

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

### Progress on DHS' Implementation of HSAAC Recommendations

*March 2012 through March 2014*

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 83 recommendations for DHS across its six subcommittees. DHS' 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 taskings<sup>1</sup>:

	Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Subcommittee on Academic Research and Faculty Exchange	<p><b>Tasking I.</b> How academic research can address DHS' biggest challenges</p> <p><b>Tasking III.</b> How universities can effectively communicate to DHS emerging scientific findings and technologies that will make DHS operations more effective and efficient</p>	<p>✓ S&amp;T used the re-compete process and Funding Opportunity Announcements of the Centers of Excellence (COEs) to engage relevant DHS Components in identifying their long-term research needs. Through this process, S&amp;T identified 34 topics as DHS' top research priorities.</p> <p>✓ S&amp;T is developing a Memorandum of Understanding (MOU) with each DHS Component to enhance collaboration and further formalize the communication process. The MOUs will ensure that DHS Components regularly identify and communicate their research priorities to S&amp;T; engage in S&amp;T's project reviews; and participate in S&amp;T's COE funding opportunity panels.</p> <p>✓ S&amp;T is developing a definition for R&amp;D, which is currently out to DHS Components for informal coordination.</p>
	<p><b>Tasking II.</b> How DHS operational Components can form lasting relationships with universities to incorporate scientific findings and R&amp;D into DHS' operations and thought processes</p>	<p>✓ S&amp;T develops focused COE technology showcase events targeted to specific Components' needs. In February 2014, S&amp;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 over 200 attendees.</p>
	<p><b>Recommendation 1.</b> DHS should conduct a survey within the Department that will identify all of the current Research &amp; Development (R&amp;D) projects including information on the principal investigators, the institutions, and the partner institutions associated with those projects.</p> <p><b>Recommendation 2.</b> DHS should establish a formal process that ensures its Component agencies regularly identify their research priorities and communicate them to the Science &amp; Technology Directorate (S&amp;T).</p> <p><b>Recommendation 3.</b> S&amp;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&amp;T should also monitor and report on specifically how the COEs are addressing DHS research priorities.</p>	
	<p><b>Recommendation 4.</b> 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.</p>	

<sup>1</sup> This document only includes those taskings and recommendations where DHS has taken measurable action. As of March 2014, the HSAAC presented DHS leadership with a total of 83 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**

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

**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.

**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.

**Recommendation 3.** DHS should develop faculty and subject matter expert exchange programs with the DOD Senior Service Schools and U.S. Service Academies to facilitate mission related interaction and understanding.

**Recommendation 4.** 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.

✓ 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.

✓ 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.

✓ DHS sponsored a subject matter expert from the Marine Corps and will be expanding this program in FY13-14.

✓ DHS is developing a 2014 summer internship program for U.S. Navy Midshipmen.

✓ 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.

Subcommittee on International Students	Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
	<p><b>Tasking I.</b> How DHS can improve its international student processes and outreach efforts</p> <p><b>Tasking II.</b> How DHS can better communicate its regulatory interpretations, policies and procedures to the academic community</p>	<p><b>Recommendation 1.</b> 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.</p> <p><b>Recommendation 2.</b> DHS (ICE SEVP in particular) should streamline school recertification, utilizing carefully-devised risk factors.</p> <p><b>Recommendation 3.</b> 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.</p> <p><b>Recommendation 4.</b> 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.</p> <p><b>Recommendation 5.</b> 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.</p> <p><b>Recommendation 6.</b> 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.</p>

Subcommittee on International Students (cont.)	Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
	<p><b>Tasking III.</b> How DHS can accommodate and support emerging trends in international education</p>	<p><b>Recommendation 7.</b> 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.</p> <p><b>Recommendation 8.</b> 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.</p> <p><b>Recommendation 9.</b> 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.</p>

Subcommittee on Campus Resilience	Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
	<p><b>Tasking I.</b> How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure</p> <p><b>Recommendation 1.</b> 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).</p> <p><b>Recommendation 2.</b> 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"> <li>✓ 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.</li> <li>✓ In February 2013, the Federal Emergency Management Agency (FEMA) launched the <a href="#">Academia and Resilience</a> online web portal, containing program guides, tools, outreach materials, and downloadable tabletop and emergency planning exercises targeted to the academic community.</li> <li>✓ 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 institutions of higher education.</li> <li>✓ DHS launched a comprehensive <a href="#">Active Shooter Preparedness</a> web portal in January 2013, containing courses, materials, and workshops for a variety of stakeholders, including the academic community.</li> <li>✓ FEMA is developing resources and templates to help institutions of higher education 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.</li> <li>✓ FEMA's <a href="#">Academia and Resilience</a> web portal offers downloadable tabletop and emergency planning exercises for the private sector.</li> <li>✓ In September 2013, FEMA unveiled America's PrepareAthon!<sup>SM</sup>, 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 will offer participation guides and customizable resources for institutions of higher education.</li> </ul>

