United States Intelligence Community
Centers of Academic Excellence (IC CAE)
in National Security Studies

GUIDANCE AND PROCEDURES

Program Plan for Fiscal Years 2005-2015

April 2005
# Intelligence Community Centers of Academic Excellence Guidance and Procedures

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Section 1</strong></td>
<td><strong>IC CAE Program Description</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>IC CAE Framework</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Goal and Objections</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Operational Structure</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>-- Pre-College/High School Outreach</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>-- University/College</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>-- Infrastructure</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>-- IC CAE Relationship</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>-- Accountability</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>-- Metrics</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Pre-College/High School Outreach</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>University/College Education</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Infrastructure</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>IC CAE Relationship</td>
<td>12</td>
</tr>
<tr>
<td><strong>Section 2</strong></td>
<td><strong>IC CAE Selection Guidelines</strong></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Pilot Phase</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Institutionalization of the Program</td>
<td>14</td>
</tr>
<tr>
<td><strong>Section 3</strong></td>
<td><strong>IC CAE Senior Advisory Board and Working Group</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Senior Advisory Board</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>-- Role</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>-- Selection Criteria</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Working Group</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>-- Role</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>-- Selection Criteria</td>
<td>16</td>
</tr>
<tr>
<td><strong>Section 4</strong></td>
<td><strong>IC CAE Strategic Milestones</strong></td>
<td>17</td>
</tr>
<tr>
<td><strong>Attachment A</strong></td>
<td><strong>CAE Areas of Focus</strong></td>
<td>A-1</td>
</tr>
<tr>
<td><strong>Attachment B</strong></td>
<td><strong>IC CAE General Assessment Information</strong></td>
<td>B-1</td>
</tr>
</tbody>
</table>
Introduction

The Intelligence Community Centers of Academic Excellence (IC CAE) in National Security Studies program is established to strategically meet the nation’s demand for a cadre of professionals to carry out America’s National Security Imperatives over the long-term during the 21st Century. The IC requires a competitive, knowledgeable and ethnically diverse workforce to successfully accomplish this goal. The IC CAE Program aims to increase the pool of eligible applicants in core skills areas, specifically targeting women and racial/ethnic minorities with varied cultural backgrounds, regional and geographical expertise, skills, language proficiency, and related competencies. The planning and implementation of the IC CAE Program shall adhere to the guidance set forth in Public Law 108-177, Section 319.

The IC CAE grant program will forge mutually beneficial relationships among the IC, colleges and universities that will support efforts to incorporate curriculum and programs to improve the pipeline and representation of minorities and women in, at least, one of five CAE Areas of Focus1 listed in Attachment 1. These focus areas are directly related to the four key goals on pages 7 and 8 of this document.

Participation in the IC CAE program is open to all accredited four-year colleges and universities in the United States. The IC CAE Program is designed to promote the acquisition of competitive talent in concert with the IC’s human capital strategy for 21st Century National Security Imperatives. The IC CAE Program initiative will focus attention on diverse institutions and populations of talent across the United States including Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions (HSI), Tribal Colleges and Universities (TCU), and Asian American and Pacific Islander-serving institutions (AAPI-SI), as well as majority institutions with significant populations of minorities and/or women that possess credentials and disciplines compatible with America’s National Security Agenda and Director of National Intelligence (DNI) Direction Imperatives. In addition, institutions shall:

- Make a commitment to the goals and objectives of the IC CAE Program -- in particular, creating a pool of competitive applicants from the targeted populations noted above;
- Enroll and graduate a significant number of ethnically diverse students who are eligible and competitive for careers across IC agencies and components;
- Link their CAE activities and curriculum offerings to at least one of the five CAE Areas of Focus; and
- Commit resources to support the infrastructure needed for the institution’s CAE initiative.

The target student populations include high school, undergraduate and graduate students. All students participating in the IC CAE Program must be United States citizens.

