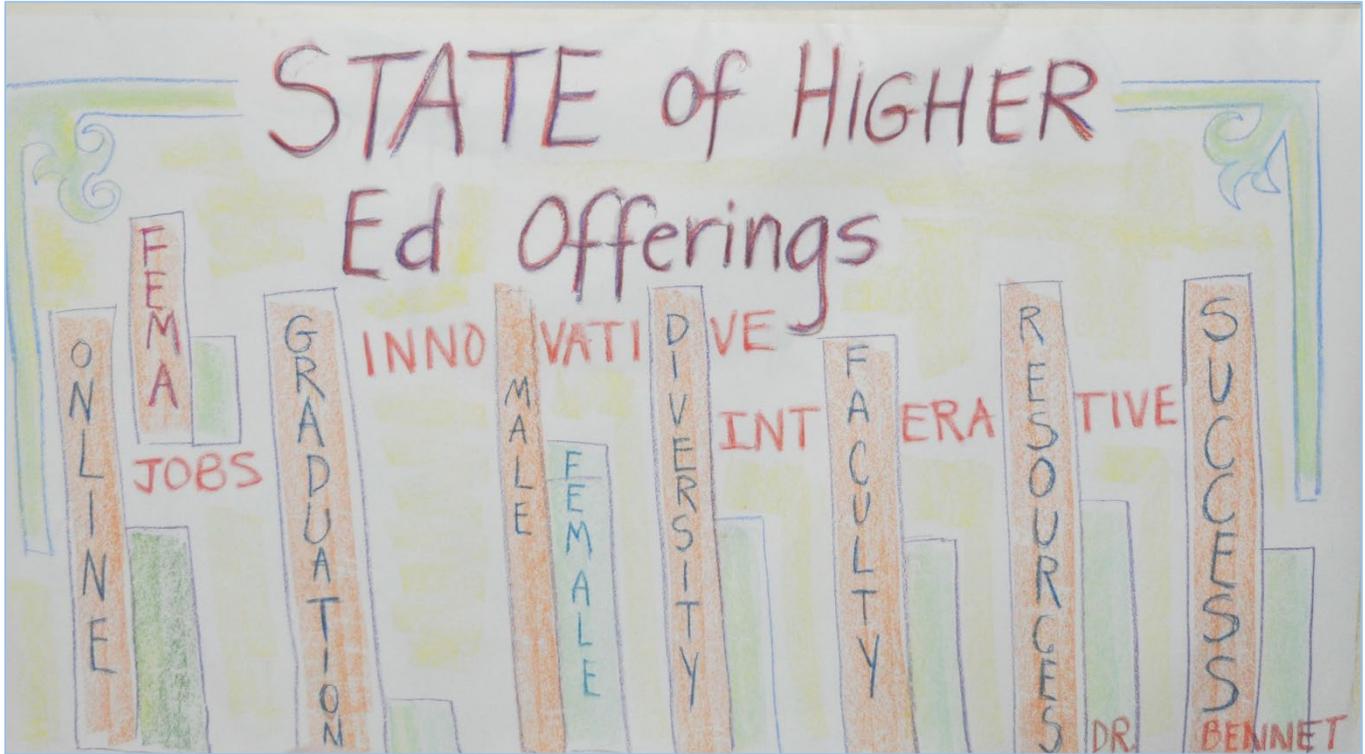


HIGHER EDUCATION PROGRAM

NATIONAL EMERGENCY TRAINING CENTER • 16825 S. SETON AVE., E114C EMMITSBURG, MD 21727
NATIONAL TRAINING AND EDUCATION DIVISION / NATIONAL TRAINING AND EDUCATION SYSTEM



FEMA



FY 2018

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Program Overview

PROGRAM MISSION

The Higher Education Program's mission is to serve the Emergency Management profession through education. This is accomplished through the promotion of personal mastery, the examination of mental models and cultivation of shared visions, team learning and systems thinking to produce innovation, opportunity, and connection. In focusing on developing a learning community, the Higher Education Program supports a community that, in the words of Peter Senge, "continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together."¹

The Higher Education Program upholds FEMA's mission and aligns with the priorities of the Strategic Plan to 1) build a culture of preparedness, 2) ready the nation for catastrophic disasters, and 3) reduce the complexity of FEMA. The Higher Education Program is an integrated part of the National Training and Education System (NTES) and closely coordinates with training efforts through the Emergency Management Institute's cornerstone principles: initiative, collaboration, cooperation, and innovation. Lastly, the Higher Education program is outcome driven, effective, efficient, and dedicated to continuous improvement.

OPERATING HIGHLIGHTS

The Higher Education Program operates within the National Preparedness Directorate (NPD), National Training and Education Division's (NTED) National Training and Education System (NTES) and is run by a program manager who is responsible for the overall program mission achievement, quality, and efficiency. This position is accountable to NPD/NTED/NTES leadership and community 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; managing the contract process including statements of work, budgets, vouchers, and deliverables; tracking course requests and updates; maintaining and updating the program website; planning and coordinating webinars; mastering and facilitating webinar capabilities; assisting in compilation and editing of weekly newsletters; and managing aspects of symposium planning and execution. Data collection is another responsibility of the program assistant.

The contract support is responsible for maintaining and updating the College List database, as well as providing those updates to the program assistant for reconciliation on the program website. Managing many aspects of the annual symposium is another priority of the contract support including: designing invitations, tracking registrations, designing and building the program agenda booklet, preparing other print material, and drafting the After-Action Report. Additional responsibilities include: notetaking for program meetings, community calls, focus groups, and some regional engagements; developing brochures, postcards, and other print materials for dissemination; collecting and compiling data, as well as drafting the program's annual data report.

Together, the team achieves the Higher Education Program priority of maintaining a learning-centric environment through: the development of research inquiries, course material, programs, and publications; the promotion of open dialogue at meetings, during monthly community call, at the annual symposium, and among special interest groups and focus groups; and dissemination of information through the invitation to contribute to our website, webinars, newsletters, community conference calls, focus groups, and regional engagements.

¹ Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday/Currency, 1990.

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GOING FORWARD

The Higher Education Program has incorporated the FEMA 2018-2020 Strategic Plan. To this end we will highlight efforts that contribute toward: 1) building a culture of preparedness, 2) readying the nation for catastrophic disasters, and 3) promoting understanding and connection to reduce the complexity of the Agency, as laid out in the plan. The Higher Education Program is committed to these goals and will continue to build upon them by supporting the development, dialogue and dissemination of information across the Emergency Management Higher Education landscape of practice.

Additionally, the program is committed to build and sustain itself as a learning organization to ensure that the whole community is involved, respected, and productive. This will continue to be achieved through: *research inquiries* that expand our own personal capacity and support of each other to do the same; *webinars* that allow conscious reflection on how we see the world and the impact of our work; *focus groups* that encourage communication to create a collective way forward; *Special Interest Groups* that create a listening and understanding environment for knowledge management 'collective intelligence' to emerge and a vision that supports team learning; and the hosting of our *College List*, *Regional Engagements*, and *Annual Symposium* that reveal the vast and interconnected emergency management education system.

Finally, as with all living organizations, some aspects grow, and other aspects diminish. This is the life cycle and as a program we take an honest look at the work we are doing to ensure we are putting energy into efforts that are no longer yielding fruit. Each year the program reviews activities and data collected to ensure we are aligned with agency priorities, as well as our overarching mission to serve the emergency management profession through education. This results in the elimination of some data points and the discovery of new data to help us accurately track the advancement of the HiEd program and effectively share our story.



Illustration created by Laurie Marshall, graphic note taker for the 2018 FEMA Higher Education Symposium.

