



# 2023 FEMA Higher Education State of the Community: Annual Survey and Report

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June 2023



FEMA



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## Executive Summary

This report provides the most up-to-date information regarding Emergency Management academic programs domestically and internationally. The report includes descriptive data regarding the faculty, curriculum, students, and resources within academic programs focused on Emergency Management education. The following provides a summary for each of the four basic assessment questions for all domestic programs: (1) program curriculum, (2) student enrollment, (3) program support, and (4) use of FEMA Higher Education resources and services.

### EM Programs

This report is based on the survey responses from 109 institutions (38% response rate) representing 126 programs. Most programs offer curricula focused on students gaining employment in the public sector. The top five programs in which emergency curricula are administered make up 57% of the programs: 1) Emergency Management (19.5%), 2) Public Safety or Security Studies (13.4%), 3) Emergency Management and Homeland Security (12.2%), 4) Public Administration, Public Policy, or Political Science (8.5%), and 5) Criminal Justice (8.5%). More than 58% of the programs are older than 10 years (n=82). Bachelor's degrees are the most popular offerings.

### EM Students

The data in this report indicates that nearly 88,000 students have graduated with an Emergency Management degree. More than 70% of the programs expect an increase in enrollment over the next 3 years. Approximately 49% of programs experienced a steady rate of graduates over the past 3 years. Of those tracked, most of the graduating students secure public sector EM positions. Nearly 50% of programs observed increased diversity among the student body. There was a marked increase in military students over the past 3 years.

### Program Support

Most domestic programs relied on part-time faculty, and most programs did not attempt to hire. Of those programs that did hire, most were for full-time positions (52%). Women comprise 22% of the faculty, while less than 15% is comprised of any racial or ethnic minority population. The top two metrics of success were increased enrollment and number of graduates. Most programs have access to library resources, local EM, state EM support, administrative support, or national support, though they also find it difficult to secure funding, institutional or external.

### FEMA Resources

The most popular online resources are the Principles of Emergency Management document, the College List, and the Next Generation Core Competencies. Only 4% of the respondents indicated that they do not use any resources. Nearly 65% of respondents have attended the Annual Symposium. Ideas for different offerings include curriculum development, collaboration, student career development, research support, website updates, and program standards.

## Acknowledgements

This report would not be possible without the efforts of the FEMA Emergency Management Higher Education Program. Specifically, the FEMA EM Higher Ed Program was instrumental in reaching active Emergency Management programs. Additionally, this report would not occur if each program representative did not complete the survey. Thank you all for taking the time.

### Citation

Bennett Gayle, DeeDee. (June 2023). 2023 FEMA Higher Education State of the Community: Annual Survey and Report. Report for FEMA Higher Education Program. Emmitsburg, MD.

## Introduction

This report provides the most up-to-date information regarding Emergency Management academic programs domestically and internationally. The report includes information regarding the faculty, curriculum, students, and resources within academic programs focused on Emergency Management education. The report data is based on a survey sent to all Emergency Management academic programs, as included in the Federal Emergency Management Agency's (FEMA) higher education database. The data is presented in aggregated form; however, the list of participating institutions is included in the appendix. This report is requested annually from the FEMA Higher Education Program (FEMA Higher Ed) and was initiated in 2004.

## History of the Annual Survey

The FEMA Higher Education Program requests a state of the community status of Emergency Management-related (EM) educational programs at Institutes of Higher Learning (IHE). This year, 2023, the effort was conducted by Dr. DeeDee Bennett Gayle at the University at Albany, State University of New York. Dr. Bennett Gayle has administered this survey since 2017. The survey was started in 2004 by former FEMA Higher Ed Director, Dr. Wayne Blanchard, and initially led by Dr. Henry Fischer (Cwiak, 2006). The survey has been conducted nearly every year except for 2005, 2006, and 2013. The purpose of these surveys is to assess the usefulness of the products and services provided by the FEMA Higher Education Program and has evolved to collect data regarding the programs' students, faculty, and curriculum. The data collected from this survey is the only collated information regarding EM higher education programs. Institutions included in the survey are identified from the FEMA Higher Ed database, which is updated annually. Representatives from the programs, as listed in the database, are contacted to report on their program(s).

## Overview

This year, the FEMA Higher Education database contained 288 institutions with Emergency Management-related programs: 277 were domestic institutions, and 11 were international institutions. Using these 288 IHEs as the sample size, a survey was sent to the point of contact at each IHE. The survey's primary focus is to answer four basic assessment questions: (1) What is the focus of the EM program? (2) Who are the students that benefit from this program? (3) What type of support is accessible to the program? (4) Which FEMA Higher Education services do the EM programs use? This report is based on the survey responses from 109 institutions (39% response rate). See Table 1. The responding institutions are listed in the appendix; please note that three programs did not answer the institution question.

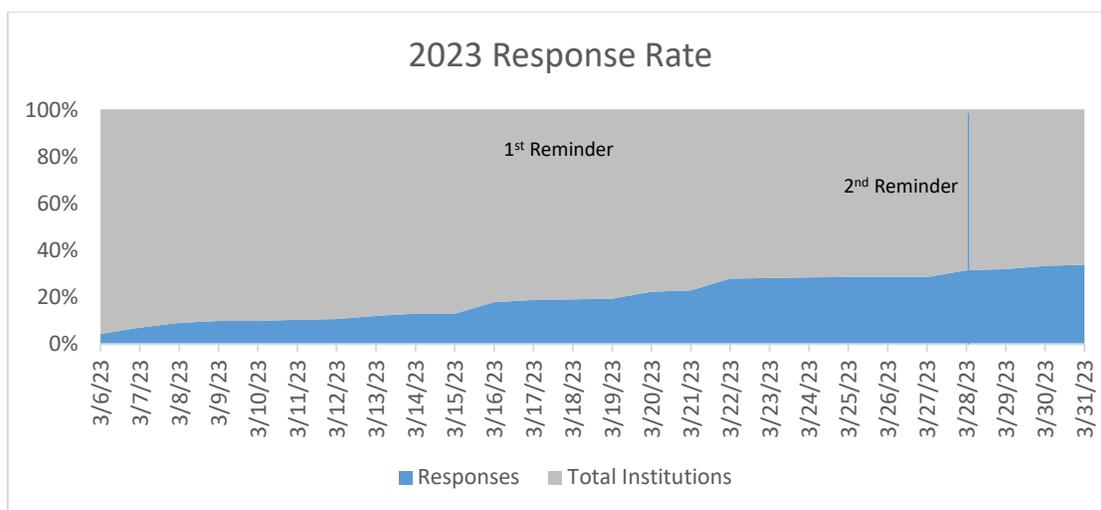
**Table 1: Institutional response rate to the 2023 survey**

	FEMA Database	Responding Institutions	Programs Responding	Response Rate
Domestic	277	105	121	38%
International	11	4	5	36%
Total	288	109	126	38%

## Methodology

The survey was administered online via Qualtrics. Invitations to participate were sent via email. The study used a single-stage sampling technique. The researcher used the FEMA Higher Ed database to invite all known points of contact for EM higher education academic programs (Cresswell, 2008; Dillman, Smyth, and Christian, 2014). All representatives listed as the point of contact for the Emergency Management programs were invited to participate in the online survey via email. The instrument used was modified from the previous survey administered in 2021 led by DeeDee Bennett Gayle (Bennett Gayle 2021). The applied instrument was modified to include specific questions about faculty diversity and updated to include Likert scale questions.

An email invitation was sent on March 6, 2023, to 591 distinct email addresses from the FEMA Higher Ed database, representing 288 different institutions; 26 of those emails bounced. A second email was sent on March 16<sup>th</sup> to the unfinished respondents, and then a final email on March 28<sup>th</sup>. Of the 595 emails sent, 151 surveys were started/opened, and 135 responses were completed, for a total completion rate of 89%. This is up 4% since last year.



**Figure 1: Response rate throughout the open survey period.**

More than half of the respondents (52%) completed the survey within 20 minutes. The survey instrument was administered at the University of Albany Qualtrics Research Platform. Answers to open-ended short-answer questions were rudimentarily coded by semantic content analysis, grouping the frequency of similar responses (such as services, curriculum) and any final qualifiers (positive or negative) to give an overview of respondent sentiment (Krippendorff, 2004).

The following sections provide the descriptive analysis for each of the four basic assessment questions for all the domestic programs: (1) program curriculum, (2) student, (3) program support, and (4) use of FEMA Higher Education resources and services. In the final sections, information is segmented by undergraduate, graduate, and international programs. Brief comparisons to previous survey findings are made throughout the report.

## Program Curriculum

Most programs (19.5%; n=82) were housed in Emergency Management departments. The top five programs in which emergency curricula are administered make up 62.2% of the programs: 1) Emergency Management (19.5%), 2) Public Safety or Security Studies (13.4%), 3) Emergency Management and Homeland Security (12.2%), 4) Public Administration, Public Policy, or Political Science (8.5%), and 5) Criminal Justice (8.5%). Figure 2 shows a chart of where the EM programs were housed. Some programs were included in departments, others as a standalone program, and others at the college level.

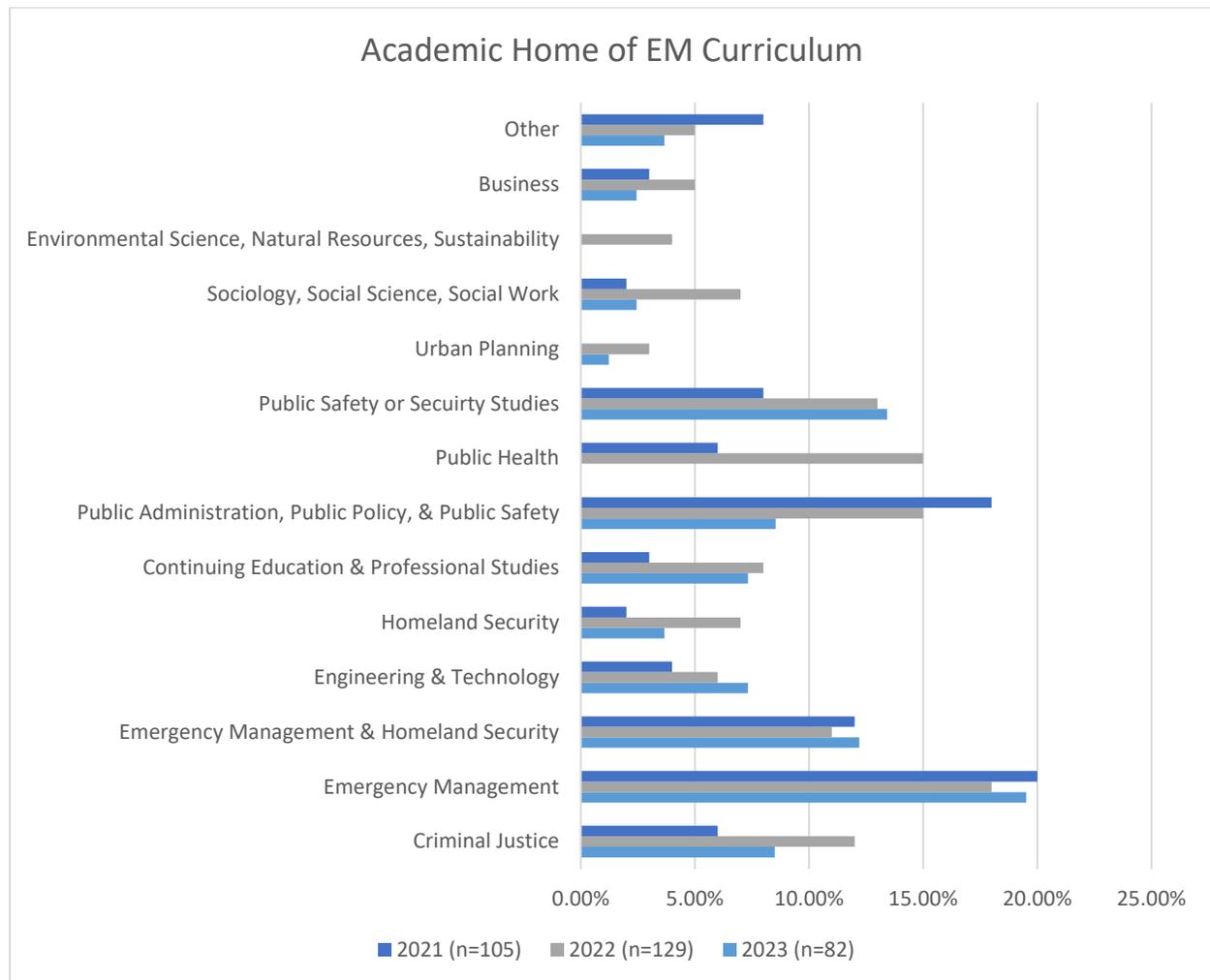


Figure 2: Chart depicting the departments in which EM curriculum is delivered.

