



2022 FEMA Higher Education State of the Community: Annual Survey and Report

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June 2022



FEMA

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Executive Summary

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

EM Programs

This report is based on the survey responses from 106 institutions (39% response rate), representing 129 programs. Majority of the programs offer curriculum focused on students gaining employment in the public sector. The top five programs in which emergency curriculum are administered make up 57% of the programs: 1) Emergency Management or Disaster Science, 2) Public Administration, Public Policy, or Political Science, 3) Public Health or Health Sciences, 4) Public Safety or Security Studies, and 5) Criminal Justice. More than 65% of the programs are older than 10 years (n=117). Graduate certificate is the most popular type of degree; master's degrees and bachelor's degrees are the second and third most popular offerings.

EM Students

The data in this report indicates that more than 75,000 students have graduated with an Emergency Management degree, to date. More than 60% of the programs expect an increase in enrollment over the next 3 years. More than 50% of programs experienced a steady rate in graduates over the past 3 years. Of those tracked, most graduating students secure public sector EM positions. More than 50% of programs have observed no change in diversity among the student body. However, there are increases in the number of women, Black/African American students, and nontraditional students, overall.

Program Support

Majority of the domestic programs rely on part-time faculty, and most programs have not attempted to hire. Of those that did hire, most were for part-time positions (55%). Again, information regarding the diversity of the faculty was requested from respondents. Women comprise 24% of the faculty, while less than 10% of the faculty is comprised of any racial or ethnic minority population. Most programs have access to library resources, local EM, and administrative support, though they also find it difficult to secure funding, institutional or external.

FEMA Resources

The most popular online resources are the Principles of Emergency Management document, the College List, and the Next Generation Core Competencies. Only 3% of the respondents indicated that they do not use any of the resources. Nearly 70% of respondents have attended the Annual Symposium. Ideas for different offerings include partnerships and collaboration, regional engagement, student resources, program resources, and funding.

Acknowledgements

This report would not be possible without the efforts of the FEMA Emergency Management Higher Education Program. Specifically, the FEMA EM Higher Ed Program was instrumental in reaching active Emergency Management programs. Additionally, this report would not occur if each of the program representatives did not fill out the survey. Thank you all for taking the time. Additionally, a special thanks to Dr. Carol Cwiak for the use of her initial survey instrument.

Citation

Bennett Gayle, DeeDee. (June 2022). "2022 FEMA Higher Education State of The Community: Annual Survey and Report." Report for the FEMA Higher Education Program. Emmitsburg, MD.

Introduction

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

History of the Annual Survey

The FEMA Higher Education Program requests a state of the community, status of emergency management-related (EM) educational programs at Institutes of Higher Learning (IHE). This year, 2022, the effort was conducted by Dr. DeeDee Bennett Gayle at the University at Albany, State University of New York. Dr. Bennett Gayle has administered this survey since 2017. The survey was started in 2004 by former FEMA Higher Ed Director, Dr. Wayne Blanchard, and initially led by Dr. Henry Fischer (Cwiak, 2006). The survey has been conducted nearly every year, except for three: 2005, 2006, and 2013. The purpose of these surveys is to assess the usefulness of the products and services provided by the FEMA Higher Education Program and has evolved to collect data regarding the students, faculty, and curriculum of the programs. To date, the data collected from this survey is the only collated information regarding EM higher education programs. Institutions included in the survey are identified from the FEMA Higher Ed database, which is updated annually. Representatives from the programs, as listed in the database, are contacted to report on their program(s).

Overview

This year, the FEMA Higher Ed database contained 275 institutions with Emergency Management-related programs: 263 were domestic institutions, and 12 were international institutions. Among the 263 domestic institutions, 47 were Minority-Serving Institutions (MSIs). Using these 275 IHEs as the sample size, a survey was sent to the point of contact at each IHE. The primary focus of the survey is to answer four basic assessment questions: (1) What is the focus of the EM program? (2) Who are the students that benefit from this program? (3) What type of support is accessible to the program? (4) Which FEMA Higher Ed services do the EM programs use? This report is based on the survey responses from 106 institutions (39% response rate). See Table 1.

Table 1: Institutional response rate to the 2022 survey

	<i>FEMA Database</i>	<i>Responding Institutions</i>	<i>Programs Responding</i>	<i>Response Rate</i>
Domestic	263	100	123	38%
International	17	6	6	35%
Total	275	106	129	39%

Methodology

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

An email invitation was sent on March 2, 2022, to 580 distinct email addresses from the FEMA Higher Ed database, representing 275 different institutions; 17 of those emails bounced. A second email was sent on March 8th to the unfinished respondents, and then a final email on March 15th. Three institutions indicated they needed another access to the survey either because they were unable to submit information about a second program or the representative for the program had changed and needed a link to the survey. Therefore three anonymous links were provided to access the survey. Of the 583 emails sent, 144 surveys were started/opened, and 129 responses were completed, for a total completion rate of 89.5%.

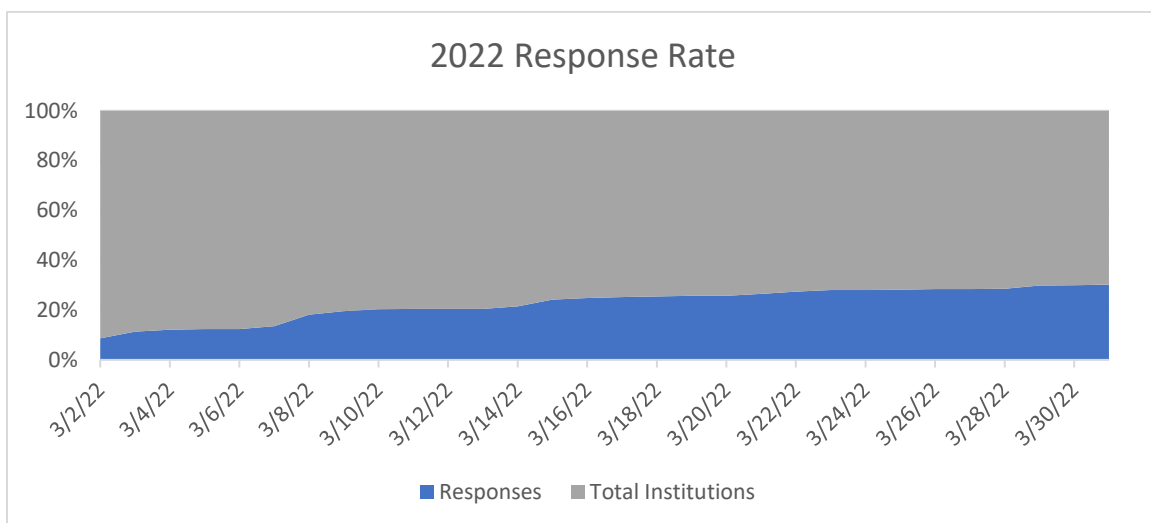


Figure 1: Response rate throughout the duration of the open survey period.

Sixty-five percent of the respondents completed the survey within 20 minutes. The median time was 13.9 minutes. On average, 131 responses were captured; however, 3 responses were omitted because less than 15% or less of the survey was completed.

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

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

Program Curriculum

Most of the programs (14%; n=129) were housed in Emergency Management departments. The top five programs in which emergency curriculum are administered make up 57% of the programs: 1) Emergency Management (14%), 2) Public Administration, Public Policy, or Political Science (12%), 3) Public Health or Health Sciences (12%), 4) Public Safety or Security Studies (10%), and 5) Criminal Justice (9%). Figure 2 shows a chart of where the EM programs were housed. Some programs were included in departments and others as a standalone program, and still others at the college level.

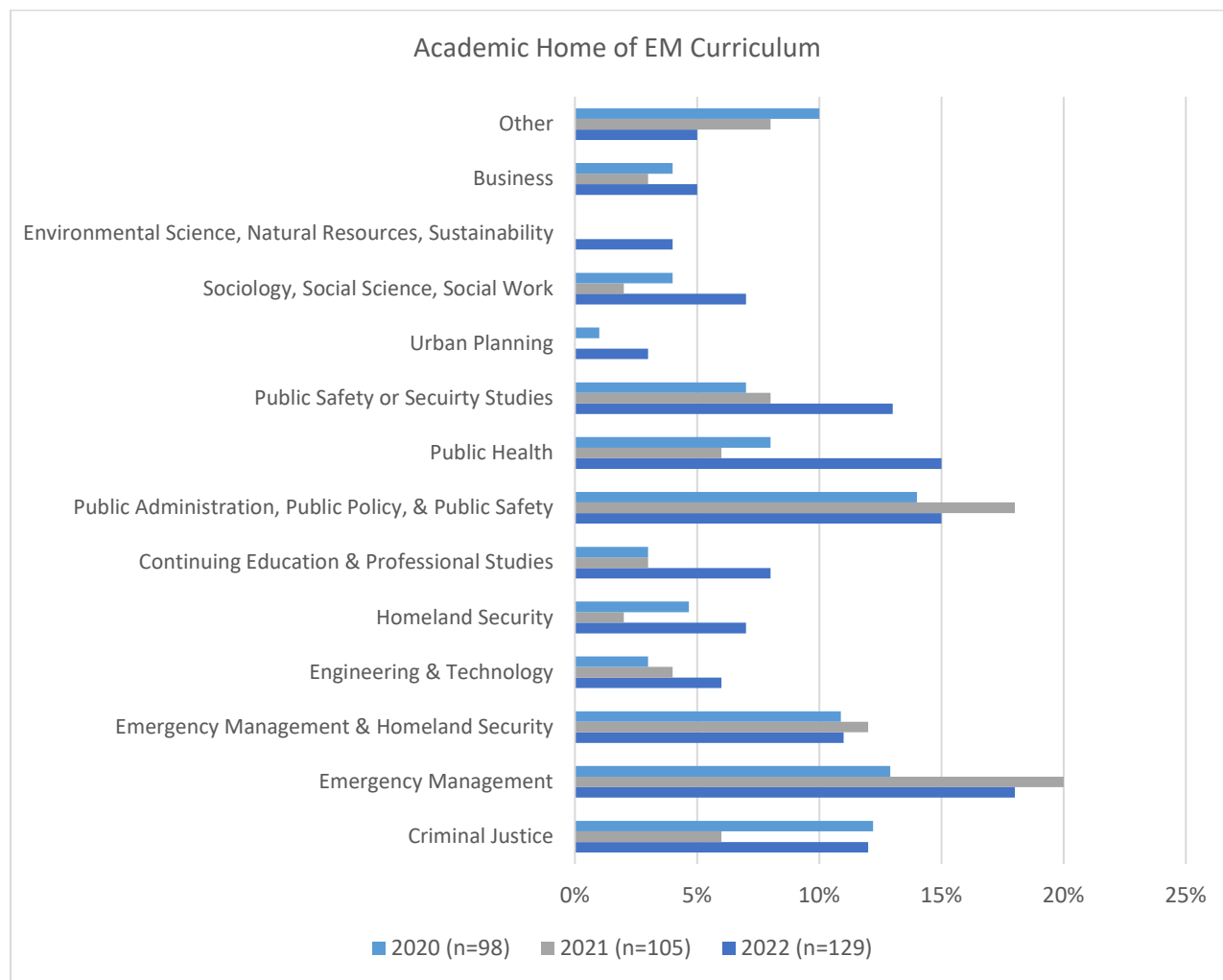


Figure 2: Chart depicting the departments in which EM curriculum is delivered.

As shown, there were more departments in the Public Health, Public Safety, Criminal Justice, or Continuing/Professional Studies than from previous years. The slight change in categories also reduced the number of programs in the ‘other’ theme. In all, the programs were categorized by topic into 14 themes. One theme was named ‘other.’ The section for ‘other’ includes the five programs housed in locations other than the identified 13 themes, such as Administrative, Biology-related, Certificate, Design, and International Studies.

Programs offering EM curriculum have on average 10 or more years of experience. More than 65% of the programs are older than 10 years (n=117).

