American Public University System's Online Center for Intelligence, Science and Technology (OCIST)

1. Technical Program Components

American Public University System (APUS) with its flagship American Military University (AMU) seeks to expand on established expertise to produce the country's flagship IC CAE Program. A two part initiative will blend curricula advances with the creation of an innovative Web-based Online Center for Intelligence, Science and Technology (OCIST). The proposal significantly promises to go beyond its individual setting to provide cutting-edge advancement, leadership, and community building for the educational excellence of the field as a whole.

Institutional Setting: Regionally and nationally accredited APUS sits at the forefront of the online university movement and currently educates a growing student clientele of almost 90,000. APUS is also uniquely positioned to provide educational leadership for Intelligence Studies in the Information Age. Its American Military University (AMU) operations were uniquely created in the early 1990s by former military personnel to serve the military and security communities. While the school has grown to offer a diversity of programs, it has retained a qualified core cadre of instructors with extensive teaching and practical experience in national security, intelligence studies, military operations, science and technology.

By 2010, AMU had emerged as the leading educational provider to active duty military with over 50,000 enrollees, who are stationed in over 120 countries. This student body closely mirrors the wide ethnic, racial, and gender characteristics of America's diverse military. In a notable achievement, a program of continuous improvement consisting of internal reviews utilizing highly detailed assessment metrics clearly demonstrates equality of results for all students in every program in the system.

Diversity: The University statistically affirms diversity of color-blind success among its student body. Such results carry over to AMU's Intelligence Studies (INTL) programs and faculty demographics. Established enterprises encompass some 5,000 students in the multi-disciplinary INTL undergraduate and graduate programs, as well as over 1,000 students in the graduate National Security Studies program. AMU offers certificates in Competitive Intelligence, Intelligence Analysis, Intelligence Studies, Counterintelligence, National Security Studies, and Terrorism Studies.

- Student demographics: BA INTL program - over 20% women and 18% minority; MA INTL - 29% women and over 26% minority; MA National Security Studies program - 20% women and about 26% minority.

The School of Security and Global Studies has over 130 dedicated instructors in the intelligence studies and national security programs. Our instructors are real-world SMEs with a variety of practitioner experiences that are drawn from ODNI, DIA, FBI, CIA, NSA, DHS, law enforcement and the military.

- Faculty demographics: National Security Studies – 30% women; MA INTL – 20% women; BA INTL – 20% women.

The School of Science and Technology has over 150 dedicated instructors in the information technology and science programs. Our instructors are real-world SMEs with a variety of practitioner experiences that are drawn from the military and the civilian sector.

- Faculty demographics: BS Information Systems Security – 32% women, BS Information Technology – 43% women, BS Information Technology Management – 48% women; and MS Information Technology – 36% women.

A. Online Center for Intelligence, Science and Technology (OCIST)

The Web is redefining Higher Education and Intelligence Studies alike. A cornerstone of APUS's proposal is its advanced ability to educate in the field through proactive engagement of the new medium. In addition to overseas "experience" components, APUS suggests adding active involvement among faculty and students in diverse locations--including areas of engagement. The intended "mash-up" of non-restricted components emerges as an interactive Intelligence Studies Knowledge Center. The results re-define the modern educational experience.

The Online Center will be deliberately cooperative. APUS intends to invite the participation of other extant and future Centers of Excellence. Joint educational goals will coalesce in a pilot initially featuring:

- Intelligence/National Security Web 2.0 form of the "invisible college" and new type of crowd-sourcing, including Twitter, Facebook, LinkedIn and other venues.
- Dedicated IntelWiki, an edited resource drawing on the best of student assignments, faculty submissions, and similarly vetted materials from other institutions.
- Remote language/cultural education building in part of specialized relationships with Rosetta Stone and its voice recognition software for language training.
- Educational exchange center where instructors will be able to readily locate and share related syllabi, media, publications, and simulations.
- Research and teaching resource centers—such as the Online Library's Intelligence portals at http://apus.libguides.com and the Center for Teaching & Learning.
- Scholarly journal on the field and its emerging pedagogy, which draws on publication arrangements with the Policy Studies Institute and Berkeley e-Press, and will entertain emerging forms of interactive peer review.

