



Program News for the week ending August 2, 2019

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Higher Education Program Manager’s Message

Job Vacancy:

Superintendent, Emergency Management Institute, ES00, CLOSE 9/2/2019, FEMA-19-SM-EMI-SES, Emmitsburg, MD.

Message from Wendy Walsh, Higher Education Program Manager

While I was at the Natural Hazard’s Center Workshop last month, I had the opportunity to be with Julie Maldonado, the Director of Researcher for the Livelihoods Knowledge Exchange Network (LiKEN) and contributing author to the FEMA Higher Education Building Cultures of Preparedness Focus Group report (https://training.fema.gov/hiedu/docs/latest/2019_cultures_of_preparedness_report_10.22.18%20final.pdf). While she co-presented on this report, she mentioned the phrase ”rights holders,” which I was not familiar with and asked her for more information. I am happy she was willing to provide a short write-up to share with our community. I would love to hear your thoughts on this term. Were you already familiar with the term ”rights holder”? What effective ways can we engage to support the adoption and use of culturally respectful terms in the classroom and in practice? Thank you for sharing Julie!

The following is a message from a non-FEMA source to the Higher Education Academic Community intended to further the dialog on an important topic and does not necessarily constitute any endorsement or approval by FEMA or the Higher Education Program.

The following message was composed by Julie Maldonado, PhD (Livelihoods Knowledge Exchange Network) in partnership and consultation with a number of people, including: Heather Lazrus, PhD, National





Center for Atmospheric Research; Janene Yazzie, International Indian Treaty Council, Sixth World Solutions; David Kane, WindHorse Strategic Initiatives; and John Wiener, JD, PhD¹

Tribes and Indigenous Peoples are Collective Rights Holders with a Unique Place at the Decision-Making Table

In the last two newsletters, we highlighted the collaboration between FEMA’s Higher Education Program and the author team of the [Building Cultures of Preparedness Report](#), who presented together at the July Natural Hazards Center Workshop in Colorado. The discussion focused around guiding principles to build cultures of preparedness, including trust, inclusion, cross-cultural communication, and support local practices and successes. This discussion also pointed to complementary efforts by FEMA, such as holding “Tribal Stakeholder” Input Sessions this week on Building Resilient Infrastructure and Communities.

A key emerging question from this discussion for disaster researchers, academics, students, and practitioners engaging with Indigenous Peoples and including Tribal voices and perspectives in their work to consider is: Are Tribes and Indigenous Peoples “stakeholders”? We include a few points below to build cultural awareness and bridge understandings in appropriate ways for the disaster higher education community to be aware of to begin to answer this question and consider their engagement and inclusion approach.

Tribes and Indigenous Peoples are not stakeholders, but rather collective rights-holders, including, but not limited to, rights to self-determination, subsistence, and land.ⁱ To call a process inclusive without understanding the ramifications of language used carries deep risks of quietly continuing histories of colonization. The “stakeholder” label undermines Tribal sovereignty and Tribal rights.ⁱⁱ Tribes hold a unique place at the decision-making table, guaranteed by the U.S. Constitution, numerous treaties, statutorily, by Presidential executive order, and by promulgated policy.^{iii iv}

¹ See United Nations, 2008: United Nations Declaration on the Rights of Indigenous People.

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>;

² See Climate and Traditional Knowledges Workgroup. 2014. Guidelines for considering traditional knowledges in climate change initiatives. <https://climatetkw.wordpress.com>

³ See Department of the Interior Policy on Consultation with Indian Tribes <https://www.doi.gov/sites/doi.gov/files/migrated/cobell/upload/FINAL-Departmental-tribal-consultation-policy.pdf>

⁴ See K. Atkinson, Esq. Why We Consult Tribes? A Legal and Policy Perspective. <https://www.doi.gov/pmb/cadr/programs/native/gtgworkshop/Implementing-the-Government-to-Government-Relationship>

⁵ See Climate and Traditional Knowledges Workgroup. 2014. Guidelines for considering traditional knowledges in climate change initiatives. <https://climatetkw.wordpress.com>

⁶ See United Nations, 2008: United Nations Declaration on the Rights of Indigenous People. <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

⁷ FPIC is reinforced by the ILO convention and the Committee on the Elimination against Racial Discrimination (CERD) among other legally binding agreements, by which states and their agencies are obligated to adhere.