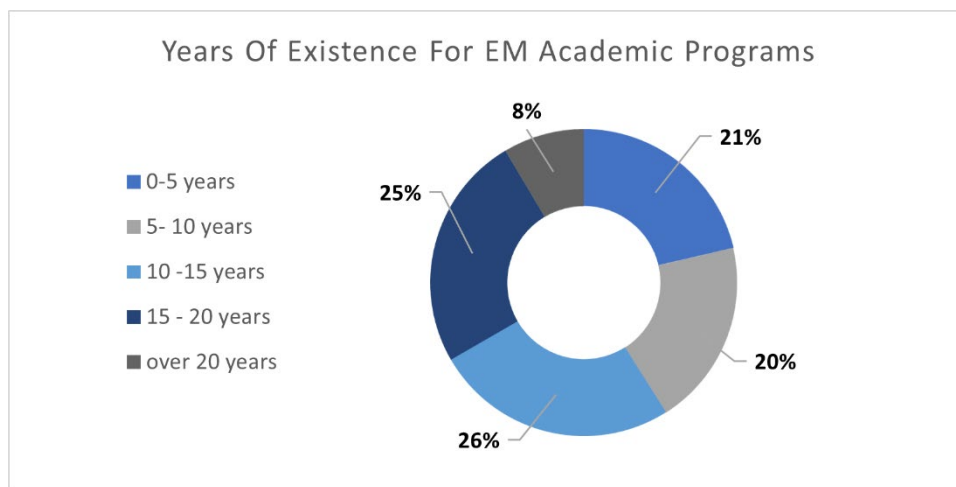


Figure 3: Percentage of programs that offer EM curriculum segmented by years in existence.

As shown in Figure 3, very few of the programs (8%) have less than 5 years of offering Emergency Management curriculum in degree or certificate programs. These percentages are different from the 2021 report. See Figure 4.

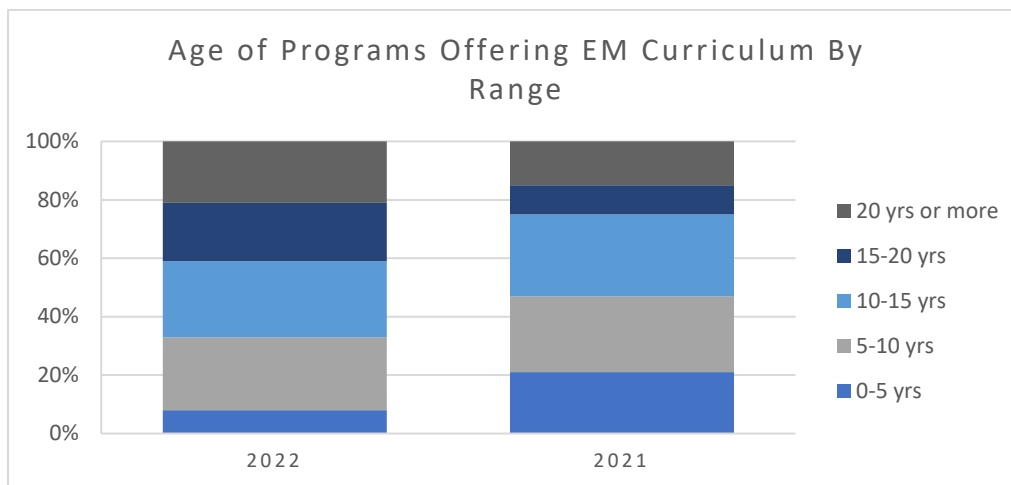


Figure 4: Chart depicting the age of the programs offering EM curriculum by year ranges for 2021 and 2022.

In 2021, there were more younger programs (nearly 50%) than there were in 2022. Only about a third of the programs from this year’s survey have been in existence for fewer than 10 years. Simultaneously, more than 60% of the programs have 15+ years of experience in 2022, up from 25% of the programs in 2021.

Degree Offerings

A variety of degrees are offered in Emergency Management. See Figure 5. Graduate certificate is the most popular type of degree, nearly 18%. Master’s degrees and bachelor’s degrees are the second and third most popular offerings, approximately 16% and 15% respectively. The least popular offering were doctoral degrees, available at just over 2% of the programs. There were 259 different offerings of degrees. Approximately 2.7% of the offerings were listed as ‘other.’ The degrees listed as ‘other’ included an EM Certificate, Professional Doctorate, and Micro-credentialing.

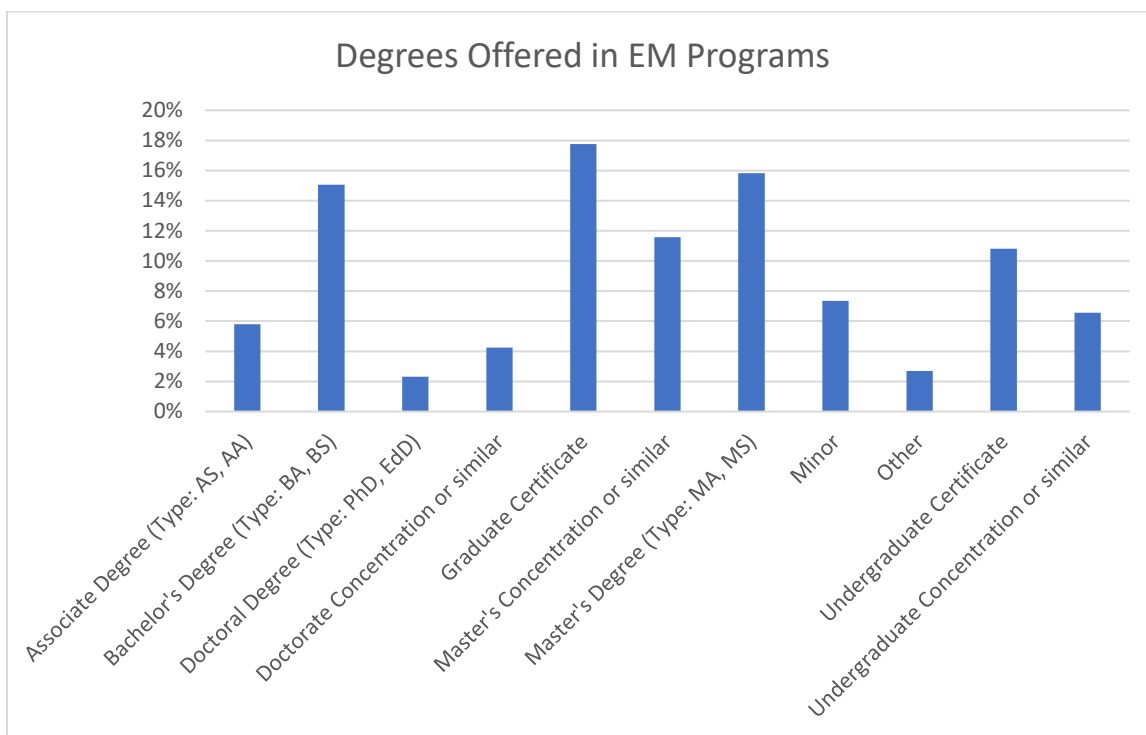


Figure 5: Degree offerings from domestic EM programs.

In the previous year, there were less degree offerings (n=219), and the majority of them (45%) were bachelor’s degrees. The second most popular offering in 2021 were Master’s degrees (31%).

Sector Focus

Of the 123 responding programs, 46% of them primarily prepare students for the public sector (n=112). See Figure 6. Approximately 24% of the programs indicated that they focus on the private sector. Nearly 18% of the programs prepare students for the non-profit sector (Voluntary Organizations Active in Disaster). Finally, 13% of the programs prepare their students for the

humanitarian sector (or global Emergency Management). The responses to this question were nearly identical in percentage to the responses from the 2021 survey.

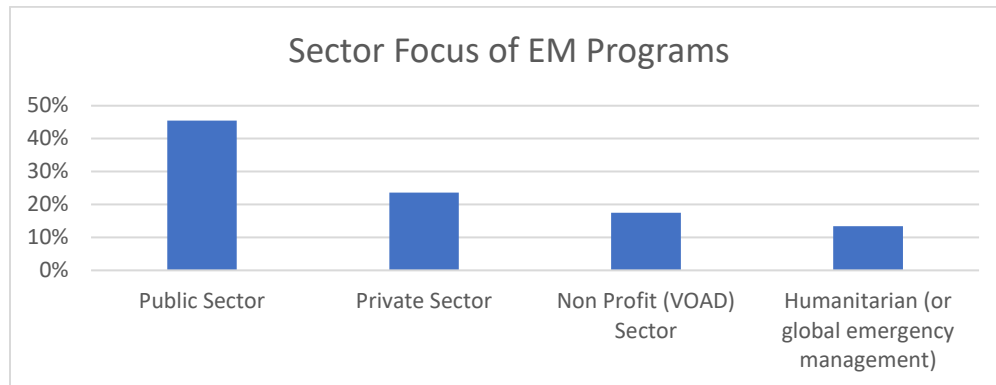


Figure 6: Sector focus of EM programs.

Curriculum

Most of the programs do not plan to develop new curriculum in the next year (76%). Of the programs that are developing new curriculum, the new courses and programs in development include certificates, elective courses related to COVID-19, master's programs, Ph.D. programs, and new major options for bachelor's programs. In terms of modality used, approximately 89% of the programs offer at least some of their curriculum online. Slightly less programs are offering their course work online; in 2021, 92% of respondents were offering coursework through some form of distance education.

Students

According to the respondents, a total of 8,307 students were enrolled as of Spring 2022 in programs offering EM degrees (not just certificates or minors). Of these 77 institutions, 2,958 students graduated by Spring 2022. See Table 2. Based on a 38% institutional response rate to the survey, an estimated 7,784 students have graduated from Emergency Management degree-granting programs this year.

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

	2020		2021		2022	
	Raw Numbers	*Estimate	Raw Numbers	*Estimate	Raw Numbers	*Estimate
Number of EM graduates	3209	8228	2658	5538	2958	7784
Number of graduates since the inception of FEMA Higher Ed	--	61962	--	67500	--	75284

The previous report in 2021 estimated nearly 67,500 students graduated from Emergency Management programs since the inception of the FEMA Higher Education Program’s survey. (Bennett, 2021). With the addition of extrapolated data estimated from this year, there have been nearly 75,000 graduates from EM programs.

Enrollment

More than 60% of the respondents expect an increase in the number of graduates over the next 3 years. See Figure 7. Similarly, more than 60% of respondents expect an increase in their enrollment of students over the next 3 years. Overwhelmingly, most respondents (50%) experienced no change in the number of students who graduated during the past 3 years. Though many of the respondents saw an increase in enrollment over the past 3 years (39%), nearly a third experienced no change (32%), while 29% experienced a decrease in enrollment.

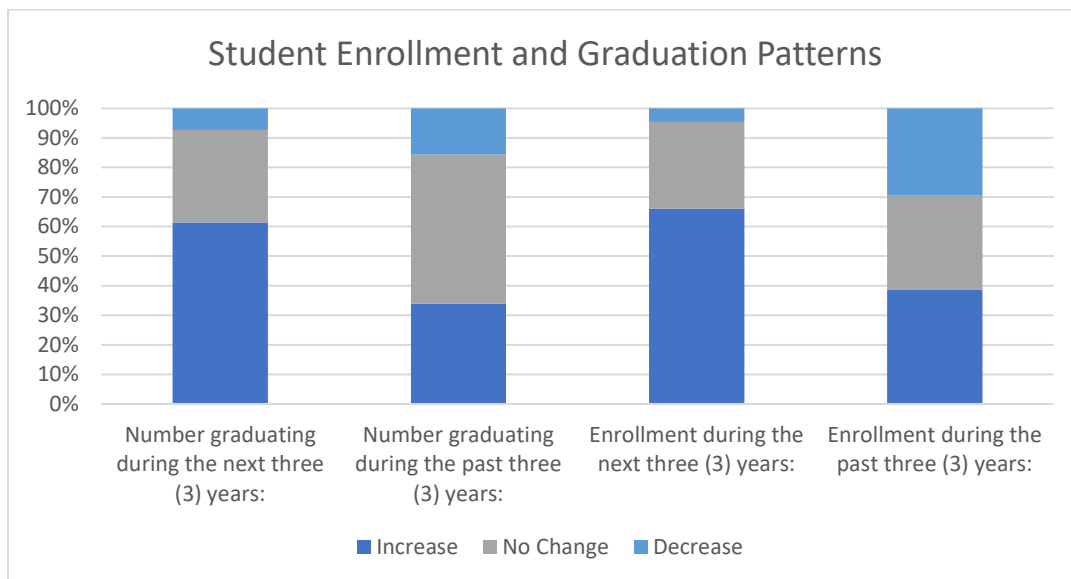


Figure 7: Enrollment and graduation patterns +/- 3 years for domestic programs.