As shown, there were more departments in Public Safety than in previous years. The slight change in categories also reduced the number of programs in the ‘other’ theme. In all, the programs were categorized by topic into 14 themes. One theme was named ‘other.’ The section for ‘other’ includes the five programs housed in locations other than the identified 13 themes, such as Law, Forestry, Construction, and International Studies.

On average, programs offering an EM curriculum have 10 or more years of experience. More than 58% of the programs are older than ten years (n=82).

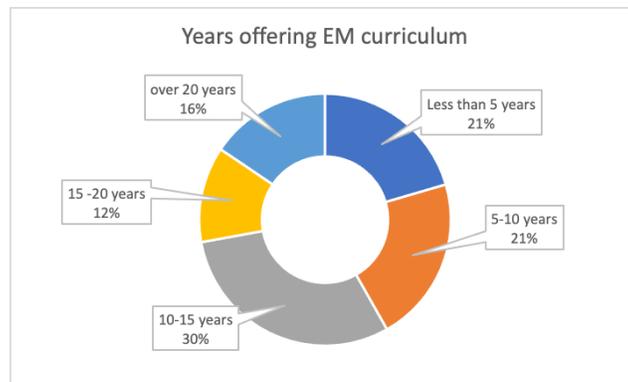


Figure 3: Percentage of programs that offer EM curriculum segmented by years in existence.

In 2021, there were more younger programs (nearly 50%) than in 2022 and 2023. Only about 40% of this year’s survey programs have existed for fewer than 10 years. From Figure 4, the increase in programs offering EM curriculum over 10 years indicates a certain longevity for programs. Most programs have been offering EM curricula for 10–15 years.

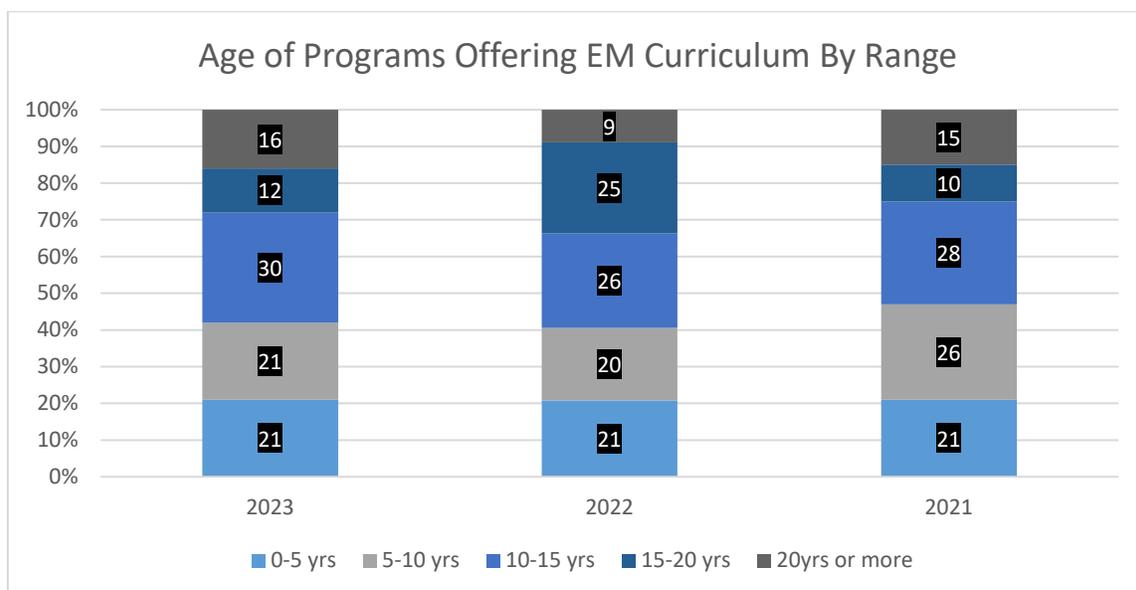


Figure 4: Chart depicting the age of the programs offering Emergency Management curriculum by year ranges for 2021 - 2023.

In 2022, there were fewer younger programs (more than 30%) than in 2023. About 40% of this year’s survey programs have existed for fewer than 10 years. Simultaneously, nearly 60% of the programs have more than 10 years of experience.

## Degree Offerings

A variety of degrees are offered in Emergency Management. See Figure 5. A bachelor’s degree is the most popular degree, with nearly 20%. Master’s degrees and graduate certificates are the second and third most popular offerings, approximately 17% and 16%, respectively. The least popular offering was doctoral degrees, available at just over 1% of the programs. There were 206 different offerings of degrees. Approximately .97% of the offerings were listed as ‘other.’ The degrees listed as ‘other’ included basic firefighting and firefighting academy.

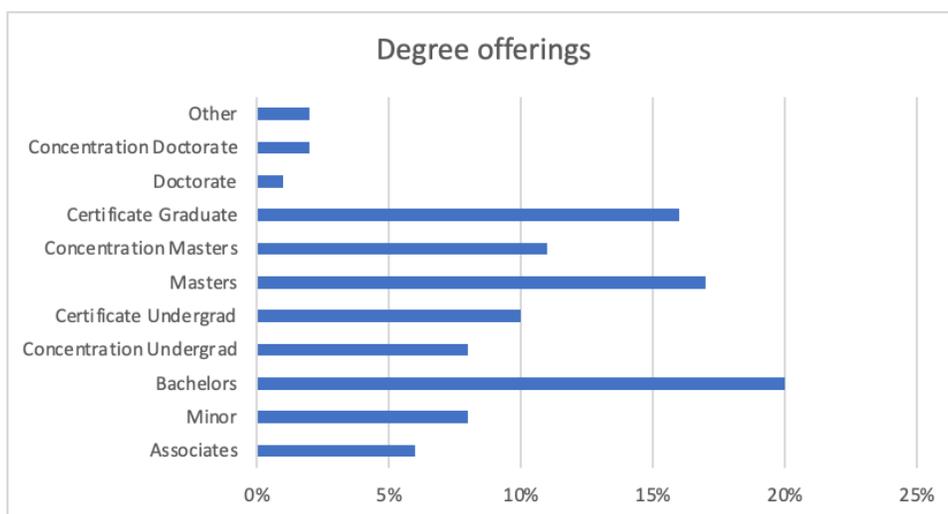


Figure 5: Degree offerings from domestic EM programs.

In the previous year, there were more degree offerings (n=259), and most (18%) were graduate certificates. The second most popular offering in 2022 was master’s (16%).

## Sector Focus

Of the 82 responding programs, 51% primarily prepare students for the public sector. See Figure 6. Approximately 22% of the programs indicated that they focus on the private sector. More than 16% of the programs prepare students for the non-profit sector (such as Voluntary Organizations Active in Disaster). Finally, 11% of the programs prepare their programs for the humanitarian sector (or global Emergency Management).

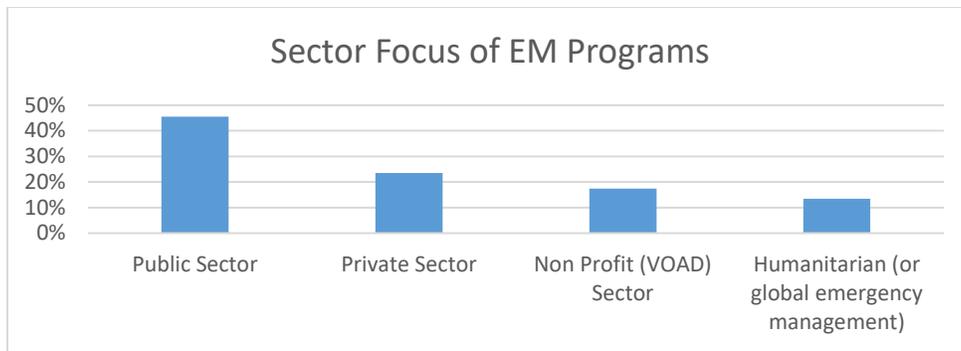


Figure 6: Sector focus of the EM programs.

## Curriculum

Most of the programs do not plan to develop a new curriculum in the next year (71%). Of the programs developing new curricula, the new courses and programs in development include certificates, elective courses related to cybersecurity, information security, fire science, threat assessments, EMT, red teaming, and a few doctorate degrees. Regarding the modality used, approximately 94% of the programs have at least some of their curricula online. Slightly more programs offer their coursework online; in 2022, 92% of respondents offered coursework through some form of distance education.

## Students

According to the respondents, 8,947 students were enrolled as of Spring 2023 in programs offering EM degrees (not just certificates or minors). Of the respondents, 4,735 students graduated by Spring 2023. See Table 2. Based on a 38% institutional response rate to the survey, an estimated 12,461 students have graduated from Emergency Management degree-granting programs this year.

Table 2: Estimated number of graduates from EM academic programs.

	2021		2022		2023	
	Raw Numbers	*Estimate	Raw Numbers	*Estimate	Raw Numbers	*Estimate
Number of EM graduates	2658	5538	2958	7784	4735	12461
Number of graduates since the inception of FEMA Higher Ed	---	67500	---	75284	---	87719

The previous report in 2022 estimated nearly 75,000 students graduated from Emergency Management programs since the FEMA Higher Education Program’s survey began (Bennett, 2022). With the addition of extrapolated estimates from this year, there have been nearly 88,000 graduates from EM programs.

## Enrollment

More than 60% of the respondents expect an increase in graduates over the next 3 years. See Figure 7. Similarly, more than 70% of respondents expect an increase in their enrollment of students over the next 3 years. Though many respondents saw an increase in enrollment over the past 3 years (49%), approximately 20% experienced no change, while 30% experienced a decrease in enrollment.

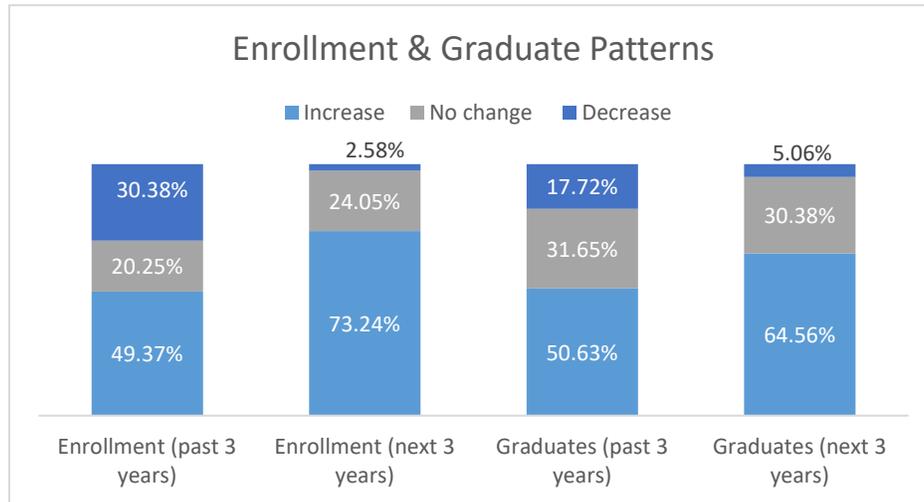


Figure 7: Enrollment and graduation patterns +/- 3 years for domestic programs.

