NATIONAL INTELLIGENCE UNIVERSITY

2016 Annual Report

NATIONAL INTELLIGENCE UNIVERSITY

1962
NIU's New Campus
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2016 has been another remarkable year of milestones and achievement at National Intelligence University (NIU). Acting on the 2015 strategic guidance memo from the Director of National Intelligence (DNI), we completed NIU Strategic Plan 2017–21 and its accompanying Implementation Plan. The plans describe how NIU will continue to support the mission of the Intelligence Community (IC), embrace civilian-military intelligence integration and information sharing, and embed institution-wide performance assessments and improvement practices to meet intelligence requirements. Both plans have been endorsed by NIU’s Board of Visitors (BOV) and have been signed by the DNI.

This year we restructured our graduate degree program curriculum and offerings. Building on the major curriculum review conducted in 2015, the College of Strategic Intelligence piloted three Master of Science of Strategic Intelligence (MSSI) degree Programs of Study. With the success of these programs, the College plans to offer six programs in the next academic year (AY). The School of Science and Technology Intelligence continued to focus on DNI priorities within its concentrations. Cyber Intelligence and Data Analytics were combined into a single concentration, creating a coordinated information-based program of study. A new Information and Influence Intelligence concentration was added, reinforcing strategic media and communications intelligence analysis. The curriculum design has proven to successfully improve alignment between disciplinary experience and learning outcomes.

Construction is nearly complete on our new campus facility, and in 2017 NIU will make the historic move from Joint Base Anacostia-Bolling to our remodeled building in Bethesda, Maryland. Since its inception, NIU has been advancing and expanding to meet the mission and needs of the national security and intelligence communities. I sincerely believe this milestone will better position the University to fulfill its vision as the Center of Academic Life for the IC, and I look forward to the new opportunities ahead.

This year I announced that 2017 will be my final year as NIU’s president. In my last year I plan to support establishing NIU at Bethesda, graduating the Class of 2017, and reaffirming our accreditation with the Middle
Introduction

States Commission on Higher Education. I am grateful to our faculty, staff, students, alumni, and supporters throughout the community for their dedication and achievement during my tenure at NIU. If our past is any indication of our future, I can look forward to seeing NIU continue to rise to the challenges and opportunities of educating intelligence professionals, balancing the worlds of academia and national security, and collaborating with the DoD and IC to keep our nation safe and secure.

We had a rich year of distinguished guests and topics delivered through our lecture series programs. Faculty members and students alike have been recognized for instruction, research work, community support, and competitive achievement. We also had the honor and privilege to recognize the 41st President of the United States, George H. W. Bush, with an honorary Doctor of Strategic Intelligence degree. Our alumni support has strengthened, and this year we achieved a longstanding goal by establishing a formally chartered alumni organization. These are just a few of the many accomplishments at NIU that you will read about in this issue of our annual report.

Future Intelligence Challenges is the theme for the 2016 Annual Report.

NOTE: The National Intelligence University Annual Report for AY 2016 has been prepared in accordance with the accreditation and eligibility requirements of the Middle States Commission on Higher Education. The facts and figures presented are in compliance with reporting requirements and are verified by NIU’s Institutional Effectiveness Department.
Board of Visitors

The NIU BOV consists of 12 members, plus 3 ex officio members representing the Office of the Director of National Intelligence, the Central Intelligence Agency, and the Department of Homeland Security. Board members are appointed by the Secretary of Defense and operate within the guidelines of the Federal Advisory Committee Act. The BOV is charged with ensuring that the mission of the University is implemented, providing guidance to its chief executive officer, and reporting its findings and recommendations to the Secretary of Defense and the Director of National Intelligence through the Director of the Defense Intelligence Agency (DIA). The BOV, in partnership with University administration and faculty, ensures that the institution demonstrates integrity through the manner in which it specifies its goals, selects and retains faculty, admits students, establishes curricula, guides research programs, pursues relevant service, demonstrates attention to equity and diversity issues, allocates its resources, serves intelligence and national security interests, and provides for the success of its students.

Chairperson
Maureen A. Baginski
Former Executive Assistant Director for Intelligence, Federal Bureau of Investigation

Members
Thad W. Allen, ADM, USCG (Ret.)
Former Commandant, U.S. Coast Guard; Executive Vice President, Booz Allen Hamilton

Arden L. Bement, Jr., PhD
Former Director, National Science Foundation, and Former Director, National Institute of Standards and Technology

Future Intelligence Challenges
Introduction

Kevin J. Cosgriff, VADM, USN (Ret.)
Former Commander, U.S. Naval Forces Central Command and U.S. Fifth Fleet

Joan A. Dempsey
Executive Vice President, Booz Allen Hamilton

Joann P. DiGennaro, JD
President, Center for Excellence in Education

John C. Gannon, CAPT, USN (Ret.), PhD
Former Chairman, National Intelligence Council and Former Deputy Director for Intelligence, Central Intelligence Agency; Adjunct Professor, Georgetown University

John MacGaffin III
Senior Adviser, Transnational Threats Project, Center for Strategic and International Studies; Senior Director, CENTRA Technology Inc.

Joanne O’Rourke Isham
Former Deputy Director, National Geospatial-Intelligence Agency; Founding Partner, Isham Associates, LLC

Harvey Rishikof, JD
Teaching Professor and Director of Cybersecurity and the Law at the iSchool and Earle Mack School of Law, Drexel University

Nominated as Ex Officio Members
Deborah Kircher
Assistant Director of National Intelligence for Human Capital and Chief Human Capital Officer for the Intelligence Community, Office of the Director of National Intelligence

Glenn A. Gaffney
Associate Director of Central Intelligence Agency for Talent

Francis X. Taylor, Brig Gen, USAF (Ret.)
Under Secretary for Intelligence and Analysis, U.S. Department of Homeland Security

Future Intelligence Challenges
University Mission

Mission

The National Intelligence University (NIU) advances the intelligence profession through a holistic, integrative, contextual approach to education that promotes dynamic teaching, engaged learning, original research, academic outreach, analytical problem solving, rigorous research methods, collaborative processes, and lifelong learning.

Vision

NIU—the Center of Academic Life for the Intelligence Community—preparing today’s leaders for tomorrow’s challenges.

Goals

1. Develop strategic leadership in the profession of intelligence.

2. Contribute to the body of knowledge of the intelligence profession and the IC and inform strategic intelligence solutions.

3. Fully integrate NIU into the IC.
**Values**

**Academic Freedom:** NIU embraces the principle that students, faculty, and staff have the academic freedom to explore significant and controversial questions as an essential precondition to fulfilling the mission of educating students and advancing knowledge.

**Learning:** Students, faculty, and staff embrace a culture of continuous learning. Every new challenge presents the opportunity for growth; every interaction presents the opportunity for the acquisition of new knowledge.

**Collaboration:** NIU embraces the spirit of collegiality; the mission is only accomplished if we work as a team. Students, faculty, and staff must have the character and conviction to lead and the strength to follow.

**Diversity:** NIU embraces the fact that differing backgrounds and experiences make us stronger. We promote inclusion in our workforce and encourage diversity in our thinking.

**Integrity:** NIU holds a special public trust. We practice careful stewardship of our resources, both financial and human. We will not just say the right thing—we will do the right thing and remain accountable to ourselves, and ultimately to the American people.
Accreditation

National Intelligence University is a federal degree-granting institution, authorized by Congress to offer accredited graduate and undergraduate degrees, as well as graduate certificates. NIU is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104 (267-284-5000).

MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

NIU’s Joint Professional Military Education (JPME) program is approved by the Chairman of the Joint Chiefs of Staff, allowing selected, qualified military officers to receive JPME I credit after completing a designated program of study concurrent with the University’s graduate degree program.

Financial Resources

NIU’s financial planning is based on the Intelligence, Planning, Programming, Budgeting, and Execution system, which operates on a 6-year cycle. DIA, in conjunction with the DNI, provides financial resources to the University. The requirements are submitted through the General Defense Intelligence Program, which exclusively funds the University.

In accordance with DoD Instruction (DoDI) 3305.01, NIU continues to expand its educational, research, and outreach mission and responsibilities while both evolving as a service of common concern to the IC and also meeting the demand of its customers. Acting on DoDI 3305.01 and the University’s Strategic Plan, the University has secured funding for fiscal years (Fys) 2017 and 2018 in order to maintain IC academic offerings with current levels of faculty, staff, and administrative support. In FY 2016, NIU was able to sustain all of the educational research and outreach goals and achievements implemented with the FY 2016 budget.
Introduction

The resource outlook for the next 5 years is expected to remain flat, at best, with the potential for reduction due to sequestration and other fiscal challenges within DoD and the IC. The investment of available resources will require careful and prudent allocation so that NIU can accomplish its assigned core mission. Detailed review and analysis may be required in order to determine the appropriate mix of available resources that delivers a fundamentally sound and unique educational experience for students, regardless of program, location, or certificate.

Learning Outcomes and Assessment

NIU is dedicated to fostering a culture of continuous improvement. NIU’s assessment plan is based on the recognition that in order to best meet our mission, goals, and objectives, we must strive to: (1) clarify our goals and link them to the overall mission, (2) measure our progress, and (3) act on what we have learned to better meet our ultimate objective—providing students with an excellent learning experience.

Assessment of programs and student performance is critical in determining the effectiveness and success of NIU. Evaluations of classes and curricula are carefully constructed to ensure clear linkage among desired learning outcomes, course syllabi, joint educational goals, and NIU’s mission.

NIU’s assessment plan activities are primarily led by the Institutional Effectiveness Department. Assessment activities involve all facets of the University, and the department works to ensure documentation and consideration of results in decision making and improvement actions.
Enhance Your Career

Earn one of NIU’s graduate certificates to enhance your professional knowledge and career

- Afghanistan and Pakistan
- Africa: Strategic Intelligence Concerns
- China: Intelligence Concerns
- Counterintelligence
- Eurasia
- Leadership and Management in the Intelligence Community
- Strategic Warning Analysis

NIU offers specialized certificates that allow intelligence professionals to focus on specific regional or topical areas of interest at any point in their careers. Find out more at: http://ni-u.edu/wp/academics/certificate-programs/
The Department of Enrollment Services plays a vital role in the success of NIU students, faculty, and administration. Housing the admissions, registration, and advising support functions of NIU, this department follows students from initial contact through admittance, registration, graduation, and beyond. Working with faculty and leadership, the Registrar provides professional advice in the area of enrollment management, develops the academic calendar and manages classroom availability, responds to data and reporting requests from the faculty and Institutional Effectiveness Department, and provides support for the various conferences and symposia occurring each year.

The Admissions staff works with agencies throughout the intelligence and military communities to recruit highly qualified and diverse candidates for NIU full- and part-time programs. NIU’s diverse student body represents a rich mixture of experience across federal agencies, the IC, and all branches of the U.S. military. This diversity is reflected in the policy of the Federal Government as an equal employment opportunity institution committed to the principle that access to education or employment opportunities, including all benefits and privileges, be accorded each person—student, faculty, and staff—on the basis of individual merit and without regard to race, color, religion, national origin, disability, sex, or age.

![NIU 5-Year Enrollment](chart.png)
Fall enrollment for AY 2016 totaled 714 students, including 55 percent military and 45 percent civilian. Full-time students represented 25 percent of enrollment. Of the full-time students, 65 percent were military, and 35 percent were civilian. Of the part-time students, 52 percent were military, and 48 percent were civilian.¹

AY 2016 enrollment represented a 2.9 percent decrease from the previous academic year. Changes in NIU enrollment can be mostly attributed to fiscal policy in the current economic environment affecting the Military Services and federal agencies. Even with this recent decline in enrollment, the University has trended an average increase of 2.4 percent over the past 5 years.²

¹Part-time enrollment includes thesis-only status students.
²Data Sources: AY 2011–12 through AY 2015–16 NIU Fall Census Reports.
Undergraduate Enrollment: Student Characteristics

<table>
<thead>
<tr>
<th>Undergraduate Age and Student Academic Background</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>38</td>
</tr>
<tr>
<td>Average Entrance Grade Point Average (GPA)³</td>
<td>3.25</td>
</tr>
</tbody>
</table>

Undergraduate Student Race/Ethnicity

- African American: 6%
- Asian/Pacific Islander: 6%
- Caucasian: 47%
- Hispanic: 6%
- Native American/Alaskan: 0%
- Two or More Races: 0%
- Other/Unknown: 35%

Undergraduate Student Gender

- Male: 59%
- Female: 41%

³ Student academic background/entrance averages are based on student academic files completed as of October 1, 2015. Students with academic documents outstanding as of October 1, 2015, are not represented.
Undergraduate Enrollment

Undergraduate Student Enrollment—BSI
18 Full-Time Students | 11 Military • 7 Civilian

- Defense Intelligence Agency: 3
- Department of State: 2
- National Security Agency: 2
- U.S. Air Force: 4
- U.S. Army: 4
- U.S. Coast Guard: 1
- U.S. Navy: 2

*Data Source: AY 2015-16 NIU Fall Census Report.*
Graduate Enrollment: Student Characteristics

<table>
<thead>
<tr>
<th>Graduate Age and Student Academic Background</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>37</td>
</tr>
<tr>
<td>Average Baccalaureate GPA</td>
<td>3.27</td>
</tr>
<tr>
<td>Average Graduate GPA</td>
<td>3.63</td>
</tr>
<tr>
<td>Average Graduate Record Exam (GRE) Verbal Score</td>
<td>150</td>
</tr>
<tr>
<td>Average GRE Quantitative Reasoning Score</td>
<td>156</td>
</tr>
<tr>
<td>Average GRE Analytical Writing Score</td>
<td>4.28</td>
</tr>
</tbody>
</table>

Graduate Student Gender

- Male: 70%
- Female: 30%

Graduate Student Race/Ethnicity

- African American: 4%
- Asian/Pacific Islander: 1%
- Caucasian: 30%
- Hispanic: 2%
- Native American/Alaskan: 0%
- Two or More Races: 1%
- Other/Unknown: 62%

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5Student academic background averages are based on student academic files completed as of October 1, 2015. Students with academic documents outstanding as of October 1, 2015, are not represented.
## Graduate Full-Time Enrollment

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th>Students</th>
<th>Military</th>
<th>Civilian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time MSSI Enrollment</strong></td>
<td>129</td>
<td>88</td>
<td>41</td>
</tr>
<tr>
<td><strong>Full-Time MSTI Enrollment</strong></td>
<td>41</td>
<td>23</td>
<td>18</td>
</tr>
</tbody>
</table>

