

Emergency Management/ Homeland Security Education Regional Academic Collaborative Region IV

Region IV Academic Collaboration Kick-Off Meeting Report
June 25, 2019

The Region IV Academic Collaboration Kick-Off Meeting Report aligns the collaborative engagement objectives with preparedness doctrine to include the National Preparedness Goal and related frameworks and guidance.

This report was prepared by: Jacob Fast and Jane Kushma for the FEMA Higher Education Program.

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
ENGAGEMENT OVERVIEW	3
EXECUTIVE SUMMARY.....	4
ENGAGEMENT PRESENTATIONS	5
ENGAGEMENT DISCUSSION	143
MOVING FORWARD	17
SUCCESSES AND AREAS FOR IMPROVEMENT.....	19
APPENDIX A & B: ENGAGEMENT DOCUMENTS.....	208

ENGAGEMENT OVERVIEW

Exercise Name	Emergency Management/Homeland Security Higher Education Regional Academic Collaborative Region IV
Exercise Dates	Tuesday, June 25, 2019
Scope	The collaborative engagement was a one-day, four-hour long event for academics and practitioners from FEMA Region IV held at Georgia State University in Atlanta, Georgia. The engagement consisted of presentations sharing examples of successful and forthcoming efforts to move academic and research outputs to emergency management practice followed by a short, open discussion engaging all participants.
Engagement Theme	Practices of collaboration among faculty, researchers, students, and emergency management practitioners within Region IV.
Purpose	To identify untapped opportunities, build awareness, and capture successful regional practices of collaboration with faculty, students, and researchers working with emergency management practitioners.
Objectives	<ol style="list-style-type: none">1. To bring together emergency management and homeland security academics and practitioners to share efforts and discuss opportunities.2. To capture the proceedings of the workshop in a shareable document to promote on-going collaboration.
Sponsor	FEMA Emergency Management Higher Education Program
Participating Organizations	33 participants attended, both in-person and virtually, representing a variety of academic institutions, organizations, and governmental agencies. A comprehensive list of participants is available in Appendix A.
Point of Contact	Wendy Walsh, Higher Education Program Manager Wendy.walsh@fema.dhs.gov , 301-447-1262

EXECUTIVE SUMMARY

On Tuesday, June 25th, 2019, a group of practitioners and academics from FEMA Region IV convened at Georgia State University in Atlanta, Georgia, to discuss collaborations among emergency management organizations, agencies, colleges, and universities within the region. The engagement provided an opportunity for members of the regional emergency management community to form new relationships, engage in discussion, and share ongoing and best practices for successful collaboration. This event was sponsored by FEMA's Emergency Management Higher Education Program, and it was the latest in a series of workshops intended to foster collaboration and promote networking within the FEMA regions.

The workshop began with a welcome to participants from various hosts including representatives from FEMA's Higher Education Program, Georgia State University, and FEMA, Region IV. Following self-introductions by all of those attending the meeting, both in person and virtually, the workshop progressed with an overview of the Higher Education Program. This was followed by a series of presentations and a group discussion. The presentations provided examples of successful collaborations that are currently underway, identified challenges, and suggested future opportunities. Those delivering presentations and the areas they addressed represented a variety of organizations and topics, including FEMA Region IV; the FEMA Higher Education Program; the Naval Postgraduate School's University and Agency Partnership Initiative; the AmeriCorps KY READY Corps program at Eastern Kentucky University; the Alabama Association of Emergency Managers; the Florida Emergency Preparedness Association; the Risk and Disaster Communication Center; Special Interest Groups focusing on Scholarship of Teaching and Learning, Service Learning and Leadership, and Case Teaching and Learning; Impacts of Natural Disasters on Local Budgets; Floodplain Stewardship; new certifications at Clemson University; and the Environmental Protection Agency's Colleges & Underserved Communities Partnership Program.

At the conclusion of the presentations, all attendees, both in person and virtual, participated in a group engagement discussion. The discussion included a variety of topics and talking points: taking information back and applying it to practice; continuing to build connections throughout the region, including a planned follow-up meeting at the International Association of Emergency Managers conference in Savannah, Georgia; how to filter the massive amount of information into the components that are necessary for a given situation; facilitating buy-in amongst citizens to increase resilience; creating spaces for shared knowledge and multi-generational educational opportunities; the importance of connecting with local Emergency Management Agencies; the need for diversity in emergency management; and the impact that higher education can have on a community's preparedness for disasters.

ENGAGEMENT PRESENTATIONS

The meeting started with opening remarks from Wendy Walsh, the FEMA Higher Education Program Manager, and included an overview of the purpose and intent for the collaborative. This was followed by a welcome to Georgia State University (GSU) and the engagement itself from Ann-Margaret Esnard, a Distinguished University Professor at GSU.

Terry Thomas, Director of Preparedness and Whole Community Resilience for Region IV, welcomed the group on behalf of FEMA's Southeast Region. Terry stressed the importance of developing a culture of preparedness throughout the United States for everyone. As part of this goal, it was noted that it is critical to focus on hazards that may be most prevalent in each area while maintaining an all-hazards approach, and to deliver a message that resonates to the people receiving it. Many initiatives were also highlighted including [Business Preparedness Planning](http://ready.gov/business) (<http://ready.gov/business>), Community Emergency Response Teams, and [Until Help Arrives](http://ready.gov/untilhelparrives) (<http://ready.gov/untilhelparrives>).

