

WESTERN HEMISPHERE INSTITUTE
FOR SECURITY COOPERATION

ANNUAL REPORT

Fiscal Year 2023



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The estimated cost of this report for the Department of Defense (DoD) is approximately \$3,300 for the fiscal year 2023. This includes \$500 in expenses and \$2,800 in DoD labor.

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I. EXECUTIVE SUMMARY The Western Hemisphere Institution for Security Cooperation (WHINSEC) Fiscal Year 2023 (FY23) report continues to voluntarily satisfy the Congressional directive outlined in Title 10, United States Code, Section 343 (Title 10 U.S. Code § 343) and informs Headquarters, Department of the Army G-3/5-SSA of the Institution's activities, program developments, and future opportunities. It addresses FY22 Board of Visitors (BoV) recommendations, FY23 challenges and accomplishments, and the irreversible momentum towards the Institute's comprehensive support of the U.S. Army's Strategy – particularly Line of Effort (LOE) 4: Strengthening Partnerships and Alliances by 2028. WHINSEC provides Professional Military Education (PME) and training to eligible U.S. and Partner Nation Joint, Interagency, Intergovernmental, and Multinational (JIIM) organization personnel. WHINSEC champions human rights and the role of the military in democracies by contributing to the development of ethical leaders who will confront uncertain and complex security challenges in our shared Western Hemisphere. WHINSEC's courses promote 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. The enduring support from the federally appointed BoV provides vital independent advice and recommendations on matters pertaining to the Institution's educational and doctrinal policies and activities, unifying efforts on education and training programs that win the competition of ideas against great-power competitors. Training and Doctrine Command (TRADOC), the Combined Arms Center (CAC), U.S. Army University(ArmyU), and the Maneuver Center of Excellence (MCoE) are critical enablers and resource providers for WHINSEC to operate while adapting to the shifting global dynamics and emergent trends in the Western Hemisphere. WHINSEC remains is the U.S. Army's premier Security Cooperation Tool for the Western Hemisphere.

Important Factors

1. WHINSEC finalized the Army accreditation process in September 2022. The Army Accreditation Team awarded WHINSEC with a score of 93.7/100 with recognition of the Institute's knowledge management program and the experienced Quality Assurance Office (QAO). This accreditation will remain effective thru September 2025.
2. While nearly all eligible countries in the Western Hemisphere send students to WHINSEC - approximately 60% of all students come from one country - Colombia. It is critical for the long term health of the Institute to increase participation rates from the other countries.
3. HQDA, G-35 is providing critical support for the development of WHINSEC's first ever long-term strategy document which was a direct output from the FY23 BoV.
4. WHINSEC develops relationships with external organizations such as the 7th Special Forces Group, 1st Security Force Assistance Brigade (SFAB), the State Partnership Programs (SPP) as well as the U.S. Air Force's Inter-American Air Forces Academy (IAAFA) and the U.S. Navy's Naval Small Craft Instruction and Technical Training School (NAVSCIATTS).
5. Student numbers have not rebounded to the pre-COVID-19 pandemic. Course fill rates are approximately 80% overall and a few courses are slightly over the minimum quotas.
6. Support of Women, Peace, and Security (WPS) by increasing the number of female Partner Nation Instructor (PNI) invitations to achieve a 35% female instructor population in five years.

II. OVERVIEW WHINSEC, located on Fort Moore, GA, provides professional military education and training to eligible U.S. and Partner Nation personnel. Since 2001, WHINSEC has championed human rights and democracy by developing a new generation of ethical leaders to confront the Western Hemisphere’s uncertain and complex security challenges. WHINSEC’s professional education and training offerings promote innovative critical thinking grounded in U.S. doctrine and respect for human rights, the rule of law, and due process. It encompasses education at all levels, from tactical training to advanced theory on defense doctrine application in national and regionally accredited graduate-level master’s degree programs. For over 20 years, WHINSEC has been a premier professional military education and training Institution, typically graduating approximately 1,000 military, police, and civilian students from across the Western Hemisphere annually.



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

B. Vision: To strengthen the mutual defense of our Hemisphere, one ethical leader at a time.

C. Purpose: Per Title 10 U.S. Code § 343:

“To provide professional education and training to eligible personnel of countries of the Western Hemisphere within the context of the democratic principles outlined in the Charter of the Organization of American States (such charter being a treaty to which the United States is a party), while fostering mutual knowledge, transparency, confidence, and cooperation among the participating countries and promoting democratic values, respect for human rights, and knowledge and understanding of United States customs and traditions.”¹

¹ *Title 10 U.S. Code § 343* - Western Hemisphere Institute for Security Cooperation

D. History: WHINSEC opened its doors on 17 January 2001 in Ridgway Hall, the original home of the U.S. Army’s Infantry School and Headquarters.



In March 2004, the Institution adopted the Command and General Staff College’s (CGSC) instructional model from the Combined Arms Center (CAC), Fort Leavenworth, KS. As then-Ft. Benning transitioned to the Maneuver Center of Excellence (MCoE) in 2008, WHINSEC moved to Collins, Lewis, and Greene Halls, with modular buildings to house its classrooms. At that time, the U.S. Army restructured the Institution into three components or schools:

- School of Professional Military Education (SPME)
- School of Specialized Studies (SSS)
- Roy Benavidez Non-Commissioned Officer Academy (NCOA)

In July 2010, the historic Station Hospital became WHINSEC’s permanent campus. State-of-the-art 21st Century classrooms followed this in 2014. That same year, the Institution created the Center for Human Rights and Democracy (CHRD) to meet Combatant Command needs to provide Partner Nation leaders with broader human rights education.



As Partner Nations’ needs continued to advance, the Institution added two critical positions – a Law Enforcement Agency Deputy Commandant, and an Academic Dean – to bring the Institution’s leadership to its current structure.

In June 2020, the Faculty and Staff Development Division (FSDD) transitioned to the Center for Faculty and Staff Development (CFSD) to standardize the basic instructor qualifications and expand WHINSEC’s ability to develop instructors across the Western Hemisphere.

Since 2001, WHINSEC has trained and educated more than 25,000 military, law enforcement, and civilian students from 36 countries. Its students and faculty have earned master’s degrees



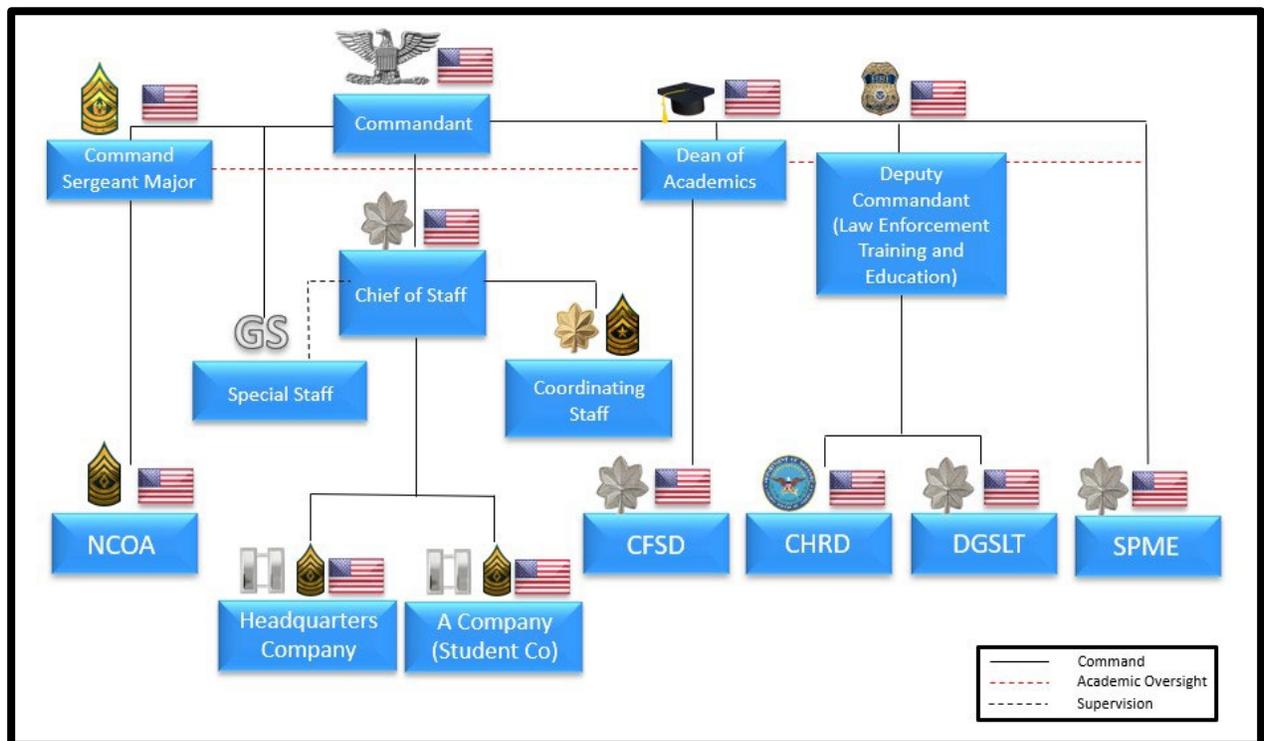
through civilian university partnerships as well as Master of Military Arts and Science (MMAS) and Masters in Operational Studies through the prestigious U.S. Army Command and General Staff College (CGSC), Fort Leavenworth, KS.

The Institution respects each country’s unique culture and conducts dedicated independence celebrations for each partner nation, culminating with an annual International Festival.

E. Organizational Structure: The Institution’s multinational and interagency Command Team includes a (1) U.S. Army Commandant, a (1) Deputy Commandant for Law Enforcement, and a (1) U.S. Army Command Sergeant Major. The Command Team and the WHINSEC Dean of Academics lead the staff to support the Institution’s most important asset, its instructors, for a high-quality education and training offering.

WHINSEC’s organizational structure consists of two (2) schools, one (1) academy, and two (2) centers:

- School of Professional Military Education (SPME)
- Deleon-Gonzales School of Leadership and Tactics (DGSLT)
- Roy P. Benavidez Noncommissioned Officer Academy (NCOA)
- Center for Human Rights and Democracy (CHRD)
- Center for Faculty and Staff Development (CFSD)



III. ACADEMICS With an enduring dedication to the pursuit of excellence, WHINSEC set the conditions for students to embark on a journey of intellectual transformation founded on U.S. doctrine and U.S. Army Core Values while simultaneously instilling respect for human rights, the rule of law, due process, and democratic values. WHINSEC’s unmatched professional education and training allows students to interact with the U.S. customs and traditions and other Ethical Leaders from across the Joint, Interagency, Intergovernmental, and Multi-national (JIIM) organizations, deepening intellectual and professional transformation for the collective success of security and stability of the Western Hemisphere. From this, WHINSEC’s academics help students develop their views by gaining a sense of ethical decision-making, civilian control of the military, and understanding their role in a multinational and whole-of-government team working to advance shared strategic objectives in the Western Hemisphere.

WHINSEC academics include professional education and training programs on leadership development, counterdrug operations, peace support operations, and disaster relief as codified in Title 10 U.S. Code § 343. Current U.S. Army doctrine is the foundation for the Institution. Professional education and training inform and are informed by U.S. Strategic Interest in the Western Hemisphere, U.S. Southern Command (USSOUTHCOM) and U.S. Northern Command (USNORTHCOM), theater security cooperation strategies, and Partner Nations efforts to build Institutional Capacity-Capability. It offers unparalleled student experiences across a broad spectrum of academic environments within the framework of critical and creative thinking and regionally integrated operations.

Table 1. FY23 WHINSEC Graduates

School / Academy / Center	# of courses		#Students		
	Offered	Conducted	U.S.	Partner Nation	Total
School of Professional Military Education (SPME)	8	8	46	108	154
School of Leadership and Tactics (SLT)	12	9	31	438	469
Non-Commissioned Officer Academy (NCOA)	7	7	0	161	161
Center for Human Rights and Democracy (CHRD)	15	15	62	103	165
Center for Faculty and Staff Development (CFSD)	28	19	201	65	266
	70	58	340	875	1215
	83%		28%	72%	
	Course Execution		Student Fill		

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

A. Curricula: WHINSEC curricula fulfills Title 10 U.S. Code § 343 requirements by including educational and training programs in the areas of Leadership Development, Counterdrug Operations, Peace Support Operations, Humanitarian Assistance, Women, Peace, and Security (WPS), Human Rights and Democracy, and Diversity, among others.

