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Showcasing Our Successes
Sharing Our Stories

Proceedings of the
5th DOE Review of Laboratory Programs for Women
Brookhaven National Laboratory
May 6-8, 1996

Co-sponsored by
Brookhaven National Laboratory
and
Princeton Plasma Physics Laboratory

BROOKHAVEN NATIONAL LABORATORY
ASSOCIATED UNIVERSITIES, INC.
UNDER CONTRACT NO. DE-AC02-76CH00016 WITH THE
UNITED STATES DEPARTMENT OF ENERGY

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Overview

The Fifth DOE Review of Laboratory Programs for Women was held at Brookhaven National Laboratory, May 6-8, 1996, and was co-sponsored by Princeton Plasma Physics Laboratory. The 1996 Review was organized as a Professional Workshop, that is, there were Invited Talks, plus Oral and Poster Presentations from the participants. These sessions were organized around the Focus Topics[1] selected for the Review.

On Monday evening, Toni Joseph gave an informal talk to the participants emphasizing that it was up to us to help ourselves. She stressed the importance of submitting the Action Items for our respective facilities, and assured us that they would be looked at by the Office of Energy Research.

On Tuesday morning, the DOE Points-of-Contact (POC) presented an overview of the past Reviews to give some background on the present DOE Review, and discussed plans for the future.

The Review concluded with Focus Sessions, one for each Focus Topic. Each of these sessions was charged with producing a report on the session topic. The following two recommendations were suggested by several Focus Groups and, therefore, are considered by the POC Executive Committee to be the top priorities.

Action Item 1
The DOE should make a policy statement sanctioning the use of release time for education programs, service to the facility (such as women's programs), and community outreach[2]. The DOE and its facilities should agree on a method for charging such time.

Action Item 2
The DOE, in cooperation with the Points-of-Contact Executive Committee, should set up a web page for the exchange of information on Laboratory Programs for Women. This page would include a list of the Points-of-Contact, model programs.

The Focus Group Reports are included in the Proceedings, along with abstracts to the invited talks, oral presentations and poster presentations.

We thank Associated Universities, Inc., for providing generous support of this program, including support for our invited speakers.

We also thank the Local Area Office of the Department of Energy for providing the videotaping of our invited talks.

Victoria McLane, Chair, BNL Review Organizing Committee

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[1] See page 25 for list of Focus Topics.

[2] This issue was addressed in the keynote address by Martha Krebs in her statement that the DOE's position is that such efforts are considered by DOE as part of the responsibilities of the staff at its facilities.

Welcome

The Review was officially opened on Tuesday morning with welcomes from Dr. Martin Blume, Deputy Director of Brookhaven National Laboratory, Cherri Langenfeld, Manager, DOE Chicago Operations Office, and Steven Iverson, Head of the Office of Human Resources, Princeton Plasma Physics Laboratory. Marty Blume spoke of efforts at BNL to create a family-friendly environment by subsidizing an on-site child development center, and implementing pilot mentoring and flex-time programs. Iverson spoke about efforts at PPPL to enhance opportunities for women, specific programs that would promote diversity, and the challenges that lie ahead. Following are excepts from the opening remarks of Cherri Langenfeld.

Welcoming Remarks, Cherri Langenfeld. Excerpts.

The good news about women and science is that today there are more women entering science careers than at any other time in our country's history. We are successful at getting women into science-careers. And -- the Department of Energy's programs contribute to women moving into science careers. DOE is a major supporter of university research and science education programs, such as summer job opportunities, cooperative education and apprenticeship programs.

Historically we've been pretty good at this -- getting women into the pipeline. But the bad news is that the statistics tell a much different story about the participation of women in the mid-level and executive ranks, in the management of our federal laboratories and high-technology companies. The numbers are appalling. Even in the federal government, women are the most under-represented group in the Senior Executive Service (SES). By 1994, 17% of all SES members were women. This was, in fact, a significant improvement from 15 years before, when only 5% of all SES members were women.

There are very few women in leadership positions in the scientific and government communities. It's time to ask ourselves why. And there is another challenge on top of that--with severe budget cuts by Congress in science education, from $70 M to $19 M--now we must get better results for 1/5 the money. How do we truly reinvent our education programs? How do we ensure that women are participants in every aspect including decision making, in a meaningful way?

In my view, we need to emphasize what we can do in the workplace--to participate and to influence. Using tools we're all familiar with, this conference will focus on implementing and refining those strategies:

- Mentoring!! This means commitment, of every individual.
- Employee development programs, providing educational and self discovery programs -- make the time for that.
- Networking -- making yourself available; sharing contacts and your hard-learned expertise.

These are all wonderful methods, but let's also address this:

- What are the barriers? What's holding us back?
- How do we get over the barriers; how do we get women to stay?

What does it take to get women into positions of leadership? Now is not the time to run away and say, we don't have the resources to pull this off.

Points-of-Contact Report

Where are we coming from? Victoria McLane, Co-Chair, Points-of-Contact Executive Committee, Brookhaven National Laboratory, Upton, NY

This meeting is the Fifth in a series of DOE Reviews of Laboratory Programs for Women (see Table 1 for a list of the dates and sites of previous Reviews). After the 4th Review, the DOE Points-of-Contact (POC) decided to organize themselves in order to be more effective in addressing the concerns of their constituents. A Charter was drafted and adopted at a meeting in June, 1995. The Charter spelled out the composition, structure, and responsibilities of the POC Committee. Officers were elected, Standing Committees were formed, and Committee Chairs were appointed (see Table 2).

Each DOE facility may appoint one Point of Contact. That POC will serve for at least two consecutive terms, that is, after two Program Reviews have been held. The Co-Chairs of the Executive Committee may ask to have a second Point-of-Contact appointed from their facility. The responsibilities of the POCs include the following.

- Planning and preparation for the DOE Program Reviews.
- Following up on the recommendations from the Reviews.
- Communicating these recommendations to their home facility.
- Communications from their facilities to the Program Review.

Each POC belongs to one of the Standing Committees and is responsible for working on implementing some part of the Action Plan.

The Career Development/Quality of Life Committee is responsible for:

- updating and reporting the data on career advancement, program development and implementation, and policies for each facility;
- working with the Comparative Report Coordinator on incorporating this information into the Comparative Report;
- working with the Strategic Plan Coordinator to update the Strategic Plan;
- preparing a brief report for the POC Committee, providing necessary data for the upcoming Program Review.

The Educational Programs Committee is responsible for:

- Annually updating and reporting on the current status of Educational Programs in each facility.
- Working with the Comparative Report Coordinator on incorporating this information into this document.
- Preparing a brief report for the POC Committee, providing necessary data for the upcoming Review.

The Review Advisory Subcommittee shall include a representative from the facilities which are sites of the previous and the next Review, and is responsible for the following:

- advising on the planning of the Program Review, including recommendations for the selection of speakers;
- reviewing the progress and measurements reported at each Review and developing recommendations for follow-up for the next Review, targeting areas most in need.

The Statistical Data Committee is responsible for:

- collecting, analyzing, and updating the employee data for each DOE facility; this data shall include salary and position status;
- annually reporting and presenting this data in the Comparative Report in cooperation with the Comparative Report Coordinator;
- interfacing with those developing the DOE Report on the Advancement of the Status of Women or other pertinent publications;
- gathering and providing data on market availability in scientific and technical fields;
- preparing a brief report for the POC Committee, providing necessary data for the upcoming Program Review.

An Action Plan was drafted by the POCs and completed in January, 1995. These Actions included:

- prepare Comparative Report,
- collect Action Items from each of the DOE facilities participating in the Review.

The Comparative Report was issued June, 1995. Action Items were collected from 10 facilities, and a report issued in June, 1996. Further Action Items have been collected at this Review[3].

