

Department of Homeland Security (DHS) Homeland Security Academic Advisory Council (HSAAC)

Progress on DHS's Implementation of HSAAC Recommendations

March 2012 through October 2015

Established in March 2012, the HSAAC provides advice and recommendations to the Secretary and DHS senior leadership on matters related to homeland security and the academic community, including: academic research and faculty exchange; homeland security academic programs; international students; campus resilience; student and recent graduate recruitment; and cybersecurity. Since its establishment, the HSAAC has adopted a total of 123 recommendations for DHS across its six subcommittees. DHS's Office of Academic Engagement (OAE) manages the HSAAC, coordinating across DHS to promote, implement, and track its recommendations.

The following tables are arranged by the HSAAC's subcommittees, aligning DHS accomplishments to HSAAC recommendations based on its taskings¹:

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
Subcommittee on Academic Research and Faculty Exchange	<p>Tasking. How we can jointly create a robust staff/faculty exchange program between academe and DHS</p> <p>Recommendation 1. DHS should leverage the Intergovernmental Personnel Act Mobility Program to formally establish an Academic Exchange Program that consists of the following three components: (1) Academic Speakers Bureau; (2) Guest Lecturer Series; and (3) Faculty Exchange Program.</p>	<ul style="list-style-type: none"> ✓ The DHS Science and Technology Directorate (S&T) regularly hosts and coordinates seminars on homeland security topics featuring guest lecturers from academia. ✓ Since FY13, S&T has coordinated five short term exchanges of Centers of Excellence (COE) professors to various DHS Components.

¹ This document only includes those taskings and recommendations where DHS has taken measurable action. As of October 2015, the HSAAC presented DHS leadership with a total of 123 recommendations across its six subcommittees. For a complete listing of HSAAC taskings and recommendations, please refer to the [HSAAC webpage](#).

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Recommendation 2. DHS should conduct a survey within the Department that will identify all of the current Research & Development (R&D) projects including information on the principal investigators, the institutions, and the partner institutions associated with those projects.

Recommendation 3. DHS should establish a formal process that ensures its Component agencies regularly identify their research priorities and communicate them to S&T.

Recommendation 4. S&T should regularly compile and communicate both the long-term and short-term research priorities of the DHS Components across DHS and to the COEs. S&T should also monitor and report on specifically how the COEs are addressing DHS research priorities.

Tasking. How academic research can address DHS's biggest challenges

Tasking. How universities can effectively communicate to DHS emerging scientific findings and technologies that will make DHS operations more effective and efficient

- ✓ In September 2015, DHS Secretary Jeh Johnson [announced](#) a new measure to unify the Department's R&D activities as part of the DHS Unity of Effort initiative. As part of the measure, the Department is establishing Integrated Product Teams that are charged with coordinating and prioritizing research and development across the Department. Led by S&T, the effort will ensure the Department's R&D efforts, and those of its partners across academia, national labs, the federal government, and industry, are most effectively brought to bear on the nation's most pressing homeland security needs.
- ✓ In 2015, S&T launched the [National Conversation on Homeland Security Technology](#)—a series of online and in-person discussions designed to get people talking about how to innovate solutions for the Nation's homeland security challenges. The goal is to foster exchange between responders/operational users and innovators to generate sustainable homeland security solutions that will help keep communities and those who protect them safe and resilient. The National Conversation addresses any issue related to homeland security technology capabilities.
- ✓ In FY15, S&T launched the [InnoPrize Program](#)—a series of prize competitions that will engage the public, drive innovation, and solve mission-centric problems. For each competition, a well-defined problem or question will be posed to the public along with specific criteria. Participants are encouraged to contribute promising ideas, products, prototypes, and service solutions for judging. The ultimate goal is to stimulate innovation and advance the mission of DHS and the Homeland Security Enterprise. As the program grows, DHS will expand its collaboration with innovators and the problem-solver community.
- ✓ S&T used the re-compete process and Funding Opportunity Announcements of COEs to engage relevant DHS Components in identifying their long-term research needs. Through this process, S&T identified 34 topics as DHS's top research priorities.
- ✓ S&T is developing a Memorandum of Understanding (MOU) with each DHS Component to enhance collaboration and further formalize the communication process. To date, S&T has established six MOUs with Components and two additional MOUs are pending. The MOUs will ensure that DHS Components regularly identify and communicate their research priorities to S&T; engage in S&T's project reviews; and participate in S&T's COE funding opportunity panels.
- ✓ Since 2007, DHS Components have provided COEs with [\\$105 million](#) in customer funding toward additional research and education initiatives.
- ✓ S&T finalized a departmental definition of R&D, based on existing definitions at the Office of Management and Budget and Department of Defense but tailored to DHS, that was signed by the Secretary as an annex to S&T's official delegation.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on Academic Research and Faculty Exchange (cont.)

Tasking. How DHS operational Components can form lasting relationships with universities to incorporate scientific findings and R&D into DHS's operations and thought processes

Recommendation 5. DHS should further promote COE technologies and research projects across DHS and to its partners. For example, DHS should encourage and expand the use of activities that showcase COEs' technologies and research projects.

