

Homeland Security Academic Advisory Council

Member Briefing Materials

October 22, 2014



Homeland
Security



**Homeland
Security**

Homeland Security Academic Advisory Council (HSAAC) Meeting Agenda

Wednesday, October 22, 2014
Ronald Reagan Building, Room B 1.5-10 (Floor B1)
1300 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

10:10 a.m.	Call to Order
10:12 a.m.	Opening Remarks and Introductions
10:30 a.m.	DHS Update and Response to Council Progress
11:00 a.m.	Academic Research and Faculty Exchange Report and Discussion
11:20 a.m.	Update on the <i>DHS National Seminar and Tabletop Exercise for Institutions of Higher Education</i>
11:35 a.m.	Campus Resilience Subcommittee Report and Discussion
12:05 p.m.	Lunch
1:00 p.m.	Additional Subcommittee Reports and Discussion
2:30 p.m.	Public Comment Period*
3:00 p.m.	Council Votes on Potential Recommendations
3:15 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;
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; and
5. How to strengthen ties between DHS' Federal Law Enforcement Training Center and campus law enforcement professionals.

6. Subcommittee on Cybersecurity

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



U.S. DEPARTMENT OF HOMELAND SECURITY

Homeland Security Academic Advisory Council

August 4, 2014

Chair:

Dr. R. Bowen Loftin

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

Ms. Marlene M. Johnson

Dr. Eric W. Kaler

Dr. Wallace D. Loh

Dr. Gail O. Mellow

Hon. Ruby G. Moy

Dr. Mohammad Qayoumi

Dr. John Sexton

Rear Admiral Sandra Stosz

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

Dear Mr. Secretary:

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

To date, the Council has submitted more than 80 recommendations across our six subcommittees aimed at strengthening the Department's relationship with the academic community.

Most recently, our six subcommittees met via teleconference between September 2013 and February 2014 to continue to develop draft recommendations for approval by the full Council. At its March 19, 2014 meeting, the Council voted to approve a total of 24 draft recommendations across five of its six subcommittees for your consideration.

I. Subcommittee on Academic Research and Faculty Exchange

DHS has a vested interest in leveraging its Loaned Executive Program and Intergovernmental Personnel Act Mobility Program to strengthen its engagement and partnership with the academic community. Specifically, the Intergovernmental Personnel Act Mobility Program provides opportunities for temporary assignments of personnel between the Federal government and colleges and universities. Given the mutual benefits of the Intergovernmental Personnel Act Mobility Program for both DHS and institutions of higher education, the Department should identify new ways to enhance its visibility and incentivize participation with relevant stakeholders.

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

1. DHS should leverage the Intergovernmental Personnel Act Mobility Program to formally establish an Academic Exchange Program that consists of the following three components: (1) Academic Speakers Bureau; (2) Guest Lecturer Series; and (3) Faculty Exchange Program.

2. The DHS Academic Exchange Program should include the following programmatic elements: (1) targeted outreach to institutions of higher education to enhance visibility; (2) appropriate titles for program participants (i.e. Senior Fellows, Junior Fellows, etc.); and (3) when possible, a cost-sharing mechanism between DHS and participating institutions of higher education.
3. DHS should compile a list of the specializations and/or priorities of its Components to determine the types of institutions of higher education faculty/staff and DHS personnel that should participate in the Academic Exchange Program. In support of this, DHS should use the list of 34 DHS priority research topics compiled by DHS's Science & Technology Directorate in July 2013 to identify potential program participants.

II. Subcommittee on Homeland Security Academic Programs

DHS is seeking to expand opportunities to provide homeland security-focused training by partnering DHS training facilities with colleges and universities in a way that would also provide academic credit for participants. There are a number of DHS training facilities across multiple Components that could potentially offer partnering opportunities.

For example, the Federal Law Enforcement Training Center (FLETC) currently has a limited number of partnerships with other institutions of higher education, including the College of Coastal Georgia, and is pursuing additional partnerships with universities and technical colleges. The Department of Defense's Defense Activity for Non-Traditional Education Support is a model that DHS could also utilize to expand on FLETC's current partnerships.

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

1. DHS should make available a list of DHS training facilities to promote transparency in homeland security training options.
2. DHS should consider new partnerships between DHS training facilities and academic organizations and institutions that would provide participants the ability to earn academic credit for homeland security-focused coursework. These opportunities could include on-site and/or online training offered by colleges and universities.
3. DHS should explore opportunities to leverage an academic credit-based professional education model, such as the Department of Defense's Defense Activity for Non-Traditional Education Support, to provide DHS employees with enhanced access to continuing education.

III. Subcommittee on Campus Resilience

DHS and the Department of Justice help colleges and universities strengthen their safety and preparedness efforts through a variety of programs. To foster outreach and promote understanding between higher education and the Department of Justice's Federal Bureau of Investigation (FBI), the FBI manages the National Security Higher Education Advisory Board, which is comprised of presidents and chancellors of several U.S. universities. The Department of Justice also recently established the National Center for Campus Public Safety (National Center) to serve as a clearinghouse of campus public safety information and resources for institutions of higher education.

DHS's resilience-related efforts include regular coordination and collaboration with the higher education community through the Federal Emergency Management Agency (FEMA) and its Emergency Management Institute. Notably, New England's FEMA Region 1 has built a robust engagement program and works closely with various stakeholders. To help institutions of higher education with the emergency preparedness and resilience planning process, DHS has also created the Campus Resilience Enhancement System, a web-enabled tool developed through the DHS Campus Resilience Pilot Program.

While DHS, the Department of Justice, and institutions of higher education frequently collaborate on campus preparedness and safety issues, increased information sharing and coordination among these entities would enhance campus resilience in the higher education community.

Based on these findings the Subcommittee on Campus Resilience recommends:

1. DHS should continue to support its Campus Resilience Pilot Program as funding allows.
2. DHS should partner with the Department of Justice's National Center to promote campus resilience as well as offer the Campus Resilience Enhancement System as a resource to the broader higher education community.
3. Through the Homeland Security Academic Advisory Council, DHS should establish a partnership with the Department of Justice/FBI National Security Higher Education Advisory Board to promote information sharing and collaboration on cybersecurity-related and other issues that are common to both groups.
4. FEMA's Region 1 should be recognized as a DHS best practice for engagement with the higher education community on campus preparedness and resilience efforts.