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Focus Groups

OVERVIEW

The Higher Education Program encourages the community to convene focus groups to share information, knowledge, and perspective on topics and challenges relevant to the emergency management academic discipline. The desired outcome is to collectively generate possible solutions and/or paths forward that honor diversity and identity. 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 the 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. More specifically, the program manager works with the focus group chair to determine an agenda and the invitees. The program assistant works with participant faculty to manage the contract process, tracking deliverables. The program contract support takes notes during the meeting and provides a summary to the group chair for consideration and assists with final report format and design.

Group activity is reported back to the program manager for dissemination. The data points collected in FY18 were: 1) number of focus groups established, 2) deliverables, 3) action items and 4) completion dates.

CHALLENGES

The program has been fortunate in locating outstanding Subject Matter Experts (SMEs) to participate in the focus groups planned for FY 2018. The larger challenge still relates to the procurement process. To compensate the SME's time and travel, micro purchase are issued. 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 and forward planning. To mitigate complications with obtaining these numbers, a web page was developed on the Higher Education Program website with clear instructions for completing the process.

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 (SOP) or formalized tracking structure for deliverables. The result is that deadlines are extended, and multiple iterations delay report completions.

Although outlined as a step moving forward in the past two year's data report, an SOP has not yet been developed. Instead, a checklist was drafted to help create a standard timeline for action items and has proven to be a helpful tool.

GOING FORWARD

The program manager will continue to work with the program assistant to draft a template SOW and SOP to clearly define the process for SME selection and procurement. The SOP will outline the required elements of the SOW and 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. The program manager will review prior to acceptance and implementation.

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FOCUS GROUPS FY 2018

NAME	EXPECTED OUTCOME	MEETING	DELIVERABLES	STATUS
Case Study Development & Use Focus Group	Discern a case study development process that will be tested and implemented in disaster prevention, preparedness, mitigation, response and recovery activities.	February 6–7, 2018 Anniston, AL/ San Juan, Puerto Rico	Report received May 2018	Complete
Scholarship of Teaching and Learning Focus Group at the American Educational Research Association (AERA)	Continue the longitudinal conversation about the scholarship of teaching and learning and determine a systematic approach that could be applied to EM and HS education.	April 13–17, 2018 New York City, NY	Report received May 2018	Complete
Building Cultures of Preparedness	Contribute to “Building Cultures of Preparedness” by facilitating collaboration and constructive dialogue among academic experts and scholars from diverse disciplines, FEMA officials and practitioners representing a wide range of specialties, all with a shared interest in preparedness and community resilience.	May 22–23, 2018 Washington, D.C.	Report received October 2018	Complete

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Webinars

OVERVIEW

The Higher Education Program conducts at least quarterly webinars. This fiscal year completed nine webinar deliveries. Webinars help to generate shared vision and community connections that lead to the enhancement of emergency management higher education. During FY 2018 the program delivered nine webinars using the Adobe Connect platform in combination with the Higher Education Program conference line. Each of our webinar deliveries is scheduled for one and a half hours. This provides ample time to convey the material, as well as time for the community to dialogue regarding the content. Many times, there are very rich examples of information exchange and understanding revealed in the dialogue of our webinars.

MANAGEMENT

The program manager works with the higher education community to determine the webinar topic. The program assistant works with the Subject Matter Expert (SME) to create a training bulletin, set up the website, and collect the data for webinars. Apart from some follow-up questions, which are often directed to the program manager and then reported back to the program assistant, the program assistant manages the webinar session. Many times, the program manager moderates the webinar session.

The Higher Education Program team has made significant improvements in the quality of the webinar delivery, most notably in the quality of audio presentation, but also with closed captioning and webinar recording. The lack of audio interference and interruption has greatly contributed to the flow of the webinars, and to that end, their success. Additionally, a Standard Operating Procedure checklist for webinars was compiled and put forward by the Higher Education Program staff to ensure the precise preparation and execution of each scheduled webinar.

New standards applied to webinar planning and implementation in FY 2018 included the addition of a pre and post webinar poll for participants. Questions generally focus on the importance and applicability of the webinar theme, as well as the effectiveness of the webinar presentation. The program assistant also sends out a reminder bulletin the day of the webinar to encourage maximum participation and interaction.

The data points for webinars are: 1) number of webinars held, 2) number of registrants, 3) number of attendees via Adobe Connect platform, and 4) follow-up questions. Additionally, but inconsistently collected, are the number of participants that called into the Higher Education Program conference line was collected.

CHALLENGES

The Adobe Connect platform manages the recordings of webinars. There seems to be an ongoing difficulty to consistently record the webinars, though the program is hopeful that the platform will continuously improve to provide consistent services.

GOING FORWARD

It remains unclear why registration numbers are regularly and considerably higher than the actual number of participants. It is possible that registrants forget about the event, only call-in via the Higher Education Program conference line, and/or change their mind about participating in the webinar. Reminders will be sent the day prior to webinars to remind participants. Polling data results will be collected and analyzed to inform quality improvement.

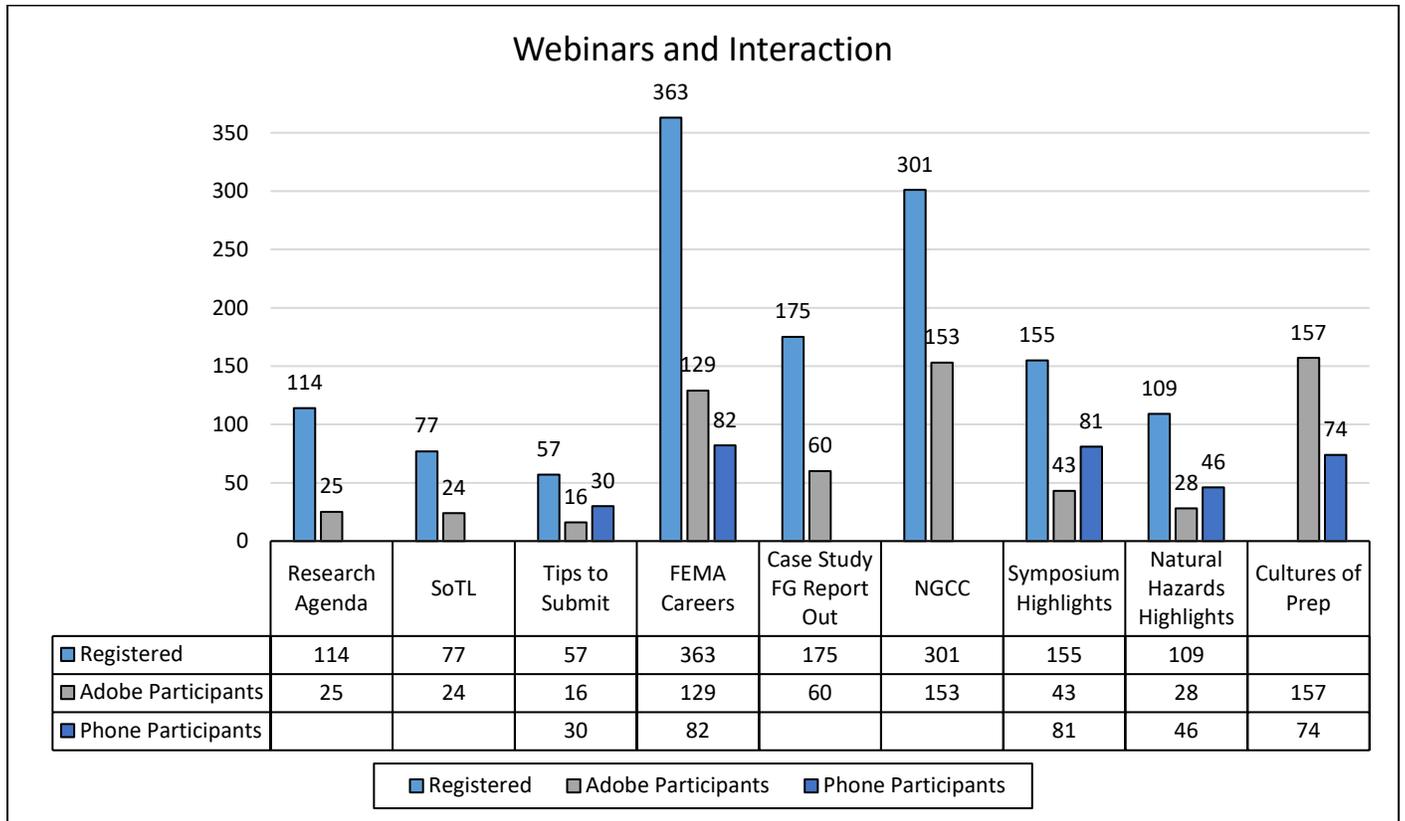
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Calling the FEMA conference line operator mid-webinar may yield a higher number of call-in participants. Typically, the program manager calls in at the conclusion of the webinar, however, by this time, many participants may have already dropped off the line.