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1 Attachment 1, CAE Areas of Focus, lists the following primary critical skill areas/competencies: information technology specialists, language specialists, political/economic specialists, scientific/technical specialists, and threat specialists.
IC CAE Program Description

IC
Centers of Academic
Excellence in National Security Studies

Components of CAE Program

PRE-COLLEGE OUTREACH
UNIVERSITY / COLLEGE
ACCOUNTABILITY
INFRASTRUCTURE
RELATIONSHIPS
IC CAE Framework - A Systemic Approach

University & Colleges - Relationships

Pre College / High School Outreach

Summer “National Security” Institute
Learning Approaches - Colloquiums, Saturday Seminars, fieldtrips, i.e. International Spy Museum, Conferences, Mentoring, Interdependencies with stakeholders

Systemic Approaches
- Build Feeder Pools
- Informed Applicants
- Career Enhancing Opportunities

Relationships & IC Infrastructure Support:
- Grants/Contracts
- Real Job Experiences
- Growth Opportunities
- Scholarships
- Study Abroad
- Cultural Immersion
- Language(s)
  - Develop Proficiency
  - Foreign Studies/Travel
  - Co-ops & Internships at IC Agencies
- Curriculum Support
- Support Personnel
  - Officers -in-Residence
  - Contractors
  - Retiree Cadre
  - DoD/Military

Infrastructure
- Intelligence Colloquia
  - Provide expertise
  - CAE Certification
  - Growth Opportunities
- Student/Faculty Internships and Co-ops
  - Oversight & Evaluation

University & College
- Disciplines/Curriculum: Redesign, emphasis to meet critical IC Competency/Skill Needs
- Research, Sabbaticals w/Consortium Institutions
- Regional/Geographic Area Intelligence Seminars
- Dedicated Program Manager, faculty, support
Goals and Objectives

The Intelligence Community Centers of Academic Excellence (IC CAE) in National Security Studies program is established to strategically meet the nation’s demand for a cadre of professionals to carry out America’s National Security Imperatives over the long-term during the 21st Century. The IC requires a competitive, knowledgeable and ethnically diverse workforce to successfully accomplish this goal. The IC CAE Program aims to increase the pool of eligible applicants in core skills areas, specifically targeting women and racial/ethnic minorities with varied cultural backgrounds, regional and geographical expertise, skills, language proficiency, and related competencies.

“\textit{The provision is intended to develop programs that will enhance ethnic and cultural diversity throughout the Intelligence Community through the recruitment of individuals with diverse ethnic and cultural backgrounds, skills, and language proficiency.}”

\textit{Public Law 108-177, Section 319}

The IC CAE in National Security Studies Program has four key goals with supporting objectives. These goals provide guidance for the formation, operation and oversight of the IC CAE Program.

I. \textbf{Develop relationships at universities and colleges with IC CAE in support of national security imperatives; then institutionalize the IC CAE program.}

1. Appoint a IC CAE Program Director to lead, direct and coordinate the development and implement the Community-wide IC CAE effort.

2. Institutionalize a systematic long-term program at universities and colleges to recruit and hire eligible talent for IC agencies and components.

3. Increase the pipeline of students (potential employees) with emphasis on women and ethnic minorities in critical skill areas, core business functions and leadership positions.

II. \textbf{Provide support, resources and grants to competitively selected universities and colleges to promote the institutionalization of IC CAE.}

1. Institute long-term practices/processes to increase relationships with minority-serving institutions such as Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions (HSI), Tribal Colleges and Universities (TCU), and Asian American and Pacific Islander-serving institutions (AAPI-SI), as well as majority institutions with a significant population of minorities and/or women that possess credentials and disciplines compatible with America’s National Security Agenda and Director of National Intelligence (DNI) Direction Imperatives.

2. Develop competitive and innovative practices to market, attract, and select accredited institutions that possess academic disciplines aligned with Intelligence and related critical business functions.
3. Provide internships, co-ops, graduate fellowships and other related opportunities across IC agencies to eligible students and faculty for intelligence studies immersion.

4. Support selective international study and regional and overseas travel opportunities to enhance cultural and language immersion.

III. Identify, coordinate and provide technical assistance in the design, development, implementation and revision of the IC CAE at U.S. colleges and universities.

1. Ensure IC agencies and components are actively involved in the development, implementation and operation of the IC CAE program.

2. Commit IC agencies and components resources to the development, implementation, and operation of the IC CAE program.

3. Support the capacity of institutions to educate, train and mentor students for careers in Intelligence by providing resources to augment, reshape and/or revise curricula to build programs of excellence in Intelligence Studies.

4. Support long-term research and collaborative efforts aligned with core business functions that link to DNI and IC National Security Imperatives and mission strategy.

5. Support institutions’ efforts to institutionalize a pre-college/high school outreach program to attract and make students aware of intelligence studies and careers.

