

# Homeland Security Academic Advisory Council

## Member Briefing Materials

October 21, 2015



Homeland  
Security



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

Wednesday, October 21, 2015  
U.S. Citizenship and Immigration Services  
Tomich Conference Center  
111 Massachusetts Avenue NW

10:00 a.m.	Call to Order
10:02 a.m.	Opening Remarks and Introductions
10:10 a.m.	DHS Update
10:35 a.m.	Campus Resilience Program Update
10:50 a.m.	Subcommittee on Campus Resilience Report and Discussion
11:20 a.m.	Ethics Training & Lunch
12:30 p.m.	DHS Priorities and Response to Council Progress
1:00 p.m.	Additional Subcommittee Reports and Discussion
2:15 p.m.	Public Comment Period*
2:45 p.m.	Council Votes on Potential Recommendations
3:00 p.m.	Adjourn

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



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

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

1. How to attract student interns, student veterans, and recent graduates to jobs at DHS;
2. How to use social media and other means of communication to most effectively reach this audience;
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; and
4. How to attract and hire students and recent graduates to law enforcement careers at DHS.

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

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

7. How to better promote degree and certificate programs to DHS employees who are seeking professional development.

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

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

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

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

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

1. How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure;
2. How DHS's grant programs may be adjusted to support resilience-related planning and improvements;
3. How campuses can better integrate with community planning and response entities;
4. How to implement the whole community approach and preparedness culture within student and neighboring communities; and
5. How to strengthen ties between DHS's Federal Law Enforcement Training Center and campus law enforcement professionals; and
6. How DHS can expand engagement with colleges and universities to increase awareness of human trafficking through training and promotion of anti-human trafficking resources and initiatives (e.g., the Blue Campaign).

## **6. Subcommittee on Cybersecurity**

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



## U.S. DEPARTMENT OF HOMELAND SECURITY

### Homeland Security Academic Advisory Council

July 6, 2015

**Chair:**

Dr. R. Bowen Loftin

**Members:**

Dr. Joseph E. Aoun

Dr. Lezli Baskerville

Ms. Carrie L. Billy

Ms. Molly Corbett Broad

Dr. Walter G. Bumphus

Dr. David M. Dooley

Dr. Royce C. Engstrom

Dr. Antonio R. Flores

Dr. Peter J. Fos

Dr. Rufus Glasper

Dr. Patrick T. Harker

Ms. Marlene M. Johnson

Dr. Eric W. Kaler

Hon. Ruby G. Moy

Dr. Mohammad Qayoumi

Rear Admiral Sandra Stosz

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

Dear Mr. Secretary:

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

To date, the Council has submitted 109 recommendations across our six subcommittees aimed at strengthening the Department's relationship with the academic community.

Our six subcommittees met via teleconference between November 2014 and April 2015 to continue to develop draft recommendations for approval by the full Council. At its April 22, 2015 meeting, the Council voted to approve 14 new draft recommendations.

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

Building upon the DHS Science and Technology (S&T) Directorate's current efforts, DHS would like to expand S&T's faculty exchange model as part of a Department-wide Academic Exchange Program. S&T's Office of University Programs facilitates short- and long- term faculty exchanges between its Centers of Excellence (COE) faculty and various DHS Components. Specifically, S&T has facilitated five faculty exchanges, which have resulted in enriched research efforts at both DHS and the COEs.

In order to further expand Academic Exchange Program opportunities, DHS is exploring options to include faculty exchanges as part of the implementation efforts for the Memoranda of Understanding (MOU) executed between the Department and five higher education associations and the DHS Minority Serving Institution (MSI) Outreach Campaign.

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

1. DHS should leverage S&T's model to expand faculty exchanges both across the Department and to institutions of higher education beyond DHS COEs.
2. DHS should include Academic Exchange Program opportunities as part of its implementation efforts for the Department's MOU and MSI Outreach Campaign.
3. DHS should implement virtual faculty exchanges within the Academic Exchange Program to allow institution of higher education faculty and staff to participate in faculty exchange opportunities on a short-term basis and to increase program flexibility.

## **II. Subcommittee on Campus Resilience**

In October 2014, you charged the Subcommittee on Campus Resilience to provide advice and recommendations on a new tasking: How DHS can expand engagement with colleges and universities to increase awareness of human trafficking through training and promotion of anti-human trafficking resources and initiatives (e.g., the Blue Campaign). Through the Blue Campaign, which serves as the unified voice for DHS's efforts to combat human trafficking, the Department is developing a national campaign to engage colleges and universities in its anti-human trafficking efforts. The Blue Campaign College and University Pilot Program seeks to identify best practices for engaging colleges and universities, capture lessons learned to implement a national campaign, and receive feedback on campaign materials.

Based on lessons learned and best practices identified during the DHS Campus Resilience Pilot Program and other resilience initiatives, the Department found that college and university presidents and chancellors are the single most important factor in campus resilience and emergency planning. Among the many responsibilities of campus leaders, they must be well-versed in numerous potential crisis-scenarios, able to organize and deploy effective teams, manage campus operations, and respond to the needs of various stakeholders. As DHS considers its continuing role in campus resilience and emergency planning, engaging college and university presidents and chancellors is at the core of this effort.

Based on these findings the Subcommittee on Campus Resilience recommends:

1. DHS should host a repository of human trafficking information and resources for IHEs, including documenting IHE best practices.
2. DHS should encourage IHEs to broadcast the Blue Campaign's public service announcements on their websites as well as radio and television stations.

3. DHS resources should be provided for human trafficking-focused student organizations, with the goal of enhancing continuity of their efforts and knowledge.
4. DHS should encourage IHEs to host conferences and events, perhaps in alignment with national awareness months and other calls to action, to support the integration of human trafficking awareness and understanding into IHE thought processes and publications, leveraging DHS resources where possible.
5. DHS should help IHEs identify local Homeland Security Investigations Victim Assistance Specialists and other DHS officials as part of the pilot program.
6. DHS should work with colleges and universities to issue course credit for law enforcement officers who complete human trafficking trainings.
7. DHS should use the HSAAC and other academic associations and organizations as vehicles for coordinating with IHEs nationwide on the topic of engaging college and university senior leadership in campus resilience.
8. DHS should develop a comprehensive package for university and college presidents and chancellors to include potential risk management areas and corresponding resources to address risk factors.
  - a. DHS should coordinate with academic organizations and associations to incorporate the topic of engaging senior leadership in campus resilience into workshops for new university and college presidents and chancellors.

### **III. Subcommittee on Cybersecurity**

DHS is planning a cybersecurity-focused National Seminar and Tabletop Exercise for Institutions of Higher Education in October 2015. The event will be the second in the series of the National Seminars and Tabletop Exercises for Institutions of Higher Education, which were developed as a direct result of an HSAAC recommendation that DHS organize and deploy national tabletop exercises specific to IHEs and campus communities. Participants in the event will take part in workshop sessions and a tabletop exercise involving participant role play in the campus response to a cyber-attack.

The Federal Bureau of Investigation's (FBI) National Security Higher Education Advisory Board (NSHEAB) advises the FBI on various national security matters that intersect with higher education, including cybersecurity through its cyber subcommittee. With support from the NSHEAB, the FBI is

currently developing guidance on cybersecurity for colleges and universities that will include best practices and lessons learned related to network security.

Based on these findings the Subcommittee on Cybersecurity recommends:

1. DHS should include the NSHEAB's cyber subcommittee in coordination and facilitation efforts for the cybersecurity-focused *National Seminar and Tabletop Exercise for Institutions of Higher Education*.
2. DHS, in collaboration with the FBI's NSHEAB, should coordinate with academic organizations and associations to incorporate cybersecurity-related guidance and topics into higher education annual meetings and conferences.

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

Sincerely,

A handwritten signature in black ink, appearing to read "R. Bowen Loftin". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

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



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## **DHS Campus Resilience Program and Campus Resilience Enhancement System**

Based on a recommendation from the Homeland Security Academic Advisory Council, in 2013 the U.S. Department of Homeland Security (DHS) launched the DHS Campus Resilience Program, an effort to engage colleges and universities in developing and testing an emergency preparedness and resilience planning process. The initiative is jointly-led and supported by the Federal Emergency Management Agency (FEMA), U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program, and the Office of Academic Engagement.