⁸ See Rising Voices. 2015. Third Rising Voices Workshop on Learning and Doing: Education and Adaptation through Diverse Ways of Knowing. June 29-July 1, 2015. Boulder, CO. Workshop Report. https://risingvoices.ucar.edu/sites/default/files/rv3_report_final.pdf

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Working with Tribes and Indigenous Peoples calls for considerations of responsibility and accountability. This responsibility and the requirements to maintain its integrity is a time-consuming and often non-linear process, one that must be founded on relationships and accountability. This is not the kind of work that happens overnight; it needs to be carefully considered and planned for and included in any disaster research timeline. To do so requires, at a minimum, upholding the meaningful consultation standard respecting Indigenous Peoples as “rights holders”, protecting the rights of all Indigenous Peoples regardless of federal recognition, and understanding the connection between Tribal rights and historical and current ties to ancestral homelands, sovereignty, and commitments to future generations and cultural continuity.

Indigenous Peoples hold deep knowledges, wisdoms, and insights based on generational experiences, witnessing, monitoring, and evaluating the unfolding changes within their ancestral lands. This calls for any disaster research or practice involving Tribes and Indigenous Peoples to include dialogue about the risks that such exchanges carry for Indigenous Peoples and knowledge holders. There are currently very limited protections for the risks of appropriation and mis-use of Indigenous Knowledges that Indigenous Peoples share with federal and research partners.^v

Whether a student, academic, or practitioner, when conducting disaster research or practice, we ask you to reflect on the above and consider your role in upholding Tribal rights, inclusion of Indigenous Knowledges and consultations with Indigenous Peoples, framed by the "free, prior, and informed consent" (FPIC) standard recognized in International Law and in the United States' endorsement of the UN Declaration of the Rights of Indigenous Peoples (UNDRIP).^{vi, vii, viii}

Higher Education Program Update

The next EM Higher Education Community Conference Call is Friday, August 16, from 2-3 PM ET, 800-320-4330, PIN: 376368. Please join us. Learn from the emergency management academic community about what is new and exciting in their world. Find out about ongoing projects and discuss higher education community needs that the Higher Education Program can address. Contact Wendy Walsh, Wendy.walsh@fema.dhs.gov, with your discussion topics.

Higher Education Program Webinars - The Higher Education Program regularly hosts webinars for the emergency management higher education academic community. If you have a pertinent topic or idea, contact Wendy Walsh at wendy.walsh@fema.dhs.gov.

Special Interest Groups (SIGs). FEMA's Higher Education Program encourages the organization of Special Interest Groups (SIGs) to support the increased exchange of knowledge in specific areas and applications of emergency management education. A SIG will provide a forum within the Higher Education community of interest to bring together people who have a common curiosity. The SIG will serve as a focal point for community development in their special area. SIGs can potentially become involved in co-authoring/researching and serving as mentors to students and subject matter experts to practitioners. For

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more information and a list of SIGs (URL: <https://training.fema.gov/hiedu/specialinterest/sig.aspx>). To join a SIG send an email to Barbara Johnson (URL: Barbara.Johnson3@fema.dhs.gov) or Danielle Green (URL: Danielle.Green@associates.fema.dhs.gov).

The 22nd Annual Emergency Management Higher Education Symposium, June 1-4, 2020, will be held at the National Emergency Training Center (NETC) in Emmitsburg, MD. Hi Ed website (URL: <https://training.fema.gov/hiedu/>).

College List

The Higher Education Program keeps a list of colleges and universities that offer emergency management, homeland security, and related programs. The College List, located at <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 direct purpose of analysis and management, ensuring that it remains up-to-date and relevant. Higher Education Program staff do not provide college recommendations or discuss the relative merits of the colleges and universities listed. If you have a new or updated program to include, send an email to <mailto:fema-emi-collegelist@fema.dhs.gov>.

