

Department of Homeland Security
Federal Emergency Management Agency
Emergency Management Institute
Higher Education Program

National Emergency Training Center
16825 S. Seton Ave., E114C
Emmitsburg, MD 21727
Tel: 301-447-1262

[EMI Higher Education Program](https://training.fema.gov/hiedu) (<https://training.fema.gov/hiedu>)

HIGHER EDUCATION PROGRAM ANNUAL REPORT FY 2016

ANNUAL REPORT

Contents

| | |
|-----------------------------------|----|
| Program Overview | 3 |
| Focus Groups..... | 4 |
| Webinars | 6 |
| Higher Ed Courses | 8 |
| Supported Research Inquiries..... | 10 |
| Symposium..... | 12 |
| Special Interest Groups..... | 15 |
| The College List | 16 |
| Communication..... | 18 |
| Conclusion..... | 20 |
| Program Contacts | 21 |

Program Overview

Program Mission

The Higher Education Program's mission is to empower and leverage the Emergency Management Higher Education Community & stakeholders to develop, dialogue and disseminate emergency management related information, courses and research and to share opportunities, to improve the Nation's capability to prepare for, protect against, respond to, recover from and mitigate all hazards.

The Higher Education program upholds FEMA's mission and aligns with the priorities to: be survivor centric, be expeditionary, build capability for catastrophic disasters, enable risk reduction and strengthen FEMA's organizational foundation by alignment toward building and sustaining core competencies and capabilities to realize the National Preparedness Goal (NPG). The Higher Education program is an integrated part of the National Training and Education System (NTES) and closely coordinates with training efforts through Emergency Management Institute's cornerstone principles: initiative, collaboration, cooperation and innovation, the Higher Education program is outcome driven, effective and efficient.

Operating Highlights

The Higher Education program operates within the Emergency Management Institute Mitigation Branch and is run by a program manager who is responsible for the overall program mission achievement, quality and efficiencies. This position is the liaison to leadership and external stakeholders. The program manager leads both a program assistant team member and a contract support team member. The program assistant is responsible for the logistical support of focus groups, the tracking of course updates and development, the development of weekly newsletters, the coordination of symposium activities and assists with budget tracking. The contract support is responsible for updating and maintaining the College List and managing the symposium registration and agenda. All team members are responsible for program data collection.

Together, the team achieves the Higher Education mission and alignment by focusing on: the *development* of course material, programs and publications; the *dialogue* through meetings, the annual symposium, special interest groups and Focus Groups; and the *dissemination* of information via our website, webinars, newsletters, community conference calls and regional relationships.

Looking Ahead

The team will eliminate data points that have not been valuable and begin to establish a consistent method of organization and information collection. Technologically, a visual analytics software program will be investigated to better tell our evolving story.

Focus Groups

Overview

The Higher Education program establishes focus groups as a method of dialogue and dissemination to support its mission. The topics for the focus groups are generated from across the Higher Education community and FEMA family. They are led by external Higher Education community participants with support of the program manager. Focus group deliverables such as reports and publications, all contribute to the body of knowledge disseminated across the community of interest.

Management

The focus groups are managed by the Higher Education program staff and are many times facilitated by higher education community members outside of FEMA. Group activity is reported back to the Program Manager for dissemination. Data points collected in FY16 are: 1) number of focus groups established, 2) deliverables, 3) action item dates and 4) completion dates.

Challenges

Finding Subject Matter Experts (SMEs) to participate in the focus groups has sometimes been a challenge for the program, but the larger challenge relates to the procurement process. To compensate the specific SMEs time and travel, they are issued micro purchases. To process a micro purchase, each faculty and/or SME must obtain a SAM and DUNS number in order to contract with the government. This process takes time, training and forward planning.

Accountability has also been a challenge. The program does not currently have a database that tracks deliverables outlined in statements of work (SOW). The Higher Education program Staff currently track action items in a more ad hoc fashion, as there is no Standard Operating Procedure or formalized tracking structure for deliverables.

Going Forward

A SOP is being developed to clearly define the process for SME selection and procurement. The SOP will also outline the required elements of the SOW to outline expectations of meeting participation, deliverables and any expected follow on work to ensure the timely completion of deliverables and clear expectation for contracted focus group members.

ANNUAL REPORT

Focus Groups FY 2016

| NAME | EXPECTED OUTCOME | MEETINGS | DELIVERABLES | STATUS |
|-----------------------------------|---|---------------------|---|---------------------------------|
| Accreditation | Develop recommended standards & implementation plan | FY 2015 | Completed report, evolved into SIG | Closed FY2016 |
| Next Generation Core Competencies | Develop and validate a list of defined future core competencies for emergency managers | FY 2015 | Completed report | Evolved into follow on research |
| Emergency Management Discipline | Leveraging a diverse set of perspectives in discussion to discern the definition of the Emergency Management Discipline | Anticipated 2017 | Defining and refining EM discipline | Active |
| Synergy | To advance the dialogue and unify efforts of the academic and practitioner communities to meet the National Preparedness Goal | March 23-24, 2016 | Completed Report | Active |
| Curricula Resource Needs | To better understand the current emergency management academic community's needs in terms of curricula development and sustainment support | August 10-11, 2016 | Plan to report at June symposium | Active |
| Data Collection | To identify needs and gap in emergency management academic program activity data collection to support future decision making | August 25-26, 2016 | Discussion and collaboration | Active |
| Jobs & Internships | To understand the current environment for establishing meaningful internships for emergency management students and employment for emergency management program graduates | September 8-9, 2016 | Webinars planned to support the topic and SIG established | Active |

Webinars

Overview

The Higher Education program conducts at least quarterly webinars as a method of dialoguing and disseminating information leading the building and sustaining of emergency management higher education programs, curricula and research. During FY 2016 the program delivered five Webinars using the Adobe Connect platform.