The program builds upon best practices, lessons learned and resources already developed to make U.S. colleges and universities more resilient, and promotes FEMA's Whole Community approach to resilience planning. It also directly supports the ideas detailed in the all-hazards *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*, a federal publication drafted as part of the President's Plan to Reduce Gun Violence.

During the pilot phase of the program, DHS worked with seven competitively selected colleges and universities, drawing on existing resources and collaborating with federal, state and local stakeholders, including the Department of Education and the Department of Justice, to identify new and innovative approaches to promote campus resilience.

Based on campus engagements with each of the seven pilot colleges and universities, DHS developed the Campus Resilience Enhancement System (CaRES), a web-enabled tool that guides users at institutions of higher education through a resilience planning process. CaRES will help users apply resilience practices to a campus environment with tools, resources and techniques that can be embedded into their operations and planning processes. CaRES can be adapted to colleges and universities of all sizes and settings.



DHS launched the second phase of the program in April 2015, which focused on: 1) finalizing the CaRES content and migration to an accessible platform; 2) developing CaRES training curriculum, to include facilitator's notes and resources; and 3) designing and delivering a national training event with teams from the seven pilot colleges and universities.

In September 2015, DHS hosted a week-long national training event for teams from the seven pilot colleges and universities, with the addition of the University of Maryland. During the training, teams learned how to use CaRES, how to facilitate training sessions on CaRES at their colleges and universities, and how to translate their work into campus action guides. In the program's next phase, DHS will work with the pilot colleges and universities to expand CaRES using a train the trainer model.

**Kathleen Fox**  
**Assistant Administrator, National Preparedness Directorate**  
**Federal Emergency Management Agency**  
**U.S. Department of Homeland Security**



Ms. Kathleen Fox serves as the Assistant Administrator of the National Preparedness Directorate (NPD) in the Federal Emergency Management Agency (FEMA). The Directorate has six business units with over 400 personnel that are charged with providing guidance, programs, activities and services to prepare the Nation to prevent, protect from, respond to and recover from all hazards. NPD is currently charged with leading implementation of Presidential Policy Directive 8: National Preparedness.

Fox previously served as the Director of FEMA's National Preparedness Assessment Division. She was responsible for measuring how prepared we are as a nation, including evaluating the effectiveness of preparedness grants. Fox also oversaw FEMA's lessons learned and remedial action programs, working to ensure that we incorporate these lessons into plans, policies, and directives.

Prior to accepting this position in March 2011, Fox served as the Executive Director for the congressionally mandated Local, State, Tribal, and Federal Preparedness Task Force at FEMA. In that role, she was responsible for establishing the 35-member Task Force and drafting the report on behalf of the Task Force to determine the most appropriate way to collectively assess and measure our capabilities and capability gaps at a national level, and streamline associated efforts, including policies, guidance, and grants. The report: *Perspective on Preparedness: Taking Stock Since 9/11* was published in October 2010.

From 2007-2009, Fox served as the Deputy Director in the District of Columbia's Homeland Security and Emergency Management Agency. Before joining the District government, Fox spent ten years at DFI, where she developed, managed, and led all of the firm's business related to U.S. Department of Homeland Security (DHS) preparedness exercises and program evaluation.

Fox has also worked as a Staff Assistant in a U.S. Senator's office and an Analyst at the Chicago Police Department. She earned her master's degree in international affairs from American University and her bachelor's degree in political science and history from the University of Wisconsin – Madison.

**Louis M. Farrell**  
**Director, Student and Exchange Visitor Program**  
**U.S. Immigration and Customs Enforcement**  
**U.S. Department of Homeland Security**



Mr. Louis M. Farrell is the Director of the Student and Exchange Visitor Program (SEVP) at U.S. Immigration and Customs Enforcement (ICE). As the SEVP Director, Farrell expanded the program's mission and staff to better serve students, schools and other stakeholders. These expansions include increasing the number of ICE field agents who enforce regulations and statutes, creating the SEVP Analysis and Operations Center, launching the SEVP Response Center and improving the Student and Exchange Visitor Information System (SEVIS), which is used by nearly 50,000 members of the law enforcement, national security and academic communities.

Prior to his position at SEVP, Farrell spent 35 years in the U.S. Coast Guard, retiring as a Captain. His Coast Guard experience included the training and management of personnel, finance and operational programs. He is a graduate of the U.S. Coast Guard Academy.

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

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

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

The Subcommittee held one meeting on August 20 and one joint meeting with the Subcommittee on Cybersecurity via teleconference on July 15 to discuss taskings 1, 3 and 4 (in bold font, above).

### **Recent Discussions**

- The U.S. Department of Homeland Security (DHS) Office of Academic Engagement, in coordination with the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program and the Federal Emergency Management Agency (FEMA), launched the second phase of the DHS Campus Resilience Program (CR Program).
  - As part of the CR Program, DHS developed the Campus Resilience Enhancement System (CaRES), a web-enabled tool that guides institutions of higher education through a resilience planning process. In FY15, FEMA's National Exercise Division integrated CaRES into its preparedness website, making CaRES publically accessible for the first time.
  - In September 2015, DHS hosted the Campus Resilience Capacity Building Training Event, which brought together teams from the CR Program pilot institutions and the University of Maryland. During the training, institution teams learned how to use the CaRES tool, how to facilitate training sessions on CaRES at their institutions, and how to translate their work into campus action guides.

- The National Seminar and Tabletop Exercise for Institutions of Higher Education scheduled for October 26-27, 2015, is the second in a series of DHS national campus-based events to test and promote campus resilience. Jointly led by DHS's FEMA, the Science and Technology Directorate, and the Office of Academic Engagement, in coordination with the Federal Bureau of Investigation (FBI) and its National Security Higher Education Advisory Board, this event was designed and made possible through extensive collaboration with federal, state, local and tribal partners as well as key participants from multiple institutions of higher education, the Universities and Colleges Caucus of the International Association of Emergency Managers, the International Association of Campus Law Enforcement Administrators, and the University and College Police Section of the International Association of Chiefs of Police.

## Summary of Progress

- Since March 2012, the Subcommittee has proposed 28 recommendations across its six taskings, all of which have been adopted by the HSAAC.<sup>1</sup>
- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 28 recommendations.
  - Since April 2015, DHS has made progress in implementing three of the Subcommittee's adopted recommendations. Recent accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

## Next Steps

- The Subcommittee will continue to provide input on the topic of engaging college and university senior leadership in campus resilience planning.
- The Subcommittee may review best practices and lessons learned from the CR Program's recent activities and the October 2015 National Seminar and Tabletop Exercise for Institutions of Higher Education, and discuss ways to continue improving overall campus preparedness and resilience.
- DHS will brief the Subcommittee on findings from phase one of the Blue Campaign College and University Pilot Program as it relates to tasking 6. The Subcommittee may review best practices and lessons learned from the pilot and discuss ways to improve and expand the campaign to IHEs nationwide.

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<sup>1</sup> HSAAC recommendations from the April 22, 2015 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

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

**Recent Progress**

- During FY 2015, the U.S. Department of Homeland Security's (DHS) Science and Technology (S&T) Directorate initiated the **National Conversation on Homeland Security Technology**. This effort was a movement toward reinventing how the Department will conduct R&D to support the homeland security mission. The National Conversation, a series of online and in-person discussions, was intended to bring together stakeholders including first responders, operational users, industry, academia, government, and the general public in shaping the future of homeland security technology. Many from academia – including the DHS Centers of Excellence (COE) – participated.
- S&T established Federal Coordinating Committees for each COE, which are comprised of 5 – 10 Federal representatives that advise S&T on the COEs' plans and performance. Through the committees, S&T works with more than 100 DHS Component representatives to support planning and funding efforts for COE research and education initiatives.
- During FY 2015, S&T revised its internal COE research progress review process to include a formal biennial review of the research projects that are being conducted by the COE network of universities. The biennial reviews will include scientific quality review by external subject matter experts, many of whom are academics, as well as senior level officials from DHS and other federal agencies that may benefit from COE results.
- On September 17, 2015, the S&T COEs hosted a virtual showcase "Centers of Excellence: Working toward DHS S&T's Resilient Communities Visionary Goal." The showcase featured presentations on how COEs are advancing homeland security research and education to achieve [S&T's Visionary Goals](#).
- In September 2015, 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's federal advisory committee, the Homeland Security Science and Technology Advisory Committee, was revitalized and reconstituted during FY 2015. By charter, the committee will consist of 40 members selected through an open process. The committee charter ensures a balance of representation from industry, academia, and government.

