

# WHINSEC

(Western Hemisphere Institute for Security Cooperation)



## Fiscal Year 2019 Report

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Certified by: WHINSEC Commandant  
(Colonel John Dee Suggs)

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## Executive Summary

The purpose of this Congressional report is to comply with the regulatory requirement to report the Western Hemisphere Institute for Security Cooperation's annual activities as outlined in Title 10, United States Code, Section 343. This report includes efforts to address recommendations from the 2018 Board of Visitors (BoV) meeting; fiscal year 2019 challenges and accomplishments; and the way ahead for fiscal year 2020. As required by law, the Western Hemisphere Institute for Security Cooperation (WHINSEC) continues to provide professional education and training to eligible personnel from countries of the Western Hemisphere within the context of democratic principles while fostering and promoting mutual knowledge, transparency, confidence, cooperation, values, and respect for human rights.<sup>1</sup> In fulfillment of this Congressional mandate, WHINSEC provides more than eight hours of human rights training to all students and faculty. The Institute's curricula fulfill U.S. Law and regulations consistent with U.S. National Security interests in the Western Hemisphere, while adhering to current U.S. Army doctrine. The members of our federally appointed Board of Visitors (BoV), the Leadership of U.S. Training and Doctrine Command (TRADOC), and our key stakeholders from the Department of State (DoS) and the Geographic Combatant Commands (GCC) continue to provide guidance and direction that center our efforts on Education, Cooperation, and Winning the Competition of Ideas with our Great Power Competitors. TRADOC, the Combined Arms Center (CAC), and the Maneuver Center of Excellence (MCOE) continue to ensure that WHINSEC receives adequate resources to operate.

During fiscal year 2019, WHINSEC educated and trained 1,190 students from 24 Partner Nations, with 25 iterations of its 17 resident courses. Funding for WHINSEC came from a combination of Operational Funds (OMA) and Security Assistance Funds (SA). The combination of those is projected at \$10.1 million for fiscal year 2020. This continues a downward trend over the last decade from \$13.4 million in fiscal year 2010. Some of the reduction has come from efficiencies that allowed for budget reductions. However, the overall driver of the downward trend is a reduced student population.

WHINSEC's instructor positions remained filled at a sustainable rate and are augmented by the only Partner National Instructor Program in the Department of Defense. The Institute's instructors come from 17 countries and represent Army, Navy, Airforce, Marine, and Police security forces. WHINSEC continues its commitment to innovating excellence in education, research, and public service. WHINSEC's accrediting and certifying agencies include:

1. Chairman, Joint Chiefs of Staff (CJCS) for Joint Professional Military Education
2. United Nations Department of Peace Operations, Integrated Training Service, Policy, and Evaluation for Peacekeeping Operations Certification
3. North Central Association of Colleges and Schools - Higher Learning Commission (NCA-HLC)
  - a. US Army Training and Doctrine awards certificates in all 17 WHINSEC courses.

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<sup>1</sup> U.S. Code § 343. Western Hemisphere Institute for Security Cooperation.

## Overview



The Western Hemisphere Institute for Security Cooperation, located at Fort Benning, GA, provides professional military education and training to eligible U.S. and Partner Nation Joint, Interagency, Intergovernmental, and Multinational (JIIM) organization personnel. Since 2001, WHINSEC has championed human rights and democracy by developing a new generation of ethical leaders to confront the uncertain and complex security challenges of the Western Hemisphere. Its education and training promotes innovative critical thinking built on basic respect for human rights. It encompasses education at all levels, ranging from tactical training to advance theory on the application of military doctrine in nationally and regionally accredited graduate level master's degree programs. For almost 20 years, WHINSEC has been the professional military education center of excellence for the Americas, graduating 1,200 – 1,900 military, police, and civilian students from across the Hemisphere annually.

### Mission

**Train, educate, and develop ethical leaders to strengthen democratic partnerships in the Western Hemisphere.**

### Vision

**We strive to strengthen the mutual defense of our hemisphere; one ethical leader at a time.**

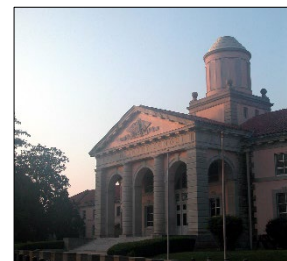
## History



The Western Hemisphere Institute for Security Cooperation opened on January 17, 2001 in Ridgway Hall, the original home of the Army's Infantry School and Fort Benning headquarters.

From March 2004 to July 2008, the Institute adopted the instructional model of the Command and General Staff College, Combined Arms Center, Fort Leavenworth, Kansas.

As Fort Benning transitioned to the Maneuver Center of Excellence (MCoE) in 2008, the Institute moved to Collins, Lewis, and Greene Halls, with modular buildings to house classrooms. WHINSEC re-organized into three components, or schools: The School of Professional Military Education (SPME), School of Specialized Studies (SSS), and the Roy Benavidez NCO Academy (NCOA).



campus consolidation.

On July 2010, a permanent campus was selected on the site of the historic Fort Benning Station Hospital. On April 16, 2014, the campus was dedicated, featuring a state-of-the-art academic environment with 21st Century classrooms. In October 2017, the School of Leadership and Tactics moved into Miller Hall, completing the Institute's

In April 2014, the Center for Human Rights and Democracy was chartered to meet the emerging needs and wants of Partner Nation leaders for broader world-class human rights instruction.

In April 2019, WHINSEC demonstrated its commitment to world class education by establishing an office of Academic Dean.

In October 2018, the position of Law Enforcement Agency (LEA) Deputy Commandant integrated into the organizational structure of WHINSEC.

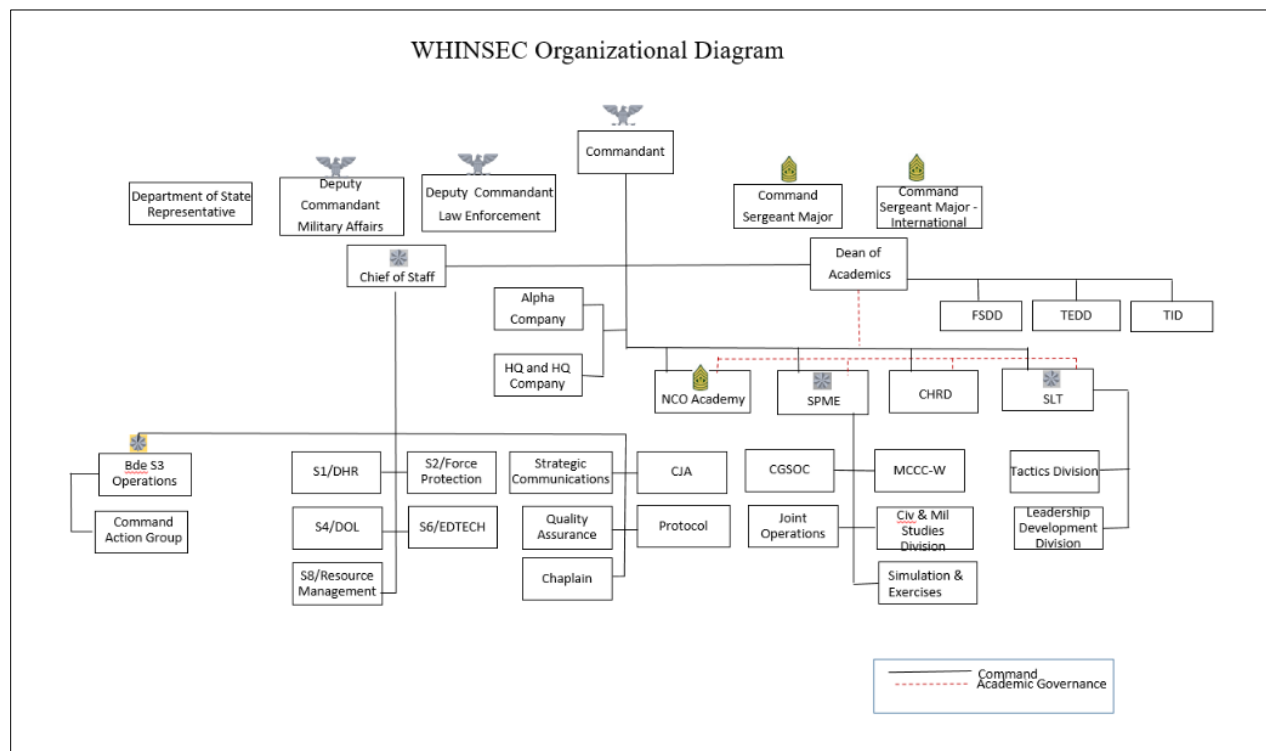
Since 2001, WHINSEC faculty and staff have trained and educated more than 24,000 students—military, law enforcement, and civilian—representing 36 countries. WHINSEC students and faculty have earned 188 Master's degrees, 135 through civilian university partnerships with WHINSEC and 53 Masters of Military Arts and Science through TRADOC. WHINSEC strives to demonstrate respect for each country's unique culture and leadership role in the Americas. The Institute holds dedicated independence celebrations for each of its partner nations, culminating with an annual international festival.





