

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

February 14, 1994

DR

CHAIRMAN

The Honorable Tony E. Gallegos, Chairman Equal Employment Opportunity Commission Washington, D.C. 20507

Dear Mr. Gallegos:

Enclosed is the Nuclear Regulatory Commission's "Annual Affirmative Employment Program Accomplishment Report" for Fiscal Year 1993. The report, which was developed in accordance with the U.S. Equal Employment Opportunity Commission's Management Directive No. 714 (MD-714), reflects the accomplishments of the NRC in providing equal opportunities for its minority and women employees.

The NRC will continue its efforts to recruit, train, and advance minorities and women, and we believe we can further improve our performance in this regard. We also will make every effort to sustain the progress already achieved, particularly with respect to retention and advancement of our current minority and women employees.

If you have any specific questions concerning this report, please contact Vandy L. Miller, Director, Office of Small and Disadvantaged Business Utilization and Civil Rights. Mr. Miller may be reached by telephone at 301-492-4665.

Sincerely,

Ivan Selin

Enclosure: As stated

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EXHIBIT 3

ANNUAL AFFIRMATIVE EMPLOYMENT P	ROGRAM ACCOMPLISHMENT REPORT
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* SUMMARY ANALYSIS OF WORK FORCE * ACCOMPLISHMENT REPORT ON OBJEC * NOTEWORTHY ACTIVITIES AND INIT	TIVES AND ACTION ITEMS
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AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

ANNUAL AFFIRMATIVE EMPLOYMENT PROGRAM ACCOMPLISHMENT REPORT

SUMMARY ANALYSIS OF WORK FORCE

PROVIDE A NARRATIVE WORK FORCE ANALYSIS USING THE RELEVANT CIVILIAN LABOR FORCE. ANALYZE OCCUPATIONAL CATEGORIES, GRADE GROUPINGS, AND MAJOR OCCUPATIONS.

A summary analysis of NRC's work force was conducted, focusing on major occupations, grade levels, and occupational categories.

MAJOR OCCUPATIONS (Pages 5-12)

As indicated in the Accomplishments by Major Occupations chart on page 5, there is a slight increase in representation in some of the protected groups in these categories between the FY-92 and FY-93 data. This is encouraging since most of the imbalances discussed below are in these ethnic categories.

In the chart on page 6, the Management/Program Analyst category (343)* shows an imbalance of White females (13.98%), Hispanic males (0.84%), Hispanic females (2.70%), Asian males (0.72%), Asian females (1.24%), and Native American females (0.43%).

In the General Engineering series (801), (Page 6) there is an imbalance of White females (0.75%), Hispanic males (1.77%), Hispanic females (0.20%), Native American males (0.03%), and Native American females (0.03%). In the Nuclear Engineering series (840), (Page 7) there is an imbalance of White females (1.49%), Black males (0.06%), Hispanic males (0.66%), Asian males (1.33%), Native American males (0.03%) and Native American females (0.10%).

*NOTE: See the first footnote on page 6.

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As indicated in the chart on page 7, the Physical Scientists (1301) series shows an imbalance of White females (6.87%), Black males (0.28%), Hispanic females (0.15%), Asian females (0.59%), Native American males (0.23%) and Native American females (0.21%).

The charts on pages 8-12 are in compliance with the new request from EEOC that "future reports must include a breakout of each EEO group for <u>each</u> grade level grouping (e.g.: GS 1-4, [5]-8, 9-12, 13-15 and 16-SES) at NRC." In these charts, there are no entries for FY 93 before the GG-7 grade level because there were no employees at these grade levels in these occupational series.

GRADE LEVELS (Page 13)

A chart was prepared, showing the comparative representation of NRC minority and women employees vis a vis the governmentwide representation, at grade levels GG-13 through the executive level.

Except for women and Blacks and Hispanics at the executive level, and American Indian/Alaskan Natives (AI/AN) at the GG-14 level, minorities and women employees are at or above the government-wide level in all categories.

