Homeland Security Academic Advisory Council

Member Briefing Materials

April 22, 2015

Homeland Security

U.S. Department of Homeland Security
Washington, DC 20528

Homeland Security Academic Advisory Council (HSAAC) Meeting Agenda

Wednesday, April 22, 2015
Ronald Reagan Building, Room B 1.5-10 (Floor B1)
1300 Pennsylvania Avenue, N.W.

10:00 a.m.	Call to Order
10:02 a.m.	Opening Remarks and Introductions
10:20 a.m.	Discussion on Engaging College and University Senior Leadership in Campus Resilience
10:52 a.m.	Campus Resilience Subcommittee Report and Discussion
11:22 a.m.	Overview of Federal Emergency Management Agency Course-to-Capability Mapping Tool
11:37 a.m.	Homeland Security Academic Programs Subcommittee Report and Discussion
12:07 p.m.	Lunch
12:30 p.m.	Subcommittee Reports and Discussion
1:30 p.m.	DHS Update and Response to Council Progress
2:30 p.m.	Public Comment Period*
3:00 p.m.	Council Votes on Potential Recommendations
3:10 p.m.	Adjourn

** Please note that the meeting may close early if the Council has completed its business. Public comment period times are subject to change.*

2015-04-17

U.S. Department of Homeland Security
Washington, DC 20528

Subcommittees of the Homeland Security Academic Advisory Council

1. **Subcommittee on Student and Recent Graduate Recruitment**
    1. How to attract student interns, student veterans, and recent graduates to jobs at DHS;
    2. How to use social media and other means of communication to most effectively reach this audience; and
    3. How to ensure that students and recent graduates of Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, and other Minority Serving Institutions know of and take advantage of DHS internship and job opportunities.

2. **Subcommittee on Homeland Security Academic Programs**
    1. How to define the core elements of a homeland security degree at the associate's, bachelor's and master's levels;
    2. How to apply the TSA Associates Program model to other segments of the DHS workforce who wish to pursue a community college pathway;
    3. How to form relationships with 4-year schools so that DHS employees' credits transfer towards a higher level degree;
    4. How to enhance existing relationships between FEMA's Emergency Management Institute and the higher education community to support Presidential Policy Directive 8 (PPD-8), expand national capability, and support a whole community approach;
    5. How to expand DHS cooperation with the Department of Defense academies and schools to provide DHS' current employees with educational opportunities;
    6. How colleges and universities might offer academic credit for DHS training; and
    7. How to better promote degree and certificate programs to DHS employees who are seeking professional development.

3. **<u>Subcommittee on Academic Research and Faculty Exchange</u>**
    1. How academic research can address DHS' biggest challenges;
    2. How DHS operational Components can form lasting relationships with universities to incorporate scientific findings and R&D into DHS' operations and thought processes;
    3. How universities can effectively communicate to DHS emerging scientific findings and technologies that will make DHS operations more effective and efficient;
    4. How we can jointly create a robust staff/faculty exchange program between academe and DHS; and
    5. How DHS assesses the risk and value of its major programs.

4. **<u>Subcommittee on International Students</u>**
    1. How DHS can improve its international student processes and outreach efforts;
    2. How DHS can better communicate its regulatory interpretations, policies and procedures to the academic community; and
    3. How DHS can accommodate and support emerging trends in international education.

5. **<u>Subcommittee on Campus Resilience</u>**
    1. How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure;
    2. How DHS' grant programs may be adjusted to support resilience-related planning and improvements;
    3. How campuses can better integrate with community planning and response entities;
    4. How to implement the whole community approach and preparedness culture within student and neighboring communities; and
    5. How to strengthen ties between DHS' Federal Law Enforcement Training Center and campus law enforcement professionals; and
    6. How DHS can expand engagement with colleges and universities to increase awareness of human trafficking through training and promotion of anti-human trafficking resources and initiatives (e.g., the Blue Campaign).

6. Subcommittee on Cybersecurity

1. How to attract students, student veterans and recent graduates to cybersecurity jobs at DHS;
2. How DHS can better promote the DHS/ National Security Agency National Centers of Academic Excellence cybersecurity programs to the higher education community;
3. How to define the core elements of cybersecurity degree and certificate programs to prepare graduates for mission-critical cyber jobs at DHS;
4. How DHS can facilitate and strengthen strategic partnerships with industry, national labs, colleges, universities and others to build the cybersecurity workforce;
5. How DHS can partner with academia to build a pipeline of diverse students in Science, Technology, Engineering and Math (STEM);
6. How key subcategories in cybersecurity – such as policy, critical infrastructure, human factors, intellectual property, and others – can inform academic pathways to meet national needs; and
7. How DHS can better coordinate with individual campus information technology departments on the risks towards and attacks on computer systems and networks.

U.S. DEPARTMENT OF HOMELAND SECURITY

Homeland Security Academic Advisory Council

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Dr. R. Bowen Loftin

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Mr. David Esquith
Mr. Edward Ramotowski

January 23, 2015

The Honorable Jeh Charles Johnson
Secretary of the U.S. Department of Homeland Security
Washington, DC 20528

Dear Mr. Secretary:

The Homeland Security Academic Advisory Council was established to provide you and senior leadership of the U.S. Department of Homeland Security (DHS) with advice and recommendations on matters related to homeland security and the academic community, including: academic research and faculty exchange; homeland security academic programs; campus resilience; international students; student and recent graduate recruitment; and cybersecurity.

To date, the Council has submitted 107 recommendations across our six subcommittees aimed at strengthening the Department's relationship with the academic community.

Our subcommittees met via teleconference between May 2014 and September 2014 to continue to develop draft recommendations for approval by the full Council. At our October 22, 2014 meeting, the Council voted to approve two new draft recommendations and four amendments to existing recommendations.

I. Subcommittee on Academic Research and Faculty Exchange

Building upon the DHS Science and Technology Directorate's (S&T) current efforts, the Department would like to formalize and expand the Academic Exchange Program by increasing its transparency and visibility across DHS and to external stakeholders. Specifically, S&T regularly hosts and coordinates seminars on homeland security topics featuring guest lecturers from academia. In addition, S&T has coordinated three short term exchanges of DHS Centers of Excellence professors to various DHS Components. To support the expansion of the Academic Exchange Program, S&T would like to continue conducting needs assessments within DHS Components to identify opportunities and align resources for the Academic Exchange Program.

Based on these findings the Subcommittee on Academic Research and Faculty Exchange recommends:

1. DHS should continue conducting needs assessments within each Component to identify exchange program opportunities and priorities.

    a. DHS should target outreach efforts to institutions of higher education with limited resources to increase opportunities for their participation in the Department's exchange programs.