WEBINARS FY 2018

WEBINAR TITLE	PRESENTER(S)	DATE
A Proposed Emergency Management Research Agenda	Wendy Walsh, Kevin Kloesel, DeeDee Bennett, David Mendonca, Steven Patterson, Lori Peek, Brenda Phillips, Jennifer Tobin, Gary Webb, Kristin Wyckoff	10/19/2017
EM/HS Scholarship of Teaching and Learning Focus Group Update	Shirley Feldman-Jensen, Caroline Hackerott, Alessandra Jerolleman, Claire Connolly Knox, James Ramsay, Michael O'Connor, Wendy Walsh	12/5/2017
Tips to Prepare a Successful Symposium Submission for the 2018 EM Higher Education Symposium	Bernard Jones, Claire Connolly-Knox, Wendy Walsh	1/30/2018
FEMA Careers	Jessica Taylor, Lee Crouse, Wendy Walsh	3/13/2018
Developing Academically Rigorous Case Studies in Disaster Response and Recovery Environments	Jane Kushma, Gary Glickman, Jennifer Tobin, Jennifer Santos-Hernandez, Dorian Chapman, Dianne Walbrecker, Libby Turner, Wendy Walsh	4/10/2018
The Next Generation Core Competencies (NGCC) Handbook for Emergency Management- What it is & How you can use it	Shirley Feldmann-Jensen, Steven Jensen, Sandra Smith, Wendy Walsh	5/1/2018
Highlights from the 20 th Annual Emergency Management Higher Education Symposium	Ray Chang, Claire Connolly-Knox, Shirley Feldmann-Jensen, Sandy Smith, Bernard Jones, Steven Jensen, David McEntire, Elizabeth Dunn, Wendy Walsh	7/17/2018
Highlights from the 43 rd Annual Natural Hazards Research and Applications Workshop	Jennifer Tobin, DeeDee Bennet, Alessandra Jerolleman, Mike Gavin, Wendy Walsh, Joe Trainor, Jolie Breeden, Michelle Meyer	8/21/2018
Developing Culture(s) of Preparedness: The Important Role of Culture in FEMA's Strategic Plan (2018–2022)	Katherine E. Browne, Laura Olson, Ana-Marie Jones, Julie Maldonado, Elizabeth Marino, Keely Maxwell, Erick Stern, Jenny Hegland, Wendy Walsh	9/20/2018

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*The number of phone participants were not recorded for the following webinars: Research Agenda, SoTL, Case Study Report Out, Core Competencies

** The number of registered participants were not recorded for the following webinars: Cultures of Preparedness

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Higher Ed Courses

OVERVIEW

The Higher Education Program historically developed and disseminated courses to support its mission. However, based on the findings of the Resource Needs Focus Group convened in FY 2016, the community recommended minimal value in new courses being developed. This decision was based, in-part, to having dated material on the Higher Education Program website that was not being utilized, as well as having material that was not 508 compliant, as required by law. An online survey to determine the value of past courses was created for completion by those who requested course over the year. The survey was implemented through survey monkey and no surveys were completed for FY 2018.

There were two course development inquires. One resulted from an early synergy focus group and the other resulted from the 2017 FEMA Higher Education Symposium. This course was the Defense Support to Civil Authorities (DSCA) Course Module which was completed and presented at the 2018 Symposium. Based on feedback it has been reviewed by other SME and is expected to be completed by the close of the 2019 FY.

MANAGEMENT

The program manager and program assistant collect data for the Course Development category. The data points are: 1) number of course requests, 2) number of feedback forms sent, 3) number of feedback forms returned, and 4) number of courses developed.

CHALLENGES

All courses must be requested through the program assistant. The way in which the Higher Education Program determines if the requester felt the course(s) was valuable is for he/she to complete the survey through survey monkey. The survey was not completed by any requestors in FY 2018, leaving the program no valuable data to collect on the usefulness of the courses.

GOING FORWARD

There will be course development only in response to community inquiry or demand.

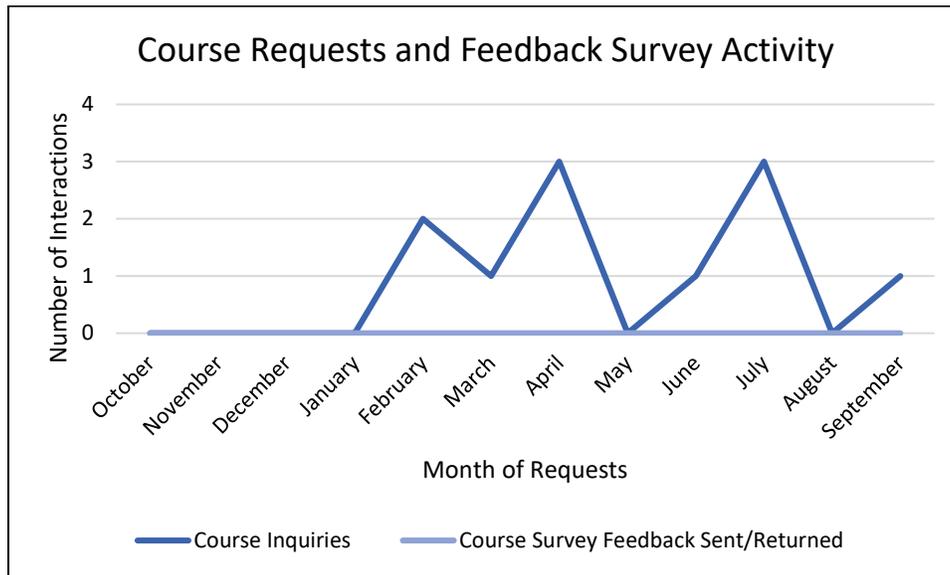
To better ensure surveys are completed upon request of a course, the program assistant will send up to three reminders per request.

COURSES FY 2018

COURSE TITLE	COURSE STATUS
DSCA Course Module	Under review, will be available FY 2019
So you Want to be an Emergency Manager	To be completed in FY 2019

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COURSE REQUESTS FY 2018



Supported Research Inquiries

OVERVIEW

The Higher Education Program considers community proposals for academic inquiry, and research that align with the program mission. The intended outcome of these inquiries is to develop materials applicable for academic use, disseminate critical information to practitioners, provide measurable learning experiences, and/or inspire the necessary dialogues to build and sustain capabilities to achieve the National Preparedness Goals. These inquiries are commonly generated by individual academic community members or because of activity at the annual symposium, through focus groups and special interest groups, community calls, or webinars.

