
Exploration and Development of the National Conflict Studies Institute Concept



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PREFACE

This study has several purposes: (1) to develop a concept for a national level “conflict studies” institute; (2) to provide a summary of related government-funded academic and research institutions; (3) to define the focus, functions, likely initiatives, research thrusts, outreach efforts, facilities, and faculty skill sets of the proposed institute; (4) to define the placement of the proposed institute and its relationships with existing organizations; and (5) to address linkages or benefits to the Department of Defense.

The study was conducted under the sponsorship of the Defense Threat Reduction Agency Advanced Systems and Concepts Office. The Defense Threat Reduction Agency (DTRA) was founded in 1998 to integrate and focus the capabilities of the Department of Defense that address the weapons of mass destruction (WMD) threat. To assist the Agency in its primary mission, the Advanced Systems and Concepts Office (ASCO) develops and maintains an evolving analytical vision of necessary and sufficient capabilities to protect United States (U.S.) and allied forces and citizens from WMD attack. The ASCO is also charged by the Department of Defense and the U.S. Government generally to identify gaps in these capabilities and initiate programs to fill them. It also provides support to the Threat Reduction Advisory Committee (TRAC), and its Panels, with timely, high quality research.

Lt Col Donald Culp, USAF, served as the ASCO supervising project officer. Washington Safety Management Solutions LLC (WSMS) served as the principal investigator and provided analytical support to the DTRA ASCO in conducting the attached study titled Exploration and Development of the National Conflict Studies Institute Concept via DTRA01-00-D-0002 Task Order 0008 Rapid Response Tasking No. 2-03-6. The WSMS project lead and participating subject matter experts were:

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This report should be of value to the Department of Defense, Department of State, national security community, government training and education institutions, public universities, and non-government organizations.

The publication of this document does not indicate endorsement by the Department of Defense, nor should the contents be construed as reflecting the official position of the sponsoring agency.

EXECUTIVE SUMMARY

This study was initiated based on the premises that performance of the national security enterprise warrants improvement; that there is a need for an integrated, multi-disciplinary academic commitment to countering new and emerging security threats; and that a National Conflict Studies Institute could provide the organization and capabilities to engender an agile, self learning, and adaptive enterprise effort analogous to the manner in which colleges conduct systematic studies of warfare to support the military services. Accordingly, the effort was focused on defining a construct for a National Conflict Studies Institute rather than defending a case for change.

Concentrated, comprehensive, and coordinated *research, education, and outreach* programs engaging the best efforts of the U.S. government, academia, international agencies, and the private sector as they relate to international and domestic security and modern interstate or intrastate conflict were envisioned as core elements of the National Conflict Studies Institute. These programs would be structured to improve performance of the national security enterprise and evolve into an agile, adaptive effort capable of dealing with any number of possible futures. Properly crafted, such an endeavor would be expected to support the U.S. government's needs and requirements for sustaining U.S. national security into an uncertain and rapidly changing future by assisting the U.S. government to:

- Understand and anticipate the sources and causes of conflict, the domestic and international consequences of conflict, practical solutions to prevent or mitigate conflict, and sustainable practices to preclude conflict.
- Support the development of a long term national strategy for dealing with all forms of modern interstate and intrastate conflict.
- Enhance networking, communication, and coordination among military and civilian resources, domestically and internationally.
- Develop future generations of practitioners and leaders who have matured through a common experience of collaborative research and problem-solving, and are prepared to apply those lessons.

The study started under the assumption that the organization would be referred to as a National Conflict Studies Institute (NCSI). However, the NCSI title was abandoned in favor of National Security Institute (NSI) to avoid the appearance that it would be a Department of Defense centric organization and unintentionally discourage involvement by non-government organizations, the international community, and academia. The participation of these organizations is vital to the success of the endeavor.

There are hundreds, if not, thousands, of existing organizations and institutions conducting education, research, or outreach programs associated with conflict studies. The initial intent of the study was to examine U.S. government funded research, education, and outreach programs to assess the suitability of their funding profiles and structures for supporting a National Security Institute. However, distinctions between government funded academic and research programs and other efforts are not entirely

clear in many cases due to the myriad mechanisms through which institutions and organizations can secure U.S. government funds. Consequently, three U.S. government sponsored primary training institutions, the Department of Defense Professional Military Education programs, Department of Homeland Security Centers of Excellence, Federally Funded Research and Development Centers, three federally funded institutions, six international organizations, fifteen U.S. non-government organizations, and fifteen U.S. university based programs were selected for examination.

The programs that were selected as benchmark models for a National Security Institute were the National Security Education Program administered by the National Defense University for the Secretary of Defense and the Homeland Security Institute operated by the ANSER Institute for the Science and Technology Directorate of the Department of Homeland Security.

After developing goals and objectives for a National Security Institute, the project team concluded that the best construct for the Institute would be a small “brick and mortar” headquarters activity that serves as the nucleus for the effort and coordinates activities in a manner analogous to the operation of the National Security Education Program and the Homeland Security Institute. The National Security Institute would operate under the oversight of an Interagency Steering Group chaired by a senior member of the National Security Council (NSC) staff.

The following observations and conclusions emerged during the study:

Observations

Establishing a National Security Institute to support and serve the needs of the national security community will probably require a strong mandate from the highest levels of government. A directive from the President, together with a strong endorsement by the Congress, will likely be required to generate the interagency momentum and resolve to take the risk of initiating yet another fundamental organizational change, alongside the other paradigm-shifting changes implemented following the events of September 11, 2001.

Maintaining a collaborative, and cooperative interagency effort to create and sustain a National Security Institute with the desired attributes will produce unprecedented changes in bureaucratic practices and present numerous challenges due to the fundamental nature of government institutions. Organizations structured along functional and geographic lines tend to develop their own mission-centric cultures, management styles, and path-to-success personnel assignment profiles. Consequently, sustained investment in the conduct of coordinated, collaborative research and education will be challenging to establish and nurture

A National Security Institute will likely need to be virtual in some respects in order to tie together key capabilities of multiple universities and organizations in a way that achieves the critical mass of skills and capabilities necessary to comprise the supporting infrastructure for the national security enterprise. A broad range of experts in behavioral sciences, history, science, technology, modeling, and simulation will be needed. For example, the need to support language and culture studies in Arabic, Mandarin Chinese, Korean, Japanese, Russian, Hindi, Persian Farsi, Turkish, Japanese, Pashto, Kurdish, Spanish, Turkmen, Urdu, Uzbek, West Punjabi, and others in itself exceeds the individual capabilities of all the organizations and institutions explored during this study.

Conclusions

The National Security Education Program (NSEP) administered by the National Defense University under the direction of the Secretary of Defense is a viable existing program on which to base the education programs for a National Security Institute. In 1991 the U.S. Congress initiated a sustained national priority and academic commitment to counter new and emerging threats to national security through the NSEP with oversight provided by a National Security Education Board (NSEB) comprised of appointed members from the interagency, academia, and the private sector. The legislation that created the NSEP established broad and comprehensive goals and objectives for establishing and sustaining the infrastructure needed to develop people who could in turn improve performance of the national security enterprise.

The goals and objectives established by Congress for the National Security Education Program (NSEP) closely approximate those desired for the envisioned National Security Institute. The NSEP has evolved iteratively with expert and Congressional oversight and is postured to serve as a nucleus for a National Security Institute. Despite the fact that this approach will require additional resources to expand the NSEP and capture all the attributes of the envisioned National Security Institute, it may be particularly effective for establishing a National Security Institute since the U.S. Congress has already shown strong support for the NSEP concept and considerable costs have been expended to support the effort.

Using the National Defense University to host an expanded National Security Education program (NSEP) that will evolve into a National Security Institute may be viewed in some quarters as prescribing an overly “Department of Defense-centric” role to the initiative. In actuality, the National Defense University is highly respected throughout the national security community; maintains an effective, active network of interagency contacts; and is soundly positioned to coordinate the startup and sustenance of a comprehensive National Security Institute.

The Homeland Security Institute (HSI) administered by the ANSER Institute for the Science and Technology Directorate of the Department of Homeland Security is a suitable model for the research and outreach efforts of a National Security Institute. A similar approach using a small “brick and mortar” headquarters could be structured to serve as the integrating and coordinating entity for National Security Institute research and outreach program execution.

A hybrid approach combining the best attributes of the National Security Education Program (NSEP) and the Homeland Security Institute (HSI) as models would be a viable option for nurturing a National Security Institute. Using a hybrid model would leverage the existing investment that has been made in the NSEP and adopt the HSI outsourcing approach to research and analytical support.

The U.S. Congress has already directed the Department of Defense to assume the lead role for enhancing national security education through the National Security Education Program such that Department of Defense leadership in establishing a National Security Institute would be a logical continuance of current initiatives. Given its substantive interest in the activities of a National Security Institute, and the expectation that it will be a major provider of needed resources, it would be anticipated that the Department of Defense will play a leading role in developing a National Security Institute.

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SECTION 1 – SCOPE AND METHODOLOGY

BACKGROUND

Current and future threats to national and global security present challenges that cross the traditionally perceived boundaries of distinction between military and non-military roles and functions as evidenced by lessons learned during the global war on terrorism, the wars in Afghanistan and Iraq, and post conflict operations in the Balkans, East Timor, Haiti, and Somalia, among others. The events and activities associated with conflict resolution and sustenance of U.S. national security are multi-disciplinary in nature and can not be easily separated into discrete functions. Diplomacy, dissuasion, prevention, preemption, warfare, and stabilization activities may be more effectively executed as integral efforts in support of higher objectives for stability and long term security.

Integrated execution of these myriad activities will require unprecedented cooperation and collaboration among U.S. federal, state, and local agencies, foreign governments, and international agencies. However, the U.S. national security enterprise is not optimally coordinated either internally or externally to deal with changing and evolving threats in an integrated fashion despite the fact that there are many research and education efforts in progress by federal agencies, non-government organizations, academia, and the private sector to improve national security. One of several problems with these efforts is that they are often conducted in isolation from other efforts producing a tendency to develop initiatives that are sub-optimized to suit the capabilities and interests of the sponsoring organization.

Accordingly, enhanced cooperation among U.S. agencies, foreign governments, and international agencies is needed to develop and sustain requisite relationships, plans, and counter measures to nurture and sustain stability and security. Also, future generations of leaders in key federal government agencies must be educated to understand challenges to national security and to work within the interagency environment to collaborate and cooperate with the myriad organizations involved.

Failure to take innovative action to improve the national security enterprise will waste opportunities to eliminate sub-optimization of myriad unilateral efforts within the U.S. government and among non government organizations, academia, and the private sector; establish a basis for collective conflict prevention, dissuasion, and response; broaden the understanding of foreign cultures and translate this knowledge into effective policies and capabilities; better prepare to adapt to and deal with the changes that will accompany a range of possible futures; and develop the infrastructure to generate and sustain a well prepared supply of national security professionals, as well as educated political and private sector leaders. Additionally, sustaining the status quo increases the likelihood that precursors of 9/11 type events will be overlooked or misinterpreted and that responses will not be comprehensive and effective.

The creation of "colleges" to further the systematic study of warfare is an established practice among the branches of the military, culminating perhaps with the creation of the

National Defense University. The value of these institutions comes from the formal study of the adversary and supporting research on improved strategies, concepts, and operational methods. Accordingly, it is appropriate to consider a corresponding academic commitment that supports and nurtures a sustained and effective national priority in countering new and emerging threats to U.S. national security with an integrated and multi-disciplinary approach recognizing that the nature of conflict in the 21st century and the current global security environment represent a substantially different set of challenges not well addressed by current strategic and operational thinking and that the U.S. response to the September 11, 2001 terrorist attack dramatically altered governmental structure and policies.

TASKING AND PURPOSE

The purpose of this study was to develop a concept for a national level "conflict studies" institute, explore options for its structure, and define the community it would serve based on the premises that performance of the national security enterprise warrants improvement; that there is a need for an integrated, multi-disciplinary academic commitment to countering new and emerging security threats; and that a National Conflict Studies Institute could provide the organization and capabilities to engender an agile, self learning, and adaptive enterprise effort analogous to the manner in which colleges conduct systematic studies of warfare to support the military services. Accordingly, the effort was focused on defining a construct for a National Conflict Studies Institute rather than defending a case for change.

The proposed national conflict studies institute was envisioned to be an institution that addresses all aspects of modern interstate and intrastate conflict and supports a long-term national strategy for dealing with future conflicts through long-term education and research that benefits all facets (security, legislative, medical, etc.) of the national (federal, state, and local) response. Of particular interest was the integration of efforts associated with countering threats from Weapons of Mass Destruction including the "next generation" of Weapons of Mass Effect. The following specific tasks were included in the overall tasking:

- Provide a listing and short summary of those government-funded academic and research institutions currently engaged in the study of interstate and intrastate violent and armed conflict. Include a brief explanation of their mission, customers, research, education focus, and contact information.
- Define the focus and functions of the proposed institute. Analysis should address such items as its vision, mission, goals and objectives, primary academic role and focus, likely initiatives and research thrusts, valuable outreach or communication efforts, facilities and faculty skill sets.
- Define the placement of the proposed institute within the U.S. public sector and its relationships with existing organizations for it to best address the security, structural, social, and technical challenges associated with future conflicts, and to

serve the needs of the federal, state and local government levels. Include optimum location and recommended sponsor. Without excluding focus on the greater customer set, specifically address linkages or benefits to Department of Defense elements, to include the Office of the Secretary of Defense, Combatant Commanders, Joint Staff, uniformed services, and Department of Defense Agencies. Moreover, examine and define the notion for the Department of Defense to take a leadership role in any such institute.

HOW THE STUDY WAS CONDUCTED

In order to execute the assigned tasking, the project team focused on the following:

- Delineating desired improvements in execution of the national security enterprise.
- Identifying the preferred attributes of a new organizational construct that could achieve implementation of the desired improvements, including identifying some notional concepts for how these improvements could be achieved.
- Determining options for establishing a National Conflict Studies Institute (NCSI), e.g., defining the principal stakeholders in the initiative and identifying potential organizational structures and locations for such an enterprise.

In order to accomplish these objectives, the project team utilized a number of different resources including interviews, open source literature reviews, and brainstorming sessions among the project team members. Interviews were conducted in person with representatives from the Advanced Systems and Concepts Office of the Defense Threat Reduction Agency (DTRA/ASCO), Office of the Secretary of Defense -- Office of Force Transformation (DoD/OFT), and the National Defense University (NDU) Institute for Strategic Studies. Other organizations contacted included:

- Massachusetts Institute of Technology
 - Security Studies Program
- The Ohio State University
 - National Academic Consortium for Homeland Security – Program for International and Homeland Security
- National Academy of Sciences

The project team also gathered and reviewed relevant policy guidance, instructions and documents relating to domestic and international institutions and universities that sponsor or conduct peace and conflict studies and other cross-cutting efforts. Thereafter, the project team reviewed the National Security Education Act of 1991 (P.L. 102-183), the September 2003 National Security Education Program (NSEP) Report to Congress created in response to Section 334 of P.L. 107-306, the Intelligence Authorization Act of Fiscal Year 2003, the NSEP Analysis of Federal Language Needs; and the mission of the National Defense University. All of these resources were employed to accomplish the specific tasking delineated in the previous section.

As research progressed, it quickly became apparent that the scope of the desired improvements in the national security apparatus encompassed much more than just conflict studies. In this vein, new nomenclature (National Security Institute) was adopted

in lieu of NCSI to more accurately capture the scope of the postulated mission of a new national security enterprise that would optimize the accomplishment of national security objectives. The term NCSI was thus abandoned.

Each of the study objectives and the associated results are discussed at length in the following sections.

SECTION 2 – RELATED ACADEMIC AND RESEARCH INSTITUTIONS AND U. S. GOVERNMENT EFFORTS

ACADEMIC AND RESEARCH INSTITUTIONS

There are hundreds, if not thousands, of domestic and international institutions and organizations conducting training, education, research, and outreach efforts in the areas of interstate and intrastate conflict. For purposes of this study, the initial intent was to explore the research, education, and outreach efforts of U.S. government-funded institutions already in operation along with their funding profiles and organization structures and then assess their relevance to the National Security Institute concept. However, it promptly became clear to the project team that distinctions between government-funded academic and research institutions are not always easily discerned because there are numerous ways to secure program funds from the U.S. government. Funds can be obtained through grants from a number of U.S. agencies and departments. Funds may also be obtained through contracted activities to provide services or conduct specific research.

Programs, organizations, or institutions listed in Tables 1 through 5 were selected for examination because they are entirely government-funded and support Department of Defense Professional Military Education, deliver specific government-sponsored training, or support government-sponsored research in areas of interest. Programs, organizations, or institutions listed in Tables 6 through 8 were later selected to represent a sample of the wide variety of peace and conflict studies activities already established and producing notable work. Synopses of the missions, research programs, education programs, and outreach programs of the identified institutions and organizations, as applicable, are provided in Appendix A.

The institutions and organizations selected for examination should not be construed as a complete listing but rather as a sample of the wide range of activities currently ongoing in the areas of peace and conflict studies and research. This sample was selected to support the definition of the envisioned National Conflict Studies Institute and to shape the discussion of how the Institute would fit into the environment of ongoing initiatives. A more extensive list is maintained by the United States Institute for Peace and can be accessed on the World Wide Web at <http://www.usip.org/library/rcenters.html>.

Table 1: U.S. Government Sponsored Primary Training Institutions

Program/Organization	Sponsor and Customers
Defense Language Institute	Department of Defense and interagency
National Defense University (NDU) <ul style="list-style-type: none">• School for National Security Executive Education	Department of Defense and interagency
Foreign Service Institute	Department of State and interagency

Table 2: Department of Defense Professional Military Education Programs

Program/Organization	Comments
Air Command and Staff College	Intermediate level military education
Air War College	Senior level military education
Army Command and Staff College	Intermediate level military education
College of Naval Command and Staff	Intermediate level military education
College of Naval Warfare	Senior level military education
Marine Corps Command and Staff College	Intermediate level military education
National Defense University (NDU) <ul style="list-style-type: none"> • Capstone Flag/General Officer Course • Industrial College of the Armed Forces • National War College • Joint Forces Staff College 	<ul style="list-style-type: none"> • Capstone military education • Senior level military education • Senior level military education • Intermediate level military education
U.S. Army War College	Senior level military education

Table 3: Department of Homeland Security Centers of Excellence

Program/Organization	Host
Homeland Security Center for Behavioral and Social Aspects of Terrorism and Counter-Terrorism	Under development by the Department of Homeland Security
Homeland Security Center for Food Protection and Defense	University of Minnesota and affiliates
Homeland Security Center for Risk and Economic Analysis of Terrorism Events (CREATE)	University of Southern California and affiliates
Homeland Security Cooperative Center of Excellence for Micobial Risk Assessment (MRA)	Under development by the Environmental Protection Agency and the Department of Homeland Security
Homeland Security Institute	Analytical Services, Inc. (ANSER)
Homeland Security National Center for Foreign Animal and Zoonotic Disease Defense	Texas A&M University and affiliates

**Table 4: Federally Funded Research and Development Centers (FFRDCs)
(R & D Labs/Study & Analysis Centers/Systems Engineering
& Integration Centers)**

Program/Organization	Sponsor
Aerospace FFRDC	Department of Defense (Air Force)
Ames Laboratory	Department of Energy
Argonne National Laboratory	Department of Energy
Arroyo Center (RAND Corp)	Department of Defense (Army)
Brookhaven National Laboratory	Department of Energy
C3I FFRDC	Department of Defense (SecDef)
Center for Naval Analyses (CNA)	Department of Defense (Navy)
Ernest Orlando Lawrence Berkeley National Laboratory	Department of Energy
Fermi National Accelerator Laboratory	Department of Energy
Idaho National Engineering and Environmental Laboratory	Department of Energy
Institute for Defense Analyses Studies and Analyses FFRDC (IDA)	Department of Defense (SecDef)
Lawrence Livermore National Laboratory	Department of Energy
Lincoln Laboratory	Department of Defense (Air Force)
Los Alamos National Laboratory	Department of Energy
National Defense Research Institute (RAND Corp)	Department of Defense (SecDef)
Oak Ridge National Laboratory	Department of Energy
Pacific Northwest National Laboratory	Department of Energy
Project Air Force (RAND Corp)	Department of Defense (Air Force)
Sandia National Laboratories	Department of Energy
Savannah River National Laboratory	Department of Energy
Science and Technology Policy Institute (RAND Corp)	National Science Foundation

Table 5: Federally Funded Institutions

Program/Organization	Focus
United State Agency for International Development (USAID)	Conflict , humanitarian assistance, and crisis management projects
United States Institute of Peace	Peace and conflict studies
Woodrow Wilson International Center for Scholars	Conflict prevention and environmental security studies

Table 6: Selected International Organizations

Program/Organization	Focus
Friedrich Ebert Foundation	Forum for dialogue on European/U.S. relations
International Institute for Strategic Studies (IISS)	International security studies
International Peace Research Institute, Oslo	Violent conflict studies
Organization for Economic Cooperation and Development (OECD)	Forum for dialogue among 30 member countries
Organization for Security Cooperation in Europe (OSCE)	Conflict resolution and prevention projects throughout Eastern Europe and Central Asia
Stockholm International Peace Research Institute	International security studies

Table 7: Selected U.S. Non-Profit Institution Programs

Program/Organization	Focus
Albert Einstein Institution (AEI)	Policy and outreach programs
American Association for the Advancement of Science	Promotes international scientific cooperation
Brookings Institute	Foreign policy research and analyses
Carnegie Corporation of New York	International security analyses
Center for Strategic and International Studies (CSIS)	International security analyses
Chemical and Biological Arms Control Institute (CBACI)	Government support, trade, and technology programs
Council on Foreign Relations	Foreign policy analyses
Foreign Policy Research Institute (FPRI)	International affairs analyses
Henry L. Stimson Center	International security studies
Institute for Foreign Policy Analysis (IFPA)	National security and foreign policy analyses
Institute for Peace and Conflict Studies (IPCS)	Southeast Asia security studies
Institute of Public Administration (IPA)	Public sector governance and management
National Academy of Sciences (NAS)	Various studies for U.S. government
National Memorial Institute for the Prevention of Terrorism (MIPT)	First responder support program
Potomac Institute for Policy Studies	International terrorism studies

Table 8: Selected U.S. University Based Programs

Program/Organization	Host
Belfer Center for Science and International Affairs	John F. Kennedy School of Government at Harvard University
Center for Contemporary Conflict (CCC)	U.S. Naval Post Graduate School
Center for International Conflict Resolution (CICR)	Columbia University
Center for International Development & Conflict Management (CIDCM)/ National Foreign Language Center (NFLC)	University of Maryland
Center for International Security and Cooperation (CISAC)	Stanford University
Center for Nonproliferation Studies (CNS)	Monterey Institute of International Studies
Conflict Research Consortium	University of Colorado
Institute for Conflict Analysis and Resolution (ICAR)	George Mason University
Institute for National Security Studies	Sponsored by the U.S. Air Force
Institute on Global Conflict and Cooperation (IGCC)	University of California
International Security Studies Program	Tufts University
John C. Whitehead School of Diplomacy and International Relations	Undergraduate and graduate degrees in diplomacy and international relations
National Academic Consortium for Homeland Security and Program for International & Homeland Security	Ohio State University and affiliates
Public Administration Institute	Fairleigh Dickinson University
Security Studies Program	Massachusetts Institute of Technology

RELATED U.S. GOVERNMENT LEGISLATION, INITIATIVES, AND EFFORTS

For purposes of this study, U.S. government initiatives to enhance education and research in areas of critical importance to national security were traced to the David L. Boren National Security Education Act of 1991 (P.L. 102-183) that resulted in the establishment of the National Security Education Program. The next major U.S. government initiative identified was the Intelligence Authorization Act for Fiscal Year 2003 (P.L. 107-306) that established the National Flagship Language Initiative. Additionally, the National Security Language Act, National Security Education Program Enhancement Act of 2004, and Stabilization and Reconstruction Civilian Management Act of 2004 were identified as current legislative initiatives under consideration by Congressional committees.

Although efforts at various levels within the interagency to enhance national security education and research are presumed to have occurred throughout the period between ma-

major legislative measures, at least some discontinuity is apparent and Congressional involvement in the national security enterprise appears to be associated with singularities such as the 1991 Gulf War and the 9/11 attack on the United States. Various implications can be drawn from such observations with the most obvious being that the process of adapting the national security enterprise effort to emerging threats is not particularly well coordinated and is dependent upon Congress to mandate change after a major event occurs. Further evaluation of these implications exceeds the scope of this study. However, the absence of integration and continuity in education and research efforts related to national security is worthy of note when considering options for establishing an enduring effort to enhance performance of the national security enterprise.

The remainder of this section individually discusses the National Security Education Act of 1991, National Security Education Program, Intelligence Authorization Act of 2003, National Flagship Language Initiative, and current legislation because the concepts and efforts directed or proposed therein warrant consideration when refining options for establishing a National Conflict Studies Institute.

NATIONAL SECURITY EDUCATION ACT OF 1991 (P.L. 102-183) (Appendix B refers) - The David L. Boren National Security Education Act (NSEA) was drafted by Congress in P.L. 102-183 and signed into law by President George H.W. Bush in December 1991. In the NSEA of 1991 Congress declared the following findings:¹

1. The security of the United States is and will continue to depend on the ability of the United States to exercise international leadership.
2. The ability of the United States to exercise international leadership is, and will increasingly continue to be, based on the political and economic strength of the United States, as well as on United States military strength around the world.
3. Recent changes in the world pose threats of a new kind to international stability as Cold War tensions continue to decline while economic competition, regional conflicts, terrorist activities, and weapon proliferations have dramatically increased.
4. The future national security and economic well-being of the United States will depend substantially on the ability of its citizens to communicate and compete by knowing the languages and cultures of other countries.
5. The Federal Government has an interest in ensuring that the employees of its departments and agencies with national security responsibilities are prepared to meet the challenges of this changing international environment.
6. The Federal Government also has an interest in taking actions to alleviate the problem of American undergraduate and graduate students being inadequately prepared to meet the challenges posed by increasing global interaction among nations.

¹ P.L. 102-183, Intelligence Authorization Act, Fiscal Year 1992, online, <http://thomas.loc.gov>, January 18, 2005.

7. American colleges and universities must place a new emphasis on improving the teaching of foreign languages, area studies, and other international fields to help meet those challenges.

Congress further described the purpose of the NSEA of 1991 as follows:

1. To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time.
2. To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, and other international fields that are critical to the Nation's interest.
3. To produce an increased pool of applicants for work in the departments and agencies of the United States Government with national security responsibilities.
4. To expand, in conjunction with other Federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, Government employees, and leaders rely.
5. To permit the Federal Government to advocate the cause of international education.

Accordingly, the NSEA of 1991 directed the Secretary of Defense to carry out a program for:

- Awarding scholarships to undergraduate students who are United States citizens in order to enable such students to study, for at least one academic semester, in foreign countries that are critical countries.
- Awarding fellowships to graduate students who-
 - Are United States citizens to enable such students to pursue education in the United States in the disciplines of foreign languages, area studies, and other international fields that are critical areas of those disciplines.
 - Enter into an agreement to work for an agency or office of the Federal Government or in the field of education in the area of study for which the fellowship was awarded.
- Awarding grants to institutions of higher education to enable such institutions to establish, operate, or improve programs in foreign languages, area studies, and other international fields that are critical areas of those disciplines.

The program started in 1992 as the National Security Education Program and was funded by the National Security Education Trust Fund established under the NSEA of 1991. The Secretary of Defense was directed to pursue an annual goal of allocating about one-third of the trust fund award monies to each of the three award categories. The legislation also established a National Security Education Board (NSEB) composed of the following individuals or the representatives of such individuals:

1. The Secretary of Defense who serves as the chairman of the Board.
2. The Secretary of Education.
3. The Secretary of State.

4. The Secretary of Commerce.
5. The Director of Central Intelligence.
6. The Director of the United States Information Agency.
7. Four individuals appointed by the President, by and with the advice and consent of the Senate and who are experts in the fields of international, language, and area studies education.

The NSEB performs the following functions:

1. Develops criteria for awarding scholarships, fellowships, and grants under the NSEA of 1991.
2. Provides for wide dissemination of information regarding the activities assisted under the NSEA of 1991.
3. Establishes qualifications for students desiring scholarships or fellowships, and institutions of higher education desiring grants under the NSEA of 1991 including, in the case of students desiring a scholarship or fellowship, a requirement that the student have a demonstrated commitment to the study of the discipline for which the scholarship or fellowship is to be awarded.
4. Makes recommendations to the Secretary of Defense regarding:
 - a. Which countries are not emphasized in United States study abroad programs, such as countries in which few United States students are studying, and are, therefore, critical countries for the purposes of the NSEA of 1991.
 - b. Which areas within the disciplines described in the NSEA of 1991 are areas of study in which United States students are deficient in learning and are, therefore, critical areas within those disciplines.
 - c. Which areas within the disciplines described in the NSEA of 1991 are areas in which United States students, educators, and Government employees are deficient in learning and in which insubstantial numbers of United States institutions of higher education provide training and are, therefore, critical areas within those disciplines.
 - d. How students desiring scholarships or fellowships can be encouraged to work for an agency or office of the Federal Government involved in national security affairs or national security policy upon completion of their education.
 - e. Review the administration of the program required under the NSEA of 1991.

NATIONAL SECURITY EDUCATION PROGRAM (NSEP) – The NSEP began in 1992 under the direction of the Secretary of Defense in response to the NSEA of 1991. In 1998 the Secretary of Defense designated the President of National Defense University (NDU) to oversee the program initiated under the NSEA of 1991. The program is intended to address national needs for expertise in languages and areas critical to the broad national security community. Its major objectives are currently identified as:

1. Develop a pool of language capable regional experts in various fields of study available for employment with federal national security agencies.

2. Enhance the capacity of U.S. universities to teach key languages and regional studies. NSEP legislation requires award recipients to seek work for the federal government in an area related to national security.

NSEP is the only federally funded effort focused on issues of language proficiency, national security, and the federal workforce. All NSEP award recipients incur an obligation to seek employment with an agency or office of the federal government involved in national security affairs.²

INTELLIGENCE AUTHORIZATION ACT FOR FISCAL YEAR 2003 (P.L. 107-306) (Appendix C refers) – P.L. 107.306 directed the following actions affecting national security education:

1. The Director of Central Intelligence was directed to carry out a program to provide scholarships and work-study for individuals pursuing graduate degrees in science and technology fields identified as appropriate to meet future intelligence community needs for qualified scientists and engineers.
2. The David L. Boren National Security Education Act of 1991 was amended to direct the Secretary of Defense to provide for the admission of award recipients to the Foreign Language Center of the Defense Language Institute.
3. The Secretary of Defense was directed to establish a program of awarding grants to institutions of higher education to carry out a National Flagship Language Initiative for training students to achieve advanced levels of proficiency in languages identified as critical to U.S. national security interests.

NATIONAL FLAGSHIP LANGUAGE INITIATIVE (NFLI) – Since 2002 the NFLI has been executed through a working partnership and grant between the NSEP and the National Foreign Language Center at the University of Maryland. Through the NFLI, the NSEP has established national flagship programs across the U.S. These programs, coupled with directed and targeted fellowships for individual students, have begun to produce graduates, many of whom will be candidates for employment with agencies and offices of the federal government, across a broad range of disciplines with advanced levels of proficiency in languages critical to national security. The NFLI is focusing initially on the following critical languages:³

- Arabic (including dialects)
- Korean

² National Security Education Program Report to Congress, September 2003, online, <http://www.ndu.edu/nsep/NSEPRpt.pdf>, January 19,2005.

³ National Defense University, *National Flagship Language Initiative (NFLI): Addressing National Needs for Language Proficient Professionals*, online, <http://www.ndu.edu/nsep/NationalFlagshipLanguageInitiativeUpdateJan2004.pdf>, January 19,2005.

- Chinese (Mandarin)
- Persian
- Hindi
- Russian
- Japanese
- Turkish

The major focus of NFLI is to establish the field-wide and institutional infrastructure that will support the production of advanced language-proficient students in languages critical to U.S. national security. Through a combination of resident campus curricula and overseas studies, each flagship program offers intermediate to advanced level students a full-time, one- to two-year program of study designed to achieve professional proficiency in the targeted language.

Recruitment and development of candidates for employment with the federal government who are proficient in languages critical to national security is a critical objective of the NFLI. Accordingly, the NFLI is developing and implementing methods to attract students from a wide array of sources including:

1. Current students at the flagship institutions seeking professional degrees.
2. Students recruited from the geographic proximity of flagship institutions.
3. Students recruited from other U.S. colleges and universities.
4. Current federal employees whose expenses will be paid directly to the flagship institution by the sending federal organization.

Programs under the NFLI include:

1. Arabic for Interactive Communication (AFIC) Program at the Center for Arabic Study Abroad of the American University in Cairo - The AFIC program is guided by a steering committee of leading Arabic scholars from across the U.S. and has initiated a program of intensive advanced Arabic study overseas at the American University in Cairo. Efforts are also underway to expand the overseas program to include Arabic language study at the University of Damascus. In addition to overseas study, the AFIC program is conducting research and development projects to apply advances in technology and general language learning practices to improve U.S. Arabic instruction programs such that increased numbers of highly proficient students will be produced for inclusion in the overseas program.
2. Chinese Flagship Center at Brigham Young University (BYU) - The Chinese Flagship Program at BYU is targeted to upper-intermediate and advanced speakers of Mandarin Chinese and seeks to move these students to a superior level of proficiency. Upon completion of the first year of study at BYU, NFLI students are transferred to Nanjing University in China where they continue language learning coupled with other professional and internship experiences.

3. Korean Flagship Program at the University of Hawaii at Manoa (UHM) - The Korean Flagship Program at UHM offers students with advanced Korean language proficiency an opportunity to undertake a program of intensive, task-based language instruction, with specialized options in their chosen career fields. A full academic year at UHM is followed by a year of study at Korean University in Seoul that includes professional and internship experiences under Korean peer tutors.
4. Korean Flagship Program at the University of California, Los Angeles (UCLA) - The Korean Flagship Program at UCLA focuses on academic and professional level reading, listening, and speaking skills. Courses cover topics on Korean civilization and cultures such as business, health, law, and the arts. The program includes individual mentoring and internships. Students who attend the UCLA program also participate in the overseas training education offered under the Korean Flagship Program at UHM.
5. National Flagship Initiative for Russian at the St. Petersburg University of Russia - Through the American Councils for International Education, the NFLI initiated a language program at St. Petersburg University in Russia for students already at a more advanced level of proficiency. The NSEP is currently working to establish U.S.-based infrastructure in Russian to insure a continuing flow of qualified candidates for the overseas residence portion of the instruction.

To date NSEP has supported the NFLI through its “institutional grants” program. Additional funding will be required if NFLI is to be sustained and expanded to: (1) support and expand curriculum efforts at current NFLI programs; (2) provide expanded funding for NSEP/NFLI Fellows to attend flagship programs; (3) increase the number of programs and critical languages covered by NFLI.⁴

NATIONAL SECURITY LANGUAGE ACT (H.R. 3676) (Appendix D refers) – The National Security Language Act was introduced during the 108th Congress to amend the Higher Education Act of 1965 (HEA) to encourage early foreign language instruction, including grants to: (1) partnerships of institutions of higher education (IHEs) and local educational agencies (LEAs) for activities relating to foreign language instruction at elementary or secondary schools, with priorities for high-need LEAs and less-commonly taught foreign languages; and (2) IHEs that develop innovative programs for the teaching of foreign languages, with priorities for combining foreign languages with science and technology and for less-commonly taught foreign languages. The proposed Act would accomplish these objectives by:

1. Providing undergraduate student loan forgiveness of up to \$10,000 for students who major in a critical need foreign language and are employed as teachers of such language in elementary or secondary schools or by using such language regularly in a Federal agency.
2. Directing the Secretary of Education to:

⁴ National Defense University, Ibid.

- a. Establish a foreign language education marketing campaign to encourage students at secondary schools and IHEs to study foreign languages, particularly ones less commonly taught and critical to national security.
 - b. Conduct a study to identify foreign language heritage communities and recruit speakers of such critical languages.
3. Amending the David L. Boren National Security Education Act of 1991 to establish an International Flagship Language Initiative with grants to IHEs.

H.R. 3676 has been referred to the Committee on Education and the Workforce and the Committee on Intelligence.⁵ Outlook is uncertain at present.

NATIONAL SECURITY EDUCATION PROGRAM ENHANCEMENT ACT OF 2004 (H.R. 4574) (Appendix E refers) - The National Security Education Program Enhancement Act of 2004 was introduced during the 108th Congress to:

1. Require the Director of Central Intelligence (DCI) to transfer specified amounts to the Secretary of Education from Intelligence Community Management (ICM) appropriations to carry out national security education scholarship, fellowship, and grant programs.
2. Revise post-education service obligations for such programs to:
 - a. Allow a delay in the commencement of service obligations.
 - b. Require only a one-year obligation for scholarship recipients.
 - c. Allow service obligations to be served with a variety of Federal agencies.
3. Require the DCI to transfer ICM funds to carry out grant programs for the National Flagship Language Initiative.
4. Amend the David L. Boren National Security Education Act of 1991 to require students receiving training under the Initiative to enter into service agreements with the intelligence community element providing such training or reimburse the United States.
5. Direct the Secretary of Defense to take steps to increase the number of qualified educational institutions receiving Initiative grants.
6. Authorize the Secretary of Defense to award scholarships to U.S. citizens who are native speakers of languages designated as critical and not proficient at a professional level in English to enable them to pursue English studies.
7. Require recipients to enter into service agreements.
8. Require the DCI to transfer ICM funds to carry out such program.

H.R. 4574 has been referred to the Committee on Intelligence and the Armed Services Committee.⁶ Outlook is uncertain at present.

⁵ Library of Congress, Thomas Legislative Information Services, online, <http://thomas.loc.gov>, January 20, 2005.

STABILIZATION AND RECONSTRUCTION CIVILIAN MANAGEMENT ACT OF 2004 (S. 2127) (Appendix F refers) - The purpose of the Stabilization and Reconstruction Civilian Management Act of 2004 is to provide for the development, as a core mission of the Department of State and the United States Agency for International Development (USAID), of an expert civilian response capability to carry out stabilization and reconstruction activities in a country or region that is in, or is in transition from, conflict or civil strife. The Act:

1. Expresses the sense of Congress respecting specified steps to improve stabilization and reconstruction activities.
2. Amends the Foreign Assistance Act of 1961 to authorize the President to furnish assistance and permit the export of goods and services to assist in stabilizing and reconstructing a country or region that is in, or is in transition from, conflict or civil strife.
3. Authorizes: (1) \$100 million for such assistance; and (2) appropriations as necessary to replenish such initial authorization.
4. Amends the State Department Basic Authorities Act of 1956 to direct the Secretary of State to establish within the Department of State an Office of International Stabilization and Reconstruction, to be headed by a Coordinator and sets forth Office functions, including:
 - a. Monitoring political and economic instability, and planning for stabilization and reconstruction responses.
 - b. Developing interagency coordination.
 - c. Identifying appropriate State, local and private sector personnel.
 - d. Coordinating joint military-civilian planning.
5. Authorizes the Secretary of State to establish a Response Readiness Corps of up to 250 personnel and such other personnel as the Secretary may designate from the Department of State and the United States Agency for International Development to provide stabilization and reconstruction activities in foreign countries or regions that are in, or are in transition from, conflict or civil strife.
6. Authorizes the Secretary of State to establish a Response Readiness Reserve of Federal and non-Federal personnel to augment the Corps.
7. Amends the Foreign Service Act to authorize the Secretary of State, in cooperation with the Secretary of Defense and the Secretary of the Army, to establish a stabilization and reconstruction curriculum for use in programs of the Foreign Service Institute, the National Defense University, and the United States Army War College.

⁶ Library of Congress, Thomas Legislative Information Services, online, <http://thomas.loc.gov>, January 20, 2005.

8. States that service in stabilization and reconstruction operations overseas, membership in the Response Readiness Corps, and education and training in the stabilization and reconstruction curriculum should be considered among the favorable factors for promotion of employees of executive agencies.
9. Authorizes appropriations for personnel, education and training, equipment, and travel costs.

S. 2127 has been referred to the Committee on Foreign Relations. Outlook is uncertain at present. An identical bill was introduced in the House of Representatives as H.R. 3996.⁷

⁷ Library of Congress, Thomas Legislative Information Services, online, <http://thomas.loc.gov>, January 20, 2005.

SECTION 3 – FOCUS AND FUNCTIONS OF A NATIONAL SECURITY INSTITUTE

SYSTEMS APPROACH TO DEFINING AND IMPLEMENTING A NATIONAL SECURITY INSTITUTE

The analysis and design of functional systems, or systems of systems, is commonly accomplished through the application of a systems approach. *A systems approach places emphasis on function first, and structure afterwards.* In other words, when analyzing, designing, or describing a purposive system, initial emphasis is placed on its goals: what it does, or is supposed to do, and if necessary give *secondary* attention to the question of how it actually does it.

In the case reviewed herein the function is national security and the system, or system of systems, is the mechanism by which those functions are achieved. The U.S. national security apparatus can be viewed as a complicated and multivariate assemblage of primary work groups engaged in sub-activities that are expected to collectively achieve the desired objectives. Optimizing achievement of the overarching goal is accomplished by developing appropriate matches between the needs of each work group and the entire system as a whole in relation to the goal.

Conducting a detailed break down of the system into smaller sub-systems and concentrating on what each of the sub-systems contributes to the overall system goals would exceed the scope of this study. Also, the process of reorganizing the federal government would be difficult and perhaps even overwhelming to engineer and enact. However, if the premise is accepted that the national security apparatus warrants improvement, then a logical achievable foundation for creating an environment in which the apparatus can begin the process of self-evaluation, learning, and improvement would be through dedicated research, education, and networking programs that contribute to knowledge and discovery of topics of importance to support more effective coordination and integration of security related activities.

Concentrated, comprehensive, and coordinated *research, education, and outreach* programs that engage the best efforts of the U.S. government, academia, international agencies, and the private sector as they relate to international and domestic security and modern interstate or intrastate conflict are envisioned as core elements of the endeavor required to improve performance of the national security enterprise and evolve into an agile, adaptive effort capable of dealing with any number of possible futures. The necessary endeavor will integrate research and education to support the U.S. government's needs and requirements for sustaining U.S. national security into an uncertain and rapidly changing future. The effort should be structured to assist the U.S. government to:

- Understand and anticipate the sources and causes of conflict, the domestic and international consequences of conflict, practical solutions to prevent or mitigate conflict, and sustainable practices to preclude or prevent future conflict.

- Support the development of a long term national strategy for dealing with all forms of modern interstate and intrastate conflict.
- Enhance networking, communication, and coordination among military and civilian resources, domestically and internationally.
- Develop future generations of U.S. government leaders who have matured through a common experience of collaborative research and problem-solving, and are prepared to apply those lessons.

IDENTIFICATION OF STAKEHOLDERS

As a mission-driven organization tasked with integrating and focusing capabilities to address threats to national security, the Department of Defense has a vested interest in improving the functional performance of the national security enterprise in order to respond to the challenges imposed by threats today and in the future. Other key stakeholder organizations with substantial roles in national security and an interest in improving the enterprise include:

- a. National Security Council
- b. Department of Homeland Security
- c. Department of State
- d. Department of Justice
- e. Intelligence Agencies

Because the scope of efforts to improve the national security enterprise would address pre- and post- conflict situations and events, other stakeholders in the effort would be expected to include the Department of Energy, Department of the Treasury, Department of Commerce, Centers for Disease Control, state and local law enforcement agencies, and national and international emergency relief and response organizations including the American Red Cross, International Committee of the Red Cross (ICRC), Cooperative for Assistance and Relief Everywhere (CARE), and the United Nations Children's Fund (UNICEF), among others.

Table 9 identifies some values stakeholders in an effort to improve performance of the national security enterprise would expect to derive.

Table 9: Value Propositions for National Security Institute Stakeholders.

Value	DoD	DOS	DHS	Intel	Others
Broader experience working with civilian agencies	X			X ^a	
Better definition of role in war on terror and conflict	X	X	X	X ^b	X
Broader understanding of foreign cultures	X	X	X	X ^b	X
Relearn or reassess the principles of war and doctrine	X				
Broader cooperation in conflict dissuasion efforts	X	X		X ^b	X
Improve ability to anticipate and interdict conflicts	X	X	X	X ^b	X
Improved ability to project resource requirements	X	X	X	X ^b	X
Enhanced coordination in crisis response	X	X	X	X ^b	X

^a Military intelligence organizations

^b Military and civilian intelligence organizations

CONSIDERED APPROACH

Creation of a National Security Institute (NSI) with a mission to identify and mount collaborative, sustained, and innovative research, education, and outreach programs in specific areas of concern to national security with the objective of predicting, anticipating, detecting, preventing, preempting and, if necessary, responding to threats to U.S. national security is a reasonable concept to evaluate as a potentially viable option within the interagency environment of the U.S. government for beginning the process of improving the national security enterprise. Figure 1 depicts the overlapping functions and roles of the NSI as envisioned for this study.

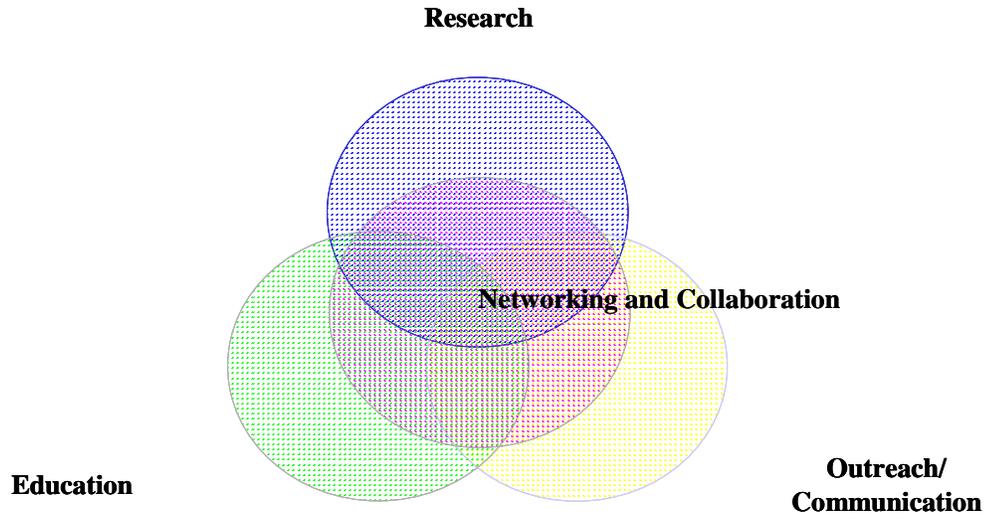


Figure 1: Functions and Roles of the National Security Institute

The remainder of this study will explore such an approach and seek to identify the agencies that it would serve, the functions it will facilitate, and the challenges that would be encountered in establishing such an institution. As mentioned previously, this study started under the premise that the organization would be referred to as a National Conflict Studies Institute (NCSI) rather than as a NSI. The NCSI title was abandoned early in the study since it did not adequately reflect the scope of the new construct, and to avoid the appearance of establishing a DoD centric organization that may discourage involvement by non-government organizations, the international community, and some factions within academia. The participation of these organizations is considered vital to the success of the endeavor.

In the context of the multidisciplinary national defense enterprise, the DoD currently conducts, stimulates, and enables research, education, development, test, evaluation, and timely transition of security related concepts into capabilities for U.S. military forces.

Attributes for the success of a National Security Institute would include the following:

- a. A National Security Institute should incorporate and coordinate existing programs to the extent practicable in order to leverage efforts that are working and to constrain costs in consideration of fiscal realities.
- b. A National Security Institute should provide a means to network people from government, academic and private sectors. Programs of institutional exchange, training, education, and information sharing are appropriate. Effective networking will enhance communication and mutual understanding among practitioners in key agencies providing opportunities to collaborate more effectively in planning and executing activities related to U.S. national security; facilitate development of coordinated strategies that better define roles and responsibilities; and enable development of an educated workforce that will provide a robust, dedicated, and enduring capability to deal with present and future threats.

- c. A National Security Institute should provide focus for a comprehensive research and education enterprise that is nationwide, and perhaps even global when appropriate. The effort should incorporate, coordinate, and create synergy among the myriad activities under various sponsorships already in place to address national security concerns. Duplication of complimentary efforts that already exist should be avoided.
- d. A multidisciplinary effort that engages technical, analytical, social, political, legal, economic, medical, and other appropriate disciplines that influence national security. Accordingly, the National Security Institute should facilitate participation of policy, science and technology experts from both government and non-government agencies including academia and the private sector. Also, the focus should be global and involve, when appropriate, international expertise, research, analysis, and related efforts. These organizations, domestic and international, represent significant expertise and broad-based capabilities that should be available to policymakers and practitioners responsible for sustaining U.S. national security.
- e. A National Security Institute should be mission focused toward long-term strategies for dealing with future conflicts in order to produce predictive and actionable solutions that will enhance national security and to identify specific high-impact activities that provide long term political, economic, and social stability. National Security Institute research efforts, including those conducted by universities, should be linked to specific needs and completed within appropriate time requirements to support national security efforts.
- f. Issues to be tackled and addressed by the National Security Institute must support a large and diverse customer base of organizations, agencies, and activities. Additionally, the issues will change as the challenges faced by the U.S. evolve. For example, it is appropriate to focus attention on the concentrated terrorist threat outside the U.S. as a means to ensure the security of the U.S., but the scope of the National Security Institute's contribution should be much broader and forward thinking than to solely address current threats from international terrorism. Exploration of opportunities for proactive engagement in regions of strategic importance to U.S. national security would be a worthy area of focus for the National Security Institute.

Figure 2 summarizes the key attributes needed for a National Security Institute to successfully enhance performance of the national security enterprise.

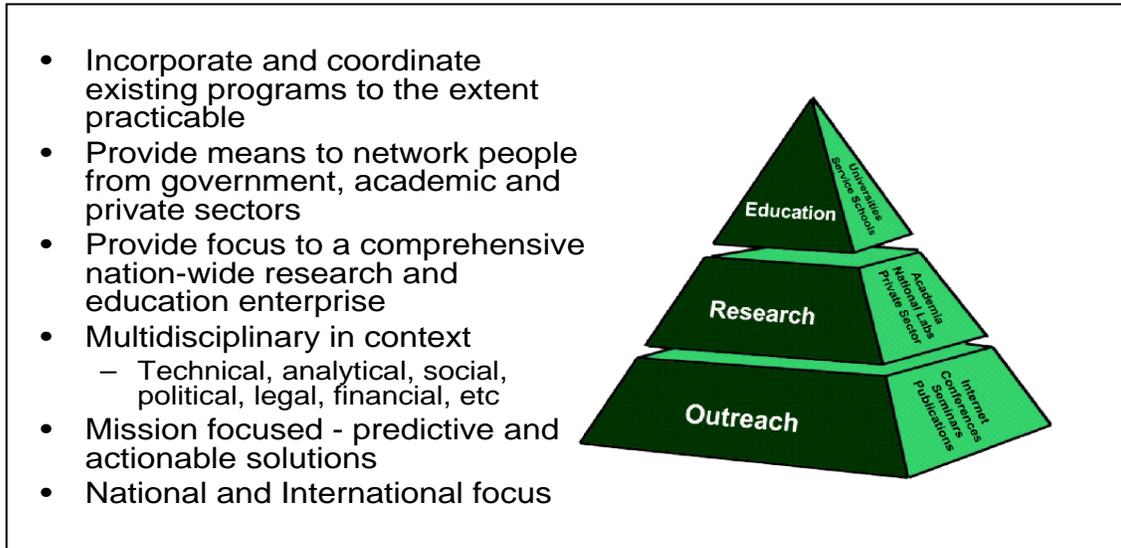


Figure 2: Key Attributes for Success of a National Security Institute

Additionally, a National Security Institute should exhibit the following enabling characteristics:

- a. The Institute should have direct access to interagency participants if it is to effectively coordinate education and research efforts. Operation remotely from the interagency environment will relinquish the Institute's role to a secondary one reliant on filtered information sources and without the prestige to influence organizational behavior.
- b. The Institute should be comprised of people, practices, and organizations with histories of direct support to the interagency. An Institute without such prior experience will likely languish in insignificance due to lack of credibility and perhaps lack of relevance.
- c. The Institute should contain a cadre with experience working in the interagency environment to ensure their effectiveness.
- d. The institute should have a staff of available experts with broad-based education and research capabilities relevant to the national security enterprise.
- e. The Institute's location, structure, and practices should be compatible with the personnel rotation practices of interagency organizations. Compatibility will increase the opportunities for personnel to participate in Institute education and research programs thereby enhancing the benefit to the parent organizations and supporting succession planning.
- f. The Institute should have the ability to coordinate and direct the work of others in order to enhance its role as a coordinator and integrator of efforts to improve performance of the national security enterprise.

GOALS AND OBJECTIVES OF THE INSTITUTE

The objective of the National Security Institute (NSI) proposed herein is to create the self-learning capacity within the federal government that will enhance collaboration and cooperation among federal government and international organizations involved in security related matters in order to improve the national security enterprise. These objectives can be effected by establishing a progressive education process for security practitioners within the federal government, supporting research that furthers progress toward sustaining an environment of assured national security, and establishing a networking system to collect, collate and disseminate the best and brightest ideas for executing national security efforts.

Accordingly, a National Security Institute must focus the nation's intellectual capital on the pressing issues of national security and provide venues for educating future generations of leaders. Within this overarching framework, participating institutions of higher education and organizations will be challenged to specifically address research and education to further achievement of the national security mission. Education must be fully integrated with the research and support preparation of the next generation of leaders and scholars.

Some elements of a National Security Institute are already in place under sponsorships by various government agencies albeit sub-optimized. These disparate elements and efforts could be organized using a systematic approach to create an apparatus that will more effectively support the national security enterprise without creating new and burdensome bureaucratic requirements and entities. Such an effort would reorganize and reprioritize some efforts to address the broader national security functional objectives and could be enacted without impacting the needs of the specific individual work groups that created the sub-efforts. The objective would become for the most part one that reduces sub-optimization and nurtures synergy among established efforts to collectively improve performance of national security functions.

The remainder of this section describes examples of focus areas and scope for the proposed National Security Institute, identifies potential participants and the structural interrelationships, and identifies some current efforts or established institutions that are currently performing related work and may be suitable for incorporation into the National Security Institute organization. The method of implementation explored will be to reorganize and reprioritize related efforts that currently exist under the various federal agencies involved.

FOCUS AND FUNCTIONS OF THE INSTITUTE

Programs that should be considered for inclusion within a National Security Institute would include research, education, and outreach, as depicted in Figure 1, with the overall objective of permitting the U.S. government to advocate and improve the cause of national security and international affairs education. The discussions that follow identify potential areas of focus for each program. The examples provided are not meant to define all potential program elements but are intended to give illustrative perspectives. It

is expected that the proposed ideas, approaches and concepts explored by a National Security Institute will go well beyond those provided herein.

RESEARCH PROGRAMS

An active research component in a National Security Institute will be essential in bringing fresh thinking to bear on new and evolving national security challenges, and in leveraging the related work being done in other policy research and academic institutions. Establishing an appropriate research component within the National Security Institute will also help in recruiting visiting scholars who are interested in carrying out projects identified as priorities. Such research may also be combined with focused seminars bringing together leading experts in a particular subject area or field. Having the ability to use its research program creatively will allow a National Security Institute to expand its base of expertise and bring fresh thinking into an issue of high interest.

A comprehensive program of investigation and education should include both basic and applied research to address immediate, short and long-term concerns and areas of interest. All research program efforts should advance U.S. government interests by studying international relationships and conflict. The research programs conducted and overseen by a National Security Institute should include:

- In house research by National Security Institute subject matter experts, educators, and students on appropriate topics and areas of interest.
- Grants to U.S. universities to conduct research in and about countries and cultures critical to national security that are not adequately addressed by current U.S. programs and efforts.
- Grants to non government organizations and the private sector to conduct research in and about countries and cultures critical to national security that are not adequately addressed by current U.S. programs and efforts.