## Organizational Structure

The Institute's multi-national and multi-agency Command Team includes a U.S. Army Commandant, two Partner Nation (PN) Deputy Commandants (military and law enforcement), a U.S. Army Command Sergeant Major, and a PN Command Sergeant Major. The Command Team and the WHINSEC Dean of Academics lead the staff to support the Institute's center of gravity, its instructors/instruction. WHINSEC's organizational structure consists of two schools, one academy, and one center: (1) the School of Leadership and Tactics (SLT); (2) the School of Professional Military Education (SPME); (3) the Roy P. Benavidez Noncommissioned Officer Academy (NCOA); and (4) the Center for Human Rights and Democracy (CHRD).



## Academics



Dean Reyna

The WHINSEC curricula is derived from the Congressional mandate codified in 10 U.S.C. 343. The Institute's curricula includes instruction on leadership development, counterdrug operations, peace support operations, and disaster relief. The design and subject matter of courses originate from existing U.S. doctrine surrounding U.S. foreign policy objectives, the theater security cooperation strategies of USSOUTHCOM and USNORTHCOM, and needs articulated by partner nations. With an enduring dedication to the pursuit of excellence, WHINSEC offers unparalleled student experiences across a broad spectrum of academic environments. WHINSEC is devoted to excellence in teaching and learning to develop ethical leaders, from across the Joint, Interagency, Intergovernmental, and Multinational organizations, who, through education and training, make a positive difference in the world.

### Curricula

In FY19, WHINSEC conducted 15 of 17 resident courses of instruction consisting of 25 course iterations (4% decrease from 2018) that included training and educating 1,190 students (7% decrease from 2018) from 24 eligible countries. The WHINSEC curricula include a Congressionally-mandated minimum of at least 8 hours of instruction on Human Rights and Democracy.

*Note: Annex 1 shows a list of course titles with a summarized description of each.*

FY19 WHINSEC Graduates				
Course	Number of Courses	U.S.	Partner Nations	Total
School of Professional Military Education (SPME)	6	82	173	255
School of Leadership and Tactics (SLT)	6	17	760	777
Non-Commissioned Officer Academy (NCOA)	3	0	136	136
Center of Human Rights and Democracy (CHRD)	2	0	22	22
<b>Total</b>	<b>17</b>	<b>99</b>	<b>1091</b>	<b>1190</b>

### Accreditation

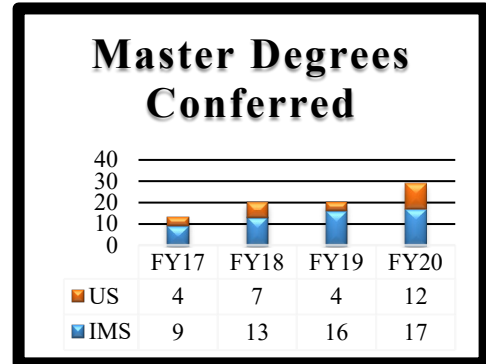
WHINSEC complies with Army Regulation 350-1 (Army Training and Leader Development) to meet institutionally accepted standards in accordance with higher headquarters guidance. The Institute strives to comply with governing regulations and Army policies to develop security force personnel with the competency needed to face today's unique challenges. WHINSEC's internal Quality Assurance Office (QAO) processes ensure compliance with U.S. Army Training and Doctrine Command standards and maintain quality educational and training programs.

WHINSEC continues its commitment to innovating excellence in education, research, and public service. WHINSEC accrediting and certifying agencies:

- Chairman, Joint Chiefs of Staff (CJCS)
  - o Awards Joint Professional Military Education (JPME) Phase I credit



- Grants JPME Phase II certification for graduates of the School of Advanced Military Studies (SAMS) program
- United Nations Department of Peace Operations, Integrated Training Service, Policy and Evaluation
  - Awards United Nations Staff a Peacekeeping Operations Certification
- North Central Association of Colleges and Schools - Higher Learning Commission (NCA-HLC)
  - Awards the Master of Military Art and Science (MMAS)
  - Grants graduate credit for two certificate programs
    - Command and General Staff Officer Course (CGSOC) Common Core
    - CGSOC Advanced Operations Course (AOC)
- TRADOC
  - Awards Certificates in all 17 WHINSEC courses



## Faculty and Staff

WHINSEC continually strives to maintain itself as a Joint Interagency Intergovernmental and Multinational institution with a faculty and staff from diverse backgrounds and expertise. Currently, WHINSEC has 207 authorized positions to include Partner Nation Instructors (PNI).

Partner Nation Instructors (PNI) offer subject matter expertise, extensive professional experience and provide for a multicultural learning environment. The Institute is authorized to fund a portion of the living and moving expenses of most PNIs and is also authorized to accept, at no cost to the U.S.

Government, the services of additional PNIs from Partner Nations. The PNIs form more than one-third of the faculty, allowing for tremendous sharing of information across borders while ensuring the Institute remains relevant and effective in the context of regional security cooperation.as shown below:

Note: The US Airforce and US Marine Corps billets at WHINSEC were removed from the Joint Duty Assignment List (JDAL) last year. This makes it difficult to fill these positions. WHINSEC is re-competing these billets for Joint credit, which will increase the interest of sister-services in filling the positions.



## Faculty & Staff Development Division (FSDD)



Mr. Ossa

The Faculty & Staff Development Division (FSDD) of WHINSEC prepares our multinational faculty of excellence to deliver the Experiential Learning Model (ELM), a student-centric five-step transformational experience. FSDD places emphasis on supporting faculty with instructional services and workshops that strengthen research, teaching, and professional advancement.

FY19 Faculty & Staff Development Division		
Courses	U.S. Personnel	Partner Nations Personnel
Army Learning Model (ALM) FY19	16	85
Army Learning Model (ALM) FY18	0	70
<b>Total</b>	<b>16</b>	<b>155</b>

### Highlights FY19

#### World Class Instructor Development

- **17 Common Faculty Development – Instructor (CFD-IC) courses**
  - o **2018** developed 70 new instructors during 10 course iterations in Spanish
  - o **2019** developed 101 new instructors during 10 courses iterations in both, Spanish and English
  - o Select course iterations (English) were conducted in support of the Maneuver Center of Excellence (MCOE) Faculty Team, enabling them to meet demand and a reduced instructor waiting time

#### Supporting Regional and Operational Units

- Conducted a Mobile Training Team (MTT) in support of the 7<sup>th</sup> Special Forces Group, Eglin Airforce Base, FL
- Provided training and education to military members from a variety of operational units to include:
  - o 95<sup>th</sup> Civil Affairs Battalion (BN)
  - o 1<sup>st</sup> Psychological Battalion
  - o 1<sup>st</sup> Security Forces Advisor Brigade
  - o Task Force 1-28<sup>TH</sup> IN as part of pre-deployment operations (gaining language and cultural immersion)

### Highlights FY19 (Cont.)

#### **Building Partner Nation Capacity**

- Added two (2) multi-national permanent staff as Train the Trainer (T3), one (1) from Brazil and one (1) Peru
  - o Intended to assist Partner Nations in the integration of T3 expertise and best practices in their home military academic institutions

### Way Ahead

#### **Instructor Development Expansion**

- Scheduled to conduct two (2) MTTs in support of Special Operations Command South (SOCSOUTH)
  - o One (1) MTT to Bogota, Colombia (December 2019)
  - o One MTT to Lima, Peru (May 2020).
    - Peru is in the process of transitioning from a legacy teaching methodology (instructor centric) to the Experiential Learning Model (ELM), (student-centric)

## Student Origins



WHINSEC students are Joint Military, Intergovernmental, and Multinational personnel from the member states of the Organization of American States. WHINSEC does not select its international students. Individual countries nominate students vetted by their respective U.S. Embassies.



## School of Professional Military Education (SPME)



LTC Galligan

The School of Professional Military Education (SPME) offers six (6) professional military education and civil-military courses.

