



IAFIE NEWS

A Quarterly Review of Events, Issues, and Opportunities for Members of the International Association for Intelligence Education

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IAFIE announces essay contest

The International Association for Intelligence Education (IAFIE) announces its Essay Competition for 2009. This competition promotes IAFIE's goal of providing a forum for the communication and exchange of ideas and information for those interested in and concerned with intelligence education.

The competition is open to everyone having an interest in furthering intelligence education. (IAFIE officers and staff are not eligible to compete.)

Awards

First place finishers in each category will receive a \$1,000 cash award and will be invited to speak at the Annual IAFIE Conference, May 27-28, 2009, at the University of Maryland. IAFIE will pay for travel, accommodations and conference registration costs.

Second place finishers in each category will each receive \$500 in cash. First and second place finishers will have the opportunity to publish their essays on the IAFIE Website, and will receive a one-year IAFIE membership.

Categories

Professional – An individual working or has worked as an intelligence analyst, or an individual who is or has been involved in teaching intelligence studies or providing intelligence training (teacher, trainer, consultant, private citizen).

Graduate Student – A full-time or part-time graduate student currently enrolled with a college or university.

Undergraduate Student – A full-time or part-time undergraduate student currently enrolled with a college or university.

Essay Questions

Please answer one of the following questions in your essay. Essays may be written from the perspective of national security, law enforcement, academia, business or private citizen.

1. What impact have major events of this decade had on the role of the intelligence professional in national security,

law enforcement or competitive intelligence? (Select major events based upon your choice of field.)

2. Intelligence-led policing is in practice in several countries on several continents. Using real-world examples, what, in your opinion, are the strengths and weaknesses of intelligence-led policing?

3. What do you think are the most important challenges facing the intelligence community over the next 10 years?

4. What advantages do strategic analysis and futures thinking hold for the future of the intelligence professional, and how can they be incorporated into the intelligence professional's skill sets?

Submission Guidelines

Submissions must include a cover sheet with the author's name, contact information, category (Professional, Graduate Student or Undergraduate Student), essay title and, for graduate or undergraduate students, the name of the college or university they are attending. Those submitting in the Professional category must submit a biography of 50 words or less. Do not include your name on the essay.

Essays must be no longer than 2,500 words, excluding endnotes and bibliography, double-spaced, Times New Roman, 12-point.

Essays must be submitted in English using Word or PDF format.

Essays must be original and not previously published. Submission constitutes permission to publish.

Deadline for Submission: Jan. 9, 2009, midnight, EST. E-mail your submission to: submissions@iafie.org

Winners will be notified no later than April 2, 2009.

Evaluation Criteria: A panel of intelligence professionals will judge all entries and select the winners. Essays will be evaluated on their relevance to the question, creativity, strength of argument, and writing quality.

What to teach in national security intelligence analysis courses

By STEPHEN FOWLER

Since 9/11 many intelligence studies programs have been established at universities and colleges around the US. Most programs include an introductory course on intelligence analysis. Are these analysis courses adequately preparing students for a career in the intelligence community? Are the students being taught relevant analytic techniques and methodologies that are used in the intelligence community?

Intelligence generally lacks agreed upon doctrine and theory in comparison to other disciplines. Some of us hoped the IC would provide some guidance describing the specific skills and knowledge required for an entry level analyst but we have yet to see any

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Looking ahead

Mark your calendars. Our 2009 Annual Conference is scheduled for May 26-28, 2009, at the University of Maryland, University College Conference Center, College Park, Maryland. The theme for the conference is Teaching Intelligence. A number of notable speakers and presenters from the intelligence community, law enforcement, and competitive intelligence have already agreed to share their thoughts and best practices on this very important topic.

I am also pleased to report that a number of sponsors and technology vendors have tentatively agreed to support our annual event. Technologies used to teach intelligence analysis will be prominently featured at our May event. The conference agenda will be posted on the IAFIE Website in December. Special thanks go to Eileen Hurley, Events Committee chair, for finding a site to host the event.

In case you have not checked our Website recently, the IAFIE Essay Contest is under way. Six awards will be presented at our Annual Conference recognizing first and second place finishers from the Professional, Graduate Student and Undergraduate Student categories. IAFIE will pay for first place winners to attend the Annual Conference. They will receive \$1,000 and be invited to speak at the Conference. This is a wonderful opportunity, especially for students, to show off their critical thinking and writing skills. Be sure to tell your students and colleagues about the IAFIE Essay Contest.

