

Department of Homeland Security (DHS) Homeland Security Academic Advisory Council (HSAAC)

Progress on DHS's Implementation of HSAAC Recommendations

March 2012 through April 2015

Established in March 2012, the HSAAC provides advice and recommendations to the Secretary and DHS senior leadership on matters related to homeland security and the academic community, including: academic research and faculty exchange; homeland security academic programs; international students; campus resilience; student and recent graduate recruitment; and cybersecurity. Since its establishment, the HSAAC has adopted a total of 109 recommendations for DHS across its six subcommittees. DHS's Office of Academic Engagement (OAE) manages the HSAAC, coordinating across DHS to promote, implement, and track its recommendations.

The following tables are arranged by the HSAAC's subcommittees, aligning DHS accomplishments to HSAAC recommendations based on its taskings¹:

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
Subcommittee on Academic Research and Faculty Exchange	<p>Tasking. How academic research can address DHS's biggest challenges</p> <p>Tasking. How universities can effectively communicate to DHS emerging scientific findings and technologies that will make DHS operations more effective and efficient</p>	<p>Recommendation 1. DHS should conduct a survey within the Department that will identify all of the current Research & Development (R&D) projects including information on the principal investigators, the institutions, and the partner institutions associated with those projects.</p> <p>Recommendation 2. DHS should establish a formal process that ensures its Component agencies regularly identify their research priorities and communicate them to the Science & Technology Directorate (S&T).</p> <p>Recommendation 3. S&T should regularly compile and communicate both the long-term and short-term research priorities of the DHS Components across DHS and to the Centers of Excellence (COEs). S&T should also monitor and report on specifically how the COEs are addressing DHS research priorities.</p>
		<ul style="list-style-type: none"> ✓ In FY15, S&T launched the InnoPrize Program—a series of prize competitions that will engage the public, drive innovation, and solve mission-centric problems. For each competition, a well-defined problem or question will be posed to the public along with specific criteria. Participants are encouraged to contribute promising ideas, products, prototypes, and service solutions for judging. The ultimate goal is to stimulate innovation and advance the mission of DHS and the Homeland Security Enterprise. As the program grows, DHS will expand its collaboration with innovators and the problem-solver community. ✓ S&T used the re-compete process and Funding Opportunity Announcements of the Centers of Excellence (COEs) to engage relevant DHS Components in identifying their long-term research needs. Through this process, S&T identified 34 topics as DHS's top research priorities. ✓ S&T is developing a Memorandum of Understanding (MOU) with each DHS Component to enhance collaboration and further formalize the communication process. To date, S&T has established six MOUs with Components and two additional MOUs are pending. The MOUs will ensure that DHS Components regularly identify and communicate their research priorities to S&T; engage in S&T's project reviews; and participate in S&T's COE funding opportunity panels. ✓ Since 2007, DHS Components have provided COEs with \$97 million in financial assistance toward additional research and education initiatives. ✓ S&T finalized a departmental definition of R&D, based on existing definitions at the Office of Management and Budget and Department of Defense but tailored to DHS, that was signed by the Secretary as an annex to S&T's official delegation.

¹ This document only includes those taskings and recommendations where DHS has taken measurable action. As of April 2015, the HSAAC presented DHS leadership with a total of 109 recommendations across its six subcommittees. For a complete listing of HSAAC taskings and recommendations, please refer to the [HSAAC webpage](#).

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on Academic Research and Faculty Exchange (cont.)

Tasking. How DHS operational Components can form lasting relationships with universities to incorporate scientific findings and R&D into DHS's operations and thought processes

Recommendation 4. DHS should further promote COE technologies and research projects across DHS and to its partners. For example, DHS should encourage and expand the use of activities that showcase COEs' technologies and research projects.

- ✓ 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, DHS Components are provided opportunities to support planning and funding efforts for COE research and education initiatives.
- ✓ In April 2015, S&T held a meeting with the DHS COE Federal Coordinating Committees and other stakeholders to discuss how to expand DHS Components' roles in directing the COEs' R&D to better meet DHS's and its partners' needs. Through the meeting, participants provided guidance on how to strengthen COE relationships with DHS Components and other stakeholders.
- ✓ In September 2014, S&T awarded six Scientific Leadership Awards to Minority Serving Institutions. The awarded institutions will partner with DHS Centers of Excellence to develop course content and engage students and faculty in research relevant to the nation's complex homeland security challenges.
- ✓ S&T develops focused COE technology showcase events targeted to specific Components' needs. In February 2014, S&T hosted a technology demonstration, which showcased COE technologies and research projects for first responders and emergency managers. The demonstration brought together relevant stakeholders and researchers, with over 200 attendees.