These patterns are different from the patterns estimated just last year, 2021. Respondents reported higher numbers for students enrolled and graduated in the past 3 years.

Graduates

Of the programs that track graduate employment (n=30), most of them saw graduates enter public sector positions. See Figure 8. The numbers from Figure 8 are similar to what was reported in 2021, apart from the increase in securing public sector employment. Respondents from 2021 reported (n=51) that approximately 59% of graduates moved into public sector EM-related positions; nearly 26% of graduates move into private sector positions, while fewer graduates move into non-profit (NVOAD) or humanitarian (global) areas, 14%, and 10%, respectively.

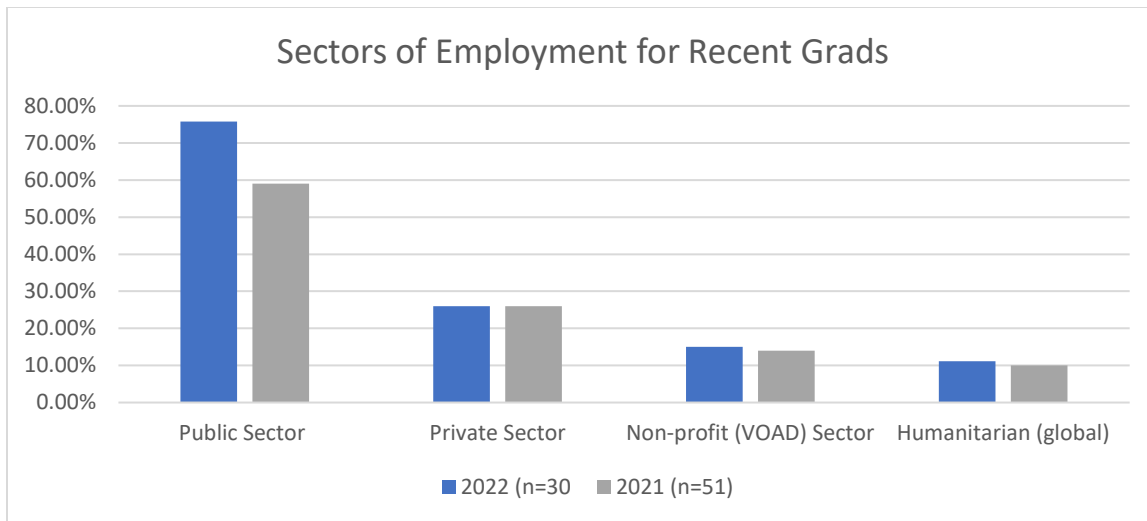


Figure 8: Percent of employment of recent grads by sector.

Diversity

The average diversity patterns are based on a total of 10,452 students currently enrolled in programs offering EM curriculum (degree-granting, certificate, or minor programs). The student body demographics of Emergency Management programs are primarily non-traditional college students (more than 60%), equally comprised of women (50%) and men, and predominately white (nearly 50%). The averages shown in Figure 9 were calculated based on the raw numbers for total students and each demographic, as provided by the responding programs. Of note, African American and Hispanic students each made up less than 30% of the student body, 28% and 21% respectively. International, Asian Americans, Native Americans, and Native Hawaiian or Pacific Islander students each comprised less than 10% of the student body: 4%, 7%, 2%, and 1%, respectively. Military students (veteran or active duty) comprised one quarter of the student body (25%), and first-generation college students were 15%.

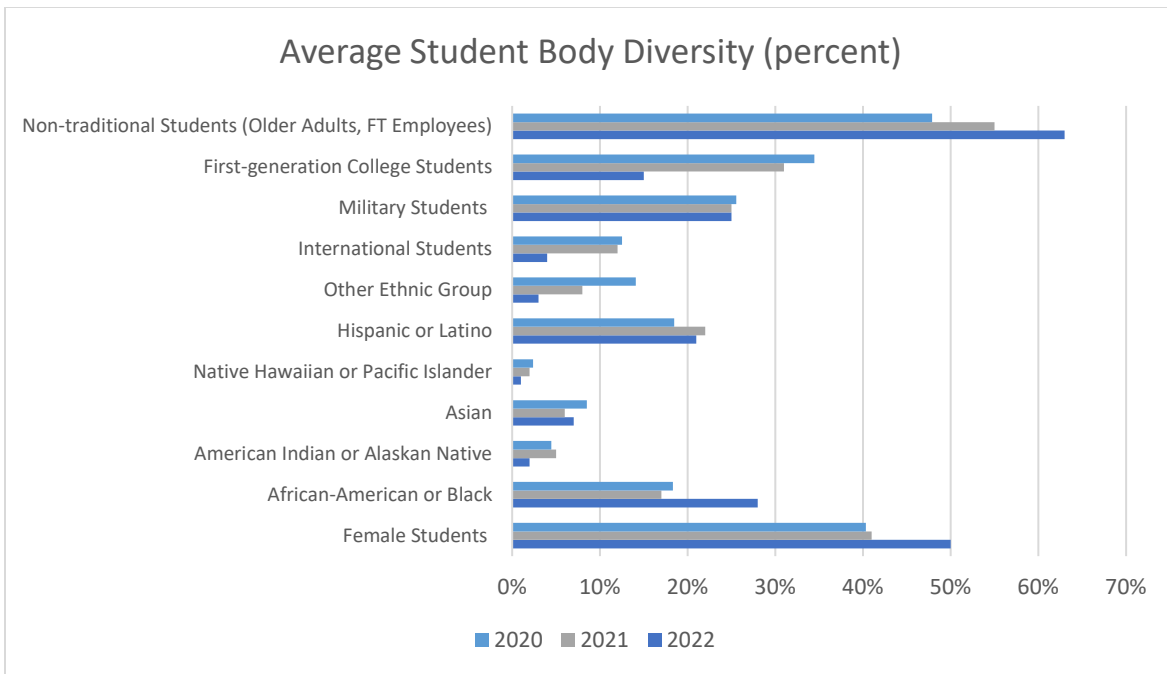


Figure 9: Student body diversity in EM programs by percentage.

Figure 9 also shows the changes over time for the last 3 years. There has been an increase in the number of women, Black or African American, and non-traditional students in the EM programs. The numbers of international, first generation, Native American, and Native Hawaiian students have experienced a decrease in students.

Nearly 30% of the programs observed an increase in the diversity of their student body. More than 50% of the responding programs indicated that the diversity of their student body has remained steady. See Figure 10. Fourteen percent are unable to monitor the diversity of their student body and only a few programs observed a decrease in diversity of their student body population.

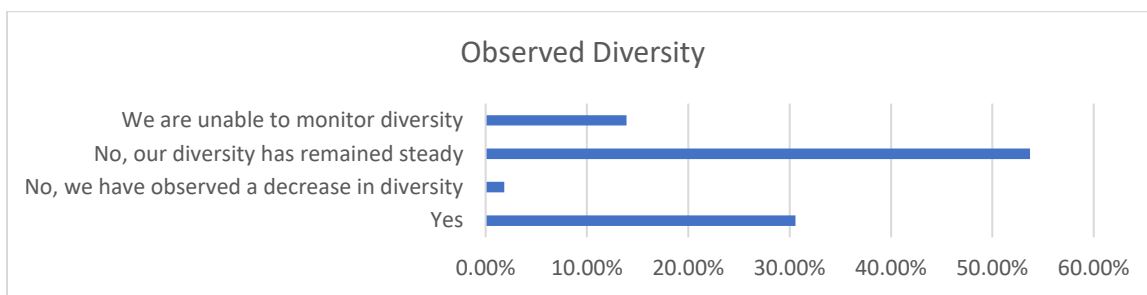


Figure 10: Observed diversity of the student body as indicated by the programs.

Program Support

On average, degree-granting programs had 12 part-time faculty, 7 associated faculty, 4 full-time lecturers, 3 tenured full or associate professors, and 2 tenure-track assistant professors. As shown in Table 3, the majority of the programs use part-time faculty (n=90). Conversely, only 25 programs have affiliated or associated faculty, that is faculty from outside of the department (usually within the same IHE) who teach curriculum for the program.

Table 3: Faculty support in domestic programs.

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>n</i>
Full-time tenure-track (Assist. Prof. or equiv.)	0	16	2.2	2.92	79
Full-time tenured (Assoc., Full prof., or equiv.)	0	19	2.73	2.85	73
Full-time faculty (Lecturer, Instructor, or equiv.)	0	55	3.68	7.23	59
Part-time faculty (Adjunct or equiv.)	0	200	12.03	26.02	90
Affiliated or Associated faculty	0	50	6.68	12.52	25

Thirty two percent of programs hired new faculty or staff this year; (61%) did not. Seven percent attempted to hire but had unsuccessful searches. Of those that did hire, 45% hired full-time employees, and 55% hired part-time employees.

Diversity of the Faculty

Often diversity of the student body is surveyed alone, without consideration for the diversity of the faculty. Several studies have discussed how critical it is to reflect on the diversity of the faculty, as well (Stout et al., 2018; Whittaker & Montgomery, 2014; Weinberg, 2008). The interests of racial and ethnic minorities and women are often improved with an increase in diverse faculty (Stout et al., 2018; Kwekwe, 2021). In some fields such as EM, diversity of faculty is a near dire situation (Whittaker & Montgomery, 2014). Figure 11 displays the diversity of the faculty in degree-granting programs only (n=895), with 51 programs responding. More than 55% are white (non-Hispanic) individuals. Approximately one quarter of the faculty identify as women. Less than 10% of the faculty identify as African American, Asian, Hispanic/Latino, or another ethnic group. Figure 11 shows the faculty diversity reported by all programs; this accounts for nearly 84% of faculty, barring those individuals with multiple ethnicities who are counted in the other ethnic group. Note that not all programs answered questions regarding each diverse population. Unanswered fields were counted at zero.

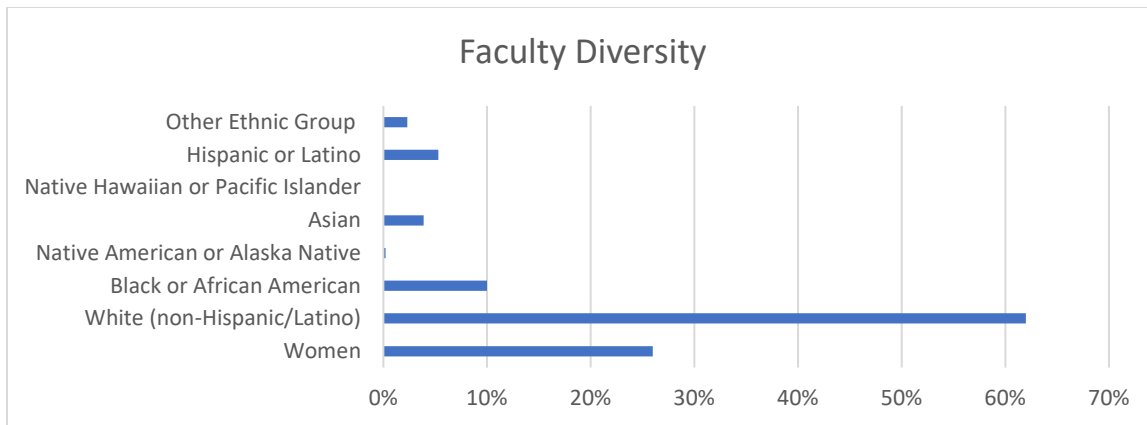


Figure 11: Diversity of the faculty in domestic programs.

Program Support

Majority of the programs have access to library resources, administrative support, local EM, or state EM support, 88%, 65%, 61%, and 52%, respectively. The two most inaccessible forms of support indicated by the EM programs were external support and institutional support, as shown in Table 4.