## Graduates

Most of the programs that track graduate employment (n=36) saw graduates enter public sector positions. See Figure 8. As shown, respondents from 2022 (n=30) and 2021 (n=51) reported that a similar percentage of students moved into public sector EM-related positions and non-profit sectors. There was variability in the percentage of graduates entering the private and non-profit sectors.

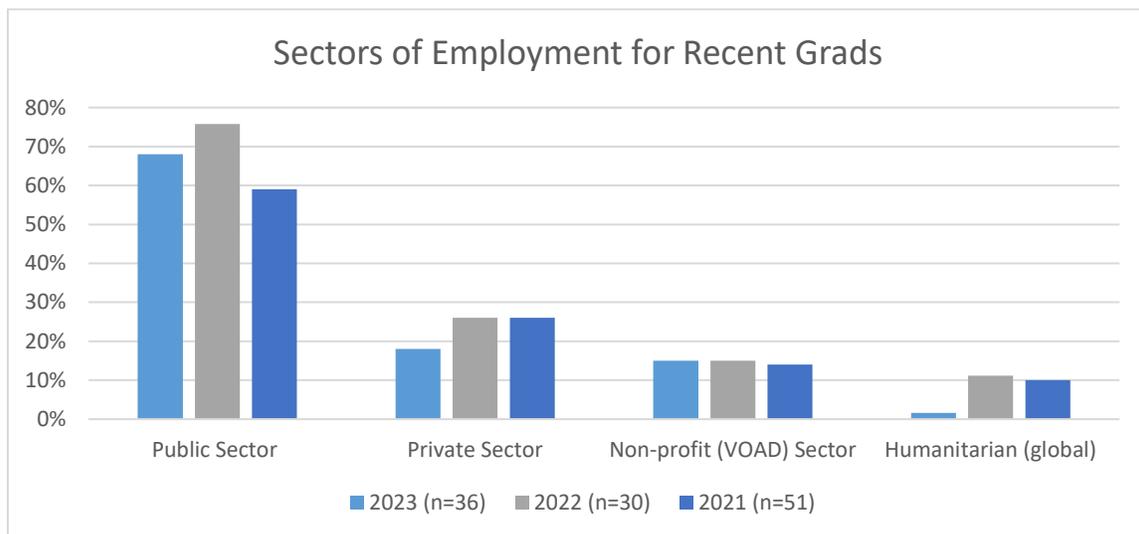
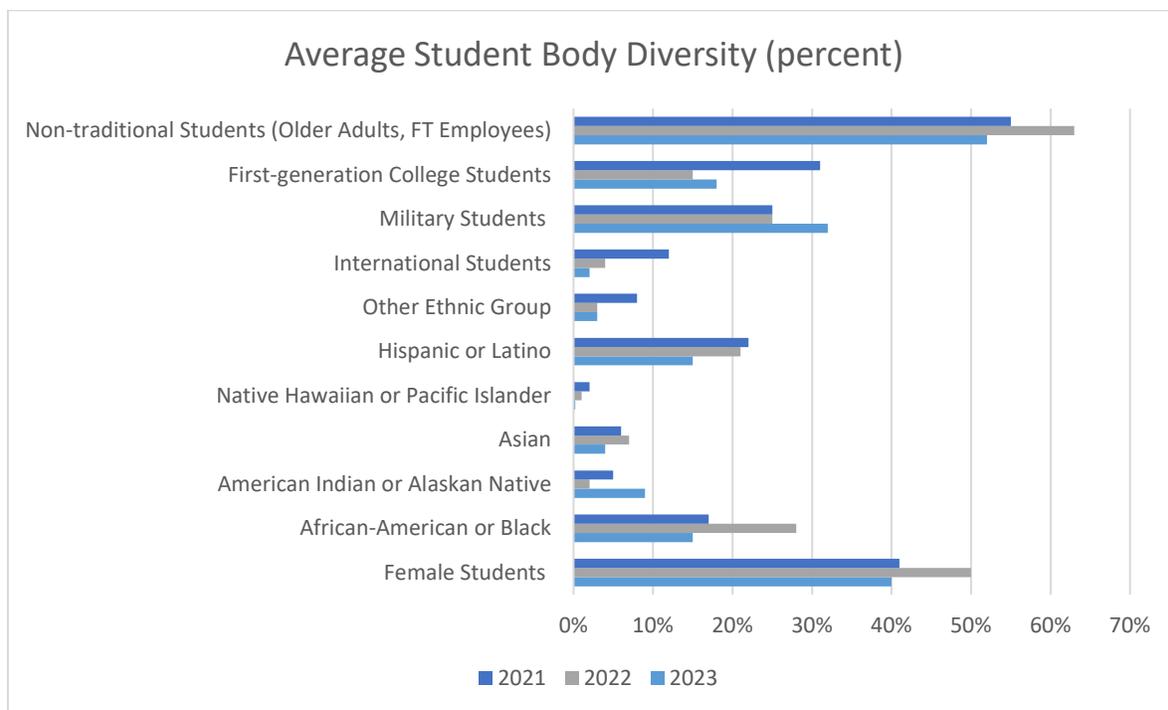


Figure 8: Percent of employment of recent grads by sector.

## Diversity

The average diversity patterns are based on a total of 8,947 students currently enrolled in programs offering EM curriculum (degree-granting, certificate, or minor programs). The student body demographics of Emergency Management programs are primarily non-traditional college students (more than 60%), men (60%), and predominately White (nearly 70%). The averages shown in Figure 9 were calculated based on the raw numbers for total students and each demographic, as provided by the responding programs. Of note, African American and Hispanic students each made up less than 30% of the student body combined, 15.1% and 14.7% respectively. International, Asian American, Native American, and Native Hawaiian or Pacific Islander students each comprised less than 10% of the student body: 2.2%, 4.1%, 9.4%, and .21%, respectively. Military students (veteran or active duty) comprised nearly a third of the student body (32%), and first-generation college students were 18%.



**Figure 9: Student body diversity in EM programs by percentage.**

Figure 9 also shows the changes over time for the last 3 years. There has been a decrease in the number of women, international students, Hispanic/Latino students, Asian students, and Black/African American students in the EM programs. The number of military and American Indian/Alaskan Native students increased over the last 3 years.

Nearly 48% of the programs observed an increase in the diversity of their student body. More than 37% of the responding programs indicated that the diversity of their student body has remained steady. See Figure 10. Ten percent are unable to monitor the diversity of their student body, and only five programs observed a decrease in the diversity of their student body population.

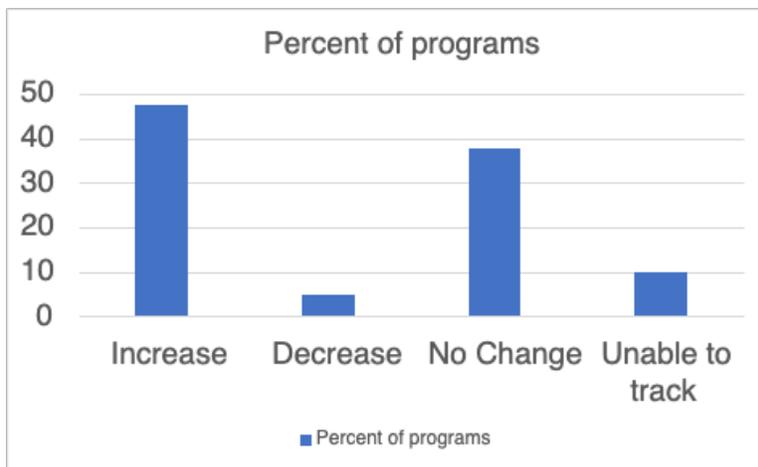


Figure 10: Observed student body diversity as indicated by the programs.

## Program Support

On average, degree-granting programs had 11 part-time faculty, 7 associated faculty, 3 full-time lecturers, 3 tenured full or associate professors, and 2 tenure-track assistant professors. As shown in Table 3, most programs use part-time faculty (n=71). Conversely, only 19 programs have affiliated or associated faculty, that is, faculty from outside the department (usually within the same IHE) who teach curriculum for the program.

Table 3: Faculty support in domestic programs.

	Min	Max	Mean	Std. Dev.	n
Full-time tenure-track (Assist. Prof. or equiv.)	0	13	2.16	2.4	56
Full-time tenured (Assoc., Full prof., or equiv.)	0	15	2.96	3.14	48
Full-time faculty (Lecturer, Instructor, or equiv.)	0	15	2.67	2.97	49
Part-time faculty (Adjunct or equiv.)	0	100	10.82	14.42	71
Affiliated or Associated faculty	0	65	7.42	14.78	19

Forty-two percent of programs hired new faculty or staff this year; 58% did not. Nine percent attempted to hire but had unsuccessful searches. Of those that did hire, 52% hired full-time employees, and 48% hired part-time employees.

## Diversity of the Faculty

Often, the diversity of the student body is surveyed alone, without consideration for the diversity of the faculty. Several studies have discussed how critical it is to reflect on the diversity of the faculty, as well (Stout et al., 2018; Whittaker & Montgomery, 2014; Weinberg, 2008). The interests of racial and ethnic minorities and women are often improved with an increase in diverse faculty (Stout et al., 2018; Kwekwe, 2021). In some fields, such as EM, the diversity of faculty is a near-dire situation (Whittaker & Montgomery, 2014). Figure 11 displays the diversity of the faculty in degree-granting programs only (n=837), with 53 programs responding. More than 61% are White (non-Hispanic) individuals. Approximately 22% of the faculty identify as women. Less than 15% of the faculty identify as African American, Asian, Hispanic/Latino, or another ethnic group. The faculty diversity reported by the programs assumes that individuals with multiple ethnicities are counted in the other ethnic groups. Note that not all programs answered questions regarding each diverse population. Unanswered fields were counted at zero.

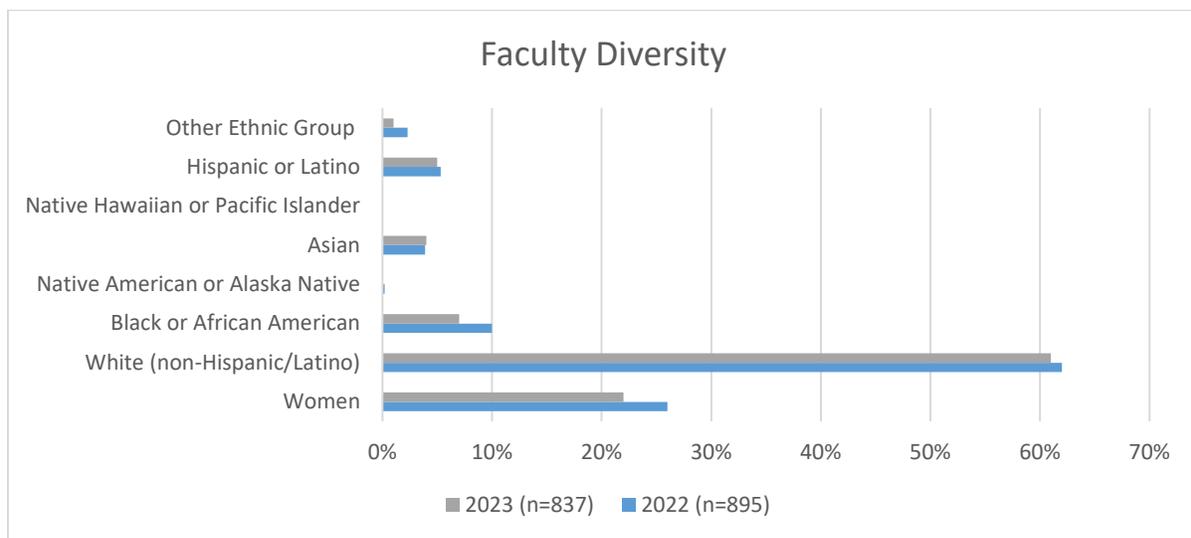


Figure 11: Faculty diversity reported in 2023.