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

Recommendation 5. DHS should leverage the Intergovernmental Personnel Act Mobility Program to formally establish an Academic Exchange Program that consists of the following three components: (1) Academic Speakers Bureau; (2) Guest Lecturer Series; and (3) Faculty Exchange Program.

- ✓ In FY15, the Department will formally launch and establish the DHS Academic Exchange Program.
- ✓ S&T regularly hosts and coordinates seminars on homeland security topics featuring guest lecturers from academia.
- ✓ Since FY13, S&T has coordinated five short term exchanges of COE professors to various DHS Components.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Subcommittee on Homeland Security Academic Programs</p> <p>Tasking. How to expand DHS cooperation with the Department of Defense (DOD) academies and schools to provide DHS's current employees with educational opportunities</p>	<p>Recommendation 1. DHS should expand its relationships with the DOD Senior Service Schools with the goal of having a DHS faculty chair at each school. This would allow DHS to increase its allotted student billets to each DOD Senior Service School.</p>	<p>✓DHS established an interim faculty chair at Marine Corps University and will formalize this arrangement in FY14-15; faculty will also join the U.S. Army War and Command and Staff Colleges.</p>
	<p>Recommendation 2. Given the importance of the DHS/DOD relationship, and to ensure underrepresented communities within DHS are made aware of DOD Senior Service School opportunities, DHS should increase marketing communications, announcements, and develop other support mechanisms to ensure participation in these communities.</p>	<p>✓DHS is working with its partners and customers to improve internal communication mechanisms and processes, including increasing the use of the DHS intranet, DHSCconnect, to promote DOD Senior Service School opportunities to DHS employees.</p>
	<p>Recommendation 3. DHS should establish an internship program with U.S. Service Academies. This would expose aspiring junior military officers to DOD/DHS joint operations earlier in their service and educate those interested in employment opportunities within DHS.</p>	<p>✓In 2013, the United States Air Force Academy (USAFA) Center of Innovation, which is managed by DHS S&T, funded 18 USAFA cadets to conduct research at DHS S&T Headquarters, DHS COEs, and large private companies such as Intel Corporation.</p>
	<p>Recommendation 4. DHS should make available a list of DHS training facilities to promote transparency in homeland security training options.</p>	<p>✓Leveraging the work of the Efficiency Group at Headquarters, DHS identified a list of DHS training facilities. DHS is working to obtain the necessary approvals to publicly publish the list.</p>

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Tasking. How colleges and universities might offer academic credit for DHS training.

Recommendation 5. DHS should consider new partnerships between DHS training facilities and academic organizations and institutions that would provide participants the ability to earn academic credit for homeland security-focused coursework. These opportunities could include on-site and/or online training offered by colleges and universities.

- ✓ In FY15, DHS began identifying existing, planned, and potential partnerships, or other arrangement with institutions of higher education that allow DHS employees to receive academic credit for DHS training.
- ✓ In May 2015, DHS's Office of the Chief Human Capital Officer will host an Education Fair for DHS employees to promote and highlight training and educational opportunities available for the DHS workforce through IHEs with an existing relationship to the Department. In addition to the all-day Education Fair, there will be two seminars throughout the day focusing on homeland security education.
- ✓ The Federal Emergency Management Agency's (FEMA) Center for Domestic Preparedness has agreements in place that enable public colleges or universities to offer college credits to students who successfully complete CDP course requirements and demonstrate adequate knowledge of the curriculum content. Agreements are currently in place with Arkansas State University in Jonesboro, Arkansas and Jacksonville State University in Jacksonville, Alabama.
- ✓ DHS is exploring opportunities to expand the partnership model currently utilized by the Federal Law Enforcement Training Center (FLETC) and the College of Coastal Georgia as a means to expand homeland security training options.

Tasking. How to define core elements of a homeland security degree at the associate's, bachelor's and master's levels.

Recommendation 6. In consultation with the DHS Office of Academic Engagement, CHDS should convene a workshop comprised of Homeland Security academics and practitioners to review and update the suggested master's degree program/curriculum outline.

Recommendation 7. DHS and CHDS should establish a definition of Homeland Security Academic Programs that could serve as a guide for overall program development, with an ancillary set of affiliated degree programs that support Homeland Security efforts.