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

	<i>Extremely Inaccessible</i>		<i>Moderately Inaccessible</i>		<i>Slightly Inaccessible</i>		<i>Neutral</i>		<i>Slightly Accessible</i>		<i>Moderately Accessible</i>		<i>Extremely Accessible</i>		<i>Total</i>
External funding opportunities	18.46%	12	23.08%	15	3.08%	2	20.00%	13	15.38%	10	18.46%	12	1.54%	1	65
Institutional funding	13.85%	9	7.69%	5	10.77%	7	23.08%	15	18.46%	12	21.54%	14	4.62%	3	65
Library resources	4.62%	3	1.54%	1	0%	0	4.62%	3	24.62%	16	52.31%	34	12.31%	8	65
Administrative support	13.85%	9	4.62%	3	3.08%	2	15.38%	10	23.08%	15	30.77%	20	9.23%	6	65
Local EM community	1.54%	1	6.15%	4	7.69%	5	21.54%	14	20.00%	13	29.23%	19	13.85%	9	65
State EM community	4.62%	3	4.62%	3	6.15%	4	30.07%	20	23.08%	15	21.54%	14	9.23%	6	65
National EM community	3.17%	2	7.94%	5	7.94%	5	33.33%	21	23.81%	15	20.63%	13	3.17%	2	63
FEMA-specific	6.15%	4	9.23%	6	9.23%	6	36.92%	24	16.92%	11	16.92%	11	4.62%	3	65
FEMA Higher Ed	0%	0	7.69%	5	3.08%	2	35.38%	23	21.54%	14	26.15%	17	6.15%	4	65
DHS-specific	4.62%	3	9.23%	6	9.23%	6	52.31%	34	13.85%	9	9.23%	6	1.54%	1	65

It is important to note that many of the programs (more than 30%) indicated a neutral status regarding state EM, national EM, FEMA-specific, FEMA Higher Ed Program, and DHS-specific support. Fifty-two percent of respondents indicated that FEMA Higher Ed was accessible, and 12% found the program was inaccessible.

Metrics of Success

Several metrics of success were indicated by responding programs. The top five are increased enrollment (35%), number of graduates (33%), performance on program reviews (26%), increase in student majors (25%), and number of students employed when graduating (24%). Other often used metrics of success include student opportunities, accreditation, student placement in graduate programs, and percentage of external funding. Figure 12, below, shows the most often used metrics of success in chart form.

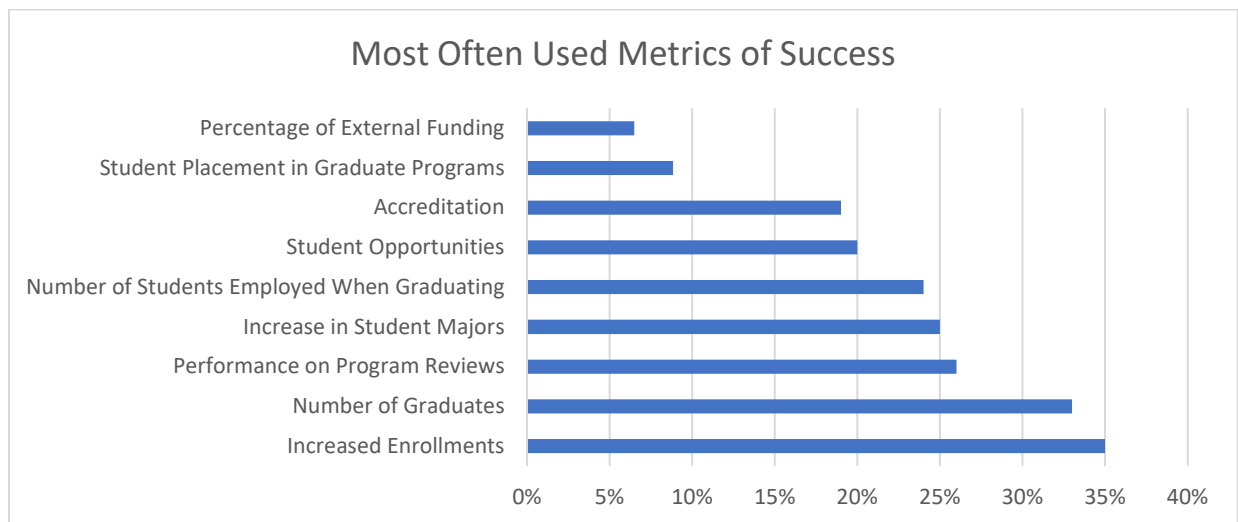


Figure 12: Metrics of success identified by the EM programs.

Anticipated Changes

Respondents were asked about their expectations regarding potential changes in their programs within the year. In the question, the respondents were able to select more than one answer. By far, most respondents anticipated an increase in student enrollment and thought it was unlikely that they would develop new doctoral curricula, 74%, and 72% respectively. Nearly half of the respondents indicated that it was unlikely that they would develop a new master's curriculum, join an accrediting body, have a decrease in student enrollment, or see an increase in financial support, 46%, 47%, and 47%, respectively. Most respondents indicated that it was likely to have new faculty positions added to their programs (38%), though it was unlikely to have additional administrative support (41%). Only 39% of respondents indicated it was unlikely to see any changes in their program. Forty-one percent of respondents do not indicate their program will develop new undergraduate curricula. Regarding a reduction in funds, by far, most respondents were neutral (45%). One-third of the respondents anticipate restructuring of the program, department, or school soon, though 35% indicated it was unlikely for their program.

Uses of FEMA Higher Education Resources and Services

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

Online Resources

As shown in Figure 13, the most popular online resource is the Principles of Emergency Management document (18%). The College List was the second most used resource (17%), followed by the Next Generation Core Competencies (13%). Only 3% of the respondents indicated that they do not use any of the resources.

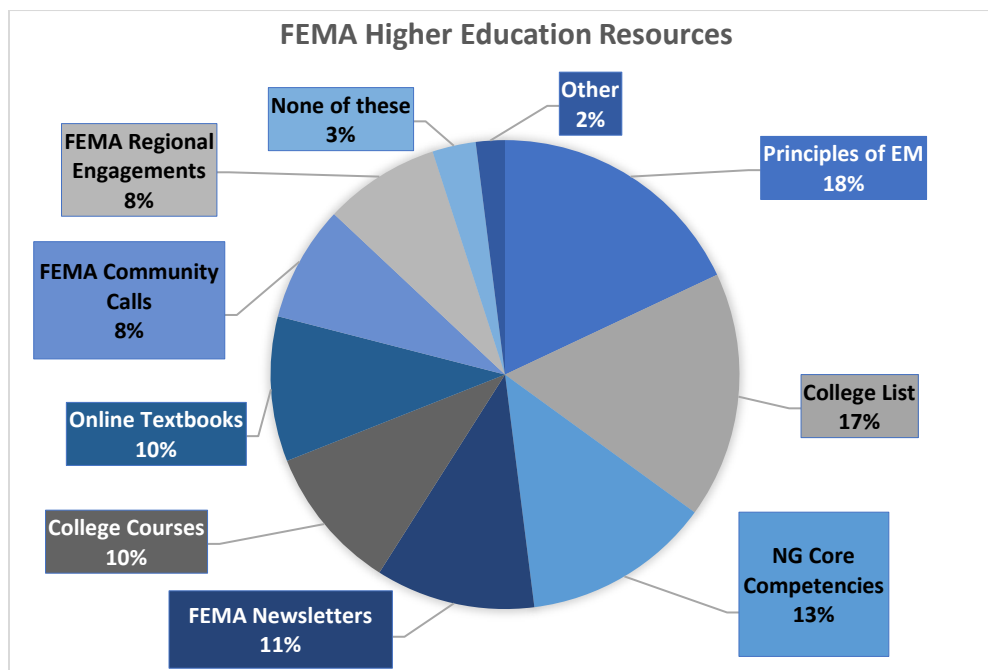


Figure 13: Pie graph showing the usage of FEMA Higher Education resources, by percentage.

Two percent identified that their programs used other resources, such as the Independent Study courses and the CHDS self-study courses. Of those not using the Principles of Emergency Management document, 58% are aware of the document. Meanwhile, for those using the Principles of Emergency Management document, 57% are used in undergraduate courses and 41% in graduate courses.

FEMA Higher Education Programming

For FEMA Higher Education Programming, respondents were asked about two different opportunities, the FEMA Higher Education Annual Symposium, and the FEMA Higher Education Special Interest Groups (SIGs). See Figure 14. Nearly 70% of respondents have attended the Annual

Symposium, while close to 40% of respondents have participated in a SIG. Less than 15% were not aware of the opportunity to attend the symposia, and 25% were not aware of the opportunity to join the SIGs.

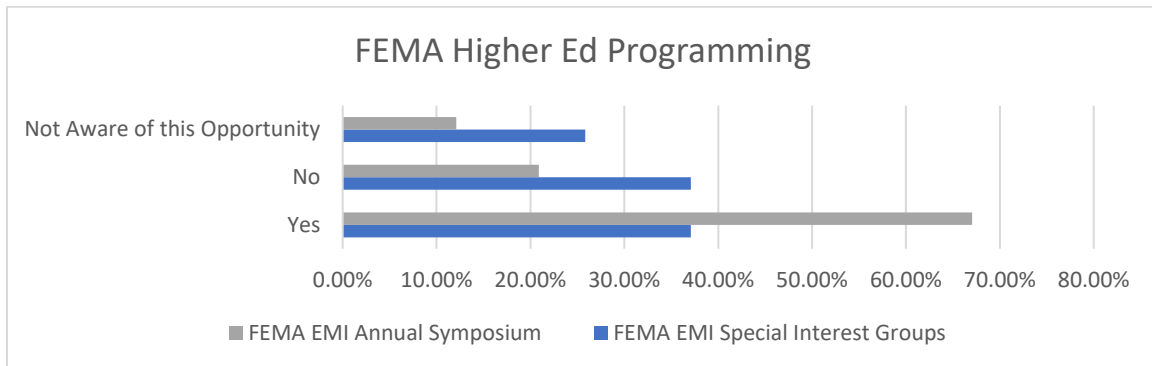


Figure 14: FEMA Higher Education programming, by percentage of use.

Ideas for Different Offerings

The respondents had several ideas to improve offerings at the FEMA Higher Education Program. The respondents were provided the opportunity to consider resources, partnerships, and other types of offerings in an open-answer question format. Comments were organized into themes, which included: partnerships and collaboration, regional engagement, student resources, program resources, funding, symposia and SIGs, kudos, and miscellaneous. Their responses are listed below.

- Partnerships and Collaboration
 - Clarity in relationship with the Institute for Diversity and Inclusion in Emergency Management (IDIEM) and how university programs can partner.
 - Increase in collaborative research, funding opportunities, collaboration between practitioners (DHS/FEMA) and academia.
 - Initiatives for partnerships and sponsored programs.
 - FEMA EMI should support the Emergency Management Higher Education Network (EMHEN) through providing a Web-based platform for correspondence, sharing best practices/lesson plans/course content, and hosting Webinars/Podcasts in collaboration with the EMHEN participants.
- Regional Engagement
 - Partner with regional institutions of higher learning to deliver training locally.
 - Reinstatement of travel to regions to share initiatives and best practices. Our regional engagement is with our FEMA region, not Higher Ed, by the way.

- Student Resources
 - Student videos, student versions of national framework documents, THIRA process, ICS materials, etc.
 - Links to contacts for our students required to do 140 hrs. of applied practice.
 - Info on FEMA jobs, especially for beginners.
 - Support for aligning programs with EM certifications, more opportunities to bridge the divide between practitioners and researchers, more collaboration to place graduates in internships/jobs.
 - Facilitating internships within FEMA for students. Returning access to photo and video galleries from private events. FEMA doesn't keep this up and removes a lot of it. This might be a great home for such materials our students can use for innovative projects. A speaker mechanism to invite FEMA representatives into our classes (can be difficult to keep up with turnover in the organization). Online access to documents and materials students can use as sources for projects.
 - Student internship opportunities.
 - Working closely with the EMPP and Dr. Garrett to host tracks for academy graduates of the Advanced and Executive Academies during the Higher Ed Symposium. Most applicants of these programs hold advanced degrees, some are adjuncts, many hire graduates from those with undergrad programs, and they are the key to bridging the gap between higher education and practice.
- Program Resources
 - Help with marketing programs.
 - More IS certifications.
 - Certification info.
 - Updated Curriculum courses for Associate Degrees in Emergency Management.
 - Remote classes sponsored by FEMA held at the colleges.
- Funding
 - Grants.
 - Funding sources.
 - Funding for scholarships and training funds for FEMA trainings.

- Symposia and SIGs
 - Most SIGS are working on products I will employ in our program.
 - I would like to see the Symposium put back in the hands of EM faculty. After the formatting changes last year, I will no longer be attending until the old format is back. Rushing through presentations for the sake of numbers is not how we generate conversations and add to our collective of knowledge.
 - More support for accreditation standards, regional conferences for research presentations and venues for students to present.

- Kudos
 - The Higher Ed Program is doing an outstanding job. Looking forward to the resumption of in-person workshops and symposiums.
 - You guys have been great when I've reached out with questions.

