



# External Evaluation Report

**Form 2D**

Version 2014-11-17

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

**Institution:** University at Albany

**Evaluator Name (Please print.):** Daniel J. Klenow, Ph.D.

**Evaluator Title and Institution:** Professor and Department Head, Department of Emergency Management, North Dakota State University

**Evaluator Signature:** 

**Proposed Program Title:** Emergency Preparedness, Homeland Security, and Cybersecurity

**Degree:** BA

**Date of evaluation:** December 3-4, 2015

## I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation**. Address the program's academic rigor and intellectual coherence.

My assessment of these attributes is positive. The program addresses clear problems or challenges facing the state of New York as well as the nation as a whole. The fields of emergency preparedness, homeland security and cybersecurity are critical and will remain so. The structure of the program as an undergraduate major has merit. There is a core of courses, as well as a body of concentration courses for each of the three areas, and a cluster of applied or experiential learning classes/internships. This is a logical and sequential organization that addresses the need for breadth, specialization and field contact (experiential learning). In addition, the program structure addresses fundamental general education or critical thinking processes in two of the core courses as well as essential ethical decision-making topics and leadership. This overall structure, as noted, is fundamentally sound and should provide a very solid foundation. The heart of the program content for each of the three areas is built upon the requirement of four courses in the concentration that a student chooses. One could argue, that from a content focus, one introductory course in the core and four concentration courses could be somewhat light in terms of a critical mass of information in the concentration area. The 39 credit

minimum requirement for the major is not a large requirement and future experience may point in the direction of adding more credits in the selected concentration areas.

The program administration and evaluation appears to be appropriate as the major, as well as any future new majors or curricular permutations, will be within a separate college with their own dean. This provides an opportunity for a governance structure that should be more sensitive and responsive to the needs of the faculty and students in these concentration areas. Majors in these fields often suffer on campuses where the faculty and curriculum are subservient to faculty members with other primary interests (e.g. Departments of Sociology, Geography, Public Administration, Criminal Justice, Political Science, etc).

The academic rigor as indicated through the course syllabi appears to be very strong, especially in the critical thinking area, capstone and research methodology areas. Courses that have been taught, and thus which have "seasoned" syllabi in cybersecurity and homeland security also are look very good.

The intellectual coherence of the overall structure of the program has already been noted in a positive way. It is important to realize, however, that these are emerging fields and the textbook infrastructure is still developing. Thus, the intellectual coherence of the materials to assemble for courses can be challenging. The overall field of homeland security (HS) has slowly developed a number of core texts but many are poorly designed and rely heavily on basic descriptive materials taken from the internet. This is slowly changing but the field of HS is so diverse that intellectual coherence can be difficult to achieve. There are exceptions to this generalization as the terrorism area, an area of significant strength on the Albany campus, is relatively well developed in terms of textbooks, monographs and journal articles.

**2. Comment on the special focus of this program, if any, as it relates to the discipline.**

The undergraduate degree has three specific special focus areas. As noted in the degree title they include: emergency preparedness, homeland security, and cybersecurity. Emergency preparedness is not an academic discipline but preparedness is one of four (or five aspects or stages) in the hazard cycle. The four are mitigation, preparedness, response and recovery. Some models include prevention as a fifth. So the words emergency preparedness as a focus highlights only one aspect of the hazard cycle which is a major conceptual framework for the emerging discipline of Emergency Management. Program administrators indicate the eventual portfolio of courses in the program will encompass all phases of emergency management. The curriculum would then cover what is often referred to as comprehensive emergency management, which is, attention to all aspects of the hazard or emergency management cycle. These are not simply words but critical concepts that apply to any program that deals with natural hazards and human caused hazards (terrorism, hazmat incidents, etc). To focus on preparedness is to get ready for what could or is expected to happen. To mitigate is to try and eliminate or minimize the impact of the hazard, response is to address what happens during the hazard experience/immediate impact, and recovery is the process of trying to make things whole again, and perhaps even better. So, this program relates to the discipline of emergency management and addresses, or will address, hazards in a comprehensive fashion through applications of processes and concepts in the discipline of emergency management.

In addition, homeland security is sometimes referred to as an emerging discipline but the diversity of that enterprise makes specification of the discipline aspects problematic. Similarly, cybersecurity seems to be more of an application of technical knowledge to a threat than being a separate discipline.

**3. Comment on the plans and expectations for self-assessment and continuous improvement.**

The structure of program assessment and improvement activities are well detailed in section 2.7 of the New Program Proposal. Assessment is a mandated activity from a regional accreditation perspective and the normative document for the university's evaluation of undergraduate programs is referenced in the proposal.

The timeline for review of the major is also detailed (sixth full semester of the major's existence) in the proposal.

4. Discuss the **relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

The program documentation and on-campus meetings present a picture of a program that is very well connected to other programs on the campus and had established or is establishing collaborations with other institutions in New York. In addition, strong links and connections have been made with state agencies in Albany and in other locations as at other jurisdictional levels. The program has an incredibly strong list of active and potential partners for collaborations. The names and substantive linkages are well documented in the New Program Proposal.

5. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

Again, this is an area that has been very well detailed and documented in the New Program Proposal. Data have been provided to support the need and demand from the New York State Department of Labor Long-Term Occupational Employment Projections data base. Specifically, the department "describes the field of Emergency Management Director to have favorable employment prospects, with an 8.3% projected US growth rate." Data are provided on the employment opportunities in the Federal Department of Homeland Security as well as other Federal agencies such as FEMA and Customs and Border Patrol to mention only a few. In short, the documentation of the need and demand for this new program is very strong.

## II. Faculty

6. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

Faculty CVs have been provided via web links and the pool of core and supporting faculty is large and academically strong. The vast majority hold doctoral degrees from major research universities and many have agency/organizational experience as well. The publication records are impressive and indicative of a faculty that is in a leadership position in the three focus areas. The most expansive faculty pool is in the area of homeland security, specifically terrorism. The faculty pool for cybersecurity is also strong. The Emergency Preparedness aspect, specifically relating to natural hazards, will be filled through new hires that are currently being recruited.