Management

The program manager works with the higher education community to determine the webinar topic. The program assistant works with the SME to create a training bulletin, sets up the website and collects the data for Webinars with the exception of some follow-up questions, which are often times directed to the program manager and then reported back to the Program Assistant.

The data points for Webinars are: 1) registration number, 2) attendee number and 3) follow-up questions. Additionally, for two of the Webinars, the community representation type was measured via Email domain. The purpose for this measurement was to determine the diversity of the population engaging in the webinars. However, the array of domain endings were not uniform and deemed to be unreliable in the two data sets.

Challenges

The array of domain names needs consistency to be a reliable data point. For example the webinar program could track domains such as .edu, .gov, .org, .mil or .com and then run a report of each domain. The challenge with this data is that it could not be assumed that all .com addresses were from private sector as some government or academic participants would use their personal email, .com, rather than their official .gov or .edu email accounts. It was determined that this data point was not reliable and not worth tracking at this time.

Registration and actual participation in webinar has not been predictable. A consistent lead time between the announcement of the event registration and the webinar did not exist and may have impacted the number of participants for each webinar. While, we were not collecting specific data on the audio quality, there have been notable challenges in fully using the adobe platform. Due to audio variability on the computer, the webinars have only been using the telecom system and have had significant problems on controlling background noise, which has resulted in community complaints.

Going Forward

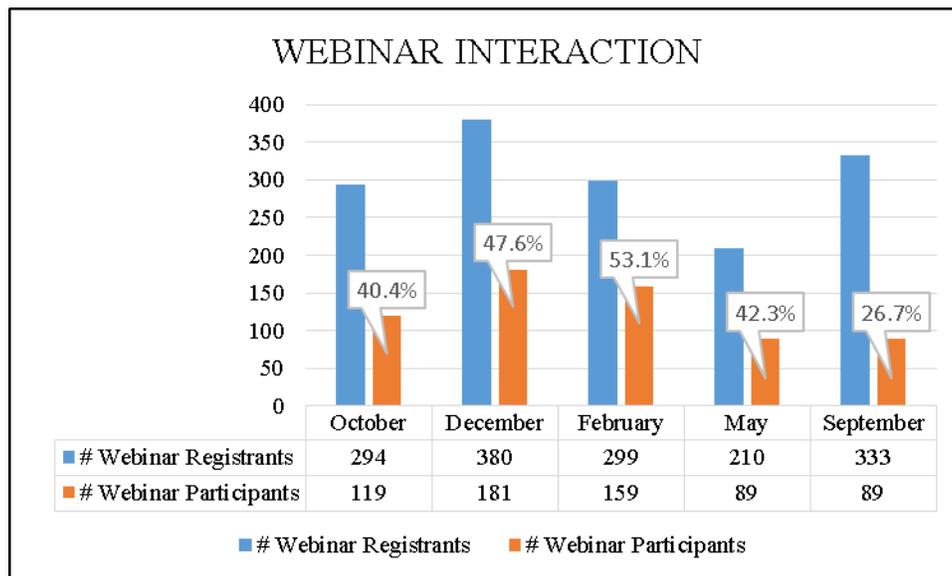
The team will need to: 1) ensure full community socialization the opportunity of the webinar; 2) polish technology usage to personify professionalism; 3) learn Adobe software and 4) schedule webinar lead time consistently and without extending too much lead time.

The team will not track email domains as a data point due to the data's lack of integrity. Follow-up questions and request for information will be tracked but are expected to be reduced as materials can now be posted directly on the session site enabling the participant access to material without having to request it.

ANNUAL REPORT

Webinars FY 2016

| WEBINAR TITLE | PRESENTER | DATE |
|--|---|------------|
| Promoting Student Success through Partnerships in Emergency Preparedness & Homeland Security – A Maryland exemplar of bridging emergency management education from high school to higher education | Kathy Francis Jeanne-Marie Holly Steve Filyo William Pratesi | 10/15/2016 |
| Tools for Creating Campus Resilience | Sharon Snyder Tom Morgan Tim O’Dowd | 12/16/2015 |
| Understanding the Basic Relationship between PIOs and Journalist | Ed McDonough Stacey Cohan Stephen Carter Phil Politano | 2/24/2016 |
| Synergy – Unifying Efforts of Emergency Management Academics & Practitioners | Jessica Jensen Cathy Clark James Caesar | 5/18/2016 |
| The Role of Research in Emergency Management Education: Current Status and Future Directions | Deb Persell Jessica Jensen | 9/28/2016 |



| # Webinar Follow-up Questions | Not Recorded | 10 | 15 | 5 | 5 |
|-------------------------------|--------------|----|----|---|---|
| | | | | | |