In FY23, WHINSEC taught 17 out of 17 available courses (plus 7 internal courses that support internal faculty development) several of them more than once, for a total of 28 course iterations (plus 18 internal iterations), representing a 15% reduction in course programmed iterations from FY22, due to funding

reductions and delay challenges, and changes in some countries' policies for participation. In FY23, 903 (803 IMS and 100 U.S) students graduated successfully, a decrease of 480 students or 35.0% from FY22 with 1,383 students. When we consider the total international students graduated over the past five years – 1,224 (FY18), 1,091 (FY19), 662 (FY20), 1193 (FY21), 1383 (FY22), 803 (FY23) – the effects of a decrease of IMET funding and changes in some countries' participation policies become apparent. Those challenges continue into FY24 with 888 students projected at this time.

B. Curriculum Development: Curriculum development is an essential component of WHINSEC's mission and business model. WHINSEC's curricula enable staff and faculty — experts with relevant operational experience — to deliver high-quality instruction during in-residence and expeditionary engagements across the Western Hemisphere, tailored to the student's responsibilities, needs, and abilities. The curricula contain engagement materials that address topics within these themes:

- Counter Threats Operations
- Counterdrug Operations
- Diversity
- Due Process
- Human Rights
- Humanitarian Assistance / Disaster Relief
- Institutional Building Capacity/Capability
- Inter-agency and Multi-national Coordination
- Leadership Development
- Peace Support Operations
- Rule of Law
- Women, Peace, and Security (WPS)

The Training & Education Development Division's (TEDD) primary focus to develop and provide training strategies, programs, products, and systems to deliver Ethical Leaders within the Western Hemisphere's Defense Force. In FY23, TEDD continued to focus on creating integrated lesson plans for high-quality curricula. TEDD also revised and updated frequently used "core" modules on operational law and human rights.

TEDD, a division consisting of five (5) civilian Subject Matter Experts (SMEs), develops the lesson plan for each course curriculum for all WHINSEC's in-residence and Mobile Training/Education Team (MTT/MET) programs. WHINSEC staff and faculty along with the SMEs particular expertise review the corresponding lesson plans, and the Center of Human Rights and Democracy (CHRD), with experienced military and civilian lawyers and instructors, develop and review the human rights training curriculum required under Title 10 U.S. Code § 343 and § 333.

TEDD incorporates interactive teaching methods and technologies into WHINSEC education and training resources to increase student attention, comprehension, and retention. These products include discussion questions and role-playing exercises, practical exercises, and presentations containing integrated questions for students based on real-world scenarios. The balance of presentations and practical learning enables WHINSEC instructors to obtain real-time student feedback on comprehension.

C. Accreditation: WHINSEC accreditation meets specific standards to improve the professional education and training programs and student learning through critical evaluation of the Institution's performance and provides continuous process and program improvement recommendations.

WHINSEC accreditation ensures high-quality programs and services from development to implementation of current, relevant education and training to meet leader competency needs throughout the Army and Joint Forces. Three (3) accrediting institutions accredit WHINSEC’s education and training programs:

Table 2. WHINSEC Accreditation

Accrediting Body	Frequency	Next	Schools	Degree or Credential
 TRADOC	3 Years	FY25	All schools / Centers / Academy	Certificates / Diplomas Military Education Level 4 (MEL4) for CGSOC graduates
 Joint Staff J7	6 Years	FY26	SPME	Joint Professional Military Education (JPME) Phase I
 Higher Learning Commission of the North Central Association	10 Years	FY26	SPME	Masters in military art and science (MMAS) Master in Operational Studies (MOS)

WHINSEC complies with Army and other accrediting institutions’ regulations to meet education and training accepted standards and governing policies to develop eligible personnel with the competencies needed to face today’s unique challenges. WHINSEC’s Quality Assurance Program ensures compliance with Army standards and maintenance of quality education and training programs.

The Command and General Staff Officer Course (CGSOC), MMAS, and MOS degree programs taught in the SPME are under the degree-granting authority (Title 10 U.S. Code § 4314) of the Command General and Staff College (CGSC) and receive accreditation by the Higher Learning Commission (HLC) of the North Central Association and Joint Staff J7. The CGSC MOS was introduced in SPME in FY21, giving CGSOC students an additional opportunity to pursue a new master’s degree option. The MMAS is a research degree, while the Masters in Operational Studies (MOS) is a practitioner’s degree emphasizing the knowledge, skills, and attributes essential for officers at the higher tactical and operational levels of conflict.

- D. Staff and Faculty:** WHINSEC strives to be a JIIM institution with staff and faculty from diverse backgrounds and expertise. There are 209 authorized positions, civilian and military, including 33 Partner Nation Instructors (PNIs). The PNI program plays an integral role in offering a multicultural learning environment for students. Under the PNI Program, WHINSEC funds a portion of these instructors’ living and moving expenses. The PNI Program accounts for nearly one third (1/3) of the faculty allowing a tremendous exchange of information across borders while ensuring the Institute’s relevancy and effectiveness in the context of regional security cooperation. Many countries value WHINSEC’s ability to develop instructors to such a degree that they send, at no cost to the U.S. Government, officers, noncommissioned officers, and civilians to “intern” as WHINSEC instructors. These instructor interns usually serve one-year internships and return to their nations as fully qualified instructors under the coveted credentials of the U.S. Army Training and Doctrine Command .

An essential feature of an educational institute is the centralization of academic activities that define its purpose. Quality is the priority for the Registrar Office by providing exceptional services and supporting the educational, instructional, and administrative endeavors of students and faculty from two (2) subordinate schools, one (1) academy, and two (2) centers. The Registrar Office’s responsibilities include maintaining academic records, the development and archiving of official letters, development of course catalogs, student rosters, registration, and curriculum management. As well as managing audits for the MMAS and MOS credit transfers, transcript fulfillment, academic boards, recruiting of international military students, and the proposal of strategic requirements for the Institute’s educational sustainment.

Table 3. WHINSEC Staff and Faculty

<i>Personnel Category</i>	<i>Active</i>	<i>Reserve</i>	<i>Guard</i>	<i>Total</i>
<i>U.S Army</i>	87		--	87
<i>US Navy</i>	--	--	--	--
<i>U.S. Marines</i>	--	--	--	--
<i>U.S. Air Force</i>	02	--	--	02
<i>US Space Force</i>	--	--	--	--
<i>U.S. Coast Guard</i>	--	--	--	--
<i>International</i>	28	--	--	28
<i>MPEP</i>	01	--	--	01
<i>DoD Civilian (Title 5)</i>	59	--	--	59
<i>DoD Civilian (Title 10)</i>	04	--	--	04
<i>Interagency Civilian</i>	02	--	--	02
<i>Expert Consultant</i>	--	--	--	--
Note: International personnel categories by the number: Army 17; Navy 6; Law Enforcement: 4				183

E. Academics FY23 Highlights: The Academic Highlights outline the milestones and significant achievements made during the period 1 Oct 2022 – 31 July 2023.

The organizational composition of WHINSEC authorizes the augmentation of partner nation instructors (PNIs). Consequently, PNIs are included in the Table of TDA and recognized officially as part of the personnel structure required to complete the WHINSEC mission. Foreign faculty from partner nations performing the role as instructors and professors bring diversity in culture, education, military experience, and new perspectives that will strengthen the ties between the countries that share common regional security concerns. This body of intellectuals lead facilitated instruction in a setting where independent thought and academic freedom becomes the foundation of critical thinking and the framework for the decision-making process. The expectation is that because of an enriched learning environment. students of today will be prepared to lead military and civilian teams in tomorrow’s highly demanding, challenging, and complex scenarios.

1. The Office of the Dean continues to be the focal point of the Institute for the development of the academic courses and educational programs that impacts at every phase of the student’s academic journey from their arrival to completion of their studies. The Dean is continually engaged in professional development and stays aware of emerging issues in the field and as directed by the

Dean of Academics ArmyU, Ft. Leavenworth, Ks. Recent examples include the following initiatives:

- Conversion of four (4) WHINSEC specific courses to U.S. doctrine-based courses. The conversion is driven by the U.S. Army slogan: *One Army, One Force, One Doctrine, One Fight*.
 - Development of new academic electives to reflect doctrine changes or regional security issues. During this period the Dean encouraged the faculty developed of CGSOC electives: *Area Study of the South Atlantic*; and CGSOC field studies elective: *BASTONE The Study of Operation Overlord*.
 - Building academic linkages with academic institutes through articulation agreements leading to educational pathways for programs of higher learning.
 - Partnering with DoD and State Department agencies such as NDU Perry Center, Army War College, Security Assistance Training and Management Office (SATMO); and Defense Security Cooperation University (DSCU) to leverage educational opportunities for professional development of WHINSEC instructor cadre.
 - Partnering with private and state Academic Institutions for integrating academic programs designed for professional development of WHINSEC cadre and instructors.
 - Integrating subject matter experts as guest speakers on a WHINSEC-wide guest speaker program.
2. The Dean's office oversees the professional development of the WHINSEC cadre through programs of higher learning that presently offer a broad range of degrees from the bachelor's degree to doctorate level programs. It is important that, as our military doctrine adapts to the changing world order of foreign states, that we adapt to the evolving environment by continuing to grow great leaders by adapting the curriculum to the present-day world challenges. We must develop our junior Soldiers and officers in a manner that will position them and our military for success now and in the future. Today's leaders must understand the balance of world power by developing a world-wide perspective. To encourage this attitude, WHINSEC has partnered with private and state education institutions to take our students perception of the world situation to a higher level. These programs consist of the following:
- Oral Roberts University (ORU), Tulsa, Oklahoma: Master's degree in organizational leadership; and a doctorate degree in Strategic Leadership (DSL).
 - Troy University, Troy Alabama: Master of Science in International Relations MSIR); and a PhD program in Global Leadership.
 - William J. Perry Center for Hemispheric Defense Studies: Courses in Geopolitical topics in LATAM
3. The need for and importance of continuous professional development is highly valued for the WHINSEC cadre of instructors and professors to develop leaders by conveying and imparting a broad body of professional knowledge and by developing the habits of mind central to the profession. As educators, we must continue to hone our skills to keep pace with the changing demands of teaching profession, the transformation in adult learning styles and classroom technology; and most importantly keeping abreast of the military doctrine with each changing scenario. Through a wide assortment of Articulation Agreements with civilian institutes and the establishment of academic linkages with other Department of Defense institutes, WHINSEC has

created pathways for our professional educators to continue improving their instructor credentials.

4. Since the majority of the WHINSEC instructors have a master's degree, the Dean is encouraging Instructors to pursue a doctorate level degree with the institutes that are supporting the education initiatives for WHINSEC faculty and staff. Pursuing a terminal degree reflects the quality of military and civilian instructor personnel assigned to or employed at WHINSEC. Earning a Ph.D. or Ed.D., it is one of the most respected and well-recognized credentials for assignments to military education centers, particularly for courses taught at the graduate level and accredited by the Higher Learning Commission. Furthermore, the cadre who earn a doctorate while at WHINSEC will be inclined to spend more time researching and studying an area that is essential to their profession and that will broaden their expertise in their area of specialty. More importantly, it will help establish professional credibility with Partner Nations in the Western Hemisphere community and U.S. Army University enterprise. By earning this credential, instructors and professors will gain academic credibility and demonstrate greater expertise in their chosen profession. Since 2019, eleven (11) instructors have earned a doctorate. During the past twelve (12) months, WHINSEC has had three (3) instructors enrolled in doctorate level programs.
5. The quality of the instructors assigned to WHINSEC is evident by the results of the competition sponsored by TRADOC for the Instructor and Educator of the year Army-wide. Over the past eight (8) years five (5) WHINSEC instructors have been selected as TRADOC Instructor or Educator of the Year. The most recent select was LTC David Semidey, who was selected as the TRADOC Educator of the Year (2021). LTC Semidey was cited for his exceptional and exemplary performance, demonstrated outstanding technical knowledge, communication skills, and classroom management techniques, which directly contributed to creating an effective learner-centric environment that achieved the highest professional standards.
6. The Office of the Dean of Academics signed a new 5-year articulation agreements (2022-2027) with Oral Roberts University (ORU), Tulsa, Oklahoma. The Dean is presently working with Troy University for the renewal of a MOU for the doctorate program in Global Strategy. These educational linkages support the Army University's concept for the development of community linkages by formalizing direct education pathways leading to master's degree completion programs for WHINSEC's students, faculty, and staff. Ultimately, these initiatives provide continuous education opportunities for military and civilians personnel assigned to WHINSEC in their role as faculty or staff members.
7. The Office of the Dean established a cooperative linkage with the William J. Perry Center (National Defense University). During the 2023 academic year, WHINSEC provided subject expertise on several occasions in the form of guest speaker to ongoing courses with a population consisting of LATAM leaders from regional partner nations. This partnership expands the mutual exchange of academic and research efforts related to the Western Hemisphere's defense and security challenges, common to the Mission of both institutes. In return, the Perry Center has permitted registration of WHINSEC instructors to courses with regional security themes. In special instances, WHINSEC staff and faculty are eligible to attend on-line DL courses at no cost to the student. More importantly, this partnership has developed effective sustainable Institutional Capacity-Capability regarding instructor expertise and a greater understanding of U.S. regional policy across the Western Hemisphere.

