

Homeland Security Academic Advisory Council

Member Briefing Materials

March 20, 2013



Homeland
Security

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

Wednesday, March 20, 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, Introductions and Overview of the Day
10:20 a.m.	Summary of Council Progress and Looking Ahead
10:30 a.m.	DHS Response to Council Progress
11:15 a.m.	Homeland Security Academic Programs Subcommittee Report and Discussion
12:30 p.m.	Lunch
1:30 p.m.	Additional Subcommittee Reports and Discussion
2:10 p.m.	Public Comment Period*
2:40 p.m.	Council Votes on Potential Recommendations
3:00 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.*



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

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

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.



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.¹
3. Eliminate the restriction limiting international students to only one online course per term.²
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.³
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.⁴
6. Define “course of study” in the B visitor and Visa Waiver Program

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

² 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.

³ 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.

⁴ 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.⁵

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.

⁵ 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,

A handwritten signature in blue ink that reads "Wallace Loh". The signature is written in a cursive style with a large initial "W" and a stylized "L".

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
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

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
Dr. Rufus Glasper
Dr. Jay Gogue
Ms. Marlene M. Johnson
Dr. Eric W. Kaler
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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 implemented¹ 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.

¹ 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.²
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-2³ 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

² 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.

³ 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".

Dr. Wallace Loh
Chair, HSAAC



Homeland Security Academic Programs

Over the past ten years, homeland security education has expanded with over 350 newly created certificate and degree programs. Simultaneously, there has been an evolution in the Department of Homeland Security's (DHS) mission priorities, programmatic and organizational structures. As DHS embarks on the next iteration of its strategic framework there is an opportunity to align homeland security academic programs to mission needs and reduce gaps in core capabilities. With input from academia and homeland security practitioners, DHS will gain the confidence that graduates of homeland security learning and development programs have the competencies needed to support mission success and national preparedness.

Aligning Academic Programs to DHS Mission Needs

To emphasize the importance of aligning homeland security academic programs to DHS mission needs, Secretary of Homeland Security Janet Napolitano tasked the Homeland Security Academic Advisory Council (HSAAC) with defining the core elements of a homeland security degree at the associate's, bachelor's and master's levels. In response, the HSAAC provided the following recommendations:

- Establish a definition of Homeland Security Academic Programs that could serve as guide for overall program development.
- Review and update the suggested Center for Homeland Defense and Security master's degree program/curriculum outline.
- Develop an outline for suggested bachelor's and associate's degree programs, as well as certificate programs and stackable credentials.

HSAAC National Study on Homeland Security Curricula

The HSAAC's recommendations, in conjunction with ongoing efforts to support the learning and development of homeland security professionals nationwide, are the basis for the HSAAC National Study on Homeland Security Curricula. DHS will leverage ongoing efforts such as the National Training and Education System (NTES). The NTES, part of the implementation of *Presidential Policy Directive 8: National Preparedness*, is a collection of policies, processes, and tools through which the requirements demand for homeland security training and education can inform the supply of training and education offered to the Whole Community.¹ Through this effort, DHS has identified a homeland security framework with associated core capabilities required to support DHS' mission priorities.

¹ A Whole Community approach attempts to engage the full capacity of the private and nonprofit sectors, including businesses, faith-based and disability organizations, and the general public, in conjunction with the participation of local, tribal, state, territorial, and Federal governmental partners.

National Training and Education System Overview & Model Framework for Academic Programming Integration Discussion

Prepared by:
Keith Holtermann, DrPH
Director
National Training, Education and Exercises

March 20, 2013



Homeland Security

For Exemplary and Discussion Purposes

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Dr. Holtermann's Discussion Agenda

1

National Preparedness Goal

- 5 Minute Discussion
- Preparedness Goal/Core Capabilities
- Questions/Clarifications

2

National Training Education System (NTES)

- 5 Minutes Discussion
- NTES Overview
- Questions

3

Sample Academic Framework

- 10 Minute Discussion
- Framework to inform Curriculum Development
- Questions



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National Preparedness Goal

1

National Preparedness Goal

"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."

- The National Preparedness Goal
 - Is informed by the risk of specific threats and vulnerabilities – including regional variations
 - Defines what it means for the whole community to be prepared for all types of disasters and emergencies
 - Addresses all mission areas: prevention, protection, mitigation, response and recovery
 - Emphasizes a whole community approach that optimizes the use of available resources
 - Describes 31 core capabilities that will help us address our greatest risks



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National Preparedness Goal: Mission Areas and Core Capabilities

1

PREVENT	PROTECT	MITIGATE	RESPOND	RECOVER
Planning	Planning	Planning	Planning	Planning
Public Information and Warning	Public Information and Warning	Public Information and Warning	Public Information and Warning	Public Information and Warning
Operational Coordination	Operational Coordination	Operational Coordination	Operational Coordination	Operational Coordination
Forensics and Attribution	Access Control and Identity Verification	Community Resilience	Critical Transportation	Economic Recovery
Intelligence and Information Sharing	Cybersecurity	Long-Term Vulnerability Reduction	Environmental Response / Health and Safety	Health and Social Services
Interdiction and Disruption	Intelligence and Information Sharing	Risk and Disaster Resilience Assessment	Fatality Management Services	Housing
Screening, Search and Detection	Interdiction and Disruption	Threats and Hazard Identification	Infrastructure Systems	Infrastructure Systems
	Physical Protective Measures		Mass Care Services	Natural and Cultural Resources
	Risk Management for Protection Programs and Activities		Mass Search and Rescue Operations	
	Screening, Search and Detection		On-Scene Security and Protection	
	Supply Chain Integrity and Security		Operational Communications	
			Public and Private Services and Resources	
			Public Health and Medical Services	
			Situational Assessment	