## Program Support

Most programs have access to library resources, local EM, state EM support, administrative support, or national support, 93%, 90%, 83%, 80%, and 70%, respectively. The two most inaccessible forms of support indicated by the EM programs were external support and institutional funding, as shown in Table 4.

**Table 4: Accessibility of various types of support for EM programs.**

	<i>Extremely Inaccessible</i>		<i>Moderately Inaccessible</i>		<i>Slightly Inaccessible</i>		<i>Slightly Accessible</i>		<i>Moderately Accessible</i>		<i>Extremely Accessible</i>		<i>Total</i>
External funding opportunities	21.43%	15	24.29%	17	12.86%	9	14.29%	10	18.57%	13	8.57%	6	70
Institutional funding	10.14%	7	17.39%	12	14.49%	10	30.43%	21	14.49%	10	13.04%	9	69
Library resources	2.68%	2	1.43%	1	2.86%	2	14.29%	10	22.86%	16	55.71%	39	70
Administrative support	7.04%	5	9.86%	3	2.82%	2	25.35%	18	23.94%	17	30.99%	22	71
Local EM community	1.43%	1	5.71%	4	2.86%	2	20.00%	14	31.43%	22	38.57%	27	70
State EM community	2.90%	2	4.35%	3	10.14%	7	26.09%	18	27.54%	19	28.99%	20	69
National EM community	4.35%	3	5.80%	4	20.29%	14	26.09%	18	26.09%	18	17.39%	12	69
FEMA-specific	2.94%	2	10.29%	7	16.18%	11	27.94%	19	23.53%	16	19.12%	13	68
FEMA Higher Ed	1.49%	1	4.48%	3	16.42%	11	20.90%	14	26.87%	18	29.85%	20	67
DHS-specific	4.55%	3	13.64%	9	22.73%	6	24.24%	16	25.76%	17	9.09%	6	66

Seventy-eight percent of respondents indicated that FEMA Higher Education Program was accessible, and 22% found the program was inaccessible.

## Metrics of Success

Several metrics of success were indicated by responding programs. The top five metrics used by programs at least most of the time were increased enrollment (89%), number of graduates (80%), performance on program reviews (57%), increase in student majors (59%), and number of students employed when graduating (52%). The least used success metrics include student opportunities, accreditation, student placement in graduate programs, and percentage of external funding. Figure 12 shows the average most often used success metrics in chart form.

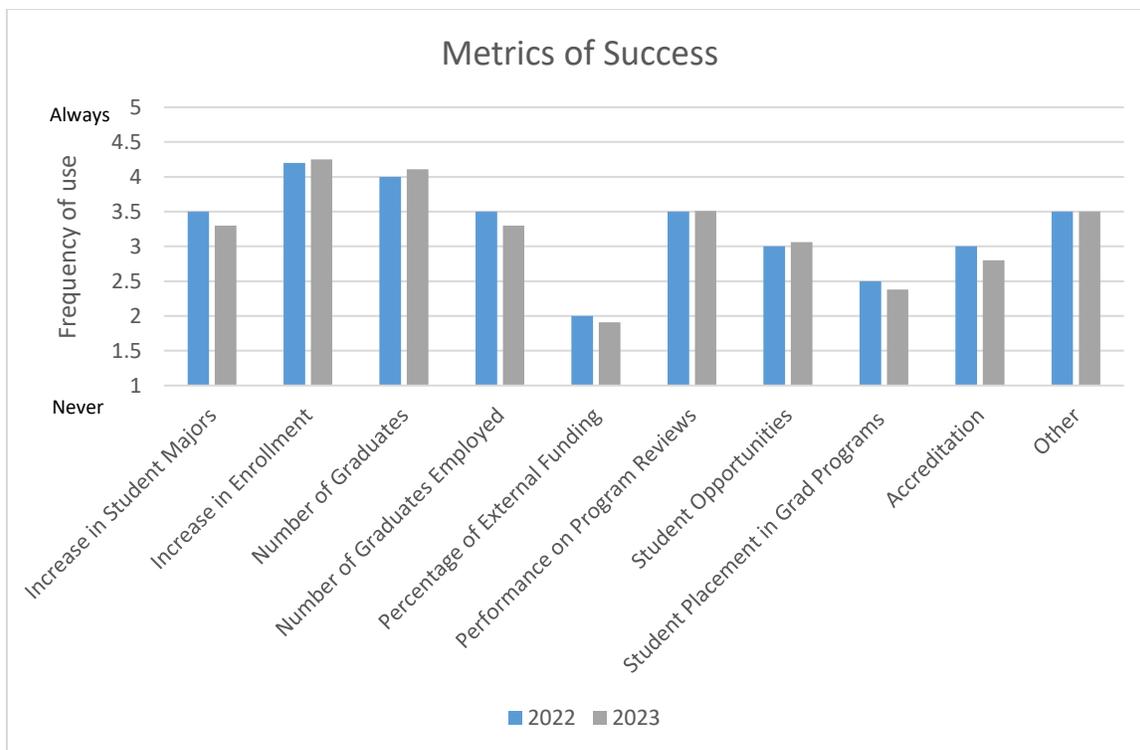


Figure 12: Metrics of success identified by the EM programs in 2022 and 2023.

### Anticipated Changes

Respondents were asked about their expectations regarding potential program changes within the year (n=98). In the question, the respondents could select more than one answer. By far, most respondents anticipated an increase in student enrollment and thought it was unlikely that they would develop new doctoral curricula, 57% and 78%, respectively. Approximately 36 programs do not anticipate any changes over the next 3 years. More than half of the respondents indicated that it was unlikely that their program would add more faculty positions (59%), increase administrative support (73%), develop undergrad curricula (57%), create masters’ curricula (61%), or connect with an accrediting body (66%). Most programs were unsure about the possibility of having their program restructured, having a reduction in funds, or receiving an increase in financial support, 53%, 66%, and 56%, respectively.

### Uses of FEMA Higher Education Resources and Services

Respondents were asked about their programs’ or professors’ use of FEMA Higher Ed resources. The resources were segmented by online resources and FEMA Higher Ed offerings, which may occur in person or virtually. Finally, any ideas the respondents offered for new FEMA Higher Education resources or programming were tallied and categorized from open-ended responses.

## Online Resources

As shown in Figure 13, the most popular online resource from all programs offering EM curricula (regardless of degree offering) was the Principles of Emergency Management document (24%). The College List was the second most used resource (21%), followed by the Next Generation Core Competencies (19%). Sixteen programs, 4% of the respondents, indicated that they do not use any resources.

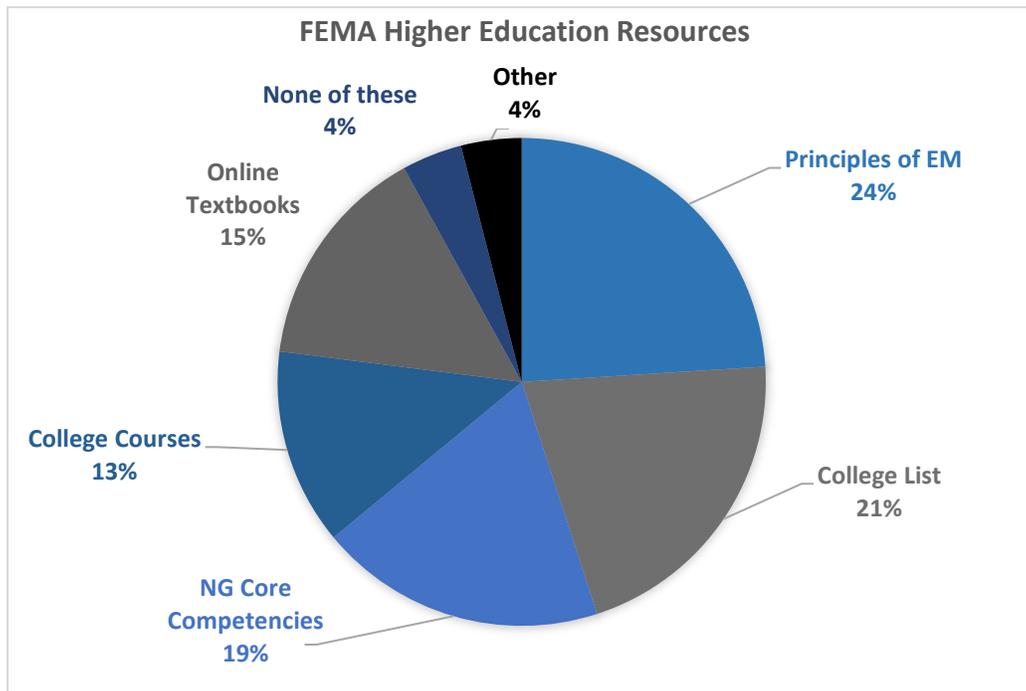


Figure 13: Pie graph showing the usage of FEMA Higher Education resources by percentage.

Five percent identified that their programs used other resources, such as Independent Study courses, the Code of Ethics, and professional standards of conduct for Emergency Management professionals. Of those not using the Principles of Emergency Management document, 64% are aware of the document. Meanwhile, for those using the Principles of Emergency Management document, 59% are used in undergraduate courses, 31% in graduate courses, and 10% are used in other specific classes.

## FEMA Higher Education Programming

For FEMA Higher Education Programming, respondents were asked about two different opportunities: the FEMA Higher Education Annual Symposium and the FEMA Higher Education Special Interest Groups (SIGs). See Figure 14. Nearly 65% of respondents have attended the Annual Symposium, while close to 40% of respondents have participated in a SIG. Less than 15% were unaware of the opportunity to attend the Symposium, and 30% were unaware of the opportunity to join the SIGs.

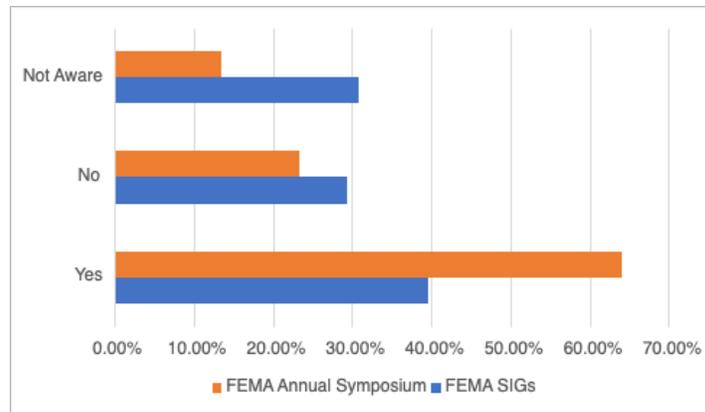


Figure 14: FEMA Higher Education programming by percentage of use.

## Ideas for Different Offerings

The respondents had several ideas to improve FEMA Higher Education Program offerings. The respondents were allowed to consider resources, partnerships, and other types of offerings in an open-answer question format. Comments were organized into themes, which included curriculum development, collaboration, student career development, research support, website updates, and program standards. Their responses are listed below.

- Curriculum Development
  - “Large-scale university-centered tabletop exercises”
  - “Continued Open Educational Resources”
  - “List of recommended textbooks, journals, presentations, webinars”
- Collaboration
  - “Cool ideas from regional schools”
  - “Collaboration with disaster science scholars”
  - “Network with EM program and department chairs”
- “Student Career Development”
  - Student internships”
  - “Career brochures”
- Research Support
  - “Research grant opportunities”
  - “Microgrant opportunities”

- Website Updates
  - “Replace old courses.”
  - “Update course curricula.”
- Program Standards
  - “Promoting the adoption of minimum standards for EM undergraduate programs.”

## Responses by Program Type

This section provides the results from the respondents by type of program. The first two sections are segmented by the type of degrees offered in the United States. Those offering associate or bachelor’s degrees are presented in the Undergraduate section. Those offering master’s or doctorate degrees are presented in the Graduate section. Please note that some programs may appear in both sections, as they offer both undergraduate and graduate degrees. The final section presents the results from programs offering curricula outside of the United States in the International Programs section.