II. Subcommittee on Student and Recent Graduate Recruitment

Increased DHS cyber-related student opportunities and engagements would encourage diversity as well as create a more prepared class of applicants for cyber careers at the Department. Programs such as the Secretary's Honors Program Cyber Student Volunteer Initiative help address the shortage of cybersecurity professionals and build a sustainable pipeline of talent for DHS. Additionally, these kinds of programs create and expand pathways for students to become and stay engaged in cybersecurity throughout their education.

Based on these findings the Subcommittee on Student and Recent Graduate Recruitment recommends:

1. DHS should expand the Secretary's Honors Program Cyber Student Volunteer Initiative by encouraging more DHS Components to participate in the program and offering additional student volunteer assignments.

In order to be inclusive of all student populations, the Council's recommendations should separately identify each type of Minority Serving Institution cohort. As such, the Subcommittee on Student and Recent Graduate Recruitment amends four of its existing recommendations, as follows:

1. Recommendation #1:
    a. <u>Original Recommendation</u>: DHS should offer targeted research and outreach grants to Historically Black Colleges and Universities (HBCUs), Minority Serving Institutions (MSIs), community colleges, and other institutions with high concentrations of veterans.
    b. <u>Amended Recommendation</u>: DHS should offer targeted research and outreach grants to *Alaskan American and Native Hawaiian-Serving Institutions (AANHSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), Hispanic Serving-Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), Predominantly Black Institutions (PBIs), Tribal Colleges and Universities (TCUs), other MSIs*, community colleges, and other institutions with high concentrations of veterans.

2. Recommendation #2:
    a. Original Recommendation: DHS should incentivize collaboration between community colleges, HBCUs, Hispanic Serving Institutions, Tribal Colleges and Universities and additional MSIs, to show students viable career pathways within DHS while they continue through their academic degree progression.
    b. Amended Recommendation: 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.

3. Recommendation #3:
    a. Original Recommendation: DHS should establish cooperative agreements and sponsorship support, where appropriate, with professional organizations, HBCUs and MSIs to engage their talent pools and take advantage of their marketing and outreach efforts.
    b. Amended Recommendation: 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.

4. Recommendation #4:
    a. Original Recommendation: DHS should support capacity building programs at HBCUs and MSIs focused on improving retention and completion through research (for example, fund competitive grant programs for HBCUs and MSIs that lack the capacity to compete in existing Research and Development programs and/or designate HBCU and MSI Centers of Excellence).
    b. Amended Recommendation: DHS should support capacity building programs at *AANHSIs, AANAPISIs, HSIs, HBCUs, PBIs, TCUs, and other MSIs* focused on improving retention and completion through research (for example, fund competitive grant programs for *AANHSIs, AANAPISIs, HSIs, HBCUs, PBIs, TCUs, and other MSIs* that lack the capacity to compete in existing Research and Development programs and/or designate *AANHSI, AANAPISI, HSI, HBCU, PBI, TCU, and other MSI Centers of Excellence)*.

These recommendations are the culmination of many months of work and could not have been possible without the support of the DHS Office of Academic Engagement and many DHS subject matter experts. The Council urges DHS to consider these recommendations for implementation.

Sincerely,

Dr. R. Bowen Loftin
Chair, Homeland Security Academic Advisory Council

U.S. Department of Homeland Security
Washington, DC 20528

Engaging College and University Senior Leadership in Campus Resilience

Based on lessons learned and best practices identified during the Department of Homeland Security (DHS) Campus Resilience Pilot Program and other resilience initiatives, the Department found that college and university presidents and chancellors are the single most important factor in campus resilience and emergency planning. As DHS considers its continuing role in campus resilience and emergency planning, engaging college and university presidents and chancellors is at the core of this effort. As an initial step, the Department would like to receive input on its approach from the Homeland Security Academic Advisory Council.

Among the many responsibilities of campus leaders, they must be well-versed in numerous potential crisis-scenarios, able to organize and deploy effective teams, manage campus operations, and respond to the needs of various stakeholders. Campus disruptions can range from natural disasters to man-made events, pandemics, campus violence, or cyber-attacks. Responding to these scenarios requires leaders to have an understanding of their campus's and community's resilience capabilities in order to reduce rehabilitation time, post-crisis.

Colleges and universities must serve dual missions – providing educational services while also functioning as business units. The challenge campuses face in preparing for emergencies is unique due to the varied physical and governance structures of each institution. Campus population, the presence of international students, geographic location, campus infrastructure, academic programs, and budgetary concerns all must be considered in identifying threats and vulnerabilities to each campus. No one approach serves all institutions.

College and university campuses are frequently intertwined with the broader community, such that preparation efforts at the campus level affect the entire community at-large. Senior leadership must empower both their campus and the Whole Community to effectively prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk. While responsibilities will differ from campus to campus, lessons learned from previous DHS resilience initiatives indicate presidents and chancellors may take on three broad roles in campus resilience:

1) Policy makers tasked with creating a "culture of preparedness"
2) Risk managers for the physical campus and the institution's legal liability
3) Strategic communicators before, during and after a disaster

Intended Outcome

DHS would like input on how to engage the U.S. campus president and chancellor community to increase campus resilience awareness – specifically, how DHS and its Federal partners should validate and frame the importance of campus leadership's role and involvement in campus resilience planning.

U.S. Department of Homeland Security
Washington, DC 20528

DHS Campus Resilience Program and Campus Resilience Enhancement System

Based on a recommendation from the Homeland Security Academic Advisory Council, in 2013 the Department of Homeland Security (DHS) launched the DHS Campus Resilience Pilot Program, an effort to engage colleges and universities in developing and testing an emergency preparedness and resilience planning process. Now called the DHS Campus Resilience Program, the initiative is jointly-led and supported by the Federal Emergency Management Agency (FEMA), U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program, and the Office of Academic Engagement.

The program builds upon best practices, lessons learned and resources already developed to make U.S. colleges and universities more resilient, and promotes FEMA's Whole Community approach to resilience planning. It also directly supports the goals of the President's Plan to Reduce Gun Violence by emphasizing the importance of emergency preparedness.

During the first phase of the program, DHS worked with seven competitively selected colleges and universities, drawing on existing resources and collaborating with federal, state and local stakeholders, including the Department of Education and the Department of Justice, to identify new and innovative approaches to promote campus resilience.

Based on campus engagements with each of the seven pilot colleges and universities, DHS refined the Campus Resilience Enhancement System (CaRES), a web-enabled tool that guides users at institutions of higher education through a resilience planning process. CaRES will help users apply resilience practices to a campus environment, with tools, resources and techniques that can be embedded into their operations and planning processes. The system can be adapted to colleges and universities of all sizes and settings.