Employment

Federal Emergency Management/Homeland Security Vacancies:

- Superintendent, Emergency Management Institute, ES00, CLOSE 9/2/2019, FEMA-19-SM-EMI-SES, Emmitsburg, MD. (URL: <https://www.usajobs.gov/GetJob/ViewDetails/541374800>)
- Supervisory Emergency Management Specialist (Recovery), GS 15, CLOSE 8/5/2019, FEMA-19-PH-312441-DE, Lakewood, CO (URL: <https://www.usajobs.gov/GetJob/ViewDetails/540680200>)
- Emergency Management Specialist ZA-0301-III/IV (GS-12/14 equivalent), ZA 03-04, CLOSE 8/6/2019, ESD-2019-0013, Gaithersburg, MD (URL: <https://www.usajobs.gov/GetJob/ViewDetails/540413100>)
- Emergency Management Specialist (Response), GS 9-11, CLOSE 8/7/2019, FEMA-19-JLS-308002-DE, Oakland, CA (URL: <https://www.usajobs.gov/GetJob/ViewDetails/540701000>)
- Regional Security Director, SW 02, CLOSE 8/16/2019, HQ-SO-19-614230-ERD, Chicago, IL (URL: <https://www.usajobs.gov/GetJob/ViewDetails/539907500>)
- Regional Security Director, SW 02, CLOSE 8/16/2019, HQ-SO-19-614245-ERD, Atlanta, GA (URL: <https://www.usajobs.gov/GetJob/ViewDetails/539907700>)
- Professor of National Security Studies, AD 00, CLOSE 8/28/2019, 19JUL9ZSOC0000679867, Maxwell AFB, AL (URL: <https://www.usajobs.gov/GetJob/ViewDetails/540812800>)



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- Assistant Professor of Cyber (Human Factors Engineering), AD 22, CLOSE 9/10/2019, [19-27DFKR](https://www.usajobs.gov/GetJob/ViewDetails/540702100), Air Force Academy, CO (URL: <https://www.usajobs.gov/GetJob/ViewDetails/540702100>)
- Supervisory Education Program Specialist, GS 14, CLOSE 8/9/2019, [19-2023-SE-BK-M](https://www.usajobs.gov/GetJob/ViewDetails/541082000), Norfolk, VA. (URL: <https://www.usajobs.gov/GetJob/ViewDetails/541082000>)

Higher Education Vacancies:

Coconino Community College- (URL: <https://www.governmentjobs.com/careers/coconinocc/jobs/2517863/pt-faculty-haz-mat>) Part-time Faculty, Haz Mat

Empire State College (SUNY)- (URL: <https://esc.interviewexchange.com/jobofferdetails.jsp?JOBID=113574>) Assistant Professor, Security Studies

The University of Arizona- (URL: <https://uacareers.com/postings/40180>) Assistant Professor, Intelligence & Information

Victory Valley College- (URL: <https://agency.governmentjobs.com/vvc/default.cfm?action=viewJob&jobID=963627>) Associate Faculty, Emergency Medical Technologies

University of Delaware- (URL: <https://careers.udel.edu/cw/en-us/job/494172?1ApplicationSubSourceID=11253>) Assistant/Associate Professor, Disaster Science

University of North Carolina Greensboro – (URL: <https://spartantalent.uncg.edu/postings/14767>) Emergency Management Coordinator for Continuity

University of Delaware – (URL: <https://careers.udel.edu/en-us/job/494172/assistant-associate-professor-disaster-science>) Civil and Engineering Position and Computer Science/Crisis Informatics Position

Georgetown University– (URL: https://georgetown.wd1.myworkdayjobs.com/Georgetown_Admin_Careers/job/Main-Campus/Director-of-the-Office-of-Emergency-Management---Georgetown-University-s-Office-of-Emergency-Management_JR07198) Director of the Office of Emergency Management

Portland Community College - (URL: <https://pcc.csod.com/ats/careersite/jobdetails.aspx?site=16&c=pcc&id=267&m=-5&u=265&lang=en-US>) Public Safety Lieutenant

The National Academies of Sciences, Engineering and Medicine –, (URL: https://nas.wd1.myworkdayjobs.com/en-US/NAS_Careers/job/Keck-Center/Program-Director-Resilient-America_R0000484) Resilient America Program Director

Internship, Scholarship and Grant Opportunities

The National Institute on Disability, Independent Living and Rehabilitation Research (NIDILRR) in HHS announces the following grant opportunity:

Opportunity Number: HHS-2019-ACL-NIDILRR-DPGE-0358

Opportunity Title: Disability and Rehabilitation Research Projects (DRRP) Program: Independent Living Transition Services for Youth and Young Adults with Significant Disabilities from Minority Backgrounds

