

# Homeland Security Academic Advisory Council

## Member Briefing Materials

July 17, 2013



Homeland  
Security

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**Homeland  
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**Homeland Security Academic Advisory Council (HSAAC) Meeting Agenda**

Wednesday, July 17, 2013

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
10:05 a.m.	DHS Response to Council Progress
10:45 a.m.	Update on DHS Campus Resilience Pilot Program
10:55 a.m.	Subcommittee Reports and Discussion
11:45 a.m.	Lunch
12:30 p.m.	Cybersecurity Subcommittee Report and Discussion
1:45 p.m.	Public Comment Period*
2:15 p.m.	Council Votes on Potential Recommendations
2:30 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.*



**Homeland  
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## **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.



**U.S. DEPARTMENT OF HOMELAND SECURITY**  
**Homeland Security Academic Advisory Council**

February 13, 2013

**Chair:**

Dr. Wallace D. Loh

**Members:**

Dr. Joseph E. Aoun  
Dr. Lezli Baskerville  
Ms. Carrie L. Billy  
Dr. Walter G. Bumphus  
Dr. David M. Dooley  
Dr. Royce C. Engstrom  
Dr. Antonio R. Flores  
Dr. Rufus Glasper  
Dr. Jay Gogue  
Ms. Marlene M. Johnson  
Dr. Eric W. Kaler  
Dr. R. Bowen Loftin  
Dr. Gail O. Mellow  
Hon. Ruby G. Moy  
Dr. Hunter R. Rawlings, III  
Dr. John Sexton  
Rear Admiral Sandra Stosz  
Dr. Dianne Boardley Suber  
Dr. Holden Thorp

Secretary Janet Napolitano  
U.S. Department of Homeland Security  
Washington, DC 20528

Dear Madame Secretary:

In March 2012, you tasked the Homeland Security Academic Advisory Council (HSAAC) with providing recommendations to address five subject areas relating to the Department of Homeland Security's (DHS) nexus to the academic community:

1. Campus Resilience
2. International Students
3. Homeland Security Academic Programs
4. Student and Recent Graduate Recruitment
5. Academic Research and Faculty Exchange

We understand that DHS is currently working to implement the first set of recommendations adopted by the HSAAC during its July 2012 meeting.

Our five subcommittees continued to meet via teleconference between August and October 2012 to develop additional draft recommendations for consideration by the full HSAAC. At our October 24, 2012 meeting, the HSAAC voted to adopt a total of 43 additional draft recommendations for your consideration.

**I. Internal DHS Process to Track and Coordinate Implementation**

The HSAAC is interested in supporting DHS' efforts to implement our recommendations. We discussed the absence of a formal mechanism within DHS to track and coordinate the implementation of the HSAAC's approved recommendations. While the DHS Office of Academic Engagement can play a role in supporting implementation, the HSAAC recommends that DHS establish a formal internal process, inclusive of DHS Components' participation, that would regularly review, track and coordinate progress.

**II. Subcommittee on Campus Resilience**

Colleges and universities face unique cybersecurity threats including potential attacks from within the college or university system by internal hackers, discontented staff or students, and/or those seeking to obtain classified or

sensitive data. While college and university cybersecurity practices vary, many have established and maintain standard protocols and standards. The higher education community is interested in further leveraging state, federal and private sector cybersecurity resources.

Based on these findings the Subcommittee on Campus Resilience recommends:

1. DHS should urge and collaborate with other federal agencies to develop a shared mechanism to ensure that colleges and universities receive timely alerts and response guidance when cyber attacks occur. In addition, DHS should strengthen its information sharing and response capabilities to the higher education community by establishing a standard feedback process following cyber attacks.
2. DHS should formalize its relationship with EDUCAUSE to support higher education cybersecurity efforts.
3. DHS should market its cybersecurity capabilities and resources available to the higher education community:
  - a. Include the higher education community in DHS' Sector Outreach calls that are used to convene sector-specific communities for information sharing purposes in the event of a cybersecurity incident or threat.
  - b. Provide the higher education community access to the Homeland Security Information Network-Critical Sectors (HSIN-CS) web-based portal for information sharing and collaboration.
  - c. Participate in capacity-building efforts for smaller higher education institutions with limited cybersecurity resources in coordination with national organizations such as the American Indian Higher Education Consortium, the Hispanic Association of Colleges and Universities, the National Association for Equal Opportunity in Higher Education, the Asian Pacific Islander American Association of Colleges and Universities, and EDUCAUSE.
4. DHS should develop best practices for mitigating internal cybersecurity threats that the higher education community may face from students and staff members.
5. DHS should coordinate with the higher education community to identify and develop export control best practices.

### III. Subcommittee on International Students

While the U.S. remains a leading global destination for international students, increasingly intense competition for the most qualified students has led to the U.S. losing market share to other countries over the past ten years. The exchange of students has become a global enterprise that requires a new way of thinking and operating by academic institutions and governments. DHS must recognize the significant structural, technological, and pedagogical changes that have occurred in recent years; robust stakeholder input can play a significant role as DHS regulations, policies and processes evolve.

Based on these findings the Subcommittee on International Students recommends:

1. With input from stakeholders, DHS should issue guidance on creating international education programs so that they comply with current regulations, and should revise several key regulations and policies that hinder student mobility and prohibit colleges and universities from offering innovative programs and even fairly routine programs to international students.
2. Revise the “full course of study requirement” to allow schools to determine what constitutes a “full course of study” consistent with their accreditation. Issue policy guidance to assist them in doing so.<sup>1</sup>
3. Eliminate the restriction limiting international students to only one online course per term.<sup>2</sup>
4. Develop ICE SEVP guidance on “leaves of absence” from studies so that students are not penalized when they spend more than five months abroad, and develop Student and Exchange Visitor Information System (SEVIS) functionality to allow Designated School Officials (DSOs) to reactivate a SEVIS record after a leave of absence.<sup>3</sup>
5. Allow international students to be eligible for Curricular Practical Training (CPT) during their first academic year in the United States, and clarify the regulations and agency policy to facilitate CPT.<sup>4</sup>
6. Define “course of study” in the B visitor and Visa Waiver Program

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<sup>1</sup> International students must maintain the DHS-defined full course of study to maintain their legal student status.

<sup>2</sup> DHS regulations limit international students to one online course per term to count towards their full course of study requirement. If the class requires the student’s physical attendance for exams and other purposes integral to the completion of the class it is not considered an “online” course by DHS regulations.

<sup>3</sup> Currently, when an international student is out of the U.S. for more than five months and wishes to return, s/he must obtain a new student visa and a DSO must request a manual fix to the student’s SEVIS record.

<sup>4</sup> DHS regulations require undergraduate international students to be enrolled for one full academic year before participating in CPT, which is similar to a student internship.

regulations to allow short-term education-related activities for Visitors (B-1/B-2 nonimmigrants and Visa Waiver Program entrants) and collaborate with the Department of State to clarify visa policy so that the Visitor classification may be used for brief education-related activities.<sup>5</sup>

7. Since many other changes to DHS regulations, policies, and procedures are necessary to facilitate international education, and making extensive specific recommendations is beyond the scope of HSAAC, we recommend that DHS establish a formal working group, consisting of agency personnel and international education administrators from a diverse range of higher education institutions to thoroughly review DHS regulations, policies, and procedures and recommend necessary changes.
8. 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.
9. DHS should continue to carefully develop the next generation SEVIS database so that it enhances security, reduces the burden on users, and facilitates international education.
10. 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.
11. DHS should prepare an annual report that examines the activities of international students while enrolled in U.S. schools and upon completion of their studies. DHS should use the annual reports as benchmarks to examine trends and conduct comparative analysis for use in future policy discussions.