In April 2015 DHS launched the second phase of the program, which will focus on: 1) finalizing the CaRES content and migration to an accessible platform; 2) developing CaRES training curriculum, to include facilitor's notes and resources; and 3) designing and delivering a national training event with teams from the seven pilot colleges and universities. Teams will learn how to use CaRES, how to facilitate training sessions to their peers, and how to translate their work into campus action guides.

Progress Report from the Homeland Security Academic Advisory Council
Subcommittee on Campus Resilience

Chaired by University of Missouri Chancellor Dr. R. Bowen Loftin, the Subcommittee on Campus Resilience is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

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

2. *How DHS's grant programs may be adjusted to support resilience-related planning and improvements;*

3. ***How campuses can better integrate with community planning and response entities;***

4. ***How to implement the whole community approach and preparedness culture within student and neighboring communities;***

5. *How to strengthen ties between DHS's Federal Law Enforcement Training Center (FLETC) and campus law enforcement professionals; and*

6. ***How DHS can expand engagement with colleges and universities to increase awareness of human trafficking through training and promotion of anti-human trafficking resources and initiatives (e.g., the Blue Campaign).***

The Subcommittee held two meetings on February 13 and February 26, and one joint meeting with the Subcommittee on Cybersecurity on April 6 to discuss taskings 1, 3, 4 and 6 (in bold font, above) and potential recommendations.

Recent Discussions and Overall Findings

- In October 2014, the Subcommittee was charged by Secretary of Homeland Security Jeh Johnson to provide advice and recommendations on a new tasking (tasking 6 listed in bold font, above): *How DHS can expand engagement with colleges and universities to increase awareness of human trafficking through training and promotion of anti-human trafficking resources and initiatives (e.g., the Blue Campaign).*
    - DHS is engaging the higher education community in combatting human trafficking by partnering with selected institutions of higher education (IHEs) on a six-month pilot program to determine ways in which DHS can best engage with and expand the Blue Campaign to colleges and universities across the country.
        - Through the pilot, DHS will identify best practices for engaging colleges and universities, capture lessons learned to implement a national campaign, and receive feedback on campaign materials.

- In coordination with the Federal Law Enforcement Training Center, the Blue Campaign is developing resources intended for state, local, tribal, and campus law enforcement and campus public safety officials.

- DHS is coordinating with the Department of Education to co-host the DHS Blue Campaign Spring 2015 Stakeholder Meeting for the academic community on April 30. The event will highlight efforts being made by secondary schools and IHEs to shed light on human trafficking, increase awareness, and identify victims.

- The DHS Science and Technology Directorate, Federal Emergency Management Agency (FEMA) and Office of Academic Engagement are planning the second event in the series of *National Seminars and Tabletop Exercises for Institutions of Higher Education* to take place in October 2015. The event will focus on cybersecurity resilience at colleges and universities.

    - The *National Seminars and Tabletop Exercises for Institutions of Higher Education* series addresses recommendations from the Subcommittees on Campus Resilience and Cybersecurity that DHS develop and conduct more exercise activities specifically focused on colleges and universities.

- The DHS Office of Academic Engagement, in coordination with the U.S. Immigration and Customs Enforcement's Student Exchange Visitor Program and FEMA has launched the second phase of the DHS Campus Resilience Pilot Program. The goal of the second phase is to expand the use of the DHS Campus Resilience Enhancement System through a train-the-trainer approach, empowering the program's initial seven colleges and universities to serve as trainers to other IHEs within their networks.

- FEMA's Academia and Resilience web portal now offers downloadable tabletop and emergency planning exercises, including materials from the first *National Seminar and Tabletop Exercise for Institutions of Higher Education*, held in October 2014 at Northeastern University.

Draft Recommendations

The Subcommittee on Campus Resilience makes the following draft recommendations:

1. DHS should host a repository of human trafficking information and resources for IHEs, including documenting IHE best practices.

2. DHS should encourage IHEs to broadcast the Blue Campaign's public service announcements on their websites as well as radio and television stations.

3. DHS resources should be provided for human trafficking-focused student organizations, with the goal of enhancing continuity of their efforts and knowledge.

4. DHS should encourage IHEs to host conferences and events, perhaps in alignment with national awareness months and other calls to action, to support the integration of human trafficking awareness and understanding into IHE thought processes and publications, leveraging DHS resources where possible.

5. DHS should help IHEs identify local Homeland Security Investigations Victim Assistance Specialists and other DHS officials as part of the pilot program.

6. DHS should work with colleges and universities to issue course credit for law enforcement officers who complete human trafficking trainings.

7. DHS should use the HSAAC and other academic associations and organizations as vehicles for coordinating with IHEs nationwide on the topic of engaging college and university senior leadership in campus resilience.

8. DHS should develop a comprehensive package for university and college presidents and chancellors to include potential risk management areas and corresponding resources to address risk factors.

    a. DHS should coordinate with academic organizations and associations to incorporate the topic of engaging senior leadership in campus resilience into workshops for new university and college presidents and chancellors.

Next Steps

- The Subcommittee will continue to provide input on the topic of engaging college and university senior leadership in campus resilience planning.

- DHS will debrief the Subcommittee on the Blue Campaign College and University Pilot Program. The Subcommittee may review best practices and lessons learned from the pilot, and discuss ways to improve and expand the campaign to IHEs nationwide.

Summary of Progress

- Since March 2012, the Subcommittee has proposed 19 recommendations across six taskings, all of which have been adopted by the HSAAC. [1]

- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 19 recommendations.

    - Since October 2014, DHS has made progress in implementing four of the Subcommittee's adopted recommendations. The accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

[1] HSAAC recommendations from the October 22, 2014 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

U.S. Department of Homeland Security
Washington, DC 20528

National Training and Education System (NTES) Course-to-Capability Mapping Tool

The Federal Emergency Management Agency's (FEMA) National Training and Education Division (NTED) within the Department of Homeland Security (DHS) has developed a prototype Course-to-Capability Mapping Tool to help institutions of higher education align homeland security and emergency management course offerings to core capabilities identified by DHS. The tool would help institutions of higher education align courses directly to DHS core knowledge, skills and abilities. By doing so, institutions of higher education can more effectively target courses to meet the realities of the ongoing professionalization of homeland security career paths.

FEMA's Excel-based tool is designed to walk academic practitioners through a series of questions to align homeland security and emergency management courses to the 31 core capabilities identified in FEMA's National Preparedness Goal.

FEMA is working with institutions of higher education partners in their National Domestic Preparedness Consortium to complete course mapping of the FEMA-sponsored training and educational offerings at those partner institutions. FEMA will also collaborate closely with these partners to provide training on the course mapping process to ensure that mapping is consistently and accurately applied, and will continue to map new courses as they are being developed.