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Example Capability Definitions

1

1. **Planning:** Conduct a systematic process engaging the whole community as appropriate in the development of executable strategic, operational, and/or community-based approaches to meet defined objectives.
2. **Public Information and Warning:** Deliver coordinated, prompt, reliable, and actionable information to the whole community through the use of clear, consistent, accessible, and culturally and linguistically appropriate methods to effectively relay information regarding any threat or hazard, as well as the actions being taken and the assistance being made available, as appropriate.
3. **Operational Coordination:** Establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.
4. **Etc...**, to view all 31 Core Capabilities definitions please visit:
<http://www.fema.gov/core-capabilities#PublicInfo>.



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Questions/Clarifications?

1



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National Training and Education System (NTES) 2



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Key Functions of the NTES 2

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.

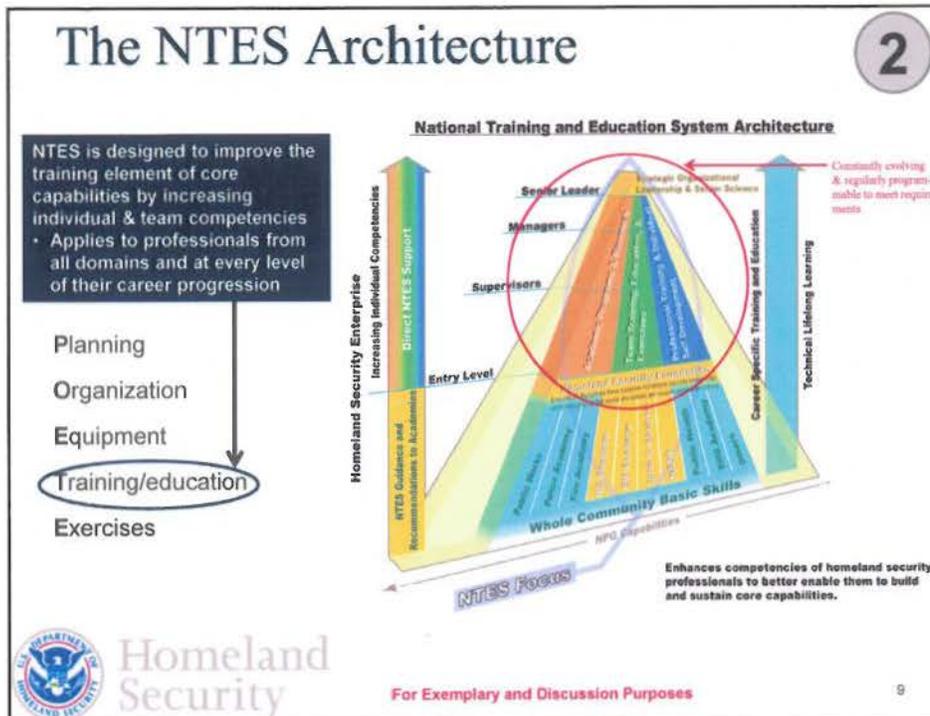
1. **Requirements-based, demand-driven System:** FEMA will assess the specific capability needs of the Whole Community and modifies the provision of its training and education resources to meet those needs
2. **Creates and fosters a homeland security T&E community:** Connects training and education providers and academics to facilitate the sharing of best practices, promulgate new policy and guidance, and foster innovation and research in pedagogy
3. **Improves T&E outcomes through tools and technologies:** Includes several supporting elements that will foster more coordinated, efficient, and effective delivery of homeland security training and education



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NTES Creates and Fosters a Homeland Security T&E Community 2

- Training and education instructors, providers, and stakeholders currently lack common practices and the means to share information that can foster innovation and connect their needs to possible solutions; for example
 - Multiple application processes complicate course enrollment
 - Disparate course catalogues make choosing courses difficult
 - No platform to connect different training and education systems
- The NTES is designed to create and foster a T&E community by leveraging existing programs, processes, and tools to encourage coordination and collaboration among instructors, providers, and stakeholders

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Questions/Clarifications?

