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**AFFIRMATIVE  
EMPLOYMENT PROGRAM  
PLAN  
FOR  
WOMEN AND  
MINORITIES**



**FY 2002  
PLAN UPDATE  
&  
FY 2001  
ACCOMPLISHMENT  
REPORT**

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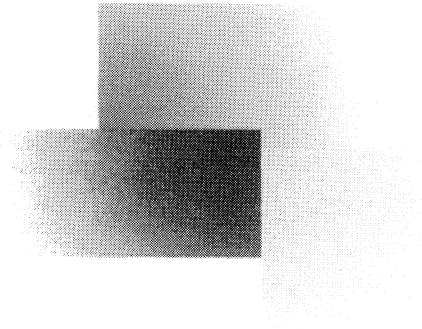


United States  
Environmental Protection  
Agency

Office of  
The Administrator  
(1201A)

EPA-150-R-02-002  
April, 2002

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**AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN**

**ANNUAL AFFIRMATIVE EMPLOYMENT PLAN**

**FY 2002 PLAN UPDATE**

**FY 2001 ACCOMPLISHMENT REPORT**

Name of Organization: **U.S. Environmental Protection Agency**

Address of Organization: 1200 Pennsylvania Avenue, NW  
Washington, DC 20460

Organization Level: **Agency-Wide**

Number of Employees Covered By Plan: 17,707 TOTAL

8,241 PROFESSIONAL      7,717 ADMINISTRATIVE      703 TECHNICAL


957 CLERICAL      74 OTHER      15 BLUE COLLAR

Name of Contact Persons Preparing Form  
Susan M. Morris/Mirza P. Baig

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(202) 564-7292/7288

**Name/Title of Principal EEO Official**

KAREN HIGGINBOTHAM  
Acting Director, Office of Civil Rights

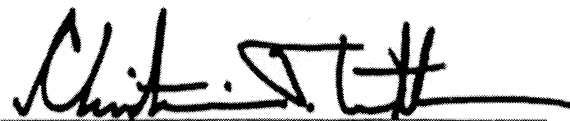
  
Signature of Principal EEO Official

15 April 2002  
Date

*Certifies that this Report is in compliance with EEOC MD-714*

**Name/Title of Head of Organization**

CHRISTINE TODD WHITMAN  
Administrator



APR 30 2002

Signature of Agency Head

Date

*Certifies that this Report is in compliance with EEOC MD-714*

**AFFIRMATIVE EMPLOYMENT PROGRAM FOR MINORITIES AND WOMEN**

**ANNUAL AFFIRMATIVE EMPLOYMENT PLAN  
FY 2002 PLAN UPDATE  
FY 2001 ACCOMPLISHMENT REPORT**

Name of Organization: **U.S. Environmental Protection Agency**

Address of Organization: 1200 Pennsylvania Avenue, NW  
Washington, DC 20460

Organization Level: **Headquarters**

Number of Employees Covered By Plan: 9,178 TOTAL

3,902 PROFESSIONAL      4,444 ADMINISTRATIVE      345 TECHNICAL  
459 CLERICAL      18 OTHER      10 BLUE COLLAR

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(202) 564-7292/7288

**Name/Title of Principal EEO Official**

KAREN HIGGINBOTHAM  
Acting Director, Office of Civil Rights



Signature of Principal EEO Official

15 April 2002  
Date

*Certifies that this Report is in compliance with EEOC MD-714*

**Name/Title of Head of Organization**

CHRISTINE TODD WHITMAN  
Administrator



Signature of Agency Head

APR 30 2002

Date

*Certifies that this Report is in compliance with EEOC MD-714*

MAY 14 2001

**SUBJECT:** Policy on Equal Employment Opportunity and  
Prohibiting Discrimination and Harassment

**TO:** All Employees

Every American has the right to work in a workplace free from discrimination and harassment. At the EPA, I am determined to ensure that every one of our fellow employees enjoys that right. Toward that end, it is useful to periodically assess and renew our commitment to providing equal employment opportunity and equality for all employees and applicants for employment. As part of that commitment, I expect every EPA employee to fully comply with the following policies, which prohibit all forms of discrimination and harassment in the workplace.

**Equal Employment Opportunity.** It is the policy of EPA to provide equal employment opportunity to all persons and to promote the full realization of equal employment opportunity through a continuing affirmative employment program at EPA, in accordance with regulations issued by the Equal Employment Opportunity Commission at 29 C.F.R. Part 1614.

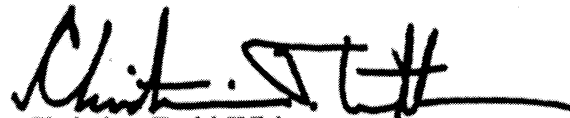
**Discrimination and Harassment.** In accordance with applicable Federal laws, Executive Orders, and regulations, it is the policy of EPA that discrimination against any employee or applicant for employment because of his or her race, color, religion, sex, national origin, age, disability, sexual orientation, parental status, or protected genetic information, will not be tolerated.

Employees are sometimes confused about what behavior constitutes sexual harassment. Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature when (a) submission to such conduct is made explicitly or implicitly a term or condition of an employee's job, pay, or career; (b) submission to or rejection of such conduct by an employee is used as a basis for career or employment decisions affecting that employee; or (c) such conduct has the purpose or effect of unreasonably interfering with an employee's performance or creates an intimidating, hostile, or offensive environment.

EPA will apply this "zero tolerance" policy with respect to discrimination or harassment by any manager, supervisor or employee. "Zero Tolerance" is applicable to all conduct in the workplace and extends to conduct which occurs at

any location that can reasonably be considered to be an extension of the workplace. Such locations include, but are not limited to, conferences and field sites. If there is a finding of discrimination or harassment, an EPA employee may be subject to disciplinary action in accordance with EPA's Conduct and Discipline Manual (EPA Order 3120.1, dated September 20, 1985).

All EPA employees are required to maintain a work environment free of all forms of discrimination and harassment. Employees should immediately report suspected violations of this policy to their manager or supervisor, to the Director, Office of Civil Rights, or to a regional EEO Officer. Managers and supervisors must take all allegations of discrimination or harassment seriously, immediately inquire into the matter, and refer the matter to a higher-level manager or supervisor, to the Director, Office of Civil Rights, or to a regional EEO Officer. Behind the civil rights laws, Executive Orders, and regulations is an important message: Every person's civil rights matter. It is EPA's policy to protect these rights, and I call upon each of you to join me in ensuring that our workplace is free of discrimination and harassment.

A handwritten signature in black ink, appearing to read "Christine Todd Whitman", with a long horizontal line extending to the right.

Christine Todd Whitman  
Administrator



## ACKNOWLEDGMENTS

The success of any program is measured by the support and commitment received from the leadership and key players in an organization. At EPA, this includes the support of the Administrator, Deputy Administrator, Assistant Administrators, Regional Directors, Program Management Officers, Managers and Supervisors, EEO Officers and Specialists, Special Emphasis Program Managers, Union Officials, EEO Counselors, Non-Labor Employee Groups, and others involved with the Office of Civil Rights. The almost 18,000 employees of EPA contribute in their own special and individual ways - professionally, ethnically, culturally, and personally - in meeting EPA's mission to protect our human health and environment.

The Office of Civil Rights has a responsibility to process claims of discrimination and to manage an effective affirmative employment program. In that regard, a large part of our mission is to be a catalyst for change as we attempt to eliminate any under-representation and build upon our diversity. We are a unique and diversified office that counts on a large segment of the work force to assist in carrying out its mission. With a small committed staff to handle affirmative employment and complaints processing, we regularly depend on the Program Offices, both at Headquarters and in the Regions, as well as the many employees who serve on a collateral-duty basis as Special Emphasis Program Managers and EEO counselors.

The Office of Civil Rights, Workforce Diversity & Analysis Team Leader, Susan M. Morris, and Team members, Mirza Baig, Acting Asian/Pacific Program Manager; Lucy Arenrin, Federal Women's Program Manager; Brenda Fooks-Simon, Acting Black Employment Program Manager; Melissa Rodriguez, Hispanic Employment Program Manager; and Anthony Napoli, EPA Intern, developed this year's Affirmative Employment Plan for Women & Minorities. The Team received outstanding support from Marsha Minter, Acting Associate Director. The HQ's and field office staff members did an outstanding job in capturing and submitting all of the many noteworthy initiatives and accomplishments realized by their individual organizations in attempting to meet the Agency's affirmative employment goals and objectives. We appreciate your many contributions and hope that you will use and distribute this Plan throughout your work force.

  
Karen D. Higginbotham  
Acting Director

## **I. INTRODUCTION**

### **A. OVERVIEW**

#### **1. PURPOSE**

The FY 2001 Affirmative Employment Program (AEP) Plan Accomplishment Report for Minorities and Women and FY 2002 Plan Update shows EPA's progress in improving employment and advancement opportunities for women and minorities during the period. The report also documents the status of significant program objectives and action items directed towards correcting any imbalances, artificial barriers, or under representation, as previously outlined in EPA's Multi-Year Affirmative Employment Plan for Women and Minorities (FY 1988-FY 1992).

#### **2. AUTHORITY**

Pursuant to Section 717, Title VII of the Civil Rights Act of 1964, as amended, and Executive Order 11478, as amended by Executive Order 12106, Federal agencies are required to develop and implement an affirmative program of equal employment opportunity for all employees and applicants for employment. Policies, procedures, guidance and formats for the development and submission of annual Affirmative Employment Program Accomplishment Reports and Affirmative Employment Plan Updates are in accordance with Equal Employment Opportunity Commission (EEOC) EEO Management Directive 714, dated October 6, 1987. The OCR has responsibility for the development and execution of this program requirement through the senior level EPA management structure, and provides guidance and instruction to all EPA organizations nationwide in preparation and submission of this Plan.

#### **3. DATA SOURCE**

The workforce data in this report has been obtained from the Agency's Employee Payroll System (EPAYS), as of September 30, 2001. The EPAYS system stores and maintains current and historical data on all EPA employees.

In order to determine the existence of under representation, the EPA work force is compared to the appropriate Civilian Labor Force (CLF) representation data, using the most current census data of 1990. For the analysis, the work force is compared to the National CLF for each most populous Professional series, and the aggregated National CLF for each most populous Administrative job series. This data is used to determine whether any AEP group is under represented in EPA's mission-related major occupations.

#### **4. FY 2002 PLAN UPDATE - AGENCY-WIDE**

This section of the report provides a full assessment of the current status of the Affirmative Employment Program and any outstanding EEO-related problems, both at the Agency-wide and Head- quarters level.

**a. WORK FORCE PROFILE AND ANALYSIS:** Provides a narrative of the actual work force profile and employment status of AEP groups in relation to the appropriate CLF. This includes data

by Professional and Administrative classifications, grade levels, and major mission-related occupations. For purposes of this analysis, the AEP groups include: Women, Blacks, Hispanics, Asian/Pacific Islanders, and American Indians.

**b. PROBLEMS/BARRIERS, OBJECTIVES AND ACTION ITEMS:** Identifies and analyzes human resources and management policies, practices, systems, and procedures which may serve as problems and barriers to the employment of AEP groups. It also presents a clear statement of specific and measurable objectives with supporting action items designed to resolve work force problems identified in the annual plans.

**c. NUMERICAL GOALS:** Numerical goals have been set only when the work force analysis has shown the existence of under representation of any individual AEP group. Since employees in Professional and Administrative occupations make up over 90.1% of the Agency's total work force, the Agency has focused on those two major PATCOB (Professional, Administrative, Technical, Clerical, Other, and Blue Collar) occupational categories. Therefore, goals were set for Agency-wide and Headquarters for these two occupational categories only.

## **5. FY 2001 ACCOMPLISHMENT REPORT**

This section of the report presents the Agency's accomplishments for Agency-wide organizations and the Headquarters program offices.

**6. NOTEWORTHY ACTIVITIES /INITIATIVES:** Contains program information highlighting Agency achievements in providing employment and advancement opportunities for under represented AEP groups during the reporting year.

## **II. B. ORGANIZATION AND AUTHORITY**

### **1. AGENCY MISSION**

The U.S. Environmental Protection Agency (EPA) is a regulatory agency of the Federal executive branch responsible for implementation of the federal laws designed to promote public health by protecting the nation's air, water, and soil from harmful pollution. EPA endeavors to accomplish its mission systematically by proper integration of a variety of research, monitoring, standard-setting, and enforcement activities. As a complement to its other activities, EPA coordinates and supports research and anti-pollution activities by state and local government, private and public groups, individuals, and educational institutions. EPA also monitors the operations of other Federal agencies with respect to their impact on the environment.

The enactment of new environmental laws and amendments to older laws have greatly expanded EPA's responsibilities. The Agency now administers the following nine comprehensive environmental laws:

- Clean Air Act (CAA);
- Clean Water Act (CWA);
- Safe Drinking Water Act (SDWA);
- Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund");
- Resource Conservation and Recovery Act (RCRA);
- Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA);
- Marine Protection, Research, and Sanctuaries Act (MPRSA);
- Toxic Substances Control Act (TSCA); and
- Uranium Mill Tailings Radiation Control Act (UMTRCA).

### **2. DELEGATION OF AUTHORITY**

The EPA is headed by an Administrator appointed by the President with the advice and consent of the Senate. The organization's senior executive management consists of a Deputy Administrator, nine Assistant Administrators, three Associate Administrators, ten Staff Office Directors, an Inspector General, a Chief Financial Officer, a General Counsel and ten Regional Administrators.

Organizationally, the Agency is comprised of thirteen major program offices, ten regional offices and several laboratory sites. Program offices are functional divisions headed by the Agency's Assistant Administrators or equivalent positions. Program offices are structured along media and topic lines. The Assistant Administrators manage the Headquarters program offices and report to the Administrator. Regional Administrators manage the Regional offices and conduct work in support of Agency programs. The Laboratories are components of various program offices and report through the program's hierarchy.

The Office of Civil Rights (OCR), a staff office within the Office of the Administrator, provides Agency-wide direction, coordination, monitoring, and evaluation of equal opportunity and affirmative employment objectives. It establishes the broad administrative policies for success of the Agency's Equal opportunity and affirmative employment initiatives. The OCR processes complaints for both Title VII and VI from the precomplaint through the formal process. The Office handles all responsibilities and functions for the Headquarters Affirmative Employment Program including staff assistance and guidance to Program Management Officers in the supervision of the large cadre of collateral-duty Special Emphasis Program Managers.

Management officials at all levels are required to ensure that the program's goals and objectives are met within their respective organizations. The OCR Director reports to the Administrator and is a member of the Agency's senior staff. The OCR Director and staff advises and assists senior and mid-level management officials establish, maintain, and conduct programs under their authority. Two separate Area Directors of Civil Rights, who report to the OCR Director, provide guidance and direction in planning, developing, implementing, and evaluating their EEO/Affirmative Employment Program for Laboratories.

The OCR consists of three major units: Complaints Resolution and Internal Compliance Team (Title VII), External Complaints and Compliance Team (Title VI), and Work Force Diversity and Analysis Team. The centralized Title VII Team manages the Agency's discrimination complaints processing program pursuant to Title VII of the Civil Rights Act of 1964, as amended, and other non-discrimination statutes and guidelines. The unit recommends Agency-wide policies and procedures for processing allegations of discrimination based on race, color, religion, sex, national origin, age, physical or mental disability, sexual orientation, parental status, and reprisal. Further, the unit selects and trains collateral-duty EEO counselors who, as neutral third parties, attempt to solve such allegations informally. The unit also establishes counseling procedures, reviews EEOC decisions, and administers the Agency's systems for intake, resolution, investigation, processing, monitoring, and tracking of formal complaints.

The Title VI Team manages the Agency's external compliance program in accordance with Title VI of the Civil Rights Act of 1964, as amended, and other external civil rights statutes to ensure that recipients of EPA financial assistance do not discriminate on the basis of race, color, or national origin. The unit serves as the Agency's Title VI Coordinator pursuant to the Act, Executive Order 11764, and regulations of the Department of Justice.

The Work Force Diversity and Analysis (WD&A) Team ensures implementation of the Agency's Affirmative Employment Program and six major special emphasis programs. The unit includes six National EEO Managers, who serve both as liaisons with individual EPA organizations and as National Special Emphasis Program Managers (NSEPMs). NSEPMs administer the Federal Women's Program (FWP), including Women In Science and Engineering (WISE), and the National Administrative Council for Excellence (NACE); Black Employment Program (BEP), Asian/Pacific Islander Employment Program (APIEP); Hispanic Employment Program (HEP); American Indian/Alaska Native Employment Program (AIEP); and Persons with Disabilities Employment Program (PWDP).

The NSEPMs provide guidance and direction to formally appointed collateral-duty SEP managers in the Agency's Headquarters and Regional offices, who devote up to 20 percent of their time on SEP duties and responsibilities. The NSEPMs serve as technical advisors to the Office of Human Resources and Organizational Services (OHROS) regarding all matters having direct or indirect impact on the EEO program. In addition, the WD&A Team is responsible for developing the Agency's Affirmative Employment Program (AEP) Plans for Women and Minorities, and Persons with Disabilities. The NSEPMs are responsible for conducting program reviews of the EPA civil rights programs at Headquarters and Regional offices; developing Agency-wide Affirmative Employment policies, programs and plans; providing workforce data and analysis; developing and implementing Special Emphasis Programs and observances; and fostering partnerships between Agency program offices and Minority Academic Institutions (MAIs).

**AGENCY WIDE**

**FY 2002 PLAN UPDATE**

### **III. A. WORK FORCE PROFILE AND ANALYSIS - AGENCY-WIDE**

#### **1. SUMMARY**

This report consists of EPA's accomplishments in hiring, promoting, and developing the skills and abilities of minorities and women during Fiscal Year 2001.

This section depicts the distribution of EPA's permanent full-time employees by race and gender. The data is organized to show the total EPA population (Professional, Administrative, Technical, Clerical, Other, and Blue Collar, as PATCOB categories), and displays the Agency's Professional and Administrative series (mission critical and over 100 employees) separately. This report concentrates on the Professional and Administrative occupational categories because they represent the majority of the EPA work force (90.1%). The data is also arranged by specific grade groupings, as follows: GS 1-4, GS 5-8, GS 9-12, GS/GM-13, GS/GM-14, GS/GM-15, and SES, GS EQ.

The Agency-wide work force computations and subsequent analyses are based on comparisons with the National Civilian Labor Force (CLF) data for Professional and Administrative categories. The CLF is extracted from the 1990 Census, and provided by the U.S. Equal Employment Opportunity Commission (EEOC). The National CLF data for specific Professional occupations was used to analyze the Professional job series and the aggregated National Administrative CLF was used to analyze the Administrative job series.

The work force data is from EPAYS as of the last period of the FY 01 (September 22, 2001), unless stated otherwise. The tables present the actual numbers and the percentages are rounded to one decimal place, except when the percentage is less than one percent.

At the close of FY 2001, EPA's full-time permanent work force was 17,707. There was a net decrease of 25 employees, from 17,732 to 17,707. The majority of the EPA work force (90.1%) were in Professional and Administrative positions. As of September 30, 2001, White men occupied 7,139 (40.3%) of the positions, White women occupied 5,356 (30.2%), Minorities 5,212 (29.4%): Black men 754 (4.2%), Black women 2,565 (14.4%), Hispanic men 385 (2.2%), Hispanic women 439 (2.5%), Asian men 473 (2.7%), Asian women 454 (2.6%), American Indian men 66 (0.4%) and American Indian women 76 (0.4%). From FY 00 to FY 01, White men decreased by 97, from 7,236; White women decreased by 38, from 5,394; Minorities increased by 110: Black men increased by 23, from 731; Black women increased by 50; from 2,515; Hispanic men increased by 13, from 372; Hispanic women decreased by 5, from 444; Asian men increased by 11, from 462; Asian women increased by 17, from 437; American Indian men remained the same and American Indian women increased by 1, from 75.

#### **PROFESSIONAL**

At the end of FY 01, 8,241 (46.5%) of the Agency's work force were employed in Professional occupations. This represents a decrease of 61 employees, from 8,302 in FY 00. The total number of minorities increased by 14, from 1,637 to 1,651. White men occupied 4,460 (54.1%) of the Professional positions in FY 01, which was a decrease of 83, from 4,543; White women occupied 2,130 (25.8%) of the Professional positions, which was a decrease of 1, from 2,131 in FY 00.

Among minorities holding professional positions, Black men held 303 (3.7%), Black women 355 (4.3%), Hispanic men 219 (2.7%), Hispanic women 143 (1.7%), Asian men 348 (4.2%), Asian women 229 (2.8%), American Indian men 32 (0.4%), and American Indian women 22 (0.3%). During FY 01, Blacks had a net increase of 0.2%, Hispanics remained the same, Asians had an increase of 0.2%, and there was no change for American Indians. The total number of women increased by 4 (0.3%), from 2875 to 2879.

## **ADMINISTRATIVE**

At the end of FY 01, 7,717 (43.6%) of the Agency's work force were employed in Administrative occupations. This represents an increase of 90 employees, from 7,627 in FY 00. The total number of minorities increased by 109, from 2,383 to 2,492 in FY 01. White men occupied 2,517 (32.6%) of the Administrative positions, a decrease of 3 (-0.4%), from 2,520; White women occupied 2,708 (35.1%) of the Administrative positions, which was a decrease of 16, from 2,724 in FY 00. Minorities occupied 2,492 (32.3%) of the Agency's Administrative positions, which was an increase of 209, from 2,283 in FY 00.

Among minorities holding Administrative positions, Black men held 373 (4.8%), Black women 1,424 (18.5%), Hispanic men 153 (2.0%), Hispanic women 182 (2.4%) Asian men 113 (1.5%), Asian women 172 (2.2%), American Indian men 31 (0.4%), and American Indian women 44 (0.5%). During FY 01, Blacks had a net increase of 0.5%, Hispanics had a net increase of 0.3%, Asians had an increase of 0.2%, and there was no change for American Indians. The total number of women increased by 56 (no % change), from 4,474 to 4530.

## **CLERICAL**

At the end of FY 01, 957 (5.4%) of the Agency's work force were employed in Clerical positions. This represents an increase of 5, from 952 in FY 00. The total number of women in these occupations was 899 (93.9%): White women 311 (32.6%), Black women 493 (51.5%), Hispanic women 67 (7.0%), Asian women 23 (2.4%), and American Indian women 5 (0.5%). There was an overall decrease of women by 0.7%, with decreases for White women -2.0%, Hispanic women -1.1%, and American Indian women -0.1%. White men occupied 22 of these positions (2.3%) which was a decrease of -0.1% from FY 00. Minority men held 36 of these positions (3.8%): Black men 25 (2.6%) with a slight increase of 0.6%, Hispanic men 7 (0.7%) with a slight increase of 0.2%, Asian men 3 (0.3%) with no change, and American Indian men 1 (0.1%) with no change.

## **OTHER**

At the end of FY 01, 74 (0.4%) of the Agency's work force were employed in positions under the "Other" category, which was an increase of 2 positions from FY 00. Women occupied 52 of those positions (70.3%); Minorities occupied 49 of the positions (66.2%)

## **BLUE COLLAR**

At the end of FY 01, 15 (0.08%) of the Agency's work force were employed in Blue Collar positions, which remained the same from FY 00. White men occupied 7 (46.7%) of those positions and Black men occupied 8 (53.3%), which remained the same from FY 00.

## **COMPLAINTS PROCESSING - TITLE VII**

During FY 01, 126 precomplaints were counseled and 85 formal complaints filed, which resulted in a 34% resolution rate for the period. At the precomplaint stage, out of sixteen (16) employees who selected Alternative Dispute Resolution (ADR), 8 precomplaints were resolved and 8 filed formal complaints. At the formal stage of the process, ten (10) complainants selected ADR, which resulted in five (5) settlements, and five (5) continued through the process. The major bases for complaints were: Reprisal (59), Race and Color (Black) (46). The major claims were: Promotion/Nonselection (28), and Assignment of Duties (18).



There were 189 complaints on hand at the beginning of the report period, with 123 complaints closed. Of the complaints closed, there were: 9 withdrawals, 54 settlements (inclusive of formal complaints settled during ADR), and 60 Final Agency Decisions (FADs) - 58 at the Agency level and 2 decisions rendered by the Equal Employment Opportunity Commission (EEOC) at the Hearing stage.

**U.S. ENVIRONMENTAL PROTECTION AGENCY**  
**AGENCY-WIDE**  
**CHANGE IN WORKFORCE EEO PROFILE BY PATCOB CATEGORY**  
**October 1, 2000 to September 30, 2001**

		TOTAL		WHITE		BLACK		HISPANIC		ASIAN/PACIFIC ISLANDER		AMER INDIAN ALASKA NATIVE	
		All	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
PROFESSIONAL	9/00 #	8302	2875	4534	2131	299	347	218	147	344	226	32	24
	%		34.6	54.6	25.7	3.6	4.2	2.6	1.8	4.1	2.7	0.4	0.3
	9/01 #	8241	2879	4460	2130	303	355	219	143	348	229	32	22
	%		34.9	54.1	25.8	3.7	4.3	2.7	1.7	4.2	2.8	0.4	0.3
	CHANGE %	-61	0.3	-0.5	0.1	0.1	0.1	0.1	-0.1	0.1	0.1	0.0	0.0
ADMINISTRATIVE	9/00 #	7627	4474	2520	2724	357	1377	141	174	106	158	29	41
	%		58.7	33.0	35.7	4.7	18.1	1.8	2.3	1.4	2.1	0.4	0.5
	9/01 #	7717	4530	2517	2708	373	1424	153	182	113	172	31	44
	%		58.7	32.6	35.1	4.8	18.5	2.0	2.4	1.5	2.2	0.4	0.5
	CHANGE %	90	0.0	-0.4	-0.6	0.1	0.4	0.2	0.1	0.1	0.1	0.0	0.0
TECHNICAL	9/00 #	764	573	141	196	39	312	5	37	4	25	2	3
	%		75.0	18.4	25.7	5.1	40.8	0.7	4.8	0.5	3.3	0.3	0.4
	9/01 #	703	530	127	188	35	278	4	38	5	21	2	5
	%		75.4	18.1	26.7	5.0	39.5	0.6	5.4	0.7	3.0	0.3	0.7
	CHANGE %	-61	0.4	-0.3	1.0	-0.1	-1.3	-0.1	0.6	0.2	-0.3	0.0	0.3
CLERICAL	9/00 #	952	901	23	329	19	468	5	77	3	21	1	6
	%		94.6	2.4	34.6	2.0	49.2	0.5	8.1	0.3	2.2	0.1	0.6
	9/01 #	957	899	22	311	25	493	7	67	3	23	1	5
	%		93.9	2.3	32.6	2.6	51.5	0.7	7.0	0.3	2.4	0.1	0.5
	CHANGE %	5	-0.7	-0.1	-2.0	0.6	2.3	0.2	-1.1	0.0	0.2	0.0	-0.1
OTHER	9/00 #	72	42	11	14	9	11	3	9	5	7	2	1
	%		58.3	15.3	19.4	12.5	15.3	4.2	12.5	6.9	9.7	2.8	1.4
	9/01 #	74	52	6	19	10	15	2	9	4	9	0	0
	%		70.3	8.1	25.6	13.5	20.3	2.7	12.2	5.4	12.2	0.0	0.0
	CHANGE %	2	12.0	-7.2	6.2	1.0	5.0	-1.5	-0.3	-1.5	2.5	-2.8	-1.4
BLUE-COLLAR	9/00 #	15	0	7	0	8	0	0	0	0	0	0	0
	%		0.0	46.7	0.0	53.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	9/01 #	15	0	7	0	8	0	0	0	0	0	0	0
	%		0.0	46.7	0.0	53.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	CHANGE %	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	9/00 #	17732	8865	7236	5394	731	2515	372	444	462	437	66	75
	%		50.0	40.8	30.4	4.1	14.2	2.1	2.5	2.6	2.5	0.4	0.4
	9/01 #	17707	8890	7139	5356	754	2565	385	439	473	454	66	76
	%		50.2	40.3	30.2	4.3	14.4	2.2	2.5	2.7	2.6	0.4	0.4
	CHANGE %	-25	0.2	-0.5	-0.2	0.2	0.2	0.1	0.0	0.1	0.1	0.0	0.0

### **III. A. 2. GRADE LEVEL SUMMARY - AGENCY-WIDE**

*Grade groupings GS 1-4, GS 5-8, GS 9-12, GS/GM-13, GS/GM-14, GS/GM-15, and SES were evaluated to determine the status of EEO groups throughout EPA Agency-wide.*

The total employment for EPA Agency-wide is 17,707, a decrease of 25 employees, from 17,732 in FY 2000. White men occupied 40.3%, White women 30.2%, Black men 4.3%, Black women 14.4%, Hispanic men 2.2%, Hispanic women 2.5%, Asian men 2.7%, Asian women 2.6%, American Indian men 0.4%, and American Indian women 0.4%. There were increases for the following groups: Black men 0.2%, Black women 0.2%, Hispanic men 0.1%, Asian men 0.1%, and Asian women 0.1%. The following groups remained the same: Hispanic women at 2.5%, American Indian men 0.4% and American Indian women 0.4%. There were decreases for the following groups: White men 0.5% and White women 0.2%.

**GS 1-4:** As of the end of FY 2001, of the total work force, 123 (0.7%) employees were in this grade grouping, which was an increase of only 8 employees, from 115 in FY 00. American Indian men were absent at this level. White men occupied 7.3% of these positions, White women 17.1%, Minorities: Black men 13.0%, Black women 42.3%, Hispanic Men 2.4%, Hispanic women 8.1%, Asian men 4.1%, Asian women 4.9%, and American Indian women 0.8%. There were decreases from FY01 to FY02 for White men (3.1%), Hispanic men (1.1%), Hispanic women (6.7%), Asian men (1.1%). There were increases for White women 2.3%, Black men 1.7%, Black women 6.6%, Asian women 0.6%, and American Indian women 0.8%.

**GS 5-8:** Of the total work force, 1353 (7.6%) employees were in this grade grouping, which was a decrease of 87 employees, from 1440 in FY 00. All groups were represented at this level. White men occupied 6.9% of these positions, White women 32.2%, Minorities: Black men 3.9%, Black women 44.5%, Hispanic men 0.8%, Hispanic women 7.2%, Asian men 0.7%, Asian women 3.0%, American Indian men 0.2%, American Indian Women 0.5%. There were decreases in Black women (0.6%), Asian women (0.5%), American Indian men (0.1%), and American Indian women (0.2%). There were increases for White men 0.4%, White women 0.5%, Black men 0.1%, Hispanic men 0.1%, Hispanic women 0.1%, and Asian men 0.1%.

