

INTRODUCTION TO VOLUME 16: PROCEEDINGS OF THE INTERNATIONAL ASSOCIATION FOR INTELLIGENCE EDUCATION (IAFIE) 2022 CONFERENCES

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ABSTRACT

The *Journal of Security, Intelligence, and Resilience Education* is pleased to present the highlights from the proceedings of the International Association for Intelligence Education's 2022 Conferences in Treviso, Italy, and Charleston, South Carolina. Intelligence educators and practitioners from around the globe shared their most recent research and findings, ranging from cultural, homeland security, and geopolitical education to evolving research agendas and the applications of neuroscience to lessons learned about the Arab Spring and the future of the Arctic. Topical issues included climate change, cybersecurity, geopolitics, influence operations, intelligence studies, neuroscience, structured analytic techniques, scenario planning, team-based learning, the science of teaching and learning (SoTL), threats to democracy, and transparency.

INTRODUCTION

The *Journal of Security, Intelligence, and Resilience Education* is pleased to present the highlights from the proceedings of the International Association For Intelligence Education's (IAFIE) 2022 Conferences in Treviso, Italy, and Charleston, South Carolina. IAFIE is an international organization dedicated to advancing the intelligence profession. The themes for the conferences were *Working Wicked Intelligence Challenges* and *Intelligence Education in a Contested World*, respectively. Intelligence educators and practitioners from around the globe shared their most recent research and findings, ranging from cultural intelligence and geopolitical education to evolving research agendas, including the applications of neuroscience to intelligence analysis, lessons learned from the Arab Spring, and the future of the Arctic. Topical issues included climate change, counterintelligence, cybersecurity, geopolitics, influence operations, intelligence studies, neuroscience, structured analytic techniques, scenario planning, team-based learning, the science of teaching and learning (SoTL), threats to democracy, and transparency.

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University, Dr. Keith Cozine, St. John's University, and Dr. Andrew MacPherson, University of New Hampshire, who served as Special Editors for Volume 16.

No. 2 FIVE POTENTIAL MYTHS ABOUT THE FUTURE OF THE ARCTIC

Randolph Pherson of Pherson Associates employs the *Key Assumptions Check* to examine five myths about the future of the Arctic. The technique requires analysts to challenge their assumptions and seek objective evidence. The results are a greater reliance on historical data and behavioral patterns. Pherson found myths about the Arctic are unsupported. Planet Earth is not behaving as predicted, change is coming faster than anticipated, and new scientific information is emerging that requires us to reevaluate past projections. Predictions are usually derived from analyzing historical data and behavior patterns. But sudden dramatic change can also come unexpectedly. The best way for intelligence analysts to avoid surprises is to challenge their assumptions and be honest with themselves when data and evidence are inconsistent with their assumptions.

No. 3 INTELLIGENCE WARNING AND REVOLUTION: LESSONS FROM THE ARAB SPRING

Professor Stig Stenslie of the Norwegian Intelligence School examined the Norwegian Intelligence Service's (NIS) monitoring of political stability and change in the development of the Arab Spring. Drawing lessons from the Arab Spring and related uprisings, Stenslie argues that anticipating revolutions and uprisings is an intelligence service imperative. The NIS and allied intelligence services must maintain a geopolitical outlook, employ sentiment analysis to discern the political stability of nations and regions, and use structured analytical techniques to reduce cognitive and other biases. That which is knowable is preventable.

No. 4 INTELLIGENCE STUDIES: A DRIVE FOR A NEW SCIENTIFIC DISCIPLINE IN POLAND

Professor Józef Kozłowski of the Polish War Studies University examines Poland's state of intelligence practice. Building on the expertise of intelligence practitioners and academics, he calls for the professionalization of the Polish intelligence services. A Polish national security imperative is intelligence studies replete with professional practices and training. The intelligence service must embrace a complex and rapidly evolving threat landscape. Polish intelligence studies should focus on analysis, the history of intelligence; interagency and international cooperation, coordination, and collaboration; public-private partnerships; geopolitics, and government oversight.

No. 5 ARE INTELLIGENCE AGENCIES OPENING UP? A PROPOSED RESEARCH AGENDA AND PRELIMINARY RESEARCH FINDINGS

Professors Andrew Macpherson of the University of New Hampshire and James Ramsay of Macquarie University raised the question: Are intelligence agencies becoming more transparent?

In what may be the first-ever quantitative examination of intelligence agency transparency, MacPherson and Ramsay collected and analyzed data from the National Security Intelligence Dataset and found that democratic nations are opening up. Intelligence agencies are increasingly telling the world who they are and what they do on publicly available websites.

No. 6 USING THE GLOBAL ONLINE EXCHANGE TO ENHANCE CULTURAL INTELLIGENCE IN FUTURE IC WORKFORCES

Professors Aileen Towner of James Madison University and Keith Cozine from St. John's University examined the efficacy of virtual learning programs in enhancing the cultural intelligence of analysts. Towner and Cozine examined students' experiences at St. John's University in the U.S. and Edith Cowan University in Australia, who engaged in a virtual exchange program, the Global Online Learning Exchange (GOLE). Survey data and instructor observations suggest that GOLE promoted students' cultural intelligence and mitigated their mirror-imaging, institutional biases, and ethnocentrism.