F. Academic Achievements: In FY23, CGSOC Degree Program Graduates: Sixty (60) students graduated from the Master of Operational Studies (MOS) and five (2) students graduated from the Master of Military Arts and Science *(MMAS) academic program.

In FY23, the Office of the Dean of Academics completed negotiations with the Dean at Oral Roberts University (ORU) to develop an articulation agreement to implement a Master of Operational Leadership (MOL). The agreement also includes a pathway to a doctorate degree in Strategic Leadership.

In FY23, the Office of the Dean recommended ten (10) [3 US/7 PNI] CGSOC instructors for academic promotion to CGSC Assistant Professor to expand the quality and depth of WHINSEC faculty. All ten (10) candidates were approved for academic promotion effective 1 August 23. Since 2019, a total of 38 instructors have been promoted to the academic rank of Assistant Professor.

In FY23, the WHINSEC Communications and Outreach/Public Affairs Office, assisted the Dean in the creation of an international audience with stakeholders' interests in WHINSEC news related to the Institute's educational activities and to motivate WHINSEC staff and faculty to achieve higher levels of success.

In FY 23, the Quality Assurance Office (QAO), assisted the Dean with monitoring, reviewing, assessing student outcomes, and evaluating the effectiveness of the Terminal Learning Objectives (TLOs) for each WHINSEC course. This effort has promoted educational excellence and achievement through quality educational programs.

G. Way Ahead: To continue driving the momentum towards the future role of WHINSEC in the region, the Office of the Dean has set the following SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound):

By FY 24, the Office of the Dean will continue coordination for an institute-to-institute linkage with the Inter-American Air Force Academy (IAAFA) for the purpose of exchanging military courses that can be incorporate into the respective curriculum.

By FY 24. The Office of the Dean will collaborate with IAAFA for the acquisition of the IAAFA CYBER Security elective into the WHINSEC curriculum.

By FY 24, the Office of the Dean will expand WHINSEC's unparalleled student experience across a broad spectrum of educational environments by creating Academic Chairs in its schools in SPME, and CHRD. In FY 23, CHRD named The Academic Chairs will foster Professional Military Education (PME) policy and changes ensuring WHINSEC schools focus on graduates' initial knowledge and skills in preparation for service as joint warfighting leaders and staff officers in the 21st-century operational environment. As a result, creating Academic Chairs will be fundamental to WHINSEC's long-term strategic vision to be recognized by Partner Nations as a World-Class Center of Excellence in military leadership and academics. The goal to create and fill the academic chair for NCOA was completed in April 2022. The Chair was named in honor of MSG Martin Barreras, who was previously assigned to WHINSEC as an instructor and S3 Operations. He was killed in action in 2014 while serving with the 10th Mountain Division in Afghanistan. The Chair was filled by CSM (R) Argemiro Posso (Colombia). In June 2022, CHRD announced that the CHAIR would be named in honor of Dr. Leana D. Bresnahan, Chief Human Rights Office, SOUTHCOM. The CHRD Academic Chair is expected to be filled by 2023. The SPME Honorary Chair and selectee is expected to be filled by 2023.

By FY24-26, the Office of the Dean will, in conjunction with other internal departments external agencies, increase the student population by updating WHINSEC's curricula and infusing new course Plan of Instructions (POIs) according to TRADOC policies and procedures. This effort will include developing standardized curricula grounded in U.S. Army doctrine that is identical or equivalent to the

courses taught in English at U.S. Army military schools and training centers. The WHINSEC specific courses in para G.6 will be replaced with the TRADOC approved U.S. equivalent. This initiative supports the Army concept of One Force, Once Fight, One Doctrine. Consequently, our Partner Nation students will be receiving the same course(s) taught to U.S. forces in Army schools and training centers.

By FY26, the Office of Dean will integrate the following WHINSEC degree program goals; and TRADOC courses into the WHINSEC curricula:

By FY 24, CGSOC Graduate Degree Programs. Three (10) Master of Military Arts and Science (MMAS) graduates; Sixty (40) Master of Operational Studies (MOS) graduates, and three (3) SAMS selectees.

By FY23, the Basic Leaders Course, Ft. Moore, GA., replaces the Small Unit Leader Course.

By FY24, the Civil Affairs Course, Ft. Liberty, NC., replaces the Joint Interagency Crisis Action Planning Course.

By FY24, the Joint Logistics Course, Ft. Gregg-Adams, VA., replaces the Joint Logistics and Security Assistance Course.

By FY26, the U.S. Army Sergeant's Major Course (SMC), Ft. Bliss, TX., complete integrate components of the SMC into the Senior Enlisted Advisor Course.

By FY26, the Office of the Dean will continue recruiting efforts to increase the total student population by 15%, from a historical average of 1,250 to 1,500 students per fiscal year.

By FY 26, WHINSEC will continue developing the option to offer distance learning courses. This concept will necessitate the implementation of international instructor outreach efforts to form an instructor-ready cadre in partner nations to assist with WHINSEC courses taught via distance learning technology.

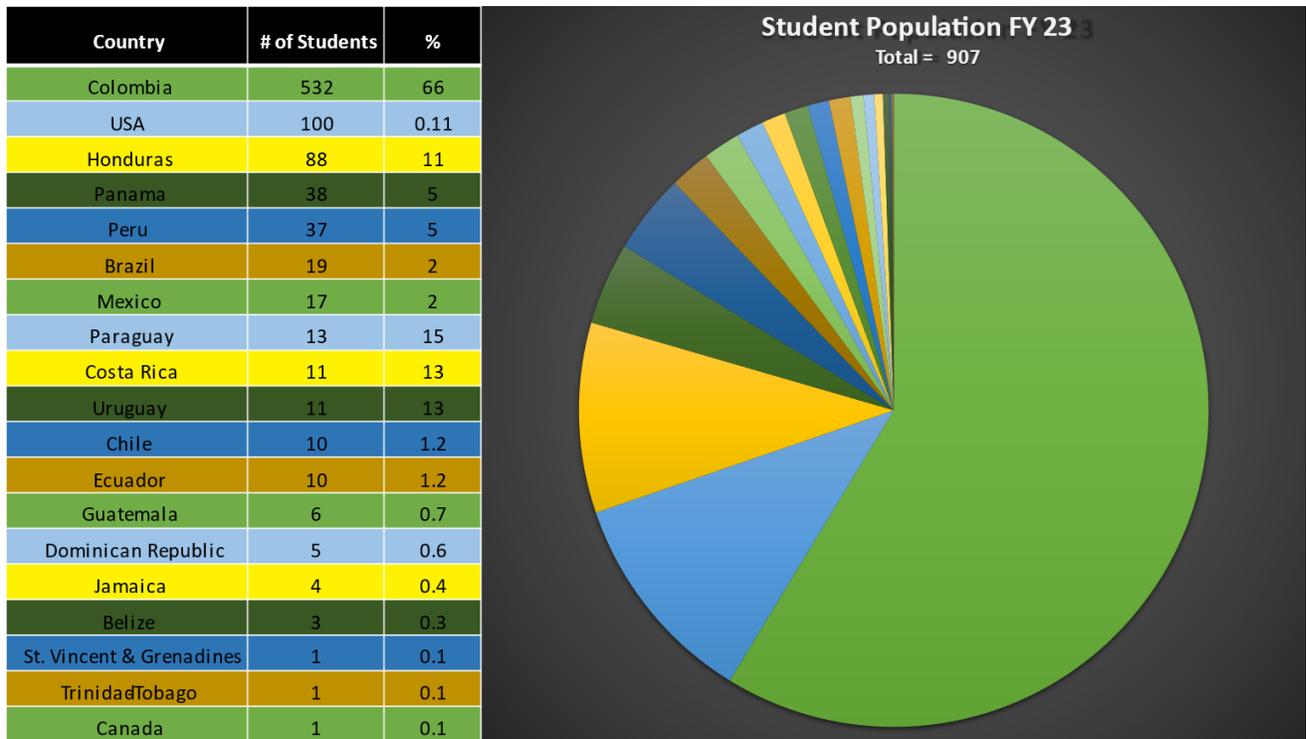
H. Concluding Thoughts: It is inherent in the WHINSEC mission to development a curriculum that supports the JCS vision for *the development of strategically thinking joint warfighters, who can think critically and creatively, apply military power to inform national strategy, conduct globally integrated operations, and fight under conditions of disruptive change.* (JCS Version 1.2:23 Oct 2019). Through the coordinated efforts of the Office of the Dean WHINSEC will continue to change individuals' lives, strengthen partnerships, and foster security cooperation across the Western Hemisphere.

The Office of the Dean is committed to the education and development of today's military, law enforcement, and civilian officials through rigorous academic programs based on U.S. military doctrine and practical learning experiences. From operational military scenarios to in-depth discussions, WHINSEC prepares ethically minded leaders to meet the operational and strategic challenges of today and tomorrow.



STUDENT ORIGINS WHINSEC continued supporting the Office of the Secretary of Defense Policy and Geographic Commanders’ priorities by focusing on sustained Institutional Capacity-Capability Building in the region through high-quality education and training programs. WHINSEC students are Joint, Interagency, Intergovernmental, and Multi-national (JIIM) personnel from the Western Hemisphere. The Institution does not select its international students, but partner nations nominate students vetted by their respective U.S. Embassies.

In FY23, 907 participants from 18 countries came to Fort Moore, GA to attend resident courses. The sixteen (17) multinational resident courses in twelve (12) significant areas of study WHINSEC conducts annually address myriad education and training challenges to most security operations. Attendees include service members, law enforcement, civilians, and cadets who can better understand the U.S. doctrine. These courses include time in the seminar room and visits to cultural and historical sites, such as the National Infantry Museum or Washington D.C. During these visits, briefings from U.S. government officials enable resident course participants to understand better the context for topics discussed in class.



IV. CENTER FOR FACULTY AND STAFF DEVELOPMENT (CFSD)

The Center for Faculty & Staff Development (CFSD) prepares multinational faculty to deliver course content via the Experiential Learning Model (ELM), a student-centric five-step transformational learning experience developed by the Army University. CFSD supports faculty with instructional trainings and workshops that strengthen research, teaching, and professional advancement.

CFSD's Mission —*To prepare multinational faculty of excellence who can deliver high-quality professional education and training while inspiring research, learning, and professional advancement.*

Table 5. FY23 CFSD Graduates

Courses	# of courses		#Students		
	Offered	Conducted	U.S.	Partner Nation	Total
Courses offered to International Students					
Lesson Author Course-FDP3	2	2	3	10	13
Common Faculty Development-Instructor Course (CFD-IC)-Spanish	11	11	38	31	69
Common Faculty Development-Instructor Course (CFD-IC)-English	11	11	68	2	70
Courses offered Internally for Professional Development					
Evaluator Instructor Course	4	2	0	16	16
Advanced Faculty Development Program	0	0	0	0	0
	28	26	109	59	168
	92%		72%	26%	
	Execution		Fill		

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

Table 6. FY23 CFSD Non-WHINSEC Units and Personnel Graduates

Courses	# of courses		#Students		
	Offered	Conducted	U.S.	Partner Nation	Total
Courses offered to International Students					
Common Faculty Development-Instructor Course (CFD-IC)-English	11	11	66	0	66
	100%		100%	0%	
	Execution		Fill		

A. Overview CFSD serves as the proponent for WHINSEC's Faculty and Staff Development Program (FSDP), including faculty qualification courses to ensure instructors, facilitators, training developers, managers, and support personnel have the basic skills to perform their jobs.

CFSD prepares WHINSEC personnel for positions of responsibility as professional faculty and staff. Faculty includes instructors, coaches and facilitators, developers, writers, training and instructional development managers, course managers, and Partner Nation authorized personnel who have a role in U.S. and international students' training, education, and professional development. Staff is the academic support workforce at the centers and schools, including administrators, technicians, assistants, and other assigned personnel. The Common Faculty Development Instructor Course (CFD-IC) outcome is that individuals certified through the program will display competence in instructional techniques, demonstrate subject matter expertise, and embody the professional, legal, and ethical behavior in the performance of their duties as World-Class Faculty.