Image of a chart depicting the Webinar Interaction between Webinar Registrants and Webinar Participants. October, December, February, May, and September lay on the X axis. The Y axis contains the number of people sequenced in 50s. In October, there were 294 Webinar Registrants and 119 Webinar Participants (40.4%) with no recorded Follow-Up questions. By December, 380 Webinar Registrants and 181 Webinar Participants (47.6%) with only 10 Follow-Up questions recorded. February, a total of 299 Webinar Registrants and 159 Webinar Participants (53.1%) recorded with 15 Follow-Up questions. By May, there were 210 Webinar Registrants, only 89 Webinar Participants (42.3%), and 5 recorded Follow-Up questions. Lastly, In September there were 333 Webinar Registrants, but only 89 Webinar Participants (26.7%) with 5 recorded Follow-Up questions.

Higher Ed Courses

Overview

The Higher Education program develops and disseminates course updates to support its mission. In FY 2016 one new course was developed, two courses were updated and one more course is currently under revision. Many of the previously developed courses are no longer available for download on the program website due to being outdated and not 508 compliant. These materials have been archived and can be distributed via compact disk with full disclosure that they are not fully accessible. Historically, when courses were downloaded an automatic feedback form was emailed to the individual who downloaded the course. The total number of course requests for FY 2016 was 18 and we received no feedback forms. We have now created a feedback tool to send to follow up on course requests, but this was not available for several months in FY 2016. This data point will be collected in FY2017.

A Resources Needs Focus Group convened this year to discuss the value of updating these full courses and making them 508 compliant. It was determined that the community does not need full courses provided but would like to have case studies, modules, shared syllabi, book lists and other support material. In the early days of the Higher Education Program, full courses were critical for programs to get started. Currently, there is strong community of interest that shares material and expertise, therefore spending resources on to fully develop courses is not currently needed or desired. The Higher Education Program is supporting a broader query of the community to validate the focus groups findings and will have another report in 2017 to consider.

Management

The Program Manager and Program Assistant collect data for the Course Development category. The data points are: 1) number of course downloads, 2) number of feedback forms, 3) number of courses developed and 4) number of courses updated.

Challenges

As noted, it was decided to pull many of the Higher Education Courses available for download offline due to dated material and lack of 508 compliancy. This changed the accessibility for course downloads and the corresponding data measures for number of course downloads and feedback.

Going Forward

Until additional data is collected to guide a different decision, there will be no new course development at this time. The program will continue to track requests for archived courses and downloads of new courses. A feedback form has also been created for anyone who requests archived courses to voluntarily fill out to better understand the use of this material. The program has funded two courses to be built in EMI's learning content management system (LCMS). The higher education program manager will develop data point for use of these materials for our 2017 report and will also collected data regarding case studies and other supporting material that is created, made compliant and shared on the Higher Education Program website.

ANNUAL REPORT

Course Development FY 2016

| COURSE TITLE | STATUS | DATE COMPLETED |
|---|----------------|--------------------|
| Community Disaster Recovery Planning | Developed | September 30, 2015 |
| Disaster Response Operations & Management | Revision | December 30, 2015 |
| Floodplain Management | Updated | September 30, 2016 |
| Research & Analysis Methods in Emergency Management | Under Revision | Expected mid-2017 |

Archived Courses FY 2016

| COURSE TITLE |
|--|
| 1. Breaking the Disaster Cycle: Future Directions in Natural Hazard Mitigation |
| 2. Building Disaster Resilient Communities |
| 3. Business Crisis and Continuity Management (BCCM) |
| 4. Catastrophe Readiness and Response Course |
| 5. Coastal Hazards Management |
| 6. Comparative Emergency Management |
| 7. Disaster Response Operations and Management Upper Division College Course |
| 8. Earthquake Hazard and Emergency Management Course |
| 9. Emergency Management Principles and Applications for Tourism, Hospitality, and Travel Management Industries |
| 10. Floodplain Management Course (Graduate Level) |
| 11. Floodplain Management: Principles and Current Practices |
| 12. Hazards Risk Assessment Methods |
| 13. Holistic Disaster Recover: Creating a More Sustainable Future |
| 14. Homeland Security and Emergency Management |
| 15. Individual and Community Disaster Education |
| 16. National Incident Management Systems Course (NIMS) |
| 17. Political and Policy Basis of Emergency Management |
| 18. Principle, Practice, Philosophy and Doctrine of Emergency Management |
| 19. Principles and Practice of Hazard Mitigation |
| 20. Public Administration and Emergency Management |
| 21. Research and Analysis Methods in Emergency Management |
| 22. Social Dimensions of Disaster |
| 23. Social Vulnerability Approach to Disasters |
| 24. Sociology of Disaster |
| 25. Technology and Emergency Management |
| 26. Terrorism and Emergency Management |