FY19 School of Professional Military Education		
Courses	U.S. Personnel	Partner Nations Personnel
Command and General Staff Officer Course (CGSOC)	76	59
Maneuver Captains Career Course-WHINSEC (MCCC-W)	6	19
Joint Operations Course (JTO)	0	27
Interagency Crisis Action Planning Course (ICAP)	0	27
United Nations Staff & Peace Keeping Operations (UNSPKO)	0	28
Joint Logistics and Security Assistance (JLSAC)	0	13
<b>Total</b>	<b>82</b>	<b>173</b>

*Note: Annex 1 shows a list of course titles with a summarized description of each.*

### Highlights FY19

#### World-Class Partner Nation Instructors: A Pursuit of Excellence

- Promoted 10 instructors to Assistant Professor (6 PNI & 4 US)
- TRADOC educator of the year within CGSOC, 2015 & 2018
- Iron Pen Award – writing excellence/encouraging publishing opportunities

#### Developing Tomorrow's Ethical Leaders

- Faculty and students are **now key senior leaders in their countries**
  - o CDR Luis Soto of Peru, Commander of the Peruvian dive school
  - o BG Dusty Schultz, U.S. Army: First WHINSEC CGSOC graduate to attain rank of Brigadier General

**MMAS  
Graduates: 82**

#### Increased Academic Rigor and Opportunity

- Additional **Skill Identifier** (ASI): 6Z, Strategist
- Added new Support Operations (SPO) **certification**
- **New Masters of Military Arts and Science (MMAS) Concentrations**
  - o Western Hemisphere Security Studies
  - o Strategic Studies
  - o **Continued growth:** 4 to 29 graduates in an eight (8) year period (2011 to 2019)
- Three (3) students applying for FY20 School of Advanced Military Studies (SAMS)

**ASI 6Z  
"Strategist"**

### Highlights FY19 (Cont.)

#### **Operational Force Support and Doctrinal Expertise**

- 2/7th SFG PLANEX support at Camp Bull Simons, Eglin AFB, FL
- Support to 1st & 4th SFAB / 1st Psychological Operations Battalion / 98th Civil Affairs Battalion
- SOUTHCOM PANAMAX and Traditional Commander's Activities (TCA)

#### **Peacekeeping Support**

- Training and Education Collaboration with United States Permanent Mission at the United Nations (USUN) and US Military Observer Group (USMOG)
- Obtained observer member status at the Latin America Peacekeeping Training Centers (ALCOPAZ) pre-planning Conference

#### **Joint, Interagency, Intergovernmental, and Multinational (JIIM) Representation**

- Department of State and Customs and Border Protection students
- Multinational faculty and students from all Services

**Renewed three (3) Academic Agreements** with Troy University, Florida Institute of Technology, and Regent University (3 x Cadre received Fellowships to Emory University)

### Way Ahead

**Strengthen partnerships and relationships** with instructors and students from Ecuador and Argentina.

**Improve allied / operational force interoperability** while maintaining quality instruction.

**Maintain proponent agencies accreditations and relations**

#### **Tell our story**

- SPME strengthens partnerships and builds agile and adaptive leaders through education promoting democracy and human rights to deter threats to our hemisphere

## Non-Commissioned Officer Academy (NCOA)

CSM Lopez



1SG Kremer

The Master Sergeant Roy P. Benavidez Non-Commissioned Officer Academy (NCOA) enhances the culture of professionalism of the region's security forces at the Non-Commissioned Officer (NCO) leadership level, empowering all throughout the Western Hemisphere. NCOA offers three (3) leadership courses.

FY19 School of Professional Military Education		
Courses	U.S. Personnel	Partner Nations Personnel
Small Unit Leader Course (SULC)	0	62
Noncommissioned Officer Professional Development (NCOPD)	0	74
Senior Enlisted Advisor course (SEA)	0	0
<b>Total</b>	<b>0</b>	<b>136</b>

*Note: Annex 1 shows a list of course titles with a summarized description of each.*

### Highlights FY19

**Integrated the first female NCOA Deputy Commandant in support of a focused gender integration initiative**

**NCOA consistently fills SULC and NCOPD courses at max capacity: a success story**

#### **NCO Professional Development Engagements Results**

- Development and reinforcement of a professional Corps of NCOs in the Western Hemisphere
- Greater engagement from the officer corps education with NCO duties and responsibilities
- An improved command team (Commandant and Senior Enlisted Leaders) relations

#### **Partner Nations Engagements**

##### **- Brazil**

- o Instructor achieved Train-the-Trainer certification through the U.S. Common Faculty Development-Instructor Course (CFD-IC)
- o Sharing lessons-learned, capabilities and methodology of both NCO Education System teaching methods

##### **- Dominican Republic**

- o Ongoing 6-year partnership to establish an NCO Academy
- o Doctrine, force structure, and development incorporation into Program of Instruction
- o NCO ranks re-structure review with WHINSEC assistance
  - Addition of three new NCO ranks to mirror SSG/SFC, MSG/1SG, and SGM/CSM

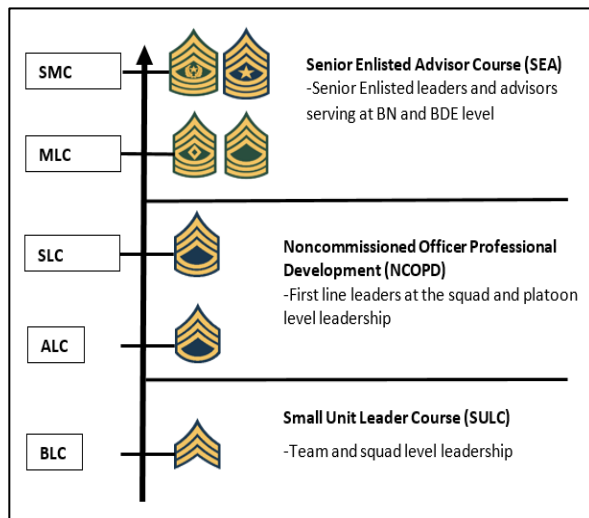
## Highlights FY19 (Cont.)

### - Panama

- Collaborative engagements due to NCO empowerment fading over the years
  - Senior NCO knowledge and experience exchange with mid-level officers
  - Creating a doctrine-based NCO professional development model
  - Exploring a plan to establish NCO Academy with WHINSEC assistance

### - Costa Rica

- WHINSEC partner of choice for train-the-trainer platform to pursue NCOPD improvement
- Working relationship established to identify NCO professional development shortfall
- Developing a stronger NCO ranks restructure
- Exploring a plan to support the establishment of a NCO Academy



**Note:** Rank requirement for SEA, NCOPD, and SULC courses

## Way Ahead

### Senior Enlisted (SEA) Program of Instruction (POI) Enhancement

- Review for relevancy
- Redesign to better align learning outcomes from Master Leader Course (MLC), Battle Staff and Sergeant Major Course (SMC)
- Adjust course length to 7 weeks

### Caribbean Countries Student Participation Initiative

- Shift NCOPD-E start date to facilitate Caribbean countries fiscal scheduling

### Curriculum Development Initiative

- Include more civil authorities/ law enforcement content into POI to help attract more students
- Include gender integration lessons to all three (3) courses (SULC, NCOPD, and SEA)

### Instructors Expansion and Integration Initiative

- Increase female instructors participation
- Integrate Law Enforcement Agency (LEA) instructor participation



## School of Leadership and Tactics (SLT)



MAJ Rivera

The School of Leadership and Tactics (SLT) offers six (6) courses on the area of leadership and tactics. The school has two (2) divisions: Tactics Division and Leadership Division.

FY19 School of Leadership and Tactics Graduates			
Division	Courses	U.S. Personnel	Partner Nations Personnel
Tactics Division	Countering Transnational Threats (CTT)	0	78
	Transnational Threat Network Intelligence Analysis (T2NIA)	0	69
	Joint Disaster Response Techniques course (JDRT)	0	19
	Medical Assistance Course (MEDAC)	0	42
Leadership Division	Cadet Leadership Development (CLD)	17	378
	Cadet Professional Development (CPD)	0	174
<b>Total</b>		<b>17</b>	<b>760</b>

*Note: Annex 1 shows a list of course titles with a summarized description of each.*

### Highlights FY19

**Agile interagency engagement allowed the rescheduling of a Cadet Leadership Development course** for 103 Honduran Army Cadets unable to attend programmed offering due to last minute quarantine.

**The Chilean Army included elements of operational environment and exercise mission command simulations** into their training with the support of WHINSEC and Fort Benning Clark Simulation Center.

**Costa Rica Police graduates implemented doctrinal concepts** from the Counter Transnational Threats (CTT) Course during the capture of a High Value Target (HVT) in broad daylight enhancing public trust.

**Colombian graduates incorporated Customs and Border Protection (CBP) and Drug Enforcement Administration (DEA) operational knowledge** gained through Transnational threat Network Intel Analysis Course (T2NIA) to capture of two (2) HVTs.

### Highlights FY19 (Cont.)

**SLT enhanced the development of the Joint Disaster Response Techniques Course (JDRT)** through knowledge gained from Chilean and Ecuadorian experts on high-risk rescue operations and earthquake first response.

**WHINSEC incorporated current trends, lesson learned, and educational initiative to the Army National Guard, Medical-Subject Matter Expert Exchange (SMEE)** providing an open dialogue and foundation for the development of a Multi-Domain Medical Operations course/training.

