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UNITED STATES OF AMERICA
NUCLEAR REGULATORY COMMISSION

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PERIODIC BRIEFING ON EEO PROGRAM

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PUBLIC MEETING

Nuclear Regulatory Commission
One White Flint North
Rockville, Maryland

Monday, February 8, 1993

The Commission met in open session,
pursuant to notice, at 2:00 p.m., Ivan Selin,
Chairman, presiding.

COMMISSIONERS PRESENT:

IVAN SELIN, Chairman of the Commission
KENNETH C. ROGERS, Commissioner
FORREST J. REMICK, Commissioner
JAMES R. CURTISS, Commissioner
E. GAIL de PLANQUE, Commissioner

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STAFF SEATED AT THE COMMISSION TABLE:

JAMES TAYLOR, Executive Director for Operations

PAUL BIRD, Director, Office of Personnel

PATRICIA NORRY, Director, Office of Administration

PAULINE BROOKS, Affirmative Action Advisory Committee

CARDELIA MAUPIN, Blacks in Government

LARRY PITTIGLIO, Joint Labor-Management Advisory Committee

MARK AU, Asian Pacific American Advisory Committee

EDWARD TUCKER, Manager, Civil Rights Program, SBCR

CLARE DeFINO, Federal Women's Program Advisory Committee

SHARON CONNELLY, Committee on Age Discrimination

MARIA LOPEZ-OTIN, Hispanic Employment Program Advisory Committee

JAMES THOMAS, National Treasury Employees Union

JAMES McDERMOTT, Acting Director of the Office of Small and Disadvantaged Business Utilization and Civil Rights

BARBARA WILLIAMS, Assistant for Minority Recruitment and Career Development, Office of Personnel

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P-R-O-C-E-E-D-I-N-G-S

2:00 p.m.

CHAIRMAN SELIN: Good afternoon, ladies and gentlemen.

The Commission meets this afternoon to discuss the most recent status report on NRC's Equal Employment Opportunity Program. The NRC staff and our employment advisory committees meet with the Commission semi-annually to discuss the status of our efforts to achieve our EEO goals and objectives. Our last meeting on this topic was held last July 29th. At our last meeting we used a new format for these presentations and we're continuing the procedure in this afternoon's session.

Copies of the Commission paper containing background information on today's presentations are available in the room.

Just let me say at the beginning I found the paper to be terrific. I thought it was a terrific report. It showed great sensitivity to the issues, concerns and needs associated with our EEO program and I'd like to commend the staff for their efforts in preparing it.

Nevertheless, we need to acknowledge that our progress towards achieving our goals and

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1 objectives is disappointingly slow. In my view, we
2 lack neither the commitment nor the programs to ensure
3 that we use and develop our human resources wisely and
4 in the best interest of the agency and our people.
5 What we need to do is to determine how to refine and
6 implement more effectively the many initiatives that
7 we have underway in the EEO area to ensure that we
8 obtain positive results in the shortest possible time.

9 Our purpose in meeting today is to get a
10 general report, but more specifically it's to
11 concentrate on how this improvement and this execution
12 can best be done.

13 Before I turn the meeting over to the
14 Executive Director for Operations, do any of my
15 colleagues have anything to say?

16 Mr. Taylor, the floor is yours.

17 MR. TAYLOR: Good afternoon.

18 Before I make some observations on some
19 key elements of our EEO program, I'll introduce Ed
20 Tucker, Program Manager in the Office of Civil Rights
21 and Small Business, and ask him to introduce the
22 people at the table from the committees.

23 MR. TUCKER: Thank you, Mr. Taylor.

24 Participating in this afternoon's briefing
25 are Mr. Paul Bird, the Director of the Office of

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1 Personnel, and representatives of the various EEO
2 constituency group committees. Seated at the table,
3 beginning at my far left, is Ms. Maria Lopez-Otin,
4 Chairperson of the Hispanic Program Advisory
5 Committee; Ms. Sharon Connelly, Chairperson of the
6 Committee on Age Discrimination; Ms. Clare DeFino,
7 Chairperson of the Federal Women's Program Advisory
8 Committee; and on my far right Mr. Mark Au,
9 Chairperson of the Asian Pacific American Advisory
10 Committee. Seated next to him is Mr. Larry Pittiglio,
11 Chairperson of the Joint Labor-Management EEO Advisory
12 Committee and next to him is Ms. Cardelia Maupin,
13 President of the NRC Chapter of Blacks in Government;
14 and Ms. Pauline Brooks, Chairperson of the Affirmative
15 Action Advisory Committee.

16 Mr. Bird?

17 MR. TAYLOR: I have a few remarks, Ed.
18 I'll pick up there.

19 I'd like to acknowledge that Mark Au is
20 Chairperson for our most recently formed committee,
21 the Asian Pacific American Advisory Committee.

22 At our last EEO briefing -- well, I'll
23 first ask Paul to introduce the Personnel staff who
24 are also here to answer questions.

25 Paul?

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1 MR. BIRD: We didn't have enough room now
2 to get all the people that might participate today at
3 the table, so I would like to introduce a few
4 individuals who have been interacting directly with
5 the EEO advisory committees and in various EEO and
6 affirmative action efforts. From your left, from the
7 Commission's left to right, I'd like to introduce Jim
8 Thomas, the local Chapter 208 President of the
9 National Treasury Employees Union. Jim. Patricia
10 Norry, Director of the Office of Administration who
11 has been serving as the chair of the Executive
12 Resources Board Review Group and it's a function that
13 we'll be talking about shortly. Jim McDermott, who is
14 formerly the Deputy Director of Personnel, currently
15 the Acting Director of the Office of Small and
16 Disadvantaged Business Utilization and Civil Rights;
17 and Ms. Barbara Williams who is serving in my office
18 as the Assistant for Minority Recruitment and Career
19 Development in the Office of Personnel.

20 Additionally, several members of my staff
21 who are actively participating in EEO and affirmative
22 action efforts are available in the row directly
23 behind should there be any specific questions that can
24 they can help with during the briefing. Thank you.

25 MR. TAYLOR: At our last EEO meeting on

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1 July 29th, we introduced a new format for these
2 briefings and I'd like to continue using that format.
3 I've provided the Commission, as the Chairman noted,
4 with an information paper. In that paper I describe
5 six affirmative action objectives which we're
6 focusing. I've provided various demographic data
7 depicting work force trends at the NRC and responded
8 to questions by the Commission in its SRM from the
9 last EEO briefing. Also, I provided the responses,
10 the staff responses to issues and recommendations from
11 the seven advisory committees.

12 I'll summarize the key points in our
13 Commission paper quickly. We're focusing on -- first
14 we're focusing on enhancing the opportunities for
15 recruiting Hispanic employees in all occupations.
16 Two, we're enhancing opportunities for recruiting
17 women and minorities in professional positions. We're
18 trying to expand the pool of women and minorities
19 eligible for supervisory, management and executive
20 positions. Four, trying to attract and retain
21 disabled employees. Five, we're providing a training
22 and development program, including rotational
23 opportunities to enhance job performance in support of
24 affirmative action. Six, we're trying to improve
25 communication and awareness about EEO and affirmative

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1 action objectives throughout the staff.

2 One of the EEO-related areas we've focused
3 a great deal of energy and concern on in the past six
4 months is prevention of sexual harassment. We're
5 committed to communicate to all employees that sexual
6 harassment will not be tolerated in the work place.
7 We've had to deal forthrightly and aggressively with
8 allegations of sexual harassment that have come to our
9 attention. During the last fiscal year, one formal
10 grievance was filed and five complaints outside the
11 formal complaint process or grievance procedure were
12 brought to management's attention. In each of these
13 instances, management took action, including
14 initiating disciplinary action where appropriate to
15 ensure that the offensive behavior was stopped and
16 that the feelings of the aggrieved parties were
17 understood by the offenders.

18 An announcement is being distributed to
19 all employees identifying several instances of
20 inappropriate behavior. Those are only examples. But
21 our objective in publishing this information is to
22 make employees aware of the Agency's intolerance of
23 this behavior and our intention to take disciplinary
24 action as needed.

25 We're also communicating the Agency's

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1 sexual harassment policy to all employees through
2 publication, distribution of an Agency brochure,
3 Prevention of Sexual Harassment. In this document,
4 employees are given concrete advice about identifying
5 the offensive behavior and dealing with it. The
6 Agency's responsibilities, supervisor's
7 responsibilities and employee's responsibilities are
8 described and sources of information and assistance
9 are provided.

10 One of the resources available to our
11 employees is counseling services for victims of sexual
12 harassment. This special expertise is available
13 through our Employee Assistance Program in the Office
14 of Personnel and is being used. Additional guidance
15 on responding to complaints of sexual harassment has
16 been provided to all managers and supervisors in a
17 recent memorandum from me. Actions to be taken by
18 management when a complaint is lodged or offensive
19 behavior is observed are outlined in this document.

20 Finally, we're offering a continuing
21 sexual harassment prevention training to all employees
22 throughout Headquarters and the regions. Although we
23 have offered training in this subject since 1983,
24 we've recently renewed our effort to train all
25 supervisors and employees in this area. A sexual

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1 harassment prevention workshop recently revised and
2 currently being presented by the Office of Personnel
3 Management and representatives from the Office of
4 Personnel and the Office of the General Counsel
5 provide statutory information about sexual harassment,
6 management's roles and responsibilities in preventing
7 inappropriate behavior and in dealing with it and the
8 rights, responsibilities and remedies that victims of
9 sexual harassment have and can exercise.

10 Since April of 1992, we've trained
11 approximately 30 percent of the staff and sessions
12 will be offered continuously throughout this year and
13 next year until all supervisors and employees have had
14 an opportunity to attend.

15 Now I would like to start dialogue this
16 afternoon by asking Pat Norry to discuss the role of
17 the Executive Resources Board Review Group that I
18 appointed and initiated in April of 1992.

19 Pat Norry?

20 MS. NORRY: Good afternoon.

21 The Executive Resources Board Review Group
22 was established by the EDO on April 28th, 1992. The
23 members, in addition to myself, are Jack Heltemes from
24 the Office of Research, Jim Blaha from the EDO's
25 Office, Jesse Funches from the Controller's Office,

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1 and Jose Calvo from NRR.

2 The purpose of this group as outlined in
3 the memorandum from the EDO is to examine the rating
4 and selection process for grade 15 and SES positions
5 to help ensure that the principles of EEO are applied
6 in these selections. The way we operate is that we
7 meet each week and review packages of having been
8 through the panel and listing the best qualified list
9 for those panel reviews. The Board receives copies of
10 all the application packages in advance and the
11 discussion focuses on whether there are highly
12 qualified women and/or minorities represented on the
13 best qualified list. I'd just like to stress that our
14 review, of course, is not just a repetition or a
15 straight out endorsement of what is on the best
16 qualified list, but rather we make an independent
17 judgment that highly qualified women and/or minorities
18 are or are not on the BQL. After the meeting, I write
19 to the office director stating the results of this
20 review.

21 I'd like to show three charts which
22 illustrate some of the things that have happened with
23 29 positions that were from April 28th, the time we
24 were established, through December 3rd.

25 (Slide) If I could have the first chart,

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1 please.

2 This shows the distribution of selections
3 based on the opportunity to select. What this means
4 is that, for instance, for white males there were 28
5 certificates on which there were white males and white
6 males were selected 12 times. Similarly for white
7 females, there were 17 certificates where white
8 females were represented on the BQL and there were
9 eight selections. With minorities, there were 14
10 opportunities and nine selections.

11 (Slide) If we look at the next chart we
12 get a better feel for what the total population was --
13 chart 2, please -- the total population of the BQL.

14 This shows you broken down further in the
15 minority categories the total numbers of the entire
16 population of all the best qualified lists that we
17 looked at for all 29 packages, the total numbers that
18 were on there and the percentages of selections.

19 (Slide) Finally on the third chart, may
20 I have chart 3, please?

21 This is the distribution of selections and
22 it shows you the numbers and the percentages as
23 against the previous chart that you just saw of what
24 the BQLs were. This shows you how the selections came
25 out for each category.

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1 In addition to the numbers, there are a
2 few observations that the group has made. First of
3 all, we believe that there's no question that there
4 has been increased awareness of the need to consider
5 all qualified candidates and the importance of equal
6 opportunity in personnel selections.

7 We also note and share with observations
8 that have been made and that will be made later in
9 this briefing that the pool of eligible to move up
10 into these categories need to be increased and I
11 believe that you will hear a presentation about
12 several strategies to do that. Obviously there's a
13 lot of progress having been made in recent hiring in
14 women and minorities at the intern and entry levels,
15 but the pool available to move up into some of these
16 positions is not as great as it needs to be. This is
17 particularly true in the regions where there are
18 simply not as many women and minority candidates who
19 show up on the best qualified list because they
20 haven't applied for one thing.

21 So those are the observations. I'd be
22 glad to answer any questions that you may have.

23 COMMISSIONER de PLANQUE: Yes, Pat. One
24 question. This represents 29 positions in the 15 SES
25 category, right?

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1 MS. NORRY: Right.

2 COMMISSIONER de PLANQUE: These were all
3 competed positions.

4 MS. NORRY: That's correct.

5 COMMISSIONER de PLANQUE: In that same
6 time period, how many positions in the 15 SES category
7 were filled non-competitively?

8 MS. NORRY: Do you have that figure? I
9 don't think there were any SES positions that I'm
10 aware of that were filled. Were there any others?

11 MR. BIRD: There were SES positions that
12 were filled from within the SES ranks. So, there was
13 movement within the SES.

14 COMMISSIONER de PLANQUE: Right.

15 MR. BIRD: But in order to go from a grade
16 15 to SES, of course --

17 COMMISSIONER de PLANQUE: Yes, I
18 understands.

19 MR. BIRD: -- there had to be competition.

20 COMMISSIONER de PLANQUE: I'm just looking
21 for how many. What was the total number?

22 MR. BIRD: I don't have the total, but I'm
23 sure at the grade 15 level there may also have been
24 reassignments of people who were already at the grade
25 15 level. I just don't have that.

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1 COMMISSIONER de PLANQUE: Right.

2 MR. BIRD: I don't have the number on it.

3 COMMISSIONER de PLANQUE: Okay.

4 MR. BIRD: We could certainly check that.

5 COMMISSIONER de PLANQUE: And just one
6 more question. Can you give us some idea of how
7 widely advertised these positions were? Were they
8 mostly within NRC or within the federal government?

9 MS. NORRY: Most of them were pretty
10 widely advertised. Of course there's a requirement
11 for the SES positions, that they be widely advertised,
12 and my recollection is that the grade 15 ones were
13 advertised in places other than NRC, but I defer to
14 Paul on that.

15 MR. BIRD: Yes. I don't believe that was
16 true in all cases. I think probably in the majority
17 of cases that is true. We do try at that level to get
18 a broad cast of applicants. But I don't believe
19 that's exclusive. Certainly some of them may have
20 been within NRC, if we felt we had a base of
21 candidates within the Agency that was large enough to
22 support the action. Again, we can do a breakdown of
23 that for you against that particular time frame, if
24 you'd like.

25 COMMISSIONER de PLANQUE: Okay. Thanks.

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1 MR. TAYLOR: Are there questions of Mrs.
2 Norry?

3 Thank you, Pat.

4 I believe these numbers do show the
5 effectiveness of what Pat Norry and the group are
6 doing. This is definitely a move in the right
7 direction.

8 Before we move on to a dialogue between
9 the Commission and the various members of the
10 committee and staff here, I'd like to ask Jim Thomas,
11 who has been introduced to you, the President of the
12 local chapter of the NTEU, who did not have a written
13 statement but I believe has some comments.

14 Jim?

15 MR. THOMAS: Thank you. Good afternoon.

16 I have two general areas of comment. Some
17 I would characterize as old business items, items that
18 had been considered by the Commission in previous
19 briefings and then some new items raised by the report
20 itself. One item that was brought up in previous
21 briefings is the area of rotational assignments. NRC
22 and NTEU have reached an agreement in that area. But
23 there's a problem that keeps popping up dealing with
24 the administration of rotational assignments that I
25 think I should bring to your attention. It has to do

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1 with a swapping that is often times required to
2 implement a rotational assignment. An employee will
3 come forward and say, "I'd like to go on rotation,"
4 and that same employee will have to find a replacement
5 for his or her position.

6 Now, that may not be a serious problem
7 when you're dealing with an employee who is seeking a
8 rotational assignment for career enhancement. We have
9 situations where employees are seeking a rotational
10 assignment to get away from a poor supervisory-
11 employee relationship. Recently we had a probationary
12 employee who, as you now know, probationary employees
13 have to serve two years before their probation is
14 ended. During the approximately 18 months of his
15 probationary period, he surmised that the relationship
16 between he and his supervisor was not what it should
17 be and requested a rotational assignment and could not
18 find a replacement. So, he had to serve out that
19 period.

20 We would suggest that Personnel should be
21 given some authority in the area to actually find a
22 replacement or implement a rotational assignment when
23 it's being requested due to a personality conflict
24 between employee and supervisor.

25 With regard to another item --

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1 CHAIRMAN SELIN: That goes against the
2 whole sense of what our rotational assignment is
3 supposed to be. A situation like that, if it's just
4 a personality conflict, it should be a reassignment.
5 If it's really an incompetent supervisor, the idea of
6 sending in some other sacrifice to that -- that sounds
7 like sort of using one process, which is supposed to
8 be a training and broadening process, to solve a
9 different management problem. Isn't there a more
10 direct solution than just passing the pain around to
11 a set of candidates?

12 MR. THOMAS: Well, the suggestion was
13 intended to provide management some relief. I would
14 actually feel that in the probationary period that if
15 things are not working out during the first year that
16 a reassignment, a permanent reassignment be
17 implemented. If that's not possible, at least the
18 rotational assignment would give management a second
19 supervisor who could evaluate because right now for a
20 probationary employee there's one person who is God.
21 If that supervisor says that there's a problem, you're
22 out on the street.

23 CHAIRMAN SELIN: I see.

24 MR. THOMAS: But I would agree with you,
25 the reassignment is a more permanent solution, but

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1 this would allow somebody to go into another area and
2 if that new supervisor felt that this was a competent
3 employee, then a permanent reassignment could be
4 arranged.

5 In the area of EEO profiles, I think
6 several times I've raised the issue of requesting
7 information regarding the EEO profile of the best
8 qualified candidates and the selectees. That's
9 something that I think personnel is either on the way
10 for developing or has developed and I would suggest
11 that that would be included in all the future
12 briefings as an item for the Commission to consider.

13 In the area of sexual harassment, during
14 the last briefing I brought to the Commission's
15 attention a case in Region III involving a former
16 supervisor that had harassed several women. That case
17 has now been resolved, I think hopefully to the
18 satisfaction of most of the parties. But during the
19 resolution process there were some issues that were
20 raised that I think reflects some of the problem we
21 have in dealing with sexual harassment in the Agency.
22 There seems to be an undue focus on the actions or
23 lack of actions on the part of these women prior to
24 filing the complaint. Now, if you're dealing with
25 alleged harassment on the part of a co-worker, that

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1 may be a legitimate question to raise. When you are
2 dealing with alleged harassment on the part of one's
3 supervisor, you are asking an individual to make a
4 complaint to the very individual that makes a direct
5 determination on their career in this Agency.

6 To me it's very much like the situation
7 that non-smokers faced ten or 15 years ago. The
8 burden was on the non-smoker to raise the complaint
9 and prevent the smoke from being blown in their face.
10 The situation has now changed to where if you want to
11 light up in a conference room or any other area of the
12 Agency, you've got the problem, not the non-smoker.

13 Likewise I think that more of the burden
14 must be placed away from the individual being harassed
15 here, that they cannot always be called upon to check
16 the conduct of their supervisors because that could be
17 career damaging. In this particular case in Region
18 III, the individual that initiated the complaint was
19 a probationary employee and obviously they can be
20 terminated without cause at any time. So, it's a
21 difficult thing for them to step forward.

22 CHAIRMAN SELIN: Could I stop you for a
23 second?

24 MR. THOMAS: Sure.

25 CHAIRMAN SELIN: First of all, in general

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1 principle I agree with you. In fact, I've looked not
2 at that particular case but a couple of other cases
3 where it's very clear that for a whole lot of reasons
4 the women who are being harassed are really very
5 reluctant to come forward, not just because of the
6 fact that they might be subject to some supervisory
7 action, it's just a very hard thing to do. In fact,
8 one of the things I believe is absolutely essential is
9 that management take a much stronger hand with
10 supervisors who should have known something was going
11 on but either didn't or went out of their way not to
12 find out that things were going on. I think we've
13 done this in a couple of cases recently to make it
14 clear that this is the responsibility of the -- not
15 the person necessarily involved in the complaint, but
16 when there's somebody who's supervising people who
17 have been subject to a couple of complaints, that
18 that's clearly -- making sure that these actions stop
19 is clearly part of the management's responsibility.

20 But I don't believe it's factually correct
21 that the person who is harassed has to go to in most
22 cases her supervisor to make the complaint. I believe
23 there are a number of different avenues to make that
24 complaint. Is that not correct?

25 MR. THOMAS: Maybe I wasn't quite clear in

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1 what I was saying. In the resolution process, there
2 seems to be a focus on, "Why didn't you come in
3 earlier?" No, the current process does not require
4 the individual to go their supervisor. The new
5 procedure has any number of individuals they can go
6 to, but certainly in the case of a probationary
7 employee that is a risky thing for them to undertake.

8 One of the things that I would suggest
9 that we give some serious consideration to in the area
10 of sexual harassment and employer-employee relations
11 in general is the implementation of some sort of a
12 system to allow employees to evaluate supervisory
13 performance. We've put together a package like this
14 in the past with, I would say, rather limited success.
15 Whenever we presented it at the bargaining table we
16 get a reaction of basically the NRC does not care to
17 be at the cutting edge of labor reform. When we've
18 gone to various supervisors and said, "Well, why don't
19 you try this?" the response is something along the
20 lines, "That's a novel idea but I don't want to be the
21 first."

22 I have a package that we've had for some
23 time. I'd like to send that to the Commission, the
24 EDO, Personnel and the EEO Office to get some idea of
25 how it might be implemented. It's merely a situation

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1 where on various factors the supervisor is evaluated
2 on a self-evaluation, how he or she thinks they
3 communicate with their staff, how they resolve
4 problems, do they deal fairly and equitably with their
5 employees and then how the composite of their staff
6 views that same supervisor. I think that in areas
7 where this has been implemented in some of our other
8 chapters, it's provided a lot of soul searching on the
9 part of supervisors regarding, "Well, maybe I'm not
10 doing this as well as I thought I was." It can prove
11 to be a very positive force here.

12 In the area of the EEO report itself, I'll
13 finally get into new business. One thing about the
14 report that sort of sticks out in my mind is the
15 actions or the direction of the Commission doesn't
16 really seem to focus on where we have a lot of our
17 documented EEO problems. If you take a look at the
18 EEO complaints that have been filed in the Agency, the
19 preponderance of complaints deal with the area of age
20 discrimination, except for some sort of, I guess, I
21 would call it general training guidelines in one of
22 the recommendations. That's missing altogether. We
23 have time and time again EEO complaints where I think
24 an objective third party will take a look at the
25 qualifications of the selectee, the qualifications of

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1 the complainant and say, "There is a problem here."

2 I brought one case to your attention
3 during the last briefing where a board certified
4 health physicist and a Master's candidate in health
5 physics were both passed over for a senior health
6 physicist position in favor of a younger candidate who
7 doesn't even have a college degree. Now, somewhere
8 down the ride, that individual is going to be trained
9 by the people who didn't get the job and that doesn't
10 work out for morale and it generates a lengthy
11 litigation process to resolve these matters.

12 I think that some attention needs to be
13 devoted to that area. One area that I would suggest
14 is with regard to the issues being discussed by Ms.
15 Norry earlier. In addition to focusing on women and
16 minorities who are on the list and are not selected or
17 not considered, I would think that we would do well to
18 really have a screened best qualified list where we
19 don't end up with a process where we have ten
20 applicants and all ten make the best qualified list
21 and there's a huge range of difference between the top
22 and the bottom, and then have that committee focus not
23 only on women and minorities but situations where the
24 top candidate was not selected. There are many
25 situations where management legitimately does not

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1 select a top candidate. But if the process was one of
2 where the supervisor more or less had to document the
3 rationale for the selection, there would be a little
4 balancing between the qualifications and the
5 subjective factors that are often times used in the
6 selection process.

7 CHAIRMAN SELIN: I wasn't clear whether
8 those two points were the same about age
9 discrimination and about the best qualified list, but
10 I'd like to go back to the age discrimination
11 question. It's true that there are a number of
12 individual complaints, a large number of individual
13 complaints concerning age discrimination and that
14 those have to be looked at. But a lot of what we do
15 in the EEO is just what it says. It's truly
16 affirmative action. In other words, take a look at
17 what our profiles are measured different ways and say,
18 "We are just grossly under represented in a number of
19 areas." Hispanics is the outstanding example, but
20 there are a number of others that are very
21 significant. That goes beyond saying that we have a
22 complaint here or a complaint there. It says we're
23 not getting enough people into the pool. It's not so
24 much -- we don't even have enough people in the pool
25 to say that we're treating people fairly or unfairly

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1 once they're in the pool.

2 Now, a lot of what we do, whether it's the
3 rotational program, it's the training programs, the
4 sensitivity on the selection is to get more candidates
5 into the Agency or up to levels where we have a
6 reasonable number of candidates for any of these
7 groups that are clearly under represented, grossly
8 under represented in our profiles. There's nothing
9 like that on the age side. In the absence of some
10 kind of a profile argument, you have nothing other
11 than the specific case by case situations to say,
12 "This is wrong. Something happened," which can be
13 looked at.

14 But to go beyond that, one would really
15 need some kind of a profile to say we're
16 systematically -- well, I don't want to say we're
17 systematically excluding, but the results don't show
18 reasonable basis at these levels or what have you for
19 different groups. I think that explains why most of
20 the effort doesn't go in the age-related area, but in
21 the minorities or women or some combination of the two
22 that are just clearly under represented in many of
23 these groups.

24 MR. THOMAS: Mr. Chairman, in fairness,
25 I've been seeking that profile for three years now and

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1 I believe that once the data is developed regarding
2 best qualified list as far as age and the selection
3 list, you will generate an overall base there to show
4 that there's a clear connection between the number of
5 EEO complaints that we have and the selection process
6 in the Agency. As things stand right now, we can only
7 obtain the data for individual complaints. The union,
8 frankly, does not take the cases forward unless there
9 is a basis to argue discrimination. Too costly.

10 CHAIRMAN SELIN: You realize that what
11 you're saying, although it may be correct, is not an
12 answer to what I'm saying. We're not looking at the
13 statistics to say is some group systematically
14 discriminated against in the selection process.

15 MR. THOMAS: Understood.

16 CHAIRMAN SELIN: It's looking at the
17 growth statistic. We're not even getting people into
18 the selection process that are much more concerned
19 about.

20 MR. THOMAS: My problem is not in any of
21 the six recommendations. I guess I'm focusing on here
22 is an area that in my judgment there's a serious
23 problem in this area and there's a lack of focus on
24 that area. I didn't mean that that should exclude any
25 of the other items.

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1 CHAIRMAN SELIN: Thank you. I'm sorry,
2 Mr. Thomas, please continue.

3 MR. THOMAS: The one final area I would
4 like to address has to do with staffing. I and I
5 suppose a lot of the people who came into the NRC in
6 the early part of our careers assumed that the nuclear
7 industry was going to be something that was going to
8 be expanding through the end of this century and
9 beyond. That's not happening. For some time now, we
10 have been expecting proposals from management dealing
11 with the focus of the Agency as the focus changes from
12 nuclear power reactors, licensing, research in that
13 area, to what the NRC is going to be like in the 21st
14 Century. We don't see that happening. In fact we see
15 in those areas an increase in staffing that has been
16 occurring in the 1980s and early 1990s.

17 One of the fears that we have is that
18 somewhere down the road, either through congressional
19 action or court action, the NRC is going to be placed
20 in a RIF situation, a situation far -- in the case of
21 NRR and some other reactor-related offices, a RIF
22 situation far more severe than what we encountered in
23 NRR in the mid-1980s.

24 What we would like to -- the problems that
25 this really focused on, the hearing regarding a second

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1 building. As you know, there's a difference of
2 opinion between management staff and NTEU regarding
3 how the second building should be configured. In that
4 hearing, one of the documents that -- I should say
5 after the hearing. One of the documents that the NRC
6 attempted to introduce was a document showing that the
7 fifth and sixth floor in this building will be
8 required for NRR expansion. That doesn't seem to mesh
9 up with the licensing needs that at least I perceive
10 that is going to be needed for the rest of this
11 century and beyond. Something may change. Hopefully
12 it does. But it looks like we are sort of waiting
13 around for either Congress or the courts to act. The
14 problem with that is that the veterans preference
15 that's in the law is going to create a situation where
16 women and a lot of minorities are going to be
17 disadvantaged if you get into a RIF situation.

18 So, I'd like to see some action on the
19 part of the Commission to move into that mode through
20 attrition so that we don't have a RIF somewhere down
21 the road.

22 Thank you.

23 CHAIRMAN SELIN: Thank you.

24 Comments?

25 COMMISSIONER de PLANQUE: I have one

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1 question for you since you brought up the issue of
2 rotation. It's my understanding that that's
3 particularly difficult at the clerical level. Is this
4 a problem that's unsolvable or are we --

5 MR. BIRD: I don't believe it's
6 unsolvable. I certainly agree with Jim that we can't
7 place the onus on an employee to find a replacement
8 for him or herself. We do work very hard to try to
9 get within offices, particularly in the area of
10 secretaries where there's a base of employment in a
11 relatively large office, something set up so that
12 those who want to participate can do it in a timely
13 fashion. Maybe not all at once, but certainly in
14 looking at it from an office perspective, those
15 rotations can be worked out.

