

Building and Sustaining Emergency Management Programs Among Historically Black Colleges and Universities (HBCUs)

September 15-16, 2021 Meeting Summary



FEMA

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Acknowledgments

The meeting described in this document was conducted in support of stakeholder partnering requirements set forth in 6 U.S.C. Section 313. The purpose of the meeting was to obtain individual viewpoints and not to solicit group or consensus recommendations. This report summarizes the presentations and the discussion that occurred. The information and opinions shared by the participants do not necessarily reflect the official positions of their employers or FEMA.

This report was drafted under contract and finalized by FEMA for publication. Substantive input was provided by the facilitators below and the participants (see [Appendix – Participants](#)):

- Meldon Hollis, MA, JD, MPA, Lead for the Special Interest Group (SIG) on Race, Ethnicity, and Economic Impact affiliated with the Higher Education Program.
- Antoine B. Richards, Chief of Staff, Institute for Diversity and Inclusion in Emergency Management (I-DIEM).

Please refer any questions, comments, or concerns regarding this report to the FEMA Higher Education (HiEd) Program team at FEMA-HiEd@fema.dhs.gov.

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Executive Summary

FEMA's National Training and Education Division (NTED) Higher Education (HiEd) Program sponsored an engagement meeting with executives representing FEMA, the U.S. Department of Homeland Security (DHS), 13 Historically Black Colleges and Universities (HBCUs) and the Thurgood Marshall College Fund on September 15-16, 2021 in Atlanta, GA. Day One was hosted by FEMA Region 4 and Day Two was hosted by Clark Atlanta University.

The purpose of the meeting was to:

- Discuss efforts to establish and sustain emergency management (EM) programs at HBCUs.
- Discuss potential resources to help establish and sustain EM programs at HBCUs.
- Outline a process for continued engagement between FEMA and HBCUs.
- Develop a report based on individual perspectives and input from attendees to inform federal staff on successes, challenges, and areas for improvement.

The meeting used a hybrid format, with most attendees in person and a few online. COVID-19 safety measures were in effect for all in-person attendees, including 24 executives and up to 10 staff.



Figure 1. From left to right; front row: Dr. Karl Wright (Clafliin), Karinda Washington (DHS), Tony Russell (FEMA), Traci Silas (DHS), Dr. Oluponmile Olonilua (TX Southern), Dr. Angelyn Flowers (UDC), Dr. David Jackson (NCCU), Dr. Erik Brooks (Central State), Charlotte Porter (FEMA), Dr. Heshmat Aglan (Tuskegee), Dr. Curtis Johnson (TN State), Gracia Szczech (FEMA); back row: Meldon Hollis (facilitator), Dr. Joseph Whittaker (Jackson State), Marcus Coleman (FEMA), W Winfield (FEMA), David Maurstad (FEMA), Dr. Robert Mock (UMES), Jo Linda Johnson (FEMA), Dr. Johnny Jones (Wilberforce), Dr. John Pierre (SU Law Center), Dr. Julian Muhammad (scribe), Antoine Richards (facilitator), and Mike Sharon (FEMA).

[HBCU Engagement Meeting Materials](http://www.chds.us/uapp/event/hied-hbcu) (www.chds.us/uapp/event/hied-hbcu) are posted online with support from the Naval Postgraduate School's Center for Homeland Defense and Security (CHDS).

Building and Sustaining Emergency Management Programs Among HBCUs

Introduction

The Higher Education Act of 1965, as amended, defines an HBCU as: “...any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.”¹ Although the nation’s roughly 101 HBCUs compose 3% of America’s colleges and universities, they produce almost 20% of all African American graduates and 25% of African American graduates in science, technology, engineering, and mathematics (STEM) fields². On average, approximately 300,000 students attend HBCUs annually and 76% are African American³. More importantly, HBCUs are often located within minority and underserved communities, providing impetus for expanding the whole community approach to emergency management and reaching target populations through education, research, and practice. Despite these benefits, FEMA’s HiEd program lists only 9 HBCUs out of approximately 277 institutions of higher education with emergency management and homeland security (EM/HS) programs (3%).⁴ As a result, opportunities are missed with historically underserved and marginalized populations where HBCUs maintain pivotal value, especially in geographic areas experiencing the significant burden of disproportionate disaster outcomes.

FEMA outreach to HBCUs has included invitations to HBCU faculty to participate in the annual Higher Education Symposium, development and delivery of the EMI E0390 course: “Integrating Emergency Management Education into Your Institution,” and visits between HBCU programs and FEMA Regional Offices. Support from the [White House Initiative on HBCUs](https://sites.ed.gov/whhbcu)⁵ (https://sites.ed.gov/whhbcu) and DHS helped establish EM/HS programs at Savannah State University and the University of the District of Columbia. Recent legislative and policy changes including the [National Advisory Committee Report](http://www.fema.gov/sites/default/files/documents/fema_nac-report_11-2020.pdf) (www.fema.gov/sites/default/files/documents/fema_nac-report_11-2020.pdf) (November 2020),

¹ [Higher Education Act of 1965](http://www2.ed.gov/programs/iduestitle3b/leg_docs/hbcuhea99.pdf) (www2.ed.gov/programs/iduestitle3b/leg_docs/hbcuhea99.pdf), “Part B- Strengthening Historically Black Colleges and Universities,” (Sec. 321, p. 1). *U.S. Department of Education*. 56 Sec (ed.gov).

² Bridges, B. (2021). African Americans and College Education by the Numbers. *United Negro College Fund*. [African Americans and College Education by the Numbers - UNCF](https://uncf.org/the-latest/african-americans-and-college-education-by-the-numbers) (https://uncf.org/the-latest/african-americans-and-college-education-by-the-numbers).

³ National Center for Education Statistics [NCES] (2021). Historically Black Colleges and Universities: Fast Facts. *Institute of Education Sciences*. [Fast Facts: Historically Black Colleges and Universities \(667\) \(ed.gov\)](https://nces.ed.gov/fastfacts/display.asp?id=667) (https://nces.ed.gov/fastfacts/display.asp?id=667).

⁴ See the [FEMA Higher Education Program College List](https://training.fema.gov/hiedu/collegelist) (https://training.fema.gov/hiedu/collegelist) for specific data. Obtained as of November 15, 2021.

⁵ [White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through Historically Black Colleges and Universities](https://sites.ed.gov/whhbcu) (https://sites.ed.gov/whhbcu) (2021). *US Department of Education*. 3 Primary Areas of Focus.

the [HBCU PARTNERS Act](https://www.congress.gov/bills/116/congress/senate/bills/461) (www.congress.gov/bill/116th-congress/senate-bill/461) (PL 116-270; December 2020), [Executive Order 13985 on Advancing Racial Equity and Support for Underserved Communities Through the Federal Government](https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government) (https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government) (January 2021), and [Executive Order 14041 on White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through HBCUs](https://www.whitehouse.gov/briefing-room/presidential-actions/2021/09/03/executive-order-on-white-house-initiative-on-advancing-educational-equity-excellence-and-economic-opportunity-through-historically-black-colleges-and-universities) (https://www.whitehouse.gov/briefing-room/presidential-actions/2021/09/03/executive-order-on-white-house-initiative-on-advancing-educational-equity-excellence-and-economic-opportunity-through-historically-black-colleges-and-universities) (September 2021) require designated federal agencies, including DHS, to establish and report on their programmatic efforts to engage and support HBCUs. The [National Advisory Committee Report](https://www.fema.gov/sites/default/files/documents/fema_nac-report_11-2020.pdf) (https://www.fema.gov/sites/default/files/documents/fema_nac-report_11-2020.pdf) (November 2020) further supports these efforts. Equity, diversity, and inclusion in emergency management have also been prioritized at the national level to combat the disproportionate impacts of disasters, as well as through the [2022-2026 FEMA Strategic Plan](https://www.fema.gov/about/strategic-plan) (https://www.fema.gov/about/strategic-plan).

Methodology

FEMA's [HiEd Program](https://training.fema.gov/hiedu) (https://training.fema.gov/hiedu) conducts engagement meetings to explore ideas, options, and perspectives on topics relevant to emergency management higher education. Topics are identified by FEMA based on emerging issues and feedback from the higher education community. Meetings are co-facilitated by members of the community and the HiEd Program staff. In 2021, the HiEd Program supported the design, development, and delivery of a two-day meeting on *“Building and Sustaining Emergency Management Programs Among Historically-Black Colleges and Universities (HBCUs).”* This report summarizes the presentations and discussion that occurred during the meeting and serves as a resource for internal and external partners.

From March to September 2021, FEMA's HiEd Program, led by Interim Program Manager, Michelle Norphlet, collaborated with consultants Meldon Hollis, Esq., and Antoine Richards on the design and development of an executive level meeting between representatives of DHS/FEMA and HBCUs. Goals and outcomes established for the meeting included:

- Coordinating with HBCU leaders to discuss the benefits of establishing EM/HS programs at their institutions.
- Identifying potential federal resources available to help establish and support EM/HS programs at their institutions.
- Establishing a process for ongoing collaboration between FEMA and HBCUs.
- Connecting HBCU faculty with practitioners in their state and FEMA Region to share expertise, internships, and/or service-learning opportunities.
- Completing a report to highlight successes, challenges, and areas for improvement and support continued engagement.