A World-Class Faculty is WHINSEC's goal for faculty development and achievement. It includes superior teaching quality as a critical driver to achieve academic excellence. Military personnel are expected to augment the core faculty with recent operational experience and Army leadership knowledge, skills, and behaviors. It is essential to expand the pockets of faculty talent and excellence across the learning enterprise, and the operational force benefits as the military faculty return to the force with improved skills in critical thinking, communication, and research.

As per TR350-70 and ancillary Pamphlets, WHINSEC's FSDP consists of three (3) major components:

- The Common Faculty Development Program (CFDP)
- The Faculty Development and Recognition Program (FDRP)
- The Train-the-Trainer (T3) FSDP Program

B. FY23 Highlights During FY23, CFSD expanded WHINSEC's capacity to develop Army instructors and support the operational force.

1. CFSD collaborated with various partner nations, including Colombia, Ecuador, Jamaica, Panama, and Peru, to discuss the development of instructor qualification and certification programs based on ArmyU/TRADOC standards. CFSD employed partner nation instructors from Colombia, Ecuador, Guatemala, Jamaica, Mexico, and Peru as part of its expert instructional teams.
2. CFSD educated, trained and qualified 66 students from the Maneuver Center of Excellence (MCoE), 1st Security Force Assistance Brigade (1ST SFAB), 98th Civil Affair Group, 7th Special Forces Group (7th SFG), and The National Guard Warrior Training Center (WTC).

C. Way Ahead CFSD emphasizes supporting faculty with instructional services and workshops that strengthen research, teaching, and professional advancement. To gain momentum towards the future, the Center has set the following:

1. By FY25, CFSD will implement and evaluate the newest version of the Common Faculty Development – Instructor Course, to provide U.S. and partner nation graduates the latest instructional techniques to facilitate adult learning.
2. In FY24, CFSD will be prepared to host additional training audiences as necessary to support partner nation efforts to build professional instructor cadre capability.
3. In FY24, CFSD will conduct the following course iterations:
 - Thirteen (13) CFD-IC Courses
 - Three (3) FDP-3 Courses (Instructor Writer Course - IWC)
 - Four (4) Instructor Observer Courses (IOC)
4. CFSD will support WHINSEC and TRADOC by preparing instructors for four (4) Educator/Instructor of the Quarter (EOQ/IOQ) competitions and the Educator/Instructor of

- the Year (EOY/IOY) competition.
5. CFSD will remain prepared to support the Maneuver Center of Excellence (MCoE), 1st Security Force Assistance Brigade (1ST SFAB), 98th Civil Affairs Group, 7th Special Forces Group (7th SFG), and The National Guard Warrior Training Center (WTC) upon request.

Concluding Thoughts CFSD is well-positioned to meet the Army instructor training and development readiness goals of WHINSEC while supporting external organizations. However, a growing number of Western Hemisphere partner nations have expressed serious interest in Army University and TRADOC-developed professional instructional and instructor development models for import into their security forces' training pipelines at all levels. As the Army's only Spanish-speaking and security cooperation-focused Faculty and Staff Development Office, CFSD is uniquely able to support partners towards the establishment of organic faculty and staff development mirroring that of the U.S. The embedding of U.S. doctrine-based instructional courses, programs, and policies in partner nations' security forces will result in better training and tighter, human rights and democracy-focused ties in the region. Many countries in the region have already established a trained cadre of instructors over the years through personnel exchanges and partner nation instructors teaching at WHINSEC. This represents a tremendous opportunity to advance National Security objectives in the region with minimal investment.



V. SCHOOL OF PROFESSIONAL MILITARY EDUCATION (SPME)

The School of Professional Military Education (SPME), created in 2011, is a subordinate school of the Western Hemisphere Institute for Security Cooperation (WHINSEC). SPME offers five (5) professional military education and civil-military courses. It prepares students to build teams and lead organizations through mission command to win in complex and uncertain environments upon graduation. SPME promotes democratic values, transparency, respect for human rights, the rule of law, mutual knowledge, and understanding of U.S. customs and traditions through all its course offerings.

SPME Mission: The SPME Mission —the how-to of our school stays the same— *“educate and train military, interagency, law enforcement, and civilian personnel of the Western Hemisphere to be agile, innovative, and adaptive leaders.”*

Table 5. FY23 SPME Graduates

Courses / Programs	# of courses		# of Students		
	Offered	Conducted	U.S.	Partner Nation	Total
Command and General Staff Officer Course (CGSOC)	1	1	37	33	70
Maneuver Captains Career Course (MCCC)	1	1	7	18	25
Joint Planning Course (JPC)	1	1	0	18	18
Joint Logistics Security Assistance Course (JLSAC)	1	1	0	14	14
Inter-Agency Crisis Action Planning Course (IACAPC)	2	2	1	24	25
Masters of Military Arts and Science (MMAS)	1	1	1	1	2
	8	8	46	108	154
		100% Execution	30%	70% Fill Rate	

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

A. Overview SPME educates and develops company and field grade-level officers for unified land operations in a Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment. SPME is a premier school for institutional leader development, building the joint and multinational team, strengthening alliances and partnerships in the Western Hemisphere.

SPME directs three (3) functional courses that can adjust to meet the demands and requirements of the region and the Combatant Commander. In FY23, SPME graduated over 140 students from 13 countries from the Western Hemisphere. SPME’s student population is very diverse and represents all branches of the defense sector (Air Force, Army, Marines, Law Enforcement, and Civilians).

SPME executes six (5) professional education and training courses, where two (2) are Professional Military Education (PME) courses accredited by U.S. Army and TRADOC. U.S. officers attend the same PMEs, except SPME’s courses are delivered in Spanish, allowing Partner Nations to send their best

officers if they do not speak English. At the same time, U.S. officers who speak Spanish can attend these PMEs, relieving the Command and General Staff College (CGSC) demand and overflow. The specialized training in Human Rights and the military's role in a democratic society enhance SPME courses and supplement students' development, supporting the development of Ethical Leaders.

1. **Priorities.** The Professional Military Education of our students (Ethical Leaders) is a critical element supporting WHINSEC's collective success.

2. Educate and train our students (Ethical Leaders) to ensure graduates can lead successful teams and solve complex problems in ambiguous environments.

3. Research and publish, with particular emphasis on operational-level land power studies.

4. Recruit, develop, and retain world-class faculty.

5. Advance the Profession of Arms in support of U.S. Strategic objectives for the Western Hemisphere.

2. **Learning Outcomes.** SPME Graduates possess a warfighting focus that enables them to lead competently and confidently across Joint, Interagency, Intergovernmental, and Multinational (JIIM) teams. SPME graduates:

1. Are Ethical Leaders who can achieve intellectual overmatch and make disciplined decisions while assuming warfighting duties.

2. Possess the competencies, supporting skills, knowledge to perform duties effectively and help teams achieve organizational objectives.

3. Are attuned to the complexity of the operating environment while observing human rights, the rule of law, due process, and democratic values.

4. Take a disciplined approach to meeting organizational and strategic-level leadership challenges.

5. Are "the questioners" of doctrine through critical and creative thinking to adapt and thrive in the ambiguous and ever-changing operational environments.

6. Are self-aware and motivated to continue learning and improving throughout their careers.

7. Communicate effectively.

B. **FY23 Highlights.** The Academic Highlights for FY23 outline the milestones and significant achievements made during FY23.

1. **The Command and General Staff Officer Course (CGSOC):** executed the X100 Oral Test, the culminating event of the Common Core Phase. During this Oral test, students were able

to apply their critical and creative thinking skills to answer broad yet thoughtful questions that ranged from the doctrinal application, history, and leadership.

2. Joint Interagency Operations Course (JTO) Course: During FY23, 18 students graduated at the culmination of a 2+month course, which builds on the foundation of JPME Phase I through the application of the Joint Planning Process (JPP), preparing Partner Nation students to become knowledgeable and proficient members of the Joint Staff in a Coalition or Joint Task Force (JTF) Headquarters.

3. Division of Civil-Military Studies (DCMS): During FY23, SPME conducted three (3) iterations of the DCMS courses, graduating over 35 International students from six (6) countries of the Western Hemisphere. This year, DCMS also graduated its first U.S. students from the Inter-Agency Crisis Action Planning Course (2-23 IACAP). Overall, the division, prepared students to become members of the Joint Logistics Staff supporting United Nations operations. Upon graduation, students can effectively execute Joint Logistics Inter-Agency Crisis Planning and conduct globally integrated logistics operations involving the total force and various governmental organizations, nongovernmental organizations (NGOs), and multinational forces.

4. The Command and General Staff Officer Course (CGSOC): In FY23, SPME graduated 61 Joint-Forces students (29 U.S. / 32 International) through a 10-month rigorous course that epitomizes the Whole-of-Government approach, interoperability, and learning to fight as a joint/multinational force. SPME also houses one (1) of three (3) credentialed Master's Producing courses for the U.S. Army, graduating 61 (2 MMAS / 59 MOS) students who are qualified researchers and practitioners who can support operational requirements.

5. The Maneuver Captains Career Course (MCCC): In FY23, SPME graduated 25 students (7 U.S. /18 International) through its six (6) month MCCC, preparing graduates to be successful company commanders and Battalion and Brigade staff officers who can win in a complex world.

C. **Way Ahead.** SPME postured to capitalize on the participation of U.S. and Partner Nations students, facilitating professional engagement, and developing enduring long-lasting relations during FY24 by focusing on the following areas:

1. By FY24, SPME will continue to provide the most updated curricula in its courses by directly updating its content from the proponent schools to create the most professional learning environment through flexible and inclusive capabilities (online/virtual, in-person, and hybrid) and best-qualified leaders/instructors.
2. By FY24, SPME will ensure student wellbeing by implementing continuous proactive safety and health protocols to ensure maximum student fill rate in each course.

3. By FY24, SPME will expand its internal and external engagement with our partner nations supporting Military Training Teams engagements in the Western Hemisphere, maintaining developmental relations and influence with WHINSEC's Partner Nation Instructors (PNI) upon completion of their duties in SPME, and engaging in direct communication with Plan of Instruction (POI) proponents, to provide better understanding and transparency of shared goals and leader development outcomes.

D. Concluding Thoughts SPME remains committed to providing a top-tier academic experience supporting the multinational and whole-of-government team. All while championing the institute's mission of educating and developing ethical leaders to strengthen democratic partnerships in the Western Hemisphere. After a year of student allocation shortfalls due to unperceived challenges, SPME is projecting maximum student allocation for FY24. Through agile, adaptive, and ethical leaders' development, SPME is expanding its operational reach to build regional teams that support the U.S. strategic interest and partnerships in the Western Hemisphere.



VI. ROY P. BENAVIDEZ NON-COMMISSIONED OFFICER ACADEMY (NCOA)

The Master Sergeant Roy P. Benavidez Non-Commissioned Officer Academy (NCOA) develops confident, professional, and creative thinkers alongside partner nation security forces at the Non-Commissioned Officer (NCO) level. NCOA empowers junior and senior leaders to make the correct decisions throughout the Western Hemisphere. The WHINSEC NCO development program is a substantial investment of resources, personnel, and facilities dedicated to providing NCOs with the tools needed to lead people and manage resources. The NCOA goal is to provide the best academic programs possible while maintaining the highest ethical and leadership standards. NCOA is not a college campus nor an extension of basic military training. Instead, it is a professional school designed to educate and advance the high ideals necessary for leadership, teamwork, good order, and discipline.

NCOA Mission: The NCOA Mission—how to professionalize the NCO Corps— is “to conduct professional military education for Western Hemisphere Noncommissioned Officers in the areas of Leadership, Counseling, Training Management, Warfighting Skills, and Staff Operations. Develop NCOs to be tactical and ethical leaders, enhancing the professionalism of the region’s security forces.”

FY23 NCOA Graduates

Selected Courses / Events	# of courses/events		# of students
	Offered	Conducted	Total
Basic Leader Course (BLC)	3	3	71
Advanced Leader Course (ALC) (English)	1	1	24
Senior Enlisted Advisor (SEA)	1	1	24
NCO Professional Development (NCOPD)	2	2	42
NCO Professional Development – English (NCOPD-E)	0	0	0
	7	7	161
	100% Execution		100% Fill

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

A. Overview

The NCOA executes three levels of Professional Military Education (PME) courses accredited by the United States Army Training and Doctrine Command. The Basic Leader Course (BLC) prepares first-line supervisors with foundational skills to lead small teams. The Advanced Leader Course (ALC) prepares mid-level NCOs to lead teams at a broader level and to develop their subordinate leaders. Lastly, the Senior Enlisted Advisor (SEA) Course prepares senior enlisted personnel to exercise organizational leadership at the battalion level and higher echelons. All three courses incorporate 'Common-Core Competencies' taught across all U.S. Army NCO Academies, regardless of rank, specialty, or position.