ANNUAL REPORT

Supported Research Inquiries

Overview

The Higher Education Program supports research, white papers and community inquiries to further inform decisions toward the program mission to develop materials, disseminate critical information and host the necessary dialogues to build and sustain capabilities to achieve the National Preparedness Goals. To this end the following research efforts were supported:

| RESEARCH TITLE | RESEARCHER(S) | EXPECTED DELIVERABLES | STATUS |
|--|---|---|--|
| Emergency Management Higher Education Resource Needs Research | Jessica Jensen | Report of findings and brief of findings at 2017 Symposium | Research completed, writing up findings |
| Jobs & Internship Student perspectives-affiliated and non-affiliated | Sandy Smith Carol Hackerott | Report of findings and brief of findings at 2017 Symposium | Research currently underway |
| Core Competency-defining measurable behavioral indicators | Shirley Feldman-Jensen Steve Jensen Sandy Smith | Report of measurable behavioral indicators for core competencies at various levels (Associates, Bachelor, Master, PhD & Executive) | Research currently underway |
| Higher Education Focus Group Impact | Carol Cwiak | Report of findings by June 2017 | Research currently underway |
| Emergency Management Oral History Project | Robert McCreight | Report of findings, captured oral history narratives and recordings submitted to the Congressional Library Story Corps by June 2017 | Research currently underway |
| Development a new Synergy Course: "So you want to be an Emergency Manager" in the LCMS | David McEntire | 1 unit Independent Study course aligned with the Synergy FG vision will be developed and accessible in the LCMS platform by June 2017 | Scheduled LCMS developers training and building the course |
| Feasibility and level of effort determination of moving an existing Higher Education Course into the LCMS platform | Damon Coppola | To have a better understanding of the level of effort needed to move Higher Education Courses into the LCMS | Scheduled LCMS developers training |

ANNUAL REPORT

Management

The program manager, program assistant and program staff each play a role in collecting data for the research inquiry. The data points for research inquiry are: 1) number of projects supported, 2) number of projects completed in alignment with initial statements of work, 3) number of products and/or resources made available on the higher education website and/or shared at the annual symposium.

Challenges

This year the research project selections occurred late in the fiscal year, which made ensuring that researchers had the appropriate DUNS and SAM requirements completed a challenge. Research projects were also generated in a more ad hoc format rather than specifically tied to an identified community need, but the program manager ensured that each selected project could support the building and/or sustaining of capabilities and competencies to realize the National Preparedness Goal.

Going Forward

We have posted instructions on the higher education website for the DUNS and SAM requirement and will highlight the process at the annual symposium. We are developing a SOP for research efforts to ensure alignment with Special Interest Groups, Higher Education Program Mission and/or the National Training & Education System.

Symposium

Overview

The 18th Annual Emergency Management Higher Education Symposium was hosted by the Emergency Management Institute at the National Emergency Training Center in Emmitsburg, MD from June 6-9, 2016. The symposium is an opportunity for the community to meet, share information and learn from each other. The symposium serves to promote community dialogue, develop current opportunities to work together and identify future work as well as disseminate information and knowledge through symposium activities and presentations. 1,143 symposium invitations were sent electronically and via postal mail, 302 recipients registered to attend and 245 people signed in as attendees. Of the 245 attendees, 134 identified as new participants to the conference. There were a few presenters and other FEMA attendees who were not included in this number.

Management

The Program Manager, Program Assistant and Program Staff each play a role in collecting data for the symposium.

The data points for symposium logistics are:

- 1) number of invitations sent,
- 2) number of registrations received,
- 3) number of actual attendees and
- 4) attendee demographics

The data points for symposium presentation are:

- 1) number of abstracts submitted,
- 2) number of abstracts accepted,
- 3) number of volunteer peer reviewers and
- 4) the number of review articles submitted post conference.

Additionally the data points that were used for attendees to evaluate the symposium are:

- 1) number of breakout sessions,
- 2) number of plenary sessions and
- 3) the overall conference evaluations.

Challenges

International invitations deadlines did not leave enough time for security clearances and impacted participant travel arrangements. This affected the number of international registrations and attendees. International perspectives are vital to program growth as there are vast opportunities to learn from other nation state's approaches to emergency management.

Typically, EMI has two evaluation opportunities, a paper evaluation to be completed on site and a follow up evaluation mailed after the conference. This year an electronic evaluation was added to provide more in-depth feedback to the presenters. This evaluation was to be accessed via QR code or web link. This process seemed to confuse participants and participation was very low. The paper evaluations were also not completed at an acceptable frequency. Of the 245 registered attendees only 37 completed and turned in their evaluations forms. The number of completed papers submitted from accepted abstracts was also very low. Of the 35 accepted only one paper was published and submitted.

ANNUAL REPORT

Going Forward

International invitations have been sent out 3 months earlier than 2016, to ensure adequate time for security clearance and travel plans. International applications will be tracked beginning in January 2017 to highlight and address any barriers in the clearance process.

The team will streamline the evaluation process and strongly encourage evaluation completion throughout the symposium. A requirement will be instated to ensure that attendees complete and return evaluations to receive a certificate of symposium participation.

The Symposium planning team will also work to develop strong incentives for presenters to submit post symposium articles and all submissions will be required to use a 508 compliant presentation template, so presentations can be posted on the Higher Education website.