The Executive Board is reviewing draft guidelines to create the IAFIE Teaching Award. One of the best ways to advance the profession is through training and education. Those among us that contribute so much to help their students and colleagues, develop best practices, and continually strive to bring energy and innovation to the classroom deserve to be recognized. The IAFIE Teaching Award will be our way to recognize these contributions.

My congratulations to the Washington Chapter for using their October meeting to explore the topic of critical thinking. The meeting was well attended and discussions were lively. Way to go Kathy Pherson.

Liaison Committee chair, Bob Smith, has been hard at work identifying organizations that IAFIE can partner with to fulfill its mission. He and Communications Committee chair, Stephen Marrin, will be collaborating to create new synergy through these partnerships.

In closing, I want to extend my best wishes to you and for families for the Holidays.

Respectfully,
Tom Carr, chair



TOM CARR

Washington area chapter hears critical thinking panel

By MARILYN PETERSON

An all-star panel of critical thinking instructors gave the IAFIE Washington DC Area Chapter at their Oct. 7 meeting an inside look at how critical thinking is being taught.

Led by David Moore, who developed the National Security Agency (NSA) course and wrote Critical Thinking and Intelligence Analysis (2006 JMIC), four approaches to the topic were given. Joining Moore was Tim Walton, former CIA analyst and current Kent School instructor who developed the CIA's course; Stephen Pick, a behavioral psychologist who teaches the topic for the Department of Homeland Security; and Socco Duvall, an Air Force lieutenant colonel who teaches critical thinking and structured analysis at the Joint Military Intelligence Center. Ken Stringer, a Booz Allen critical thinking instructor, moderated the panel.

Moore began by asking what critical thinking is, noting that "we can recognize it when we see it." He subscribes to the Paul and Elder model of critical thinking (eight elements of thought and nine intellectual standards), on which he based his course. He quoted one Paul and Elder definition, "critical thinking is thinking about thinking while you're thinking in order to improve your thinking." Moore's model includes eight half-days of instruction in critical thinking and structured analysis, drawing from Richards Heuer, Paul and Elder and the CIA structured analysis primer.

Tim Walton told the group that he is working on a new critical thinking model that will incorporate gaming and experiential learning. The new program is in its developmental stage and incorporates five days, part time. The CIA will be piloting the new course in the winter and will pass it on to others in the intelligence community after its trial run.

Stephen Pick noted that he uses Paul and Elder as one source, but also incorporates other views on critical thinking and uses books such as Blink, by Malcolm Gladwell and the CIA Primer. His course attempts to raise the level of awareness his students have of their own biases and mindsets. Critical thinking is taught at DHS within its basic intelligence analysis course.

Duvall said teaching the course has had a great impact on his own thinking. "I'm not going to be Paul and Elder's unreflective thinker; I'm going to look for holes in how I operate." He believes it is critical to use several articles to explore the eight elements of thought as repetition is necessary. DIA uses the Paul and Elder books, Heuer's Psychology of Intelligence Analysis, the CIA primer and a DIA primer on structured analytic techniques.

One of the attendees asked, "How can we know analysts are using critical thinking on the job after they've taken the course?" Walton said the CIA requires students to send something in that shows how they're applying it to their work. DIA has performed a level three evaluation on the critical thinking class, getting feedback not only from former students but also their supervisors.

Moore suggested that groups in the DC area, including IAFIE, should band together and have a critical thinking conference, bringing in experts from the Foundation for Critical Thinking.

The 27 attendees had a lively discussion on critical thinking and enjoyed refreshments provided by Booz Allen. The meeting was hosted by the Washington-Baltimore High Intensity Drug Trafficking Area (HIDTA) group in Greenbelt, MD.

Southern states chapter organizing

We at Fayetteville State University, on the eve of launching our new BA degree curriculum in Intelligence Studies, would like to invite all IAFIE members in the "Southern States" to join us as we apply for Chapter status in IAFIE.

We are encouraging all IAFIE members in North Carolina, South Carolina, Florida, Georgia, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Tennessee to get on board as charter members with us and enable a great new regional organization for the purposes of professional collaboration and organizational event planning.