IV. Perform oversight, implement evaluation measures and document results on the efficacy of the IC CAE Program.

1. Institutionalize systemic processes and practices to ensure accountability, tracking and metrics of the IC CAE Program; document results, challenges and lessons learned.

2. Prepare briefings and reports for the DNI, IC Program Managers and stakeholders including the House Permanent Select Committee on Intelligence (HPSCI) and the Senate Select Committee on Intelligence (SSCI).
Operational Structure

The IC CAE Program is divided into four key components: Pre-College/High School Outreach, University/College Operations, Infrastructure and IC CAE Relationship. Accountability is woven into and across all components of the IC CAE Program.

<table>
<thead>
<tr>
<th>Pre-College / High School Outreach</th>
<th>University/College Ops</th>
<th>Infrastructure</th>
<th>IC CAE Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs sponsored by CAE institutions to increase the pipeline of students with awareness of and interest in IC careers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summer Institute (for high school students)</td>
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<td>• Summer Camp (for elementary and junior high students)</td>
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<tr>
<td>• IC Related presentations</td>
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<td></td>
</tr>
<tr>
<td>• Mentoring/Tutoring</td>
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<tr>
<td>• Stipends, grants to support program participation</td>
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<td>• Colloquia, conferences, seminars</td>
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<td>• Other related activities</td>
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<tr>
<td>Activities designed to increase the pool of students preparing for careers in intelligence</td>
<td></td>
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<td></td>
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<tr>
<td>• IC critical skills-related concentration, courses and concepts integrated in curriculum</td>
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<tr>
<td>• Professional development activities</td>
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<tr>
<td>• Scholarships/grants</td>
<td></td>
<td></td>
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<tr>
<td>• IC internships, co-op’s, graduate fellowships</td>
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<td></td>
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<tr>
<td>• Foreign Studies</td>
<td></td>
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<td></td>
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<tr>
<td>• Cultural immersion</td>
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<tr>
<td>• Travel abroad</td>
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<td></td>
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<td>• Mentoring/Tutoring</td>
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<td>• Other related activities</td>
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<td>Institutions’ support systems required to sustain the activities of the CAE</td>
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<td>• Dedicated faculty/administrative coordinator</td>
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<td>• IC Resource Reading Room (books, periodicals, journals)</td>
<td></td>
<td></td>
<td></td>
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<td>• IC-related research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student/Faculty internships in IC community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seek out relationships with other higher education institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other related activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC agencies and components support to CAE institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Priority for research grants/contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Priority for student internships and co-ops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Curriculum development assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• IC sabbaticals -- Civilian rotations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Certification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sponsor field trips, seminars, conferences, colloquia and student/faculty participation</td>
<td></td>
<td></td>
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<td>• Other related activities</td>
<td></td>
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Accountability

Pre-College/High School Outreach

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

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

Specific Activities

1. Institutions will coordinate the participation of high school students in summer enrichment programs (such as Presidential Classroom) that:
   a) are at least one week in duration;
b) offer instruction in IC related skills such as critical thinking, logic, problem-solving and ethics using case studies, short research programs, regional and cultural studies, and/or travel abroad;
c) include IC related field trips, seminars and/or other learning opportunities; and
d) link to other IC CAE activities.

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

3. The institutions should identify other creative ways to achieve the goals of pre-college/high school outreach.
   a) The CAE should sponsor the attendance of students at local and national IC colloquia, conferences, seminars, etc. Students should be required to compete for sponsorships to cover event attendance, and encouraged to attend as presenters.
   b) Institutions should develop a mentoring and coaching program for high school students.

University/College

Institutions’ IC CAE Programs will be required to offer students a curriculum with a decided focus on IC-related content, skills, and competency development.