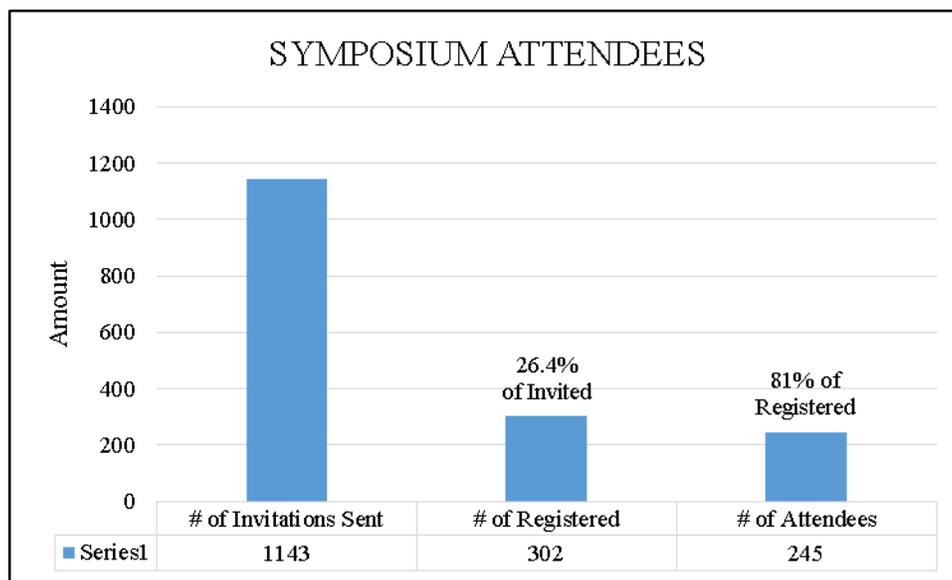


Image of Symposium Attendees chart. 1143 Invitations sent, 302 Registered (26.4% invited), and 245 Attendees (81% Registered).

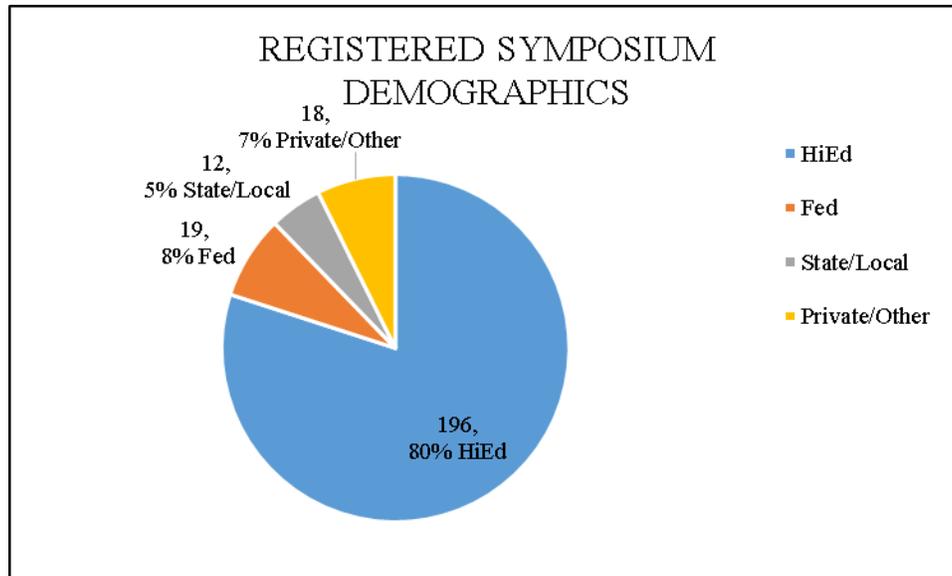


Image of a Registered Symposium Demographics pie chart. 196, (80%) are Hi Ed, 19, (8%) Fed, 12, (5%) State/Local, and 18, (7%) Private/Other.

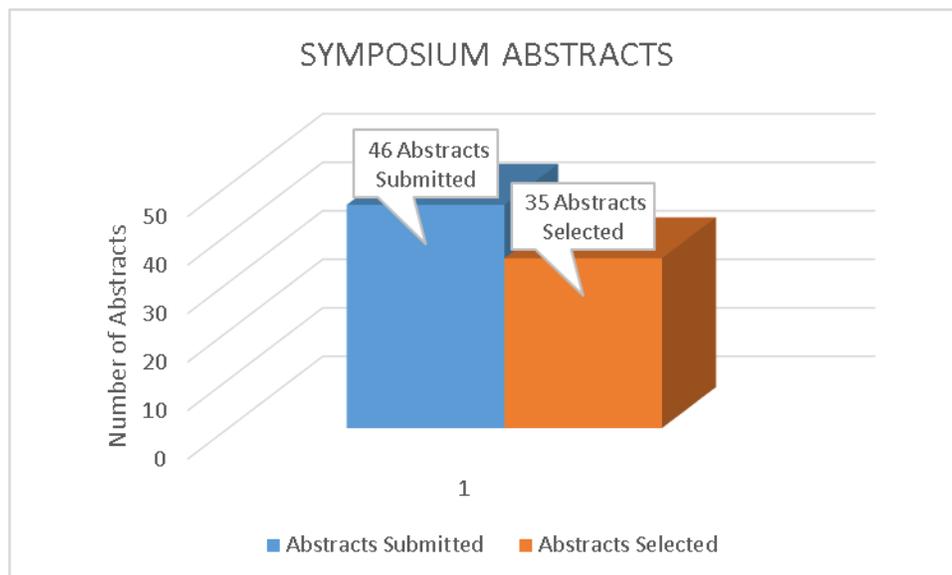


Image of a Symposium Abstracts graph showing 46 Abstracts Submitted and 35 Abstracts Selected.