- ✓ In September 2015, S&T awarded eight contracts, including six to institutions of higher education (IHEs), totaling \$14 million for research on technologies to defend against Distributed Denial of Service Defenses attacks.
- ✓ S&T established Federal Coordinating Committees for each COE, which are comprised of 5 – 10 Federal representatives that advise S&T on the COEs' plans and performance. Through the committees, S&T works with more than 100 DHS Component representatives to support planning and funding efforts for COE research and education initiatives.
- ✓ On September 17, 2015, S&T COEs hosted a virtual showcase "Centers of Excellence: Working toward DHS S&T's Resilient Communities Visionary Goal." The showcase featured presentations on how COEs are advancing homeland security research and education to achieve S&T's Visionary Goals.
- ✓ In April 2015, S&T held a meeting with the DHS COE Federal Coordinating Committees and other stakeholders to discuss how to expand DHS Components' roles in directing the COEs' R&D to better meet DHS's and its partners' needs. Through the meeting, participants provided guidance on how to strengthen COE relationships with DHS Components and other stakeholders.
- ✓ In September 2014, S&T awarded six Scientific Leadership Awards to Minority Serving Institutions (MSIs). The awarded institutions will partner with DHS Centers of Excellence to develop course content and engage students and faculty in research relevant to the nation's complex homeland security challenges.
- ✓ S&T develops focused COE technology showcase events targeted to specific Components' needs. In February 2014, S&T hosted a technology demonstration, which showcased COE technologies and research projects for first responders and emergency managers. The demonstration brought together relevant stakeholders and researchers, with more than 200 attendees.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Subcommittee on Homeland Security Academic Programs</p> <p>Tasking. How to expand DHS cooperation with the Department of Defense (DOD) academies and schools to provide DHS's current employees with educational opportunities</p>	<p>Recommendation 1. DHS should expand its relationships with the DOD Senior Service Schools with the goal of having a DHS faculty chair at each school. This would allow DHS to increase its allotted student billets to each DOD Senior Service School.</p>	<p>✓DHS established an interim faculty chair at Marine Corps University and will formalize this arrangement in FY14-15; faculty will also join the U.S. Army War and Command and Staff Colleges.</p>
	<p>Recommendation 2. Given the importance of the DHS/DOD relationship, and to ensure underrepresented communities within DHS are made aware of DOD Senior Service School opportunities, DHS should increase marketing communications, announcements, and develop other support mechanisms to ensure participation in these communities.</p>	<p>✓DHS is working with its partners and customers to improve internal communication mechanisms and processes, including increasing the use of the DHS intranet, DHSConnect, to promote DOD Senior Service School opportunities to DHS employees.</p>
	<p>Recommendation 3. DHS should establish an internship program with U.S. Service Academies. This would expose aspiring junior military officers to DOD/DHS joint operations earlier in their service and educate those interested in employment opportunities within DHS.</p>	<p>✓In 2013, the United States Air Force Academy (USAFA) Center of Innovation, which is managed by DHS S&T, funded 18 USAFA cadets to conduct research at DHS S&T Headquarters, DHS COEs, and large private companies such as Intel Corporation.</p>
	<p>Recommendation 4. DHS should make available a list of DHS training facilities to promote transparency in homeland security training options.</p>	<p>✓The Secret Service's National Computer Forensic Institute (NCFI), located in Hoover, Alabama, is the nation's only federally funded training center dedicated to instructing state and local officials in digital evidence and cyber crime investigations. The NCFI was opened in 2008 with a mandate to provide state and local law enforcement as well as prosecutors and judges a free, comprehensive education on current cyber crime trends, investigative methods, and prosecutorial challenges.</p> <p>✓Leveraging the work of the Efficiency Group at Headquarters, DHS identified a list of DHS training facilities. DHS is working to obtain the necessary approvals to publicly publish the list.</p>

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on Homeland Security Academic Programs (cont.)

Tasking. How colleges and universities might offer academic credit for DHS training

Recommendation 5. DHS should consider new partnerships between DHS training facilities and academic organizations and institutions that would provide participants the ability to earn academic credit for homeland security-focused coursework. These opportunities could include on-site and/or online training offered by colleges and universities.

- ✓ The Emergency Management Institute (EMI) offers a college credit program for completion of Independent Study courses through Frederick Community College (FCC). FCC reviews and determines which Federal Emergency Management Agency (FEMA) Independent Study courses meet academic standards. FCC is fully accredited by the Middle States Association of Colleges and offers several emergency management academic programs. Credits could be used towards an Associate degree, Certificate, or Letter of Recognition in Emergency Management.
- ✓ S&T is exploring ways to use coursework produced by the S&T COEs for training current DHS personnel.
- ✓ In September 2015, FEMAs National Emergency Management Executive Academy graduated 33 students. Graduates represented emergency management professionals from 12 state and local governments, ten federal government, two private sector, three academic institutions, five non-governmental organizations, and one foreign government.
- ✓ In FY15, DHS began identifying existing, planned, and potential partnerships, or other arrangements with institutions of higher education that allow DHS employees to receive academic credit for DHS training.
- ✓ In May 2015, DHS's Office of the Chief Human Capital Officer (OCHCO) hosted an Education Fair for DHS employees to promote and highlight training and educational opportunities available for the DHS workforce through institutions of higher education having existing relationships with the Department. In addition to the all-day Education Fair, two seminars focused on homeland security education were offered.
- ✓ FEMAs Center for Domestic Preparedness (CDP) has agreements in place that enable public colleges or universities to offer college credits to students who successfully complete CDP course requirements and demonstrate adequate knowledge of the curriculum content. Agreements are currently in place with Arkansas State University in Jonesboro, Arkansas and Jacksonville State University in Jacksonville, Alabama.
- ✓ DHS is exploring opportunities to expand the partnership model currently utilized by the Federal Law Enforcement Training Center (FLETC) and the College of Coastal Georgia as a means to expand homeland security training options.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Tasking. How to define core elements of a homeland security degree at the associate's, bachelor's, and master's levels

Recommendation 6. In consultation with the DHS Office of Academic Engagement (OAE), the Naval Postgraduate School's Center for Homeland Defense & Security (CHDS) should convene a workshop comprised of Homeland Security academics and practitioners to review and update the suggested master's degree program/curriculum outline.