B. Program Enhancement

APUS's national security and intelligence studies programs can build from a mature curriculum core. As described previously, program development and teaching activities rest on a highly qualified core cadre of instructors with extensive teaching and practical experience in national security, intelligence studies, military operations, science and technology. The following is a brief overview of the curricula in intelligences studies, national security studies, international studies, Middle East studies, and science and technology. The discussion includes proposals for filling curricula gaps and for providing instruction in additional intelligence competency areas.

1.1. National Security/IC Related Curricula and Research Plan

1.1.1. BA Intelligence Studies

This undergraduate program has a 24 credit hour core program that is organized to focus on analysis, collection and operations. The program offers a General Concentration and concentrations in Counterintelligence, Intelligence Analysis, Intelligence Collection, Intelligence Operations, and Terrorism Studies. Additionally, the following area studies concentrations are offered: Latin America, Middle East, East Asia; each with a language option. The program recently received an External Review by Mr. Gene Poteat (President of the Association of Former Intelligence Officers) who concluded that "The overall program is far more cohesive than any other I have seen."

Proposal to increase competency in Threat and Human Dimension Specialists Competency Areas:

Year One – Add a course component in Industrial Espionage
Year Two – Add a concentration in Africa
Year Three – Create course in Iran
Year Five – Create courses in North Arica, Sub-Saharan Africa, and South Asia

1.1.2. MA Intelligence Studies curriculum

This graduate program offers a General Concentration and concentrations in Intelligence Analysis, Intelligence Collection, Intelligence Operations, Criminal Intelligence, Homeland Security and Terrorism Studies.

Proposal to increase competency in Information Technology, Human Dimension, and General Management competency areas:

Year Two – Add an Information Technology (IT) Security Concentration using courses from S&T's IT program (see below) which will include options to take courses in Cyber Crime Analysis, Computer Forensics, Digital Forensics, Information Security, Telecommunication and Network Security, Computer Networks and Data Systems, and Intrusion Detection and Incidence Handling. Create Regional Security Studies concentration to include language options. Create an Intelligence Management concentration, which draws courses from both the Management and Public Administration programs such as Program Appraisal, Public Finance, Organizational Management and Leadership. Create the following courses: Social Network Analysis and Open Source Collection.

1.1.3. MA National Security curriculum

This program offers a General Concentration and concentrations in Regional Security Studies, Homeland Security, Security and Intelligence Analysis, and Terrorism Studies.

Proposal to increase competency in General and Human Dimension Specialists competency areas:

Year One – Create a course on Quantitative Analysis for Intelligence and National Security Majors. Create courses in Politics and Security in Sub-Saharan Africa, Politics and Security of North Africa, and Politics and Security of South Asia
Year Two – Add language options to the Regional Studies Concentration and the General Concentration.

1.1.4. Integration of S&T into the Intelligence/National Security Curricula

The School of Science and Technology (SST) has the "S", "T", and "M" in S.T.E.M. covered with our Science, Technology, and Mathematics offerings. The missing letter is the "E" for Engineering. In the near future, APUS will be offering the first fully online engineering degree program for the electrical and electronics fields focusing specifically on those segments most in demand by military and government contractors.

SST offers undergraduate and graduate programs in Space Science, Environmental Science, and Information Technology (IT). IT offerings consist of subject areas within IT Management, Database Systems, Cybersecurity, Information Security Planning, Cybercrime, Digital Forensics, and Information Assurance. The school's programs have drawn students from the military, public service, and private sector communities. If these students are to manage and protect our corporate and our national information assets, they must keep from falling prey to cyber-terrorism and hacker attacks and from becoming victims of cybercrime. One way to mitigate this risk is to expose these students to the rudiments of intelligence initiatives.

Space Science students are predominantly from the military sector with a major concentration from within the professional space cadre ranks. As a result, the average student in both the BS and MS Space Science degree programs are the professionals who operate and, or, use the nation's orbital assets for applications in Precision Navigation and Timing (PNT), missile warning/defense (MW/MD), weather (METOC), intelligence (overhead imaging systems), and communications (SATCOM). Though the classes offered in the University are presented at the unclassified level, a significant percentage of the students (and instructors) will already possess high-level security clearances for their professions. Their experiences, combined with the instructors for the courses, will provide a core competency in intelligence tools capabilities and limitations that will be a valuable asset to the OCIST cadre. In addition, subject matter expertise is already extant and will be available for technical data fusion capabilities in the geosciences, METOC, and environmental sciences disciplines.