In addition, the DHS Office of Academic Engagement is coordinating with FEMA and the FEMA-funded Center for Homeland Defense and Security's University and Agency Partnership Initiative to launch a pilot program with a select group of college and university homeland security programs to test the tool and its scalability. The pilot program is intended to test homeland security and emergency management course alignment to core capabilities and learn the value of such alignment.

Kathleen Fox
Acting Assistant Administrator, National Preparedness Directorate
Federal Emergency Management Agency
U.S. Department of Homeland Security

Kathleen Fox serves as the Acting Assistant Administrator of the National Preparedness Directorate (NPD) in the Federal Emergency Management Agency (FEMA). The Directorate has six business units with over 400 personnel that are charged with providing guidance, programs, activities and services to prepare the Nation to prevent, protect from, respond to and recover from all hazards. NPD is currently charged with leading implementation of Presidential Policy Directive 8: National Preparedness.

Fox previously served as the Director of FEMA's National Preparedness Assessment Division. She was responsible for measuring how prepared we are as a nation, including evaluating the effectiveness of preparedness grants. Fox also oversaw FEMA's lessons learned and remedial action programs, working to ensure that we incorporate these lessons into plans, policies, and directives.

Prior to accepting this position in March 2011, Fox served as the Executive Director for the congressionally mandated Local, State, Tribal, and Federal Preparedness Task Force at FEMA. In that role, she was responsible for establishing the 35-member Task Force and drafting the report on behalf of the Task Force to determine the most appropriate way to collectively assess and measure our capabilities and capability gaps at a national level, and streamline associated efforts, including policies, guidance, and grants. The report: Perspective on Preparedness: Taking Stock Since 9/11 was published in October 2010.

From 2007-2009, Fox served as the Deputy Director in the District of Columbia's Homeland Security and Emergency Management Agency. Before joining the District government, Fox spent ten years at DFI, where she developed, managed, and led all of the firm's business related to U.S. Department of Homeland Security (DHS) preparedness exercises and program evaluation.

Fox has also worked as a Staff Assistant in a U.S. Senator's office and an Analyst at the Chicago Police Department. She earned her master's degree in international affairs from American University and her bachelor's degree in political science and history from the University of Wisconsin – Madison.

Progress Report from the Homeland Security Academic Advisory Council
Subcommittee on Homeland Security Academic Programs

Co-Chaired by U.S. Coast Guard Academy Superintendent Rear Admiral Sandra Stosz and Maricopa Community Colleges Chancellor Dr. Rufus Glasper, the Subcommittee on Homeland Security Academic Programs is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

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

2. *How to apply the TSA Associates Program model to other segments of the DHS workforce who wish to pursue a community college pathway;*

3. ***How to form relationships with 4-year schools so that our employees' credits transfer towards a higher level degree;***

4. ***How to enhance existing relationships between FEMA's Emergency Management Institute and the higher education community to support Presidential Policy Directive 8 (PPD-8), expand national capability, and support a whole community approach;***

5. *How to expand DHS cooperation with the Department of Defense (DOD) academies and schools to provide DHS' current employees with educational opportunities;*

6. ***How colleges and universities might offer academic credit for DHS training; and***

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

The Subcommittee met via teleconference on March 3, discussing taskings 1, 3, 4, 6, and 7 (in bold font, above).

Recent Discussions

- In 2015, the Federal Emergency Management Agency's (FEMA) National Training and Education Division (NTED) developed a prototype Course-to-Capability Mapping Tool as a method to crosswalk and systematically align security- and resilience-related courses to the core capabilities identified in FEMA's National Preparedness Goal. The tool seeks to align homeland security educational programs with the knowledge, skills, and abilities needed in homeland security professionals.

    - DHS is launching a pilot program with a select group of homeland security programs at U.S. institutions of higher education (IHEs) to test this mapping tool for scalability, alignment of programs to FEMA's core capabilities, and training required for the mutually beneficial use of the tool.

- In 2015, DHS began identifying existing, planned, and potential partnerships, or other arrangements with IHEs that allow DHS employees to receive academic credit for DHS training.

Next Steps

- The Subcommittee will work to identify ways to bridge the gap between homeland security training and education.

- The Office of Academic Engagement (OAE) will coordinate with NTED to launch the Course-to-Capability Mapping Tool pilot program with a select group of IHEs in FEMA Region 1 and within the FEMA-funded Center for Homeland Defense and Security's University and Agency Partnership Initiative.

- OAE will coordinate with NTED to advance the education portion of NTES in alignment with the Subcommittee's efforts to advance the National Study on Homeland Security Curricula ("the Study").

- OAE will coordinate with DHS Components and offices to develop a comprehensive resource of existing, planned, and potential partnerships, or other arrangements with IHEs that allow DHS employees to receive academic credit for DHS training.

Summary of Progress

- Since March 2012, the Subcommittee has proposed 14 recommendations across four of its seven taskings, all of which have been adopted by the HSAAC.[1]

- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 14 recommendations.

    - Since October 2014, DHS has made progress in implementing three of the Subcommittee's adopted recommendations. The accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

[1] HSAAC recommendations from the October 22, 2014 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

Progress Report from the Homeland Security Academic Advisory Council
Subcommittee on Student and Recent Graduate Recruitment

Chaired by Hispanic Association of Colleges and Universities (HACU) President and CEO Dr. Antonio R. Flores, the Subcommittee on Student and Recent Graduate Recruitment is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

1. ***How to attract student interns, student veterans and recent graduates to jobs at DHS;***

2. *How to use social media and other means of communication to most effectively reach this audience; and*

3. ***How to ensure that students and recent graduates of Alaskan American and Native Hawaiian-Serving Institutions (AANHSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), Hispanic Serving Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), Predominantly Black Institutions (PBIs), Tribal Colleges and Universities (TCUs), and other Minority Serving Institutions (MSIs) know of and take advantage of DHS internship and job opportunities.***

The Subcommittee met via teleconference on March 4, discussing taskings 1 and 3 (in bold font, above).

Recent Discussions

- In October 2014, DHS executed the Department-wide Memoranda of Understanding (MOUs) with the following higher education associations (HEAs): American Association of Community Colleges; American Indian Higher Education Consortium; Asian American and Pacific Islander Association of Colleges and Universities; Hispanic Association of Colleges and Universities; and National Association for Equal Opportunity in Higher Education.

- In November 2014, Secretary of Homeland Security Jeh Johnson approved a Department-wide campaign focused on DHS outreach to Minority Serving Institutions (MSIs) in support of the MOUs. 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 April 2015, DHS convened the inaugural MOU Semi-Annual Meeting with the MOU-signing HEAs. During the meeting, DHS representatives detailed a number of activities that are or will be undertaken by the Department to connect with institutions of higher education and students, including:

        - On December 3, 2014, the Office of Academic Engagement coordinated with the White House Initiative on Historically Black Colleges and Universities (HBCUs), U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program and the Department of State's EducationUSA network to host a webinar

for HBCUs featuring a presentation on the international student process. The webinar was the first in a series of DHS virtual engagements targeted to MSIs. The webinar included more than 50 participants, representing 37 HBCUs across the country.

