CAMPUS EFFECTIVENESS PLAN

Academic Year 2024-2025

Inter-American Defense College (IADC)
Fort Lesley J. McNair, Washington, D.C.
Campus Effectiveness Plan
30 July 2024– 30 July 2025

This Campus Effectiveness Plan establishes an annual process to collect, analyze, and share data on the effectiveness of the IADC as an institution and its education services in accordance with its Assessment Review Process Procedures Plan. It serves the planning and decision-making processes framed by the perspective and analysis of direct and indirect data from current and previous years.

Valid for Class 64

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I. Overview

A. Mission

> **"**
>
> **To prepare military, national police, and civilian government officials from member states of the OAS to assume senior Strategic-level positions within their government, through graduate and advanced level academic programs in defense, security, and related disciplines focused on the hemisphere.**
> **"**

B. Vision

> **"**
>
> **To sustain our recognition as the premier joint, interagency, intergovernmental, and multinational academic institution in defense and multidimensional security studies of the hemisphere. 'La Mejor'.**
> **"**

C. Values

The College's values guide all institutional decisions and actions, aiming to sustain our status as "La Mejor." These principles, based on IADC Regulations and the Strategic Plan's Regulatory Framework, direct staff, and faculty in their duties:

Academic Rigor: Demonstrated by our accredited and licensed graduate curriculum.

Academic Freedom: Encourages creative thinking, innovative research, and free expression for all.

Academic Integrity: Commitment to honesty, trust, fairness, respect, and responsibility, promoting ethical behavior.

Mutual Respect: Ensures respectful and professional interactions within the IADC community.

D.   Strategic Plan (2022-2025)

IADC's assessment efforts are integrated throughout the institution to ensure alignment with its Mission, Vision, Values, Strategic Objectives, and Learning Outcomes at all levels. The Strategic Vision drives the institutional mission, achieved through four updated Strategic Objectives (SO) and their Associated Objectives:

SO 1: Sustain Academic Excellence

Core Focus: Teaching and learning.

Commitment: Preparing future Strategic leaders through academic excellence.

Linkages: Strategies (a), (b), and (d) of the IADB Strategic Plan.

SO 2: Enhance Strategic Partnerships and Alumni Relationships

Core Focus: Strengthening institutional relationships and alumni participation.

Commitment: Support the educational mission and reinforce academic capabilities and reputation.

Linkages: Strategies (a), (b), and (c) of the IADB COD Strategic Plan.

SO3: Prioritize Diversity and Breadth of Institutional Participation and Influences

Focus: Embracing diversity across genders, languages, nationalities, sectors, disciplines, learning modalities, and resources.

Commitment: Engaging a broad set of international stakeholders to address multidimensional defense and security challenges.

Linkages: Strategies (a), (b), and (d) of the IADB Strategic Plan.

SO4. Improve Sustainability of Institutional Processes and Mission–Driven Alignment of Resources

Focus: Ensuring mission alignment, sustainable processes, predictable funding, and systematic assessment.

Commitment: Establishing clear, data-focused processes to drive improvement and maintain institutional memory.

Linkages: Strategies (b), (c), and (d) of the IADB Strategic Plan.

E. Systematic multilevel internal and external assessment

The IADC's unique position as an institution supported by OAS Member Nations, which contribute both fiscal and human resources, requires a robust assessment framework to provide feedback to its stakeholders. This framework, known as the Assessment and Review Process and Procedures Plan (ARP3), outlines a strategic and systematic approach to enhancing the quality of the student learning experience. The ARP3 ensures continuous and dynamic review processes that align with the institution's Vision, Mission, Strategic Objectives, Institutional Learning Outcomes, and guiding Values. It emphasizes continuous improvement in educational methods, teaching environments, and institutional effectiveness, while also addressing ethical considerations raised by the Ethics Committee.

The ARP3 is crucial for the IADC, encompassing assessments at the institutional, program, and course levels. Each department is responsible for designing and implementing its assessment processes, which leads to institution-wide improvements. This comprehensive assessment ensures effective mission accomplishment and informed decision-making, particularly in budget prioritization. The framework integrates both internal and external evaluations, using direct and indirect measures to assess performance. Designed for efficiency and effectiveness, the ARP3 supports systematic and sustainable processes, facilitating ease of implementation and cost-effectiveness in resource management.

Key Components of the ARP3 are centered in continuous improvement: enhancing educational methods, teaching-learning environment, and institutional effectiveness. Levels of Assessments are broken down into institutional, program, and course-level assessments.

Assessment Level	Direct Measures (D)	Indirect Measures (I)
Student Learning/Academic Evaluation	Rubrics, Oral Exams, Writing Samples, Capstone Projects, Faculty Reports, Students Mid-Term Feedback	Surveys, Syllabus Analysis Report, Student Survey and Report, Admission/Graduation Rates, Course Assessment Report, Program Learning Outcomes Evaluation,
Institutional Performance	Departments' Performance Evaluations, IPRs, Long-Range Meetings, Planning Scoresheets, After Action Reports, Organizational Climate Survey, Government-Employer and Alumni Survey Report	External Academic Advisor Review, External Peer Review, Climate Surveys, Feedback from Stakeholders, Lessons Learned Report, End-of-Year Assessment Report, Campus Effectiveness Plan

The institution undergoes several external assessments to ensure accountability and continuous improvement. These include feedback from the IADB Council of Delegates during periodic meetings with IADC leadership, accreditation and licensure-related peer review processes, assessments by External Academic Advisors (E2A), and evaluations of the program and MSCHE accreditation expectations through External Peer Reviews (EPR). These external evaluations provide valuable insights and help maintain lofty standards across the institution.

