

Office of the Assistant Secretary of Defense for Homeland Defense and Americas' Security Affairs



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POLICY

Outline

- The Security Environment
- Department of Defense Roles and Definitions
- DoD Education/Training: Past and Present
- DoD Personnel Needs
- Interagency Education & Way Ahead
- Conclusion



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The Security Environment

- ❑ Nation-state threats will continue:
 - “Traditional” ballistic and cruise missile threats
 - Rogue states employing asymmetric means
 - Potential emergence of a regional peer competitor

- ❑ Transnational threats will be the most pressing, as terrorists will seek to:
 - Attack Americans at home and abroad
 - Attack multiple targets simultaneously
 - Inflict mass casualties or cause mass panic



The Security Environment

- ❑ Transnational threats will be the most pressing (cont):
 - Numerous trends signal continued terrorist threats through the decade:
 - *Failed states*
 - *Proliferation of chemical, biological, radiological, nuclear, and high-explosive (CBRNE) weapons and their means of delivery*
 - *Success in raising funds through illicit activity (e.g., weapons/drugs)*

- ❑ Improved intelligence will help mitigate uncertainty about the form and timing of attacks.



Security Environments: Hazards

- Geological
 - Avalanche, Earthquake, Landslides, Supervolcano
- Water
 - Flood, Tsunami
- Climatic
 - Blizzard, Drought, Hurricane, Cyclone, Typhoon, Tornado
- Fire
 - Wildfire
- Health and Disease
 - Epidemic
 - Pandemic



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Department of Defense Roles and Definitions



Homeland security is a concerted **National** effort to prevent terrorist attacks within the United States, reduce the vulnerability of the U.S. to terrorism, and minimize the damage & assist in the recovery from terrorist attacks.

National Strategy for Homeland Security

- ❑ The Department of Homeland Security (DHS) is responsible for the homeland security of the United States.
- ❑ DHS also has responsibilities beyond the prevention of terrorism, including leading the U.S. Government response to mitigation and recovery of natural disasters, WMD attacks, and other emergencies.
- ❑ Other federal agencies, such as the FBI, also have critical roles in combating terrorism (e.g., FBI is responsible for terrorist crisis management in the U.S.)



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Department of Defense Roles and Definitions



Homeland defense is the protection of U.S. sovereignty, territory, domestic population, & critical defense infrastructure against external threats and aggression or other threats as directed by the President.

DoD roles within the United States:

- ❑ Homeland Defense (HD)
 - DoD exercises its core warfighting mission – to defend U.S. territory and interests
 - Missions include: Maritime Interception Operations, Air Patrols over U.S. airspace, Land-based defense of critical infrastructure and assets, and use of military forces, when directed by the President or Secretary of Defense, to protect the U.S. and territories from attack
 - Threats can be from states or non-state actors
- ❑ Defense Support of Civil Authorities (DSCA)
 - Typical DoD DSCA missions include support to law enforcement, support to the *U.S. Coast Guard, wildland firefighting, etc.*



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Office of the Assistant Secretary of Defense (Homeland Defense & Americas' Security Affairs)

- ❑ Supervise Homeland Defense activities of the Department of Defense
 - Develop homeland defense policy and force employment guidance
- ❑ Principal DoD representative on homeland matters to the Department of Homeland Security and Homeland Security Council staff (also work with National Security Council staff) and the Congress
- ❑ Assist the Secretary of Defense to fulfill DoD's role in homeland defense and civil support
 - Defend the nation against external threats (**Lead**)
 - Building and improving Federal, State, local, and private sector homeland security response capabilities (**Enable**)
 - DoD preparedness activities to support civilian authorities in domestic emergencies (**Support**)
 - Coordinate protection of Defense Critical Infrastructure (**Lead**)
- ❑ Advocate homeland defense requirements within DoD's resource allocation process
- ❑ Serve as the DoD domestic incident manager
 - Prepare OASD(HD) staffs, facilities, communications, and CONOPs



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DoD Education: Pre-Goldwater Nichols

Prior to 1986, DoD Education and Training remained service-specific/service-focused.

- Curricula, students, professors were generally limited to a specific service.
- Limited operational planning, training, interaction among services.

Failure of the April 1980 mission to rescue American hostages in Iran and Desert One called into question the Department of Defense's ability and organizational structure to carry out joint operations on short notice around the globe.