### **Summary of Progress**

- Since March 2012, the Subcommittee has proposed 12 recommendations across four of its seven taskings, all of which have been adopted by the HSAAC.<sup>1</sup>
- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 12 recommendations.
  - Since April 2015, DHS has made progress in implementing four of the Subcommittee's adopted recommendations. Recent accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

### **Next Steps**

- DHS will continue to collaborate to improve progress on outstanding recommendations.

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<sup>1</sup> HSAAC recommendations from the April 22, 2015 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

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

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

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

The Subcommittee held one joint meeting with the Subcommittee on Campus Resilience via teleconference on July 15 to discuss tasking 7 (in bold font, above).

### **Recent Discussions**

- The National Seminar and Tabletop Exercise for Institutions of Higher Education scheduled for October 26-27, 2015, is the second in a series of DHS national campus-based events to test and promote campus resilience. Jointly led by the DHS Federal Emergency Management Agency (FEMA), the Science and Technology Directorate, and the Office of Academic Engagement, in coordination with the Federal Bureau of Investigation (FBI) and its National Security Higher Education Advisory Board, this event was designed and made possible through extensive collaboration with federal, state, local and tribal partners as well as key participants from multiple institutions of higher education, the Universities and Colleges Caucus of the International Association of Emergency Managers, the International Association of Campus Law Enforcement Administrators, and the University and College Police Section of the International Association of Chiefs of Police.
  - More than 250 participants from 80 colleges and universities across 32 states and the District of Columbia will attend, including senior higher education leaders, as well as federal, state, and local representatives from departments and agencies that support campus resilience. In addition to the tabletop exercise, the event will include a FBI-led secret level threat briefing, a case study panel, and workshops. Along with promoting the federal all-hazards *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*, the event will provide insight into common planning, preparedness, and resilience best practices and challenges of the academic community related to cybersecurity.

- The Research and Education Networking (REN) Information Sharing and Analysis Center (ISAC) works to improve network sharing for higher education and research networks.
  - The REN-ISAC was established to aid and promote cybersecurity operational protection and response within the higher education and research communities, and acts as an incident response/information sharing network team for their members.

### **Summary of Progress**

- Since March 2012, the Subcommittee has proposed 24 recommendations across four of its seven taskings, all of which have been adopted by the HSAAC.<sup>1</sup>
- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 24 recommendations.
  - Since April 2015, DHS has made progress implementing seven of the Subcommittee's adopted recommendations. Recent accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

### **Next Steps**

- DHS will debrief the Subcommittee on the October 26–27 National Seminar and Tabletop Exercise for Institutions of Higher Education. The Subcommittee may review best practices and lessons learned from the event and discuss ways to improve and expand future exercises.

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<sup>1</sup> HSAAC recommendations from the April 22, 2015 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.



# Homeland Security

## **DHS National Seminar and Tabletop Exercise for Institutions of Higher Education**

The U.S. Department of Homeland Security (DHS) National Seminar and Tabletop Exercise for Institutions of Higher Education is a series of campus-based events to test and promote campus resilience. DHS developed the series to address a recommendation from the Homeland Security Academic Advisory Council that DHS develop and conduct more exercise activities specifically focused on institutions of higher education.

DHS launched the inaugural event in October 2014 at Northeastern University, bringing together more than 100 participants from 21 institutions of higher education in the six-state New England region. Along with promoting the federal all-hazards *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*, the event provided insight into common planning, preparedness, and resilience best practices and challenges of the academic community when faced with an infectious disease outbreak.

The second event in the series will take place in late October 2015 and will focus on the cyber threat landscape across the U.S. higher education community. The event will be led by DHS's Federal Emergency Management Agency, Science and Technology Directorate, and Office of Academic Engagement, in coordination with the Federal Bureau of Investigation (FBI) and its National Security Higher Education Advisory Board. This event was designed and made possible through extensive collaboration with federal, state, local and tribal partners as well as key participants from multiple institutions of higher education, the Universities and Colleges Caucus of the International Association of Emergency Managers, the International Association of Campus Law Enforcement Administrators, and the University and College Police Section of the International Association of Chiefs of Police.

More than 250 participants from 80 colleges and universities across 32 states and the District of Columbia will attend, including senior higher education leaders, as well as federal, state, and local representatives from departments and agencies that support campus resilience. In addition to the tabletop exercise, the event will include a FBI-led classified threat briefing, a case study panel, and the following workshops:

- **Dark Web Activity and the Globalization of Cyber Crime**  
*Presenter: U.S. Secret Service*
- **The Role of Social Media Threat Alerts in Campus Safety**  
*Presenter: National Center for Campus Public Safety*
- **Ready Campus: A National Model for Campus Resiliency**  
*Presenter: Federal Emergency Management Agency*
- **Considerations for International Students During Emergencies**  
*Presenters: U.S. Immigration and Customs Enforcement, U.S. Customs and Border Protection, U.S. Citizenship and Immigration Services, and Department of State*
- **Developing an IHE-Specific Cyber Response Plan**  
*Presenter: University of Washington*

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

Chaired by Maricopa Community Colleges Chancellor Dr. Rufus Glasper, the Subcommittee on Homeland Security Academic Programs is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

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

### **Recent Progress**

- Earlier this year, the U.S. Department of Homeland Security's (DHS) Federal Emergency Management Agency's (FEMA) National Training and Education Division (NTED) developed a prototype Course-to-Capability Mapping Tool to help FEMA training providers and institutions of higher education align homeland security and emergency management course offerings to 31 core capabilities identified by FEMA's National Preparedness Goal. The tool walks training providers and academic practitioners through a series of questions to identify and highlight which core capabilities their coursework addresses, the depth of study, and how an overall training or academic program fits into the larger DHS picture.
- Using its Course-to-Capability Mapping Tool, FEMA NTED mapped all 730 of its FEMA training and education courses to the 31 core capabilities identified by FEMA's National Preparedness Goal.
- FEMA NTED presented the Course-to-Capability Mapping Tool at the FEMA-funded September 25-26, 2015 9th Annual Homeland Defense/Security Education Summit in Orlando, Florida. More than 100 homeland security academic practitioners from 80 institutions of higher education attended the summit.

### **Summary of Progress**

- Since March 2012, the Subcommittee has proposed 14 recommendations across four of its seven taskings, all of which have been adopted by the HSAAC.<sup>1</sup>
- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 14 recommendations.
  - Since April 2015, DHS has made progress in implementing five of the Subcommittee's adopted recommendations. Recent accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

## Next Steps

- The Subcommittee will continue to identify ways to bridge the gap between homeland security training and education.
- The Office of Academic Engagement (OAE) will assist FEMA NTED in engaging institutions of higher education to participate in the Course-to-Capability Mapping Tool pilot program.
- OAE will coordinate with FEMA NTED to advance the education portion of FEMA's National Training and Education System in alignment with the Subcommittee's efforts to advance the National Study on Homeland Security Curricula.
- OAE will coordinate with DHS Components and offices to develop a comprehensive resource of existing, planned, and potential partnerships, or other arrangements with IHEs that allow DHS employees to receive academic credit for DHS training.