#### **IV. Subcommittee on Homeland Security Academic Programs**

Since DHS' creation, its employees have participated in educational programs at Department of Defense (DOD) Senior Service Schools that provide graduate level degrees in national security strategic studies, and over the last several years, DHS has formalized its relationship with some DOD Senior Service Schools by furnishing DHS faculty in exchange for student billets in their programs. This positive educational exchange between DOD and DHS helps federal personnel better understand the organizational culture, laws, regulations, plans, and policies that govern national and homeland security strategies and missions.

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<sup>5</sup> DHS regulations prohibit enrollment in a course of study by anyone in the United States as a visitor, in B status or through the Visa Waiver Program. This restriction comes from the Immigration and Nationality Act (INA) definition of visitors, which guides DHS regulations.

Based on these findings the Subcommittee on Homeland Security Academic Programs recommends:

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.
2. To reduce costs and to encourage participation of DHS employees throughout the nation, DHS should consider models that increase accessibility for students and faculty at the DOD Senior Service Schools. These models could include regionalization in locations proximate to the Senior Service Schools, and online course offerings, among other options.
3. To drive a positive return on investment, a Department-wide succession management plan is needed for DHS employees who graduate from DOD Senior Service Schools. For example, DHS should explore arrangements with the Office of Personnel Management to authorize DOD Senior Service School graduate degrees as meeting Senior Executive Service developmental requirements.
4. 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.
5. 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.
6. 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.

#### **V. Subcommittee on Student and Recent Graduate Recruitment**

DHS must build a pipeline of talent at the entry-level, particularly in critical occupations like cybersecurity and information technology. As directed by President Obama's Executive Order 13562, DHS is in the process of implementing new regulations that established the Pathways Programs, a new hiring authority which now governs the recruitment and hiring of students and recent graduates in Federal Government agencies. Additionally, DHS has

incorporated a recruitment strategy for attracting veterans into its workforce and is seeking to continually enhance those efforts.

DHS has a vested interest in building upon the diversity of its workforce and exploring strategic relationships with institutions of higher education that have student populations with higher concentrations of racial/ethnic groups, women, and individuals with disabilities.

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

1. DHS should strengthen its relationships with campus student organizations, career counselors, and recruiters through quarterly web-based seminars and career workshops.
2. DHS should expand the use of paid and unpaid internships to attract students at all appropriate career levels.
3. DHS should leverage the new hiring authority established by the federal Pathways Programs, specifically with regards to attracting recent graduates to fill critical occupations.
4. DHS should evaluate and assess the diversity of its student and entry-level programs.
5. DHS should continue to engage with the Departments of Defense and Veterans Affairs' exit programs and services in order to encourage veterans to work for DHS.
6. 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.
7. In consultation with private and public social media experts, DHS should establish and support a Department-wide social media and outreach strategy directed at its student and entry-level programs. The strategy should incorporate input from academic associations, students, faculty, and other higher education sources, and should target rural and underserved areas through the use of specialty media, radio, and local newspapers.
8. DHS should learn from best practices in other federal agencies, including NASA's "One Stop Shopping Initiative" Student Internships program, the (former) NASA Administrators Fellows program, and non-profit fee based student intern programs such as those of the Hispanic Association of

Colleges and Universities and the National Association for Equal Opportunity in Higher Education.

9. DHS should support summer camps, cyber competitions, and K-12 schools to engage students early, particularly in the Science, Technology, Engineering and Math fields.
10. DHS should support middle-college programs that encourage students to complete an Associate's Degree at the same time that they obtain their high school diploma and provide an information module to educate students on careers and job opportunities within DHS.
11. 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.
12. 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.
13. 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.
14. 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 R&D programs and/or designate HBCU and MSI Centers of Excellence).

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

DHS' Science and Technology (S&T) Directorate is the primary R&D arm of the Department and among its priorities, funds academic research through the DHS Centers of Excellence (COE) program. The COEs conduct multidisciplinary homeland security research and provide training, and each center is university-led or co-led in collaboration with partners from other academic institutions, agencies, national laboratories, think tanks, and the private sector.

Some DHS Components regularly identify and share their research needs with S&T. However, this is not a uniform practice across DHS, nor is there a formal process for DHS Components to communicate their research needs to S&T. DHS needs to identify and prioritize its biggest challenges and issues in order

for the HSAAC to make recommendations on how academic research can best address those challenges and issues. While there are some mechanisms in place within DHS, a formal process would improve DHS' ability to identify challenges that academic research might address.

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

1. DHS should conduct a survey within the Department that will identify all of the current R&D projects including information on the principal investigators, the institutions and the partner institutions associated with those projects.
2. DHS should establish a formal process that ensures its Component agencies regularly identify their research priorities and communicate them to S&T.
3. S&T should regularly compile and communicate both the long-term and short-term research priorities of the DHS Components across DHS and to the COEs. S&T should also monitor and report on specifically how the COEs are addressing DHS research priorities.
4. 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.

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 the many DHS subject matter experts. The HSAAC urges DHS to consider these recommendations for implementation.

At our upcoming full HSAAC meeting on March 20, 2013, we anticipate deliberation and action on additional recommendations.

Sincerely,



Dr. Wallace Loh  
Chair, HSAAC



**U.S. DEPARTMENT OF HOMELAND SECURITY**  
**Homeland Security Academic Advisory Council**

October 17, 2012

**Chair:**

Dr. Wallace D. Loh

**Members:**

Dr. Joseph E. Aoun  
Dr. Lezli Baskerville  
Ms. Carrie L. Billy  
Dr. Walter G. Bumphus  
Dr. David M. Dooley  
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Hon. Ruby G. Moy  
Dr. Hunter R. Rawlings, III  
Dr. John Sexton  
Rear Admiral Sandra Stosz  
Dr. Dianne Boardley Suber  
Dr. Holden Thorp

Dear Members:

The Secretary of Homeland Security tasked the Homeland Security Academic Advisory Council (HSAAC) with providing advice and recommendations to the Department of Homeland Security (DHS) on matters related to homeland security and the academic community.

At our last meeting on July 10, 2012, we approved a total of 24 draft recommendations to DHS which have been submitted to Secretary Napolitano for her consideration. The recommendations, attached to this memo, were developed through your careful deliberation and analysis of some of DHS' most significant challenges across our task areas. They represent opportunities for DHS to strengthen its relationship with the academic community while supporting its core missions.

Should Secretary Napolitano approve our recommendations, DHS faces the task of coordinating and tracking internal action to ensure proper implementation. Currently, no formal mechanism exists within DHS to move the Council's actions forward from recommendation to implementation. As such, I urge the Council to consider an additional recommendation to DHS – to establish a formal internal governance structure responsible for managing implementation of our recommendations. This is of particular importance due to the cross-cutting nature of the recommendations. We will discuss and take action on this idea next week at our October 24 meeting.

Thank you again for your continued hard work.

Sincerely,

A handwritten signature in black ink that reads "Wallace D. Loh".

Dr. Wallace D. Loh  
Chair, HSAAC



**U.S. DEPARTMENT OF HOMELAND SECURITY**  
**Homeland Security Academic Advisory Council**

September 20, 2012

**Chair:**

Dr. Wallace D. Loh

**Members:**

Dr. Joseph E. Aoun  
Dr. Lezli Baskerville  
Ms. Carrie L. Billy  
Dr. Walter G. Bumphus  
Dr. David M. Dooley  
Dr. Royce C. Engstrom  
Dr. Antonio R. Flores  
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Dr. Hunter R. Rawlings, III  
Dr. John Sexton  
Rear Admiral Sandra Stosz  
Dr. Dianne Boardley Suber  
Dr. Holden Thorp

Secretary Janet Napolitano  
U.S. Department of Homeland Security  
Washington, DC 20528

Dear Madame Secretary:

At the March 20, 2012 inaugural meeting of the Homeland Security Academic Advisory Council (HSAAC), you tasked us with providing initial recommendations to address five subject areas relating to the Department of Homeland Security's (DHS) nexus to the academic community:

1. Campus Resilience
2. International Students
3. Homeland Security Academic Programs
4. Student and Recent Graduate Recruitment
5. Academic Research and Faculty Exchange

We formed subcommittees for each of the five subject areas and met multiple times via teleconference between March and July to develop draft recommendations for approval by the full HSAAC. At its July 10, 2012 meeting, the full HSAAC voted to approve a total of 24 draft recommendations from three of the five subcommittees.