B. FY23 Highlights

The MSG Roy P. Benavidez NCO Academy attained the following achievements in FY23:

1. The BLC tailored its curriculum to eliminate U.S.-specific programs and expand the scope of training to include a train-the-trainer programs for physical fitness and self-defense tactics. Under the purview of the Noncommissioned Officer Leadership Center of Excellence (NCOLCoE) the course has adapted lesson to meet the needs of the partner nation enlisted leader audience.
2. The Advanced Leader Course officially replaced the NCO Professional Development Course as the mid-level leader equivalent course and is focused on the U.S. NCO Common Core Competencies of Leadership, Communications, Readiness, Training Management, Operations, and Program Management. The NCOA developed its MTT curriculum based on the new ALC.
3. The SEA Course increased its class size to accommodate increased demand among partners nation. The NCO Academy added an additional iteration of the 10-week curriculum to run two courses per year starting in FY 24.

C. Way Ahead

The SEA Course collaboration with the NCO Leadership Center of Excellence will become the focus of future courseware design. As the lead agency responsible for the entire NCO Professional Development System, the NCOLCoE offers a critical perspective for developing the senior-level student audience. For all NCOA courses, the Academy seeks to supplement the instructor cohort with law enforcement personnel and women enlisted leaders to facilitate the inclusion of various viewpoints and professional experiences.

D. Concluding Thoughts

The NCO Academy strives to balance the delivery of successful training programs with the understanding that partner countries need not adopt every aspect of the U.S. leadership model. Therefore, as the NCO Academy continues courseware development to professionalize the NCO corps, the focus remains to provide foundational knowledge, skills, and experiences for leaders to take and shape as their own.



VII. DELEON-GONZALEZ SCHOOL OF LEADERSHIP AND TACTICS (DGSLT)

The Deleon Gonzalez School of Leadership and Tactics (SLT) plans, develops, prepares, and conducts training and education for military, law enforcement, and civilian national security practitioners while promoting democratic values and respect for human rights to foster cooperation among multi-national military forces and law enforcement agencies. SLT utilizes TRADOC training programs of instruction grounded in current U.S. doctrine and planning methodologies to ensure training and education support USNORTHCOM, USSOUTHCOM, Department of State Bureau of Western Hemisphere Affairs priorities, and the needs of Partner Nations.

Mission: *School of Leadership and Tactics trains ethical leaders in tactical, technical and leadership skills to enhance tactical interoperability, and strengthen democratic partnerships in the Western Hemisphere.*

Table 7. FY23 DGSLT Graduates

Courses / Programs	# of courses		#Students		
	Offered	Conducted	U.S.	Partner Nation	Total
Operational Tactics for Hemispheric Security (OTHS)	2	2	0	38	38
Transnational Threat Network Intelligence Analysis (T2NIA)	2	2	0	33	33
Joint Disaster Response Techniques course (JDRT)	1	1	0	16	16
Medical Assistance Course (MEDAC)	2	2	0	43	43
Cadet Leadership Development (CLD)	3	3	31	308	339
	12	9	31	438	469

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

A. Overview. DGSLT offers five (5) courses in leadership and tactics through its two (2) divisions: the Tactics Division and the Leadership Development Division.

Table 8. DGSLT Divisions and Course Offerings

Tactics Division	Leadership Development Division
1. Operational Tactics for Hemispheric Security (OTHS)	1. Cadet Leadership Development (CLD)
2. Transnational Threat Network Intelligence Analysis (T2NIA)	
3. Joint Disaster Response Techniques course (JDRT)	
4. Medical Assistance Course (MEDAC)	

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

B. FY22 Highlights. The Academic Highlights for FY23 outline the milestones and significant achievements made during the FY.

1. Combined Training and Advanced Sustainment Training. DGSLT continued to expand partnerships with other USG organizations and military units. During the past FY, DGSLT participated in the 7th Special Forces Group (Airborne) (7th SFG) validation exercises, alongside Colombian Special Operations troops. The collaborative training, including Partner Nation Instructors from DGSLT provided additional partner force exposure to 7th SFG within the region they are preparing to operate, while also recertifying DGSLT Instructors in critical and high-risk skills. The partnership with USSOF opened doors to advanced training such as Sensitive Site Exploitation (SSE). DGSLT's courses' SSE modules routinely receive feedback from graduates on their practical application of the skills at their home station to achieve effects such as narcotics seizures and captures of transnational criminal leaders. Partnership with the Fort Moore Fire Department also opened opportunities for disaster response technical skills, and handling of precursor chemicals and hazardous materials that support illicit narcotics production. In addition to the SSE training, DGSLT sent three NCOs (including one PNI) to the 7th Special Forces Group (Airborne) Water Infiltration Course (WIC), certifying three instructors in safe small boat operations. Law Enforcement Professionalism. SLT answers directly to the WHINSEC Deputy Commandant – Law Enforcement from Homeland Security Investigations. The DCO-LE amplifies the law enforcement presence and helps law enforcement students in SLT courses connect better with the institute. DCO-LE brings real-world experience working with partnered investigations in human, weapons, and drug trafficking and counter-threat finance activities across international borders. Integration with DCO-LE also provides oversight to mitigate perceptions of militarization of law enforcement throughout the hemisphere.

2. Law Enforcement Professionalism. DGSLT continued strengthening partnerships with US Law Enforcement Agencies (USLEA) by seeking and developing collaboration opportunities. DGSLT graduated its first known student from DEA's vetted units, known as "Sensitive Investigative Units" (SIU), from Peru. The student graduated from OTHS, a course that routinely sees students return to their home assignments and apply the skills learned in Counternarcotics operations. DGSLT continues to work with WHINSEC's DCO-LE from Homeland Security Investigations (HSI), to coordinate students from HSI's vetted units, known as TCIUs. DGSLT hosted an FBI Transnational Organized Crime Task Force Supervisor as a graduation guest speaker, to begin inculcating law enforcement senior leaders into our programs. Contrasting US ideals against near-peer competitors. SLT began integrating vignettes into courses from the Russian invasion of Ukraine for analysis of the students. Additionally, SLT and WHINSEC's Center for Human Rights and Democracy (CHRD) collaborated to contrast US values in human rights and democratic principles against the autocratic principles of China and Russia. SLT is including Interagency expertise with experience in state-sponsored organized crime to expose students to criminal nexus tied to state actors.

3. Operational Impact Feedback Loop from Graduates. Graduates of DGSLT's courses continue to reach back to instructors to cite the value of the skills they learned in the school with their application in the field. Just weeks after graduating, one partner nation graduate reached back to instructors with details of a cocaine seizure. The feedback we receive from the students helps our School calibrate our programs of instruction, but also serves as an indicator of the relationships that are built through the WHINSEC platform.

4. Contrasting US ideals against near-peer competitors. DGSLT continued to address near-peer

competitors throughout academic and guest speaker programs. The school continued to expand partnerships with Interagency to gain perspectives on Russian and Chinese activities within the Western Hemisphere.

5. **Field Leadership Culture.** This FY, the School of Leadership and Tactics was redesignated as the Deleon-Gonzalez School of Leadership and Tactics. We took on the name of two fallen warriors from 7th SFG, which honors the legacy of these two Warriors that fought for one another to their last breath and drives the culture of brotherhood that is fostered in a tactical field environment. This also linked DGSLT with 7th Special Forces Group.

C. Way Ahead. In FY24, DGSLT will take advantage of the participation of U.S. and Partner Nations students to facilitate professional engagements and develop ethical leaders during FY24 by focusing on the following:

1. In FY24, SLT will pursue integrated field training exercises with Operational Forces that conduct missions in the USSOUTHCOM Area of Responsibility. DGSLT is coordinating with 7th Special Forces Group (Airborne) and 1st Security Forces Assistance Brigade, both of whom are aligned with USSOUTHCOM, to provide opportunities for Special Forces Operational Detachment Alphas (SFODAs) and Military Advisor Training Teams (MATTs), to conduct simulated partner force operations with students in the field. This will be mutually beneficial, as it provides an immersion with the future partners for the Operational units and provides DGSLT students with experience working with U.S. forces that often deploy as trainers and advisors in their countries.

2. In FY24, DGSLT will continue efforts to expand its Interagency guest speaker program to introduce concepts and impacts of Transnational Organized Crime beyond threats contained in the Western Hemisphere. DGSLT is actively coordinating for Interagency experience to speak about the use of organized crime by adversarial state actors as a means for funding illicit activities as well as the potential dangers of unrestrained illegal immigration into the United States.

3. In FY24, DGSLT will complete the revision of the Program of Instruction (POI) for the Transnational Threat Network Intelligence Analysis Course, enter the implementation and evaluation phase for Cadet Leadership Course, Joint Disaster Response Techniques Course, and Operational Tactics for Hemispheric Security, and start analysis for the Medical Assistance Course (MEDAC) update.

D. Concluding Thoughts. DGSLT courses provide an opportunity for direct operational effects with partners in the Western Hemisphere. The physically and mentally demanding nature of the courses also helps to build sustainable relationships amongst students, and between students and instructors. This results in sustained contact between students helping pass on lessons learned to each other from their operational experiences long after graduation from WHINSEC.



VIII. CENTER FOR HUMAN RIGHTS AND DEMOCRACY (CHRD)

The Center for Human Rights and Democracy (CHRD) was established on June 17, 2016. CHRD’s mission is to promote, through programs and partnerships, human rights, democracy, and ethics instruction to eligible military personnel, law enforcement officials, and government civilians that will develop ethical and professional decision-making, and enhance their competencies, to strengthen a culture of respect for human rights and democracy. The Institute provides education and training that enables successful multi-agency security force operations free of violations and abuses.

FY23 CHRD Graduates

Selected Courses / Events	# of courses/events		# of students		
	Offered	Conducted	U.S.	Partner Nation	Total
International Operational Law (IOL) Course	1	1	0	29	29
Human Rights Instructor Course (HRIC)	1	1	0	25	25
Human Rights and Democracy Electives (for CGSOC Course)	2	2	27	28	55
Human Rights Training for WHINSEC Instructors	5	5	17	21	38
Democracy Training for WHINSEC Instructors	6	6	18	N/A	18
	15	15	62	103	165
		100%	38%	62%	100%
		Execution		Fill	

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

A. Overview

WHINSEC’s charter and our mandate from Congress to focus on Human Rights and Democracy is over twenty years old and we have complied not only with the letter, but with the spirit of the law as well. The CHRD develops and conducts education and training of the congressionally mandated topics of international human rights law, rule of law, due process, civilian control of the military, and the role of the military (or security forces) in a democracy. Although not one of the congressionally mandated topics, aspects of international humanitarian law (IHL) are also included due to its logical relation. The first three topics, and IHL, fall under the responsibility of the CHRD Director, whereas the representative from the Department of State oversees the last two topics. WHINSEC’s Chaplain covers the ethics class.

All our courses at WHINSEC incorporate a minimum of seven hours of human rights, three hours of democracy, two hours of ethics, and the Field Studies Program (FSP). We not only meet but also exceed the standards required by U.S. and international law. Three WHINSEC courses (the Command and General Staff Officer Course, the Maneuver Captains Career Course, and the Senior Enlisted Advisor Course) also include the Andersonville Staff Ride, which focuses on the causes of human rights violations during our civil war, and measures to prevent them. The remaining WHINSEC courses participate in the Andersonville Educational Visit. No student can graduate without these mandatory classes.

Our staff conducts this education and training through classes, courses, electives, and staff rides, along with other events. Our curriculum is second to none and has been developed in close coordination with and the assistance of law enforcement and military attorneys, human rights non-government organizations, the International Committee of the Red Cross, the Academy of Human Rights and Humanitarian Law (at American University’s Washington College of Law), and other leading Human Rights advocates. Our Department of State representative, with linkages to the Bureaus of Democracy,

Human Rights, and Labor and the Western Hemisphere, ensures the interagency perspective and compliance with U.S. Constitutional principles, applicable laws, and the OAS Charter.