7. **Assess the faculty in terms of number and qualifications and plans for future staffing.** Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate **faculty activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them.**

The current affiliated faculty, as previously noted, have strong credentials in their areas of program expertise. The program, however, will be built around a core of faculty that will be hired in “waves”. This year four tenure track faculty are currently being recruited. In the near future additional tenure track faculty and a permanent Dean will be hired. Thus, it is not possible to address the faculty activity in generating funds because the core tenure track faculty are in the process of being hired. The existing faculty who support the program through their course offerings, as noted, have strong research records and many have a record of securing funding from a wide variety of sources.

8. Evaluate credentials and involvement of **adjunct faculty and support personnel.**

There are very few adjunct faculty (6) compared to the number of other non-core faculty (34+) who have a percentage of time dedicated to this program, which is typically listed at 12.5%. The vast majority of those adjuncts have master’s level degrees (MPA, MA, MRP, MS) which are appropriate to the content that they teach. Their area of study for their degree is also consistent with the course(s) that they are teaching.

In addition, a search is currently underway to hire two support personnel. This includes an Experiential Learning Coordinator and an Undergraduate Student Services Coordinator. These positions will provide an exceptional level of support and strength to the mission of this new college. Some programs have these types of positions (normally one) but most probably do not. It is significant and highly positive that program developers have planned and incorporated this type of student support into the structure of the college.

## III. Students

9. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

The projections for student recruitment and enrollment for years 1 through 5 are provided in the proposal and, in my opinion, represent a realistic projection of the number of majors that will be attracted to the major. The proposal uses a variety of indirect measures to estimate these projections. These are all reasonable estimates and may well be conservative. The number of current minors in the program is a strong indication of the demand for this content and high demand for the new major when it is fully approved.

**10. What are the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees?**

The prospects are excellent. Perhaps the most tangible basis for this conclusion is the number of students that are currently taking the minor in Emergency Preparedness, Homeland Security and Cybersecurity. It was indicated that approximately 140 students are taking that minor. That is a very large number of students for a minor option that was initiated in the spring of 2015. Given the admission standards of the university it would be expected that the program applicants would be well qualified to pursue the degree and perform well.

**11. Comment on provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?**

The proposal indicates that 40% of the students at the university are in historically underrepresented racial/ethnic groups. This indicates that the basic pool of available students, on campus, who have the attributes that can provide diversity to this new major. This is underscored by the fact that data show that 38% of those in the current minor (which will likely feed students into the major) are in underrepresented groups.

**12. Assess the system for monitoring students' progress and performance and for advising students regarding academic and career matters.**

The description of academic and other support services in section 2.5 of the proposal is thorough. Academic advisors are assigned and after a year at the university a CEHC academic advisor will be assigned. The program budget has a separate line position (staff associate) to do this work. The addition of a Staff Assistant Experiential Learning Coordinator will also strengthen these monitoring activities as well. The Advising PLUS program will also support students as well as the Student Success Division and other structures. In summary, a very strong system is in place.

**13. Discuss prospects for graduates' post-completion success, whether employment, job advancement, future study, or other outcomes related to the program's goals.**

The job market has been detailed in the proposal to be very large with significant unmet needs for individuals with the type of education that the program provides. As noted earlier, the curriculum addresses key challenges in contemporary society. As such it addresses a significant need for educated professionals. In addition, the experiential learning aspect of the program should create a strong connection with potential employers through the internship or project aspect of the program. Students coming out of the program will have a knowledge advantage over those with general social science degrees and thus should be on a faster track for job advancement. The same holds true for pursuing advanced degrees in any of the three content areas. The students will already have a strong grounding in the broad fields as well as the focus area that they select.

#### IV. Resources

14. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

The program is/will be housed in the short term in existing campus buildings. A significant state budget allocation has been made for constructing a new building to house the program. Those plans were reviewed during the on-campus evaluation visit with administrators from the facilities department. The new building will provide a state of the art facility for the program. In addition, the library was toured and computer labs and related study spaces were viewed. All of those facilities are well fitted to meet the needs of this new program.

The internship and experiential learning opportunity structure is most likely one of the best, if not the best in the nation. Given that Albany is the capitol of New York, there are a number of state agencies and training facilities in the immediate vicinity that will provide an outstanding resource for internships and experiential learning. The value in these close connections cannot be stressed enough. In addition, the university is close enough to New York City, Washington, DC and other critical urban areas so that an unparalleled array of internship options are available for students. These same sites also present research opportunities for the faculty and this research can also include students.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

The budget is appropriate and well developed. The staff positions are very important and many programs cut corners or are unwilling or unable to fund those critical functions that support students and allow faculty to focus more directly on teaching, service and research. The funds allocated to faculty lines also seem appropriate. If program projections for students are correct, there will be a need for additional tenure track faculty early in the program's history. Research grants and contracts will create a need for release time and it is likely that a larger cohort of faculty will be needed if funding success happens frequently.

#### V. Summary Comments and Additional Observations

16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

A major strength of this program is the fact that the curriculum addresses three major challenges that face New York State, the nation as a whole as well as the entire international spectrum of nations. The hazard threat from natural disasters, technological disasters, and human caused incidents including terrorism are constantly in the news. Environmental changes are a critical evolving issue facing coastal communities as well as many inland cities. Our increasing development and reliance on technology and volatile materials has created an increasing number of infrastructure and human vulnerabilities. Ideologically driven individuals and groups with terroristic agendas also pose a local, national and global threat. Unfortunately, these are the themes of our times and these interdisciplinary issues must be addressed. Higher education program development is a foundational channel for addressing these issues through education, research and service. The focus on emergency management, homeland security and cybersecurity are timely and central needs.

