

**Annual Demographic Report:
Hiring and Retention of Minorities, Women, and
Persons with Disabilities in the
United States Intelligence Community
Fiscal Year 2016**



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This report was prepared by the Office of the 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 Public Affairs at (703)-275-3700.

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Table of Contents

| | |
|--|-----------|
| Acronyms..... | 9 |
| Understanding and Using this Report | 11 |
| <i>Population Studied.....</i> | <i>11</i> |
| <i>Data Collection Methods</i> | <i>11</i> |
| <i>Data Conditions and Anomalies.....</i> | <i>12</i> |
| <i>Data Definitions.....</i> | <i>12</i> |
| <i>Statistical Measures and Percentages.....</i> | <i>13</i> |
| Executive Summary..... | 14 |
| <i>Minorities in the IC</i> | <i>17</i> |
| <i>Women in the IC.....</i> | <i>18</i> |
| <i>Persons with Disabilities in the IC.....</i> | <i>19</i> |
| <i>Future Plans: FY 2017 and Beyond.....</i> | <i>20</i> |
| <i>Conclusion</i> | <i>23</i> |
| Chapter 1. IC Best Practices in EEO, Diversity, and Inclusion..... | 24 |
| <i>Using Technology to Increase Outreach: IC Virtual Career Fairs and Applicant Website.....</i> | <i>24</i> |
| <i>IC Applicant Gateway</i> | <i>24</i> |
| <i>Bringing Diversity to the Mission: Employee Resource Groups.....</i> | <i>25</i> |
| <i>Increasing the Representation of Minorities in the Applicant Pool through Collaborative IC</i> | <i>26</i> |
| <i>Recruitment Events.....</i> | <i>26</i> |
| <i>Providing Foreign Language Training: STARTALK Program.....</i> | <i>28</i> |
| <i>Providing Grants to Increase Diversity: IC Centers of Academic Excellence in National Security.....</i> | <i>29</i> |
| <i>Providing Opportunities for Service Members: IC Wounded Warrior Program</i> | <i>32</i> |
| <i>Undergraduate Scholar Program: Stokes.....</i> | <i>32</i> |
| <i>Awards to Recruit and Train to Develop Intelligence Skills: Pat Roberts Intelligence Scholars Program ...</i> | <i>35</i> |
| <i>Bridging Language/Cultural Gaps: IC Heritage Community Liaison Council</i> | <i>36</i> |
| <i>Highlights of Activities Across the IC</i> | <i>37</i> |
| Chapter 2. Minorities in the IC | 41 |
| <i>Highlights of the Minority Workforce</i> | <i>41</i> |
| <i>Detailed Data on Minorities in the IC.....</i> | <i>47</i> |
| <i>Workforce Composition</i> | <i>47</i> |
| <i>Managers</i> | <i>49</i> |
| <i>Hiring and Attrition.....</i> | <i>50</i> |
| <i>Promotions.....</i> | <i>55</i> |
| <i>Awards (Monetary and Honorary) and Quality Step Increases (QSI).....</i> | <i>56</i> |
| <i>Selected Education and Development Programs</i> | <i>59</i> |
| <i>PRISP</i> | <i>61</i> |
| <i>Joint Duty Program.....</i> | <i>61</i> |

| | |
|--|-----------|
| Chapter 3. Women in the IC..... | 64 |
| <i>Highlights of the Female Workforce</i> | <i>64</i> |
| <i>Detailed Data on Gender in the IC.....</i> | <i>68</i> |
| <i>Workforce Composition</i> | <i>68</i> |
| <i>Managers</i> | <i>69</i> |
| <i>Hiring and Attrition.....</i> | <i>70</i> |
| <i>Promotions.....</i> | <i>75</i> |
| <i>Awards (Monetary and Honorary) and Quality Step Increases (QSI).....</i> | <i>76</i> |
| <i>Selected Education and Development Programs</i> | <i>78</i> |
| <i>PRISP and Stokes.....</i> | <i>80</i> |
| <i>Joint Duty Program.....</i> | <i>80</i> |
| Chapter 4. Persons with Disabilities (PWD) in the IC..... | 82 |
| <i>Highlights of PWD Workforce</i> | <i>82</i> |
| <i>Detailed Data on PWD in the IC.....</i> | <i>85</i> |
| <i>PWD in the IC Workforce</i> | <i>85</i> |
| <i>Hiring and Attrition.....</i> | <i>86</i> |
| <i>Promotions.....</i> | <i>88</i> |
| <i>Joint Duty Program.....</i> | <i>89</i> |
| Appendix A – IC Centers of Academic Excellence Program | 90 |
| Appendix B – Principles of Professional Ethics for the IC | 91 |
| Appendix C – Memorandum for Heads of Executive Departments and Agencies. | 92 |

List of Tables

| | |
|---|----|
| Table 01: 6 agencies and 11 Other Elements..... | 11 |
| Table 02: Measures of Attrition..... | 13 |
| Table 03: IC Recruitment Events – FY 2015 Compared to FY 2016..... | 18 |
| Table 04: Diversity and Inclusion: Examining Workforce Concerns within the IC | 22 |
| Table 05: IC Affinity Networks and Representative List of Employee Resource Groups | 26 |
| Table 06: IC Recruitment Events - FY 2015 Compared to FY 2016..... | 28 |
| Table 07: IC Centers of Academic Excellence Institutions | 30 |
| Table 08: Stokes Five-Year Trend by RNO (FY 2012 to FY 2016)..... | 33 |
| Table 09: Stokes Scholar Schools..... | 34 |
| Table 10: Five-Year Trends in PRISP by RNO (FY 2012 to FY 2016)..... | 35 |
| Table 11: Member Organizations – IC Heritage Community Liaison Council | 36 |
| Table 12: Activities in Leadership and Accountability | 37 |
| Table 13: Activities in Workforce Development and Succession Planning | 38 |
| Table 14: Activities in Recruitment, Hiring, and Retention | 38 |
| Table 15: Activities in Career Development and Advancement..... | 39 |
| Table 16: Activities in Equal Employment Opportunity and Inclusion..... | 40 |
| Table 17: Hiring, Attrition, and Workforce by RNO Group and Pay Grade (FY 2016) | 42 |
| Table 18: Stokes Five-Year Trend by RNO (FY 2012 to FY 2016)..... | 44 |
| Table 19: The IC’s Workforce by RNO and Pay Grade (FY 2016) | 48 |
| Table 20: Hiring by RNO and Pay Grade (FY 2016) | 51 |
| Table 21: Overall Share of Attrition by RNO and Grade (FY 2016)..... | 52 |
| Table 22: Promotions by RNO and Grade (FY 2016) | 55 |
| Table 23: Monetary Awards by RNO and Award Amount (FY 2016)..... | 56 |
| Table 24: Monetary Awards by Award Amount, RNO Group and IC Group (FY 2016) | 56 |
| Table 25: Honorary Awards by Grade and RNO (FY 2016)..... | 57 |
| Table 26: QSIs by RNO and Grade (FY 2016)..... | 58 |
| Table 27: Five-Year Trends in PRISP by RNO (FY 2012 to FY 2016)..... | 61 |
| Table 28: Joint Duty Credits and Promotions by RNO Group and Grade (FY 2016) | 62 |
| Table 29: Workforce Composition by Pay Grade (FY 2016)..... | 68 |
| Table 30: Hiring by Gender and Pay Grade (FY 2016)..... | 71 |
| Table 31: Overall Share of Attrition by Gender and Pay Grade..... | 73 |
| Table 32: Promotions by Gender and Pay Grade (FY 2016)..... | 75 |
| Table 33: Monetary Awards by Gender and Award Amount (FY 2016) | 76 |
| Table 34: Honorary Awards in the IC by Gender and Pay Grade (FY 2016)..... | 76 |
| Table 35: QSIs by Gender and Pay Grade (FY 2016) | 77 |
| Table 36: Five-Year Trends in PRISP by Gender (FY 2012 to FY 2016)..... | 80 |
| Table 37: Five-Year Trends in the Stokes Program by Gender (FY 2012 to FY 2016) | 80 |
| Table 38: Joint Duty Credits and Promotions by Gender and Grade (FY 2016) | 81 |
| Table 39: PWD Hiring, Attrition and Workforce Representation by Pay Grade (FY 2016) | 84 |
| Table 40: PWD JD Credit and Promotions (FY 2016)..... | 89 |

List of Figures

| | |
|--|----|
| Figure 01: Five-Year Minority Trends Compared to External Benchmarks (FY 2012 to FY 2016) | 17 |
| Figure 02: Five-Year Trends for Women in the Workplace (FY 2012 to FY 2016) | 19 |
| Figure 03: PWD Five-Year Trends (FY 2012 to FY 2016) | 20 |
| Figure 04: Five-Year Dynamics Trend for Minorities in the IC (FY 2012 to FY 2016) | 43 |
| Figure 05: Share of Attrition in the IC, Other Components, and Six Agencies (FY 2016) | 45 |
| Figure 06: Minority Workforce by RNO Compared to Benchmarks (FY 2016) | 46 |
| Figure 07: Minority Workforce by RNO (FY 2016) | 47 |
| Figure 08: Representation of Managers by Pay Grade Group (FY 2016) | 49 |
| Figure 09: Minority Hiring by RNO (FY 2016) | 50 |
| Figure 10: Attrition Rates by RNO Compared to the IC's Overall Rate (FY 2016) | 53 |
| Figure 11: Minority Share of Attrition by Type (FY 2016) | 54 |
| Figure 12: Participation in All Educational Development Programs by RNO (FY 2016) | 59 |
| Figure 13: Selected Educational Development by Program and RNO (FY 2016) | 60 |
| Figure 14: Joint Duty Credit and Promotion by RNO | 63 |
| Figure 15: FY 2016 Gender Composition, Hires, and Attrition | 65 |
| Figure 16: Gender Workforce Compared to Benchmarks (FY 2016) | 66 |
| Figure 17: Promotions in the IC by Gender (FY 2016) | 67 |
| Figure 18: Comparison of Gender Representation Rates between the Overall IC Workforce and Recipients of Honorary Awards | 67 |
| Figure 19: Managers by Gender and Pay Grade as a Proportion of the Workforce (FY 2016) | 69 |
| Figure 20: Five-Year Workforce Dynamic Trends by Gender (FY 2012 to FY 2016) | 70 |
| Figure 21: Hiring by Gender (FY 2016) | 71 |
| Figure 22: Attrition Rates by Gender Compared to Overall Rates (FY 2016) | 72 |
| Figure 23: Gender Overall Share of Attrition by Type (FY 2016) | 74 |
| Figure 24: Female versus Male Attrition Type | 74 |
| Figure 25: Selected Education and Development Programs by Gender | 78 |
| Figure 26: Selected Educational Development by Program and Gender (FY 2016) | 79 |
| Figure 27: Joint Duty Credits and Promotions by Gender | 81 |
| Figure 28: Five-Year PWD Trends (FY 2012 to FY 2016) | 83 |
| Figure 29: PWD Workforce Compared to Benchmark (FY 2016) | 85 |
| Figure 30: Hiring PWD in the IC (FY 2016) | 86 |
| Figure 31: Attrition Rates for PWD in the IC (FY 2016) | 87 |
| Figure 32: PWD Workforce Compared to Promotions (FY 2016) | 88 |

Acronyms

| | |
|----------|--|
| AI/AN | American Indian/Alaska Native |
| CAE | Centers of Academic Excellence |
| CAPAL | Conference for Asian Pacific American Leadership |
| CGI | United States Coast Guard, Intelligence |
| CIA | Central Intelligence Agency |
| CLF | Civilian Labor Force |
| CMDI | Center for Mission Diversity and Inclusion |
| DAG | Director's Advisory Group |
| DCIA | Director Central Intelligence Agency |
| DEA/ONSI | Drug Enforcement Administration, Office of National Security Intelligence |
| DHS | Department of Homeland Security |
| D&I | Diversity and Inclusion |
| DIA | Defense Intelligence Agency |
| DISES | Defense Intelligence Senior Executive Service |
| DISL | Defense Intelligence Senior Level |
| 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 |
| DoS/INR | Department of State, Bureau of Intelligence and Research |
| DoT/OIA | Department of Treasury, Office of Intelligence and Analysis |
| EASE | Equal Accessibility Services Environment |
| EEOC | Equal Employment Opportunity Commission |
| EEOD | Equal Employment Opportunity and Diversity |
| ERG | Employee Resource Group |
| FBI/IB | Federal Bureau of Investigation, Intelligence Branch |
| FEORP | Federal Equal Opportunity Recruitment Program |
| FMLA | Family and Medical Leave Act of 1993 |
| FW | Federal Workforce |
| FWP | Federal Women's Program |
| FY | Fiscal Year |
| GEOINT | Geospatial-Intelligence |
| GS/GG | General Schedule/General Grade |
| HBCU | Historically Black Colleges and Universities |
| IC | Intelligence Community |
| IC AG | IC Applicant Gateway |
| ICAN | IC Affinity Network |
| ICD | IC Directive |
| IC CHCO | IC Chief Human Capital Office |
| IC EEOD | IC Equal Employment Opportunity and Diversity |
| ICRC | Intelligence Community Recruitment Committee |
| ICWWP | IC Wounded Warrior Program |
| INSCOM | United States Army Intelligence and Security Command |
| IQ | Office of Personnel Management Inclusion Quotient |
| IRTPA | Intelligence Reform and Terrorism Prevention Act |

| | |
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| JD | Joint Duty |
| LGBTQA | Lesbian, Gay, Bisexual, Transgender, and Allies |
| MCIA | United States Marine Corps Intelligence Activity |
| MCISR-E | Marine Corps Intelligence, Surveillance, and Reconnaissance Enterprise |
| MD-715 | Management Directive-715 |
| MSI | Minority-Serving Institution |
| NASIC | United States Air Force, National Air and Space Intelligence Center |
| NCTC | National Counterterrorism Center |
| NGA | National Geospatial-Intelligence Agency |
| NGIC | United States Army Intelligence and Security Command National Ground Intelligence Center |
| NHPI | Native Hawaiian/Pacific Islander |
| NIA | United States Navy, Naval Intelligence Activity |
| NIS | National Intelligence Strategy |
| NIU | National Intelligence University |
| 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 |
| PM | Presidential Memorandum |
| PPIA | Public Policy and International Affairs |
| PRISP | Pat Roberts Intelligence Scholars Program |
| PWD | Persons with Disabilities |
| PWTD | Persons with Targeted Disabilities |
| QSI | Quality Step Increase |
| RNO | Race and National Origin |
| SAB | Senior Advisory Board |
| SIS | Senior Intelligence Service |
| SNIS | Senior National Intelligence Service |
| STEM | Science, Technology, Engineering, and Mathematics |
| TAG | Talent Acquisition Group |
| USA | United States Army |
| USAF | United States Air Force |
| USCG | United States Coast Guard |
| USMC | United States Marine Corps |
| USN | United States Navy |
| 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 for Fiscal Year 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) 2016 (between October 1, 2015 and September 30, 2016).

Table 01 lists the 6 largest agencies and the 11 other elements 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 Elements

| 6 Agencies | 11 Other Elements | |
|--|--|---|
| Central Intelligence Agency (CIA) | Department of Energy (DoE), Office of Intelligence and Counterintelligence (IN) | U.S. Air Force (USAF), 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 | U.S. Army (USA), Intelligence and Security Command (INSCOM), National Ground Intelligence Center (NGIC) |
| Federal Bureau of Investigation Intelligence Branch (FBI/IB) | Department of State (DoS), Bureau of Intelligence and Research (INR) | U.S. Coast Guard (USCG) Intelligence |
| National Geospatial-Intelligence Agency (NGA) | Department of the Treasury (DoT), Office of Intelligence and Analysis (OIA) | U.S. Marine Corps (USMC), MC Intelligence Activity (MCIA) |
| National Reconnaissance Office (NRO) | Drug Enforcement Administration (DEA), Office of National Security Intelligence (ONSI) | U.S. 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 data holdings to compile and report a common set of requirements. Respondent IC elements submit total counts of individuals employed and hired during the FY, as well as data on promotions, attrition, awards, education, and career development programs. Workforce population counts are provided by race and national origin (RNO), gender, and pay grade.

The IC continually works to establish a consistent standardized 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. 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. IC EEOD compares each element’s data in the various categories (e.g., RNO, hiring, attrition) to the prior FY, 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.

Data Conditions and Anomalies

This report details the percentage of minorities, women, and PWD employed during FY 2016. Key indicators are 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 co-located with non-IC personnel and may not be identified as having an IC affiliation. In some instances, data points were unavailable or incomplete for a full analysis of some attributes. Please consider the following data collection anomalies when reviewing this report:

- USMC is a component of the USN and its data were reported with USN.
- The NRO's submission represents civilian employees funded by the NRO — including the Department of Defense's (DoD) NRO cadre established in October 2015, and details-in from multiple IC elements who are reimbursed by the NRO. Gains and losses for these details-in are staffing gains and losses to-and-from their parent elements, not hiring and attrition.

Data Definitions

Grades and Senior Positions. For the purposes of this report, “higher pay grades” refers to General Schedule/General Grade (GS/GG) 13 through 15 — the “feeder” grades for senior 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., DoD's Defense Intelligence Senior Executive Service [DISES], DoD's Defense Intelligence Senior Level [DISL] employees, CIA's Senior Intelligence Service [SIS], or ODNI's Senior National Intelligence Service [SNIS]).

RNO Categories. The FY 2016 RNO data was 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: “AI/AN” 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. In the figures and tables, African-Americans are referred to as “Black.”

Statistical Measures and Percentages

Statistical Reporting. Results are expressed as percentages of the total IC workforce, or 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. Due to the small population counts, percentages can fluctuate significantly if there is a one or two person change. 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. Shares are also a measure of such things as hiring, promotions, and awards throughout this report. Table 02 provides a definition of each measure, explains how it is used and 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 a FY?” | <p>Calculation: Minorities who left/all minorities.</p> <p>Example: If 20 minorities left the agency in a FY and there were 200 minorities total, the <u>attrition rate</u> would be 20/200, or 10%.</p> | 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. | <p>Used to compare attrition to overall representation in the workforce or overall hiring, for example.</p> <p>Answers questions such as “Of all employees who left the agency in a FY, what percent was female?”</p> | <p>Calculation: Women who left/all employees who left</p> <p>Example: If 400 employees left the agency and 100 were women, the female <u>share of overall attrition</u> would be 100/400, or 25.0%.</p> | An increasing share of overall attrition within an organization can be indicative of a larger trend and worth exploring if it affects one group over others. |

External Benchmark Comparisons. The composition of the IC was compared to the most recent benchmark year at the time the Annual Report was published, which was one or two years earlier. Thus, FY 2016 IC composition is compared to the Federal Workforce (FW) 2014 and Civilian Labor Force (CLF) for 2014 (taken from the Office of Personnel Management [OPM] Federal Equal Opportunity Recruitment Program [FEORP]). The population comparison group for FY 2012-2016 is taken from the FY 2010 *American Community Survey* (U.S. Census Bureau) which includes projections from the *American Community Survey*.

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 U.S. Intelligence Community. It highlights progress the IC has made in increasing diversity and illustrates the IC's continued investment in strengthening the talent and diversity of the workforce through innovative and broad-based inclusion initiatives. The October 5, 2016 Presidential Memorandum (PM) titled *Promoting Diversity and Inclusion in the National Security Workforce* stated that "We have made important progress toward harnessing the extraordinary range of backgrounds, cultures, perspectives, skills, and experiences...[however] agencies in this workforce are less diverse on average than the rest of the Federal Government."

The IC recognizes the importance of having a diverse workforce to ensure it both performs at its best and maintains the confidence of the American people. We live in an increasingly complex and interconnected world in which "unpredictable instability" is the new normal.¹ Both at home and abroad, the United States faces such diverse national security threats such as terrorism, cyberattacks, drug trafficking, political instability, nuclear proliferation, disease outbreaks, space competition, and much more.² Countering such diverse threats requires a creative and dynamic IC capable of collecting and providing nuanced, multidisciplinary intelligence to policymakers, military personnel, and law enforcement officials alike to successfully protect American lives and interests around the world. Indeed, one of the IC's enterprise objectives is to "build a more agile, diverse, inclusive, and expert workforce."³

Along with a diverse work environment, inclusiveness within the workforce is critical to maximizing mission effectiveness and impact. Given its national security mission, there is no more important place to encourage and support a culture of diversity and inclusion (D&I) than today's IC. The intelligence effort is only strengthened by the presence of D&I to attract and retain the employee who is most qualified to act in defense of the nation. The value of increasing diversity, especially in underrepresented segments such as minority groups, women, and PWD, expands the talent base and more accurately reflects the analytic capabilities necessary to evaluate and meet mission requirements.⁴

The leaders of all 17 IC elements' EEO and diversity programs collaborated and developed the *Intelligence Community Equal Employment Opportunity and Diversity Enterprise Strategy (2015-2020)*, hereafter Enterprise Strategy. The Enterprise Strategy presents an integrated approach to ensuring that the IC is poised to compete for and employ the best and brightest individuals from diverse backgrounds, experiences, and intellectual perspectives. The Enterprise Strategy provides the framework for IC-specific diversity and inclusion initiatives.

¹ Clapper, James, "Opening Statement on the Worldwide Threat Assessment," February 9, 2016, <https://www.dni.gov/index.php/newsroom/testimonies/217-congressional-testimonies-2016/1314-DNI-Clapper-opening-statement-on-the-worldwide-threat-assessment-before-the-senate-armed-services-committee-2016> (accessed July 15, 2016).

² Clapper, "Worldwide Threat Assessment."

³ *The National Intelligence Strategy of the United States of America*, 2014.

⁴ Kohli, J., et al. "A Better, More Diverse Senior Executive Service in 2050: More Representative Leadership Will Improve the Effectiveness and Efficiency of the Federal Government." – *Center for American Progress*, September 22, 2011. <https://www.americanprogress.org/issues/race/report/2011/09/22/10251/a-better-more-diverse-senior-executive-service-in-2050/>.

The *Enterprise Strategy* establishes a framework to ensure that the IC is poised to meet its mission-critical EEO, diversity, and inclusion imperatives. The Enterprise Strategy is aligned under five goal areas:

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

The development of this plan was in alignment with the *National Intelligence Strategy of the United States of America 2014*, the *U.S. Intelligence Community Human Capital Vision 2020*, and Executive Order 13583, *Establishing a Coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce*.

The Partnership for Public Service recognized the IC as one of the “Best Places to Work in the Federal Government” for the eighth year in a row. The IC was rated by members of its workforce as a good place to work; employees are satisfied with their jobs and their organization. While embracing this recognition, the IC continues to employ best practices and initiatives to increase the representation of minorities, women, and PWD in the workforce.

Diversity is embedded within the IC’s *Principles of Professional Ethics* (Appendix B). Specifically, “[w]e embrace the diversity of our Nation, promote diversity and inclusion in our workforce, and encourage diversity in our thinking.” By embracing these fundamental professionalism principles, officers at all levels, from entry-level to senior executive, are expected to continually learn ways to better understand and promote diversity as essential to achieving the IC’s mission.

Intelligence Community Directive 110, *IC Equal Employment Opportunity and Diversity*, is foundational to the IC’s diversity and inclusion framework. This policy directive, applicable to every IC element, states that the IC shall provide equal opportunity in employment for all persons and promote diversity. The policy reinforces the linkage of diversity and inclusion to the IC’s mission:

Diversity is a mission-critical imperative for the IC. 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.

During FY 2016, several IC-wide strategic initiatives were implemented to increase the hiring, promoting, and retaining of minorities, women, and PWD within the workforce. Across the IC, initiatives and activities are strategically aligned through advisory bodies, such as the IC EEOD Council (comprised of EEOD senior principals from each IC element) and the IC Recruitment Committee (ICRC) (comprised of representatives from each IC element human capital office). The IC expanded targeted outreach and recruitment, supported employee-led diversity efforts, increased leadership accountability and engagement, and increased its focus on

talent development and advancement. Four focus areas positively impacted the IC's diversity and inclusion efforts:

1. **Outreach and Recruitment.** The IC nurtured existing relationships and created new partnerships with minority-serving institutions (MSIs) and professional organizations. In addition, strategic relationships with targeted higher education institutions and feeder schools were developed to identify and attract a more diverse talent pipeline. Outreach and recruitment staffs and employee volunteers (through employee resource groups [ERG]) identified and created opportunities for sustained relationships that will expand the IC's access to diverse student populations. These opportunities increased the pool of competitive applicants by increasing transparency into IC careers and hands-on exposure to IC professionals through information sessions, resume reviews, and analytic simulations with students.
2. **Employee-led Efforts.** Focused strategic EEO and diversity initiatives such as diversity summits and ERGs have resulted in greater awareness of the importance of diversity and inclusion across the IC. Flagship events included:
 - 2016 IC Women's Summit (hosted by FBI)
 - 2016 IC Lesbian, Gay, Bisexual, Transgender, and Allies Summit (hosted by DIA)
 - First Annual Leadership Pipeline Development Summit, focused on African-American and Hispanic IC Professionals (hosted by ODNI)
3. **Leadership and Accountability.** Many agencies adopted mandatory unconscious bias awareness training for seniors and increased focus on management accountability through the adoption of "diversity and inclusion" performance objectives for all senior officers. IC Principals were held accountable for their diversity and inclusion efforts in briefings to the National Security Council, and resultant working groups and summits increased focus on diversity best practices and challenges across the national security enterprise. The previously mentioned October 2016 Presidential Memo, re-emphasized the important role of leadership and accountability in promoting a more diverse and inclusive workforce (see Appendix C).
4. **Career Development and Advancement.** Several IC-wide fora were convened to increase awareness and provide solutions to increasing minority, women, and PWD representation in senior and leadership positions within the IC. The First Annual African-American and Hispanic Summit focused on employment opportunities within the IC and proposed solutions to address the critical problem of low representation of African-Americans and Hispanics in IC leadership positions. Similarly, the Fourth IC Women's Summit incorporated public and private sector best practices and lessons learned to increase networking opportunities, mentoring, and sponsorship of women in the IC.

Minorities in the IC

Although the IC has improved its minority representation over the past several years, minority representation (25.0%) in the IC is lower than in comparative benchmarks such as the FW (35.3%), CLF (32.5%), and the U.S. population (POP) (38.2%).

In recent years, the IC has made incremental progress to increase the representation of these demographic groups in key areas such as hiring, promotions, awards, retention, and career development opportunities. However, these demographic groups continue to represent a relatively small percentage of core mission roles and senior level positions.

Figure 01 illustrates that minority representation continues to trend upward over time.

Figure 01: Five-Year Minority Trends Compared to External Benchmarks (FY 2012 to FY 2016)⁵



Note: 2014 FEORP numbers are used for 2015 and 2016 FW and CLF data

As shown in Table 03, the IC increased targeted diversity-focused recruitment efforts by 50% in FY 2016 and introduced new initiatives promoting internal leadership development and diversity, which have yielded an increase in minority hires within the IC. The ICRC meets monthly to oversee collaborative recruitment activities; share best practices for outreach, recruitment and hiring; and implement strategies that enable the IC to hire exceptional individuals into the workforce. The IC fosters broad participation in recruiting initiatives including the IC Heritage Community Liaison Council; IC Centers for Academic Excellence (CAE); Pat Roberts Intelligence Scholars Program (PRISP); National Security Education Program (NSEP); IC Wounded Warrior Program (ICWWP); and science, technology, engineering, and mathematics (STEM) related activities.