**WHINSEC prepared the first female combat medic instructor from the Paraguayan Army** to teach at the newly established Combat Medic Assistance Course located at the Infantry School in Cerrito Department of Alto Paraguay.

### Way Ahead

**Shorter cadet courses** to better integrate Law Enforcement Cadets and **further utilization of the U.S. Army Learning Model (ALM) 2020-2040 Science and Technology.**

**Conduct a final exercise with** Naval Small Craft Instruction and Technical Training School (NAVSCIATTS) **and** Special Forces (SOF).

Transnational Threat Network Intelligence Analysis (T2NIA) **Course update** to integrate simulation of intelligence scenarios in Large-Scale Combat Operations (LSCO).

**Launch of newly developed JDRT** course in FY20.

**Modernize the Medical Assistance Course (MEDAC) Program of Instruction (POI)** with emphasis on equipment and training standardization and integration of Multi-Domain Operations.

## Center for Human Rights and Democracy (CHRD)



Mr. Raimondo, J.D., LL.M.

The Center for Human Rights and Democracy (CHRD) centralizes, develops, synchronizes, and coordinates all the human rights, democracy, and ethics instruction at WHINSEC for both students and faculty. CHRD's human rights and democracy curricula focuses on pertinent topics and issues that impact service members, law enforcement officials, and government civilians of the Western Hemisphere.

FY19 School of Professional Military Education		
Courses & Engagements	U.S. Personnel	Partner Nations Personnel
International Operational Law (IOL) Course	0	22
Human Rights Train the Trainer (HR-T3)	24	22
<b>Total</b>	<b>24</b>	<b>44</b>

*Note: Annex 1 shows a list of course titles with a summarized description of each.*

### Highlights

#### Human Rights / Democracy Train-the-Trainer

- Several iterations to prepare WHINSEC's faculty
- Support to the Naval Small Craft Instruction and Technical Training School (NAVSCIATTS) personnel's development at their facilities

#### Subject-Matter Expert Exchanges (SMEEs)

- Three (3) SMEEs with Honduran Armed Forces legal advisors to develop strategies for personnel development
- Hosted SMEE with Human Rights Program Directors and Curriculum Developers from Central American countries to identify educational best practices and lessons learned
- Facilitated SMEE in Dominican Republic with the Graduate School of Human Rights and International Humanitarian Law to discuss methodology technique of human rights education and training

**Hosted a Women, Peace, and Security Panel Discussion** for CGSOC, in collaboration with NORTHCOM. Guest speakers from the U.S. Department of State, the Washington Office on Latin America, the Organization of American States, and the US Air Force Academy

**IOL course included an LGBT panel discussion** on the importance of inclusiveness to democratic societies

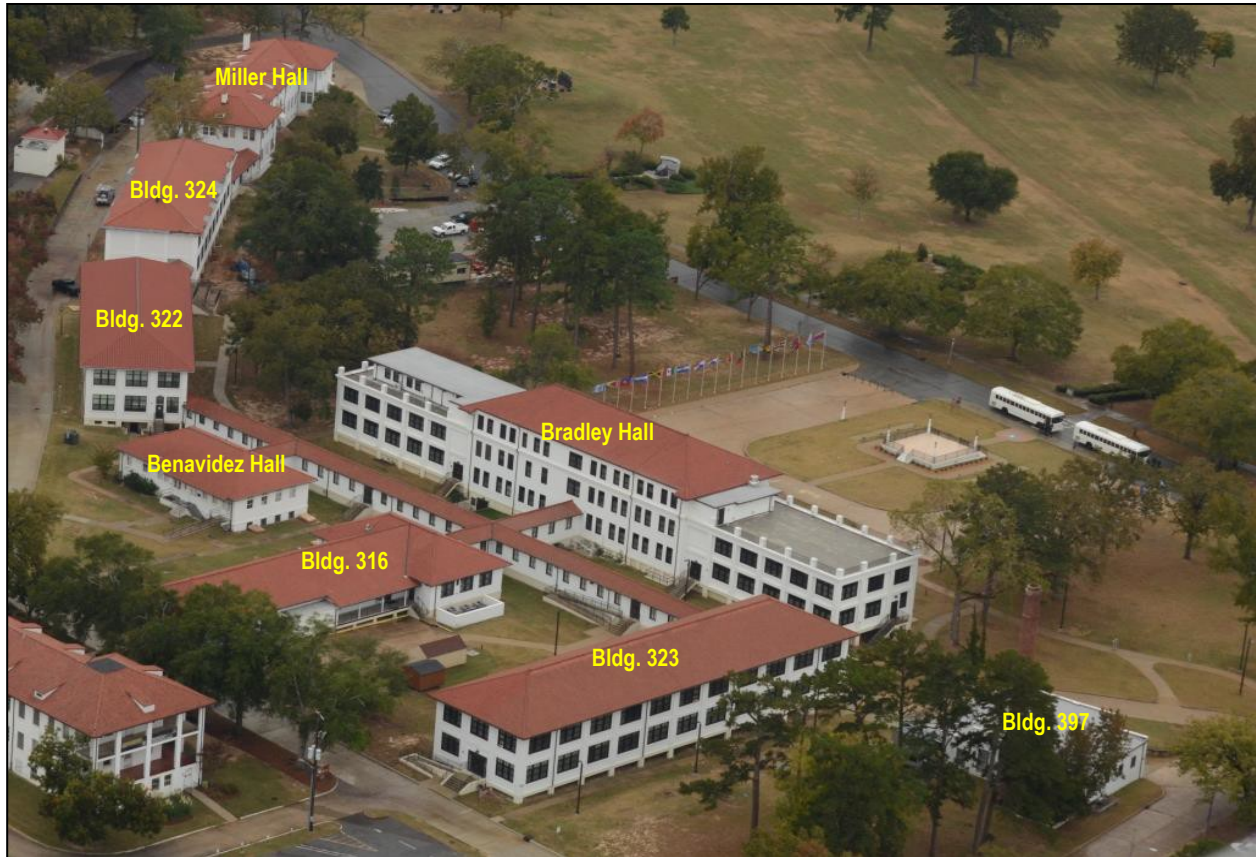
### Highlights (Cont.)

- **Delegates from the International Committee of the Red Cross facilitated a seminar** on the use of military lethal force issues during law enforcement operations for WHINSEC human rights instructors
- **Class content review** of WHINSEC's Human Rights Course with SOUTHCOM's human rights office

### Way Ahead

- **Develop a practical human rights guide** for commanders, law enforcement and military personnel
- **Collaborate with human rights NGOs** in conducting CHRD courses
- **Advance an operational experiences and lessons learned improvement initiative** to collect students' experiences during deployments
- **Host a visit from the Board of Visitors' Sub-Committee on Education and Training** to discuss content and methodology of human rights and democracy curricula

## WHINSEC Campus



WHINSEC completed its campus consolidation in what was once the original Fort Benning Station Hospital, constructed in the 1920s. The physical layout of the Institute is contained within eight structures centered on Bradley Hall, which houses sixteen state-of-the-art classrooms and the institute's headquarters.

Benavidez Hall, home to the Roy P. Benavidez NCO Academy was dedicated in 2014 in honor of the Medal of Honor recipient. Miller Hall, completed in 2017, houses the School of Leadership and Tactics (SLT). The School of Professional Military Education (SPME), housed in Bldg. 324, utilizes the large classrooms and auditorium layout in Bldg. 396 to host guest speakers or instruction. The Learning Resource Center, Translation/Interpretation, Faculty and Staff Development, Educational Technology Divisions, and Primary Staff are located in Bldgs. 322 and 323, respectively.



