

Emergency Management/ Homeland Security Higher Education Regional Academic Collaborative Region III

After-Action Report and Improvement Plan

September 4, 2019

The After-Action Report and Improvement Plan (AAR/IP) align the collaborative engagement objectives with preparedness doctrine to include the National Preparedness Goal and related frameworks and guidance.

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ENGAGEMENT OVERVIEW

Engagement Name	Region III Higher Education Academic Collaborative
Engagement Date	Wednesday, September 4, 2019
Scope	This engagement was a 1-day event conducted by FEMA’s Higher Education Program to foster greater collaboration and working relationships within the emergency management community. The event took place in Loyola Hall at Immaculata University (1145 West King Road, Immaculata, PA 19345). Academics, emergency management practitioners, and other stakeholders shared examples of research, thinking, projects, and successes through focused presentations with the hopes of improving collaborative efforts across Region III. The engagement was structured to allow for constructive dialogue to occur both in-person and via the virtual platform.
Engagement Theme	Build, support, and sustain regional community connections and facilitate the matching of capabilities and expertise to the needs of Region III.
Purpose	To build awareness and capture successful regional practices of collaboration with faculty, students, and researchers working with emergency management practitioners, as well as to identify untapped opportunities.
Objectives	<ol style="list-style-type: none">1. To facilitate an opportunity for emergency management academics and practitioners in Region III to connect, collaborate, and build community.2. To create a dynamic region-specific report identifying academic and broader community resources, capabilities, and expertise to support on-going regional academic and practitioner partnership and collaboration.
Sponsor	FEMA Emergency Management Higher Education Program
Participating Organizations	The total number of participants was 41. The participants in the event attended both in-person (27) and via a virtual platform (14). The participants included: students and academics representing a variety of higher educational institutions and practitioners from Federal, county, local, and other governmental organizations. For a comprehensive list of attendees, please see Appendix A.
Point of Contact	Wendy Walsh, Higher Education Program Manager Wendy.Walsh@fema.dhs.gov, (301) 447-1262

EXECUTIVE SUMMARY

On Wednesday the 4th of September, regional stakeholders from FEMA Region III assembled to welcome collaboration and foster new working relationships within the emergency management community. This event took place in Loyola Hall at Immaculata University located in the western suburbs of Philadelphia, Pennsylvania. This engagement included members from a range of academic institutions and other agencies both in-person and through a virtual platform. The event was made possible through sponsorship from FEMA's Emergency Management Higher Education Program. This event built off of the success of similar collaboration workshops that took place throughout this fiscal year.

The event began with a brief welcome and administrative remarks from George Schwartz, Ed.D., Assistant Professor of Leadership and the Preparedness and Resilience Program Director at Immaculata University. He was followed by Wendy Walsh, the Higher Education Program Manager for FEMA. Her remarks set the precedent for the course of the event and outlined the purpose of the meeting. The participants (both in-person and online) also introduced themselves and described their diverse backgrounds and credentials. This approach allowed the participants to become comfortable within the meeting and well acquainted with each other both in-person and via the virtual platform.

After the introductions were complete, Wendy Walsh provided a detailed overview of the FEMA Higher Education Program and its close relation to the FEMA Administrator's Strategic Plan. Her remarks also established a framework for the meeting and emphasized key institutional values of integrity, respect, compassion, and awareness throughout the course of the day. The presenters from a diverse variety of backgrounds included: The Naval Postgraduate School/CHDS/University, the Mid-Atlantic Center for Emergency Management, Maryland Emergency Management Agency, Drexel University, Immaculata University/*the International Journal of Security, Preparedness and Resilience Education*, Howard University, the District of Columbia Homeland Security and Emergency Management Agency, University of Delaware, Pennsylvania State University, Harrisburg/Penn State Homeland Security Online Program, and the 112th Cyber Operations Squadron/Pennsylvania Air National Guard.

At the end of the presentations, as part of the group discussion, much of the dialogue identified and supported the value of collaborative research, work experience, and integrative education. The discussions also highlighted that key members of the emergency management community were missing. Notably members of Federal and state sectors should be part of any future collaborative effort.