Program weaknesses are difficult to identify as the program is in a developmental stage. Typically, any gaps that exist in the operational dynamics of a program are known as the program is implemented and they are

addressed if the resources are available to address them. The program could have weaknesses if the hiring process does not result in a robust pool of applicants from which selections can be made. At this point the identification of weaknesses would be speculative and thus unfair.

17. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

This is an undergraduate program but there are a number of important attributes that can help the program be a unique contributor and attain prominence at the State, regional and national levels. The first attribute is the projected size of the faculty. The plan calls for a total of four tenure track hires in the first year along with two staff and, later, a Dean. A faculty of this size would put the program in a strong position for faculty size and thus teaching and research capacity when the affiliated faculty are also factored into the total. In addition, the creation of a College environment results in a free-standing unit that has a great deal of visibility as well as autonomy. The former is very important for creating program awareness and the latter helps make sure that the faculty who know most about the content are in control of the curriculum.

The combination of areas, emergency management, homeland security and cybersecurity, if all are fully developed will create a very comprehensive faculty team which would be perhaps the most comprehensive in the country. The creativity of the program in terms of structure and size can provide a platform for state, regional and national prominence but the new hires will be critical in determining the degree of regional and national prominence the program attains. The current affiliated faculty already have state prominence as well as regional and, through their research and books, some current level of national awareness. A solid set of hires will provide the basis for additional prominence.

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

The content areas of coverage in the program present challenges in two ways. First, recruitment of top notch faculty can be difficult as there is a shortage of faculty with strong backgrounds in these three areas. A program in the eastern United States should be a favorable location for recruitment as it is likely that there are more content specialists in these areas available than in the Midwest, South and West.

It is very likely that the curriculum will be modified to some extent over time. This is a natural process as expertise deepens and research in a new field creates additional content areas for teaching. In addition, the faculty must continually assess the core curriculum to make sure that essential topics are covered.

Preparedness, for example, is a key concept in the curriculum but it is only one of the phases of comprehensive emergency management. Emergency management is a well established field and strong programs include courses in mitigation, preparedness, response and recovery as noted earlier. This leads to perhaps the most fundamental recommendation that I can make: Develop the program content and faculty lines so that they represent, in a balanced way, the range of hazards and threats that face the state of New York, the region, and the nation.

**Forsyth, Celine**

---

**To:** Forsyth, Celine  
**Subject:** FW: Re: BA --> BA/BS

----- Forwarded message -----

**From:** "Daniel Klenow" <[daniel.klenow@ndsu.edu](mailto:daniel.klenow@ndsu.edu)>  
**Date:** Tue, Dec 29, 2015 at 6:09 PM -0800  
**Subject:** Re: BA --> BA/BS  
**To:** "Gray, Elizabeth Q" <[eggray@albany.edu](mailto:eggray@albany.edu)>

Elizabeth,

Thanks for the note. The holidays have been super.

My comments apply to either degree configuration, so my answer is yes.

Dan

Daniel J. Klenow, Ph.D.,  
Professor and Head  
Department of Emergency Management  
North Dakota State University  
Fargo, ND 58108

---

**From:** Gray, Elizabeth Q <[eggray@albany.edu](mailto:eggray@albany.edu)>  
**Sent:** Tuesday, December 29, 2015 11:13 AM  
**To:** Daniel Klenow  
**Subject:** BA --> BA/BS

Hi Dan,

I hope that you are well and enjoying a nice holiday season.

I am writing because we have made the determination that students would be best served if we propose the degree as both a BS and a BA and give the students the opportunity to choose. This choice would be driven by the courses they take in their concentration and the number of liberal arts and science credits they get in the process. This choice was made based on feedback from campus administration and from SUNY.

Can you please confirm that your comments still apply now that we are proposing a BS and BA just as they did with the BA? A simple affirmation would be sufficient.

Thanks in advance!





# External Evaluation Report

**Form 2D**

Version 2014-11-17

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

**Institution:** University at Albany

**Evaluator Name (Please print.):** Warren S. Eller

**Evaluator Title and Institution:** Associate Professor, West Virginia University School of Public Health

**Evaluator Signature:**

**Proposed Program Title:** Emergency Preparedness, Homeland Security and Cybersecurity

**Degree:** B.A.

**Date of evaluation:** 2 to 4 December 2015

## I. Program

1. This program is designed to address the most pressing threats faced by the nation, and the State of New York specifically, in an interdisciplinary manner. The program offers a unique core that provides the fundamentals of crisis management, and then has students specialize in one of three different aspects of the substantive field. The six core courses provides a foundation that is more diverse than that offered in comparable programs nationally, and while minor changes to this may be warranted in the future, the core curriculum on face serves to: 1) provide robust theoretic background superior to similar programs, and 2) highlight the intersections of substantive focuses in the area – a trait not found in programs that do not have the interdisciplinary approach outlined in the proposal.

The concentration areas are in general well thought out and provide excellent topical area knowledge. The Emergency Preparedness concentration, while strong, is not of equal caliber to the other two concentration areas – most certainly as a reflection of the lack of faculty expertise in this area; however, the new hires coming on board in the fall will certainly correct this minor detail.

The program goes to great lengths to ensure the required non-credit training is a meaningful experience. In addition to having this experience tracked by a dedicated coordinator, the program has developed strong

working relationships with nationally recognized organizations in the practice area to provide enhanced opportunities and experienced instructors. The effort placed on this portion of the education not only ensures that traditional students have meaningful experiential learning, but also greatly enhances placement opportunities for graduates and recruiting.

The syllabi provided for review demonstrate a well-coordinated program that is truly focused on the application of theory in a professional environment. The program offers coursework of sufficiently high standards, individual course material sufficient to meet course learning objectives, and learning objectives that combine to meet the degree program outcomes. In short, this is a well-designed curriculum that provides students uniquely prepared to engage with their profession.