For more information, contact Major Jim Boling (jboling@uncfsu.edu) or Dr. David Gray (dgray2@uncfsu.edu) and make a statement for the "Solid South."

Strategic Security Ph.D. program offered

Henley-Putnam University has announced that it is now the first university to offer a doctorate degree program in Strategic Security. Strategic Security is an emerging field of study that encompasses all aspects of Intelligence Management, Terrorism and Counterterrorism Studies, and Personal Protection.

The Doctorate in Strategic Security is for board room level leaders and managers (or their government or military equivalents) who oversee personnel who comprise the strategic security industry. Graduates will be able to coordinate effectively a wide range of strategic security resources and personnel, across multiple agencies if necessary, to produce timely, objective, and accurate intelligence and other security-related services. Additional information about Henley-Putnam's Doctorate Degree Program in Strategic Security can be found at www.Henley-Putnam.edu.

Lockheed security center offers 4 courses

The new Lockheed Martin Center for Security Analysis is showcasing four courses this winter: Counterterrorism Analysis, Critical Thinking, Asymmetric Threat Operations, and Strategic Intelligence for Homeland Security.

The Center was formed to meet the demand for individually-focused expert training on analysis and data mining tools. Organizations and individuals outside the intelligence community are now able to take advantage of the Center's unique analytical training opportunities.

The Center extends course enrollment to U.S. citizens employed by federal or state governments, and U.S. corporations or organizations engaged in intelligence and security, and the law enforcement community. Classes are conducted in Springfield, Va., and continue to be available to the U.S. military, federal government, or any other organization within the Intelligence Community.

The Center is currently developing courseware in areas such as Cyber Forensics, Personal Security and Force Protection, and Interviewing Skills. Additional class information and registration forms are available at www.lockheedmartin.com/products/intelligence-analysis-training/index.html. Class sizes are limited and registrations are processed on a first-come, first-served basis.

Kutztown prof seeks textbook input

Dr. Keith Logan of Kutztown University is editing a new textbook on the intelligence community and seeking authors who would like to make a contribution with a new/previously unpublished article on homeland security and intelligence.

The focus of this text is on the intelligence process and the intelligence community. The text will provide an overview of both the theoretical and the practical aspects of intelligence, and it is intended to encourage the critical thinking and problem-solving abilities of our students. The book will not be restricted to the activities of the CIA and FBI, but will include military intelligence, police/criminal intelligence, DHS, and intelligence activities in the private sector.

All authors will receive a copy of the book in return for their contribution, however, the publisher will retain the copyright for a set period. In particular, Logan is currently looking for authors to write about: the Intelligence Community, the Intelligence Process/Tradecraft, Counterintelligence, Military Intelligence, Police & Criminal Intelligence, Assessment of the DHS/IC Working Model, and Fusion Centers, as well as a forecast of where the DHS/IC is going.

Anyone who is interested, is asked to reply with a short resume/vitae, indicate the subject area of your expertise, and the proposed chapter. Each article/chapter should be about 3,000-5,000 words. Logan would like to receive the drafts by January (but there is some flexibility) and to publish the book in late 2009.

For more information, contact Logan via e-mail at logan@kutztown.edu or telephone at Kutztown University at 484-646-4239.

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What to teach in national security intelligence analysis

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specific recommendations. CIA Director Michael Hayden commented in his speech at the Open Source Conference in September that the IC does not have the time to wait 20 years for an analyst to reach a high state of proficiency. If we are preparing the students for a career in intelligence shouldn't we focus on teaching students analytical methods and approaches that are widely used and directly related to their work?

The following are recommended lessons that provide a solid foundation in intelligence analysis:

First, I believe we have to indoctrinate the students in the basic concepts of problem solving. But are not students already getting that in their other courses? In some schools and majors students do get a heavy dose of critical thinking and problem solving but it is not universal.

We need to ensure students can apply basic problem-solving processes, the scientific process (problem statements, facts, assumptions, hypotheses development etc), and reasoning strategies (induction, deduction, abduction etc). If the students are not grounded in basic problem solving

they will find it difficult later to write in the intelligence analytic style.

What should be taught next? It would make sense to focus on analytic frameworks which intelligence analysts are most likely to use.

Entry level analysts are normally assigned to regional, country or functional issue desks like terrorism or proliferation. The entry level analysts will spend most of his/her time writing current intelligence products. In some intelligence organizations, current intelligence also serves as a warning product.