ENGAGEMENT PRESENTATIONS

Walsh, Wendy: Creating a Gracious Space and Introductions



As the facilitator of the engagement, Ms. Wendy Walsh provided a warm welcome. After an introduction of the purpose of the event, she described her role today is to create a welcoming space for the physical and virtual participants to connect and to create a venue to amplify ideas and plans for the betterment of the citizens of Region III.

The stated purpose of the Region III Higher Education Academic Collaborative is to build awareness and capture successful regional practices of collaboration with faculty, students, and researchers working with emergency management practitioners, as well as to identify untapped opportunities. The desired outcomes are to build, support, and sustain regional community connections and facilitate the matching of capabilities and expertise to the needs of Region III.

She then introduced the concept of *Creating Gracious Space*, which includes four aspects: Spirit, Setting, Welcoming the Guest, and Learning in Public. She described how the spirit of the room should be one of inclusiveness – open to learning and sharing while remembering to be respectful and solution-oriented. The setting denotes a physically comfortable, well-lit, and temperate space that is mindful of orientation and formatted to support an exchange of information. In welcoming guests, one should be mindful that all participants come from different backgrounds and perspectives; this highlights the beauty and strength of diversity, prompting participants to understand and listen. Learning in public dictates that the ideas of certainty, expertise, and personal solutions must be relinquished in order to make figurative space for new ideas and collective wisdom.

While facilitating the introductions, Ms. Walsh emphasized the unique connections that the participants have to other efforts, organizations, and institutions. During the introductions of colleagues from Puerto Rico, she also mentioned the collaboration between the FEMA Higher Ed office, the University of Albany, and other partners for an upcoming conference called RISE (Resilience In Sustainable Reconstruction) that seeks to explore how institutions of higher learning can strengthen preparedness, response, and recovery efforts in the face of threats posed by a changing climate and extreme weather.

Downer, Goulda: Howard University*A Shared Vision—HBCU’s Whole Community Approach:
The Case for Nationwide Community Emergency Response Team (CERT) Training*

Dr. Goulda Downer is an associate professor in the College of Medicine at Howard University in Washington, DC. Unfortunately, Dr. Downer was not able to participate in-person, but we were grateful for her virtual participation. Due to other commitments, she did the first *lightning brief*. Dr. Downer began by recognizing how communities of color, regardless of socio-economic status, are often the most impacted populations during a disaster (recent examples include Hurricanes Katrina and Irma). Many Historically Black Colleges and Universities (HBCUs) are also located in disaster-prone areas.

Resilience is not just about bouncing back; it is about being able to thrive in the long term. But this can be a challenge for these communities because people of color are woefully underrepresented in the relatively new profession of emergency management even as job growth in the field is increasing rapidly. This may be due in part to the relative newness of the field; the first program in higher education was only established more than 20 years ago, and fewer than 10% of all institutions of higher learning offer programs in emergency management. Unfortunately, only 12 of the 102 HBCUs offer classes in related fields (most of these are certificate programs), 1 HBCU offers a master’s degree in emergency management, and none have a doctorate program.

Participation in this field should be proportionally representative to the total U.S. population, and when affected communities do not see themselves represented proportionally among the disaster responders, it can “arguably limit the efficacy of the current services provided” to these communities during a response.

To address the issues of diversity, inclusion, and equity, there must be an opportunity for students to get actively involved. Howard University has partnered with national organizations to establish the *HBCU Emergency Management Workforce Consortium*. It seeks to boost engagement by people of color in the field of emergency management by supporting opportunities for Community Emergency Response Team (CERT) training among these students. The goal is to have 10% of all HBCU students to become CERT-trained within the next 5 years.

The core of the consortium includes representatives from the Environmental Protection Agency, FEMA, Howard University, and the U.S. Department of Education. Since forming, other organizations, including the HBCU Law Enforcement Executives and Administrators which has safety responsibilities on HBCU campuses, have joined the effort. The consortium’s efforts began with a nationwide needs assessment to which 27% of the HBCUs responded. Of these, only two had CERT programs on their campuses. The others had no prior knowledge of CERT and what it was, but upon learning, all of these expressed their interest in having CERT on their campuses and 92% were interested in potentially establishing an accredited EM degree program.

Currently the consortium has helped establish cohorts in North Carolina by working with partner organizations, leaders of higher education institutions, and by partnering with EM practitioners from the campus communities. The two-fold benefits of this program are seen as: 1) workforce strengthening, and 2) strengthening cultural competence with vulnerable communities. The training also supports FEMA’s whole community approach.

documents” because they may be right at this time, but their advice and guidelines may need to adapt in the future.