### Departmental Breakdown:

<table>
<thead>
<tr>
<th>Department</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan-Pakistan Hands</td>
<td>3</td>
</tr>
<tr>
<td>Air Force Office of Special Investigations</td>
<td>2</td>
</tr>
<tr>
<td>Defense Intelligence Agency</td>
<td>7</td>
</tr>
<tr>
<td>Department of Homeland Security</td>
<td>1</td>
</tr>
<tr>
<td>Department of State</td>
<td>10</td>
</tr>
<tr>
<td>Federal Bureau of Investigation</td>
<td>1</td>
</tr>
<tr>
<td>National Geospatial-Intelligence Agency</td>
<td>8</td>
</tr>
<tr>
<td>National Security Agency</td>
<td>5</td>
</tr>
<tr>
<td>Office of the Director of National Intelligence</td>
<td>2</td>
</tr>
<tr>
<td>Office of Naval Intelligence</td>
<td>1</td>
</tr>
<tr>
<td>Office of the Secretary of Defense</td>
<td>1</td>
</tr>
<tr>
<td>U.S. Air Force</td>
<td>31</td>
</tr>
<tr>
<td>U.S. Air Force Reserve</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Air National Guard</td>
<td>2</td>
</tr>
<tr>
<td>U.S. Army</td>
<td>32</td>
</tr>
<tr>
<td>U.S. Army Reserve</td>
<td>1</td>
</tr>
<tr>
<td>U.S. Coast Guard</td>
<td>10</td>
</tr>
<tr>
<td>U.S. Marine Corps</td>
<td>2</td>
</tr>
<tr>
<td>U.S. Navy</td>
<td>7</td>
</tr>
<tr>
<td>Afghanistan-Pakistan Hands</td>
<td>1</td>
</tr>
<tr>
<td>Central Intelligence Agency</td>
<td>1</td>
</tr>
<tr>
<td>Defense Intelligence Agency</td>
<td>3</td>
</tr>
<tr>
<td>Department of Homeland Security</td>
<td>1</td>
</tr>
<tr>
<td>Department of State</td>
<td>3</td>
</tr>
<tr>
<td>National Geospatial-Intelligence Agency</td>
<td>2</td>
</tr>
<tr>
<td>National Security Agency</td>
<td>5</td>
</tr>
<tr>
<td>Office of Naval Intelligence</td>
<td>2</td>
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<tr>
<td>U.S. Air Force</td>
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</tr>
<tr>
<td>U.S. Army</td>
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</tr>
<tr>
<td>U.S. Coast Guard</td>
<td>2</td>
</tr>
<tr>
<td>U.S. Marine Corps</td>
<td>3</td>
</tr>
</tbody>
</table>

*Data Source: AY 2015–16 NIU Fall Census Report.*

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*Future Intelligence Challenges*
## Graduate Part-Time Enrollment\(^7\)

<table>
<thead>
<tr>
<th>Part-Time MSSI Enrollment</th>
<th>294 Students</th>
<th>162 Military • 132 Civilian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Force Office of Special Investigations</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Defense Intelligence Agency</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Department of the Army</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Department of Defense (other)</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Department of Homeland Security</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Department of Justice (other)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Department of the Navy</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Department of State</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Department of Treasury</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Drug Enforcement Administration</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Federal Bureau of Investigation</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Marine Corps Intelligence Agency</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>National Geospatial-Intelligence Agency</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>National Security Agency</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>National Reconnaissance Office</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Office of Naval Intelligence</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>U.S. Agency for International Development</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>U.S. Air Force</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>U.S. Air Force Reserve</td>
<td>1</td>
<td></td>
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<tr>
<td>U.S. Air National Guard</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>U.S. Army</td>
<td>19</td>
<td></td>
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<tr>
<td>U.S. Army National Guard</td>
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</tr>
<tr>
<td>U.S. Army Reserve</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>U.S. Coast Guard</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>U.S. Coast Guard Reserve</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>U.S. Congress</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>U.S. Marine Corps</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>U.S. Marine Corps Reserve</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>U.S. Navy</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>U.S. Navy Reserve</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-Time MSTI Enrollment</th>
<th>57 Students</th>
<th>38 Military • 19 Civilian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Intelligence Agency</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Defense Intelligence Agency</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Department of the Army</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Department of Defense (other)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Department of Health and Human Services</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Department of Homeland Security</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Department of the Navy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Department of Treasury</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Federal Bureau of Investigation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>National Reconnaissance Office</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>National Security Agency</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Naval Criminal Investigative Service</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

| U.S. Air Force | 6 |
| U.S. Air Force Reserve | 2 |
| U.S. Army | 8 |
| U.S. Army National Guard | 5 |
| U.S. Army Reserve | 3 |
| U.S. Coast Guard | 1 |
| U.S. Marine Corps | 2 |
| U.S. Marine Corps Reserve | 2 |
| U.S. Navy | 6 |
| U.S. Navy Reserve | 3 |

\(^7\)Data Source: AY 2015–16 NIU Fall Census Report.
## Graduate Thesis-Only Enrollment

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan-Pakistan Hands</td>
<td>2</td>
</tr>
<tr>
<td>Air Force Office of Special Investigations</td>
<td>1</td>
</tr>
<tr>
<td>Central Intelligence Agency</td>
<td>2</td>
</tr>
<tr>
<td>Defense Intelligence Agency</td>
<td>10</td>
</tr>
<tr>
<td>Department of the Air Force</td>
<td>1</td>
</tr>
<tr>
<td>Department of Defense (other)</td>
<td>2</td>
</tr>
<tr>
<td>Department of Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>Department of State</td>
<td>2</td>
</tr>
<tr>
<td>Federal Bureau of Investigation</td>
<td>3</td>
</tr>
<tr>
<td>National Geospatial-Intelligence Agency</td>
<td>7</td>
</tr>
<tr>
<td>National Security Agency</td>
<td>2</td>
</tr>
<tr>
<td>Office of Naval Intelligence</td>
<td>1</td>
</tr>
<tr>
<td>U.S. Air Force</td>
<td>11</td>
</tr>
<tr>
<td>U.S. Air Force Reserve</td>
<td>1</td>
</tr>
<tr>
<td>U.S. Army</td>
<td>11</td>
</tr>
<tr>
<td>U.S. Army National Guard</td>
<td>1</td>
</tr>
<tr>
<td>U.S. Army Reserve</td>
<td>2</td>
</tr>
<tr>
<td>U.S. Capitol Police</td>
<td>1</td>
</tr>
<tr>
<td>U.S. Marine Corps</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Marine Corps Reserve</td>
<td>2</td>
</tr>
<tr>
<td>U.S. Navy</td>
<td>8</td>
</tr>
<tr>
<td>U.S. Navy Reserve</td>
<td>6</td>
</tr>
</tbody>
</table>

*Data Source: AY 2015–16 NIU Fall Census Report.*
### Certificate Enrollment

<table>
<thead>
<tr>
<th>Certificate Program</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliance of Intelligence Operations</td>
<td>6</td>
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<td>Department of Homeland Security</td>
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<td>Department of the Navy</td>
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<tr>
<td>Department of the Treasury</td>
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<tr>
<td>Drug Enforcement Administration</td>
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<td>National Security Agency</td>
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Data Source: AY 2015–16 NIU Fall Census Report.
NIU Academic Center Enrollment

<table>
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<tr>
<th>Academic Center at National Security Agency</th>
<th>Military 1st Year</th>
<th>Military 2nd Year</th>
<th>Civilian 1st Year</th>
<th>Civilian 2nd Year</th>
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<tr>
<td>Academic Center at National Geospatial-Intelligence Agency</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>12</td>
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<td>European Academic Center</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>16</td>
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<td>Quantico Academic Center</td>
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<td>5</td>
<td>10</td>
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<tr>
<td>Southern Academic Center</td>
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<td>14</td>
<td>9</td>
<td>4</td>
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<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>34</strong></td>
<td><strong>27</strong></td>
<td><strong>37</strong></td>
<td><strong>138</strong></td>
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Data Source: AY 2015–16 NIU Fall Census Report. Academic Center enrollment is included in the graduate part-time enrollment data shown on previous pages.
The College of Strategic Intelligence

The College of Strategic Intelligence (CSI) is where students earn the Master of Science of Strategic Intelligence (MSSI) and the Bachelor of Science in Intelligence (BSI) degrees and graduate certificates. Students in the MSSI program study the global environment, frameworks of analysis, intelligence collection, national strategy, and logical reasoning.