It would make sense then also to teach basic warning theory, indicator development and collection management. While traditional warning theory developed during the Cold War maybe less applicable today, it provides the student a foundation in which to build on as the IC wrestles with a new warning doctrine. A large portion of current intelligence products focus on issues of stability in target countries. Therefore, it would make sense that the course includes a lesson on instability analysis.

After learning the basics of warning theory and instability analysis students should be introduced to other types of analytical

tradecraft methodologies such as counter-terrorism analysis, network analysis, basic imagery analysis etc.

Lastly, although not necessarily at the end of the course (probably better in the middle) students should be taught intelligence analytic writing and briefing techniques. Some of you might argue this is way too much for an introductory course on analysis; however, today's analysts are expected to contribute quickly upon entering the IC and must be more versatile than previous generations of analysts.¹

I welcome comments on this article and would like to hear your opinions on what should be taught in an intelligence analysis course.

Stephen Fowler, Director, Education and Training, CINTT Corp.

Education Practices Chairman, IAFIE
Washington Chapter
sfowler@cintt.com

¹ An introductory intelligence analysis course should be taken in the junior or senior year of college after students have taken other recommended or prerequisite courses, such as American government, history, philosophy, logic, national security theory etc.

Notre Dame College program enters fifth year

By GREGORY MOORE

The program in intelligence studies at Notre Dame College was established in 2004. At present the college offers a major in history with a concentration in intelligence analysis and research along with two certificate programs.

Originally offered onsite, the certificate programs are scheduled to become available online in January 2009. The Certificate in Intelligence Analysis consists of four courses: Introduction to Intelligence, Methods of Research and Analysis, Writing for Intelligence, and Terrorism, all eight weeks in length. The Certificate in Competitive Intelligence also offers four courses of eight weeks each: Competitive



Intelligence in a Global Economy, Writing for Business Intelligence, Research and Business Decision Making for Competitive Intelligence, and Analytical Techniques for Business Intelligence. Students may opt to add a course on Terrorism as well.

The undergraduate program in intelligence analysis and research was inaugurated in the fall semester of 2005. The curriculum includes nine intelligence-specific courses which are supplemented with required courses in American and world history, American Foreign Policy, International Relations, Comparative Politics, Critical Thinking, and Ethics. Students take additional coursework in computer and database management, mathematics, micro and macroeconomics, a laboratory science, a

social science course, and twelve credits of foreign language instruction. A capstone independent research project completes the program. Further information about the undergraduate program can be found at www.notredamecollege.edu/academics/history_polSci/#MajorHistoryIAR.

Under development is a graduate program in Homeland Security which will offer concentrations in intelligence, emergency management, and leadership. A graduate certificate in advanced intelligence analysis is also being planned.

Notre Dame College has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1931.

For further information about the baccalaureate or certificate programs, contact Dr. Gregory Moore at 216.373.5346 or gmoore@ndc.edu.

IAFIE founding member Swenson to retire

Dr. Russell G. Swenson, Director of the Center for Strategic Intelligence Research (CSIR), National Defense Intelligence College (NDIC), located at Bolling Air Force Base in Washington, DC, will be retiring from the U.S. government on December 31.

Swenson is a veritable institution at the College, having served there for over 20 years, longer than any other staff or faculty member. The institution has undergone two name changes during his long tenure—from the Defense Intelligence College (DIC) to the Joint Military Intelligence College (JMIC) in 1993 and, upon a broadening of its charter, to NDIC in 2006. Swenson has headed CSIR since its establishment over five years ago. He has nurtured it into a prolific NDIC Press with its many outstanding publications written by students, faculty, and Research Fellows from throughout the Intelligence Community. The singular devotion and energy he has poured into countless books, occasional papers, discussion papers, and conference proceedings have been relentless, and his eagle-eyed editing skills are legendary.

