

**Agenda**  
**Interim Steering Committee**  
**Interdisciplinary Faculty of Homeland Security**

**Donald L. Houston Building, Room 124**

April 2, 2008

7:30 a.m.-9:00 a.m.

**Chair:** David McIntyre

**Members:** Marvin Adams, Garry Adams, Guy Almes, Michael Benedik, Jeannine Kantz, Don Phillips, Daniel Sui

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- I. Call to order.....7:40 a.m.
  - II. Discussion of Better Meeting Time
    - A. Dr. McIntyre noted that this meeting time seemed to be inconvenient for most people, but this was inevitable considering the variance in the schedules of everyone involved.
    - B. Dr. McIntyre then made the suggestion that he would hold a debriefing after the meeting so that individuals that wished to stay involved in the process, but have been unable to attend previous meetings could stay informed. These debriefings would not be meetings where new decisions would be made or new issues brought up, but rather an informal summation of what had been discussed in the formal meeting. *(These debriefings were subsequently offered the following week)*
  - III. Report-HSDECA meeting – D. McIntyre
    - A. Dr. McIntyre stated that these meetings were very beneficial and informative, and he and Dr. Kantz had the opportunity to meet with several influential individuals within DHS as well as participate in conferences and presentations.
    - B. The highlights of this trip to Washington DC included:
      - i. A conference call with Breakaway Games and TEEX, and the DHS Surgeon’s Office;
      - ii. A meeting with board members of HSDECA, who are creating an accreditation body for HLS education. D. McIntyre is a member of that board. They are currently drafting accreditation standards that will cover HLS education programs at all levels, from the Ph.D. to community college;
      - iii. Attended a conference of 130 schools, in which Dr. Kantz was praised for her presentation about intercollegiate faculty and programs;
      - iv. Dr McIntyre presented on the future of Homeland Security as a discipline to the plenary session.

- v. Met with the number 2, 3, and 4 officials in FEMA and discussed what their goals and ideas were about HLS education;
  - vi. Meet with TSA on new airport scanning and screening processes;
  - vii. And attended a small group presentation by Secretary Chertoff on the subject of his priorities for DHS.
- C. Dr. McIntyre summarized the trip by noting that DHS is trying to create permanent GS slots and positions, so that there will be an established structure within DHS when the new president comes into office. Along with this there is the feeling by some that FEMA should be pulled out of DHS, and again become its own entity. There is also European push towards "civil security," which emphasizes rights and liberties. Despite all these potential changes to DHS and HLS, he noted that there would still be a genuine need for the MS that we are trying to create, as we are still the only organization that is looking at the intersection of technology, policy, science, and engineering, in relation to homeland security. Dr. Kantz noted that this would be the point that would set the program apart, as creating a program of this nature is quite difficult.
- IV. Report- meetings with two deans and URC-J. Kantz
- A. Dr. Kantz stated that the meetings with both deans, Dr. Richard Adams (CVM) and Dr. Joseph Newton (Science), were positive and that Laura Spencer from ICHS attended the URC Bush School meeting. She reported that everyone seemed positive about the MS program. Issues of funding were brought up at the meetings but all of the deans who were approached were willing to support the program.
  - B. Dr. McIntyre stated that he had met with Dean Chilcoat, Dean Webb, Dr. Bazer and others saying that the program has reached a turning point in terms of budget and financial resources where someone needs to answer the question of where the money is going to come from. The program is going to need approximately \$75,000 per class (over 2 years), and the program is at the point where the financial commitment must either be made to fund the program, or the program will have to be terminated. Dr. McIntyre also noted that this issue should be brought before the next Dean's Meeting.
  - C. Dr. Marvin Adams suggested that Dr. McIntyre approach the Deans by not discussing the need for 6 FTE, but rather simply approaching it as 6 classes at \$75,000 each, as that will seem like an easier financial commitment for the University to make.
    - i. Dr. Phillips agreed that we should not approach the issue as one of FTEs. He also stated that while most faculty positions have been tied up, there are some set aside for interdisciplinary programs and the committee should investigate those

opportunities. He also stated that we should look into partnering with other schools in the Texas A&M system, such as Kingsville, Prairie View, etc. TAMU has the research ability, and these institutions can either develop programs that parallel and augment ours, or assist us in gathering funds.