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DoD Education: Post-Goldwater Nichols

- ❑ The 1986 Goldwater Nichols Reorganization Act fundamentally changed the Department's approach to Joint Professional Military Education (JPME) by redressing the balance between service and joint educational needs by creating or furthering:
 - Joint Specialty Officer (JSO) education
 - Joint officer development goals
 - Joint education accreditation
 - Increased interaction among service colleges
 - Creation of a joint culture
- ❑ Operation Desert Storm was the first major test to put the educational lessons into operation. Victory demonstrated that the services and joint community were accomplishing the joint educational missions.



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DoD Personnel

DoD is seeking to more effectively manage its pipeline of future leaders through aligned recruitment, selection, education, training, and development strategies.

- ❑ As of September 2004, there were a total of 2,713,200 civilians employed by the Federal Government.
- ❑ As of November 2006, 684,953 civilians served in the Department of Defense.
DoD employs approximately 25% of all federal civilians.
 - DoD consists of over 3,000,000 across multiple organizations and agencies including military and civilian personnel.

7% Active Duty Officers

4% Selected Reserve Officers

1% IRR/ING Officers

38% Active Duty Enlisted

21% Select Reserve Enlisted

7% IRR/ING Enlisted

21% Civilian

- ❑ According to Office of Personnel Management, 40% of the Federal workforce is expected to retire between 2006 and 2015. By 2010, 71% of DoD's civilian workforce are expected to be eligible for early or optimal retirement.



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DoD Levels of Education

	Associate Degree	Bachelors Degree	Masters Degree	PhD
Officer	1.88%	58.53%	26.11%	.4%
Enlisted	6.7%	3%	.4%	
DoD Civilian	25%	21%	10%	1%

All numbers above are approximations.



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DoD Career Paths

- ❑ Military officers are trained, educated and provided with experience and self-development opportunities through the professional military education (PME) and joint professional military education (JPME) systems.
 - Precommissioning – ROTC, Officer Candidate School
 - Primary (O1-O3) – Service-oriented, tactical level instruction
 - Intermediate (O4) – Service and/or Joint-oriented, Command and Staff
 - Senior (O5/O6) – Service and/or Joint-oriented, degree granting college programs
 - General/Flag Officer – CAPSTONE and PINNACLE
- ❑ Currently, there is no structured, phased approach for DoD civilian education and professional development.
 - In response to an OMB reporting requirement, DoD civilian learning management systems will be linked saved to a single OPM database beginning in December 2007.



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What DoD Needs

- ❑ Need for educated professionals who:
 - Understand the competencies of the national security/ homeland security/ homeland defense communities.
 - Know how to think strategically about national security/ homeland security/ homeland defense and the interagency process in an ever-changing global landscape
 - Understand how to develop effective plans and carry them to fruition in an interagency process.

Goldwater Nichols II May Soon Be a Reality



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Renewed Interest in Interagency Education

Recent documents recommend enhanced interagency education/training:

- ❑ 9/11 Commission Report (Congress)
- ❑ HASC Committee Defense Review Report (Congress)
- ❑ Iraq Study Group
- ❑ Federal Response to Hurricane Katrina: Lessons Learned (White House)
- ❑ NSPD-44 on Management of Interagency Efforts Concerning Reconstruction and Stabilization (White House)
- ❑ Transformational Diplomacy Initiative (DoS)
- ❑ Quadrennial Defense Review of 2006 (DoD)
- ❑ CJCS Posture Statement Before the 109th Congress (DoD)
- ❑ Defense Science Board Summer Study on Transformation (DoD)
- ❑ Beyond Goldwater-Nichols: Phase 2 Report (CSIS)



Interagency Education: Today

Current civilian interagency education/training practices parallel pre-Goldwater Nichols DoD Education efforts

- Not all Departments provide national security related education or training.
- Most education/training work is Department-specific with limited attention to interagency requirements or processes.
- Interaction among/between Departments (curricula, students, teachers, methodologies) is limited. No interagency culture is developed.

Departments will have to respond to disasters – manmade or natural – in a coordinated and unified manner.



Way Ahead: Executive Policy

The Administration is considering publishing an Executive Policy related to the professional development, including education and training, of National Security Officers.

□ This policy would likely:

- Promote and enhance the education, training and experiences of current and future professionals having common missions in national security, including national defense, counterterrorism, homeland security, and emergency management to better prepare them to achieve unity of effort and meet the challenges of a dynamic threat environment
- Direct the establishment of a national security professional development program that provides for interagency and intergovernmental assignments.