⁵ The composition of the IC was compared to the most recent benchmark year at the time that the Annual Report was published, which was one or two years earlier. Thus, FY 2016 IC composition is compared to the FW and CLF for 2014, taken from the FEORP. In addition, the source of population information changed during the course of the last five years. The population comparison group for FY 2012-2016 is taken from the FY 2010 *American Community Survey* which includes projections from the *American Community Survey*.

Table 03: IC Recruitment Events – FY 2015 Compared to FY 2016

| Events | Minority | | Disability | | Women | | STEM | | LGBT | | IC CAE | | Totals | |
|--------------|----------|---------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Total Events | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 |
| | 62 | 106 | 9 | 17 | 6 | 13 | 26 | 54 | 3 | 9 | 16 | 50 | 122 | 249 |

Women in the IC

Overall, the share of women hires increased slightly, from 38.2% in FY 2015 to 39.2% in FY 2016. However, the greatest increase in the share of female hires was at the senior pay level which increased from 18.2% in FY 2015 to 23.3% in FY 2016. The share of women hires also increased at the GS/GG-14 grade level from 33.9% in FY 2015 to 38.1% in FY 2016, and at GS/GG-12 from 33.6% in FY 2015 to 35.8% in FY 2016 levels.

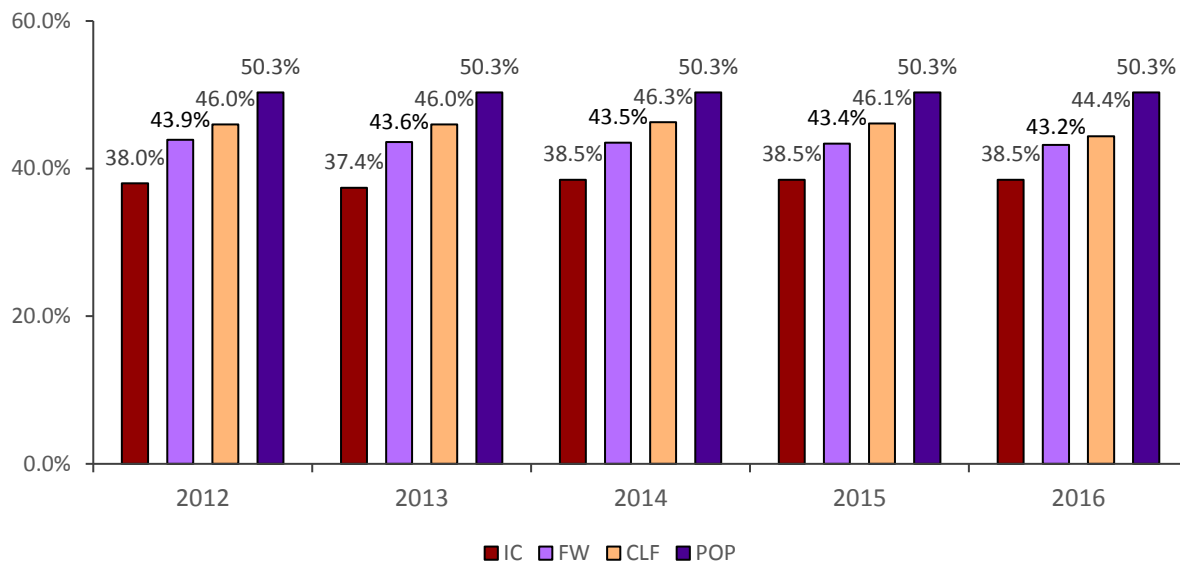
The representation of women at the entry level was 40%. Likewise, women hires at the mid-levels (GS/GG-10-12) have increased: GS/GG-10 from 29.3% in FY 2015 to 34.9% in FY 2016; and GS/GG-11 from 37.2% in FY 2015 to 39.7% in FY 2016.

In FY 2016, women earned a 44.9% share of promotions, which is proportionately higher than their representation in the workforce (38.5%). The same is true of honorary awards recognizing outstanding service to the IC. Women received a 41.8% share of these awards, also proportionately higher than their representation in the workforce.

IC activities relating to women serve as indicators of gradual progress being made to increase female representation in all aspects throughout the IC, particularly developing a pipeline for senior and leadership positions. Specific activities include the sponsorship of IC Affinity Networks (ICAN) or ERGs serving women, attendance at the Women in Cybersecurity Conference, the Fourth Annual IC Women's Summit hosted by the FBI, and the publication of NGA's *2016 Women's Representation Within and Across the National Geospatial-Intelligence Agency* report.

Figure 02 represents women in the IC workforce compared to external benchmarks.

Figure 02: Five-Year Trends for Women in the Workplace (FY 2012 to FY 2016)⁶



Note: 2014 FEORP numbers are used for 2015 and 2016 FW and CLF data

Persons with Disabilities in the IC

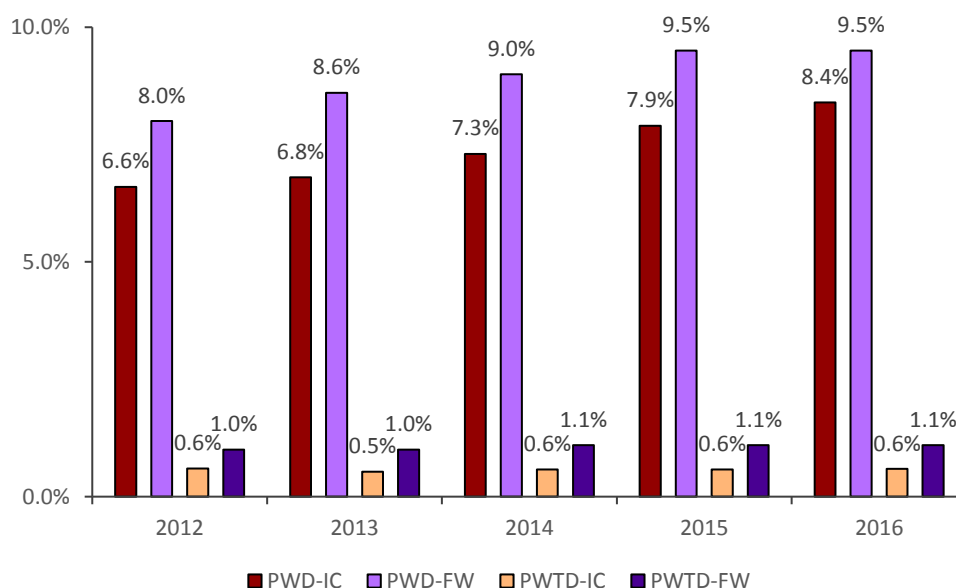
Deliberate initiatives and actions occurred during FY 2016 to increase the representation of PWD across the IC. Collaboratively, the IC continues to share best practices through IC PWD Working Groups, which focus on three main areas: 508 Compliance and Accessibility; Reasonable Accommodations; and Recruitment, Hiring, Career Development, and Advancement. The working groups leverage opportunities to ensure compliance with the applicable federal guidelines for accessibility and equal opportunity for PWD. Workforce training is a key component of the IC's approach to increasing opportunities for PWD and removing barriers to access wherever possible.

Greater efforts are being concentrated on the hiring, development, and promotion of PWD, as well as persons with targeted disabilities (PWTD) such as developmental disabilities, sensory related disabilities, and mobility impairing disabilities. Hires for PWD increased slightly from 0.3% in FY 2015 to 0.6% in FY 2016. Additionally, promotions for PWD increased from 5.2% in FY 2015 to 6.2% in FY 2016. The representation of PWD in the IC workforce increased from 7.9% in FY 2015 to 8.4% in FY 2016.

⁶ The composition of the IC was compared to the most recent benchmark year at the time that the Annual Report was published, which was one or two years earlier. Thus, FY 2016 IC composition is compared to the Federal Workforce and Civilian Labor Force for 2014, taken from the FEORP. In addition, the source of population information changed during the course of the last five years. The population comparison group for FY 2012-2016 is taken from the FY 2010 American Community Survey which includes projections from the American Community Survey.

Figure 03 shows a gradual rise in PWD from FY 2012 to FY 2016; the PWD composition increase was offset by the PWD attrition rate of 9.1%, which was well above the IC's overall attrition rate of 6.1%.

Figure 03: PWD Five-Year Trends (FY 2012 to FY 2016)⁷



Future Plans: FY 2017 and Beyond

The IC is committed to strengthening diversity and inclusion within its workforce as a strategic mission priority. Future focus areas are in alignment with the 2016 PM on *Diversity and Inclusion in the National Security Workforce*, and include: 1) collection, analysis, and dissemination of workforce data; 2) professional development opportunities; and 3) strengthening leadership engagement and accountability.

1. **Collection, analysis, and dissemination of workforce data.** The IC will continually improve its ability to assess the impact of current personnel practices, including use of data analytics, qualitative studies, and research. Additionally, the IC will seek to increase transparency of aforementioned, as appropriate. The IC is moving toward a more consistent, standardized collection of both applicant and hiring data through the deployment of an online tool known as the IC Applicant Gateway (IC AG). The IC AG has the capability to collect and deliver consistent applicant flow data and shared human resources services by providing a common information technology platform for external job applicants. The IC plans to evaluate IC AG data and develop metrics and measures to assess the effectiveness of targeted diversity recruitment activities and other promising practices.

⁷ FW disability data from the Report on the Employment of Individuals with Disabilities in the Federal Executive Branch: Fiscal Year 2015. United States Office of Personnel Management, October 2016, <https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/reports/disability-report-FY-2015.pdf>

- 2. Professional development opportunities.** Future efforts include greater strategic focus on career development and advancement opportunities. As outlined in Goal 4 of the Enterprise Strategy, the IC will leverage mentoring, coaching, and peer to peer programs to promote career development and advancement opportunities. The IC will also “promote efforts that afford all IC employees the opportunity to realize their full potential and identify and remove barriers that may impede advancement of minorities, women, and individuals with disabilities.” Ongoing efforts to provide career development opportunities include greater use of the IC’s civilian Joint Duty (JD) program, which provides professional development opportunities while supporting IC mission integration, employee development, and increasing the capacity of IC officers to perform roles with increased responsibility. JD is a civilian personnel rotation system akin to joint duty in the military. JD encourages and facilitates assignments and details of personnel to national intelligence centers and between IC elements. The program provides civilian personnel the opportunity to lead, operate, and practice their tradecraft in partnering elements in order to apply that knowledge to the IC mission. IC elements are exploring and identifying more opportunities for employee exchanges to organizations in academia, industry, and/or state, local, and tribal government entities. IC elements are also leveraging authorities under the Intergovernmental Personnel Act and programs to provide broader exposure for IC employees to learn critical skills required to support the IC mission.
- 3. Strengthening leadership engagement and accountability.** The Enterprise Strategy calls upon the IC to design organizational strategies and programs to hold IC leaders and their subordinates accountable for excellence in EEO and diversity management. To that end, many IC elements have adopted performance objectives which require senior officers to explain the steps they have taken to create a more diverse and inclusive workforce. Generally, these performance objectives align with the core leadership competency of leading people and enable leaders to detail steps they have taken to include and engage all members of their teams and organizations. Many IC elements have adopted unconscious bias awareness training for senior executives and individuals serving on hiring, selection, and promotion boards, as well as for recruitment personnel. Moving forward, the IC will examine opportunities to develop measures that strengthen engagement and accountability of leaders at all levels in the organization, particularly mid-level managers.

In December 2016, the IC finalized a comprehensive study to gain insight into the challenges and opportunities relating to equal employment opportunity, diversity, and inclusion across all 17 IC elements. The study included an analysis of demographic diversity data from existing reports, a sampling of workforce perceptions from focus groups, and social science research. The final report, *Diversity and Inclusion: Examining Workforce Concerns within the Intelligence Community*, presents findings and recommendations applicable to the entire IC. The report can be found on the ODNI website: www.dni.gov.

Table 04 provides a brief overview of the findings and summary recommendations, focused on six primary themes.

Table 04: Diversity and Inclusion: Examining Workforce Concerns within the IC

| Focus Area | Finding | Recommendation |
|--|---|--|
| Leadership | Minority demographic representation in leadership positions is lacking. | Promote diversity and inclusion at the highest levels of leadership, and empower managers and employees at all levels to take responsibility and ownership for the diversity health of the organization. |
| Organizational Culture/Work Environment | Despite strong messages promoting diversity at the most senior levels of the IC, middle managers and supervisors are often unsuccessful in promoting a diverse and inclusive workplace culture. Mid-level managers are commonly viewed as lacking empathy for non-majority cultural experiences and often avoid addressing poor performance and workplace inequalities. | Use already-available management tools to increase diversity at all levels. |
| Recruitment and Selection | In recent years, hiring and selection decisions have increased the incoming talent pool of women, minorities and PWD. However, the IC struggles to provide the type of inclusive workplace culture to retain these populations in the leadership pipeline, eventually leading to less representation at the most senior levels. | Make long-term investments in relationship-building that fosters trust with certain demographic groups. |
| Advancement | Minority-demographic groups perceive unfairness across a number of employment practices, particularly promotion and advancement opportunities. There is a common concern that impenetrable majority groups limit minorities' access to premium job assignments, mentoring, and performance feedback. | Increase exposure opportunities by providing active mentorship opportunities, where there is professional investment by the mentor in the mentee, and shadowing programs that connect employees from traditionally underrepresented groups with other members of the workforce, focused on core mission. |
| Work/Life Integration | Issues with work/life integration are systemic process issues that affect all employees within the IC; however, these issues may have greater impact on underrepresented groups, such as women who more often have primary caregiver responsibilities. ⁸ | Provide employees the flexibility needed for greater work/life balance. |
| Disabilities and Reasonable Accommodations | Existing disability training initiatives are well intentioned and well received, but they are insufficient in better informing the workforce and do not create long-lasting behavioral changes. There is a perception of widespread inconsistency in how reasonable accommodations are handled across the IC, and there is a lack of transparency throughout the request process. | Increase transparency and address perceived inconsistencies in the reasonable accommodation process. |

⁸ Parker, Kim, "Despite progress, women still bear heavier load than men in balancing work and family" FACTTANK, March 10, 2015. <http://www.pewresearch.org/fact-tank/2015/03/10/women-still-bear-heavier-load-than-men-balancing-work-family/>

The findings and recommendations from this study will inform future IC EEOD Enterprise Strategy initiatives. The IC EEOD Council will examine these recommendations and where feasible, implement new approaches to improve diversity and inclusion outcomes and simultaneously adopt measures to examine program effectiveness.

Conclusion

The IC remains focused on executing strategic diversity and inclusion initiatives as part of a continuing program to increase the representation of women, minorities, and PWD in key mission roles. Informed by best practices and empirical research, the IC will continue to support efforts to ensure that IC leaders are focused on and accountable for results in diversity as a mission imperative. The IC continues to make progress in increasing demographic diversity, and acknowledges that much work must be done in order for the IC to benefit from the full realization of equal employment opportunity, diversity, and inclusion. The IC is committed to increasing workforce diversity while developing and maintaining a culture of inclusion wherein every IC professional is fully engaged in the business of our nation's security.

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 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, the IC collectively 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 multi-agency approach across all 17 elements of the IC, we are best positioned to build and maintain the talent and capabilities necessary to accomplish the IC’s mission. Below are highlights of significant diversity outreach and recruitment activities involving IC elements.

Using Technology to Increase Outreach: IC Virtual Career 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 not feasible, due to limited budgets or manpower. IC virtual recruitment events are accessible on personal computers, laptops, tablets, and mobile phones, making IC careers accessible to a broader population.

Over 6,700 people attended the Seventh Annual IC Virtual Career Fair, held on 3 March 2016. More than 280 recruiters, hiring managers, and subject matter experts from nine IC elements and organizations (CIA, DHS, DIA, DOE, NASIC, NGA, NIA, NSA, and ODNI) participated in the fair. IC professionals staffed a virtual “Diversity and Inclusion in the IC” booth and provided information about IC career opportunities, hiring practices, reasonable accommodations, and employment benefits. Additionally, nearly 1,000 individuals visited the “Transitioning Military” booth, which was a new addition to the fair this year, staffed by veterans from IC CHCO.

IC Applicant Gateway

The IC is moving toward a more standardized collection of both applicant and hiring data through deployment of an online tool known as the IC Applicant Gateway (AG). The IC AG provides participating IC elements the capability to collect and deliver consistent applicant flow data and shared human resources services through a common information technology platform. The IC AG is available to external job applicants and provides a common recruitment platform accessible via the IC job portal, IntelligenceCareers.gov.

Developed by NSA in partnership with IC CHCO, the IC AG facilitates resume sharing between participating IC elements. It provides a common application for IC job seekers along with IC-wide marketing and vacancy alignment. The platform streamlines the application process by eliminating the need to apply to individual IC elements separately. It also captures valuable applicant flow data such as personal information, work experience, education, language skills, diversity demographics, and disability information. Once fully leveraged, this common platform will result in the standardization of applicant data elements, lower costs to hire, and increase efficiencies in recruitment.

IntelligenceCareers.gov has received nearly one million page views from visitors across the globe since October 2015. By utilizing the IC AG, the community is continuing to leverage information technology systems to enhance the job candidate experience. The IC AG platform expects to fully launch in late-2017 with NSA, NGA, DIA, and ODNI participating; other IC elements will join in the future.

Bringing Diversity to the Mission: Employee Resource Groups

ERGs are recognized as a best-practice for employers who seek to increase diversity and inclusion within their workforce, and provide opportunities for visibility to leaders at all levels of the organization. ERGs are voluntary, employee-led groups that serve as a resource for members and organizations by fostering a diverse, inclusive workplace aligned with organizational mission, values, goals, business practices, and objectives. ERGs bring significant business value as they convey a broad range of diverse perspectives to corporate challenges and opportunities. ERGs promote learning and awareness within the whole workforce, support outreach and recruitment initiatives, and give exposure to unique cohort concerns. They provide opportunities to highlight the talents and contributions of all employees, which in turn increases morale and maximizes retention and productivity. Within the IC, ERGs also offer employees an opportunity to network, address common issues and concerns, and engage with senior leaders on mission-related challenges.

An effective strategy within the IC is the utilization of IC-level summits, sponsored by the ODNI. Summits are primarily organized by ERG members, IC element organizations, and affinity networks. Through these events, the IC convenes representatives from each IC element to develop and implement strategic diversity and inclusion initiatives through workshops, speaker series, and networking opportunities. For example, the IC's 2016 LGBTQA Summit focused on building a community of advocates across all IC work environments. The Summit addressed challenges experienced while serving outside headquarters, established IC Pride priorities for FY 2017, and shared best practices to address issues that affect LGBT federal employees. Table 05 provides a list of ICANs and a representative list of IC element ERGs.

Table 05: IC Affinity Networks and Representative List of Employee Resource Groups

| | |
|---|--|
| African-Americans | Hispanic Americans Committed to Excellence |
| American Indian/Alaska Natives | Hispanic Employees Council of Foreign Affairs Agencies |
| American Veterans Affinity Network | IC Deaf and Hard of Hearing |
| Arab-Americans in Foreign Affairs Agencies | IC Pride |
| Asian American in Foreign Affairs Agencies | Islamic Cultural |
| Asian American/Pacific Islanders | Near East/South Asia Americans |
| Council for Career Entry Professionals | New Employees |
| Disability Action Group | Women in STEM |
| Employees with Disabilities | Women United in Service |
| Gays and Lesbians in Foreign Affairs Agencies | |

**Increasing the Representation of Minorities in the Applicant Pool
through Collaborative IC Recruitment Events**

The ICRC meets monthly to oversee collaborative recruitment activities; share best practices for outreach, recruitment, and hiring; and implement strategies that enable the IC to hire exceptional individuals into the workforce. Chaired by the IC CHCO, Chief of Community Talent Management Division, the Committee fosters broad participation in recruiting initiatives. Each year, the ICRC coordinates and promotes a number of outreach and recruiting events aimed at increasing diversity among minorities, women, first-generation Americans, and PWD. While always seeking innovative new sources of talent, the ICRC also coordinates opportunities to leverage existing programs such as IC CAE, PRISP, NSEP, ICWWP, and STEM-related activities. In addition, each IC element conducts recruitment and hiring initiatives focused on diversity along with the specific skill requirements for their respective agencies.

The ICRC continues to design and implement a corporate recruiting strategy that aligns with the aforementioned strategies. The requirement to employ a diverse workforce possessing the skills required to assess complex global threats in an increasingly complex intelligence environment is embedded in each plan.

Listed below are FY 2016 community-supported recruitment events:

- Congressional Black Caucus Foundation's 46th Annual Legislative Conference Exhibit Showcase
- Intelligence Community Virtual Career Spring Fair
- 2016 Intelligence Community Recruitment Summit
- 2016 Intelligence Community Diversity Recruitment Forum
- U.S. Pakistan Foundation Career and Internship Day
- National Association of Colleges and Employers Conference
- American Council of Teachers of Foreign Language Conference
- Public Policy and International Affairs Expo
- IC Career Panel – Hispanic Association of Colleges and Universities Conference
- Conference on Asian and Pacific-American Leadership
- Featured Employer Day – Northern Virginia Community College
- Society for the Advancement of Hispanic/Chicanos and Native-Americans in Science
- Society of Hispanic Professional Engineers
- Out in Science, Technology, Engineering, and Mathematics Convention
- American Indian Science and Engineering Society Conference
- Korean-American Scientists and Engineers Association Young Generation Technical and Leadership Conference
- U.S.A. Science and Engineering Festival
- Women in Cybersecurity Conference
- INTEL Science and Engineering Fair

In March 2016, IC CHCO hosted the inaugural IC Diversity Recruitment Forum. The event was attended by 100 diversity and inclusion, outreach, and recruiting personnel from across the IC and provided the opportunity to collaborate, network, learn, and share knowledge about diversity recruiting practices. Sessions included: Working with Diverse Institutions and Organizations; LGBTA Training; Legal and Policy Issues in Diversity Recruiting; Cultural Competency Training on Engaging the Arab and Muslim American Communities; Recruiting Individuals with Disabilities; and The Effective Use of Agency Champions.

In May 2016, the ICRC hosted the Second Annual IC Recruitment Summit, which provided more than 90 IC outreach and recruiting personnel an opportunity to collaborate, network, learn, and share knowledge about recruiting and hiring practices. Sessions included: Innovations in Recruiting and Hiring; Strategies in Maintaining Applicant Engagement; Human Resources Professional Development; and IC Student Programs. The feedback for both events was overwhelmingly positive. Attendees indicated they had meaningful and enriching experiences with practical application.

In FY 2016, the IC was highly focused on increasing outreach and recruitment to rural and under-resourced colleges and universities to enhance geographic and demographic diversity. Agencies independently attended industry and academic recruiting events. In 2015, a baseline of these events was established to measure improvement regarding attendance of IC elements at diversity-focused events and minority-serving schools. Table 06 shows a substantial increase between the FY 2015 baseline numbers and FY 2016 diversity-focused recruiting events for the IC elements.

Table 06: IC Recruitment Events - FY 2015 Compared to FY 2016

| Events | Minority | | Disability | | Women | | STEM | | LGBTA | | IC CAE | | Totals | |
|--------------|----------|---------|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Total Events | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 | FY 2015 | FY 2016 |
| | 62 | 106 | 9 | 17 | 6 | 13 | 26 | 54 | 3 | 9 | 16 | 50 | 122 | 249 |

Providing Foreign Language Training: STARTALK Program

The STARTALK Program seeks to expand and improve the teaching and learning of strategically important world languages not widely taught in the United States, ensuring students and teachers from diverse backgrounds have access to educational opportunities. Announced by the Bush Administration in 2006, the program is an ODNI-sponsored component of the National Security Language Initiative (NSLI). 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.

The Foreign Language Program Office of ODNI's IC CHCO oversees the STARTALK Program, NSA is the service provider, and the University of Maryland National Foreign Language Center 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. The program provides summer training for students and teachers of critical foreign languages. Since holding the first student summer programs in 2007, the STARTALK Program has grown steadily with program offerings in all 50 states and approximately 55,000 participants.

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 supply 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 *Intelligence Authorization Act for Fiscal Year 2010* established the IC CAE program as a permanently funded program to provide grants to competitively selected, regionally accredited U.S. four-year colleges and universities to support the design and development of intelligence-related curricula (Public Law 111-259, Sec.313). The program's emphasis is on increasing the pool of women, minorities, and individuals with diverse experiential, ethnic, and cultural backgrounds who possess highly desired skills and competencies in areas of critical need to the IC. This program also aims to build long-term partnerships between the IC and universities across the nation to develop sustainable national security and intelligence training and education.

There were 101 summer interns from IC CAE schools in FY 2016. Listed below are some of the colleges and universities at which the interns were enrolled:

- California State University - Dominguez Hills
- California State University - Fullerton
- California State University - Long Beach
- Duke University
- Florida International University
- Howard University
- Morgan State University
- Norfolk State University
- North Carolina State University
- Penn State University
- Rutgers University
- University of Central Florida
- University of Maryland
- University of Nebraska-Lincoln
- University of North Carolina at Chapel Hill
- University of Nebraska-Omaha
- University of New Mexico
- University of South Florida
- University of Texas at El Paso
- University of Washington
- Virginia Polytechnic and State University

Table 07 identifies universities and consortia receiving grants in FY 2016 and those schools with sustaining programs who have completed their grant funding.

Table 07: IC Centers of Academic Excellence Institutions

| # | College or University | Academic Disciplines and Courses | Entry | Status |
|----|--|---|--|------------------|
| 1 | Florida International University, Miami, FL (Hispanic Serving Institution [HSI]) | 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) (HSI) | 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 (HSI) | 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 (HSI 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, 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, HBCU) | Foreign Languages, National Security and Intelligence Studies, International Affairs | Fall 2014 | Receiving Grants |
| 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, The State University of New Jersey | National Security and Intelligence Studies, Foreign Languages, Business Intelligence and Foreign Study | Winter 2015 | Receiving Grants |

| # | College or University | Academic Disciplines and Courses | Entry | Status |
|----|--|--|-----------|----------------------------|
| 12 | University of North Carolina at Chapel Hill (Consortium with Duke University, North Carolina Central University and North Carolina State University, 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 (HBCU) | Liberal Arts, Foreign Study/Languages, and Cultural Immersion | Fall 2009 | Grant Period Ended 9/2014 |
| 15 | University of Texas-Pan American, Edinburg, TX (HSI) | 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 (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, HBCU) | Engineering and Emerging Technologies, Foreign Language/Study, Cultural Immersion, Wireless Communications | Fall 2009 | Grant Period Ended 9/2013 |
| 22 | Norfolk State University (HBCU) | Foreign Language/Study Cultural Immersion in Arabic, Chinese and Japanese, Undergraduate National Security Certificate Program | Fall 2006 | Grant Period Ended 12/2012 |

Providing Opportunities for Service Members: IC Wounded Warrior Program

The ICWWP helps wounded warriors rehabilitate by providing internship opportunities in collaboration with the DoD Operation Warfighter Program. The IC sponsors fairs where wounded warriors are offered internship opportunities, career counseling, and when possible, employment within the IC. DIA serves as the “service of common concern” lead for the IC and administers the program with oversight and guidance from the ODNI. In FY 2016, the ICWWP on-boarded more than 160 interns, of which 30% successfully transitioned into full-time employees. During this period, Wounded Warrior interns participated in opportunities with 14 IC elements.

Undergraduate Scholar Program: Stokes

The Undergraduate Scholar Program (or “Stokes”) selects high-performing high school seniors pursuing undergraduate degrees and hires them into a participating agency 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 Title 50 U.S.C. 3614. Once the students begin attending an undergraduate college or university, their job is to focus on a field of study critical to an agency’s mission and become full contributors to the IC mission upon graduation.