Swenson was also instrumental in the establishment of IAFIE, having attended the annual intelligence colloquium at Mercyhurst College for several years, usually with a carload full of books to hand out to attendees. Russ was one of the association's founding members in 2004. His most recent, and probably final, appearance at an IAFIE event was a presentation he made at the 2008 colloquium hosted in August by the University of New Haven in East Hartford, Conn. Swenson explained to the participants his philosophy of research, discussed NDIC's research pro-



Dr. Russell Swenson, left, and Bill Spracher, right, share a moment with the camera recently. Swenson will be retiring December 31 after a notable career.

gram, and highlighted some of the more popular products of the NDIC Press. A few weeks later, on 16 September, he was honored along with several other stalwart individuals and groups from the Intelligence Community by being presented the prestigious National Intelligence Medal of Achievement by the Director of National Intelligence, retired Vice Admiral John M. "Mike" McConnell, in DIA's Tighe Auditorium. Swenson's proud wife, Barbara, and one of their two children and his spouse were in attendance.

A Latin American specialist at heart, Swenson for years taught a regional elective at NDIC. He has also been critical in establishing and maintaining bilateral and multilateral academic relationships with counterpart institutions, such as Brazil's

National Intelligence Agency (ABIN) and Chile's National Academy of Political and Strategic Studies (ANEPE).

This author first met Swenson when he was meeting with and assisting Latin American and Caribbean students—both those working for, or interested in, intelligence and security—who were attending the Center for Hemispheric Defense Studies (CHDS), National Defense University (NDU), across the river at Fort McNair. Dr. Swenson continues to work closely with CHDS, a Defense Department Regional Center charged with teaching hemispheric partners about defense planning, national strategy development, and resource management. DIA has also gotten into the game of hemispheric cooperation, kicked off with the first annual Regional Security Symposium (RSS) held in Orlando, FL, in December 2007. Dr. Swenson helped organize and chaired a roundtable at that event, which was co-hosted by the Director of DIA, the Commander of U.S. Southern Command, and the NDIC President. The event was so successful it is being followed up with a second iteration this coming December, again in Orlando.

Swenson plans to enjoy his retirement at a lakeside home he and his family recently built at Smith Mountain Lake in south central Virginia. He plans to continue some of his scholarly activities from afar, but he will be sorely missed as an everyday fixture in the hallways of the DIA.

Bill Spracher
Editor, NDIC/CSIR
Vice Chair, Washington Area Chapter, IAFIE

If you need some ideas for your bookshelf, try some of these

By JOHN MCGONAGLE

Over the years I have reviewed many books for SCIP, and continue to do so. From among them, I have selected those that might interest IAFIE members. This small group deals with two recent books that may interest those involved with intelligence and education. The next group, which will appear in the next newsletter, will cover a larger number of those suitable for teaching.

The full text of the reviews, which were first published in Competitive Intelligence **November 2008 Page 5**

The Intel Bookshelf

Magazine, SCIP.online, or the Competitive Intelligence Review, are located on my firm's homepage.

If you have any suggestions for books that you know of that the CI community might find of interest, please contact me privately at jjm@helicongroup.com.

For intelligence educators

Chaotic Markets: Thriving in a World of Uncertainty, A. Coskun Samli, Praeger Publishers, 2007, 198 pages, \$49.95.

Perhaps more timely now than last year, focuses on how to correct businesses' reliance on the immediate past as a firm guide. (www.helicongroup.com/Chaotic%20Markets%202007.pdf)

Hard Fact, Dangerous Half-Truths, and Total Nonsense; Management Secrets of the New England Patriots, James Laving, 2005, Pointer Press, 375 pages, \$19.95

Great source of non-government examples of how intelligence really works (written pre-Tapegate). (www.helicongroup.com/New%20England%202005.pdf)

A new approach to teaching risk security analysis

By WILLIAM A. MCGILL

Interest in risk analysis has increased in the homeland security and intelligence communities in recent years. The homeland security community uses elements of risk analysis to help decide how to buy-down the potential for loss due to naturally-occurring and anthropic events. The intelligence community thinks about different aspects of risk issues in most, if not all, strategic assessments. Private industry, too, leverages risk analysis in both the traditional economic sense (financial risk, insurance) as well as for security (physical, information) and to inform strategic and operational decisions (project risk, political risk). Unfortunately, while the need for risk analysts is great and perhaps increasing, few educational programs educate students in what risk is and how to go about assessing risk in a manner that best informs the decision making process.