Subcommittee on Campus Resilience (cont.)	Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
	<p><b>Tasking IV.</b> How to implement the whole community approach and preparedness culture within student and neighboring communities</p>	<p><b>Recommendation 3.</b> 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>	<p>✓ DHS launched the Campus Resilience Pilot Program in February 2013, an initiative 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 institutions of higher education build campus resilience.</p>
<p><b>Tasking V.</b> How to strengthen ties between DHS' Federal Law Enforcement Training Center (FLETC) and campus law enforcement professionals</p>	<p><b>Recommendation 4.</b> 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>	<p>✓ 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.</p>	

**Subcommittee Taskings and Recommendations**

**DHS Aligned Accomplishments**

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

**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 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 4.** DHS should incentivize collaboration between community colleges, Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs) and additional Minority Serving Institutions (MSIs), to show students viable career pathways within DHS while they continue through their academic degree progression.

✓ In 2014, DHS launched the second phase of the Secretary's Honors Program (SHP) Cyber Student Volunteer Initiative, an unpaid student volunteer program for college students pursuing a program of study in a cybersecurity-related field. Originally created in April 2013, the 2014 program was expanded to include new DHS offices and locations. Student volunteers 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' cybersecurity mission.

✓ In accordance with the Pathways Programs regulations, DHS launched the SHP, a highly competitive, premier program for exceptional entry-level professionals looking for a career at DHS. Those selected for the program will be offered a variety of incentives and enhanced career opportunities including Department rotations, mentorships, focused on-the-job training and inclusion in various professional development programs. The program includes career tracks for relevant graduate or undergraduate degrees related to information technology, cybersecurity, law, policy, management, and emergency management.

✓ In 2013, FEMA expanded its participation in the Pathway's Presidential Management Fellows (PMF) program by nearly 400% by onboarding 42 fellows. FEMA leadership also revolutionized the curriculum for PMFs by piloting a centralized curriculum increasing the fellows' development across FEMA's vital mission areas.

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

✓ OAE, in coordination with the Office of the Chief Human Capital Officer, is leading the establishment of MOUs between DHS and Higher Education Associations (HEAs). The MOUs will incentivize collaboration between community colleges, HSIs, MSIs, and TCUs to show students viable career pathways within DHS while pursuing their degrees. Through the MOUs, HEAs will have visibility into DHS recruitment opportunities for students and recent graduates, and DHS will have access to students enrolled in or recent graduates from schools represented by HEAs.

<b>Subcommittee on Student and Recent Graduate Recruitment (cont.)</b>	<b>Subcommittee Taskings and Recommendations</b>	<b>DHS Aligned Accomplishments</b>
	<p><b>Tasking II.</b> How to attract student interns, student veterans, and recent graduates to jobs at DHS</p>	<p><b>Recommendation 5.</b> 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.</p>

Subcommittee on Cybersecurity	Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
	<p><b>Tasking I.</b> How to attract students, student veterans and recent graduates to cybersecurity jobs at DHS</p>	<p><b>Recommendation 1.</b> DHS should continue hosting monthly tours of DHS' National Cybersecurity and Communications Integration Center (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>
<p><b>Tasking V.</b> How DHS can partner with academia to build a pipeline of diverse students in Science, Technology, Engineering, and Mathematics (STEM).</p>	<p><b>Recommendation 2.</b> DHS should target outreach efforts at underserved communities to improve their pathways to cyber-related educational and career opportunities.</p> <p><b>Recommendation 3.</b> 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"> <li>✓ The NCCIC Student Events primarily target students served by organizations representing MSIs and/or attending community colleges.</li> <li>✓ In 2014, DHS expanded the SHP Cyber Student Volunteer Initiative, offering more than 100 unpaid student volunteer assignments at local DHS field offices in over 60 locations across the country. As part of DHS' outreach efforts, information about the program was distributed to approximately 330 local community colleges with cyber and computer science programs.</li> </ul>