2. This program offers three distinct special foci. Of these, the inclusion of Cybersecurity is unique to Albany, and makes this program far timelier than competing programs. Because this is not a substantive area of expertise for me, I will not provide detailed comments except to say that requiring all program students to have an operable knowledge of this substantive material puts them at a distinct advantage in the marketplace.
3. The formal plans for assessment are sufficient and align with university requirements. I suspect that the strong influence created by the inclusion of practitioners, coupled with the existence of a formal steering committee will provide informal assessment far superior to comparable programs.
4. The program is akin to other programs offered by the university but is sufficiently different in both substantive focus and student target. This program should dovetail nicely with related university offerings without creating duplication. Because the program is complementary to other units in the University, the potential for both program growth and faculty collaboration is very high. Similarly, because the program intentionally collaborates with local, state, and federal agencies within the field of practice, there are numerous opportunities for programmatic growth.
5. Homeland Security, Emergency Management, and Cybersecurity represent some of the highest growth areas in the public sector. Nationally, the demand is driven by the recent creation of the Department of Homeland Security, and the vast resources the Federal government is pushing into the area to grow the field. To meet this demand, there has been a persistent trend in universities to build out similar programs. Being home to the singular highest value terrorist target in the nation, New York City, alone should be enough drive for a university system to have a cutting-edge HS/EM/CS program. With that said, the demand generated for expertise in this substantive area has been demonstrated by the success of competing programs nationally; as well as evidenced by the screening data from standardized testing and the overwhelming demand demonstrated by the enrollment in the minor at Albany. Given the persistent nature and high salience of terrorist threats and increases in natural hazards driven in part by climate change, there is no reason to believe that demand in this area – whether for practitioners in the field or experts for organizations outside the field - will cease to grow in the foreseeable future.

## II. Faculty

6. Consistent with the reputation of the University, The faculty currently associated with this degree program are productive scholars and thought-leaders in their substantive areas. As noted before, the school currently has a dearth of expertise in Emergency Management, but reports indicate that the applicant pool for the four lines advertised to begin in the fall is robust in this area. Given the institution reputation and productivity of the current faculty there is no reason to be pessimistic about the ability of the program to staff-up in this area.

In addition to traditional faculty, the program has a number of well-qualified practitioners (all with advanced degrees) to teach in the program as well as additional practitioners that will be working with trainings, internships, and other experiential learning opportunities. The program has done a laudable job at identifying highly qualified instructors by partnering with top state and federal organizations within the field. Based on my visit, I view this program as being superior to most others in terms of the associated faculty and practitioners.

7. The faculty available for the program is adequate to deliver quality learning experiences for the forecast enrollment numbers. Future staffing plans as the College grows appear to be consistent with what I would characterize as a well-staffed academic program. The program leadership has fostered strong ties with state agencies for the provision of training sections of the program. As long as the demand does not outstrip the forecast by more than roughly 25%, the proposal should be suitable in terms of demands on faculty time and built environment constraints.

Because all the faculty currently associated with the program have tenure homes outside the program college, there may be conflict of interest problems, however, given that they have built this program and the culture of interdisciplinary work at Albany this issue does not pose one of concern. Importantly, as hires are made, I would recommend they be prioritized at the senior level first to provide a culture and intellectual leadership for the growing program – specifically, I would recommend senior hires in the field of emergency management as this is the comparatively weakest of the three represented in the program. It is my understanding that this is the plan in the current round of hires.

8. The credentials of the adjunct faculty are sufficient and on-par or above what are seen in similar programs nationally. Practitioners used in the program hold advanced degrees and all have decades of experience at relatively high levels of practice. The proposal also documents robust staffing for support of the program. The only deficits I would note in the current proposal is a lack of administrative capacity. Currently there is a dean with no provision for department heads or additional subordinate dean positions. Initially this may be reasonable, but given the additional workload of program and capital development this is a rare occasion where it may be necessary to increase the administrative support.

## III. Students

9. The program is specifically focused on traditional students. Given the positive reaction to the program minor, there is no doubt the program will be able to draw students and place graduates in the field at the forecast levels from this population alone. I suspect though, it will not take long for such a program to garner the attention of practitioners seeking educational opportunities. This is a pretty frequent happening for EM/HS programs as the field of practice is remarkably new and there is little available as a clear path for higher education focused on this area. While the current program is capable of offering material to non-traditional students, course delivery formats are not. There will be demand in the near future for on-line education – a move I would strongly advise against for several reasons. First, online education does not have the capacity to immerse the learner in the organizational culture of the institution. This program offers a unique experience that I think will prove as enriching to the learners as the course material alone and I would hesitate in developing something that would detract from that value. Second, the online learning environment does

not develop the attachment to the program that a live experience will – program graduates are a valuable resource as a source of data, recruits, access, and gifting. Trading these commodities for the short-term bump in attendance would not serve this program well. Reasonable alternatives to on-line could include immersion courses, remote course delivery, evening and weekend programming, and a blended classroom.

10. Frankly, my only concern about enrollment for this program is that the demand will be too high and senior administration will try to accommodate too many students at the cost of program quality. The field at large has no shortage of students, and the on-campus demand has already been high – for these reasons I have no concerns about undershooting the enrollment benchmarks.
11. Currently, the program utilizes the same systems for creating programmatic diversity as the rest of the university. Given the success of Albany in this regard, I suspect this is sufficient. Granted the nature of the substantive area of focus for the program, it is quite possible for this program to go above what is typical in terms of attracting diverse students. Specifically, the program is strongly partnered with state and federal agencies; however, the representation of the faith-based and nonprofit communities is lacking. I would strongly suggest the program expand reach to the Voluntary Organizations Active in Disaster (VOAD) community for additional support in generating representation.
12. This program includes dedicated staff for advising as well as low faculty to student ratios and high levels of practitioner involvement. I would suspect student support and advisement will be better than most similar programs nationally.
13. This program promises unlimited opportunities for student placement after graduation. For students who wish to continue with studies, there are a plethora of programs that offer an advanced degree in these areas but typically select students who do not have as robust and focused undergraduate preparation. Professionally, the program prepares students for a host of specific professions (law enforcement, public health, IT, and emergency management at the state, local and Federal levels) as well as numerous other fields that require expertise in this area. Outside field employment could range from experts in the continuity of operations specialists in private and public organizations, to JCAHO required preparedness coordinators for hospitals and healthcare systems.