Wendy Walsh next set the stage for the engagement by introducing the concept of creating a Gracious Space, a Center for Ethical Leadership endeavor. This framework includes four key dynamics: First, a *Spirit* of listening and bringing information with compassion and welcoming; Next, a *Setting* that allows for comfort and connection; Third, is to *Invite the Stranger*, or to *Welcome the Guest* by remaining receptive and open to new ideas; Lastly, is to *Learn in Public* by remaining humble and embracing areas of weakness that can be turned to strengths with the help of others.

After these words of welcome, self-introductions were made by all participants, including those in-person and virtual. This was followed by the engagement presentations from both in-person representatives and those participating virtually.

Wendy Walsh: FEMA/NTED/NTES Higher Education Program- *Collaboration Opportunities*



Wendy Walsh began with an introduction to FEMA's Higher Education Program and its place within FEMA's overall strategic plan. The National Training and Education System was also introduced to demonstrate how it not only fits within the National Preparedness System but has components throughout a multitude of FEMA's initiatives.

It was noted that the Higher Education Program aligns with FEMA's strategic plan through the foundational connection to people. An important objective within this conceptualization is to build the community network and to create regional engagements.

A major challenge described is that implantation of a vision, idea, or concept is not fully sufficient; in order for true growth and real impact to be made, it must be cultivated and fully developed beyond this initial stage. In order to move forward beyond these starting points, we need to get the right people on the team. To build the scope and scale within communities, a number of strategies may be used: Special Interest Groups (SIGS),

Region IV Academic Collaboration Kick-Off Meeting

Focus groups, webinars, course modules that can be added to a variety of curricular endeavors, the EM college list, newsletters, community calls, and symposiums. The Higher Education Program can help leverage the academic community to build efficiencies and push FEMA to be as effective and efficient as possible.

Examples of focus groups were given including the upcoming group that will address Tribal Emergency Management. The importance of this group was made apparent by the fact that only one out of 57 tribal colleges/universities has an Emergency Management program.

As a whole, the goal is to build the root system of individuals connected to each other that can learn and grow together toward a common goal of preparedness.

Steve Recca: FEMA/NPS/CHDS UAPI- Program & Opportunities Overview



Steve Recca introduced a program he directs: the University and Agency Partnership Initiative (UAPI) which supports the development of homeland security academic programs and offers scholarship for State, Local, Tribal, and Territorial (SLTT) programs.

The Center for Homeland Defense and Security (CHDS), which is housed within the Naval Post Graduate School, was also described. The Center offers graduate level programs in homeland defense and security. These programs are not designed to be a competitor to FEMA's Higher Education Program. Discussion was had about a potential collaboration between CHDS and FEMA's Higher Education Program with the possibility of a combined conference, and though this has not proven successful in the past, it was

deemed something that could be a possibility if the community desired this and a culture of trust was developed between the two organizations.

The three priority areas depicted for UAPI are to conduct an annual education summit, to facilitate a community of practice in homeland security higher education and to serve as a resource hub for partners.

The annual summit will be October 30th through November 1st. The theme is Public Interest Security and it will specifically look at boarder issues and information. The call for proposals for this summit was sent to collaborative participants in the weeks after the meeting. [For more information on this summit, one can visit: https://www.uapi.us/programs/2077.](https://www.uapi.us/programs/2077)

The CHDS website is a valuable resource that has access to syllabi; self-study courses; lectures; interviews and podcasts; books and articles; and theses. There is a distribution list and anyone interested is encouraged to submit their emails. The Homeland Security Digital Library and Homeland Security Affairs Journal were described with the former

being purpose built and the latter being applied writing to support practitioners. [More information and resources can be found here](https://www.chds.us/c/): <https://www.chds.us/c/>.

Chad Foster: EKU and AmeriCorps Kentucky (KY) READY Corps



Chad Foster, Associate Professor at Eastern Kentucky University (EKU), initiated his presentation with a focus on AmeriCorps and how it benefits communities and those involved through three dimensions: focusing on unmet social needs, giving volunteers a sense of civic responsibility, and providing support and funding for structure.

Chad also discussed the KY READY Corps Program at EKU, which offers proactive projects for student engagement including: preparedness assessment and planning, community education and outreach, and volunteer coordination and support. In nearly two years, members from seven colleges/universities enrolled in 13 different majors have completed approximately 5,000 hours of service. This is a state readiness program to strengthen communities' preparedness and resilience. It also prepares students for careers in public service. It was noted that many students do receive academic credit for participating, which further incentivizes involvement.

In addition, EKU and regional partners offer students the opportunity to participate in Chemical Stockpile Emergency Preparedness Program (CSEPP) exercises each year. Specifically, students serve as controllers in a simulation cell (SIMCELL) and provide injects to exercise players based on a Bluegrass Army Depot chemical release scenario. This exercise opportunity allows for experiential learning, provides practical experience, and reinforces skills for students while benefitting the community.

