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**(U) Annual Demographic Report:
Hiring and Retention of Minorities, Women, and
Persons with Disabilities in the
United States Intelligence Community
Fiscal Year 2015**



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United States Intelligence Community
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This report was prepared by the Office of Intelligence Community Equal Employment Opportunity and Diversity (IC EEOD) in the Office of the Director of National Intelligence (ODNI). Please direct inquiries regarding this report to the ODNI Office of Legislative Affairs at (703) 275-2474.

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Acronyms

AIAN	American Indian/Alaska Native
CAE	Centers of Academic Excellence
CAPAL	Conference for Asian Pacific American Leadership
CIA	Central Intelligence Agency
CLF	Civilian Labor Force
CMDI	Center for Mission Diversity and Inclusion
DAG	Director's Advisory Group
DEA ONSI	Drug Enforcement Administration, Office of National Security Intelligence
DHS	Department of Homeland Security
DIA	Defense Intelligence Agency
DISP	Diversity and Inclusion Strategic Plan
DNI	Director of National Intelligence
DoD	Department of Defense
DoE IN	Department of Energy, Office of Intelligence and Counterintelligence
EASE	Equal Accessibility Services Environment
EEOC	Equal Employment Opportunity Commission
MD-715	EEOC Management Directive-715
EEOD	EEO and Diversity
ERG	Employee Resource Group
FBI/IB	Federal Bureau of Investigation, Intelligence Branch
FMLA	Family Medical Leave Act
FW	Federal Workforce
FY	Fiscal Year
GS/GG	General Schedule/General Grade
HBCU	Historically Black College or University
IC	Intelligence Community
ICAN	IC Affinity Network
ICD	IC Directive
IC CHCO	IC Chief Human Capital Office
IC EEOD	Office of IC Equal Employment Opportunity and Diversity
ICRC	IC Recruitment Committee
ICWWP	IC Wounded Warrior Program
IQ	Inclusion Quotient
IRTPA	Intelligence Reform and Terrorism Prevention Act
JD	Joint Duty
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Allies
MCISR-E	Marine Corps Intelligence, Surveillance, and Reconnaissance Enterprise
NASIC	United States Air Force, 25 AF, National Air and Space Intelligence Center
NCTC	National Counterterrorism Center
NDIC	National Defense Intelligence College
NGA	National Geospatial-Intelligence Agency
NHPI	Native Hawaiian/Pacific Islander
NIS	National Intelligence Strategy
NRO	National Reconnaissance Office

NSA	National Security Agency
NSEP	National Security Education Program
NSLI	National Security Language Initiative
ODNI	Office of the Director of National Intelligence
OPM	United States Office of Personnel Management
PDDNI	Principal Deputy Director of National Intelligence
PPIA	Public Policy and International Affairs
PRISP	Pat Roberts Intelligence Scholars Program
PWD	Persons with Disabilities
PWTD	People with Targeted Disabilities
QSI	Quality Step Increase
RNO	Race and National Origin
State INR	United States Department of State's Bureau of Intelligence and Research
STEM	Science, Technology, Engineering, and Math
USA	United States Army, Intelligence and Security Command, National Ground Intelligence Center
USAF	United States Air Force, 25 AF, National Air and Space Intelligence Center
USCG	United States Coast Guard, CG Intelligence
USMC	United States Marine Corps, Marine Corps Intelligence Activity
USN NIA	United States Navy, Naval Intelligence Activity
UST OIA	United States Department of the Treasury, Office of Intelligence and Analysis
UTAP	DIA's Undergraduate Training and Assistance Program (aka Stokes)
UTP	NSA's Undergraduate Training Program (aka Stokes)
WLF	Women's Leadership Forum

Understanding and Using this Report

Population Studied

This report is prepared in accordance with Section 114 of the National Security Act of 1947, as amended by Section 324 of the Intelligence Authorization Act of 2003. This report summarizes demographic data on the population of minorities, women, and persons with disabilities (PWD) employed within the U.S. Intelligence Community (IC) during fiscal year (FY) 2015 (between 1 October 2014 and 30 September 2015).

Table 01 lists the 6 largest agencies and the 11 other components that compose the IC. As used in this report, “total IC workforce” refers to all 17 agencies and components combined.

Table 01: 6 Agencies and 11 Other Components

Six Agencies	Eleven Other Components	
Central Intelligence Agency (CIA)	Department of Energy (DoE), Office of Intelligence and Counterintelligence (IN)	United States Air Force (USAF), 25 AF, National Air and Space Intelligence Center (NASIC)
Defense Intelligence Agency (DIA)	Department of Homeland Security (DHS), Office of Intelligence and Analysis (I&A), and Homeland Security Investigations	United States Army Intelligence and Security Command, National Ground Intelligence Center
Federal Bureau of Investigation, Intelligence Branch (FBI/IB)	Department of State’s (DOS), Bureau of Intelligence and Research (State INR)	United States Coast Guard (USCG) CG Intelligence Center (part of DHS)
National Geospatial-Intelligence Agency (NGA)	Department of the Treasury, Office of Intelligence and Analysis (OIA)	United States Marine Corps (USMC), MC Intelligence Activity
National Reconnaissance Office (NRO)	Drug Enforcement Administration (DEA), Office of National Security Intelligence	United States Navy (USN), Naval Intelligence Activity (NIA)
National Security Agency (NSA)	Office of the Director of National Intelligence (ODNI)	

Data Collection Methods

In response to an annual data call from the ODNI’s Office of IC Equal Employment Opportunity and Diversity (IC EEOD), each IC element queries its own data holdings to compile and report data to a common set of requirements. Respondent IC elements submit total counts of individuals employed and hired during the fiscal year, as well as data on promotions, attrition, awards, and education and development programs. These workforce population counts are provided by race and national origin (RNO), gender, and pay grade.

The IC continually works to establish a standard and consistent method for collecting and analyzing diversity data across the Community. This effort is complicated due to the divergent size, complexity, and maturity of personnel data holdings. Generally, data may be compiled automatically in larger elements, while smaller IC elements use more manual collection methods.

The ODNI does not have a central data repository of personnel records across the IC. Therefore, IC EEOD applies quality controls to each data submission, and several months of reconciliation and checks are required. IC EEOD compares each agency's data in the various categories (e.g., RNO, hiring, attrition, etc.) to the prior fiscal year, and IC elements are asked to verify changes or send corrections if an error is discovered. This quality assurance process improves the validity and reliability of the reported data.

This report, covering FY 2015, is the first UNCLASSIFIED version of the annual Congressional report.

Data Conditions and Anomalies

As noted above, this report details the percentage of minorities, women, and PWD employed during FY 2015. Key indicators are also reported with regard to promotions, attrition, awards, and education programs. Standard definitions for these attributes are provided; however, IC elements may not store, categorize, and sort data in the same way for all personnel actions. For example, an IC element may be able to readily provide attrition counts by pay grade, RNO, and gender through automated data retrieval, but manual counting may be required to determine whether personnel attrition was due to resignation, retirement, or termination.

Smaller IC elements present unique challenges in data compilation, as the members of the workforce may be colocated with non-IC members of a larger non-IC workforce, and personnel may not readily be identified as having an IC affiliation. In some instances, data points were unavailable or incomplete for a full analysis of some attributes. The following data collection anomalies should be considered when reviewing this report:

- Since the USMC is a component of the USN, its data were reported with USN.
- Hiring and attrition measures at the NRO should be interpreted differently from other agencies because the civilian workforce is primarily made up of employees who are detailed from other IC elements. Detailed employees return to their home IC elements when their assignment is completed; therefore, the NRO reports gains and losses. Gains are people detailed to work at the NRO at the end of the year who were not there at the beginning. Losses are start-of-year detailees who were no longer employed there at year's end.
- In addition, NRO's FY 2015 submission includes only full-time and part-time civilian employees funded by NRO (primarily CIA non-Directorate of Science & Technology, Air Force, Navy, and Defense Logistics Agency civilians). Part-time employees accounted for 6 percent of the total population of this submission. NRO data does not include uniformed military personnel or employees funded by other organizations.
- To avoid double-counting in the aggregated report, CIA's workforce numbers do not include CIA officers assigned to NRO or NGA.
- UST OIA's workforce appeared to drop precipitously in FY 2015 due to an FY 2014 error. Since UST composes a tiny portion of the IC workforce, these data conditions will not have a significant impact on the final results.
- The IC lacks RNO and gender data on some Pat Roberts Intelligence Scholars

Program (PRISP) Awardee participants (fewer than 70); therefore, they are not included in the counts in this report. The IC will review the processes for data collection and recordkeeping to seek more accuracy in this demographic.

Data Definitions

Grades and Senior Positions. For the purposes of this report, “higher pay grades” refer to General Schedule/General Grade (GS/GG) 13–15—the “feeder” grades for senior executive positions. “Senior” Positions refer to positions higher than GS/GG 15; these are defined by each IC element’s executive service system and senior professional populations (e.g., the Department of Defense’s (DOD’s) Defense Intelligence Senior Executive Service, DoD’s Defense Intelligence Senior Level employees, CIA’s Senior Intelligence Service, or ODNI’s Senior National Intelligence Service).

RNO Categories. The FY 2015 RNO data were collected in accordance with the race and ethnicity reporting requirements in the U.S. Equal Employment Opportunity Commission (EEOC) Management Directive-715 (MD-715). Under this directive, employees who selected “Hispanic or Latino” as their ethnicity were counted as “Hispanic or Latino,” regardless of race. In addition, EEOC data for individuals of Native Hawaiian or Pacific Islander origin were reported separately from Asians. In some figures and tables, RNO categories are abbreviated as follows: “AIAN” for American Indian/Alaska Native and “NHPI” for Native Hawaiian/Pacific Islander. Also, “Whites” or “Non-Minority” refers to non-Hispanic Whites throughout the report.

Statistical Measures and Percentages of Small Populations

Statistical Significance. Results are expressed as percentages of the total IC workforce, or of some subset of the workforce. When making observations of a population, there is always the possibility that an observed effect may have occurred due to a collection error.

Percentages of Small Populations May Be Misleading. Percentages can fluctuate significantly if there is a one- or two-person change, due to the small population counts. For example, data points relating to participation in senior service schools could appear to be unusually high, but it is important to understand that such calculations are based on small numbers relative to the IC workforce as a whole.

Attrition Measures. This report examines two related measures of attrition: the attrition rate and share of overall attrition. Table 02 provides a definition of each measure, explains how it is used and how it is calculated, and outlines its implications.

Table 02: Measures of Attrition

Term	Definition	How it is Used	How it is Calculated	Implications
Attrition Rate	Compares the number of attritions in a subset with the total number in the subset, expressed as a percentage.	Used within group analyses. Answers questions such as, “What percentage of the minority workforce left the agency in FY 2015?”	Calculation: Minorities who left/ all minorities. Example: If 20 minorities left the agency in FY 2015 and there were 200 minorities total, the <u>attrition rate</u> would be 20/200, or 10%.	An increasing attrition rate within an organization could be an indication of problems if the attrition occurs in one specific group or is unexpected based on human capital plans and activities.
Share of Overall Attrition	Compares the number of attritions in a subset to the total number of attritions in the organization, expressed as a percentage.	Used to compare attrition to overall representation in the workforce or overall hiring, for example. Answers questions such as, “Of all employees who left the agency in FY 2015, what percent was female?”	Calculation: Women who left/all employees who left Example: If 400 employees left the agency and 100 were women, the female <u>share of overall attrition</u> would be 100/400, or 25%.	An increasing share of overall attrition within an organization can be disturbing and worth exploring if it affects one group over others.

Executive Summary

The *Annual Demographic Report on Hiring and Retention of Minorities, Women, and Persons with Disabilities in the United States Intelligence Community* examines workforce demographics relating to civilian employees in all 17 elements of the IC (see Table 01). This report also highlights diversity and inclusion initiatives and activities across the IC.

To be successful against increasingly complex global threats, the IC must employ and develop a dynamic, agile workforce that reflects diversity in its broadest context and includes all aspects that make individuals unique and America strong. This includes, but is not limited to, race, culture, heritage, gender, age, religion, language skills, differing abilities, sexual orientation and gender identity, ideas, and perspectives. Diversity is necessary to build a solid foundation of key capabilities and capacity within the IC, and diversity is recognized as essential to advancing the core mission objectives set forth in the *National Intelligence Strategy of the United States of America, 2014* (NIS). As stated in NIS Enterprise Objective 5: Our People, the IC is collaboratively moving forward to “build a more agile, diverse, inclusive, and expert workforce.”

Across the IC, initiatives and activities are strategically aligned through senior advisory bodies such as the IC EEOD Council¹ (comprising the EEO and Diversity senior principals of each IC element). The IC EEOD Council collectively identified diversity, inclusion, and equal employment opportunity goals and adopted a joint roadmap for action, the *IC EEO and Diversity Enterprise Strategy (2015-2020)*². The *Enterprise Strategy* establishes a framework to ensure that the IC is best positioned to meet its mission-critical EEO, diversity, and inclusion imperatives. Through the implementation of the *Enterprise Strategy*, the IC is positioned to fully leverage capabilities, resources, and authorities to drive innovation and sustainability in five goal areas:

1. Leadership and Accountability;
2. Workforce Planning;
3. Recruitment, Hiring, and Retention;
4. Career Development and Advancement; and
5. Equal Employment Opportunity and Inclusion

Diversity is also embedded within the *Principles of Professional Ethics* (Appendix B) for the IC, and IC officers at all levels, from entry-level to senior executive, are expected to embrace and promote diversity as essential to achieving the IC’s mission.

¹ The IC EEOD Council was established under IC Directive 110, “as a forum for coordination, evaluation, and improving EEOD in the IC.” The Council coordinates policy and programs throughout the IC, establishes community-wide goals, monitors progress, and develops strategic approaches to eliminate barriers to equal employment opportunity and diversity.

² The *IC EEO and Diversity Enterprise Strategy* aligns with the NIS, the IC Chief Human Capital Office’s Vision 2020, and Executive Order 13583, establishing a Coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce.

“The IC will foster diversity in its workforce through the recruitment, development, and retention of minorities, women, persons with disabilities, and individuals of various backgrounds, cultures, generations, perspectives, and ideas, among other aspects.”

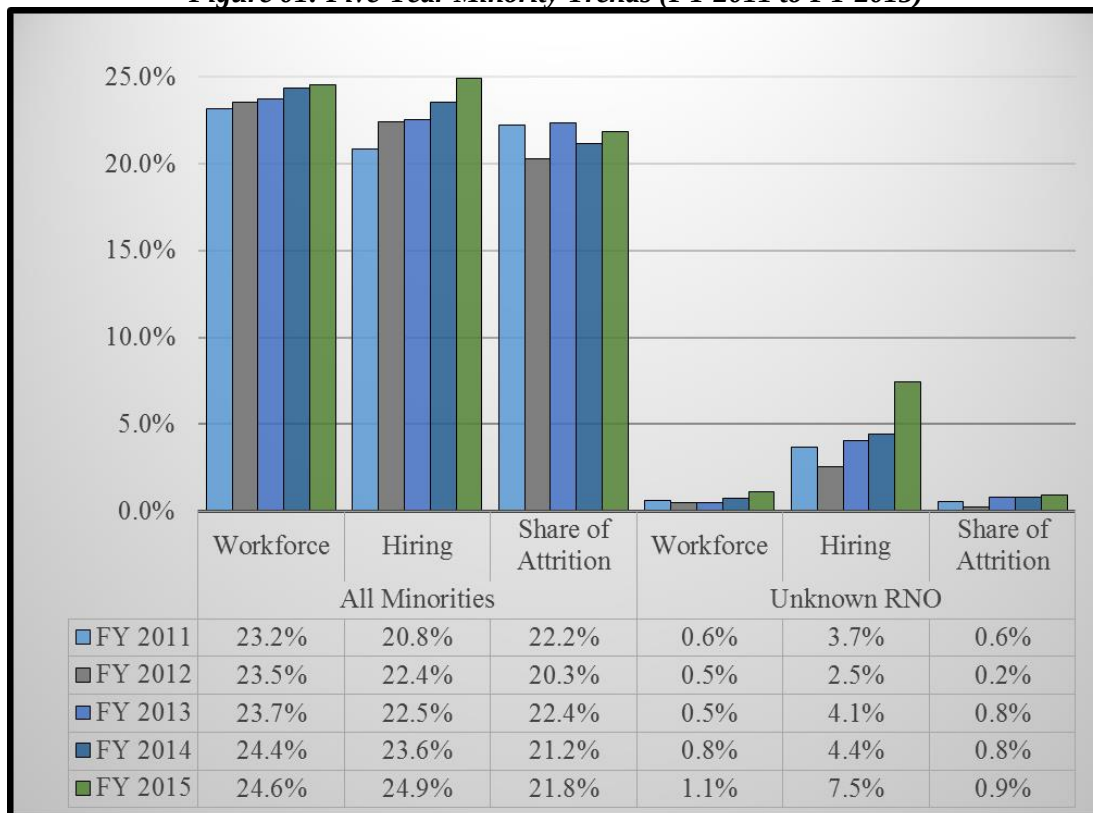
—Intelligence Community Directive 110

The Partnership for Public Service recognized the IC as one of the “Best Places to Work in the Federal Government” for the seventh year in a row, and the IC ranked second out of the 19 largest agencies surveyed. While embracing this recognition, the IC understands that it must make more progress in its efforts to increase the representation of minorities, women, and PWD in key positions across all mission areas.

Minorities in the IC

Five-year trends (FY 2011–2015) in hiring and attrition dynamics indicate a gradual increase in minority representation over time. Figure 01 illustrates the gradual increase in the minority workforce and reflects hiring and attrition trends; Unknown RNO has been included in the figure because this group may include minorities who choose not to disclose their race or ethnic origin. In FY 2015, overall IC minority representation in hiring increased from 23.6% (FY 2014) to 24.9%, largely due to a 1.4% increase in Hispanic hiring.

Figure 01: Five-Year Minority Trends (FY 2011 to FY 2015)



Minority representation continues to slowly trend in a positive direction. However, there are several indications that increased focus is warranted. For example, the IC's minority representation of 24.6% is lower than all of the external benchmarks generally used for comparison. Minorities make up 37.5% of the U.S. population, 35.4% of the Federal Workforce (FW), and 31.5% of the Civilian Labor Force (CLF). Minorities are also represented at less than expected frequencies, given their representation in the population, with regard to promotions, awards, Selected Educational Development Programs, and Joint Duty (JD) assignments.

The chart below highlights some IC activities aimed at increasing minority representation:

Agency	Activities/Initiatives
CIA	Conducted over 100 targeted outreach events within underrepresented communities
CIA	Conducted over 350 recruitment events at colleges and universities serving predominantly minority populations
DIA	Added questions to the DIA Workforce Survey designed to identify ways to increase employee retention rates
DIA	Held recruitment events at Centers of Academic Excellence (CAE)
DIA	Used the Undergraduate Training and Assistance Program (UTAP) (Stokes) to target minority and employees with disabilities
DHS I&A	Entered into recruiting agreement with higher education associations serving minorities
DHS I&A	Issued component recruitment and outreach plan to fill minority-group staffing gaps
DHS I&A	Cyber Student Initiative offered learning opportunities for college students
DOE	Advertised vacancies nationwide to reach as many minority applicants as possible
NGA	Participated in outreach efforts promoting awareness of minorities and PWD
NSA	Revised hiring processes resulted in 31% minority hiring rate in FY 2015
NSA	Enhanced Pipeline Dashboard to provide demographic details of applicants to EEOC personnel for trend and aggregate reporting purposes
NSA	Used workforce demographics to guide workforce actions (hiring, promotion, etc.)
USAF	Participated in outreach to attract minorities into STEM (science, technology, engineering, and math) positions
USCG	Developed strategy to attract diverse applicants—measuring applicant data to evaluate recruiting efforts
USCG	Expanded relationships with minority-serving institutions/affinity groups in order to recruit and retain a diverse workforce

Women in the IC

As shown in Figure 02, the proportion of women in the IC population remained just below 40% over the last five years. The share of attrition for women in the IC decreased by 1.7 percentage points between FY 2014 and FY 2015, to approximately the FY 2013 level, but is still higher than the female share of attrition in fiscal years 2011 and 2012.

Figure 02: Five-Year Gender Trends (FY 2011 to FY 2015)



While the representation of women in the IC has remained steady, hiring decreased from 42.6% to 38.2% in FY 2015. Women are well represented through GS/GG-12 but taper off in the higher grades. If attrition can be reduced further to below the female workforce representation rate, there is a potential pool of women in the mid-grades who can increase the population of women in grades GS/GG-13 and above. In FY 2015, women earned 43.9% of promotions, which is a rate above their representation in the workforce (38.5%). The same is true of honorary awards recognizing outstanding service to the IC. Women received 46.8% of these awards, also at a rate above their representation in the workforce.

The IC's female workforce, at 38.5%, is lower than external population benchmarks such as the U.S. population at 49.7%, FW at 43.2%, and the CLF at 46.3%. This profile is consistent with prior years. Select IC activities pertaining to women are identified below:

Agency	Activities/Initiatives
CIA	Director's Advisory Group on Women in Leadership continues to make significant progress
DHS I&A	Study on women in law enforcement gathered recommendations and best practices and identified barriers
DHS I&A	U.S. Customs and Border Protection established the Women's Leadership Forum
NRO	Mentored high school females to increase awareness of NRO STEM careers
USAF	Intern program hired 80% women into IC positions
USAF	Through the Million Women Mentors program, mentored females to enter STEM careers
USN DNI-NIA	Created Women in STEM Employee Resource Group (ERG)

Persons with Disabilities in the IC

The representation of PWD in the IC workforce increased by just over one half of one percentage point between FY 2014 and FY 2015. The PWD composition increase would have been greater; however, the PWD attrition rate, 6.9%, was slightly above the IC's overall attrition rate of 6.3% (See Figure 28). Figure 03 shows a gradual rise in PWD from FY 2011 to FY 2015; however, the PWTD population remained about the same. Attrition has fluctuated over the same period. Finally, hiring peaked in FY 2014 with a slight reduction in FY 2015.