### Undergraduate Programs

Sixty-three respondents represented domestic EM undergraduate programs (offering associate and bachelor’s degrees). A total of 4,233 students will have graduated from these programs in 2023. Currently, there are 8,324 students enrolled in these programs.

#### PROGRAM CURRICULUM

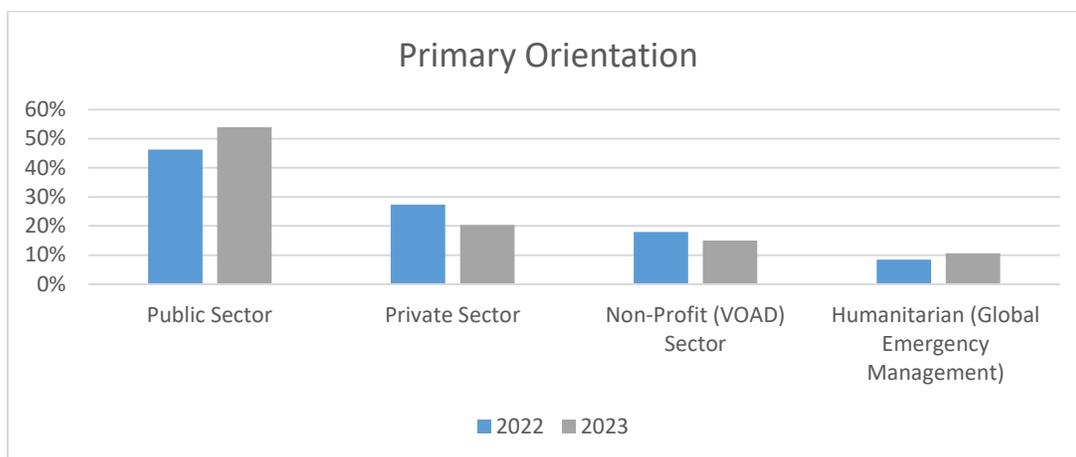
Undergraduate programs were housed in various departments/colleges/schools. Approximately one-fifth of the respondents indicated they were located within a division of their IHE named Emergency Management, Emergency Preparedness, or Emergency Services (which may include Fire or Disaster Management). The second most popular division to house EM undergraduate degree-granting programs was within Security Studies or Public Safety Studies. The third most popular location was in joint Emergency Management and Homeland Security divisions (which could include additional curricula, such as being located within the College of Emergency Preparedness, Homeland Security, and Cybersecurity). Nearly 6% of the respondents indicated that their program was housed in a department other than the 10 locations in Table 5. Those selecting ‘Other’ included the following three locations: Health Studies, International Studies, and Earth Sciences. Table 5 shows the location of the Emergency Management undergraduate degree-granting programs within the IHEs by percentage.

**Table 5: Location of undergraduate programs within their IHEs.**

	Percentage	n
Criminal Justice/Justice Studies/Criminology	10%	5
Emergency Management	21.5%	11
Homeland Security	3.9%	2
Emergency Management & Homeland Security Joint	15.6%	8
Engineering/Technology	3.9%	2
Public Admin., Public Policy, or Political Science	3.9%	2
Sociology, Social Studies, or Social Work	3.9%	2
Security Studies/Public Safety Studies	17.6%	9
Continuing Education or Professional Studies	10%	5
Business	3.9%	2
Other	5.8%	3

### Program Orientation

Most undergraduate programs consider the primary orientation of their programs to prepare students for work in the Public Sector (54%, n=61). Twelve programs also consider Humanitarian (or global Emergency Management) as part of their primary orientation (10.62%). Figure 15 shows the percentage of the choices selected as the focus for student employment.

**Figure 15: Primary orientation of the undergraduate EM programs.**

Most respondents noted that their program offers online coursework (95%). Three programs do not offer coursework through some form of distance education.

## New Programs

Only 31% (n=19) of respondents indicated they plan to develop new programs. There were several proposed certificate offerings; two added a bachelor's degree (cybersecurity, disaster resilience, and business continuity), and one added an associate degree. Additionally, there are two programs with plans to add a doctorate and two master's programs.

## STUDENTS

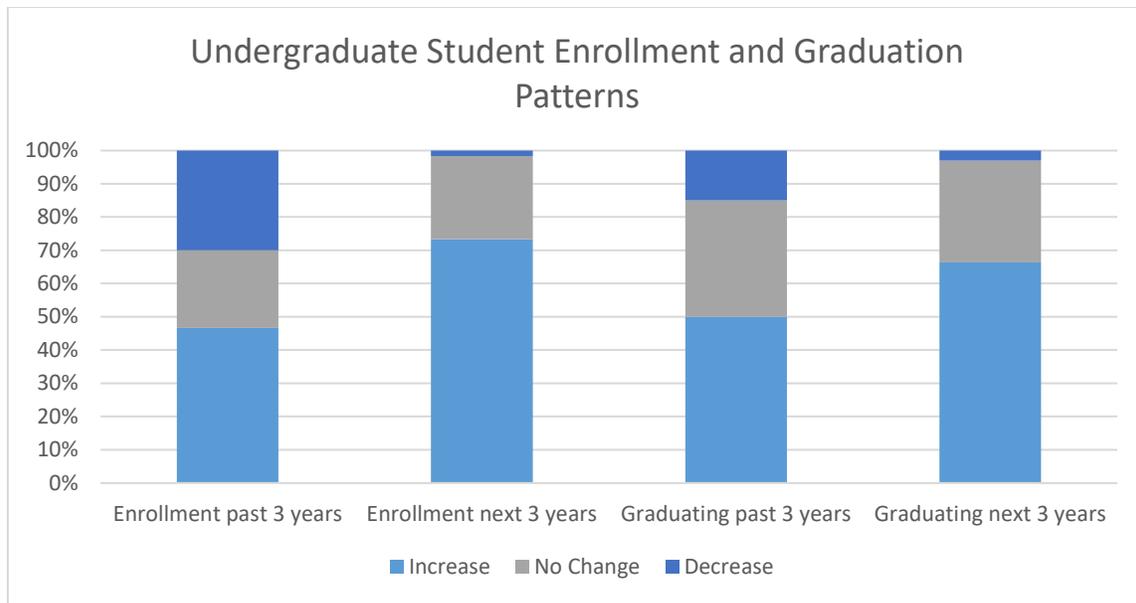
### Student Patterns

Nearly 50% of undergraduate programs (46%) could track their graduates' employment. Of those that track graduates, on average, 37% of their students find employment in the public sector and 30% in the private sector.

**Table 6: Graduates' employment positions from undergraduate EM programs.**

	Percentage	<i>n</i>
Public Sector	37%	22
Private Sector	30%	18
Non-profit	22%	13
Humanitarian	10%	6

Student patterns in Emergency Management programs are measured +/- 3 years for enrollment and graduation. Respondents were asked if they estimate an increase, decrease, or no change in these patterns. A total of 60 respondents answered the question regarding undergraduate degree-granting programs. Figure 16 shows a stacked chart with their responses.



**Figure 16: Enrollment and graduation patterns, +/- 3 years, for EM undergraduate degree-granting programs.**

Approximately 46% of respondents reported an increase in enrollment in the past 3 years. However, more than 73% anticipate an increase in enrollment in the next 3 years. Half of the respondents reported an increase in students graduating in the last 3 years, while 35% reported no change. More than 60% of respondents were optimistic, anticipating an increase in students graduating over the next 3 years.

### Student Diversity

Most undergraduate program representatives indicated that their student body has not seen an increase in diversity because it has remained steady (60%, n=29). Thirty-one percent of programs have observed increased diversity, and only four programs could not monitor student body diversity. Figure 17 shows the average diversity of all students in these undergraduate programs.

As shown, nearly 43% of students are non-traditional in undergraduate programs. More than 20% are military students, and nearly 57% of students identify as White (non-Hispanic). Approximately 34% of the student body are women.

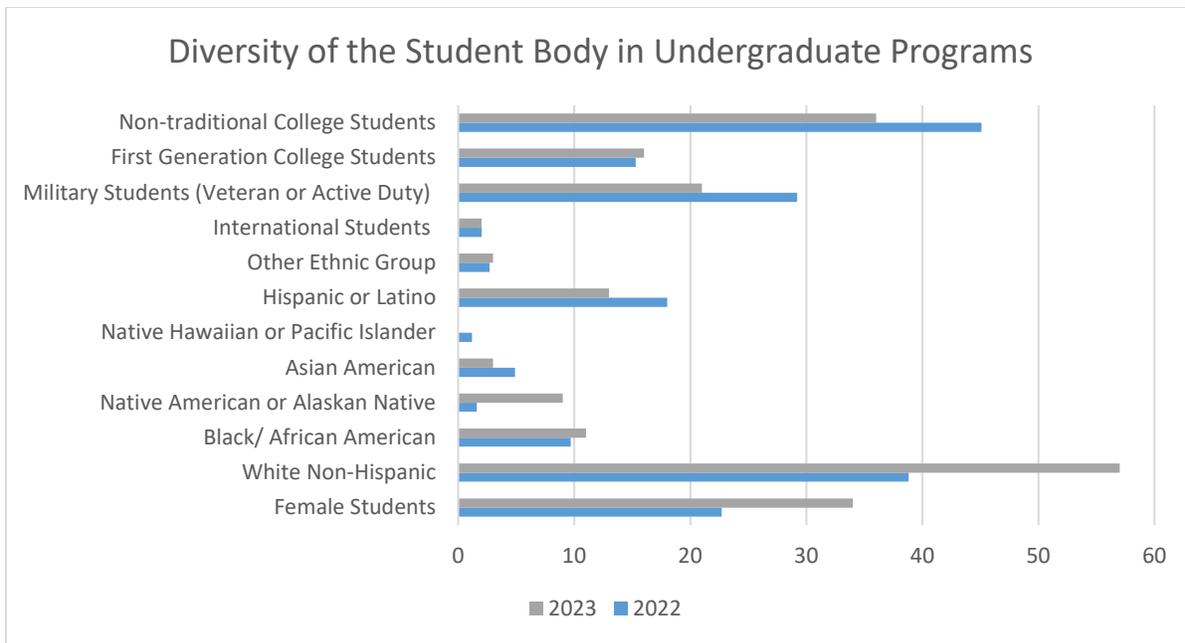


Figure 17: Diversity of the student body, undergrad programs reporting.

### PROGRAM SUPPORT

Emergency Management academic programs rely on part-time (adjunct or equivalent) faculty with an average of 16 per program, maxing at 100. Eleven programs also rely on affiliates or associated faculty, with an average of 7 per program (max = 25). Full-time dedicated EM faculty is quite rare, averaging 3 per program for lecturers (non-tenure track) (max = 13), 3 per program for full-time tenured (max = 15), and 3 tenure-track faculty (max = 15). Table 7 displays the minimum, maximum, mean, and count of respondents per faculty type.

Table 7: Number of faculty in each program offering undergraduate curriculum, by type.

	Min	Max	Mean	n
Full-time tenure track	0	13	2.60	43
Full-time tenured	0	15	3.53	35
Full-time lecturer	0	15	3.06	38
Part-time faculty	0	100	15.94	55
Affiliated or Associated faculty	0	25	6.50	15

### Hiring

Approximately 54% of the programs attempted to hire new faculty or staff in the past year. Of that group, only four programs were unsuccessful in their search. Of the programs successful in hiring, 50% hired part-time, and 50% hired full-time support.

### Faculty Background and Diversity

Nearly 40% of tenured or tenure-track faculty in undergraduate programs have a practitioner background. More than 60% of lecturer (non-tenure track) faculty have a practitioner background in undergraduate programs. Seven percent of affiliated faculty in undergraduate programs have a practitioner background.