The CHRD team is comprised of talented and dedicated U.S. and partner nation military, law enforcement, and civilian instructors (many of them subject matter expert attorneys) who combine a passion for human rights and democracy with a love for teaching. We are pleased with our achievements and take pride in the fact that no security forces personnel trained by our Institute have been accused of human rights violations.

The FSP, managed by a separate section, complements the human rights and democracy curriculum with educational visits to the National Center for Civil and Human Rights, the William Breman Jewish Heritage & Holocaust Museum, the Tubman Museum, as well as other locations. These cultural exchange programs enhance the learning experience, enrich our students and reinforce our curricula.

In addition to providing the congressionally mandated human rights and democracy education support to all WHINSEC Courses, CHRD is also responsible for the development and execution the following courses and events:

- International Operational Law (IOL) Course – a four and one-half week course that frequently attracts military and government civilian lawyers, along with military and law enforcement commanders. This course emphasizes that part of international human rights law that restricts tactics in the operational environment. It includes two days of simulation exercises that put into practice the lessons taught in class on the lawful use of lethal force. It also includes the Andersonville Staff Ride.
- Human Rights Instructor Course (HRIC) – a one-week course that teaches partner nation instructors selected legal topics and issues so that they can effectively teach a day-long block of instruction on human rights. Upon graduation, students receive a lesson plan, a PowerPoint Presentation, and video on the prohibition of torture. Human Rights First produced this video and granted us permission to use it.,.
- Human Rights and Democracy Electives (for CGSOC Course) – these mandatory electives on human rights and democracy provide over 40 hours of classes over the span of three months. [CGSOC – Command and General Staff Officers Course.] These electives include the Andersonville Staff Ride and the Little White House Staff Ride. The latter serves as a critical capstone experience for the students as they reinforce lessons discussed in the Democracy Elective.
- Human Rights and Democracy Training for WHINSEC Instructors – a one-week training event that certifies WHINSEC U.S. and partner nation instructors to teach human rights and democracy to its courses.

B. FY23 Highlights

CHRD conducted the following courses during FY23:

Third quarter. April-June 2023.

- Conducted a resident International Operational (IOL) Course with twenty-nine (29) students from Colombia (21), Ecuador (1), Mexico (3), Panama (2), and Paraguay (2). Nine (9) were female personnel. This IOL Course occurred during 23 MAR – 20 APR 23. The course director and principal instructor was LCDR Champa, Partner Nation Instructor-Peru.

Fourth quarter. July- September 2023.

- Conducted a resident Human Rights Instructor Course (HRIC) with twenty-five (25) students from Colombia (5), Guatemala (2), Honduras (7), Mexico (1), and Peru (10). Twelve (12) were female personnel. This HRIC occurred during 11-17 AUG 23. The course director and principal instructor was LTC Luna, Partner Nation Instructor-Ecuador.
- Human Rights and Democracy Electives (for the Command and General Staff Officer Course, CGSOC) – these mandatory electives, one on human rights and the other on democracy, provide over 40 hours of classes during the span of several weeks. These electives include the staff rides to Andersonville, and the Little White House. The latter serves as a critical capstone experience for the students as they reinforce lessons discussed in the Democracy Elective.

C. Way Ahead

CHRD will pursue the following during fiscal year 2024:

1. Integrate the Human Rights and Democracy Standard Operating Procedure (SOP).

SOP highlights include:

An Andersonville Staff Ride for the Command and General Staff Officer Course (CGSOC), Maneuver Captains Career Course -WHINSEC, and Senior Enlisted Advisor (SEA) Course; and an Andersonville Educational Visit for all other WHINSEC Courses.

The total time required for the Andersonville Staff Ride is twelve (12) hours divided in the following sequence: 1) “Introduction to Andersonville” Class – four (4) hours; and 2) the “Andersonville Staff Ride” – eight (8) hours. The Andersonville Staff Ride visit at the historic site is an all-day event.

Whereas the total time required for the Andersonville Educational Visit is three (3) hours divided in the following sequence: 1) Andersonville Site Visit – forty-five (45) minutes. 2) National Prisoner of War Museum Tour – one and one-half (1.5) hours. 3) Gift Shop Visit – fifteen (15) minutes.

Proctoring a thirty-minute pre-test consisting of ten (10) multiple-choice questions, and a final exam, consisting of twenty-five multiple choice questions on human rights and democracy, using Blackboard. Students who fail the final exam are retrained and re-tested with a different version of the exam. A student who fails a second attempt will be offered a Certificate of Training Received in lieu of a Diploma. Those students receiving a Certificate of Training Received are not permitted to participate in the graduation ceremony.

2. Integrate one (1) legal researcher/writer. This will allow CHRD to improve its human rights curriculum development by augmenting existing topics and adding additional ones. It will also

provide CHRD with the expanded capability to continue disseminating human rights and democracy education and training to other sister institutions or Department of Defense organizations.

D. Concluding Thoughts

WHINSEC is a leader in the professionalization of Western Hemisphere security forces personnel and CHRD is committed to excellence in the education and training of human rights and democracy. The curriculum challenges students to refine their understanding of professional responsibilities and enable them to consider and employ legal requirements and democratic principles to perform operations within the rule of law. Our efforts to develop and conduct student-centric classes furthers the knowledge and understanding of service members, law enforcement officials, and government civilians, on the congressionally mandated topics, and effectively contributes to a culture of respect for human rights and democratic principles in the Western Hemisphere.



IX. FIELD STUDIES PROGRAM (FSP)

The Department of Defense Field Studies Program (FSP) provides an opportunity for International Military Students (IMS) to become familiar with U.S. culture, institutions, and values. The program further increases IMS awareness of the U.S. commitment to basic human rights principles recognized internationally. A two-day field trip is incorporated during each course to help enhance a greater understanding of the U.S. democratic way of life. FSP events are an extension of the classroom and mandated by regulation in the following categories:

1. Diversity and American Life
2. Human Rights
3. U.S. Government Institutions or Political Processes
4. Free Market and Judicial System
5. Education
6. Health and Human Services
7. Media or Freedom of expression International Peace and Security

A. FY23 Highlights

Table 10. FY23 FSP

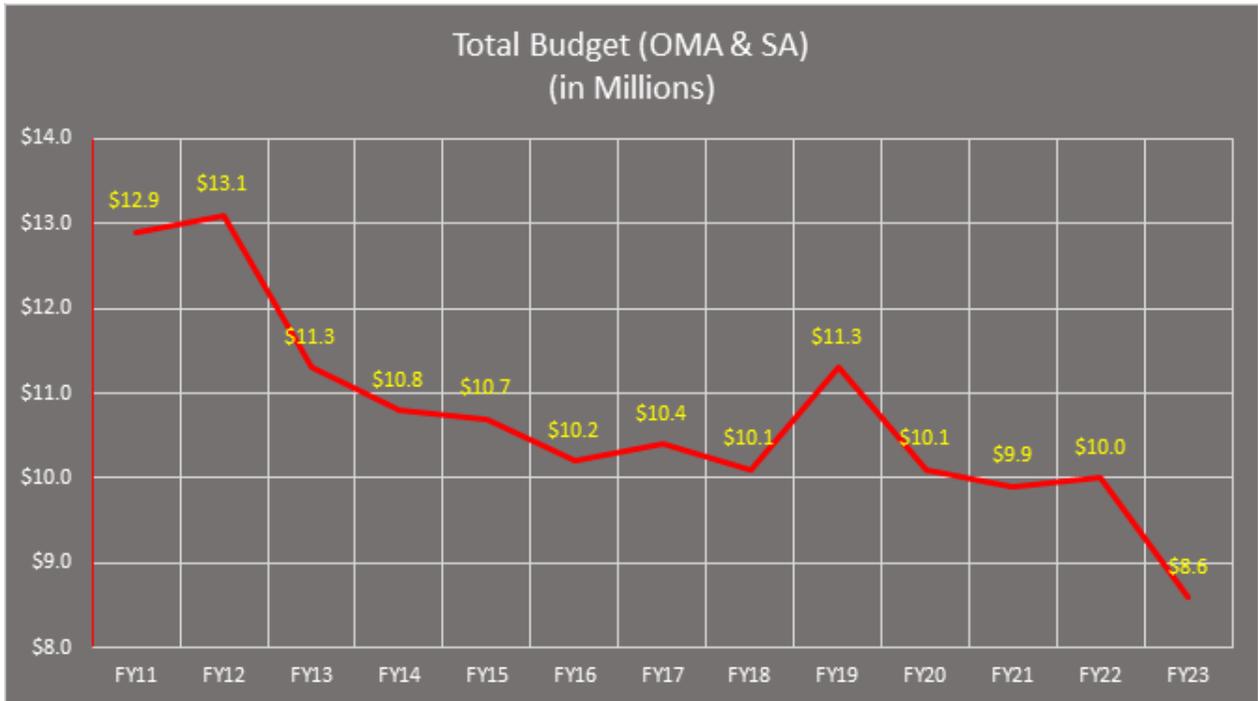
E	# of Events		# International Students
	Offered	Conducted	
Columbus, GA	4	4	116
Atlanta, GA	16	16	609
Savannah, GA	1	1	27
Destin, FL	1	1	45
Pensacola, FL	1	1	13
Opelika, AL	4	4	85
Chattanooga, TN	2	2	39
Washington, DC	2	2	51
Guest Speaker (Renaming Ceremony)	1	1	38
	33	33	1172
	100%	100%	
	Event Execution		Student Participation

Notes:

1. Students participated in multiple events in four states.
2. Guest Speaker was the Renaming Ceremony of Ft. Moore to Ft. Moore.



X. BUDGET



WHINSEC’s operating costs were \$8.6M in Fiscal Year 2023. With the Operation & Maintenance (O&M) Appropriations, WHINSEC funded \$6.2M for civilian salaries and overhead costs. WHINSEC also received approximately \$3.2M in tuition reimbursements and other required activities such as Security Assistance Training Field Activity (SATFA) trips to Washington, DC, supporting the Field Studies Program (FSP). The funding sources for tuition included several Security Assistance programs such as the Department of State’s appropriations for International Narcotics Control and Law Enforcement (INCLE), the International Military Education and Training (IMET) programs, and Foreign Military Sales (FMS).



XI. BOARD OF VISITORS.

A. Purpose. The Western Hemisphere Institute for Security Cooperation Board of Visitors (WHINSEC BOV) was established in 2001 by U.S. Congress under Title 10 U.S. Code § 343. The WHINSEC BOV's purpose is to provide the Secretary of the Defense, through its designated Executive Agent (U.S. Army Secretary), independent advice and recommendations on matters about curriculum, instruction, physical equipment, fiscal affairs, and academic methods of the Institute, other matters relating to the Institute that the Secretary of Defense determines appropriate or the WHINSEC BoV decides to consider.

B. Membership. WHINSEC BoV provides its best judgement without representing any point of view and in a manner free from conflict of interest. The WHINSEC BoV is composed by:

- 1) Chairman and ranking minority member of the Committee on Armed Services of the U.S. Senate, or a designee
- 2) Chairman and ranking minority member of the Committee on Armed Services of the U.S. House of Representatives, or a designee
- 3) Six persons designated by the Secretary of Defense including, to the extent practicable, persons from academia and the religious and human rights communities.
- 4) One person designated by the Secretary of the Department of State
- 5) The senior military officer responsible for training and doctrine under the designated executive agent of the Secretary of Defense
- 6) Combatant Command Commanders with geographic responsibility on the Western Hemisphere (i.e., SOUTHCOM and NORTHCOM)

C. Authority. The Secretary of Defense, per the Federal Advisory Committee Act (FACA) (5 U.S.C., Appendix) and Title 10 § 343(e), established this discretionary advisory committee.

D. Reports. The Board submits a written report to the Secretary of Defense through the designated Executive Agent (Secretary of the Army). Per Department of Defense (DoD) policy and procedures, the Secretary of the Army or designee may act upon the Board's advice and recommendations.



