



# Office of Academic Engagement

## Homeland Security Academic Advisory Council (HSAAC)

### HSAAC Overview

The HSAAC is a Federal advisory committee comprised of university presidents and academic leaders that provides advice and recommendations to the Secretary and senior leadership at the Department of Homeland Security (DHS) on matters related to homeland security and the academic community.



Member	Affiliation
Dr. R. Bowen Loftin ( <i>Chair</i> )	Chancellor, University of Missouri
Dr. Joseph E. Aoun	President, Northeastern University
Dr. Lezli Baskerville	President & CEO, National Association for Equal Opportunity in Higher Education
Ms. Carrie L. Billy	President & CEO, American Indian Higher Education Consortium
Ms. Molly Corbett Broad	President, American Council on Education
Dr. Walter G. Bumphus	President & CEO, American Association of Community Colleges
Dr. David M. Dooley	President, University of Rhode Island
Dr. Royce C. Engstrom	President, University of Montana
Dr. Antonio R. Flores	President & CEO, Hispanic Association of Colleges and Universities
Dr. Peter Fos	President, The University of New Orleans
Dr. Rufus Glasper	Chancellor, Maricopa Community Colleges
Dr. Patrick Harker	President, University of Delaware
Ms. Marlene M. Johnson	Executive Director & CEO, NAFSA: Association of International Educators
Dr. Eric W. Kaler	President, University of Minnesota
Dr. Wallace Loh	President, University of Maryland
Dr. Gail O. Mellow	President, LaGuardia Community College
Hon. Ruby G. Moy	President & CEO, Asian Pacific Islander American Association of Colleges and Universities
Dr. Mohammad Qayoumi	President, San Jose State University
Dr. John Sexton	President, New York University
Rear Admiral Sandra Stosz	Superintendent, U.S. Coast Guard Academy
Mr. David Adams (Ex-Officio)	Senior Policy Advisor for Law Enforcement, U.S. Department of Justice
Mr. David Esquith (Ex-Officio)	Director, Office of Safe and Healthy Schools, U.S. Department of Education
Mr. Edward Ramotowski (Ex-Officio)	Deputy Assistant Secretary for Visa Services, U.S. Department of State

### Subcommittees

- 1 Student and Recent Graduate Recruitment**  
Focuses on the unique career opportunities that DHS offers in a variety of fields to build the next generation of homeland security leaders.
- 2 International Students**  
Advances opportunities for international students to study in America while maintaining the integrity of the immigration process.
- 3 Academic Research and Faculty Exchange**  
Taps into the expertise of the nation's colleges and universities to address pressing homeland security needs.
- 4 Campus Resilience**  
Strengthens the ability of colleges and universities to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.
- 5 Homeland Security Academic Programs**  
Supports academic programs that help DHS create an educated and informed workforce now and in the future.
- 6 Cybersecurity**  
Enhances DHS' cybersecurity recruitment and workforce education efforts to develop a world-class cyber team.

# HSAAC Subcommittee Key Areas



The subcommittees provide guidance on the topics covered in each of the below key areas.

Subcommittee	Key Areas
<b>Student and Recent Graduate Recruitment</b>	<ol style="list-style-type: none"> <li>1. How to attract student interns, student veterans, and recent graduates to jobs at DHS.</li> <li>2. How to use social media and other means of communication to most effectively reach this audience.</li> <li>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.</li> </ol>
<b>International Students</b>	<ol style="list-style-type: none"> <li>1. How DHS can improve its international student processes and outreach efforts.</li> <li>2. How DHS can better communicate its regulatory interpretations, policies and procedures to the academic community.</li> <li>3. How DHS can accommodate and support emerging trends in international education.</li> </ol>
<b>Academic Research and Faculty Exchange</b>	<ol style="list-style-type: none"> <li>1. How academic research can address DHS' biggest challenges.</li> <li>2. How DHS operational Components can form lasting relationships with universities to incorporate scientific findings and R&amp;D into DHS' operations and thought processes.</li> <li>3. How universities can effectively communicate to DHS emerging scientific findings and technologies that will make DHS operations more effective and efficient.</li> <li>4. How we can jointly create a robust staff/faculty exchange program between academe and DHS.</li> <li>5. How DHS assesses the risk and value of its major programs.</li> </ol>
<b>Campus Resilience</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. How DHS' grant programs may be adjusted to support resilience-related planning and improvements.</li> <li>3. How campuses can better integrate with community planning and response entities.</li> <li>4. How to implement the whole community approach and preparedness culture within student and neighboring communities.</li> <li>5. How to strengthen ties between DHS' Federal Law Enforcement Training Center and campus law enforcement professionals.</li> </ol>
<b>Homeland Security Academic Programs</b>	<ol style="list-style-type: none"> <li>1. How to define the core elements of a homeland security degree at the associate's, bachelor's and master's levels.</li> <li>2. How to apply the TSA Associates Program model to other segments of the DHS workforce who wish to pursue a community college pathway.</li> <li>3. How to form relationships with 4-year schools so that DHS employees' credits transfer towards a higher level degree.</li> <li>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.</li> <li>5. How to expand DHS cooperation with the Department of Defense academies and schools to provide DHS' current employees with educational opportunities.</li> <li>6. How colleges and universities might offer academic credit for DHS training.</li> <li>7. How to better promote degree and certificate programs to DHS employees who are seeking professional development.</li> </ol>
<b>Cybersecurity</b>	<ol style="list-style-type: none"> <li>1. How to attract students, student veterans and recent graduates to cybersecurity jobs at DHS.</li> <li>2. How DHS can better promote the DHS/ National Security Agency National Centers of Academic Excellence cybersecurity programs to the higher education community.</li> <li>3. How to define the core elements of cybersecurity degree and certificate programs to prepare graduates for mission-critical cyber jobs at DHS.</li> <li>4. How DHS can facilitate and strengthen strategic partnerships with industry, national labs, colleges, universities and others to build the cybersecurity workforce.</li> <li>5. How DHS can partner with academia to build a pipeline of diverse students in Science, Technology, Engineering and Math (STEM).</li> <li>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.</li> <li>7. How DHS can better coordinate with individual campus information technology departments on the risks towards and attacks on computer systems and networks.</li> </ol>