**GS 9-12:** Of the total work force, 4306 (24.3%) employees were in this grade grouping, which was a decrease of 205 employees, from 4511 in FY 00. All groups were represented at this level. White men occupied 26.1% of these positions, White women 33.5%, Minorities: Black men 5.2%, Black women 22.2%, Hispanic men 2.4%, Hispanic women 3.4%, Asian men 2.5%, Asian women 3.4%, American Indian men 0.5%, American Indian women 0.9%. Hispanic men remained at 2.4% from FY 00. The following decreases occurred: White men (1.4%), White women (0.4%), and Asian men (0.2%). The following increases occurred: Black men 0.2%, Black women 1.3%, Hispanic women 0.2%, Asian women 0.3%, American Indian men 0.1%, and American Indian women 0.1%.

**GS/GM-13:** Of the total work force 6563 (37.1%) employees were in GS/GM-13 positions, which was an increase of 171, from 6392 in FY 00. All groups were represented at this level. White men occupied 45.5%, White women 29.1%, Minorities: Black men 4.2%, Black women 9.8%, Hispanic men 2.4%, Hispanic women 1.7%, Asian men 3.5%, Asian women 2.9%, American Indian men 0.5%, American Indian women 0.3%. Black men remained at 2.4%, Hispanic women at 1.7%, and American Indian men at 0.5%. The following decreases occurred: White men (0.7%), White women (0.4%), and American Indian women (0.1%). The following increases occurred: Black women 0.6%, Hispanic men 0.1%, Asian men 0.2%, and Asian women 0.2%.

**GM-14:** Of the total work force, 3052 (17.2%) employees were in GS/GM-14 positions, which was an increase of 51 employees, from 3001 in FY 00. All groups were represented at this level. White men occupied 51.0% of these positions, White women 29.7%, Minorities: Black men 3.8%, Black women 7.0%, Hispanic men 2.1%, Hispanic women 1.7%, Asian men 2.6%, Asian women 1.7%, American Indian men 0.3% and American women 0.2%. Only one group decreased: White men (1.0%). Three groups remained the same: Hispanic men at 2.1%, Asian men at 2.6% and American Indian women 0.2%. There were increases for all other groups: White women 0.2%, Black men 0.4%, Black women 0.3%, Hispanic women 0.1%, Asian women 0.1%, and American Indian men 0.1%.

**GS/GM-15:** Of the total work force 1884 (10.6%) employees were in GS/GM-15 positions, which was an increase of 76 employees, from 1808 in FY 00. All the groups were represented at this level. White men occupied 59.2% of these positions, White women 28.3%, Minorities: Black men 2.4%, Black women 4.6%, Hispanic men 1.6%, Hispanic women 0.9%, Asian men 1.6%, Asian women 0.9%, American Indian men 0.2%, American Indian women 0.1%. White women remained the same at 28.3% and American Indian women at 0.1% from FY 00. There were two groups that decreased: White men (0.9%) and Asian men (0.1%). There were increases for: Black men 0.1%, Black women 0.2%, Hispanic men 0.1%, Hispanic women 0.1%, Asian women 0.1%, and American Indian men 0.1%.

**SES + GS EQ:** Of the total work force 290 (1.6%) employees were in SES positions, which was an decrease of 10 employees, from 300 in FY 00. American Indian men and women were absent at this level. All other groups were represented. White men occupied 57.9% of these positions, White women 27.9%, Minorities: Black men 5.9%, Black women 2.4%, Hispanic men 3.1%, Hispanic women 0.3%, Asian men 1.4%, Asian women 1.0%. There were decreases for the following: White men (2.8%), Black men (0.4%), Hispanic women (0.4%), Asian women (0.3%) and American Indian men (0.3%). The following groups increased: White women 2.9%, Black women 0.4%, Hispanic men 0.1%, and Asian men 0.7%.

**U.S. ENVIRONMENTAL PROTECTION AGENCY  
AGENCY-WIDE**

**CHANGE IN WORKFORCE EEO PROFILE BY PATCOB CATEGORY  
October 1, 2000 to September 30, 2001**

		TOTAL	WHITE		BLACK		HISPANIC		ASIAN/PACIFIC ISLANDER	AMER INDIAN ALASKA NATIVE			
		<u>All</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
GS 1-4	9/00 #	115	80	12	17	13	41	4	17	6	5	0	0
	%		69.6	10.4	14.8	11.3	35.7	3.5	14.8	5.2	4.3	0.0	0.0
	9/01 #	123	90	9	21	16	52	3	10	5	6	0	1
	%		72.3	7.3	17.1	13.0	42.3	2.4	8.1	4.1	4.9	0.0	0.8
	CHANGE %	8	2.7	-3.1	2.3	1.7	6.6	-1.1	-6.7	-1.1	0.6	0.0	0.8
GS 5-8	9/00 #	1440	1269	93	456	54	650	10	102	9	51	5	10
	%		88.1	6.5	31.7	3.8	45.1	0.7	7.1	0.6	3.5	0.3	0.7
	9/01 #	1353	1183	94	435	53	602	11	98	9	41	3	7
	%		87.4	6.9	32.2	3.9	44.5	0.8	7.2	0.7	3.0	0.2	0.5
	CHANGE %	-87	-0.7	0.4	0.5	0.1	-0.6	0.1	0.1	0.1	-0.5	-0.1	-0.2
GS 9-12	9/00 #	4511	2796	1241	1529	224	944	107	148	123	140	20	35
	%		62.0	27.5	33.9	5.0	20.9	2.4	3.3	2.7	3.1	0.4	0.8
	9/01 #	4306	2728	1123	1444	222	956	104	146	109	145	20	37
	%		63.4	26.1	33.5	5.2	22.2	2.4	3.4	2.5	3.4	0.5	0.9
	CHANGE %	-205	1.4	-1.4	-0.4	0.2	1.3	0.0	0.1	-0.2	0.3	0.1	0.1
GS/GM 13	9/00 #	6392	2782	2952	1886	268	590	149	110	210	173	31	23
	%		43.5	46.2	29.5	4.2	9.2	2.3	1.7	3.3	2.7	0.5	0.4
	9/01 #	6563	2881	2988	1911	273	644	159	114	232	190	30	22
	%		43.9	45.5	29.1	4.2	9.8	2.4	1.7	3.5	2.9	0.5	0.3
	CHANGE %	171	0.4	-0.7	-0.4	0.0	0.6	0.1	0.0	0.2	0.2	0.0	-0.1
GS/GM 14	9/00 #	3001	1190	1562	886	102	202	63	48	77	49	7	5
	%		39.7	52.0	29.5	3.4	6.7	2.1	1.6	2.6	1.6	0.2	0.2
	9/01 #	3052	1229	1555	905	116	215	65	51	78	51	9	7
	%		40.3	51.0	29.7	3.8	7.0	2.1	1.7	2.6	1.7	0.3	0.2
	CHANGE %	51	0.6	-1.0	0.2	0.4	0.3	0.0	0.1	0.0	0.1	0.1	0.0
GS/GM 15	9/00 #	1808	621	1086	511	42	80	27	14	30	14	2	2
	%		34.3	60.1	28.3	2.3	4.4	1.5	0.8	1.7	0.8	0.1	0.1
	9/01 #	1884	657	1116	534	45	87	31	17	31	17	4	2
	%		34.9	59.2	28.3	2.4	4.6	1.6	0.9	1.6	0.9	0.2	0.1
	CHANGE %	76	0.6	-0.9	0.0	0.1	0.2	0.1	0.1	-0.1	0.1	0.1	0.0
SES + GS EQ	9/00 #	300	87	182	75	19	6	9	2	2	4	1	0
	%		34.3	60.7	25.0	6.3	2.0	3.0	0.7	0.7	1.3	0.3	0.0
	9/01 #	290	92	168	81	17	7	9	1	4	3	0	0
	%		31.7	57.9	27.9	5.9	2.4	3.1	0.3	1.4	1.0	0.0	0.0
	CHANGE %	-10	2.6	-2.8	2.9	-0.4	0.4	0.1	-0.4	0.7	-0.3	-0.3	0.0

U.S. ENVIRONMENTAL PROTECTION AGENCY  
AGENCY-WIDE

CHANGE IN WORKFORCE EEO PROFILE BY GRADE GROUPING  
October 1, 2000 to September 30, 2001

		TOTAL		WHITE		BLACK		HISPANIC		ASIAN/PACIFIC ISLANDER		AMER INDIAN ALASKA NATIVE	
		All	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
ALL OTHERS	9/00 #	165	40	108	34	9	2	3	3	5	1	0	0
	%		24.2	65.5	20.6	5.5	1.2	1.8	1.8	3.0	0.6	0.0	0.0
	9/01 #	136	30	86	25	12	2	3	2	5	1	0	0
	%		22.1	63.2	18.4	8.8	1.5	2.2	1.5	3.7	0.7	0.0	0.0
	CHANGE %	-29	-2.1	-2.3	-2.2	3.3	0.3	0.4	-0.3	0.7	0.1	0.0	0.0
TOTAL	9/00 #	17732	8865	7236	5394	731	2515	372	444	462	437	66	75
	%		50.0	40.8	30.4	4.1	14.2	2.1	2.5	2.6	2.5	0.4	0.4
	9/01 #	17707	8890	7139	5356	754	2565	385	439	473	454	66	76
	%		50.2	40.3	30.2	4.3	14.4	2.2	2.5	2.7	2.6	0.4	0.4
	CHANGE %	-25	0.2	-0.5	-0.2	0.2	0.2	0.1	0.0	0.1	0.1	0.0	0.0

### III. A. 4. PROFESSIONAL SERIES ANALYSIS - AGENCY-WIDE

This analysis focuses on the major Professional occupational series. As of September 30, 2001, almost half (46.5%) of the EPA work force is employed in this occupational category, with professionals employed in the following occupational series: **Economists, General Biologists, Toxicologists, Accountants, Auditors, Environmental Engineers, Chemical Engineers, Attorneys, Contract and Procurement Specialists, Physical Scientists, Chemists, and Geologists.** The analysis describes the under representation rate (where applicable) by job series for each of the AEP groups as of September 30, 2001 in comparison to the National Professional Civilian Labor Force (CLF) for that specific series.

**Economists:** Of the total Professional work force, 115 (1.4%) worked as Economists. American Indian men, American Indian women, and Hispanic women are not represented in this series. White men occupied 60.9% of these positions, White women 25.2%, Black men 3.5%, Black women 2.6%, Hispanic men 0.9%, Asian men 6.1%, and Asian women 0.9%. The following groups were under-represented: White women (25.2%, CLF 39.0%), Hispanic men (0.9%, CLF 1.6%), Hispanic women (0.0%, CLF 1.2%), Asian women (0.9%, CLF 1.4%), American Indian men and women (0.0, CLF 0.1%).

**Biologists:** Of the total Professional work force, 739 (8.9%) worked as Biologists. All groups are represented in this job series. The following groups were under-represented: Hispanic men (1.6%, CLF 1.8%), Hispanic women (1.1%, CLF 1.4%), Asian men (1.2%, CLF 3.9%), Asian women (1.5%, CLF 3.4%).

**Toxicologists:** Of the total Professional work force, 163 (1.9%) worked as Toxicologists. The following groups were under-represented: White women (25.6%, CLF 33.6%), Black women (1.8%, CLF 2.0%), Hispanic men (0.6%, CLF 2.1%), Asian women (4.9%, CLF 5.3%). American Indian men and American Indian women are not represented in this series.

**Accountants:** Of the total Professional work force 176 (2.1%) worked as Accountants. There are three groups absent from this series: Hispanic men, American Indian men, and American Indian women. The following groups were under-represented: White women (26.7%, CLF 42.7%), Hispanic men (0.0%, CLF 1.8%), Hispanic women (1.1%, CLF 2.4%), American Indian men (0.0, CLF 0.1%), and American Indian women (0.0, CLF 0.2%).

**Auditors:** Of the total Professional work force 204 (2.5%) worked as Auditors. Except for American Indian women, all groups are present in this job series. The following groups are under represented: White women (27.9%, CLF 42.7%), Hispanic men (1.0%, CLF 1.8%), Hispanic women (1.0%, CLF 2.4%), Asian men (2.0%, CLF 2.3%), and American Indian women (0.0%, CLF 0.2%).

**Environmental Engineers:** Of the total Professional work force 1993 (24.2%) worked as Environmental Engineers. This is the most populous of the Professional series. All the AEP groups are present in this job series, and none are under represented.

**Chemical Engineers:** Of the total Professional work force 148 (1.8%) worked as Chemical Engineers. Except for American Indian women, all groups are present in this job series. American Indian women are not represented in the national professional civilian labor force for this series. None of the AEP groups are under represented.

**Attorneys:** Of the total Professional work force 1035 (12.6%) worked as Attorneys. All groups are present in this job category, and none are under represented.

**Contract Specialists:** Of the total Professional work force 296 (3.6%) worked as Contract and Procurement Specialists. All groups are present in this job category. The following groups were under represented: White women (32.4%, CLF 39.9%), Hispanic men (1.4%, CLF 2.4%), and Asian women (0.7%, CLF 0.9%).

**Physical Scientists:** Of the total Professional work force 2034 (24.7%) worked as Physical Scientists. This is the second most populous job series. All groups are present in this series. Hispanic women is the only group under represented (1.7%, CLF 2.4%).

**Chemists:** Of the total Professional work force 599 (7.3%) worked as Chemists. All groups are present in this job series. The following groups were under represented: Black men (3.3%, CLF 4.0%), Asian men (5.7%, CLF 6.4%).

**Geologists:** Of the total Professional work force 101 (1.2%) worked as Geologists. Hispanic women and American Indian women were absent from this occupation. The following groups were under represented: Hispanic men (1.0%, CLF 1.9%), Asian men (1.0%, CLF 1.6%) and American Indian women (0.0%, CLF 0.1%).



### **III. A. 4. ADMINISTRATIVE SERIES ANALYSIS - AGENCY-WIDE**

This summary focuses on the Administrative occupations. At the close of FY 2001, the Agency had 7,717 employees in the Administrative job category, comprising 43.6% of its total work force. All AEP groups were present in this job category. Under represented groups are: White women (35.1%, CLF 40.4%), Hispanic men (2.0%, CLF 2.6%), and Hispanic women (2.4%, CLF 2.6%).

**Environmental Protection Specialists:** Of the total Administrative work force 2835 (36.7%) worked as Environmental Protection Specialists. This is the most populous of the Administrative series. All AEP groups are present in this job series. The following groups were under represented: White women (39.1%, CLF 40.4%), Hispanic men (1.6%, CLF 2.6%), and Hispanic women (2.5%, CLF 2.6%).

**Personnel Management:** Of the total Administrative work force 164 (2.1%) worked in Personnel Management. The following AEP groups were under represented: White women (29.3%, CLF 40.4%), Hispanic men (1.8%, CLF 2.6%), Asian men (0.0%, CLF 1.4%), and American Indian men (0.0%, CLF 0.3%).

**General Administration:** Of the total Administrative work force 892 (11.6%) worked in General Administration. All of the AEP groups were present in this job series. The following groups were under represented: White women (36.5%, CLF 40.4%), Hispanic men (2.0%, CLF 2.6%), and American Indian men (0.1%, CLF 0.3%).

**Computer Specialists:** Of the total Administrative work force 591 (7.7%) worked as Computer Specialists. All groups are present in this job series. The following groups were under represented: White women (19.0%, CLF 40.4%), and American Indian women (0.2%, CLF 0.3%).

**Program Management:** Of the total Administrative work force 415 (5.4%) worked in Program Management. Except for American Indian women, all groups are present in this job series. The following groups were under represented: White women (30.4%, CLF 40.4%), Black women (4.3%, CLF 5.3%), Hispanic men (2.2%, CLF 2.6%), Hispanic women (0.2%, CLF 2.6%), Asian women (1.2%, CLF 1.4%), American Indian women (0.0%, CLF 0.3%).

**Management Analyst:** Of the total Administrative work force 1434 (18.6%) worked as Management Analysts. All of the AEP groups are present in this job series. The following groups were under represented: White women (39.1%, CLF 40.4%), Black men (3.2%, CLF 3.6%), Hispanic men (1.4%, CLF 2.6%), Hispanic women (2.1%, CLF 2.6%), Asian men (1.0%, CLF 1.4%), and American Indian men (0.2%, CLF 0.3%).

**General Finance:** Of the total Administrative work force 154 (2.0%) worked in General Finance. Except for American Indian men, all other AEP groups are present in this job series. The following groups were under represented: White women (33.8%, CLF 40.4%), Hispanic men (1.9%, CLF 2.6%), and American Indian men (0.0%, CLF 0.3%).

**Public Information:** Of the total Administrative work force 146 (1.9%) worked in Public Information. Except for American Indian men, all groups are present in this job series. The following groups were under represented: Hispanic women (1.4%, CLF 2.6%) and American Indian men (0.0%, CLF 0.3%).

**Grant Specialist:** Of the total Administrative work force 132 (1.7%) worked in this series. Except for Asian and American Indian men, all groups are present in this series. The following groups were under represented: White women (36.4%, CLF 40.4%), Hispanic men (2.3%, CLF 2.6%), Asian men (0.0%, CLF 1.4%), and American Indian men (0.0%, 0.3%).

**Criminal Investigation:** Of the total Administrative work force 236 (3.1%) worked as Criminal Investigators. Except for American Indian women, all AEP groups are present in this job series. The following groups were under represented: White women (17.4%, CLF 40.4%), Black women (5.1%, CLF 5.3), Hispanic women (0.8%, CLF 2.6%), Asian men (1.3%, CLF 1.4%), Asian women (0.8%, CLF 1.4%), and American Indian women (0.0%, CLF 0.3%).

U.S. ENVIRONMENTAL PROTECTION AGENCY

**AGENCY-WIDE**

DISTRIBUTION OF EEO GROUPS & COMPARISON WITH NATIONAL CIVILIAN LABOR FORCE (CLF)

**PROFESSIONAL**

		TOTAL		WHITE		BLACK		HISPANIC		ASIAN PACIFIC		AMERICAN INDIAN	
		ALL	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
ECONOMIST	#	115	33	70	29	4	3	1	0	7	1	0	0
110	%		27.8	60.9	25.2	3.5	2.6	0.9	0	6.1	0.9	0	0
NATIONAL CLF	100		43.9	50.2	39	2.3	2.3	1.6	1.2	1.8	1.4	0.1	0.1
GENRL BIO SCI	#	739	284	402	235	30	23	12	8	9	11	2	7
401	%		38.4	54.4	31.8	4.1	3.1	1.6	1.1	1.2	1.5	0.3	0.1
NATIONAL CLF	100		41.7	50.4	34.8	1.8	2.1	1.8	1.4	3.9	3.4	0.3	0.1
TOXICOLOGY	#	163	56	83	42	6	3	1	3	17	8	0	0
415	%		34.4	50.9	25.8	3.7	1.8	0.6	1.8	10.4	4.9	0	0
NATIONAL CLF	100		42.7	44.2	33.6	1.9	2	2.1	1.6	9.1	5.3	0	0.2
ACCOUNTING	#	176	93	66	47	13	34	0	2	4	10	0	0
510	%		52.8	37.5	26.7	7.4	19.3	0	1.1	2.3	5.7	0	0
NATIONAL CLF	100		52.7	40.7	42.7	2.4	4.3	1.8	2.4	2.3	3.1	0.1	0.2
AUDITING	#	204	89	85	57	23	22	2	2	4	8	1	0
511	%		43.6	41.7	27.9	11.3	10.8	1	1	2	3.9	0.5	0
NATIONAL CLF	100		52.7	40.7	42.7	2.4	4.3	1.8	2.4	2.3	3.1	0.1	0.2
ENVIRON ENGR	#	1993	565	1103	380	75	73	97	43	149	66	4	3
819	%		28.3	55.3	19.1	3.8	3.7	4.9	2.2	7.5	3.3	0.2	0.2
NATIONAL CLF	100		11.5	78.8	9.4	2.2	1.3	2.2	0.4	5.2	0.4	0.2	0
CHEM ENGR	#	148	45	75	30	5	3	6	6	16	6	1	0
893	%		30.4	50.7	20.3	3.4	2	4.1	4.1	10.8	4.1	0.7	0
NATIONAL CLF	100		11.1	77.7	9	2.7	0.8	2.3	0.5	6	0.9	0.1	0

**PROFESSIONAL AGENCY-WIDE CONTINUED.....**

		TOTAL		WHITE		BLACK		HISPANIC		ASIAN PACIFIC		AMERICAN INDIAN	
		ALL	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
GENRL ATTORNEY	#	1035	497	462	380	28	58	23	24	21	31	4	4
905	%		48	4.6	36.7	2.7	5.6	2.2	2.3	2	3	0.4	0.4
NATIONAL CLF		100	24.4	71	21.6	1.9	1.5	1.7	0.8	0.9	0.5	0.1	0.1
CONT & PROC	#	296	174	89	96	24	67	4	8	4	2	1	1
1102	%		58.8	30.1	32.4	8.1	22.6	1.4	2.7	1.4	0.7	0.3	0.3
NATIONAL CLF		100	45.9	48.2	39.9	2.1	3	2.4	1.9	1.2	0.9	0.2	0.2
GEN PHYS SCI	#	2034	709	1153	551	65	74	45	35	51	43	11	6
1301	%		34.9	56.7	27.1	3.2	3.6	2.2	1.7	2.5	2.1	0.5	0.3
NATIONAL CLF		100	64.4	25.3	2.3	2.3	1.6	0.4	2.4	0.8	0.2	0.2	
CHEMISTS	#	599	206	323	149	20	15	15	12	34	29	1	1
1320	%		34.4	53.9	24.9	3.3	2.5	2.5	2	5.7	4.8	0.2	0.2
NATIONAL CLF		100	27.4	60	20.7	4	2.1	2	1.2	6.4	3.4	0.2	0.1
GEOLOGIST	#	101	17	77	15	3	1	1	0	2	1	1	0
1350	%		16.8	76.2	14.9	1	3	1	2	1	1	1	0
NATIONAL CLF		100	14.4	81.1	13.2	0.8	0.3	1.9	0.5	1.6	0.3	0.2	0.1

U.S. ENVIRONMENTAL PROTECTION AGENCY

**AGENCY-WIDE**

DISTRIBUTION OF EEO GROUPS & COMPARISON WITH NATIONAL CIVILIAN LABOR FORCE (CLF)

**ADMINISTRATIVE**

		TOTAL		WHITE		BLACK		HISPANIC	ANIC	ASIAN PACIFIC		AMERICAN INDIAN	
		ALL	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
<b>ADMINISTRATIVE NAT'L CLF</b>			<b>50.4</b>	<b>42.1</b>	<b>40.4</b>	<b>3.6</b>	<b>5.3</b>	<b>2.6</b>	<b>2.6</b>	<b>1.4</b>	<b>1.4</b>	<b>0.3</b>	<b>0.3</b>
ENVRNMT PRO SPEC	#	2835	1628	995	1115	101	351	44	70	47	67	20	25
28	%		57.4	35.1	39.1	3.6	12.4	1.6	2.5	1.7	2.4	0.7	0.9
MISC PROG/ADM	#	892	609	222	326	36	241	18	26	6	13	1	3
301	%		68.3	24.9	36.5	4	27	2	2.9	0.7	1.5	0.1	0.3
COMPUTER/IT	#	591	224	262	112	59	73	18	8	26	30	2	1
334	%		37.9	44.3	19	10	12.4	3	1.4	4.4	5.1	0.3	0.2
PROG MGR	#	415	150	226	126	20	18	9	1	8	5	2	0
340	%		36.1	54.5	30.4	4.8	4.3	2.2	0.2	1.9	1.2	0.5	0
PROG/MGMT ANLST	#	1434	996	355	560	46	379	20	30	14	22	3	5
343	%		69.5	24.8	39.1	3.2	26.4	1.4	2.1	1	1.5	0.2	0.3
CRIM INVEST	#	236	57	146	41	16	12	13	2	3	2	1	0
1811	%		24.2	61.9	17.4	6.8	5.1	5.5	0.8	1.3	0.8	0.4	0
GRNTS SPEC	#	132	104	17	48	8	38	3	6	0	9	0	3
1101	%		78.8	12.9	36.4	6.1	28.8	2.3	4.5	0	6.8	0	2.3
PUBL INFO	#	146	84	49	62	7	15	4	2	2	4	0	1
1035	%		57.5	33.6	42.5	4.8	10.3	2.7	1.4	1.4	2.7	0	0.7
GNRL FINANCE	#	154	118	21	52	9	57	3	5	3	3	0	1
501	%		76.6	13.6	33.8	5.8	37	1.9	3.2	1.9	1.9	0	0.6

**ADMINISTRATIVE AGENCY-WIDE CONTINUED.....**

		TOTAL		WHITE		BLACK		HISPANIC		ASIAN PACIFIC		AMERICAN INDIAN	
		ALL		MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN		MEN	WOMEN
		WOMEN								WOMEN			
PERSONNEL SPEC	#	164	130	23	48	8	65	3	12	0	4	0	1
201	%		79.3	14	29.3	4.9	39.6	1.8	7.3	0	2.4	0	0.6

**AGENCY WIDE**

**REPORT ON OBJECTIVES AND ACCOMPLISHMENTS**





The following barrier statements/objectives and action items were either originally identified in the EPA's five year Affirmative Employment Program (AEP) Plan for Minorities and Women or have subsequently been added where needed. The U.S. Equal Employment Opportunity Commission (EEOC) requires that originally identified as well as subsequent barrier statements/objectives and action items be included in any updates to the Agency's AEP Plan Update until the barriers have been eliminated.

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENTS  
AGENCY WIDE**

PROGRAM ELEMENT:		PROGRAM EVALUATION		
PROBLEM/BARRIER STATEMENT	OBJECTIVE/ ACTION ITEMS	RESPONSIBLE OFFICIAL(S)	TARGET DATES	ACCOMPLISHMENTS <u>Yes/Partial/No</u>
The full realm of each individual organization's Affirmative Employment Program (AEP) Plan initiatives is not being reviewed and the results of management's efforts are not being considered in their performance evaluation.	To establish a comprehensive and consistent formal process through which organizational AEP initiatives are reviewed, specific results are assessed and used to evaluate the performance of management officials.			
	1. Each of OCR's National EEO Managers provide advice and guidance on all matters related to AEP and SEP initiatives, review AEP plans for adequacy and compliance with applicable law, and provide constructive feedback.	OCR	Ongoing	Y
	2. Use semi-annual work force status reports to provide "snapshots" of EPA regional and HQ program offices that keep them informed of their work force composition and to highlight areas of under representation.	OCR	April/October (annually)	Y
	3. Monitor and measure the Agency's progress in implementing EPA organizations' Affirmative Employment Program and Diversity Action Plans.	OCR, OHROS	Annually	Y
	4. Continue implementation of the Agency's SES accountability model that defines required SES EEO performance and ties SES awards and recognition to their ability to meet EEO performance expectations.	OARM	Action complete. Accountability measures are in place and are being implemented.	Y
Status: All of the action items in this section are complete. Affirmative Employment Program Plans for all of the major EPA organizations are reviewed for completeness and compliance with applicable law, and are monitored to determine effectiveness. Work force statistical analyses are developed semi-annually that provide EPA headquarters and regional offices with workforce composition data that reveals areas where under representation exists. Senior executives, as well as all supervisors and managers, have critical job elements (CJEs) covering AEP and diversity responsibilities. These actions will remain a part of the Agency's ongoing AEP efforts and annual Plan Update.				

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENTS  
AGENCY WIDE**

<b>PROGRAM ELEMENT: RECRUITMENT AND HIRING</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL(S)</b>	<b>TARGET DATES</b>	<b>ACCOMPLISHMENTS <u>Yes/Partial/No</u></b>
The representation of minorities and women in upper grade levels and in supervisory positions does not reflect the availability of minorities and women in lower grade levels.	To increase the representation of minorities and women in upper grade levels and in supervisory and managerial positions to a level that is commensurate with their representation in the Agency's work force.			
	1. Develop initiatives/projects aimed at recruiting women and minority groups that remain under represented.  2. Hire, train, and promote AEP group members to increase their representation in upper grade levels and in supervisory positions using available appropriate means.	AAs, Gen. Counsel, IG, RAs  AAs, Gen. Counsel, IG, CFO, RAs	As needed  Ongoing	Y  P
<p>Status: Agency Equal Opportunity Officers and Human Resources Offices continued to work untiringly with SEP and employee groups to ensure that hiring opportunities included diverse groups of candidates. In many organizations, detail and reassignment opportunities are competed. This provides more fair opportunities for employees to gain career enhancing experience. Some organizations hold meetings with senior staff within their respective division/office and at senior staff meetings to analyze promotions, awards and rotational assignments to ensure fairness and diversity. In many instances, open forums were held for announced vacancies to inform interested employees about job requirements and duties.</p> <p>The Agency's Work Force Development Strategy is of immeasurable benefit in training and helping prepare minorities and women, as well as, other employees for advancement. As part of that strategy, the Agency launched its SES Candidate Development Program in this report period that is designed to prepare prospective leaders for senior management positions. Agency national programs, such as the Hispanic Outreach Strategy, and Asian Pacific Islander Initiative that focus on employment and career advancement, community partnership, and economic development will continue.</p>				

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENTS  
AGENCY WIDE**

<b>PROGRAM ELEMENT: RECRUITMENT AND HIRING</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL(S)</b>	<b>TARGET DATES</b>	<b>ACCOMPLISHMENTS <u>Yes/Partial/No</u></b>
Current recruitment efforts are not yielding sufficient gains in hiring of minorities and women.	To select minorities and women at a progressive rate in those job series and grade levels where they remain under represented using available appropriate means.			
	1. Utilize recruitment strategies that have demonstrated results, e.g., appoint recruiting teams that include senior managers with full authority and responsibility for entry-level hiring.	AAs, RAs, OCR	As Needed	N
	2. Provide training to recruitment team members regarding recruitment responsibilities, interviewing techniques, reporting requirements.	OHROS (lead); AAs, RAs (support), EEOOs, (tech. asst.) OCR, Natl EEO/SEP Mgrs (adv)	As Needed	N
	3. Develop integrated recruitment strategies that are targeted to meet AEP hiring goals and coordinated with headquarters and regional offices.	OHROS (coordination); AAs, RAs, (action); EEOOs; OCR, SEP Mgrs (adv)	Ongoing	Y
<b>STATUS:</b> The EPA converted to a web-based recruitment and application system called "EZ Hire" in FY2001. With this system, EPA employees and outside job applicants can use the system to search and apply for employment opportunities nation-wide. A simple registration process allows employees and applicants to apply for positions online. Employees can also choose to be notified by email about specific job openings of interest to them and the status of each job for which they have applied. This method of making employment opportunities available to minorities and women is far more effective than what is required in the above Action Items 1 & 2. Therefore, these actions will be excluded from future AEP submissions.				

