

# Homeland Security Academic Advisory Council

## Member Briefing Materials

October 24, 2012



Homeland  
Security

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## **Homeland Security Academic Advisory Council Meeting Agenda**

Wednesday, October 24, 2012  
Ronald Reagan Building, Room B 1.5-10 (Floor B1)  
1300 Pennsylvania Avenue, N.W.  
Washington, D.C.

10:00 a.m.	Call to Order
10:05 a.m.	Opening Remarks, Introductions and Overview of the Day
10:20 a.m.	Student and Recent Graduate Recruitment Subcommittee Report and Discussion
11:20 a.m.	Academic Research and Faculty Exchange Subcommittee Report and Discussion
11:40 a.m.	Public Comment Period*
11:55 a.m.	Council Votes on Potential Recommendations
12:05 p.m.	Lunch
1:00 p.m.	DHS Response to Council Progress
2:00 p.m.	Additional Subcommittee Reports and Discussion
3:00 p.m.	Public Comment Period*
3:15 p.m.	Council Votes on Potential Recommendations
3:40 p.m.	Adjourn

*\* Please note that the meeting may close early if the Council has completed its business. Public comment period times are subject to change.*



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## **Subcommittees of the Homeland Security Academic Advisory Council**

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

1. How to attract student interns, student veterans, and recent graduates to jobs at DHS;
2. How to use social media and other means of communication to most effectively reach this audience; and
3. How to ensure that students and recent graduates of Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, and other Minority Serving Institutions know of and take advantage of DHS internship and job opportunities.

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

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

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

1. How academic research can address DHS' biggest challenges;
2. How DHS operational Components can form lasting relationships with universities to incorporate scientific findings and R&D into DHS' operations and thought processes;
3. How universities can effectively communicate to DHS emerging scientific findings and technologies that will make DHS operations more effective and efficient; and
4. How we can jointly create a robust staff/faculty exchange program between academe and DHS.

### **4. Subcommittee on International Students**

1. How DHS can improve its international student processes and outreach efforts;
2. How DHS can better communicate its regulatory interpretations, policies and procedures to the academic community; and
3. How DHS can accommodate and support emerging trends in international education.

### **5. Subcommittee on Campus Resilience**

1. How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure;
2. How DHS' grant programs may be adjusted to support resilience-related planning and improvements;
3. How campuses can better integrate with community planning and response entities;
4. How to implement the whole community approach and preparedness culture within student and neighboring communities;
5. How to strengthen ties between DHS' Federal Law Enforcement Training Center and campus law enforcement professionals; and
6. How DHS can better coordinate with individual campus information technology departments on the risks towards and attacks on computer systems and networks.



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

October 17, 2012

**Chair:**

Dr. Wallace D. Loh

**Members:**

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

Dear Members:

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

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

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

Thank you again for your continued hard work.

Sincerely,

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

Dr. Wallace D. Loh  
Chair, HSAAC



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

September 20, 2012

**Chair:**

Dr. Wallace D. Loh

**Members:**

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

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

Dear Madame Secretary:

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

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

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

**I. Subcommittee on Campus Resilience**

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

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

Based on these findings the Subcommittee on Campus Resilience recommends:

1. DHS should insert guidance specific to institutions of higher education into grants program guides and outreach materials, where appropriate, to clarify their ability to participate in these programs, and identify additional opportunities and uses for funding.
2. DHS should consider expanding the use of its existing resilience-related resources, where appropriate, to specifically include and be adapted to the higher education community (e.g., the “If You See Something, Say Something™” campaign).
3. DHS should, in cooperation with its partner agencies, develop a reporting mechanism that provides senior leadership with the aggregate funding made available to higher education (directly and indirectly) for campus resilience programs.
4. DHS should increase the marketing efforts and visibility of the Federal Law Enforcement Training Center at institutions of higher education, through methods such as direct outreach, attendance at conferences, and information on DHS.gov.
5. DHS should organize and deploy national tabletop exercises and simulations specific to institutions of higher education and campus communities. These exercises will ensure better preparedness for natural and man-made incidents, and enhance campus resilience.
6. DHS should establish a campus resilience program with corresponding funding, technical assistance, and training to work with campus officials in assessing their preparedness, developing and implementing related plans, and monitoring campus readiness over time. An online clearinghouse and inventory of available resources should be included as part of this program.

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

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

More specifically, the Subcommittee on International Students recommends:



1. DHS should implement throughout the agency the robust model of stakeholder engagement that USCIS has implemented<sup>1</sup> so all DHS entities can benefit from stakeholder input and more thoroughly engage stakeholders in developing and disseminating agency interpretations, policies, procedures, and anticipated changes.
2. DHS (ICE SEVP in particular) should establish clear and reasonable adjudication criteria or clarify those already established, publish all but those that are clearly law enforcement sensitive, and publish estimated processing times so that educational institutions may plan accordingly.
3. DHS (ICE SEVP in particular) should streamline school recertification, utilizing carefully-devised risk factors.
4. DHS can enhance its effectiveness by receiving public input concerning planned changes. DHS should more carefully evaluate whether the rulemaking (notice and comment) process is required or would be beneficial before implementing a change. DHS should also improve its interpretations, policies, and procedures by publishing them in draft form prior to implementation and accepting public input. We note that USCIS has been quite successful in this area and would encourage CBP and ICE SEVP to follow USCIS' example.
5. DHS should continue reviewing all regulations, interpretations, policies, and procedures, and reconsider those that might impede rather than facilitate the nation's ability to compete for the best and brightest international students, attract them to our programs, and enroll them in U.S. colleges and universities.