CSI endeavors to improve the global and cultural awareness of military and civilian intelligence professionals, provide them frameworks and tools for critical analysis, instill in-depth knowledge of the IC and its support of the national security policy process, and enhance their ability to consider the role and desired impact of intelligence on the strategic level in addition to the role played by their particular agency.

CSI continues to evolve and improve, despite a flat budget and static resources. The 54 assigned full-time faculty taught 293 course offerings to a total of 714 students during the academic year; 208 students completed certificate programs.
CSI Programs of Study

CSI piloted three concentration Programs of Study (PoS). A PoS is a series of at least four tailored courses plus a thesis pertaining to a subject taught within the MSSI curriculum and of interest to the IC.

Initial after-action review indicates this approach is highly successful because it aligns student and faculty research to an area of IC interest, and greatly assists students by providing intensive study of a subject matter of importance to their career development.

CSI Faculty

NIU congratulates:
CSI faculty who have earned doctoral degrees in 2016.

- Dr. D. Shin
- Dr. C. Speranza
- Dr. D. Westbrooks

This year, CSI faculty:

- Published 13 articles and one book
- Presented 29 public papers/lectures to academic panels

CSI Journal

The inaugural issue of the CSI Journal of Strategic Intelligence, edited by Dr. David Belt and Mr. Steve Park, was published with articles written by:

- Mr. Y. Aboul-Enein
- Mr. J. Dillard
- Mr. W. Hugar
- Dr. M. Metcalf
- Mr. S. Park
- Dr. A. Pierce
- Dr. W. Spracher

2016 Programs of Study

1. Defense Intelligence Joint Professional Military Education (JPME)
2. Intelligence Enterprise—Intelligence Leadership and Management
3. Regional Intelligence Issues—China
CSI Faculty

“Operations-Driven Intelligence: Is the Shirt on Backwards?” a journal article written by Ms. Julie Mendosa, and published in the July issue of International Journal of Intelligence and Counterintelligence, describes what value operations-driven organizations bring to the IC and national security.

ABSTRACT

The United States Intelligence Community (IC) has an important role in protecting our national interests from global and domestic threats. The participants in the “community” are numerous agencies, each with specific missions and authorities. Some of the participants have primary roles providing intelligence to U.S. government leadership, others have responsibilities for fulfilling non-intelligence missions but have important roles in sharing information for national security purposes. These non-intelligence agencies have intelligence processes which are somewhat backwards of the intelligence cycle model that is held up as a standard. This paper explores the ways the differences are helpful in contributing to national security efforts, but are also misunderstood. A greater understanding of differences will be valuable for the continued integration and success of the IC.

Mr. Wayne Hugar, an NIU faculty member in CSI, facilitated the 2016 East Asia Symposium in United States Pacific Command. The 2-week education event marked the fourth annual iteration of this classified trilateral working group, which focuses on current and emerging priority intelligence and security topics for East Asia. This year, 18 U.S. and allied civilian and military intelligence professionals subdivided into three smaller trilateral working groups and produced three future scenarios focusing on specific key questions about the East Asia security environment of interest to the IC.

2016 East Asia Symposium participants
(U) The Journal of Strategic Intelligence is an occasional journal of the College of Strategic Intelligence, National Intelligence University. Our purpose is to publish scholarly research by U.S. intelligence analysts and security professionals that constitutes or contributes to strategic intelligence—that is, a comprehensive understanding of current or emerging regional and transnational issues broadly that will significantly impact national security or interests. We seek insightful analysis that more rigorously captures the empirical complexity of these security-related issues, in their diverse causes, shaping factors, as well as the opportunities to contain them or shape them in our national interest. Some of the articles within this journal role this research plays in advancing the understanding of critical strategic intelligence issues.

(U) The Journal of Strategic Intelligence seeks to fill a gap in the various related official and academic journals on strategic intelligence. This focus on strategic intelligence notwithstanding, we have made room in each issue for research related to intelligence improvement—in processes, organization, leadership, security-related education, and understanding of historical regional and transnational issues, to the extent they illuminate those of the present.

(U) Distribution and Classification

(U) The Journal of Strategic Intelligence is an electronic journal (not typically printed), and published in classified and unclassified editions. Unclassified versions of the journal will be distributed via the University’s website at www.ni-u.edu and via e-mail lists to selected stakeholders. The Journal of Strategic Intelligence is registered with ISSN 2470-8658 (Print) and ISSN 2470-8666 (Online).

(U) Contact and Submissions

(U) See the NIU website for contact and submissions information: (http://ni-u.edu/wp/csir/journal-of-strategic-intelligence/).

(U) Disclaimer

{U} The views expressed in the articles and book reviews of this journal are solely those of the authors and do not reflect the official policy or position of the Department of Defense, or any of its components, or the U.S. Government. The articles are products of independent scholarly investigation and are not finished intelligence nor have they been coordinated with U.S. IC agencies.
The School of

Science and Technology Intelligence

There is a compelling strategic need for the IC to have the technical depth, skills, and tools to understand the potential of science and technology (S&T) to affect the United States’ role in the world. The Anthony G. Oettinger School of Science and Technology Intelligence complements the academic programs of the College of Strategic Intelligence by providing students with opportunities for effective research, intelligence education, and interagency outreach within a science-based educational paradigm.

Graduate Concentrations

As the result of extensive curriculum review, the Oettinger School initiated a reorganization of its major curriculum divisions. The former Cyber and Information Operations and Denial and Deception concentrations have been reorganized to more closely align disciplinary expertise and learning outcomes.

The new Cyber Intelligence and Data Analytics concentration now reflects information in the digital world: how it is used, manipulated, and understood. Information in large databases, complex structures, and massively obscure flows of data provide intelligence opportunities for detection and understanding of threats. The Cyber Intelligence and Data Analytics concentration educates students on the rapidly changing foundations and dynamics of the global information environment.

The new Information and Influence Intelligence concentration integrates information and influences intelligence with the cognitive dimension of the global information environment. The Information and Influence Intelligence concentration educates students on the principles, precepts, foundations, and dynamics of shaping the opinions and choices of others. The Denial
and Deception component of the concentration addresses foreign programs that are coherently coordinated to counter U.S. technological superiority or significantly affect U.S. national security interests.

**Cooperative Graduate Research Program**

The Oettinger School’s research program generated numerous successful and classified results through engagement across a broad spectrum of national level organizations addressing subjects ranging from signals intelligence mathematics and materials characterization to systems engineering analysis.

The school’s collaborative outreach program enables students to conduct experimental and analytical research at the Department of Energy National Laboratories and the Federal Bureau of Investigation (FBI). NIU has developed formal relationships with the FBI Laboratory Division, Sandia National Laboratories, Lawrence Livermore National Laboratory, Pacific Northwest National Laboratory, and Los Alamos National Laboratory. The programs enable students to conduct thesis research at the laboratories and provide direct access to world-class scientists for interaction, research, and perspectives on specific S&T intelligence issues.

