Office of the Director of National Intelligence

# INTELLIGENCE COMMUNITY
# CENTERS OF ACADEMIC EXCELLENCE PROGRAM

## Guidance and Procedures

Spring 2008

**Intelligence Community - Centers of Academic Excellence in National Security Studies Program**

**Fiscal Years 2005-2015**

## WIN THE WAR FOR TALENT

"Our mission requires more than just the right workforce size and structure. It also requires the right people. The IC must be an "employer of choice," able to attract and retain the very best and brightest to our ranks, even in the face of fierce competition for talent and scarce skills.

Our mission mandates talent of the highest caliber, individuals with some of the most valuable (and valued) skills in the labor market; individuals who can meet and exceed the very highest standards of performance and integrity, competence and conduct..."

*- U.S. Intelligence Community's Five Year Strategic Human Capital Plan (June 2006)*

# TABLE OF CONTENTS

Intelligence Community - Centers of Academic Excellence Guidance and Procedures

## INTRODUCTION

The Intelligence Community Centers of Academic Excellence (IC CAE) in National Security Studies Program is established to strategically meet the nation's demand for a cadre of professionals to carry out America's National Security imperatives over the long-term during the 21st Century. The IC requires a competitive, knowledgeable and ethnically diverse workforce to successfully accomplish this goal. The IC CAE Program aims to increase the pool of eligible applicants in core skills areas, specifically targeting women, racial/ethnic minorities with varied cultural backgrounds, regional and geographical expertise, multidisciplinary, language proficiency and related competencies. The planning and implementation of the IC CAE Program adheres to the guidance set forth in the *National Security Act of 1947, as amended*, the *Intelligence Authorization Act of 2004*, the *National Intelligence Strategy of the United States (NIS)*, and the *U.S. Intelligence Community's Five Year Strategic Human Capital Plan (SHCP)*.

The IC CAE Program is designed to promote the acquisition of competitive talent in concert with the SHCP. While all accredited four-year colleges and universities in the United States are eligible, the legislation that established the program emphasizes increasing the gender and ethnic diversity of the IC workforce; therefore, the IC CAE Program is especially interested in institutions with diverse populations of talent and in geographic diversity. Such institutions include Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs) and Asian-American and Pacific Islander-serving Institutions (AAPI-SIs). Also included are those majority institutions with significant populations of minorities and/or women that possess credentials in disciplines and specializations that meet IC core mission requirements and Director of National Intelligence (DNI) Directives. Further, institutions must:

a) Commit to the goals and objectives of the IC CAE Program — in particular, creating a pool of competitive applicants from the populations delineated above;

b) Enroll and graduate a significant number of ethnically diverse students who are eligible and competitive for careers across IC agencies and components;

c) Link university/college CAE activities and curriculum offerings to up to five *CAE Areas of Focus* (see section V); and

d) Commit university/college resources to support the infrastructure needed for the institution's CAE initiative.

The target student populations include pre-college/high school, undergraduate and graduate students. All university/college CAE Scholars receiving grants for study abroad must be United States citizens.