Figure 03: PWD Five-Year Trends (FY 2011 to FY 2015)



In FY 2015, the IC EEOD designated a new Disability Program Manager position and selected an incumbent who entered on duty in January 2016. The Disability Program Manager will focus on strategic priorities relating to PWD across the ODNI and coordinate and lead strategic IC initiatives. Below are highlights of FY 2015 efforts with regard to PWD in the IC:

Agency	Activities/Initiatives
CIA	Provided real-time captioning solution for employees who are deaf and hard of hearing
DHS I&A	Increased the number of PWD in every component
DHS I&A	USCG achieved 10.31% representation of PWD
DIA	Recruitment programs increased PWD working at DIA
NGA	Added recruiter specializing in hiring PWD
NGA	Hosted congressional event highlighting the role of NGA's deaf and hard-of-hearing workforce
NRO	Hosted IC Disability Summit
NSA	Received award for employing PWD
NSA	Provided videophones for employees who are deaf and hard of hearing
USAF	Hiring efforts resulted in 11.8% PWD representation rate
USAF	Won an award for outstanding achievement in employing PWD
USN DNI-NIA	Increased PWD hiring rate
USN DNI-NIA	Implemented hiring initiative and appointed Senior Champion for People with Targeted Disabilities (PWTD)

FY 2015 was marked by a renewed focus on leadership and accountability. Many IC elements adopted diversity training, such as unconscious bias workshops, and focused on leadership competencies to ensure that understanding and promoting diversity, inclusion, and EEO are viewed as key to effective leadership. Below are highlights of Community-wide and IC element activities to advance strategic diversity, inclusion, and EEO objectives:

- CIA, NSA, and the USAF adopted diversity and inclusion performance objectives as part of senior executive performance evaluations plans. Beginning in FY 2016, the ODNI and other elements of the IC are adopting similar requirements.
- The first IC Persons with Disabilities Summit was hosted by CIA at NRO. Through this forum, the IC EEOD Council launched three working groups to further educate the IC workforce and coordinate best practices for recruiting, retaining, and developing PWD.
- IC EEOD hosted a Diversity Best Practices Exchange Forum to share ideas with invited members from private industry, academia, and senior IC leaders.
- The IC hosted the third IC Women's Summit and the fourth IC Lesbian, Gay, Bisexual, Transgender, and Allies Summit.
- Four items were added to the IC Climate Survey, similar to those found in the Office of Personnel Management (OPM) Federal Employee Viewpoint Survey. As a result, in FY 2015 ODNI began capturing OPM's Inclusion Quotient across the IC.

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- The CIA and ODNI codeveloped No FEAR Act online training to enable IC officers to understand their rights and remedies under the antidiscrimination and whistleblower protection laws. The PDDNI established reciprocity across the IC to enable all officers to gain credit if they completed this course.
 - IC CHCO worked to improve data collection to capture RNO, gender, FY 2015 promotion data, and disability information on participants in the IC Joint Duty program.

Future Plans: FY 2016 and Beyond

In FY 2016, IC EEOD is leading an IC-wide assessment to identify quantitative and qualitative factors that may serve as potential barriers to the hiring, retention, and promotion of women, minorities, and PWD in the IC. This *Barrier Analysis Study* follows a multidimensional approach including research, literature and file reviews, analysis of data collected from the IC, and input from focus groups. The findings and recommendations from this study will inform strategic initiatives under the IC EEO and Diversity Enterprise Strategy.

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Chapter 1. IC Best Practices in EEO, Diversity, and Inclusion

We must attract and retain a workforce that has imagination, cultural and social competence, and the intellect to advance U.S. national intelligence. We must develop and promote a diverse workforce whose dedication to the mission is evidenced by an inclusive culture that embraces differences in race, color, ethnicity, national origin, gender, age, religion, language, disability, sexual orientation, gender identity and heritage. Simultaneously, we must create an environment in which all the aspects that make us individuals are welcome and celebrated.

--IC EEOD Enterprise Strategy (2015–2020), Foreword

The IC continues to identify and promote employment practices designed to attract, retain, and develop a diverse workforce. While individual IC elements require unique skills to advance their missions, collectively, the IC understands that enterprise solutions employed across intelligence disciplines are more likely to yield the competitive advantage that diversity brings. Within the IC, creating a culture that promotes equal employment opportunity, diversity and inclusion is the responsibility of every intelligence officer. By employing a multiagency approach across all 17 elements of the IC, the IC is best positioned to build and maintain the talent and capabilities necessary to accomplish the IC's mission. Below are highlights of significant outreach, recruitment, and diversity activities involving multiple IC elements.

Using Technology to Increase Outreach: IC Virtual Fairs and Applicant Website

Since 2010, the IC has used technology to broaden its geographic reach and bring IC employment opportunities to individuals in areas where in-person visits are difficult due to limited budgets or manpower (or both). The IC's virtual recruitment events are accessible on PCs, laptops, tablets, and mobile phones, making IC careers accessible to a broader population.

Over 6,100 potential applicants attended the sixth annual iteration of the multiagency IC Virtual Career Fair, held on 19 February 2015. Over 400 recruiters, hiring managers, and subject matter experts from nine IC elements and organizations participated in the Fair: CIA, DHS, DIA, DoE, NGA, NSA, the FBI's National Virtual Translation Center, ODNI and the National Counterterrorism Center (NCTC). IC EEOD professionals and volunteers from IC ERGs staffed a virtual "Diversity and Inclusion in the IC" booth to respond to questions from nearly 800 attendees on reasonable accommodation, the IC's hiring practices for individuals with disabilities, and inclusion issues. New this year was an audio presentation panel discussion with DIA and NGA employees on Cultivating an Inclusive Work Environment that was attended by over 500 individuals.

The IC Chief Human Capital Office (CHCO) coordinated the third annual IC Student Opportunities Virtual Info Session on 24 September 2015. More than 2,700 individuals, from 44 different states (including Hawaii), attended the fair—the highest attendance at any IC-sponsored student event to date. Recruiters, hiring managers, and diversity representatives from CIA, DIA,

DHS, DoE, FBI, NASIC, NGA, and NSA staffed virtual booths to provide information on internships, scholarships, and cooperative education programs. The Department of State was unable to staff a booth; however, it provided an online audio presentation about its internship programs. In addition, for the first time, the IC offered a special accommodation to facilitate communication with people using screen readers.

IC CHCO supported development of an integrated IC Applicant Gateway website designed using feedback from student focus groups regarding their expectations for a career site. Www.IntelligenceCareers.gov is an IC marketplace that facilitates job exploration across the IC and provides a common application process. This feature-rich site hosts information on the IC, its mission, and student programs and career opportunities at participating agencies. For example, to attract millennial applicants, the website includes videos, interactive brochures, and a careers blog. The website also features a Job Exploration Tool that applicants can use to search for positions matching their education, experience, and interests.

Bringing Diversity to the Mission: Employee Resource Groups

IC EEOD concentrates on developing and strengthening internal employee resource groups across the IC. For example, in FY 2015, the IC's Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTA) Affinity Network Group, IC Pride, has advanced diversity and inclusion across all major IC elements. IC Pride's unique and inclusive approach has been cited as a federal best practice by the U.S. EEOC, was featured in the national press outlet The Daily Beast, and was presented as a model to emulate at the 2015 Out and Equal Conference. The contributions of IC Pride's five Working Groups—Ally Engagement, Recruitment and Retention, Communication and Technology, Transgender, and IC LGBTA Summit—have made significant contributions that have led to the IC becoming an LGBTA employer of choice. A sample of ERGs in the IC are listed in Table 03.

Table 03: Employee Resource Groups

Agency Network of Gay, Lesbian, Bisexual and Transgender Officers and Allies (ANGLE)	Lesbian, Gay, Bisexual, and Transgender Officers and Straight Allies (IMPACT)
Life Inclusion for Everyone ERG	American Veteran ERG
Asian Pacific American Organization	Deaf Advisory Council
Deaf Disability and Diversity (3D)	Employees with Disabilities
disAbility Advisory Panel	Hispanic Advisory Council
Hispanic/Latino ERG	People With Disabilities ERG
New Employees ERG	Next Gen ERG
Mid-Career Hires Council	Near Eastern/South Asian Americans
Islamic Culture ERG	African-American ERG
American Indian/Alaska Native ERG	Federal Women's Program
Women's ERG	

Reaching Minorities through Collaborative IC Recruitment Events

The IC Recruitment Committee (ICRC) meets monthly to oversee collaborative recruitment activities, share best practices, and implement strategies that enable the IC to hire exceptional individuals into the workforce. Chaired by the Chief of Outreach and Policy in the IC CHCO, the Committee coordinates and promotes a number of outreach and recruiting events aimed at increasing diversity among minorities, women, first-generation Americans, and PWD. Each IC element also conducts recruitment and hiring initiatives focused on diversity.

The ICRC continues to design and implement a corporate recruiting strategy that aligns with the NIS, the IC Human Capital Vision 2020, and the IC EEOD Enterprise Strategy. Embedded in each plan is the requirement to employ a diverse workforce possessing the skills required to assess complex global threats in an increasingly complex intelligence environment.

IC CHCO coordinates collaborative recruitment events to enhance IC elements' abilities to reach diverse audiences while maximizing outreach resources. Listed below are FY 2015 community recruitment events:

- American Indian Science and Engineering Society Career Fair
- Conference for Asian Pacific American Leadership Career Fair
- Federal Asian and Pacific American Council National Conference
- National Association of Asian American Professionals Career Fair
- Northern Virginia Community College Featured Employer Day
- Public Policy and International Affairs Program Career Expo
- Science, Technology, Engineering and Math Career Fair
- Society of Hispanic Professional Engineers National Conference and Career Fair
- Society of Hispanic Professional Engineers Region 4 Leadership Conference and Career Fair
- USPAK Foundation Career and Internship Day

Providing Foreign Language Training: STARTALK Program

The STARTALK Program provides summer training for students and teachers of critical foreign languages. Announced by the President in 2006, the program is the ODNI-sponsored component of the National Security Language Initiative (NSLI). Since holding the first student summer programs in 2007, the program has grown, steadily reaching more students and teachers. The STARTALK program seeks to expand and improve the teaching and learning of strategically important world languages not widely taught in the United States. Other programs under the NSLI umbrella include the Title VI/Fulbright Hays programs of the U.S. Department of Education, the National Security Education Program (NSEP) of the DoD, and study abroad and exchange programs of the U.S. Department of State, including the popular NSLI for Youth program. Since its inception, the program has reached approximately 55,000 participants with program offerings in all 50 states.

The Foreign Language Program Office of IC CHCO office oversees the STARTALK program, of which NSA is the service provider, and the University of Maryland's National Foreign Language Center (NFLC) is the primary contractor. Their shared vision is to boost national capacity in languages critical to national security by instructing students in critical languages at all levels, as well as certifying teachers of these languages. STARTALK also ensures that students and teachers from diverse backgrounds have access to educational opportunities.

In July 2015, the principal stakeholders of the STARTALK Program agreed to form a new STARTALK Steering Committee as a key mechanism for developing the program. Held in September 2015, the initial meeting of this NSA-led committee discussed proposals to improve the marketing of STARTALK; ways to collaborate more closely with academic institutions at the federal, state, and local levels; and ways to strengthen institutional support for STARTALK's sub-programs and initiatives.

In 2015, 138 STARTALK programs were delivered in 41 states and Washington, DC—74 student programs, 31 teacher programs, and 23 combination student-teacher programs. Among the nearly 6,000 program participants, about 975 were foreign language teachers engaged in education and training covering 11 foreign languages: Arabic, Chinese, Hindi, Korean, Persian-Dari, Persian-Farsi, Portuguese, Russian, Swahili, Turkish, and Urdu. For the first time during summer of 2015, STARTALK offered classes on the Korean language through 4 student programs and 10 teacher programs.

Celebrating its 10th anniversary in 2016, STARTALK has received favorable reviews from the U.S. language learning community as a high-quality program with the potential to significantly increase learning and instruction in critical languages. In addition, the course offerings have led to increased collaboration and working relationships between the IC and heritage communities around the country. These relationships should enhance the pool of language-qualified and culturally proficient personnel for recruitment into IC and other national security positions in the future.

Providing Grants to Increase Diversity: IC Centers of Academic Excellence (CAE) in National Security

The IC CAE Program was reauthorized as the Intelligence Officer Training Program (50 U.S.C., Section 3224). The program’s objectives are to provide grants to competitively chosen universities and colleges to “enhance the recruitment and retention of an ethnically and culturally diverse intelligence community workforce with capabilities critical to the national security interest of the United States.” Table 04 identifies universities and consortia receiving grants in FY 2015 and those schools with sustaining programs who have completed their grant funding. For details on the founding of the program, program administration, and grant selection process, see [Appendix A](#).

Table 04: IC CAE Institutions

#	College or University	Academic Disciplines and Courses	Entry	Status
1	Florida International University, Miami, FL (Hispanic Serving Institution)	Public Policy, Political Science and Law, Legal Issues for Criminal Justice, History, International Relations, Public Administration, Anthropology, International Finance, Applied Quantitative Methods, World Politics, Language (Arabic), and a Foreign Study Program	Fall 2005 to 2008; re-funded fall 2012	Receiving Grants
2	California State University Consortium, San Bernardino, CA (includes 6 CSU campuses) (Hispanic-Serving Institution)	Foreign Languages (various), Terrorism and Homeland Security, Political Science, Economics, and a Foreign Study/Cultural Immersion Program	Fall 2006; re-funded fall 2012	Receiving Grants
3	University of Texas at El Paso, El Paso, TX (Hispanic Serving Institution)	Law/Legal Studies, Engineering, Scientific and Technical Specialties, Political Science, Economics, and a Foreign Study and Cultural Immersion Program	Fall 2006; re-funded fall 2014	Receiving Grants
4	University of New Mexico (Hispanic-Serving Institution with significant Native American population)	National Security Study Methodologies, Human Behavior, Regional Studies, International Affairs, Foreign Languages/Study, Cultural Immersion	Fall 2009; re-funded fall 2014	Receiving Grants
5	Morgan State University, Baltimore, MD (Consortium with Elizabeth State University, Norfolk State University, and Bowie State University, a Historically Black College or University [HBCU])	Foreign Languages, Religion and Culture, Literature, Sociology, Criminal Justice, Environmental Science, Biology, and Engineering	Fall 2011	Receiving Grants
6	University of South Florida	Public Health, Public Policy, International Relations, Foreign Languages and Culture, and Communications	Fall 2011	Receiving Grants
7	University of Mississippi (Consortium with Jackson State University, a HBCU)	Intelligence Studies, Analysis, Chinese Language Flagship Program, Cyber Security, International Studies, Computer Forensics, Cryptography	Fall 2012	Receiving Grants
8	Eastern Kentucky University (Consortium with Morehead State University and Kentucky State University, a HBCU)	Foreign Languages, National Security and Intelligence Studies, International Affairs	Fall 2014	Receiving Grants

#	College or University	Academic Disciplines and Courses	Entry	Status
9	University of Oklahoma Health Sciences Center	Intelligence and National Security Studies, International Studies, Languages	Fall 2014	Receiving Grants
10	Chicago State University	Foreign Languages, Foreign Study, Community Security and Study, Cultural Immersion	Fall 2014	Receiving Grants
11	Rutgers State University	National Security and Intelligence Studies, Foreign Languages, Business Intelligence and Foreign Study	Winter 2015	Receiving Grants
12	University of North Carolina at Chapel Hill (Consortium with Duke University, North Carolina Central University and North Carolina State University, a HBCU)	Intelligence Studies, National Security Studies, International Affairs, Terrorism and Energy Focus, Cybersecurity Studies	Fall 2014	Receiving Grants
13	University of Central Florida	International and Global Studies, Terrorism, National Security Issues and Study, Foreign Languages	Fall 2014	Receiving Grants
14	Miles College (a HBCU)	Liberal Arts, Foreign Study/Languages, and Cultural Immersion	Fall 2009	Grant Period Ended 9/2014
15	University of Texas-Pan American, Edinburg, TX (Hispanic-Serving Institution)	Foreign Languages (various), Scientific and Technical Specialties, Political Science, Economics, and Criminal Justice	Fall 2006	Grant Period Ended 9/2014
16	University of Washington, Seattle, WA (large Asian-Pacific Islander population)	Foreign Languages (various), Scientific and Technical Specialties, Political Science, Economics, and a Cultural Immersion Program	Fall 2006	Grant Period Ended 2007
17	Florida Agricultural and Mechanical University (a HBCU)	History, Political Science, Engineering, Foreign Language and Study, Cultural Immersion, International Affairs	Fall 2009	Grant Period Ended 9/2014
18	Pennsylvania State University	Information Science and Technology, Security and Risk Analysis, Geo-Intelligence, Foreign Languages/Study, Cultural Immersion	Fall 2009	Grant Period Ended 9/2014
19	University of Maryland	Public Policy, Behavioral and Social Sciences, Arts and Humanities, Language Flagship School, Cultural Immersion, Cybersecurity Studies	Fall 2009	Grant Period Ended 9/2013
20	University of Nebraska (UN-Lincoln) (Consortium: University of Nebraska-Omaha, and Creighton and Bellevue Universities; College of Menominee Nation added in 2012)	Computer Systems, Software Applications, Economics, Security Operations, Counterterrorism, Counterintelligence, Risk Analysis, Nonproliferation, Foreign Language and Study Abroad	Fall 2009	Grant Period Ended 9/2014
21	Virginia Polytechnic Institute and State University (Consortium with Howard University, a HBCU)	Engineering and Emerging Technologies, Foreign Language/Study, Cultural Immersion, Wireless Communications	Fall 2009	Grant Period Ended 9/2013

A key component of the IC CAE Program is critical language development and cultural immersion through study abroad initiatives and foreign language immersion. Equally important is the growth of intelligence-related curricula in support of the STEM disciplines. Collaboration with scientific research centers and laboratories in the IC, the DoD, and corporations supporting the defense community provides real intelligence challenges for participating students and access to academic resources for IC employees.

Providing Opportunities for Service Members: IC Wounded Warrior Program

IC elements recruit and provide internship opportunities for wounded, ill, and injured service members. Opportunities are provided through internship fairs in the Washington, DC, metropolitan area, relationships with military medical treatment facilities, and DoD- and IC-hosted events via the IC Wounded Warrior Program (ICWWP). The ICWWP helps wounded warriors rehabilitate by providing special internship opportunities in collaboration with the DoD Operation Warfighter Program. The IC sponsors internship fairs at which wounded warriors are offered internship opportunities, career counseling, and when possible, employment within the IC. The DIA administers the ICWWP as a service of common concern with oversight and guidance from the ODNI. In FY 2015, the ICWWP onboarded over 100 interns, 17% of whom successfully transitioned into full-time employees. During this period, Wounded Warrior interns participated in opportunities with 12 IC elements.

Undergraduate Scholar Program: Stokes

The Undergraduate Scholar program (Stokes) employs high-performing high school seniors as full-time employees who receive all the benefits of a federal government employee, including salary, insurance, leave accrual, and retirement plans. The Stokes program, named for Congressman Carl Stokes (Democrat-Ohio), was authorized under 50 U.S.C. 3614. Once the students begin attending an undergraduate college or university, their responsibility is to focus on a field of study critical to an agency's mission and become full contributors to the mission upon graduation.

Stokes candidates must demonstrate financial need and be high school seniors or college freshmen at the time of application. The students selected begin working as they are cleared during the summer before their freshman or sophomore year in college. The students' permanent duty stations are their school locations, and nonlocal students travel to the Washington, DC, area during their summer breaks from school to work for an IC element.

Four IC elements participate in the Stokes program: NSA, CIA, DIA, and NGA. NSA, participating since 1987, calls their Stokes program the Undergraduate Training Program (UTP). Similar programs known by other names are authorized for the CIA and the DIA. CIA's program is called the Undergraduate Scholarship Program and was authorized in 1987 under 50 U.S.C. 3510 (formerly 50 U.S.C. 403j; as amended by the 1987 Intelligence Authorization Act). DIA has participated in the Stokes program since 2006, calling it the Undergraduate Training and Assistance Program (UTAP) which was authorized under 10 U.S.C. 1623 (formerly 10 U.S.C. 1608). Although not legislatively mandated, the NGA developed its own version of the

Stokes program in 2010. NGA plans to double the number of Stokes Scholars in FY 2016 and is evaluating doubling it again by FY 2018.

DIA and NGA converted 100% of Stokes participants to full-time employees. From 1987–2015, the conversion rate for Stokes at CIA was 53%. In FY 2015, NSA retained 91.6% of the graduating seniors.

Table 05 lists the schools that Stokes Scholars from across the four participating IC elements either currently or previously attended.

Table 05: Stokes Scholar Schools

American Military University	Princeton University
American University	Rice University
Binghamton University	Saint Vincent College
California Polytechnic State University, San Luis Obispo	Southern Illinois University Edwardsville
Calvin College	Stanford University
Carnegie Mellon University	Swarthmore College
College of William and Mary	Texas A&M University
Dartmouth College	Texas Christian University
East Carolina University	Towson University
Franklin W. Olin College of Engineering	Trinity Washington University
Georgetown University	University of Arizona
George Washington University	University of California
George Mason University	University of Florida
Georgia College	University of Hawaii
Georgia Regents University	University of Illinois at Urbana-Champaign
Georgia Institute of Technology	University of Kentucky
Harvard University	University of Maryland
Hampton University	University of Michigan
Johns Hopkins University	University of Minnesota
Kean University	University of New Mexico
Lindenwood University	University of North Carolina at Chapel Hill
Lynchburg College	University of Oregon
Macalester College	University of Puerto Rico
Marquette University	University of Rhode Island
Massachusetts Institute of Technology	University of Utah
Missouri S&T University	University of Virginia
Northeastern University	University of Washington
Ohio State University	University of Wisconsin-Milwaukee
Pennsylvania State University	Virginia Polytechnic Institute
	Worcester Polytechnic Institute

Each of the four agencies market the Stokes program differently. For example, the CIA has developed a High School Ambassador Program, consisting of 32 high schools across the United States, and promotes the scholarship to various professional organizations, for example, the National Society of High School Scholars, First Bytes Computer Camp for Girls, and Women in Computer Science. These organizations advertise CIA and CIA's student programs in their event programs. CIA's regional recruiters promote the Stokes program when visiting various colleges and universities.

DIA markets its Stokes program at numerous colleges and universities, including HBCUs and Hispanic-Serving Institutions, such as Miles College and California State University at Fullerton. Recruiters conduct information sessions and distribute informational brochures to educate and recruit potential candidates for the Stokes program. In addition, DIA promotes the Stokes program to several professional organizations that focus on diversity, such as the American Islamic Congress, Society of Hispanic Professional Engineers, Blacks in Government, and the Atlanta University Center Consortium.

NSA markets the Stokes program through direct mailings to 3,027 high schools throughout the United States and by posting information on the nsa.gov website. NSA also focuses its efforts primarily on minority students with SAT scores of 1600 or better and an intended major in Computer Science, Chemical Engineering, or Electrical Engineering. Through these efforts, 83% of the students in the FY 2015 NSA Stokes program were minorities.

Finally, NGA markets the Stokes program at all colleges and universities attended by NGA recruiters. NGA's Student Program brochure has a section devoted to the Stokes program. Stokes is also marketed on the NGA website and the IntelligenceCareers.gov website. All students who apply for an NGA internship are directed to read the qualifying and benefit information regarding the Stokes program since they have the option to be considered for the Stokes program, in addition to their application for an internship. NGA also markets Stokes annually at the IC Student Intern Career Fair.

The Stokes Program has maintained excellent minority representation for the IC since FY 2005. In FY 2015, 70% of the IC Stokes participants were minorities. For more information on Stokes participants by RNO see Table 10.

Awards to Recruit and Train to Develop Intelligence Skills: PRISP

The Pat Roberts Intelligence Scholars Program (PRISP) was established by Congress in 2004 as a pilot program to recruit and train analysts and linguists. The goal of the programs is to increase the capacity and capability of the IC workforce in intelligence skills that may be in short supply now or in the near future.

PRISP was made permanent in October 2010 with the passage of the FY 2010 Intelligence Authorization Act, which expanded the eligible population to include all mission-critical occupations, most notably those intelligence officers working in science, technology, engineering, and mathematics.