- ✓ In FY15, FEMA's National Training and Education Division developed a Course-to-Capability Mapping Tool as a method to crosswalk and systematically align security- and resilience-related courses to the core professional capabilities identified in FEMA's National Preparedness Goal.
- ✓ In October 2014, the Homeland Defense and Security Education Summit was hosted at the Naval Postgraduate School's Center for Homeland Defense & Security (CHDS) to review the CHDS master's degree curriculum.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on International Students

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

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

Recommendation 1. DHS (U.S. Immigration and Customs Enforcement Student and Exchange Visitor Program [ICE SEVP] in particular) should establish clear and reasonable adjudication criteria or clarify those already established, publish all but those that are clearly law enforcement sensitive, and publish estimated processing times so that educational institutions may plan accordingly.

Recommendation 2. DHS (ICE SEVP in particular) should streamline school recertification, utilizing carefully-devised risk factors.

Recommendation 3. DHS can enhance its effectiveness by receiving public input concerning planned changes. DHS should more carefully evaluate whether the rulemaking (notice and comment) process is required or would be beneficial before implementing a change. DHS should also improve its interpretations, policies, and procedures by publishing them in draft form prior to implementation and accepting public input. We note that U.S. Citizenship and Immigration Services (USCIS) has been quite successful in this area and would encourage U.S. Customs and Border Protection (CBP) and ICE SEVP to follow USCIS' example.

Recommendation 4. DHS should continue reviewing all regulations, interpretations, policies, and procedures and reconsider those that might impede rather than facilitate the nation's ability to compete for the best and brightest international students, attract them to our programs, and enroll them in U.S. colleges and universities.

Recommendation 5. DHS should expedite the development, review, and publication of the following regulatory changes: Allowing spouses to engage in a wide range of part-time educational activities and employment that will allow them to maintain or develop educational and professional qualifications.

Recommendation 6. DHS should expedite the development, review, and publication of the following regulatory changes: Increasing the number of Designated School Officials (DSOs) allowed per school or otherwise removing the current limit of 10 DSOs per school.

✓ In February 2014, ICE SEVP published a video tutorial, [A Guide to Completing the Form I-17](#), and accompanying [Fact Sheet](#) on the *Study in the States* website. These resources assist school officials with understanding the process and requirements to obtain certification by ICE SEVP to enroll international students.

✓ In FY15, ICE SEVP will publish an adjudicator's handbook on www.ice.gov to make its non-law enforcement sensitive adjudication criteria available to the public.

✓ ICE SEVP integrated standardized risk-based criteria to streamline adjudications, reducing certification time from approximately 270 to 80 days.

✓ Since June 2012, ICE SEVP has issued 14 pieces of draft guidance/fact sheets on the [Study in the States](#) website for public comment on planned changes or clarifications to existing policies.

✓ In November 2013, ICE SEVP published a Notice of Proposed Rulemaking (NPRM) to expand the number of DSOs and permit F-2 and M-2 spouses and children accompanying academic and vocational non-immigrant students with F-1 or M-1 non-immigrant status to enroll in study at an SEVP-certified school so long as any study remains less than a full course of study.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on International Students (cont.)

Tasking. How DHS can accommodate and support emerging trends in international education

Recommendation 7. All DHS entities should be encouraged to engage with stakeholders so that they can gain the benefit of stakeholder input as they develop regulations, policies, and procedures.

Recommendation 8. DHS should streamline the adjudication of schools' updates to their Form I-17 to support schools who attempt to offer new programs or experience staffing changes. DHS should refrain from implementing other adjudications that inhibit innovation in international education by conducting integrity reviews using the information it gathers.

Recommendation 9. DHS should implement throughout the agency the robust model of stakeholder engagement that USCIS has implemented so that all DHS entities can benefit from stakeholder input and more thoroughly engage stakeholders in developing and disseminating agency interpretations, policies, procedures, and anticipated changes.

- ✓ Representatives from ICE, USCIS, and CBP participated in approximately 28 coordinated interagency stakeholder events in 2013 and 2014.
- ✓ ICE, USCIS, and CBP participated in over 100 outreach events with stakeholders from the international student community in 2013 and 2014.
- ✓ In March 2014, OAE distributed a message focused on international students to its GovDelivery email list of over 4400 subscribers. The message provided an overview of the DHS Components and programs involved with international students and highlighted the [Study in the States](#) initiative.

- ✓ ICE SEVP integrated standardized risk-based criteria to streamline all of its school adjudications, reducing certification time from approximately 270 to 80 days.