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<sup>1</sup> HSAAC recommendations from the April 22, 2015 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

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

Chaired by Association of International Educators (NAFSA) Executive Director and CEO Ms. Marlene M. Johnson, the Subcommittee on International Students is charged with providing advice and recommendations to the Secretary and senior leadership on the following:

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

The Subcommittee met via teleconference on July 1 and September 9, discussing tasking 3 (in bold font, above).

### **Recent Discussions**

- As of June 15, 2015, U.S. Citizenship and Immigration Services no longer accepts electronically filed Forms I-539. The Form I-539 was discontinued due to low adoption rate for the online form, cost prohibitive conversion between paper and electronic Form I-539 and Form G-28, and increased processing time for online filing.
- U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program deployed the largest Student and Exchange Visitor Information System (SEVIS) release to date, SEVIS Release 6.21, which included standardizations, updates, and revisions to eligibility forms.
- In 2014, the Washington Alliance of Technology Workers, a union representing Science, Technology, Engineering, and Mathematics (STEM) workers sued the U.S. Department of Homeland Security (DHS) over its 2008 regulatory change which included a 17-month extension of optional practical training (OPT) for STEM students.
  - In August, the U.S. District Court for the District of Columbia issued a decision vacating the 2008 rule but stayed the decision until February 2016, allowing DHS time to publish new regulations without affecting the STEM OPT extension.
  - In October, DHS published a proposed rule for public comment. The proposed rule would allow certain F-1 STEM students to extend their OPT period by 24 months with the appropriate mentoring and training by employers. The proposed rule would also improve and increase oversight over OPT STEM extensions.
- The University of Missouri Graduate Professional Council developed a report titled *Domestic Renewal of Student Visas*. The Subcommittee received a briefing from the report's lead author, Jesse Kremenak, who discussed the report's findings and recommendation that the Department of State resume domestic reissuance of visas for business travelers in categories E, H, I, L, O, and P, and expand to include student (F) visas, for those visa holders who have remained in status and applied for reissuance in the same visa classification.

- The Subcommittee received a briefing on emerging trends in international education, including:
  - The United States is still seen as the most desirable destination for international students but is losing market share to competitors.
  - Interest in higher education matches with international student recruitment strategies to overcome shrinking funding and budgets.
  - The number of foreign faculty members will increase, especially in STEM fields as well as the number of American students studying abroad.
  - Programs of study split between nations will increase in the future.
  - Technology has become a catalyst for the popularity and success of virtual and distance education in the United States.

### **Summary of Progress**

- Since March 2012, the Subcommittee has proposed 30 recommendations across its three taskings, all of which have been adopted by the HSAAC.<sup>1</sup>
- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 30 recommendations.
  - Since April 2015, DHS has made progress in implementing six of the Subcommittee's adopted recommendations. Recent accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

### **Next Steps**

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

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<sup>1</sup> HSAAC recommendations from the April 22, 2015 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

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

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

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

### **Recent Progress**

- The U.S. Department of Homeland Security (DHS) Office of the Chief Human Capital Officer and the Office of the Chief Procurement Officer partnered in early 2015 to provide a vehicle for DHS component agencies to use third party providers for internships to supplement the Federal Government's Pathways Programs. Third party providers are organizations or schools that provide or outsource student interns to agencies for a fee. Partnering with third party providers may complement the Pathways Programs by affording an alternate avenue for students to gain exposure in the Federal Government. Third party providers can also supplement diversity efforts for internships and recent graduates, which could potentially lead to a student's interest in pursuing a federal career.
  - DHS awarded two DHS-wide Blanket Purchase Agreements (BPAs) for Third Party Internship Provider Support Services. The two BPAs were issued to the Hispanic Association of Colleges and Universities and the Washington Center for Internships and Academic Seminars.
- On June 3, 2015, the Office of Academic Engagement (OAE) convened the internal Memoranda of Understanding (MOUs) and Minority Serving Institution (MSI) Steering Committee meeting to provide an update on the implementation of the MOUs with higher education association partners and the MSI outreach campaign approved by Secretary of Homeland Security Jeh Johnson.
  - In July 2015, DHS developed and distributed the first *DHS Report to Higher Education Association (HEA) Partners*, a compilation of Department-wide engagement with and opportunities for MSIs and community colleges. In October 2015, DHS distributed the second *DHS Report to HEA Partners*.
- On October 7, 2015, OAE convened the second Semi-Annual Meeting with HEA Partners with representatives from DHS and MOU-signing HEAs. During the meeting, DHS representatives

detailed activities that have been, or will be, undertaken by DHS to support outreach and opportunities for students, recent graduates, faculty, and institutions.

- In support of the Asian American and Pacific Islander Association of Colleges and Universities' Second Annual Pacific Rim Conference on September 28, 2015 at the University of Guam, DHS representatives from U.S. Citizenship and Immigration Services, U.S. Customs and Border Protection, and the U.S. Coast Guard participated in a panel to discuss potential opportunities for students and recent graduates.
- As part of the U.S. Citizenship and Immigration Services' September 2015 National Hispanic Heritage Month Program, HACU President and CEO Dr. Antonio Flores participated in a panel discussion.
- On September 30, 2015 DHS and the Department of State hosted a webinar in coordination with HACU to support efforts in recruiting, advising and managing international students. Designed specifically for U.S. Hispanic Serving Institutions, the webinar featured senior staff from the DHS Office of Academic Engagement, U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program and the U.S. Department of State's EducationUSA program. Presenters provided an overview of the international student immigration process, shared information related to the recruitment of international students and compliance with federal regulations and described resources available to international students and institutions.
- DHS participated in HACU's 29<sup>th</sup> Annual Conference "Championing Hispanic Higher Education Success: Empowering Students, Enhancing Collaboration" on October 10-12, 2015. Specifically, a representative from DHS's Federal Emergency Management Agency joined a HACU panel on "Federal Funding Opportunities for Hispanic Serving Institutions."
- In 2015, DHS expanded the Secretary's Honors Program (SHP) Cyber Student Volunteer Initiative, providing opportunities for 75 unpaid student volunteer 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. Since 2013, more than 152 student volunteers have completed assignments as part of the program.

## Summary of Progress

- Since March 2012, the Subcommittee has proposed 15 recommendations across its three taskings, all of which have been adopted by the HSAAC.<sup>1</sup>
- Please refer to the *HSAAC Recommendations and DHS Aligned Accomplishments* document for a detailed summary of DHS's progress to date in implementing the Subcommittee's 15 recommendations.
  - Since April 2015, DHS has made progress in implementing five of the Subcommittee's adopted recommendations. Recent accomplishments are highlighted in yellow in the *HSAAC Recommendations and DHS Aligned Accomplishments* document.

## Next Steps

- The Subcommittee will continue to provide input on the implementation of the MOUs and the expansion of the MSI outreach campaign.

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<sup>1</sup> HSAAC recommendations from the April 22, 2015 full Council meeting are found in the transmittal letter from Chair Loftin to Secretary of Homeland Security Johnson, located in the member briefing materials.

**Dr. Roslyn Clark Artis**  
**President, Florida Memorial University**



Dr. Roslyn Clark Artis was appointed unanimously by the Board as the 13<sup>th</sup> President of Florida Memorial University in February 2014. She is the first woman President in the University's history. During her short stint as Acting President at Florida Memorial University, Artis has provided immeasurable leadership and direction to the University family at all levels. She has become well-acclimated to the South Florida community, and has been appointed to multiple community and corporate boards and associations, increasing involvement and exposure of the University.

For nearly a decade, she served in numerous roles at Mountain State University; including Director of Legal Studies, Senior Academic Officer for Distance Education, Vice President of University Advancement, Executive Vice President & Chief Academic Officer, and the University's Provost. Her responsibilities included the management and supervision of all academic courses and programs for the University, including its distance education offerings, branch campuses, sites and centers, as well as Institutional Research and Assessment.

Prior to embarking on a career in academia, Artis enjoyed an active general litigation practice for eight years. She has also served as a partner in Assessment by Design, LLC, a consulting firm specializing in the development and implementation of comprehensive assessment strategies for higher education institutions. She is the Chair of the Board of Law Examiners for the state and a past president of the Mountain State Bar Association – the oldest minority bar association in the country.