**I. Subcommittee on Campus Resilience**

College and university campus communities regularly face crisis and disaster situations, both natural and man-made, and campus resilience involves colleges' and universities' ability to plan for, respond to, and recover from these situations. Campus resilience programs are largely dependent on local and state support and resources. While tools exist at the federal, state, tribal, and local levels, there is not a uniform resilience plan in place that is applicable to all campus settings.

Although academic institutions are eligible for some DHS campus resilience-related funding and resources, many are not aware of existing opportunities. Additionally, within DHS there is limited understanding of the aggregate funding made available to higher education for campus resilience and other academic programs.

Based on these findings the Subcommittee on Campus Resilience recommends:

1. DHS should insert guidance specific to institutions of higher education into grants program guides and outreach materials, where appropriate, to clarify their ability to participate in these programs, and identify additional opportunities and uses for funding.
2. 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).
3. DHS should, in cooperation with its partner agencies, develop a reporting mechanism that provides senior leadership with the aggregate funding made available to higher education (directly and indirectly) for campus resilience programs.
4. DHS should increase the marketing efforts and visibility of the Federal Law Enforcement Training Center at institutions of higher education, through methods such as direct outreach, attendance at conferences, and information on DHS.gov.
5. DHS should organize and deploy national tabletop 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.
6. 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.

## **II. Subcommittee on International Students**

The three DHS entities that most directly affect international students and the academic institutions that host them – U.S. Citizenship and Immigration Services (USCIS), U.S. Customs and Border Protection (CBP), and the U.S. Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP) – are each currently experiencing different challenges and successes. ICE SEVP is the primary point of focus and can improve by developing a transparent and risk-based adjudications process for certifying schools to enroll international students, increasing stakeholder engagement concerning planned changes, and expediting the publication of regulatory reforms related to international students and their dependents.

More specifically, the Subcommittee on International Students recommends:

1. DHS should implement throughout the agency the robust model of stakeholder engagement that USCIS has implemented<sup>1</sup> so all DHS entities can benefit from stakeholder input and more thoroughly engage stakeholders in developing and disseminating agency interpretations, policies, procedures, and anticipated changes.
2. DHS (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.
3. DHS (ICE SEVP in particular) should streamline school recertification, utilizing carefully-devised risk factors.
4. 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 USCIS has been quite successful in this area and would encourage CBP and ICE SEVP to follow USCIS' example.
5. 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.

Additionally, the subcommittee identified a number of specific regulatory reforms to assist U.S. schools in recruiting and supporting international students. We understand that some of the following reforms may already be in process at DHS. The subcommittee recommends that DHS expedite the development, review, and publication of the following regulatory changes related to international students and their dependents:

1. 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.
2. Increasing the number of Designated School Officials (DSOs) allowed per school or otherwise removing the current limit of ten DSOs per school.

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<sup>1</sup> USCIS has established stakeholder engagement and input processes, including conducting issue-specific teleconferences with the public and posting draft policy guidance for public comment prior to finalization.

3. Revising the “full course of study” regulations to recognize international students with disabilities and chronic medical conditions.
4. Allowing for a wider range of experiential learning, such as off-campus employment separate from curricular and optional practical training.
5. Implementing regulations for the Border Commuter Student Act of 2002 to create the F-3 and M-3 categories.<sup>2</sup>
6. Expanding the eligibility for a Science, Technology, Engineering and Math extension of Optional Practical Training to allow a prior course of study to establish eligibility (for example, an MBA who previously earned a bachelor’s in Computer Science should be eligible).
7. Allowing certain limited educational activities in B-1 and/or B-2<sup>3</sup> and other nonimmigrant statuses.
8. Developing leave of absence provisions that do not penalize students who must leave the U.S. and interrupt their studies (for example, due to a family crisis like death of a parent) and want to return to continue their studies.

### **III. Subcommittee on Homeland Security Academic Programs**

Over the past ten years, homeland security education has significantly grown, with over 350 new certificate and degree programs created. In the past two years, the most growth has been at the associate’s degree level, possibly due to DHS’ Transportation Security Administration (TSA) Associates Program.

The bulk of this subcommittee’s recommendations center on defining and suggesting guidance to academic institutions interested in homeland security certificate and degree programs. Given that DHS provides significant funding for homeland security graduate and executive-level education through the Center for Homeland Defense and Security (CHDS) at the Naval Postgraduate School (NPS), the subcommittee found that CHDS should be a key collaborator in implementing the following recommendations:

1. DHS and CHDS should establish a definition of Homeland Security Academic Programs that could serve as a guide for overall program development, with an ancillary set of affiliated degree programs that support homeland security efforts.
2. In consultation with the DHS Office of Academic Engagement, CHDS

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<sup>2</sup> These visa categories apply to Canadian and Mexican citizens who study part-time in the U.S. but who live in their home country and commute to academic or vocational classes in the U.S.

<sup>3</sup> Business travelers may enter the United States using a B1, or ‘Visitor for Business’ Visa. In practice these visas are invariably issued jointly with a B2, or ‘Visitor for Pleasure’ (i.e. Tourist) visa.

should convene a workshop comprised of homeland security academics and practitioners to review and update the suggested master's degree program/curriculum outline.

3. In consultation with the DHS Office of Academic Engagement and TSA, CHDS should convene a national group to develop an outline for suggested bachelor's and associate's degree programs, as well as certificate programs and stackable credentials. These academic programs should provide a clear pathway for progressive movement from certificate and associate programs through the bachelor's degree level, while ensuring high quality standards and the use of best practices.
4. DHS should make available their list of key skill sets and map these to job opportunities and increasing levels of responsibility within DHS, and other potential employers.
5. DHS should increase its promotion of CHDS and establish joint initiatives with CHDS that advance educational opportunities for DHS employees, while maturing the homeland security discipline.

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 the many DHS subject matter experts. The HSAAC urges DHS to consider these recommendations for implementation.

At our upcoming full HSAAC meeting on October 24, 2012, we anticipate deliberation and action on additional recommendations from the subcommittees on Campus Resilience, International Students, and Homeland Security Academic Programs. We also look forward to initial draft recommendations from the remaining two subcommittees: Student and Recent Graduate Recruitment, and Academic Research and Faculty Exchange.

Sincerely,

A handwritten signature in blue ink that reads "Wallace Loh". The signature is fluid and cursive, with the first name "Wallace" and the last name "Loh" clearly distinguishable.

Dr. Wallace Loh  
Chair, HSAAC



**Homeland  
Security**

## **Campus Resilience Pilot Program**

On February 1, 2013, the Department of Homeland Security (DHS) announced the launch of the DHS Campus Resilience Pilot Program (CR Pilot), a new initiative that engages colleges and universities to help develop and pilot an emergency preparedness and resilience planning process. Through the program, DHS works with seven selected colleges and universities to draw on existing resources and collaborate with federal, state and local stakeholders, including the Department of Education and the Department of Justice, to identify new innovative approaches to promote campus resilience.

The CR Pilot was created upon recommendation from the Homeland Security Academic Advisory Council that DHS establish a campus resilience program. The program is a joint initiative of and is supported by DHS' Federal Emergency Management Agency (FEMA), U.S. Immigration and Customs Enforcement Student and Exchange Visitor Program, and the Office of Academic Engagement.

The CR Pilot builds upon best practices, lessons learned and resources already developed to make U.S. colleges and universities more resilient. It also directly supports the goals of the [President's Plan to Reduce Gun Violence](#) by emphasizing the importance of emergency preparedness.

The program promotes DHS' FEMA's [Whole Community](#) approach to resilience planning while building upon each campus' ongoing preparedness efforts. Facilitated engagement sessions involving campus leadership, students, and community stakeholders highlight the needs of various student populations, particularly those of international students, and inform an emergency preparedness and resilience planning process.