To achieve these goals and outcomes, the meeting was held on September 15-16, 2021. Day One focused on building EM/HS programs with sessions on the current state of HBCUs and EM Programs, the Thurgood Marshall College Fund, potential resources from DHS and FEMA Region 4, and an academic panel discussion. Day Two focused on sustaining EM/HS programs with sessions on potential resources from FEMA Headquarters and roundtable discussions with DHS/FEMA officials and HBCU leaders working collaboratively on ideas to address needs, barriers, and solutions to foster coordination efforts (see [Appendix: Agenda](#)).

Atlanta was selected as the optimal location for the meeting given that it is home to five HBCUs (Clark Atlanta University, Morehouse School of Medicine, Morehouse College, Spelman College, and the Interdenominational Theological Center), FEMA Region 4, and a major airport to support participant travel. FEMA Region 4 and Clark Atlanta University agreed to serve as the two host sites, providing all participants with a mutually beneficial learning experience. By design, the meeting was kept small and intimate to promote meaningful dialogue. FEMA determined the maximum number of participants and the facilitators recruited a mix of HBCUs with existing EM/HS programs and HBCUs that expressed interest in establishing new programs in the near future. Virtual participation was provided through CHDS for representatives who were unable to attend in person. Two scribes recorded notes on the key themes and discussion, which were provided to the facilitators for review in drafting this report.

The State of HBCUs and Emergency Management Programs

Currently, there are approximately 101 accredited HBCUs nationwide⁶, including 51 public and 50 private institutions [Table 1] with 19 Land Grant Universities (Agricultural and Mechanical Schools), 15 schools of engineering, and 3 stand-alone professional schools (Meharry Medical School, Morehouse School of Medicine, and the Interdenominational Theological Center).

Table 1: HBCU Public-Private Characteristics

<i>Public Institutions (n=51)</i>	<i>Private Institutions (n=50)</i>
<ul style="list-style-type: none">▪ 40 are 4-year institutions.▪ 11 are community colleges.▪ About 80% of students at HBCUs attend public colleges and universities.	<ul style="list-style-type: none">▪ 46 are 4-year institutions.▪ 1 is a community college.▪ 3 of the private institutions are free standing professional schools.

Demographically, approximately 60% of HBCU students are female, 24% of students are not Black, 70% of students rely on federal financial aid, and most are first generation college students at their respective degree levels⁷. Regionally, the majority of HBCUs exist within the south with more than

⁶ U.S. Department of Education. [What is an HBCU? | White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through Historically Black Colleges and Universities](https://sites.ed.gov/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities) (https://sites.ed.gov/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities). See the [Accredited HBCU Listing](https://nces.ed.gov/COLLEGE_NAVIGATOR/?s=all&sp=4&pg=1) (https://nces.ed.gov/COLLEGE_NAVIGATOR/?s=all&sp=4&pg=1) for additional data.

⁷ National Center for Education Statistics [NCES] (2021). Historically Black Colleges and Universities: Fast Facts. *Institute of Education Sciences*. [Fast Facts: Historically Black Colleges and Universities \(667\) \(ed.gov\)](https://nces.ed.gov/fastfacts/display.asp?id=667) (https://nces.ed.gov/fastfacts/display.asp?id=667).

half (n=58) in FEMA Region 4, which represents 25% of all major disaster declarations, almost 50% of the nation's flood insurance policies, 31% of the nuclear reactors in the country, and one of the last two chemical stockpiles in the country.⁸

Comparison of U.S. maps reveals a correlation between the distribution of risk and vulnerability [Figure 2]⁹, race and ethnic minorities [Figure 3]¹⁰, and the majority of the nation's HBCUs [Figure 4]¹¹, HBCUs exist in communities that have higher disaster risk, disproportionate disaster outcomes, and serve as trusted and credible sources within their respective communities.

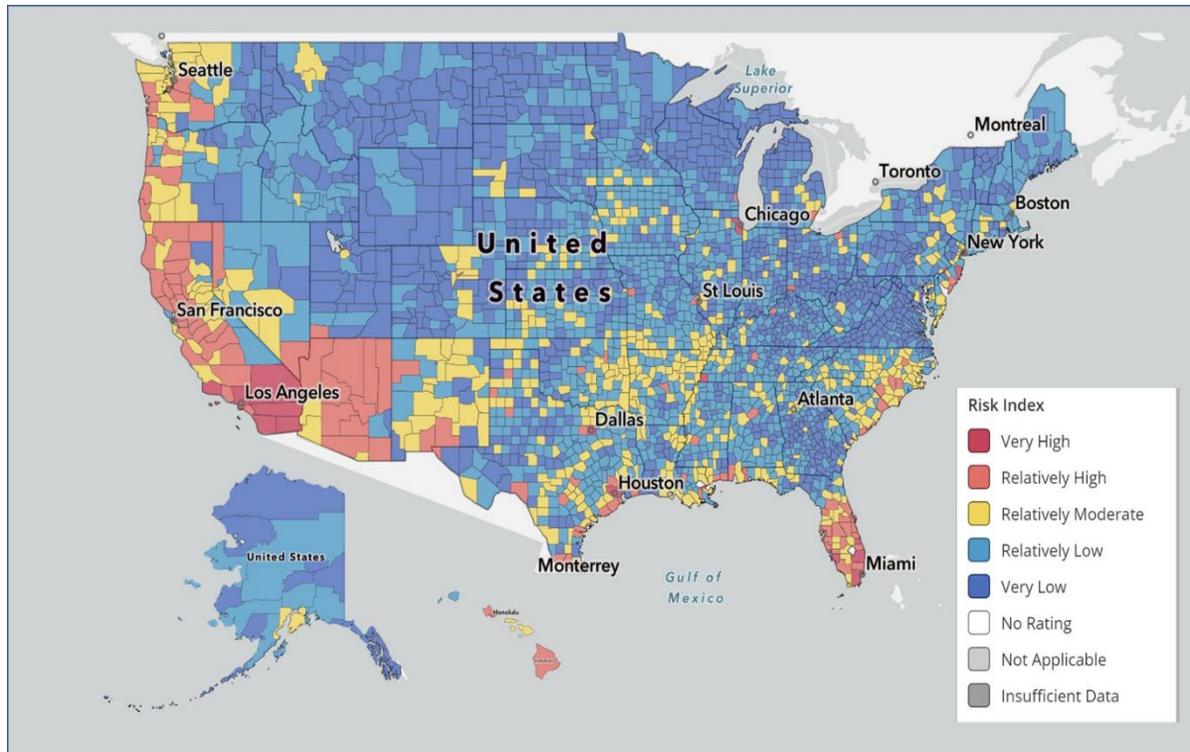


Figure 2: U.S. Risk and Vulnerability Map

⁸ FEMA Region 4. Adapted from data on [Disaster Declarations for States and Counties | FEMA.gov](https://www.fema.gov/data-visualization/disaster-declarations-states-and-counties) (<https://www.fema.gov/data-visualization/disaster-declarations-states-and-counties>).

⁹ FEMA National Risk Index (2021). The Index leverages source data for 18 natural hazards, social vulnerability, and community resilience to develop a risk measurement by county and census tract. [Map | National Risk Index \(fema.gov\)](https://hazards.fema.gov/nri/map) (<https://hazards.fema.gov/nri/map>).

¹⁰ Brookings Institution (2019). Where Race-Ethnicity Groups are Highly Represented by County. William H. Frey analysis of U.S. census population estimates, 2018. [Six maps that reveal America's expanding racial diversity \(brookings.edu\)](https://www.brookings.edu/research/americas-racial-diversity-in-six-maps) (<https://www.brookings.edu/research/americas-racial-diversity-in-six-maps>).

¹¹ White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity Through Historically Black Colleges and Universities (2021). What is an HBCU: Accredited HBCU Listing. *US Department of Education*. Map adapted with data from website. [What is an HBCU? | White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity through Historically Black Colleges and Universities](https://sites.ed.gov/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities) (<https://sites.ed.gov/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities>).