- ✓ ICE, USCIS, and CBP participated in over 100 outreach events with stakeholders from the international student community in 2013 and 2014.
- ✓ DHS continues to expand the [Study in the States](#) website and leverages social media tools and webinars to engage with stakeholders. Since its launch in 2011, the [Study in the States](#) website has received more than 2.5 million page views. Through social media engagement, Study in the States has more than **26,000** Facebook page "likes" and **8,000** Twitter followers.
- ✓ DHS produced more than 15 international student-focused stakeholder engagement webinars in 2013 and 2014, including interagency events with the U.S. Department of State.
- ✓ In January 2014, ICE SEVP launched [SEVP 101](#), a video overview of the ICE SEVP mission, the international student process, and the government agencies involved in it. SEVP 101 supports ongoing stakeholder engagement efforts by providing a high-level overview of DHS's role with international students.
- ✓ ICE SEVP deployed its first two classes of [field representatives](#) in 2014; as a new stakeholder resource, field representatives serve as liaisons between ICE SEVP and certified schools, and those schools seeking initial ICE SEVP certification to enroll international students.
- ✓ ICE SEVP partnered with the Department of State and CBP to participate in a discussion called "[Study in the USA](#)." During this interactive event, SEVP and CBP provided students with pre-departure information and enabled students to engage with the speakers by asking questions via social media.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
Subcommittee on Campus Resilience	<p>Tasking. How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure</p> <p>Recommendation 1. DHS should consider expanding the use of its existing resilience-related resources, where appropriate, to specifically include and be adapted to the higher education community (e.g., the “If You See Something, Say Something™” campaign).</p>	<ul style="list-style-type: none"> ✓ Through the Blue Campaign, DHS is engaging the higher education community in combatting human trafficking by partnering with selected institutions of higher education (IHEs) on a six-month pilot program to determine ways in which DHS can best engage with and expand the campaign to colleges and universities across the country. ✓ DHS is coordinating with the Department of Education to co-host the DHS Blue Campaign Spring 2015 Stakeholder Meeting for the academic community in mid-April. ✓ The Office of Academic Engagement (OAE), in coordination with the DHS Offices of Public Affairs and Intergovernmental Affairs, is actively expanding the “If You See Something, Say Something™” campaign to colleges and universities. ✓ In February 2013, the Federal Emergency Management Agency (FEMA) launched the Academia and Resilience online web portal, containing program guides, tools, outreach materials, and downloadable tabletop and emergency planning exercises targeted to the academic community. ✓ Together with the Departments of Education, Justice, and Health and Human Services, DHS developed and released model, high quality planning guides to aid in the development of emergency operations plans for schools, houses of worship, and IHEs. ✓ DHS launched a comprehensive Active Shooter Preparedness web portal in January 2013, containing courses, materials, and workshops for a variety of stakeholders, including the academic community. ✓ FEMA is developing resources and templates to help IHEs create Campus Community Emergency Response Team (CERT) programs. The program is modeled on FEMA’s CERT program, and is designed to train students, faculty, and staff on how to respond to both everyday emergencies and large-scale disasters that may occur on campus. ✓ In May 2014, DHS’s Stop.Think.Connect. campaign launched the Academic Alliance, a partner program specifically for sharing cybersecurity awareness materials and best practices with universities. To date, 44 universities have joined the Alliance.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments	
<p>Tasking. How colleges and universities use specific capabilities, tools, and processes to enhance campus and community resilience as well as the cyber and physical infrastructure</p>	<p>Recommendation 2. DHS should organize and deploy national table top exercises and simulations specific to institutions of higher education and campus communities. These exercises will ensure better preparedness for natural and man-made incidents and enhance campus resilience.</p>	<ul style="list-style-type: none"> ✓ In October 2014, DHS launched the National Seminar and Tabletop Exercise for Institutions of Higher Education (NTTX), a series of campus-based events to test and promote campus resilience. The events promote the White House's all-hazard <i>Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education</i> and provide insight into common planning, preparedness, and resilience best practices and challenges of the academic community when faced with an emerging threat. DHS plans to explore and assist IHEs in their development of self-sustaining exercise programs in FY15. ✓ In October 2014, FEMA in coordination with OAE and Northeastern University, hosted the first NNTX. The event brought together 105 participants from 21 IHEs in the New England region. The event included workshop sessions featuring a variety of issues relevant to campus resilience as well as a tabletop exercise involving participant role play in the campus response to a fictitious infectious disease outbreak affecting both domestic and international students, and spanning across multiple locations. ✓ S&T, FEMA and OAE will develop and facilitate the second NNTX in October 2015. Participants will take part in workshop sessions and a tabletop exercise involving participant role play in the campus response to a cyber attack. ✓ FEMA's Academia and Resilience web portal offers downloadable tabletop and emergency planning exercises for the private sector, including materials from the October 2014 NNTX. ✓ In September 2013, FEMA unveiled America's PrepareAthon!SM, a nationwide, community-based campaign for action to increase emergency preparedness and resilience through hazard-specific drills, group discussions and exercises. Through the initiative, FEMA offers participation guides and customizable resources for IHEs. 	<ul style="list-style-type: none"> ✓ DHS launched the Campus Resilience Pilot Program (CR Pilot) in February 2013. The CR Pilot is a joint initiative of U.S. Immigration and Customs Enforcement (ICE) Student and Exchange Visitor Program (SEVP), FEMA, and OAE that engages colleges and universities to help develop and pilot an emergency preparedness and resilience planning process. Using information gathered from campus engagement sessions at seven selected colleges and universities, DHS has developed a process and toolkit to help IHEs build campus resilience. ✓ In FY15, DHS will launch the second phase of the CR Pilot to expand engagement with additional IHEs. ✓ In FY15, FEMA's National Exercise Division will be integrating the Campus Resilience Enhancement System (CaRES) into its preparatory tool kit. Through the CR Pilot, DHS in coordination with the Community and Regional Resilience Institute, developed CaRES, a web-enabled tool that guides IHEs through a resilience planning process.
<p>Tasking. How to implement the whole community approach and preparedness culture within student and neighboring communities</p>	<p>Recommendation 3. DHS should establish a campus resilience program with corresponding funding, technical assistance, and training to work with campus officials in assessing their preparedness, developing and implementing related plans, and monitoring campus readiness over time. An online clearinghouse and inventory of available resources should be included as part of this program.</p>		