## Field Studies Program (FSP)

The Department of Defense Field Studies Program (FSP) provides an opportunity for the International Military Student (IMS) to become familiar with the United States' culture, institutions, and ideals. The program further increases IMS awareness of the U.S. commitment to basic principles of internationally recognized human rights. As part of the FSP, WHINSEC immerses its IMS in a two-day experience designed to generate a greater understanding of the U.S. democratic way of life. FSP events are an extension of the classroom, mandated by regulation in the following categories:

Events:

- a. Diversity and American Life
- b. Human Rights
- c. U.S. Government Institutions or Political Processes
- d. Free Market and Judicial System
- e. Education
- f. Health and Human Services
- g. Media or Freedom of expression
- h. International Peace and Security

### Highlights from 2019:

**16-17 Jan 19:** Atlanta, GA; National Center for Civil and Human Rights Museum, the Breman Museum: Jewish Heritage, World of Coca Cola, and Georgia Aquarium



**26-26 Oct 19:** Noncommissioned Officer Professional Development (NCOPD) Course -- Atlanta, GA (CNN, Jewish heritage Museum, Museum of Human and Civil rights, Georgia Aquarium)



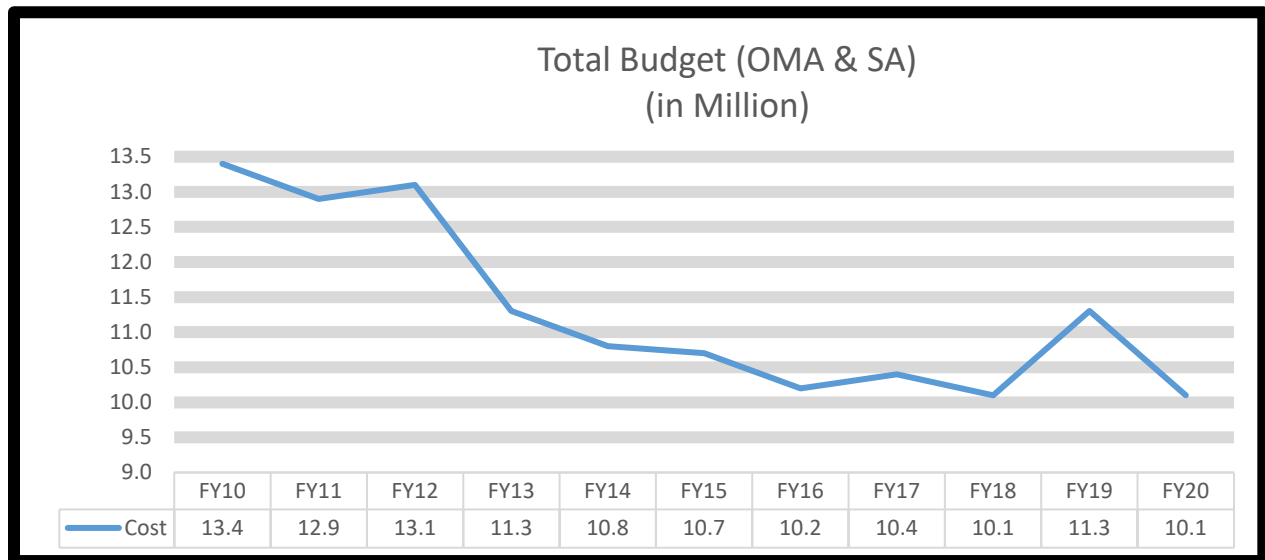
Students at CNN Studio Center



Students at Jewish Heritage Museum



## Budget



Funding for WHINSEC came from a combination of Operational Funds (OMA) and Security Assistance Funds (SA). The combination of those is projected at \$10.1 million for fiscal year 2020. This continues a decade long downward trend. Some of the reductions in the WHINSEC budget during the last decade has come from efficiencies that allowed for budget reductions. However, the overall driver of the downward trend is a reduced student population.

The 2019 training numbers reflect reality. Although WHINSEC only educates students from the Western Hemisphere, it is the largest trainer of foreign military students for all Army quotas. Fifteen percent of all Army-trained IMS for fiscal year 2019 were trained at WHINSEC. At the same time, less than one-tenth of a percent (.007%) of security assistance training funds were used to train these students.

The costs associated with training IMS at WHINSEC is miniscule compared to the training rate. The conclusion is that every unfilled seat during the training year is an exponential loss for the US and our foreign partners. During fiscal year 2019, 1,190 of a possible 1,582 students were trained at WHINSEC. This 75% student fill rate represents 25% of WHINSEC unrealized student education and training potential.



## From the Commandant



As required by law, the Western Hemisphere Institute for Security Cooperation continues to provide professional education and training to eligible personnel from countries of the Western Hemisphere within the context of democratic principles while fostering and promoting mutual knowledge, transparency, confidence, cooperation, values, and respect for human rights.<sup>2</sup>

As the newly arrived Commandant, I have found that the question most often posed to me is, "Why is the mission of WHINSEC so important that Congress would write a law to formalize its creation?" I think the answer is simple. The U.S. Government understands the formidable and formative power of education. Education is so powerful a means of positive impact on our international partners and allies that Congress has determined that it requires oversight. Which is the purpose of this Annual Report to Congress.

The members of our federally appointed Board of Visitors (BoV), the Leadership of U.S. Army Training and Doctrine Command (TRADOC), and our key stakeholders from the Department of State and the Geographic Combatant Commands continue to provide guidance and direction that center our efforts on Education, Cooperation, and Competition.

Problem-posing education, as the foundation of modern critical pedagogy, solves the student–teacher contradiction by recognizing that knowledge is not deposited from the teacher to the student, but is instead formulated through dialogue between the two.<sup>3</sup> This premise is exponentially more powerful in practice at WHINSEC where the dialogue includes students and teachers from various cultures, nations, races, and ethnic backgrounds expressing their ideas in several languages. The mechanism that we use to gain these benefits is the Experiential Learning Model (ELM). This model provides a framework to support adult learning. It creates knowledge by grasping experience and transforming it into actionable information. Because our core capacity is educating, our instructors and curriculum are WHINSEC's center of gravity.

A "Spirit of Cooperation" engendered by education is the centerpiece of our support to the Global Combatant Commanders and the Department of State. Both uniformed and civilian security force partners share with us, learn from us, and teach us. As we share U.S. doctrine, best practices, and lessons-learned, we facilitate cooperation and preparedness to act in unison as we face regional, hemispheric, and global security challenges.

We are in the midst of a "Competition of Ideas." Regardless of how the discussion is framed (Phase Zero Operations, Setting the Operating Environment, or Competition below the Level of Conflict), we are in a competition of ideas with our great power rivals in our own hemisphere. Our world class Instructors, instruction model, and our dedication to democratic principles are our advantage. We will win this competition. Winning Matters!

Sincerely,

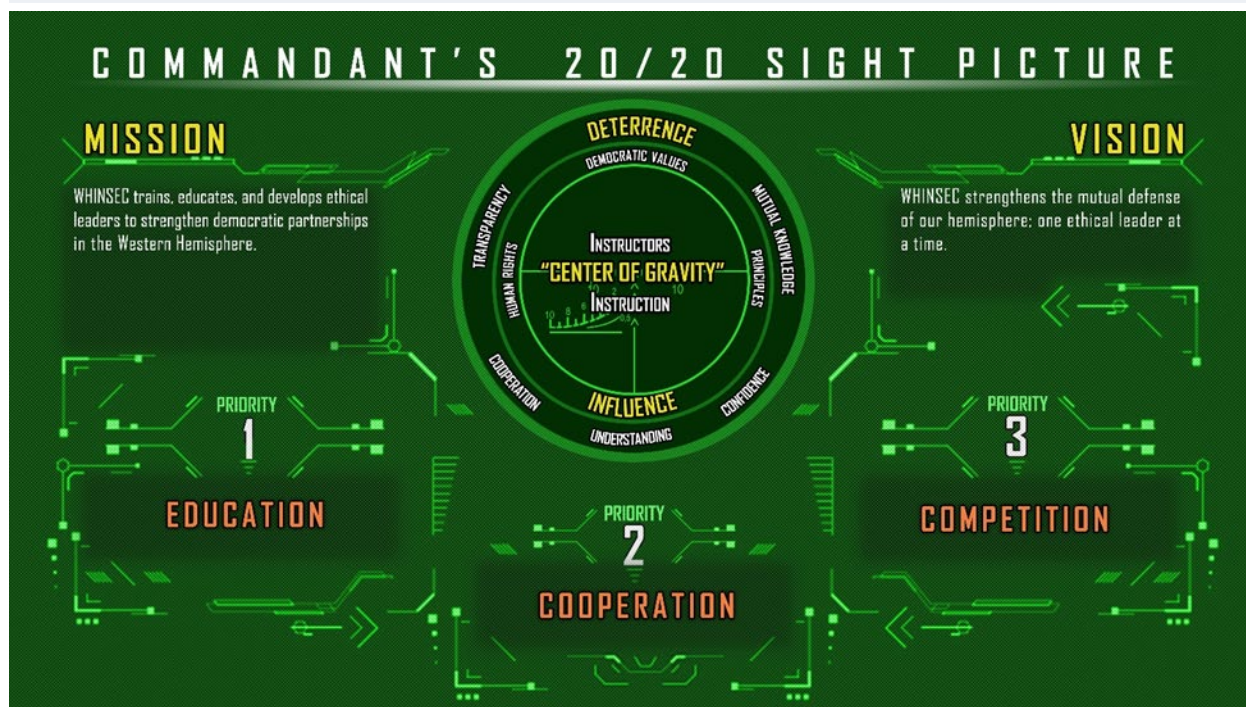
*John Dee Suggs Jr.*  
JOHN DEE SUGGS, JR.  
COL, USA  
Commandant

<sup>2</sup> U.S. Code § 343. Western Hemisphere Institute for Security Cooperation.