Where are we going? Abbie Layne, Co-Chair, Points-of-Contact Executive Committee, Morgantown Energy Technology Center, Morgantown, WV

The DOE Program Review Points of Contact have developed a Strategic Plan to guide and maintain steady progress toward reaching our goals and vision for the DOE labs. The near-term goal for all labs is to commit to 2 or 3 Action Items and define an implementation plan for each item. Although this goal was to be achieved by April 1995, only 50% of all participating DOE facilities have identified Action Items. Progress toward implementation of each Action Item will be reported at each Program Review. By January of 1998, all DOE labs should demonstrate a good faith effort to achieve goals for the Program Review. The Executive Committee will present special recognition to those labs that have achieved or exceeded goals of the Program Review. Ultimately, the POCs aim to have all labs meet or exceed the goals and objectives of the Review.

[3] The complete list of Action Items is given in Appendix F.

Table 1
History of the DOE Review of Laboratory Programs for Women

1st Review, November 1990, Argonne, IL; sponsored by Argonne National Laboratory and the University of Chicago

2nd Review, February 1992, Livermore, CA, sponsored by Lawrence Livermore National Laboratory and Sandia National Laboratories

3rd Review, May 1993, Oak Ridge, TN, sponsored by Oak Ridge Institute for Science & Education and Oak Ridge National Laboratory

4th Review, October 1994, Albuquerque, NM, sponsored by Sandia National Laboratories and Los Alamos National Laboratory

5th Review, May 1996, Upton, NY, sponsored by Brookhaven National Laboratory and Princeton Plasma Physics Laboratory

Table 2
DOE Points-of-Contact Executive Board

Officers

Abbie Layne (METC): Co-Chair & Strategic Plan Coordinator
Vicki McLane (BNL): Co-Chair & Comparative Report Coordinator
Cindy Palmer (LLNL): Past Chair
Linda Cain (ORNL): DOE Liaison
Julie Watts (ORNL): Secretary
P. A. Moore (SLAC): Public Relations Representative

Committee Chairs

Dori Barnes (PPPL): Review Advisory Committee
Wendee Brunish (LANL): Career Development/Competing Priorities Committee
Kim Magrini (NREL): Statistical Data Committee
Eileen Vergino (LLNL): Educational Programs Committee

Keynote Address

***DOE and the US Science Base: Critical Assets at Risk*[4], Dr. Martha Krebs, Director, DOE Office of Energy Research.** Summary of talk.

Dr. Krebs discussed the challenge that is ahead of us. Some of the items targeted were:

1) There has been a up-trend in commitment in the R&D Budget from FY93 through FY97.
2) The Dept. of Energy is in good standing as a science agency in comparison to the other top 5 government research organizations, rating 1st in R&D facilities.
3) The Dept. of Energy is building on success for energy security by joining economic security, environmental stewardship, with science and technology leadership.
4) Highlights of the FY97 Budget emphasizing the implementation of DOE's investment strategy.

With the potential for change regarding affirmative action, the issue of diversity still matters, both personally and in the Dept. of Energy, and Dr. Krebs does not believe that affirmative action and diversity issues will go away.

The message that Dr. Krebs brought to the Conference is that we can no longer remain silent in what we do. We have an obligation and a responsibility to communicate what we do to the community, our schools, and local groups. Both men and women must pull together amongst other labs and the entire scientific community and provide places for young men and women to work together in the years to come. Without these efforts, we will not have the same level of support for the sciences. We should celebrate the women in power at the DOE facilities, as well as continue our focus of women in the laboratories.

[4] See Appendix G for copies of the viewgraphs for this talk.

Invited Talks

***Working Women Count*, Jacqueline Cooke, Administrator, Region I, U. S. Dept. of Labor Women's Bureau.** Summary of talk.

The Working Women Count Survey was conducted in 1994, and had three key objectives: to conduct serious research on how women feel about their jobs, to establish an outreach to working women from the Women's Bureau, and to raise an awareness about the value of women's work.

A scientific sample survey was conducted, followed by a massive survey which included 1600 partner organizations. By August 31, 1994, the end of the time frame for responses, a quarter of a million women had responded. The results of the scientific study were compared to the massive survey. Surprisingly, the results were very similar. Women asked for better pay and benefits, child care assistance and expanded opportunity for training and advancement.

The results were communicated to President Clinton and Secretary of Labor Robert Reich. To follow up on the women's requests, the Women's Bureau developed a Working Women's Honor Roll. The Honor Roll asks organizations to make a pledge to make systematic changes in the workplace that will affect women. Over 1,000 organizations are enrolled.

***WISE: Creating a community of women scientists*, Wendy Katkin, Associate Dean, Arts and Sciences, SUNY at Stony Brook.** Excerpts from talk.

Project WISE --Women in Science Excel -- was initiated by a group of women scientists at the University at Stony Brook, and developed collaboratively with colleagues at Brookhaven National Laboratory, with significant input from high school teachers, administrators and students, members of the local branch of the American Association of University Women (AAUW) and Cold Spring Harbor Laboratory scientists. For the most part, from its conception through its implementation, Project WISE has been a communal effort, created by a "working group" of women professionals all committed to engaging younger women in science, math or engineering and to assist them to develop the skills and the confidence to support their continued pursuit of these subjects; their approach reflects their underlying goal to establish a community of women scientists that includes members at every stage in the pipeline. Two successful grants to the National Science Foundation have led to our receiving over $1 million. This same collaboration also characterizes the implementation of the Project, making it something very special.

Project WISE was created in 1993 with the goal of motivating high-ability high school and college women with an interest in science and mathematics to maintain this interest and to pursue their study of science, engineering, and math (SEM) in college and beyond. The Project focusses on the five-year period between 10th grade and the second year of college because these years come at a critical time when young women form attitudes and develop skills that shape their subsequent educational and professional lives. This is also the period of major leakage, when most academically talented young women take their last math or science course.

Project WISE takes a systemic approach to attracting women to SEM; we integrate four facets: 1) exposure to the range of opportunities available to individuals with advanced SEM training; 2) gender-focused considerations that might influence the young women's educational and professional plans; 3) study strategies to facilitate the development of both skills and an enhanced sense of confidence; and 4) substantial research experience, mostly within a group context. Project programs include: enrichment activities, hands-on research experiences, informal programs that emphasize applications and careers, social events, individual academic advising, and a strong mentoring system. For the high school students, we also try to involve teachers, administrators, parents and friends -- all of whom critically influence the values young women develop, as well as their educational course.

In establishing Project WISE, we have also sought to create models that can be readily integrated into regular high school and college curricula; this is essential if Project WISE is to be maintained and mainstreamed at Stony Brook and the participating high schools and if it is to be expanded to other universities and high schools.

***Cultural Audits: Benchmarking for organizational success*, Jannifer Hill-Keyes, President, Strategic Human Resources.** Summary of talk.

Dr. Keyes explained the process of a cultural audit, and identified problems which should be avoided. Before beginning a Cultural Audit, an organization must have a clear understanding of the purpose of an audit, a good methodology, data analysis, and valid interpretation of the data.

It is important for organizations to benchmark current trends and be committed to remeasure after intervention has taken place. Dr. Keyes recommended a mail-in, pen and paper survey or an on-line survey, to capture quantitative data, followed by focus groups to obtain qualitative information, and warned that certain parameters might impact the employee's ability to be candid; for example, employees who do not trust management will question whether the survey is truly confidential and, therefore, not respond honestly.

Data should be analyzed, and the findings should be interpreted using a valid process with a valid survey instrument.

Management should be prepared for feedback, which they may not want, and follow the survey by communicating the results to staff. Audits are not intended to resolve problems. They are a process for change and identifying the positive attributes of an organization.

***Working Together to Make a Difference*, Joyce Justus, Asst. Director for Social & Behavioral Sciences and Education, Office of Science & Technology, Executive Office of the President.** Excerpts from talk.

For some time now, the culture of women has included acknowledgment and celebration of the successes of each other. But for too long, we have been satisfied with celebrating and we have not focused enough attention and energy on developing the activities of our fellow women. Indeed, conferences like the one that we are all attending today are essential ingredients in our effort to advance the education, training, work, and success of women. We are now working together and sharing our ideas and strategies so that when tomorrow's young women try to climb for success, the ladders will be in place and there will be no glass ceiling blocking their access to the top.