5. DHS should explore situational awareness and information sharing resources and tools such as DHS's Virtual USA and commercial solutions that enable institutions of higher education to better share best practices and coordinate on campus resilience, preparedness and response issues.
6. DHS should create an online repository of downloadable tabletop exercises specific to colleges and universities. This should include exercises developed by other institutions of higher education that can be adapted and modified to fit the specific needs of the user.

IV. Subcommittee on International Students

U.S. Customs and Border Protection (CBP) provides its Officers with extensive training through its Officer Basic Training Program, including specific training on international students and the Student and Exchange Visitor Information System. CBP and all other DHS Components involved in the international student immigration process would benefit from additional international student-specific training modules for new and continuing employees.

DHS can increase the public's understanding of its resources and promote compliance with DHS policies by promoting its numerous international student customer service initiatives and programs. DHS can also enhance transparency and understanding of the immigration process by publishing the non-law enforcement sensitive portions of CBP's internal policies and procedures.

The U.S. Immigration and Customs Enforcement's (ICE) Student and Exchange Visitor Program has made significant progress in reducing its school certification processing times and increasing engagement with stakeholders. To maintain these improvements and implement all of its ongoing initiatives, including enhancements to the Student and Exchange Visitor Information System, ICE's Student and Exchange Visitor Program needs funding to be made available for staff increases.

Based on these findings the Subcommittee on International Students recommends:

1. DHS should incorporate international student-specific modules into training for new and continuing employees of DHS components and agencies with a role in the international student process.
2. CBP should publicize the non-law enforcement sensitive policies and procedures related to international student entry to increase transparency and understanding of the operational procedures that guide CBP Officers in the entry process.

3. DHS should make public data related to international student entry at land, sea, and air ports of entry, to include rates of admission, denial, and deferred inspection.
4. DHS should promote existing customer service programs and resources available to assist international students and school officials in understanding DHS policies and procedures.
5. DHS should allow ICE's Student and Exchange Visitor Program to use available funding from user fees to hire staff necessary to enhance the Student and Exchange Visitor Information System and implement other initiatives identified in Student and Exchange Visitor Program's 2008 fee increase.
6. DHS should expedite plans to enhance the Student and Exchange Visitor Information System.

V. Subcommittee on Cybersecurity

To build a sustainable pipeline of cyber talent, it is important to create pathways for students to become and stay engaged in cybersecurity throughout their education. Through the DHS/National Security Agency sponsored National Centers of Academic Excellence programs, DHS works to promote Information Assurance education, training, research, and awareness and produce professionals with Information Assurance expertise in various disciplines. Criteria for institutions of higher education to earn a National Centers of Academic Excellence designation have recently changed and will be based on knowledge units rather than previous standards.

Community colleges are well-positioned to develop a large number of highly skilled cybersecurity professionals, yet Federal government hiring qualification standards often preclude applicants with Associate's degrees from qualifying for certain DHS entry-level cybersecurity positions based on education alone. Under the Pathways Program, DHS could set qualifications for intern positions and possibly qualify community college students at the GS-05 level.

Based on these findings the Subcommittee on Cybersecurity recommends:

1. DHS should launch an internal campaign to educate program managers on the new Pathways Programs hiring authority for internships, including the options it presents for providing community college students with work experience.
2. The summer 2013 Secretary's Honors Program Cyber Student Volunteer Initiative, in which community college students served in ICE cyber forensics labs, should be expanded and cited as a best practice.

3. DHS should ensure that its cyber internship programs include a structured career path where participants have the opportunity to be hired for permanent entry-level positions upon completion of the program.
4. DHS should expand its internship opportunities to include virtual internships and mentorships, in order to engage additional students and strengthen the Department's cybersecurity recruitment efforts.
5. DHS and the National Security Agency should align the knowledge units used as criteria for the National Centers of Academic Excellence designations to a set of learning outcomes to help institutions of higher education developing cyber-related degree and certificate programs to better meet workforce needs.
6. DHS and the National Security Agency should formally deputize the National Centers of Academic Excellence to act as representatives of the program at higher education conferences and meetings to conduct outreach and promote the program's benefits to academic institutions.

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

Sincerely,



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

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

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

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

The Subcommittee met on September 16, discussing tasking 4 (in bold font, above) as well as potential recommendations.

Recent Discussion and Overall Findings

- The Science and Technology Directorate (S&T) has coordinated three short term exchanges of Centers of Excellence professors to various DHS Components, including: the Transportation Security Administration, U.S. Customs and Border Protection, and S&T Office of Policy.
- S&T regularly hosts and coordinates seminars on homeland security topics featuring guest lecturers from academia.
- Building upon S&T's efforts, DHS would like to formalize and expand the Academic Exchange Program by increasing its transparency and visibility within the Department and to external stakeholders.
- S&T would like to continue conducting needs assessments within DHS Components to identify opportunities and align resources for the Academic Exchange Program.

Draft Recommendation

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

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

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

Summary of Progress

- Since March 2012, the Subcommittee has proposed seven recommendations across four of its five taskings, all of which have been adopted by the HSAAC.¹
- Please refer to the HSAAC Recommendations and DHS Aligned Accomplishments document for a detailed summary of the Subcommittee's progress to date.

¹ HSAAC recommendations from March 19, 2014 meeting are found in the transmittal memos from Chairman Loftin to Secretary Johnson, located in the member briefing materials.



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DHS National Seminar and Tabletop Exercise for Institutions of Higher Education

The National Seminar and Tabletop Exercise for Institutions of Higher Education is the first in a series of U.S. Department of Homeland Security (DHS) campus-based events to test and promote campus resilience. This October 23, 2014 event, hosted by the DHS Federal Emergency Management Agency (FEMA), DHS Office of Academic Engagement, and Northeastern University, will address a recommendation from the Homeland Security Academic Advisory Council that DHS develop and conduct more exercise activities specifically focused on institutions of higher education.

