By Christa Bowers & Anastacia Webster, CSU San Bernardino

On November 12-14, 2014, the California State University Intelligence Community Center of Academic Excellence (CSU-ACE) hosted a three-day event that consisted of a crisis simulation and two intelligence workshops: writing for intelligence and a resume/interview workshop. The events hosted some 25-30 people, with students and faculty from four universities, as well as members of the Intelligence Community (IC).

On the first day, students and faculty split into two teams of differing backgrounds and expertise to participate in a 3-hour crisis simulation. During the simulation, members of the IC pushed participants to use their analytic, critical thinking, problem-solving, and communication skills to develop a concise intelligence product. While developing the intelligence product, students faced several obstacles including time, uncertainty, and a steady influx of information. However, as each student brought together his/her differing background and expertise, the final intelligence product benefited in both analysis and presentation. After briefing mock decision makers on the current assessment of the situation, students answered lengthy, difficult questions from students, faculty, and members of the IC.

“I learned how the analysts work and how the pressure of information keeps coming in and you have to keep up with it. I also learned that it is really hard to write a good analysis paper for the policy makers.”

“I felt the simulation created an excellent learning experience.”

The next day, CSU-ACE hosted a “Writing for Intelligence” workshop in which members of the IC discussed the differences between writing for academia and writing for intelligence. After professionals broke down the fundamentals of “writing well” in the IC, students and faculty analyzed a document for clarity, cohesion, and content. While brief, this exercise helped students to internalize the methodological and analytic writing style of the IC.

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According to the news we receive from our IC CAE schools, it seems that the first academic semester in FY2015 has been as productive and energetic as it was throughout the past year, with programs expanding their intelligence curricula and executing new elements for increased exposure to intelligence work. Many of the schools have relayed to us their intentions for colloquia, seminars, workshops and conferences on a wide range of national security issues, which we will publicize to all through the Impariamo when their plans are finalized. We encourage all programs to share this information in order to enable the maximum collaboration possible among our institutions.

Our intent in the IC CAE Program Office is to work closely and personally with our universities to help make the contacts, connections and bridges to the IC needed to support the programs. Normally, our Program Managers, Julea Wade and Melissa Kachadoorian are able to visit you at the beginning of the year when your annual plans are finalized; however travel restrictions earlier this year, occasioned by limited funding through Congress’s Continuing Resolution Act, prevented the site visits that were originally planned. Nonetheless, discussion and collaboration on work plans for the year continued by teleconference during this time, and we expect to visit with you all later throughout the year. We are particularly looking forward to meeting the faculty and staff at our newest IC CAE schools.

In other news--we are now completing the work on our re-engineered data collection tool, an Excel spreadsheet that will replace the Access Database that many of you found cumbersome in the past. The data to be reported will enable us to better capture your efforts and accomplishments as you conduct your programs: newly developed curricula, level of course participation, study abroad programs and interaction with IC analysts, among other program descriptors. Our first use of the tool will be the “maiden voyage” and so we request your feedback as you provide the data from the first semester; let us know if we need to ask more or different questions to adequately assess your program!

On a related matter, program focus and direction continues to be of much interest to our elected representatives in Congress. A recent inquiry, necessitating a trip to the Hill, concerned the presence and promotion of science, technology, engineering and mathematics (STEM) disciplines in our national security training programs. We were happy to report your work on STEM-related topics, such as cybersecurity, weapons of mass destruction and predictive data analysis. We were able to describe the collaboration you have established with intelligence, military, and IC-affiliated laboratories to conduct joint research projects and arrange student internships. Our new and improved data collection tool will help us communicate the important work that you do in this increasingly relevant area.

Finally, and most importantly, kudos to those of you whose articles appear in this issue! We welcome reports on your work and news about your activities to make the Impariamo interesting and useful to all of you. And of course, we know how important it is for you to be published...so keep them coming.