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

Four IC agencies participate in the Stokes Program: NSA, CIA, DIA, and NGA. Participating since 1987, NSA refers to their Stokes Program as the Undergraduate Training Program. Similar programs known by other names are authorized for the CIA and the DIA. CIA’s program, known as the Undergraduate Scholarship Program, was authorized in 1987 under Title 50 U.S.C. 403j (the 1987 Intelligence Authorization Act). DIA has participated in the Stokes Program since 2006, where it is known as the Undergraduate Training and Assistance Program and was authorized under Title 10 U.S.C. 1623 (formerly 10 U.S.C. 1608). Although not legislatively mandated, the NGA developed its own Stokes Scholarship Program in 2010.

These various Stokes Programs have maintained excellent minority representation for the IC since FY 2005. As shown in Table 08, the minority representation increased nearly 25.0% from FY 2012 to FY 2016.

Table 08: Stokes Five-Year Trend by RNO (FY 2012 to FY 2016)

| STOKES | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|-------------------|---------|---------|---------|---------|---------|
| Total Minorities | 56.6% | 73.9% | 72.1% | 70.0% | 73.4% |
| Hispanic | 17.0% | 15.3% | 17.1% | 12.5% | 13.8% |
| Black | 17.0% | 9.9% | 7.2% | 9.2% | 14.7% |
| Asian | 13.2% | 36.0% | 36.0% | 33.3% | 34.9% |
| NHPI | 1.9% | 1.8% | 0.9% | 0.0% | 0.0% |
| AIAN | 0.0% | 0.9% | 0.9% | 0.8% | 0.0% |
| Two or More Races | 7.5% | 9.9% | 9.9% | 14.2% | 10.1% |
| Non-Minorities | 41.5% | 22.5% | 23.4% | 24.2% | 20.2% |
| Unknown RNO | 1.9% | 3.6% | 4.5% | 5.8% | 6.4% |

Each of the four agencies markets the Stokes Program differently. For example, CIA's multi-pronged advertising approach focuses on students and their parents, guardians, and school officials. The CIA uses its High School Ambassador Program to provide students with an overview of the Stokes Program, and conduct workshops and resume writing seminars. CIA also targets professional organizations such as the National Society of High School Scholars, First Bytes Computer Camp for Girls, and the District of Columbia College Access Program. Beyond that, CIA's regional recruiters discuss Stokes with their contacts on college campuses, and CIA's Talent Acquisition Group (TAG) implemented specific recruitment advertising media plans in Spring 2016 to target potential Stokes applicants. The campaign is aimed at applicants in college as early as their freshman year and places advertisements via print, digital media, targeted emails and social media posts for student programs on CIA's Twitter and Facebook accounts. TAG also developed student materials for use at recruitment events (i.e., a student brochure, a student onboarding packet, and a student braille card). In FY 2016, CIA attended several events that were student-focused in the African-American; Lesbian, Gay, Bisexual, and Transgender; Hispanic; Native American; and Middle Eastern and South Asian communities.

DIA's FY 2016 recruitment initiatives consisted of marketing DIA's internship and scholarship programs to include advertising the Stokes Program at 40 colleges, universities, and professional organizations to include Norfolk State University, University of Texas El Paso, Society for the Advancement of Hispanics, Conference on Asian Pacific Leadership, Alabama 7th District Congressional Career Fair, and the Atlanta University Center Consortium. DIA recruiters conducted information sessions and distributed informational brochures to educate and recruit potential candidates for the Stokes Program. DIA's recruitment efforts targeted a diverse audience that consisted of HBCUs, HSIs, and minorities. DIA's goal is to effectively use the Stokes Program to develop and grow its future leaders.

Finally, NSA markets the Stokes Program through direct mailings to 3,027 high schools throughout the United States and with information posted on the nsa.gov and IntelligenceCareers.gov websites. Each fall NSA requests information from the College Board

filtering by SAT score (1,600 or better on the old version and 1,200 or better on the new version), intended major in Computer Science, Computer Engineering, or Electrical Engineering, graduation year, and diversity category. Based upon those results, a direct mailing is sent to each individual. In FY 2016, NSA's Stokes Program represented an overall diversity of 83%.

In FY 2016, DIA and NGA converted 100% of Stokes participants to full-time employees. From 2006-2016, 76% of Stokes students were hired as full-time employees at CIA. In FY 2016 NSA employed 91.6% of the graduating seniors.

Across the four participating IC agencies, Table 09 lists the schools Stokes scholars have attended or currently attend.

Table 09: Stokes Scholar Schools

| | |
|---|--|
| American Military University | Saint Vincent College |
| American University | Santa Clara University |
| Augusta University | Southern Illinois University Edwardsville |
| Binghamton University | Stanford University |
| California Institute of Technology | Stony Brook University |
| California Polytechnic State University | Swarthmore College |
| Calvin College | State University of New York, Cortland College |
| Carnegie Mellon University | Texas A&M University Corpus Christi |
| College of William and Mary | Texas Christian University |
| Dartmouth College | Towson University |
| Duke University | Trinity Washington University |
| East Carolina University | University of Alaska |
| Franklin W. Olin College of Engineering | University of Arizona |
| Georgetown University | University of California |
| George Washington University | University of Chicago |
| George Mason University | University of Florida |
| Georgia State University | University of Hawaii |
| Georgia Regents University | University of Illinois, Urbana-Champaign |
| Georgia Institute of Technology | University of Kentucky |
| Harvard University | University of Maryland |
| Hampton University | University of Michigan |
| Indiana University at Bloomington | University of Minnesota |
| James Madison University | University of New Mexico |
| Johns Hopkins University | University of North Carolina, Chapel Hill |
| Kean University – New Jersey | University of Notre Dame |
| Lindenwood University | University of Oregon |
| Lynchburg College | University of Pacific |
| Macalester College | University of Puerto Rico |
| Marquette University | University of Rhode Island |
| Massachusetts Institute of Technology | University of South Florida |
| Missouri University of Science and Technology | University of Texas, Austin |
| Northeastern University | University of Utah |

| | |
|--|-----------------------------------|
| Ohio State University | University of Virginia |
| Pasadena City College/University of California | University of Washington |
| Pennsylvania State University | University of Wisconsin-Milwaukee |
| Port State University | Virginia Polytechnic Institute |
| Princeton University | Worcester Polytechnic Institute |
| Rice University | |
| Rose Hulman Institute of Technology | |

Awards to Recruit and Train to Develop Intelligence Skills: PRISP

The PRISP was established by Congress in 2004 as a pilot program to recruit and train analysts and linguists, with the goal of increasing the capacity and capability of the IC workforce in intelligence skills that may be in short supply. 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 of intelligence officers in STEM.

PRISP funds may be used to provide hiring bonuses, reimbursement of prior educational expenses and funding 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 for awardees who may transfer among IC agencies. Through a competitive process conducted by each of the participating IC agencies or elements, minorities represented 18.1% of PRISP scholarships in FY 2016 as shown in Table 10.

Table 10: Five-Year Trends in PRISP by RNO (FY 2012 to FY 2016)

| PRISP | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|-------------------|----------------|----------------|----------------|----------------|----------------|
| Total Minorities | 18.5% | 22.1% | 16.5% | 27.8% | 18.1% |
| Hispanic | 4.5% | 5.7% | 4.5% | 6.3% | 1.4% |
| Black | 2.8% | 5.7% | 3.0% | 8.9% | 8.3% |
| Asian | 6.7% | 5.7% | 5.3% | 10.1% | 5.6% |
| NHPI | 1.1% | 0.8% | 0.0% | 0.0% | 0.0% |
| AIAN | 0.6% | 0.8% | 0.0% | 1.3% | 1.4% |
| Two or More Races | 2.8% | 3.3% | 3.8% | 1.3% | 1.4% |
| Non-Minorities | 81.5% | 77.9% | 60.2% | 63.3% | 76.4% |
| Unknown RNO | 0.0% | 0.0% | 23.3% | 8.9% | 5.6% |

Bridging Language/Cultural Gaps: IC Heritage Community Liaison Council

To build and maintain relationships with key external groups, the IC CHCO established the IC Heritage Community Liaison Council in 2008. The Council focuses on developing strategies to recruit, hire, and retain first and second generation Americans, and to bridge critical foreign language and cultural understanding gaps. 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. IC Heritage Community Liaison Council members supported the IC's participation in outreach and recruitment events in FY 2016, such as the U.S. Pakistan Foundation Career and Internship Day and the Korean-American Scientists and Engineers Association's Young Generation Conference. Council members also helped publicize the English for Heritage Speakers program which is open to native speakers of critical languages. Table 11 lists a number of heritage member organizations on the Council.

Table 11: Member Organizations – IC Heritage Community Liaison Council

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

Highlights of Activities Across the IC

The following represents some of the IC agency and component activities that align with 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 EEOD management (see Table 12).

Workforce Development and Succession Planning: Identify opportunities to increase representation of underrepresented groups — especially in GS/GG-13 through 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 (see Table 13).

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 (see Table 14).

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 (see Table 15).

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 (see Table 16).

Table 12: Activities in Leadership and Accountability

| Agency | Activities |
|---------|---|
| CIA | CIA’s Director’s Advisory Group (DAG) implemented a mandatory Equity Assurance training for all CIA officers who participate on career services/promotion panels and selection boards/interview panels. |
| DIA | Seeking innovative approaches, the DIA Director, Lieutenant General Vincent Stewart, established a Diversity Roundtable of minority senior executives. Roundtable members advised the Director on developing and retaining talent through mentorship, coaching, and training. |
| USN NIA | The NIA’s EEO Diversity and Inclusion (D&I) Office developed and launched Naval Intelligence’s first ever I Consider and Respect Everyone program in August 2016. This program is designed to provide a transparent office environment committed to having open and honest conversations and to addressing workforce concerns. Managers are committed to help change behaviors to foster a work environment without fear of reprisal. This initiative aligns with senior leader’s goal for Naval Intelligence Activity (NIA) to remain an employer of choice. |
| NRO | NRO requires Unconscious Bias Training for senior leaders, supervisors, hiring advisors, and promotion panel representatives. The training provides the opportunity for self-analysis pertaining to one’s own culture, norms, values, emotional intelligence, and racial and gender attitudes. By addressing and managing biases, the NRO will be better equipped to provide equal opportunity for persons of all backgrounds. |
| USAF | Secretary of the Air Force launched an initiative directing the use of hiring panels when screening and selecting candidates for GS-14 and GS-15 or equivalent levels, and set a rule ensuring a diverse make-up of the panels. |

| | |
|-------------|--|
| USCG | The USCG hosted the first OPM D & I Collaboration and Innovation Summit in April 2016, which provided concrete strategies and best practices to recruit, hire, include, develop, retain, engage and motivate a diverse, results-oriented and high –performing workforce. More than 350 senior leaders, D&I professionals, special emphasis program managers, ERGs, EEO specialists, and other interested individuals from agencies in the Washington DC Metro area attended. |
|-------------|--|

Table 13: Activities in Workforce Development and Succession Planning

| Agency | Activities |
|---------------|---|
| CIA | The Talent Center developed and implemented a Talent Review process for CIA to assess the bench strength of its SIS cadre and determine how CIA can better intentionally develop these officers. To sustain the ability to conduct its mission into the future, CIA will use its SIS Talent Review results to grow a leadership cadre prepared to serve in key enterprise-level roles through a process called Succession Preparedness. |
| ODNI | ODNI launched the 2016 D&I Campaign to promote continuous dialogue and skills building with four phases: Phase I – Unconscious Bias, Phase II – Workplace Inclusion, Phase III – Multicultural Awareness, and Phase IV – Proactive Prevention and EEO Compliance. The campaign provided seniors, managers, supervisors, and employees with various opportunities to get involved, learn new skills, and contribute to the overall success of this effort. |
| NSA | In collaboration with working groups established by the EEOD Senior Advocate for Section 508 Compliance for persons with disabilities, NSA’s Chief Information Office’s Enterprise Accessibility Manager began an initiative to better capture critical need and resolve concerns for the agency’s electronic and information technology infrastructure, to be both accessible and usable by employees with disabilities. |

Table 14: Activities in Recruitment, Hiring, and Retention

| Agency | Activities |
|---------------|---|
| CIA | CIA Director (DCIA) and senior agency leaders participated in a number of diversity recruitment and outreach activities, to include the DCIA conducting the keynote speeches at the IC Wounded Warrior Outreach Event in October and CIA’s first Signature School, the University of New Mexico. These Signature Schools include universities with at least 50% diverse student populations. CIA remains a key sponsor and advisory board member with the National Society of Black Engineers, the Society of Women Engineers, the Society of Hispanic Professional Engineers, the Society of Asian Scientists and Engineers, and the American Indian Science and Engineering Society, leveraging these partnerships at the national, regional, and local chapter levels. |
| DIA | DIA Director committed to participate in recruitment and outreach activities. He served as a panel member for the Congressional Black Caucus Foundation’s 46th Annual Legislative Conference Panel Discussion, “Increasing Diversity in the Intelligence Community Summit.” More than 400 minority students seeking internship and future employment opportunities attended this summit and the event supported the development of a pipeline for prospective future employment. The Director also visited MSIs to promote career opportunities and benefits within the IC. |
| NGA | NGA’s FY 2016 Hiring Strategy included co-sponsored diversity events, increased hiring events, and visits to colleges and universities. These activities allowed NGA to brand and market itself as an employer of choice, while building a pipeline for potential employees. The events included: ICWWP; Society for Advancement of Chicanos/Hispanics and Native Americans in Science; Congressional Black Caucus Foundation 46th Annual Legislative Conference; and attendance at 11 MSI career fairs. NGA also hosted an annual geospatial intelligence (GEOINT) Research and Development STEM outreach |

| | |
|-------------|---|
| | symposium to advance GEOINT among minority serving high school and university students. |
| NSA | NSA participated in numerous outreach and recruitment targeted diversity events and contributed to publications. The GenCyber Program at NSA was established to grow the next generation of cybersecurity experts for the Nation with the primary goal of helping all students understand correct and safe on-line behavior, increase interest in cybersecurity, increase diversity in the nation's cybersecurity workforce of the nation, and improve teaching methods for delivering cybersecurity content for K-12 curricula. For FY 2016, the GenCyber Program offered 120 camps located at 68 different institutions in 32 states (plus D.C. and Puerto Rico). |
| ODNI | ODNI facilitated information sessions, career fair booths, and virtual career fairs to attract diverse talent and promote the IC as an employer of choice to minorities, women, and persons with disabilities. In addition, the ODNI developed recruitment and onboarding plans to hire entry-level intelligence analysts, and identified an approach to increase diversity within the applicant pool. The ODNI also participates in the following internship and graduate fellows programs: Presidential Management Fellows, President Management Council, and National Nuclear Security Administration's fellowships programs. |

Table 15: Activities in Career Development and Advancement

| Agency | Activities |
|----------------|--|
| CIA | CIA's DAG completed 14 learning events which focused on the self-development component of its two-pronged approach of addressing both the "system and self." The learning events were designed to provide officers with tools and resources to navigate their careers better. |
| FBI | In March 2016 the FBI hosted the Fourth Annual IC Women's Summit, which featured welcoming remarks by then Director of National Intelligence James Clapper and FBI Director James Comey and a keynote address by then Attorney General Loretta Lynch. |
| NRO | In March 2016, the Federal Women's Program (FWP) ERG hosted a Women's Leadership Panel. In observance of Women's History Month, FWP organized leadership within the organization and throughout the IC to mentor more than 50 NRO employees. |
| NGA | NGA concluded a research study called the "2016 Women's Representation Within and Across the National Geospatial-Intelligence Agency." The report makes recommendations to improve workforce inclusivity and address development and assignment opportunities. In his continued commitment to diversity and inclusion, the NGA Director appointed a senior executive to develop and implement a plan of action addressing the study recommendations. |
| DHS | DHS's robust workforce analysis of triggers and barriers led to more carefully planned and implemented actions, including the EEOD's involvement with recruiting initiatives for persons with disabilities and for Operation War Fighter candidates throughout FY 2016. |
| USN NIA | In June 2016, the EEOD&I office invested in the Franklin Covey Championing Diversity training, which teaches participants how to increase understanding and deepen trust; achieve higher levels of collaboration; leverage diversity to achieve business results; challenge unproductive beliefs and stereotypes; recognize each employee's unique contribution and value; and lead work effectively with diverse teams. |

Table 16: Activities in Equal Employment Opportunity and Inclusion

| Agency | Activities |
|----------------|---|
| FBI | FBI is seeking to validate federally mandated employee demographic data and to collect additional, inclusive measures of diversity such as national origin, sexual orientation, and transgender status through the <i>Self-ID Campaign</i> . The <i>Self-ID Campaign</i> project management team conducted considerable benchmarking with other government agencies (CIA, NGA, and Environmental Protection Agency) and vetted newly proposed self-identification questions through FBI’s Diversity Advisory Committees and Diversity Executive Council. The project team intends to develop more complete and inclusive reports using new and validated data that can be shared internally within the workforce. |
| NSA | NSA introduced a first-of-its kind program in the IC, known as Allies for Mission Progress Program to promote inclusion by bringing dissimilar groups of persons together with the goal of helping each other face the unique challenges that arise from a diverse culture. Being an ally can mean listening and learning more about a group to which you do not belong, taking an active stance against unfair practices, or taking an active role by clearing up misconceptions about other individuals. |
| USAF | The USAF won the 2016 Secretary of Defense Award for Outstanding Achievement in the employment of Individuals with Disabilities, Military Service Category (the fifth year in a row) for outstanding achievements in the hiring, retaining, and advancing individuals with disabilities. |
| USCG | USCG participated on the DHS Office for Civil Rights and Civil Liberties panel titled “Back to School Week” – a White House Initiative to recruit members from under-represented groups attending HBCUs. Panel members shared advice about obtaining advanced degrees, knowledge about career fields, and guidance on current or future opportunities. |
| USN NIA | NIA EEOD&I Office hosted its inaugural EEO Symposium to educate command members on services and support from the EEOD&I Office. The office also coordinated information tables and hosted the brownbag lunch session program, “Analyze This!” |

Chapter 2. Minorities in the IC

...the diversity of the American people is at the core of our national identity. We are a nation of people drawn from every corner of the world, every religion, every race, and every experience, and we are a society that has traveled a great distance towards reaching our founding ideal that we are all created equal.

– Ambassador Susan E. Rice

Highlights of the Minority Workforce

The minority population within the IC continues to grow incrementally. The percentage of minorities hired increased from 22.4% in FY 2012 to 26.2% in FY 2016. Although the IC has improved its minority representation over the past several years, minority representation (25.0%) in the IC is lower than comparative benchmarks such as the FW (35.4%), CLF (32.5%), and the U.S. population (38.2%).

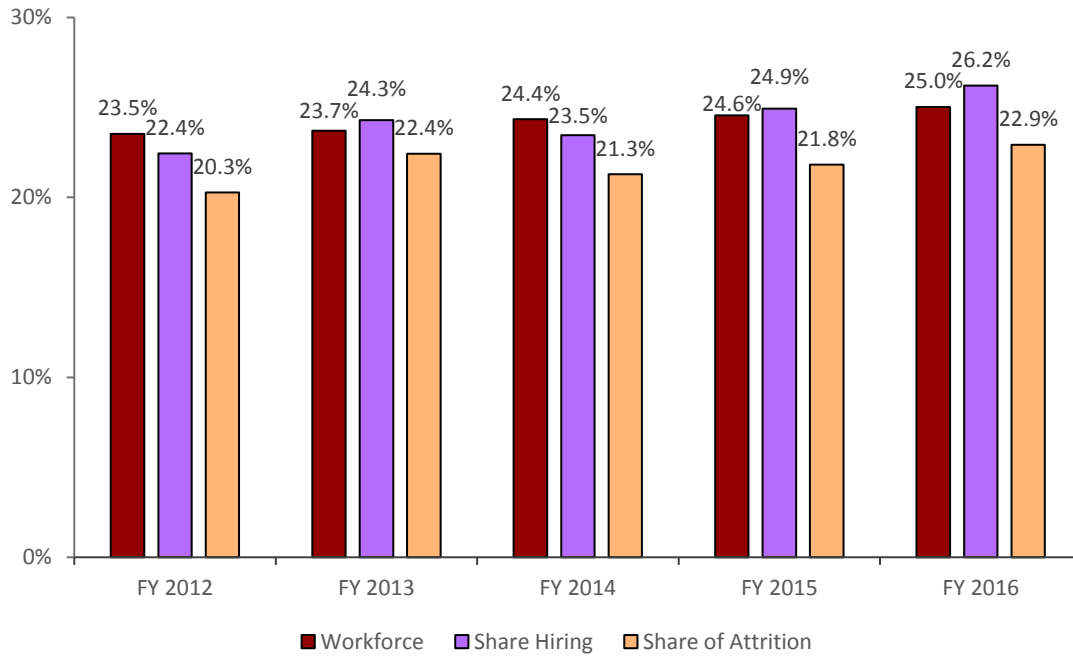
Given their overall representation within the workforce, minorities are represented at a lower share than expected in managerial positions, promotions, awards, selected educational development programs, and JD credit. As shown in Table 17, the overall FY 2016 minority share of hiring was greater than either their share of attrition or their rate of representation in the workforce. That pattern held true for minorities in grades GS/GG-14-15, but the minority share of hiring at grades GS/GG-9-12 was below both their share of attrition and their share of representation in the workforce.

Table 17: Hiring, Attrition and Workforce by RNO Group and Pay Grade (FY 2016)

| IC Workforce | Minority Representation | | | | | | | | |
|------------------|-------------------------|------------------|-------------|--------------------|------------------|-------------|----------------|------------------|-------------|
| | Share of Hiring | | | Share of Attrition | | | Workforce | | |
| Pay Grade | Non-Minorities | Total Minorities | Unknown RNO | Non-Minorities | Total Minorities | Unknown RNO | Non-Minorities | Total Minorities | Unknown RNO |
| Wage Grade | 66.2% | 27.9% | 5.9% | 56.0% | 37.6% | 6.5% | 66.8% | 32.2% | 1.0% |
| GS/GG-01 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-02 | 84.8% | 15.2% | 0.0% | 77.3% | 22.7% | 0.0% | 77.4% | 20.8% | 1.9% |
| GS/GG-03 | 75.0% | 25.0% | 0.0% | 75.0% | 25.0% | 0.0% | 79.2% | 17.8% | 3.0% |
| GS/GG-04 | 76.9% | 23.1% | 0.0% | 66.7% | 33.3% | 0.0% | 82.6% | 15.6% | 1.8% |
| GS/GG-05 | 68.2% | 31.8% | 0.0% | 73.1% | 19.3% | 7.7% | 79.3% | 20.7% | 0.0% |
| GS/GG-06 | 61.6% | 23.2% | 15.1% | 49.0% | 37.4% | 13.6% | 54.4% | 41.7% | 3.9% |
| GS/GG-07 | 66.9% | 30.8% | 2.3% | 65.7% | 30.6% | 3.7% | 66.1% | 32.4% | 1.6% |
| GS/GG-08 | 65.5% | 26.5% | 8.0% | 61.5% | 36.1% | 2.4% | 61.6% | 34.2% | 4.3% |
| GS/GG-09 | 69.1% | 27.3% | 3.6% | 62.0% | 35.1% | 2.9% | 66.3% | 31.6% | 2.1% |
| GS/GG-10 | 72.2% | 21.4% | 6.5% | 66.7% | 30.3% | 3.0% | 65.8% | 28.2% | 6.0% |
| GS/GG-11 | 65.1% | 26.9% | 8.0% | 65.6% | 32.2% | 2.2% | 66.3% | 31.4% | 2.3% |
| GS/GG-12 | 69.3% | 26.5% | 4.2% | 69.0% | 28.5% | 2.5% | 68.9% | 29.5% | 1.6% |
| GS/GG-13 | 70.9% | 25.0% | 4.1% | 76.7% | 22.2% | 1.1% | 74.0% | 25.4% | 0.6% |
| GS/GG-14 | 70.2% | 23.3% | 6.5% | 78.0% | 21.0% | 1.1% | 78.5% | 21.1% | 0.4% |
| GS/GG-15 | 74.9% | 18.7% | 6.4% | 86.1% | 12.3% | 1.6% | 83.1% | 16.6% | 0.4% |
| Senior Positions | 73.8% | 11.7% | 14.6% | 89.3% | 9.4% | 1.3% | 86.3% | 13.1% | 0.6% |
| All Pay Grades | 69.0% | 26.2% | 4.8% | 75.4% | 22.9% | 1.7% | 73.9% | 25.0% | 1.1% |

While Table 17 shows the workforce dynamics of hiring and attrition within the current report year, Figure 04 provides a five-year trend of minority workforce dynamics. As shown, the IC's minority population has made steady but incremental gains over time.

Figure 04: Five-Year Dynamics Trend for Minorities in the IC (FY 2012 to FY 2016)



One way the IC is attempting to increase minority hires, and potentially increase minority retention, is through the Stokes Scholarship Program, which prepares college students for a career in the IC. As shown in Table 18, minority representation in the Stokes Program continues to be high. Currently, four IC elements have a Stokes Program: NSA, CIA, DIA, and NGA.

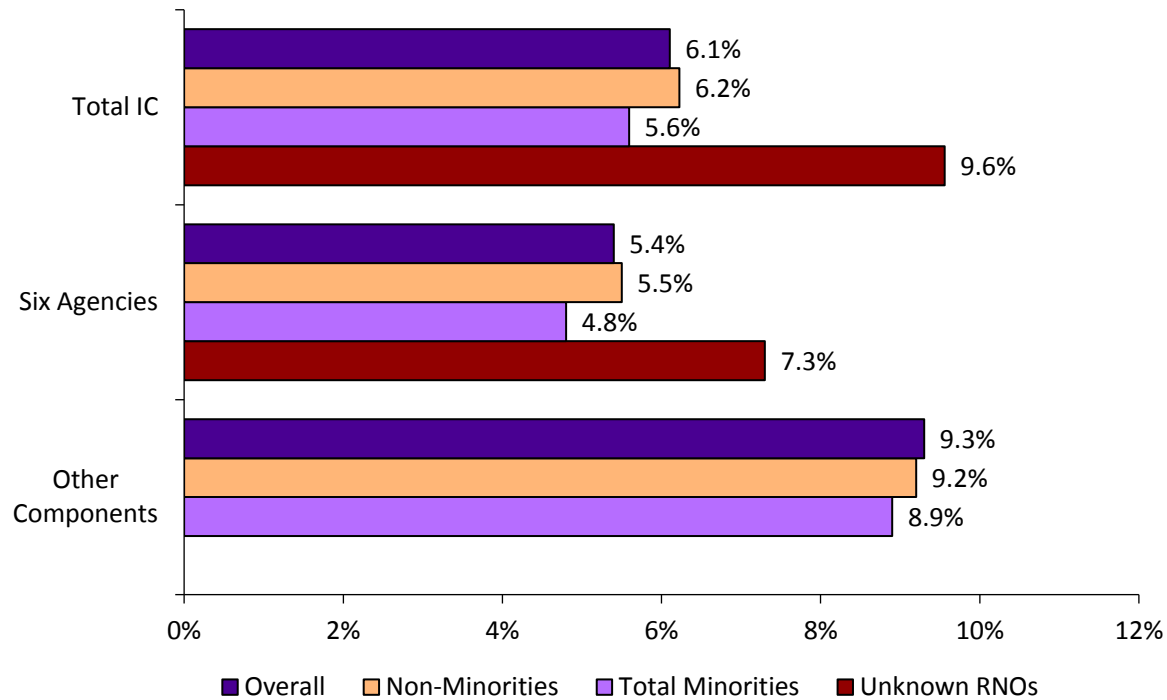
Table 18: Stokes Five-Year Trend by RNO (FY 2012 to FY 2016)

| STOKES | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|-------------------|---------|---------|---------|---------|---------|
| Total Minorities | 56.6% | 73.9% | 72.1% | 70.0% | 73.4% |
| Hispanic | 17.0% | 15.3% | 17.1% | 12.5% | 13.8% |
| Black | 17.0% | 9.9% | 7.2% | 9.2% | 14.7% |
| Asian | 13.2% | 36.0% | 36.0% | 33.3% | 34.9% |
| NHPI | 1.9% | 1.8% | 0.9% | 0.0% | 0.0% |
| AIAN | 0.0% | 0.9% | 0.9% | 0.8% | 0.0% |
| Two or More Races | 7.5% | 9.9% | 9.9% | 14.2% | 10.1% |
| Non-Minorities | 41.5% | 22.5% | 23.4% | 24.2% | 20.2% |
| Unknown RNO | 1.9% | 3.6% | 4.5% | 5.8% | 6.4% |

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. The IC virtual recruitment events are accessible to a broader population through enhanced technology. Over 6,700 people attended the Seventh Annual IC Virtual Career Fair, held on 3 March 2016. More than 280 recruiters, hiring managers, and subject matter experts from nine IC elements and organizations (CIA, DHS, DIA, DOE, NASIC, NGA, NIA, NSA, and ODNI) participated in the fair. IC professionals staffed a virtual “Diversity and Inclusion in the IC” booth providing information about IC career opportunities, hiring practices, reasonable accommodations, and employment benefits. Nearly 1,000 individuals visited the “Transitioning Military” booth, which was a new addition to the fair this year, staffed by veterans from IC CHCO.