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

1. Allowing spouses to engage in a wide range of part-time educational activities and employment that will allow them to maintain or develop educational and professional qualifications.
2. Increasing the number of Designated School Officials (DSOs) allowed per school or otherwise removing the current limit of ten DSOs per school.

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

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

Dr. Wallace Loh  
Chair, HSAAC



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## **Student and Recent Graduate Recruitment**

The Department of Homeland Security (DHS) has a vital mission: to secure the nation from the many threats we face. This requires the dedication of more than 240,000 employees in jobs that range from aviation and border security to emergency response, from cybersecurity analysts to chemical facility inspectors. Our duties are wide-ranging, but our goal is clear – keeping America safe.

DHS' success relies on the quality of the talent it employs. In order to accomplish its difficult and complex missions—preventing terrorism and enhancing security, securing and managing our borders, administering our immigration laws, safeguarding and security cyber space, and building a resilient nation—DHS must have the right talent, starting at the entry-level.

One means of recruiting and hiring qualified entry-level employees is through the use of student and entry-level programs. These programs serve current workforce needs and help build a new generation of leaders in mission-critical fields through training, mentoring, rotational assignments and other developmental activities. Student and entry-level programs encompass a wide variety of participants, including interns at all academic levels, recent college graduates, and those who have earned advanced degrees.

## **Pathways Programs and DHS**

Navigating the federal job market is particularly difficult for students and recent graduates because it favors individuals with more experience, often putting young talent at a disadvantage when applying for federal positions. As a result, the Obama administration created three new Pathways Programs to help students, recent graduates and graduate students find internships and jobs in the federal government (Internship Program, Recent Graduate Program and Presidential Management Fellowship Program, respectively).<sup>1</sup> The programs were laid out in President Obama's Executive Order 13562, *Recruiting and Hiring Students and Recent Graduates*, issued on December 27, 2010.<sup>2</sup>

The Pathways Programs provide an opportunity for DHS to consolidate student and entry-level hiring while addressing DHS' challenges in hiring for critical occupations like cyber and information technology. As long as they have satisfied the requirements of the program and there is a position available, DHS will be able to convert qualified students and recent graduates participating in these programs to permanent positions.

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<sup>1</sup> Written testimony, "Investing in an Effective Federal Workforce," by Partnership for Public Service President and CEO Max Steir, The Senate Committee on Homeland Security and Governmental Affairs, Subcommittee on the Oversight of Government Management, the Federal Workforce and the District of Columbia, September 19, 2012.

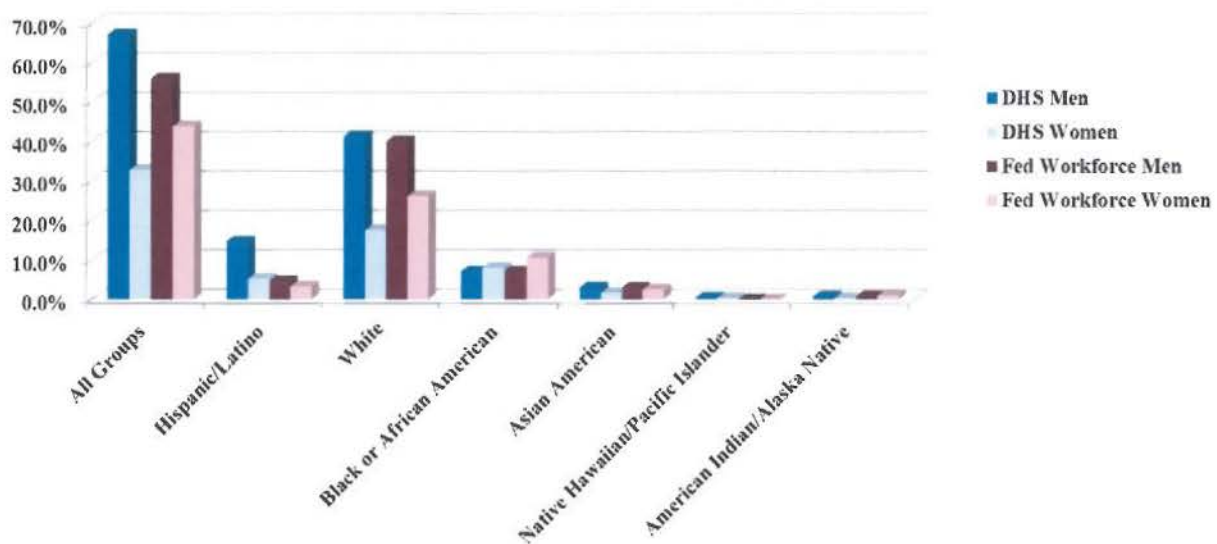
<sup>2</sup> The Pathways Programs mandate veterans' preference in hiring.

### Diversity and Inclusion at DHS

DHS promotes diversity as a matter of inclusion, equity, and fairness. DHS optimizes the talents, characteristics, origins, and experiences of everyone working to carry out its mission. Promoting diversity benefits DHS by enhancing its capabilities through increased points of view, creativity, and life experiences.<sup>3</sup>

Compared to the overall federal workforce, DHS is diverse; however, there are opportunities to enhance underrepresented populations. While the DHS workforce includes good overall representation from Hispanics/Latinos, African Americans and Asian Americans, women in general and American Indians are underrepresented. The graph and table below depict the complete onboard profile as of Q2 FY 2012.