The research efforts of a National Security Institute should produce balanced, objective, and non-partisan analysis. Additionally, the National Security Institute should have some degree of latitude in setting research priorities, but its primary mission would be to meet the needs of U.S. government “customers” and must be subject to federal appropriations laws and the associated standards of conduct for procurement and provision of public and private sector services. Areas of research focus would be expected to fairly represent government policies but also challenge and refute conventional thinking and identify short-comings in pursuit of decision-making and policy development. Examples of subjects to be researched include:

A. Conflict Studies and Analysis – Many recent wars involved complex international conflicts driven wholly or in part by nationalistic and ethnic animosity. Similarly, post conflict stabilization efforts in Bosnia, Kosovo, Afghanistan, Iraq, and others have been frustrated by ethnic issues. The conflicts in Bosnia, Kosovo, Rwanda, Somalia, and elsewhere resulted in the death or displacement of millions of people. Understanding and controlling these conflicts has become one of the dominating tasks for military leaders, politicians, diplomats, and relief organizations.

The National Security Institute should develop and translate the knowledge, tools, models, and strategies from a broad spectrum of predictive and assessment methodologies into the context of U.S. national security with the objective of predicting, anticipating, detecting, and preventing or preempting adverse impacts on U.S. national security. The research should address forward-thinking scenarios that acknowledge the unique characteristics of the U.S. society, economy, and culture. Included in this effort will be study and analysis of the following subject areas:

- Research that integrates the social and behavioral sciences with policy analyses to relate risk analyses, contingency planning, and simulation to realistic events.
- Root causes of ethnic animosity.
- The role of reconciliation in intrastate and international conflict resolution and stabilization.
- Assessment of options for international action including the use of force and the deployment of peacekeeping troops.
- Unique difficulties encountered in resolving civil wars.
- Political challenges that complicate efforts to prevent or end conflicts.
- Identification of methodologies, diagnostic tools, and models for ethnic conflict resolution.
- Identification of effective methods of assisting other countries in conflict resolution.
- Trends and security planning perspectives in key regional theaters.

B. Homeland Defense Studies and Analysis – A National Security Institute should identify threats to U.S. national security, threat precursors, and the military strategies, tactics and capabilities needed to avert such threats. Such efforts would be expected to include:

- Institutional changes needed for effective homeland defense.
- Strategies to prevent and protect against all forms of attack on the U.S. and U.S. interests and to respond to such attacks if prevention and protection fail.
- The specific interrelation of diplomacy, dissuasion, and military action and how each relates to national well being in various scenarios.
- U.S. military goals, strategies, and tactics to ensure U.S. national security.
- Identification of defense-related critical infrastructure and requisite security measures.
- Specific actions needed to focus and restructure intelligence gathering and processing practices to support the Department of Defense's homeland defense and security missions.
- U.S. capabilities needed to thwart future attacks.
- Development of metrics for the effectiveness of U.S. intelligence practices, homeland defense strategies, and capabilities.
- Precursors and indications of threats to U.S. national security.
- Goals, strategies, and tactics of U.S. adversaries.
- Changing nature of modern warfare.
- U.S. military roles in the war against terrorism.

C. Homeland Security Studies and Analysis – A National Security Institute should identify the best practices to respond to and recover from different threat scenarios with the objective of making mitigation and recovery sufficiently effective that terrorism becomes an ineffective strategy for disruption. Such efforts would be expected to identify:

- Institutional changes needed for effective homeland security.
- Needs, policies, and plans for developing contingency plans to transfer lead federal agency authority to the Department of Defense, if necessary, as a consequence of a catastrophic attack.
- Legal authority implementation in cases of catastrophic terrorist threat or attack.
- Laws and regulations applicable to chemical, biological, radiological, and nuclear incidents – particularly those that may require isolation, quarantine, and emergency vaccination.
- Command and control capabilities required for Department of Defense units participating in domestic anti-terrorism and counter terrorism operations.
- Rapid response capabilities required including support for chemical, biological, radiological, nuclear, and high explosive weapon detection and decontamination, quarantine implementation, crowd control, emergency medical response, and engineering support in the event of terrorist attack.
- Thresholds for Department of Defense involvement in various attacks on the homeland.
- Weaknesses or deficiencies in Department of Defense capabilities to carryout homeland defense and security missions.
- Metrics that forecast the impact of force planning and distribution on the homeland security mission of the U.S. military and guidance for observance of the metrics.
- Methods to optimize and integrate the unified command structure for all catastrophic terrorism events and conduct of exercises with federal, state, and local agencies.
- Roles and missions of specialized National Guard response teams.
- Realistic scenarios involving chemical, biological, radiological, nuclear, and high explosive weapons.
- Specific roles and responsibilities of organizations involved in critical infrastructure protection, particularly defense critical infrastructure.
- Authorities and safeguards for use of the military across the entire spectrum of potential terrorist attack including conventional, chemical, nuclear, biological, radiological and cyber threats.
- Optimal organization and coordination of public and private sector efforts at every level and location.

EDUCATIONAL PROGRAMS

The educational programs supported by a National Security Institute should be crafted and structured with the intent to fulfill U.S. government needs in intellectual capital and workforce capacity at all levels for successfully executing an agile and adaptive national security enterprise. The National Security Institute should facilitate the establishment of national capacity to train, educate, and mentor the next generation of civilian and military leaders to meet a wide array of possible challenges in myriad disciplines. Thus, it is paramount that the education elements for undergraduate and graduate education are fully integrated with the research elements and provide appropriate educational opportunities for selected individuals from affected branches of the government to participate in formal education and research at appropriate milestones in their career paths. Sustainable education programs in higher education using existing and new curricula are expected. Sub-elements within the education programs should include the integration of education and research across all aspects of the program, internships, and cross-disciplinary education for advanced students. Education program sub-elements would include:

- Scholarships for U.S. undergraduate students who will study areas critical to national security that are not under sufficient investigation by current U.S. study efforts, and who will support the national security enterprise by serving in the government, military, or National Security Institute academic community.
- Fellowships for U.S. graduate students who will study areas critical to national security that are not under sufficient investigation by current U.S. study efforts, and who will support the national security enterprise by serving in the government, military, or National Security Institute academic community.
- Grants to U.S. institutions to develop programs of study in and about countries and cultures critical to national security that are not currently under adequate examination by U.S. programs and efforts.

OUTREACH PROGRAM

Given the sheer number of individuals in the national security community who are going to need interagency education and experience, it is clear that an effective outreach program will be needed to supplement the in-depth training provided by a National Security Institute. Using current and future communications technology, a National Security Institute could set up virtual classrooms that individual students from the participating agencies, and agency training programs as well could use to study core subjects. Exercises and tests could be executed in a game or simulation format that would test skills acquired, and become increasingly challenging. Much of the material likely to be covered in National Security Institute education programs could be adapted for a high quality virtual classroom environment.

A National Security Institute should have an active outreach program designed to promote exchanges among U.S. and international analysts of conflict related issues. The outreach program should be among the most comprehensive in the nation to serve national security practitioners, staff, faculty, researchers, media producers and users, the business community, civic and religious organizations, the general public, first

responders, and students from all organizations involved in the national security enterprise. The objective is to share knowledge resources and promote dialogue with domestic and international organizations focused on security in order to strengthen the performance of the national security enterprise.

Information exchange would be expected to be facilitated largely through dialogues and exchanges, conferences and publications, and Internet connectivity to illuminate critical issues for U.S. government officials, scholars, and the public. An outreach library for visiting members of government agencies, educators, researchers, students and the general public would also be anticipated. Such an effort could be established as a stand alone effort or achieved through collaboration with organizations akin to the United States Institute for Peace or the Woodrow Wilson International Center for Scholars that already have some forms of outreach libraries available. A robust publication and newsletter effort would be expected in order to disseminate research reports, publicize conferences and seminars, and stimulate dialogue. Additionally, the National Security Institute outreach program would be expected to promote major conferences, seminars, and exhibitions for the extra-university local, state and national communities

NETWORKING AND COLLABORATION

It is envisioned that the networking and collaboration function of an National Security Institute would be achieved by the natural interaction that would result from research, education and outreach programs that inherently commingle (either virtually or face-to-face) participants from the interagency and from other private and public organizations. Activities like conferences, seminars, and internet connectivity conducted under an outreach program obviously accomplish this objective. While the development of specific programs designed to achieve increased cross-organizational exposure of individuals to one another is beyond the scope of this effort, examples might include the following:

- Career track professional education curricula designed specifically to commingle personnel from the myriad organizations that comprise the national security enterprise.
- Collaborative research efforts involving persons from different institutions and organizations, including international organizations as appropriate
- The conduct of simulation and exercise programs that would involve participants from the numerous organizations.

Since project inception, a gaming and exercise program involving inter-organizational participation has been viewed as an essential element of the National Security Institute construct. “Full spectrum” games and exercises are needed to test concepts and empirically project results, particularly by the National Security Council, Department of Defense, and the Department of State. Such simulations would be expected to identify the strategies, tactics, and methods most likely to succeed in various global and domestic scenarios; gain the insights needed to understand circumstances and conditions critical to success in various scenarios; and to understand how the organizations involved must

optimally collaborate to be successful. Some examples of the types of simulations and exercises the National Security Institute would be expected to support would include:

- Simulated post conflict events during the transition period from hostilities to stabilization.
- Simulated engagements involving military action against rogue states with weapons of mass destruction capabilities.
- Simulated demonstrations of military strategies for conducting the war on terrorism.
- Projection of the impact of asymmetric warfare on U.S. military force projection capabilities.
- Simulated events that initiate as homeland security and civil support activities but transition into homeland defense scenarios.
- Simulated homeland security exercises that test the “continuum of response” among Federal, State, and local agencies.
- Examination of domestic events (“worse case scenarios”) that may require Department of Defense involvement/intervention such as concerted and protracted terrorist events or events involving weapons of mass destruction.
- Simulated exercises under the auspices of the Assistant Secretary of Defense (Homeland Defense) and with the participation of the U.S. Northern Command and Federal, State, and selected local stakeholders to test overlapping homeland defense-homeland security-civil responses and engage the full range of Federal, State, and local collective resources as a “continuum of capabilities.”
- Examination of the following events or scenarios for potential Department of Defense involvement as “worst case scenarios” to evaluate coordination and mutual understanding between federal, state, and local agencies:
 - National critical infrastructure protection.
 - Response to weapons of mass destruction events.
 - Concerted and protracted terrorist attacks that call for domestic military operations in lieu of, or in addition to, civilian-led law enforcement operations.
 - Provision of disaster medical services.
 - Large-scale containment of individuals infected with a highly contagious disease in a large metropolitan area.
 - Cataclysmic natural disaster.

The items mentioned above are only a few examples of how National Security Institute activities might achieve increased networking and collaboration among the various individuals and organizations comprising the national security enterprise and are thus not all inclusive.

SECTION 4 – STRUCTURE, PARTICIPATING ORGANIZATIONS, AND PLACEMENT

STRUCTURE

The two best models for structuring a National Security Institute that were identified during the course of this study are the Department of Homeland Security's Homeland Security Institute (HSI) and the National Security Education Program (NSEP) administered by the National Defense University. Additional information on each program is located in Appendix A. Also, Section 2 of this report under the National Security Education Act of 1991 provides additional information on the NSEP. The HSI focuses on research using appropriated funds from the sponsoring directorates in the Department of Homeland Security. The NSEP focuses on education programs and is resourced through a trust fund. Neither approach specifically emphasizes rotational assignments for government employees which is a key attribute desired for the National Security Institute. Both approaches rely on a small cadre of administrators and subject matter experts who oversee the programs and contract out services unavailable within the parent organizations or that are more suitably distributed to other institutions and organizations.

An effective National Security Institute that approximates the desired attributes laid out in the prior sections of this report would require a hybrid approach incorporating the best of each model. Additionally, a National Security Institute needs to espouse a broad-based consultative strategy that extends beyond the in-house staff and includes perspectives and services from experts in industry, academia and the non-profit sector. In this role the National Security Institute should be responsible for planning and executing education, research, and outreach programs as the Sponsors specify.

The National Security Institute itself could consist of a small "brick and mortar" headquarters activity that serves as the nucleus for the effort and coordinates activities in a manner analogous to the way the ANSER Institute operates the Homeland Security Institute for the Science and Technology Directorate of the Department of Homeland Security. In order for such an arrangement to support the national security enterprise effectively over the long run, the National Security Institute should operate with objectivity and be free from conflicts-of-interest, fully disclose its affairs to its sponsors, and serve the unique needs of its sponsors while holding their full confidence and trust. Functions of the National Security Institute are depicted in Figure 3 and would be expected to include:

- Carryout functions and programs in consultation with the Inter-Agency Steering Group.
- Represent the National Security Institute within the federal government and in higher education.
- Provide the sponsors with a network of institutional and individual sources of expertise that are necessary to support the broad range of issues encompassed under national security efforts.

- Conduct in-house education programs within its capability and capacity and manage in-house research efforts on enduring priority topics within its capability and capacity.
- Administer institutional grants to support education programs that further the national security enterprise, to nurture the national capacity and infrastructure needed for national security education, and to develop educational practices and programs in areas where current education opportunities are inadequate.
- Administer research grants to support policy development and decision-making by the interagency, and to fulfill special research and analysis needs of its sponsors, whether short-term or long-term, that cannot be met as effectively through the use of existing in-house or normal contractor resources.
- Facilitate development and distribution of education curriculum guidelines.
- Administer scholarship and fellowship awards that favor individuals with interests in national security issues and have a willingness to pursue careers in national security positions.
- Administer grant applications and awards that advocate and develop advances and improvements in the capacity and fidelity of critical education programs.
- Administer outreach program efforts.
- Facilitate personnel exchanges within the interagency and placement activities for scholarship and fellowship recipients to enhance national skills of government agencies and their ability to undertake joint operations.
- Produce periodic metrics and reports to measure and evaluate the effectiveness of National Security Institute programs.

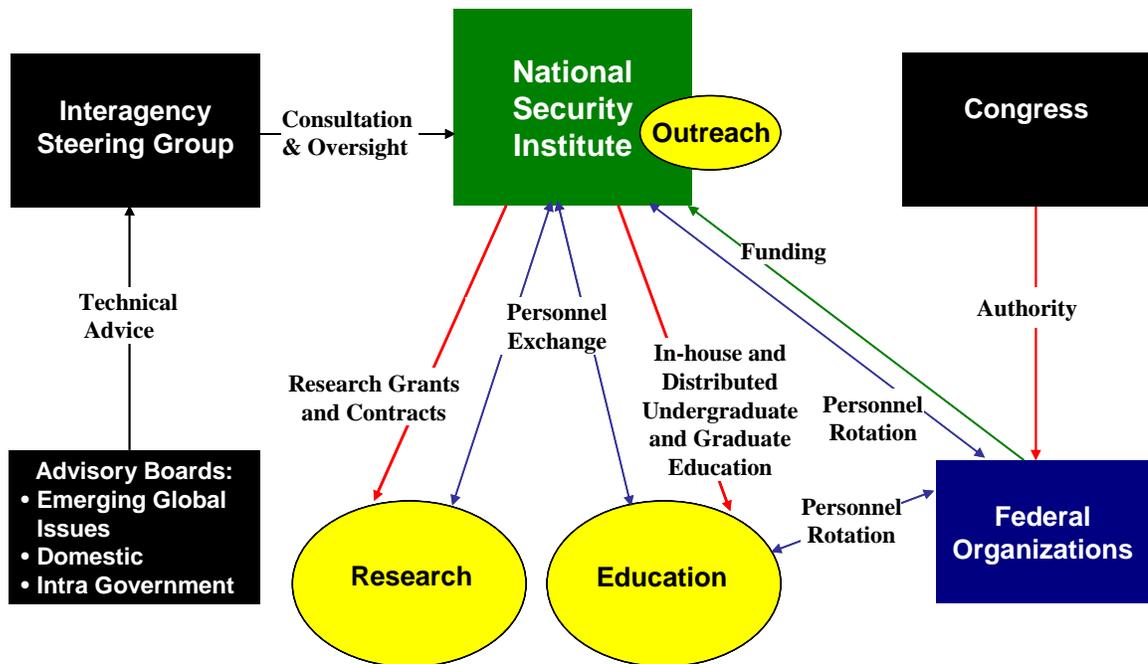


Figure 3: Basic Functionality of the National Security Institute

A Sponsoring Agreement will be needed at the time a National Security Institute is established to designate all parties to the institute including the sponsors and the Federal employees or Contractors who constitute the institute. The Agreement should include terms of specific Management, Research, Education, and Outreach Plans that govern the operation of each program.

Management Plan – The following considerations should be addressed in the Management Plan:

1. The National Security Institute should provide the necessary space, equipment, and support and technical personnel to establish, set up and manage the National Security Institute. Management and full time staff should be collocated in a location acceptable to the sponsors. The National Security Institute should employ only U.S. citizens consisting of staff and technical support necessary to execute the National Security Institute's responsibilities.
2. One of the keys to maintaining the success of a National Security Institute structured as described herein will be to maintain low overhead expenses for the headquarters operation and avoid establishing an entrenched culture and attendant bureaucracy. The National Security Institute itself could be a relatively small headquarters type organization that serves as the executor, coordinator, and manager of initiatives assigned by the steering group. The small permanent staff would likely be unavoidable in order to maintain continuity of efforts and to administer procurement of services and contracting in compliance with government procurement rules and regulations. The staff would consist of a small permanent cadre of permanent personnel and a rotational staff of subject matter experts from government, academia, international organizations, the private sector, and other non-government organizations. Establishing as many rotational billets as practicable would provide opportunities for federal government employees to serve assignments at appropriate points in their careers; injection of highly qualified experts from government, industry, academia, non-government organizations, and international organizations; and introduction of new ideas and concepts from a broad array of perspectives.
3. The culture of the National Security Institute should be carefully protected such that its role is established as one of nurturing national security education infrastructure deemed necessary by the steering group and informing its sponsors and other government policymakers through objective, quality analysis and assembly of information. The National Security Institute should not independently establish advocacy positions, generate policy, or unilaterally engender tasks and requirements. The National Security Institute should conduct its business in a manner befitting a special relationship with the U.S. Government.

Options for the composition of the permanent staff are to use Federal employees or a contracted non-government organization. An example of the use of Option 1 is the administration of the National Security Education Program (NSEP) by the National Defense University (Appendix A contains a synopsis of NDU offerings and a description of the NSEP). Option 2 is analogous to the manner in which the Department of Homeland elected to contract the ANSER Corporation to operate and manage the recently

established Homeland Security Institute. Additionally, Option 2 is similar to the management scheme applied for programs administered through Federal scholarship foundations such as the Harry S. Truman Scholarship Foundation, Morris K. Udall Foundation, and Barry M. Goldwater Scholarship and Excellence in Education Program that are similar to the NSEP.

Education Plan – The core functions defined in the National Security Institute Education Plan should include the following:

1. The National Security Institute will administer undergraduate scholarship programs in the fields of foreign languages, area studies, and other international fields critical to national security in order to produce an increased pool of applicants for work in the departments and agencies of the United States Government with national security responsibilities.
2. The National Security Institute will administer fellowship programs in the fields of foreign languages, area studies, and other international fields critical to national security in order to produce an increased pool of applicants for work in the departments and agencies of the United States Government with national security responsibilities.
3. The National Security Institute will manage grant programs to institutions of higher learning to provide the necessary resources, accountability, and flexibility to:
 - a. Meet the national security education needs of the United States, especially as such needs change over time.
 - b. Increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, and other international fields that are critical to the Nation's interest.
 - c. Expand, in conjunction with other Federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, Government employees, and leaders rely.

The Education Plan could be implemented in a manner analogous to that in which the NSEP education programs are administered. As stated earlier, there are several precedents for administering the Education Program including the NSEP approach and other Foundations supported by federally established Trust Funds. No particular originality would be required in this regard. The key issue would be that the program administration should not draw appropriated funds from the interagency participants it is intended to support.

Research Plan – The research plan will likely be challenging because it will be largely unprecedented to share appropriated resources while achieving individual agency research needs that may be unique to individual departments. An interagency working group will likely be required to negotiate such an approach if it has to have a chance of success. However, assuming such a resource sharing agreement can be achieved, a Research Plan will then be required. To conduct its mission of providing analytic support to its Sponsors in an efficient, effective and responsive manner, the National Security Institute should develop and operate an annual Research Plan. The National Security

Institute should define the plan of research on a clear understanding of the Government's needs as determined by direction from an Inter-Agency Steering Group.

The National Security Institute should implement a broad-based consultative strategy to extend beyond the in-house staff and include perspectives from experts in industry, academia and the non-profit sector. The National Security Institute should be responsible for planning and executing research and analysis as the Sponsors may specify. Research and analysis may include quick-response, ad-hoc analysis and technical support, short-term studies (up to one month), medium-term studies (1-12 months) and long-term studies (more than 1 year).

The National Security Institute should coordinate a wide range of research, studies, analyses, analytic and computational models, simulations, and other technical and analytical support useful for policy and program planning, and management by its sponsors. The work should be focused in the core competencies of:

1. Systems Evaluations - Analyses that support national security program planning and execution.
2. Operational Assessments - Assessments that relate to national security strategy and provide a basis for revising operational concepts and mission needs.
3. Resource and Support Analyses - Efforts that develop methods, techniques, and tools (e.g., models) and conduct analyses that will lead to improved means for projecting and predicting requirements and consequences of national security efforts.

The plan should be developed through an interactive process with an Inter-Agency Steering Group and the Sponsors, and submitted annually to the Contracting Officers of the Sponsors for approval. It should be maintained as a flexible and dynamic document, periodically reviewed with the Sponsors, and revised as necessary to meet the Sponsors' needs. Procedures should be established to quickly initiate studies and analyses upon direction that a new need exists and to provide an ability to respond to unique, limited needs through special projects.

The Research Plan should include at least two components: (1) Core Support Efforts and (2) Analytic Tasks. The Sponsors should direct the allocation of contract resources to these components. This could be done through the periodic review and approval of the Plan. In no case should the National Security Institute initiate and perform work that is not previously approved by the Sponsors, unless the Sponsors grant the National Security Institute flexibility in the Research Plan. The Sponsor Contracting Officers should authorize funding annually on the basis of the annual Research Plan that is approved by the Sponsors and accepted. The annual budget should be adjusted in future years to meet the needs of the Sponsors. The National Security Institute should perform the work as stated in the approved Research Plan, but in no event should the National Security Institute be authorized to incur cost in excess of the estimate of costs for approved Task Orders issued there under, or in other initiation of funds procedures set forth in the Research Plan, without the written approval of the Sponsors' Contracting Officers.

Core Support Efforts would include the efforts of the Director of the National Security Institute and the immediate staff as outlined in the Management Plan and Sponsoring Agreement in conducting National Security Institute operations and developing and managing the Research Program, Education Program, and Outreach Program. It also includes:

- Efforts associated with the requirement to consult widely with representatives from private industry, institutions of higher education, and nonprofit institutions.
- Efforts to exercise financial control over the National Security Institute's resources.
- Work on special projects to complement tasks and provide quick response analytic support.
- Concept formulation research, as directed by the Inert-Agency Steering Group, necessary to provide a forward-looking perspective, which can anticipate problems and preclude simply reacting to events.

Analytic Tasks are the specific, time limited, deliverable-oriented projects. They should contain, as a minimum, the following information:

- Subject and description of work.
- Recommended approach for performing the work.
- An estimate of the total level of effort and dollars required to perform the task.
- Estimated period of performance, including start and end dates.
- Reporting requirements, and other relevant information as applicable.
- Accounting and budget data, as required by the Contracting Officer.

Outreach Plan - Although some Outreach program elements may be inclusive with Education Program efforts funded by a Trust Fund, other efforts such as conferences, simulation exercises, and special events hosting may be unique to specific Sponsors and as such incur the expenditure of appropriated funds. As was the case for the Research Plan, a unique interagency agreement will likely be required to designate those Outreach Program expenses that are implicitly approved under the Education Plan and those that require and annually approved Outreach Plan specifying authorities for certain expenditures and activities. This would also appear to be an unprecedented approach in the interagency that may prove challenging to achieve consensus on and difficult to administer in a shared resource environment.

PARTICIPATING ORGANIZATIONS

The multi-disciplinary nature of the study and practice of conflict resolution that serves as the premise for establishing a National Security Institute will require participation by a diverse population of government, non-government, academic, and private sector organizations in multivariate capacities. Also, if National Security Institute efforts are to be effective in furthering the national security enterprise, anticipating changing needs and requirements, and emphasizing the correct endeavors, appropriate interagency coordination will be needed to formulate requisite direction and provide guidance and oversight. Key organizations that would be expected to participate in an National Security Institute are identified in Table 10.

Table 10: Potential Organizations to Participate in a National Security Institute

Role	Organizations
Inter-Agency Steering Group	National Security Council (NSC)
Emerging Global Issues Advisory Board	International Organizations International Relief Organizations
Domestic Advisory Board	Federally Funded Organizations Non-government Organizations
Intra-Government Advisory Board	NSC Deputies Committee National Economic Council Interagency Working Groups (IWGs) State and Local Law Enforcement State and Local Emergency Management Organizations
National Security Institute	Federal employees, contracted personnel, or a combination of Federal managers and subject matter experts
Research Programs	Federally Funded Research and Development Centers Homeland Security Centers of Excellence Military Service War Colleges Non-government Organizations University Based Programs Private Sector
Education Programs	Government Education and Training Institutions University Based Programs Non-government Organizations

A standing interagency committee chaired by a senior member of the National Security Council (NSC) staff would be an appropriate organization to provide oversight in the interagency environment. In this role the standing committee, hereafter referred to as the Interagency Steering Group, would be expected to develop broad guidance for execution by the National Security Institute in education and research efforts. The Interagency Steering Group could also serve as the principal evaluator of National Security Institute effectiveness. Having the NSC coordinate the oversight of the Interagency Steering Group will help to foster collegiality among government departments and to control and manage competing departments.

Domestic and international advisory boards comprised of selected subject matter experts would be useful adjuncts to interagency oversight in that they would provide a means for experts from academia, non-government organizations (NGOs), appropriate international organizations, and the private sector to broaden the perspective from which National Security Institute endeavors are defined. These boards could be convened on regular bases to review and provide advice on National Security Institute initiatives. Members of the advisory boards could be nominated by participating departments, and the advisory board itself, and approved for multi-year terms by the Interagency Steering Group.

The NSC Deputies Committee, a senior sub-cabinet level interagency forum for considering policy issues affecting national security, the National Economic Council (NEC) that deals with foreign and domestic economic issues, or one of the Interagency Working Groups (IWGs) that convene regularly to review and coordinate implementation of policy decisions in their respective areas of responsibility already work within the NSC system. One of these existing committees may be able to fulfill the Intra-Government Advisory Board role. There are many domestic and international institutions and organizations that could be drawn upon to provide suitable advisory board candidates. Some candidate organizations are listed in Tables 4 through 8.

Functions of an Inter-Agency Steering Group with support from Intra-Government, Domestic, and Emerging Global Issues Advisory Boards would be expected to include:

1. Suggest criteria for awarding National Security Institute sponsored scholarships, fellowships, and grants including an order of priority for awards that favors individuals expressing an interest in national security issues or pursuing a career in a national security position.
2. Promote wide dissemination of information regarding the activities of the National Security Institute.
3. Suggest qualifications for students desiring scholarships or fellowships, and institutions of higher education desiring grants, including, in the case of students desiring a scholarship or fellowship, a requirement that the student have a demonstrated commitment to the study of the discipline for which the scholarship or fellowship is to be awarded.
4. After taking into account periodic analyses of trends in language, international areas, and counter proliferation studies in relation to national security needs, provide recommendations to the National Security Institute regarding –
 - a. Which countries' languages and cultures are not emphasized in other United States study programs, such as countries in which few United States students are studying and countries which are of importance to the national security interests of the United States, and are critical countries for the purposes of national security.
 - b. Which areas within the education and research disciplines relating to the national security interests of the United States are areas in which United States students are deficient in learning and government agencies and departments are lacking in knowledge and understanding such that advancing education and research in those areas is critical to national security.
 - c. Which areas within the education and research disciplines relating to the national security interests of the United States are areas in which United States students, educators, and Government employees are deficient in learning and in which few U.S. institutions of higher education provide training such that advancing education and research in those areas is critical to national security.

- d. Methods by which students desiring scholarships or fellowships can be encouraged to work for an agency or office of the Federal Government involved in national security affairs or national security policy upon completion of their education.
- e. Methods to encourage applications for fellowships under this chapter from graduate students having an educational background in any academic discipline, particularly in the areas of science or technology.
- f. Review periodic National Security Institute reports of:
 - i. Scholarship recipients and fellowship recipients, including an assessment of their foreign area and language skills, who are available to work in a national security position.
 - ii. Foreign area studies, language skills, and conflict related research conducted as a consequence of assistance received through National Security Institute programs.
- g. Periodically review the effectiveness of National Security Institute programs.

Federal organizations sponsoring National Security Institute activities or committing resources would be expected to include every government agency or department represented on the NSC with the Departments of Defense, State, Energy, and Homeland Security as the likely major sponsors due to their lead roles in national security and their relatively large proportional shares of the federal budget. Resource sharing and provisions for compliance with government rules and regulations for expenditure of appropriated funds would need to be worked out in the interagency environment.

Candidate organizations participating in National Security Institute Research Program efforts would be expected to include Federally Funded Research and Development Centers (FFRDCs), Homeland Security Centers of Excellence, universities, and the private sector. Candidate organizations participating in the National Security Institute Education Program efforts would be expected to include university based programs, military colleges and universities, and non profit organizations.

PLACEMENT

Considerations for the successful placement of an National Security Institute to best serve the interagency are the impact on appropriated funds of the affected agencies and departments, access to and experience working within the interagency environment, and current efforts. Establishment of an National Security Institute would likely be more acceptable to the interagency from inception if was created in a manner that minimized the impact on appropriated funds of any specific department or agency.

There is precedent for establishing scholarship and fellowship programs with funding provided through trust funds placed by the Federal government. Examples include the NSEP, the Harry S. Truman Scholarship Foundation, Morris K. Udall Foundation, and Barry M. Goldwater Scholarship and Excellence in Education Program. Of these examples, the NSEP most directly supports the interagency because graduates incur a Federal service obligation. The NSEP does not receive or require appropriated funds from the Department of Defense because those costs, including salaries and benefits of

the staff, office expenses, and supporting contract services, are paid from the Trust Fund. The NSEP is the sole program in operation at present that manages institutional grants, scholarship and fellowship awards, and a Federal placement effort to fill the needs of Federal agencies and departments. Other programs could be modified and resourced to provide such services but the key elements are already in place within the NSEP.

Use of a Trust Fund to support the broad range of interagency research needs is unprecedented and not likely to be readily accepted. Interagency research requirements are simply too diverse such that concerns over control of resources could be an impedance. Appropriated funds to fulfill the specific research needs would more likely need to continue to be provided by the requesting agency or department as is the current practice. If a National Security Institute is to serve as the integrator and coordinator of such efforts, interagency working agreements regarding the administrative and management expenses to support such an effort will need to be worked out.

The national security and conflict studies efforts described in Appendix A can be categorized as:

1. Federal government sponsored and funded through interagency participants (Tables 1 through 4).
2. Academia sponsored or based (Table 8 refers).
3. Non-government organization (NGO) sponsored or based (Tables 6 and 7 refer).
4. Independent, nonpartisan federal institutions or agencies that report to Congress such as the U.S. Government Accounting Office (GAO) and the United States Institute for Peace.

Comparison of the capabilities of these four organization types to the desired attributes of the National Security Institute envisioned herein is presented in Table 11. Access to the interagency environment, previous history of direct support to the interagency, experience working in the interagency environment, compatibility of the organization with rotational assignments for Federal employees, and the ability to direct and control the work of others are considered the most significant discriminators favoring one construct over the others because these attributes will significantly influence the effectiveness of the effort. Any of the considered organizations or programs can assemble an impressive consolidation of suitably qualified and experienced individuals with extensive academic and research credentials. However, credibility and relevance when working in the interagency environment will be much more important to the success of the National Security Institute endeavor.

Although academia and NGO based programs would have access to qualified individuals with requisite experience, such organizations would be relegated to influencing the national security enterprise from a role outside the interagency. Such indirect influence would likely be no more effectual in nurturing a sustained, long-term focus on national security than is the case for such organizations in the current state of affairs. Critic from outside the interagency is certainly warranted but the National Security Institute is intended to produce predictive and actionable solutions rather than apply a doctrinaire approach to problem solving. Even if one of these organizations was afforded the time and level of effort to establish the requisite relationships, credibility, and relevance with

the interagency participants, the effort could take a long time to achieve traction and produce measurable results, if it succeeded at all. Additionally, alignment of these organizations to suit the rotational requirements and succession planning for interagency participants may be difficult to establish.

Establishing an independent, nonpartisan organization that reports to the U.S. Congress such as the U.S. Government Accounting Office (GAO) or the United States Institute for Peace (USIP) would alleviate problems of compatibility with Federal employee rotational assignments. However, such organizations would not likely have the direct authority to coordinate and direct the work of others within the interagency and would be relegated to exerting influence from outsider positions through third parties as is the case with academia and NGO based programs. For example, the USIP achieves its congressional mandate through research grants, fellowships, education programs, conferences, workshops, and publications but does not integrate or coordinate interagency research and education efforts despite its direct relationship with Congress. This type of doctrinaire approach will not achieve the results envisioned. Additionally, Congress has not demonstrated a history of continuous involvement and interest in a long-term, sustained effort to improve the national security enterprise as evidenced by the discontinuities in related legislation discussed in Section 2 of this report. There is no reason to expect that direct involvement by Congress will add value to an effort that requires continuous management.

Table 11: Comparison of Attributes of Potential National Security Institute Host Organizations (* – Indicates a key discriminator).

Enabling Characteristics	Federal Government Program	Academia Based Program	NGO Based Program	Indep Org Reporting to Congress
Access to interagency participants*	X			X
Previous direct support to interagency*	X			
Experience working in the interagency environment*	X			
Availability of staff with broad-based education and research capabilities	X	X	X	X
Compatibility with Federal employee rotational assignments*	X			X
Ability to coordinate and direct the work of others*	X			

Based on the conclusion that an understanding of the interagency environment, experience working in the interagency, and prior direct support for the interagency will be key attributes, particularly during the early stages of startup of a National Security Institute, the National Security Education Program (NSEP) at the National Defense University would appear to be a strong existing program for hosting the nucleus of a National Security Institute. Other features of NSEP that make it a favorable include:

1. The program is supported through Congressional legislation and funding.
2. Administrative expenses are drawn from a National Trust Fund to avoid drawing on appropriated funds from Federal agencies and departments.
3. A governing board with Presidential appointed members already exists.
4. The program has nearly a decade of momentum.
5. The NSEP can draw on the NDU outreach capabilities.

Tables 12 and 13 compare the attributes and education programs needs of a National Security Institute to the capabilities of and impact on the National Security Education Program.

Table 12: Comparison of National Security Institute (NSI) and National Security Education Program (NSEP) Features

Desired NSI Attributes	NSEP
Incorporate and coordinate existing programs to the extent practicable	Coordination of curriculum and education efforts across wider academic spectrum would require additional resources
Provide means to network people from government, academic and private sectors	Outreach program adequate for NSI purposes/Additional formalized relationships among agencies may be needed to establish rotational opportunities for key government officials
Provide focus to a comprehensive nation-wide research and education enterprise	Academic partnering capability and practices suitable but NDU is not sole source of research
Multidisciplinary in context - Technical, analytical, social, political, legal, financial, etc	Satisfactory organizational capabilities exist but some enhancement may be warranted
Mission focused - predictive and actionable solutions	Satisfactory organizational culture and history exist
National and International focus	Satisfactory organizational culture and history exist

Table 13: Comparison of Features Desired in the National Security Institute (NSI) Education Program to the National Security Education Program (NSEP)

Desired for the NSI	NSEP
Language Training	National Foreign Language Center & National Flagship Language Initiative
Area Studies	Regionally Focused & Research Centers
Cultural & Social Intelligence	Regionally Focused & Research Centers
Stability and Reconstruction	Institute for National Strategic Studies
Communication Skills	Flag and General Officer Capstone Course School for National Security Executive Education
Executive Development	Flag and General Officer Capstone Course School for National Security Executive Education
Foster Strategic Thinking	Flag and General Officer Capstone Course School for National Security Executive Education
Dynamic Red-Teaming	Institute for National Strategic Studies

FACILITIES AND FACULTY SKILL SETS

The facilities and skill sets required to support a National Security Institute would include the following:

- Experts in creating and executing language and culture learning programs in Arabic, Mandarin Chinese, Korean, Japanese, Russian, Hindu, Persian Farsi, Turkish, Japanese, Pashto, Kurdish, Spanish, Turkmen, Urdu, Uzbek, West Punjabi, and others.
- Programs and facilities for language and culture studies in Arabic, Mandarin Chinese, Korean, Japanese, Russian, Hindu, Persian Farsi, Turkish, Japanese, Pashto, Kurdish, Spanish, Turkmen, Urdu, Uzbek, West Punjabi, and others.
- Internship arrangements for undergraduate students and graduate fellows to study abroad in order to develop high levels of language and cultural proficiency.
- Science and technology experts who understand foreign technology developments and directions.
- Infrastructure to support language, culture, science, and technology programs.
- Experts to support research and analysis in fields ranging from economics to counter-proliferation and environmental security to dual use technologies.
- Advanced gaming and simulation capabilities with supporting staff.

These facility and faculty skill sets exceed the individual capabilities of all the organizations and institutions explored in Appendix A. Additionally, some requisite skill sets may not even be identified until a comprehensive process is established to define the collective needs and weaknesses of the stakeholders in a National Security Institute. Accordingly, it is likely a National Security Institute will ultimately be a virtual campus that ties together multiple universities and service providers to achieve the critical mass of skills and capabilities necessary to comprise the supporting infrastructure for the national security enterprise.

SECTION 5 – OBSERVATIONS AND CONCLUSIONS

The following observations and conclusions emerged while developing the concept for a National Security Institute. As stated earlier in the report, the purpose of this project was not to make a case for change in the infrastructure that supports the national security enterprise. Rather, the purpose was to explore the concept, purpose, goals, objectives, structure, and placement for such an institute. However, the exploration could not be conducted entirely devoid of observations on the performance of national security enterprise activities and the accompanying challenges that organizational practices and momentum will present to the establishment of a new institute. Such observations are critical to defining requisite attributes and evaluating placement considerations for the Institute.

The observations and conclusions presented below are not listed in order of priority or importance but are suggested as some of the important factors to be considered in establishing a National Security Institute.

OBSERVATIONS

Establishing a National Security Institute to support and serve the needs of the national security community will probably require a strong mandate from the highest levels of government. A directive from the President, together with a strong endorsement by the Congress, will likely be required to generate the interagency momentum and resolve to take the risk of initiating yet another fundamental organizational change, alongside the other paradigm-shifting changes implemented following the events of September 11, 2001. An Interagency Working Group formed under the auspices of the National Security Council would be the logical forum for negotiating the framework and charter for such an Institute. In terms of bringing the various agencies together as supporters of the Institute, the process of participating in the “design effort” by all of the important players may be just as important as how “optimum” the design turns out to be. Also, appropriate Congressional endorsement and approval of a National Security Institute will be important to its germination. After the design, mission statement, and charter of the Institute have been jointly fleshed out and passed interagency scrutiny, Congressional hearings and appropriate legislative approval would help build a strong base of support among the key committees dealing with national security affairs, and give added impetus to implementing the initiative.

Maintaining a collaborative, and cooperative interagency effort to create and sustain a National Security Institute with the desired attributes will produce unprecedented changes in bureaucratic practices and present numerous challenges due the fundamental nature of government institutions. Organizations structured along functional and geographic lines tend to develop their own mission-centric cultures, management styles, and path-to-success personnel assignment profiles. Consequently, sustained investment in the conduct of coordinated, collaborative research and education will be challenging to establish and nurture. Additionally, defining lines of authority in the interagency environment and maintaining independence from political influence may

be difficult to realize. Other challenges to establishing a National Security Institute that could be anticipated include:

- The affected agencies must be involved in designing the structure of a National Security Institute in order to have all parties fully committed to the outcome. However, not all agencies may be prepared to proceed at the same pace which suggests a strict timetable will likely need to be prescribed.
- Direction and management of efforts will be a concern for the affected agencies because the roles of supervision and specialist advisors may be affected.
- Career paths of executives in affected agencies may be changed as personnel rotate into National Security Institute positions at appropriate times during their careers for education and experience building. Movement of personnel between work groups with high levels of autonomy may be perceived as removing flexibility in completing established training and experience milestones for department and agency leaders.
- Stakeholders will have to be convinced or directed to relinquish direct control over some resources currently assigned.
- The hallmark of the future national security environment is likely to be shifting threats and rapid change. Accordingly, education fostered by a National Security Institute must be adaptable to rapidly changing national security threats and priorities. However, maintaining flexibility and adaptability to changing threat environments may be hindered by the diversity of roles among the participating organizations.
- Research and education efforts must be designed around relatively self-contained and recognizable units of work to support tracking and accountability for compliance with Federal Acquisition Regulations. This requirement can constrain flexibility and responsiveness.
- It will be essential to develop results-oriented, objective, measurable, and quantifiable metrics for evaluating the intended performance and progress toward the established goals of a National Security Institute. Establishing such metrics will be challenging because there are no universally accepted performance metrics for the performance of the national security enterprise. All of the stakeholders in the National Security Institute will need to have some credible way to show how the National Security Institute serves their requirements and enhances their effectiveness in carrying out their respective missions. This will be especially challenging because there is no established baseline for interagency operational effectiveness from which performance might be measured.

A National Security Institute will likely need to be virtual in some respects in order to tie together key capabilities of multiple universities and organizations in a way that achieves the critical mass of skills and capabilities necessary to comprise the supporting infrastructure for the national security enterprise. A broad range of experts in behavioral sciences, history, science, technology, modeling, and simulation will be needed. For example, the need to support language and culture studies in Arabic, Mandarin Chinese, Korean, Japanese, Russian, Hindu, Persian Farsi, Turkish, Japanese, Pashto, Kurdish, Spanish, Turkmen, Urdu, Uzbek, West Punjabi, and others in itself exceeds the individual capabilities of all the organizations and institutions explored during this study. Additionally, some requisite skill sets may not even be identified until

interagency consensus is reached on the collective needs and weaknesses of the stakeholders in a National Security Institute. Accordingly, it is not likely the requisite facilities and faculty can be amassed in one location.

CONCLUSIONS

The National Security Education Program (NSEP) administered by the National Defense University under the direction of the Secretary of Defense is a viable existing program on which to base the education programs for a National Security Institute. In 1991 the U.S. Congress initiated a sustained national priority and academic commitment to counter new and emerging threats to national security through the NSEP with oversight provided by a National Security Education Board (NSEB) comprised of appointed members from the interagency, academia, and the private sector. This effort emerged largely because the U.S. Congress recognized the need to advocate national security education and research in order to establish requisite infrastructure from which the government can draw experts and employees. Previously, many of the experts and employees needed in government agencies and departments had to be trained and educated by the government because they could not be drawn from the general populace. Accordingly, the legislation that created the NSEP established broad and comprehensive goals and objectives for establishing and sustaining the infrastructure needed to develop people who could in turn improve performance of the national security enterprise.

The goals and objectives established by Congress for the NSEP closely approximate those desired for the envisioned National Security Institute. Currently, the NSEP is executed through scholarships for undergraduate students, fellowships for graduate students, and grants to U.S. institutions of higher learning to develop and execute education programs to further the study of critical languages and cultures. Although these functions arguably do not address all the perceived needs the NSEP was created to address and current efforts do not have all the desired attributes of the National Security Institute, the NSEP has evolved iteratively with expert and Congressional oversight and is postured to serve as a nucleus for a National Security Institute. Despite the fact that this approach will require additional resources to expand the NSEP and capture all the attributes of the envisioned National Security Institute, it may be particularly effective for establishing a National Security Institute since the U.S. Congress has already shown strong support for the NSEP concept and considerable costs have been expended to support the effort.

Using the National Defense University to host an expanded NSEP that will evolve into a National Security Institute may be viewed in some quarters as prescribing an overly “Department of Defense-centric” role to the initiative. In actuality the National Defense University has a staff comprised of experts from many diverse agencies and already serves the interagency in ways no other U.S. institution approaches. For example, the University staff includes former employees from the Departments of the Treasury, Commerce, and Defense and the Central and Defense Intelligence Agencies, among others. Additionally, the National Defense University supports the interagency and National Security Council in numerous analyses and research efforts. Accordingly, the National Defense University is highly respected throughout the national security

community; maintains an effective, active network of interagency contacts; and is soundly positioned to coordinate the startup and sustenance of a comprehensive National Security Institute.

The Homeland Security Institute (HSI) administered by the ANSER Institute for the Science and Technology Directorate of the Department of Homeland Security is a suitable model for the research and outreach efforts of a National Security Institute. The HSI is responsible for planning and executing research and analysis, as the Sponsors specify, through a broad-based consultative strategy that extends beyond the in-house staff and includes perspectives from experts in industry, academia and the non-profit sector. Research and analysis includes quick-response, ad-hoc analysis and technical support, short-term studies, medium-term studies, and long-term studies. Using this approach the HSI coordinates a wide range of research, studies, analyses, analytic and computational models, simulations, and other technical and analytical support useful for policy and program planning, and management by its Sponsors. A similar approach using a small “brick and mortar” headquarters could be structured to serve as the integrating and coordinating entity for National Security Institute research and outreach program execution.

A hybrid approach combining the best attributes of the National Security Education Program (NSEP) and the Homeland Security Institute (HSI) as models would be a viable option for nurturing a National Security Institute. Using a hybrid model would leverage the existing investment that has been made in the NSEP and adopt the HSI outsourcing approach to research and analytical support. Leveraging the existing investment in NSEP is particularly worthy of consideration in the current budgetary environment and could lead to a prompt and cost effective startup. However, the National Defense University is not the sole provider of expertise for national security related research studies and analysis. Merging the NSEP as administered through the National Defense University with a HSI approach for research and outreach would allow sufficient flexibility for ongoing research efforts sponsored by various interested players to continue without disruption and for combined research and outreach efforts with broader application to evolve. Interagency cooperation must be nurtured through an Interagency Steering Group or similar coordinating body to achieve broad acceptance by the stakeholders.

The U.S. Congress has already directed the Department of Defense to assume the lead role for enhancing national security education through the National Security Education Program such that Department of Defense leadership in establishing a National Security Institute would be a logical continuance of current initiatives. The Department of Defense has a major vested interest in interagency coordination and enhancing the national security enterprise due to the very nature of its duties and responsibilities. Additionally, the Department of Defense has needs for experts in critical languages and cultures, conflict studies and analysis, and development of infrastructure to educate and train future employees that equal or exceed those of any other U.S. department or agency. Without question, the Department of Defense would be a principal user and beneficiary of any initiative to improve performance of the national

security enterprise. Users at all levels of the Department of Defense where policy is developed or operations are planned and executed will benefit immensely from the collective knowledge and learning that could be amassed through a National Security Institute. Given its substantive interest in the activities of a National Security Institute, and the expectation that it will be a major provider of needed resources, it would be anticipated that the Department of Defense will play a leading role in developing a National Security Institute. In fact this would be a continuance of the NSEP role the Department of Defense has been assigned by the U.S. Congress. Lessons the Department of Defense learned in seeking to promote joint service experience and how to deal with the inherent parochial nature of the individual services should be relevant in the interagency context as well.

APPENDIX A

**ACADEMIC AND RESEARCH INSTITUTIONS ENGAGED IN THE
STUDY OF INTERSTATE AND INTRASTATE VIOLENT AND
ARMED CONFLICT**

Aerospace Federally Funded Research and Development Center	A- 4
Air Command and Staff College.....	A- 6
Albert Einstein Institution (AEI)	A- 8
Air War College.....	A- 10
American Association for the Advancement of Science (AAAS).....	A- 12
Ames Laboratory	A- 14
Argonne National Laboratory	A- 15
Army Command and Staff College.....	A- 16
Army War College.....	A- 18
Arroyo Center	A- 21
Belfer Center for Science and International Affairs, John F. Kennedy School of Government (Harvard University).....	A- 23
Brookhaven National Laboratory	A- 25
Brookings Institution	A- 26
C3I Federally Funded Research & Development Center	A- 28
Carnegie Corporation of New York.....	A- 30
Center for Contemporary Conflict (CCC) (Research institute of the Naval Postgraduate School's Department of National Security Affairs)	A- 32
Center for International Conflict Resolution (CICR)	A- 36
Center for International Development & Conflict Management (CIDCM)	A- 38
Center for International Security and Cooperation (CISAC)	A- 40
Center for Naval Analyses (CNA).....	A- 42
Center for Nonproliferation Studies (CNS).....	A- 43
Center for Strategic and International Studies (CSIS).....	A- 45
Chemical and Biological Arms Control Institute (CBACI).....	A- 48
College of Naval Command and Staff.....	A- 50
College of Naval Warfare	A- 53
Conflict Research Consortium.....	A- 56
Council on Foreign Relations	A- 58
Defense Language Institute.....	A- 59
Ernest Orlando Lawrence Berkeley National Laboratory	A- 61
Fermi National Accelerator Laboratory.....	A- 63
Foreign Policy Research Institute	A- 64
Foreign Service Institute.....	A- 66
Friedrich Ebert Foundation	A- 68
Henry L. Stimson Center	A- 70
Homeland Security Center for Behavioral and Social Aspects of Terrorism and Counter-Terrorism	A- 72
Homeland Security Center for Food Protection and Defense.....	A- 74
Homeland Security Center for Risk and Economic Analysis of Terrorism Events (CREATE)	A- 75
Homeland Security Cooperative Center of Excellence for Microbial Risk Assessment (MRA).....	A- 78
Homeland Security Institute	A- 79

Homeland Security National Center for Foreign Animal and Zoonotic Disease	
Defense	A- 81
Idaho National Engineering and Environmental Laboratory	A- 82
Institute for Conflict Analysis and Resolution (ICAR)	A- 84
Institute for Defense Analysis (IDA).....	A- 86
Institute For Foreign Policy Analysis (IFPA).....	A- 88
Institute for National Security Studies	A- 90
Institute for Peace and Conflict Studies (IPCS).....	A- 93
International Institute for Strategic Studies (IISS).....	A- 95
Institute of Public Administration (IPA).....	A- 97
Institute on Global Conflict and Cooperation (IGCC).....	A-100
International Peace Research Institute, Oslo (PRIO).....	A-102
International Security Studies Program (ISSP).....	A-104
John C. Whitehead School of Diplomacy and International Relations	A-106
Lawrence Livermore National Laboratory	A-107
Lincoln Laboratory	A-110
Los Alamos National Laboratory.....	A-111
Marine Corps Command and Staff College.....	A-113
National Academic Consortium for Homeland Security (NACHS).....	A-115
National Academy of Sciences	A-119
National Defense Research Institute.....	A-120
National Defense University (NDU)	A-121
National Foreign Language Center at the University of Maryland	A-136
National Memorial Institute for the Prevention of Terrorism (MIPT) (Oklahoma City)	A-139
Oak Ridge National Laboratory.....	A-141
Organization for Economic Co-operation and Development (OECD).....	A-145
Organization for Security Cooperation in Europe (OSCE)	A-148
Pacific Northwest National Laboratory	A-153
Potomac Institute for Policy Studies.....	A-156
Public Administration Institute	A-159
Program for International & Homeland Security.....	A-160
Project Air Force (RAND CORP)	A-161
Sandia National Laboratories.....	A-162
Savannah River National Laboratory (Formerly Savannah River Technology Center).....	A-164
Science and Technology Policy Institute.....	A-165
Security Studies Program.....	A-169
Stockholm International Peace Research Institute (SIPRI)	A-171
United States Agency for International Development (USAID)	A-175
U.S. Army War College.....	A-177
U. S. Institute of Peace.....	A-181
Woodrow Wilson International Center for Scholars	A-184

AEROSPACE FEDERALLY FUNDED RESEARCH AND DEVELOPMENT CENTER

Collaborations –

- The Aerospace Corporation, El Segundo, CA
- Department of Defense, Air Force.

Mission –

The mission of the Aerospace Federally Funded Research and Development Center is to:

- Aid the United States Air Force and other agencies of the U.S. Government in applying the full resources of modern science and technology to achieve continuing advances in military space and space-related systems that are basic to national security.
- Provide the Air Force's space efforts with an organization that is objective, possesses high technical competence, and is characterized by permanence and stability
- Provide a vital link between the U.S. Government and the scientific and industrial organizations in the country with a capability and an interest in the space field.
- Help to ensure that the full technical resources of the nation are properly applied, and that the potential advances in space technology are realized in the shortest possible time.

The Aerospace Federally Funded Research and Development Center is prohibited from undertaking work for any concern/organization having a commercial (for profit) or industrial interest.

Research Programs –

Sponsoring agreement calls for advanced systems architecture, concept analysis and planning; research, experimentation, systems engineering and integration; recommendations of technical direction and general technical supervision in the complete field of U.S. Government national security space systems. The Aerospace Federally Funded Research and Development Center provides scientific and engineering support involving launch, space, and related ground support systems; engages in, assists and contributes to the support of scientific activities and projects; performs and engages in research, development and advisory services; and provides general systems engineering, engineering support, and systems integration support to the U.S. Government. Specific programs include:

- Launch Vehicles
 - Atlas
 - Delta
 - Evolved Expendable Launch Vehicle (EELV)
 - Space Maneuvering Vehicle (SMV)
 - Titan and Titan Upper Stages
- Satellites
 - Air Force Satellite Communications (AFSATCOM)
 - Defense Meteorological Satellite Program (DMSP)
 - Defense Satellite Communications System (DSCS)

- Defense Support Program (DSP)
 - Global Positioning System (GPS)
 - MightySat Small Satellite Program
 - MILSATCOM Advanced Programs
 - Milstar
 - National Polar-Orbiting Operational Environmental Satellite System (NPOESS)
 - NOAA-15 Satellite (National Oceanic and Atmospheric Administration)
 - Space Based Infrared System (SBIRS)
 - Ultra-High-Frequency Follow-On (UHFFO) communications satellites
- Control Systems
 - Air Force Satellite Control Network (AFSCN)
 - MILSATCOM Integrated Satellite Control System
 - Range Safety
 - STARS
- Technology Development
 - Systems Architecture and Engineering
 - National Reconnaissance Office
 - Engineering and Technology Development
 - Civil and Commercial Activities
 - Satellite Technology

Education Programs -

- Conferences and Seminars - Aerospace sponsors a variety of conferences and seminars throughout the year on a number of issues of concern to the space community.
- The Aerospace Institute – A curriculum of education, training and development programs for Aerospace employees and customers.
- Space for Students - *Space Primer* provides an overview of rocket technology and getting to space. *GPS Primer* gives an overview of the Global Positioning System and The Aerospace Corporation's integral role in its development.

Outreach Programs –

- Publications - Books and technical papers
- *Crosslink* - Technical magazine

Reference and Contact Information –

The Aerospace Corporation
2350 E. El Segundo Blvd.
El Segundo, CA 90245-4691
310- 336-5000
<http://www.aero.org/home.html>

AIR COMMAND AND STAFF COLLEGE

Collaborations –

Defense Intelligence Agency
Central Intelligence Agency
State Department
National Imagery and Mapping Agency

Mission –

- Educate mid-career officers to lead in developing, employing, commanding, and supporting air and space power across the spectrum of service, joint, and combined operations.
- Encourage the development of higher order of thinking by challenging students to think critically and exercise a combination of analytical and practical tools required as leaders charged with the nation's defense.
- Educate in the profession of arms with emphasis on the use of air and space power in joint campaign planning and the operational art of war.
- Facilitate the air and space minded thinking of students.
- Develop and enhance abilities for higher-level command and staff responsibilities.
- Enhance students' abilities to think critically about operational air and space concepts in a dynamic international environment.
- Broaden students' understanding of the nature of conflict and current and future threats to the United States and its allies.
- Develop and enhance students' abilities to plan and execute the joint campaign planning process and air and space operations to support the joint force commander.

Research Programs –

Research is primarily the result of student end of session efforts.

Education Programs –

- Master of Military Operational Art and Science Degree - In 1999 Congress granted the Air University (AU) commander authority to confer the degree of Master of Military Operations Art and Science upon graduates of ACSC who complete the educational program prescribed for that degree.
- Resident and distance learning courses of instruction are offered.
- School of Advanced Air and Space Studies - A follow-on course for Intermediate Developmental Education graduates. SAASS conducts a yearlong, graduate-level course in airpower strategy, thought, and operations aimed at educating airpower strategists and strategic thinkers and leading to the award of a master's of art degree in Airpower Art and Science. More details about SAASS, as well as an opportunity to apply, are offered to ACSC students early in the academic year.

Outreach Programs –

None relevant to the National Security Institute concept.

