appendix E are Letters of Support from:

- Judith Kelley
  Dean, Sanford School of Public Policy
  Terry Sanford Professor of Public Policy
  Professor of Political Science
- Peter Feaver
  Professor of Political Science and Public Policy
  Director, Program in American Grand Strategy
- Charles Dunlap
  Professor of Law and Executive Director
  Center on Law, Ethics, and National Security
Core Course #1 – Methods of Policy Analysis.
Students will gain exposure to quantitative and qualitative methods of inference with the emphasis on the application of these methods for policy analysis. The overall course objective is to make students conversant in quantitative and qualitative methods that might be employed in policy analysis, how they function, and the strengths and limitations of each approach. Additionally, students will be trained to derive observable implications from their arguments about foreign policy behavior and then test how those observable implications accord with evidence. Students will apply this methodological understanding to their team-based learning and professional practice courses in the spring. From the qualitative side, students would gain familiarity with case studies, surveys, “best practices,” interviews, and comparative analysis. From the quantitative approach, students would gain familiarity with survey experiments, observational data, statistical inference, and linear regression modeling and analysis. Students will also be able to recognize bias, omitted variables, and measurement error when receiving analysis for more informed decision-making. Additionally, students will refine writing skills associated with policy analysis, argumentation, and advocacy.

Core Course #2 – Leadership in the National Security Policy Environment
This course is designed to invest in the leadership development of each student. Topics will emphasize individual leadership self-evaluation. The course will be highly participative and engage students in ways that challenge them to grow. The course will use case studies, scenarios, and guest speakers to highlight the importance of leadership in the national security apparatus. This course will also assist students in
incorporating consideration of issues of the effects of racism, sexism and issues related to structural inequality into their leadership approaches.

**Core Course #3 – National Security Ethics**
This course complements the Leadership course by establishing a fundamental baseline of ethical understanding, problem solving methodologies, and case studies. Students will be exposed to a wide array of existing ethical challenges in the national security arena in order to develop and understand approaches to address them. This course will also include considerations of structural inequality and systemic racism, both nationally and globally, as these topics intersect with questions of national security.

**Core Course #4 – National Security Budgeting**
The course will familiarize students with national security budgetary concepts and processes in the context of the iterative national security strategy design process, the appropriations pathways for national security institutions, and accompanying production of budgets and resources. Students will explore the national security policy and political tradeoffs associated with the budget process. Additionally, students will develop an advanced understanding of the roles and responsibilities of the executive and legislative branches in resourcing the national security effort.

**Core Course #5 – National Security Strategy**
This course is designed to analyze the framework and non-static concepts of strategy and policy that compose national security in a globalized world. Students will examine national security issues from both U.S. and international contexts with a focus on the fluctuating world of allies, partners, adversaries, threats, and opportunities. The course will survey national security policies from select eras, regional security challenges, and both transnational and non-state actors in the international arena. The course will review hard power, soft power, and smart power approaches to contemporary challenges, and the students will benefit from an array of faculty contributors.

**Core Course #6 – Institutions of National Security**
The course introduces students to the wide array of national security institutions in a way that enhances their understanding (roles, missions, organization, capabilities, cultures, and strategic purposes) of how each institution contributes to the security of the nation. Beginning with the Office of the President and the National Security Council and moving through key Departments and Agencies (State, Defense, Justice, Homeland Security, and the Intelligence Community) and shifting to other contributing organizations (NGOs, International Organizations, Treaties and Alliances), students will discover the challenges and opportunities of such a multifaceted construct. Importantly, this course will include significant student participation as each represents his/her national security organizations, identify ways to build complementary efforts, and discuss challenges in achieving “whole of government” or “international” approaches.

**Core Course #7 – Team-Based Learning for National Security Professionals**
This course fulfills the first part of the team project requirement. MPP-NS students are placed into teams and assigned a national security research area. Throughout the semester, they receive instruction on team dynamics, federated research, and collaborative analytical methods. Students will be given a real-world problem, or project, to solve or create through a national security entity. Students will work closely with the faculty member to have the opportunity to focus on one singular project, allowing them to fully benefit from a structured editing process.

Core Course #8 – Threats and Opportunities
This course aims to help students think critically and creatively about today’s geopolitical environment. As a complement to the strategy course, this seminar pursues a deeper understanding of threats (great-power, cyber, disinformation, proliferation, regional, transnational) in a way that contributes to the students’ work on their capstone project. The course will also incorporate how issues such as (but not limited to) humanitarian crises, environmental crises and political instability (including human rights abuses) contribute to the threat environment, as well as how issues of international development intersect with national security. By the end of this course, students will be able to deconstruct a national security threat into identifiable, addressable elements. The course will establish a base line familiarity with the US intelligence apparatus, approaches to gathering information, analysis of information, and critical thinking.

Course #9 - Elective
Students will choose one elective (500 level or higher) from throughout the broader university. POP#1 will advise / assist / approve students in selecting their electives. To facilitate, and better understand options available for students, a list (as of 2/18/2020) has been made of all online courses, graduate-level, currently being offered at Duke (Appendix F). Program directors, faculty, and advisors will work to compile a preferred preference list of electives which are most applicable to the curriculum and fit within the schedule. From there the Sanford School will work to create Memorandum of Understanding (MOUs) with other schools so agreements can be made on the use of specific classes and space can be reserved for our students. The E-MNSP program will also seek to incorporate courses which might also be available through other partner schools (UNC, etc.) which the university also has agreements. In the event it proves difficult to connect E-MNSP students with other programs and courses throughout Duke, Sanford is also fully committed to an internal elective through Special Topic courses. It can also be anticipated some students could be within driving distance of campus, allowing for campus courses to also be viable as elective courses, opening a much larger catalog of courses for students to take.

Core Course #10 – Professional Practice in National Security
This course would entail a significant — semester-length — piece of analysis on a national security topic. It would entail a long analytical memo (~8-10 pages) to ensure that students are at least was capable of writing the sort of paper that serves as a discussion prompt for an interagency working group. Additionally, it would require a formal team presentation to program faculty and invited scholars/practitioners. The
project would include components that are more media friendly: an Op-Ed; a short video; or a podcast where they are the experts and someone else is interviewing them.

APPENDIX B: BACKGROUNDS AND BIOS OF KEY FACULTY PARTICPATING IN THE PROGRAM

Tim Nichols
Peter Feaver
David Hoffman
Alison Jaslow
Bruce Jentleson
Simon Miles
David Schanzer

CV – TIM NICHOLS
Timothy Ward Nichols

2806 Cascade Place  mobile: 910 658-6441
Garnet, NC  27529  twn@duke.edu

SUMMARY

Nationally recognized expert on national security policy, counterterrorism policy and intelligence policy. Over 30 years of experience as practitioner and scholar in the national security field.

Current

Visiting Professor of the Practice, Duke University 2019-present
-Visiting Associate Professor of the Practice, Duke University 2010-2019
-Associate Professor of Naval Science, Duke University, 2006-2010
Executive Director, Counterterrorism and Public Policy Fellowship Program, Sanford School of Public Policy, 2012-present

Education

NC State University, Raleigh, NC
Master of Business Administration (3.9 GPA)  2010
Concentration in Services Management - Consulting
Honors: Beta Gamma Sigma Business Honor Society

University of South Florida, Tampa, Florida
Master of Arts (4.0 GPA)  2000
American Studies
Honors: Society of Collegiate Scholars, Phi Kappa Phi Honor Society

University of Virginia, Charlottesville, Virginia
Bachelor of Arts  1989
Major: English, Minor: History

Professional Military Education

Joint Forces Staff College  2001
Norfolk, Virginia
MacArthur Award

Marine Corps Command and Staff College  1999

Marine Corps Command and Control Systems Course  1997
Quantico, Virginia
Honor Graduate

Marine Corps Intelligence Officer Course  1993
Dam Neck, Virginia
Honor Graduate
Grants

Courses Taught

Research Interests
Counterterrorism Policy, Intelligence Policy, Counterintelligence, National Security Policy, Special Operations

Publications


Invited Presentations and Programs
Oct 2020, “A Perspective on Diversity in the Intelligence Community with Mel Gamble”

July 2020, "US Pandemic Response and intelligence Failure" Duke AGS

Jan 2020, "FBI Counterterrorism Efforts with Mike Orlando, Acting Assistant Director of the FBI Counterterrorism Division," Duke AGS

Oct 2019, "Power to the People with Audrey Kurth Cronin"

Nov 2014, “The ISIS Crisis,” The University Scholars Program, NC State University


Jan 2013: Panel Member, “Is Time on Israel's Side?” Beth El Synagogue, Durham


Feb 2012: Guest Speaker, Duke University Sanford School, “The Role of Private Security Companies in US overseas operations”

Feb 2012: Guest Speaker, Duke University Sanford School, “Coercive Interrogations and Renditions”

Apr 2011: Panel member, “Mass Movements in the Middle East North Africa Region: Implications for U.S. Foreign Policy”


Mar 2011: Guest Speaker, North Carolina Central University, “Intelligence in Support of National Security Challenges.”


Apr 2010: Panel Member, Duke University, “Human Terrain and Irregular Warfare”


Mar 2009, NCSU Graduate Research Symposium Poster Presentation, “MBAs and the Modern Street Gang”

Feb 2009, Southeast Decision Sciences Institute Annual Conference, "MBAs and the Modern Street Gang"


Feb 2008: Guest Lecture, Duke University Sanford School, Public Policy 340, “Intelligence in the Counterterrorism Fight.”

Feb 2007: Guest Lecture, Duke University Sanford School, Public Policy 340, “Intelligence activities associated with detention operations at Guantanamo Bay.”


Executive Education


National Security Orientation Seminar 401 – 2016-present

National Security Orientation Seminar 501 – 2016 – present

Institute for Defense and Business, Strategic Studies Fellow Program, Course Leader, 2011-2019

Institute for Defense and Business, Dense Urban Areas program 2016-2019

Honor and Awards

Beta Gamma Sigma Honor Society 2010

Phi Kappa Phi Honor Society 2000

Selected for Intelligence Battalion Command 2005

Donald G. Cook award, Marine Corps Intel Officer of the Year 2003

Honor Graduate, USMC Command and Control Systems Course 1997

Honor Graduate, Marine Corps Intelligence Officer School 1993

Bronze Star Medal 2005
Bronze Star Medal 2003
Meritorious Service Medal 2010
Defense Meritorious Service Medal 2007
Defense Meritorious Service Medal 2006
Defense Meritorious Service Medal 2000
Joint Service Commendation Medal 2005
Joint Service Commendation Medal 2002
Joint Service Commendation Medal 1999
Joint Service Achievement Medal 1999
Joint Service Achievement Medal 1997
Navy and Marine Corps Commendation Medal 1996
Navy and Marine Corps Commendation Medal with “V” for valor 1992
Combat Action Ribbon 2003
Combat Action Ribbon 1992

Professional Experience

| Risk Management Government Services | 2010-present |
---|---|
Senior Advisor to Naval Special Warfare Development Group commander and Operations Department
Develop and institute professional development pathway for NSWDG leaders
Author and revise formative NSWDG organizational documents and instructions
Perform policy research tasks in support of NSWDG command priorities

| Ellis and Beckwith Results, LLC | 2010-present |
---|---|
Senior Independent Consultant to the Special Operations Community in the areas of counterterrorism, intelligence, operations, exercises, knowledge management, and training/education

| United States Marine Corps | 1989-2010 |
---|---|
Professional officer and leader serving in various command and staff roles for over two decades during turbulent national security crises in Panama, Bosnia, Somalia, Iraq, and Afghanistan

Podcast

The Friendly Fire Podcast sponsored by the National Navy SEAL Museum and available on Apple Podcast

Professional Affiliations

| Triangle Institute for Strategic Studies | 2006 |
---|---|
| John Locke Foundation | 2006 |
| National Military Intelligence Association | 1995 |
| Marine Corps Intelligence Association | 1993 |

International Experience

Traveled to or served in over 30 countries on five continents.
Years of overseas experience and service.
Intelligence Regional Area Expertise in East Africa, Asia, Middle East
PETER DOUGLAS FEAVER

Department of Political Science
Duke University
Durham, NC 27708-0204
(919) 660-4331; (919) 660-4330 {fax}

Current
Professor of Political Science and Public Policy, Duke University, 2003-present
   -Alexander F. Hehmeyer Professor of Political Science and Public Policy, 2004-2009
   -Associate Professor of Political Science (with tenure), Duke University, 1998-2003
   -Assistant Professor of Political Science, Duke University, 1991-1998
Director, Duke Program in American Grand Strategy, 2008-present
Visiting Fellow, All Souls College, Oxford University, 2020-2021
Visiting Fellow, Nuffield College, Oxford University, 2020-2021
Senior Global Fellow, University of St. Andrews, 2021

Education
Ph.D., Political Science, Harvard University, 1990
   Dissertation: "Guarding the Guardians: Civil-Military Relations and the Control of Nuclear Weapons." Committee: Ashton Carter, Samuel Huntington, Joseph Nye (Chair)
A.M., Political Science, Harvard University, 1986
B.A., Summa Cum Laude, International Relations, Lehigh University, 1983

Honors
Howard D. Johnson Teaching Award, Duke University, 2017-2018
Faculty Advisor of the Year, Alexander Hamilton Society, 2015
Spirit of Inquiry Teaching Prize, John W. Pope Center, 2013 (Second Place 2009)
S. Rajaratnam Visiting Professor of Strategic Studies, S. Rajaratnam School of International Studies, Nanyang Technological University, Singapore, 2011
Duke Alumni Distinguished Undergraduate Teaching Award, 2001
Trinity College Distinguished Teaching Award, 1994-1995
Phi Beta Kappa, 1982
Navy Commendation Medal, 1994

Employment
Director, Triangle Institute for Security Studies, 1999-2019
Special Advisor for Strategic Planning and Institutional Reform, National Security Council Staff, White House, 2005-2007
United States Navy Reserve Officer, Lieutenant Commander, 1990-1999
Co-Moderator, Shadow Government Blog, ForeignPolicy.com, 2009-present

Selected Grants

“Public Confidence in the Military,” private donor, 2018. $180,000
“American Grand Strategy,” private donors, 2009-present. $4,125,000
“New Faces,” Scaife Foundation, $50,000
2016, 2017, 2018. Various amounts ranging from $10,000 to $21,000.
“New Faces,” Earhart Foundation, 2014. $17,000
“Bradley Scholar,” Bradley Foundation, 2004-present. $25,000 annually
“Casualties, Expectations of Victory & Public Support for Military Operations,”
National Science Foundation, 2004. $20,000
“Strategic Deception in Modern Democracies: Ethical, Legal, and Policy
Challenges,” Strategic Studies Institute, 2003. $25,000

“Wielding American Power: Managing Interventions After September 11,”
Carnegie Corporation, 2003. $499,300
“Assessing the Bush Doctrine,” Strategic Studies Institute, 2002-2003. $20,000

“Managing Interventions After September 11: Seed Grant,” Carnegie
Corporation, 2002. $25,000
“New Faces Initiative,” Smith Richardson Foundation, 2002-2004. $50,000
“Standing in the Gap: The Reserve and National Guard and U.S. Civil-Military
Inter-relationships,” Dyncorp, 2000-2001. $39,000
“Assessing the War on Terrorism,” Strategic Studies Institute, 2002. $20,000
“The Civil-Military Culture Gap in Comparative Perspective,” Smith Richardson
Foundation, 2001-2002. $25,000
“The Rise of China,” Strategic Studies Institute, 2001. $22,000

“Bridging the Gap: Assuring Military Effectiveness When Military Culture
Diverges from Civilian Society,” Smith Richardson Foundation, 1998-
2001. $516,000
Research and Writing Grant, Program on Peace and International Cooperation,
John D. and Catherine T. MacArthur Foundation, 1996-97. $64,000
Trent Foundation, 1993-2001. Four grants, total $6,500
Fellowships

Visiting Fellow, Corpus Christi College, Cambridge University, 2001-2002
Visiting Scholar, Centre of International Studies, Cambridge University, 2001-2002
Hoover Summer Program in International Politics, 1995
International Affairs Fellow, Council on Foreign Relations, 1993-1994
Mershon Center, Ohio State University, 1990-1991
Olin Institute, Harvard University, 1990
New Faces in International Security, Bellagio Conference, Italy, 1992
Olin Institute Pre-Doctoral Fellowship, Harvard University, 1989-1990
Harvard MacArthur Fellow, Harvard University, 1987-1989
Avoiding Nuclear War Project Fellow, Harvard University, 1985-1987

Courses Taught

Introduction to International Relations; International Security; International Security After the Cold War; National Security in Theory and Practice; American Foreign Policy; American Grand Strategy; American Grand Strategy After 9/11; American Civil-Military Relations; Making American Defense Policy; Ethics and International Relations; Foreign Policy and the Presidential Campaign (2000, 2004, 2008, 2016); Graduate Core Seminar in International Relations Theory; Senior Honors Seminar; Literature, Politics, and the New Imperium; American Grand Strategy Through Film

Research Interests

Civil-Military Relations, American Foreign Policy, American Defense Policy, Nuclear Operations, Nuclear Proliferation, Information Warfare, International Relations Theory

Professional Associations

Aspen Strategy Group
American Political Science Association
International Studies Association
Inter-University Seminar on Armed Forces and Society, Council Member
Foreign Policy, Contributing Editor
International Security, Editorial Board
Armed Forces and Society, Associate Editor
Journal of Strategic Studies, Editorial Board
Strategic Studies Quarterly, Editorial Board
Res Militaris, Editorial Board
Center for a New American Security, Board of Advisors
Center for Christianity and Scholarship, Faculty Advisory Council
Trinity School of Durham/Chapel Hill, Board of Trustees, 2011-2015
Council on Foreign Relations, Term Member, 1992-1997
Publications: Books


Publications: Monographs, Edited Books, and Reports


Publications: Special Editions of Journals

“Special Section: Debating American Grand Strategy After Major War,” Orbis, 53, No. 4 (Fall 2009). Guest Editor.