Building and Sustaining Emergency Management Programs Among HBCUs

- No minority is highly represented
- Hispanics
- Blacks*
- Asians, Native Hawaiians and Other Pacific Islanders*
- American Indians/Alaska Natives*
- Two or more minorities**
- No data

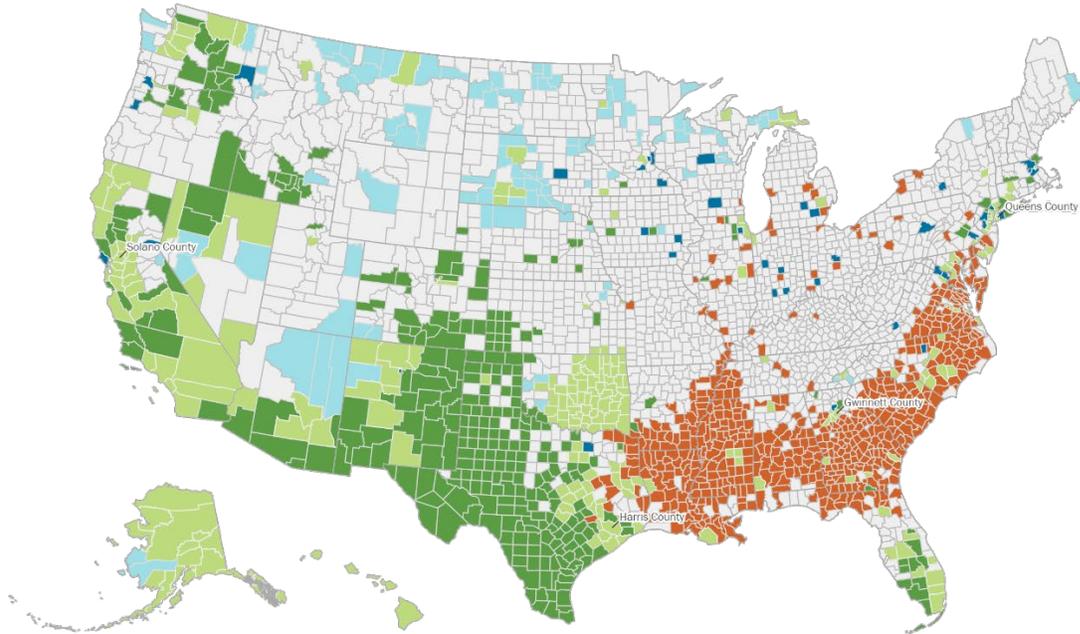


Figure 3: U.S. Race-Ethnic Minority Distribution Map

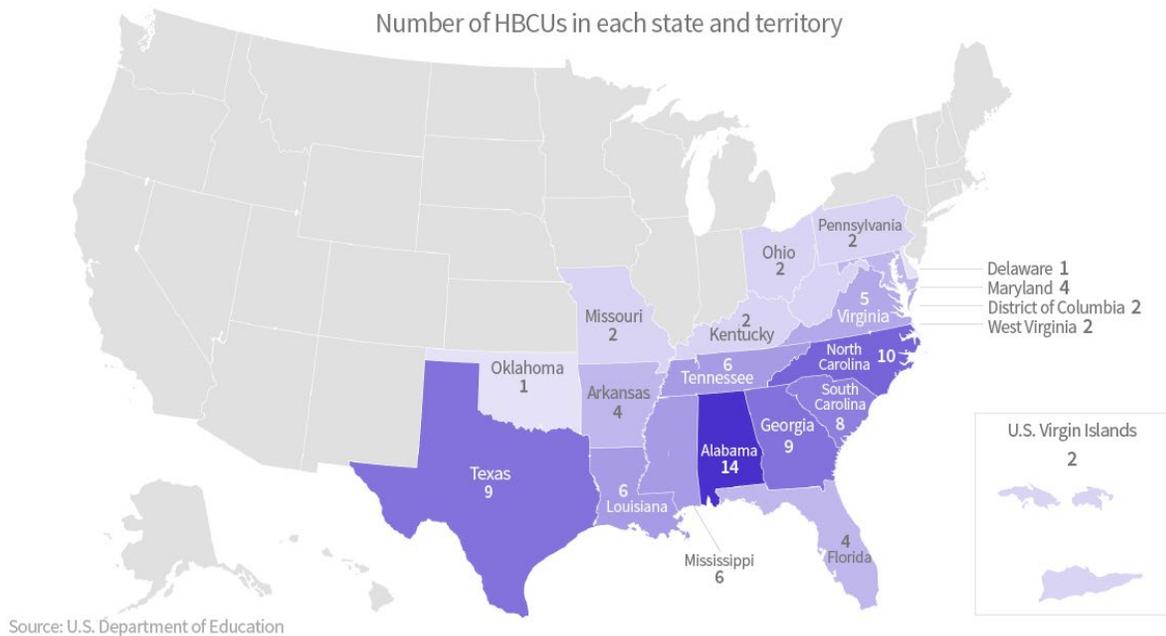


Figure 4: HBCU Distribution Map

Currently, only nine HBCUs are listed with the FEMA HiEd Program [Table 2]. Among these institutions, only six offer degrees in EM/HS (Bachelors, n=4; Masters, n=2) while the remaining offer minors or certificates related to the EM/HS field. These numbers highlight missed opportunities

to create impactful change and diversify the emergency management field to be more representative of communities that experience disproportionate disaster outcomes. Supporting EM/HS programs at HBCUs also contributes to goals of the recently released 2022-2026 FEMA Strategic Plan, including to instill equity as a foundation of emergency management.

Table 2: HBCUs with EM/HS Programs Listed with FEMA HiEd Program

<i>FEMA Region 3</i>	<i>FEMA Region 4</i>	<i>FEMA Region 6</i>
<ul style="list-style-type: none"> ▪ Howard University <ul style="list-style-type: none"> ○ Graduate Certificate in HS ▪ University of the District of Columbia <ul style="list-style-type: none"> ○ M.S. in HS 	<ul style="list-style-type: none"> ▪ Elizabeth City State University <ul style="list-style-type: none"> ○ B.S. in EM ○ Minor in EM ○ Certificate in EM – Natural Disasters ○ Certification in EM – Manmade Disasters ○ Certificate in EM – Athletic Facilities ▪ Fayetteville State University <ul style="list-style-type: none"> ○ Certificate in Disaster Management ▪ Florida Memorial University <ul style="list-style-type: none"> ○ Minor in HS ▪ Jackson State University <ul style="list-style-type: none"> ○ B.S. In EM Technology ○ M.S. in Hazardous Materials Management ▪ Savannah State University <ul style="list-style-type: none"> ○ B.A. in HS and EM 	<ul style="list-style-type: none"> ▪ Prairie View A&M University <ul style="list-style-type: none"> ○ Certificate in HS and EM ○ Minor in EM and Crisis Informatics ▪ Texas Southern University <ul style="list-style-type: none"> ○ B.S. in EM and HS

Discussion Highlights

Throughout the meeting, participants shared their thoughts and comments, summarized below.

Perspectives, Challenges, and Desired Outcomes for HBCU Participants

- Identify opportunities for potential certificate programs designed around skills development.
- Identify resources and methods to sustain established EM programs.
- Identify micro-credential pathways, professional development opportunities, internships, and active faculty research opportunities in EM/HS.

- Understand FEMA's demand for students with EM credentials. Conduct an environmental scan of EM/HS programs and their need at HBCUs.
- Develop a consortium or collaborative dedicated to building and sustaining EM programs.
- Build relationships between HBCUs and FEMA, DHS, and the Thurgood Marshall College Fund.
- Identify mechanisms to raise awareness for EM/HS as a discipline.
- Identify methods of creating and sustaining EM/HS programs with low recruitment numbers while generating demand for the field.
- Streamline processes involved in working with FEMA and DHS.
- Identify and/or create internship and employment opportunities for undergraduates, graduates, and professional students to facilitate a stronger career pipeline.
- Pool current HBCU programs and expertise to provide FEMA with support.
- Identify potential placement of EM/HS programs within academic institutions.
- Ensure students have academic programs that are competitive in the global marketplace.
- Establish cooperative partnerships with fellow HBCUs, FEMA, and DHS.

Roundtable Discussion

The participants were split into two breakout groups that included a mixture of HBCU and DHS/FEMA representatives to discuss two key questions:

- How do we build/sustain HBCU EM programs in our current fiscal climate?
- How can HBCUs and DHS/FEMA work together on other objectives and goals?

Groups reconvened to share responses. Key points are highlighted below.



How do we build/sustain HBCU EM Programs in our current fiscal climate?

- Expand representation by African American practitioners and faculty to create a workforce that is representative of the current demographic.
- Focus on tangible solutions and development of action plans and strategies.
- Foster collaboration between institutions to build capacity and infrastructure, team up in order to compete for grants, develop models for collaboration, and share connections.
- Compile an inventory of the strengths of each collaborating institution.
- Rethink the collaboration model so that HBCUs are more fully engaged in the research aspect of grants despite their limited infrastructure to support a grant program.

- Explore options for advancement that do not cost money.
- Develop workflows to establish a unified approach to establishing and sustaining HBCU EM programs.
- Develop contact lists to build relationships.
- Generate awareness for emergency management as a profession.
- Shift focus from recruiting students to building programs that generate awareness.
- Focus on creating direct lines of communication between HBCUs and DHS/FEMA.
- Create a database or repository of funding opportunities that support EM/HS at HBCUs, including capacity building and technical assistance grants.



How can HBCUs and DHS/FEMA work together on other objectives and goals?