16 We've looked into the use of the private
17 sector temp authority for this purpose and we're right
18 now as an Agency very liberally applying that. There
19 may be some latitude to use that to bridge this. I
20 hate to commit to that right now because it's not
21 clear the extent to which our authority to operate
22 within the law permits us to do that. Certainly we
23 know that we have some latitude that other agencies
24 don't. We have to be very careful when we're not
25 dealing in the technical scientific area to apply the

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1 latitude and jeopardize to any extent our accepted
2 authority. We're very careful in that particular case
3 when we're replacing secretaries to be sure that we
4 don't use the private sector temp to develop an
5 employer-employee relationship. There's some very
6 strict requirements that apply there on days that the
7 private sector temps can work, on the length of time
8 the private sector temps can be in place in a
9 particular job. Within that framework, to the extent
10 there is some latitude, we try to do that.

11 But we also work across offices in that
12 regard. If we can find a secretary in office A who's
13 basically at a level of a secretary in office B, we
14 facilitate those interchanges and I think we've done
15 quite well as an Agency in being able to bring those
16 about. We can't do every case at once and I think
17 that's something that we're working on again with the
18 offices to see what we can do within the office
19 framework to stage those. But we are looking at some
20 additional opportunities to be able to help that
21 situation, particularly with clerical, secretarial and
22 support staff employees.

23 COMMISSIONER de PLANQUE: Okay.

24 MR. TAYLOR: Thanks, Jim.

25 At this point the staff and all the

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1 participants from the committees are prepared to
2 answer questions from the Commission.

3 CHAIRMAN SELIN: Let me start with the
4 Hispanics. There's lots of room for improvement in
5 our performance in a number of areas, but that's the
6 one area that really comes out. It's hard even to see
7 -- the programs sound pretty good, but it's hard even
8 to see a beginning, a start on solving the problems
9 there. Are we doing the right thing, it takes longer?
10 Are we not doing the right thing? What's our
11 assessment of what's going on in this particular --

12 MR. BIRD: Well, I think the data that's
13 in the paper here is this past fiscal year. I'm glad
14 to say that in the early portion of this year there
15 are some indications that this focus and this effort
16 is beginning to pay off. We've had several
17 acceptances from Hispanic employees. At the same time
18 I say that, it's a little disappointing that we're
19 still getting where we've made bona fide offers, some
20 turn downs, again mostly related to an unwillingness
21 to move. A lot of the effort has been directed to
22 areas of the country in the western part of the
23 country where there's somewhat of a reluctance to
24 locate to Washington and most of the job opportunities
25 have been in the Washington metropolitan area.

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1 On the side of clerical and support staff
2 recruitment, we've worked very, very hard in the
3 community and I've been quite surprised to find that
4 we haven't had a lot of success in the immediate area
5 in hiring in that particular area. Again we have one
6 problem with citizenship, non-citizens that are in the
7 work force. We're again working directly in the
8 community now to try to help not only in the
9 recruitment of these individuals but in the
10 development of the skills of these individuals, work
11 with them on getting the skills that we need in order
12 to bring them into the mix.

13 But I'm with you, I'm not satisfied with
14 the progress with Hispanics. It's the one group
15 that's under represented in almost every category
16 across the line. But I think the focus is correct.
17 I think the recruitment effort is good and I think
18 we're beginning to see some payoff now that would show
19 up hopefully by the next briefing. I think in the
20 long term we'll get a corner on this, but there's a
21 lot of effort that will have to continue to go into
22 that particular focus.

23 CHAIRMAN SELIN: Do you have anything --

24 MS. LOPEZ-OTIN: I just wanted to add I
25 just got back from a recruitment trip and we're

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1 bringing back three qualified Hispanics and I think
2 that one has already been interviewed. Hopefully
3 we'll get him. He's willing to move. We also got an
4 African-American from Haiti, a citizen, and I was told
5 that he's going to given an office.

6 Our statements speak for ourselves. We
7 would like some creative measures and I'm sorry to say
8 I can't even tell you what they would be right now.
9 I have been working with Paul some to see what we can
10 do because something is needed. I can't tell you what
11 the barriers are other than now maybe recruitment in
12 the East Coast may have some payoff and some kind of
13 mentoring, more focus on the people who are already
14 here so that we can bring -- as you know, we're very
15 close knit. Somehow we talk to each other whether
16 we're Colombians or Peruvians and maybe we ourselves
17 see some progress inside the Agency that could also
18 help on the recruitment.

19 MR. BIRD: I would like to thank Maria for
20 one for participating in our ad campaign. As you
21 know, we featured some of our employees in ads
22 throughout the country. There's been quite a good
23 response to that.

24 Maria, you made an excellent model for the
25 ad. We appreciate it.

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1 MS. LOPEZ-OTIN: Thank you.

2 MR. BIRD: That kind of effort, I think,
3 will help because in this area people tend to identify
4 with other Hispanics. We've had Jose Calvo, for
5 example, has had direct calls. I think Maria has had
6 some direct calls from people who might not otherwise
7 have contacted the Agency. So, we believe that's a
8 very positive effort that may bring some results.

9 MR. TAYLOR: Any questions, sir?

10 CHAIRMAN SELIN: Well, I wanted to ask you
11 a question about African-Americans in these mid-
12 grades. Are we really getting a flow of people
13 through the grades? It's sort of hard to tell without
14 looking at the transitions. The number of 13s has
15 increased significantly. The number of 15s has
16 increased a little bit. Are we getting more people
17 into this pre-SES pool?

18 MR. BIRD: In expanding to the outside, in
19 bringing in directly from the outside, I don't think
20 the progress has been that good for African-Americans.
21 I think we can do a better job there finding
22 experienced African-American employees and we're
23 trying to identify them. Certainly within the industry
24 we work in, however, the private sector employer is
25 quite intent on keeping that focus as well. We

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1 sometimes find ourselves in bidding wars where we
2 don't win when we're competitive.

3 We have made progress again at the entry
4 levels to a greater extent than we have in expanding
5 the bases at the higher levels. More effort is needed
6 there and we're focusing our recruitment efforts now
7 on that experience base to a greater extent than we
8 have in the past.

9 MS. MAUPIN: I would also like to respond
10 to that question.

11 CHAIRMAN SELIN: Please.

12 MS. MAUPIN: Basically we thought that
13 maybe in addition to looking at the time in grade in
14 terms of male and female that's presented here in this
15 paper, that we might also want to look at time in
16 grade for African-Americans. That way you can get a
17 clearer picture in terms of if African-Americans are
18 truly moving up or are they being pigeonholed in some
19 grades.

20 CHAIRMAN SELIN: I think that would be
21 useful. The thing that's hard to get a feeling on is
22 the following. It's clear that you can't just
23 overnight change patterns at say the SES level.
24 You've got to hire people at a number of different
25 areas. Just trying to recruit a small number of very

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1 highly qualified GG-14s so we have some better numbers
2 isn't going to do it. But without better profiles,
3 it's hard to see if we're getting more good people
4 into the system at all stages, primarily at the entry
5 level and bringing them or whether it's just sort of
6 a few quick victories with a few outside recruitments.
7 And maybe some of the time in grade statistics broken
8 down by different groups would give us an insight into
9 that.

10 MR. BIRD: We can certainly do that. As
11 you know, having read the paper, we're working very
12 closely with IRM to try to enhance our ability to do
13 that kind of study. Right now we have several
14 different databases running on different hardware,
15 utilizing different software. So it makes it
16 sometimes hard to do these cross cuts and historically
17 particularly. If we can get a consolidated database
18 that allows us to do that a little more efficiently,
19 I think we can do this a lot more often. That's our
20 hope, as well as being able to take our best qualified
21 list and other measures that we might have an automate
22 them so that we can run this data without having to do
23 it manually.

24 CHAIRMAN SELIN: I would like to
25 reemphasize the point that the objective is to have

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1 better results and not just nicer charts, in spite of
2 what I'm about to ask you.

3 The third area where I have some unusual
4 interest is have we been able to figure out a way to
5 correlate what are clear improvements in the
6 availability of training and rotations to women and
7 minorities and other groups? Have we been able to
8 correlate these improvements with any improvements in
9 assignments? You know, the last thing you want is
10 people getting trained and rotated and then sent back
11 to the job where they started from as if they hadn't
12 got this training and additional opportunities. Can
13 we see if the improvements in access to training and
14 rotation are reflected not just in overall statistics
15 but individuals doing better, getting more promising
16 assignments after the training period is over?

17 MR. BIRD: Well, here again, we're now
18 developing indicators for all the programs that we're
19 running so that we can then track individual employees
20 in that context. Right now, again, we find it very,
21 very hard to do that except for doing it manually,
22 going to hard copy records and that sort of thing.
23 But we're putting the designators in, we're doing
24 reprogramming to try to be able to identify by
25 individual employee against all the demographics those

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1 variables so that we can do the kinds of things that
2 you're talking about with some ease.

3 We've done this a little bit now in a few
4 cases, but certainly not as often as we would like to.
5 It's very, very difficult to be able to do that. We
6 haven't had those indicators in the past in the
7 system. When we have those available to us, and we
8 are working on that right now with IRM, then we should
9 be able to track this over a progression of history
10 and show the results and whether or not people who
11 avail themselves of this training and these rotations
12 have made progress in the Agency.

13 CHAIRMAN SELIN: Is there any anecdotal
14 information from any of the groups about what happens
15 to people after they get into the training rotation
16 program?

17 MR. PITTIGLIO: Let me just make a
18 comment. I think that was one of the major concerns
19 that we brought up at the last briefing, was the fact
20 that once somebody completed a rotational assignment
21 and was very successful, they wound up going back to
22 where they were. The response, I guess, that we
23 received at that time was the bottom line is that it
24 was just an FTE issue and I don't know whether that
25 concern has been resolved, that the FTE is associated

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1 with that individual and forces them back to where
2 they go. Until that issue is resolved, I don't know
3 what will happen. But I have talked to a few people
4 that have gone through the program, rotated into a
5 different area and are now back working, for example,
6 at the secretarial level.

7 MR. BIRD: Yes. Again, having
8 participated in the program doesn't necessarily result
9 in a reassignment. In some cases certainly that has
10 been the result. In other cases it has not. The
11 employee generally is shared -- if it's across
12 offices, from one office to another, in effect there's
13 a return expected at the end of the rotational
14 assignment and there again there's not an automatic
15 bridge or an automatic solution or another employee
16 who shows up as a replacement for rotation. These are
17 generally lateral. They're at the same grade level
18 and hopefully they are not far departures from that,
19 although people have found work in other areas to be
20 more satisfying than the work they may have been
21 doing.

22 We don't have a total solution to that,
23 but we are working with these individuals and I think
24 even some of the cases that you were citing earlier
25 have been resolved now in favor of the employee moving

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1 on into the areas that they're more interested in.

2 CHAIRMAN SELIN: Does the women's program
3 or the black program or the Latin program have any
4 particular feedback on this one way or another?

5 MS. LOPEZ-OTIN: We had two of our
6 Hispanic employees who talked to me and to someone
7 else who were asked the same thing that Jim Thomas was
8 talking about, "Before we do anything with you, you
9 have to find your own replacement." That turned out
10 to be too hard for them to do. So, some sort of pool
11 or working with Paul, which we're going to be doing,
12 about counseling these people of how do you really do
13 it, especially now that we're competing I think for
14 rotational may clear that up. Otherwise we have a
15 problem.

16 MR. BIRD: We've been fairly successful
17 when we've worked directly with the managers. When
18 we're brought into the loop, I think we can get to the
19 resolution more often than not.

20 MS. DeFINO: FWPAC would encourage the
21 Agency to do some better tracking of rotational
22 assignments of people, especially of women who have
23 more instances of rotational assignments. Also, the
24 Agency has gone to great expense to put programs in
25 place for development of women and minorities and we'd

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1 like to see some monitoring of the program successes,
2 especially in both the new institution of the
3 Supervisory Development Program and the Career
4 Development Program.

5 CHAIRMAN SELIN: Did you want to say
6 something?

7 MS. MAUPIN: In looking at it from an
8 African-American perspective, I know a lot of times in
9 the past these rotational assignments came more so as
10 a word of mouth type of thing. It was more so who you
11 knew. If you knew something then in turn there was
12 the possibility you could get a rotational assignment,
13 that you could become aware that there was an opening
14 of a rotational assignment. But as the new process
15 proceeds, we will have the opportunity to compete and
16 hopefully we would get better representation and
17 better achievements through that program.

18 But we would like to be involved in the
19 process. As Clare just stated, we would like to
20 piggyback. We would like to have some monitoring of
21 these programs. There have been a significant number
22 of programs that have been developed, the mentoring
23 program, the IDP program, but we have no type of
24 feedback in terms of the successes of these programs.

25 CHAIRMAN SELIN: Let's take the program

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1 that Ms. DeFino mentioned, the Supervisory Development
2 Program. What kind of results have we had there?
3 Have they been popular?

4 MR. BIRD: Certainly popular in terms of
5 responses. I think both the Supervisory Development
6 Program and the SES Candidate Development Program have
7 elicited a very large response. Now, those have not
8 come in at this point to the central source. The
9 original applications have gone to the offices. Those
10 in March of this year will be looked at centrally and
11 we are developing a tracking system to know the
12 profile of the candidates as well as the profile of
13 those selected and we can track that then throughout
14 the duration of those programs and into the future.
15 So, we are building that out so we'd be in a better
16 position to evaluate progress for those who have
17 participated in the program.

18 CHAIRMAN SELIN: Is it too early to have
19 some feeling for the response of the people in the
20 program?

21 MR. BIRD: I would believe so, yes.

22 CHAIRMAN SELIN: And finally, my last
23 question before I go on. What about the professional
24 track at the SLS level? Not the SES, but the
25 technical and professional track. Has there been any

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1 activity there?

2 MR. BIRD: We're just now starting. We
3 have some competition underway right now at that
4 level. This is the first time that we've actually
5 been introducing jobs at that level to that
6 competition and there's been good interest, I would
7 say. These are very specialized skill areas. So,
8 we're not getting hundreds of employees interested,
9 but we're having our share of employee interest as
10 well as outside interest in those jobs that we've
11 advertised so far and there's several that are about
12 to be advertised throughout the Agency and throughout
13 the country in the senior level.

14 CHAIRMAN SELIN: Commissioner Rogers?

15 COMMISSIONER ROGERS: Well, just
16 continuing on that line, do you have any numbers,
17 total numbers of those positions that you've
18 identified so far and where they are in NRR, NMSS,
19 Research?

20 MR. BIRD: I don't have the number handy
21 in front of me, but I can tell you that NRR, the
22 Office of Research and NMSS have been the three
23 principal offices for which there has been some
24 designation and there are about, if I'm remembering
25 correctly, ten jobs that are working their way into

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1 some form of competition. We're proceeding carefully,
2 but we are proceeding. There's an ERB, or I should
3 say a senior level review board process that has been
4 involved here. Mr. Taylor and ERB have been involved
5 and I think there are about ten of those that will
6 occur during the next few months.

7 COMMISSIONER ROGERS: Well, I think we'd
8 probably like to hear how that comes out in toto,
9 including how many minority and women candidates there
10 are that present themselves for those positions and
11 how they succeed.

12 MR. BIRD: We'll certainly track that.

13 COMMISSIONER ROGERS: I think another
14 point in this program, I think this is an excellent
15 move. It will take some time for it to develop at NRC
16 as a really recognized career track in a certain
17 sense, the way SES is, but I wonder if you are
18 starting to think about ways of developing
19 professionally while at NRC to qualify for those in
20 the same way that we look at ways to develop potential
21 managers. It seems to me that while it's not quite
22 the same, it is a bit different, it's still equally
23 important that we think of ways of developing the
24 technical skills of people to ultimately qualify for
25 those senior scientific and engineering positions.

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1 That's just as important to us as qualified managers.
2 So, both aspects of career development, I think, are
3 important in the future.

4 Obviously the scientific senior level and
5 engineering senior level positions require a different
6 approach from those for executive management
7 positions, but I think that just thinking about how to
8 do that is very salutary.

9 MR. BIRD: We have thought of that, been
10 thinking about how to address that. Certainly there's
11 no training that we provide now that's directly
12 related to these career fields. But we've talked with
13 TTC and there is some outside training that's in line
14 with some of those and we certainly would be open to
15 support that.

16 COMMISSIONER ROGERS: Well, you know, a
17 scientific or engineering mentoring program could be
18 very important there. We think of that at lower
19 levels, but it could be very valuable in strengthening
20 internally our whole technical area where outstanding
21 technical people act as mentors for others, younger
22 people coming up who might want to somehow develop the
23 same kind of expertise in a particular area that one
24 of the distinguished SLS people at NRC already
25 possesses. Yes.

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1 MR. TAYLOR: We have our first graduate
2 fellowship too.

3 COMMISSIONER ROGERS: Yes.

4 MR. TAYLOR: Which I think is very
5 important in an area where we need this type of
6 expertise in the staff. It's in digital
7 instrumentation INC.

8 COMMISSIONER ROGERS: Well, I think that
9 going outside, for training outside, education outside
10 is fine, but I think inside we have some real
11 resources that we can tap as well to think of creative
12 ways of doing that should be encouraged.

13 It seems to me in looking at the report
14 that while I quite agree that with the Chairman's
15 observations about pools of people, I think we
16 still -- the report in some way comes through to me as
17 suggesting we still have a significant internal
18 problem in several ways. If I look at the committees
19 -- the last enclosure to the report, Section 4, there
20 was an issue relating to communication of EEO goals
21 and objectives on page 4.8. It seemed to me that the
22 issue raised was that the committee is concerned about
23 a perceived lack of management support in EEO-related
24 areas. This issue was raised at the last Commission
25 briefing and the committee believes that it's not been

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1 resolved.

2 The response to that, while I won't take
3 the time to read it, seemed to me just totally empty.
4 It didn't say anything. It said, "Yes, there's a
5 problem. This is a difficult area. There's problems
6 with it," but didn't offer any constructive specifics
7 in that response. It seems to me that that's a
8 serious problem that we have, I believe.

9 As evidence of that, if you look at your
10 own data in the earlier Section 3 of the report where
11 the SES ratings on the EEO subelement were listed.
12 There's no page on that, but it's request number 3 in
13 enclosure 3. I noticed that the percentage that are
14 rated outstanding in the different areas, that
15 Research for instance has only 16 percent of its SES
16 managers rated outstanding. I think that's abysmal.
17 That's a serious problem.

18 If we look at where by position the
19 ratings of outstandings fall, it's clear that the
20 first level management with only a rating of -- with
21 only 39 percent of those managers at first level
22 management are rated outstanding, there's a serious
23 problem. It seems to me that's -- the failure to
24 recognize the necessity and achieving success in
25 communication of EEO goals and objectives within the

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1 organization is clear from these numbers, that we're
2 not doing very well with some of our senior managers.
3 Particularly sensitive is the first level management.
4 That's really where many of the problems arise in
5 advancement and that's the lowest percentage of
6 outstanding ratings by group.

7 So, it seems to me that we have some
8 internal difficulties besides those that relate to
9 attracting more people into the Agency. I think we
10 have to look very, very carefully at the performance
11 of our managers in EEO ratings. It seems to me that
12 a percentage of 16 percent in any particular section
13 of our activities is just unacceptable of outstanding.
14 The total NRC, it's 45 percent.

15 So, I would say those are some matters
16 that I'm particularly concerned about that seem to
17 just hop right out at me as I look at this report.

18 So, I think communication, successful
19 communication of EEO objectives has got to have more
20 success. I don't know whether it needs more
21 attention, but it seems it needs more success. It's
22 not taking hold.

23 I wondered if you wanted to comment on
24 that.

25 MR. BIRD: Well, I certainly am familiar

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1 with the data and the communication reaching the first
2 level supervisor. Certainly that's in essence where
3 things get done or don't get done. We are concerned
4 about that. We've talked about that a lot with the
5 EEO committees in our regular meetings. We have
6 talked about that at the latest senior management
7 meeting. I attended that meeting and that was one of
8 the subjects that was discussed with the office
9 directors at that meeting. I think there's great room
10 for improvement there, making sure that the commitment
11 and the effort is carried on at that first line level
12 is the key to future success.

13 MR. TAYLOR: We have Barbara Williams who
14 spends a lot of time in that area. I wonder if she'd
15 care to add to that, talking to first level
16 supervisors. She's principal assistant in Personnel
17 for these matters.

18 MS. WILLIAMS: Good afternoon. What I'd
19 like to add is that what I try to do on a daily basis
20 is meet with employees who either contact me with
21 individual kinds of problems from their perspective
22 related to their assignments, in terms of what they
23 perceive is fair treatment related to performance
24 appraisal ratings, attitudinal kinds of problems, what
25 have you.

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1 In turn, what I always try to do with that
2 is to take it back to the manager position, back to
3 the manager's lap so to speak to make sure that the
4 two people come back to a point where they're
5 communicating. So, mine is much more of an individual
6 kind of process on a day to day basis as opposed to
7 being more global. But we do try to get employees and
8 managers talking at the first line levels and
9 sometimes we do have to take it all the way up to the
10 division director's level and the office director's
11 level.

12 COMMISSIONER ROGERS: Well, I'm not really
13 talking about difficulties. I'm talking about
14 communicating the top level policy position of this
15 organization all the way down to first level managers.

16 MS. WILLIAMS: Okay.

17 COMMISSIONER ROGERS: That's what I'm
18 concerned about. This kind of communication involves
19 two elements. There's the transmitter and the
20 receiver. The transmitter can be at full power and
21 the receiver can be turned off and there's no
22 communication then. I think we've got to find a way
23 to make sure that that message is received and acted
24 upon. That's why I think that the EEO ratings in
25 performance evaluations of managers are extremely

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1 important. I think that's one way to find out whether
2 that message is getting across or not.

3 MR. TAYLOR: I think part of this growth
4 there, we'd have to go back to the statistics, but a
5 lot of people were getting outstanding when they
6 didn't rate it.

7 COMMISSIONER ROGERS: Well, that's another
8 aspect, of course.

9 MR. TAYLOR: That is an issue, people that
10 get outstanding in the EEO areas where they didn't
11 rate it.

12 COMMISSIONER ROGERS: Well, that's a
13 separate issue and I have -- when you present me with
14 some numbers, I have to assume the numbers have some
15 validity. If they don't, that's another question.

16 MR. TAYLOR: But you need to look at where
17 it was in years past too because people weren't paying
18 attention in this area and it is an area of emphasis.
19 So, I think the fact that there aren't that many
20 outstandings should be indicative of management
21 insisting that people be fairly evaluating supervisory
22 positions in EEO.

23 COMMISSIONER ROGERS: Well, I quite agree
24 with you, Jim, that we have to be careful about
25 outstanding ratings. However, I have to assume that

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1 there's some kind of uniformity in the organization
2 and when there's a big disparity between levels, then
3 I think there's a message there. Whether 39 percent
4 is really a good number or not is not really what I'm
5 arguing about. Maybe that's a very good number and
6 maybe some of the other ones maybe other ratings are
7 too high, but I'm saying when I look at one area
8 versus others, one level versus others, I assume that
9 they're being rated on something of a comparable
10 basis. Otherwise it's another kind of problem.

11 MS. WILLIAMS: Additionally, if I can add
12 also, one of the things that we've tried to do is to
13 get with individual offices. What I've additionally
14 done is to meet with managers and supervisors
15 separately in offices to communicate with them what
16 the EDO's policy is and what his position is on
17 awareness in the Agency about EEO.

18 The very first year, which is a year ago,
19 we really were very, very proactive in that process
20 and we tried to get back to all of the offices
21 including the regions at least biannually for that
22 process. The managers have been very, very well
23 attendant in this process. The office directors and
24 the regional administrators have made a commitment
25 that their managers and supervisors will attend these

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1 sessions.

2 Secondly, we asked that all interested
3 employees also attend a separate session so they too
4 can voice their opinions and/or concerns about various
5 kinds of EEO-related issues or problems, individual
6 problems that they may be having. So, we are trying
7 to do more PR, if you would call it that, of this
8 particular awareness process and we will be doing
9 more.

10 COMMISSIONER ROGERS: Thank you.

11 COMMISSIONER de PLANQUE: Can I make a
12 comment on that issue?

13 COMMISSIONER ROGERS: Yes.

14 COMMISSIONER de PLANQUE: It's funny what
15 you can do with statistics when you really try. I
16 think I had asked for these numbers at the last
17 briefing because I had the suspicion that maybe we
18 weren't using this as an effective tool for
19 affirmative action. If you read the subelement, one
20 wonders if 100 percent of the managers here, which is
21 what the bottom line amounts to, are really excellent
22 and outstanding in this area.

23 While I didn't have '92 statistics
24 available to me, I went back and I looked at the '91
25 SES ratings overall and I found it kind of interesting

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1 that the outstandings were 42 percent and if you look
2 at the subelement of EEO for '92 I realize it's two
3 different years, but I'm assuming they're relatively
4 close, top management was 44, SES was 45. So, those
5 numbers are very close. The same thing happens with
6 the excellent. The overall rating is 57 percent and
7 the EEO is 56 and 55 for those two groups.

8 The question that raises in my mind, since
9 we know we have big problems in the EEO area, what
10 does it say about performance overall. So, you can
11 look at this several different ways, but I guess I
12 would like to look at it as a tool. There should be
13 more uniformity of judgment into how one performs
14 under that subelement. But I think it's clearly a
15 tool and I'm not sure it's being used effectively as
16 such.

17 COMMISSIONER ROGERS: If I could just turn
18 to the Joint Labor-Management Equal Opportunity
19 Committee Report, there was a comment in there that
20 the committee doesn't recommend that the policy
21 statement that was being developed at the time that
22 they wrote this, I guess, be issued in its current
23 form because it's not effective and does not
24 necessarily reflect the concerns of the parties
25 affected. Where does that stand? This announcement

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1 that came out on February 3rd, I take it, is not the
2 policy statement. This is just a statement of some
3 information, of some examples of things that we're not
4 going to tolerate.

5 MR. BIRD: Right.

6 COMMISSIONER ROGERS: But where does the
7 policy statement itself stand?

8 MR. BIRD: The policy statement is soon to
9 be issued in March, I believe it is. We've had
10 interaction with the employee groups on this. We've
11 recently gotten input from all of them. There was
12 certainly a lot of involvement by OGC and other
13 interested parties in the organization in developing
14 that. I think the latest version that I saw would
15 certainly respond to the concerns of the past and
16 again we've gotten a lot of input from the various
17 parties at the table and we appreciate that. I think
18 the policy book, if you will, will answer a lot of
19 questions from a lot of different perspectives here
20 and certainly it's timely to go ahead now and get it
21 out. I believe that's already been sent to the
22 publisher, if I'm not mistaken.

23 MR. PITTIGLIO: Could I make a comment
24 regarding that? Our committee is providing some
25 additional comments. We have reviewed it. Our

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1 comments have not been incorporated and we haven't
2 provided them, but there were some comments in the
3 initial policy statement in the revised version that
4 causes some problems.

5 For example, when you read the statement,
6 it indicated one of the problems may be the dress of
7 the individual. It went from a policy statement to a
8 how-to to avoid sexual harassment. When you read it,
9 it to me gave the impression that it was again pushing
10 the burden back on the individual rather than
11 establishing guidelines for the Agency. It didn't
12 heavily emphasize what was the implications for
13 violation of a sexual harassment. Again, it just put
14 the burden back on the employee.

15 I understand that dress could be a
16 problem, but I don't think that that is appropriate to
17 be put in a policy statement. And certainly who would
18 be adequately able to judge what is appropriate dress
19 and those kinds of issues was the comment that our
20 committee made. We intend to provide comments, but we
21 have not at this time yet provided them.

22 MR. BIRD: We had the comments. When you
23 provided it or not, we were certainly aware of it,
24 Larry, and there is nothing in there to that affect.

25 MR. PITTIGLIO: Yes, I provided that to

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1 Barbara about two or three days before it went in.
2 But that was only one of several comments. That was
3 a concern. It was the connotation of those types of
4 statements that caused problems. I'm not sure that --
5 I talked to other committees. I'm sure the Federal
6 Women's Program had some comments and I don't know
7 whether they were incorporated or not. I think if
8 it's going to be an agency position, it should best
9 reflect the interested parties.

10 MR. BIRD: We totally agree and that's why
11 we'd asked all the committees to give us their
12 comments. We set a deadline for that. We had
13 comments, including those from your committee, to the
14 extent we had them in. We'd certainly entertain any
15 further comments that you have, Larry.

16 MR. PITTIGLIO: Well, we intend to provide
17 comments within the next month to you on that
18 statement.

19 MR. BIRD: Certainly we would appreciate
20 that at any time. We did take that particular issue
21 into account and the language does not reflect that.

22 COMMISSIONER ROGERS: There was also in
23 that report some comments about the amount of time
24 that could be used on EEO activities and that there
25 was one amount of time that was a one hour limit per

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1 month that was then changed to take it four hours per
2 month. But I think that it seems to me that I don't
3 know what's the right amount of time and I wouldn't
4 attempt to judge that, but it does seem to me that
5 that episode illustrates a lack of communication. You
6 shouldn't put something out even on a tentative basis
7 that raises such an uproar that you have to change it
8 by multiplying it by a factor of four.

9 I mean I would think that somehow the
10 dialogue should be such that it's a sensitive area.
11 The perception is that these things are not being
12 taken seriously enough by management. I don't think
13 that's correct, but I think it seems to me it's a
14 fumble. I think that one ought to be able to come a
15 little closer to something that you can stand by and
16 stick with by having talked it out beforehand before
17 having to change substantially what that management
18 position would be, namely from one hour to four hours
19 per month.

20 MR. BIRD: Ed, would you like to comment?

21 MR. TUCKER: Yes. It was a fumble. It
22 was a misunderstanding. Some years back there was
23 some guidance provided to the committees in terms of
24 how they should operate. We did circulate a draft to
25 the committees in terms of their procedures that they

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1 would follow. We certainly understand that the
2 committees need much more than an hour to conduct
3 committee business. In fact, they're spending more
4 than four hours if you take into account all of the
5 additional activities they get involved in in
6 preparing for Commission briefings. If the committees
7 are involved in special programs, then of course this
8 too is going to add to the time that they spend.