In the next slide, Ms. Walsh also described how the 25-year old Higher Education Program works with partners in 6 different ways, as shown in the slide. She offered the example of the development of a Defense Support to Civil Authorities training module that she is helping to develop with practitioners who have significant experience in DSCA. She highlighted the Special Interest Groups (SIGs) and the annual symposium as learning opportunities for both academics and practitioners.



Relying on her small budget to fund worthwhile activities, Ms. Walsh emphasized that a goal of this regional engagement session is to start a learning community that can use this report as the basis for collaborative efforts to benefit emergency management efforts in the region. She intends to accomplish that by clearly establishing goals for regional work after the conference.

Siedschlag, Alexander: The Pennsylvania State University, Harrisburg
*Penn State Homeland Security Online Programs –
Regional Community Connection and Collaboration*

Dr. Alexander Siedschlag is the interim director of the School of Public Affairs at The Pennsylvania State University. He is a Professor of Homeland Security and Public Health Preparedness, and the Chair of Penn State’s Homeland Security Programs. Dr. Siedschlag unfortunately was not able to participate in-person, but we were grateful for his virtual participation for this event.

During his engagement, Dr. Siedschlag highlighted how Penn State’s Intercollege Master of Professional Studies in Homeland Security (iMPS-HLS) program collaborates with regional (and national) partners. In addition to the seven other Penn State academic units which support the different specialties that a student can major in, students partner with various homeland security and intelligence agencies to conduct research for their capstone projects. In addition, the program’s advisory council and many of its adjunct instructors work in the mission space and across tiers, from county emergency management agencies to the intelligence community.

Students have the option to do an internship which is obtained by collaborating with partners in the region (such as the Dauphin County Emergency Management Agency). Finally, students collaborate with practitioners from the region in various ways; for example, by acting as role players for

Transportation Security Agency training, which provides them with a unique perspective on exercises. An upcoming event in conjunction with Penn State’s Center for Security Research and Education and the Pennsylvania Emergency Management Agency (PEMA) will be the Pennsylvania Opioid Crisis Response and Resilience tabletop exercise on September 24th at PEMA headquarters. Penn State’s Homeland Security Program students are currently working with subject matter experts to finalize a scenario handbook and to organize the event.

Dr. Siedschlag fielded a question regarding the ability of academic programs to provide credit for experience and that generated a discussion that reflected the ongoing tension in emergency management between pedagogical and experiential learning. He explained that it is the policy of Penn State (and other schools) not to provide credit for prior experiential learning at the graduate level, but did describe how there is some flexibility to substitute experience for internships.

Ms. Walsh emphasized how having students with good, relevant experiences in classes benefits the learning of all the students.

Recca, Steve: Naval Postgraduate School Center for Homeland Defense and Security University Agency Partnership Initiative

NPS/CHDS UAPI-Program and Opportunities Overview



Mr. Steve Recca presented an overview of the Center for Homeland Defense and Security (CHDS) at the Naval Postgraduate School and its University Agency Partnership Initiative (UAPI) that he manages. The Center is funded and directed by the Department of Homeland Security and FEMA. It is designed as an enabler of a community of practice across homeland security professions. He further emphasized the strong connection that his program has with the U.S. Army War College (Carlisle Barracks, PA)—particularly through Professor Bert Tussing—and the U.S. Army Command and General Staff College.

Mr. Recca discussed the many resources that are available to emergency management personnel through UAPI’s agency-academic collaborations, and that the Center’s master’s degree in homeland security was the first of its kind and is regionally accredited. The program’s focus is more applied than research-oriented. He further explained how, since the Naval Postgraduate School operates under the same academic freedom rules as any other accredited academic institution, he is not constrained academically because of its Federal funding.

In closing, Mr. Recca extended an invitation to everyone to attend the Annual Summit (theme: “Public Interest Security: Leveraging Education to Connect Policy and Operations with American Perspectives of Homeland Security”) taking place this year October 30–November 1 in Monterey, California. He highlighted the contemporary issues that would be explored, and that since the summit was being held in the “hometown” of CHDS, the normal conference fee was being waived.