Publications: Peer-Reviewed Articles


Submitted for the Record by Chairman Engel to “NATO at 70: An Indispensable Alliance,” Hearing before the Committee on Foreign Affairs, House of Representatives, Serial No. 116-13, 13 March 2019.


“The Irony of American Civil-Military Relations,” *Strategic Studies Quarterly* 9, No. 3 (Fall 2015).


“Iraq the Vote: Retrospective and Prospective Foreign Policy Judgments on Candidate Choice and Casualty Tolerance,” *Political Behavior* 29, No. 2 (Summer 2007). Co-authored with Christopher Gelpi and Jason Reifler.


“The Risks of a Networked Military,” *Orbis* 44, No. 1 (Winter 2000). As a member of the JCISS Study Group, I was a co-author with Richard Harknett and eight other co-authors.


“Blowback: Information Warfare and the Dynamics of Coercion,” *Security Studies* 7, No. 4 (Summer


“The Domestication of Foreign Policy,” *American Foreign Policy Interests* 20, No. 1 (February 1998).


**Publications: Editor-reviewed Articles**


“President Trump’s Strategy for Asia: Interview,” *Georgetown Journal of Asian Affairs* 3, No. 2 (Spring 2017), pp. 103-111.


“Correspondence: Is Anybody Still a Realist?,” *International Security* 25, No. 1, (Summer 2000).

Publications: Book Chapters


Publications: Other


“Make an Exception for an Exceptional Candidate,” New York Times online, 6 December 2016.


“Is Obama’s Foreign Policy Different to Foreign President Bush’s,” E-International Relations, 3 August 2012 (http://www.e-ir.info/2012/08/03/is-obamas-foreign-policy-different-to-bushs/). Co-authored with Ionut Popescu.

Book review of Bruce Fleming’s Bridging the Military-Civilian Divide: What Each Side Must Know about the Other—and about Itself, Proceedings (April 2011), pp. 75-76.


“No More Mocking the President,” *Parliamentary Brief*, 7, No. 10 (December 2001).

Richard H. Kohn.


DAVID HOFFMAN

4209 Forest Edge Trail
Durham, NC 27705
(202) 330-3945
david.hoffman@duke.edu

SUMMARY

Globally recognized expert in cybersecurity and privacy law and public policy. Over 20 years of experience leading a worldwide team guiding creation of new technology and influencing development of laws, standards and regulations. Experienced and highly regarded lecturer and frequently published and quoted in journals, trade publications and the press.

EDUCATION

DUKE UNIVERSITY School of Law, Durham, NC
Juris Doctor
Duke Law Journal, Member
Duke University Jazz Band

HAMILTON COLLEGE, Clinton, NY
A.B. Cum Laude
Major: Philosophy       Minor: English
Robert Leet Patterson and Squires Prizes in Philosophy
Hamilton College Jazz Ensemble

EXPERIENCE

Duke University, Durham, NC
Steed Family Professor of the Practice of Cybersecurity Policy  2013 - Present
Associate Faculty, Duke Initiative for Science and Society  2019 - Present
Senior Lecturing Fellow, Duke University School of Law  2013 - Present

INTEL CORPORATION, Washington, DC
Director of Data Policy  1998 - Present
Associate General Counsel and Global Privacy Officer, Washington DC  2010 - 2020
Group Counsel and Director of Security and Privacy Policy, Washington DC  2006 - 2010
Group Counsel and Director of Privacy, United Kingdom & Germany  2001 - 2006
Attorney/Senior Attorney, Hillsboro, OR  1998 - 2001

THE PROCTOR & GAMBLE COMPANY, Cincinnati, OH
Corporate Counsel  1993 – 1998

HIGHLIGHTED ACCOMPLISHMENTS

- Co-founder of the Technology Policy Lab at the Sanford School of Public Policy at Duke University. Leading faculty and student research teams on topics related to national security, health data, access to information and the trustworthiness of hardware and software.
- Created and led the privacy compliance team for 15 years for Intel Corporation.
- Conducted the analysis to create the Information Security organization at Intel Corporation.
Led legal teams advising Intel business groups on the creation of policies, development of products, risk analysis, negotiation of complex licensing/sales/acquisition transactions, litigation and handling of information security breaches.

Advised the US Department of Homeland Security and the National Security Agency on the creation of their privacy organizations.

Led the analysis of Intel’s use of cryptography, industry efforts to promote robust encryption, and the company’s public position including its Amicus Curiae brief in Apple San Bernardino IPhone case.

Managed Intel’s Asia Pacific (all of Asia except China) Public Policy organization including specific focus on intellectual property, tax, preferential market access, telecommunications, privacy, cybersecurity, data analytics, autonomous technologies, and standards issues.

Achieved top 5% ranking of Duke University instructors as a highly effective classroom lecturer.

Founded the Triangle Privacy Research Hub to foster academic collaboration and opportunities for students in the areas of the ethical and innovative use of data.

Developed employment, internship and research opportunities for students guiding them to careers in technology law and policy.

TEACHING


BAR MEMBERSHIPS AND CERTIFICATIONS
Ohio – Inactive (Admitted in 1994)
District of Columbia – Active (Admitted in 2007)
Certified Information Privacy Professional (2005 – Present)

AWARDS
Recipient of the 2014 International Association of Privacy Professionals Vanguard Award for accomplishments in the privacy field with specific focus on education and awareness including the founding of Data Privacy Day.

GOVERNMENT ADVISORY BOARDS
US National Security Agency Advisory Board
Privacy and Civil Liberties Panel, Chair (2015 – Present)

THINK TANK ADVISORY BOARDS
National Academies of Science, Forum on Cyber Resilience, Member (2016 – 2019)
Future of Privacy Forum, Advisory Board (2008 – Present)
Center for Strategic and International Studies, Cybersecurity Commission (2009 – 2011)

NON PROFIT BOARDS
Center for Cybersecurity Policy and Law, Chair (2016 – Present)
Triangle Privacy Research Hub, Chair (2015 – Present)
International Association of Privacy Professionals, Treasurer (2005 – 2009)
TRUSTe, Compliance Committee Chair (2000 – 2006)

ACADEMIC PUBLICATIONS


CONGRESSIONAL TESTIMONY
4/11/16 “Encryption: Balancing the Needs of Law Enforcement and the Fourth Amendment.” Congressional Forum held at Rice University.

SELECTED BLOG POSTS AND ARTICLES

Complete publications of over forty Intel Policy Blog Posts are available at https://blogs.intel.com/policy/


8/1/16 Lawfare Creating an Internet Obscurity Center: Reducing the Burden of Google Spain on Businesses https://www.lawfareblog.com/creating-internet-obscurity-center-reducing-burden-google-spain-businesses

2/8/16 New Europe A Transatlantic Common Language for Privacy http://neurope.eu/article/a-transatlantic-common-language-for-privacy/


2/10/14 Recode Putting Privacy First in Big Data Technologies http://recode.net/2014/02/10/putting-privacy-first-in-big-data-technologies/
10/17/13 Intel Policy Blog *Harnessing the Power of Open Data*  

10/2/13 Intel Policy Blog *Rethink Privacy*  
[https://blogs.intel.com/policy/2013/10/02/rethink-privacy/](https://blogs.intel.com/policy/2013/10/02/rethink-privacy/)

6/4/13 Intel Policy Blog *Big Data Innovation Requires Privacy*  

3/29/13 Intel Policy Blog *How Obscurity Could Help the Right To Fail*  

5-Mar-13 Intel Policy Blog *The Right to Fail in Citizenville*  
[https://blogs.intel.com/policy/2013/03/05/the-right-to-fail-in-citizenville/](https://blogs.intel.com/policy/2013/03/05/the-right-to-fail-in-citizenville/)

1/24/13 Intel Policy Blog *The Caped Crusader of Privacy: Moving From a Right to be Forgotten to the Right to Fail*  

4/17/12 Intel Policy Blog *Important Step Forward for Cybersecurity Protection*  

3/27/12 Intel Policy Blog *FTC Releases its Final Privacy Report*  

1/26/12 Intel Policy Blog *Intel CEO Paul Otellini Discusses Privacy and Security and Technology*  

1/20/12 Intel Policy Blog *Approval of Intel’s Corporate Privacy Rules*  


4/23/09 Intel Policy Blog *Building Trust In Technology – Part III*  

4/20/09 Intel Policy Blog *Building Trust In Technology – Part II*  

4/15/09 Intel Policy Blog *Building Trust In Technology – Part I*  

**SELECTED RECENT PRESENTATIONS AND PANEL DISCUSSIONS**

9/24/18 Developing the NIST Privacy Framework  


4/14/16 Using Data to Secure Networks https://www.youtube.com/watch?v=ArTW3TLEcnY

1/28/16 CPDP 2016: Regulatory choices and privacy consequences. https://www.youtube.com/watch?v=CFrBM4EUjc

1/28/16 CPDP 2016: Celebrating Data Protection Day https://www.youtube.com/watch?v=ulJQ20w61xQ

8/8/14 The Congressional Internet Caucus Advisory Committee hosted a discussion on the European Union’s policy known as “the right to be forgotten.” https://www.c-span.org/video/?7320950-1/discussion-online-privacy
ALLISON H. JASLOW
810 9th Street #625, Durham, NC 27705 • (571) 235-3485 • allison.jaslow@gmail.com

SUMMARY
• Proven leader with a record of success in strategic planning, communications and mission execution in dynamic environments.
• Combat veteran with unquestionable integrity, sought after as a trusted advisor and relied upon for consequential strategic counsel.
• Seasoned manager, team builder and problem-solver with a reputation for realizing maximum potential in people and organizations.
• Intuitive connector with strong relationship management, public speaking and high-level media skills.

EXPERIENCE
Duke University, Adjunct Professor of the Practice, Durham, NC
Jan, 2020 Present
• Developed and taught a unique seminar on the realities of congressional politics as a part of Duke’s Hart Leadership Program
• Consistently rated above average among Trinity College undergraduate instructors & invited to expand course offerings in Spring 2021

Independent Advocacy Consultant, Durham, NC
Apr, 2018-Present
• Provides strategic counsel to veteran and military initiatives incl. ‘Stop Soldier Suicide’ and the ‘Women Veterans Grassroots Movement’
• Developed advocacy plans, message guidance and written communications materials to strategically advance initiatives
• Liaised with congressional staff, non-profit advocates and the members of media to support initiatives
• Additional work has included advising both documentary and traditional film projects & women’s health research projects

Democratic Congressional Campaign Committee, Executive Director, Washington, DC
Dec, 2018-July 2019
• Ran day-to-day operations for the largest national Democratic Party committee and served as a key advisor to the Chairwoman
• Set course for an organization that had its strongest fundraising effort an off-year ever, raising nearly $62 million in Q1 & Q2
• Built a 130+ person team from the ground up, while simultaneously launching four key initiatives in less than six months
• First-class support of ‘Frontline’ incumbent Members resulting in 17 campaigns with $1 million cash-on-hand by the end of Q2
• Established first-ever ‘DOCC Texas’ office and nation-wide organizing infrastructure that spanned 77 congressional districts

Iraq and Afghanistan Veterans of America, Executive Director, New York, NY
Jan. 2016-March 2018
• Handpicked to be Chief of Staff before promotion to Executive Director for nation’s leading Post-9/11 veterans organization
• Served as lead spokesperson for IAVA in national media and primary liaison with Members of Congress and key Administration officials
• Led women veterans initiative and managed related partnerships ranging from motion picture projects to corporations and foundations
• Executed the first-ever presidential campaign “Commander in Chief Forum” co-hosted by NBC and viewed by 15 million Americans
• Oversaw IAVAs successful campaign to #DefendtheGIBill which hailed over $4 billion in cuts to veterans education in Congress
• As Chief of Staff, led 45 staff in five locations nationally through organizational restructuring; drove over $1.7 million in budget cuts
• Published in: Washington Post, CNN, Marie Claire, Vice News, Defense One; National TV interviews: NBC, CBS, CNN, MSNBC

Human Rights Campaign, Electoral Programs Director, Washington, DC
May 2015-Nov. 2015
• Spearheaded the development of HRC’s first-ever national organizing program; responsible for program’s $1.6 million annual budget
• Led the integration of HRC’s 5.1 million record membership file with the national voter file in the Voter Activation Network (VAN)
• Developed strategy for first-ever pro-LGBT voter mobilization in Charlotte, N.C. city elections; 7/8 endorsed candidates were elected

Office of Congresswoman Cheri Bustos, Campaign Manager & Chief of Staff, East Moline, IL & Washington, DC
Apr, 2012-Apr, 2015
• Managed $2.2 million “Red to Blue” campaign from a 16 point deficit to a six point victory in race that drew $14 million in total spending
• Built a congressional office operation from the ground up established managed $2.1 million budget, opened six offices and hired 17 staff
• Mentored and trained new Member, staff and campaign team to execute a strategy that resulted in year end election by a 10 pt. margin
• Rapidly implemented aggressive earned media strategy for Frontline Member, resulting in 54% job approval in a hostile political climate
• Led restructuring of Member’s fundraising operation, which ultimately out-raised opponent 2-1 and set records every quarter for district

Office of Senator Jim Webb, Press Secretary, Washington, DC
Jan, 2011-Feb, 2012
• Developed and managed the Senator’s constituent-focused communications strategy, resulting in 55% job approval rating in a swing state
• Served as on-the-record spokesperson; successfully promoted Senator’s criminal justice reform initiative to key national editorial boards
• Spearheaded press effort around the Senator’s signature initiatives, including the landmark Post 9/11 G.I. Bill
• Planned and executed message events and state outreach trips; utilized new media to amplify visits across Virginia’s 10 media markets

Office of Congressman Steve Kagen, M.D., Communications Director, Washington, DC & Appleton, WI
Dec, 2009- Dec, 2010
• Senior political advisor to “Frontline” member of Congress; developed and executed official and campaign message strategy
• Served as on-the-record spokesperson for national and regional press; oversaw $450,000 direct mail program
• Liaised with consultant team to develop media strategy; worked with Member and allies to help meet $2 million finance plan
Democratic Party of Virginia, Communications Director, Alexandria, VA  
June 2009–Nov. 2009  
• Executed rapid response for nationally targeted Governor’s race and managed Party’s comprehensive media strategy for the election  
• Served as on-the-record spokesperson, managed media relations for DPVA Chairman, Party leadership and over 15 traveling surrogates  
• Mentored down ballot campaigns on message and overall earned media strategy; approved direct mail for House and Senate caucuses

The White House, Special Assistant to the Director of Communications, Washington, DC  
• Recruited to be the confidant of a White House senior staffer; trusted with high-sensitivity information and consequential coordination  
• Supported the execution of aggressive communications strategy amidst landmark national crises, including response to “Great Recession”  
• Liaised with a 45-person staff and 20 departments to ensure success of daily message events, surrogate plan and nationwide amplification

Carol Shea-Porter for Congress, Operations Director, Manchester, NH  
July–Nov. 2008  
• Managed day-to-day operations of a winning campaign in one of the country’s most contested congressional races  
• Tracked income and expenditures for a $1.5 million finance operation; assisted accountant with FEC compliance reporting  
• Established scheduling priorities to influence the persuadable vote share and support the campaign’s media strategy

MILITARY EXPERIENCE—United States Army, Captain  
68th Combat Sustainment Support Battalion (CSSB), Adjutant, Baghdad, Iraq/Vt. Carson, CO  
Sept. 2006–May 2008  
• Handpicked to serve as personal advisor to the 68th CSSB Commander for deployment to Iraq; ranked best Captain in the battalion  
• Supervised a staff of 10 soldiers; managed all personnel actions for nine units (1,200 total soldiers) including casualty operations  
• Responsible for unit public affairs; wrote/maintained battalion historical narrative; entrusted with review/scrutiny of all external docs.