#### **IV. Resources**

14. The resources for this program are strong across all measures. Albany boasts a library system that is on the frontier of service delivery even at a time where many other university library systems are struggling to stay relevant. Holdings (both physical and electronic) are complete and the libraries offer access to unique spaces, software, and hardware to provide students with all necessary support. Currently, the program has adequate space to offer classes and house faculty, and there is a plan underway to provide dedicated space in a new construction slated for 2020. Because of the physical location of the school, there is unprecedented access to state resources including the state emergency operations center and the state's training facility. These are facilities that are superior to many others and the program leadership has fostered strong partnerships. Similarly, the University has unique built environment features including the training center that will be outstanding assets to this program.
15. Institutional commitment to this program is among the best I have seen – probably due to the direct involvement of the Governor. Currently, staffing plans are sufficient to ensure beneficial student faculty ratios, while preserving teaching loads that are in line with research intensive institutions nationally. Because the budgeted lines are for open rank it is hard to comment about the exact level of the salary and benefits; however, it is certainly within the range of being competitive with other research intensive universities nationally. As the budgets do not specify research support or similar ancillary expenses, I am unable to comment on that aspect – but I would remark that the confluence of other campus programs and facilities and

the practitioner resources available should provide a rich environment for research. Given the salience of the focus area of this program, one recommendation I would make is the addition of a dedicated development specialist. This is a substantive area that the university will find easy to develop gifting for, and it would make sense that the sooner this process is put in place, the better the program will be able to serve diverse populations and the areas of practice.

## V. Summary Comments and Additional Observations

16. This program has many strengths, including:

**Structure** – this is the first program I am aware of that has intentionally drawn from across all the major threat areas to develop practitioners together. This means that what are typically the weaknesses for graduates of other programs (the intersections of substantive areas) will be easily within the wheelhouse of this program’s graduates. Competitively that means the graduates will have an edge in the market, but more importantly this means that the state of New York and the nation will be getting a better prepared workforce equipped to meet evolving threats.

**Location** – Albany has an abundance of resources and programs that support this program, and the state has personnel and facilities proximally as well. This program is perfectly suited to occupy the void that has separated all these existing entities, both enhancing the capacity of all the existing structures while creating a new set of opportunities along the way.

**Resources** – this program is one of the few I have seen designed with a plan “for where we will be” as opposed to trying to “get to where we should be.” Faculty planning for this program is in line with preserving the high-quality associated with Albany, and thought was given to student support services and space before these things became barriers to success.

**Growth potential** – Consistent with Moore’s Law, technology has continued to grow exponentially and with it so has the threat it presents. Similarly, environmental changes are growing the threat of natural disasters. And all these occur as global terrorism has reached a peak. As unfortunate as these truths are, the fact is that they also mean that there is and always will be a growing demand for experts who can address them.

Program weaknesses are few and most seem to be addressed in the planning. Specifically:

**Lack of EM personnel** – as mentioned previously, the program has a deficiency of expertise in EM. Current plans are in motion to correct this before fall.

**Lack of administrative capacity** – currently, the only administrative personnel in the new college are the interim dean and the dean’s assistant which is a temporary position. Because the program will be housed in a new college (that has capital construction projects and new program development demands as well as the typical administrative load) without existing staff and administrative personnel, I expect the administrative load to be higher than a mature organization. Typically, the operating load for a college/school is distributed across a set of administrators (deans and assistant/associate deans and dedicated staff) to manage matters of personnel records, budget and finance, oversight of academics and operations and the built environment while direct management functions are handled at the department level. While I am a strong supporter of light administration, it seems that this program would benefit from a greater level of support. First, the dean’s assistant is involved with matters and brings expertise that is above this job title. It would be beneficial to change this position to an assistant dean for \_\_\_ and make the position a permanent classified line. Second, there should be some assurance of continuity in the dean position. That could mean a set term for the interim position, or specifics about the nature of the dean hire. Typically, I prefer to build something before I sell it (read, keep the interim in place until the program is up and functioning to capacity) – and therefore my

preference would be for a five year commitment in the interim position. Alternatively, I would suggest putting the founding dean in place sooner rather than later as bringing in a new dean halfway through executing someone else's plan is a recipe for disaster. I would add to that that it is my considered opinion that special attention be focused on ensuring the founding dean is an academic by profession (as opposed to a practitioner). With these types of programs, it is typical to have pressure to have it lead by a public figure. While this can work at a place with a strong administrative buffer between the program and the dean, it is typically a recipe for failure. It is imperative that whoever is brought in as the founding dean understand the academic operating environment and understand what the unique products of academics are. When a program like this is led by a practitioner, the end result is typically something that replicates what is done in practice (at a lower cost), that can easily be undercut by competing institutions. For this program to remain strong and a national thought-leader it is important for it to be led by an individual who understands the academic product and can leverage the unique attributes of the program and Albany.

17. There are a precious few places that are doing something like what is proposed here, and no competing programs are doing it as completely. Add to that that most competing programs were grown on one-time federal dollars and are currently being forced to cut, and it becomes clear that given the existing expertise at Albany, this programmatic development (especially if a graduate component is added) stands a very good chance of national prominence in a very short time.

## Forsyth, Celine

---

**To:** Forsyth, Celine  
**Subject:** FW: BA --> BA/BS

**From:** Eller, Warren [<mailto:WSELLER@hsc.wvu.edu>]  
**Sent:** Tuesday, December 29, 2015 12:13 PM  
**To:** Gray, Elizabeth Q <[eggray@albany.edu](mailto:eggray@albany.edu)>  
**Subject:** Re: BA --> BA/BS

Howdy Elizabeth,

Apparently I am doing far less real work over the holidays than you are. I hope you have had some time to enjoy the season.