Recommendation 7. DHS and CHDS should establish a definition of Homeland Security Academic Programs that could serve as a guide for overall program development, with an ancillary set of affiliated degree programs that support Homeland Security efforts.

Tasking. How to better promote degree and certificate programs to DHS employees who are seeking professional development

Recommendation 8. DHS should increase its promotion of CHDS and establish joint initiatives with CHDS that advance educational opportunities for DHS employees, while maturing the homeland security discipline.

✓ The FEMA Higher Education Program has been convening an accreditation focus group that has recently completed documentation outlining the core elements of emergency management associate's, bachelor's and master's degrees that may be of use in application to this task. At the University and Agency Partnership Initiative conference last month, there were several programs that were tagged both emergency management and homeland security.

✓ In FY15, FEMA's National Training and Education Division developed a Course-to-Capability Mapping Tool as a method to crosswalk and systematically align security- and resilience-related courses to the core professional capabilities identified in FEMA's National Preparedness Goal.

✓ In October 2014, the Homeland Defense and Security Education Summit was hosted at CHDS to review the CHDS master's degree curriculum.

✓ In September 2015, 29 professionals were awarded a Master of Arts in Security Studies from CHDS. The graduates comprise professionals from law enforcement, fire safety, homeland security, local government, the military, and public health.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on International Students

Tasking. How DHS can improve its international student processes and outreach efforts

Tasking. How DHS can better communicate its regulatory interpretations, policies and procedures to the academic community

Recommendation 1. DHS (U.S. Immigration and Customs Enforcement Student and Exchange Visitor Program [ICE SEVP] in particular) should establish clear and reasonable adjudication criteria or clarify those already established, publish all but those that are clearly law enforcement sensitive, and publish estimated processing times so that educational institutions may plan accordingly.

Recommendation 2. DHS (ICE SEVP in particular) should streamline school recertification, utilizing carefully-devised risk factors.

Recommendation 3. DHS can enhance its effectiveness by receiving public input concerning planned changes. DHS should more carefully evaluate whether the rulemaking (notice and comment) process is required or would be beneficial before implementing a change. DHS should also improve its interpretations, policies, and procedures by publishing them in draft form prior to implementation and accepting public input. We note that U.S. Citizenship and Immigration Services (USCIS) has been quite successful in this area and would encourage U.S. Customs and Border Protection (CBP) and ICE SEVP to follow USCIS' example.

Recommendation 4. DHS should continue reviewing all regulations, interpretations, policies, and procedures and reconsider those that might impede rather than facilitate the nation's ability to compete for the best and brightest international students, attract them to our programs, and enroll them in U.S. colleges and universities.

Recommendation 5. DHS should expedite the development, review, and publication of the following regulatory changes: Allowing spouses to engage in a wide range of part-time educational activities and employment that will allow them to maintain or develop educational and professional qualifications.

Recommendation 6. DHS should expedite the development, review, and publication of the following regulatory changes: Increasing the number of Designated School Officials (DSOs) allowed per school or otherwise removing the current limit of 10 DSOs per school.

✓ In February 2014, ICE SEVP published a video tutorial, [A Guide to Completing the Form I-17](#), and accompanying [Fact Sheet](#) on the *Study in the States* website. These resources assist school officials with understanding the process and requirements to obtain certification by ICE SEVP to enroll international students.

✓ In FY15, ICE SEVP will publish an adjudicator's handbook on www.ice.gov to make its non-law enforcement sensitive adjudication criteria available to the public.

✓ ICE SEVP integrated standardized risk-based criteria to streamline adjudications, reducing certification time from approximately 270 to 80 days.

✓ Since June 2012, ICE SEVP has issued 18 pieces of draft guidance/fact sheets on the *Study in the States* website for public comment on planned changes or clarifications to existing policies. From September 2014 to September 2015, ICE SEVP released six draft policy guidance for public comment, which collectively received 276 public comments.

✓ In April 2015, ICE SEVP published a Final Rule amending regulations to expand the number of DSOs and permit F-2 and M-2 spouses and children accompanying academic and vocational nonimmigrant students with F-1 or M-1 non-immigrant status to enroll in study at an SEVP-certified school so long as any study remains less than a full course of study.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on International Students (cont.)

Tasking. How DHS can accommodate and support emerging trends in international education

Recommendation 7. All DHS entities should be encouraged to engage with stakeholders so that they can gain the benefit of stakeholder input as they develop regulations, policies, and procedures.

Recommendation 8. DHS should streamline the adjudication of schools' updates to their Form I-17 to support schools who attempt to offer new programs or experience staffing changes. DHS should refrain from implementing other adjudications that inhibit innovation in international education by conducting integrity reviews using the information it gathers.