PRISP funds may be used to provide hiring bonuses and reimbursement of prior educational expenses, and to pay for future education and training. The PRISP service obligation is to the IC, not the initial employing agency. Completion of the service obligation is tracked by the IC PRISP program manager even for awardees who transfer to other IC elements. The program has a very low attrition rate. Through a competitive process conducted by each of the participating IC elements, minorities in the IC received 27.8% of the awards in FY 2015.

Measuring the Diversity Pipeline: IC Civilian Joint Duty Program

The IC Civilian Joint Duty Program Office was established pursuant to the Intelligence Reform and Terrorism Prevention Act's requirement that the DNI shall "prescribe mechanisms to facilitate the rotation of personnel of the intelligence community through various elements of the intelligence community..." Joint duty rotations offer civilian employees professional opportunities to broaden and enrich their careers by experiencing the scope of the IC beyond their home elements. Upon successful completion of these rotations, home IC elements benefit from the expanded professional experiences and networking contacts that returning employees bring with them—helping our community evolve into a true "integrated intelligence enterprise." Participation in the program is encouraged for those eligible. Moreover, receiving credit for a joint duty qualifying experience is required for promotion to senior levels within the IC.

The JD experience helps develop IC officers who value and foster collaboration, along with leaders who embody the definition of teamwork throughout their careers. The program was expanded in 2013 to include civilians in grades 11 and 12, giving mid-level professionals an opportunity to obtain a joint duty qualifying experience. In FY 2015, there were increased efforts to promote joint duty opportunities through several joint duty fairs at IC elements, and metrics were also put in place to effectively measure program effectiveness. Metrics with respect to diversity for those with joint duty credit are now included with this year's annual report. In addition, the DNI issued a new Intelligence Community Policy Guidance (ICPG 660.1) on 24 July 2015 to improve program management, streamline supporting processes, ensure equal opportunity, and remove barriers to participation.

Bridging Language and Cultural Gaps: IC Heritage Community Liaison Council

The IC Heritage Recruitment and Retention Strategy, an IC CHCO and IC EEOD joint initiative, focuses on recruiting, hiring, and retaining first and second generation Americans to bridge critical foreign language and cultural understanding gaps. The strategy also addresses mission-critical requirements for immediate and long-term national security needs.

To build and maintain relationships with key external groups, the IC CHCO established the IC Heritage Community Liaison Council in 2008. This council strengthens relationships between the IC and heritage community organizations, gathers input on the recruitment and retention of heritage Americans, and addresses heritage community concerns. Council members met in October 2014 and May 2015 representing a number of heritage organizations, which are listed in Table 06.

Table 06: Member Organizations of the IC Heritage Community Liaison Council

American-Arab Anti-Discrimination Committee	Muslim Public Affairs Council
American Islamic Congress	National Association of Asian American Professionals
American Lebanese Coalition	National Iranian American Council
Assembly of Turkish American Associations	Network of Indian Professionals
Burmese American Community Outreach	Organization of Chinese Americans
Federal Asian Pacific American Council	Sikh-American Legal Defense and Education Fund
Hispanic Association of Colleges and Universities	Somali Action Alliance
International Orphan Care (Afghanistan)	USPAK Foundation
Japanese American Citizens League	World Organization for Resource Development and Education
Korean-American Scientists and Engineers Association	

IC Heritage Community Liaison Council members were influential in opening doors for IC outreach and recruitment in FY 2015, resulting in invitations to participate in the USPAK Foundation Career and Internship Day and the Korean-American Scientists and Engineers Association's Young Generation Conference. Council members also helped publicize the IC Virtual Career Fair and the third IC Student Programs Virtual Information Session to native speakers of critical languages.

Following is a list of IC activities that promoted diversity across the IC.

Table 07: FY 2015 IC EEOD-Sponsored and Related Community-Wide Events

Event	Date	Purpose	Attendees and Description
IC Disabilities Summit	October 2014	To exchange best practices and identify future initiatives	Disability experts, information technology specialists, and EEOD officers identified areas in which enterprise solutions were most viable, including use of the Equal Accessibility Services Environment, a reasonable accommodations case-tracking tool.
IC Women's Summit	October 2014	To discuss ways to remove barriers to women's success	The summit's theme, "Creating Solutions—Innovative Pathways for IC Success," focused on recognizing supervisor and employee perceptions of women in the workforce, taking "stretch" assignments, emotional intelligence, incorporating transparency in career growth, and establishing strategies to career success.
IC EEOD Awards Ceremony	January 2015	To recognize outstanding EEOD contributions	This annual program complements the awards presented by the ODNI under the National IC Awards Program. In FY 2015, ODNI added two categories to recognize non-EEOD personnel for their contributions to promoting EEOD initiatives across the IC.
IC Virtual Career Fair	February, September 2015	To provide applicants with information on IC employment	IC EEOD staff members and volunteers manning online diversity booths answered questions from participants via virtual "chats." Questions covered diversity in the IC, Schedule A hiring authority, reasonable accommodations, the ICWWP, and hiring PWD.

Event	Date	Purpose	Attendees and Description
IC Complaints Managers' Roundtable	February 2015	Forum to share best practices and initiatives	This roundtable was attended by complaints managers from NGA, NSA, DIA, and ODNI to discuss sexual harassment and discrimination complaints (cases, trends, agency actions taken). In addition, attendees discussed agency investigation processes and the use of contract investigators.
IC Pride (LGBTQ) Summit	May 2015	To promote LGBTQ diversity and inclusion	More than 260 IC employees, including many senior executives, participated in person and through video teleconferencing. The theme "Advancing Diversity and Inclusion by Telling Our Story," focused on a variety of topics.
IC Women's Summit	May 2015	To identify challenges, share perspectives, and generate actions	The summit's theme, "Mapping Your Path to IC Success" focused on recognizing Partners On The Path, Keeping Talented Women on the Road to Success, The Perception of Parenthood in the Workplace, and the Retention of Women.
Meeting of IC Heritage Community Liaison Council	May 2015	Strengthen IC relationships with the heritage community	Council members were from a number of different organizations representing heritage communities such as Afghan-Americans, Arab-Americans, Chinese-Americans, Pakistani-Americans, and Somali-Americans. Heritage Council members were very influential in opening doors for IC outreach and recruitment.
IC Booth at DC LGBTQ Capitol Pride Festival	June 2015	To promote the IC as an employer of choice	IC EEOD organized and led participation in the first-ever IC-sponsored booth at the annual LGBTQ DC Capitol Pride Festival in Washington, DC. Officers from NGA, CIA, and NRO staffed the IC booth.
Unconscious Bias Session with Google's Dr. Williams	September 2015	To identify best practices and tangible steps to mitigate unconscious bias	Dr. Judith Williams, Google's Global Diversity and Talent Program Manager, discussed Google's journey in developing unconscious bias training. Dr. Williams was impressed by the similarities between the IC and Google both being focused on diversity as a mission imperative.
Annual IC EEOD All Hands Conference	September 2015	To train EEOD professionals on how to drive change in the IC	Focusing on the theme " <i>Driving Transformational Change in EEO and Diversity</i> ", attendees from across the IC participated in panel discussions and workshops. PDDNI O'Sullivan provided opening remarks and Congresswoman Terri Sewell challenged the IC to prioritize diversity and inclusion and take personal responsibility for identifying and attracting talent from underrepresented groups.
Diversity Best Practices Exchange Forum	September 2015	Leverage the diverse perspectives of experts from the private sector, academia, and the IC	EEOD principals and representatives from across the IC, along with invited members from private industry and academia, exchanged ideas and best practices in diversity recruiting, ERGs, unconscious bias, leadership accountability, and diversity training.

Following are the IC element's Top 3 Best Practices (a few elements did not submit best practices). ***A best practice is a method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark.*** Each best practice is aligned to the five goal areas of the *IC EEOD Enterprise Strategy 2015-2020*:

Leadership and Accountability: Design organizational strategies and programs to hold IC leaders and their subordinates accountable for excellence in equal employment opportunity and diversity management.

Workforce Development and Succession Planning: Identify opportunities to increase the representation of underrepresented groups—especially in Grades 13–15 (and equivalent bands), senior positions, and core occupations—and ensure that diversity is a critical consideration in succession planning and other human capital initiatives.

Recruitment, Hiring, and Retention: Champion activities that increase the IC's ability to recruit, hire, develop, and retain the diverse workforce needed to achieve National Intelligence Strategy mission and enterprise objectives.

Career Development and Advancement: Promote efforts that afford all IC employees the opportunity to realize their full potential, and identify and remove workplace barriers that may impede the advancement of minorities, women, and individuals with disabilities.

Equal Employment Opportunity and Inclusion: Ensure compliance with laws, policies, and directives; achieve equality of opportunity and fairness; and promote a culture of inclusion throughout the IC.

Best Practices in Leadership and Accountability

Agency	Activities/Initiatives
CIA	Senior leadership team involved in diversity and inclusion initiatives outlined in the Diversity in Leadership Study
CIA	Implemented diversity performance objectives for Tier 3 Senior Intelligence Service
DIA	Launched a new, media-rich web EEOD course taken by 94% of supervisors and 100% of senior executives
FBI	Added diversity to core values
NSA	Implemented diversity performance objectives for senior executives
USAF	Added diversity element to Executive Performance Appraisal
USCG	Added diversity performance component to senior leader evaluations

Best Practices in Workforce Development and Succession Planning

Agency	Activities/Initiatives
DIA	Officer Development training included specific diversity & inclusion curricula
DOE	Office of Intelligence and Counterintelligence (IN) senior leaders held regular HR boards to discuss all personnel and hiring actions, including promotions, awards, and significant training
FBI	Supervisors and Managers received implicit bias training
NRO	Implemented Diversity Workforce Dashboard for senior leaders
USAF	Boosted efforts to build participation in Workforce Recruitment Program for college students with disabilities
USCG	Certified employees as Diversity and Inclusion Trainers
USMC	Marine Corps Intelligence, Surveillance, and Reconnaissance Enterprise (MCISR-E) adopted new succession management processes to develop workforce

Best Practices in Recruitment, Hiring, and Retention

Agency	Activities/Initiatives
DHS I&A	Entered recruiting agreement higher education associations serving minorities
DIA	Leveraged the Workforce Recruitment Program to increase the representation of PWD
DOE	Will continue to leverage programs like the Presidential Management Fellows and the National Nuclear Security Administration's programs for the hiring pipeline
DOE	Advertised vacancies nationwide to reach as many minority applicants as possible
FBI	Used workforce analytic tools to improve diversity in the workforce
NGA	Added recruiter specializing in hiring PWD
NSA	Revised processes resulted in a 31% minority hiring rate in FY 2015
USCG	Developed strategy to attract diverse applicants—measuring applicant data to evaluate recruiting efforts
USN NIA	Developed and implemented an Individuals with Disabilities (IWD) hiring initiative to increase PWD hiring rate

Best Practices in Career Development and Advancement

Agency	Activities/Initiatives
DHS I&A	DHS EEOD staff trained in OPM's Inclusion Quotient (IQ) tools
DHS I&A	Study on women in law enforcement gathered recommendations, best practices, and identified barriers
NGA	Established plan to teach unconscious bias training to employees in FY 2016
NSA	Implemented mandatory unconscious bias training for all leaders in FY 2015 and all employees by FY 2017
USAF	Senior leaders received unconscious bias training
USMC	Adopted professional development projects for civilian marines
USMC	Revitalized MCISR-E civilian leadership board
USN NIA	Provided EEOD training to all supervisors as part of the newly revamped leadership training program
USN NIA	Created its first-ever EEO/ADR/Reasonable Accommodation/Diversity and Inclusion computer-based training for supervisors and employees

Best Practices in Equal Employment Opportunity and Inclusion

Agency	Activities/Initiatives
CIA	CIA and IC EEOD deployed No FEAR Act training (online module)
ODNI	Introduced unconscious bias training
ODNI	Collected Joint Duty metrics for the IC
ODNI	Added diversity & inclusion questions to FY 2015 IC Climate Survey
NGA	Participated in outreach efforts promoting awareness of minorities and PWD
NRO	Included EEOD and inclusion questions in annual climate survey
NRO	Mentored high school females to increase awareness of NRO STEM careers

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Chapter 2. Minorities in the IC

Highlights of the Minority Workforce

The minority population within the IC continues to grow. The percentage of minorities hired increased from 20.8% in FY 2011 to 24.9% in FY 2015. The minority share of attrition decreased over the same time period, as noted in Table 09. While the trend in minority representation is moving in a positive direction, there are still areas requiring additional focus. For example, as shown in Figure 05, the IC's overall minority representation is lower than comparative external benchmarks. Also, minorities are represented at lower than expected rates in promotions, awards, selected educational development programs, and joint duty assignments. In FY 2015, the IC began a barrier analysis research project to understand the potential causes of this demographic trend and make recommendations for future action.

As shown in Table 08, minority hiring is greater than the minority share of attrition in the All Grades row (highlighted below for specific grade levels), two lower grades, GS/GG-12-14, and Senior Positions.

Table 08: Hiring, Attrition and Workforce by RNO Group and Pay Grade (FY 2015)

IC Workforce	Hires			Share of Attrition			Workforce		
Pay Grade	Non-Min	Minorities	Unknown RNO	Non-Min	Minorities	Unknown RNO	Non-Min	Minorities	Unknown RNO
Wage Grade	53.8%	7.7%	38.5%	71.4%	28.6%	0.0%	65.1%	32.4%	2.5%
GS/GG-01	0.0%	100.0%	0.0%	56.6%	35.8%	7.5%	0.0%	100.0%	0.0%
GS/GG-02	58.3%	41.7%	0.0%	67.6%	29.7%	2.7%	73.1%	22.6%	4.3%
GS/GG-03	80.0%	20.0%	0.0%	66.7%	33.3%	0.0%	83.8%	15.0%	1.3%
GS/GG-04	90.9%	9.1%	0.0%	52.0%	48.0%	0.0%	80.8%	19.2%	0.0%
GS/GG-05	70.9%	27.3%	1.8%	65.7%	31.4%	2.9%	75.8%	22.2%	2.1%
GS/GG-06	53.1%	24.0%	22.9%	70.0%	27.6%	2.4%	49.0%	44.2%	6.8%
GS/GG-07	69.8%	26.9%	3.3%	67.4%	29.8%	2.8%	65.6%	31.4%	3.0%
GS/GG-08	67.8%	24.6%	7.7%	68.4%	29.1%	2.5%	62.5%	33.6%	3.9%
GS/GG-09	70.5%	24.4%	5.1%	69.0%	28.9%	2.1%	67.9%	30.3%	1.7%
GS/GG-10	65.5%	21.4%	13.2%	68.0%	28.0%	4.0%	66.0%	27.6%	6.3%
GS/GG-11	64.0%	25.2%	10.8%	71.6%	27.6%	0.8%	66.1%	31.9%	2.0%
GS/GG-12	64.9%	28.6%	6.5%	73.8%	25.8%	0.4%	70.3%	28.5%	1.2%
GS/GG-13	71.3%	23.2%	5.5%	78.0%	21.6%	0.4%	74.4%	25.0%	0.6%
GS/GG-14	63.5%	28.9%	7.6%	82.7%	16.6%	0.8%	78.5%	21.0%	0.6%
GS/GG-15	74.1%	11.1%	14.8%	84.1%	15.3%	0.6%	83.5%	15.7%	0.7%
Senior Pay Levels	65.9%	18.2%	15.9%	89.6%	9.0%	1.4%	86.8%	12.3%	0.9%
All Grades	67.6%	24.9%	7.5%	77.2%	21.8%	0.9%	74.3%	24.6%	1.1%

While Table 08 shows the workforce dynamics of hiring and attrition within the current report year, Table 09 provides a five-year trend of the minority and nonminority dynamics. The IC's minority population has increased over this time period.

Table 09: Five-Year Workforce Dynamic Trends by RNO Groups (FY 2011 to FY 2015)

Group	Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Non-Minorities	Workforce	76.2%	76.0%	75.8%	74.9%	74.3%
	Hiring	75.5%	75.0%	73.4%	72.2%	67.6%
	Share of Attrition	77.2%	79.5%	76.8%	78.0%	77.2%
All Minorities	Workforce	23.2%	23.5%	23.7%	24.4%	24.6%
	Hiring	20.8%	22.4%	22.5%	23.6%	24.9%
	Share of Attrition	22.2%	20.3%	22.4%	21.2%	21.8%
Unknown RNO	Workforce	0.6%	0.5%	0.5%	0.8%	1.1%
	Hiring	3.7%	2.5%	4.1%	4.4%	7.5%
	Share of Attrition	0.6%	0.2%	0.8%	0.8%	0.9%

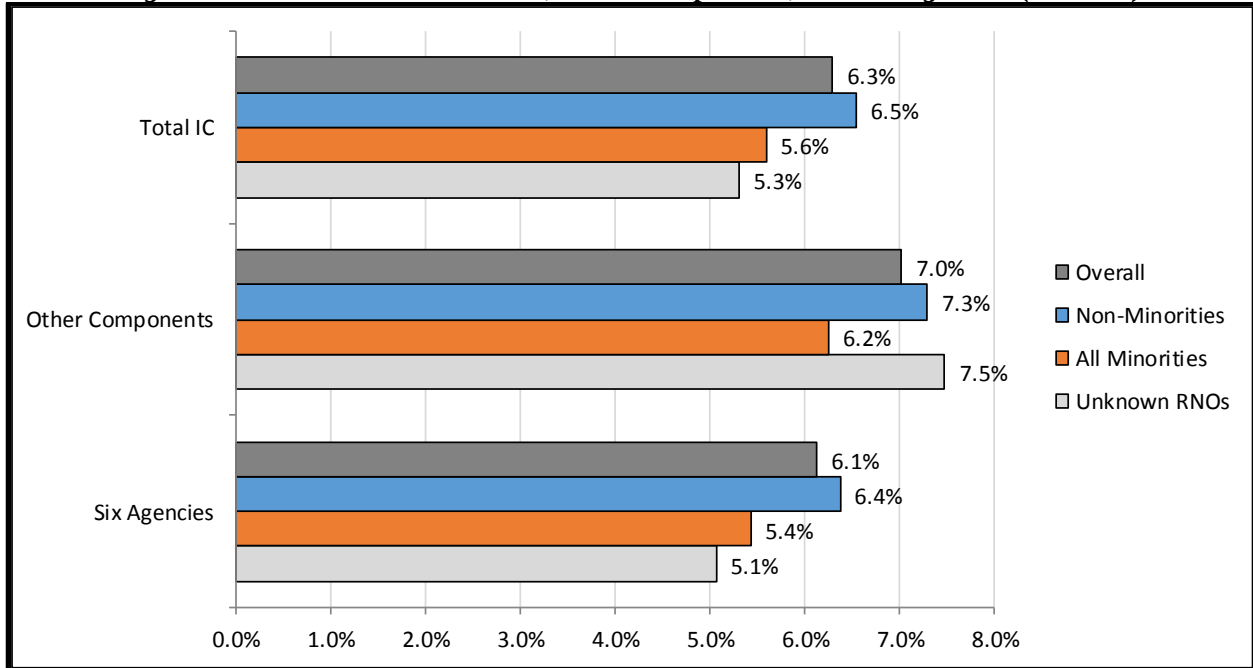
One way the IC is increasing minority hires, and potentially increasing minority retention, is through the Stokes scholarship program, which prepares college students for a career in the IC. As shown in Table 10, minority representation in Stokes continues to be high, especially among Asian Americans. Currently, four IC elements participate in the Stokes program: NSA, CIA, DIA, and NGA.

Table 10: Stokes Five-Year Trend by RNO (FY 2011 to FY 2015)

	Stokes				
	FY11	FY12	FY13	FY14	FY15
All Minorities	70.0%	56.6%	73.9%	72.1%	70.0%
Blacks	14.0%	17.0%	9.9%	7.2%	9.2%
Hispanics	19.0%	17.0%	15.3%	17.1%	12.5%
Asians	30.0%	13.2%	36.0%	36.0%	33.3%
2 or More Races	6.0%	7.5%	9.9%	9.9%	14.2%
AIANs	1.0%	0.0%	0.9%	0.9%	0.8%
NHPIs	0.0%	1.9%	1.8%	0.9%	0.0%
Non-Minorities	29.0%	41.5%	22.5%	23.4%	24.2%
Unknown RNO	1.0%	1.9%	3.6%	4.5%	5.8%

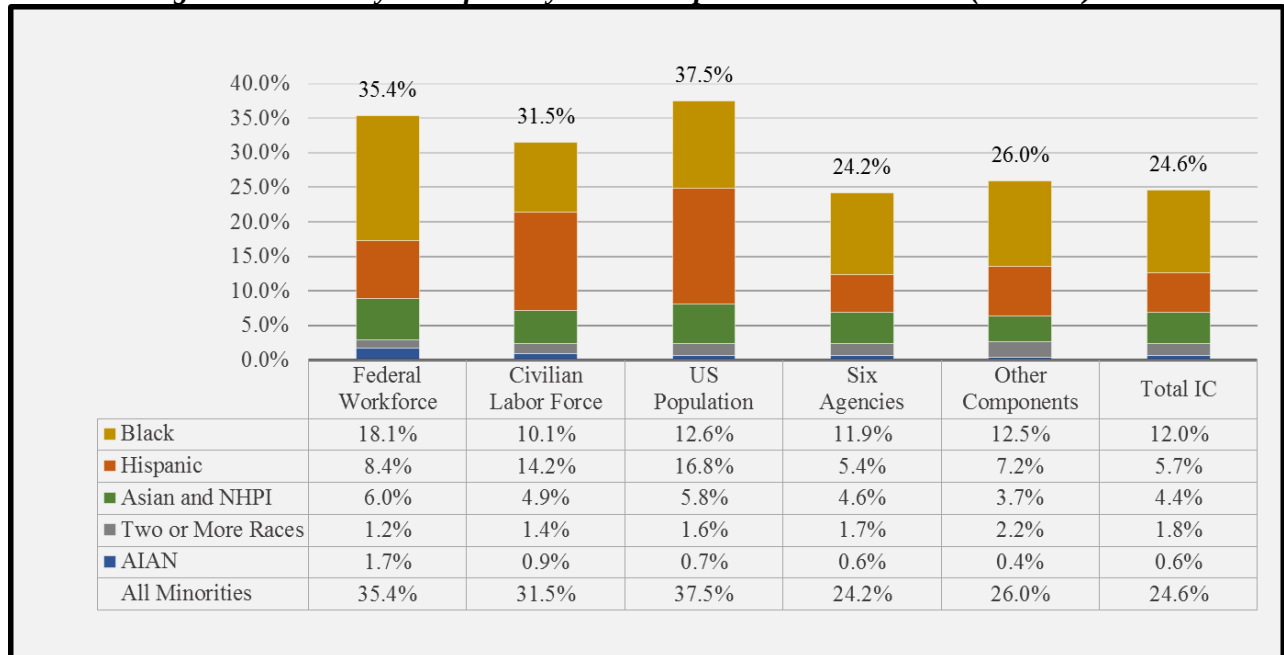
As shown in Figure 04, total IC minority attrition rates (5.6%) are lower when compared to nonminorities (6.5%) and to the overall attrition rate (6.3%). To determine which group of IC elements are contributing to the rate of minority attrition overall, Figure 04 also includes attrition rates for the Other Components and the Six Agencies (see Table 01 for the list of 17 IC Elements). The overall attrition rate and minority attrition rate is higher in the Other Components than in the Six Agencies; however, the Other Component minority attrition rate (6.2%) is lower than its overall and nonminority attrition rates.