2



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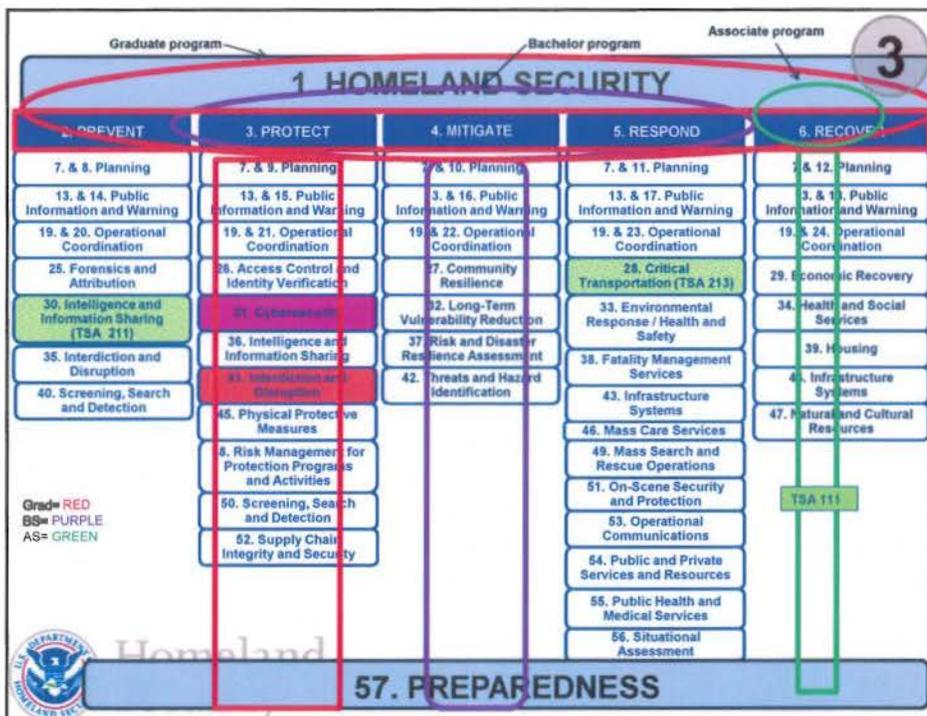
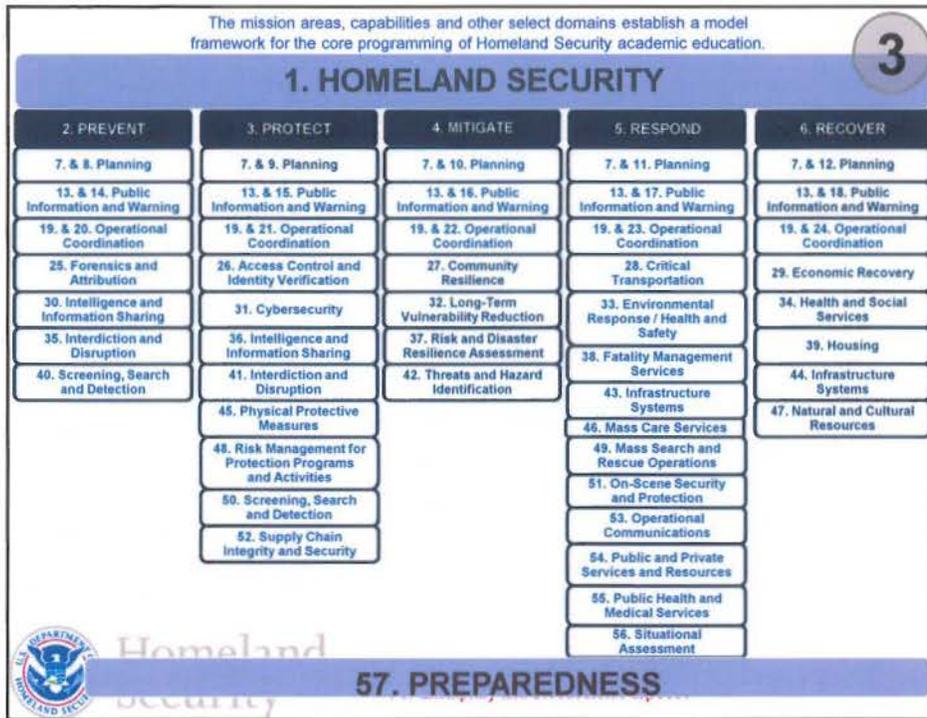
Sample Academic Framework