During FY 1993 the Women's SES feeder population increased by 13, the African American SES feeder population increased by 9, the Asian Pacific American SES feeder population increased by 10, and the Native American SES feeder population increased by 1. These increases in the feeder group population should help to eliminate the underrepresentation of women and minorities at the executive level.

EEOC FORM 568 (8/87)

10/87

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OCCUPATIONAL CATEGORIES (Page 14)

Except for a slight decrease in the representation of white and African American women, all protected groups exhibit a slight increase in the PATCO categories, as can be seen on the "Accomplishments by PATCO" chart on page 14.

ACCOMPLISHMENTS BY MAJOR OCCUPATIONS

11/05/93

	EDIES NAME	TOTAL	WHITE		AFRICAN AM		HISPANIC		ASIAN PAC AM		NATIVE AM	
SERIES NAM	E	TOTAL	and the second se	and the second se	the second se	and a star - descent and the second	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
CATEGORY			MEN	WOMEN	MEN	WOMEN	MICIN	AACINEIA	1416-14	HOMEI		
GG-343 MGMT&PROG ANALYSTS	FY-92 FY-93	127 130	44 44	61 64	3 3	14 13	2 1	1 2	0 0	1 1	1	0
GG-801 GENERAL ENGINEERS	FY-92 FY-93	591 601	455 457	41 43	19 21	6 4	4 5		57 62	6 7	1	0
GG-840 NUCLEAR ENGINEERS	FY-92 FY-93	628 603	542 520		10 10		8 9	24 T T T T T T T T T T T T T T T T T T T	33 29		1	0
GG-1301 GENERAL PHYSICISTS	FY-92 FY-93	163 160	123 118	· · · · · · · · · · · · · · · · · · ·	1	3 4	4 4	No. of the second second	3 5	1	0	
GG-1306 HEALTH PHYSICISTS	FY-92 FY-93	236 236	158 159		8 7		6		9		0	

PERCENTAGE OF UNDERREPRESENTATION (U/R) OF MINORITIES AND WOMEN

(NRC WORKFORCE/U.S. CENSUS AVAILABILITY DATA)*

FISCAL YEAR 1993

MANAGEMENT/PROGRAM ANALYST (343)

		LITER LITER -			HISPANIC				NATIVE AMERICAN		
	Male	Fem	Male	Fem	Male	Fem	Male	Fem	Male	Fem	
NRC (%)**	33.85	49.23	2.31	10.00	0.76	1.54	0	0.77	1.54	0	
CAD**	18.00	63.21	2.00	7,61	1.60	4.24	0.72	2.01	0.10	0.43	
U/R**		13.98			0.84	2.70	0.72	1.24		0.43	

GENERAL ENGINEERS (801)

	WH	ITE		BLACK	HIS	HISPANIC		AN	NATIVE AMERICAN		
							Male			Fem	
NRC (%)**	76.04	7.20	3.49	0.70	0.83	0.20	10.32	1.20	0.20	0	
CAD**	77.80	7.95	2.80	0.62	2.60	0.40	6.75	0.80	0.23	0.03	
U/R**		0.75			1.77	0.20			0,03	0.03	

*The CAD data includes a broad range of occupations in each series which does not accurately reflect the representation of minorities and women in the limited NRC occupational series. This is particularly true when comparing the Management/Program Analyst series 343.

** NOTE: NRC = Representation at NRC as of September 30, 1993. CAD = Census Availability Data for 1990 produced by the U.S. Bureau of Census.

U/R = Percentage of Underrepresentation.

MUCLEAR ENGINEERS (840)

	WHI Male	TE Fem	BL/ Male			PANIC Fem			NAT AMER <u>Male</u>	
NRC (%)**			1.66	0.17	1.49	0.33	4.81	0.83	0.17	0
CAD**	83.40	5.80	1.72	0.05	2.15	0.12	6.14	0.40	0.20	0.10
U/R**		1.49	0.06		0.66		1.33		0.03	0.10

GENERAL PHYSICAL SCIENTISTS (1301) & HEALTH PHYSICISTS (1306) ***

	W <u>Male</u>	HITE Fem		BLACK Fem		ISPANIC Fem			NATIVE AMERICAN <u>Male Fem</u>	
NRC (%)**	69.95	18.43	2.02	3.03	2.53	0.25	3.54	0.25	0	0
CAD**	64.41	25.30	2.30	2.30	1.60	0.40	2.42	0.84	0.23	0.21
U/R**		6.87	0.28			0.15		0.59	0.23	0.21

** NOTE: NRC = Representation at NRC as of September 30, 1993. CAD = Census Availability Data for 1990 produced by the U.S. Bureau of Census.