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENTS  
AGENCY WIDE**

<b>PROGRAM ELEMENT: RECRUITMENT AND HIRING</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL(S)</b>	<b>TARGET DATES</b>	<b>ACCOMPLISHMENTS <u>Yes/Partial/No</u></b>
Many women and minorities perceive that unnecessary education restrictions tend to limit development of the applicant pool, screening out qualified minorities and women for managerial and pre-managerial positions. There is also the perception that the barriers to eliminating this practice or lessening the effects are due to long held views on what constitutes "necessary" credentials for certain federal positions.	To increase the rate at which minorities and women are selected to managerial and mid-level positions.			
	1. Review proposed announcements of vacant supervisory positions to determine where multiple series listings, including the Environmental Protection Specialist (EPS) series, could be used to obtain qualified candidates rather than limiting applicants to one or two professional job series.	OHROS/OCR	As needed	Y
	2. Review staffing requirements for Agency organizations where substantial hiring is planned to determine whether structuring of professional jobs at the mid-level would permit the creation of EPS and other administrative or technical positions.	OHROS	As needed	P
	3. Develop clear and consistent selection data to provide a basis for monitoring.	OHROS	Ongoing	Y
	4. Monitor selection patterns to assess whether opening up qualification requirements results in a higher rate of selection for minorities and women.	OHROS/OCR	Ongoing	Y
<p>Status: This is no longer a barrier in the EPA. The elimination of this barrier is attributable, in large part to increased communication and information sharing between employees and management, and through efforts to more thoroughly educate employees on position requirements. In many instances open forums were held for announced vacancies to inform interested employees about job requirements and duties. Additionally, some EPA organizations have restructured mid-level professional positions to allow for the establishment of entry-level skills. The Agency's OCR continues to monitor selection patterns to determine where additional emphasis is needed. The OCR and OHROS periodically review assessment data on the number of women and minorities hired for managerial positions and publish Agency wide reports. The National SEP managers and councils continue working with managers to increase the number of minority and women managers and to ensure that selection criteria do not include unnecessary requirements.</p>				

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENTS  
AGENCY WIDE**

<b>PROGRAM ELEMENT: RECRUITMENT AND HIRING</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL(S)</b>	<b>TARGET DATES</b>	<b>ACCOMPLISHMENTS <u>Yes/Partial/No</u></b>
EPA has been unable to attract sufficient numbers of minority students for science and engineering positions.	To establish partnerships with Minority Academic Institutions (MAIs) particularly Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities, and Hispanic Serving Institutions (HSIs), and student chapters of minority professional organizations to enhance their knowledge of EPA programs, research funding, and employment opportunities.			
	1. Develop and publish a listing of existing relationships with MAIs to provide greater visibility and encourage support for MAIs, and to publicize the many programs through which students can pursue degrees in math, science, and engineering.	OCR,OARM	Annually	Y
	2. Identify existing research , fellowships, and other opportunities in EPA and disseminate to MAIs.	OCR	Annually	P
<p>Status: The Office of Civil Rights has developed and published a Minority Academic Institutions Directory which assists in providing an understanding of existing relationships with MAIs. Additionally, the Acting Black Employment Program Manager has responsibility for educating and assisting EPA organizations concerning ways to develop partnerships with and increase support for MAIs.</p>				

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENTS  
AGENCY WIDE**

<b>PROGRAM ELEMENT: RECRUITMENT AND HIRING</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL(S)</b>	<b>TARGET DATES</b>	<b>ACCOMPLISHMENTS <u>Yes/Partial/No</u></b>
EPA does not enjoy a mutually beneficial relationship with Minority Academic Institutions (MAIs). EPA programs are not well known among MAIs, nor has the Agency worked with them to make environmental science-related courses core components of liberal arts and technical programs.	To expand EPAs relationships with MAIs and establish more effective partnerships with them for the benefit of the institutions, the students, and EPA.			
	1. Expand EPA's relationships/partnerships with MAIs to develop mutually beneficial cooperative ventures.	AAs, RAs, senior managers, OCR	Ongoing	Y
	2. Provide support for undergraduate and graduate students and outreach programs in science and engineering fields.	AAs, RAs	Ongoing	Y
	3. Expand the current National Urban/Rural Fellows Program (NURF) and establish a two-year Environmental Science Management Fellowship (ESMF Program based on the NURF model.)	ORD	Ongoing	P
	4. Increase the availability of minority and women scientists and engineers.	OHROS, OCR, ORD	Ongoing	P
	5. Bring together students and faculty members from specific disciplines to examine environmental issues and problems, help expand MAI research and teaching capabilities, and attract pre-doctoral students or post-doctoral fellows.	ORD	Ongoing	P
	6. Foster a pro-active and positive relationship between EPA organizations and individual MAIs.	OCR, ORD, AAs, RAs, senior Mgrs.	Ongoing	P
<p>Status: The Agency participated in a variety of activities in support of MAIs, including Hispanic-Serving Institutions (HSIs), Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities, as well as MAI-related organizations such as the Hispanic Association of Colleges and Universities (HACU), the American Indian Science and Engineering Society (AISES), and the National Association for Equal Opportunity (NAFEO). The support included participation in recruitment/job fairs, Intergovernmental Personnel Assignments, establishment of Memoranda of Understandings, research and training grants, fellowships and internships and through funding of several Interagency Agreements with select organizations who provide planning and coordination services for HBCUs.</p>				

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENTS  
AGENCY WIDE**

<b>PROGRAM ELEMENT:    EMPLOYEE DEVELOPMENT</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL(S)</b>	<b>TARGET DATES</b>	<b>ACCOMPLISHMENTS <u>Yes/Partial/No</u></b>
Some managers seem to perceive that minorities and women are not qualified for managerial positions, and some employees are unable to relate well to persons of a different race, ethnicity, or gender. Lack of awareness of the Agency's AEP obligations, and scarce resources may be a barrier to assess the need for and develop comprehensive training.	To train managers and employees so that they will understand the requirements of equal opportunity law and value the diversity within the work force.			
	1. Monitor equal opportunity complaints or problems to determine EEO training needs.  2. Present training that will address all aspects of equal employment opportunity law and diversity.	OCR  OCR	Ongoing  Annually	Y  Y
Status: The Office of Civil Rights' Complaint Resolution and External Compliance Staff monitors discrimination complaints to determine most frequently cited bases and issues. This provides indications of areas where training may be needed, i.e., training in EEO law, diversity training, sexual harassment prevention, etc. During this report period, the Office of Civil Rights provided training in EEO law, discrimination complaints, and other applicable subject areas to 1,011 supervisors and managers. This represents 63% of the 1600 employees in the target group.				



**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENTS  
AGENCY WIDE**

<b>PROGRAM ELEMENT:      EMPLOYEE DEVELOPMENT</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL(S)</b>	<b>TARGET DATES</b>	<b>ACCOMPLISHMENTS <u>Yes/Partial/No</u></b>
Many women and minorities in scientific professions perceive that they are unable to progress beyond entry and mid-levels because too much emphasis is placed on the amount of experience one has and not enough emphasis on excellence in one's profession. As a result, these individuals are viewed as undesirable candidates for movement into decision-making positions and, in a sense, penalized for not choosing to enter management. The present culture is not one that encourages and supports women's and minorities' efforts to gain the credentials and experience necessary to be competitive for senior level positions.	To offer satisfying and rewarding careers that provide professional growth and recognition for professional excellence for its scientific work force outside the context of the Senior Executive Service and management.			
	1. Ensure that minorities and women have equal and fair opportunity to serve in managerial rotational assignments, details, and shadow assignments across EPA organizations.  2. Expand management development programs and ensure that women and minorities have equal and fair opportunity to participate	Administrator, AAs, RAs Managers/supervisors   Administrator, OHROS, ARAs	Ongoing      Ongoing	Y      Y
Status: The EPA Learning Institute has implemented a Leadership Development proposal that aligns the Agency's Executive Development Program with overall management development, and refocuses the mid-level development effort to a more comprehensive model for non-managerial development, building toward overall SES competencies. The end point for the program has been a fundamental shift to a "talent mindset," and support for more progressive management styles that incorporate responsibility for shared leadership. These actions are complete and will be removed from further AEP submissions.				

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENTS  
AGENCY WIDE**

<b>PROGRAM ELEMENT:           EMPLOYEE DEVELOPMENT</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL(S)</b>	<b>TARGET DATES</b>	<b>ACCOMPLISHMENTS <u>Yes/Partial/No</u></b>
Many employees, most of them women, bear the primary responsibility for child-raising and elder care. Several of them experience conflict in their careers between personal and professional responsibility because the organizational culture is not compatible with, or sensitive to the needs of the modern family.	To maintain alternative work arrangements that help put all employees on equal footing as colleagues and parents. Ensure that EPAs management structure understands, and is sensitive to, family issues that are driven by the demographic reality of the work force.			
	1. Provide training for employees that addresses issues such as career decisions, balancing professional and personal needs, office politics, networking, and mentoring.	OHROS	Annually	Y
	2. Publicize formal career counseling/assistance services that are accessible to all employees.	OHROS	Ongoing	Y
	3. In diversity and management training, include a segment that addresses family issues and the importance of being responsive to family needs.	OHROS	Annually/as needed	Y
Status: The EPA participates in several programs that are designed to accommodate the needs of the modern family, e.g., compressed work week schedules, part-time work schedules, implements family leave policies, employee counseling and assistance programs, etc. This action is complete and will be excluded from further submissions.				

U.S. ENVIRONMENTAL PROTECTION AGENCY  
FY 2002  
GOALS BY PATCOB  
AGENCY-WIDE

CATEGORIES		TOTAL	WOMEN	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER	AMER.INDIAN/ ALASKAN NATIVE
PROFESSIONAL	ACTUAL	8241	2879	658	362	577	54
	PLANNED	8252	2886	660	366	582	54
	GOALS	11	7	2	4	5	0
ADMINISTRATIVE	ACTUAL	7717	4530	1797	335	285	75
	PLANNED	7764	4530	1797	382	285	75
	GOALS	47	0	0	47	0	0
TECHNICAL	ACTUAL	703	530	313	42	26	7
	PLANNED		-----	-----	-----	-----	-----
	GOALS	-----	-----	-----	-----	-----	-----
CLERICAL	ACTUAL	957	899	518	74	26	6
	PLANNED	-----	-----	-----	-----	-----	-----
	GOALS	-----	-----	-----	-----	-----	-----
BLUE-COLLAR	ACTUAL	15	0	8	0	0	0
	PLANNED	-----	-----	-----	-----	-----	-----
	GOALS	-----	-----	-----	-----	-----	-----

U.S. ENVIRONMENTAL PROTECTION AGENCY  
FY 2001 GOALS ACCOMPLISHMENT  
BY MOST POPULOUS PROFESSIONAL SERIES AND AGGREGATE ADMINISTRATIVE SERIES  
AGENCY-WIDE

PROFESSIONAL JOB SERIES		GOALS	WOMEN	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER	AMER.INDIAN ALASKAN NATIVE
110	ECONOMIST	GOALS SET	1	--	1	--	1
		GOALS ACCOMPLISHED	1	1	--	--	--
401	BIOLOGIST	GOALS SET	6	--	1	4	1
		GOALS ACCOMPLISHED	7	1	1	0	1
408	ECOLOGY	GOALS SET	3	1	--	2	--
		GOALS ACCOMPLISHED	-1	0	-1	0	0
510	ACCOUNTANT	GOALS SET	--	--	1	1	--
		GOALS ACCOMPLISHED	5	5	0	1	-1
511	AUDITORS	GOALS SET	4	--	4	--	--
		GOALS ACCOMPLISHED	-9	-1	-1	0	0
601	GENERAL HEALTH SCIENCE	GOALS SET	2	--	1	2	--
		GOALS ACCOMPLISHED	-1	0	0	1	0
819	ENVIRONMENTAL ENGINEER	GOALS SET	4	3	1	9	2
		GOALS ACCOMPLISHED	-13	-4	-4	6	-1
830	MECHANICAL ENGINEER	GOALS SET	--	--	--	2	--
		GOALS ACCOMPLISHED	-2	0	0	2	0
905	ATTORNEYS	GOALS SET	--	1	2	--	6
		GOALS ACCOMPLISHED	4	-1	-3	3	0
1301	PHYSICAL SCIENTIST	GOALS SET	9	6	3	8	7
		GOALS ACCOMPLISHED	5	-1	1	0	0
1320	CHEMIST	GOALS SET	4	2	2	4	1
		GOALS ACCOMPLISHED	-3	1	1	-1	-1
	AGGREGATED ADMIN.	GOALS SET	16	15	54	15	8
		GOALS ACCOMPLISHED	66	62	16	15	5

U.S. ENVIRONMENTAL PROTECTION AGENCY  
FY 2002  
GOALS BY PROFESSIONAL SERIES & AGGREGATED ADMINISTRATIVE  
AGENCY-WIDE

PROFESSIONAL JOB SERIES		WOMEN	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER	AMER.INDIAN ALASKAN NATIVE
110	ECONOMIST	0	0	2	0	0
401	BIOLOGY	6	0	1	4	0
415	TOXICOLOGIST	1	0	1	0	0
510	ACCOUNTANT	0	0	0	0	0
511	AUDITOR	0	0	0	0	0
1102	CONTR/PROCUREMENT	0	0	0	1	0
1320	CHEMIST	0	2	0	0	0
1350	GEOLOGIST	0	0	0	0	0
AGGREGATED PROFESSIONAL		7	2	4	5	0
AGGREGATED ADMINISTRATIVE		0	0	47	0	0

### **III. B. FY 2001 ACCOMPLISHMENT REPORT - AGENCY WIDE (INCLUDES REGIONS)**

#### **NOTEWORTHY ACTIVITIES/INITIATIVES**

##### ***LISTING OF NOTEWORTHY ACTIVITIES/INITIATIVES WHICH HAVE BEEN SUCCESSFUL IN IMPROVING EMPLOYMENT AND PROMOTION OPPORTUNITIES FOR WOMEN AND MINORITIES***

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**E**PA strives to be the employer of choice for a diverse group of professionals and administrative personnel - and not only seeks to hire the best and brightest, but to continuously nurture a high performing staff. At the core of a harmonious and productive working environment is the ability of the Agency to embrace diversity. This encompasses diversity based on race/ethnicity or national origin, age, disability, gender, sexual orientation, parental status, religious expression, educational background, professional expertise, and much more.

Extensive progress has been made to promote diversity and fairness throughout the Agency during FY 01. The EPA Administrator announced her commitment to a workplace free of discrimination and supported proactive initiatives to ensure fairness and equality within the workplace. A "Policy on EEO and Prohibiting Discrimination and Harassment" was distributed to all employees, mandatory 2-day Equal Employment Opportunity Commission (EEOC)/Office of Civil Rights (OCR) Training was conducted for managers and supervisors, personnel policies and practices were reviewed, and the Administrator and leadership showed their visible support for equal opportunity and affirmative employment programs and activities. A major focus of the Agency's diversity efforts, nationally and locally, was to increase the representation of women, minorities, and people with disabilities. This section of the AEP focuses on the following EPA Agency-wide initiatives and accomplishments:

#### **' EPA DIVERSITY EFFORTS**

#### **' EPA's NATIONAL RECRUITMENT STRATEGY**

The remainder of the report focuses on EPA Headquarters and Regions, highlighting any of the following four key areas:

#### **' CIVIL RIGHTS, DIVERSITY AND TRAINING**

#### **' SPECIAL EMPHASIS PROGRAMS**

#### **' MINORITY SERVING INSTITUTIONS**

#### **' RECRUITMENT, HIRING, MERIT PROMOTIONS, AND AWARDS**

## EPA'S DIVERSITY EFFORTS

**E**PA's diversity efforts incorporated a number of initiatives that can be categorized as follows:

***Diversity Action Plans***, which are directed at strengthening local diversity efforts and offering employees the opportunity to raise fairness issues, structure solutions, and promote diversity awareness.

***Recruiter's Handbook***, which contains information that a recruiter needs to successfully market EPA programs to attract high quality, diverse applicants to EPA.

***A Manager's Toolkit for Hispanic Recruitment***, which represents a practical and comprehensive resource for Agency supervisors and other decision-makers to assist in overcoming the under-representation of skilled Hispanic workers in the EPA workforce.

***National Hispanic Outreach Strategy***, which sets out a comprehensive approach to promoting greater access to economic and employment opportunities with the Agency and increasing EPA support for Hispanic Serving Institutions (HSI's) of higher education.

***Employment Opportunities for Individuals with Disabilities Plan***, which describes how EPA's recruitment, career development, and other employee assistance programs and strategies support its commitment to provide hiring, placement, and advancement opportunities for individuals with disabilities.

***Asian American & Pacific Islander (AAPI) Initiative***, which reflects a balance of internal and external activities, strategies and Agency goals for ensuring adequate representation of AAPIs in the workforce.

***Native American Employment Strategy***, which identifies activities and share best practices aimed at promoting recruitment and career advancement for Native Americans.

***Veterans' Recruitment Strategy***, which seeks to maximize employment opportunities for veterans in EPA and complement EPA's *Disabled Veterans Affirmative Action Plan*.

***EPA Intern Program***, which is an initiative set forth in the Agency's 1997 Diversity Action Plan (DAP). EPA recruits actively in the Hispanic and predominantly African American college and university networks. More than half of the 79 Interns hired in the first three years of this program were minorities or people with disabilities; and many were outstanding scholars in college.

***Partnerships with Minority Academic Institutions***, and educational institutions populated with high numbers of minority students. The Agency continues to establish relationships with professors, department chairs, and faculty advisors at these institutions to promote environmental studies and advise on curriculum development; provide fellowships for students pursuing degrees in environmental and engineering disciplines; host students for summer internships; and/or sponsor faculty on Intergovernmental Personnel Act (IPA) assignments.

***Cooperative Agreements***, have been initiated and approved with organizations such as the National Association for Equal Opportunity in Higher Education (NAFEO) in an effort to enrich the academic experiences of students and faculty from Historically Black Colleges and Universities (HBCUs) through

training and research opportunities.

***Diversity Managers/Advocates***, such as Special Emphasis Program Managers (SEPMs), human resources specialists, and selecting officials, have been selected to work together to target organizations, professional societies, and organizations providing job opportunity networks for people of minority heritage, people with disabilities, and veterans to fill critical jobs.

## **EPA's NATIONAL RECRUITMENT PROGRAM**

A key component in *EPA's Strategy for Human Capital* is the coordination and planning of recruitment activities Agency-wide. The major objectives are to: support offices in implementing Diversity Action Plans; implement recruitment and outreach strategies; locate the best qualified applicants while adhering to merit system principles and EEO requirements; establish a framework for Human Resources offices to implement recruitment initiatives; and assist in the reestablishment of effective relationships with Minority Academic Institutions (MAIs), Historically Black Colleges & Universities (HBCUs), Hispanic Serving Institutions (HSIs), and other minority organizations and groups.

Integral to the program is the development and dissemination of tools, development and implementation of outreach strategies, and monitoring and evaluation of results. These include development of training materials for recruiters and on-line tools to assist managers in their recruiting efforts; enhancement of the EPA Website to attract and inform applicants about job opportunities; participation at national recruiting events and activities, and the production and maintenance of state-of-the-art recruitment booths and materials to use at these events.

EPA's comprehensive recruitment program incorporates both national and local diversity efforts with the use of outreach, special hiring authorities, incentives, internships, fellowships, or other programs to identify and hire entry-level to senior specialists, as described below.

### ***Outreach to Potential Applicants***

- ' Use of paid advertisements in national journals.
- ' Sending vacancy announcements to organizations that reach out to or include people with the special skills and interests associated with EPA work.
- ' Forming partnerships with national and local organizations, such as the Office of Disability Employment Policy/Department of Labor (DOL), National Hispanic Environmental Council, Greater Boston Federal Executive Board.
- ' Participation in national and local recruiting events, sponsored by such organizations as the American Indian Science & Engineering Society, Federal Asian Pacific American Council, National Organization of Black Chemists & Chemical Engineers, President's Committee on Employment of People with Disabilities, Retired Officers' Association, Society of Hispanic Professional Engineers, and Society of Women Engineers.



## ***Special Appointment Authorities and Programs***

- ' The Agency's use of the following special hiring authority: Schedule A, 5 CFR 213.3102(t) for Hiring People with Mental Retardation; Schedule A, 5 CFR 213.3102(u) for Hiring People With Severe Physical Disabilities; Schedule B, 5 CFR 213.3202(k) for Hiring People Who Have Recovered from Mental Illness; Schedule A, 5 CFR 213.3102(ll) for Hiring Readers, Interpreters, and Other Personal Assistants; 5 CFR 316.302(b)(4) or 5 CFR 316.402(b)(4) for Hiring 30 Percent or More Disabled Veterans; 5 CFR 315.604 for Hiring Disabled Veterans Enrolled in VA Training Programs; and 5 CFR 316.201(b) for Hiring Worker Trainees for programs such as the Welfare to Work program.
- ' Veterans' Readjustment Appointment (VRA), an excepted service appointment for positions up to GS-11, under which an employee may be converted to the competitive service after two years.
- ' Student Career Experience Program (SCEP), a work-study program that provides opportunity for students in academic institutions to blend periods of study with periods of career-related employment. Under this program, students can be non-competitively converted to permanent positions after graduation and EPA can foster a working relationship with the academic institutions that will enhance the success of EPA's college recruitment.
- ' Outstanding Scholar Program, a special hiring authority established for entry-level administrative positions at the GS-5 and GS-7 level for college graduates with a GPA of 3.45 or better or who have graduated in the upper 10 percent of their class. (This authority, authorized under the terms of the Luevano Consent Decree, can only be used for specific series and job titles.)
- ' Bi-lingual/Bi-cultural, a special authority to hire persons, who have proficiency in Spanish and/or knowledge of Hispanic culture, in positions in which interaction with the public or job performance would be enhanced by having bilingual and/or bi-cultural skills. (This authority is authorized under the terms of the Luevano Consent Decree.)
- ' Presidential Management Intern Program, established to attract to Federal service outstanding graduate students from a variety of academic disciplines who have an interest in, and commitment to, a career in the analysis and management of public policies and programs. Graduate students participate in a competitive nomination process devised by their college or university.
- ' EPA Intern Program, a comprehensive entry-level, permanent employment and career development program, designed to recruit and nurture the next generation of EPA leaders. Interns enter a two-year, intensive process to help them develop their potential. Interns are centrally-funded for two years, after which time, the home base offices assume funding for the positions.
- ' Federal Career Intern Program, include excepted service appointments (Schedule B) not to exceed two years. Individuals are hired at grades GS-5, GS-7 or GS-9, and upon successful completion of the program, including a two-year formal training component, are eligible for noncompetitive conversion to career or career-conditional appointments. EPA has drafted a policy and implemented

this program at the local level in program offices and Regions.

- ' EPA Summer Honors Law Clerk Program, includes summer clerkships to approximately ten second year law school students to introduce them to the work of EPA. The focus of this summer program is to include schools with national reputations for environmental law, schools with significant minority populations, and HBCUs that have law schools.

### ***Incentives***

- ' Recruitment Bonus, a one time payment of up to 25% of base pay for a newly appointed employee when it is determined that, in the absence of such a bonus, difficulty would be encountered in filling the position.
- ' Superior Qualifications Appointment, provides pay at a higher step within the grade rate range to candidates with unusually high or unique qualifications EPA needs.
- ' Federal Student Loan Program, authorizes agencies to repay Federally insured student loans as a recruitment or retention incentive to attract or retain highly qualified General Schedule (GS) employees in professional, technical, or administrative positions. (EPA's Program is under development.)

### ***Internships and Fellowships***

- ' EPA National Network for Environmental Management Studies, a comprehensive fellowship program that provides students with practical research opportunities and experiences at EPA.
- ' EPA Science To Achieve Results (STAR) Graduate Fellowships, provide about 300 graduate students with stipends and tuition for environmental research at America's universities to increase the pool of candidates seeking careers in areas of importance to the Agency.
- ' Environmental Career Organization (ECO) Internships, promote the development of diverse leaders in environmental careers.
- ' Hispanic Association of Colleges and Universities (HACU) National Internship Program (HNIP), recruits college students for paid summer- and semester-long internships providing direct environmental experience at EPA.
- ' National Research Council Associateship Programs, make awards to doctorate level scientists and engineers, who can bring their special knowledge and research talents to work in research areas of interest to them at Federal agencies.
- ' Science and Technology Policy Fellowships, sponsored by the American Association for the Advancement of Science (AAAS), offers qualified science or engineering candidates one-year of unique public-policy learning experience and the opportunity to bring technical backgrounds and external perspectives to decision-making in the US government.

### *New EPA Hiring Initiative*

- ☐ EPA designed and implemented a new Web-based recruitment system called **eZhire @ EPA**. This system permits EPA employees and outside job seekers to apply for EPA's jobs online. It electronically qualifies, rates and ranks job applicants and produces a list of quality candidates for selecting officials in record time. As an Agency-wide system, **eZhire @ EPA** brings consistency to the recruitment process as well as significantly improving EPA's competitiveness in the job market

### *Work Life Initiatives*

- ☐ Family-friendly, work life quality options also help make EPA more competitive. Those currently available, or under consideration during the year, include: alternative and flexible work schedules; part-time employment and job sharing; telecommuting and flexi-place; transportation subsidies; business casual dress policy; child- and elder-care services; on-site child development centers and lactation stations; on-site health and fitness centers; leave bank/transfer programs; career assessment counseling; and employee counseling and assistance programs. EPA leads the government, and in some cases, the private sector, in many of these areas.

### *Hispanic Employment Initiative*

- ☐ **Supported and implemented the White House Initiative on Educational Excellence for Hispanic Americans.** To support this initiative, a number of EPA human resources offices have established a Memoranda of Understanding (MOU) with colleges and universities with large Hispanic student populations. These relationships provide opportunities to work closely with career centers to plan targeted recruiting trips, and identify and prepare Hispanic students for environmental careers through the initiation of environmental education programs with the schools.
- ☐ **Provided employment information to students, faculty and the Hispanic community.** The Agency in support of Executive Order 13166, on Improving Access to Services for Persons with Limited English Proficiency has provided employment information in both English and Spanish. EPA also provides employment information at national career fairs sponsored by Hispanic organizations and at the local level through school and community partnerships.
- ☐ **Used the Presidential Intern Program for hiring Hispanic Interns.** EPA encourages management to utilize the PMI program for recruiting, converting and advancing Hispanic college graduates.
- ☐ **Participated in the HACU National Internship Program.** Each year EPA participates in the HACU Job Fair. Students from HACU institutions have been identified and hired through the EPA Intern Program.
- ☐ **Used the flexibilities of the Student Educational Employment Program (SEEP) to bring Hispanic students into the Agency's shortage category occupations, as well as other occupations.** The agency encourages management to utilize the SEEP for recruiting, converting and advancing Hispanic college graduates.

' **Developed mentoring programs to motivate young people to pursue higher education and Federal careers.** To develop students for environmental careers and to promote environmental studies, EPA managers and human resources specialists developed and reinforced relationships with high schools and universities. The Agency particularly focused on schools with large minority populations. A significant number of agreements and MOU's have been signed with HSI's. EPA offices participated in a variety of mentoring programs.

' **Promoted participation of Hispanic employees in career development programs.** The EPA Intern Program includes Hispanic employees in career development programs. The program is a comprehensive, entry-level, permanent employment and career development program. EPA's Performance Planning, Employee Rating, Feedback, Opportunity, & Recognition Management System (PERFORMS) also encourages employees to create Individual Development Plans (IDPs) that describe employee career objectives that support organizational goals and identify relevant work assignments, self-development activities and formal training.

In FY 2001, of 32 participants in formal agency career development programs for employees at grades 5-8, 18 (56%) were women and 11 (34%) were minorities. In FY 2001, for formal government-wide career development programs for employees at: grades 9-12, of 35 participants 29 (83%) were women and 15 (43%) were minorities; grades 13-15, of 428 participants, 209 (49%) were women and 125 (29%) were minorities; Senior Pay, 4 participants, 2 (50%) were women and 3 (75%) were minorities. This data includes the following formal agency- and government-wide career development programs: EPA Upward Mobility Program, EPA Intern Program, Executive Leadership Program, OPM Management Development Program, Executive Potential Program, and Federal Executive Institute.

' **Assessed agency needs for full-time, part-time or collateral Hispanic Employment Program (HEP) Managers and assured that HEP Managers are integral members of the Agency's management team.** HEP Managers play an integral part in EPA's recruitment strategy. Headquarters and Regional human resources officers consult with HEP Managers concerning potential referrals, community applicant sources, and appropriate recruitment approaches. Some serve as recruiters at job fairs. In some of the Regional offices, the HEP Manager works closely with the Diversity Manager and the Regional Office of Civil Rights (OCR) Director.

## **B. FY 2001 ACCOMPLISHMENT REPORT - AGENCY WIDE (INCLUDES REGIONS)**

### **NOTEWORTHY ACTIVITIES/INITIATIVES**

#### *LISTING OF NOTEWORTHY ACTIVITIES/INITIATIVES WHICH HAVE BEEN SUCCESSFUL IN IMPROVING EMPLOYMENT AND PROMOTION OPPORTUNITIES FOR WOMEN AND MINORITIES*

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Following are noteworthy activities for the ten EPA Regional Offices throughout the country:

#### **REGION I (BOSTON)**

Senior Executives, as well as all supervisors and managers, have critical job elements (CJE) covering diversity responsibilities. Senior Executives actively participated in the development of a People Goal, which is currently being reviewed by each Office to focus on unique areas of concern. Anticipated feedback from staff, is an integral part of this effort, to be accomplished in early 2002.

A Regional Diversity Learning Plan was developed, approved and implementation was started during FY 01. The Plan is a comprehensive, multi-year plan designed to further EPA's mission by providing managers and staff with a better understanding of diversity issues and tools available to address them. The Plan contains both short- (6-12 month) and long-term (1-3 year) elements. It targets 3 audiences: senior leaders, managers and staff, and includes mandatory and elective elements. As a policy, in addition to mandatory training, each employee is encouraged and expected to review the curriculum and select the learning opportunities that are the most relevant to their needs. The Plan is still a work-in progress.

The competitive process was expanded internally to include many temporary assignments, particularly higher-graded ones, to all staff. Examples include: Brownfield's showcase communities; Smart Growth and "Lead" Region details; and temporary assignments in Air, Water and Native American Programs. The centralized review process monitors all hiring to ensure diversity within the Region in line with the Civilian Labor Force and the communities served. Annually, the Office Directors and all staff report on hiring, promotions, awards, merit promotion selections, and student employment as a means to assess progress and identify areas in need of improvement.

#### **REGION II (NEW YORK)**

The Region II Mentoring Program continued for its fourth year. This program, developed as an action item in the Region's Diversity Action Plan, has been extremely successful. The participants (mentors and mentees) have been diverse.

Women in Science and Engineering (WISE) held monthly "Meet and Greet" sessions with women

in high level positions in the Region, including the former Regional Administrator, the Director of the

Emergency and Remedial Response Division (who was serving as the Acting Deputy Regional Administrator), the Director of the Division of Environmental Science and Assessment, the Director of the Communications Division, and the Deputy Director of the Division of Enforcement and Compliance Assistance (who was acting as the Division Director). The sessions were designed to inform WISE members about how these women planned their careers, and included training, developmental and other work-related information. The speakers also provided information on how to balance work and family life. All sessions were extremely well-received by the participants.