In our nation, one of our great strengths is our diversity. We have so many different types of people, who view the world so differently, whose different perspectives foster innovative and creative solutions to our problems. My work at the White House is focused on developing the diverse human capitol of our nation. Although I come from Jamaica, and have spent my professional career in California (3000 miles from Washington), I have come to appreciate the important contributions that federal policy can make to all of our lives. I have moved from being somewhat of a cynic to being a true believer, and a participant, . . . federal policy does make a difference in all of our lives.

We must find ways to develop the talents of all our citizens, and we must find ways to identify our untapped or our ignored resources. Then, we must invest in educating the young, most especially our young women in science and engineering who have been ignored. Who have been excluded from many activities, fraternities, and opportunities in these areas. We must inspire and mentor these young women and provide them with the training, nurturing, and guidance necessary for them to take their places among the leaders of their chosen fields.

For individuals and for communities, education is a great leveler. It is, and has always been, even more important for women. We have seen enormous advances for women in the past few decades, and those advances have followed from women's increased access to education.

Now is a time to celebrate these great achievements. Nevertheless, there is still much work to be done. As we assess the situation, we clearly have taken steps in education and in business. We see evidence of advances: women are taking more classes in science and math; more young women are choosing science and engineering as professions; and in the federal government I am seeing an incredible surge of women gaining prominent positions in science and engineering agencies.

Yet, there still exists a very strong "glass ceiling," one that appears to be built with a very thick panel of plexiglass. The Washington Post addressed this issue in a thoughtful piece on the front page of the Business Section in March. The article began by discussing the women who made it to the "near top" of corporate America by "sacrificing sleep and personal time in favor of midnight faxes and difficult assignments."

For women, the task of rising to the top of business is different from the task faced by men. In

the Post article, one female corporate executive explained that to get near the top, it is important that women follow the following advice: "Don't be attractive. Don't be too smart. Don't be assertive. Pretend you're not a woman. Don't be single. Don't be a mom. Don't be a divorcee." And I believe that Bette Midler struck a note about the lack of camaraderie and support when she said, "The worst part of success is trying to find someone who will be happy for you."

But for those of you who have struggled to advance your personal lives in the face of your professional challenges, don't despair . . . the article in The Post provided some inspiring data. The article talked to a sample of women high up in corporate America with average salaries of $248,000. Contrary to some expectations, of the women who seem to be the most successful, about two-thirds are married, two-thirds of them have children, 87% have dual-career homes (but three-quarters are the primary bread winners), and only 3% are not white.

Still, the article went on to explain a critical, disturbing, and often ignored fact: these women only made it to the "near top," and few have ever truly reached the summit. The statistics are daunting. It appears that women are only 5% of senior managers in Fortune 1000 companies.

In the world of higher education, the situation is only a bit better. Only 16% of college presidents are women. Of these, 93% are presidents of schools with enrollments under 10,000 (71% in schools with enrollments under 3000).

In this Administration it is somewhat better. More women have been appointed to senior positions than in any administration previously: What is interesting about these appointments is that many are in areas previously thought to be reserved for men ; Secretary of the Air Force, Chief Scientists at NASA and in several other Agencies, Deputy Director of NSF, Secretary of Energy, Attorney General, Undersecretary for Technology at the Dept. of Commerce, Secretary of Health and Human Services, Chair of the Nuclear Regulatory Commission, Director of NIST, and I could go on for some time.

The challenges that lie ahead for women in corporate America, in higher education, and in Government demand that we enhance and strengthen the very skills that women in corporate America seem to be squelching. There are some very powerful gender-specific skills that they teach to little girls and young women as part of the culture of women in our country. From the earliest ages, women are more social, more verbal, and more cooperative and collaborative. We are taught to work together, express our emotions, help each other, and . . . just like the theme of our meeting today, share our ideas.

So we must assume leadership, continue our learning process, and live out our beliefs in order to make a difference. We must position ourselves to lead, rather than to confront. We must live as an integral part of this multicultural world particularly in these fiscal times, we must not only work together to make a difference, but we must also remember to celebrate together. We must not lose our sense of humor, but we should take time out to acknowledge our accomplishments and to plan and plot for our future successes together.

I would like to conclude with something I read sometime ago which has been attributed to "a high school in Michigan" called "The Sense of a Goose".

> In the fall when you see geese heading south for the winter flying along in "V" formation, you might be interested in what science has discovered about why they fly that way. We have learned that as each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in a "V" formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own.

(People who have the same direction and a sense of community can get where they are going quicker and easier, because they are traveling on the thrust of one another).

> Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone, and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

(If we have as much sense as geese, we will stay in formation with those who are headed in the direction we are heading).

> When the lead goose gets tired, he rotates back in the wing and another goose flies point.

(It pays to take turns doing hard jobs with people or with geese flying south).

> The geese honk from behind to encourage those up in front to keep up their speed.

(What messages do we give when we honk from behind?)

> Finally when a goose gets sick, or is wounded by gun shot and falls out, two geese fall out of formation and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and they launch out on their own, or with another formation to catch up with their group

If we have the sense of a goose we will stand by each other like that.

Throughout my career I have been a 'true believer' in networking. I guess that in many ways my behavior is very "goose like." I know first hand the importance of being part of a network, of the benefits that accrue from having colleagues who are there for you always.

I think that it is fair to say that the opportunities that networking has provided have shaped my entire career. Indeed, networking was responsible for my moving from being a full time academic to a full time university administrator, networking provided me the opportunity to go to Washington, D.C. In Washington, networking not only is the key to success, but it is the new networks that make what could be an impossible task a truly enjoyable one.

Rethinking Science as a Career, **Sheila Tobias, Science Education Writer.** Summary of talk.

While just a few years ago government and acadaeme trumpeted dire warnings of a shortfall of scientists, today there are thousands of unemployed and underemployed young Ph.D.s, in part a legacy of reduced research spending in the post-cold war era. Rather than a job corps program for unemployed professionals or other palliatives, however, Tobias recommends restructuring and enlarging the demand for scientists by restructuring the supply.

The debate about whether the U.S. needs more scientists hinges on what a scientist is and really does. Tobias offers some nontraditional answers and a new framework for thinking about the current oversupply, and suggests measures that can bring human resources in science into more productive use.

Training graduates to flexibly apply their skills in all sectors, not just in an academic laboratory, are among the recommendations. Cross-educating science graduates at B.S., M.S. and Ph.D. levels in different scientific areas or entirely different disciplines --management, political science or economics, for example-- could create new demands for their services. New programs and curricular reforms in college and university science departments should be considered, even though jobs for the graduates of such programs may still be emerging.

Instead of increased federal research funding or reduced recruitment to the science professions, Tobias urges that universities find ways to educate a cadre of young professionals who have commercially-oriented scientific skills. Indeed, all students should be given opportunities to study science, and to bring that knowledge to fields as diverse as management, politics or marketing. Improved mentoring and placement services should be developed to help graduates find jobs which fully utilize their training.

Engendering Results: continuing the push toward diversity, **Sylvia McDonald Monlyn, Director, DOE Office of Strategic Planning, Budget, and Program Evaluation.** Summary of talk.

Sylvia McDonald Monlyn expressed the importance of the DOE Review and the desire of her office to be invited to future Reviews. She stressed the importance of human resources, the importance of valuing women, and the monitoring of the Department's results in integrating the interests and involvement of women fully in every activity and function that we do.

Diversity is still a priority for DOE. Secretary Hazel O'Leary's has preserved the missions of the Office of Diversity within the Dept. of Energy in the face of legislative and judicial actions.

Since 1993, the Dept. of Energy has seen an increase of women in key positions in both the permanent and contractor workforce. Statistics show an increase in the commitment of contract dollars and disadvantaged businesses, despite the effects of downsizing and a reduced workforce.

Dr. Monlyn committed herself to taking the expectations from this Review to Washington, and ensuring that they are acted upon.

Oral and Poster Presentations

Abstracts of the papers presented in the Oral and Poster Sessions are given on the following pages.