Artis is a Trustee Scholar graduate in Higher Education Leadership and Policy from Vanderbilt University in Nashville, Tennessee, where she earned her Doctorate in Higher Education Leadership and Policy. She received her Juris Doctorate degree from West Virginia University College of Law, and her Bachelor of Arts degree in Political Science from West Virginia State College Institute. Artis also holds a Certificate of Fundraising Management from Indiana University.

**Dr. Michael M. Crow**  
**President, Arizona State University**



Dr. Michael M. Crow became the 16<sup>th</sup> president of Arizona State University on July 1, 2002.

Crow was previously executive vice provost of Columbia University, where he also was professor of science and technology policy in the School of International and Public Affairs. As chief strategist of Columbia's research enterprise, he led technology and innovation transfer operations, establishing Columbia Innovation Enterprises (renamed Science and Technology Ventures).

Crow is a fellow of the American Association for the Advancement of Science and the National Academy of Public Administration, and member of the Council on Foreign Relations and U.S. Department of Commerce National Advisory Council on Innovation and Entrepreneurship.

The author of books and articles analyzing science and technology policy and the design of knowledge enterprises, Crow received his PhD in Public Administration (Science and Technology Policy) from the Maxwell School of Citizenship and Public Affairs, Syracuse University.

**Dr. Beverly Wade Hogan**  
**President, Tougaloo College**



Dr. Beverly Wade Hogan has served as President of Tougaloo College since May 2002. She is the first woman and the 13th president to lead this institution. The College was designated as a Center of Excellence in Transportation Security by the U.S. Department of Homeland Security.

Prior to becoming President, Hogan served as the College's Interim President, Vice President for Institutional Advancement, founding director of the Owens Health and Wellness Center, and Executive Assistant to the President. She served as the Commissioner for the Mississippi Workers' Compensation Commission, the Executive Director of the Governor's Office of Federal State Programs and the Executive Director of the Mental Health Association in Hinds County and the state of Mississippi, respectively. She has been an adjunct instructor in leadership and public policy at Jackson State University and a frequent guest lecturer at the University of Mississippi and Mississippi State University. She has been a scholar with the Kettering Foundation where her research focus was Higher Education and Civic Responsibility.

Hogan serves on various boards, including National Issues Forum Institute, National Institute of Health/National Heart, Lung and Blood Advisory Council, and RAND's Gulf States Policy Initiative. She is also a member of the national board of directors for the United Negro College Fund, the National Association for Equal Opportunity in Higher Education, Council of Independent Colleges, and the National Association for Independent Colleges and the Leadership Alliance. Hogan was appointed by President Barack Obama to serve on the President's Board of Advisors on Historically Black Colleges and Universities. She was selected by the Department of Defense to serve on the National Committee for Historically Black Colleges and Universities/Minority Institution Programs.

Hogan earned her Bachelor of Arts degree in psychology from Tougaloo College and Master's degree in public policy and administration from Jackson State University. She engaged in further doctoral studies in human development and organizational leadership at Fielding Graduate University.

**Dr. Jim Johnsen**  
**President, University of Alaska System**



Dr. Jim Johnsen was appointed president of the University of Alaska System on July 28, 2015. Prior to this role, Johnsen served as the senior vice president of human resources and process transformation for Alaska Communications. He previously worked for Doyon, Limited as senior vice president of administration, with responsibility for shareholder relations, human resources, information technology, government relations, and marketing and communications. Johnsen also spent 12 years at the University of Alaska, where he served in several executive roles including vice president of Administration and Chief of Staff.

Johnsen is active in the community as chair of the Alaska Commission on Postsecondary Education, vice chair of the Alaska Student Loan Corporation, commissioner on the Western Interstate Commission on Higher Education, and member of the Alaska State Committee on Research.

Johnsen's education includes an undergraduate degree from the University of California, Santa Cruz, a master's from the University of Chicago, and a doctorate from the University of Pennsylvania.

**Dr. Dawn Lindsay**  
**President, Anne Arundel Community College**



Dr. Dawn Lindsay is the sixth president of Anne Arundel Community College. She has dedicated more than 25 years to the community college system.

Lindsay comes to Anne Arundel Community College after serving as president of Glendale Community College in California. While at Glendale, she was the regional CEO representative and served as a board member for the Glendale Chamber of Commerce, the Alex Theater and the California Community College Athletic Association. She remains a commissioner for the American Association of Community Colleges.

Lindsay is known for her ability to develop mutually beneficial community partnerships. Some examples of these partnerships include the Verdugo Power Academy, the Tri-City Fire Academy and the largest Middle College in the United States. She was the first keynote speaker for the “Glendale Character and Ethics Project,” was awarded Glendale Chamber of Commerce's “Woman of the Year” and named “One of the Top 20 Female Leaders of Los Angeles” by Business Life Magazine.

She earned a doctorate in Organizational Leadership from Pepperdine University, a master's in Educational Counseling, a Bachelor of Arts in Psychology and a Bachelor of Social Work in Social Work from McDaniel College.

**Rear Admiral James Rendon**  
**Superintendent, United States Coast Guard Academy**



Rear Admiral James Rendon assumed the duties of the 41<sup>st</sup> Superintendent of the United States Coast Guard Academy in New London, Connecticut on June 1, 2015. Prior to this assignment, he served as Assistant Superintendent of the Coast Guard Academy, the Superintendent's direct representative to oversee day-to-day operations. Prior to the Academy, he served as the Director of the Joint Interagency Task Force West, the U.S. Pacific Command's executive agent for planning and conducting counter-drug strategy in an area of operations covering more than 105 million square miles.

Rendon is a surface operations specialist with a diverse list of assignments over his 28 year Coast Guard officer career. He served as Commander, Sector Northern New England in Portland Maine, as well as, Chief Response, Fifth Coast Guard District in Portsmouth, Virginia. He is a cutterman with afloat tours as Deck Watch Officer aboard *Durable*, a 210-foot cutter homeported in Brownsville, Texas; Executive Officer aboard the Patrol Boat *Ocracoke* in Roosevelt Roads, Puerto Rico, and Commanding Officer of the Surface Effect Ship *Petrel* in Key West, Florida.

Rendon served as Aide de Camp to the 20th Commandant of the Coast Guard. He also completed a Congressional Fellowship in our nation's Capital, where he worked for the House of Representatives, Government Reform Subcommittee on Criminal Justice, Drug Policy and Human Resources, followed by a two-year assignment as Drug Policy Advisor to the Speaker of the House.

Rendon's personal awards include a Legion of Merit, Meritorious Service Medal (6), Coast Guard Commendation Medal (3), and the Coast Guard Achievement Medal. He is authorized to wear the Cutterman's Insignia and the Boat Forces Operations Insignia.

A 1983 graduate of the United States Coast Guard Academy, Rear Admiral Rendon holds a Bachelor of Science degree in Civil Engineering and a Master of Science degree from the University of Illinois. He also completed study at the National War College, Class of 2005, where he earned a Master of Science degree in National Security Strategy.

**Philip A. McNamara**  
**Assistant Secretary for Intergovernmental Affairs**  
**U.S. Department of Homeland Security**



Philip A. McNamara is the Assistant Secretary for Intergovernmental Affairs at the U.S. Department of Homeland Security (DHS), a position he has held since March 2013. In this role, McNamara serves as Secretary Jeh Johnson's direct representative to the nation's 50 governors, mayors and state homeland security advisors. McNamara is responsible for coordinating and advancing DHS interaction and outreach with state, local, tribal, and territorial governments and the national associations that represent them.

In addition to his service as Assistant Secretary, McNamara served as the Department's Chief of Staff (Acting) for seven months – from July 2013 through the beginning of February 2014. In this assignment, he supported the DHS Secretary in managing the daily operations of the third largest Department in the Federal Government with 240,000 employees, 22 agencies and a \$60 billion budget. His tenure as Chief of Staff was through the transition period of DHS Secretaries. In all, McNamara served under Secretary Janet Napolitano, Acting Secretary Rand Beers and Secretary Johnson and included the October 2013 government shutdown.