In relation to your comment, I think the change you propose is a great idea, as it will allow the students to be more marketable to a more diverse set of graduate programs as well as better reflecting the work they do. All my previous comments hold true and I view this as a positive improvement.

Cheers,

Warren

~~~~~  
**Warren S. Eller**  
Associate Professor  
Department of Health Policy, Management and Leadership

Faculty Affiliate Injury Control Research Center (ICRC), West Virginia University

Faculty Fellow Buechner Institute for Governance (BIG), University of Colorado Denver

West Virginia University  
School of Public Health  
1 Medical Center Drive  
PO Box 9190  
Morgantown, WV 26506

Email: [wseller@hsc.wvu.edu](mailto:wseller@hsc.wvu.edu)  
Phone: [304-293-0404](tel:304-293-0404)  
Fax: [304-293-6685](tel:304-293-6685)

On Dec 29, 2015, at 12:02 PM, Gray, Elizabeth Q <[eggray@albany.edu](mailto:eggray@albany.edu)> wrote:

Dear Warren,

I hope that you are well and enjoying a nice holiday season.

I am writing because we have made the determination that students would be best served if we propose the degree as both a BS and a BA and give the students the opportunity to choose. This choice would be

driven by the courses they take in their concentration and the number of liberal arts and science credits they get in the process. This choice was made based on feedback from campus administration and from SUNY.

Can you please confirm that your comments still apply now that we are proposing a BS and BA just as they did with the BA? A simple affirmation would be sufficient.

Thanks in advance!

Best,  
Elizabeth

**Elizabeth Q. Gray**  
Assistant to the Dean  
College of Emergency Preparedness, Homeland Security and Cybersecurity  
University at Albany

Richardson Hall, Room 290  
135 Western Avenue  
Albany, NY 12222

[eggray@albany.edu](mailto:eggray@albany.edu)  
[www.albany.edu/cehc](http://www.albany.edu/cehc)



January 14, 2016

To Whom It May Concern:

Please find below the College of Emergency Preparedness, Homeland Security and Cybersecurity's institutional response to the comments received by reviewers Dr. Warren Eller and Dr. Daniel Klenow after their visit in December 2015 to discuss the proposed major in emergency preparedness, homeland security and cybersecurity.

The vast majority of the comments of the reviewers were positive. In the following sections, we respond to the small number of negative comments as well as clarify some comments by the reviewers.

REVIEWER #1: Daniel Klenow

**Comment (Q1):** *One could argue, that from a content focus, one introductory course in the core and four concentration courses could be somewhat light in terms of a critical mass of information in the concentration area. The 39 credit minimum requirement for the major is not a large requirement and future experience may point in the direction of adding more credits in the selected concentration areas.*

**Response:** The new major was designed to have 39 credits spread across three components: 1) core courses (18 credits), 2) concentration courses (12 credits), and 3) experiential learning courses (9 credits). The total number of required credits is similar to many majors at the University at Albany (e.g., political science (36 credits), globalization (36 credits), history (36 credits), sociology (36 credits), and public health (39 credits)). Furthermore, after speaking with both academics and professionals in the field, we determined that it was important that the program be accessible to transfer students. Majors that require a very large number of credits are very difficult for transfer students to complete, and we anticipate that transfer students will be a significant part of our enrollments (about 40 percent or more); for this reason it was important that we achieve the goal of providing students with an opportunity to obtain the skills and knowledge necessary to work in the fields, while also keeping the required number of credits manageable to be accessible to transfer students. Finally, the new major is designed as a broad liberal arts degree which prepares students for a wide variety of fields (similar to political science or history) and which provides students with the opportunity to take a broad and interdisciplinary range of courses in a number of departments for their concentration. Students will also select a minor, where they can take more specialized and supporting courses in related fields, and they can also take more CEHC and other courses as electives if they desire still further specialization.

We will annually assess our academic program and solicit employer feedback on the preparation of our students. If we find important gaps in skills and knowledge, we will bring a revised program through campus governance, SUNY Administration, and State Ed.

**Comment (Q1):** *The intellectual coherence of the overall structure of the program has already been noted in a positive way. It is important to realize, however, that these are*

*emerging fields and the textbook infrastructure is still developing. Thus, the intellectual coherence of the materials to assemble for courses can be challenging.*

**Response:** Although it is fair to label the three fields of emergency preparedness, homeland security, and cybersecurity “emerging fields” which will continue to evolve over time, it is important to emphasize degrees in all three fields are very common in the United States. In a 2013 survey by the Federal Emergency Management Agency (FEMA) Emergency Management Institute Higher Education Program, they identified 260 emergency management programs, 131 homeland security and terrorism programs, 16 international disaster and humanitarian relief programs, 31 public health preparedness programs, and 29 programs related to homeland security and emergency management. Since this survey, these numbers have continued to grow. In the realm of cybersecurity, although there is no official count of degree programs, the number of programs has been exploding in the last decade. According to an article in Forbes, Cisco reports that there are currently one million cybersecurity jobs openings around the globe and in the United State alone 200,000 jobs are unfilled (Forbes 2016). Moreover, most of these jobs increasingly require higher levels of academic training. The Burning Glass (2015) annual report on cybersecurity states that 61% of cybersecurity job postings require at least a bachelor’s degree. The exponential growth in jobs requiring a degree has led to a huge number of colleges and universities entering the cybersecurity field.

As emergency preparedness, homeland security, and cybersecurity programs continue to grow and evolve, there has been growing coherence to the academic programs. For example, a quick review of the leading introductory textbooks on homeland security reveals virtually all of them include chapter length discussion of the following topics: 1) terrorism, 2) counter-terrorism, 3) intelligence, 4) border security and customs, 5) immigration, 6) transportation security, 7) cybersecurity, and 8) all-hazards emergency preparedness, response, recovery, and mitigation. A review of textbooks in emergency management, which is a more developed field than homeland security and has a long history extending to before the 9/11 terror attacks, reveals similar coherence. In sum, although the reviewer is correct that the fields are evolving, we have designed the program with care to reflect the fields as they are established, and intend to continue to evolve appropriately along with the growth of the disciplines.