# IC CAE PROGRAM FRAMEWORK

IC Centers of Academic Excellence in National Security Studies

PRE-COLLEGE/HIGH SCHOOL OUTREACH

UNIVERSITY/COLLEGE OPERATIONS

UNIVERSITY/COLLEGE SUPPORT SYSTEMS

CAE RELATIONSHIPS WITH THE IC

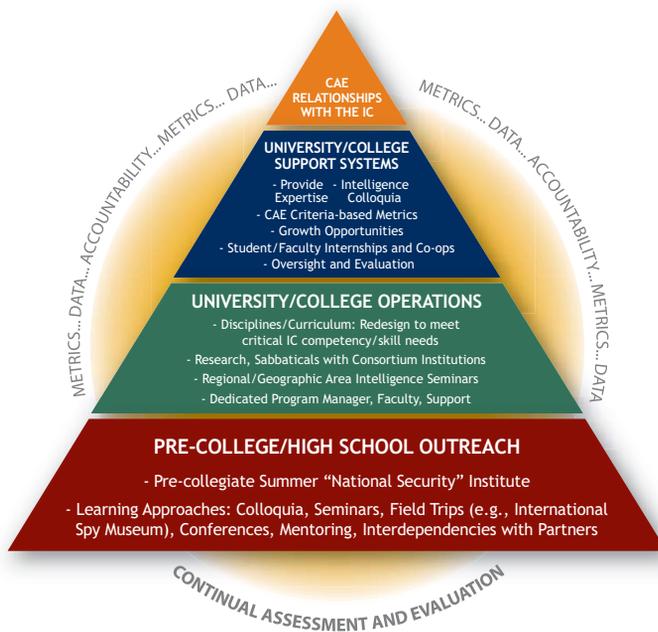ACCOUNTABILITY

**Components of IC CAE Program**

# IC CAE PROGRAM DESCRIPTION

## Relationships and Support Systems

- Grants
- IC Experiences
- Scholarships
  - Foreign Studies/Travel
  - Cultural Immersion
  - Foreign Language Proficiency
- Co-ops/Internships at IC Agencies
- Real Job Experiences
- Curriculum Support
- Support Personnel
  - Officers-in-Residence
  - Contractors
  - Retiree Cadre
  - DoD/Military

## Systemic Approaches

- Diverse Feeder Pools
- *Informed* Applicants
  - Career Enhancing Opportunities

METRICS... DATA... ACCOUNTABILITY...METRICS... DATA...

METRICS... DATA... ACCOUNTABILITY...METRICS... DATA

**CAE RELATIONSHIPS WITH THE IC**

**UNIVERSITY/COLLEGE SUPPORT SYSTEMS**
- Provide   - Intelligence
  Expertise    Colloquia
- CAE Criteria-based Metrics
- Growth Opportunities
- Student/Faculty Internships and Co-ops
- Oversight and Evaluation

**UNIVERSITY/COLLEGE OPERATIONS**
- Disciplines/Curriculum: Redesign to meet critical IC competency/skill needs
- Research, Sabbaticals with Consortium Institutions
- Regional/Geographic Area Intelligence Seminars
- Dedicated Program Manager, Faculty, Support

**PRE-COLLEGE/HIGH SCHOOL OUTREACH**
- Pre-collegiate Summer "National Security" Institute
- Learning Approaches: Colloquia, Seminars, Field Trips (e.g., International Spy Museum), Conferences, Mentoring, Interdependencies with Partners

CONTINUAL ASSESSMENT AND EVALUATION

# IC CAE PROGRAM OFFICE GOALS AND OBJECTIVES

> *"The provision is intended to develop programs that will enhance ethnic and cultural diversity throughout the Intelligence Community through the recruitment of individuals with diverse ethnic and cultural backgrounds, skills, and language proficiency."*
>
> *- Intelligence Authorization Act of 2004*

The ODNI IC CAE Program Office has **four key goals** with supporting objectives. These goals provide guidance for the operation and oversight of the IC CAE Program:

1. **Develop relationships at universities and colleges in support of national security imperatives.**

   1.1. The IC CAE Director will lead, direct and coordinate the development and implementation of the Community-wide CAE effort.

   1.2. The IC CAE Program Office will institutionalize a systematic long-term program at universities and colleges to recruit and hire eligible talent for mission critical requirements.

   1.3. The IC CAE Program Office will work with the U.S. academic community to increase the pipeline of students (potential employees) with emphasis on women and racial/ethnic minorities in critical skill areas, core business functions and leadership positions.

2. **Provide support, resources and grants to competitively selected universities and colleges to promote the institutionalization of universities/colleges IC CAE programs.**

   2.1. Institute long-term practices/processes to increase relationships with minority-serving institutions such as Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions (HSI), Tribal Colleges and Universities (TCU) and majority institutions with large minority populations that possess credentials and disciplines compatible with the National Security Strategy of the United States of America and the National Intelligence Strategy of the United States of America.

2.2. Develop competitive and innovative practices to attract and partner with accredited higher learning institutions that possess academic disciplines aligned with intelligence and related critical business functions.

2.3. Provide access to IC experience, to include internships, co-ops, graduate fellowships and other related opportunities across Intelligence Community agencies to eligible students and faculty for intelligence/national security experiences.

2.4. Support selective international study and area/regional overseas travel opportunities to enhance cultural and language immersion with emphasis on core mission skill requirements.

3. **Identify, coordinate and provide technical assistance in the design, development, implementation and improvement of the IC CAEs.**

   3.1. Ensure IC agencies and elements are actively involved in the development, implementation and operation of the IC CAE Program.

   3.2. Commit IC agencies' and components' resources to the development, implementation, and operation of the IC CAE Program.