183rd Maintenance Company, Executive Officer and Platoon Leader, Vt. Carson, CO  
• Second in command of a 200-soldier company; ranked best Lieutenant in the battalion out of 14 by the 68th CSSB Commander  
• Managed all internal aspects of the organization and successfully prepared the company for deployment to Iraq  
• Reestablished warehouse operations within 60 days of deployment; operation exceeded Army performance standards across all metrics

988th Quartermaster Company, Platoon Leader/Accountable Officer, Taji, Iraq  
Nov. 2004–Dec. 2005  
• Provided leadership and direction to 37 soldiers in combat; additionally responsible for the management of over 75 contract personnel  
• Led a convoy security element for over 100 combat patrols across Iraq, while also accountable for warehouses worth over $35 million  
• Rehabilitated four barely functioning warehouse operations; provided oversight of and audited three U.S. government contracts

EDUCATION  
B.S. Political Science, Cum Laude, May 2004  
University of Central Missouri, Warrensburg, Missouri  
Scholarships: 4-Year U.S. Army ROTC Scholarship & University of Central Missouri’s President’s Distinguished Scholarship

AFFILIATIONS & RECOGNITION  
Emerging Fellow, Dialog Under 40, 2019–Present  
Board Member, 2LT Richard W. Collins III Foundation, 2019–Present  
Term Member, Council on Foreign Relations, 2018–Present  
Expert Counsel, Yale Law School Veterans Legal Services Clinic, 2018–Present  
Trustee, Wentworth Military Academy and Junior College, 2014–Present  
Aspen Security Forum Scholar, 2018  
Honoree, Barbara Giordano Foundation Annual Salute to Women Veterans, 2017  
Aspen Ideas Festival Scholar, 2017  
Honoree, HillVets 100 of 2017  
Outstanding Recent Alumni Award, University of Central Missouri, 2014  
Notable Military Awards: Bronze Star Medal; Army Commendation Medal with Oaks Leaf Cluster
BRUCE W. JENTLESON

Duke University
Sanford School of Public Policy
Box 90312
Durham, North Carolina 27708-0312

10 Harvey Place
Durham, N.C. 27705

919-613-9208, 919-684-9940 (fax)
bwi7@duke.edu

919-401-8777 (home)
919-641-6873 (mobile)

CURRENT ACADEMIC POSITIONS

Duke University, William Preston Few Professor of Public Policy and Professor of Political Science


Non-Resident Senior Fellow on Public Opinion and Foreign Policy, Chicago Council on Global Affairs, 2016 –

Co-Director, Bridging the Gap Initiative, 2005-2019, now Senior Advisor

PRIOR ACADEMIC POSITIONS

Director, Terry Sanford Institute of Public Policy, and Chair, Department of Public Policy Studies, Duke University, 2000-2005

Director, UC Davis Washington Center, 1990-99

Washington Research Director, UC Institute on Global Conflict and Cooperation (IGCC), 1997-99

Professor of Political Science, UC Davis, 1995-99
Associate Professor of Political Science, 1989-95
Assistant Professor of Political Science, 1983-88

Associate Director, Cornell-in-Washington Program, Cornell University, 1988-89
Research Appointments and Awards:

Desmond Ball Visiting Chair Australia National University, College of Asia and the Pacific, February-March 2020

Visiting Professor, Barcelona Institute of International Studies (IBEI), April-May 2020

American Political Science Association (APSA) International Security Section, Joseph J. Kruzel Award for Distinguished Public Service, 2018

Engaged Scholar Award, Josef Korbel School of International Studies, University of Denver, 2018

Henry A. Kissinger Chair in Foreign Policy and International Relations, John W. Kluge Center, Library of Congress, 2015-16

Distinguished Scholar, Woodrow Wilson International Center for Scholars, Smithsonian Institution, Washington D.C., January-June 2014

Australia National University, Visiting Research Fellow, School of Politics and International Relations, Research School of Social Sciences, May-June 2013

Oxford University, Visiting Senior Research Fellow, Changing Character of War Programme, Centre for International Studies, and Nuffield College, 2006-07

Visiting Senior Research Fellow, International Institute for Strategic Studies (London), 2006-07

Fulbright Senior Research Scholar, Fundacion de Relaciones Internacionales y Dialogo Exterior (FRIDE), Madrid, Spain, 2006-07

Senior Fellow, United States Institute of Peace, 1999 (calendar year)

Guest Scholar, Brookings Institution, 1989-90, 1992

International Affairs Fellow, Council on Foreign Relations, 1987-88

EDUCATION

Ph.D. Cornell University 1983

American Political Science Association, Harold D. Lasswell Award for Best Doctoral Dissertation in the Field of Policy Studies, 1985

Dissertation Chair: Peter J. Katzenstein

M.Sc. London School of Economics and Political Science 1975

B.A. Cornell University 1973
PUBLICATIONS

Books:


Power in a Complex Global System, co-editor with Louis W. Pauly (Routledge, 2014)


The End of Arrogance: America in the Global Competition of Ideas, co-authored with Steve Weber (Harvard University Press, 2010).

Perspectives on American Foreign Policy: Readings and Cases (New York: W.W. Norton and Company, 2000)

Opportunities Missed, Opportunities Seized: Preventive Diplomacy in the Post-Cold War World, editor and contributor (Rowman and Littlefield and Carnegie Commission on Preventing Deadly Conflict, 1999)


Articles:


“From If to How: Taking Stock of R2P ‘Fire-Prevention Capacity Building” (in progress)


“Political Authority, Policy Capacity and 21st Century Governance,” in Pauly and Jentleson, *Power in a Complex Global System*


“Global Governance in a Copernican World,” *Global Governance* 17 (June 2012), based on John Holmes Memorial Lecture delivered to Academic Council of the United Nations System (ACUNS)


“United States Country Profile 2008”, *CIDOB International Yearbook*, CIDOB Foundation, Barcelona, Spain


“America’s Global Role after Bush,” *Survival* 49:3 (Autumn 2007)


“Out of Tune with This Concert,” *The American Interest* (March-April 2007)


"Foreign Policy for a Post-Cold War World: A Clinton Administration," *Brookings Review* 10, (Fall 1992)


"Discrepant Responses to Falling Dictators: Presidential Belief Systems and the Mediating Effects of Bureaucratic Politics," *Political Psychology* 11 (June 1990)


"Reflections on Praxis and Nexus," *PS: Political Science and Politics* 23 (September 1990)


**Op-Eds, Blogs, Online Media (partial list):**

Twitter @BWJ777


"Americans Don’t Think Much of Trump’s ‘America First’: That’s Good, But . . .", *Duck of Minerva*, October 16, 2017,


“A Dangerous Mind,” with Charles Kupchan, FP.com, August 30, 2012

“A Man with a Plan,” with Charles Kupchan, FP.com, September 6, 2012

“The Bi-Sectoralists,” Huffington Post, monthly column co-authored with Jay Pelosky, August 2011 – May 2012

Core contributor to America Abroad, TPM Café, 2005-07

Monographs and Policy Papers:
Strategic Adaptation: Towards a New U.S. Strategy in a Changing Middle East, co-author, Center for a New American Security (CNAS), June 2012


Sanctions against Iran: Key Issues, Century Foundation, December 2006

Coercive Diplomacy: Scope and Limits in the Contemporary World, Stanley Foundation, 2006

Libya’s WMD Disarmament: Analysis and Lessons, Atlantic Council of the United States, 2006


“Economic Sanctions and Post-Cold War Conflict Resolution: Challenges for Theory and Policy” Study commissioned by the National Academy of Sciences, National Research Council, Commission on Behavioral and Social Sciences, 1999

The Middle East Arms Control and Regional Security (ACRS) Talks: Progress, Problems and Prospects, IGCC Policy Paper #26, September 1996 (University of California Institute on Global Cooperation and Conflict)

Preventive Diplomacy and Ethnic Conflict: Possible, Difficult, Necessary, IGCC Policy Paper #27, June 1996 (University of California Institute on Global Cooperation and Conflict)

Export Control Policy in the 1980’s: Defensive Strategy, Foreign Policy Leverage or Interdependence? Study prepared for members of the Panel on the United States and the World Community, President’s Commission for a National Agenda for the Eighties, 1980

Book Reviews (recent):

92


Theories of International Relations and Zombies, Daniel Drezner in Perspectives on Politics (March 2012)

How We Fight: Crusades, Quagmires and the American Way of War, Dominic Tierney in H-DIPLO/ISSF, Vol. III, No. 9 (March 2012)

Other:


POLICY AND POLITICAL POSITIONS

Chair, Syria Working Group, Hillary Clinton Presidential Campaign, 2015-16

Obama for America 2012 Presidential Campaign, Member, National Security Advisory Steering Committee and Co-Chair, Middle East Working Group

Senior Advisor, State Department Policy Planning Staff, 2009 – 2011

Member, Responsibility to Protect (R2P) Working Group, U.S. Institute of Peace and U.S. Memorial Holocaust Museum, Madeleine Albright and Rich Williamson (co-chairs), 2011-


Member, Task Force on Iranian Nuclear Proliferation and Regional Security, Washington Institute for Near East Policy, 2008

Project on U. S. Canadian Relations, Carleton University, Ottawa, Canada, 2008

Foreign Policy Adviser (Foreign Policy Transition), Kerry – Edwards Campaign, 2004

Senior Foreign Policy Advisor, Gore-Lieberman 2000 Campaign

U.S. State Department, Policy Planning Staff, Special Assistant to the Director, 1993-94

Member, U.S. Delegation, Middle East Multilateral Arms Control and Regional Security (ACRS) Negotiations, 1993-94

Legislative Fellow for Foreign Affairs, Senator Al Gore, 1987-88

Legislative Aide for Foreign Affairs, Senator Dave Durenberger, 1978-79

INVITED LECTURES

Over 100 invited lectures at such universities as Cornell, Harvard, Princeton, Brown, UC Berkeley, Oxford, London School of Economics and Political Science (LSE), Tel Aviv, Bar-Ilan, Shanghai Jiao Tong, Beijing, European University Institute, Toronto/Munk School of Global Affairs, Australia National University, University of Sydney/U.S. Studies Centre, University of Melbourne, Universidad Autonoma de Barcelona, Universidad Complutense Madrid, Johns Hopkins SAIS, Stanford, Duke, Georgetown, UCLA, UC San Diego, Rice, Maryland, Delaware, American, George Washington University, University of North Carolina, North Carolina State, Georgia Tech, Mills, Ohio State, Michigan State, Franklin and Marshall, Puget Sound, UNC.


International: Australia, Canada, China, England, France, Germany, Greece, Israel, Italy, Japan, Jordan, Mexico, the Netherlands, Qatar, South Africa, Spain, South Korea, Switzerland, the United Arab Emirates.

CONFERENCE PAPERS AND OTHER PARTICIPATION (partial)

American Political Science Association (APSA), every year since 1982 except 1993 and 2019

International Studies Association (ISA), every year since 1981 except 1993

"Transnational Terrorism and the Western Alliance," University of North Carolina, November 2017


"Trump in Asia," UC San Diego, October 2017


"Societal Warfare and Geo-Economics," Washington, D.C., June 2017

Academic Exchange, Alumni Retreat Conference, Ojai, California, June 2017

"Responsibility to Protect," Yale University, New Haven, Connecticut, February 2017

"Strategic Diplomacy in Northeast Asia," Australia National University, held on Jeju Island, Republic of Korea, May 2016

"Small Ball? The Future of Multilateralism and International Institutions," George Washington University, October 2015


"Role of International Affairs Academic Think Tanks," Perry World House, University of Pennsylvania, February 2015

Tufts University, "The Changing Middle East," February 2014

New Era International Conference, "Global Public Goods in the Asia-Pacific Region," collaboration with School of Social Sciences, Singapore Management University, Singapore December 2013

University of Texas Clements Center and Kings College London Conference, "Diplomacy, Alliances and War: Anglo-American Perspectives on History and Strategy in the September 11th Era," Discussant, Panel on History and Strategy

Co-Director, Academic Exchange Study Mission to Israel, July 2013

Conference, "Cult of the Irrelevant," sponsored by Carnegie Corporation of New York, University of Texas LBJ School, February 2013


Conference, "Turkey-Israel Relations," Academic Exchange, Aspen Institute Italia, and Yitzhak Rabin Center, Tel Aviv University, Panel on "Turkey, Israel and Iran," Rome, Italy, October 2012

Program Chair, ISSS-ISAC Annual Conference, Research Triangle, North Carolina, October 2012

Iran Simulation, Brookings Institution-The Daily Beast, September 2012


Panelist, "Can Iran Come In From the Cold? Iran and the International Community in the 21st Century," UCLA, June 2011


Roundtable on Weber-Jentleson, End of Arrogance Book, ISA March 2011


"Role of Brazil and the U.S. in the 21st Century Agenda," Stanley Foundation and Brazilian Centre for Research in International Relations (CEBRI), Rio de Janeiro, Brazil, November 2010

"G-20 Toronto 2010 Meeting: Opportunities and Challenges," Centre on International Governance Innovation (CIGI), China Institutes for Contemporary International Relations (CICIR), and Stanley Foundation, Toronto, Canada, June 2010
Panelist, “Enriching the Middle East’s Economic Future,” Doha, Qatar, June 2010

“Emerging Structures of Global Governance,” Brazilian Ministry of Foreign Affairs, Itamaraty Palace, Brasilia, Brazil, April 2010


“Regional Security Arrangements in the Middle East,” Special Colloquium on Emerging Powers, Global Security and the Middle East, NYU Abu Dhabi Institute-Emirates Center for Strategic Studies and Research, Abu Dhabi, United Arab Emirates, February 2010


New Era Foreign Policy Conference, UC Berkeley – Duke University – George Washington University, March 2009

“Strategic Leadership; America’s Global Role Amidst Systemic Change,” ISA 2009, New York

“Global Energy Transitions,” UC Berkeley, January 2009


“America’s Global Role,” Conference on Effective Multilateralism: Through the Looking Glass of East Asia, University of Oxford and Fudan University, Shanghai, China, December 2008
Academic Consultation Workshop, “Genocide Prevention and the Will to Intervene,” Montreal Institute for Genocide and Human Rights Studies, Concordia University, November 2008


TEACHING AREAS and AWARDS

UC Davis Chancellor's Award for Excellence in Mentoring Undergraduate Research, 1998

American Political Science Association, Outstanding Teaching in Political Science, 1998

International Security  Politics of U. S. Foreign Policy
American Foreign Policy  Globalization and Governance
Preventive Diplomacy, Conflict Resolution  Middle East Regional Security
International Relations  Political Analysis for Policy-Making


NONPROFIT BOARDS

Board of Directors, Close Up Foundation, 2006-

Board of Trustees, Carnegie Council on Ethics and International Affairs, 2012-17 (Vice Chairman 2016-17)

Board of Directors, National Security Network, 2013 –16

Board of Advisors, Israel-America Academic Exchange, 2008-

TRIP (Teaching and Research in International Politics) Survey Advisory Board, 2013-


APSA (American Political Science Association) Presidential Task Force on Public Engagement, 2013-14
OTHER PROFESSIONAL EXPERIENCE

Co-Director, Bridging the Gap, 2005 -2019; l Senior Advisor, 2019-

International Advisory Council, APCO Worldwide, 2014 -

American Political Science Association, Hubert H. Humphrey Award Committee, 2019-20

International Studies Association, Officer, Online Media caucus, 2014-16

Program Chair, 2012 Annual Conference, International Security Studies Section (International Studies Association) and International Security and Arms Control Section (American Political Science Association), Research Triangle, North Carolina

2009 Annual Meeting Program Co-Chair, American Political Science Association, 2007-09

Editorial Board, Global Responsibility to Protect Journal, 2012-

Editorial Board, The Washington Quarterly, 2011-

Editorial Board, Political Science Quarterly, 2009-

Senior Advisor, Conflict Management and Education Training Courses, U.S. Institute of Peace, 2008-

Senior Advisor, Business for Diplomatic Action, 2008-10

Executive Committee, Association of Professional Schools of International Affairs (APSIA), 2004-06

Executive Committee, Foreign Policy Section, American Political Science Association, 2004-08

Brookings Project on Force and Legitimacy in the Evolving International System, Core Group Member, 2004-08

Princeton Project on National Security, Grand Strategy Working Group, 2004-06

Educators’ Advisory Panel, Comptroller-General of the United States, Government Accountability Office, 2002-2005

Advisory Committee, Next Generation Project, The American Assembly, 2005-06

Panel Chair, “Strategies for the War on Terrorism: Taking Stock,” Center for Law, Ethics and National Security, Duke University, 2005

“Crescent of Crisis,” EU Institute for Security Studies, Paris, France, 2005

Berkeley Conference on U.S. Foreign Policy, 2005


Member, Task Force on Responsible U.S. Global Leadership, Rockefeller Brothers Fund, 2003-2004


Fulbright Senior Specialist, U.S. Department of State, 2003-08

“The Realism of Conflict Prevention: Making the Case,” presentation to the International Peace Academy, 2003


Experts Group on Intractable Conflicts, U.S. Institute of Peace, 2001-03

Invited presentation to United Nations Independent Commission of Intervention and Sovereignty, 2001


Member, Presidential Transition 2000, Rand Corporation

Panel Reviewer, White House Fellows Program, 1998 and 1999

Editorial Advisory Board, Columbia International Affairs Online (CIAO), Columbia University Press, 1997-


Elected Member, Council of the American Political Science Association, 1995-97

Consultant, Carnegie Commission on Preventing Deadly Conflicts, Project on Preventive Diplomacy, 1995-97

Consultant, National Research Council, National Academy of Sciences, Committee on Behavioral and Social Sciences, 1996-97


Co-Rapporteur, American Assembly, Public Engagement in American Foreign Policy Workshop, Aspen Institute (Maryland), February 1995

External Tenure and Promotion Reviewer, Georgetown University, Tulane University, Colby College, Tufts-Fletcher School

Member, Atlantic Council Working Group on U.S.-Cuba Relations, 1994

Chair, Panel on Foreign Policy, California Congressional Delegation Briefing, 1992

Chair, Section on Foreign Policy Analysis, Program Committee, 1991 Annual Meeting of the American Political Science Association


Member, Board of Directors, The Forum (formerly Forum for a U.S.-Soviet Dialogue), 1989 to 1993


Proposal Reviewer: National Science Foundation, Israel Science Foundation, U.S. Institute of Peace, Woodrow Wilson Center for International Scholars, Annenberg Project, Corporation for Public Broadcasting

Assistant Director, Cornell-in-Washington Program, 1980-83

Consultant, President's Commission for a National Agenda for the Eighties, 1980

Consultant, Close Up Foundation, 1979-1983

Editor, Educational Publications, Close Up Foundation, 1976-79

AWARDS, FELLOWSHIPS AND GRANTS

Joseph J. Kruzel Memorial Award for Distinguished Public Service, American Political Science Association, International Security Section, 2018

Engaged Scholar Award, Josef Korbel School of International Studies, University of Denver, October 2018


GlaxoSmithKline Foundation, “Program on Cross-Sectoral Public Policy,” PI, 2002-06

Ford Foundation, “Building Bridges: Forging Greater Collaboration Among Key Foreign Policy Communities, Co-PI, 2000-2003

Senior Research Fellowship, Jennings Randolph Program for International Peace, U.S. Institute of Peace, 1999

Muskie Foundation, Project on Middle East Environmental Diplomacy, 1998

UC Office of the President, Graduate Student Research and Internships Fellowships, 1997-98

National Science Foundation Grant to present paper at the XVII World Congress of the International Political Science Association (IPSA), 1997

“Foreign Policy Challenges of the Post-Cold War Era,” with Emily Goldman and Paula Garb, Satellite Television Interactive Colloquia Series, University of California Intercampus Academic Program Incentive Fund, 1996

Montgomery County Recreation Baseball League Championships, Manager, 1996 and 1994

Social Science Research Council, Advanced Research Fellowship in Foreign Policy Studies, 1989-90, 1992-93

Carnegie Corporation of New York, Conference Grant, 1990


American Council of Learned Societies, Travel Grant to International Conferences, 1989

Council on Foreign Relations, International Affairs Fellow, 1987-88

American Council of Learned Societies, Fellowship for Studies in Modern Society and Values, 1985-86

University of California, Davis, Faculty Development Awards, 1983-88, 1989 to present
University of California, Davis, Junior Faculty Fellowships, 1984, 1985, and 1986

University of California, Davis, Course Development Award, 1984

Institute for the Study of World Politics, Predoctoral Fellow, 1982-1983

Center for International Studies, Cornell University, Research Fellowship, 1982

Cornell University, John L. Senior Fellowship, 1979-1980

PROFESSIONAL AFFILIATIONS

American Political Science Association (APSA)
International Studies Association (ISA)
Fulbright Association

REFERENCES

Furnished upon request

Updated 10/31/18
Simon Miles, Ph.D.