Specific Activities

1. Institutions must consider:  a) developing an IC program of study (with guidance and assistance from IC partners); b) developing IC intelligence studies course(s); or c) integrating IC concepts into existing (related) courses, encouraging students to enroll and tracking enrollment. The level of funding provided the selected institutions will be linked to its need, commitment, program plans, implementation strategies, accountability, metrics and results.
2. The CAE should sponsor the participation of the faculty in professional development opportunities, short courses, seminars, etc. that build the capacity to teach and support the instructional and mentoring components of the CAE.
3. The institution will support sabbaticals, research, and related activities of faculty participating in the IC CAE Program.
4. The institution will identify and/or develop opportunities for a diverse cadre of students to study abroad. This may include leveraging other grant opportunities to sponsor foreign travel/study, or developing educational exchange programs with foreign schools.
5. The institution should award at least ten (10) scholarships ranging from $1000 up to $5000 per student annually for a diverse cadre of students to study issues specifically related to IC issues and challenges; opportunities to study abroad and/or acquire career broadening for cultural immersion, language development and area/regional studies. The institution shall establish and employ competitive criteria for this purpose.
6. The institution should offer mentoring and/or tutoring to students participating in the IC CAE program as appropriate.
7. The institution will sponsor the attendance of students at local and national IC colloquia, conferences, seminars, etc. Students should be required to compete for sponsorships to cover event attendance, and encouraged to attend as presenters.
8. The institution may choose to host regional half-day to 3-day conferences (with IC agencies and components support).

Infrastructure

IC CAE institutions will be required to provide the infrastructure needed to sustain the operations of the CAE.

Specific Activities

1. The institution will dedicate faculty and administrators (or partially fund the hiring of the same) to the IC CAE effort. Dedicated faculty/administrator means all or part of their time (and compensation) is linked to IC CAE activities.
2. The institution will ensure the CAE has a program manager, coordinator or director responsible for guiding, monitoring and reporting the activities of the CAE. This individual will serve as the point of contact for supporting CAE execution.
3. In conjunction with the IC, the institution shall ensure that books, magazines, softcopy (e.g., web content, CD ROMs, etc.) and material about each of the IC agencies and components are readily available for students.
4. The institution will encourage and support faculty and student participation in IC-related research. It will be the responsibility of each CAE institution to identify research opportunities that align with IC national security imperatives and coordinate specifics with the particular IC agency and/or component via the IC CAE Program Office.
5. The institution will encourage and support the participation of students and faculty in IC community internships, sabbaticals and other such programs.
6. The institution will seek to establish partnerships with other institutions to expand the scope and impact of their IC CAE Program efforts.
7. The institution should seek other creative ways to promote effective and “results oriented” IC CAE Program initiatives.

IC CAE Relationship

The IC agencies and components will commit to supporting the development, implementation and operation of the IC CAE program.

Specific Activities

(The IC below refers to IC CAE Program Office. This office is responsible for program design, operation, execution, coordination, and follow-through.)

1. The IC will provide guidelines and selection criteria for how institutions can apply for participation in the IC CAE program.
2. The IC will provide curriculum development assistance. Assistance may include officers-in-residence, contractors and retired IC cadre) to assist in IC CAE Program development.
3. The IC will support the institution based on its specific needs and/or requirements and will align research topics of interest with IC agencies and components.
4. The IC will provide priority status for internships, co-op’s and scholarships for IC CAE students. One option may be to link internships, scholarships, research grants with participation in IC related courses (e.g., a course in Modern Intelligence Methods may include a requirement to complete an internship at an IC organization).
5. The IC will assign personnel to the CAE institutions to provide direct support to CAE activities on the campus. Assigned personnel could include contract support, depending on need and IC resource constraints.
6. The IC will coordinate with the Center for the Study of Intelligence (www.odci.gov/csi) to promote IC-wide sabbatical assignments to specific discipline areas at CAE institutions for from three months to two years in duration.
7. The IC Senior Advisory Board (SAB) will support the IC CAE Program Office by collaborating on certification for CAE institutions.
8. The IC will support local and regional IC colloquia. CAE institutions’ student and faculty will be expected to participate to showcase their CAE’s accomplishments, i.e. papers, research, poster sessions. The colloquium will be designed as a learning experience and information exchange forum. It may include the following:
   • From half-day to three days in duration;
   • Keynote addresses by leading IC officials and experts in the field;
   • Attendance by faculty, college students, high and junior high school students, IC community personnel;
   • Separate tracks for high/junior high school students, college students, faculty and others;
   • Presentations of research by students and faculty; and
   • Information and intellectual sessions for all attendees on intelligence issues and challenges.
9. The IC will identify ways to support CAE pre-college/high school outreach efforts (e.g., develop a traveling exhibit on intelligence, design new brochures for younger readers).
10. Each IC agency and component will develop and implement effective strategies for the retention of employees hired through the IC CAE Program.