Reference and Contact Information –

Air University Registrar
60 Shumacher Street
Maxwell AFB AL 36112-6337
(334) 953-4827
<http://www.acsc.au.af.mil/>

ALBERT EINSTEIN INSTITUTION (AEI)

Collaborations –

None relevant to the National Security Institute concept.

Mission -

- Encourage research and policy studies on the methods of nonviolent action and their past use in diverse conflicts.
- Share the results of research with the public through publications, conferences, and the media.
- Consult with groups in conflict about the strategic potential of nonviolent action.

Research Programs –

- Policy and Outreach Program - Endeavors to provide the best resources to date on strategic nonviolent action to groups fighting for democracy and freedom. Through courses, workshops, consultations, and the dissemination of written materials, the Policy and Outreach Program seeks to:
 - Help increase the skill, competency, and effectiveness of democratic nonviolent movements to achieve liberation from dictatorships and civil, political, or economic oppression.
 - Assist governments and societies to develop strong "civilian-based defense" policies under which governments and social groups would plan and train for organized nonviolent non-cooperation and defiance to defend and protect their democratic gains against both foreign aggression and internal attack.
- Recent Projects –
 - Strategic Nonviolent Conflict
 - Arabic government transition and alternatives
 - Ukrainian government transition
 - Waging Nonviolent Struggle
 - Nonviolent Resistance in Lithuania

Education Programs –

- Courses, workshops and seminars
- Conferences

Outreach Programs –

- Consultations
- Publications
- Reports
- Case studies
- Actively consulted with resistance and pro-democracy groups (including groups in Burma, Thailand, Tibet, Latvia, Lithuania, Estonia, Belarus, Serbia, and the Occupied Territories)

Reference and Contact Information –

The Albert Einstein Institution

427 Newbury Street

Boston, MA 02115

617-247-4882

<http://www.aeinstein.org>

AIR WAR COLLEGE

Collaborations –

Secretary of the Air force
Army, Navy, Marines
Other U.S. Government Departments and Agencies

Mission –

To educate senior officers to lead at the strategic level in the development and employment of air and space forces, including joint, interagency, combined, and coalition operations, in support of national security.

Research Programs –

Additional support comes from two research centers, the USAF Counterproliferation Center and the Air University Center for Strategy and Technology that are separate from but integral to AWC. The centers offer elective courses and provide enhanced research opportunities to resident students. Research is primarily the result of student end of session efforts.

Education Programs –

- Program goals are to prepare leaders at the strategic level in joint, interagency, and multinational environments and demonstrate mastery in the following ways:
 - Analyze, articulate, apply, and/or evaluate concepts embodied in the following learning areas as listed in the Officer Professional Military Education Program, CJCSI 1800.10B, for senior-level colleges:
 - National Security Strategy
 - National Planning Systems and Processes
 - National Military Strategy and Organization
 - Theater Strategy and Campaigning
 - Information Operations and C4ISR
 - Joint Strategic Leader Development
 - Understand, analyze, and articulate the development of air and space doctrine and the development and employment of air and space assets across the spectrum of potential conflict.
 - Analyze the role of air and space assets within the context of the broader military and national security environment.
 - Compare and contrast US air and space assets (both military and civilian) with those of allies as well as potential adversaries and competitors.
 - Assess regional cultures, resources, and issues including their potential influence on US national security.
 - Examine the historical, economic, demographic, political, and military developments that resulted in present military doctrine, systems, and strategies.
 - Examine national and global economic, demographic, political, and military trends and their effects on current and future national security environments.

- Examine in-depth evolving issues and concepts such as information operations, cultural intelligence, humanitarian operations, treaty negotiations, network centric operations, homeland security, and effects-based operations.
- The AWC is comprised of two academic directorates. Within the academics directorate, the program curriculum is developed and delivered through three departments –
 - Leadership and Ethics
 - Warfighting
 - Strategy and International Security.
- The program consists of 10 months of graduate-level study resulting in award of a Master of Strategic Studies Degree upon satisfactory completion of five core courses (Leadership and Ethics; Strategy, Doctrine, and Airpower; International Security Studies; Warfighting; and Regional Studies); four series elective courses; individual professional studies research; and participation in scheduled AWC programs such as the culminating war game (Solo Challenge), National Security Forum, Executive Wellness, and Commandant's Lecture Series.
- Nonresident credit can be attained.

Outreach Programs –

- Solo Challenge - An eight-day war game in which students are expected to synthesize and apply the knowledge gained during the academic year in a complex global scenario. Students are confronted with international and US homeland security challenges which must be dealt with through diplomatic, economic and the full range of military operations from humanitarian to full scale war. Scenarios and issues are drawn from Global Engagement and other service Title X war games. Students play the roles of key decision makers on the National Security Council, the Joint Staff, and regional combatant commanders. The game is directed and adjudicated by AWC faculty members and supported by the Air Force Wargaming Institute.
- National Security Forum - An event sponsored by the secretary of the Air Force and hosted by AWC during the week before graduation. It is the capstone event of AWC's academic year. NSF brings together approximately 140 civilian leaders with diverse backgrounds from locations around the United States to join with the AWC class. The primary objective of the NSF is a frank and candid exchange of views on national security matters.
- Commandant's Lecture Series - Approximately 25 distinguished speakers address the class throughout the academic year. Speakers are drawn from US and foreign governments, military services, members of the press, nongovernmental organizations, and industry leaders.

Reference and Contact Information –

Air War College
325 Chennault Circle
Maxwell AFB, AL 36112
(334) 953-2119
<http://www.au.af.mil/au/awc/awchome.htm>

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE (AAAS)

Collaborations –

- AAAS is an international non-profit organization dedicated to advancing science around the world by serving as an educator, leader, advocate and professional association. The non-profit AAAS is open to all and fulfills its mission to "advance science and serve society" through initiatives in science policy; international programs; science education; and more.
- AAAS serves some 262 affiliated societies and academies of science, serving 10 million individuals.
- AAAS is composed of several centers:
 - Center for Careers in Science and Technology
 - Center for Curriculum Materials in Science
 - Center for Public Engagement with Science and Technology
 - Center for Science, Technology & Congress
 - Center for Science, Technology and Security Policy
 - Center for Science, Technology and Sustainable Development

Mission –

AAAS seeks to "advance science and innovation throughout the world for the benefit of all people." To fulfill this mission, the AAAS Board has set these broad goals:

- Foster communication among scientists, engineers and the public.
- Enhance international cooperation in science and its applications.
- Promote the responsible conduct and use of science and technology.
- Foster education in science and technology for everyone.
- Enhance the science and technology workforce and infrastructure.
- Increase public understanding and appreciation of science and technology.
- Strengthen support for the science and technology enterprise.

Research Programs –

AAAS undertakes numerous programs and activities that promote science to the public and monitors issues affecting the scientific community. Four primary program areas fulfill the AAAS mission:

- Science and Policy - Devoted to activities in realms where science, government and society intersect. These programs serve a number of objectives including furthering the work of scientists, improving the effectiveness of science in the promotion of human welfare, and fostering scientific freedom and responsibility. Efforts include:
 - Center for Science, Technology & Congress
 - Center for Science, Technology & Security Policy
 - Dialogue on Science, Ethics & Religion
 - Fellowships for Scientists & Engineers
 - R&D Budget Analysis
 - Research Competitiveness
 - Science & Human Rights
 - Scientific Freedom, Responsibility & Law

- International Activities - Supports strategic goals that promote international scientific cooperation, capacity building and workforce enhancements, and sustainable development.
 - Sustainable Development
 - International Affiliates (CAIP) - The Consortium of Affiliates for International Programs (CAIP) is a broad-based multidisciplinary network of scientific and engineering societies active in the international dimension of their disciplines. Formed in 1976, CAIP currently comprises some 100 AAAS-affiliated societies and 150 foreign corresponding members. CAIP encourages cooperation on projects with international aspects and facilitates networking in its member societies. The CAIP members meet twice yearly, providing a forum for scientific societies to discuss their international activities and to exchange information on the status of international science.
 - Women's International Science Collaboration (WISC) Program
 - Fellowships for Scientists & Engineers
 - Research Competitiveness
 - Human Rights

Education Programs –

The AAAS advances science education through a number of programs that focus on school curriculums, resources for educators, public education, scientific career advancement and workforce training.

Outreach Programs –

- Publishes the journal *Science* and scientific newsletters, books and reports
- Hosts EurekAlert!, a science-news Web site.
- Conferences and seminars.

Reference and Contact Information –

AAAS
1200 New York Avenue NW
Washington, DC 20005
202-326-6400
<http://www.aaas.org>

AMES LABORATORY

Collaborations –

- Iowa State University of Science and Technology, Ames, IA
- Department of Energy.

Mission -

Basic and applied physical, engineering, and environmental research in the disciplinary areas of chemistry, physics, metallurgy, mathematics, engineering, computer, ceramics, and related fields; development of advanced and innovative materials and chemical synthesis processing evaluation techniques and instrumentation; and developmental research on purification techniques for, and the actual production and characterization of, research quantities of such materials as: actinide metals, the rare earth metals and compounds, the alkaline earths, refractory metals, composite materials, single crystals, amorphous and thin films, ceramic powders, and others.

Research Programs –

Administrative Services and New Initiatives
Applied Mathematics and Computational Sciences
Biorenewable Resources Consortium
Chemical and Biological Sciences
Condensed Matter Physics
Environmental and Protection Sciences
Granular and Multiphase Systems
Materials Chemistry
Materials and Engineering Physics
Non-Destructive Evaluation

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

The contract encourages the laboratory to be involved in technology transfer and to cooperate with industrial, academic and nonprofit organizations. Principal mechanisms are: cooperative R&D; access to R&D facilities; reimbursable work for non-Department of Energy (DOE) activities; personnel exchanges; and licenses. The laboratory may conduct R&D work for non-DOE sponsors provided it does not place the facilities in direct competition with the private sector.

Reference and Contact Information –

Ames Laboratory
111 TASF
Ames, IA 50011-3020
515-294-9557
<http://www.ameslab.gov/>

ARGONNE NATIONAL LABORATORY

Collaborations -

- University of Chicago, Argonne, IL
- Department of Energy

Mission –

Basic research in areas of science and technology, including experimental and theoretical research in the physical, life, and environmental sciences to advance scientific understanding generally and to support development of energy technologies. Major research interests include advanced techniques using synchrotron radiation for research in the physical and life sciences, algorithms and tools for massively parallel computers, studies of the human genome, synthesis of advanced materials, and detector systems for use at other research centers.

Research Programs –

- Development and operation of national research facilities.
- Energy and environmental technology including advanced nuclear power systems and nonproliferation; advanced nuclear fuel development; spent nuclear fuel treatment; safety, decontamination and decommissioning; R&D on selected technologies in conservation, renewable energy, and fossil energy; and supporting research in materials, chemical, and electrochemical technologies.
- Environmental Management.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

The contract encourages the laboratory to be involved in technology transfer and to cooperate with industrial, academic and nonprofit organizations. Principal mechanisms are: cooperative research and development; access to facilities; reimbursable work for non-Department of Energy (DOE) activities; personnel exchanges; and licenses. The laboratory may conduct R&D work for non-DOE sponsors provided it does not place the facilities in direct competition with the private sector.

Reference and Contact Information –

Argonne National Laboratory
9700 S. Cass Avenue
Argonne, IL 60439.
630-252-2000
<http://www.anl.gov/>

ARMY COMMAND AND STAFF COLLEGE

Collaborations –

Center for Army Leadership
Combat Studies Institute
Navy, Marine Corps, and Air Force

Mission –

Educates and trains intermediate level Army Officers, International Officers, Sister Service Officers, and Interagency leaders to operate in full spectrum Army, joint, interagency, and multinational environments as field grade commanders and staff officers.

Research Programs –

Research is primarily the result of student end of session efforts.

Education Programs –

- Command and General Staff Officer Course (CGSOC) - Major areas of concentration are tactics and logistics at the brigade, division, and corps level; warfighting, operational art and strategy; history; leadership; the human dimension of war; and joint and multi-national operations. A student receives about 300 hours of Joint Plans and Operations Instruction, which will enable them to achieve Joint Professional Military Education (JPME-1) certification. Additionally, students can opt to earn a Masters degree that is fully accredited by the North Central Association of Colleges and Schools (thesis currently required, but this option is no-cost). There are also cohort programs with local graduate schools where a more tailored Masters can be earned using Tuition Assistance. Finally, there are several elective focused programs applicable to joint education: space operations, strategist, and joint planner. Currently participation in the strategist program in combination with a Masters degree will qualify officers for a subspecialty in national security affairs.
- School of Advanced Military Studies - Educates and trains officers at the graduate level in military art and science to develop commanders and General Staff officers with the abilities to solve complex military problems in peace and war.
- School for Command Preparation (SCP) - Coordinates and conducts battalion and brigade-level Pre-Command training for active and reserve component command selectees and their spouses.
- Directorate of Non-Resident Studies (NRS) - Distributes and administers the Command and General Staff College's distance learning programs to active and reserve component officers.
- Combat Studies Institute (CSI) - Provides the foundation for military studies at the Army's Command and General Staff College (CGSC) by presenting instruction in military history. CSI instructors examine the evolution of military theory, the art of war, and the nature of battle.

Outreach Programs –

- CGSC Service to Nation Program - Helps to strengthen an informed public understanding of the Armed Forces officer's role as a military professional and citizen and to enhance the Armed Forces officer's public speaking effectiveness and appreciation as a valued member of the community. Events may be presentation-type or community service events (off Post coaching positions, tree planting, clean-up etc.) where no presentation is required. Events with presentations may include individuals or teams of 3-4 U.S. students who present a 20-30 minute personalized perspective of their service to the nation--how they were commissioned, where they have served, where they may serve next, how selfless service affects their families in a civic environment (usually schools, Lions Clubs, Kiwanis Clubs, Optimists, Chambers, etc.)
- Security Assistance Training Programs - Bring international students to U. S. Army managed training in CONUS and send teams OCONUS to train international students.
- Combined Arms Research Library (CARL) – A military science reference and research center at Fort Leavenworth, Kansas.

Reference and Contact Information –

US Army Command and General Staff College
1 Reynolds Ave
Fort Leavenworth KS 66027-1352
913-684-7307
<http://www-cgsc.army.mil/>

ARMY WAR COLLEGE

Collaborations –

U.S. Army Peacekeeping and Stability Operations Institute
Army Heritage and Education Center
Military History Institute.

Mission –

To prepare selected military, civilian, and international leaders for the responsibilities of strategic leadership; educate current and future leaders on the development and employment of land power in a joint, multinational and interagency environment; conduct research and publish on national security and military strategy; and engage in activities in support of the Army's strategic communication efforts.

Research Programs –

- Center for Strategic Leadership - An education center and high technology laboratory focused on the decision-making process at the interagency, strategic, joint, and operational levels in support of the Army War College, the combatant commanders, and the senior Army leadership. The center's objectives are to expand and refine the study of the strategic use of land power and its application in joint and combined operations, and to help senior leaders solve strategic problems with information-age technology.
- Strategic Studies Institute (SSI) - The U.S. Army's institute for geostrategic and national security research and analysis. SSI's primary function is to provide direct analysis for Army and Department of Defense leadership, and serve as a bridge to the wider strategic community. SSI is composed of civilian research professors, uniformed military officers, and a professional support staff. SSI is divided into three components: the Art of War Department focuses on global, transregional, and functional issues, particularly those dealing with Army transformation; the Regional Strategy and Planning Department focuses on regional strategic issues; and the Academic Engagement Program creates and sustains partnerships with the global strategic community. SSI also has a web of partnerships with strategic analysts around the world, including the foremost thinkers in the field of security and military strategy. Products include:
 - SSI Studies published by the Institute and distributed to key strategic leaders in the Army and Department of Defense, the military educational system, Congress, the media, other think tanks and defense institutes, and major colleges and universities. SSI studies use history and current political, economic, and military factors to develop strategic recommendations.
 - At the request of the Army leadership, SSI sometimes provides shorter analytical reports on pressing strategic issues.
 - Every year SSI compiles a Key Strategic Issues List (KSIL) based on input from the U.S. Army War College faculty, the Army Staff, the Joint Staff, the unified and specified commands, and other Army organizations. This is designed to guide the research of SSI, the U.S. Army War College, and other Army related strategic analysts.

Education Programs –

- Military Strategy, Planning, and Operations Courses – Provides instruction on the Unified Command Plan, theater strategic planning, campaign planning through the range of military operations, joint, multinational and interagency plans and operations, joint service support to unified commanders in war and military operations other than war, organizing, training, and sustaining joint task forces, and joint and service-unique doctrine.
- Command, Leadership, and Management courses - Provides seminar teaching in two of the four core curriculum courses of the resident program and offers electives in the areas of responsible command, leadership, and management. Students examine Army leadership doctrine, strategic leadership competency, the complexities of high level command, and ethical decision making.
- National Security and Strategy courses - Instruction is focused on national security and national military strategy. It draws on the academic disciplines of international relations, politics, economics, regional studies, history, and national and international security studies to prepare students for senior positions in the national security establishment.
- International Fellows Program - Provides fellowships of approximately one year to selected senior officers from allied and other friendly nations with an opportunity to study and research in close association with the War College faculty and student body.
- Advanced Strategic Art Program - Provides a highly select group of resident students with an appreciation of strategic theory, art, and theater strategy. The course is focused on the nexus between national wartime strategy and theater strategy.

Outreach Programs –

- External Publications – Strategic Studies Institute (SSI) analysts have written books for Cambridge University Press, Princeton University Press, University Press of Kansas, Duke University Press, Praeger, Frank Cass and Rowman and Littlefield, and Brassey's. They have also contributed material to other books including publications from the Brookings Institution, Jane's Defense Group, and the Center for Strategic and International Studies. SSI analysts have written articles for *Foreign Affairs*, *International Security*, *Survival*, *Washington Quarterly*, *Orbis*, *The National Interest*, *Current History*, *Political Science Quarterly*, *Joint Force Quarterly*, *Parameters*, *The Journal of Politics*, *Security Studies*, *Journal of Strategic Studies*, *Jane's Intelligence Review*, *Occasional Papers* of the Woodrow Wilson Center, *Contemporary Security Policy*, *Defense Analysis*, *Military Operations Research*, *Strategic Review*, *Military Review*, *National Security Studies Quarterly*, *Journal of Military History*, *War in History*, *War & Society*, *The Historian*, *Infantry Magazine*, *The World and I*, *Aerospace Historian*, *Central Asian Security*, *Asian Survey*, *SAIS Review*, *China Quarterly*, *Comparative Politics*, *Journal of Political and Military Sociology*, *Small Wars and Insurgencies*, *Georgetown Journal of International Affairs*, *Special Warfare*, *Comparative Strategy*, *Korean Journal of Defense Analysis*, *Journal of East Asian Studies*, *World Affairs*, *Problems of Post-Communism*, *Conflict*, *Diplomatic History*, *Airpower Journal*, *Low Intensity Conflict and Law Enforcement*, *Politique*

Etranghre, Allgemeine Schweizerische Militärzeitschrift, and African Security Review.

- Academic Conferences - SSI co-sponsors academic conferences to examine issues of importance to the Army. Recent partners included Georgetown, Princeton, Harvard, MIT, Columbia, University of Chicago, University of Miami, Stanford, Georgia Tech, and Johns Hopkins.
- Talks, Presentations, and Provision of Subject Matter Experts - Analysts give talks and presentations to a very wide array of audiences including academics, military organizations, and other components of the global strategic community. These take place both in the United States and around the world. In an average year, SSI analysts speak in a dozen or more countries. In addition to this, they serve as participants and experts at seminars, war games and simulations, and are often interviewed by the print and electronic media.
- SSI Electronic Newsletter - SSI publishes a monthly electronic newsletter that describes future and forthcoming publications and conferences, and includes an editorial on a topic of importance to American defense

Reference and Contact Information –

U.S. Army War College
Attn: Public Affairs Office
122 Forbes Avenue
Carlisle, PA 17013-5234
717-245-4101
<http://www.carlisle.army.mil/>

ARROYO CENTER

Collaborations -

- RAND Corp., Santa Monica, CA
- Department of Defense, Army

Mission –

Mid- to far-term, policy-oriented issues designed to assist the Army in improving its efficiency and effectiveness. The Center maintains both a technical and non-technical capability in a broad range of matters of concern to the Army. This includes the ability to address, through formal studies and analyses, a variety of problems potentially affecting Army missions and organizations, including threats, strategy, tactics, operations, technology, and resource management. Its sponsoring agreement precludes work with non-government entities.

Research Programs –

- Strategy, Doctrine, and Resources seeks to determine the implications of the changing security environment for the Army's future roles, structure, and doctrine.
- Force Development and Technology assesses technological advances and new operational concepts to improve Army mission performance by seeking opportunities in new technologies, evaluating alternative force structures, and identifying efficiencies from acquisition reform.
- Military Logistics addresses issues involved in supporting and providing resources for Army combat units, the logistics system, and the sustaining base. RAND Arroyo Center was the main conceptualizer of the Velocity Management initiative—the key improvement approach for the Army's major restructuring of its logistics processes. Arroyo continues to provide analytical support to the senior logistics leadership and others charged with implementing Velocity Management.
- Manpower and Training applies sophisticated economics and social science methodologies to Army personnel and training issues. It stresses quantitative analysis and testing of alternative policies and resource mixes, all oriented toward choosing appropriate strategies for manning, training, and structuring the Army for the future.

Education Programs – A number of Army officers are selected each year to participate in the Arroyo Center Army Fellows Program. Based in RAND's Santa Monica, CA or Washington, D.C. office, Army fellows work with nationally known researchers on critical Army policy issues. To date, over 100 officers have participated in this program. The one-year fellowship is followed by a utilization tour, typically on the Army staff.

Outreach Programs –

- Annual Reports
- Conference Proceedings
- Research Briefs
- Issue Papers
- Monographs/Reports
- Notes

- Reports
- Reprints
- White Papers

Reference and Contact Information –

RAND Corporation
1776 Main Street
P.O. Box 2138
Santa Monica, CA 90407-2138
310-393-0411 x6419
<http://www.rand.org/ard/>

BELFER CENTER FOR SCIENCE AND INTERNATIONAL AFFAIRS, JOHN F. KENNEDY SCHOOL OF GOVERNMENT (HARVARD UNIVERSITY)

Collaborations -

- Nuclear Threat Initiative
- Russian-American Nuclear Security Advisory Council (RANSAC)
- Committee on International Security and Arms Control, National Academy of Sciences
- Weatherhead Center for International Affairs (CFIA)
- School of Public Affairs, University of Maryland
- The World Affairs Council
- WorldBoston (formerly the World Affairs Council of Boston)

Mission –

Leadership in advancing policy-relevant knowledge about the most important challenges of international security and other critical issues where science, technology, environmental policy, and international affairs intersect.

Research Programs –

- Science, Technology, and Public Policy (STPP) projects apply methods drawn from technology assessment, political science, economics, management, and law to study problems where science, technology, and policy intersect. Current concentrations of STPP research, policy outreach, and teaching include:
 - Managing the Atom: New steps to meet nuclear challenges, focusing on the linkages between nuclear weapons and nuclear energy, and public participation in nuclear decision-making.
 - Energy Technology Innovation: Policies to address the gaps between current energy technology policies and those that would be needed to meet the challenge of human-induced climatic disruption.
 - Science, Technology and Globalization: How government can best promote the innovation needed to achieve societal goals. This general thrust includes joint work with the KSG Center for International Development on science and technology innovation for sustainable development (including a project on biotechnology and development).
 - Policy for Innovation: Approaches to improving the processes by which science and technology policy decisions are made.
 - Information, Technology and Governance: How information and technology contribute to better governance. Includes the National Center for Digital Government that focuses on the capacity of existing institutions to seize the opportunities that new information technologies offer in digital government and the potential impact of the Internet on digital government

Education Programs –

- Executive Program on Science, Technology and Innovation Policy – a one-week executive session to strengthen the capacity of high-level decision-makers to integrate science and technology into national development policies.

- Courses in Science and Technology - Many courses are offered at the Kennedy School of Government and other schools in the Boston area that focus on the science and technology policy.

Outreach Programs –

- Forums and conferences
- Publications
- Technological Innovation and Development seminar series
- Technology for Sustainable Development seminar series

Reference and Contact Information –

Belfer Center for Science and International Affairs
79 John F. Kennedy Street
Cambridge, MA 02138
617-495-1400
<http://bcsia.ksg.harvard.edu/>

BROOKHAVEN NATIONAL LABORATORY

Collaborations –

- Brookhaven Science Associates, Upton, Long Island, NY
- Department of Energy

Mission –

Performance of research in a multi-disciplinary context in the energy sciences, general sciences, biosciences and computational sciences, and other areas in a manner that ensures employee and public safety and protection of the environment.

Research Programs –

- Center for Accelerator Physics
- Center for Functional Nanomaterials
- Center for Imaging & Neurosciences
- Center for Spectroscopy in Molecular Science
- National Nuclear Data Center
- Center for Data Intensive Computing
- Center for Radiation Chemistry Research
- Environmental Waste Technology Center
- RIKEN BNL Research Center

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

Subject to the prior written permission of the DOE Contracting Officer, Brookhaven Science Associates may, through the Laboratory, perform non-DOE activities that are consistent with, and complementary to, the DOE's mission and the Laboratory's mission under the contract. Such proposed work may be for non-Federal entities or other Federal agencies. Primary consideration in approving such work is that the proposed work will not place the Laboratory in direct competition with domestic non-Federal entities. The Laboratory may be authorized to pursue other DOE and non-DOE missions (most notably those of the Nuclear Regulatory Commission and the National Institutes of Health) that derive from the Laboratory's missions and utilize the Laboratory's core competencies.

Reference and Contact Information –

Brookhaven National Lab
P.O. Box 5000
Upton, NY 11973-5000
631-344-8000
<http://www.bnl.gov/world/>

BROOKINGS INSTITUTION

Collaborations –

None relevant to the National Security Institute concept.

Mission –

Devoted to research, analysis, and public education with an emphasis on economics, foreign policy, governance, and metropolitan policy.

Research Programs –

- Foreign Policy Studies Research –
 - Environment and Development Initiative
 - Global Governance Initiative
 - Homeland Security
 - India-South Asia
 - Internally Displaced Persons
 - Iraq
 - National Security Council
 - Nuclear Weapons Cost Study
 - Terrorism and U.S. Foreign Policy
 - U.S. Policy Towards the Islamic World
- Governance Studies Research
 - Campaign Finance Reform
 - Continuity of Government Commission
 - Election 2004
 - Religion & Civil Society
- Metropolitan Policy
 - Greater Washington Research Program
 - Urban Markets Initiative
 - Living Cities Census Series
 - Transportation Reform Series
 - Earned Income Tax Credit Series
 - Upstate New York Series
 - Local Innovations in Welfare and Work Series
- Economic Studies Research
 - Brookings Discussion Papers in International Economics
 - Budgeting for National Priorities
 - Children's Roundtable
 - The Future of Children
 - Globalization and Inequality Group
 - Population Aging
 - Retirement Security
 - Services Offshoring
 - Welfare Reform & Beyond

Education Programs –

- Executive Education Program - Provides leadership development courses in public policy to meet the demands of government and business executives. Programs in public leadership, governmental processes, and critical policy issues help leaders better understand and effectively engage in the democratic process. Courses include:
 - Senior Executives Association (SEA) Annual Leadership Conference: "Transitional Leadership"
 - Business and Public Policy
 - The New Political Landscape
 - Inside Congress: Understanding the Legislative Process
 - Advanced Legislative Strategies
 - Inside the European Union
 - Congress and the Economy
 - Science and Technology Issues, Policies and Debates
 - U.S. National Security Policy Issues
 - Transatlantic Relations: Perspectives on EU Institutions, Policymaking and EU-U.S. Relations
 - Executive Leadership in a Changing Environment
 - Public Leadership
 - Innovative Business Practices
 - Leadership and Organizational Renewal
 - Managing the Federal Employee Discipline and Performance Process

Outreach Programs –

- Policy Briefs - Short analyses on current issues that bring background and recommendations to policymakers, journalists, and the general public.
- Analysis and Commentary includes:
 - Reports
 - Papers And Articles
 - Testimony
 - Op-Ed and Opinion Papers
 - Speeches and Interviews
 - Books published by the Brookings Institution Press.
 - Periodic journals on economic activity, education policy, urban affairs, trade, and financial services.
 - Multimedia includes short scholar clips, video and audio of Brookings press events, and Internet chats.

Reference and Contact Information –

Brookings Institute
1775 Massachusetts Ave., NW
Washington, DC 20036
202-797-6000
<http://www.brook.edu/>

C3I FEDERALLY FUNDED RESEARCH & DEVELOPMENT CENTER

Collaborations –

- MITRE Corp., Bedford, MA and McLean, VA
- Department of Defense, Office of the Secretary of Defense

Mission –

Enable the Department of Defense (DoD) to access the private sector's engineering expertise. The C3I Federally Funded Research & Development Center applies engineering disciplines and principles to the DoD's Command, Control, Communications, Computers, Intelligence, Surveillance, and Reconnaissance (C4ISR) mission areas. It provides support to DoD to:

- Achieve the maximum possible capability, cost effectiveness and interoperability of the current C4ISR system.
- Design and implement the C4ISR system of the future.
- Protect the DoD's information systems and their supporting infrastructure against hostile information operations.

Research Programs –

The DoD C3I FFRDC has developed numerous competencies to meet the specific needs of its customers. It also draws from the MITRE-wide research and development program and various technical centers of excellence throughout the company and maintains competency and programs in the following areas:

- Systems engineering
- Information technology
- Information security
- Software development
- Communications and networking
- Signal Processing
- Economic and decision analysis
- Electronics
- Military aviation

The DoD C3I FFRDC is organized into the three centers:

- Center for Air Force Command and Control Systems (CAFC2S) - The CAFC2S assists the U.S. Air Force in the development of advanced command and control systems. It is headquartered in Bedford, Massachusetts, with sites worldwide.
- Center for Integrated Intelligence Systems (CIIS) - The CIIS supports the U.S. intelligence agencies, military intelligence organizations, and the combatant commanders. It has facilities in Bedford, Massachusetts, and McLean, Virginia, with sites worldwide.
- Washington Command, Control and Communications (WC3) Center - The WC3 Center provides integrated support for the command, control, and communications systems developed and used by the Army, Navy, Marine Corps, and other elements of the DoD. It is headquartered in McLean, VA, with sites worldwide.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs - MITRE undertakes no work for or with a commercial, profit-seeking customer, unless the Department of Defense sponsor gives prior expressed consent. C3I may perform core work for U.S. Federal agencies, state or local governments, other non-profit organizations, and such other entities as the sponsor approves in writing. MITRE may conduct work for foreign governments and foreign users with prior approval of the sponsor.

Reference and Contact Information –

MITRE-Washington
7515 Colshire Drive
McLean, VA 22102-7508
703-883-6000
<http://www.mitre.org/about/ffrdcs/c3i.html>

CARNEGIE CORPORATION OF NEW YORK

Collaborations –

None relevant to the National Security Institute concept.

Mission –

Promote the advancement and diffusion of knowledge and understanding for the welfare of the American people.

Research Programs –

- International Peace and Security – Seeks to identify the most serious challenges to global peace and security and support efforts to focus public and policy attention on both the dangers and opportunities in this arena. In addition to its ongoing concerns about weapons of mass destruction (WMD), U.S.-Russia relations and deadly conflict, the program is concerned with emergent challenges. Grant making areas:
 - Nuclear and biological weapons - In addition to supporting efforts to develop formal nonproliferation treaties and agreements, efforts in this area include: 1) unofficial diplomatic (Track II) consultations between governmental and private experts; 2) efforts to promote greater transparency among regional adversaries and rogue states through the adoption of confidence-building measures adapted from the U.S.-Soviet experience during the Cold War; 3) no treaty-based agreements among groups of states to address specific threats (such as recent efforts by the United States to seek the cooperation of other states in interdicting North Korean ships suspected of transporting nuclear weapons or material); 4) the need to nurture a new generation of security scholars with expertise in nuclear affairs to replenish the dwindling ranks of experts in this field; 5) exploring alternatives to the existing, ineffective treaty regime in an effort to reduce the potential for both biological warfare and bioterrorism; 6) lessening the vulnerability of biological materials; 7) integrating relevant scientific and technological expertise into the national security-making process; 8) engaging bioscience experts in formulating policy to address the threat of BW; 9) advancing non treaty-based regulations that restrict the possession, production or transnational movement of pathogens for hostile purposes; 10) fortifying the existing norm (authoritative standard) against weaponizing biological materials; and 11) restricting access in states of concern to existing BW materials and expertise.
 - Technological and scientific advances - Seeks to understand how scientific and technological advances could threaten the security of all nations.
 - U.S.-Russian cooperation
 - Higher education in the former Soviet Union
 - Global Engagement - Seeks to advance new conceptions of global engagement and multilateral cooperation by providing expert, policy-relevant scholarship and analysis to official efforts to prevent failed states and advancing other IPS program interests, as appropriate.
- International Development
- Strengthening U.S. Democracy

- Education

Education Programs -

None relevant to the National Security Institute concept.

Outreach Programs –

- Dissemination Program supports projects that enhance the impact and outreach of the foundation's work.
- Research reports
- Publications
- Newsletters
- Carnegie Corporation Scholars Program
- Special Opportunities Fund.

Reference and Contact Information –

Carnegie Corporation of New York
437 Madison Avenue, New York, NY 10022 USA
212-371-3200
<http://www.carnegie.org/>

**CENTER FOR CONTEMPORARY CONFLICT (CCC) (RESEARCH
INSTITUTE OF THE NAVAL POSTGRADUATE SCHOOL'S DEPARTMENT
OF NATIONAL SECURITY AFFAIRS)**

Collaborations -

- Research affiliates and staff
- International Security Studies Program of the Fletcher School at Tufts University

Mission –

Analyzes current and emerging threats to U.S. national security.

Research Programs –

- Research programs currently underway at the CCC include the following:
 - The Nuclear Posture Review: Implementing the Quiet Revolution
 - Program on Northeast Asian Security Studies
 - Balance of Power Revisited: Theory and Practice in the 21st Century
 - U.S. Strategy and Gulf Security in the New Millennium
 - Asymmetric Conflict in South Asia: The 1999 Limited War in Kargil
 - U.S.-Russia ICBMs in Strategic Nuclear Forces
- Student Research - Naval Postgraduate School students completing master's theses in National Security Affairs conduct in-depth research into key regions or security issues. Listed below are some of the best recent theses:
 - Homeland Security and the War on Terrorism
 - Counterproliferation Strategy: The Role of Preventive War, Preventive Strikes, and Interdiction
 - Exposing the Seams: The Impetus for Reforming U.S. Counterintelligence
 - Bureaucracies, Communities and Networks: Interagency Cooperation for Homeland Security in Monterey County
 - Assessing Russian Reactions to U.S. Missile Defense
 - Russian Decision-Making and Options Regarding U.S. National Missile Defense
 - Middle East
 - Demographics: The Downfall of Saudi Arabia
 - Is Saudi Arabia A Nuclear Threat?
 - The Three Possible Solutions to the Israeli-Palestinian Conflict and Their Impact on the Achievement of U.S. Interests
 - Europe
 - NATO's Prague Capabilities Commitment: Origins and Prospects
 - Oceans Apart: The United States, the European Union, and the International Criminal Court
 - NATO's Weapons of Mass Destruction Initiative: Achievements and Challenges
 - The U.S. Navy and European Security: From the Cold War to the War on Terrorism
 - Turkey's Response to Threats of Weapons of Mass Destruction
 - U.S. Participation in Balkan Peacekeeping: The Rice Proposal

- European Union: U.S. Hegemonic Competitor
- The Importance of United States Naval Forward Presence in Mediterranean Affairs
- NATO and the European Union's Emerging Security Role
- The Greek-Turkish Dispute in the Aegean Sea: Its Ramifications for NATO and the Prospects for Resolution
- The European Union's Barcelona Process and Mediterranean Security
- Implications of Germany's Declining Defense Spending
- Russia and Eurasia
 - Making the Connection: Transnational Civilian-to-Civilian Partnerships
 - The Russian Navy and the Future of Russian Power in the Western Pacific
 - Assessing Russian Reactions to U.S. Missile Defense
 - Russia's Submarine Force: Determinants and Prospects
 - Dismantling Russia's Northern Fleet Nuclear Submarines: Environmental and Proliferation Risks
 - Grozny and the Third Block (Lessons Learned from Grozny and Their Application to Marine Corps' MOUT Training)
 - Russian Decision-Making and Options Regarding U.S. National Missile Defense
- South Asia
 - High Altitude Warfare: The Kargil Conflict and the Future
 - Assessing the Risk of Inadvertent Nuclear War Between India and Pakistan
 - Strategic Interactions Between the United States and North Korea: Deterrence or Security Dilemma?
 - Reconciliation is the Best Solution for Conflict in Asia
 - US Influence on Military Professionalism in the Philippines
 - Countering Transnational Terrorism in Southeast Asia with Respect to Terrorism in Indonesia and the Philippines
 - Potential For Conflict in the Spratly Islands
 - Missile Defense For Taiwan: Implications For U.S. Security Interests in East Asia
 - A House Divided: The Decline and Fall of Masyumi (1950–1956)
 - The Impact of the September 11, 2001 Terrorist Attacks on U.S.-China Relations
 - The Potential Role of the Philippines in U.S. Naval Forward Presence
 - The Crisis of 2005—The Role of U.S. Naval Forward Presence in the Evolution of Relations Between the People's Republic of China and the Republic of China
 - Japan's Constitution, Prospects for Change: Impact on U.S. Presence in Japan
 - Credible Nuclear Deterrence for Japan
- Latin America
 - The Causes and Prospect of the Southern Philippines Secessionist Movement

- An Emerging Security Community in the Americas? A Theoretical Analysis of the Consequences of the Post-Cold War Inter-American Democracy Regime
- Improving Regional Security in Central America: Military Engagement Options for Nicaragua
- Maintaining the Violent Status Quo: The Political Economy of the Colombian Insurgency
- The Next Transition in Cuba: An Analysis Based on Institutional Comparisons with Democratic Transitions in Central Europe
- WMD Proliferation and Counterproliferation
 - Deterrence and the National Security Strategy of 2002: A Round Peg for a Round Hole
 - NATO's Weapons of Mass Destruction Initiative: Achievements and Challenges
 - Is Saudi Arabia A Nuclear Threat?
 - Counterproliferation Strategy: The Role of Preventive War, Preventive Strikes, and Interdiction
 - Assessing the Risk of Inadvertent Nuclear War Between India and Pakistan
 - Can Naval Surface Forces Operate Under Chemical Weapons Conditions?
 - Turkey's Response to Threats of Weapons of Mass Destruction
- Military Affairs
 - Making the Connection: Transnational Civilian-to-Civilian Partnerships
 - Grozny and the Third Block (Lessons Learned from Grozny and Their Application to Marine Corps' MOUT Training)
 - Nuclear Weapons and the Revolution in Military Affairs

Education Programs –

- Masters Degree program in Regional Security Studies tailored to the needs and requirements of the U.S. armed forces and related federal agencies and departments. Regional Studies students can specialize in the Middle East, Africa, and South Asia; the Far East, Southeast Asia, and the Pacific; Western Europe or Russia, the former Soviet states, and Eastern Europe; or the Western Hemisphere.
- Masters Degree program in Security Studies divided into several tracks: Civil-Military Relations; Security Building in Post Conflict Environments; Defense Decision-Making and Planning; and Homeland Security. Defense Decision-Making and Planning focuses on deterrence, strategy, and the threat posed by the proliferation of chemical, biological and nuclear weapons. Homeland Security offers a unique combination of in-residence seminars and distance learning.
- Directed Studies in National Security Affairs and Advanced Directed Studies in National Security Affairs curricula are available to Regional Security Studies students pursuing subjects that are not covered by regular departmental course offerings.

Outreach Programs –

- Mobile Education and Short Courses –
 - Regional Security Education Program (RSEP). Have satellite campuses at Fleet concentration areas and National Guard Units across the country.
 - Members of the Department participate in the Center for Civil-Military Relations (CCMR) to help foreign nations strengthen democratic civilian control over their security forces and to resolve issues raised by defense reform, stability operations, and combating terrorism.
 - Faculty participates in Mobile Education Training Teams and help staff several programs organized by CCMR: the Executive Program, Peace Operations, Enhanced International Peacekeeping Capabilities (EIPC), and Leader Development and Education for Sustained Peace (LDESP).
- CC members regularly publish research on current and emerging security issues.
- Books and journal articles.
- Monthly electronic journal, *Strategic Insights*.
- Workshops, lectures, and Conferences:
 - 2/04 - Workshop: Security Architectures in the Post-Saddam Middle East—Choices and Opportunities
 - 9/03 - Workshop: The Nuclear Posture Review—Implementing the Quiet Revolution
 - 6/03 - Hosted Lecture: M. K. Narayanan on Indian Internal Security and Intelligence Organization
 - 5/03 - Forum Participation: Religious Revivalism and Indian Security
 - 2/03 - Forum: NATO, Russia, and the Iraq Crisis
 - 2/03 - Forum: War with Iraq -- Problems and Prospects
 - 1/03 - Hosted Lecture: Brigadier Feroz Khan on Pakistan's Nuclear Weapons
 - 9/02 - Asymmetric Warfare in South Asia: Crises of 1999, 2002, and Beyond
 - 6/02 - Asymmetric Warfare in South Asia: The Causes and Consequences of the Kargil Conflict
 - 5/02 - Balance of Power Revisited: Theory and Practice in the 21st Century
 - 2/02 - Military Standoff in South Asia: U.S. Policy Imperatives
 - 12/01 - South Asia In the Maelstrom: Options for the U.S., India, and Pakistan
 - 9/01 - Strategic Implications of the Attack on America
 - 9/01 - Security and WMD in the Gulf
 - 8/01 - The 1999 Kargil Conflict
 - 6/01 - Meeting NATO's Bio-Defense Challenges

Reference and Contact Information –

National Security Affairs Department
Naval Postgraduate School
1411 Cunningham Rd.
Monterey, CA 93943
831-656-2521
<http://www.ccc.nps.navy.mil/>

CENTER FOR INTERNATIONAL CONFLICT RESOLUTION (CICR)

Collaborations –

- School of International and Public Affairs (SIPA), Columbia University
- Columbia Law School
- Teaching School, Columbia University
- Institute of War and Peace at SIPA, Columbia University

Mission -

- Contribute to the rapid resolution of international deadly conflict through research, teaching and fieldwork.
- Increase understanding of international conflicts through innovative, collaborative research, offering courses that disseminate knowledge about conflicts and their causes.
- Respond directly to the expressed needs of parties involved in ongoing conflicts, empowering individuals and organizations to address conflict constructively.
- Coordinate efforts of academics and practitioners from governmental, non-governmental and international organizations in joint research and action.

Research Programs –

- International Research Project on Regional Autonomy of Ethnic Minorities - explore systems of political autonomy for ethnic minorities. The project supports sustained dialogue on three themes: assessment of the current state of autonomy systems; identification of issues of interest and concern; and shared lessons through comparative analysis
- Religion and Conflict Resolution – Goals include:
 - Improve understanding of the phenomenon of religious peacemaking
 - Recognize and publicize religious peacemaking work as invaluable and worthy of attention
 - Create a resource that will offer the academic community and other communities that are directly involved in peacemaking a chance to learn about and communicate, interact and cooperate with religious peacemakers.
- Parliamentary Peacemaking - Articulate methods for ensuring that parliamentarians, national governments and international institutions understand their responsibilities with the intention of increasing the efficacy of peace operations.
- Anthropology of Conflict Resolution – Under development.
- Learning Lessons – Under development.
- Resentment and Education – Under development.

Education Programs –

- Contributes 10 courses to a curriculum of 90 courses in conflict resolution offered by nine different schools at Columbia University.

Outreach Programs –

- Conferences and seminars

Reference and Contact Information -

The Center for International Conflict Resolution
School of International and Public Affairs, Columbia University
420 West 118th Street, Mail Code 3369
New York, New York 10027 USA
212-854-5623
<http://www.sipa.columbia.edu/cicr/>

CENTER FOR INTERNATIONAL DEVELOPMENT & CONFLICT MANAGEMENT (CIDCM)

Collaborations –

- University of Maryland
- Project on International Communication and Negotiation Simulations (ICONS)
(University of Maryland)

Mission -

- Operates an interdisciplinary research center at the University of Maryland.
- Seeks ways to understand and address conflicts over security, identity, and distributive justice.
- Act as a forum for the expression of a broad range of views about the transition from war to peace.
- Promotes confidence-building, training, and international dialogue at all levels of civil society.

Research Programs -

- Armed Conflict and Intervention Project (ACI) - A joint project of the Center for Systemic Peace (CSP) and the (CIDCM) designed to collect global information regarding seven inter-related aspects of contemporary, complex, international interventions and external influences. The ACI project compiles an annual list of "major episodes of political violence" since 1946, including interstate, civil, and communal wars, that are used to track global warfare trends; it is also responsible for managing and updating the State Failure Problem Set list of Ethnic and Revolutionary Wars, Genocides and Politicides, and Failures of Governance.
- International Crisis Behavior Project (ICB) - Aims to shed light on the phenomenon of crisis in world politics. There are four specific objectives: the accumulation and dissemination of knowledge about interstate crises and protracted conflicts; the generation and testing of hypotheses about the effects of crisis-induced stress on coping and choice by decision makers; the discovery of patterns in key crisis dimensions -- onset, actor behavior and crisis management, superpower activity, involvement by international organizations, and outcome; and application of the lessons of history to the advancement of international peace and world order.
- Integrated Network for Societal Conflict Research (INSCR) - An organizational framework to better integrate and coordinate quantitative research initiatives investigating various aspects of complex societal conflicts and as a network platform for establishing closer contact and collaboration with similar research enterprises in other locations around the world.
- State Failure Task Force - An unclassified study that was commissioned by the Central Intelligence Agency's Directorate of Intelligence in response to a request from senior U.S. policy makers to design and carry out a data-driven study on the correlates of state failure since the mid-1950s using open source information. The study was carried out by an inter-disciplinary Task Force led by academic experts including data collection and management specialists and analytic methods professionals from Science Applications International Corporation (SAIC). The types

of events included in the analyses under the general rubric of "state failure events" (i.e., the State Failure Problem Set) are revolutionary wars, ethnic wars, adverse regime changes, genocides and politicides. Current plans for the website include access to all State Failure Task Forces reports, a database of all variables used in reported State Failure models, a data dictionary of variables and data sources included in the Task Force global dataset, and other supporting information.

Education Programs –

- Conflict resolution training: Training programs include “Partners in Conflict,” which provides training in citizens’ diplomacy and conflict resolution in more than fifteen countries.
- Internet-based training in negotiation and crisis management.
- University of Maryland undergraduate and graduate courses.

Outreach Programs –

- International Communications and Negotiations Simulations (ICONS) project provides tools for teaching, training, and assisting conflict resolution and development practitioners in international, government and non-governmental organizations.
- Hosts several major international databases on societal conflict, including Minorities at Risk, POLITY, State Failure, and International Crisis Behavior (ICB).
- Conferences
- Publications and journals including *A Global Survey of Armed Conflicts, Self-Determination Movements, and Democracy* – a series of reports by the Integrated Network for Societal Conflict Research (INSCR) program.

Reference and Contact Information –

Center for International Development and Conflict Management
University of Maryland
0145 Tydings Hall
College Park, MD 20742
301-314-7703
<http://www.cidcm.umd.edu>

CENTER FOR INTERNATIONAL SECURITY AND COOPERATION (CISAC)

Collaborations - Stanford University (Lead) through the Stanford Institute for International Studies

Mission - Research and training in issues of international security

Research Programs –

- Chemical and Biological Weapons Issues – Examining production methods for different CBW agents, the effects of CBW agents in humans, different means for dispersing CBW agents (especially in the atmosphere), CBW agent detection, and finally, means for protecting humans (e.g., immunization, evacuation, protective masks and clothing, among others).
- Industrial Restructuring and the Political Economy in Russia - The project promotes the creation of sustainable jobs within the nuclear cities of Russia. One particular effort is to help find US industrial partners and sources of finance for new businesses and projects in the nuclear cities.
- Preventive Defense Project – A joint venture between Stanford University and Harvard University that concentrates on identifying and forestalling developments that could pose new threats to U.S. vital interests. The project will initially concentrate on avoiding worst-case scenarios with Russia, dealing with the lethal legacy of Cold War weapons of mass destruction, engaging an awakening China, and countering proliferation of weapons of mass destruction and grand terrorism.
- Project on Peace and Cooperation in the Asian-Pacific Region - Focuses on international security issues related to Northeast Asia, primarily as these affect U.S., Chinese, and Korean national interests, and on security issues involving South Asia. Most of the Project's work this coming year will be devoted to a strategic dialogue with Chinese and South Asia specialists.
- Strengthening Security and Stability in Asia - Seeks to identify unilateral constraints and negotiated agreements that could decrease the likelihood that India and Pakistan will engage in a nuclear arms race or use nuclear weapons in the coming decade.

Education Programs –

- Undergraduate courses:
 - Afghanistan: Its Conflicts and the War on Terrorism
 - Ethnicity and Nationalism in Soviet and Post-Soviet Politics
 - Explaining Ethnic Violence
 - International Relations Theory
 - International Security in a Changing World
 - Interschool Honors Program
 - Introduction to Game Theoretic Methods in Political Science
 - Major Issues in International Conflict Management
 - New Approaches to International Security
 - Nuclear Weapons, Terrorism, and Energy
 - Peace Studies
 - Political Economy of Post Communism

- Regime Change: Comparative Theories
- Research in International Relations
- Research Seminar on International Security and Social Science
- Revolutions, Seminar
- Russia in Transition
- Security Issues in South Asia
- Security, Civil Liberties, and Terrorism
- State and Nation Building in Central Asia
- Strategy, War, and Politics
- Technology and National Security
- The Challenge of Nuclear Weapons
- The Rwandan Genocide
- Theoretical Issues in International Security
- War in the Twentieth Century
- Conferences
- Seminars

Outreach Programs –

- Analytical publications
- Newsletters
- Annual report

Reference and Contact Information –

Center for International Security and Cooperation: Inquiries
616 Serra St E200
Stanford University
Stanford, CA 94305-6055
650-723-9625
<http://cisac.stanford.edu/>

CENTER FOR NAVAL ANALYSES (CNA)

Collaborations –

The CNA Corporation Alexandria, VA

- Department of Defense, Navy.

Mission –

Provide an independent, authoritative source of research and analysis that is focused upon the major present and future issues affecting the Navy and Marine Corps.

Research Programs –

The Center for Naval Analyses helps the Department of the Navy and other Department of Defense decision makers make decisions about the use of current forces, about plans and policies that shape force readiness and sustainability, and about the allocation of resources among alternative future capabilities. Research areas include:

- Homeland Security
- Education
- Health Care
- Strategic Studies
- Technology & Systems
- Human Capital Management
- Integrated Systems & Operations
- Operations Evaluation
- Resource Analysis
- Air Traffic Management

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

The Center for Naval Analyses shall not compete with any non-FFRDC concern in response to a Federal agency request for proposal for work other than the operation of an FFRDC.

Reference and Contact Information –

The CNA Corporation
4825 Mark Center Drive
Alexandria, VA, 22311
703-824-2000
<http://www.cna.org/>

CENTER FOR NONPROLIFERATION STUDIES (CNS)

Collaborations –

Independent, nongovernmental organization with a staff of more than 50 full-time and 65 part-time personnel, with offices in Monterey, California; Washington, DC; and Almaty, Kazakhstan.

Mission -

- Devoted to curbing the spread of weapons of mass destruction.
- Dedicated exclusively to graduate education and research on nonproliferation issues.

Research Programs - Projects of the Center consist of interrelated and mutually supporting activities organized to address five major areas of concern to nonproliferation as follows:

- The Newly Independent States (NIS) Nonproliferation Program has established a multi-disciplinary community of nonproliferation specialists throughout the former Soviet Union. The project provides training and research opportunities to this community, supports the introduction of nonproliferation courses and material in the universities of Soviet successor states, facilitates the integration of NIS specialists into the broader group of international nonproliferation experts, and publishes timely material about post-Soviet proliferation developments. The NIS Nonproliferation Project also maintains the most comprehensive, unclassified computer database on nuclear issues involving the former Soviet Union.
- The Chemical and Biological Weapons (CBW) Nonproliferation Project monitors the proliferation of chemical and biological weapons and develops strategies for halting and reversing their spread. Current research activities include: overcoming obstacles to chemical and biological disarmament in Russia; assessing motivations for CBW acquisition by states and terrorist groups; and monitoring chemical, biological, and radiological terrorism.
- The Proliferation Research and Assessment Program (PRAP) tracks the spread of nuclear and missile technologies and materials. Unique databases monitor international nuclear and missile trade worldwide, as well as domestic developments within countries of concern. The databases provide reliable, up-to-date information to analysts and policymakers throughout the world. PRAP also provides unique Web-based information about national and regional proliferation developments.
- The East Asia Nonproliferation Project (EANP) is building a community of nonproliferation specialists in East Asia by introducing new courses in universities on arms control and nonproliferation; training government officials, journalists, research analysts, and professors in nonproliferation issues through its visiting fellows program; and linking a new generation of East Asian professionals to the international community of nonproliferation specialists. EANP conducts extensive research studies on nonproliferation issues affecting East Asia and operates one of the most comprehensive open-source electronic databases on Chinese arms control and nonproliferation developments.
- The International Organizations and Nonproliferation Project (IONP) conducts research and policy analysis on the new roles and activities of international

organizations as they deal with emerging proliferation concerns. The project currently focuses on ways to strengthen the Non-Proliferation Treaty review process and to prepare policymakers for future Review conferences.

Education Programs -

- Graduate School of International Business courses
- Graduate School of International Policy Studies courses
- Offers scholarships and internships to Institute students pursuing a Certificate in Nonproliferation Studies

Outreach Programs –

- Publications
- Newsletters and briefings
- Conferences and seminars

Reference and Contact Information –

Center for Nonproliferation Studies
460 Pierce Street
Monterey, CA 93940
831-647-4154
<http://cns.miis.edu/>

CENTER FOR STRATEGIC AND INTERNATIONAL STUDIES (CSIS)

Collaborations –

- The International Councilors, a group of international business leaders chaired by Henry Kissinger that meets semi-annually to discuss the implications of the changing economic and strategic environment.
- The Advisory Board is composed of both public-sector policymakers and leading business people, including several members of Congress. Zbigniew Brzezinski and Carla Hills co chair the board.
- The Washington Roundtable meets three to four times a year with members of Congress, executive branch officials, and other Washington experts to discuss pressing policy issues of the day.
- The Houston and Dallas Roundtables bring together local business leaders and CSIS experts to discuss current international political and economic trends.

Mission -

- Address the full spectrum of new challenges to national and international security.
- Maintain resident experts on all of the world's major geographical regions.
- Develop new methods of governance for the global age.

Research Programs –

- Eastern Europe Project - Engaged in issues related to the political and policy transformation in several parts of the region, including the process of democratization and reconstruction in Croatia, Macedonia, Montenegro, and Kosovo. Additionally, conducts ongoing analysis of the political and security impact on the region of both NATO and European Union enlargement.
- Europe Program - Interprets developments in Europe from the perspectives of both the countries in the region and the institutions to which they belong, particularly the European Union and NATO.
- Global Aging Initiative (GAI) - Explores the economic, financial, political, and global security implications of societal aging in the advanced industrial nations. The GAI seeks to foster coordination of fiscal, savings, and financial market policies to respond to the anticipated demographic shock of global aging.
- International Security Program (ISP) - Emphasizes homeland defense, security challenges, and global hotspots with an emphasis on Taiwan and Korea, the nuclear threat, and re-thinking alliances and partnerships in the twenty-first century.
- Islamic Studies - Analyzes the interaction between Islam and other social, economic, political, and cultural forces as well as its consequences both for the internal evolution of Muslim countries and for their external relations. The program also monitors and analyzes the evolution of Muslim communities in Europe and the United States.
- Middle East Program - Focuses on U.S. interests in the region, with particular attention to the Arab-Israeli peace process, threats to stability, energy, demographic, and economic issues.
- Export Controls - Currently carrying out a comprehensive analysis of how the United States should reform its export control regime for military equipment. The objective

of this effort is to reassess the current export control framework and generate innovative changes in policies and procedures consistent with the realities of the twenty-first century environment

- Pacific Forum - The Forum's work is to help stimulate cooperative policies in the Asia Pacific region through debate and analyses undertaken with the region's leaders in the academic, government, and corporate arenas. The Forum's programs encompass current and emerging political, security, economic/business, and ocean policy issues. It collaborates with a network of more than 30 research institutes around the Pacific Rim, drawing on Asian perspectives and disseminating its projects' findings and recommendations to opinion leaders, governments, and populations throughout the region.
- Russia and Eurasia Program - Provides timely information and analysis on political, economic, and security developments in the former Soviet Union.
- Seven Revolutions Project - Identifies and analyzes the issues that leaders will face in the year 2025. This project assesses trends in seven areas of revolutionary change: demographics, resource management, technology innovation and diffusion, development and distribution of knowledge, the acceleration of globalization, and the challenge of governance.
- South Asia Program – Addresses issues that will shape regional relations and affect the region's ties to the United States over the next two decades.
- Technology and Public Policy - Working to identify innovative approaches to national and international governance that reflect technological change, anticipate the resultant social, economic and policy challenges, and provide policy recommendations and solutions.
- Global Organized Crime (GOC) Project - Assessing the breadth, depth, and impact of transnational threats, including crime, terrorism, information warfare, and the proliferation of weapons of mass destruction.
- Turkey Project - Focuses exclusively on Turkey to develop a clearer understanding of Turkey in the policy and corporate community by focusing on Turkish foreign, economic, and security policy as well as the country's domestic political situation.