- In September 2014, the Department's Science and Technology Directorate awarded six new Scientific Leadership Awards to MSIs. These 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.

- The DHS Office of the Chief Human Capital Officer (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 as compared to other generations within DHS.

- In January 2015, DHS launched the third cohort of the Secretary's Honors Program Cyber Student Volunteer Initiative, an unpaid student volunteer program for college students pursuing a program of study in a cybersecurity-related field. The program was expanded in 2015 with more than 75 student volunteer opportunities available for assignment at 51 DHS field offices across the country. Student volunteers participating in the program gain invaluable hands-on experience and exposure to the work done by DHS cybersecurity professionals, and perform a broad range of duties in support of DHS's cybersecurity mission.

- 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 National Internship Program and Washington Center for Internships and Academic Seminars. OCHCO also hosted a forum for DHS operational and headquarters components on internship programs and third party providers for internships.

Next Steps

- The Subcommittee will continue to provide input on the implementation of the MOUs and the expansion of the MSI outreach campaign.

- The Subcommittee will coordinate with the Subcommittee on Academic Research and Faculty Exchange on expanding faculty exchange opportunities to MSI faculty and staff through the DHS Academic Exchange Program.

Summary of Progress

- Since March 2012, the Subcommittee has proposed 15 recommendations across each of its three taskings, all of which have been adopted by the HSAAC. [1]

[1] HSAAC recommendations from the October 22, 2014 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 15 recommendations.
    - Since October 2014, DHS has made progress in implementing five of the Subcommittee's adopted recommendations. The accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

Progress Report from the Homeland Security Academic Advisory Council
Subcommittee on Academic Research and Faculty Exchange

Chaired by Northeastern University President Dr. Joseph E. Aoun, the Subcommittee on Academic Research and Faculty Exchange is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

1. *How academic research can address DHS's biggest challenges;*

2. *How DHS operational Components can form lasting relationships with universities to incorporate scientific findings and research and development (R&D) into DHS's operations and thought processes;*

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

4. ***How we can jointly create a robust staff/faculty exchange program between academe and DHS;*** *and*

5. *How DHS assesses the risk and value of its major programs.*

The Subcommittee met on March 31, discussing tasking 4 (in bold font, above) as well as potential recommendations.

Recent Discussion and Overall Findings

- The DHS Science and Technology Directorate (S&T) facilitates short- and long- term faculty exchanges between DHS Centers of Excellence (COE) faculty and staff and various DHS Components.
    - To date, S&T has facilitated five faculty exchanges, which have resulted in enriched research efforts at both DHS and the COEs.
    - S&T identified best practices and lessons learned from its faculty exchange model, including: ensuring the availability of adequate resources to facilitate exchanges; engaging DHS Components to identify research and project needs; establishing data rights and ownership over work products produced during exchanges; identifying institution of higher education (IHE) faculty and staff with strong subject matter expertise in DHS Components and missions; coordinating mutually beneficial timing for exchanges and negotiating timelines upfront; and expediting security clearance procedures.
- Building upon S&T's efforts, DHS would like to apply S&T's faculty exchange model to the Academic Exchange Program and expand faculty exchange opportunities across the Department and to additional IHEs beyond DHS COEs.
    - To further expand Academic Exchange Program opportunities, DHS is exploring options to include faculty exchanges as part of the implementation efforts for the Memoranda of Understanding executed between the Department and five higher education associations and the DHS Minority Serving Institution Outreach Campaign.

Draft Recommendations

The Subcommittee on Academic Research and Faculty Exchange makes the following draft recommendations:

1. DHS should leverage S&T's model to expand faculty exchanges both across the Department and to IHEs beyond DHS COEs.

2. DHS should include Academic Exchange Program opportunities as part of its implementation efforts for the Department's Memoranda of Understanding and Minority Serving Institution Outreach Campaign.

3. DHS should implement virtual faculty exchanges within the Academic Exchange Program to allow IHE faculty and staff to participate in faculty exchange opportunities on a short-term basis and to increase program flexibility.

Next Steps

- The subcommittee will provide further input on tasking 1: *How academic research can address DHS's biggest challenges.*

- DHS will debrief the Subcommittee on implementation efforts to formalize and expand the Academic Exchange Program across the Department and to IHEs nationwide.

Summary of Progress

- Since March 2012, the Subcommittee has proposed nine recommendations across four taskings, all of which have been adopted by the HSAAC. [1]

- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's nine recommendations.

    - Since October 2014, DHS has made progress in implementing five of the Subcommittee's adopted recommendations. The accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

[1] HSAAC recommendations from the October 22, 2014 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

Progress Report from the Homeland Security Academic Advisory Council
Subcommittee on International Students

Chaired by Association of International Educators (NAFSA) Executive Director and CEO Ms. Marlene M. Johnson, the Subcommittee on International Students is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

1. *How DHS can improve its international student processes and outreach efforts;*

2. *How we can better communicate our regulatory interpretations, policies and procedures to the academic community; and*

3. ***How we can accommodate and support emerging trends in international education.***

The Subcommittee met via teleconference on January 15, discussing tasking 3 (in bold font, above).

Recent Discussion

- In November 2014, President Obama announced a series of Immigration Accountability Executive Actions which included steps to address the immigration system. In accordance with the President's announced actions, Secretary of Homeland Security Jeh Johnson published multiple policy memoranda to implement executive immigration directives/actions.
    - One of the directives/actions relates directly to international students: strengthening and extending on-the-job training for STEM graduates of U.S universities. This entails changes to the Optional Practical Training (OPT) program for international students. Secretary Johnson instructed U.S. Immigration and Customs Enforcement (ICE) and U.S. Citizenship and Immigration Services (USCIS) to evaluate, strengthen, and improve the program to further enhance American innovation and competitiveness, consistent with current legal authority.
        - To implement the executive immigration directives/actions related to the OPT program, ICE and USCIS are considering options to develop regulations for notice and comment.

Next Steps

- The subcommittee will provide further input on tasking 3: *How we can accommodate and support emerging trends in international education*.