**Latency, Emerging And Disruptive Technology**

In partnership with the National Intelligence Council and the Department of Energy Office of Intelligence, the Oettinger School continued its work addressing emerging and disruptive technology. This year’s program included a highly successful and focused workshop on “strategic latency” at the Lawrence Livermore National Laboratory. Workshop participants assessed contributions from commercial and non-governmental decisionmaking processes to anticipatory analysis of emerging technologies. The resulting publication was widely circulated and is leading to follow-on research and workshops across the academic and intelligence communities.
Our Students

For the first time, two student teams participated in the annual Cyber 9/12 Student Challenge sponsored by the Atlantic Council and American University’s School of International Service. Now entering its fourth year, the Cyber 9/12 Student Challenge is a one-of-a-kind competition designed to provide students across academic disciplines with a deeper understanding of the policy challenges associated with cyber crisis and conflict. One team won the award for the best decision paper, and the other team placed second overall in the competition against 39 teams from other universities.

Our Faculty

Faculty at the Oettinger School serve in a wide variety of external roles ranging from service on dissertation committees at academic institutions, on panels for ODNI and senior leadership of intelligence agencies, and on panels at the National Academy of Sciences.

Faculty have published papers and articles addressing science and technology. In particular, faculty contributed to War on the Rocks, a web-based platform for analysis, commentary, debate, and multimedia content on foreign policy and national security issues. These articles are highly visible at the Pentagon and numerous other locations.
The President’s Lecture Series

This year’s President’s Lecture Series (PLS) received accolades from students and faculty alike; the deans indicated that this year’s series was the best ever. That is no small praise considering that a weekly lecture series has been a regular component of the full-time student experience for more than 25 years. Formerly known as the Distinguished Speaker Program, the series underwent a significant change in AY 2015 when it was renamed, overhauled, and moved from the Dean’s Office to the Outreach Office at the request of NIU’s president. The goal of the revamped series was to ensure the lectures were more closely tied to the curriculum and relevant to students and faculty.

The keys to success included early planning and closer collaboration with the deans and faculty on the selection and prioritization of topics to be presented during the school year and then working together to find the best speakers for those subjects. Additionally, feedback from previous years’ student evaluations helped improve the series, including environmental adjustments such as better temperature control and sound and audio quality. The series planners also took into account student desires not to have a PLS session during final exam week.

The roster of experienced PLS speakers included agency directors and deputy directors, the Under Secretary of Defense for Intelligence, National Security Advisors, and National Intelligence Managers/Officers, along with other experienced senior leaders of national intelligence agencies and foreign embassies. Their insights delivered a valuable complement to the curriculum, and the sessions provided an opportunity for students to engage IC leaders and subject matter experts in frank, off-the-record question and answer exchanges.
<table>
<thead>
<tr>
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<td>07 DEC 2015</td>
<td>The Challenges of Using Intelligence in a Criminal Trial</td>
<td>29 FEB 2016</td>
<td>Russia and Its World of Existential Threats</td>
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<td>21 SEP 2015</td>
<td>Intelligence Integration at DIA</td>
<td>14 DEC 2015</td>
<td>Intelligence and Counter-Insurgency</td>
<td>07 MAR 2016</td>
<td>Space and Technical Intelligence</td>
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<td>26 OCT 2015</td>
<td>Transnational Nuclear Materials Issues</td>
<td>11 JAN 2016</td>
<td>Complexities of Counterterrorism in the Post Arab Spring</td>
<td>21 MAR 2016</td>
<td>Five Eyes Intelligence Integration in the IC</td>
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<td>23 NOV 2015</td>
<td>FBI Intelligence and Intelligence Integration</td>
<td>01 FEB 2016</td>
<td>The Dark Net: Characterization of Anonymous P2P Networks</td>
<td>30 MAR 2016</td>
<td>11 Technology Trends and Challenges: Mobile Tech and Encryption</td>
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<td>30 NOV 2015</td>
<td>Deterrence and Arms Control in the Information Age</td>
<td>22 FEB 2016</td>
<td>Education, Intelligence, and the Way Forward</td>
<td>04 APR 2016</td>
<td>Unity of Effort: The Continued Importance of Intelligence Integration</td>
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</table>
The Center for Strategic Intelligence Research

NIU’s Center for Strategic Intelligence Research (CSIR) houses several research initiatives, each of which is led by an experienced research faculty member. CSIR research faculty consult with senior analytic leadership and other University faculty to develop a strategic research agenda that focuses on issues of mutual interest. Research faculty then either conduct the research themselves or collaborate with scholars from academia to provide lectures and written products that broaden and deepen analytic knowledge in their given subject matter areas. This year, CSIR hired new researchers to lead initiatives on South East Asia, Advanced Analysis, and Global Futures.

AY 2016 initiatives focused on Africa and the Western Hemisphere. The Western Hemisphere Research Initiative studied Haiti and included outreach and research activities. A seminar at the State Department brought together academic experts and IC analysts to discuss Haiti’s troubled presidential election, and the Initiative’s senior fellow provided expert advice to the State Department’s Bureau of Conflict and Stabilization Operations on the status of the UN peacekeeping mission in Haiti.

The Africa Research Initiative (ARI) focused on political succession, democratization, and terrorism. Two academic newsletters were published on the Great Lakes Region and democratization. ARI also produced CSIR Research Reports on Zimbabwe, Tanzania, and terrorism. A day-long symposium on Africa was held in partnership with ODNI and NIU’s Office of Outreach.
Research Outreach

This year, CSIR also collaborated with NIU’s Office of Outreach to develop a seminar on the presidential election in Haiti and a day-long symposium on Africa.

NIU Research Fellows

Since the launch of the Research Fellows program in 2003, CSIR has hosted up to nine fellows per year from various intelligence agencies and the Military Services.

During the 12-month tenure of the fellowship, participants are released from routine duties and based away from their home offices, working on their own or collaboratively on research projects. Successful candidates demonstrate an ability to be creative, think critically, and work independently.

CSIR provides fellows with full access to CSIR research staff and NIU faculty to help craft their research design, as well as access to National Intelligence (NI) Press editorial staff to assist with research publication. CSIR also provides research travel funding, computers, and workspace. The program is open to mid-career or senior intelligence professionals and military personnel. Fellows are encouraged to publish their research in classified and unclassified intelligence periodicals, journals, newsletters, and magazines.

This academic year, four NIU Research Fellows conducted research on biometrics; additive manufacturing; communication among allies; and the National Reconnaissance Office.
Fellows Research Products Highlighted This Year

Read the full products on NIU’s website at [http://ni-u.edu/wp/csir/research-fellows-program/2016](http://ni-u.edu/wp/csir/research-fellows-program/2016)
National Intelligence Press

The **NI Press publishes the work of faculty, research fellows, students, and IC professionals.** It encourages its authors to introduce new perspectives on topics of critical interest to the IC and, more broadly, the U.S. government. Since its founding in 1996 (originally as the NDIC Press), the Press has established itself as a major resource for the IC. Its publications have become mainstays in IC classrooms and serve as indispensable tools for analysts, collectors, and others seeking new outlooks and paths to professional development.

The NI Press Editorial Board includes members from NIU’s Board of Visitors, faculty, and the Office of Research. The Editorial Board reviews submissions and votes on which manuscripts the Press should publish.

The Press has an online catalog with more than 40 titles available for free download that are accessed over 4,000 times a month. The Press continues to convert its titles to eBook format.