- ✓ From September 2014 to September 2015, ICE SEVP released six draft policy guidance for public comment, which collectively received 276 public comments.
- ✓ Representatives from ICE, USCIS, and CBP participated in approximately 30 coordinated interagency stakeholder events in 2015.
- ✓ ICE, USCIS, and CBP participated in over 115 outreach events with stakeholders from the international student community in 2015.
- ✓ ICE SEVP, OAE, and the Department of State's EducationUSA network co-hosted international student webinars for Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) in 2014 and 2015. The webinars provided an overview of the international student immigration process, share information related to the recruitment of international students and compliance with federal regulations, and describe resources available to international students and institutions.

- ✓ ICE SEVP integrated standardized risk-based criteria to streamline all of its school adjudications, reducing certification time from approximately 270 to 80 days.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on International Students (cont.)

Tasking. How DHS can accommodate and support emerging trends in international education

Recommendation 9. DHS should implement throughout the agency the robust model of stakeholder engagement that USCIS has implemented so that all DHS entities can benefit from stakeholder input and more thoroughly engage stakeholders in developing and disseminating agency interpretations, policies, procedures, and anticipated changes.

- ✓ In July 2015, ICE SEVP Director Lou Farrell released his third video message to the academic community and discussed recent updates to the Student and Exchange Visitor Information System (SEVIS). The series launched in March 2014 and had its second installment in October 2014.
- ✓ ICE, USCIS, and CBP participated in over 115 outreach events with stakeholders from the international student community in 2015.
- ✓ DHS continues to expand the [Study in the States](#) website and leverages social media tools and webinars to engage with stakeholders. Since its launch in 2011, the [Study in the States](#) website has received more than 5.6 million page views. Through social media engagement, Study in the States has more than 33,000 Facebook page "likes" and 9,000 Twitter followers.
- ✓ DHS produced more than 20 international student-focused stakeholder engagement webinars in 2015, including interagency events with the U.S. Department of State.
- ✓ ICE SEVP launched [SEVP 101](#), a video overview of the ICE SEVP mission, the international student process, and the government agencies involved in it. SEVP 101 supports ongoing stakeholder engagement efforts by providing a high-level overview of DHS's role with international students.
- ✓ ICE SEVP has deployed three classes of [field representatives](#) for a total of 42 across the nation; as a valuable stakeholder resource, field representatives serve as liaisons between ICE SEVP and certified schools. Since 2014, with the first SEVP field representative-only event, the first three classes of field representatives have increased SEVP's event participation by over 60 percent.
- ✓ ICE SEVP partnered with the Department of State and CBP to participate in a discussion called "[Study in the USA](#)." During this interactive event, SEVP and CBP provided students with pre-departure information and enabled students to engage with the speakers by asking questions via social media.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on Campus Resilience

Tasking. How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure

Recommendation 1. DHS should consider expanding the use of its existing resilience-related resources, where appropriate, to specifically include and be adapted to the higher education community (e.g., the "If You See Something, Say Something™" campaign).

- ✓ FEMA Region VII deployed a Ready Campus program to promote resilience at higher education campuses in their region with great success. They briefed this program to EMI and Region 1 Higher Education Group. EMI has partnered with Campus Ready to host a webinar on Campus Ready in December 2016 that will be advertised to the broad EMI higher education, training, and exercise communities.
- ✓ In 2013, the National Capital Region Protective Security Advisor facilitated information sharing activities on protective measures to respond to a possible active shooter incident on the campus of Gallaudet University, the only higher education institution in the world in which all programs and services are specifically designed to accommodate deaf and hard of hearing students.
- ✓ Through the Blue Campaign, DHS is engaging the higher education community in combatting human trafficking by partnering with selected IHEs on a six-month pilot program to determine ways in which DHS can best engage with and expand the campaign to colleges and universities across the country.
- ✓ In April 2015, DHS coordinated with the Department of Education to co-host the DHS Blue Campaign Spring 2015 Stakeholder Meeting for the academic community.
- ✓ OAE, in coordination with the DHS Offices of Public Affairs and Intergovernmental Affairs, is actively expanding the "If You See Something, Say Something™" campaign to colleges and universities.
- ✓ In February 2013, FEMA launched the [Academia and Resilience](#) online web portal, containing program guides, tools, outreach materials, and downloadable tabletop and emergency planning exercises targeted to the academic community.
- ✓ Together with the Departments of Education, Justice, and Health and Human Services, DHS developed and released model, high quality planning guides to aid in the development of emergency operations plans for schools, houses of worship, and IHEs.
- ✓ DHS launched a comprehensive [Active Shooter Preparedness](#) web portal in January 2013, containing courses, materials, and workshops for a variety of stakeholders, including the academic community.
- ✓ FEMA is developing resources and templates to help IHEs create Campus Community Emergency Response Team (CERT) programs. The program is modeled on FEMA's CERT program, and is designed to train students, faculty, and staff on how to respond to both everyday emergencies and large-scale disasters that may occur on campus.
- ✓ In May 2014, DHS's Stop.Think.Connect. campaign launched the Academic Alliance, a partner program specifically for sharing cybersecurity awareness materials and best practices with universities. To date, 59 universities have joined the Alliance.

Subcommittee Taskings and Recommendations | **DHS Aligned Accomplishments**

Subcommittee on Campus Resilience (cont.)

Tasking. How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure

Recommendation 2. DHS should organize and deploy national table top exercises and simulations specific to institutions of higher education and campus communities. These exercises will ensure better preparedness for natural and man-made incidents and enhance campus resilience.