- Misc.
 - Raising the profile of professionalism.
 - None. Our program was canceled and taught out. The last few students are finishing up.
 - Visiting FEMA leadership to come and give a talk or a symposium.

Responses by Program Type

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

Undergraduate Programs

Fifty-one respondents represented domestic EM undergraduate programs (offering associate and bachelor's degrees). A total of 2,217 students will have graduated from these programs in 2022. Currently there are 5,826 students enrolled in these programs.

PROGRAM CURRICULUM

Undergraduate programs were housed in various departments/colleges/schools. Approximately one-fifth of the respondents indicated they were located within a division of their IHE named Emergency Management, Emergency Preparedness, or Emergency Services (which may include Fire or Disaster

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

Table 5: Location of undergraduate programs within their IHEs.

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

Program Orientation

Majority of the undergraduate programs consider the primary orientation of their programs to prepare students for work in the Public Sector (46%, n=49). Only 9 of the programs also consider Humanitarian (or global Emergency Management) as part of their primary orientation (8.5%). Figure 15 shows the percentage of responding programs that selected each sector as their focus for student employment.

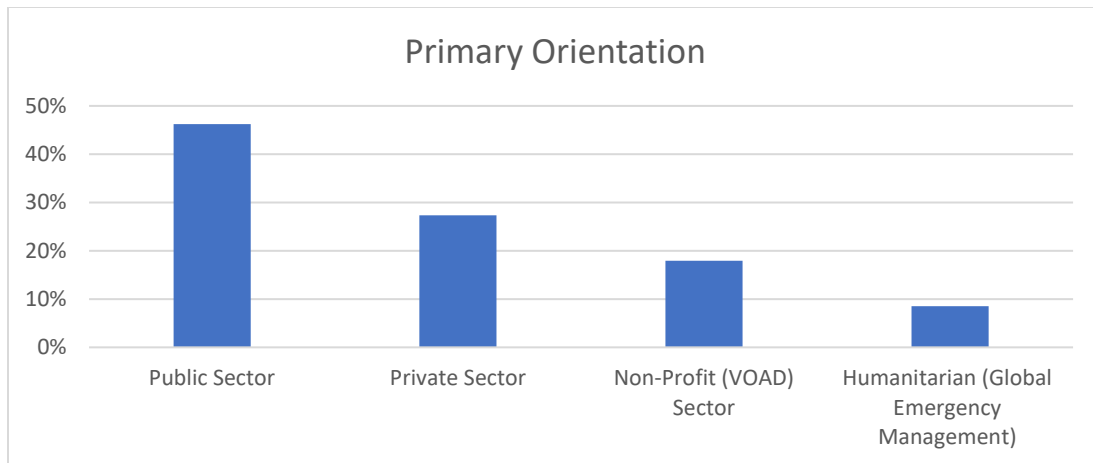


Figure 15: Primary orientation of the undergraduate EM programs.

Majority of the respondents noted that their program offers coursework online (96%). Two programs do not offer coursework through some form of distance education.

New Programs

Only 21% (n=8) of respondents indicated that they plan on developing new programs. Four would like to add certificate offerings, two are adding a bachelor's degree (cybersecurity and business continuity), and one is changing to Associate degrees. Additionally, one program plans to add a Ph.D. degree in Public Safety Leadership.

STUDENTS

Student Patterns

A third of undergraduate programs (33.33%) were able to track their graduates' employment. Of those that track graduates, on average 44% of their students find employment in the public sector, 32% in the private sector.

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

	Percentage	n
Public Sector	44.07%	15
Private Sector	31.92%	12
Non-profit	18.86%	7
Humanitarian	15.33%	3

Student patterns in Emergency Management programs are measured +/- 3 years for enrollment and graduation. Respondents were asked if they estimate an increase, decrease, or no change in these

patterns. A total of 49 respondents answered the question regarding undergraduate degree-granting programs. Figure 16 shows a stacked chart with their responses.

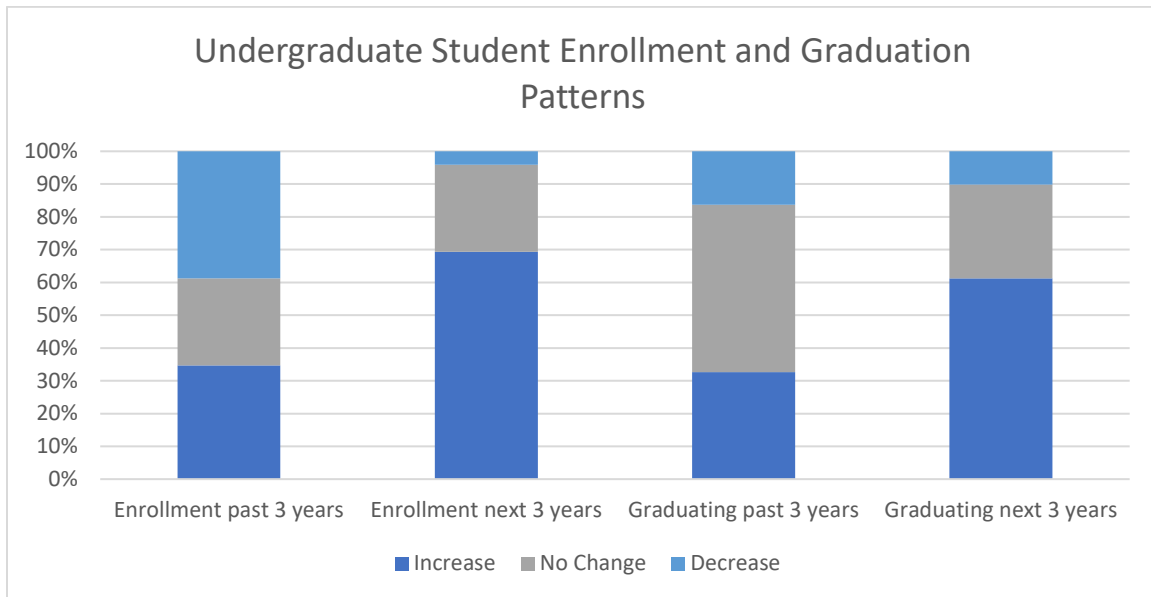


Figure 16: Enrollment and graduation patterns, +/- 3 years, for EM undergraduate degree-granting programs.

Approximately 45% of respondents reported an increase in enrollment in the past 3 years. However, nearly 70% anticipate an increase in enrollment in the next 3 years. More than 30% of respondents reported an increase in the number of students graduating in the last 3 years, while more than 50% reported no change. More than 60% of respondents are optimistic, anticipating an increase in the number of students graduating over the next 3 years.

Student Diversity

Majority of the undergraduate program representatives indicated that their student body has not seen an increase in diversity because it has remained steady (60%, n=29). Thirty-one percent of programs have observed an increase in diversity, and only 4 programs were unable to monitor student body diversity. Figure 17 shows the average diversity of all students in these undergraduate programs.

As shown, nearly 45% of students are non-traditional in undergraduate programs. Nearly 30% are military students, and nearly 30% of students identify as White (non-Hispanic). Approximately 23% of the student body are women.

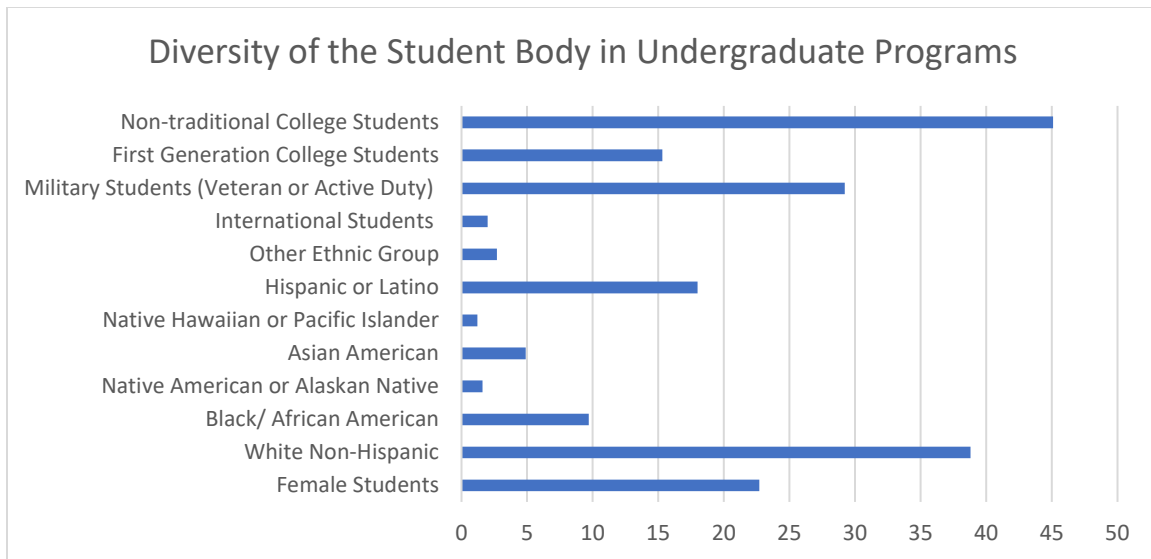


Figure 17: Diversity of the student body, undergrad programs reporting.

PROGRAM SUPPORT

Emergency Management academic programs rely on part-time (adjunct or equivalent) faculty with an average of 32 per program, with the max at 200. Eleven programs also rely on affiliate or associated faculty, with an average of 18 per program (max=50). Full-time dedicated EM faculty is quite rare, averaging 3 per program for lecturer (non-tenure track) (max=14), and 3 per program for full time tenure-track (max=16) or 2 tenured faculty (max=7). Table 7 displays the minimum, maximum, mean, and count of respondents, per faculty type.

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

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>n</i>
Full-time tenure track	0	16	3.45	33
Full-time tenured	0	7	1.87	27
Full-time lecturer	0	14	2.61	30
Part-time faculty	0	200	31.65	39
Affiliated or Associated faculty	0	50	17.60	22

Note that at least one program indicated that they did not have any faculty of each type.

Hiring

Approximately 41% of the programs attempted to hire new faculty of staff in the past year. Of that group, only three programs were unsuccessful in their search. For the programs successful in hiring, 52% hired part-time and 48% hired full-time support.

Faculty Background and Diversity

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

The average faculty diversity of undergraduate programs is shown in Figure 19. As shown, there are approximately 54% White faculty and 19% women faculty in undergraduate programs, based on a total of 30 programs reporting. Only 14 respondents indicated they had Black faculty; of those, on average 2 were employed in the program. Less than 10 programs indicated they employed faculty members from any of the other racial or ethnic backgrounds listed in Figure 18. None of the programs indicated they employed faculty with Native Hawaiian or Pacific Islander background.

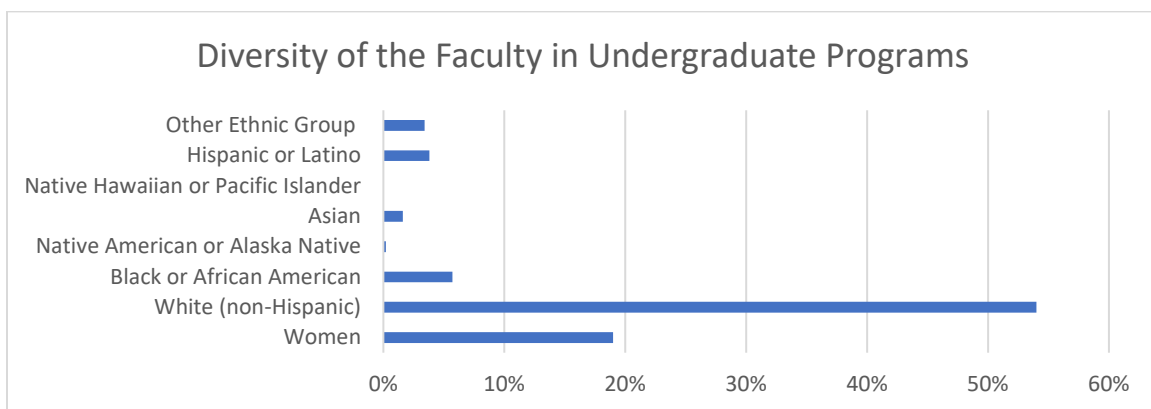


Figure 18: Diversity of the faculty for undergraduate programs.