Race/Ethnicity and Gender Onboard Profile-FY 2012 Q2



Gender	All Groups	Hispanic/Latino	White	Black or African American	Asian American	Native Hawaiian/Pacific Islander	American Indian/Alaska Native
DHS Men	67.2%	14.7%	41.3%	7.0%	3.0%	0.3%	0.7%
DHS Women	32.8%	5.2%	17.5%	8.0%	1.6%	0.2%	0.3%
Fed Workforce Men	56.1%	4.7%	40.1%	7.1%	3.0%	NA	0.8%
Fed Workforce Women	43.9%	3.3%	26.2%	10.6%	2.5%	NA	1.0%

<sup>3</sup> Department of Homeland Security, <http://www.dhs.gov/commitment-diverse-workforce>

**Catherine V. Emerson**  
**Chief Human Capital Officer**  
**Department of Homeland Security**



Catherine V. Emerson was appointed August 4, 2011, as the Department of Homeland Security's first career member of the Senior Executive Service to serve as the Chief Human Capital Officer. Ms. Emerson is responsible for the department's recruiting, diversity, learning and development, policies, programs and technology to ensure the Department has the right people in the right jobs at the right time; that the DHS workforce represents the nation we serve; that employees are developed and rewarded; and human capital policies, processes and technology support the Department's ability to fulfill the mission.

Prior to joining the Department, Ms. Emerson was the Assistant Administrator for Human Resource Management at the Federal Aviation Administration. Ms. Emerson advised and assisted the Administrator in directing, coordinating, communicating and leading an effective FAA human resources program that supports a workforce responsible for ensuring the safety and efficiency of the national airspace system. She served as Chair of the Administrator's Employee Engagement Steering Committee and a member of the FAA's Labor Forum. She also served as the Designated Agency Employee Health and Safety Official, and the co-chair of the Employee Forum Association. She was appointed from her position as the Deputy Assistant Administrator for Human Resource Management.

Prior to her employment with the FAA, Ms. Emerson served as the Director of Policy and Performance Management/Chief Human Capital Officer and the Acting Executive Director for the Federal Labor Relations Authority (FLRA). From July 2008 to October 2008, she served as the FLRA's administrative head in absence of a presidentially appointed Chairman. Ms. Emerson is the only federal career employee at the FLRA to have performed this function.

Prior to joining the FLRA, Ms. Emerson was an Assistant Director in the Office of Human Resources, Justice Management Division, U.S. Department of Justice. In October 2007, she received the Attorney General's John Marshall Award, the Department's highest award presented to attorneys for contributions and excellence in legal performance. While at the Justice Department, Ms. Emerson also received several Justice Management Division Special Commendation Awards.

Ms. Emerson holds a B.A. and J.D. from The Catholic University of America, Washington, D.C. She is a member of the Maryland and District of Columbia Bars.

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

The Subcommittee on Student and Recent Graduate Recruitment is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

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

Chaired by Saint Augustine's University President Dr. Dianne Boardley Suber, the subcommittee met on August 20 and September 12, discussing all taskings above.

### **Overall Findings**

- DHS must build a pipeline of talent at the entry-level, particularly in critical occupations like cyber security and information technology. Students and recent graduates represent the next generation of homeland security thinkers, professionals, and managers.
- As directed by President Obama's Executive Order 13562, DHS is in the process of implementing new regulations that established the Pathways Programs, a new hiring authority which now governs the recruitment and hiring of students and recent graduates in Federal Government agencies.
- More than 200,000 veterans will return from active duty seeking potential employment each year for the next few years; DHS has incorporated a recruitment strategy for attracting veterans into its workforce and is seeking to continually enhance those efforts.
- Although various DHS Components use social media tools to communicate to their stakeholders, DHS does not currently use social media tools specifically to recruit students and recent graduates for DHS internship and job opportunities.
- DHS has a vested interest in building upon the diversity of its workforce and exploring strategic relationships with institutions of higher education that have student populations with higher concentrations of racial/ethnic groups, women, and individuals with disabilities.
- While the DHS workforce is quite diverse compared to the overall federal workforce, DHS has prioritized the need to recruit and retain skilled and diverse talent.
- Some DHS Components have formal relationships with and provide sponsorship support to individual academic institutions and minority serving institutions.

### **Draft Recommendations**

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

1. DHS should strengthen its relationships with campus student organizations, career counselors, and recruiters through quarterly web-based seminars and career workshops.