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Oral Presentations: Session A.

OEO-1. *A Case Study of a Mother/Daughter Science Club*, Frances L. Tate, Sandia National Laboratory

Adolescence is a time when self-esteem plummets for females and when attitudes toward science and math become increasingly negative for many girls. Research suggests that this tendency may be changed if factors affecting these negative attitudes are addressed.

A "Mother/Daughter Science Club" was established for twenty fifth grade girls and their mothers. On a weekly basis, the mothers and daughters met with a professional woman employed in science or engineering. They engaged in hands-on activities and learned about the scientist's life.

Data was collected on participants' attitudes toward math and science. Knowledge of science-related careers was also assessed. Results showed that, in general, the girls in this study are confident of their abilities in math and science. At the beginning of the project, 100% of the girls who expressed an interest in science and math preferred the life sciences. By the end of the project, 25% of the girls expressed an interest in the physical and earth sciences. Although the majority of the girls' fathers are employed in the physical sciences at a local national laboratory, none of the girls at the beginning of the project expressed an interest in the physical sciences. This study also provided data on the mothers' views of science. The results demonstrated a need for Mother/Daughter Science Clubs beyond the scope of this project.

OEO-2. *Institutional Recruiting*, John V. Herrera, Los Alamos National Laboratory

The Laboratory has begun an institutional recruiting program to integrate and expand its existing staffing activities. The program is based on the Laboratory's strategic staffing plan and is designed to provide the people and skills needed by the Lab as the Laboratory's mission evolves in the post-Cold War era. The objectives of the program are to ensure that the Lab attracts, hires, and develops the highly skilled, diverse workforce it needs to support the broad, scientific competence required for the Lab's continued success. While the Lab will continue to need and hire mid-career professionals, increased emphasis is being placed on hiring the best and the brightest of the new entrants to the scientific and technical job market. The program includes increased emphasis on developing strategic relationships with a diverse group of colleges and universities, increased levels of on-campus recruiting for regular and student programs, development of a "pipeline" initiative to identify and nurture promising students, and increased emphasis on the Lab's existing student programs as a feeder group for regular hiring. Incorporated in the program are aggressive diversity objectives designed to increase the representation of minorities and women in the Laboratory's scientific jobs. The program is being overseen by a committee of senior Laboratory managers coordinated by the Laboratory's Diversity Office and the HR-staffing group.

OEO-3. Making a Difference as a Woman in Science, Maureen I. McCarthy, Pacific Northwest National Laboratory

Women in science have a powerful role to play both in the workplace and in the community. Our educational credentials already prove that we can excel in math, physics, chemistry, etc. It is now up to us to bring a voice of reason to male dominated professions. Our ability to integrate our professional lives with our personal convictions is a key step in projecting a positive image of women to our colleagues, neighbors, friends and families. By taking an active role in the communities in which we live, e.g., through educational programs, environmental activities, civic organizations, etc., we can have the opportunity to demonstrate to other women (and men) that we exist and that careers in science are both possible and desirable. We must make the time and effort now if there is to be a next generation of women in science. Being active in our communities also allows us to bring a stronger sense of awareness of important local issues back to the workplace (and to DOE and its contractors). This paper will discuss the author's experiences with integrating a scientific career and active community service and her recent recognition as 1996 Woman of Achievement for Pacific Northwest National Laboratory.

OSD-1. ***Workforce Diversity Issues and Concerns of Women in Technical Professions at Lawrence Livermore National Laboratory*****, Tommy E. Smith, Jr., Lawrence Livermore National Laboratory**

In 1995 the Lawrence Livermore National Laboratory (LLNL) conducted its first-ever all-employee survey on workforce diversity. The survey was conducted to help establish the future direction of the Laboratory's diversity efforts, initiated in 1989, by assessing the degree to which workforce diversity principles were evident in the Laboratory's personnel management practices. The survey data revealed that LLNL employees, overall, rated working at the Laboratory relatively high. However, the data also showed that women and minorities were somewhat less-favorable than the Laboratory norm in their views. In particular, women in technical professions (i.e., scientists, engineers, technologists, and technicians) exhibited major differences with males in the areas of career advancement, salary management, access to training, and employee empowerment. In response to these findings, the Laboratory is in the process of developing several new diversity initiatives. These initiatives will help LLNL continue to move towards creating a work environment that stimulates and encourages all employees to contribute to the Laboratory's mission to the maximum extent of their abilities.

Oral Presentations: Session B.

OCA-1. ***The Mentoring Program at PNNL,*** **Carol A. Dudick, Pacific Northwest National Laboratory**

A PNNL task force has designed a Mentoring Program to assist staff with their career progression and professional development. PNNL's program is unique in that it was designed at the grass roots level, without HR and management influence, and was well received when presented to them for pilot program implementation. The program is lightly facilitated, where the mentee has information available, management and HR advocates/resources when needed. It is NOT a program where HR does formal matching of mentors and mentees, nor does management select participants. The Program empowers the mentee, who obtains a packet of information, selects a topic, and recruits his/her own mentor. Together, they attend a half-day workshop that concludes with the development of a mentoring agreement. For the next 6-12 months, they work on the tasks identified in the agreement, and occasionally check in with the Mentoring Program Coordinator. Monthly reinforcing activities are scheduled and include communication exercises, learning styles, networking tips, Myers-Briggs, general discussion sessions, and lastly, how to conclude a mentoring relationship. The pilot program was launched with 14 pairs in January 1996, and will conclude in August. If successful, it will be rolled out lab-wide next Fall.

OCA-2. ***Women in Science and Technology Program at Argonne National Laboratory,*** **Bakul Banerjee, Ph.D., Argonne National Laboratory**

Sustained support for an institutional program targeted for women benefits not only women scientists and engineers, but also a national laboratory as a whole. Women in Science and Technology (WIST) program at Argonne National Laboratory, Illinois, is an excellent example of the above premise. As a part of this program, the Laboratory has installed a permanent position titled Women's Program Initiator that is filled by a woman scientist and engineer on a two year rotational basis. Since its establishment in 1990, the funded program helped to establish a formal conduit to senior management to address the barriers for the career development and advancement of women. Although many issues are yet to be addressed, and many small accomplishments cannot be explained, the program has been successful in the program overview and lessons learned will be discussed in this paper.

Oral Presentations: Session B.

OCA-3. ***Upward Career Development in Downsizing Institutions*****, P.A. Moore, Stanford Linear Accelerator Center**

National laboratories are facing increasingly diminished funds due to actions by the Department of Energy and Congress. Changes in science priorities have lead to funding decreases which have resulted in layoffs. Workers who survive the layoffs go through various stages of emotions from concern for colleagues to uncertainty and fear about their own jobs and futures. What does this mean for women and minorities who have struggled so hard to achieve positions of responsibility and move up the career ladder? How vulnerable are we to the "survivor mentality" experienced by those who remain when co-workers are laid off? How can we maintain our own personal careers and help other women and under-represented groups achieve higher positions? This presentation will discuss individual responses to downsizing and personal and organizational actions which can help in these uncertain times.

OCA-4. ***The Director's Advisory Committee on Women Activities and Accomplishments*****, Phyllis Schwarz, Princeton Plasma Physics Laboratory**

The Director's Advisory Committee on Women (DACW) was established in 1992 by the Director of the Princeton Plasma Physics Laboratory (PPPL). The purpose of the Committee is to advise the Directory on ways to enhance career opportunities for women, identify barriers to advancement, support women's programs sponsored by Princeton University and the Department of Energy, and advise the Director on practices of the affirmative action process.

The Committee has advised the Laboratory administration on developing systems to measure and ensure equitable pay within staffs and was responsible for the appointment of women to important decision-making committees. The DACW has worked with the Quality Improvement and Renewal Committee to develop an Employee Recognition Program and has been instrumental in the establishment of an Office Professional Design Review Team that is presently undertaking a thorough study of office support positions at PPPL.