**Accountability**

Accountability will be assured through the use of a comprehensive set of program evaluation metrics. The metrics will measure the success of the pilots and be used to report results. It is important that metrics measuring program strategies, activities and results are an integral part of the IC CAE Program. The IC CAE Program Office will be responsible for developing and monitoring accountability metrics and for reporting results. The director will coordinate with the SAB to ensure identified metrics are relevant and aligned with IC CAE goals, outcomes and expectations.

The first set of metrics will be for the participating educational institutions. Metrics will be linked to the five components of the program (i.e., Pre-College/High School Outreach, University/College Education, Infrastructure, IC CAE Relationship, and Accountability). The metrics will measure the effectiveness of strategies, activities and deliverables associated with each of the five components.
Each CAE institution will be required to provide metrics data as a part of its participation in the program. The SAB will provide constructive insights and feedback to provide IC CAE Program rigor. Based on CAE institutions’ proposal, implementation strategy, deliverables, outcomes and results, the IC CAE Program Office Director will prepare appropriate documents and supporting data to recommend to the SAB the continuance and/or non-continuance of institutions after a duration of 12 to 24 months.

The second set of metrics will measure the level of participation of IC agencies and components in the IC CAE Program. The metrics will measure the level of participation in areas such as funding, co-ops and internships offered, and personnel assigned to CAE institutions to support curriculum development, seminars, conferences, and colloquia.

**Metrics**

Proposed metrics for tracking CAE activity will include, but not limited to, the following.

**Pre-College/High-School Outreach**

1. Conduct IC related summer institute for high school students (on an annual basis, or at least one annually)
   - Number of institutes
   - Number of students

2. Mentor/Tutor during the summer institute (goal is for at least 25-50% of students)
   - Number of programs
   - Number of students
   - Number of mentoring/tutoring hours
   - Number of mentors

3. Conduct IC related high school activities
   - Number of presentations
   - Number of high schools participating
   - Number of students submitting papers

4. Attend IC sponsored colloquia/conferences
   - Number of high school students sponsored
   - Number sponsored high school students presenting
   - Number of IC related papers submitted
   - Conduct post-colloquium/conference evaluation for feedback
University/College Education

1. Curriculum revision
   • IC concentration(s)
   • Demographic representation of students in disciplines and/or core CAE Areas of Focus
   • Number of students in IC concentration
   • Number of IC related courses developed and/or course modules
   • Number of students successfully completing IC related courses and/or course modules
   • Number of courses revised to include IC-related topics
   • Number of students completing revised courses

2. Faculty participation in IC-related professional development
   • Number of faculty completing IC-related coursework
   • Number of faculty participating in IC-related seminars/conferences, etc.
   • Number of faculty publications and presentations
   • Number of faculty completing IC sabbaticals, internships or related travel coursework

3. IC related scholarships/grants to students
   • Number of scholarship recipients and applicants
   • Amount ($) of scholarships awarded
   • Number of grant recipients and applicants
   • Amount ($) of grants awarded

4. IC internships, co-ops, study abroad
   • Number of students applying for IC internships
   • Number of students with IC co-op positions
   • Number of students studying abroad who are also participating in IC related activities
   • Number of students applying for permanent positions

5. Mentoring, tutoring
   • Number of students receiving mentoring
   • Number of students receiving tutoring
   • Number of faculty participating in mentoring and tutoring
   • Number of mentoring/tutoring hours
   • Number of mentors

6. Participation in colloquia, conferences, seminars
   • Number of students attending
   • Number of students presenting
   • Number of student publications and presentations
   • Conduct post-colloquium/conference/seminar evaluation for feedback

7. Overall impact of the CAE in preparing students for careers in the IC
**Infrastructure** (Colleges/Universities)

1. Dedicated personnel
   - Number and percent of dedicated faculty
   - Number and percent of dedicated support personnel

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

**IC CAE Relationship** (IC agencies/components and IC CAE Program Office)

1. Support provided by IC to CAE institution and overall program results
   - Research grants requested of and approved by the IC
   - Number of student internships offered, accepted
   - Number of co-op positions offered, accepted
   - Curriculum development assistance provided (number of courses impacted)
   - Number of IC loan personnel offered, accepted
   - Number of IC sabbaticals offered, accepted
   - Number of students sponsored for field trips, seminars, conferences, colloquia, etc.
   - Number of faculty sponsored for field trips, seminars, conferences, colloquia, etc.
   - Other related assistance as required