9 What we were trying to do is try to reach
10 some sort of agreement based on the concerns of the
11 management supervisory staff with respect to the
12 amount of time that committee members were spending on
13 committee activities vis-a-vis their regular
14 responsibilities. We feel like there has to be some
15 balance in terms of --

16 COMMISSIONER ROGERS: Oh, clearly.

17 MR. TUCKER: -- what goes on.

18 COMMISSIONER ROGERS: There has to be.

19 MR. TUCKER: We encourage the committees
20 to the extent possible to try to reconcile with their
21 supervisory staff the time that they're going to be
22 spending on these types of activities and there has to
23 be some give and take.

24 COMMISSIONER ROGERS: My point is not how
25 much time because I don't know what's the right amount

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1 of time. But my point is that I think that the
2 communication should be such that when you set a
3 number it's one that is more easily accepted by
4 everybody.

5 MR. TUCKER: Well, it wasn't really
6 setting a number, it was a draft document. We were
7 going out to the committees to find out --

8 COMMISSIONER ROGERS: Yes, but when you
9 put out a draft position, that says where you're
10 coming from. It says where you stand at this point,
11 unless somebody pushes you to a different position.
12 It seems to me that that initial position is an
13 important one because it carries a message with it.
14 That's really what I'm saying.

15 MR. TUCKER: The point is well taken.

16 MR. PITTIGLIO: Could I make another
17 comment regarding that? It caused a burden on the
18 individual and it's certainly not the committee's
19 member to have to go back to their management to
20 justify the position. If the Agency doesn't want to
21 strongly support the committee's activities, that's
22 certainly an agency's position. But for an individual
23 or a committee member to have to go back and defend
24 their position or time is certainly discouraging and
25 it makes it very difficult to try to recruit people to

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1 participate in a committee that may be viewed as a
2 negative impact on their career.

3 COMMISSIONER CURTISS: I just have a
4 couple of questions and a couple of comments. The
5 questions are really on matters that we've spoken
6 about at previous Commission meetings and I'd just
7 like to follow up on them here to see where we stand.
8 We've spoken on a number of occasions about the
9 potential for some turnover, maybe some higher
10 turnover in the SES and the management ranks here with
11 the high three phenomenon with us now in calendar year
12 1993.

13 Could you give us a current status report
14 on what you're expecting in terms of SES and senior GS
15 turnover this year and whether you're seeing roughly
16 the same level of turnover retirements as we've seen
17 in the past or whether there's some peak this year?

18 MR. BIRD: Yes, I can certainly -- some of
19 the -- particularly at the office director level, we
20 are starting now to experience some of the turnover
21 that we anticipated. Certainly you're aware that
22 Harold Denton has announced his intentions. Joe
23 Fouchard has announced his intentions. So, we're
24 starting to see certainly signs of the turnover that
25 we've been projecting.

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1 The best gauge for that is not only moving
2 into the zone of retirement but certainly the age
3 related to the zone which generally throughout
4 government is around age 60. We have a chart that's
5 in the paper, I can call that up if you'd like to take
6 a look at it, which responds to this. It's the chart
7 on page 6. Yes, it's on the board.

8 COMMISSIONER CURTISS: I guess what I was
9 really looking for is whether based upon what you had
10 seen roughly a year or so ago, you're projecting an
11 increase in the retirement in these ranks or whether
12 it's going to be relatively steady.

13 MR. BIRD: No. Actually, we still feel
14 this is a good projection, particularly the second
15 line in that chart which shows the correlation between
16 being in the retirement zone and the age. Now, of
17 course, what will happen as we replace those who are
18 leaving, the numbers would potentially diminish in the
19 out years. Presumably we would get people in that are
20 below age 60. We would get people in place who would
21 be here for some duration. So, the next time we give
22 you an update of this, it may have changed based on
23 those that are now leaving. But we believe that these
24 numbers are still fairly good, particularly that line
25 that associates with age 60 and above. That tends to

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1 track the rest of the government as well.

2 COMMISSIONER CURTISS: Okay. The second
3 area that I've actually raised in the past and I'd
4 just like an update on, we've of course got a day care
5 center planned for the second building and as I see it
6 going up over there and at some point with us moving
7 into it, I assume that the plans are still moving
8 forward to go ahead with the day care center and
9 that's on schedule.

10 MR. BIRD: Yes.

11 COMMISSIONER CURTISS: What is the
12 scheduled opening date for that? Do you know that?

13 MR. BIRD: The scheduled opening date for
14 the day care center is September '94.

15 COMMISSIONER CURTISS: Okay.

16 MR. BIRD: Things are in place for that.
17 Mr. Springer had mentioned that there may be some
18 potential delay as the building is filled and as
19 carpet and that sort of thing is installed, to make
20 sure that the building -- any of the gases or other
21 things that may be in the building at the outset would
22 be eliminated. But we're not expecting a delay in
23 that. Our plan is to open at that time. We have
24 worked with a management group now to the point that
25 we feel we'll be fully functional at that time

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1 provided the building is available for occupancy.

2 COMMISSIONER CURTISS: At some point here
3 soon, I assume we'll be moving into the process of
4 retaining people to actually staff the center?

5 MR. BIRD: Yes. We're already involved
6 with that. Again we're getting outside help and
7 support with that. We'll be looking for Agency
8 employees to serve as board members. We're dealing
9 with liability insurance aspects of it and certainly
10 since you may have an interest, we may be interested
11 in having you participate.

12 COMMISSIONER CURTISS: Okay.

13 MR. TAYLOR: You can tell he's looking for
14 volunteers.

15 MR. BIRD: Yes, sir.

16 COMMISSIONER CURTISS: You know my term is
17 up June 30th. So, just keep that in mind.

18 MR. BIRD: Well, we'll talk to the White
19 House.

20 COMMISSIONER CURTISS: I only have one
21 word of advice. Don't hire any illegal aliens to
22 staff it or we'll all be in trouble.

23 I had two comments, one with regard to
24 HEPAC. I would be particularly interested as you
25 evaluate the process over the next year whether you

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1 think there are special things in terms of the
2 retention efforts that we need to look at and
3 consider. I know that's one that you've looked at to
4 a degree in the past and are currently trying to come
5 to grips with just what is the best way to retain
6 people, particularly ones that come in the intern
7 program, as you've pointed out, an area that's
8 particularly fruitful for recruitment. We obviously
9 invest a lot of our effort and resources in those
10 people and if we're not doing what we need to to make
11 sure that we keep them, I think that's an area that
12 could be fruitfully examined.

13 Finally, let me make a comment on the
14 steps that you've outlined in the sexual harassment
15 area. I commend you for the high degree, and
16 particularly you, Mr. Taylor, for the high degree of
17 attention and visibility that you're giving to that
18 issue. I do think we have all experienced either
19 individual cases or reports on what's happening in
20 this area and I trust we all feel that any single case
21 of sexual harassment is one too many for the Agency.

22 The steps that you've outlined, I think,
23 are steps that not only will give it a high degree of
24 visibility but will assure that everybody within the
25 Agency knows what the procedures are, knows what the

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1 sensitivities are and is fully familiar with the
2 Agency's commitment in that area to root out and
3 address any kind of sexual harassment whatsoever.
4 Whether those steps are being taken fast enough or
5 aggressively enough I think will probably ultimately
6 be proven in terms of whether we have succeeded in
7 eliminating sexual harassment within this Agency.

8 But I do want to commend you because I
9 know you've invested a considerable amount of your
10 time in that effort for the high level of attention
11 that you're giving it to the Agency and express my
12 personal support for that effort.

13 COMMISSIONER REMICK: When Commissioner
14 Rogers suggested the possibility of a mentoring system
15 for young technical folks who might aspire to SLS
16 positions, the thought went through my mind that --
17 and I'll characterize. I forget the exact titles --
18 distinguished scientists and engineers that we might
19 have might serve as a possible mentoring, particularly
20 in the technical maybe not the regulatory aspects of
21 that type of job. What is the status of the senior
22 scientist and engineering program?

23 MR. BIRD: We've done considerable
24 recruitment with regard to those programs. As of the
25 present moment, we haven't identified anyone who would

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1 be of the level that we believe would satisfy the
2 requirements for that. We have some additional things
3 planned. For example, we're contacting all the
4 offices of state geologists looking for seismology
5 experts.

6 So far, I would have to characterize it as
7 not successful. I think certainly people within the
8 community that we're involved with know the people who
9 we might recognize as distinguished engineers and
10 scientists within that community. Those particular
11 people have not yet opted to be candidates for the
12 program as we've laid it out. We have some visits to
13 the national labs planned. We're certainly expecting
14 that there would be some ramifications for the
15 national labs, a revamping if you will, and I believe
16 there's some potential there to draw the types of
17 experts that we're looking for and people that we
18 might recognize as distinguished engineers and
19 scientists from that effort.

20 But so far, despite some extensive
21 efforts, we have not had any success in identifying
22 people who we feel would meet those particular
23 requirements and have the credentials that we're
24 seeking. So we have not had a lot of success with
25 that. However, I do appreciate the point that should

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1 we identify those, they would certainly make good
2 mentors.

3 COMMISSIONER REMICK: Yes. If I recall,
4 those are positions that would be for a several year
5 period. When we contact people, assuming we are, do
6 we point out the possibilities of the
7 Intergovernmental Personnel Mobility Act --

8 MR. BIRD: Yes.

9 COMMISSIONER REMICK: -- possibly applying
10 to make it easier for them to consider a couple of
11 year change?

12 MR. BIRD: Yes. I think with the
13 candidates we certainly outlined the options for
14 various types of employment that they might have or
15 affiliations they might have with the Agency. We're
16 not restrictive there. We're trying to leave as many
17 options as possible open so that if we find someone
18 who does fit the bill, we'll have the mechanism to be
19 able to put them in place quickly. I think the
20 drawback though so far has been that we haven't
21 identified anyone who on staff review has risen to the
22 level that we're seeking at this particular time.

23 COMMISSIONER REMICK: Sometimes those
24 things work best by word of mouth. In other words,
25 people within the Agency knowing people. What are the

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1 areas in which we're seeking again? You mentioned the
2 seismology area.

3 MR. BIRD: Instrumentation and controls,
4 seismology, fracture mechanics and there's one other.
5 Is it metallurgy? Criticality.

6 COMMISSIONER REMICK: Criticality.

7 MR. BIRD: Right.

8 CHAIRMAN SELIN: Commissioner?

9 COMMISSIONER de PLANQUE: I have a couple
10 of comments. First of all, I'd like to thank you
11 again for the report because it gives us a good handle
12 on what's really going on and helps us to formulate
13 the next set of questions as you know usually come.
14 But it's becoming very easy to use. So, I do thank
15 you for that.

16 I would like to congratulate you on some
17 of the more creative programs I'm seeing in here this
18 time. I think some of them are extremely interesting,
19 like advertising in the local Hispanic papers, just to
20 point out an example. But I'm seeing a lot of
21 interesting new programs in here which I think are
22 very good.

23 We discussed the sexual harassment problem
24 and I have made myself aware of a few of the cases.
25 One of the key problems I see again is that the system

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1 works in such a way that whether you like it or not it
2 almost becomes a formal process.

3 I just happened to notice in the Federal
4 Times an interesting thing that the Navy is doing. If
5 you haven't seen it yet, you may want to take a look
6 at it. They have a hotline now that they're using
7 where someone can call anonymously to get information
8 and that's not just for the harassed, but for someone
9 who thinks they may have done something. I thought it
10 was an interesting approach because right now it's
11 hard for us to have any mechanism for an informal
12 testing of the waters on this and that just might do
13 that. So, it might be something else.

14 I know you're looking into a lot of
15 different programs, but that might be one you would
16 like to look into as well.

17 Do you know yet when the 1990 Census data
18 will be available and when they can be used?

19 MR. BIRD: Yes. We believe that that's
20 going to be available in March, April time frame of
21 this year. We're not exactly sure what form it would
22 be available in. We know the data is there. We know
23 OPM has it and the EEOC has it, but they haven't done
24 the compilations by PATCO groups at this point. I
25 think that's what they're working on. But we expect

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1 that in March. We've been told -- we've called them
2 rather incessantly because we've known for a long time
3 that we needed updated data.

4 COMMISSIONER de PLANQUE: Yes.

5 MR. BIRD: We're told that that should be
6 available in March and hopefully in the form that we
7 can use it.

8 COMMISSIONER de PLANQUE: Okay. You know
9 I've asked about this before and especially about the
10 use of national statistics versus regional statistics.
11 That point came back to mind again when I looked at
12 the difficulties in recruiting Hispanics with a target
13 of 20 and not getting anywhere near that target and
14 with the one indication here that people just didn't
15 want to relocate to Washington.

16 It occurs to me that when targets are set
17 it's very important to look at the regional statistics
18 just for that sort of problem. It may be that in some
19 cases and for some categories our targets are too high
20 and unrealistic. But it may be in other cases our
21 targets are much too low and not representative of the
22 local population. So again when you get those
23 statistics, I'd encourage that.

24 MR. BIRD: Yes. We're very interested in
25 looking at those cross cuts. As you may know, they've

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1 redefined the geographic area, particularly the
2 Washington Metropolitan area, and that could
3 dramatically change the characteristics of that
4 particular PATCO group. But we haven't seen it. So,
5 I really don't know yet how that stacks up. But
6 certain occupations, for example the secretarial
7 clerical occupations, are always going to be locally
8 recruited.

9 COMMISSIONER de PLANQUE: Right.

10 MR. BIRD: So that's a much better
11 indicator of the availability than the national
12 statistics. One important thing to keep in mind,
13 however, with that data, is that it does include non-
14 citizen.

15 COMMISSIONER de PLANQUE: Yes, I know.

16 MR. BIRD: And in many cases, if we're not
17 in the position to be able to hire non-citizens, we're
18 shown to be more disadvantaged and more under-
19 represented than if you could get that data without
20 that.

21 COMMISSIONER de PLANQUE: Right.

22 MR. BIRD: But my understanding is it may
23 not be available without including the non-citizen
24 element.

25 MS. LOPEZ-OTIN: Excuse me. Looking at

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1 the geographic area with the downsizing of DOD, I know
2 that DNA and some of those places are really full of
3 engineers which should be capable and less of
4 Hispanics are there, so maybe we can start working
5 there.

6 COMMISSIONER de PLANQUE: Yes. It's
7 important that you look at it for the targets, so that
8 they are realistic. Some may need to come up.

9 MS. LOPEZ-OTIN: Right.

10 COMMISSIONER de PLANQUE: I have a
11 question on the statistics on page 1.5. I always want
12 to get out my calculator and I did it in this case and
13 I found myself frustrated. This is on professional
14 hires, comparing the profiles of those hires versus
15 the applicants, and I'm struck by the fact that almost
16 half are unaccounted for in the total applicants, the
17 797 that you could not identify that were not self-
18 identified or you didn't know.

19 Is there any way to improve those
20 statistics? Can you legally improve those statistics?

21 MR. BIRD: No, because it's self-
22 identification and we do pursue this with applicants.
23 They're not in any way obliged to identify if they
24 choose not to, and I think there may be various
25 reasons that they don't return that particular form

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1 when we ask them to. When we've interviewed them, we
2 try to do our own identification. We don't want to be
3 presumptuous, but certainly we do try where we can to
4 make that said identify beyond the self-
5 identification. However, in actually using that for
6 a data profile such as this, we generally will not do
7 that.

8 COMMISSIONER de PLANQUE: Yes.

9 MR. BIRD: Because, regardless of your
10 ethnic background, if you choose to identify
11 otherwise, then, so be it. We will record it that
12 way. Certainly we may know it and, in fact, Mr.
13 Tucker's office and we have worked on individual cases
14 in this agency where we believe there's
15 misidentification with individual people and there may
16 be reasons that they choose to identify as they do.
17 So, we don't take that beyond the point that an
18 individual would tell us for the purpose of this type
19 of statistic.

20 COMMISSIONER de PLANQUE: It's
21 unfortunate, because it makes it hard to interpret the
22 numbers. For example, if you look at the numbers that
23 are here and you look at the pool of applicants, you
24 would say that just projecting the same profile you'd
25 expect about 39 percent of the selectees to be

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1 African-American, Asian or Hispanic, and only 21
2 percent are. But, if you add in those 797 applicants
3 to the total and make the extreme assumption that
4 they're all white males, then you would only project
5 21 percent, which agrees with the actual selection.

6 So, it makes it very difficult to
7 interpret the numbers. The same thing would happen in
8 the case of the white males. They're only 45 percent
9 of the applicant pool, but 59 percent of the
10 selectees. That reverses itself if you make the
11 assumption I just made before.

12 MR. BIRD: We've had the same frustration
13 with this data and even with data within the work
14 force. For example, we self-identify for disabilities
15 and we recently put out a new solicitation and just
16 the immediate result of that is an additional 50 some
17 employees who have unreported disabilities that we
18 weren't recording. So we know the frustration, but we
19 don't believe we're in the position to force the issue
20 or to try to make our own interpretation and then
21 include that in anything that we would utilize.

22 COMMISSIONER de PLANQUE: Okay.

23 I think sometime over the last year, I
24 forget exactly when, you accumulated a list of women's
25 colleges and I noted in this report again active

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1 recruitment, the Hispanic organizations, the
2 historically Black colleges, but I didn't see any
3 mention of use of that list in any of your recruiting
4 efforts. Is it being used at all?

5 MR. BIRD: Yes. Thank you very much. We
6 did use that list. We got an update of that list and
7 we've got several specific recruitment events related
8 to women. I'm not sure that they're exclusively
9 women's colleges or from that list, but there is a
10 particular focus there and that list has been included
11 in all the colleges and universities that we look at
12 in trying to select out the places we go. We
13 certainly can't go to every place every year, but in
14 the course of things that is being factored in, very
15 much so. Thank you.

16 COMMISSIONER de PLANQUE: Okay.

17 And one last point. This is Mr. Taylor's
18 favorite question. Can you tell us the status of
19 looking into flexiplace?

20 MR. TAYLOR: As you know, the OPM study
21 was completed and we're now getting ready to get input
22 from office directors and regional administrators on
23 how we should implement this. There's some potential
24 of adversely impacting our mission, so I want to take
25 it in a step by step way, but we are starting.

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1 COMMISSIONER de PLANQUE: We're in an
2 information gathering stage now? Is that --

3 MR. TAYLOR: No. We're going to consult
4 the office directors and regional administrators to
5 get our ideas together on how we could implement it
6 without adversely impacting what we do.

7 COMMISSIONER de PLANQUE: Okay.

8 That's all I have. Thank you.

9 MR. TAYLOR: Mr. Chairman, before we
10 finish this afternoon, I'd appreciate taking the
11 opportunity to acknowledge all the people who have
12 enthusiastically served as mentors in one of the
13 Agency's career development initiatives. This is our
14 NRC Mentoring Program.

15 Approximately two years ago, Blacks in
16 Government took the lead in introducing mentoring for
17 members of the NRC staff. This process of a more
18 experienced employee assisting a less experienced with
19 the express purpose of enhancing career potential for
20 the less experienced employee is gaining acceptance
21 and meeting with some success.

22 We adopted an Agency-wide program in March
23 of last year, 1992, and I must note that we have a lot
24 of very strong contributors to this program. I'd like
25 to specially recognize Barbara Williams, who was

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1 talking to you previously, for working for Paul Bird
2 and me in spearheading the program, broadening the
3 participation, working to enhance the relationships
4 between mentors and the employees that they're
5 counseling.

6 With your permission, I'd like all mentors
7 in the audience and at the table to please stand.

8 Mentors?

9 On behalf of all the management of the
10 Agency, I'd like to thank you for your commitment in
11 support of the program and your time. Your efforts
12 have significantly contributed to the growth and
13 development of the NRC staff, our most precious
14 resource, and I appreciate the individual person to
15 person work that goes on.

16 We are providing recognition certificates
17 prepared by the Office of Personnel and we will be
18 presenting those to our mentors later this month.

19 Again, thank you very much, and I'd like
20 to applaud the mentors.

21 CHAIRMAN SELIN: Well, I'd like to add my
22 recognition to your words, Mr. Taylor, about the
23 mentors. It's one of the best programs we have and
24 it's a terrific investment. It's an ability to get
25 experience and guidance that cannot be duplicated by

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1 any other formal or informal program. The individual
2 effort and attention that goes into this should
3 produce a payoff that we can't get in any other way.

4 Just a couple of wrap-up remarks I'd like
5 to make. First, it's clear that the Commission finds
6 these briefings very useful and, in fact, not just the
7 format but the quality of the analysis that goes into
8 the statistics has improved enormously since we
9 started these a year and a half, two years ago. I
10 think that the emphasis, although there still will be
11 some statistical questions, the emphasis should
12 continue to shift from what are the facts to how are
13 programs doing, are they going to succeed or do we
14 have to do something different.

15 From my own point of view, I find the
16 displays very helpful. I find the remarks about what
17 we're doing, what works and what seems to go slow
18 consistent with the best root cause tradition of the
19 Agency when we're looking at technical problems as
20 opposed to our own management problems.

21 I think we all recognize there's a lot
22 more work to do before we achieve these goals. I hope
23 nobody gets discouraged along the way. Digging into
24 these facts, trying to get them out on the table and
25 seeing where the problems are is essential to success

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1 and without the help in these meetings that we've
2 gotten from the supporting groups we wouldn't be
3 making the progress that we are.

4 I'd like to make one last comment about
5 sexual harassment, something I said to Mr. Thomas, but
6 I just want to make it clear that this is not a
7 bilateral problem between the harasser and the
8 harassee, that we have not, I don't think, in the past
9 been clear enough in telling the management that we
10 expect the managers at all levels to be sensitive to
11 these problems and seek them out, to make sure that if
12 the problems are arising that just "boys will be boys"
13 is not a satisfactory answer.

14 This will be specifically taken into
15 account in promotion, in special awards, and it's
16 something that you can't just look the other way and
17 wish it had gone away. It's an explicit part of our
18 management problem as well as a question of building
19 up sensitivities and getting people to come forward
20 that have complaints or might have complaints.

21 Thank you very much. We look forward to
22 the next presentation.

23 (Whereupon, at 3:44 p.m., the above-
24 entitled matter was concluded.)
25

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POLICY ISSUE **(Information)**

February 1, 1993

SECY-93-022

For: The Commissioners

From: James M. Taylor
Executive Director for Operations

Subject: EQUAL EMPLOYMENT OPPORTUNITY (EEO) BRIEFING

Purpose: To inform the Commission of the status of the EEO Program at the NRC.

Background: The Energy Reorganization Act of 1974, as amended, requires the NRC's Executive Director for Operations (EDO) to report to the Commission at semi-annual public meetings on the problems, progress, and status of the Commission's equal employment opportunity efforts. Since that time, the EDO has been holding semi-annual EEO Commission briefings.

In advance of the EEO briefing of July 29, 1992, I provided the Commission an information paper comprising Agency objectives and demographics, EEO Advisory Committee issues

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AT THE COMMISSION MEETING ON
FEBRUARY 8, 1993

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and recommendations and staff responses, as well as the full statements of EEO Advisory Committees. This approach was viewed as an efficient means of presenting data, discussing issues, and reporting on the status of ongoing activities. Therefore, I am again providing the Commission an information paper in advance of our next EEO briefing scheduled for February 8, 1993.

The information provided in this paper is divided into four parts. Enclosure 1 discusses six key areas on which the staff has been focusing its efforts to achieve the affirmative action objectives outlined in SECY-91-382, "NRC Affirmative Action." Enclosure 2 provides related demographic data. Enclosure 3 is the responses to the Staff Requirements Memorandum of August 10, 1992, issued after the July 29, 1992, EEO briefing. Enclosure 4 comprises issues and recommendations presented by the Committees and staff responses to these issues and recommendations. Enclosure 5 provides the full statements of the seven EEO Advisory Committees including a statement from the newly established Asian Pacific American Advisory Committee.

Discussion:

A summary of activity in the six key areas on which the staff has focused its efforts is provided here:

1. Enhancing Opportunities for Recruiting Hispanic Employees

An examination of trends in Hispanic employment in the last five years shows that the number of professional, clerical, and administrative employees has increased slightly; and most of the increase has been in the number of professional employees.

In FY 1992 we visited 13 campuses with high Hispanic enrollment to recruit entry-level employees, and attended 8 career fairs at which the focus was recruitment of mid- and senior-level Hispanic professionals. Although our recruitment activity has been extensive for Hispanics, our efforts to meet the targets for FY 1992 (20 Hispanic women and men combined for all PATCO categories) has resulted in the hiring of only two professional Hispanic men during this reporting period (FY 1992). We are not satisfied with this success rate, and the actions we are taking to improve in this area are discussed in Enclosure 1.

We hired four Summer Faculty members from institutions affiliated with either Historically Black Colleges or the Hispanic Association of Colleges and Universities, including a Professor of Electrical Engineering from the University of

Puerto Rico in Region II. Additionally, we hired a nuclear engineering Master's degree candidate from the University of New Mexico in Region V for the summer program. Enclosure 1 describes the additional efforts we are undertaking to recruit Hispanic employees.

2. Enhancing Opportunities for Recruiting Women and Minorities in Professional Positions

An examination of the hiring trends for professional occupations for the last five years shows an increase in the number of white, African-American, Hispanic, and Asian women, and the number of Hispanic men. The largest increase has been in the hiring of professional white women, an area of underrepresentation at the NRC.

We have implemented a new advertising campaign in which Agency women and minority engineers and scientists are featured as role models. Candidates throughout the country are contacting these NRC employees directly to inquire about job opportunities.

For entry-level professional positions, we are recruiting at Hispanic Association of Colleges and Universities (HACU), Historically Black Colleges and Universities (HBCU) campuses, and those having a significant minority enrollment and strong programs in science, engineering, and math. At mid and higher levels, we are participating at professional conferences. Enclosure 1 provides details about continuing efforts to recruit professional women and minorities.

3. Expanding the Pool of Women and Minorities Eligible for Supervisory, Management, and Executive Positions

Appointment of women and minorities to executive and senior level positions has continued, but at a slower pace than we would like. In FY 1992, one nonminority woman was selected for the SES, and one SES nonminority woman left the Agency. In October 1992 another nonminority woman was selected for the SES.

The Executive Resources Board Review Group, appointed by the Executive Director for Operations to review the availability of qualified women and minorities for all SES and Senior Level positions and all non-bargaining unit positions at the GG-15 level, has continued to examine selection certificates for these positions. Its review has spotlighted the lack of women and minority applicants for many GG-15 and senior and executive level positions.

To ensure that all applicants for supervisory, management, and executive positions are receiving fair consideration, we are making an extra effort to include women and minorities on the panels that review and rate applicants. Enclosure 1 provides strategies for enhancing opportunities for women and minorities to compete for supervisory, management and executive positions.

4. Attracting and Retaining Disabled Employees

A plan to focus on recruitment of persons with disabilities was put into place in January 1992. A working relationship was established with local and national organizations for the disabled such as the President's Committee on Employment of Persons with Disabilities and the Paralyzed Veterans of America.

Contacts were made with potential applicant sources such as Gallaudet University and Coordinators for Disabled Services on Campuses, and the Agency is recruiting disabled students for Co-operative Education positions for fiscal years 1993 and 1994.

NRC has placed advertisements in Careers and the Disabled, and the Office of Personnel recruited at a career fair for the disabled sponsored by the Office of Personnel Management (OPM) in May 1992.

A working group has been established that focuses on recruitment and reasonable accommodations for the disabled. Other strategies for recruiting and retaining employees with disabilities are described in Enclosure 1.

5. Providing Training and Developmental Opportunities

The staff is taking advantage of increased training and developmental opportunities, including rotational assignments, as a viable means of supporting affirmative action goals. There is an upward trend in Agency training with 9,653 instances in FY 1992 as compared to 7,932 instances in FY 1991.

The Agency's mentoring program, sponsored originally by BIG, provides a means for employees to receive career advice and guidance from experienced senior staff. The Agency's career counseling program provides for one-on-one discussions about how to make effective career decisions, how to set career goals, and how to prepare Individual Development Plans (IDP's). In FY 1992, 147 employees participated in the Agency's formal career counseling program.

Rotational opportunities continue to be an extremely popular vehicle for broadening career possibilities. New procedures for obtaining rotational assignments have been incorporated in the NRC/NTEU Collective Bargaining Agreement.

A new Supervisory Development Program was announced in November 1992 for preparing GG-14's and 15's for first-line supervisory positions. The program will commence in June 1993 and should provide an additional tool for developing women and minorities for leadership positions in the Agency. Enclosure 1 provides details and statistical data on these and other training initiatives.

6. Improving Communication and Evaluating Progress

Communication is an essential ingredient of an effective EEO program. There must be a clear understanding of the principles, goals, objectives, and strategies of the program, and a commitment from top management to adhering to the principles and achieving the objectives. Then this commitment must be communicated down the line through the management chain. In addition, senior management must hear what staff is saying and perceiving, and the staff must know and understand what actions are being taken, what activities are under way, and what successes have actually been achieved. The NRC has established these lines of communication.

Communication also takes place through our EEO discrimination complaint and counseling process. NRC has a network of 30 trained EEO counselors at Headquarters and the Regional Offices. In FY 1992 eight new EEO complaints were filed. There are currently 19 discrimination complaints pending disposition.

The Office of Small and Disadvantaged Business Utilization/Civil Rights (SBCR) is a principal communicator about EEO principles and programs. SBCR co-sponsors with the EEO Advisory Committees several presentations during the year in observance of specific EEO-related events.

The establishment of the position of Assistant for Minority Recruitment and Career Development in the Office of Personnel has provided another means of enhancing two-way communication about EEO concerns and achievements.

A primary vehicle for heightening awareness is the EEO-related courses we are providing to supervisors and employees throughout the Agency. In addition to EEO for Managers and Supervisors, Equal Employment Opportunity at

NRC, Cultural Diversity at NRC, and Sexual Harassment Prevention, we are providing a new course offering this year, Age in the NRC Workforce.