The DACW holds two Open Meetings each year for all women at the Laboratory. The Committee sponsored a forum series that addressed career development topics and has held seminars on personal safety awareness for staff members and their families. Finally, the DACW sponsors and hosts the annual "Take Our Daughters to Work" day at the Laboratory.

Poster Presentations: Session I.

EO-1. ***A Case Study of a Mother/Daughter Science Club*****, Frances L. Tate, Sandia National Laboratory**

(See Oral Presentations: Session A, Paper OEO-1, for abstract)

EO-2. ***Mentoring High School Teachers in the "ORISE" Program*****, Jane Bibler* and Bernice Bryant, Westinghouse Savannah River Company**

One of the most useful programs for researchers in the DOE complex is the "ORISE" program, administered by Oak Ridge Associated Universities. The "ORISE" program brings high school teachers to a DOE site to do cooperative research in chemistry, engineering, computer science, and applied mathematics. Normally, teachers are on assignment for only nine weeks in the summer. At the Savannah River Site (SRS), routine summer appointments and two experiences with teachers on nine month sabbatical leave have been very rewarding for teachers and researchers, leading to at least one and as many as eight technical papers per assignment. The success of this program at SRS has been attributed to a philosophy that the teachers should be assigned hands-on work that can be completed during their tenure at the laboratory, thus giving the teacher a sense of accomplishment. To assure that this can happen, researchers must smooth the path for the teachers relative to interfacing groups such as permitters, waste handlers, and radiation protection personnel so that limited research time is not lost due to delays. Reacquainting the teachers with record keeping is also important so that communication of the work they do is easily understood by others. Finally, the researcher should encourage the teacher to do as much independent work as possible to engender a sense of ownership for the assigned project.

EO-3. ***Teaming with the Community: A Success Story on Morgantown Energy Technology Center's Educational Outreach Program*****, Diane T. Hooie, Morgantown Energy Technology Center**

The Morgantown Energy Technology Center (METC) has assisted local and regional schools in their efforts to improve science and mathematics education by providing teacher research experiences, workshops and tours for teachers and students, loans of science materials, career days, engineers and scientist's visits to schools, and sponsorship of the West Virginia Regional Science Bowl. Some of these programs will be discussed such as the Memorandum of Understanding (MOU) with Monongalia County, WV to provide assistance, and is expanding the MOU to a five-county area and the statewide efforts to make systemic improvements in science and mathematics education. Over the past five years, METC has provided "hands on" science workshops for local teachers, and offered follow up loans of science kits for use by teachers and METC employees for school visits. METC initiated the WV Regional Science Bowl and hosts it annually. METC also has provided excess computer equipment to schools on loans, and is now planning to give away such equipment to schools in the five nearby WV counties.

METC also provides research experience to university and college students and faculty through an arrangement with the Oak Ridge Institute for Science and Education. Opportunities in

research through grants and summer research experience are also provided for faculty and students at Historically Black Colleges and Universities. In addition, METC provides a few research opportunities to very high quality Ph.D. graduates through a grant to the National Research Council of the National Academy of Sciences.

EO-4. *Bringing Scientists to the Schools*, Christine G. Ritter and Virginia L. Finley*, Princeton Plasma Physics Laboratory

Through the efforts of the Science Education Division of Princeton Plasma Physics Laboratory and the Science Advisor Program of the Princeton University Chapter of Sigma Xi, research scientists have found their way into the schools of central New Jersey. These scientists provided help to elementary, middle, and high school science programs by participating in activities as varied as judging science fairs, developing teacher workshops, researching science questions, designing student hands-on activities, and conducting safety training and safety audits.

In particular, PPPL formed a partnership with the Trenton, NJ Public Schools. Through this partnership, scientists assisted the staff in revising the science curriculum to improve science, mathematics, and technology teaching and learning. Such barriers as prior low achievement scores, a high drop-out rate, and limited science background of the teachers and/or administrators, were confronted by the scientists. The partnership resulted in Trenton's increased financial commitment to science education and to a better prepared faculty. Perhaps most importantly, the elementary school children have shown a marked increase in critical thinking and problem solving skills.

EO-5. *Program for Preparing Community College Students for Work in Biotechnology*, Sylvia J. Spengler, Lawrence Berkeley National Laboratory

A three year pilot program has been developed to prepare community college students for work in biotechnology. This program is a combined effort of Lawrence Berkeley National Laboratory and the California Community Colleges. Its goal is to develop mechanisms to encourage students, particularly from under-represented groups, (1) to pursue science, mathematics, engineering and technology studies, (2) to participate in forefront laboratory research and (3) to gain valuable work experience. This new initiative is unique because it is structured to upgrade the skills of students and their instructors through four major program components spread over the three years. A four week summer residential program for students will be completed in the first year of their biotechnology studies. This segment stresses laboratory exercises to develop skills in problem solving, decision making, computers and instrumentation. The second program stresses training of biotechnology instructors at the community colleges to update them in current technology and laboratory practices.

The third program places instructors in research laboratories at LBNL to work one-on-one with research scientists (sabbatical fellowship). The fourth program will occur after the second academic year and will team faculty and students who have completed programs 1-3 to work jointly on a project begun in the teacher's sabbatical fellowship.

Poster Presentations: Session I.

EO-6. *Take Our Daughters to Work Day*, Anita Cohen and Susan Foster, Brookhaven National Laboratory

Brookhaven has participated in the Ms. Foundation's annual "Take Our Daughters to Work Day" for two consecutive years, 1995 and 1996. The day, always the third Thursday in April, was organized to give girls between the ages of 9-15 exposure to the full range of career options open to them. Research on girls' development indicates that adolescent girls are at particular risk as they face the culture for the first time as women. The self esteem of many girls--so outspoken and sure of themselves at seven or eight--plummets by the time they reach 15. Their early confidence in their abilities often gets subsumed by a focus on appearance. Academic achievement often takes a back seat.

At Brookhaven, 200 daughters have joined their parents and hosts for a morning in the workplace to learn about what their parents and their parent's coworkers do. During the afternoon the girls go on tours of several exciting work locations accompanied by lectures and demonstrations about BNL careers and what is required to accomplish career goals.

The response from both the girls and their parents has been very positive with many girls returning to Brookhaven to further explore their career options.

EO-7. *The Annual Women in Science and Technology Conference in Oak Ridge,* Tennessee M. Elizabeth Kittrell, Oak Ridge Institute for Science and Technology

The poster celebrates the seven-year history of the Annual Women in Science and Technology Conference held each spring in Oak Ridge, Tennessee. Jointly planned by the Oak Ridge Institute for Science and Education and the Oak Ridge National Laboratory, this conference draws from the pool of female professionals in the area to provide role models for students as they learn about career opportunities available for women in science and technological fields. The conference is designed to present information about science and related fields, teach new skills needed for a successful career, and provide networking support for up to 200 students and faculty members from colleges and universities, as well as over 100 high school students from the East Tennessee area.

Each year noted scientists address the student audience to share insights, advice, and excitement about their careers. Conference topics address career opportunities in scientific and technological fields, college and course selections, and issues affecting women in the scientific workplace. Group interactions and tours of nearby research facilities are designed to stimulate interest in scientific careers and to acquaint aspiring scientists and engineers with professionals in a one-on-one or small group setting. This year's conference featured the "Shadow-a-Mentor" program, in which small groups of university students met with research scientists at ORNL and ORISE facilities to observe first-hand their working environments and laboratories.

Poster Presentations: Session I.

EO-8. ***Women in Science Excel at BNL,*** **Kathleen McIntyre, Brookhaven National Laboratory**

(Abstract not received, see invited talk by Wendy Katkin)

EO9. ***Science Education Center Pprograms at BNL,*** **Y. Renee Flack, L. Hanson, N. Leonhardt, Brookhaven National Laboratory**

The staff of the Science Education Center oversee educational programs for students at all levels and teachers of all grades. The Center's missions are to 1) assist in increasing the quality and quantity of science and technology professionals in the region and the nation, emphasizing participation by underrepresented minorities, women and physically challenged persons; 2) bring the science and technology expertise of BNL to bear upon enlightening the general citizenry on matters and issues concerning energy, the environment and general science; and 3) contribute to the scientific productivity of BNL.