Summary of Progress

- Since March 2012, the Subcommittee has proposed 30 recommendations across its three taskings, all of which have been adopted by the HSAAC.[1]

[1] HSAAC recommendations from the October 22, 2014 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 30 recommendations.
    - Since October 2014, DHS has made progress in implementing one of the Subcommittee's adopted recommendations. The accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

Progress Report from the Homeland Security Academic Advisory Council
Subcommittee on Cybersecurity

Chaired by San José State University President Dr. Mohammad H. Qayoumi, the Subcommittee on Cybersecurity is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

1. *How to attract students, student veterans and recent graduates to cybersecurity jobs at DHS*;

2. *How can DHS better promote the DHS/National Security Agency National Centers of Academic Excellence cybersecurity programs to the higher education community*;

3. *How to define the core elements of cybersecurity degree and certificate programs to prepare graduates for mission-critical cyber jobs at DHS*;

4. *How DHS can facilitate and strengthen strategic partnerships with industry, national labs, colleges, universities and others to build the cybersecurity workforce*;

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

6. *How key subcategories in cybersecurity such as policy, critical infrastructure, human factors intellectual property, and others – can inform academic pathways to meet national needs; and*

7. ***How DHS can better coordinate with individual campus IT departments on the risks towards and attacks on computer systems and networks.***

The Subcommittee held one joint meeting with the Subcommittee on Campus Resilience via teleconference on April 6 to discuss tasking 7 (in bold font, above).

Overall Findings and Recent Discussion

- The DHS Science & Technology Directorate, Federal Emergency Management Agency and Office of Academic Engagement are coordinating to develop and facilitate a cybersecurity-focused *National Seminar and Tabletop Exercise for Institutions of Higher Education* in October 2015.

    - The event will be the second in the series of the *National Seminars and Tabletop Exercises for Institutions of Higher Education*, which were developed as a direct result of an HSAAC recommendation that DHS organize and deploy national tabletop exercises specific to institutions of higher education (IHEs) and campus communities.

    - Participants in the event will take part in workshop sessions and a tabletop exercise involving participant role play in the campus response to a cyber-attack.

- The Federal Bureau of Investigation's (FBI) National Security Higher Education Advisory Board (NSHEAB) advises the FBI on various national security matters that intersect with higher education, including cybersecurity through its cyber subcommittee.

- The FBI is currently developing guidance on cybersecurity for IHEs that will include best practices and lessons learned pertaining to IHE network security.

Draft Recommendations

The Subcommittee on Cybersecurity makes the following draft recommendations:

1. DHS should include the NSHEAB's cyber subcommittee in coordination and facilitation efforts for the cybersecurity-focused *National Seminar and Tabletop Exercise for Institutions of Higher Education*.

2. DHS, in collaboration with the FBI's NSHEAB, should coordinate with academic organizations and associations to incorporate cybersecurity-related guidance and topics into higher education annual meetings and conferences.

Next Steps

- The Subcommittee will continue to provide input on the cybersecurity-focused *National Seminar and Tabletop Exercise for Institutions of Higher Education*.

- The Subcommittee may provide input on the FBI's guidance on cybersecurity for IHEs.

Summary of Progress

- Since March 2012, the Subcommittee has proposed 22 recommendations across four of its seven taskings, all of which have been adopted by the HSAAC.[1]

- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 22 recommendations.

    - Since October 2014, DHS has made progress in implementing six of the Subcommittee's adopted recommendations. The accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

[1] HSAAC recommendations from the October 22, 2014 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

Alejandro Mayorkas
Deputy Secretary of Homeland Security
U.S. Department of Homeland Security

Alejandro Mayorkas was sworn in as Deputy Secretary of Homeland Security on December 23, 2013. Since 2009, following his nomination by President Obama and subsequent confirmation, Deputy Secretary Mayorkas served as the Director of the Department of Homeland Security's United States Citizenship and Immigration Services (USCIS), the agency charged with operating the largest immigration system in the world. In that position, he led a workforce of 18,000 members throughout more than 250 offices worldwide and oversaw a $3 billion annual budget. While at USCIS he oversaw a number of important programs and enhancements, including the implementation of Deferred Action for Childhood Arrivals (DACA) as well as important reforms that safeguard our nation's security, and ensure the integrity of the immigration system.

Prior to his appointment at USCIS, Deputy Secretary Mayorkas was a partner in the law firm of O'Melveny & Myers LLP. In 2008, the National Law Journal recognized Deputy Secretary Mayorkas as one of the "50 Most Influential Minority Lawyers in America."

In 1998, Deputy Secretary Mayorkas was nominated by President Clinton and confirmed by the Senate to be the United States Attorney for the Central District of California, becoming the youngest U.S. Attorney to serve the nation at that time. In addition to leading an office of 240 Assistant U.S. Attorneys, Mayorkas served as the Vice-Chair of the Attorney General's Advisory Subcommittee on Civil Rights and as a member of the Subcommittee on Ethics in Government. From 1989 to 1998, Mayorkas served as an Assistant U.S. Attorney for the Central District of California.

Deputy Secretary Mayorkas is a graduate of the University of California at Berkeley and received his law degree from Loyola Law School.

Mr. Philip A. McNamara
Assistant Secretary for Intergovernmental Affairs
Department of Homeland Security

Philip A. McNamara is the Assistant Secretary for Intergovernmental Affairs at the U.S. Department of Homeland Security (DHS), a position he has held since March 2013. In this role, McNamara serves as Secretary Jeh Johnson's direct representative to the nation's 50 governors, mayors and state homeland security advisors. McNamara is responsible for coordinating and advancing DHS interaction and outreach with state, local, tribal, and territorial governments and the national associations that represent them.

In addition to his service as Assistant Secretary, McNamara served as the Department's Chief of Staff (Acting) for seven months – from July 2013 through the beginning of February 2014. In this assignment, he supported the DHS Secretary in managing the daily operations of the third largest Department in the Federal Government with 240,000 employees, 22 agencies and a $60 billion budget. His tenure as Chief of Staff was through the transition period of DHS Secretaries. In all, McNamara served under Secretary Janet Napolitano, Acting Secretary Rand Beers and Secretary Johnson and included the October 2013 government shutdown.

Prior to these positions, McNamara was appointed by Secretary Napolitano as the Department's Executive Secretary, a position he held from June 2009 through March 2013. In this position, he was the Executive Director of Operations and Administration for the Office of the Secretary and was responsible for all correspondence, briefing materials, and White House and Interagency Actions going in and out of the Secretary and Deputy Secretary's offices.

Upon joining the Department, McNamara concluded an 11-year career with the Democratic National Committee (DNC), where he served as the Director of Party Affairs and Delegate Selection from 2002 through 2009. McNamara was the senior advisor to 5 DNC Chairmen on Party rules and procedures from 1998 to 2009 and was the DNC's lead expert in the historic 2008 presidential nominating process.

McNamara is a native of Massachusetts and has lived in Washington, D.C. since 1998. He graduated from the University of Massachusetts – Amherst in 1997, where he double-majored in political science and journalism.