Trainor, Joseph: University of Delaware

*An Overview of Disaster Science and Management at the University of Delaware
“Research, Educate, Engage”*

Dr. Joseph Trainor is the Director for the Disaster Science and Management Program at the University of Delaware (UD) and a core faculty member with the Disaster Research Center. The Disaster Research Center has been in operation for more than 50 years and remains committed to advancing the state of the art in disaster research and its scientifically guided practice. The goal of the University’s program is to educate the next generation of disaster science scholars and informed practitioners in the fields of disaster mitigation, preparedness, response, and recovery. It is known for its rapid field response studies (more than 700 conducted so far) that gather, create, and disseminate disaster research in an active and responsive way.

Dr. Trainor related how he was excited to be engaging with practitioners and other academics in the region. The Disaster Research Center has a national reputation and has been engaging at that level, but he and his colleagues want to be more engaged at the regional level too.

During Dr. Trainor’s engaging briefing, he spoke highly of the diverse faculty and the inter-disciplinary makeup of the entire team. He also touted the action research conducted by UD and provided an example of a current project in Dallas-Fort Worth researching concepts of time and space that affect how people think about warnings while actually working with local emergency managers there to build a warning system.



He offered as a resource for the region the E.L. Quarantelli Resource Collection, which contains the most complete collection of disaster-related material in the world, now numbering more than 125,000 items. It is open to emergency management agencies and other researchers.

After research, teaching is an essential part of what UD offers. There are several undergraduate and graduate degrees. University of Delaware is known for its graduate program where students can obtain their master’s degree in Disaster Science and Management. The program teaches students how to approach disasters from a distinctly integrative point of view emphasizing theories, research methodologies, and policies that are related to emergency preparedness, mitigation, management, resiliency, and response.

UD is the flagship institution for the *Bill Anderson Fund*, which was founded to expand the number of historically underrepresented professionals in the field of disaster and hazard research and practice. The BAF was founded in 2014 to honor Bill, who for 50 years was a pioneering hazard and disaster mitigation scholar and researcher.

Engagement is also an important part of the UD program; for example, colleagues are currently working with NIST on the Hurricane Maria failure studies. Other partnerships include FEMA and

the National Weather Service. He highlighted the Impact360 Alliance on which he is the chairman of the steering committee. This startup is funded by an angel donor and is focused on developing the research-to-practice toolkit and skills, bridging science and practice. He also handed out materials that can be used at workshops. He wants to use the alliance to amplify what works well in the field now.

Finally, he highlighted a new initiative which started in September, *DRCIT*. This educational program strives to make academic research more accessible. DRC researchers consolidate numerous studies around a topic into four easy-to-access products: a topic summary around 2–5 pages, 6–10-page theme summary, a short-animated video, and a bibliography with 40–80 sources. It is targeted for emergency managers to allow them to gain a quick understanding of a particular topic related to emergency management.

Francis, Kathy: Mid-Atlantic Center for Emergency Management and Public Safety/Frederick Community College

Connect-Explore-Inspire: MACEM&PS Maryland Partnerships at Work

Ms. Kathy Francis is Executive Director of the Mid-Atlantic Center for Emergency Management and Public Safety. During her briefing, Ms. Francis introduced the Mid-Atlantic Center for Emergency Management and Public Safety (MACEM&PS) which is located at Frederick Community College in Maryland, 18 miles south of the Emergency Management Institute. Her organization provides academic and career credentials, professional services, and community engagements and serves as a resource to meet the constant challenges of a prepared and resilient Nation.



MACEM focuses its programs on performance; in particular, the performance of students and the performance of the workforce. MACEM believes that this high-level performance resides in the intersection of its academic programs, informal trainings and, most importantly, the experiences it provides. This includes the Maryland Emergency Management Specialist Apprenticeship, which helps to build a new generation of practitioners who can bridge the generational gap.

The Mid-Atlantic Center for Emergency Management and Public Safety and its affiliation with Frederick Community College develops innovative course content that provides a broad range of professional training in emergency management for public and private sector workers nationwide, but with a close relationship with the State of Maryland. MACEM&PS administers a vigorous learning assessment program that is currently serving youth in Maryland, students in all 50 states, and many military deployments throughout the world through a FEMA Emergency Management Institute subcontract.