Although the Agency has been offering sexual harassment prevention training since 1983, we have recently renewed our efforts to train all supervisors and employees in this important subject. Since April of 1992 we have trained approximately 30% of the staff. Sessions will be offered continuously throughout this year and next year until all supervisors and employees have had an opportunity to attend.

We are also communicating the Agency's sexual harassment policy to all employees through publication and distribution of an Agency brochure, Prevention of Sexual Harassment. In this document employees are given concrete advice about identifying the offensive behavior and dealing with it. The Agency's responsibilities, the supervisor's responsibilities, and the employee's responsibilities are described, and sources of information and assistance are provided.

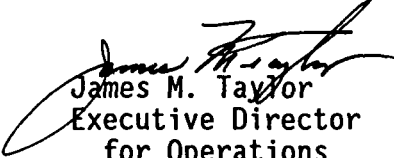
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In an effort to enhance communication about other EEO issues, the staff is planning to administer an all-employee survey in early spring 1993. This survey is described in more detail in Enclosure 1, along with other initiatives to enhance communication and evaluate progress.

The Agency's EEO Advisory Committees have provided strategies for improving our position in these areas. Their insights and suggestions are included in the material that follows.

The next semi-annual EEO briefing is scheduled for February 8, 1993. The ideas and initiatives presented in this paper will be further amplified at that forum.


James M. Taylor
Executive Director
for Operations

Enclosures:

1. Affirmative Action Objectives
2. Demographic Data
3. Responses to Staff
Requirements Memorandum
4. Issues, Recommendations, and Responses
5. EEO Advisory Committee Statements

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AFFIRMATIVE ACTION OBJECTIVES

On November 26, 1991, NRC AFFIRMATIVE ACTION (SECY-91-382) was published, informing the Commission of the Agency's strategy for achieving affirmative action objectives. Since that time the staff has focused on achieving progress in the following six areas:

- (1) enhancing opportunities for recruiting Hispanic employees in all occupations;
- (2) enhancing opportunities for recruiting women and minorities in professional positions;
- (3) expanding the pool of women and minorities eligible for supervisory, management, and executive positions;
- (4) attracting and retaining disabled employees;
- (5) providing a dynamic training and developmental program including rotational opportunities to enhance job performance and support affirmative action; and
- (6) improving communication about EEO and affirmative action objectives, heightening awareness, and evaluating progress.

In reporting on these objectives, we are using data reflecting workforce demographics for permanent employees as of the end of FY 1992 (September 30, 1992). It is also important to note that, in determining areas of underrepresentation of women and minorities throughout the Federal workforce, the Equal Employment Opportunity Commission (EEOC) uses the following occupational categories:

- Professional: Occupations that require knowledge in a field of science or learning characteristically acquired through education or training equivalent to a college degree in the particular field. NRC examples: engineers, scientists, attorneys.
- Administrative: Occupations that involve the exercise of analytical ability, judgement, discretion and personal responsibility and application of a substantial body of knowledge or principles, concepts, and practices applicable to one or more fields of administration or management. NRC examples: budget analyst, program analysts, contract specialists, personnel specialists.
- Technical: Occupations that involve work, typically associated with and supportive of a professional or administrative field, which is non-routine in nature and which involves extensive practical knowledge, gained through on-the-job experience

and/or specific training less than that represented by college graduation. NRC examples: fiscal accounting assistants, personnel assistants, program assistants.

(Note that the EEOC uses "Technical" to describe technician and para-professional support positions. The NRC uses "Technical" to refer to engineers and scientists who are included by EEOC in the "Professional" category.)

Clerical: Occupations that involve structured work in support of office, business, or fiscal operations performed in accordance with established policies, procedures, or techniques and requiring training, experience, or working knowledge related to the tasks to be performed. NRC examples: secretaries, word processing clerks, mail and file clerks.

These are known as the PATCO categories (Professional, Administrative, Technical, Clerical Occupations), and the definitions above apply to this report unless otherwise noted.

It is also useful to note that the acronyms and abbreviations used in various charts throughout this paper refer to the following groups:

WH = Whites
HSP = Hispanics
ASN = Asian Pacific Americans
A/A = African Americans
N/A = Native Americans
W = Women
M = Men

1. Enhancing Opportunities for Recruiting Hispanic Employees

Status

An examination of trends in Hispanic employment in the last five years shows that the number of professional, clerical, and administrative employees has increased slightly; and most of the increase has been in the number of professional employees. Chart 2.1 (Enclosure 2) depicts this trend.

In SECY-91-382 recruiting targets were described for FY 1992-1993 for Hispanic men and women in all occupational categories. These targets are aimed at overcoming the underrepresentation of Hispanics at the NRC as determined by EEOC in the PATCO categories based on 1980 census data (the latest available data which is required for use by the EEOC).

In FY 1992 we visited 13 campuses with high Hispanic enrollment to recruit entry-level employees, and attended 8 career fairs at which the focus was recruitment of mid- and senior-level Hispanic professionals. These career fairs were sponsored by local chapters of the Society of Hispanic Professional Engineers, the Mexican American Engineers and Scientists, and other Hispanic

organizations. Although our recruitment activity has been extensive for Hispanics, our efforts to meet the targets for FY 1992 (20 Hispanic women and men combined for all PATCO categories) have resulted in the hiring of only two professional Hispanic men during this reporting period (FY 1992). Offers made to several other Hispanic candidates for professional positions were declined since the candidates did not wish to relocate to the Washington, DC, area. We are not satisfied with this success rate, and the actions we are taking to improve in this area are discussed below.

Strategy

In response to the Commission's recommendation to take a proactive approach to exchanging technical information and expertise with colleges and universities, we hired four Summer Faculty members from institutions affiliated with either Historically Black Colleges or the Hispanic Association of Colleges and Universities, including a Professor of Electrical Engineering from the University of Puerto Rico in Region II. Additionally, we hired a nuclear engineering Master's degree candidate from the University of New Mexico in Region V for the summer program.

To enhance our recruitment of Hispanic employees, several strategies have been implemented. We have identified and contacted the member colleges of the Hispanic Association of Colleges and Universities (HACU) that offer majors in engineering, science, and math and, using data provided by Oak Ridge Associated Universities (ORAU), have identified other colleges having a high Hispanic enrollment. We are targeting these schools for recruitment through campus visits, mailings, and advertisements placed in campus publications.

Recruitment advertising in periodicals for FY 1992 focused on a new campaign that featured the photographs of NRC employees from culturally diverse groups. These included eight Hispanic employees (three females, five males) in engineering and professional administrative positions. NRC placed thirteen advertisements in six Hispanic publications in FY 1992 and plans to continue featuring a culturally diverse group of employees in its advertising. A revised recruitment brochure featuring a diverse group of employees will be printed early in 1993.

The Office of Personnel has devised a recruitment plan to attract more Hispanic students to the Cooperative Education Program, Intern Program, and the Graduate Fellowship Program. This plan includes participation in the Co-op in Residence Program under which a Co-operative Education student is hired from one of the HACU schools. This student will serve as liaison between NRC and the school and will participate in the strategic planning for recruitment from the HACU's.

We have invited members of the Hispanic Employment Program Advisory Committee (HEPAC) to work with us in developing recruitment strategies and identifying Hispanic staff members who can effectively serve on recruitment teams. HEPAC members have been included on recruitment teams and are scheduled for future recruitment events. An orientation was held for recruiters from HEPAC and elsewhere in NRC.

Representatives from HEPAC and the Office of Personnel established a strong link with the University of Puerto Rico in December 1992. They met with the Dean of Engineering to develop a strategy for closer liaison with the university. Several students were interviewed to identify candidates for the Cooperative Education Program. The liaison program established with the University of Puerto Rico will serve as a model for liaisons with other HACUs.

HEPAC will also work with us to establish a Memorandum of Understanding with the HACU to facilitate recruitment, encourage faculty and employee exchanges, and target NRC positions for which HACU students and professors might qualify.

In addition to the effort to attract professional Hispanic employees, the Office of Personnel is now working with the Spanish-speaking community of Maryland to build a bridge between NRC and the Hispanic community. In November 1992, we placed advertisements for secretarial positions in three community Hispanic newspapers. We are also actively working with the Career Development Office of Bell Multi-Cultural High School to attract highly qualified applicants for underrepresented administrative and clerical positions. NRC will attend a job fair at Bell in Spring 1993. One of the main impediments to filling positions from these two sources of employees is the low number of potential applicants who are U.S. citizens.

Finally, we will continually evaluate our recruitment events and strategies to measure success achieved and to ensure follow-up on decisions regarding applicant employment.

2. Enhancing Opportunities for Recruiting Women and Minorities in Professional Positions

Status

An examination of the hiring trends for professional occupations for the last five years shows an increase in the number of white, African-American, Hispanic, and Asian women, and the number of Hispanic men. The largest increase has been in the hiring of professional white women, an area of underrepresentation at the NRC. There was no increase in Native American men, and there was a decrease in Native American women. Chart 2.2 (Enclosure 2) illustrates this trend.

The recruiting target for NRC professional occupations (engineers, scientists, and attorneys) was 29 women and minorities. In fiscal year 1992 we hired 102 professionals: 29 were women, 21 were minorities. The demographic data are displayed in Chart 1.1.

CHART 1.1 PROFESSIONAL HIRES FOR FY 92			
ETHNICITY	WOMEN	MEN	TOTAL
WHITE	21	60	81
AFRICAN AMERICAN	5	4	9
ASIAN	3	7	10
HISPANIC	0	2	2
NATIVE AMERICAN	0	0	0
TOTAL	29	73	102

The Office of Personnel uses the automated Applicant Review System (ARS) to screen and track incoming applications for professional positions within NRC. The system is used to identify individuals from underrepresented groups so that additional emphasis can be placed on hiring minority and women applicants. The resulting pool of professional talent can then be reviewed to fill vacant positions within NRC. The demographic data for the Applicant Review System in FY 1992 are displayed in Chart 1.2. (The 797 applicants who did not self-identify or whose ethnicity is not known are not included.) The system is being enhanced so that reports can be generated that enable us to track progress in the recruitment, referral, and selection of minority and women applicants more efficiently. Other enhancements to our Applicant Review System will enable us to track the sources of minority and women applicants for FY 1993. This will provide valuable data for evaluating the effectiveness of our recruitment efforts.

CHART 1.2 APPLICANT REVIEW SYSTEM FOR FY 92			
ETHNICITY	WOMEN	MEN	TOTAL
WHITE	184	478	662
AFRICAN AMERICAN	47	66	113
ASIAN	22	190	212
HISPANIC	6	79	85
NATIVE AMERICAN	0	0	0
TOTAL	259	813	1072

Strategy

We have implemented a new advertising campaign in which Agency women and minority engineers and scientists are featured as role models. These advertisements have been placed in Black Engineer, Hispanic Engineer, and Woman Engineer. Candidates throughout the country are contacting these NRC employees directly to inquire about job opportunities.

In order to attract women and minority applicants for the Honor Law Graduate Program, which is comparable to our engineering and scientific Intern Program, the NRC visits law schools that have high enrollments of women and minority students. For next year's program (recruitment of third-year law students for entry level positions), we received 517 applications of which 210 were from women. We received 97 minority applications (34 African-Americans, 29 Hispanics, and 34 Asians; 51 of the minority applications were from women included in the 210 total above). Final selections are still pending. To attract minority applicants, we recruited at the Hispanic Job Fair in Colorado, the National Black Law Students Association in Arlington, VA, the University of Miami, Emory University, and the Southeastern Law Placement Consortium. We also recruit on campus at all the local area law schools including Howard University. Appropriate materials are sent to placement offices at all 178 accredited law schools.

For entry-level professional positions, we are recruiting at Hispanic Association of Colleges and Universities (HACU), Historically Black Colleges and Universities (HBCU) campuses, and those having a significant minority enrollment and strong programs in science, engineering, and math. Women and minority professional employees serve as members of recruitment teams. Recruitment visits include attendance at career fairs as well as networking with engineering and science faculty and administrators and personal contact with members of the student engineering societies on campus. During these visits, women and minorities are encouraged to apply for the FY 1993 Graduate Fellowship Program, the Intern Program, and the Co-operative Education Program. The Intern Program has been particularly successful in attracting and hiring women and minorities. The demographics of the Intern Program in FY 1992 are displayed in Chart 1.3. Demographics of the Co-operative Education Program are displayed in Chart 1.4. We anticipate that our proactive strategies will further increase our representation of minorities in these two programs.

CHART 1.3 INTERN PROGRAM FOR FY 92			
ETHNICITY	WOMEN	MEN	TOTAL
WHITE	22	31	53
AFRICAN AMERICAN	7	6	13
ASIAN	4	4	8
HISPANIC	3	3	6
NATIVE AMERICAN	0	0	0
TOTAL	36	44	80

CHART 1.4 COOPERATIVE EDUCATION PROGRAM FOR FY 92			
ETHNICITY	WOMEN	MEN	TOTAL
WHITE	13	21	34
AFRICAN AMERICAN	4	3	7
ASIAN	1	4	5
HISPANIC	1	1	2
NATIVE AMERICAN	0	0	0
TOTAL	19	29	48

At mid and higher levels, we are participating at professional conferences including those sponsored by the Society of Women Engineers, Association for Women in Science, the National Society of Black Engineers, National Technical Association, Black Engineering and Science Student Association, National Organization of Black Chemist/Chemical Engineers, National Council of Black Engineers and Scientists, the Hispanic Alliance for Career Enhancement, Society for Advancement of Chicano and Native Americans, Mexican American Engineers and Scientists, Hispanic Engineer Organization, National Association of Hispanic Executives, National Conference of Puerto Rican Women, and the Society of Hispanic Professional Engineers; and we continue to advertise in the professional journals of these organizations as well.

Blacks in Government (BIG) and HEPAC support a proactive recruitment and promotion strategy to move more women and minorities into engineering, scientific, and attorney positions. This strategy would entail maintaining and enhancing our relationships with colleges, universities, and professional societies; increasing the representation of minorities at recruiting events; and broadening the criteria for certain professional positions so that minorities with excellent technical but broader-based backgrounds can qualify. We will continue to look for ideas, strategies, and resources from these Committees to help us achieve our affirmative action objectives.

3. Expanding the Pool of Women and Minorities Eligible for Supervisory, Management, and Executive Positions

Status

Appointment of women and minorities to executive and senior level positions has continued, but at a slower pace than we would like. Chart 2.3 (Enclosure 2) shows the distribution of women and minorities in the SES. In FY 1992, one nonminority woman was selected for the SES, and one SES nonminority woman left the Agency. In October 1992 another nonminority woman was selected for the SES. As a result of establishing a dual track career system in the Agency, incumbents of positions higher than GG-15 were converted to the Senior Level System (SLS). Five women (four white, one Asian), two Asian males, and one Hispanic male moved into these SLS positions. (One of the white women later entered the SES.) Since the original conversion, one Asian male has entered the SLS.

In assessing the potential for women and minorities to move into supervisory, management, and executive positions, the size of the feeder groups (GG 13-15) is an important variable. Charts 2.4 - 2.8 (Enclosure 2) depict the trend of women and minorities in Grades 13, 14, and 15.

Strategy

The Executive Resources Board Review Group, appointed by the Executive Director for Operations to review the availability of qualified women and minorities for all SES and Senior Level positions and all non-bargaining unit positions at the GG-15 level, has continued to examine selection certificates for these positions. Its review has spotlighted the lack of women and minority applicants for many GG-15 and senior and executive level positions. The Review Group has addressed this situation with individual Office Directors and Regional Administrators and has encouraged them to broaden their recruitment "net" to attract more applicants from the targeted groups. At approximately the mid-point of fiscal year 1993, the Review Group's findings for the previous year will be compiled into summary form. We expect that their observations will provide valuable insight into progress made in this area.

To ensure that all applicants for supervisory, management, and executive positions are receiving fair consideration, we are making an extra effort to include women and minorities on the panels that review and rate applicants.

Several strategies have been proposed by the EEO Advisory Committees to increase the pool of women and minorities eligible for selection to supervisory, management, and executive positions. Among these are obtaining commitment from the Commission to diversify their senior staffs, increasing utilization of women and minorities in "acting" capacities, and reviewing the balance of technical and managerial skills required for management and supervisory positions.

4. Attracting and Retaining Disabled Employees

Status

A plan to focus on recruitment of persons with disabilities was put into place in January 1992. A working relationship was established with local and national organizations for the disabled such as the President's Committee on Employment of Persons with Disabilities and the Paralyzed Veterans of America. Government agencies with strong hiring programs for the disabled, such as the Office of Personnel Management and the Departments of Agriculture and Labor, were contacted for an exchange of ideas and strategies.

Contacts were made with potential applicant sources such as Gallaudet University and Coordinators for Disabled Services on Campuses, and the Agency is recruiting disabled students for Co-operative Education positions for fiscal years 1993 and 1994.

NRC has placed advertisements in Careers and the Disabled, and the Office of Personnel recruited at a career fair for the disabled sponsored by the Office of Personnel Management (OPM) in May 1992.

A Program Coordinator was designated in the Office of Personnel to serve as the primary contact for disabled applicants. The Program Coordinator also serves as liaison with other NRC administrative offices that provide reasonable accommodation services required by a disabled applicant or employee. Special equipment has been put in place that allows communication with the deaf so that potential applicants can receive information about career opportunities.

Strategy

A working group has been established that focuses on issues related to the disabled and veterans. With representatives from several of the administrative offices, the Affirmative Action Advisory Committee, Joint Labor-Management Committee, and several disabled employees and others, the group has focused on identifying issues related to recruitment and reasonable accommodations for the disabled.

The group quickly identified the need to communicate the special services available to disabled applicants during the recruitment process and orientation to the Agency. A brochure will be published in April 1993 that identifies these services. Brochures will become part of our standard recruiting materials, and an information sheet on interviewing the disabled

will be added to the recruiter's manual. The working group also suggested that a mentor be assigned to each new disabled employee to assure a smooth transition to the NRC work environment.

The EEO Advisory Committees have contributed to developing several strategies for hiring and retaining disabled employees. Among these are marketing the NRC as an Agency with a handicap-accessible facility; using the Co-operative Education Program as a vehicle for recruitment; maintaining and enhancing our network with colleges, organizations, and placement centers; and using our mentoring program to support disabled employees.

5. Providing Training and Developmental Opportunities

Status

The staff is taking advantage of increased training and developmental opportunities, including rotational assignments, as a viable means of supporting affirmative action goals. There is an upward trend in Agency training with 9,653 instances in FY 1992 as compared to 7,932 instances in FY 1991. Charts 2.9-2.12 (Enclosure 2) illustrate training and rotation distribution by gender and ethnicity for FY 1991 and FY 1992.

The Agency's mentoring program, sponsored originally by BIG, provides a means for employees to receive career advice and guidance from experienced senior staff. The demographics of the 136 employees currently participating are shown in Chart 1.5. Mentoring forums were also held monthly to provide additional information about career development. The Agency's career counseling program provides for one-on-one discussions about how to make effective career decisions, how to set career goals, and how to prepare Individual Development Plans (IDP's). In FY 1992, 147 employees participated in the Agency's formal career counseling program. The demographics of participants are displayed in Chart 1.6.

CHART 1.5 MENTORING PROGRAM FOR FY 92			
ETHNICITY	WOMEN	MEN	TOTAL
WHITE	28	24	52
AFRICAN AMERICAN	57	21	78
ASIAN	0	3	3
HISPANIC	2	1	3
NATIVE AMERICAN	0	0	0
TOTAL	87	49	136

CHART 1.6 CAREER COUNSELING PROGRAM FOR FY 92			
ETHNICITY	WOMEN	MEN	TOTAL
WHITE	55	43	98
AFRICAN AMERICAN	30	7	37
ASIAN	2	8	10
HISPANIC	1	1	2
NATIVE AMERICAN	0	0	0
TOTAL	88	59	147

Strategy

IDP's have proven to be an effective tool in mapping out career paths and planning short- and long-term professional goals. In FY 1992 we held IDP workshops in NRR and Region II. We also held seminars on the Administrative Skills Enhancement Program and the Executive Potential and Women's Executive Leadership Programs. The Agency will sustain its emphasis on encouraging employees to prepare IDP's and to follow through on their implementation.

Rotational opportunities continue to be an extremely popular vehicle for broadening career possibilities. New procedures for obtaining rotational assignments have been incorporated in the NRC/NTEU Collective Bargaining Agreement. These procedures include solicitations for rotational opportunities which will be used to match Agency needs with employee interests. Managers will respond to these requests for rotations in order to improve communication about existing opportunities. The FWPAC sponsored two seminars to acquaint employees with the new process and management perspectives on rotational assignments.

A new Supervisory Development Program was announced in November 1992 for preparing GG-14's and 15's for first-line supervisory positions. The program will commence in June 1993 and should provide an additional tool for developing women and minorities for leadership positions in the Agency.

Strategies proposed by the EEO Advisory Committees for using training and developmental opportunities to support affirmative action objectives include increasing minority representation and participation in rotations; mentoring; the Executive Potential, Women's Executive Leadership, and supervisory development programs; and the Graduate Fellowship Program. A follow-up to participation is monitoring and evaluating the results: What are the benefits of program completion, and where are the participants several years after program completion?

6. Improving Communication and Evaluating Progress

Status

Communication is an essential ingredient of an effective EEO program. There must be a clear understanding of the principles, goals, objectives, and strategies of the program, and a commitment from top management to adhering to the principles and achieving the objectives. Then this commitment must be communicated down the line through the management chain. In addition, senior management must hear what staff is saying and perceiving, and the staff must know and understand what actions are being taken, what activities are under way, and what successes have actually been achieved. The NRC has established these lines of communication.

Another important means for maintaining a two-way flow of information about EEO concerns is the monthly meetings of the EEO Advisory Committee representatives with the Director of the Office of Personnel and the Director of the Office of Small and Disadvantaged Business Utilization/Civil Rights. The meetings provide a forum for receiving feedback on the EEO program, clarifying issues and perceptions, defusing problems before they become major items of contention, and building strategies for achieving the Agency's affirmative action objectives.

Communication also takes place through our EEO discrimination complaint and counseling process. NRC has a network of 30 trained EEO counselors at Headquarters and the Regional Offices. These counselors are available to any employee who may have questions or concerns regarding EEO matters.

In FY 1992 eight new EEO complaints were filed. Trend data since FY 1988 are displayed in Chart 2.14 (Enclosure 2). Of the eight filed this year, two were based on age, three on age and sex, two on reprisal, and one on national origin. There are currently 19 discrimination complaints pending disposition. The various bases for these complaints are displayed in Chart 2.15 (Enclosure 2).

The Office of Small and Disadvantaged Business Utilization/Civil Rights (SBCR) is a principal communicator about EEO principles and programs. SBCR co-sponsors with the EEO Advisory Committees several presentations during the year in observance of specific EEO-related events. Knowledgeable speakers and civil rights leaders provide information and ideas about civil rights activities. In addition, SBCR semi-annually publishes a newsletter, "Opportunity," that highlights accomplishments of women and minorities and is distributed to all employees.

The establishment of the position of Assistant for Minority Recruitment and Career Development in the Office of Personnel has provided another means of enhancing two-way communication about EEO concerns and achievements. The incumbent of this position provides monthly updates to the Executive Director for Operations on problems and progress in implementing the Agency's career development initiatives. She also meets with the Executive Resources Board Review Group and employees and managers throughout the Agency to provide advice and guidance on implementing these initiatives and on specific issues, strategies, and programs available.

Heightening awareness of equal employment opportunity and affirmative action principles and objectives is also a key element of our affirmative action strategy. A primary vehicle for heightening awareness is the EEO-related courses we are providing to supervisors and employees throughout the Agency. In addition to our two-day course required for all new supervisors, EEO for Managers and Supervisors, and our half-day workshops open to all NRC employees -- Equal Employment Opportunity at NRC, Cultural Diversity at NRC, and Sexual Harassment Prevention -- we are providing a new course offering this year, Age in the NRC Workforce.

The Agency has been offering Sexual Harassment Prevention since 1983. This workshop, recently revised and currently being presented by OPM and representatives from the Office of Personnel and the Office of the General Counsel, provides statutory information about sexual harassment; management's roles and responsibilities in preventing inappropriate behavior and in dealing with it; and the rights, responsibilities, and remedies that victims of sexual harassment have and can exercise. Since April of 1992 we have trained approximately 30% of the staff. Sessions will be offered continuously throughout this year and next year until all supervisors and employees have had an opportunity to attend.

We are also communicating the Agency's sexual harassment policy to all employees through publication and distribution of an Agency brochure, Prevention of Sexual Harassment. In this document employees are given concrete advice about identifying the offensive behavior and dealing with it. The Agency's responsibilities, the supervisor's responsibilities, and the employee's responsibilities are described, and sources of information and assistance are provided.

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The Agency is dealing aggressively with allegations of sexual harassment. In FY 1992 one formal grievance was filed, and five complaints outside of the formal complaint process or grievance procedure were brought to management's attention. In each of these instances, management took action, including initiating disciplinary action where appropriate, to ensure that the offensive behavior was stopped and that the feelings of the aggrieved parties were understood by the offenders.

Age in the NRC Workforce will be offered in January and then periodically throughout the year as long as there is interest in and concern about recognizing the value of our older employees and taking full advantage of the institutional knowledge and expertise they can provide to the Agency. The course focuses on the changing demographics in the workforce with respect to age, an understanding of the laws and Federal regulations related to age discrimination, a discussion of stereotypes and myths about older members of the workforce, and strategies for reducing individual and organizational stress that may result from these changing workforce demographics.

Finally, evaluation of progress made in achieving EEO and affirmative action objectives is an essential component of our overall plan. Accountability and evaluation of progress made are reflected in performance plans for all supervisors, managers, and executives. Monthly meetings with the Executive Director for Operations and the Assistant for Minority Recruitment and Career Development provide a forum for discussion and evaluation of individual performance on the part of supervisors and managers.

Strategy

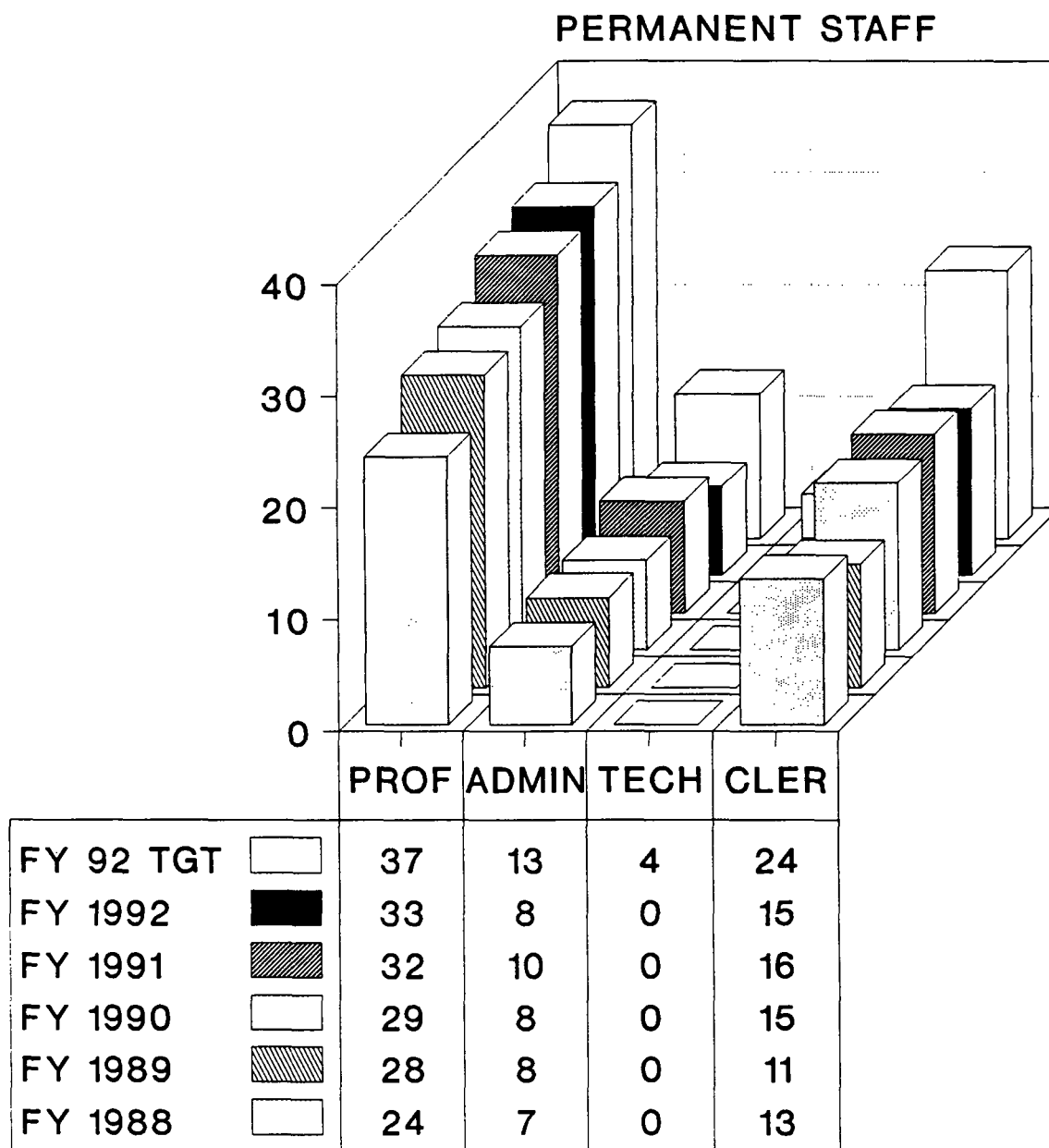
In an effort to further enhance communication about EEO issues, the staff is planning to administer an all-employee survey in early spring 1993. The survey will consist of multiple-choice questions derived from a governmentwide survey conducted by the Office of Personnel Management (OPM) in early 1992. The results of the survey will provide employee opinions on a number of work-related topics including job and career satisfaction, performance appraisals, rewards, and training. The results will be analyzed by occupation, grade, office/region, gender, ethnicity, and age; and the answers provided by different demographic groups should give us insight into perceptions of fairness, equity, and discrimination at the NRC.