Strategic Plan elements, such as the mission, values, and guiding principles, are evaluated through measurable objectives detailed in periodic Strategic Plan scoresheets submitted by each department. These scoresheets are reviewed by the Strategic Planning Committee (SPC), which includes representatives from all departments. The final review is conducted by the Command Triad, which recommends improvements and tracks the progress of the Strategic Plan, ensuring alignment with institutional goals and objectives.

F. Planning and resource allocation

The IADC's current Business Plan (2022) categorizes its resources into three fundamental areas: Personnel, Finance, and Infrastructure. These categories are detailed in various annexes and appendices, including the HR Plan, Financial Plan, Program Objective Memorandum (POM) Cycle, and others. The plan also includes annexes on external funding sources, such as the Inter-American Defense College Foundation Voluntary Fund and the United States Southern Command (USSOUTHCOM) Traditional Commander Activities (TCA), which support conferences, seminars, and workshops.

The IADC operates under the auspices of the OAS and serves as the educational organ of the Inter-American Defense Board (IADB). Established under the IADC Regulation, which is approved by the IADB, the college has unique considerations affecting its personnel, finance, and infrastructure planning. Unlike other institutions, the IADC does not charge tuition or participate in U.S. Department of Education Title IV funding. Instead, it receives funds from the U.S. Department of Defense and the OAS. As an international entity, the OAS has a unique legal and financial system, requiring the IADC to carefully manage its funding streams. Fort McNair's Department of Public Works (DPW) handles most infrastructure projects, and personnel are a mix of Host Nation military and civilian staff, Voluntary National Contributions (VNCs), and contracted employees.

The IADC's Human Resources Plan is designed to ensure effective and efficient operations. The organizational structure, adopted by the IADC Director, is a flattened model that provides flexibility and division of labor to address high personnel turnover, decreased host nation support, and variable resource allocations. With approximately 60% of staffing dependent on VNCs, there can be potential inconsistencies in skills and backgrounds. To mitigate this, the Personnel Division communicates early with OAS member states to maintain continuity by sourcing replacements from the incumbent's nation or soliciting other member nations if necessary.

Financially, the IADC is supported through a combination of OAS funding, host nation contributions, and in-kind support from OAS member nations. **The OAS provides about 9% of the total funding through the IADB, while the U.S. Department of Defense, via the Department of the Army, supplies the remaining 91% for academic curriculum, facilities, and U.S. staff and students**. The IADC also receives supplemental funding from various DoD and Department of State entities and can submit Unfunded Requirement Requests (UFR) for additional funding. The Program Objective Memorandum (POM) in the IADC Business Plan outlines the fiscal planning for future years in accordance with Service Program Guidance (SPG) and Defense Planning Guidance (DPG).
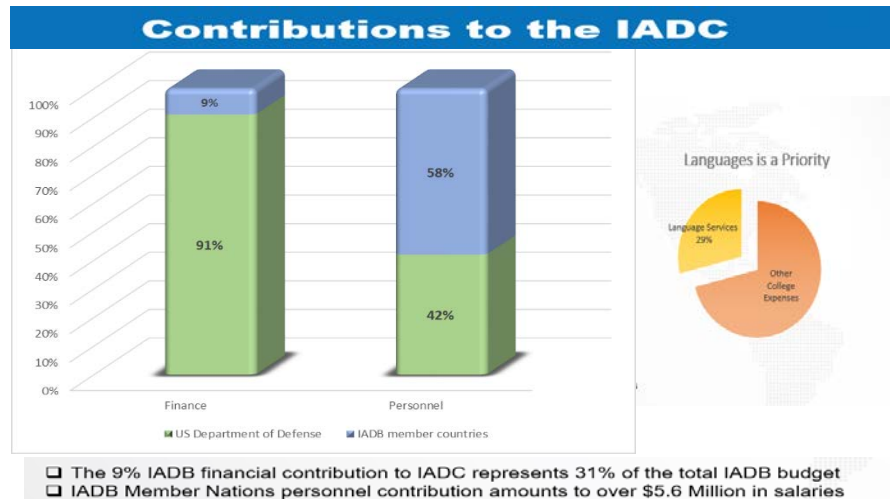
Contributions to the IADC

- US Department of Defense
- IADB member countries

Finance: 9% / 91%
Personnel: 58% / 42%

Languages is a Priority
- Language Services 29%
- Other College Expenses

❑ The 9% IADB financial contribution to IADC represents 31% of the total IADB budget
❑ IADB Member Nations personnel contribution amounts to over $5.6 Million in salaries

Table 1: Financial and Staff/Faculty contributions from IADB member nations, Source: IADC Master Brief, July 2024.

The IADC's infrastructure and material needs are managed primarily by Fort McNair's DPW, ensuring that projects are handled efficiently. The college also benefits from external funding sources, such as the Inter-American Defense College Foundation Voluntary Fund and the USSOUTHCOM TCA, which support conferences, seminars, and workshops. This comprehensive approach to resource management ensures that the IADC can effectively support its mission and strategic objectives, maintaining its status as a premier defense and security educational institution.

G. Accreditation Updates

Since 2019, the IADC has held a permanent license from the Higher Education Licensure Commission (HELC) of the District of Columbia to operate as a higher education public institution in Defense and Multinational Security. Only a few institutions in the District of Columbia have the privilege of obtaining a permanent, non-expiration date license, highlighting that the IADC is a valued partner in higher education, meeting the District's government standards and expectations. Additionally, the IADC is accredited by the Middle States Commission for Higher Education (MSCHE) until 2028.