Prior to these positions, McNamara was appointed by Secretary Napolitano as the Department's Executive Secretary, a position he held from June 2009 through March 2013. In this position, he was the Executive Director of Operations and Administration for the Office of the Secretary and was responsible for all correspondence, briefing materials, and White House and Interagency Actions going in and out of the Secretary and Deputy Secretary's offices.

Upon joining the Department, McNamara concluded an 11-year career with the Democratic National Committee (DNC), where he served as the Director of Party Affairs and Delegate Selection from 2002 through 2009. McNamara was the senior advisor to 5 DNC Chairmen on Party rules and procedures from 1998 to 2009 and was the DNC's lead expert in the historic 2008 presidential nominating process.

McNamara is a native of Massachusetts and has lived in Washington, D.C. since 1998. He graduated from the University of Massachusetts – Amherst in 1997, where he double-majored in political science and journalism.

## **Homeland Security Academic Advisory Council**

April 22, 2015 Public Meeting  
Meeting Minutes

The meeting of the Homeland Security Academic Advisory Council (HSAAC) was convened from 10:00 a.m. to 2:22 p.m. in room 1B.5-10 of the Ronald Reagan International Trade Center, Washington, D.C. The meeting was open to members of the public under the provisions of the Federal Advisory Committee Act (FACA), P.L. 92-463 and 5 U.S.C. § 552b.

The following individuals were in attendance:

### **HSAAC Members**

Dr. R. Bowen Loftin, *Chair*  
Dr. Joseph E. Aoun (via telephone)  
Dr. Lezli Baskerville  
Ms. Carrie L. Billy  
Ms. Molly Corbett Broad  
Dr. David M. Dooley  
Dr. Royce C. Engstrom  
Dr. Peter J. Fos

Dr. Rufus Glasper  
Ms. Marlene M. Johnson (via telephone)  
Dr. Eric W. Kaler  
Hon. Ruby G. Moy  
Rear Admiral Sandra Stosz  
Mr. David Adams (Ex-Officio)  
Mr. David Esquith (Ex-Officio)  
Mr. Edward Ramotowski (Ex-Officio)

### **Also Present**

Mr. Alejandro Mayorkas, Deputy Secretary of Homeland Security, U.S. Department of Homeland Security, (DHS)  
Mr. Philip McNamara, Assistant Secretary for Intergovernmental Affairs, DHS  
Ms. Kathleen Fox, Assistant Administrator (Acting), National Preparedness Directorate, Federal Emergency Management Agency (FEMA), DHS  
Ms. Lauren Kielsmeier, Executive Director for Academic Engagement, DHS  
Mr. Hamed Negron-Perez, Education Program Specialist, Department of Education

### **Call to Order**

Lauren Kielsmeier, Executive Director for Academic Engagement and the Council's Designated Federal Official (DFO), called the meeting to order at 10:00 a.m. Executive Director Kielsmeier welcomed the assembled members and guests.

### **Opening Remarks and Introductions**

Chair Loftin welcomed all to the meeting and the members introduced themselves. He introduced Philip McNamara, the Assistant Secretary for Intergovernmental Affairs at DHS. Assistant Secretary McNamara serves as Secretary Jeh Johnson's direct representative to the nation's governors, mayors and state homeland security advisors, as well as the Council's liaison.

## **Assistant Secretary for Intergovernmental Affairs Remarks and Discussion**

Assistant Secretary McNamara thanked Chair Loftin for the introduction, and said it was his pleasure to speak with the Council. The work of the Council to date has been impressive, and the large number of recommendations that have been adopted by DHS is a testament to this work. When Secretary Johnson joined DHS, outreach to external stakeholders was distributed among many small offices. A new Office of Partnership and Engagement under Assistant Secretary McNamara's leadership will consolidate these groups into one office. The Office of Academic Engagement, which oversees the Council, will move into the new office. DHS is looking to assess the current resources of the new office and potentially enhance them, as well as work to institutionalize its work.

Member Baskerville asked if DHS has a discussion document available to share with the Council that will include further details about the Office of Partnership and Engagement. Assistant Secretary McNamara said the document is a work in progress, and will be available at the Council's next meeting. Chair Loftin applauded DHS leadership for creating this new opportunity to better connect with stakeholders.

## **Overview of the Day**

Chair Loftin gave an overview of the upcoming events in the day's meeting.

## **Discussion on Engaging College and University Senior Leadership in Campus Resilience**

Executive Director Kielsmeier said DHS is seeking input from the Council on campus leadership's role in emergency operations. Several members of the Council who have dealt with crisis situations were asked to prepare remarks about their experiences.

Member Aoun provided a report on Northeastern University's response to the Boston Marathon Bombings in 2013. On April 15, 2013, two bombs were detonated near the finish line of the Boston Marathon. Later that week, the city of Boston was asked to shelter in place as a manhunt was conducted for two suspects in the bombing. In response to these situations, Northeastern activated its Crisis Communications Team, and communicated with students, faculty, staff and parents through its Emergency Alert Notification System. Communication was difficult, particularly in the immediate aftermath of the bombings, due to the influx of cell phone calls in the Boston area. The resiliency process extended to the weeks and months after the bombings as the community came together for support and healing. In order to improve campus resilience to better address these tragic acts, Northeastern's Kostas Research Institute for Homeland Security found that better models, incentives, governance and education are necessary.

Member Fos provided a report on the University of New Orleans's response to Hurricanes Katrina and Isaac. Hurricane Katrina caused the university to close for six months, and more than 10,000 of the 17,400 students did not return to campus after the university reopened. Looters stole several million dollars' worth of computer equipment. The university used paper checks and couldn't pay employees for several months. Several hundred international students were left with no shelter as there had been no contingency plan in place. In response to the

lessons of Katrina, the university implemented new procedures that proved effective during Hurricane Isaac in 2012. Police protected the campus in the aftermath of the storm. An electronic payment system ensured that payments to employees were on time. The university was able to provide housing and transportation for all international students. Campus was closed for only one week, and only eight students did not return after the storm.

Member Billy provided a report on the effect of the 2011 Missouri River Flood on various tribal colleges and universities. Tribal colleges are small and rural, and do not have emergency preparedness systems as robust as larger universities. Oftentimes, the colleges serve as emergency shelter and food collection and distribution sites for their communities. Senior leadership at these colleges also serve many different roles, from helicopter operators to emergency coordinators. When senior leadership at a college is also involved in the emergency response, communication with the campus and surrounding community can become difficult. Other issues that face these rural campuses are the lack of cell phone access, coordination in addressing the media and the community, and a general level of preparedness. When leadership at these schools serve many different roles, engaging in tabletop exercises on campus resilience is not a high priority. Rebuilding after a disaster is also difficult because of limited resources in these small communities.

Member Baskerville provided a report on the effect of Hurricane Katrina on various Historically Black Colleges and Universities (HBCUs). The storm destroyed many campuses throughout Louisiana and Mississippi, and rebuilding afterwards proved difficult for these under-resourced and smaller schools. Many students came from low income households, so finding transportation to send them home after the storm was not a simple matter. Keeping students and faculty engaged in their work and returning to campus after a disaster was also difficult, especially for those who lost everything. In the aftermath of the storm, schools from around the country and the Federal Government provided support and funding to help rebuild. To better help HBCUs prepare for future disasters, Member Baskerville recommended increased investments and resources to these colleges and universities, so they can strengthen their campus resilience.

Chair Loftin provided a report on Texas A&M University at Galveston's response to Hurricane Isaac. When Isaac hit Galveston, the university had moved all of the students and faculty to Texas A&M's flagship campus at College Station. The university was able to keep nearly all of the students engaged, and returned to Galveston in January. This well-coordinated response was only feasible due to the university's previously planned guidelines for evacuating and securing the campus in the event of a hurricane. The biggest issue facing the university was a lack of money, as every part of the reserves had been spent keeping the university operating in the aftermath of the storm. Furthermore, the emotional toll of moving an entire campus two weeks into the school year meant the healing process took increased staff and time after returning to Galveston.