Proposal to increase competencies in Information Technology and STEM competency areas:

Year One – Create a concentration in Intelligence within the BS Information Technology degree, to enable IT students to develop credentials in intelligence. Offer intelligence courses and language course as electives in our IT-related degree programs. The Program Directors for IT and Intelligence Studies will collaborate to integrate the following courses into the intelligence studies program: Cybersecurity, Hacker- Attack and Defense, Intrusion Detection, Penetration Testing, Cybercrime, Digital Forensics, Cybercrime, IT Project Management, and Databases. Evaluate possible Space Sciences additions covering overhead intelligence collection, imagery analysis, etc., to support the OCIST goals. These would be at the unclassified level and would also provide tools for high school-level outreach activities.

1.1.5. MA International Relations curriculum

This program offers concentrations in the following areas: African Studies, Asian Studies, Comparative Politics, European Studies, Globalization and Human Security, International Studies, Latin American Studies, and Peacekeeping.

Proposal to increase competencies in Human Dimension Specialists area:

Year One – Add a language option to each of the area studies concentrations, add a new concentration in South Asia, and add newly created courses from the National Security Program on the Politics and Security of South Asia, the Politics and Security of North Africa and the Politics and Security of Sub Saharan Africa.

1.1.6. BA in Middle Eastern Studies

The BA in Middle East Studies offers Arabic Language and a variety of security, history, religion, literature and economic courses.

Proposal to increase competencies in Human Dimension Specialists area:

Year Two – Create a course on Iranian Politics and Security Issues.

1.1.7. Area Studies Minors

Area Studies Minors are offered in the following areas: Africa, Asia, Europe, Middle East and Latin America.

Proposal to increase competencies in Human Dimension Specialists area:

Year Three – Create a distinct minor in South Asia, and add regional language options to all area studies minors. Create courses on Iran, North Africa, Sub Saharan Africa, and South Asia and to the appropriate minors and draw on existing country/regional courses from the BA intelligence program, history and the humanities.

1.1.8. Pedagogical Enhancements/Support

1.1.8.1 Languages

AMU has engaged in a cutting-edge cooperative venture for remote language training with Rosetta Stone, including the following languages at the undergraduate level in its General Education program: Arabic, Chinese, French, German, Russian, and Spanish.

Proposal to increase competencies in Human Dimension Specialists area:

Year Three – Expand language offerings to include Urdu I and II, Pashtu I and II, and Farsi I and II. Cross list all language courses for graduate level programs.

1.1.8.2 Simulations as a Teaching Tool at the Undergraduate and Graduate Levels

In the national security realm, simulations based on regional issues are an excellent teaching tool and offer students the opportunity to role play members; for example, the U.S. national security community, foreign countries, regional and international organizations, and industry members. Our use of virtual simulations could be more wide spread and focus on more than conflict resolution.

Proposal to increase competencies in Human Dimension Specialists area:

Year One – Create two simulation courses at the graduate level in International Relations, Intelligence Studies, and the National Security Studies programs. The simulations will pertain to a regional national security crisis in Sub Africa and South Asia. The simulations will involve foreign countries, regional actors, international organizations, the U.S. national security community actors, industry members, etc. The simulations will be offered in the General Concentration option and in the International Relations Comparative and Security Concentration, the National Security Regional Studies Concentration, and the Intelligence Studies Regional Studies Concentration.

Year Three – Create three simulation classes at the undergraduate level that will be used

in the International Relations and Intelligence Studies Programs and offered as electives to the programs in the School of Science and Technology. These simulations will pertain to a regional national security crisis in Sub Saharan Africa and Middle East/North Africa and South Asia. The simulations will involve foreign countries, regional actors, international organizations, the U.S. national security community actors, industry members and so forth. These simulations will be offered in the General Concentration options, in the Intelligence Studies Area Studies Concentrations, and in the International Relations Middle East Studies and Area Studies Minors.