Have a great year! With best wishes,

Edie Alexander
Dr. Edith Alexander
IC CAE Program Director
The 12th Five Eyes Analytic Workshops were held 5-7 November 2014 in Arlington, Virginia with attendees from across the country and around the globe. The Workshops were developed by DIA’s Joint Military Intelligence Training Center (JMITC), in conjunction with the IC CAE program office, for U.S. and its allies to share analytic research and training techniques and possibly develop collaborative training for intelligence professionals. The Workshops provided an excellent chance to meet with peers from across the Intelligence world. Opportunities to collaborate are key to our success in an environment of rapid growth.

More than 140 people were in attendance including participants from U.S. Intelligence organizations, such as DHS, DIA, FBI, NSA, ODNI, State/INR as well as attendees representing Five Eyes counterparts from Australia, Canada, and New Zealand; universities; and private industry. This broad participation presented a great opportunity for all attendees to develop and grow new networks that will foster further collaboration across the IC.

The theme of this year’s Workshops was Training the Future, this reflects our understanding of learner-centered instruction, and the need to train for an ever-changing world environment. The Workshops kicked off with a warm welcome from Captain Heidi Berg, Director of JMITC, DIA followed by keynote addresses by Neil Wiley, Deputy Director for Intelligence Analysis, DIA, and Josh Kerbel, Chief Methodologist, DIA.

Twenty-seven concurrent workshops facilitated by more than 50 presenters, covered numerous intelligence topics including Professionalizing the All-Source Analyst, Big Data Analytic Start Ups, Cyber Intelligence Tradecraft and Teaching Strategies, Developing an Advanced Analytic Course for Five Eyes Countries, and Applying Venn Analysis to the Indicators Process.

IC CAE students from the University of Mississippi and California State University presented their current research efforts. Students from other schools, including James Madison University, Mercyhurst University, Johns Hopkins University and the National Defense University also spoke. Student presentations are a highlight for many participants, as evidenced by survey comments of how well the students briefed and confidence in future analysts who are capable and bring so much to the table.

IC CAE faculty from University of Mississippi, University of Oklahoma, California State University and University of Texas, El Paso also presented. Antony Field from California State University, San Bernardino presented Facts and Forecasts: What do Decision-makers Want from Intelligence? Melissa Graves from University of Mississippi presented a workshop entitled, A More Pious Community: How Intelligence Can Apply the Religious Extremism of Puritans to Islamists. Dr. Nick Mould from University of Oklahoma presented on Applying Ground-based Video Surveillance to Suspicious Activity Recognition. Dr. Damien Van Puyvelde, University of Texas at El Paso, presented on “Information Security in the US Intelligence Enterprise: Bridging the Public-Private Divide,” a paper he’d written with UTEP grad student Kevin Thomson. Other IC CAE schools participating in the event included Elizabeth City State University and Miles College. The workshops are considered a notable professional development event for professors and students alike.
It reemphasized the importance of clear and cohesive writing; which is tailored for a specific audience.

On the last day, members of the IC taught participants interested in applying to the IC how to enhance their resume and interview skills. CSU-ACE provided participants with a sample cover letter and resume to serve as a guide, while members of the IC critiqued student resumes to make them stronger. Furthermore, students gained knowledge about what to expect and how to prepare for interviews within the IC.

Student interaction with members of the IC is crucial for students seeking analytic skills and future employment within the IC. Therefore, CSU-ACE would like to thank members of the IC for their participation in these events.

About the Authors

Christa Bowers is a graduate student at California State University, San Bernardino pursuing a Master of Arts degree in National Security Studies, a certificate in intelligence methodology and another in cyber security, and is learning Farsi. Christa will receive her MA in December of 2015.

Anastacia Webster is a graduate student at California State University, San Bernardino pursuing a Master of Arts degree in National Security Studies, a certificate in intelligence methodology, and another in geographic information systems. Her areas of focus include Africa, East Asia, and Cyber Security. Anastasia will receive her MA in June of 2015.