<sup>3</sup> Peter McLaren, "A Pedagogy of Possibility: Reflecting Upon Paulo Freire's Politics of Education" 1999. Pg. 51



## Commandant's 20/20 Sight Picture



### EDUCATION

- Focus on World-Class Instructors and Instruction as our center of gravity
- Educate and develop ethical, agile, and innovative leaders
- Provide COCOMs the advantage of our laser focus on training and education to deliver the strategic effect of hemispheric partnership development

### COOPERATION

- Foster a spirit of cooperation with every agency that we touch to promote the mutual defense of the hemisphere
- Cooperate with other military and civilian institutes of higher learning to expand cooperative degree programs
- Increase cooperation with international civilian security forces to enhance our ability to promote democracy and human rights within their ranks

### COMPETITION

- Contribute peer reviewed research to win the competition of ideas in favor of democratic principles
- Export the US Army Instructor Model to enable our hemispheric partners to build their own culture of research, critical thinking and problem solving

### ENDSTATE

WHINSEC educates and trains eligible military, law enforcement agency, and civilian personnel from nations of the Western Hemisphere; returning them as agile, adaptive, and innovative leaders, grounded in U.S. doctrine and democratic values and able to lead and shape our security environment. Strengthening the mutual defense of our hemisphere; one ethical leader at a time.

## Board of Visitors Members



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**Dr. Frank Mora (Chairman)**

Appointed by the Secretary of Defense  
Director, Kimberly Green Latin American and Caribbean Center (LACC)  
Professor of Politics and International Relations, Florida International University  
Former Deputy Assistant Secretary of Defense, Western Hemisphere Affairs

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**Dr. Dafna H. Rand (Vice-Chair)**

Appointed by the Secretary of Defense  
Executive Vice President for Policy and Research at Mercy Corps  
Former Deputy Assistant Secretary, Bureau of Democracy, Human Rights and Labor, U.S. Department of State

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**Sen. James Inhofe (R-OK)**

Chair, Committee on Armed Services, U.S. Senate

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**Sen. Jack Reed (D-RI)**

Ranking Member, Committee on Armed Services, U.S. Senate

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**Hon. Adam Smith (D-WA 9) Chairman**

Committee on Armed Services, U.S. House of Representatives

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**Hon. Austin Scott (R-GA 8)**

Committee on Armed Services, U.S. House of Representatives

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**Ms. Rachel Poynter**

Director of Office of Policy, Planning, and Coordination  
Bureau of Western Hemisphere Affairs, U.S. Department of State

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**Gen. Terrence V. O'Shaughnessy (USAF)**

Commander, U.S. Northern Command (USNORTHCOM)

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**ADM. Craig S. Faller (USN)**

Commander, U.S. Southern Command (USSOUTHCOM)

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**GEN. Paul E. Funk II (USA)**

Commanding General, United States Army Training and Doctrine Command (TRADOC)

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**Archbishop Timothy P. Broglio**

Appointed by the Secretary of Defense  
Archbishop for the Military Services

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**Hon. Dan Trimble**

Appointed by the Secretary of Defense  
U.S. Immigration Judge

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**LTG (Ret.) P.K. Keen**

Appointed by the Secretary of Defense  
Associate Dean for Leadership Development, Goizueta Business School, Emory University

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**Monsignor (Ret) Steve V. Carlson**

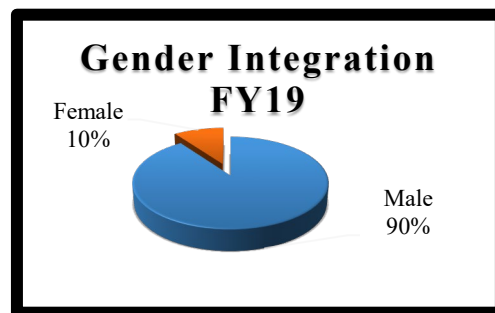
Appointed by the Secretary of Defense  
Subcommittee on Outreach. Former US Army Special Forces Officer (LATAM) and Army Chaplain  
(Subcommittee on Outreach)

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## 2019 - Board of Visitors: Recommendations



1. WHINSEC will support the BoV recommendation to alternate the meeting location of the annual update between Washington D.C. and Fort Benning, Georgia. The FY20 update will be held in the National Capital Region.
2. WHINSEC will provide administrative and operational support to a BoV led Sub-Committee on Human Rights Education and Training. The committee will focus on NGO outreach and establishing metrics for determining the effectiveness of human rights training.
3. The BoV will support Deputy Assistant Secretary of Defense, Western Hemisphere Affairs (DASD-WHA) and Department of State (DOS) efforts to gain section 333 certification for WHINSEC Human Rights Courses as requested by the USNORTHCOM and USSOUTHCOM Commanders. WHINSEC will provide administrative support, as required.
4. WHINSEC will develop a plan and brief the BoV at the next update on further refining Law Enforcement Agency (LEA) training in the WHINSEC curriculum.
5. WHINSEC will develop a plan and update the BoV on efforts to increase gender diversity (in accordance with DOS guidelines for IMET) across the WHINSEC Student Body.
6. The BoV requests the support of the USNORTHCOM and USSOUTHCOM Commanders for outreach to the JOINT Services. The BoV has interest in encouraging the USCG, USN, USAF, and USMC to fill or continue to fill their authorized billets at WHINSEC. WHINSEC will provide administrative support as required.
7. WHINSEC will provide a financial update detailing the total cost to fill average annual unfilled International Military Students (IMS) seats. The report will detail the number of FY20 purchased seats and the cost to fill the remaining seats.
8. WHINSEC will develop a communications plan and brief the BoV at the next update on efforts to promote the positive work of the Institute.
9. WHINSEC will develop a plan and brief the BoV at the next update on efforts to increase WHINSEC cooperation with the National Guard State Partnership Program (SPP) in support of COCOM objectives.





7301 Baltzell Avenue, Bldg. 396, Rm 410  
Fort Benning, GA 31905

<https://www.benning.army.mil/tenant/WHINSEC>

## Annex 1. Course Description Summary

All students receive training on human rights, specifically due process, the rule of law, civilian control of the military, and the role of the military in a democratic society.

### CENTER OF HUMAN RIGHTS AND DEMOCRACY (CHRD)

- 1) **International Operational Law (IOL):** This four-week course concentrates on aspects of international human rights law, rule of law, due process, and international humanitarian law to enhance their ability to analyze, apply, and resolve common legal issues encountered at the tactical level during successful multiagency security force operations free of violations and abuses.
- 2) **Human Rights Train the Trainer (HR-T3):** The purpose of this course is to teach instructors how to deliver an eight (8) hour block of instruction. Topics covered include human rights rule of law, due process, civilian control of the military, and the role of the military in a democratic society.

### SCHOOL OF LEADERSHIP AND TACTICS (SLT)

- 3) **Cadet Leadership Development (CLD):** This four-week and two (2) days course concentrates on U.S. Army doctrine, develops leadership skills, reinforces individual confidence, and evaluates professional competencies. Cadets phase through team development, small arms density, complex decision-making scenarios, and a fully immersive tactical scenario. Instructors evaluate Cadets both individually and collectively. Additional instructions integrate training on human rights; the rule of law, rules of engagement, due process, civilian control of the military, and the role of the military in a democratic society.
- 4) **Cadet Professional Development (CPD):** This two-week course provides an overview of U.S. Army officer training in leadership development, self-awareness, and confidence. Students receive instruction on theories of leadership, adaptive leadership, team building, troop leading procedures and introduction to map reading. They also conduct a leadership case study and a physical fitness test.
- 5) **Transnational Threat Network Intelligence Analysis (T2NIA):** This six-week course enhances students' capacity to evaluate, analyze, and strategize actions to dismantle threat networks. Students accomplish this by applying various analytical techniques in an illicit trafficking operational environment. Students learn to develop the commander's situational awareness and employ specific intelligence techniques during tactical operations while effectively focusing on local and transnational level organized crimes. This course is offered to military NCOs and officers, and equivalent law enforcement or civilian personnel.
- 6) **Countering Transnational Threats (CTT):** This 49-day course provides comprehensive and specialized training in countering transnational criminal organizations and illicit network operations at a detachment Task Force or platoon level which emphasizes tactical level planning and command and control during the effective execution of counter-transnational threat operations against realistic targets and objectives.
- 7) **Medical Assistance Course (MEDAC):** This nine-week course trains students to provide medical treatment in a variety of operational settings from the point of injury or illness through the continuum of health care.



- 8) **Joint Disaster Response Techniques course (JDRT):** This course enhances students' skills, knowledge and techniques to perform breaching operations, humanitarian assistance through urban search & rescue, and pre & post disaster structural assessments.