On April 2, 2013, Secretary of Homeland Security Janet Napolitano announced the seven colleges and universities competitively selected to participate in the CR Pilot. The full list of the CR Pilot schools and their corresponding campus visits are as follows:

**Drexel University**  
Philadelphia, Pennsylvania  
May 13 – 17

**University of San Francisco**  
San Francisco, California  
July 29 – August 2

**Tougaloo College**  
Jackson, Mississippi  
May 20 – 24

**Green River Community College**  
Auburn, Washington  
August 19 – 23

**Texas A&M University**  
College Station, Texas  
June 10 – 14

**Navajo Technical College**  
Crownpoint, New Mexico  
September 9 – 13

**Eastern Connecticut State University**  
Willimantic, Connecticut  
July 8 – 12

**Mr. Corey Gruber**  
**Assistant Administrator, National Preparedness Directorate**  
**Federal Emergency Management Agency**  
**Department of Homeland Security**



Mr. Corey Gruber serves as the Assistant Administrator, National Preparedness Directorate (NPD) in the Federal Emergency Management Agency (FEMA). The Directorate has a \$500 million budget, five business units, and over 300 personnel charged with coordinating and developing the capabilities and tools necessary to prepare for terrorist incidents and natural disasters. He previously served as Acting Deputy Administrator of the newly formed Directorate and led its April 2007 integration into FEMA.

Previously, Gruber was Acting Assistant Secretary of Grants and Training in the Department of Homeland Security's (DHS) former Preparedness Directorate, overseeing the administration of \$3 billion in grant programs. His other assignments within DHS include serving as the Executive Director of the National Preparedness Task Force, and leading the implementation of Homeland Security Presidential Directive-8 (National Preparedness).

Before joining the federal government in 2001, Gruber was Deputy Director of the Emergency Management Division for Research Planning, Inc., where he supported planning, training, exercise, and continuity needs for public and private sector clientele. He oversaw conduct of over 250 training exercises for 120 major metropolitan areas to help those areas prepare for response to terrorist use of weapons of mass destruction.

A retired U.S. Army officer, Gruber also served as Chief of Plans for the Department of Defense's Director of Military Support, where he was responsible for Military Support to Civilian Authorities, including planning and response to more than 50 major disasters and emergencies, and management of classified continuity of operations programs.

Gruber is the recipient of the 2006 Secretary's Silver Medal, which is awarded for exceptionally meritorious service to the department and the federal government. Gruber received a Bachelor's degree from Pennsylvania State University, and a Master's degree from Chapman University.

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

Chaired by Texas A&M University President 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' 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 (FLETC) and campus law enforcement professionals; and*
- 6. How DHS can better coordinate with individual campus IT departments on the risks towards and attacks on computer systems and networks.*

### Recent Discussion

- The subcommittee last met on July 9, 2013. Representatives from the Federal Emergency Management Agency (FEMA) and the Community and Regional Resilience Institute provided briefings on the recently released inter-agency *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* and the DHS Campus Resilience Pilot Program (CR Pilot).

### Summary of Progress

- Since March 2012, the subcommittee has proposed 14 recommendations across five of its six taskings (in bold, above), all of which have been adopted by the HSAAC.<sup>1</sup> DHS has made significant progress in addressing the following recommendations:
  - *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).*
  - *DHS should establish a campus resilience program with corresponding funding, technical assistance, and training to work with campus officials in assessing their preparedness,*

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<sup>1</sup> HSAAC recommendations from July 10, 2012 and October 24, 2012 meetings are found in the transmittal memos from Chairman Loh to Secretary Napolitano, located in the member briefing materials.

*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.*

- *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.*

## **Recent Progress**

- DHS competitively selected seven colleges and universities to participate in the CR Pilot, an initiative that engages colleges and universities to help develop and pilot an emergency preparedness and resilience planning process. As part of the program, DHS initiated campus engagement sessions at the seven selected CR Pilot schools.
- Together with the Department of Education, Department of Justice, and Department of 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.
- DHS is actively expanding the “*If You See Something, Say Something*™” campaign to colleges and universities.
- DHS’ FEMA is developing tools and resources to help institutions of higher education implement and sustain Campus Community Emergency Response Team (CERT) programs in order to improve and enhance their emergency preparedness. As part of this effort, FEMA is conducting outreach and holding informational webinars for the higher education community.
- 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.

## **Previously Reported Progress**

- DHS launched the CR Pilot in February 2013, a new program that builds upon best practices, lessons learned and resources already developed to make U.S. colleges and universities more resilient. The CR Pilot is funded by DHS’ FEMA and DHS’ U.S. Immigration and Customs Enforcement Student and Exchange Visitor Program.
- DHS launched a comprehensive “[Active Shooter Preparedness](#)” web portal in January 2013, containing courses, materials, and workshops for a variety of stakeholders, including the academic community.
- DHS’ FEMA, with support from its interagency partners, is developing new curriculum for the Multi-Hazard Emergency Planning for Schools, Planning for Schools Train-the-Trainer, and a self-paced Independent Study course for school administrators, teachers and support personnel to prepare for and address actions required in a mass shooting event.

- DHS' FEMA launched the "[Academia & Resilience](#)" online web portal, containing program guides, tools, outreach materials, and downloadable tabletop and emergency planning exercises targeted to the academic community. Since its launch in mid-February, the portal has garnered over 1,200 page views.

### **Next Steps**

- Following the meeting of the full HSAAC on July 17, the Subcommittee on Campus Resilience will hold additional meetings to 1) discuss the final report on the CR Pilot following the conclusion of the campus engagement sessions; 2) develop one or more recommendations to address tasking three; and 3) revisit tasking six related to cybersecurity (see taskings, above).

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

Co-Chaired by Association of American Universities President Dr. Hunter R. Rawlings, III and New York University President Dr. John Sexton, 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.*

### Recent Discussion

- The subcommittee last met on May 17, 2013. Representatives from U.S. Customs and Border Protection (CBP) and U.S. Immigration and Customs Enforcement (ICE) provided briefings on interoperability of data systems and changes to the international student entry process following recent events.

### Summary of Progress

- Since March 2012, the subcommittee has proposed 24 recommendations across its three taskings, all of which have been adopted by the HSAAC.<sup>1</sup> DHS has made significant progress in addressing the following subcommittee recommendations:
  - *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.*
  - *DHS should implement throughout the agency the robust model of stakeholder engagement that U.S. Citizenship and Immigration Services (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.*
  - *DHS can enhance its effectiveness by receiving public input concerning planned changes. It 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 USCIS has been quite successful in this area and would encourage CBP and ICE Student and Exchange Visitor Program (SEVP) to follow USCIS' example.*

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<sup>1</sup> HSAAC recommendations from the July 10, 2012 and October 24, 2012 meetings are found in the transmittal memos from Chairman Loh to Secretary Napolitano, located in the member briefing materials.

- *With input from stakeholders, DHS should issue guidance on creating international education programs so that they comply with current regulations, and should revise several key regulations and policies that hinder student mobility and prohibit colleges and universities from offering innovative programs and even fairly routine programs to international students.*
- *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.*
- *DHS (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.*
- *DHS should streamline school recertification, utilizing carefully-devised risk factors.*
- *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.*

## **Recent Progress**

- DHS took the following steps to continue robust stakeholder engagement:
  - Representatives from ICE SEVP, USCIS, and CBP participated in the June 2013 Association of International Educators (NAFSA) annual conference.
  - CBP led efforts with USCIS and ICE SEVP to engage stakeholders through teleconferences, conference participation, and webinars on the move to paperless Forms I-94 in the international student entry process.
  - ICE SEVP launched live question and answer sessions through the [Study in the States](#) website.
- ICE SEVP published two draft policy guidance documents on the [Study in the States](#) website for public input: bridge programs and conditional admission; and contractual relationships.
- DHS competitively selected seven colleges and universities to participate in the DHS Campus Resilience Pilot Program (CR Pilot), an initiative that engages colleges and universities to help develop and pilot an emergency preparedness and resilience planning process. As part of the program, DHS initiated campus engagement sessions at the seven selected CR Pilot schools. These engagement sessions emphasize the importance of the Federal Emergency Management Agency's (FEMA) "Whole Community" approach to planning and resilience efforts, and highlight the needs of various student populations, particularly those of international students.
- Together with the Department of Education, Department of Justice, and Department of 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. The guide for institutions of higher education includes “A Closer Look” at incorporating international students into emergency management and planning.