MANAGEMENT

Both the program manager and program assistant play a role in vetting proposal inquiries, as well as 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, and 3) number of products and/or resources made available on the higher education website and/or shared at the annual symposium.

CHALLENGES

As in years past, the research project selections were generated late in the last fiscal year because most were tied to community needs identified at the symposium in June. Although the selections were made in a more ad hoc fashion, 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.

There remain issues in the level of quality of completed projects. In addition to proposals needing to provide a specific description of proposed methodology and approach, the basic standard of submitted work must meet the expectations of the Program Manager and her leadership prior to being approved for dissemination.

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One approved research inquiry to better understand higher education capabilities for disaster response and recovery had to be cancelled due to the researcher being deployed by FEMA. Moving forward, we will convey more clearly our inability to fund projects during deployments.

GOING FORWARD

The program staff will develop a Standard Operating Procedure and template for research effort proposals and accountability. The process will ensure that proposals will also be reviewed by relevant faculty SIG members to ensure clarity and integrity in approach.

RESEARCH INQUIRIES FY 2018

RESEARCH TITLE	RESEARCHER(S)	EXPECTED DELIVERABLES	STATUS
Emergency Management Career Orientation Course	David McEntire	Module curricula	Complete
DSCA Module	Damon Coppola	Module curricula	In Review
Service Learning Toolkit	Elizabeth Dunn	Tool kit	Complete
Resilient Design Course Module	Gregory Vigneaux	Self-study course	In Progress
2-year Program Model Curricula	Kathy Francis	Curricula	In Progress
Storytelling Literature Review	Bob Frietag	Literature review	In Progress
Higher Education Capabilities for Disaster Response and Recovery	NA	NA	Cancelled

Symposium

OVERVIEW

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.

The 20th Annual Emergency Management Higher Education Symposium was hosted at the Emergency Management Institute at the National Emergency Training Center in Emmitsburg, MD from June 4–7, 2018. This year's theme was "Honoring our History and Future" and was complimented by three keynote speakers: Lee Rush, Executive Director and Founder of justCommunity, Inc.; Katherine Fox, FEMA Assistant Administrator; and Admiral Thad Allen, Retired United States Coast Guard.

Planning by the Information Exchange and Planning Special Interest Group (SIG) led to inaugural and exciting additions to the Symposium, including the introduction of three presentation tracks of focus: Scholarship of Teaching and Learning in Emergency Management; Policy and Administration of Emergency Management and Related Programs; and Research Methodology and Integration. The SIG also placed extra emphasis on creating a new subcommittee for evaluations, as our response rate has been very low. This subcommittee designed a color-coded system with incentives for completing evaluations. The fresh evaluation method was initiated and spearheaded by Dr. Shirley Feldmann-Jensen (California State University, Long Beach), Dr. Bernard Jones (St. John's University), and Dr. Sandy Smith (Arkansas Tech University) and resulted in a dramatic increase in completed evaluations. Other improvements included a graphic note taker that was present for the entirety of each day's plenary, a comprehensive program agenda booklet that was printed for participants, a new SoTL

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award that was bestowed, and, for the first time ever, a proceedings report that was compiled and posted to the Program's website. Great thanks goes to Goulda Downer (Howard University) and Mike McCabe (National Fire Academy).

MANAGEMENT

The program manager, program assistant, and program contract support each play a role in collecting data for the symposium, as each play a vital role in the planning and execution of the event. The Information Exchange and Symposium Planning SIG plays a major role in the planning of the event, as well. Within the SIG, subgroups were formed to coordinate and manage the submission reviews, International Breakfast, Evening in the Library, evaluations, and the World Cafés.

This year, changes in the planning timeline were implemented to allow for international invitations to be sent out even earlier than in years past for the purpose of mitigating time constraints that can often impede the attendance of the international community.

The data points for symposium logistics are: 1) number of national invitations sent, 2) number of international invitations sent, 3) number of registrations received, 4) number of actual attendees, 5) number of rejections, and 6) number of student volunteers.

The data points for symposium presentation are: 1) number of abstracts submitted, 2) number of abstracts accepted, 3) number of posters submitted, 4) number of posters accepted, and 5) 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) number of overall conference evaluations.

CHALLENGES

Student volunteers are a critical aspect of the symposium. They are a fantastic force multiplier for staffing the Symposium. They perform a variety of roles such as supporting registration, running microphones and collecting evaluations. One of the most important roles they have is capturing session notes. Student volunteers are assigned to each breakout session to capture the highlights of the session, as well as the community questions and dialogue. The program assistant provides a note taking template for consistency and to ensure their products are 508 complaint and can be posted to the Higher Education Program website. Unfortunately, there have been problems with students completing and submitting their notes. To mitigate the problem of not receiving the finished product, a computer lab was secured, and it was clearly conveyed to students that notes must be completed prior to departing. While this resource may have helped some, there was still a significant number of notes that were not completed and/or turned in.

Some other challenges that will be targeted for improvement in 2019 included a few presentation submissions that were emailed to the Program, but accidentally overlooked and not considered as a result. This was due to the sheer volume of emails that are received by program staff and its, sometimes, inability to keep up with each email. Further, program staff took leave in the immediate weeks before the symposium, leaving substitute staff to manage and plan while away.

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An electronic survey for the pre-conference workshops was established through the platform “Survey Monkey,” and managed separately from the conference evaluations. While the results of this survey were anticipated to yield valuable information to help improve the workshops, it was set-up incorrectly and failed to provide results.

While the Program was grateful for the generosity of the remaining NTES team to assist at the Symposium, the group was set-up in the staging room for breakout sessions where the program assistant single-handedly runs the operation of the symposium. With additional “hands on deck,” documents and evaluations were handed out to incorrect presenters and student volunteers and jeopardized the accuracy and integrity of the overall evaluation process.