Board of Visitors Members

Appointed by the Secretary of Defense:



Amb. Liliana Ayalde

Chair, Board of Visitors Former U.S. Ambassador (Brazil) Deputy Assistant Secretary, U.S. Department of State



Msgr. Steven V. Carlson

Retired Catholic Priest Former U.S. Army Officer serving in Central America



Dr. Jean-Philippe Austin, MD

President, Haitian American Foundation for Democracy



Ms. Annie Pforzheimer

CUNY Professor Former Career Foreign Service Officer



Ms. Johanna Cervone

Chief of Staff Office of the Mayor Miami-Dade County

Federal Ex-Officio Board Members (or designated representative):



Sen. Roger Wicker (R-MS) Ranking Member, Senate

Committee on Armed Services (or designee)



Sen. Jack Reed (D-RI)

Ranking Member, Committee on Armed Services, U.S. Senate (or his designee)



Hon. Adam Smith (D-WA 9)

Chairman, Committee on Armed Services, U.S. House of Representatives (or his designee)



Hon. Austin Scott (R-GA 8)

Committee on Armed Services, U.S. House of Representatives (Designated by Ranking Member, HASC)



Ms. Kerri S. Hannan

Deputy Assistant Secretary Bureau of Western Hemisphere Affairs, U.S. Department of State (Designated by Secretary of State)



GEN Glen D. VanHerck (USAF)

Commander, U.S. Northern Command and North American Aerospace Defense Command



GEN Laura J. Richardson (USA)

Commander, U.S. Southern Command



GEN Gary Brito (USA)

Commanding General, United States Army Training and Doctrine Command



ANNEX 1. COURSE DESCRIPTION SUMMARY. It provides a list of course titles with a summarized description. Each student (military, law enforcement, or civilian equivalent) receives instruction and training on human rights, due process, the rule of law, civilian control of the military, and the military role in a democratic society.

A. CENTER FOR HUMAN RIGHTS AND DEMOCRACY (CHRD)

1. International Operational Law (IOL): Students discuss aspects of international human rights law, the rule of law, due process, and international humanitarian law to enhance their ability to analyze, apply, and resolve common legal issues leaders encounter at the tactical level during successful multi-agency security force operations that are free of human rights violations and abuse.

Student Profile: All ranks (military, law enforcement, or civilian equivalent)

Duration: 20 Tng. Days

MASL: B166150

2. Human Rights Instructor Course (HRIC): The purpose of this course is to teach instructors how to deliver an eight (8) hour block of instruction on human rights, the rule of law, due process, civilian control of the military, and the role of the military in a democratic society. Upon graduation, students receive an instructor package containing a (1) lesson plan, a (1) PowerPoint Presentation, and a (1) Human Rights First video on the prohibition of torture with permission for educational use.

Student Profile: All ranks

Duration: 5 Tng. Days

MASL: B166006

3. Human Rights and Democracy Electives (for the Command and General Staff Officer Course, CGSOC): These mandatory electives on human rights and democracy provide over 40 hours of classes during the span of three months. These electives include the staff rides to Andersonville National Historic Site and the Little White House. The latter serves as a critical capstone experience to reinforce lessons discussed in the Democracy Elective.

Student Profile: Major [O4] - Lieutenant Colonel [O5]

Duration: 5 Tng. Days

MASL: N/A

Note: Lessons within the CGSOC course

4. Human Rights Training for WHINSEC Instructors: This training certifies WHINSEC's instructors (U.S. and partner nation) to teach human rights lessons in their courses.

Student Profile: All Ranks

Duration: 5 Tng. Days

MASL: N/A

5. Democracy Training for WHINSEC Instructors: This training certifies WHINSEC's instructors (U.S. and partner nation) to teach democracy lessons in their courses.

Student Profile: All Ranks
Duration: 1 Tng. Day (8 hrs.)
MASL: N/A

6. Women, Peace and Security Symposium: This annual symposium for CGSOC students focuses on women as critical and equal participants in all efforts to achieve sustainable international peace and security. NORAD/NORTHCOM and SOUTHCOM collaborate with WHINSEC on this educational event.

Student Profile: All Ranks
Duration: 3 Tng. Days
MASL: N/A

B. DELEON-GONZALEZ SCHOOL OF LEADERSHIP AND TACTICS (DGLST)

7. Cadet Leadership Development (CLD): This course grounds its curriculum on U.S. Army doctrine to develop leadership skills, reinforce individual confidence, and evaluate professional competencies. Cadets phase through team development, small arms density, complex decision-making, and fully immersive tactical scenarios. Instructors evaluate Cadets both individually and collectively. Additional instructions integrate training in 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.

Student Profile: Cadets
Duration: 22 Tng. Days
MASL: B176230

8. Transnational Threat Network Intelligence Analysis (T2NIA): This 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, in concurrence to focusing on local and transnational level organized crimes.

Student Profile: Corporal [E5] – Lieutenant Colonel [O5]
Duration: 40 Tng. Days
MASL: B129202

9. Operational Tactics for Hemisphere Security (OTHS) (formerly known as Counter Transnational Threats CTT): This course provides comprehensive and specialized training in countering transnational criminal organizations and eliciting network operations at a detachment task force or platoon level. The course emphasizes tactical level planning and command and control during the effective execution of counter-transnational threat operations against realistic targets and objectives.

Student Profile: Corporal [E5] – Lieutenant Colonel [O5]
Duration: 35 Tng. Days
MASL: 121427

10. Medical Assistance Course (MEDAC): This course prepares students to provide medical action in various operational environments. After this course, students will be ready to perform the necessary treatment from the point of injury or illness through the continuum of health care.

Student Profile: All Ranks (military, law enforcement, or civilian equivalent)

Duration: 45 Tng. Days

MASL: B175350

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

Student Profile: Corporal [E5] – Lieutenant Colonel [O5]

Duration: 35 Tng. Days

MASL: B174500

C. ROY P. BENAVIDEZ NON-COMMISSIONED OFFICER ACADEMY (NCOA)

12. Basic Leader Course (BLC): Prepares sergeants, promotable specialists/corporals, and non-promotable specialists/corporals to lead team-level size units by providing an opportunity to acquire the leadership skills, knowledge, and experience needed to be successful as noncommissioned officers. The course is the foundation for further training and leadership development.

Student Profile: Corporal [E5] – Staff Sergeant [E6]

Duration: 28 Tng. Days

MASL: B121431

13. Advanced Leaders Course – WHINSEC (ALC-W): This course prepares midlevel non-commissioned officers (NCOs) to be adaptive leaders, critical and creative thinkers, armed with the technical, tactical, administrative, logistical skills and experience to lead squads and platoons. Students can visualize, describe, and execute squad-level and platoon-level operations in varied operational environments. This leadership course produces an adaptive and innovative professional leader capable of leading subordinates in any situation. WHINSEC offers this course in English and Spanish.

Student Profile: Sergeant [E6] – Sergeant First Class [E7]

Duration: 38 Tng. Days

MASL (Spanish): B179115

MASL (English): B179116

14. Senior Enlisted Advisor (SEA): This course prepares Senior Non-Commissioned Officers (SNCOs) to serve at higher levels of leadership or advisory roles at the organizational or institutional levels. It provides tools to develop critical reasoning, creative thinking, and decision-making skills in a joint, multinational, and multiservice professional forum. Students analyze problems based on available information, arrive at logical solutions and decisions with reasonable speed, communicate their reasoning and decisions orally and in writing, and supervise to ensure proper execution.

Student Profile: Master Sergeant [E8] – Sergeant Major [E9]

Duration: 50 Tng. Days

MASL (Spanish): B179118

D. SCHOOL OF PROFESSIONAL MILITARY EDUCATION (SPME)

15. Command and General Staff Officer (CGSOC): This course educates and trains intermediate-level military, interagency, and partner-nation officers to be prepared to operate in complex Army,

JIIM environments as field grade commanders and staff officers. U.S. Army, Air Force, Marines, and Navy officers study alongside international students. Students have the opportunity to obtain a Master of Military Art and Science Degree at no additional cost.

Student Profile: Major [O4] - Lieutenant Colonel [O5]

Duration: 235 Tng. Days

MASL: B171425

16. Maneuver Captains Career Course-WHINSEC (MCCC-W): This course trains and develops students to become creative, agile, and self-confident combined arms staff officers and commanders capable of performing combat tasks against an adaptive enemy. Students receive training in fundamentals, troop-leading procedures, and company-level operations in infantry, heavy, and Stryker brigade combat teams. It allows students to develop company-level plans for organizations in various unified land operation environments. U.S. Army officers study alongside international students and receive Military Education Level – F credit.

Student Profile: First Lieutenant [O2] - Captain [O3]

Duration: 130 Tng. Days

MASL: B171420

17. Joint Planning Course (JPC): This course educates field grade officers and interagency civilians in joint operations, decision-making, and planning processes through formal lectures and case study analysis. Additionally, it develops field grade officers to function as joint and multinational operations officers in coalition operations.

Student Profile: Major [O4] - Colonel [O6]

Duration: 40 Tng. Days

MASL: B121430

18. Interagency Crisis Action Planning (IACAP): This course prepares security force personnel to serve as advisors or planners in crisis management during military operations or post-disaster initial response activities in collaboration with the interagency and international community. Students train to advise decision-makers for interactions with the population during crisis response activities.

Student Profile: Sergeants First Class [E-7] - Lieutenant Colonel [O5]

Duration: 27 Tng. Days

MASL: B173015

19. Joint Logistics and Security Assistance Course (JLSAC): This course prepares security forces officers 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.

Student Profile: Captain [O3] - Colonel [O6]

Duration: 21 Tng. Days

MASL: B151035

E. CENTER FOR STAFF AND FACULTY DEVELOPMENT (CFSD)

20. Common Faculty Development-Instructor Course (CFDIC): This two-week course prepares students to plan, implement and evaluate instruction, including teaching methods, training aids, communication techniques, control and intervention, testing, and composite risk management, among

many other subjects. The course consists of two phases; in the first, students learn theories and concepts related to enhancing their instructional abilities, and in the second, students present three presentations wherein they implement what they have learned in Phase 1. Students can view themselves instructing via video recording.

Student Profile: All ranks

Duration: 2 weeks, 1-day **MASL:**

B179117

21. Lesson Author Course: The five-day course is primarily self-directed, in and out of class requirements. Students will develop and coordinate products for each Accountable Instruction System (AIS) five phases working in collaborative teams. The course takes the student through the AIS process, covering one daily phase.

Student Profile: All ranks

Duration: 2 weeks, 1-day **MASL:**

N/A

22. Evaluator Instructor Course: This course is a 16-hour workshop that prepares WHINSEC faculty and staff to implement the Faculty Development and Recognition Program (FDRP). The workshop takes an in-depth look at the FDRP requirements to establish and maintain this Army University program to badge instructors who seek further professional development.

Student Profile: All ranks

Duration: 2 weeks, 1-day **MASL:**

N/A

23. Advanced Faculty Development Program: Advanced Faculty Development (AFD) is a 3-day, 24-hour course that examines adult learning theory and educational processes to help experienced faculty members improve their learning environment management skills. The outcome of this course is for experienced Command and General Staff College (CGSC) faculty to strengthen their management skills for the adult learning environment.

Student Profile: All ranks

Duration: 2 weeks, 1-day **MASL:**

N/A



ANNEX 2. 2023 BOARD OF VISITORS MINUTES. The Board of Visitors (BoV) for the Western Hemisphere Institute for Security Cooperation (WHINSEC) conducted its annual meeting on Thursday, March 16, 2023, at the institute's campus on Fort Benning, Georgia. The meeting agenda included a detailed update from the WHINSEC leadership, followed by a round-table discussion facilitated by the board's chair. The proceedings also included updates from the Office of the Under Secretary of Defense for Policy, the U.S. Department of State, U.S. Southern Command, and U.S. Northern Command.

Minutes for the Annual Board of Visitors Meeting Western Hemisphere Institute for Security Cooperation March 16, 2023, Fort Moore, Georgia

1. **Summary:** The Board of Visitors (BoV) for the Western Hemisphere Institute for Security Cooperation (WHINSEC) conducted its annual meeting on Thursday, March 16, 2023, at the institute's campus on Fort Benning, Georgia. The meeting agenda included a detailed update from the WHINSEC leadership, followed by a round-table discussion facilitated by the board's chair. The proceedings also included updates from the Office of the Under Secretary of Defense for Policy, the U.S. Department of State, U.S. Southern Command, and U.S. Northern Command. Board members also had an opportunity to visit classrooms and engage with students and faculty. As required by the Federal Advisory Committee Act, the meeting was announced in the Federal Register and open to the public. The Designated Federal Officer, Mr. Thomas Cooke, called the meeting to order at 9:00 a.m. and adjourned at 4:00 p.m. During his opening remarks, Mr. Cooke acknowledged the attendance of Mr. Daniel P. Erikson, Deputy Assistant Secretary of Defense for Western Hemisphere Affairs, and welcomed the newly appointed board members: Ambassador Liliana Ayalde (Chair), Monsignor Steven V. Carlson, Dr. Jean-Philippe Austin, Ms. Johanna Cervone, and Ms. Annie Pforzheimer. Mr. Cooke also recognized ex-officio board members representing the U.S. Department of State, U.S. Southern Command, U.S. Northern Command, and the U.S. Army Training and Doctrine Command. Also represented, was the International Operations Division of Homeland Security Investigations. The day prior to the annual meeting, BoV members participated in the Women Peace and Security Panel hosted by U.S. Northern Command. They also toured the facilities and attended an evening reception.