The event will bring together more than 100 participants from 21 institutions of higher education in the six-state New England region: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont. Participants include senior higher education leaders, as well as federal, state and local personnel from emergency management, public health, and law enforcement agencies. The event will promote the White House's all-hazard *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education* and provide insight into common planning, preparedness, and resilience best practices and challenges of the academic community when faced with an infectious disease outbreak.

The event will include a series of morning workshop sessions on topics relevant to campus preparedness and resilience, including violence against women, international student issues, campus violence, and federal reporting requirements during and after an incident on campus. Following the workshop sessions, participants will take part in a tabletop exercise involving participant role play in the campus response to a fictitious infectious disease outbreak affecting both domestic and international students, and spanning across multiple locations. Participants will be asked to draw on their professional experience in their designated fields to address cross-cutting issues raised in the scenario. The scenario is designed to encourage participants to consider legal hurdles, international student populations, and student privacy concerns in their emergency response planning, so participants can establish the necessary decision points in the event of real disaster.

DHS is committed to building a more resilient nation and identifying new and innovative approaches to strengthen campus resilience. The Department looks forward to leveraging this inaugural National Seminar and Tabletop Exercise for Institutions of Higher Education as a model to expand across the country.

Carla Boyce
Director, National Exercise Division
Federal Emergency Management Agency
U.S. Department of Homeland Security

Carla Boyce currently serves as the Director of the National Exercise Division and is the Exercise Director for the National Exercise Program Capstone Exercise 2014.

Ms. Boyce began her career in public safety more than 25 years ago as a firefighter/paramedic in Northern Virginia. Her public and private sector experience spans a variety of disciplines in the fire/Emergency Medical Services fields, including prescribed burning and wildland fire suppression to state and federal disaster preparedness and operations (such as Geographic Information Systems for disaster response). Most recently, she served as IEM Response Division Manager responsible for coordinating and managing catastrophic preparedness initiatives as well as surge disaster operations and logistics support to federal and state emergency management agencies. Prior to joining IEM, she managed the Florida Division of Emergency Management's Bureau of Preparedness.

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

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

1. *How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure;*
2. *How DHS's grant programs may be adjusted to support resilience-related planning and improvements;*
3. *How campuses can better integrate with community planning and response entities;*
4. *How to implement the whole community approach and preparedness culture within student and neighboring communities; and*
5. *How to strengthen ties between DHS's Federal Law Enforcement Training Center (FLETC) and campus law enforcement professionals.*

The Subcommittee held two joint meetings with the Subcommittee on Cybersecurity via teleconference on June 4 and September 24.

Recent Discussions

- The Federal Emergency Management Agency's (FEMA) National Exercise Division, DHS Office of Academic Engagement, and Northeastern University are hosting a *National Seminar and Tabletop Exercise for Institutions of Higher Education* on October 23, 2014 at Northeastern University's main campus in Boston, Massachusetts.
 - The event is an effort to address the Subcommittee on Campus Resilience's recommendation that DHS develop and conduct more exercise activities specifically focused on institutions of higher education. Designed in collaboration with the departments of Education, Health and Human Services, Justice, and State, as well as campus emergency management and law enforcement representatives, this event is intended as the first in a series of regional and campus-based exercises to test and promote campus resilience.
 - Through four workshop sessions and a tabletop exercise, the event will: provide a forum for discussion about resilience in the higher education community; provide valuable insight on the current state of readiness and resilience of institutions of higher education across the U.S.; and promote the development of higher education-specific exercises intended to validate and improve current planning efforts. In addition, the event will promote the *White House Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*.

- The workshop sessions will feature issues relevant to campus resilience, including: violence against women, international student issues, campus violence, and federal reporting requirements during and after an incident on campus.
- Event participants will also take part in the tabletop exercise involving participant role play in the campus response to a fictitious infectious disease outbreak affecting both domestic and international students in multiple locations.
- More than 100 participants in the New England region are confirmed to attend the event, including senior leaders from institutions of higher education, as well as federal, state and local representatives from emergency management, public health and law enforcement agencies.
- In June 2014, DHS launched a series of cybersecurity engagements with colleges and universities to raise awareness in how DHS can support campuses' efforts to combat cyber attacks and data breaches. To date, DHS has conducted four engagements, including two with EDUCAUSE, and plans to continue the engagements into 2015.
- Established in 2005, the Federal Bureau of Investigation's (FBI) National Security Higher Education Advisory Board (NSHEAB) is comprised of 26 university and college presidents and chancellors. The NSHEAB advises the FBI on various national security matters that intersect with higher education, and recently established a subcommittee on cybersecurity. Through their respective subcommittees on cybersecurity, the HSAAC and NSHEAB are interested in coordinating on cyber-related efforts with the academic community.

Next Steps

- DHS will debrief the Subcommittee on the October 23 *National Seminar and Tabletop Exercise for Institutions of Higher Education*. The Subcommittee may review best practices and lessons learned from the event, and discuss ways to improve and expand future exercises.

Summary of Progress

- Since March 2012, the Subcommittee has proposed 19 recommendations across each of its five taskings, all of which have been adopted by the HSAAC.¹
- Please refer to the HSAAC Recommendations and DHS Aligned Accomplishments document for a detailed summary of the Subcommittee's progress to date.

¹ HSAAC recommendations from March 19, 2014 meetings are found in the transmittal memos from Chairman Loftin to Secretary Johnson, located in the member briefing materials.

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

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

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

The Subcommittee held two joint meetings with the Subcommittee on Campus Resilience via teleconference on June 4 and September 24, to discuss tasking 7 (in bold font, above).

Recent Discussions

- In June 2014, DHS launched a series of cybersecurity engagements with colleges and universities to raise awareness in how DHS can support campuses' efforts to combat cyber attacks and data breaches.
 - Each engagement featured presentations from DHS subject matter experts on the landscape of cyber threats facing colleges and universities as well as the DHS cybersecurity resources, tools and programs available to the academic community.
 - Through the engagements, DHS seeks to increase cybersecurity awareness, incentivize cybersecurity, encourage the adoption of best practices, and implement a shared sense of responsibility.
 - To date, DHS has conducted four engagements and plans to continue the engagements into 2015. DHS conducted two national engagements with EDUCAUSE, including one with more than 350 participants.