GOING FORWARD

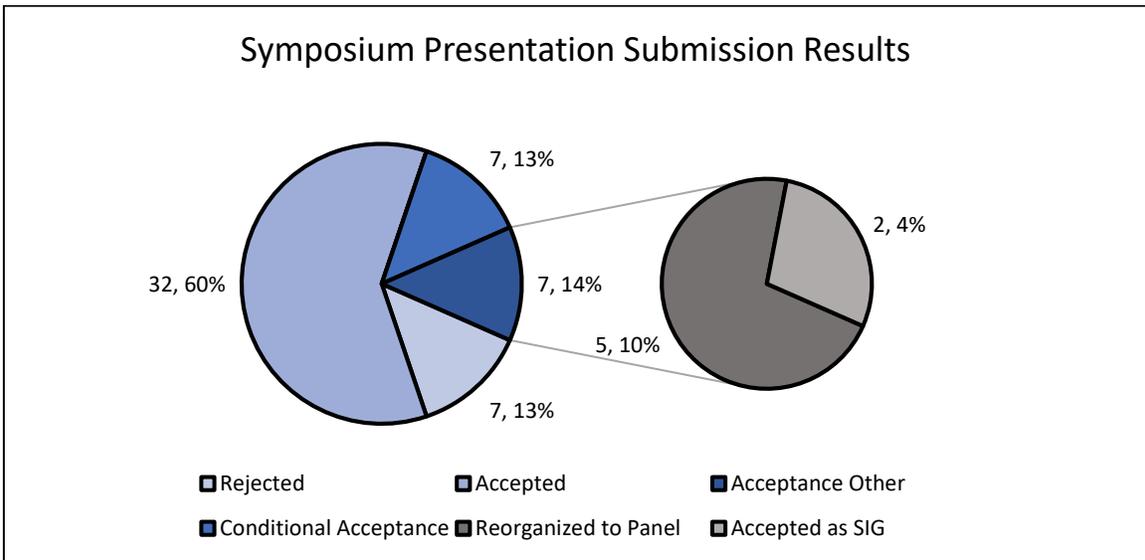
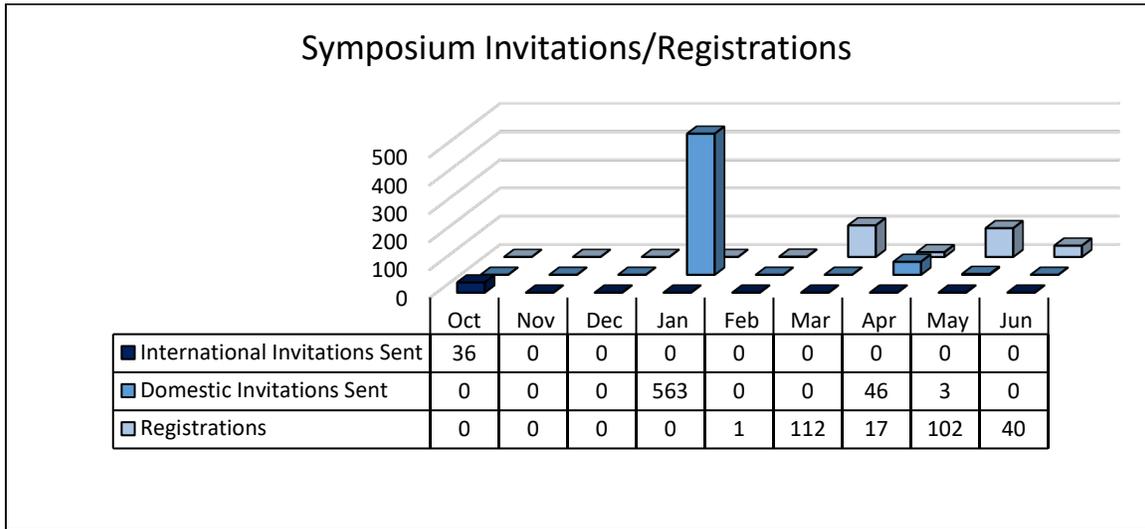
Each year the Higher Education Program team meet and discuss the successes and challenges of the Symposium planning and delivery. The program contract support takes the data from this meeting and creates the Symposium After Action Report (AAR). This document is not made publicly available but is shared with The Information Exchange and Symposium Planning SIG to ensure continuous improvement. This AAR is a program valuable practice and will continue.

The Higher Education Program Assistant is working with new faculty on student engagement, accountability and support processes. We will continue to provide a template and the Higher Education Program Manager will meet with students to convey the incredible opportunity for students to have their written work posted on the Higher Education Program website as a resume builder, as well as a great opportunity to demonstrate their professionalism to leaders in the emergency management discipline. Student volunteers will receive a thank you note from the Program Manager upon completion of all required assignments. This, too, will hopefully encourage the submission of session reports.

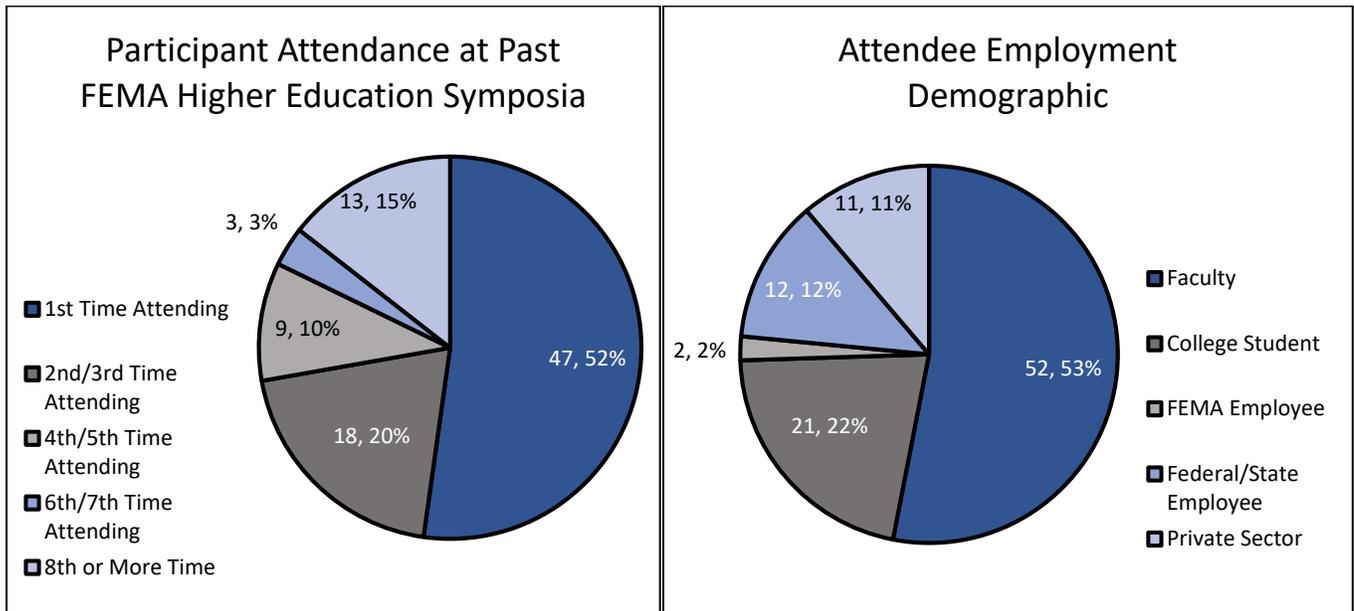
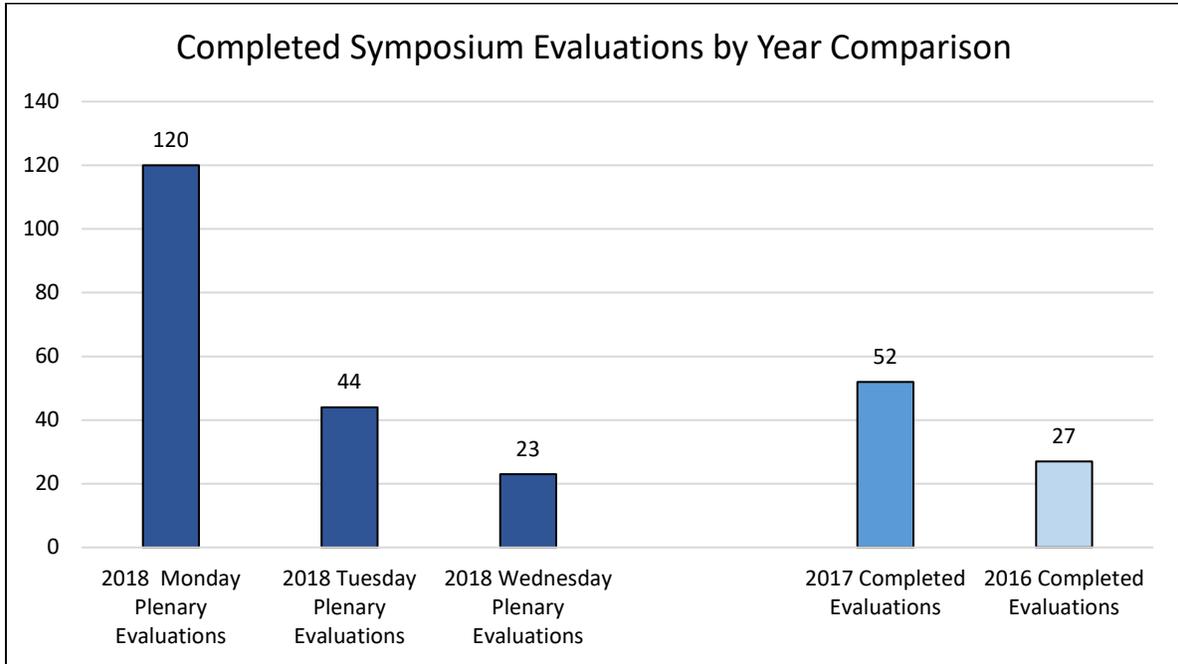
Other improvements that have been made to mitigate the challenges encountered at the 2018 Symposium include the development of a separate email box specifically for presentation submissions to ensure that applicants are not overlooked, the tasking of the evaluation sub-group within the Planning SIG to create an evaluation for the pre-Symposium workshops to ensure consistency and alignment with the Symposium evaluations, and the exclusion of entry into the staging room with the exception of the program assistant.

