



2024 IAFIE VIRTUAL CONFERENCE: JUNE 5-7, 2024

IAFIE Goal: “to serve as the principal organization for advancing research, knowledge, and professional development in intelligence education”

Novel Intelligence Studies Learning Outcomes

As individual educators, graduate, and undergraduate students of Intelligence Studies new topics of emerge quickly. Our field is young in its own right and frequently has as an ultimate professional endpoint for many students: a job in government intelligence and defense agencies, the private sector, and NGOs. In addition to traditional intelligence roles, many of our graduates work in data analytics, business intelligence, sports analysis, cybersecurity, risk management, and competitive intelligence. Each of these fields is facing a digital revolution with the advent of AI and a shift in the availability of open-source material.

This call for papers is a return to the roots of pedagogy to address emerging topics and trends that impact what, and how, we teach intelligence.

Faced with new challenges, we want to revisit our strategic intent in the field through developing and discussing possible Learning Objectives and course content for the 1) study of intelligence and 2) developing a functional and ethical intelligence professional of the future.

Challenges which may call for new thinking about teaching, training, and learning include:

- The role of AI in intelligence planning, collection, processing, analysis, dissemination, and use by decision-makers.
- Addressing the study of cultural and cognitive & heuristic biases in the midst of a public debate about what is “woke” or what is protected by academic freedom.
- How do we teach and learn from historical case studies and intelligence failures to impact on the way we conduct intelligence?
- Understanding how to maintain academic freedom, integrity, courage, and empathy when we teach politically and societally sensitive issues like domestic extremism, human trafficking, etc.
- Ethics in intelligence studies is integral to every Learning Outcome. How can we ensure ethics is deeply embedded in both our teaching and in our students’ academic work? How can ethics be presented and explored in practical application?
- Student reflections on experiences in intelligence studies.
- Strategies for student professional identify formation including mentoring, internships, professional networks, etc.
- How do we develop curricula that help decisionmakers embed resilience in their work?



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Call for Papers due by March 31, 2024:

We invite submissions on the following topics to spark discussions among presenters and audience members that we hope will continue into breaks, shared meals, and future research. We encourage whole panels that address either intelligence or counterintelligence perspectives on the following topics.

Submissions should be proposed via a 300 to 500-word abstract as either a Word document or PDF. To be sent to vp@iafie.org.

Submissions are due January 31, 2024, with a formal program announcement expected by February 29, 2024.

All participants are encouraged to write-up their paper as a 1200–1500 word briefing or a minimum 2,000-word academic paper for inclusion in a special edition an intelligence studies journals. The briefs and papers will be due August 31, 2024.

We especially welcome student submissions and posters.

Based on the challenges bulleted above we propose the themes on the following pages:



- I. What constitutes a complete curriculum for Intelligence Studies?
 - A. Educational Standards for an Intelligence Studies Curriculum
 - B. Learning Outcomes crossing national boundaries
 - C. Electives, Minors or Majors: the different models for a fit-for-purpose academic program
 - D. What are the core component Learning Objectives for studies in intelligence at the undergraduate, graduate, and doctoral level?
 - E. What common research topics might create a comprehensive research agenda for intelligence studies at various levels of classification?
 - F. Is there a case for a doctorate in intelligence?
- II. What do we teach in Intelligence Studies?
 - A. Outcomes and lessons in public health and medical intelligence
 - B. Outcomes and lessons in port security and border intelligence
 - C. Cyber intelligence v. cyber operations v. cybersecurity
 - D. Counterintelligence
 1. Recognizing dezinformatsiya programs from one country to subvert another country
 2. Differentiating foreign entity terrorism and subversion, from domestic law-breaking sedition, and insurrection. Also differentiating these activities from the exercise of free speech
 3. Social media analysis and social movements in different contexts
 4. Analytical techniques: What is effective to prepare our students to think and work smarter?
 - E. International Cooperation, the Five Eyes, NATO and security partners
 - F. Public OSINT v. Government or National Security OSINT
 - G. Disinformation and information warfare
 - H. The impact of the AI revolution.
 - I. Space Intelligence
- III. How do we teach Intelligence Studies?
 - A. Intelligence history as an integral part of the intelligence studies curriculum
 - B. The pedagogy of intelligence studies, what practices and techniques are most effective in attaining Learning Objectives
 - C. How do we overcome students' cultural, cognitive, heuristic biases



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- D. How can we leverage AI for teaching intelligence disciplines and analysis?
- IV. How do we prepare students for the changing workplace?
 - A. Ethical frameworks: personal, function and organizational?
 - B. Legal, treaty, norms, or privacy protection frameworks at international, national, alliance, and organizational levels?
 - C. The student/person behind the intelligence job: mental health, work-life balance, fulfilment, confidentiality, changing societal norms, diversity etc.
- V. Black swans and unknown unknowns in intelligence education?
 - A. What Foresight techniques have proven most effective and should be included in curricula?
 - B. How does research and teaching of future foresight techniques become recognized within the academy as an area worthy of inclusion in a tenure or promotion dossier?