The results of the survey will be evaluated against results from the OPM governmentwide survey in an effort to determine how NRC responses compare. We propose to administer this survey periodically so that we can establish trend data and develop proposals in areas where responses may indicate we need work. Both the Affirmative Action Advisory Committee (AAAC) and BIG have asked that more emphasis be placed on improving communication of EEO and affirmative action objectives and evaluating progress made. Specific recommendations included identifying organizational units that are making progress and those that are not, holding managers more accountable for supporting the Agency's EEO goals, improving communication to mid-level and first-line supervisors through formal training, and assessing managers' EEO awareness and commitment during the annual appraisal. Other proposed strategies are developing and communicating good listening techniques; and improving feedback on EEO issues, problems, and concerns. We will continue working in all these areas until our affirmative action objectives are achieved.

Enclosure 2

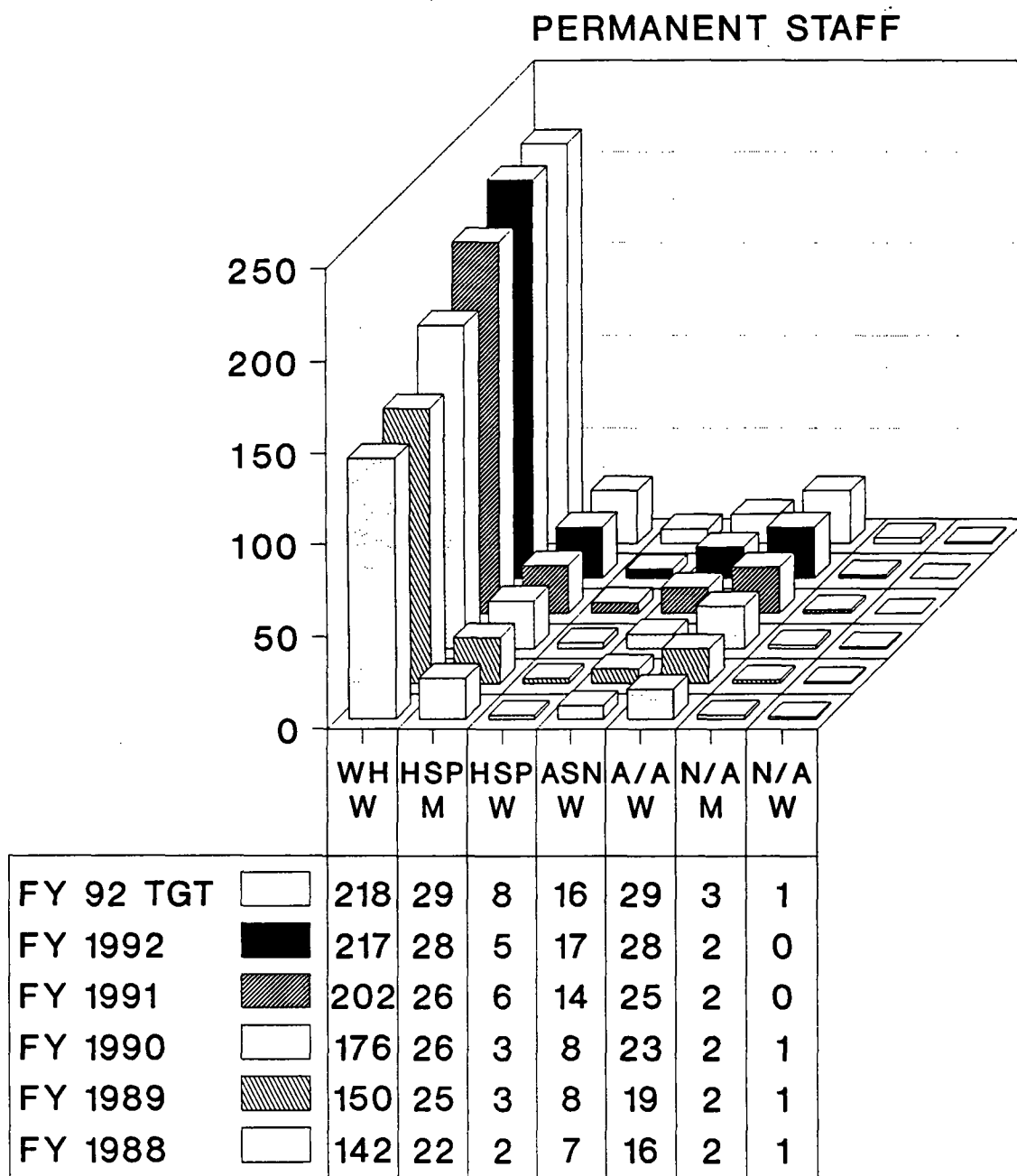
DEMOGRAPHIC DATA

DISTRIBUTION OF HISPANIC STAFF BY PATCO CATEGORY WITH FY 1992 TARGETS



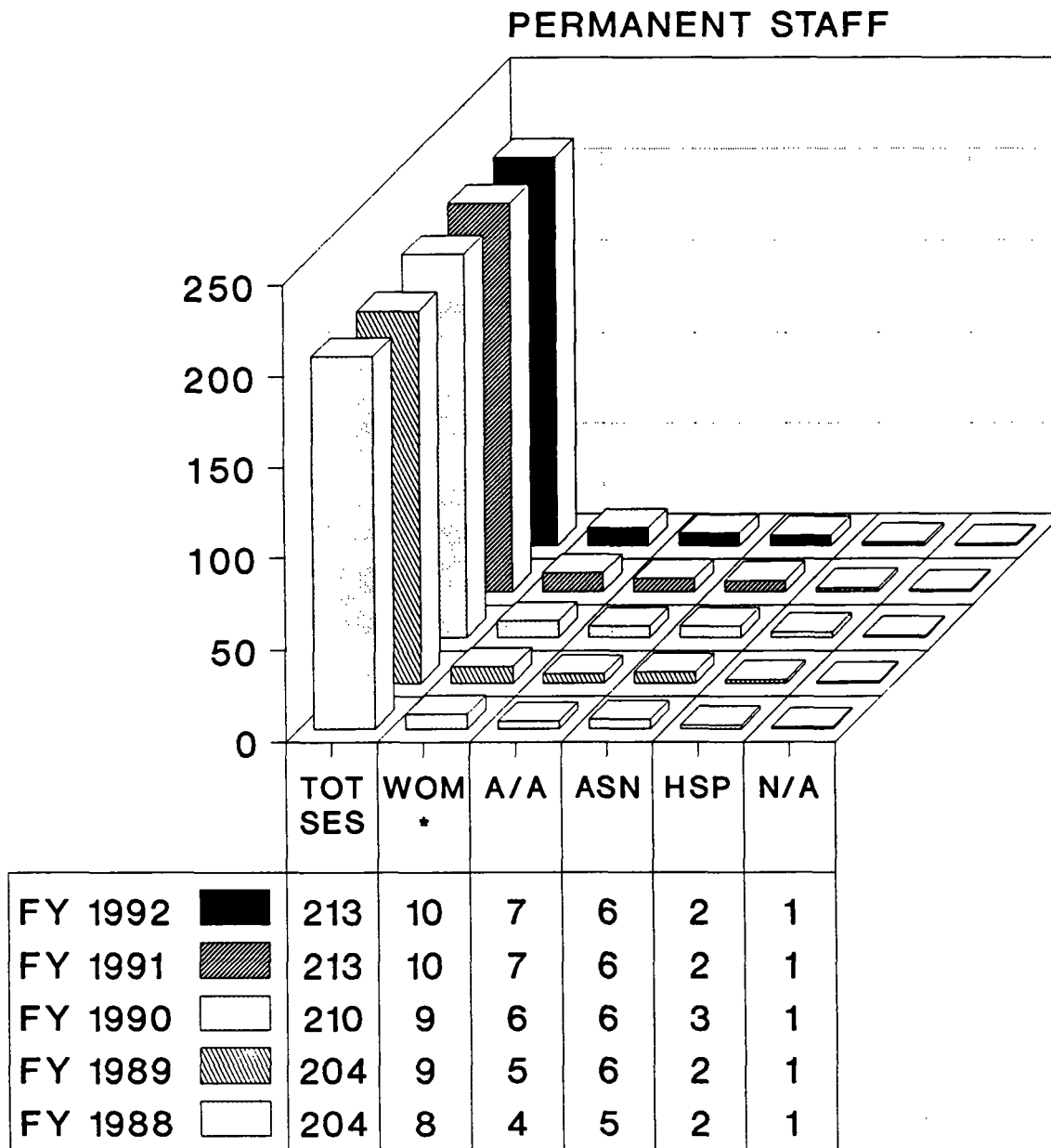
A SLIGHT IMPROVEMENT OCCURRED IN THE PROFESSIONAL CATEGORY.

NRC DISTRIBUTION OF EEOC IDENTIFIED UNDERREPRESENTED GROUPS IN THE PROFESSIONAL CAREER FIELDS



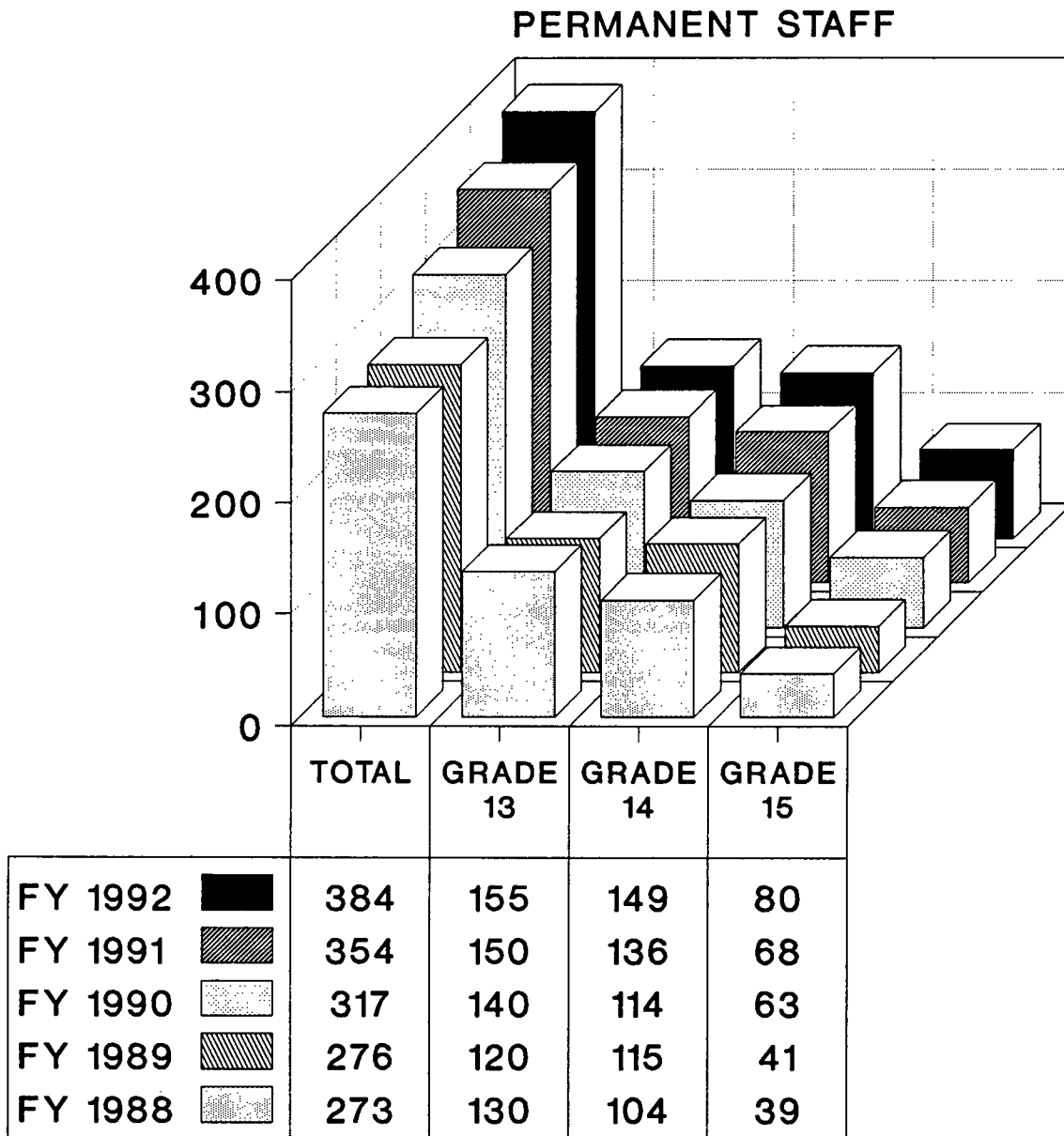
**THE AGENCY ACHIEVED APPROXIMATELY 76% OF ITS FY 1992
OVERALL TARGET.**

SES WOMEN AND MINORITIES PERMANENT STAFF FY 1988 THROUGH FY 1992



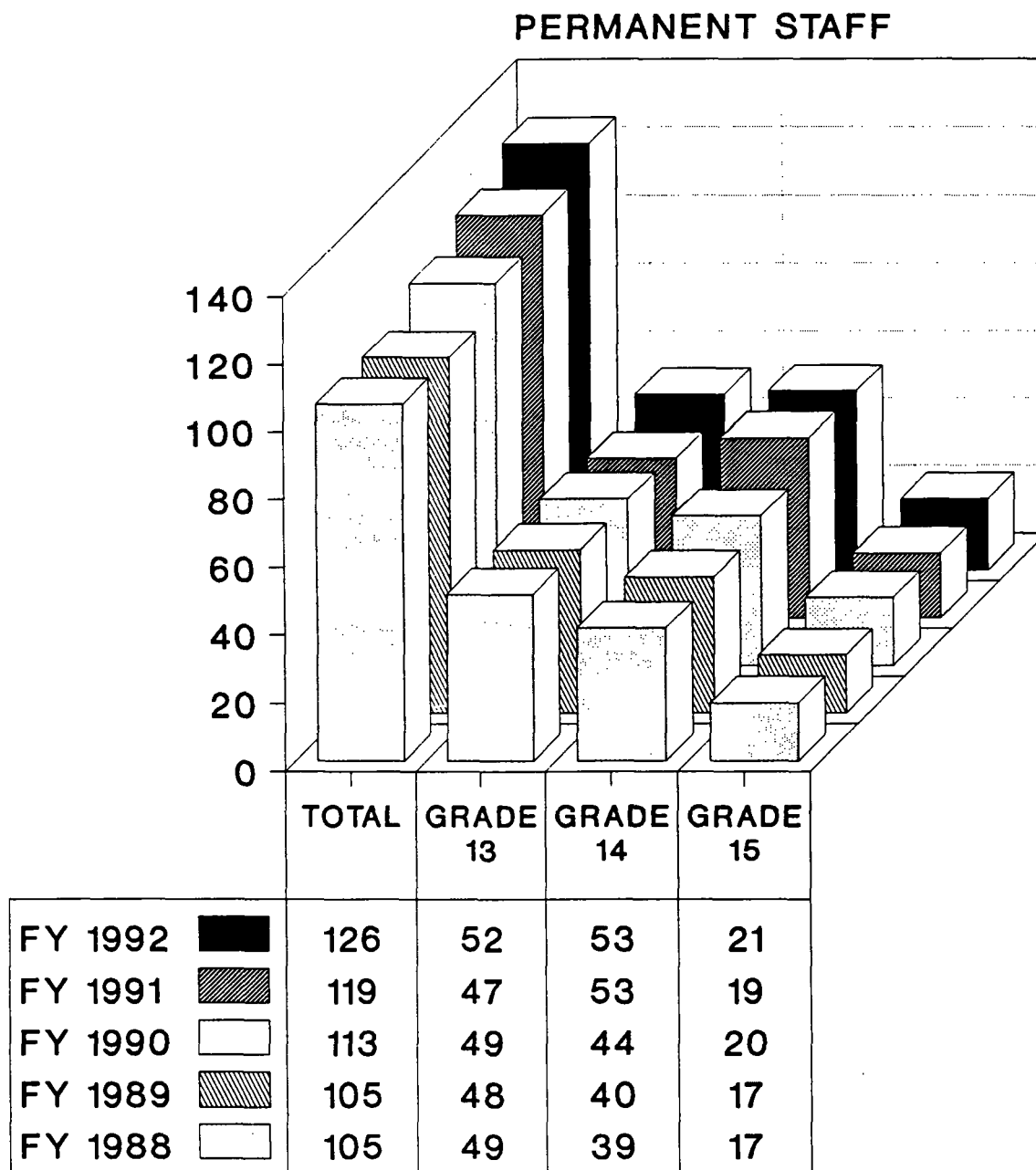
* IN THIS CATEGORY ALL WOMEN ARE WHITE.

WOMEN GRADES 13-15 PERMANENT STAFF FY 1988 THROUGH FY 1992



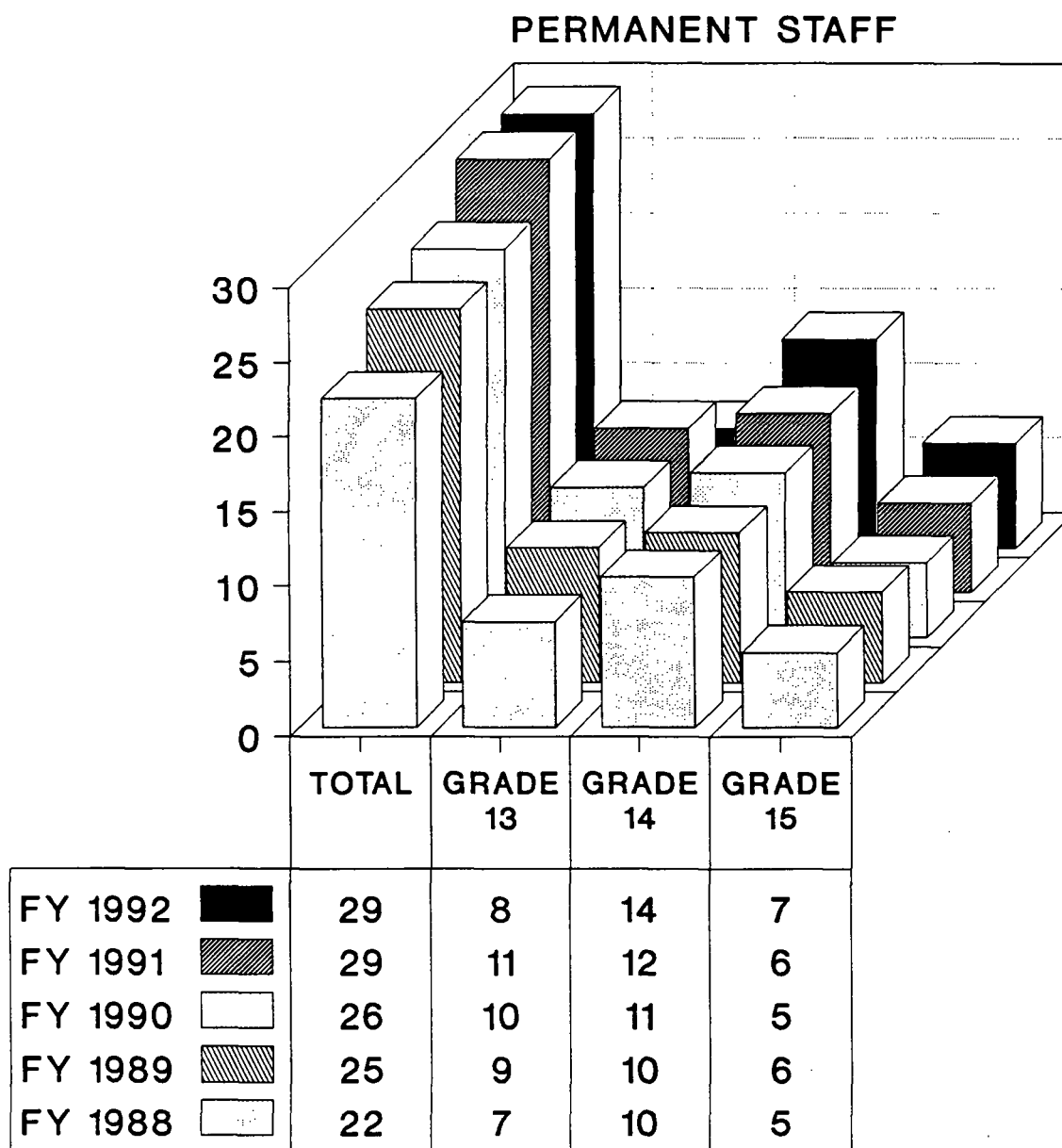
DURING FY 1992, THE WOMEN'S SES FEEDER POPULATION INCREASED BY 30 WITH SIGNIFICANT INCREASES IN EACH GRADE.

AFRICAN AMERICANS GRADES 13-15 PERMANENT STAFF FY 1988 THROUGH FY 1992



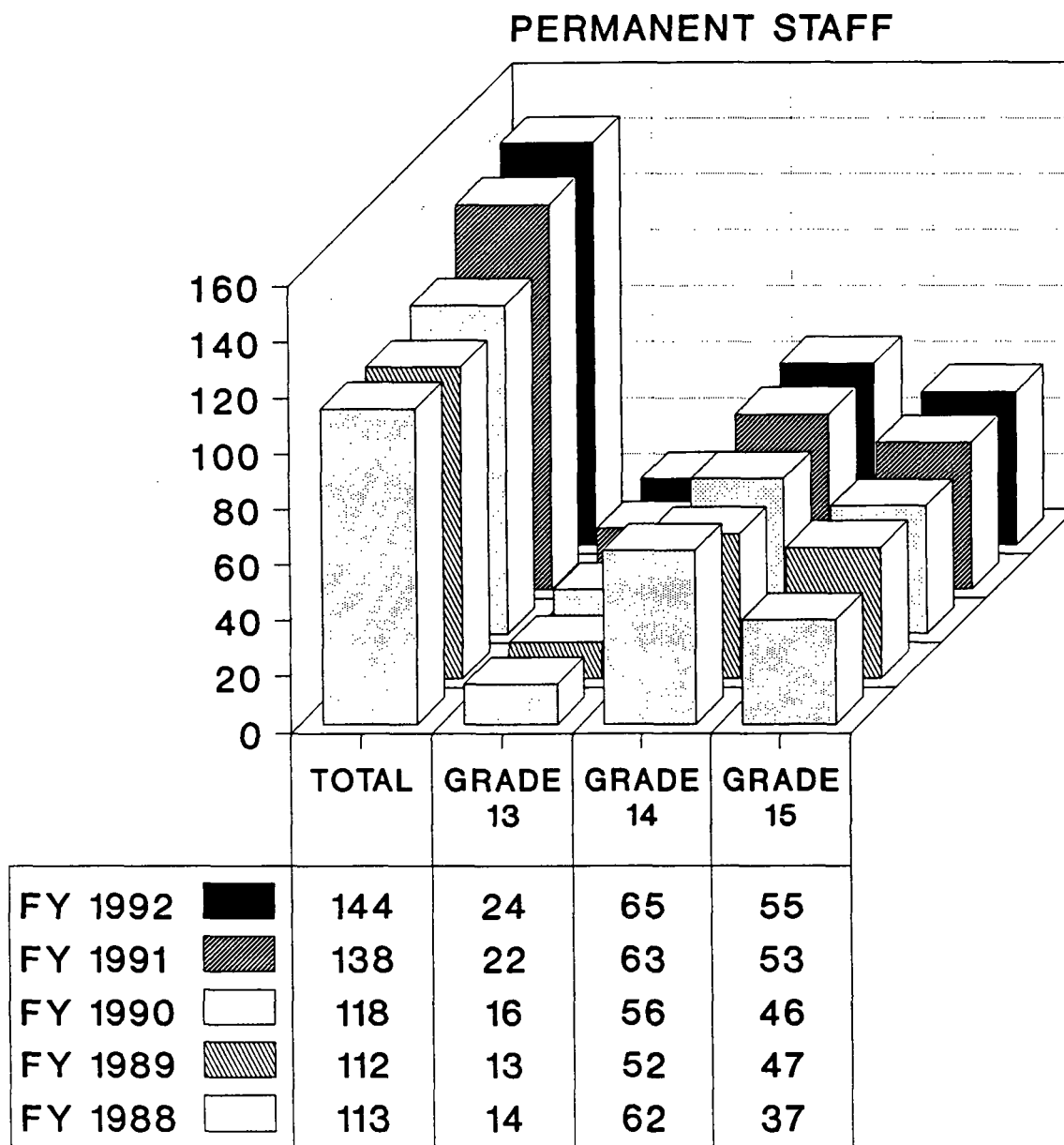
THERE HAS BEEN SOME MOVEMENT WITHIN THE AFRICAN AMERICAN SES FEEDER GROUP. IT HAS OCCURRED IN THE MOVEMENT OF 12'S TO 13'S AND 14'S TO 15'S.

HISPANICS GRADES 13-15 PERMANENT STAFF FY 1988 THROUGH FY 1992



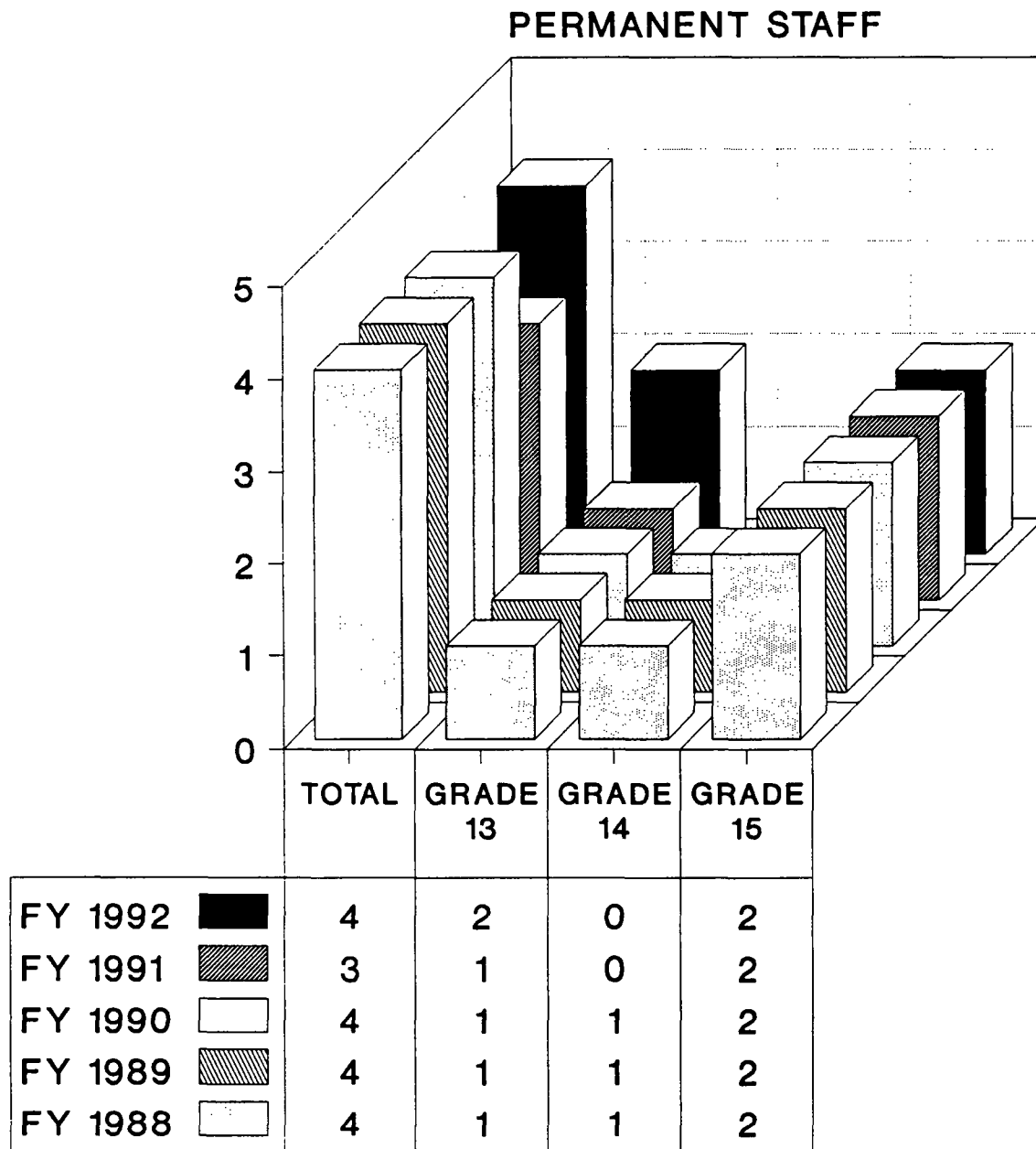
DURING FY 1992, THE TOTAL NUMBER OF HISPANICS IN GRADES 13 THROUGH 15 DID NOT CHANGE.

ASIANS GRADES 13-15 PERMANENT STAFF FY 1988 THROUGH FY 1992



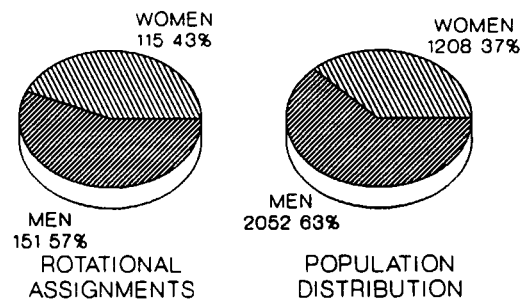
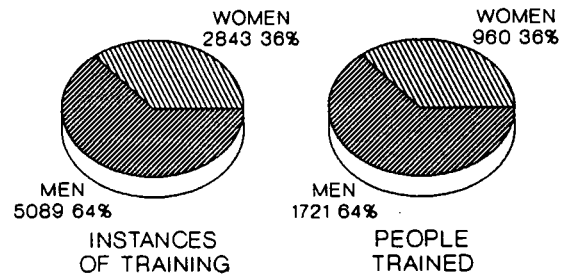
DURING FY 1992, THE TOTAL NUMBER OF ASIANS INCREASED BY SIX EQUALLY ACROSS ALL GRADES.