MSCHE has over 500 accredited institutions in its portfolio, with the smallest institutions typically having around 500 staff and faculty members. In contrast, the IADC operates with approximately 100 staff and faculty and less than 70 students per cohort. This makes IADC's accreditation an extraordinary achievement, highlighting the remarkable team effort required to attain and maintain this level of accreditation within such a competitive pool of universities.

Full compliance and collaboration with HELC and MSCHE are top priorities for IADC. The Accreditation Division works as the primary liaison with external reviewers (E2A, EPR, HELC and MSCHE) ensuring that new policies, processes, and projects align with the lofty standards, expectations, and best practices in higher education.

This division is also deeply involved in internal assessments to maintain these standards and often advice at the academic and institutional levels to promote continuous improvements and services for the member nations. Additionally, the IADC adheres to the requirements of its governing board, the Division meets quarterly with the IADB's College Commission in coordination with the IADB Liaison from the External Relations Department to keep delegations, and other statutory members informed and engaged. This regular interaction ensures transparency and accountability, promoting trust and cooperation among all stakeholders.

The IADC successfully launched its newly authorized distance education modality with the Strategic Thinking elective in the previous cohort. Enrollment met expectations, and course assessments yielded excellent results, demonstrating the effectiveness of this new format. Building on this success, the IADC plans to include a distance education component each year, featuring a seminar or elective.

In July 2024, the IADC requested a program amendment from HELC to introduce a new elective course titled "Special Topics in Inter-American Defense and Security." This umbrella course will adapt its specific focus annually based on current hot topics, resource availability, fellowship participation and the demands of partner nations. Class 64 will be the first to benefit from this innovative and flexible elective, which aims to address the evolving needs and interests of OAS member nations.

In conjunction with other key players in the institutional and academic fields, the next step in accreditation involves exploring and optimizing strategies for institutional effectiveness and academic programming using artificial intelligence (AI). This initiative aims to harness the power of AI to enhance various aspects of the institution's operations, ensuring that its application aligns with ethical standards and responsible practices.

Finally, the institution prioritizes the responsible use of AI by promoting a culture of continuous learning and adaptation. This includes training faculty and staff on the ethical implications of AI, encouraging ongoing dialogue about best practices, and staying updated with the latest AI technology. By doing so, the institution can ensure that its use of AI is not only effective but also aligned with its core values and mission. This forward-thinking approach will

help the IADC maintain its status as a leader in defense and security education, while also meeting the evolving demands of students and stakeholders.

H.   External Peer Reviews

The External Peer Review (EPR) validates the IADC's program characteristics and intended learning outcomes, ensuring that academic program management and implementation provide a high-quality student learning experience. It reviews procedures for improving educational support services and assesses the relevance of academic programming to the IADC's mission and the security and defense field in the Western Hemisphere. The EPR also suggests specific, feasible actions to address identified shortcomings and improve current practices, considering the College's capabilities and limitations. Additionally, it provides a thorough assessment of the IADC's compliance with MSCHE accreditation standards, requirements of affiliation, policies, procedures, and applicable federal regulatory requirements within the context of the IADC's mission.

In 2023, the IADC underwent its first External Peer Review (EPR), a comprehensive program review conducted by three experts in defense and security with expertise in MSCHE accreditation. The recommendations from this review were considered as an important asset for continuous improvement, and the IADC team worked tirelessly through 2024 to address them. The recommendations were organized into a "Recommendations-to-Committees crosswalk," which categorized them into strategies, improvements, and resources. These were then assigned to the Strategic Planning Committee (Institutional) and the Curriculum Development Committee (Program-related) for detailed action planning.

Some of the changes/improvements because of the EPR2023 recommendations are:

1. The IADC has strengthened the role of the faculty coordinator by establishing the Dean of Faculty. This leadership position includes the direct evaluation of faculty, ensuring robust academic oversight.
2. The IADC has gained authorization to hire professors for 1-2- or 3-year contracts, providing longer-term stability for faculty appointments.
3. To clarify teaching and service roles, the IADC has established new positions such as the Dean of Faculty and Chief of Research. These roles carry administrative and leadership responsibilities, allowing other faculty members to focus more on their teaching and research tasks, thereby enhancing academic productivity.
4. The IADC has ensured that faculty and staff involved in the program have full access to the National Defense University (NDU) e-collection. The new Learning Center and Library

Director will assist students in using citation software and search engines, extending these resources to both students and staff.

5. Efforts to improve writing, research, and library resources are ongoing. The Learning Center and Library Director, along with the new Chief of Research and Academic Engagements, are heavily involved in these tasks, working to enhance the available resources and support systems to ensure high-quality academic output.

6. The IADC has introduced an off-ramp diploma for students who are unable to meet the performance requirements to continue in the master's degree program. This initiative provides an alternative pathway for students, allowing them to receive recognition for their efforts and coursework completed. The off-ramp diploma ensures that students who may struggle with the rigorous demands of the master's program can earn a credential that reflects their academic achievements. This approach not only supports student retention but also upholds the institution's commitment to providing flexible and inclusive education.

II. Student demographics

IADC students are military officers (in the rank of Lieutenant Colonel or Colonel or their equivalent), National Police, diplomats, and civilian officials with similar levels of professional experience. Exceptionally and justifiably, officers may be accepted in the rank of major, to meet the specificities of OAS member countries. Students are selected through a comprehensive selection process within their own countries before being nominated to attend IADC. They are typically identified as senior leadership in their ministry or agency.

The composition of IADC's student population is fundamental in establishing effective class dynamics and determining the College's success in serving its national stakeholders. Over recent years, IADC's student body diversity has increased in terms of governmental ministries, educational backgrounds, and gender. Establishing a diverse student body is a Strategic goal for IADC and essential in realizing the institutional vision.

