Department of Homeland Security (DHS) Homeland Security Academic Advisory Council (HSAAC)
Progress on DHS's Implementation of HSAAC Recommendations
March 2012 through March 2016

Established in March 2012, the HSAAC provides advice and recommendations to the Secretary and DHS senior leadership on matters related to homeland security and the academic community, including: academic research and faculty exchange; homeland security academic programs; international students; campus resilience; student and recent graduate recruitment; and cybersecurity. Since its establishment, the HSAAC has adopted a total of 123 recommendations for DHS across its six subcommittees. DHS's Office of Academic Engagement (OAE) manages the HSAAC, coordinating across DHS to promote, implement, and track its recommendations.

The following tables are arranged by the HSAAC's subcommittees, aligning DHS accomplishments to HSAAC recommendations based on its taskings[1]:

Subcommittee Taskings and Recommendations		*DHS Aligned Accomplishments*
Subcommittee on Academic Research and Faculty Exchange	**Tasking.** How we can jointly create a robust staff/faculty exchange program between academe and DHS **Recommendation 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.	✓ The DHS Science and Technology Directorate (S&T) regularly hosts and coordinates seminars on homeland security topics featuring guest lecturers from academia. ✓ S&T has coordinated five short-term exchanges of Centers of Excellence (COE) professors to various DHS components. ✓ In January 2016, the Office of Intelligence and Analysis (I&A) announced their intentions to bring a campus law enforcement officer into their state, local, tribal and territorial (SLTT) fellowship program. The I&A Fellows Program furthers DHS's mission for information and intelligence sharing by bringing talent and expertise from the field to I&A, which is the federal government lead for sharing information and intelligence with SLTT governments and the private sector.

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[1] This document only includes those taskings and recommendations where DHS has taken measurable action. As of March 2016, the HSAAC presented DHS leadership with a total of 123 recommendations across its six subcommittees. For a complete listing of HSAAC taskings and recommendations, please refer to the HSAAC webpage.

Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Subcommittee on Academic Research and Faculty Exchange (cont.) **Tasking.** How academic research can address DHS's biggest challenges **Tasking.** How universities can effectively communicate to DHS emerging scientific findings and technologies that will make DHS operations more effective and efficient	**Recommendation 2.** DHS should conduct a survey within the Department that will identify all of the current Research & Development (R&D) projects including information on the principal investigators, the institutions, and the partner institutions associated with those projects. **Recommendation 3.** DHS should establish a formal process that ensures its Component agencies regularly identify their research priorities and communicate them to S&T. **Recommendation 4.** 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.	✓ Secretary of Homeland Security Jeh Johnson announced a new measure to unify the Department's R&D activities as part of the DHS *Unity of Effort* initiative. As part of the measure, the Department is establishing Integrated Product Teams that are charged with coordinating and prioritizing R&D across the Department. Led by S&T, the effort will ensure the Department's R&D efforts, and those of its partners across academia, national labs, the federal government, and industry, are most effectively brought to bear on the nation's most pressing homeland security needs. ✓ S&T launched the National Conversation on Homeland Security Technology—a series of online and in-person discussions designed to get people talking about how to innovate solutions for the Nation's homeland security challenges. The goal is to foster exchange between responders/operational users and innovators to generate sustainable homeland security solutions that will help keep communities and those who protect them safe and resilient. The National Conversation addresses any issue related to homeland security technology capabilities. ✓ In FY15, S&T launched the InnoPrize Program—a series of prize competitions that will engage the public, drive innovation, and solve mission-centric problems. For each competition a well-defined problem or question will be posed to the public along with specific criteria. Participants are encouraged to contribute promising ideas, products, prototypes, and service solutions for judging. The ultimate goal is to stimulate innovation and advance the mission of DHS and the Homeland Security Enterprise. As the program grows, DHS will expand its collaboration with innovators and the problem-solver community. ✓ S&T used the re-compete process and Funding Opportunity Announcements of COEs to engage relevant DHS components in identifying their long-term research needs. Through this process, S&T identified 10 enduring topics that reflect DHS's major mission areas. ✓ S&T is developing a Memorandum of Understanding (MOU) with each DHS component to enhance collaboration and further formalize the communication process. To date, S&T has established nine MOUs with components. The MOUs will ensure that components regularly identify and communicate their research priorities to S&T; engage in S&T's project reviews; and participate in S&T's COE funding opportunity panels. ✓ DHS has provided COEs with $116 million in funding for research and education initiatives since 2007. ✓ S&T finalized a departmental definition of R&D, based on existing definitions at the Office of Management and Budget and Department of Defense (DOD) but tailored to DHS, and signed by the Secretary as an annex to S&T's official delegation. ✓ In February 2016, S&T awarded $1.7 million to Yale University for the development of technology that can help protect the identity and location of individuals against malicious tracking and surveillance. The project titled "PriFi Networking for Tracking-Resistant Mobile Computing," is part of the DHS S&T Cyber Security Division's larger Data Privacy program with the goal of developing innovative, easy-to-use and cost-effective privacy-enhancing technologies ready for deployment.