Ken Horst and Jonathan Gaddy: Bridging the Divide (IHEs and AAEM)



Ken Horst, Assistant Director for the Office of Emergency Management at the University of Alabama and Jonathan Gaddy, Assistant Director of the Emergency Management Agency for Alabama, shared how the Alabama Association of Emergency Managers (AAEM) and Institutions of Higher Education (IHE) are working together to train and educate. It was noted that adding diversity forces collaboration and that engaging IHE's raised the bar for local emergency managers. An important note is that for many cities with colleges and universities, those higher education systems are driving forces of the community itself. It was also demonstrated that students make up a very large portion of the population in many states.

The means of the emergency management agencies and higher education working together can be seen in a variety of endeavors including the sharing of facilities, exercises, connections, and skills building. Many of the needs of one are exactly the same resource that the other has in abundance (e.g. traditional emergency management organizations need members while IHE's contain an often-untapped membership demographic.) Ken also noted that Emergency management of today (opportunities, KSA's, responsibilities) are vastly different than emergency management of just 10 years ago and there needs to be a concerted effort to move past response elements and to focus on continuity and/or recovery planning.

Carla Juarez: Florida Emergency Preparedness Association (FEPA) - Careers & Internships Efforts

Carla Juarez, Communications and Outreach Manager for IEM, started off by stating that she has been actively trying to pursue a Florida Emergency Management Association. It was noted that the state is in need of collaboration between professionals and academics. The Florida Emergency Preparedness Association (FEPA) is a higher education working group that focuses on students, academics, and practitioners with several goals, including: educating and engaging students, creating internship resources and toolkits for practitioners, and strengthening relationships.



The group created an internship competency checklist to ensure that the basic areas of EM and training courses are received.

The group also created FEPA Intern Day which allowed students to tour their local emergency operations center, connect with likeminded peers, learn from emergency management leaders, and network with professionals in the field. It was a success in 2017 and 2018, and will resume in 2020.

The Virtual Resume Review Program supports students enrolled in a degree program in the EM discipline and provides tips and feedback on individual resumes.

Jeanette Sutton: Regional Collaboration for Risk Communication



Jeanette Sutton, Associate Professor and Director of the Risk and Disaster Communication Center at the University of Kentucky described preliminary projects being funded by the National Oceanic and Atmospheric Administration (NOAA), the National Science Foundation (NSF), the United States Geological Survey (USGS), and the National Institute of Standards and Technology (NIST).

For NOAA (and their VORTEX initiative), work is being done on visual risk communication. This project tracks eye movements in warning notifications using heatmaps to detect first fixation (where the eye is concentrating its first view) as well as other key indicators of visual focus. The purpose is to understand how message receivers process the communication being presented to them and to improve the design of such presentation using this knowledge.

For USGS (and their Earthquake Early Warning initiative), experimental methods are being

pursued to measure behavior, message processing, and eye tracking with the goal of once again improving the messages being broadcast for warnings.

Jane Kushma: Case Teaching and Learning Special Interest Group



Jane Kushma, Professor of Emergency Management and Director of the Center for Disaster and Community Resilience at Jacksonville State University in Alabama discussed the Case Teaching and Learning Special Interest Group (CTL SIG). The SIG offers a forum for emergency management educators interested in developing teaching cases and understanding the pedagogical approaches to use them. The SIG is working on the creation of a resource repository as well as development of a methodology linking educators and practitioners in the case development process.

Claire Knox: Promoting the Scholarship of Teaching & Learning (SoTL) in EM/HS Academic Programs

Claire Knox, Associate Professor and University of Central Florida's Emergency Management and Homeland Security Program Director, is the outgoing Chair of the Scholarship of Teaching and Learning (SoTL) Special Interest Group (SIG). The SIG was created after the American Educational Research Association (AERA) conference of 2018 due to the realization that SoTL was missing from the EM Discipline. This arena was described as being very cyclical with phases of discovering, researching, teaching, and disseminating. A crucial component of this SIG was to increase the dissemination component as that was seen to be lacking from the field of Emergency Management in the past.



The SIG has many accomplishments: published journal articles, focus groups, AERA conference attendance (faculty & mentors). Caroline Hackerott will be taking over as Co-Chair, serving with Mark Landahl.

Elizabeth Dunn: Service Learning and Leadership



Elizabeth Dunn, Visiting Instructor at the University of South Florida, discussed Service Learning and how it impacts student development related to learning outcomes, social outcomes, and career development. Three key concepts of service-learning were identified as curriculum, service, and reflection. During 2017-2018 alone, over 1,000 service hours were recorded by participating students and the impact of this was incredibly important in the wake of Hurricane Irma.

Elizabeth also Chairs the Service Learning & Leadership SIG and developed a toolkit for the community, funded by a micro purchase from the Higher Education Program. The SIG serves to support projects and partnerships and meets monthly to discuss these concepts. Dunn noted that there is a need for more publications on academic and community partnerships to advance student learning and how this relationship supports our local communities. A form has been created for faculty to share their utilization of service-learning in courses with the SIG and [it can be accessed here](https://tinyurl.com/EMSLDatabase): <https://tinyurl.com/EMSLDatabase>.