- Established in 2005, the Federal Bureau of Investigation's (FBI) National Security Higher Education Advisory Board (NSHEAB) is comprised of 26 university and college presidents and chancellors. The NSHEAB advises the FBI on various national security matters that intersect with higher education, and recently established a subcommittee on cybersecurity. Through their respective subcommittees on cybersecurity, the HSAAC and NSHEAB are interested in coordinating on cyber-related efforts with the academic community.

Next Steps

- The Subcommittee will provide input on opportunities for collaboration with the NSHEAB's subcommittee on cybersecurity.

Summary of Progress

- Since March 2012, the Subcommittee has proposed 22 recommendations across four of its seven taskings, all of which have been adopted by the HSAAC.¹
- Please refer to the HSAAC Recommendations and DHS Aligned Accomplishments document for a detailed summary of the Subcommittee's progress to date.

¹ HSAAC recommendations from March 19, 2014 meeting are found in the transmittal memos from Chairman Loftin to Secretary Johnson, located in the member briefing materials.

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

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

- 1. How to attract student interns, student veterans and recent graduates to jobs at DHS;**
- 2. How to use social media and other means of communication to most effectively reach this audience; and*
- 3. How to ensure that students and recent graduates of Alaskan American and Native Hawaiian-Serving Institutions (AANHSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), Hispanic Serving-Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), Predominantly Black Institutions (PBIs), Tribal Colleges and Universities (TCUs), and other Minority Serving Institutions (MSIs) know of and take advantage of DHS internship and job opportunities.**

The Subcommittee met via teleconference on September 25, discussing taskings 1 and 3 (in bold font, above) as well as potential recommendations.

Recent Discussion and Overall Findings

- In 2014, the U.S. Department of Homeland Security (DHS) launched the second phase of the Secretary's Honors Program (SHP) Cyber Student Volunteer Initiative (CSV). Originally created in 2013, the program expanded to new DHS offices and locations in 2014, with 70 student volunteers placed on assignments in 40 offices across the country.
 - Increased DHS cyber-related opportunities and engagements would encourage diversity, as well as a broader approach to attracting students to and creating a more prepared class of applicants for cyber careers at the Department.
 - Programs such as SHP CSV help address the shortage of cybersecurity professionals and build a sustainable pipeline of talent for DHS. Additionally, these kind of programs create and expand pathways for students to become and stay engaged in cybersecurity throughout their education.
- DHS finalized the Department-wide Memoranda of Understanding (MOUs) with 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 MOUs will help 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.

Draft Recommendation

The Subcommittee on Student and Recent Graduate Recruitment makes the following draft recommendation:

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

Amendments to Recommendations

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

- Recommendation #1:
 - Original Recommendation: 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.
 - Amended Recommendation: DHS should offer targeted research and outreach grants to *Alaskan American and Native Hawaiian-Serving Institutions (AANHSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs), Hispanic Serving-Institutions (HSIs), Historically Black Colleges and Universities (HBCUs), Predominantly Black Institutions (PBIs), Tribal Colleges and Universities (TCUs), other MSIs*, community colleges, and other institutions with high concentrations of veterans.
- Recommendation #2:
 - Original Recommendation: DHS should incentivize collaboration between community colleges, HBCUs, Hispanic Serving Institutions, Tribal Colleges and Universities and additional MSIs, to show students viable career pathways within DHS while they continue through their academic degree progression.
 - Amended Recommendation: DHS should incentivize collaboration between community colleges, *AANHSIs, AANAPISIs, HSIs, HBCUs, PBIs, TCUs, and other MSIs* to show students viable career pathways within DHS while they continue through their academic degree progression.
- Recommendation #3:
 - Original Recommendation: DHS should establish cooperative agreements and sponsorship support, where appropriate, with professional organizations, HBCUs and MSIs to engage their talent pools and take advantage of their marketing and outreach efforts.
 - Amended Recommendation: DHS should establish cooperative agreements and sponsorship support, where appropriate, with professional organizations, *AANHSIs*,

AANAPISIs, HSIs, HBCUs, PBIs, TCUs, and other MSIs to engage their talent pools and take advantage of their marketing and outreach efforts.

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

Summary of Progress

- Since March 2012, the Subcommittee has proposed 14 recommendations across each of its three taskings, all of which have been adopted by the HSAAC.¹
- Please refer to the HSAAC Recommendations and DHS Aligned Accomplishments document for a detailed summary of the Subcommittee's progress to date.

¹ HSAAC recommendations from March 19, 2014 meeting are found in the transmittal memos from Chairman Loftin to Secretary Johnson, located in the member briefing materials.

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

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

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

The subcommittee met via teleconference on September 10, discussing tasking 1 (in bold font, above).

Recent Discussions

- The Federal Emergency Management Agency's (FEMA) National Training and Education Division (NTED) launched a pilot requirements analysis within the National Training and Education System (NTES), which is designed to foster a more integrated and effective approach to providing homeland security training and education. NTES supports the Presidential Policy Directive 8 goal of building a more systematic, measurable, and capabilities based approach to strengthening preparedness.
- On October 8, 2014, the Center for Homeland Defense and Security (CHDS) held a graduate-level model curriculum development workshop for 19 invited scholars and agency representatives, including NTED.
 - Participants reviewed the curriculum development model, authored and used by CHDS since 2005, which is based on several assumptions, including:

- Employing foundational knowledge across a set of capabilities and integrating them with competences while maintaining a higher order of learning (such as analysis, synthesis, evaluation) will deliver the “model” graduate.
 - Identifying a set of capabilities/competencies can establish a framework of what a homeland security graduate should look like.
 - Participants were then asked to provide input on the current foundational knowledge areas and graduate capabilities and to identify potential updates.
 - The 11 foundational knowledge areas reviewed by participants included: critical infrastructure; emergency preparedness; homeland security intelligence; strategic planning; ethics/leadership; homeland security science and technology; law and policy; homeland defense; risk management cycle; interjurisdictional communication/coordination; and, research methodology.
 - The five capabilities reviewed by participants included: leadership; management; strategic planning; evaluation; and, synthesis.
 - The intended outcome of the participants’ work was to provide a working model – as a guidepost – for the academic community for curriculum development purposes.
 - This specifically addressed the subcommittee’s recommendation that “in consultation with the DHS Office of Academic Engagement, CHDS should convene a workshop of Homeland Security academics and practitioners to review and update the suggested master’s degree program/curriculum outline.”
 - Following the workshop, participants will continue the curriculum development discussion and will provide additional feedback to CHDS regarding how DHS can best advise the academic community on this matter.
- DHS is working to finalize a comprehensive list of DHS training facilities to be made available both internally to DHS staff and externally to interested academic community stakeholders.