McDonough, Ed: Maryland Emergency Management Agency*Emergency Management Scholarship Program*

Mr. Ed McDonough is the Public Information Officer for the Maryland Emergency Management Agency. He started his briefing by emphasizing the partnership that MEMA has with the Mid-Atlantic Center for Emergency Management and Public Safety, including as a provider of internships. Mr. McDonough reported on the scholarship offered by the Maryland Emergency Management Association, the professional association of emergency managers in the State. From several fundraising events, the association provides scholarships to students studying emergency management. This effort, which also has the support of MEMA, is another one of the bridges between academia and practitioners in Maryland.

Hollinger, Dave: Drexel University*Professional Development and Available Training for Practitioners
to Strengthen Marketability*

Mr. Dave Hollinger is the Director of Drexel University's Fire and Emergency Services. An Executive Fire Officer and a Certified Emergency Manager, he is certified in fire protection, emergency management, and fire code inspection.

During his briefing, Mr. Hollinger introduced Drexel University's fire and life safety and emergency management preparedness program known as *DrexelReady*. Recently, Drexel had a significant fire in an animal lab on campus, which reinforced the need for preparedness.

He began his engagement with the question: *Are emergency management practitioners prepared?*

He feels that no matter the mission area, everything comes down to preparedness. He emphasized that this applies to emergency management professionals as well, particularly those who are coming into the field as a second career.



To ensure that emergency management professionals are prepared, he feels that as a profession, we need to continue to emphasize education, experience, and certification. He feels that the program that is having the most impact right now is FEMA's Higher Education Program under the direction of Ms. Walsh because of its nation-wide partnerships and reach.

He closed by asking whether or not we are where we need to be in Region III. He feels that this collaboration session could be the impetus for more collaboration and for establishing a network in the region. Similar to the vision of Drexel's founder, Mr. Hollinger feels that by focusing our collective expertise, together we can help solve society's greatest problems.

Bradley, Nickea: District of Columbia Homeland Security and Emergency Management Agency (DC HSEMA)

Convening an Equity Advisory Group



Ms. Nickea Bradley is an advisor of D.C.'s Homeland Security Emergency Management Agency and its Outreach and Engagement Team. (DC HSEMA). The Homeland Security and Emergency Management Agency's Outreach and Engagement team's focus is to present a various range of community engagement opportunities that are related to emergency preparedness. The team provides emergency preparedness information to District residents, businesses, and visitors through community training, social media, and stakeholder engagement.

During Ms. Bradley's briefing, she spoke about how the goals of DC HSEMA not only include emergency preparedness but to also ensure that it is connecting with communities and, in particular, students. DC HSEMA wants to start programs that provide students of all ages with skills to build resilience. Through this forum, it is also hoping to connect with institutions of higher education that are already Disaster Resilient Universities and create a network that can work together. This network can share curriculum and connect through social media.

To support whole community planning, DC HSEMA has created an Equity Advisory Group. Advisors discuss all the factors that make up a community. The selection factors include not only race and gender, but others such as the length of residency and age of residents (for example, a high school student serves on the advisory group). The term for members is 2 years and they are compensated for their efforts, and the funding comes from two foundations. (DC HSEMA also provides childcare and a meal.) The first cohort was so successful, they have had several hundred applications for the second cohort.

Related to the Equity Advisory Group, DC HSEMA is also reaching out to small businesses because 60% of the businesses in DC are small businesses and they can be particularly vulnerable to disaster. Finally, she shared various initiatives that DC HSEMA is implementing to increase accessibility and inclusion, such as working with Gallaudet University on creating emergency alerts for hearing-impaired individuals.

Schwartz, George: Immaculata University*International Journal of Security Preparedness and Resilience Education*

Dr. George Schwartz is the Program Director of Immaculata University's Resilience and Preparedness Program. He is also a member of the editorial board of the *International Journal of Security, Preparedness and Resilience Education* (IJSPRE).



It originally started as the *Journal of Homeland Security Education* in 2012 but had stopped production after several years. Due to the efforts of Dr. Jim Ramsey at the University of Vermont and Dr. John Comisky at Monmouth University the journal has been reestablished as a peer-reviewed, online journal; Dr. Comisky is the editor in chief.