2. DHS should expand the use of paid and unpaid internships to attract students at all appropriate career levels.
3. DHS should leverage the new hiring authority established by the federal Pathways Programs, specifically with regards to attracting recent graduates to fill critical occupations.
4. DHS should evaluate and assess the diversity of its student and entry-level programs.
5. DHS should continue to engage with the Departments of Defense and Veterans Affairs' exit programs and services in order to encourage veterans to work for DHS.
6. DHS should offer targeted research and outreach grants to MSIs, community colleges, and other institutions in metropolitan areas with high concentrations of veterans.
7. In consultation with private and public social media experts, DHS should establish and support a Department-wide social media and outreach strategy directed at its student and entry-level programs. The strategy should incorporate input from academic associations, students, faculty, and other higher education sources, and should target rural and underserved areas through the use of specialty media, radio, and local newspapers.
8. DHS should learn from best practices in other federal agencies, including NASA's "One Stop Shopping Initiative" Student Internships program, the (former) NASA Administrators Fellows program, and non-profit fee based student intern programs such as the national Hispanic Association of Colleges and Universities internship program.
9. DHS should support summer camps, cyber competitions, and K-12 schools to engage students early, particularly in the Science, Technology, Engineering and Math fields.
10. DHS should support middle-college programs that encourage students to complete an Associate's Degree at the same time that they obtain their high school diploma and provide an information module to educate students on careers and job opportunities within DHS.
11. DHS should establish regional cooperative agreements between community colleges and four-year universities to provide ongoing development and enhanced education outcomes for potential and existing DHS employees.
12. DHS should incentivize collaboration between community colleges, HBCUs, HSIs, TCUs and other MSIs, to show students viable career pathways within DHS while they continue through their academic degree progression.
13. DHS should establish cooperative agreements and sponsorship support, where appropriate, with professional organizations and MSIs to engage their talent pools and take advantage of their marketing and outreach efforts.
14. DHS should support capacity building programs at MSIs focused on improving retention and completion through research (for example, fund competitive grant programs for MSIs that lack the capacity to compete in existing R&D programs and/or designate MSI Centers of Excellence).



## **Progress Report from the Homeland Security Academic Advisory Council's Subcommittee on Academic Research and Faculty Exchange**

The Subcommittee on Academic Research and Faculty Exchange is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

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

Chaired by Northeastern University President Dr. Joseph E. Aoun, the subcommittee met on April 1 and June 6, discussing tasking 1, 2 and 3 (in bold font, above) as well as potential recommendations. The subcommittee convened again on August 28 to revisit and amend their original draft recommendations based on the discussion at the July 10 HSAAC meeting.

### **Overall Findings**

- DHS' Science and Technology (S&T) Directorate is the primary R&D arm of the Department. Among its priorities, S&T funds academic research through the DHS Centers of Excellence (COE) program.
- The COEs conduct multidisciplinary homeland security research and provide training. Each center is university-led or co-led in collaboration with partners from other academic institutions, agencies, national laboratories, think tanks, and the private sector. The research portfolio is a mix of basic and applied research.
- Some DHS Components, such as the United States Coast Guard, regularly identify and share their research needs with S&T. However, this is not a uniform practice across DHS, nor is there a formal process for DHS Components to communicate their research needs to S&T.
- DHS needs to identify and prioritize its biggest challenges and issues in order for the subcommittee to make recommendations on how academic research can best address those challenges and issues. While there are some mechanisms in place within DHS, a formal process would improve DHS' ability to identify challenges that academic research might address.

### **Draft Recommendations**

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

- 1a. DHS should conduct a survey that will identify all of the current R&D projects within the Department.
- 1b. DHS should establish a formal process that ensures its Component agencies regularly identify their research priorities and communicate them to S&T.

2. 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.
3. 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.

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

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 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.***

Co-Chaired by Association of American Universities President Dr. Hunter R. Rawlings III and New York University President Dr. John Sexton, the subcommittee met on September 28, primarily discussing tasking 3 (in bold font, above), as well as potential recommendations.

### **Overall Findings**

- Higher education exists in, and is affected by, a world that increasingly operates across sovereign borders. The exchange of students and scholars has become a global enterprise that requires a new way of thinking and operating by academic institutions and governments. DHS regulations must recognize the significant structural, technological, and pedagogical changes that have occurred in recent years.
- The ability to attract the most qualified international students directly correlates to our overall economic competitiveness and a culturally literate and well-rounded citizenry. While the U.S. remains a leading global destination for international students, increasingly intense competition for the most qualified students has led to the U.S. losing market share to other countries over the past ten years.
- American higher education is increasingly being viewed as a key element in shaping the international status of the U.S. through “soft power,” or the influencing of global affairs through the transmission of culture, science and technology.
- While DHS’ U.S. Citizenship and Immigration Services has established robust engagement with stakeholders, and the Immigration and Customs Enforcement’s (ICE) Student and Exchange Visitor Program (SEVP) has recently begun seeking stakeholder input as it formulates policies, DHS has not often enough sought the benefit of stakeholder input in developing regulations, policies, and procedures.
- Many U.S. competitors publish studies on international student trends for use in policy analysis. Currently, no U.S. government report examines trends in international education including the activities of international students during and after their studies. DHS maintains data in several systems that could be used in such a report, including international student participation in practical training and entry into the workforce following completion of studies.