**Comment (Q2):** *Emergency Preparedness is not an academic discipline, but preparedness is one of four (or five aspects or stages) in the hazard cycle. The four are mitigation, preparedness, response and recovery. Some models include prevention as a fifth. So the works emergency preparedness as a focus highlights only one aspect of the hazard cycle which is a major conceptual framework for the emerging discipline of Emergency Management.*

**Response:** The major in Emergency Preparedness, Homeland Security and Cybersecurity, as with the similarly named College within which it is housed, will focus on all aspects of the hazard cycle including mitigation, preparedness/prevention, response and recovery. The reviewer’s comment stems from the fact that the term “emergency preparedness” is used in different ways by different audiences. Many use the term emergency preparedness as a broad category which encompasses several historically isolated subcategories such as emergency management and public health preparedness. For example, the Governor of New York State, who recommended the name of the new College, uses the term emergency preparedness as a broad umbrella term. In contrast, specialists in emergency management (such as the reviewer) tend to use the term emergency preparedness more narrowly restricting its application to one aspect of the hazard cycle (e.g., preparing for floods but not responding to, recovering from, or preventing floods). We are comfortable using emergency preparedness as a broad category and

linking it to a wide range of topics including public health preparedness, humanitarian relief, and resilience engineering. For example, given that the University at Albany already has tremendous expertise in public health preparedness in the School of Public Health and we hope to expand this capacity with the creation of the new College, we prefer using the term “emergency preparedness” as an umbrella category which captures this interdisciplinary collaboration.

**Comment (Q15):** *The funds allocated to faculty lines also seem appropriate. If program projections for students are correct, there will be a need for additional tenure track faculty early in the program’s history. Research grants and contracts will create a need for release time and it is likely that a larger cohort of faculty will be needed if funding success happens frequently.*

**Response:** The College of Emergency Preparedness, Homeland Security and Cybersecurity is currently in the process of hiring four new faculty members. These new faculty, coupled with the existing faculty teaching courses across the University which fall within the new major, are sufficient for us to immediately offer the courses required for the new major. As with any new or existing program, if our student enrollments exceed our expectations, we will have to either limit enrollments or expand capacity with new faculty.

Although it is not germane to this proposal, the College of Emergency Preparedness, Homeland Security and Cybersecurity plans to add additional faculty as it expands its academic offerings (e.g., graduate degrees) and research capacity. The additional faculty, while not necessary for the major to be offered, will undoubtedly strengthen the program because the new faculty will inevitably teach new undergraduate classes relevant to the new major. The additional faculty will also help us manage release time for faculty on grants.

**Comment (Q18):** *In addition, the faculty must continually assess the core curriculum to make sure that essential topics are covered. Preparedness, for example, is a key concept in the curriculum but it is only one of the phases of comprehensive emergency management. Emergency management is a well established field and strong programs include the courses in mitigation, preparedness, response, and recovery as noted earlier. This leads to perhaps the most fundamental recommendation that I can make: Develop the program content and faculty lines so that they represent, in a balanced way, the range of hazards and threats that face the state of New York, the region and the nation.*

**Response:** As stated above in response to comment (3), the College of Emergency Preparedness, Homeland Security and Cybersecurity will have courses and conduct research that addresses all aspects of the hazard cycle including mitigation, prevention, preparedness, response and recovery. In order to achieve this goal, we will have to add faculty in the area of emergency preparedness. We are currently hiring four faculty members in the new College and we are particularly interested in faculty that can contribute to our emergency preparedness concentration.

REVIEWER #2: Warren Eller

**Comment (Q1):** *The concentration areas are in general well thought out and provide excellent topical area knowledge. The Emergency Preparedness concentration, while strong, is not of equal caliber to the other two concentration areas.*

**Response:** Reviewer #2 is correct that the most important weakness in the existing composition of faculty is the lack of depth in emergency preparedness. As stated above, we are currently

hiring four faculty members in the new College and we are particularly interested in faculty that can contribute to our emergency preparedness concentration. The current imbalance exists because over the last decade UAlbany's Rockefeller College of Public Affairs and Policy built an outstanding homeland security program through the creation of a homeland security concentration in the Master of Public Administration (MPA) program and a graduate certificate in homeland security. Rockefeller College assembled a strong team of tenure track and adjunct professors who offer a wide range of homeland security courses. We plan to replicate this success in the area of emergency preparedness in order to develop a more balanced program in the long run.

**Comment (Q6):** *As noted before, the school current has a dearth of expertise in Emergency Management, but reports indicate that the applicant pool for the four lines advertised to bin in the fall is robust in this area.*

**Response:** This point is addressed in response (Q1) to this reviewer.

**Comment (Q8):** *The proposal also documents robust staffing for support of the program. The only deficits I would note in the current proposal is a lack of administrative capacity. Currently there is a dean with no provision for department heads or additional subordinate dean positions. Initially this may be reasonable, but given the additional workload of program and capital development this is a rare occasion where it may be necessary to increase the administrative support.*

**Response:** The reviewer's comment relates more to the new College generally rather than the scope of the major proposal specifically. However, we will provide a brief response. The new College will eventually be composed of approximately 15 tenure track faculty. As with other similarly sized units on the University at Albany campus (e.g., School of Social Welfare and the School of Criminal Justice), we do not foresee the need to have academic departments with dedicated department chairs within the new College. However, the new College will have sufficient administrative capacity to succeed in its teaching, research, and service missions. The new major will have two dedicated administrative staffers and the College will be adding staff for other programs and activities over the next several years. After the College reaches full capacity, plans call for it to have staffing levels comparable to similar sized academic units such as the School of Criminal Justice.

**Comment (Q9):** *While the current program is capable of offering material to non-traditional students, course delivery formats are now. There will be demand in the near future for online education – a move I would strongly advise against.