#### **NON-COMMISSIONED OFFICER ACADEMY (NCOA)**

- 9) **Small Unit Leader Course (SULC):** This five-week course prepares junior non-commissioned officers (NCOs) with the leadership skills, knowledge, and experience needed to be first-line supervisors of small groups within a military or law enforcement structure. Students enhance their critical thinking skills within the Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment. The course provides experience-leading teams of three to nine personnel and builds upon a student's experience gained in previous assignments or training.
- 10) **NCO Professional Development (NCOPD):** This seven-week course prepares midlevel non-commissioned officers (NCOs) to be critical and creative thinkers, armed with the technical, tactical, administrative, and logistical skills necessary to serve successfully as first-line supervisors of groups of 30 to 100 security force personnel. Students enhance the 21st Century Soldier Competencies while solving complex problems within a JIIM environment. The Institute also offers an English-language version.
- 11) **Senior Enlisted Advisor:** This ten-week course prepares senior non-commissioned officers (NCOs) to perform at higher levels of leadership in teams of 100 or more personnel or in advisory roles. The course develops the tools to visualize, describe, and execute greater responsibility throughout various Joint, Interagency, Intergovernmental, and Multinational (JIIM) environments with decision-making models and critical thinking scenarios. Students discuss ethical and human rights issues that affect the participation of security force personnel in JIIM operations. This course is not for military officers.

#### **SCHOOL OF PROFESSIONAL MILITARY EDUCATION (SPME)**

- 12) **Command and General Staff Officer (CGSOC):** This 47-week accredited course designed to educate and train midlevel Army, Sister Service, interagency, and partner nation officers to operate in complex Joint, Interagency, Intergovernmental, and Multinational (JIIM) environments as field grade commanders and staff officers. The student body includes Army, Air Force, Marines, and Navy officers from American countries to include the United States.
- 13) **Maneuver Captains Career Course-WHINSEC (MCCC-W):** This 23-week accredited course trains and develops junior military and law enforcement officers (lieutenant to captain) to become creative, agile, and self-confident combined-arms staff officers and commanders capable of successfully planning and executing missions against an adaptive enemy. Students receive training in fundamentals of leadership, troop-leading procedures, and company-level operations in infantry, heavy, and Stryker brigade combat teams. Students learn to develop company-level plans for all types of organizations in various unified land operations environments. The student body includes U.S. Army officers and completion of this course awards Military Education Level F credit requirement for U.S. Army officers.
- 14) **Joint Operations (JTO):** This eight-week course designed to educate multinational field grade officers and interagency civilians (Major to Colonel or equivalent) in Joint operations, decision-making frameworks, and planning processes through formal lectures and analyses of case studies. The course designed to develop students to function as Joint and multinational operations officers during coalition operations.

- 15) **Interagency Crisis Action Planning (IACAP):** This five-week course trains security force personnel (NCOs and officers) to serve as advisors or planners in crisis management during military operations or in post-disaster initial response activities in collaboration with the interagency and multinational community. Students train to advise decision makers for interactions with the population during crisis response activities.
- 16) **Joint Logistics and Security Assistance (JLSAC):** This four-week course prepares security forces officers (captain to colonel or equivalent) to function in assignments that involve defense logistics planning, purchasing U.S. materials and training, Joint, Interagency, Intergovernmental, and Multinational (JIIM) logistics supporting a full range of operations.
- 17) **United Nations Staff and Peacekeeping Operations (UNSPKO):** This four-week course prepares officers (major to lieutenant colonel or equivalent) to collaborate with a Joint, Interagency, Intergovernmental, and Multinational (JIIM) staff at the operational and strategic level focused on peacekeeping operations. The United Nations Department of Peacekeeping Operations and the United Nations Department of Field Support recognize this course. Most iterations of this course include a field research trip to the United Nations Headquarters in New York City.

## Annex 2. Board of Visitors Annual Meeting Minutes FY19

**1. Summary:** The Western Hemisphere Institute for Security Cooperation (WHINSEC) Board of Visitors (BoV) conducted its annual meeting on Thursday, November 7, 2019, at the Institute's campus on Fort Benning, Georgia. The agenda included updates from the WHINSEC Commandant, Deputy Commandant, School Directors, Department of State (DOS), U.S. Northern Command (USNORTHCOM) and U.S. Southern Command (USSOUTHCOM), as well as meetings with students and faculty. A public comments session was conducted in accordance with the Federal Advisory Committee Act. Mr. Thomas Cooke, Designated Federal Officer, called the meeting to order at 9:00 a.m. and adjourned at 3:30 p.m. Mr. Cooke acknowledged the attendance of Congressman Austin Scott, the designated representative of the Ranking Member, U.S. House of Representatives' Armed Services Committee. Mr. Cooke recognized other Board members in attendance to include representatives from the Office of the Secretary of Defense for Policy, U.S. Army Training and Doctrine Command (TRADOC), USNORTHCOM, USSOUTHCOM, and the Army Office of the Chief, Legislative Liaison. Dr. Dafna Rand chaired this year's annual meeting.

### 2. Board Members in Attendance:

COMMITTEE POSITION	NAME	ATTENDANCE	REPRESENTATIVE/ PROXY
<b>Designated Federal Officer</b>			
DFO	Mr. Thomas Cooke	Present	
<b>Board Members</b>			
SECDEF Appointee	Dr. Frank Mora (Chair)	Not Present	
SECDEF Appointee	Dr. Dafna Rand (Vice Chair)	Present	
SECDEF Appointee	Arch. Timothy Broglio	Not Present	
SECDEF Appointee	LTG (Ret.) P.K. Keen	Not Present	
SECDEF Appointee	Hon. Dan Trimble	Present	
SECDEF Appointee	Monsignor Steven Carlson	Present	
SASC, Ex-Officio		Not Present	
HASC, Ex-Officio	Hon. Austin Scott (R-GA-8)	Present	
DOS, Ex-Officio	Ms. Rachel Poynter	Present	
TRADOC, Ex-Officio	Gen. Paul E. Funk II	Present/Proxy	BG Stephen J. Maranian
USNORTHCOM, Ex-Officio	Gen. Terrence O'Shaughnessy	Present/Proxy	Mr. Christopher Sandrolini
USSOUTHCOM, Ex-Officio	Adm. Craig Faller	Present/Proxy	COL Luis G. Fuchu
<b>Stakeholders</b>			
OSD-Policy	Ms. Ashley Pixton	Present	
DRL, Department of State	Dr. Charles O. Blaha	Present	
Dean of Academics, CGSC	Dr. James Martin	Not Present	
American University	Dr. Stephen Tankel	Present	
Stanford University	Ms. Annie Shiel	Present	

**3. General:** WHINSEC BoV is a non-discretionary Federal Advisory Committee established under the provisions of 10 U.S.C. Section 343 (previously 10 U.S.C. 2166 from the FY 2001 NDAA) and the Federal Advisory Committee Act of 1972 (5 U.S.C., appendix, as amended). The law requires the BoV to provide the Secretary of Defense or designated Executive Agent (EA), Secretary of the Army, independent advice and recommendations on matters pertaining to the Institute's curricula, instruction, physical equipment, fiscal affairs, academic methods, and other matters as directed by the BoV, and items that the Secretary of Defense or designated EA determines appropriate.

The 14-member BoV includes members of the Senate and House Armed Services Committees, representatives from the DOS, USSOUTHCOM, USNORTHCOM, TRADOC, and six members designated by the Secretary of Defense. The six-designated-members include representatives from human rights, religious, and academic communities. The BoV reviews the adherence of Institute's curricula to current U.S. doctrine and policies and its emphasis on human rights, rule of law and due process, civilian control of the military, and the role of the armed forces in a democratic society. The BoV is required to meet at least once a year.

#### **4. Major Themes Discussed:**

- a. Education, Cooperation, and Competition
  - Congressman Scott provided opening remarks focusing on the uniqueness of America's relationship with the Western Hemisphere. He highlighted shared values and interests while expressing his support for increased resource allocation to USSOUTHCOM and USNORTHCOM for execution of counternarcotic operations.
  - Colonel Suggs presented his vision for WHINSEC, emphasizing the importance of cooperation, competition, and educating leaders (one ethical leader at the time) to strengthen the mutual defense of the hemisphere. He shared a roadmap to accomplish the requirements of his vision. COL Suggs continued with expressing his gratitude and humbleness of the trust and responsibilities vested upon him with this assignment.
  - Colonel Kamei (Deputy Commandant – Brazilian Army) shared a personal story highlighting the uniqueness and positive effects of WHINSEC in the Western Hemisphere. The Deputy Commandant illustrated his experiences the importance of WHINSEC's strategic impact on cooperation for combating violence and promote peace in the Western Hemisphere. From an operational standpoint, COL Kamei coined the "WHINSEC Effect" as an immensely powerful educational and ethically enriching experience that fosters a lifetime of cooperation by Joint, Interagency, Intergovernmental, and Multinational (JIIM) leaders of the Hemisphere.
- b. Human Rights Certification (10 USC § 333)
  - Significant discussion centered on WHINSEC's Center for Human Rights and Democracy (CHRD) and its course of instruction. The Center provides eight (8) hours of human rights training and three (3) hours of democratic principles education during every course offered at WHINSEC. The Institute adapts its human rights curriculum to suit individual courses. Lastly, there was discussion on the increasing importance of human rights training and certification as courses evolve to include more aspects of law enforcement and support to civil authorities.
  - Discussion included a pending human rights certification by the Defense Security Cooperation Agency (DSCA) of WHINSEC's CHRD under 10 USC § 333(c)(3) & (4). The certification will allow WHINSEC to provide training under that authority to meet Section 333 HR certification requirements, as requested by the USSOUTHCOM and USNORTHCOM commanders. The certification, currently