Chair Loftin thanked the members for their reports, and stressed the importance of codifying the lessons of the schools. Member Esquith said the lessons learned from the other members were very helpful, and stressed that building emotional resilience after tragedies is also challenging and important.

## **Subcommittee on Campus Resilience Report and Discussion**

Chair Loftin provided the report. The Subcommittee received a briefing on the DHS Blue Campaign – the Department’s unified effort to combat human trafficking – as well as the Blue Campaign College and University Pilot Program. The Subcommittee was also briefed on DHS efforts to engage universities in campus resilience planning. In a joint meeting with the Subcommittee on Cybersecurity, the groups discussed the need to build resilience against cyber threats on campus, as well as collaborate with the FBI’s National Security Higher Education Advisory Board (NSHEAB). The Subcommittees were briefed on the second event in the series of National Seminars and Tabletop Exercises for Institutions of Higher Education in October 2015, which will focus on cybersecurity resilience at colleges and universities and is a joint initiative of DHS’s Science and Technology (S&T) Directorate, FEMA, and the Office of Academic Engagement. The Subcommittee also received an update on the Campus Resilience Pilot Program, which will enter its second phase in the coming months.

The Subcommittee made several draft recommendations, which include DHS making a repository of human trafficking information and resources for institutions of higher education (IHEs), including documenting IHE best practices; encouraging IHEs to broadcast Blue Campaign public service announcements on their websites as well as radio and television stations; providing resources for human trafficking-focused student organizations; encouraging IHEs to host conferences and events to support the integration of human trafficking awareness; helping IHEs identify local Homeland Security Investigations Victim Assistance Specialists; issuing course credit for law enforcement officers who complete human trafficking trainings; using HSAAC and other academic associations as vehicles for coordinating with IHEs nationwide on campus resilience; developing a comprehensive package for university and college presidents and chancellors to include potential risk management areas; and coordinating with academic organizations to incorporate the topic of engaging senior leadership in campus resilience into workshops for new university and college presidents and chancellors. Member Baskerville furthermore recommended that the Subcommittee expand its recommendations on human trafficking to make them more applicable across a wide range of human rights issues including racial, ethnic, and sexual assault crimes on campus. Chair Loftin said the Council was only asked to provide recommendations on the anti-human trafficking tasking, but the Council could respond to a new tasking if the Secretary made such a request. Following the lunch break, Chair Loftin confirmed the Council could consider Member Baskerville’s recommendation but that it could not be adopted as a formal Council recommendation to the Department. Member Engstrom suggested Family Educational Rights and Privacy Act regulations be covered in new president’s training so there is more clarity on what schools should disclose about sexual assault on campus in order to comply with Title IX and the Clery Act.

Member Dooley stressed the importance of engaging new leadership at institutions early about resilience planning, as well as helping them think through a business contingency plan. Member Broad said the practice of IHEs helping one another in times of need is a longstanding tradition in the higher education community. She also said that while IHEs try to maintain an open environment in interfacing with students, too much regulation would cause them to stop this practice. Member Billy said one constant from the campus resilience reports was federal resources taking a long time to reach those affected, while they should be available right away.

Member Esquith said that the Department of Education has an expedited relief program called Project SERV.

### **Overview of the National Training and Education System Course-to-Capability Tool**

Kathleen Fox, Acting Assistant Administrator of FEMA's National Preparedness Directorate, provided the overview. The National Training and Education System is a broad network of resources which includes the Center for Domestic Preparedness, Emergency Management Institute, National Domestic Preparedness Consortium, Cooperative Training Grant Program, and other programs. This network tries to understand what first responders and the emergency management community need in terms of education for their work. It finds these needs by taking in information provided by states and cities, asking where they stand in terms of preparedness, and finds the gaps that need to be addressed. After identifying these needs, it then tries to provide the courses that address these needs to people across the country. The course catalog is broad, and tries to meet the greatest needs expressed by its target communities. The Course-to-Capability Mapping Tool has been created to align the courses with the core competencies identified by DHS. DHS has created a pilot program with a select group of college and university homeland security programs to test the tool and its scalability.

Member Esquith asked for whom the course catalog is designed. Ms. Fox said the courses are designed for first responders and emergency management as well as law enforcement personnel. Member Esquith asked if there are resources available to help train personnel at smaller colleges and K-12 programs. Ms. Fox replied that the online courses and resources are available to the K-12 education community. Ms. Fox said that there is a four week program at the Emergency Management Institute, the Emergency Management Basic Academy, as well as online courses and other resources. Ms. Fox noted that FEMA maintains points-of-contact at the state level to oversee DHS grants since funds are funneled through state offices. Ms. Fox noted that FEMA offers public assistance programs to help rebuild infrastructure, in which states bear 25 percent of the costs, in addition to FEMA offering what is provided by the Stafford Act. Member Glasper said it would be beneficial to make some of the courses the tool refines consistent across the country. Member Broad said it would be helpful for community colleges and universities to partner and provide stackable credentials in FEMA fields. Member Billy inquired if colleges currently exist to test the Course-to-Capability Mapping Tool. Ms. Fox replied that there are colleges willing to test the tool and that FEMA is looking for more colleges to participate in the pilot program.

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

Member Stosz provided the report. The Subcommittee met once since the last HSAAC meeting, where it was briefed by Scott Kelberg of FEMA about the Course-to-Capability Mapping Tool and the pilot program. Before rolling this tool out to the wider academic community, DHS is launching a pilot program with a select group of homeland security programs at institutions of higher education. The pilot will allow participants to test the tool for scalability, alignment of their programs to FEMA's core capabilities, and staff training required for the mutually beneficial use of the tool. The Subcommittee was also briefed on ongoing efforts to identify current and planned partnerships between DHS components and individual IHEs that allow DHS

employees to receive credit for DHS training. Identifying these formal academic credit agreements will help to develop a set of best practices for the Department in partnering with institutions. The Subcommittee will continue to identify ways to bridge the gap between homeland security training and education. Member Glasper said that when the TSA scaled its certification program, it coordinated with Global Corporate College, a consortium of community colleges to pilot the program, and that FEMA could use a similar organization in its efforts. The Subcommittee had no recommendations for the Council.

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

Member Moy provided the report. Since the Council last convened in October, the Subcommittee on Student and Recent Graduate Recruitment met once in March to discuss two of its three taskings, including how to attract students and recent graduates to DHS, and how to ensure that students and recent graduates from a diverse array of institutions are represented in the recruitment process. At the October 2014 Council meeting, Secretary Johnson announced that DHS executed Department-wide Memoranda of Understanding (MOUs) with five higher education associations, all of which are represented on the Council. These memoranda enhance communication and cooperation and expand outreach to and recruitment of students and recent graduates for DHS in internship, volunteer and employment opportunities. Following the execution of the MOUs, in November 2014, Secretary Johnson approved a Department-wide campaign focusing on outreach to Minority Serving Institutions (MSIs) in support of the MOUs, and created a MOU and MSI Steering Committee to guide implementation. The inaugural MOU Semi-Annual Meeting with the MOU-signing higher education associations was held on April 10, 2015, at which DHS representatives detailed a number of activities that are or will be undertaken by the Department to connect with institutions of higher education and students. In March 2015, DHS awarded blanket purchase agreements to the Hispanic Association of Colleges and Universities and to The Washington Center for Internships and Academic Seminars to provide Third Party Internship Support Services. Going forward, the Subcommittee will continue to provide input on the implementation of the MOUs and MSI outreach campaign by providing feedback and recommendations to the MOU and MSI Steering Committee, and will coordinate with the Subcommittee on Academic Research and Faculty Exchange on expanding faculty exchange opportunities to MSI faculty and staff through the DHS Academic Exchange Program. The Subcommittee had no recommendations for the Council.