   3.3. Support the capacity of institutions to educate and mentor students for careers in Intelligence by providing resources to augment, reshape and/or revise curricula to build programs of excellence in intelligence and national security studies.

   3.4. Support long-term research and collaborative efforts aligned with core business functions that link to DNI and IC mission imperatives and goals.

   3.5. Support institutions' efforts to institutionalize a pre-college outreach program to attract students and teachers to cultivate an awareness about intelligence studies and careers.

4. **Perform oversight, implement evaluation measures and document results to improve the efficacy of the IC CAE Program.**

   4.1. Institutionalize systematic processes and practices to ensure accountability, tracking and metrics for the IC CAE Program; document results, challenges and lessons learned.

   4.2. Prepare briefings and reports for the Director of National Intelligence (DNI) and for Intelligence Community Program Managers and stakeholders, including the House Permanent Select Committee on Intelligence (HPSCI) and the Senate Select Committee on Intelligence (SSCI).

# IC CAE UNIVERSITY PROGRAM OPERATIONAL STRUCTURE

The IC CAE Program is divided into the following key elements: Pre-college/High School Outreach, University/College Operations, Support Systems and CAE Relationships with the IC. Each element has unique features to help universities plan, execute and implement programs according to established criteria. Accountability is woven into and across all components of the IC CAE Program.

| PRE-COLLEGE/HIGH SCHOOL OUTREACH | UNIVERSITY/COLLEGE OPERATIONS | UNIVERSITY/COLLEGE SUPPORT SYSTEMS | CAE RELATIONSHIPS WITH THE IC |
|---|---|---|---|
| Programs sponsored by CAE institutions to increase the pipeline of students with awareness of, and interest in, IC careers:<br><br>• Summer Institute (for high school students)<br>• Summer Camp (for elementary and junior high students)<br>• IC-related presentations<br>• Mentoring/tutoring<br>• Stipends, grants to support program participation<br>• Colloquia, conferences, seminars<br>• Other activity | Activities designed to increase the pool of students preparing for careers in intelligence:<br><br>• IC critical skills-related concentrations, courses and concepts integrated in curriculum<br>• Faculty development activities<br>• Grants to study abroad<br>• IC internships, co-op's, graduate fellowships<br>• Foreign studies<br>• Cultural immersion<br>• Travel abroad<br>• Mentoring/tutoring<br>• Colloquia, conferences, seminars<br>• Other activity | Institutions' support systems required to sustain the activities of the CAE:<br><br>• Dedicated faculty/ administrative coordinator<br>• IC Resource Reading Room (books, periodicals, journals, electronic media)<br>• IC-related research<br>• Student/faculty internships in IC community<br>• Relationships with other higher education institutions<br>• Other activity | IC agencies and components support to CAE institutions:<br><br>• Priority for research grants/contracts<br>• Priority for student internships and co-ops<br>• Curriculum development assistance<br>• Priority for Officers-in-Residence<br>• IC sabbaticals<br>• Certification<br>• Grant identification and writing support<br>• Sponsor field trips, seminars, conferences, colloquia and student/faculty participation<br>• Long-term retention strategies<br>• Other support |

**Accountability:** Includes a continuous assessment process across all elements.

# PRE-COLLEGE/HIGH SCHOOL OUTREACH

Centers will be required to conduct a pre-college/high school outreach component designed to:

1. Increase students' awareness of the Intelligence Community and IC careers.
2. Increase the talent pool of students considering careers in the IC.
3. Serve as a recruitment tool for outstanding students for the institution and its IC CAE Program.

## Specific Activities

1. Institutions will coordinate the participation of pre-college/high school students in enrichment programs such as summer camps or Saturday Seminars. Such programs should:

a) If a summer camp, be at least one week in duration, and include several intelligence related exercises, scenarios, case studies, or field trips over several days; if a Saturday Seminar or lecture series, require at least five (5) Saturdays or lectures;

b) Offer instruction in IC related skills such as critical thinking, logic, problem-solving and ethics using case studies, short research programs, regional and cultural studies;

c) Include IC related field trips, seminars and/or other learning opportunities; and

d) Link to other IC CAE activities.

2. Institutions may consider coordinating summer camps for junior high school students. The camps should be at least one week in duration with high-energy programs that excite the participants. The camps should seek to encourage students to stay in school, work hard and cultivate positive behaviors to promote success and ensure employability after graduation. They should focus on developing the critical skill of "think before you act."