The following career fairs were attended to increase minority applicant pools: City College of the University of New York, Brooklyn Polytechnic University, Metropolitan University, University of Puerto Rico, Inter-American University of Puerto Rico, and Polytechnic University of Puerto Rico.

### **REGION III (PHILADELPHIA)**

The Region continued to address issues identified by its Work Force Resources Council regarding the Merit Promotion System. In the on-going efforts to address these issues, the following Supervisory training was sponsored during the year: *Conflict Management*, *EEO Responsibilities*, *eZhire@EPA*, *Growing Leaders in the 21<sup>st</sup> Century*, *Labor Relations*, *Merit Systems Principles*, and *Reasonable Accommodations*. In addition, the Hispanic Employment Program Advisory Council hosted its annual retreat. Two topics were presented by Senior Managers: *The Importance of Communication Skills in Your Career Development* and *The Benefits of Career Ladder Movements: How to Get on the Fast Track within the Agency*. There were also two topics presented by Human Resources: *Enhancing your Resume: Preparing your KSAs or Evaluation Factors*, and *Individual Development Plans*.

An Special Emphasis Program (SEP) Open House was held to provide the workforce with an overall understanding of the SEP, the role of an SEP Manager, and current and future projects/activities. The Open House was well attended by both management and staff.

The Equal Employment Opportunity Office (EEOO) and the Office of Human Resources continued to work with the SEPs to ensure that all hiring opportunities included a diverse group of candidates. The Office of Human Resources (OHR) in coordination with EEOO performed advanced recruitment prior to announcements, used employee referrals, Delegated Examining Authority, diverse panels in the rating and ranking process, and centralized coordination in the interview process.

### **REGION IV (ATLANTA)**

A workforce development group was formed to assist the Region in implementing appropriate supervisory training, mid-level development training, and administrative support training. The Region held four pilot sessions of diversity training for staff and management. This training will be implemented for the entire Region in FY 2002. In addition, training sessions were scheduled in *Conflict Management*, *Interpersonal*

*Skills, Basic Human Resource Management, and Civil Rights;* and the Region continued career empowerment program efforts by providing an additional \$25,000 to the Interagency Agreement (IAG) with Department of Labor to cover more seminars and updates.

The Water Management Division (WMD) developed guidelines and recommendations for merit promotion selections to streamline the process and create diverse review panels. The information gathered throughout this process is utilized by the selecting official in making the final selection.

The Division Director and Deputy Division Director personally discussed the selection process with selecting officials. Information was provided to management officials regarding the diversity profile of the new hires. Vacancy announcements were mailed to minority organizations in an effort to publicize vacancies and increase the number of minority applicants for positions.

' **REGION V (CHICAGO)**

The Director, Office of Civil Rights, and President, AFGE Local Union 704, signed an agreement to provide Alternative Dispute Resolution (ADR) as an alternative process to settle precomplaint and formal EEO complaints. All aggrieved employees will be advised of the opportunity to use the ADR process to resolve EEO precomplaints and complaints. Prior to signing any agreement, bargaining unit members will be allowed at least four (4) work hours to review and familiarize themselves with ADR reference materials on ADR and other options, during hours when the library is open.

' **REGION VI (DALLAS)**

A Memorandum of Understanding was developed for coordinating outreach and strengthening the Region's partnership with the University of Texas at Brownsville. A Workgroup was established and met bi-weekly with representatives from the University to establish rapport and general guidelines. Conference calls were made to establish and set priorities for training, grants and internships.

Staff attended the following job fairs and career conferences: Hispanic Association of Colleges and Universities 14<sup>th</sup> Annual Conference, Image de Texas Annual Leadership and Training Conference, National Association for the Advancement of Colored People (NAACP) 92<sup>nd</sup> Conference, University of Texas at Arlington's Biochemical Society Conference, Urban Inter-Tribal Center of Texas' Career Fair 2001, and Federal Executive Board's Annual Conference.

' **REGION VII (KANSAS CITY)**

The Deputy Regional Administrator reviewed all Regional EEO complaints that were not resolved at the precomplaint and complaint stages and considered possible resolution/settlement options. This resulted in the successful settlement of several precomplaints and formal complaints. In addition, the Regional ADR process was fully implemented to address all workplace disputes, of an EEO and non EEO nature.

A Memorandum of Understanding with Lincoln University (LU), a Historically Black University, was revised to include the Missouri Department of Natural Resources, in an effort to strengthen the partnership

by further assisting LU with resources, faculty assistance, grants for environmental projects, and expansion of developmental opportunities for students. Another MOU was initiated with the University of Kansas Medical Center's Latino Math & Science Academy and a consortium of three area colleges, one of which Donnelly College, an Hispanic Serving Institution (HSI). The final phase of implementation of the

program will occur in FY 2002. In addition an MOU with Haskell Indian Nations University has assisted the Region throughout the year in building positive relationships with Tribes within and outside of the Region. Lectures and other educational forums were provided to the University of Kansas, Lincoln University and Haskell Indian nations University by a cross-section of Regional staff.

Meetings were held with senior staff within their respective Division/Office and at senior staff meetings to analyze promotions, awards and rotational assignments to ensure fairness and diversity. The Region had 126 promotions for the year, ranging from grades GS-4 to GS-15 (13 were temporary promotions). Eighty-nine or 71% of those promotions went to women, including minority women. Fifty or 40% went to minorities (36 Black, 6 Hispanic, 4 Asian and 4 American Indian). For the most part, these were career ladder promotions.

### **REGION VIII (DENVER)**

Over 70% of the Region participated in a second comprehensive organizational survey, which is a continuing effort to solicit feedback from the Region on areas that may need improvement, such as employee development and diversity.

An innovative communication bulletin, called "TMS Tips," was developed to provide the Region with key information about human resource, EEO and management topics. This bulletin was created as a direct result of feedback received from regional listening sessions. Topics included: promotions; informal/formal processes for resolving workplace disputes and issues; Quality Step Increases (QSIs); and Workforce Development Strategies.

The Region dedicated significant efforts to strengthening and continuous support for Special Emphasis Programs, which included committing resources to further enhance the SEP Team. A retreat, training, and several follow-up sessions with an outside consultant were provided for the SEPM Team. The Gay, Lesbian, Or Bisexual Employees (GLOBE) organization was included as part of the Team. As a result of this work, the team adopted a new name, "Unity Leadership Team," to further reflect the full diversity within the Region and the groups role as an advisor to management. The Team developed an innovative vision statement and worked on several key regional initiatives.

### **REGION IX (SAN FRANCISCO)**

A comprehensive new Management and Leadership Development Program for all supervisors and managers was launched during the year. The program provides continuing education to enhance leadership, communication, cultural sensitivity, group facilitation, Equal Employment Opportunity, and human resource management competencies. Supervisors and managers are expected to complete at least 40 hours of training annually. New supervisors are expected to complete at least 80 hours of training in their first year. During



March - June 2001, seventy managers and supervisors completed a one-day EEO workshop provided by an external consultant.

A dynamic job development and training program, called “Pathways to Opportunity Program,” was developed in 1999 and supported seven employees (five African American and two Asian American women). During their first three years of employment, the program participants received a wide variety of classroom training, such as *Team Building*, *Interviewing Skills*, *Timekeeping*, *Computer Courses: Windows, Lotus 1-2-3, and Freelance*, *Time Management*, and *Effective Presentations*. Success of the program was largely due to a support network comprised of a team of mentors and coaches for each participant. In addition to on-the-job training and formal classroom training, Pathway participants met monthly with their support team and Human Resources Office staff to discuss issues and specific topics designed to assist them in making a successful transition to permanent positions. All participants successfully completed the program, were recognized in a graduation ceremony which included remarks by the U.S. Department of Labor Regional Administrator who stated that the Region’s program “was an outstanding model” for other agencies, and all were converted to permanent positions.

The Robert J. Mullins Memorial Award was established in 1982 as a competitive academic scholarship opportunity targeted to permanent, full-time employees in positions with GS-10 or lower promotional potential, who do not currently have a bachelor’s degree. Employees receive up to \$2,000 in tuition assistance to attend classes at an accredited college or university in the San Francisco Bay Area, on a part-time basis (during work hours), to complete 30 semester units. The award is active for a two-year period. The majority of employees who qualify for this award are administrative support staff (who are predominantly minority women). Five employees competed for the FY 2000 award and three employees were selected for the award. In FY 2000, the Region increased the number of scholarship awards to three, from one or two in previous years.

The Regional Awards and Recognition Policy, developed by the Labor Management Partnership Council (LMPC), was highlighted as a good example of efforts to integrate diversity, equal opportunities and fairness into routine operations during the period. The Regional Awards and Recognition Policy have provided greater opportunities for employees to be recognized through the creation of new awards and peer nominations. The awards policy established Awards Review Boards, composed of managers and staff, to ensure the fairness, equity, and credibility of the program at Regional and Divisional levels. FY 2000 was the first full year of implementation, when the Awards Review Boards reviewed and evaluated the awards program and enhancements were implemented.

## **REGION X (SEATTLE)**

A new EEO Critical Element for Managers and Supervisors was developed and became part of performance agreements, which holds the Manager/Supervisor accountable for the diversity of their workforce. A packet of handouts was distributed during EEO training sessions that were developed to increase a supervisor’s knowledge of Civil Rights (CR) and EEO policies and to assist them in communicating CR/EEO policies and information to their employees.

Training was provided to promote a better understanding of diversity and enhance the Region’s ability to manage diversity more effectively. The training sessions included: *A Winning Balance* and *Building Allies in the Workplace*. Three EEO training sessions were held during the year titled:

*Everything You Need to Know About the EEO Complaint System in a Nutshell.* The training focused on providing educational information related to the EEO Complaint process to EPA supervisors and employees. The Federal Women's Program (FWP), Women in Science & Engineering (WISE), and Administrative Council for Excellence (ACE), coordinated and arranged for a presentation by Erin Brochovich, who is nationally known for her work on environmental problems. Exemplifying that one person can make a difference, Ms. Brochovich's presentation drew approximately 600 people, including employees, various community organizations and others representing the environmental justice community.

The Native American Employment Program (NAEP) Co-Managers maintained and used an email routing system for vacancy announcements that distributes information to past recipients of EPA Tribal Lands Environmental Sciences Scholarships. The program was developed in 1990 and has a circulation of approximately 200, which includes a Tribal Educator and Tribal Environmental Staff mailing list. NAEP Co-managers developed outreach networks with area high schools and colleges. The Regional Tribal Office and the NAEP managers conducted several training sessions on *Working Effectively with Tribal Governments*.

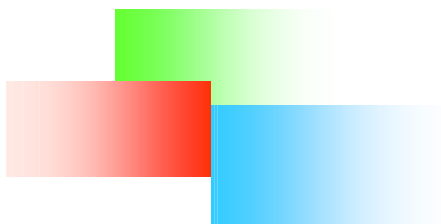


United States  
Environmental Protection  
Agency

Office of  
The Administrator  
(1201A)

EPA-150-R-02-002  
April, 2002

# HEADQUARTERS



## **AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR WOMEN AND MINORITIES**

### **FY 2002 PLAN UPDATE & FY 2001 ACCOMPLISHMENT REPORT**

#### **IV. A. WORK FORCE PROFILE AND ANALYSIS - HEADQUARTERS**

##### **1. SUMMARY**

This report consists of EPA's accomplishments in hiring, promoting, and developing the skills and abilities of minorities and women during Fiscal Year 2001.

This section depicts the distribution of EPA's permanent full-time employees by race and gender for the Headquarters. The data is organized to show the total EPA population (Professional, Administrative, Technical, Clerical, Other, and Blue Collar, as PATCOB categories), and displays the Headquarters Professional and Administrative series (mission critical and over 100 employees) separately. This report concentrates on the Professional and Administrative occupational categories because they represent the majority of the EPA Headquarter's work force (90.1%). The data is also arranged by specific grade groupings, as follows: GS 1-4, GS 5-8, GS 9-12, GS/GM-13, GS/GM-14, GS/GM-15, and SES, GS EQ.

The Headquarter's work force computations and subsequent analyses are based on comparisons with the National Civilian Labor Force (CLF) data for Professional and Administrative categories. The CLF is extracted from the 1990 Census, and provided by the U.S. Equal Employment Opportunity Commission (EEOC). The National CLF data for specific Professional occupations was used to analyze the Professional job series and the aggregated National Administrative CLF was used to analyze the Administrative job series. The work force data is from EPAYS as of the last period of the FY 01 (September 22, 2001), unless stated otherwise. The tables present the actual numbers and the percentages are rounded to one decimal place, except when the percentage is less than one percent.

At the close of FY 2001, EPA's full-time permanent Headquarter's work force was 9,178. There was no change in the number of employees from FY 00. The majority of the Headquarter's work force (90.9%) were in Professional and Administrative positions. As of September 30, 2001, White men occupied 3,761 (41.0%) of the positions, White women occupied 2,738 (29.8%), Minorities 2,679 (29.2%): Black men 418 (4.6%), Black women 1,514 (16.5%), Hispanic men 154 (1.7%), Hispanic women 124 (1.4%), Asian men 228 (2.5%), Asian women 181 (2.0%), American Indian men 29 (0.3%) and American Indian women 31 (0.3%). From FY 00 to FY 01, White men decreased by 46, from 3,807; White women decreased by 30, from 2,768; Minorities increased by 76, from 2,603 in FY 00: Black men increased by 12, from 406; Black women increased by 36, from 1,478; Hispanic men increased by 9, from 145; Hispanic women increased by 3, from 121; Asian men increased by 7 from 221; Asian women increased by 8, from 173; American Indian men remained the same at 29; and American Indian women increased by 1, from 30.

##### **PROFESSIONAL**

At the end of FY 01, 3,902 (42.5%) of the Headquarter's work force were employed in Professional occupations. This represents a decrease of 15 employees, from 3,917 in FY 00. The total number of Minorities was 720 (18.4%), which was an increase of 19, from 701 in FY 01. White men occupied 2,194 (56.2%) of the Professional positions in FY 01, which was a decrease of 86, from 2,280; White women occupied 988 (25.3%) of the Professional positions, which was an increase of 2, from 986 in FY 00.

Among minorities, Black men held 150 (3.8%), Black women 171 (4.4%), Hispanic men 64 (1.6%), Hispanic women 46 (1.2%), Asian men 167 (4.3%), Asian women 95 (2.4%), American Indian men 17 (0.4%),

and American Indian women 10 (0.3%). During FY 01, Blacks had a net increase of 0.3%, Hispanics had a net increase of 0.1%, Asians had an increase of 0.3%, and there was no change for American Indians. The total number of women increased by 77 (0.1%), from 1,233 to 1,310 in FY 01.

### **ADMINISTRATIVE**

At the end of FY 01, 4,444 (48.4%) of the Headquarter's work force were employed in Administrative occupations. This represents an increase of 45 employees, from 4,399 in FY 00. The total number of Minorities increased by 60, from 1,489 (33.5%) in FY 01. White men occupied 1,445 (32.5%) of the Administrative positions, an increase of 3 (0.3%), from 1, 443 in FY 00; White women occupied 1,510 (34.0%) of the Administrative positions, which was a decrease of 18, from 1,528 in FY 00.

Among minorities, Black men held 223 (5.0%), Black women 953 (21.4%), Hispanic men 88 (2.0%), Hispanic women 66 (1.5%) Asian men 56 (1.3%), Asian women 76 (1.7%), American Indian men 10 (0.2%), and American Indian women 17 (0.4%). During FY 01, Blacks had a net increase of 0.6%, Hispanics has a net increase of 0.2%, Asians had an increase of 0.2%, and American Indians had a decrease of -0.1%. The total number of women increased by 246 (0% change), from 2,599 to 2,622 in FY 01.

### **CLERICAL**

At the end of FY 01, 459 (5.0%) of the Headquarter's work force were employed in Clerical positions. This represents an increase of 2, from 457 in FY 00. The total number of women in these occupations was 431 (93.9%): White women 145 (31.6%), Black women 273 (59.5%), Hispanic women 7 (1.5%), Asian women 4 (0.9%), and American Indian women 2 (0.4%). There was a slight change of -0.4% for women, with decreases for only White women -3.4% and increases for two groups of women: Black women 2.8%, Asian women 0.2% and the Hispanic and American Indian women. White men occupied 12 of these positions (2.6%) which was a decrease of -0.2% from FY 00. Minority men held 16 of these positions (3.5%): Black males 15 (3.3%) with a slight increase of 0.7%, Hispanic males are absent from clerical positions, Asian men 1 (0.2%) with no change, and American Indian men were absent from this category with no change from FY 00.

### **OTHER**

At the end of FY 01, 18 (0.2%) of the Headquarter's work force were employed in positions under the Other category, which remained the same from FY 00. Women occupied 12 of those positions (66.7%); Minorities occupied 14 of the positions (77.8%).

### **BLUE COLLAR**

At the end of FY 01, 10 (0.01%) of the Headquarter's work force were employed in Blue Collar positions, which remained the same from FY 00. White men occupied 5 (50.0%) of those positions and Black men occupied 5 (50.0%), which remained the same from FY 00.

**U.S. ENVIRONMENTAL PROTECTION AGENCY  
HEADQUARTERS**

**CHANGE IN WORKFORCE EEO PROFILE BY PATCOB CATEGORY  
October 1, 2000 to September 30, 2001**

		Total		White		Black		Hispanic		Asian/Pacific Islander		American Indian Alaskan Native	
		All	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
PROFESSIONAL	9/00 #	3917	1233	2280	986	146	165	65	43	162	94	16	10
	%		34.6	57.0	25.2	3.7	4.2	1.6	1.1	4.1	2.4	0.4	0.3
	9/01 #	3902	1310	2194	988	150	171	64	46	167	95	17	10
	%		33.6	56.2	25.3	3.8	4.4	1.6	1.2	4.3	2.4	0.4	0.3
ADMINISTRATIVE	CHANGE %	-15	-1.0	-0.8	0.1	0.1	0.2	0.0	0.1	0.2	0.1	0.0	0.0
	9/00 #	4399	2599	1442	1528	216	920	78	66	52	69	12	16
	%		59.0	32.8	34.7	4.9	20.9	1.8	1.5	1.2	1.6	0.3	0.4
	9/01 #	4444	2622	1445	1510	223	953	88	66	56	76	10	17
TECHNICAL	%		59.0	32.5	34.0	5.0	21.4	2.0	1.5	1.3	1.7	0.2	0.4
	CHANGE %	45	0.0	-0.3	-0.7	0.1	0.5	0.2	0.0	0.1	0.1	-0.1	0.0
	9/00 #	377	231	113	92	26	128	2	3	3	6	2	2
	%		61.9	30.0	24.4	6.9	34.0	0.5	0.8	0.8	1.6	0.5	0.5
CLERICAL	9/01 #	345	213	104	92	22	112	1	2	3	5	2	2
	%		61.7	30.1	26.7	6.4	32.5	0.3	0.6	0.9	1.4	0.6	0.6
	CHANGE %	-32	-0.2	0.1	2.3	-0.5	-1.5	-0.2	-0.2	0.1	-0.2	0.1	0.1
	9/00 #	457	431	13	160	12	259	0	7	1	3	0	2
OTHER	%		95.0	2.8	35.0	2.6	56.7	0.0	1.5	0.2	0.7	0.0	0.4
	9/01 #	459	431	12	145	15	273	0	7	1	4	0	2
	%		93.9	2.6	31.6	3.3	59.5	0.0	1.5	0.2	0.9	0.0	0.4
	CHANGE %	2	-1.1	-0.2	-3.4	0.7	2.8	0.0	0.0	0.0	0.2	0.0	0.0
BLUE-COLLAR	9/00 #	18	11	1	2	1	6	2	2	3	1	0	0
	%		61.1	5.6	11.1	5.6	33.3	11.1	11.1	16.7	5.6	0.0	0.0
	9/01 #	18	12	1	3	3	5	1	3	1	1	0	0
	%		66.7	5.6	16.7	16.7	27.8	5.6	16.7	5.6	5.6	0.0	0.0
TOTAL	CHANGE %		5.6	0.0	5.6	11.1	-5.5	-5.5	5.6	-11.1	0.0	0	0
	9/00 #	10	0	5	0	5	0	0	0	0	0	0	0
	%		0.00	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	9/01 #	10	0	5	0	5	0	0	0	0	0	0	0
	%		0.00	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	CHANGE %												
	9/00 #	9178	4570	3807	2768	406	1478	145	121	221	173	29	30
	%		49.8	41.5	30.2	4.4	16.1	1.6	1.3	2.4	1.9	0.3	0.3
	9/01 #	9178	4588	3761	2738	418	1514	154	124	228	181	29	31
	%		50.0	41.0	29.8	4.6	16.5	1.7	1.4	2.5	2.0	0.3	0.3
	CHANGE %	0	0.2	-0.5	-0.4	0.2	0.4	0.1	0.1	0.1	0.1	0.0	0.0

#### **IV. A. 2. GRADE LEVELS - HEADQUARTERS**

*Grade groupings GS 1-4, GS 5-8, GS 9-12, GS/GM-13, GS/GM-14, GS/GM-15, and SES were evaluated to determine the status of EEO groups throughout EPA headquarters.*

The total employment for the Headquarters remained the same at 9,178 employees. White men occupied 41.0%, White women 29.8%, Black men 4.6%, Black women 16.5%, Hispanic men 1.7%, Hispanic women 1.4%, Asian men 2.5%, Asian women 2.0%, American Indian men 0.3%, and American Indian women 0.3%.

**GS 1-4:** As of the end of FY 2001, of the total work force, 55 (0.60 %) employees were in this grade grouping. American Indian men and women were absent at this level. White men occupied 9.1% of these positions, White women 12.7%, Minorities: Black men 14.5%, Black women 50.9%, Hispanic Men 1.8%, Hispanic women 3.6%, Asian men 1.8%, Asian women 5.5%. There were decreases from FY 01 to FY 02 for White men (5.8%), White women (0.1%), Hispanic men (2.5%), Asian men (4.6%).

**GS 5-8:** Of the total work force, 531 (5.8%) employees were in this grade grouping. Hispanic men were absent at this level. White men occupied 7.5% of these positions, White women 35.4%, Minorities: Black men 4.7%, Black women 48.4%, Hispanic women 1.7%, Asian men 0.6%, Asian women 0.9%, American Indian 0.2%, American Indian Women 0.6%. There were decreases in all groups, except Black women, who increased by 2.7%, which increased the total number of women by 1.8%.

**GS 9-12:** Of the total work force, 1845 (20.1%) employees were in this grade grouping. All groups were represented at this level. White men occupied 25.5% of these positions, White women 32.6%, Minorities: Black men 5.5%, Black women 27.9%, Hispanic men 1.5%, Hispanic women 1.7%, Asian men 1.4%, Asian women 2.5%, American Indian men 0.4%, American Indian women 0.9%. The following decreases occurred: White men (0.3%), White women (0.3%), Black women (0.1%), Asian men (0.3%) and American Indian men (0.1%). The following increases occurred: Total women 0.1%, Hispanic men 0.4%, Hispanic women 0.1%, Asian women 0.3%, and American Indian women 0.1%.

**GS/GM-13:** Of the total work force 3196 (34.8%) employees were in GS/GM-13 positions. All groups were represented at this level. White men occupied 40.9%, White women 28.2%, Minorities: Black men 5.1%, Black women 15.4%, Hispanic men 2.0%, Hispanic women 1.3%, Asian men 3.7%, Asian women 2.8%, American Indian men 0.4%, American Indian women 0.2%. The following decreases occurred: White men (0.9%), White women (0.9%), Hispanic men (0.1%), and Native American women (0.1%). The following increases occurred: Black men 0.1%, Black women 1.2%, Hispanic women 0.1%, Asian men 0.4%, Asian women 0.2%.

**GS/GM-14:** Of the total work force, 1825 (19.9%) employees were in GS/GM-14 positions. All groups were represented at this level. White men occupied 49.6% of these positions, White women 30.5%, Minorities: Black men 3.9%, Black women 8.0%, Hispanic men 1.8%, Hispanic women 1.5%, Asian men 3.0%, Asian women 1.3%, American Indian men 0.2% and American women 0.2%. There were two groups that decreased: White men (1.6%) and Asian women (0.1%). There were increases for White women 0.3%, Black men 0.3%, Black women 0.5%, Hispanic men 0.2%, Hispanic women 0.1%, Asian men 0.1%, and American Indian women (0.1%).

**GS/GM-15:** Of the total work force 1421 (15.5%) employees were in GS/GM-15 positions. All the groups were represented at this level. White men occupied 60.1% of these positions, White women 27.8%, Minorities: Black men 1.9%, Black women 4.9%, Hispanic men 1.5%, Hispanic women 0.8%, Asian men 1.7%, Asian women 1.0%, American Indian men 0.2%, American Indian women 0.1%. There were two groups that decreased: White men (0.6%) and Asian men (0.1%). There were increases for: White women 0.3%, Black women 0.2%, Asian women 0.1%, and American Indian men 0.1%.

**SES + GS EQ:** Of the total work force 218 (2.4%) employees were in SES positions. American Indian men and American Indian women were absent at this level. All other groups were represented. White men occupied 57.3% of these positions, White women 30.3%, Minorities: Black men 5.5%, Black women 1.8%, Hispanic men 2.8%, Hispanic women 0.5%, Asian men 0.9%, Asian women 0.9%. There were decreases for the following: White men (3.4%), Black men (0.9%), Hispanic women (0.4%), Asian women (0.5%). The following groups increased: White women 3.8%, Black women 0.4%, Hispanic men 0.1%, Asian men 0.9%.



**U.S. ENVIRONMENTAL PROTECTION AGENCY  
HEADQUARTERS**

**CHANGE IN EEO PROFILE BY PAY LEVEL  
October 1, 2000 to September 30, 2001**

		Total		White		Black		Hispanic		Asian/Pacific Islander		American Indian Alaskan Native	
		All	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
GS 1-4	9/00 #	47	31	7	6	4	20	2	3	3	2	0	0
	%		66.0	14.9	12.8	8.5	42.6	4.3	6.4	6.4	4.2	0.0	0.0
	9/01 #	55	40	5	7	8	28	1	2	1	3	0	0
	%		72.7	9.1	12.7	14.5	50.9	1.8	3.6	1.8	5.5	0.0	0.0
	CHANGE %		6.7	-5.8	-0.1	6.0	8.3	-2.5	2.8	-4.6	1.2	0.0	0.0
GS 5-8	9/00 #	608	518	51	216	31	278	1	11	4	9	3	4
	%		85.2	8.4	35.5	5.1	45.7	0.2	1.8	0.7	1.5	0.5	0.7
	9/01 #	531	462	40	188	25	257	0	9	3	5	1	3
	%		87.0	7.5	35.4	4.7	48.4	0.0	1.7	0.6	0.9	0.2	0.6
	CHANGE %		1.8	-0.9	-0.1	-0.4	2.7	-0.2	-0.1	-0.1	-0.6	-0.3	-0.1
GS 9-12	9/00 #	1894	1240	488	624	104	530	20	30	33	41	9	15
	%		65.5	25.8	32.9	5.5	28.0	1.1	1.6	1.7	2.2	0.5	0.8
	9/01 #	1845	1211	471	602	101	515	28	32	26	46	8	16
	%		65.6	25.5	32.6	5.5	27.9	1.5	1.7	1.4	2.5	0.4	0.9
	CHANGE %		0.1	-0.3	-0.3	0.0	-0.1	0.4	0.1	-0.3	0.3	-0.1	0.1
GS/GM 13	9/00 #	3123	1481	1304	910	156	445	66	37	104	81	12	8
	%		47.4	41.8	29.1	5.0	14.2	2.1	1.2	3.3	2.6	0.4	0.3
	9/01 #	3196	1529	1308	902	164	492	65	40	117	88	13	7
	%		47.8	40.9	28.2	5.1	15.4	2.0	1.3	3.7	2.8	0.4	0.2
	CHANGE %		0.4	-0.9	-0.9	0.1	1.2	-0.1	0.1	0.4	0.2	0.0	-0.1
GS/GM 14	9/00 #	1814	726	929	548	65	136	29	25	52	25	3	2
	%		40.6	51.2	30.2	3.6	7.5	1.6	1.4	2.9	1.4	0.2	0.1
	9/01 #	1825	757	905	557	72	146	32	27	55	23	4	4
	%		41.5	49.6	30.5	3.9	8.0	1.8	1.5	3.0	1.3	0.2	0.2
	CHANGE %		0.9	-1.6	0.3	0.3	0.5	0.2	0.1	0.1	-0.1	0.0	0.1
GS/GM 15	9/00 #	1364	463	828	375	26	64	20	11	25	12	2	1
	%		33.9	60.7	27.5	1.9	4.7	1.5	0.8	1.8	0.9	0.1	0.1
	9/01 #	1421	492	854	395	27	70	21	12	14	14	3	1
	%		34.6	60.1	27.8	1.9	4.9	1.5	0.8	1.7	1.0	0.2	0.1
	CHANGE %		0.7	-0.6	0.3	0.0	0.2	0.0	0.0	-0.1	0.1	0.1	0.0

PAY LEVELS continued

		Total		White		Black		Hispanic		Asian/Pacific Islander		American Indian Alaskan Native	
		All	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SES + GS EQ	9/00 #	219	66	133	58	14	3	6	2	0	3	0	0
	%		30.1	60.7	26.5	6.4	1.4	2.7	0.9	0.0	1.4	0.0	0.0
	9/01 #	218	73	125	66	12	4	6	1	2	2	0	0
	%		33.5	57.3	30.3	5.5	1.8	2.8	0.5	0.9	0.9	0.0	0.0
	CHANGE %		3.4	-3.4	3.8	-0.9	0.4	0.1	-0.4	0.9	-0.5	0.0	0.0
ALL OTHERS	9/00 #	109	35	67	31	6	2	1	2	0	0	0	0
	%		32.1	61.5	28.4	5.5	1.8	0.9	1.8	0.0	0.0	0.0	0.0
	9/01 #	87	24	53	21	9	2	1	1	0	0	0	0
	%		27.6	60.9	24.1	10.3	2.3	1.1	1.1	0.0	0.0	0.0	0.0
	CHANGE %		4.5	-0.6	-4.3	4.8	0.5	0.2	-0.7	0.0	0.0	0.0	0.0
TOTAL	9/00 #	9178	4570	3807	2768	406	1478	145	121	221	173	29	30
	%		49.8	41.5	30.2	4.4	16.1	1.6	1.3	2.4	1.9	0.3	0.3
	9/01 #	9178	4588	3761	2738	418	1514	154	124	228	181	29	31
	%		50.0	41.0	29.8	4.6	16.5	1.7	1.4	2.5	2.0	0.3	0.3
	CHANGE %		0.2	-0.5	-0.4	0.2	0.4	0.1	0.1	0.1	0.1	0.0	0.0

#### **IV. A 5. PROFESSIONAL SERIES ANALYSIS - HEADQUARTERS**

This analysis focuses on the major Professional occupational series. As of September 30, 2001, almost half (42.5%) of the EPA Headquarters work force is employed in this category, with professionals employed in the following occupational series: **Economists, Biologists, Toxicologists, Auditors, Environmental Engineers, Chemical Engineers, Attorneys, Contract and Procurement Specialists, Physical Scientists, and Chemists.** The analysis describes the under representation rate by job series (where applicable) for each of the AEP groups in comparison to the National Professional Civilian Labor Force (CLF) for that specific occupation.