Education Programs –

- Abshire-Inamori Leadership Academy - advances the idea of value-based leadership among individuals, within institutions, across borders, and between generations to provide opportunities for aspiring and experienced leaders alike to explore and practice the art of leadership.
- Conferences - convenes 700-800 meetings, seminars, and conferences each year in Washington and throughout the world.
- Internet - Maintains a World Wide Web site at <http://www.csis.org/>.
- Media. CSIS generates thousands of media appearances, articles, and background contacts annually.
- Publications - Publications include the *Washington Quarterly*, *The Washington Papers*; books published through the Significant Issues Series; CSIS Panel Reports and CSIS Reports; books co published with commercial and university presses, and a variety of newsletters and periodicals, including *Briefing Notes on Islam, Society, and Politics*; *Canada Focus*; *China Economic Outlook*; *Euro-Focus*; *Issues in*

International Political Economy; The Russian Economy; South Asia Monitor; Turkey Update, and the CSIS Watch.

Reference and Contact Information –

CSIS

1800 K Street, NW

Suite 400

Washington, DC 20006

202-887-0200

<http://www.csis.org/>

CHEMICAL AND BIOLOGICAL ARMS CONTROL INSTITUTE (CBACI)

Collaborations -

None relevant to the National Security Institute concept.

Mission –

A private, nonprofit, nonpartisan policy research organization established to address challenges to global security and stability in the early 21st century, with a special, but not exclusive focus on the elimination of chemical and biological weapons.

- Fosters an innovative program of research, analysis, technical support, training, and education.
- Promotes a strategic approach to contemporary national security challenges that fosters the translation of ideas into action.

Research Programs –

Research programs are designed to alert leaders in government, industry, the media, and the scientific community to problems before they become crises, to challenge conventional wisdom in light of new realities, and to promote the integration of diverse perspectives into decision options that effectively balance competing interests. Programs include:

- Government Support
- Trade and Technology Issues - Addresses a range of issues with important implications for the development and dissemination of high technology, issues critically important to international competitiveness and global security.
- Treaty Issues - A program of briefings and on-going support for government officials charged with fulfilling the implementation of new arms control measures.

Assistance can cover:

- Chemical Weapons Convention (CWC)
- National Authority Preparation Assistance (including Establishment and Operation)
- Clarification of complex treaty provisions
- Obligations of State Parties
- Relationships between the CWC and other arms control agreements
- Facility declarations and reporting forms and systems
- Targeting affected industry
- Outreach programs for industry
- National procedures and guidelines for hosting OPCW inspection teams
- Conduct of inspections by an international inspection team
- Developing and negotiating facility agreements
- Demilitarization of old and abandoned CW stocks
- Domestic legislation, implementing regulations and procedures and other requirements under the CWC
- Development of training programs and materials
- Development of trial inspection programs
- Development of "Tiger Team" international inspection readiness program

- Development of informational materials for industry, media, parliament, and the public
- Development of Institute advisory role in national CWC implementation effort
- Bacteriological (Biological) and Toxin Weapons Convention - Analysis of relevance to industry and government of key negotiating positions, scope potentially affected industries, national labs, and other government facilities or programs, conduct domestic outreach programs to educate industry on their possible responsibilities under the evolving BWC protocol, and develop an industry/government partnership program.
- Facing the Threat of Non-State Actors - Help governments initiate programs to manage the possibility of a terrorist episode employing chemical or biological weapons.
- Industry Support - Assistance to industry in preparation for industry's role in support of new arms control agreements like the CWC and BWC and provide means of coping with the challenges including:
 - Briefings and workshops for all levels of the company on critical elements of the CWC and their possible impact on operations.
 - Vulnerability assessments, to identify liabilities and offer options for protecting confidential business information.
 - Counseling and training, on proper data management and the intricacies of CWC data reporting; as well as compliance audits.
 - Mock inspections, to prepare on-site personnel.
 - Facility agreement negotiations, to ensure that all forms of legal protection are recognized.

Education Programs –

- Training modules for the Cooperative Monitoring Center (CMC) of Sandia National Laboratories on "Chemical Weapons and Arms Control" and "Biological Weapons and Arms Control."
- Corporate Associates Program
- Seminars and conferences

Outreach Programs -

- Publications

Reference and Contact Information –

Chemical and Biological Arms Control Institute
1747 Pennsylvania Avenue, NW · Seventh Floor
Washington, DC 20006
202-296-3550
<http://www.cbaci.org/cbaci/index.html>

COLLEGE OF NAVAL COMMAND AND STAFF

Collaborations –

College of Naval Warfare
Naval Command College
Naval Staff College
College of Distance Education
Center for Naval Warfare Studies
Office of Naval Intelligence Detachment

Mission –

The College of Naval Command and Staff is a multidisciplinary program designed for U.S. Naval and Coast Guard officers in the grade of lieutenant commander, U.S. Marine Corps, Army, and Air Force officers in the grade of major, and civilians of equivalent seniority from various Federal agencies. This intermediate level service college course provides an initial opportunity for professional military education wherein students prepare for increased responsibilities as commanders/lieutenant colonels and as junior captains/colonels.

Research Programs –

- Center for Naval Warfare Studies - A government-funded research staff organized into six departments within the Center: Strategic Research, War Gaming, Advanced Research, Oceans Law and Policy, Naval War College Press, Decision Strategies Department, as well as a detachment of the Office of Naval Intelligence. The Center also provides support to the Strategic Studies Group, an independent organization which receives its tasking from and reports directly to the Chief of Naval Operations.
- Strategic Research Department - Produces studies, research reports, and briefings formulated in accordance with traditional research methods and standards. Some projects are internally generated, while others are written in response to requests from Navy and Marine Corps officials, including the Chief of Naval Operations, or from operational commanders including unified commanders-in-chief. Issues covered include the maritime component of the national strategy, military operations, national security policy, the impact of political and other changes on U.S. overseas basing, the impact of global changes on the formulation of maritime strategies, and options for maritime support of United Nations sponsored activities.
- Warfare Analysis and Research Department Assists senior decision- makers of the Department of the Navy and other governmental agencies in reaching informed, objective decisions on strategic, operational, and programmatic issues by integrating research and analyses with advanced decision support tools and methods in a collaborative environment. The Department operates a state-of-the-art Decision Support Center (DSC) with stations for up to 38 participants and the capability to conduct distributed decision-making through video-teleconferencing and computer networks.
- War Gaming Department - War games are used for generating, testing, and debating strategic and operational concepts, and for exercising military and civilian decision makers in maritime and joint warfare. The War Gaming Department conducts

approximately 50 games yearly in support of internal College needs and externally generated requests from various branches of the Defense and Navy departments, operational commands and civilian agencies, including the Office of the Vice President of the United States, the Joint Chiefs of Staff, and the Secretary of the Navy.

- International Law Department A source of analytical support to the Department of the Navy and the Department of Defense on broad oceans law and policy issues arising in the interagency arena, often responding to specific taskings generated by the Chief of Naval Operations, the Commandant of the Marine Corps, the Judge Advocate General, and fleet commanders-in-chief.
- Strategic Studies Group - Consists of U.S. Naval, U.S. Marine Corps, and U.S. Coast Guard officers selected by the Chief of Naval Operations and the Commandants of the Marine Corps and Coast Guard. Each SSG takes up a year's residency at the College to concentrate on an issue of special interest to the Chief of Naval Operations.

Education Programs –

- College of Naval Command and Staff - Students pursue studies in each of the Naval War College's three core subject areas: Strategy and Policy, Joint Maritime Operations, and National Security Decision Making. The curriculum is essentially the same as that of the more senior students enrolled in the College of Naval Warfare but individual courses are tailored to the experience level and career needs of the College of Naval Command and Staffs mid-grade officers. Each student in the College of Naval Command and Staff is also required to enroll in one Elective Program course of his or her choice per trimester. A limited number of students may, with selection committee approval, forego up to one trimester of the core curriculum to participate in the Center for Naval Warfare Studies' Advanced Research Program.
- College of Naval Warfare - Senior-level resident school attended by senior-grade officers from all five U.S. military services and civilians from a number of U.S. government agencies.
- Naval Command College - Senior-level resident international school attended by senior-grade naval officers from about thirty-five nations each year.
- Naval Staff College—Intermediate-level resident international school attended by mid-grade naval officers from about thirty-two nations per class.
- College of Distance Education— Intermediate-level nonresident school intended to extend the Naval War College program to U.S. officers and eligible civilian employees of the Department of Defense who are unable to attend resident courses. Two academic programs, designed to parallel to the maximum degree possible the resident College of Naval Command and Staff, have been established: a Nonresident Seminar Program and a Command and Staff Correspondence Program.
- Advanced Research Program - Provides exceptional students in the College of Naval Warfare and College of Naval Command and Staff an opportunity to engage in funded research on a full-time basis for a trimester in lieu of taking one of the Naval War College's three core curriculum courses. Each student selected to participate in the program writes a graded, thesis-quality paper on a subject of his or her choice, under the guidance of a faculty member or member of the professional research staff.

The topic and approach are approved by the President of the College upon the recommendation of an Advanced Research Council consisting of the Provost, the Dean of Deputy Dean of Naval Warfare Studies, the Director of the Advanced Research Program, and members of the College's resident faculty.

- Mahan Scholars Program - Provides an enhanced educational experience for a select group of students attending the Naval War College and fosters critical and innovating thinking on strategic issues of current or future importance for the Navy. Up to seven students are chosen each year to participate in the program from students resident at the Naval War College.

Outreach Programs –

- Strategic Research Department - Hosts, administers, and participates in a number of conferences, meetings and workshops, some with foreign navies.
- Faculty Enrichment Program - Brings a variety of notable speakers to the College to address current national policy or strategy issues.
- Annual RADM Charles M. Cooke Conference - This conference brings together fleet planners from major U.S. naval and joint commands to discuss strategy and security issues.
- Naval War College Press - Publishes the Naval War College Review which focuses on politico-military, strategic, and operational matters. The NWC Press also publishes the Newport Papers and full length books.

Reference and Contact Information –

Naval War College
686 Cushing Road
Newport RI 02841-1207
401-841-6595
<http://www.nwc.navy.mil/defaultf.htm>

COLLEGE OF NAVAL WARFARE

Collaborations –

Naval Command College
Naval Staff College
College of Distance Education
Center for Naval Warfare Studies
Office of Naval Intelligence Detachment

Mission –

The College of Naval Warfare is a multidisciplinary program designed for U.S. Naval and Coast Guard officers in the grades of captain or commander, U.S. Marine Corps, Army and Air Force officers in the grades of colonel or lieutenant colonel and civilians of equivalent seniority from various Federal agencies. This senior level professional military education program provides students with executive-level preparation for higher responsibilities as senior captains/colonels and flag/general officers.

Research Programs –

- Center for Naval Warfare Studies - A government-funded research staff organized into six departments within the Center: Strategic Research, War Gaming, Advanced Research, Oceans Law and Policy, Naval War College Press, Decision Strategies Department, as well as a detachment of the Office of Naval Intelligence. The Center also provides support to the Strategic Studies Group, an independent organization which receives its tasking from and reports directly to the Chief of Naval Operations.
- Strategic Research Department - Produces studies, research reports, and briefings formulated in accordance with traditional research methods and standards. Some projects are internally generated, while others are written in response to requests from Navy and Marine Corps officials, including the Chief of Naval Operations, or from operational commanders including unified commanders-in-chief. Issues covered include the maritime component of the national strategy, military operations, national security policy, the impact of political and other changes on U.S. overseas basing, the impact of global changes on the formulation of maritime strategies, and options for maritime support of United Nations sponsored activities.
- Warfare Analysis and Research Department Assists senior decision- makers of the Department of the Navy and other governmental agencies in reaching informed, objective decisions on strategic, operational, and programmatic issues by integrating research and analyses with advanced decision support tools and methods in a collaborative environment. The Department operates a state-of-the-art Decision Support Center (DSC) with stations for up to 38 participants and the capability to conduct distributed decision-making through video-teleconferencing and computer networks. War Gaming Department - War games are used for generating, testing, and debating strategic and operational concepts, and for exercising military and civilian decision makers in maritime and joint warfare. The War Gaming Department conducts approximately 50 games yearly in support of internal College needs and externally generated requests from various branches of the Defense and Navy departments, operational commands and civilian agencies, including the Office of the

Vice President of the United States, the Joint Chiefs of Staff, and the Secretary of the Navy.

- International Law Department A source of analytical support to the Department of the Navy and the Department of Defense on broad oceans law and policy issues arising in the interagency arena, often responding to specific taskings generated by the Chief of Naval Operations, the Commandant of the Marine Corps, the Judge Advocate General, and fleet commanders-in-chief.
- Strategic Studies Group - Consists of U.S. Naval, U.S. Marine Corps, and U.S. Coast Guard officers selected by the Chief of Naval Operations and the Commandants of the Marine Corps and Coast Guard. Each SSG takes up a year's residency at the College to concentrate on an issue of special interest to the Chief of Naval Operations.

Education Programs –

- College of Naval Warfare - Senior-level resident school attended by senior-grade officers from all five U.S. military services and civilians from a number of U.S. government agencies. Students pursue studies in each of the Naval War College's three core subject areas: National Security Decision Making, Policy and Strategy, and joint Military Operations. During the first two of these trimesters, College of Naval Warfare students will be joined in lectures and in seminars by international students of the Naval Command College. Each College of Naval Warfare student is also required to enroll in one Elective Program course of his or her choice per trimester. A limited number of students in each class may, with selection committee approval, forego up to one trimester of the core curriculum to participate in the Center for Naval Warfare Studies' Advanced Research Program. Naval Command College - Senior-level resident international school attended by senior-grade naval officers from about thirty-five nations each year.
- Naval Staff College—Intermediate-level resident international school attended by mid-grade naval officers from about thirty-two nations per class.
- College of Distance Education— Intermediate-level nonresident school intended to extend the Naval War College program to U.S. officers and eligible civilian employees of the Department of Defense who are unable to attend resident courses. Two academic programs, designed to parallel to the maximum degree possible the resident College of Naval Command and Staff, have been established: a Nonresident Seminar Program and a Command and Staff Correspondence Program.
- Advanced Research Program - Provides exceptional students in the College of Naval Warfare and College of Naval Command and Staff an opportunity to engage in funded research on a full-time basis for a trimester in lieu of taking one of the Naval War College's three core curriculum courses. Each student selected to participate in the program writes a graded, thesis-quality paper on a subject of his or her choice, under the guidance of a faculty member or member of the professional research staff. The topic and approach are approved by the President of the College upon the recommendation of an Advanced Research Council consisting of the Provost, the Dean of Deputy Dean of Naval Warfare Studies, the Director of the Advanced Research Program, and members of the College's resident faculty.

- Mahan Scholars Program - Provides an enhanced educational experience for a select group of students attending the Naval War College and fosters critical and innovating thinking on strategic issues of current or future importance for the Navy. Up to seven students are chosen each year to participate in the program from students resident at the Naval War College.

Outreach Programs –

- Strategic Research Department - Hosts, administers, and participates in a number of conferences, meetings and workshops, some with foreign navies.
- Faculty Enrichment Program - Brings a variety of notable speakers to the College to address current national policy or strategy issues.
- Annual RADM Charles M. Cooke Conference - This conference brings together fleet planners from major U.S. naval and joint commands to discuss strategy and security issues.
- Naval War College Press - Publishes the Naval War College Review which focuses on politico-military, strategic, and operational matters. The NWC Press also publishes the Newport Papers and full length books.

Reference and Contact Information –

Naval War College
686 Cushing Road
Newport RI 02841-1207
401-841-6595
<http://www.nwc.navy.mil/defaultf.htm>

Conflict Research Consortium

Collaborations –

The consortium is a multidisciplinary program of research, teaching, and application privately financed.

Mission –

Focused on finding more constructive ways of addressing difficult, long-term, and intractable conflicts, and getting that information to the people involved in these conflicts so that they can approach them in a more constructive way. A joint university-community program, the Consortium unites researchers, educators, and practitioners from many fields for the purposes of theory building, testing, disseminating, and applying new conflict management techniques. These efforts are designed to lead to an improved understanding of conflict dynamics, along with better methods for confronting and managing intractable conflicts and reaching good decisions. Objectives include:

- Collection and synthesis of information that contributes to the development and expansion of the collective conflict knowledge base.
- Taking the information collected from parties, practitioners, and scholars, and using it to improve the understanding of the nature of intractable conflicts.
- Using the information collected to enhance the understanding of the nature of intractable conflicts and to develop a theoretical framework and set of practical techniques, which can be used by all types of parties (disputants, third parties, decision makers, and bystanders) to deal with difficult or intractable conflicts in more constructive ways.
- Development an information management system that makes all of the information collected findable and usable for the Consortium and others.
- Provide intermediaries and parties with affordable access to information that directly addresses their specific needs. In addition to providing information to disputants and professional intermediaries, the goal is to reach decision makers, the media, religious leaders, law enforcement officers, and other people involved in or affected by intractable conflicts.

Research Programs -

- Civil Rights Mediator Oral History Project – This project was performed under a grant to obtain oral histories from mediators from the U.S. Community Relations Service (CRS) in order to document, and make available on the Internet, what they did and how they did it when they responded to volatile civil rights conflicts.
- Silver County Environmental Framing Simulation – Developed an online training program to disseminate insights gleaned from an inquiry into intractable environmental conflicts. The training program is designed to introduce "framing" as a method of understanding and mitigating social policy conflicts surrounding sensitive environmental issues.
- International Online Training Program on Intractable Conflict - Developed a website to provide materials designed to help people better deal with difficult, long-lasting, and resolution-resistant conflicts. Some of the materials discuss the nature of conflicts and conflict processes, and what conflict theory reveals about ways conflicts can be

most constructively approached. Other materials discuss typical conflict problems and potential solutions.

Education Programs –

- International Online Training Program on Intractable Conflicts - Focused around 100 short descriptions of common conflict problems with 200 possible solutions and 300 examples. The contents of the OTPIC program are free for public use. Students may also choose to complete a formalized course of online study for university credit or a certificate of completion.

Outreach Programs -

- CRInfo: The Conflict Resolution Information Source is a free service, offering a keyword-coded catalog of over 20,000 Web, print, organizational, and other conflict resolution-related resources.
- Transformative Approaches to Conflict site provides a free online overview of the many different types of transformative processes. It was created as part of a project to disseminate and extend the pioneering ideas embodied in Bush and Folger's *Promise of Mediation*

Reference and Contact Information –

Conflict Research Consortium
University of Colorado
Campus Box 580
Boulder, CO 80309
303-492-1635
<http://conflict.colorado.edu/>

COUNCIL ON FOREIGN RELATIONS

Collaborations –

Independent, national membership organization

Mission –

A nonpartisan center for scholars dedicated to producing and disseminating ideas so that individual and corporate members, policymakers, journalists, students, and interested citizens in the United States and other countries, can better understand the world and the foreign policy choices facing the United States and other governments.

- Headquartered in New York with an office in Washington, DC
- Convenes meetings in New York, Washington and other select American cities where senior government officials, global leaders, and prominent thinkers come together with Council members to debate and discuss major foreign policy issues

Research Programs –

- Sponsors independent task forces whose reports help set the public foreign policy agenda

Education Programs –

- Conducts a wide-ranging studies program where Council fellows produce articles and books that analyze foreign policy issues and make concrete policy recommendations.
- Maintains a diverse membership, including special programs to foster interest and expertise in the next generation of foreign policy leaders.

Outreach Programs –

- *Foreign Affair* - A journal covering international affairs and U.S. foreign policy.
- Provides up-to-date information about the world and U.S. foreign policy on the Council's website, www.cfr.org.

Reference and Contact Information –

Council on Foreign Relations

1779 Massachusetts

Avenue, N.W.

Washington, DC 20036

202-518-3400

<http://www.cfr.org/>

DEFENSE LANGUAGE INSTITUTE

Collaborations –

National Foreign Language Institute at the University of Maryland
National Security education Program
National Flagship Language Initiative
National Defense University
Federal Bureau of Investigation
Drug Enforcement Agency
Law Enforcement Agencies
National Aeronautics and Space Administration
U.S. Border Patrol.

Mission –

Provides foreign language instruction in support of national security requirements; to support and evaluate command language programs worldwide; to conduct academic research into the language learning process; and to administer a worldwide, standard test and evaluation system.

Research Programs –

- Supports and evaluates command language programs.
- Conducts academic research into the language learning process.

Education Programs –

- Asian School I - Conducts resident Chinese (Mandarin), Japanese, Vietnamese, Tagalog, and Thai language instruction for the four military services and US Coast Guard. Intermediate, Advanced, Sustainment, and Refresher are courses taught under the supervision of the Continuing Education branch of DLIFLC, located at Ft. Ord, Seaside, CA.
- Asian Schools II and III - Conduct resident Korean language instruction to assigned military personnel of the four military services and the US Coast Guard. Asian School II conducts resident foreign language training while Intermediate, Advanced, Sustainment, and Refresher courses are taught under the supervision of the Continuing Education branch of DLIFLC, located at Ft. Ord, Seaside, CA.
- Russian School - Conducts resident Russian language instruction to assigned military personnel of the four military services.
- Multilanguage School – Conducts resident Russian, Persian-Farsi, Turkish, Hebrew, Serbian & Croatian, French, Italian, Portuguese, and German language instruction to assigned military personnel of the four military services and the US Coast Guard.
- Middle East Schools I and II (ME1 and ME2)– Conduct resident Modern Standard Arabic (MSA) language instruction to assigned military personnel from both the Cryptological Training System (CTS) and the General Intelligence Training System (GITS) of the four military services. ME1 and ME2 also teach languages to civilian students from the Department of Defense and from other U.S. government agencies such as the Federal Bureau of Investigation.

- European and Latin American (ELA) School - Teaches resident Spanish and Russian to the four military services and Coast Guard. ELA also teaches languages to civilian students from the Department of Defense and from other U.S. government agencies such as the Federal Bureau of Investigation. The school also trains employees of the Federal Bureau of Investigation and the Law Enforcement Agency. ELA conducts resident foreign language training in Spanish for the duration of 25 weeks. The length of the Russian resident program is 47 weeks.
- Operation Enduring Freedom Task Force (OEFTF) - Establishes strategic capabilities in new, low-density languages in support of the Global War on Terrorism. This consists of establishing resident programs for language instruction, testing, and creating Language Survival Kits (LSKs), and performing special translation projects." The Defense Language Institute Foreign Language Center (DLIFLC) set up the OEFTF after September 11, 2001 in response to Department of Defense needs for language capability in certain less-commonly taught languages. The OEFTF first began teaching Persian-Afghan (Dari), Pashto-Afghan, and Uzbek. Since then, the number of languages taught has expanded to Georgian, Kurdish, Armenian, Baluchi, Chechen, Hindi, Urdu, Ilocano, Indonesian, and Javanese. The OEFTF also serves as DLIFLC's quick-response language team, which provides solutions to current and emerging mission needs for the Global War on Terrorism.
- Intermediate, Advanced, Sustainment, and Refresher courses are taught under the supervision of the Continuing Education branch at DLIFLC, located at Ft. Ord, Seaside CA.

Outreach Programs –

- LingNet web site - A service provided by the Defense Language Institute Foreign Language Center. LingNet hosts materials developed at DLI by the Curriculum Development Division. These include the "Countries in Perspective" series and the Global Language Online Support System (GLOSS). The LingNet web site also hosts materials developed by other government and Department of Defense agencies.
- Language Day – An annual open house for high school students. It features cultural displays and activities, ethnic foods and entertainment.
- Uses satellite network to sustain linguists in the field on a 24-hour per day basis through two-way visual and audio inter-action with teachers for U.S. personnel who cannot leave their jobs to attend classes full time. About 10,000 hours are broadcast to military bases each year in several languages.

Reference and Contact Information –

Defense Language Institute
Foreign Language Center
1759 Lewis Rd. Ste. 142
Presidio of Monterey
Monterey, CA 93944
(831) 242-5104
<http://www.dliflc.edu/>

ERNEST ORLANDO LAWRENCE BERKELEY NATIONAL LABORATORY

Collaborations -

- University of California, Berkeley, CA.
- Department of Energy.

Mission -

- Fundamental and applied research in the energy sciences including advanced materials research, chemical sciences, earth sciences, fossil, fusion, and nuclear energy research, and conservation and renewable energy research.
- Basic research in the general sciences including nuclear physics, high energy physics, and astrophysics, as well as accelerator and advanced detector research and development; life and environmental sciences research in the genetics, structures and function of biological systems, biomedical applications, and the characterization and improvement of the environment.
- Maintenance of a strong multi-disciplinary, scientific and engineering, computational and information sciences base responsive to scientific issues of national importance.
- Development and operation of unique national experimental facilities for use by qualified investigators.
- Advancement of science, mathematics, and engineering education.
- Performance of technology transfer and work for others including programs designed to enhance national competitiveness in the global economy; and management and operation of the Laboratory facilities and site.

Research Programs –

- Accelerator and fusion research
- Advanced light source
- Chemical sciences
- Computational research
- Computing science
- Information technology and services
- Humane genome project

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

Contractors may perform work at the Laboratory for other Federal and non-federal entities provided the work is not funded by Department of Energy (DOE) appropriations, as authorized by the Contracting Officer. The work shall be consistent with, or complementary to, the missions of the facility, and provided the work does not place the facility in direct competition with the domestic private sector.

Reference and Contact Information -

Lawrence Berkeley National Lab

1 Cyclotron Road

Berkeley, CA 94720

510-486-4000

<http://www.lbl.gov/>

FERMI NATIONAL ACCELERATOR LABORATORY

Collaborations -

- Universities Research Association, Inc., Batavia, IL
- Department of Energy

Mission -

- The conduct of basic research in the field of high-energy physics and related disciplines involving fundamental studies and theoretical and experimental investigations which are of interest to the Department of Energy's programs.
- Operation, maintenance, and upgrade of existing Laboratory facilities (including the accelerator complex, ancillary support facilities, and experimental areas) for basic research. This may also include the development of new experimental techniques, and the design, development, and fabrication of instruments, equipment, and facilities for carrying out such studies and investigations.

Research Programs -

- High-energy physics research
- Builds and operates the accelerators, detectors and other facilities that physicists need in high-energy physics research including the Tevatron particle accelerator and collider.
- Particle physics research

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

The Laboratory is encouraged to:

- Cooperate with academic and nonprofit research institutions.
- Seek out opportunities to enhance technology transfer applications to support the nation's technological competitiveness.
- Develop and implement initiatives, in concert with private industry, universities and other Federal agencies and laboratories that apply the Laboratory's scientific and technical capabilities towards meeting national needs.

Reference and Contact Information –

Fermilab
P.O. Box 500
Batavia, IL 60510-0500
630-840-3000
<http://www.fnal.gov/>

FOREIGN POLICY RESEARCH INSTITUTE

Collaborations –

Independent, non-profit organization

Mission –

Advanced research and public education on international affairs.

Research Programs –

Relevant research areas:

- Center on Terrorism, Counter-terrorism, and Homeland Security – Structure and organization of the international terrorist network, ways public and private sector organizations can implement counter-terrorism measures, and prevention and mitigation of terrorist attacks.
- Center for the Study of America and the West – Relevance and justness of western culture and the impact on western relations with the rest of the world.
- Asia Program – Strategic interests of major players, implications for Taiwan and the Koreans, and impact of the post 9/11 environment.
- Program on National Security – Military strategy for conducting the war on terrorism, forces and weapons platforms necessary to undertake the current conflict while also hedging against other threats, U.S. force transformation, and use of U.S. forces to defend the homeland while maintaining forward presence and operations.
- Ethnic Conflict Program - Methodologies, diagnostic tools and models for ethnic conflict resolution.

Education Programs –

- Global Classroom and the History Academy for secondary school teachers
- FPRI E-notes are reprinted for courses of instruction at the Naval War College, Army War College, Army Command and General Staff College, and the National War College.
- Lecture series:
 - Monthly public lecture series
 - Robert Strausz-Hupe Lectures
 - Cynthia P. Robinson memorial Lecture in World Affairs
 - Templeton Lecture in Religion and World Affairs
 - Bobby Hall Luxenberg Memorial Lecture on Japan
 - Perlmutter Lecture on Ethnic Conflict
- Offers about 20 internships per year to college students

Publications –

- *Orbis* - A quarterly journal of world affairs that presents recent foreign policy research and debate.
- Books from research center work.
- Variety of research bulletins.

Reference and Contact Information –

Foreign Policy Research Institute

1528 Walnut St, Ste 610

Philadelphia, PA 19102

215-732-3774

<http://www.fpri.org/>

FOREIGN SERVICE INSTITUTE

Collaborations –

Department of State

Department of Defense

Federal Agencies with requirements for assigning personnel overseas

Mission –

The Foreign Service Institute is the Federal Government's primary training institution for officers and support personnel of the U.S. foreign affairs community, preparing American diplomats and other professionals to advance U.S. foreign affairs interests overseas and in Washington.

Research Programs –

None relevant to the National Security Institute concept.

Education Programs –

- Provides about 450 courses and instruction in 70 foreign languages to about 50,000 enrollees a year from the State Department and 40 other government agencies and the military service branches.
- Programs include training for the professional development of Foreign Service administrative, consular, economic/commercial, political, and public diplomacy officers; for specialists in the fields of information management, office management, security, and medical practitioners and nurses; for Foreign Service Nationals who work at U.S. posts around the world; and for Civil Service employees of the State Department and other agencies.
- Courses range in length from a half-day to 2 years and are structured to promote successful performance in each professional assignment, to ease the adjustment to other countries and cultures, and to enhance the leadership and management capabilities of the U.S. foreign affairs community.
- Other courses and services help family members prepare for the demands of a mobile lifestyle and living abroad.

Outreach Programs –

- Private Sector Security Overseas Seminar (PSOS) is 2-day course offered 2-3 times a year, and is made available through the Overseas Security Advisory Council (OSAC) to make security awareness training available to U.S. private business members that operate overseas. Safety Abroad for Families and Employees" (SAFE) is a 4-day training program designed for employees, other than State Department Foreign Service employees, who have never worked in an embassy abroad. The program includes the content of two FSI courses: "Working in an Embassy" and "Security Overseas Seminar." PSOS and SAFE are provided to non-State employees on a reimbursable basis.

Reference and Contact Information –

U.S. Department of State
2201 C Street NW
Washington, DC 20520
202-647-4000
<http://www.state.gov/m/fsi/>

FRIEDRICH EBERT FOUNDATION

Collaborations –

In pursuing its mission to promote a transatlantic dialogue, the Washington Office of the Friedrich Ebert Foundation supports primarily joint programs with American and Canadian partner organizations, universities, think tanks and the media.

Mission –

A non-profit German political foundation committed to the advancement of public policy issues in the spirit of the basic values of social democracy through education, research, and international cooperation. The foundation is headquartered in Bonn and Berlin, was founded in 1925, and is named after Friedrich Ebert, a founding father of the Weimar Republic, Germany's first democracy after World War I. The Foundation has six adult education centers and 12 regional offices throughout Germany, maintains branch offices in over 90 countries and carries out activities in more than 100 countries. The mission of the Washington Office of the Friedrich Ebert Foundation is to contribute to and promote transatlantic dialogue focusing on current political, economic and social developments and challenges in Europe and the United States.

Research Programs –

Research is not the primary focus of the Foundation. Rather, the Foundation promotes education through dialogue.

Education Programs -

- Political dialogue on foreign and domestic policy issues, security policy and strategy affecting international organizations such as the UN and regional alliances such as NATO, the EU and the OSCE as well as public attitudes both in Europe and the United States.
- Economic dialogue on issues such as globalization, national and international economic trends and economic and social reform, including a transatlantic dialogue on development policy and North-South relations.
- Trade union dialogue on national and international challenges for trade unions in Europe and the United States, and as a result of growing economic interdependence and global competition.
- German-Jewish dialogue on Jewish life and civilization in Germany and Europe, relations with Israel and Middle East policy, and social and political developments including the threat of growing anti-Semitism in Europe.
- German-American women's dialogue on challenges for women in social, economic and political leadership positions, and women's movements on both sides of the Atlantic.

Outreach Programs –

- Public programs of the Washington Office of the Friedrich Ebert Foundation include conferences, workshops and seminars in an effort to provide a platform for debate on major public policy issues. The Washington Office also offers visitor programs in Germany and the United States for high-level policymakers and experts.

- Publishes the book series, International Political Currents, on major international political, economic and social issues such as globalization, multiculturalism, global civil society institutions and the international role of Germany, and occasional papers on a broad variety of political, economic, and social topics and developments in Europe.
- News information services:
 - AMERICA-ALERT primarily for a German audience on recent political and economic developments in the United States.
 - FES-ALERT on German Political Currents, primarily for an American audience on recent political and economic developments in Germany and Europe.

Reference and Contact Information –

Friedrich Ebert Foundation
1023 15th Street, NW
Suite 801
Washington, DC 20005
202-408-5444
<http://www.fesdc.org/>

HENRY L. STIMSON CENTER

Collaborations –

Independent, nonprofit, nonpartisan institution

Mission –

Conduct independent, creative, anticipatory, and integrative analysis devoted to enhancing international peace and security

Research Programs –

- Current Projects –
 - Reducing the Threat of Weapons of Mass Destruction
 - Chemical and Biological Weapons Nonproliferation
 - Space Security Project
 - U.S. Nuclear Posture
 - Building Regional Security
 - East Asia
 - Stimson Center Fellowship in China
 - South Asia
 - Southwest Asia
 - Strengthening Institutions for International Peace and Security
 - Future of Peace Operations
 - Security for a New Century
 - Linking Trade, Technology, and Security
 - Foreign High-Tech R&D in China
 - Multilateral and Domestic Export Control Reform
- Some past projects - Naval Arms Control (1989)/Verification of Multilateral Arms Control Agreements (1990)/Impact of Declining Defense Expenditures (1990)/Politics of Treaty Ratification (1990)/United Nations Peacekeeping (1990)/Roles and Missions of the U.S. Armed Forces in the 21st Century (1991)/Confidence-Building Measures for the Korean Peninsula (1991)/Multilateral Arms Transfer Guidelines for the Middle East (1991)/U.S. Arms Control and Disarmament Agency (1991)/Arms Control in the Middle East (1991)/U.S. Interests and the Future of the Multilateral Export Control Policy (1991)/International Center for Support of the Chemical Weapons Convention (1992)/The United Nations and U.S. Foreign Policy (1993)/Training for Peacekeeping: Alternative Means of Strengthening Current Standards (1993)/Campaign for the Non-Proliferation Treaty (1993)/Eliminating Weapons of Mass Destruction (1994)/Foreign Policy Project (1995)/Coalition to Reduce Nuclear Dangers (1996)/Committee on Nuclear Policy (1997)/Advocacy of U.S. Interests Abroad (1997)/Reducing Nuclear Dangers, Building Cooperative Security (1999)/New Nuclear Directions Dialogue/Transatlantic Dialogue on China

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- Occasional papers
- Reports, handbooks, and books

Reference and Contact Information –

The Henry L. Stimson Center

11 DuPont Circle

Suite 900

Washington, DC 20036

202-223-5956

<http://www.stimson.org/home.cfm>

HOMELAND SECURITY CENTER FOR BEHAVIORAL AND SOCIAL ASPECTS OF TERRORISM AND COUNTER-TERRORISM

Collaborations -

- Sponsored by Department of Homeland Security, Science and Technology Directorate, Office of University Programs
- Newest Homeland Security Center of Excellence
- Awarded to the University of Maryland in January 2005. Major partners include:
 - University of California at Los Angeles
 - University of Colorado
 - Monterey Institute of International Studies
 - University of Pennsylvania
 - University of South Carolina

Mission –

- Focus academic and policy experts on the international and domestic dimensions of the sources of terrorism, responses to terrorist acts, psychological impact of terrorism on society, and improving the public's preparation and response.
- Develop strategies and improve counteractions through understanding terrorist's intent and motivation.

Research Programs – Following areas are based on the DHS BAA that requested proposals from academia:

- Individual and social factors in persuasion and recruitment for participation in terrorist activities and development of intervention strategies involving:
 - Nationalist, fundamentalist, millennial, criminal and revivalism movements.
 - Charismatic leaders and followers.
 - Individual and social identity.
 - The impact of globalization, education, economic and political factors; and the impact of the media (including the internet).
- Individual and Group Behaviors and Dynamics including:
 - Characterization and analysis of sociological and behavioral functions affecting the group and its members.
 - Communication within and across terrorist networks.
 - Analyses of collective behaviors.
 - Analysis of gate-keeping dynamics and multi-network membership roles.
 - Sensitivities and dependencies of networks to contextual and historical variables.
 - Understanding interactions with supporters, constituencies, target groups and general populations.
 - Analysis of network resilience, vulnerabilities and development of disruptive strategies.
- Preparation and Resilience of individuals and groups, including:
 - Impacts of terrorism on psychological and social functioning.
 - Impacts of counter and anti-terrorism activities on psychological and social functioning.

- Communication strategies for the lay public regarding risk, threat, risk communications, the role of media, and informational needs and means for shaping perception.
- Analyses of likely responses to ‘weapons of mass destruction, disruption and effect’.
- Attitudes and behaviors toward strategies designed to protect public access to specific venues, national events, and travel.
- Development of effective warning and communication strategies.
- Cognition of Information, including:
 - Data presentation to analysts allowing efficient correlation and assessment of disparate information.
 - Efficient and effective presentation of information to practitioners.

Education Programs –
Under development.

Outreach Programs –
Under development.

Reference and Contact Information –
See Broad Agency Announcement requesting proposal at
[http://www.dhs.gov/interweb/assetlibrary/S_T_BAA06July2004.pdf#search='Homeland
%20Security%20Center%20for%20Behavioral%20and%20Social%20Aspects%20of%20
Terrorism%20and%20CounterTerrorism'](http://www.dhs.gov/interweb/assetlibrary/S_T_BAA06July2004.pdf#search='Homeland%20Security%20Center%20for%20Behavioral%20and%20Social%20Aspects%20of%20Terrorism%20and%20CounterTerrorism')

HOMELAND SECURITY CENTER FOR FOOD PROTECTION AND DEFENSE

Collaborations –

- Sponsored by Department of Homeland Security, Science and Technology Directorate, Office of University Programs (\$15M over 3 years)(Awarded April 2004)
- University of Minnesota (Lead)
- Michigan State University
- University of Wisconsin at Madison
- North Dakota State University
- Georgia Institute of Technology
- Rutgers University
- Harvard University
- University of Tennessee
- Cornell University
- Purdue University
- North Carolina State University
- Major food companies

Mission –

- Address agro-security issues related to post-harvest food protection.
- Establish best practices and attract new researchers to manage and respond to food contamination events, both intentional and naturally occurring.

Research Programs –

- Computer systems to allow experts to map out “what-if?” situations, incorporating real-time information gathered from labs and monitors around the country, and to test possible interventions for effectiveness.
- Portable detection device use at the site of an emergency to detect harmful substances that might be used in an intentional attack.

Education Programs –

Under development.

Outreach Programs –

Under development.

Reference and Contact Information –

See Department of Homeland Security press release at <http://www.dhs.gov/dhspublic/display?content=3804>.

HOMELAND SECURITY CENTER FOR RISK AND ECONOMIC ANALYSIS OF TERRORISM EVENTS (CREATE)

Collaborations –

- Sponsored by Department of Homeland Security, Science and Technology Directorate, Office of University Programs (\$12M over 3 years)(Awarded November 2003)
- University of Southern California (Lead)
- New York University
- North Carolina State University
- Carnegie Mellon University
- Cornell University
- University of Wisconsin at Madison
- University of California at Berkeley

Mission –

Model the risks and vulnerabilities of terrorism, assess the direct and indirect consequences, gauge economic impacts, and evaluate the effectiveness of countermeasures.

Research Programs –

- Capabilities - Developing computer models to analyze the risks, consequences, emergency response, and economics of terrorism for optimizing investments in counter-terrorism.
 - Game theoretical concepts and other methods to address the problem of the unknown probability of a specific terrorism attack.
 - Explore the use of risk-based methods to improve the allocation of funds to fight terrorism.
 - Cyber attacks, attacks that damage structures, and attack that disrupt commercial air traffic.
 - Developing GIS based tools for personnel and equipment deployment and storage and allocation of inventories items.
- Threat assessments – Areas of focus are ports, commercial aircraft, and critical infrastructure.
 - Risk analysis to develop plausible sources of radioactive materials, means of delivery of a dirty bomb, and effects in terms of immediate fatalities and contaminated zones.
 - Consequence assessment to model the degree of long-term contamination, delayed health effects through airborne radioactive particulates, cost of decontamination, etc.
 - Emergency response modeling to determine the effectiveness of quick deployment of rescue and decontamination crews.
 - Economic modeling to determine the impacts of shutting down a port for extended periods of time.
 - Investigating the cost-effectiveness of various countermeasures, for example, the use of improved radiological detection devices in port access areas.

- Risk analysis to develop plausible attack scenarios, defined by location, weapon technology, target and timing. Risk analysis will also survey the preparedness of governmental agencies and private organizations for responding to the Man Portable Air Defense System threat.
- Consequence assessment to model the impact on aircraft as well as the ground impact of an attacked aircraft. Consequence assessment will also include analysis of the impacts on the airspace in the minutes and hours immediately following an attack.
- Emergency response to include the deployment and management of response personnel should an aircraft crash as the result of a MANPAD attack.
- Economic analysis of the impact on the airline industry and more generally on the economy in the event of a threat or a successful attack.
- Investigate the cost-effectiveness of various countermeasures, for example aircraft onboard countermeasures to deflect surface-to-air missiles or surface surveillance.
- Risk analysis to develop scenarios that would be most effective in disabling a regional electricity system for an extended period. A possible scenario is a three-pronged attack on a base load facility, especially a nuclear power plant, combined with disabling several transmission substations, combined with repeated attacks on transmission towers.
- Consequence assessment to trace the multiple and cascading effects of the prolonged electricity failure on other parts of the regional infrastructure system, including the transportation system (undergrounds, trains), the water supply and waste water system (pump failures), and the communications system.
- Emergency response modeling to determine the effectiveness to bring the electrical system back up and to respond to the cascading impacts.
- Economic modeling to determine the economic impact of prolonged power failures.

Education Programs -

- Master's and Certificate Programs - USC offers a professional master's degree program and a professional certificate program in Systems Safety and Security, with emphasis on risk based economic analysis. The program is designed to meet the needs of industry and government for analysts and engineers who are trained to develop and evaluate terrorist countermeasures, and to identify the most economically effective means to improve the nation's security. The program includes five core courses in the areas of risk assessment, economic analysis, decision analysis, program management and policy. Students pursuing the masters degree choose a specialization in areas such as environmental threats, policy and information security to complete the program. Both the certificate and master's programs are offered via USC's Distance Education Network, enabling working professionals to complete the program from around the country. The programs are interdisciplinary, combining courses from the School of Policy, Planning and Development and the USC Viterbi School of Engineering.
- Professional Development - A program of short courses in safety and security provides hands on education and covers the use of models and tools for evaluation of

security and anti-terrorism, within a modular format. The short courses also provide training in the methods of analysis. By completing courses within a series of modules, students earn a professional certificate. Short courses designed for police and fire departments help personnel develop safety programs that can be used in the event of terrorism.

- Workshops - Workshops on economic modeling of terrorism, threat and vulnerability assessment and emergency response modeling help the CREATE team assess the level of expertise that already exists in these respective areas. Each workshop concentrates on a particular aspect of the Center's research program and includes select speakers designed to capture research directions that show the greatest promise for improving homeland security.

Outreach Programs –

- Studies and reports
- Journals

Reference and Contact Information –

Homeland Security Center for Risk and Economic Analysis of Terrorism Events

University of Southern California

3715 McClintock Avenue, GRE 240

Los Angeles, California 90089-0193

213-740-5514

<http://www.usc.edu/dept/create/index.php>

HOMELAND SECURITY COOPERATIVE CENTER OF EXCELLENCE FOR MICROBIAL RISK ASSESSMENT (MRA)

Collaborations -

- Environmental Protection Agency (EPA) Science to Achieve Results (STAR) Program (Cosponsor)
- Department of Homeland Security (DHS), Science and Technology Directorate, Office of University Programs (Cosponsor)
- TBD based on responses to broad agency announcement.

Mission -

- Focus will be on microbial risk assessment (MRA) for bio-threats of interest including bacteria, viruses, and biotoxins relating to anthrax, smallpox, botulism, plague, viral hemorrhagic fever, and tularemia.

Research Programs –

Under development.

Education Programs –

Under development.

Outreach Programs –

Under development.

Reference and Contact Information –

See Department of Homeland Security press release at
<http://www.dhs.gov/dhspublic/display?theme=27&content=3856>.

HOMELAND SECURITY INSTITUTE

Collaborations –

Federally Funded Research and Development Center operated by the Analytic Services Inc. (ANSER), a not-for-profit, public sector research institute for the Department of Homeland Security, Science and Technology Directorate.

Mission –

Assist the Department of Homeland Security (DHS), Science and Technology Directorate and the DHS Operating Elements in addressing homeland security issues, particularly those requiring scientific, technical, and analytical expertise.

Research Programs –

Institute research areas are divided into four divisions:

- **Operations** - The Operations Division's purpose is to identify and prioritize homeland security solutions in order to enhance the capabilities of the first-responder communities. This Division brings together a combination of field experience and subject matter experts to include the areas of security, law enforcement, and emergency response. It provides proven analytic techniques in order to address the operational environment that federal, state, local, and tribal governments face as well as private sector critical infrastructure owners.
- **Programs** - The Programs Division analyzes homeland security strategies, missions, objectives, capabilities, costs, risks, and benefits to help DHS develop integrated, cost-effective investment approaches into science and technology programs. These analyses also consider program impacts from legal, regulatory, societal, and international perspectives.
- **Systems** - The Systems Division assists DHS in stimulating the development and acquisition of new systems with homeland security value and improving upon the value of existing systems, with a focus on critical infrastructures and key resources. This Division maintains technical expertise in the areas of chemical, biological, radiological, nuclear, explosives (CBRNE); critical infrastructure protection (CIP); cyber countermeasures; and the technical aspects of threats. Emphasizing the Science and Technology Solution Domain, the Systems Division utilizes a systems engineering approach to problem solving and an integrated view of technology solutions.
- **Threats** - The Threats Division provides the foundational threat perspectives that underlie the full spectrum of the Institute's homeland security analysis for the Department of Homeland Security—ensuring quality, objectivity and an independent view. This Division challenges prevailing assumptions and models; informs the wide variety of science and technology assessments and activities undertaken by the other HSI divisions; and assesses the benefit dimension of homeland security value in terms of robustness. Core elements include threat assessment, scenario development and verification, non-operational red teaming, and the identification of emerging trends.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- *The Weekly Homeland Security Newsletter*
- *Journal of Homeland Security*

Reference and Contact Information –

Homeland Security Institute
2900 South Quincy Street
Suite 800
Arlington, VA 22206
<http://www.homelandsecurity.org/>

HOMELAND SECURITY NATIONAL CENTER FOR FOREIGN ANIMAL AND ZOO NOTIC DISEASE DEFENSE

Collaborations –

- Sponsored by Department of Homeland Security, Science and Technology Directorate, Office of University Programs (\$18M over 3 years)(Awarded April 2004)
- Plum Island Animal Disease Center
- Texas A&M University (Lead)
- University of California, Davis
- University of Texas Medical Branch in Galveston
- University of Southern California
- University of Maryland

Mission -

- Serve as a national resource of information and will produce effective products for immediate treatment and application.
- Focus on biological research and outcomes; developing databases and models that can be used for predicting needs, treatments and testing; and expanding resources and educational programs directly related to foreign animal and zoonotic diseases.
- Work with partners in academia, industry, and government to address potential threats to animal agriculture including foot and mouth disease, Rift Valley fever, Avian influenza, and Brucellosis.

Research Programs –

Under development.

Education Programs –

Under development.

Outreach Programs –

Under development.

Reference and Contact Information –

See Department of Homeland Security press release at
<http://www.whitehouse.gov/news/releases/2004/07/20040706-1.html>.

IDAHO NATIONAL ENGINEERING AND ENVIRONMENTAL LABORATORY

Collaborations -

- Bechtel BWXT Idaho, LLC, Idaho Falls, ID.
- Department of Energy.

Mission –

To execute the environmental management program's cleanup mission while developing and strengthening the quality and depth of the science underpinning of the INEEL research and development portfolio in support of national missions.

Research Programs –

- Nuclear Energy
- Energy Systems
- Science
- Energy, Engineering Technologies
- National Security
 - Combat Support and Demilitarization - developing solutions for the U.S. military in command and control, information systems, mission planning modeling and simulation, and process controls.
 - Cyber Security - Advanced research and development to design tools addressing cyber threats.
 - Homeland Security - Identifying vulnerabilities, developing technologies and testing solutions to prevent terrorist attacks within the United States; reduce the vulnerability of the United States to terrorism; and minimize the damage and assist in the recovery from terrorist attacks that do occur. Scope includes the INEEL Critical Infrastructure Assurance Initiative and Test Range operation.
 - Information and Communications - Solving national and international programmatic challenges using emerging advanced computing, information and communications technologies. Conducts large-scale, independent, end-to-end testing of next generation communication infrastructure including phone and data systems.
 - Intelligence Technologies and Analysis - Conducting research and development in materials, optics and other technology areas, and providing support to the intelligence community.
 - Nonproliferation and Counterproliferation - Reducing the threat of proliferation of weapons of mass destruction and their delivery systems. Developing technologies and systems for the detection of WMD and other contraband. Mission includes operation of the INEEL Active Interrogative Research and Test Facility.
 - Safeguards and Security - Using operational experience and expertise to increase security of our nation's facilities and personnel through security system engineering, vulnerability assessments and training. Mission includes live fire test range operation.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- The INEEL provides support to other Government agencies and other entities through the Work for Others Program.

Reference and Contact Information –

INEEL

2525 N. Fremont Avenue

P.O. Box 1625

Idaho Falls, ID 83415

800-708-2680

<http://www.inel.gov/>

INSTITUTE FOR CONFLICT ANALYSIS AND RESOLUTION (ICAR)

Collaborations -

- George Mason University
- Privately financed

Mission -

- Advancing the understanding of deeply rooted conflicts between individuals, groups, organizations, and communities in the United States and all over the world through research, teaching, practice, and outreach.
- Carrying on a systematic and ongoing study of the nature, origins, and types of social conflicts.
- Developing the requisite processes and conditions for the productive resolution of conflicts

Research Programs –

- Connection between Globalization and Conflict
- Religion and Conflict
- Dynamics of Change in Conflict
- Identity Issues in Conflict
- Reflective Practice
- Entrapment theory
- The analysis of narratives
- Post-agreement peace building processes
- Conciliation and reconciliation
- Local Zones of Peace (ZoPs) project - The current project comes from an interest in furthering understanding of local peaceful zones but is also an effort to help the peace building efforts of local communities in Colombia - an area on which the Institute has focused since the late 1990s. Through this project we hope to develop a better understanding of the strategies that help the successful creation, maintenance and promotion of areas declared or designated as peace territories. The research includes field visits and in-depth interviews with local communities in Colombia. In addition, the project involves studies of local ZoPs in other countries that are torn by civil war including the Philippines, Indonesia, Peru, El Salvador and Zimbabwe.

Education Programs –

- B.A./B.S. in Conflict Analysis and Resolution
- M. S. in Conflict Analysis and Resolution
- PhD in Conflict Analysis and Resolution

Outreach Programs –

- Briefings, lectures, seminars, and conferences
- Online resources

Reference and Contact Information –

ICAR

3330 N. Washington Boulevard

Truland Building, 5th Floor

Arlington, VA 22201

703-993-1300

<http://www.gmu.edu/departments/ICAR/>

INSTITUTE FOR DEFENSE ANALYSIS (IDA)

Collaborations – Administers three federally funded research and development centers that include:

- Institute for Defense Analyses Studies and Analyses Federally Funded Research and Development Center (IDA)
- Institute for Defense Analyses Communications and Computing Federally Funded Research and Development Center (IDA-C3I)

Mission -

- IDA - Provide studies, analyses, and test and evaluation support to the Office of the Secretary of Defense, the Joint Staff, the Unified Commands, and the Defense Agencies. Projects address issues of both long-term and immediate concern in the following areas: national security issues, particularly those requiring scientific and technical expertise; exploration of issues in defense systems research and development; computer and software engineering; evaluation of military systems proposed or in development, and of military forces using those systems. IDA will perform no work for private industry.
- IDA-C3I – Perform applied research and development in the highly specialized fields of crypto mathematics, crypto computing, and related fields such as speech research and special signals processing techniques.

Research Programs – Projects address issues of both long-term and immediate concern in the following areas: national security issues, particularly those requiring scientific and technical expertise; exploration of issues in defense systems research and development; computer and software engineering; evaluation of military systems proposed or in development, and of military forces using those systems.

- Systems Evaluations – Support decisions on acquisition and program planning, and conduct assessments of military utility, system performance, and the risks and costs of technological integration.
- Technology Assessments - Provides scientific, technical, and analytical support related to identifying, evaluating, developing, and using advanced technologies for defense systems.
- Resource and Support Analyses - Develops methods and models for estimating the costs to develop, test, procure, operate, and support defense forces and systems.
- Force and Strategy Assessments – Analyze implications of Department of Defense priorities in air and missile defense, chemical and biological defense, and information assurance for force structure and readiness, and to develop new plans, programs, and strategies and dealing with new and unpredictable threats posed by weapons of mass destruction, information warfare, and terrorism.
- Joint Advanced Warfighting Program (JAWP) - Serves as a catalyst for transforming U.S. military capabilities, with particular focus on joint concept development and experimentation.
- Simulation Center - Develops, demonstrates, and applies advanced simulation (constructive, live, virtual) to defense analyses.

Education Programs – Summer internship programs for both undergraduate and graduate students.

Outreach Programs - Documents approved for public release by our sponsors are available through two government repositories:

- The Defense Technical Information Center (DTIC), U.S. Department of Defense. Access to DTIC is available for Department of Defense and federal government personnel and contractors who have accounts with DTIC.
- The National Technical Information Service (NTIS), U.S. Department of Commerce. NTIS is the "open" repository for U.S. and international information on science, technology, engineering, and business.

Reference and Contact Information –

IDA

4850 Mark Center Drive

Alexandria, VA 22311-1882

703-845-2000

<http://www.ida.org/>

INSTITUTE FOR FOREIGN POLICY ANALYSIS (IFPA)

Collaborations –

Independent and nonpartisan research and strategic planning organization with a small-business subsidiary, National Security Planning Associates (NSPA).

Mission –

Research and strategic planning that specializes in issues of national security, foreign policy, political economics, and government-industrial relations.