3. The institutions should identify other creative ways to achieve the goals of pre-college outreach.

a) The University CAE Program should sponsor the attendance of students at local and national IC colloquia, conferences, seminars, etc. Students should be required to compete for sponsorships to cover event attendance, and encouraged to attend as presenters.

b) Institutions should develop a mentoring and coaching program for high school students.

# UNIVERSITY/COLLEGE OPERATIONS

Institutions' IC CAE Programs are required to offer CAE Scholars a curriculum with a definitive focus on Intelligence Community-related skills and competency development.

### Specific Activities

1. Institutions should:

a) Develop an IC program of study (with guidance and assistance from IC partners);

b) Develop intelligence/national security-related studies;

c) Integrate IC concepts into existing (related) courses, encourage CAE Scholars to enroll, and track enrollment. Institutions' IC CAE Programs are required to offer CAE Scholars a curriculum with a definitive focus on Intelligence Community-related skills and competency development.

2.  Institutions should sponsor the participation of faculty in staff development opportunities such as short courses or seminars, that build their capacity to teach and support the instructional and mentoring components of the CAE.

3.  Institutions should support sabbaticals, research, and related activities of faculty participating in the IC CAE Program.

4.  Institutions should identify and/or develop opportunities for a diverse cadre of CAE Scholars to study abroad. This may include leveraging other grant opportunities to sponsor foreign travel/study, or developing educational exchange programs with foreign schools.

5.  The institutions must award at least ten (10) foreign travel/study abroad grants ranging from $1000 up to $5000 per CAE Scholar annually. Foreign travel/study abroad must include foreign language/cultural awareness or immersion, foreign language development and area/regional studies. Foreign languages and travel areas should align with intelligence/national security core mission skill requirements. The institutions must establish and employ competitive criteria for this purpose.

6.  The institutions should offer mentoring and/or tutoring to CAE Scholars participating in the IC CAE Program as appropriate.

7.  The institutions should sponsor the attendance of CAE Scholars at local and national IC colloquia, conferences, seminars, etc. Students should be required to compete for sponsorships to cover event attendance (for events involving travel costs), and encouraged to attend as presenters.

8.  The institutions must host regional colloquia on topics related to U.S. national security ranging from one full day to three days. The colloquium is designed as a learning experience and information exchange forum. It should contain most, if not all, of the following:

    a)  Keynote addresses by senior IC officials and national level experts;

    b)  Attendance by faculty, college students, consortium universities, high school and junior high students, IC personnel;

    c)  Separate tracks for high/junior high school students, college students, faculty and others;

    d)  Presentations of research by students and faculty; and

    e)  Information and intellectual sessions for all attendees on intelligence and national security issues and challenges.

# UNIVERSITY/COLLEGE SUPPORT SYSTEMS

IC CAE institutions are required to provide the support system needed to sustain the operations of the university/college's CAE Program.

## Specific Activities

1. The institutions shall dedicate faculty and administrators (or partially fund the hiring of the same) to the IC CAE effort. Dedicated faculty/administrator means all or part of their time (and compensation) is linked to IC CAE activities.

2. The institutions must ensure the CAE has a dedicated program manager, coordinator or director responsible for guiding, monitoring and reporting the activities of the CAE. This individual will serve as the point of contact for supporting CAE execution.

3. With ODNI IC CAE Program Office support, the institutions shall ensure that books, magazines, and material about each of the IC agencies and components are readily available for students.

4. The institutions will encourage and support faculty and student participation in IC-related research. It will be the responsibility of each CAE institution to identify research opportunities that align with IC imperatives and coordinate specifics with the particular IC agency and/or component via the IC CAE Program staff.

5. The institutions should encourage and support the participation of students and faculty in IC community internships, sabbaticals and other such programs.

6. The institutions must establish relationships with consortium institutions to expand the scope and impact of their IC CAE Program efforts.

7. The institutions should seek other creative ways to promote effective and "results oriented" IC CAE Program initiatives.

# CAE RELATIONSHIPS WITH THE IC

The IC agencies and components should commit to supporting CAE university/colleges' development, implementation and operations.

## Specific Activities

The ODNI IC CAE Program Office will:

1. Provide guidelines and selection criteria for how institutions can apply for participation in the CAE Program.

2.  Provide curriculum development assistance. Assistance may include officers-in-residence, contractors, local and national level experts and retired IC cadre to assist in IC CAE Program development.