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
Subcommittee on Campus Resilience (cont.)	<p>Tasking. How to strengthen ties between DHS's Federal Law Enforcement Training Center (FLETC) and campus law enforcement professionals</p>	<p>✓ In coordination with the Blue Campaign, FLETC is developing resources intended for state, local, tribal, and campus law enforcement and campus public safety officials.</p> <p>✓ In February 2013, the FLETC signed an agreement with the College of Coastal Georgia to allow federal employees to receive college credit for FLETC training, raising the agency's visibility, and strengthening its ties to the higher education community. Further, in May 2014, the FLETC established a similar partnership with Columbia Southern University. Negotiations with additional IHEs are ongoing.</p>
	<p>Tasking. How campuses can better integrate with community planning and response entities.</p>	<p>✓ In September 2014, FEMA Administrator Craig Fugate was briefed on FEMA's many campus resilience initiatives and ongoing college and university engagement in FEMA's Region 1. Cited as a best practice, FEMA Region 1 regularly works to integrate more than 205 IHEs in the region into a broader network of resources and relationships.</p>

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Subcommittee on Student and Recent Graduate Recruitment</p>	<p>Tasking. How to attract student interns, student veterans, and recent graduates to jobs at DHS</p> <p>Tasking. 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.</p>	<p>Recommendation 1. DHS should expand the use of paid and unpaid internships to attract students at all appropriate career levels.</p>
		<p>Recommendation 2. DHS should leverage the new hiring authority established by the federal Pathways Programs, specifically with regards to attracting recent graduates to fill critical occupations.</p>
		<ul style="list-style-type: none"> ✓ In FY15, DHS launched the third phase of the Secretary's Honors Program (SHP) Cyber Student Volunteer Initiative, an unpaid student volunteer program for college students pursuing a program of study in a cybersecurity-related field. Originally created in April 2013, the 2015 program was expanded with more than 70 student volunteers opportunities available for assignment at 51 DHS field offices across the country. Student volunteers in the program gain invaluable hands-on experience and exposure to the work done by DHS cybersecurity professionals, and perform a broad range of duties in support of DHS's cybersecurity mission. To date, more than 90 student volunteers have participated in the program. ✓ In FY14, DHS hosted 340 interns /student volunteers across its Components. ✓ As the Pathways Programs are being more fully used across the Department, from FY13 to FY14 DHS expanded the use of internships through Pathways by almost 175%.
		<ul style="list-style-type: none"> ✓ In 2013, the Federal Emergency Management Agency (FEMA) expanded its participation in the Pathway's Presidential Management Fellows (PMF) program by nearly 400% by onboarding 42 fellows. FEMA leadership also piloted a revolutionary At-Large program which offered centrally managed fellows developmental opportunities across FEMA's vital mission areas. ✓ In 2013, FEMA increased utilization of the Boren Awards program for the recruitment of newly matriculated students.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on Student and Recent Graduate Recruitment (cont.)