NATIVE AMERICANS GRADES 13-15 PERMANENT STAFF FY 1988 THROUGH FY 1992



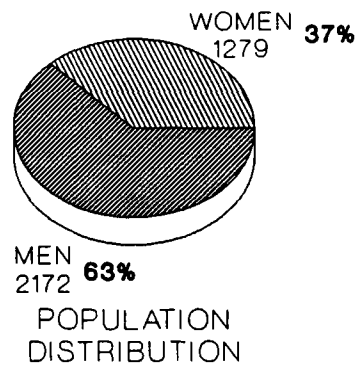
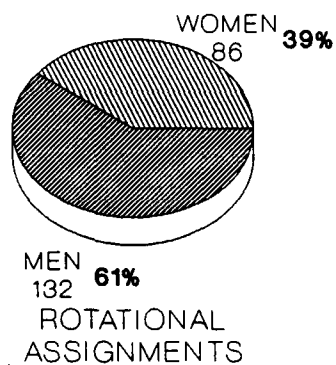
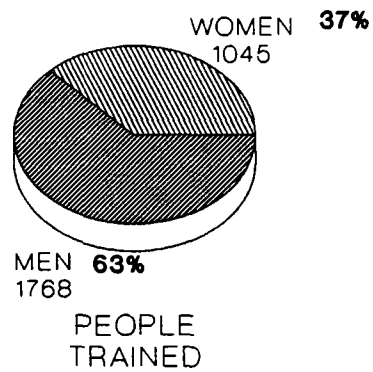
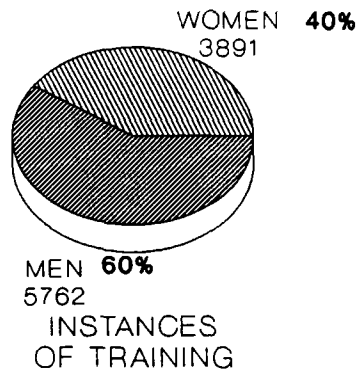
DURING FY 1992, THE TOTAL NUMBER OF NATIVE AMERICANS IN GRADES 13 THROUGH 15 INCREASED BY ONE (1) GRADE 13.

**TRAINING AND ROTATIONS
BY GENDER
FOR FY 1991**



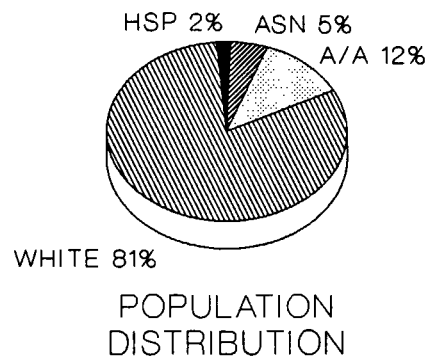
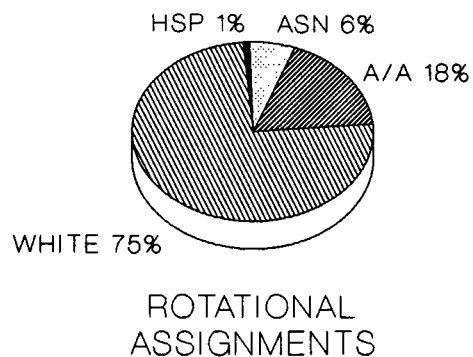
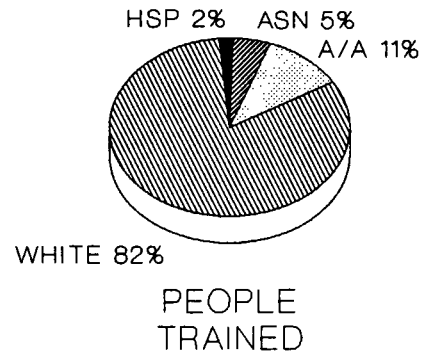
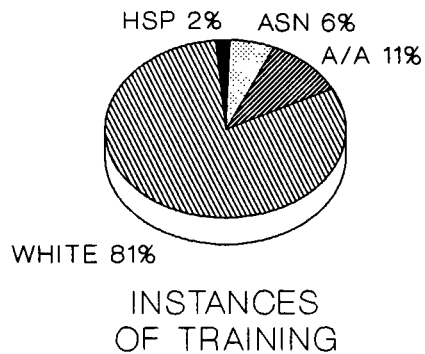
DURING FY 1991, WOMEN PARTICIPATED IN ROTATIONAL ASSIGNMENTS AT A HIGHER RATE THAN WOULD BE EXPECTED ON A STRAIGHT POPULATION DISTRIBUTION.

TRAINING AND ROTATIONS BY GENDER FOR FY 1992



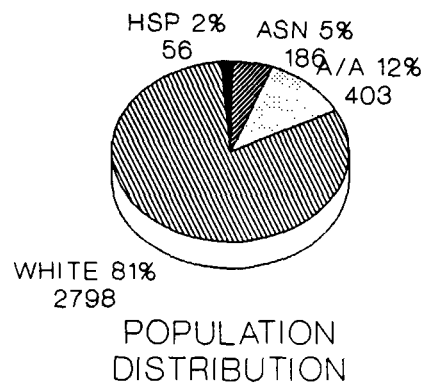
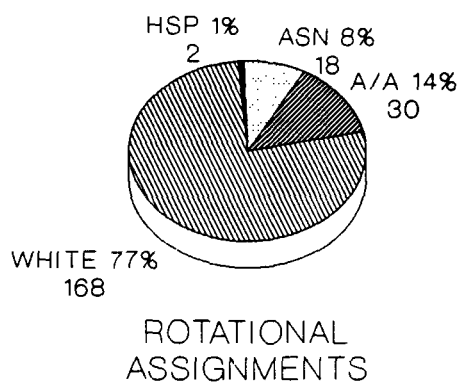
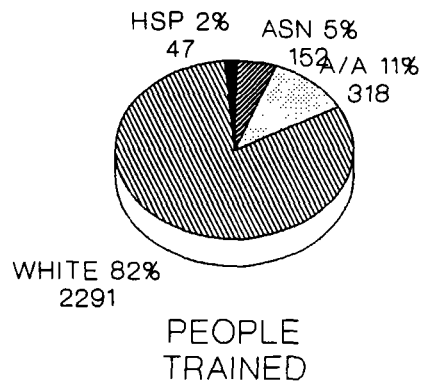
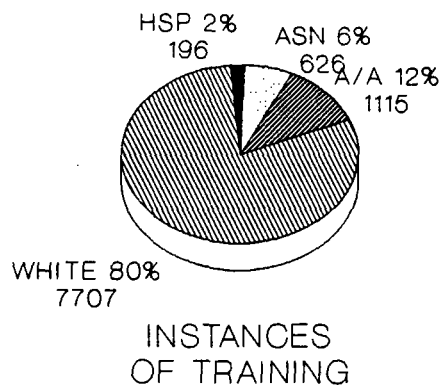
WOMEN'S INSTANCES OF TRAINING AND PARTICIPATION IN THE ROTATION PROGRAM EXCEEDS THEIR PERCENT OF THE POPULATION.

TRAINING AND ROTATIONS BY ETHNICITY FOR FY 1991



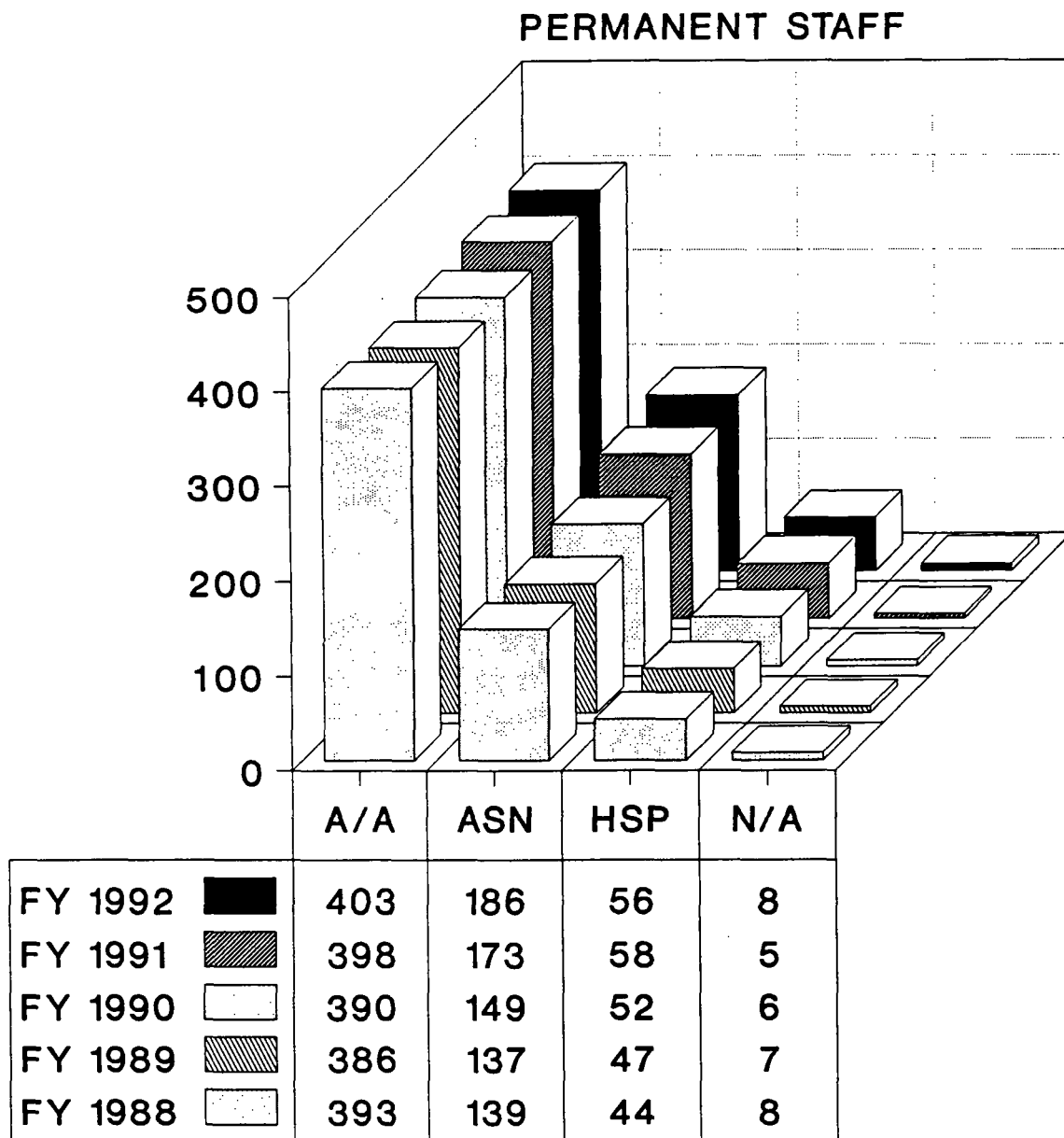
6 NATIVE AMERICANS HAD 18 INSTANCES OF TRAINING AND NO ROTATIONS. ALL ETHNIC GROUPS HAD TRAINING COMPARABLE TO THEIR PERCENT OF THE POPULATION. ETHNIC GROUPS WERE WELL REPRESENTED IN THE ROTATION PROGRAM.

TRAINING AND ROTATIONS BY ETHNICITY FOR FY 1992



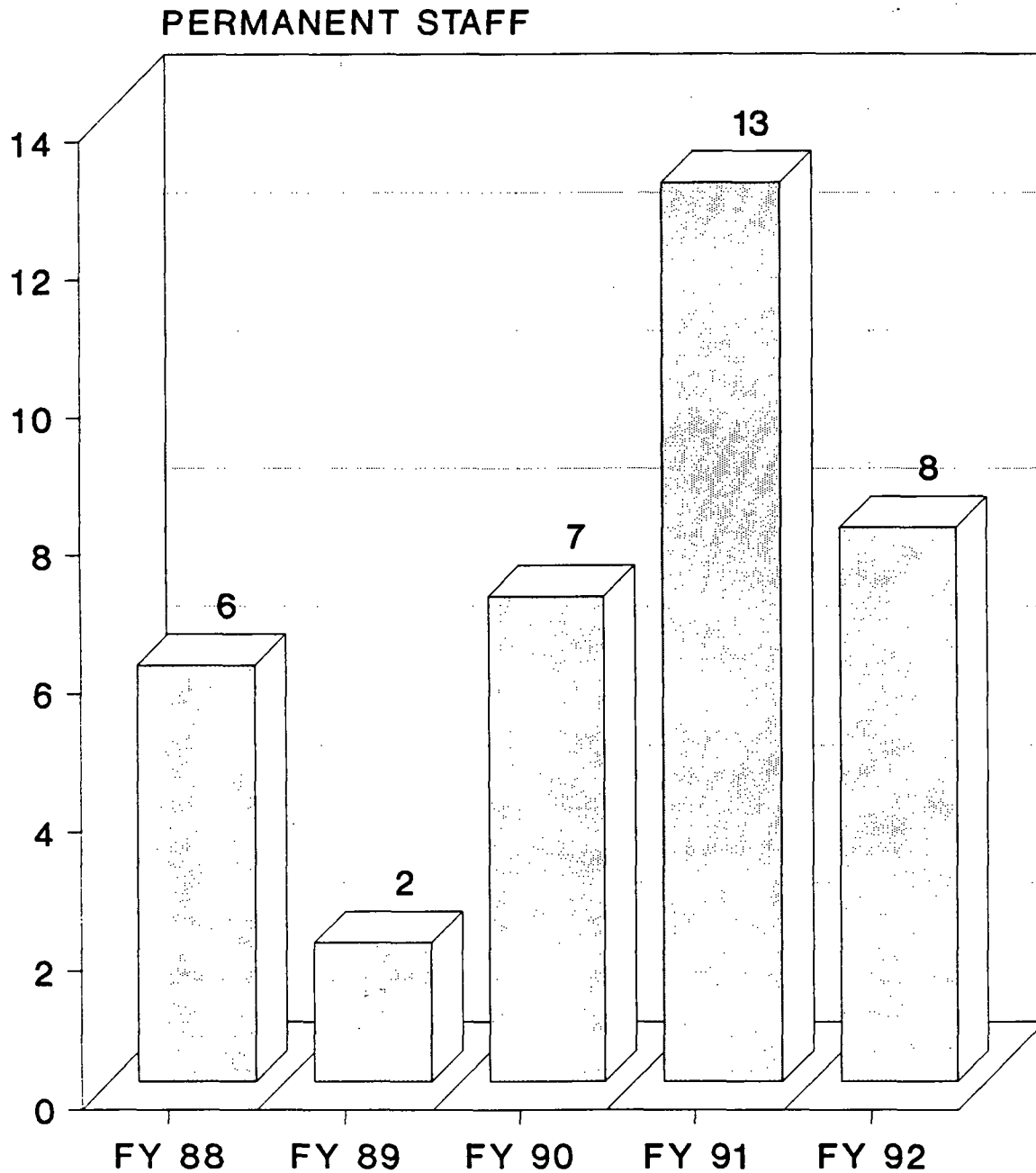
5 NATIVE AMERICANS HAD 9 INSTANCES OF TRAINING AND NO ROTATIONS.

NRC MINORITIES PERMANENT STAFF FY 1988 THROUGH FY 1992



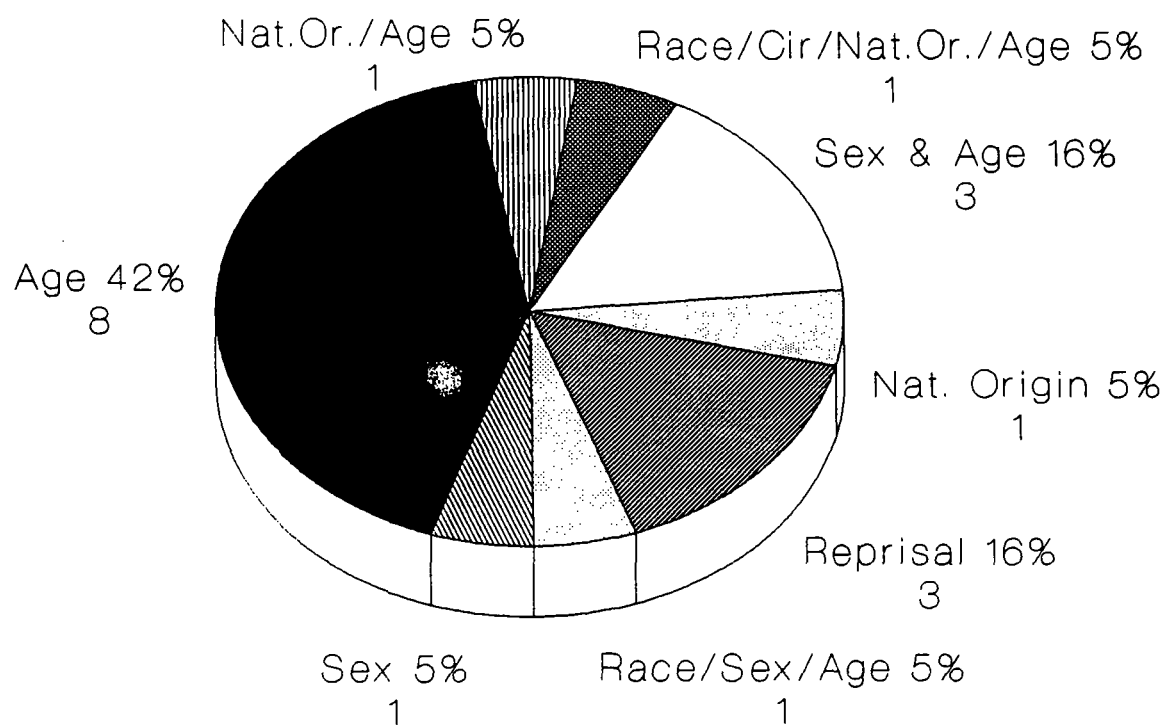
DURING FY 1992, THERE HAS BEEN AN INCREASE IN ALL PROTECTED GROUPS, EXCEPT FOR HISPANICS.

NUMBER OF EEO COMPLAINTS FILED BY FISCAL YEAR



DATA AS OF SEPTEMBER 30, 1992

ACTIVE DISCRIMINATION COMPLAINTS BY COMPLAINT BASES



DATA AS OF SEPTEMBER 30, 1992
TOTAL ACTIVE COMPLAINTS: 19

Enclosure 3

RESPONSES TO STAFF REQUIREMENTS MEMORANDUM

REQUEST #1: Provide an update of the comparison of NRC staff statistics with local area and national PATCO statistics when the 1990 Census data becomes available. Reassess whether there is any "manifest underrepresentation" of minorities at NRC based on the 1990 Census data.

RESPONSE:

1990 Census data is not yet available from the Equal Employment Opportunity Commission (EEOC). The 1980 census data was provided to the Commission in SECY-91-382. The staff will respond to this question as soon as EEOC 1990 census data is available.

REQUEST # 2: Provide progress report on activities of the EDO Executive Resources Board overseeing promotions.

RESPONSE:

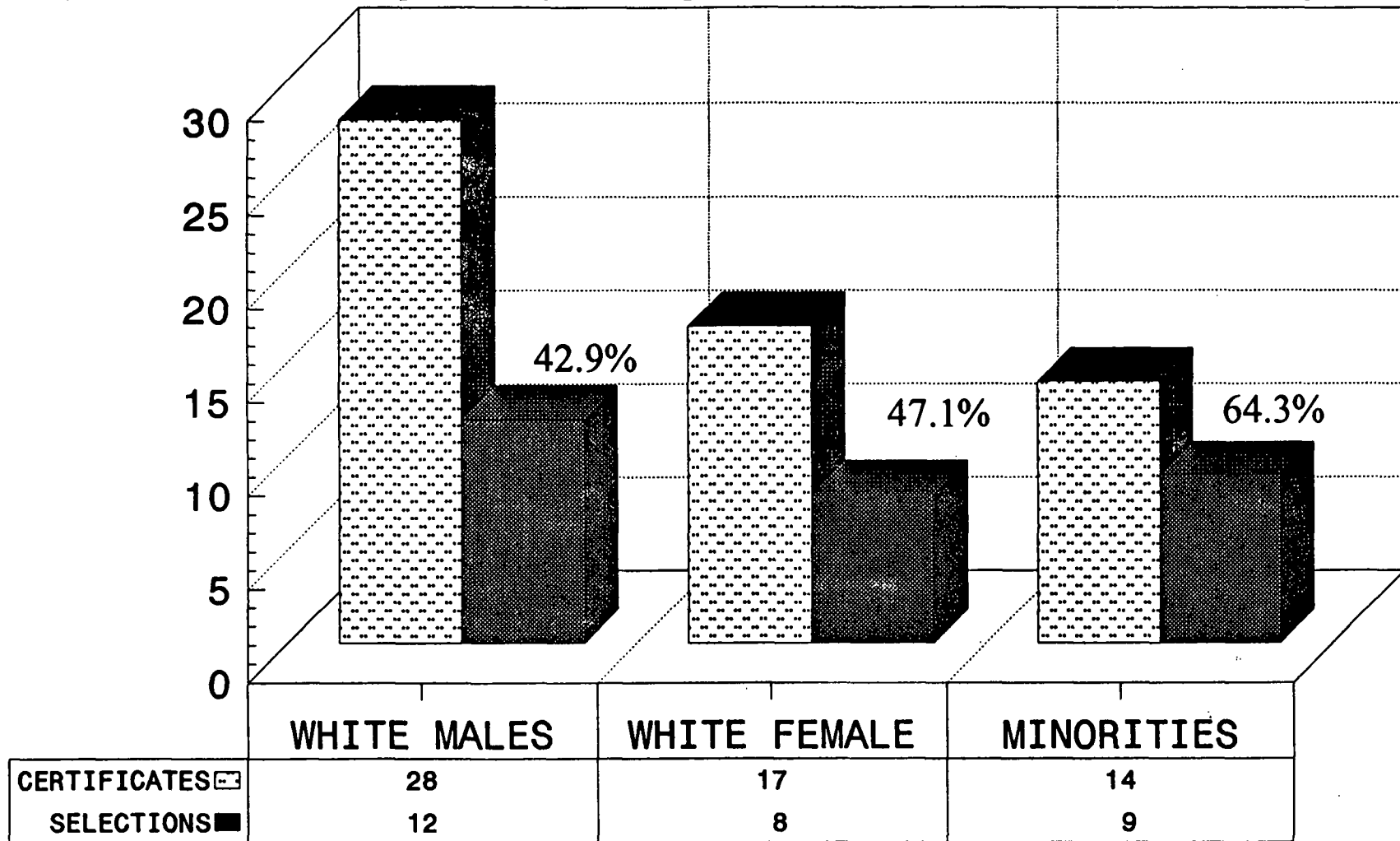
On April 28, 1992, the Executive Director for Operations established an Executive Resources Board Review Group to examine the rating and selection process for SES and GG-15 positions. The purpose of this review is to ensure that equal employment opportunity principles are applied to selections at these levels. The following were appointed as members of the Board:

Chairman - Patricia G. Norry, Director, ADM
Clemens J. Heltemes, Jr., Deputy Director for
Generic Issues & Rulemaking, RES
James L. Blaha, Assistant for Operations, OEDO
Jesse L. Funches, Deputy Controller, OC
Jose A. Calvo, Assistant Director for Region I
Reactors, Division of Reactor Projects, NRR

The Board conducts its reviews as follows: Copies of selection packages at the SES and Grade 15 levels are forwarded to each Board member after the Rating Panel has established the Best Qualified List. The Review Board meets each week and discusses the packages with the view toward determining whether highly qualified women and minorities are represented on the Best Qualified List. Following the meeting, a memo is written to the appropriate Office Director stating the Review Group's conclusion as to whether a highly qualified woman and/or minority is available on the Best Qualified List.

The attention being focused on these selections has helped to focus agency-wide awareness of the importance of equal opportunity in personnel selections. In addition, the selection statistics in the attached charts show that significant progress is being achieved toward this goal.

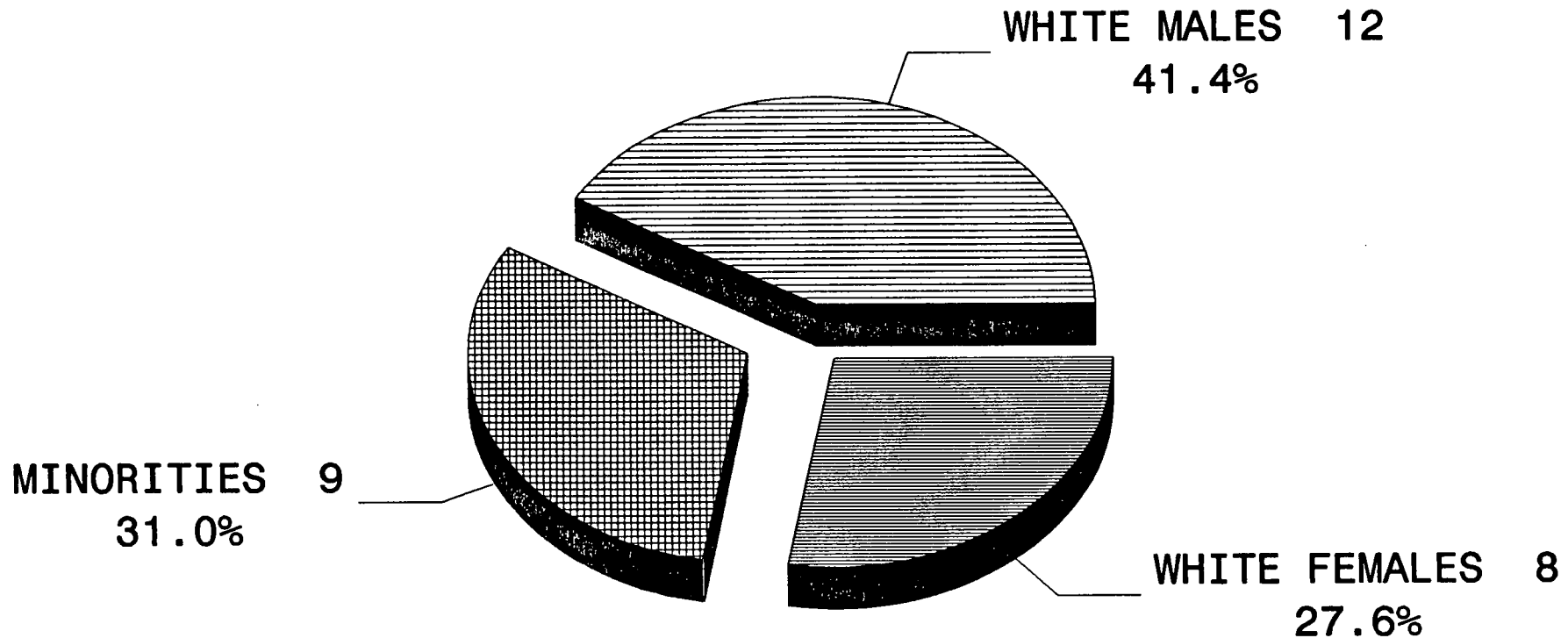
DISTRIBUTION OF SELECTIONS BASED ON THE OPPORTUNITY TO SELECT



AN OPPORTUNITY TO SELECT IS DEFINED AS AT LEAST ONE WHITE FEMALE OR ONE MINORITY MEMBER ON A CERTIFICATE.

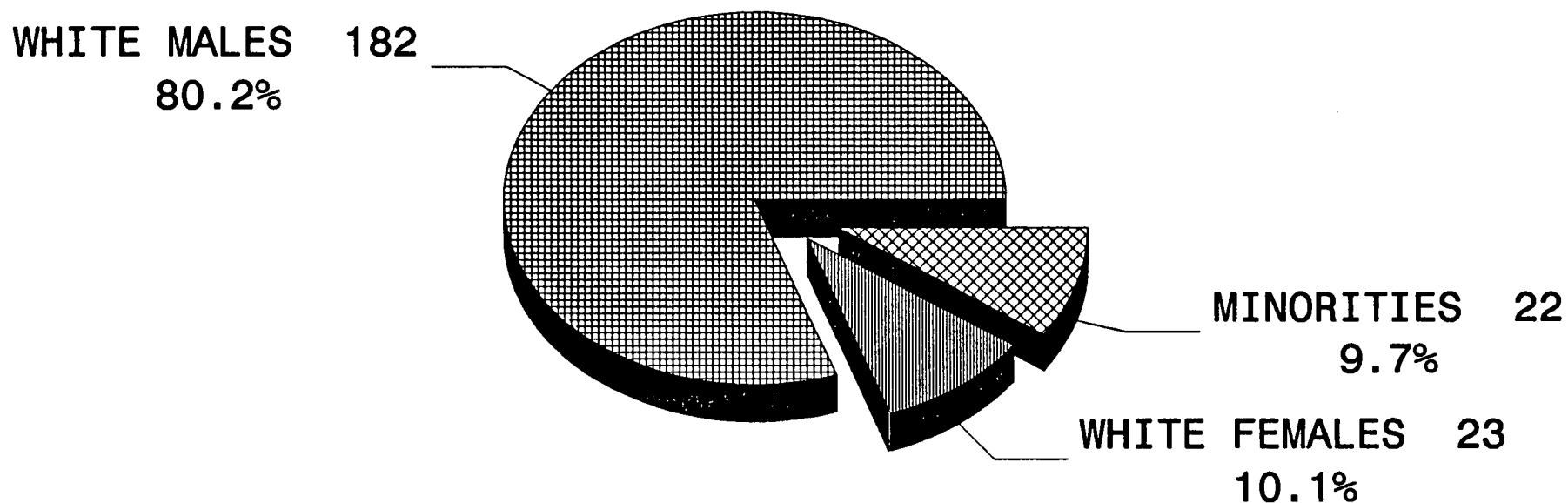
DISTRIBUTION OF SELECTIONS

29 SELECTIONS MADE



DISTRIBUTION OF BQL POPULATION

TOTAL POPULATION OF 227



Request # 3: Provide a statistical summary of the ratings received by SES managers in the subelement of EEO performance.