The problems of “mirror-imaging” and undisciplined inductive analysis have been frequently noted in the intelligence analysis literature as among the cognitive challenges to accurate analytic judgment, allowing bias to creep in and policy “principals” to be less than optimally served by their intelligence “agents.” The methods and perspectives of ethnographic research, most typically associated with anthropology, offer sensibilities and analytic rigor that can bring structure to inductive analysis and inculcate an insistence on careful, grounded understandings of people, communities, culture, and social settings and dynamics generally. This approach will help analysts cull out the complexities, nuances and dissimilarities of different cultures and social systems, and by extension, the motivations and likely behaviors of actors, groups and institutions.

While intelligence analysts will not often be in the field to conduct ethnographic-like study, overseas rotations and visits will certainly enable them to carefully examine the people and places that make up their intelligence “accounts.” Moreover, and perhaps just as importantly, the often painstaking coding processes (describing particular facets of culture) and schema development (building those facets into broader understandings) that ethnographers engage in provide a methodological framework analysts can use when assessing the various INTS they integrate from their own and other intelligence organizations, including firsthand accounts and “participant observation.”

It is with all this in mind that the National Security Studies Institute - An Intelligence Community Center for Academic Excellence (NSSI-IC CAE) at the University of Texas at El Paso (UTEP) is offering students a new course on
Florida International University was one of the first four IC-CAE universities and is proud to continue to be part of this important effort. FIU developed a number of simulation exercises as part of their high school outreach efforts. On November 6, 2014 the Fall Simulation saw participation of 150 high school students and 20 teachers from 20 high schools – and 18 university students who worked with the high school groups to facilitate the process.

Note that affiliated teachers typically bring their best and brightest students. High school teachers have run simulation materials in their schools. The FIU IC-CAE program has also run simulations with university classes and groups. FIU previously provided simulation packages to interested IC-CAE universities and is honored to do so again. Simulation exercises on the topics listed below are available by request. Exercises typically have two or three rounds. Students are divided into groups representing the functional areas within the exercise (for example in the Cuban Missile Crisis the groups represent functional areas of the government – CIA, State, Air Force, Navy, etc. working to determine what action to recommend to the President of the United States).

In Round One each group determines its best recommendation, based on its mission, and the resources available to it. Subsequent Rounds include negotiating and developing agreement, as much as possible, on a final recommendation or statement. Students learn to function within time restraints, think critically, negotiate, speak publicly, and work together.

Simulation topics include:

- Cuban Missile Crisis
- Energy Security in Brazil
- Horn of Africa
- Japanese Imperial Conference
- Kosovo
- Strategic Triangle: Assessing Al Qaeda’s Inroads into Latin America and West Africa
- Conflict on the High Seas (South China Sea)
- Post-Earthquake Haiti
- Haiti Food Crisis
- Games of Love or Games of Chance? (Rio Olympics)
- A World in Turmoil (Political Instability)
- Global Outbreak: The Impact of Infectious Disease on U.S. National Security
- Masters of Disasters: Preparing for Natural Disasters

For more information or to request material (on disk) contact ippcs@fiu.edu.
The Department of Energy’s (DOE) workforce includes approximately 82,000 cleared scientists, engineers, and experts who work to solve the nation’s most difficult intelligence challenges. Intelligence and counterintelligence activities are carried out by the Office of Intelligence and Counterintelligence in 30 offices nationwide.

The Office of Intelligence and Counterintelligence supports the nation’s security in a number of ways, including counterintelligence programs, cyber programs, and technical intelligence analysis.

Counterintelligence programs are at the core of protecting the nation’s nuclear secrets and other DOE intellectual property. Counterintelligence awareness education; threat information and analysis; insider and foreign visitor threat; and cyber, terrorism, and espionage activity investigations are just a few of the capabilities carried out to protect the nation.