Subcommittee Taskings and Recommendations			DHS Aligned Accomplishments
Subcommittee on Academic Research and Faculty Exchange (cont.)	**Tasking.** How DHS operational Components can form lasting relationships with universities to incorporate scientific findings and R&D into DHS's operations and thought processes	**Recommendation 5.** 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.	✓ In March 2016, S&T hosted the *DHS Minority Serving Institution LEAP Workshop: Leveraging Expertise in Academia for Placement in the DHS Enterprise.* This workshop sought to create opportunities for DHS stakeholders to interact with COE-affiliated Minority Serving Institutions (MSIs), and identify potential synergies for future collaborations. Faculty and students from 16 MSIs showcased research projects, accomplishments, and curricula that have been developed through the support of the S&T. DHS stakeholders provided feedback to the MSIs about DHS priorities, the relevance of the MSIs' research and education, and information about internship and employment opportunities. ✓ In February 2016, S&T announced the winners of the National Bio and Agro-Defense Facility (NBAF) Think-and-Do Challenge. The two winners, including the Manhattan Area Technical College, have developed ideas that will substantively support operations for the NBAF. The $1.25 billion NBAF will be a biocontainment facility for the study of foreign animal and emerging zoonotic diseases that threaten animal agriculture and public health. ✓ S&T established Federal Coordinating Committees for each COE, which are comprised of 5 – 10 Federal representatives that advise S&T on the COEs' planning and funding efforts for COE research and education initiatives. ✓ S&T held a meeting with the Federal Coordinating Committees and other stakeholders to discuss how to expand DHS components' roles in directing the COEs' R&D to better meet DHS's and its partners' needs in April 2015. Through the meeting, participants provided guidance on how to strengthen COE relationships with DHS components and other stakeholders. ✓ In September 2015, S&T awarded eight contracts, including six to institutions of higher education (IHEs), totaling $14 million for research on technologies to defend against Distributed Denial of Service Defenses attacks. ✓ S&T COEs hosted a virtual showcase "*Centers of Excellence: Working toward DHS S&T's Resilient Communities Visionary Goal*" in September 2015. The showcase featured presentations on how COEs are advancing homeland security research and education to achieve S&T's Visionary Goals. ✓ S&T provided continuation funding to the six 2014 Scientific Leadership Awards to MSI recipients in September 2015. The awarded institutions partnered COEs to develop course content and engage students and faculty in research relevant to the nation's complex homeland security challenges. ✓ S&T develops focused COE technology showcase events targeted to specific components' needs. In February 2014, S&T hosted a technology demonstration, which showcased COE technologies and research projects for first responders and emergency managers. The demonstration brought together relevant stakeholders and researchers, with more than 200 attendees.

Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Subcommittee on Homeland Security Academic Programs	

Tasking. How to expand DHS cooperation with the DOD academies and schools to provide DHS's current employees with educational opportunities

Recommendation 1. DHS should expand its relationships with the DOD Senior Service Schools with the goal of having a DHS faculty chair at each school. This would allow DHS to increase its allotted student billets to each DOD Senior Service School.	✓The Under Secretary of Intelligence Analysis (U/SIA) / Chief Intelligence (CINT) Officer established a Homeland Security Chair (Intelligence) at the National Intelligence University (NIU) in 2012. The NIU confers both an undergraduate and graduate degree in intelligence studies, i.e., Bachelor of Science Strategic Intelligence (BSSI), Masters of Science Strategic Intelligence (MSSI), and a Master of Science Scientific and Technical Intelligence (MSS&T).
Recommendation 2. Given the importance of the DHS/DOD relationship, and to ensure underrepresented communities within DHS are made aware of DOD Senior Service School opportunities, DHS should increase marketing communications, announcements, and develop other support mechanisms to ensure participation in these communities.	✓DHS is working with its partners and customers to improve internal communication mechanisms and processes, including increasing the use of the DHS intranet, *DHSConnect*, to promote DOD Senior Service School opportunities to DHS employees.
Recommendation 3. DHS should make available a list of DHS training facilities to promote transparency in homeland security training options.	✓The United States Secret Service's (USSS) National Computer Forensic Institute (NCFI), located in Hoover, Alabama, is the nation's only federally funded training center dedicated to instructing state and local officials in digital evidence and cyber-crime investigations. The NCFI was opened in 2008 with a mandate to provide state and local law enforcement, prosecutors and judges a free, comprehensive education on current cyber-crime trends, investigative methods, and prosecutorial challenges. ✓Leveraging the work of the Efficiency Group at Headquarters, DHS identified a list of DHS training facilities. DHS is working to obtain the necessary approvals to publicly publish the list.

Subcommittee Taskings and Recommendations			DHS Aligned Accomplishments
Subcommittee on Homeland Security Academic Programs (cont.)	**Tasking**. How colleges and universities might offer academic credit for DHS training	**Recommendation 4**. 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.	✓A representative from DHS's U/SIA & CINT sits on the Senior Advisory Board (SAB) for the Office of the Director for National Intelligence's (ODNI) Center for Academic Excellence (CAE) programs. The CAE program provides grants to select universities and colleges which have Homeland Security and/or Intelligence degree programs. The purpose is to expand the talent and recruitment pool of CAE designated scholars eligible for positions in the Intelligence Community. ✓U.S. Customs and Border Protection (CBP) has retained the American Council on Education College Credit Recommendation Service to review and provide college credit recommendations for CBP training. This effort supports CBP employees in gaining access to academic credit towards academic degrees for CBP courses, training, and examinations taken outside the traditional college classroom. ✓The Emergency Management Institute (EMI) offers a college credit program for completion of Independent Study courses through Frederick Community College (FCC). FCC reviews and determines which Federal Emergency Management Agency (FEMA) Independent Study courses meet academic standards. FCC is fully accredited by the Middle States Association of Colleges and offers several emergency management academic programs. Credits could be used towards an Associate degree, Certificate, or Letter of Recognition in Emergency Management. ✓S&T is exploring ways to use coursework produced by the S&T COEs for training current DHS personnel. ✓In September 2015, FEMA's National Emergency Management Executive Academy graduated 33 students. Graduates represented emergency management professionals from 12 state and local governments, 10 federal government, two private sector, three academic institutions, five non-governmental organizations, and one foreign government. ✓In FY15, DHS began identifying existing, planned, and potential partnerships, or other arrangements with IHEs that allow employees to receive academic credit for DHS training. ✓In May 2015, the Office of the Chief Human Capital Officer (OCHCO) hosted an Education Fair for DHS employees to promote and highlight training and educational opportunities available for the DHS workforce through IHEs having existing relationships with the Department. In addition to the Education Fair, two seminars focused on homeland security education were offered. ✓FEMA's Center for Domestic Preparedness (CDP) has agreements with public IHEs to offer college credits to students who successfully complete CDP course requirements and demonstrate adequate knowledge of the content. Agreements are currently in place with Arkansas State University in Jonesboro, Arkansas and Jacksonville State University in Jacksonville, Alabama. ✓DHS is exploring opportunities to expand the partnership model currently utilized by the Federal Law Enforcement Training Center (FLETC) and the College of Coastal Georgia as a means to expand homeland security training options.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
Tasking. How to define core elements of a homeland security degree at the associate's, bachelor's, and master's levels	**Recommendation 5.** In consultation with OAE, the Naval Postgraduate School's Center for Homeland Defense & Security (CHDS) should convene a workshop comprised of Homeland Security academics and practitioners to review and update the suggested master's degree program/curriculum outline. **Recommendation 6.** 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.	✓The FEMA Higher Education Program has been convening an accreditation focus group that has recently completed documentation outlining the core elements of emergency management associate's, bachelor's and master's degrees that may be of use in application to this task. At the University and Agency Partnership Initiative conference in 2015, there were several programs that were tagged both emergency management and homeland security. ✓FEMA's National Training and Education Division developed a Course-to-Capability Mapping Tool as a method to crosswalk and systematically align security- and resilience-related courses to the core professional capabilities identified in FEMA's National Preparedness Goal. ✓In October 2014, the Homeland Defense and Security Education Summit was hosted at CHDS to review the CHDS master's degree curriculum.
Tasking. How to better promote degree and certificate programs to DHS employees who are seeking professional development	**Recommendation 7.** 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.	✓In September 2015, 29 professionals were awarded a Master of Arts in Security Studies from CHDS. The graduates comprise professionals from law enforcement, fire safety, homeland security, local government, the military, and public health.