Institutional Support

Outside of faculty or staff, academic programs require additional support from their IHE. Figure 20 shows how accessible different forms of support are for the undergraduate programs. A total of 41 programs responded to the question.

As shown, most programs find that library resources, administrative support, local EMA support, and state EM support are at least slightly accessible. External funding and Institutional funding were the least accessible in undergraduate programs. Most of the respondents were neutral about support from National EM, FEMA-specific, FEMA Higher Ed, and DHS-specific support.

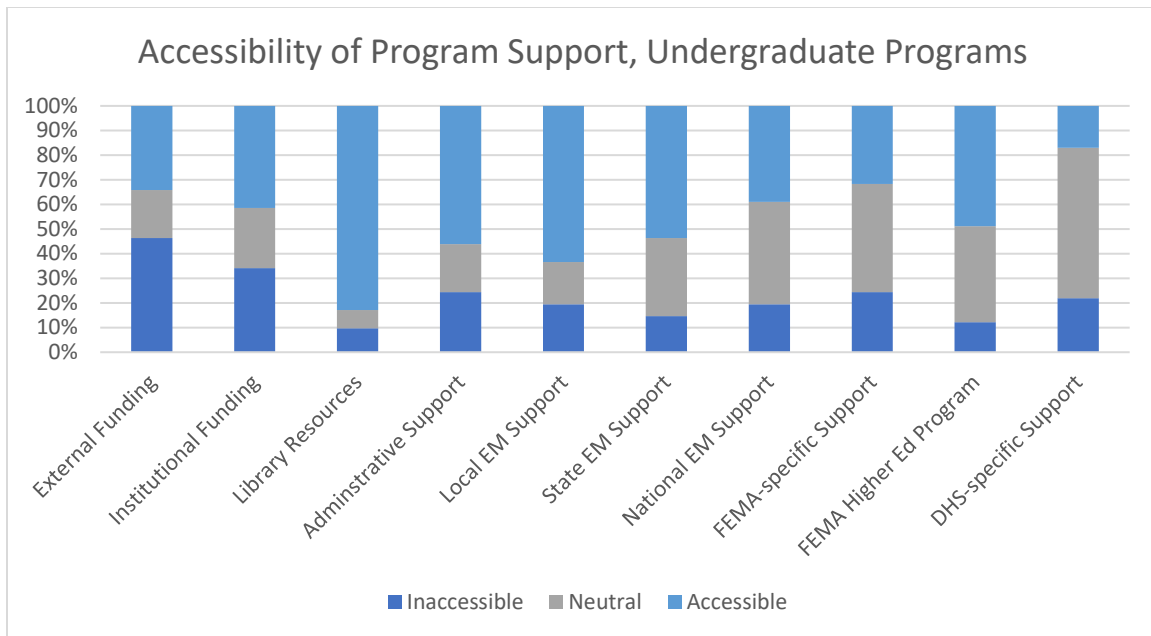


Figure 19: Accessibility of program support for undergraduate programs.

Respondents were asked to anticipate changes in the program related to curriculum, students, faculty, or other support for their programs. Majority of the programs indicated it is likely that there will be an increase in enrollment for their programs (75%). Forty percent of programs anticipate new faculty positions; more than 50% do not anticipate additional administrative support. Approximately, 54% of the respondents indicated that new undergraduate programming was likely. While the majority of respondents do not anticipate new graduate level programs, most of the programs (50%) find it unlikely that their program will join an accrediting body. A near equal percentage of programs (26%) indicate it is likely or unlikely that they will have a reduction in funds; approximately 46% of respondents were neutral about the topic. Thirty-nine percent of respondents anticipate their program, department, or school will be restructured in the next 3 years. Approximately 34% of respondents do not expect any changes in their programs.

The most popular metrics of success for the undergraduate programs include 1) increase in enrollment (33%), 2) number of graduates (32%), 3) performance on program reviews (31%), 4) increase in student majors (30%), 5) number of students employed when graduating (23%). The least popular metrics of success in the undergraduate programs include 1) percentage of external funding (44.38%), 2) student placement in graduate programs (38%), 3) accreditation (26%), 4) student opportunities (24%), 5) number of students employed when graduating (24%). Responses were based on 40 programs' representatives. One program indicated that their program always uses metrics related to DEI, grades, and bottleneck courses.

FEMA HIGHER EDUCATIONAL RESOURCES

The top three resources used by undergraduate programs provided by the FEMA Higher Ed Program include 1) Principles of Emergency Management document (17%), 2) the College List (17%), and 3) Next Generation Core Competencies documents (13%). The least-used resource was the FEMA Regional Engagements. All resources were used by at least one program. Table 8 shows the use of FEMA Higher Education Program resources in undergraduate programs.

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

	Percentage	<i>n</i>
Principles of EM	16.67%	21
The College List	16.67%	21
Next Generation Core Competencies	13.49%	17
College Courses	12.7%	16
FEMA Newsletters	12.7%	16
FEMA Community Calls	9.52%	12
Online Textbooks	8.73%	11
FEMA Regional Engagements	7.94%	10
Other	1.59%	2

Two programs selected 'other', but only one specified they used CHDS self-study courses. Of the respondents that did not select the Principles of Emergency Management as a used resource, 58% were aware of the document (n=11). Separately, for the programs offering associate degrees, 82% (n=9) are not using the curriculum for associate degrees in Emergency Management.

Majority of respondents have not participated in the FEMA Special Interest Groups (SIGs) (47%), though 16% of them were not aware of the opportunity. Most who have not previously participated in the SIGs indicated they were interested in more information (54%). Conversely, most of the programs have participated in the annual Symposium (69%). Only one indicated they were unaware of the Symposium.

Graduate Programs

Forty-two respondents indicated that they represented domestic graduate programs (masters' and doctorate degrees). A total of 1,452 students will have graduated from these programs. Currently there are 4,556 students enrolled in these programs.

PROGRAM CURRICULUM

Again, the most popular location to house EM curriculum was named EM or Security/Public Safety Studies. The second popular location was in a joint EM/HS program or in a Public Health or Health-related program. The break-down of program academic homes are listed in Table 9.

Table 9: Location of graduate programs within their IHEs.

	Percentage	<i>n</i>
Criminal Justice/Justice Studies/Criminology	7%	3
Emergency Management	14%	6
Homeland Security	7%	3
Emergency Management & Homeland Security Joint	12%	5
Engineering/Technology	7%	3
Public Admin., Public Policy, or Political Science	5%	2
Sociology, Social Studies, or Social Work	5%	2
Security Studies/Public Safety Studies	14%	6
Continuing Education or Professional Studies	2%	1
Business	5%	2
Public Health or Health Studies	12%	5
Urban Planning	2%	1
Other	7%	3

For respondents indicating their programs was not in one of the aforementioned curriculum homes and selected 'other', their specifications were the following: 'It stands alone with contributions from several departments,' or 'Stand-alone program in the College of Health Professions,' or Earth Sciences.

Majority (64%) of the graduate programs have been in existence for more than 10 years. The primary orientation of their curriculum is the public sector (38%). The overall orientation of the programs is shown in Figure 20. Note that for this question, program representatives could select more than one answer. As shown, the majority of the undergraduate programs are focused on curriculum to prepare students for public sector employment.

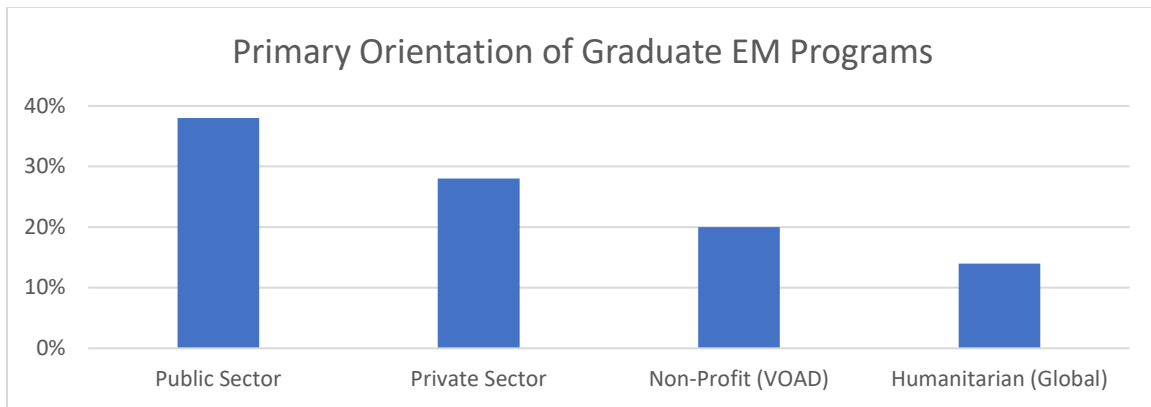


Figure 20: Curriculum focus of graduate EM academic programs.

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

STUDENTS

Only 45% of the programs were able to track their graduates' employment. Those that tracked graduation were able to provide estimates on which sector of employment their students found positions, post-graduation, shown in Table 10.

Table 10: Average percentage of graduates' employment positions after graduate school.

	Percentage	n
Public Sector	99%	16
Private Sector	28%	14
Non-profit (NVOAD)	15%	9
Humanitarian (Global)	9%	7

Most of the programs experienced an increase in graduate enrollment over the past 3 years (58%). Even more programs anticipate an increase over the next 3 years (83%). Half of the programs have experienced an increase in the number of graduates over the past 3 years (50%). More than 75% of the programs expect an increase in graduates in the next 3 years.

More than half of the programs indicated that their diversity patterns (of the student body) have remained steady (52.5%). Five programs indicated that they are unable to monitor diversity. The estimated number of students from various diverse populations are shown in Figure 21. Like the undergraduate programs, most of the student body is comprised of non-traditional students. Women represent nearly 70% of the graduate student body, unlike undergraduates. In terms of racial

demographics, the student body is comprised of White and Black/African American Students, 51% and 46% respectively.

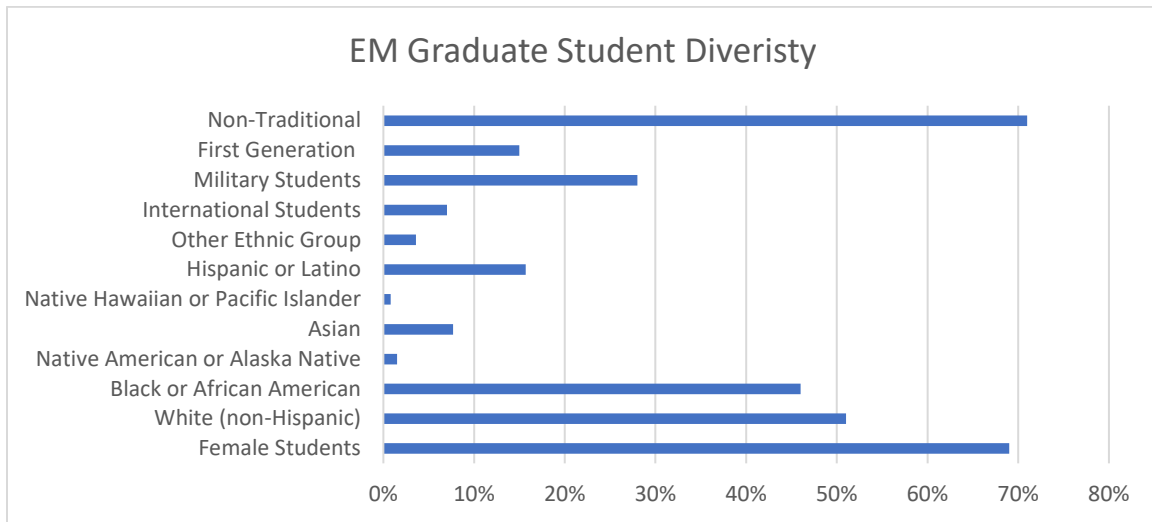


Figure 21: Diversity of students enrolled in programs offering graduate degrees.

PROGRAM SUPPORT

Most of the programs rely on part-time faculty (adjunct) faculty, with an average of 21 per program (min 1, max 200). Twelve programs also rely on affiliate or associated faculty, with an average of 7 per program (min 1, max=50). Full-time dedicated EM faculty is quite rare, averaging 3 per program for lecturer (non-tenure-track) (max=9), and 2 per program for full time tenure-track (max=5) or tenured faculty (max=5). Table 11 displays the minimum, maximum, mean, and count of respondents, per faculty type.

