Office of Private Sector

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October 2019 FBI Academia Summit; Thursday October 10th, 1:00-2:00 pm EST

This document outlines key takeaways from the working group sessions held as part of the 2019 FBI Academia Summit on October 10, 2019.

Working Group 1: Research Integrity (Webster Room)

Co-Chairs:
Michael McQuade – Vice President for Research, Carnegie Mellon University
Patrick Shiflett – Supervisory Intelligence Analyst, FBI
Elizabeth Silliman – Supervisory Special Agent, FBI Cincinnati

- Academic institutions provide information to trusted partners, but the access can be abused. Therefore, academic institutions feel that they cannot be responsible for technology once it has left the country.
- Academic institutions need buy-in from the top down to ensure appropriate engagement between external partners and faculty. Training is essential for faculty engagement, and examples or use cases are helpful for building understanding.
- Chinese investment and endowments in academic institutions are growing, and it is important to distinguish between threatening and non-threatening investment, which is mostly driven by legislation. However, academic institutions may lack critical information related to determining acceptable investors.
- Staff members are hesitant to share information about conflicts of interest for fear of retribution restricting future research grants or other funding.
- A key point of clarification when discussing research integrity at academic institutions is that the topic of "Chinese influence" is focused on the Chinese government and the Communist Party, not individual citizens.
- Training for staff about research integrity should communicate that the rules for foreign collaboration have changed in recent years to ensure that the right stakeholders are involved in addressing conflict.
- Fiduciary validation processes of federal grants at granting agencies and academic institutions identify wrongdoing and deter others from engaging in prohibited behaviors. Talent plans are no longer published, therefore increasing the importance of validation processes.
- Key messaging for leadership and faculty should include periodic information on the challenges of research integrity, as well as evolving guidance around these issues.
- The Association of American Universities (AAU) and the Association of Public and Land-grant Universities (APLU) recently sent a request for policies and guidance from its members on research integrity to support development of best practices.

- A comprehensive online training program for research faculty could establish expectations, requirements for reporting, acceptable practices, and export rules, among other areas of importance

Working Group 2: Information Systems Security (Room 1064)

Co-Chairs:
Fred H. Cate – Vice President for Research, Distinguished Professor, and C. Ben Dutton Professor of Law, Indiana University
Peter Mitchener – FBI Senior National Intelligence Officer for Cyber

- Academic institutions often face three tiers of potential victims: the institution and its infrastructure, the faculty and staff, and the students. Students are typically the most vulnerable – often it is their first time being alone and they haven't been trained on cyber security matters.
- PPD-41 provides the framework for the United States Government for dealing with cyber-attacks. The FBI is identified as the lead in threat response, and the Department of Homeland Security (DHS) is the lead for asset protection. At times, this split can lead to slower threat identification, which the FBI is actively working to improve.
- All relationships have conflict and the relationship between the FBI and Academia is no different. Building "structure" into the relationship (e.g., engaging the correct parties, determining the regularity of meetings) limits friction between the two parties. Academic institutions that have increased "structure" with their local Field Office have been able to observe a noticeable benefit. FBI Field Offices know the most about academic institutions in their areas of responsibility, and can provide the best information for them.
- Academic institutions should use multiple mechanisms to promote information sharing among faculty, such as encouraging faculty to speak to other faculty members about cyber issues. Also, academic institutions can employ the hierarchy of senior university or academic institution. officials to ensure compliance, but also provide estimates of costs incurred due to non-compliance
- Using keywords like "education" or "training" can be helpful to raise interest and awareness for information-systems security.
- As cyber threats are often regional, academic institutions may benefit from developing regional cyber consortiums with local partners (e.g., banks, insurance companies, health care providers)
- The FBI hosts a Chief Information Security Officer (CISO) academy at Quantico, with a goal to better understand and meet the needs of all CISOs.
- The Australian National University (ANU) Incident Report on the Breach of ANU's Administrative Systems (dated October 2, 2019) provides important lessons learned from a cybersecurity attack.

Working Group 3: Academic Freedom and Cultural Exchanges (Room 1228)

Moderator:
Brad Farnsworth – Vice President, Global Engagement, ACE
Co-Chairs:
Caroline Casagrande – Deputy Assistant Secretary for Academic Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State
Meredith McQuaid – Associate Vice President and Dean of International Programs, University of Minnesota System

- The Department of State (DoS) supports international students studying in the U.S. as a way to bolster diplomatic and national security of the United States, as it is important for foreign students to experience academic freedoms firsthand.
- Many international students, particularly those from China, face pressure from their governments and fear retribution for exercising academic freedom while studying in the United States
- About 50% of the success is to bring Chinese or other foreign students on campus and the other 50% is when those students make American friends The goal is for international students to have a positive social and academic experience in the United States
- Being a world-class research institution requires being open and welcoming to foreign students, but students do not naturally integrate across cultures. Therefore, it is incumbent upon academic institutions to internationalize curricula and campuses to create pathways for international students to engage with others on campus.
- Institutions of higher education should be willing and able to assure foreign students that they can safely express their ideas, even though those students may face pressure from their governments to embody nationalist ideals.
- Institutions of higher education should deliberately promote diversity in classrooms and on campus (for example: faculty assigning project teams that are internationally and socially diverse, rather than leaving it up to students to form their own groups).
- Thought leaders in academia should share best practices for promoting academic freedom and integration among international students. Internationalizing classrooms and campuses should be a sustained, deliberate effort in academia, enabled by cross-institutional sharing of successful policies
  - It is critical to share best practices or Frequently Asked Questions (FAQs) with institutions that may have fewer resources to support academic freedom and cultural exchange.
- Senior International Officers (SIOs) should advocate to administrators for building integrated academic communities to ensure foreign students have a meaningful and positive experience.
- Representatives from the Department of Justice (DOJ) and National Security Council (NSC) clarified the intent of the Foreign Agents Registration Act (FARA) as a statute of disclosure.
- The academic community would like to sustain relationships with government partners (DoS, DOJ, DHS, etc.) to keep abreast of the threat landscape, and it is then incumbent upon higher education to determine a way forward in responding to threats to academic freedom