## Draft Recommendations

The Subcommittee on International Students makes the following recommendations:

1. With input from stakeholders, DHS should issue guidance on creating international education programs so that they comply with current regulations, and should revise several key regulations and policies that hinder student mobility and prohibit colleges and universities from offering innovative programs and even fairly routine programs to international students.
  - a. Revise the “full course of study requirement” to allow schools to determine what constitutes a “full course of study” consistent with their accreditation. Issue policy guidance to assist them in doing so.<sup>1</sup>
  - b. Eliminate the restriction limiting international students to only one online course per term.<sup>2</sup>
  - c. Develop ICE SEVP guidance on “leaves of absence” from studies so that students are not penalized when they spend more than five months abroad, and develop Student and Exchange Visitor Information System (SEVIS) functionality to allow Designated School Officials (DSOs) to reactivate a SEVIS record after a leave of absence.<sup>3</sup>
  - d. Allow international students to be eligible for Curricular Practical Training (CPT) during their first academic year in the United States, and clarify the regulations and agency policy to facilitate CPT.<sup>4</sup>
  - e. Define “course of study” in the B visitor and Visa Waiver Program regulations to allow short-term education-related activities for Visitors (B-1/B-2 nonimmigrants and Visa Waiver Program entrants) and collaborate with the Department of State to clarify visa policy so that the Visitor classification may be used for brief education-related activities.<sup>5</sup>
2. Since many other changes to DHS regulations, policies, and procedures are necessary to facilitate international education, and making extensive specific recommendations is beyond the scope of HSAAC, we recommend that DHS establish a formal working group, consisting of agency personnel and international education administrators from a diverse range of higher education institutions to thoroughly review DHS regulations, policies, and procedures and recommend necessary changes.
3. 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.

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

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

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

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

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

4. DHS should continue to carefully develop the next generation SEVIS database so that it enhances security, reduces the burden on users, and facilitates international education.
5. 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.
6. DHS should prepare an annual report that examines the activities of international students while enrolled in U.S. schools and upon completion of their studies. DHS should use the annual reports as benchmarks to examine trends and conduct comparative analysis for use in future policy discussions.

### **Statement of Next Steps**

Following the meeting of the full HSAAC on October 24, the Subcommittee on International Students will hold additional meetings to further explore the following: 1) international students' experiences with the U.S. Customs and Border Protection processes at the ports of entry; 2) interoperability of DHS data systems (e.g., CLAIMS, ELIS, SEVIS, US-VISIT, SAVE, E-Verify); and 3) models for "multinational universities" and potential administrative and statutory changes that may need to be made to visa and admissions processes for international students and scholars.

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

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 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, expand national capability, and support a whole community approach; and*
- 5. How to expand DHS cooperation with the Department of Defense (DOD) academies and schools to provide DHS' current employees with educational opportunities.***

Co-Chaired by LaGuardia Community College President Dr. Gail Mellow and U.S. Coast Guard Academy Superintendent Rear Admiral Sandra Stosz, the subcommittee met on October 1 and October 15, discussing tasking 5 (in bold font, above) as well as potential recommendations.

### **Overall Findings**

- Supporting joint operations of DHS and DOD requires educating DOD/DHS personnel on the organizational culture, laws, regulations, plans, and policies that govern national and homeland security strategies and missions.
- Since DHS' creation, its employees have participated in educational programs at DOD Senior Service Schools. These schools provide graduate level degrees in national security strategic studies.
- Over the last several years, DHS has formalized its relationship with some DOD Senior Service Schools by furnishing DHS faculty in exchange for student billets in their programs. DHS recently established a working capital fund to ensure this important relationship continues.
- The availability of DOD educational opportunities is largely confined to DHS employees in the National Capital Region and is modest in scope, accommodating on average only twenty students per year.
- DHS does not have a Department-wide succession management process for its employees returning from DOD Senior Service Schools. Graduates should be given opportunities to employ their knowledge and skills when they return to DHS.
- Although the DOD/DHS relationship exists at the mid and senior levels, more junior levels of either organization are rarely exposed to one another. There are opportunities for further collaboration between DHS and the U.S. Service Academies (U.S. Military Academy, U.S. Naval Academy, U.S. Coast Guard Academy, U.S. Air Force Academy, and U.S. Merchant Marine Academy).

## **Draft Recommendations**

The Subcommittee on Homeland Security Academic Programs makes the following draft recommendations:

1. DHS should expand its relationships with the DOD Senior Service Schools with the goal of having a DHS faculty chair at each school. This would allow DHS to increase its allotted student billets to each DOD Senior Service School.
2. To reduce costs and to encourage participation of DHS employees throughout the nation, DHS should consider models that increase accessibility for students and faculty at the DOD Senior Service Schools. These models could include regionalization in locations proximate to the Senior Service Schools, and online course offerings, among other options.
3. To drive a positive return on investment, a Department-wide succession management plan is needed for DHS employees who graduate from DOD Senior Service Schools. For example, DHS should explore arrangements with the Office of Personnel Management to authorize DOD Senior Service School graduate degrees as meeting Senior Executive Service developmental requirements.
4. Given the importance of the DHS/DOD relationship, and to ensure underrepresented communities within DHS are made aware of DOD Senior Service School opportunities, DHS should increase marketing communications, announcements, and develop other support mechanisms to ensure participation in these communities.
5. DHS should develop faculty and subject matter expert exchange programs with the DOD Senior Service Schools and U.S. Service Academies to facilitate mission related interaction and understanding.
6. DHS should establish an internship program with U.S. Service Academies. This would expose aspiring junior military officers to DOD/DHS joint operations earlier in their service and educate those interested in employment opportunities within DHS.

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

The Subcommittee on Campus Resilience is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

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

Chaired by Texas A&M University President Dr. R. Bowen Loftin, the subcommittee met on September 10 and October 3, primarily discussing tasking 6 (in bold font, above), as well as potential recommendations.