As a U.S. government publisher, the NI Press partners with the Government Printing Office (GPO) to showcase its publications online via the GPO Bookstore, which in turn partners with commercial booksellers including Amazon. Government employees may request complimentary books through the NI Press; on average, the Press receives 40 book requests each month. Its strong presence at gatherings such as the International Studies Association and the International Association for Intelligence Education helps the NI Press to engage with leading academics and calls attention to key research by NIU faculty and students.

New publications from the Press highlight incisive research conducted at NIU. These titles include:

- In **Intelligence Management in the Americas**, co-editors Russell Swenson and Carolina Sancho Hirane bring together 22 authors from across the Americas to address the present and future contexts for managing intelligence in the Western Hemisphere. They examine intelligence management options that could be adopted by the governments in the region.

- **Gestión de Inteligencia** is the Spanish-language version of *Intelligence Management in the Americas*. This translation makes the ideas in the book accessible to a broader range of academics and others throughout the hemisphere.
Library Services

The John T. Hughes Library plays a key role in enhancing the work of students and intelligence professionals by providing all-source research assistance, instruction, and comprehensive collections and tools. Guided by the standards for libraries in higher education set by the Association of College and Research Libraries (ACRL), the John T. Hughes Library is committed to the principles set forth, including increased accountability to the students and administration of NIU.

Research Services and Library Instruction

During AY 2016, research librarians continued to improve core research methods instruction for NIU and DIA. In response to student feedback, instruction was streamlined to eliminate repetitiveness and to improve language and guidance for citations and the curriculum. In addition, the research librarians taught several workshops:

- Citations and RefWorks
- Classified Information Resources
- Google Like a Librarian
- Introduction to Data Resources
- JTH Library Databases in Depth
- Literature Review
- Locating International Resources
- Locating Primary Sources
- Research Strategies

Workshops, taught on a rotating schedule every week, reinforced the research methods curriculum, but at a deeper level. Additionally, the library tested an evening research services program for NIU’s part-time students.
Access Services

The library circulation/technical services staff enhanced customer service by ensuring clear communications, policies, and procedures for University faculty, staff, and students. The library circulation staff also provided students and faculty with excellent resources, including textbook distribution and access to unclassified academic research.

Library Resources

The library budget stayed firm with 70 percent allocated for research content (65 percent of which was e-content) and 18 percent allocated for textbook purchases. The library added over 5,000 new items to the general collection (e.g., books, maps, DVDs, audio CDs). In an effort to increase student research productivity, the library continued to maintain subscriptions to RefWorks, 360 Link Resolver, and Serials Solutions A-Z list, and it added Sage Research Methods Online. The library added/enhanced subscriptions to Ebrary, OneClickDigital, Films on Demand Digital Service, and Foreign Policy Journal Online. In addition to 26 research databases, students have access to DNI’s Open Source Center commercial content and other research resources through contract agreements.
NIU’s websites provide important, accurate, and up-to-date information to current and prospective students, alumni, key stakeholders, and increasingly, to researchers and communities of interest for specialized research topics. This year, NIU branched out with expanded use of social media. NIU’s presence on YouTube was driven by the impetus to highlight interviews with NI Press authors, promoting their latest publications. LinkedIn will be utilized more often by the newly established Alumni Association to provide an opportunity to keep alumni engaged and connected to the University. NIU’s introduction to Twitter was kicked off at one of the largest outreach events that NIU has participated in—The Africa Symposium. The symposium provided NIU an opportunity to engage with many subject matter experts, as well as government and industry partners, think tanks, and academic institutions that were in attendance. The social media strategy is predicated on developing an opportunity to provide new target audiences with many key messages that NIU is promoting, including showcasing our role as a think tank for the IC. It is anticipated that the increased social media presence will direct more visitors to the public-facing website.

The University’s public-facing website (www.ni-u.edu) experienced the highest volume of traffic since it was launched in 2011, averaging more than 8,000 visitors per month throughout the year. NIU’s catalog continues to be the most downloaded publication, but new content pages continue to attract new visitors to the site, providing greater visibility to the breadth of the NIU mission.
The new web page for NIU’s Africa Research Initiative (ARI) was viewed more than 400 times in the first month after its launch. In December, the Upcoming Outreach Engagements tool launched on the Joint Worldwide Intelligence Communications System (JWICS) providing a consolidated listing of analytic outreach events of interest to members of the IC. The new tool, which is updated regularly, immediately became one of the top visited pages on the classified website. A transition information page dedicated to the main campus move to Bethesda was launched, which includes a relocation fact-sheet, historical timeline, and “Frequently Asked Questions.” The web article titled “Former President George H. W. Bush Awarded Honorary Degree” was the top story for many weeks. The same article was posted to the DIA Facebook page and had more than 34,000 views in one week.
NIU Remembers Key Leader in University’s Early History

Former Congressman Louis Stokes (1925–2015) was a key congressional ally during one of the most important turning points in the early history of NIU.

As an influential member of the House of Representatives in the late 1970s, Stokes helped garner congressional support for the initial legislation authorizing the school to award a master’s degree in intelligence. The law passed in 1980, and the degree it authorized—the Master of Science of Strategic Intelligence—is today a valued credential held by thousands of career intelligence professionals.

Representative Stokes continued to be a friend and ardent supporter for decades. He was awarded an honorary Doctor of Strategic Intelligence in 1987 during the school’s 25th anniversary year, and he later served on the school’s Board of Visitors for more than a decade, from 1988 to 2001. NIU President Dr. David Ellison noted that “the unwavering support and legislative savvy of former Representative Stokes during those early years set the stage for the (then) Defense Intelligence School to evolve into what is today a robust, rigorous university that is truly the center of academic life for the Intelligence Community.”

For NIU, former Representative Stokes’ legacy carries on with each succeeding class of graduates who earn the MSSI degree that he played such a central role in establishing.
NIU Celebrates the Life of Storied Code Breaker, NSA Leader, and Advisor

Ann Caracristi (1921–2016) was an iconic member of America’s greatest generation with close ties to NIU.

Ms. Caracristi began her career as a code breaker in World War II and rose through the ranks to become one of the highest ranking members of the IC by serving as Deputy Director of the National Security Agency.

Ms. Caracristi served on NIU’s Board of Visitors for 7 years, from 1994 to 2001, working with her board colleagues to provide independent advice on matters related to the mission, policy, accreditation, faculty, students, facilities, curricula, educational methods, research, and administration of the (then) Joint Military Intelligence College.

In recognition of her remarkable career achievements, NIU presented Ms. Caracristi an honorary degree in 2003 and named an academic award after her. The Ann Caracristi Naval Intelligence Foundation Award for Academic Excellence is now presented each year at graduation for highest scholastic achievement in the graduate program by a student in one of the maritime services—Navy, Marine Corps, or Coast Guard.

Ms. Ann Caracristi (right) presents the inaugural graduation award in her name to Captain Jeff Takle, USMC in Tighe Auditorium in July 2002
Former President George H. W. Bush Awarded Honorary Degree

On March 8, NIU presented the Honorable George H. W. Bush with an honorary Doctor of Strategic Intelligence degree, recognizing the 41st President of the United States as “an exemplar of the highest ideals of service to the security and well-being of the nation.” The honorary degree was presented by NIU President Dr. David Ellison during a small ceremony at President Bush’s Houston office. Also in attendance were former First Lady Barbara Bush and Ambassador Ryan Crocker, Dean of the George Bush School of Government and Public Service at Texas A&M University.