Figure 04: Attrition Rates in the IC, Other Components, and Six Agencies (FY 2015)



Although the IC has improved its minority representation over the past several years, minority representation (24.6%) in the IC is lower than in comparative benchmarks such as the FW (35.4%), CLF (31.5%), and the U.S. population (37.5%). Figure 05 indicates that representation in the IC is comparable for some subgroups, such as individuals of two or more races (exceeding all three external benchmarks) and Blacks (exceeding the Civilian Labor Force benchmark) but the All IC Minority representation was lower than minority representation in all of the comparison groups. This level of representation is consistent with prior years.

Figure 05: Minority Workforce by RNO Compared to Benchmarks³ (FY 2015)



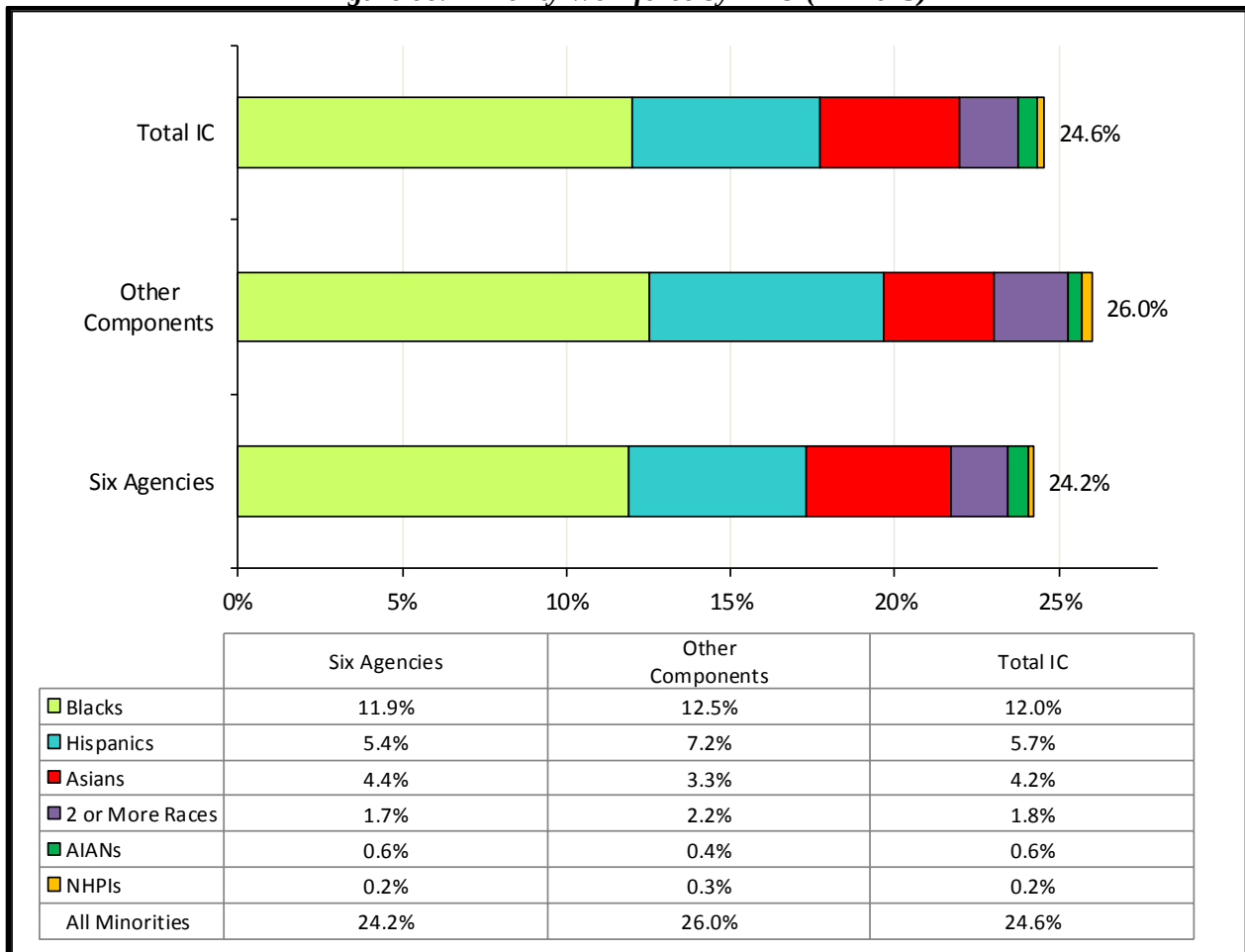
³ For each category—All IC, Other Components, and Six Agencies—there are 1.1%, 0.6%, and 1.2%, respectively, individuals of unknown Race/National Origin (Unknown RNO). CLF figures are from the 2012 OPM’s Federal Equal Opportunity Recruitment Program Annual Report (<https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/reports/feorp-2012.pdf>). FW figures are from FY 2014 at <https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/federal-workforce-at-a-glance>. Population data were computed from the 2014 Census Bureau’s Annual Estimates of the Resident Population for individuals 16–67 years old. <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Detailed Data on Minorities in the IC

Workforce Composition

Although minorities compose 24.6% of the IC, it is instructive to determine which group of IC elements has the highest and lowest rates of minority representation. Figure 06 divides the IC into Other Components and the Six Agencies for these comparison purposes. However, the Six Agencies have a higher representation of Asians in the workforce than the Other Components.

Figure 06: Minority Workforce by RNO (FY 2015)



Note. This graph does not display the percentage of nonminorities and unknown RNOs. In the Six Agencies, nonminorities represent 74.6% and unknown RNO represent 1.2% of the total composition. In the Other Components, nonminorities represent 73.4% and Unknown RNO represent 0.6% of the total composition. In the Total IC, nonminorities represent 74.3% and Unknown RNOs represent 1.1% of the total composition.

Table 11's highlighted cells illustrate that minorities make up a large proportion of the mid-grade population from which promotions to the higher grades generally occur, providing a pool from which the IC may promote minorities. Currently, minority representation at GS/GG-14 and above are below the overall representation of 24.6%, with minorities at Senior Pay Levels at half of this percentage.

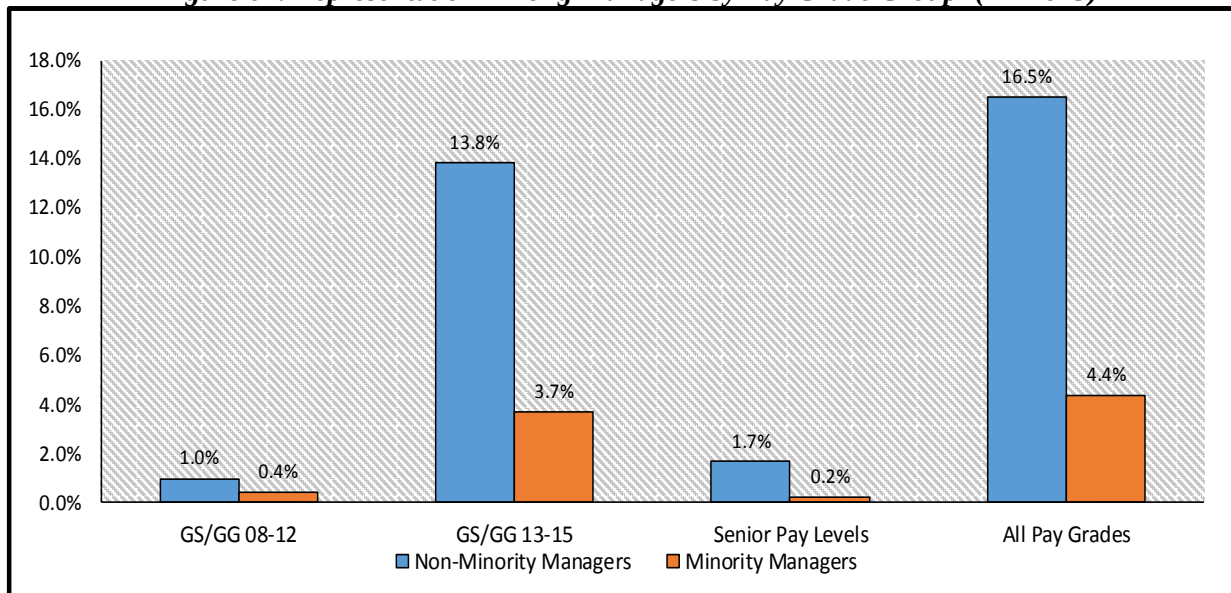
Table 11: The IC's Workforce by RNO and Pay Grade (FY 2015)

IC Workforce Pay Grade	Summary			By Minority					
	Non-Minorities	All Minorities	No RNO	Black	Hispanic	Asian	AIAN	NHPI	2 or More Races
Wage Grade	65.1%	32.4%	2.5%	25.3%	5.4%	0.8%	0.8%	0.0%	0.0%
GS/GG-01	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GS/GG-02	73.1%	22.6%	4.3%	14.0%	3.2%	1.1%	1.1%	0.0%	3.2%
GS/GG-03	83.8%	15.0%	1.3%	6.3%	2.5%	2.5%	0.0%	1.3%	2.5%
GS/GG-04	80.8%	19.2%	0.0%	10.3%	5.1%	2.6%	0.0%	1.3%	0.0%
GS/GG-05	75.8%	22.2%	2.1%	8.2%	6.7%	4.1%	0.0%	0.0%	3.1%
GS/GG-06	49.0%	44.2%	6.8%	18.9%	16.5%	4.0%	0.4%	1.2%	3.2%
GS/GG-07	65.6%	31.4%	3.0%	14.7%	8.3%	4.3%	0.3%	0.6%	3.1%
GS/GG-08	62.5%	33.6%	3.9%	19.5%	8.2%	4.0%	0.3%	0.4%	1.3%
GS/GG-09	67.9%	30.3%	1.7%	16.6%	6.8%	4.4%	0.6%	0.1%	1.7%
GS/GG-10	66.0%	27.7%	6.3%	14.0%	6.0%	4.4%	1.1%	0.3%	1.9%
GS/GG-11	66.1%	31.9%	2.0%	17.3%	7.1%	4.4%	0.7%	0.3%	2.1%
GS/GG-12	70.3%	28.5%	1.2%	14.1%	6.6%	5.1%	0.6%	0.2%	1.8%
GS/GG-13	74.4%	25.0%	0.6%	11.7%	6.0%	4.7%	0.5%	0.2%	2.0%
GS/GG-14	78.5%	21.0%	0.6%	9.9%	4.9%	3.7%	0.7%	0.1%	1.7%
GS/GG-15	83.5%	15.7%	0.7%	7.2%	3.5%	2.9%	0.6%	0.1%	1.5%
Senior Pay Levels	86.8%	12.3%	0.9%	5.2%	2.7%	2.5%	0.4%	0.2%	1.3%
Total IC	74.3%	24.6%	1.1%	12.0%	5.7%	4.2%	0.6%	0.2%	1.8%

Managers

Figure 07 shows manager grade groups (including supervisors) as a percentage of the entire IC workforce, with managers composing 20.9% of the total IC workforce (All Pay Grades group: 16.5% nonminorities plus 4.4% minorities equals 20.9%). When comparing minority and nonminority groups to total managers (rather than the whole workforce), 78.6% of managers are nonminorities and 20.8% of managers are minorities. Since minorities compose 24.6% of the IC, minorities are underrepresented among managers. This finding also holds true within each of the grade groups.

Figure 07: Representation Among Managers by Pay Grade Group⁴ (FY 2015)



⁴ This figure displays the percent of Managers as a proportion of the entire workforce. For example, 1.0% of all individuals in the workforce are Non-Minority Managers in GS/GG 8-12. For All Pay Grades, the unknown RNO value is 0.1%.

Hiring and Attrition

Minorities compose 24.9% of the IC's new hires. To determine which group of IC elements have the highest and lowest rates of minority hiring, Figure 08 compares the Other Components to the Six Agencies. Minorities in the Six Agencies, particularly Blacks, Hispanics, and individuals of two or more races, compose a larger proportion of new hires than minorities in the Other Components. Nonminorities make up 67.6%, and individuals with unknown RNO compose 7.5% of the IC's new hires. Some proportion of the 7.5% of hires with unknown RNO may be minorities, potentially deflating the known population of minority hires.

Figure 08: Minority Hiring by RNO (FY 2015)

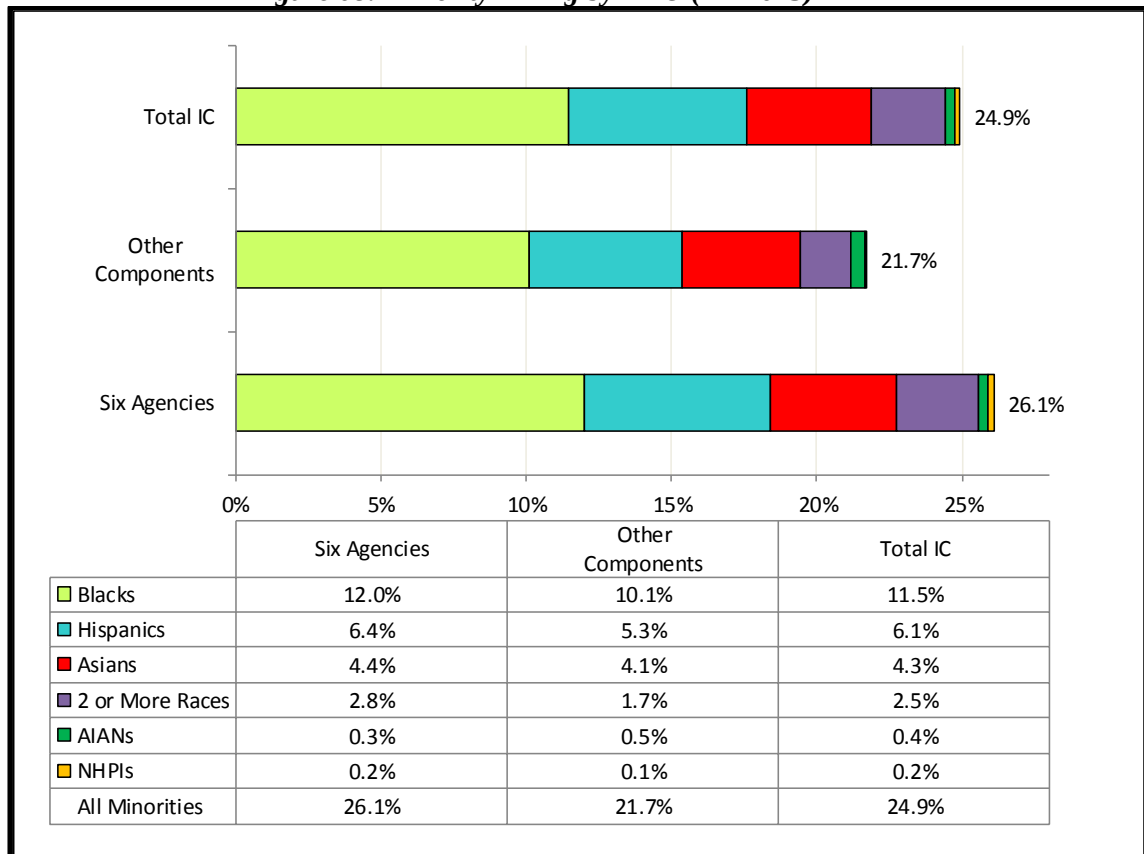


Table 12 provides hiring information by RNO and Pay Grade. As highlighted in the table, the rate of minority hiring at certain grades is higher than the 24.9% overall minority hiring rate. The RNO groups driving those higher numbers tend to be Blacks and Hispanics. For example, at GS/GG-14, Blacks and Hispanics made up 22.4% of new hires, yet Blacks and Hispanics represented 17.6% of all hires and 17.7% of the workforce, indicating that the IC hired members of both groups into upper grades as well as lower grades.

Table 12: Hiring by RNO and Pay Grade (FY 2015)

IC Hires	Summary			By Minority					
Pay Grade	Non-Minorities	All Minorities	Unknown RNO	Black	Hispanic	Asian	AIAN	NHPI	2 or More Races
Wage Grade	53.8%	7.7%	38.5%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%
GS/GG-01	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GS/GG-02	58.3%	41.7%	0.0%	16.7%	20.8%	0.0%	0.0%	0.0%	4.2%
GS/GG-03	80.0%	20.0%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GS/GG-04	90.9%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%
GS/GG-05	70.9%	27.3%	1.8%	9.1%	10.9%	3.6%	0.0%	0.0%	3.6%
GS/GG-06	53.1%	24.0%	22.9%	9.4%	10.4%	1.0%	0.0%	0.0%	3.1%
GS/GG-07	69.8%	26.9%	3.3%	11.2%	6.8%	4.1%	0.6%	0.3%	3.8%
GS/GG-08	67.8%	24.6%	7.7%	11.5%	8.7%	3.8%	0.5%	0.0%	0.0%
GS/GG-09	70.5%	24.4%	5.1%	11.6%	6.0%	4.0%	0.3%	0.1%	2.5%
GS/GG-10	65.5%	21.4%	13.2%	9.0%	4.4%	5.5%	0.3%	0.0%	2.2%
GS/GG-11	64.0%	25.2%	10.8%	11.4%	5.6%	5.5%	0.2%	0.0%	2.6%
GS/GG-12	64.9%	28.6%	6.5%	13.1%	8.2%	4.2%	0.7%	0.1%	2.3%
GS/GG-13	71.3%	23.2%	5.5%	10.9%	4.3%	5.4%	0.0%	0.2%	2.4%
GS/GG-14	63.5%	28.9%	7.6%	16.0%	6.4%	2.4%	0.7%	0.5%	2.9%
GS/GG-15	74.1%	11.1%	14.8%	5.8%	1.1%	2.6%	0.5%	0.0%	1.1%
Senior Pay Levels	65.9%	18.2%	15.9%	6.8%	2.3%	2.3%	0.0%	0.0%	6.8%
Total IC Hires	67.6%	24.9%	7.5%	11.5%	6.1%	4.3%	0.4%	0.2%	2.5%

This report examines two related measures of attrition—the attrition rate and share of overall attrition described in Table 02 under the section on [Understanding and Using This Report](#). Minorities represented 21.8% of attrition in FY 2015. Table 13 highlights the grades in which the IC was more successful at retaining minorities (lowest percentages when compared to the 21.8% Overall Share of Minority Attrition).

Table 13: Overall Share of Attrition by RNO and Grade (FY 2015)

IC Share of Attrition	Summary			By Minority					
	Non-Minorities	All Minorities	Unknown RNO	Black	Hispanic	Asian	AIAN	NHPI	2 or More Races
Pay Grade									
Wage Grade	71.4%	28.6%	0.0%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%
GS/GG-01	56.6%	35.8%	7.5%	18.9%	7.5%	1.9%	0.0%	0.0%	7.5%
GS/GG-02	67.6%	29.7%	2.7%	10.8%	5.4%	8.1%	0.0%	0.0%	5.4%
GS/GG-03	66.7%	33.3%	0.0%	16.7%	0.0%	16.7%	0.0%	0.0%	0.0%
GS/GG-04	52.0%	48.0%	0.0%	12.0%	16.0%	12.0%	0.0%	0.0%	8.0%
GS/GG-05	65.7%	31.4%	2.9%	7.1%	14.3%	5.7%	0.0%	0.0%	4.3%
GS/GG-06	70.0%	27.6%	2.4%	9.4%	11.2%	5.3%	0.0%	0.0%	1.8%
GS/GG-07	67.4%	29.8%	2.8%	13.5%	6.7%	5.6%	0.6%	0.6%	2.8%
GS/GG-08	68.4%	29.1%	2.5%	19.0%	3.8%	3.8%	1.3%	0.0%	1.3%
GS/GG-09	69.0%	28.9%	2.1%	14.2%	7.9%	3.8%	0.4%	0.8%	1.7%
GS/GG-10	68.0%	28.0%	4.0%	12.0%	5.3%	6.7%	2.7%	0.0%	1.3%
GS/GG-11	71.6%	27.6%	0.8%	13.7%	7.7%	4.1%	0.2%	0.0%	1.9%
GS/GG-12	73.8%	25.8%	0.4%	13.6%	4.7%	3.5%	1.1%	0.5%	2.4%
GS/GG-13	78.0%	21.6%	0.4%	10.4%	4.7%	4.0%	0.3%	0.1%	2.0%
GS/GG-14	82.7%	16.6%	0.8%	7.3%	3.6%	2.9%	0.7%	0.2%	2.0%
GS/GG-15	84.1%	15.3%	0.6%	6.5%	3.0%	2.5%	1.1%	0.0%	2.2%
Senior Pay Levels	89.6%	9.0%	1.4%	2.7%	2.3%	2.7%	0.0%	0.5%	0.9%
Total IC Attrition	77.2%	21.8%	0.9%	10.2%	5.0%	3.6%	0.6%	0.2%	2.1%

Figure 09 presents attrition rates for each RNO group, providing a comparison with the IC's overall attrition rate. Blacks, Hispanics, and Asians are less likely to leave the IC compared to nonminorities and compared to overall attrition. Conversely, nonminorities are more likely to leave the IC compared to most RNO groups except individuals of two or more races and American Indian/Alaska Natives. These findings demonstrate that the IC has been generally successful at retaining minorities.