- ✓ In 2008, EMI developed an effective program for assisting campuses in planning for catastrophic events, the Multi-Hazard Emergency Planning for Higher Education Course. This all-hazards exercise-based training program highlights the importance of comprehensive planning as well as a whole community approach to response in the unique environment of colleges and universities. Each year the course is conducted on college campuses nationwide.
- ✓ S&T's Scientific Leadership Award (SLA) funding to Jackson State University (JSU) has allowed them to provide the Community Emergency Response Training (CERT) to students to educate them on how to help themselves, their families, and neighbors in the event of a disaster when professional responders are not immediately available to help. The JSU CERT program has trained more than 200 Tougaloo College and JSU students, faculty, and staff.
- ✓ As a part of their Emergency Management Technology Program, JSU is incorporating FEMA mobile apps that disseminate information and alerts for emergency responders to utilize during a disaster.
- ✓ In October 2014, DHS launched the National Seminar and Tabletop Exercise for Institutions of Higher Education (NTTX), a series of campus-based events to test and promote campus resilience. The events promote the White House's all-hazard [Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education](#) and provide insight into common planning, preparedness, and resilience best practices and challenges of the academic community when faced with an emerging threat. DHS plans to explore and assist IHEs in their development of self-sustaining exercise programs in FY15.
- ✓ In October 2014, FEMA, in coordination with OAE and Northeastern University, hosted the first NTTX. The event brought together 105 participants from 21 IHEs in the New England region. The event included workshop sessions featuring a variety of issues relevant to campus resilience as well as a tabletop exercise involving participant role play in the campus response to a fictitious infectious disease outbreak affecting both domestic and international students and spanning across multiple locations.
- ✓ S&T, FEMA, and OAE will host the second NTTX in October 2015. Participants will take part in workshop sessions and a tabletop exercise involving participant role play in the campus response to a cyber attack.
- ✓ FEMA's [Academia and Resilience](#) web portal offers downloadable tabletop and emergency planning exercises for the private sector, including materials from the October 2014 NTTX.
- ✓ In September 2013, FEMA unveiled America's PrepareAthon!SM, a nationwide, community-based campaign for action to increase emergency preparedness and resilience through hazard-specific drills, group discussions and exercises. Through the initiative, FEMA offers participation guides and customizable resources for IHEs.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
<p>Tasking. How to implement the whole community approach and preparedness culture within student and neighboring communities</p>	<p>Recommendation 3. DHS should establish a campus resilience program with corresponding funding, technical assistance, and training to work with campus officials in assessing their preparedness, developing and implementing related plans, and monitoring campus readiness over time. An online clearinghouse and inventory of available resources should be included as part of this program.</p>	<ul style="list-style-type: none"> ✓ In September 2015, DHS hosted the Campus Resilience Capacity Building Training Event, which brought together teams from the Campus Resilience Program pilot schools and the University of Maryland. During the training, school teams learned how to use the FEMA-hosted Campus Resilience Enhancement System (CaRES) web-enabled tool, how to facilitate training sessions on CaRES at their institutions, and how to translate their work into campus action guides. ✓ DHS launched the Campus Resilience Pilot Program (CR Pilot) in February 2013. The CR Pilot is a joint initiative of ICESEVP, FEMA, and OAE that engages colleges and universities to help develop and pilot an emergency preparedness and resilience planning process. Using information gathered from campus engagement sessions at seven selected colleges and universities, DHS has developed a process and toolkit to help IHEs build campus resilience. ✓ In FY15, DHS launched the second phase of the CR Pilot, now called the Campus Resilience Program, to expand engagement with additional IHEs. ✓ In FY15, FEMA's National Exercise Division integrated CaRES into its preparatory tool kit. As part of the program, DHS developed CaRES, a web-enabled tool that guides IHEs through a resilience planning process.
<p>Tasking. How to strengthen ties between DHS's Federal Law Enforcement Training Center (FLETC) and campus law enforcement professionals</p>	<p>Recommendation 4. DHS should increase the marketing efforts and visibility of the FLETC at institutions of higher education, through methods such as direct outreach, attendance at conferences, and information on DHS.gov.</p>	<ul style="list-style-type: none"> ✓ In coordination with the Blue Campaign, the FLETC is developing resources intended for state, local, tribal, and campus law enforcement and campus public safety officials. ✓ In February 2013, the FLETC signed an agreement with the College of Coastal Georgia to allow federal employees to receive college credit for FLETC training, raising the agency's visibility, and strengthening its ties to the higher education community. Further, in May 2014, the FLETC established a similar partnership with Columbia Southern University. Negotiations with additional IHEs are ongoing.
<p>Tasking. How campuses can better integrate with community planning and response entities</p>	<p>Recommendation 5. FEMA's Region 1 should be recognized as a DHS best practice for engagement with the higher education community on campus preparedness and resilience efforts.</p>	<ul style="list-style-type: none"> ✓ In September 2014, FEMA Administrator Craig Fugate was briefed on FEMA's many campus resilience initiatives and ongoing college and university engagement in FEMA's Region I. Cited as a best practice, FEMA Region I regularly works to integrate more than 205 IHEs in the region into a broader network of resources and relationships.

Subcommittee on Campus Resilience (cont.)

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Tasking. How to attract student interns, student veterans, and recent graduates to jobs at DHS

Tasking. How to ensure that students and recent graduates of HBCUs, MSIs, Tribal Colleges and Universities, and other Minority Serving Institutions know of and take advantage of DHS internship and job opportunities

Recommendation 1. DHS should expand the use of paid and unpaid internships to attract students at all appropriate career levels.