### **Previously Reported Progress**

- Through the [Study in the States](#) website, ICE SEVP published four draft policy guidance documents for public input to more thoroughly engage its stakeholders in guidance development.
- In January 2013, USCIS launched its online Policy Manual, a centralized online repository for USCIS’ immigration policies; USCIS will publish the 12-volume manual in phases, accepting public comment on all draft policies. Volume 12 has been posted online.
- ICE SEVP conducted a review of its core processes to streamline its adjudicative processes, reducing certification from approximately 270 to 60 days, by integrating risk-based criteria and finding process efficiencies.
- DHS launched the CR Pilot in February 2013, a new program that builds upon best practices, lessons learned and resources already developed to make U.S. colleges and universities more resilient. The CR Pilot is funded by DHS’ FEMA and ICE SEVP.
- DHS has initiated regulatory changes through the development of a draft regulation to increase the number of Designated School Officials allowed per school and to permit spouses of international students to engage in educational activities that constitute less than a full course of study. On December 21, 2012, DHS submitted the draft notice of proposed rulemaking (NPRM) to the Office of Management and Budget for review.

## Progress Report from the Homeland Security Academic Advisory Council's 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' 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' 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.*

### Summary of Progress

- Since March 2012, the subcommittee has proposed four recommendations across three of its five taskings (in bold, above), all of which have been adopted by the HSAAC.<sup>1</sup> DHS has made significant progress in addressing the following subcommittee recommendations:
  - *DHS should conduct a survey within the Department that will identify all of the current R&D projects including information on the principal investigators, the institutions and the partner institutions associated with those projects.*
  - *DHS should establish a formal process that ensures its Component agencies regularly identify their research priorities and communicate them to DHS' Science and Technology Directorate (S&T).*
  - *S&T should regularly compile and communicate both the long-term and short-term research priorities of the DHS Components across DHS and to the COEs. S&T should also monitor and report on specifically how the COEs are addressing DHS research priorities.*
  - *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.*

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<sup>1</sup> HSAAC recommendations from July 10, 2012 and October 24, 2012 meetings are found in the transmittal memos from Chairman Loh to Secretary Napolitano, located in the member briefing materials.

## **Recent Progress**

- S&T used the re-compete process and Funding Opportunity Announcements (FOAs) of the Centers of Excellence (COEs) to engage relevant DHS Components in identifying their long-term research needs. Through this process S&T has identified approximately 34 topics as DHS' top research priorities (see Attachment 1, beginning on next page).
- S&T is developing a Memorandum of Understanding (MOU) with DHS Components 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&T; engage in S&T's project reviews; and participate in S&T's COE funding opportunity panels.
- S&T continues to develop and host focused COE technology showcase events. Since 2011, S&T has conducted six technology showcases targeting the needs of the U.S. Coast Guard, U.S. Customs and Border Protection, Office of Intelligence and Analysis, Federal Emergency Management Agency, the S&T Divisions and the United States Congress.

## **Previously Reported Progress**

- From 2007 – 2011, S&T held five successful annual COE University Research Summits to bring stakeholders and researchers together. The last three Summits were attended by over 1,000 people from DHS, other federal agencies, academia and industry.

## Attachment 1: DHS Components Research Topics List

The following is a compiled list of the research topics that DHS Component representatives identified as their highest priorities. The list includes all research topics identified for nine COEs' FOAs between 2009 and 2013.

### DHS Components Research Topics\*

- Adaptive Adversaries: Understanding and Countering
- Advanced Coastal Infrastructure Development
- Arctic Mission Support
- Behavioral Science Studies (Terrorists, Communities, Disaster Victims, Immigrants)
- Catastrophic Response and Recovery
- Coastal Erosion
- Command, Control, Communications and Interoperability
- Countering Terrorism: Risk Management, Costs/Consequences
- Credibility Assessment
- Cyber Security
- Data Analytics
- Data Visualization
- Decision Tools for Law Enforcement
- Economic Analysis of Terrorism, Trade and Natural Disasters
- Explosives Characterization, Detection, Trace Sampling, Signature Analysis
- Food Safety: Supply Chain Modeling, Vulnerability Assessment
- Foreign and Zoonotic and Epidemic Animal Disease: Detecting, Vaccination, Modeling
- Future Screening Technologies
- Immigration: Enforcement, Policy, Civic Integration/Citizenship, Demographic Trends, Influences, Patterns
- Increasing Interdiction
- Information/Intelligence Integration
- Infrastructure Protection
- Maritime Domain Awareness
- Maritime Security Governance
- Modeling Tools: Economics, Decision support, Adversary; Coastal Marine, Infrastructure, Livestock Movement, Social Networks; Interdependent infrastructures, Storm and Flood Prediction
- Public Information Perception and Communication
- Radicalization/Violent Extremism: Causes and Countering
- Resilience: Community, Infrastructure, Economic
- Risk Perception/Communication
- Risk Assessment: Maritime, Communication, All Hazards

- Surveillance and Sensing: Modalities, Environmental and Situational Awareness
- Supply Chain Security: Multiple Infrastructure Sectors, including Security Technologies
- Surveillance/Situational Awareness
- Trade Facilitation

*\*Please note that this is not an exhaustive list of the research topics that DHS finds valuable. While the COEs have conducted research to address all or part of some of the research topics on this list, many gaps are still to be addressed.*

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

Chaired by Saint Augustine's University President Dr. Dianne Boardley Suber, 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 Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and other Minority Serving Institutions (MSIs) know of and take advantage of DHS internships and job opportunities.*

### **Summary of Progress**

- Since March 2012, the subcommittee has proposed 14 recommendations across its three taskings, all of which have been adopted by the HSAAC.<sup>1</sup> DHS has made significant progress in addressing the following subcommittee recommendations:
  - *DHS should incentivize collaboration between community colleges, HBCUs, HSIs, TCUs and other MSIs, to show students viable career pathways within DHS while they continue through their academic degree progression.*
  - *DHS should establish cooperative agreements and sponsorship support, where appropriate, with professional organizations and MSIs to engage their talent pools and take advantage of their marketing and outreach efforts.*
  - *DHS should expand the use of paid and unpaid internships to attract students at all appropriate career levels.*

### **Recent Progress**

- DHS transmitted Department-wide Memoranda of Understanding (MOUs) to the following higher education associations: 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. The intent of these MOUs is to enhance communication and cooperation, and expand outreach to and recruitment of students and recent graduates for DHS opportunities, including, but not limited to, internships, fellowships, temporary federal employment and permanent federal employment.

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<sup>1</sup> HSAAC recommendations from July 10, 2012 and October 24, 2012 meetings are found in the transmittal memos from Chairman Loh to Secretary Napolitano, located in the member briefing materials.

- DHS launched the Summer 2013 National Cybersecurity and Communications Integration Center (NCCIC) Student Events, a series of monthly tours and panel discussions with DHS cybersecurity experts hosted at the NCCIC. Designed specifically for students and interns interested in the field of cybersecurity and pursuing a cyber-related degree, the program primarily targets students served by organizations representing HBCUs and MSIs.
- DHS launched the Secretary's Honors Program Cyber Student Initiative, an unpaid student volunteer program for community college students pursuing cyber-related degrees. Through the program, selected community college students and student veterans gain in-depth knowledge and practical experience by working directly with DHS cybersecurity professionals at local U.S. Immigration and Customs Enforcement computer forensics labs. DHS received a total of 291 applications and selected 25 students for placement in summer 2013.
- DHS received a total of 4,237 qualified applications for the Secretary's Honors Program (SHP), a highly competitive, premier program for exceptional entry-level professionals looking for a career at DHS. Selected candidates will be placed by October 2013.