Response:

A chart summarizing SES managers' ratings in the EEO performance subelement for the 1992 rating period is attached.

FY 1992 SES RATINGS ON EEO SUBELEMENT

By Organization:

	Percent Rated "O"	Percent Rated "E"
Commission Staff	53%	47%
EDO Staff	52%	48%
HMSS	67%	33%
HRR	43%	57%
RES	16%	84%
Regions	43%	57%
HRC	45%	55%

By Position:

	Percent Rated "O"	Percent Rated "E"
Top Management	44%	56%
Middle Management	57%	43%
First Level Management	39%	61%
All SES Managers	45%	55%

Subelement: Equal Employment and Affirmative Action Efforts

Standard: Supports the goals and objectives of NRC's EEO program and actively encourages the recruitment, retention, training, and development of minorities and women. To the extent opportunities permit and consistent with merit selection principles, increases the numbers of women and minorities at all levels of the organization. Utilizes training opportunities to correct areas where improvements are needed for career progress. Considers the rights and viewpoints of employees without prejudice or bias.

Request #4: Provide an analysis of promotions of GG-15 males and females, as a function of time-in-grade. In particular, provide the distributions of time at the next two lower grades for males and females. Also, normalize the promotion statistics for time-in-grade.

Response:

In this analysis, we looked at the promotion rates of men and women normalized for time-in-grade (TIG). To do this, we took the 512 members of the GG-13 class of 1987 (those GG-13 professional employees on-board as of 9/30/87) and broke them out, first by gender, then by occupational category (Administrative, Engineering, Legal and Scientific). We made a further break-out to normalize TIG as much as possible. To do this, we divided the employees into four groups: 1 to 3 years TIG; 3 years+ to 6 years TIG; 6 years+ to 9 years TIG; and 9 years+ and over TIG. (The attached chart shows these break-outs).

1 to 3 year group

Across the occupational categories, women are promoted to the GG-14 level at a rate consistent with, or better than, their representation in the populations. Overall, women comprise 21% of this category and received 20% of the promotions to GG-14. Women received 32% of the promotions to the GG-15 level.

3+ to 6 year group

In the Engineering and Scientific categories, women are promoted to GG-14 at the same rate as their representation in the populations. In the Administrative category, women are promoted to the GG-14 level at a slightly lower level than men but women received the only promotion to GG-15 in this group.

6+ to 9 year group

In this group women are promoted to the GG-14 level well in excess of their representation in the population across the occupational categories.

9+ and up year group

The women that are in this group, are all in the Administrative category and are promoted to the GG-14 level in excess of their representation in this population.

There does not appear to be any bias against women in professional occupations in so far as promotions are concerned.

The distribution of time at the next two lower grades for men and women in the same cohort (the GG-13 class of 1987) is described by professional category as follows:

Administrative

- In FY 1987, the average time-in-grade (TIG) of the control group was 3 years 7 months for women and 3 years 6 months for men.

- In FY 88, women promoted to GG-14 had average TIG of 4 yr. 11 mo. while men spent an average of 5 yr. 7 mo. TIG.
- In FY 89, the figures reversed themselves with women promoted to the GG-14 with average TIG of 5 yr. 9 mo. and men with 3 yr. 10 mo. The men showed the only movement to the GG-15 level in FY 89 with an average TIG of 1 yr. 3 mo.
- In FY 90, both genders had the same average TIG for those promoted to GG-14 and no promotions to GG-15 were effected.
- In FY 91, women promoted to GG-14 had average TIG of 6 yr. 6 mo. and men had 10 yr. 5 mo. Women had the only promotion to GG-15 in this year with average TIG of 3 yr. 6 mo.
- In FY 92, the average TIG of those promoted to GG-14 was 7 yr. 5 mo. for women and 8 yr. 8 mo. for men. Both groups had promotions to the GG-15 level with women having an average TIG of 4 yr. 7 mo. and men with 7 yr. 4 mo.

Engineer

- In FY 87, women had average 2 yr. 5 mo. TIG while men had 2 yr. 11 mo.
- In FY 88, the average TIG of those promoted to GG-14 was 4 yr. 8 mo. for women and 4 yr. 1 mo. for men.
- In FY 89, the average TIG of those promoted to GG-14 grew a little closer together with the TIG of women at 3 yr. 8 mo. and men at 3 yr. 5 mo. Men had the only promotions to the GG-15 with 1 yr. 3 mo. average TIG.
- In FY 90, the 3 mo. time difference held with women at 5 yr. 1 mo. and men at 4 yr. 10 mo. Again, only men were promoted to GG-15 with 2 yr. 2 mo. average TIG.
- In FY 91, no women were promoted to GG-14 or GG-15. Men had promotions to the GG-14 with 4 yr. 11 mo. average TIG and to the GG-15 with 3 yr. 5 mo. average TIG.
- In FY 92, women had no promotions to GG-14 and 1 promotion to GG-15 with 3 yr. 3 mo. average TIG. Men had promotions to GG-14 with 6 yr. 6 mo. average TIG and to GG-15 with 2 yr. 7 mo. average TIG.

Legal

- In FY 87, women had average 2 yr. 5 mo. TIG while men had 1 yr. 4 mo.
- In FY 88, the average TIG of those promoted to GG-14 was 1 yr. 6 mo. for women and 1 yr. 6 mo. for men.
- In subsequent years, there were no GG-14 promotions for either group and women had 1 promotion to GG-15 in FY 90 while men had a promotion to GG-15 in FY 92.

CLASS OF 1987
PROMOTION RATES TO GG-14 AND GG-15
THROUGH END OF FY 1992

	ADMINISTRATIVE		ENGINEERING		LEGAL		SCIENTIFIC		TOTAL	
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
Time in Grade as of 1987 1 - 3 years*	42%	58%	7%	93%	50%	50%	28%	72%	21%	79%
Promotion to: GG-14	52%	48%	7%	93%	33%	67%	28%	72%	20%	80%
GG-15	33%	67%	21%	79%	50%	50%	67%	33%	32%	68%
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
Time in Grade as of 1987 3+ - 6 years*	50%	50%	5%	95%	0%	100%	7%	93%	22%	78%
Promotion to: GG-14	41%	59%	5%	95%	0%	0%	8%	92%	16%	84%
GG-15	100%	0%	0%	100%	0%	0%	0%	0%	16%	84%
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
Time in Grade as of 1987 6+ - 9 years*	26%	74%	8%	92%	0%	0%	17%	83%	19%	81%
Promotion to: GG-14	38%	62%	20%	80%	0%	0%	33%	67%	31%	69%
GG-15	50%	50%	0%	0%	0%	0%	100%	0%	67%	33%
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
Time in Grade as of 1987 >9+*	28%	72%	0%	100%	0%	0%	0%	100%	14%	86%
Promotion to: GG-14	38%	62%	0%	100%	0%	0%	0%	100%	21%	79%
GG-15	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL *	42%	58%	6%	94%	43%	57%	19%	81%	21%	79%
TOTAL TO GG-14	44%	56%	6%	94%	33%	67%	20%	80%	19%	81%
TOTAL TO GG-15	50%	50%	16%	84%	50%	50%	75%	25%	32%	68%

*Percentages are indicative of the gender's proportion of that population.

Scientific

- In FY 87, women had average TIG of 2 yr. 4 mo. while men had 4 yr. 2 mo.
- In FY 88, the women promoted to GG-14 had average TIG of 2 yr. 8 mo., men had 5 yr. 5 mo.
- In FY 89, women promoted to GG-14 had average TIG of 9 yr. 4 mo. while men had 4 yr. 9 mo.
- In FY 90, women promoted to GG-14 had average TIG of 3 yr. 11 mo. while men had 7 yr. 2 mo.
- In FY 91, women promoted to GG-14 had average TIG of 3 yr. 1 mo. while men had 7 yr. 1 mo. 1 woman was promoted to GG-15 at 2 yr. 9 mo. TIG.
- In FY 92, women promoted to GG-14 had average TIG at 6 yr. 7 mo. while men had 5 yr. 10 mo. The women had average TIG of 3 yr. 3 mo. to the GG-15 while men had 2 yr. 4 mo.

Conclusion

Overall, there does not appear to be any gender specific bias in promotions from the GG-13 through the GG-15 level.

REQUEST #5: In future reports, differentiate the statistics for minorities and women so that women minorities are not "double counted." Further, in discussing "minorities," delineate applicable minority sub-categories.

RESPONSE:

This report and its supporting charts and graphs do not "double count" women and "delineate applicable minority sub-categories" as requested. All future reports will follow this format.

Request #6: Provide the Commission with a realistic estimate of the expected SES retirements in the 1994 time frame.

Response:

We have been advised by the Office of Personnel Management that average Federal employee retirement ages for optional retirement during the past three fiscal years have been as indicated below. Absent firm retirement commitments from the majority of current NRC Senior Executives, the attached chart can be used in conjunction with the government-wide averages to estimate NRC's expected SES retirements.

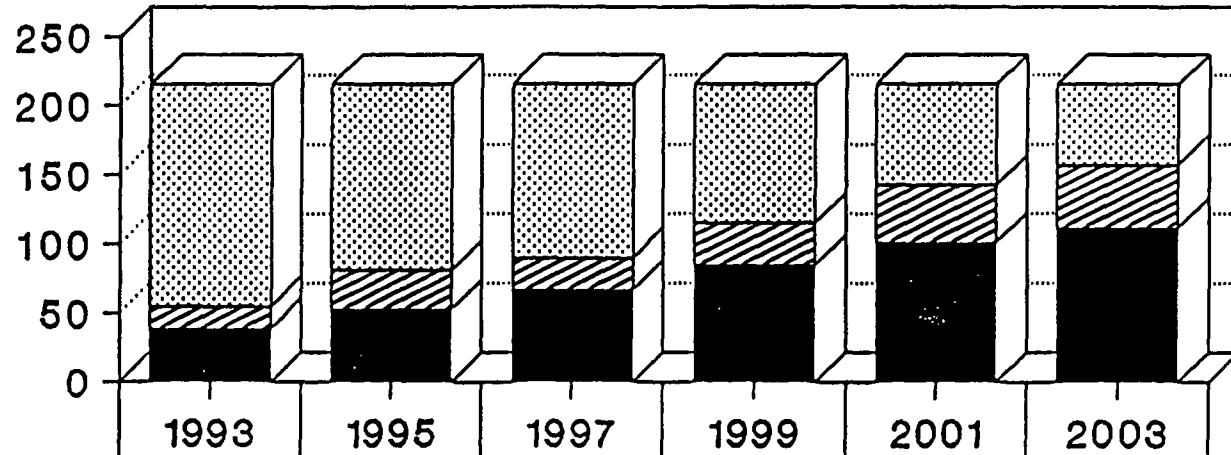
	FY 89	FY 90	FY 91
Federal workforce at large	60.8	60.8	61.1
SES workforce	59.4	60.1	60.0

■ Eligible, Age 60+

▨ Eligible, Age <60

▤ Ineligible

Executives



	1993	1995	1997	1999	2001	2003
Ineligible	160	134	125	100	73	58
Eligible, Age <60	16	28	23	30	41	46
Eligible, Age 60+	39	53	67	85	101	111



UNITED STATES
NUCLEAR REGULATORY COMMISSION
WASHINGTON, D. C. 20555

OCT 03 1992

MEMORANDUM FOR: Paul Bird, Director
Office of Personnel

THRU: William B. Kerr, Director
Office of Small and Disadvantaged Business
Utilization and Civil Rights

FROM: Pauline Brooks
Affirmative Action Advisory Committee
Sharon Connelly, Chair
Committee on Age Discrimination
Cardelia Maupin, Chair
NRC Chapter of Blacks in Government
Clare V. Defino, Chair
Federal Women's Program Advisory Committee
Maria E. Lopez-Otin, Chair
Hispanic Employee Program Advisory
Committee
Clayton L. Pittiglio, Chair
Labor-Management/EEO Advisory Committee

SUBJECT: EEO INFORMATION


In previous EEO Commission briefings, Chairman Selin has expressed his interest in cohort analyses with respect to the agency's EEO achievements. We believe that the competitive personnel selection process lends itself to cohort analysis, since people on the "A" candidate lists have similar characteristics and have been identified as the best qualified group of applicants for a particular position. As discussed in your September 23rd meeting with the EEO committee chairs, the Office of Personnel is establishing a system to capture information from the "A" candidate lists that will be provided to the EEO advisory committees.

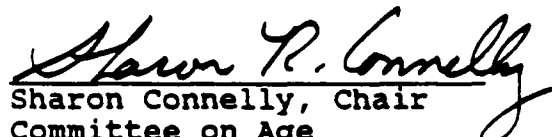
The Committees would like to obtain information from the "A" candidate lists used in personnel selections in order to compare the EEO characteristics of the employee selected for each position with the EEO characteristics of the employees who were not selected. Accordingly, we request that you provide the basic employment data (as identified below) for all employees who were rated "A" for all NRC-wide competitive selections to be made in FY93 and future years, including an identifier to note the successful candidate. If feasible, we would like to receive the data on a quarterly basis.


With respect to other EEO-related matters such as performance appraisals, additional cohort-type analyses cannot be carried out with the annual data that is now being provided; a consolidated data base containing employee information for a period of years is required. The Committee on Age Discrimination (CAD) has previously requested a consolidated data base containing employee information for each individual who was employed at any time during the period 1983-1990. The CAD recently modified its request to cover the period 1987-1991. We have reviewed the CAD's request and believe that the information requested will be useful to all the Committees. Therefore, we request that the following basic employment information be made available:

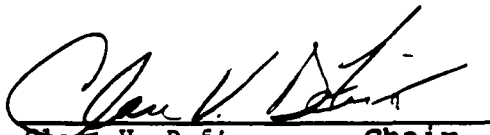
Status - Manager/Supervisor/Non-Supervisor
Occupational Code No.
Grade
Veteran Preference
Office
EEO Category (Coded Letter Designation)
Gender
Date of Birth
NRC Employment Date
Service Computation Date
Promotion History
Performance Appraisal History (for consolidated data base only)


Any questions regarding this request can be referred to Sharon Connelly, telephone 492-8184.



Pauline Brooks, Chair
Affirmative Action Advisory


Sharon Connelly, Chair
Committee on Age
Discrimination
Committee


Cardella Maupin, Chair
NRC Chapter of Blacks in
Government


Clare V. Defino, Chair
Federal Women's Program
Advisory Committee


Maria E. Lopez-Otin, Chair
Hispanic Employee Program
Committee


Clayton L. Pittiglio, Chair
Labor-Management/EEO Advisory
Committee

Enclosure 4

ISSUES AND RECOMMENDATIONS

ISSUES AND RECOMMENDATIONS

1. CAREER DEVELOPMENT

RECOMMENDATION 1.1: "(1) Supervisors and employers should continue to be encouraged to work together to fully utilize the IDP process to define career plans for employees; (2) copies of the IDP should be maintained by the individual employee, the immediate supervisor, the Office Training Coordinator, and Personnel; (3) all IDPs should be signed by the appropriate Division Director; (4) Division Directors should be encouraged to periodically review the progress of staff in implementing their IDPs; and (5) management at all levels should be encouraged to communicate to employees to the greatest extent possible the expected long-range plans of the NRC." (AAAC)

RESPONSE:

We agree. The Individual Development Plan (IDP) is a practical, effective tool not only for the individual employee but also for the line managers and staff officials responsible for staff development. OP will prepare a reminder to supervisors addressing some of the concepts discussed above.

The Office of Personnel has conducted formal IDP training for a large number of Offices in Headquarters and the Regions. This training provides step-by-step instruction on how to complete the IDP as well as the roles of the employee and the supervisor in implementing the IDP. IDP workshops are available to any group of employees or managers upon request.

Supervisors, employees, and managers are encouraged, as part of this training, to work together to define and develop realistic career goals, and then take the necessary steps to implement and achieve these goals. All levels of management in an office should get involved in using agreed-upon IDPs as a basis for integrated planning of training, rotations, and other career development activities for the staff. Similarly, providing copies of IDPs to OP helps in planning the overall training and development program, and facilitates tracking and evaluation of the progress of career development initiatives.

Improved communication is one of the agency's principal goals. Specific information about projected NRC workload and human resource needs can be found in the Agency's Human Resources Strategic Plan, which is being provided to Branch Chiefs and will be accessible and available to employees.

ISSUE 1.1: "While upper level management has generally expressed a strong support for the IDP process, there are some perceptions that lower level management (Section Chiefs and Section Leaders) are often less receptive to its actual implementation. Lower-level managers, pressed with tight deadlines for completing assignments, are very often unable to release staff for developmental assignments. Some employees have not developed an IDP because they believe it will never be adequately implemented." (AAAC)

RESPONSE:

It is true that lower-level managers, pressed with tight deadlines for completing assignments, are very often unable to release staff for developmental assignments. That does not mean they are not supportive of rotational assignments and training; it suggests the difficulty of having to balance mission accomplishment with staff development. IDPs can help overcome such obstacles by providing upper- as well as lower-level managers a planning tool for pooling resources -both human and financial - to provide more effective support for training and developmental assignments.

2. MERIT SELECTION

RECOMMENDATION 2.1: "Encourage management support (all levels) of African Americans' participation in the recruitment program administered by the Office of Personnel." (BIG)

RESPONSE:

The Office of Personnel currently has 14 African American employees on the FY 93 recruitment schedule. At the beginning of FY 93, a memo from the Director of Personnel to the Office Directors and Regional Administrators asked for support for this major NRC effort.

Regarding decisions on which technical employees may accompany personnel recruiters on trips, the Office of Personnel compiles a list of potential technical recruiters from suggestions made by BIG, employees who volunteer, and suggestions from current recruiters. Recruiters are tentatively selected for trips, but actual participation is subject to the approval of the immediate supervisor depending on the work demands of the office.

RECOMMENDATION 2.2: "Increase the recruiting efforts at Historically Black Colleges and Universities (HBCU's) and African-American technical conferences." (BIG)

RESPONSE:

The Office of Personnel is scheduled to attend career events sponsored by HBCU's, other colleges having a high African American enrollment, and technical organizations such as the National Technical Association and the National Society of Black Engineers. The FY 93 recruitment schedule includes participation in career events sponsored by seven HBCU's.

The Office of Personnel is seeking to build a strong relationship with the HBCU's through the building of partnerships. These partnerships may include an agreement to engage in special outreach activities such as classroom presentations and other NRC-sponsored events on campus. Our newly hired recruiter, who worked previously at the Office of Personnel Management, has experience in this area and is currently working on a partnership proposal.

ISSUE 2.1: "Preliminary reviews of recent hiring trends appear to indicate that insufficient numbers of African-American scientists and engineers are coming into the NRC (particularly at the GG-12 and GG-13 levels). This may be due to the lack of management support for hiring entry-level and experienced candidates. The long-term implications of this trend are disturbing and perhaps corrective actions should be taken." (BIG)

RESPONSE:

Targeted recruitment efforts for FY '93 focusing on mid-level scientists and engineers include participation at career fairs and conferences sponsored by such professional organizations as the National Society of Black Engineers (NSBE). These events attract African-American scientists and engineers at the mid to senior levels and have proven to be a good source of applicants. Likewise the NRC attends career fairs sponsored by the student chapters of NSBE at colleges and universities throughout the country. African Americans from the NRC, along with members of other minority groups, are participating in the NRC recruitment campaign focused on diversity. A total of fifteen advertisements using African American role models will appear in professional journals and college publications this year. Likewise, African American employees are represented on the recruitment teams sent to colleges and universities and to events sponsored by professional organizations. Our recruitment plans are dynamic, and we pursue new recruitment sources as they are discovered.

Office Directors/Regional Administrators need to become more involved in the selection process by assuring that all minorities, including African Americans, are sought and given bona fide consideration for NRC positions.

Although the technical Intern Program in FY 90 and FY 91 was particularly successful in bringing African Americans into the workforce at the GG-7 and GG-9 levels, thus increasing the GG-12/13 feeder group, new hires in FY 92 and FY 93 have been at a much slower pace.

ISSUE 2.2: "HEPAC made six recommendations in SECY 92-235, e.g. creation of positions and identification of Hispanics for NRC Human Resources Plan. We know that some of these recommendations have been effectuated in some instances. We know nothing about others.... The HEPAC will monitor these recommendations in the coming year. However, it is evident that more is needed." (HEPAC)

RECOMMENDATION A: "Look at the proposed mandatory and desirable technical qualifications of a position to determine if such qualifications preclude the selection of individuals who could perform effectively in the position. Since a significant percentage of the Hispanics at NRC are in non-technical series (even though they perform technical work), we believe that the nature of the work performed should be considered when looking at position requirements rather than automatically requiring a specific educational background, or automatically placing the position in a series with specific mandatory technical qualifications.... Therefore, HEPAC recommends the establishment of very broad mandatory qualifications. Specific technical qualifications should be reviewed to determine if they can be made into desirable qualifications or eliminated."

RESPONSE:

The Agency has to assure that consistent and high level standards exist for those individuals entrusted with the responsibility for regulating the civilian nuclear industry.

Technical positions are "professional positions" that generally require knowledge in a field of science or learning characteristically acquired through education or training equivalent to a college degree in the particular field. The requirements of a particular position are outlined in the position description. These requirements cannot be separated from the qualifications required in the vacancy announcement. In other words, the requirements of the position drive the qualifications required to perform in the position. For some positions broad qualifications are acceptable to meet the needs of the mission; other positions require more specific technical qualifications. Selecting officials and personnelists consult prior to the posting of positions to determine the skills needed to perform a set of duties. In some cases, this discussion is elevated to the OD/RA level. Recently, OP has posted several positions using broad qualifications and multiple occupational series.

The prime thrust of the NRC's qualifications requirements for engineering and scientific positions is to assure that incumbents are professionals possessing a thorough understanding of the theories and principles of the hard sciences which are applicable to their occupations as exemplified by the university/college level degree(s) earned. The TTC curricula and other Agency technical training courses are designed to build on this professional knowledge, and thus bridge the gap between theory and operational practice with an emphasis on system design functions and integrated operations. These courses are not intended to and do not provide students the required basic understanding of scientific principles.

RECOMMENDATION B: "Establishment of lower entry-grade bridge positions for Hispanics."

RESPONSE:

Bridge positions (e.g., Upward Mobility positions) are established agency-wide. Presently, we have nine such positions in the Agency. All employees are eligible to apply. It would be inappropriate to establish bridge positions solely for Hispanic employees.

RECOMMENDATION C: "Placement of Hispanics on selection panels."

RESPONSE:

We strive, whenever possible, to include at least one minority and one female on all rating panels. Personnel representatives are reminded of this on a continuing basis.

RECOMMENDATION D: "Identification of viable Hispanic candidates for its human resources plan and assessing qualifications for positions."

RESPONSE:

Enhancing recruitment of Hispanics and expanding the pool of Hispanic applicants are major Agency affirmative action objectives.

With respect to assessing qualifications for positions, as discussed in the responses to Recommendation 1, above, the requirements of a position drive the qualifications required to perform in the position. Selecting officials and personnelists consult prior to the posting of positions to determine the skills needed to perform a set of duties. Recently OP has posted several positions using broad qualifications and multiple occupational series.

RECOMMENDATION E: "Positive action to increase Hispanics at SES/SLS and feeder groups to offset expected high SES/SLS attrition."

RESPONSE:

In anticipation of potential SES attrition within 18 to 36 months, the NRC's Executive Resources Board decided in FY 1992 to announce the SES Candidate Development Program (CDP). The CDP will open for applications in early 1993, and selectees are expected to begin program activities in July 1993. All levels of senior agency management involved in the CDP selection process (the Executive Resources Board, the Executive Development Committee, and the EDO) are sensitive to the role these selections will play in increasing diversity among the SES ranks as the projected retirements occur and CDP graduates are eligible to move noncompetitively into SES positions. SLS attrition is not projected to be as rapid as for the SES, but as stated elsewhere in this paper, the agency is committed to increasing diversity at all levels and for all underrepresented groups.

RECOMMENDATION F: "The COOP program be a target of Hispanic affirmative actions."

RESPONSE:

OP has developed a 1992/1993 university recruitment schedule which includes five HACU schools plus numerous others which have a high concentration of Hispanic students in engineering and scientific disciplines. NRC recruitment teams also attend numerous student and society job fairs which specifically target minority students including Hispanics. Cooperative Education students are recruited at each of these events. In addition, the NRC is working with HACU to recruit a student for the Coop-in-Residence Program. Under this program, a Co-operative Education student is hired from a HACU school, serves as liaison between NRC and the school, and will participate in strategic planning for recruitment from the HACUs.

RECOMMENDATION 2.3: Implement EEOC measures to correct Hispanic underrepresentation; prevent net losses of Hispanics in retention and grade level; end Hispanic underrepresentation at most grade levels by 1995. (HEPAC)

RESPONSE:

As noted in Enclosure 1 of this paper, enhancing recruitment of Hispanics and expanding the pool of women and minorities, including Hispanics, in professional, supervisory, management, and executive positions are major Agency affirmative action objectives. The NRC will continue, and where possible increase, the successful efforts that have led to an increase in Hispanic employment in the last five years, but cannot realistically set a target date to eliminate underrepresentation. We also anticipate that the heightened awareness throughout the Agency of the importance of affirmative action, as well as the continued efforts of the Executive Resources Board Review Group, will continue to improve both the recruitment success and the selection/promotion rates of all minorities, including Hispanics.

RECOMMENDATION 2.4: Focus on creative ways to retain and advance current Hispanic employees, especially in categories from which role models are drawn; for example, in the Senior Level Service, the Senior Executive Service, and at the GG-15 level. (HEPAC)

RESPONSE:

As stated on page 1.8 of this paper, the Executive Resources Board Review Group, appointed by the EDO, examines all merit selection packages for GG-15 and above positions. Office Directors and Regional Administrators are advised in writing of the availability of women and minorities on the Best Qualified List. We believe that these efforts will ensure bona fide consideration of all candidates, and this will improve the advancement of Hispanics as well as other minorities.

The NRC has only recently begun recruiting to fill new positions in the Senior Level Service. As of the end of FY 92, no Senior Level (SL) positions had been filled other than by conversion of individuals currently on board in either SES or "supergrade" positions. As establishment of and recruitment for SL positions gain momentum, the recruitment efforts for these positions will be subject to the same emphasis on attracting women and minority, including Hispanic, applicants, and the same scrutiny from the ERB Review Group, as recruitment for other higher level positions. Efforts will also continue to ensure that Hispanic employees are used on rating panels whenever feasible.

RECOMMENDATION 2.5: "Expand the Intern Program to include experienced professionals outside of the nuclear field (e.g., non-nuclear technical professionals.)" (BIG)

RESPONSE:

The Agency has always utilized experienced professionals outside the nuclear field (e.g., electrical, mechanical, materials, and chemical engineers, and health physicists). We have hired these individuals in large numbers. The majority of African Americans hired have experience or educational credentials in disciplines outside the nuclear field. Experienced professionals that have been hired have the skills needed to perform in the positions for which they were selected. They may need a period of time to become oriented to the standard operating procedures of the Agency and that is normally provided by the immediate supervisor. Any operational training, if needed, including training at the TTC, can also be provided. TTC courses that are normally taken by inspectors and interns may also be taken by experienced professionals if management determines that such a need exists. This type of training is normally approved in order to enhance or augment existing knowledge and experience.

ISSUE 2.3: "How are rotational assignments to be credited toward rating factors for future job positions? Will the AUTO Lan system be utilized for rotation assignment posting by management for short term task functions?" (BIG)

RESPONSE:

Experience gained while on a rotational assignment may be credited toward meeting the qualifications for a position as well as toward enhancing one's overall rating if the experience is applicable to the position being filled and if the applicant includes such experience in the application package. Generally, however, rotations to "ungraded" duties cannot be credited toward meeting time-in-grade requirements.

We are planning to utilize the AUTOS system for advertising vacancies as well as rotational opportunities as appropriate.

3. COMMUNICATION OF EEO GOALS AND OBJECTIVES

ISSUE 3.1: While the committee believes that EEO initiatives are strongly supported by the Commission, the JLMEEOC is concerned about a perceived lack of management support in EEO-related areas. This issue was raised at the last Commission briefing and the JLMEEOC believes it has not been resolved. (JLMEEOC)

RESPONSE:

The effort to communicate the agency's commitment to EEO and affirmative action to all levels of management and to all employees is ongoing. The particular concern raised at the last Commission briefing was a perception that spending time on EEO matters was viewed negatively by some managers. Discussion of limiting the amount of time an employee could spend on EEO committee business had the unfortunate effect of reinforcing that perception, notwithstanding the ultimate adoption of a more liberal standard.

ISSUE 3.2: Written EEO policies and procedures are not maintained in a central location. (CAD)

RESPONSE:

SBCR, with the assistance of OP and OGC, will develop an index of documents that set forth NRC EEO policies and procedures and make them available at a convenient central location by April 1, 1993.

ISSUE 3.3: "Enhance communications with the Regions regarding EEO matters and receive input to the JLMEEOC from the Regions." (JLMEEOC)

RESPONSE:

Regional EEO Committees, Federal Women's Program coordinators, or other employees such as EEO counselors serving as Regional contacts for Headquarters committees will be encouraged to provide input on various issues as appropriate. SBCR will ensure that useful information such as minutes of meetings will be provided, if this is not currently being done.