**Economists:** Of the total Headquarter's professional work force 112 (2.9%) worked as Economists. Three AEP groups are not represented in this series: Hispanic women, American Indian men and American Indian women. White men occupied 59.8% of these positions, White women 25.9%, Black men 3.6%, Black women 2.7%, Hispanic men 0.9%, Hispanic women 0.0%, Asian men 6.3%, Asian women 0.9%, American Indian men 0.0% and American Indian women 0.0%. The following groups were under represented: White women (25.9%, CLF 39.0%), Hispanic men (0.9%, CLF 1.6%), Hispanic women 0.0%, CLF 1.2%), Asian women (0.9%, CLF 1.4%), American Indian men (0.0%, CLF 0.1%), American Indian women (0.0%, CLF 0.1%).

**Biologists:** Of the total Professional work force 519 (13.3%) worked as Biologists. All groups are present in this job series. White men occupied 55.1% of these positions, White women 31.4%, Black men 4.6%, Black women 3.1%, Hispanic men 1.0%, Hispanic women 1.2%, Asian men 1.3%, Asian women 1.0%, American Indian men 0.4%, and American Indian women 1.0%. The following groups were under represented: White women (31.4%, CLF 34.8%), Hispanic men (1.0%, CLF 1.8%), Hispanic women (1.2%, CLF 1.4%), Asian men (1.3%, CLF 3.9%), Asian women (1.0%, CLF 3.4%).

**Toxicologists:** Of the total Professional work force 118 (3.0%) worked as Toxicologists. American Indian men are not represented in the Professional CLF for this occupation. There were three groups not represented in this series: Hispanic men, American Indian men and American Indian women. White men occupied 50.0% of these positions, White women 25.4%, Black men 1.7%, Black women 1.7%, Hispanic women 0.8%, Asian men 14.4%, Asian women 5.9%. The following groups were under represented: White women (25.4%, CLF 33.6%), Black men (1.7%, CLF 1.9%), Black women (1.7%, CLF 2.0%), Hispanic men (0.0%, CLF 2.1%), Hispanic women (0.8%, CLF 1.6%), American Indian women (0.0%, CLF 0.2%).

**Auditors:** Of the total Professional work force 204 (5.2%). Three AEP groups were absent from this series: Hispanic men, American Indian men and American Indian women. White men occupied 37.5% of these positions, White women 26.7%, Black men 7.4%, Black women 19.3%, Hispanic women 1.1%, Asian men 2.3%, Asian women 5.7%. The following groups were under represented: White women (27.9%, CLF 42.7%), Hispanic men (1.0%, CLF 1.8%), Hispanic women (1.0%, CLF 2.4%), Asian men (2.0%, CLF 2.3%), and American Indian women (0.0%, CLF 0.2%).

**Chemical Engineers:** Of the total Professional work force 136 (3.5%) worked as Chemical Engineers. Except for American Indian men and women, all groups are present in this job series. American Indian women are not represented in the Professional CLF for this occupation. White men occupied 49.3% of these positions, White women 20.6%, Black men 3.7%, Black women 2.2%, Hispanic men 4.4%, Hispanic women 4.4%, Asian men 11.8%, and Asian women 3.7%. There is only one group under represented: American Indian men (0.0%, CLF 0.1%).

**Attorneys:** Of the total Professional work force 393 (10.1%) worked as Attorneys. All groups are present in this job category. White men occupied 49.4% of these positions, White women 36.1%, Black men 2.3%, Black women 3.1%, Hispanic men 1.3%, Hispanic women 2.3%, Asian men 2.5%, Asian women 2.3%, American Indian men 0.5%, and American Indian women 0.3%. Only Hispanic women were under represented (1.3%, CLF 1.7%).

**Contract and Procurement Specialists:** Of the total Professional work force 207 (5.3%) worked as Contract Specialists. Only American Indian women are absent from this series. White men occupied 29.5% of these positions, White women 31.4%, Black men 7.7%, Black women 25.6%, Hispanic men 1.4%, Hispanic women 2.9%, Asian men 0.5%, Asian women 0.5%, and American Indian men 0.5%. The following groups were under represented: White women (31.4%, CLF 39.9%), Hispanic men (1.4%, CLF 2.4%), Asian men (0.5%, CLF 1.2%), Asian women (0.5%, CLF 0.9%) and American Indian women (0.0%, CLF 0.2%).

**Physical Scientists:** Of the total Professional work force 681 (17.5%) worked as Physical Scientists. This is the most populous Professional job series. All groups are present in this occupational series. White men occupied 68.9% of these positions, White women 24.2%, Black men 3.4%, Black women 4.6%, Hispanic men 1.0%, Hispanic women 0.7%, Asian men 3.8%, Asian women 2.7%, American Indian men 0.6%, and American Indian women 0.4%. There were two groups under represented: White women (24.2%, CLF 25.3%) and Hispanic men (1.0%, CLF 1.6%).

**Chemists:** Of the total Professional work force 410 (10.5%) worked as Chemists. All groups are present in this job series. White men occupied 56.6% of these positions, White women 24.6%, Black men 3.2%, Black women 3.2%, Hispanic men 2.4%, Hispanic women 1.2%, Asian men 4.6%, Asian women 4.6%, American Indian men 0.2%, and American Indian women 0.2%. The following groups were under represented: Black men (3.2%, CLF 4.0%), and Asian men (4.6%, CLF 6.4%).

#### **IV. A. 4. ADMINISTRATIVE SERIES ANALYSIS - HEADQUARTERS**

This summary focuses on Headquarters Administrative occupations. At the close of FY 2001, Headquarters had 4,444 employees in the Administrative job category, comprising 48.4% of the total Headquarters work force. All AEP groups were present in this job category in the following: **Environmental Protection Specialist, Miscellaneous Program ADM, Computer IT, Program Manager, Program Management Analyst, Criminal Investigators.** The analysis describes the under representation rate (where applicable) by job series for each of the AEP groups as of September 30, 2001 in comparison to the National Civilian Labor Force for the Administrative Series positions.

**Environmental Protection Specialists:** Of the total Administrative work force 1,245 (28.0%) worked as Environmental Protection Specialists. This is the most populous of the Headquarters Administrative series. All of the AEP groups are present in this job series. White men occupied 38.3% of these positions, White women 40.2%, Black men 3.1%, Black women 10.4%, Hispanic men 1.5%, Hispanic women 2.0%, Asian men 1.4%, Asian women 2.2%, American Indian men 0.2%, and American Indian women 0.6%. The following groups were under represented: Black men (3.1%, CLF 3.6%), Hispanic men (1.5%, CLF 2.6%), Hispanic women (2.0%, CLF 2.6%), and American Indian men (0.2%, CLF 0.3%).

**Miscellaneous Program Administration:** Of the total Administrative work force 637 (14.3%) worked in General Administration. All of the AEP groups are present in this job series. White men occupied 23.2% of these positions, White women 34.7%, Black men 4.4%, Black women 31.7%, Hispanic men 2.5%, Hispanic women 1.7%, Asian men 0.3%, Asian women 0.9%, American Indian men 0.2%, and American Indian women 0.3%. The following groups were under represented: White women (18.5%, CLF 40.4%), Asian men (0.3%, CLF 1.4%), Asian women (0.9%, CLF 1.4%), American Indian men (0.2%, CLF 0.3%) and Hispanic women (0.8%, CLF 2.6%).

**Computer Specialists:** Of the total Administrative work force 379 (8.5%) worked as Computer Specialists. All of the AEP groups are present in this job series. White men occupied 42.7% of these positions, White women 18.5%, Black men 10.8%, Black women 15.0%, Hispanic men 2.9%, Hispanic women 0.8%, Asian men 4.2%, Asian women 4.2%, American Indian men 0.5%, and American Indian women 0.3%. The following groups were under represented: White women (18.5%, CLF 40.4%), and Hispanic women (0.8%, CLF 2.6%).

**Program Managers:** Of the total Administrative work force 135 (3.0%) worked in Program Management. Three groups are not represented in this series: Hispanic women, American Indian men and American Indian women. White men occupied 55.6% of these positions, White women 34.8%, Black men 3.0%, Black women 3.0%, Hispanic men 1.5%, Asian men 1.5%, and Asian women 0.7%. The following groups were under represented: White women (34.8%, CLF 40.4%), Black men (3.0%, CLF 3.6%), Black women (3.0%, CLF 5.3%), Hispanic men (1.5%, CLF 2.6%), Hispanic women (0.0%, CLF 2.6%), Asian women (0.7%, CLF 1.4%), American Indian men (0.0%, CLF 0.3%), and American Indian women (0.0%, CLF 0.3%).

**Program Management Analysts:** Of the total Administrative work force 1,192 (26.9%) worked as Management Analysts. All of the AEP groups are present in this job series. White men occupied 25.2% of these positions, White women 37.4%, Black men 3.4%, Black women 28.7%, Hispanic men 1.3%, Hispanic women 1.2%, Asian men 1.1%, Asian women 1.3%, American Indian men 0.2% and American Indian women 0.3%. The following groups were under represented: White women (37.4%, CLF 40.4%), Black men (3.4%, CLF 3.6%), Hispanic men (1.3%, CLF 2.6%), Hispanic women (1.2%, CLF 2.6%), Asian men (1.1%, CLF 1.4%), Asian women (1.3%, CLF 1.4%), American Indian men (0.2%, CLF 0.3%).

**Criminal Investigators:** Of the total Administrative work force 236 (5.3%) worked as Criminal Investigators. Except for American Indian women, all AEP groups are present in this job series. White men occupied 61.9% of these positions, White women 17.4%, Black men 6.8%, Black women 5.1%, Hispanic men 5.5%, Hispanic women 0.8%, Asian men 1.3%, Asian women 0.8%, American Indian men 0.4%. The following groups were under represented: White women (17.4%, CLF 40.4%), Black women (5.1%, CLF 5.3%), Hispanic women (0.8%, CLF 2.6%), Asian men (1.3%, CLF 1.4%), Asian women (0.8%, CLF 1.4%), and American Indian women (0.0%, CLF 0.3%).

U.S. ENVIRONMENTAL PROTECTION AGENCY

**HEADQUARTERS**

DISTRIBUTION OF EEO GROUPS & COMPARISON WITH NATIONAL CIVILIAN LABOR FORCE (CLF)

**PROFESSIONAL**

		TOTAL		WHITE		BLACK		HISPANIC		ASIAN PACIFIC		AMERICAN INDIAN	
		ALL	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
ECONOMIST	#	112	33	67	29	4	3	1	0	7	1	0	0
110	%		28.5	59.8	25.9	3.6	2.7	0.9	0	6.3	0.9	0	0
NATIONAL CLF	100		43.9	50.2	39	2.3	2.3	1.6	1.2	1.8	1.4	0.1	0.1
GENRL BIO SCI	#	519	195	286	163	24	16	5	6	7	5	2	5
401	%		37.6	55.1	31.4	4.6	3.1	1	1.2	1.3	1	0.4	1
NATIONAL CLF	100		41.7	50.4	34.8	1.8	2.1	1.8	1.4	3.9	3.4	0.3	0.1
CHEM ENGR	#	136	42	67	28	5	3	6	6	16	5	0	0
893	%		30.9	49.3	20.6	3.7	2.2	4.4	4.4	11.8	3.7	0	0
NATIONAL CLF	100		11.1	77.7	9	2.7	0.8	2.3	0.5	6	0.9	0.1	0
GNRL ATTORNEY	#	393	173	194	142	9	12	5	9	10	9	2	1
905	%		44	49.4	36.1	2.3	3.1	1.3	2.3	2.5	2.3	0.5	0.3
NATIONAL CLF	100		24.5	71	21.6	1.9	1.5	1.7	1.8	0.9	0.5	0.1	0.1
CONT & PROC	#	207	125	61	65	16	53	3	6	1	1	1	0
1102	%		60.4	29.5	31.4	7.7	25.6	1.4	2.9	0.5	0.5	0.5	0
NATIONAL CLF	100		45.9	48.2	39.9	2.1	3	2.4	1.9	1.2	0.9	0.2	0.2
GEN PHYS SCI	#	681	220	401	165	23	31	7	5	16	16	4	3
1301	%		32.3	68.9	24.2	3.4	4.6	1	0.7	3.8	2.7	0.6	0.4
NATIONAL CLF	100		29	64.4	25.3	2.3	2.3	1.6	0.4	2.4	0.8	0.2	0.2
CHEMISTS	#	410	125	232	191	13	9	10	5	19	19	1	1
1320	%		32.9	56.6	24.6	3.2	3.2	2.4	1.2	4.6	4.6	0.2	0.2
NATIONAL CLF	100		27.4	60	20.7	4	2.1	2	1.2	6.4	3.4	0.2	0.1

**PROFESSIONAL HEADQUARTERS CONTINUED.....**

		TOTAL		WHITE		BLACK		HISPANIC		ASIAN PACIFIC		AMERICAN INDIAN	
		ALL	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
TOXICOLOGY	#	118	40	59	30	2	2	0	1	17	7	0	0
415	%		33.9	50	25.4	1.7	1.7	0	0.8	14.4	5.9	0	0
NATIONAL CLF	100		42.7	44.2	33.6	1.9	2	2.1	1.6	9.1	5.3	0	0.2



U.S. ENVIRONMENTAL PROTECTION AGENCY

**HEADQUARTERS**

DISTRIBUTION OF EEO GROUPS & COMPARISON WITH NATIONAL CIVILIAN LABOR FORCE (CLF)

**ADMINISTRATIVE**

			TOTAL		WHITE		BLACK		HISPANIC`	ANIC		ASIAN PACIFIC		AMERICAN INDIAN	
			ALL	WOMEN	MEN	WOMEN	MEN	WOMEN		MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
<b>ADMINISTRATIVE NAT'L CLF</b>				<b>50.4</b>	<b>42.1</b>	<b>40.4</b>	<b>3.6</b>	<b>5.3</b>	<b>2.6</b>	<b>2.6</b>		<b>1.4</b>	<b>1.4</b>	<b>0.3</b>	<b>0.3</b>
ENVRNMT PRO SPEC	#		1245	689	477	500	39	130	25	18		27	3	7	25
28	%			55.5	38.3	40.2	3.1	1.5	2	1.4		2.2	0.2	0.6	0.9
MISC PROG/ADM	#		637	442	221	28	202	16	11	2		6	1	2	3
301	%			69.4	23.2	34.7	4.4	31.7	2.5	1.7		0.3	0.9	0.2	0.3
COMPUTER/IT	#		379	147	162	70	41	57	11	3		16	16	2	1
334	%			38.8	42.7	18.5	10.8	15	2.9	0.8		4.2	4.2	0.5	0.3
PROG MGR	#		135	52	75	47	4	4	2	0		2	1	0	0
340	%			38.5	55.6	34.8	3	3	1.5	0		1.5	0.7	0	0
PROG/MGMT ANLST	#		1192	820	300	446	41	342	16	14		13	15	2	3
343	%			68.8	25.2	37.4	3.4	28.7	1.3	1.2		1.1	1.3	0.2	0.3
CRIM INVEST	#		236	57	146	41	16	12	13	2		3	2	1	0
1811	%			24.2	61.9	17.4	6.8	5.1	5.5	0.8		1.3	0.8	0.4	0



**HEADQUARTERS  
REPORT ON OBJECTIVES/ACTION ITEMS AND  
ACCOMPLISHMENT**



The following barrier statements/objectives and action items were originally identified in the EPA's five year Affirmative Employment Program (AEP) Plan for Minorities and Women. The U.S. Equal Employment Opportunity Commission (EEOC) requires that originally identified as well as subsequent barrier statements/objectives and action items be included in any updates to the agency's five year plan until the barriers have been eliminated.

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENT  
HEADQUARTERS**

<b>PROGRAM ELEMENT: ORGANIZATION AND RESOURCES</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL (S)</b>	<b>TARGET DATE(S)</b>	<b>ACCOMPLISHMENT <u>Yes/Partial/No</u></b>
There is insufficient support (financial and other resources) for EPA's Special Emphasis Programs (SEPs). Because of inadequate training, some of the collateral-duty SEP managers lack the knowledge, skills, and abilities (KSAs) to function well in their positions. Others have limited access to information and guidance. This impacts their ability to provide sound advice and assistance to management officials on the employment concerns of women and minorities.	To have SEPs that effectively address the employment issues of women and minorities; provide sound advice, information, and feedback to both their management officials and the national SEP managers; and provide strong leadership for their councils and constituent groups.			
	1. Provide financial and human resources, training, and guidance to collateral-duty SEP managers to enhance their KSAs so that they can administer their respective programs efficiently and effectively.	AAs, OCR	Annually	P
	2. Conduct meetings of the national SEP councils to develop work plans, and implementation strategies to improve opportunities for women and minorities.	OCR (lead) AAs (support)	Annually	Y
	3. Conduct technical assistance visits to EPA organizations as needed.	OCR	Annually	Y
Status: During FY 2001, the Agency's Office of Civil Rights (OCR) sponsored a joint training/meeting for all collateral-duty SEP managers and EEO Officers. This training will continue on an annual basis. Training was responsive to training needs identified by SEPMs and EEO Officers. The purpose of the training was to foster more cooperative and cohesive working relationships between SEP Managers and EEO Officers; to more effectively provide skill-based training that is generic to any effective SEP Manager; share best practices and lessons learned in program management; and encourage and improve cross-group coordination and understanding. Additionally, individual Offices/regions continue contracting to provide more in-depth training on topics such as EEO Law, and SEPM roles and responsibilities. Offices/regions continue to demonstrate that the value of SEPs is recognized through increased financial resource commitments. SEP Managers also continue to receive technical assistance and training from Headquarters National SEPMs.				

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENT  
HEADQUARTERS**

<b>PROGRAM ELEMENT:    EMPLOYEE DEVELOPMENT</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL (S)</b>	<b>TARGET DATE(S)</b>	<b>ACCOMPLISHMENT <u>Y</u>es/<u>P</u>artial/<u>N</u>o</b>
The mis-perception by some managers that minorities and women are not qualified for supervisory positions and the inability of some employees to relate well to persons of a different race, ethnicity, or gender.	To create a work place where all employees value diversity and there is true equal employment opportunity (EEO) for all to reach their potential.			
	1. Monitor equal opportunity complaints or problems to determine EEO training needs.  2. Continue providing training in EEO law and cultural diversity to help staff, especially managers and supervisors, understand and support the Agency's legal responsibilities and appropriately value diversity in the work place.	OCR, OHROS  OHROS/OCR/AAs,	Annually  Annually	Y  Y
<p>Status: The Office of Civil Rights' Complaint Resolution and External Compliance Staff monitors discrimination complaints to determine most frequently cited bases and issues. This provides indications of areas where training may be needed, i.e., training in EEO law, diversity training, sexual harassment prevention, etc. During this report period, the Office of Civil Rights provided training in EEO law, discrimination complaints, and other applicable subject areas to 1,011 supervisors and managers. This represents 63% of the 1600 employees in the target group .</p> <p>These actions have been institutionalized in the EPA, and will remain a part of the Agency's annual AEP efforts.</p>				

**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENT  
HEADQUARTERS**

<b>PROGRAM ELEMENT:     EMPLOYEE DEVELOPMENT</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL (S)</b>	<b>TARGET DATE(S)</b>	<b>ACCOMPLISHMENT <u>Y</u>es/<u>P</u>artial/<u>N</u>o</b>
Career development opportunities for secretarial and administrative support staff are limited in many of the HQ organizations. Furthermore, managers do not take advantage of the growth potential of their support staff.	To create a wide range of career development opportunities for secretarial and clerical staff and encourage their participation in career development programs.			
	1. Restructure jobs to provide entry-level developmental opportunities for employees in support positions.	AAs, senior managers, OHROS (support)	Annually	P
	2. Provide support staff with rotational assignments to non-support positions.	AAs, senior managers, OHROS (support)	Annually	P
	3. Include a segment on “support staff development” in the Agency’s Work Force Development Strategy.	OHROS	Ongoing	Y
Status: Some managers do provide growth potential for administrative support staff through “mission related” training, the restructuring of positions for use in upward mobility, and the creation of bridge positions, etc. However, there are still many who continue to provide very limited opportunities for support staff. To assist management with addressing career enhancement for support staff, the EPA Learning Institute has implemented the segment of the Agency’s Work Force Development Strategy on Administrative Support and Technical Development. The training module focuses on single grade interval positions and is designed to provide training related to current skills, as well as enhance career opportunities through college level education for targeted positions. In addition, the Institute is implementing the “New Skills-New Options” segment in its development strategy that creates a framework to support career growth across different support staff positions.				



**AFFIRMATIVE EMPLOYMENT PROGRAM PLAN FOR MINORITIES AND WOMEN  
REPORT ON OBJECTIVES/ACTION ITEMS AND THEIR ACCOMPLISHMENT  
HEADQUARTERS**

<b>PROGRAM ELEMENT: RECRUITMENT AND HIRING</b>				
<b>PROBLEM/BARRIER STATEMENT</b>	<b>OBJECTIVE/ ACTION ITEMS</b>	<b>RESPONSIBLE OFFICIAL (S)</b>	<b>TARGET DATE(S)</b>	<b>ACCOMPLISHMENT <u>Yes</u>/<u>Partial</u>/<u>No</u></b>
Headquarters organizations have been moderately successful in recruiting applicants from groups that are under represented in, or absent from most populous Professional and Administrative series.	To enlarge the applicant pool of qualified candidates from under represented groups in Professional and Administrative categories, with particular focus on the employment of Blacks, Hispanics, Asians, and American Indians.			
	1. Issue reports outlining specific goals and program objectives for achievement through affirmative employment.	OCR	Bi-annually	Y
	2. Provide guidance to hiring officials on developing targeted recruitment mechanisms for minorities and women.	OHROS OCR (tech. asst.)	Ongoing	Y
	3. Meet with senior level Headquarters officials to inform them of areas of under representation and jointly develop recruitment and hiring strategies to improve work force representation profiles.	Dir., OCR & EEO Mgrs Collateral-duty SEP Mgrs.	Ongoing	Y
<p>Status: EPA organizations include goals and objectives for minorities and women in their annual Affirmative Employment Program (AEP) Plan Update and Accomplishment Reports, as required. The Office of Civil Rights (OCR) and its National EEO Managers work with Headquarters management and collateral-duty SEP Managers to help identify candidates for selection into Professional and Administrative positions and provide minority and women's professional and community organizations with vacancy announcements. Additionally, the EPA converted to a web-based recruitment and application system called "EZ Hire" in FY2001. With this system, EPA employees and outside job applicants can use the system to search and apply for employment opportunities nation-wide. A simple registration process allows employees and applicants to apply for positions online. Employees can also choose to be notified by email about specific job openings of interest to them and the status of each job for which they have applied.</p> <p>These actions are institutionalized in the EPA and will remain a part of the Agency's AEP efforts.</p>				

U.S. ENVIRONMENTAL PROTECTION AGENCY  
FY 2002  
GOALS BY PATCOB  
HEADQUARTERS

OCCUPATIONAL CATEGORIES		TOTAL	WOMEN	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER	AMER.INDIAN/ ALASKAN NATIVE
PROFESSIONAL	ACTUAL	3902	1310	321	110	262	27
	PLANNED	3916	1320	323	117	266	28
	GOALS	14	10	2	7	4	1
ADMINISTRATIVE	ACTUAL	4444	2622	1176	154	132	27
	PLANNED	4505	2635	1176	193	149	32
	GOALS	61	13	0	39	17	5
TECHNICAL	ACTUAL	345	213	134	3	8	4
	PLANNED		-----	-----	-----	-----	-----
	GOALS	-----	-----	-----	-----	-----	-----
CLERICAL	ACTUAL	459	431	288	7	5	2
	PLANNED	-----	-----	-----	-----	-----	-----
	GOALS	-----	-----	-----	-----	-----	-----
BLUE-COLLAR	ACTUAL	10	0	5	0	0	0
	PLANNED	-----	-----	-----	-----	-----	-----
	GOALS	-----	-----	-----	-----	-----	-----

U.S. ENVIRONMENTAL PROTECTION AGENCY  
FY 2001 GOALS ACCOMPLISHMENT  
BY MOST POPULOUS PROFESSIONAL SERIES AND AGGREGATE ADMINISTRATIVE SERIES  
HEADQUARTERS

PROFESSIONAL JOB SERIES		GOALS	WOMEN	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER	ALASKAN NATIVE
110	ECONOMIST	GOALS SET	1	--	1	--	1
		GOALS ACCOMPLISHED	1	1	0	0	0
401	BIOLOGIST	GOALS SET	6	--	1	1	--
		GOALS ACCOMPLISHED	3	1	0	-2	1
408	ECOLOGY	GOALS SET	3	1	--	2	1
		GOALS ACCOMPLISHED	0	0	-1	0	0
510	ACCOUNTANT	GOALS SET	--	--	1	1	--
		GOALS ACCOMPLISHED	3	4	-1	0	0
511	AUDITORS	GOALS SET	4	--	4	--	--
		GOALS ACCOMPLISHED	-8	-1	0	0	0
601	GENERAL HEALTH SCIENCE	GOALS SET	2	--	1	2	--
		GOALS ACCOMPLISHED	1	1	0	1	0
819	ENVIRONMENTAL ENGINEER	GOALS SET	4	1	--	2	1
		GOALS ACCOMPLISHED	-5	0	-1	2	0
830	MECHANICAL ENGINEER	GOALS SET	--	--	--	2	--
		GOALS ACCOMPLISHED	-2	0	0	2	0
905	ATTORNEYS	GOALS SET	--	1	--	--	3
		GOALS ACCOMPLISHED	2	0	0	3	1
1301	PHYSICAL SCIENTIST	GOALS SET	8	--	2	1	3
		GOALS ACCOMPLISHED	6	2	1	3	0
1320	CHEMIST	GOALS SET	4	2	2	4	1
		GOALS ACCOMPLISHED	-4	-1	1	-2	-1
	AGGREGATED ADMIN.	GOALS SET	9	5	31	10	6
		GOALS ACCOMPLISHED	37	38	4	7	-1

U.S. ENVIRONMENTAL PROTECTION AGENCY  
FY 2002  
GOALS BY PROFESSIONAL SERIES & AGGREGATED ADMINISTRATIVE  
HEADQUARTERS

PROFESSIONAL JOB SERIES		WOMEN	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER	AMER.INDIAN ALASKAN NATIVE
110	ECONOMIST	0	0	2	0	0
401	BIOLOGY	4	0	1	3	0
415	TOXICOLOGY	1	0	1	0	0
905	ATTORNEY	0	0	0	0	0
1102	CONTR/PROCUREMENT	0	0	0	1	0
1301	PHYSICAL SCIENTIST	1	0	3	0	1
1320	CHEMIST	4	2	0	0	0
AGGREGATED PROFESSIONAL		10	2	7	4	1
AGGREGATED ADMINISTRATIVE		13	0	39	17	5

## IV. B. FY 2001 ACCOMPLISHMENT REPORT - HEADQUARTERS

### NOTEWORTHY ACTIVITIES/INITIATIVES

#### *LISTING OF NOTEWORTHY ACTIVITIES/INITIATIVES WHICH HAVE BEEN SUCCESSFUL IN IMPROVING EMPLOYMENT AND PROMOTION OPPORTUNITIES*

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Following are noteworthy activities for the Program Offices at Headquarters:

#### ☐ **OFFICE OF THE ADMINISTRATOR (OA)**

In February 2001, the EPA Administrator, Christine Todd Whitman, made a commitment to ensure that all employees have a workplace free of discrimination. A national civil rights training program for managers and supervisors was part of that commitment. The Office of Civil Rights (OCR) was designated as the lead for developing and implementing the training initiative. OCR contracted with the Equal Employment Opportunity Commission to provide training on the legal framework for civil rights in the federal sector. The two-day course was designed to build the competency of Agency managers in dealing with civil rights/equal employment opportunity issues, enhance awareness of specific civil rights laws, and clearly outline management responsibilities. The Office of Civil Rights (OCR) began training sessions in September 2001, which included Headquarters, all 10 Regions, and major laboratory sites. By the summer of 2002, almost 1600 managers and supervisors will have taken the training. The class has received high evaluations and additional training will be developed for Team leaders and new employees during the current fiscal year.

The Office of Policy, Economics and Innovation (OPEI) was able to provide summer internships to approximately 24 students during the summer of 2001, of which more than one-third were minorities and women. OPEI had a very structured plan for the interns which included meetings with the Associate Administrator, brown bag discussions on key initiatives, meetings with EPA Program Office officials, and evening events to provide opportunities for the interns to network and meet others.

The Science Advisory Board (SAB) took steps to diversify the pool of members and consultants that serve on the Board to increase its chances of receiving more qualified minority candidates for the FY 2002 nomination process. They used the Federal Register to reach out to a more diverse audience. The Board also contacted various organizations, including the American Indian Science and Engineering Society, Mexican-American Engineers and Scientists, and the National Association of Black Engineers.

The Environmental Appeals Board (EAB) continued to work with minority professional organizations both within and outside the Agency to advertise attorney vacancies, with a high degree of success. When any attorney vacancy arises, notice is given to minority bar associations for Blacks, Hispanics, Asian-Pacifics, and Native Americans. Those notices, as well as any advertisements that are placed in commercial sources such as The Legal Times, strongly encourage minorities and women to apply. This has resulted in a diverse pool of applicants and, ultimately, substantially greater diversity among the EAB attorney staff.

## ❑ **OFFICE OF AIR AND RADIATION (OAR)**

We take special pride in our leaders' commitment to diversity. African-American employees awarded two Division Directors commendations for their direct support of Diversity. The Black Employment Program actions are independent verification of the direct involvement of senior management in improving minority relations. Moreover, the Deputy Office Director continues to meet with the Special Emphasis Program Managers on a regular basis to ensure that diversity issues stay in the forefront of management's concerns. Too often the press of day-to-day business threatens to eclipse our ability to devote adequate time to address concern of all of our employees. The Deputy Office Director's direct interaction with the representative of minority programs ensures that lines of communication are strong.

Office of Transportation and Air Quality's (OTAQ's) Student Educational Employment Program strategy to increase minority representation is a clear success. Their partnership with the University of Michigan to place highly motivated students has provided OTAQ a pool of professional hires who are fully aware of the work required to improve air quality. Past SEEP graduates are now Senior Engineers and Scientists and form a substantial part of our future-leader pool. OTAQ plans to expand its partnership with the University of Michigan Engineering school which will provide us additional methods for reaching minority students. Furthermore, OTAQ continued to use hiring bonuses and other authorities to increase diversity. In the past, they relied primarily on hiring recent College graduates and developing leaders through in-house training. The strategic placement of experienced hires provides an opportunity to increase both our skill mix and diversity. As a result, the organization welcomed two minority employees in to the management ranks, and both have brought exceptional skills and experience to the programs. By simply changing perspective, diversity has increased among staff at all levels including management.