- Embrace FEMA-led initiatives and accept that students seek employment opportunities across multiple agencies.
- Coordinate and share HBCU strategies and goals with FEMA Regional Advisory Councils.
- Establish clear partnerships between DHS/FEMA and HBCUs supported by Memoranda of Understanding (MOUs).
- Update existing FEMA curriculum on equity with input from HBCUs.
- Build into the curriculum a place for professionals to come into the classroom and speak directly to students. Leverage virtual opportunities.
- Improve shared understanding of the equity issue. Provide honest feedback – help DHS/FEMA understand HBCU perspectives and make improvements.
- Create ongoing engagement with opportunities for open, frank discussion.
- Set benchmarks and timelines (action plans).
- Develop contact lists to increase communications on information and opportunities.
- Establish regular meetings with HBCU leaders and FEMA Regions to explore potential relationships, particularly internship opportunities and student visits to DHS and FEMA worksites and facilities.
- Establish similar meetings to this one with FEMA, DHS, and a wider group of HBCUs.
- Explore opportunities for interested HBCU faculty to participate in panel reviews of grant applications and to join existing DHS and FEMA advisory committees.
- Strengthen coordination between DHS and FEMA on efforts to engage HBCUs.

Conclusions and Next Steps

From September 15-16, 2021, DHS/FEMA leaders met with HBCU leaders from across the nation at FEMA Region 4 (Day One) and at Clark Atlanta University (Day Two) to discuss building and sustaining EM Programs at HBCUs. At the conclusion, 17 of 35 participants (25 in-person and 10 virtual) responded to a poll and rated their overall impression of the meeting as 4.8 out of 5 or Excellent. HBCU leaders commented that they were better able to understand opportunities and potential resources while creating relationships that support advocacy and partnership. DHS/FEMA leaders commented that they were better able to understand the barriers and challenges to building and sustaining EM programs at HBCUs while exploring the interest and need to expand partnerships.

A few clear themes emerged during the discussion.

- Demographic shifts in the U.S. population warrant greater attention to equity, diversity, and inclusion within the emergency management community, including both academics and practitioners. Based on the most recent census, there will no longer be a clear racial minority/majority as of 2044¹². Efforts can begin now to prepare the next generation of emergency managers to be more reflective of society and ready to combat the inequalities in disaster vulnerability and outcomes associated with social and cultural variables.
- HBCUs that are considering EM/HS programs need access to resources and opportunities that can incentivize the development of these programs. Discussion included program placement within university structures, funding support for programs, faculty recruitment and retention, and opportunities for students (internships, employment, etc.).
- There is a lack of mutual awareness of opportunities. Many of the HBCU participants were unaware of the resources and opportunities presented by DHS/FEMA. Many of the DHS/FEMA participants were unaware of HBCU involvement in EM/HS activities such as the Community Emergency Response Team (CERT) Program, firefighter training, rural resilience, and research centers. This lack of mutual awareness can be addressed through more frequent and meaningful contact.
- Collaboration is essential to success. Given FEMA's whole community approach and the role of HBCUs in the community, collaboration would be mutually beneficial and key to progress on strategic priorities related to equity, diversity, and inclusion.

Since the meeting, FEMA and DHS have begun to make progress on next steps, and to explore options for new resources to support additional activities.

- FEMA's HiEd Program has awarded funding to a researcher from Howard University to develop a Workforce Diversity Index. The index will measure diversity within the higher education pipeline to the emergency management workforce.

¹² [Projections of the Size and Composition of the U.S. Population: 2014 to 2060 \(census.gov\)](https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf) (https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf).

- The DHS Office of Academic Engagement has signed MOUs with four of the HBCU participants, including Wilberforce University, Southern University Law Center, Southern University New Orleans, and Texas Southern University. These HBCUs have joined the DHS national effort to drive diversity across internships, externships and federal hires.
- FEMA's Senior Advisor to the Administrator on Equity is working with the DHS Office of Academic Engagement to sign MOUs with HBCUs to create a recruitment pipeline. In addition, NTED is supporting the Senior Advisor in efforts to identify communities with high social vulnerability index and offer grant writing technical assistance using students in EM programs who need grant writing experience. FEMA will pilot the program in Region 5.
- The DHS Office for Civil Rights and Civil Liberties (CRCL) is sponsoring a DHS HBCU Symposium on February 10, 2022 from 1:00 to 3:00 pm EST. The purpose of the symposium is to showcase opportunities across the Department for HBCU faculty, students, and staff. CRCL has invited FEMA's HiEd Program Manager to participate on one of two panels. Other confirmed speakers include representatives from the DHS Blue Campaign; the DHS Office of Academic Engagement; the DHS Science and Technology Directorate Office of University Programs, the Department's Pathways Program, and Jackson State University. Jackson State is co-leading the Coastal Resilience Center of Excellence (CRC) with the University of North Carolina. The CRC conducts research and education to enhance the Nation's ability to safeguard people, infrastructure, and economies from catastrophic coastal natural disasters such as floods and hurricanes.

FEMA's HiEd Program will participate with the goal of:

- Growing HBCU participation in the annual symposium (see below).
 - Featuring more HBCU faculty in HiEd communications and outreach efforts (i.e., newsletters, community calls, webinars).
 - Getting more proposals from HBCU researchers for potential HiEd funding.
- The Annual Higher Education Symposium is scheduled for June 6-9, 2022 at the National Emergency Training Center (NETC) in Emmitsburg, MD. HiEd is looking to recruit interested HBCU EM/HS Program faculty for the symposium planning committee, peer review process, and in the presentations.

For more information, please refer to the [HiEd Program website](https://training.fema.gov/hiedu) (<https://training.fema.gov/hiedu>).

Appendix

Agenda

Day One – September 15, 2021

Location/Host: FEMA Region 4: 3005 Chamblee Tucker Road, Atlanta, GA 30341

<i>Time</i>	<i>Topic</i>	<i>Speaker/Facilitator</i>
9:00 am	Host Welcome – FEMA Region 4	Gracia Szczech
9:15 am	Program Welcome and Introductions	Tony Russell and Charlotte Porter
10:00 am	Goals and Objectives <ul style="list-style-type: none"> ▪ State of HBCUs and EM Programs 	Michelle Norphlet <ul style="list-style-type: none"> ▪ Meldon Hollis
10:45 am	BREAK	
11:00 am	HBCU Expectations for EM Programs <ul style="list-style-type: none"> ▪ Perspectives, Challenges, Desired Outcomes 	Facilitators: Meldon Hollis & Antoine Richards with TMCF and HBCU Principals
12 noon	LUNCH	
1:30 pm	Presentations and Discussion: DHS and FEMA HQ <ul style="list-style-type: none"> ▪ DHS Overview ▪ Graduate Market – Next Gen Workforce ▪ FEMA Priorities for Equity & Inclusion 	Facilitator: Antoine Richards <ul style="list-style-type: none"> ▪ Traci Silas ▪ Karinda Washington ▪ Jo Linda Johnson
2:30 pm	Presentations and Discussion: FEMA Region 4 <ul style="list-style-type: none"> ▪ FEMA Region 4 Overview ▪ Disaster Assistance ▪ Region 4 HBCU Engagement 	Facilitator: Meldon Hollis <ul style="list-style-type: none"> ▪ Manny Toro ▪ Saidat Thomas ▪ Montague Winfield
3:30 pm	BREAK	
3:45 pm	Establishing HBCU EM Programs <ul style="list-style-type: none"> ▪ Issues, Challenges, and Best Practices 	Facilitators: Meldon Hollis & Antoine Richards with HBCU Principals
4:45 pm	Closing Remarks – Adjourn	Charlotte Porter

Day Two – September 16, 2021

Location/Host: Clark Atlanta University: 223 James P. Brawley Dr., SW, Atlanta, GA 30314

Time	Topic	Speaker/Facilitator
9:00 am	Host Welcome – Clark Atlanta University	Dr. George French
9:15 am	Recap – Review of Day One	Antoine Richards
9: 45 am	Campus Community Emergency Response Teams (CERT) and a Model for National Engagement	Christi Collins
10:45 am	BREAK	
11:00 am	Potential Support <ul style="list-style-type: none"> ▪ FEMA ▪ DHS 	Facilitator: Antoine Richards <ul style="list-style-type: none"> ▪ FEMA Principals ▪ DHS Principals
12:30 pm	LUNCH	
2:00 pm	Roundtable with 2 Breakout Groups: <ul style="list-style-type: none"> ▪ How do we build/sustain HBCU EM programs in the current fiscal climate? ▪ How can HBCUs and DHS/FEMA work together on other shared goals and objectives? 	Facilitators: Meldon Hollis & Antoine Richards with All Participants
3:30 pm	Wrap-Up and Next Steps	Michelle Norphlet
4:00 pm	Closing Remarks – Adjourn	Gracia Szczech Tony Russell Charlotte Porter

HBCU Emergency Management Program Case Studies

A summary of the presentations and discussion

(See [recording of Panel Presentation](https://www.chds.us/uapp/event/hied-hbcu) (<https://www.chds.us/uapp/event/hied-hbcu>) available online)

JACKSON STATE UNIVERSITY

Jackson State University's undergraduate program in emergency management focuses on disaster prevention, planning, preparedness, response, mitigation, and recovery. The curriculum is designed to provide students with a global outlook, interpersonal skills, and emergency management knowledge. The program, housed in the Department of Technology within the College of Science, Engineering and Technology, aims to prepare students for careers in EM/HS. The program is designed to develop competence in organizational communication and public administration with a goal of preparing students to develop, coordinate, and lead Emergency Management programs. Current funded programs include the Coastal Resilience Center of Excellence (\$2M – DHS – Lead: UNC Chapel Hill) and Community Resilience Engaging Advanced Training and Education (C.R.E.A.T.E.) (\$500K – DHS). Building and sustaining the program are based on two important factors, critical drivers and program needs, while success is measured by proposed outcomes.