Year Three – Develop ten short term simulations to be integrated into the BA (five) and MA (five) programs. These simulations will range from one day to one to two weeks.

1.1.8.3 Online Research & Study Resources

1.1.8.3.1 Virtual Library

APUS offers the sector's most mature virtual operations for research and course delivery in the field. These begin with Subject Specialist Librarian Susan Hyland—former chief librarian at the National Security Agency. An extant Intelligence Studies Program Portal (http://apus.campusguides.com/ content.php?pid=77001) averages some 3,000 uses a month and provides the cornerstone for the OCIST.

Course LibGuides: Complex Open and licensed Deep Web resource guides
Program Specific Article Databases:
Strategic Defense/Security Studies (InformaWorld)
EBSCO International Security/Counter Terrorism Reference Center (ISCTR)
Proquest Military Collection
Praeger Security International
Jane's Military Magazines

Other Relevant Article Databases:
Proquest Research Library
EBSCO Academic Search
JSTOR
CIAO
Terrorism Reference Center (ISCTR)

Journals covering the Intelligence Community
Counterterrorism & Homeland Security Reports - from 01/26/1999 to present
Cryptologia – from 10/01/1998 to present in Proquest Military Collection
Defense & Security Analysis – from 1997 to present in InformaWorld
Intelligence and National Security - from 1997 to present in InformaWorld
International Journal of Intelligence & CounterIntelligence - from 1997 to present in InformaWorld
Jane's Country Risk Daily Report
Jane's Intelligence Review
Jane's Intelligence Weekly
Jane's Terrorism and Security Monitor

Jane's Terrorism Watch Report
Journal of Conflict Resolution – from 1957 to 2007 in JSTOR
Journal of Counterterrorism & Security International – from 05/26/1999, LexisNexis
Journal of Strategic Studies - from 1997 to present in InformaWorld
Military Intelligence Professional Bulletin – from 01/01/1990 to 10/31/2005 in ISCTR
Signal Magazine – from 01/01/1997 to present in ProQuest Military Collection
Studies in Conflict and Terrorism – from 01/01/1992 to 1 year ago in ISCTR; from 1997
Terrorism and Political Violence – from 01/01/1989 to 1 year ago in ISCTR; from 1997
Year Two – Create one simulation course at the graduate level in International Relations, Intelligence Studies, and the National Security Studies programs. The simulation will pertain to a regional national security crisis in Middle East/North Africa.
Year Five – Create two short term simulations for the MA programs.
Book Titles: Approximately 1,500 electronic titles directly related to intelligence community, espionage, spies, spying, SIGINT, terrorism, cryptography, electronic surveillance (ELINT). In addition, APUS was selected to receive the Association of the United States Army's (AUSA) entire physical book library—in process.

Proposal:
Years One through Five – In addition to expert harvesting of national and international government documents, an additional $14,700 will be invested in electronic books and studies.

1.1.8.3.2 Faculty development

The APUS Center for Teaching and Learning (CTL) houses a variety of tools and resources to assist faculty in developing strong teaching and study skills. The CTL strives to improve student learning through teaching excellence, as well as provide support and resources for faculty scholarship and innovation. Faculty can go online and register for a variety of APUS and Sloan-C workshops held monthly. Examples include: Designing and Delivering Effective Feedback; Applying Adult Learning Online; Basic Styles of APA Formatting; APU Online Library Resources; Teaching and Learning in Higher Education; Dynamic Collaboration, Discussion and Facilitation Practices; and Using the Quality Matters Rubric to Improve Your Online Course.

1.1.8.3.3 Student development

Center for Graduate Studies (CGS) – The CGS is an online resource specifically for graduate students and provides a guide for scholarship, research, and information literacy. It includes a primer on open web and deep web research, research writing, and academic style manuals.