Katherine Willoughby: The Impacts of Natural Disasters on Local Budgets



Katherine Willoughby, Professor at the University of Georgia, explained the work she has been completing as part of a soon-to-be-released book on local budgeting and the effect that disasters can have in this regard. She worked on this project in collaboration with Komla Dzigbede from SUNY Binghamton and Sarah Beth Gehl from the Roosevelt Institute. The work looks to find out how local budgetary decisions impact the response to natural disasters and what, if any, the long-term impacts are on local budgets.

It was described that a natural disaster can produce a budgetary crisis. Three local government budgets were analyzed in relation to a natural disaster in that jurisdiction. Each of the disasters took place in 2011: Binghamton, NY – flooding; Tuscaloosa, AL – tornado; and Louisa County, VA – earthquake.

Post-disaster, each local government was forced to shift its budget theme and agenda to recovery. If the recovery efforts are not factored in prior to a disaster, the budget will have to change exceptionally.

Alfred Bundrick: New Emergency Management Certifications



Alfred Bundrick, Lecturer at Clemson University, described the emergency management programs that Clemson has to offer. This includes a Master of Public Administration degree that holds live online classes with many concentrations including emergency management, homeland defense and security, local and state government, non-profit management, and sustainability and public administration. Also available are Graduate Certificate Programs in public administration, emergency management, and homeland defense and security. There is also a new innovation center on campus that allows for increased opportunities in learning. [For more information on these programs:](http://www.clemson.edu/cbshs/departments/prtm/academics/graduate/ms-public-administration/index.html)

<http://www.clemson.edu/cbshs/departments/prtm/academics/graduate/ms-public-administration/index.html>.

Jerry Murphy: Floodplain Management Education

Jerry Murphy, leader of the University of Florida's Resilient Communities Initiative, introduced the Association of State Floodplain Managers (ASFPM) standing Higher Education Committee. The goal of the committee is to promote the knowledge and capability of and to incorporate flood risk management into higher education. The overall mission for the ASFPM is to promote education, policies, and activities that mitigate current and future losses, costs and human suffering caused by flooding, and to protect the natural and beneficial functions of floodplains - all without causing adverse impacts.

It was depicted that floods are the most common disaster in the United States, yet are not typically covered under homeowner policies. It is for reasons like this that the work of floodplain managers is so critical.

The ASFPM has a Certified Floodplain Manager (CFM) program. It sets the minimum standards as well as offers training and accreditation. The certification also offers specialization in insurance, mapping, policy regulation, and more.

Wendy Walsh: Environmental Protection Agency- Region IV Colleges & Underserved Communities Partnership Program

In the absence of Brenda Bonner, Program Analyst for the Environment Protection Agency's Colleges & Underserved Communities Partnership Program (CUPP), Wendy Walsh explained this endeavor. It was identified that rural and other underserved communities need resources to improve their economic viability, health, environmental conditions, and overall quality of life, but although such resources may be available, there is often a lack of technical knowledge and skills to pursue them. CUPP was designed to bridge this divide by enlisting colleges and universities with appropriate programs to assist these underserved communities with vital technical support through student internships and capstone projects.

Currently, CUPP works with 65 schools in 17 states, supporting 56 communities/cities in

Region IV Academic Collaboration Kick-Off Meeting

various stages. This has amounted to a total of over \$33 million of support to communities at an administrative cost of just over \$3 million. [More information on this program can be found here: https://www.epa.gov/environmentaljustice/collegeunderserved-community-partnership-program](https://www.epa.gov/environmentaljustice/collegeunderserved-community-partnership-program).

ENGAGEMENT DISCUSSION

Due to time constraints, the small group dialogues were bypassed in favor of a large group discussion that allowed for reflection, questions, and additional ideas and insight for the future. Through this discussion, several topics were explored:

First, it was by unanimous agreement that participants described the engagement as beneficial and provided a positive learning environment. Each person was able to take away something useful, which led to one of the overarching discussion topics for the afternoon: translating the knowledge gained through this collaborative back to each person's unique domain. With so much information presented, referenced, and explored, it is important to not leave things at a conceptual level but truly apply this to the actual practice at hand and to the situations that would benefit from such endeavors.

From this discussion about the application of knowledge to the practical experience of emergency management stemmed a conversation about increasing the connections to the resources that were described through the engagement. It was particularly noted how important it is for those who work in academia to build a relationship with the local Emergency Management Agency (EMA). Instead of simply trying to bring FEMA into the loop of all activities and involvements, it is important to realize that many great resources and opportunities are available at the community level.

The next overarching topic of discussion was the desire and need for continually building connections within Region IV. The meeting was viewed as an excellent event but the importance of sustained momentum and growth was noted by many. Both in-person and virtual attendees expressed the desire to establish increased coordination with others in attendance. It was also discussed that although some areas/states within Region IV were extremely well represented, there were also others that had essentially no representation. This was seen as an area that could be explored and fostered for future opportunities, as increased involvement from all segments of the region would only increase learning and development. Opportunities for future meetings and follow-ups were discussed with the consensus being that the International Association of Emergency Managers conference in November would offer the best prospect as it is not only being held in Region IV this year (Savannah, GA), but is within a timeframe that would be ideal for follow-up conversations and discussion.