3.  Support the institution based on its specific needs and/or requirements and will negotiate research topics of interest with IC agencies and components, as required.

4.  Seek to provide priority consideration for IC internships, co-ops and scholarships to CAE students.

5.  Coordinate subject matter experts to support CAE institutions to provide direct support to IC-related activities on the campus. This effort is provided based on CAE requirements and the availability of resources.

6.  Coordinate with IC senior leaders and the **Center for the Study of Intelligence** (**www.cia.gov/csi**) to promote IC-wide sabbatical assignments to specific discipline areas at CAE institutions for an agreed-upon time frame.

7.  Facilitate Senior Advisory Board (SAB) support for the IC CAE Program Office by collaborating and eliciting guidance and expertise about CAE operations.

8.  Support local and regional IC colloquia. CAE institutions' students and faculty are expected to participate to showcase CAE's accomplishments, i.e. papers, research, poster sessions. The colloquium is designed as a learning experience and information exchange forum. Refer to "UNIVERSITY/COLLEGE OPERATIONS" paragraph 8.

9.  Identify ways to support universities' CAE pre-college/high school outreach efforts (e.g., develop a traveling exhibit on intelligence, design new brochures for younger readers).

10. Encourage each agency and component to develop and implement effective strategies for the retention of employees hired through the IC CAE Program.

# ACCOUNTABILITY

Accountability is assured through the use of a comprehensive set of program metrics. The metrics capture the success of the IC CAE Programs and are used to report results. Metrics encompassing program strategies, activities and results are an integral part of the institutions' operation. The IC CAE Program Office is responsible for developing and monitoring metrics and for reporting results. The IC CAE Director coordinates with the Senior Advisory Board (SAB) to ensure identified metrics are relevant and aligned with IC core mission requirements.

The first set of metrics is for the participating educational institutions. Metrics are linked to the five components of the program (i.e., Pre-college/High School Outreach, University/College Operations and Support Systems, CAE Relationships with the IC, and Accountability). The metrics gauge the effectiveness of strategies, activities and deliverables associated with each of the five components. Each CAE institution is required to provide metrics data as part of their participation in the program. The SAB provides constructive insights and feedback to ensure rigor in IC CAE Program operations. Based on CAE institutions' proposals, implementation strategies, deliverables, outcomes and results, the IC CAE Program Office prepares appropriate documents and supporting data to recommend to the SAB the continuance or non-continuance of institutions.

The second set of metrics portrays the level of participation by IC agencies and components. The metrics display the level of participation in areas such as funding, co-ops and internships offered, experts assisting CAE institutions to support curriculum development, seminars, conferences, and colloquia.

# METRICS

Metrics for tracking CAE executions will include, but will not be limited to, the following:

## Pre-college/High School Outreach

1.  **Conduct IC-related summer institute for high school students (on an annual basis):**

    - Number of institutes/programs          - Number of students

2.  **Mentor/tutor during the summer institute:**

    - Number of programs                          - Number of mentoring/tutoring hours
    - Number of students receiving mentoring      - Number of mentors

3.  **Conduct IC-related high school activities:**

    - Number of presentations                     - Number of high schools participating
    - Number of students submitting papers/participating
      in projects, student travel to related meetings

4.  **Attend IC-sponsored colloquia/conferences:**

    - Number of high school students sponsored    - Number of IC related papers submitted
    - Number sponsored high school students presenting
    - Evaluations of each program/conference conducted

## University/College Operations

1.  **Curriculum modification activity:**

    - National Security concentration(s), programs of study, and/or certificate programs developed
    - Number of students enrolled in IC CAE/National Security courses
    - Number of IC related courses/modules developed or modified with an IC focus
    - Number of students completing IC related courses and/or course modules
    - Number of courses modified to include IC-related topics
    - Number of students completing new/modified courses

2.  **Faculty participation in IC-related development activity activities:**

    - Number of faculty developing IC-related coursework
    - Number of faculty participating in IC-related seminars/conferences, colloquia
    - Number of faculty publications and presentations related
      to IC CAE/National Security issue programs
    - Number of faculty participating in IC sabbaticals, internships or related travel coursework
    - Number of faculty supporting IC Scholar research

3.  **Data related to foreign travel, cultural immersion/awareness
    and language development:**

    - Number of scholarship recipients          - Location of travel
      (designated as "CAE Scholars")            - Length of travel
    - Amount ($) of scholarships awarded