The Immediate Office and the University of Texas at El Paso (UTEP), through its Center for Environmental Resource Management, have developed the UTEP-OAR Environmental Student Support Program. The program places emphasis on identifying and recruiting students who are members of underrepresented minority groups. The program seeks to allow the students hands-on practical experience in air quality related studies, and to increase the number of Hispanic students in the environmental sciences and engineering field. In addition, the Institute for Tribal Environmental Professionals sponsored an internship program funded by the Immediate Office; the mission of this intern program is to encourage Native American and other students to pursue environmental careers and to assist Indian tribes in developing capabilities to manage their own environmental programs. Each year, approximately eleven undergraduate and graduate students studying environmental science and related fields are placed in tribal and federal environmental programs for a ten-week internship.

## ❑ **OFFICE OF ADMINISTRATION AND RESOURCES MANAGEMENT (OARM)**

New procedures were established to ensure that selections for competitive management training programs are made according to recently issued guidance on the selection of nominees for long-term, resource-intensive developmental programs. The guidelines were developed to ensure that all qualified employees are considered and selections are made fairly and openly. In addition, Office of Human Resources and Organizational Services (OHROS) funded EPA's participation in various venues aimed

at recruiting prospective minority employees: the Organization for Chinese Americans' National Conference and Career Fair, the Federal Asian Pacific American Council's Annual Leadership Conference and Job Fair, the National Hispanic Environmental Council, the Society for Professional Engineers, and the National Association for Federal Executives, etc. for positions throughout EPA.

As the National Program Manager for the Asian American & Pacific Islander (AAPI) Initiative, OARM's Office of Human Resources & Organizational Services (OHROS) prepared and submitted EPA's Fiscal Year 2002-2003 Implementation Plan for AAPI Activities to DHHS in October 2001. The Plan identifies and implements activities to address the needs of underserved communities, and is part of EPA's ongoing participation and support of the White House Initiative on AAPIs, and reflects a commitment and sensitivity to the AAPI community. The AAPI Initiative also worked with the Office of Research and Development, National Center for Environmental Research to include Native Hawaiian Serving Institutions among the list of minority academic institutions eligible for financial assistance. This is a small but significant milestone considering that AAPIs are the only minorities unable to capitalize on much needed government funding provided to other federally designated serving institutions.

The Office of Grants and Debarment (OGD) diversified its work force by hiring three white females and one African-American female, and implemented a succession planning effort that resulted in advancement opportunities for minorities and women. In the area of career development, OGD provided expanded detail opportunities for its employees, including details for two African-American women and one Hispanic male. OGD also continued its partnership with Howard University Law School by hiring an African-American female intern to work in the suspension and debarment program.

#### □ **OFFICE OF CHIEF FINANCIAL OFFICER (OCFO)**

Staff continued the workforce assessment project to identify skills and knowledge of OCFO staff in order to plan for employee development, recruitment and retention. A revised Organizational Improvement Plan continues to strengthen OCFO. The Plan focuses on recruitment and employee development. As part of their recruitment efforts, staff participated in Agency sponsored job fairs to try and attract a more diverse workforce. In addition, job vacancies and detail assignment notices were sent within OCFO via e-mail to all OCFO employees.

#### ' **OFFICE OF ENFORCEMENT AND COMPLIANCE ASSURANCE (OECA)**

Throughout the OECA program offices, administrative personnel were given developmental opportunities to cross train in new media and develop new skills and knowledge to be better able to compete for promotional opportunities. Individual Development Plans were reviewed by managers with employees to ensure training was being funded and supported to further the career development of administrative and professional staff.

Assistant Administrator and Principal Deputy Assistant Administrator held 17 listening sessions in headquarters and NEIC to encourage dialogue between senior managers and employees. As a result, two management retreats were held with concentration on Improving Cross Cultural Dialogue, Communication Practices, and Creating Diverse Applicant Pools.

The Criminal Division from the Office of Criminal Enforcement, Forensics, and Training (OCEFT) conducted an Environmental Crimes Awareness and Career Opportunities 4-hour presentation to approximately 100 minority high school students in Washington D.C.

❑ **OFFICE OF ENVIRONMENTAL INFORMATION (OEI)**

The OEI Diversity Action Workgroup was established. The purpose of the Diversity Action Workgroup is to produce a Diversity Action Plan (DAP) for OEI. To date, this workgroup has produced a comprehensive draft, a comparison document, the measurement matrix and a milestones document. Although, the workgroup completed all phases of the development process, the final DAP has not been released. However, a final draft has been submitted to senior management for comments and review.

❑ **OFFICE OF GENERAL COUNSEL (OGC)**

The Principal Deputy General Counsel announced OGC's 2001-2002 Diversity Dialogue Initiative in September of 2001. Building on the progress made from the 1999-2000 Initiative, this year's initiative is a creative, exciting, and educational twelve-month program and is the product of months of work by OGC's Diversity Dialogue Group (the DDG). The DDG, a cross-section of OGC consisting of 23 staff members, including senior and mid-level managers, para-professionals and staff attorneys, is chaired by an African-American female support staff member. The fully-funded Initiative includes educational videos, seminar sessions, a Film Festival and informal discussions. Participation in the 2001-2002 Diversity Initiative is mandatory for all OGC employees.

❑ **OFFICE OF INTERNATIONAL ACTIVITY (OIA)**

In FY2001, for the first time in OIA's history, 8 persons were appointed as Special Emphasis Program Managers and Alternates to represent African Americans, American Indians, Asian Americans and Pacific Islanders, Hispanics, Persons with Disabilities, and Women.

❑ **OFFICE OF INSPECTOR GENERAL (OIG)**

The OIG formed a committee in the Eastern Investigation Office to prepare a training continuum to train all employees in the rules and regulations regarding EEO. This training is intended to inform all staff members of their rights under EEO, inform managers of their duties, and help managers and employees understand the necessity for diversity in accomplishing the organization's mission.

The Office of Investigations(OI) continues to actively encourage developmental assignments. For example, over the past two years, two minority and one non-minority female field agents have served as acting desk officers in OI Headquarters. These assignments provided headquarters with the needed assistance and new ideas, while broadening the knowledge and experience of the assigned agents. In addition, minorities and non-minority females in Headquarters are afforded the opportunities to act in supervisory capacities in the field, with similar mutually beneficial results.

The OI has been involved in several outreach efforts. Every year, the OI sends representatives to the annual conventions of the International Association of Chiefs of Police (IACP), the National Organization of Black Law enforcement Executives (NOBLE) and the Women in Federal Law



Enforcement (WIFLE). At these events, OI representatives, which include both minority and non-minority employees, discuss the OIG's mission, and stimulate interest among potential job applicants. In addition, OI for 2001 was represented at the first annual Federal Law Enforcement Recruiting Career Exposition, held at the Presidio, San Francisco. There were in excess of 30 Federal Law Enforcement agencies represented. Heavy media coverage was involved. Because of its success, another expo is being planned for 2002.

‘ **OFFICE OF PREVENTION, PESTICIDES AND TOXIC SUBSTANCES (OPPTS)**

The Office of Pollution Prevention and Toxics (OPPT) created a *Workgroup of Clerical and Administrative Support Staff* – principally minority females – to identify issues and actions to improve individual and collective performance in support of the office mission.

‘ **OFFICE OF RESEARCH AND DEVELOPMENT (ORD)**

EEO training is now being given to all managers and supervisors. In addition, the National Health and Exposure Effects Research Laboratory (NHEERL) has initiated a training program to explain the issues of diversity and equity to its employees. Training has already been conducted for managers and the NHEERL Diversity Steering Group. Training will be completed for all employees by June 2002.

ORD sponsored four student interns through a cooperative agreement with the National Association For Equal Opportunity (NAFEO), who represents Historically Black Colleges and Universities. The Student Mentoring Program gave students the opportunity to interact daily with professional federal government employees. The experience of working on-site with the federal government provides invaluable career building experience and supplements the students training; moreover, the opportunity to work alongside a federal career professional provides students with unparalleled exposure to the nation's officials and scientists responsible for protecting human health and safeguarding the natural environment. The training provides a pipeline for the future employment of minorities. In conjunction with the above student intern program, NHEERL also sponsored two faculty members under NAFEO. These HBCU faculty members obtained in-depth on-site information regarding issues unique to EPA. The Faculty Program under NAFEO, again, like the student mentoring, creates an invaluable means of informing minorities about the Agency and ORD mission.

Our National Exposure Research Laboratory supports the EPA/Shaw University Research Apprenticeship Program for Culturally Diverse High School Students. This program is for high school students from Wake County who have shown superior ability in science and math. They participate in the academic year program on the first three Saturdays during the month of September through May. The sessions include classes, workshops, and presentations by EPA scientists. The summer program takes place for six weeks for students in grades 9-11. The students attend classes and workshops, and participate in field trips. The 11<sup>th</sup> graders serve as apprentices with mentors at EPA during the six-week summer program. This program introduces high school students to the sciences and, hopefully, will be a means of future recruitment for EPA.

## □ **OFFICE OF SOLID WASTE AND EMERGENCY RESPONSE (OSWER)**

OSW is translating the following documents into foreign languages: Planet Protectors Certificate and Badges (Spanish); Climate Change (Spanish); RCRA InFocus - Dry Cleaning (Korean); Science Fair Fun: Designing Environmental Science Projects (Spanish); and Service Learning Guide (Spanish). They are expected to go to print in 2002. In addition, the Call Center and Docket calls continue to have Spanish response capabilities.

During a two-week period in May 2001, half of OSW's 280 employees (including management) attended the very popular video, "The Color of Fear." Resulting from the strong response to the video, "The Color of Fear," several OSW employees held focus groups to discuss their ideas and reactions. One result was the formation of a Diversity Planning Group (DPG), which consists of over twenty-five (25) core members (including management and staff). Members of the DPG attended a two day "Team-Building Retreat," and held additional retreats to work on the team's charter, mission and long term goals. The DPG's goals are to assist OSW in demonstrating a high level of cultural sensitivity and create an environment that reflects greater equity in hiring and promotions.

OSW/Office of Emergency and Remedial Response (OERR) also developed a CD ROM planning tool that reflects the geo-demographic analysis and compiles this data on the national, regional and state/county levels. The tool also maps NPL and RCRA corrective action sites to Hispanic populations. A major aim is that EPA staff use this tool in developing appropriate outreach materials based on the density of the Hispanic populations around these sites, age, acculturation, and language. OSW/OERR also developed a comprehensive mailing list of Hispanic media, educational and organizational contacts to expand our outreach activities and ensure that all segments of the Hispanic society routinely receive notification of EPA policies, guidance and publications.

## ' **OFFICE OF WATER (OW)**

OW has signed a contract with Radio Station Bilingue for airing OW's small community programs for Hispanic rural areas and tribes. We have translated EPA brochures to Spanish for distribution about EPA Small Communities Program.

Each SES manager is required to build a relationship with at least one organization with a diverse membership. It is believed that it will create a stronger environmental interest among members of the community which will eventually evolve into greater interest in working with an environmental organization.

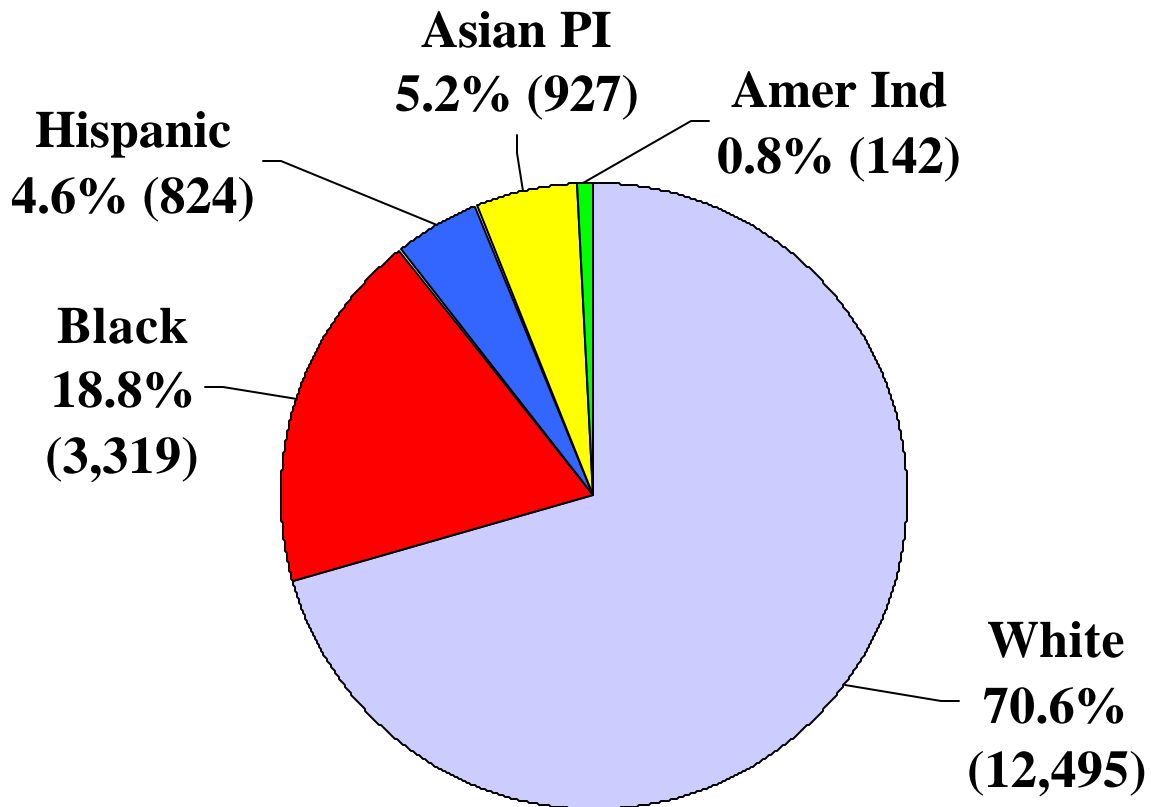
In FY 2001, ten students from HBCUs participated in OW's summer intern program, and one scientist from Howard University agreed to participate in OW's Faculty Development Program.

## **V. APPENDIX**

## **V.A STATISTICAL CHARTS**

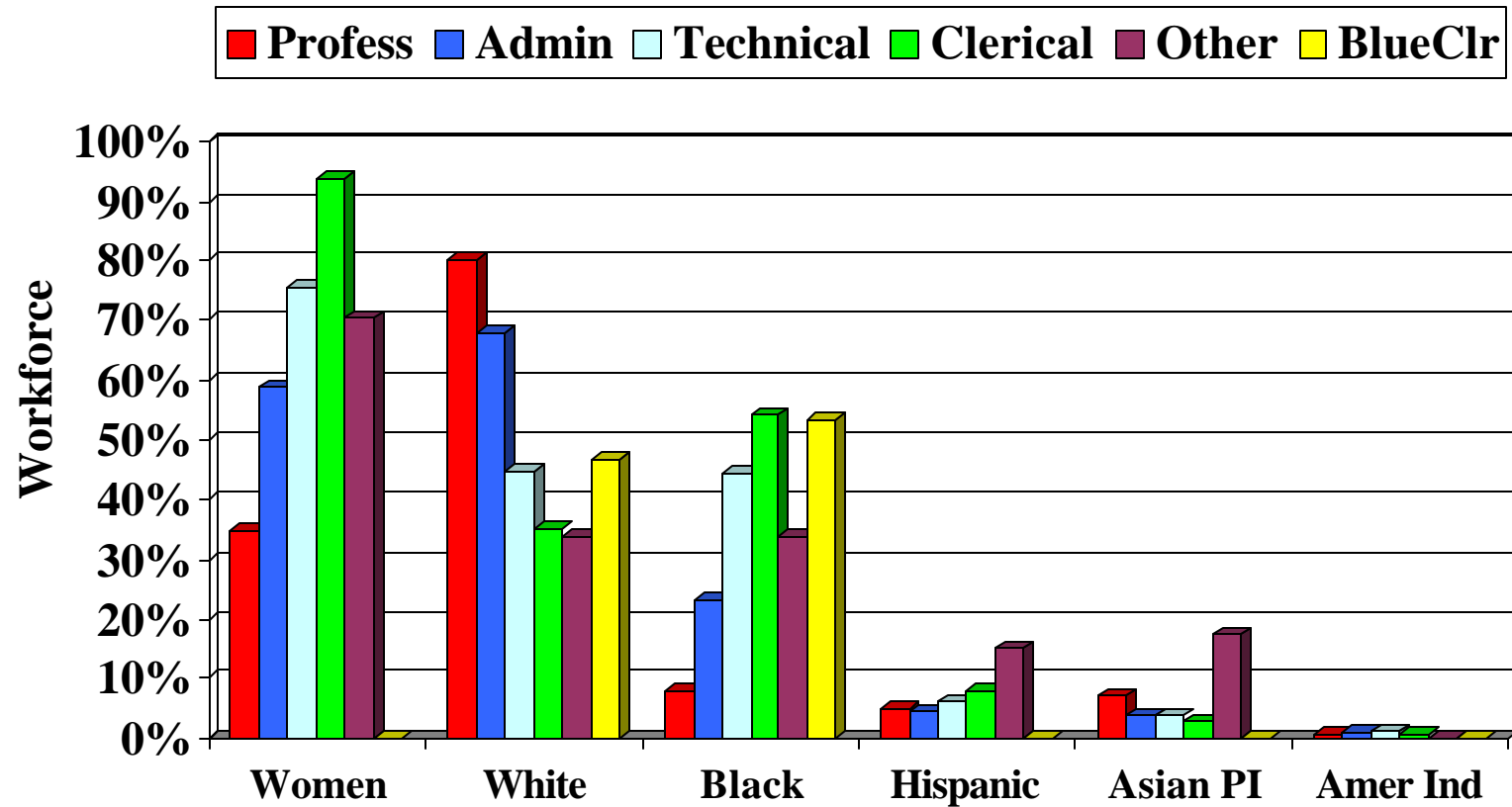
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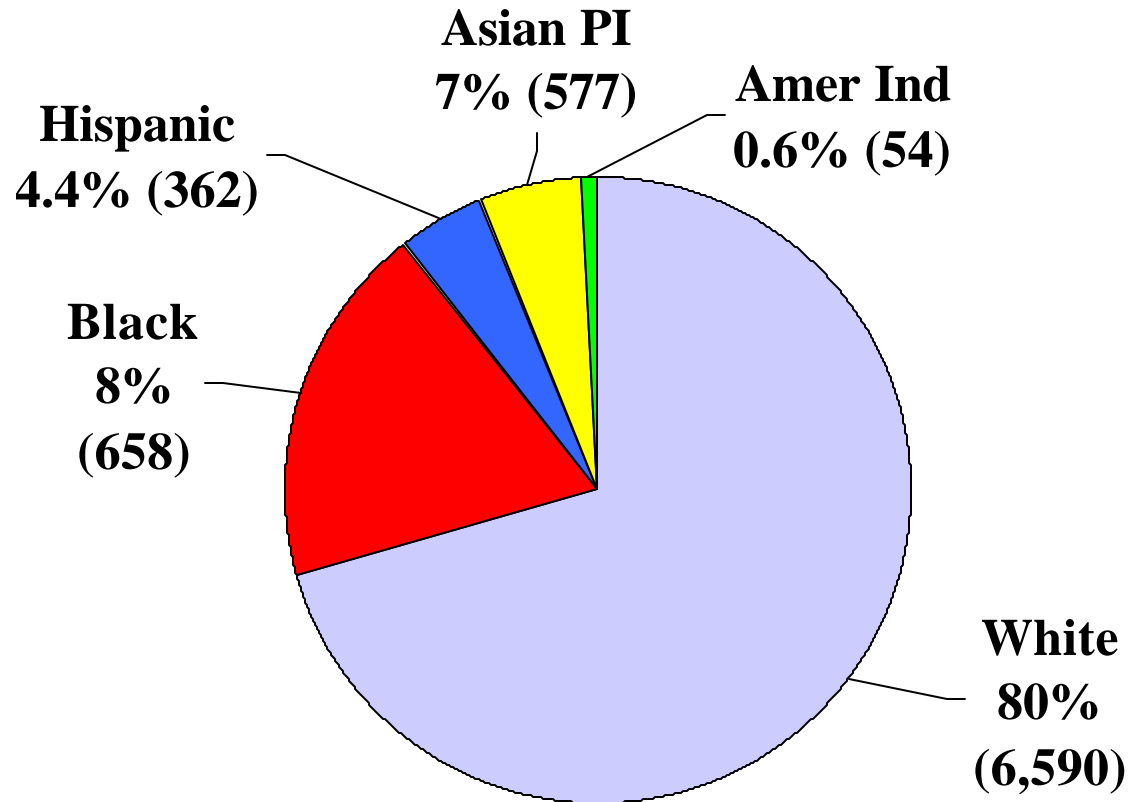
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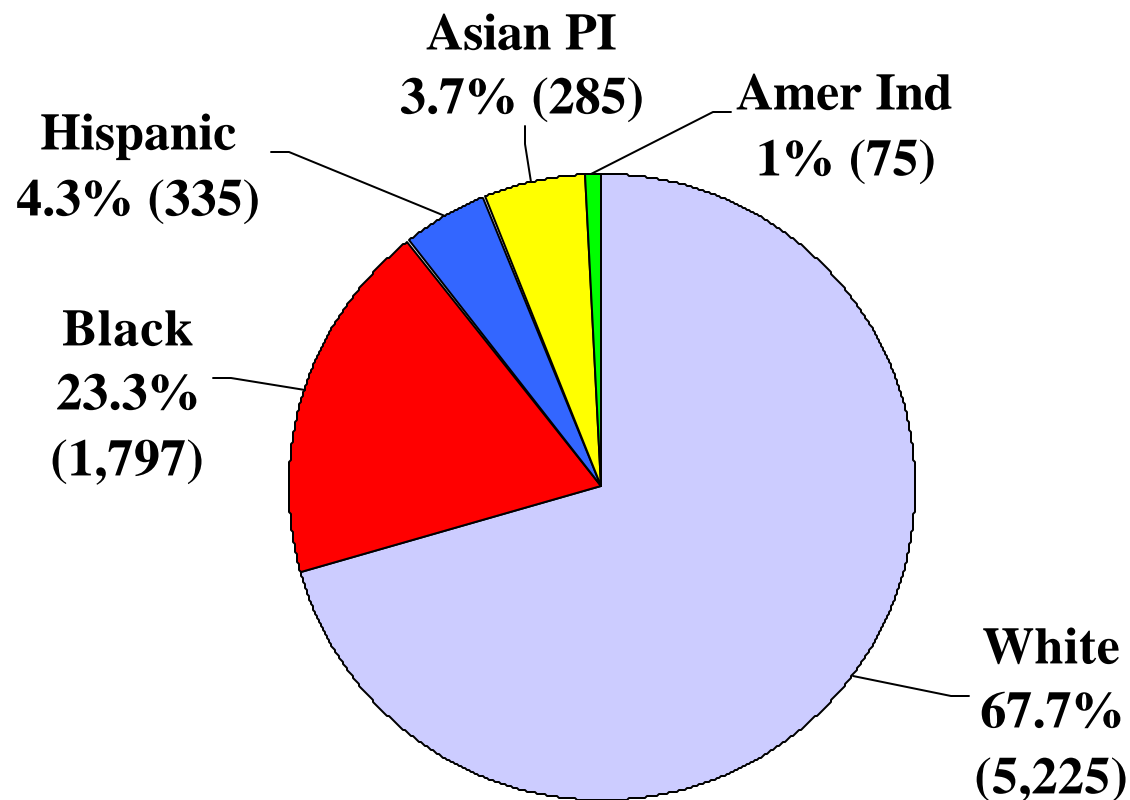
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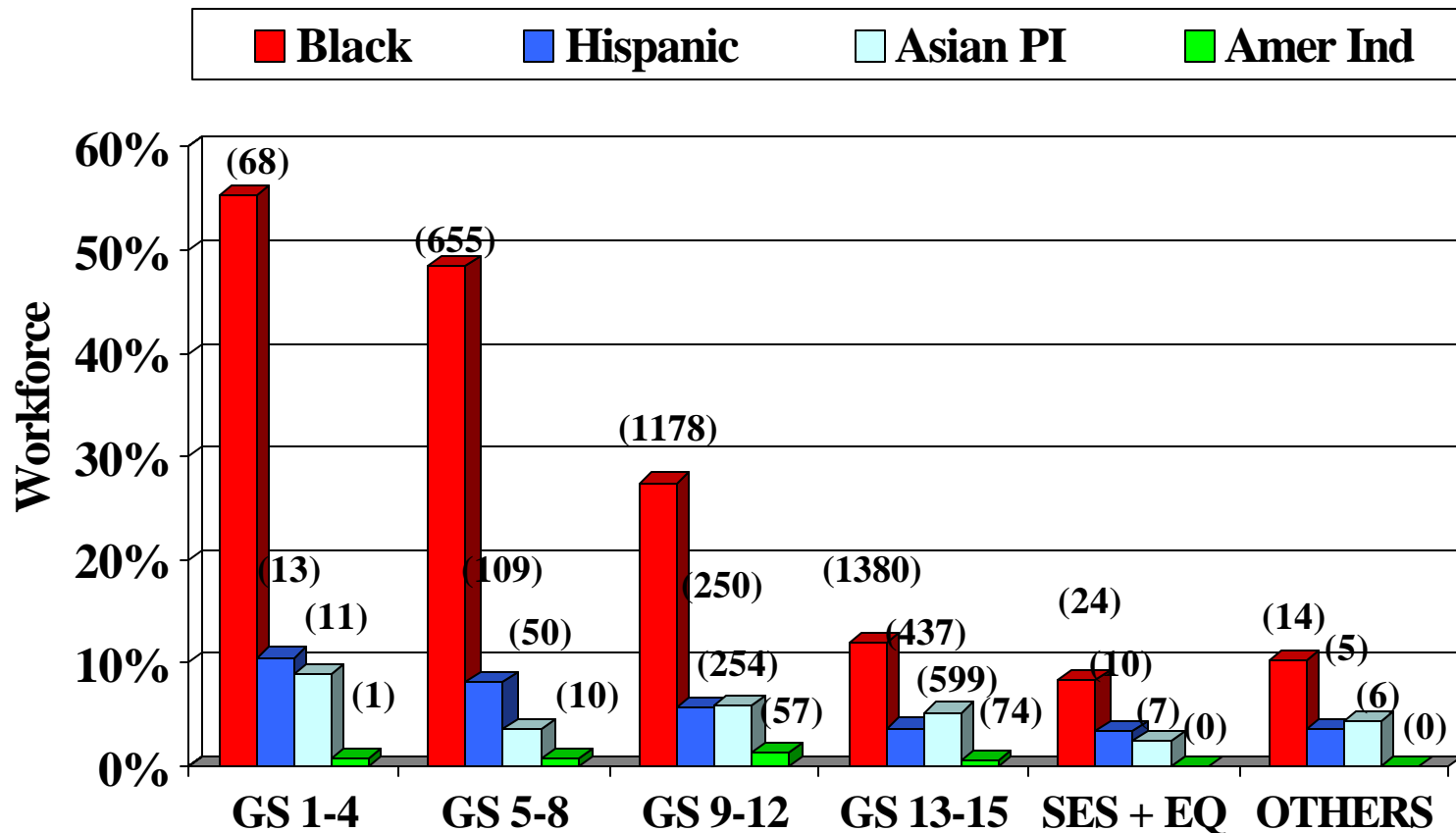
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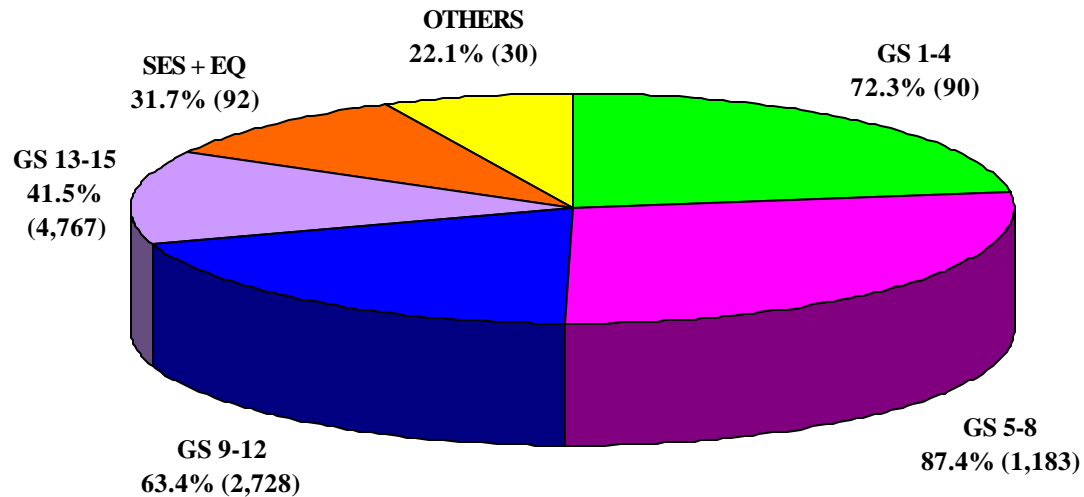
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Note: Numbers in parentheses are actual; bars are in population percentages