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SYMPOSIUM DATA FY 2018



n = 47 submissions were received by the Higher Education Program for presentation at the Symposium.



n = 90 participants, sample from Tuesday plenary

n = 90 participants, sample from Tuesday plenary

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 together people who have a common curiosity. The SIGs serve as a focal point for community development in their specialty areas, potentially co-authoring papers, conducting research, supporting curriculum development, and working as Subject Matter Experts (SMEs). The Hi Ed program had seventeen SIGs by June, after adding two additional SIGs that took shape during the Symposium: Collaboration, Connection, Commitment to Two-year Emergency Management Academic Programs and Ethics in Emergency Management.

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.

Our two most active SIGs are the Case Teaching & Learning and the Information Exchange & Symposium Planning. The SoTL SIG plans, attends, and reports on the AERA focus group. The Collaboration, Connection, and Commitment to 2-year Programs SIG developed a model curriculum.

Beginning in January 2018, the Higher Education program began to host quarterly SIG leadership calls to support development. By the end of FY 2018 SIGs that had not met the member requirements or that had not met over the year were merged with stronger SIGs or disbanded.

To date, the only measurable data points that have been recorded for SIGs are the total number of groups that have formed, as well as the number of members in each group.

CHALLENGES

The challenge of initiating membership and engaging in consistent communication to keep the SIG significant and relevant still exists for many SIGs. To that end, the socialization of SIGs could improve. The Higher Education Program set up a webpage for SIGs to state their intended purpose, convey their goals, and recruit additional members. This page was populated, almost entirely, over the fiscal year. The Higher Education Program is still working to discern effective ways to support the development of the SIGs.

GOING FORWARD

Measuring the outcome of each SIG could potentially be added as a data point moving 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.

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SIGs that have not been active over FY 2018 will either merge with a strong SIG or be disbanded.

SPECIAL INTEREST GROUPS FY 2018

GROUP	LEADER	STATUS	# OF MEMBERS
Accreditation	Daryl Spiewak Larry Porter	Active	8
Case Teaching and Learning	Jane Kushma	Active	33
Collaboration, Connection, Commitment to Two-year Emergency Management Academic Programs	Kathy Francis	Active	30
Emergency Management & Homeland Security Unity of Effort	Jim Ramsay	Active	12
Emergency Management Theory & Research	Joel Palmer Ray Chang	Active	19
Ethics in Emergency Management	Sandy Smith	Active Emerged May 2018	15
Information Exchange & Symposium Planning	Wendy Walsh	Active	24
International Emergency Management	Jean Slick Ray Chang	Active	16
Inter-organizational Emergency Management	NA	FOLDED April 2018	NA
Jobs & Internships	Stacy Willett Joe Arsenault	Active	21
Money Issues of Emergency Management Education	NA	FOLDED	NA
New Program Resources & Support	David Taylor Stephanie Lipson Mizrahi	Active	4
Racial, Ethnicity & Economic Impacts in Emergency Management	Meldon Hollis	Active	5
Scholarship of Teaching and Learning	Claire Connolly Knox	Active	15
Science Technology Integration in Emergency Management Higher Education	Nancy Suski	Active	11
Service Learning Leadership	Elizabeth Dunn	Active	15
Student Perspectives and Academic Learning	Victoria Jenkins	Active Emerged May 2018	3
Virtual Resources & Simulation Tools for the EM Higher Education Classroom	Mark Landahl	Merged with SoTL	6

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The College List

OVERVIEW

The [College List](https://training.fema.gov/hiedu/collegelist/) (<https://training.fema.gov/hiedu/collegelist/>) is an invaluable and comprehensive online resource that showcases the development of programs at all levels of study in the Emergency Management Higher Education Community, as well as the broader Homeland Security and related fields of study. This also includes public health, international disaster relief, and humanitarian assistance. Information for the College List is stored in a Program database for the purpose of analysis and management. Over the past two years, the College List has been entirely updated. Programs that were inactive, outdated, or unresponsive to update requests have been removed to ensure the integrity and accuracy of the List.

MANAGEMENT

The College List is managed by the program assistant and maintained by the program contract support. This includes making sure that The College List and the Higher Education Program database are in sync. The program assistant is responsible for handling most of the outreach and initial inquiries for new programs, while the program contract support corresponds with established programs, collects data, and maintains the College List database, which is able to sort data that is input.

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 proposed programs, and 5) College List denials.

CHALLENGES

This year continued the major effort to automate the college list database with the program contract support requesting individual updates for all programs that were older than 2 years. No automated update requests were sent, as the continuation of manually cleaning out the database continued. Many hours of researching current contacts were put in by the program contract support.

In December, for the purpose of consistency, the reporting of College List data numbers was limited to include only Emergency Management, Homeland Security, and Public Health programs.

Mid-year, while reporting numbers of Emergency Management and Homeland Security Programs, it was recognized that programs were being counted twice if they were categorized as affiliating with both disciplines. Therefore, the program assistant and program contract support re-categorized each program on the List based on the discipline in which the curricula best aligned.

The data point of “College List Inquiries,” which was inconsistently tracked in FY 2017, was discontinued in FY 2018.