### **Previously Reported Progress**

- DHS launched the SHP in October 2012. Through SHP and other vehicles, DHS has begun to leverage the new hiring authority established by the federal Pathways Programs, specifically with regards to attracting recent graduates to fill critical occupations.
- DHS initiated development of Department-wide MOUs with academic membership organizations, specifically those representing HBCUs, HSIs, TCUs, additional MSIs, community colleges and women's colleges.

## **Progress Report from the Homeland Security Academic Advisory Council's Subcommittee on Homeland Security Academic Programs**

Co-Chaired by LaGuardia Community College President Dr. Gail O. Mellow and U.S. Coast Guard Academy Superintendent Rear Admiral Sandra Stosz, 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.*

### **Summary of Progress**

- Since March 2012, the subcommittee has proposed 11 recommendations across two of its seven taskings (in bold, above), all of which have been adopted by the HSAAC.<sup>1</sup> DHS has made significant progress in addressing the following subcommittee recommendations:
  - *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.*
  - *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.*

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<sup>1</sup> HSAAC recommendations from July 10, 2012 and October 24, 2012 meetings are found in the transmittal memos from Chairman Loh to Secretary Napolitano, located in the member briefing materials.

- *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.*
- *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.*

### **Recent Progress**

- DHS is continuing to develop the HSAAC National Study on Homeland Security Curricula in close alignment with the DHS National Training and Education System.

### **Previously Reported Progress**

- 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 the DHSCConnect intranet.
- 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.



**Homeland  
Security**

## **The Department of Homeland Security's Role in Cybersecurity**

The Department of Homeland Security (DHS) serves as the lead for the federal government in securing civilian government computer systems, and works with industry and state, local, tribal and territorial governments to secure critical infrastructure and information systems. DHS analyzes and reduces cyber threats and vulnerabilities; distributes threat warnings; and coordinates the response to cyber incidents to ensure that our computers, networks, and cyber systems remain safe. DHS also plays a key role in the investigations and arrests of cyber criminals, and provides education and resources about how the public can stay safe online.

## **Growing and Expanding the Pipeline of Cyber Talent**

Cyber intrusions and attacks have increased dramatically over the last decade, and the landscape of cyber threats is constantly evolving. To ensure a stable, safe, and resilient cyberspace, it is vital to develop and attract top cyber talent and highly qualified candidates to DHS.

In July 2012, Secretary Napolitano directed the Homeland Security Advisory Council to form the Task Force on CyberSkills in response to the increasing demand for the best and brightest in the cybersecurity field. In October 2012, the Task Force released a set of 11 [recommendations](#) aimed at improving DHS' ability to build a world-class cybersecurity team. The Task Force recommended that DHS "expand the pipeline of highly qualified candidates for technical mission-critical jobs through innovative partnerships with community colleges, universities, organizers of cyber competitions, and other federal agencies." In addition, the Task Force advised DHS to "launch a major, sustained initiative to enhance the opportunities for U.S. veterans to be trained for and hired in cybersecurity jobs."

In order to support the implementation of recommendations from the Task Force around these objectives, DHS is actively working to engage the academic community in its cyber efforts. In March 2013, DHS established a Subcommittee on Cybersecurity as part of the Homeland Security Academic Advisory Council.

## **DHS Cybersecurity Recruitment and Academic Outreach Initiatives**

DHS has developed several cyber-related programs, initiatives, and resources for the academic community to educate and attract the next generation of cyber professionals. The Department offers a number of competitive scholarships, fellowships and internship programs, and in April 2013, created the Secretary's Honors Program Cyber Student Initiative for community college students and student veterans. DHS also launched the National Initiative for Cybersecurity Careers and Studies website, an online resource for information on cybersecurity awareness, education, talent management, and professional development and training.

In addition, DHS expanded its outreach efforts targeting students and student veterans to include guided tours of DHS cyber facilities and panel discussions with top DHS cybersecurity experts. Finally, DHS actively works to build students' cybersecurity skills and capabilities through the sponsorship of cyber competitions, such as the National Collegiate Cyber Defense Competition (NCCDC), and support of DHS/National Security Agency National Centers of Academic Excellence cybersecurity programs.

**Dr. Douglas Maughan**  
**Director, Cyber Security Division**  
**Science and Technology Directorate**  
**Department of Homeland Security**



Dr. Douglas Maughan is the Director of the Cyber Security Division in the Department of Homeland Security (DHS) within the Science and Technology (S&T) Directorate Homeland Security Advanced Research Projects Agency (HSARPA) where he oversees Cyber Security Research and Development activities. Prior to joining DHS in 2002, Maughan was a Program Manager in the Advanced Technology Office (ATO) of the Defense Advanced Research Projects Agency (DARPA). His research interests and related programs were in the areas of networking and information assurance.

Prior to his appointment at DARPA, Maughan worked for the National Security Agency (NSA) as a senior computer scientist and led several research teams performing network security research. Maughan received Bachelor's degrees in Computer Science and Applied Statistics from Utah State University, a Master's degree in Computer Science from Johns Hopkins University, and a PhD in Computer Science from the University of Maryland, Baltimore County (UMBC).

## **Progress Report from the Homeland Security Academic Advisory Council's Subcommittee on Cybersecurity**

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; 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.*

Chaired by San José State University President Dr. Mohammad H. Qayoumi, the subcommittee met via teleconference on May 2, May 15 and June 18, discussing taskings 1 and 5 (in bold font, above) as well as potential recommendations.

### **Overall Findings**

- In order to address the shortage of cybersecurity professionals and build a sustainable pipeline of talent, it is important to create pathways for students to become and stay engaged in cybersecurity throughout their education.
- Community colleges are well-positioned to develop a large number of highly skilled cybersecurity professionals, and students who successfully complete cybersecurity programs focused on hands-on technical training will be highly sought after. DHS should explore and expand innovative partnerships with community colleges.
- DHS funds and co-sponsors cyber competitions in coordination with the private sector, which help prepare students for careers in cyber-related fields.
- Underserved communities in cybersecurity education and careers represent an important demographic that DHS should target through outreach and recruitment efforts.
- DHS has a vested interest in creating cybersecurity educational and employment opportunities for veterans. DHS has recently launched several programs for the veteran community, and builds strategic relationships with the Department of Defense (DOD), the Department of Veterans Affairs (VA), and other veteran service organizations.
- DHS and the National Security Agency (NSA) co-sponsor the National Centers of Academic Excellence in Information Assurance Education (CAE/IAE), IA 2-year Education and Training (CAE/2Y), IA Research (CAE/R), and upcoming IA/Cyber Defense programs. These programs promote higher education and research in IA and cybersecurity, and prepare students for careers in cyber-related fields.

- DHS recently developed the National Initiative for Cybersecurity Careers and Studies (NICCS) website, a national resource for the general public as well as academic and industry professionals to learn about cybersecurity education, careers, and workforce development opportunities.