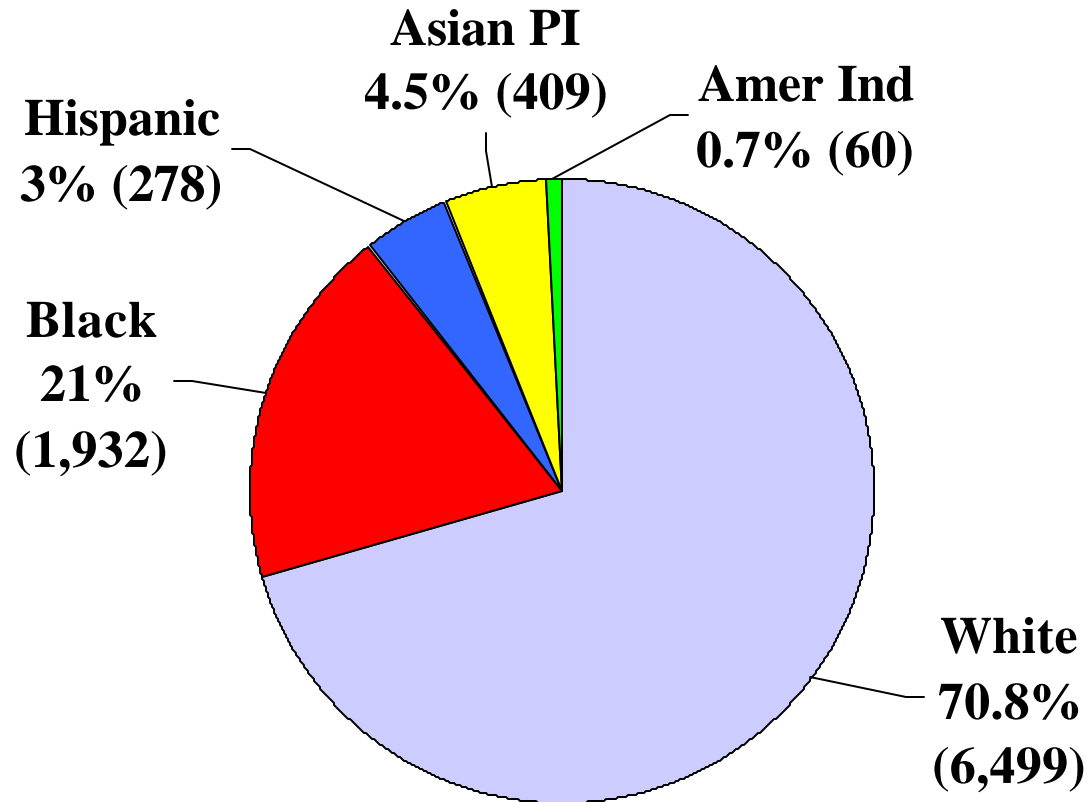
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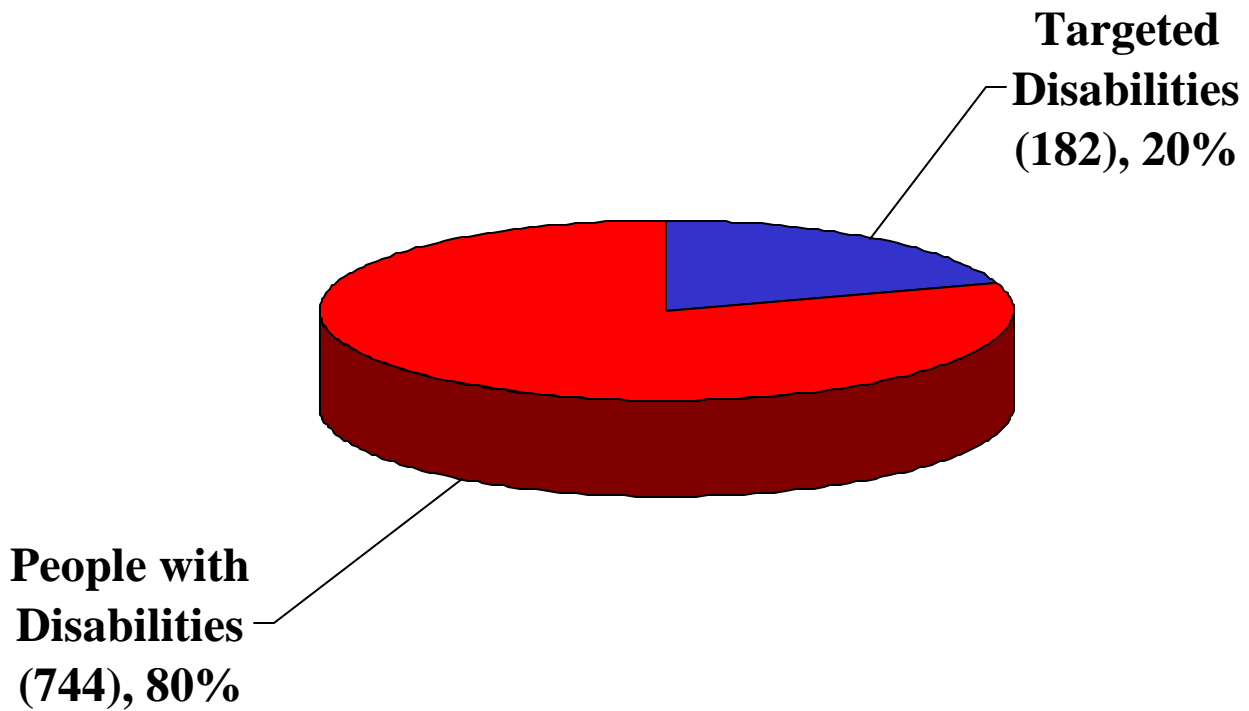


# EPA Headquarters PATCOB (9/30/01)

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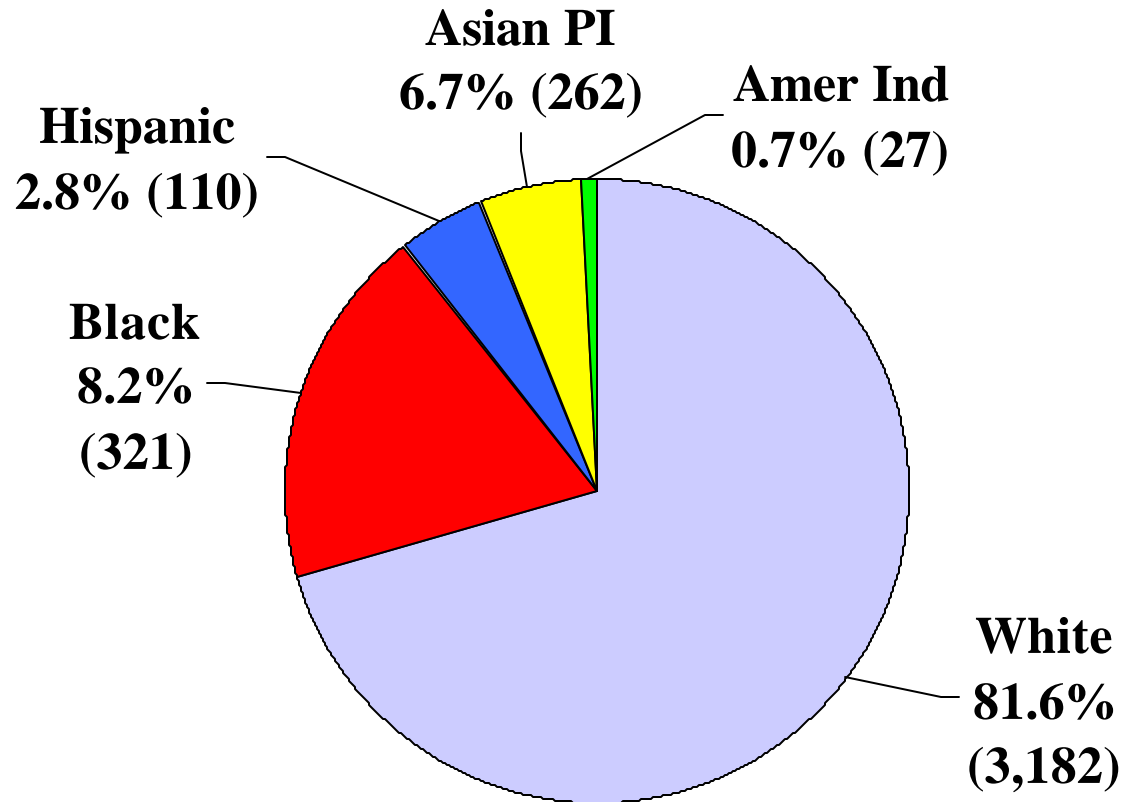


# **EPA Agency-Wide People with Disabilities As of 9/30/01**



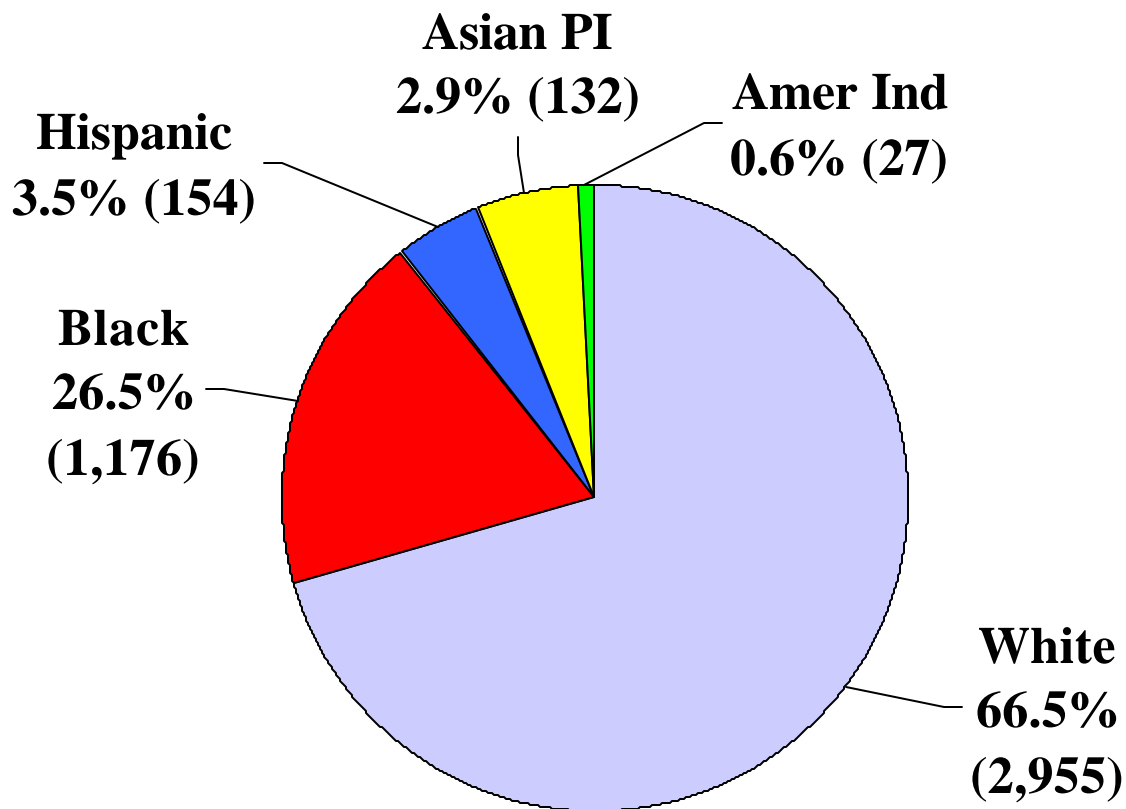
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# EPA Headquarters Administrative (9/30/01)

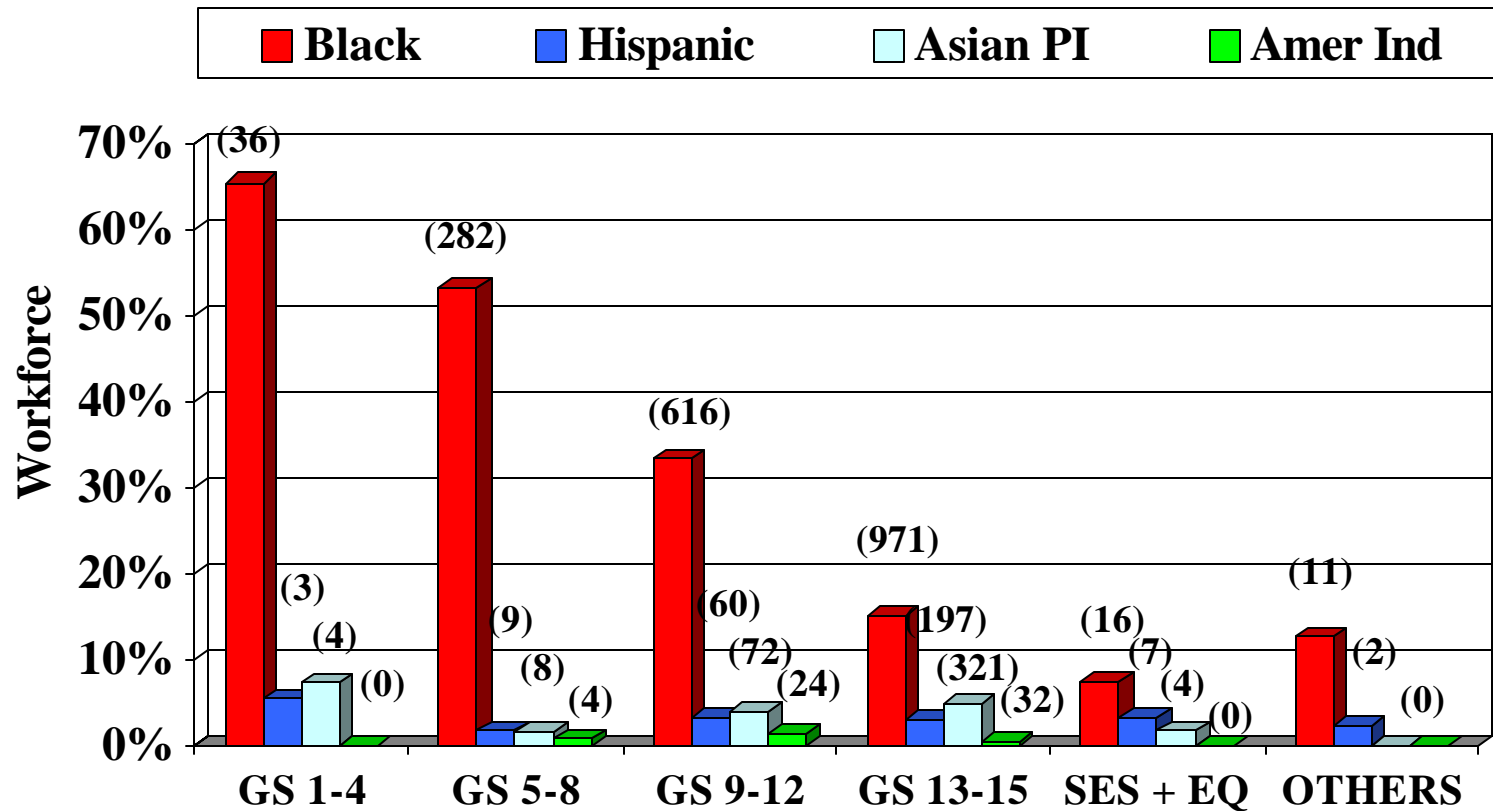
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# EPA Headquarters

## Minorities – Grade Levels

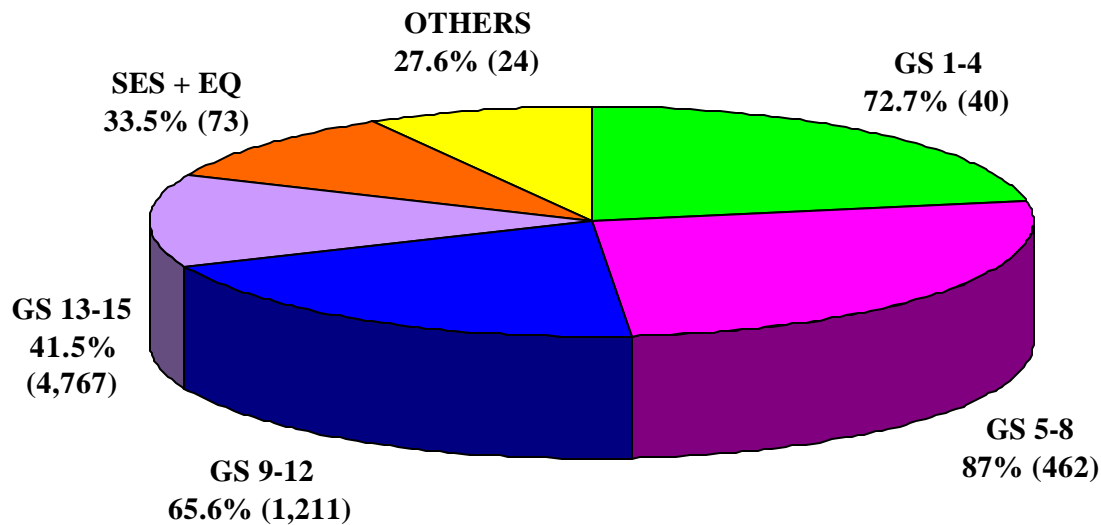
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Note: Numbers in parentheses are actual; bars are in population percentages

# EPA Headquarters Women – Grade Levels

(9/30/01)

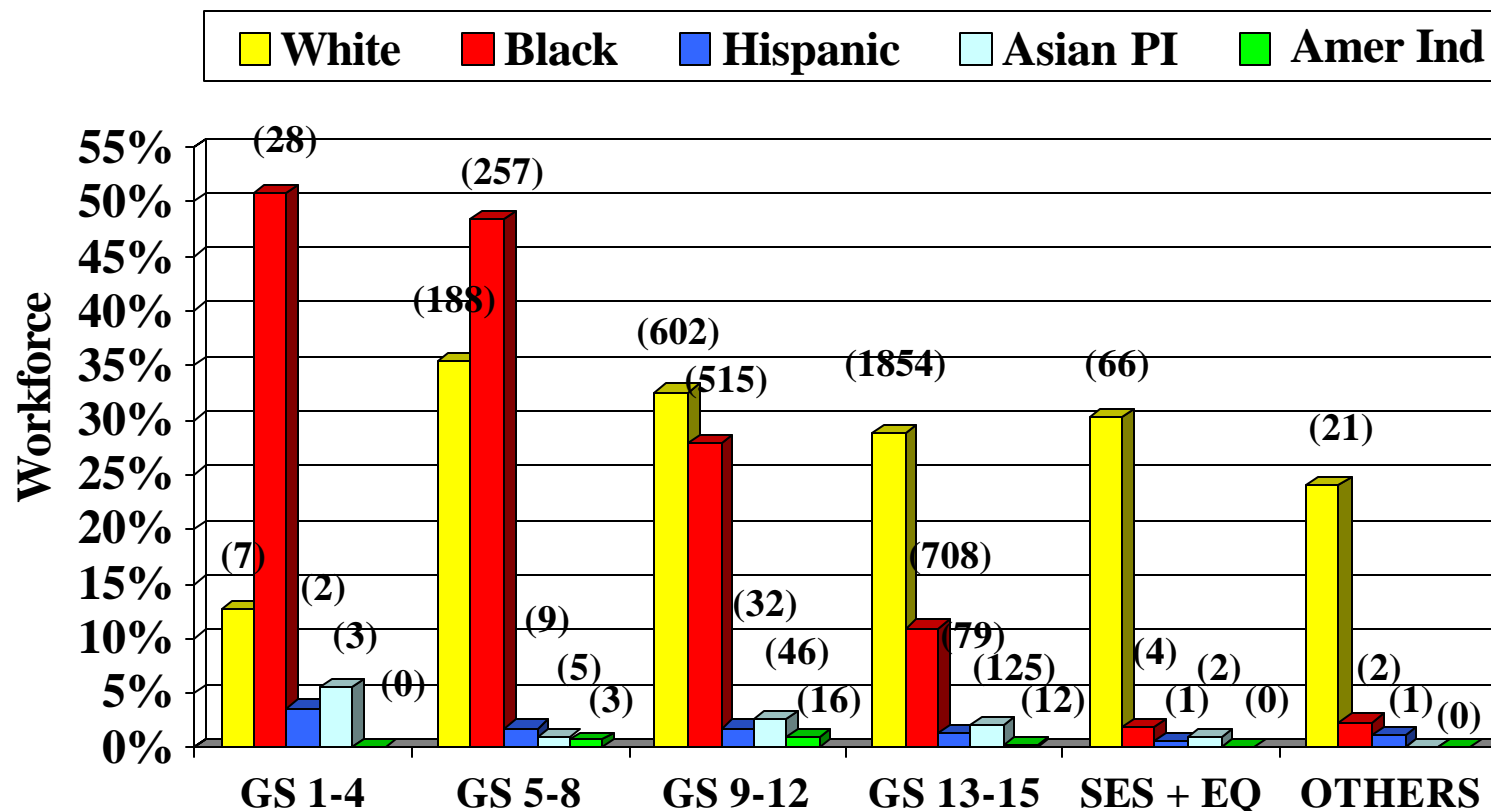




# EPA Headquarters

## Women – Grade Levels

(9/30/01)



Note: Numbers in parentheses are actual; bars are in population percentages

**V. B. GLOSSARY**



## **V. B. GLOSSARY**

### **Abbreviations**

AA	Assistant Administrator
AEP	Affirmative Employment Program
AEPP	Affirmative Employment Program Plan
AD	Areas Directors
EEO	Equal Employment Opportunity
EEOC	Equal Employment Opportunity Commission
EO	Equal Opportunity
EEOO	Equal Employment Opportunity Officer
EOS	Equal Opportunity Specialist
EPA	Environmental Protection Agency
FEORP	Federal Equal Opportunity Recruitment Program
FWP	Federal Women's Program
FWPM	Federal Women's Program Manager
HEP	Hispanic Employment Program
HEPM	Hispanic Employment Program Manager
NACE	National Administrative Council for Excellence
OCR	Office of Civil Rights
OHROS	Office of Human Resources and Organizational Services
OPM	Office of Personnel Management
PWD	People with Disabilities
RA	Regional Administrator
RDCR	Regional Director of Civil Rights
SEP	Special Emphasis Program
SEPM	Special Emphasis Program Manager
WISE	Women in Science and Engineering

### **Terms and Definitions**

#### ***Action Item***

A step which has been identified towards achieving objectives documented in the Affirmative Employment Program (AEP) Accomplishment Report of Objectives and Action Items.

#### ***Administrative Judge (AJ)***

An official employed and assigned by the EEOC to hold hearings on formal complaints of discrimination.

#### ***Affirmative Employment***

Action taken to eliminate historic under representation of women and minorities in the federal workforce. It includes the total process by which agencies identify barriers to equal opportunity, take action to eliminate them, and locate, identify, and assist in the employment of qualified applicants

from under-represented groups in categories of employment where such under representation has been determined.

### ***Affirmative Employment Program (AEP) Plan***

Federal agencies are required by law to implement a plan for an affirmative program of equal employment opportunity and to conduct affirmative recruitment for underrepresented occupations and pay grades. The plan is a multi-year document developed by each federal agency and submitted to the U.S. Equal Employment Opportunity Commission (EEOC). It includes comprehensive workforce analyses by occupational categories, grade groupings, and key jobs that can lead to middle and senior level positions; identification of barriers to the employment of women and minorities; and development of action plans for eliminating the barriers. Agencies also develop and submit annual AEP program accomplishment reports and annual AEP updates.

### ***Affirmative Employment Program (AEP) Groups***

White women, Black men, Black women, Hispanic men, Hispanic women, Asian/Pacific American men, Asian/Pacific American women, American Indian men, and American Indian women. Men and women with disabilities are also considered AEP groups, but they are covered under a separate AEP plan.

### ***Age Discrimination***

A claim of discrimination based on age by an individual who is at least 40 years of age at the time of the alleged discriminatory act.

### ***Aggrieved***

An individual who files a precomplaint alleging that they have been discriminated against and have suffered harm based on an adverse action being taken. If the aggrieved files a formal complaint of discrimination, the term “complainant,” is used as defined below.

### ***Alternative Dispute Resolution***

A process for resolving workplace disputes, including claims of discrimination, using alternative dispute resolution processes, such as mediation. Required by EEOC Regulations 29 CFR Part 1614 at both the precomplaint and formal stages of the complaint process under Title VII.

### ***Allegation of Reprisal***

A claim of restraint, interference, coercion, discrimination, or retaliation in connection with presenting, processing a complaint, being a part of a complaint (such as being a witness) or the process, or because of any opposition to an employment practice unlawful under Title 29 CFR Part 1614.

### ***American Indian/Alaskan Native***

Defined by the EEOC as a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

***Asian/Pacific Islander***

Defined by the EEOC as a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Korea, the Philippine Islands, and Samoa.

***Barrier (Artificial)***

Personnel policy, practice, or procedure that is neutral on its face, but that has an adverse or disparate impact, restricts or tends to limit, the representative employment of applicants and employees, especially minorities, women, and persons with disabilities.

***Black (not of Hispanic origin)***

Defined by the EEOC as a person having origins in any of the Black racial groups of Africa. Does not include Hispanics.

***Civilian Labor Force (CLF)***

Individuals, age 16 or older, who are employed or seeking employment. These statistics include those in the Armed Forces. Civilian labor force data is published on a nation-wide basis, by geographic region, and by locality (referred to as Standard Metropolitan Statistical Area, or SMSA).

The latest CLF information available for purposes of this report is from the 1990 Census.

***Class Complaint***

A discrimination complaint filed on behalf of a class by the agent of the class. A class is defined as a group of employees, former employees, or applicants, who allege that they have been or are being intentionally or unintentionally adversely impacted upon by an agency personnel policy or practice that discriminates against the group on the basis of their common race, color, religion, sex, national origin, age, or disability. The Class must be certified, which is based on numerosity, commonality and typicality.

***Complainant***

A federal employee, a former federal employee, or an applicant for federal employment who files a formal complaint of discrimination based on his or her race; color; religion; sex; national origin; age; disability (mental or physical), included protected genetic information; sexual orientation; parental status; and/or reprisal.

***Desk Review***

A paper review of statistical information submitted by a recipient of EPA assistance during the application process and implementation of the assistance award. Generally, statistical information alone is not a sufficient basis for a finding of discrimination, but may serve as a basis to make further inquiry of the recipient's practices in EPA assisted programs and activities. It is a way of determining if the recipient is carrying out its civil rights responsibilities for monitoring adherence to special conditions relating to equal opportunity made at the time of the assistance award, for reviewing compliance with voluntary compliance agreements, for determining if the recipient needs technical assistance, for evaluating subsequent applications from the recipient in light of past performance, and for targeting recipients for onsite reviews.

***Disabled Person***

An individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment. For purposes herein, the term disabled does not include any individual who is an alcoholic or drug abuser and whose current use of alcohol or drugs prevents such individual from performing the duties of the job in question, or whose employment, by reason of such current alcohol or drug abuse, would constitute a direct threat to property or to the safety of others. Targeted disabilities for affirmative employment program emphasis planning purposes are: deafness; blindness; missing extremities; partial paralysis; complete paralysis; convulsive disorders; mental retardation; mental illness; and distortion of limbs and/or spine.

***Discrimination***

Any act, or failure to act, impermissibly based in whole or in part on a person's race, color, national origin, religion, gender, age, disability (mental or physical) including protected genetic information, sexual orientation, parental status, and/or reprisal, that adversely affects privileges, benefits, working conditions, or other terms or conditions of employment and results in disparate treatment, or has a disparate impact on employees or applicants.

***Disparate Impact***

A theory of discrimination in which a policy or practice that appears neutral on its face, but that has an adverse or disparate impact on a protected class or group.

***Disparate Treatment***

The most common form of discrimination alleged, where an individual perceives or alleges that they are being treated disparately from others that are similarly situated based their membership in a protected group or a basis covered under the nondiscrimination statutes.

***EEO Counselor***

An Agency employee working under the direction of the Director of Civil Rights or other senior EEO official, who makes informal inquires and seeks resolution of informal complaints.

***EEO Groups***

White men and women, Black men and women, Hispanic men and women, Asian/Pacific Islander men and women, American Indian/Alaskan Native men and women. Persons with disabilities are also considered an EEO group, but they are covered under a separate affirmative employment plan, in accordance with Section 501 of the Rehabilitation Act of 1973, as amended.

***Employee***

Either a full-time or part-time member of the Agency's work force who is employed on a permanent basis. This term does not include those individuals hired under temporary or intermittent appointments, except when related to the AEP for Persons with Disabilities, which includes temporary employees.

### ***EPA Components/Organizations***

EPA components or organizations consist of program offices (AAships), regional offices, and major laboratories. Major laboratories are provided guidance and direction in the development of Affirmative Employment Program Plans by an Area Director of Civil Rights - one each located at, Cincinnati, and Research Triangle Park.

### ***Equal Employment Opportunity (EEO)***

The right of all persons to have equal opportunity to work and advance on the basis of merit, ability, and potential, free from social, personal, or institutional barriers, bias, prejudice, and discrimination.

### ***Equal Employment Opportunity Commission (EEOC)***

The Federal agency responsible for enforcing laws which prohibit discrimination based on race, color, religion, sex, national origin, age (40 and over), disability, sexual orientation, parental status, and reprisal. The EEOC is responsible for processing discrimination complaints, conducting EEOC Hearings, and making findings and corrective actions regarding complaints. The EEOC, Office of Federal Operations (OFO) makes final decisions on discrimination complaints that have been appealed. It also reviews, upon request, decisions on negotiated grievances and Merit Systems Protection Board (MSPB) appeals if they include issues of discrimination.

### ***Equal Pay Act Complaint***

The Equal Pay Act of 1963, 29 U.S.C. Section 206(d), amended the Fair Labor Standards Act, 29 U.S.C. Section 201, et seq., to prohibit discrimination based on sex in the payment of wages for similar work. Administration and enforcement of the Act is the responsibility of the EEOC. Federal Sector Equal Pay Act administrative complaints are processed under Title VII. However, complainants in Equal Pay Act cases are notified of the statute of limitations of two years, or three years for willful violation, and the right to file directly in Federal District Court, without first providing notice to the Commission or exhausting administrative remedies.

### ***Final Agency Decision***

A decision, with or without a hearing, of an Agency on a complaint of employment discrimination.

### ***Fiscal Year***

The reporting period from October 1 of one calendar year to September 30 of the following calendar year.

### ***Formal Complaint***

A written complaint filed under 29 CFR Part 1614, alleging that a specific act of discrimination or reprisal has taken place that is personal and harmful to the individual. Proposed actions are not covered until they become final and unless they are a part of a claim of continuous harassment.

### ***Hispanic***

A denomination of national origin referring to persons of Puerto Rican, Mexican, Cuban, Central of South American, or other Spanish culture or origin regardless of race. Does not include persons of Portuguese culture or origin.



***Precomplaint (Informal) Complaint***

A matter of alleged discrimination at the precomplaint stage, which an aggrieved person brings to the attention of an EEO counselor before a formal discrimination complaint is filed.

***Precomplaint (Informal) Resolution***

Resolution or settlement of a precomplaint of alleged discrimination arrived at prior to the filing of a complaint (formal) of discrimination with the Office of Civil Rights.

***Investigation***

An official investigation, review, or inquiry, by individuals authorized to conduct such investigations, inquiries or reviews, into claims raised in an equal employment opportunity complaint. The investigative process is a fact finding, non-adversarial. Therefore, the investigator is obligated to collect evidence regardless of the parties' positions with respect to the evidence.

***Major Laboratories***

Any organization serviced by the Area Offices in Las Vegas, Cincinnati, and Research Triangle Park.

***Major Occupations***

These are mission-related occupations or those positions with 100 or more employees.

***Merit Systems Protection Board (MSPB)***

The Federal agency responsible for deciding appealable personnel actions and mixed case complaints and appeals, or complaints that contain both appealable actions and allegations of discrimination.

***Minorities***

All persons classified as Black (not of Hispanic origin), Hispanic, Asian, Pacific Islander, American Indian, or Alaskan Native.

***Mixed Case Complaint***

A complaint involving an action appealable to the MSPB, which also alleges that the action was taken because of discrimination. Actions appealable to the MSPB include, but are not limited to, removals, demotions, suspensions for more than 14 days, reductions-in-force, and furloughs for less than 30 days.

***National Origin***

A prohibited basis for discrimination that is an individual's place of origin or her/his ancestor's place of origin, or the possession of physical, cultural, or linguistic characteristics of a national origin group.