1.2. Program Management – Planning, Assessment, Evaluation, and Report

1.2.1. Program Management: The following are the principal members of the proposed new Online Center for Intelligence, Science, and Technology (OCIST) – the administrative focal point for the proposal:

Principal Investigator – Dr. Elena Mastors
Deputy Principal Investigator – Dr. Jim Reilly
Administrative Principal – Mr. Phil McNair
Administrative Assistant – TBD
Administrative Assistant – TBD

1.2.2. Assessment: APUS is a recognized leader in assessing learning in an online environment. We are committed to student learning outcomes assessment and its impact on the quality of teaching and learning. Our assessment processes are based on the identification of student learning outcomes at the institutional, degree program, and course levels. Each level is designed to complement one another; and represents the knowledge, skills, and abilities that are expected of APUS students upon graduation. Guided by the sharing of assessment results to continuously improve student learning, APUS's assessment processes are designed to answer a broad question, how well are we at accomplishing our mission?

APUS is a member of the Assessment Academy of the Higher Learning Commission of the North Central Association, through which institutions of higher learning collaborate on establishing best practices for the assessment of student learning. In addition, APUS is a charter institution of the Transparency by Design (TbD) initiative that was established to encourage online institutions to document their assessment data and make it available publicly to encourage openness and collaboration while helping prospective students better understand their educational options. The TbD initiative has a mix of for-profit, non-profit, private, public, and community college schools. TbD started out with 13 schools and there are now 20 in the initiative. The schools are all regionally-accredited, adult-serving, distance higher education institutions (encompassing online, hybrid, competency-based and other flexible learning formats).

- Internal measures – APUS measures teaching and learning effectiveness through a variety of means, including: Institutional Surveys, Rubrics, Capstone Courses, Faculty Training and Development, Course Design Improvements, Quality Assurance Processes, Continuous Review and Evaluation of Data, and 30 – 180 Day Improvement Plans. Extensive reviews of each academic program are conducted every three years, during which all components are examined and plans defined for improvements. These program reviews have received praise from external evaluators and include specific analysis of student trends, course materials, faculty credentials, comparison with similar programs at other schools, curricular mapping, assessment mechanisms, faculty teaching metrics, and a review of whether the program is meeting the needs of both students and the community overall.
- External Measures – APUS benchmarks itself against other higher education institutions through the use and participation of the following nationally validated measures and initiatives. Most notably, 97% of students who are seniors at APUS report that they would choose APUS again for their education (National Survey of Student Engagement).
    - Integrated Postsecondary Education System (IPEDS)
    - ETS Proficiency Profile Test
    - National Survey of Student Engagement (NSSE)
    - Transparency By Design initiative

1.2.3. Recognition: APUS is the recipient of the 2009 Ralph E. Gomory Award for Quality Online Education for implementing a data-driven approach to creating a culture of excellence and values in online education, and was the first fully online institution to receive the award. The

Sloan Consortium (Sloan-C) presents this award annually to one institution demonstrating commitment to assessing and improving the quality of its online education programs. Sloan-C is an organization of more than 1,400 universities, colleges, and institutions committed to advancing best practices in online learning and expanding the quality of online higher education. APUS is the first 100% online institution (and first for-profit university) to achieve this distinction. APUS was awarded the Sloan-C Effective Practice Awards in 2009 and 2010 in recognition of initiatives and innovations in institutional evaluation and continuous quality improvement.

1.3. Foreign Travel/Study Abroad/Cultural and Regional Studies

APUS has opportunities for faculty research in the study of cultural and regional studies and STEM, as well as established ties with the Israeli Galilee and Ph.D. Institutes. The proposed Online Center for Intelligence, Science, and Technology (OCIST) will further establish competitive programs offered to students for research grants, language study, cultural studies and conference presentations. In each of the programs below, special emphasis can be placed on student/minority applicants.

Proposal to increase competencies in Human Dimension Specialists area:

- Year One: APUS will establish an International Programs Office. This office will be responsible for encouraging and facilitating student enrollment in language training abroad and enrollment in foreign academic programs (for a semester or a year). Students will be able to use credits obtained in these program toward their degree.
- Years One to Five: APUS has an established Research Grant Committee that funds faculty research. The duties of the Committee will be expanded to include students. A competitive fund will be established that offers students $5,000 research grants in foreign countries with special emphasis on the critical areas of South Asia, Africa and the Middle East. The topics of these areas will be focused on but not limited to the study of language, culture, religion, geopolitics and emerging technology. The topics of the grants will also be focused on their contributions to global conflict and peace. A competitive fund will be established that offers $7,000 grants for faculty/student collaboration in foreign countries with special emphasis on critical areas.
- Year One: APUS will establish a competitive program that will provide $2,500 for students and $5,500 for faculty/student collaborations for the purpose of presenting papers at industry, academic or government conferences in the United States. Special emphasis will be placed on presenting on or attending conferences in the critical areas of South Asia, Africa and the Middle East. The topics of these areas will be focused on, but not limited to language, culture, religion, geo-politics and emerging technology.
- Year Two and Year Five: APUS will establish a competitive summer school program that offers up to six students the opportunity to participate in a faculty-led short term exchange for approximately 8 days) with a school abroad in the critical areas of South Asia (Year Two: tentatively India), Africa/Middle East (Year Four: tentatively Egypt. Students will be afforded the opportunity to interact with foreign students at both the academic and social level, and will also attend lectures provided by the host school. APUS will provide the funding for student and faculty expenses and for the costs associated with establishing and running the summer school programs in the host country.

1.4. Pre-Collegiate, High School and Community Outreach

APUS has a total of 43 people directly involved in outreach to a variety of communities nationwide. APUS has 19 involved in outreach directly to the military, 20 involved in outreach to various non-military communities (to include K-12 educators, law enforcement, emergency management, businesses, and the intelligence community) and four involved in outreach to community colleges. Of these 43, 28 work remotely at various locations across the country. The university conducts outreach nationwide to K-12 educators for the purposes of providing professional development. We are growing our relationships with various public school teacher organizations. Some are state-based (Virginia Educational Association) and some are content-based (National Science Teachers Association) and some are national (American Federation of Teachers).

The School of Science and Technology (S&T) has been actively participating in Community Outreach events. In April 2011, APUS maintained a presence at the National Science Teachers Association convention in San Francisco where individuals meet directly with teachers and administrators. S&T also has representatives who meet with schools around the country. APUS also actively supplies faculty members and subject matter experts as speakers to several executive level law enforcement organizations, primarily through organizations such as the various state chapters of the FBI National Academy Associates – the alumni group for graduates of the National Academy, and the FBI Law Enforcement Executive Development Association. The university has a dedicated civilian outreach staff for intelligence and national security studies, as well as S&T programs.

The undergraduate and graduate Intelligence Studies programs have an Industry Advisory Council (IAC) that meets at least annually to review the programs and provide guidance and counsel on improvements to ensure we better serve the intelligence and national security disciplines and the IC community. The IAC recently underwent a revision that added more members who are involved in major intelligence community initiatives and/or who have insight into current intelligence discipline requirements and competencies.

APUS is in the early stages of a relationship with a Hispanic Information and Television Network to provide speakers and content for STEM programming. These are programs developed specifically for “fully acculturated” Hispanics – delivered in English with or without Spanish subtitles. This programming will be delivered through their network, which is part of Direct TV and Dish Network.

The university has a robust webcast/podcast capability. APUS currently runs a weekly podcast tied to current events, and we will run 24 webcasts a year. Average attendance for the webcasts ranges from 150 to 250, although a recent webcast on “Inside the Mind of a Terrorist” drew over 1,400 registrants. These webcasts are not only streamed live over the web, but they are also archived for delivery on demand. Streamed content (live or archived) is very well received by the generation 28 and younger and allows APUS to reach audiences across the country and around the world.

APUS also has an extensive integrated social media presence which positions it well for forming

relationships with and delivering content to the younger demographic, those that can be classified as "digital learners." The university has 12 affiliated Facebook pages. APUS also has numerous LinkedIn sites, including an Intelligence Studies LinkedIn group of over 500 current and former students, and intelligence/national security professionals.

APUS will leverage and expand its robust programs and also create new programs housed in the Online Center for Intelligence, Science, and Technology (OCIST) specifically related to pre-Collegiate, high school and community outreach in national security related fields of study and to promote awareness about the IC mission. In each of the proposed programs below, special emphasis can be placed on student/minority applicants.