Recommendation 2. DHS should leverage the new hiring authority established by the federal Pathways Programs, specifically with regards to attracting recent graduates to fill critical occupations.

Recommendation 3. DHS should incentivize collaboration between community colleges, Alaskan American and Native Hawaiian Serving Institutions (AANHSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), HSIs, HBCUs, Predominantly Black Institutions (PBIs), Tribal Colleges and Universities (TCUs), and other Minority Serving Institutions (MSIs) to show students viable career pathways within DHS while they continue through their academic degree progression.

✓ In 2015, DHS expanded the Secretary's Honors Program (SHP) Cyber Student Volunteer Initiative, providing opportunities for 70 unpaid student volunteers assignments at local DHS field offices in more than 45 locations across the country. As part of DHS's outreach efforts, information about the program was distributed to approximately 500 IHEs with cyber and computer science programs, including community colleges. To date, over 152 student volunteers have completed assignments as part of the program.

✓ In FY14, DHS hosted 340 interns /student volunteers across its Components.

✓ As the Pathways Programs are being more fully used across the Department, from FY13 to FY14 DHS expanded the use of internships through Pathways by almost 175 percent.

✓ In 2013, FEMA expanded its participation in the Pathway's Presidential Management Fellows program by nearly 400 percent by onboarding 42 fellows. FEMA leadership also piloted a revolutionary At-Large program which offered centrally managed fellows developmental opportunities across FEMA's vital mission areas.

✓ In 2013, FEMA increased utilization of the Boren Awards program for the recruitment of newly matriculated students.

✓ In March 2015, DHS awarded two blanket purchase agreements for third party providers that can be used across DHS to supplement the Pathways Programs for internships in order to meet workforce needs and outreach to diverse communities. The awardees were the Hispanic Association of Colleges and Universities and the Washington Center for Internships and Academic Seminars.

✓ In July and October 2015, OAE distributed Reports to Higher Education Association Partners, compilations of Department-wide engagement with and opportunities for Minority Serving Institutions and community colleges.

✓ In September 2015, representatives from USCIS, CBP and U.S. Coast Guard participated in the Asian American and Pacific Islander Association of Colleges and Universities' (AAPIACU) Second Annual Pacific Basin Conference at the University of Guam.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Recommendation 3. DHS should incentivize collaboration between community colleges, AANHSIs, AANAPISIs, HSIs, HBCUs, PBIs, TCUs, and other MSIs to show students viable career pathways within DHS while they continue through their academic degree progression.

Tasking. How to attract student interns, student veterans, and recent graduates to jobs at DHS

Tasking. How to ensure that students and recent graduates of HBCUs, HSIs, TCUs, and other MSIs know of and take advantage of DHS internship and job opportunities

Recommendation 4. DHS should establish regional cooperative agreements between community colleges and four-year universities to provide ongoing development and enhanced education outcomes for potential and existing DHS employees.

Recommendation 5. DHS should establish cooperative agreements and sponsorship support, where appropriate, with professional organizations, AANHSIs, AANAPISIs, HSIs, HBCUs, PBIs, TCUs, and other MSIs to engage their talent pools and take advantage of their marketing and outreach efforts.

Recommendation 6. DHS should evaluate and assess the diversity of its student and entry-level programs.