U/R = Percentage of Underrepresentation.

*** General Physical Scientists and Health Physicists are the same classification under the census occupation filters (Physical Scientists). Therefore, for comparison with the CAD data, the NRC data for these two series has been combined into one group.

ACCOMPLISHMENTS BY GRADE AND EEO GROUPS FOR MAJOR NRC OCCUPATIONAL CATEGORIES

As requested in the June 25, 1993 letter from Deidre M. Flippen to William Kerr, the following tables include a breakout of each EEO group for each grade level grouping (e.g. GG 1-5, 6-8, 9-12, 13-15 and 16 [SLS] - (SES) for the major NRC occupational categories.

RALE	FISCAL	TOTAL	WH	ITE	AFRICAN	AMER	HISP	ANIC	ASIAN PA	CAMER	NATIVEA	MER
MALE	YEAR	. O I PA	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
	FY-91	1		0.	0	01		0	0	0	0	
	FY.92	2			0	11				0	0	
	FY-93	Ô	õ		0	01		0	0	0	0	
9	FY-91	3	4		0	21				0	0	
2011	FY-92	6	2	0	0	41					0	
	FY-93	7	0	3	0	41) 0	0	01	0	
11	FY-91	18	3	10	2		64	. 0			0	
	FY.92	15	3	91	0			0 0			0	
	FY-93	18	6	9	0	2.	1.1.1) 1	0	0	0	
12	FY-91	15	3					0 0			0	
20.0	TY.92	18	6		2			0 0			0	
	FY-93	14	-4	7	11 I A	· · · · · · · · · · · · · · · · · · ·		0 0	0		0	
13	FY-91	24	6					0 .1	E		0	
	FY-92	27	1					0 0		0	0	
	FY-93	31	. 11	17	0	31		0 0	0	0	0	
14	FY-91	- 31				1.10		2 0				
	FY-92	- 41						2	0			
	FY-93	43	16	23	1 1 1	- 11A			0	0	0	
15	FY-91	15	e e	4				0 0				
	FY-92	18	1 10					0 0				
	FY-93	.17	1 7	5	1	2.		0 0	0	0	2	
OTAL	FY-91	107				81		3	0		1	
	FY-92	127	44			141		2	0		1	
	FY-93	130		64		131		1 2	2	1	2	Lungerstering

GRADE	FISCAL	TOTAL	WHI	TE	AFRICAN	AMER	HISPA		ASIAN PA		NATIVE	MER
on Priores	YEAN	-	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	NOMEN	MEN	WOMEN
ana.	FY.91	781	68	3		0		0	5	01	0	
SES	FY-92	831	73	3		0	1	0		01	0	
SLS	FY-93	841	73	4	1	0	1	0		01	0	(
					12.12				~		0	
5	FY-91	5	3	01	0	0	1			1	0	
	FY-92	21	1.1	0	1	0	0			01	0	
	FY 93	0	0	0	0	0	0		0	01	0	
7	FY-91	17	10	4	1.1.1.1	1	0			01	0	
	FY-92	121	5	2		1	1			1.1	0	
	FY-93	3	2		1	0	0	0	0	01	0	
9	FY-91	12	4	5		0	0	1.1.1.4	1		0	
	FY-91	24	13				0			0	0	
	FY-93	19	9				2			1	0	
				2	÷		0	0	0		0	
11	FY.91	13	8	- 4			0				Ő	
	FY-92	121	14				0			1.00		
	FY-93	241	19									
12	FY.91	7	.5								0	
	FY.92	91									0	
	FY-93	91	3		1	0	0	0		1.1.1.1	0	
13	FY.91	55	- 41	4		2			6		0	
	FY.92	521		4	2	2			5		0	
	FY-93	50							5		0	
14	FY-91	161		16	9	0	0	0	19	3	0	
	FY-92	1601									0	
	FY-93	165) 6	24			
60. C.			190	6		0			21	0		
15	FY-91 FY-92	222	190									
	FY-93	247										
	F 1-93											
18	FY-91	5										
	FY-92	0										
	FY 93	0	0	0	1. 1) 0		2 (0	C	
TOTAL	FY.91	575	447	42	11	5 5			52			
- une	FY.92	591							21 57	6		
	FY 93	601							-62			