President Bush has a long record of distinguished service to his country. As the 41st President of the United States, he was the ultimate user of U.S. intelligence. Before his service as the Commander in Chief, he was a naval aviator in World War II, Congressman from Texas, Ambassador to the United Nations, Chief of the U.S. Liaison Office in Beijing, Director of Central Intelligence at the CIA, and Vice President of the United States under President Ronald Reagan. Throughout this distinguished career, President Bush was the consummate intelligence consumer and practitioner, balancing the needs of national security and the values of democracy.
NIU Students Recognized for Work on Ebola Crisis

On February 22, two NIU students, U.S. Coast Guard Petty Officer Robert Jones and Lieutenant Eliezer Gonzalez, were awarded the National Intelligence Meritorious Unit citation. The students’ efforts resulted in the identification of several thousand passengers and vessels connected to Ebola-affected regions, which led to additional port screenings. The team’s innovative work combating the Ebola virus will serve as a valuable model for battling future communicable disease outbreaks.
Mr. Wayne Hugar Wins the 2016 NIU Faculty Research Award

Mr. Wayne Hugar’s research identified causal factors for China’s initiation of large-scale land reclamation and infrastructure construction on its occupied Spratly Island features in the South China Sea in 2014. The purpose of this research was to identify likely causes and to determine whether there was evidence from official Chinese government sources that were publicly available before China commenced the projects. Mr. Hugar’s research resulted in 14 contributions of unique and significant value to NIU and the IC, including articles, briefings, and other products.

Mr. Hugar teaches courses on the key strategic drivers and characteristics of the global security environment, as well as China and East Asia intelligence issues, such as internal stability, politics and governance, national strategies and foreign policy, economy and trade, military and security, maritime and land border disputes, and potential crisis issues throughout East Asia. He is the program manager for NIU’s first regional intelligence education Program of Study for China and East Asia and manager of NIU’s Introduction to China in Intelligence Studies certificate.

Mr. Hugar’s work was assisted greatly by a faculty research quarter granted by the College of Strategic Intelligence. This support allowed Mr. Hugar the time needed to pursue an in-depth study of China’s land reclamation efforts in the South China Sea.
The Quantico Academic Center Graduates First Cohort

Quantico Academic Center (QAC), located on the campus of the FBI Academy in Quantico, Virginia, completed its second full academic year, graduating its first cohort of part-time MSSI students and its second cohort of part-time students in the Certificate of Intelligence Studies (CIS) in Counterintelligence program. In total, 37 students, representing 18 different organizations and agencies, took classes at the QAC during the academic year with 5 earning the MSSI and another 14 earning the CIS in Counterintelligence. QAC was established in 2014 and is a collaborative effort among NIU, FBI, and Marine Corps Intelligence Activity (MCIA).

QAC primarily serves students who live or work in the vicinity of Marine Corps Base Quantico (MCBQ). Federal agencies/activities located in the immediate vicinity of MCBQ include the FBI, MCIA, Marine Corps Combat Development Command, Marine Corps Operational Test and Evaluation Command, Marine Corps Network Operations and Security Center, Marine Corps Information Operations Center, Marine Corps Systems Command, Defense Intelligence Agency Office of Counterintelligence, Drug Enforcement Administration, Defense Security Service, Naval Criminal Investigative Service, Air Force Office of Special Investigations, Army Intelligence and Security Command, and the Army Criminal Investigation Command. These various agencies and activities support a large and diverse student population, and enrollment at QAC continues to exceed expectations.

QAC students can earn either an MSSI over 2 years or a CIS in Counterintelligence over a single year. The FBI provides a full-time director and staff officer to operate the center; MCIA supplements this with a part-time liaison officer. QAC faculty consists of both full-time faculty members from the main campus and adjunct faculty members. Adjunct faculty deliver approximately 40 percent of the instruction.
NIU President Dr. Ellison Announces Retirement

NIU President Dr. David Ellison announced his intention to retire from the presidency of NIU at the fall convocation ceremony for the 2017–18 academic year. The early announcement allows the University time to conduct a national search for the next president, while Dr. Ellison manages completion of the major portion of the university’s decennial reaffirmation of accreditation process and graduates the first class of students from the new campus.

Appointed in 2009, Dr. Ellison has overseen the institution’s transformation from college to university, the establishment of the Anthony G. Oettinger School of Science and Technology Intelligence, and the expansion of the University’s research and outreach missions. In making his announcement, Dr. Ellison assured IC leaders and the University’s Board of Visitors that he will dedicate himself to the continued advancement of NIU through his final day on the job, insisting “the future of NIU is too important to do anything less!”

Dr. David Ellison addresses the student body in Tighe Auditorium
End of Program Student Feedback

Measuring What Matters

At the end of the academic year, students are asked to reflect on their educational experience and the expected long-term effect of their NIU education on their careers. NIU takes full advantage of this feedback to enhance institutional planning and administration, academic programs, and student support services.

Provided is a sampling of the feedback from the 2016 End-of-Program Survey.11

Recommended Focus Areas

- The part-time student connection.
- Non-traditional student (Reserve/JPME) support.
- Consistent and timely information to the whole student body.
- Unfailing quality among the faculty cadre—full-time and adjunct alike.
- Dependable classroom technology for distance students.

“There was a good mix of student background and course offerings.”

“The program offered a great opportunity to train in a joint environment.”

“What a great experience!”

“Courses were incredibly relevant!”

“Wealth of knowledge among the faculty was exceptional.”

“NIU’s BSI program is truly an exceptional and comprehensive program of study for anyone in the intelligence field, military and civilian alike.”

“You get out of the program what you put into it.”

“As a remote student, it was an interesting experience.”

“The program of instruction was challenging and rigorous.”

“I really enjoyed the graduate certificate program.”

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Key Findings

97% Satisfied with their student experience at NIU.

98% Satisfied with their education at NIU.

95% Would recommend their degree program to a friend or colleague.

Quality of Instruction

- Satisfied: 88%
- Neutral: 10%
- Dissatisfied: 2%
Strength Rating by Learning Competency

<table>
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<th>Competency</th>
<th>Strong</th>
<th>Moderate</th>
<th>Weak</th>
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<tr>
<td>Critical Thinking</td>
<td>82%</td>
<td>14%</td>
<td>4%</td>
</tr>
<tr>
<td>Analysis</td>
<td>78%</td>
<td>18%</td>
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<tr>
<td>Communication</td>
<td>84%</td>
<td>14%</td>
<td>2%</td>
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<tr>
<td>Engagement</td>
<td>76%</td>
<td>18%</td>
<td>2%</td>
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<tr>
<td>Mission Awareness</td>
<td>82%</td>
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<td>7%</td>
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<tr>
<td>Professionalism</td>
<td>91%</td>
<td>7%</td>
<td>2%</td>
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</tbody>
</table>

Future Intelligence Challenges
2016 Commencement Honorees and Awards
**2016 Commencement Speaker and Honorary Doctorate Recipient**

**Sir Richard Dearlove**, KCMG, OBE served as Chief (known as “C”) of the British Secret Intelligence Service (SIS) from August 1999 until his retirement in July 2004. For the preceding 5 years he was Director of Operations and from 1998, Assistant Chief. As Director of Finance, Administration, and Personnel, he also oversaw the move of SIS into its headquarters building at Vauxhall Cross in 1994. He is a career intelligence officer of 38 years standing and has served in Nairobi, Prague, Paris, Geneva, and Washington, as well as in a number of key London-based posts.

Sir Richard was Master of Pembroke College, Cambridge 2004–15. Pembroke College, founded in 1347, is the University’s third oldest college. He is Chair of Trustees of the University of London; a trustee of the Kent School, Connecticut; Honorary Fellow of Queens’ College Cambridge; senior adviser to several international companies, including the revamped AIG; Chairman of Ascot Underwriting; and a Director of Kosmos Energy.