Figure 09: Attrition Rates by RNO Compared to the IC's Overall Rate (FY 2015)

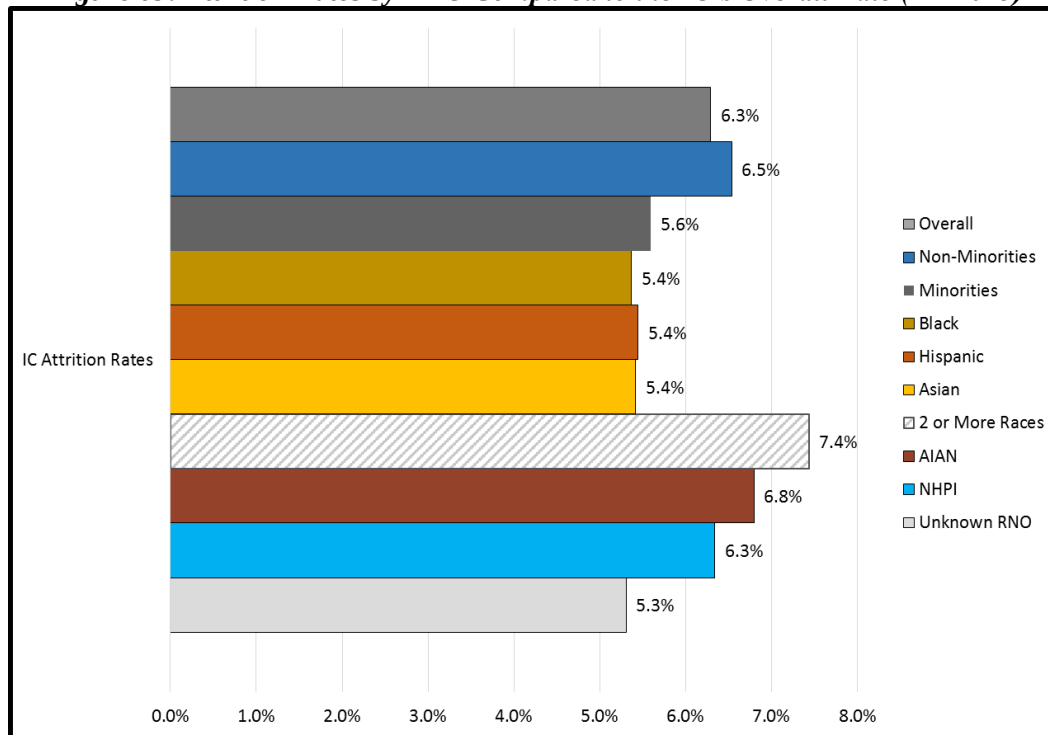
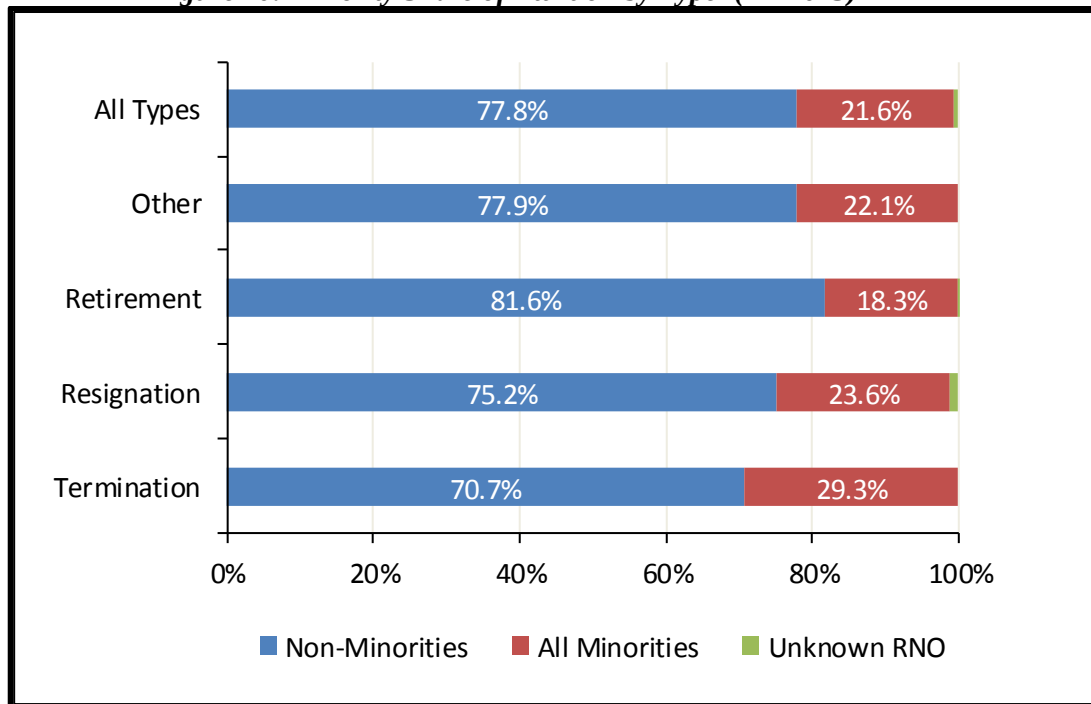


Figure 10 provides the breakdown of overall share of the attrition by type of attrition, comparing minorities with nonminorities. Minorities represent 24.6% of the IC workforce and similarly represent 21.8% of the IC's overall share of attrition in FY 2015 but 29.3% of the terminations. While resignations, at 23.6%, is below minority representation, it is the second highest attrition type for minorities.

Figure 10: Minority Share of Attrition by Type⁵ (FY 2015)



⁵ The Minority overall share of attrition is 21.8% but some agencies are unable to report attrition by type (reason). This causes the share of attrition in this figure to be slightly smaller (21.6%).

Promotions

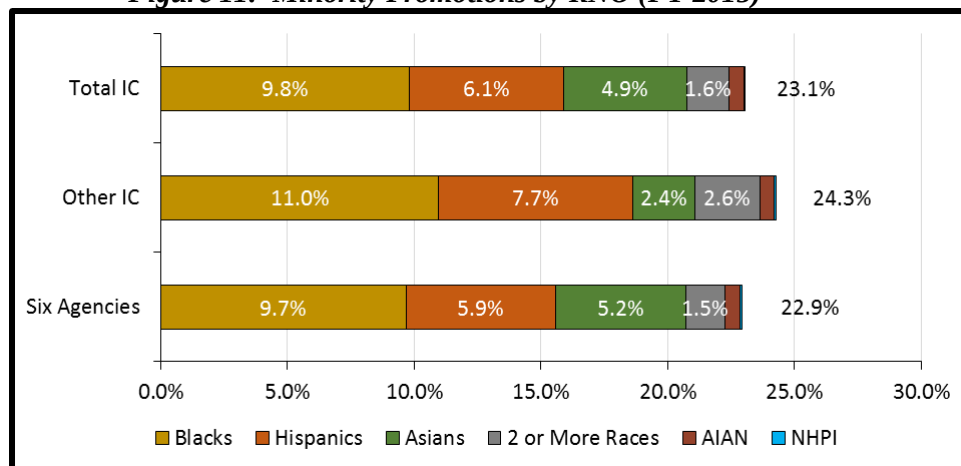
As shown in Table 14, minorities received 23.1% of promotions while composing 24.6% of the workforce. Because less than expected representation did not occur at all grades, the table highlights grades in which minority promotions exceeded the overall promotion percentage for all grades. Nonminorities make up 74.6% of the IC's promotions and individuals with Unknown RNO make up 2.3%.

Table 14: Promotions by RNO and Grade (FY 2015)

IC Workforce Promotions	Summary			By Minority					
	Non-Minorities	All Minorities	No RNO	Black	Hispanic	Asian	AIAN	NHPI	2 or More Races
Pay Grade									
Wage Grade	86.7%	13.3%	0.0%	6.7%	6.7%	0.0%	0.0%	0.0%	0.0%
GS/GG-01	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GS/GG-02	83.1%	15.5%	1.4%	4.2%	4.2%	2.8%	1.4%	0.0%	2.8%
GS/GG-03	85.4%	14.6%	0.0%	8.3%	2.1%	4.2%	0.0%	0.0%	0.0%
GS/GG-04	83.7%	14.3%	2.0%	4.1%	2.0%	0.0%	0.0%	0.0%	8.2%
GS/GG-05	71.5%	26.9%	1.5%	10.0%	7.7%	4.6%	0.0%	0.0%	4.6%
GS/GG-06	67.5%	31.0%	1.6%	7.1%	17.5%	1.6%	0.8%	0.0%	4.0%
GS/GG-07	70.3%	24.4%	5.3%	11.4%	7.2%	3.5%	0.6%	0.0%	1.6%
GS/GG-08	56.6%	33.9%	9.5%	15.7%	9.5%	4.1%	0.8%	0.8%	2.9%
GS/GG-09	71.1%	25.9%	3.0%	11.8%	6.6%	4.8%	0.5%	0.1%	2.1%
GS/GG-10	70.0%	21.5%	8.5%	7.9%	6.3%	5.2%	1.1%	0.0%	1.1%
GS/GG-11	72.5%	24.4%	3.1%	11.1%	5.7%	5.2%	0.5%	0.1%	1.8%
GS/GG-12	73.9%	24.7%	1.4%	10.4%	6.4%	5.6%	0.8%	0.0%	1.5%
GS/GG-13	77.9%	21.2%	0.9%	8.3%	5.6%	4.9%	0.5%	0.1%	1.8%
GS/GG-14	77.8%	22.0%	0.2%	9.6%	5.9%	5.0%	0.4%	0.1%	0.9%
GS/GG-15	82.3%	17.2%	0.5%	8.2%	3.5%	4.5%	0.5%	0.0%	0.5%
Senior Pay Levels	86.4%	13.6%	0.0%	6.2%	2.8%	2.3%	0.0%	0.0%	2.3%
Total IC	74.6%	23.1%	2.3%	9.8%	6.1%	4.9%	0.6%	0.1%	1.6%

To determine which group of IC elements have the highest and lowest rates of minority promotions overall, Figure 11 breaks the IC down into the Other Components and the Six Agencies. Minorities in the Other Components, particularly Blacks and Hispanics, compose a larger proportion of individuals promoted compared to minorities in the Six Agencies.

Figure 11: Minority Promotions by RNO (FY 2015)



Awards (Monetary and Honorary) and Quality Step Increases (QSI)

Table 15 shows that minorities received 22.1% of all monetary awards in FY 2015—less than their representation (24.6%) in the workforce. Of overall representation in monetary awards, minorities received a greater share of the lowest two award levels.

Table 15: Monetary Awards by RNO and Award Amount (FY 2015)

IC Workforce Monetary Awards Amount	Summary			By Minority					
	Non-Minorities	All Minorities	Unknown RNO	Blacks	Hispanics	Asians	2 or More Races	AIANs	NHPIs
Less than \$1000	75.9%	23.6%	0.5%	11.6%	5.3%	4.6%	1.6%	0.4%	0.1%
\$1000 to \$1999	76.9%	22.4%	0.6%	10.7%	5.4%	4.0%	1.6%	0.5%	0.2%
\$2000 to \$4999	79.1%	20.4%	0.5%	8.0%	5.9%	4.0%	1.9%	0.5%	0.2%
\$5000 to \$9999	78.1%	20.3%	1.6%	7.5%	5.2%	5.4%	1.4%	0.6%	0.2%
\$10000 or More	80.5%	18.7%	0.8%	8.4%	4.3%	3.8%	1.6%	0.6%	0.1%
All Amounts	77.3%	22.1%	0.6%	10.1%	5.5%	4.3%	1.7%	0.5%	0.2%
IC Workforce	74.3%	24.6%	1.1%	12.0%	5.7%	4.2%	1.8%	0.6%	0.2%

Table 16 breaks the IC down into the Other Components and the Six Agencies in order to compare which IC elements have higher or lower representations of minorities in monetary awards. Minorities in the Other Components make up a larger proportion of individuals receiving monetary awards compared to minorities in the Six Agencies but a smaller proportion of employees receiving monetary awards of \$5000 or more.

Table 16: Monetary Awards by Award Amount, RNO Group and IC Group (FY 2015)

Award Amount	Six Agencies			Other Components			All IC		
	Non-Minorities	All Minorities	Unknown RNO	Non-Minorities	All Minorities	Unknown RNO	Non-Minorities	All Minorities	Unknown RNO
Less than \$1000	76.1%	23.4%	0.5%	73.1%	26.9%	0.0%	75.9%	23.6%	0.5%
\$1000-\$1999	77.4%	21.8%	0.8%	74.1%	25.9%	0.0%	76.9%	22.4%	0.6%
\$2000-\$4999	78.8%	20.6%	0.6%	80.7%	19.3%	0.0%	79.1%	20.4%	0.5%
\$5000-\$9999	77.6%	20.7%	1.7%	87.1%	12.9%	0.0%	78.1%	20.3%	1.6%
\$10000 or More	80.0%	19.2%	0.8%	89.7%	10.3%	0.0%	80.5%	18.7%	0.8%
TOTAL	77.4%	21.9%	0.7%	76.6%	23.4%	0.0%	77.3%	22.1%	0.6%

Similar to monetary awards, Table 17 shows that minorities are underrepresented among individuals receiving honorary awards. Minorities received 21.6%, less than their representation in the IC workforce of 24.6%.

Table 17: Honorary Awards by Grade and RNO (FY 2015)

Honorary Awards	Summary			By Minority					
Pay Grade	Non-Minorities	All Minorities	Unknown RNO	Black	Hispanic	Asian	2 or More Races	AIAN	NHPI
Wage Grade	72.7%	27.3%	0.0%	18.2%	9.1%	0.0%	0.0%	0.0%	0.0%
GS/GG-01	NA	NA	NA	NA	NA	NA	NA	NA	NA
GS/GG-02	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GS/GG-03	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GS/GG-04	72.8%	27.2%	0.0%	8.6%	6.2%	3.7%	0.0%	8.6%	0.0%
GS/GG-05	71.4%	25.3%	3.3%	7.1%	5.5%	3.3%	0.0%	8.8%	0.5%
GS/GG-06	68.0%	27.0%	5.1%	10.1%	5.6%	3.4%	0.0%	5.6%	2.2%
GS/GG-07	80.2%	19.6%	0.2%	9.2%	3.5%	3.6%	0.0%	3.0%	0.3%
GS/GG-08	78.4%	21.5%	0.1%	14.8%	4.1%	1.4%	0.1%	0.6%	0.6%
GS/GG-09	76.5%	23.5%	0.0%	11.2%	5.7%	4.0%	0.1%	2.2%	0.3%
GS/GG-10	78.9%	21.1%	0.0%	11.3%	4.9%	0.8%	0.0%	3.8%	0.4%
GS/GG-11	74.9%	24.7%	0.4%	13.0%	5.0%	3.6%	0.1%	2.4%	0.6%
GS/GG-12	75.7%	23.9%	0.4%	11.7%	5.0%	4.1%	0.2%	2.5%	0.5%
GS/GG-13	78.1%	21.7%	0.1%	10.4%	5.1%	3.8%	0.1%	1.7%	0.7%
GS/GG-14	80.8%	18.6%	0.5%	9.8%	4.1%	3.0%	0.0%	1.1%	0.6%
GS/GG-15	85.4%	14.1%	0.5%	6.2%	2.8%	3.2%	0.0%	1.4%	0.5%
Senior Pay Levels	78.6%	20.0%	1.3%	8.7%	4.5%	2.4%	0.0%	4.5%	0.0%
Total IC	78.0%	21.6%	0.4%	10.8%	4.7%	3.5%	0.1%	2.1%	0.5%
IC Workforce	74.3%	24.6%	1.1%	12.0%	5.7%	4.2%	0.6%	0.2%	1.8%

In FY 2015, minorities received fewer Quality Step Increases (QSIs), at a rate of 19.6%, overall when compared to their representation of 24.6% in the IC. At GS/GG 6, 8, 11, and 12 and at senior pay levels (highlighted below), minorities received QSIs at a rate higher than their representation in the IC workforce. Table 18 summarizes the distribution of QSIs by pay grade and RNO. Within specific RNO groups, Blacks and Hispanics received most of the QSIs. It is important to note that the NGA workforce is pay banded and under a pay-for-performance system that does not incorporated step increases or QSIs.

Table 18: QSIs by RNO and Grade⁶ (FY 2015)

IC QSIs	Summary			By Minority					
Pay Grade	Non-Minorities	All Minorities	Unknown RNO	Black	Hispanic	Asian	2 or More Races	AIAN	NHPI
Wage Grade	NA	NA	NA	NA	NA	NA	NA	NA	NA
GS/GG-01	NA	NA	NA	NA	NA	NA	NA	NA	NA
GS/GG-02	NA	NA	NA	NA	NA	NA	NA	NA	NA
GS/GG-03	NA	NA	NA	NA	NA	NA	NA	NA	NA
GS/GG-04	NA	NA	NA	NA	NA	NA	NA	NA	NA
GS/GG-05	NA	NA	NA	NA	NA	NA	NA	NA	NA
GS/GG-06	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
GS/GG-07	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GS/GG-08	66.7%	33.3%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%
GS/GG-09	81.8%	18.2%	0.0%	3.0%	3.0%	6.1%	6.1%	0.0%	0.0%
GS/GG-10	50.0%	16.7%	33.3%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%
GS/GG-11	64.3%	34.5%	1.2%	11.9%	16.7%	2.4%	1.2%	1.2%	1.2%
GS/GG-12	75.2%	24.8%	0.0%	10.0%	7.2%	5.2%	2.0%	0.4%	0.0%
GS/GG-13	81.8%	18.0%	0.2%	8.0%	4.3%	2.4%	2.2%	0.7%	0.4%
GS/GG-14	82.4%	17.6%	0.0%	7.9%	3.8%	5.1%	0.5%	0.3%	0.0%
GS/GG-15	85.8%	14.2%	0.0%	5.9%	4.4%	2.5%	0.5%	1.0%	0.0%
Senior Pay Levels	50.0%	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total IC	80.1%	19.6%	0.3%	8.1%	5.5%	3.8%	1.5%	0.6%	0.2%
IC Workforce	74.3%	24.6%	1.1%	12.0%	5.7%	4.2%	0.6%	0.2%	1.8%

⁶ Senior pay levels do not receive QSIs; however, there were personnel who received a QSI and were subsequently promoted to senior pay levels.

Selected Education and Development Programs

Figure 12 provides information about participation in education and development programs. Among all individuals participating in these programs, 82.0% were nonminorities, exceeding their 74.3% IC workforce representation. In FY 2015, 17.5% of those participating in these development programs were minorities.

Figure 12: Participation in All Educational Development Programs by RNO (FY 2015)

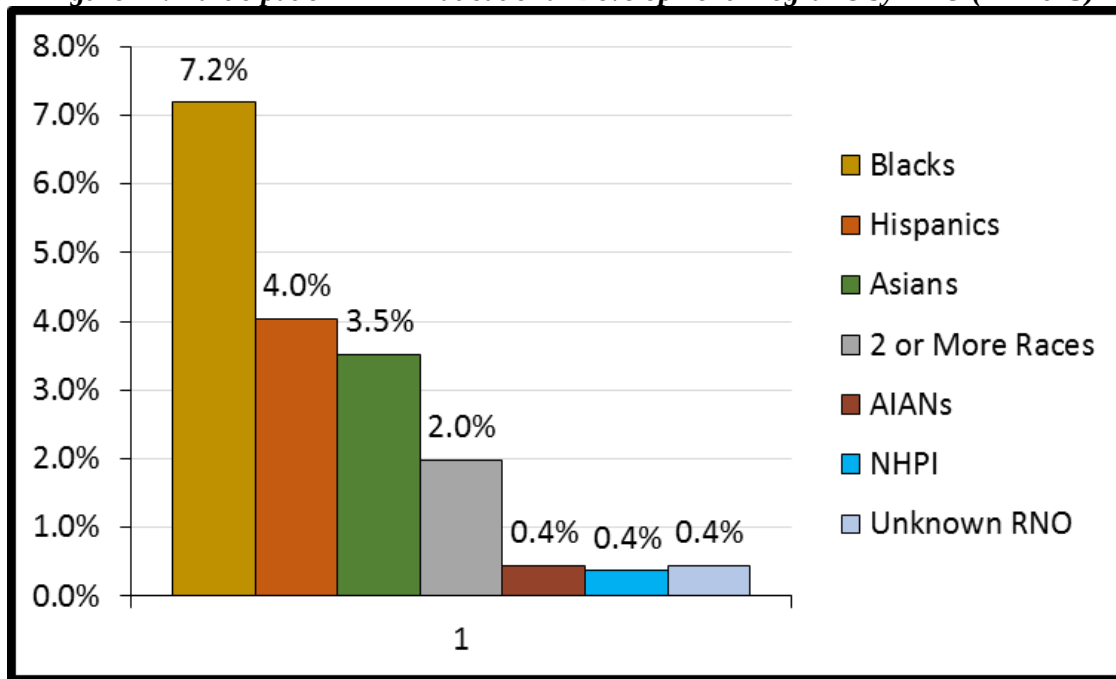
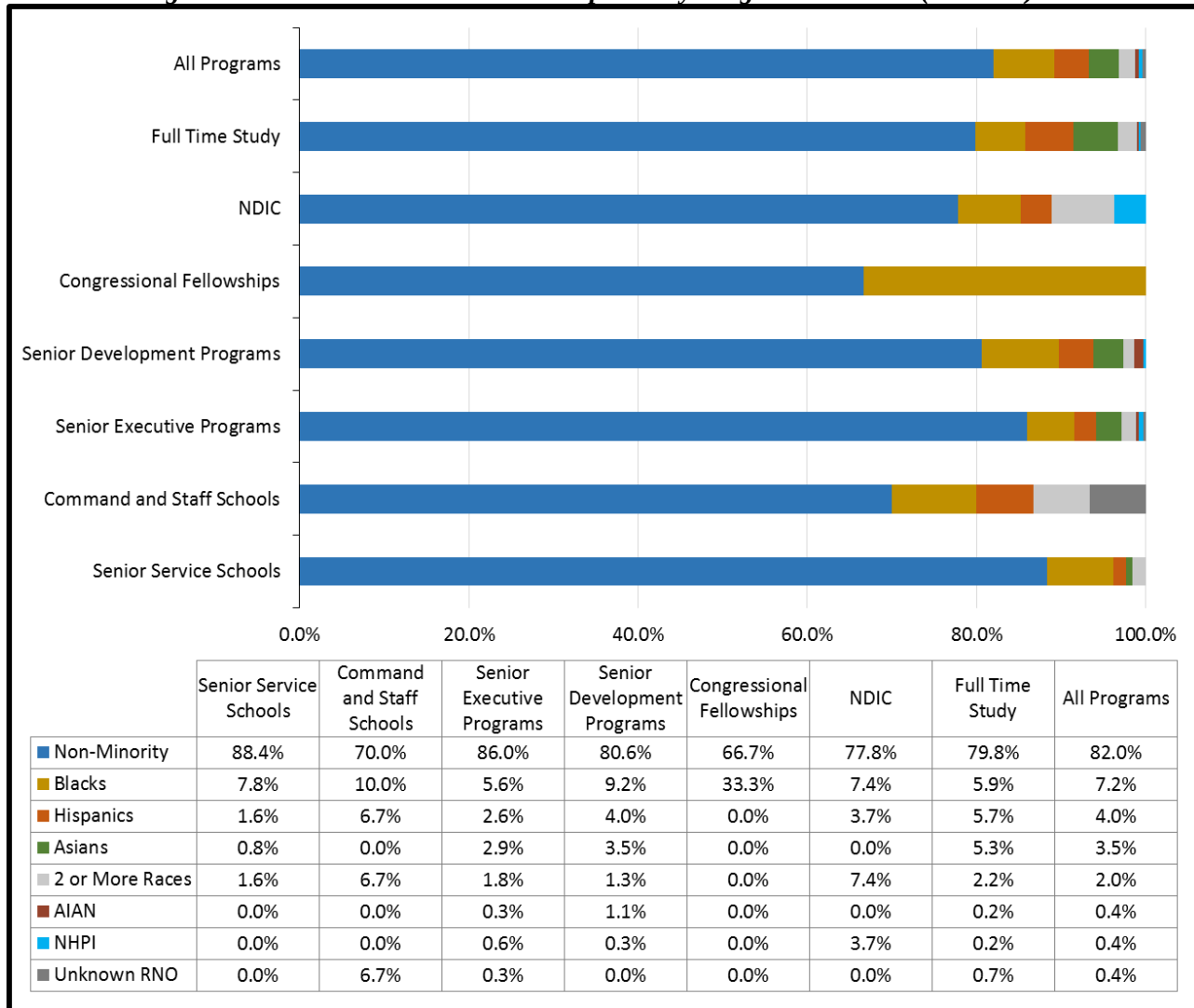


Figure 13 shows that most participants in each program are nonminorities. The program with the most sizable proportion of minorities is the Congressional Fellowships program, which had a comparatively larger proportion of Blacks participating than in any other Selected Educational Development program in FY 2015.