GOING FORWARD

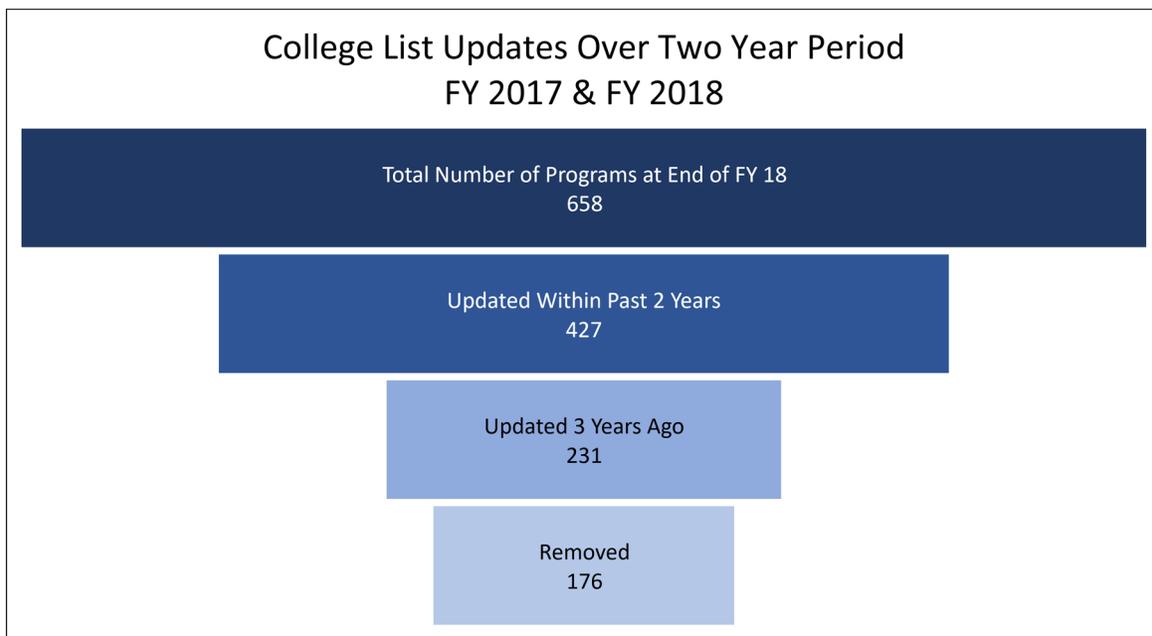
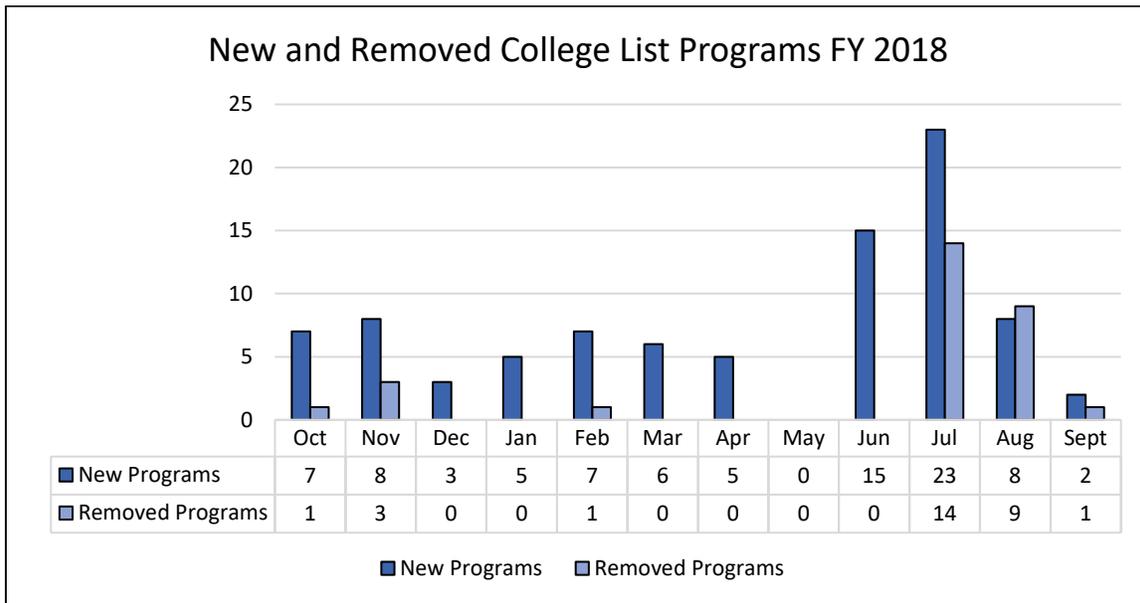
Automated update request will resume monthly.

“College List denials” will remain a data point, and in the future, there will be a narrative description of what prompted the denial. There were no denials in this fiscal year.

The data point “College List write-ups older than 2 years” will be added. It was not possible to capture this data during this fiscal year due to The College List requiring numerous updates.

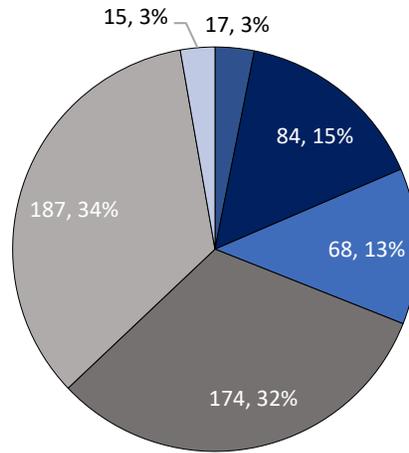
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COLLEGE LIST ACTIVITY FY 2018



n = 658 College List Programs at the End of FY 2019

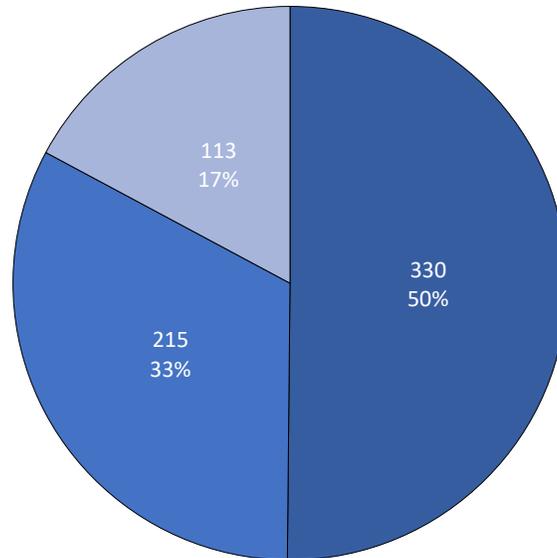
Emergency Management and Homeland Security College List Programs by Level



■ One or More Courses ■ Certificate ■ Associate ■ Bachelor ■ Master ■ Doctoral

n = 545 EM/HS College List Programs

College List Programs by Discipline



■ EM Programs ■ HS Programs ■ Related

n = 658 Total College List Programs

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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 65,277 subscribers, facilitates monthly community calls, hosts (at least quarterly) webinars, hosts regional engagements (new this year), and maintains a current program website.

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 program website has undergone a number of improvements in the past year including: the addition of each Special Interest Group page, a re-vamped College List with uniform program write-ups, and links to the presentations, breakouts, and posters from the 2017 Symposium.

For the weekly program newsletter, the program contract support researches higher education faculty vacancies, as well as federal emergency management and homeland security related job vacancies and forwards them to the program assistant who, with her program updates includes them in the weekly newsletter draft and forwards it to the program manager. The contract support also provides a list of new College List programs to the program assistant to highlight in the newsletter. The program manager then adds her message to the community and has the entire document edited and approved by external affairs. This fiscal year, the newsletter was delivered consistently every Friday morning (unless Friday fell on a holiday, in which case it was delivered a day earlier). From October through August, four newsletters were delivered each month, and in September, five were delivered.

The monthly Community Call is hosted via the FEMA Hi Ed conference call line and moderated by the program manager. A roll call is taken by the FEMA region location of the participant to determine the number of participants and followed by the program manager's agenda which always includes: higher education program updates, community updates and lastly, participant updates. The program contract support provides notes to the program manager and completes follow-up tasks. The informal dialogue of the community calls adds value to the program in that it provides a means for us to hear the current interests, activities, and challenges of our broader community, creates a venue for us to receive feedback on our activities, and facilitates new membership for the Special Interest Groups.

Webinars provide great communication value to learn more about specific topics and always include time for the community to engage in dialogue on the topic. Webinars were discussed in detail earlier in this report.

Regional engagements were continued with four meetings executed over FY 2018 in Regions VI, V, III, and V. The engagements are organized to build awareness, capture successful regional practices of collaboration with faculty, students and researchers working with emergency management practitioners, as well as to identify untapped opportunities. The desired outcome is to support regional community connection and collaboration and to create a dynamic regional specific report identifying academic and broader community resources, capabilities, and expertise to support on-going regional academic and practitioner partnership. Each engagement delivers an After-Action Report for both a historical record and to layout a plan for future collaboration.

The data points for measuring communication are: 1) total number of community call participants 2) number of newsletters sent per month, 3) number of bounced deliveries, 4) number of newsletters opened, and 5) number

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newsletters clicked, 6) number of Regional Engagements, and 7) number of Regional Engagement reports completed.

CHALLENGES

The Program website requires major revamping, as it is disorganized and difficult to navigate.

Community calls are intended to be an informal way to dialogue and catch up. The participation on these calls is unpredictable. Participants do not sign up, but rather 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.