Subcommittee on Homeland Security Academic Programs (cont.)

Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Recommendation 1. DHS (U.S. Immigration and Customs Enforcement Student and Exchange Visitor Program [ICE SEVP] in particular) should establish clear and reasonable adjudication criteria or clarify those already established, publish all but those that are clearly law enforcement sensitive, and publish estimated processing times so that educational institutions may plan accordingly.	✓ In February 2014, ICE SEVP published a video tutorial, _A Guide to Completing the Form I-17_, and accompanying Fact Sheet on the _Study in the States_ website. These resources assist school officials with understanding the process and requirements to obtain certification by ICE SEVP to enroll international students.
Recommendation 2. DHS (ICE SEVP in particular) should streamline school recertification, utilizing carefully-devised risk factors.	✓ ICE SEVP integrated standardized risk-based criteria to streamline adjudications, reducing certification time from approximately 270 to 80 days.
Recommendation 3. DHS can enhance its effectiveness by receiving public input concerning planned changes. DHS should more carefully evaluate whether the rulemaking (notice and comment) process is required or would be beneficial before implementing a change. DHS should also improve its interpretations, policies, and procedures by publishing them in draft form prior to implementation and accepting public input. We note that U.S. Citizenship and Immigration Services (USCIS) has been quite successful in this area and would encourage U.S. Customs and Border Protection (CBP) and ICE SEVP to follow USCIS' example.	✓ In March 2016, ICE SEVP launched the STEM OPT Hub on the _Study in the States_ website. The Hub includes more than 19 resources to help stakeholders, including students, employers and designated school officials understand the Final Rule. ✓ Since June 2012, ICE SEVP has issued 19 pieces of draft guidance/fact sheets on planned changes or clarifications to existing policies, and posted all for public comment on the _Study in the States_ website.
Recommendation 4. 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.	
Recommendation 5. DHS should expedite the development, review, and publication of the following regulatory changes: Allowing spouses to engage in a wide range of part-time educational activities and employment that will allow them to maintain or develop educational and professional qualifications.	✓ In March 2016, DHS published a Final Rule that lengthens the STEM OPT extension from the current 17 months to 24 months. The proposed rule was open for public comment from October 19 through November 18, 2015, and received more than 50,000 comments. ✓ In March 2016, USCIS published five fact sheets that provide information for international students studying in the United States and for the designated school officials who assist them.
Recommendation 6. DHS should expedite the development, review, and publication of the following regulatory changes: Increasing the number of Designated School Officials (DSOs) allowed per school or otherwise removing the current limit of 10 DSOs per school.	

Tasking. How DHS can improve its international student processes and outreach efforts

Tasking. How DHS can better communicate its regulatory interpretations, policies and procedures to the academic community

Subcommittee on International Students

Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Subcommittee on International Students (cont.) — **Tasking.** How DHS can accommodate and support emerging trends in international education **Recommendation 7.** 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.	✓ICE SEVP launched the SEVP Webinar Series to provide school officials with program updates and information on hot topics and trends in international education directly from SEVP. These bimonthly webinars include two types of presentations – "SEVP InFocus" webinars, which provide regular program updates to the academic community and "Ask the Experts" webinars, which focus on specific topics of interest to our stakeholders. ✓Representatives from ICE, USCIS, and CBP participated in approximately 30 coordinated interagency stakeholder events in 2015. ✓ICE, USCIS, and CBP participated in more than 170 outreach events with stakeholders from the international student community in 2015. ✓ICE SEVP, OAE, and the Department of State's EducationUSA network co-hosted international student webinars for Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs). The webinars provided an overview of the international student immigration process, share information on the recruitment of international students and compliance with federal regulations, and describe resources available to international students and institutions.
Recommendation 8. 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.	✓ICE SEVP integrated standardized risk-based criteria to streamline all of its school adjudications, reducing certification time from approximately 270 to 80 days.