Tasking. How to attract student interns, student veterans, and recent graduates to jobs at DHS

Tasking. How to ensure that students and recent graduates of 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.

Recommendation 3. DHS should establish regional cooperative agreements between community colleges and four-year universities to provide ongoing development and enhanced education outcomes for potential and existing DHS employees.

Recommendation 4. DHS should incentivize collaboration between community colleges, Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs) and additional Minority Serving Institutions (MSIs), to show students viable career pathways within DHS while they continue through their academic degree progression.

Recommendation 5. DHS should establish cooperative agreements and sponsorship support, where appropriate, with professional organizations, HBCUs and MSIs to engage their talent pools and take advantage of their marketing and outreach efforts.

Recommendation 6. DHS should evaluate and assess the diversity of its student and entry-level programs.

- ✓ The Office of Academic Engagement (OAE), in coordination with the Office of the Chief Human Capital Officer (OCHCO), executed the Department-wide Memoranda of Understanding (MOUs) with the following higher education associations (HEAs): American Association of Community Colleges; American Indian Higher Education Consortium (AIHEC); Asian American and Pacific Islander Association of Colleges and Universities (AAPIACU); Hispanic Association of Colleges and Universities (HACU); and National Association for Equal Opportunity in Higher Education (NAFEO). The MOUs will incentivize collaboration between DHS and these organizations to show students viable career pathways within DHS while pursuing their degrees. Through the MOUs, HEAs will have visibility into DHS recruitment opportunities for students and recent graduates, and DHS will have access to students enrolled in or recent graduates from schools represented by HEAs.
- ✓ OCHCO recently completed a study of diversity in the Pathways Programs, including racial and ethnic data, as well as a focus on the diversity in the millennial population of DHS's workforce. In FY2014: 22% of DHS's workforce is considered millennial compared to 7% government-wide; 25% of DHS's millennial workforce is Hispanic compared to 20% DHS-wide; and 18% of DHS's millennial workforce is Black compared to 15% DHS-wide.
- ✓ The Office of Personnel Management (OPM) recently authorized federal agencies to develop relationships with third-party providers for interns and other procurements. This procurement will allow the department to work with outside organizations, including those representing MSIs, that have internship programs for students interested in homeland security.
- ✓ In On April 10, 2015, DHS convened the inaugural Memoranda of Understanding (MOU) Semi-Annual Meeting with the five MOU-signing HEAs to discuss progress and share updates.
- ✓ In addition to and in support of the MOUs, Secretary of Homeland Security Jeh Johnson approved a Department-wide campaign focused on DHS outreach to MSIs. Through the campaign, the Department will increase its engagement with MSI cohorts as well as raise awareness of the DHS career opportunities for students and recent graduates represented by the HEAs.
- ✓ In February 2015, DHS established the MOU and MSI Steering Committee to guide the implementation of the MOUs and MSI Outreach Campaign.
- ✓ In September 2014, the Science and Technology Directorate (S&T) awarded six Scientific Leadership Awards to MSIs. The awarded institutions will partner with DHS Centers of Excellence to develop course content and engage students and faculty in research relevant to the nation's complex homeland security challenges.
- ✓ In June 2013, DHS launched the National Cybersecurity and Communications Integration Center (NCCIC) Student Events to strengthen outreach to students, local secondary and post-secondary schools, and key academic organizations. The program targets students served by organizations representing MSIs and/or attending community colleges. The Department has hosted nine events.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Subcommittee on Cybersecurity</p> <p>Tasking. How to attract students, student veterans and recent graduates to cybersecurity jobs at DHS</p>	<p>Recommendation 1. DHS should continue hosting monthly tours of DHS's National Cybersecurity and Communications Integration Center (NCCIC) for secondary, post-secondary, and veteran students involved in cybersecurity and other STEM disciplines. DHS should arrange virtual tours of the NCCIC to accommodate students located outside of the National Capital Region.</p>	<ul style="list-style-type: none"> ✓ DHS has hosted nine National Cybersecurity and Communications Integration Center (NCCIC) Student Events since the program's launch in June 2013, and plans to continue the program through 2015. Designed specifically for students pursuing a cyber-related degree or interested in the field of cybersecurity, the events include a tour of the NCCIC and panel discussion with DHS cybersecurity experts.
	<p>Recommendation 2. DHS should establish and support a Department-wide social media and outreach strategy directed at its cyber-related programs, initiatives and opportunities. The strategy should incorporate input from academic associations, students, faculty, and other higher education sources, and should target students, student veterans and recent graduates interested in cyber-related careers.</p>	<ul style="list-style-type: none"> ✓ Through the Stop.Think.Connect. and National Cybersecurity Awareness Month campaigns, DHS is actively increasing education and dialogue about cybersecurity. Both campaigns aim to increase the understanding of cyber threats and empower the American public to be safer and more secure online.
<p>Tasking. How DHS can better coordinate with individual campus information technology departments on the risks towards and attacks on computer systems and networks</p>	<p>Recommendation 3. DHS should market its cybersecurity capabilities and resources available to the higher education community by participating in capacity-building efforts for smaller higher education institutions with limited cybersecurity resources in coordination with national organizations such as the American Indian Higher Education Consortium, the Hispanic Association of Colleges and Universities, the National Association for Equal Opportunity in Higher Education, the Asian Pacific Islander American Association of Colleges and Universities, and EDUCAUSE.</p>	<ul style="list-style-type: none"> ✓ In June 2014, DHS launched a series of cybersecurity awareness engagements with institutions of higher education (IHEs). The engagements feature presentations from DHS subject matter experts on the landscape of cyber threats facing colleges and universities, as well as the DHS cybersecurity resources, tools and programs available to the academic community. DHS plans to continue the engagements throughout FY15. ✓ As part of its cybersecurity engagement efforts, DHS created a Cybersecurity Resources Fact Sheet outlining the Department's cybersecurity resources, programs and tools available to the higher education community. ✓ Through its cybersecurity engagements, DHS hosted two webinar events with EDUCAUSE in July 2014. ✓ The DHS Stop.Think.Connect. campaign launched the Academic Alliance program specifically for sharing cybersecurity awareness materials and best practices with universities. To date, 44 universities have joined the Alliance. Through the program, the Department has supported 15 cybersecurity awareness events at universities.
	<p>Recommendation 4. DHS should organize and deploy national table top exercises and simulations specific to institutions of higher education and campus communities. These exercises will ensure better preparedness for natural and man-made incidents and enhance campus resilience.</p>	<ul style="list-style-type: none"> ✓ S&T, the Federal Emergency Management Agency and the Office of Academic Engagement will develop and facilitate the second National Seminar and Tabletop Exercise for IHEs in October 2015. Participants will take part in workshop sessions and a tabletop exercise involving participant role play in the campus response to a cyber attack.