2. Board Members in Attendance:

Board Members	Name	Attendance	Representative I Proxy
SECDEF Appointee	Amb. Liliana Avalde (Chair)	Present	
SECDEF Appointee	Ms1rr. Steven V. Carlson	Present	
SECDEF Appointee	Dr. Jean-Philippe Austin	Present	
SECDEF Appointee	Ms. Johanna Cervone	Present	
SECDEF Appointee	Ms. Annie Pforzheimer	Present	Attended Virtually
SASC, Ex-Officio	Hon. Jack Reed	Not Present	
SASC, Ex-Officio	Hon. Roger Wicker	Not Present	
HASC, Ex-Officio	Hon. Mike Rogers	Not Present	
HASC, Ex-Officio	Hon. Adam Smith	Not Present	
DOS, Ex-Officio	Ms. Kerri Hannan	Present/Proxy	Mr. Rafael Foley

SOUTHCOM, Ex-Officio	Gen. Laura J. Richardson	Present/Proxy	VADM Alvin Holvev
NORTHCOM, Ex-Officio	Gen. Glen VanHerck	Present/Proxy	RADM Scott Robertson
TRADOC, Ex-Officio	Gen. Garv M. Brito	Present/Proxy	BG David C. Foley

3. General: The WHINSEC BoVis 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 calls for the board to provide the Secretary of Defense, through the Secretary of the Army, independent advice and recommendations on matters pertaining to the curriculum, instruction, physical equipment, fiscal affairs, academic methods of the institute, other matters relating to the institute that the board decides to consider, and items that the Secretary of Defense determines appropriate. The 14-member board includes representatives from the Senate and House Armed Services Committees, the Department of State, U.S. Southern Command, U.S. Northern Command, the U.S. Army Training and Doctrine Command, and six members designated by the Secretary of Defense, including, to the extent practicable, persons from the human rights, religious, and academic communities. The board reviews curriculum to determine whether it adheres to current U.S. doctrine, complies with applicable U.S. laws and regulations, and is consistent with U.S. policy goals toward Latin America and the Caribbean, and to determine whether the instruction under the curriculum of the institute appropriately emphasizes human rights, the rule of law, due process, civilian control of the military, and the role of the military in a democratic society. The board is required to meet at least once a year.

This was the board's first annual meeting since 2020. In January of 2021, the Secretary of Defense directed the immediate suspension of all Federal Advisory Boards to make way for a zero-based-review to assess the status and make recommendations on future operations and membership. In 2022, the zero-based-review board recommended to the Secretary of Defense that the WHINSEC Board of Visitors resume operations as chartered. The Secretary of the Army, in coordination with the Office of the Deputy Assistant Secretary of Defense for Western Hemisphere Affairs, and the Department of Defense Special Assistant for the White House Liaison, finalized their recommendations to the Secretary of Defense and new members were appointed to the board in January 2023.

The March 16, 2023 meeting marks the beginning of an annual process where the WHINSEC Commandant informs on the mission, organization, current activities and future plans of the institute, and where board members provide their advice and recommendations to the Department of Defense for consideration. A summary of the proceedings and recommendations from the board are outlined below.

4. WHINSEC Update: WHINSEC is a Department of Defense institute at Fort Benning, Georgia, that operates under the Department of the Army. The institute's direct higher headquarters is the U.S. Army Training and Doctrine Command's Combined Arms Center, in Fort Leavenworth, Kansas. The institute's mission is to provide professional military education and training to Western Hemisphere nations in support of priorities established by the Office of the Secretary of Defense for Policy, Department of the Army, U.S. Southern Command, U.S. Northern Command, and the U.S. Department of State. It is a multi-departmental, interagency,

and multinational institution providing ethical education and training to U.S. and international military, law enforcement and civilian personnel. The primary instructional language is Spanish, with few selected courses offered in English, primarily to Caribbean basin nations. WHINSEC has trained and educated over 25,000 students since its opening in 2001. Approximately 200 personnel comprise the joint, interagency, and multinational faculty and staff. Partner nation instructors, nearly one third of the total faculty, represent all service branches, the national police, and government civilians. U.S. instructors, both uniformed and civilian, come from the Army, Air Force, Navy, and Marine Corps. The institute has two schools, one academy, and two centers.

The School of Professional Military Education provides professional education and training to both U.S. and partner nation personnel, while championing human rights and democracy. The school offers five courses. The Interagency Crisis Action Planning Course covers the fundamentals of civil affairs, humanitarian aid, and disaster response. The Joint Logistics and Security Assistance Course focuses on joint, operational, and tactical logistics, as well as security assistance and cooperation. The Maneuver Captain's Career Course prepares company grade officers to assume duties as company commanders and staff officers at maneuver battalion and brigade level. The Command and General Staff Officer Course educates and develops intermediate level, military, interagency, and partner nation officers to operate in complex, army and joint environments as field grade commanders and staff officers. This course mirrors the one-year Command and General Staff Officer Course offered at Fort Leavenworth, Kansas. The Joint Planning Course is designed to complement the joint planning and execution process across the range of military operations, with specific emphasis on decision-making and problem solving.

The Deleon-Gonzalez School of Leadership and Tactics comprises leadership and tactical courses that place students in challenging environments while in the field, often with little sleep conducting physically demanding evolutions. The school offers five programs of instruction in cadet leadership, tactical operations, intelligence, field medicine, and disaster response. The nature of the training environment provides a platform that organically forges bonds amongst students and between students and instructors from the U.S. and international partners.

The Benavides Noncommissioned Officer (NCO) Academy offers three tiers of developmental education, including the Basic Leader Course, the NCO Professional Development Course, and the Senior Enlisted Advisor Course. The Basic Leader Course prepares first-line supervisors with foundational tools to train and lead small teams. The NCO Professional Development Course prepares mid-level Noncommissioned Officers to lead larger groups at squad or platoon sized elements. Finally, the Senior Enlisted Advisor Course prepares senior enlisted leaders to perform in higher echelons of leadership at the battalion or brigade level.

The Center for Human Rights and Democracy develops and teaches curriculum, conducts educational and training programs, implement subject-matter expert exchanges, and provides consultancy services. It ensures that human rights and democracy instruction is fully integrated into all WHINSEC courses in accordance with Congressional mandates. The Center is responsible for developing and overseeing the instruction of the International Operational Law Course, the Human Rights Instructor Course, Human Rights Training for WHINSEC Instructors, and the Human Rights and Democracy Electives. Additionally, in collaboration with the International Committee of the Red Cross, the Center hosts an annual workshop on "The lawful use of lethal and non-lethal force in police operations." Most recently, the Center has incorporated a human rights and democracy pre-test into its program

of instruction, which assesses the level of prior knowledge that students have on several topics, including the prohibition of torture, the prohibition of cruel, inhuman, and degrading treatment, due process, civil rights, and the use of force.

The Center for Faculty and Staff Development prepares the institute's multinational faculty to deliver the Experiential Learning Model. The Center places emphasis on supporting faculty with instructional services and workshops that strengthen research, teaching, and professional advancement. It offers four courses: Common Faculty Development-Instructor Course, Evaluating Instructors Course, Lesson Author Course, and the Advanced Faculty Development Program.

Accomplishments

WHINSEC underwent its 3-year U.S. Army Accreditation review in September 2022. The accreditation team awarded WHINSEC with a score of 93.7 percent; it commended the institute's knowledge management program and its exceptional Quality Assurance Office. The accreditation remains in effect for the next three years.

WHINSEC continues to foster relationships with other U.S. Department of Defense organizations, such as the 7th Special Forces Group, the 1st Security Force Assistance Brigade, the Security Assistance Training Management Organization, and the National Guard Bureau State Partnership Programs. These relationships help increase security cooperation unity of effort and find mutually supporting efficiencies, thus mitigating limited resources such as staffing and critical training opportunities.

WHINSEC is increasing police-specific scenarios and topics to existing courses, and developing curriculum that will focus on disciplines, skills, and abilities specific to the law enforcement community.

WHINSEC established the position of Deputy Commandant for Law Enforcement Education and Training. The Department of Homeland Security permanently fills this position with one of its senior law enforcement executives from the Homeland Security Investigations, International Programs Division.

Challenges

Student numbers have not increased post-COVID-19 pandemic. Attendance remains below 80% and a few courses are slightly over the minimum quotas.

Last year, WHINSEC taught 16 out of 17 available courses, several of them more than once, for a total of 54-course iterations, representing a 17% increase from the previous year; however, student matriculation remains low, in great part due to continued post-COVID-19 effects and DoD enhanced Leahy Vetting challenges. WHINSEC graduated 1,383 students last year, with only 928 students projected to attend courses in 2023.

The disproportion in student numbers is worrisome. Colombia remains by far the largest contributor of students to attend WHINSEC courses. They also fill a significant number of

key

instructor positions. An unexpected shortfall in student or instructor numbers could drastically affect the institute's operations. WHINSEC will seek assistance in developing strategies to increase student numbers in addition to increasing military, law enforcement, and civilian participation from other partner nations.

Emphasis was placed on strengthening core partnerships with Canada, Mexico, Brazil, Colombia and Chile, as well as with Argentina and Panama. Welcoming the opportunity to increase participation from Mexico, Central America and Caribbean nations was also emphasized.

5. WHINSEC's Critical Role:

During the annual meeting, board members emphasized the important role WHINSEC plays in strengthening the mutual security and defense in the hemisphere; one ethical leader at a time.

WHINSEC implements foreign policy daily. It has proven effective as a professional development institution where regional leaders share and develop knowledge and ideas for the benefit of the hemisphere.

WHINSEC is a key enabler that helps maintain a positive presence in the region. The National Defense Strategy directs that we help maintain a "Stable, Peaceful, and Democratic Western Hemisphere that reduces threats to the homeland.,, The continued presence and engagement with countries in the region, aimed at building institutional capacity, contributes to overall security and stability. Most importantly, it builds trust.

The Department of Defense is centering much of its strategy on strengthening U.S. ties with allies and partners; WHINSEC's goals and objectives must remain aligned with the key principles outlined by Secretary Austin: "Defend the Nation, Taking Care of People, and Success through Teamwork."

Humanitarian assistance and disaster response, climate resilience, and cyber security, are all themes addressed by the Department of Defense, in addition to more traditional defense missions; WHINSEC plays a critical role in advancing these efforts.

In the region, defense and security institutions are under stress. Multiplication of missions, often with limited personnel, and military organizations having to take an increased role in internal civilian security place strain at all levels. Programs focusing on resiliency may contribute to well-balanced security and defense leaders.

6. Recommendations:

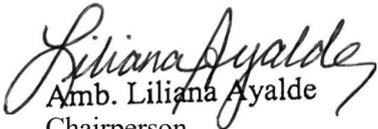
The WHINSEC BoV approved nine action items, outlined below, based on discussion:

- Develop a strategy that outlines the Department's long-term objectives for the institute, together with an implementation and resourcing plan.
- Continue to engage with Congressional ex-officio members to facilitate their attendance and participation in future board meetings.

- Expand WHINSEC's Women, Peace, and Security (WPS) awareness and capabilities through staff and instructor training and continued WPS collaboration with the Board of Visitors.
- Explore providing Non-Commissioned Officer training focused towards the N RTHCOM AOR; collaborate with U.S. Army North to support Mexican military enlisted professional development.
- Work with the U.S. Army Cyber Center of Excellence to incorporate familiarization lessons into the curriculum taught at WHINSEC.
- Create a strategy to diversify the WHINSEC student body to minimize the risk caused by the over representation of Colombians.
- Commission a history review to commemorate the institute's 25th Anniversary to showcase the valuable contributions WHINSEC has made in developing ethical leaders and strengthening U.S. ties with Western Hemisphere partners (January 17, 2001, to January 17, 2026).
- Determine a way forward for the Board of Visitor's the Subcommittee on Outreach and Subcommittee on Education.
- Establish recurring touchpoints between board members, OSD-P, and HQDA to review status of recommendations and update on future actions.

7. Next meeting. The next meeting will be held in the fall of 2023, date to be coordinated with board members and OSD-P.

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


 Amb. Lilibiana Ayalde
 Chairperson
 Board of Visitors, WHINSEC


 Mr. Thomas Cooke Designated
 Federal Officer Board of
 Visitors, WHINSEC





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