### **Overall Findings**

- While college and university cybersecurity practices vary, many have established and maintain standard protocols and standards, including, but not limited to: central authentication systems and threat intrusion detection systems; secure firewalls that block most internet traffic; consistent monitoring for compromises of credentials as well as malware and phishing attempts; single source of internet connectivity; limited-access buildings for faculty conducting classified research; annual security awareness training for faculty and students; and adherence to standard administrative procedures required by the state and the National Institute of Standards and Technology.
- Colleges and universities face unique cybersecurity threats including potential attacks from within the college or university system by internal hackers, discontented staff or students, and/or those seeking to obtain classified or sensitive data.
- The higher education community reports cybersecurity threats and incidents to federal agencies. However, the feedback and guidance they receive from federal agencies is limited.
- The higher education community leverages some cybersecurity materials and resources from EDUCAUSE, a non-profit association of higher education IT leaders and professionals.
- DHS maintains a number of cybersecurity resources, programs and tools that are available to the private sector. However, college and university IT departments have a limited understanding of the extent and availability of these resources.



## Draft Recommendations

The Subcommittee on Campus Resilience makes the following draft recommendations:

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

# PUBLIC SUBMISSION

<b>As of:</b> 10/18/12 1:44 PM <b>Tracking No.</b> ljw-81fx-tb62 <b>Comments Due:</b> October 16, 2012
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**Docket:** [DHS-2012-0026](#)

Federal Register Notice announcing the July 10 meeting of the Homeland Security Academic Advisory Council

**Comment On:** [DHS-2012-0026-0002](#)

Committee Name: Homeland Security Academic Advisory Council

**Document:** [DHS-2012-0026-0003](#)

Comment Submitted by Karl Cureton, National Minority Technology Council

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## Submitter Information

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## General Comment

The US Federal Department of Homeland Security, in order to facilitate public participation, is inviting public comment on the issues to be considered by the newly formed Homeland Security Academic Advisory Council. The National Minority Technology Council recognizes the vital importance of the Presidential Policy Directive 8 (PPD-8): National Preparedness and the directive's spirit of inclusion. There are new considerations the Council wishes to illuminate for the record regarding Research & Development, and the inductive relationships being forged with our minority technology company members, federal labs, and the venture capital community. HSAAC has appropriately focused on minority student recruitment, retention, and degree relevance. The Council encourages both DHS and Academe to include our industry as a relevant advisor and partner for both national security and economic development.

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## Attachments

Comment Submitted by Karl Cureton, National Minority Technology Council- Attachment



**Homeland  
Security**

**Homeland Security Academic Advisory Council  
July 10, 2012 Public Meeting  
Meeting Minutes**

The meeting of the Homeland Security Academic Advisory Council (HSAAC) was convened from 10:03 a.m. to 3:08 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 persons were in attendance:

**HSAAC Members**

Dr. Wallace D. Loh (Chair)	Dr. Eric W. Kaler
Dr. Joseph E. Aoun	Dr. R. Bowen Loftin (Via Telephone)
Dr. Lezli Baskerville	Dr. Gail O. Mellow
Dr. David M. Dooley	Hon. Ruby G. Moy
Dr. Antonio R. Flores	Dr. Hunter R. Rawlings, III
Dr. Rufus Glasper	Dr. John Sexton
Dr. Jay Gogue	Rear Admiral Sandra Stosz
Ms. Marlene M. Johnson	

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

Under Secretary Rafael Borrás  
Under Secretary Tara O'Toole  
Hon. Alice Chamberlayne Hill  
Ms. Lauren Kielsmeier

**Call to Order, Welcome, and Opening Remarks**

Lauren Kielsmeier, Executive Director for Academic Engagement, called the meeting to order at 10:03 a.m. She introduced the U.S. Customs and Border Protection (CBP) Honor Guard for the Presentation of the Colors and led the attendees in the Pledge of Allegiance. Under Secretary Rafael Borrás welcomed and thanked the members and staff. Next, Dr. Wallace Loh, HSAAC Chair, led the members in introducing themselves for the record and gave an overview of the meeting.

## **Subcommittee on Campus Resilience Report**

Dr. R. Bowen Loftin, Chair of the Subcommittee on Campus Resilience, said the Subcommittee's discussions focused on four of the six taskings. The Subcommittee had six overall findings and made six draft recommendations:

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

In future meetings, the Subcommittee will focus on the sixth tasking related to cyber security. Dr. Loh opened the floor to discussion. One topic of discussion was making implementation of resilience-related programs appropriate to campuses. Programs will have to be tailored to the campus environment. The second issue of discussion was natural disaster resilience-related resources when the institution is the main driver in the community. It was suggested that the sixth recommendation be adjusted so the proposed resilience program is both internal and external, and that the second recommendation be amended to say that DHS should consider expanding all of its existing resilience-related resources to specifically include the higher education community.

## **Subcommittee on International Students Report**

Dr. John Sexton, Co-Chair of the Subcommittee on International Students, said the Subcommittee has addressed two of the three questions it was charged to answer. Accommodating emerging international trends will be discussed at future meetings. The Subcommittee had three findings, from which they developed six recommendations.

- 1) DHS should implement throughout the agency the robust model of stakeholder engagement that U.S. Citizenship and Immigration Services (USCIS) has implemented so that all DHS entities can benefit from stakeholder input and more thoroughly engage

stakeholders in developing and disseminating agency interpretations, policies, procedures, and anticipated changes.