Research Programs –

- Building on the Trilateral Coordination and Oversight Group (TCOG): Exploring the Prospects for Expanding the TCOG Process as a Key U.S.-South Korea and U.S.-Japan Alliance Management Tool – A unique two-year policy research project designed to strengthen the U.S.-Japan and U.S.-South Korea relationships and enhance regional stability by improving the tools for alliance management.
- Planning for Long-term U.S. Military Engagement in Central Asia - A study to examine the military and operational requirements that can be anticipated to drive U.S. security planning for operations in Central Asia and adjacent regions over the next ten to twenty years.
- Homeland Defense and Consequence Management
- Stability and Confidence Building on the Korean Peninsula – A study of Korean reconciliation and the articulation of a restructured military posture better suited to the geopolitical conditions of a reconciled (if not reunified) Korea.
- Preparing for the Legacy of Weapons of Mass Destruction in a Unified Korea – A three-year study examining how the United States and the Republic of Korea (ROK), in concert with other powers in Northeast Asia, can best manage weapons of mass destruction (WMD) challenges during the transition toward a reconciled and/or reunified Korea.
- Northeast Asia After Korean Unification: Preparing the Japan-U.S. Alliance – A three-year, joint IFPA - Japan Institute of International Affairs (JIJA) study to examine the long-term implications of Korean unification for the U.S.-Japan alliance.
- Enhancing Joint Crisis Management Capabilities: Issues and Policy Options for Japan-U.S. Cooperation – A two-year study to examine issues and policy options on joint crisis management between Japan and the United States, exploring how Tokyo and Washington can better prepare for and respond to an array of crisis scenarios ranging from traditional security threats to emerging challenges.
- Nuclear Stability in South Asia – A study on ways to enhance nuclear stability on the subcontinent.
- Defense Trends and Security Planning Perspectives in Key Regional Theaters – A study of U.S., Allied, and coalition-partner security perspectives and policies focuses on defense and security trends in South Asia, Europe, the Persian Gulf, and the Asia-Pacific region.
- Security Dynamics in Southeastern Europe – A project to examine the principal strategic-military challenges in this uncertain and evolving region and to assess their implications for the bilateral U.S.-Greek relationship and broader Alliance relations.

- Defense Modernization and Military Cooperation in Southeastern Europe - This study was launched to explore ways that states in Southeastern Europe can strengthen their links with Euro-Atlantic institutions and especially with NATO.
- Overseas Presence and Power Projection – Assessment of the post-Cold War security environment and the contribution of American military posture to global security.
- Missile Defense and Counter proliferation Studies - Assessment of U.S. and Allied missile defense and counter proliferation policy and technology.
- Environmental Studies - Two projects that examine ways for communities threatened by environmental degradation or disaster to deal with these challenges and a multi-year study of the complex and diverse relationships between environmental threats and issues of ethnicity, ethnic tension, and potential ethnic conflict.
- Middle East Security and Energy Security - Ongoing analysis, in cooperation with Energy Security Analysis, Inc. (ESAI), of politico-military developments in Iran, Iraq, Saudi Arabia, Kuwait, the United Arab Emirates, and Israel. Reports have been issued quarterly since December 1998.
- Development of a Post-Cold War Academic Curriculum - This project explores post-Cold War instructional approaches in professional military educational institutions, particularly with regard to the security ramifications of weapons of mass destruction proliferation and deterrence.

Education Programs –

- Tailored briefings for government agencies, military planners, and corporate executives
- Public forums for the broader discussion of issues critical to the U.S. policy-planning process
- Major conferences, seminars, training workshops, and simulation exercises

Outreach Programs –

- Reports, point papers, policy recommendations, and book-length studies for dissemination to a wide audience of key policy makers
- Quick-reaction assessments of breaking events

Reference and Contact Information –

The Institute for Foreign Policy Analysis, Inc.
Central Plaza Building
675 Massachusetts Avenue
10th Floor
Cambridge, MA 02139-3309
617-492-2116
<http://www.ifpa.org/home.htm>

INSTITUTE FOR NATIONAL SECURITY STUDIES

Collaborations –

- Army Environmental Policy Institute
- Defense Threat Reduction Agency
- Headquarters, U.S. Air Force, Policy Division of the Nuclear and Counterproliferation Directorate
- Headquarters, U.S. Air Force, Intelligence, Reconnaissance, and Surveillance Directorate
- Headquarters, U.S. Air Force, Long Range Plans
- Office of the Secretary of Defense, Office of Net Assessment
- U.S. Space Command
- U.S. Air Force Academy, Dean of the Faculty

Mission - The mission of the Institute for National Security Studies (INSS) is to promote national security research for the Department of Defense within the military academic community and to support the Air Force national security education program. The INSS promotes, coordinates, and disseminates national security research that influences Department of Defense policy development.

INSS was created in 1992 through the cooperative efforts of the U.S. Air Force Academy, Dean of the Faculty and the Policy Division of the Nuclear and Counterproliferation Directorate, Headquarters US Air Force. INSS coordinates and focuses outside thinking in various disciplines and across the military academic community to develop new ideas for DoD policy-making. Located within the staff of the Dean of the Faculty at the US Air Force Academy in Colorado Springs, INSS is an independent research center sponsored by DoD agencies. The Institute helps to develop research topics, select researchers, administer sponsored research, and disseminate the research results through conferences, workshops, and publications. INSS grants are for the military academic community. Research proposals may be submitted by civilian faculty and students at the military academies, war colleges, and military degree-granting institutions and by military officers.

Research Programs –

- Regional and emerging national security issues
- Information operations and information warfare
- Operational issues
- Arms control and strategic security
- Doctrine, definitions and conceptual issues
- Counterproliferation, force protection, and homeland defense
- Air and space issues and planning

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- Annual conferences in Washington and Colorado Springs:
 - Topic development workshop, a two-day brainstorming session of Washington area policymakers arena. The purpose of the research abstract development conference is to create the research program that will guide the INSS during the coming year.
 - A topical conference on an issue of interest to sponsor organizations. The location of this conference varies.
 - The annual research results conference, usually held in the fall at the USAF Academy, is the opportunity for the researchers to present their findings before a select audience of representatives of sponsor organizations, research centers, military schools, and other interested agencies.
- Co-sponsored conferences and workshops such as:
 - INSS Seventh Annual Research Results Conference, USAF Academy, CO, 9-10 November 1999
 - International Security Studies Section of the International Studies Association Annual Meeting, Washington DC, 12-13 November 1999
 - Post Taiwan Election-Northeast Asian Security, U.S. Military Academy, April 2000
 - Revising the ABM Treaty: Seeking Strategic Stability in a World of Nuclear Danger, Book Conference, Washington DC, May 2000
 - Projections 2001 Topic Development Workshop, Washington, DC 2-3 May 2000
 - Competitive Strategies and North Korea Workshops, Washington DC, 14-16 June 2000 and U.S. Army War College, 12-14 July 2000
 - International Security Studies Section of the International Studies Association Annual Meeting, Denver, Colorado, 9-11 November 2000
 - INSS Eighth Annual Research Results Conference 13, USAF Academy, CO, 13-14 November 2000
 - Northeast Asia Security Conference, U.S. Military Academy, March 2001
 - Fissile and Chemical Workshop, USAF Academy, CO, 2 March 2001
 - Reassessing U.S.-Russian Strategies Against Strategic Weapons Proliferation, Washington, DC, 18-20 June 2001 and 23-25 July 2001
 - Milestones in USAF Arms Control Conference, Washington, DC, July 2001
 - Second Edition Arms Control Book Authors Conference, Washington, DC, July 2001
 - INSS Ninth Annual Research Results Conference, Washington, DC, 6 March 2002
 - Northeast Asia: Cross Strait Issues, U.S. Military Academy, April 2002
 - Balance of Power Revisited: Theory and Practice in the 21st Century, Spring 2002
 - FY03 Topic Development Workshop, Washington, DC, 30 April - 1 May 2002
 - INSS 10 year Retrospective, Washington, DC, 1 May 2002
 - "Deterrence" in the Early Twenty-First Century, Washington, DC, 24-25 June 2002

- 10th Annual Research Results Conference, USAF Academy, CO, 20-21 November 2002
- Cyberwarfare, Boston, MA, 21 January 2003
- The Moscow Treaty and Beyond: United States-Russia Arms Control and Strategic Relations, 7 April 2003
- FY04 Projections Workshop, Washington, DC, 8-9 April 2003
- Getting MAD: Nuclear Mutual Assured Destruction, Its Origin and Practice, Washington, DC, Summer 2003
- China's Nuclear Future, Washington, DC, Summer 2003
- Publications - Occasional Papers

Reference and Contact Information –

HQ USAFA/DFES

2354 Fairchild Dr., Suite 5L27

USAF Academy, CO 80840

719-333-2717

<http://www.usafa.af.mil/inss/index.htm>

INSTITUTE FOR PEACE AND CONFLICT STUDIES (IPCS)

Collaborations –

- Close liaison with Indian government
- Undertakes projects on security issues, funded by philanthropic organizations like the Ford Foundation, Rockefeller Foundation, Alton Jones Foundation, Ploughshares Foundation, Japan Foundation, Konrad Adenauer Foundation to name a few.

Mission -

- Independent think tank devoted to studying security issues relating to South Asia.
- Explores a comprehensive framework for security studies that recognizes to changing demands of national, regional and global security.
- Analyze alternative approaches to security relevant to India and the world.
- Focuses on:
 - Disarmament and arms control
 - Non-proliferation of weapons of mass destruction
 - Comprehensive and co-operative security
 - Non-military threats to security
 - Confidence building measures
 - Terrorism
 - Indo-Pak relations
 - Regional cooperation in South Asia
 - China's security policies
 - Security and governance
 - Human security

Research Programs –

Projects include:

- Limited War between India and Pakistan under the Nuclear Shadow
- Terrorism and its Repercussions on International Politics
- Alternative Approaches to Different Aspects of Security in India
- Indo-US Relations
- Nuclear Stability in Southern Asia
- India's Energy Concerns
- Verification of the Biological and Toxin Weapons Convention (BTWC)
- Missing Boundaries: Refugees, Migrants, Stateless and Internally Displaced Persons in South Asia
- Human Security in South Asia
- A New Paradigm of National Security for South Asia - A two-year project to explore alternative paradigms of national security in South Asia.
- Comprehensive and Co-operative Security in South Asia – A project to identify the possibilities for building cooperative security in South Asia.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs -

- *Peace & Conflict* – A bulletin containing select documents, opinion articles and seminar reports from the website to opinion makers in India and abroad on a restricted basis
- Web site
- *Policy Brief* - Policy recommendations for the government and the policy makers on significant security issues.
- *Issue Brief* - Flags arguments pertaining to a relevant issue for perusal by the strategic community.
- *Topical Series* - Contains articles, seminar reports and documents pertaining to pertinent research areas.
- Books
- Research papers

Reference and Contact Information –

Institute for Peace and Conflict Studies
B 7/3 Lower Ground Floor
Safdarjung Enclave, New Delhi 110029, INDIA
91-11-5100 1900
<http://www.ipcs.org/>

INTERNATIONAL INSTITUTE FOR STRATEGIC STUDIES (IISS)

Collaborations –

IISS is a limited company in UK law and a registered charity with non-profit offices in the U.S. and in Singapore.

Mission -

- Provide, from an international perspective, to IISS members and the wider public, through publications and other activities, the best possible objective information on military and political developments relevant to the prospects, course, and consequences of conflict having an important military dimension.
- Provide, to the same audience, and by similar means, the best possible analysis of the policies to be pursued by various governments and other actors to further and maintain international peace and security.
- Convene government ministers, officials, international civil servants, independent analysts, business people and journalists in different formats, public and private, to advance understanding of political, military, technological, business, economic, environmental, social, religious and other trends that could have an impact on the prospects, course and consequences of conflict having an important military dimension.
- Maintain, nurture and continually enlarge an international network of influential and knowledgeable individuals, corporate entities, governments and other bodies to ensure the effective dissemination of information, analysis and understanding of the subjects and activities addressed by the Institute's work.
- Aim, through these activities, to influence and promote the adoption of sound policies to maintain and further international peace and security and civilized international relations by all actors able to realize this aim.

Research Programs –

The research program is divided into thematic and regional elements, directed by a senior member of the research staff. Thematic programs deal with defense analysis, transatlantic cooperation, information technology, non-proliferation and counter-terrorism. Regional programs include South-East Asia, North-East Asia, South Asia, the Middle East, Russia and Eurasia, and Latin America. Overall, activities in the thematic and regional elements are integrated and coordinated to form a comprehensive research program.

- Defense analysis program - Analyses military and security capabilities of nations; reform and modernisation of armed forces; developments and trends in armed conflict; the impact of new technologies; spending; and the defence industrial base.
- Transatlantic Cooperation - Focuses on repairing the damage through common action on the problems of WMD proliferation and failed states.
- Information Technology – Focuses on the impact of technological change and scientific developments on biotechnology and on the strategic policies and priorities of governments.

- Non-Proliferation Program - The objective of this effort is to help develop a comprehensive non-proliferation strategy that incorporates and integrates elements of prevention, defense, and pre-emption, along with the military, political, diplomatic and economic instruments necessary to deal with proliferation threats.
- Counter-Terrorism Program – Developing security strategy for dealing with the effect of transnational terrorism on international and regional security and stability and domestic governance.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- Publication include:
 - *The Military Balance*, inventory of the world’s armed forces
 - *Strategic Survey*, annual retrospective of the year’s political and military trends
 - *Adelphi Paper*, in-depth analysis of general strategic issues
 - *Survival*, a quarterly international relations journal
 - *Strategic Comments*, online briefings on breaking strategic issues
 - *Strategic Dossier* series, detailed information on a key strategic issue.
- Conferences

Reference and Contact Information –

IISS

Arundel House

13–15 Arundel Street, Temple Place

London WC2R 3DX

+44 (0) 20 7379 7676

<http://www.iiss.org/>

INSTITUTE OF PUBLIC ADMINISTRATION (IPA)

Collaborations -

- Academy for Educational Development
- American Consortium for International Public Administration
- American Planning Association
- American Planning Association - International Division (InterPlan)
- American Public Works Association
- Barents Group of KPMG Peat Marwick
- Booz Allen & Hamilton
- Center for Local Government Innovation (Indonesia)
- City Planning Institute of Japan
- Connecticut College
- Deloitte Touche Tohmatsu Emerging Markets
- ECO-HAB
- Forum for Regional Policy and Planning (Japan)
- Fund for Development of Local Administration (Czech Republic)
- Howard University
- IAURIF (Paris)
- Institute for Local Administration (Czech Republic)
- Institute for Public Administration (Slovakia)
- Institute for Training and Development
- Intendencia de San Jose, Uruguay
- International Executive Service Corps
- Iowa State University
- London Research Center
- Management Systems International
- Maxwell School of Citizenship and Public Affairs, Syracuse University
- MBIA & Associates Consulting, Inc.
- National Academy of Public Administration
- National Committee on U.S. - China Relations
- National School of Public Administration (Warsaw)
- Pacific Consultants International (PCI)
- Partners for International Education and Training
- Polish Foundation in Support of Local Democracy
- Research Institute of Construction and Economy (Tokyo)
- Research Triangle Institute
- Robert F. Wagner Graduate School of Public Service, New York University
- State University of New York/Office of International Programs
- Sumitomo Trust Bank Research Institute
- The Asia Society
- Tokyo Institute for Municipal Research
- Tsinghua University School of Architecture (Japan)
- University of Pardubice (Czech Republic)
- University of Texas, LBJ School of Public Affairs
- Urban Institute

- U.S. Department of Housing and Urban Development

Mission -

- Help countries achieve economic and social development and support their transitions to democracy.
- The Institute of Public Administration (IPA) is a private, nonprofit organization concerned with building capacity for effective government.

Research Programs –

- Public sector governance and management work - Consists largely of building capacity in central, state and local governments in such areas as budgeting, financial management, procurement, and human resource management. A common goal for these projects is to help governments gain strengthened capacity to manage and solve problems. IPA is committed to working not only for governments, but also in partnership with governments. Rather than entering relationships with governments with preconceived ideas of "what should be," IPA seeks to understand "what is" so that they can help government officials move in directions that they themselves consider desirable and possible. Once a spirit of collaboration has been established, IPA uses a number of different techniques to sustain it. Rather than offering clients "off-the-shelf" documents in its governance projects, IPA is much more likely to produce its own materials. IPA invests time and effort in this practice because it greatly improves the chances that officials will take ownership of the change process.
- Public finance and fiscal reform - Involved in decentralization projects to:
 - Move beyond simplified textbook solutions to plans that differentiate between the capacities and needs of local governments, including governments in the same country or region.
 - Find rigorous methods of determining what levels of resources are needed to ensure that local governments have real capacity - for example, automated information systems, reasonable staffing levels - to manage fiscal affairs.
 - Differentiate and coordinate the roles of multiple governmental entities, both local and national, to eliminate the inefficiencies that result from overlapping authority.
 - Link fiscal reform to broader administrative changes needed to facilitate planning.
 - Open up fiscal decision making processes by developing methods for officials to account accurately for current and projected revenues and expenditures, and to regularly communicate this information to the public and the media.
- Sustainable urban development - Addresses problems associated with city growth and management by bringing together officials from diverse institutions and sectors and helping them articulate a common vision of positive change.

Education Programs –

- Workshops and seminars

Outreach Programs –

- *IPA Report* newsletter
- Published reports and studies

Reference and Contact Information –

Institute of Public Administration
411 Lafayette Street, Suite 303
New York, NY 10003
212-992-9898
<http://www.theipa.org/>

INSTITUTE ON GLOBAL CONFLICT AND COOPERATION (IGCC)

Collaborations –

IGCC was founded in 1983 as a research unit serving the University of California system. The Institute has cross-disciplinary partnerships with:

- Los Alamos National Laboratory
- Lawrence Livermore National Laboratory
- Scripps Institution of Oceanography
- Berkeley Roundtable on the International Economy

Funding has been provided by the National Science Foundation, the U.S. Department of Energy, the U.S. Department of State, the U.S. Department of Defense, the U.S. Institute of Peace, the Japan-U.S. Friendship Commission, Japan's National Institute for Research Advancement, and the Canadian Center for Foreign Policy Development.

Research Programs –

- IGCC's original emphasis was on security and nuclear nonproliferation. IGCC researchers study a wide range of topics involving international economic and technology policies that shape the ability to produce prosperity, innovation, and mutual understanding. Projects cover international environmental policy, globalization, and the effects of the communications revolution and e-commerce on cultures and societies. Connections between and among the world's regions are explored to explore solutions to multivariate problems. IGCC has also conducted work on causes of ethnic and religious conflict.
- Disaggregating the Study of Civil War and Transnational Violence - Project organizers believe that whereas cross-national studies of civil war may be approaching a state of diminishing marginal returns, studying civil war and transnational conflict in a more disaggregated fashion offers promise of providing insights into the micro-level processes that make up the aggregate phenomena that we label civil war, state failure, or transnational violence. The project intends to foster research disaggregating the study of civil war along three broad lines:
 - Studies that examine local level attributes and how these are related to the onset, duration, and outcomes of violence.
 - Studies that detail the micro-level process of interaction among actors that make up what we call violence and “peace” at the aggregate level.
 - Studies that examine the differences in individual values associated with “peaceful” communities and “violent” communities where neighbors engage in the use of force against one another.

Education Programs –

Offers undergraduate and graduate degrees in international relations and regional studies.

Outreach Programs –

- Northeast Asia Cooperation Dialogue
- Middle East Arms Control Workshops
- Publications.
- Conferences and seminars.

Reference and Contact Information –

IGCC

UC San Diego

9500 Gilman Drive, MC 0518

La Jolla, CA 92093-0518

858-534-3352

<http://www-igcc.ucsd.edu/index.php>

INTERNATIONAL PEACE RESEARCH INSTITUTE, OSLO (PRIO)

Collaborations –

PRIO is independent and international in staff and perspective. The staff at PRIO is comprised of 50–60 people, of whom two-thirds are researchers (including PhD students). Additionally, there are 5–10 masters level students who are provided with work spaces and scholarships while completing their theses.

PRIO has an annual turnover of NOK 40–50 million (€5–6 million). Around 15% of this is provided as a core grant from the Research Council of Norway. The remainder consists of support to individual projects from sources both inside and outside Norway, including the Norwegian Ministry of Foreign Affairs, the Norwegian Ministry of Defense, the Research Council of Norway, the United Nations and the World Bank.

Mission –

Scholarly research is at the core of all institute activities. Research at PRIO concentrates on the driving forces behind violent conflict and on ways in which peace can be built, maintained and spread. In addition to theoretical and empirical research, PRIO also conducts policy-oriented activities and engages in the search for solutions in cases of actual or potential violent conflict.

Research Programs –

Overall research is organized into three Strategic Institute Programs:

- Security Program - Interdisciplinary research projects focusing on the ways in which individual states, the European Union and the United Nations respond to various security challenges, while at the same time exploring new approaches that do not emphasize the state as primary referent of security. While retaining its traditional policy perspectives it aims to develop new fields of research based on both the changing security reality and an evolving universe of methodological approaches to security.
- Ethics, Norms and Identities – Conducts research within the fields of ethics, political philosophy and theory, religious studies, theology, social psychology, social anthropology and related areas. The program is interdisciplinary and includes researchers from a number of different fields. Research objectives are:
 - To increase awareness and knowledge of theoretical/philosophical problems of relevance to peace- and conflict research
 - To conduct historical and systematic research on the ethics of war and peace
 - To conduct research on local perceptions and factors which bear on conflicts and conflict resolution
 - To conduct research on perceptions of identity, belonging, and gender
- Conflict Resolution and Peacebuilding - Research, training and education, policy development and the promotion of peace efforts around the world. The program's theme is given a broad definition and includes questions of conflict prevention and early warning, mediation and efforts to reach settlements, and sustaining peace through political and economic development, disarmament, military reform and reconciliation. The CRP program seeks to integrate the different kinds of work done within it and to develop linkages and synergy between analysis, training, policy and

operational activities. Under the Conflict Resolution and Peacebuilding Program, the most profiled operational projects are:

- Assistance to Mine-Affected Communities (AMAC)
- Norwegian Initiative on Small Arms Transfers (NISAT)
- Centre for the Study of Civil War (CSCW) – A long-term, multidisciplinary initiative that seeks to understand why civil wars break out, how they are sustained, and what it takes to end them.

Education Programs –

PRIO is responsible for a six-week summer course in peace research that is held as part of the University of Oslo's International Summer School.

Outreach Programs –

- Two international journals: *Journal of Peace Research* and *Security Dialogue*.
- Scholarly work is disseminated through publication in peer-reviewed journals, books, reports and conference papers.
- The PRIO library holds a core stock of material relevant to peace research, democracy, security policy, disarmament and environmental issues.

Reference and Contact Information –

PRIO - International Peace Research Institute, Oslo

Fuglehauggata 11

NO-0260 Oslo, Norway

+47 22 54 77 00

<http://www.prio.no>

INTERNATIONAL SECURITY STUDIES PROGRAM (ISSP)

Collaborations –

- The Fletcher School of Tufts University (Lead)
- Institute for Foreign Policy Analysis (IFPA)

Mission –

To offer a full schedule of courses and seminars at the graduate level as a distinct field of study within the multidisciplinary curriculum of the Fletcher School; second, to sponsor a diverse range of “outside the classroom” educational activities, including an annual conference devoted to a critical defense-related issue, a simulation exercise, a lecture series, field trips, and publications.

Research Programs –

None relevant to the National Security Institute concept.

Education Programs –

- Graduate level courses and seminars as a distinct field of study within the multidisciplinary curriculum of the Fletcher School at Tufts University.
- SIMULEX, a major crisis-management exercise in which participants assume the roles of national policy makers in an international scenario. Held over a two-day period, the exercise focuses on a highly realistic scenario involving the United States and other world actors. SIMULEX exposes students to the potential constraints and opportunities facing policy makers. As representatives of various national teams, participants are asked to make critical decisions in the interest of their respective countries as they attempt to resolve the crisis. In an atmosphere of conflict escalation, the exercise stresses crisis management and negotiation skills. Graduate students and military fellows from the Fletcher School, Harvard University, Massachusetts Institute of Technology, and Boston University work alongside high-ranking individuals from the broader political-military community. These include representatives from the National Security Council, the Department of Defense, the Central Intelligence Agency, and other agencies. Members of the following institutions also participate on a regular basis:
 - Air Force War gaming Institute, Maxwell Air Force Base, AL
 - National War College
 - Operations and Gaming Division, Center for Strategic Leadership, Army War College, PA
 - U.S. Air Force Academy
 - U.S. Military Academy at West Point
 - U.S. Naval Academy
 - War gaming Center, Marine Corps Combat Development Command, VA
 - War gaming Department, Center for Naval Warfare Studies, RI

Outreach Programs –

- The Fletcher Forum - The Fletcher Journal of World Affairs.
- Praxis - The Fletcher Journal of International Development.
- Al Nakhlah - The Fletcher School's online journal for issues related to Southwest Asia and Islamic Civilization

Reference and Contact Information -

The Fletcher School
International Security Studies Program
Tufts University
160 Packard Avenue
Medford, Massachusetts 02155-7082
617-627-3700
<http://fletcher.tufts.edu/issp/>

JOHN C. WHITEHEAD SCHOOL OF DIPLOMACY AND INTERNATIONAL RELATIONS

Collaborations –

The Whitehead School of Diplomacy and International Relations was established in alliance with the United Nations Association of the United States of America and is associated with the United Nations through its Department of Public Information. The School enjoys a unique link to the United Nations through an exclusive alliance with the United Nations Association of the USA. This affiliation provides a continuous exchange of people and ideas between the School and the United Nations. Through this partnership, the United Nations Association and the School work together to provide students with a link to the U.N. system, the diplomatic community, non-governmental organizations and global business. Students interact with policymakers and practitioners, exposing them to ongoing opportunities to enhance professional growth and development.

Research Programs –

None relevant to the National Security Institute concept.

Education Programs –

The School's academic programs lead to a Bachelor of Science or a Master of Arts in *Diplomacy and International Relations* and prepare an international student body to become the next generation of global leaders. Students come to the School from all over the world to prepare for careers in:

- The United Nations and other international organizations
- Government agencies
- Diplomatic service
- International business
- NGO and non-profit sector
- Corporate and public communications
- International law

Outreach Programs –

- *Journal of Diplomacy and International Relations*
- World Leaders Forum - Convenes international leaders and influential policymakers to discuss critical global issues. The principal purpose is to introduce students to leaders and experience diplomacy hands-on.
- Secretariat and project manager for the United Nations *Year of Dialogue among Civilizations* project.

Reference and Contact Information –

John C. Whitehead School of Diplomacy and International Relations
400 South Orange Avenue
South Orange, New Jersey 07079
973-275-2515
<http://diplomacy.shu.edu/>

LAWRENCE LIVERMORE NATIONAL LABORATORY

Collaborations -

- Contracted operator - University of California, Livermore, CA
- Department of Energy
- Department of Defense
- Organization for Security and Co-Operation in Europe (OSCE)
- American Association for the Advancement of Science (AAAS)
- US Central Command
- Brookings Institute
- World Bank

Mission -

- Assuring the safety, reliability, and performance of the national nuclear weapons stockpile pursuant to national security policy.
- Providing stockpile support capabilities ranging from dismantling to remanufacturing of the enduring stockpile.
- Assisting in the remediation and reduction of wastes from the nuclear weapons complex.
- Helping to deter, detect, and respond to the proliferation of weapons of mass destruction.
- Contributing to civilian and industrial needs and other defense activities by using the scientific and technical expertise that derives from carrying out the Laboratory mission.
- The advancement of science, mathematics, and engineering education.
- Performance of technology transfer and work for others including programs designed to enhance national competitiveness in the global economy.

Research Programs –

- Astronomy and Astrophysics
- Atmospheric Science
- Automation and Robotics
- Biology
- Chemistry
- Computing
- Energy Research
- Engineering
- Environmental Science
- Fusion
- Geology and Geophysics
- Health and Safety
- Lasers and Optics
- Materials Science
- Microtechnology
- National Security
 - Chemical and Biological Countermeasures

- Nuclear and Radiological Countermeasures
- Systems Analysis and Studies
- Information Analysis and Infrastructure Protection
- Border and Transportation Security
- Emergency Preparedness and Response
- Nonproliferation, Counterproliferation, and Arms Control
 - Center for Global Security Research (CGSR) was established in 1996 to bring together experts to address common challenges with significant policy implications. The Center sponsors studies of the ways in which science and technology can enhance national security, expanding knowledge of the policy-technology interface by exploring new substantive terrain, conducting multidisciplinary policy-sensitive studies, and through international outreach.
 - Defense and Nuclear Technologies - Responsible for ensuring the safety, reliability, and security of the U.S. nuclear stockpile without nuclear testing, for developing advanced manufacturing and materials technologies to maintain the enduring stockpile, and for ensuring the safe dismantlement of retired LLNL weapons. Multidisciplinary teams apply this unique expertise to the development of technologies that reduce U.S. vulnerability to terrorists nuclear threats, enhance the nation's conventional defense, and support other national needs.
- Physics
- Sensors and Instrumentation
- Weapons and Defense Technologies

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- The Laboratory may perform work for other Federal and non-federal entities provided the work is consistent with, or complementary to, the missions of the facility, and provided the work does not place the facility in direct competition with the domestic private sector.
- Institutional and program publications.
- Workshops and projects in partnership with USCENCOM, World Bank, and other parties for counter proliferation and environmental security projects in Central Asia including:
 - Radiation portal monitor systems at Uzbekistan border crossings
 - Soviet environmental legacy issues in the Fergana Valley affecting Kyrgyzstan, Uzbekistan, and Tajikistan including:
 - Mailuu-Suu uranium tailings impoundment natural disaster mitigation project.
 - Kaji-Say uranium tailings impoundment near Lake Issyk-Kol.
 - Establishment of Bishkek Declaration with Kyrgyzstan and Tajikistan for addressing regional problems.

- Development of waste disposal practices at Ulba Metallurgical Plant of Kazatomprom that supplies uranium to Eurasian nuclear power plants.
- Islamic Forum with Brookings Institute to address chasm between Muslim countries and U.S. by applying science and technology to improve human welfare.

Reference and Contact Information -

Lawrence Livermore National Laboratory
7000 East Avenue
Livermore, CA 94550
925-423-3107
<http://www.llnl.gov/>

LINCOLN LABORATORY

Collaborations –

- Massachusetts Institute of Technology, Lexington, MA.
- Department of Defense, Air Force.

Mission –

Research and development pertinent to national defense with emphasis on electronics.

Research Programs –

Programs extend from fundamental investigations in science through the development of new advanced technologies to the integration of these technologies into new or existing systems. Technology areas include solid state electronics; radar and optical sensors; signaling processing; surveillance; communications; spacecraft; analog and digital integrated circuit technology; air traffic control; signal intercept technology; high energy laser-beam control; laser devices; optics; antennas; electromagnetic propagation; and strategic and tactical systems and countermeasures.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- Lincoln Laboratory may, with written approval of the Contracting Officer: participate with industry in pre-competitive technology transfer and development collaborations, and defense conversion activities, as authorized by Federal statutes; and participate through grants, cooperative agreements, and other non-procurement instruments in consortia and similar collaborative activities which either (1) seek to advance the state-of-the-art or increase knowledge/understanding in a pre-competitive technology area which is within the mission and special competency of the Laboratory, or (2) promote the development and/or advancement of dual-use critical technologies.
- Any agency of the U.S. Government, or other organizations with the approval of the Contracting Officer, may request the Contractor to undertake research and development programs. However, programs that the Contractor performs for any sponsor will be consistent with: the goals of the MIT Lincoln Laboratory Mission; the broad guidance and approval obtained through the Joint Advisory Committee structure; and the funds made available and the FFRDC ceilings imposed.
- Lincoln Laboratory is one of two Department of Defense FFRDCs that are approved for Small Business Technology Transfer Program (STTR) work.

Reference and Contact Information –

Lincoln Laboratory
Massachusetts Institute of Technology
244 Wood Street
Lexington, MA 02420-9108
781-981-5500
<http://www.ll.mit.edu/>

LOS ALAMOS NATIONAL LABORATORY

Collaborations -

- University of California, Los Alamos, NM.
- Department of Energy.

Mission -

- Assuring the safety, reliability, and performance of the national weapons stockpile pursuant to national security policy and Presidential and Congressional directives.
- Providing stockpile support capabilities ranging from dismantling to remanufacturing of the enduring stockpile.
- Ensuring the availability and safe disposition of plutonium, highly enriched uranium, and tritium.
- Assisting in the remediation and reduction of wastes from the nuclear weapons complex.
- Helping to deter, detect, and respond to the proliferation of weapons of mass destruction.
- Contributing to civilian and industrial needs and other defense activities by using the scientific and technical expertise that derives from carrying out the Laboratory mission.
- Advancement of science, math and engineering education.
- Performance of technology transfer and work for others including programs designed to enhance national competitiveness in the global economy.
- Management and operation of the Laboratory facilities and site.

Research Programs –

- Applied Physics
- Audits and Assessments
- Bioscience
- Computer and Computational Sciences
- Chemistry
- Decision Applications
- Dynamic Experimentation
- Earth and Environmental Sciences
- Engineering Sciences and Applications
- Energy and Sustainable Systems
- Health, Safety, and Radiation Protection
- Los Alamos Neutron Science Center
- Materials Science and Technology
- Nonproliferation and International Security - Develop and apply preeminent science and technology to deter, detect, and respond to proliferation and to ensure U.S. and global security.
- Nuclear Materials Technology
- Physics
- Risk Reduction and Environmental Stewardship

- Science and Technology Base Programs
- Security and Safeguards
- Spallation Neutron Science
- Theoretical

Education Programs –

- **Military Research (MRA) Program** - Military Research Associates (MRAs) are career active-duty military officers with training and interests relevant to the Laboratory's work and mission. They are assigned to the Laboratory for a regular tour of duty to gain experience in science and technology areas and to broaden their knowledge of Laboratory technical programs and capabilities. MRAs are equivalent to Technical Staff Members.
- **Service Academy Research Associates (SARA)** - The program, for eligible cadets/midshipmen, and faculty from the U.S. Military Academy, the U.S. Naval Academy, and the U.S. Air Force Academy, is a special employment and educational program administered by the Department of Defense (DOD) Programs Office at Los Alamos, in cooperation with the Service Academies.
- **Military Graduate Research Associate** - The Military Graduate Research Associates (MGRA) Program provides challenging opportunities to participate in Laboratory research programs as visiting staff; to learn about Los Alamos' role in national security, defense, and civilian programs; and to foster a long-term interest in science and technology. The program, for recent graduates from the U.S. Military Academy, the U.S. Naval Academy, the U.S. Air Force Academy, and uniformed military officers attending graduate school, is a special employment and educational program administered by the Department of Defense (DOD) Programs Office at Los Alamos, in cooperation with the Service Academies and other academic institutions.

Outreach Programs –

- The Laboratory may perform work for other Federal and non-federal entities provided the work is consistent with, or complementary to, the missions of the facility, and provided the work does not place the facility in direct competition with the domestic private sector.
- Publications
- Public lectures

Reference and Contact Information –

Los Alamos Natl. Lab
P.O. Box 1663
Los Alamos, NM 87545
505-664-5265
<http://www.lanl.gov/worldview/>

MARINE CORPS COMMAND AND STAFF COLLEGE

Collaborations –

USMC Training and Education Command

Mission –

To provide intermediate and advanced-intermediate professional military education to field grade officers of the Marine Corps, other services, and foreign countries to prepare them for command and staff duties with Marine Air-Ground Task Forces (MAGTFs) and for assignment with joint, multinational, and high-level service organizations.

Research Programs –

Research is primarily the result of student end of session efforts.

Education Programs –

- Educational Objectives include –
 - Analyze the theory and nature of war and their relationship to the application of the elements of national power.
 - Think strategically and explore the relationship between national political interests and goals, and the utility of military power supporting those goals.
 - Analyze strategic guidance and translate it into operational direction in the form of a campaign plan designed to accomplish military objectives.
 - Assess the relationship between the operational and the tactical levels of war and to orchestrate tactical battles and engagements as a part of campaigns designed to create military conditions accomplishing strategic goals.
 - Plan and execute the employment of amphibious task forces anywhere along the spectrum of conflict and articulate the capabilities of amphibious task forces within the joint/multinational environment with primary focus at the Marine Expeditionary Force level.
 - Instill the ability to critically analyze war and apply sound military judgment in an academic environment as well as when called upon to do so in war.
- Courses include:
 - Theory and Nature of War
 - Strategy and Policy
 - Operational Level of War
 - Military Operations Other Than War
 - Joint Warfighting
 - MAGTF Organization
 - MAGTF Planning And Operations
 - Expeditionary Operations
 - Contemporary Joint & Multinational Warfare
 - Exercise OPEN ACCESS - A force-on-force, computer assisted, Joint Task Force (JTF)-level Command Post Exercise (CPX).
 - Art of Command
 - Media Operations
 - National Military Capabilities and Command Structure

- Joint Doctrine
- Joint and Multinational Forces at the Operational Level of War
- Joint Planning and Execution Processes
- Information Operations (IO) and Command, Control, Communications, and Computers (C4)
- School of Advanced Warfighting Provides a follow-on, graduate-level professional military education for selected field grade officers who have completed the Marine Corps or sister service command and staff college course. The course develops complex problem solving and decision making skills that can be used to improve the warfighting capabilities of an organization at the operational level of war.

Outreach Programs –

None relevant to the National Security Institute concept.

Reference and Contact Information –

COC SACS

1866 Southern Lane

Decatur, Georgia 30033

(404) 679-4501

<http://www.mcu.usmc.mil/csc/>

**NATIONAL ACADEMIC CONSORTIUM FOR HOMELAND SECURITY
(NACHS)**

Collaborations -

- Ohio State University (Lead)
- Air Force Institute of Technology
- Alabama A&M University
- Alabama State University
- American Public University System
- Anna Maria College
- Army Management Staff College
- Auburn University
- Birmingham-Southern College
- Bowdoin College
- Bowling Green State University
- Brown University
- Butler County (PA) Community College
- Case Western Reserve University
- Central Missouri State University
- Clackamas Community College
- Clemson University
- Cleveland State University
- College of William and Mary
- Colorado State University
- Corinthian Colleges
- Cuyahoga Community College
- Delaware State University
- Desert Research Institute
- ECPI College of Technology
- East Carolina University
- Eastern Michigan University
- Embry-Riddle Aeronautical University
- Fairleigh Dickinson University
- Florida Atlantic University
- George Washington University
- Georgetown University
- Georgia State University
- Grossmont College
- Indiana University
- Indiana University of Pennsylvania
- Iowa State University
- Iowa Wesleyan College
- Joint Forces Staff College
- Kent State University
- Lamar Institute of Technology
- Lakeland Community College

- Lehigh Carbon Community College
- Los Alamos National Laboratory
- Louisiana State University
- Marshall Center
- Massachusetts Institute of Technology
- Merrimack College
- Metropolitan College of New York
- Michigan State University
- Michigan State University/Kalamazoo Center for Medical Studies
- Monroe Community College
- Myers University
- National Defense University
- NAVAIR Orlando, TSD
- Naval Postgraduate School
- Naval War College
- New York Institute of Technology
- New York University
- North Carolina A&T State University
- North Carolina State University
- North Dakota State University
- Northwestern University
- Oakland Community College
- Oklahoma State University
- Ohio Dominican University
- Ohio University
- Old Dominion University
- Olympic College
- Oregon Health and Science University
- Owens Community College
- Penn State University
- Purdue University
- Rensselaer Polytechnic Institute
- San Francisco State University
- San Jose State University
- Sonoma State University
- South West International University
- Southern Methodist University
- St. Edward's University
- St. John Fisher College
- St. Mary's University of Law
- Stanford University
- Stony Brook University - State of New York
- Teikyo Post University
- Texas A&M University
- Texas State University, San Marcos
- The Florida State University

- The Judge Advocate General's School
- The University of Detroit Mercy
- The University of Medicine and Dentistry of New Jersey
- The University of Pennsylvania
- The University of Texas at Dallas
- Thunderbird University
- Troy State University
- United States Army War College
- United States Military Academy
- University of Akron
- University of Alabama
- University of Central Florida
- University of Colorado
- University of Dayton
- University of Denver
- University of Findlay
- University of Florida
- University of Georgia
- University of Houston
- University of Idaho
- University of Illinois at Chicago
- University of Kentucky
- University of Louisville
- University of Maine
- University of Maine, Fort Kent
- University of Maryland
- University of Maryland, College Park
- University of Massachusetts, Amherst
- University of Miami
- University of Minnesota
- University of Mississippi
- University of Missouri-Columbia
- University of Missouri-Kansas City
- University of Nebraska
- University of Nebraska Medical Center
- University of Nevada-Reno
- University of New Hampshire
- University of New Orleans
- University of North Carolina at Charlotte
- University of North Carolina at Wilmington
- University of Oklahoma
- University of South Carolina
- University of Southern California
- University of South Florida
- University of Tennessee
- University of Tennessee, Knoxville

- University of Tennessee, Martin
- University of Tennessee, Memphis
- University of Tennessee, Oak Ridge National Lab
- University of Virginia
- University of Washington
- University of Wisconsin-Madison
- Utah Valley State College
- Vanderbilt University
- Virginia Polytechnic Institute and State University
- West Virginia University
- Western Carolina University
- Western Connecticut State University
- Wright State University
- Youngstown State University

Mission –

- Improve understanding of national security issues, especially terrorism and strategies for counter-terrorism.
- Promote development of better-informed public policy, strategy, plans and programs regarding national security issues.
- Develop new technologies and transition those technologies into effective, practical and affordable solutions to (current and future) international and homeland security problems.
- Educate and train the people required by governmental and non-governmental organizations, to effectively accomplish international and homeland security roles and responsibilities.

Education Programs –

Vary by participating institution but cover wide range of undergraduate subjects.

Outreach Programs –

None relevant to the National Security Institute concept.

Reference and Contact Information –

National Academic Consortium for Homeland Security
Program for International and Homeland Security
The Ohio State University
Mershon Center
1501 Neil Avenue
Columbus, OH 43201
614-688-3420

<http://homelandsecurity.osu.edu/NACHS/>

NATIONAL ACADEMY OF SCIENCES

Collaborations –

Private, non-profit, self-perpetuating society comprised of the National Academy of Sciences, the National Academy of Engineering, the Institute of Medicine, and the National Research Council.

Mission –

The National Academies conduct studies for a variety of sponsors, most notably the federal government as required by the Academy's charter.

Research Programs –

The National Academies conduct research in a wide variety of areas. A sample of relevant research projects includes:

- Review and Evaluation of Alternative Technologies for Demilitarization of Assembled Chemical Weapons
- Review and Evaluation of the Army Non-Stockpile Chemical Materiel Project
- Review of Existing and Potential Standoff Explosives Detection Technology
- Review of the National Nanotechnology Initiative
- Testing and Evaluation (T&E) of Standoff Chemical Agent Detectors
- National Security and Homeland Defense: Challenges for the Chemical Sciences in the 21st Century

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- National Academies reports are published by the National Academies Press.
- Exhibitions and cultural programs.
- *Beyond Discovery* articles.
- Arthur M. Sackler Colloquia address scientific topics of broad and current interest, cutting across the boundaries of traditional disciplines.
- Annual symposia on Frontiers of Science. These symposia bring together some the very best young scientists to discuss advances and opportunities in their fields in a format that encourages informal collective as well as one-on-one discussions among participants.
- Keck *Futures Initiative* incorporates three core activities each year: *Futures* Conferences, *Futures* Grants and National Academies Communication Awards.
- Koshland Science Museum

Reference and Contact Information –

National Academies of Science
500 Fifth St. N.W.
Washington, D.C. 20001
202-334-2138
<http://www.nas.edu/>

NATIONAL DEFENSE RESEARCH INSTITUTE

Collaborations -

- RAND Corp., Santa Monica, CA.
- Department of Defense, Office of the Secretary of Defense.

Mission -

- Support the analytical requirements of the Office of the Secretary of Defense, the Joint Staff, and the other Defense agencies.
- Provide independent, objective findings and policy advice derived from research and analysis of national security problems.

Research Programs –

- International Security and Defense Policy Center (ISDP) - Explores how the global security environment is changing; how those new conditions affect U.S. interests; and what policies, strategies, and terms of US engagement are needed to shape the environment and protect those interests.
- Acquisition and Technology Policy Center (ATP) - Addresses opportunities and challenges presented by the advances in technology, in particular those enabled by the information revolution. It analyzes ways to preserve US military advantages as economically as possible.
- Forces and Resources Policy Center (FRP) - Analyzes issues affecting the people who make up the forces, on the forces needed to carry out US military strategies, and on the optimum use of resources. It focuses on policy options that help ensure that the United States is able to attract and retain high-quality military personnel in this new era.
- Intelligence Policy Center - Maintains a broad, substantive focus that spans international security, acquisition, and manpower issues for the national intelligence community.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- Commentary
- Issue Papers
- Research Briefs
- *RAND Journal of Economics* and *RAND Review*

Reference and Contact Information –

National Security Research Division
1776 Main Street
P.O. Box 2138
Santa Monica, CA 90407-2138
703- 413-1100 x5469
<http://www.rand.org/nsrd/ndri.html>

NATIONAL DEFENSE UNIVERSITY (NDU)

Collaborations:

- Secretary of Defense
- Joint Chiefs of Staff
- Departments of State, Homeland Security, Commerce, Justice, Health and Human Services, Energy, Agriculture, Treasury, Interior, Transportation, Labor, Education,
- U.S. Congress (Trains interns and correspondents/Budget office analysts)
- Intelligence Agencies
- United States Agency for International Development
- Drug Enforcement Agency
- Environmental Protection Agency
- Peace Corps
- Executive Office of the President
- Federal Reserve
- Social Security Administration
- United Nations
- Smithsonian Institute
- National Space and Aeronautics Administration
- Woodrow Wilson Center for Scholars
- World Bank
- National Security Education Program (NSEP)
 - National Flagship Language Initiative
 - University of Maryland - National Foreign Language Center (NFLC) under an institutional grant in support of the pilot program
 - Pilot Program in Arabic
 - Emory University
 - University of Washington American University (Cairo) – Arabic for Interactive Communication Program
 - University of Damascus
 - Pilot Program in Chinese
 - Brigham Young University – Chinese Flagship Center
 - University of Mississippi
 - Nanjing University (China)
 - Pilot Program in Korean
 - University of Hawaii at Manoa – Korean Flagship Program
 - Korean University (Seoul)
 - University of California, Los Angeles (UCLA) – Korean Flagship Program
 - Pilot Program in Russian
 - Bryn Mawr College
 - St. Petersburg University (Russia) – National Flagship Initiative for Russian
- Universities:
 - National Defense University
 - School for National Security Executive Education

- Industrial College of the Armed Forces (ICAF)
- Information Resources Management College (formerly Department of defense Computer Institute)
- Joint Forces Staff College (formerly Armed Forces Staff College)
- Regionally focused centers:
 - Center for Hemispheric Defense Studies
 - Near East-South Asia Center for Strategic Studies (NESA)
 - Africa Center for Strategic Studies
- Research centers:
 - Institute for National Strategic Studies
 - Center for the Study of Weapons of Mass Destruction
 - Center for the Study of Chinese Military Affairs
 - Center for Technology and National Security Policy
 - Institute for Homeland Security Studies
- Institute of International Education (IIE) – Undergraduate scholarship program
- Academy of Education Development (AED) – Graduate fellowship program

Mission:

- Prepare selected commissioned officers and civilian officials from the Department of Defense, Department of State, and other agencies of the Government for command, management, and staff responsibilities in a multinational, intergovernmental, and joint national security setting.
- Conduct short-range and long-range studies of national security policy, military strategy, the allocation and management of resources for national security, and civil-military affairs. Associated research is centered on College missions and is relevant to Joint Staff and Office of the Secretary of Defense study requirements. A goal of University research is to create a national repository of expertise on mobilization, military strategy, and joint or combined policy and plans.
- Provide, through the Institute for National Strategic Studies, research and gaming resources and symposia for the benefit of the Secretary of Defense, the Joint Staff, the National Defense University, and other Federal departments and agencies involved in national security.
- Prepare, through the Joint Forces Staff College, mid-career officers for joint and combined staff duty.
- Promote, through the Information Resources Management College, excellence in information resources management education for executive users of information systems at senior and intermediate levels.
- Promote understanding and teamwork among the Armed Forces and between those agencies of the Government and industry that contribute to national security.

Education:

Confers the degree of Master of Science in National Resource Strategy upon graduates of the Industrial College, and the Master of Science in National Security Strategy upon graduates of the National War College.

- **National War College** –

- Prepares future leaders of the Armed Forces, State Department, and other civilian agencies for high-level policy, command, and staff responsibilities.
- Conducts a senior-level course of study in national security policy and strategy for selected U.S. and foreign military officers and federal officials. The curriculum emphasizes the joint and interagency perspective. 75 percent of the student body is composed of equal representation from the land, air, and sea (including Marine and Coast Guard) Services. The remaining 25 percent are drawn from the Department of State and other federal departments and agencies. International fellows from a number of countries join the student body.
- Academic programs:
 - Core Courses:
 - Fundamentals of Strategic Logic
 - Military Thought and the Essence of War
 - The National Security Strategy Process
 - The Global Security Arena
 - National Military Strategy
 - Field Studies in National Security
 - Economics for Strategists
 - Economics and National Security
- **School for National Security Executive Education (SNSEE)** – SNSEE provides various programs for education Department of Defense and interagency civilians in the fundamentals of national security. The objective is to educate future U.S. government leaders to respond to the security challenges posed by terrorism and other threats facing the nation.
 - Participants come from the interagency and include Army, Navy, Air Force, USMC, Defense Agencies, DOS, DOJ, DEA, DHS, the Intel Community, Coast Guard, HHS, Congress, and the International Community.
 - Fosters awareness of the new national security environment.
 - Promotes communication and builds bridges within and between agencies.
 - Develops an educated, agile workforce able to respond to a multiplicity of threat environments.
 - Current Courses: Force and Statecraft; US Foreign Policy in an Age of Global Terrorism; Transforming the Business of Government; Geostrategy; Democratization and U.S. National Security; Science and Policy of Biowarfare & Bioterrorism; Science, Technology and National Security; National Security Decision-making; Foundations and Issues of Homeland Security; Organizing Homeland Defense; National Security and Civil Military Relations; Statecraft: Peacekeeping and Nation Building; United States Special Operations; Transformations of U.S. National Security Since 1940; The Global War on Terrorism; Strategic Intelligence and the War on Terrorism.
- **National Security Education Program (NSEP)** - Established by the National Security Education Act of 1991 which created the National Security Education Board, the National Security Education Program, and a trust fund in the U.S. Treasury to provide resources for scholarships, fellowships and grants. It seeks to lead in development of the national capacity to educate U.S. citizens, understand foreign

cultures, strengthen U.S. economic competitiveness, and enhance international cooperation and security. Principal objectives from NSEP's mission include:

- Equip Americans with an understanding of less commonly taught languages and cultures and enable them to become integrally involved in global issues.
- Build a critical base of future leaders, both in the marketplace and in government service, who have cultivated international relationships and worked and studied alongside foreign experts.
- Develop a cadre of professionals with more-than-traditional knowledge of language and culture, who can use this ability to help the United States make sound decisions and deal effectively with global issues.
- Enhance institutional capacity and increase the number of faculty who can educate U.S. citizens toward achieving these goals.

Program policies and direction are provided by the Secretary of Defense in consultation with the 13-member National Security Education Board. The Board is comprised of seven senior federal officials, most of Cabinet rank, and six senior non-federal officials appointed by the President. The Board determines the criteria for the awards and recommends critical areas that the Program should address. Advisors composed of experts in the field of higher education who have international expertise support the Board. Two national non-profit organizations serve as the Program's Administrative Agents.

1. The Institute of International Education (IIE) administers the NSEP undergraduate study abroad scholarships. IIE is the administrator of over 200 U.S. international programs for higher education.
2. The Academy for Education Development (AED) administers the NSEP graduate fellowships. AED has conducted educational projects throughout the U.S. and in more than 100 countries worldwide.

From May, 1994 through May, 1997, the National Security Education Program made over one thousand one hundred scholarship and fellowship awards to undergraduate and graduate students across the United States. Awards are made through an independent merit review selection process conducted by scholars with expertise in the relevant areas. Recipients of NSEP scholarships and fellowships incur an obligation to work either for an office or agency of the Federal Government involved in national security affairs or in higher education. The two components of the NSEP are:

1. David L. Boren Scholarships to U.S. undergraduate students for study abroad in world areas critical to U.S. National Security.
 2. David L. Boren Fellowships to U.S. students enrolled in or admitted to graduate degree programs in U.S. higher education institutions to develop expertise in the languages and cultures of less commonly studied countries.
- **Industrial College of the Armed Forces:**
 - Prepares selected military officers and civilians for senior leadership and staff positions by conducting postgraduate, executive-level courses of study and associated research dealing with national security strategy and the resource

- component of national power, with special emphasis on acquisition and joint logistics, and their integration into national security strategy for peace and war.
- 58 percent of the student body is composed of military representatives from the land, sea and air services, 32 percent from the Departments of Defense and State and 10 other federal agencies, 8 percent international military officers, and 2 percent from the private sector and other memoranda of understanding (MOU).
 - Awards its graduates a Master of Science degree in National Resource Strategy.
 - The Commandant of ICAF is a two-star general or flag officer appointed by the Chairman, Joint Chiefs of Staff, and responsible to the President of the National Defense University. The Department of State nominates a Foreign Service officer with ambassadorial rank to serve as the Commandant's International Adviser. The Dean of Faculty and Academic Programs is responsible for all matters related to faculty, teaching, professional development, curriculum planning and scheduling, and faculty and student research. The Dean of Students and Administration coordinates student activities and responsibilities, provides administrative and logistics support to the College and provides liaison with counterpart offices of the National Defense University.
 - The ICAF faculty is composed of military officers from all five Services and civilian academics who are experts in their fields. Military faculty normally hold the rank of colonel/captain and are subject matter experts with specialized experience. Civilian faculty, who typically hold doctorates or the equivalent, include full-time academicians, state department representatives, and visiting professors from selected federal agencies.
 - **Information Resources Management (IRM) College:**
 - Prepares leaders to direct the information component of national power by leveraging information and information technology for strategic advantage. Primary areas of concentration include business process reengineering, IRM policy, information technology, information security, acquisition reform, and management of acquisition processes.
 - Students represent multiple communities including functional managers planning for the use of information within their organizations, information managers performing systems integration functions, and military officers planning information operations or protecting elements of the Defense Information Infrastructure. Funded by the Department of Defense (DoD), the College accepts military and civilian students from the DoD as well as senior level officials from other government agencies and departments, foreign military officers, and private sector students from information systems firms doing business with the government.
 - **Joint Forces Staff College:**
 - Educates military officers and other national security leaders in joint, multinational, and interagency operational-level planning and warfighting, to instill a primary commitment to joint, multinational, and interagency teamwork, attitudes, and perspectives.
 - **Regionally Focused Centers:** Foster international understanding and promote the development of cooperative relations in such areas as national security strategy, civil-

military relations and defense economics. Activities include hosting seminars and conferences overseas, as well as programs in Washington, DC.

- **Center for Hemispheric Defense Studies:**
 - Regional forum offering strategic level defense and security education, research assistance and dialog regarding the development of effective security policy within the Western Hemisphere.
 - Civilian and military graduates and partner institutions comprise communities of influence that work toward a more cooperative and stable international security environment.
 - Develops civilian specialists in defense and military matters, from all of the Western Hemisphere's democratic countries, including the United States.
 - Provides education, and conduct outreach, research and knowledge-sharing activities on defense and international security policy-making with military and civilian leaders of the Western Hemisphere.
 - Advances international security policy and defense decision-making processes, fosters partnerships and promotes effective civil-military relations in democratic societies.
 - Contributes to a cooperative international security environment and mutual understanding of priority U.S. and regional defense and international security policy issues.
- **Near East South Asia Center for Strategic Studies:**
 - Enhances stability of Near East in South Asia by providing an academic environment where strategic issues can be addressed, understanding deepened, partnerships fostered, defense-related decision-making improved, cooperation strengthened among military civilian leaders from region and the United States.
 - Focuses on a multilateral approach to addressing regional security concerns and issues related to Afghanistan, Algeria, Bahrain, Bangladesh, Egypt, India, Iraq, Israel, Jordan, Kuwait, Lebanon, Maldives, Morocco, Nepal, Oman, Pakistan, Qatar, Saudi Arabia, Sri Lanka, Tunisia, Turkey, United Arab Emirates, and Yemen.
 - Designed to meet the knowledge needs of national security professionals by providing a forum for rigorous examination of the challenges that shape the security environment of the region.
 - Provides a focal point where national decision makers can gather to exchange ideas and explore tools for cooperative problem solving.
 - Core curriculum:
 - Impact of globalization on regional strategic issues
 - Changing strategic environment - including an assessment of the campaign against terrorism and the implications of initiatives such as missile defense and military transformation
 - Elements of strategic planning
 - Concepts for enhancing regional security.
- **Africa Center for Strategic Studies:**
 - Fosters professional development of Africa's civilian and military leaders, supports democratic governance in Africa, and facilitates long-term,

continuing dialogue with and among leaders from Africa, Europe, and the United States to promote and reinforce American values and strengthens U.S. national security.