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Way Ahead – Proposed National Security Education Consortium

A National Security Education Consortium would:

- Prepare government civilian and military national security professionals to evaluate national security challenges through multidisciplinary education and research programs, professional exchanges, and outreach.
- Be a credentialed consortium of government and civilian academic institutions.

The mixture of interagency students within a seminar combined with faculty members representing the broad interagency community enhances acculturation by providing different perspectives in the learning environment.



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National Security Education Fields

- ❑ **Draft Curricula Learning Areas**
 - **National Security/ Homeland Security/ Homeland Defense Strategy**
 - Agencies' Supporting Strategies
 - Joint, Interagency, and Multinational Capabilities
 - National Planning Systems and Processes
 - Strategic Leader Development

- ❑ **Draft Specialty Tracks**
 - Counter-Terrorism/Irregular Warfare
 - Security, Stability, Transition, and Reconstruction/Complex Operations
 - Intelligence/Cultural Intelligence
 - Strategic Communications
 - Countering WMD
 - **Homeland Security/Domestic Preparedness**



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Concluding Thought

“Our professional development and education programs must break down interagency barriers to build a unified team across the Federal government. Just as the Department of Defense succeeded in building a joint leadership cadre, so the rest of the Federal government must make familiarity with other departments and agencies a requirement for career advancement.”

Federal Response to Hurricane Katrina Lessons Learned February
2006



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Questions?





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BACKGROUND SLIDES



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Department of Defense Roles and Definitions

- ❑ **Defense Support of Civil Authorities**, or “Civil Support”, is DoD support provided during and in the aftermath of domestic emergencies—such as terrorist attacks or major disasters—and for designated security events and other activities
 - Support can be provided by federal ***military forces, civilian and contractor personnel***, and ***DoD agency and component assets***

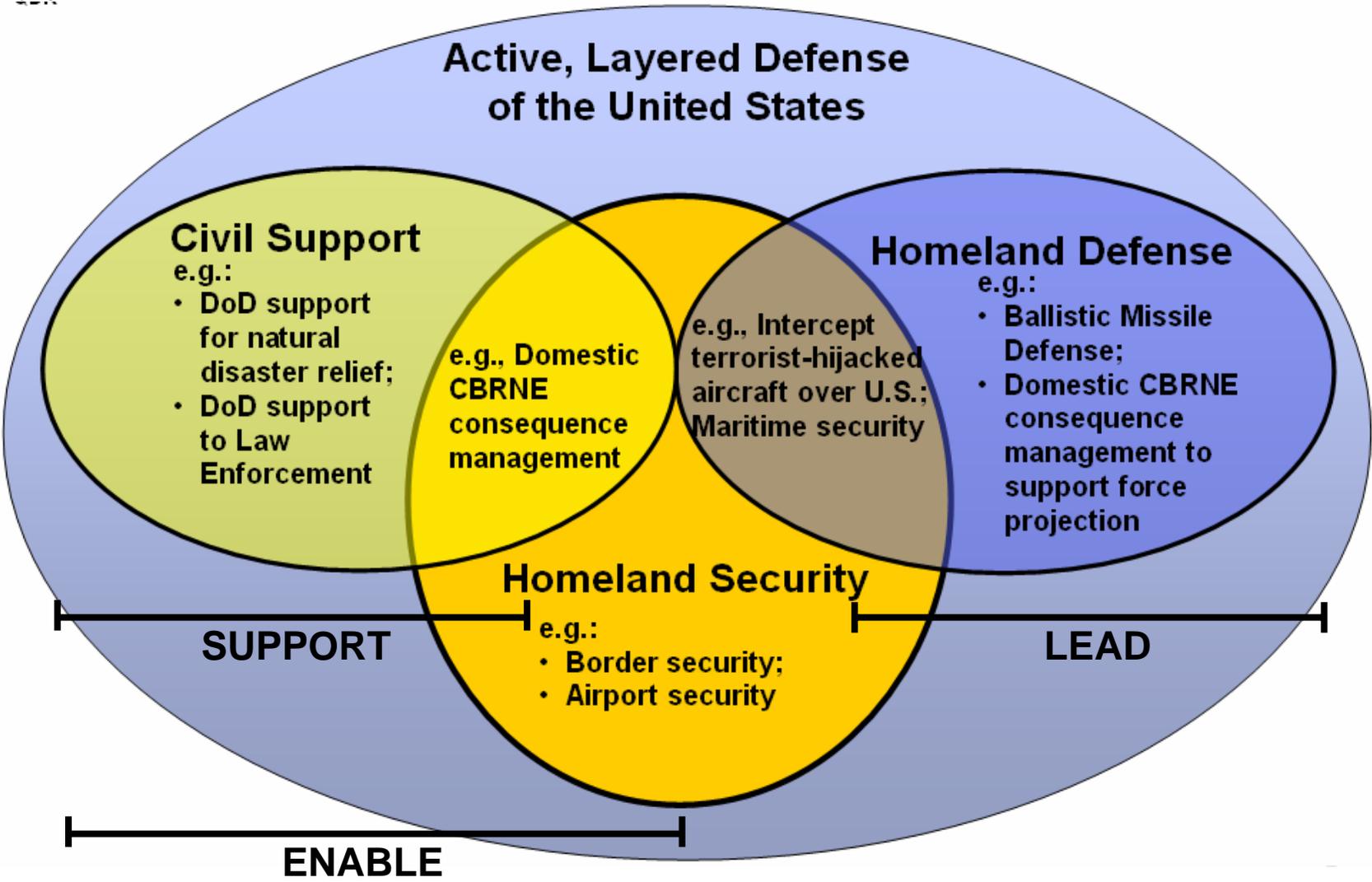
- ❑ Military forces supporting a civilian authorities remain under military command and control