- 2) DHS (U.S. Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP) in particular) should establish clear and reasonable adjudication criteria or clarify those already established, publish all but those that are clearly law enforcement sensitive, and publish estimated processing times so that educational institutions may plan accordingly.
- 3) DHS (ICE SEVP in particular) should streamline school recertification, utilizing carefully-devised risk factors.
- 4) DHS can enhance its effectiveness by receiving public input concerning planned changes. It should more carefully evaluate whether the rulemaking (notice and comment) process is required or would be beneficial before implementing the change. DHS should also improve its interpretations, policies, and procedures by publishing them in draft form prior to implementation and accepting public input. We note that USCIS has been quite successful in this area and would encourage CBP and ICE SEVP to follow USCIS' example.
- 5) DHS should continue reviewing all regulations, interpretations, policies, and procedures and reconsider those that might impede rather than facilitate the nation's ability to compete for the best and brightest international students, attract them to our programs, and enroll them in U.S. colleges and universities.
- 6) DHS should expedite the development, review, and publication of the following regulatory changes related to international students and their dependents:
  - a. 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.
  - b. Increasing the number of Designated School Officials (DSOs) allowed per school or otherwise removing the current limit of ten DSOs per school.
  - c. Revising the "full course of study" regulations to recognize international students with disabilities and chronic medical conditions.
  - d. Allowing for a wider range of experiential learning, such as off-campus employment, separate from curricular and optional practical training.
  - e. Implementing regulations for the Border Commuter Student Act of 2002 to create the F-3 and M-3 categories.<sup>1</sup>
  - f. Expanding the eligibility for a Science, Technology, Engineering and Math extension of Optional Practical Training to allow a prior course of study to establish eligibility (for example, an MBA who previously earned a Bachelor's in Computer Science should be eligible).
  - g. Allowing certain limited educational activities in B-1 and/or B-2<sup>2</sup> and other nonimmigrant statuses.
  - h. Developing leave of absence provisions that do not penalize students who must leave the U.S. and interrupt their studies (for example, due to a family crisis like death of a parent) and want to return to continue their studies.

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<sup>1</sup> These visa categories apply to Canadian and Mexican citizens who study part-time in the U.S. but who live in their home country and commute to academic or vocational classes in the U.S.

<sup>2</sup> Business travelers may enter the United States using a B1, or 'Visitor for Business' Visa. In practice these visas are invariably issued jointly with a B2, or 'Visitor for Pleasure' (i.e. Tourist) visa.

Dr. Loh opened the floor to discussion. Points of discussion included how movement on these issues will build good will in the academic community. The group acknowledged that some items on recommendation six will require cross-department interagency review, and will likely take longer to implement than the more administrative recommendations.

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

The Subcommittee on Student and Recent Graduate Recruitment has not yet developed recommendations. The Honorable Ruby Moy summarized the Subcommittee's findings. DHS is diverse both in general and compared to the overall federal workforce. It has a high percentage of Hispanic/Latino employees, due to language needs at the Southwest border and in airports. There are fewer women in DHS than the federal workforce. DHS employs Hispanic/Latino men at more than 300 percent of the relevant civilian labor force (RCLF) representation; African-American men and women are employed at 150 percent of RCLF. Asian men are at 200 percent of RCLF. Under-represented groups are White women and Native Americans/American Indians. DHS is implementing new regulations to improve Federal recruiting efforts, establish clear paths to internships and careers for recent graduates, and to provide training and career development for individuals beginning federal service.

The HSAAC discussed the findings. One issue discussed was reaching minorities through Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities, as well as recruiting Native Americans/American Indians into internship programs.

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

Rear Admiral Sandra Stosz, Co-chair of the Subcommittee on Homeland Security Academic Programs, said the Subcommittee has worked on one of its five taskings: defining the core elements of a homeland security degree at the associate's, bachelor's, and master's levels. There were four findings, from which the Subcommittee developed five recommendations:

- 1) DHS and the Center for Homeland Defense and Security (CHDS) should establish a definition of Homeland Security Academic Programs that could serve as a guide for overall program development, with an ancillary set of affiliated degree programs that support homeland security efforts.
- 2) In consultation with the DHS Office of Academic Engagement (OAE), CDHS should convene a workshop comprised of homeland security academics and practitioners to review and update the suggested master's degree program/curriculum outline.
- 3) In consultation with the DHS OAE and the Transportation Security Administration, CHDS should convene a national group to develop an outline for suggested bachelor's and associate degree programs, as well as certificate programs and stackable credentials. These academic programs should provide a clear pathway for progressive movement from certificate and associate programs through the bachelor's degree level, while ensuring high quality standards and the use of best practices.
- 4) DHS should make available their key list of skill sets, and map these to job opportunities with increasing levels of responsibility within DHS and other potential employers.

- 5) DHS should increase its promotion of CHDS and establish joint initiatives that advance educational opportunities for DHS employees, while maturing the homeland security discipline.

The subcommittee discussed the need to align academic offerings to what DHS actually needs. Committee discussion included the idea of security clearances for students to make them hireable upon graduation and the possibility of DHS granting a seal of approval for programs with high standards and good practices. There was also discussion on whether homeland security education is an academic discipline or a set of skills.