Presently, the Science Education Center administers three DOE-mandated programs: the DOE Teacher Research Associates Program (TRAC), the DOE Science and Engineering Research Semester Program (SERS -- for college undergraduates), and a regional Science Bowl competition (high school students). In addition, we have many programs that have been developed by the Center's staff. These include the School District Technical Assistance Program (formal agreements with local school districts), Science Exploration Days (elementary students), Saturday Science Explorations (7th and 8th graders), Scientists-in-Residence (retired BNL employees who serve as resource people at local schools), the Student Technology Contest in Magnetic Levitation (high school students) the High School Mini-Semester Program (environmental science for minority school students), Environmental Education Outreach for Minorities (high school), the Summer Apprenticeship Program for Minorities (9th and 10th graders; includes New York City students), the Community Summer Science Program (11th and 12th graders), the Summer Superfund Program (high school students, teachers and district administrators), the National Institutes of Health/Biomedical High School and Teacher Summer Research Program (for minorities), Project WISE (for girls in collaboration with SUNY Stony Brook; 10th graders participate in the BNL portion), the Northeast Consortium (with community colleges and Clarkson University; a continuum of opportunities in science for minority students, junior high school through college), The College Mini-Semester Program (environmental science for minorities), the Brookhaven Semester Program (students from historically black colleges and universities), Community College Co-Op Programs, the Summer Student Program (college juniors and seniors), the Gallaudet University Program (hearing-impaired students and faculty), and the New York University Teachers Program (summer research opportunities for minority teachers pursuing master's degrees in science or math education.)

Poster Presentations: Session I.

SD-1. ***Results of Working Women Count! Questionnaires for Los Alamos National Laboratory*****, Wendee M. Brunish, Los Alamos National Laboratory**

The Los Alamos Women in Science, a chapter of the New Mexico Network for Women in Science and Engineering, distributed about 3000 questionnaires to women at the Los Alamos National Laboratory (LANL). We received a total of 1034 responses. The questionnaires were filled out in late August and early September 1994.

The chief concerns of women at LANL center around being overworked and underpaid. Women feel that they are not paid what their jobs are worth, and particularly, that they are paid less than men doing equivalent work. Women are under a great deal of stress at work, exacerbated by the demands of family and household responsibilities.

At LANL, the stress is compounded by the perceived lack of job security due to politically driven funding uncertainties. Women with young children are faced with problems in obtaining and paying for quality child care.

Nevertheless, most women at LANL like their jobs and appreciate the excellent benefits they receive, including vacation and sick leave, health care insurance, and retirement plans. Women at LANL are concerned about the lack of advancement opportunities, lack of pay equity, and the persistence of discrimination on the basis of gender or ethnicity in promotion and hiring.

Poster Presentations: Session II

CA-1 ***Executive Development Program for Federal Employees*****, Mildred B. Perry, Pittsburgh Energy Technology Center**

The Executive Potential Program is an individualized development program available to high potential GM 13 and 14 employees offered on a competitive basis government-wide. The program begins by doing a developmental needs assessment and developing an Individual Development Plan. Over the course of one year, a participant completes minimum requirements that include Orientation, Core Curriculum I, Senior Advisor Selection, IDP Approval, 60 Day Assignment I, Core Curriculum II, 60 Day Assignment II, three Executive Interviews, Core Curriculum III, a Shadowing Assignment, a Cluster Group Presentation, and Close-out/Graduation. In 1994, the DOE sent eight (8) employees to participate in the program. The 1994 program was administered by the U.S. Office of Personnel Management. There were 208 employees from many federal agencies participating. Robert Joyce was the DOE Coordinator.

CA-2 ***Career Development Mentoring Pilot Program*****, Kara DeCastro*, Joseph Carbonaro, Romney Duffey and Victoria McLane, Brookhaven National Laboratory**

In order to provide a challenging employment with opportunity and growth, and to assist in achieving the goal of a truly diversified workforce, the Department of Advanced Technology (DAT) at Brookhaven National Laboratory (BNL) has established a formal Career Development Mentoring Program.

The DAT Pilot Program, which will last for one year, has matched five mentees with mentors who are more experienced than the mentee and from a different reporting chain. The entire DAT staff was invited to apply for participation in the program either as a mentor or a mentee. The primary criteria for selecting the mentees was on the basis of their goals and future plans with the proviso that they have the permission of their supervisor and adequate time to devote to the program. The final selection was based on diversity goals and on finding a good mentor match.

The program will be reviewed at quarterly meetings of the mentors, mentees, and the DAT Mentoring Committee. At the end of the one-year pilot, the program will be evaluated by all the participants and by the BNL Human Resources Division.

CA-3. ***The Director's Advisory Committee on Women Activities and Accomplishments*****, Phyllis Schwarz, Princeton Plasma Physics Laboratory.** (See Oral Presentations: Session B, Paper OCA-4, for abstract)

CA-4. ***The Mentoring Program at PNNL*****, Carol A. Dudick, Pacific Northwest National Laboratory.** (See Oral Presentations: Session B, Paper OCA-1, for abstract)

CA-5. ***Women in Science and Technology Program at Argonne National Laboratory*****, Bakul Banerjee, Ph.D., Argonne National Laboratory.** (See Oral Presentations: Session B, Paper OCA-2, for abstract)

Poster Presentations: Session II

CA-6. ***Not for Women Scientists Only,*** **Lisa Tranquada* and Pamela Mansfield, Brookhaven National Laboratory**

More than 17 years after its inception in January of 1979, Brookhaven Women in Science (BWIS) continues to work for the good of the entire Laboratory community. In an effort to help BNL become a better workplace for both men and women, BWIS has undertaken a number of programs over the years. We have sponsored career-day workshops at the Laboratory in the hope of encouraging students to consider careers in scientific and technical fields. We have hosted a successful lecture program from 1980 onwards sponsoring talks by prominent women scientists such as astronaut Mary Cleave and chemist Susan Solomon. Starting in 1986 BWIS has given a $1,000 scholarship to a Long Island woman reentering school after a hiatus to obtain a degree in a technical subject - both to encourage women to go back to school and to honor the memory of world-renowned Brookhaven physicist, the late Renate W. Chasman. In addition, the first child-care center in the nation at a DOE site was at Brookhaven - thanks to the 1988 child-care initiative sponsored by BWIS. Parental leave policies, coordination of medical and insurance benefits - these and other projects are just a few of the things BWIS has worked on, showing once again that Brookhaven Women in Science is not for women scientists only.

CP-1. ***Brookhaven National Laboratory's Child Development Center,*** **Susan Foster, Brookhaven National Laboratory**

In April of 1988, a Brookhaven National Laboratory child care survey indicated a need for child care. In September 1991, the first newly constructed child care center at any DOE facility opened its doors to 56 children of Laboratory employees and guests.

I will present the many steps taken by Brookhaven, from assessing the need for child care to the opening of our Child Development Center. I will also expound on the philosophy of the Center and the many ways in which nurturing and learning takes place. Lastly, I will provide statements from parents on the impact that having an on-site center has had on their lives and careers at Brookhaven.

CP-2. ***The BNL Health Promotion Program,*** **Mary Wood, Brookhaven National Laboratory**

The BNL Health Promotion Program (HPP) fosters women's self-esteem by providing a work environment supportive of positive health and fitness practices so that women can achieve an optimum healthy lifestyle.

The HPP offers health risk appraisals, health education seminars, workshops, fitness activities and screenings for employees and their families. Books, audio tapes and videotapes are provided on loan through the HPP office and also at the Library on site. Brochures and newsletters are available through individual request and through primary education prevention programs. Individual and group counseling are provided for smoke cessation, cholesterol and weight management and other health and fitness concerns.