Rubenstein Hall 130
302 Towerview Drive
Box 90312
Durham, N.C. 27708-0132

T (919) 613-9560
F (919) 681-8288
E simon.miles@duke.edu

Employment
2017 Assistant Professor, Sanford School of Public Policy, Duke University

Education
2017 Ph.D., History, University of Texas at Austin
2011 M.A., History of International Relations, London School of Economics and Political Science
2010 B.A., History and International Relations, Trinity College, University of Toronto

Publications

Books

Edited Books

Articles
Book Chapters


Opinion


Invited Reviews


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Simon Miles


Other Publications


Works in Progress


“The Problems of Perestroika: The KGB and Gorbachev’s Reforms.” Article manuscript in drafting process.


Fellowships & Grants

2019  Faculty Teaching and Research Enhancement Grant, Office of the Provost, Duke University

2018  Research Grant, Josiah Charles Trent Memorial Foundation Endowment Fund, Duke University

2018  Strategy and Policy Fellow, 2018–2022 academic years, Smith Richardson Foundation

2017  Research Grant, Josiah Charles Trent Memorial Foundation Endowment Fund, Duke University
2016    Dean’s Prestigious Fellowship Supplement, Graduate School, University of Texas at Austin
2016    World Politics and Statecraft Fellowship, Smith Richardson Foundation
2015    Czech Studies Scholarship, Center for Russian, East European and Eurasian Studies, University of Texas at Austin
2015    Dwight D. Eisenhower–Clifford Roberts Fellowship, Eisenhower Institute, Gettysburg College
2015    O’Donnell Grant, Scowcroft Institute of International Affairs, Bush School of Government and Public Service, Texas A&M University
2015    World Politics and Statecraft Fellowship, Smith Richardson Foundation
2014    Doctoral Fellowship, 2014-2017 academic years, Social Sciences and Humanities Research Council of Canada
2012    History Department Recruitment Fellowship, University of Texas at Austin

Invited Talks

Series
2020    “Russian Grand Strategy: Historical Drivers and Contemporary Challenges.” Presentations at the Department of Security Studies, Faculty of Arts and Sciences, Charles University, Prague, Czech Republic. 2–4 March.

Individual


2018  “New Approaches to International History.” Presentation at “Contemporary International History: The State of the Field,” Bill Graham Centre for Contemporary International History, Munk School of Global Affairs, University of Toronto, Toronto, Ont. 19 November.


2014  “The Past, Present, and Future of Russo-American Relations.”  Presentation at the McCombs School of Business, University of Texas at Austin, Austin, Tex. 4 February.

Conference Activity

Conferences Organized

Panels Organized


2017  “From Grassroots Activism to Power Politics: Human Rights Ideas and Twentieth-Century International Relations.”  Annual meeting of the American Historical Association, Denver, Colo. 8 January.


Papers Presented


2013  “The Role of Face in Russo-American Relations: Lessons from the Conclusion of the Cold War and Prognoses for the Future.” Paper presented at the Center for Russian, East European and Eurasian Studies, University of Texas at Austin, Austin, Tex. 20 March.

Teaching Repertoire

Duke University
American Grand Strategy
The Global Cold War
Policy Choice as Values Conflict

Ryerson University
History of Espionage in the Twentieth Century

University of Texas at Austin
US Foreign Relations, 1776–1914
US Foreign Relations, 1914 to the Present

Service

Duke University
2019  Library Council, Office of the Provost
2019  Nationally Competitive Scholarship Endorsement Committee, Office of University Scholars and Fellows

Sanford School of Public Policy
2019  Undergraduate Awards Committee
2018  Search Committee, Bruce Kuniholm Chair in History and Public Policy
Manuscript Reviewer

International Journal
International Security
International Studies Review
Journal of Contemporary History
Journal of Policy History
Oxford University Press
Texas National Security Review

Awards

Duke University
2019 Top 5% of Instructors by Student Evaluation
DAVID H. SCHANZER

136 Rubenstein Hall
Box 90250
Durham, NC 27708
(919) 613-9279

505 Lakeshore Lane
Chapel Hill, NC 27514
(919) 933-5330

EDUCATION


PROFESSIONAL EXPERIENCE

Professor of the Practice, Sanford School of Public Policy, Duke University (*July 2005 – present*)

Appointed to rank of Professor of the Practice, July 2018; Associate Professor of the Practice, 2009-18; Visiting Professor of the Practice, 2005-09.

Courses: 9/11: Causes, Response & Strategy
9/11 & The Modern Middle East
Counterterrorism Law & Policy
Privacy, Technology and National Security
Religion, Citizenship & Governance in the Modern Arab World
Gridlock: Can Our System Address America’s Big Challenges
Public Policy Analysis

Director, Triangle Center on Terrorism and Homeland Security, Duke University (*July 2005 – present*)

- Founder and director of interdisciplinary applied research center. Triangle Center issues research reports, hosts visiting scholars, runs executive education programs for U.S. armed forces, and provides public commentary on national security issues.

- Supervises and provides instruction for the Duke Counterterrorism and Public Policy Fellows Program.

Co-Director, Institute for Homeland Security Solutions (*September 2008 – 2013*)

- Co-directed and managed complex, inter-institutional research organization funded through grant funds from the U.S. Department of Homeland Security. Research activities focused on how human behavior impacts the homeland security mission. Total awards ≈ $20 million.

Adjunct Professor, Department of Public Policy, Curriculum on Peace, War & Defense, University of North Carolina (*July 2005 – July 2015*)
Research Fellow, National Intelligence Council (June 2010 – June 2012)

Wrote research papers for and provided advice and assistance to the U.S. intelligence community relating to addressing the domestic radicalization.

Democratic Staff Director, House Select Committee on Homeland Security, Representative Jim Turner (2003 – 2005)

Developed legislative and oversight agenda for new congressional committee. Supervised 22-member professional staff. Managed development of homeland security policy initiatives, oversight investigations, and media communications. Developed ideas for and served as principal editor of comprehensive strategy documents and reports on a range of homeland security topics.

Legislative Director, Senator Jean Carnahan (2001 – 2002)

Served as principal policy advisor. Supervised legislative staff. Drafted or edited all major policy speeches. Coordinated communications strategy and constituent outreach with other senior staff. Handled all matters pertaining to Israel and Middle East policy.


Represented Department of Defense in sensitive litigation and handled special projects for the DoD General Counsel (Judith Miller & Douglas Dworkin).


Provided legal advice and analysis on crime and drug policy and constitutional issues.

Counsel, Senate Governmental Affairs Committee, Senator William Cohen (1994-1996)

Trial Attorney, U.S. Department of Justice, Civil Division (1992-1994)

Law Clerk, Honorable Norma L. Shapiro, United States District Court for the Eastern District of Pennsylvania (1990-91)

Law Clerk, Office of the Solicitor General, U.S. Department of Justice (1989-90)

GRANT AWARDS

National Institute of Justice, U.S. Department of Justice, Evaluating the Federal CVE Initiative – Supplemental Award

Principal investigator on this project which, through this supplemental award, will study the Federal Bureau of Investigation’s efforts to interact with Muslim American communities. (January 2014 – December 2016, $224,000)

National Institute of Justice, U.S. Department of Justice, Evaluating the Federal CVE Initiative
Principal investigator on this project to study the content and impact of three federal agencies’ efforts to interact with Muslim American communities. (January 2014 – December 2016, $246,000)

National Institute of Justice, U.S. Department of Justice, Community Policing Strategies to Combat Violent Extremism
Principal investigator on project to study the application of community policing strategies to combat violent extremism in the United States. (January 2013 – December 2015, $635,000)

Enhanced Violent Intent Modeling and Simulation (VIMS), Institute for Homeland Security Solutions, Department of Homeland Security
Continuing participation in VIMS project. Facilitating independent assessment of privacy aspects of VIMS programs with outside expert. (July 2009 – July 2011) ($78,000).

Workshop on Public Perception of Technologies, Institute for Homeland Security Solutions, Department of Homeland Security
Assisted in organizing and participated in workshop to improve understanding of public perception of homeland security technologies, including civil liberties and privacy aspects of policy. Workshop scheduled for January 2010. (July 2009 – July 2010) ($191,000).

Workshop on Innovative Survey Methodologies, Institute for Homeland Security Solutions, Department of Homeland Security

Management of Investigator Initiated Research Program, Institute for Homeland Security Solutions, Department of Homeland Security
Developed and participated in process for identifying, selecting, reviewing, and overseeing research projects conducted by variety of consortium members. (July 2009 – July 2011) ($95,000).

Workshop on Internet Radicalization, Institute for Homeland Security Solutions, Department of Homeland Security
Assisted in organizing international workshop with government officials and academics. Held at the University of North Carolina Chapel Hill in November 2009 ($21,000).


Violent Intent Modeling and Simulation Project – Management, Institute for Homeland Security Solutions, Department of Homeland Security
Participated in developing team and managing university-based aspects of the Violent Intent Modeling and Simulation project, a research and development effort to create an analytic tool for

Management of Outreach Program, Institute for Homeland Security Solutions, Department of Homeland Security
Co-Director for Strategy and Outreach, “Institute for Homeland Security Solutions.” Grant awarded to establish major applied social science and technology research program through RTI International and in collaboration with Duke University and University of North Carolina Chapel Hill. (July 2008 – July 2011) ($231,000)

IBM Center for the Business of Government, Evaluating Risk for Homeland Security Policy

National Institute of Justice, U.S. Department of Justice, Anti-Terror Lessons of American Muslims
Principal Investigator “Anti-Terror Lessons of American Muslims,” (July 2007 – August 2009) ($394,000)

Provost Common Fund, Duke University, Natural Security: A Darwinian Approach to A Dangerous World
Co-Applicant, “Natural Security: A Darwinian Approach to National Security.” Funding for a workshop to be held at the annual meeting of the American Association for the Advancement of Science ($4500).

PUBLICATIONS

Chapter in Edited Volume


Reports


**Journal Articles**


Charles Kurzman and David Schanzer, Ebrahim Moosa, “Why Is Terrorism by Muslim Americans So Rare?” Muslim World (September 2011).


**Magazine Articles**


“Mostly Quiet on the Western Front,” Foreign Policy, April 17, 2013


**Op-Ed Columns**

“Most Jews don’t vote for Trump because we don’t share his values,” The Hill, August 22, 2019

“We must call the El Paso shooting what it is, Trump-inspired terrorism,” The Guardian, August 5, 2019

“In the face of rising anti-Semitism, I’ll be brazenly Jewish,” News & Observer, May 2, 2019

“Pittsburgh Rampage: An Act of Terrorism Inspired by Ideology of Trumpism,” Globe Post, November 5, 2018

“TSA’s air marshal programs is a ridiculous waste of money,” News & Observer, Aug. 9, 2018

“Trump can prove his words on white supremacy aren’t hollow. Here’s how,” The Guardian, Aug. 15, 2017

“Driving a wedge between Muslims and US hands bin Laden a triumph,” Raleigh News & Observer, February 3, 2017

“Donald Trump dangerously wrong on how to counter Islamic State,” Cleveland Plain Dealer, September 21, 2016 (also published in Raleigh News & Observer, Albany Times Union)


“Americans Need to Stop Overreacting to Terror Alerts,” Fortune, Dec. 19, 2015

David Schanzer and Robin Kirk, “Barring Syrian refugees from NC gives ISIS exactly what it seeks;”
Raleigh News & Observer, Nov. 18, 2015


“Take a Deep Breath and Build a Coalition to Confront ISIS,” Huffington Post, Sept. 10, 2014 (co-authored with Tim Nichols)

“Israel Can’t Afford to Lose Jews Like Me,” Huffington Post, Aug. 8, 2014 (also published in IslamiCommentary, Aug. 6, 2014)/


“Year After Boston bombing, it’s clear that threat of homegrown terrorism is overhyped,” News & Observer, April 14, 2014 (co-authored with Charles Kurzman) (also published in Newark Star-Ledger).


“Staying Off the Snowden Bandwagon,” ISLAMICcommentary, December 17, 2013.

“Commemorating 9/11,” Huffington Post, September 2, 2013

“Obama Makes the Case, But Has No Realistic Plan to Close GITMO,” IslamiCommentary, May 24, 2013


“Guantanamo’s Collapse,” Huffington Post, May 8, 2013

“Beware of Easy Answers to the ‘Who Dropped the Ball’ Question,” Huffington Post, April 24, 2013

“Interrogate Boston Bomber for Intelligence and Then Prosecute Him,” Huffington Post, April 22, 2013
“Immigration Reform: Don’t Rush To Build Biometric Exit System,” Huffington Post, April 10, 2013 (with Joe Eyerman, RTI)


“The Big Question Raised by the Bradley Manning Case,” IslamiCommentary, March 12, 2013

“Acting Like Americans on Ramadan,” Huffington Post, July 20, 2012


“It’s Time to Confront the Counter-Jihadists,” Toronto Globe and Mail, July 28, 2011 (also published in the Cleveland Plain Dealer and the News & Observer).


“Islamophobia is threatening America,” Pittsburgh Post Gazette, Aug. 25, 2010 (also published in Baltimore Sun, Durham Herald Sun, and Newark Star Ledger)


“We Must Work With Muslim Americans,” St. Petersburg Times, January 12, 2010 (a version appeared in 16 other papers, including Raleigh News & Observer, Philadelphia Inquirer, Newark Ledger, and Des Moines Register).


“Cheney’s misfiring security critique,” Raleigh News & Observer, April 5, 2009

“Closing the Doors on Gitmo,” Philadelphia Inquirer, Oct. 28, 2008 (also printed in Raleigh News & Observer, Atlanta Journal Constitution)
“The Distorted Ethics of Kiss and Tell,” Durham Herald Sun, June 6, 2008

“Words for Evildoers,” Raleigh News & Observer, May 23, 2008 (also printed in the Newark Star Ledger)


“Threat Will Remain After bin Laden’s Departure,” Q-Section, Raleigh News & Observer, Sept. 9, 2007


“Blunt Threat Now a Credible Option.” Q-Section, Raleigh News and Observer, December 17, 2006


“FEMA’s Home,” Raleigh News & Observer, May 11, 2006 (also published in Des Moines Register, New Orleans Times Picayune)

“If We Took Ports’ Security Seriously,” Raleigh News & Observer, Feb. 28, 2006


"A Force to Deal with Disaster," Raleigh News & Observer, September 21, 2005
(co-authored with Col. David Hayden).

"Homeland Security Must Learn from This," Raleigh News & Observer, September 4, 2005
(also published in Contra Costa Times and St. Paul Pioneer Press).