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

Member Aoun provided the report. In its March meeting, the Subcommittee received a presentation from the DHS Science and Technology (S&T) Directorate about short and long term faculty exchanges between DHS Centers of Excellence and various DHS components. To date, there have been five faculty exchanges, which S&T is using to identify best practices in the faculty exchange model. DHS plans to use S&T's model to expand faculty exchange opportunities to IHEs beyond Centers of Excellence. The Subcommittee recommends that DHS should include faculty exchange opportunities as part of its implementation of the MOUs and MSI Outreach Campaign and implement virtual faculty exchanges within the Academic Exchange Program to create more exchange opportunities and increase program flexibility. The

Subcommittee will provide further input to DHS on how academic research can address the Department's biggest challenges.

### **Subcommittee on International Students Report and Discussion**

Member Johnson provided the report. DHS U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Program has implemented several key recommendations aimed at increasing engagement and outreach, increasing transparency of draft policy guidance, and enhancing the Student and Exchange Visitor Information System (SEVIS). There is still work to be done, however, especially in the development of regulations to facilitate delivery of modern and innovative programs to international students. The Subcommittee received a briefing on President Obama's series of executive actions focusing on one measure that relates to expanding and enhancing the Optional Practical Training program for international students which helps them gain practical experience in their field of study. The Subcommittee has no recommendations for the Council.

Member Ramotowski said the State Department continues to prioritize student visa applications, and has seen a growing demand for student visas, particularly in China. Member Dooley said there is interest in Japan in increasing the number of student visas, and recommends that the Council look into bilateral visa commitments.

### **Subcommittee on Cybersecurity Report and Discussion**

Member Engstrom provided the report. The Subcommittee held one joint meeting with the Subcommittee on Campus Resilience, where they addressed the topic of how DHS can coordinate with IT departments on the risks towards and attacks on campus computer systems and networks. The Subcommittee received briefings from DHS S&T and the FBI's NSHEAB about the upcoming National Seminar and Tabletop Exercise for Institutions of Higher Education and FBI's recent work on cybersecurity in higher education. The Subcommittee recommends that DHS should include NSHEAB's cybersecurity subcommittee in coordination and facilitation of efforts in the National Seminar and Tabletop Exercise for Institutions of Higher Education and coordinate with academic organizations to incorporate cybersecurity-related guidance and topics into higher education annual meetings and conferences.

Chair Loftin said that there are a growing number of cyber-attacks every day, which makes maintaining the open community nature of campuses difficult. One concern is the reluctance of the law enforcement community to share information with IHEs.

### **Public Comment Period**

Chair Loftin opened the floor to the public for comments. There were no public comments.

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

Chair Loftin asked the Council to vote on the 14 recommendations proposed, and explained the procedures for voting. In order to consider each recommendation, a member of the Council must

request a motion for a vote. Any member, including the Chair, may make a motion for a vote. Following a proper motion, a second motion will be required to bring any issue to a vote. A recommendation is considered to have been adopted if it is agreed to by a simple majority of a quorum of the Council. Only Council members present at this meeting, including those on the phone, may vote on an item under consideration. No proxy votes are permitted.

Chair Loftin proposed a vote for each of the three Subcommittees with new recommendations. Chair Loftin did not read the recommendations again, since they were read during the Subcommittee progress reports.

Member Dooley issued a motion to adopt the eight recommendations of the Subcommittee on Campus Resilience, with the caveat that the Council would later consider the additional recommendation from Member Baskerville related to race-based and sexual assaults. The motion was seconded by Member Engstrom, and passed unanimously. Chair Loftin announced that the Council unanimously adopted the eight new recommendations.

Member Dooley issued a motion to adopt the three recommendations of the Subcommittee on Academic Research and Faculty Exchange. The motion was seconded by Chair Loftin, and passed unanimously. Chair Loftin announced that the Council unanimously adopted the three new recommendations.

Member Fos issued a motion to adopt the two recommendations of the Subcommittee on Cybersecurity. The motion was seconded by Member Baskerville, and passed unanimously. Chair Loftin announced that the Council unanimously adopted the two new recommendations.

### **Continuation of Discussion on Engaging College and University Senior Leadership in Campus Resilience**

Chair Loftin asked the Council how to capture the lessons learned from the earlier reports, and where a repository to store them might be. Member Dooley said a recent mistaken report of a false shooter on the University of Rhode Island campus showed him that the cell phone system, when overloaded with calls, couldn't handle the traffic and paralyzed communication. The school's website could not handle the incoming attempts to access the emergency information. Chair Loftin said that his university recommends using text messages rather than calls in emergency situations, as they are more likely to get through. While it is possible to bolster bandwidth capabilities on campus, it is not always cost effective. Member Engstrom said that while his university didn't experience communication issues during an armed robber situation two years ago, there was a problem ensuring all the doors on campus were properly secured. Chair Loftin said law enforcement must be aware of the speed and capabilities of social media in terms of spreading information.

Member Stosz said lessons learned are not useful unless put into documents and actions. Universities should use these lessons to review policies and procedures. Member Baskerville said it might be useful to use standing national associations to share lessons between IHEs. Member Engstrom asked if there is a national clearinghouse for cybersecurity attacks. Chair Loftin said there is not, but the FBI does require IHEs to report events, although it does not share

this information with IHEs. He went on to ask member to highlight natural disasters, besides the ones previously mentioned, that IHEs may encounter. Member Moy explained the situation of the University of Hawaii at Hilo, where it is near an erupting volcano. Member Stosz said that combating cyber threats may take wide scale culture change at an IHE.

### **Deputy Secretary Remarks and Discussion**

Chair Loftin introduced Alejandro Mayorkas, Deputy Secretary of Homeland Security. The members introduced themselves. Deputy Secretary Mayorkas thanked the members for their efforts on the Council. He asked the Council how one addresses the growing threat and concern of homegrown violent extremists. Chair Loftin said many of those individuals develop in marginalized communities because they cannot achieve recognition through channels available to others, so they seek other channels to find recognition. Member Kaler said the University of Minnesota is next to the large Somali population in Minneapolis, and the university is working to provide opportunities for Somali youth. One way to address the concern is to empower IHEs to open doors and invite in people to see how higher education can be a part of their future. Deputy Secretary Mayorkas said the general makeup of DHS does not reflect the identity of the Somali community, and that the Department is engaging in recruitment efforts to reflect the constitution of these communities.

Member Broad said colleges and universities are open and diverse communities, making it difficult to identify individuals heading in a troubling direction. Deputy Secretary Mayorkas said the issue is educating a population to recognize signs and responding out of a sense of community and well-being for one another. Chair Loftin said that the resources of such education are there on campuses, but the training is not in place. Member Dooley said there is much scholarship about the factors that may lead to violent extremist behaviors and that a research network could be helpful to the Department. Member Baskerville said that it is important to ensure these efforts do not create further divisiveness. Member Broad said it may be helpful to look at the example of tribal colleges and how they have made partnerships with other institutions.

Deputy Secretary Mayorkas asked the Council how one recognizes and cultivates a special young person. Several members agreed that the challenge of identifying students with the potential to succeed, especially when assessing students on a very large scale, is tremendous. However, sometimes providing a young person with an opportunity is all they need to succeed. Member Engstrom said that the interaction between students and faculty is hugely important in identifying talent. Member Baskerville said it is necessary to look at the institutions that serve growing populations if one wants a diverse workforce. Deputy Secretary Mayorkas said DHS is interested in ensuring its workforce reflects the communities it serves, and is removing barriers holding back the growth of these individuals within the department.

## **Adjourn**

Chair Loftin thanked Deputy Secretary Mayorkas for his remarks. He also thanked the members of the HSAAC for their contributions, and thanked Executive Director Kielsmeier and her staff for their leadership of the Council.

Chair Loftin indicated the Council would meet again in the Fall of 2015 in Washington, D.C. and that the Office of Academic Engagement would follow-up with dates when they are confirmed.

Executive Director Kielsmeier adjourned the meeting at 2:22 p.m.

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

July 7, 2015

A handwritten signature in black ink, appearing to read "R. Bowen Loftin", with a long horizontal stroke extending to the right.

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