GRADE	FISCAL	TOTAL	WH	TE	AFRICAN	AMER	HISPA		ASIAN PAG		NATIVE A	MER
GRADE	YEAR	1. J. P.L.	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
ece /		65	62	01	0	0	2	0	1		0	
SES/	FY-91 FY-92	681	63	1	0	0	2	0		01	0	
SLS	FY-93	67	62	1	0	01	2	0	2	0	0	
7	FY-91	10	4	3		01	0	1		01	0	
1.1	FY-92	3	1	2	0	0	0	0		01	0	
	FY-93	4	1	1	0	0	1	0	0	N	0	
9	FY-91	3	2	1.11.14	0	0	0			01	0	
	FY-92	91	4	2	1.551.1.85	0	0			1	0	
	FY-93	2	1		0	01	0	D	0	01	0	
11	FY-91	8	5	0	0	·	0					
	FY-92	5	3		- 1	0	0					
	FY-93	9	4	1	1	0	0	2	0	31	0	
12	FY-91	8	6		0		0					
100	FY-92	101	6	2	0		0			- 19 P. N		
	FY-93	7	5	1		0	0	C	0		0	
13	FY-91	141	115	- 11	5							
	FY-92	1431	122									
	FY-93	138	118	81	3	1.1	3			12.13		
14	FY-91	221	195		- 4				1		0	
	FY-92	217							13			
	FY-93	207	179	10	4	0	3		10		0	
15	FY-91	179	162	2	1 1	0						
	FY-97	173	157			0			13			
	FY-93	169	150	3	1	0	0		14	3	4	
18	FY-91	1) 1			
	FY-92	0							0			
	FY-93	0	0	0	0	0	0		0	0)
17	FY-91	1.1.1							0)
	FY-92	0										2
	FY-93	0) 0		0			01 0	0)
TOTAL	FY-91	637							1 34			1
	FY-92	628							11 33			
	FY-93	603	520	26	1 10	1		9	21 23	3	and a supplying	1

AFRICAN AMER HISPANIC ASIAN PAC AMER NATIVE AMER FISCAL WHITE TOTAL GRADE MEN WOMEN NOMEN MEN WOMEN MEN MEN WOMEN MEN WOMEN YEAR SES/ FY-91 FY-92 FY-93 FY-91 FY-92 FY-93 FY-91 FY-92 FY-93 FY-91 FY-92 FY-93 FY-91 FY.92 Ũ FY-93 FY.91 FY-92 FY-93 FY.91 FY-92 FY-93 FY-91 FY-92 FY-93 FY-91 FY-92 FY-93 FY-91 FY-92 FY-93 FY-91 TOTAL ñ FY-92 FY.93