He described the journal as another tool for bridging the gap between academia and practitioners, as well as emergency management and homeland security, and invites submissions from both groups. The open-source format of the journal makes it accessible to anyone, not just academics, and the fact that it is peer-reviewed ensures that the content meets high standards.

Lt Col Love, Tom: Pennsylvania Air National Guard*Overview of the .EXE Program*

Lt Col Tom Love is the Commander of the 112th Cyber Operations Squadron of the Pennsylvania Air National Guard. He spoke about a new initiative that they are implementing which is called the *PA.EXE* (Education-Experience-Employment program). He has started to partner with higher education institutions (e.g., Immaculata University, Valley Forge Military College) with this program. It starts with getting Cyber Airmen into education programs, then working with those institutions to get them internships, and then helping them get employment (often with the organization with which they had their internships).

The benefits for the Guard are that these service members are getting real-world cyber experience outside of the military, and for the civilian employers, they get a well-trained and disciplined cyber operator who already has security clearances. Additionally, and this has emergency management implications, if a local utility, for example, is dealing with a cyber-attack and a Guardsman is employed there for his/her civilian job, then that individual is the first responder.

ENGAGEMENT DISCUSSION

Brig Gen Wood mentioned that within Region III, the National Guard from the district and each state in the Region have been meeting. He believes that there might be a seat available at those meetings for a representative from higher education and at the Regional Interagency Steering Committee; Ms. Walsh will check with the Regional Administrator.

Ms. Walsh acknowledged the contributions of John Dispaldo, who is a Regional Preparedness Liaison for FEMA Region III. Mr. Dispaldo's work is aligned with external affairs, and he has the additional responsibility of being the higher education contact for the Region. His involvement in future regional efforts will be important; for example, he sends out updates using a distribution list and everyone attending today should receive his updates. Contact John at john.dispaldo@associates.fema.dhs.gov to be added to the list.

Similar to the way that FEMA Higher Education has a master list of emergency management programs in higher education, the Region should consider developing a master list of agencies looking for interns. Dr. Yalda suggested that instead of trying to do everything at once, it may be better to focus on a few top priorities. Ms. Francis raised the issue of finding best practices in interdisciplinary or, some would say, transdisciplinary approaches.

Dr. Duane Hagelgans from Millersville University mentioned that this year, Region III of the International Association of Emergency Managers (IAEM) has decided to start a 3-year rotation with the annual training symposium, and Millersville University will be the site of the symposium on September 24th. This symposium has traditionally been held in the DC area. Such a change, not only hosting a practitioner training event on a college campus, but by holding the training around the region, will help improve collaboration in the Region.

Over the course of the event, valuable discussion and dialogue emerged. The discussion topics covered a vast array of subjects and were discussed both in-person and via the virtual platform. For the benefit of clarity and priority, the discussion topics can be grouped into three main areas:

- 1. Collaborative Research Topics***
- 2. Experience and Internships***
- 3. Integrated Education***

MOVING FORWARD

Utilizing the prominent themes that emerged from the presentations and following group discussion, the group decided to maintain collaborative momentum by focusing on the three major themes that emerged:

Collaborative Research Topics. Several presenters spoke of the importance of working together—both across institutions and between academia and practitioners—to solve problems pertinent to the Region. It was recognized that the major challenges in Region III are different than those of other regions (because each region is unique). In addition, there is a wide range of talent in the Region, and research would benefit from this cooperation and the diversity of viewpoints and experience collaboration offers as opposed to researchers simply working within their own “silo.” Limited funding from the FEMA Higher Education Program (Ms. Walsh) may be possible.

Drs. Trainor and Yalda were nominated to take the lead on this initiative.

Experience and Internships. Despite the importance of education and training, everyone agreed on the importance of providing entry-level emergency management professionals with real-world experience, and while it was not explicitly discussed, the ideal period to do this is while they are still in school. The group appreciated the successful internship models utilized in Maryland and the co-op model that is built into Drexel curricula, but agreed that more can and should be done to improve experiential learning in the Region.

Mr. Hollinger and Mr. McDonough were nominated to take the lead on this initiative.

Integrated Education. Akin to the discussions regarding experience, everyone recognized that institutions of higher learning are the ideal venues for integrative education. This goes beyond such initiatives as Millersville hosting the regional IAEM training conference and Frederick Community College’s associate degree program which is based on FEMA training courses and includes partnering with disciplines outside of emergency management and even outside of homeland security—educating in an interdisciplinary way to create more well-rounded professionals.