- Offers academic programs in civil-military relations, national security studies, and defense economics.
 - Participants include ministers and senior officials from African ministries; generals, chiefs of defense staffs, colonels, and other senior military leaders; ambassadors and diplomats; civil society leaders; directors of international and regional organizations; senior level U.S. government officials; and current and former African heads of state.
 - Africa Center programs are conducted in Africa at the express invitation and with the full participation of African hosts.
 - A significant portion of the adjunct faculty is African, and other U.S. government agencies, European governments, and non-governmental organizations help shape Africa Center programs. There is also strong civilian and military partnership as well as cooperation between public and private sectors.
 - Africa Center activities support Department of Defense policies and objectives such as the professionalization of militaries in Africa, the global war on terrorism and HIV/AIDS policy issues.
- **National Flagship Language Initiative (NFLI)** – The NFLI unites the federal sector with the higher education community utilizing NSEP management and structure, drawing upon Defense Language Institute experience, capitalizing on the experience of the National Foreign Language Center, and exploiting the resources of several of the nation’s leading universities. Overall management of the initiative is provided for NSEP by the National Foreign Language Center (NFLC) at the University of Maryland. The NFLC establishes working relationships through institutional grants with flagship programs which commit to specific goals and objectives. *Institutional capacity development and program evaluation*, including program selection, is managed by the NFLC, with particular attention to national infrastructure development and ongoing formative evaluation. *Student testing* for proficiency certification at graduation is subcontracted to the Defense Language Institute working in association with Language Testing International. *Distributing/Distance Learning* efforts are integral to learners for language maintenance and enhancement and will be developed and overseen by the NFLC in close collaboration with the Defense Language Institute.
 - The NFLC is executed through institutional grants by the National Security Education Program in partnership with the National Foreign Language Center at the University of Maryland. Endorsed by Congress in P.L. 107-306 and designed to produce a stream of competent language professionals certified at Level 3 (superior).
 - Pilot programs are in progress at major universities Arabic, Chinese (Mandarin), Korean, and Russian. Additional programs are planned in Hindu, Persian, Turkish, and Japanese.

Research Programs: Through its research centers, NDU produces policy analyses, research and other support to the Joint Chiefs of Staff, the Office of the Secretary of Defense, Combatant Commanders from major military commands, and other U.S. Government agencies. Research centers include the following:

- **Institute for National Strategic Studies:** Provides objective, rigorous and timely analyses that respond to the needs of decision-makers in the Department of Defense and other policy audiences. In formulating our research plans we pay particular attention to emerging strategic trends that pose longer-term challenges for U.S. national security and raise complex trade-offs for policy-makers. Research program is organized into two broad categories:
 - Strategic policy studies that analyze key challenges in the formulation of national security strategy, defense planning, concepts and requirements, as well as such functional areas as transnational terrorism, weapons proliferation, post-conflict stabilization, and related issues with global impact that tend to bisect traditional geographical boundaries.
 - Regional security studies that assess political-military developments within four specified regions, explicating in each case patterns of stability, tension and conflict and implications of those patterns for U.S. foreign and defense policy goals and programs.

Researchers also provide subject matter expertise to NDU teaching components and engage in outreach activity with counterpart research organizations to improve understanding of domestic and foreign attitudes bearing upon key policy questions.

In 2003 INSS research fellows conducted about twenty projects on a reappraisal of U.S. national security strategy; emerging command and control issues for initial U.S. missile defense deployments; the requirements and challenges of preemptive action; the problems of smuggling/trafficking; implementing U.S. counter-terrorism strategy and policy; and the roles of the sea services in dealing with new-era threats.

Major regionally-focused efforts were projects on: the implementation of U.S. counter-terrorism strategy to key regions outside the Middle East; conducting effective "de-Ba'athification" in post-Saddam Iraq; the creation of new Iraqi defense forces; changing civil-military relations in the greater Middle East; the future of the U.S.-Republic of Korea alliance; China's role in resolving the North Korean nuclear crisis; the evolution of the Chinese People's Liberation Army; reforming NATO's decision-making processes; supporting constructive change in Venezuela and Colombia; the sources and limits of Russian power; and Central Asia's post 9/11 significance.

In 2004 researchers are working on the following priority areas:

1. **New Fronts in the War on Terrorism.** An assessment of U.S. counter-terrorism strategy since 9/11 and possible adjustments that may be needed to sustain the strategy over the long term.
2. **Military Support to Civil Authorities.** An examination of DoD's support for civilian first responders in the event of attacks upon the homeland, including which missions should fall to DoD, what level of preparedness is required, and how DoD and civilian responders could best organize joint efforts.

3. Smuggling and Trafficking. An evaluation of how terrorist groups are strengthening their links to organized crime and diversifying their activities in order to generate revenues and support operations.
4. Maritime Security Cooperation. An examination of the roles and limitations of MIO operations including how these operations can best be managed, concerns of potential participants, and policy and legal considerations.
5. Navigating the Transition in Missile Defense (MD) Deployments. An assessment of the capabilities and limitations of initial MD deployments, the allocation/prioritization of limited MD assets, the role of principal USG decision-makers in planning and crises, and the role of allies.
6. Strategic Planning and Operations. The Challenge of Integration. An analysis of the challenges of integrating offensive (nuclear and non-nuclear) strike and defensive capabilities, including capabilities-based planning at the high end of the spectrum of conflict, planning across organizational boundaries, and net-centric command, control and communications.
7. Preemptive Action: When, How, to What Effect? Building upon previous efforts, an analysis of the preemptive employment of military forces in WMD situations.
8. Space-based Military Capabilities. Requirements and Implications. An examination of whether or by what means the United States should utilize space as a venue or basing mode for war-fighting capacity.
9. Realigning Global Defense Posture. An examination of the organizational, sourcing, force generation, and host-nation support requirements of a global force management construct.
10. Capabilities-Based Planning (CBP): Refining the Concept. An analysis to help refine CBP as a tool for reaching judgments about the overall size, training, equipping, organization and readiness of U.S. Armed Forces.
11. Post-Conflict Stabilization and Crisis Management. On-going assessment of the challenges of achieving stability in post-Saddam Iraq and post-Taliban Afghanistan, and the problems of expanding regional capacities to engage in multinational stabilization and peace support operations.
12. The Greater Middle East after Saddam: Prospects for Stability and Regional Security Cooperation. An examination of intra-regional cooperation, tension, and conflict in the post-Saddam era with particular reference to Iran, Syria, Saudi Arabia and the states of the Arabian peninsula.
13. Iran and Iraq: Challenges of Reform. A continuing exploration of reform efforts inside Iran and Iraq via an ongoing roundtable series that promotes dialogue between leading academic specialists of (and from) the Gulf region and the U.S. analytic community.
14. Pakistan's Future and South Asian Security. An assessment of Pakistan's internal socio-political dynamics within the larger context of South Asian security and the slow consolidation of post-war Afghanistan.
15. Turkey -- Toward a New Partnership? An examination of the future dynamics of the U.S-Turkish security relationship and their implications for U.S. policy.
16. Islamic Extremism -- Implications for U.S. Security Interests in the Greater Middle East. An analysis of the growth in influence and impact of Islamic

- extremist organizations and their methods for targeting U.S.-friendly governments, policies, interests, and presence in the NESR region.
17. Afghanistan: Forging Stability. A stock-taking of Operation Enduring Freedom, including the challenges of expanding provisional reconstruction activity and of promoting greater security along the Afghan-Pakistan frontier.
 18. Korea - Managing the Nuclear Stand-off; Transforming U.S. Forward Presence. An assessment of how Washington and Seoul might respond to a changed threat environment resulting from North Korea's nuclear ambitions; and an assessment of the implications of the transformation of the U.S. military presence on the Korean Peninsula.
 19. China, Taiwan, and the Dynamics of Cross-Strait Relations. An appraisal of political and military trends inside the PRC and Taiwan, and of alternative strategies for crisis prevention and management in the Taiwan Strait.
 20. Strategic Implications of China's Growing Economic and Political Influence. An examination of China's increasing influence in Southeast Asia and the wider Pacific region, and the implications of this trend for U.S. strategic and military interests in the region.
 21. Japan's Emerging Security Roles. An analysis of Japan's evolving perspectives of longer-term strategic problems and how such perspectives will be factored into, or are reflected by its ongoing National Defense Review.
 22. Realigning U.S. Military Presence in Greater Europe: Managing Expectations. An assessment of the political-military dimensions of new initiatives for recalibrating U.S. presence in Europe and North Africa from the perspective of the affected countries.
 23. Strengthening NATO's Crisis Response Capacity. An analysis of new NATO members' evolving experience in and attitudes toward out-of-area operations, the necessary scope for new or revised decision-making procedures, and future organizational restructuring, to include the way ahead for NATO's Allied Command Transformation (ACT).
 24. NATO-EU Relations -- A Way Ahead? An exploration into possible ways of strengthening NATO-EU operational ties, with particular focus on UK-France defense relations and how Franco-British cooperation might impact U.S. interests bilaterally and within NATO.
 25. NATO-Eurasia Cooperation. An assessment of security dynamics within Central Eurasia and of U.S. policy options for advancing its national security interests via a restructured Partnership for Peace (Pfp) or related initiatives.
 26. U.S. Strategy for Mediterranean Dialogue Countries. An analysis of the impact of alternative policy approaches toward the Mediterranean region and how best to synchronize such an effort with on-going diplomatic/economic initiatives being pursued by the United States and/or its European allies and partners.
 27. Overcoming Obstacles in U.S.-Russian Relations. An examination of possible ways of advancing a cooperative relationship between the United States and Russia, as agreed to by Presidents Bush and Putin at Camp David in September 2003 and outlined in the U.S.-Russian Strategic Framework of 2002.

28. Sources and Limits of Russian Power. An explication of key factors shaping Russian transformation in the next decade and their impact on Russian behavior in the international arena.
 29. Colombia: Maintaining Momentum. An assessment of optimal ways for measuring progress in Colombia's ongoing efforts to reestablish domestic order and stability and of the effectiveness of U.S. support for Colombian efforts.
 30. Hemisphere Defense at a Crossroads: Insights from a Changing Security Environment. An examination of transnational terrorism, radical populism, international crime and other hemispheric trends that have shaped the inter-American security environment before and after the events of September 11, 2001.
 31. Future Strategic Cooperation in the Americas. An exploration of the design of practical bilateral and sub-regional multilateral security associations, with a view to developing innovative ways to further strategic cooperation.
 32. Chinese In-roads/Investment and Influence in Latin America. An analysis of motivations in Beijing and Taipei for increasing their activities in the Americas, as well as Latin American perceptions of these trends.
- **Center for the Study of Weapons of Mass Destruction** - Research interests range from assessments of U.S. non- and counterproliferation policies and programs, to doctrine and training, to a fuller understanding of nuclear, biological, and chemical operational effects, to alliance preparedness and cooperation. The Center contributes to the basic understanding of the security implications of proliferation, as well as to the challenge of fashioning an effective response. Through its education and outreach programs, the Center is dedicated to the goal of embedding in the next generation of military leaders and defense civilians an awareness of the proliferation threat as it relates to defense policy, programs, and military operations. The Center has taken both a top-down and bottom-up approach, enhancing the awareness of policy makers and operators alike to the challenges and requirements for operating in an NBC environment.

Research activities and analytic support are provided to OSD Policy and Acquisition, the Joint Staff, regional and functional Commands, the Intelligence Community, and other U.S. Government elements in the following areas:

- Deterrence
- WMD Elimination
- Response Options to Use of NBC
- Consequence Management and Homeland Defense
- NBC Threat Assessment Tools
- Future Bioterrorism and Biowarfare Threat
- Regional Counterproliferation Activities
- Nuclear Dimensions of Counterproliferation
- Adversary NBC Use Concepts
- Implications for Doctrine and Operations
- Detection and Attribution
- Non-Traditional Chemical Agents Threat
- Education and Outreach

- Intelligence Support to Counterproliferation
- **Center for the Study of Chinese Military Affairs.** The Center for the Study of Chinese Military Affairs is established in accordance with Section 914 of Public Law 106-65, the National Defense Authorization Act for 2000. The Center is an integral component of the Institute for National Strategic Studies (INSS) at the National Defense University (NDU) operating in accordance with the INSS Charter from the Secretary of Defense and the Memorandum of Understanding with the Chairman of the Joint Chiefs of Staff. The Center is under the direct supervision of its Director, who is appointed by the President of NDU and reports to the Director of INSS.

The mission of the Center is to serve as a national focal point and resource center for multidisciplinary research and analytic exchanges on the national goals and strategic posture of the People's Republic of China and the ability of that nation to develop, field, and deploy an effective military instrument in support of its national strategic objectives. The Center keeps officials in the Department of Defense, other government agencies, and the Congress apprised of the results of these efforts. The Center also engages the faculty and students of the National Defense University and other components of the Department of Defense Professional Military Education (PME) system in aspects of its work and thereby assists their respective programs of teaching, training, and research. The Center also has an active outreach program designed to promote exchanges among American and international analysts of Chinese military affairs.

The military and civilian analysts and staff who comprise the Center execute their mission through a program of internal and contract research and publications, as well as routine exchanges with governmental and non-governmental experts. These activities are supported by internet links to the wider analytic community, seminars, conferences, and gaming and simulation.

The Center's research program is developed and supervised by its Director and approved by the Director of INSS, in consultation with the President of the National Defense University, the Joint Chiefs of Staff, the Office of the Secretary of Defense, and, as appropriate, other officials and independent experts.

The Center's resident research staff draws on a number of disciplines and the wider analytic community in the pursuit of its research mission. Starting with concepts of national interest, national strategy (as manifested in foreign and national security policies), and strategic culture, the Center supports analysis of:

- the views of Chinese leaders on the use of military force, including its utility as a means of achieving national objectives and conditions under which they might actually resort to force;
- the ways in which China's perceived military/strategic needs are translated into force structure;
- China's ability to create and sustain various force structures; and,
- the overall capabilities of its evolving military forces.

These general objectives are realized through a program of research and exchanges centered on assessing:

- China's national interests, objectives, and strategic culture
- Evolving concepts of grand strategy, military strategy, military operations, and tactics
- Evolving doctrinal concepts at each of the four levels
- How doctrine at each level influences force structure choices
- How doctrine and force structure interact at each level through procurement, officer education, and training to produce an integrated system of military capabilities.
- **Center for Technology and National Security Policy (CTNSP)** - Examines the implications of technological innovation for U.S. national security policy and military planning. CTNSP combines scientific and technical assessments with analyses of current strategic and defense policy issues, taking on topics to bridge the gap. The Center has produced studies on proliferation and homeland security, military transformation, information technology, life sciences, and social science modeling. The Center was established to gain new insights by combining expert analysis of science and technology developments with national security policy. The Center focuses on the following initiatives:
 - Assessing the right directions for U.S. and allied military transformation and helping to remove impediments.
 - Maximizing the infusion of useful technology into our military forces, both through defense labs and from commercial sources.
 - Using technology to meet new transnational challenges such as terrorism, weapons proliferation, international crime and environmental degradation.
 - Using analytical techniques to better understand global trends and plan for conflict

Research at the Center is done under the direction of the Roosevelt and Edison Chairs, who can call on associates from the University and from other organizations. The Center conducts research and analysis for the Office of the Secretary of Defense, the Joint Chiefs of Staff, the Services, Defense laboratories, Congress, and other government agencies. Current projects underway at the Center include:

- Homeland Security
- Information Technology Studies
- Defense Laboratories Review
- Program in Computational Social Science Modeling (CSSM)
- Life Sciences
- Military Transformation Studies

The core program is further informed by supporting research and exchanges on: the impact of relevant economic trends; strengths and weaknesses in the scientific and technological sector; and, demographic, human resource, and other factors that might affect progress in the military sphere.

The program in Computational Social Science Modeling (CSSM) is concerned with identifying appropriate uses of social science theory and methodology, particularly computational methodology, by OSD level organizations. The focus on emerging computational modeling paradigms and approaches is driven both by the potential of the science and technology, as well as the complexity of the problems being considered by various security communities. Specific problems of interest include societal stability, conflict prevention, operational concept formulation, training, and information operations. The overarching efforts of the program are in the form of technology development guidance, and research on the application of computational social science theory for military operations and security planning. The CSSM program is funded by the Office of the Deputy Under Secretary of Defense for Advanced Systems & Concepts, and the Office of the Deputy Under Secretary of Defense for Science & Technology.

- **Institute for Homeland Security Studies** - Provides strategic-level homeland security/homeland defense education and related research to civilian and military leaders from all agencies of government in order to contribute to the development of a common understanding of core homeland security principles and of effective inter-agency and multi-jurisdictional homeland security strategies, policies, and processes. The Institute:
 - Engages in research and the coordination of analytic support on homeland security issues by NDU components for the Department of Defense, the Department of Homeland Security, the Department of Health and Human Services, and other agencies of the U.S. Government.
 - Focuses on federal inter-agency and federal/state/local (“Joint”) decision-making processes for homeland security strategies and policies.
 - Provides professional homeland security education and acculturation to civilian and military leaders.
 - Hosts conferences, symposia and workshops on homeland security-related subjects which involve government agencies and other academic institutions

Outreach Programs:

- MERLN (Military Education Research Library Network) – A comprehensive website devoted to international military education outreach consisting of a consortium of military education research libraries that work together to provide access to a variety of unique electronic resources for the use of researchers and scholars. MERLN’s electronic resources include the following:
 - Military Policy Awareness Links (MiPALs) which provide access to current U.S. Government policy statements on selected key topics, accompanied by additional resources that analyze the topic.
 - Digital collections of full-text papers, lectures, and legislation.
 - Links to worldwide military library catalogs.
 - Links to military journals and publications; and
- Analytical memoranda (classified or unclassified).
- Expert workshops/roundtables.
- Published products.

- INSS War Gaming and Simulation Center - Conducts simulations, games, and other exercises designed to inform and sharpen analysis and exchanges.
- Conferences - The Center sponsors seminars, conferences, and internet exchanges involving the leading American and international experts. The seminars and conferences are of two types: the first focuses on specific topics; the second deals with assessing the state of research and identifying new areas of analytic emphasis.
- The Center Directors chair committees comprised of experts from NDU and other U.S. institutions of professional military education to facilitate exchange of information and analyses, and identification of areas warranting further research.
- Special Meetings on Professional Military Education - The Center convenes meetings of faculty members from the PME system to review developments in the field and discuss means of integrating new insights into the course materials of the various colleges, schools, and academies. These meetings also provide a vehicle for informal discussion of the activities of the various Senior Service Colleges as they conduct activities with counterparts in foreign countries in support of United States Government policy.
- Resident staff engages analysts from Department of Defense, other government agencies, universities, and research centers whose work focuses on areas of research. These individuals serve voluntarily as Associate Fellows of the Center.

Reference and Contact Information:

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202-685-4700
<http://www.ndu.edu/>

NATIONAL FOREIGN LANGUAGE CENTER AT THE UNIVERSITY OF MARYLAND

Collaborations –

National Defense University through the National Security Education Program

Department of Education

Department of defense

Henry Luce Foundation

Chinese Language Teachers Association (CTLA)

Chinese Language Association of Secondary-Elementary Schools (CLASS)

National Council of Organizations of Less Commonly Taught Languages (NCOLCTL)

Chinese Language Field Coalition (CLFC)

National Council of Associations of Chinese Language Schools (NCACLS)

Chinese School Association in the United States

The College Board

Association of Public and Proprietary Language Schools

Other partnerships with private businesses, government agencies, educational institutions and organizations, foreign governments, NGOs, and individual scholars and policy makers

Mission –

The mission of the NFLC is to improve the capacity of the US to communicate in languages other than English. The mission is carried out through intensive and innovative strategic planning and development with globalized institutions, organizations and enterprises throughout the U.S.

Research Programs -

- Evaluation of Exchange, Language, International, and Area Studies System (EELIAS) – The EELIAS is a national system for evaluating the primary federal program that supports language and international education in the United States. The project was funded by the Department of Education's International Education and Graduate Program Service (IEGPS), International Research and Studies Program and began in 1998.
- Heritage Language Initiative (HLI) - The HLI is working to increase dialogue and promote collaboration among heritage language schools and communities, researchers, K-12 educators, and consumers of language resources. The purpose is to identify and promote the importance of heritage communities to the nation's language capacity.
- Chinese Language Field Initiative (CLFI) – The CLFI is funded with support from the Henry Luce Foundation and is a program of field-wide discussion and study to strengthen Chinese language instruction in the United States. The Initiative is being led by the Chinese Language Teachers Association (CTLA) and the Chinese Language Association of Secondary-Elementary Schools (CLASS), with administrative support from the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) and consultative expertise by the NFLC.

The goal of CFLI is to strengthen the architecture of the Chinese language field at the post-secondary level and ultimately in all instructional settings.

- Language and National Security in the 21st Century – A study in the role language plays in national well-being.
- Developed an evaluation system for immersion language training in the US Government;
- Initiated industry standards development efforts in translation, interpretation, and for-profit language teaching.
- Served as a consultant to numerous colleges to develop strategic planning for language on their campuses.

Education Programs –

- The NFLC plays a key role in the National Flagship Language Initiative (NFLI) that awards financial support to U.S. universities recognized as leaders in the field of language education. Through major partnerships between the National Security Education Program (NSEP) and higher education, NFLI seeks to produce university graduates, across disciplines, with a "superior" level of proficiency in languages critical to U.S. national security.

Outreach Programs –

- Langnet 1.0 - A searchable database for language resources. Langnet can be used by both teachers and learners at all levels in a variety of languages. Currently, LangNet offers resources in Arabic, Chinese, German, Hausa, Hindi, Japanese, Korean, Quechua, Spanish and Tamil.
- LangNet 2.0 – A language learning support system with interactive materials designed for those who want to practice and maintain their target language reading and listening skills. The system includes a searchable collection of language materials including Arabic (Modern Standard, Egyptian, Iraqi, and Levantine), Chechen, Chinese (Traditional and Simplified), English, Greek, Hindi, Korean, Kurdish (Sorani), Pashto, Persian Farsi, Spanish, Turkmen, Urdu, Uzbek, and West Punjabi.
- CouncilNet – A World Wide Web based network for organizations representing the less commonly taught languages (LCTLs) in the United States. The website is designed to address the communication and information needs of the members of the National Council of Organizations of Less Commonly Taught Languages (the Council), as well as those of other organizations, institutions, and individuals interested in the teaching and learning of the LCTLs in the United States.
- Recursos para la Enseñanza y el Aprendizaje de las Culturas Hispánicas (REACH) - With funding from the National Endowment for the Humanities and matching funds from the Mellon Foundation, the NFLC is developing a web-based resource for the teaching and learning of the Spanish language and Hispanic and Latino cultures by heritage (home-background) students.

Reference and Contact Information –

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College Park, Maryland 20742-6715
301- 405-9828
<http://www.nflc.org/index.html>

NATIONAL MEMORIAL INSTITUTE FOR THE PREVENTION OF TERRORISM (MIPT) (OKLAHOMA CITY)

Collaborations -

- RAND Corporation
- University of Oklahoma
- Oklahoma State University
- Chemical and Biological Arms Control Institute
- Department of Homeland Security
- University of Alabama at Birmingham
- Terrorism Research Center
- University of Tulsa
- University of Findlay
- University of Arkansas
- DFI International

Mission –

To prevent and deter terrorism on U.S. soil or mitigate its results. (Most work has been related to assembling information sources for first responders.)

Research Programs –

- Explosive Forensics and Neutralization
- Detecting Weapons of Mass Destruction
- Equipment and Clothing for Emergency Responders
- Integrated Terrorism Databases
- Defining First Responder Needs
- Promoting Preparedness
- Recognizing Bioterrorism in the Emergency Room
- Modeling Blast Effects
- Protecting the Public Telephone Network
- Best Practices/Lessons Learned Knowledge Base
- Terrorism and Mental Health
- Improving Crisis Communications
- Decontaminating Weapons of Mass Destruction
- New Treatment for Anthrax
- Managing Terrorism's Consequences: Legal Issues

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- Website
- Publications
- Media interviews
- Public appearances

Reference and Contact Information –

Oklahoma City National Memorial Institute for the Prevention of Terrorism

P.O. Box 889

621 North Robinson, 4th Floor

Oklahoma City, Oklahoma 73101

(405) 232-5121

<http://www.mipt.org/>

OAK RIDGE NATIONAL LABORATORY

Collaborations -

- UT-Battelle, LLC, Oak Ridge, TN.
- Department of Energy
- University Partnerships
 - Alabama A & M University
 - Arkansas State University
 - Auburn University
 - Berea College
 - Catholic University of America
 - Clark Atlanta University
 - Clemson University
 - College of Charleston
 - College of William and Mary
 - Desert Research Institute
 - Duke University
 - East Carolina University
 - East Tennessee State University
 - Emory University
 - Fisk University
 - Florida Atlantic University
 - Florida Institute of Technology
 - Florida International University
 - Florida State University
 - George Mason University
 - George Washington University
 - Georgetown University
 - Georgia Institute of Technology
 - Georgia State University
 - Howard University
 - Idaho State University
 - Imperial College London
 - Indiana University
 - Jackson State University
 - Johnson C. Smith University
 - Lincoln Memorial University
 - Louisiana State University
 - Maryville College
 - Medical College of Georgia
 - Meharry Medical College
 - Michigan State University
 - Michigan Technological University
 - Mississippi State University
 - Morehouse College
 - New Mexico State University

- North Carolina A & T State University
- North Carolina State University
- Ohio State University
- Oklahoma State University
- Rice University
- Roanoke College
- Southern Illinois University at Carbondale
- Southern Methodist University
- Tennessee State University
- Tennessee Technological University
- Texas A & M University
- Texas Christian University
- Tulane University
- Tuskegee University
- University of Alabama
- University of Alabama at Birmingham
- University of Arkansas
- University of Arkansas for Medical Sciences
- University of Central Florida
- University of Delaware
- University of Florida
- University of Georgia
- University of Houston
- University of Kentucky
- University of Louisville
- University of Maryland
- University of Memphis
- University of Miami
- University of Michigan
- University of Mississippi
- University of Mississippi Medical Center
- University of Missouri
- University of Missouri-Rolla
- University of Nevada, Las Vegas
- University of Nevada, Reno
- University of New Mexico
- University of New Orleans
- University of North Carolina
- University of North Carolina at Charlotte
- University of North Dakota
- University of North Texas
- University of Notre Dame
- University of Oklahoma
- University of Oklahoma Health Science Center
- University of Pittsburgh
- University of Puerto Rico

- University of South Alabama
- University of South Carolina
- University of South Florida
- University of Southern Mississippi
- University of Tennessee
- University of Texas at Arlington
- University of Texas at Austin
- University of Tulsa
- University of Virginia
- Vanderbilt University
- Virginia Commonwealth University
- Virginia Polytechnic Institute and State University
- Virginia State University
- Wake Forest University
- Washington University
- Wayne State University
- West Virginia University
- Western Kentucky University

Mission –

Conduct basic and applied research and development (R&D) in order to:

- Advance scientific knowledge, the nation's energy resources, and environmental quality.
- Strengthen educational foundations and national economic competitiveness.

Research Programs –

The Laboratory performs work for all Department of Energy (DOE) programs including:

- Science
- Energy Efficiency and Renewable Energy
- Nuclear Energy Science and Technology
- Nonproliferation and National Security
 - Center for International Threat Reduction (CITR) - Develops, coordinates, and assists in implementing domestic and international programs aimed at reducing threats—internal and external—to the United States from weapons of mass destruction. The Center's primary focus is reducing the threat of nuclear weapons.
 - Technology Advantage Center -Provides expert assistance in finding and evaluating technologies to help solve pressing issues in homeland security and national defense
- Fossil Energy
- Environmental Management
- Defense Programs.

Education Programs –

- Undergraduate and graduate courses and fellowships
- Conferences

Outreach Programs –

- Publications, newsletters, and periodicals
- DOE programs are carried out in partnership with academia, the private sector, other DOE national laboratories, the international scientific community, and other government agencies.
- The Contractor is responsible for accommodating over 4,000 visiting scientists who are guests of the Laboratory every year, and maintaining over 500 agreements for 15 user facilities. Agreements are in place with other government agencies, industries, universities, and international participants.

Reference and Contact Information –

Oak Ridge National Laboratory

P.O. Box 2008

Oak Ridge, TN 37831

(865) 241-3830

<http://www.ornl.gov/>

ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)

Collaborations –

30 Member countries collaborate to provide governments with a setting in which to discuss and develop economic and social policy:

- Australia
- Austria
- Belgium
- Canada
- Czech Republic
- Denmark
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Italy
- Japan
- Korea
- Luxembourg
- Mexico
- Netherlands
- New Zealand
- Norway
- Poland
- Portugal
- Slovak Republic
- Spain
- Sweden
- Switzerland
- Turkey
- United Kingdom
- United States

The Organization is based in Paris, France, with offices in Washington (DC), Mexico City, Berlin, Bonn and Tokyo. The Organization is funded primarily by assessed and voluntary contributions from its Member countries.

Mission:

- Achieve the highest sustainable growth and a rising standard of living in Member countries, while maintaining financial stability.
- Contribute to sound economic expansion, in Member as well as non-Member countries in the process of economic development

- Contribute to the expansion of world trade on a multilateral, non-discriminatory basis in accordance with international obligations.

Research Programs:

- Agriculture –
 - OECD Analysis of the European Union Common Agriculture Policy (CAP) Reform.
 - OECD Agricultural Policies
 - Agricultural Outlook 2004-2013
- Corporate governance –
 - Principles of Corporate Governance
- Development –
 - Development Assistance Statistics - Annual statistics on the amount of aid given by its 22 members to developing countries.
- Economy –
 - Economic Outlook
 - Country surveys - Regular reports on the economies of its member countries. Recent surveys include Canada, the Czech Republic, the Euro Zone, Finland, Germany, Portugal, Russia, Turkey and the United States.
- Education –
 - Surveys of learning skills among secondary education students.
- Employment –
 - Flexible labor legislation, improved regulation and better training for workers to boost employment.
- Environment –
 - Implementing sustainable development.
- Health –
 - Steps to achieve high-performing health systems
 - Comparable statistics on health and health systems across the 30 member countries of the OECD.
- International migration –
 - Trends in International Migration 2004
- Science and Technology –
 - Comparable statistics on investment in research and development, patents and international trade in R&D intensive industries.
- Taxation –
 - Revenue Statistics 2004

Education Programs:

None relevant to the National Security Institute concept.

Outreach Programs:

- Publications – Books and periodicals
- On-line library and resources for researchers and government officials

Reference and Contact Information:

OECD

2, rue André Pascal

F-75775 Paris Cedex 16

France

+33 1.45.24.82.00

<http://www.oecd.org/>

ORGANIZATION FOR SECURITY COOPERATION IN EUROPE (OSCE)

Collaborations –

OSCE is the largest regional security organization in the world with 55 participating States from Europe, Central Asia and North America active in early warning, conflict prevention, crisis management and post-conflict rehabilitation:

- Andorra
- Armenia
- Austria
- Azerbaijan
- Belarus
- Belgium
- Bosnia and Herzegovina
- Bulgaria
- Canada
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Georgia
- Germany
- Greece
- Holy See
- Hungary
- Iceland
- Ireland
- Italy
- Kazakhstan
- Kyrgyzstan
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Moldova
- Monaco
- Netherlands
- Norway
- Poland
- Portugal
- Romania
- Russian Federation
- San Marino

- Serbia and Montenegro
- Slovak Republic
- Slovenia
- Spain
- Sweden
- Switzerland
- Tajikistan
- The former Yugoslav Republic of Macedonia
- Turkey
- Turkmenistan
- Ukraine
- United Kingdom
- United States
- Uzbekistan

Other partnering organizations include:

- United Nations
- Council of Europe
- North Atlantic Treaty Organization
- European Union
- International Criminal Tribunal for the Former Yugoslavia
- Central European Initiative (CEI)
- Council of Baltic Sea States (CBSS)
- Black Sea Economic Co-operation Council (BSEC)
- Southeast Co-operative Initiative (SECI)

Mission –

Comprehensive and co-operative collaboration to deal with a wide range of security-related issues including arms control, preventive diplomacy, confidence- and security-building measures, human rights, democratization, election monitoring and economic and environmental security.

Research Programs –

The OSCE performs a variety of projects and activities that require supporting research but the primary focus is on action to achieve the organization's mission. Some active projects include:

- Legislative Assistance Reform Program - The program aims at assisting the OSCE participating States in reviewing and developing legislation consistent with OSCE human dimension commitments and other relevant international human rights standards. The program focuses on Central Asia, the South Caucasus and South-Eastern Europe. The program also aims at assisting the OSCE participating States in their efforts to ensure that legislation is formulated and adopted as the result of an open and transparent democratic process. The program is expected to contribute to the adoption of effective legislation consistent with the OSCE human dimension commitments and other relevant standards as well as in improving access to law, sharing good practices or precedents from other jurisdictions. A further goal of the

program is to strengthen the domestic capacity to develop better laws. The activities foreseen under the program consist of assessing conformity of key draft or new legislation with OSCE commitments and other relevant standards, making recommendations based on the outcome of the assessment, highlighting good legislative practices and a developing a legislative database as a reference and working tool for legislators, experts assisting legislators and other stakeholders in the field of legal reform.

- Criminal Technical Center in Nis - The overall objective of this capacity building program is to strengthen the rule of law in Serbia by making available all possible technical means for effective and accurate investigation of crime, while ensuring better quality of prosecution and legal proceedings. This will be achieved by improving laboratory examinations and crime scene investigations. Namely, the project will provide high standard equipment, training on the use of the equipment, as well as introduce professional methods in the Criminal Technical Centre.
- Liquid Rocket Fuel (Melange) - The project is an independent technical-economic scoping study on the elimination Rocket Fuel Component Stocks in the Republic of Armenia following a request from the Minister of Defense of the Republic of Armenia. The study was prepared by an international group of experts and determined that the disposal of 872 tons of toxic Melange in Armenia is technically feasible and of urgent need. The next phase includes preparatory cost estimates and project facilities for Melange disposal.
- Capacity Building of the Forensic Laboratory in Montenegro - The overall objective of this capacity building program is to strengthen the rule of law in Montenegro by ensuring better quality of prosecution and legal proceedings. The project aims to improve forensic and crime scene examinations by strengthening the capacity of the laboratory in the Criminal Technical Center, Ministry of Interior, the Republic of Montenegro. It will provide equipment and training on the use of equipment, thus enabling the valid exchange of information and methodology between the Montenegrin authorities and international community.
- Solar Panel Police - The goal of the project is to provide electricity to key departments in the Shkodra Police Directorate and key border posts in the region of Shkodra via solar panels, which can act as backup systems for the border posts and the police station, which suffer from frequent electricity cuts. The project has an environmental component, requires little maintenance and is more economical than the current generators used for electricity generation, once the solar panels have been installed. The installation of a back-up solar panel system should provide enough energy to keep key departments in the Shkodra Police Directorate and key border posts equipped with computers, fax and passport checking machines operational full time.
- Enhancing War Crimes Investigation Capacity - The project aims at providing training, training material and equipment and at facilitating co-operation at national and international level, in order to make the partners streamline their efforts. The project focuses on the war crimes investigation phase and has been designed to fill a gap identified during consultations and in co-ordination with local counterparts and international organizations. The overall goal remains to invigorate the processing of war crimes cases in Serbia in the law enforcement and prosecution service, and pave

the ground for them to set their priorities and goals, both in scope and time. The expected concrete outputs in order to achieve the project purpose are (a) to increased knowledge, skills and awareness in the police and the judiciary as to investigation of war crimes, international humanitarian law and human rights; (b) to enhance technical investigation capacity; (c) to establish joint investigation teams; and (d) to strengthen international co-operation within the area of war crimes investigation/prosecution.

- Master Classes for Young Regional Journalists - The principal goal of the project is to offer young journalists the possibility of improving their journalism skills through 'master-classes' in regional cities. The participants will be trained in various areas of the journalistic trade (information gathering, interview techniques, ethics, codes of conduct, etc.) by a reputable expert with considerable prior experience in this field.
- Civic Education Summer Camp for University Students - The main objective of this project is to promote civic and political awareness among young generation of the Sughd Region of Tajikistan through fostering students' movement and promotion of democratic values - introducing a number of selected students to political topics such as democracy, state structure, the political system, political parties and their role in the political process, the new parliament, and to foster dialogue and debate on these issues during the camp, that will enable university students to participate more actively in social life as well as in the political decision-making process. The beneficiaries' awareness of democratic principles and their ability to engage in political discourse will impact positively on their commitment to participate in the political decision-making process which will, consequently, better reflect the needs and opinion of this future generation of leaders and opinion makers.
- OSCE Academy at Bishkek - The OSCE Academy's goal is to contribute to the improvement of security-related regional and international expertise and co-operation on and in Central Asia. Within the framework laid out in the concept paper, the program is addressing the following overall objectives: - to provide expert training and education for young professionals in early warning, conflict prevention, conflict resolution and post-conflict rehabilitation, through modern pedagogical approaches, - to conduct demand-driven and practice-oriented research on relevant Central Asian topics aiming at national and regional security-building, - to support knowledge transfer, networking and public information work among the OSCE Centers in Central Asia, the Secretariat, other OSCE institutions and regional and international partner institutions.
- Central Asia Regional Co-Operation Workshop on Travel Documents - As a follow-up to an October 2003 workshop in Bishkek, this workshop aims to strengthen existing regional co-ordination of cross-border activities relating to travel documents in Central Asia. This is the fifth in a series of Travel Document Workshops in the OSCE regions to address the relevant issues in each region concerned. The workshops provide a forum for technical, cross-border dialogue among participants with technical and/or managerial portfolios on travel documents and border control from each country within a region of OSCE participating States. The workshops are facilitated by international experts on travel documents and terrorism who share with the participants insights and lessons learned from other initiatives. National participants are invited to prepare presentations on a topic of their choice relating to travel documents. The workshops aim to encourage participants to identify specific

priority areas related to travel documents with a view to devising possible bilateral and multilateral co-operation agreements. Upon conclusion of each workshop, a final report is compiled, including lessons learned and recommendations for concrete, immediate steps to improve cross-border and regional co-operation.

Outreach Programs –

- Publications including periodicals, handbooks, and information sheets.
- On-line information sources including surveys, analyses, and on-line legislative database as a reference and working tool for legislators, experts assisting legislators and other stakeholders in the field of legal reform.
- Training courses for recipient countries.
- Conferences and seminar.

Reference and Contact Information -

OSCE

Kärntner Ring 5-7, 4th floor

1010, Vienna

Austria

+43-1 514 36 0

<http://www.osce.org/>

PACIFIC NORTHWEST NATIONAL LABORATORY

Collaborations -

- Battelle Memorial Institute, Richland, WA.
- Department of Energy.

Mission –

Develop and deploy technology to:

- Solve national issues related to the management and remediation of hazardous and/or radioactive waste and environmental contamination.
- Reduce future environmental concerns.
- Support the Department of Energy (DOE) in developing scientifically sound tools for risk assessment and management and in carrying out risk assessment for DOE sites as appropriate.
- Contribute to the development of inherently clean process technology, both through basic science and development of technology for environmentally conscious processing and pollution prevention.
- Conduct research to develop and deploy technology to improve the efficiency and cost effectiveness and lessen environmental impacts from devices used for the generation, transmission, distribution, storage, and utilization of electric power and for the efficient use of natural gas.
- Support international agreements and enhance energy safety and reliability in the Former Soviet Union and elsewhere as directed by the DOE, contribute to the understanding of scientific, technological and policy issues that impact energy policy and global environmental change, and contribute to energy efficiency in transportation and industrial processes.
- Conduct fundamental research in the environmental and energy sciences, including contaminant transport and fate in the atmosphere and in the subsurface and marine environments, the interaction of contaminants with living systems, and climate research.
- Conduct work in the materials, chemical, and life sciences with particular emphasis on environmental, energy, health and medical as well as information systems applications.
- Support national security policy development and implementation and develop and apply technology to implement national security policy, particularly in the areas of nonproliferation and arms control.
- Support international cooperative efforts in nuclear safety and environmental security; and provide technologies to meet additional national security requirements identified by DOE.
- Perform human health research, technology transfer and cooperation with industrial organizations, university research partnerships and science education programs, and international research collaboration.

Research Programs –

- Energy
- Environment

- Fundamental Science
- Health and Safety
- Information Technology
- National Security
 - Homeland Security
 - Homeland Security Initiative
 - Coastal Security Institute
 - National Visual Analytics Center
 - Radiation Detection and Analysis Laboratories
 - Pathogen Detection
 - Global Security and Nonproliferation
 - Pacific Northwest Center for Global Security
 - Information Analytics and Information Security
 - Information Visualization
 - Information Security Resource Center
 - Military Transformation
 - In-fluid Oil Analysis Technology
 - Science and Technology for the Military
 - Sensors and Electronics
 - Assisting Law Enforcement
 - High-Tech Crime Fighting
 - Technology Transfer
- Nuclear Technology

Education Programs -

- PNNL Fellowships for Undergraduates, Graduate Students and Faculty
- PNNL Limited Term Employment (LTE) Opportunities
- PNNL National Security Internship Program (NSIP)—includes Nuclear Science, Electrical Engineering, Computer Science, Physics, or Chemistry
- PNNL Nonproliferation Graduate Program
- PNNL Summer Research Institute in Condensed Phase and Interfacial Chemical Physics
- Other U.S. Department of Energy Graduate Programs
 - DOE Civilian Radioactive Waste Management Fellowship Program
 - DOE Computational Science Graduate Fellowship Program DOE Mickey Leland Energy Fellowships
 - DOE Office of Biological and Environmental Research (OBER) Global Change Education Program
 - DOE OBER Minority Institutions Student Research Participation
 - Fusion Energy Sciences Fellowship
 - Nuclear Regulatory Commission Historically Black Colleges and Universities Student Research Participation

Outreach Programs –

- Directs core competencies into creative research projects for DOE in partnership(s) with universities, other Federal laboratories and the private sector.
- Conducts opportunities to transfer technology into useful products and processes in cooperation with private sector sponsors.
- Join with the private sector in development/operation activities with the Laboratory to enhance teamwork and technology transfer.
- Washington State Leadership and Assistance for Science Education Reform (Laser) Partnership - Helps school districts initiate, implement and sustain a standards-based, inquiry-centered science education program in grades K-8.as part of the national LASER project. LASER is a national K-8 science education reform project undertaken by the National Science Resources Center (NSRC).
- Newsletters and Magazines
- Scientific Publications

Reference and Contact Information –

Pacific Northwest National Laboratory
P.O. Box 999, Richland, WA 99352
888-375-7665
<http://www.pnl.gov/>

POTOMAC INSTITUTE FOR POLICY STUDIES

Collaborations –

- Independent, 501(c)(3), not-for-profit public policy research institute
- Seek collaboration with similar organizations, as well as with industry, academia, and government.
- Work closely with Congress and the Executive Branch
- Supports:
 - Center for Emerging Threats and Opportunities (CETO)
 - Defense Advanced Projects Research Agency
 - Dominant Maneuver Assessment Division of the Joint Staff
 - Marine Corps Warfighting Laboratory
 - National Academy of Science
 - National Science Foundation
 - Office of Naval Research
 - Office of Science and Technology Policy
 - U.S. Navy’s Commercial Technology Transition Office

Mission –

Identifies and shepherds discussion on key science and technology issues facing society, providing in particular, an academic forum for the study of related policy issues. From these discussions and forums, the institute develops meaningful science and technology policy options and ensures their implementation at the intersection of business and government. The Institute’s current endeavors have required the formation of special efforts in:

- Terrorism and asymmetry
- Emerging threats and opportunities
- National health policies
- Science and technology forecasting
- National security

Research Programs –

- Weapons of Mass Destruction (WMD) Detection Study -
 - Commissioned by the Defense Advanced Research Projects Agency (DARPA)
 - Focuses on the technical and operational shortfalls surrounding the detection of weapons of mass destruction (WMD).
 - Explores the detection capabilities available as well as the relevant research and development being conducted throughout the federal labs and private sector facilities in the U.S.
 - Out of this effort will emerge an identification of current gaps in detection capabilities and an agenda for future WMD detection investment.
- Project Guardian -

- Endeavors to provide practical and workable recommendations to policymakers for accomplishing both the protection of civil liberties, and the enabling technology to enhance the aggressive pursuit of terrorists.
- Exploring the use of such advanced and emerging techniques to effectively deter terrorism through the use of detection, identification and interdiction.
- Seeks to find a balance between the information technology available to track terrorists and the protection of American civil liberties.
- Shaping Science and Technology to Serve National Security - Goals of the study are:
 - Document likely S&T trends and their impacts on national security over the next 20 years
 - Develop recommendations to optimize governmental employment of S&T in decision-making and influence of S&T research
 - Deliver a proposed national security S&T strategy, enabling policies, and an implementation plan
 - Consider effects of and influence on foreign R&D - European Perspective
- Countering Bio-Terrorism -
 - Goal is to perform required research and to bring together technologists and policy makers to be able to limit U.S. vulnerability to the most critical national security threat of the 21st century.
 - Assembled noted researchers from many disciplines to address key aspects of biological terrorism.
 - Published cutting edge research in this area.
 - Conducted conferences with recognized experts, providing them a forum to discuss cross cutting issues and to begin to identify overall priority thrusts for policy and process initiatives needed to counter biological terrorism.
 - Conducted a seminar war game to prioritize operator needs and match them to appropriate technological advances.
- Transitioning DARPA Technology -
 - Six-month study of technology transition at DARPA.
 - Developed and documented an understanding of how well DARPA has transitioned products into military systems over the past forty years.
 - Report also addressed how that mission has been affected by the nature of the Agency and its output, and by the environment in which it operates.

Education Programs –

- Internships

Outreach Programs –

- Executive lecture series, meetings, conferences, briefings, and seminars
- Publications
- Academic Centers - To support its efforts in specialized areas, the Institute from time to time forms academic study centers. In recent years it has established four such centers:
 - The International Center for Terrorism Studies (ICTS) - Studies national and international responses to terrorism, both on conventional and unconventional levels. ICTS also serves as a coordinating body for three consortia of

universities and think tanks throughout the world: the Inter-University Center for Terrorism Studies; the Inter-University Center for Information Warfare and Cyber-Terrorism Studies; and the Inter-University Center for Science and Technology. ICTS is also affiliated with the Inter-University Center for Legal Studies in Washington, DC.

- The National Security Health Policy Center (NSHPC) - Focuses its research on how existing and new or proposed legislation, policies, and procedures impact the ability of the United States government to improve national security and ensure an effective capability to respond to a growing array of health threats.
- The National Center for Unconventional Thought (NCUT) - Concentrates on radically novel representations of societal problems, and focuses on truly unconventional solutions alternatives.
- The Communications Center, LLC – Seeks to increase awareness abroad of the wide range of values held by Americans.

Reference and Contact Information –

The Potomac Institute for Policy Studies

901 N. Stuart Street, Suite 200

Arlington, VA 22203

703-525-0770

<http://www.potomacinstitute.org/>

PUBLIC ADMINISTRATION INSTITUTE

Collaborations –

Housed at the Teaneck Campus of Fairleigh Dickinson University and offers courses at the Madison Campus and at the Fort Monmouth Graduate Extension Center in Eatontown, NJ.

Mission -

- Provide well-trained recruits for public and nonprofit agencies, and to improve the skills and credentials of administrators already employed in these organizations.

Research Programs –

None relevant.

Education Programs –

- Offers a curriculum leading to the degree of Master of Public Administration (M.P.A.).

Outreach Programs –

- Journals and publications.

Reference and Contact Information –

Institute of Public Administration
411 Lafayette Street, Suite 303
New York, NY 10003
212-992-9898
<http://www.theipa.org/index.html>

PROGRAM FOR INTERNATIONAL & HOMELAND SECURITY

Collaborations –

Ohio State University

Mission –

Promote and support research, study, and technology development, leading to practical, affordable solutions to the current and future security challenges America faces at home and around the world.

Research Programs -

- Federal Biodefense Project – A 15-institution project to plan a Regional Center of Excellence for Biodefense and execute a two-year effort, sponsored by the National Institute of Allergic and Infectious Diseases in the National Institutes of Health, focusing on how some specific organisms that have a potential for use as bioterrorism agents develop and are transmitted.
- Develop System To Detect Biowarfare Agents On Navy Ships – Developed and implemented a system and trained Navy personnel in how to sample, test and respond to possible biowarfare attacks by agents such as anthrax and smallpox.

Education Programs –

- Classes below are offered as part of the OSU's Undergraduate International Studies Program:
 - Development & Control of Weapons of Mass Destruction
 - Terror And Terrorism

Outreach Programs -

None relevant to the National Security Institute concept.

Reference and Contact Information –

International and Homeland Security

The Mershon Center

1501 Neil Avenue, Room 112B

Columbus, Ohio 43210-2602

614-688-3420

<http://homelandsecurity.osu.edu/index.html>

PROJECT AIR FORCE (RAND CORP)

Collaborations –

- RAND Corp., Santa Monica, CA.
- Department of Defense, Air Force.
- Its sponsoring agreement precludes work with non-government entities.

Mission –

Perform a program of study and research on:

- The broad subject of Aerospace Power with the object of recommending to the U.S. Air Force preferred methods, techniques, and instrumentalities for the development and employment of Aerospace Power.
- Conduct a continuous interrelated program of objective analysis on major crosscutting policy and management issues of concern to the Air Force.
- Address, through formal studies and analyses, a variety of potential problems affecting Air Force missions and organization, including threats, strategy, tactics, operations, technology, and resource management.

Research Programs –

Project Air Force conducts research in three broad interrelated research areas:

- Strategy, Doctrine, and Force Structure
- Force Modernization and Employment
- Resource Management and Systems Acquisition.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

None relevant to the National Security Institute concept.

Reference and Contact Information –

RAND Project AIR FORCE

RAND Corporation

1776 Main Street, P.O. Box 2138

Santa Monica, CA 90407-2138

310-451-6985

<http://www.rand.org/paf/>

SANDIA NATIONAL LABORATORIES

Collaborations -

- Sandia Corporation (a subsidiary of Lockheed Martin Corp.) Albuquerque, NM.
- Department of Energy.

Mission –

Manage, operate, protect, sustain and enhance the Laboratory's ability to function as a U.S. Department of Energy (DOE) Multi-Program Laboratory, while assuring accomplishment of its primary assignment as a nuclear weapons research, development and engineering laboratory. Among its activities are nuclear weapons stockpile stewardship and management, and energy research.

Research Programs –

Sandia's strategic areas of focus include:

- Nuclear Weapons - ensuring the safety of the nuclear weapons stockpile.
- Nonproliferation and Assessments –
 - Reduce vulnerability to threats of proliferation and weapons of mass destruction
 - Develop technologies for early detection of proliferation activities
 - Provide leadership for policies and technologies that will bring deterrence, nonproliferation, and nuclear energy into a constructive synergy for the 21st century
 - Develop new technologies to protect the U.S. from chemical and biological threats
- Military Technologies and Applications –
 - Developing high-impact responses to emerging national security threats
 - Identify and neutralize biological and chemical agents, whether released accidentally or intentionally
 - Disable explosive devices, including land mines and bombs
 - Detect and defeat hard-to-find offensive threats, including weapons storage facilities and mobile targets
 - Generate precise battlefield information
- Energy and Infrastructure Assurance
- Homeland Security –
 - Identify and understand potential threats
 - Prevent threats from turning into attacks through heightened detection and protection strategies
 - Mitigate the effects of an attack—should one occur—through careful preparation and response
 - Recover quickly from an attack and identify the perpetrators
 - Harness science and technology to combat terrorism and protect our nation

Education Programs –

- Undergraduate and graduate programs

Outreach Programs –

- The Contractor is required to:
 - Facilitate the Laboratory's ability to project its efforts and participate with the scientific, engineering, and technical communities on both the national and international levels.
 - As approved by the Contracting Officer, establish industrial partnerships that transfer new technologies from the Laboratory to private industry and make available to private industry the unique capabilities of the Laboratory in order to enhance the industrial competitiveness and national security of the United States.
 - Conduct a Work for Others Program for non-DOE entities and agencies, as approved by the Contracting Officer. All such work shall be consistent with and complementary to the approved missions of Sandia National Laboratories.

Reference and Contact Information –

Sandia National Laboratories, New Mexico
PO Box 5800
Albuquerque, NM 87185
505-284-2001
<http://www.sandia.gov/>

SAVANNAH RIVER NATIONAL LABORATORY (FORMERLY SAVANNAH RIVER TECHNOLOGY CENTER)

Collaborations -

- Westinghouse Savannah River Co., Aiken, SC.
- Department of Energy.
- May use the Work for Others program and other mechanisms.

Mission –

- Provide an open, safe, environmentally sound, and cost-effective Site.
- Restore the environment and manage natural resources.
- Develop mission-supportive technology partnerships.
- Manage disposition of nuclear materials and facilities.
- Support current and future national security and nuclear materials requirements.
- Store, treat, stabilize and dispose of waste.

Research Programs –

- Nuclear non-proliferation and national security
- Tritium/hydrogen applications
- Waste processing
- Environmental remediation
- Aluminum nuclear reactor fuel
- Instruments and sensors
- Actinide processing
- Computational modeling
- Analytical chemistry
- Materials technologies
- Vitrification
- Robotics

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- Establishes industry partnerships that will allow the appropriate sharing of technologies using all means allowable under the Stevenson-Wydler Technology Innovation Act of 1980, such as Cooperative Research and Development agreements, licensing, sharing facilities, and personnel exchanges.

Reference and Contact Information –

Savannah River National Laboratory
Westinghouse Savannah River Co., Savannah River Site
Aiken, SC 29808
803-725-8348
<http://www.srs.gov/general/scitech/srtc/srtctm/xopenpg.htm>

SCIENCE AND TECHNOLOGY POLICY INSTITUTE

Collaborations -

- RAND Corp., Washington, D.C.
- National Science Foundation.

Mission –

Assist the Executive Branch as it formulates Federal policy involving science and technology by providing objective, high quality analytic support to inform policymakers. Such analysis includes:

- Identifying "critical technologies" important to the nation's security, economic competitiveness, and general welfare, but must also include a regard for such government policies, programs, and activities as: scientific and technical education and training, and direct government support of R&D.
- Tax, legal and regulatory policies that influence investments in and uses of science and technology; policies that encourage basic and applied research, technology transfer and the incorporation of scientific and technical know-how into manufactured goods and services.
- Patent, copyright and other intellectual property policies; coordination of Federal, state, and local government roles and activities that affect science and technology; and international policies that affect international cooperation in science, investments in science and technology, trade patterns of technology dependent products, and intellectual property rights.