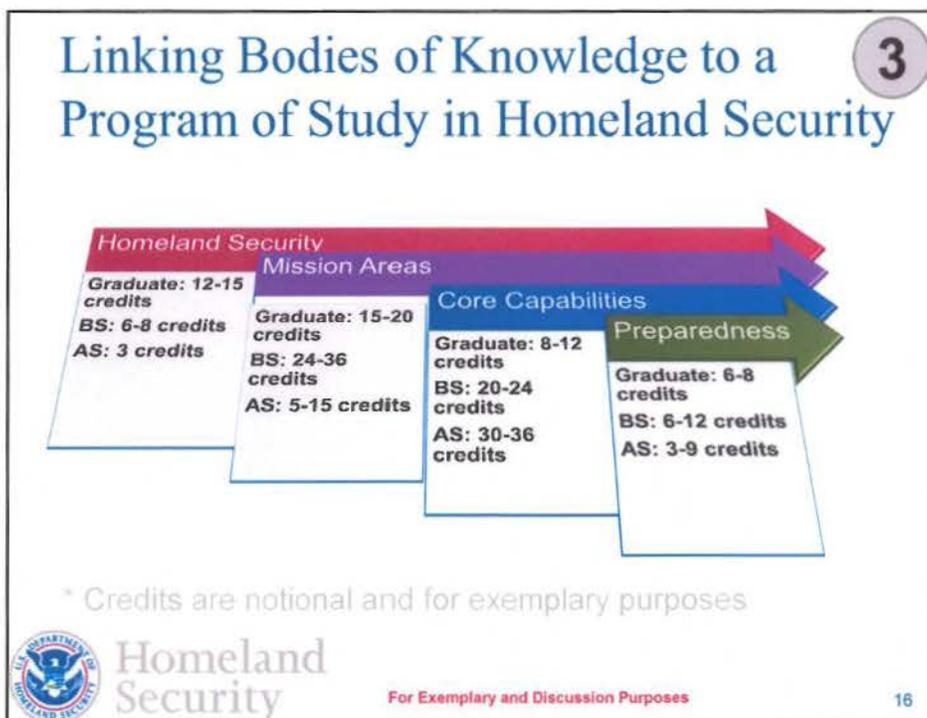
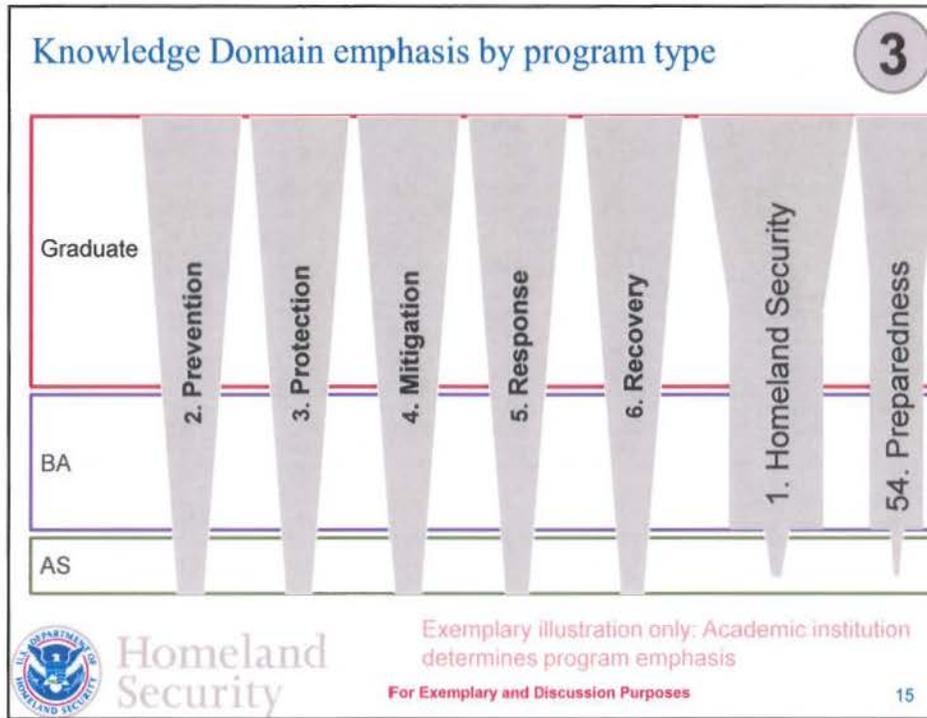
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FEMA

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Linking Capabilities, Competencies and Training

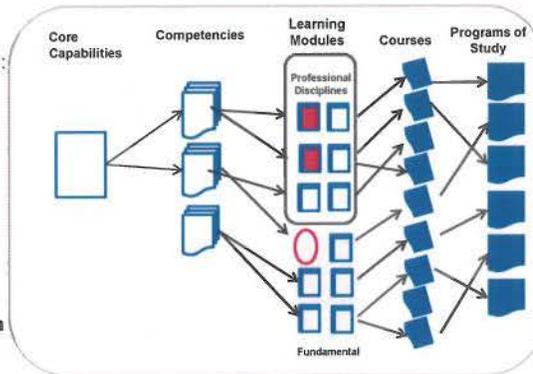
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By example:

- FEMA will collaborate with its training and education partners and experts from the homeland security domains to:

- 1) Identify the competencies that support each core capability
- 2) Identify the professional domains (e.g. law enforcement) and their relationship to the competencies
- 3) Identify the modules that support development of those competencies and where there are shortfalls and redundancies in current course offerings

Match Capabilities and Competencies to Modules



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Questions?

3



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Background Information



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Authorities

- Pursuant to Presidential Policy Directive 8, the *National Preparedness System* (2011) called for the creation of the **National Training and Education System (NTES)** to enable the Whole Community to access training and education in support of preparedness (<http://www.fema.gov/preparedness-1/national-preparedness-system>).
- Authorities: Under the Post Katrina Emergency Management Reform Act, 6 USC §748, the FEMA Administrator, in coordination with the heads of appropriate Federal agencies, the National Council on Disability, and the National Advisory Council, carries out a National Training Program.
- As with the National Exercise Program (NEP), NTES services the **Whole Community**, including Federal, NGO'S, universities, state, local, tribal and territorial (SLTT) governments (<http://www.fema.gov/preparedness-1/whole-community>).



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PPD-8: National Preparedness

- This policy directive from the President asks multiple federal agencies not just FEMA to work together with the whole community to improve national preparedness.
- Presidential Policy Directive 8 is aimed at "strengthening the security and resilience" of the United States through "systematic preparation for the threats that pose the greatest risk to the security of the nation."
- Links together national efforts, organized around key elements:
 - The National Preparedness Goal states the ends we wish to achieve.
 - The National Preparedness System describes the means to achieve the goal.
 - National Planning Frameworks and Federal Interagency Operational Plans explain the delivery and how we use what we build.
 - An annual National Preparedness Report documents the progress made toward achieving the goal.
 - An ongoing national effort to build and sustain preparedness helps us maintain momentum.



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Why is it Important?