Table 11: Average number of faculty in graduate programs, by type.

	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>n</i>
Full-time tenure track	0	5	1.90	30
Full-time tenured	0	5	2.26	27
Full-time lecturer	0	9	3.24	25
Part-time (adjunct)	1	200	21.05	37
Affiliated or Associated faculty	1	50	6.92	12

Hiring

More than half of the programs attempted to hire new faculty or staff in the past year (54%). Of that group, only one program was unsuccessful in its search. For the programs successful in hiring, 64% hired part-time and 36% hired full-time support. Programs indicated more than 32 people were hired part-time; at least 1 was administrative support.

Faculty Background and Diversity

The average faculty diversity of graduate programs is shown in Figure 23 (n=642). As shown, approximately 63% White faculty and 29% women faculty are teaching in graduate programs, with 31 programs reporting. Only 15 respondents indicated they had Black faculty; of those, on average 5 were employed in the program. Four or less programs indicated they employed faculty members from any of the other racial or ethnic backgrounds listed in Figure 22. None of the programs indicated they employed faculty with Native Hawaiian or Pacific Islander backgrounds.

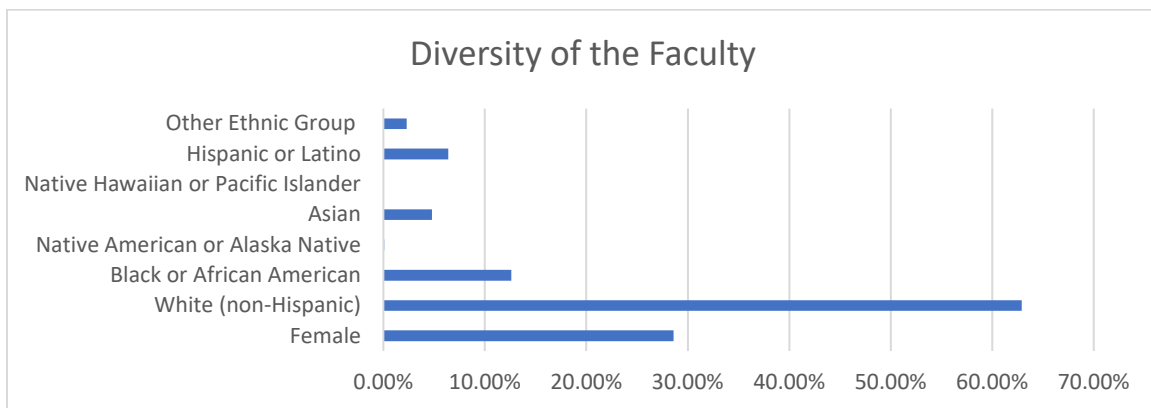


Figure 22: Diversity of the faculty in graduate programs.

Institutional Support

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

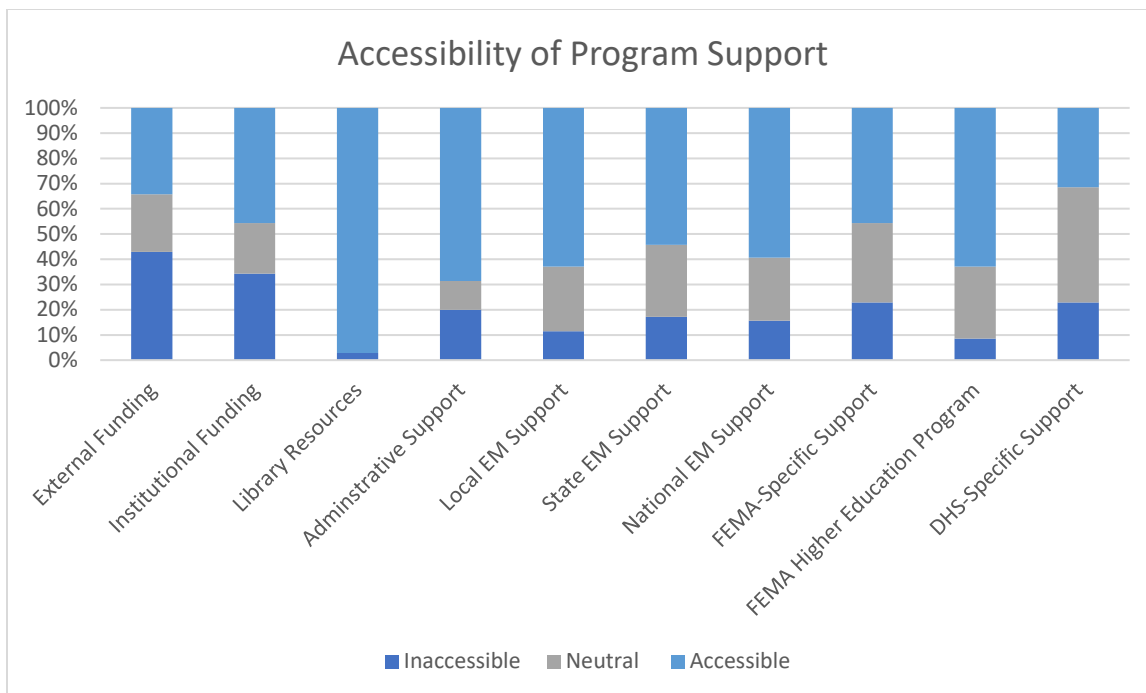


Figure 23: Accessibility of program support for graduate programs.

Respondents were asked to anticipate changes in the program in the next 3 years related to the curriculum, students, faculty, or other support for their programs. Majority of the programs indicated it is likely that there will be an increase in student enrollment (82%), new faculty positions (57%), and new undergraduate programs (44%). Similarly, most indicated that it is unlikely that there will be a decrease in student enrollment (54%), new doctoral curriculum (59%), or that there will be no change in their program (48%).

FEMA HIGHER EDUCATIONAL RESOURCES

The top three resources used by graduate programs provided by the FEMA Higher Ed Program include: Principles of Emergency Management (24%), the College List (15%), and the Next Generation Core Competencies (14%). Three respondents selected 'other'; that included the FEMA Independent Study online training modules. Table 12 shows the list of FEMA Higher Ed resources used in graduate programs.

Table 12: FEMA Higher Education Program resources used by graduate programs.

	Percentage	<i>n</i>
Principles of EM	23.81%	20
The College List	15.48%	13
Next Generation Core Competencies	14.29%	12
FEMA Regional Engagements	10.71%	9
FEMA Newsletters	9.52%	8
Online Textbooks	7.14%	6
FEMA Community Calls	7.14%	6
College Courses	4.76%	4
Other	3.57%	3
Does not use	3.57%	3

Of those that did not select the Principles of Emergency Management document, 77% were unaware of it. Most of the respondents have had a member of their program participate in the FEMA Annual Symposium (69%) and the Special Interest Groups (42%). Programs that have not participated in the SIGs are interested in more information (53%).

International Programs

Of the six programs responding, a total of 657 students are currently enrolled in the International Emergency Management programs. More than 300 students (355) have graduated from the programs.

PROGRAM CURRICULUM

All the responding programs have offered curriculum for longer than 5 years. Only two have offered curriculum for more than 15 years. The primary orientation of the curriculum is the public sector. Table 13 shows that four programs also equally prepare student for private, non-profit, and humanitarian sector employment.

Table 13: Primary orientation of the international programs.

	Percentage	n
Public Sector	33.33%	6
Private Sector	22.22%	4
Non-profit (NVOAD)	22.22%	4
Humanitarian (Global)	22.22%	4

International programs offer a wide array of degrees in undergrad and graduate education. None of the programs offer a doctorate degree or have concentrations (at any level). One program indicated they offer a Graduate Diploma. The offerings at international Emergency Management programs are presented in Figure 24. Four respondents represented undergraduate degree-granting programs.

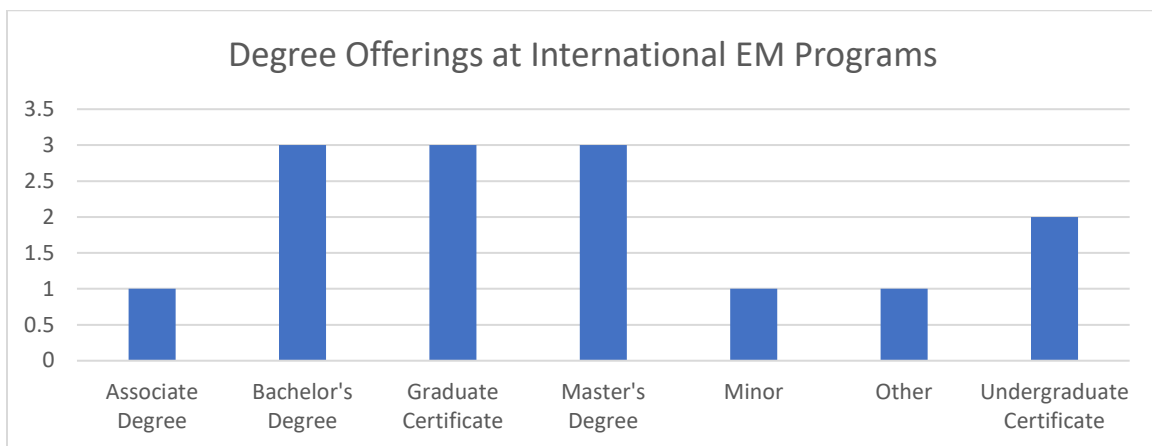


Figure 24: Degree offerings at international EM programs.

Half of the international programs plan to develop new curriculum over the next year. One is planning a certificate in Health Emergency Management, while another program plans for a Ph.D., and finally at least one program is focused on curriculum related to Emergency Management, threat, and response planning. Most of the programs offer coursework through some form of distance learning (66.675, n=4).

STUDENTS

A total of 355 students have graduated from their programs in the last year. Only two programs were able to track their graduates' employment. The average students graduate and go into public sector (62.50%), private sector (20.50%), or non-profit sectors (4.5%), with two programs reporting.

Half of the international programs have experienced an increased enrollment over the past 3 years. And two-thirds of the programs anticipate an increase in enrollment in the next 3 years. Similarly, one-third of the programs have experienced an increase in graduates over the past 3 years, while two-thirds expect an increase in graduates over the next 3 years. See Figure 25.

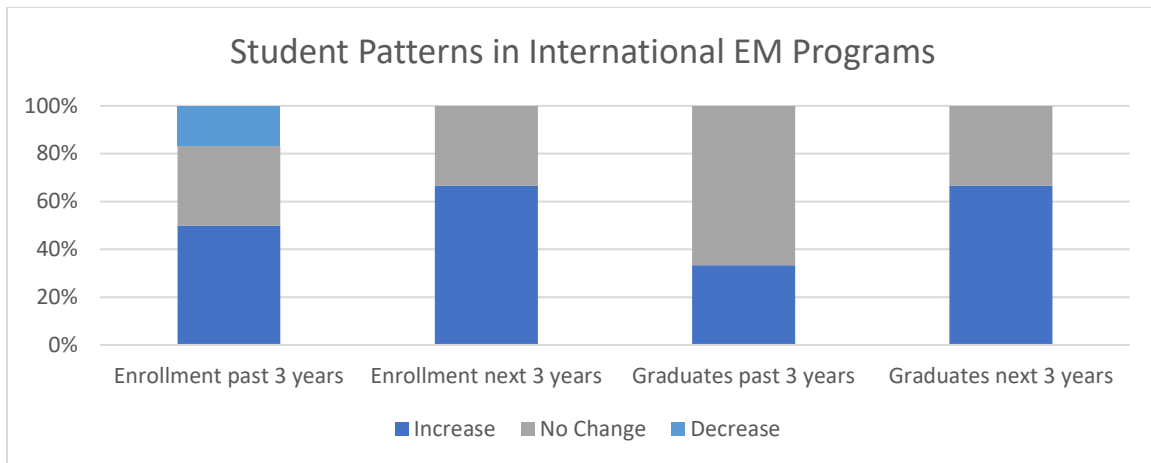


Figure 25: Student patterns for enrollment and graduation for international EM programs.

PROGRAM SUPPORT

International programs rely primarily on associated or affiliate faculty, with an average of 16.50 retained (n=4). Very few have full-time tenure-track faculty or equivalent, with an average of .8 retained (n=5). Table 14 shows the min, max, mean, and count by faculty type in the international programs.

Table 14: Faculty composition in international EM programs.