Proposals:

- Year One: The School of Security and Global Studies and the School of Science and Technology have faculty placed all over the United States. Leveraging this, a program will be created to coordinate and support greater opportunities for faculty to make presentations to high school and middle school students, to include science and technology based charter schools. Content will be developed to include IC and STEM components highlighting opportunities available in national security related fields of study.
- Years Two to Five: Faculty will also conduct outreach to high school teachers to guide them in integrating intelligence and national security related topics in their curriculum.
- Years One, Three and Five: APUS will dedicate four webcasts a year to intelligence and national security related issues.
- Years Three to Five: APUS will expand the use of social media by creating an interdisciplinary blog hosted by the School of Security and Global Studies and the School of Science and Technology that is specifically geared to reach out to pre-collegiate, high school and community groups on issues related to national security and to promote awareness of the IC mission and functions.

1.5. National Security Colloquium: Inter-University Cooperation

Proposals:

- Year One: APUS will partner with Washington State University's (WSU) Institute for the Study of Intercommunal Conflict (ISIC).[1] ISIC has proposed a colloquium entitled "Colloquia on Transnational Cooperation in Security Management," which will cover the political, organizational, cultural and individual contexts of security cooperation at the domestic, regional and international levels. Two panels with speakers will be held in the morning of every colloquium. In the afternoon there will be a question/answer/discussion roundtable, from which specific discussion topics will be developed. The audience will then divide into smaller discussion groups on those topics. Participants will select the topic of greatest interest to them.
    - This colloquium will be held on the WSU main campus located in Pullman, WA. The colloquium will be held every Friday during the month of March. The

[1] The APUS Principal Investigator for the proposed Online Center for Intelligence, Science, and Technology (OCIST) sits on the WSU Institute's Board of Directors.

colloquium will be open to the community. It will involve students and faculty from Washington State University and the University of Idaho, and the surrounding communities of Pullman, Washington, Moscow, Idaho, Colfax Washington, Lewiston, Idaho and Clarkston, Washington and Spokane, WA. A special invitation will be given to the University of Washington, a Center of Excellence. Particular attention will be devoted to bringing in students and faculty from the sciences, technology, engineering and mathematics (STEM). Students from local area high schools and members of local community based groups will also be invited. The organizers will work with a program on WSU's campus, ADVANCE, which is a NSF-sponsored program to bring women and minorities into STEM careers. National and international experts in the topical areas will also be invited to the colloquium.

Proposed Topics: Year One

Security Sector Reform and Development
The security sector includes the military, intelligence, and policing communities in any country. Security sector reform and governance are holistic and multidisciplinary approaches to the problems of national security and global cooperation.

- Connecting the global dots: difficulties in sharing security relevant data both in the U.S. and between the U.S. and other countries
- Institutional competition and stove piping
- Security sector reform and governance: balancing security with rights at the national and global levels
- Developing ideological justifications for connecting national and international security.

Intelligence Cooperation
The topic of intelligence cooperation will include some unique and little discussed intelligence gathering and disseminating problems, including:

- Problems in sharing intelligence with countries with rampant corruption: Intelligence regarding terrorists, narcotics, and other risks needs to be shared with other countries. However, there is a reluctance to do this when there is a strong likelihood that the intelligence will end up in the wrong hands. How can trusted channels be developed? How can confidence, among intelligence agencies, by enhanced?
- Intelligence acquisition in failed states: Some of the most dangerous situations allowing terrorists and armed militias to operate occur in failed states. This produces threats to human security internally and to global security. How can intelligence be gathered in situations with little or no central government control?
- Overcoming institutional commitments to secrecy and non-disclosure

Police Cooperation
Police forces are integral to homeland security and global security. They are in many countries the face of government for ordinary citizens. As such,

communities need to trust the police if people are to pass along information. However, the role of the police in intelligence and their relationship to intelligence organizations is uncertain.

- Police interaction with the intelligence community in the U.S. and globally
- Obstacles to institutionalizing networking among police and intelligence agencies
- Building a global police capacity: bilateral to international approaches

Border Management

Searching for the needle in the haystack: the importance of accurate and timely intelligence for effective border management

- What are the principal security-related border management issues? Trafficking in weapons, drugs, humans; transnational crime; terrorists.
- Regional differences in border management: Africa, NAFTA, South East Asia and the European Union compared.

Years Two through Five: APUS will partner with Washington State University to hold colloquia in the Washington DC area and other select locations.