The average faculty diversity of undergraduate programs is shown in Figure 19. As shown, there are more than 60% White faculty and 20% women faculty in undergraduate programs, based on more than 40 programs reporting. Nearly half of the respondents indicated they had at least one African American/Black faculty member, and of those, on average, two were employed in the program. While 15 programs indicated they employed at least 1 Hispanic/Latino faculty member, an average of those 2 were employed. Ten programs or less indicated they employed faculty members from any of the other racial or ethnic backgrounds listed in Figure 18. None of the programs indicated they employed faculty with Native Hawaiian or Pacific Islander backgrounds.

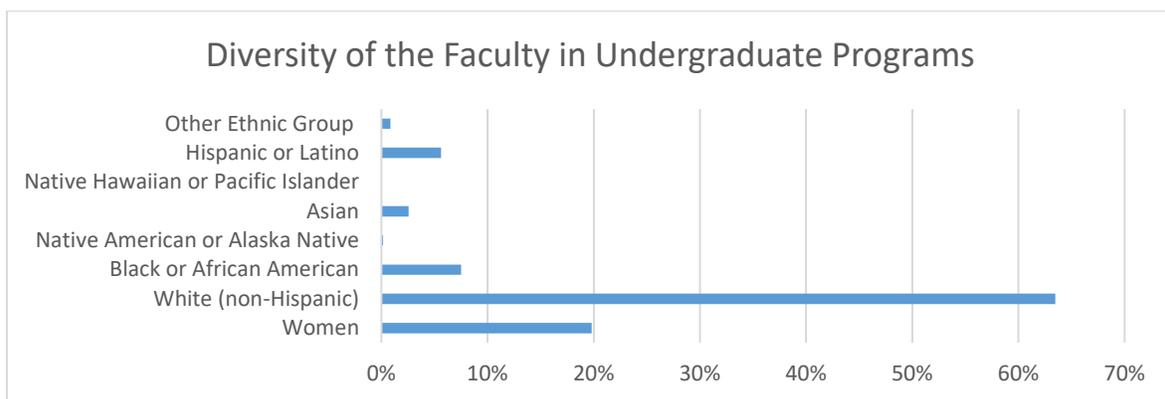
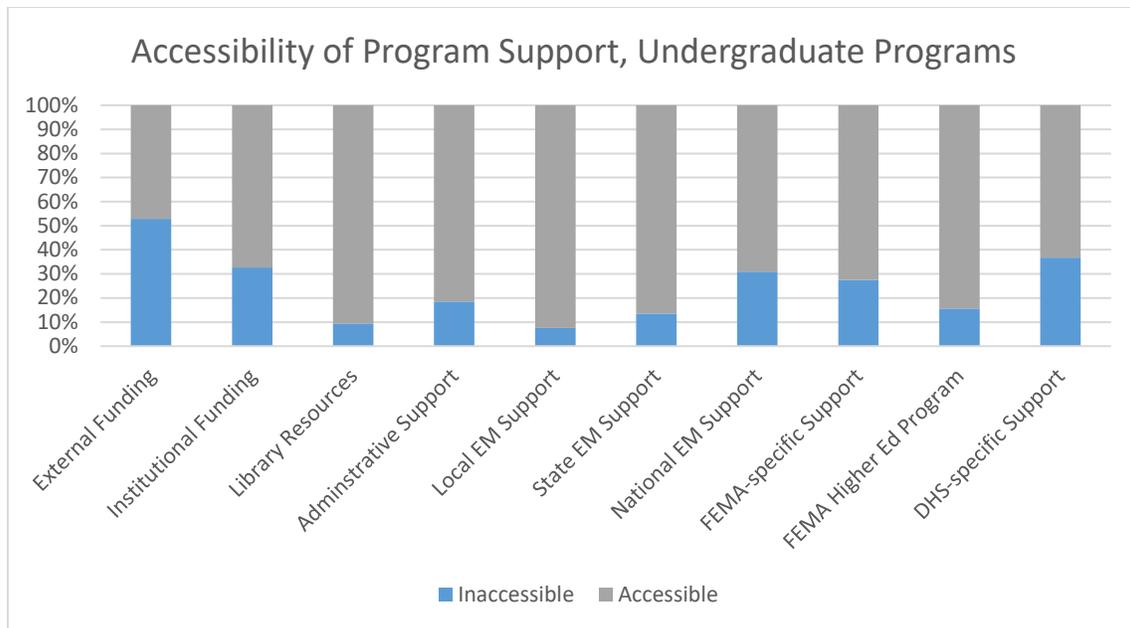


Figure 18: Diversity of the faculty for undergraduate programs in 2023.

### Institutional Support

Outside of faculty or staff, academic programs require additional support from their IHE. Figure 20 shows how accessible different forms of support are for undergraduate programs. A total of 53 programs responded to the question.

As shown, most programs find that library resources, administrative support, local EMA support, and state EM support are at least slightly accessible. External funding and institutional funding were the least accessible in undergraduate programs.



**Figure 19: Accessibility of program support for undergraduate programs.**

Respondents were asked to anticipate changes in the program related to curriculum, students, faculty, or other support for their programs. Most of the programs indicated it is likely that there will be an increase in enrollment for their programs (84%). Forty-five percent of programs anticipate new faculty positions, and more than 73% do not anticipate additional administrative support. Approximately 44% of the respondents indicated that new undergraduate programming was likely. In comparison, most respondents (n=55) do not anticipate new graduate-level programs. Most programs (59%) found their program unlikely to join an accrediting body. Most programs also found it unlikely that they would have a reduction in funds; approximately two-thirds of respondents were neutral about the topic. Seventy percent of respondents do not anticipate their program, department, or school will be restructured in the next 3 years. Approximately 78% of respondents do not expect any changes in their programs.

The most popular metrics of success for the undergraduate programs include 1) increase in enrollment (86%), 2) number of graduates (78%), 3) performance on program reviews (62%), 4) increase in student majors (61%), 5) number of students employed when graduating (53%). Responding programs indicated they never use the following metrics: 1) percentage of external funding (45%), 2) accreditation (36%), and 3) student placement in graduate programs (27%). Though an increase in student majors was one of the more popular metrics, nearly 20% of respondents never used it to measure success. Responses were based on 51 program representatives. Two programs indicated that their program always uses metrics related to course success by demographic and major field exercise.

## FEMA HIGHER EDUCATIONAL RESOURCES

The top three resources used by undergraduate programs provided by the FEMA Higher Ed Program include 1) the Principles of Emergency Management document (24%), 2) the College List (20%), and 3) Next Generation Core Competencies documents (18%). The least used resource was the FEMA Regional Engagements. All resources were used by at least one program. Table 8 shows the use of FEMA Higher Education Program resources in undergraduate programs.

**Table 8: FEMA Higher Education Program resources used by undergraduate programs.**

	Percentage	<i>n</i>
Principles of EM	24.26%	33
The College List	19.85%	27
Next Generation Core Competencies	18.38%	25
College Courses	14.71%	20
Online Textbooks	15.44%	21
None	4.41%	6
Other	2.94%	4

Four programs selected 'other,' and three specified the FEMA EMI self-study courses. Of the respondents who did not select Emergency Management principles as a used resource, 72% were aware of the document (n=13). Separately, for the programs offering associate degrees, 64% (n=11) are not using the curriculum for associate degrees in Emergency Management.

Most respondents were unaware of the FEMA Special Interest Groups (SIGs) (36%). Conversely, most programs have participated in the annual Symposium (63%). Eighteen programs regularly attend most years (56%). Eight indicated they were unaware of the Symposium.

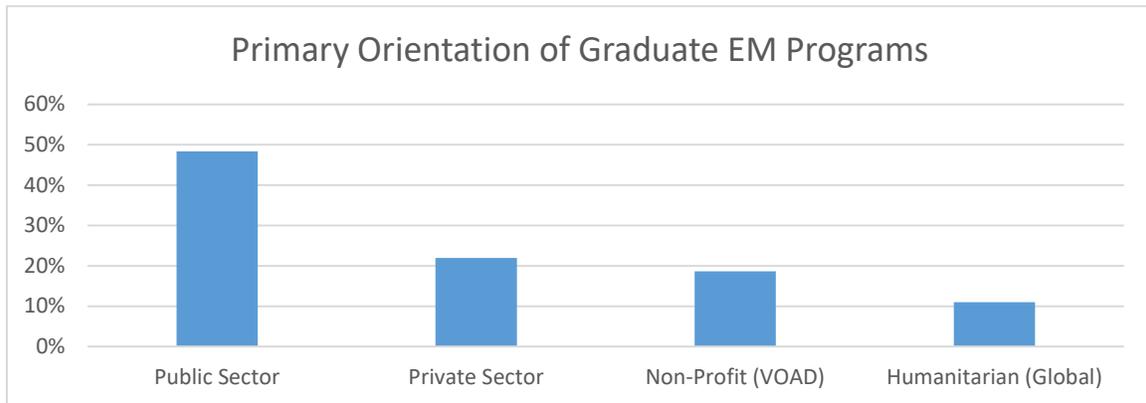
## Graduate Programs

Forty-five respondents indicated that they represented domestic graduate programs (master's and doctorate degrees). A total of 2,573 students will have graduated from these programs. Currently, there are 5,702 students enrolled in these programs. It is important to note that some programs also offer 4+1 and undergraduate programs. Therefore, it is difficult to ascertain how many are purely graduate students from the number calculated here.

## PROGRAM CURRICULUM

The majority (67%) of the graduate programs have existed for more than years. The primary orientation of their curriculum is the public sector (48%). The overall orientation of the programs is shown in Figure 20. For this question, program representatives could select more than one answer.

Most undergraduate programs focus on curriculum to prepare students for public sector employment (n=45).



**Figure 20: Curriculum focus of graduate EM academic programs.**

Nearly all (95%) of the respondents indicated they offer coursework through some form of distance education. Sixty-three percent of programs are not developing new programs in the next year. Of those that are developing new programs, they indicate several graduate certificates, a variety of masters’ specialization offerings (including Diversity & Social Justice, EM plus PH), and two Ph.D. programs.

## STUDENTS

More than half of the responding programs (51%) were able to track their graduates’ employment. Those that tracked graduation were able to provide estimates on which sector of employment their students found positions post-graduation, shown in Table 9.

**Table 9: Average percentage of graduates’ employment positions after graduate school.**

	Percentage	n
Public Sector	70%	16
Private Sector	57%	13
Non-profit (NVOAD)	57%	13
Humanitarian (Global)	39%	7

Most programs experienced an increase in graduate enrollment over the past 3 years (60%). Even more programs anticipate an increase over the next 3 years (71%). Half of the programs have experienced an increase in graduates over the past 3 years (55%). More than 64% of the programs expect more graduates in the next 3 years.

Nearly half of the programs indicated that their diversity patterns (of the student body) have increased (48%). Six programs indicated that they are unable to monitor diversity. The estimated

number of students from various diverse populations is shown in Figure 21. Like the undergraduate programs, most of the student body comprises non-traditional students. Women represent more than 40% of the graduate student body. Regarding racial demographics, the student body comprises White, African American/Black, and Hispanic/Latino Students: 74%, 17%, and 17%, respectively.

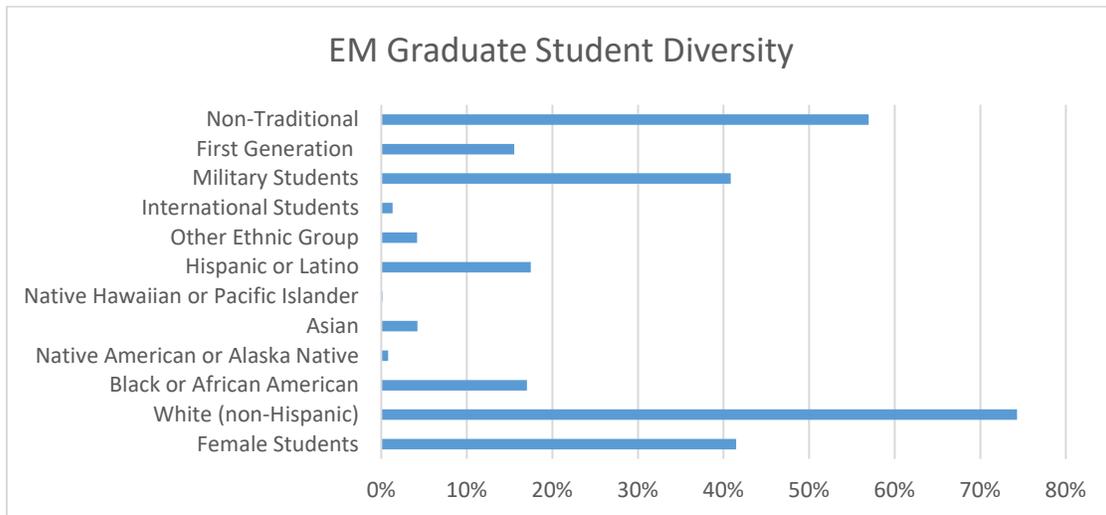


Figure 21: Diversity of students enrolled in programs offering graduate degrees.