Next Steps

- Stakeholder feedback from workshop participants on both NTES and CHDS’ Graduate Level Curriculum will be used to advance the National Study on Homeland Security Curricula (“the Study”).
- The Office of Academic Engagement will work with NTED to advance the education portion of NTES in coordination with the subcommittee’s efforts to advance the Study.
- The Subcommittee will work to identify ways to bridge the gap between homeland security training and education.

Summary of Progress

- Since March 2012, the Subcommittee has proposed 14 recommendations across four of its seven taskings, all of which have been adopted by the HSAAC.¹
- Please refer to the HSAAC Recommendations and DHS Aligned Accomplishments document for a detailed summary of the Subcommittee's progress to date.

¹ HSAAC recommendations from March 19, 2014 meeting are found in the transmittal memos from Chairman Loftin to Secretary Johnson, located in the member briefing materials.

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

Co-Chaired by Association of International Educators (NAFSA) Executive Director and CEO Ms. Marlene M. Johnson 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.***

The Subcommittee met via teleconference on September 23, discussing taskings 1 and 3 (in bold font, above).

Recent Discussion

- In August 2014, U.S. Customs and Border Protection (CBP) and U.S. Immigration and Customs Enforcement implemented a phased rollout of the admissibility indicator, which automates the entry process for international students and averts re-admission of persons no longer eligible for entry in student status by providing CBP Officers with validation of an international student's status.
- DHS and its interagency partners – specifically the departments of Education, Health and Human Services, Justice, and State – have undertaken several initiatives to help incorporate international students into emergency operations plans at institutions of higher education, including the White House *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*, the DHS Campus Resilience Pilot Program, and the October 23, 2014 National Seminar and Tabletop Exercise for Institutions of Higher Education.

Next Steps

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

Summary of Progress

- Since March 2012, the Subcommittee has proposed 30 recommendations across its three taskings, all of which have been adopted by the HSAAC.¹
- Please refer to the HSAAC Recommendations and DHS Aligned Accomplishments document for a detailed summary of the Subcommittee's progress to date.

¹ HSAAC recommendations from March 19, 2014 meetings are found in the transmittal memos from Chairman Loftin to Secretary Johnson, located in the member briefing materials.

Molly Corbett Broad
President
American Council on Education



A leading spokesperson for American higher education, Molly Corbett Broad became the 12th president of the American Council on Education (ACE) in 2008. She is the first woman to lead the organization since its founding in 1918.

Broad came to ACE from the University of North Carolina (UNC), where she served as president from 1997-2006, leading UNC through a period of unprecedented enrollment growth. Due in large part to the success of the Focused Growth Initiative, minority enrollment at UNC grew at more than double the rate of the overall student body during her tenure. She also spearheaded the creation of a need-based financial aid program for in-state undergraduates and the creation of the College Foundation of North Carolina.

Broad held a number of administrative and executive positions at several universities prior to her tenure at UNC. At the California State University system, she served as senior vice chancellor for administration and finance from 1992–93, and as executive vice chancellor and chief operating officer from 1993 until her election as UNC president. Earlier in her career, Broad served as the chief executive officer for Arizona's three-campus university system (1985–92) and in a succession of administrative posts at Syracuse University (1971–85).

Broad has written and spoken widely on strategic planning for higher education, K–16 partnerships, information technology, globalization and biotechnology. She currently holds seats on the boards of PBS (the Public Broadcasting Service) and the Parsons Corporation. She is past chair of the National Association of State Universities and Land-Grant Colleges, past chair of the Internet 2 board of trustees and past president of the International Council for Distance Education.

She has served on the boards and executive committees of the Business-Higher Education Forum; Council on Competitiveness; National Association of University System Heads; and the Centenary Committee for Fudan University in Shanghai, China.

Broad earned a General Motors Scholarship to Syracuse University, where she graduated Phi Beta Kappa with a baccalaureate degree in economics from the Maxwell School of Citizenship.

Broad serves on the Homeland Security Academic Advisory Council's Subcommittees on Campus Resilience, and Cybersecurity.

Dr. Peter J. Fos
President
The University of New Orleans



Dr. Peter J. Fos was appointed as the sixth leader and the first president in the history of The University of New Orleans (UNO) in January 2012. Fos has extensive experience as an administrator and faculty member with a proven record of conducting research, fundraising, developing collaborative relationships with other academic institutions, and implementing institutional effectiveness and student success programs.

Prior to being selected as UNO's president, Fos was a professor and program director of health policy and systems management at Louisiana State University Health Sciences Center. He was responsible for the academic aspects of the program, including curriculum development and assessment and student and faculty professional development.

Fos previously spent three years as provost and executive vice president at The University of Texas at Tyler. As provost he was responsible for undergraduate and graduate programs, sponsored research, assessment and institutional effectiveness, academic success program, international education, the honors program and the university registrar. In addition, he oversaw five academic colleges, the graduate school, the Robert R. Muntz Library, and the Palestine and Longview campuses. Fos held the Sam A. Lindsey Endowed Chair, awarded to a scholar in an academic discipline that is of strategic importance to the university.

Prior to that, Fos served as dean of the College of Health at The University of Southern Mississippi for four years. Prior to the University of Mississippi, he held the position of chief science officer at the Mississippi State Department of Health.