Research Programs –

- The U.S. R&D Portfolio
- International Science and Technology
- Health and the Environment
- Space and Transportation
- Public Safety, Security, & Critical Infrastructure Protection Health
 - Safety Guidelines for Emergency Workers: Post Structural Collapse Hazards - This project provided the National Personal Protective Technology Laboratory (NPPTL) with scientific and technical information and expert judgment for the purpose of publishing health and safety guidelines for emergency responders required to work near or on the remains of a recently collapsed or partially collapsed building or group of buildings.
 - Data Information and Recommendations Regarding Emergency Worker Safety and Health During Disaster Responses - This project provided the National Institute for Occupational Safety and Health (NIOSH) with the scientific and technical information, as well as expert judgment on management processes and worker training to improve the health and safety of disaster rescue and recovery workers.
 - Crime Tech: Phase I - This project provided a quantitative underpinning to a discussion on possible federal-level actions that could help reduce crime. Surveyed literature on current forensic and criminal statistics facing local law enforcement; organized workshop to discuss challenges facing law

- enforcement and ways in which technology research, development, and deployment could help to reduce crime.
- A Survey of State Laws on Privacy and SPAM - This project had two main objectives: to survey the current state of privacy and SPAM-related statutes passed by the states, and to analyze the commonalities, gaps and conflict among the statutes.
 - Homeland Security Education Initiative - This project examined features and evaluation studies of the National Defense Education Act of 1958 and other major federal initiatives that have promoted STEM education. We directed these examinations and analyses toward identification of key features of any new federal initiative designed to produce citizens appropriately trained to enhance homeland security.
 - Assessing Research and Development for Hazard Loss Reduction - In support of the National Science and Technology Council's Subcommittee on Natural Disaster Reduction, this project assessed research and development contributions to natural hazard loss reduction. The study quantified current federal R&D budgets related to hazard loss reduction together with an estimate of state and private expenditures to mitigate and respond to natural hazard impacts.
 - Department of Justice Strategic Plan for Telecommunications - This project assessed the current state of DOJ telecommunication systems and provided a strategic plan for future DOJ telecommunications infrastructure and systems. This assessment included the following systems: voice and data, wired and wireless. It took into consideration the need for cost effectiveness, likely technological advances over the next decade and the need for interoperability among both DOJ Components and the DOJ's customers.
 - Personal Protective Technology for Emergency Responders Critical Needs for Critical Missions - The purpose of this project was to provide the newly established National Personal Protective Technology Laboratory (NPPTL) with information required to develop a national program of collaboration, research, service, and communications directed at providing personal protective technologies to firefighters, emergency medical service personnel, police, and specialized teams responsible for responding to and mitigating emergencies. The scope covered current and future capabilities to respond to a broad range of emergency situations, including routine functions, special hazards, natural disasters and acts of terrorism, especially those involving biological, chemical, and radiological agents.
 - Antipersonnel Mines: Assessment of Potential of New Detection Technologies
 - Inventory of Federal Missions to Respond to Post-Events - This project provided a gap analysis of federal agency roles, missions, programs, and capabilities for response, mitigation, recovery, continuity of operations/continuity of government restoration and reconstitution.
 - S&T and the War on Terrorism - This project examined the role of the nation's S&T assets in prosecuting a war on terrorism. It provided an analysis of surveys sent to selected federal agencies to assess their science and

technology capabilities to prosecute a war on terrorism, which included a “wall-chart” representing the gaps and status of S&T activities in individual reporting agencies and an aggregate table of the global distribution of responses across all reporting agencies.

- Technology and Research Development Policy for National Security - This project provided research and analysis to OSTP in support of its science, technology, and interagency coordination responsibilities in the areas of critical infrastructure protection research and development, survey and analysis of federal government WMD research, and assessments of the overlapping areas of science and technology policy and national security. Work was conducted in the following issue areas:
 - Implementation of PDD-63 and National Plan for Information Systems Protection (CIP) Research and Development plans and programs
 - Policy issues raised by private sector CIP research and development activities
 - Future priorities for critical infrastructure protection research and development
 - Information assurance standards and measurement methodologies
- Exploring Critical Infrastructure Protection R&D Priorities in the Context of the Y2K Experience - This project examined critical infrastructure protection (CIP) research and development priorities in the context of system interdependencies, potential cascading failures, and other related dimensions and facets of the Y2K transition.
- Assessing Federal R&D Activities for Preventing, Countering, and Responding to Chemical, Biological, Radiological and Nuclear Terrorist Attacks - This project assisted OSTP in its efforts to coordinate the S&T related aspects of the war against terror. This project sought to ascertain current federal R&D activities mapping into the areas identified by the R&D subgroup of the National Security Council-chaired Weapons of Mass Destruction Preparedness (WMDP) group. This mapping is being integrated within other ongoing S&TPI efforts of support to OSTP.
- Law Enforcement Technology Study - RAND conducted a study that included a national survey of some 200 law enforcement agencies, research visits to over 12 representative agencies, and a cost-benefit analysis of alternative federal options for funding local law enforcement.
- Information Infrastructure Analysis Project - This project developed risk analysis procedures for U.S. electronic infrastructure.
- International Technology Transfer - This project analyzed the effectiveness of U.S. technology transfer policies in protecting U.S. interests in technologies developed through federal programs.
- Education and Training
- Bioterrorism
- Technology Infrastructure
- Partnerships: Building a New Foundation for Innovation
- E-Vision 2000: Key Issues That Will Shape Our Energy Future
- Complex Systems and Policy Analysis: New Tools for a New Millennium

- TechNet Think Tank on Identifying Critical Technologies

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- Projects may be conducted in support of Office of Science and Technology Policy or National Science Foundation (NSF) policy decisions.
- Proposals from organizations, including Federal agencies, for non-NSF funding of activities involving the use of the FFRDC, shall be subject to the prior written approval of NSF. Organizations will submit to NSF funding documents for interagency tasks. Projects shall not begin until NSF has approved the Task Order.
- Publications

Reference and Contact Information –

RAND Science and Technology
1200 South Hayes Street
Arlington, VA 22202
703-413-1100 ext. 5521
<http://www.rand.org/scitech/stpi/>

SECURITY STUDIES PROGRAM

Collaborations –

Massachusetts Institute of Technology

Mission –

The Security Studies Program at MIT is a graduate-level research and educational program based at the Center for International Studies at MIT. The Program's teaching ties are primarily, though not exclusively, with MIT's Political Science Department, and courses offered emphasize grand strategy, technology, arms control, and bureaucratic politics issues. The SSP faculty includes natural scientists and engineers as well as social scientists. A special feature of the program is the integration of technical and political analyses in studies of international security problems. Faculty members advise or comment frequently on current policy problems, but the Program's prime task is educating those who will be the next generation of scholars and practitioners in international security policy making.

Research Programs –

- Transforming the Rewards for Military Service - This project aims to create a blueprint for change that builds upon the reform initiatives already underway in the Pentagon, identifies strategies for overcoming the obstacles to change, and creates momentum for continued fundamental transformation.
- NAVSEA research group - Currently working on a project for Naval Sea Systems Command (NAVSEA) The SSP NAVSEA research group is studying alternative structures for Department of Defense procurement and research and development activities. The intent is to create a series of policy options that if implemented would offer greater flexibility, innovation and contractor oversight than afforded by the current system.

Education Programs –

MIT SSP courses are offered through the Department of Political Science at MIT (Course 17). Courses include:

- American Foreign Policy: Past, Present, and Future
- Causes and Prevention of War
- American Foreign Policy
- Causes of War
- Defense Politics
- Innovation in Military Organizations
- Organizational Theory and the Military
- Foundations of Security Studies
- US Military Power
- Comparative Grand Strategy and Military Doctrine
- Japan and East Asian Security
- Politics and Policy in Contemporary Japan
- Great Power Military Intervention
- US Military Budget and Force Planning

Outreach Programs –

- MIT Security Studies Conference Series
- Security Studies Seminar Reports
- The Research Journal of the MIT Security Studies Program
- The SSP Newsletter
- SSP Working Papers and Occasional Papers

Reference and Contact Information –

Security Studies Program
Bldg. E38, 6th Floor
Massachusetts Institute of Technology
Cambridge, MA 02139
617-258-7608
<http://web.mit.edu/ssp/>

STOCKHOLM INTERNATIONAL PEACE RESEARCH INSTITUTE (SIPRI)

Collaborations –

The Institute is financed mainly by the Swedish Parliament. For the fiscal year 2004, SIPRI received a grant of 26 million Swedish crowns. SIPRI also seeks financial support from independent foundations throughout the world for carrying out its research program. Currently, some of the research projects are supported by the John D. and Catherine T. MacArthur Foundation, the Irish Department of Justice, Equality and Law Reform, the Geneva Centre for Democratic Control of Armed forces (DCAF), UNDP, the United States Institute for Peace, the Korea Foundation, the Swedish International Development Cooperation Agency, the Swiss Federal Institute of Technology, the Nobel Foundation and the Swedish Ministry for Foreign Affairs. The projects financed by the grants are of one to three years' duration.

The Institute is headed by a Governing Board consisting of a Chairman, the Director of the Institute, and six to eight other members. The Governing Board appoints a Vice-Chairman from among its members. The Chairman and all other members of the Governing Board except the Director of the Institute are appointed by the Swedish Government for a term not exceeding five years. The seat of the Governing Board is in Stockholm. At the Institution there is a Director of the Institute, a Deputy Director, and researchers and other staff as required, according to the funds available. Researchers are recruited from different geographical regions. The Director of the Institute is appointed by the Swedish Government for a term not exceeding five years.

Mission –

The purpose of the Institute is to conduct scientific research on questions of conflict and co-operation of importance for international peace and security, with the aim of contributing to an understanding of the conditions for peaceful solutions of international conflicts and for a stable peace.

Research Programs –

- Euro-Atlantic, Regional and Global Security - The purpose of the project is to study the new dimensions of the security-building and confidence-strengthening process and their impact on the evolution and transformation of international relations in Europe and elsewhere. The project closely cooperates with SIPRI's research on generic arms control and non-proliferation issues and the Euro-Atlantic security dimension. Currently the project covers the following security-related topics, with the main emphasis on the arms control component:
 - Conventional arms control:
 - Organization for Security Cooperation in Europe (OSCE)
 - Implementation and adaptation of the Adapted Conventional Armed Forces in Europe regime (CFE)
 - Sub-regional arms control agreements. The agreements most closely studied by the project are those concerning the Balkans, the Baltic Sea and the Black Sea

- European confidence and security-building measures (CSBMs), especially the Vienna Document 1999
- Global and Non-European Arrangements
- CSBMs outside Europe such as those in Latin America, Central Asia and within the Association of South-East Asian Nations (ASEAN)
- Other global arrangements related to conventional weapons, such as the Certain Conventional Weapons Convention (CCW) and the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction (APM Convention)
- European Security Institutions
 - Developments in the EU's common European Security and Defense Policy (ESDP), including such issues as defense capabilities, the Rapid Reaction Force and relations with NATO.
 - The impact of NATO enlargement on arms control arrangements, especially the adaptation of the CFE treaty and the need to incorporate new NATO members into the CFE arrangements.
- Regional Military Security Policies
 - Russia's military security policy and relations with the EU and the USA.
 - Military security policies of Central Asia
- Armed Conflicts and Conflict Management Program - Research focuses on the study of contemporary major armed conflicts and international efforts to prevent, manage and resolve them. Current research interests focus on non-military aspects of crisis management, post-conflict justice, the nexus between security and development in resolving conflict, and non-state actors, in particular the role of privatized military firms and other economic actors during conflict as well as post-conflict peace-building.
 - Major Armed Conflicts
 - Multilateral Peace Missions
 - Post-Conflict Justice
 - The Privatization of Security
 - Security and Development in Eastern Europe
 - Non-Military Tools in Crisis Management
- Non-proliferation, and Export Controls – Research focuses on issues of nuclear forces and nuclear arms control, nuclear proliferation and non-proliferation as well as export controls as they apply to defense articles and services and to dual-use items.
 - The changing role of nuclear weapons in international security and the political and technological dimensions of nuclear arms control and non-proliferation issues.
 - The national export control systems of states, with a primary focus on Europe, as well as international cooperation to expand the scope and strengthen the effectiveness of export controls.

- The efforts by the European Union to develop a coherent and effective approach to preventing and ending the spread of nuclear, biological and chemical weapons as well as missile delivery systems for them.
- Chemical and Biological Warfare - Focuses on all developments regarding chemical and biological weapons, including efforts to establish effective and equitable disarmament regimes, allegations of their use, and measures to stem their proliferation and prevent their use by terrorist and criminal organizations.
- Arms Transfers - Maintains an extensive computerized database on arms transfers to help identify trends in global weapon flows. The database contains information on bilateral transfers of major conventional weapons since 1950. It can be used to produce SIPRI trend indicator values and trade registers for transfers of major conventional weapons to and from all existing states, groups of states and rebel groups.

The Project also prepares the annual contribution to the SIPRI Yearbook chapter on transfers of major conventional weapons as well as producing occasional SIPRI Policy Papers and other written products. In addition, the Project maintains an extensive archive of articles and reports relating to arms transfers. In principle these files and publications can be consulted by appointment with the project.

- Military Expenditure and Arms Production - Monitors, describes and analyses trends and developments in military expenditure and arms production world-wide. Overviews of recent trends supported by extensive data appendices are presented annually in the SIPRI Yearbook.
- Arms control and disarmament documentary survey - Keeps extensive records on the adherence of states to arms control agreements. An abridged version of the information is presented annually in the *SIPRI Yearbook*.
- An Internet-Based Early Warning Indicators System for Preventive Policy - Combines a monthly expert survey, selected statistical data sets and Internet technology to produce early warning indicators. Processing survey and statistical data using a well-designed statistical indexing database allows the creation of indicators that reflect negative national and regional, social, political and economic developments. The results are made available on the Internet in the form of country-specific and regional reports. The pilot project focus is on West Africa. It is funded by the Swedish Ministry for Foreign Affairs and will involve regional partners and organizations.
- Integrating Fact Databases in the Field of International Relations and Security - Engaged in creating a federated system of individual databases at different geographical locations, accessible through a single integrated user platform. The objective is to offer professionals in the field and in related sciences, such as researchers, politicians and the media, an organized authoritative and structured factual reference system. The integrated database system will contain high-quality, up-to-date and clearly documented information covering many areas in the field of international relations and security, such as hard facts on states and international organizations, statistics, chronologies and data on, for example, conflicts, arms transfers and military expenditure.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs –

- Publications
- Papers
- On-line Library Resources
- Arms control and disarmament documentary survey

Reference and Contact Information –

Stockholm International Peace Research Institute

Signalistgatan 9

SE-169 70 Solna

Sweden

+46-8-655 97 00

<http://www.sipri.org/>

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

Collaborations –

USAID is an independent federal government agency that receives overall foreign policy guidance from the Secretary of State.

Mission –

USAID is the principal U.S. agency to extend assistance to countries recovering from disaster, trying to escape poverty, and engaging in democratic reforms. USAID's purpose is to further America's foreign policy interests in expanding democracy and free markets while improving the lives of the citizens of the developing world. The Agency supports long-term and equitable economic growth and advances U.S. foreign policy objectives by supporting:

- economic growth
- agriculture and trade
- global health
- democracy
- conflict prevention
- humanitarian assistance.

Research Programs –

USAID provides assistance in Sub-Saharan Africa; Asia and the Near East; Latin America and the Caribbean, and Europe and Eurasia. Research necessary to support assistance projects is contracted when relevant. Key projects include the following:

- Agriculture - Works with all participants in agricultural development to support efforts to increase productivity.
- Democracy & Governance - Expanding the global community of democracies is a key objective of U.S. foreign policy.
- Economic Growth & Trade - USAID economic growth and trade programs provide support to government and private sector partners in lower-income countries to improve the levels of income their citizens enjoy.
- Environment - USAID takes an integrated approach to natural resources management. Land and water must be managed skillfully so that they are able to maintain the basic ability to produce food.
- Education & Training - USAID emphasizes programs of support for basic education and places a special emphasis on improving opportunities for girls, women and other underserved and disadvantaged populations.
- Global Health - USAID's programs in global health represent the commitment and determination of the U.S. government to prevent suffering, save lives, and create a brighter future for families in the developing world.
- Global Partnerships - USAID works in cooperation with U.S. and international partners to improve conditions for people around the world.
- Humanitarian Assistance - USAID is the U.S. Government agency that is responsible for directing humanitarian assistance to non-profit partners and international organizations.

Education Programs –

None relevant to the National Security Institute concept.

Outreach Programs -

- On-line information library
- Senior staff speeches and testimony

Reference and Contact Information –

U.S. Agency for International Development

Ronald Reagan Building

Washington, D.C. 20523-1000

202-712-4810

<http://www.usaid.gov/>

U.S. ARMY WAR COLLEGE

Collaborations –

- Combatant Commanders
- Army Component Commanders
- Theater Security Cooperation Programs
- Internal college departments –
 - Department of Academic Affairs
 - Department of Distance Education
 - Department of Command, Leadership and Management
 - Department of Military Strategy, Planning and Operations
 - Department of National Security and Strategy
 - Peacekeeping and Stability Operations Institute
 - Center for Strategic Leadership
 - Strategic Studies Institute
- Army Heritage and Education Center
- Military History Institute
- Dunham US Army Health Clinic

Mission –

To prepare selected military, civilian, and international leaders for the responsibilities of strategic leadership; educate current and future leaders on the development and employment of land power in a joint, multinational and interagency environment; conduct research and publish on national security and military strategy; and engage in activities in support of the Army's strategic communication efforts.

Research Programs –

- Center for Strategic Leadership - The mission of the Center for Strategic Leadership is to serve as an education center and high technology laboratory focused on the decision-making process at the interagency, strategic, joint, and operational levels in support of the Army War College, the combatant commanders, and the senior Army leadership. The center's objectives are to expand and refine the study of the strategic use of land power and its application in joint and combined operations, and to help senior leaders solve strategic problems with information-age technology. Objectives are to support senior Army, Joint, and DoD leadership in the study of the strategic and operational uses of land power and its application in joint and combined operations. Areas of focus include joint operations, educational gaming, the Army's Title 10 roles, political-military interfaces, mobilization and deployment, theater logistics, joint and multinational war fighting, and worldwide threats.
- Army Component / Combatant Commanders' Support Program – Assists the U.S. Unified Combatant Commanders, their respective unified command staffs, and particularly the senior Army field commanders and their staffs in the examination and analysis of significant war fighting issues. Additionally, subject-matter-experts provide national policy and interagency fidelity to Combatant Command or Army Component Command- level training events.

- International Security Program - Facilitates socio-political-military activities devoted to promoting military professionalism and regional stability, including strategic planning initiatives, environmental security, and democratization initiatives emphasizing the preeminence of civil authority over the military. The program supports Combatant Commanders' and Army Component Commanders' Theater Security Cooperation Programs aimed at helping allies and friends in establishing "strategic mindsets" within their respective defense departments; environmental security efforts addressing the threat of regional instability due to resource conflicts over water, oil, and land; and Army Component Commands' and Country Teams' Mission Program Plans devoted to developing national security strategies in transitional democracies. In each area, activities offer a viable option for U.S. preventive diplomacy and Combatant Commands' assurance strategies in their regions.
- Joint and Multinational Initiatives Program - Examines, in cooperation with national and international defense professionals, issues related to joint, international, coalition and alliance concepts, structures and procedures, joint and combined operations, command and control, logistics, peace operations and doctrine, and projected changes to both strategic and operational capabilities and art.
- Future Land Warfare Program - Brings together representatives of the U. S. Army War College, the Office of the Secretary of Defense, the Army Staff and major commands, and the other services and senior service colleges to participate in seminars, workshops, and war games to explore and study all aspects of war fighting, focusing on the roles, development, and employment of land power in the 2005 to 2025 timeframe. Specifically, the Future Land Warfare program examines, in cooperation with a wide range of military professionals, the full range of issues associated with Army Transformation - including evolution or transformation of the Army Reserve and Army National Guard, military experimentation, power projection and military logistics future's initiatives, land power in potential Revolutions in Military Affairs, and emerging land power roles and missions related to homeland security.
- National and International Officials Engagement Program - Brings current and future government leaders to the U.S. Army War College to discuss critical ideas and concepts relating to the National Security Strategy, the National Military Strategy, the developing Homeland Security infrastructure, the importance of land power, and other critical interagency and international issues. The program frequently incorporates "Senior Leader Staff Rides" of battlefields in proximity of the War College, to serve as "strategic metaphors" for ensuing discussions involving strategic approaches to near, mid, and long-term planning. Sessions may enlist subject matter experts from the Executive and Legislative Branches of the United States Government for participation in forums sponsored by the College addressing national and international security issues. Concurrently, these programs provide current and future government leaders a forum for dialog on critical ideas and concepts relating to national and international issues, while consistently reinforcing the importance of the land component of military power in winning and maintaining the peace.
- Weapons of Mass Destruction & Emerging Threats Program - Examines, in cooperation with a wide range of intelligence and defense professionals, the threat of

weapons of mass destruction and other asymmetric threats against the territory, population, and interests of the United States and the role of the military, particularly the Army, in Homeland Security and Homeland Defense. The program examines a broad range of topics from non-proliferation and counterproliferation issues and strategies; information assurance and information warfare; defending against and countering terrorism; through consequence management as it affects local state and federal response to natural and man-made disasters, either accidental or deliberate in nature. Program efforts produce quality findings that contribute to DoD, DoS, NSC and CIA policy research, while also creating a body of knowledge that can be used for Army Component Commanders' security cooperation and force protection requirements, in support of international consequence management initiatives to assure and empower friends and allies, and also be integrated into the U. S. Army War College resident and distance education curricula.

Education Programs –

- **Command, Leadership, and Management** - Prepares U. S. Army War College students to operate in a strategic environment by developing an understanding of strategic leadership responsibilities through an examination of group learning; creative and critical thinking; strategic leadership competence; Joint and Army Systems and processes; and critical self assessment. The curriculum provides seminar teaching in two of the four core curriculum courses of a resident program and offers electives in the areas of responsible command, leadership, and management. Students also examine Army leadership doctrine and strategic leadership competency. Subsequently, students study the complexities of high level command that are studied to reinforce the importance of ethical decision making and establishing an ethical climate.
- **Military Strategy, Planning, and Operations** – Provides instruction on the Unified Command Plan, theater strategic planning, campaign planning through the range of military operations, joint, multinational and interagency plans and operations, joint service support to unified commanders in war and military operations other than war, organizing, training, and sustaining joint task forces, and joint and service-unique doctrine.
- **National Security Policy Program** - The NSPP is designed to provide selected U.S. Army, Navy, Air Force and Marine officer and civilian students with an opportunity to immerse themselves in studies necessary to prepare them for the conduct of policy-making and planning at the national and theater levels. The focus is on providing the student with practical application tools for the national/theater-level policy planner. This will include the use of in-class learning centered on three core courses and a number of elective courses. Maximum exposure will be provided to the analysis of actual case studies, guest speakers who have been policy practitioners, student participation in policy-based exercises, and travel to relevant agencies.
- **International Fellows Program** - In 1978 the Chief of Staff of the U.S. Army initiated the International Fellows Program at the U.S. Army War College. The program provides fellowships of approximately one year to selected senior officers from allied and other friendly nations with an opportunity to study and research in close association with the War College faculty and student body.

- Advanced Strategic Art Program - Provides a select group of resident U.S. Army War College students with an appreciation of strategic theory, art and, specifically, theater strategy. The course is focused on the nexus between national wartime strategy and theater strategy. This unique program will provide the students with a solid intellectual foundation by using history, theory, and strategy to develop a rich professional perspective on joint theater operations.

Outreach Programs –

- Eisenhower Series College Program - Encourages dialogue on national security and other public policy issues between students of the Army's senior educational institution and the public with emphasis on students and faculty at colleges and universities throughout the United States. Consists of a team of Army War College students and a faculty moderator. Students are selected for their experience, education, speaking ability, and interest in national security issues. In addition to their required War College coursework, they undertake an intensive individual study program throughout the academic year. Team members participate in constructive, candid exchanges on current issues. They address current government policies, but they are not bound to champion those policies. Each panel member focuses on a geographic region: Europe, Russia/Eurasia, Asia, the Americas, Middle East, and Africa. Each member also serves as the Team's expert on specific national public policy issues; Defense Transformation, Stability, Operations, Peacekeeping, Future Threats, Information Warfare, International Drug Trafficking, International Terrorism, Nuclear Non-Proliferation, Weapons of Mass Destruction, Civil-Military Relations, and other topical issues. Panel members are also prepared to discuss current social issues and their impact on America's Armed Forces.
- Department of Military Strategy, Planning, and Operations conducts courses of instruction outside of the Army War College environment including the Joint Flag Officers' Warfighting Course and the Senior Information Warfare Application Course.
- Library with on-line catalogue.
- Publications.
- Conferences and seminars.

Reference and Contact Information –

U.S. Army War College
Attn: Public Affairs Office
122 Forbes Avenue
Carlisle, PA 17013-5234
717-245-4101
<http://carlisle-www.army.mil/>

U. S. INSTITUTE OF PEACE

Collaborations –

An independent, nonpartisan federal institution created by Congress to promote the prevention, management, and peaceful resolution of international conflicts.

Mission -

- Support the development, transmission, and use of knowledge to promote peace and curb violent international conflict.
- Serve the American people and government through the "widest possible range of education and training, basic and applied research opportunities, and peace information services on the means to promote international peace and the resolution of conflicts among the nations and peoples of the world without recourse to violence."

Research Programs –

- Conceptual Challenges to Peace –
 - Cross-Cultural Negotiation Project – A long-term effort to understand how cultural differences influence negotiators and negotiations. At the center of this project is a series of in-depth country case studies.
 - Coercive Diplomacy Project - Seeks to deepen understanding of how positive inducements can be combined with punitive instruments, including the threat or demonstrative use of force, in order to resolve conflicts.
 - Integrated Civilian-Military Planning Working Group - Analyzes ways to improve interagency and international planning and coordination to prevent and resolve conflicts.
 - Human Rights Implementation Project - Seeks to distill lessons learned from the successes and failures of past U.S. human rights policies in order to help guide future policymakers. The working group is critically analyzing case studies in each region of the world, as well as examining the cross-cutting issues relevant to tomorrow's decision makers.
 - International Research Group on Political Violence - Brings together leading experts on political violence and terrorism to deepen knowledge of why political violence occurs and how it can best be curtailed. Meetings have delved into a wide array of subjects, including how terrorism ends, how terrorism interacts with the diplomacy of peace processes, and how weapons-of-mass-destruction terrorism can best be averted.
- Regional Challenges to Peace –
 - Africa - In-depth investigations on the conflict zones in Central Africa, the Horn of Africa, and East Africa.
 - Asia-Pacific Region - Conducts frequent working group meetings directed toward managing conflicts, reducing tension, building confidence, and advancing reconciliation on the Korean Peninsula. In addition, efforts are underway to examine options for reducing tension and preventing conflict in other regional flash points, including the Taiwan Strait, the South China Sea, South Asia, and Indonesia.

- Europe and Russia Research and Studies - Focuses on prospects for transatlantic cooperation and for Europe's continued peaceful evolution. The primary emphasis of the Future of Europe Project's high-profile Russia Working Group is to identify effective U.S. and European political, economic, and security policies to ensure Russia's long-term Western orientation and integration into Europe.
- Middle East Research and Studies - Engages in a program of meetings, research, and writing on many of the key challenges to peace in the Middle East. Those challenges include the ongoing conflicts between Iraq and the international community, the various Arab-Israeli peace processes, and reversing 20 years of adversarial relations between the United States and Iran.
- Latin America Research and Studies - Supports periodic meetings on conflict resolution in Latin America. Recent workshops have focused on the 1992 Salvadoran peace accords and conflict in Colombia.

Education Programs -

- Education Program - Addresses the needs of educators, students, scholars, international affairs practitioners, and the public to understand the complexities of international conflicts and approaches to peace. The Education Program provides scholarships, intensive teaching seminars, research resources, and curriculum materials.
 - The National Peace Essay Contest
 - Summer Institute for Secondary School Teachers
 - College and University Faculty Seminars
 - Zones of Conflict Project
 - Teaching Guides
- Professional Training Program - Develops and presents programs that help government officials, military and police personnel, international organization representatives, and leaders of non-governmental organizations—both U.S. and international—improve their conflict management skills. Training in these skills is highly interactive, and draws heavily on the professional experiences of the participants themselves.
 - Training programs have been developed in partnership with the U.S. Department of State, the U.S. Department of Defense, the Inter-American Defense College, the Institute for Defense Analyses, the United Nations and its constituent organizations, the ASEAN Regional Forum, the Council on Security Cooperation in the Asia-Pacific, the Organization of American States, the Organization for Security and Cooperation in Europe, the Hellenic Foundation for European and Foreign Policy, the Hunt Alternatives Foundation, Harvard University, the American Friends Service Committee and several governments.
 - Recent Training Programs
 - Fourth Workshop with Iraqi National Security Officials
June 21-July 2, 2004
 - Negotiation and Conflict Management Skills for Senior Managers of Humanitarian Operations July 19-20, 2004

- Negotiation and Conflict Resolution Workshop for Iraqi Women
July 14, 2004
- Negotiation and Conflict Resolution Workshop June 15, 2004
- Workshop with Senior Iraqi National Security Officials on "Building
Iraq's Future" May 17-May 26, 2004

Outreach Programs –

- Electronic newsletter and online resources
- Briefings, seminars, conferences, and workshops
- Publications

Reference and Contact Information –

United States Institute of Peace
1200 17th Street NW
Washington, DC 20036
202-457-1700
<http://www.usip.org/>

WOODROW WILSON INTERNATIONAL CENTER FOR SCHOLARS

Collaborations –

Non-partisan, public-private partnership. Approximately one third of the Center's operating funds come annually from an appropriation from the U.S. government, and the Center's building, a wing of the Ronald Reagan Building, was provided by the U.S. government. The remainder of the Center's funding comes from foundations, grants and contracts, corporations, individuals, endowment income, and subscriptions.

Mission -

- Bring high quality thinkers to Washington D.C. for extended periods of time to pursue projects in a place and atmosphere in which they interact with the world of public affairs.
- Emphasize contacts between scholars and public officials in Congress and the Executive Branch, and extend their conversations worldwide through publishing, broadcasting, and Internet programs.
- Bring in broad-ranging scholars and leading thinkers whose work can illuminate the key public policy issues or identify overlooked or emerging issues.
- Provide a forum for research and discourse through a number of programs and projects, with a particular strength in international affairs.

Research Programs –

The Center has supported research on topics throughout the humanities and social sciences, with the greatest concentrations of topics in history, political science, and international relations. Examples include:

- America and the Global Economy
- Cold War International History Project
- Comparative Urban Studies Project
- Conflict Prevention Project - Building on the work begun by the Carnegie Commission on Preventing Deadly Conflict, the Project on Conflict Prevention will attempt to develop more effective strategies for conflict prevention. With an emphasis on prevention as policy, the Center hopes to broaden the understanding of how hard-edged policy analysis of conflict prevention may be infused into decision-making and planning at the highest levels of this government and others.

The goals of the Project are to create a forum for dialogue and exchange between policymakers, scholars and practitioners; to contribute knowledge, experience, and suggestions for implementing conflict prevention strategies; and to encourage policy focus and coordination efforts in the conflict prevention communities. Over the next three years activities of the Project include:

1. A distinguished speaker series to emphasize the high-level political attention necessary to shift governments' impulse from reaction to prevention.
2. A series of 'issue forums' to continue the analytic work begun by the Commission and refine our understanding of the opportunities for effective preventive action leavened with the reality of a conflict's regional contexts.
3. A conference series with a specific focus on preventive assistance—the long-

term strategies that help not only make struggling countries better off, but that also help undermine the tendency for societies in transition to succumb to violence

- Congress Project
- Environmental Change and Security Project - Explores the connections among Population growth water scarcity, degraded ecosystems, forced migration, resource depletion, and pandemic disease and their links to conflict, human insecurity, and foreign policy. ECSP brings policymakers, practitioners, and scholars from around the world to Washington and the Wilson Center to address the public and fellow experts on topics of environmental and human security importance.
- Foresight and Governance Project
- History and Public Policy Project
- International Studies Division - The Division manages a series of long-term projects including:
 - Sovereignty in the Digital Age - Explores the efforts of governments to balance the need for new international rules with the requirements of national sovereignty in the borderless realm of cyberspace. Participants from government, business, and academia discuss current policy concerns, from financial and regulatory issues to legal structures and privacy, in a nonpartisan setting.
 - Non-Proliferation Forum – A speaker series that addresses preventing the spread of weapons of mass destruction. The Forum features monthly meetings reviewing important topical issues for congressional staff and other policy specialists. Because this forum's approach is explicitly historical and comparative, lessons and patterns can often be drawn across different regional cases.

Education Programs -

- Internships
- Fellowships

Outreach Programs -

- Publications
- Conferences
- Briefings
- Seminars
- Radio and television dialogues

Reference and Contact Information –

Woodrow Wilson International Center for Scholars
1300 Pennsylvania Avenue, N.W.
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APPENDIX B
NATIONAL SECURITY EDUCATION ACT OF 1991
(AS AMMENDED)

National Security Education Act of 1991 (As Amended)

U.S. Code Title 50, Sections: 1901-1910

Sec. 1901. - Short title, findings, and purposes

(a) Short title

This chapter may be cited as the "David L. Boren National Security Education Act of 1991".

(b) Findings

The Congress makes the following findings:

- (1) The security of the United States is and will continue to depend on the ability of the United States to exercise international leadership.
- (2) The ability of the United States to exercise international leadership is, and will increasingly continue to be, based on the political and economic strength of the United States, as well as on United States military strength around the world.
- (3) Recent changes in the world pose threats of a new kind to international stability as Cold War tensions continue to decline while economic competition, regional conflicts, terrorist activities, and weapon proliferations have dramatically increased.
- (4) The future national security and economic well being of the United States will depend substantially on the ability of its citizens to communicate and compete by knowing the languages and cultures of other countries.
- (5) The Federal Government has an interest in ensuring that the employees of its departments and agencies with national security responsibilities are prepared to meet the challenges of this changing international environment.
- (6) The Federal Government also has an interest in taking actions to alleviate the problem of American undergraduate and graduate students being inadequately prepared to meet the challenges posed by increasing global interaction among nations.
- (7) American colleges and universities must place a new emphasis on improving the teaching of foreign languages, area studies, counterproliferation studies, and other international fields to help meet those challenges.

(c) Purposes

The purposes of this chapter are as follows:

- (1) To provide the necessary resources, accountability, and flexibility to meet the national security education needs of the United States, especially as such needs change over time.

- (2) To increase the quantity, diversity, and quality of the teaching and learning of subjects in the fields of foreign languages, area studies, counterproliferation studies, and other international fields that are critical to the Nation's interest.
- (3) To produce an increased pool of applicants for work in the departments and agencies of the United States Government with national security responsibilities.
- (4) To expand, in conjunction with other Federal programs, the international experience, knowledge base, and perspectives on which the United States citizenry, Government employees, and leaders rely.
- (5) To permit the Federal Government to advocate the cause of international education

Sec. 1902. - Scholarship, fellowship, and grant program

(a) Program required

(1) In general

The Secretary of Defense shall carry out a program for –

(A) awarding scholarships to undergraduate students who –

- (i) are United States citizens in order to enable such students to study, for at least one academic semester or equivalent term, in foreign countries that are critical countries (as determined under section 1903(d)(4)(A) of this title) in those languages and study areas where deficiencies exist (as identified in the assessments undertaken pursuant to section 1906(d) of this title); and
- (ii) pursuant to subsection (b)(2)(A) of this section, enter into an agreement to work in a national security position or work in the field of higher education in the area of study for which the scholarship was awarded;

(B) awarding fellowships to graduate students who –

- (i) are United States citizens to enable such students to pursue education as part of a graduate degree program of a United States institution of higher education in the disciplines of foreign languages, area studies, counterproliferation studies, and other international fields relating to the national security interests of the United States that are critical areas of those disciplines (as determined under section 1903(d)(4)(B) of this title) and in which deficiencies exist (as identified in the assessments undertaken pursuant to section 1906(d) of this title); and
- (ii) pursuant to subsection (b)(2)(B) of this section, enter into an agreement to work in a national security position or

work in the field of education in the area of study for which the fellowship was awarded; and

(C) awarding grants to institutions of higher education to enable such institutions to establish, operate, or improve programs in foreign languages, area studies, counterproliferation studies, and other international fields that are critical areas of those disciplines (as determined under section 1903(d)(4)(C) of this title).

(2) Funding allocations

Of the amount available for obligation out of the National Security Education Trust Fund for any fiscal year for the purposes stated in paragraph (1), the Secretary shall have a goal of allocating –

- (A) 1/3 of such amount for the awarding of scholarships pursuant to paragraph (1) (A);
- (B) 1/3 of such amount for the awarding of fellowships pursuant to paragraph (1) (B); and
- (C) 1/3 of such amount for the awarding of grants pursuant to paragraph (1) (C).

(3) Consultation with National Security Education Board

The program required under this chapter shall be carried out in consultation with the National Security Education Board established under section 1903 of this title.

(4) Contract authority

The Secretary may enter into one or more contracts, with private national organizations having an expertise in foreign languages, area studies, counterproliferation studies, and other international fields, for the awarding of the scholarships, fellowships, and grants described in paragraph (1) in accordance with the provisions of this chapter. The Secretary may enter into such contracts without regard to section 5 of title 41 or any other provision of law that requires the use of competitive procedures. In addition, the Secretary may enter into personal service contracts for periods up to one year for program administration, except that not more than 10 such contracts may be in effect at any one time.

(b) Service agreement

In awarding a scholarship or fellowship under the program, the Secretary or contract organization referred to in subsection (a)(4) of this section, as the case may be, shall require a recipient of any fellowship or any scholarship to enter into an agreement that, in return for such assistance, the recipient –

(1) will maintain satisfactory academic progress, as determined in accordance with regulations issued by the Secretary, and agrees that failure to maintain such progress shall constitute grounds upon which the Secretary or contract organization referred to in subsection (a)(4) of this section may terminate such assistance;

(2) will –

(A) not later than eight years after such recipient's completion of the study for which scholarship assistance was provided under the program, and in accordance with regulations issued by the Secretary –

- (i) work in a national security position for a period specified by the Secretary, which period shall be no longer than the period for which scholarship assistance was provided; or
- (ii) if the recipient demonstrates to the Secretary (in accordance with such regulations) that no national security position is available, work in the field of higher education in a discipline relating to the foreign country, foreign language, area study, counterproliferation study, or international field of study for which the scholarship was awarded, for a period specified by the Secretary, which period shall be determined in accordance with clause (i); or

(B) upon completion of such recipient's education under the program, and in accordance with such regulations –

- (i) work in a national security position for a period specified by the Secretary, which period shall be not less than one and not more than three times the period for which the fellowship assistance was provided; or
- (ii) if the recipient demonstrates to the Secretary (in accordance with such regulations) that no national security position is available upon the completion of the degree, work in the field of higher education in a discipline relating to the foreign country, foreign language, area study, counterproliferation study, or international field of study for which the fellowship was awarded, for a period specified by the Secretary, which period shall be established in accordance with clause (i); and
- (iii) if the recipient fails to meet either of the obligations set forth in paragraph (1) or (2), will reimburse the United States Government for the amount of the assistance provided the recipient under the program, together with interest at a rate determined in accordance with regulations issued by the Secretary.

(c) Evaluation of progress in language skills

The Secretary shall, through the National Security Education Program office, administer a test of the foreign language skills of each recipient of a scholarship or fellowship under

this chapter before the commencement of the study or education for which the scholarship or fellowship is awarded and after the completion of such study or education. The purpose of these tests is to evaluate the progress made by recipients of scholarships and fellowships in developing foreign language skills as a result of assistance under this chapter.

(d) Distribution of assistance

In selecting the recipients for awards of scholarships, fellowships, or grants pursuant to this chapter, the Secretary or a contract organization referred to in subsection (a)(4) of this section, as the case may be, shall take into consideration

(1) the extent to which the selections will result in there being an equitable geographic distribution of such scholarships, fellowships, or grants (as the case may be) among the various regions of the United States, and

(2) the extent to which the distribution of scholarships and fellowships to individuals reflects the cultural, racial, and ethnic diversity of the population of the United States.

(e) Merit review

The Secretary shall award scholarships, fellowships, and grants under the program based upon a merit review process.

(f) Limitation on use of program participants

No person who receives a grant, scholarship, or fellowship or any other type of assistance under this chapter shall, as a condition of receiving such assistance or under any other circumstances, be used by any department, agency, or entity of the United States Government engaged in intelligence activities to undertake any activity on its behalf during the period such person is pursuing a program of education for which funds are provided under the program carried out under this chapter.

(g) Determination of agencies and offices of Federal Government having national security responsibilities

(1) The Secretary, in consultation with the Board, shall annually determine and develop a list identifying each agency or office of the Federal Government having national security responsibilities at which a recipient of a fellowship or scholarship under this chapter will be able to make the recipient's foreign area and language skills available to such agency or office. The Secretary shall submit the first such list to the Congress and include each subsequent list in the annual report to the Congress, as required by section 1906(b)(6) of this title.

(2) Notwithstanding section 1904 of this title, funds may not be made available from the Fund to carry out this chapter for fiscal year 1997 until 30 days after the date on which the Secretary of Defense submits to the Congress the first such list required by paragraph (1)

Sec. 1903. - National Security Education Board

(a) Establishment

The Secretary of Defense shall establish a National Security Education Board.

(b) Composition

The Board shall be composed of the following individuals or the representatives of such individuals:

- (1) The Secretary of Defense, who shall serve as the chairman of the Board.
- (2) The Secretary of Education.
- (3) The Secretary of State.
- (4) The Secretary of Commerce.
- (5) The Director of Central Intelligence.
- (6) The Chairperson of the National Endowment for the Humanities.
- (7) Six individuals appointed by the President, by and with the advice and consent of the Senate, who shall be experts in the fields of international, language, area, and counterproliferation studies education and who may not be officers or employees of the Federal Government.

(c) Term of appointees

Each individual appointed to the Board pursuant to subsection (b) (6) of this section shall be appointed for a period specified by the President at the time of the appointment, but not to exceed four years. Such individuals shall receive no compensation for service on the Board but may receive reimbursement for travel and other necessary expenses.

(d) Functions

The Board shall perform the following functions:

- (1) Develop criteria for awarding scholarships, fellowships, and grants under this chapter, including an order of priority in such awards that favors individuals expressing an interest in national security issues or pursuing a career in a national security position.
- (2) Provide for wide dissemination of information regarding the activities assisted under this chapter.
- (3) Establish qualifications for students desiring scholarships or fellowships, and institutions of higher education desiring grants, under this chapter, including, in the case of students desiring a scholarship or fellowship, a requirement that the

student have a demonstrated commitment to the study of the discipline for which the scholarship or fellowship is to be awarded.

(4) After taking into account the annual analyses of trends in language, international, area, and counterproliferation studies under section 1906(b)(1) of this title, make recommendations to the Secretary regarding –

(A) which countries are not emphasized in other United States study abroad programs, such as countries in which few United States students are studying and countries which are of importance to the national security interests of the United States, and are, therefore, critical countries for the purposes of section 1902(a)(1)(A) of this title;

(B) which areas within the disciplines described in section 1902(a)(1)(B) of this title relating to the national security interests of the United States are areas of study in which United States students are deficient in learning and are, therefore, critical areas within those disciplines for the purposes of that section;

(C) which areas within the disciplines described in section 1902(a)(1)(C) of this title are areas in which United States students, educators, and Government employees are deficient in learning and in which insubstantial numbers of United States institutions of higher education provide training and are, therefore, critical areas within those disciplines for the purposes of that section; and

(D) how students desiring scholarships or fellowships can be encouraged to work for an agency or office of the Federal Government involved in national security affairs or national security policy upon completion of their education.

(5) Encourage applications for fellowships under this chapter from graduate students having an educational background in any academic discipline, particularly in the areas of science or technology.

(6) Provide the Secretary biennially with a list of scholarship recipients and fellowship recipients, including an assessment of their foreign area and language skills, who are available to work in a national security position.

(7) Not later than 30 days after a scholarship or fellowship recipient completes the study or education for which assistance was provided under the program, provide the Secretary with a report fully describing the foreign area and language skills obtained by the recipient as a result of the assistance.

(8) Review the administration of the program required under this chapter.

Sec. 1904. - National Security Education Trust Fund

(a) Establishment of Fund

There is established in the Treasury of the United States a trust fund to be known as the "National Security Education Trust Fund". The assets of the Fund consist of amounts appropriated to the Fund and amounts credited to the Fund under subsection (e) of this section.

(b) Availability of sums in Fund

Sums in the Fund shall, to the extent provided in appropriations Acts, be available –

- (1) for awarding scholarships, fellowships, and grants in accordance with the provisions of this chapter; and
- (2) for properly allocable costs of the Federal Government for the administration of the program under this chapter.

(c) Investment of Fund assets

The Secretary of the Treasury shall invest in full the amount in the Fund that is not immediately necessary for expenditure. Such investments may be made only in interest-bearing obligations of the United States or in obligations guaranteed as to both principal and interest by the United States. For such purpose, such obligations may be acquired on original issue at the issue price or by purchase of outstanding obligations at the market price. The purposes for which obligations of the United States may be issued under chapter 31 of title 31 are hereby extended to authorize the issuance at par of special obligations exclusively to the Fund. Such special obligations shall bear interest at a rate equal to the average rate of interest, computed as to the end of the calendar month next preceding the date of such issue, borne by all marketable interest-bearing obligations of the United States then forming a part of the public debt, except that where such average rate is not a multiple of 1/8 of 1 percent, the rate of interest of such special obligations shall be the multiple of 1/8 of 1 percent next lower than such average rate. Such special obligations shall be issued only if the Secretary of the Treasury determines that the purchases of other interest-bearing obligations of the United States, or of obligations guaranteed as to both principal and interest by the United States or original issue or at the market price, is not in the public interest.

(d) Authority to sell obligations

Any obligation acquired by the Fund (except special obligations issued exclusively to the Fund) may be sold by the Secretary of the Treasury at the market price, and such special obligations may be redeemed at par plus accrued interest.

(e) Amounts credited to Fund

- (1) The interest on, and the proceeds from the sale or redemption of, any obligations held in the Fund shall be credited to and form a part of the Fund.
- (2) Any amount paid to the United States under section 1902(b) (3) of this title shall be credited to and form a part of the Fund.
- (3) Any gifts of money shall be credited to and form a part of the Fund

Sec. 1905. - Regulations and administrative provisions

(a) Regulations

The Secretary may prescribe regulations to carry out the program required by this chapter. Before prescribing any such regulations, the Secretary shall submit a copy of the proposed regulations to the Select Committee on Intelligence of the Senate and the Permanent Select Committee on Intelligence of the House of Representatives. Such proposed regulations may not take effect until 30 days after the date on which they are submitted to those committees.

(b) Acceptance and use of gifts

In order to conduct the program required by this chapter, the Secretary may –

- (1) receive money and other property donated, bequeathed, or devised, without condition or restriction other than that it be used for the purpose of conducting the program required by this chapter; and
- (2) may use, sell, or otherwise dispose of such property for that purpose.

(c) Voluntary services

In order to conduct the program required by this chapter, the Secretary may accept and use the services of voluntary and noncompensated personnel.

(d) Necessary expenditures

Expenditures necessary to conduct the program required by this chapter shall be paid from the Fund, subject to section 1904(b) of this title

Sec. 1906. - Annual report

(a) Annual report

The Secretary shall submit to the President and to the Congress an annual report of the conduct of the program required by this chapter. The report shall be submitted each year at the time that the President's budget for the next fiscal year is submitted to Congress pursuant to section 1105 of title 31.

(b) Contents of report

Each such report shall contain –

- (1) an analysis of the trends within language, international, area, and counterproliferation studies, along with a survey of such areas as the Secretary determines are receiving inadequate attention;
- (2) the effect on those trends of activities under the program required by this chapter;

- (3) an analysis of the assistance provided under the program for the previous fiscal year, to include the subject areas being addressed and the nature of the assistance provided;
- (4) an analysis of the performance of the individuals who received assistance under the program during the previous fiscal year, to include the degree to which assistance was terminated under the program and the extent to which individual recipients failed to meet their obligations under the program;
- (5) an analysis of the results of the program for the previous fiscal year, and cumulatively, to include, at a minimum
 - (A) the percentage of individuals who have received assistance under the program who subsequently became employees of the United States Government;
 - (B) in the case of individuals who did not subsequently become employees of the United States Government, an analysis of the reasons why they did not become employees and an explanation as to what use, if any, was made of the assistance by those recipients; and
 - (C) the uses made of grants to educational institutions;
- (6) the current list of agencies and offices of the Federal Government required to be developed by section 1902(g) of this title; and
- (7) any legislative changes recommended by the Secretary to facilitate the administration of the program or otherwise to enhance its objectives.

(c) Submission of initial report

The first report under this section shall be submitted at the time the budget for fiscal year 1994 is submitted to Congress.

(d) Consultation

During the preparation of each report required by subsection (a) of this section, the Secretary shall consult with the members of the Board specified in paragraphs (1) through (7) of section 1903(b) of this title. Each such member shall submit to the Secretary an assessment of their hiring needs in the areas of language and area studies and a projection of the deficiencies in such areas. The Secretary shall include all assessments in the report required by subsection (a) of this section

Sec. 1907. - General Accounting Office audits

The conduct of the program required by this chapter may be audited by the General Accounting Office under such rules and regulations as may be prescribed by the Comptroller General of the United States. Representatives of the General Accounting Office shall have access to all books, accounts, records, reports, and files and all other papers, things, or property of the Department of Defense pertaining to such activities and necessary to facilitate the audit

Sec. 1908. - Definitions For the purpose of this chapter:

- (1) The term "Board" means the National Security Education Board established pursuant to section 1903 of this title.
- (2) The term "Fund" means the National Security Education Trust Fund established pursuant to section 1904 of this title.
- (3) The term "institution of higher education" has the meaning given that term by section 1001 of title 20.
- (4) The term "national security position" means a position
 - (A) having national security responsibilities in an agency or office of the Federal Government that has national security responsibilities, as determined under section 1902(g) of this title; and
 - (B) in which the individual in such position makes their foreign language skills available to such agency or office

Sec. 1909. - Fiscal year 1992 funding

(a) Authorization of appropriations to Fund

There is hereby authorized to be appropriated to the Fund for fiscal year 1992 the sum of \$150,000,000.

(b) Authorization of obligations from Fund During fiscal year 1992, there may be obligated from the Fund such amounts as may be provided in appropriations Acts, not to exceed \$35,000,000. Amounts made available for obligation from the Fund for fiscal year 1992 shall remain available until expended

Sec. 1910. - Funding

(a) Fiscal years 1993 and 1994

Amounts appropriated to carry out this chapter for fiscal years 1993 and 1994 shall remain available until expended.

(b) Fiscal years 1995 and 1996

There is authorized to be appropriated from, and may be obligated from, the Fund for each of the fiscal years 1995 and 1996 not more than the amount credited to the Fund in interest only for the preceding fiscal year under section 1904(e) of this title.

APPENDIX C

**INTELLIGENCE AUTHORIZATION ACT
FOR FISCAL YEAR 2003
(Sections 331 through 334)**

**Intelligence Authorization Act For Fiscal Year 2003 (Public Law 107-306)
Sections 331 Through 334**

**SEC. 331. SCHOLARSHIPS AND WORK-STUDY FOR PURSUIT OF GRADUATE
DEGREES IN SCIENCE AND TECHNOLOGY.**

(a) Program Authorized.--The National Security Act of 1947 is amended--

- (1) by redesignating title X as title XI;
- (2) by redesignating section 1001 as section 1101; and
- (3) by inserting after title IX the following new title X:

``TITLE X--EDUCATION IN SUPPORT OF NATIONAL INTELLIGENCE

``scholarships and work-study for pursuit of graduate degrees in science and technology

``Sec. 1001. (a) Program Authorized.--The Director of Central Intelligence may carry out a program to provide scholarships and work-study for individuals who are pursuing graduate degrees in fields of study in science and technology that are identified by the Director as appropriate to meet the future needs of the intelligence community for qualified scientists and engineers.

``(b) Administration.--If the Director carries out the program under subsection (a), the Director shall administer the program through the Assistant Director of Central Intelligence for Administration.

``(c) Identification of Fields of Study.--If the Director carries out the program under subsection (a), the Director shall identify fields of study under subsection (a) in consultation with the other heads of the elements of the intelligence community.

``(d) Eligibility for Participation.--An individual eligible to participate in the program is any individual who—

``(1) either--

``(A) is an employee of the intelligence community;

or

``(B) meets criteria for eligibility for employment in the intelligence community that are established by the Director;

``(2) is accepted in a graduate degree program in a field of study in science or technology identified under subsection (a); and

``(3) is eligible for a security clearance at the level of Secret or above.

``(e) Regulations.--If the Director carries out the program under subsection (a), the Director shall prescribe regulations for purposes of the administration of this section."

(b) Clerical Amendment.--The table of sections for the National Security Act of 1947 is amended by striking the items relating to title X and section 1001 and inserting the following new items:

``TITLE X--EDUCATION IN SUPPORT OF NATIONAL INTELLIGENCE

``Sec. 1001. Scholarships and work-study for pursuit of graduate degrees in science and technology.

``TITLE XI--OTHER PROVISIONS

``Sec. 1101. Applicability to United States intelligence activities of Federal laws implementing international treaties and agreements.".

SEC. 332. COOPERATIVE RELATIONSHIP BETWEEN THE NATIONAL SECURITY EDUCATION PROGRAM AND THE FOREIGN LANGUAGE CENTER OF THE DEFENSE LANGUAGE INSTITUTE.

Section 802 of the David L. Boren National Security Education Act of 1991 (50 U.S.C. 1902) is amended by adding at the end the following new subsection:

``(h) Use of Awards To Attend the Foreign Language Center of the Defense Language Institute.--(1) The Secretary shall provide for the admission of award recipients to the Foreign Language Center of the Defense Language Institute (hereinafter in this subsection referred to as the `Center'). An award recipient may apply a portion of the applicable scholarship or fellowship award for instruction at the Center on a space-available basis as a Department of Defense sponsored program to defray the additive instructional costs.

``(2) Except as the Secretary determines necessary, an award recipient who receives instruction at the Center shall be subject to the same regulations with respect to attendance, discipline, discharge, and dismissal as apply to other persons attending the Center.

``(3) In this subsection, the term `award recipient' means an undergraduate student who has been awarded a scholarship under subsection (a)(1)(A) or a graduate student who has been awarded a fellowship under subsection (a)(1)(B) who--

- ``(A) is in good standing;
- ``(B) has completed all academic study in a foreign country, as provided for under the scholarship or fellowship; and
- ``(C) would benefit from instruction provided at the Center.".

SEC. 333. ESTABLISHMENT OF NATIONAL FLAGSHIP LANGUAGE INITIATIVE WITHIN THE NATIONAL SECURITY EDUCATION PROGRAM.

(a) National Flagship Language Initiative.--

(1) Expansion of grant program authority.--Subsection (a)(1) of section 802 of the David L. Boren National Security Education Act of 1991 (50 U.S.C. 1902) is amended--

- (A) by striking "and" at the end of subparagraph (B)(ii);
- (B) by striking the period at the end of subparagraph (C) and inserting "; and"; and
- (C) by adding at the end the following new subparagraph:

“(D) awarding grants to institutions of higher education to carry out activities under the National Flagship Language Initiative (described in subsection (i)).”.

(2) Provisions of national flagship language initiative.-- Such section, as amended by section 332, is further amended by adding at the end the following new subsection:

“(i) National Flagship Language Initiative.—

“(1) Under the National Flagship Language Initiative, institutions of higher education shall establish, operate, or improve activities designed to train students in programs in a range of disciplines to achieve advanced levels of proficiency in those foreign languages that the Secretary identifies as being the most critical in the interests of the national security of the United States.

“(2) An undergraduate student who has been awarded a scholarship under subsection (a)(1)(A) or a graduate student who has been awarded a fellowship under subsection (a)(1)(B) may participate in the activities carried out under the National Flagship Language Initiative.

“(3) An institution of higher education that receives a grant pursuant to subsection (a)(1)(D) shall give special consideration to applicants who are employees of the Federal Government.

“(4) For purposes of this subsection, the Foreign Language Center of the Defense Language Institute and any other educational institution that provides training in foreign languages operated by the Department of Defense or an agency in the intelligence community is deemed to be an institution of higher education, and may carry out the types of activities permitted under the National Flagship Language Initiative.”

(3) Inapplicability of funding allocation rules.--Subsection (a)(2) of such section is amended by adding at the end the following flush sentences: “The funding allocation under this paragraph shall not apply to grants under paragraph (1)(D) for the National Flagship Language Initiative described in subsection (i). For the authorization of appropriations for the National Flagship Language Initiative, see section 811.”.

(4) Board requirement.--Section 803(d)(4) of such Act (50 U.S.C. 1903(d)(4)) is amended—

(A) by striking “and” at the end of subparagraph (C);

(B) by striking the period at the end of subparagraph (D) and inserting “; and”; and

(C) by adding at the end the following new subparagraph:

“(E) which foreign languages are critical to the national security interests of the United States for purposes of section 802(a)(1)(D) (relating to grants for the National Flagship Language Initiative).”.

(b) Funding.--The David L. Boren National Security Education Act of 1991 (50 U.S.C. 1901 et seq.) is amended by adding at the end the following new section:

“SEC. 811. ADDITIONAL ANNUAL AUTHORIZATION OF APPROPRIATIONS.

“(a) In General.--In addition to amounts that may be made available to the Secretary under the Fund for a fiscal year, there is authorized to be appropriated to the Secretary for each fiscal year, beginning with fiscal year 2003, \$10,000,000, to carry out the grant program for the National Flagship Language Initiative under section 802(a)(1)(D).

“(b) Availability of Appropriated Funds.--Amounts appropriated pursuant to the authorization of appropriations under subsection (a) shall remain available until expended.”.