Some examples of programs geared specifically to women are:

"Women and Heart Disease"
"Controversies in Hormonal Replacement Therapy"
"Osteoporosis and You"
"Women's Health Initiative - A Research Study"
"Facing the Aging of Your Parents and Yourself"
"Women and Financial Management"
"Menopause Workshop Series - Emotional and Physical Aspects"
"Communication and Women"

CP-3. *DOE Child Development Centers*, Cindy Musick, U.S. Department of Energy

The Department of Energy Headquarters, with the assistance of the General Services Administration, has built two child development centers -- the Forrestal Energy Child Development Center which opened in downtown Washington, D.C., in August 1991, and the Germantown Energy Child Development Center which opened in September 1992 on the wooded Germantown DOW campus. Both centers are modular buildings using state-of-the-art energy conservation measures (i.e., photovoltaic heat pumps, low-E (argon gas-filled) windows, and energy-efficient appliances) and include accommodations for persons with disabilities. In addition, the Bonneville Power Administration has operated a child care center since 1989 and offers tuition assistance to low-income families. The Federal Energy Regulatory Commission's Child Development Center, established in January 1990, is located in the Commission's downtown Washington, D.C. facility.

All four centers operate as non-profit organizations so that expenses can be augmented by charitable contributions, including those raised in the Combined Federal Campaign. (The Combined Federal Campaign is an annual fund-raising drive for Federal and military employees.) Vacancies at the three Washington-area centers are filled on a first-come, first-served basis for all Federal employees. In these centers, the Department pays for the facility, utilities, maintenance, custodial support, security support and safety support. Teacher salaries and the cost of consumable supplies, diapers, and food are incurred by the parents/guardians. Financial assistance is available for families who demonstrate a need for assistance. The centers have applied for participation in the U.S. Department of Agriculture's food subsidy program.

CP-4. *Pacific Northwest National Laboratory Establishes Day Care Facility*, Cheryl L. Cejka, Pacific Northwest National Laboratory

In 1995, the Pacific Northwest National Laboratory, operated by Battelle Memorial Institute, opened a day care facility on site in Richland, Washington. The need for the day care facility was originally surfaced in response to a survey done in 1991 by the Laboratory's Staff Diversity Enhancement Program's Women's Committee. The survey requested information related to the quality of the working environment and sought information from laboratory women regarding actions that might be taken to improve their job satisfaction. Results of the survey were used to assist the Laboratory in developing a prioritized action plan to recruit, attract and retain women

and to improve the quality of work life for all staff. One of the top three priorities captured from the survey was establishing an "on-site day care facility."

Activities to make the facility a reality began in earnest in 1993. Battelle Memorial Institute donated the land for the construction of the facility on-site and solicitation was issued to several potential day care operators to design, construct and operate the facility. The 35-person Day Care Center Team worked to address various legal, insurance, construction, facilities, environment, and human relations issues surrounding the on-site center. The center was opened in 1995. It offers a full complement of day care, before and after school care, and kindergarten programs in a state-of-the-art learning environment for children of Laboratory employees. The team that successfully established the center was recognized with an Outstanding Team Performance Award by the Laboratory in 1995.

CP-5. *Solutions for Competing Priorities*, Abbie W. Layne, Morgantown Energy Technology Center

Since 1991, the Morgantown Energy Technology Center (METC) has initiated two solutions for competing priorities and development of a Family Friendly Workplace. First, in September of 1991, an on-site day care facility, METC-Kids, opened its doors for both DOE/Federal and Support Contractor use. Secondly, on June 28, 1992, the METC Director signed into effect for one year, METC Notice 3600.1 which established policies and procedures for a trial period of METC's structured flexible tour of duty with Alternative Work Schedules (AWS). This was later extended and is currently in place. Both METC-Kids and AWS were defined and proposed by diverse teams of METC employees. Initially administrative problems existed with both programs; however, as time progressed employee teams identified solutions to these problems. To date, both METC-Kids and AWS are being successfully implemented at METC. Many employees prefer AWS over the fixed work schedules because it enables them to conduct both their work and personal affairs more efficiently and effectively. METC-Kids is now in its fifth year of operation and has been opened to other federal agencies in the community. METC-Kids has a full waiting list for openings and expects to be accredited this year by the National Association for Education of Young Children (NAEYC).

CP-6. *Alternate Work Schedule in ETD*, Deborah Shurberg, Brookhaven National Laboratory

Alternate work schedules have gained popularity in the workplace for numerous reasons. Alternative work schedules represent one way that organizations can help employees deal with the often conflicting demands of professional and personal life. Brookhaven National Laboratory agreed to a trial implementation of an alternative work schedule in the Engineering Technology Division (ETD) and the Department of Advanced Technology (DAT). The alternative work schedule option has been in place in ETD since October, 1994. This poster will describe the impetus for the trial, the approach that ETD has taken in the implementation of an alternative work schedule, and the results obtained from surveys administered to ETD employees on the alternative work schedule.

Focus Group Reports

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TOPIC: School/Laboratory Partnerships and Programs. Assisting school districts in meeting the needs of students and teachers through educational programs and the loaning of inactive equipment.

Facilitator: Peter Soo, BNL **Reporter**: Debbie Botts, BNL

Summary The three main problems in undertaking Laboratory/School programs are:

- Lack of funds
- Lack of understanding of DOE's role in education, in contrast to the Department of Education and the National Science Foundation.
- Problems in providing release time for staff to participate in programs.

A range of solutions was specified, including:

- develop a better definition of Laboratory/facility educational resources and obtain legislator support to help procure resources;
- attempt to obtain resources through non-profit organizations;
- further develop educational programs on the Internet.

ACTION ITEMS

1. DOE should sanction release time for Laboratory staff involved in education programs and community outreach.
2. The DOE facilities and DOE should periodically evaluate and rank existing programs for cost-effectiveness, and possible reallocation of funds to new programs.
3. DOE should put model Science Education Programs on the Internet.
4. DOE should allocate resources at some continuous baseline level for K-12 education programs.
5. The DOE facilities should define the impact on schools of terminated programs.

TOPIC: College Programs. Providing college students with mentoring and/or research internships.

Facilitator: Frances Ligon, BNL **Reporter**: Nanci Hoey, BNL

Summary Building bridges between communication initiatives and educational outreach goals of the laboratory systems will result in DOE being the "employer of choice." Maximizing the impact of this cooperative effort would confirm the DOE mission and commitment to education. Bridging this gap is important to develop the right employee.

Issues/Solutions

1. Mentoring: long term commitment; orientation for mentors.
   Continue mentoring beyond formal program; allow time, tracking/follow-up, for graduate or undergraduate student. Formalize expectations, special issue referrals, and help. Conduct exit evaluations.
2. Orientation of Student: standardization of program.
   Safety, policy on e-mail/internet, student issues/concerns, work ethics, sexual harassment, written job descriptions, conflict resolutions.
3. Activity Modification: time commitment, expansion mechanisms, and funding.
   A DOE letter of support on volunteerism, encouragement from DOE Secretary and ER. Incorporate into Contract reform a measure of performance in volunteering/community participation. Include in the performance review category an evaluation on volunteerism. DOE should organize a facility-wide education workshop, replicate, partnership with other labs, new collaborations with schools, *etc.* Share lab programs. Grants from professional societies, service groups, industry, and institutions that benefit industries (pipeline filling), foundations.
4. Outreach: advertising programs, forming partnerships, donating equipment to schools, laboratory campus, recruitment.
   Solutions: Place advertisements on WWW, and find a source for money. Look at existing scholarship programs in the community and offer the recipient positions. The DOE should clarify its policy on donating equipment to schools, and inform laboratory staff. Scientific & non-scientific student positions should be advertised on the WWW. DOE should sponsor workshops for student program coordinators. The facilities should hold open houses, and advertise in "DOE This Month".