### **Public Comment Period**

Dr. Loh opened the floor to the public for comments. Five people made comments:

- Edith Bartley of the United Negro College Fund provided the Council with a brief overview of the Council on Foreign Relations' report on U.S. education reform and national security.
- Donna McPartland of the Graduate Management Admission Council expressed their support of the work of the Subcommittee on International Students, specifically its recommendations on increasing the number of DSOs allowed per school and expanding the eligibility for a STEM extension of Optional Practical Training.
- George Nunez of the International Association of Emergency Managers (IAEM) and the Office of Emergency Management at George Washington University discussed the IAEM letter included in the Council's briefing materials, and suggested that the Subcommittee on Campus Resilience consider including recommendations that emphasize information sharing and recovery efforts for institutions of higher education.
- Paul Thompson of the Homeland Security Center at Penn State University discussed the homeland security discipline and the need for additional guidance from DHS in order to continue improving the discipline.
- Andrew Fae, a student at Texas A&M University who is an intern at the DHS Federal Emergency Management Agency spoke to the importance of having resiliency and preparedness programs on campuses.

### **Council Vote on Potential Recommendations**

Dr. Loh proposed voting on each set of recommendations as a group. Dr. Loftin moved approval of the six draft recommendations from the Subcommittee on Campus Resilience. The motion was seconded. Dr. Loftin had revised the second recommendation to read: "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<sup>TM</sup>" campaign)." The motion carried unanimously.

Approval of the Subcommittee on International Students' six recommendations was moved and seconded. They were approved unanimously without further discussion.

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

### **DHS Response to Subcommittee Reports**

The Honorable Alice Hill, Senior Counselor to the Secretary, expressed gratitude and admiration to the HSAAC for producing 24 recommendations in three months. The Secretary will review them and issue a formal response, which will serve as direction to DHS.

On the issue of not knowing the amount of money spent on campus resilience, accumulating the data will require examining the systems in 22 different Component agencies. It is valuable information but will take time and effort to collect. The recommendation on language specific to academic institutions for grant-making is useful. It will be necessary to further flesh out the definitions of “private sector” and “higher education.” Regarding tabletop exercises, it would help to hear from the HSAAC what kinds of scenarios they think would be most useful to institutions of higher education.

The Subcommittee on International Students made clear the need for greater engagement and transparency, and DHS will work towards this end. ICE SEVP has begun the process of publishing draft guidance for public comment prior to implementation. The recommended regulatory changes will require a lengthy process, but there are already some draft regulations in place.

Regarding the Subcommittee on Homeland Security and Academic Programs’ recommendations, DHS will follow up with the CHDS. DHS looks forward to more discussion on standards, definitions, and accreditation.

These recommendations will be passed on to the Secretary, and Counselor Hill anticipates many of the recommendations going forward. Dr. Loh opened the floor for discussion. Further recommendations will be submitted to the Secretary as they are developed and approved by the HSAAC.

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

Dr. Joseph Aoun, Chair of the Subcommittee on Academic Research and Faculty Exchange, said the Subcommittee’s discussion focused on the first three of its four taskings. The fourth tasking will be pursued when the Subcommittee has clarification on whether the recommendations are on the right path. The Subcommittee had four findings, from which they drafted three recommendations:

- 1) DHS should establish a formal process that ensures its Component agencies regularly identify their research priorities and communicate them to the DHS Science and Technology Directorate (S&T).
- 2) S&T should regularly compile and communicate the DHS Component research priorities across DHS and to the DHS Centers of Excellence (COEs). S&T should also monitor



and report on specifically how the COEs are addressing DHS Component research priorities.

- 3) 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.

### **Discussion with Under Secretary O'Toole**

Dr. O'Toole initially expressed concern with the Subcommittee's recommendations. She first outlined the challenges within DHS and S&T. DHS' missions are global in scale, highly dynamic, and rapidly evolving (i.e. cybersecurity is a relatively new element). DHS is decentralized and comprised of 22 separate Component agencies with distinct cultures and histories. S&T is responsible for supporting DHS' science and technology needs, relies on its COEs and other agencies for basic research, and finds that COEs have been successful in engaging directly with DHS Component agencies.

Dr. O'Toole suggested that research institutions of higher education develop: 1) a living network to advance capabilities, 2) the capacity to address multi-disciplinary problems, 3) a pipeline of talent, 4) higher returns on investments, and 5) rapid-response capabilities in which S&T can call on a highly-expert and well prepared cadre of people from university research programs in times of crisis.

Dr. O'Toole invited HSAAC participation in a formal study on why some COEs are more successful than others. The HSAAC can help DHS figure out how to help create incentives for faculty and students to directly engage with DHS to address multi-disciplinary problems.

Dr. Loh opened the floor for discussion. One matter of discussion was whether or not to change the Subcommittee taskings in light of Dr. O'Toole's comments. Counselor Hill responded that the taskings originated from the Secretary and should not be altered. The Subcommittee will revisit its draft recommendations, applying Dr. O'Toole's guidance to the existing taskings.

### **Public Comment Period**

Dr. Loh opened the floor for public comments. Two people made comments:

- Randy Rowel of Morgan State University discussed various research models and the value of Historically Black Colleges and Universities in preparedness research.
- Stan Supinski of the Center for Homeland Defense and Security (CHDS) discussed CHDS' work in homeland security education and the homeland security discipline.

## Adjournment

Dr. Loh thanked the members, participants, and staff. The next meeting will be on October 24. Ms. Kielsmeier adjourned the meeting at 3:08 p.m.

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

A handwritten signature in cursive script that reads "Wallace D. Loh".

October 17, 2012

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Signed and Dated

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