ANNUAL REPORT

Special Interest Groups

Overview

The Higher Education program encourages the formation of Special Interest Groups (SIGs) to develop and disseminate information in their topic of interest. SIGs provide a forum within the Higher Education community of interest to pull people together who have a common curiosity. The SIGs serve as a focal point for community development in their special areas, potentially co-authoring papers, conducting research, supporting curriculum development and working as Subject Matter Experts (SMEs). The Hi Ed program currently has thirteen SIGs, after adding one additional SIG for Case Study Development and Use early in FY 2017.

Management

SIG groups must be made up of 5 or more members (they have one year upon forming to reach this number), with one member committing to serve as the lead point of contact. Group leaders serve as the main coordination point for scheduling meetings and facilitating collaborative activities. They are encouraged to report their activity to the program manager to convey situational awareness across SIG groups and the full Higher Education community of practice. They are expected to convene a face-to-face SIG meeting at the annual Symposium and provide relevant activity updates during a plenary session. SIGs may also submit proposals to the Higher Education Program to host focus groups, webinars and research to further their interest.

Challenges

The notion of SIGs for the Higher Education program have been well received. The real challenge has been in initiating membership and engaging in consistent communication to keep the SIG significant and relevant. It has also been conveyed that some community members may not realize that the SIGs are open for all community members to join.

Going Forward

The Higher Education program SIGs will continue to support and motivate SIG activity such as recruiting membership with diverse perspectives, submitting symposium abstracts and/or posters for their interest area, supporting open discussion, capturing ideas and work of the groups to share and advance knowledge dissemination.

Special interest Groups FY 2016

| Group | Leader | # of Members |
|---|----------------|--------------|
| Theory & Research | Jessica Jensen | 5 |
| International Emergency Management | Rick Bissell | 2 |
| Service Learning and Leadership | Elizabeth Dunn | 9 |
| Science & Technology Integration | Nancy Suski | 4 |
| Accreditation | Darryl Spiewak | 21 |
| Jobs and Internships | Tim De Palma | 13 |
| Racial Ethnicity and Economic Impacts in Emergency Management | Meldon Hollis | 2 |
| Emergency Management & Higher Education Unity of Effort | Jim Ramsay | 4 |
| Virtual Resources and Simulation Tools for the Emergency Management Classroom | Mark Landahl | 3 |
| Money Issues of Emergency Management Education | Jim Jaffe | 3 |
| Inter-organizational Emergency Management | Tom Poulin | 4 |
| Information Exchange and Symposium | Wendy Walsh | 15 |

The College List

Overview

[The College List](https://training.fema.gov/hiedu/collegelist/), located at <https://training.fema.gov/hiedu/collegelist/>, is an invaluable and comprehensive online resource that showcases the development of programs in the Emergency Management Higher Education Community as well as the broader Homeland Security and related fields of study.

Management

The College List is managed by the program assistant and maintained by the program staff. The program assistant is responsible for handling most of the outreach and initial inquiries for new programs, while the program staff maintains the College List database, corresponds with established programs and collects data.

The data points for which information is collected in order to analyze The College List are: 1) Total Number of College List Programs, 2) Number of New College List Programs, 3) Number of Deleted College List Programs, 4) Number of “No-Response” and 5) Number of College List Inquiries.

Challenges

This year a major effort to automate the college list database resulted in the development of a standardized template and letter that was forwarded to each program Point of Contact in the Database requesting they complete the template. After the initial letter reminders were sent out at 30, 60 and 90 day intervals until the program responds. One of the data points for The College List included tracking the number of Colleges, Universities and Institutions on the list that did not respond to the update letter. If a program does not respond after the 90 day letter they were counted as ‘non-responsive’ and additional efforts will be made to contact the programs and facilitate the updating. This data point will not be collected on a monthly basis but reported annually.

The data point of “College List Inquiries” is intended to track the number of College, Universities or Institutions that are interested in pursuing and Emergency Management or Homeland Security related program or course. This is a valuable data point and requires close coordination between the program assistant and program staff.

“College List Denials” was a data point used for only one month, October 2015, and was not tracked or recorded for the duration of the fiscal year. In October, 2015, one program was reported as being “denied.”

Going Forward

The “No-Response” data point will be collected only after all three letters are distributed for consistency.

The “College List Inquiries” data point should continue to be collected, and clear reporting between the program assistant and program staff is critical as often new programs may send an initial email to the ‘FEMA-EMI-collegelist’ email address which is monitored mainly by the program staffer. These inquiries need to be conveyed to the program manager and assistant at weekly meetings in order to ensure timely follow up and to record accurate data collection.