Attrition is relatively low for minorities in the IC's workforce. As shown in Figure 05, total IC minority share of attrition (5.6%) is lower when compared to non-minorities (6.2%) and to the overall share of attrition (6.1%). To determine which group of IC elements are contributing to the overall share of minority attrition, Figure 05 also includes share of attrition for the other components and the six agencies. Though the overall attrition is higher in the other components than in the six agencies, the minority share of attrition (8.9%) is lower than the overall attrition (9.3%) and non-minority (9.2%) share of attrition in the other components.

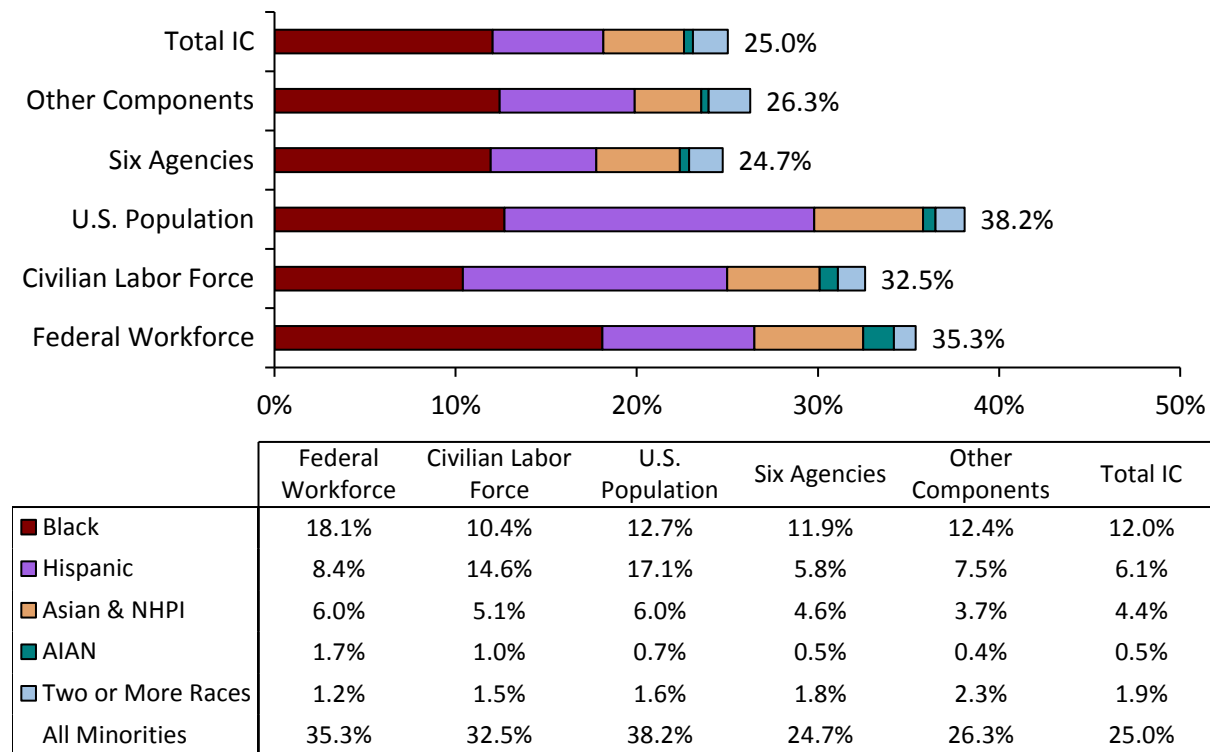
Figure 05: Share of Attrition in the IC, Other Components, and Six agencies (FY 2016)



Note: The attrition rate for individuals with an unknown RNO in the other components was 100%. This number was not included in the graph because it distorts the overall picture, and it is based on a very small number of cases.

Figure 06 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 African-Americans (exceeding the CLF benchmark).

Figure 06: Minority Workforce by RNO Compared to Benchmarks⁹ (FY 2016)



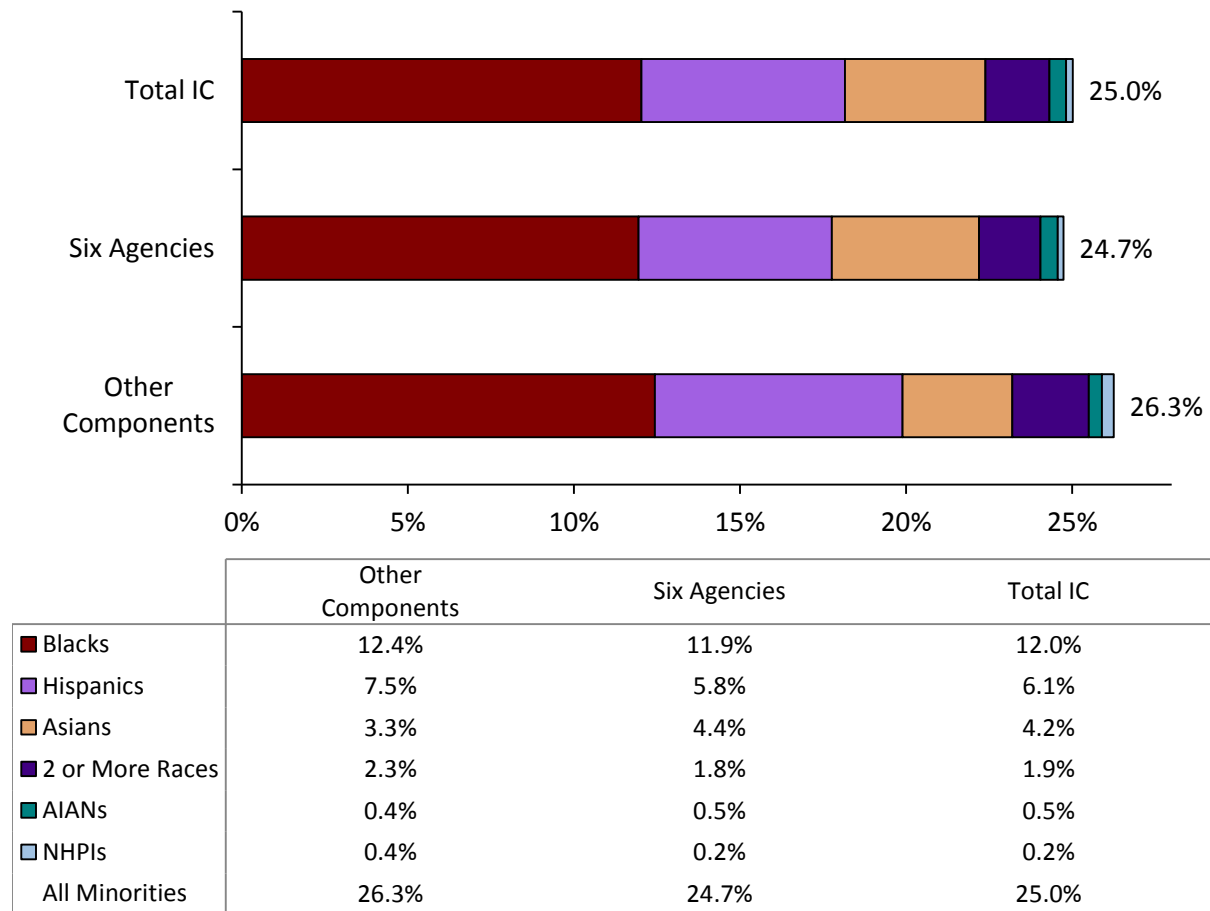
⁹ For each category — all IC, other components, and six agencies—there are 1.1%, 0.1%, and 1.3%, respectively, individuals of unknown Race/National Origin (Unknown RNO). CLF figures are from the 2014 OPM’s Federal Equal Opportunity Recruitment Program Annual Report (<https://www.opm.gov/policy-data-oversight/diversity-and-inclusion/reports/feorp-2012.pdf>). 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 25.0% of the IC, it is noteworthy to determine which group of IC elements has the highest and lowest share of minority representation. Figure 07 divides the IC into other components and the six agencies for these comparison purposes. The other components include greater percentages of minorities than the six agencies and the total IC for all minorities as well as all subgroups, except Asians and AIANs.

Figure 07: Minority Workforce by RNO (FY 2016)



Note. This graph does not display the percentage of non-minorities and unknown RNOs. In the six agencies, non-minorities represent 73.9% and unknown RNO represent 1.3% of the total composition. In the other components, non-minorities represent 73.6% and unknown RNO represent 0.1% of the total composition. In the total IC category, non-minorities represent 73.9% and unknown RNOs represent 1.1% of the total composition.

Table 19 illustrates that compared to their 25.0% share of representation in the overall IC workforce, minorities make up a larger proportion of the mid-level graded population from which promotions to the higher grades occur. Those numbers should lead to a higher share of promotions of minority employees and increases in the racial and ethnic diversity at the highest grades. Currently, minority representation at GS/GG-14 and above is below the overall representation of 25.0%, with minorities at senior pay levels at roughly half of this percentage.

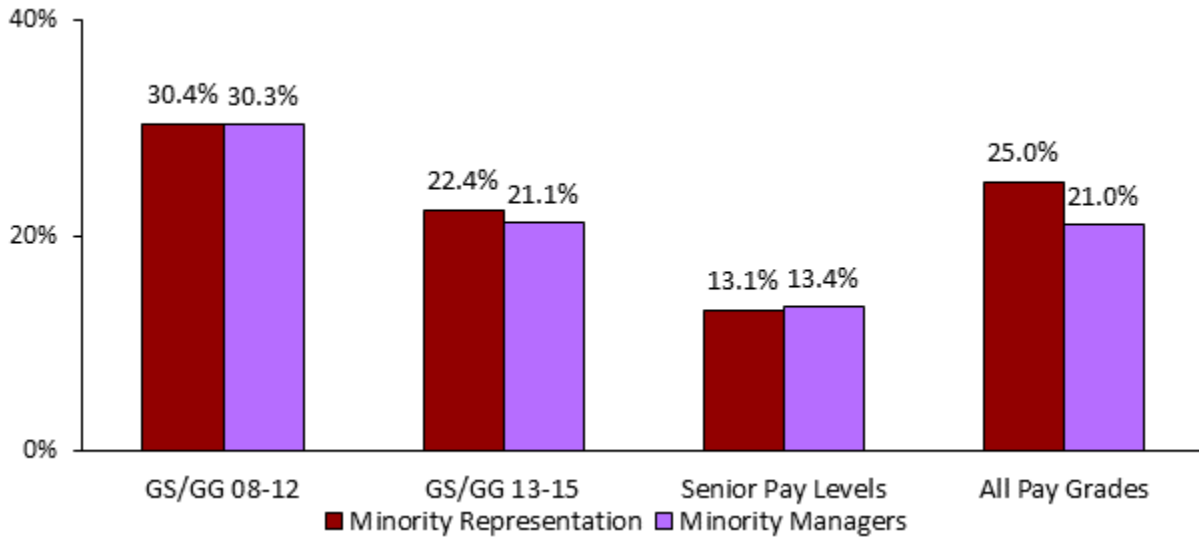
Table 19: The IC's Workforce by RNO and Pay Grade (FY 2016)

| IC Workforce Pay Grade | Summary | | | By RNO | | | | | |
|---------------------------|----------------|------------------|--------|----------|-------|-------|------|------|-----------------|
| | Non-Minorities | Total Minorities | No RNO | Hispanic | Black | Asian | NHPI | AIAN | 2 or More Races |
| Wage Grade | 66.8% | 32.2% | 1.0% | 7.0% | 22.4% | 1.1% | 0.5% | 0.4% | 0.8% |
| GS/GG-01 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-02 | 77.4% | 20.8% | 1.9% | 5.7% | 12.3% | 0.9% | 0.0% | 0.9% | 0.9% |
| GS/GG-03 | 79.2% | 17.8% | 3.0% | 4.0% | 8.9% | 1.0% | 0.0% | 1.0% | 3.0% |
| GS/GG-04 | 82.6% | 15.6% | 1.8% | 4.6% | 4.6% | 2.8% | 0.9% | 0.0% | 2.8% |
| GS/GG-05 | 79.3% | 20.7% | 0.0% | 4.8% | 8.7% | 2.9% | 0.4% | 0.1% | 3.9% |
| GS/GG-06 | 54.4% | 41.7% | 3.9% | 12.9% | 18.5% | 5.0% | 1.3% | 0.4% | 3.5% |
| GS/GG-07 | 66.1% | 32.4% | 1.6% | 9.2% | 14.8% | 4.6% | 0.5% | 0.4% | 2.9% |
| GS/GG-08 | 61.6% | 34.2% | 4.3% | 8.7% | 19.1% | 4.0% | 0.4% | 0.4% | 1.6% |
| GS/GG-09 | 66.3% | 31.6% | 2.1% | 7.9% | 16.7% | 3.9% | 0.1% | 0.5% | 2.5% |
| GS/GG-10 | 65.8% | 28.2% | 6.0% | 6.7% | 14.5% | 4.3% | 0.2% | 0.6% | 1.9% |
| GS/GG-11 | 66.3% | 31.4% | 2.3% | 7.4% | 16.3% | 4.6% | 0.3% | 0.5% | 2.3% |
| GS/GG-12 | 68.9% | 29.5% | 1.6% | 7.5% | 14.3% | 5.1% | 0.2% | 0.6% | 1.8% |
| GS/GG-13 | 74.0% | 25.4% | 0.6% | 6.2% | 11.9% | 4.6% | 0.2% | 0.4% | 2.1% |
| GS/GG-14 | 78.5% | 21.1% | 0.4% | 5.0% | 9.9% | 3.7% | 0.1% | 0.6% | 1.8% |
| GS/GG-15 | 83.1% | 16.6% | 0.4% | 3.9% | 7.5% | 3.0% | 0.1% | 0.5% | 1.5% |
| Senior Pay Levels | 86.3% | 13.1% | 0.6% | 2.7% | 5.5% | 2.9% | 0.2% | 0.5% | 1.3% |
| All Pay Grades | 73.9% | 25.0% | 1.1% | 6.1% | 12.0% | 4.2% | 0.2% | 0.5% | 1.9% |

Managers

Figure 08 compares minority representation to minority managers. When comparing minority and non-minority groups to total managers, 78.5% of managers are non-minorities and 21.0% of managers are minorities. Since minorities comprise 25.0% of the IC, they are underrepresented among managers. However, the percentage of minorities in managerial and supervisory positions is comparable to their representation rates in the three grade groups depicted in Figure 08.

Figure 08: Representation of Managers by Pay Grade Group (FY 2016)



Hiring and Attrition

Minorities make up 26.2% of the IC's new hires. To determine which group of IC elements has the highest and lowest rates of minority hiring, Figure 09 compares the other components to the six agencies. Minorities in the six agencies, particularly Blacks, Hispanics, Asians, and individuals of two or more races, represent a larger proportion of minority new hires than in the other components. Non-minorities make up 69.0% and individuals with unknown RNO compose 4.8% of the IC's new hires. The IC is unable to determine the percentage of this latter group that could have identified as minorities.

Figure 09: Minority Hiring by RNO (FY 2016)

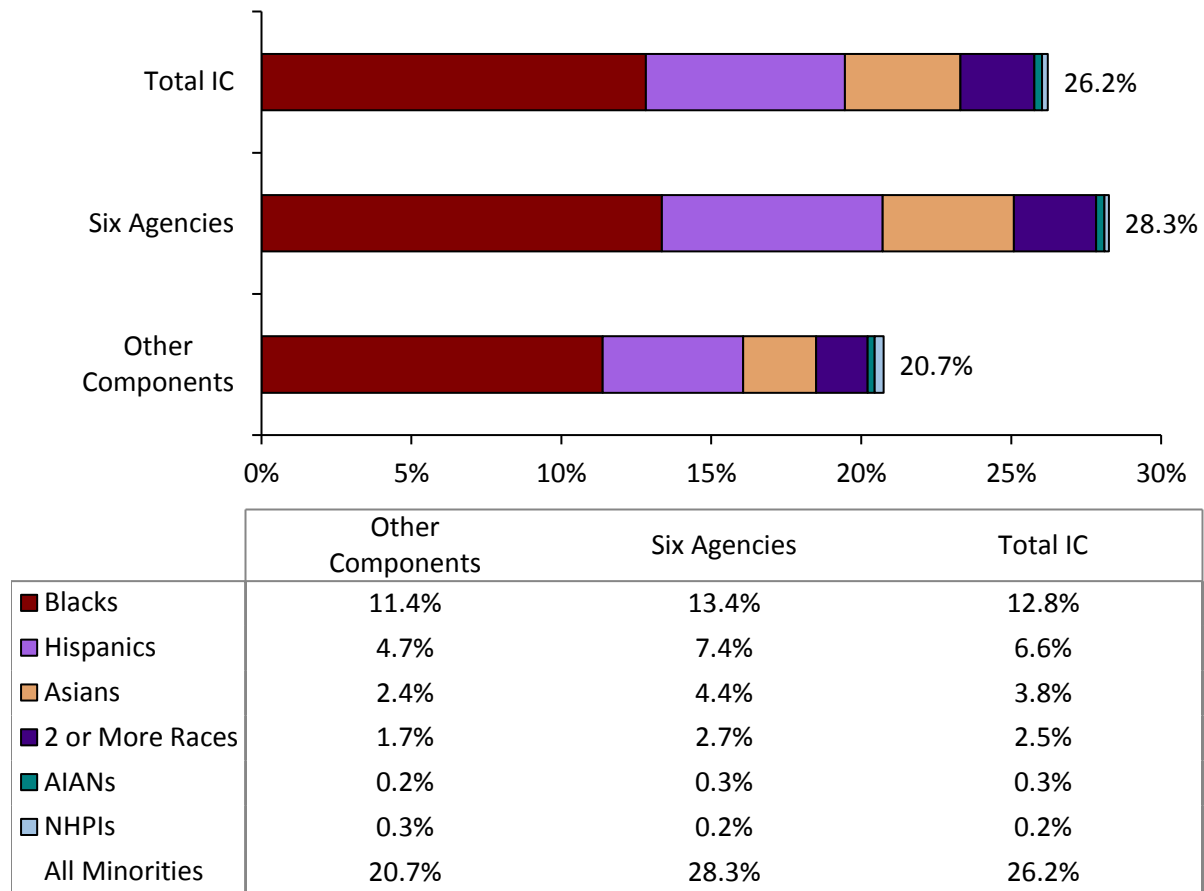


Table 20 provides hiring information by RNO and pay grade. As highlighted in the table, the share of minority hiring at most grades from GS/GG-05-12 is higher than the 26.2% overall share of minority hiring.

Table 20: Hiring by RNO and Pay Grade (FY 2016)

| IC Workforce Hires | Summary | | By RNO | | | | | |
|--------------------|-------------------------|------------------|----------|-------|-------|------|------|-----------------|
| Pay Grade | Minority Representation | Total Minorities | Hispanic | Black | Asian | NHPI | AIAN | 2 or More Races |
| Wage Grade | 32.2% | 27.9% | 9.4% | 6.3% | 3.1% | 5.9% | 0.0% | 3.1% |
| GS/GG-01 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-02 | 20.8% | 15.2% | 0.0% | 12.1% | 0.0% | 0.0% | 0.0% | 3.0% |
| GS/GG-03 | 17.8% | 25.0% | 0.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-04 | 15.6% | 23.1% | 0.0% | 0.0% | 15.4% | 0.0% | 0.0% | 7.7% |
| GS/GG-05 | 20.7% | 31.8% | 6.2% | 16.7% | 5.4% | 1.4% | 0.4% | 1.7% |
| GS/GG-06 | 41.7% | 23.2% | 6.5% | 10.5% | 3.9% | 0.0% | 0.0% | 2.2% |
| GS/GG-07 | 32.4% | 30.8% | 8.7% | 14.1% | 4.4% | 0.1% | 0.3% | 3.2% |
| GS/GG-08 | 34.2% | 26.5% | 5.2% | 14.4% | 3.8% | 0.0% | 0.0% | 3.1% |
| GS/GG-09 | 31.6% | 27.3% | 6.8% | 12.9% | 4.3% | 0.1% | 0.2% | 3.0% |
| GS/GG-10 | 28.2% | 21.4% | 7.3% | 8.0% | 3.6% | 0.1% | 0.1% | 2.3% |
| GS/GG-11 | 31.4% | 26.9% | 7.1% | 12.1% | 4.3% | 0.5% | 0.2% | 2.8% |
| GS/GG-12 | 29.5% | 26.5% | 5.8% | 14.4% | 3.9% | 0.4% | 0.4% | 1.6% |
| GS/GG-13 | 25.4% | 25.0% | 5.2% | 13.7% | 3.3% | 0.0% | 0.4% | 2.4% |
| GS/GG-14 | 21.1% | 23.3% | 6.6% | 12.0% | 2.8% | 0.2% | 0.2% | 1.5% |
| GS/GG-15 | 16.6% | 18.7% | 6.5% | 9.3% | 1.8% | 0.0% | 0.0% | 1.1% |
| Senior Pay Levels | 13.1% | 11.7% | 0.0% | 8.7% | 2.9% | 0.0% | 0.0% | 0.0% |
| All Pay Grades | 25.0% | 26.2% | 6.6% | 12.8% | 3.8% | 0.2% | 0.3% | 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 22.9% of attrition in FY 2016. Table 21 shows minority shares of attrition that vary by grade level, with lower shares of attrition at higher grades being closely related to the fact that minorities have less representation in those grades and, therefore, attrition.

Table 21: Overall Share of Attrition by RNO and Grade (FY 2016)

| IC Workforce Attrition | Summary | | By RNO | | | | | |
|------------------------|-------------------------|------------------|----------|-------|-------|-------|------|-----------------|
| | Minority Representation | Total Minorities | Hispanic | Black | Asian | NHPI | AIAN | 2 or More Races |
| Wage Grade | 32.2% | 37.6% | 3.3% | 34.3% | 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 |
| GS/GG-02 | 20.8% | 22.7% | 0.0% | 13.6% | 9.1% | 0.0% | 0.0% | 0.0% |
| GS/GG-03 | 17.8% | 25.0% | 0.0% | 12.5% | 0.0% | 12.5% | 0.0% | 0.0% |
| GS/GG-04 | 15.6% | 33.3% | 16.7% | 16.7% | 0.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-05 | 20.7% | 19.3% | 0.0% | 15.3% | 0.0% | 0.0% | 0.0% | 3.9% |
| GS/GG-06 | 41.7% | 37.4% | 17.1% | 20.4% | 0.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-07 | 32.4% | 30.6% | 5.5% | 19.1% | 0.9% | 0.9% | 0.9% | 3.2% |
| GS/GG-08 | 34.2% | 36.1% | 11.3% | 16.8% | 3.8% | 0.6% | 0.0% | 3.5% |
| GS/GG-09 | 31.6% | 35.1% | 6.8% | 20.8% | 5.0% | 0.9% | 0.7% | 1.1% |
| GS/GG-10 | 28.2% | 30.3% | 6.8% | 12.1% | 6.4% | 0.0% | 1.3% | 3.8% |
| GS/GG-11 | 31.4% | 32.2% | 7.7% | 16.6% | 4.4% | 0.6% | 0.4% | 2.5% |
| GS/GG-12 | 29.5% | 28.5% | 6.5% | 15.3% | 4.5% | 0.1% | 0.5% | 1.5% |
| GS/GG-13 | 25.4% | 22.2% | 5.8% | 10.4% | 3.7% | 0.2% | 0.5% | 1.6% |
| GS/GG-14 | 21.1% | 21.0% | 4.2% | 10.3% | 3.3% | 0.2% | 0.7% | 2.4% |
| GS/GG-15 | 16.6% | 12.3% | 3.2% | 4.9% | 2.2% | 0.2% | 0.7% | 1.1% |
| Senior Pay Levels | 13.1% | 9.4% | 2.6% | 4.2% | 0.5% | 0.4% | 0.4% | 1.3% |
| All Pay Grades | 25.0% | 22.9% | 5.4% | 11.4% | 3.5% | 0.3% | 0.6% | 1.8% |

Figure 10 presents attrition rates for each RNO group, providing a comparison with the IC's overall attrition rate. Blacks, Hispanics, Asians, and individuals of two or more races are less likely to leave the IC compared to non-minorities and compared to overall attrition. Conversely, non-minorities are more likely to leave the IC compared to most RNO groups except AIAN and NHPI.