A final point of discussion was the proposed research agenda developed through a focus group sponsored by the FEMA Higher Ed Program, and published in 2018. Research thrusts that have been identified overlap with what was discussed at the Region IV collaborative meeting. The research thrusts are areas that have been identified for prioritization of research and development of evidence-based programs and policies. These thrusts include: Justice, Equity, and Capacity Development; Risk Build-Up and Disaster Exposure; High Risk Habitation Zones; Data, Technology, and Societal Impacts; and Infrastructure for Humanity. Within the collaborative for Region IV, a point of research emphasis and focus that could be seen is within the impact of higher education on preparing for effective emergency management. By educating the next wave of students on these topics and areas of research, it is possible to truly create generational learning that continues to advance the field of emergency management while better serving the public at large. The [full report can be downloaded at:](#)

Region IV Academic Collaboration Kick-Off Meeting

[https://training.fema.gov/hiedu/docs/latest/2018_fema_research_agenda_final-508%20\(march%202018\).pdf](https://training.fema.gov/hiedu/docs/latest/2018_fema_research_agenda_final-508%20(march%202018).pdf)

MOVING FORWARD

From the individual presentations and the group discussion that ensued, four broad themes emerged in terms of moving forward: (1) educating the next generation, (2) looking toward the future, (3) increasing buy-in and involvement, and (4) bridging the gap.

In terms of *educating the next generation*, this was seen as a cross-cutting theme throughout the presentations and discussions. Though many other objectives and concepts were explored during the collaborative, all focus was circumnavigated around this one theme and its critical importance. With the collaborative having its formation sponsored by FEMA's Higher Education Program, this theme was reverberated regularly and allowed for a strong foundation from which other conversations could be built. As continual development and connections occur throughout Region IV, it can be assured that intergenerational education and its importance to emergency management will remain at the forefront of pursuits.

This concept of educating the next generation perfectly stems into the next theme of *looking toward the future*. A major reason for the focus on the next generation of learners is for sustained and renewable growth over many years. If efforts and endeavors are only held and pursued by the group of individuals meeting for this collaborative, the vision for the future will eventually fade away. If this vision, however, can be shared, sown, and cultivated in leaders of the future, incredible yields could be possible over time. This theme also describes the forward-thinking nature that is necessary within emergency management. Multiple topics presented and discussed were on the cutting edge of research and innovation and it is in these areas that rapid growth in the field can be seen.

Next was the theme of *increasing buy-in and involvement*. This also could be seen as a growth off the concept of educating the next generation, as increased involvement from all sectors is encouraged, but much of the focus within this dimension involved engaging those already in the field of emergency management (in academia and in practice) and amongst the public. It was certainly an encouragement to interact with many such individuals through this collaborative, but a goal for the future would be to continually increase the number of participants and others that are stakeholders in the world of emergency management as well as encouraging increased diversity in the field itself. By increasing the buy-in from all involved parties, additional ideas and opportunities may be brought to the table that would not be known without their participation and insight. In addition, increasing buy-in amongst the public as a whole is critical for making impacts on community preparedness and resilience.

A final theme that developed was in *bridging the gap*. This could also be seen in a number of dimensions. One of these gaps that was explored was between research/academia and practice. Even if amazing research and teaching is being done in the classroom environment, it may be for naught if not actually applied in the practical demands of emergency management. It is because of this aspect that having people from all walks of the field at the table is so crucial. Further, bridging the gap between those within the field of emergency management and those outside of it that are at risk (i.e. the public) is also of utmost importance. Again, complete and total collaboration and buy-in from within the field of emergency management means little if it is not truly having an impact on those we look to serve through our efforts.

SUCSESSES AND AREAS FOR IMPROVEMENT

Planning, Logistics, and Technology

Strengths: The event was attended by a strong representation of 33 individuals with strong numbers both in-person and connecting through virtual means (14 and 19 participants respectively). Invitations and responses were collected through digital means and this method allowed for ease of access and response. Georgia State University provided an excellent space for in-person attendants as well as the means to connect virtually with those wishing to participate from other locations.

Area for Improvement I: Increased focus on sound/picture quality for virtual participants

Action: Continue to work with IT departments from host organizations to ensure that whether an individual calls in or participates online, audio/video are up to the highest standard possible. Explore various programs that allow for such conference calling and test each for the given site to determine which has the highest capacity for such needs.

Area for Improvement II: Additional opportunities for in-person participants to see/hear virtual participants

Action: Similar to the previous area of improvement, it would be beneficial to have an additional screen (or split screen capability) to allow for viewing of presentations while at the same time being able to see those not in the room. This would allow for increased interaction and connection between the groups and reduce the tendency for the in-person group to dominate conversation.

Area for Improvement III: Instructions for virtual participants on how to reduce feedback and other commonly experienced issues

Action: Create a document that could be emailed along with instructions for joining the session that provides frequently experienced troubles in virtual participation and potential solutions to these issues (e.g. muting the microphone to reduce feedback).