Fos has held faculty positions at the University of Nevada, Las Vegas School of Dental Medicine and Tulane University School of Public Health and Tropical Medicine. He spent 17 years at Tulane University in the Department of Health Systems Management, and served as assistant dean for undergraduate relations.

Fos received his undergraduate degree in biological sciences at University of New Orleans, a doctor of dental surgery at Louisiana State University Health Sciences Center, and a master of public health and doctor of philosophy in health care decision analysis at Tulane University.

Fos serves on the Homeland Security Academic Advisory Council's Subcommittee on Academic Research and Faculty Exchange, and Campus Resilience.

Dr. Patrick T. Harker
President
University of Delaware



Dr. Patrick T. Harker was appointed as the 26th president of the University of Delaware (UD) in July 2007. Concurrent with his appointment as president, Harker is a professor of Business Administration in the Alfred Lerner College of Business and Economics, and a professor of Civil and Environmental Engineering in UD's College of Engineering.

Harker has established numerous research centers, as well as the Office of Economic Innovation and Partnerships, which stimulates invention and entrepreneurship and translates UD research into economy-driving technologies. To establish Delaware as a health sciences hub, UD has partnered with the region's leading health care providers in the Delaware Health Sciences Alliance.

In February 2000, Harker was appointed dean of the Wharton School and Reliance Professor of Management and Private Enterprise. He was a senior fellow at the Wharton Financial Institutions Center and held a secondary appointment as a professor of Electrical and Systems Engineering at Penn. Previously, Harker was chair of Wharton's Operations and Information Management Department.

Harker is a member of the board of directors of Pepco Holdings Inc. and Huntsman Corporation, and a founding member of the board of advisors of Decision Lens Inc. He previously served as a trustee of the Goldman Sachs Trust and Goldman Sachs Variable Insurance Trust.

Harker is a Class B director of the Federal Reserve Bank of Philadelphia, a member of the board of directors of the NCAA–Division I and a member of the NCAA Executive Committee, the organization's highest governance body. He is a member of the Regional Leadership Initiative Steering Committee at the Council on Competitiveness and a member of the CEO Council for Growth at the Greater Philadelphia Chamber of Commerce.

President George H.W. Bush named Harker a White House Fellow in 1991, and he served from 1991–92 as a special assistant to FBI Director William S. Sessions. Harker received his B.S.E. and M.S.E. in Civil Engineering in 1981, an M.A. in Economics in 1983 and a Ph.D. in Civil and Urban Engineering in 1983, all from the University of Pennsylvania.

Harker serves on the Homeland Security Academic Advisory Council's Subcommittees on Academic Research and Faculty Exchange, and Cybersecurity.

Homeland Security Academic Advisory Council

March 19, 2014 Public Meeting
Meeting Minutes

The meeting of the Homeland Security Academic Advisory Council (HSAAC) was convened from 10:03 a.m. to 2:30 p.m. in room 1B.5-10 of the Ronald Reagan International Trade Center, Washington, D.C. The meeting was open to members of the public under the provisions of the Federal Advisory Committee Act (FACA), P.L. 92-463 and 5 U.S.C. § 552b.

The following individuals were in attendance:

HSAAC Members

Dr. R. Bowen Loftin, *Chair*
Dr. Joseph E. Aoun*
Dr. Lezli Baskerville*
Ms. Carrie L. Billy
Dr. David M. Dooley*
Dr. Royce C. Engstrom*
Dr. Rufus Glasper*
Ms. Marlene M. Johnson

Dr. Eric W. Kaler
Dr. Gail O. Mellow*
Hon. Ruby G. Moy
Dr. Mohammad H. Qayoumi
Rear Admiral Sandra Stosz*
Mr. David Adams (Ex-Officio)
Mr. David Esquith (Ex-Officio)
Mr. Edward Ramotowski (Ex-Officio)

Also Present

Mr. Chris Cummiskey, Deputy Under Secretary for Management, DHS
Mr. Warren Edwards, Executive Director, Community and Regional Resilience Institute*
Ms. Lauren Kielsmeier, Executive Director for Academic Engagement, DHS
Ms. Nancy McCarthy, Consular Affairs, Department of State
Mr. Hamed Negron-Perez, Education Program Specialist, Department of Education

*Present via teleconference

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

Lauren Kielsmeier, Executive Director for Academic Engagement, called the meeting to order at 10:03 a.m. Director Kielsmeier introduced the new HSAAC Chair, Dr. R. Bowen Loftin, thanking him for leading the Council into its third year, as well as the previous Chair, Dr. Wallace Loh, for his service over the past two years. Chair Loftin welcomed those assembled as well as Director Kielsmeier and the senior DHS leadership for their service. The roll was called and members introduced themselves. Chair Loftin gave an overview of the events upcoming in the day's meeting.

HSAAC Members Roundtable

Director Kielsmeier said the Council's charter had been renewed by Secretary Jeh Johnson. She provided the members with a packet detailing the progress DHS has made to implement the Council's recommendations. The Department created a list of questions for the Council to consider about their experience thus far, and Chair Loftin led the members in a discussion of these questions.

The first question addressed the recommendations the Council had made so far and asked the members to decide which benefited DHS and the community of academic organizations the most. Ms. Johnson stressed the importance of increasing engagement with the public while writing new regulations. Dr. Kaler highlighted the need for DHS to continue finding alignment among research priorities with the academic community. Dr. Qayoumi said increasing focus on cybersecurity issues and recruitment is important.

The second question asked the members to "choose one or two recommendations to prioritize implementation." Ms. Johnson said stakeholder engagement is vital to transparency and trust from the public.

"What have you taken away from the Council that you've shared with or applied with your own campus organization?" Chair Loftin said that DHS brought a CERT team to Texas A&M, which helped the University look at its campus resiliency practices. Dr. Engstrom said the University of Montana is implementing several degree-level programs regarding cybersecurity.

"What have you learned about DHS and its relationship to our community that you were unaware of prior to your time on the Council?" Several members praised the dedication of the DHS staff, and Dr. Kaler said that while he had previously understood the notional complexity of DHS, he had not appreciated the quantitative complexity.