### PROGRAM SUPPORT

All programs employed at least one part-time and one affiliated/associated faculty, with averages of 14 and 10 per program, respectively. Part-time, contingent faculty, such as adjuncts, were most heavily employed. Full-time tenure-track positions were the least employed, with an average of three per program (n=33). Full-time dedicated EM faculty were equally as rare, averaging 3 per program for lecturer (non-tenure-track) (max = 15) and 3 per program for full-time tenured (max = 15). Table 10 displays the minimum, maximum, mean, and count of respondents per faculty type.

Table 10: Average number of faculty in graduate programs, by type.

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>n</i>
Full-time tenure track	0	13	2.82	33
Full-time tenured	0	15	3.41	32
Full-time lecturer	0	15	3.24	29
Part-time (adjunct)	1	100	14.34	41
Affiliated or Associated faculty	1	65	9.92	13

## Hiring

Nearly 50% of the programs attempted to hire new faculty or staff in the past year. Of that group, three programs were unsuccessful in their search. Of the programs successful in hiring, 48% hired part-time, and 52% hired full-time support.

## Faculty Background and Diversity

The average faculty diversity of graduate programs is shown in Figure 23 (n=426). As shown, more than 55% of faculty members in graduate programs identify as White, and 25% identify as women, with 30 programs reporting. Only 14 respondents responded to the question regarding employment of African American or Black faculty; of those, on average, two were employed in the program. Ten or fewer programs indicated they employed faculty members from any other racial or ethnic backgrounds listed in Figure 22. None of the programs indicated they employed faculty with Native Hawaiian or Pacific Islander backgrounds.

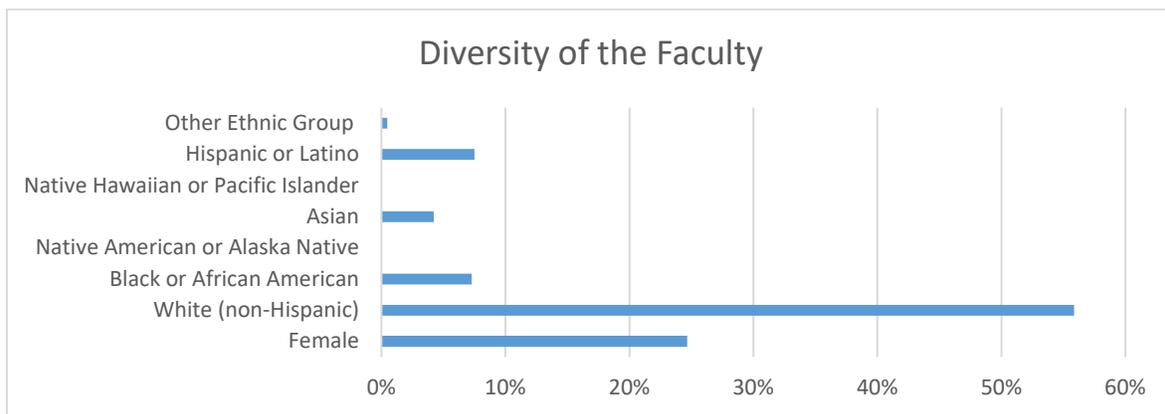
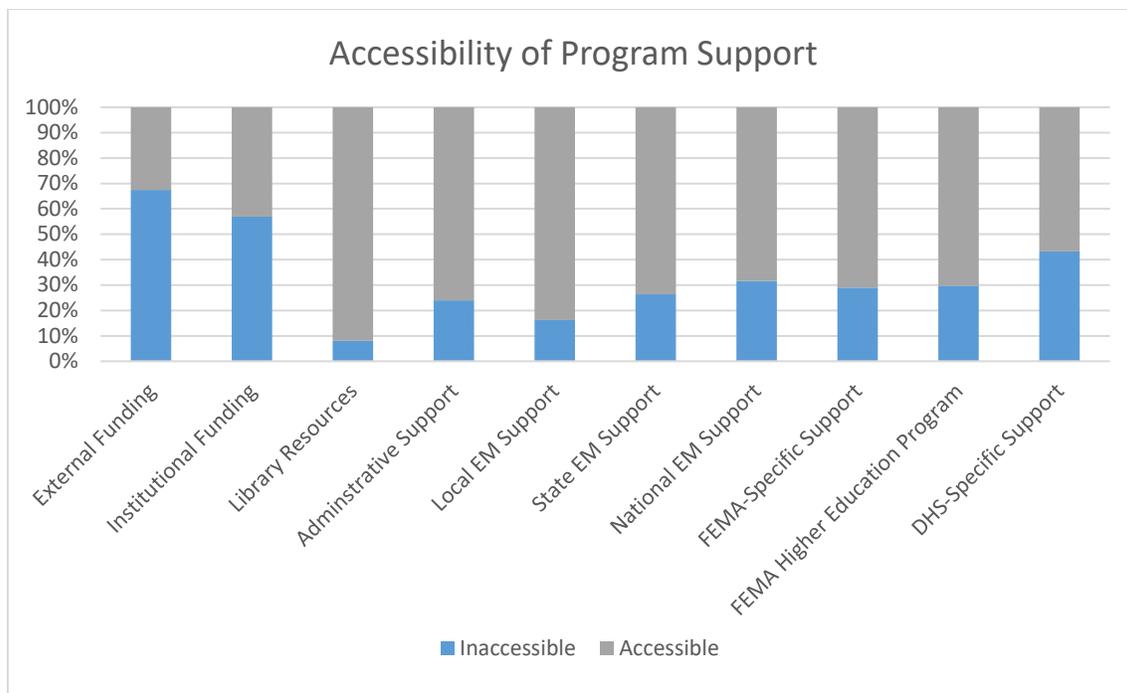


Figure 22: Diversity of the faculty in graduate programs.

## Institutional Support

Graduate programs indicated that library resources, administrative support, local EM support, state EM support, national EM support, FEMA, and FEMA Higher Ed support were accessible. The most inaccessible resources were external funding and institutional funding. Figure 23 shows the level of support reported by graduate programs.



**Figure 23: Accessibility of program support for graduate programs.**

Respondents were asked to anticipate changes in the program in the next 3 years related to the curriculum, students, faculty, or other support for their programs. The majority of the programs indicated it is likely that there will be an increase in student enrollment (82%), new undergraduate programs (56%), and new Master’s curriculum (55%). Similarly, most indicated that it is unlikely that there will be a decrease in student enrollment (83%), increase in financial support (79%), new doctoral curriculum (77%), new membership with an accrediting body (59%), reduction in funds (59%), restructuring of the program (58%), or that there will be no change in their program (76%). Exactly half indicated that new faculty positions may be likely.

**FEMA HIGHER EDUCATIONAL RESOURCES**

The top three resources used by graduate programs provided by the FEMA Higher Ed Program include Principles of Emergency Management (23%), the College List (23%), and the Next Generation Core Competencies (22%). Four respondents selected ‘other,’ including the FEMA Independent Study online training modules and the Code of Ethics for Emergency Management Professionals. Table 11 shows the FEMA Higher Ed resources used in graduate programs.

**Table 11: FEMA Higher Education Program resources used by graduate programs.**

	Percentage	<i>n</i>
Principles of EM	22.89%	19
The College List	22.89%	19
Next Generation Core Competencies	21.69%	18
Online Textbooks	14.46%	12
College Courses	8.43%	7
Other	4.82%	3
Does not use	4.82%	3

Of those who did not select the Principles of Emergency Management document, 47% were unaware of its existence. Most respondents have had a program member participate in the FEMA Annual Symposium (65%) and the Special Interest Groups (46%). Most programs reported they have attended the symposia and have done so most years or yearly (64%).

## International Programs

Of the five programs responding, 1,064 students are currently enrolled in the International Emergency Management programs. Nearly 400 students (396) have graduated from the programs.

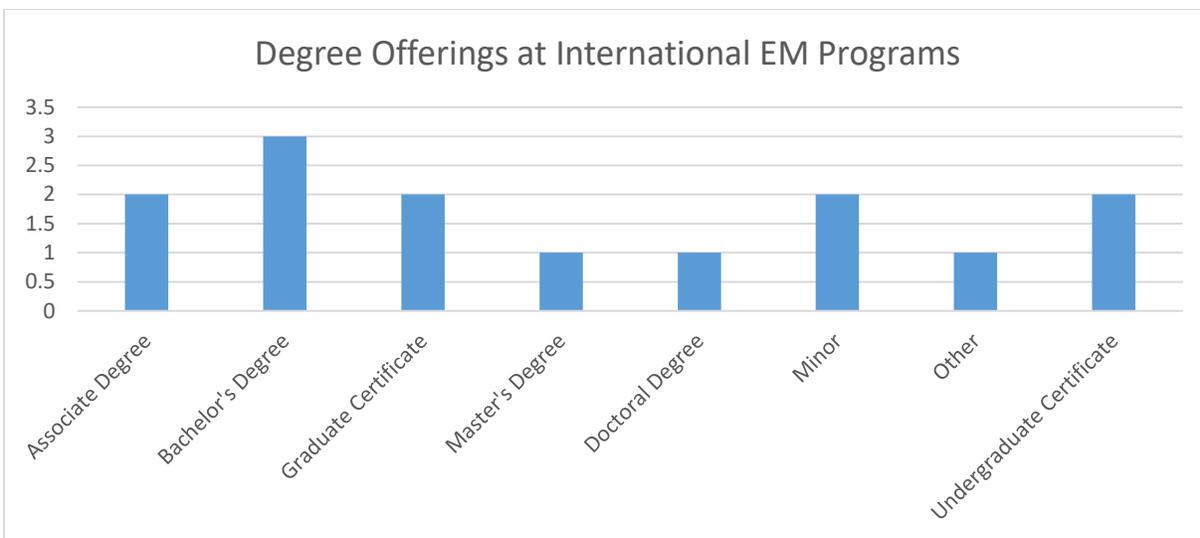
### PROGRAM CURRICULUM

All but one of the responding programs have offered a curriculum for more than 10 years. The primary orientation of the curriculum is the public sector. Table 12 shows that the three programs also equally prepare students for private, non-profit, and humanitarian sector employment.

**Table 12: Primary orientation of the international programs.**

	Percentage	<i>n</i>
Public Sector	35.71%	5
Private Sector	21.43%	3
Non-profit (NVOAD)	21.43%	3
Humanitarian (Global)	21.43%	3

International programs offer a wide array of degrees in undergrad and graduate education. None of the programs offer a doctorate degree. One program indicated it offers a Graduate Diploma. The offerings at international Emergency Management programs are presented in Figure 24. Four respondents represented undergraduate degree-granting programs.