Additionally, the Office of Intelligence and Counterintelligence, the National Laboratories, and agency partners, collaborate to address departmental and national cyber threats. Cyber program capabilities include: the ability to deter, detect, neutralize, counter, and predict cyber threats; IT infrastructure and capabilities to support DOE missions; and recommendations on cyber research, security, and policy.

Policymakers rely on the Office of Intelligence and Counterintelligence for analysis in the areas of foreign nuclear programs; proliferation of nuclear materials to state and non-state actors; nuclear and energy security; and emerging science and technology.

Students may contribute to the work of the Office of Intelligence and Counterintelligence through the DOE Scholars Program. To learn more about the DOE Scholars Program – and apply – visit [http://orise.orau.gov/dosescholars](http://orise.orau.gov/dosescholars).

Adapted from U.S. Department of Energy June 2012 PDF brochure
The University of Texas El Paso National Security Studies Institute (NSSI) annual colloquium is set for March 18-19, 2015. This event will be an excellent opportunity for students, scholars and security professionals to discuss and debate topics of current concern relating to security in cyberspace. In the last decade, cyber threats have posed tremendous challenges to the U.S. National Security Enterprise and, as such, they have been the subject of much policy and academic attention. The colloquium will take stock of the field and provide an overall examination of the evolving causes, forms, consequences and responses to cyber-threats across the public-private divide. The exploration of this timely subject matter by select scholars, practitioners and students promises to be both stimulating and informative!

**WHAT?** The 2015 NSSI Colloquium on “Cyber Threats to the U.S. Government and Private Sectors”

**WHEN?** March 18-19, 2015

**WHERE?** The University of Texas at El Paso, Union Building, 500 W. University Ave., El Paso, TX 79968

All are welcome, RSVP to Dr. Van Puyvelde (dtvanpuyvelde@utep.edu) before January 30, 2015.

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The November 2015 Five Eyes Analytic Workshops will be held in Ottawa, Ontario. For information on Five Eyes Workshops or if you have interest in presenting, contact Marilyn Peterson, Curriculum Manager, JMITC, at marilyn.peterson@dodiis.mil or 202-231-4370.
New Course at UTEP

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the applications of ethnography for intelligence analysis (and other intelligence functions, to a lesser degree). Students will learn the foundational tools of participant observation, interviewing, coding and ultimately cultural analysis. They will be tasked to conduct ethnographic studies of actual cultures and social settings, both physical and online—as cyber space and social media contain their own systems and cultures and are increasingly relevant to U.S. intelligence practitioners. Some students will focus on decision-making bodies, attending sessions and building a grounded understanding of interpersonal dynamics and decision processes. Others will examine online forums and media, perhaps even a blog. Thus, students will consider these entities from the ground up, so to speak, carefully constructing a rich understanding of personal and social behavior in each.

Teaching ethnographic methodology to future intelligence analysts reflects the reality that much intelligence analysis is done inductively. Further, we have little evidentiary basis to rely heavily on the various structured analytic techniques that have been developed for intelligence. Ethnography offers a structured inductive—rather than deductive—technique, and of course, should just be one skill in the analyst’s larger skill set. And while few analysts in the IC will become fully developed ethnographers, rigor in the inductive process will be heightened, analysis improved, and ultimately policymakers better served.

The course at UTEP is being developed and taught by Dr. Michael Landon-Murray, a Visiting Assistant Professor at NSSI-IC CAE. In earlier research on academic intelligence and security studies programs, Dr. Landon-Murray found ethnography and cultural analysis to be available—but never required—in some graduate-level programs. Dr. Landon-Murray has also examined, with a co-author, the implications of neuroplasticity and extensive internet use for the work of intelligence analysts and organizations. In a forthcoming article in the Journal of Intelligence Analysis, he makes the case for systematically gathering the views of human capital officers and analytic managers in the IC in regard to American intelligence studies programs and graduates, and higher education more generally.