Class 64 has 51 students from 14 countries, which represents a decrease in the number of participating students and in the number of countries compared to last year's Class (61 students from 18 countries in Class 63). The breakdown consists of 38 (75%) military, 10 (19%) national police and 3 (6%) civilians. In addition, there are 5 women this year (10% of Class 64) against 9 women last year (14.52% of Class 63) and 10 women in the previous year (14.71% of Class 62).
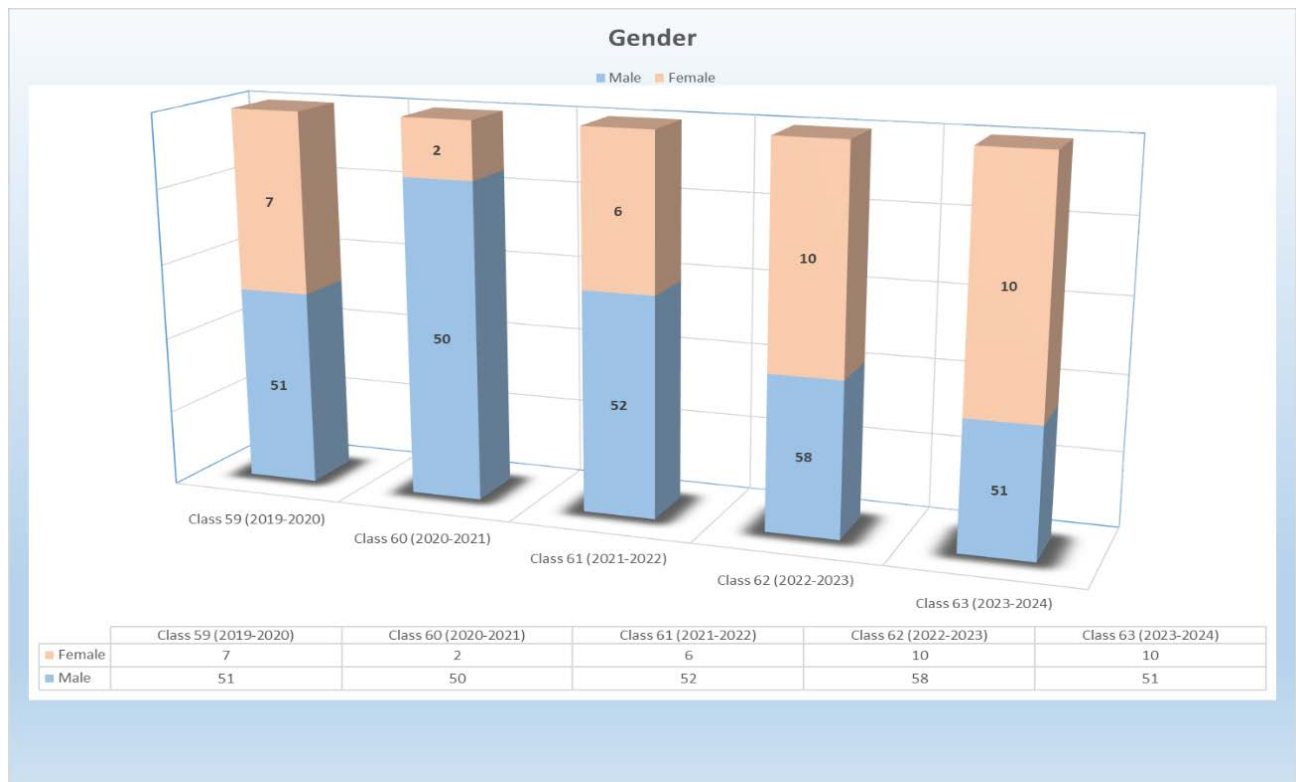
The IADC prides itself on including students from countries with different professional backgrounds, gender, and countries of the western hemisphere. This year, we welcome a student from Argentina after a few years