- Presidential Policy Directive 8 effort is a collaborative effort:
 - Focuses on involving the **whole community** in preparedness activities
 - Uses a risk-based approach to support preparedness
 - Builds core capabilities to confront any challenge
 - Integrates efforts across the mission areas of Prevention, Protection, Mitigation, Response and Recovery
 - Assesses performance outcomes to measure and track progress

Ultimately, it will help us understand how we can all work together to keep our nation safe and resilient.



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Homeland Security

Keith Holtermann, DrPH, MBA, MPH, RN
Director, National Training, Education and Exercises Division
Federal Emergency Management Agency
Department of Homeland Security



Dr. Keith Holtermann is the Director of National Training, Education and Exercises Division for the Department of Homeland Security's Federal Emergency Management Agency (FEMA). He has more than 35 years of experience in the emergency services field.

Prior to joining FEMA, Dr. Holtermann was the Associate Dean for Health Sciences at The George Washington University (GW) School of Medicine and Health Sciences and served on assignment with FEMA as their founding Director of the National Exercise and Simulation Center. While also at GW, Dr. Holtermann served on a four-year assignment with the U.S. Department of Health and Human Services (HHS) in the Office of the Assistant Secretary for Preparedness and Response in a variety of executive leadership charges. At HHS, he worked as the Emergency Operations Branch chief and the Training Exercises and Lessons Learned lead; he also opened and led the Office of International Response Policy.

Prior to joining GW, Dr. Holtermann served as Director of Emergency Medical Services (EMS) for Jersey City and paramedic coordinator for Hudson County, New Jersey; forensic investigator for the Hudson County, New Jersey, State Medical Examiners Office; director of EMS for the country of Costa Rica; a Health Officer at the U.S. Embassies in Costa Rica and Nicaragua for the U.S. Department of State; and inspector and monitor for the Strategic Arms Reduction and Intermediate-Range Nuclear Forces treaties in Russia. He has also been on faculty at multiple colleges and universities.

Dr. Holtermann spent more than 30 years practicing clinically as a Paramedic, Certified Emergency Nurse, Trauma Nurse Team leader, former Disaster Medical Assistance Team member, and Basic and Advanced Cardiac Life Support instructor. Dr. Holtermann received a Bachelor of Science in Nursing from New York University; a Master's of Business Administration from National University; Master's of Public Health from San Diego State University; and a Doctor of Public Health from Johns Hopkins University with a concentration in Health Policy.

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

Recent Discussion

- The subcommittee last met on February 26, 2013 to discuss Tasking 1 (in bold font, above), and DHS' plans for implementing the related subcommittee recommendations through the National Training and Education System (NTES) and the Homeland Security Academic Advisory Council's (HSAAC) National Study on Homeland Security Curricula (National Study).
- The NTES is a collection of policies, processes, and tools through which the requirements demand for homeland security training and education can inform the supply of training and education offered to the Whole Community.¹

Summary of Progress and Next Steps

- Since March 2012, the subcommittee has proposed 11 recommendations across Taskings 1 and 5, all of which have been adopted by the HSAAC.²
- DHS is working to launch the HSAAC National Study, which will use an iterative, public, crowdsourcing methodology to query, examine, and then define solutions to the subcommittee's recommendations based on the homeland security framework and core competencies identified by the NTES.

¹ A Whole Community approach attempts to engage the full capacity of the private and nonprofit sectors, including businesses, faith-based and disability organizations, and the general public, in conjunction with the participation of local, tribal, state, territorial, and Federal governmental partners.

² 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' National Protection and Programs Directorate and Office of the Chief Human Capital Officer (OCHCO) recently established an interim faculty chair at the Marine Corps University in Quantico, Va. with plans to institutionalize this arrangement in FY 2014/15. Similar arrangements are underway with the U.S. Army War College in Carlisle, Pa. and the U.S. Army Command and Staff College in Ft. Leavenworth, Kan.
- DHS' Office of Operations Coordination and Planning is sponsoring a subject matter expert from the Marine Corps.
- DHS is developing a 2014 summer internship program for U.S. Naval Academy Midshipmen.

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 February 26, 2013 to discuss its summary of progress, focusing on DHS efforts to implement the subcommittee recommendations. DHS' U.S. Customs and Border Protection briefed the subcommittee on the international student entry process.

Summary of Progress and Next Steps

- Since March 2012, the subcommittee has proposed 24 recommendations across its three taskings, all of which have been adopted by the HSAAC.¹
- Through the [Study in the States](#) website, DHS' U.S. Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP) published four pieces of draft policy guidance for public input to more thoroughly engage its stakeholders in guidance development.
- In January 2013, DHS' U.S. Citizenship and Immigration Services (USCIS) launched its online [Policy Manual](#), a centralized online repository for USCIS's immigration policies; USCIS will publish the 12-volume manual in phases, accepting public comment on all draft policies.
- DHS' ICE SEVP conducted a review of its core processes to streamline its adjudicative processes by integrating risk-based criteria and finding process efficiencies; this effort has led to a significant reduction in its backlog of pending initial applications and recertification petitions.
- Secretary Napolitano recently announced the DHS Campus Resilience Pilot Program (CR Pilot), a new program directly tied to an HSAAC recommendation and funded by DHS' Federal Emergency Management Agency and ICE SEVP. The CR Pilot furthers the development of a web-based resilience tool through targeted campus engagement activities at six competitively selected university and college campuses in FY13.
- 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; DHS anticipates publication of these proposed changes in Spring 2013.

¹ 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.