Edited Works

As Director of the Triangle Center on Terrorism and Homeland Security, I have edited and published a set of reports authored by my colleague Charles Kurzman:

Muslim American Involvement with Violent Extremism – 2017
Muslim American Involvement with Violent Extremism – 2016
Muslim American Involvement with Violent Extremism – 2015
Terrorism Cases Involved Muslim-Americans – 2014
Muslim American Terrorism in 2013
Muslim American Terrorism: Declining Further (2012)
Muslim American Terrorism in the Decade Since 9/11 (2011)
Muslim American Terrorism Since 9/11: An Accounting (2010)

As Staff Director of the House Committee on Homeland Security, I developed the concept for, supervised, and edited a series of oversight reports on a range of homeland security topics:

Keeping Terrorists Out of America By Unifying Terrorist Watch Lists (2003)
A Democratic Strategy to Make America Safer (2003)
Winning the War on Terror (2004)
America At Risk: Closing the Public Transportation Security Gap (2004)

UNIVERSITY SERVICE

Member, Duke Academic Council, 2019-present

Member, Sanford School Curriculum Committee, 2019-present

Faculty Interviewer, Nationally Competitive Scholarships, 2017-present

Chair, Sanford School Cybersecurity Task Force, 2017-present

Instructor, Spring Breakthrough Program, 2017

Freshman Academic Advisor, 2016-present

Advisory Board Member, Center for Political Leadership, Innovation, and Service (POLIS), Advisory Board 2016- present

Member, Sanford School Emergency Management Committee, 2016-2018
   Helped develop active shooter preparedness policies

Faculty Advisory Board, TISS-UNC Intelligence Community Academic Center of Excellence 2014-2019

Faculty Advisory Board, Duke Middle East Studies Center, 2015-present

Faculty Working Group on Political Engagement, 2015-16
(Resulted in creation of POLIS (Center on Political Leadership, Innovation and Service))

Duke University Committee on Unmanned Aerial Vehicle Policy, 2015-16

Carlucci Fellowship Selection Committee, 2015-present

Sanford School MPP Admissions Committee, 2013-15, 2019

ON-LINE EDUCATIONAL ACTIVITIES

Coursera-Duke University Massive Open On-Line Course (MOOC): “Understanding 9/11”
Revised and updated version of “9/11 and its Aftermath Course” offered in 2013. Presented in on-demand format available to students at all times.

Offered Fall 2016, Fall 2017.

Coursera-Duke University Massive Open On-Line Course (MOOC): Responding to 9/11:
Counterterrorism in the 21st Century”
Developed and taught MOOC to global audience of over 5,000 students. (2014)

Developed and taught MOOC to global audience of over 10,000 students. (2013)

PRESENTATIONS

American Bar Association, Section on Civil Rights and Social Rights of Immigrants, Nov. 20, 2019
Webinar: Mass Violence Motivated by Hate: Are New Domestic Terrorism Laws the Answer?

“Best of Duke” Study Tour, Durham, NC, Sept. 27, 2019
Lecture: “Some Thoughts on Terrorism, China, and Teaching at Duke Kunshan University”

American Constitution Society, Duke Law School, Durham, NC, Sept. 19, 2019
Panel Discussion: Should We Treat White-Nationalist Terror like ISIS? A Debate on the Merits of “Countering Violent Extremism” Initiatives

Duke in Napa Valley Program, St. Helena, CA, May 23-25, 2019
Lectures: Unhinged Men with Guns: What to Do About Homegrown Violent Extremism
Populism and White Nationalism: Modern Threats to Liberal Democracy

Duke Alumni Association, Denver, CO, Feb. 7, 2019
Lecture: “The World Turned Upside Down: Challenges to Liberal Democracy”
Duke Alumni Association/Temple Beth Israel, Nassau County, NY, Oct. 28, 2018
Lecture: "The World Turned Upside Down: Challenges to Liberal Democracy"

“Best of Duke” Study Tour, Durham, NC, Oct. 21, 2018
Lecture: "Some Thoughts on Terrorism, China, and Teaching at Duke Kunshan University"

Chendu University, Nanjing, China, June 12, 2018
Lecture: "Counterterrorism in the Age of Trump"

Nanjing University, Nanjing, China, May 21, 2018
Lecture: "Counterterrorism in the Age of Trump"

Duke Fuqua School MEM Alumni, Shanghai, China, Mar. 22, 2018
Lecture: "2018 – The Year of Living Dangerously"

Duke Kunshan University, Kunshan, China, Feb. 26, 2018
Lecture: "Counterterrorism in the Age of Trump"

Duke Alumni Association, Orange County, CA, Nov. 17, 2017
Lecture: "Counterterrorism in the Age of Trump"

Duke Alumni Association, San Diego, CA, Nov. 16, 2017
Lecture: "Counterterrorism in the Age of Trump"

Carolina Public Humanities, Chapel Hill, NC, Nov. 7, 2017
Lecture: "Counterterrorism in the Age of Trump"

Center for European Studies, UNC Chapel Hill, Chapel Hill, NC, Nov. 10, 2017
Conference on “Transnational Terrorism Today”
Presentation: “The Troubled Debate Over Programs to Prevent Radicalization to Violence in the United States and Europe”

Greensboro Jewish Federation, Cardozo Society Program, Greensboro, NC, Oct. 27, 2017
Panel discussion: “Hacking, Leaking and Whistleblowing”

“Best of Duke” Golden Week Program, Durham, NC, Oct. 6, 2017
Presentation to group from China visiting Duke University
Lecture: “Policy Engagement @DukeU”

Osher Life Long Learning Institute, Durham, NC, May 9, 2017
Lecture: “Counterterrorism: An Update (“A Trumpdate”)”

Duke Alumni Association, Boston, MA, April 14, 2017
Lecture: “Counterterrorism: An Update (“A Trumpdate”)”

Duke Alumni Association, West Palm Beach & Miami, FL, March 20-21, 2017
Lecture: “Counterterrorism in the Age of Trump”

**Pittsburgh Post-Gazette: Town Hall Event**, Pittsburgh, PA, January 4, 2017

  Panel Discussion: Early Intervention & Engagement
  Panel Discussion: Building Capacity: How to Mobilize Knowledge

**Laboratory for Unconventional Conflict & Simulation**, Durham, NC, December 2, 2016
  Conference Presentation: After ISIL: Stability and Spillover


**Duke Alumni Association**, Austin & Houston, TX, Oct. 6-7

**Center for Evidence Based Crime Policy – Capitol Hill Briefing**, Washington, DC, Sept. 27, 2016
  “Building Resilience to Violent Extremism through Community Policing”

  Panelist: “Using Community-Led Interventions to Prevent Targeted Violence”

**Duke Alumni Association**, Washington, D.C., June 1, 2016
  Lecture: “ISIS: Where Does It Come From? What Does It Believe?”

  Lecture: “Using Community Policing Strategies to Prevent Violent Extremism”

  NIJ Research in the Real World Seminar: “Community-Level Efforts to Prevent Violent Extremism”

  Lecture: “ISIS: Where Does It Come From? What Does It Believe?”

  Symposium: “Body Cameras, Big Data, and Privacy,”
  Keynote Address: “Government Surveillance & Privacy”

  Kanishka Project Symposium – Panelist: “The Role of Community Policing in Preventing Terrorism.”

**Orfela Center for Global & International Studies**, Santa Barbara, CA, December 3-4, 2015
Conference on Constructions of Terrorism
Lecture: "Terrorism as Tactic"

Panelist – Violent Extremism in the U.S. and Lessons about Combating and Preventing It
(Presentation: Community Policing Strategies to Counter Violent Extremism)

Panelist: Countering Violent Extremism: A Briefing

International Association of Chiefs of Police, Annual Conference 2015, Chicago, IL, Oct. 26, 2015
Panelist – Radicalization to Violent Extremism: How Does It Happen and How Should Criminal Justice Agencies Respond?

Wayne Community College Program on Arts & Humanities, Goldsboro, NC, Oct. 19, 2015
Lecture: ISIS: Where Did it Come From? What Does it Believe?

National Institute of Justice, Conference on Radicalization and Violent Extremism: Lessons Learned from Canada, the UK and the US, Arlington, VA, July 28-30, 2015
Panelist – Plenary Session on Preventing Radicalization and Building Resiliency
Panelist – Breakout Session on Communities and Resilience

UNC Program on the Humanities, Chapel Hill

CAIR Minnesota, Minneapolis, MN
Community Panel on CVE Program, Jan. 23, 2015

Massachusetts Civil Liberties Union, Harvard Law School, Cambridge, MA

Duke Islamic Studies Center, Duke University, Durham, NC
Panel Discussion: "Middle East in Turmoil, Oct. 27, 2014

Sixth Workshop on the Philosophy of Religion, Durham, NC

University of North Carolina Journal of International Law and Commercial Regulation, Symposium, Chapel Hill, NC
Keynote Lecture: “Returning to the Crime Paradigm After 12 Years of War” January 31, 2014

Duke International Relations Student Association, Durham, NC
Panel Discussion on “Terrorism in Africa,” November 2013

Duke University Scholars Program, Durham, NC

Think Fast Forum, University of North Carolina Alumni Association, Chapel Hill
Panel Discussion: The Boston Marathon Bombing, May 6, 2013

WRAL Documentary: Faith, Freedom & Fear, Durham, NC
Panel Discussion: “Comments on film -- Faith, Freedom & Fear”

UNC Program on the Humanities, Chapel Hill

UNC Wilmington – Great Decisions, Wilmington, NC

Consortium of Social Science Associations, Annual Meeting
Panel Presentation: “The Use of Social Science Evidence in Homeland Security Policymaking”
(November 2012)

Institute for Social Policy and Understanding/Duke Islamic Studies Center, Washington, D.C.
Panel Discussion: “What the Next President Needs to Know About Countering Violent Extremism.” (October 2012).

Duke Office of Communications, Durham, NC
Faculty Workshop on Social Media

UNC Program on the Humanities, Chapel Hill
(Broadcast on CSPAN, July 2012)

Institute for Homeland Security Solutions, Cary, NC

UNC-TISS National Security Fellows Conference, Chapel Hill
Panel discussion on Al-Qa’ida and Its Adherents, April 2012

Duke Law School, Center for Law Ethics and National Security, Durham, NC

Religion News Writers Association Conference, Durham, NC
Panel discussion on Radicalization Among Muslim Americans, September 2011

U.S. Department of Homeland Security, Columbus, OH
Conference on Countering Violent Extremism
Lecture: Al-Qa’ida Inspired Threats on the United States: An Academic Perspective
Duke Sanford School of Public Policy, Durham, NC

University of Peace, Ciudad Colon, Costa Rica
“The Obama Administration’s Approach to Counter-terrorism,” March 17, 2011

Third Way, Washington D.C.
“Prosecuting and Detaining Suspected Terrorists.” Dec. 2010

Naval Postgraduate School, Colorado Springs, CO

Center for American Progress Action Committee
Panel Discussion: Domestic Radicalization (July 2010)

Harvard Alumni Association Symposium, Cambridge, MA
Panel Discussion on International Terrorism – Past, Present & Future (May 2010)

Triangle Jewish Studies Lecture Series, Research Triangle Park, NC

Duke Law School, Center for Law Ethics and National Security, Durham, NC

Department of Homeland Security, Assistant Secretary for Policy
Briefing on “Anti-Terror Lessons of Muslim-Americans (April 2010)

Michigan State University, East Lansing, MI

Briefing on “Anti-Terror Lessons of Muslim-Americans (March 2010)

John Jay College, School of Criminology, New York, NY
Panel: “Domestic Islamist Radicalism: Perspectives from Canada, the US and Europe,” (March 2010)

Department of Homeland Security, Undersecretary for National Programs and Protection
Briefing on “Anti-Terror Lessons of Muslim-Americans (February 2010)
Institute of Homeland Security Solutions, Workshop on Public Perceptions of Security Technology, Chapel Hill, NC
Lecture on “Thinking about Public Perception and Civil Liberties in a Post-9/11 World,” (January 2010)

Triangle Center on Terrorism and Homeland Security, Anti-Terror Lessons of Muslim-American Communities, Chapel Hill, NC
Presented finding of long-term study of how Muslim-Americans address the concept of radicalization. October 15, 2009.

Duke Islamic Studies Center, Anti-Terror Lessons of Muslim-American Communities, Durham, NC
Presented finding of long-term study of how Muslim-Americans address the concept of radicalization. September 23, 2009.

Triangle Center on Terrorism and Homeland Security, GITMO Detainees: What are the Options? Chapel Hill, NC
Joint presentation with Duke Law Professor Scott Silliman on policy options for dealing with the detainees at the detention facility at Guantanamo Bay. April 2009.

National Institute of Statistical Studies, Conference on Quantitative Methods in Defense and National Security, Durham NC

Radiation Countermeasures Center of Research Excellence Annual Conference, Durham, NC
Keynote Address, “Nuclear Terrorism,” April 2008

Great Decisions in International Relations Course, University of North Carolina, Chapel Hill, NC

International Symposium on Emergency Management 2007, Beijing, China
Keynote Address, “It Takes A Network to Respond to a Disaster,” November 27, 2007,

Fuqua School of Business, Health Sector Management Program, Durham, NC

Panel Moderator -- “Can Technology Prevent a Pandemic Influenza?” (2006)

Duke Magazine/Duke Chronicle Alumni, Durham, NC
Duke University Screen/Society, Durham, NC
Faculty panel discussion following screening of “Road To Guantanamo” (2006)

Explores Museum, Raleigh, North Carolina
“Where We Stand: Civil Liberties and Security Today” (2006)

United States Senate, Washington, D.C.

Duke Law School, Center for Law Ethics and National Security, Durham, NC

Kenan Institute of Private Enterprise, University of North Carolina, Chapel Hill, NC

University of North Carolina School of Journalism and Mass Communication, Chapel Hill, NC

North Carolina Bankers Association, Management Conference, Asheville, NC

Terry Sanford Institute of Public Policy, Duke University, Durham, NC
"Public Policies Before and After Hurricane Katrina: Government Responses and Environmental Choices" (2005)

Washington Study Group, Washington, D.C.
"The War on Terrorism from Three Perspectives," (2005)

University of Baltimore Law School, Baltimore, MD
“Terrorism: Are We More or Less Exposed?” (2004)


American Bar Association, Standing Committee on National Security Law, Washington, D.C.

American Bar Association, Standing Committee on National Security Law, Washington, DC.
MEDIA APPEARANCES

Television & Radio

Frequent commentator on international, national and local television and radio stations on terrorism and homeland security issues, including multiple appearances on:

International Programs:  British Broadcasting Corporation, Canadian Broadcasting Corporation, China Radio International

National Programs:  PBS NewsHour, PBS NewsHour Weekend, CNN, CBS News, CSPAN
Washington Journal, National Public Radio, Last Word with Lawrence O’Donnell

Regional Programs:  Minnesota Public Radio with Kerri Miller; Wisconsin Public Radio: Joy Cardin; Background Briefing with Ian Masters Show; Tommy Tucker Show, New Orleans (WWLF)


Print & Web-Publications


FELLOWSHIPS

Duke Teaching for Equity Program, 2018-19

Duke Alumni Association, Faculty Fellow, 2016-19

Foundation for Defense of Democracy – Academic Fellow (2007-08)
  Participated in 10-day fellowship on counterterrorism in Israel with 25 other scholars

EXECUTIVE EDUCATION

Institute for Defense and Business Strategic Studies Fellows Program, Course Leader
  Developed (with Tim Nichols) a five-week program for U.S. Army majors on strategic national security policy and decision-making; Taught annually, 2011-2019.

World View Global Education Leaders’ Program,
Duke Center on International Development – Executive Development Program in Public Policy Management
Organized and co-taught section of program on national security issues for visiting government officials from Kazakhstan. (2013)

Duke Center on International Development – SAFEA Program
Lecturer for program for visiting Chinese government officials (2007-09, 2013-14)

PROGRAMS

How We Win: A Conversation with Farah Pandith, Duke University, Durham, NC
Moderated discussion with former State Department official, Farah Pandith

17 Years at War: A Conversation with General Stanley McChrystal, Duke University, Durham, NC, Jan. 24, 2019
Moderated discussion with General Stanley McChrystal (U.S Army, Ret.)

Counterterrorism in the Age of Trump: A Conversation with Lisa Monaco, Duke University, Durham, NC, Sept. 2017
Moderated conversation with Lisa Monaco, Assistant to the President for Homeland Security and Counterterrorism

Right Wing Extremism in America: A Conversation with Richard Cohen, Duke University, Durham, NC, Feb. 2017
Moderated conversation with Richard Cohen, President of the Southern Poverty Leadership Center

Moderated conversation with Secretary of Homeland Security Jeh Johnson

ISIS: Terrorism at Home and Abroad, Duke University, Durham, NC, Sept. 2015
Moderated discussion with Jessica Stern, author of ISIS: The State of Terror

Moderated discussion at Sanford School with Ambassador Daniel Benjamin and former White House staff Fran Townsend on U.S. counterterrorism policy following the rise of ISIS and spread of extremist movements in the Middle East and Africa.