Subcommittee Taskings and Recommendations			DHS Aligned Accomplishments
Subcommittee on International Students (cont.)	Tasking. How DHS can accommodate and support emerging trends in international education	Recommendation 9. DHS should implement throughout the agency the robust model of stakeholder engagement that USCIS has implemented so that all DHS entities can benefit from stakeholder input and more thoroughly engage stakeholders in developing and disseminating agency interpretations, policies, procedures, and anticipated changes.	✓ In July 2015, ICE SEVP Director Lou Farrell released his third video message to the academic community and discussed recent updates to SEVIS. The series launched in March 2014. ✓ DHS produced more than 20 international student-focused stakeholder engagement webinars in 2015, including interagency events with the U.S. Department of State. ✓ ICE SEVP launched _SEVP 101_, a video overview of the ICE SEVP mission, the international student process, and the government agencies involved in it. _SEVP 101_ supports ongoing stakeholder engagement efforts by providing a high-level overview of DHS's role with international students. ✓ SEVP partnered with the Department of State and CBP to participate in a discussion called "_Study in the USA._" During this interactive event, SEVP and CBP provided students with pre-departure information and enabled students to engage with the speakers by asking questions via social media. ✓ DHS continues to expand the _Study in the States_ website and leverages social media tools and webinars to engage with stakeholders. In 2015 alone, the _Study in the States_ website received more than 3.1 million page views. Through social media engagement, Study in the States has more than 50,171 Facebook page "likes" and 10,555 Twitter followers. ✓ In May 2015, ICE SEVP launched the Student and Exchange Visitor Information System (SEVIS) Help Hub on the _Study in the States_ website. The SEVIS Help Hub is a central location for schools officials to access information regarding student records, school records and SEVIS release updates.
		Recommendation 10. DHS should allow the U.S. Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP) to use available funding from user fees to hire staff necessary to enhance SEVIS and implement other initiatives identified in ICE SEVP's 2008 fee increase.	✓ SEVP deployed four classes of field representatives for a total of 57 across the nation. As a valuable stakeholder resource, field representatives serve as liaisons between SEVP and certified schools. SEVP field representatives have increased the program's event participation by over 62 percent since July 2014.
		Recommendation 11. DHS should expedite plans to enhance SEVIS.	✓ ICE SEVP deployed the largest SEVIS release to date, _SEVIS Release 6.21_, which included standardizations, updates, and revisions to eligibility forms.

Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Subcommittee on Campus Resilience **Tasking.** How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure **Recommendation 1.** 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).	✓ FEMA Region VII deployed a Ready Campus program to promote resilience at higher education campuses in their region with great success. They briefed this program to EMI and the Region I Higher Education Group. EMI partnered with Ready Campus to host a webinar in December 2015 that was advertised to the broad EMI higher education, training, and exercise communities. ✓ The National Capital Region National Protection and Programs Directorate (NPPD) Protective Security Advisor facilitated information sharing activities on protective measures to respond to a possible active shooter incident on the campus of Gallaudet University, the only higher education institution in the world in which all programs and services are specifically designed to accommodate deaf and hard of hearing students. ✓ Through the Blue Campaign, DHS is engaging the higher education community in combatting human trafficking by partnering with selected IHEs on a six-month pilot program to determine ways in which DHS can best engage with and expand the campaign to colleges and universities across the country. ✓ DHS coordinated with the Department of Education to co-host the DHS Blue Campaign Spring 2015 Stakeholder Meeting for the academic community. ✓ OAE, in coordination with the DHS Offices of Public Affairs and Intergovernmental Affairs, is actively expanding the *If You See Something, Say Something*™ campaign to colleges and universities. ✓ In 2016, the "*If You See Something, Say Something*™" public awareness campaign and the National Collegiate Athletic Association (NCAA) jointly released a new Public Service Announcement and in-game message for the NCAA Winter and Spring Championships.

Subcommittee Taskings and Recommendations			DHS Aligned Accomplishments
Subcommittee on Campus Resilience (cont.)	**Tasking.** How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure	**Recommendation 1.** 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).	✓FEMA launched the Academia and Resilience web portal, containing program guides, tools, outreach materials, and downloadable tabletop and emergency planning exercises targeted to the academic community. ✓Together with the Departments of Education, Justice, and Health and Human Services, DHS developed and released model, high quality planning guides to aid in the development of emergency operations plans for schools, houses of worship, and IHEs. ✓DHS launched a comprehensive Active Shooter Preparedness web portal in January 2013, containing courses, materials, and workshops for a variety of stakeholders, including the academic community. ✓FEMA is developing resources and templates to help IHEs create Campus Community Emergency Response Team (CERT) programs. The program is modeled on FEMA's CERT program, and is designed to train students, faculty, and staff on how to respond to both everyday emergencies and large-scale disasters that may occur on campus. ✓In May 2014, DHS's *Stop.Think.Connect.* Campaign launched the Academic Alliance, a partner program specifically reinforce the utilization and promotion of the *Stop.Think.Connect.* Campaign and National Cyber Security Awareness Month." To date, 79 universities have joined the Alliance. ✓In March 2016, FEMA held eight America's PrepareAthon!™ events with institutions across the country, ranging from severe weather scenarios and exercises to resources for preparedness pack building.
	Tasking. How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure	**Recommendation 2.** DHS should organize and deploy national table top exercises and simulations specific to institutions of higher education and campus communities. These exercises will ensure better preparedness for natural and man-made incidents and enhance campus resilience.	✓In 2008, EMI developed an effective program for assisting campuses in planning for catastrophic events, the Multi-Hazard Emergency Planning for Higher Education Course. This all-hazards exercise-based training program highlights the importance of comprehensive planning as well as a whole community approach to response in the unique environment of colleges and universities. Each year the course is conducted on college campuses nationwide. ✓S&T's Scientific Leadership Award funding to Jackson State University (JSU) has allowed them to provide the CERT of a disaster when professional responders are not immediately available to help. The JSU CERT program has trained more than 200 Tougaloo College and JSU students, faculty, and staff. ✓As a part of their Emergency Management Technology Program, JSU is incorporating FEMA mobile apps that disseminate information and alerts for emergency responders to utilize during a disaster.