- ❑ Examples of DOD Civil Support missions include:
 - Consequence management for catastrophes, ranging from natural disasters to CBRNE attacks
 - Equipment, training, and other materiel support to domestic law enforcement
 - DoD support to civilian authorities for National Special Security Events (G-8 Summit, political conventions, etc.)



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Homeland Security / Homeland Defense Paradigm





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Homeland Defense: Education & Training

- ❑ Interagency Education and Training Programs are key to fostering this basic understanding.
 - Education: Coursework or programs conducted at the post-secondary academic level for which academic credit may be obtained. (DoDD 1430.17)
 - Training: The process of providing for and making available to an employee, and placing or enrolling the employee in, a planned, prepared, and coordinated program, course, curriculum, subject, system, or routing of instruction or education, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the agency's mission and performance goals. (Section 4101(4) of title 5, US Code.



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Report to Congress: 583

- ❑ Section 583 of the National Defense Authorization Act for FY 06 (Public Law 109-163) expressed the Sense of Congress that:
 - the Secretary of Defense, in consultation with the Secretary of Homeland Security, should study the options among public and private educational institutions and facilities (including an option of using the National Defense University) for providing strategic-level homeland defense education and related research opportunities to civilian and military leaders from all agencies of government in order to contribute to the development of a common understanding of core homeland defense principles and of effective interagency homeland defense strategies, policies, doctrines and processes; and
 - the results of such consultation and study should be reported to the Committee on Armed Services of the House of Representatives and the Committee on Armed Services of the Senate, together with such recommendations as the Secretary considers appropriate, including a request for any implementing legislation that would contribute to the development of strategic-level homeland defense education.



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583 Key Findings: Education

- ❑ Education is a clearly defined requirement in the professional development and promotion of senior military officers; however, education is not a cleared defined requirement in the professional development or promotion of senior civilian leaders.

- ❑ While there are many public and private sector homeland-oriented education programs, there are no established standards for accreditation and no “governing body” to grant such accreditation nor to recognized earned certificates or degrees.



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2006 Quadrennial Defense Review

DoD must effectively compete with the civilian sector to recruit and keep high-quality personnel.

- ❑ The QDR recommends creating incentives for senior Department and non-Department personnel to develop skills suited to the integrated interagency environment. ... further advances in joint training and education are urgently needed to prepare for complex, multinational and interagency operations in the future.
- ❑ DoD supports the creation of a National Security Officer corps - an interagency cadre of senior military and civilian professionals able to effectively integrate and orchestrate the contributions of individual government agencies on behalf of larger national security interests.
- ❑ DoD will also transform the National Defense University into a true National Security University. ...this new institution will be tailored to support the educational needs of the broader U.S. national security profession. Participation from interagency partners will be increased and the curriculum will be reshaped in ways that are consistent with a unified U.S. Government approach to national security missions, and greater interagency participation will be encouraged.