Eligible Applicants: Minority Entities

Application Due Date: August 19, 2019

Estimated Total Program Funding: \$1,293,390

The purpose of the Disability and Rehabilitation Research Projects (DRRP), funded through the Disability and Rehabilitation Research Projects and Centers Program, is to plan and conduct research, demonstration projects, training, and related activities, including international activities, to develop methods, procedures,



and rehabilitation technology that maximize the full inclusion and integration into society, employment, independent living, family support, and economic and social self-sufficiency of individuals with disabilities, especially individuals with the most severe disabilities, and to improve the effectiveness of services authorized under the Rehabilitation Act of 1973, as amended (Rehabilitation Act).

Minority entities are the only applicants that are eligible to apply for this grant opportunity. Please see announcement for additional information on eligibility. Further information is available on GRANTS.GOV referencing opportunity number: HHS-2019-ACL-NIDILRR-DPGE-0358.

National Science Foundation

Graduate Research Fellowship Program (GRFP) (URL:

https://www.nsf.gov/pubs/2019/nsf19590/nsf19590.htm?WT.mc_id=USNSF_25&WT.mc_ev=click)

NSF/Intel Partnership on Machine Learning for Wireless Networking Systems (MLWiNS) (URL:

https://www.nsf.gov/pubs/2019/nsf19591/nsf19591.htm?WT.mc_id=USNSF_25&WT.mc_ev=click)

Resources

The resources below are compiled through a variety of sources and included here as interesting and relevant resources for research or classroom use. The links are provided as a convenience and for informational purposes only. They do not constitute any endorsement or approval by FEMA or the Higher Education Program.

Associated Students in Planning (ASP), Cal Poly San Luis Obispo and American Planning Association accredited club for pre-professional students Podcast with Professors series, [Episode 2](#) (URL:

<http://www.calpolyasp.com/podcasts>)

Hosted by: Professor William Siembieda

Guest: Robert Lewin, Principal at Resolute Associates, Former Cal Fire Chief for San Luis Obispo County and Director of Santa Barbara County Office of Emergency Management

PrepTalk Released, Brian Fennessy's "Building a Mission-Driven Culture"

FEMA along with its emergency management partners, released Chief Brian Fennessy's PrepTalk "[Building a Mission-Driven Culture](#)." He shares the values of a mission-driven culture and the importance of intent-based leadership in emergency management. In his PrepTalk, Chief Fennessy discusses his path to leadership and why he firmly believes that a mission-driven culture is critical to organizational success in times of chaos and during daily operations. His PrepTalk video and additional resources are available at www.fema.gov/preptalks/fennessy. Additional PrepTalks from the April 2019 symposium in Santa Rosa, Calif. will be released in the coming months.

The U.S. Environmental Protection Agency (EPA), as part of its Science to Achieve Results (STAR) program, is asking the scientific community to propose transdisciplinary research with an approach that integrates the following research questions: (1) How may certain natural disasters (e.g., wildfires, severe storms, flooding, hurricanes, tornadoes, volcanic eruptions, earthquakes or tsunamis) or changing environmental conditions (e.g., rising sea levels, higher average temperature or heat index) cause specific



chemical contaminants to migrate from certain contaminated or containment sites (e.g., hazardous waste sites, landfills, solid waste or wastewater storage or treatment facilities, industrial sites such as mines or refineries) to nearby communities and pose elevated exposure risks to vulnerable groups, especially the elderly and/or children under the age of five years? (2) What are the major contributing factors or effect modifiers, in addition to the contaminants and natural disasters or changing environmental conditions, that may exacerbate the impacts to these vulnerable groups in impacted communities? and (3) How can scientific research results specifically help communities build better resilience against the problems and issues identified above? [More information](#) can be found. (URL:

<https://www.epa.gov/research-grants/contaminated-sites-natural-disasters-changing-environmental-conditions-and>)

NEW! Assistant Secretary for Preparedness and Response (ASPR) Technical Resources, Assistance Center & Information Exchange (TRACIE) Express

The issue of [The Express](#) highlights new publications on [mass casualty trauma triage](#), [federal recovery programs for healthcare organizations](#), and the work on [medical surge and the role of accountable care organizations](#). It also highlights new [Healthcare Coalition Surge Estimator Tool](#) (and accompanying [Data Collection Form](#)); three refreshed Topic Collections ([Mental Health/Behavioral Health](#), [Responder Safety and Health](#), and [VHF/Ebola](#)); and upcoming events.