Leakers or Whistleblowers: National Security Reporting in the Digital Age, Duke University, Durham, NC, Nov. 2013
Moderated discussion at Sanford School with Gen. Michael Hayden and Washington Post reporter Bart Gellman on the legal and ethical issues surrounding leaks of national security information and NSA surveillance activities.
Robotic and Remotely Piloted Aircraft Inside the United States: Application, Safety, Perceptions and Privacy Concerns, Washington, DC, April 2013
Moderated panel hosted by RTI International at the National Press Club (April 2013)

A Conversation with Janet Napolitano, Duke University, Durham, NC, Nov. 2012
Organized a full-day visit of Secretary Napolitano to the Triangle region, including a science and technology roundtable at RTI, and a visit with students and public event at the Sanford School. Interviewed Secretary Napolitano on counterterrorism issues during the public event. (Nov. 2012)

Reflecting on the 10th Anniversary of September 11, 2001, Research Triangle Region, Sept. 2011
Sponsored regional series of events: Lecture by the Hon. Juan Zarate (Duke); Symposium: Did 9/11 Change Everything? (Duke); The Impact of 9/11 on the National Security Establishment (NC State); The Impact of 9/11 on Muslims at Home and Abroad (UNC Chapel Hill)

Building Resiliency At Home and Abroad
Hosted visit of Stephen Flynn to the Triangle region, including a public address at UNC Chapel Hill and an expert’s workshop panel at RTI International on regional approaches to building a resilient community (Oct. 2010)

Human Terrain Systems, Duke University, Durham, NC, 2010
Sponsored faculty working group examining the intersection between social science and national security, with a specific focus on human terrain systems; final event of the series was a half-day conference on “National Security and Social Science: Can the Gap Be Bridged?”

Data Privacy Day – Protecting Privacy and National Security: Approaches of New Administrations in the United States and European Union, Duke University, Durham, NC, Fall 2009
Hosted day-long workshop and public panel discussion with representatives from U.S. and European Union governments, with a focus on data transfer and privacy issues. Event cosponsored by Triangle Center on Terrorism and Homeland Security, Intel Corp., Office of the Provost, Center for International Affairs, Triangle Institute for Security Studies, and Hunton & Williams

Educational program for journalists and public health professionals on avian influenza and its potential health and economic impact on North Carolina. Event cosponsored by Triangle Center on Terrorism and Homeland Security, North Carolina Center for Public Health Preparedness, and

BLOGS & PODCASTS

OnSecurity Podcast, 2015- 2017
Weekly podcast on national security issues with WPTF’s news anchor Scott Briggaman; available Soundcloud and Duke ITunesU.
Gridlock: Can Our Political System Address America’s Big Problems, 2011-12
Blog on problems with the American political system.

TASK FORCE MEMBERSHIP

CVE Leadership Forum, Department of Justice, Washington, DC (2014)
CVE Leadership Forum, National Counterterrorism Center, Arlington, VA (2013)
Member of expert panel convened by the U.S. government to develop and implement strategy for countering violent extremism.

Homeland Security Presidential Transition Initiative, Center for American Progress/Third Way
Panel Member (2008)

North Carolina Consortium for the National Bio-Agrodefense Facility
Consortium member advocating for North Carolina’s bid for the NBAF (2007-2008)

Task Force on Organization and Operations of the Department of Homeland Security, Center for Strategic Studies/Heritage Foundation
Panel Member, "DHS 2.0-- Rethinking the Department of Homeland Security (2004)

INVITED WORKSHOP PARTICIPANT

Naval Postgraduate School
Conference on Continental Security (2010)

New American Foundation/Open Society Institute

Institute of Homeland Security Solutions

Institute of Homeland Security Solutions
Workshop on Innovative Survey Methodologies (2009)

Institute of Homeland Security Solutions
Workshop on Internet Radicalization (2009)

Homeland Security and Defense Education Consortium & Texas A&M University

Department of Homeland Security, Washington, D.C.

McCormack Tribune Foundation, Cantigny Conference Series, Chicago, IL
“Intelligence and Civil Liberties” (2004)
# APPENDIX C: FINANCIAL PROJECTIONS

## COST ESTIMATE FOR EXECUTIVE MPP IN NATIONAL SECURITY

<table>
<thead>
<tr>
<th></th>
<th>Year 0</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td><strong>Restricted Funding Source TBD</strong></td>
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<td><strong>Annual Tuition</strong></td>
<td>3.0%</td>
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<tr>
<td><strong>Gross Revenue</strong></td>
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<td>$ (1,519,437)</td>
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<tr>
<td><strong>Financial Aid</strong></td>
<td>10%</td>
<td>$ 90,000</td>
<td>$ 92,700</td>
<td>$ 119,351</td>
<td>$ 122,932</td>
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<td><strong>Instruction</strong></td>
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<td>POP (New)</td>
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<td>$ 45,000</td>
<td>$ 90,000</td>
<td>$ 92,250</td>
<td>$ 94,556</td>
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<td>Tenured/Tenure-Track</td>
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<td>$ 10,000</td>
<td>$ 10,250</td>
<td>$ 10,506</td>
<td>$ 10,769</td>
<td>$ 11,038</td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td>$ 10,000</td>
<td>$ 10,250</td>
<td>$ 10,506</td>
<td>$ 10,769</td>
<td>$ 11,038</td>
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<tr>
<td>Adjunct #1</td>
<td></td>
<td>$ 10,000</td>
<td>$ 10,250</td>
<td>$ 10,506</td>
<td>$ 10,769</td>
<td>$ 11,038</td>
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<tr>
<td>Adjunct #2</td>
<td></td>
<td>$ 10,000</td>
<td>$ 10,250</td>
<td>$ 10,506</td>
<td>$ 10,769</td>
<td>$ 11,038</td>
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<td>Adjunct #3</td>
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<td>$ 10,250</td>
<td>$ 10,506</td>
<td>$ 10,769</td>
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<tr>
<td>Adjunct #4</td>
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<td>$ 10,000</td>
<td>$ 10,250</td>
<td>$ 10,506</td>
<td>$ 10,769</td>
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<td>Advising Supplement per Student</td>
<td>$500</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
<td>$ 12,500</td>
<td>$ 12,500</td>
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<tr>
<td><strong>Administration</strong></td>
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<td>Dir, Digital Learning (0.3 FTE)</td>
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<td>$ 16,050</td>
<td>$ 32,100</td>
<td>$ 32,903</td>
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<td>$ 31,000</td>
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<td>Level 8 Prog Asst (new 1/2 time)</td>
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<td>$ 20,500</td>
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<td><strong>Fringe</strong></td>
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<td></td>
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<tr>
<td></td>
<td>26.5%</td>
<td>$ 17,503</td>
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<td><strong>Operation</strong></td>
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<td>Event Receptions / Meals</td>
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<td>$ 2,653</td>
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<td>Guest Speakers Honorarium</td>
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<td>$ 2,500</td>
<td>$ 2,550</td>
<td>$ 2,601</td>
<td>$ 2,653</td>
<td>$ 2,706</td>
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<td>$ 2,500</td>
<td>$ 2,550</td>
<td>$ 2,601</td>
<td>$ 2,653</td>
<td>$ 2,706</td>
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<td>Phones</td>
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<td>$ 480</td>
<td>$ 490</td>
<td>$ 499</td>
<td>$ 509</td>
<td>$ 520</td>
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<td>Misc</td>
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<td>$ 3,060</td>
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<td>$ 3,184</td>
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<td><strong>Gross Expenses</strong></td>
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<td>$507,844</td>
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<td><strong>Allocated Costs</strong></td>
<td>26%</td>
<td>$ 23,674</td>
<td>$ 85,783</td>
<td>$ 87,669</td>
<td>$101,008</td>
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<tr>
<td><strong>Net Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>$ -</td>
<td>#</td>
<td>#</td>
<td>(584,660)</td>
<td>(606,062)</td>
</tr>
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</table>
Learning Objectives: (in relation to Blooms Taxonomy)

- **Methods of Policy Analysis**
  - Demonstrate exposure to both quantitative and qualitative methods of inference
  - Demonstrate how the aforementioned methods may appear in national security policy analysis
  - Differentiate the strengths and weaknesses of the aforementioned methods
  - Recognize bias in national security policy analysis
  - Apply the aforementioned methods in case studies or class scenarios
  - Refine written and oral communication skills associated with national security policy analysis

- **Leadership in the National Security Policy Environment**
  - Define leadership theories and approaches
  - Interpret national security leadership case studies
  - Define and apply change management theory related to national security strategy and policy
  - Compare leadership philosophies of accomplished national security leaders
  - Apply the aforementioned theories to self-assessment and personal leadership skill refinement
  - Demonstrate understanding of issues of structural inequality and systemic racism and how these shape leadership
  - Demonstrate human resources processes that highlight and promote the strengths associated with a diverse workforce at all levels.

- **National Security Ethics**
  - Differentiate ethical foundations for decision-making (Utilitarianism, Kantian thought, etc.)
  - Identify contemporary ethical issues related to ongoing national security challenges
  - Evaluate ethical approaches to national security scenarios
  - Apply individual experiences to ethical case studies related to national security
  - Demonstrate understanding of issues of structural inequality and systemic racism and how these interact with national security issues
  - Refine written and oral communication skills associated with national security policy analysis

- **National Security Budgeting**
  - Recognize affirmed roles in US Constitution related to budgeting for and execution of national security policy and the relationship between legislative and executive branches
  - Construct relationship between national security strategy and budgeting
- Demonstrate appropriations process and pathways for national security institutions
- Apply budgeting theory to case studies
- Refine written and oral communication skills associated with national security policy analysis

- National Security Strategy
  - Identify the role and purpose of national security strategy
  - Compare the linkages between national security law, strategy, and policy
  - Demonstrate the process for creating national security strategies
  - Compare national security strategies of various United States (US) administrations
  - Evaluate national security strategies
  - Demonstrate the process for “implementation analysis” in strategy design
  - Apply national security strategy in scenarios or case studies
  - Refine written and oral communication skills associated with national security policy analysis

- Institutions of National Security
  - Identify the statutory powers and responsibilities associated with the governmental institutions serving a national security role (Intelligence, Diplomacy, Defense, Law Enforcement, Homeland Security)
  - Identify organizations outside of government and the impact they have on institutions of national security (NGO, media, international corporations)
  - Apply comparisons between US and foreign national security processes to highlight unique qualities of US government.
  - Demonstrate the legislative branch role in shaping US institutions of national security
  - Identify the role of citizens and individual states in shaping the US institutions of national security
  - Refine written and oral communication skills associated with national security policy analysis

- Team-Based Learning for National Security Professionals
  - Identify the challenges and opportunities of team research
  - Apply team coordination and federated approach to project
  - Describe and refine a problem statement
  - Conduct a landscape analysis
  - Build a research methodology
  - Employ information technology capabilities to dislocated team effort
  - Refine written and oral communication skills associated with national security policy analysis

- Threats and Opportunities
  - Describe today’s geopolitical threat environment through the multitude of contemporary challenges (Cyber, rise in authoritarian leadership, WMD,
regional and transnational, failure of deterrence, crime, corruption, economic fragility, disinformation, environmental crises, humanitarian crises, international development)

- Identify United States’ approach to “understanding” emerging threats through intelligence systems, diplomatic efforts, and “indications and warning” models
- Compare comparative advantages and disadvantages to US approach and consequential opportunities for improvement
- Apply individual experiences in scenarios and case studies
- Refine written and oral communication skills associated with national security policy analysis

- Elective
  - Explore individual interests in select national security topics

- Professional Practice for National Security Professionals
  - Classify information using a research methodology
  - Conduct analysis of collected information
  - Present research findings, recommendations, and areas for further research (written, oral, multimedia)

**APPENDIX E: LETTERS OF SUPPORT**

- Judith Kelley
  Dean, Sanford School of Public Policy
  Terry Sanford Professor of Public Policy
  Professor of Political Science
- Peter Feaver
  Professor of Political Science and Public Policy
  Director, Program in American Grand Strategy
- Charles Dunlap
  Professor of Law and Executive Director
  Center on Law, Ethics, and National Security
January 6, 2021

To Whom it May Concern,

I am writing to express my support for the proposed Executive Masters of National Security Policy (E-MNSP) through the Sanford School. The program goals are to extend our mission to the national security sector which presents us with a unique opportunity given our location and strengths, meet more and different learners where they are at in their career stage by being both more accessible and affordable, and to diversify our school portfolio to contribute to our long term sustainable operations.

This new program will build on our successful Master of Public Policy (MPP) in National Security and Counterterrorism and Public Policy Fellowship programs while filling a void by appealing to executive-level professionals as well as being Sanford’s first dedicated digital (online and residential) program.

We believe that this market also offers us a chance to serve a more diverse population. Indeed, with recruitment efforts designed to attract women and underrepresented minorities who represent the growing workforce in the national security sector, and the opportunity this new program will allow us in hiring new faculty and adjuncts, this program can be a catalyst for increasing diversity in our program generally and our national security program more specifically.

To date the proposal has benefitted from a host of perspectives, including Sanford’s Executive Committee of the Faculty, the Faculty as a whole, our Board of Visitors representing several potential employers in the private sector (i.e., National security arm of Deloitte), our resident mid-career counter terrorism fellows, and, importantly, for curriculum design, direct consultations with current potential employers in the military.

I am confident this new offering will be successful for numerous reasons, starting with our strong faculty in our National Security and Foreign Policy program. This faculty has a great core and through the addition of this program, efforts will be made to add diverse faculty to the group who specialize in professional practice. These additions will not only help launch the E-MNSP but will also add unique perspectives to our campus and fellows’ programs as the School seeks to rotate faculty and find ways for them to share their expertise across programs and classes.

Furthermore, the Sanford School is uniquely positioned to offer this degree, based on its reputation and geographical location, so central to national security efforts. North Carolina is home to the fourth largest military and reservist population, and with this program only requiring six total campus visits it can take advantage of the large military and civil servant population in Virginia, South Carolina, Georgia, Florida, and the Washington, D.C. area. The primary competition for such a program is over a five hour drive away and the program will be highly competitive on price as well as on-campus experience and faculty engagement.
In addition, we can build on existing networks. We have been offering executive education programs to the national security population for five years now, serving between 250-350 individuals annually, so our network is strong. With the recent events of the global pandemic more students are seeking ways to learn remotely and maintain flexibility in their schedule. The program will fit well in the lives of busy professionals. Attracting high-ranking military personal and civil servants will foster a pipeline of new working professional students to Duke and ultimately to our alumni base. The initial expressions of interest in this program are promising.

Finally, our planning is realistic and feasible. Sanford has the resources to offer a robust, digital, program. We recently hired a Director of Digital Learning and we have built an in-house recording studio. The financial projections of online programs are sound and do not require much of the infrastructure of campus-based programs while offering constructive ties to existing programs such as the American Grand Strategy Program and the Center on Law, Ethics and National Security.

This program is the result of Sanford's long range strategic planning. The program will meet the recommendations of Sanford’s own Academic Programs Task Force (APTF) report which was founded on the principles that new programs should be: 1) mission-enhancing, 2) draw on Sanford’s strengths and capacity to deliver, and 3) would be revenue-producing. The final recommendations fell into three main areas: development of a Mid-Career Master's with a hybrid model of most courses online and some limited in-person sessions; further development of Executive Education and Other Non-Degree Professional Development; and enhancements of Current Degree Programs (MPP, MIDP). The implementation of an E-MNSP would simultaneously address all three of these recommendations.

The proposed program also aligns well with Duke’s strategic priorities to forge partnerships with our surrounding communities and transform education by promoting life-long learning, and new modes of program delivery. In addition, we believe this program will increase the diversity of our student body, aligning well with Duke’s renewed determination to promote diversity, equity and inclusion.

Thank you for your consideration and contact me if you have any questions.

Sincerely,

Judith Kelley

Judith Kelley, Ph.D.
Dean, Sanford School of Public Policy
Terry Sanford Professor of Public Policy
Professor of Political Science
Duke University
To Whom It May Concern:

I write to give my strong endorsement of the Sanford proposal for a new Executive Masters in National Security Policy. I have been consulting with the team that has developed the proposal from the outset and I, and the American Grand Strategy Program I run, would expect to be an integral part of the program once it is up and running. I am quite hopeful it will live up to its promise.

There are many things to like about this proposal. I will flag just four.

First, this nicely leverages Sanford (Duke’s) geographical advantage. I have been emphasizing this with Duke senior leaders for over a decade. Duke’s proximity both to Washington, DC and to some of the country’s most important military bases is something that few of our competitors can match. When a sister program to mine at Columbia University seeks to engage with the military, they interact with West Point cadets. When we here at Duke want that same engagement, we interact with the 82nd Airborne or the Special Operations Forces units at Ft. Bragg! With a major Marine base and a major Air Force base also within the same rough proximity, this is a significant market of some of the most important elements of the national security enterprise. For Duke to develop sustainably excellent programs in the next decade, we must maximally exploit our local advantage and by marketing to the regional military presence, this proposal does just that.

Second, there is good reason to believe that the market of potential customers for this program is fairly resilient to economic shocks. Some of the students may have GI bill benefits to spend. Others may have professional development funds within the Department of Defense or Intelligence Community to tap. All of them are on a career path that highly prizes professional education opportunities like the one the EMNSP will offer, and the credentialing from a school like Duke should be highly attractive.

Third, the proposal seeks to leverage what Duke, and especially Sanford, has learned during the pandemic about asynchronous teaching and non-residential learning to build a new program, from the ground up, that is tailored to the new modes of contemporary life. The proposal is quite creative in developing a curriculum that is more flexible and adaptable -- and better tailored to the needs of the customer -- than any other degree my political science department or the Sanford school offers. I am sure the program will have to adjust as they learn-from-doing. But I admire the way they thought outside the box in a way that put the needs of the customer center-most.