Homeland Security Academic Advisory Council

October 22, 2014 Public Meeting
Meeting Minutes

The meeting of the Homeland Security Academic Advisory Council (HSAAC) was convened from 10:01 a.m. to 2:11 p.m. in Room 1B.5-10 of the Ronald Reagan International Trade Center, Washington, D.C. The meeting was open to members of the public under the provisions of the Federal Advisory Committee Act (FACA), P.L. 92-463 and 5 U.S.C. §552b.

The following individuals were in attendance:

HSAAC Members

Dr. R. Bowen Loftin, Chair
Dr. Joseph E. Aoun (via telephone)
Dr. Lezli Baskerville
Ms. Carrie L. Billy
Ms. Molly Corbett Broad
Dr. David M. Dooley (via telephone)
Dr. Royce C. Engstrom
Dr. Antonio Flores
Dr. Peter Fos
Dr. Rufus Glasper
Dr. Patrick Harker
Ms. Marlene M. Johnson
Dr. Eric W. Kaler
Dr. Wallace D. Loh
Hon. Ruby G. Moy
Dr. Mohammad H. Qayoumi
Dr. John Sexton
Rear Admiral Sandra Stosz
Mr. David Adams
Mr. David Esquith
Mr. Edward Ramotowski

Also Present

Mr. Jeh Johnson, Secretary, U.S. Department of Homeland Security (DHS)
Mr. Chris Cummiskey, Acting Under Secretary, DHS
Ms. Lauren Kielsmeier, Executive Director for Academic Engagement, DHS
Ms. Carla Boyce, Director, National Exercise Division, Federal Emergency Management Agency (FEMA), DHS
Ms. Catherine Emerson, Chief Human Capital Officer, DHS

Call to Order

Lauren Kielsmeier, Executive Director for Academic Engagement and the Council's Designated Federal Official (DFO) called the meeting to order at 10:01 a.m. Members introduced themselves and recessed for a photo opportunity with DHS Secretary Johnson.

Opening Remarks and Introductions

Chair Loftin said he was pleased to open this, the seventh meeting of the Council. The Council was pleased to be joined by Secretary Johnson, and the Chair thanked him for his presence. Chair Loftin said the challenge HSAAC and the Department share is how to preserve what is great about this country and our university systems and still provide safety. The Council stands

ready to help the Secretary make hard decisions. Chair Loftin applauded the success of the Council and DHS efforts to accept and implement its recommendations. Other Council members were invited to provide the Secretary with their views of the progress and priorities of the body. Member Baskerville commented on the diversity and productivity of the Council, thanking Executive Director Kielsmeier and her team for achieving measurable outcomes. Member Baskerville requested that Department staff consult her organization, the National Association For Equal Opportunity in Higher Education, in advance of any efforts the Department might make with respect to the immigration bill, giving special consideration to training funds for Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities and Asian American and Pacific Islander Colleges and Universities. Member Qayoumi suggested partnering with the Veterans Administration to recruit veterans into needed roles at DHS.

Member Johnson echoed the comments of other members on the productivity of the Council and DHS responsiveness to its recommendations. Member Johnson said it took her and other organizations two years to change media opinions regarding student visas following 9/11. A similar effort is needed with respect to immigration reform. Member Engstrom asked if it were possible for the Council to receive homeland security briefings on a level more than may be found in a newspaper and less than would require a security clearance. Secretary Johnson indicated that this would be possible, adding that it would be beneficial for HSAAC members to carry DHS's message back to their respective communities. Member Sexton thanked the Department for its responsiveness to HSAAC needs, and FEMA particularly, for its "heroic" efforts following Superstorm Sandy, and for the attention the Department pays to concerns around cyber security. Member Harker described a partnership between JPMorganChase and the Army Aberdeen Proving Grounds, modeled as a civilian ROTC, that trains students and puts them to work for specified period of time.

DHS Update and Response to Council Progress

Secretary Johnson thanked Wallace Loh for his service as the inaugural chair of the Council and presented him with a Certificate of Appreciation. Secretary Johnson then gave general remarks about the issues confronting DHS, and the role of academia. DHS needs to build more relationships with local and state organizations, including educational institutions. Public support of the Department's mission is increasingly important. A plea to members of the Council: encourage students to consider a career in public service.

Report of the Academic Research and Faculty Exchange Subcommittee

Member Aoun provided the report. The Subcommittee met to receive a report from DHS's Science and Technology Directorate (S&T) on the work it is doing to support academic exchange programs. At this meeting the Subcommittee developed a list of findings as well as one draft recommendation. The Subcommittee believes that resources distributed to institutions as a result of S&T's needs assessment should be equal and equitable across recipients. The Subcommittee recommends: "DHS should continue conducting needs assessments within each component to identify exchange program opportunities and priorities. DHS should target outreach efforts to institutions of higher education with limited resources to increase

opportunities for their participation in the Department's exchange programs." Next steps for the Subcommittee include: prioritizing the remaining taskings from the Council and receiving an update from DHS on formalizing and expanding its academic exchange programs.

Update on the *DHS National Seminar and Tabletop Exercise for Institutions of Higher Education*

Carla Boyce, Director of FEMA's National Exercise Division, provided the update. The Campus Preparedness and Resilience Exercise was held on October 23, 2014, the day after this meeting was held, hosted by Northeastern University. Community Preparedness criteria are laid out in the National Preparedness Goal of 2012. Institutions of higher education play an important role, not only in on-campus resilience, but also for the communities in which these institutions reside. The Exercise will focus on a hypothesized infectious disease outbreak and will occupy over 100 participants from 21 institutions of higher education across six states in the New England region. The event will promote the White House's all-hazards Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education, and will serve as a forum in which organizations may share their best practices and lessons learned.

Chair Loftin said this exercise was important since it focuses on recovery and resilience as opposed to the actions surrounding first response. He encouraged FEMA to increase the volume and diversity of its exercise repertoire so that institutions may be better able to prepare for incidents. Ms. Boyce said tabletop exercises vary depending on which representatives from institutions are present. Chair Loftin said the best exercises are broken into three phases: first response, continuity of operations and resilience. Ms. Boyce said tabletop exercises are designed to uncover "potential pitfalls" in response, and to begin to solve those pitfalls. Member Esquith asked whether FEMA operates a clearinghouse of lessons learned in incident response. Ms. Boyce replied, yes, it is called the FEMA Lessons Learned Forum, though these lessons may be difficult to translate to the academic community. A toolkit has been developed which may be useful to institutions of higher education. Council members were to be provided with the situation manual used at the Exercise. Ms. Boyce said three Exercises will be conducted as part of this series with institutions of higher education. She encouraged other institutions to sign on for participation.