Meeting Content

Strengths: The presentations and discussions allowed for an extremely strong set of information to be delivered in a very short amount of time. The participants all felt like good information was learned and the collaboration that was achieved and could be pursued further in the future was highly valuable.

Area for Improvement IV: Allow for more time for presentations/discussions or reduce the amount of presentations.

Action: In receiving feedback from the event, a major theme was the need for increased time. The actionable items here would be to either add time to the event itself (making it at least a full-day event as compared to four hours) or reducing the number of presentations to allow for increased time for each. This could be achieved by having collaborative meetings on a more regular basis, allowing for presentations to be carried over to subsequent meetings instead of adding them all into one event.

Area for Improvement V: Include a broader range of stakeholders.

Region IV Academic Collaboration Kick-Off Meeting

Action: Invite more practitioners from local, county, regional, and state agencies. At least one state from the region had no representatives and others had very few. In addition, representatives from colleges and universities dominated the number of participants and time spent presenting. Increased participation and involvement from other stakeholders in communities could have a substantially positive effect on the event as a whole.

APPENDIX A: ENGAGEMENT PARTICIPANTS

Name	Affiliation	Email	Location
Alfred Bundrick	Clemson University	alfredb@clemson.edu	In-Person
Jason Cohen, Ed.D.	Nova Southeastern University	Jason.Cohen@nova.edu	Virtual
Elizabeth Dunn	University of South Florida	eadunn2@mail.usf.edu	Virtual
Ann-Margaret Esnard	Georgia State University	aesnard@gsu.edu	In-Person
Jake Fast	Lee University	jfast@leeuniversity.edu	In-Person
Chad Foster	Eastern Kentucky University	Chad.Foster@eku.edu	In-Person
Jonathan Gaddy	AEMA	jonathan.gaddy@ema.alabama.gov	In-Person
Ken Horst	University of Alabama	khorst@fa.ua.edu	In-Person
Jane Kushma	Jacksonville State University	jkushma@jsu.edu	In-Person
Lisa Janak Newman	FEMA Reg IV (CTR)	lisa.janak-newman@associates.fema.dhs.gov	In-Person
Barbara Johnson	FEMA Higher Education Program	Barbara.Johnson3@fema.dhs.gov	Virtual
Brenda Jones	LifeGivers International	brenda@lifegivers.org	In-Person
Carla Juarez	IEM	carla.juarez@iem.com	Virtual
Claire Knox	University of Central Florida	claire.knox@ucf.edu	Virtual
Natasha Malmin	Georgia State University	nprudent1@student.gsu.edu	Virtual
Richard Martin	Mercer University	martin_rh@mercer.edu	Virtual
Joanne McGlown	Eastern Kentucky University	Joanne.mcglown@eku.edu	Virtual
Gerald Murphy	Murphy Planning/Florida Floodplain Managers Association	jerry@murphyplanning.com	Virtual
Danielle Perella-Green	FEMA Higher Education Program (CTR)	danielle.green@associates.fema.dhs.gov	Virtual
Barry Puett	State College of Florida	puettb@scf.edu	Virtual
Eve Rainey	Florida Emergency Preparedness Assoc.	erainey@fepa.org	Virtual
Steve Recca	Naval Postgraduate School	sprecca@nps.edu	In-Person
Abdul-Akeem Sadiq	University of Central Florida	abdul-akeem.sadiq@ucf.edu	Virtual
Alka Sapat	Florida Atlantic University	asapat@fau.edu	Virtual
David Smith	Everglades University	davsmith@evergladesuniversity.edu	Virtual
Zachary Smith	University of N. Carolina - Greensboro	Zrsmith3@uncg.edu	Virtual
Dulce Suarez	Florida International University	dboza@fiu.edu	Virtual
Jeannette Sutton	University of Kentucky	jeannette.sutton@gmail.com	Virtual
Terry Thomas	FEMA Reg IV	terry.thomas@fema.dhs.gov	In-Person
Justin Tilghman	Lenoir Community College	jtilghman@lenoircc.edu	Virtual
Wendy Walsh	FEMA Higher Education Program	Wendy.walsh@fema.dhs.gov	In-Person
William Waugh	Georgia State University	wwaugh@gsu.edu	In-Person
Katherine Willoughby	University of Georgia	kwilloughby@uga.edu	In-Person

APPENDIX B: ENGAGEMENT BROCHURE

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

Tuesday, June 25 -10:00 a.m. – 2:30 p.m.