Fourth, the proposal explicitly commits to addressing what otherwise would be the Achilles heel: overstretched faculty in this area. We probably have enough horses in the barn to teach the curriculum, but not with the flexibility this requires and, given the strong undergraduate demand for our courses,
not without cannibalizing other priorities. The commitment to hire new PoPs who will be primarily focused on teaching in this program makes the proposal viable. Moreover, the prospect of those PoPs swapping out courses with our existing faculty gives the EMNSP an opportunity to draw on Duke’s existing strengths -- and will enable the new program to benefit, in turn, these other students and programs. The key, of course, will be hiring high quality PoPs. I have conducted quite a few searches in the past several years and I now have a pretty good feel for the job market. If Sanford makes the right choices, they could find world-class individuals for those roles.

Bottom line, I think this proposal has great merit and I look forward to what it would bring to the enterprises I am engaged in already -- and what my enterprises could bring to it.

Sincerely,

Peter D. Feaver
Professor of Political Science and Public Policy
Director, Program in American Grand Strategy
January 12, 2021

To Whom It May Concern:

I am writing to enthusiastically support the Sanford proposal for a new Executive Masters in National Security Policy. There would be many benefits resulting from such a program. Among other things, it would help secure the University’s status as a destination institution for the rapidly burgeoning field of national security studies.

As others have pointed out, Duke is uniquely geographically positioned near major military bases which provides a fertile recruiting area for potential students. At the same time, my sense is that there is a real opportunity to extend the 'net' so to speak to garner students beyond the military. Among other things, defense is a $700+ billion enterprise in this country, and expertise in national security policy makes the potential grads of this program well positioned for not only senior positions in the armed forces, but also in the private sector along with civilian positions throughout government.

What is more is that in a real way many of the pieces are already in place at Duke to support and enhance the Sanford proposal. At the Law School, for example, we have the Center on Law, Ethics and National Security, along with an array of courses which could help provide some of the necessary instructional infrastructure. I also believe there are other opportunities to leverage extant courses and programs across the University. In my view, the proposal is quintessentially interdisciplinary.

Of course, there are requirements for some additional professor of the practice resources at Sanford specifically dedicated to the program, but I think it is a manageable investment. I believe this is a great opportunity for the University to create a cadre of graduates well-prepared to serve the nation in a variety of capacities.

Given the rapidly diminishing numbers of Americans with military experience, it is more important than ever to have thoughtful, well-educated civilians fully prepared to work with their uniformed partners to make the challenging national security policies in the years ahead. This proposal can help address that need.

Sincerely,

Charles J. Dunlap, Jr.
Maj Gen, USAF (Ret.)
Executive Masters in National Security Policy (EMNSP)
Sanford School of Public Policy – Duke University

EMNSP Marketing Plan – February 2021-June 2022 (FY22)
*DRAFT February 8 2021*

**Introduction**
Duke University’s Sanford School of Public Policy will implement digital marketing campaigns/implementation to recruit students for the new 1-year Executive Master’s in National Security Policy, launching June 2022 (pending University approval).

Description: This is a leadership/executive/advanced degree program for those working in national security within the South or driving distance of Duke. The hybrid program is designed so that candidates can continue work and complete the program in 1 year (June-May). The program is designed to build vital skills for those working in national security - military service members, civil servants, contractors, and consultants for a minimum of 7 years, who want to advance their skills and network. As a rigorous 30-credit program in 1 year, the program is intense but quick to completion. The program includes several immersion experiences at Duke, weekly interaction with faculty, projects directly related to work in national security and online learning that can be done any time of the day convenient to the student.

Competition: The EMNSP program will be unique in the field and differentiate from competitors (i.e. American University, Georgetown, George Washington, and even campus-based programs within Sanford) based on its: work experience requirements for incoming students, ability for students to complete within one calendar year or expand to 20-months, the creation of a new curriculum and electives, including a Team-Based Learning for National Security Professionals course and a Professional Practice in National Security class, and the robust on-campus immersion experiences (two weeks in summer and two visits per semester).

Urgency: The pandemic response, health of US citizens domestically, quality of VA care, environmental health & policy, international development efforts & tensions; these are all national security issues of urgent importance. Duke and Sanford have many strengths and connections to national security, including faculty expertise, alumni, fellows, and nearby military bases. A strong VA program at Duke strengthens our ability to deliver on many of these issues.

Audiences: In 2017, there were roughly 140,000 active-duty military personnel stationed in North Carolina (4th highest density in the nation). Complementing that group are thousands of civil service professionals working in the national security realm – all of whom would benefit from an advanced degree in their chosen profession. Many of these military and civil service professionals are within commuting distance. Likewise, individuals in the national capital region are within driving distance of Duke University.

Scope of plan: The scope of the plan includes creation of marketing materials and implementation, management, optimization, measurement and reporting of marketing...
strategies. Landing page strategy also will be included, with key creative/messaging that is consistent or creates a brand story from ad to landing page.

**Timeline:**
- May 2021: Duke Board of Trustees expected approval (followed by formal program announcement)
- March-June 2021: marketing research for targets, creation of marketing materials/launch of application and website
- June 2021-June 2022: marketing campaigns to reach targets for leads and applications (deadline January 2022, with rolling admission for interested candidates or future years)
- Academic year 2021/22: Program Planning, Hiring, etc.
- June 2022: First Cohort begins

**Summary**
Sanford is targeting at least 20 prospects to apply for the EMNSP program by June 2022.

**Campaign Objectives**
- Push apply and yield calls to action for January 2022 applications / fall 2022 enrollment
- Focus on key personas/segments/targets as defined the program
- Increase engagement and meaningful interaction among online prospects
- Improve brand awareness of the Sanford School and its programs

**Messaging Objectives**
- Communicate how Sanford program is unique from other schools and why this program is the top choice for mid-career professionals
- Communicate fast pace to completion – continue working, complete in 1 year
- Top ranked university and school – Duke network and quality
- Highlight Duke and Sanford national security strengths (faculty, alumni, connections)
- Communicate Duke brand and reputation, Sanford rankings, program features including personal attention/small classes, program support/aid, new GRE option, faculty expertise, etc.
- Leverage stories, testimonials and Sanford content
- Leverage research community and thought leadership to attract quality prospects
- Enhance the skills and critical thinking skills of those working in national security

**Why Sanford**
- great choice for mid-career professionals
- top ranked programs/school
- national security expertise and connections
• connections to national security community, particularly within the Washington D.C./Maryland/Virginia/North Carolina region
• Sanford excels at graduate education that builds skills, enhances critical thinking, and develops deep expertise. These are exactly the attributes that national security employers wish to enhance in their mid-career workforce.
• current faculty possesses the requisite expertise and breadth of understanding to support, guide, and oversee such additions.
• Hybrid courses and “immersion periods” (which require working professionals to come to Duke for short, intense educational experiences) also increase capacity to deliver.

Student Benefits:
• Students do not have to move to Durham to earn this degree.
• Students do not have to quit their current job (thereby reducing the effective financial cost of the degree and concerns over loss of career advancement opportunities while pursing the degree).
• The program can be completed in 12 months, but students can take additional time if necessary. This aspect would be particularly attractive to military members who deploy.
• The hybrid program takes advantage of multiple modes of instruction via immersion periods on campus at Duke, online and in-person interactions with faculty, and distance learning opportunities.
• Outside of immersion periods, students would have maximum flexibility in their schedules so that they can manage family, work, and school

Faculty expertise: Tim Nichols, Bruce Jentleson, Peter Feaver, Simon Miles, David Schanzer, Tom Taylor, Mark Hart, Kyle Beardsley (political science), Charles Dunlap (Law), Andrew Vail (Senior National Intelligence Service Officer serving currently as a Senior in Residence/Fellow at Duke University), Sue Gordon.

Program at a Glance:
• Summer 1 - 2 immersion periods at Duke, 2 weeks in summer, hybrid courses online synchronous and asynchronous, end of summer 9 credit hours
• Fall – 4 courses, Thurs-Sat 2 weekends, online otherwise
• Spring – 3 courses, project based, graduation

Related Programs:
• MPP program: https://sanford.duke.edu/admissions/mpp
• MPP (concentration in national security): https://sanford.duke.edu/academics/master-public-policy/curriculum/concentrations/security-foreign-policy
• Counterterrorism and Public Policy Fellows Program: https://sites.duke.edu/tcths_fellows/

Campaign Strategy
• Campaigns will focus on recruitment of specific audience groups
• Campaign creative and messaging will focus on quality of programs and reasons to apply, leveraging student stories, alumni stories, testimonials, faculty expertise.
• Campaigns will drive traffic to EMNSP landing page (learn more /apply now links through Slate CRM), allowing for enhanced analysis, engagement tracking and remarketing.
• Campaigns will focus on moving leads through the student lifecycle to increase yield

Target audiences
Military service members, civil servants, contractors, and consultants — all of whom are currently working in the national security profession

Audiences in Order of Priority for Recruitment:
• Military - active-duty military personnel stationed in North Carolina, target bases and education offices - 430,000 personnel are within 6 hours driving distance. This program will help military personnel with promotion, contribute more on senior level staff, enhanced understanding of problems of the world, understand national security in new complex framework (diplomatic, economic, etc.).
• Mid-career professionals interested in public policy / national security - contractors and consultants (7-10 years of work experience) Defense contractors and consultants – Accenture, Boeing, Deloitte, Booz Allen Hamilton, Bell, Northrup Gruman – interact with national security all of the time. This program will help with promotion and broad understanding of client needs.
• Civil service professionals working in national security – national security, FBI, CIA, Dept of State, Dept of Energy, Dept of Homeland Security, DIA. These professionals directly contribute to national security and need educational opportunities. This program will allow them to stay in DC-based jobs, get a world class education, and compete for promotion.

*seeking diverse applicants

Ideal for: students who traditionally could not make it to our full-time residential programs. The consideration of online and hybrid courses allows for programs to target mid-career professionals who will expand our geographical reach, but more importantly allow for our faculty to engage with those who can apply our curriculums immediately into professional practice.

Locations: connections to national security community, particularly within the Washington D.C./Maryland/Virginia/North Carolina region.

Branding Guidelines
• Pull in prospects and interest through Duke brand
• Introduce the power of the Sanford programs and community
• Consistency of brand experience across ads/landing pages
• Quality, reputation, caliber of programs
- Imagery should appeal to and feature target audiences

**Creative Assets**

**Graphics/Program webpages**
- Sanford website: [https://sanford.duke.edu/](https://sanford.duke.edu/)
- Proposed admissions landing page: [https://sanford.duke.edu/admissions/emnsp](https://sanford.duke.edu/admissions/emnsp) (currently in development)
- Website updates and program specific webpages to be developed inhouse. Inhouse team does not currently have control over look and feel of CRM webpages (leads, applications).

**Measurement**
- Reports of ads/creative/ad performance (impressions, clicks, comments, likes, shares)

**Strategies and Tactics**

**Key messages/branding**
- Brand guide
- Program personas/segments
- Key messages

**Digital advertising / media planning**
Sanford will implement a media mix to support the programs in a holistic way, beginning with prospect inquiry generation with a focus on moving the prospects through the lifecycle to apply, primarily focusing on two areas:

1. **Paid search** – program specific campaigns, focused on prospects in consideration phase, search by name “Duke national security” “Sanford national security”
2. **Social media advertising** – brand awareness, conversation ads, lead ads, retargeting

**GOOGLE PAID SEARCH**
**Estimated annual expenditure: 60% of available budget**

**LINKEDIN AND FACEBOOK**
**Estimated annual expenditure: 40% of available budget**

**Ad creative**
- Digital ads in all sizes featuring key messages and segments
- Carousel ads for LI and FB
- Display/banner ads
- Print ads in half page/quarter page sizes
- Brand awareness and lead gen ads
- Paid search copy
- Social media copy
- Video ads

**Email Drip Campaign (Slate)**

<table>
<thead>
<tr>
<th>When</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drip 1</td>
<td>As soon as the person joins the list (after emails entered from fairs, list sign up on their own, etc.)</td>
</tr>
<tr>
<td>Drip 2</td>
<td>2 weeks later</td>
</tr>
<tr>
<td>Drip 3</td>
<td>2 weeks later</td>
</tr>
<tr>
<td>Drip 4</td>
<td>December 5</td>
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</tbody>
</table>

**Prospect newsletters (via Slate)**

**Content marketing /website / social**

- Website splash page – with Slate integration
- Website landing pages (per ad campaign/tracking codes) – Slate integration
- Website banners for Sanford homepage – 2 per program
- Website SEO (keywords for organic search) – daily updates
- Website content (stories/testimonials/student voices/national security highlights/events) – weekly
- Social Media Campaigns/Content (see messages/content) – biweekly
- Scholarships/fellowships?
PRATT SCHOOL OF ENGINEERING / MASTER OF ENGINEERING MANAGEMENT ONLINE

CORE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>510: MARKETING</td>
<td>Fall</td>
<td>3 Credits</td>
</tr>
<tr>
<td>520: INTELLECTUAL PROPERTY, BUSINESS LAW, AND ENTREPRENEURSHIP</td>
<td>Spring</td>
<td>3 Credits</td>
</tr>
<tr>
<td>530: FINANCE IN HIGH-TECH INDUSTRIES</td>
<td>Fall</td>
<td>3 Credits</td>
</tr>
<tr>
<td>540: MANAGEMENT OF HIGH-TECH INDUSTRIES</td>
<td>Spring</td>
<td>3 Credits</td>
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</table>

ELECTIVES:

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>512: Product Management in High Tech Companies</td>
</tr>
<tr>
<td>532: Advanced Finance</td>
</tr>
<tr>
<td>534: Quantitative Financial Analysis</td>
</tr>
<tr>
<td>542: Competitive Strategies</td>
</tr>
<tr>
<td>560: Project Management</td>
</tr>
<tr>
<td>562: Operations Management</td>
</tr>
<tr>
<td>563: Supply Chain Management</td>
</tr>
<tr>
<td>572: Innovation Management</td>
</tr>
<tr>
<td>574: Commercializing Technology Innovations</td>
</tr>
<tr>
<td>575: Software Quality Management</td>
</tr>
<tr>
<td>576: Design Thinking and Innovation</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>ENVIRON 962</td>
</tr>
<tr>
<td>ENVIRON 961</td>
</tr>
<tr>
<td>ENVIRON 265</td>
</tr>
<tr>
<td>ENVIRON 963</td>
</tr>
</tbody>
</table>

Other courses, special topics or independent study (or use of classes from other Schools)

**FUQUA SCHOOL OF BUSINESS / GLOBAL EXECUTIVE MBA**

**Financial Accounting:** Learn to construct and interpret corporate financial reports. By the end of the course, you should have a basic understanding of financial statements and the ability to use them for decision making.

**Managerial Effectiveness:** Studying the behavior of individuals and teams in organizations, this course explores the ways national and regional culture impact management practices. You’ll explore managerial and leadership actions that enhance organizational effectiveness.
**Managerial Economics**: Delve into markets and how they work. You'll examine the decisions of firms, consumers, and governments and how they interact to determine market outcomes as you learn about a variety of market structures.

**Statistical Models**: To make informed decisions under uncertainty, you'll need to analyze and understand data of relevant variables and relationships, plus make inferences and predictions on the basis of such data. In this course, you'll sharpen your quantitative and analytical skills and acquire tools for interpreting data and making predictions.

**Global Financial Management**: Get a broad perspective on corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. You'll examine bonds, stocks, derivative contracts, and capital budgets.

**Managerial Accounting**: Managerial accounting emphasizes the use of accounting information for internal purposes. The course covers the design of management accounting systems for planning and controlling operations and for motivating personnel. You'll integrate accounting with ideas from microeconomics, data analysis, finance, and operations management and enhance your forecasting skills.

**Foundations of Strategy**: You'll gain the tools and frameworks that managers, consultants, and analysts use to study competitive situations and make sound strategic decisions. Learn to evaluate markets and strategies, build and sustain a competitive advantage, and align the internal strategy of a firm with the external environment.

**Decision Models**: This course teaches you how to address complex problems by using formal modeling frameworks. You'll focus on decision making under conditions of uncertainty and constrained resources, using analytical techniques such as decision analysis, Monte Carlo simulation, and optimization.

**Marketing Management**: You'll gain a sophisticated understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. You'll leverage this understanding in developing optimal marketing plans for organizations.

**Managerial Accounting**: Managerial accounting emphasizes the use of accounting information for internal purposes. The course covers the design of management accounting systems for planning and controlling operations and for motivating personnel. You'll integrate accounting with ideas from microeconomics, data analysis, finance, and operations management and enhance your forecasting skills.

**FUQUA SCHOOL OF BUSINESS / ONLINE MSQM: HEALTH ANALYTICS**

**Programming for Data Analytics**: This course will provide an overview of R and Python to prepare students for subsequent courses in the program that use these languages. The course will also cover basic principles of visualization.

**Managerial Economics for Healthcare**: Assess firms' strategies and market outcomes across a wide variety of settings, focusing on healthcare, in a structured framework. Understand microeconomic concepts, such as pricing decisions, market equilibrium, strategic interaction, and asymmetric information.

**Business Fundamentals: Marketing and Strategy**: Gain an overview of marketing and strategy and their roles in a business. Review issues and decisions involved in planning and managing activities, such as positioning, targeting, pricing, product development, distribution, customer behavior, and competitive activity. Learn concepts and skills to understand, craft, and support a firm's strategy.

**Health Institutions and Policy**: Gain an overview of the US healthcare market along with its institutions and key policy issues. You'll examine the primary commercial segments of the industry including pharmaceutical companies, biotechnology, long-term care, facilities, and health IT.

**Applied Probability and Statistics**: Examine a framework for data-driven decision making under conditions of partial information and uncertainty. You'll acquire probabilistic and statistical tools for understanding, analyzing, and interpreting data, such as discrete and continuous probability distributions, linear regression, and time series.