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

Recent Discussion

- The subcommittee last met on February 28, 2013 to discuss DHS' Science & Technology (S&T) Directorate's efforts to implement the subcommittee's recommendations, and a new potential tasking.

Summary of Progress and Next Steps

- Since March 2012, the subcommittee has proposed 4 recommendations across three of its four taskings, all of which have been adopted by the HSAAC.¹
- S&T is using the re-compete process for four Centers of Excellence (COEs) to engage relevant DHS Components in identifying their long-term research needs. Through this process and within six months, S&T will compile a list of DHS' research priorities.
- S&T is developing a process to improve communication and dissemination of information to the academic community, specifically on DHS Components' short- and long-term research priorities.
- S&T continues to develop and host focused COE technology showcase events targeted to specific DHS Component needs. S&T has held five successful COE University Research Summits to bring stakeholders and researchers together, the last three of which were each attended by over 1,000 people.

¹ 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.

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 February 27, 2013 to discuss its summary of progress, Tasking 3 (in bold font, above), Texas A&M University's recent table-top exercise and on-going emergency operations planning efforts. This meeting was intended to orient the subcommittee members in terms of this particular tasking and current best practices that should be explored as potential recommendations are developed in future meetings.

Summary of Progress and Next Steps

- Since March 2012, the subcommittee has proposed 14 recommendations across five of its six taskings, all of which have been adopted by the HSAAC.¹
- Secretary Napolitano recently announced the DHS Campus Resilience Pilot Program (CR Pilot), a new program directly tied to an HSAAC recommendation and funded by DHS' Federal Emergency Management Agency (FEMA) and DHS' U.S. Immigration and Customs Enforcement Student and Exchange Visitor Program. The CR Pilot furthers the development of a web-based resilience tool through targeted campus engagement activities at six competitively selected university and college campuses in FY13.
- Together with the Department of Education and the Department of Justice, DHS is developing and coordinating the release of model, high quality planning guides to aid in the development of emergency management plans for schools and institutions of higher education, to include a set of best practices for developing and training students and staff on how to follow them.

¹ 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 recently launched the “[Active Shooter Preparedness](#)” online web portal for the public, 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 recently launched the “[Academia & Resilience](#)” online web portal, containing program guides and outreach materials targeted to the academic community. Since its launch in mid-February, the portal has garnered over 1,000 page views.

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.*

Recent Discussion(s)

- The subcommittee last met on March 7, 2013 to discuss its summary of progress and a Memorandum of Understanding (MOU) framework with DHS and partnering associations.

Summary of Progress and Next Steps

- Since March 2012, the subcommittee has proposed 14 recommendations across its three taskings, all of which have been adopted by the HSAAC.¹
- Through the Secretary's Honors Program (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 is working to develop Department-wide MOUs with academic membership organizations, specifically those representing HBCUs, HSIs, TCUs, additional MSIs, community colleges and women's colleges. 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.
- DHS is working to pilot an SHP Cyber Fellows Summer Student Intern Program, an initiative modeled on a recommendation from the Homeland Security Advisory Council's Task Force on CyberSkills. Local DHS field offices will serve as training grounds for community college students, including veterans, to gain hands-on experience within the cybersecurity professional community.

¹ 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.



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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) for U.S. colleges and universities. The CR Pilot addresses a recommendation from the Homeland Security Academic Advisory Council that DHS establish a campus resilience program.

The CR Pilot intends to build on the many years' work towards strengthened networks, partnerships, resources, and training related to making U.S. colleges and universities more resilient to all types of hazards, 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. Together with the Department of Education (ED) and the Department of Justice (DOJ), DHS will work with state, local and private sector partners to engage colleges and universities to take proactive steps to enhance preparedness and campus resilience.

A diverse cohort of colleges and universities nationwide will be competitively selected as pilot sites in March 2013. The CR Pilot furthers the development of a web-based resilience tool through targeted engagement activities at the selected university and college campuses. Through the CR Pilot, selected colleges and universities will receive assistance in assessing, further developing, and prioritizing their emergency preparedness and campus resilience plans. Selected CR Pilot colleges and universities will also have the opportunity to convene their campus leadership and students in facilitated community engagement work.

Drawing on existing federal resources from DHS, ED, and DOJ, the CR Pilot will emphasize the importance of the FEMA "Whole Community" approach to planning and resilience efforts, and will focus on the unique needs of various student populations, particularly those of international students.

The selected CR Pilot colleges and universities will be announced in March 2013, with the first pilot occurring in April-May 2013. The remaining pilots will occur throughout the summer and fall of 2013.

DHS Announces Campus Resilience Pilot Program for Colleges and Universities

Release Date: February 1, 2013

For Immediate Release
DHS Press Office
Contact: 202-282-8010

WASHINGTON— The Department of Homeland Security (DHS) today announced the launch of the DHS Campus Resilience Pilot Program (CR Pilot) for U.S. colleges and universities. Together with the Department of Education and the Department of Justice, DHS will work with state, local and private sector partners to engage colleges and universities to take proactive steps to enhance preparedness and campus resilience.

“DHS is committed to working with our partners throughout government and in the academic community to make our nation’s college and university campuses more safe, secure and resilient,” said Secretary Napolitano. “Through the Campus Resilience Pilot Program, we will support campuses and communities in leveraging existing capabilities and seeking new and innovative approaches to making campuses more resilient.”