Andrew Young School of Policy Studies conference Room

Georgia State University- Atlanta, GA -Satellite hubs in Orlando & Memphis

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

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

Agenda:

10:00- 10:30- Welcome & Introductions

Georgia State University- Ann Margaret Esnard

FEMA Region IV- Terry Thomas

Participant Introductions- Wendy Walsh

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

- FEMA/NTED/NTES Higher Education Program- *Collaboration Opportunities*- Wendy Walsh
- FEMA/NPS/CHDS UAPI- *Program & Opportunities Overview*- Steve Recca
- Kentucky Ready Corps- Using Student Staff in an Exercise SIMCELL- Chad Foster, Eastern Kentucky University
- Regional Collaboration for Risk Communication- Jeannette Sutton, University of Kentucky
- Promoting the Scholarship of Teaching & Learning (SoTL) in EM/HS Academic Programs- Claire Connolly-Knox, University of Central Florida
- Service Learning and Leadership- Elizabeth Dunn, University of South Florida
- Case Teaching & Learning Special Interest Group- Jane Kushma, Jacksonville State University
- The Impacts of Natural Disasters on Local Budgets- Katherine Willoughby, University of Georgia
- New Emergency Management Certifications- Alfred Bundrick, Clemson University
- Bridging the Divide- Ken Horst & Jonathan Gaddy- University of Alabama & Alabama Emergency Management Agency
- Floodplain Management Education- Jerry Murphy, University of Florida
- Florida's Emergency Management Association- Careers & Internships Efforts- Carla Juarez & Matt Shpiner
- Environmental Protection Agency- Region 4 Colleges & Underserved Communities Partnership Program- Brenda Bonner
- Connecting Academia to Practice- Regional Successful Practice Sharing- collective discussion

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

- Discuss presentations & other successful practices

1:00-1:45- Small group sharing with the whole group

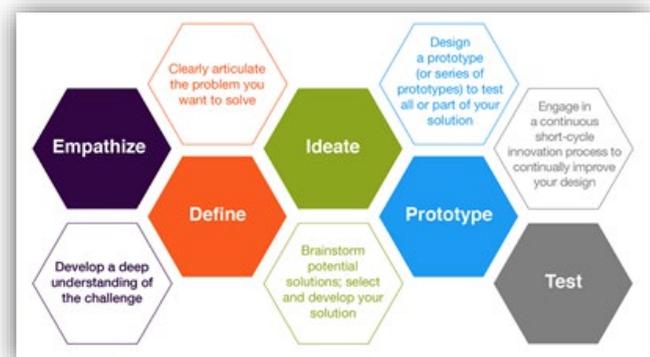
- Discussion presentation that could be shared and expanded?
- Who are the missing critical stakeholders in the region?
- Who cares about academic and practitioner collaboration?
- Are there challenges that these group face?
- What is possible in this collaboration?
- What structure and leadership is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

1:45-2:30- Next steps, wrap up & gratitude

- Meeting at future conference- IAEM- R4



*image from-
<http://www.bethkanter.org>



<http://citl.illinois.edu/paradigms/design-thinking>

Resources

FEMA Resources

- [Business Preparedness Planning](https://www.ready.gov/business): <https://www.ready.gov/business>
- [Community Emergency Response Teams \(CERT\)](https://www.ready.gov/cert): <https://www.ready.gov/cert>
- [FEMA Higher Education Program](https://training.fema.gov/hiedu/): <https://training.fema.gov/hiedu/>
- [Region IV](https://www.fema.gov/region-iv-al-fl-ga-ky-ms-nc-sc-tn): <https://www.fema.gov/region-iv-al-fl-ga-ky-ms-nc-sc-tn>
- [Research Agenda](https://training.fema.gov/hiedu/docs/latest/2018_fema_research_agenda_final-508%20(march%202018).pdf): [https://training.fema.gov/hiedu/docs/latest/2018_fema_research_agenda_final-508%20\(march%202018\).pdf](https://training.fema.gov/hiedu/docs/latest/2018_fema_research_agenda_final-508%20(march%202018).pdf)
- [Strategic Plan](https://www.fema.gov/strategic-plan): <https://www.fema.gov/strategic-plan>
- [Until Help Arrives](https://community.fema.gov/until-help-arrives): <https://community.fema.gov/until-help-arrives>

Special Interest Groups (SIG)

- [Case Teaching and Learning \(CTL\)](https://training.fema.gov/hiedu/specialinterest/ctlsig.aspx): <https://training.fema.gov/hiedu/specialinterest/ctlsig.aspx>
- [Scholarship of Teaching and Learning \(SoTL\)](https://training.fema.gov/hiedu/specialinterest/stlsig.aspx): <https://training.fema.gov/hiedu/specialinterest/stlsig.aspx>
- [Service Learning and Leadership \(SLL\)](https://training.fema.gov/hiedu/specialinterest/sllsig.aspx): <https://training.fema.gov/hiedu/specialinterest/sllsig.aspx>

Universities and Organizations Represented: <https://training.fema.gov/hiedu/collegelist>