GRADE	FISCAL	TOTAL	WH	ITE	AFRICAN	AMER	HISPA		ASIAN PAG		NATIVE A	
OT THE	YEAR		MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
.225	FY-91	3	3	01	0	01	0	0	0	0	0	0
SES/	FY-92	4	4	01	0	01	0	01	0	0	0	0
200	FY-93	6	6	0	0	01	0	01	0	0	0	0
7	FY-91	4	2	0	11.4	01	1	0	0	0	0	0
1	FY-92	5	4	11	0	01	0	01	0	0	0	0
	FY-93	1	0		0	0	0	0	0	0	0	0
9	FY-91	13	4	7	1.1	0	0	0	1	0	0	0
9	FY-92	6		2	2	0	1	01	0	0	0	0
	FY-93	51	5		0	0	0	0	0	0	0	0
11	FY-91	9	6	3	0	0	0		0	0	0	0
1. 1. 2. 1. 1	FY-92	19		8	1.1.1.1	10.000	0	01	2	0		0
	FY-93	11		- 4	2		2	1.1	0	0	0	0
12	FY-91	8	5	2	0		0					0
	FY-92	71	4	1. 1	0	2	0		0			0
	FY-93	20	10	6			0	0)	2	0	0	C
13	FY-91	62	37			11 T. B	3	01		0		0
	FY-92	73	46	181	ġ	1.		0	3			1.1
	FY-93	73		19	2	2	11.11	0	2	1	0	
14	FY.91	77	55	. in	2		3	0	2	0		6
	FY-92	77	56	9	2		4			0		
	FY-93	78	61	8	2	2	2			0	0	6
15	FY-91	4.4	38	1 5	1.1	0	0			0		
	FY-92	45	36				0			0		(
	FY-93	42	30	7	0	2		0	2	0	0	
TOTAL	FY-91	220	150				7	0		0		
	FY-92	236	158				6					
	FY-93	236	159	9 45	1		6	1	9	1	0	

PERCENTAGE OF REPRESENTATION BY GRADE LEVEL OF MINORITIES AND WOMEN (NRC VS. GOVERNMENT-WIDE)

TOTAL EXECUTIVES

NRC WOMEN	-	5.	2	298*
GOVERNMENT-WIDE		11.	8	30%**

ATOP	- 11.009	
	GOVERNMENT-WIDE	1

NRC MIN						
BLACKS	= 2	2	4	8	8	S
HISPANICS	-		*	9	6	de.
AA/PI	= 2	2		4	0	\$

-

AI/AN

BLACKS

HISPANICS

AA/PI*** AI/AN***

MINC	RITIES	3*	*	
BLACKS	=	4		46%
HISPANICS	- 200	1		758
AA/PI	=	0		948
AI/AN	=	0		54%

GG-15

NRC WOMEN	 20	1.	6	5	de la	
GOVERNMENT-WIDE	 14		0	0	R	Ħ

NRC MINO	RITIES		ENT-WIDE
BLACKS HISPANICS	= 8.72% = 2.49%	BLACKS HISPANICS	= 4.24% = 2.31%
AA/PI	= 19.63%	AA/PI	= 4.10%
AI/AN	= .93%	AI/AN	= 0.54%

GG-14

	NRC	WOM	EN
GOVERN	MENT	-WI	DE

1225

= 15.89%

= 3.43%

= 22.12%

0%

0.48%

= 39.80% = 18.00%**

	GO	V	E	R	N	M	E	N	T	-	Ŵ	I	D	E				
		M	I	N	0	R	I	T	I	E	S	*	*					
BLACK													5		9	6	2	

DIALAS	1000	- 2	+	3	Ó	15	
HISPANICS	-	2		3	9	\$	
AA/PI	=	2		4	7	*	
AI/AN		0		7	4	\$	

<u>GG-13</u>

NRC WOMEN GOVERNMENT-WIDE

= 39.55% = 23.00%**

NRC MINO	RITIES		ITIES**
BLACKS	= 17.45%	BLACKS	= 7.95%
HISPANICS	= 2.49%	HISPANICS	= 3.05%
AA/PI	= 6.23%	AA/PI	= 2.99%
AI/AN	= .62%	AI/AN	= 0.78%

* In this category all women are White.

NRC MINORITIES

**These figures are from end FY 91 data.

***AA/PI = EEOC designation for Asian American/Pacific Islander. AI/AN = EEOC designation for American Indian/Alaskan Native.