RECOMMENDATION 3.1: "Once the sessions on Sexual Harassment Training are completed, a similar program be developed to explain the EEO process. Training in the EEO areas is a major initiative for the current committee." (JLMEEOC)

RESPONSE:

As described on p. 1.13 of this information paper, OP offers a full complement of EEO-related courses that explain the EEO process. EEO for Managers and Supervisors is a two-day course for new managers and supervisors that includes discussion of EEO laws and regulations, the EEO complaint process, and a module on cultural diversity. EEO at NRC is a half-day course, open to all NRC employees, that also explains the EEO process including the role of the

EEO counselor in resolving EEO concerns. Other EEO-related courses described in more detail in other sections of this paper are Cultural Diversity at NRC, Sexual Harassment Prevention, and Age in the NRC Workforce. Additionally, three supervisory courses offered by OP -- Interviewing Skills, Supervising Human Resources, and Performance Appraisal -- include discussion of pertinent EEO case law and relevant Agency EEO issues and policy.

RECOMMENDATION 3.2: Coordinate sexual harassment policy statement with the EEO Advisory Committees and revise to reflect comments received. (FWPAC, JLMEEOC)

RESPONSE:

All EEO Advisory Committees were given a draft copy of the sexual harassment policy for review and comment. Comments were due to OP by January 22, 1993, and will be incorporated as appropriate. Comments received from the FWPAC have already been reviewed and incorporated.

ISSUE 3.3: Specific questions should be asked in the upcoming employee survey on the utilization and implementation of the IDP process and on age-related issues. (AAAC and CAD)

RESPONSE:

In the spring of 1993 the Office of Personnel will administer an all-employee survey on how employees view their work, jobs, and careers. Most of the questions in the survey will be extracted from surveys administered by the Merit Systems Protection Board and the Office of Personnel Management so that we can compare NRC responses with responses from the rest of the Federal government. If there are areas of concern for which there are no comparable data, we will work with the EEO Advisory Committees to structure some questions that do address their concerns.

4. VALUING EMPLOYEES

ISSUE 4.1: "The Committee on Age Discrimination believes it is significant that about 75 percent of the NRC's active EEO complaints (as of September 30, 1992) are based on age. There are 19 active complaints, and 14 of these are age-related. Eight are based on age alone, while 6 are based on age along with other protected classes. We believe the agency needs to determine why there are so many age complaints and, where possible, take action to correct the situations that are causing these complaints." (CAD)

RESPONSE:

We agree that the agency needs to pay close attention to concerns about real or perceived instances of age discrimination. SBCR will continue to review investigative reports stemming from complaints for insights into the causes of complaints and for indications of patterns of behavior that have potential for generating complaints.

We expect to gather additional insights into attitudes about the effects of age in the workplace through the employee survey to be conducted in the spring of 1993. In the meantime, the agency is offering employees a new training course, Age in the Workplace. Feedback from course participants may provide additional information on how age is perceived as a factor in the utilization of agency staff.

RECOMMENDATION 4.1: "There is a need for developing a creative approach to change the stereotyping or perception that APA staff are only competent as technical personnel and are not considered for potential management positions." (APA)

RESPONSE:

One approach we can -- and do -- use is to discuss stereotypes in our course entitled Cultural Diversity at NRC. Stereotypes and myths about different ethnic groups are a major focus of this workshop; and a considerable amount of time is spent on Asian Pacific Americans, since this is a group well represented in NRC's workforce. Cultural Diversity at NRC was offered several times in FY 1992, and will continue to be offered in FY 1993. We will ask the instructor specifically to address this particular stereotype in future sessions. Cultural diversity is also a module in our two-day course, EEO for Managers and Supervisors, which we hold in Headquarters and the Regions throughout the year. Again, in response to the Committee's recommendation, we will focus some discussion on this particular stereotype.

5. EVALUATION OF EEO EFFORTS

ISSUE 5.1: In order to analyze performance appraisal experience, the Committees have requested the development of a consolidated data base containing basic, non-identifying employee information for the periods 1987 to present. (CAD)

RESPONSE:

OP staff is working with IRM contractors to develop a method of combining the existing historical performance appraisal data bases into a form that will be of use to the Committees. We estimate that the new program will be available in March 1993.

ISSUE 5.2: Have OP provide basic non-identifying, employment data about employees who were rated "A" for NRC-wide competitive selections in FY 93 and future years. (CAD)

RESPONSE:

Merit selection data is not available in automated form at this time. OP is currently working with IRM to design a system to automate the preparation and processing of merit selection certificates. We expect the system to be operational in FY 1994. When in place, it will support demographic and cohort analyses of merit selection processes and results.

ISSUE 5.3: Examine "pertinent statistics on the demographics and socioeconomic representation of Asian Pacific Americans as they may relate to inadvertent discrimination and barriers to equal opportunity at NRC." (APA)

RESPONSE:

At present, OP is attempting to develop a data base with ten years of historical data on the NRC workforce. This data base will be provided to all of the EEO Committees through SBCR. The Committees will receive data files that will allow them to produce demographics and economic analysis. These data should be available in April 1993; the specific data requested by the APA committee will be available in May 1993.

RECOMMENDATION 5.1: Determine the effectiveness of career development programs in achieving the Agency's EEO goals by tracking the career paths of participants.
(JLMEEOC, FWPAC, BIG)

RESPONSE:

We agree with the Committees that it will be useful to track the career paths of participants in the Intern, Women's Executive Leadership, and Executive Potential Programs, and the newly created Supervisory Development and SES Candidate Development Programs. We will provide the Committees with information about our tracking system once it is in place. It is important to note that in creating the Supervisory Development and SES Candidate Development Programs, one of the objectives is to create a pool of qualified employees that are ready for first-line supervisory or SES positions. This pool represents one source of candidates for such positions. Completion of one of these programs, however, does not guarantee or suggest eventual promotion to or placement in such positions.

With respect to BIG's recommendation to identify "key parameters which will aid in performing a high-quality evaluation of the rotational and Supervisory Development Programs," the key parameters will differ for rotational assignments and for the Supervisory Development Program, since rotational assignments may be career enhancing but are not part of a formal career development program. We will work with BIG on developing a high-quality evaluation of rotational assignments and the Supervisory Development Program.

Enclosure 5

EEO ADVISORY COMMITTEE STATEMENTS

SEMIANNUAL EEO COMMISSION BRIEFING
NRC COMMITTEE ON AGE DISCRIMINATION
SHARON R. CONNELLY, CHAIR
FEBRUARY 1993

The Committee on Age Discrimination believes it is significant that about 75 percent of the NRC'S active EEO complaints (as of September 30, 1992) are based on age. There are 19 active complaints, and 14 of these are age-related. Eight are based on age alone, while 6 are based on age along with other protected classes. We believe the agency needs to determine why there are so many age complaints and, where possible, take action to correct the situations that are causing these complaints.

In July 1992 the Committee presented a briefing paper to the Commission in which we noted three key points: (1) the median age of Federal employees in the workforce is expected to increase from age 41 in 1987 to age 44 by the year 2000, and this trend is expected to continue during the early years of the 21st century; (2) the number of older workers will increase dramatically during the early years of the 21st century, and (3) the national resource pool from which Federal employees will be selected will be maturing, thus perpetuating a mature Federal labor force. We emphasized the importance of training and development programs that are sensitive to the needs of current employees and the need to offer a work environment that will challenge, motivate, and encourage employees to stay in the workforce instead of retiring prematurely. We identified four objectives as our highest priorities:

- o Identify ways to avoid real or perceived age discrimination
- o Review personnel statistics to identify existing and emerging patterns and trends in personnel actions, including performance appraisals, awards, assignments, promotions, and training
- o Heighten awareness of staff and managers on rights and responsibilities under the age discrimination laws
- o Inform managers about perceptions in the NRC workforce regarding age discrimination

The Committee has undertaken several projects to achieve these objectives. These projects are intended to result in constructive recommendations to the NRC. Our progress in completing these projects is provided below.

Statistical analyses

This is an area of considerable concern to the Committee. The Committee is authorized by its charter to receive timely statistical information on the NRC's employment profile that is available in OP's data base. In order to analyze performance appraisal experience, the Committee has, for more than two years, requested a consolidated data base containing basic, nonidentifying employee information for the periods 1983-1990. We recently modified our request to cover the more limited period of 1987-1991. To date, we have not received this information.

We have been advised that OP is developing a system to capture information from "A" candidate lists developed as part of the employee selection process. We have requested basic, non-identifying, employment data about the employees who were rated "A" for NRC-wide competitive selections made in FY 93 and future years. When it is available, this information will facilitate analyses of the EEO characteristics of persons selected for competitive positions.

In a memorandum dated October 6, 1992, the other EEO Committees joined us in our request for basic employment information. A copy of the memorandum is attached. We continue to believe an analysis of this information is needed to identify any areas where improvements are needed.

Education of managers and staff

We are continuing to explore ways to educate NRC's managers and staff on how to recognize and prevent age discrimination. The Committee would like to ensure that NRC employees understand what constitutes age discrimination and its attendant stereotypes and that employees are aware of their rights and responsibilities under the age discrimination laws. We are pleased to note that OP has developed and scheduled a half-day workshop on age in the NRC. We would encourage all employees, and particularly managers, to attend this training.

Review of NRC's EEO training programs

The Committee has reviewed several of the NRC's EEO training programs to determine whether we have any recommendations with respect to the coverage given to the prohibitions against age discrimination. We have found that, generally, appropriate coverage is being given to age discrimination issues.

Review of NRC's formal EEO policies and procedures

We have initiated a review of written EEO policies and procedures in the NRC to ensure that age is included along with other EEO categories. We have found that these policies and procedures are

not maintained in a central location, so the Committee has begun an agency-wide search to find documents that formalize guidance pertaining to EEO matters.

Advise agency with respect to activities that have potential for age discrimination

In August the Committee advised the Director, SBCR that the award of grants to "promising people" between the 27 and 35 under the International Affairs Fellowship Program might constitute age discrimination. In response to the Committee's concerns, the agency declined to participate in the program until guidance was received from the Office of General Counsel. We also reviewed and provided advice from an age perspective on a recent employee announcement.

Assess employees' perceptions about age discrimination

The Committee has continuing concern about the dominance of age as a factor in active EEO complaints within the NRC. Several months ago, the Committee developed a brief questionnaire to be completed by NRC employees regarding their views on age discrimination, but a decision was made by management to obtain the information as part of an "all employees" questionnaire from OP covering a broad range of subjects. The OP questionnaire, in its current format, does not answer the same questions as the Committee's proposal and provides only a very limited coverage of discrimination issues. However, representatives of the Committee are working with OP to help develop questions relevant to age-related issues. We are concerned over the delay in gathering this information and would encourage the prompt development and distribution of the all employees' questionnaire.

The Committee held its annual election of officers and new members in November. Sharon Connelly will continue to chair the Committee in the coming year, Thomas Bergman will serve as vice-chairman, and Marc Harper will serve as secretary. The Committee looks forward to assisting the agency in age-related matters over the coming year.

In closing, we would like to thank Bill Kerr for the support and guidance he has given the Committee over the years. We wish him well in his retirement.

SEMIANNUAL EEO COMMISSION BRIEFING
NRC AFFIRMATIVE ACTION ADVISORY COMMITTEE
PAULINE BROOKS, CHAIR
FEBRUARY 1993

DISCUSSION

The Affirmative Action Advisory Committee (AAAC) believes that the Commission and the EDO are committed to providing equal employment opportunities (EEO) for all employees at the NRC. Response to this commitment is evidenced by the recent gains in the number of women and minorities promoted to GG-15. These recent gains offer the potential for future additional increases in the number of women and minorities promoted to supervisory positions, a continuing concern of the AAAC.

While the AAAC is encouraged by the commitment and response of the Commission and the EDO to EEO, the members of the AAAC, all with different educational backgrounds, different levels of seniority and holding different positions at the NRC, have a major concern. The AAAC is concerned that the commitment expressed by upper level management may not be fully expressed at all levels of management. The AAAC would like to see better communication of EEO affirmative action goals throughout the management structure to ensure that all managers understand and support the program.

As an example, over the last year, upper management at the NRC has placed a strong emphasis on staff development, especially as a means of increasing the number of women and minorities promoted to management positions. The emphasis on staff development has been expressed primarily in terms of encouraging staff members to develop an Individual Development Plan (IDP). The AAAC believes that the IDP process has the potential to be an excellent tool for developing a well-trained staff with capabilities to handle future challenges within the nuclear industry. IDPs, properly used, not only can help to improve the overall competency of the staff, but also they can aid in developing a staff that appropriately reflects our national diversity at all levels of the NRC staff.

However, the IDP process will not effectively help bring about the desired progress unless all levels of management fully support it. While upper level management has generally expressed a strong support for the IDP process, there are some perceptions that lower level management (Section Chiefs and Section Leaders) are often less receptive to its actual implementation. Lower-level managers, pressed with tight deadlines for completing assignments, are very often unable to release staff for developmental assignments. Some employees have not developed an IDP because they believe it will never be adequately implemented.

RECOMMENDATIONS

The AAAC recommends that the first step to be undertaken to ensure that the IDP process is most effective is to gather additional information on the utilization and implementation of the IDP process. Specific questions should be asked, in the upcoming NRC Employee Survey, to identify some of the problems that employees are encountering in the IDP process.

Pending results of the survey, (1) supervisors and employers should continue to be encouraged to work together to fully utilize the IDP process to define career plans for employees; (2) copies of the IDP should be maintained by the individual employee, the immediate supervisor, the Office Training Coordinator, and Personnel; (3) all IDPs should be signed by the appropriate Division Director; (4) Division Directors should be encouraged to periodically review the progress of staff in implementing their IDPs; and (5) management at all levels should be encouraged to communicate to employees to the greatest extent possible the expected long-range plans of the NRC. This information will be useful to staff in shaping their career goals so as to help NRC achieve its long-range goals. Additional changes to the IDP process may be appropriate depending upon the outcome of the survey.

The AAAC believes that the future of the NRC rests in the recruitment and retention of the highest caliber individuals. As the percentage of minorities and women in the nation's workforce increases, it is important to utilize these individuals more effectively. We believe that effectively implementing IDP programs on an individual basis with proven results for all protected groups is one way to assure that NRC can maintain pace with the changing work force and meet its mission. We further believe that a very significant step in achieving this objective is to ensure that all levels of management are fully committed to IDP implementation. We therefore urge the agency to implement the above recommendations.

NRC CHAPTER OF BLACKS IN GOVERNMENT (BIG)
PRESENTATION
TO UNITED STATES NUCLEAR REGULATORY COMMISSION

A. POSITIVE ACTIONS

1. Increase in numbers of African-Americans in GG-15 and Section Chief position.

We feel that the recent promotions to GG-15 and Section Chief positions reflect a serious initiative by NRC senior management to reward superior professional achievement without regard to race. Although it is still too early to draw definite conclusions the feedback from the Executive Review Board (ERB) review process seem to have heightened the awareness of those involved in the rating and selection of GG-15 level positions regarding the availability of highly qualified women and minority applicants. We are encouraged by the use of the ERB review process as a tool to monitor progress in the promotion of black employees. We hope that African-American employees will continue to be fairly appraised and promoted in recognition for their outstanding achievements.

2. Increase in technical staff in EDOs and Commissioner Selin's office.

Both Mr. Taylor (the EDO) and Commissioner Selin have shown outstanding leadership in placing African-Americans on their technical staff. The lack of African-Americans on the Commissioners' staffs has been an outstanding concern in past briefings and we commend Commissioner Selin on taking this initiative within a few months of assuming his term.

B. PROBLEM AREAS

1. Need continued improvement in placing African-Americans on the Commission and senior management technical staff.

Although we have seen progress recently in placing African-American employees on the staffs of senior managers, much work is yet to be done. Blacks in Government has asked for several years that the Commissioners and senior managers consider placing qualified African-Americans on their technical staffs. With the few exceptions noted earlier, this still has not taken place to any significant degree. We believe that African-Americans can bring new and creative approaches and perspectives in the resolution of current and future technical, administrative, and political issues related to the effective regulation of nuclear power.

2. Lack of incoming African-American employees.

Preliminary reviews of recent hiring trends appear to indicate that insufficient number of African-American scientists and engineers are coming into the NRC (particularly at the GG-12 and GG-13 levels). This may be due to the lack of management support for hiring entry-level and experienced candidates. The long-term implications of this trend are disturbing and perhaps corrective actions should be taken.

C. RECOMMENDATION

1. BIG believes that implementation of the following recommendations will have a significant positive impact on the increase of African-American technical employees at the agency.

- a. Expand the Intern Program to include experienced professionals outside of the nuclear field (e.g. non-nuclear technical professionals).

There are many capable African-American scientists and engineers who have excellent technical backgrounds which could easily be adapted to nuclear regulation. By exposing these candidates to nuclear-related classroom training and rotational assignments throughout the agency, their skills and experience could quickly and effectively be utilized by the agency to accomplish its safety mission.

- b. Encourage management support (all levels) of African-Americans participation in the recruitment program administered by the Office of Personnel.

Management at all levels must become aware of the value and importance of the African-American role (especially technical professionals) in NRC-sponsored recruiting efforts. Currently, there is some confusion as to which technical employees may accompany personnel recruiters on recruiting trips.

- c. Increase the recruiting efforts at Historically Black Colleges and Universities (HBCUs) and African-American technical conferences.

HBCUs and technical conferences hosted by such groups as the National Society of Black Engineers and the National Technical Association provide fertile ground from which to recruit African-American scientists and engineers.

2. BIG believes that emphasis should be placed on identifying key parameters which will aid in performing a high-quality evaluation of the rotational and Supervisory Development Programs. Because these programs are in their initial stages, we would like to work with the program developers in instituting a comprehensive review program to ensure that the goals of these programs benefit all segments of the agency community.

D. OUTSTANDING ITEM FROM THE JULY 1992 EEO BRIEFING

At the July 1992 EEO briefing, BIG was asked to provide more information regarding the benefit of participation in the rotational program for African-American employees. Given the extensive nature of the modifications which have occurred to the old program, comments would not be relevant at this time. There are issues which should be addressed by the new program which is why we request additional interface regarding the measurement and assessment of the program's effectiveness.

For example, how are rotational assignments to be credited toward rating factors for future job position? Will the AUTO LAN system be utilized for rotation assignment postings by management for short term task functions?

E. FUTURE ITEMS

1. BIG will put additional emphasis on the review and analysis of career development programs and upward mobility trends for African-American employees in clerical and administrative occupations.
2. BIG will also devote additional effort to the review of NRC career development programs, particularly the improved rotational program and the Supervisory Development Program (SDP).

**STATEMENT OF
THE HISPANIC EMPLOYMENT PROGRAM ADVISORY COMMITTEE (HEPAC)
TO THE COMMISSION
FEBRUARY 1993**

In November 1991, the NRC began to focus on Hispanics at the NRC in terms of their numbers. We are gratified that in the current paper, the under-representation of Hispanics at the NRC in all occupational categories and grade levels is recognized and that the term under-representation is used. This term is important, as it allows NRC senior management, if they desire, to implement creative measures, sanctioned by the Equal Employment Commission (EEOC) to rectify this under-representation.

The under-representation of Hispanics at the NRC has been historical and we at HEPAC would like to commend present agency management (i.e, the Commission, EDO and OP) for bringing Hispanic under-representation into the open. Hispanics are the only sex or minority group that is consistently under represented in the EEOC's compilation of data comparing current representation of women and minorities in the NRC with their availability in the civilian labor force. Recognition of a problem is the first step towards its resolution. Corrective actions must follow. In this regard, HEPAC recommends that a "two-pronged" strategy focussing both on recruitment and retention be established.

RECRUITMENT:

The HEPAC notes and applauds the efforts being made to recruit qualified Hispanics. We have participated in recruitment trips and strategy sessions and offer our continued assistance in this endeavor.

RETENTION/CAREER ENHANCEMENT:

However, "recruitment" is but half our strategy. The HEPAC would like the same effort and energy that is being spent on recruitment, to be given to efforts at retention and advancement of Hispanic personnel already on Board. The need for these efforts is critical. For example, there are only two Hispanic males in the Senior Executive Service, one Hispanic male in the Senior Level Service, and no Hispanic females on either category. At the GG-15 level, the NRC only has four Hispanic males and two Hispanic females. Since most of our recruitment efforts are targeted at the intern program, unless we focus on creative ways to advance the Hispanics on board, we will continue to be under-represented in these highly visible categories from which role models are drawn.

HEPAC made six recommendations in SECY 92-235, e.g., creation of "bridge" positions and identification of Hispanics for NRC Human Resources Plan. We know that some of these recommendations have been effectuated in some instances. We know nothing about others. (This may be a case of the tree falling in the forest" with no one there to hear its fall, so inclusion and communication with HEPAC would be beneficial). The HEPAC will monitor these recommendations in the coming year. However, it is evident that more is needed.

RECOMMENDATIONS:

Unless we want to be here year after year discussing NRC's continue under-representation of Hispanics (even as the Hispanic population in the U.S. increases) the HEPAC would like to see:

- A Commitment from the Commission and NRC senior management to implement measures recommended by the EEOC to correct under-representation.
- A Commitment from the Commission and NRC senior management to institute proactive measures designed to prevent net-losses of NRC Hispanic employees in terms of both retention and grade level.
- A commitment to end under-representation of Hispanics at the NRC at most grade levels, if not in all categories, by 1995.

**STATEMENT OF
THE FEDERAL WOMEN'S PROGRAM ADVISORY COMMITTEE (FWPAC)
TO THE COMMISSION
FEBRUARY 1993**

Chairman Selin, Commissioners, my name is Clare DeFino, Chairperson of the Federal Women's Program Advisory Committee (FWPAC). On behalf of the Committee, I am pleased to have this opportunity to address you.

Since the last briefing, the Committee has focused its efforts on several key issues concerning women including, sexual harassment, career development and the child care center. Sexual harassment in the workplace is of increasing concern, and FWPAC welcomed the opportunity to participate in NRC's pilot sessions of sexual harassment workshops now being offered to all employees. FWPAC also provided detailed comments on the draft NRC policy statement on sexual harassment. We hope our suggested changes will be incorporated in the final statement so that comprehensive information about the roles and responsibilities in dealing with sexual harassment is clear to all employees.

The Committee has sponsored several career development workshops during the last six months, including two seminars on the rotational assignment program, and a session on the Administrative Skills Enhancement Program for secretaries. NRC managers and the Office of Personnel provided extensive support for these programs to provide information on opportunities for career enhancement. Additionally, FWPAC sponsored two in its continuing series of networking luncheons to provide opportunities for personnel to broaden their agency contacts. We commend the Agency for its continued support of career development programs such as the Executive Development Program, the Women's Executive Leadership Program, and the recently-created Supervisory Development Program. These programs are excellent vehicles for preparing qualified women and minorities for senior level positions. The Committee recommends, however, that the utilization and success of these program in achieving the Agency's EEO goals for women and minorities be monitored in order to determine their effectiveness.

The Committee has also been actively monitoring the development of the Child Care Center, by serving as an auxiliary member of the Child Care Center Committee. We are pleased with the progress made thus far, and plan to continue our involvement. We appreciate the Office of Personnel's efforts to keep us informed.

As discussed at previous meetings, when looking towards the future, the agency needs to continue to be aggressive in its pursuit of a management structure that is representative of the emerging culturally diverse work force. Progress continues to be

slow in promoting women and minorities to SES positions, and there has been a minimal percentage increase in the number of women in the "feeder group" (GG13-15) positions. Furthermore, FWPAC is concerned about the lack of minority women in the SES. We are pleased that there has been a significant improvement over the past four years in the GG-15 group where the percent of women has increased from 5.5% to 10.5% of the total number of GG-15s. Again, however, minority women are minimally represented in this group. With this increase in the pool of qualified women for managerial positions, FWPAC expects that there will be an increase in the representation of women, including minority women, in SES positions in the near-term.

Finally, the Committee commends the NRC for its recruitment and career development initiatives to increase the representation of women and minorities in management and senior level positions. We are pleased to see continued commitment to this goal.

We appreciate your support and this opportunity to meet with you; we look forward to exchanges in the future.

JOINT LABOR MANAGEMENT EQUAL EMPLOYMENT OPPORTUNITY COMMITTEE
PRESENTATION TO
THE UNITED STATES NUCLEAR REGULATORY COMMISSION

Mr. Chairman and Commissioners, I am Larry Pittiglio, the current Chairman of the Joint Labor Management Equal Employment Opportunity Committee (JLMEEOC). The Committee was established by the Nuclear Regulatory Commission and the National Treasury Employees Union (NRC/NTEU) Collective Bargaining Agreement to advise the NRC on matters about equal employment opportunity (EEO). Since our last Commissioning briefing, the committee membership has changed because many of the previous members' appointments expired. The current members are Lisa A. Shea, Ronald B. Uleck, Michael F. Weber, Mindy S. Landau, Dawn D. Moss, Ann E. Garcia, and David B. Matthews. We thank you for this opportunity to discuss EEO-related matters and welcome any comments you or your staff may have.

Since the last briefing, the committee has focused its efforts on four specific areas related to EEO. The change in membership has resulted in a minor change in focus of the JLMEEOC's activities. During the past two years, one of the main focuses of the JLMEEOC has been in developing educational programs in EEO related areas. Significant progress has been made by the Office of Personnel in this area.

The Sexual Harassment Training is an excellent program and will provide significant benefit. Two key points that the committee has raised as a result of attending the Sexual Harassment Training are a lack of understanding of the EEO process by both management and the staff, and the lack of a Policy Statement on Sexual Harassment. The committee has participated in the pilot session on Sexual Harassment Training and will continue to evaluate this program. In addition, the committee has evaluated the current draft Policy Statement on Sexual Harassment prepared by the Office of Small and Disadvantaged Business Utilization and Civil Rights, SDBU/CR, and recommends that this policy statement be coordinated with the committees and revised to reflect the comments received. The JLMEEOC is recommending that the current statement not be issued in its current form because it will not be effective

and does not necessarily reflect the concerns of the parties affected. In addition, the JLMEEOC is recommending that once the sessions on Sexual Harassment Training are completed, a similar program be developed to explain the EEO process. Training in the EEO areas is a major initiative for the current committee.

A new initiative that the committee has selected to work on during the next year is to develop a mechanism to enhance communications with the Regions regarding EEO matters and receive input to the JLMEEOC from the Regions. Work has recently been initiated and the committee does not have any recommendations at this time. However, the committee feels it is important that Regional views and concerns be addressed and that an integrated EEO program that incorporates the regional offices be developed.

The committee is also continuing to evaluate the EEO aspects of NRC's Career Development Program, the Intern Program, the Fellowship Program, the Women's Leadership Program, and the Executive Potential Program. The JLMEEOC believes that these programs are an excellent mechanism for hiring and promoting minorities. Significant improvement has been made in these programs during the past year. The Office of Personnel has recently developed a system to track intern participants. The JLMEEOC supports this initiative to determine the effectiveness of these programs by tracking the career paths of the participants. During the next year, the committee will be interviewing participants and graduates from these programs and make recommendations to improve these programs. In addition, the JLMEEOC will monitor how successful the programs are in providing opportunities to minorities. The committee will be working to attempt to resolve any concerns and to obtain information on the hiring and promotional progress. Also, at the last Commission briefing, the JLMEEOC made several recommendations for improving these programs, and the committee will continue to monitor the progress made in addressing past concerns.

While the committee believes that EEO initiatives are strongly supported by the Commission, the JLMEEOC is concerned about the a perceived lack of management support in EEO-related areas. This issue was initially raised at the last Commission Briefing and the JLMEEOC believes it has not been

resolved. This issue has been intensified by a draft SDBU/CR Memorandum recommending that all committee time allowed for meetings be restricted to one hour per month. The one hour limit stirred considerable controversy and had a significant impact on all committees. For example, it has adversely effected the JLMEEOC's recruitment efforts because some potential members were reluctant to volunteer to participate in an activity that may not be supported at the management level, and may have a negative impact on their careers. The other committees have stated concerns regarding lack of management support and the one hour limit.

Since the initial SDBU/CR draft recommendation, it is the committee's understanding that an agreement was reached between the EDO and SDBU/CR that allows the committees' up to four hours per month for meetings, and allows additional time for external committee activities. This has resolved the initial concern about the one hour time limit. However, there still continues to be the concern about the lack of support of the EEO efforts of the committees and the heightened perception that EEO areas are not supported by management.

In summary, the committee believes that considerable progress has been made by the NRC to resolve several concerns raised in the EEO area. However, many areas still need to be addressed. During the next year the committee will continue to focus its efforts in the areas discussed above.

Thank you for your time.

ASIAN PACIFIC AMERICAN ADVISORY COMMITTEE

STATEMENT

THE UNITED STATES NUCLEAR REGULATORY COMMISSION

POSITIVE ACTION

The Asian Pacific American Advisory Committee (APAAC) was formed and chartered in September 1992. We believe that the approval of APAAC is recognition of the contributions and concerns of the APA staff by the EDO. Although it is too early to draw definite conclusions, it is evident that NRC has heightened its awareness of the concerns of the NRC APA staff. We are encouraged that the chartered APAAC is a visible commitment of NRC management's willingness to work with the APA staff.

It was through the spirit of cooperation and close coordination with the Civil Rights Office that a highly successful program was presented during Asian Pacific American Heritage month in May 1992. This was an opportunity for the APA staff to demonstrate its leadership to formulate and present a meaningful program creating a greater understanding of the diverse APA staff at NRC.

INITIATIVE

Although we have been newly chartered, we have yet to establish a data base to define a profile for the diverse APA staff at NRC. We are extremely interested in examining pertinent statistics on the demographics and socioeconomic representation of Asian Pacific Americans as they may relate to inadvertent discrimination and barriers to equal opportunity at NRC. We have taken the initiative to request such data in our memorandum of December 3, 1992 to the Director of the Civil Rights Office.

RECOMMENDATIONS

There is a need for an effort to improve placement of qualified and experienced diverse APA staff on Commission staffs, Senior Executive Service, and Senior Level positions.

There is a need to increase the number of qualified and experienced diverse APA staff in various offices at NRC at the GG-15 and management positions.

There is a need for developing a creative approach to change the stereotyping or perception that APA staff are only competent as technical personnel and are not considered for potential management positions.

The recruitment program should include colleges and universities with diverse APA students and national conferences held by numerous Asian and Pacific American organizations.

There is a need to include APA staff on panels to review and rate applicants for supervisory, management, and executive positions to ensure fair consideration.