- ii. Dr. Marvin Adams commented that one way that we could work with these other A&M institutions would be to make it a pipeline program. Prairie View could administer the junior and senior level classes that would prepare students to be a part of the MS at TAMU.
- iii. Dr. Garry Adams agreed with this idea, stating that it would resonant well with President Murano's goal of improving the quality of the other universities within the A&M system. Dr. Almes agreed noting that the MS program could be an excellent opportunity for collaboration with other schools in the system.
- iv. Dr. McIntyre also like the idea and stated that he would look into the opportunity. Noting that even if this did not increase funding opportunities directly through the university, DHS is also looking to fund development at Minority Serving Institutions (MSI).

V. Development of new classes

A. Division of current *Fundamentals of Homeland Security* class into two classes.

- i. Dr. McIntyre provided individuals at the meeting with a copy of the syllabus from his current *Fundamentals of Homeland Security* course, as well as copies of the syllabi that outlined what the class would look like if it is split into two classes for the MS program.
- ii. Dr. McIntyre stated that the idea is to take the current version of the class, which is overloaded and attempts to pack too much information into 14 weeks, and split it up into two courses that are able to deal with not only more topics, but also provide students with a more in depth understanding of the material. If the courses are broken up, students would get an entire week on such topics as cyber-security, emergency management, etc, that are currently either not in the course at all, or are crammed into a class period with another topic. He explained that if the course is broken into two, students would end with the organization of DHS and the following course would deal with issues such as HLS laws, organizations, state responsibilities, business, and 3 new lessons on science, engineering, and technical issues that could serve as introductions to the potential elective tracts that students could take. He also suggested that this setup would better match what the accreditation board he spoke to in Washington wanted in a MS program.

- iii. Dr. Almes expressed concern that cyber security is an extremely important issue in HLS, but it tends to fall into the cracks between science and engineering.
- iv. Dr. Phillips also noted that the course had holes in terms of the content that it was covering, including a lack of social sciences and management topics. Dr. Marvin Adams agreed and stated that the program should make an effort to involve these areas.
- v. Dr. McIntyre responded that the social sciences are generally not included within the structure of DHS, nor were they prevalent within the accreditation board's current ideas about HLS curriculum. Also, the social sciences have been hesitant to work in homeland security specifically, despite the fact that there is a vast body of literature in the social sciences on issues such as border security, that is currently being untapped by individuals in HLS.
- vi. Dr. Marvin Adams questioned why there was little in the curriculum on emergency management, or social-psychological factors surrounding emergency management. Dr. Phillips too commented on the lack of situation management.
- vii. Dr. McIntyre responded that they were both right and that he was working on trying to incorporate these issues into the curriculum.
- viii. Dr. Almes then mentioned that the program should ideally be future proof, so that the lessons that students learn today, will not become obsolete in a few years time if DHS is overhauled or there are radical technological changes. He then asked how this could be done, how could the program be made to look at the long-term HLS issues?
- ix. Dr. McIntyre responded that he deals with this problem by having the goal for the course be teaching students how to ask the right questions about HLS issues. To do this he tries to have the class focus on four areas: definition of the problem or issue; an examination of cause and effect around the problem; what are the policies that impact this problem or issue; and what are the agendas and influences that are underneath the surface of this issue.
- x. Dr. Gary Adams stated that the program needs to prepare students to be able to integrate all of these concepts together to deal with real problems. He furthered this point by claiming that there needs to be a leadership component within the program so that the knowledge that students have can be put to use in real world situations.
- xi. Dr. Sui commented that there were several prominent social scientists on campus whose work would align with our interests, and he suggested that we meet with these individuals to try get their input on the program. Dr. McIntyre agreed, and noted that

one of his goals is to pull them into this process and get their input on the program.