Planning for Regional Engagements requires a great deal of time, coordination, and flexibility. It is necessary to give more time to the planning effort to ensure all relevant community members are invited and have ample time to prepare travel arrangements.

GOING FORWARD

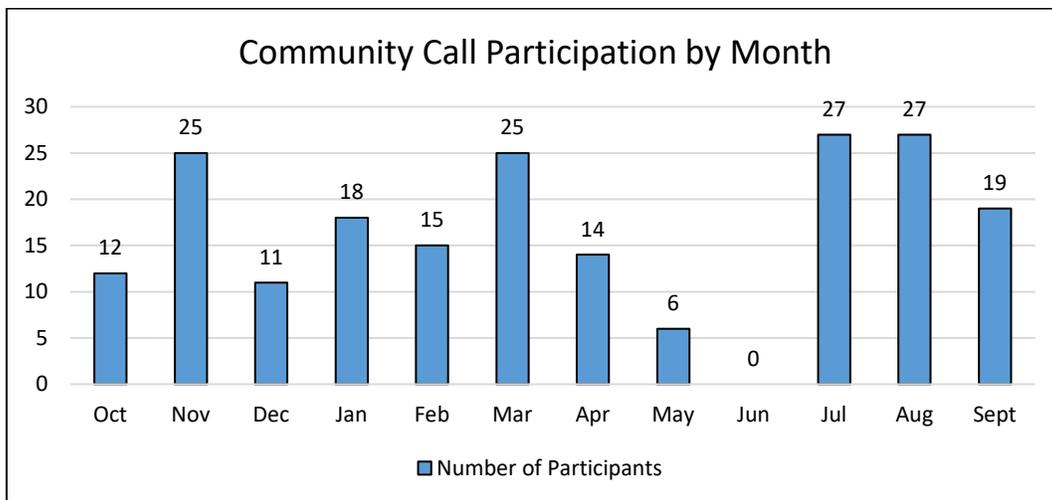
The Program will determine a means to collect and measure data for the website and offer a more visually aesthetic and sensical layout.

Community call format will remain the same.

Establishing more informative data points for regional engagements will be a priority for the program. Additionally, although there are no recorded complaints about this planning process, a timeline and checklist for standard operating procedure was developed to ensure ample time is given for the Program to plan effectively.

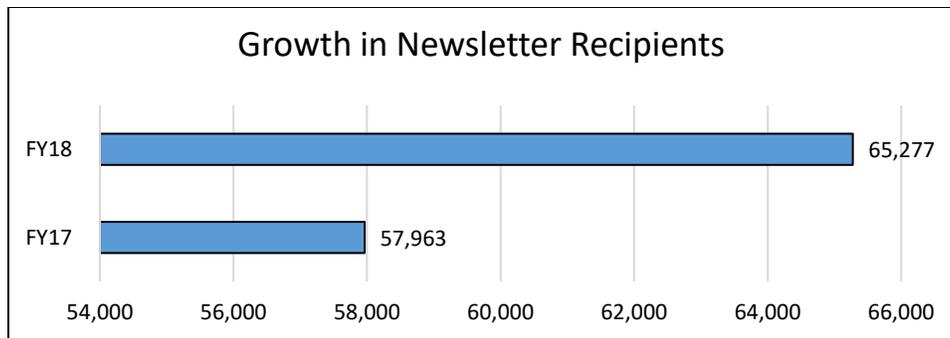
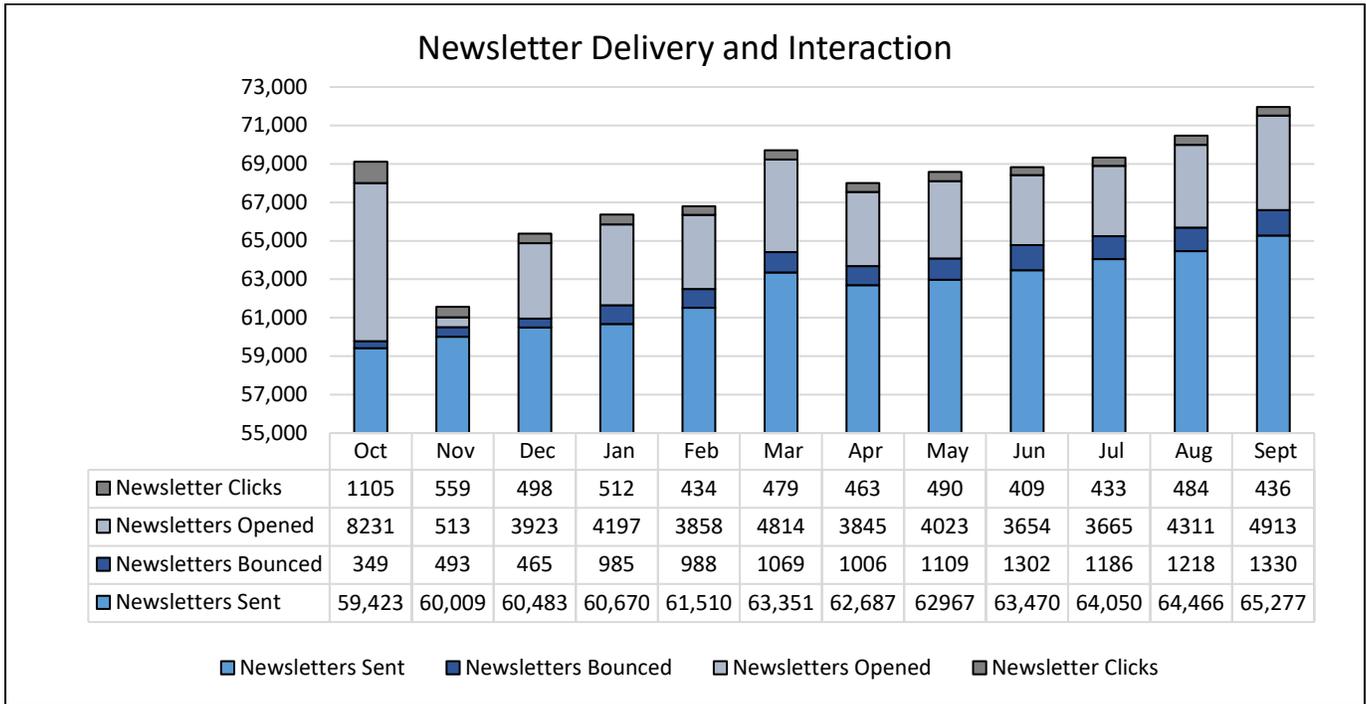
The program will continue to expand methods and opportunities to communicate, collect reliable data, and employ useful measures.

COMMUNITY CALLS FY 2018



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NEWSLETTER FY 2018



REGIONAL ACADEMIC COLLABORATIVE FY 2018

REGION	LOCATION	DATE	NUMBER OF PARTICIPANTS	REPORT STATUS
Region VI	Denton, TX	February 23, 2018	31	Complete
Region X	Seattle, WA	April 3, 2018	24	Complete
Region III	Aurora, CO	August 15, 2018	22	Complete
Region V	Chicago, IL	September 5, 2018	38	Complete

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Conclusion

The Higher Education Program has made significant contributions toward achieving the National Preparedness Goal. The emergency management and homeland security Higher Education community of interest and practice is vast and continues to grow connection, develop opportunities for collaboration and knowledge sharing. Supporting the development, dialogue and dissemination of this learning community, its resources and expertise have demonstrated fruitful service to the emergency management profession through education.

As we plan for 2019 and the next Higher Education Symposium, we are looking to continue to deepen our understanding 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 profession.

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[FEMA Higher Education Program \(https://training.fema.gov/hiedu/\)](https://training.fema.gov/hiedu/)



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