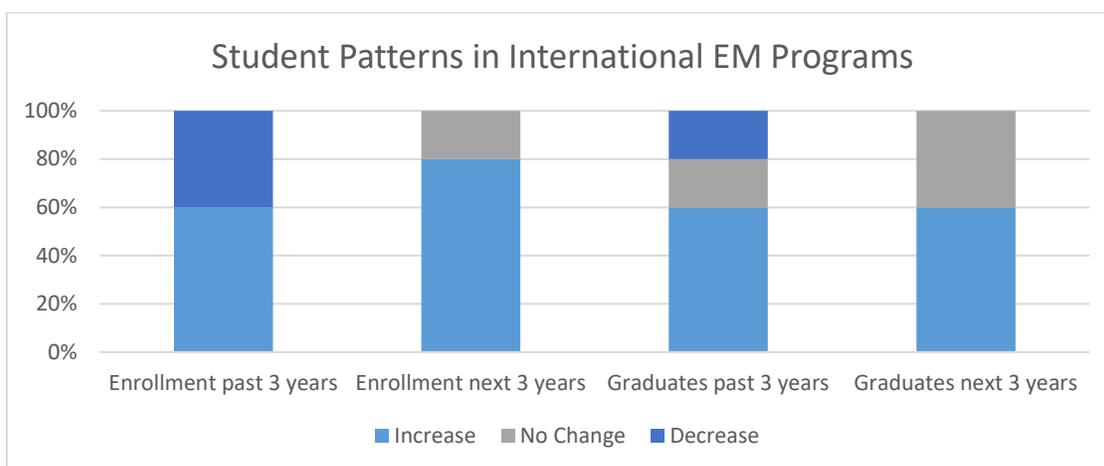
**Figure 24: Degree offerings at international EM programs.**

Four or 80% of the international programs plan to develop new curricula over the next year. The plans include micro-credentialing and topics such as technology and innovation. Most of the programs offer coursework through some form of distance learning (80%, n=4).

### STUDENTS

A total of 396 students have graduated from their programs in the last year. Three programs were able to track their graduates' employment. The average students graduate and enter public, private, or non-profit sectors.

Two-thirds of the international programs (n=5) have experienced an increased enrollment over the past 3 years. And two-thirds of the programs anticipate an increase in graduates in the next 3 years. Similarly, two-thirds of the programs have experienced an increase in graduates over the past 3 years. However, 80% expect an increase in graduates over the next 3 years. See Figure 25.



**Figure 25: Student patterns for international EM programs.**

## PROGRAM SUPPORT

International programs rely primarily on associated or affiliate faculty, with an average of 17.5 retained (n=4). Very few have full-time tenured faculty or equivalent, with an average of 1 retained (n=2). Table 13 shows the international programs' min, max, mean, and count by faculty type.

**Table 13: Faculty composition in international EM programs.**

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>n</i>
Full-time tenure track	0	10	6	3
Full-time tenured	3	5	4	2
Full-time faculty	3	27	15	2
Part-time faculty	3	32	17.5	4
Affiliated or Associated faculty	14	14	14	1

## Hiring

Three of the international programs have attempted to hire. Only two were successful and hired one full-time and six part-time people.

## Faculty Background

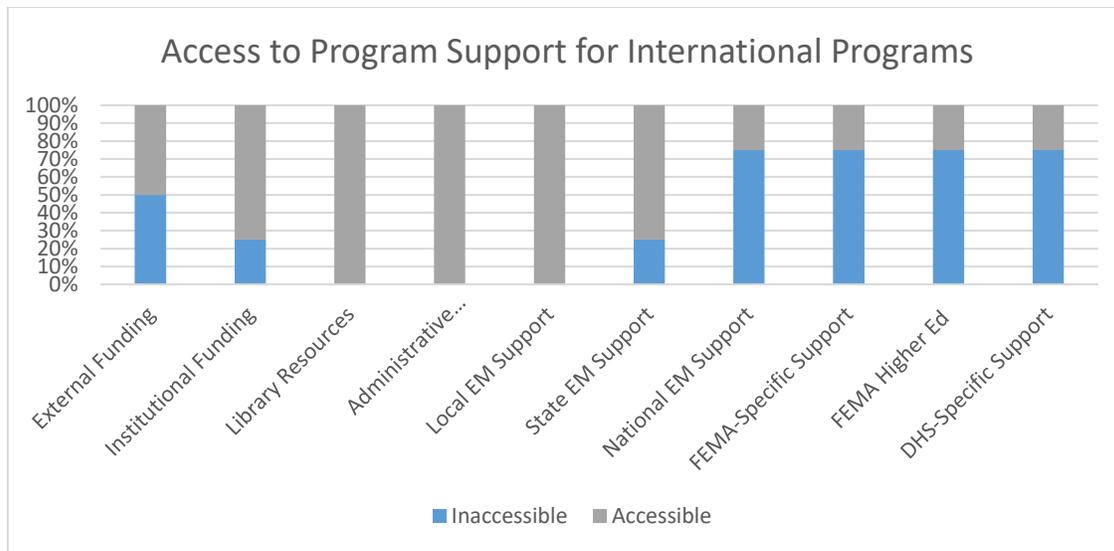
Most international programs rely on associated or affiliated faculty with practitioner backgrounds. Table 14 shows the average faculty with a practitioner background in international programs.

**Table 14: Average faculty with a practitioner background in international EM programs.**

	<i>Average</i>
Full-time tenured or tenure track	2
Full-time faculty lecturer	3
Part-time faculty	28
Affiliated or Associated faculty	0

## Institutional Support

Library resources, administrative support, and local EM support were at least slightly accessible for international programs. Unlike domestic programs, external funding and institutional funding are largely accessible. Support from FEMA or DHS was inaccessible to the international programs. Figure 26 shows their accessibility for institutional support in a stacked chart format.



**Figure 26: Accessibility of program support for international programs.**

The most common ways to measure success in international programs were increases in student majors, enrollment, number of graduates, number of students employed when graduating, and performance on program reviews. The least common ways to measure success included student placements in graduate programs, percentage of external funding, and accreditation.

### FEMA HIGHER EDUCATIONAL RESOURCES

International programs also use the FEMA Higher Ed Program resources in their programs. Respondents indicated the most used resources were the College List and college courses, with three programs using those resources. Only one program did not use any of the resources. Table 15 displays a list of resources used by the international programs.

**Table 15: International programs’ use of FEMA Higher Ed resources.**

	Percentage	n
Principles of EM	50%	2
The College List	75%	3
Next Generation Core Competencies	50%	2
College Courses	75%	3
Online Textbooks	50%	2
Other	0%	0
Our program does not use any of these resources	25%	1

Of those not selecting the Principles of EM, they were not aware of the document. One undergraduate and one graduate program currently uses the Principles of Emergency Management document. Two programs have participated in the Symposia and have attended most of the time. Three were unaware of the SIG opportunities; all are interested in more information.

## **IDEAS FOR DIFFERENT OFFERINGS**

International programs were also offered the opportunity to provide ideas to improve the FEMA Higher Ed Program resources. Their answers were provided in an open-answer question format. Their comments are below.

- Cross-border collaboration
- Collaboration opportunities between universities
- An update on the International EM Book.

## **Limitations**

The descriptive analysis in this report assumes that the FEMA Higher Ed database contains points of contact for all EM programs domestically. This may not necessarily be the case. Further, the questions were asked of one representative to report on the metrics for their program. Therefore, each professor, staff, and student has not been asked questions to get more accurate measures. Because of this, questions such as how certain products or resources are used may vary. This report asked for raw numbers from the representatives regarding the number of students, faculty, and diversity. This allows for more accurate reporting regarding the percentage of populations represented in the programs. However, this also limits the ability to cross-reference with data from previous reports, given the past requests for estimates in terms of percentage.

## **Conclusion**

This report summarizes the results from the annual FEMA Higher Education academic program community. This year, 126 programs responded, representing 109 institutions of higher education. The findings show that the Emergency Management academic curriculum is becoming more established, having more than 10 years of experience in 55% of the programs. Now is the time to dig in and improve our current programs; however, most of the programs are not planning to develop new curricula. There has been a steady increase in the number of students graduating, with an estimated 87,000 students who have graduated since the inception of the FEMA Higher Education Program. Academic programs are optimistic about their enrollment and graduation rates over the next 3 years. Our programs (in general) are thriving. The diversity of the student body has fluctuated over the last 3 years, with indications that the female student body hovers between 40–50%. Military students had a marked increase in enrollment among the responding programs, reaching more than 30%. Additionally, most of the students enrolled in our programs are non-traditional students. Bachelor's degrees were the most popular degree domestically, preparing graduates for work

primarily in the public sector. Our programs rely on part-time or contingent faculty, with an average of 11 such faculty in each program. The diversity of our faculty nearly mirrors that of the student body, except in terms of women professors. The metrics of success indicate that our program requires increased enrollment and consistent graduates to thrive. Programs may want to consider including programs that make their program more accessible to non-traditional students or invest in ways to encourage interest among traditional students.

The Principles of Emergency Management document and the College List were the most used resources domestically, followed closely by the Next Generation Core Competencies. This may indicate a concerted effort to standardize the assessment of our curricula. There could be an increase in the use of other FEMA Higher Education online resources, but the comments indicate that the website and its contents need to be updated. The annual Symposium is highly regarded and well attended among the respondents, with avid calls for increased means to collaborate across institutions and regions.

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## Appendix I: List of Participating Institutions

1. Adelphi University
2. American Public University
3. Anderson University
4. Angelo State University
5. Arapahoe Community College
6. Arkansas State University
7. Arkansas Tech University
8. Auburn University
9. Azusa Pacific University
10. Ball State University
11. Bellevue University
12. Brandon University
13. Brevard College
14. California State University, Long Beach
15. Calumet College of St. Joseph
16. Campbell University
17. Clemson University
18. Colorado State University - Global Campus
19. Community College of Allegheny County
20. Des Moines Area Community College
21. Drury University
22. Eastern Kentucky University
23. Elizabeth City State University
24. Embry-Riddle Aeronautical University
25. Empire State College
26. Everglades University
27. Fairleigh Dickinson University
28. Fayetteville State University
29. Fayetteville Technical Community College
30. Florida Institute of Technology
31. Franklin Pierce University
32. Fredrick Community College
33. Harvard University, Graduate School of Design
34. Indian River State College
35. Jackson State University
36. Jacksonville State University
37. Jefferson University
38. John Jay College, City University of New York
39. Justice Institute of British Columbia
40. Lander University
41. Louisiana State University of Alexandria
42. Massachusetts Maritime Academy
43. Metropolitan Community College (Omaha, Nebraska)
44. Millersville University of Pennsylvania
45. Monmouth University
46. Moreno Valley College
47. Nash Community College
48. National University
49. Neumann University
50. New York University
51. Northeastern State University
52. Northern Alberta Institute of Technology
53. Northwest Missouri State University
54. Notre Dame College of Ohio
55. Ohio State University
56. Oklahoma State University
57. Palomar Community College
58. Paul Smith's College
59. Pennsylvania College of Technology
60. Pierce College
61. Portland State University
62. Post University
63. Purdue University Global
64. Red Rocks Community College
65. Saint John's University
66. Saint Louis University
67. Saint Michael's College
68. Sam Houston State University
69. San Diego State University
70. San Jose State University
71. Southern Illinois University at Carbondale
72. State University of New York, Herkimer County Community College
73. State University of New York, University at Albany
74. Sul Ross State University
75. Trident Technical College
76. Truckee Meadows Community College
77. Tulane University
78. UARD
79. University of California, Irvine Extension
80. University of Central Florida
81. University of Central Missouri
82. University of Colorado, Colorado Springs
83. University of Colorado, Denver
84. University of Delaware
85. University of Denver
86. University of Florida
87. University of Idaho
88. University of Illinois at Chicago
89. University of Main at Augusta
90. University of Manchester

91. University of Nebraska at Omaha
92. University of Nebraska, Medical Center
93. University of Nevada at Las Vegas
94. University of New Hampshire at  
Manchester
95. University of New Orleans
96. University of North Carolina, Chapel Hill
97. University of North Texas
98. University of Texas, Rio Grande Valley
99. University of the District of Columbia
100. University of Wisconsin, Oshkosh
101. Walden University
102. West Texas A&M University
103. Western Carolina University
104. Western Kentucky University
105. Western Washington University
106. Wright State University

\*Three programs did not answer the question identifying their institution.