- B. Survey of Science, Engineering and Technology--who to teach and what to teach
- i. Dr. McIntyre began this discussion by asking what would go into an introduction to science, engineering, and technology course? What are the core issues that will allow our students to be able to have an understanding and appreciation of these disciplines? He noted that this course does not need to teach everything, rather this can be just the introduction to these areas so that students will be able to enter into an engineering elective track. This course should give someone the basis to move forward, aware of these topics.
  - ii. Dr. Phillips stated that the idea of the introduction courses is good. He recommended that how we proceed is have someone from each area (science, engineering, etc) create a whole 14 week course for HLS, and then for the introduction course, simply take out the three, or so, most fundamental lectures, or topics and put those into the introduction course. That way there will be one course made for students who want a specific understanding of engineering HLS issues, and students who only take the introduction course can still get the main ideas about HLS engineering.
  - iii. Dr. Garry Adams made the point that all students should be able to take the course regardless of background and discipline. Dr. McIntyre agreed, and noted that, for example, engineering would create the overview course for HLS engineering, and then extract from that the most important parts that can be put into the introduction course that would be taken by all students.
  - iv. Dr McIntyre then proposed that the course be structured so that students would receive 3 lessons dealing with HLS science, 3 lessons dealing with HLS engineering, 3 lessons dealing with HLS technology, 2 lessons dealing with HLS leadership, 2 lessons dealing with the social-psychology or sociology of crisis mitigation and management, and 1 summary lesson.
  - v. Dr. Sui then pointed out that if one of the main concerns of this committee, and of the Deans was funding, the meeting should focus on creating something that is appealing to the Deans, Provosts etc that ensure that the program can receive funding. He contended that discussions of exactly what goes into the syllabus or course could be ironed out later, once it became clear that the program was in fact going to be funded.
  - vi. Dr. Almes noted that there could be sub-meetings with individuals from each area to work out exactly what to include from each respective area of the course.

- vii. Dr. Marvin Adams then clarified that the intent of this course was that it be something that everyone can take. Dr. Garry Adams confirmed that this was the goal, and noted that the course was aimed at creating an appreciation for these various sub-areas of HLS.
  - viii. Dr. McIntyre then shifted the discussion to the methods courses that had been discussed in the February meeting. He stated that if the program is going to be called a Master of Science, it should have to have some science in it. Which is what the methods courses are designed to do: create a basis for rigorous scientific research into the area of HLS.
  - ix. Dr. Benedik stated that these courses could serve a dual purpose of conveying a lot of information about HLS issues in science, technology, etc, while at the same time teaching students about the methods used to analyze this information.
  - x. Dr. Marvin Adams commented that 18 course hours of required curriculum seemed a bit much, and that a 15 hour core curriculum would be more appealing. He then suggested that there should only be one quantitative methods course required for all students, and the second course be only required for students that are planning to go on to concentrate their studies on the science portion of the program.
  - xi. Dr. Benedik then suggested that the methods courses could be designed so that during these courses, they are actually performing the research for their thesis work.
  - xii. Dr. McIntyre reminded that he would be willing to do either one quantitative course or two, it was just a matter that the committee needed to come to a consensus on.
- C. How should we move forward with potential electives? (initial draft list provided)
- i. Dr. Kantz noted that there had been a poor response to the request during the February meeting for individuals to submit lists of potential electives from their departments.
  - ii. Several individuals stated that they had sent lists of classes to Dr. Kantz. However, for an unknown reason these classes were not received and Dr. Kantz asked individuals to resend their class lists.

VI. Adjourn.....9:00 a.m.

Action Items:

- A. Resend email to collect suggested electives from ISC members—J Kantz
- B. Schedule after action briefing for Friday noon—J Kantz
- C. Subgroups meet to identify topics for survey class—D McIntyre
- D. Survey group about meeting times.—J Kantz