Critical Drivers

- Absence of African Americans at Policy Level.
- Most Disasters/Vulnerable – African American Communities.
- Wealth Gap Expands After Each Disaster.

Program Needs

- Institution Infrastructure Enhancement.
- Human Resource Development – Cluster Hires.
- Strategic Partnerships – Federal Agencies and Relevant Contractors.
- Access to Professional Development and Jobs.

Outcomes

- Credentials.
- Internships.
- Professional Development.
- Faculty Exchanges/Research.
- Employment.

The Jackson State Program is located in the engineering department and offers a B.S. in engineering. The undergraduate program is focused on industrial engineering. The graduate program

is focused on the handling of toxic materials. The goal is to promote workforce development [Figure 5] which expands from DHS/FEMA support and the building of both technical and analytical skills for HBCU students across the interdisciplinary aspects of emergency management.

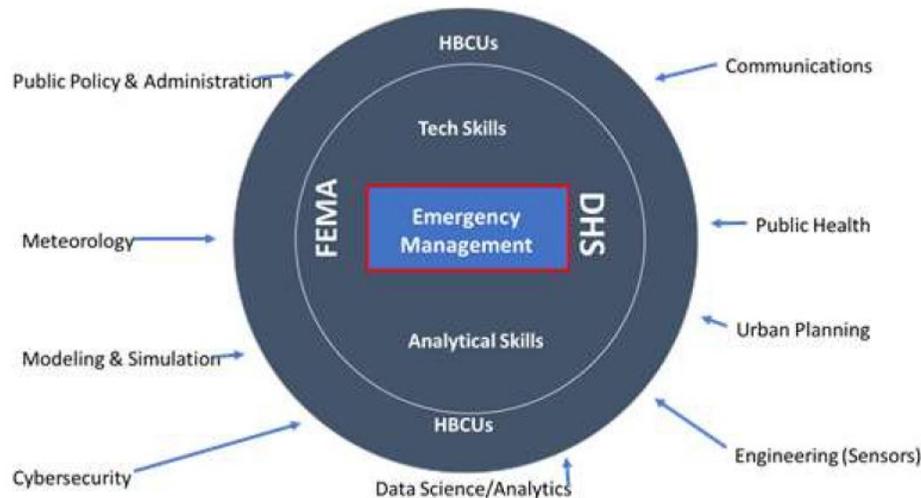


Figure 5: Proposed Workforce Development Model

UNIVERSITY OF THE DISTRICT OF COLUMBIA

The University of the District of Columbia (UDC) offers a B.A. in Administration of Justice, M.S. in Homeland Security, and houses the Institute for Public Safety and Justice rooted by the Crime, Justice, and Security Studies Program. Grants and Cooperative Agreements support the program at the local and national level. From a local level, the program offers Diversity Awareness and Sensitivity Training Program (MPD), Corrections Mid-Level Managers Training (DCDC), and Weapons of Mass Destruction Training (PSD). From a national level, supported by the DHS, the program offers National Legal Preparedness Training Program (FEMA), and received Scientific Leadership Awards for Minority Serving Institutions (S&T) (2010–Present).

The UDC chose the name Homeland Security for their master's degree program with the goal of being broadly inclusive, given the lack of awareness of emergency management as a discipline. Initially, the program had no full-time staff and functioned solely on adjuncts. The use of adjunct faculty presented an advantage; adjuncts can contribute valuable practical experience. The master's degree option was chosen over the bachelor's degree based on the idea that the discipline changes so quickly and the program aimed for students to complete the degree in two years with relevant knowledge of the field.

Curriculum-wise, the program uses general courses such as statistics and graduate research to teach both content knowledge and discipline knowledge specific to the program. The capstone is no longer structured as a thesis course based on the practical aspects of the field and the desire to prepare students for career opportunities beyond simply an academic thesis. The program also uses special topics courses to try out new course ideas [Table 3].

Table 3: University of the District of Columbia Masters in HS Curriculum

<i>Required Courses for M.S. in Homeland Security</i>	<i>Elective Course Options for EM Specialization/Concentration</i>
<ul style="list-style-type: none"> ▪ Homeland Security ▪ Individual Rights & Liberties ▪ Terrorism ▪ Intelligence and Security ▪ Ethics and Leadership ▪ Statistics/Predictive Analysis in HS ▪ Research Techniques ▪ Capstone ▪ Four Elective Courses 	<ul style="list-style-type: none"> ▪ Emergency Management ▪ Community Disaster Resilience ▪ Urban Spatial Analysis ▪ Critical Infrastructure ▪ Cybersecurity ▪ Managing Pandemic ▪ Internship ▪ Special Topics
<p><u>Curriculum Underpinnings – Across the Curriculum</u></p> <p>Research and Technology Utilization</p> <p>Impact of Disadvantage</p> <p>Cultural Awareness & Responsiveness</p>	
<p>Other Specializations/Concentrations: Cybersecurity, Critical Infrastructure, Terrorism</p>	

TEXAS SOUTHERN UNIVERSITY

Texas Southern University is ranked #1 in degrees awarded to African Americans including a #1 and #5 ranking for Doctoral – Professional degrees in Texas and nationally, respectively. The EM/HS degree was approved by the Texas Higher Education Board in 2013. The program is designed to provide education in the management natural and technological hazards and homeland security [Figure 5 and Table 4 and 5]. The program was developed based on the following:

- The need for and importance of involving minorities in the field.
- EMI E0390 course designed to involve Minority Serving Institutions in the development of degree programs.
- TSU’s invitation to advance educational equity, excellence, and economic opportunity under the White House Initiative on HBCUs.
- Minorities and people of color are the most impacted after disasters¹³.
- EM at TSU and other HBCUs present unique opportunities to educate minority EM professionals who are trained to understand the needs of the underrepresented before, during, and after a disaster.

¹³ [Mitigating Health Disparities After Natural Disasters: Lessons From The RISK Project \(healthaffairs.org\)](https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2020.01161) (https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2020.01161).

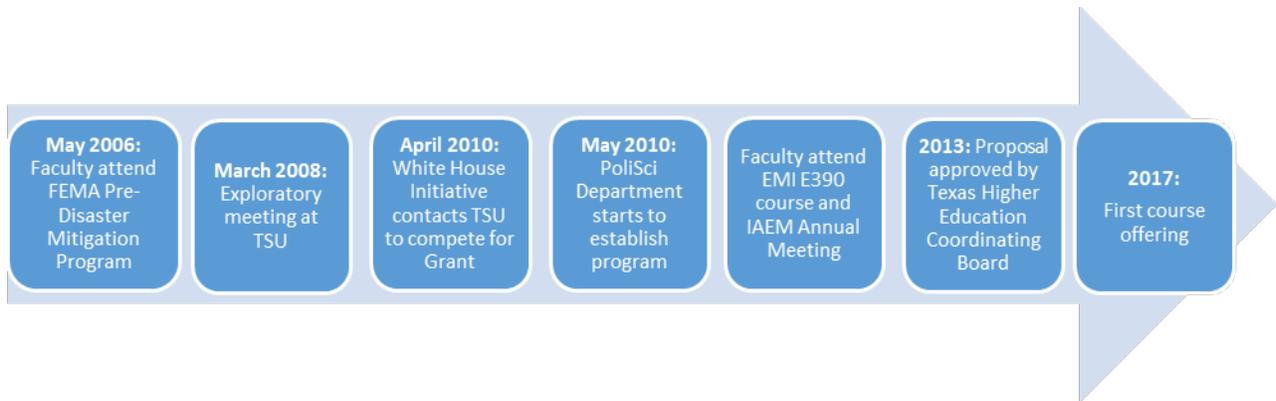


Figure 6. EM/HS Program Development

Table 4: Texas Southern University Bachelors in EM/HS Core Requirements

<i>Category</i>	<i>Semester Credit Hours (SCH)</i>
General Education Core Curriculum (Bachelors)	46
Required Courses	30
Other Requirements	24
Minor Requirements	21
Total	121

Table 5: Texas Southern University Bachelors in EM/HS Required Courses

<i>Prefix and Number</i>	<i>Required Courses</i>	<i>SCH</i>
EMGT 250	Introduction to Emergency Management	3
EMGT 251	Natural Hazards and Emergency Management	3
EMGT 252	Technological Hazards and Emergency Management	3
EMGT 351	Principles and Practices of Hazard Mitigation	3
EMGT 357	Emergency Recovery, Response, Preparedness, and Planning	3
HMSC 260	Introduction to Homeland Security	3
HMSC 361	Terrorism and Homeland Security	3
HMSC 362	Domestic and Global Terrorism	3
HMSC 363	Legal/Political Issues of Homeland Security	3
EMGT 480	Internship	3

Challenges of Developing or “Selling” The EM/HS Program:

- Changes in senior institutional leadership.
- Competition among faculty for resources and credit for program successes.
- Additional time needed for new administration to become familiar with and support the program.