- ✓ OAE, in coordination with OCHCO, executed the Department-wide MOUs with the following higher education associations (HEAs): American Association of Community Colleges; American Indian Higher Education Consortium (AIHEC); Asian American and Pacific Islander Association of Colleges and Universities (AAPIACU); Hispanic Association of Colleges and Universities (HACU); and National Association for Equal Opportunity in Higher Education. The MOUs incentivize collaboration between DHS and these organizations to show students viable career pathways within DHS while pursuing their degrees. Through the MOUs, HEAs have increased visibility into DHS recruitment opportunities for students and recent graduates, and DHS has greater access to students enrolled in or recent graduates from schools represented by HEAs.
- ✓ OCHCO recently completed a study of diversity in the Pathways Programs, including racial and ethnic data, as well as a focus on the diversity in the millennial population of DHS's workforce. In FY2014: 22percent of DHS's workforce is considered millennial compared to 7 percent government-wide; 25percent of DHS's millennial workforce is Hispanic compared to 20percent DHS-wide; and 18percent of DHS's millennial workforce is Black compared to 15percent DHS-wide.
- ✓ In addition to and in support of the MOUs, Secretary of Homeland Security Jeh Johnson approved a Department-wide campaign focused on DHS outreach to MSIs. Through the campaign, the Department will increase its engagement with MSI cohorts as well as raise awareness of the DHS career opportunities for students and recent graduates represented by the HEAs.
- ✓ In February 2015, DHS established the MOU and MSI Steering Committee to guide the implementation of the MOUs and MSI Outreach Campaign.
- ✓ In 2015, DHS convened **two** Semi-Annual Meetings with Higher Education Association Partners to discuss progress and share updates on DHS and Higher Education Association MOU implementation progress.
- ✓ In September 2014, S&T awarded six Scientific Leadership Awards to MSIs. The awarded institutions will partner with DHS COEs to develop course content and engage students and faculty in research relevant to the nation's complex homeland security challenges.
- ✓ In June 2013, DHS launched the National Cybersecurity and Communications Integration Center (NCCIC) Student Events to strengthen outreach to students, local secondary and post-secondary schools, and key academic organizations. The program targets students served by organizations representing MSIs and/or attending community colleges. The Department has hosted **12** events.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
Subcommittee on Cybersecurity	<p>Tasking. How to attract students, student veterans and recent graduates to cybersecurity jobs at DHS</p>	<ul style="list-style-type: none"> ✓ DHS has hosted 12 NCCIC Student Events since the program's launch in June 2013, and plans to continue the program through 2016. Designed specifically for students pursuing a cyber-related degree or interested in the field of cybersecurity, the events include a tour of the NCCIC and National Infrastructure Coordinating Center, and a panel discussion with DHS cybersecurity experts.
	<p>Recommendation 1. DHS should continue hosting monthly tours of DHS's NCCIC for secondary, post-secondary, and veteran students involved in cybersecurity and other STEM disciplines. DHS should arrange virtual tours of the NCCIC to accommodate students located outside of the National Capital Region.</p>	<ul style="list-style-type: none"> ✓ Through the Stop.Think.Connect. and National Cybersecurity Awareness Month campaigns, DHS is actively increasing education and dialogue about cybersecurity. Both campaigns aim to increase the understanding of cyber threats and empower the American public to be safer and more secure online.
	<p>Tasking. How DHS can partner with academia to build a pipeline of diverse students in Science, Technology, Engineering, and Mathematics (STEM)</p>	<p>Recommendation 2. DHS should establish and support a Department-wide social media and outreach strategy directed at its cyber-related programs, initiatives and opportunities. The strategy should incorporate input from academic associations, students, faculty, and other higher education sources, and should target students, student veterans and recent graduates interested in cyber-related careers.</p>
	<p>Recommendation 3. DHS should target outreach efforts at underserved communities to improve their pathways to cyber-related educational and career opportunities.</p>	<ul style="list-style-type: none"> ✓ The NCCIC Student Events primarily target students served by organizations representing MSIs and/or attending community colleges. To date, DHS has facilitated the NCCIC Student Events with eight organizations representing MSIs and/or community colleges. ✓ DHS's National Initiative for Cybersecurity Careers and Studies (NICCS) portal includes resources specifically for women and minorities interested in pursuing cyber education and careers. In FY14, more than 40 HBCUs were included on the Workforce Framework communications updates.
	<p>Tasking. How DHS can partner with academia to build a pipeline of diverse students in Science, Technology, Engineering, and Mathematics (STEM)</p>	<p>Recommendation 4. The summer 2013 SHP Cyber Student Volunteer Initiative, in which community college students served in ICE cyber forensics labs, should be expanded and cited as a best practice.</p>
	<p>Recommendation 5. DHS should compile a list of cyber competitions, including any measures of program success (i.e. amount of private sector dollars contributed, number of participants, and number of job offers extended to participants), to assess the return on investment and target proven programs to invest in and support.</p>	<ul style="list-style-type: none"> ✓ In 2015, DHS expanded the SHP Cyber Student Volunteer Initiative, providing opportunities for 75 unpaid student volunteers assignments at local DHS field offices in 51 locations across the country. As part of DHS's outreach efforts, information about the program was distributed to approximately 500 IHEs with cyber and computer science programs, including community colleges. To date, more than 152 student volunteers have completed assignments as part of the program. ✓ The NICCS portal includes a repository of nation-wide cyber competitions, camps and clubs. ✓ S&T created an interactive web portal, www.cybercompex.org, where students, employers and competition organizers can efficiently interact with each other to find competitions and/or employment opportunities. S&T is aiming to enroll over 1,000 CyberCompEx registrants by the end of 2015.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on Cybersecurity (cont.)

Tasking. How DHS can partner with academia to build a pipeline of diverse students in STEM

Recommendation 6. DHS should promote and support cyber-related educational and career opportunities to engage students at the start of their formal education, beginning at the primary level and continuing through the middle school, secondary, and postsecondary levels, in cybersecurity and other STEM disciplines. These efforts should include support of community college-based programs that provide hands-on, technical cybersecurity training, and education.

- ✓ In coordination with the National Security Agency, DHS provides strategic direction to the National Centers of Academic Excellence (CAE) program, reducing vulnerability in national information infrastructure by promoting higher education and research in Information Assurance (IA) and producing a growing pipeline of professionals with IA expertise in various disciplines. There are currently 191 academic institutions with CAE designation in 44 States, the District of Columbia, and Puerto Rico.
- ✓ National Protection and Programs Directorate (NPPD) continues to sponsor the CyberCorps®: Scholarship for Service (SFS) program, providing scholarships through the National Science Foundation to 56 universities across the country. Selected students receive SFS scholarships for up to three years to study cybersecurity, after which they owe the government a period of service equivalent to the length of their scholarship. In FY15, 671 participants including students, faculty, and recruiters participated in the SFS Job Fair.
- ✓ NPPD sponsors the CyberPatriot competition, which impacts numerous middle and high school students each year and steers them toward cybersecurity careers and studies. Since 2009, the program has experienced per annum growth of more than 20 percent. In 2014, registration for CyberPatriot VI exceeded 1,500 teams, marking unprecedented growth for the program. Teams from all 50 States and the District of Columbia participate in CyberPatriot.
- ✓ DHS developed the NICCS portal, an online resource for government, industry, academia, and the general public to learn about cybersecurity awareness, education, careers, and workforce development opportunities. In FY15, NPPD will release an enhanced portal to provide a more user-friendly and tailored educational and workforce development-related platform. The enhanced portal will continue carrying relevant NICCS portal content and will host both the Cybersecurity Training Catalog and access to the current Federal Virtual Training Environment (FedVTE) training portal.
- ✓ In FY13, DHS issued the competitive Cybersecurity Education and Training Assistance Program grant in the amount of \$5 million to fund the Integrated Cybersecurity Education Communities (ICEC) project. In support of the National Initiative for Cybersecurity Education framework, the ICEC project holds cyber education summer camps in geographic areas around the country, with the primary goal of educating high school teachers. In addition, participating teachers integrate the developed cyber content into their existing course curricula across multiple academic disciplines. As a result, four communities held cyber education camps in the summer of 2014, with more than 35 high schools participating. As a general estimation, each teacher will impact approximately 120 students over the course of an academic year. Therefore, the anticipated impact was nearly 9,000 students during the summer of 2014. Five communities held cyber education summer camps in the summer of 2015 and six are expected to hold camps in the summer of 2016.

	Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Subcommittee on Cybersecurity (cont.)	<p>Tasking. How DHS can partner with academia to build a pipeline of diverse students in STEM</p> <p>Recommendation 6. DHS should promote and support cyber-related educational and career opportunities to engage students at the start of their formal education, beginning at the primary level and continuing through the middle school, secondary and postsecondary levels, in cybersecurity and other STEM disciplines. These efforts should include support of community college-based programs that provide hands-on, technical cybersecurity training and education.</p>	<ul style="list-style-type: none"> ✓ In FY14, NPPD participated in and/or sponsored eight cybersecurity camps and competitions. ✓ In FY14, S&T sponsored the National Collegiate Cyber Defense Competition (NCCDC) where, including qualifying rounds, over 2000 students representing over 180 colleges and universities competed in a real-world, scenario based, defense competition. S&T promoted NCCDC by organizing a three day event in Washington D.C. for the winning NCCDC team, which included tours of and meetings with U.S. Secret Service representatives, the National Intellectual Property Rights Coordination Center (IPR Center), NCCIC, and D.C. government representatives. Additionally, S&T organized a White House tour and reception with Vice President Biden for the winning team. The FY15 NCCDC will take place from April 24 – April 26 in San Antonio, Texas. ✓ S&T supports the US Cyber Challenge, where approximately 2000 students compete online for a scholarship and a chance to attend one of four week long cybersecurity training camps throughout the nation.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Subcommittee on Cybersecurity (cont.)</p>	<p>Tasking. How DHS can better coordinate with individual campus information technology departments on the risks towards and attacks on computer systems and networks</p>	<p>Recommendation 7. DHS should market its cybersecurity capabilities and resources available to the higher education community by participating in capacity-building efforts for smaller higher education institutions with limited cybersecurity resources in coordination with national organizations such as AIHEC, HACU, AAPIACU, and EDUCAUSE.</p> <ul style="list-style-type: none"> ✓ In June 2014, DHS launched a series of cybersecurity awareness engagements with institutions of higher education (IHEs). The engagements feature presentations from DHS subject matter experts on the landscape of cyber threats facing colleges and universities, as well as the DHS cybersecurity resources, tools and programs available to the academic community. ✓ As part of its cybersecurity engagement efforts, DHS created a Cybersecurity Resources Fact Sheet outlining the Department's cybersecurity resources, programs and tools available to the higher education community. ✓ Through its cybersecurity engagements, DHS hosted two webinar events with EDUCAUSE in July 2014. ✓ The DHS Stop.Think.Connect. Campaign Academic Alliance is a nationwide network of nonprofit colleges and universities committed to promoting safer online practices. Partners in the Academic Alliance receive materials and best practices to promote cybersecurity awareness to students, faculty, staff, alumni, and the community. To date, 59 universities and colleges have joined the Academic Alliance and are part of a larger network of over 200 government, nonprofit, and academic partners.
	<p>Recommendation 8. DHS should organize and deploy national table top exercises and simulations specific to institutions of higher education and campus communities. These exercises will ensure better preparedness for natural and man-made incidents and enhance campus resilience.</p>	<ul style="list-style-type: none"> ✓ United States Secret Service (USSS) continues its productive partnership with CERT, a part of the Software Engineering Institute (SEI), located at Carnegie Mellon University. CERT continues to support major electronic crimes investigations with investigative and computer forensic support. ✓ USSS continues to foster its partnership with the University of Tulsa, Digital Forensic Laboratory Center of Information Security, Cell Phone Forensic Facility. This partnership expands the capabilities of law enforcement to pursue a broader range of digital forensics, specifically involving cellular telephones, tablet computers, PDAs, GPS units and skimmers. ✓ In October 2015, S&T, the Federal Emergency Management Agency, the Federal Bureau of Investigation (FBI), Norwich University Applied Research Institutes, and OAE will host the second National Seminar and Tabletop Exercise for IHEs. The 250 confirmed participants will take part in workshop sessions and a tabletop exercise involving participant role play in the campus response to a cyber attack.
	<p>Recommendation 9. DHS should include the FBI National Security Higher Education Advisory Board's (NSHEAB) cyber subcommittee in coordination and facilitation efforts for the cybersecurity-focused National Seminar and Tabletop Exercise for Institutions of Higher Education.</p>	<ul style="list-style-type: none"> ✓ DHS, in coordination with FEMA and S&T, has incorporated the FBI NSHEAB cyber subcommittee into the planning team for the second National Seminar and Tabletop Exercise for Institutions of Higher Education.