Figure 13: Selected Educational Development by Program and RNO (FY 2015)



PRISP and Stokes

PRISP, like Stokes, is a college scholarship/internship program allowing the IC to hire college graduates with certain skills critical to the IC (e.g., engineering, mathematics, economics, physics, etc.). As shown in Table 19, PRISP participation among minorities increased 6% between FY 2011 and FY 2015.

Table 19: Five-Year Trends in PRISP by RNO (FY 2011–FY 2015)

	PRISP				
	FY11	FY12	FY13	FY14	FY15
All Minorities	21.9%	20.0%	22.2%	17.5%	27.8%
Blacks	6.2%	3.3%	6.2%	0.0%	8.9%
Hispanics	3.4%	6.0%	6.2%	5.3%	6.3%
Asians	7.5%	7.3%	7.4%	8.8%	10.1%
2 or More Races	4.1%	0.7%	1.2%	3.5%	1.3%
AIANs	0.7%	0.7%	1.2%	0.0%	1.3%
NHPIs	0.0%	2.0%	0.0%	0.0%	0.0%
Non-Minorities	78.1%	80.0%	77.8%	80.7%	63.3%
Unknown RNO	0.0%	0.0%	0.0%	1.8%	8.9%

Joint Duty Program

The JD Program is a personnel rotation program, open to GS/GG-11 to Senior Positions, allowing employees to work for limited terms in different IC elements. Participation in this program provides a wider understanding of the missions and functions of the IC, develops a broader knowledge of the operations and management of the IC, helps to build a collaborative network, and is required for promotion to the senior level. It is relevant to note that 91% of the IC's population resides in the GS/GG-11 to senior pay levels. Of the personnel in these grades, 18.3% have earned JD credit and in FY 2015, 1.2% of those with credit were promoted. Additionally in the overall IC GS/GG-11 and above grade groups, minorities make up 24% of the workforce population, and as shown in Table 20, the total number of minorities with JD credit within the JD credit population is 20.5%. This also means that 15.7% of the GS/GG-11 and above minority population are minorities who had earned JD credit by September 2015. Approximately the same percentage (20.3%) of minorities with JD credit were promoted in FY 2015. This data also shows that the higher the grade level, the lower the percentage of minorities with JD Credit, corresponding closely to their workforce representation rates at each level. At each level except for GS/GG-11, the rate of minorities with JD credit exceeds their rate of workforce representation.

Table 20: Joint Duty Credits and Promotions by RNO Group and Grade (FY 2015)

IC Grades 11 & Greater	Minorities Representation								
	Joint Duty Credit (all as of 9/2015)			With Credit and Promoted in FY15			Grade Group IC Workforce		
	Non-Minorities	Minorities	Unknown RNO	Non-Minorities	Minorities	Unknown RNO	Non-Minorities	Minorities	Unknown RNO
GS/GG-11	68.3%	31.7%	0.0%	75.0%	25.0%	0.0%	66.1%	31.9%	2.0%
GS/GG-12	68.5%	29.5%	2.1%	68.2%	31.8%	0.0%	70.3%	28.5%	1.2%
GS/GG-13	73.8%	25.5%	0.7%	77.7%	21.6%	0.7%	74.4%	25.0%	0.6%
GS/GG-14	77.9%	21.6%	0.5%	78.7%	21.3%	0.0%	78.5%	21.0%	0.6%
GS/GG-15	83.3%	16.2%	0.4%	83.0%	16.1%	0.9%	83.5%	15.7%	0.7%
Senior Pay Levels	86.9%	12.9%	0.3%	85.7%	14.3%	0.0%	86.8%	12.3%	0.9%
Grade Group Total	78.9%	20.5%	0.6%	79.3%	20.3%	0.4%	75.1%	24.0%	0.9%

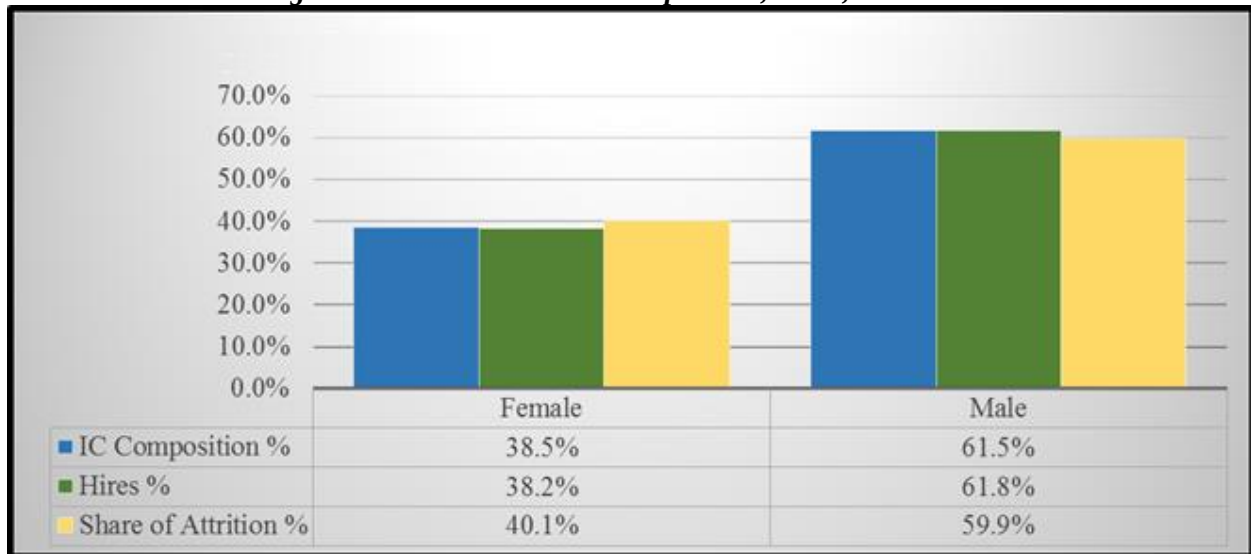
Note. Table 20 does not include FBI and U.S. Treasury OIA data.

Chapter 3. Women in the IC

Highlights of the Female Workforce

The percentage of women in the IC has remained just below 40% for several years. As shown in Figure 14, the FY 2015 share of female attrition is slightly higher than hiring and composition.

Figure 14: FY 2015 Gender Composition, Hires, and Attrition

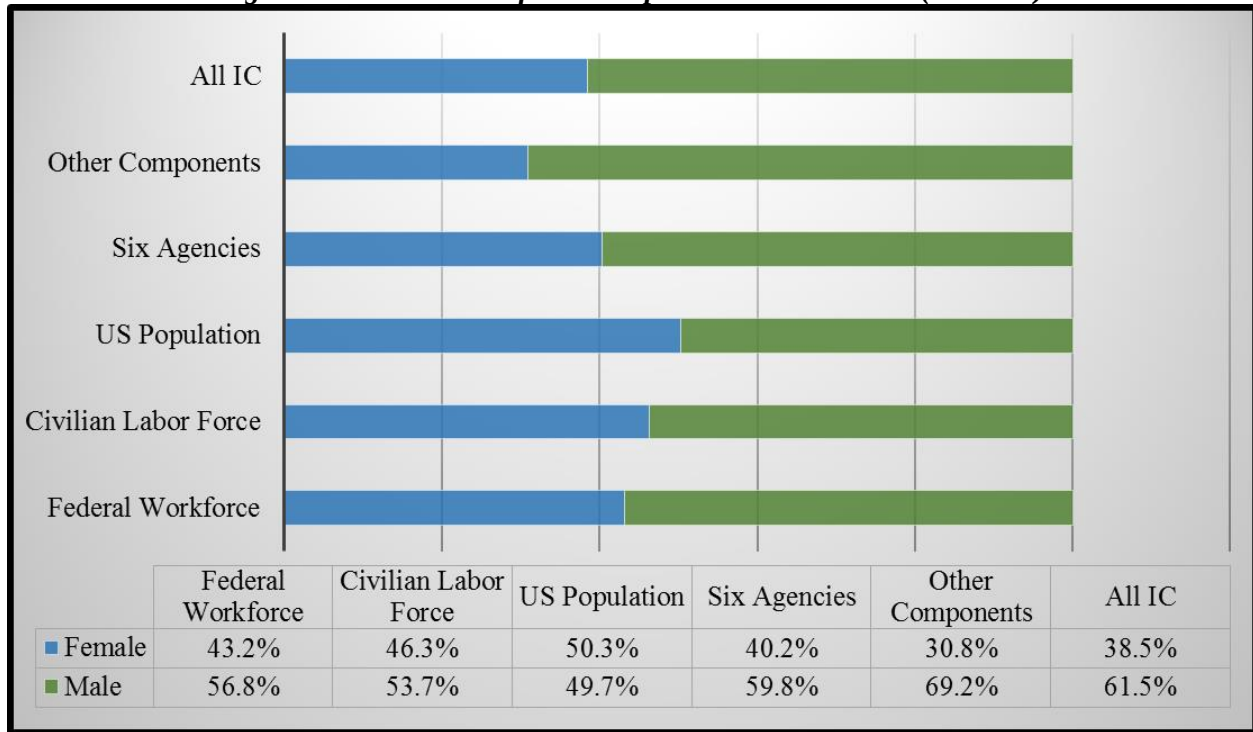


Further analysis of male and female attrition by type (reason for leaving) covered later in this chapter shows that women are retiring slightly more often than resigning (see Figures 21 and 22).

When looking at representation in isolation, however, and not in the context of hiring and attrition dynamics, it becomes apparent that women are well represented through GS/GG-12 and less well represented in the higher grades (See Table 21). This presents a potential pool of promotions to grow the population of women into GS/GG-13 and above grades.

Figure 15 shows that the representation of women in the IC is less than in the comparative benchmarks, the FW, CLF, and the U.S. population. Comparing IC element groups, Figure 15 also shows that the Six Agencies are closer to the FW benchmark (43.2%) than the Other Components.

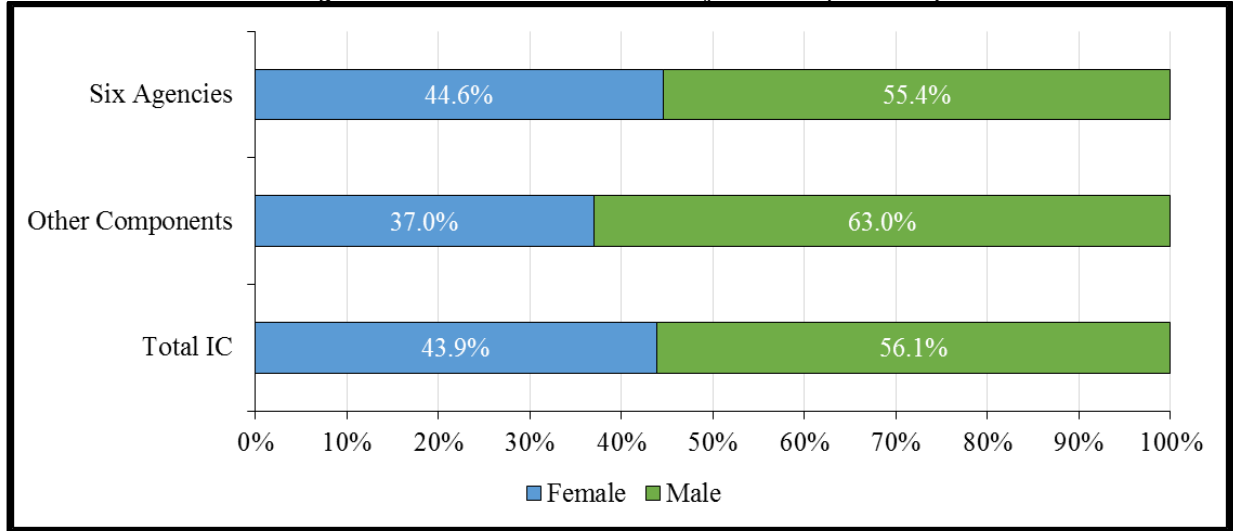
Figure 15: Gender Workforce Compared to Benchmarks⁷ (FY 2015)



⁷ CLF figures are from the 2012 OPM Federal Equal Opportunity Recruitment Program Annual Report (<https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/reports/feorp-2012.pdf>). FW figures are from FY 2014 <https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/federal-workforce-at-a-glance>. U.S. population data were computed from the 2014 Census Bureau's Annual Estimates of the Resident Population for individuals 16–67 years old. <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

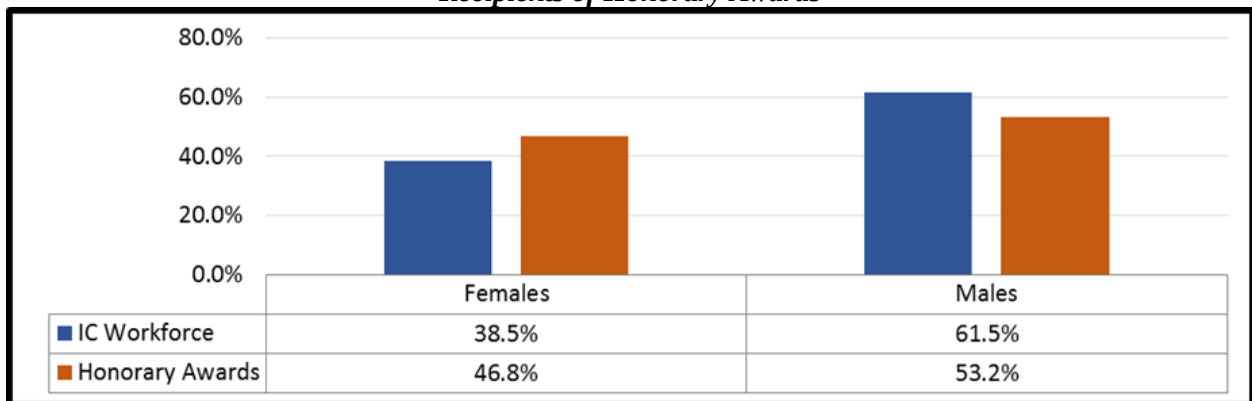
While the IC continues to strengthen its efforts to attract and retain women, areas of significant progress are evident. Although women represented 38.5% of the IC (Figure 14), they earned 43.9% of promotions as shown in Figure 16. When focusing on the Six Agencies and the Other Components, both groups have promoted women at higher proportions (44.6% for the Six Agencies and 37% for the Other Components) than their overall female representation (40.2% for the Six Agencies and 30.8% for the Other Components).

Figure 16: Promotions in the IC by Gender (FY 2015)



Women across the IC workforce received a large proportion of honorary awards, which recognize their outstanding service to the IC. Figure 17 illustrates that women received these awards at rates well above their representation in the workforce, while males received the same awards below their representation.

Figure 17: Comparison of Gender Representation Rates between the Overall IC Workforce and Recipients of Honorary Awards



Detailed Data on Gender in the IC

Workforce Composition

When studying the female composition within the workforce across grades, as shown in Table 21, one sees a significant pool of women in the mid-grades (highlighted below) available to create a steady pipeline into GS/GG-13 and above grades. Currently, the representation of women drops sharply in the GS/GG-13 and above grades.

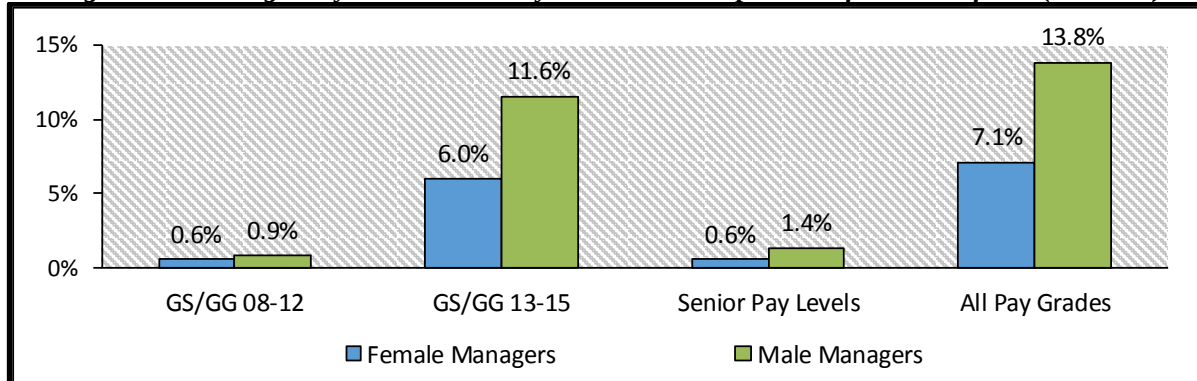
Table 21: Workforce Composition by Pay Grade (FY 2015)

IC Workforce Pay Grade	Females	Males
Wage Grade	7.9%	92.1%
GS/GG-01	0.0%	100.0%
GS/GG-02	45.2%	54.8%
GS/GG-03	47.5%	52.5%
GS/GG-04	56.4%	43.6%
GS/GG-05	63.4%	36.6%
GS/GG-06	64.7%	35.3%
GS/GG-07	51.9%	48.1%
GS/GG-08	67.4%	32.6%
GS/GG-09	50.8%	49.2%
GS/GG-10	38.4%	61.6%
GS/GG-11	46.5%	53.5%
GS/GG-12	42.1%	57.9%
GS/GG-13	36.2%	63.8%
GS/GG-14	34.3%	65.7%
GS/GG-15	32.5%	67.5%
Senior Positions	28.4%	71.6%
All Grades	38.5%	61.5%

Managers

Figure 18 shows that female and male managers together compose 20.9% of the total IC workforce. Females represent 38.5% of the IC workforce, and 34% of all manager positions (7.1% of all managers in the workforce). The pattern is consistent across grade groups. For example, most of the IC's managers reside in grades GS/GG 13 to 15, but twice as many men are managers in those grades as compared to women (11.6% to 6.0%).

Figure 18: Managers by Gender and Pay Grade as a Proportion of the Workforce (FY 2015)



Hiring and Attrition

For the five years shown in Table 22, the proportion of women in the IC has remained relatively static. Over the same period, hiring has increased but is offset by a rise in attrition. From FY 2014 to FY 2015, hiring of women dropped by 4.4 percentage points.

Table 22: Five-Year Workforce Dynamic Trends by Gender (FY 2011 to FY 2015)

Group	Personnel Measure	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Females	Workforce	38.6%	38.0%	37.4%	38.5%	38.5%
	Hiring	33.6%	36.2%	36.3%	42.6%	38.2%
	Share of Attrition	39.0%	38.7%	40.3%	41.8%	40.1%
Males	Workforce	61.4%	62.0%	62.6%	61.5%	61.5%
	Hiring	66.4%	63.8%	63.7%	57.7%	61.8%
	Share of Attrition	61.0%	61.3%	59.7%	58.2%	60.1%

Figure 19 compares female hires in the Other Components and the Six Agencies. Women in the Six Agencies make up a larger proportion of new hires (40.9%) compared to women in the Other Components (30.8%).

Figure 19: Hiring by Gender (FY 2015)

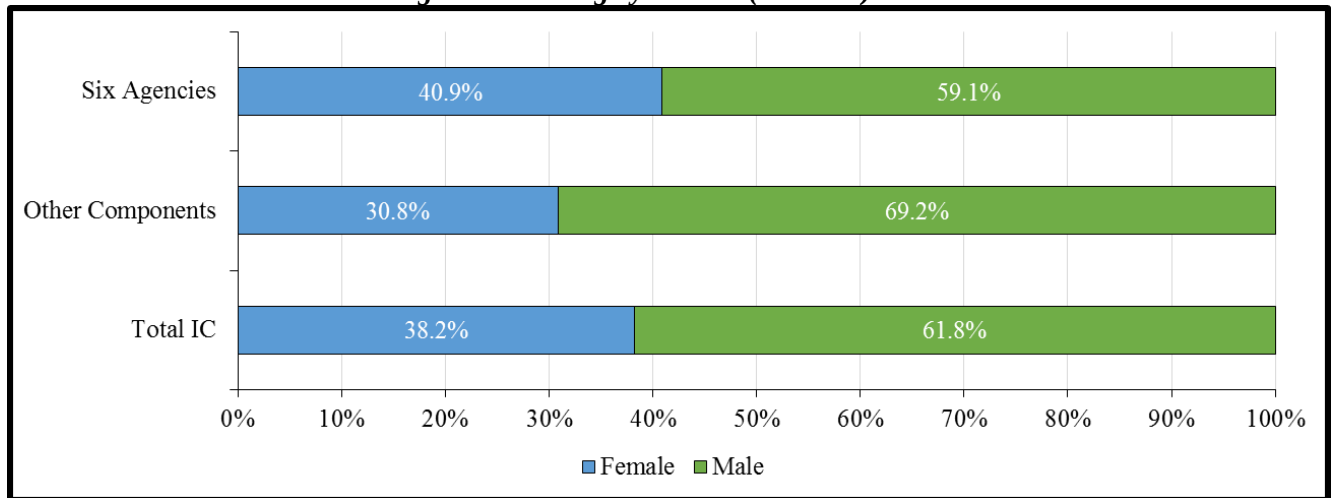


Table 23 shows that larger proportions of women are being hired into the lower grades (highlighted below) while hiring of women decreases in the upper grades.

Table 23: Hiring by Gender and Pay Grade (FY 2015)

IC Workforce Hires Pay Grade	Gender	
	Females	Males
Wage Grade	15.4%	84.6%
GS/GG-01	0.0%	100.0%
GS/GG-02	50.0%	50.0%
GS/GG-03	0.0%	100.0%
GS/GG-04	63.6%	36.4%
GS/GG-05	63.6%	36.4%
GS/GG-06	67.7%	32.3%
GS/GG-07	42.3%	57.7%
GS/GG-08	49.7%	50.3%
GS/GG-09	45.6%	54.4%
GS/GG-10	29.3%	70.7%
GS/GG-11	37.2%	62.8%
GS/GG-12	33.6%	66.4%
GS/GG-13	34.0%	66.0%
GS/GG-14	33.9%	66.1%
GS/GG-15	37.6%	62.4%
Senior Pay Levels	18.2%	81.8%
Total IC	38.2%	61.8%

As noted below in Figure 20, the attrition rate for women exceeds the IC's overall attrition rate and the rate for men. Women in the Other Components are leaving the IC at a higher rate (7.7%) than women in the Six Agencies (6.4%). It should be noted that men in the Other Components are also leaving at a higher rate compared to the Six Agencies; in general, the Other Components are contributing to a higher overall attrition rate for the IC.