Potential DHS Resources

A summary of the presentations and discussion

(See [recording of Panel Presentation](https://www.chds.us/uapp/event/hied-hbcu) (<https://www.chds.us/uapp/event/hied-hbcu>) available online)

DHS HEADQUARTERS OVERVIEW AND OFFICE OF ACADEMIC ENGAGEMENT

DHS has a vital mission to secure the nation from threats while safeguarding the American people, our homeland, and our values. DHS has responsibility to strengthen the security and resilience of 16 critical infrastructure sectors, as well as emergency management, as the Department houses FEMA.

The [Office of Academic Engagement \(OAE\)](https://www.dhs.gov/topic/academic-engagement) (<https://www.dhs.gov/topic/academic-engagement>) was formed in 2011 to strengthen DHS’s relationship with the academic community in three functional areas: a) engagement; b) resilience; and c) outreach. OAE works with the academic community – including school administrators, faculty, and students. OAE supports DHS’s mission by building, improving, and leveraging relationships with the academic community by liaising with school administrators, faculty, students, and the academic community on a range of issues. Strategic recruitment involves efforts to address diversity, equity, and inclusion. As of December 15, 2021, OAE finalized 16 diversity-driven MOU partnership agreements with academic institutions and have over 50 pending with universities throughout all 10 FEMA regions. Among those finalized, eight are with HBCUs. These MOUs establish direct relationships between institutions and the Department encompassing a range of initiatives based on gender, race, geographical location, and sexual orientation. Key topics for hot careers in DHS include intelligence, law enforcement, emergency management, cybersecurity, and climate change]. For more information, contact DHSacademic@hq.dhs.gov.

Other DHS opportunities include:

- The Department of [Homeland Security Academic Advisory Council \(HSAAC\)](http://www.dhs.gov/homeland-security-academic-advisory-council-hsaac) (www.dhs.gov/homeland-security-academic-advisory-council-hsaac) provides advice and recommendations to the Secretary and senior leadership on key issues across the homeland security enterprise as they related to educational settings, institutions, and academic activity.
- The DHS [Center for Prevention Programs and Partnerships \(CP3\)](https://www.dhs.gov/CP3) (<https://www.dhs.gov/CP3>) was founded in the aftermath of 9/11 and its mission remains the same today: to protect the safety and security of the American people. CP3 is an outstanding source for grant funding including the [Targeted Violence and Terrorism Prevention Grant Program](http://www.dhs.gov/tvtpgrants) (www.dhs.gov/tvtpgrants) which provided \$10M for grants to state, local, tribal, and territorial (SLTT)

governments, nonprofits, and institutions of higher education to develop capabilities that prevent targeted violence and terrorism.

- DHS [Science and Technology Centers of Excellence](https://www.dhs.gov/science-and-technology/centers-excellence) (https://www.dhs.gov/science-and-technology/centers-excellence) are designed to develop multidisciplinary, customer-driven, homeland security science and technology solutions and help train the next generation of homeland security experts. Centers of Excellence (COEs) provide opportunities for university partnerships, highlighted by Jackson State University's partnership with UNC Chapel Hill and the Coastal Resilience Center of Excellence (CRC). COEs provide funding and capabilities for universities that are propelling DHS forward in a certain area.
- The [United States Coast Guard \(USCG\)](https://www.uscg.mil) (https://www.uscg.mil) exists under the DHS and provides career and scholarship opportunities for students of color. Students are encouraged to also research and apply to the [U.S. Coast Guard Academy](https://www.uscga.edu) (https://www.uscga.edu) which is a four-year experience that prepares future Coast Guard officers while providing elite education opportunities.

DHS OFFICE OF PARTNERSHIP AND ENGAGEMENT: SOCIAL IMPACT AND CAMPAIGNS

The DHS [Office of Partnership and Engagement \(OPE\)](https://www.dhs.gov/partnership-engagement) (https://www.dhs.gov/partnership-engagement) coordinates DHS's outreach efforts with critical stakeholders nationwide, including SLTT governments, SLTT elected officials, SLTT law enforcement, the private sector, and colleges and universities ensuring a unified approach to external engagement. From a social impact and campaigns perspective, the importance of community engagement prior to decision making processes is prioritized. Academically, partnerships with HBCUs will allow direct opportunity for community engagement and will ensure that the DHS is creating space where individual and collective voices are heard.

DHS CENTER FOR FAITH-BASED AND NEIGHBORHOOD PARTNERSHIPS

The DHS Center for Faith-Based and Neighborhood Partnerships (the Center) fosters partnership between government and faith-based organizations (FBOs) to increase the nation's resilience by creating trust and developing relationships. The Center seeks to build bridges across the whole community and to help overcome coordination challenges among faith-based organizations (FBOs), emergency managers, and other stakeholders engaging a broad cross-section of FBOs in all stages of the disaster cycle. The DHS Center serves as a clearing house for information, connecting and coordinating with FBOs allowing information to be shared in both directions, informing decision making at DHS by elevating concerns, ground truth and local situational awareness while providing feedback, updates, and guidance to the faith community. Given the significance of religion and faith among communities of color and their influence among HBCUs, and the emotional and spiritual care involved in disasters, pivotal partnership opportunities exist for direct collaboration between HBCUs and DHS through the Center. For more information, contact partnerships@fema.dhs.gov. The Center is seeking HBCUs with a seminary and campus chapel to leverage opportunities.

DHS CAREER AND INTERNSHIP OPPORTUNITIES

Table 6: Career and Internship Resources for Students and Early Career Professionals

<i>Career</i>	<i>Internship Resource for Students and Early Career Professionals</i>
FEMA	FEMA Careers (Direct Hire Authority) (https://www.fema.gov/careers)
FEMA	FEMA Corps (https://www.fema.gov/careers/position-types/peace-corps-ameriacorps)
FEMA	FEMA Reservists (On-Call) (https://www.fema.gov/careers/position-types/reservists)
FEMA & DHS Pathways Programs	Internships (OPM) (https://www.opm.gov/policy-data-oversight/hiring-information/students-recent-graduates/#url=intern) Recent Graduates Program (OPM) (https://www.opm.gov/policy-data-oversight/hiring-information/students-recent-graduates/#url=graduates) Presidential Management Fellows (https://www.pmf.gov)
DHS	Cybersecurity & Infrastructure Security Agency (Direct Hire Authority) (https://www.cisa.gov/careers)
DHS	Secretary Honors Program Cyber Student Intern Program (https://www.dhs.gov/homeland-security-careers/cybersecurity-internship-program)
DHS	Intelligence & Analysis (I&A) Internship Program (https://www.dhs.gov/homeland-security-careers/office-intelligence-and-analysis-internship-program)
DHS	Federal Law Enforcement Training Centers (FLETC) College Intern Program (https://www.fletc.gov/fletc-college-intern-program)
DHS	CBP Law Enforcement Explorer Program (https://www.cbp.gov/careers/outreach-programs/youth/cbp-law-enforcement-explorer-program)
DHS	Homeland Security Careers (https://www.dhs.gov/homeland-security-careers)

Tips and Strategies for Preparing Students for Federal Jobs:

- **Understand Deadlines:** While FEMA and DHS are continuously hiring, including Direct Hire Authority, hiring often depends on the program office. Structured programs such as Pathways and Presidential Management Fellows are posted with deadlines.
- **Leverage Current Circumstances:** FEMA is required to do a percentage of local hiring when a disaster area is established. Encourage faculty and students to raise awareness of those opportunities during times of crisis and disaster.

- **Prepare Students for the Background Check Process:** Honesty is key on all applications. Focus on honest and transparent answers which align with circumstances that may be found during the background investigation.
- **Increase Awareness of Opportunities:** Encourage regional relationships and bilateral outreach between DHS/FEMA and HBCUs to ensure awareness of opportunities. Establish and maintain relationships at all levels of government.
- **Provide Guidance on Navigating the Application Process:** Focus on introducing students to the preparation of federal resumes and applying for federal jobs through the [USAJobs website](https://www.usajobs.gov) (<https://www.usajobs.gov>). Understand that many applications go through the Office of Personnel Management and reviewers are typically not close to the hiring authority. Emphasize that the federal hiring process is slow and stress patience for applicants.
- **Understand Timelines:** Given the slow nature of the hiring process, it is feasible to apply for jobs prior to completion of a degree but job offers typically won't go out until the degree is in hand. Recommend applying prior to degree completion to align with hiring timeline.
- **Utilize Volunteer Experience:** Volunteer experience counts as specialized experience for government-related jobs. Students should seek volunteer opportunities and leverage those opportunities for the purpose of applications.
- **Create Personalized Resumes:** Encourage students to tailor resumes for each job they apply for and address the specifics of each job posting.
- **Increase Awareness for Student Loan Repayment:** Increase awareness of the Student Loan Repayment Program (SLRP) as a recruitment tool and opportunity to pursue federal positions. The SLRP is not consistent and that students should ask hiring officials about student loan repayment when they receive a job offer and receive a guarantee in writing prior to starting the position.