ANNUAL REPORT

“College List Denials” will remain a data point, and in the future there will be a narrative description of what prompted the denial.

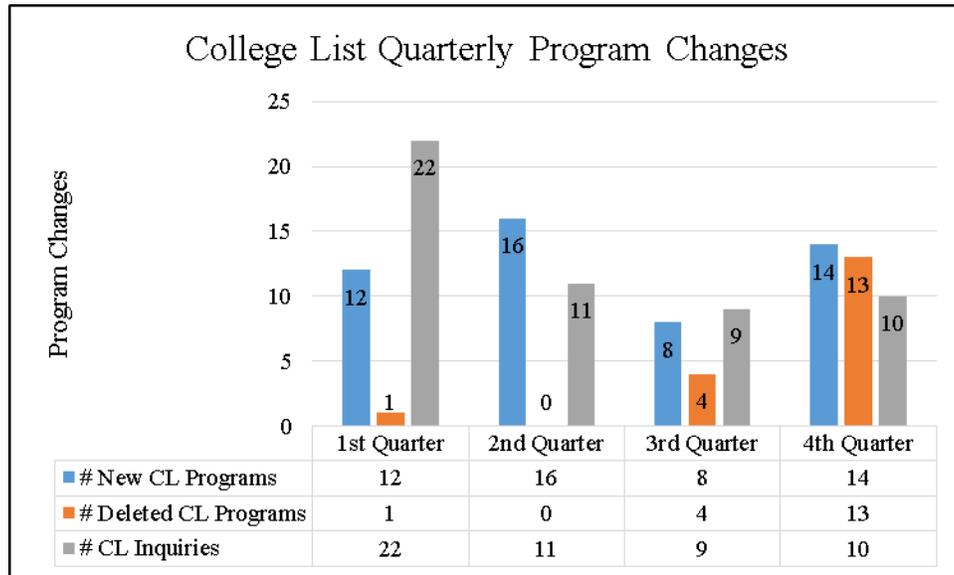


Image of the College List Quarterly Program Changes graph. Each Program (New CL Programs, Deleted CL Programs, and CL Inquiries) obtained a number of changes quarterly (1-4) which is illustrated in the graph above.

1st Quarter: New CL Programs 12, Deleted CL Programs 1, CL Inquiries 22
 2nd Quarter: New CL Programs 16, Deleted CL Programs 0, CL Inquiries 11
 3rd Quarter: New CL Programs 8, Deleted CL Programs 4, CL Inquiries 9
 4th Quarter: New CL Programs 14, Deleted CL Programs 13, CL Inquiries 10

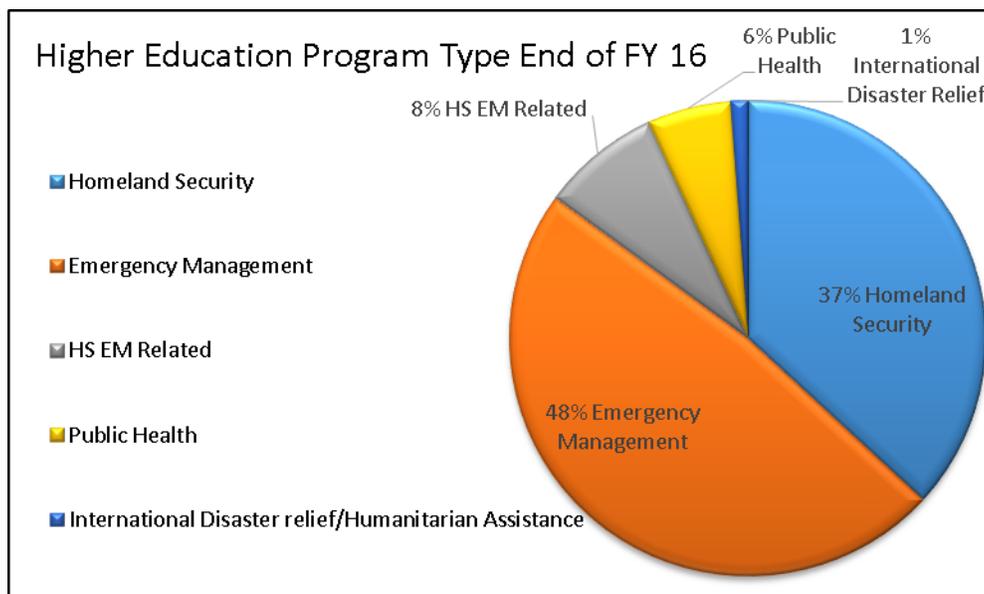


Image of Higher Education Program Type End of FY 16 pie chart. Homeland Security (37%), Emergency Management (48%), HS EM Related (8%), Public Health (6%), and International Disaster Relief/Humanitarian Assistance (1%).