The fifth and sixth questions concerned how DHS should increase the visibility of the Council. Chair Loftin said exposure through associations of schools would create a more public image for the Council. Dr. Qayoumi said outreach such as articles in association newsletters and presentations at annual meetings would help. Dr. Aoun suggested creating a security summit for schools to share ideas and learn about issues related to the Council's work. Dr. Baskerville suggested using federal clusters to increase awareness, and several members said increasing visibility within the federal government is important. Dr. Engstrom suggested creating a communication task force for the Council.

The seventh question asked members where they would like to see the focus of the Council turn as it enters its third year. Chair Loftin said the Council needs a "road show," that would put together a framework for communication, as well as a "prioritized list or matrix of who we want to talk with."

Ex-Officio Member Remarks and Discussion

Chair Loftin introduced three new ex officio members to the Council, from “three agencies of the federal government . . . that have very direct relationships to the topics of interest to the Council and to DHS.” David Esquith, from the Department of Education’s Office of Safe and Healthy Students, said his office’s current portfolio is driven by the Now is the Time plan, created by the White House in the aftermath of the events at Newtown. The new plan has put a higher bar on emergency operations plans for institutions of higher education. Mr. Esquith is interested in the work of the Campus Resiliency Subcommittee and wishes to promote prevention, mitigation, response, and recovery.

David Adams said his office, the Bureau of Justice Assistance, works closely with many other groups on the issue of campus safety. Within the Department of Justice, the Community Oriented Policing Services (COPS) has worked towards creating a National Center for Campus Public Safety. Funding has come recently for the project, and the Center, which is a joint effort among the Departments of Justice, Homeland Security and Education, will be up and running in April and start providing technical assistance this summer or fall.

Edward Ramotowski said the Department of State places a high priority on bringing foreign students to the United States and has recently “invested a great deal of time, effort and money to improve the global visa processing network.” 97 percent of applicants can now receive an F1 student visa within three weeks of applying. The State Department also provides other resources to students abroad, including Bureau of Education and Cultural Affairs’ Education USA program, which provides students with free advice towards studying in the United States, and the Bureau of Consular Affairs, which protects Americans abroad.

Chair Loftin welcomed the new members, and urged the Subcommittee Chairs to extend invitations to join their Subcommittees.

International Students Subcommittee Report

Ms. Johnson summarized the Subcommittee’s findings about how the Customs and Border Protection (CBP) Office trains its officers. The Subcommittee also found that the Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP) has made significant progress in reducing its school certification processing times and increasing the engagement with stakeholders.

Ms. Johnson presented a list of recommendations, which included

- that CBP make non-law enforcement sensitive portions of its internal policies and procedures on the entry process available to the public
- that DHS promote existing customer service programs and resources available to assist international students and school officials in understanding policies and procedures, and
- that DHS allow ICE SEVP to use available funding from user fees to hire the staff necessary to enhance SEVIS and implement other initiatives identified in ICE SEVP’s 2008 fee increase

Cybersecurity Subcommittee Report

Dr. Qayoumi said the Subcommittee met twice since the Council's last meeting in November to discuss how DHS can facilitate partnerships to build a cybersecurity task force as well as the DHS and National Security Agency's Centers of Academic Excellence (CAEs). DHS can strengthen partnerships with industry, national labs, colleges and universities to show students viable career pathways as they continue through their academic degree progression. These partnerships would help DHS address the shortage of cybersecurity professionals and build a sustainable pipeline of talent. Currently, DHS partners with the NSA on strategic directions for the CAE program, which promotes training, research, awareness and produces professionals with expertise in cybersecurity.

Dr. Qayoumi presented a list of recommendations, which included

- that DHS launch an internal campaign to educate program managers on the new Pathways Program's hiring authority for internships
- that DHS expand the 2013 Secretary Honors Program Cyber Student Volunteer Initiative and cite it as a best practice, ensuring that DHS's cyber internship program include a structured career path so participants can be hired for permanent entry-level positions upon completion, and
- that both DHS and NSA formally deputize CAEs to act as the representatives of the program at higher education conferences and meetings

Dr. Glasper presented a diagram showing what a "stackable" credential for a student entering cybersecurity looks like. Dr. Qayoumi stressed that cybersecurity is not just a computer field, but one that gives opportunities for individuals who are in a variety of different fields.

Academic Research and Faculty Exchange Subcommittee Report

Dr. Aoun said the Subcommittee met once since November and discussed how DHS and the academic community can jointly create a robust faculty exchange program. The Loaned Executive Program and Intergovernmental Personnel Act (IPA) Mobility Program provide DHS with opportunities to share expertise with private sector and academic personnel. A new program similar to these two would be beneficial for DHS, and the Subcommittee proposed creating an Academic Exchange Program based on the IPA Mobility Program. The new program would include an academic speakers bureau, guest lecturer series, and a faculty exchange program, and would serve to strengthen connections between DHS and schools. The list of schools and faculty chosen to participate would be directed by the 34 priority research topics highlighted by DHS's Science and Technology Directorate in July 2013.

DHS Response to Council Progress

Under Secretary Cummiskey thanked the Council for its dedication and commitment and especially for the work done to produce actionable items. Since its inception, the Council has proffered over 80 recommendations to DHS. The regulatory reform proposed by DHS to increase the number of Designated School Officials and to allow for less than full time study by

spouses of F1 students has almost finished being drafted into a final rule. DHS has also increased use of social media, online chats and webinars to enhance its footprint.

DHS has expanded the Secretary's Honors Program Cyber Student Volunteer Initiative to ICE, CIO, Secret Service and NPPD. The National Cybersecurity and Communications Integration Center (NCCIC) has been hosting events to show students the kinds of investigative analytical activities that the Department is engaging in on the cyber front. There have been six such events so far with more planned for the future. The Campus Resilience Pilot Program has been further developed. FEMA has been helping schools create emergency response teams and has involved students, faculty and staff in training for the most common emergencies or disasters that occur on campuses.

Last month, DHS hosted a technology demonstration that attracted over 200 attendees which was fruitful for both the Department and the participants. DHS is interested in further increasing its role in Department of Defense academies and schools.