## **Draft Recommendations**

The Subcommittee on Cybersecurity makes the following draft recommendations:

1. 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.
2. 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.
3. DHS should compile a list of cyber competitions, including any measures of program success (i.e. amount of private sector dollars contributed, number of participants, and number of job offers extended to participants), to assess the return on investment and target proven programs to invest in and support.
4. DHS should establish analytics and/or a tracking program to gather data on the post-activities of students involved in cyber camps and other cyber programs, to determine ways to continually engage these students and encourage their entry into cyber careers.
  - a. DHS should track the succession of students from 2-year cyber-related degree programs to 4-year cyber-related degree programs and/or careers.
5. DHS should target outreach efforts at underserved communities to improve their pathways to cyber-related educational and career opportunities.
  - a. DHS should target outreach to women, people of color, and underserved communities to promote cybersecurity clubs/camps with an emphasis on individual and team-oriented projects as well as the growing impact of cybersecurity in our technologically integrated world. An emphasis on these aspects of cybersecurity and its social benefits will broaden the appeal of these clubs/camps.
6. DHS should partner with VA and DOD to inform veterans and transitioning service members of how to use the College Level Examination Program (CLEP) to obtain credit for active duty experience and academic work while in service.
7. DHS should partner with VA to enhance awareness of existing road mapping tools such as VA for Vets and MyCareer@VA, as well as incorporate DHS employment opportunities in such tools.
8. DHS should identify and leverage existing college and university cyber boot camps for ROTC cadets as a model for student veterans.

9. DHS should foster the growth of the U.S. Coast Guard Academy's (CGA) cyber-related educational opportunities and programs:
  - a. Examine the feasibility of CGA applying as a DHS/NSA CAE in IA/Cyber Defense.
  - b. Partner with CGA on DHS' cyber-related initiatives, utilizing CGA as a test-bed for pilot programs.
  - c. Establish an internship program for CGA cadets, modeled after the Secretary's Honors Program Cyber Student Initiative.
10. DHS should develop reciprocal partnerships with private companies to create an 'exchange program' for DHS employees and interns, in order to broaden the experience of entry-level cybersecurity professionals.
11. DHS should expand the NICCS website to include a comprehensive and interactive asset map of government cyber programs, careers, and educational and training resources.
12. DHS should establish and support a Department-wide social media and outreach strategy directed at its cyber-related programs, initiatives and opportunities. The strategy should incorporate input from academic associations, students, faculty, and other higher education sources, and should target students, student veterans and recent graduates interested in cyber-related careers.

## **Readout of Secretary Napolitano's Visit to Philadelphia to Announce Campus Resilience Pilot Program**

**Release Date:** April 2, 2013

PHILADELPHIA – Secretary of Homeland Security Janet Napolitano today traveled to Drexel University to announce seven colleges and universities competitively selected to participate in the Department of Homeland Security (DHS) Campus Resilience Pilot Program (CR Pilot). DHS will work with the seven selected colleges and universities to draw on existing resources, collaborate with federal, state and local stakeholders and identify new innovative approaches to promote campus resilience—directly supporting the goals of the President's Plan to Reduce Gun Violence, and making educational institutions safer and more prepared.

“This is an important step in our work with the academic community to help campuses prepare for, protect against, respond to, recover from and mitigate crisis and emergency situations,” said Secretary Napolitano. “Through their work with DHS, these colleges and universities will help us further develop best practices, resources and tools needed to assist campus communities nationwide in their efforts to reduce gun violence on campuses and bolster resilience and emergency planning processes for all types of hazards.”

The CR Pilot will emphasize the importance of DHS' Federal Emergency Management Agency's (FEMA) 'Whole Community' approach to planning and resilience efforts, and will highlight the needs of various student populations. The selected colleges and universities will help develop and pilot an emergency preparedness and resilience planning program that builds from each campus' ongoing efforts and facilitated by community engagement, local stakeholders, campus leadership and students.

The CR Pilot was created upon recommendation from the [Homeland Security Academic Advisory Council](#) (HSAAC)—comprised of prominent university presidents and academic leaders, and charged with advising the Secretary and senior leadership at the Department on matters related to homeland security and the academic community, including campus resilience.

The CR Pilot is a joint initiative of and is supported by DHS' FEMA, U.S. Immigration and Customs Enforcement Student and Exchange Visitor Program, and the Office of Academic Engagement.

Colleges and universities selected for the CR Pilot are:

- **Drexel University**, Philadelphia, Pennsylvania
- **Eastern Connecticut State University**, Willimantic, Connecticut
- **Green River Community College**, Auburn, Washington
- **Navajo Technical College**, Crownpoint, New Mexico
- **Texas A&M University**, College Station, Texas
- **Tougaloo College**, Jackson, Mississippi
- **University of San Francisco**, San Francisco, California

While in Philadelphia, Secretary Napolitano also met with Philadelphia Police Commissioner Charles Ramsey to discuss common efforts to reduce gun violence, and the federal government's ongoing collaboration with partners at all levels of government to support state and local law enforcement to implement measures to prevent, protect, respond, react, and recover from potential future mass casualty shootings.

For more information, visit [www.dhs.gov](http://www.dhs.gov).

## DHS Announces Cyber Student Initiative

**Release Date:** April 18, 2013

WASHINGTON – The Department of Homeland Security (DHS) today announced the creation of the Secretary’s Honors Program (SHP) Cyber Student Initiative – a new DHS program to engage exceptional community college students, including student veterans, in cybersecurity work at DHS. Local U.S. Immigration and Customs Enforcement’s Homeland Security Investigations field offices will serve as training centers for selected cyber students to gain hands-on experience within the DHS cybersecurity professional community.

“DHS is committed to providing opportunities for the next generation of cyber professionals,” said Secretary of Homeland Security Janet Napolitano. “The Secretary’s Honors Program Cyber Student Initiative will offer current students the opportunity to learn more about the critical skills and experience needed to succeed and protect our nation from evolving cyber threats.”

The SHP Cyber Student Initiative was created upon recommendation from the Homeland Security Advisory Council’s Task Force on CyberSkills that DHS strengthen its outreach to students at community colleges and among veterans. The new program is part of the Department’s overall efforts to address the Task Force’s set of [eleven recommendations](#), released last October and aimed at improving DHS’ ability to build a world-class cybersecurity team.

The Cyber Student Initiative will be incorporated into the SHP – [announced](#) by Secretary Napolitano in October 2012 – and is specifically designed as an unpaid student volunteer program for current community college students and student veterans pursuing a program of study in a cybersecurity-related field. These student volunteers will gain in-depth knowledge and practical experience as they work directly with DHS cybersecurity professionals at U.S. Immigration and Customs Enforcement computer forensics labs in 36 cities nationwide.

DHS will work with community colleges to encourage students to apply and will coordinate with the Department of Veterans Affairs and the American Association of Community Colleges to promote the opportunity. Learn more about and apply for the SHP Cyber Student Initiative [here](#). The application period will close on May 3, with student volunteer positions beginning in June.

For more information, visit [www.dhs.gov](http://www.dhs.gov).



**Homeland  
Security**

**Homeland Security Academic Advisory Council**

March 20, 2013 Public Meeting  
Meeting Minutes

The meeting of the Homeland Security Academic Advisory Council (HSAAC) was convened from 10:06 a.m. to 1:34 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 (asterisk denotes telephonic participation):

**HSAAC Members**

Dr. Wallace D. Loh, <i>Chair</i>	Ms. Marlene M. Johnson
Dr. R. Bowen Loftin, <i>Vice Chair*</i>	Dr. Eric W. Kaler
Dr. Joseph E. Aoun*	Dr. Gail O. Mellow
Dr. Lezli Baskerville*	Hon. Ruby G. Moy
Dr. Walter Bumphus*	Dr. Mohammad H. Qayoumi
Dr. David M. Dooley	Dr. Hunter R. Rawlings, III
Dr. Royce C. Engstrom	Rear Admiral Sandra Stosz
Dr. Jay Gogue*	Dr. Holden Thorp

**Department of Homeland Security (DHS) Personnel**

Hon. Janet Napolitano, Secretary of Homeland Security  
Ms. Alice Hill, Senior Counselor to the Secretary of Homeland Security  
Mr. Chris Cumiskey, Deputy Under Secretary for Management  
Dr. Keith Holtermann, Director, National Training, Education and Exercises Division, Federal Emergency Management Agency (FEMA)  
Ms. Lauren Kielsmeier, Executive Director for Academic Engagement

**Call to Order, Opening Remarks, Introductions and Overview of the Day**

Lauren Kielsmeier, Executive Director for Academic Engagement, called the meeting to order at 10:06 a.m. Dr. Wallace Loh, HSAAC Chair, thanked DHS staff and HSAAC members, and gave an overview of the meeting. Chair Loh noted this is the fourth in-person meeting of the HSAAC, and that the HSAAC's subcommittees have met 23 times by phone. The HSAAC has adopted and transmitted 67 recommendations for consideration by DHS; many are being implemented. Chair Loh then introduced Dr. Gail Mellow, Co-Chair of the HSAAC Subcommittee on Homeland Security Academic Programs.

