



**Homeland  
Security**

## **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. Subcommittee on Academic Research and Faculty Exchange**

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. Subcommittee on International Students**

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. Subcommittee on Campus Resilience**

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

6. How DHS can better coordinate with individual campus information technology departments on the risks towards and attacks on computer systems and networks.

**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); and
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.