Under Secretary Cumiskey said he was pleased with the Council's work, and looks forward to expanding upon the recommendations made by the Council in the next two years.

Update on DHS Campus Resilience Pilot Program

Warren Edwards, Executive Director of the Community and Regional Resilience Institute (CARRI) said the Campus Resilience Pilot Program has been very successful in its first 18 months and has the potential to become a national program. The program is a partnership between the Office of Academic Engagement, FEMA and ICE, and has seven partner universities that participate.

The program created the Campus Resilience Enhancement System (CaRES). The system was developed out of week-long engagements with the seven schools, with data collection coming through various mechanisms including meetings with the leadership at each school; over 50 hours of workshops to validate and address potential issues; interviews with faculty, staff and students; and through previous knowledge CARRI had gained working in various communities.

CaRES developed a "practical, usable product, a process and toolkit that any university and college can use to assess itself and then build action plans and incorporate them into their existing systems that they use on a daily basis." First, an institution identifies who is necessary to participate in finding weaknesses there, with any necessary adjustments to structure being made. While it is very difficult to measure exactly how resilient a campus is, analyzing the services provided is much easier.

The assessment phase finds where the institution is most at risk through a series of questions and surveys. Once these risks are identified, actions to address them are listed, and a "campus recovery playbook" is created. Later, the school evaluates what works in the playbook, what doesn't work, and how to solve any issues that arise.

The program is still a prototype, but workable enough to provide to schools to start using in its basic form. Building centers of campus resilience excellence will spread this system throughout networks, associations and other groups of academic institutions. The project could one day be sustainable, and will not need to be a federal program to be effective.

Drs. Kaler and Engstrom addressed concerns with the cost of the program, especially for schools wishing to implement it. Mr. Edwards said, while the schools need people experienced with the system to implement its procedures, it comes at no additional cost in terms of services or computer time. Ms. Billy expressed excitement about the program, especially for small and rural schools which don't have the same resources and access to information as larger schools.

Campus Resilience Subcommittee Report

Chair Loftin said the Subcommittee met twice since November, and had discussed how to enhance campus resiliency, how to better integrate with community planning and response entities and how to interact with individual campus IT departments about the risks of cybersecurity. The Subcommittee heard presentations from Warren Edwards of CARRI, the Department of Justice, FBI and FEMA. The Subcommittee recommended:

- continuing the Campus Resilience Program
- partnering with the Department of Justice's National Center for Campus Public Safety to offer CaRES as a resource
- recognize FEMA Region 1 as a best practice for engagement with the higher education community on a national basis;
- exploring situational awareness and information-sharing resources and creating an online repository of said resources; and
- shifting the Subcommittee's cybersecurity tasking to the Cybersecurity Subcommittee

Student and Recent Graduate Recruitment Subcommittee

The Honorable Ruby Moy said the Subcommittee met once since November. At the meeting, Renee Forney, Executive Director of the DHS CyberSkills Management Support Initiative, provided an overview of the DHS Secretary's Honors Program Cyber Student Volunteer Initiative. The Initiative attracts talent to the Department and has increased in size to 100 unpaid student volunteers at 60 locations in the US. Students work alongside professionals to create a "workforce equipped to respond to the constantly evolving cyber threats facing our nation." The Subcommittee had no new recommendations but planned to hold additional meetings to provide input on DHS's outreach to underserved communities regarding its internship and employment opportunities.

Homeland Security Academic Programs Subcommittee Report and Discussion

Rear Admiral Stosz said the Subcommittee received briefings from Bryan Lemons of the Federal Law Enforcement Training Center (FLETC) and Dr. Skip Mounts of the College of Coastal Georgia about their institutions' relationship in providing academic credit to FLETC's trainees. The Subcommittee had further looked into the Department of Defense's Defense Activity for

Non-Traditional Education Support (DANTES) program, where individuals can take tests of knowledge gained through work experience in order to receive academic credit. The Subcommittee recommended that DHS:

- make available a list of DHS training facilities to promote transparency and homeland security training options”
- consider new partnerships between DHS training facilities and academic organizations and institutions that would provide participants the ability to earn academic credit for homeland security-focused course work
- explore opportunities to leverage an academic credit-based professional education model such as the DANTES model to provide DHS employees with enhanced access to continuing education outside of the classroom through their work experience

Several members raised questions about the mechanics of transferring credits towards degrees; including how these credits would work towards a degree, whether schools can give credits for classes they don't offer and how schools can implement these programs in a way that doesn't compromise the quality of the degrees they offer.

Public Comment

Chair Loftin opened the floor to the public for comments. Mr. Paul Thompson, Professor of Homeland Security at Penn State, detailed the recent strides the academic field has made toward maturity, adding that the field is pleased by the progress thus far.

Council Voting and Discussion

Ms. Johnson made a motion to accept the recommendations of the International Students Subcommittee. Mr. Kaler seconded the motion, which passed unanimously.

Dr. Qayoumi made a motion to accept the recommendations of the Cybersecurity Subcommittee. Dr. Kaler seconded the motion, which passed unanimously.

Dr. Aoun made a motion to accept the recommendations of the Academic Research and Faculty Exchange Subcommittee. Dr. Kaler seconded the motion, which passed unanimously.

Chair Loftin made a motion to accept the recommendations of the Campus Resiliency Subcommittee. Dr. Kaler seconded the motion, which passed unanimously.

Ms. Moy made a motion to accept the proposed next steps of the Student and Recent Graduate Recruitment Subcommittee. Dr. Kaler seconded the motion, which passed unanimously.

Dr. Mellow made a motion to accept the recommendations of the Homeland Security Academic Programs Subcommittee. Ms. Billy seconded the motion, which passed, with Dr. Kaler abstaining from voting.

Adjournment

Chair Loftin thanked those in attendance as well as Director Kielsmeier and her team, and again welcomed the three new members of the Council. The next HSAAC meeting is scheduled for July in Washington, D.C. The Department is considering reducing the number of meetings per year from three to two, with the option of one additional telephonic meeting. Director Kielsmeier adjourned the meeting at 2:30 p.m.

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



August 5, 2014

Signed and Dated

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