2. Overall program results
   - Identify/track which IC agencies/components are participating
   - Number of IC CAE applicants, participants
   - Number of full-time hire offers made, accepted
   - Number of colloquia, conferences, seminars, etc.
   - Attendance at colloquia, conferences, seminars, etc.
   - Overall impact of involvement with the CAE institution
IC CAE Selection Guidelines

Pilot Phase

The IC CAE Program Office will develop and adopt flexible selection guidelines for CAE operations, practices and processes. For this phase the IC will select institutions to pilot the design framework. Specifically, the IC will execute the following:

1. Identify 3-5 institutions to **pilot** the program. These institutions should:
   - Have a history of involvement with one or more IC agencies or components;
   - Include representation from HBCUs, HSIs, TCU, AAPI-SI, and/or majority institutions with significant populations of minorities and/or women in **CAE Areas of Focus**;
   - Show an interest in working with the IC to host the CAE and support its development;
   - Possess the basic components from which a CAE can be built (i.e., related programs of study, women and racial/ethnic minority student populations, high achieving students, accredited programs, research capabilities); and
   - Possess national and/or regional accreditation.

2. Meet with leaders and officials of the selected institutions to notify them of selection, explain the IC CAE concept and secure commitment to participate.

3. Determine the types of activities/programs each institution is willing to commit to during the pilot period. Ensure that all major activities/components comprising the IC CAE Program are piloted at one or more of the institutions.

4. Establish a **Document of Agreement** (e.g. signed proposal and/or IC CAE application) with each institution outlining the authorities of the institution and its IC partners.

5. Establish metrics, processes for data collection and evaluation.

6. Operate the pilot for a timeframe between 18 and 36 months.

7. Evaluate the effectiveness of the pilot effort based on pre-determined criteria.

8. Initiate and pilot smaller scaled **Centers of Academic Practice** (CAP) programs with institutions striving to obtain IC CAE certification. These developmental programs will be smaller in scope and may involve piloting only one of the many IC CAE components (i.e., a relationship involving the development and implementation of an IC-related summer program for high school students, an IC seminar/colloquium for area academic institutions).
Institutionalization of the Program

The institutionalization of the IC CAE Program is designed to support National Security Imperatives over the long term. The selection process will include open competition among institutions applying for the IC CAE Program. Implementation of this program will improve the pipeline and representation of racial and ethnic populations and women in critical skill areas, core business functions and leadership positions.

The selection guidelines (i.e., criteria by which IC CAEs are selected) will be linked to the proposed activities of the CAE and developed in collaboration with the participating IC agencies and components. The guidelines may include, but not limited to, the criteria below:

Pre-College/High School Outreach

1. Has a plan of action to implement a successful pre-college/high school awareness program.
2. Has experience in conducting summer programs for high school students.
3. Has established relationships with communities and high schools locally, regionally and nationally.

University/College Education

1. The University/College has made a commitment to IC education (integrated in curriculum, courses, concentration).
2. Faculty are involved in activities to enhance their abilities to support IC CAE activities.
3. The University/College encourages and supports foreign studies/travel programs for its students.
4. The University/College students successfully compete for internships and/or co-op’s in the IC, industry and/or non-governmental agencies.

Infrastructure

1. The University/College will provide the infrastructure needed to support the IC CAE program (i.e., dedicated personnel and IC related research).
2. The University/College faculty and students are actively involved in related research programs and programs that will augment IC competencies and skills.
3. The University/College actively seeks relationships with: other institutions of higher education; and research, scientific and technical organizations.
Section 3

IC CAE Senior Advisory Board

The IC CAE Program Office and the Senior Advisory Board (SAB) will work collaboratively to ensure the efficiency and operational effectiveness of the IC CAE Program. The SAB will:

• Provide oversight and ensure the coherence of the IC CAE Program to promote rigor and compliance with Public Law 108-177, Section 319.
• Ensure alignment between CAE Areas of Focus and academic disciplines
• Provide constructive feedback to improve IC CAE processes and practices in concert with federal government and academic institutions’ unique structures and requirements.
• Participate in SAB Executive Sessions, at least, twice annually.
• Support IC CAE efforts at colleges and universities, as appropriate.
• As appropriate, appoint working group members from IC agencies and components to coordinate specific agency support to IC CAE academic institutions.