Ms. Francis and Dr. Yalda were nominated to take the lead on this initiative.

As reported by Ms. Walsh, Region VI is the only Region so far that has continued collaboration since the regional meeting. The Region has taken the initiative to plan quarterly meetings, and it rotates the meeting location from state to state. The group agreed that the next meeting will be scheduled after this report is published, but the group tentatively agreed on a conference call in December and a face-to-face meeting in March; Mr. McDonough offered to host the next meeting at MEMA.

SUCCESSSES AND AREAS OF IMPROVEMENT

Location of the Event:

Strength: Location

The meeting location was somewhat central to the region and even had access to public transportation. Several participants made drives of approximately 2 hours but did not have to fight traffic. The location was also convenient to the FEMA Region III headquarters.

Immaculata University also welcomed guests with reserved parking and refreshments throughout the day. The hospitable surroundings allowed a comfortable atmosphere to emerge and translated into constructive collaboration between all parties.

Area for Improvement: Environmental Control

The meeting room seemed to vary in temperature from too cool to too warm, and there were distracting pauses as the host attempted to adjust the thermostat to everyone's liking.

Action: As one of the pre-execution checks, ensure that the temperature is set prior to the start of the meeting.

Event Content and Participation:

Strength I: Technology

The Zoom conferencing application used and the hardware setup in this room were ideal for this conference. There were comments that this was the best setup yet for a regional conference. There was virtually no feedback, the audio with remote stations was very clear, and there was a very good recording as a record. Because of the good acoustics in the meeting room, microphones were only used to ensure that virtual participants could hear.

There was a setup session with Immaculata's Technology Services and a technical rehearsal prior to the event, both of which are actions that should be sustained for future conferences.

Strength II: Student Presence

Several Immaculata University students and a recent graduate along with a Valley Forge Military College student attended the collaboration session. Student reaction to the collaboration was that it was eye-opening and a great experience for them.

Area for Improvement: FEMA Region III Representation

Despite the meeting location's proximity to the regional headquarters in Philadelphia, there were no attendees from Region III. Those who were planning on attending cancelled because of the preparedness for and initial response to Hurricane Dorian, a Category 5 Hurricane.

Action: The FEMA Higher Education Program, FEMA Region III, and Planning Team would benefit from more mutual planning time and collaboration. It would be helpful for all parties to ensure clarity on goals, responsibilities, expectations, and outcomes. Planning during hurricane season should be avoided. The FEMA RIII Director of External Affairs should be engaged as early as possible.

APPENDIX A: ENGAGEMENT PARTICIPANTS

Participating Organizations

Attended in-person (27)

Name	Email	Affiliation
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*Student

Attended Virtually (14)

Name	Email	Affiliation
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William Trexler	wtrexler@mtaloy.edu	Mt. Aloysius College

APPENDIX B: ENGAGEMENT BROCHURE

Emergency Management/Homeland Security Higher Education Regional Academic Collaborative Region III

Wednesday, September 4th 10:00 a.m. – 2:30 p.m.

Immaculata University: 1145 West King Road · Immaculata, PA 19345
Loyola Hall (Building 13), Room 127

Purpose: *To build awareness, capture successful regional practices of collaboration with faculty, students, and researchers working with emergency management practitioners, as well as to identify untapped opportunities.*

Desired outcome: *To support regional community connection and collaboration, as well as create a dynamic regional-specific report identifying academic and broader community resources, capabilities, and expertise to support on-going regional academic and practitioner partnership.*

Agenda:

10:00–10:30 – Welcome and Introductions

- Immaculata - George Schwartz
- FEMA Region III - John Dispaldo
- Participant Introductions - Wendy Walsh



10:30–12:30 – Quick overview of FEMA Higher Education and UAPI programs and successful regional practices to be briefed in 5–7 minutes with a couple minutes for questions:

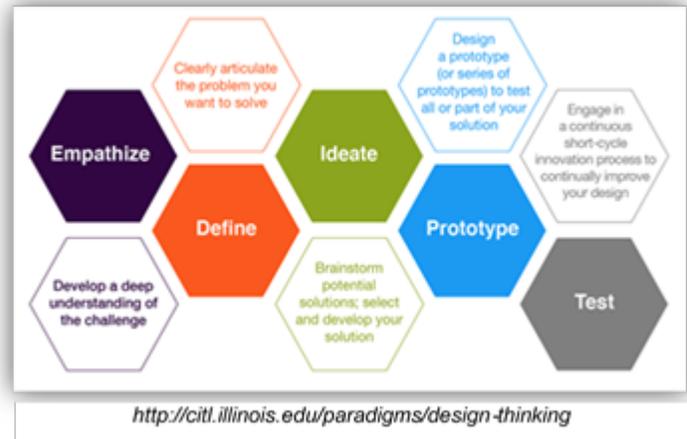
- *FEMA/NTED/NTES Higher Education Program - Collaboration Opportunities* – Wendy Walsh, FEMA HiEd Program
- *NPS/CHDS UAPI - Program and Opportunities Overview* - Steve Recca, Center for Homeland Defense and Security
- *Connect – Explore – Inspire: MACEM&PS Maryland Partnerships at Work* - Kathy Francis, Mid-Atlantic Center for Emergency Management/Frederick Community College
- *Emergency Management Scholarship Program*- Ed McDonough, Maryland Emergency Management Agency
- *Strengthening and Diversifying the EM Disaster Workforce through CERT* – Goulde Downer, Howard University
- *Professional Development and Available Training for Practitioners to Strengthen Marketability* - Dave Hollinger, Drexel University
- *Penn State Homeland Security Online Programs: Regional Community Connection and Collaboration* - Alexander Siedschlag, The Pennsylvania State University, Harrisburg
- *IJSPRE* - George Schwartz, Immaculata University
- *Convening an Equity Advisory Group* - Nickea Bradley, DC HSEMA

12:30–1:30 – Working lunch: Small group dialogues to develop idea pathways to practice

- Discuss presentations, other successful practices, and topical areas

1:30–2:15 – Small group sharing with the whole group

- Discussion presentation that could be shared and expanded?
- Who are the missing critical stakeholders in the region?
- Who cares about academic and practitioner collaboration?
- Are there challenges that these groups face?
- What is possible in this collaboration?
- What structure and leadership are needed to move forward?



2:15–2:30 – Next steps, wrap-up, and gratitude

2:30–3:00 – Informal networking (the meeting ends at 2:30; however, if you can stay a little longer, *please do*)

APPENDIX C: ALTERNATIVE TEXT DESCRIPTIONS

National Preparedness System: An integrated set of guidance, programs, and processes that enables the Whole Community to meet the Goal of a secure and resilient Nation.

On the graphic is a circular figure with 6 interconnected sections labeled: Identifying and Assessing Risk, Estimating Capability Requirements, Building and Sustaining Capabilities, Planning to Deliver Capabilities, Validating Capabilities, and Reviewing and Updating. The circle is rimmed with the words: Whole Community, Core Capabilities, and National Incident Management System (NIMS). Circling the graphic are the following: Threat and Hazard Identification and Risk Assessment, Stakeholder Preparedness Review, Resource Typing and National Qualification System, Individual and Community Preparedness Programs, National Training and Education System (shown on graphic with a house symbol), National Preparedness Report, Continuous Improvement Program, Preparedness Grants, National Exercise Program, Radiological Emergency Preparedness Program, Chemical Stockpile Emergency Preparedness Program, and National Planning System.

[Return to National Preparedness System in document](#)

iMPS-HLS Program Fundamentals: Deliver competency in advanced study of the subject matter as well as prepare students for actual jobs or next steps in their career; based on an all-hazards approach; whole-community orientation regarding the student body and levels of engagements with the mission space (local up to Federal and working with international partners); delivered via distance education through the Penn State World Campus to accommodate the needs and careers of professionals who are already active in homeland security and related fields of civil security, or those interested in transitioning into the field.

[Return to iMPS-HLS Program Fundamentals graphic in document](#)

Design Thinking: Empathize (develop a deep understanding of the challenge); Define (clearly articulate the problem you want to solve); Ideate (brainstorm potential solutions and select and develop your solution); Prototype (design a prototype or series of prototypes to test all or part of your solution); Test (engage in a continuous short-cycle innovation process to continually improve your design)

[Return to Design Thinking graphic in document](#)