4.  **IC internships, co-ops, study abroad:**

    - Number of CAE Scholars applying for IC internships
    - Number of CAE Scholars participating in IC co-op experiences
    - Number of CAE Scholars studying abroad who are also participating in IC related activities
    - Number of CAE Scholars applying for permanent positions
    - Number of CAE Scholars accepting conditional offers of employment (COEs)

5.  **Mentoring, tutoring:**

    - Number of CAE Scholars receiving mentoring   - Number of IC Scholars receiving tutoring
    - Number of faculty participating in mentoring  - Number of mentoring/tutoring hours
      and tutoring

6.  **CAE Scholars/Students participating in colloquia, conferences, seminars:**

    - Number of CAE Scholars attending           - Number of CAE Scholars presenting
    - Number of student publications and presentations
    - Evaluations to gather feedback conducted post-colloquium/conference/seminar
      at national security related fora

7.   **Overall impact of the CAE in preparing students for careers in the IC:**

- Complete demographic matrix
- Complete internal assessment of institutions' IC CAE Program

## University/College Support Systems

1.   **Dedicated personnel:**

- Principal Investigator
- Number of dedicated faculty
- Number of dedicated support personnel

2.   **IC-related research (identified in proposal and negotiated with IC Core Mission Directorates):**

- Number of IC-related research programs          - Amount ($) of IC-related research
- Number of faculty participating in IC-related research
- Number of students participating in IC-related research
- Number of presentations/publications

## CAE Relationships with the IC (IC agencies/components and IC CAE Program Office)

1.   **Oversight and support provided by IC to CAE institutions:**

- Grants funding
- Assistance with co-op positions and internships
- Curriculum development assistance provided (number of courses impacted)
- Number of IC sabbaticals for faculty
- Assistance for field trips, seminars, conferences, colloquia, etc.
- Other related assistance as required

2.   **Overall program results and reporting:**

- Number of official reports prepared as required; e.g. End of Grading Peroid, Quarterly Updates
- Number of CAE applicants, participants including demographic profiles,
   majors, GPAs, and student travel
- Number of full-time hire offers made, accepted (if available)
- Number of colloquia, conferences, seminars, etc.
- Attendance at colloquia, conferences, seminars, etc.
- Overall impact of involvement with the CAE institution

# IC CAE SENIOR ADVISORY BOARD

The IC CAE Program Office and the Senior Advisory Board (SAB) work collaboratively to ensure the operational effectiveness of the IC CAE Program. The SAB ensures that the IC CAE Program is inclusive of all IC agencies and elements creating a program that meets the needs of the entire IC enterprise. The SAB:

- Provides insight and ensures that the IC CAE Program promotes rigor and compliance with the *Intelligence Authorization Act of 2004.*

- Ensures alignment between *CAE Areas of Focus*, academic disciplines, and IC agencies' requirements.

- Provides constructive feedback to improve IC CAE processes and practices in concert with federal government grant procedures and academic institutions' unique structures and requirements.

- Participates in annual SAB meetings/conferences.

- Supports IC CAE efforts at colleges and universities, as appropriate.

## Role

The SAB is composed of senior-level IC agency/element officials and federal scientific laboratory representatives who provide strategic level insight to their respective agencies' requirements and issues and create a venue for open dialogue and discussion of CAE accomplishments and goals. This Board ensures that the IC CAE Program Office meets stakeholders' needs and requirements as the program grows. SAB members serve two-year terms and may serve an additional two-year term based on availability.

## SAB Structure

1. The SAB has at least one representative from each participating IC agency/element.

2. IC representatives should be SIS/SES or GS-15 level officers with a commitment to ensure the success of the IC CAE Program.

3. The SAB meets at least annually, with electronic updates and ad hoc meetings as required.

4. The IC CAE Program Director serves as the Chairperson of the SAB.

5. The SAB annual meeting/conference includes, but is not limited to, IC CAE institutions program updates, MITRE Independent Evaluations updates, Best Practice Symposium Session, and guest participation from non IC CAE institutions.