that this country did not participate of the program. Thus, the College sustains an important contribution from Argentina (1), Bahamas (1), Brazil (8), Canada (1), Chile (2), Colombia (6), Dominican Republic (3), Ecuador (3), Guatemala (1), Honduras (2), México (9), Panama (3), Peru (4), and United States (7).
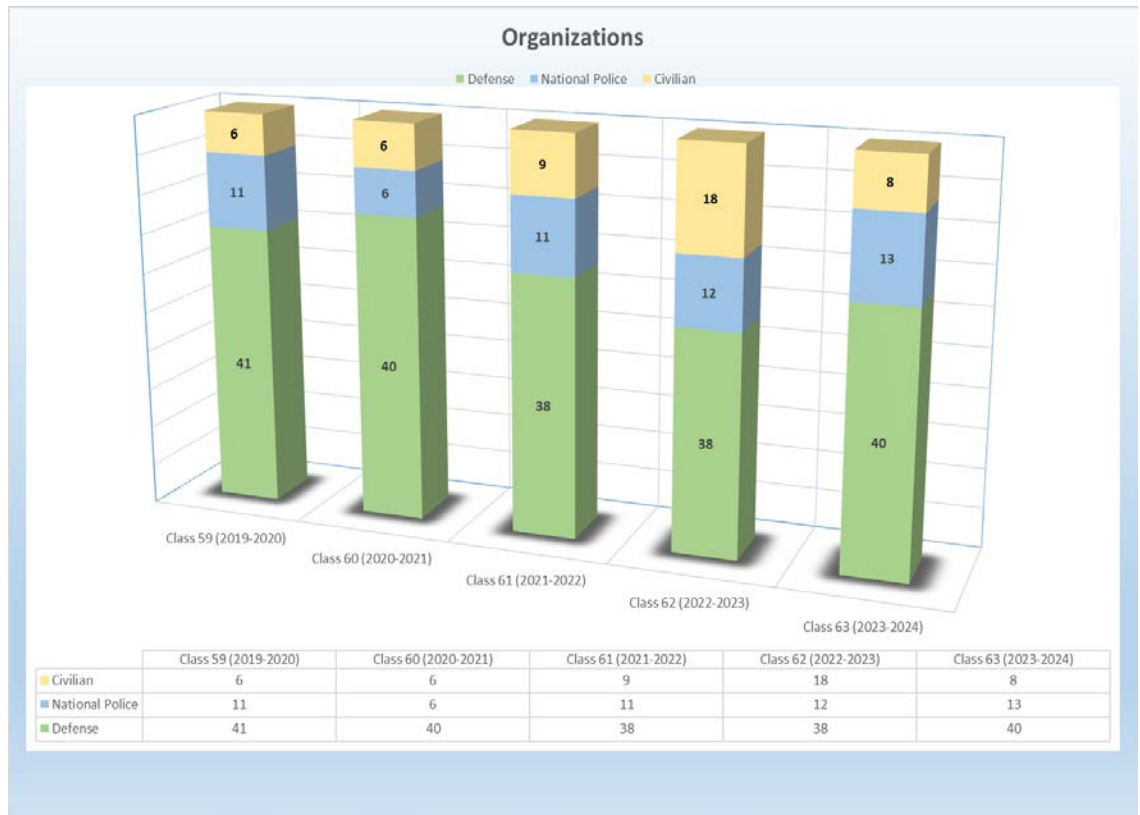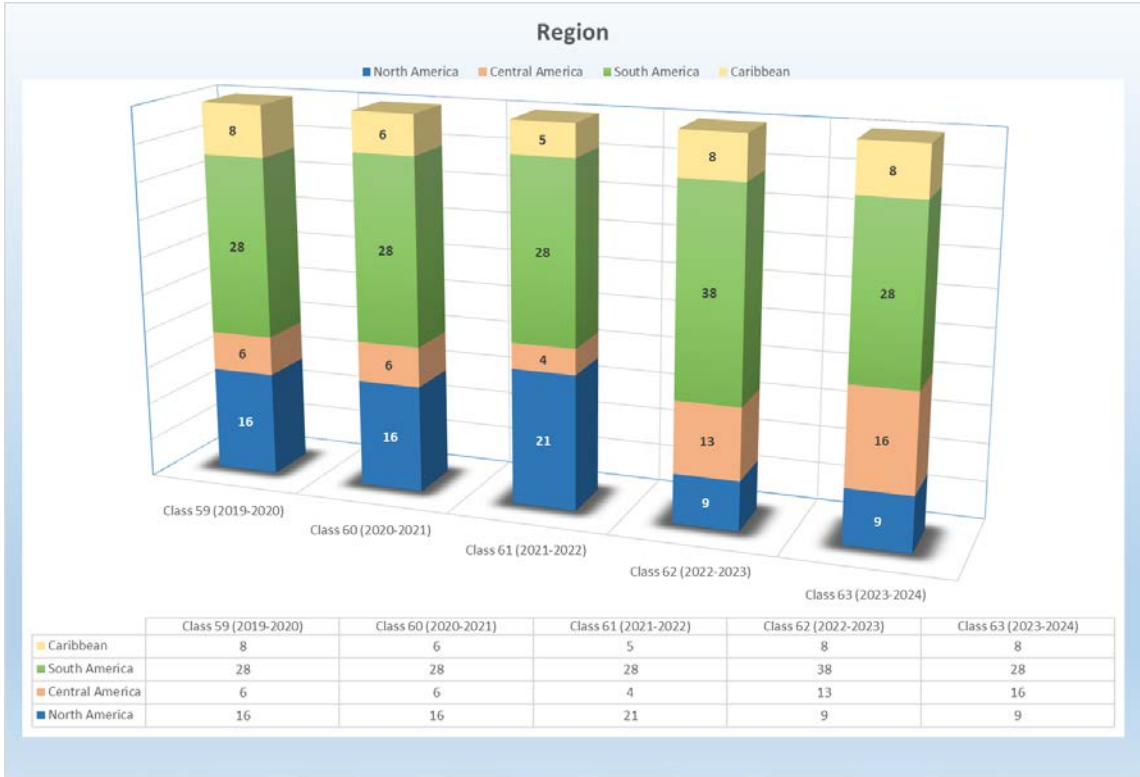
This year, the college offers an off-ramp option to the Diploma program for students that do not meet the admissions requirements for the master. A positive trend has emerged in which nations are increasingly nominating students that meet the requirements of the accredited master's degree program in Inter-American Defense and Security.