ACCOMPLISHMENTS BY PATCO

11/05/93

		FOTAL	WH	ITE	AFRIC	ANAM	HISP	ANIC	ASIAN F	PACAM	NATIN	/E AM
OCCUPATIONAL CATEGORY		TOTAL	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
PROFESSIONAL	FY-92 FY-93	2084 2050	1547 1503	the second se	60 60	43 43	28 31	5 5	143 151	18 20	2 2	0
ADMINISTRATIVE	FY-92 FY-93	641 639	280 279	2	33 36	74 69	4 3	4 5	0	7 7	2	
TECHNICAL	FY-92 FY-93	279 304	18 23	the second se	11 12	85 93	1	2 1	1	10 11	0	4
CLERICAL	FY-92 FY-93	430 397	13 12		13 14	78 72	0	12 13	0	7 5	0	E. S.
BLUE COLLAR	FY-92 FY-93	17 14	10 7	1 2	6 5	0 0	0		0 0		0	1
TOTAL	FY-92 FY-93	3451 3404	1868 1824	and the second sec	123 127	277	33 35	24	144 152	43	25.0%	
PERCENT CHANG	and the second se	-1.4%	-2.4%	-1.8%	3.3%	-1.1%	6.1%	4.3%	5.6%	∠.470	23.07	0.07

ROGRAM ELEMENT: IV. RECRUITMEN	T AND HIRING	and any out the set of any and and the set of the set
ROORNI LLAMMAN		
PROBLEM/BARRIER STATEMENT: There is an underrepresentation of wome occupations at the NRC.	n and minorities in p	rofessional
BJECTIVE: Increase the number of women and minori NRC.		positions at the
ESPONSIBLE OFFICIAL: Managers and CARGET DATE: 10/30/94	Supervisors	
CTION ITEMS:	RESPONSIBLE OFFICIAL	TARGET DATE
Advartise positions using broader occupational designations such as general engineer instead of nuclear engineer and using multi- disciplinary occupations to broaden availability pool, thereby increasing acceptance of related academic degrees instead of specific degrees.	Managers and Supervisors	Ongoing
Target recruiting at HBCU and HACU institutions.	Office of Personnel	Ongoing
Advertise in publications targeting minorities and women.	Office of Personnel	Ongoing
Increase minority representation in the Cooperative Education Program and continue the noncompetitive	Managers and Supervisors	09/30/94
conversion of graduating students to permanent employment at NRC option.		

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN REPORT OF OBJECTIVES AND ACTION ITEMS IV. RECRUITMENT AND HIRING PROGRAM ELEMENT: PROBLEM/BARRIER STATEMENT: There is an underrepresentation of Hispanic employees in all occupational groups at the NRC. OBJECTIVE: Increase the number of Hispanic employees in all occupations. RESPONSIBLE OFFICIAL: Managers and Supervisors 10/30/94 TARGET DATE: TARGET DATE RESPONSIBLE OFFICIAL ACTION ITEMS: Office of 09/30/94 Participate in the Co-op in Residence Program in which a Personnel Cooperative Education student is hired from a HACU school. Maintain a Memorandum of Office of Small Ongoing and Disadvantaged Understanding with the HACU to facilitate recruitment, encourage Business Utilization/ faculty and employee exchanges, and Civil Rights target NRC positions for which HACU students and professors might qualify. Office of Ongoing Advertise for secretarial positions Personnel in community Hispanic newspapers.

EEOC FORM 566 (8/87)

AND HIRING	
experienced level rec neering) for which av	uiring a specif ailability of
s hired and retained.	
upervisors	
RESPONSIBLE OFFICIAL	TARGET DATE
Office of Personnel	12/01/93
Office of Personnel	03/01/94
Office of Personnel	Ongoing
	experienced level rec neering) for which av s hired and retained. upervisors RESPONSIBLE OFFICIAL Office of Personnel Office of Personnel Office of

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AFFIRMATIVE EMPLOYMENT PROGRAM REPORT OF OBJECTIVES AND		WOMEN
PROGRAM ELEMENT: V. INTERNAL RECRUITME	ENT AND CAREER DEVELOP	MENT (Cont'd)
PROBLEM/BARRIER STATEMENT: There is an underrepresentation of women management, and executive positions.	n and minorities in NR	C supervisory,
OBJECTIVE: Increase the representation of women and management, and executive positions. RESPONSIBLE OFFICIAL: Office Director TARGET DATE: Ongoing		
ACTION ITEMS:	RESPONSIBLE OFFICIAL	TARGET DATE
Place special emphasis on development of rating factors and rating criteria to ensure job relatedness and consistency in the rating process. This includes establishment of mandatory rating factors for supervisory positions.	Office of Personnel, Office Directors and Regional Administrators	Ongoing
Increase utilization of women and minorities in "Acting" capacities.	Managers and Supervisors	Ongoing
Review the balance of technical and managerial skills required for management and supervisory positions.	Managers and Supervisors	Ongoing
Publicize rotational opportunities to NRC staff and continue to broker rotational assignments to broaden skills and opportunities for onboard staff.	Office of Personnel	Ongoing
Continue to emphasize the value of completing an Individual Development Plan.	Managers and Supervisors	Ongoing