Homeland Security

Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments

Subcommittee on Campus Resilience (cont.)

Tasking. How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure

Recommendation 2. DHS should organize and deploy national table top exercises and simulations specific to institutions of higher education and campus communities. These exercises will ensure better preparedness for natural and man-made incidents and enhance campus resilience.

✓ DHS launched the National Seminar and Tabletop Exercise for Institutions of Higher Education (NTTX), a series of campus-based events to test and promote campus resilience in October 2014. The events 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 emerging threat.

✓ FEMA, in coordination with OAE and Northeastern University, hosted the first NTTX in October 2014. The event brought together 105 participants from 21 IHEs in the New England region. The event included workshop sessions featuring a variety of issues relevant to campus resilience as well as 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.

✓ S&T, FEMA, and OAE hosted the second NTTX in October 2015. More than 280 participants from 80 IHEs across 32 states and the District of Columbia took part in workshop sessions and a tabletop exercise involving participant role play in the campus response to a cyber attack.

✓ FEMA's Academia and Resilience web portal offers downloadable tabletop and emergency planning exercises for the private sector, including materials from the October 2014 NTTX.

✓ FEMA launched America's PrepareAthon!™, a nationwide, community-based campaign for action to increase emergency preparedness and resilience through hazard-specific drills, group discussions and exercises. Through the initiative, FEMA offers participation guides and customizable resources for IHEs.

Subcommittee Taskings and Recommendations			DHS Aligned Accomplishments
Subcommittee on Campus Resilience (cont.)	**Tasking.** How to implement the whole community approach and preparedness culture within student and neighboring communities	**Recommendation 3.** 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.	✓ DHS launched the Campus Resilience Pilot Program (CR Pilot) in February 2013. The CR Pilot is a joint initiative of ICE SEVP, FEMA, and OAE that engages colleges and universities to help develop and pilot an emergency preparedness and resilience planning process. Using information gathered from campus engagement sessions at seven selected colleges and universities, DHS has developed a process and toolkit to help IHEs build campus resilience. ✓ In FY15, DHS launched the second phase of the CR Pilot, now called the Campus Resilience Program, to expand engagement with additional IHEs. ✓ In FY15, FEMA's National Exercise Division integrated CaRES into its preparatory tool kit. As part of the program, DHS developed CaRES, a web-enabled tool that guides IHEs through a resilience planning process. ✓ In September 2015, DHS hosted the Campus Resilience Capacity Building Training Event, which brought together teams from the Campus Resilience Program pilot schools and the University of Maryland. During the training, school teams learned how to use the FEMA-hosted Campus Resilience Enhancement System (CaRES) web-enabled tool, how to facilitate training sessions on CaRES at their institutions, and how to translate their work into campus action guides.
	Tasking. How to strengthen ties between DHS's FLETC and campus law enforcement professionals	**Recommendation 4.** DHS should increase the marketing efforts and visibility of the FLETC at institutions of higher education, through methods such as direct outreach, attendance at conferences, and information on DHS.gov.	✓ In coordination with the Blue Campaign, the FLETC is developing online training and on-site training to be delivered to state, local, tribal, and campus law enforcement and campus public safety officials. ✓ In February 2013, the FLETC signed an agreement with the College of Coastal Georgia to allow federal employees to receive college credit for FLETC training, raising the agency's visibility, and strengthening its ties to the higher education community. Further, in May 2014, the FLETC established a similar partnership with Columbia Southern University. Negotiations with additional IHEs are ongoing.
	Tasking. How campuses can better integrate with community planning and response entities	**Recommendation 5.** 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.	✓ In September 2014, FEMA Administrator Craig Fugate was briefed on FEMA's many campus resilience initiatives and ongoing college and university engagement in FEMA's Region I. Cited as a best practice, FEMA Region I regularly works to integrate more than 205 IHEs in the region into a broader network of resources and relationships.

Subcommittee Taskings and Recommendations			DHS Aligned Accomplishments
Subcommittee on Student and Recent Graduate Recruitment	**Tasking**. How to attract student interns, student veterans, and recent graduates to jobs at DHS **Tasking**. 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), HSIs, HBCUs, Predominantly Black Institutions (PBIs), Tribal Colleges and Universities (TCUs), and other MSIs know of and take advantage of DHS internship and job opportunities	**Recommendation 1.** DHS should expand the use of paid and unpaid internships to attract students at all appropriate career levels.	✓In 2015, DHS expanded the Secretary's Honors Program (SHP) Cyber Student Volunteer Initiative, providing opportunities for 70 unpaid student volunteer assignments at local DHS field offices in more than 45 locations across the country. As part of DHS's outreach efforts, information about the program was distributed to approximately 500 IHEs with cyber and computer science programs, including community colleges. During the 2016 application period, 1,609 candidates applied across the country from 18 HBCUs and 75 HSIs. In the last three years, DHS has placed a total of 152 student volunteers in DHS component offices across 34 states. ✓As the Pathways Programs are being more fully used across the Department, from FY13 to FY14 DHS expanded the use of internships through Pathways by almost 175 percent. ✓USCIS will host five students from HBCUs for its Summer Enrichment Program. To identify student participants, USCIS targeted career centers at MSIs in Washington, D.C.; New York; New Jersey; California; and Texas. USCIS also plans to participate in a federal employment and internship career fair at Montgomery College in Rockville, Maryland on April 22, 2016.
		Recommendation 2. DHS should leverage the new hiring authority established by the federal Pathways Programs, specifically with regards to attracting recent graduates to fill critical occupations.	✓FEMA expanded its participation in the Pathway's Presidential Management Fellows program by nearly 400 percent by onboarding 42 fellows. FEMA leadership also piloted a revolutionary At-Large program which offered centrally managed fellows developmental opportunities across FEMA's vital mission areas. ✓In Fiscal Year 2015, through the Pathways Programs, DHS hosted 306 Interns, 78 Recent Graduates and 32 Presidential Management Fellows across the Department.