In autumn 2006, the College of Information Sciences and Technology at The Pennsylvania State University established a first-of-its-kind undergraduate major in Security Risk Analysis (SRA). The goal of the SRA degree program is to educate future security professionals on the threats that challenge society, how decision makers think, and how to properly assess, communicate, and make suggestions on ways to manage risk. Accordingly, the many courses students must take include: SRA-specific courses in the threat environment, information security, decision analysis, risk management, visual analytics, human-computer interaction, and so on.

As part of my role as a new assistant professor at Penn State, I was asked to develop and instruct the junior level course in risk management (SRA 311). If one takes a moment to survey the literature on security risk analysis, there is no established pedagogy for teaching risk management at the undergraduate level save for a discussion on the subject that might occur in an course on probability and statistics or industrial engineering. Textbooks on the security risk management tend to focus their attention on the technical details of physical or cyber security, often leaving only a chapter-length (e.g., marginal) treatment of risk analysis. These same books present risk analysis as a tool to order scenarios (e.g., risk analysis = risk matrices) much like the way ACH is treated as a tool to facilitate reasoning.

The one thing I can say with confidence is that risk analysis is not a tool – it is a way of thinking about problems that applies to security, intelligence, and just about every other discipline where critical decisions must be made.

So here I was – a new professor tasked with teaching a course that has never been offered before and with no textbook to guide its development. Fortunately, the philosophy of risk and risk analysis is really not that hard to explain. In its most generic form, risk “measures” the potential for gain or loss associated with future events. The process of doing risk analysis comes down to providing defensible answers to the following three of questions (i.e., the “risk triplet”):

- What can happen?
- How likely is it to happen?
- What are the consequences if it does?

In my experience doing risk analysis, the challenge isn't understanding what risk analysis is – after all, it often only takes one chapter in a book or a few lectures to explain the fundamentals of risk. The real difficulties lie in producing analysis that carefully reasons from available evidence to a statement of risk, is mindful of alternative plausible events and outcomes, is free of undue and harmful bias, is critical of the competence and credibility of information sources, and communicates risk in a manner that is informative yet non-judgmental regarding its acceptability. After much thinking about this, it occurred to me that the same things taught to basic analysts in the IC are equally applicable to emerging risk professionals and for the same reasons. As it turns out, the pedagogy for teaching risk analysis the “right” way was already there, but not where I expected. Now that I am most of the way through my first offering of SRA 311, I found that many of the same topics discussed in intelligence training courses have been very helpful in getting my students to think carefully about each question of the risk triplet. Besides covering the basic philosophy of risk and all the components of traditional security risk analysis (e.g., threat, vulnerability, consequence), we discussed the cognitive aspects of analysis from the point of view of descriptive models and empirical evidence, the mechanics of a variety of structured analytic methods aimed at assisting reasoning (e.g., problem restatement, divergent/convergent thinking, event/possibility/decision trees),

source analysis and analytic confidence (DNI intellectual standards), and risk communication. We used a variety of in-class examples to give students practice doing risk analysis, to include information security (e.g., benefits/risks of cell phones in SCIFs), physical security (e.g., terrorist attacks, theft/pilferage), and intelligence case studies (e.g., embassy threat analysis). Finally, I stress over and over again Elder and Paul's Eight Elements of Thought and Intellectual Standards as an approach to thinking critically about everything we do, whether it be in the form of critical article reviews, methodology/analysis appraisals, and as guidelines for completing the final course project. Of course, at present I have no real basis for saying whether my approach to teaching risk analysis is any better than an alternative approach I have not conceived. After all, this is my first time teaching such a course on risk analysis and I have no baseline with which to make a comparison. But having seen real risk professionals in action and knowing what they do and what they need to do better, combined with experiencing firsthand the marked improvement in analytic quality of those intelligence professionals that received formal schooling on structured analysis, I assign a high degree of subjective confidence that this approach will serve the security risk analysis community well. While my educational strategy is not new in the context of intelligence analysis, it is truly a new approach to teaching security risk analysis.

William McGill is an assistant professor of Information Sciences and Technology at Penn State. He can be reached at wmcgill@ist.psu.edu.

The Greek perspective

The Research Institute for European and American Studies (RIEAS) Web site (www.rieas.gr) based in Athens, Greece, offers material many in the intelligence education profession will find relevant. You can visit the blog at http://rieas.gr/index.php?option=com_content&task=view&id=760&Itemid=88.

RIEAS focused its research agenda on academic-intelligence studies at the Southeastern-Mediterranean region.