No. 7 COMPARING STUDENT PERCEPTIONS OF ACCOUNTABILITY, PREFERENCE FOR TEAM LEARNING, AND SATISFACTION IN TEAM-BASED LEARNING VERSUS PROBLEM-BASED LEARNING IN A U.S. INTELLIGENCE STUDIES PROGRAM

Optimizing team learning environments is one way to ensure students succeed as intelligence professionals. Professors Brooke Shannon, Leslie Guelcher, Matthew Weaver, and Mackenon Fife from Mercyhurst University examined students' preferences for team-based and research (lecture) approaches to teaching and learning. Using the *Team-Based Learning Student Assessment Instrument*, the researchers asked students from two cohorts: problem-solving and team-based, to identify their preferences and recall from team-based and problem-based lessons. Students overwhelmingly preferred team-based learning over traditional problem-based or lecture approaches. They appreciated instructor and peer feedback inherent to team-based teaching. The next step is applying team-based learning and practice to the field.

NO. 8 RASCLS VS. RANSOMWARE: A COUNTERINTELLIGENCE FRAMEWORK FOR CYBERSECURITY EDUCATION

Professor Bryson Payne and Edward Mienie from the University of Georgia advocate using conventional counterintelligence policies and practices to detect, defend against, and defeat social-engineered cyber-attacks. Payne and Mienie drew from the MICE + G (money, ideology, coercion/compromise, ego/extortion, and grievance) and the more recent RASCLS (reciprocation, authority, scarcity, commitment/consistency, liking, and social proof) counterintelligence frameworks to promote awareness of malicious social engineering practices and ultimately to defend our cyberspaces.

NO. 9 INNOVATION IN HOMELAND SECURITY ONLINE EDUCATION

Recognizing the dynamic evolution of the homeland security threatscape, Professors Aydiner Cihan and Corbin Tanya from Embry-Riddle Aeronautical University Worldwide reevaluated and redesigned their University's online homeland security bachelor's curriculum. They revised the curriculum based on market research, industry feedback, and emerging higher education pedagogy to include red-teaming, scenario-based, team-based learning, and the Science of Teaching and Learning (SoTL) tenets. Preliminary results suggest that the revised curriculum effectively prepares homeland security students for the field.

No. 10 HOW NEUROSCIENCE AND BRAIN-BASED LEARNING THEORY CAN ENHANCE SKILL DEVELOPMENT OF STUDIES IN HIGHER EDUCATION

In an introductory emergency management course, Professor Mark Riccardi of Purdue Global University examined American University's immersive 3D environment simulator and its impacts on student learning. Riccardi introduces the reader to neuroscience, neuropedagogy, and brain-based learning theory and their roles in education. Next, he walks the reader through students' experiences in an emergency management class and its culminating hazard vulnerability assessment. He found that simulators increased student learning and retention motivation and improved faculty morale.

No. 11 TWO SOULS IN ONE BODY: THE ACKNOWLEDGEMENT OF INTELLIGENCE AS INFLUENCE ACTIVITY

Professor Bob De Graaf of the University of Utrecht argues that intelligence has two souls. Intelligence as a field is about analyzing information for policymakers and influencing people on behalf of policymakers. Acknowledging that information analysis and influence operations go hand in hand will go a long way in preparing aspiring and current intelligence officials for the field.

No. 12 THREATS TO DEMOCRACY: CAN IT BE SUSTAINED, AND WHAT MIGHT REPLACE IT?

Professors Randolph Pherson, Professors Avner Barnea and Alexandru Fotescu, Andi Grosaru, Alexa O'Brien, and Monica Robbins raised the question: Why are democratic processes at risk in Europe and the United States, and what might replace them? The world has become far too complex to predict the future of democracy accurately. Prospects for sustaining democratic institutions can best be understood by viewing future trends from two perspectives: the complexity of society and modes of decision-making. Liberal democracy might prove resilient and democratic institutions may rebound.

NO. 13 FUTURE HUNTERS ELECTIVE AT THE COMMAND AND GENERAL STAFF OFFICER COLLEGE: EXPOSING EMERGING LEADERS TO THE POWER OF STRATEGIC FORESIGHT

Professors Kira Graves, Hannah Scott, Michelle Black, Kathryn H. Floyd, Mallory Lucier-Greer, Sorin Adam Matei, and Kate Thornton from various U.S. universities share prescient insights from their strategic foresight courses and programs. The article begins with an analysis of the U.S. Army's Command and General Officer College's *Future Hunters* course. The course introduces students to the nuances of strategic foresight with an innovative methodology, and the appreciation of provocative ideas that might help students and the Army understand future operational environments. The goal is to develop a network of leaders who will help guide the U.S. Army through future operating environments. Plans are underway to partner with the University of Nebraska, the College of William and Mary, Auburn University, and Purdue University to navigate future challenges, including artificial intelligence, cyber security, hunger and obesity in the Army; technology, war, and strategy; and climate change.

No. 14 SCIENCE AND STOVEPIPES: THE COVID/CLIMATE MANDATE FOR INTELLIGENCE ANALYSIS AND EDUCATION

Professors Terrence O'Sullivan from the University of New Hampshire and James Ramsay from Macquarie University argue that U.S. intelligence agencies and education must adapt to the global heating crisis, pandemic disease, and environmental threats. The threats will potentially have catastrophic consequences for the global community. O'Sullivan and Ramsay recommend revamping intelligence education and training to include wicked problems, scientific literacy, epistemic collaboration with subject matter experts, and competitive analysis.

WAYS FORWARD

Academic conferences build and sustain academic and professional communities. The proceedings of the IAFIE's 2022 conferences raised as many questions as they did in providing answers. Intelligence as a practice and academic discipline has come a long way since Sun-Tzu's admonished us to be forewarned about future threats and cautious in our thinking. The proceedings taught us much about future threats and ways of learning and thinking. This is a good thing, for many challenges lie ahead.

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