Senior Advisory Board

Role

The SAB will be composed of senior-level IC agencies and components officials and University/College-related officials that provide strategic oversight and feedback to the IC CAE Program Office. Members will serve one to two year terms.

Selection criteria may include:

1. The SAB will have at least one representative (and one alternate) from each participating IC agency and component, and at least three University/College-related representatives.

2. IC representatives should be SIS/SES or GM-15 level officers with a clear stake in the success of the program.

3. University/College representatives will be deans, vice presidents, faculty and/or IC CAE Program Managers in the area of study where the CAE resides.

4. The SAB shall initially meet at least once every six months, with quarterly written updates.

5. The IC CAE Program Director will initially serve as the Chairperson of the SAB during the Pilot Phase of the IC CAE Program.
Working Group (if required)

Role

The Working Group members will be appointed by IC SAB members. They will serve as primary contacts for the IC CAE program in their respective organizations. The Working Group members will perform as focal points to assist IC CAE Program Office staff officers ensure coordination of inter-agency support and assistance to the IC CAE program.

Responsibilities may include the following:

1. SAB members from each IC agency and component will appoint a focal point from a core skills area to serve as a member of the IC CAE working group for one to two years.

2. Working Group members shall have knowledge of: 1) agency’s or component’s strategic plans and/or directions; 2) skills and competencies of interest to the agency/component, and 3) familiarity with cross-functional mission areas.

3. Working Group members, ideally, shall have academic, training, teaching and/or curriculum development experiences.

4. Working Group members shall have the interest and commitment to support the IC’s national security imperatives.

5. The Working Group members will keep their SAB member informed of the status of the IC CAE program.

6. The Working Group will be responsible for organizing and prioritizing key issues to be discussed and presented to the SAB.

7. The Working Group will meet monthly to get an update and status of the IC CAE program.

8. The IC CAE Program Office program manager(s) will perform as the initial chair of the Working Group during the pilot phase of the program.
IC CAE Strategic Milestones

Intelligence Community Centers of Academic Excellence
Overview of Tentative Milestones

This following timetable has been established for the institutionalization of the IC CAE Program.

FY 2005-07
• Complete IC CAE Concept Development
• Establish Academic Networks

FY 2005-08
• Pilot IC CAE, Initial Operational Capability
• Assess Implementation Strategy
• Conduct Evaluation and Assessment
  -- Program Planning, Execution, Revision
  -- Course Correction
• Prepare Formal Reports
• Report Lessons Learned (continuously)

FY 2008-15
• Institutionalize IC CAE Program
• Select IC CAE Institutions (cyclically)
• Continue to Establish Academic Networks
• Provide Liaison and Coordination with IC CAE Institutions
• Continue Evaluation and Assessment
  -- Program Planning, Execution, Revision
  -- Evaluate Strategies
  -- Course Correction
• Execute Plan and Processes
• Operationalize Practices
• Conduct Site Visits and Focus Groups
• Prepare Formal Reports
• Report Lessons Learned (continuously)
CAE Areas of Focus

Over the next several years the United States Intelligence Community will develop a series of Centers of Academic Excellence (CAE) in National Security Studies. The CAE initiative will serve as an innovative strategy to develop critical IC skills and competencies. Objectives include the development of eligible talent that the IC can attract, recruit and hire. The strategy will help build a pipeline of competitive talent including women and racial/ethnic minorities with diverse cultural backgrounds, experience, skills, language proficiency, and expertise.

The CAE Program institutions will develop critical skills and competencies that primarily focus on one or two of the following five (5) areas. Each participating college or university will be required to select from the five areas below for the pilot phase of the CAE Program. Participating institutions must sponsor pre-collegiate/high school outreach in its geographic locality. The emphasis is to market the IC as an employer of choice, build awareness about IC career choices and promote a positive image of public service. The IC CAE Program is focused on building long-term partnerships with academic institutions during the 21st Century in support of America’s National Security Imperatives.