“(c) Effective Date. -- The amendments made by this section shall take effect on the date the Secretary of Defense submits the report required under section 334 of this Act and notifies the appropriate committees of Congress (as defined in subsection (c) of that section) that the programs carried out under the David L. Boren National Security Education Act of 1991 are being managed in a fiscally and programmatically sound manner.

“(d) Construction.--Nothing in this section shall be construed as affecting any program or project carried out under the David L. Boren National Security Education Act of 1991 as in effect on the date that precedes the date of the enactment of this Act.”

SEC. 334. REPORT ON THE NATIONAL SECURITY EDUCATION PROGRAM.

(a) In General.--Not later than 180 days after the date of the enactment of this Act, the Secretary of Defense shall submit to the appropriate committees of Congress a report on the matters described in subsection (b) with respect to the David L. Boren National Security Education Act of 1991 (50 U.S.C. 1901 et seq.).

(b) Covered Matters.--The matters described in this subsection are as follows:

(1) Effectiveness of program.--An evaluation of the National Security Education Program, including an assessment of the effectiveness of the program in meeting its goals and an assessment of the administrative costs of the program in relation to the amounts of scholarships, fellowships, and grants awarded.

(2) Conversion of funding.--An assessment of the advisability of converting funding of the National Security Education Program from funding through the National Security Education Trust Fund under section 804 of that Act (50 U.S.C. 1904) to funding through appropriations.

(3) Recommendations.--On any matter covered by paragraph (1) or (2), such recommendations for legislation with respect to such matter as the Secretary considers appropriate.

(c) Appropriate Committees of Congress Defined.--In this section, the term ``appropriate committees of Congress'' means--

(1) the Select Committee on Intelligence and the Committees on Armed Services and Appropriations of the Senate; and

(2) the Permanent Select Committee on Intelligence and the Committees on Armed Services and Appropriations of the House of Representatives.

APPENDIX D
NATIONAL SECURITY LANGUAGE ACT

National Security Language Act

108th CONGRESS

H. R. 3676

A BILL

To strengthen the national security through the expansion and improvement of foreign language study, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the 'National Security Language Act'.

SEC. 2. ENCOURAGING EARLY FOREIGN LANGUAGE INSTRUCTION.

Title VI of the Higher Education Act of 1965 (20 U.S.C. 1121 et seq.) is amended--

- (1) by redesignating part D as part E;
- (2) by redesignating section 631 (20 U.S.C. 1132) as section 641; and
- (3) by inserting after section 628 the following new part:

'PART D--EARLY FOREIGN LANGUAGE INSTRUCTION

'SEC. 631. EARLY FOREIGN LANGUAGE INSTRUCTION.

'(a) DEFINITIONS- In this section:

'(1) ELIGIBLE PARTNERSHIP- The term 'eligible partnership' means a partnership that--

'(A) shall include--

- '(i) a foreign language department of an institution of higher education; and*
- '(ii) a local educational agency; and*

'(B) may include--

- '(i) another foreign language or teacher training department of an institution of higher education;*
- '(ii) another local educational agency, or an elementary or secondary school;*
- '(iii) a business;*
- '(iv) a nonprofit organization of demonstrated effectiveness, including a museum;*

- `(v) heritage or community centers for language study;
- `(vi) language resource centers; or
- `(vii) the State foreign language coordinator or State educational agency.

`(2) HIGH-NEED LOCAL EDUCATIONAL AGENCY- The term 'high-need local educational agency' has the meaning given the term in section 2102 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6602).

`(3) LESS-COMMONLY TAUGHT FOREIGN LANGUAGES- The term 'less-commonly taught foreign languages' includes the languages of Arabic, Korean, Chinese, Pashto, Persian-Farsi, Serbian-Croatian, Japanese, Russian, Portuguese, and any other language identified by the Secretary of Education, in consultation with the Defense Language Institute, the Foreign Service Institute, and the National Security Education Program, as a foreign language critical to the national security of the United States.

`(4) SUMMER WORKSHOP OR INSTITUTE- The term 'summer workshop or institute' means a workshop or institute, conducted during the summer, that--

- `(A) is conducted for a period of not less than 2 weeks;
- `(B) provides for a program that provides direct interaction between students and faculty; and
- `(C) provides for follow-up training during the academic year that--

- `(i) except as provided in clause (ii) or (iii), shall be conducted in the classroom for a period of not less than 3 days, which may or may not be consecutive;
- `(ii) if the program described in subparagraph (B) is for a period of not more than 2 weeks, shall be conducted for a period of more than 3 days; or
- `(iii) if the program is for teachers in rural school districts, may be conducted through distance education.

`(b) PURPOSE- The purpose of this section is to improve the performance of students in the study of foreign languages by encouraging States, institutions of higher education, elementary schools, and secondary schools to participate in programs that--

- `(1) upgrade the status and stature of foreign language teaching by encouraging institutions of higher education to assume greater responsibility for improving foreign language teacher education

through the establishment of a comprehensive, integrated system of recruiting and advising such teachers;

`(2) focus on education of foreign language teachers as a career-long process that should continuously stimulate teachers' intellectual growth and upgrade teachers' knowledge and skills;

`(3) bring foreign language teachers in elementary schools and secondary schools together with linguists or higher education foreign language professionals to increase the subject matter knowledge and improve the teaching skills of teachers through the use of more sophisticated resources that institutions of higher education are better able to provide than the schools; and

`(4) develop more rigorous foreign language curricula that are aligned with--

`(A) professionally accepted standards for elementary and secondary education instruction; and

`(B) the standards expected for post-secondary study in foreign language.

`(c) GRANTS TO PARTNERSHIPS-

`(1) IN GENERAL- The Secretary may award grants, on a competitive basis, to eligible partnerships to enable the eligible partnerships to pay the Federal share of the costs of carrying out the authorized activities described in this section.

`(2) DURATION- The Secretary shall award grants under this section for a period of 5 years.

`(3) FEDERAL SHARE- The Federal share of the costs of the activities assisted under this section shall be--

`(A) 75 percent of the costs for the first year that an eligible partnership receives a grant payment under this section;

`(B) 65 percent of such costs for the second such year; and

`(C) 50 percent of such costs for each of the third, fourth, and fifth such years.

`(4) NON-FEDERAL SHARE- The non-Federal share of the costs of carrying out the authorized activities described in this section may be provided in cash or in kind, fairly evaluated.

`(5) PRIORITY- In awarding grants under this section, the Secretary shall give priority to eligible partnerships--

`(A) that include high-need local educational agencies; or

`(B) that emphasize the teaching of the less-commonly taught foreign languages.

`(d) APPLICATIONS-

`(1) IN GENERAL- Each eligible partnership desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

`(2) CONTENTS- An application under paragraph (1) shall include--

`(A) an assessment of the teacher quality and professional development needs of all the schools and agencies participating in the eligible partnership with respect to the teaching and learning of foreign languages;

`(B) a description of how the activities to be carried out by the eligible partnership will be based on a review of relevant research, and an explanation of why the activities are expected to improve student performance and to strengthen the quality of foreign language instruction; and

`(C) a description of--

`(i) how the eligible partnership will carry out the authorized activities described in subsection (e); and

`(ii) the eligible partnership's evaluation and accountability plan as described in subsection (f).

`(e) AUTHORIZED ACTIVITIES- An eligible partnership shall use the grant funds provided under this section for 1 or more of the following activities related to elementary schools or secondary schools:

`(1) Creating opportunities for enhanced and ongoing professional development that improves the subject matter knowledge of foreign language teachers.

`(2) Recruiting university students with foreign language majors for teaching.

`(3) Promoting strong teaching skills for foreign language teachers and teacher educators.

`(4) Establishing foreign language summer workshops or institutes (including follow-up training) for teachers.

`(5) Establishing distance learning programs for foreign language teachers.

`(6) Designing programs to prepare a teacher at a school to provide professional development to other teachers at the school and to assist novice teachers at such school, including (if applicable) a mechanism to integrate experiences from a summer workshop or institute.

`(7) Developing instruction materials.

`(f) EVALUATION AND ACCOUNTABILITY PLAN- Each eligible partnership receiving a grant under this section shall develop an evaluation and accountability plan for activities assisted under this section that includes strong performance objectives. The plan shall include objectives and measures for--

`(1) increased participation by students in advanced courses in foreign language;

`(2) increased percentages of secondary school classes in foreign language taught by teachers with academic majors in foreign language, respectively; and

`(3) increased numbers of foreign language teachers who participate in content-based professional development activities.

`(g) REPORT- Each eligible partnership receiving a grant under this section shall annually report to the Secretary regarding the eligible partnership's progress in meeting the performance objectives described in subsection (f).

`(h) TERMINATION- If the Secretary determines that an eligible partnership is not making substantial progress in meeting the performance objectives described in subsection (f) by the end of the third year of a grant under this section, the grant payments shall not be made for the fourth and fifth year of the grant.

`(i) AUTHORIZATION OF APPROPRIATIONS- To carry out this part, there are authorized to be appropriated \$48,000,000 for fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years.'

SEC. 3. SCIENCE AND TECHNOLOGY ADVANCED FOREIGN LANGUAGE EDUCATION GRANT PROGRAM.

(a) PURPOSE- It is the purpose of this section to support programs in colleges and universities that--

(1) encourage students to develop both--

(A) an understanding of science and technology; and

(B) foreign language proficiency; and

(2) foster future international scientific collaboration.

(b) DEVELOPMENT- The Secretary of Education shall develop a program for the awarding of grants to institutions of higher learning that develop innovative programs for the teaching of foreign languages.

(c) REGULATIONS AND REQUIREMENTS- The Secretary of Education shall promulgate regulations for the awarding of grants under subsection (b). Such regulations shall require institutions of higher learning to use grant funds for, among other things--

(1) the development of an on-campus cultural awareness program by which students attend classes taught in the foreign language and study the science and technology developments and practices in a non-English speaking country;

(2) immersion programs where students take science or technology related course work in a non-English speaking country; and

(3) other programs, such as summer workshops, that emphasize the intense study of a foreign language and science technology.

(d) GRANT DISTRIBUTION- In distributing grants to institutions of higher education under this section, the Secretary of Education shall give priority to--
(1) institutions that have programs focusing on curriculum that combine the study of foreign languages and the study of science and technology and produce graduates who have both skills; and
(2) institutions teaching the less-commonly taught languages of Arabic, Korean, Chinese, Pashto, Persian-Farsi, Serbian-Croatian, Japanese, Russian, Portuguese, and any language identified by the Secretary of Education, in consultation with the Defense Language Institute, the Foreign Service Institute, and the National Security Education Program, as a critical foreign language need.

(e) SCIENCE- In this section, the term 'science' means any of the natural and physical sciences including chemistry, biology, physics, and computer science. Such term does not include any of the social sciences.

(f) APPROPRIATIONS AUTHORIZED- To carry out this section, there are authorized to be appropriated \$15,000,000 for fiscal year 2004 and such sums as may be necessary for each subsequent fiscal year.

SEC. 4. FEDERAL FOREIGN LANGUAGE EDUCATION MARKETING CAMPAIGN.

The Secretary of Education shall establish a foreign language education marketing campaign to encourage students at secondary schools and institutions of higher learning to study foreign languages, particularly languages that are less commonly taught and critical to the national security of the United States.

SEC. 5. NATIONAL STUDY OF FOREIGN LANGUAGE HERITAGE COMMUNITIES.

(a) STUDY- The Secretary of Education shall conduct a study to identify foreign language heritage communities, particularly such communities that include speakers of languages that are critical to the national security of the United States.

(b) FOREIGN LANGUAGE HERITAGE COMMUNITY- For purposes of this section, the term 'foreign language heritage community' means a community of residents or citizens of the United States--

- (1) who are native speakers of, or who have partial fluency in, a foreign language; and
- (2) who should be actively recruited for employment by Federal security agencies with a need for linguists.

(c) REPORT- Not later than 1 year after the date of the enactment of this Act, the Secretary of Education shall submit a report to the Congress on the results of the study conducted under this section.

SEC. 6. ESTABLISHMENT OF INTERNATIONAL FLAGSHIP LANGUAGE INITIATIVE WITHIN THE NATIONAL SECURITY EDUCATION PROGRAM.

(a) NATIONAL FLAGSHIP LANGUAGE INITIATIVE-

(1) EXPANSION OF GRANT PROGRAM AUTHORITY- Subsection (a)(1) of section 802 of the David L. Boren National Security Education Act of 1991 (50 U.S.C. 1902) is amended--

(A) by striking 'and' at the end of subparagraph (C);

(B) by striking the period at the end of subparagraph (D) and inserting '; and'; and

(C) by adding at the end the following new subparagraph:

(E) awarding grants to institutions of higher education to carry out activities under the International Flagship Language Initiative (described in subsection (j)).'

(2) PROVISIONS OF NATIONAL FLAGSHIP LANGUAGE INITIATIVE- Such section is further amended by adding at the end the following new subsection:

(j) INTERNATIONAL FLAGSHIP LANGUAGE INITIATIVE-

(1) Under the International Flagship Language Initiative, qualified institutions of higher education shall establish, operate, or improve foreign language immersion programs and activities at sites overseas designed to train students in programs in a range of disciplines to achieve advanced levels of proficiency in those foreign languages that the Secretary identifies as being the most critical in the interests of the national security of the United States.

(2) For purposes of this subsection, an institution of higher education is deemed to be qualified if the Secretary determines that the institution has demonstrated expertise in the establishment and operation of foreign language immersion programs at sites overseas.

(3) In awarding grants under subsection (a)(1)(E), the Secretary shall give preference to those qualified institutions of higher learning that--

(A) collaborate with established study abroad professional organizations,

(B) demonstrate experience in recruitment, placement, programming, and assessment of students in specific countries and regions of the world; and

`(C) demonstrate relationships with language acquisition specialists.

`(4) An undergraduate student who has been awarded a scholarship under subsection (a)(1)(A) or a graduate student who has been awarded a fellowship under subsection (a)(1)(B) may participate in the activities carried out under the National Flagship Language Initiative.

`(5) An institution of higher education that receives a grant pursuant to subsection (a)(1)(E) shall give special consideration to applicants who are employees of the Federal Government.'

(3) INAPPLICABILITY OF FUNDING ALLOCATION RULES-

(A) The first sentence in the matter following subsection (a) (2) of such section is amended by inserting `or under paragraph (1) (E) for the International Flagship Language Initiative described in subsection (j)' after `under paragraph (1) (D) for the National Flagship Language Initiative described in subsection (i)'.
(B) The second sentence in such matter is amended by inserting `and the International Flagship Language Initiative' after `the National Flagship Language Initiative'.

(B) The second sentence in such matter is amended by inserting `and the International Flagship Language Initiative' after `the National Flagship Language Initiative'.

(4) BOARD REQUIREMENT- Section 803(d) (4) (E) of such Act (50 U.S.C. 1903(d) (4) (E)) is amended by inserting before the period the following: `and section 802(a) (1) (E) (relating to grants for the International Flagship Language Initiative).'

(b) FUNDING- Section 811(a) of the David L. Boren National Security Education Act of 1991 (50 U.S.C. 1911(a)) is amended--

(1) by inserting `(1)' after `(a) IN GENERAL- '; and

(2) by adding at the end the following new paragraph:

`(2) In addition to amounts that may be made available to the Secretary under the Fund for a fiscal year, there is authorized to be appropriated to the Secretary for each fiscal year, beginning with fiscal year 2004, \$12,000,000, to carry out the grant program for the International Flagship Language Initiative under section 802(a)(1)(E).'

(c) CONSTRUCTION- Nothing in this section shall be construed as affecting any program or project carried out under the David L. Boren National Security Education Act of 1991 as in effect on the date that precedes the date of the enactment of this Act.

SEC. 7. FORGIVENESS OF LOANS TO STUDENTS AT INSTITUTIONS OF HIGHER EDUCATION.

(a) GUARANTEED STUDENT LOANS- Part B of title IV of the Higher Education Act of 1965 is amended by inserting after section 428K (20 U.S.C. 1078-11) the following:

SEC. 428L. LOAN FORGIVENESS FOR UNDERGRADUATES IN CRITICAL FOREIGN LANGUAGES.

(a) ESTABLISHMENT- The Secretary of Education shall establish and implement a program to cancel the obligation of loan borrowers to pay the principal and interest on a loan provided under this part in order to serve as an incentive for students to obtain a degree in a critical foreign language.

(b) PROGRAM AUTHORIZED-

(1) IN GENERAL- The Secretary shall carry out a program, through the holder of the loan, of assuming the obligation to repay in accordance with subsection (c) the principal and interest, not to exceed a total of \$10,000, on a loan made under this part for a borrower who--

(A) has obtained an undergraduate degree in a critical foreign language;

(B) is employed in a full-time position--

(i) in an elementary or secondary school as a teacher of a critical foreign language; or

(ii) in an agency of the United States Government in a position that regularly requires the use of such critical foreign language;

(C) is a United States citizen, United States national, permanent legal resident, or citizen of the Freely Associated States; and

(D) is in repayment status on such loan and is not in default on a loan for which the borrower seeks forgiveness of principal and interest payments.

(2) APPLICATION BY BORROWERS- The Secretary shall, by regulation, establish procedures by which borrowers shall apply for loan repayment under this section.

(c) TERMS-

(1) PROMISE TO COMPLETE SERVICE REQUIRED FOR PAYMENT- Any application for payment under subsection (b) shall contain an agreement by the applicant that the applicant will continue in a qualifying service described in subsection (b)(1)(B) for not less than 5 consecutive complete years, or will, upon a

failure to complete such 5 years, repay the United States the amount of the principal and interest repaid by the Secretary under subsection (b), at a rate and schedule, and in accordance with regulations, prescribed by the Secretary. Such regulations may provide for waiver by the Secretary of such repayment obligations upon proof of economic hardship as specified in such regulations.

`(2) PAYMENT IN INSTALLMENTS- After a borrower has obtained a bachelor's degree in a critical foreign language, the Federal Government shall make payments under this section while the borrower is in loan repayment status and continues in an employment position described in subsection (b)(1)(B). The Secretary shall repay a portion of a borrower's outstanding loan, not to exceed a total of \$10,000, in the following increments:

`(A) up to \$1,500 or 15 percent of the borrower's outstanding loan balance, which ever is less, at the completion of the second year of such service;

`(B) up to \$1,500 or 15 percent of the borrower's outstanding loan balance, which ever is less, at the completion of the third year of such service;

`(C) up to \$2,000 or 20 percent of the borrower's outstanding loan balance, which ever is less, at the completion of the fourth year of such service; and

`(D) up to \$5,000 or 50 percent of the borrower's outstanding loan balance, which ever is less, at the completion of the fifth year of such service.

`(d) DEFINITIONS- In this section:

`(1) CRITICAL FOREIGN LANGUAGE- The term 'critical foreign language' includes the languages of Arabic, Korean, Japanese, Chinese, Pashto, Persian-Farsi, Serbian-Croatian, Russian, Portuguese, and any other language identified by the Secretary of Education, in consultation with the Defense Language Institute, the Foreign Service Institute, and the National Security Education Program, as a critical foreign language need.

`(2) AGENCY- The term 'agency of the United States Government' means any agency, office, establishment, instrumentality, or other entity of the executive, legislative, or judicial branch of the Government.'

(b) DIRECT STUDENT LOANS- Part D of title IV of the Higher Education Act of 1965 (20 U.S.C. 1087a et seq.) is amended by adding at the end the following:

SEC. 460A. LOAN FORGIVENESS FOR UNDERGRADUATES IN CRITICAL FOREIGN LANGUAGES.

(a) ESTABLISHMENT- The Secretary of Education shall establish and implement a program to cancel the obligation of loan borrowers to pay the principal and interest on a loan provided under this part in order to serve as an incentive for students to obtain a degree in a critical foreign language.

(b) PROGRAM AUTHORIZED-

(1) IN GENERAL- The Secretary shall carry out a program of assuming the obligation to repay in accordance with subsection (c) the principal and interest, not to exceed a total of \$10,000, on a loan made under this part for a borrower who--

(A) has obtained an undergraduate degree in a critical foreign language;

(B) is employed in a full-time position--

(i) in an elementary or secondary school as a teacher of a critical foreign language; or

(ii) in an agency of the United States Government in a position that regularly requires the use of such critical foreign language;

(C) is a United States citizen, United States national, permanent legal resident, or citizen of the Freely Associated States; and

(D) is in repayment status on such loan and is not in default on a loan for which the borrower seeks forgiveness of principal and interest payments.

(2) APPLICATION BY BORROWERS- The Secretary shall, by regulation, establish procedures by which borrowers shall apply for loan repayment under this section.

(c) TERMS-

(1) PROMISE TO COMPLETE SERVICE REQUIRED FOR PAYMENT- Any application for payment under subsection (b) shall contain an agreement by the applicant that the applicant will continue in a qualifying service described in subsection (b)(1)(B) for not less than 5 consecutive complete years, or will, upon a failure to complete such 5 years, repay the United States the amount of the principal and interest repaid by the Secretary under subsection (b), at a rate and schedule, and in accordance with regulations, prescribed by the Secretary. Such regulations may provide for waiver by the Secretary of such repayment obligations upon proof of economic hardship as specified in such regulations.

`(2) PAYMENT IN INSTALLMENTS- After a borrower has obtained a bachelor's degree in a critical foreign language, the Federal Government shall make payments under this section while the borrower is in loan repayment status and continues in an employment position described in subsection (b)(1)(B). The Secretary shall repay a portion of a borrower's outstanding loan, not to exceed a total of \$10,000, in the following increments:

`(A) up to \$1,500 or 15 percent of the borrower's outstanding loan balance, which ever is less, at the completion of the second year of such service;

`(B) up to \$1,500 or 15 percent of the borrower's outstanding loan balance, which ever is less, at the completion of the third year of such service;

`(C) up to \$2,000 or 20 percent of the borrower's outstanding loan balance, which ever is less, at the completion of the fourth year of such service; and

`(D) up to \$5,000 or 50 percent of the borrower's outstanding loan balance, which ever is less, at the completion of the fifth year of such service.

`(d) DEFINITIONS- In this section:

`(1) CRITICAL FOREIGN LANGUAGE- The term 'critical foreign language' includes the languages of Arabic, Korean, Japanese, Chinese, Pashto, Persian-Farsi, Serbian-Croatian, Russian, Portuguese, and any other language identified by the Secretary of Education, in consultation with the Defense Language Institute, the Foreign Service Institute, and the National Security Education Program, as a critical foreign language need.

`(2) AGENCY- The term 'agency of the United States Government' means any agency, office, establishment, instrumentality, or other entity of the executive, legislative, or judicial branch of the Government.'

(c) REPORT TO CONGRESS- Not later than 6 months after the date of enactment of this Act, the Secretary of Education shall propose regulations to carry out this section and submit to the appropriate committees of the Congress a report on how the Secretary plans to implement the programs under amendments made by this section and advertise such programs to institutions of higher learning and potential applicants. Not later than 6 months after the date on which the comment period for the regulations proposed under the preceding sentence ends, the Secretary shall promulgate final regulations to carry out this section.

END

APPENDIX E

**NATIONAL SECURITY EDUCATION PROGRAM
ENHANCEMENT ACT OF 2004**

National Security Education Program Enhancement Act of 2004

HR 4574 IH

108th CONGRESS

To amend title VIII of the Intelligence Authorization Act for Fiscal Year 1992, as amended, to revise the funding mechanism for scholarships, fellowships, and grants to institutions under the National Security Education Program, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

June 15, 2004

Mr. BEREUTER (for himself, Mr. BOEHLERT, Mr. LAHOOD, Ms. ESHOO, and Mr. HOLT) introduced the following bill; which was referred to the Select Committee on Intelligence (Permanent Select), and in addition to the Committees on Armed Services and Education and the Workforce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To amend title VIII of the Intelligence Authorization Act for Fiscal Year 1992, as amended, to revise the funding mechanism for scholarships, fellowships, and grants to institutions under the National Security Education Program, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the 'National Security Education Program Enhancement Act of 2004'.

SEC. 2. PROVISION FOR ANNUAL AUTHORIZATION OF APPROPRIATIONS.

(a) IN GENERAL- Title VIII of the Intelligence Authorization Act for Fiscal Year 1992 (Public Law 102-183; 105 Stat. 1271), as amended by section 311(c) of the Intelligence Authorization Act for Fiscal Year 1994 (Public Law 103-178; 107 Stat. 2037), is amended by adding at the end of section 810 the following new subsection:

^(c) FUNDING FROM INTELLIGENCE COMMUNITY MANAGEMENT ACCOUNT FOR FISCAL YEARS BEGINNING WITH FISCAL YEAR 2005-

In addition to amounts that may be made available to the Secretary under the Fund for a fiscal year, the Director of Central Intelligence shall transfer to the Secretary from amounts appropriated for the Intelligence Community Management Account for each fiscal year, beginning with fiscal year 2005, \$8,000,000, to carry out the scholarship, fellowship, and grant programs under subparagraphs (A), (B), and (C), respectively, of section 802(a)(1).'

(b) CONFORMING AMENDMENT- Section 802(a)(2) of such Act (50 U.S.C. 1902(a)(2)) is amended in the matter preceding subparagraph (A) by inserting `or from an appropriation pursuant to the authorization under section 810(c).'

SEC. 3. MODIFICATION OF OBLIGATED SERVICE REQUIREMENTS UNDER NATIONAL SECURITY EDUCATION PROGRAM.

(a) In General- Subsection (b)(2) of section 802 of title VIII of the Intelligence Authorization Act for Fiscal Year 1992 (Public Law 102-183; 105 Stat. 1273), as amended by section 925(a) of the National Defense Authorization Act for Fiscal Year 2004 (Public Law 108-136; 117 Stat. 1578), is amended by striking subparagraphs (A) and (B), and inserting the following:

`(A) in the case of a recipient of a scholarship, as soon as practicable but in no case later than three years after the completion by the recipient of the study for which scholarship assistance was provided under the program, the recipient shall work for a period of one year--

`(i) in a national security position that the Secretary certifies is appropriate to use the unique language and region expertise acquired by the recipient pursuant to such study in the Department of Defense, in any element of the intelligence community, in the Department of Homeland Security, or in the Department of State; or

`(ii) in such a position in any other Federal department or agency not referred to in clause (i) if the recipient demonstrates to the Secretary that no position is available in a Federal department or agency specified in clause (i); or

`(B) in the case of a recipient of a fellowship, as soon as practicable but in no case later than two years after the completion by the recipient of the study for which fellowship assistance was provided under the program, the recipient shall work for a period equal to the duration of assistance provided under the program, but in no case less than one year--

`(i) in a position described in subparagraph (A)(i) that the Secretary certifies is appropriate to use the unique language

and region expertise acquired by the recipient pursuant to such study; or

“(ii) in such a position in any other Federal department or agency not referred to in clause (i) if the recipient demonstrates to the Secretary that no position is available in a Federal department or agency specified in clause (i); and’.

(b) Regulations- The Secretary of Defense shall prescribe regulations to carry out the amendment made by subsection (a). In prescribing such regulations, the Secretary shall establish standards that recipients of scholarship and fellowship assistance under the program under such section 802 are required to demonstrate to satisfy the requirement of a good faith effort to gain employment as required under subparagraphs (A) and (B) of subsection (b)(2) of such section.

(c) Applicability- (1) The amendment made by subsection (a) shall apply with respect to service agreements entered into under the David L. Boren National Security Education Act of 1991 on or after the date of the enactment of this Act.

(2) The amendment made by subsection (a) shall not affect the force, validity, or terms of any service agreement entered into under the David L. Boren National Security Education Act of 1991 before the date of the enactment of this Act that is in force as of that date.

SEC. 4. IMPROVEMENTS TO THE NATIONAL FLAGSHIP LANGUAGE INITIATIVE.

(a) INCREASE IN ANNUAL FUNDING- Title VIII of the Intelligence Authorization Act for Fiscal Year 1992 (Public Law 102-183; 105 Stat. 1271), as amended by section 311(c) of the Intelligence Authorization Act for Fiscal Year 1994 (Public Law 103-178; 107 Stat. 2037) and by section 333(b) of the Intelligence Authorization Act for Fiscal Year 2003 (Public Law 107-306; 116 Stat. 2397), is amended by striking section 811 and inserting the following new section 811:

SEC. 811. FUNDING FOR THE NATIONAL FLAGSHIP LANGUAGE INITIATIVE.

“(a) AUTHORIZATION OF APPROPRIATIONS FOR FISCAL YEARS 2003 and 2004- In addition to amounts that may be made available to the Secretary under the Fund for a fiscal year, there is authorized to be appropriated to the Secretary for each fiscal year, beginning with fiscal year 2003, \$10,000,000, to carry out the grant program for the National Flagship Language Initiative under section 802(a)(1)(D).

`(b) FUNDING FROM INTELLIGENCE COMMUNITY MANAGEMENT ACCOUNT FOR FISCAL YEARS BEGINNING WITH FISCAL YEAR 2005- In addition to amounts that may be made available to the Secretary under the Fund for a fiscal year, the Director of Central Intelligence shall transfer to the Secretary from amounts appropriated for the Intelligence Community Management Account for each fiscal year, beginning with fiscal year 2005, \$12,000,000, to carry out the grant program for the National Flagship Language Initiative under section 802(a)(1)(D).

`(c) AVAILABILITY OF APPROPRIATED FUNDS- Amounts made available under this section shall remain available until expended.'

(b) REQUIREMENT FOR EMPLOYMENT AGREEMENTS- (1) Section 802(i) of the David L. Boren National Security Education Act of 1991 (50 U.S.C. 1902(i)) is amended by adding at the end the following new paragraph:

`(5)(A) In the case of an undergraduate or graduate student that participates in training in programs under paragraph (1), the student shall enter into an agreement described in subsection (b), other than such a student who has entered into such an agreement pursuant to subparagraph (A)(ii) or (B)(ii) of section 802(a)(1).

`(B) In the case of a student who is an employee of an agency or department of the Federal Government that participates in training in programs under paragraph (1), the employee shall agree in writing--

`(i) to continue in the service of the agency or department of the Federal Government employing the student for the period of such training;

`(ii) to continue in the service of such agency or department employing the student following completion of such training for a period of two years for each year, or part of the year, of such training;

`(iii) to reimburse the United States for the total cost of such training (excluding the student's pay and allowances) provided to the student if, before the completion by the student of the training, the employment of the student by the agency or department is terminated due to misconduct by the recipient or by the recipient voluntarily; and

`(iv) to reimburse the United States if, after completing such training, the employment of the student by the agency or department is terminated either by the agency or department due to misconduct by the student or by the student voluntarily, before the completion by the student of the period of service required in clause (ii), in an amount that bears the same ratio to the total cost of the training (excluding the student's pay and allowances) provided to the student as the unserved portion of such period of service bears to the total period of service under clause (ii).

`(C) Subject to subparagraph (D), the obligation to reimburse the United States under an agreement under subparagraph (A) is for all purposes a debt owing the United States.

`(D)(i) A discharge in bankruptcy under title 11, United States Code, shall not release a person from an obligation to reimburse the United States under an agreement under subparagraph (A) if the final decree of the discharge in bankruptcy is issued within five years after the last day of the combined period of service obligation described in clauses (i) and (ii) of subparagraph (B).

`(ii) The head of an element of the intelligence community may release a recipient, in whole or in part, from the obligation to reimburse the United States under an agreement under subparagraph (A) when, in the discretion of the head of the element, the head of the element determines that equity or the interests of the United States so require.'

(2) The amendment made by paragraph (1) shall apply to training that begins on or after the date that is 90 days after the date of the enactment of this Act.

(c) INCREASE IN THE NUMBER OF PARTICIPATING EDUCATIONAL INSTITUTIONS- The Secretary of Defense shall take such steps as the Secretary determines will increase the number of qualified educational institutions that receive grants under the National Flagship Language Initiative to establish, operate, or improve activities designed to train students in programs in a range of disciplines to achieve advanced levels of proficiency in those foreign languages that the Secretary identifies as being the most critical in the interests of the national security of the United States.

(d) CLARIFICATION OF AUTHORITY TO SUPPORT STUDIES ABROAD- Educational institutions that receive grants under the National Flagship Language Initiative may support students who pursue total immersion foreign language studies overseas of foreign languages that are critical to the national security of the United States.

SEC. 5. ESTABLISHMENT OF SCHOLARSHIP PROGRAM FOR ENGLISH LANGUAGE STUDIES FOR HERITAGE COMMUNITY CITIZENS OF THE UNITED STATES WITHIN THE NATIONAL SECURITY EDUCATION PROGRAM.

(a) SCHOLARSHIP PROGRAM FOR ENGLISH LANGUAGE STUDIES FOR HERITAGE COMMUNITY CITIZENS OF THE UNITED STATES- (1) Subsection (a)(1) of section 802 of the David L. Boren National Security Education Act of 1991 (50 U.S.C. 1902) is amended--

(A) by striking `and' at the end of subparagraph (C);

(B) by striking the period at the end of subparagraph (D) and inserting ` ;
and'; and

(C) by adding at the end the following new subparagraph:

`(E) awarding scholarships to students who--

`(i) are United States citizens who--

`(I) are native speakers (commonly referred to as
heritage community residents) of a foreign language
that is identified as critical to the national security
interests of the United States who should be actively
recruited for employment by Federal security
agencies with a need for linguists; and

`(II) are not proficient at a professional level in the
English language with respect to reading, writing,
and interpersonal skills required to carry out the
national security interests of the United States, as
determined by the Secretary,

to enable such students to pursue English language studies
at an institution of higher education of the United States to
attain proficiency in those skills; and

`(ii) enter into an agreement to work in a national security
position or work in the field of education in the area of
study for which the scholarship was awarded in a similar
manner (as determined by the Secretary) as agreements
entered into pursuant to subsection (b)(2)(A).'

(2) The matter following subsection (a)(2) of such section is amended--

(A) in the first sentence, by inserting `or for the scholarship program under
paragraph (1)(E)' after `under paragraph (1)(D) for the National Flagship
Language Initiative described in subsection (i)'; and

(B) by adding at the end the following: `For the authorization of appropriations
for the scholarship program under paragraph (1)(E), see section 812.'

(3) Section 803(d)(4)(E) of such Act (50 U.S.C. 1903(d)(4)(E)) is amended by
inserting before the period the following: `and section 802(a)(1)(E) (relating to
scholarship programs for advanced English language studies by heritage
community residents).'

(b) FUNDING- The David L. Boren National Security Education Act of 1991 (50
U.S.C. 1901 et seq.) is amended by adding at the end the following new section:

**SEC. 812. FUNDING FOR SCHOLARSHIP PROGRAM FOR CERTAIN
HERITAGE COMMUNITY RESIDENTS.**

(a) FUNDING FROM INTELLIGENCE COMMUNITY MANAGEMENT ACCOUNT- In addition to amounts that may be made available to the Secretary under the Fund for a fiscal year, the Director of Central Intelligence shall transfer to the Secretary from amounts appropriated for the Intelligence Community Management Account for each fiscal year, beginning with fiscal year 2005, \$4,000,000, to carry out the scholarship programs for English language studies by certain heritage community residents under section 802(a)(1)(E).

(b) AVAILABILITY OF FUNDS- Amounts made available under subsection (a) shall remain available until expended.'

END

APPENDIX F
STABILIZATION AND RECONSTRUCTION
CIVILIAN MANGEMENT ACT OF 2004

**Stabilization and Reconstruction Civilian Management Act Of 2004
108th CONGRESS**

S. 2127

A BILL

To build operational readiness in civilian agencies, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the 'Stabilization and Reconstruction Civilian Management Act of 2004'.

SEC. 2. FINDING; PURPOSE.

(a) FINDING- Congress finds that the resources of the United States Armed Forces have been burdened by having to undertake stabilization and reconstruction tasks in the Balkans, Afghanistan, Iraq, and other countries of the world that could have been performed by civilians, which has resulted in lengthy deployments for Armed Forces personnel.

(b) PURPOSE- The purpose of this Act is to provide for the development, as a core mission of the Department of State and the United States Agency for International Development, of an effective expert civilian response capability to carry out stabilization and reconstruction activities in a country or region that is in, or is in transition from, conflict or civil strife.

SEC. 3. DEFINITIONS.

In this Act:

(1) ADMINISTRATOR- The term 'Administrator' means the Administrator of the United States Agency for International Development.

(2) APPROPRIATE CONGRESSIONAL COMMITTEES- The term 'appropriate congressional committees' means the Committee on Foreign Relations of the Senate and the Committee on International Relations of the House of Representatives.

(3) DEPARTMENT- Except as otherwise provided in this Act, the term 'Department' means the Department of State.

(4) EXECUTIVE AGENCY- The term `Executive agency' has the meaning given that term in section 105 of title 5, United States Code.

(5) SECRETARY- Except as otherwise specifically provided in this Act, the term `Secretary' means the Secretary of State.

SEC. 4. SENSE OF CONGRESS.

It is the sense of Congress that--

(1) the civilian element of United States joint civilian-military operations should be strengthened in order to enhance the execution of current and future stabilization and reconstruction activities in foreign countries or regions that are in, or are in transition from, conflict or civil strife;

(2) the capability of civilian agencies of the United States Government to carry out stabilization and reconstruction activities in such countries or regions should also be enhanced through a new rapid response corps of civilian experts supported by the establishment of a new system of planning, organization, personnel policies, and education and training, and the provision of adequate resources;

(3) the international community, including nongovernmental organizations, and the United Nations and its specialized agencies, should be further encouraged to participate in planning and organizing stabilization and reconstruction activities in such countries or regions;

(4) the President should establish a new directorate of stabilization and reconstruction activities within the National Security Council to oversee the development of interagency contingency plans and procedures, including plans and procedures for joint civilian-military operations, to address stabilization and reconstruction requirements in such countries or regions;

(5) the President should establish a standing committee to exercise responsibility for overseeing the formulation and execution of stabilization and reconstruction policy in order to ensure appropriate interagency coordination in the planning and execution of stabilization and reconstruction activities, including joint civilian-military operations, of the United States Government, and should provide for the committee--

(A) to be chaired by the Assistant to the President for National Security Affairs; and

(B) to include the heads of--

(i) the Department;

(ii) the United States Agency for International Development;

(iii) the Department of Labor;

(iv) the Department of Commerce;

(v) the Department of Justice;

(vi) the Department of the Treasury;

(vii) the Department of Agriculture;

(viii) the Department of Defense; and

(ix) other Executive agencies as appropriate;

(6) the Secretary and the Administrator should work with the Secretary of Defense to establish a personnel exchange program among the Department, the United States Agency for International Development, and the Department of Defense, including the regional commands and the Joint Staff, to enhance the stabilization and reconstruction skills of military and civilian personnel and their ability to undertake joint operations; and

(7) the heads of other Executive agencies should establish personnel exchange programs that are designed to enhance the stabilization and reconstruction skills of military and civilian personnel.

SEC. 5. AUTHORITY TO PROVIDE ASSISTANCE FOR STABILIZATION AND RECONSTRUCTION CRISES.

Chapter 1 of part III of the Foreign Assistance Act of 1961 (22 U.S.C. 2351 et seq.) is amended by inserting after section 617 the following new section:

SEC. 618. ASSISTANCE FOR A STABILIZATION AND RECONSTRUCTION CRISIS.

(a) **AUTHORITY-** If the President determines that it is important to the national interests of the United States for United States civilian agencies or non-Federal employees to assist in stabilizing and reconstructing a country or region that is in, or is in transition from, conflict or civil strife, the President may, in accordance with the provisions set forth in section 614(a)(3), notwithstanding any other provision of law, and on such terms and conditions as the President may determine, furnish assistance to respond to the crisis and authorize the export of goods and services needed to respond to the crisis.

`(b) SPECIAL AUTHORITIES- To provide assistance authorized in subsection (a), the President may exercise the authorities contained in sections 552(c)(2), 610, and 614 of this Act without regard to the percentage and aggregate dollar limitations contained in such sections.

`(c) AUTHORIZATION OF FUNDING-

`(1) INITIAL AUTHORIZATION- There is authorized to be appropriated, without fiscal year limitation, \$100,000,000 in funds that may be used to provide assistance authorized in subsection (a).

`(2) REPLENISHMENT- There is authorized to be appropriated each fiscal year such sums as may be necessary to replenish funds expended as provided under paragraph (1). Funds authorized to be appropriated under this paragraph shall be available without fiscal year limitation for the same purpose and under the same conditions as are provided under paragraph (1).'

SEC. 6. OFFICE OF INTERNATIONAL STABILIZATION AND RECONSTRUCTION.

Title I of the State Department Basic Authorities Act of 1956 is amended by adding after section 58 (22 U.S.C. 2730) the following new section:

`SEC. 59. INTERNATIONAL STABILIZATION AND RECONSTRUCTION.

`(a) OFFICE OF INTERNATIONAL STABILIZATION AND RECONSTRUCTION-

`(1) ESTABLISHMENT- The Secretary shall establish within the Department of State an Office of International Stabilization and Reconstruction.

`(2) COORDINATOR FOR INTERNATIONAL STABILIZATION AND RECONSTRUCTION- The head of the Office shall be the Coordinator for International Stabilization and Reconstruction, who shall be appointed by the President, by and with the advice and consent of the Senate. The Coordinator shall report directly to the Secretary and shall have the rank and status of Ambassador-at-Large.

`(3) FUNCTIONS- The functions of the Office of International Stabilization and Reconstruction include the following:

`(A) Monitoring, in coordination with relevant bureaus within the Department of State, political and economic instability worldwide to anticipate the need for mobilizing United States and international assistance for the stabilization and reconstruction of

countries or regions that are in, or are in transition from, conflict or civil strife.

`(B) Assessing the various types of stabilization and reconstruction crises that could occur and cataloging and monitoring the non-military resources and capabilities of Executive agencies that are available to address such crises.

`(C) Planning to address requirements, such as demobilization, policing, human rights monitoring, and public information, that commonly arise in stabilization and reconstruction crises.

`(D) Coordinating with relevant Executive agencies (as that term is defined in section 105 of title 5, United States Code) to develop interagency contingency plans to mobilize and deploy civilian personnel to address the various types of such crises.

`(E) Entering into appropriate arrangements with other Executive agencies to carry out activities under this section and the Stabilization and Reconstruction Civilian Management Act of 2004.

`(F) Identifying personnel in State and local governments and in the private sector who are available to participate in the Response Readiness Corps or the Response Readiness Reserve established under subsection (b) or to otherwise participate in or contribute to stabilization and reconstruction activities.

`(G) Ensuring that training of civilian personnel to perform such stabilization and reconstruction activities is adequate and, as appropriate, includes security training that involves exercises and simulations with the Armed Forces, including the regional commands.

`(H) Sharing information and coordinating plans for stabilization and reconstruction activities with rapid response elements of the United Nations and its specialized agencies, nongovernmental organizations, and other foreign national and international organizations.

`(I) Coordinating plans and procedures for joint civilian-military operations with respect to stabilization and reconstruction activities.

`(J) Maintaining the capacity to field on short notice an evaluation team to undertake on-site needs assessment.

`(b) RESPONSE TO STABILIZATION AND RECONSTRUCTION CRISIS- If the President makes a determination regarding a stabilization and reconstruction crisis under section 618 of the Foreign Assistance Act of 1961, the President may designate the Coordinator, or such other individual as the President may determine appropriate, as the coordinator of the United States response. The individual so designated, or, in the event the President does not make such a designation, the Coordinator for International Stabilization and Reconstruction, shall--

`(1) assess the immediate and long-term need for resources and civilian personnel;

`(2) identify and mobilize non-military resources to respond to the crisis; and

`(3) coordinate the activities of the other individuals or management team, if any, designated by the President to manage the United States response.'

SEC. 7. RESPONSE READINESS CORPS.

(a) IN GENERAL- Section 59 of the State Department Basic Authorities Act of 1956 (as added by section 6) is amended by adding at the end the following new subsection:

`(c) RESPONSE READINESS FORCE-

`(1) RESPONSE READINESS CORPS-

`(A) ESTABLISHMENT AND PURPOSE- The Secretary, in consultation with the Administrator of the United States Agency for International Development, is authorized to establish a Response Readiness Corps (hereafter referred to in this section as the `Corps') to provide assistance in support of stabilization and reconstruction activities in foreign countries or regions that are in, or are in transition from, conflict or civil strife.

`(B) COMPOSITION- The Secretary and Administrator of the United States Agency for International Development should coordinate in the recruitment, hiring, and training of--

`(i) up to 250 personnel to serve in the Corps; and

`(ii) such other personnel as the Secretary, in consultation with the Administrator, may designate as members of the Corps from among employees of the Department of State

and the United States Agency for International
Development.

`(C) TRAINING- The Secretary shall train the members of the
Corps to perform services necessary to carry out the purpose of the
Corps under subparagraph (A).

`(D) COMPENSATION- Members of the Corps hired under
subparagraph (B)(i) shall be compensated in accordance with the
appropriate salary class for the Foreign Service, as set forth in
sections 402 and 403 of the Foreign Service Act of 1980 (22
U.S.C. 3962 and 22 U.S.C. 3963), or in accordance with the
relevant authority under sections 3101 and 3392 of title 5, United
States Code.

`(2) RESPONSE READINESS RESERVE-

`(A) ESTABLISHMENT AND PURPOSE- The Secretary, in
consultation with the heads of other relevant Executive agencies, is
authorized to establish and maintain a roster of personnel who are
trained and available as needed to perform services necessary to
carry out the purpose of the Corps under paragraph (1)(A). The
personnel listed on the roster shall constitute a Response Readiness
Reserve to augment the Corps.

`(B) FEDERAL EMPLOYEES- The Response Readiness Reserve
may include employees of the Department of State, including
Foreign Service Nationals, employees of the United States Agency
for International Development, employees of any other Executive
agency (as that term is defined in section 105 of title 5, United
States Code), and employees from the legislative and judicial
branches who--

`(i) have the training and skills necessary to enable them to
contribute to stabilization and reconstruction activities; and

`(ii) have volunteered for deployment to carry out
stabilization and reconstruction activities.

`(C) NON-FEDERAL PERSONNEL- The Response Readiness
Reserve should also include at least 500 personnel, which may
include retired employees of the Federal Government, contractor
personnel, nongovernmental organization personnel, and State and
local government employees, who--

`(i) have the training and skills necessary to enable them to
contribute to stabilization and reconstruction activities; and

`(ii) have volunteered to carry out stabilization and reconstruction activities.

`(3) USE OF CORPS AND RESERVE-

`(A) RESPONSE READINESS CORPS- The members of the Corps shall be available--

`(i) if responding in support of stabilization and reconstruction activities pursuant to a determination by the President regarding a stabilization and reconstruction crisis under section 618 of the Foreign Assistance Act of 1961, for deployment in support of such activities; and

`(ii) if not responding as described in clause (i), for assignment in the United States, United States diplomatic missions, and United States Agency for International Development missions.

`(B) RESPONSE READINESS RESERVE- The Secretary may deploy members of the reserve under paragraph (2) in support of stabilization and reconstruction activities in a foreign country or region if the President makes a determination regarding a stabilization and reconstruction crisis under section 618 of the Foreign Assistance Act of 1961.'.

(b) EMPLOYMENT AUTHORITY- The full-time personnel authorized to be employed in the Response Readiness Corps under section 59(b)(1)(B)(i) of the State Department Basic Authorities Act of 1956 (as added by subsection (a)) are in addition to any other full-time personnel of the Department or the United States Agency for International Development authorized to be employed under any other provision of law.

(c) REPORT- Not later than 180 days after the date of the enactment of this Act, the Secretary shall submit to the appropriate congressional committees a report on the status of efforts to establish the Response Readiness Corps and the Response Readiness Reserve under this section. The report shall include recommendations--

(1) for any legislation necessary to implement subsection (a); and

(2) related to the regulation and structure of the Response Readiness Corps and the Response Readiness Reserve, including with respect to pay and employment security for, and benefit and retirement matters related to, such individuals.

**SEC. 8. STABILIZATION AND RECONSTRUCTION TRAINING AND
EDUCATION.**

Section 701 of the Foreign Service Act of 1980 (22 U.S.C. 4021) is amended--

(1) by redesignating subsection (g) as subsection (h); and

(2) by inserting after subsection (f) the following new subsection:

`(g) STABILIZATION AND RECONSTRUCTION CURRICULUM-

`(1) ESTABLISHMENT AND MISSION- The Secretary, in cooperation with the Secretary of Defense and the Secretary of the Army, is authorized to establish a stabilization and reconstruction curriculum for use in programs of the Foreign Service Institute, the National Defense University, and the United States Army War College.

`(2) CURRICULUM CONTENT- The curriculum shall include the following:

`(A) An overview of the global security environment, including an assessment of transnational threats and an analysis of United States policy options to address such threats.

`(B) A review of lessons learned from previous United States and international experiences in stabilization and reconstruction activities.

`(C) An overview of the relevant responsibilities, capabilities, and limitations of various Executive agencies (as that term is defined in section 105 of title 5, United States Code) and the interactions among them.

`(D) A discussion of the international resources available to address stabilization and reconstruction requirements, including resources of the United Nations and its specialized agencies, nongovernmental organizations, private and voluntary organizations, and foreign governments, together with an examination of the successes and failures experienced by the United States in working with such entities.

`(E) A study of the United States interagency system.

`(F) Foreign language training.

`(G) Training and simulation exercises for joint civilian-military emergency response operations.'

SEC. 9. SERVICE RELATED TO STABILIZATION AND RECONSTRUCTION.

(a) **PROMOTION PURPOSES-** Service in stabilization and reconstruction operations overseas, membership in the Response Readiness Corps under section 59(b) of the State Department Basic Authorities Act of 1956 (as added by section 7), and education and training in the stabilization and reconstruction curriculum established under section 701(g) of the Foreign Service Act of 1980 (as added by section 8) should be considered among the favorable factors for the promotion of employees of Executive agencies.

(b) **PERSONNEL TRAINING AND PROMOTION-** The Secretary and the Administrator should take steps to ensure that, not later than 3 years after the date of the enactment of this Act, at least 10 percent of the employees of the Department and the United States Agency for International Development in the United States are members of the Response Readiness Corps or are trained in the activities of, or identified for potential deployment in support of, the Response Readiness Corps. The Secretary should provide such training to Ambassadors and Deputy Chiefs of Mission.

(c) **OTHER INCENTIVES AND BENEFITS-** The Secretary and the Administrator may establish and administer a system of awards and other incentives and benefits to confer appropriate recognition on and reward any individual who is assigned, detailed, or deployed to carry out stabilization or reconstruction activities in accordance with this Act.

SEC. 10. AUTHORITIES RELATED TO PERSONNEL.

(a) **CONTRACTING AUTHORITY-** The Secretary, or the head of another Executive agency authorized by the Secretary, may, upon a determination by the President regarding a stabilization and reconstruction crisis under section 618 of the Foreign Assistance Act of 1961, procure the services of individuals or organizations by contract to carry out the purposes of this Act. Individuals so performing such services shall not by virtue of performing such services be considered to be employees of the United States Government for purposes of any law administered by the Office of Personnel Management (except that the Secretary or other authorized Executive agency head may determine the applicability to such individuals of any law administered by the Secretary or other authorized Executive agency head concerning the performance of such services by such individuals).

(b) **EXPERTS AND CONSULTANTS-** Upon a determination by the President regarding a stabilization and reconstruction crisis under section 618 of the Foreign Assistance Act of 1961, the Secretary and Administrator may, to the extent necessary to obtain services without delay, employ experts and consultants under section 3109 of title 5, United States Code, without requiring compliance with any otherwise applicable requirements for that employment as the Secretary or

Administrator may determine, except that such employment shall be terminated after 60 days if by that time the applicable requirements are not complied with.

(c) **AUTHORITY TO ACCEPT AND ASSIGN DETAILS-** The Secretary and the Administrator are authorized to accept details or assignments of employees of Executive agencies, members of the uniformed services, and employees of State or local governments on a reimbursable or nonreimbursable basis in order to meet the purposes of this Act. The assignment of an employee of a State or local government under this subsection shall be consistent with subchapter VI of chapter 33 of title 5, United States Code.

(d) **DUAL COMPENSATION WAIVER-**

(1) ANNUITANTS UNDER CIVIL SERVICE RETIREMENT SYSTEM AND FEDERAL EMPLOYEES RETIREMENT SYSTEM-

Notwithstanding sections 8344(i) and 8468(f) of title 5, United States Code, the Secretary and the Administrator may waive the application of the provisions of sections 8344 (a) through (h) and 8468 (a) through (e) of title 5, United States Code, with respect to annuitants under the Civil Service Retirement System or the Federal Employees Retirement System who are assigned, detailed, or deployed to carry out stabilization and reconstruction activities in accordance with this Act during the period of their reemployment.

(2) ANNUITANTS UNDER FOREIGN SERVICE RETIREMENT AND DISABILITY SYSTEM AND FOREIGN SERVICE PENSION SYSTEM-

The Secretary may waive the application of subsections (a) through (d) of section 824 of the Foreign Service Act (22 U.S.C. 4064), for annuitants under the Foreign Service Retirement and Disability System or the Foreign Service Pension System who are reemployed on a temporary basis in order to be assigned, detailed, or deployed to carry out stabilization and reconstruction activities in accordance with this Act.

(e) **EXTENSION OF CERTAIN FOREIGN SERVICE BENEFITS-** The Secretary may extend to any individuals assigned, detailed, or deployed to carry out stabilization and reconstruction activities in accordance with this Act the benefits or privileges set forth in sections 412, 413, 704, and 901 of the Foreign Service Act of 1980 (22 U.S.C. 972, 22 U.S.C. 3973, 22 U.S.C. 4024, and 22 U.S.C. 4081) to the same extent and manner that such benefits and privileges are extended to members of the Foreign Service.

(f) **COMPENSATORY TIME-** Notwithstanding any other provision of law, the Secretary and the Administrator may, subject to the consent of an individual who is assigned, detailed, or deployed to carry out stabilization and reconstruction activities in accordance with this Act, grant such individual compensatory time off for an equal amount of time spent in regularly or irregularly scheduled overtime work. Credit for compensatory time off earned shall not form the basis

for any additional compensation. Any such compensatory time not used within 26 pay periods shall be forfeited.

(g) INCREASE IN PREMIUM PAY CAP- The Secretary is authorized to compensate an employee detailed, assigned, or deployed to carry out stabilization and reconstruction activities in accordance with this Act without regard to the limitations on premium pay set forth in section 5547 of title 5, United States Code, to the extent that the aggregate of the basic pay and premium pay of such employee for a year does not exceed the annual rate payable for level II of the Executive Schedule.

(h) ACCEPTANCE OF VOLUNTEER SERVICES-

(1) IN GENERAL- The Secretary, or the head of an Executive agency authorized by the Secretary, may, upon a determination by the President regarding a stabilization and reconstruction crisis under section 618 of the Foreign Assistance Act of 1961, accept volunteer services to carry out stabilization and reconstruction activities under this Act and section 59 of the State Department Basic Authorities Act of 1956 without regard to section 1342 of title 31, United States Code.

(2) TYPES OF VOLUNTEERS- Donors of voluntary services accepted for purposes of this section may include--

(A) advisors;

(B) experts;

(C) consultants; and

(D) persons performing services in any other capacity determined appropriate by the Secretary.

(3) SUPERVISION- The Secretary, or the head of an Executive agency authorized by the Secretary, shall--

(A) ensure that each person performing voluntary services accepted under this section is notified of the scope of the voluntary services accepted;

(B) supervise the volunteer to the same extent as employees receiving compensation for similar services; and

(C) ensure that the volunteer has appropriate credentials or is otherwise qualified to perform in each capacity for which the volunteer's services are accepted.

(4) **APPLICABILITY OF PROVISIONS RELATING TO FEDERAL GOVERNMENT EMPLOYEES-** A person providing volunteer services accepted under this section shall not be considered an employee of the Federal Government in the performance of those services, except for the purposes of the following provisions of law:

(A) Chapter 81 of title 5, United States Code, relating to compensation for work-related injuries.

(B) Chapter 171 of title 28, United States Code, relating to tort claims.

(C) Chapter 11 of title 18, United States Code, relating to conflicts of interest.

SEC. 11. AUTHORIZATION OF APPROPRIATIONS.

(a) **IN GENERAL-** There is authorized to be appropriated \$80,000,000 for personnel, education and training, equipment, and travel costs for purposes of carrying out this Act and the amendments made by this Act.

(b) **OFFICE OF INTERNATIONAL STABILIZATION AND RECONSTRUCTION-** Of the amounts authorized to be appropriated in subsection (a), \$8,000,000 is authorized to be made available to pay the salaries, overhead, travel, per diem, and related costs associated with establishing and operating the Office of International Stabilization described in section 59 of the State Department Basic Authorities Act of 1956 (as added by sections 6 and 7).