*

**Response:** Higher education is facing a number of important challenges such as rising costs and lack of access. Supporters of online education believe that this format of instruction delivery can simultaneously reduce costs and expand access. Opponents of online education believe that it severely undermines the quality of education. Reviewer #2 is an opponent of online education. Our response to this comment is threefold. First, the new major in emergency preparedness, homeland security and cybersecurity will be offered in a traditional face-to-face or residential format. We are not requesting permission to offer the degree online. Second, we will experiment with the format for selected courses including evening, blended, synchronous distance and asynchronous distance. During these experiments, we will assess student learning in order to understand the impact of format on learning outcomes. However, students will

always have face-to-face options for all required courses. Third, we plan to work with partner institutions that offer online courses in specialty areas (e.g., disaster mental health courses offered by SUNY New Paltz). Our partners can help us expand our course offerings and improve access for non-traditional students. We will also continually evaluate the course offering of our partners in order to ensure that they were high quality experiences.

**Comment (Q10):** *Frankly, my only concern about enrollment for this program is that demand will be too high and senior administration will try to accommodate too many students at the cost of program quality.*

**Response:** Estimating student demand for new programs is always difficult. Given the uniqueness of our proposed program which spans three areas (i.e., emergency preparedness, homeland security, and cybersecurity), it is especially difficult in our case. We have estimated that the major will ramp up to 200 majors in five years. Given the popularity of the new minor in emergency preparedness, homeland security and cybersecurity which was approved in May 2015, we are very confident that we will hit our enrollment targets for the new major. The only danger, as the reviewer points out, is that demand may significantly exceed expectations. As with any new or existing program, if our student enrollments exceed our expectations, we will have to either limit access to the major or expand capacity with new faculty. If the program brings so called “new-to-program” students to the University (i.e., students that would not have come to Albany without this program), the expanding tuition revenue would help us expand capacity.

**Comment (Q11):** *Specifically, the program is strongly partnered with state and federal agencies; however, the representation of the faith-based and nonprofit communities is lacking. I would strongly suggest the program expand reach to the Voluntary Organizations Active in Disaster (VOAD) community for additional support in generating representation.*

**Response:** Nonprofit organizations (e.g., the American Red Cross) play a vital role in disaster preparation, response and recovery. The College of Emergency Preparedness, Homeland Security and Cybersecurity plans to offer courses on the role of nonprofits at both the undergraduate and graduate levels. Rockefeller College of Public Affairs and Policy already offers an extensive array of nonprofit management courses in its Master of Public Administration program and it hopes to expand these courses at the undergraduate level. Courses offered by the new College in the areas of disaster relief and continuity of operations for nonprofits would complement the Rockefeller College offering. Finally, we have already met with the New York State Chapter of the American Red Cross and other regional nonprofits to discuss internships and capstone classes.

**Comment (Q15):** *Given the salience of the focus area or this program, one recommendation I would make is the addition of a dedicated development specialist. This is a substantive area that the university will find easy to develop gifting for, and it would make sense that the sooner this process is put in place, the better the program will be able to serve diverse populations and the areas of practice.*

**Response:** The reviewer’s comment relates more to the new College generally than the major proposal. However, we will provide a brief response. The University at Albany has a mixed model for its development efforts which includes a central development office as well as some development staff placed within schools and colleges. Smaller schools and colleges (e.g., the

School of Criminal Justice) do not have dedicated development officers. Others, such as Rockefeller College of Public Affairs and Policy, have dedicated development officers. The current plan for the new College is to draw on the capacity at the central development office until we hire a permanent dean and faculty; the development office will then decide if a dedicated officer is appropriate. We have already begun fundraising efforts for the new College.

**Comment (Q16):** *Lack of EM personnel – as mentioned previously, the program has a deficiency of expertise in EM. Current plans are in motion to correct this before fall.*

**Response:** This point is addressed in response (1) to this reviewer.

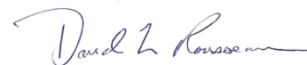
**Comment (Q16):** *Lack of administrative capacity – currently, the only administrative personnel is the interim dean and the dean’s assistant which is a temporary hire. Because the program will be housed in a new college (that has capital construction projects and new program development demands as well as the typical administrative load). While I am a strong supporter of light administration, it seems that this program would benefit from a greater level of support. First, the dean’s assistant is involved with matters and brings expertise that is above this job title... Second, there should be some assurance of continuity in the dean position... I would add to that that it is my considered opinion that special attention be focused on ensuring the founding dean is an academic by profession (as opposed to a practitioner).*

**Response:** Establishing an entirely new academic unit at a university is a rare undertaking that typically takes many years to complete. Inevitably, at the earliest stages of this process universities task existing personnel on a temporary basis to begin the initial planning and program establishment including the hiring permanent administrators, faculty and staff. Staff hired at the earliest stage are required to juggle a wide range of duties from budgeting and program development to course management and student services; as the new academic unit adds staff, the positions will become much more specialized. The University at Albany has begun the process of hiring a permanent dean and permanent staff. We will be hiring both faculty and staff over the next several years as the College begins offering new academic programs and conducting new research.

In terms of the major, both reviewers believe that with the two planned staff hires the proposed major will have sufficient staff. In fact, the reviewers stated that the staffing level would be better than most similar programs around the country which are chronically under-resourced.

If you need any additional information please do not hesitate to contact me (518-442-5245 or drousseau@albany.edu).

Sincerely,



Interim Dean David L. Rousseau  
College of Emergency Preparedness,  
Homeland Security and Cybersecurity  
University at Albany