Potential FEMA Resources

A summary of the presentations and discussion

FEMA OFFICE OF EQUAL RIGHTS

The FEMA [Office of Equal Rights \(OER\)](https://www.fema.gov/about/offices/equal-rights) (<https://www.fema.gov/about/offices/equal-rights>) serves the Agency and Nation by supporting a discrimination-free workplace and equal access to FEMA programs and services for all disaster survivors. OER leads FEMA's effort to promote fairness, integrity, compassion, and respect, thus holding the Agency and entire FEMA community accountable for supporting equality and inclusive diversity daily. In July 2021, FEMA announced two initiatives to advance equity across the Agency including the formation of an Equity Enterprise Steering Group and the establishment of a robust stakeholder engagement process to develop the Agency's 2022-2026 Strategic Plan. With equity and inclusion as a priority, supported by the President's recent executive order, advancement of educational initiatives is a key focus area. FEMA maintains a commitment to increasing the diversity of its workforce to meet the needs of a diverse community highlighted by

FEMA’s investment into this meeting. To support the next level workforce, FEMA is continuously hiring to support the Agency’s mission and FEMA has direct hiring authority that allows applicants to bypass normal employment processing. For these positions, applicants can directly contact a job’s designated human resource person for hiring consideration.

FEMA REGION 4

[FEMA Region 4](https://www.fema.gov/about/organization/region-4) (https://www.fema.gov/about/organization/region-4) is comprised of eight states, six federally recognized tribes, more than 2,000 miles of coastline, the nation’s busiest airport, 65 military installations, seven deep water ports, and seven air transportation hubs. The region maintains four response division branches: a) regional response coordination center, b) operational planning, c) logistics management, and d) operations integration. In 2020, Region 4 responded to the most active hurricane season on record including 30 named storms, 13 hurricanes (6 major) with 10 out of 13 hurricanes undergoing rapid intensification due to climate change leading to larger rain events. Beyond hurricanes, the region averaged one disaster declaration every nine days for the first nine (9) months of 2020 and responded to 24 incidents since October 2020.

Understanding the prominence of HBCUs within the region, Region 4 has sought engagement opportunities throughout the region, including Alabama State University, Concordia University, Jackson State University, Fayetteville State University, Morehouse College, North Carolina A&T University, Oakwood College, Savannah State University, and Tennessee State University. Region 4 has supported HBCUs through campus emergency plan reviews, campus community emergency response teams (CERTs), preparedness fairs, [student tools for emergency planning \(STEP\)](https://www.ready.gov/kids/student-tools-emergency-planning-step) (https://www.ready.gov/kids/student-tools-emergency-planning-step), campus EM and safety training, community PrepareAthons, preparedness materials, and preparedness month marketing and programs [Table 7]. Highlighting Region 4 outreach and technical assistance mechanisms can serve as a catalyst for additional regional support for HBCUs nationwide.

Table 7: Region 4 HBCU Outreach and Technical Assistance Approaches

Support Mechanism	Technical Assistance
Campus Emergency Plan Reviews	<ul style="list-style-type: none"> ▪ Regional Subject Matter Experts ▪ Reviewed Existing Emergency Plans and Safety Procedures
Campus CERT	<ul style="list-style-type: none"> ▪ Training for On-Campus CERTs ▪ CERT Volunteers to Participate in Efforts to Increase Preparedness and Resilience
Preparedness Fairs	<ul style="list-style-type: none"> ▪ Assist Local EM Partners to Review Existing Emergency Plans and Safety Procedures ▪ Emergency Supply Vendors are on Hand with Examples of Disaster Survival Kits, etc.
Student Tools for Emergency Planning (STEP)	<ul style="list-style-type: none"> ▪ Three Core Lessons ▪ Student Guidance on How to Create Emergency Kits and Family Communication Plans

Support Mechanism	Technical Assistance
Campus Emergency and Safety Training	<ul style="list-style-type: none"> ▪ Taught Students About Natural Disasters ▪ Severe Weather to Wildfires
Community PrepareAthon	<ul style="list-style-type: none"> ▪ Ready-Campus Events ▪ College/University Emergency Response App ▪ Emergency Alerts ▪ Threats and Hazards On-Campus
Preparedness Materials	<ul style="list-style-type: none"> ▪ Support the On-Campus Emergency Preparedness and Safety Programs ▪ Taught, Trained, and Enhanced Knowledge of Emergency Management ▪ The Five Steps to Emergency Management
National Preparedness Month	<ul style="list-style-type: none"> ▪ Observed Each September ▪ Raise Awareness ▪ Provided Support to College and Universities ▪ Provided Assistance in Campus Preparedness Efforts

FEMA CENTER FOR DOMESTIC PREPAREDNESS

FEMA’s Center for Domestic Preparedness (CDP) is the only U.S. federal facility chartered to provide comprehensive preparedness training programs for the nation’s emergency response providers. The facility provides training to approximately 50,000 emergency responders annually. Since opening its doors in 1998, the CDP has trained more than 1.3 million responders across 17 different disciplines – emergency management, emergency medical services, fire service, governmental administrative, hazardous materials, healthcare, law enforcement, public health, public safety communications, public works, agriculture, education, citizen/community volunteer, information technology, security and safety, search and rescue, and transportation. Currently, the CDP is working with nursing schools at three HBCUs to teach a for-credit hospital emergency response course. Portions of the course are on-site at CDP’s fully functional training hospital. Students are graded on their ability to demonstrate what they learned. This course is offered at no cost to HBCUs with 3,000 HBCU students trained to date. For more information, visit [FEMA’s CDP website](https://cdp.dhs.gov) (https://cdp.dhs.gov).

FEMA EMERGENCY MANAGEMENT INSTITUTE

[FEMA’s EMI](https://training.fema.gov/emi.aspx) (https://training.fema.gov/emi.aspx) serves as the national focal point for the development and delivery of emergency management training to enhance the capabilities of SLTT government officials; volunteer organizations; FEMA’s disaster workforce; other Federal agencies; and the public and private sectors to minimize the impact of disasters and emergencies on the American public. EMI curricula are structured to meet the needs of this diverse audience with an emphasis on separate organizations working together in all-hazards emergencies to save lives and protect property. Emphasis is placed on governing doctrine such as the National Response Framework, National Incident Management System, and the National Preparedness Guidelines. EMI is fully accredited by the International Association for Continuing Education and Training and the American Council on Education. The instruction is based upon the principles of Emergency Management and

instructional systems design, which create a framework within whole communities to reduce vulnerability to hazards and to cope with disasters. EMI develops courses and implements training delivery systems to include residential onsite training; offsite delivery in partnership with Emergency Management training systems, colleges, and universities; and technology-based mediums to conduct individual training courses for Emergency Management and Response personnel across the United States. EMI offers over 200 independent study courses, as well as 150 classroom-based courses. The majority of classroom courses have been reviewed by the American Council on Education for undergraduate credit recommendations at the upper and lower level. For students, EMI certificates of completion have been beneficial and integral additions to student applications when searching for EM careers. Information on courses offered, application timeline, procedures and forms, and enrollment periods can be found on the [FEMA EMI website](https://training.fema.gov/emi.aspx) (https://training.fema.gov/emi.aspx).

FEMA INDIVIDUAL AND COMMUNITY PREPAREDNESS DIVISION

FEMA's Individual and Community Preparedness Division (ICPD) supports the FEMA mission by connecting individuals, organizations, and communities with research and tools organized in Preparedness Portfolios [Figure 7] to build and sustain capabilities to prepare for any disaster or emergency. ICPD conducts research to better understand effective preparedness actions and ways to motivate the public to take those actions. ICPD also develops and shares preparedness resources and coordinates comprehensive disaster preparedness initiatives that empower communities to prepare for, protect against, respond to, and recover from a disaster. This mission is achieved through close coordination with the FEMA Regions and working relationships with federal, state, local, and tribal agencies, and nongovernmental partners from all sectors nationally through neighborhood-based community groups.



Figure 7: Preparedness Portfolios for Individual and Community Preparedness

Campus Community Emergency Response Teams (CERTs) allow students and faculty to engage in collaborative activities that support and enhance existing disaster response capabilities; increase the resilience of the campus; build relationships with surrounding communities; and introduce students to careers in emergency management. Campus CERTs foster a sense of unity and community on campus, as well as the surrounding community by assisting with emergency response, staffing emergency operations centers, providing campus event support, and providing community

event support. Students gain an introduction to emergency management careers by working firsthand with professional first responders and leveraging partnerships with local emergency manager and public safety officials. Information on building support, and developing, conducting, and maintaining the program can be found in the [Campus CERT Starter Guide](http://www.ready.gov/sites/default/files/2019-06/campus_cert_starter_guide_final.pdf) (www.ready.gov/sites/default/files/2019-06/campus_cert_starter_guide_final.pdf).