Figure 10: Attrition Rates by RNO Compared to the IC's Overall Rate (FY 2016)

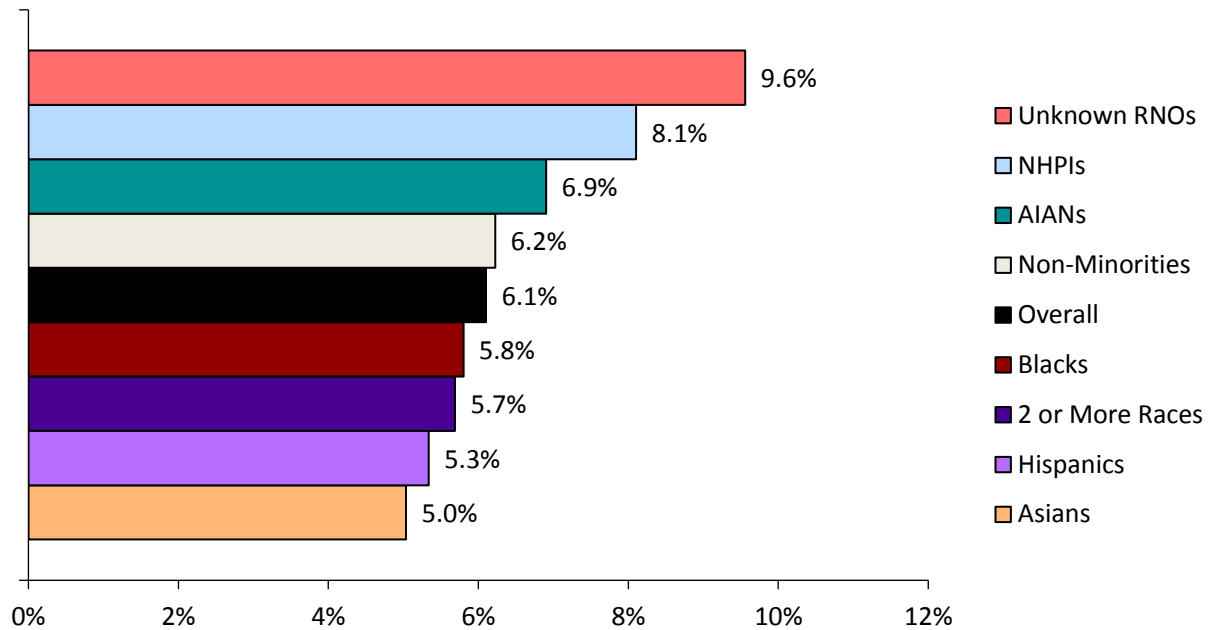
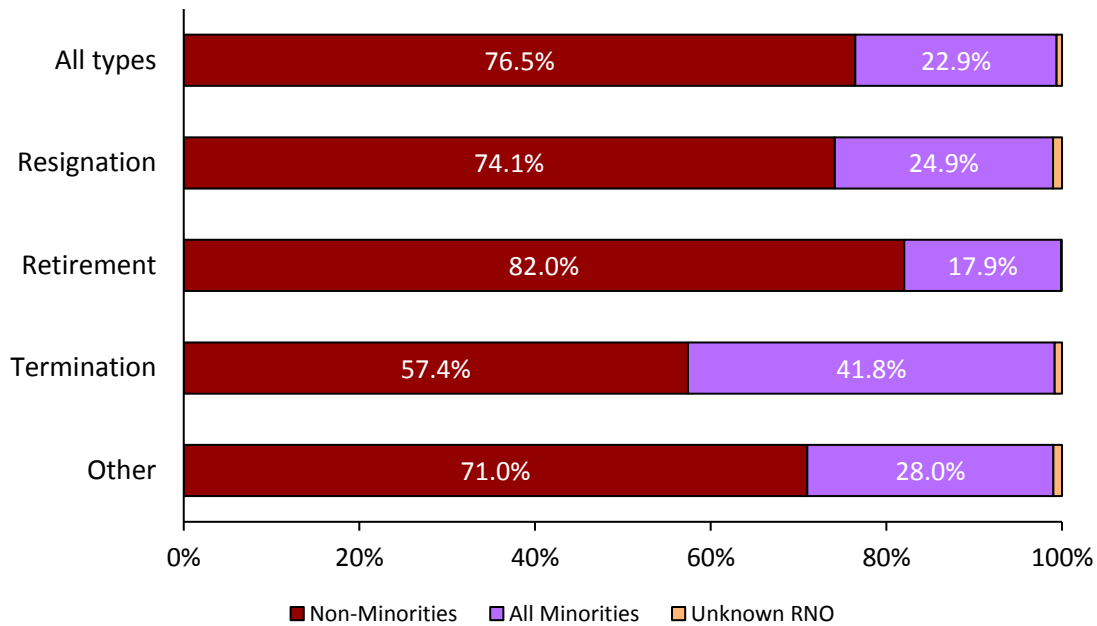


Figure 11 provides the breakdown of the overall share of the attrition by type, comparing minorities with non-minorities. As noted, minorities represent 25.0% of the IC workforce and 22.9% of the IC's overall share of attrition in FY 2016. Minorities resigned from the IC at a similar rate as their overall representation in the workforce, limiting the possibility of increasing minority representation in the IC. Of individuals terminated, 41.8% were minorities, a larger percentage than their representation in the workforce. Retirement at 17.9% is well below minority representation indicating that once minorities are hired and become part of the workforce, they are generally more likely to remain in the IC than non-minorities.

Figure 11: Minority Share of Attrition by Type (FY 2016)



Promotions

As shown in Table 22, shares of promotion for minorities in the highest pay grades are naturally lower than the overall minority promotion share because minorities are less represented in those grade levels (see Table 19 on page 49). Minorities across all pay grades received 24.1% of promotions while composing 25.0% of the workforce. Minority promotions at individual pay grades exceeded overall minority promotion at grades GS/GG-06 through GS/GG-14. Non-minorities make up 73.6% of the IC's promotions and individuals with unknown RNO make up 2.3%.

Table 22: Promotions by RNO and Grade (FY 2016)

| IC Workforce Promotions | Summary | | By RNO | | | | | |
|-------------------------|-------------------------|------------------|----------|-------|-------|------|------|-----------------|
| | Minority Representation | Total Minorities | Hispanic | Black | Asian | NHPI | AIAN | 2 or More Races |
| Pay Grade | | | | | | | | |
| Wage Grade | 32.2% | 22.6% | 10.0% | 7.0% | 1.4% | 0.0% | 2.7% | 1.4% |
| GS/GG-01 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-02 | 20.8% | 11.4% | 1.3% | 6.3% | 0.0% | 0.0% | 1.3% | 2.5% |
| GS/GG-03 | 17.8% | 10.3% | 3.4% | 3.4% | 1.7% | 0.0% | 0.0% | 1.7% |
| GS/GG-04 | 15.6% | 16.3% | 0.0% | 10.2% | 6.1% | 0.0% | 0.0% | 0.0% |
| GS/GG-05 | 20.7% | 32.2% | 6.2% | 12.0% | 9.5% | 0.6% | 0.2% | 3.8% |
| GS/GG-06 | 41.7% | 27.5% | 9.8% | 9.8% | 5.3% | 0.0% | 0.0% | 2.6% |
| GS/GG-07 | 32.4% | 32.2% | 10.1% | 13.6% | 4.8% | 0.1% | 0.5% | 3.0% |
| GS/GG-08 | 34.2% | 33.8% | 11.9% | 13.6% | 4.7% | 0.5% | 0.6% | 2.4% |
| GS/GG-09 | 31.6% | 26.4% | 6.9% | 11.2% | 5.0% | 0.2% | 0.3% | 2.8% |
| GS/GG-10 | 28.2% | 24.6% | 5.4% | 11.0% | 5.8% | 0.0% | 0.6% | 1.8% |
| GS/GG-11 | 31.4% | 24.3% | 6.6% | 9.9% | 5.1% | 0.1% | 0.6% | 2.0% |
| GS/GG-12 | 29.5% | 25.2% | 6.8% | 10.7% | 5.1% | 0.1% | 0.6% | 1.8% |
| GS/GG-13 | 25.4% | 22.3% | 5.1% | 9.7% | 5.7% | 0.1% | 0.4% | 1.4% |
| GS/GG-14 | 21.1% | 20.8% | 5.8% | 8.3% | 4.4% | 0.1% | 0.3% | 1.9% |
| GS/GG-15 | 16.6% | 19.1% | 4.1% | 7.5% | 5.0% | 0.1% | 0.7% | 1.7% |
| Senior Pay Levels | 13.1% | 12.4% | 3.9% | 5.6% | 2.9% | 0.0% | 0.0% | 0.0% |
| All Pay Grades | 25.0% | 24.1% | 6.3% | 10.1% | 5.1% | 0.1% | 0.5% | 2.0% |

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

Table 23 shows that minorities received 23.1% of all monetary awards in FY 2016 — less than their representation (25.0%) in the workforce. Of overall representation in monetary awards, minorities received a greater share of the lowest two award levels.

Table 23: Monetary Awards by RNO and Award Amount (FY 2016)

| IC Workforce Monetary Awards | Summary | | | By RNO | | | | | |
|---------------------------------|----------------|------------|-------------|----------|-------|-------|------|------|-----------------|
| | Non-Minorities | Minorities | Unknown RNO | Hispanic | Black | Asian | NHPI | AIAN | 2 or More Races |
| Award Amount | | | | | | | | | |
| Less than \$1000 | 73.9% | 25.3% | 0.7% | 5.9% | 12.6% | 4.2% | 0.2% | 0.4% | 1.9% |
| \$1000 to \$1999 | 74.7% | 24.5% | 0.8% | 6.1% | 11.7% | 3.9% | 0.2% | 0.4% | 2.2% |
| \$2000 to \$4999 | 78.8% | 20.7% | 0.6% | 5.2% | 9.5% | 3.5% | 0.2% | 0.4% | 1.9% |
| \$5000 to \$9999 | 76.9% | 21.8% | 1.3% | 6.6% | 7.9% | 4.7% | 0.2% | 0.8% | 1.6% |
| \$10000 or More | 79.8% | 18.8% | 1.3% | 5.1% | 7.4% | 4.5% | 0.1% | 0.5% | 1.3% |
| All Amounts | 76.2% | 23.1% | 0.7% | 5.7% | 10.8% | 3.9% | 0.2% | 0.4% | 2.0% |
| IC Workforce | 73.9% | 25.0% | 1.1% | 6.1% | 12.0% | 4.2% | 0.2% | 0.5% | 1.9% |

Table 24 categorized the IC into the other components and the six agencies to compare which IC elements have higher or lower representations of minorities in monetary awards. Minorities in the other components make up a slightly larger proportion of individuals receiving monetary awards compared to minorities in the six agencies, but a smaller proportion of employees receiving monetary awards of \$2,000 or more.

Table 24: Monetary Awards by Award Amount, RNO Group and IC Group (FY 2016)

| Award Amount | Six agencies | | | Other Components | | | All IC | | |
|------------------|----------------|------------------|-------------|------------------|------------------|-------------|----------------|------------------|-------------|
| | Non-Minorities | Total Minorities | Unknown RNO | Non-Minorities | Total Minorities | Unknown RNO | Non-Minorities | Total Minorities | Unknown RNO |
| Less than \$1000 | 74.0% | 25.2% | 0.8% | 73.4% | 26.6% | 0.0% | 73.9% | 25.3% | 0.7% |
| \$1000 to \$1999 | 74.8% | 24.2% | 1.0% | 74.0% | 26.0% | 0.0% | 74.7% | 24.5% | 0.8% |
| \$2000 to \$4999 | 78.5% | 20.9% | 0.6% | 0.6% | 19.4% | 0.0% | 78.8% | 20.7% | 0.6% |
| \$5000 to \$9999 | 76.4% | 22.2% | 1.3% | 90.9% | 10.0% | 0.0% | 76.9% | 21.8% | 1.3% |
| \$10000 or More | 79.3% | 19.3% | 1.4% | 88.2% | 11.8% | 0.0% | 79.8% | 18.8% | 1.3% |
| All Amounts | 76.1% | 23.0% | 0.8% | 76.7% | 23.3% | 0.0% | 76.2% | 23.1% | 0.7% |

Table 25 shows that shares of honorary awards for minorities in the highest pay grades are naturally lower than the overall minority share of honorary awards because minorities are less represented in those grade levels (see Table 19 on page 49). Minorities received 27.1%, slightly more than their representation in the IC workforce of 25.0%. Minorities in the highest pay grades (GS/GG-14-15 and senior positions) were underrepresented compared to overall minority honorary awards (27.1%).

Table 25: Honorary Awards by Grade and RNO (FY 2016)

| IC Workforce Honorary Awards | Summary | | By RNO | | | | | |
|---------------------------------|----------------------------|---------------------|----------|-------|-------|------|------|--------------------|
| | Minority Representation | Total Minorities | Hispanic | Black | Asian | NHPI | AIAN | 2 or More Races |
| Wage Grade | 32.2% | 13.5% | 1.7% | 10.8% | 0.0% | 0.0% | 1.0% | 0.0% |
| GS/GG-01 | N/A | 33.3% | 0.0% | 16.7% | 5.6% | 0.0% | 0.0% | 11.1% |
| GS/GG-02 | 20.8% | 20.0% | 0.0% | 20.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-03 | 17.8% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-04 | 15.6% | 25.0% | 0.0% | 0.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-05 | 20.7% | 22.8% | 3.3% | 12.2% | 2.1% | 0.0% | 0.0% | 5.2% |
| GS/GG-06 | 41.7% | 23.4% | 7.7% | 8.7% | 3.4% | 0.0% | 0.0% | 3.6% |
| GS/GG-07 | 32.4% | 24.5% | 9.1% | 10.1% | 1.6% | 0.0% | 0.6% | 3.1% |
| GS/GG-08 | 34.2% | 33.4% | 12.1% | 16.2% | 2.8% | 0.1% | 0.8% | 1.3% |
| GS/GG-09 | 31.6% | 32.8% | 7.8% | 15.9% | 5.3% | 0.0% | 0.4% | 3.5% |
| GS/GG-10 | 28.2% | 38.6% | 3.5% | 22.2% | 5.9% | 1.3% | 2.5% | 3.2% |
| GS/GG-11 | 31.4% | 29.3% | 5.7% | 16.3% | 3.7% | 0.1% | 0.3% | 3.2% |
| GS/GG-12 | 29.5% | 32.4% | 7.2% | 16.4% | 5.6% | 0.1% | 0.1% | 3.0% |
| GS/GG-13 | 25.4% | 28.8% | 6.2% | 14.2% | 4.6% | 0.3% | 0.4% | 3.1% |
| GS/GG-14 | 21.1% | 22.6% | 5.5% | 11.3% | 2.9% | 0.1% | 0.3% | 2.4% |
| GS/GG-15 | 16.6% | 15.7% | 3.0% | 6.5% | 3.5% | 0.1% | 0.7% | 2.0% |
| Senior Pay Levels | 13.1% | 8.9% | 1.9% | 3.5% | 1.9% | 0.0% | 0.8% | 0.8% |
| All Pay Grades | N/A | 27.1% | 6.0% | 13.6% | 4.2% | 0.2% | 0.4% | 2.8% |
| IC Workforce | 25.0% | 25.0% | 6.1% | 12.0% | 4.2% | 0.2% | 0.5% | 1.9% |

In FY 2016, minorities received fewer QSIs overall (20.9%) when compared to their representation of 25.0% in the IC. Table 26 summarizes the distribution of QSIs by pay grade and RNO. Shares of QSIs for minorities in the highest pay grades are naturally lower than the overall minority share of QSIs because minorities are less represented in those grade levels (see Table 19 on page 49). Senior pay levels reflect 0% because there are no QSIs given to employees in senior positions.

Table 26: QSIs by RNO and Grade (FY 2016)

| IC Workforce QSIs | Summary | | By RNO | | | | | |
|-------------------|-------------------------|------------------|----------|-------|-------|------|------|-----------------|
| | Minority Representation | Total Minorities | Hispanic | Black | Asian | NHPI | AIAN | 2 or More Races |
| Wage Grade | 32.2% | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-01 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-02 | 20.8% | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-03 | 17.8% | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-04 | 15.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-05 | 20.7% | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-06 | 41.7% | 100.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-07 | 32.4% | 50.0% | 0.0% | 25.0% | 0.0% | 0.0% | 0.0% | 25.0% |
| GS/GG-08 | 34.2% | 33.3% | 0.0% | 33.3% | 0.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-09 | 31.6% | 21.2% | 9.1% | 6.1% | 3.0% | 0.0% | 0.0% | 3.0% |
| GS/GG-10 | 28.2% | 20.0% | 0.0% | 0.0% | 20.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-11 | 31.4% | 24.4% | 12.8% | 11.5% | 0.0% | 0.0% | 0.0% | 0.0% |
| GS/GG-12 | 29.5% | 29.6% | 12.9% | 9.3% | 4.3% | 0.7% | 0.7% | 1.8% |
| GS/GG-13 | 25.4% | 19.9% | 5.4% | 9.6% | 3.5% | 0.5% | 0.0% | 0.9% |
| GS/GG-14 | 21.1% | 17.0% | 5.1% | 7.4% | 3.5% | 0.0% | 0.2% | 0.8% |
| GS/GG-15 | 16.6% | 19.3% | 2.4% | 9.4% | 5.1% | 0.0% | 1.2% | 1.2% |
| Senior Pay Levels | 13.1% | 0.1% | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Pay Grades | 25.0% | 20.9% | 6.4% | 9.0% | 3.7% | 0.3% | 0.3% | 1.1% |
| IC Workforce | 25.0% | 25.0% | 6.1% | 12.0% | 4.2% | 0.2% | 0.5% | 1.9% |

Selected Education and Development Programs

Figure 12 provides information about participation of minorities in education and development programs. Among all individuals participating in these programs, 82.4% were non-minorities, exceeding their 73.9% IC workforce representation. In FY 2016, 17.3% of those participating in these development programs were minorities.

Figure 12: Participation in All Educational Development Programs by RNO (FY 2016)

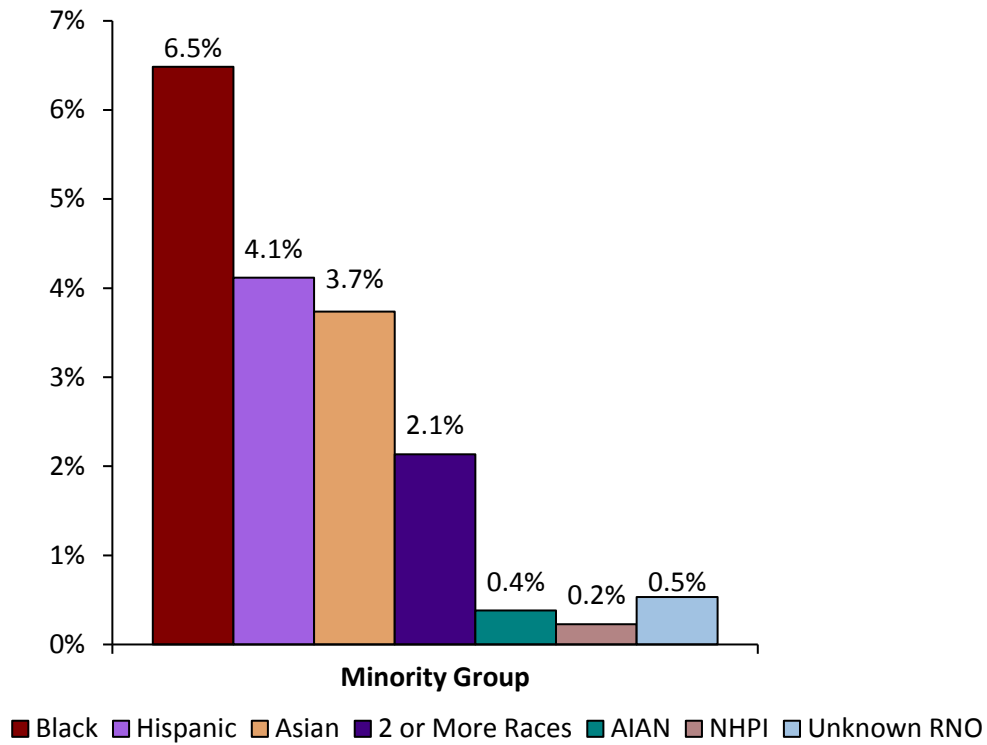
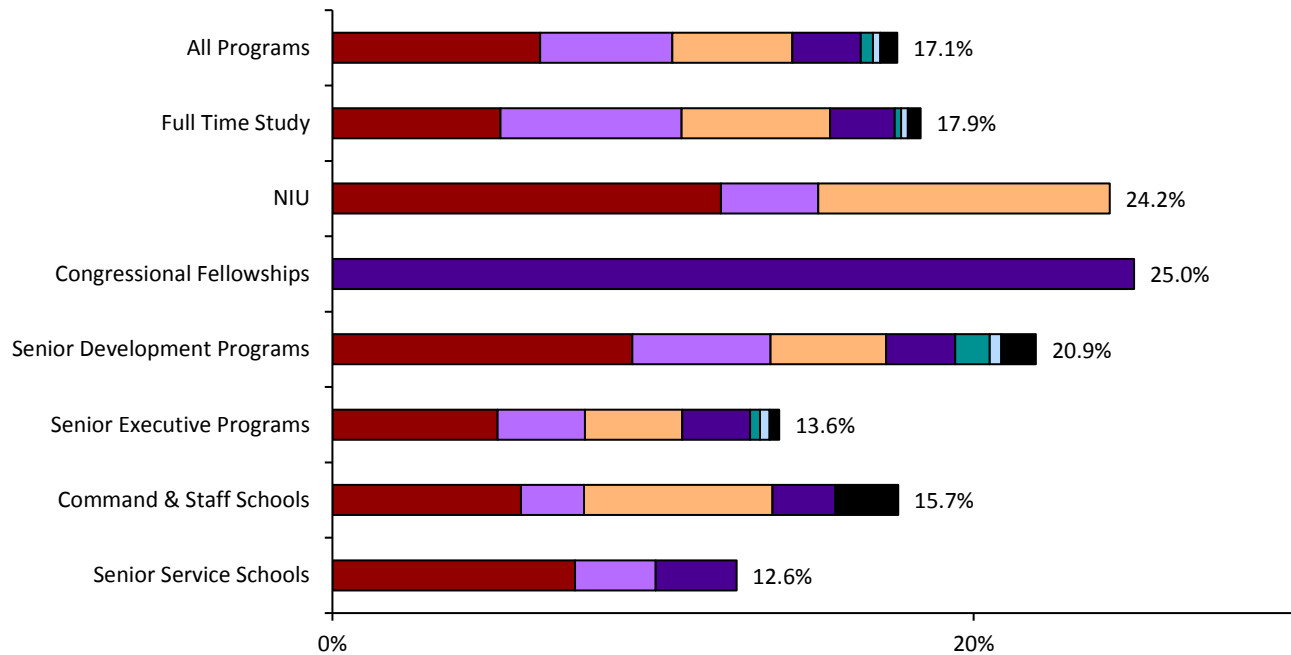


Figure 13 shows that most participants in each program are non-minorities. The program with the most sizable proportion of minorities is the Congressional Fellowships program, which has a comparatively larger proportion of individuals of two or more races participating than in any other Selected Educational Development program in FY 2016. African-Americans and Asian Americans are represented above their respective IC workforce levels in the National Intelligence University (NIU) Programs.

Figure 13: Selected Educational Development by Program and RNO (FY 2016)



| | Senior Service Schools | Command & Staff Schools | Senior Executive Programs | Senior Development Programs | Congressional Fellowships | NIU | Full Time Study | All Programs |
|-----------------|------------------------|-------------------------|---------------------------|-----------------------------|---------------------------|-------|-----------------|--------------|
| Blacks | 7.6% | 5.9% | 5.2% | 9.4% | 0.0% | 12.1% | 5.2% | 6.5% |
| Hispanics | 2.5% | 2.0% | 2.7% | 4.3% | 0.0% | 3.0% | 5.6% | 4.1% |
| Asians | 0.0% | 5.9% | 3.0% | 3.6% | 0.0% | 9.1% | 4.6% | 3.7% |
| 2 or More Races | 2.5% | 2.0% | 2.1% | 2.2% | 25.0% | 0.0% | 2.0% | 2.1% |
| AIANs | 0.0% | 0.0% | 0.3% | 1.1% | 0.0% | 0.0% | 0.2% | 0.4% |
| NHPIs | 0.0% | 0.0% | 0.3% | 0.4% | 0.0% | 0.0% | 0.2% | 0.2% |
| No RNOs | 0.0% | 2.0% | 0.3% | 1.1% | 0.0% | 0.0% | 0.4% | 0.5% |
| All Minorities | 12.6% | 15.7% | 13.6% | 20.9% | 25.0% | 24.2% | 17.9% | 17.1% |

Pat Roberts Intelligence Scholarship Program (PRISP)

The PRISP is a college scholarship/internship program allowing the IC to hire college graduates with skills critical to the IC (e.g., engineering, mathematics, economics, and physics). As shown in Table 27, each year since FY 2012 more than 16% of PRISP scholarships and internships have been awarded to minorities. In FY 2016, more than 18% of those provided a PRISP opportunity were minorities, down from a five-year peak of nearly 28% in FY 2015. To the extent that this program includes diverse individuals with education and training in critical skill areas, the IC benefits by increasing the diversity of qualified applicants.

Table 27: Five-Year Trends in PRISP by RNO (FY 2012 to FY 2016)

| PRISP | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|-------------------|---------|---------|---------|---------|---------|
| Total Minorities | 18.5% | 22.1% | 16.5% | 27.8% | 18.1% |
| Hispanic | 4.5% | 5.7% | 4.5% | 6.3% | 1.4% |
| Black | 2.8% | 5.7% | 3.0% | 8.9% | 8.3% |
| Asian | 6.7% | 5.7% | 5.3% | 10.1% | 5.6% |
| NHPI | 1.1% | 0.8% | 0.0% | 0.0% | 0.0% |
| AIAN | 0.6% | 0.8% | 0.0% | 1.3% | 1.4% |
| Two or More Races | 2.8% | 3.3% | 3.8% | 1.3% | 1.4% |
| Non-Minorities | 81.5% | 77.9% | 60.2% | 63.3% | 76.4% |
| Unknown RNO | 0.0% | 0.0% | 23.3% | 8.9% | 5.6% |

Joint Duty (JD) Program

The IC Civilian JD Program was established pursuant to the Intelligence Reform and Terrorism Prevention Act (IRTPA) requirement that the DNI shall “prescribe mechanisms to facilitate the rotation of personnel of the intelligence community through various elements of the intelligence community...” JD rotations offer civilian employees professional opportunities to broaden and enrich their careers by experiencing the scope of the IC beyond their home elements. The experience helps to develop IC officers who value and foster collaboration as well as 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 JD qualifying experience.

Upon successful completion of these rotations, home IC elements benefit from the expanded professional experiences and networking contacts returning employees bring with them—helping the community evolve into a true “Intelligence Enterprise.” Participation in the program is encouraged for those eligible. Moreover, receiving credit for a JD qualifying experience is required for promotion to senior levels within the IC.

The DNI has established guidance that requires all IC elements to submit an annual plan to increase the number of JDAs as of FY 2016. The total number of IC personnel with JD credit increased two percentage points from 19% in FY 2015 to 21% in FY 2016. This percent increase aligns with increased efforts to promote joint duty opportunities through several fairs hosted by IC

elements. It may also be attributed to the target set by the DNI to increase the number of personnel on JD until 5% of the eligible IC workforce is on rotation at all times by FY 2020 and beyond. The IC has met 2% of the 5% goal as of FY 2016.

As shown in Table 28, there are more minorities with JD credit in each pay grade compared to their representation in the workforce. The share of minorities with JD credit that received promotions in FY 2016 (20.9%) nearly equals the share of minorities with JD credit (21.5%). Data also shows the higher the grade level, the lower the percentage share of minorities with JD credit and the share of those who were promoted in FY 2016, corresponding closely to the workforce representation rates at each level.

As of FY 2016, the percentage of minorities within the IC with JD credit increased one percentage point compared to FY 2015, from 3% to 4%. Although it is reported in Table 29 that minorities make up only 21.5% of personnel with JD credit, this is also one percentage point increase, up from 20.5% in FY 2015 to 21.5% in FY 2016. Both percentage increases illustrate that the share of minorities with JD credit in the IC is growing, which should indicate an improving eligible pool of minority individuals who can be considered for future promotion to the senior ranks. However, only 21.5% of the GS/GG-11 and above employees with JD credit are minorities, which is nearly 3 percentage points below the 24.4% rate of representation of minorities in the GS/GG-11 and above workforce.