President David Ellison presents Sir Richard Dearlove with an honorary doctorate
Honorary Doctorate

The Honorable George H. W. Bush

Former President George H. W. Bush presented with an honorary doctorate (left to right): Dr. Susan Studds, Provost; Dean Don Hanle; and Dr. David Ellison
2016 Honorees and Awards

The A. Denis Clift Award

Ms. Sara Sorensen,
U.S. Department of State

The Ann Caracristi Naval Intelligence Foundation Award for Academic Excellence

Lieutenant Commander Jennifer Konon,
U.S. Coast Guard

The Barton Whaley Denial and Deception Research Award

Major Matthew Butler,
U.S. Air Force

The Elizebeth S. Friedman Award

Ms. Maria-Kristina Hayden,
Defense Intelligence Agency

The Fleet Admiral Chester W. Nimitz Archival Research Award

Mr. Eugene Lepley III,
National Geospatial-Intelligence Agency
The Foreign Area Officer Association Lieutenant General Vernon A. Walters Award for International Affairs

Major David Sawyer,
U.S. Air Force Reserve

The Judge Allan Nathaniel Kornblum Award

Awarded to Student,
Defense Intelligence Agency

The Lyman B. Kirkpatrick Jr., Award

Captain John Cook II,
U.S. Army

The Michael D. Kuszewski, Lieutenant Colonel, United States Marine Corps, Award

Awarded to Student,
U.S. Air Force

The Military Order of the World Wars Award

Ms. Kim Robbins-Segers,
U.S. Department of Justice
The NIU Faculty Research Award

Mr. Wayne Hugar,
National Intelligence University

The National Intelligence Officer for Cyber Intelligence Research Award

Ms. Tracey Leak,
Office of Naval Intelligence

The National Intelligence Officer for S&T Award

Ms. Kirsten Lalli,
National Security Agency

The National Intelligence University Intelligence Research Award

Ms. Mary Catherine Holloway,
National Geospatial-Intelligence Agency

National Military Intelligence Association Award

Undergraduate Award:

Sergeant First Class Timothy Davey,
U.S. Army

Graduate Award:

Ms. Kirsten Lalli,
National Security Agency
The Noncommissioned Officers Association

Military Excellence Award

Undergraduate Award:
Awarded to Student,
U.S. Coast Guard

Graduate Award:
Master Sergeant Curtis Zeiders III,
U.S. Air Force

The Reserve Officers Association Award for Outstanding Scholarship and Military Leadership

Colonel Daryl Brach,
U.S. Army National Guard

The Scientific and Technical Intelligence Committee Award

Ms. Mary Catherine Holloway,
National Geospatial-Intelligence Agency

The Robert D. Beland Memorial Award for Excellence in Teaching

Dr. Shelly Bumphus,
National Intelligence University
NIU Alumni and Events

NIU Class of 2015 Graduate Joins the USAF Thunderbirds

NIU Class of 2015 graduate **Major Kevin “Löwen” Walsh** was selected as the next Director of Operations for the U.S. Air Force Air Demonstration Squadron, the Thunderbirds. Walsh amassed nearly 2,000 hours in the F-16 and has flown over 100 combat sorties in support of Operation IRAQI FREEDOM and Operation ENDURING FREEDOM.

A U.S. Air Force Weapons School graduate, Walsh completed an assignment teaching at its European equivalent prior to attending NIU. He graduated from the University in impressive fashion, complementing his Master of Science of Strategic Intelligence degree with a concentration in Eurasian Studies.

Speaking of his experience at the University, Walsh stated, “NIU provided a varied and rigorous academic curriculum that challenged my ability to think both critically and strategically. The extremely diverse student body gives new meaning to the term ‘joint,’ which allowed access to a variety of experiences, knowledge, and concerns, regarding national security.

Moreover, the school provided access to a multitude of think tanks and conferences that can only be found in the DC area. Attendance at these activities was not only facilitated and encouraged, but incorporated into some of the elective courses. This extended the educational experience beyond the walls of the school and into the real world of strategic policymaking.”

Walsh concluded, “I have no doubt that the unique experience at NIU will add value to my equally unique assignment with the Thunderbird team.”
The Alumni Survey Says…

**My Education at NIU:**

- **96%** Better prepared me to **seek out, evaluate, and integrate a variety of perspectives.**
- **97%** Better prepared me to **understand the interrelationships among IC components.**
- **92%** Better prepared me to **identify and use principles, rules, and relationships to construct sound, valid, and clear arguments.**
- **95%** Better prepared me to **apply knowledge of concepts and terminology with respect to intelligence capabilities across all IC disciplines.**
- **89%** Better prepared me to **apply knowledge of policies and directives with respect to intelligence capabilities across all IC disciplines.**

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The Alumni Survey Says…

**With my NIU degree, I feel better qualified for:**

- **Senior officer responsibility.** 85%
- **Joint assignments.** 88%
- **Combined assignments.** 79%
- **Interagency assignments.** 90%

**Noticeable improvements after earning my degree at NIU:**

- **Immediate, usable knowledge returning to my home office.** 90%
- **Improved research skills.** 94%

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NIU Alumni and Events

In a first for the University, 2015–16 saw the creation of a formally chartered alumni organization, which has been a goal of NIU President Dr. David Ellison since his arrival in 2009. On September 29, 2015, the National Intelligence University Foundation (NIUF) established the NIU Alumni Association as a program of the foundation. The first slate of alumni officers was drawn from the “charter group” which had worked for the previous year and a half to lay the groundwork for the organization. The officers immediately began taking the next steps to build the organization, including developing the membership and providing networking opportunities and social and professional events. The NIU Alumni Association website (http://niuf.org/alumni-welcome/) was launched in May, a LinkedIn page established in June, and the first-ever association-sponsored networking/social event was held at the City Club of Washington, DC, in early July.
Events And Activities

Throughout the year, the NIU Office of Alumni Relations continued to deliver a full program of alumni events and activities designed to nurture the continued development of a robust campus community, while also providing the newly created NIU Alumni Association with an operational model to emulate as it moves forward. In 2015–16, the NIU Office of Alumni Relations incorporated more alumni into the planning and execution of events than in any prior year, including the “From Generation-to-Generation” dinner series, the fourth annual homecoming brunch, and a fourth annual reunion at the main campus. Again this year, the number of attendees continued to grow over previous years’ totals: more than 250 alumni participated in alumni events this year. The 2016 Reunion was the largest to date and received high praise from the alumni who attended.
The 2016 Alumni Reunion attracted a record number of attendees for a full day of learning, networking, and reconnecting in June 2016.
Outreach and Networking

The alumni distribution list now boasts nearly 5,000 contacts. NIU keeps alumni in-the-know and ready to serve as effective “ambassadors” for the University. Speaking of ambassadors, the first alumnus to be appointed a U.S. Ambassador, Todd Chapman ’00, was named U.S. Ambassador to Ecuador in January 2016.
Alumni outreach and networking contribute to the success of the University’s strategic communications goals. One sign that the sustained alumni relations efforts are beginning to pay off is the growing number of alumni expressing a desire to establish alumni networks in their own areas. This year individual alumni in the greater Boston area, St. Louis, San Antonio, and Fayetteville have taken steps to connect and network with nearby NIU alumni. The Office of Alumni Relations is working closely with the NIU Alumni Association leadership to support the development of these micro-networks as steps in the strategic goal toward having a worldwide NIU alumni network “second to none.”