Subcommittee Taskings and Recommendations			DHS Aligned Accomplishments
Subcommittee on Student and Recent Graduate Recruitment (cont.)	**Tasking.** How to attract student interns, student veterans, and recent graduates to jobs at DHS **Tasking.** How to ensure that students and recent graduates of AANHSIs, AANAPISIs, HSIs, HBCUs, PBIs, TCUs, and other MSIs know of and take advantage of DHS internship and job opportunities	**Recommendation 3.** 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.	✓ In April 2016, USSS is scheduled to visit seven colleges/universities and three military installations in Hawaii to provide information on USSS career paths for AANAPISI populations. ✓ In October 2015, representatives from eight DHS components and offices, along with the National Association of Police Athletic/Activities League, hosted 55 high school and college students at a Cybersecurity Panel event on the Coppin State University campus in Baltimore, Maryland. Students engaged with graduate students from the University Consortium, which includes Norfolk State University and North Carolina Agricultural and Technical University. ✓ I&A created a recruitment outreach plan aided by an internally developed search tool that sorts MSIs by degree programs, levels of diversity, and locations. The goals of the outreach plan are to advertise I&A's paid internships and entry-level jobs as well as build relationships with MSI career center employees. ✓ In September 2015, I&A sent staff to hold information sessions, attend career fairs, and other various forms of engagement at the following IHEs: Broward College, City University of New York – John Jay, Florida Atlantic University, Florida International University, Florida Memorial University, Kean University, New Jersey City University, San Jose State University, University of Maryland, and the University of Texas at El Paso. ✓ In FY16, USSS partnered with LatPro to participate in a series of Hispanic and Diversity Job Fairs. USSS will attend 7 events in multiple cities. LatPro partners with an extensive network of Hispanic professional associations and other organizations to advance career opportunities for Hispanics. ✓ USSS launched an initiative for students and faculty from MSIs to participate in training exercises at USSS's James J. Rowley Training Center in Beltsville, Maryland throughout Fiscal Years 2016-2017. ✓ In November 2015, DHS components including CBP, FEMA, FLETC, TSA, USCIS and USSS participated in the Federal Asian Pacific American Council & Washington Adventist University Federal Employment Career Fair. 300 students and job seekers attended the event that featured representatives from more than 35 federal government agencies.

Subcommittee Taskings and Recommendations			DHS Aligned Accomplishments
Subcommittee on Student and Recent Graduate Recruitment (cont.)	**Tasking.** How to attract student interns, student veterans, and recent graduates to jobs at DHS **Tasking.** How to ensure that students and recent graduates of AANHSIs, AANAPISIs, HSIs, HBCUs, PBIs, TCUs, and other MSIs know of and take advantage of DHS internship and job opportunities	**Recommendation 3.** 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.	✓ In October 2015, representatives from USCIS, U.S. Coast Guard, and FEMA participated in HACU's 29th Annual Conference, "*Championing Hispanic Higher Education Success: Empowering Students, Enhancing Collaboration,*" in Miami, Florida. ✓ In 2016, FEMA's EMI offered an interactive workshop designed to assist MSIs in establishing or enhancing Emergency Management courses or programs at their institutions. The workshop was developed to address issues and challenges that are unique to HBCUs, HSIs and TCUs. ✓ In March 2015, DHS awarded two blanket purchase agreements for third party providers that can be used across DHS to supplement the Pathways Programs for internships in order to meet workforce needs and outreach to diverse communities. The awardees were HACU and the Washington Center for Internships and Academic Seminars. ✓ In July and October 2015, OAE distributed Reports to Higher Education Association Partners, compilations of Department-wide engagement with and opportunities for MSIs and community colleges. ✓ In September 2015, representatives from USCIS, CBP and U.S. Coast Guard participated in the Asian American and Pacific Islander Association of Colleges and Universities' (APIACU) Second Annual Pacific Basin Conference at the University of Guam. ✓ In 2014, DHS executed MOUs with five higher education associations (HEAs) to incentivize collaboration to show students viable career pathways within DHS while pursuing their degrees. Through the MOUs, HEAs increase visibility of DHS opportunities to students and recent graduates and DHS has greater access to students and recent graduates from schools represented by HEAs. ✓ In addition to and in support of the MOUs, Secretary Johnson approved a Department-wide campaign focused on DHS outreach to MSIs. Through the campaign, the Department will increase its engagement with MSI cohorts as well as raise awareness of the DHS career opportunities for students and recent graduates represented by the HEAs. ✓ In March 2016, DHS convened the third Semi-Annual Meeting with HEA Partners to discuss progress and share updates on MOU implementation progress. ✓ DHS hosts National Cybersecurity and Communications Integration Center (NCCIC) Student Events to strengthen outreach to students, institutions, and key academic organizations. The program targets students served by organizations representing MSIs and/or attending community colleges. The Department has hosted 14 events since June 2013.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
Tasking. How to attract student interns, student veterans, and recent graduates to jobs at DHS **Tasking.** How to ensure that students and recent graduates of AANHSIs, AANAPISIs, HSIs, HBCUs, PBIs, TCUs, and other MSIs know of and take advantage of DHS internship and job opportunities	**Recommendation 4.** DHS should evaluate and assess the diversity of its student and entry-level programs.	✓OCHCO recently completed a study of diversity in the Pathways Programs, including racial and ethnic data, as well as a focus on the diversity in the millennial population of DHS's workforce. In FY2014: 22 percent of DHS's workforce is considered millennial compared to 7 percent government-wide; 25 percent of DHS's millennial workforce is Hispanic compared to 20 percent DHS-wide; and 18 percent of DHS's millennial workforce is Black compared to 15 percent DHS-wide.

Subcommittee on Student and Recent Graduate Recruitment (cont.)

Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Tasking. How to attract students, student veterans and recent graduates to cybersecurity jobs at DHS **Recommendation 1.** DHS should continue hosting monthly tours of DHS's NCCIC for secondary, post-secondary, and veteran students involved in cybersecurity and other STEM disciplines. DHS should arrange virtual tours of the NCCIC to accommodate students located outside of the National Capital Region.	✓DHS has hosted 14 NCCIC Student Events since the program's launch in June 2013, and plans to continue the program through 2016. Designed specifically for students pursuing a cyber-related degree or interested in the field of cybersecurity, the events include a tour of the NCCIC and National Infrastructure Coordinating Center, and a panel discussion with DHS cybersecurity experts.
Recommendation 2. DHS should establish and support a Department-wide social media and outreach strategy directed at its cyber-related programs, initiatives and opportunities. The strategy should incorporate input from academic associations, students, faculty, and other higher education sources, and should target students, student veterans and recent graduates interested in cyber-related careers.	✓In addition, DHS participates in over 100 cyber-related events a year promoting DHS awareness resources and has created over 60 resources, including PSAs, tip sheets, PowerPoint presentations, posters, and more, all of which is free for the public to utilize. ✓In September 2015, S&T awarded 8 contracts totaling $14 million for research on technologies to defend against large and sophisticated Distributed Denial of Service (DDoS) attacks. The awards will support three to four cybersecurity students annually, assist student research in cybersecurity and outreach programs such as the GenCyber cybersecurity program for high school teachers. ✓The *Stop.Think.Connect.* Campaign works to promote cybersecurity awareness across communities. In 2015 the Campaign grew to 260 partners with an average of 711 individuals joining each month. ✓DHS is the federal lead for National Cyber Security Awareness Month (NCSAM) each October. Through NCSAM, DHS and its partners spread the cyber awareness message among multiple, diverse audiences across the country. 2015 marked the 12th year of NCSAM which aims to increase awareness of cybersecurity threats and basic best practices.
Tasking. How DHS can partner with academia to build a pipeline of diverse students in Science, Technology, Engineering, and Mathematics (STEM) **Recommendation 3.** DHS should target outreach efforts at underserved communities to improve their pathways to cyber-related educational and career opportunities.	✓USSS participated in the Black Engineer of the Year Award (BEYA) STEM Mentoring Session during their Annual Conference in Philadelphia, PA on February 11-13, 2016. ✓The NCCIC Student Events primarily target students served by organizations representing MSIs and/or attending community colleges. To date, DHS has facilitated the NCCIC Student Events with eight organizations representing MSIs and/or community colleges. ✓DHS's National Initiative for Cybersecurity Careers and Studies (NICCS) portal includes resources specifically for women and minorities interested in pursuing cyber education and careers. In FY14, more than 40 HBCUs were included on the Workforce Framework communications updates.

Subcommittee on Cybersecurity

Homeland Security

Subcommittee Taskings and Recommendations			DHS Aligned Accomplishments
Subcommittee on Cybersecurity (cont.)		**Recommendation 4.** The summer 2013 SHP Cyber Student Volunteer Initiative, in which community college students served in ICE cyber forensics labs, should be expanded and cited as a best practice.	✓ In 2015, DHS expanded the SHP Cyber Student Volunteer Initiative, providing opportunities for 75 unpaid student volunteers assignments at local DHS field offices in 51 locations across the country. As part of DHS's outreach efforts, information about the program was distributed to approximately 500 IHEs with cyber and computer science programs, including community colleges. To date, more than 152 student volunteers have completed assignments as part of the program.
	Tasking. How DHS can partner with academia to build a pipeline of diverse students in STEM	**Recommendation 5.** DHS should compile a list of cyber competitions, including any measures of program success (i.e. amount of private sector dollars contributed, number of participants, and number of job offers extended to participants), to assess the return on investment and target proven programs to invest in and support.	✓ The S&T-funded US Cyber Challenge annually updates a list of competitions throughout the US for input to the NICCS and cybercompex.org portals. The NICCS Portal includes a page on cybersecurity competitions and invites those interested in competing to visit the CyberCompEx website. ✓ S&T created an interactive portal, cybercompex.org, where students, employers and competition organizers can efficiently interact with each other to find competitions and/or employment opportunities. S&T is aiming to enroll over 1,000 CyberCompEx registrants by the end of 2015. CyberCompEx aligns each listed competition with the National Cybersecurity Workforce Framework to ensure that competitors and recruiters understand which cybersecurity skills and specialties will be practiced.

Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Subcommittee on Cybersecurity (cont.) **Tasking.** How DHS can partner with academia to build a pipeline of diverse students in STEM **Recommendation 6.** DHS should promote and support cyber-related educational and career opportunities to engage students at the start of their formal education, beginning at the primary level and continuing through the middle school, secondary, and postsecondary levels, in cybersecurity and other STEM disciplines. These efforts should include support of community college-based programs that provide hands-on, technical cybersecurity training, and education.	✓In coordination with the National Security Agency, DHS provides strategic direction to the National CAE program, reducing vulnerability in national information infrastructure by promoting higher education and research in Information Assurance (IA) and producing a growing pipeline of professionals with IA expertise in various disciplines. There are currently 194 academic institutions with CAE designation in 43 States, the District of Columbia, and Puerto Rico. ✓NPPD sponsors the CyberCorps®: Scholarship for Service (SFS) program, providing scholarships through the National Science Foundation to 63 universities across the country. Selected students receive SFS scholarships for up to three years to study cybersecurity, after which they owe the government a period of service equivalent to the length of their scholarship. In FY16, 614 faculty and students, and 59 agencies participated in the SFS job fair. ✓NPPD sponsors the CyberPatriot competition, which impacts numerous middle and high school students each year and steers them toward cybersecurity careers and studies. Since 2009, the program has experienced per annum growth of more than 20 percent. In 2014, registration for CyberPatriot VI exceeded 1,500 teams, marking unprecedented growth for the program. Teams from all 50 States and the District of Columbia participate in CyberPatriot. ✓DHS developed the NICCS portal, an online resource for government, industry, academia, and the general public to learn about cybersecurity awareness, education, careers, and workforce development opportunities. In FY15, NPPD will release an enhanced portal to provide a more user-friendly and tailored educational and workforce development-related platform. The enhanced portal will continue carrying relevant NICCS portal content and will host both the Cybersecurity Training Catalog and access to the current Federal Virtual Training Environment (FedVTE) training portal. ✓DHS issued the competitive Cybersecurity Education and Training Assistance Program grant in the amount of $5 million to fund the Integrated Cybersecurity Education Communities (ICEC) project. In support of the National Initiative for Cybersecurity Education framework, the ICEC project holds cyber education summer camps in geographic areas around the country, with the primary goal of educating high school teachers. In addition, participating teachers integrate the developed cyber content into their existing course curricula across multiple academic disciplines. Five communities held cyber education summer camps in the summer of 2015. DHS sponsors a suite of cyber education curricula for middle and high schools, available free to teachers. To date, the curricula have reached over 729,000 students across 46 states. In addition, two states have approved at least one curriculum for use statewide.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
Subcommittee on Cybersecurity (cont.)	**Tasking.** How DHS can partner with academia to build a pipeline of diverse students in STEM **Recommendation 6**. DHS should promote and support cyber-related educational and career opportunities to engage students at the start of their formal education, beginning at the primary level and continuing through the middle school, secondary and postsecondary levels, in cybersecurity and other STEM disciplines. These efforts should include support of community college-based programs that provide hands-on, technical cybersecurity training and education.	✓ In December 2015, S&T announced the award of five contracts, including three to IHEs, totaling $7.8 million for research on technologies to help defend against attacks on cyber physical systems. These projects are part of the S&T Cyber Security Division's larger Cyber Physical Systems Security (CPSSEC) program. The awards help to address inherent vulnerabilities and strengthen security in the areas of automotive security, building control systems, and medical device security. IHEs receiving awards included: New York University: $1.4 million; University of Michigan: $1.2 million; and Kansas State University: $900,000. ✓ NPPD participated in and/or sponsored eight cybersecurity camps and competitions in 2014. ✓ S&T sponsors the National Collegiate Cyber Defense Competition (NCCDC) where, including qualifying rounds, over 2000 students representing over 180 colleges and universities compete in a real-world, scenario based, defense competition. S&T promotes NCCDC by organizing a three day event in Washington D.C. for the winning NCCDC team, which includes meetings with USSS representatives, the National Intellectual Property Rights Coordination Center, NCCIC, and D.C. government representatives. Additionally, S&T organized a White House tour and reception with Vice President Biden for the winning team. The FY15 NCCDC took place from April 24 – April 26 in San Antonio, Texas, and the FY16 NCCDC will take place April 22-24, in San Antonio. ✓ S&T supports the US Cyber Challenge, where over 2000 students compete online for a scholarship and a chance to attend one of four week long cybersecurity training camps throughout the nation.

Subcommittee Taskings and Recommendations	DHS Aligned Accomplishments
Subcommittee on Cybersecurity (cont.) — **Tasking.** How DHS can better coordinate with individual campus information technology departments on the risks towards and attacks on computer systems and networks — **Recommendation 7**. DHS should market its cybersecurity capabilities and resources available to the higher education community by participating in capacity-building efforts for smaller higher education institutions with limited cybersecurity resources in coordination with national organizations such as AIHEC, HACU, APIACU, and EDUCAUSE.	✓DHS launched a series of cybersecurity awareness engagements with IHEs. The engagements feature 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. ✓As part of its cybersecurity engagement efforts, DHS created a Cybersecurity Resources Fact Sheet outlining the Department's cybersecurity resources, programs and tools available to the higher education community. ✓Through its cybersecurity engagements, DHS hosted two webinar events with EDUCAUSE in July 2014. ✓The DHS *Stop.Think.Connect.* Campaign Academic Alliance is a nationwide network of nonprofit colleges and universities committed to promoting safer online practices. Partners in the Academic Alliance receive materials and best practices to promote cybersecurity awareness to students, faculty, staff, alumni, and the community. To date, 79 universities and colleges have joined the Academic Alliance and are part of a larger network of over 270 government, nonprofit, and academic partners.
Recommendation 8. DHS should organize and deploy national table top exercises and simulations specific to institutions of higher education and campus communities. These exercises will ensure better preparedness for natural and man-made incidents and enhance campus resilience.	✓USSS continues its productive partnership with CERT, a part of the Software Engineering Institute (SEI), located at Carnegie Mellon University. For example, CERT supports USSS's protective operations by supporting the USSS – Criminal Investigation Division – Critical Systems Protection Section (CSP) with development, maintenance, and training regarding CSP functions and tools utilized to complete its mission. ✓USSS continues to foster its partnership with the University of Tulsa, Digital Forensic Laboratory Center of Information Security, Cell Phone Forensic Facility. This partnership expands the capabilities of law enforcement to pursue a broader range of digital forensics, specifically involving cellular telephones, tablet computers, PDAs, GPS units and skimmers. ✓In October 2015, S&T, FEMA, the Federal Bureau of Investigation (FBI), Norwich University Applied Research Institutes, and OAE hosted the second National Seminar and Tabletop Exercise for IHEs. More than 280 participants took part in workshop sessions and a tabletop exercise involving participant role play in the campus response to a cyber attack.
Recommendation 9. DHS should include the FBI National Security Higher Education Advisory Board's (NSHEAB) cyber subcommittee in coordination and facilitation efforts for the cybersecurity-focused National Seminar and Tabletop Exercise for Institutions of Higher Education.	✓DHS incorporated the FBI NSHEAB cyber subcommittee into the planning team for the second National Seminar and Tabletop Exercise for Institutions of Higher Education.