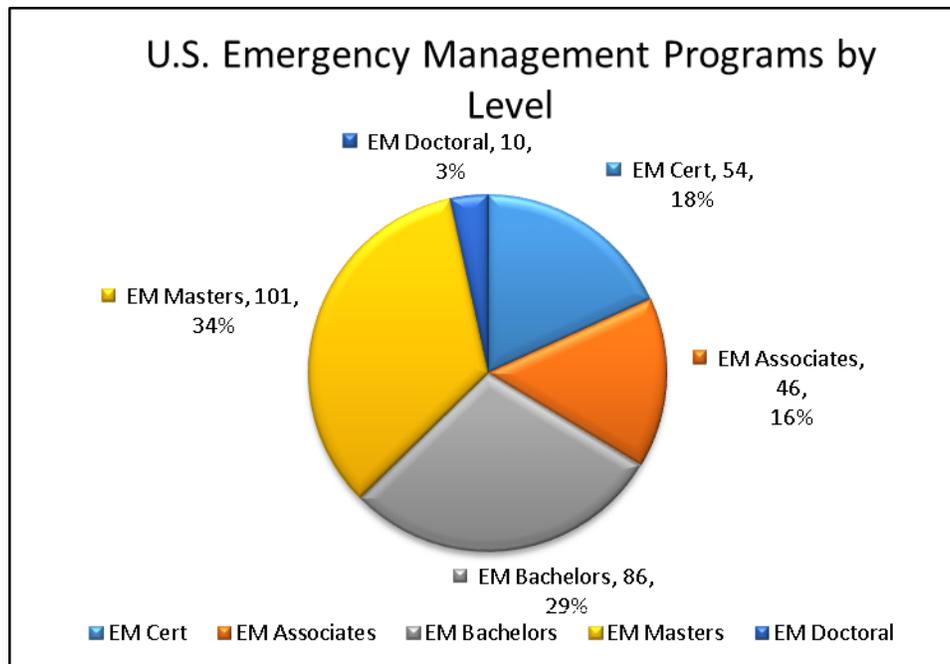


Image of U.S. Emergency Management Programs by Level.

EM Masters, 101, 34%
EM Doctoral, 10, 3%
EM Cert, 54, 18%
EM Associates, 46, 16%
EM Bachelors, 86, 29%

Communication

Overview

Communication is the key for all aspects of the Higher Education Program to ensure the overall growth and sustainment of our Nation's Emergency Management Higher Education programs. To achieve good communication, the Higher Education program creates and distributes a weekly newsletter to over 50,000 subscribers, facilitates monthly community calls, hosts webinars and maintains a current program website. These efforts align with the program's goal to host the dialogue and also directly support future development and dissemination to strengthen the connection of the Higher Education program to the emergency management higher education community of interest.

Management

The Higher Education program team members each play a role in the management of these methods of communication, as well as the data collection for each.

The data points for measuring communication are: 1) total number of community call participants 2) number of newsletters sent, 3) number of newsletters delivered, 4) Number of unsubscribed, 5) Number of unique opens and 6) Number of unique clicks.

ANNUAL REPORT

Challenges

The data reports from Gov Delivery provide the newsletter sent, delivery, opens, and clicks and may not be used fully to drive decisions. There is some variability in the day and time the newsletter is released, but there has not been a clear correlations in the newsletter opening or clicks. From January to March there was a 400 subscriber drop that may be due to a lapse in newsletter delivery for legal review, but the data cannot be directly correlated.

Community calls are intended to be an informal way to dialogue and catch up. Participants do not sign up but rather just call in to an open line at a designated time. This makes counting the number of participants more of a guestimate as some participants do not announce when they call in, participate in roll call or note when they sign off. Follow up requests and emails seem to be a better indication of the value of these calls.

Going Forward

The Program will work to have a better understanding of the Gov Delivery analytics and work closer with the FEMA and EMI analytics support to better understand ways to collect, understand and guide decisions with data. The program will continue to expand methods and opportunities to communicate, collect reliable data, and employ useful measures.

Conclusion

The Higher Education Program at EMI has been an incredibly valuable asset to the National Training and Education System and has made significant contributions to the National Preparedness Goal. The emergency management and homeland security Higher Education community of interest and practice is vast and continues to need to grow connection, develop opportunities to collaborate and share knowledge, resources and expertise to ensure our nation is “A secure and resilient Nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to and recover from the threats and hazards that pose the greatest risk.”

As we plan for 2017 and the next Higher Education Symposium we are looking to better understand, identify and support the needs of the whole community. Education is the enabler to positively grow and sustain needed competencies and capabilities for the emergency management workforce.

ANNUAL REPORT

Program Contacts

| WENDY WALSH PROGRAM MANAGER | BARBARA JOHNSON PROGRAM ASSISTANT | DANIELLE GREEN PROGRAM STAFF |
|---|---|---|
| Tel 301-447-1262 Wendy.walsh@fema.dhs.gov | Tel 301-447-1452 Barbara.Johnson3@fema.dhs.gov | Tel 301-447-7251 Danielle.green@associates.fema.dhs.gov |

Department of Homeland Security
Federal Emergency Management Agency
Emergency Management Institute
Higher Education Program

National Emergency Training Center
16825 S. Seton Ave., E114C
Emmitsburg, MD 21727

Tel 301-447-1262

[EMI Higher Education Program](https://training.fema.gov/hiedu) (<https://training.fema.gov/hiedu>)