Figure 20: Attrition Rates by Gender Compared to Overall Rates (FY 2015)

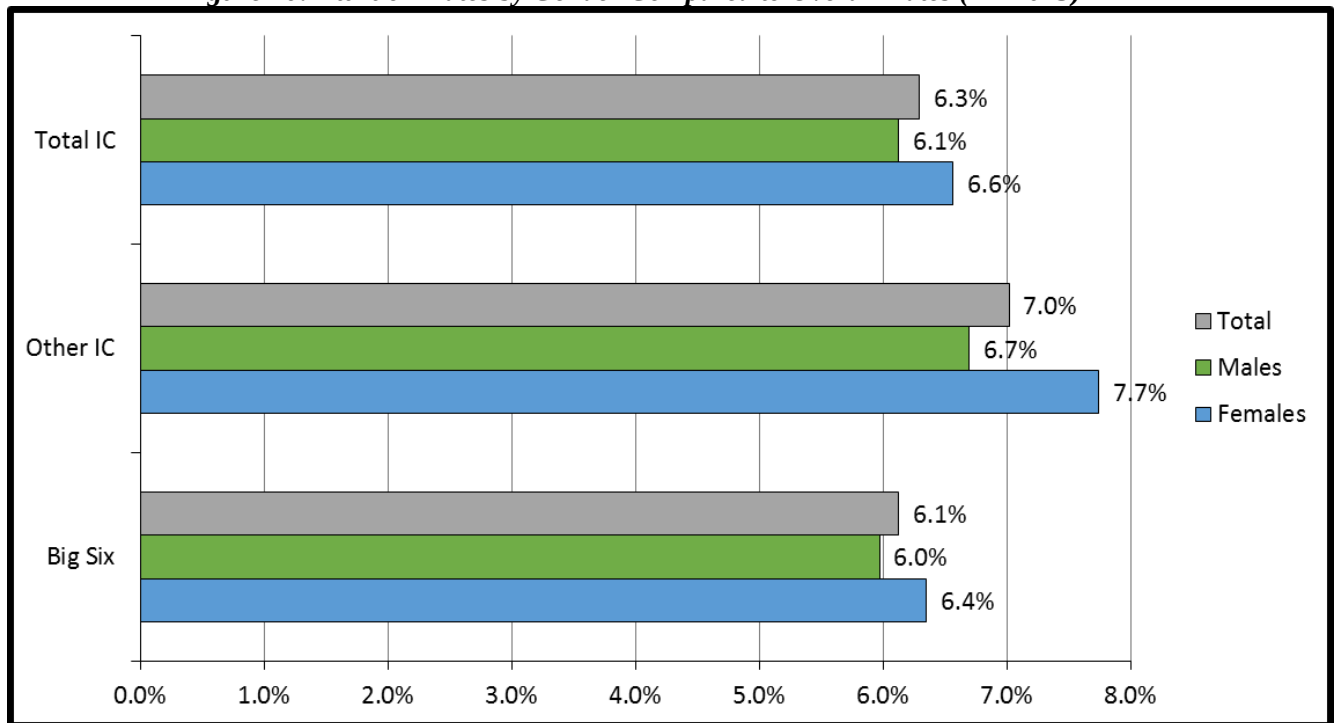


Table 24 highlights the IC's success at retaining women at the higher grade levels, though fewer women are in those grades.

Table 24: Overall Share of Attrition by Gender and Pay Grade (FY 2015)

IC Workforce Attrition Pay Grade	Gender	
	Females	Males
Wage Grade	7.1%	92.9%
GS/GG-01	62.3%	37.7%
GS/GG-02	35.1%	64.9%
GS/GG-03	50.0%	50.0%
GS/GG-04	44.0%	56.0%
GS/GG-05	42.9%	57.1%
GS/GG-06	42.9%	57.1%
GS/GG-07	42.7%	57.3%
GS/GG-08	65.8%	34.2%
GS/GG-09	43.5%	56.5%
GS/GG-10	57.3%	42.7%
GS/GG-11	47.9%	52.1%
GS/GG-12	42.7%	57.3%
GS/GG-13	40.2%	59.8%
GS/GG-14	36.3%	63.7%
GS/GG-15	33.4%	66.6%
Senior Pay Levels	28.5%	71.5%
Total IC	40.1%	59.9%

Figure 21 compares male to female overall share of attrition by type. Female attrition is at 40.1% compared to female representation of 38.5% in the IC workforce. Looking at the attrition type percentages across one gender as shown in Figure 22, women are retiring slightly more than they resign.

Figure 21: Gender Overall Share of Attrition by Type⁸ (FY 2015)

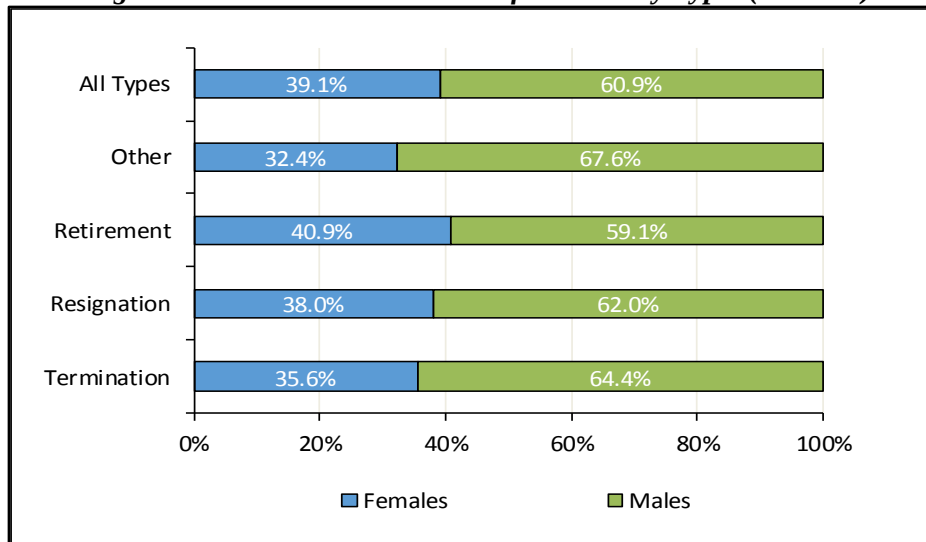
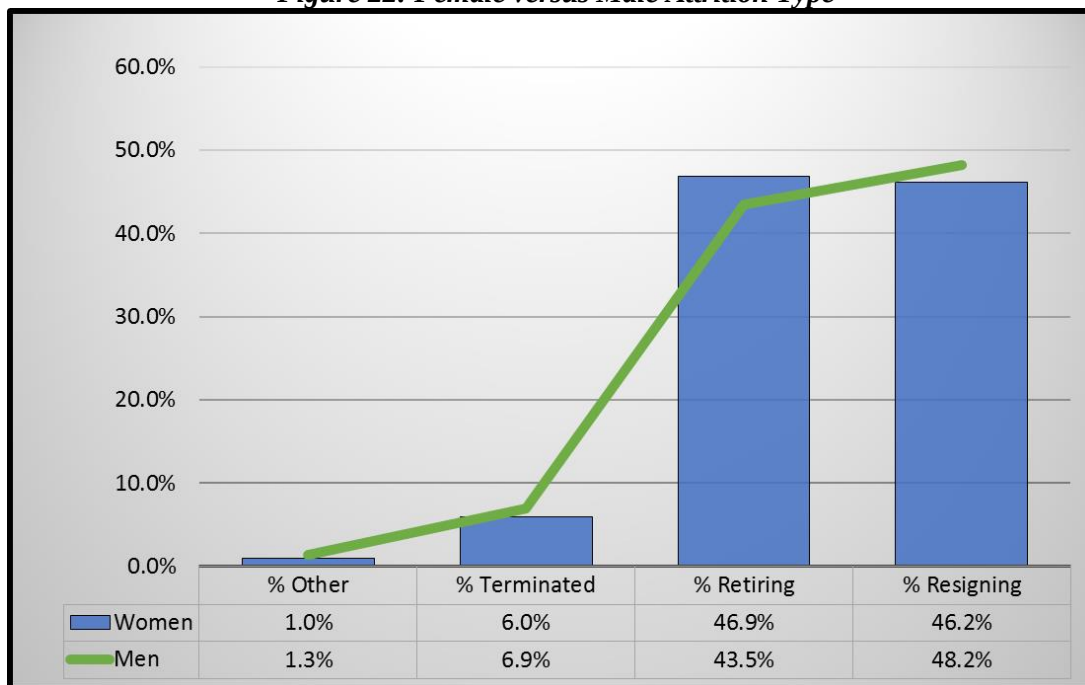


Figure 22: Female versus Male Attrition Type



⁸ The Female overall share of attrition is 40.1%, but some agencies are unable to report attrition by type (reason). This causes the share of attrition in this figure to be slightly smaller (39.1%).

Promotions

Table 25 illustrates that women receive promotions at a rate greater than their overall representation (in the grade levels highlighted)—43.9% of promotions compared to 38.5% of the workforce. However, women receive somewhat fewer promotions at GS/GG 14 and above, though still at rates that exceed their rates of workforce representation in each of those pay grades (compare to Table 20).

Table 25: Promotions by Gender and Pay Grade (FY 2015)

IC Workforce Promotions Pay Grade	Gender	
	Females	Males
Wage Grade	0.0%	100.0%
GS/GG-01	N/A	N/A
GS/GG-02	53.5%	46.5%
GS/GG-03	41.7%	58.3%
GS/GG-04	51.0%	49.0%
GS/GG-05	66.2%	33.8%
GS/GG-06	66.7%	33.3%
GS/GG-07	49.4%	50.6%
GS/GG-08	49.2%	50.8%
GS/GG-09	50.3%	49.7%
GS/GG-10	42.6%	57.4%
GS/GG-11	47.2%	52.8%
GS/GG-12	46.5%	53.5%
GS/GG-13	38.9%	61.1%
GS/GG-14	37.7%	62.3%
GS/GG-15	36.8%	63.2%
Senior Pay Levels	31.6%	68.4%
Total IC	43.9%	56.1%

Awards (Monetary and Honorary) and Quality Step Increases (QSI)

Although Table 26 shows that women received a large percentage of monetary awards in FY 2015, the majority of the awards were under \$2,000. In comparison, men received awards in greater percentages than their workforce representation in the larger monetary amount categories (\$2000 and above).

Table 26: Monetary Awards by Gender and Award Amount (FY 2015)

IC Workforce Monetary Awards Amount	Gender	
	Females	Males
Less than \$1000	45.8%	54.2%
\$1000 to \$1999	40.7%	59.3%
\$2000 to \$4999	37.9%	62.1%
\$5000 to \$9999	31.5%	68.5%
\$10000 or More	32.1%	67.9%
All Amounts	41.0%	59.0%
IC Workforce	38.5%	61.5%

In honorary awards, shown in Table 27, women exceeded their representation in the workforce, a pattern that was repeated across most grades.

Table 27: Honorary Awards in the IC by Gender and Pay Grade (FY 2015)

IC Honorary Awards	Females	Males
Wage Grade	36.4%	63.6%
GS/GG-01	N/A	N/A
GS/GG-02	100.0%	0.0%
GS/GG-03	100.0%	0.0%
GS/GG-04	58.0%	42.0%
GS/GG-05	65.4%	34.6%
GS/GG-06	49.4%	50.6%
GS/GG-07	55.6%	44.4%
GS/GG-08	79.0%	21.0%
GS/GG-09	59.0%	41.0%
GS/GG-10	39.1%	60.9%
GS/GG-11	48.9%	51.1%
GS/GG-12	50.7%	49.3%
GS/GG-13	39.7%	60.3%
GS/GG-14	39.6%	60.4%
GS/GG-15	36.0%	64.0%
Senior Pay Levels	38.1%	61.9%
Total	46.8%	53.2%
IC Workforce	38.5%	61.5%

Table 28 shows that the total percentage of women receiving QSIs was fairly proportionate to their workforce representation. However, percentages varied widely from a high of 100% in GS/GG-7 through 8, to a low of 34.8% in GS/GG-15. It is important to note that the NGA workforce is pay banded and under a pay-for-performance system that does not allow step increases or QSIs.

Table 28: QSIs by Gender and Pay Grade (FY 2015)

QSI	Females	Males
Wage Grade	NA	NA
GS/GG-01	NA	NA
GS/GG-02	NA	NA
GS/GG-03	NA	NA
GS/GG-04	NA	NA
GS/GG-05	NA	NA
GS/GG-06	100.0%	0.0%
GS/GG-07	100.0%	0.0%
GS/GG-08	100.0%	0.0%
GS/GG-09	42.4%	57.6%
GS/GG-10	66.7%	33.3%
GS/GG-11	51.2%	48.8%
GS/GG-12	42.0%	58.0%
GS/GG-13	37.3%	62.7%
GS/GG-14	37.0%	63.0%
GS/GG-15	34.8%	65.2%
Senior Pay Levels	50.0%	50.0%
Total	39.1%	60.9%
IC Workforce	38.5%	61.5%

Selected Education and Development Programs

Figure 23 shows that women's participation in selected education and development programs was proportionate to their workforce representation. In addition, Figure 23 illustrates that women in the Other Components participate at higher rates when compared to the Six Agencies. In the Other Components women represent 39.6% of participants in educational and development programs even though they are 30.8% of the Other Components' total workforce.

Figure 23: Selected Education and Development Programs by Gender

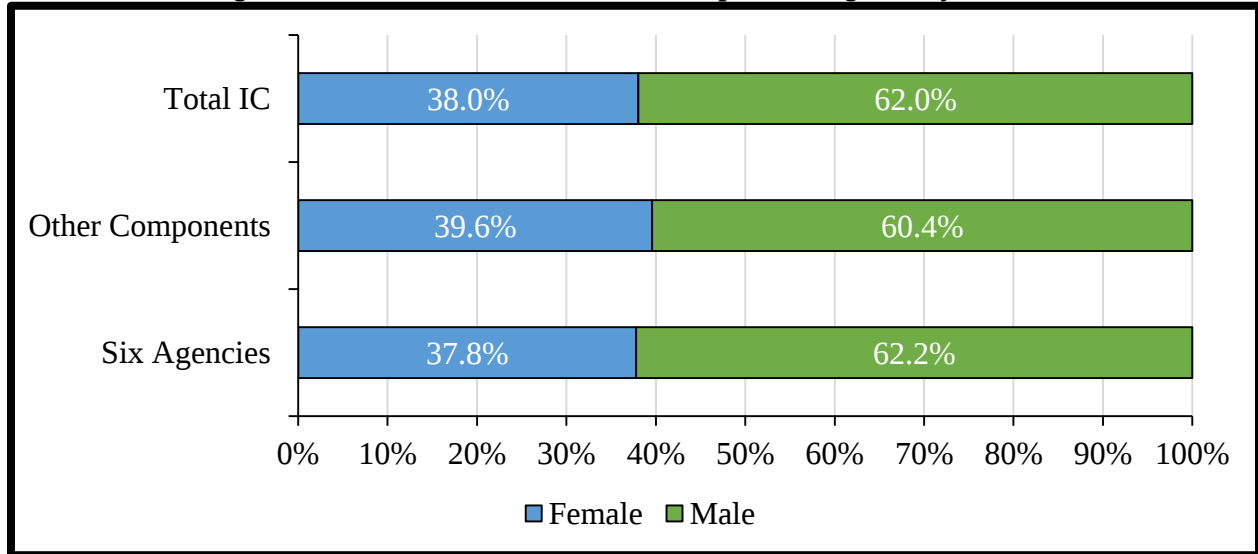
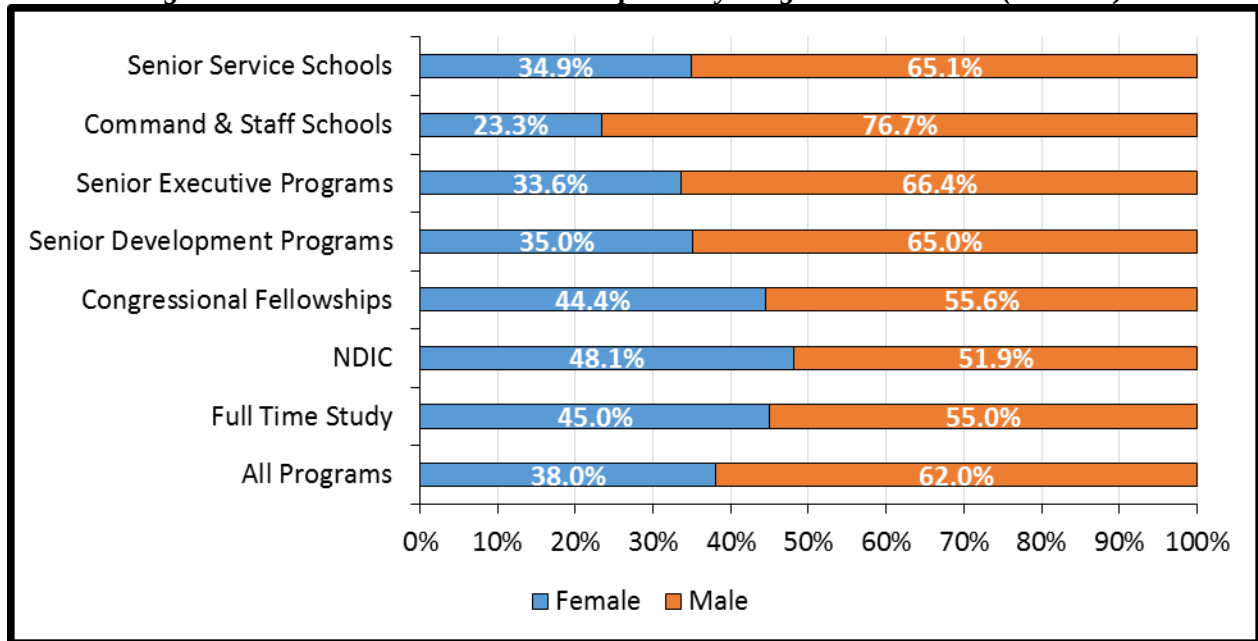


Figure 24 presents a gender analysis of select programs, showing that most participants are men. The National Defense Intelligence College (NDIC) was the program with the highest proportion of women. Conversely, Command and Staff Schools had the lowest female participation rate in FY 2015.

Figure 24: Selected Educational Development by Program and Gender (FY 2015)



PRISP and Stokes

As noted in the previous chapter, PRISP is a college scholarship and internship program that allows the IC to hire college graduates with certain skills critical to the IC (e.g., engineering, mathematics, economics, physics, etc.). As shown in Table 29, women's participation in PRISP, has increased gradually from FY 2011 to FY 2013; after a slight drop in FY 2014, it then increased by 3.9 percentage points in FY 2015.

Table 29: Five-Year Trends in PRISP by Gender (FY 2011-FY 2015)

	PRISP				
	FY11	FY12	FY13	FY14	FY15
Females	30.1%	38.7%	42.0%	40.4%	44.3%
Males	69.9%	61.3%	58.0%	59.6%	55.7%

The Stokes scholarship program selects and prepares college students for careers in the IC. It is important to note that only four of the agencies in the IC participate in the Stokes program: NSA, CIA, DIA, and NGA. As shown in Table 30, female representation in Stokes for the past five years has been less than the representation of females within the IC (with the exception of FY 2012).

Table 30: Five-Year Trends in the Stokes Program by Gender (FY 2011 to FY 2015)

	STOKES				
	FY11	FY12	FY13	FY14	FY15
Females	26.0%	47.2%	28.8%	26.1%	31.7%
Males	74.0%	52.8%	71.2%	73.9%	68.3%

Joint Duty Program

As previously mentioned, JD is a personnel rotation program, open to GS/GG 11 through Senior Positions, allowing employees to work for limited terms in different IC elements. JD credit is a prerequisite for promotion to Senior Positions within IC elements. It is relevant to note that 91% of the IC's population resides in GS/GG 11 to Senior Positions. Of the personnel in these grades, 18.3% have earned JD credit and in FY 2015, 1.2% of those with credit were promoted. In the overall IC GS/GG 11 and higher grade group, females make up 37.3% of the population, and Table 31 demonstrates that women represent 34.5% of the IC JD credit population. This means that 16.9% of the GS/GG-11 and higher female population had earned JD credit by September 2015. In comparison to the IC workforce at these grade levels (GS-11 to Senior Positions), there are slightly more females in the JD credit population for grades GS/GG-13 and higher than in the IC workforce. Among personnel with JD credit who were promoted in FY 2015, a smaller share of women (40.7%) were promoted than men (59.3%), but women with JD credit were promoted at a higher rate than their workforce representation in the GS/GG-11 through Senior Pay Levels.

Table 31: Joint Duty Credits and Promotions by Gender and Grade (FY 2015)

IC Grades 11 & Greater	Female Representation					
	Joint Duty Credit (all as of 9/2015)		With Credit and Promoted in FY15		Grade Group IC Workforce	
	Females	Males	Females	Males	Females	Males
GS/GG-11	31.7%	68.3%	50.0%	50.0%	46.5%	53.5%
GS/GG-12	38.8%	61.2%	39.4%	60.6%	42.1%	57.9%
GS/GG-13	37.3%	62.7%	35.9%	64.1%	36.2%	63.8%
GS/GG-14	34.5%	65.5%	46.1%	53.9%	34.3%	65.7%
GS/GG-15	33.2%	66.8%	43.1%	56.9%	32.5%	67.5%
Senior Pay Levels	30.2%	69.8%	31.4%	68.6%	28.4%	71.6%
Grade Group Total	34.5%	65.5%	40.7%	59.3%	37.3%	62.7%

Note. Table 31 does not include FBI and U.S. Treasury OIA data.

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Chapter 4. Persons with Disabilities (PWD) in the IC

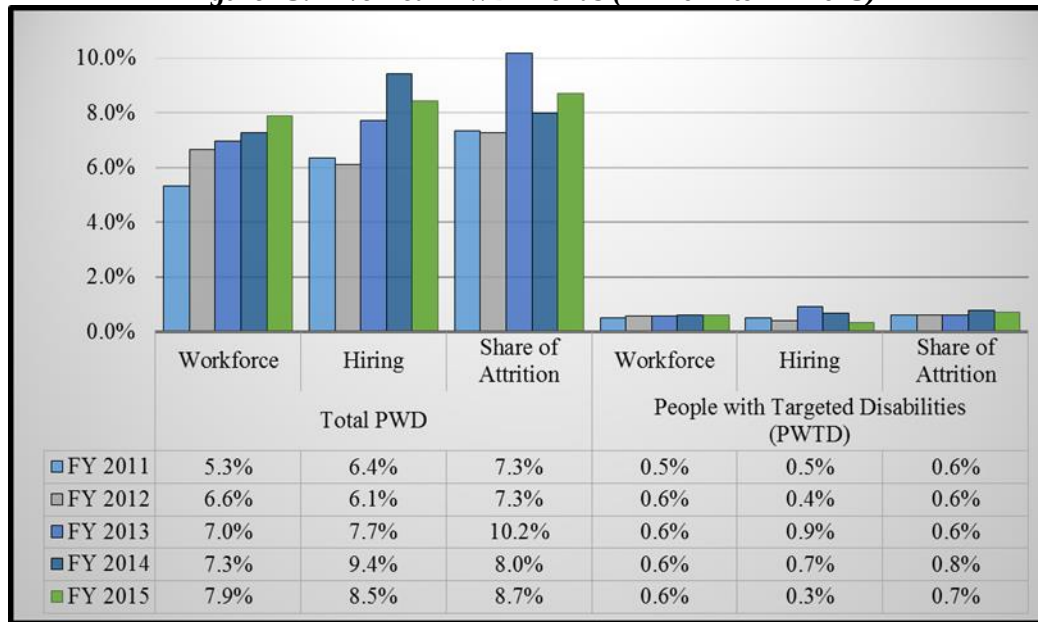
This chapter focuses on persons in the IC who voluntarily self-identify as having one or more disabilities. The category of PWTD is a subset of PWD and includes individuals who possess one or more of the severe disabilities identified on the OPM's Standard Form 256.