The SAB is a collaborative IC board embodying the spirit and intent of the DNI. It supports the following National Security guidance and DNI initiatives; *DNI 500 Day Plan Initiatives 1B, 1D, 1E*; *DNI 100 Day Plan Initiative 4a*; *Intelligence Authorization Act of 2004*; *National Intelligence Strategy, Enterprise Objective 4.*

## SECTION III

# IC CAE STRATEGIC MILESTONES

The following timetable outlines the implementation of the IC CAE Program:

### FY 2004

- Conducted Proof of Concept with One Institution

### FY 2005-06

- Completed initial IC CAE Concept Development
- Established Academic Networks

### FY 2005-08

- Pilot IC CAE, Initial
  Operational Capability
- Assess Efforts
- Report Lessons Learned (Continuously)
- Execute Plan and Processes
- Continue to Establish
  Academic Networks
- Institutionalize IC CAE
- Operationalize Practices and Processes

### FY 2006-08

- Continue to Establish
  Academic Networks
- Assist Institutions as Needed
- Continue Evaluation and Assessment
  Program Planning, Execution and Correction

### FY 2005-15

- Expand IC CAE Programs
  (based on availability of funds)
- Institutionalize IC CAE Program
- Continue to Establish Academic Networks
- Evaluate Effort(s)
- Conduct Site Visits and Focus Groups
- Provide Liaison and Coordination
- Continue Evaluation and Assessment
  Program Planning, Execution
  and Correction

## SECTION IV

# STIPULATION: TUITION COSTS

The IC CAE Program described in this guidance will not pay tuition costs for students nor employees. The only costs paid directly to or on behalf of students are for IC CAE Scholars' expenses connected with travel or study abroad; e.g., in connection with foreign language immersion/awareness programs. The grant funds IC CAE Scholars receive do not carry a service obligation – there are no quid pro quo expectations to repay the grants received with service in an agency or component. Programs other than the IC CAE Program (for example, that focus on a specific competency area the IC requires) might be added to IC CAE Program Office's responsibilities. Those programs might pay a student's tuition costs and require the student to incur a service obligation.

# IC CAE AREAS OF FOCUS

The CAE initiative serves as an innovative strategy to develop critical IC skills, competencies, and intellectual capabilities. Objectives for the program include the development of feeder pools from which the IC can attract, recruit and hire its next generation of employees. The strategy will help build a continuous pipeline of competitive talent including women and racial/ethnic minorities with diverse cultural backgrounds, experience, skill sets, language proficiency(ies), and expertise.

The IC CAE Program institutions will develop curricula that focus on up to **five** of the following areas. Each participating college or university is required to select from the five areas below.

## Primary Critical Skill Sets/Competencies

**Information Technology Specialists:**
- Project management
- Information technology
- Systems research
- Software applications
- Wireless communications
- Electronic data optimization
- Cyber security

**Political/Economic Specialists:**
- Political
- Military
- Foreign/regional area studies
- International business finance/banking
- Economics
- Geospatial

**Language Specialists:**
- Middle eastern
- Far eastern
- Sub-Saharan African
- World languages

**Threat Specialists:**
- Counterterrorism
- Counterintelligence
- Counternarcotics
- Criminal justice
- Law enforcement
- Homeland security
- Risk analysis

**Scientific/Technical Specialists:**
- Scientists
- Engineers
- Nuclear
- Nonproliferation
- Technical weapons
- Geospatial
- Imagery
- Geodesists
- Cartographers
- Telecommunications
- Information security
- Forensics
- Nanotechnology
- Biometrics

## Specific/General Competencies for Intelligence Professionals

- Analysis
- Open source collection
- Analytical reasoning
- Communications (oral/written)
- Mathematical reasoning
- Project management
- Critical thinking
- Knowledge management
- Consequence management
- Time management
- Research, developing rational conclusions/alternative solutions from ambiguous/limited data sets
- Political strategy
- Team building/team work
- Futuristic focus/strategy
- Establishing priorities
- Government(s) operations
- Interpersonal skills

**REFERENCES:**

- *National Security Act of 1947, as amended*
- *Intelligence Authorization Act of 2004*
- *Executive Order 13355 (Strengthened Management of the Intelligence Community)*
- *Congressionally Directed Action (CDA) 3-8-2004*

# STRENGTHEN OUR DIVERSITY

"We need a workforce that looks like America, but our challenge (and our definition of diversity) is much broader: we also need a workforce that can effectively deal with all of the diverse peoples, cultures, and subcultures of the world."

*- U.S. Intelligence Community's Five Year Strategic Human Capital Plan (June 2006)*

For More Information Contact:



Office of the Director
of National Intelligence

Office of Human Capital

Centers of Academic Excellence
Program Office

**Phone:** 703.482.4144
**Web:** www.dni.gov/cae