Member Billy asked for comment with respect to inter-agency coordination across emergency preparedness exercises and publications. Member Esquith referred Member Billy to remsta.ed.gov for information on the Department of Education's publications in this area. Member Adams said that the National Center for Campus Public Safety will serve as an additional clearinghouse for information. Ms. Boyce encouraged Council members to consider how their concerns might be incorporated into upcoming CAPSTONE exercises. Chair Loftin encouraged FEMA to consider human-driven events taking place at college sporting events, because of their attractive nature as targets. The Council may recommend items for inclusion in the President's budget, an area of impact for the Council on this important issue. Member Flores suggested the Council recommend that DHS serve as the coordinating agency in this area to reduce redundancy and increase efficiency.

Campus Resilience Subcommittee Report and Discussion

Chair Loftin provided the report. Following creation of the Council, a Subcommittee on Cybersecurity was created, initially focused on workforce development issues. The Council added consideration of continuity of operations during and following incidents to this body's purview. The Subcommittee on Campus Resilience has been coordinating with the cybersecurity group to ensure that efforts are not duplicated by the two bodies. The Subcommittee submitted no recommendations for Council consideration.

Additional Subcommittee Reports and Discussion

In an open discussion on possible recommendations to be made to the Department, several members agreed that the Council and its Subcommittees should give further consideration to the importance and roles of stackable credentials. Member Qayoumi said cyber security is of especial interest in education institutions with respect to intellectual property. Member Flores suggested considering how to incentivize students moving into cybersecurity, perhaps through scholarships or loan forgiveness. In response, Member Harker suggested federal agencies work together to recruit talent lest promising students be lost to the private sector. New funding models need to be developed. There was general agreement with these notions. Member Billy suggested further Council consideration be given to the development of counter-messages against terrorism. Member Broad suggested consideration of how DHS can help students stranded by natural or certain other causes. Member Flores suggested the Campus Resilience Subcommittee consider extreme disasters like Hurricane Katrina or the Haiti earthquake.

Member Qayoumi provided the report of the Subcommittee on Cybersecurity. The Subcommittee held two joint meetings with the Subcommittee on Campus Resilience. The Subcommittee received briefings on DHS's engagement efforts on campuses around cybersecurity, as well as the landscape of cyber threats facing colleges and universities, and the role of the FBI's National Security Higher Education Advisory Board (NSHEAB). The Subcommittee looks forward to further coordination with DHS and NSHEAB.

Member Loh suggested that the Council recommend creation of civilian versions of ROTC for cybersecurity as outlined above. Cybersecurity would be enhanced by collaborative agreements among FBI, NSA and universities. The Subcommittee should consider what would constitute "reasonable due diligence" by which an institution would be protected in the event of a major data breach. Member Qayoumi noted that, if quantum computing becomes widely used, "everything we know about cybersecurity becomes obsolete." Member Baskerville suggested that the Department of Labor identify cybersecurity as a high-need area, releasing monies to institutions to produce trained individuals in this area. Member Broad called the efforts of the Business Roundtable to the Subcommittee's attention.

Member Flores provided the report of the Subcommittee on Student and Recent Graduate Recruitment. At its one meeting since the previous Council meeting the Subcommittee discussed findings and new developments, and developed one recommendation for the Council's consideration. DHS's second phase of the Secretary's Honors Program Cyber Student Volunteer Initiative has received 4,000-5,000 applications for 70 available slots. DHS has entered into five

agreements with national organizations to aid its recruitment efforts. The Subcommittee made the following draft recommendation: DHS should expand the Secretary's Honors Program Cyber Security Volunteer Initiative by encouraging more DHS components to participate in the program and offering additional student volunteer assignments. He also laid out proposed changes to previous HSAAC recommendations which he described as "cosmetic" to broaden the applicability and talent base to which these recommendations apply. Member Baskerville suggested that qualifying, Pell-eligible students be paid by the Department to go about their studies. This suggestion was deferred to a subsequent meeting of the Subcommittee.

Member Stosz provided the report of the Subcommittee on Homeland Security Academic Programs. The Subcommittee met to define the core elements of a homeland security degree at the associate's, bachelor's and master's levels. The Subcommittee received a briefing on FEMA's National Training and Education System. A recent Center for Homeland Defense and Security workshop critiqued the graduate-level model curriculum in homeland security and defense. These efforts will support the Subcommittee's deliberations around the definition of curriculum core elements. The Subcommittee will continue to work with FEMA on development efforts for NTES as relates to the curricula. The Subcommittee will develop a list of DHS training facilities in order to better promote degree and certificate programs for DHS employees who are seeking professional development. Member Glasper said the Subcommittee spoke extensively on the nexus between training and education. DHS could help to better define curricula in competency-based learning environments and accreditation apparatus.

Member Broad provided comments on the role of her organization, the American Council on Education. "Competency-based education is a movement that is going to continue to gain momentum." The business community may decide to take different courses if higher education institutions prove unable to produce qualified candidates in adequate numbers.

Member Johnson provided the report of the Subcommittee on International Students. The Subcommittee met to discuss how DHS can improve its international student processes and outreach efforts, and how the Council can accommodate and support emerging trends in international education. U.S Customs and Border Protection (CBP) and U.S. Immigration and Customs Enforcement have worked together to develop the admissibility indicator, a positive step. The indicator will help CBP officers determine whether an individual may be able to enter the country in a student status, or if more information is necessary. DHS is making efforts to more fully integrate international students into emergency preparedness and resilience planning at their institutions. The Subcommittee applauds these efforts. The Subcommittee will provide further input on how the Council can accommodate and support emerging trends in international education.

Member Ramotowski said visa issuance to international students seeking to study in the US continues to grow. Member Johnson concurred, but noted that the U.S. enjoys a smaller market share of international students than it has had in the past. If we want to maintain market share, the country and higher education institutions need to be careful about how they treat these students, lest they decide to study elsewhere. Several members agreed that a more nuanced approach is needed with respect to travel advisories for U.S. students studying abroad.

Public Comment Period

Chair Loftin opened the floor to the public for comments. No such comments were offered.

Council Votes on Potential Recommendations

Member Aoun made a motion to accept the recommendation of the Academic Research and Faculty Exchange Subcommittee. Member Fos seconded the motion, which passed unanimously.

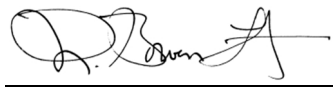
Member Flores made a motion to accept the recommendations of the Student and Graduate Recruitment Subcommittee. Following multiple seconds, the motion passed unanimously.

Adjourn

Chair Loftin said he and/or Executive Director Kielsmeier will contact Council members to solicit feedback on changes to the charges of the Committee to be made to DHS Secretary and staff. The next Council meeting will be held in March/April 2015. Executive Director Kielsmeier adjourned the meeting at 2:11 p.m.

I hereby certify that, to the best of my knowledge, the foregoing minutes are accurate and complete.

January 16, 2015



Signed and Dated

R. Bowen Loftin, Chairman, Homeland Security Academic Advisory Council