A.Student achievement trends: gender/region/profession

The IADC's unique student selection process differentiates it from other accredited universities. Instead of open applications, students are nominated by their respective countries and must already be employed. This means that the traditional placement rate indicator, commonly used to measure program success, is less relevant in the IADC's context.

The IADC's placement target is 100%, and graduates typically remain with the same employers after graduation. Many alumni go on to serve as advisors at the IADC or IADB, or in senior positions within their respective national institutions. To track and encourage diversity, the IADC monitors these metrics, including gender, country, and service, as shown in the histograms here:

Gender
■ Male ■ Female

	Class 59 (2019-2020)	Class 60 (2020-2021)	Class 61 (2021-2022)	Class 62 (2022-2023)	Class 63 (2023-2024)
■ Female	7	2	6	10	10
■ Male	51	50	52	58	51

Region

	Class 59 (2019-2020)	Class 60 (2020-2021)	Class 61 (2021-2022)	Class 62 (2022-2023)	Class 63 (2023-2024)
Caribbean	8	6	5	8	8
South America	28	28	28	38	28
Central America	6	6	4	13	16
North America	16	16	21	9	9

Organizations

	Class 59 (2019-2020)	Class 60 (2020-2021)	Class 61 (2021-2022)	Class 62 (2022-2023)	Class 63 (2023-2024)
Civilian	6	6	9	18	8
National Police	11	6	11	12	13
Defense	41	40	38	38	40

Given IADC's diverse student body and staff, the institution prioritizes measuring its impact through DEI metrics. By focusing on accurate representation of the defense and security expert population of the Americas, the IADC aims to leverage countries, organizations, and gender diversity to achieve its goals.

B. Class 64: Current enrollment

The student population for the current cohort continues the trend and it is highly diverse. The academic community is thrilled to welcome a new student from Argentina once again. As a longstanding and valued partner in the hemisphere, Argentina's renewed participation in our program is a testament to the strength of our relationship. After a significant hiatus, it is truly gratifying to see Argentina represented among the diverse student body.

Class 64 (AY 2024–2025)

		Number of Countries	Students	% Students
Countries	South America	6	24	47%
	Central America	3	6	12%
	North America	3	17	33%
	Caribbean	2	4	8%
	Other	-	-	-
	Total	14	51	100%
Ministries	Defense		42	82%
	National Police		6	12%
	Civilian		3	6%
	Other		0	0%
Highest Education	Bachelor's		30	59%
	Master's		18	35%
	PhD		3	6%
Sex	Male		46	90%
	Female		5	10%
Experience	>30		7	14%
	25-30		27	53%
	20-24		14	27%
	15-19		3	6%
	10-14		0	0%
	<10		0	0%

C. Level of student satisfaction

The Class 63 program followed the 2022-2025 Plan of Studies. It included a comprehensive array of courses and activities: three workshops, four core courses, four elective courses, two field studies, and one seminar in the first semester, followed by one workshop, four core courses, four elective courses, one field study, one seminar, two conferences/committees, one country study, and one crisis management exercise simulation in the second semester. All 29 courses and activities were conducted in person, providing students with a rich, interactive learning experience.

Student feedback on the program was overwhelmingly positive. The quality of both first and second semester courses was highly rated, with most aspects receiving an average agreement score of 9.66 or higher. While there were some areas identified for improvement in specific courses, the overall satisfaction indicates that the program successfully met the educational needs and expectations of the students.

III. Institutional Evaluation Snapshot

A. Employer/government satisfaction survey

The *2023 Government Survey Report* yielded consistent feedback from OAS partners in their support of the IADC role. The survey results indicate a significant positive trend in the willingness of respondents to continue sending students to the IADC.

This year, 80% of respondents confirmed their intention to keep sending students, marking a 7.78% increase from last year's 72.22%. This rise reflects growing confidence in the institution's programs and their impact on developing leaders in defense and security.

Additionally, 20% of the respondents plan to increase the number of students they send from their respective countries, an 8.89% increase from the previous year's 11.11%. This upward trend suggests that the IADC's reputation and effectiveness are not only being maintained but are also expanding, encouraging more countries to invest in the education and training provided by the College.

There is significant potential for enhancing international engagement, as evidenced by the fact that only five countries from the hemisphere responded to this survey. The low response rate remains a persistent challenge, particularly due to the high turnover of government representatives in each OAS member nation. This frequent rotation of staff can hinder consistent communication and engagement. The institution is committed to employing innovative strategies and creative tools to maintain and strengthen international collaboration.

B. Strategic Planning Committee scorecard rates per Department

Institutional Assessment at the IADC is a comprehensive process that tracks progress in fulfilling the Strategic Objectives (SOs) and Associated Objectives (AOs) outlined in the Strategic Plan. This involves department reviews of key tasks, measures of performance (MOP), and measures of effectiveness (MOE). Additionally, periodic assessments of Organizational Climate are conducted through surveys of faculty, staff, and students. The Institutional Effectiveness (IE) Department plays a crucial role in this process by collecting data from external stakeholders, including governments and employers, and students, staff,

and alumni. This data is used to inform institutional and program improvements, with a focus on Institutional Learning Outcomes (ILOs).

This Campus Effectiveness Plan (CEP) document is a summarized assessment that provides stakeholders, partner nations, accrediting agencies, and prospective students with an overview of the institutional performance and impact of programs. The Strategic Planning Committee (SPC), led by the Vice Director and supported by the IE Department and other relevant actors, oversees this institutional assessment process. Monthly reviews of tasks accomplished are conducted, and regular updates are provided to the IADC Director. The Director then presents monthly progress reports to the IADB Council of Delegates (CoD). Institutional Assessment also aligns with the broader IADB Strategic Plan, with the IADB CoD reporting annually to the OAS on the performance and effectiveness of the three organs that comprise the IADB.