Primary Critical Skill Sets/Competencies

<table>
<thead>
<tr>
<th>Information Technology Specialists</th>
<th>Language Specialists</th>
<th>Scientific/Technical Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project managers</td>
<td>Middle Eastern</td>
<td>Scientists</td>
</tr>
<tr>
<td>Computer specialists</td>
<td>Far Eastern</td>
<td>Engineers</td>
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<tr>
<td>Systems research</td>
<td>World Languages</td>
<td>Nuclear specialists</td>
</tr>
<tr>
<td>Software applications</td>
<td></td>
<td>Nonproliferation</td>
</tr>
<tr>
<td>Software specialists</td>
<td>Threat Specialists</td>
<td>Technical weapons</td>
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<tr>
<td>Electronic Data Optimization</td>
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<td>Geospatial specialists</td>
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<tr>
<td>Cyber Security</td>
<td></td>
<td>Imagery specialists</td>
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<td></td>
<td></td>
<td>International business/finance/banking</td>
</tr>
</tbody>
</table>

Political/Economic Specialists

- Political
- Foreign/Regional Area specialists
- Economics
- Military specialists
- Geospatial specialists
- International business/finance/banking

- Counterterrorism
- Counterintelligence
- Counternarcotics
- Criminal Justice
- Law Enforcement
- Homeland Security
- Risk Analysis

- Political Strategy
- Team Building/Team Work
- Futuristic Focus/Strategy
- Establishing Priorities
- Government(s) Operations
- People Skills

Specific General Competencies for Intelligence Professionals

- Analysis
- Analytical Reasoning
- Critical Thinking
- Communications (oral and written)
- Mathematical Reasoning
- Project Management
- Knowledge Management
- Consequence Management
- Time Management
- Research, developing rational conclusions and alternative solutions from ambiguity and limited data sets
- Political Strategy
- Team Building/Team Work
- Futuristic Focus/Strategy
- Establishing Priorities
- Government(s) Operations
- People Skills
## IC CAE General Assessment Information

Selection guidelines for institutions are designed to provide consistent guidance for assessing institutions’ CAE Program proposals. The selection guidance is directly linked to the IC CAE operational and execution strategy that emphasizes the intent of Public Law 108-177, Section 319. Each CAE application will be evaluated on the strength of its proposal in the four key areas listed below.

<table>
<thead>
<tr>
<th>Points</th>
<th>IC Centers of Academic Excellence Proposal Criteria</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(35)</td>
<td>1.0 University/College: Accredited Disciplines/Curriculum Infusion</td>
<td></td>
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<tr>
<td>10</td>
<td>1.1 Education component--integrated curriculum, courses and/or concentrations linked to IC competencies and skill sets</td>
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<tr>
<td>5</td>
<td>1.2 Dedicated program manager including faculty involvement across related disciplines</td>
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<tr>
<td>5</td>
<td>1.3 Scholarships related to cultural immersion, language development, area studies, foreign exchange/travel programs for students</td>
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<tr>
<td>10</td>
<td>1.4 Diversity of student body in focused discipline area(s) identified in proposal linked to Public Law 108-177, Section 319</td>
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<tr>
<td>5</td>
<td>1.5 Evaluation/assessment and reporting strategies</td>
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<tr>
<td>(25)</td>
<td>2.0 Beneficial Relationships</td>
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</tr>
<tr>
<td>10</td>
<td>2.1 History of involvement with one or more IC agencies/components</td>
<td></td>
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<tr>
<td>10</td>
<td>2.3 Other related CAE efforts linked to developing IC-related skills sets and competencies, e.g., research, resource information room, IC co-ops, internships</td>
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<tr>
<td>5</td>
<td>2.2 Involvement with other federal agencies and/or scientific laboratories</td>
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<tr>
<td>(25)</td>
<td>3.0 Pre-College/High School Outreach</td>
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<td>10</td>
<td>3.1 A defined plan of action to implement Saturday Institutes and/or Summer Programs for high school students</td>
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<tr>
<td>5</td>
<td>3.2 Prior experiences with developing and implementing successful pre-collegiate and high school programs, locally, regionally and/or nationally</td>
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<tr>
<td>5</td>
<td>3.3 Lectures, fieldtrips, IC speakers and outside experts to support high school outreach activities</td>
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<tr>
<td>5</td>
<td>3.4 Mentoring and coaching key components of CAE outreach</td>
<td></td>
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<tr>
<td>(15)</td>
<td>4.0 Regional IC Colloquium with Consortium Institutions</td>
<td></td>
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<tr>
<td>10</td>
<td>4.1 A defined plan of action to execute a regional IC Colloquium and/or Seminar in geographic area and including other colleges/universities and high schools</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4.2 Relationships with: other institutions of higher education, including research, scientific/technical partnerships, and/or community outreach</td>
<td></td>
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</tbody>
</table>

**Notes/Comments:**