Subcommittee Taskings and Recommendations		DHS Aligned Accomplishments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Subcommittee on Cybersecurity (cont.)</p>	<p>Tasking. How DHS can partner with academia to build a pipeline of diverse students in Science, Technology, Engineering, and Mathematics (STEM)</p>	<p>Recommendation 5. DHS should target outreach efforts at underserved communities to improve their pathways to cyber-related educational and career opportunities.</p>
	<p>Recommendation 6. The summer 2013 Secretary's Honors Program Cyber Student Volunteer Initiative, in which community college students served in U.S. Immigration and Customs Enforcement cyber forensics labs, should be expanded and cited as a best practice.</p>	<ul style="list-style-type: none"> ✓ The NCCIC Student Events primarily target students served by organizations representing Minority Serving Institutions (MSIs) and/or attending community colleges. To date, DHS has facilitated the NCCIC Student Events with seven organizations representing MSIs and/or community colleges. ✓ DHS's National Initiative for Cybersecurity Careers and Studies (NICCS) portal includes resources specifically for women and minorities interested in pursuing cyber education and careers. In FY14, more than 40 Historically Black Universities and Colleges were included on the Workforce Framework communications updates.
	<p>Recommendation 7. DHS should compile a list of cyber competitions, including any measures of program success (i.e. amount of private sector dollars contributed, number of participants, and number of job offers extended to participants), to assess the return on investment and target proven programs to invest in and support.</p>	<ul style="list-style-type: none"> ✓ In 2015, DHS expanded the SHP Cyber Student Volunteer Initiative, providing opportunities for 75 unpaid student volunteers assignments at local DHS field offices in 51 locations across the country. As part of DHS's outreach efforts, information about the program was distributed to approximately 500 IHEs with cyber and computer science programs, including community colleges. To date, over 90 student volunteers have completed assignments as part of the program. ✓ The NICCS portal includes a repository of nation-wide cyber competitions, camps and clubs. The National Protection and Programs Directorate (NPPD) plans to complete a return on investment of cyber competitions no later than June 2015. ✓ The Science and Technology Directorate (S&T) created an interactive web portal, www.cybercompex.org, where students, employers and competition organizers can efficiently interact with each other to find competitions and/or employment opportunities.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on Cybersecurity (cont.)