Highlights of PWD Workforce

Figure 25 shows that the proportion of PWDs in the workforce has grown in the past five years by 2.6 percentage points. In addition, PWD hiring and attrition rates have increased over the same time period.

The proportion of PWTD has remained at less than 1% over the five-year period studied, as did attrition. Hiring of PWTD did show a small increase in 2014 but fell to prior levels over the last two years.

Figure 25: Five-Year PWD Trends (FY 2011 to FY 2015)



Attrition rates⁹ among PWD (6.9%), especially among the PWTD subset (7.6%), were higher than the IC's overall attrition rate of 6.3%.

⁹ The attrition rate equals the number of people in a subset who left the IC, divided by the total number in the subset. See Table 02 for additional details on how attrition is measured.

As shown in Table 31, PWD's share of hires (All Grades) was lower than their overall share of attrition. When looking at the GS/GG 13 and higher grades (highlighted) in Table 32, PWD made up a larger proportion of new hires compared to the proportion of those leaving the IC, which suggests potential growth in the PWD population at the higher grades. However, this pattern does not hold true for PWTD nor for PWD in most grades below GS/GG 13.

Table 32: PWD Hiring, Attrition and Workforce Representation by Pay Grade (FY 2015)

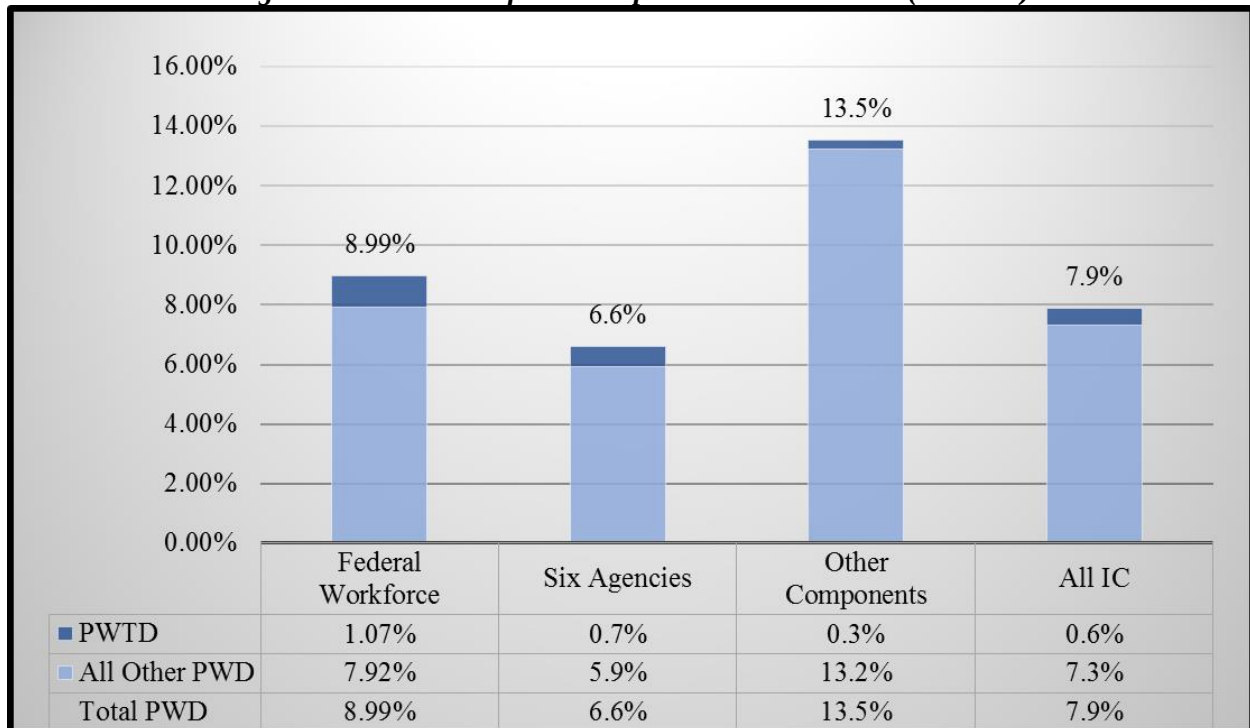
Pay Grade	PWD Representation					
	Hiring		Share of Attrition		Workforce	
	Total PWD	PWTD	Total PWD	PWTD	Total PWD	PWTD
Wage Grade	0.0%	0.0%	14.3%	7.1%	7.1%	0.8%
GS/GG-01	0.0%	0.0%	7.5%	0.0%	0.0%	0.0%
GS/GG-02	8.3%	0.0%	13.5%	0.0%	11.8%	2.2%
GS/GG-03	0.0%	0.0%	0.0%	0.0%	8.8%	2.5%
GS/GG-04	9.1%	0.0%	4.0%	0.0%	7.7%	0.0%
GS/GG-05	5.5%	0.0%	7.1%	1.4%	9.3%	0.5%
GS/GG-06	10.4%	0.0%	8.2%	1.2%	13.7%	0.4%
GS/GG-07	6.2%	0.6%	6.7%	1.1%	9.8%	1.0%
GS/GG-08	3.8%	0.0%	8.9%	1.3%	8.4%	0.7%
GS/GG-09	6.5%	0.1%	7.9%	0.4%	9.0%	0.9%
GS/GG-10	5.2%	0.0%	8.0%	2.7%	5.5%	0.7%
GS/GG-11	5.9%	0.2%	7.7%	0.8%	8.5%	0.8%
GS/GG-12	10.5%	0.5%	10.7%	0.6%	9.1%	0.9%
GS/GG-13	10.2%	0.5%	9.2%	0.9%	8.0%	0.5%
GS/GG-14	14.3%	0.5%	9.6%	0.6%	7.5%	0.5%
GS/GG-15	13.2%	0.0%	6.8%	0.4%	6.1%	0.3%
Senior Positions	6.8%	0.0%	5.4%	0.0%	4.3%	0.3%
All Grades	8.5%	0.3%	8.7%	0.7%	7.9%	0.6%

Detailed Data on PWD in the IC

PWD in the IC Workforce

It is instructive to determine which group of IC elements are influencing the number of PWD overall. As Figure 26 shows, the Other Components reflect a higher proportion of their workforce as PWD compared to the overall IC percentage, and well above the FW benchmark. However, the Other Components' PWD is below the comparable FW benchmark. *Note: In this graph the percentages of "All Other PWD" added to "PWTD" equals the Total PWD Percentage.*

Figure 26: PWD Workforce Compared to Benchmark¹⁰ (FY 2015)



¹⁰ Data for federal civilian employees is taken from Federal Equal Opportunity Recruitment Program and Employment of Disabilities Reports for FY 2014 as cited at <https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/federal-workforce-at-a-glance/>.

Hiring and Attrition

The Other Components reflect a larger proportion of PWD as a percentage of their workforce (Figure 26) and also contribute to more new hires, as detailed in Figure 27. However, the Six Agencies hire a greater share of PWD.

Figure 27: Hiring PWD in the IC (FY 2015)

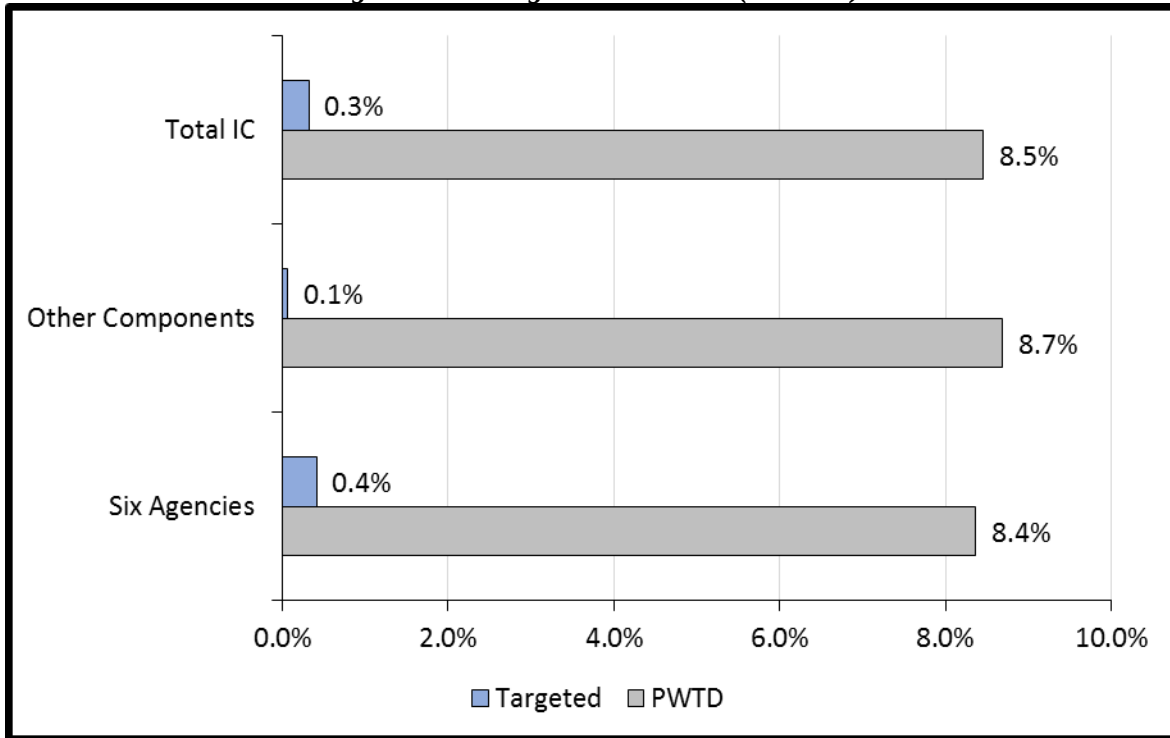
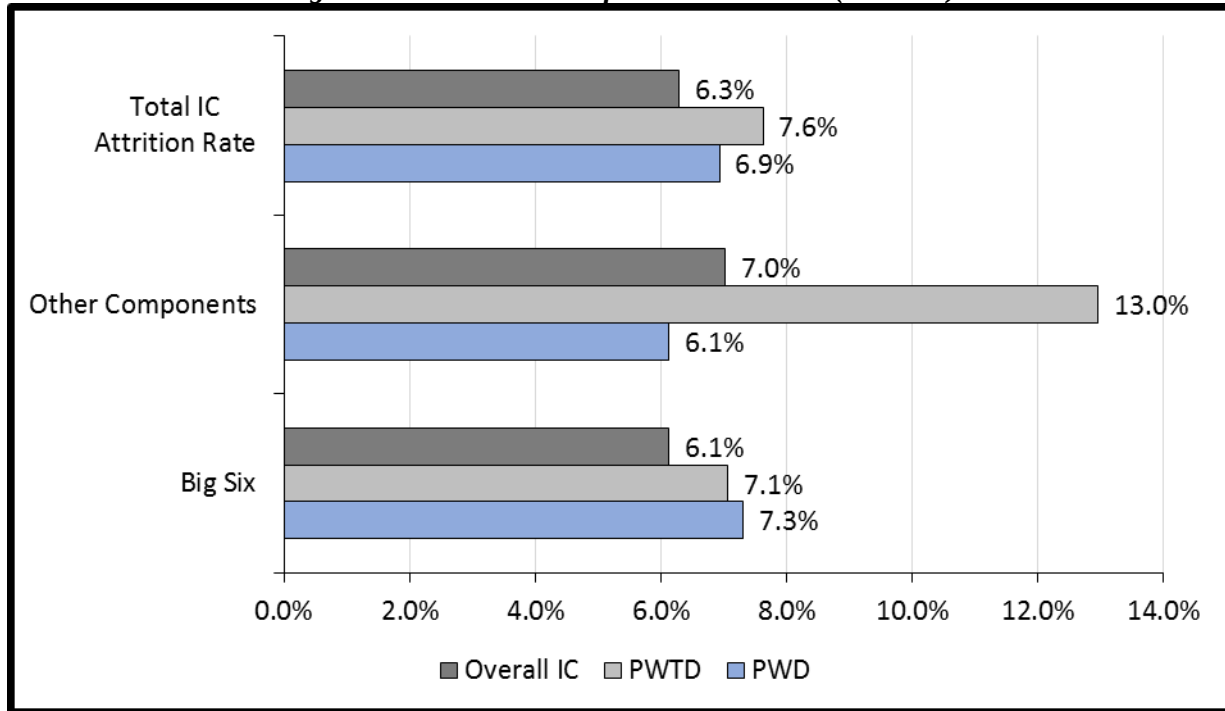


Figure 28 provides attrition rates for PWD and PWTD, grouped by the Total IC, the Six Agencies, and the Other Components. When viewing attrition rates among PWTD, the Other Component's PWTD attrition rate is almost double its overall attrition rate and the IC's PWTD attrition rate. However, one must keep in mind that the Other Component's PWTD population is small, and percentages of small populations can be misleading. Conversely, PWD left the IC overall (6.9%), and the Six Agencies (7.3%), at a rate higher than the Overall IC attrition rate (6.3%). PWD left the Other Components at a lower rate.

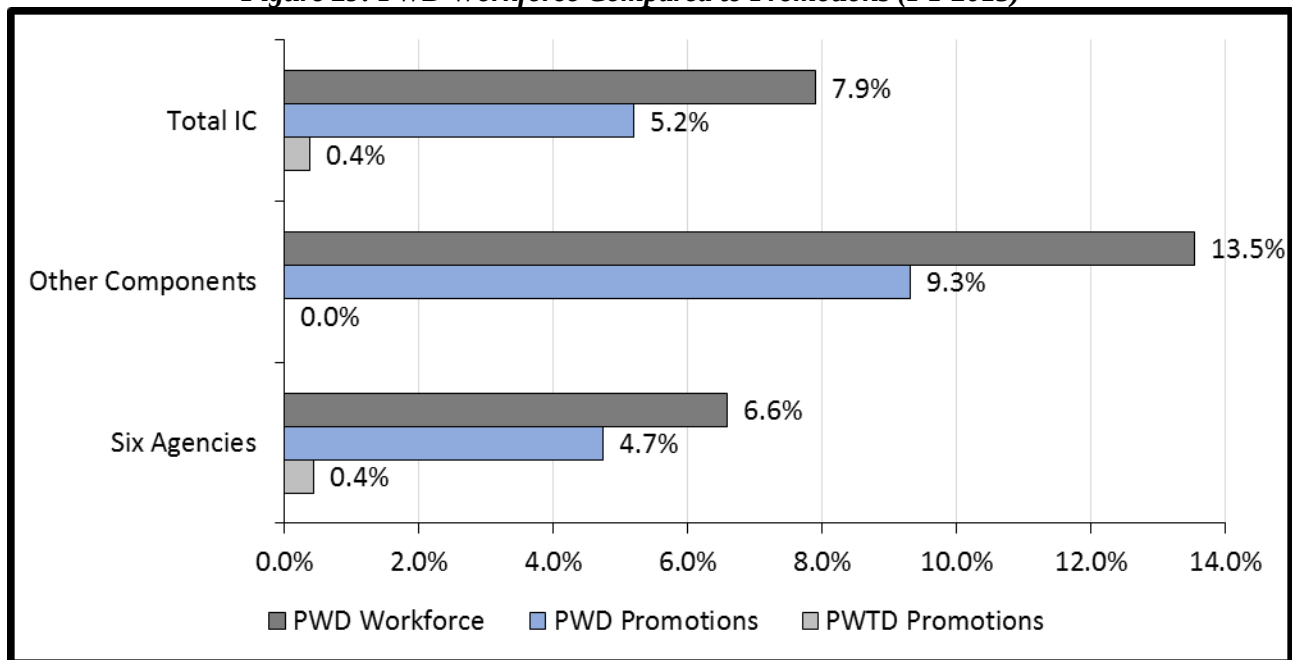
Figure 28: Attrition Rates for PWD in the IC (FY 2015)



Promotions

As shown in Figure 29, PWD in the IC receive a smaller percentage of promotions as compared to their overall workforce representation. In addition, this figure shows the Six Agencies and the Other Components in order to determine how these subsets contribute to the overall picture of promotions among PWD and PWTD. In both the Other Components and Six Agencies, PWD are underrepresented in promotions compared to their overall representation in their respective workforce.

Figure 29: PWD Workforce Compared to Promotions (FY 2015)



Joint Duty Program

As mentioned in prior chapters, JD is a personnel rotation system, open to GS/GG-11 through senior positions, allowing employees to work for limited terms in different IC elements. Because this program is required for promotion to senior levels within the IC, PWD's participation is important. It is also relevant to note that 91% of the IC's population resides in GS/GG 11 to Senior Positions. Of the personnel in these grades, 18.3% have earned JD credit and in FY 2015, 1.2% of those with credit were promoted. For the GS/GG 11 and higher grade group, PWD make up 7.1% of the overall workforce population with 10.9% of PWD earning JD credit by September 2015. For the GS/GG-11 and higher grade group, PWTD make up 0.5% of the population with 10.3% earning joint duty credit by September 2015. Table 33 indicates that PWD with JD credit represent 4.2% of the IC JD credit population and 0.1% of them earned promotions in FY 2015. The PWTD subset represents 0.3% of the IC JD credit population and 0.0% of them were promoted in FY 2015.

Table 33: PWD JD Credit and Promotions (FY 2015)

IC JD Grades 11 and Greater	PWD	PWTD
Current Joint Duty Credit	4.2%	0.3%
Joint Duty Promotions	1.7%	0.1%

Note. Table 33 does not include FBI and U.S. Treasury OIA

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Appendix A – IC Centers of Academic Excellence Program

A. BACKGROUND

The Intelligence Authorization Act of 2004 authorized a pilot project for the ODNI to develop and expand “opportunities in the Intelligence Community (IC) for women, minorities, and individuals with diverse ethnic and cultural backgrounds, skills, language proficiency, and expertise through providing grants to competitively chosen U.S. universities” (Public Law 108-177, Sec. 319). The Intelligence Authorization Act of 2010 amended Section 1024 of the National Security Act (50 U.S.C. 3224) to establish the successor Intelligence Officer Training Program as a permanently funded program and the IC maintained the original CAE moniker.

In October 2011, program management responsibility transitioned from the ODNI to the DIA and continues to be carried out under a Memorandum of Understanding between the ODNI and DIA. On behalf of the IC, the ODNI designated the Director of DIA to provide grants under the IC CAE Program to institutions of higher education...for purposes related to curriculum or program development, faculty development, laboratory equipment or improvements, faculty research, programs of study in intermediate and advanced foreign languages of immediate interest to the IC, and relevant study-abroad programs and cultural immersion programs...” The Memorandum of Understanding is effective until 2018.

The IC CAE Program provides grants to competitively selected, regionally accredited U.S. four-year colleges and universities to support the design and development of intelligence-related curricula. The IC CAE Program's emphasis is on building long-term partnerships with universities across the nation to develop sustainable national security and intelligence education programs. These programs increase the pool of women, minorities, and individuals with diverse ethnic and cultural backgrounds who possess highly desired skills and competencies in areas of critical need to the IC.

B. ADMINISTRATION

The ODNI had administrative responsibility for the IC CAE Program from the 2004 pilot until its transfer to DIA in 2011. DIA’s stewardship of the IC CAE Program includes administrative functions as well as the monitoring of grantee compliance to the Assistance Agreement establishing the grant. The IC CAE Program’s Senior Advisory Board (SAB), composed of senior representatives from the IC elements and intelligence organizations, provides policy and decision-making guidance to the IC CAE Program Office. The IC CAE Program Office follows IC CAE Program Guidance and serves as liaison to the IC for community resources, such as IC subject matter experts.

C. GRANT SELECTION PROCESS

Grants are awarded for a base year and renewable for an additional three or four option years, at the conclusion of which funding becomes available for a new grant solicitation. A Broad Agency Announcement (BAA) through www.grants.gov is used to solicit proposals from

higher education institutions to establish or enhance an intelligence-focused curriculum and complementary academic programming. Universities completing their funding period remain within the IC CAE program as sustaining universities and continue to participate in collaborative interaction, such as annual meetings, seminars, and access to the IC CAE newsletter.

A BAA was issued in FY 2014 upon the end of the grant period for seven grants. Between 2 January and 15 March 2014 the IC CAE Program Office received 61 applications; the DIA Grants Officer deemed 54 qualified for further consideration. The Source Selection Evaluation Board, consisting of 12 members of the IC CAE SAB, evaluated the merit of each proposal as it relates to meeting eligibility, mission, and stated component requirements. As a result, eight new grants were awarded. The following criteria formed the basis for the evaluation:

1. Develop, modify, and integrate intelligence courses into academic programs;
2. Facilitate student participation in on-campus academic programs and other professional development activities;
3. Provide students study abroad, cultural immersion, and regional studies opportunities;
4. Enable faculty research and professional development in support of an intelligence or national security curriculum;
5. Hold annual colloquium or speaker series with higher education, government, and industry partners in the region;
6. Establish and maintain a program management plan and a sustainment plan;
7. Make courses in languages of interest available; and
8. Adhere to CAE mission ethnic and cultural diversity which are traditionally underserved populations. NOTE: Historically Black Colleges and Universities, Hispanic Serving Institutions or Tribal will be graded Excellent.

Appendix B – Principles of Professional Ethics for the IC

Principles of Professional Ethics for the Intelligence Community

As members of the intelligence profession, we conduct ourselves in accordance with certain basic principles. These principles are stated below, and reflect the standard of ethical conduct expected of all Intelligence Community personnel, regardless of individual role or agency affiliation. Many of these principles are also reflected in other documents that we look to for guidance, such as statements of core values, and the *Code of Conduct: Principles of Ethical Conduct for Government Officers and Employees*; it is nonetheless important for the Intelligence Community to set forth in a single statement the fundamental ethical principles that unite us and distinguish us as intelligence professionals.

MISSION. We serve the American people, and understand that our mission requires selfless dedication to the security of our nation.

TRUTH. We seek the truth; speak truth to power; and obtain, analyze, and provide intelligence objectively.

LAWFULNESS. We support and defend the Constitution, and comply with the laws of the United States, ensuring that we carry out our mission in a manner that respects privacy, civil liberties, and human rights obligations.

INTEGRITY. We demonstrate integrity in our conduct, mindful that all our actions, whether public or not, should reflect positively on the Intelligence Community at large.

STEWARDSHIP. We are responsible stewards of the public trust; we use intelligence authorities and resources prudently, protect intelligence sources and methods diligently, report wrongdoing through appropriate channels; and remain accountable to ourselves, our oversight institutions, and through those institutions, ultimately to the American people.

EXCELLENCE. We seek to improve our performance and our craft continuously, share information responsibly, collaborate with our colleagues, and demonstrate innovation and agility when meeting new challenges.

DIVERSITY. We embrace the diversity of our nation, promote diversity and inclusion in our workforce, and encourage diversity in our thinking.