The SPC, which includes multinational and interagency personnel, developed a framework and refined the IADC's four Strategic Objectives (SO) and Associated Objectives (AO). They also created tasks, measures of performance (MOP), and measures of effectiveness (MOE) in coordination with each Department Chief. A cumulative Strategic Plan Score Sheet is used to provide feedback and recommendations for improvement at the departmental and institutional levels. This score sheet employs a simple stoplight grading system (red, orange, yellow, blue, and green), which is well-suited to the IADC's multi-lingual, international, and high-turnover culture. This system ensures that all levels of the institution can easily understand and act on the feedback, promoting a culture of continuous improvement and excellence. Examples of the MOP and MOE periodic reports are as follows:

Figure 2 – example of cumulative IADC Measure of Performance (MoP) reported to SPC:
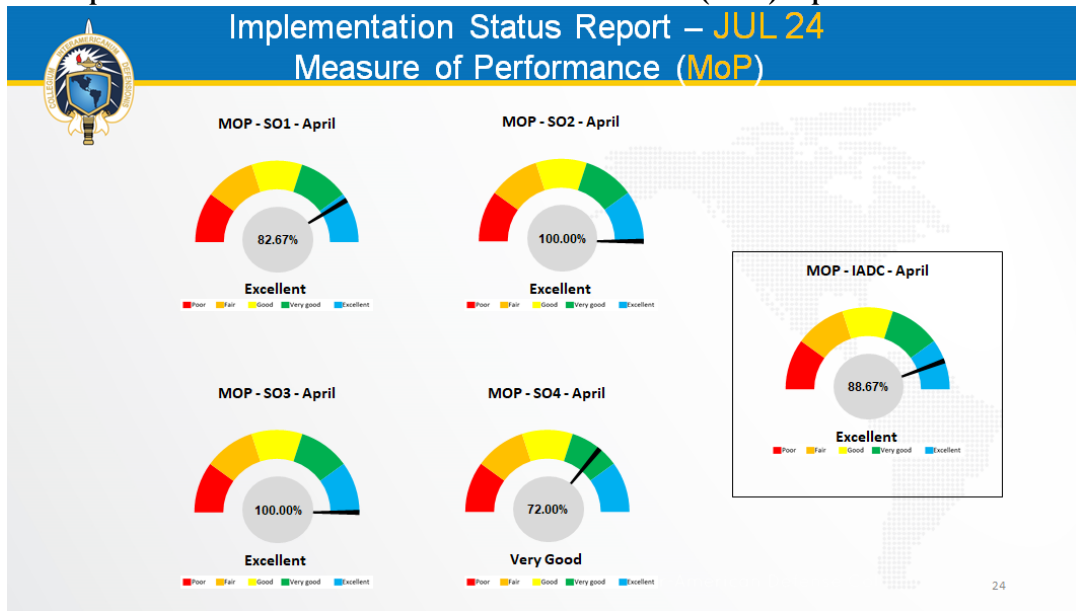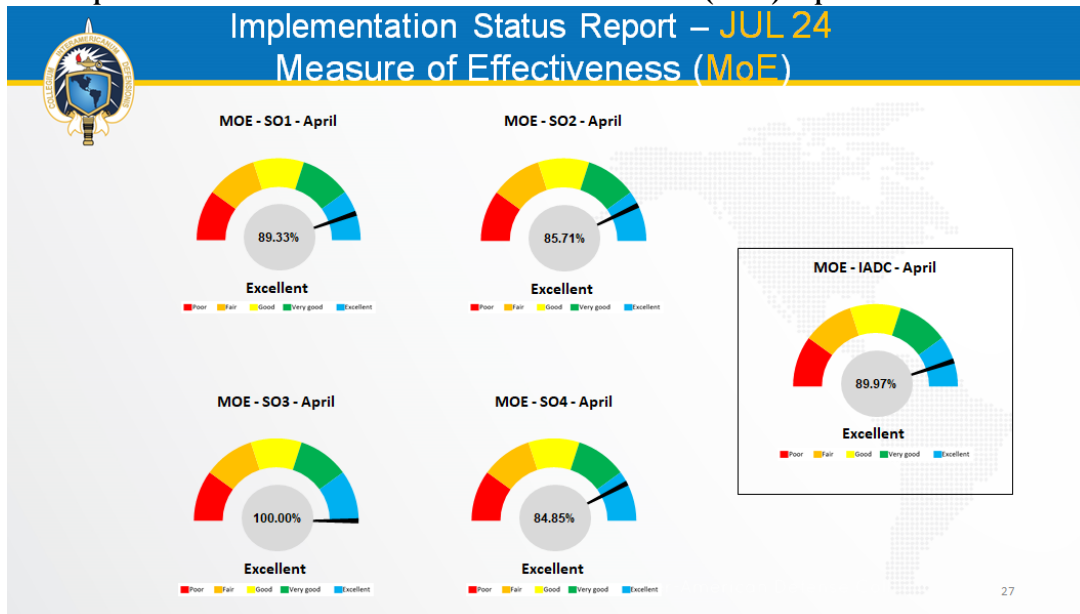

Figure 3 – example of cumulative IADC Measure of Effectiveness (MoE) reported to SPC:

Both MoP and MoE, are linked to the building of Strategic Objectives and their Associated Objectives.

IV. Alumni and External Academic Outreach

A. Impact of the program

The IADC learning experience has profoundly impacted global leadership and strategic advisory in the western hemisphere for over 60 years, with 3,231 graduates from 28 countries. Among these graduates, three have ascended to the highest office as presidents, demonstrating the program's influence on political leadership. Additionally, 39 graduates have taken cabinet-level positions, shaping national policies and governance. The program's reach extends deeply into the military, with 783 graduates serving as generals and admirals, highlighting its role in developing high-ranking military leaders who are crucial in national defense and strategic planning.

The remaining 2,406 graduates have become high-level military, police, and diplomatic strategic advisors in their respective governments. This trend continues for the evaluated period of this Campus Effectiveness Plan featuring new leaders in defense and security in the Americas.

Some of the highlights of the *2023 Alumni Survey Report published* in July 2024 that cross-references three different cohorts (1 year, 5 and 10 years after graduation) shows consistent results in the program's impact over the years and the continuous interest in collaborating with the IADC and colleagues in the field from OAS member nations.