	Min	Max	Mean	n
Full-time tenure track	0	2	0.80	5
Full-time tenured	2	6	3.67	3
Full-time faculty	1	2	1.50	2
Part-time faculty	1	12	4.75	4
Affiliated or Associated faculty	1	35	16.50	4

Hiring

Only half of the international programs have attempted to hire. Only two were successful and hired two full-time persons and at least one part-time person.

Faculty Background

Majority of the international programs rely on associated or affiliated faculty with practitioner backgrounds. Table 15 shows the average faculty with practitioner background in international programs.

Table 15: Average faculty with a practitioner background in international EM programs.

	Average
Full-time tenured or tenure track	1.5
Full-time faculty lecturer	2
Part-time faculty	6
Affiliated or Associated faculty	15.33

Institutional Support

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

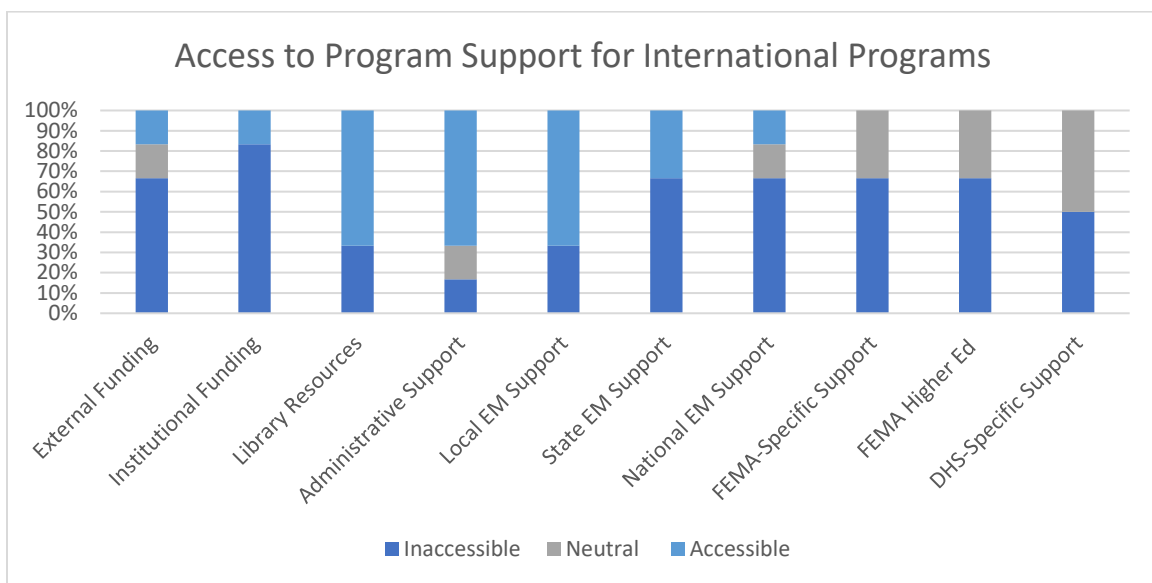


Figure 26: Accessibility of program support for international programs.

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

FEMA HIGHER EDUCATIONAL RESOURCES

International programs also use the FEMA Higher Ed Program resources in their programs. Respondents indicated the most used resources were the Principles of EM document, the Next Generation Core Competencies document, online textbooks, and the College List. The least used

resources were the FEMA Newsletter, community calls, or regional engagement. Table 16 displays a list of resources used by the international programs.

Table 16: International programs' use of FEMA Higher Ed resources.

	Percentage	<i>n</i>
Principles of EM	23.08%	3
The College List	15.38%	2
Next Generation Core Competencies	23.08%	3
College Courses	7.69	1
Online Textbooks	15.38%	2
FEMA Newsletters	0%	0
FEMA Community Calls	0%	0
FEMA Regional Engagements	0%	0
Other	0%	0
Does not use	15.38%	0

Of those not selecting the Principles of EM, they were all aware of the document. Three undergraduate, one graduate, and one certificate program currently use the Principles of Emergency Management document. Four programs have participated in the SIGs and Symposia. Two were unaware of the SIG opportunities, and one was unaware of the symposia.

IDEAS FOR DIFFERENT OFFERINGS

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

- AAR/GAP identification/Lessons Learned Reports from incidents.
- More funding for things like updating the chapters in the international comparisons book.
- More collaborative with international institutions.

Discussion

Emergency Management programs are becoming more established. There has been an increase in the number of years in existence for the programs from just last year (up 6 points) with less schools with fewer than 5 years' experience (down 13 points). The top five locations of where Emergency Management curriculum can be found include the following academic homes: Emergency Management, Public Health, Public Policy (Public Administration or Political Science included), Criminal Justice (or justice-related studies), and Security Studies (not including Homeland Security). The increase in Security Studies or Public Safety academic homes is a rapid rise from the previous reports in which 8% Emergency Management programs found their academic home; this year, it is 13%.

Since the inception of the FEMA Higher Ed Program annual report, an estimated count of 75,000 students have graduated from programs with Emergency Management curriculum. This year alone, more than 8,000 students are currently enrolled in these programs domestically and 657 internationally. The estimates for the next 3 years for graduating students and enrolled are continually optimistic; most programs expect an increase. However, many programs saw no change in graduation or enrollment patterns during the past 3 years. This is an important metric as most programs indicate that increased enrollment and the number of graduates are among the top five metrics of success used in their programs. As expected, the primary orientation of the curriculum is to prepare students for public sector employment, which is good as the majority of graduates successfully find work in the public sector. The number of students employed when graduating is another top five metric of success for domestic programs.

With the FEMA Strategic Plan (2022) focused on a pillar of equity, collecting data on the diversity of the student body and faculty in Emergency Management programs is critical. At the undergraduate and graduate levels, it is clear the student body is predominantly comprised of non-traditional students. The numbers for diversity were collected differently than the previous years. Programs were requested to provide the number of students enrolled in their programs and the number of students enrolled for each of the demographic diversity categories. A big increase occurred in the number of non-traditional students, African American or Black students, and female students.

Overall, women represent half of the student population. However, once reported by undergraduate and graduate programs, the patterns differ. Approximately 23% of the undergraduate student body are women, and 69% of the graduate student body are women. This indicates that although women are not the majority in undergraduate programs, they likely enroll into graduate programs at higher rates. Similarly, Black students only represent 28% of the overall student body; however, they represent 46% of the graduate student body and less than 10% of the undergraduate student body.

Domestic programs continue to rely on part-time faculty for their programs, which is different from international programs that rely on affiliated or associated faculty. Tenured and tenure-track faculty are used the least. More than half of the respondents indicated their programs have not attempted to hire in the last year.

This year, a pulse was taken on the diversity of the faculty. Respondents were asked to report on the number of faculty representing each type of demographic and separately to provide an overall count of their faculty members. Nearly 1,000 are employed by the 51 programs reporting. White faculty members make up 56%. Women make up approximately 24% of the faculty (with 49 programs reporting). Faculty from Black or African American heritage represent approximately 10% of the programs (with 23 programs reporting). Asian and Hispanic (or Latino) faculty members represent 4% and 5%, respectively, out of the 16 programs reporting. This is interesting as most programs anticipate adding additional faculty positions to their programs (38%).

Nearly all programs indicated that external funding opportunities and institutional opportunities were at least slightly inaccessible to them. Majority of the programs find library resources, administrative support, and local EM support to be accessible. State, national, FEMA-specific, and DHS-specific resources are somewhat inaccessible; however, many of the respondents choose to stay neutral regarding accessibility. In general, most programs felt the FEMA Higher Ed Program's support was accessible (52%), though the response also garnered more than 35% who were neutral on the topic.

Regarding FEMA Higher Ed Program resources, the most popular overall in domestic programs, and among international programs are the Principles of Emergency Management document and Next Generation Core Competencies. The College List is also one of the most popular by both domestic and international programs. More than 70% of respondents have participated in the annual Symposium, though less have participated in the SIGs. There were several ideas for expanded offerings from the FEMA Higher Ed Program, including a focus on partnerships and collaboration, regional engagement, student resources, program resources, funding, a symposia, and SIGs. There were also a few miscellaneous ideas reported. Interestingly, both domestic and international programs request more opportunities for collaboration.

Limitations

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

Conclusion

This report summarizes the results from the annual FEMA Higher Ed academic program community. This year, 129 programs responded, representing 106 institutions of higher education. The findings show that the Emergency Management academic curriculum is becoming more established, having more than 10 years of experience among 67% of the programs. There are also fewer new programs entering into the field with less than 10% of programs that have less than 5 years of experience. Now is the time to dig in and improve our current programs. One of the surprising findings was the diversity differences among the student body that shift from undergrad to graduate programs, with less diversity in the undergraduate programs with respect to women and racial and ethnic populations. Recent conversations regarding an impending crisis of undergraduate students due to reduced births some 18 or so years ago paint a dire picture for attracting new students. However, in a recent article, Major (2022) discusses how equity and access are behind the potential 'enrollment crisis' and not a lack of students. In his article, he uses the national High School Longitudinal Data to show the rates of individuals (by diverse groups) graduating high school, enrolling in college, and graduating college. Attrition is highest among Black/African American, Hispanic or Latino, and first-generation college students, who, by all accounts, graduate high school at similar rates to the overall population (U.S. Dept of Ed, 2016). Yet, these populations do not attend college or graduate college at the same rates as their peers. As our EM programs experience a lack of diversity in their undergraduate programs and no change in the enrollment or graduation patterns over the past year, it may be an opportunity to focus on these underserved populations. Surprisingly, the diversity of the graduate student body is better; this indicates that there may be more opportunities to see diverse populations in senior management among practitioners, a concern for DHS (DHS, 2018). It may also reflect more diverse individuals as researchers, who can contribute to the scholarship of Emergency Management and Disaster Science. As programs anticipate new faculty hires, there may be more opportunities to include a wider set of diverse candidates due to the graduate student body. In general, the programs would like to have an increase in funding opportunities, collaboration among the programs and with EM offices (domestically and abroad), as well as regional engagements, perhaps ones that include students.

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Appendix I: List of Participating Institutions

American InterContinental University
Anderson University
Angelo State University
Arapahoe Community College
Arkansas State University
Auburn University
Azusa Pacific University
Ball State University
Bethel University
Boston University, School of Medicine
Brandon University
California State University Maritime Academy
California State University, Long Beach
Catawba Valley Community College
Central Pennsylvania College
Central Queensland University
Clackamas Community College
Clemson University
Coastal Carolina Community College
Columbia Southern University
Community College of Allegheny County
Delaware County Community College
Des Moines Area Community College
Durham Technical Community College
Eastern Kentucky University
Embry-Riddle Aeronautical University
Empire State College
Fairleigh Dickinson University
Florida International University
Florida State University
Fredrick Community College
George Mason University
George Washington University
Harvard University, Graduate School of Design
Indian River State College
Jackson State University
Jefferson University
John Jay College, City University of New York
Louisiana State University of Alexandria
Massachusetts Maritime Academy
Mercer University
Millersville University of Pennsylvania
Missouri State University
Montgomery College
Moreno Valley College
National American University
National University
Naval Postgraduate School
Neumann University
New York University
North Dakota State University
Northeastern State University
Northern Alberta Institute of Technology
Northern Kentucky University
Northwest Missouri State University
Nova Southeastern University
Ohio State University
Pennsylvania College of Technology
Pennsylvania State University, World Campus
Pierce College
Portland State University
Post University
Purdue University Global
Red Rocks Community College
Royal Roads University
Ryerson University
Saginaw Valley State University
Saint Louis University
Saint Michael's College
Sam Houston State University
San Jose State University
Southwestern College
State University of New York, Broome Community College
State University of New York, University at Albany
Stockton University
Sul Ross State University
Thomas University
Truckee Meadows Community College
Tulane University
University of Arkansas
University of Colorado, Colorado Springs
University of Colorado, Denver
University of Delaware
University of Denver
University of Hawaii, Manoa
University of Idaho
University of Illinois at Chicago
University of Main at Augusta
University of Nebraska at Omaha
University of Nebraska, Medical Center
University of Nevada at Las Vegas
University of New Hampshire at Manchester

University of New Haven
University of New Orleans
University of North Texas
University of South Florida
University of Washington
University of Wisconsin, Oshkosh
Virginia Commonwealth University
Walden University
West Texas A&M University
Western Illinois University
Western Kentucky University
Western Washington University
Wright State University
York University