FEMA NATIONAL TRAINING AND EDUCATION DIVISION

Continuing Training Grants Program (CTG)

The Homeland Security National Training Program (HSNTP)/Continuing Training Grants (CTG) provides funding via cooperative agreements to partners to develop and deliver training to prepare communities to prevent, protect against, mitigate, respond to, and recover from acts of terrorism and natural, man-made and technological hazards. In accordance with the DHS Appropriations Act, 2021 (Pub. L. No. 116-260), the CTG plays an import role in the implementation of the National Preparedness System by supporting the building, sustainment, and delivery of core capabilities essential to achieving the [National Preparedness Goal](https://www.fema.gov/emergency-managers/national-preparedness/goal) (https://www.fema.gov/emergency-managers/national-preparedness/goal) of a secure and resilient nation. The program releases a national notice of funding opportunities (NOFO) annually by NTED and HBCUs are welcome and encouraged to apply. The NOFO includes different focus areas each year with upcoming areas of focus including climate change, equity, and the emergency management workforce. Training developed through the CTG is designed to be replicable nationwide and NOFOs can be found at www.grants.gov. The next NOFO is scheduled for release in June 2022.

Higher Education Program

In 1994, EMI established HiEd to work with colleges and universities to foster a higher level of commitment to the field of emergency management. In 2017, the HiEd Program was reassigned from EMI to NTED. The goal was to raise the profile and expand the reach of the program to serve a growing national audience and build closer relationships with other programs across FEMA. HiEd engages educators, researchers, and practitioners to work together to foster continuous learning and innovation in emergency management to meet the challenges that confront the Nation.

HiEd provides a range of services including:

- The [FEMA HiEd College List](https://training.fema.gov/hiedu/collegelist) (https://training.fema.gov/hiedu/collegelist) that identifies higher education programs at all levels of study in emergency management, homeland security, and related fields. Today, there are more than 749 programs around the nation and the globe.
- The [FEMA EM HiEd newsletter](https://training.fema.gov/hiedu/arrpt) (https://training.fema.gov/hiedu/arrpt) that is distributed to over 70,000 subscribers to highlight updates across the EM/HS education sector.
- [National academic engagements](https://training.fema.gov/hiedu/focusgroups) (https://training.fema.gov/hiedu/focusgroups) to explore ideas, options, and perspectives on topics relevant to emergency management higher education. Topics are identified by FEMA based on emerging issues and feedback from the higher education community.

- [Regional academic engagements](https://training.fema.gov/hiedu/regionalengagement) (https://training.fema.gov/hiedu/regionalengagement) in partnership with the FEMA Regions. The desired outcome is to identify gaps and create regional and national research agendas for ongoing practitioner and academic collaboration.
- In 2018, HiEd published [A Proposed Research Agenda for the EM HiEd Community](https://training.fema.gov/hiedu/docs/latest/2018_fema_research_agenda_final-508%20(march%202018).pdf) (https://training.fema.gov/hiedu/docs/latest/2018_fema_research_agenda_final-508%20(march%202018).pdf), focused on uniting research and practice, outlining guiding principles, and research thrust areas. HiEd will review and update this agenda, in collaboration with educators, researchers, and practitioners. Research proposals must align with the research agenda to be considered for HiEd funding. Proposals related to regional engagements and Special Interest Groups (SIGs) are encouraged.
- [Special Interest Groups \(SIGs\)](https://training.fema.gov/hiedu/specialinterest/sig.aspx) (https://training.fema.gov/hiedu/specialinterest/sig.aspx) are self-organized and self-directed by members of the community for knowledge exchange on specific topics related to emergency management higher education. SIG members can potentially become involved in co-authoring research, mentoring students, and advising practitioners.
- An annual Symposium, which provides an opportunity for members of the community to network, present research, and discuss issues and trends affecting emergency management higher education and the profession. In 2021, the three-day virtual event included two workshops and 24 sessions, including three academic community awards and a poster contest. Final materials and presentation links for the [23rd Annual EM HiEd Virtual Symposium](http://www.training.fema.gov/hiedu/educonference21.aspx) (www.training.fema.gov/hiedu/educonference21.aspx) are posted on the HiEd Website.

Participants

HBCUs

Organization (A – Z)	Name	Title	Attendance
Alabama A&M University	Dr. Jeanette Jones	Professor and Member, Board of Trustees	Virtual
Central State University	Dr. Erik Brooks	Provost and Vice President, Academic Affairs	In-Person
Claflin University	Dr. Karl Wright	Provost	In-Person
Clark Atlanta University	Dr. George French	President	In-Person
Jackson State University	Dr. Joseph Whittaker	Vice President for Research & Economic Development and Associate Provost	In-Person
North Carolina Central University	Dr. David Jackson	Provost and Vice Chancellor for Academic Affairs	In-Person
Southern University – Law Center	Dr. John Pierre	Chancellor	In-Person
Southern University – New Orleans	Dr. James Ammons	Chancellor	Virtual
Tennessee State University	Dr. Curtis Johnson	Chief of Staff and Associate Vice President/Chief Operating Officer	In-Person
Texas Southern University	Dr. Oluponmile Olonilua	Associate Professor and EM/HS Program Coordinator	In-Person
Tuskegee University	Dr. Heshmat Aglan	Interim Provost	In-Person
University of Washington DC	Dr. Angelyn Flowers	Professor and EM/HS Program Director	In-Person
University of Maryland, Eastern Shore	Dr. Robert Mock	Chief of Staff	In-Person
Wilberforce University	Dr. Johnny Jones	Provost and Vice President for Academic Affairs	In-Person
Thurgood Marshall College Fund	Dr. Harry Williams	President/Chief Executive Officer	In-Person
Thurgood Marshall College Fund	Dr. Joyce Payne	Founder/President Emeritus	Virtual

DHS and FEMA

Organization (A – Z)	Name	Title	Attendance
DHS Center for Faith-Based and Neighborhood Partnerships	Marcus Coleman, Jr	Director	In-Person
DHS Office of Academic Engagement	Traci Silas	Executive Director (A)	In-Person
DHS Office for Civil Rights and Civil Liberties	Michelle McGriff	DHS Representative, White House Initiative on HBCU Interagency Working Group	Virtual
DHS Office of Social Impact and Campaigns	Karinda Washington	Executive Director	In-Person
FEMA Federal Insurance and Mitigation Administration	David Maurstad	Deputy Associate Administrator	In-Person
FEMA Grant Programs Directorate	Kimberly Marshall	Section Chief	Virtual
FEMA National Preparedness Directorate (NPD)	Tony Russell	Assistant Administrator (A) & Superintendent, Center for Domestic Preparedness	In-Person
FEMA NPD	Scott Kelberg	Deputy Assistant Administrator (A)	Virtual
FEMA NPD Emergency Management Institute	Dr. Jeff Stern	Superintendent	Virtual
FEMA NPD Emergency Management Institute	Mike Sharon	Deputy Superintendent	In-Person
FEMA NPD Individual and Community Preparedness Division	Aaron Levy	Director	Virtual
FEMA NPD Individual and Community Preparedness Division	Christi Collins	Branch Chief	Virtual
FEMA NPD National Training and Education Division	Charlotte Porter	Director (A)	In-Person
FEMA Office of Equal Rights	Jo Linda Johnson	Director	In-Person

Organization (A – Z)	Name	Title	Attendance
FEMA Region 4	Gracia Szczech	Regional Administrator	In-Person
FEMA Region 4	Mary Hudak	External Affairs Director	In-Person
FEMA Region 4	W Montague Winfield	Federal Preparedness Coordinator	In-Person

Facilitators

- Michelle Norphlet, MS, Program Manager, FEMA NTED. Ms. Norphlet serves as a Program Manager with FEMA’s NTED, with oversight of several major contracts and the CHDS portfolio at the Naval Postgraduate School. She is also the former acting HiEd Program Manager and a graduate of Wilberforce University, a private HBCU in Ohio.
- Meldon Hollis, MA, JD, MPA, Lead for the Academic Special Interest Group on Race, Ethnicity, and Economic Impact. Mr. Hollis is a former Professor of Political Science and EM at Savannah State, a public HBCU in Georgia, and former Vice President at Texas Southern, a public HBCU in Texas. He is also a former FEMA program manager and former executive director of the White House Initiative on HBCUs. He has been involved in several research projects on behalf of FEMA’s HiEd Program.
- Antoine Richards, MPH, Senior Advisor at I-DIEM; DSc Student in EM at Jacksonville State. Mr. Richards is a career researcher and serves as Diversity, Inclusion, and Racial Equity Co-Lead for the Association of Healthcare Emergency Preparedness Professionals. He received a master’s degree in public health from the Morehouse School of Medicine, a private HBCU in Georgia. He has been involved in several research projects on behalf of FEMA’s HiEd Program.
- Dr. Julian Muhammad, Senior Consultant for Acclaro Research Solutions, Inc. (back-up). Dr. Muhammad serves as a senior consultant supporting FEMA and as Contributing Faculty at Walden University for the School of Public Policy and Administration. He has served as an EMI adjunct instructor and has worked with FEMA’s HiEd Program and the HBCU EM Workforce Consortium.