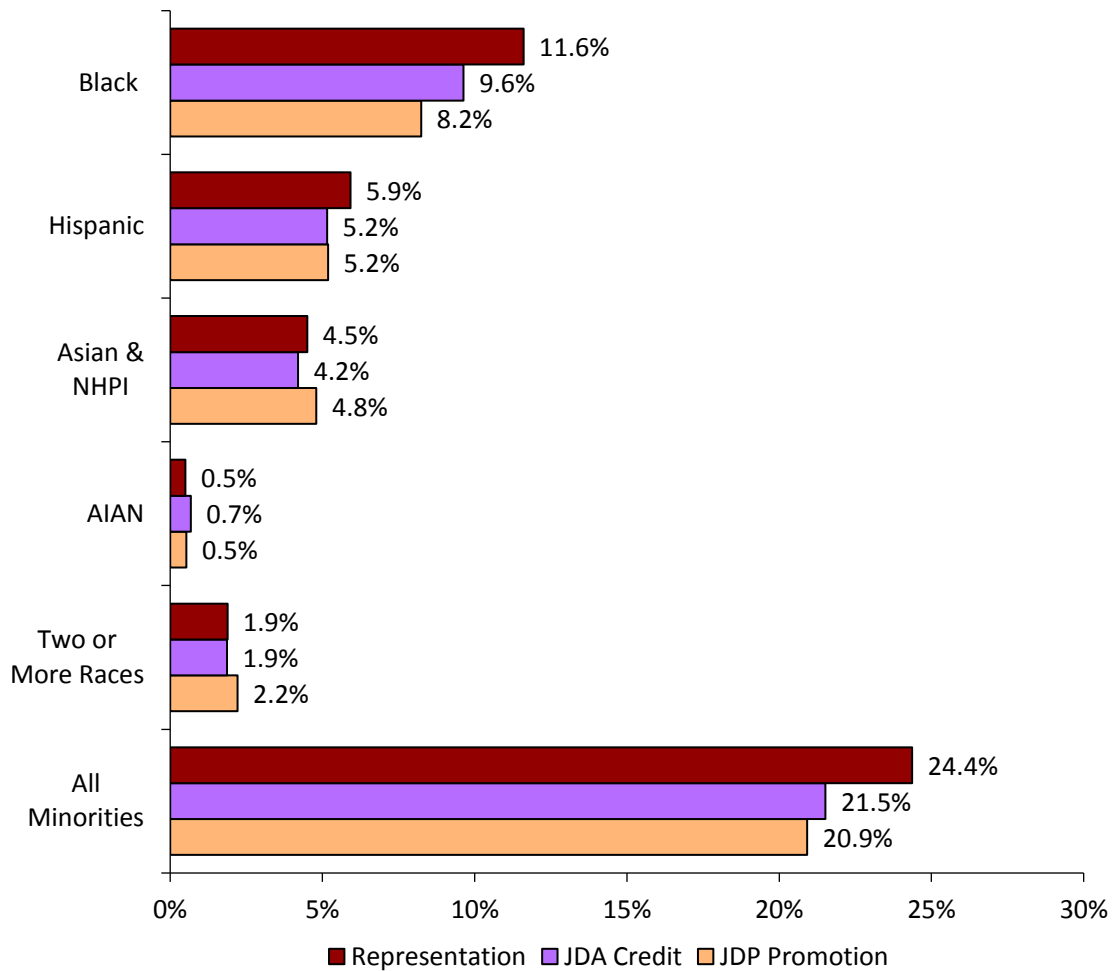
Table 28: Joint Duty Credits and Promotions by RNO Group and Grade (FY 2016)

| IC Workforce Pay Grade | Minority Representation | | |
|---------------------------|-------------------------------|-----------------------------------|-----------------------------|
| | Share of Joint Duty Credit | Share of Joint Duty Promotions | Workforce Representation |
| | Total Minorities | Total Minorities | Total Minorities |
| GS/GG-11 | 38.2% | 14.3% | 31.4% |
| GS/GG-12 | 31.5% | 25.0% | 29.5% |
| GS/GG-13 | 26.3% | 21.5% | 25.4% |
| GS/GG-14 | 22.4% | 23.9% | 21.1% |
| GS/GG-15 | 17.1% | 18.9% | 16.6% |
| Senior Positions | 13.4% | 13.1% | 13.1% |
| All Grades \geq 11 | 21.5% | 20.9% | 24.4% |

Note. Table 28 does not include FBI, DHS, and U.S. Treasury OIA data.

Figure 14 illustrates that in FY 2016, minorities with JD credit received only 20.9% of the promotions of employees with JD credit, which is 3.5 percentage points below the minority representation rate in the GS/GG-11 and above workforce and 3.2 percentage points below the minority share of promotions in the overall workforce in FY 2016.

Figure 14: Joint Duty Credit and Promotion by RNO



Chapter 3. Women in the IC

Our Nation derives strength from the diversity of its population and from its commitment to equal opportunity for all. We are at our best when we draw on the talents of all parts of our society, and our greatest accomplishments are achieved when diverse perspectives are brought to bear to overcome our greatest challenges.

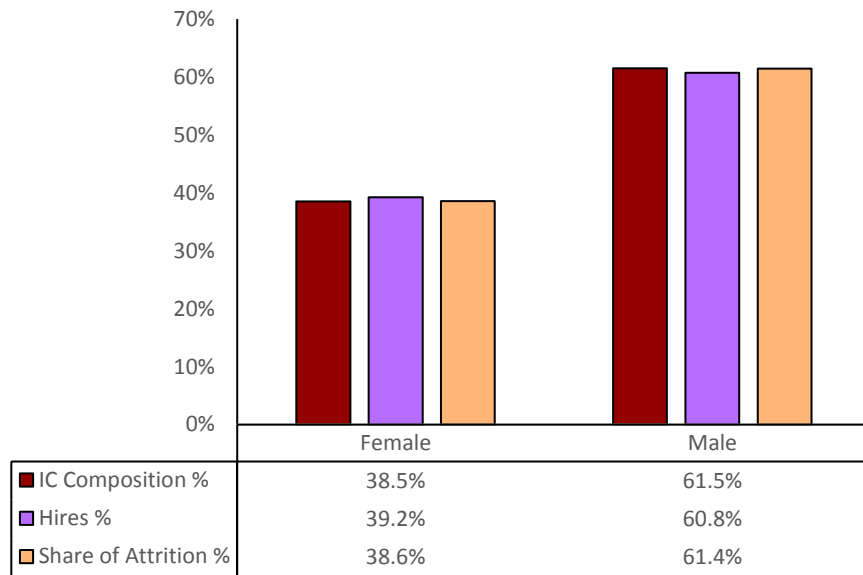
-President Obama, Executive Order 13583

Highlights of the Female Workforce

Across the IC, targeted ongoing efforts such as the IC Women's Summit have supported the increase in hires of and promotions for women. Overall women hires increased slightly from 38.2% in FY 2015 to 39.2% in FY 2016. IC diversity and inclusion activities relating to women serve as indicators of gradual progress towards increasing female representation in the IC, particularly for developing a pipeline of women into senior and leadership positions. While the female representation of 38% remained unchanged from FY 2015 to FY 2016, Figure 15 shows that the percentage of women hired in FY 2016 is slightly higher than representation in the workforce and the share of attrition.

In FY 2016, women received promotions and recognition above their representation rate. They earned nearly 45% of promotions and received nearly 42% of the honorary awards recognizing outstanding service in the IC. Women hires at the senior pay levels increased from 18.2% in FY 2015 to 23.3% in FY 2016; at the GS/GG-14 grade level from 33.9% in FY 2015 to 38.1% in FY 2016, and GS/GG-12 levels from 33.6% in FY 2015 to 35.8% in FY 2016. The representation of women at the entry-level was 40%. Likewise, women hires at GS/GG-10 level have increased from 29.3% in FY 2015 to 34.9% in FY 2016.

Figure 15: FY 2016 Gender Composition, Hires, and Attrition



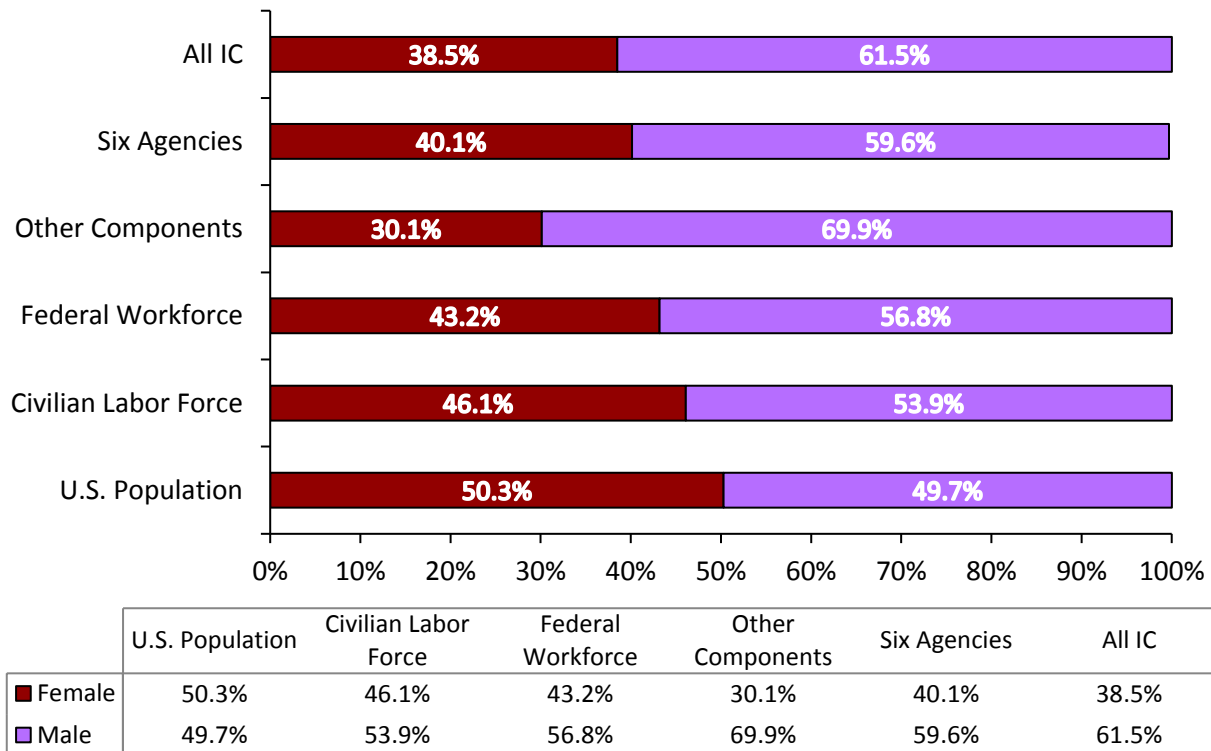
Through the conclusion of the barrier analysis in December 2016, the IC has identified findings which could contribute to the attrition rate of women. The IC will collectively work to implement the recommendations outlined below:

| Focus Area | Finding | Recommendation |
|------------------------------|---|--|
| Advancement | Minority and women demographic groups perceive unfairness across a number of employment practices, particularly promotion and advancement opportunities. There is a common concern that impenetrable majority groups limit women and minorities' access to premium job assignments, mentoring and performance feedback. | Increase exposure opportunities by providing active mentorship opportunities, where there is professional investment by the mentor in the mentee, and shadowing programs that connect employees from traditionally underrepresented groups with other members of the workforce, focused on core mission. |
| Work/Life Integration | Issues with work/life integration seem to be systemic process issues that affect all employees within the IC; however, these issues may have greater impact on underrepresented groups, such as women who more often have primary caregiver responsibilities. ¹⁰ | Provide employees the flexibility needed to better manage work/life balance. |

¹⁰ Parker, Kim, "Despite progress, women still bear heavier load than men in balancing work and family" FACTTANK, March 10, 2015. <http://www.pewresearch.org/fact-tank/2015/03/10/women-still-bear-heavier-load-than-men-balancing-work-family/>

Figure 16 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 elements groups, Figure 16 also shows that the six agencies (40.1%) are closer to the FW benchmark (43.2%) than the other components (30.1%).

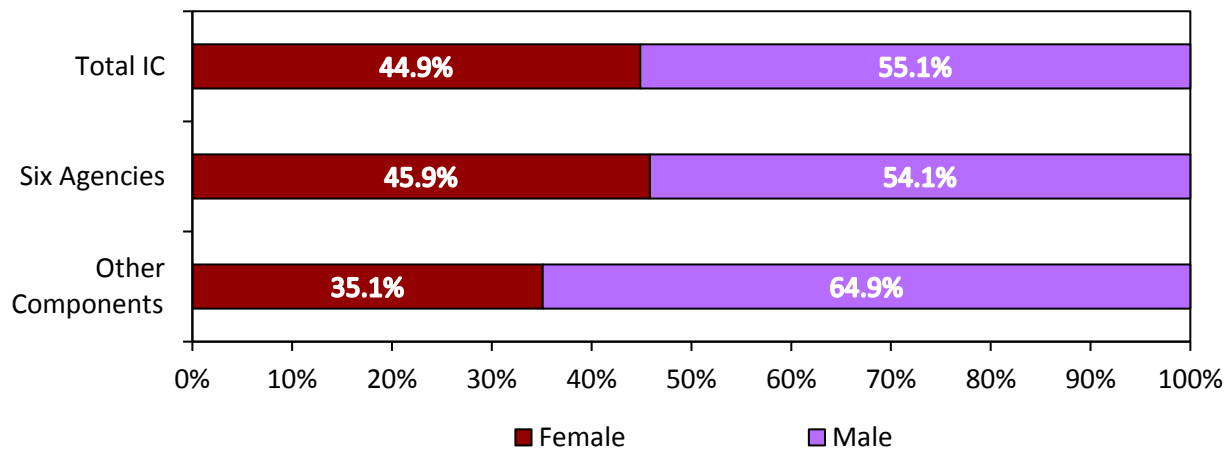
Figure 16: Gender Workforce Compared to Benchmarks¹¹ (FY 2016)



¹¹ CLF figures are from the 2014 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>

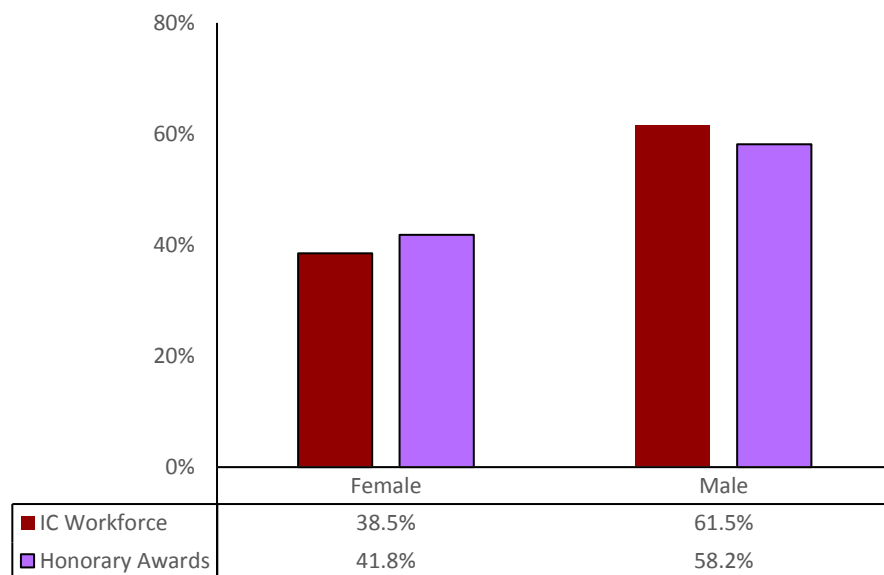
As the IC continues to strengthen its efforts to attract and retain women, areas of significant progress are evident. Although women represented 38.5% of the IC (Figure 16), they earned 44.9% of promotions as shown in Figure 17. When focusing on the six agencies and the other components, both groups have promoted women at higher proportions (45.9% for the six agencies and 35.1% for the other components) than their overall female representation (40.4% for the six agencies and 30.1% for the other components).

Figure 17: Promotions in the IC by Gender (FY 2016)



Women across the IC workforce received a large proportion of honorary awards, which recognize their outstanding service to the IC. Figure 18 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 18: 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 29, one sees a significant pool of women in the mid-grades 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.

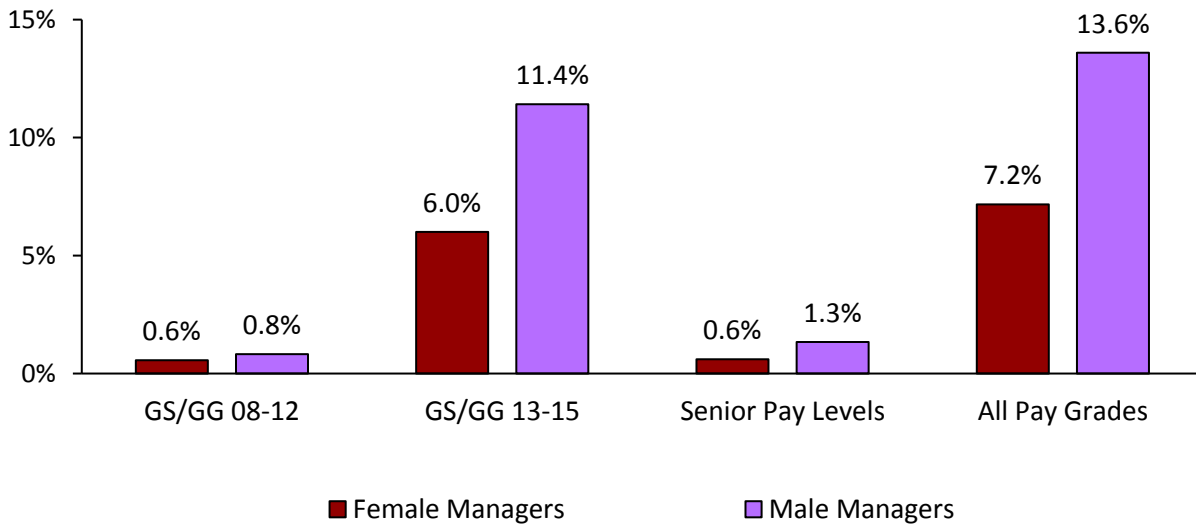
Table 29: Workforce Composition by Pay Grade (FY 2016)

| IC Workforce | Gender | |
|-------------------|--------|-------|
| Pay Grade | Female | Male |
| Wage Grade | 3.7% | 96.3% |
| GS/GG-01 | N/A | N/A |
| GS/GG-02 | 40.6% | 59.4% |
| GS/GG-03 | 41.6% | 58.4% |
| GS/GG-04 | 41.3% | 58.7% |
| GS/GG-05 | 62.1% | 37.9% |
| GS/GG-06 | 61.3% | 38.7% |
| GS/GG-07 | 50.7% | 49.3% |
| GS/GG-08 | 65.2% | 34.8% |
| GS/GG-09 | 49.8% | 50.2% |
| GS/GG-10 | 37.4% | 62.6% |
| GS/GG-11 | 46.6% | 53.4% |
| GS/GG-12 | 42.9% | 57.1% |
| GS/GG-13 | 35.9% | 64.1% |
| GS/GG-14 | 34.4% | 65.6% |
| GS/GG-15 | 33.1% | 66.9% |
| Senior Pay Levels | 29.8% | 70.2% |
| All Pay Grades | 38.5% | 61.5% |

Managers

Figure 19 shows a comparison of female and male managers. Female and male managers together comprise 20.8% of the total IC workforce. Females represent 38.5% of the IC workforce, and 35% of all manager positions (7.2% 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-13-15, but nearly twice as many men are managers in those grades as compared to women (11.4% to 6.0%).

Figure 19: Managers by Gender and Pay Grade as a Proportion of the Workforce (FY 2016)



Hiring and Attrition

For the five years shown in Figure 20, the proportion of women in the IC has remained relatively static. Over the same period, hiring has increased but has been offset by an increase in attrition. Female share of attrition, however, dropped in FY 2016, indicating the potential for an increase in their representation in the workforce next year.

Figure 20: Five-Year Workforce Dynamic Trends by Gender (FY 2012 to FY 2016)

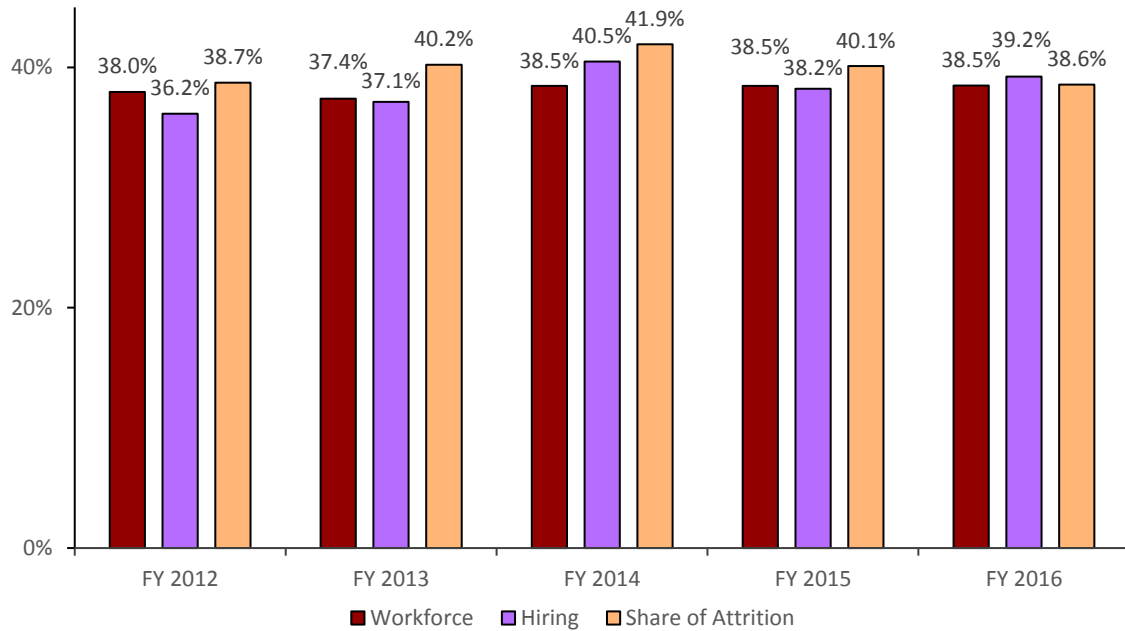


Figure 21 compares female hires in the other components and the six agencies. Women in the six agencies make up a larger proportion of new hires (42.7%) compared to women in the other components (30.1%).

Figure 21: Hiring by Gender (FY 2016)

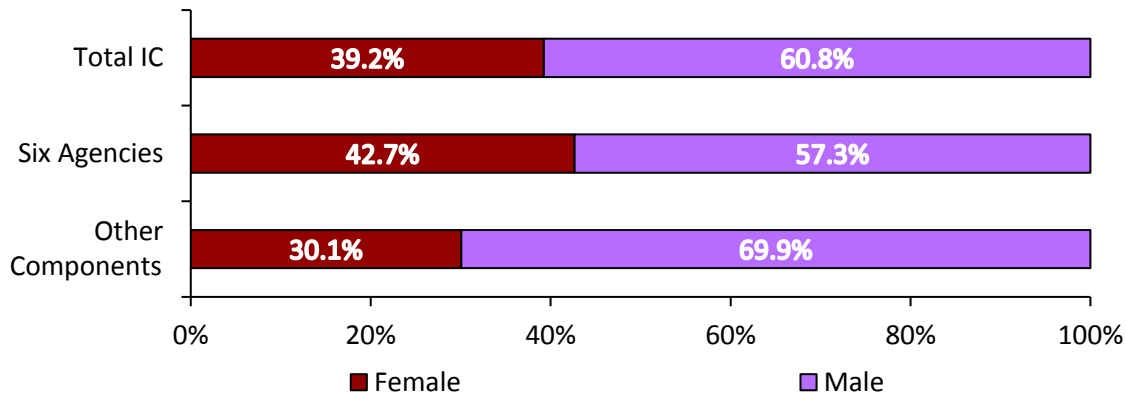


Table 30 shows that a larger proportion of women are being hired into the lower grades while hiring of women decreases in the upper grades.

Table 30: Hiring by Gender and Pay Grade (FY 2016)

| IC Workforce Hires Pay Grade | Gender | |
|---------------------------------|--------|-------|
| | Female | Male |
| Wage Grade | 3.1% | 96.9% |
| GS/GG-01 | N/A | N/A |
| GS/GG-02 | 51.5% | 48.5% |
| GS/GG-03 | 50.0% | 50.0% |
| GS/GG-04 | 30.8% | 69.2% |
| GS/GG-05 | 70.4% | 29.6% |
| GS/GG-06 | 65.5% | 34.5% |
| GS/GG-07 | 45.2% | 54.8% |
| GS/GG-08 | 47.0% | 53.0% |
| GS/GG-09 | 44.7% | 55.3% |
| GS/GG-10 | 34.9% | 65.1% |
| GS/GG-11 | 39.7% | 60.3% |
| GS/GG-12 | 35.8% | 64.2% |
| GS/GG-13 | 30.6% | 69.4% |
| GS/GG-14 | 38.1% | 61.9% |
| GS/GG-15 | 33.6% | 66.4% |
| Senior Pay Levels | 23.3% | 76.7% |
| All Pay Grades | 39.2% | 60.8% |

As noted below in Figure 22, women in the other components are leaving the IC at a higher rate (10.9%) than women in the six agencies (5.3%). 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 22: Attrition Rates by Gender Compared to Overall Rates (FY 2016)

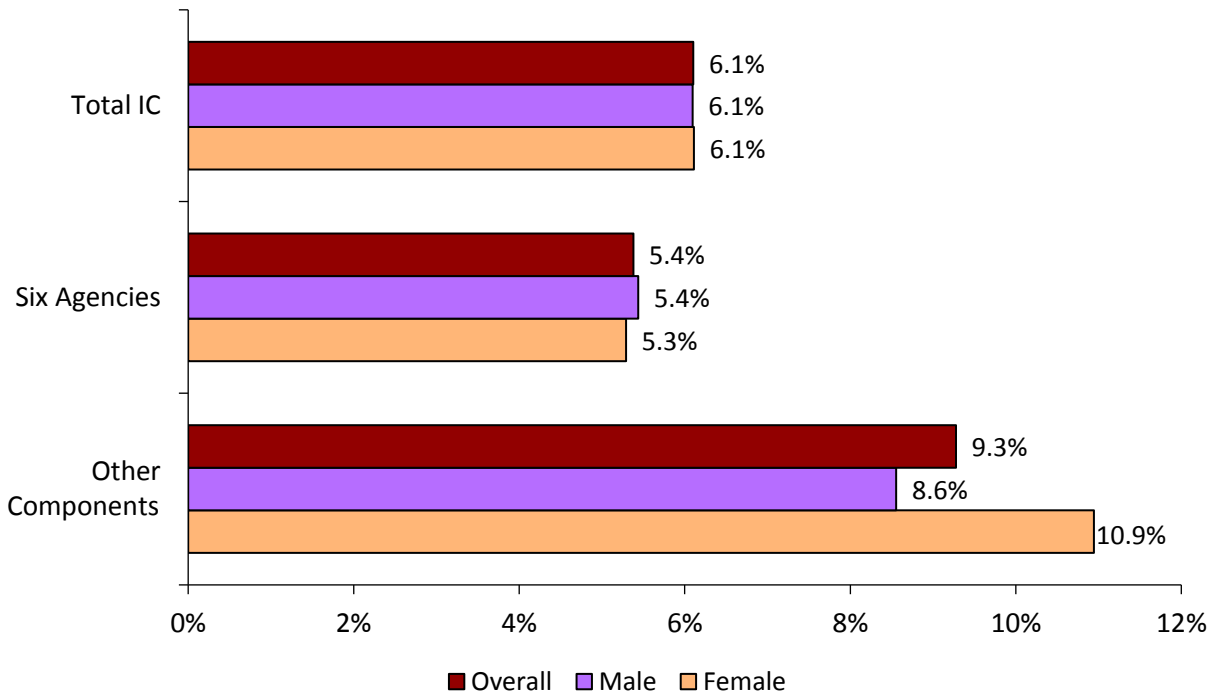


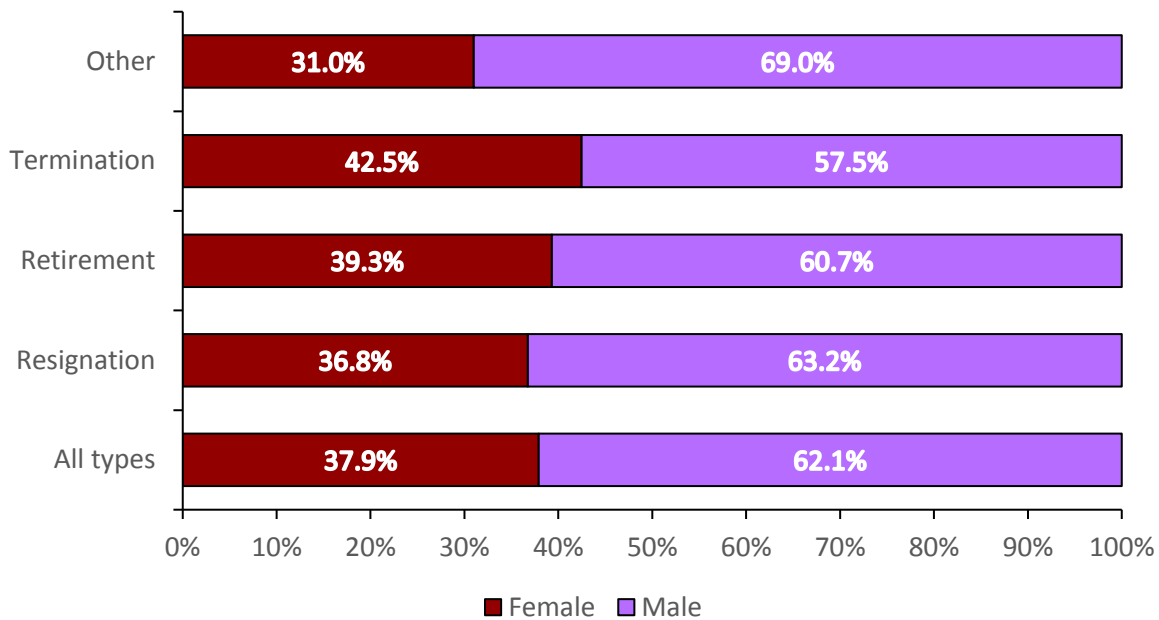
Table 31 highlights the IC's success at retaining women at the higher grade levels, though fewer women are in those grades.