	ENT AND CAREER DEVELOP	MENT (Cont'd)
PROBLEM/BARRIER STATEMENT: There is an underrepresentation of women management, and executive positions.	n and minorities in NR	C supervisory,
BJECTIVE: Increase the number of women and minori and executive positions. ESPONSIBLE OFFICIAL: Office Direct CARGET DATE: Ongoing		
CTION ITEMS:	RESPONSIBLE OFFICIAL	TARGET DATE
Encourage and support the mentoring program and train mentors and mentees to enhance their effectiveness.	Managers and Supervisors	Ongoing
Increase the representation of women and minorities in NRC supervisory positions, in which under- representation was determined.	Office Directors and Regional Administrators	Ongoing
REPORT ON ACCOMPLISHMENT OF	OBJECTIVE:	

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AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN ACCOMPLISHMENT REPORT OF OBJECTIVES AND ACTION ITEMS				
PROGRAM ELEMENT .V. INTERNAL RECRUITM	IENT AND CAREER DEVELOP	MENT (Cont'd)		
PROBLEM/BARRIER STATEMENT: There is an underrepresentation of wome management, and executive positions.	en and minorities in NR	C supervisory,		
OBJECTIVE: Increase the number of women and minori and executive positions. RESPONSIBLE OFFICIAL: Office Direct TARGET DATE: Ongoing				
ACTION ITEMS:	RESPONSIBLE OFFICIAL	TARGET DATE		

The new Supervisory Development Program comprises 27 employees, of which there are 9 non-minority women, 3 minority women, and 3 minority men.

The newly selected members of the SES Candidate Development Program comprise 23 employees, of which there are 4 non-minority women, 1 minority woman, and 4 minority men.

AFFIRMATIVE EMPLOYMENT PROGRAM REPORT OF OBJECTIVES AN		WOMEN
PROGRAM ELEMENT: V. INTERNAL F	RECRUITMENT AND CAREER I	DEVELOPMENT
PROBLEM/BARRIER STATEMENT: There is an underrepresentation of won management, and executive positions.	men and minorities in N	RC supervisory,
OBJECTIVE: Increase representation of women and m management, and executive positions. RESPONSIBLE OFFICIAL: Office Direct TARGET DATE: Ongoing		
ACTION ITEMS: Require Office Directors and Regional Administrators to review and provide clearance before selection efforts can continue in cases where the pool of qualified applicants does not include women and minorities.	RESPONSIBLE OFFICIAL Office Directors and Regional Administrators	TARGET DATE

Require review of all best qualified lists and selections for advancement to non-bargaining unit GG-15 and all Senior and Executive positions by a management official.

Include women and minorities on rating panels, whenever possible, to rovide a broader perspective in the review of candidates.

Continue to emphasize the desirability of completing an Individual Development Plan (IDP).

Increase the utilization of Agency technical minorities and women on recruiting teams.