- [Alabama Association of Emergency Managers](https://www.aaem.us): <https://www.aaem.us>
 - [Association of State Floodplain Managers](https://www.floods.org): <https://www.floods.org>
 - [Clemson University](http://www.clemson.edu/cbshs/departments/prtm/academics/graduate/ms-public-administration/index.html): <http://www.clemson.edu/cbshs/departments/prtm/academics/graduate/ms-public-administration/index.html>
 - [Eastern Kentucky University \(EKU\) – Emergency Management](https://emergency.eku.edu): <https://emergency.eku.edu>
 - [Everglades University](https://www.evergladesuniversity.edu/courses/crisis-management-degree): <https://www.evergladesuniversity.edu/courses/crisis-management-degree>
 - [Florida Atlantic University – School of Public Administration](http://cdsi.fau.edu/spa): <http://cdsi.fau.edu/spa>
 - [Florida Emergency Preparedness Agency](https://www.fepa.org): <https://www.fepa.org>
 - [Florida International University](https://aidp.fiu.edu/programs): <https://aidp.fiu.edu/programs>
 - [Georgia State University – Andrew Young School of Policy Studies](https://aysps.gsu.edu/public-management-policy): <https://aysps.gsu.edu/public-management-policy>
 - [IEM](https://iem.com): <https://iem.com>
 - [Jacksonville State University – Emergency Management](http://www.jsu.edu/emergency-management): <http://www.jsu.edu/emergency-management>
 - [Lee University – Disaster and Healthcare Mission Management](https://www.leeuniversity.edu/academics/nursing/dhmm.aspx): <https://www.leeuniversity.edu/academics/nursing/dhmm.aspx>
 - [Lenoir Community College](https://www.lenoircc.edu/acaddiv/acada55460): <https://www.lenoircc.edu/acaddiv/acada55460>
 - [Mercer University](https://professionaladvancement.mercer.edu/programs/undergraduate/homeland-security-emergency-management): <https://professionaladvancement.mercer.edu/programs/undergraduate/homeland-security-emergency-management>
 - [Naval Postgraduate School - The Center for Homeland Defense and Security](https://www.chds.us/c): <https://www.chds.us/c>
 - [Nova Southeastern University](https://osteopathic.nova.edu/msdem/index.html): <https://osteopathic.nova.edu/msdem/index.html>
 - [State College of Florida](https://www.scf.edu/Academics/BaccalaureateDegrees/baspsem/default.asp): <https://www.scf.edu/Academics/BaccalaureateDegrees/baspsem/default.asp>
 - [University of Alabama – Office of Emergency Management](https://ready.ua.edu): <https://ready.ua.edu>
 - [University of Central Florida – Emergency Management](https://www.ucf.edu/degree/emergency-management-bs): <https://www.ucf.edu/degree/emergency-management-bs>
 - [University of Florida – Resilient Communities Initiative](http://resilientcommunities.dcp.ufl.edu): <http://resilientcommunities.dcp.ufl.edu>
 - [University of Georgia – School of Public and International Affairs](https://spia.uga.edu): <https://spia.uga.edu>
 - [University of Kentucky – Division of Risk Sciences](http://ci.uky.edu/risk): <http://ci.uky.edu/risk>
 - [University of North Carolina – Greensboro](https://emg.uncg.edu): <https://emg.uncg.edu>
 - [University of South Florida – College of Public Health](https://health.usf.edu/publichealth): <https://health.usf.edu/publichealth>
-

Other Resources

- [AmeriCorps](https://www.nationalservice.gov/programs/americorps): <https://www.nationalservice.gov/programs/americorps>
- [American Educational Research Association](https://www.aera.net): <https://www.aera.net>
- [Bill Anderson Fund](https://billandersonfund.org): <https://billandersonfund.org>
- [The Center for Homeland Defense and Security's University and Agency Partnership Initiative \(UAPI\)](https://www.uapi.us): <https://www.uapi.us>
- [College/Underserved Community Partnership Program \(CUPP\)](https://www.epa.gov/environmentaljustice/collegeunderserved-community-partnership-program): <https://www.epa.gov/environmentaljustice/collegeunderserved-community-partnership-program>
- [Emergency Management Service-Learning Database \(EMSLD\) – Contribution Form](https://docs.google.com/forms/d/e/1FAIpQLSduRLdw9MyHPQsynO21nkIxp3iXgR-SiNP8iKwoDbFZF4Xw/viewform): <https://docs.google.com/forms/d/e/1FAIpQLSduRLdw9MyHPQsynO21nkIxp3iXgR-SiNP8iKwoDbFZF4Xw/viewform>
- [Gracious Space](http://www.ethicalleadership.org/gracious-space.html): <http://www.ethicalleadership.org/gracious-space.html>
- [Homeland Defense/Security Education Summit, 2019](https://www.uapi.us/programs/2077): <https://www.uapi.us/programs/2077>
- [International Association of Emergency Managers \(IAEM\)](https://www.iaem.org): <https://www.iaem.org>
- [International Association of Emergency Managers \(IAEM\) Conference, 2019](https://iaemconference.info/2019): <https://iaemconference.info/2019>
- [Jeannette Sutton](https://jeannettesutton.com): <https://jeannettesutton.com>
- [Journal of Emergency Management](https://www.wmpllc.org/ojs-2.4.2/index.php/jem): <https://www.wmpllc.org/ojs-2.4.2/index.php/jem>
- [KY Ready Corps](https://kyready.eku.edu): <https://kyready.eku.edu>
- [Minority SURGE Capacity in Disasters](https://www.surgedisasters.com): <https://www.surgedisasters.com>

APPENDIX C: ALT TEXT

Appendix B Image: Empathize. Develop a deep understanding of the challenge. Clearly articulate the problem you want to solve. Define. Ideate. Brainstorm potential solutions; select and develop your solution. Design a prototype (or series of prototypes) to test all or part of your solution. Prototype. Engage in a continuous short-cycle innovation process to continually improve your design. Test.