Table 31: Overall Share of Attrition by Gender and Pay Grade

| IC Workforce Attrition Pay Grade | Gender | |
|-------------------------------------|--------|-------|
| | Female | Male |
| Wage Grade | 6.5% | 93.5% |
| GS/GG-01 | N/A | N/A |
| GS/GG-02 | 45.5% | 54.5% |
| GS/GG-03 | 62.5% | 37.5% |
| GS/GG-04 | 66.7% | 33.3% |
| GS/GG-05 | 15.5% | 84.5% |
| GS/GG-06 | 55.6% | 44.4% |
| GS/GG-07 | 49.9% | 50.1% |
| GS/GG-08 | 68.9% | 31.1% |
| GS/GG-09 | 50.9% | 49.1% |
| GS/GG-10 | 46.2% | 53.8% |
| GS/GG-11 | 45.3% | 54.7% |
| GS/GG-12 | 42.0% | 58.0% |
| GS/GG-13 | 37.6% | 62.4% |
| GS/GG-14 | 36.4% | 63.6% |
| GS/GG-15 | 31.3% | 68.7% |
| Senior Pay Levels | 23.4% | 76.6% |
| All Pay Grades | 38.6% | 61.4% |

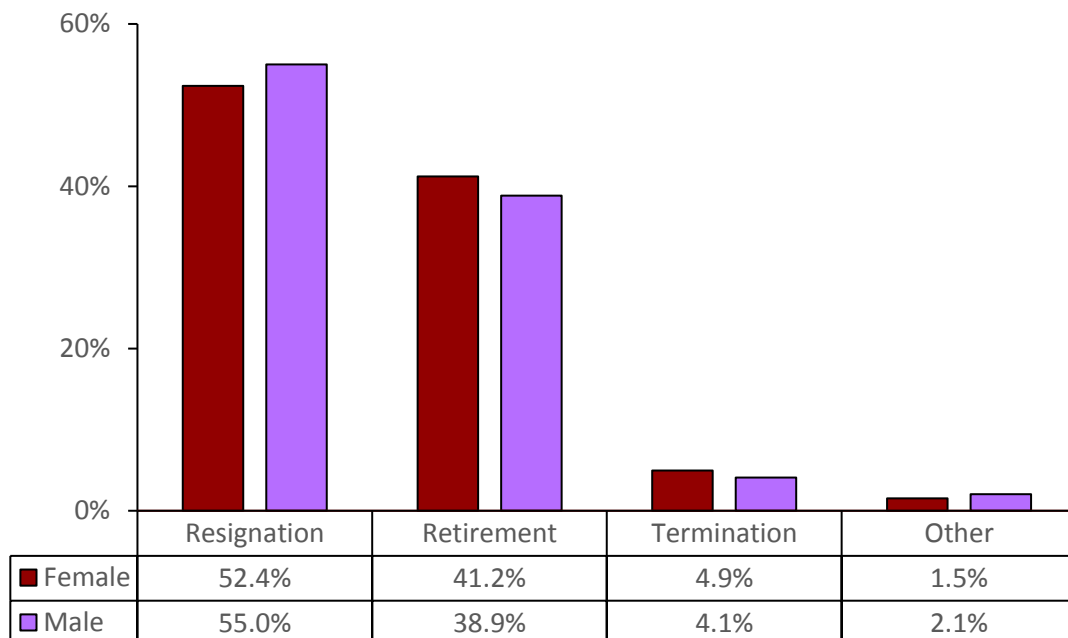
Figure 23 compares male to female overall share of attrition by type. Female attrition is 37.9% which is slightly higher than female representation of 38.5% in the IC workforce.

Figure 23: Gender Overall Share of Attrition by Type¹² (FY 2016)



Looking at the attrition type percentages across women as shown in Figure 24, women are resigning more often than they retire.

Figure 24: Female versus Male Attrition Type



¹² The female share of attrition is 38.6%, but some agencies are unable to report attrition by type. In FY 2016, this causes the share of attrition in this figure to be slightly larger (39.4%).

Promotions

Table 32 illustrates that women receive promotions at a rate greater than their overall representation — 44.9% of promotions compared to 38.5% of the workforce. However, women receive somewhat fewer promotions at GS/GG-13 and above, though still at rates that exceed their rates of workforce representation in each of those pay grades (compare to Table 29 on page 69).

Table 32: Promotions by Gender and Pay Grade (FY 2016)

| IC Workforce Promotions Pay Grade | Gender | |
|---|--------|-------|
| | Female | Male |
| Wage Grade | 9.5% | 90.5% |
| GS/GG-01 | N/A | N/A |
| GS/GG-02 | 43.0% | 57.0% |
| GS/GG-03 | 48.3% | 51.7% |
| GS/GG-04 | 59.2% | 40.8% |
| GS/GG-05 | 63.5% | 36.5% |
| GS/GG-06 | 69.3% | 30.7% |
| GS/GG-07 | 54.3% | 45.7% |
| GS/GG-08 | 53.5% | 46.5% |
| GS/GG-09 | 51.5% | 48.5% |
| GS/GG-10 | 40.1% | 59.9% |
| GS/GG-11 | 46.3% | 53.7% |
| GS/GG-12 | 48.7% | 51.3% |
| GS/GG-13 | 41.1% | 58.9% |
| GS/GG-14 | 36.5% | 63.5% |
| GS/GG-15 | 36.9% | 63.1% |
| Senior Pay Levels | 35.7% | 64.3% |
| All Pay Grades | 44.9% | 55.1% |

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

Although Table 33 shows that women received a large percentage of monetary awards in FY 2016, 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 (\$2,000 and above).

Table 33: Monetary Awards by Gender and Award Amount (FY 2016)

| IC Workforce Monetary Awards Award Amount | Gender | |
|---|--------|-------|
| | Female | Male |
| Less than \$1000 | 43.6% | 56.4% |
| \$1000 to \$1999 | 43.9% | 56.1% |
| \$2000 to \$4999 | 40.9% | 59.1% |
| \$5000 to \$9999 | 33.2% | 66.8% |
| \$10000 or More | 31.7% | 68.3% |
| All Amounts | 41.9% | 58.1% |
| IC Workforce | 38.5% | 61.5% |

In honorary awards, shown in Table 34, women were overrepresented as recipients of these awards compared to their representation in the workforce, a pattern that was repeated across grades GS/GG 05-12.

Table 34: Honorary Awards in the IC by Gender and Pay Grade (FY 2016)

| IC Workforce Honorary Awards | Gender | |
|---------------------------------|--------|-------|
| | Female | Male |
| Wage Grade | 4.7% | 95.3% |
| GS/GG-01 | 33.3% | 66.7% |
| GS/GG-02 | 20.0% | 80.0% |
| GS/GG-03 | 37.5% | 62.5% |
| GS/GG-04 | 25.0% | 75.0% |
| GS/GG-05 | 67.7% | 32.3% |
| GS/GG-06 | 69.4% | 30.6% |
| GS/GG-07 | 58.7% | 41.3% |
| GS/GG-08 | 70.7% | 29.3% |
| GS/GG-09 | 57.0% | 43.0% |
| GS/GG-10 | 54.7% | 45.3% |
| GS/GG-11 | 48.6% | 51.4% |
| GS/GG-12 | 48.9% | 51.1% |
| GS/GG-13 | 39.3% | 60.7% |
| GS/GG-14 | 35.9% | 64.1% |
| GS/GG-15 | 33.5% | 66.5% |
| Senior Pay Levels | 33.4% | 66.6% |
| All Pay Grades | 41.8% | 58.2% |
| IC Workforce | 38.5% | 61.5% |

Table 35 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-06-08, to a low of 33.4% in GS/GG-14 and none in GS/GG-04. 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 35: QSIs by Gender and Pay Grade (FY 2016)

| IC Workforce QSIs Pay Grade | Gender | |
|--------------------------------|--------|--------|
| | Female | Male |
| Wage Grade | N/A | N/A |
| GS/GG-01 | N/A | N/A |
| GS/GG-02 | N/A | N/A |
| GS/GG-03 | N/A | N/A |
| GS/GG-04 | 0.0% | 100.0% |
| GS/GG-05 | N/A | N/A |
| GS/GG-06 | 100.0% | 0.0% |
| GS/GG-07 | 100.0% | 0.0% |
| GS/GG-08 | 100.0% | 0.0% |
| GS/GG-09 | 48.5% | 51.5% |
| GS/GG-10 | 60.0% | 40.0% |
| GS/GG-11 | 48.7% | 51.3% |
| GS/GG-12 | 42.5% | 57.5% |
| GS/GG-13 | 34.6% | 65.4% |
| GS/GG-14 | 33.4% | 66.6% |
| GS/GG-15 | 41.3% | 58.7% |
| Senior Pay Levels | N/A | N/A |
| All Pay Grades | 37.6% | 62.4% |
| IC Workforce | 38.5% | 61.5% |

Selected Education and Development Programs

Figure 25 shows that women's participation in selected education and development programs was proportionate to their workforce representation. In addition, Figure 25 illustrates that women in the six agencies participate at higher rates when compared to the other components. In the six agencies women represent 38.3% of participants in educational and development programs even though they are 40.4% of the six agencies' total workforce. In contrast, in the other components women represent 34.8% of persons in educational and development programs compared to 30.1% of the other components' total workforce.

Figure 25: Selected Education and Development Programs by Gender

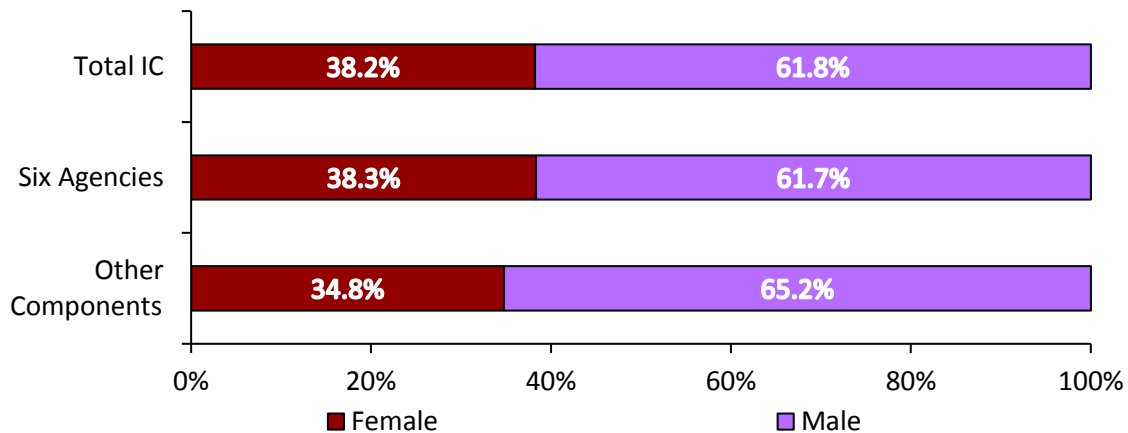
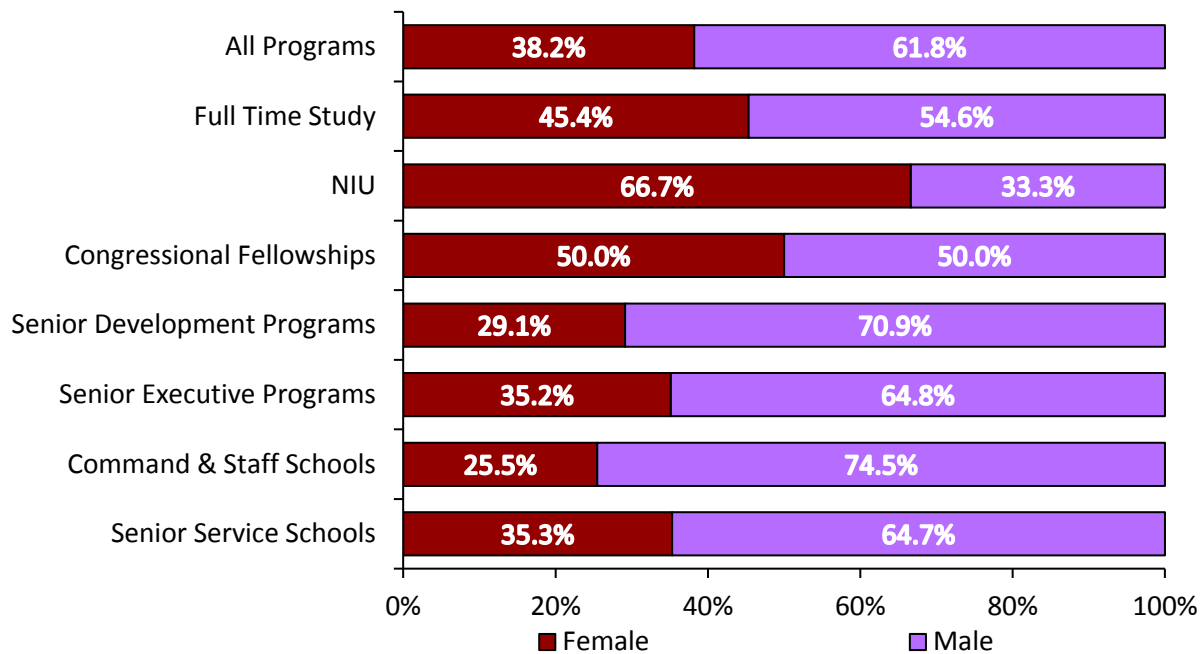


Figure 26 presents a gender analysis of select programs, showing that most participants are men with half or more taking part in each of the programs; the exception is the NIU which had the highest proportion of women (66.7%). Conversely, Command and Staff Schools had the lowest female participation rate in FY 2016.

Figure 26: Selected Educational Development by Program and Gender (FY 2016)



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, and physics). As shown in Table 36, women's participation in PRISP has fluctuated from FY 2012 to FY 2016. It remained the same in FY 2012 and FY 2013, then decreased in FY 2014 before increasing in FY 2015 and FY 2016. In FY 2016, female participation in PRISP was at a five-year high with women holding more than half of the scholarships and internships (56.9%)

Table 36: Five-Year Trends in PRISP by Gender (FY 2012 to FY 2016)

| PRISP | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|--------|---------|---------|---------|---------|---------|
| Female | 39.3% | 39.3% | 38.3% | 42.9% | 56.9% |
| Male | 60.7% | 60.7% | 61.7% | 57.1% | 43.1% |

The Stokes scholarship program selects and prepares college students for careers in the IC. It is important to note that only four IC agencies participate in the Stokes program: NSA, CIA, DIA, and NGA. As shown in Table 37, 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 37: Five-Year Trends in the Stokes Program by Gender (FY 2012 to FY 2016)

| STOKES | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
|--------|---------|---------|---------|---------|---------|
| Female | 47.2% | 28.8% | 26.1% | 31.7% | 33.9% |
| Male | 52.8% | 71.2% | 73.9% | 68.3% | 66.1% |

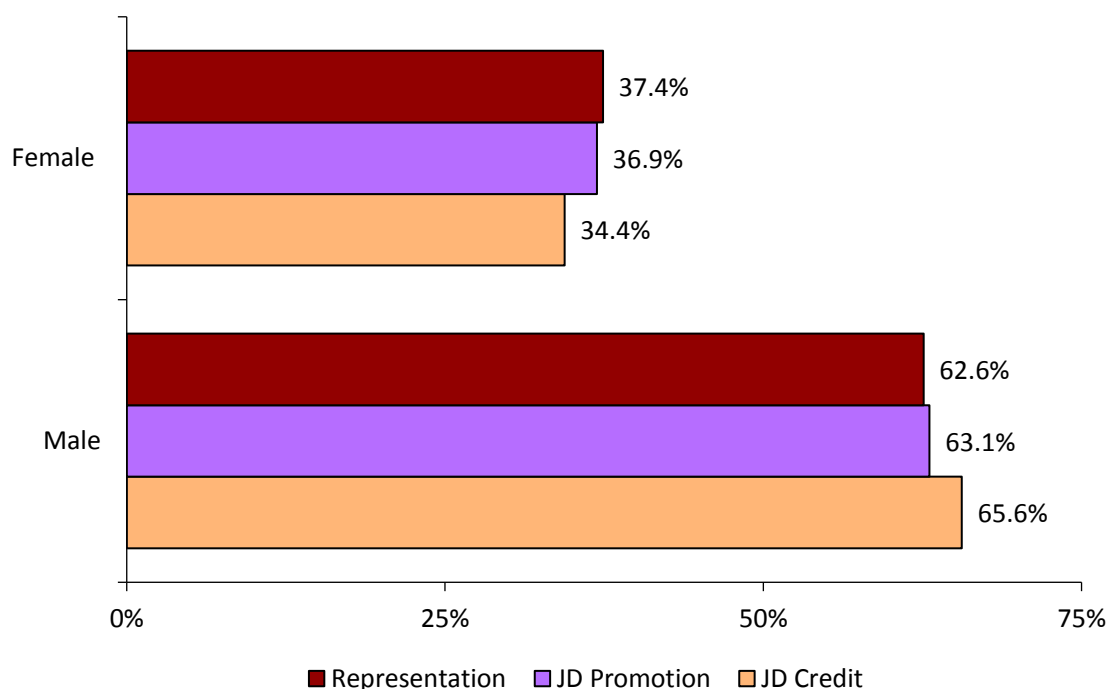
Joint Duty Program

As previously mentioned, JD is a personnel rotation program, open to GS/GG-11 through senior positions, allowing employees to work for limited durations in different IC elements. JD credit is a prerequisite for promotion to senior positions within IC elements. It is relevant to note that 90% of the IC's population resides in GS/GG-11 to senior levels. While 20.6% of the IC have earned JD credit, 7.3% of those with JD credit earned by FY 2016 (may have been earned prior to FY 2016) were promoted in FY 2016.

In the overall IC GS/GG-11 and higher grade group, females make up 37.4% of the population and represent 34.4% of the IC JD credit population. 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 senior positions than in the IC workforce.

Figure 27 illustrates that among personnel with JD credit who were promoted in FY 2016, a smaller share of women (36.9%) were promoted than men (63.1%), consistent with their workforce representation in the GS/GG-11 through senior pay levels: females represented at 37.4% and males at 62.6%.

Figure 27: Joint Duty Credits and Promotions by Gender



Although the total number of IC personnel with JD credit increased two percentage points compared to last year, from 19% in FY 2015 to 21% in FY 2016. Table 38 indicates that 34.4% of females have JD credit, similar to what was reported in FY 2015 (34.5%).

Table 38: Joint Duty Credits and Promotions by Gender and Grade (FY 2016)

| IC Workforce | Gender Representation | | | | | |
|----------------------|-----------------------|-------|-----------------------|-------|-----------|-------|
| | Joint Duty Credit | | Joint Duty Promotions | | Workforce | |
| Pay Grade | Female | Male | Female | Male | Female | Male |
| GS/GG-11 | 32.7% | 67.3% | 42.9% | 57.1% | 46.6% | 53.4% |
| GS/GG-12 | 40.3% | 59.7% | 43.5% | 56.5% | 42.9% | 57.1% |
| GS/GG-13 | 37.3% | 62.7% | 40.2% | 59.8% | 35.9% | 64.1% |
| GS/GG-14 | 33.8% | 66.2% | 35.1% | 64.9% | 34.4% | 65.6% |
| GS/GG-15 | 33.1% | 66.9% | 34.3% | 65.7% | 33.1% | 66.9% |
| Senior Positions | 30.5% | 69.5% | 35.4% | 64.6% | 29.8% | 70.2% |
| All Grades \geq 11 | 34.4% | 65.6% | 36.9% | 63.1% | 37.4% | 62.6% |

Note. Table 38 does not include FBI, DHS, and U.S. Treasury OIA data.

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

Creating a diverse Federal workforce that draws from all segments of society requires sustained commitment to ensuring a level playing field upon which applicants and employees may compete for opportunities within Government. Sustaining the highest levels of integrity and professionalism throughout new outreach and recruiting efforts is paramount to achieving the strategic vision set out in this plan.

– OPM Government-wide Inclusive Diversity Strategic Plan, 2016

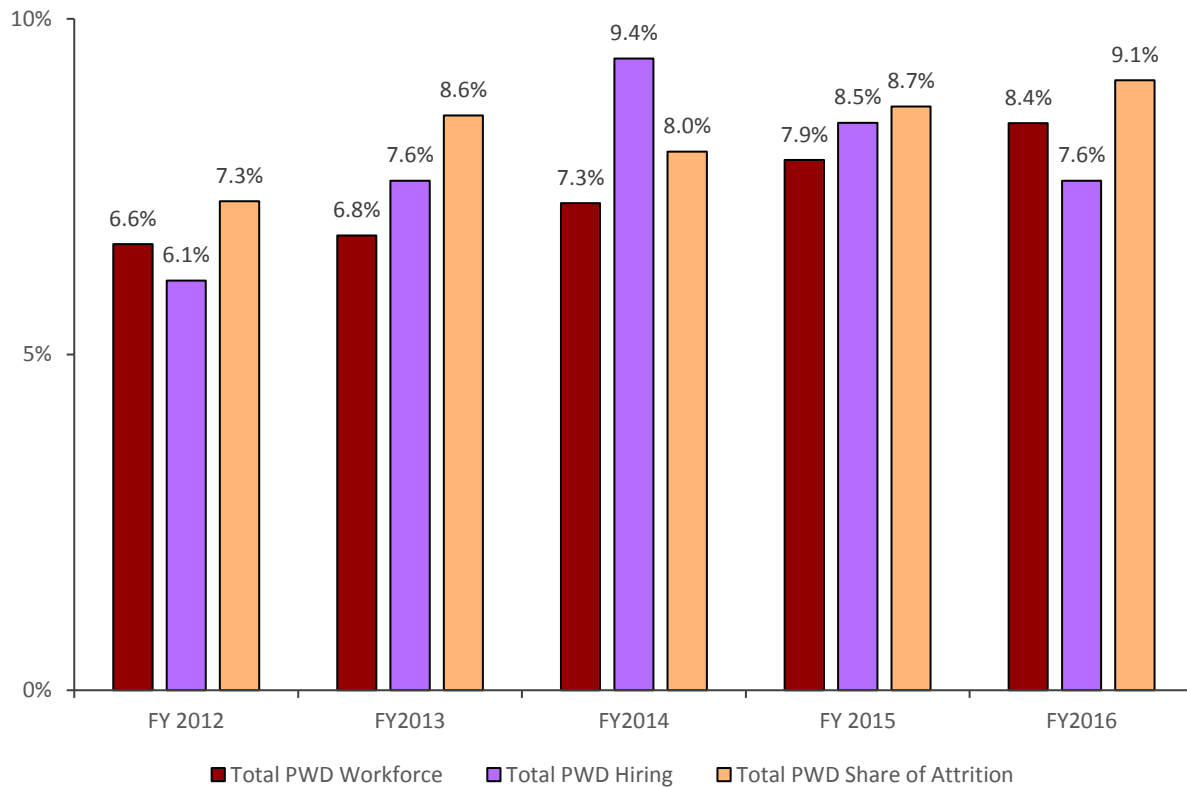
Highlights of PWD Workforce

The IC strives to be a model employer with regard to recruitment, hiring, advancement, and retention of PWD. Disability information is generally captured on the federal government Standard Form (SF-256), which was revised in October 2016. Though disability status is generally captured at the time an individual initially joins the IC, individuals may later acquire disabilities. The IC has established interagency working groups to expand opportunities for PWD, focused on: recruitment, hiring, and retention; workplace accommodations; and information technology accessibility and 508 compliance. In addition, the IC oversees compliance with legal mandates that prohibit discrimination against PWD under the Rehabilitation Act of 1973, and strives to incorporate executive-level directives and policy guidance to increase opportunities for PWD as part of the IC's strategic diversity framework. The IC has adopted the federal government-wide goal to ensure that at least 2% of its workforce are persons with targeted disabilities (PWTD).¹³ In addition, the IC seeks to improve its collection of demographic metrics on PWD, and encourages individuals to amend their personnel records to self-disclose disability status through workforce re-surveys.

¹³ Targeted disabilities are the most severe disabilities to include deafness, blindness, partial or total paralysis, missing extremities, traumatic brain injury, dwarfism, intellectual disability, psychiatric disability, developmental disability, epilepsy or seizure disorder, significant disfigurement, and significant mobility impairment.

Figure 28 shows the proportion of PWD in the workforce has grown in the past five years by 1.8%. In addition, PWD hiring and attrition shares have increased over the same time period. PWD share of hiring decreased in FY 2016 from FY 2015 which decreased from a five-year peak in FY 2014.

Figure 28: Five-Year PWD Trends (FY 2012 to FY 2016)



Share of attrition among PWD (9.1%), especially among the PWTD subset (0.7%), were higher than the IC's overall attrition rate of 6.1%. As shown in Table 39, PWD share of hires (all grades) was lower than their overall share of attrition. When looking at the GS/GG-14 and higher grades in Table 39, 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 grades GS/GG-07 through 13.