Six colleges or universities nationwide will be competitively selected by DHS to pilot an emergency preparedness and resilience planning process. The CR Pilot will reach a diverse group of colleges and universities of various settings and sizes. Selected CR Pilot colleges and universities will have the opportunity to convene their campus leadership and students in facilitated community engagement work and receive technical assistance in assessing and further developing their own campus emergency and resilience plans.

The CR Pilot is a joint initiative of and is supported by DHS’ Federal Emergency Management Agency, U.S. Immigration and Customs Enforcement Student and Exchange Visitor Program, and the Office of Academic Engagement.

The CR Pilot addresses a recommendation from the [Homeland Security Academic Advisory Council](#) that DHS establish a campus resilience program. Learn more about and apply for the CR Pilot [here](#).

All applications are due by Feb. 22, 2013. The six college and university pilot sites will be announced in March 2013.

For more information, visit www.dhs.gov.

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**Homeland
Security**

Homeland Security Academic Advisory Council

October 24, 2012 Public Meeting
Meeting Minutes

The meeting of the Homeland Security Academic Advisory Council (HSAAC) was convened from 10:03 a.m. to 2:41 p.m. in room 1B.5-10 of the Ronald Reagan International Trade Center, Washington, D.C. The meeting was open to members of the public under the provisions of the Federal Advisory Committee Act (FACA), P.L. 92-463 and 5 U.S.C. § 552b.

The following individuals were in attendance:

HSAAC Members

Dr. Wallace D. Loh, <i>Chair</i>	Ms. Marlene M. Johnson
Dr. Joseph E. Aoun (via telephone)	Dr. Eric W. Kaler
Dr. Lezli Baskerville	Dr. R. Bowen Loftin
Dr. Walter Bumphus	Dr. Gail O. Mellow
Dr. David M. Dooley	Hon. Ruby G. Moy
Dr. Royce Engstrom	Dr. Hunter R. Rawlings, III
Dr. Antonio R. Flores	Rear Admiral Sandra Stosz
Dr. Rufus Glasper	Dr. Dianne Boardley Suber
Dr. Jay Gogue	

Department of Homeland Security (DHS) Personnel

Hon. Janet Napolitano, Secretary of Homeland Security
Ms. Catherine Emerson, Chief Human Capital Officer
Ms. Lauren Kielsmeier, Executive Director for Academic Engagement

Call to Order, Welcome, and Opening Remarks

Lauren Kielsmeier, Executive Director for Academic Engagement, called the meeting to order at 10:03 a.m. She introduced the U.S. Customs and Border Protection (CBP) Honor Guard for the Presentation of the Colors and led the attendees in the Pledge of Allegiance. Dr. Wallace Loh, HSAAC Chair, thanked DHS staff and HSAAC members, and gave an overview of the meeting. Chairman Loh then introduced Ms. Catherine Emerson, DHS' Chief Human Capital Officer.

Remarks from the DHS Chief Human Capital Officer

Ms. Emerson addressed two areas: the recruitment of students and recent graduates through entry-level programs, and DHS' goal of fostering a diverse workforce. Ms. Emerson expressed her commitment to improving in these areas and looks forward to working with the HSAAC.

Subcommittee on Student and Recent Graduate Recruitment Progress Report

Dr. Dianne Boardley Suber, Chair of the Subcommittee on Student and Recent Graduate Recruitment, presented the subcommittee's findings and made fourteen draft recommendations:

- 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 Minority Serving Institutions (MSIs), community colleges, and other institutions in metropolitan areas 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 the National Aeronautics and Space Administration's (NASA) "One Stop Shopping Initiative" Student Internships program, the (former) NASA Administrators Fellows program, and nonprofit fee-based student intern programs such as the national Hispanic Association of Colleges and Universities' internship program.*
- 9) *DHS should support summer camps, cyber competitions, and K-12 schools to engage students early, particularly in the Science, Technology, Engineering and Math (STEM) 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, Historically Black Colleges and Universities (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 and MSIs to engage their talent pools and take advantage of their marketing and outreach efforts.*
- 14) *DHS should support capacity building programs at MSIs focused on improving retention and completion through research (for example, fund competitive grant programs for MSIs that lack the capacity to compete in existing Research and Development (R&D) programs and/or designate MSI Centers of Excellence).*

Chairman Loh opened the floor for comments and questions. Dr. Lezli Baskerville suggested that comparing DHS to other federal agencies might not be the best approach for measuring diversity and that other metrics, such as Census or Department of Labor statistics, might give a more accurate view of actual diversity. Dr. Baskerville also reiterated that the HSAAC needs to properly define MSIs and HBCUs, because the latter are not always the former. A number of members brought up the importance of gathering disaggregated data. Members also discussed the importance and efficacy of internship programs. [Note: A number of minor editorial suggestions were made, which were incorporated into the final draft recommendations after they were approved.]

Subcommittee on Academic Research and Faculty Exchange Progress Report

Dr. Joseph Aoun, Chair of the Subcommittee on Academic Research and Faculty Exchange, presented the subcommittee's findings and made four draft recommendations:

- 1) *DHS should conduct a survey that will identify all of the current R&D projects within the Department.*
- 2) *DHS should establish a formal process that ensures its Component agencies regularly identify their research priorities and communicate them to the DHS Science and Technology Directorate (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 DHS Centers of Excellence (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 COE technologies and research projects.*

Chairman Loh opened the floor to discussion. Members discussed the importance of opening the lines of communication between DHS and academia, so that the latter knows exactly where DHS wants research to focus. Other federal agencies, such as the Department of Agriculture and the National Science Foundation, offer models of how faculty exchange and research funding can work. DHS is new to this area, but government-sponsored faculty workshops can be a good impetus to opening these lines of communication. Members also stressed that DHS needs to identify its priorities before academia can respond appropriately.