Tasking. How DHS can partner with academia to build a pipeline of diverse students in Science, Technology, Engineering, and Mathematics (STEM)

Recommendation 8. DHS should promote and support cyber-related educational and career opportunities to engage students at the start of their formal education, beginning at the primary level and continuing through the middle school, secondary and postsecondary levels, in cybersecurity and other STEM disciplines. These efforts should include support of community college-based programs that provide hands-on, technical cybersecurity training and education.

- ✓ In coordination with the National Security Agency, DHS provides strategic direction to the National Centers of Academic Excellence (CAE) program, reducing vulnerability in national information infrastructure by promoting higher education and research in Information Assurance (IA) and producing a growing pipeline of professionals with IA expertise in various disciplines. There are currently over 185 academic institutions with CAE designation in 43 States, the District of Columbia, and Puerto Rico.
- ✓ NPPD continues to sponsor the Scholarship for Service (SFS) program, providing scholarships through the National Science Foundation to 54 universities across the country. Selected students receive SFS scholarships for up to two years to study cybersecurity, after which they owe the government a period of service equivalent to the length of their scholarship. In FY15, 673 participants including students, faculty, and recruiters participated in the SFS Job Fair.
- ✓ NPPD sponsors the CyberPatriot competition, which impacts numerous middle and high school students each year and steers them toward cybersecurity careers and studies. Since 2009, the program has experienced per annum growth of more than 20 percent. In 2014, registration for CyberPatriot VI exceeded 1,500 teams, marking unprecedented growth for the program.
- ✓ DHS developed the NICCS portal, an online resource for government, industry, academia, and the general public to learn about cybersecurity awareness, education, careers, and workforce development opportunities. In FY15, NPPD will release an enhanced portal called "CyberU" to provide a more user-friendly and tailored educational and workforce development-related platform. "CyberU" will continue carrying relevant NICCS portal content and will host both the Cybersecurity Training Catalog and access to the current Federal Virtual Training Environment (FedVTE) training portal.
- ✓ In FY13, DHS issued the competitive Cybersecurity Education and Training Assistance Program grant in the amount of \$5 million to fund the Integrated Cybersecurity Education Communities (ICEC) project. In support of the National Initiative for Cybersecurity Education (NICE) framework, the ICEC project holds cyber education summer camps in geographic areas around the country, with the primary goal of educating middle school and high school teachers. In addition, participating teachers integrate the developed cyber content into their existing course curricula across multiple academic disciplines. As a result, four communities held cyber education camps in the summer of 2014, with more than 35 high schools participating. As a general estimation, each teacher will impact approximately 120 students over the course of an academic year. Therefore, the anticipated impact was nearly 9,000 students during the summer of 2014.

Subcommittee Taskings and Recommendations

DHS Aligned Accomplishments

Subcommittee on Cybersecurity (cont.)

Tasking. How DHS can partner with academia to build a pipeline of diverse students in Science, Technology, Engineering, and Mathematics (STEM)

Recommendation 8. DHS should promote and support cyber-related educational and career opportunities to engage students at the start of their formal education, beginning at the primary level and continuing through the middle school, secondary and postsecondary levels, in cybersecurity and other STEM disciplines. These efforts should include support of community college-based programs that provide hands-on, technical cybersecurity training and education.

- ✓ In FY14, NPPD participated in and/or sponsored eight cybersecurity camps and competitions.
- ✓ In FY14, S&T sponsored the National Collegiate Cyber Defense Competition (NCCDC) where, including qualifying rounds, over 2000 students representing over 180 colleges and universities competed in a real-world, scenario based, defense competition. S&T promoted NCCDC by organizing a three day event in Washington D.C. for the winning NCCDC team, which included tours of and meetings with U.S. Secret Service representatives, the National Intellectual Property Rights Coordination Center (IPR Center), NCCIC and D.C. government representatives. Additionally, S&T organized a White House tour and reception with Vice President Biden for the winning team. **The FY15 NCCDC will take place from April 24 – April 26 in San Antonio, Texas.**
- ✓ S&T supports the US Cyber Challenge, where approximately 2000 students compete online for a scholarship and a chance to attend one of four week long cybersecurity training camps throughout the nation.
- ✓ DHS is actively exploring involvement in LifeJourney™, in which DHS representatives provide virtual mentorships to students interested in STEM careers. The program provides an online experience for schools that empowers students to test-drive future STEM careers and learn directly from top industry professionals.