- exercised by the Defense Institute for International Legal Studies (DIILS), has remained pending since 2018. The BoV recommended the advancement of WHINSEC'S CHRD human rights certification as soon as possible. The BoV pledged to engage and assist with this initiative, and Ms. Pixton (on behalf of the Deputy Assistant Secretary of Defense, Western Hemisphere Affairs) acknowledged lead for the effort.
- c. Subcommittee Review of Human Rights with NGOs (Non-Governmental Organizations), (D.C. Meeting)
    - Several BoV members indicated a desire for WHINSEC personnel to conduct further stakeholder engagement in Washington, D.C. The intent of this engagement is to provide an opportunity for Congressional and other public stakeholders to receive up-to-date information on WHINSEC initiatives, not an alternative to the annual meeting.
  - d. Data on International Military Education and Training (IMET) and potential increases in appropriations
    - Significant background discussion on IMET funding led by the Combatant Commanders Representatives and the Department of State (DOS) reinforced acknowledgement of decrements to State Department appropriations and Defense prioritization of certain Theaters / Combatant Command areas of responsibility (Defense Security Cooperation (DSC).
  - e. Subcommittee on Education site visit to WHINSEC
    - Dr. Rand suggested a visit from the Subcommittee on Education to review the courses of instruction available from CHRD. The recommendation is for a two-day visit during Fiscal Year 2020.
  - f. Assessment, Monitoring, and Evaluation (AME)
    - During introductory remarks and discussion, WHINSEC leadership and BoV members expressed and endorsed, respectively the need for established measures of effectiveness. Acknowledging that Congress and all organizations of resource providers are data driven, the BoV agreed that developing more measurable criteria is necessary to evidence institutional successes.
    - Dr. Tankel cautioned AME must correctly identify challenges, properly prioritize objectives, identify returns, and accurately collect and utilize data. He committed to working with the BoV. Ms. Sheil offered her assistance in helping WHINSEC internalize a strategic rationale to help members of the Institute to operationalize AME at the appropriate levels.
  - g. 2020 Annual Meeting to Convene in D.C. - October 2020
    - MAJ Comley will seek a suitable location on the Hill for a reception on the 15th and the meeting on the 16<sup>th</sup> in order to leverage AUSA attendance.
  - h. Increase Law Enforcement Agency (LEA) and Defense Support to Civil Authority (DSCA) Training
    - The consistent request from Partner Nations is for an increased LEA and DSCA education and training. The increased education and training will intensify the resource requirement from WHINSEC's perspective given the current lack of subject matter experts in this field (Law Enforcement Professionals (LEP) instructors). WHINSEC will require assistance from LEP to incorporate LEA and DSCA subject matter into the existing curricula.
  - i. Commitment to an increased representation (International and Component (U.S. Coast Guard (USCG) and Navy) - Faculty and Students
    - WHINSEC leadership expressed concern with the tour lengths of Partner Nation Instructors (PNI), the lack of Service-specific fills by the USCG and the Navy, and the challenge of talent management for specific on the rank/grade instructor billets.

BG Maranian directed responsive remarks towards the COCOMs in that TRADOC welcomed support in prioritizing WHINSEC's focus. He articulated the downstream impact of COCOM prioritization on Security Cooperation Organization (SCO) efforts in conducting what Mr. Sandrolini coined, "the operationalization of IMET funding" COL Fuchu agreed with Mr. Sandrolini and BG Maranian recommendation.

- Funding discussions raised questions regarding class capacity, per student cost, and funding sources by offering. An information requirement was identified. WHINSEC is analyzing historical data to determine whether lesser IMS fill rates are a result of funding (if so, what type), demand (partner or service), supply (WHINSEC accommodations / course offerings), some other reason, or a combination. COL Suggs acknowledged the BoV's interest and highlighted some of the curriculum changes that were successful in improving the attendance in specific NCOA offerings. These changes include cross leveling of instructors at partner NCOAs to maximize course offerings, scheduling courses to appreciate Caribbean countries' budget cycles, and re-designing curriculum that incorporated an appreciation for partner nation mission sets.
- j. Other
  - Chinese Influence. A recurring theme was the increasing pressure from Chinese influence in the Hemisphere. Although, the United States remains the partner of choice, in the Western Hemisphere some countries continue to accept offers of Chinese financing of public projects, increasing China's influence on our partners. A general concern that lack of U.S. engagement within the region could allow for continued expansion of Chinese influence permeated many discussions.

## 5. Recommendations:

The WHINSEC Board of Visitors approved four action items based on discussions:

- a. **A Board of Visitors Update will occur on alternating years in Washington D.C.**
  - At its inception, WHINSEC delivered semi-annual updates to the BoV in Washington D.C. and in Fort Benning. Later the Board's update changed to once annually at Fort Benning, Georgia. This is part of a natural progression, of which, the BoV will visit WHINSEC in person every two years with alternating "report-only" events occurring in Washington, D.C. The intent is to maximize senior leader participation.
- b. **The Board of Visitors will convene a Sub-Committee on Education focused on Human Rights Education and Training.**
  - Mr. Cooke/Dr. Rand will convene a sub-committee to focus on: (1) Metrics to determine the effectiveness of Human Rights Training and (2) The possibility of surveying alumni (years out) for additional data. WHINSEC will provide administrative support to the BoV, as necessary, and be prepared to incorporate recommended metrics into assessment tools going forward.
- c. **The Board of Visitors will seek Department of Defense (DoD) and DOS support for 333 Certification for WHINSEC Human Rights Courses to further COCOM Lines of Efforts requiring Human Rights Training.**

- The Deputy Assistant Secretary of Defense, Western Hemisphere Affairs will coordinate with the Office of the Secretary of Defense and the Director of the Defense Security Cooperation Agency with the support of USNORTHCOM and USSOUTHCOM help WHINSEC achieve this certification.
- d. The Board of Visitors requests that WHINSEC develop a plan to incorporate additional Law Enforcement Agency Training into the WHINSEC curriculum.**
  - The WHINSEC Deputy Commandant for Police Training/Education (COL Castillo) will work with the WHINSEC Department of State Representative (Mr. Joe Nieto) to produce an information/research paper for the BoV at the first quarterly update. The purpose of this paper is to determine feasible LEA training/education at WHINSEC.
- e. The Board of Visitors requests that WHINSEC develop a plan to increase diversity within the WHINSEC student body.**
  - The WHINSEC Diversity and Alumni Outreach Director (COL Navarro) will lead a WHINSEC working group to produce an information/research paper for the BoV at the first quarterly update. During the ensuing three quarters, WHINSEC will develop a plan for review and approval at the next annual meeting in 2020.
- f. The Board of Visitors will encourage the US Coast Guard, US Navy, US Airforce, and US Marine Corps fill or continue to fill their TDA billets at WHINSEC.**
  - The BoV Chair will send letters requesting engagement with their respective services from the US NORTHCOM, US SOUTHCOM, MARFORNORTH and MARFORSOUTH Commanders. WHINSEC will provide administrative support for this correspondence as required.
- g. The Board of Visitors requests information on the amount of IMET funds needed to fill all available seats at WHINSEC for FY 2020.**
  - WHINSEC Director of Resource Management will provide a raw calculation of the cost of attendance at each course times the number of empty seats remaining for FY 2020.
- h. The Board of Visitors requests that WHINSEC develop a plan to promote the positive work of WHINSEC.**
  - The WHINSEC Strategic Communications Office will work with the WHINSEC S3 to produce an information/research paper for the BoV at the first quarterly update. During the ensuing three quarters, WHINSEC will develop a plan for review and approval at the next annual meeting in 2020.
- i. The BoV requests WHINSEC develop a plan to increase cooperation with the National Guard State Partnership Program in support of COCOM efforts.**
  - The WHINSEC S3 and SLT Director will produce an information/research paper for the BoV at the first quarterly update. During the ensuing three quarters, WHINSEC will develop a plan for review and approval at the next annual meeting in 2020.



**6. Next Meeting.** Fall of 2020, date and location to be coordinated with BOV members.

We hereby certify that, to the best of our knowledge, the foregoing minutes are accurate and complete.

Dr. Dafna H. Rand

Vice-Chair

Board of Visitors, WHINSEC

Mr. Thomas Cooke

Designated Federal Officer

Board of Visitors, WHINSEC