[Innovative Approach to Flood Mapping Supports Emergency Management, Water Officials](#)

Homeland Security News Wire (URL: <http://www.homelandsecuritynewswire.com/dr20190730-innovative-approach-to-flood-mapping-supports-emergency-management-water-officials>)

FEMA Podcast: Episode 42 [podcast](#) (URL: <https://www.fema.gov/podcast>), a sit down with Shawn Dahl, a forecaster at NOAA's Space Weather Prediction Center in Boulder, Colorado. Shawn sheds some light on space weather, describing what it is and how it can affect people on earth.

Calendar

Save The Date: Council for Higher Education Accreditation (CHEA) 2020 Annual Conference, January 27-29, 2020, Capital Hilton Hotel, Washington, DC.

ASPR TRACIE Webinar, August 27, 1:30-2:45 PM ET, will walk participants through an overview of new and updated resources and webpages across a variety of topics and share what's on the horizon for ASPR TRACIE. [Registration](#) (URL: <https://files.asprtracie.hhs.gov/documents/aspr-tracie-resources-review-webinar-registration-final.pdf>). For [questions or requests for assistance](#) (URL: <https://asprtracie.hhs.gov/>).

Two exclusive tours offered preconference at IAEM 2019

IAEM

Go early to the IAEM 67th Annual Conference & EMEX in Savannah, Georgia, and network with other attendees in two exclusive tours on Saturday, Nov. 16, 2019. Go behind the scenes while you tour the Georgia Ports Authority or choose to be spooked while you hear the history of all the haunted buildings in



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Savannah. For more [information](https://iaemconference.info/2019/special-events/tours/) (URL: <https://iaemconference.info/2019/special-events/tours/>) and to register for the conference, visit our [website](https://www.iaem.org/Events/Event-Info/sessionaltcd/AC19) (URL: <https://www.iaem.org/Events/Event-Info/sessionaltcd/AC19>).

Download the [FEMA App](https://www.fema.gov/mobile-app) (URL: <https://www.fema.gov/mobile-app>) to receive weather alerts from the NWS for up to five different locations anywhere in the U.S. Sign up via our free e-mail subscription service (URL: https://service.govdelivery.com/accounts/USDHSFEMA/subscriber/new?topic_id=USDHSFEMA_149) to receive notifications and information updates.

FEMA's mission is helping people before, during and after disasters.

FEMA and the EMI Higher Education Program do not endorse any non-government websites, companies, or applications.

ⁱ See United Nations, 2008: United Nations Declaration on the Rights of Indigenous People.

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>;

ⁱⁱ See Climate and Traditional Knowledges Workgroup. 2014. Guidelines for considering traditional knowledges in climate change initiatives. <https://climatetkw.wordpress.com>

ⁱⁱⁱ See Department of the Interior Policy on Consultation with Indian Tribes <https://www.doi.gov/sites/doi.gov/files/migrated/cobell/upload/FINAL-Departmental-tribal-consultation-policy.pdf>

^{iv} See K. Atkinson, Esq. Why We Consult Tribes? A Legal and Policy Perspective.

<https://www.doi.gov/pmb/cadr/programs/native/gtgworkshop/Implementing-the-Government-to-Government-Relationship>

^v See Climate and Traditional Knowledges Workgroup. 2014. Guidelines for considering traditional knowledges in climate change initiatives. <https://climatetkw.wordpress.com>

^{vi} See United Nations, 2008: United Nations Declaration on the Rights of Indigenous People.

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

^{vii} FPIC is reinforced by the ILO convention and the Committee on the Elimination against Racial Discrimination (CERD) among other legally binding agreements, by which states and their agencies are obligated to adhere.

^{viii} See Rising Voices. 2015. Third Rising Voices Workshop on Learning and Doing: Education and Adaptation through Diverse Ways of Knowing. June 29-July 1, 2015. Boulder, CO. Workshop Report.

https://risingvoices.ucar.edu/sites/default/files/rv3_report_final.pdf