Public Comment Period

Chairman Loh opened the floor to the public for comments. Ms. Denise Krepp talked about her positive experiences with a Coast Guard internship program, and the importance and value of similar programs in fostering a top-notch workforce.

HSAAC Vote on Draft Recommendations

Approval of the amended recommendations from the Subcommittee on Academic Research and Faculty Exchange was moved and seconded. The recommendations were approved unanimously without further discussion.

Approval of the recommendations from the Subcommittee on Student and Recent Graduate Recruitment, as previously edited in discussion, was moved and seconded. The recommendations were approved unanimously without further discussion.

The HSAAC also unanimously approved a recommendation from Chairman Loh that DHS establish an internal governance structure to track and monitor the HSAAC's recommendations.

DHS Response to HSAAC Progress

The HSAAC was joined by the Honorable Janet Napolitano, Secretary for Homeland Security. Secretary Napolitano stressed the importance of fostering a strong partnership with academia, thanked the HSAAC for their continued work, and offered some feedback on recently-received HSAAC recommendations.

Regarding campus resilience, DHS is aware of how crucial campus security is to the nation's well-being. DHS is working to follow the HSAAC's recommendation to insert language into grant and guidance material, and is also slowly expanding its "If You See Something, Say Something" program into select campuses across the country.

Secretary Napolitano then discussed DHS' response to recommendations related to international students. She commented that DHS has prioritized certain regulatory changes that will help international students and has also established the *Study in the States* website. Additionally, DHS is working on a Notice of Proposed Rulemaking which would permit an increased number of designated school officials to work on international student matters, and would also enable the spouses of academic and vocational international students (F&M) to study on a part-time basis. DHS is also exploring a rule that would revise the term "full course of study" to recognize international students with disabilities and chronic medical conditions.

Secretary Napolitano acknowledged that the extensive growth in certificate and degree programs at colleges and universities makes it necessary to ensure that homeland security academic programs actually qualify the student for, and lead to, gainful employment in the field and at DHS.

Secretary Napolitano also announced the creation of the DHS Secretary's Honors Program (SHP), a new recruitment initiative for recent graduates. Through the SHP, DHS intends to recruit, retain and develop exceptionally talented entry-level personnel working in the areas of cybersecurity, information technology, management, policy, emergency management and law. [Note: SHP was officially launched on October 24, 2012.]

Secretary Napolitano said she is looking forward to reviewing the HSAAC's new recommendations.

Subcommittee on International Students Progress Report

Dr. Hunter Rawlings, Co-chair of the Subcommittee on International Students, presented the subcommittee's findings and made eleven draft recommendations:

- 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.*
- 3) *Eliminate the restriction limiting international students to only one online course per term.*
- 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.*
- 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.*
- 6) *Define "course of study" in the B visitor and Visa Waiver Program 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.*
- 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.*

Chairman Loh opened the floor to discussion. Members discussed issues surrounding English as a Second Language accreditation for international students and the importance of streamlining the regulatory process and minimizing red tape for international students.

Subcommittee on Homeland Security Academic Programs Progress Report

Rear Admiral Sandra Stosz, Co-chair of the Subcommittee on Homeland Security Academic Programs, presented the subcommittee's findings and made six draft recommendations:

- 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.*

Chairman Loh opened the floor for discussion. Members discussed the importance of including smaller, regional or public university-based programs into these draft recommendations.

Subcommittee on Campus Resilience Progress Report

Dr. R. Bowen Loftin, Chair of the Subcommittee on Campus Resilience, presented the subcommittee's findings and made five draft recommendations:

- 1) *DHS should urge and collaborate with other federal agencies to develop a shared mechanism to ensure that 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; and*
 - 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.*

Chairman Loh opened the floor for discussion. Members talked about the difficulties in bringing all the government agencies focused on security issues together in a way that can make their information gathering abilities useful for colleges and universities. Cybersecurity has become so important so quickly that agencies and universities are often having difficulty staffing positions.

Public Comment Period

Chairman Loh opened the floor for public comments. Dr. Gumecindo Salas discussed the importance of the Hispanic community in the nation's security apparatus.

Council Vote on Draft Recommendations

Approval of the recommendations from the Subcommittee on International Students was moved and seconded. The recommendations were approved unanimously without further discussion.

Approval of the recommendations from the Subcommittee on Homeland Security Academic Programs was moved and seconded. The recommendations were approved unanimously without further discussion.

Approval of the recommendations from the Subcommittee on Campus Resilience was moved and seconded with a minor amendment to language. The recommendations were approved unanimously without further discussion.

Chairman Loh stated that the approved recommendations would be transmitted to the Secretary for her review.

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Adjournment

Chairman Loh thanked the members, participants, and staff. The next meeting will be March 20, 2013. Ms. Kielsmeier adjourned the meeting at 2:41 p.m.

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

A handwritten signature in blue ink that reads "Wallace D. Loh". The signature is written in a cursive style with a large initial "W".

March 14, 2013

Signed and Dated

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