Alumni have highlighted the importance of skills such as strategic communication, interpersonal skills, strategic thinking, and critical analysis in their current roles. This underscores IADC's effectiveness in preparing leaders to address complex security challenges across the Americas.

The strong interest among alumni in maintaining connections with the IADC mainly through distance education courses, job opportunities, and e-meetings demonstrates the institution's ongoing impact. With 37.70% of alumni willing to give lectures and 28.87% interested in participating in the IADC foundation, there is a clear commitment to contributing to the institution's role in the hemisphere.

B. Alumni network and activities

The IADC places a strong emphasis on maintaining robust connections with its alumni through a dedicated Alumni Liaison who interacts with alumni chapters in each country. To enhance alumni engagement, IADC is continuously improving its strategies, including the "Friends of the College" initiative, which captures data on staff and institutions.

The College also organizes reunion events in various countries such as Guatemala, Panama, Peru, Chile, Paraguay, and Brazil, and hosted special reunions for alumni from Class 48 and Class 53 in early 2024. Additionally, the institutional liaison keeps the alumni informed and connected through regular newsletters and is currently revamping IADC Foundation activities to further support and engage its alumni community.

Updated information about Alumni Chapters allowed the team to coordinate efforts with IADC graduates and friends from Argentina, Brazil, Chile, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Paraguay, Peru, and the United States.

C. Research and academic engagement

The Research Division is responsible for producing publications on a broad range of topics aligned with four primary research lines. Additionally, the Division supports the IADC's "Hemisferio" Journal, which publishes both internal and external research papers on Inter-American Defense and Security.

Currently, four research lines guide institutional collaborations and research clusters:

1. The Inter-American System: Regional Collaboration and Coordination.

2. Hemispheric Peace, Defense, and Security.

3. Evolution of Threats in the Hemisphere and Relevant Responses.

4. Educating/Developing Regional Leaders: Challenges and Responses.

Ongoing Research Projects include:

- **Hemispheric Alliances and Their Importance to Maritime Safety on the High Seas:** This project analyzes the impact of unregulated offshore activities, particularly on the high seas, on the jurisdictional waters and coastal regions of the Western Hemisphere. The focus is on the Atlantic and Pacific Oceans and the role of international alliances in addressing these threats through joint operations under international maritime law agreements.

- **Human Rights in the Armed Forces of the Western Hemisphere:** Conducted in partnership with institutions from Argentina, Brazil, and Colombia, this project examines potential human rights violations within the Armed Forces of the Western Hemisphere. It explores the inclusion process within the Armed Forces, focusing on opportunities for youth, the management of active-duty personnel with disabilities, and the outcomes of the Women, Peace, and Security Program since the adoption of United Nations Resolution 1325/2000.

- **Hybrid Threats in the Americas: Challenges and Opportunities for Inter-American Development and Cooperation:** This project aims to bridge the knowledge gap in understanding hybrid threats across the Americas by establishing a foundation for their study. Through detailed analysis and information exchange within an Inter-American academic forum, this project seeks to identify challenges and opportunities for enhancing Inter-American development and cooperation on these critical matters.

- **Guide to Best Practices in Maritime Security:** In collaboration with the Inter-American Defense Board (IADB), this project aims to create a comprehensive guide to best practices in maritime security for the Hemisphere, addressing the needs of the IADB and its strategic partners.

The Division also publishes proceedings from selected academic seminars and activities, featuring expert briefings on various defense and security topics, including field studies, complex emergencies, and the hemispheric situation. Recent publications include the outcomes of two workshops: "Institutionalizing and Operationalizing Women, Peace, and Security in the Western Hemisphere" and "Complex Emergencies Seminar."

To enhance the educational experience and highlight the work of students and alumni, the Division sponsors an annual research competition *AUREUM Scriptor*, which awards and publishes outstanding research articles by students. The Division also participates in the annual editions of specialized thematic workshops organized by the Inter-American Defense Board, such as the Maritime Security Workshop, Conferences on Security and Defense Cooperation in the Americas, Disaster Cooperation Seminars, Environmental Protection Conferences, and others.

V. Final reflections

The Class 63 Academic Program's success in meeting its planned objectives and the positive reception of its Course Learning Objectives (CLOs) by students underscore IADC's effectiveness in delivering high-quality education. The program's comprehensive curriculum, which includes workshops, core courses, elective courses, field studies, seminars, and crisis management exercises, provides students with a well-rounded and interactive learning experience. The high average grades and positive feedback from students further validate the program's success and the IADC's ability to train leaders in defense and security for the Western Hemisphere.

The IADC achieved a significant milestone by successfully launching the distance education capacity in the previous cohort. Additionally, access to distance education and online training has been rated at the top in terms of alumni expectations for prospective engagement with the college. Building on this success, the IADC plans to incorporate a distance education component annually and continue enhancing its educational offerings.

Now it is also advancing its Institutional Effectiveness' efforts by exploring strategies for new improvements with generative artificial intelligence (GenAI). This initiative aims to leverage GenAI to improve various operational aspects of the institution and learning experience, ensuring that its application adheres to ethical standards and responsible practices.

Overall, the IADC's strategic planning, comprehensive assessment processes, and successful academic programs demonstrate its effectiveness in meeting its objectives for the 2023-2024 educational cohort. The institution's commitment to continuous improvement, stakeholder engagement, and alignment with broader strategic goals ensures that it remains a vital contributor to hemispheric cooperation and stability.

VI. References

Student Handbook Class 64
Student Achievement Metrics Report (5 year-trends)
IADC Master-Brief (07/2024 version)
Assessment and Review Process and Procedures Plan (ARP3) 2024
Alumni Survey Report 2024 (1-5-10 year after graduation program's impact)
Government Survey Report 2024