Table 39: Share of PWD Hiring, Attrition and Workforce Representation by Pay Grade (FY 2016)

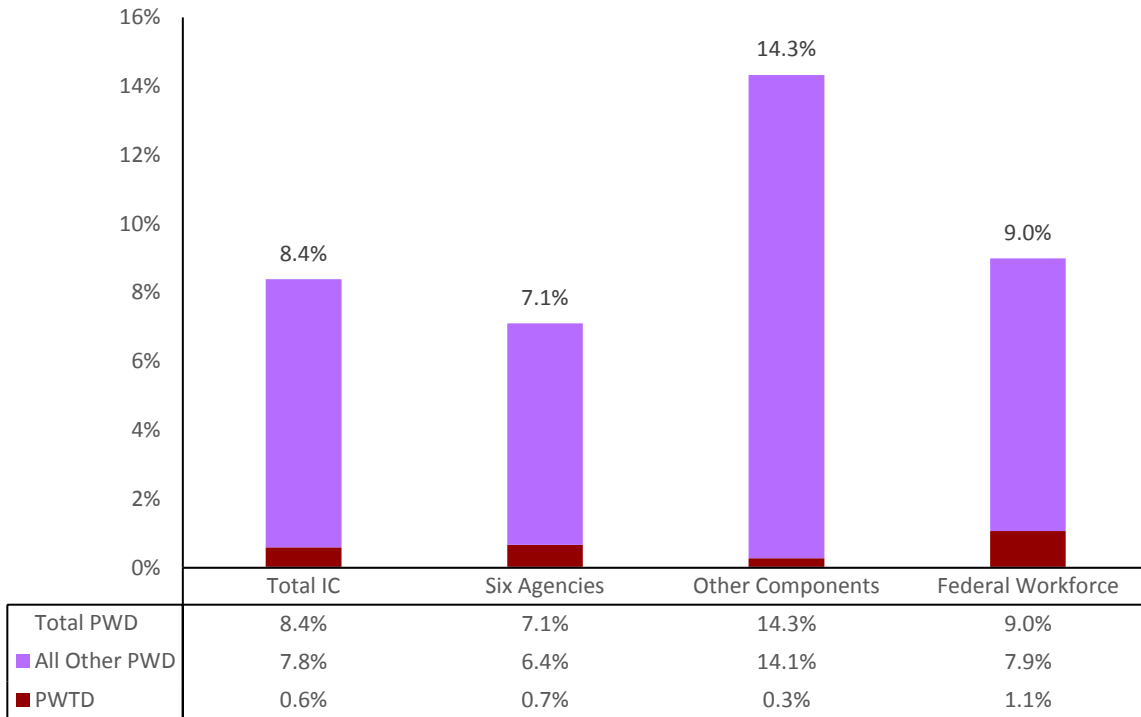
| IC Workforce | PWD Representation | | | | | |
|------------------|--------------------|----------|-----------|----------|-----------|----------|
| | Hiring | | Attrition | | Workforce | |
| Pay Grade | Total PWD | Targeted | Total PWD | Targeted | Total PWD | Targeted |
| Wage Grade | 15.7% | 0.0% | 6.5% | 0.0% | 8.4% | 0.8% |
| GS/GG-01 | N/A | N/A | N/A | N/A | N/A | N/A |
| GS/GG-02 | 3.0% | 0.0% | 4.5% | 0.0% | 12.3% | 0.0% |
| GS/GG-03 | 25.0% | 0.0% | 0.0% | 0.0% | 11.9% | 3.0% |
| GS/GG-04 | 15.4% | 0.0% | 0.0% | 0.0% | 9.2% | 0.9% |
| GS/GG-05 | 6.6% | 0.8% | 7.9% | 0.0% | 11.8% | 2.0% |
| GS/GG-06 | 14.3% | 0.7% | 6.8% | 0.0% | 20.2% | 0.7% |
| GS/GG-07 | 6.1% | 0.8% | 9.6% | 1.8% | 8.8% | 0.9% |
| GS/GG-08 | 4.1% | 0.1% | 8.0% | 1.8% | 8.0% | 0.6% |
| GS/GG-09 | 5.3% | 0.6% | 11.1% | 0.4% | 8.9% | 0.8% |
| GS/GG-10 | 5.1% | 0.3% | 8.1% | 2.5% | 6.3% | 0.6% |
| GS/GG-11 | 8.7% | 0.8% | 9.3% | 0.6% | 9.6% | 0.9% |
| GS/GG-12 | 10.0% | 0.5% | 11.5% | 1.0% | 9.8% | 0.8% |
| GS/GG-13 | 8.6% | 0.4% | 10.0% | 0.9% | 8.5% | 0.5% |
| GS/GG-14 | 8.9% | 0.5% | 8.8% | 0.6% | 8.0% | 0.5% |
| GS/GG-15 | 8.4% | 0.7% | 6.0% | 0.2% | 6.8% | 0.3% |
| Senior Positions | 12.1% | 0.0% | 5.6% | 0.4% | 5.2% | 0.4% |
| All Pay Grades | 7.6% | 0.6% | 9.1% | 0.7% | 8.4% | 0.6% |

Detailed Data on PWD in the IC

PWD in the IC Workforce

It is instructive to determine which group of IC elements is influencing the number of PWD overall. As Figure 29 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' PWTd 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 29: PWD Workforce Compared to Benchmark¹⁴ (FY 2016)



¹⁴ 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 and also contribute to more new hires, as detailed in Figure 30. However, the six agencies hire a greater share of PWD.

Figure 30: Hiring PWD in the IC (FY 2016)

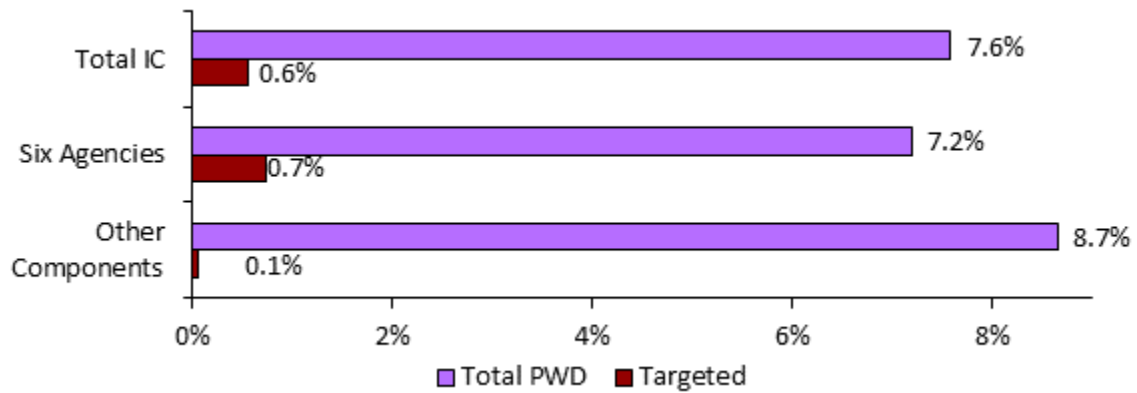
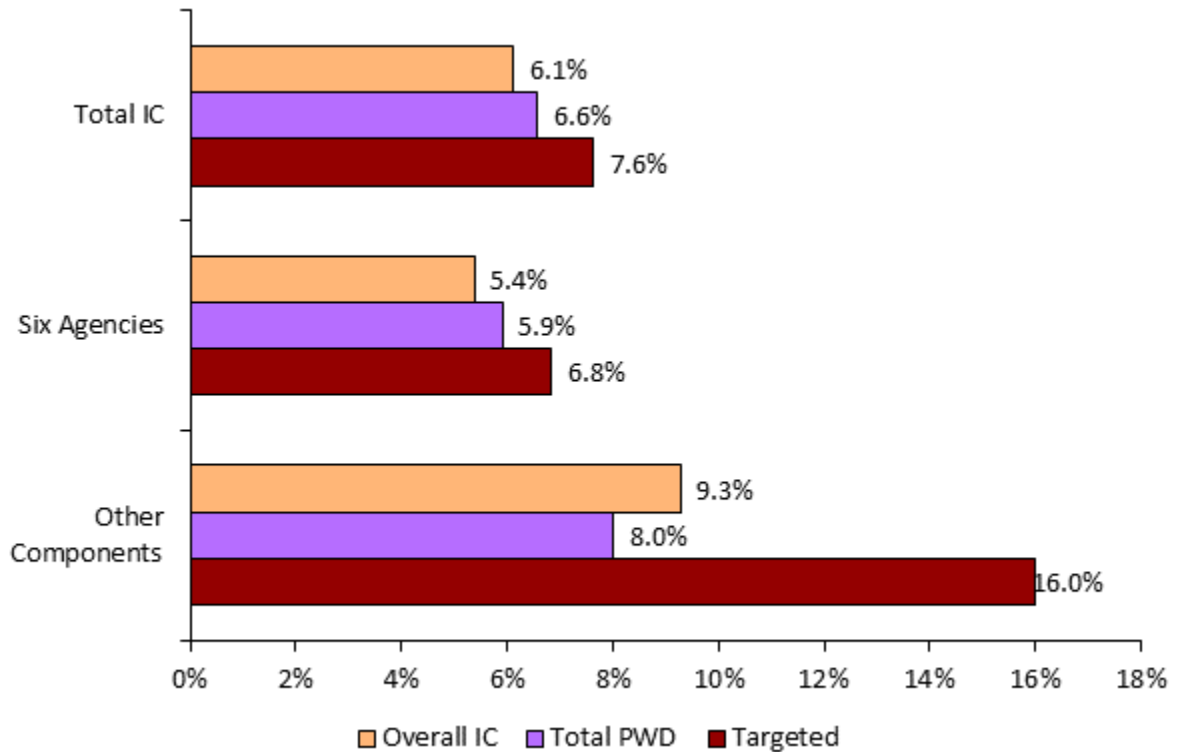


Figure 31 provides attrition rates for PWD and PWTD, grouped by the total IC, the six agencies, and the other components. When viewing attrition rates among PWTD, the other component's PWTD attrition rate is almost double its overall attrition rate and the IC's PWTD attrition rate. However, it should be noted that the other component's PWTD population is small, and percentages of small populations can be misleading. PWD left the IC overall (6.6%) and other components (8.0%) at rates higher than the overall IC attrition rate (6.1%). PWD left the six agencies (5.9%) at a higher rate than attrition across the six agencies (5.4%).

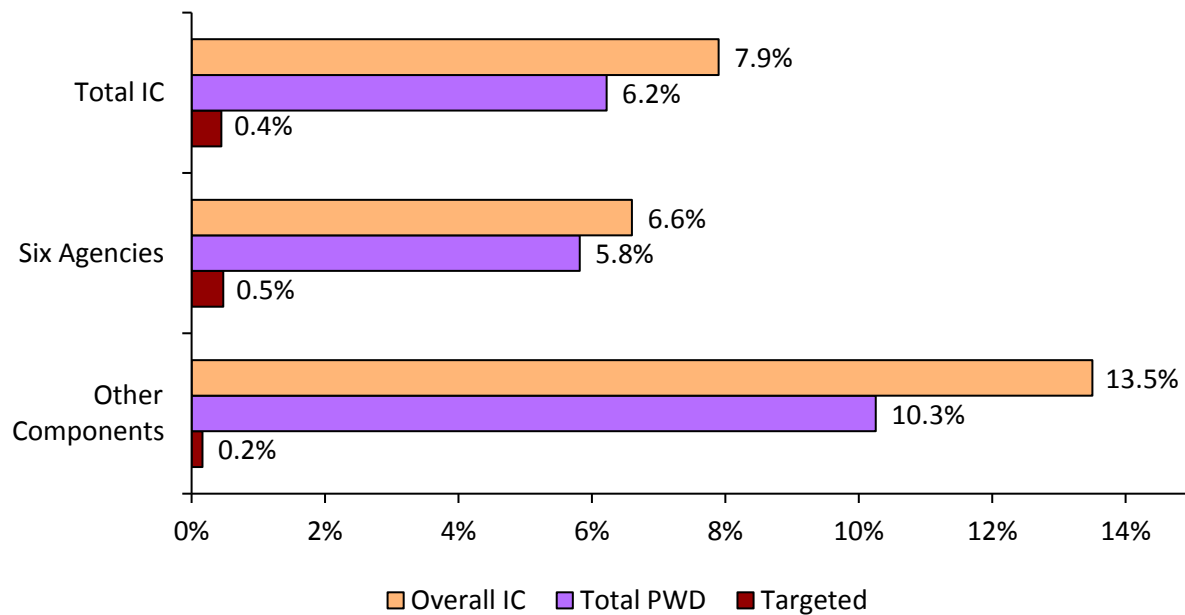
Figure 31: Attrition Rates for PWD in the IC (FY 2016)



Promotions

As shown in Figure 32, 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 represented in promotions at a less than expected rate, compared to their overall representation in their respective workforce.

Figure 32: PWD Workforce Compared to Promotions (FY 2016)



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 durations 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 90% of the IC's population resides in GS/GG-11 to senior positions. Of the personnel in these grades, 20.6% have earned JD credit by September 2016 and in FY 2016, and 7.3% of those with credit were promoted. For the GS/GG-11 and higher grade group, PWD make up 8.4% (1.3% more than last year) of the eligible JD workforce population with 12.7% of PWD earning JD credit by September 2016. For the GS/GG-11 and higher grade group, PWTD make up 0.6% of the population with 13.6% (3.3% more than last year) earning JD credit by FY 2016. It is important to note, just as last year, there were no PWD reported in the JD programs for the DEA, DOE, or USCG.

Table 40 indicates that PWD with JD credit represent 5.2% (one percentage point more than last year) of the IC JD credit population and 0.2% (twice as many as last year) of them earned promotions in FY 2016. The PWTD subset represents 0.4% (one percentage point more than last year) of the IC JD credit population and 0.0% (same as last year) of them were promoted in FY 2016.

Table 40: PWD JD Credit and Promotions (FY 2016)

| IC JD Grades 11 and Greater | PWD | PWTD |
|-----------------------------|-------|-------|
| Current Joint Duty Credit | 5.2% | 0.4% |
| Joint Duty Promotions | 0.24% | 0.01% |

Note. Table 40 does not include FBI, DHS, and U.S. Treasury OIA

Efforts to increase PWD include the seventh annual IC Virtual Career Fair, held on March 3, 2016. More than 280 recruiters, hiring managers, and subject matter experts from nine IC elements and organizations (CIA, DHS, DIA, DOE, NASIC, NGA, NIA, NSA, and ODNI) participated. IC professionals staffed a virtual "Diversity and Inclusion in the IC" booth providing information about IC career opportunities, hiring practices, reasonable accommodations, and employment benefits to participants. Nearly 1000 individuals visited the "Transitioning Military" booth, which was a new addition to the fair this year and was staffed by veterans from IC CHCO. In addition, education and training of the IC workforce is continuous and aims to provide the tools for creating a more welcoming and inclusive environment for all personnel.

Appendix A – IC Centers of Academic Excellence Program

Administration and Grant Selection Process

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.

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 interactions, 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 January 2 and March 15, 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 in FY 2014 and FY 2015. Grant proponents were required to demonstrate an ability to:

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. Adherence to CAE mission ethnic and cultural diversity which are traditionally underserved populations.

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.

Appendix C – Memorandum for Heads of Executive Departments and Agencies

THE WHITE HOUSE
WASHINGTON

 **RECEIVED**
19 OCT 2016

October 5, 2016

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Promoting Diversity and Inclusion in the National Security Workforce

Our greatest asset in protecting the homeland and advancing our interests abroad is the talent and diversity of our national security workforce. Under my Administration, we have made important progress toward harnessing the extraordinary range of backgrounds, cultures, perspectives, skills, and experiences of the U.S. population toward keeping our country safe and strong. As the United States becomes more diverse and the challenges we face more complex, we must continue to invest in policies to recruit, retain, and develop the best and brightest from all segments of our population. Research has shown that diverse groups are more effective at problem solving than homogeneous groups, and policies that promote diversity and inclusion will enhance our ability to draw from the broadest possible pool of talent, solve our toughest challenges, maximize employee engagement and innovation, and lead by example by setting a high standard for providing access to opportunity to all segments of our society.

The purpose of this memorandum is to provide guidance to the national security workforce in order to strengthen the talent and diversity of their respective organizations. That workforce, which comprises more than 3 million people, includes the following departments, agencies, offices, and other entities (agencies) that are primarily engaged in diplomacy, development, defense, intelligence, law enforcement, and homeland security:

- 1) Department of State: Civil Service and Foreign Service;
- 2) United States Agency for International Development (USAID): Civil Service and Foreign Service;
- 3) Department of Defense (DOD): commissioned officers, enlisted personnel, and civilian personnel;
- 4) the 17 members of the Intelligence Community;
- 5) Department of the Treasury: Office of International Affairs and Office of Critical Infrastructure Protection;
- 6) Department of Justice: National Security Division and Federal Bureau of Investigation; and
- 7) Department of Homeland Security.

The data collected by these agencies do not capture the full range of diversity in the national security workforce, but where data allow for broad comparison, they indicate that agencies in this workforce are less diverse on average than the rest of the Federal Government. For example, as of 2015, only the Department of State and USAID Civil Services were more diverse in terms of gender, race, and ethnicity than the Federal workforce as a whole. When comparing the agencies' workforces to their leadership personnel (Senior Executive Service (SES) or its equivalent), all agencies' leadership staffs were less diverse than their respective workforces in terms of gender, and all but DOD enlisted personnel and USAID Civil Service had less diverse leadership in terms of race and ethnicity. While these data do not necessarily indicate the existence of barriers to equal employment opportunity, we can do more to promote diversity in the national security workforce, consistent with merit system principles and applicable law.

When I issued Executive Order 13583 of August 18, 2011 (Establishing a Coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce), I directed all departments and agencies to develop and implement a more comprehensive, integrated, and strategic focus on diversity and inclusion. This memorandum supports that effort by providing guidance that 1) emphasizes a data-driven approach in order to increase transparency and accountability at all levels; 2) takes into account leading practices, research, and experience from the private and public sectors; and 3) complements ongoing actions that agencies are taking pursuant to Executive Order 13583 and under the leadership of the Diversity and Inclusion in Government Council, including but not limited to efforts related to gender, race, ethnicity, disability status, veterans, sexual orientation and gender identity, and other demographic categories. This memorandum also supports Executive Order 13714 of December 15, 2015 (Strengthening the Senior Executive Service), by directing agencies to take additional steps to expand the pipeline of diverse talent into senior positions.

This memorandum also aligns with congressional efforts to promote the diversity of the national security workforce, which have been reflected in legislation such as the:

- **Foreign Service Act of 1980**, which urged the Department of State to develop policies to encourage the "entry into and advancement in the Foreign Service by persons from all segments of American society";

- **Intelligence Reform and Terrorism Prevention Act of 2004**, which called on the Intelligence Community to prescribe personnel policies and programs that ensure its personnel "are sufficiently diverse for purposes of the collection and analysis of intelligence through the recruitment and training of women, minorities, and individuals with diverse ethnic, cultural, and linguistic backgrounds"; and
- **National Defense Authorization Act for Fiscal Year 2013**, which mandated that the U.S. military develop and implement a plan to accurately measure the efforts of the military to "achieve a dynamic, sustainable level of members of the armed forces (including reserve components) that, among both commissioned officers and senior enlisted personnel of each armed force, will reflect the diverse population of the United States eligible to serve in the armed forces, including gender specific, racial, and ethnic populations."

Promoting diversity and inclusion within the national security workforce must be a joint effort and requires engagement by senior leadership, managers, and the entire workforce, as well as effective collaboration among those responsible for human resources, equal employment opportunity, and diversity and inclusion issues. In implementing the guidance in this memorandum, agencies shall ensure their diversity and inclusion practices are fully integrated into broader succession planning efforts and supported by sufficient resource allocations and effective programs that invest in personnel development and engagement. Where appropriate, they shall also support, coordinate, and encourage research and other efforts by the Federal Government to expand the knowledge base of best practices for broadening participation and understanding the impact of diversity and inclusion on national security, including in the fields of science and technology.

Therefore, by the authority vested in me as President by the Constitution and the laws of the United States of America, I hereby direct the following:

Section 1. Collection, Analysis, and Dissemination of Workforce Data. Although collected data do not necessarily indicate the existence of barriers to equal employment opportunity, the collection and analysis of metrics allows agencies to assess their workforce talent gaps, as well as the effectiveness of their diversity and inclusion efforts and the adequacy of their resources to address these gaps. The dissemination of data to the public and to agency personnel may

increase the transparency and accountability of their efforts. Accordingly, agencies in the national security workforce shall:

- (a) Make aggregate demographic data and other information available to the public and broader workforce. Agencies shall make available to the general public information on the state of diversity and inclusion in their workforces. That information, which shall be updated at least once a year, shall include aggregate demographic data by workforce or service and grade or rank; attrition and promotion demographic data; validated inclusion metrics such as the New Inclusion Quotient (New IQ) index score; demographic comparisons to the relevant civilian labor force; and unclassified reports and barrier analyses related to diversity and inclusion. Agencies may publish data in proportions or percentages to account for classification concerns, and the Intelligence Community may publish a community-wide report with the data outlined in this section. In addition, agencies shall provide to their workforces, including senior leadership at the Secretary or Director level, a report that includes demographic data and information on the status of diversity and inclusion efforts no later than 90 days after the date of this memorandum and on an annual basis thereafter (or in line with existing annual reporting requirements related to these issues, if any).
- (b) Expand the collection and analysis of voluntary applicant flow data. Applicant flow data tracks the selection rate variances for job positions among different demographic categories and can assist agencies in examining the fairness and inclusiveness of their recruitment efforts. Agencies shall develop a system to collect and analyze applicant flow data for as many positions as practicable in order to identify future areas for improvement in attracting diverse talent, with particular attention to senior and management positions. The collection of data may be implemented in a phased approach commensurate with agency resources. Agencies shall include such analysis, including the percentage and level of positions for which data are collected, and any resulting policy changes or recommendations in the report required by section 1(a) of this memorandum.

- (c) Identify additional categories for voluntary data collection of current employees. The Federal Government provides minimum reporting categories for agencies collecting race and ethnicity information in the Office of Management and Budget's (OMB) Statistical Policy Directive "Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity." That standard also encourages agencies to collect more detailed data, which can be compared by aggregating such data into minimum categories when necessary. Further, agencies may also collect additional demographic data, such as information regarding sexual orientation or gender identity. No later than 90 days after the date of this memorandum, agencies shall determine whether they recommend the voluntary collection of more detailed demographic data on additional categories. This process shall involve close consultation with internal stakeholders, such as employee resource or affinity groups; clear communication with the workforce to explain the purpose of, legal protections related to, and anticipated use of such data; and adherence to relevant standards and guidance issued by the Federal Government. Any determinations shall be submitted to OMB, the Office of Personnel Management (OPM), the Equal Employment Opportunity Commission, and the Department of Labor for consideration.

Sec. 2. Provision of Professional Development Opportunities and Tools Consistent with Merit System Principles. An inclusive work environment enhances agencies' ability to retain and sustain a strong workforce by allowing all employees to perform at their full potential and maximize their talent. Professional development opportunities and tools are key to fostering that potential, and each agency should make it a priority to ensure that all employees have access to them consistent with merit system principles. Agencies in the national security workforce shall therefore:

- (a) Conduct stay and exit interviews or surveys. Agencies shall conduct periodic interviews with a representative cross-section of personnel to understand their reasons for staying with their organization, as well as to receive feedback on workplace policies, professional development opportunities, and other issues affecting their decision to remain. They shall also provide an opportunity for exit interviews or surveys of all

departing personnel to understand better their reasons for leaving. Agencies shall include analysis from the interviews and surveys -- including if and how the results of the interviews differ by gender, race and national origin, sexual orientation, gender identity, disability status, and other demographic variables -- and any resulting policy changes or recommendations in the report required by section 1(a) of this memorandum.

- (b) Expand provision of professional development and career advancement opportunities. Agencies shall prioritize resources to expand professional development opportunities that support mission needs, such as academic programs, private-public exchanges, and detail assignments to relevant positions in private or international organizations; State, local, and tribal governments; or other branches of the Federal Government. In addition, agencies in the national security workforce shall offer, or sponsor employees to participate in, an SES Candidate Development Program (CDP) or other programs that train employees to gain the skills required for senior-level agency appointments. In determining which employees are granted professional development or career advancement opportunities, agencies shall ensure their SES CDP comports with the provisions of 5 C.F.R. part 412, subpart C, including merit staffing and assessment requirements. Agencies shall also consider the number of expected senior-level vacancies as a factor in determining the number of candidates to select for such programs. Agencies shall track the demographics of program participants as well as the rate of placement into senior-level positions for participants in such programs, evaluate such data on an annual basis to look for ways to improve outreach and recruitment for these programs consistent with merit system principles, and include such data in the report required by section 1(a) of this memorandum.
 - (c) Institute a review process for security and counterintelligence determinations that result in assignment restrictions. For agencies in the national security workforce that place assignment restrictions on personnel or otherwise prohibit certain geographic assignments due to a security determination, these agencies shall ensure a review process exists consistent with the Adjudicative Guidelines for
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Determining Eligibility for Access to Classified Information, as well as applicable counterintelligence considerations. Agencies shall ensure that affected personnel are informed of the right to seek review and the process for doing so.

Sec. 3. Strengthening of Leadership Engagement and Accountability. Senior leadership and supervisors play an important role in fostering diversity and inclusion in the workforce they lead and in setting an example for cultivating talent consistent with merit system principles. Toward that end, agencies in the national security workforce shall:

- (a) Reward and recognize efforts to promote diversity and inclusion. Agencies are strongly encouraged to consider implementing performance and advancement requirements that reward and recognize senior leaders' and supervisors' efforts in fostering an inclusive environment and cultivating talent consistent with merit system principles, such as through participation in mentoring programs or sponsorship initiatives, recruitment events, and other opportunities. They are also encouraged to create opportunities for senior leadership and supervisors to participate in outreach events and to discuss issues related to diversity and inclusion with the workforce on a regular basis, including with employee resource groups.
- (b) Collect and disseminate voluntary demographic data of external advisory committees and boards. For agencies in the national security workforce that have external advisory committees or boards to which their senior leadership appoints members, they are strongly encouraged to collect voluntary demographic data from the members of committee and boards, and to include such data in the information and report required by section 1(a) of this memorandum.
- (c) Expand training on unconscious bias, inclusion, and flexible work policies. Agencies shall expand their provision of training on implicit or unconscious bias, inclusion, and flexible work policies and make implicit or unconscious bias training mandatory for senior leadership and management positions, as well as for those responsible for outreach, recruitment, hiring, career development, promotion, and security clearance adjudication. The provision of training may be implemented in a phased approach commensurate with

agency resources. Agencies shall also make available training for bureaus, directorates, or divisions whose inclusion scores, such as those measured by the New IQ index, consistently rank below the agency-wide average 3 or more years in a row. Agencies should give special attention to ensuring the continuous incorporation of research-based best practices, including those to address the intersectionality between certain demographics and job positions.

Sec. 4. Reporting on Progress. No later than 120 days after the date of this memorandum, and on an annual basis thereafter, the Assistant to the President for National Security Affairs, in consultation with the Directors of OMB and OPM, shall report to the President on the progress of the national security workforce in implementing the requirements of this memorandum, based on information provided by relevant departments and agencies.

Sec. 5. General Provisions. (a) Nothing in this memorandum shall be construed to impair or otherwise affect:

(i) the authority granted by law to an executive department, agency, or the head thereof, or the status of that department or agency within the Federal Government; or

(ii) the functions of the Director of OMB relating to budgetary, administrative, or legislative proposals.

(b) This memorandum shall be implemented consistent with applicable law, and subject to the availability of appropriations.

(c) This memorandum is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

(d) The Director of OPM is hereby authorized and directed to publish this memorandum in the *Federal Register*.