**Life Sciences Strategy**: Examine business strategy in the biotech, device, diagnostic, and pharmaceutical industries, focusing on product development and commercialization. Learn how companies develop product roadmaps, demonstrate safety and efficacy to regulators, payers, and providers, commercialize their products, justify the product's price/value equation, and how they market these products.

**Business Fundamentals: Accounting and Finance**: Cover the basics of financial accounting and finance. Determine the information requirements of a firm and the activities they take within the accounting system to address them. Gain a working knowledge of fundamental finance concepts and tools, such as Net Present Value, for analyzing investment and financing decisions of individuals and firms.
Health Institutions and Policy: Gain an overview of the US healthcare market along with its institutions and key policy issues. You'll examine the primary commercial segments of the industry including pharmaceutical companies, biotechnology, long-term care, facilities, and health IT.

Data Analytics and Applications: Investigate how to use data to impact business practices by understanding the interplay between data science and business decisions. Study principles that will stay constant despite rapidly changing technology, and conduct "hands-on" analyses of actual data sets to learn methodologies such as data mining, advanced regressions, classification, clustering, and cross-validation.

Electronic Health Records and Data Structure: In this course, you’ll explore the fundamentals of data storage, cleaning, and retrieval with a special focus on electronic health records. Examine structured and unstructured data, data integrity, data security, and interoperability issues.

Provider Operations Analytics: Use limited resources more effectively and increase patient satisfaction. Understand congestion and wait times, explore managing an inventory of drugs and medical supplies, understand how to maintain high and consistent quality of care to patients, and find strategies to address these issues. Learn capacity planning, scheduling, queueing and inventory analyses, and lean and six-sigma implementation.

Health Institutions and Policy: Gain an overview of the US healthcare market along with its institutions and key policy issues. You'll examine the primary commercial segments of the industry including pharmaceutical companies, biotechnology, long-term care, facilities, and health IT.

Advanced Data Analytics and Applications: Expanding data availability, improving computational power, and designing of digital- and data-centric organizations have fostered more data-driven business decisions. Learn advanced tools, algorithms, and technologies and explore causal inference, experimental and observational studies, text-mining, and advanced predictive models.

Navigating Organizations: Conducting useful quantitative analyses in organizations requires overcoming cognitive biases and working well with others. Learn what principles you can draw on to analyze and improve performance in your organization as well as what to do to be an effective leader and contributor to your firm who others respect and are willing to follow.

Analysis of Healthcare Effectiveness and Outcomes: With access of the healthcare ecosystem to vast amounts of data, you'll focus on the analysis of real-world observational data to draw inferences about the effectiveness of interventions at patient or community levels. Study potential confounding factors and quasi-experimental methods and understand how to mitigate their effects.

Decision Models: Effective management requires recognizing when a decision is needed, what factors impact that decision, and choosing a path. However, many decisions are so complex that they are difficult to grasp fully, or the stakes are too high to learn by experience. Learn about decision models, or simplified representations of these situations that allow different scenarios to be evaluated, that will be of great benefit in these situations.

Business Communication: Learn and practice techniques to communicate effectively--clearly, strategically, persuasively, and collaboratively--in a business setting. Hone your skills in team presentations by learning to present recommendations that hold up to challenges, present with one voice, structure for coherence, ask and answer questions, and enhance audience understanding of materials.

FUQUA SCHOOL OF BUSINESS / MSQM: BUSINESS ANALYTICS—ONLINE

Programming for Analysis and Visualization: Build a foundation in R and Python to prepare for subsequent courses in your program that use these languages. In addition, you’ll learn basic principles of visualization.

Applied Probability and Statistics: Understand how to address management decisions that, invariably, will need to be made under conditions of uncertainty. This course provides you with a solid foundation in applied probability and statistics, required for data-driven quantitative managerial decision-making as well as for subsequent courses in your program.

Managerial Economics: Learn the fundamental concepts of microeconomics, such as pricing decisions, market equilibrium, strategic interaction, and asymmetric information, which will serve as a foundation for future courses in business such as finance, marketing, and strategy.

Business Fundamentals: Accounting and Finance: Explore two core areas of business: financial accounting and finance. The accounting module introduces you to the types of information requirements imposed on a firm by agencies in its environment, and study financial accounting, reporting, and measurement problems from both a theoretical and an applied basis. The finance module introduces you to fundamental concepts in finance and provides a set of tools for analyzing the investment and financing decisions of both individuals and firms.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Fundamentals: Marketing and Strategy</td>
<td>Examine two core areas of business: marketing and strategy. The marketing module provides you with an overview of the role of marketing in organizations by exposing you to the fundamental issues and decisions involved in planning and managing marketing activities. You’ll develop an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. The strategy module examines related to the question: Why are some firms more profitable than others? You’ll learn the concepts and skills necessary for managers, management consultants, and financial analysts to understand, craft, and support a firm’s strategy.</td>
</tr>
<tr>
<td>Data Analytics and Applications</td>
<td>Investigate how data analysis can be used to guide business practices by discussing a variety of real-world situations. You will study the core concepts behind data analytics, the challenges associated with big data, and the interplay between data science and business decisions, with your focus being on the long-lasting, general principles that endure the rapid change of technology and the “hands-on” analyses of actual datasets to develop methodologies.</td>
</tr>
<tr>
<td>Advanced Data Analytics</td>
<td>Learn how an expansion in data availability, improvements in computational power, and the design of digital- and data-centric organizations have fostered data-driven business decisions. You’ll build on the material you covered in “Data Analytics and Applications” with advanced tools, algorithms, and technologies currently being used in many industries.</td>
</tr>
<tr>
<td>Operations Management</td>
<td>Understand and improve business processes, such as capacity planning, scheduling, queueing analysis, inventory analysis, and lean and six-sigma program implementation, through data analysis. Technology has enhanced the way that the data generated in these processes is collected and assessed to make more effective decisions.</td>
</tr>
<tr>
<td>Navigating Organizations</td>
<td>Conduct smart quantitative analysis by overcoming common cognitive biases as well as by working effectively with others in your organization. Identify what principles you can draw on to analyze and improve performance in your firm and how to become an effective leader and contributor to your firm that others respect and are willing to follow.</td>
</tr>
<tr>
<td>Empirical Analysis for Business Strategy</td>
<td>Gain exposure to the statistical techniques, primarily causal inference, used to evaluate business outcomes, as well as potential confounding factors and the quasi-experimental methods, such as instrumental variables regression, regression discontinuity, and difference-in-differences estimation, to mitigate their effects.</td>
</tr>
<tr>
<td>Digital Marketing</td>
<td>Assess the impact of the rapidly evolving communication and distribution channels in the context of digital technology and consumer migration to the Internet. You’ll consider advertising budgets shifting to display and search, and goods now positioned for online purchase, and review the associated key performance indicators and tools to use to improve the efficiency of digital marketing.</td>
</tr>
<tr>
<td>Decision Models</td>
<td>Identify decision situations that are too difficult to grasp intuitively, or where the stakes are too high to learn by experience, in order to leverage decision models you’ll learn in this course that allow you to consider the different possible scenarios and learn more about the problem.</td>
</tr>
<tr>
<td>Financial Risk Analysis</td>
<td>Study key concepts of fixed income securities and learn how to calculate the return of a portfolio of securities as well as quantify the market risk of that portfolio, using the R programming language with Microsoft Open R and RStudio, to calculate Value-at-Risk (VaR) and Expected Shortfall (ES). You’ll master these important skills for financial market analysts in banks, hedge funds, insurance companies, and other financial services and investment firms.</td>
</tr>
<tr>
<td>Business Communications</td>
<td>Master the foundations of effective management communication, including communicating clearly, strategically, persuasively, and collaboratively in professional business settings. You’ll learn about and practice a variety of crucial communication skills and hone them in team presentations, where analysis and recommendations must withstand the challenges of audience members.</td>
</tr>
</tbody>
</table>

**OTHER DUKE ONLINE PROGRAMS (non-applicable curriculum)**

- Master of Science in Nursing (MSN)
- Master of Arts in Christian Practice (M.A.C.P.)

**NEW / UPCOMING PROGRAMS @ DUKE ONLINE**
The Pratt School of Engineering has recently launched a new certificate: [https://memp.pratt.duke.edu/online/business-foundations-certificate](https://memp.pratt.duke.edu/online/business-foundations-certificate)

The Duke Global Health Institute has begun to develop some online courses, mostly focused on research methods. The courses include:

- GLHLTH 777: Infectious Disease Epidemiology in Global Settings – Surveillance, Prevention, & Control
- GLHLTH 674: Systematic Review
- GLHLTH 702: Global Health Research: Design and Practice (I am not sure if this course is fully developed for online yet)

Also from Quentin (Learning and Innovations): One residential master's program that has figured out a model for tuition sharing is the Master in Interdisciplinary Data Science (MIDS, [https://datascience.duke.edu](https://datascience.duke.edu)). If you'd ever like me to help put you in touch with one of the administrators for MIDS to learn about their tuition sharing model at Duke, let me know.
On January 21, 2021 the Master’s Advisory Council (MAC) Committee reviewed our proposal for the E-MNSP program and offered the following nine (9) recommendations for review. Below are direct modifications to our proposal to address the suggestions of the MAC Committee.

Marketing and Recruiting

- **Recommendation:** Better define the requirements for admission, including years of service; the type of work that qualifies as work in the field; prior degree requirements; prior coursework requirements; etc.

...added to **SECTION 4: MARKET RESEARCH FOR THE PROPOSED NEW PROGRAM:** Work will be ongoing, collaborating with the leadership within Sanford and the Duke Graduate School to finalize admission requirements and set metrics for evaluating applications. Internal discussions have focused on requiring prospective students to have either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, with no master’s degree required. Those applying for the accelerated-paced program should have 7+ years in one of these functional areas: working in a national security position within the U.S. government (Policy, intelligence community, defense, military, international development, law enforcement, diplomacy, and cyber); or they should have 7+ years working in national security in the consulting world (those working on national security contracts). International students can participate in the program provided they have strong familiarity with U.S. national security systems, local law enforcement (sheriffs), and non-governmental organizations (NGOs).

The program will also follow internal policies for Sanford’s other graduate programs to be consistent on how to, or whether to, have students submit Graduate Record Examinations (GRE) scores. Prospective students would need to submit all transcripts, letters of recommendations, and also answer short essays focusing on how they will apply the program to their professional practice and how it would fit into their work schedule.

- **Recommendation:** Better define the monetary and personnel resources needed to market this program to prospective applicants so that it will be able to achieve its enrollment goals.

...updated in **SECTION 5: FINANCIAL PROJECTIONS:** Recruiting efforts will be conducted on multiple fronts and will mix in-person efforts with a coordinated digital campaign. Sanford’s Office of Communication has recently hired a new Marketing Director who has effort dedicated to digital programs and will lead the creation of branded marketing: in-print, on our website, and through analytic campaigns (Google). Collectively Sanford has a great internal communications and marketing team which handles the website, social media, print advertising, creating podcasts and YouTube videos, and analytics. The Director of Digital Learning also has extensive experience creating branding and marketing online programs, as well as managing Google Analytic accounts and calibrating key words and online advertising.

Financially, $15,000 has been allocated to support marketing efforts beyond the effort of faculty and administration already committed to the promoting the program, with a 3% increase each year of the program. This will figure will be the ongoing allocated budget, which can be increased if needed, in addition to a Year 0 amount of $7,500 to help start letting prospective students know of the program. To
date, current faculty who have helped develop the program have already held discussions with those in the field, and upon approval of the program current faculty member, Tim Nichols will work to do an in-person tour of local military bases and security facilities to help build our first cohort and share updates on our offerings. As students inquire about the program, all recruitment efforts will shift to an individualized approach as all correspondence, phone calls, teleconferencing opportunities and admission decisions will be made personally, preferable through phone or tools like Zoom. All efforts will also be made to recruit a diverse applicant pool and ultimately student cohorts.

As a preview of potential future marketing efforts, the Director of Communications and Director of Marketing have provided a draft marketing proposal and plan for the potential E-MNSP, please see APPENDIX G

Finances

- Recommendation: Revise the budget to consider Year 0 costs.

- Recommendation: Consider increasing tuition to be within the range of tuitions charged by competing programs, including its own Master of Public Policy.

...both updated in SECTION 5: FINANCIAL PROJECTIONS (and reflected in the budget spreadsheet in APPENDIX C: Financial Projections): The E-MNSP will start with a tuition of $45,000, with projected 3% increases per year throughout the first five-year budget projections. To ensure proper infrastructure and advertising for the program, to build its first cohort of students, the Sanford School is also contributing $114,000+ to Year 0 costs, primarily for staffing and marketing. These resources are drawn from funds separate from the operation budget that were raised through philanthropy for dean’s initiatives. It will be proposed, like similar programs at Duke, to charge students per course, resulting in the 12-month and 20-month program costing students the same tuition. The program seeks to start the first cohort with 20 students, with an expansion to 25 students by Year Three.

Resources – Faculty / Recourses – Staff

- Recommendation: Make additional course teaching trades with Sanford’s residential programs so that the E-MNSP POP teaches 1-2 classes in the E-MNSP.

- Recommendation: Assess if a single instructor can teach the Professional Practice in National Security class with 20-25 students or are additional faculty needed to mentor these projects.

- Recommendation: Assess if there are sufficient resources in place to support the development of 9 digital classes in 1 year.

... all three of these recommendations are addressed in SECTION 5: FINANCIAL PROJECTIONS: The degree again consists of 10 courses, with one class being an elective, making the E-MNSP program responsible for covering nine courses a year. The basic overview of coverage, to start the program, will have one new professor of practice (POP) teach four courses but only one (1) to three (3) in the program, a current tenured professor teaches one (1) or two (2) courses, a tenure-track professor teaches one (1) to two (2) courses, and hiring four adjuncts to teach the remaining (4) courses. The program hopes long-term to use a rotational system so students have access to different professors and the program as a whole is always benefitting from all National Security and Foreign Policy faculty being involved. This rotation, however, will create a different teaching load per cohort versus a hard fixed...
number, again this is to promote faculty from the campus and now hybrid programs to interact with one another and different student populations. With this rotation the POP professor will teach a course, or courses, in the campus program, to connect with that student population, and free other professors to teach in the E-MNSP program. Potentially as the program grows there will be the ability to hire another POP, to not only cover teaching loads but to also handle advising and keep ratios low, especially in the Team-Based Learning for National Security Professionals and Professional Practice in National Security courses.

This program will start with 20 students per cohort, a number we find manageable for each instructor. As the program grows, we will monitor the need for instructors to co-teach, or have assistance from graduate students. Also, program growth will provide more funding which will support this assistance, and throughout the program all instructors will have access to an instructional designer (Director of Digital Learning) to help build their courses and utilize best practices for teaching courses with this number of students: small groups, asynchronous recordings, one-on-one sessions with students, peer review, student presentations, etc. As faculty in Sanford have become more knowledgeable in using Sakai, making recordings, teaching online throughout this past year with Covid we are confident the Office of Digital Learning will be able to provide excellent support for faculty in building this program and the nine internal courses, especially as we will be only doing around three a term and we plan to start making and building courses in Year 0 after approval.

**Recommendation:** Develop community building programming during the immersive experiences.

...updated in SECTION 2: DESCRIPTION OF THE PROGRAM: Within the orientation/immersion week, students will have 10 hours of instruction (2 hours per day) in each of the aforementioned courses. Orientation events will comprise approximately 1-2 hours per day, among other activities to get students to know one another and Duke University. This first week will be critical to build the foundation of creating what will be an online learning community, in addition to connecting students with campus faculty, students, and resources. Events for the week will include; campus tours, explanation of Duke VPN, introductions from National Security faculty, student introductions, small group activities, discussions of national security issues, eating meals together, question and answer periods, guest speakers, meeting select campus students, introductions to the Learning Management System (Sakai), and discussions on informal ways students will interact once they return home using collaborative tools (Facebook group, discussion boards, etc.) to facilitate informal learning and to offer peer support. Ultimately allowing the E-MNSP students to find avenues for informal learning, as campus students do before and after class, as well as building a community of learners will help foster a support network which will be critical for success.

**University Collaboration**

- **Recommendation:** A list of pre-approved electives should be defined, and a MOU established with each of the schools offering the electives.

...updated in APPENDIX A: Descriptions of Courses and Learning Opportunities (Course #9 – Elective) / (in addition to the adding of Appendix F): Students will choose one elective (500 level or higher) from throughout the broader university. POP#1 will advise / assist / approve students in selecting their electives. To facilitate, and better understand options available for students, a list (as of 2/18/2020) has been made of all online courses, graduate-level, currently being offered at Duke (Appendix F). Program directors, faculty, and advisors will work to compile a preferred preference list of electives which are most applicable to the curriculum and fit within the schedule. From there the Sanford School will work to create Memorandum of Understanding (MOUs) with other schools so agreements can be made on the use of specific classes and space can be reserved for our students. The E-MNSP program will also seek to incorporate courses which might also be available through other partner schools (UNC, etc.) which the university also has agreements. In the event it proves difficult to connect E-MNSP students with other programs and courses throughout Duke, Sanford is also fully
committed to an internal elective through Special Topic courses. It can also be anticipated some students could be within driving distance of campus, allowing for campus courses to also be viable as elective courses, opening a much larger catalog of courses for students to take.