## **Subcommittee on Homeland Security Academic Programs Progress Report**

Co-Chair Mellow said the subcommittee has begun to consider the question of whether “homeland security” is an academic discipline. Given that DHS is a large and complex agency with a wide-ranging set of initiatives, academic programs can help in the integration of them. She noted DHS’ Transportation Security Administration (TSA) as an example where on-the-ground training combined with education can lead to career advancement for DHS personnel. Dr. Mellow also stated that FEMA’s work under Dr. Keith Holtermann has been seminal for the subcommittee in identifying homeland security elements with academic implications.

Rear Admiral Sandra Stosz, Co-Chair, said the subcommittee efforts will promote alignment with both the Quadrennial Homeland Security Review and DHS’ National Training and Education System. Whether or not a homeland security discipline is defined, there is value in the work.

### **Remarks of the Secretary of Homeland Security/DHS Response to HSAAC Progress**

Janet Napolitano, Secretary of Homeland Security, thanked the members of the HSAAC for their service. The HSAAC was created one year ago to better engage the academic community in the homeland security mission. Now there is opportunity to assess progress and identify new and continued areas of focus. Many of the HSAAC’s 67 recommendations are now being implemented. Dr. R. Bowen Loftin has been named Vice Chair of the HSAAC, and will take over the chairmanship at the completion of Chair Loh’s term next year.

Secretary Napolitano then shared some progress and new areas of focus for the HSAAC. The DHS Office of Academic Engagement will work with the HSAAC Subcommittee on Homeland Security Academic Programs to launch a national study on homeland security curricula. An interim faculty chair has been established at the Marine Corps University to expand training and educational opportunities through the Department of Defense Senior Service Schools. To ensure integration, similar chairs will be established at the Army War College and the Army Command and Staff College. She asked the subcommittee to explore ways for colleges and universities to offer academic credit for DHS training, as well as how to better promote degree and certificate programs to DHS personnel.

Secretary Napolitano discussed progress on recommendations from the HSAAC Subcommittee on Campus Resilience. DHS has launched web portals on active shooter preparedness for schools. Additionally, DHS has launched the Campus Resilience Pilot Program. Selected schools will receive assistance in assessing and prioritizing their emergency preparedness and campus resilience plans. Finally, DHS joined several law enforcement agencies in soliciting input on prevention and response efforts in order to create model emergency management plans for academic institutions.

Based on recommendations from the HSAAC Subcommittee on Academic Research and Faculty Exchange, DHS will engage component agencies in identifying long-term research needs. DHS is hosting events to promote Science, Technology, Engineering and Math (STEM)-related fields of study to help educate the next generation of homeland security experts. Secretary Napolitano

asked the subcommittee to advise on a new charge: how DHS assesses the risk and value of its major programs.

Regarding the HSAAC Subcommittee on International Students, DHS will examine its role in the international student process and identify opportunities to make improvements. U.S. Immigration and Customs Enforcement (ICE) has issued four draft policy guidance documents for public input. Backlogs of initial applications and re-certification petitions have been reduced. Suggested regulatory changes are challenging but progress is being made.

Related to recommendations from the HSAAC Subcommittee on Student and Recent Graduate Recruitment, Secretary Napolitano reported that Memoranda of Understanding are being developed with membership organizations to enhance communication and outreach. In the coming year, opportunities to further align the work of the HSAAC with DHS' priorities should be realized. The HSAAC will establish a new member slot to represent women's colleges.

Finally, Secretary Napolitano announced the formation of a new HSAAC Subcommittee on Cybersecurity to be chaired by Dr. Mohammad Qayoumi.

Charges to the new 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.

Dr. Dooley suggested connecting the work of the new subcommittee with that of the HSAAC Subcommittee on Academic Research. Dr. Qayoumi thanked the Secretary for appointing him to chair the new subcommittee. Dr. Engstrom suggested defining cyber security academic program elements according to degree levels. Dr. Rawlings expressed concern about a substantial increase in the number of degrees.

### **Report of Dr. Keith Holtermann, Director, FEMA National Training Education and Exercises Division**

Dr. Holtermann addressed three topics: a primer on the National Preparedness Goal, how the DHS National Training and Education System (NTES) plays an integral role in accomplishing that goal, and a sample academic framework under the NTES.

The National Preparedness Goal is as follows: “a secure and resilient Nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.” Each locality, state and region performs threat hazard identification and risk assessments. The National Preparedness Goal describes 31 core capabilities that will help address the greatest risks.

The NTES is the collection of policies, processes, and tools through which the requirements demand for homeland security training and education can shape the supply of training and education offered to the whole community.

The sample academic framework under the NTES outlines various mission areas, capabilities and other select domains. The framework provides an opportunity to align homeland security academic programs to DHS mission needs and reduce gaps in core capabilities.

The HSAAC discussed the academic framework at length. Admiral Stosz said the framework outlines an approach which imparts proficiency and qualification through validated requirements. The current iteration is focused on training, which would need to be reframed for an academic perspective. For instance, research and policy analysis competencies would be required for a higher-order degree. Chair Loh said the framework seems to be geared for vocational training. Dr. Mellow said the framework was intended to identify areas of competency wherein different levels of analysis can be imagined.

#### **Subcommittee on International Students Progress Report**

Co-Chair Rawlings said that DHS has been very responsive in implementing the subcommittee’s 24 recommendations. The most important recommendations of the subcommittee pertain to DHS more thoroughly engaging its stakeholders in the policymaking process. DHS is more transparent now and more apt to put out drafts for comment. Two areas that require more work are interoperability of data systems, and implementation of the DHS policy to increase the number of designated school officials.

#### **Subcommittee on Campus Resilience Progress Report**

Chair Loftin said the subcommittee put forward 14 recommendations to the HSAAC, pertaining to six taskings from the Secretary. Work has concentrated on five of those taskings. The subcommittee is pleased by how their recommendations have been received by the Department, most having been implemented or at least in process. The two most important areas for the subcommittee: providing more tools for individual campuses to become more resilient, and the need for a better way of getting timely information from all federal agencies involved for cyber security attacks. In both areas, work is in progress within DHS.

#### **Subcommittee on Academic Research and Faculty Exchange Progress Report**

Chair Aoun said the most important recommendation to come out of this subcommittee is that DHS identify its long-term research priorities. Collaboration on this continues. When these priorities are understood, they will be disseminated to the academic community. This

identification will be accomplished using the re-compete process for the DHS Centers of Excellence, and should be made within six months.

### **Subcommittee on Student and Recent Graduate Recruitment Progress Report**

Executive Director Kielsmeier provided the report in Chair Suber's absence. The subcommittee made 14 recommendations. Much time has been spent on the Secretary's Honors Program. Next steps include establishing DHS-wide Memoranda of Understanding with membership organizations, as well as piloting a cyber internship program for community college students in the summer of 2013.

### **Public Comment Period**

Chair Loh opened the floor to the public for comments. Mr. Cyril Rayan, founder and CEO of Resilience, spoke on his company's effort to better campus security, particularly in an active shooter scenario, as well as preventing cyber bullying.

### **Adjournment**

Chair Loh thanked the Secretary, Dr. Holtermann, Executive Director Kielsmeier and her team. The next HSAAC meeting is scheduled for July 17. Executive Director Kielsmeier adjourned the meeting at 1:34 p.m.

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



July 10, 2013

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Signed and Dated

Wallace D. Loh, Chairman, Homeland Security Academic Advisory Council