***Negotiated Grievance Procedure***

A grievance procedure contained in a collective bargaining agreement negotiated between an agency and a recognized labor organization. An allegation of discrimination may be processed under a negotiated grievance procedure, as provided for by Title 5 United States Code, Section 7121(b).

Unless specifically excluded by agreement between labor and management, an employee may file an allegation of discrimination to be processed under a negotiated grievance procedure or under 29 CFR Part 1614, but not both. Wherever the aggrieved files first, in writing and formally, is considered the selection of forum.

### ***Occupational Categories***

These are major occupational categories for white-collar and wage-grade pay systems. They are classified into the following six groups: Professional, Administrative, Technical, Clerical, Other, and Blue-Collar. The categories are referred to by the acronym PATCOB.

### ***Onsite Program Review***

An in-depth program review of a recipient's EPA-assisted program and activities when the Agency has reason to believe that the recipient is engaging in illegal discriminatory practices, which are contrary to conditions in the award.

### ***Program Offices***

Any operating component of Headquarters (Assistant and Associate Administrators, the General Counsel, the Inspector General, the Chief Financial Officer, and Directors of Headquarters Staff Offices that report to the Administrator).

### ***Race/National Origin (RNO) Designation***

A prohibited basis for discrimination and for EEO program planning and monitoring purposes, the EEOC defined the categories by which all persons may be identified and includes: Black (not of Hispanic origin); Hispanic; Asian or Pacific Islander; American Indian or Alaska Native; White (note of Hispanic origin).

### ***Reasonable Accommodation***

A change or adjustment to a job or work site that makes it possible for an otherwise qualified employee with disabilities to perform the essential functions of a position. This may include, but not be limited to:

- (1) making facilities readily accessible to and usable by persons with disabilities
- (2) job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, the provision of readers and interpreters, and other similar actions.

### ***Religion***

Religious beliefs and moral or ethical beliefs as to what is right and wrong that are sincerely held with the strength of religious views.

***Representative***

A person selected and designated by an aggrieved person, a complainant, or witness as his/her representative, in writing. The representative may accompany, represent, and advise the complainant, agent, or witness at any stage of the complaint process.

***Reprisal***

Unlawful restraint, coercion or discrimination against complainants, their representatives, witnesses, individuals involved in the EEO process, such as Directors of EEO, EEO staff, investigators, EEO counselors, witnesses, and other agency officials who have been or are involved at any stage of the presentation and processing of the complaint, including the precomplaint process, or because of opposition to any action believed to constitute an unlawful EEO practice.

***Sexual Harassment***

A prohibited form of sex or gender discrimination. Sexual harassment violates acceptable standards of conduct required of all employees, applicants, and persons conducting business with the EPA and interferes with the Agency's ability to accomplish its mission effectively and efficiently. Any instances of such conduct will be dealt with swiftly. Sexual harassment may fall into the categories of "quid pro quo" and/or "hostile work environment" and is defined as:

- (1) influencing, offering to influence, or threatening the career, pay, or job of another person—woman or man - in exchange for sexual favors; or
- (2) deliberate or repeated offensive comments, gestures, or physical contact of a sexual nature in a work or duty-related environment.
- (3) has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment

***Special Emphasis Programs (SEP)***

Programs that are established as integral parts of the overall equal opportunity program to enhance the employment, training, and advancement of a particular minority group, women, or people with disabilities.

***Special Emphasis Observance or Event***

Agency-sponsored ethnic or cultural program or activity conducted to add additional substance and enhance the visibility of the Federal Women's Program, Hispanic Employment Program, Black Employment Program, American Indian Employment Program, and Asian/Pacific Islander Employment Program. Annual observances further employee equal employment opportunity training by providing participants an opportunity to familiarize themselves with the contributions, cultural history, and ethnic traditions of the EPA's diverse work force.

***Under representation***

This situation occurs when an AEP group constitutes a smaller percentage of a given occupation, occupational category, or grade level, in proportion to the group's percentage representation on the applicable CLF (based on the 1990 census). Severe under representation manifests itself when an AEP group is absent from an employment category.

***White***

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, and does not include Hispanics. Also includes persons not included in other categories.

## ATTACHMENT A



**PLAN FOR THE EMPLOYMENT AND  
ADVANCEMENT OF DISABLED VETERANS**

December 2001

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*EPA Plan To Increase Employment Opportunities for Individuals with Disabilities.* – Attachment

## **INTRODUCTION**

The Federal Government has a statutory obligation to apply affirmative action principles with respect to the hiring, placement and advancement of individuals with disabilities. The Federal Government is committed to taking the lead in charting a public policy that provides clear direction to both the public and private sectors. Pursuant to section 501 (b) of the Rehabilitation Act of 1973 (29 U.S.C. 791 (b)) ("Section 501 (b) Plan"), each department, agency and instrumentality in the executive branch must have an up-to-date affirmative action plan for the employment and advancement of qualified disabled veterans with the Federal Government.

To this end, Personnel Management Memorandum 720-1 dated March 28, 1983 establishes at the Agency level Environmental Protection Agency (EPA) guidelines and requirements for the Agency's affirmative action program concerning the Federal employment and advancement of disabled veterans. This program is designed to promote Federal employment and career development opportunities for qualified disabled veterans, especially veterans who are 30% or more disabled.

## **AGENCY POLICY**

It is EPA's policy to promote and employ fair and equitable employment practices for qualified disabled veterans. EPA is committed to the implementation of an affirmative action program to eliminate under representation of qualified disabled veterans, especially those who are 30% or more disabled. An effective affirmative action program for disabled veterans must be a continuing program that is centered around:

- Total involvement of management and employees in the implementation of the program. This is achieved through widespread publicity to create an awareness of the program and local committees established to carry out activities using internal resources in the assessment, problem identification and goal setting process;
- Integration of the Affirmative Action Plan(s) for Disabled Veterans into the Agency's human resources programs. This includes providing sufficient training and advancement opportunities for disabled veterans along with an effective career counseling program;
- Commitment of sufficient resources to implement the program and action plan(s) effectively - this would include budgeting adequate staff time and resources in support of the plan, including designation of selective placement coordinators in the Headquarters and field installations;
- Interaction with local and national veteran organizations to develop veteran applicant and



information resource pools;

- Development of action plans that meet local objectives and goals and contribute to overall Agency objectives. Local plans should be designed around local human resources requirements and workforce needs and should contribute to the overall Agency objectives;
- Assessment of local plans against problems identified and stated objectives and goals - this includes review of local policy, action items accomplished and action items not accomplished to determine the overall effectiveness in employing and promoting disabled veterans; and
- Development of periodic reports which demonstrate quantitatively and qualitatively progress toward achieving those goals and correcting those problems identified in the action plans. These reports will be submitted annually by October 1 and April 30 of each year. The reporting requirement and information submitted will provide:
  1. Numbers and RNO of hires and description of accomplishments and career development activities to be used for the completion of the required annual Agency report to OPM;
  2. Information to support the development of updated objectives and action items in future editions of the Agency Plan;
  3. Scheduled bi-annual opportunities to inform Headquarters and field installations of their responsibilities for employing and advancing disabled veterans; and
  4. Bi-annual opportunities to monitor, review, and evaluate the effectiveness of planned efforts, including implementation at the Headquarters and field installation levels during the period covered by the plan.

## RESPONSIBILITIES

Judith King, Director Strategic Planning and Policy Services Division (SPPSD), Office of Human Resources and Organizational Services (OHROS), serves as the key Agency official for the Disabled Veterans Affirmative Action Program and is responsible to OPM for:

- The development of a national plan;
- Providing adequate guidance and instructions to subordinate operating components and to field installations;
- Devoting adequate resources to the program;
- Making certain that officials in the field activities and operating components understand what their program responsibilities are and that they are carried out;
- Reviewing and approving annual accomplishment reports; and
- Providing for the preparation and submission of the Agency annual accomplishment report to

OPM.

Human Resources Officers in the Regions and the Human Resources Staff Directors (or Program Management Officers where appropriate) in Headquarters will:

- Develop local recruiting programs and plans based on guidelines and expectations set by the Agency program;
- Interpret legislation, regulations, and policy pertinent to affirmative action, and selective placement to explain and support the use of competitive procedures and special appointing authorities to employ qualified disabled veterans;
- Appoint or designate, on a full-time or collateral basis, a Selective Placement Coordinator who will:
  1. advocate the hiring, placement, and advancement of qualified disabled veterans;
  2. respond to requests for information on the Disabled Veteran Affirmative Action Plan (DVAAP) and related activities from the SPPSD and requests from external customers;
- Use both internal and external recruiting sources to increase the hiring of disabled veterans;
- Ensure a statement appears on all vacancy announcements concerning consideration of eligible disabled persons for positions regardless of the area of consideration and that there are provisions for reasonable accommodation in the work place;
- Evaluate local progress in meeting goals and submit appropriate reports to SPPSD; and
- Create an awareness among all managers and supervisors of their affirmative action responsibilities under the provisions of this program, and special appointing authorities available for use under this program.

#### CURRENT STATUS OF DISABLED VETERAN EMPLOYMENT

Currently, the total number of disabled veterans in EPA, including those who are 30% or more disabled, represents less than 1% of the Agency's employee population. In response to the Executive Order, *Increasing the Opportunities for Individuals with Disabilities to be Employed by the Federal Government*, EPA is trying to increase the number of individuals with disabilities in its workforce. The *EPA Plan To Increase Employment Opportunities for Individuals with Disabilities* outlines the efforts EPA is undertaking in this endeavor. The number of disabled veterans the Agency employs is certain to increase as a result of these efforts.

## RECRUITMENT STRATEGY

Recruitment methods to seek out disabled veterans include:

- Cooperation with: selective placement program staffs concerned with affirmative action for the disabled; the Veteran's Employment Service of the Department of Labor; state and local employment agencies; private veteran assistance centers; the Department of Veterans Affairs hospitals; organizations fostering the employment of the disabled; and other Federal agencies;
- Work with the Department of Veterans Affairs' Vocational Rehabilitation and Employment Program (VREP) to create career opportunities and explore on-the-job training programs for disabled veterans;
- Out reach programs;
- Skills banks and applicant pools;
- Career seminars; and
- Use of reemployment priority lists.

Additionally, refer to pages 2 through 7 of the *EPA Plan To Increase Employment Opportunities for Individuals with Disabilities*.

## APPOINTING AUTHORITIES

EPA will use the Veteran's Readjustment Appointment authority as well as authorities listed on pages 4 and 5 of the *EPA Plan To Increase Employment Opportunities for Individuals with Disabilities*.

## REASONABLE ACCOMMODATION

Refer to pages 10 and 11 of the *EPA Plan To Increase Employment Opportunities for Individuals with Disabilities*.

## CAREER DEVELOPMENT OPPORTUNITIES

Refer to pages 8 through 10 of the *EPA Plan To Increase Employment Opportunities for Individuals with Disabilities*.

## ATTACHMENT B



## FY 2002/2003 PLAN FEDERAL EQUAL OPPORTUNITY RECRUITMENT PROGRAM

### **Regulatory Requirements**

This FY 2002/2003 Plan of the US Environmental Protection Agency's Federal Equal Opportunity Recruitment Program (FEORP) is prepared pursuant to 5 CFR 720.205. It is incorporated in EPA's *FY 2001 Affirmative Employment Program (AEP) Plan Accomplishment Report for Minorities and Women and FY 2002 Plan Update*, which present EPA's progress in improving employment and advancement opportunities for women and minorities and document the status of significant program objectives and action items directed towards achieving work force representations as previously outlined in EPA's Multi-Year (FY 1987-FY 1994) AEP. They are prepared pursuant to Section 717, Title VII of the Civil Rights Act of 1964, as amended, and Executive Order 11478, as amended by Executive Order 12106. EPA also prepares and submits to OPM an annual *FEORP Accomplishments Report* that describes recruiting strategies and training used in support of FEORP goals. The *Hispanic Employment Initiative: Nine-Point Plan* accompanies this report.

### **Introduction**

As EPA strives to create a work force that is reflective of all of the citizens it serves, a major focus of both national and local recruitment efforts is to increase the representation of minorities, women, and people with disabilities in the applicant pool from which the Agency selects qualified individuals. These efforts are informed by annual assessments by EPA Headquarters and Regional offices of under representation in occupational categories and grade groups (as identified in the *AEP Plan Update*). The FEORP Plan describes the actions EPA programs are taking to try to address this under representation.

### **Diversity Efforts**

*Investing In Our People: EPA's Strategy for Human Capital* presents EPA's visions, values, goals, and strategies to support and enhance its workforce and its work environments. Its first goal is to "attract and retain a diverse and highly skilled workforce." To that end, EPA has undertaken a number of diversity efforts over the past several years that build on or are incorporated within its human capital foundation. Responsibility for human capital investment and effective human resources management is shared by all Offices and Regions, managers and supervisors, and staff across the Agency. These efforts as well as new or planned efforts are summarized in the table below.

**Asian American & Pacific Islander (AAPI) Initiative** that reflects a good balance of internal and external activities and strategies under goals such as ensuring adequate representation of AAPIs in the workforce. << [www.epa.gov/aapi/](http://www.epa.gov/aapi/) >>

**Cooperative Agreements** with organizations like the National Association for Equal Opportunity in Higher Education (NAFEO) that enrich the academic experiences of students and faculty from Historically Black Colleges and Universities (HBCUs) through training and research opportunities.

**Diversity Action Plans** which are directed at strengthening local diversity efforts and offering employees the opportunity to raise fairness issues, structure solutions, and promote diversity awareness. << [intranet.epa.gov/diversity/eeo-dap.htm](http://intranet.epa.gov/diversity/eeo-dap.htm) >>

**Diversity Managers/Advocates**, Special Emphasis Program Managers, human resources specialists, and selecting officials, who work together to target organizations, professional societies, and organizations providing job opportunity networks for people of minority heritage, people with disabilities, and veterans to fill critical jobs.

**EPA Intern Program** which was one of the initiatives set forth in the Agency's 1997 Diversity Action Plan. EPA recruits actively in the Hispanic and predominantly African American college and university networks. In fact, EPA has hired 111 Interns since the Program's inception in 1998 of which about half were minorities or people with disabilities; and many were outstanding scholars in college.<<[intranet.epa.gov/institute/wds/intern.htm](http://intranet.epa.gov/institute/wds/intern.htm) >>

**A Manager's Toolkit for Hispanic Recruitment** which represents a practical and comprehensive resource for Agency supervisors and other decision-makers as they strive to overcome the deficit of skilled Hispanic workers in the EPA workforce.  
<< [www.epa.gov/hispanicoutreach/projects/rtools.htm](http://www.epa.gov/hispanicoutreach/projects/rtools.htm) >>

**National Hispanic Outreach Strategy** which sets out a comprehensive approach to promoting greater access to economic and employment opportunities with the Agency and increasing EPA support for Hispanic-Serving Institutions (HSI's) of higher education.  
<< [www.epa.gov/hispanicoutreach/index.html](http://www.epa.gov/hispanicoutreach/index.html) >>

**Native American Employment Strategy** that will identify activities and share best practices aimed at promoting recruitment and career advancement for Native Americans.

**Partnerships with Minority Institutions** as well as with institutions populated with high numbers of diverse students in order to establish relationships with professors, department chairs, and faculty advisors to promote environmental studies majors and advise on curriculum development; provide fellowships for students pursuing degrees in environmental and engineering disciplines; host students for summer internships; and/or sponsor faculty on Intergovernmental Personnel Act (IPA) assignments.

**Plan to Increase Employment Opportunities for Individuals with Disabilities** that describes how EPA's recruitment, career development and other employee assistance programs and strategies support its commitment to provide hiring, placement, and advancement opportunities for individuals with disabilities. << <http://intranet.epa.gov/epahriis/policy/pdfs/eodisab.pdf> >>

**Recruiter's Handbook** which contains information that a recruiter needs to successfully market EPA programs to attract high quality, diverse applicants to EPA.

**Veterans' Recruitment Strategy** which will seek to maximize employment opportunities for veterans in EPA and complement EPA's *Disabled Veterans Affirmative Action Plan*.

## **National and Local Recruitment**

EPA's national recruitment program - - a key component in *EPA's Strategy for Human Capital* - - serves as the focal point for coordinating and planning recruitment activities Agency-wide. Its objectives are to: support offices in implementing *Diversity Action Plans*; implement recruitment aspects of outreach strategies; locate the best qualified applicants while adhering to merit system principles and EEO requirements; establish a framework for HR offices to implement recruitment initiatives; and help reestablish relations with HBCUs, HSIs and other minority organizations and groups. Integral to the program are the development and dissemination of tools, development and implementation of outreach strategies, and monitoring and evaluation of results. These include development of training materials for recruiters and on-line tools to assist managers in their recruiting efforts; enhancement of the Web site to attract and inform applicants about job opportunities; participation at national recruiting events << [intranet.epa.gov/epahriis/policy/recruiters.htm](http://intranet.epa.gov/epahriis/policy/recruiters.htm) >>; and the production and maintenance of state-of-the-art recruitment booths and materials << [intranet.epa.gov/epahriis/policy/pdfs/brochure.pdf](http://intranet.epa.gov/epahriis/policy/pdfs/brochure.pdf) >> to use at these events.

EPA also will devise a strategy to develop a competitive advantage in recruiting, orienting and retaining high-performing employees with critical skills. Products and tools that will be produced include a pilot outreach and recruiting program targeted toward candidates with desirable or special skills and competencies and carried out through a multi-media approach, including targeted electronic recruitment linked with one of the leaders in private-sector electronic recruitment. A professionally produced electronic multi-media -- web-based and/or CD-ROM -- tool will be useful Agency-wide to supplement orientation programs for existing employees and as a leading-edge recruiting product for potential new employees. This will complement EPA's targeted recruitment efforts to enhance workforce diversity.

EPA's comprehensive recruitment program incorporates both national and local diversity efforts with the use of outreach, special hiring authorities, incentives, internships, fellowships, or other programs to identify and hire entry-level people to senior specialists as described below.

### **Outreach to Potential Applicants**

- ✓ **use of paid advertisements** in national journals.
- ✓ **sending vacancy announcements to organizations** that reach out to or include people with the special skills and interests associated with EPA work.
- ✓ **forming partnerships with national or local organizations** (e.g., Office of Disability Employment Policy/DOL, National Hispanic Environmental Council, Greater Boston Federal Executive Board, etc.).
- ✓ **participation in national and local recruiting events** (sponsored by, e.g., American Indian Science & Engineering Society, Careers and the DISabled/The National Business & Disability Council, National Association of Asian American Professionals, National Organization of Black Chemists & Chemical Engineers, Society of Hispanic Professional Engineers, Society of Women Engineers, The Retired Officers Association etc.).

## Special Appointing Authorities and Programs

✓ **Schedule A**, 5 CFR 213.3102(t) for Hiring People with Mental Retardation; Schedule A, 5 CFR 213.3102(u) for Hiring People With Severe Physical Disabilities; Schedule B, 5 CFR 213.3202(k) for Hiring People Who Have Recovered from Mental Illness; Schedule A, 5 CFR 213.3102(l) for Hiring Readers, Interpreters, and Other Personal Assistants; 5 CFR 316.302(b)(4) or 5 CFR 316.402(b)(4) for Hiring 30 Percent or More Disabled Veterans; 5 CFR 315.604 for Hiring Disabled Veterans Enrolled in VA Training Programs; and 5 CFR 316.201(b) for Hiring Worker Trainees for programs such as the Welfare to Work program.

✓ **Bi-lingual/Bi-cultural**, a special authority to hire persons, who have proficiency in Spanish and/or knowledge of Hispanic culture, in positions in which interaction with the public or job performance would be enhanced by having bilingual and/or bi-cultural skills. (This authority is authorized under the terms of the Luevano Consent Decree.)

✓ **EPA Intern Program**, a comprehensive entry level, permanent employment and career development program designed to recruit and nurture the next generation of EPA leaders. Interns enter a two year process to help them develop their potential. Their positions are centrally-funded for two years, after which time their home base offices assume the funding.

✓ **EPA Post-Doctoral Program**, excepted service appointments for two to three years for Ph.D. candidates to conduct scientific research at EPA's research facilities.

✓ **EPA Summer Honors Law Clerk Program**, summer clerkships to approximately ten second year law school students to introduce them to the work of EPA. The focus of this summer program is to include schools with national reputations for environmental law, schools with significant minority populations, and the Historically Black Colleges and Universities that have law schools.

✓ **Federal Career Intern Program**, excepted service appointments (Schedule B) not to exceed two years. Individuals are hired at grades GS-5, GS-7 or GS-9, and upon successful completion of the program, including a two-year formal training component, are eligible for noncompetitive conversion to career or career-conditional appointments.

✓ **Outstanding Scholar**, a special hiring authority established for entry-level administrative positions at the GS-5 and GS-7 level for college graduates with a GPA of 3.45 or better or who have graduated in the upper 10 percent of their class. (This authority, authorized under the terms of the Luevano Consent Decree, can only be used for specific series and job titles).

✓ **Peace Corps Personnel**, special authority to appoint Peace Corps staff (not volunteers) with 36 continuous months of service within 3 years of separation from Peace Corps.

✓ **Peace Corps (Former) and VISTA Volunteers (Former)**, a special authority to appoint returned volunteers usually within one year after they complete the qualifying service.

✓ **Presidential Management Intern Program**, established to attract to Federal service outstanding graduate students from a variety of academic disciplines who have an interest in, and commitment to, a career in the analysis and management of public policies and programs. Graduate students participate in a competitive nomination process devised by their college or university.

✓ **Student Career Experience Program (SCEP)**, a work-study program that provides opportunity for students in academic institutions to blend periods of study with periods of career-related employment. Besides being able to non-competitively convert students to permanent positions once they graduate, EPA can foster a working relationship with the academic institutions that will enhance the success of EPA's college recruitment.

✓ **Veterans' Readjustment Appointment (VRA)**, an excepted service appointment for positions up to GS-11. After two years, employee may be converted to competitive service.



### Incentives

- ✓ **Recruitment Bonus**, onetime payment of up to 25% of base pay for a newly appointed employee when it is determined that, in the absence of such a bonus, difficulty would be encountered in filling the position.
- ✓ **Relocation Expense**, may be authorized for the expenses of a new hire's travel and transportation of household goods to their first duty station.
- ✓ **Student Loan Program**, authorizes agencies to repay Federally insured student loans as a recruitment or retention incentive to attract or retain highly qualified General Schedule (GS) employees in professional, technical, or administrative positions. (EPA's Program is going through the Agency's formal review process.)
- ✓ **Superior Qualifications Appointment**, provides pay at a higher step within the grade rate range to candidates with unusually high or unique qualifications EPA needs.

### Internships and Fellowships

- ✓ **Environmental Career Organization (ECO) Internships**, promote the development of diverse leaders in environmental careers.
- ✓ **EPA National Network for Environmental Management Studies**, a comprehensive fellowship program that provides students with practical research opportunities and experiences at EPA. << [www.epa.gov/enviroed/NNEMS/](http://www.epa.gov/enviroed/NNEMS/) >>
- ✓ **Hispanic Association of Colleges and Universities (HACU) National Internship Program (HNIP)**, recruits college students for paid summer- and semester-long internships providing direct environmental experience at EPA.
- ✓ **National Research Council Research Associate-ship Programs**, make awards to doctorate level scientists and engineers who can bring their special knowledge and research talents to work in research areas of interest to them at Federal agencies.
- ✓ **Science and Technology Policy Fellowships**, sponsored by the American Association for the Advancement of Science (AAAS), offers qualified science or engineering candidates one-year of unique public-policy learning experience and the opportunity to bring technical backgrounds and external perspectives to decision-making in the US Government.

In addition to utilizing the recruitment methods listed above, EPA has implemented a Web-based recruitment system called **eZhire @ EPA** << [www.epa.gov/ezhire/](http://www.epa.gov/ezhire/) >>. This new system permits EPA employees and outside job seekers to apply for EPA's jobs online. It electronically qualifies, rates and ranks job applicants and produces a list of quality candidates for selecting officials in record time. Since it is being used Agency-wide, **eZhire @ EPA** will bring consistency to the recruitment process as well as significantly improve EPA's competitiveness in the job market.

As an outgrowth of the *Diversity Action Plans*, a number of offices have established Diversity Steering Groups, Recruitment Councils, or Position Review Panels which perform a variety of tasks to promote diversity awareness and initiatives or process changes to increase diversity in the organization. Actions focusing on recruitment include:

- ✓ attending job fairs which creates the opportunity to develop a pool of applicants by collecting applications and disseminating them to managers when vacancies arise,
- ✓ reviewing potential vacancies and jobs prior to posting to enhance opportunities,
- ✓ developing and implementing a targeted approach for recruitment,
- ✓ contacting diverse organizations about job opportunities,
- ✓ monitoring the receipt of applications,
- ✓ talking with selecting officials to emphasize the importance of diversity, and
- ✓ reviewing selections before making a final recommendation to senior management about the quality of the recruitment process.

Actions focusing on career development and/or advancement include:

- ✓ competing detail, reassignment and/or rotational opportunities, and
- ✓ establishing internal upward mobility programs to provide support staff with the opportunity to move into two-grade interval positions.

### **Work Life Programs**

Family-friendly, work life quality options also help make EPA more competitive. Those currently available, or under consideration, include: alternative and flexible work schedules; part-time employment and job sharing; telecommuting and flexi-place; transportation subsidies; business casual dress policy; child and elder care services; on-site child development centers and lactation stations; on-site health and fitness centers; leave bank/transfer programs; career assessment counseling; and employee counseling and assistance programs. EPA leads the Government, and in some cases, the private sector, in many of these areas.

### **Hispanic Employment Initiative (FY 2001)**

**1. Support and implement the White House Initiative on Educational Excellence for Hispanic Americans.** To support this initiative a number of EPA human resources offices have established Memoranda of Understanding (MOU) with colleges and universities with large Hispanic student populations. These relationships provide opportunities to work closely with career centers to plan targeted recruiting trips, and identify and prepare Hispanic students for environmental careers through the initiation of environmental education programs with the schools.

**2. Provide employment information to students, faculty, and the Hispanic community.** Employment information in both English and Spanish (e.g., Environmental Careers << [www.epa.gov/hispanicoutreach/projects/profesiones.pdf](http://www.epa.gov/hispanicoutreach/projects/profesiones.pdf) >>) can be found at the Web sites of EPA's *National Hispanic Outreach Strategy* and *A Manager's Toolkit for Hispanic Recruitment*. EPA also provides employment information at national career fairs sponsored by Hispanic organizations and at the local level through school and community partnerships.

For example, EPA **Region 2** (New York) conducted 11 recruitment trips: five were made to the University of Puerto Rico and the other trips included recruitment at the IMAGE Conference and visits to schools in New York with large Hispanic student populations. **Region 6** (Dallas) has developed an MOU for coordinating outreach and strengthening partnership with the University

of Texas at Brownsville. A workgroup meets bi-weekly with representatives from the University to establish a rapport and general guidelines; and conference calls are made to establish and set priorities for training, grants, internships, etc. **Region 9** (San Francisco) established an MOU with the San Diego State University (SDSU) and had the opportunity to meet with the SDSU Dean of the Imperial Valley Campus to discuss environmental education programs, student opportunities programs, mentoring and internships.

**3. Use the Presidential Management Intern (PMI) Program for recruiting, converting and advancing Hispanic college students.** EPA encourages management to utilize the PMI program as well as other programs, such as the Outstanding Scholar Program, for recruiting, converting and advancing Hispanic college graduates. For example, **Region 3** (Philadelphia) hired a PMI who is fluent in Spanish. The PMI became a member of the Region's Hispanic Employment Program and volunteered to conduct Spanish classes for the workforce.

**4. Participate in the HACU National Internship Program.** Each year EPA participates in the HACU Job Fair. Students from HACU institutions have been identified and hired through the EPA Intern Program. **Region 6** attempted to hire a student from the HACU National Internship Program to work in the Superfund Division, however, HACU did not have any referrals at the time the student was needed.

**5. Use the flexibilities of the Student Employment Program to bring Hispanic students into the Agency's shortage category occupations, as well as other occupations.** During the summer of 2001, two Hispanic students were hired to work in **Region 7** (Kansas City). Both students were hired in collaboration with IMAGE de Kansas City. One student was converted from the Student Temporary Employment program to the Student Career Experience program. The other student was noncompetitively converted from the Student Career Experience program to a career-conditional appointment.

**6. Develop mentoring programs to motivate young people to pursue higher education and Federal careers.** To develop students for environmental careers and to promote environmental studies, EPA managers and human resources specialists are developing and reinforcing relationships with high schools and universities. The Agency is particularly focusing on schools with large minority populations. A significant number of agreements and MOU's have been signed with HSI's.

EPA offices participate in a variety of mentoring programs. For example, **Region 2** sponsors an employee mentoring program and encourages its Hispanic employees to attend. **Region 3** conducts a six-week shadowing and mentoring summer program for Philadelphia's participating high schools which have a high Hispanic student population. The Regional office also works with the schools throughout the year.

**7. Promote participation of Hispanic employees in career development programs.** The EPA Intern Program, a comprehensive, entry level, permanent employment and career development program, is one route to include Hispanic employees in career development programs. Individual Development Plans (IDP's) serve as road maps for the Intern's professional and personal development. Although there are only a limited number of internships available each year, all EPA employees can take advantage of IDP's. EPA's Performance Planning, Employee Rating, Feedback, Opportunity, & Recognition Management

System (PERFORMS) encourages employees to create IDP's that describe employees' career objectives that support their organization's goals and identify relevant work assignments, self-development activities and formal training. Training courses promoting career development include "Leadership Skills for the 21<sup>st</sup> Century" sponsored by **Region 2**. It was designed to explain what is entailed in applying for a position in the Senior Executive Service. Several Hispanic employees attended this course.

EPA's various Hispanic Employment Programs (HEP) also promote career development. For example, the HEP Manager in **Region I** (Boston) is a member of the Regional Mentor Program and meets regularly with the HEP constituents where career development is discussed and encouraged. In **Region 7**, the HEP Manager meets regularly with HEP constituents to discuss their needs, interests, and rotational opportunities and reports back to management to make recommendations regarding professional development, promotions and fairness in the workplace. Other examples of career development activities include **Region 10's** (Seattle) participation - - for the seventh year - - in the PLAN Hispanic Career Fair sponsored by the Professional Latino Action Network. The Fair brings together Hispanic students and community members, and employees for hiring, career advice and sharing information.

***8. Assess agency needs for full-time, part-time or collateral Hispanic Employment Program (HEP) Managers and assure that HEP Managers are integral members of the Agency's management team.*** HEP Managers play an integral part in EPA's recruitment strategy. Headquarters and Regional human resources officers consult with HEP Managers concerning potential referrals, community applicant sources, and appropriate recruitment approaches. Some serve as recruiters at job fairs. In some of the Regional offices, the HEP Manager works closely with the Diversity Manager and the Regional Office of Civil Rights (OCR) Director. Other examples of HEP Manager activity appear under # 7 above.