Office Directors Ongoing and Regional Administrators

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Office Directors and Regional Administrators Office of

Ongoing Personnel, Office Directors and Regional Administrators

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN ANNUAL AFFIRMATIVE EMPLOYMENT PROGRAM ACCOMPLISHMENT REPORT NOTEWORTHY ACTIVITIES/INITIATIVES LIST NOTEWORTHY ACTIVITIES/INITIATIVES WHICH HAVE BEEN SUCCESSFUL IN IMPROVING EMPLOYMENT AND PROMOTIONAL OPPORTUNITIES FOR MINORITIES AND WOMEN. Developed personal contacts with engineering and science faculty and administrators and members of student engineering societies. Targeted HACU and HBCU colleges for recruitment efforts that included campus visits, mailings, and advertisements in campus publications. Made special trips to HACU and HBCU colleges to encourage and provide technical guidance to students with the strongest academic backgrounds to apply for the NRC Graduate Fellowship Program. Redesigned recruitment brochures to feature a culturally diverse group of NRC employees; used as principal brochure for recruitment trips. Encouraged applicants at high minority enrollment colleges to self-identify race and ethnicity so demographic data is more complete. Targeted minority students through the use of minority role models in advertisements and recruitment publications. Increased the use of women and minorities, particularly in technical positions, on recruiting teams. Used an automated Applicant Review System to facilitate the tracking of progress in the recruitment, referral, and selection of minority and women applicants. Completed enhancements to the Applicant Review System that provide for tracking sources of minority and women applicants. Placed employment advertisements in national technical magazines and journals and in predominantly minority- and women-oriented publications to attract applicants. (Continued next page)

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

ANNUAL AFFIRMATIVE EMPLOYMENT PROGRAM ACCOMPLISHMENT REPORT

NOTEWORTHY ACTIVITIES/INITIATIVES

LIST NOTEWORTHY ACTIVITIES/INITIATIVES WHICH HAVE BEEN SUCCESSFUL IN IMPROVING EMPLOYMENT AND PROMOTIONAL OPPORTUNITIES FOR MINORITIES AND WOMEN.

(Continued)

Met with the Montgomery County (MD) Minority and Multi-Cultural Affairs Office to increase visibility in the women and minority communities in an effort to attract increased applications from these groups.

Used the engineering and scientific Intern Program, the Graduate Fellowship Program, and the Co-operative Education Program to attract women and minorities to entry-level professional positions.

Participated at professional conferences and advertised in professional journals in order to attract minority employees to mid- and higher-level professional positions.

Executive Resources Board Review Group reviewed the rating and selection processes for all SES, Senior Level, and non-bargaining unit positions at the GG-15 level by examining selection certificates for these positions. As a result, selecting officials have been encouraged to broaden their recruitment efforts to attract more applicants from the targeted groups.

Routinely included women and minorities on panels that review and rate applications in order to provide a broader perspective in the review of candidates.

Advertised secretarial positions in Hispanic newspapers. Continued efforts to reach out in local community to attract qualified Hispanics to apply for employment with the NRC.

Contacted universities and campus organizations affiliated with disabled students.

Maintained working relationships with local and national organizations for the disabled.

(Continued next page)

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

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(Continued)

Increased employment advertisements at job fairs, colleges, and in publications targeting the disabled.

A Program Coordinator continued to serve as an agency contact for disabled applicants and as agency liaison for providing special services needed and required for disabled employees.

An agency working group continued to focus on issues related to the disabled and veterans.

Continued managerial training programs and communicated availability of training for professional development.

Broadened occupational skills requirements for various technical positions.

Continued support of, and selection of individuals for, the Administrative Skills Enhancement Program, the Certified Professional Secretaries Program, the Computer Science Development Program, the Women's Leadership Development Program, the Supervisory Development Program, The SES Candidate Development Program, the Management Development Center Programs, and the Federal Executive Institute Programs.

Encouraged and supported the agency mentoring program.

Continued to emphasize the value of completing an Individual Development Plan (IDP) that is realistic and tied to attainable career goals.

Increased training and developmental opportunities with 11,665 instances in FY 1993 compared to 9,653 instances in FY 1992.

Continued with a formal career counseling program available to all employees who enroll.

(Continued next page)

AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN

ANNUAL AFFIRMATIVE EMPLOYMENT PROGRAM ACCOMPLISHMENT REPORT

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(Continued)

Heightened awareness of equal employment opportunity and affirmative action principles and objectives by offering numerous EEO-related courses including <u>Cultural Diversity at NRC</u>, <u>Sexual Harassment Prevention</u>, <u>Age in the NRC</u> <u>Workforce</u>, and <u>Working with People with Disabilities</u>.