College Programs (continued)

ACTION ITEMS

1. The DOE facilities should develop a checklist of standardized materials for student orientation covering cited items (*e.g.*, work ethics, use of internet), and make them available to all DOE and Laboratory sites.
2. The DOE should encourage DOE Area Office at Laboratory sites to participate in student orientation and welcome, and to encourage students to view DOE as the employer of choice.
3. All DOE facilities should ensure that there is training and orientation for all supervisors/mentors in charge of students (laboratory ownership).
4. DOE should serve as a "clearinghouse", providing successful blueprints for implementation of training and orientation.
5. DOE and its facilities should clarify its policy on accepting money from different sources, and should address the overhead question.
6. The DOE facilities should bring in educational people to brainstorm.
7. The DOE and ER should establish an education page on WWW and should feature educational programs. This should be linked to education pages established by the DOE facilities.

Next Steps:
1. The DOE issue a letter of support on volunteerism.
2. The DOE incorporate volunteerism into contract reform.
3. The DOE facilities should incorporate volunteerism into performance reviews.
4. The DOE facilities should investigate alternate funding sources: such as, state education offices, bio-tech companies.

Other Recommendation: Each laboratory should sponsor a student to attend this Review.

TOPIC: Positive Image of Women. Designing and implementing programs that encourage women to value their work and themselves.

Facilitator: Louise Hanson, BNL **Reporter**: Mindy Markstaller, BNL

Summary Women need to support each other, to commit to each other's success, to actively prevent the propagation of negative images, and to engage men in the process [a true partnership]. We need to develop effective means for conveying our contribution/values, for example, by becoming involved with community groups that support/value women, and to reinforce the award and recognition process. In addition, request support from Laboratory management for community involvement/educational outreach.

Major Issues

- Need for women to support each other.
- Need to involve men.
- Effective means to convey contributions/value.
- Propagation of negative images.

Solutions

- Be proactive and "up-front" with what you want to achieve (emphasize cooperation/teaming). Make specific recommendations to men. Follow up with women and men.
- Ask men who do "get it" to identify what factors led to this.
- Form women's support groups - include the technical support staff.
- Identify new hires (female) and bring them under the wing of women's support groups.
- Become involved with community groups that support/value women. Recruit/invite men into, and to talk to these groups.
- Institutions can reinforce the award recognition process by hanging awardees' pictures in a visible place.

ACTION ITEMS

1. The DOE facilities should conduct bottom-up institutional evaluations (cultural audits).
2. The DOE facilities should provide an ombudsman who has ear and respect of senior management.
3. The management of the DOE facilities should support community involvement and educational outreach, and include on performance evaluations.

TOPIC: Cultural Audits. Designing, administering, and analyzing instruments to capture data that reflect employees' perceptions of the Laboratory's culture and its implications for them.

Facilitator: Lorraine Merdon, BNL **Reporter**: Barbara Kponou, BNL

Summary Cultural audits are a means to quantify and qualify employees' experiences and perceptions of their work environment. The value of the audit is as a confidential means of identifying problems and successes and developing a plan to address concerns.

A cultural audit is an assessment of employees experiences and perceptions of their work related environment and issues. The data is analyzed by organizational demographics for the purpose of providing a baseline, for identifying opportunities for improvement and, for measuring progress. In addition, it may be used to identify areas that are working well and could be used for model programs. Administered properly, a cultural audit can be a useful tool to management and have a positive effect on staff. However, each institution should do a value to cost analysis.

The following sites have been identified as having conducted audits or are in the process of proposing an audit are Lawrence Livermore National Laboratory, Los Alamos National Laboratory, Sandia National Laboratory, and Brookhaven National Laboratory.

Major Issues

Conditions leading to the decision to conduct a cultural audit

- Allegation of unequal treatment of a particular group
- The need to quantify employees perceptions in order to define a diversity plan
- "What gets measured gets done"
- Management's desire to hear employees' input (visa versa)
- A desire to create a baseline prior to implementing new initiatives

Negative impact of doing a cultural audit

- Poor communication about the results of the audit could lead to damaged morale and sabotage future efforts.
- Negative data could verify disparate treatment and legal liabilities (can be addressed by commitment corrective action).
- Poor methodology could exacerbate problems.
- Unplanned expense to rectify problems.
- A perception of loss of productivity due to time lost to have employees take audit.

Cultural Audits (continued)

Issues to consider in planning a cultural audit
- Contractor vs internal
- Sample size
- Scope
- Validity of questions
- Questionnaire development
- Timing
- Confidentiality issues
- Action plan
- Commitment to action
- Demographic identification to be used

Positive value statement for expected outcome
- Provides an opportunity to quantify employees' opinions anonymously.
- Improves morale of employees when action is taken on the assessment/results and by conducting the audit.
- Verifies good practices/progress.
- Provides necessary data to make informed strategic decisions.
- Provides data required to comply with funding and oversight agencies.
- Impacts bottom line, if positive actions are taken following the audit.

ACTION ITEMS

1. DOE should require its facilities to conduct a cultural audit needs assessment and develop an action plan as a result of the audit; then hold management responsible for implementing plan.

TOPIC: Employee Development. Providing educational and self-discovery programs for employees.

Facilitator: Jessica Wilke **Reporter**: Pam Yerry

Summary

Career Development is a broad issue which includes mentoring, succession, dependent care and other topics. The focus was on the sharing, benchmarking, and establishing effective career development systems for all of the DOE facilities with a focus on:

- the scientific and technical staff including Technicians, growth into Management, and non-technical into Technical and Scientific,
- womens's issues/programs,
- existing employees,
- development of portable skills,
- mentoring, succession planning,
- maximizing employee potential.

The institution has an obligation to create an environment and programs to maximize an employee's potential consistent with the institution's mission while seeking to satisfy the employee's career aspirations.

Major Issues

1. Lack of effective Career Development Systems - models are needed (MBNQA Winners) What are the Components of a Career Development System? Undefined Career Paths, Roles and Responsibility of Management and how to do and use IDPs.
2. Tracking-where do women go over time. Accountability of C.D. Program.
3. Downsizing makes Career Development even more important. Need training, skill development, retention of women/minorities, flexibility. Budget Issues.
4. Cultural Issue of "Man's World", Lack of Role Models, Age Discrimination - Women Returning to Work.
5. Dual Career households, family friendly, child care (at night), elder care, single Moms.

Alternatives/Solutions

- Sharing of information on career development programs among the DOE facilities.
- Benchmark "best in class" in Career Development programs.
- Get top level management (Lab Directors) support.
- Get employee involvement in the Career Development Program.
- Solicit comments from DOE Review of Lab Programs for Women participants.
- Accountability of Career Development System through Performance Appraisal of Line Management .
- Formal documentation of Career Development Program.

Employee Development (continued)

- Metrics - Measures of effectiveness of Career Development Program.
- Contractor Clearinghouse for job openings.
- In downsizing, use an independent committee to assure that women/minorities were not disproportionately let go.

ACTION ITEMS

1. The DOE (DOE Points-of-Contact Public Relations Officer) should develop a Career Development Web Page. The page should include comments on draft Career Development plans (*e.g.*, Los Alamos); paper copy should also be available.
2. The DOE Points-of-Contact (Career Development Committee) should utilize benchmarking to identify the best in class & role models for Career Development.
3. The DOE Points-of-Contact should provide a Formal Report with recommendations and a cover letter from a senior DOE person to all Laboratory Directors. The cover letter should identify key issues and actions, with response (timely) requested (action plan).
4. The DOE facilities should require that there is employee involvement in the development of Career Development Programs (*i.e.*, teams, focus groups, surveys).
5. The Laboratory Directors should commit to incorporating management accountability into Career Development programs.
   a) Incorporate Career Development on Upward Appraisals (where they exist).
   b) Career Development personnel should use *AEP* statistics to "track" women's careers.

TOPIC: Employee Mentoring. Providing employee career support while promoting a positive self-image.

Facilitator: Marilyn Pandorf, BNL **Reporter**: Starr Angelos, BNL

Summary A Career-Development Mentoring Program can take many forms and mean different things to different people. Therefore, one should determine the goals and design the program based upon the goals. The issues related to program design are many, but each has to be anticipated and planned. Some of these issues include: resources, selection criteria, and management buy-in.

Major Issues

Define the need which will be addressed by implementing a Mentoring Program. Examples are the need:

- to accelerate learning
- to assimilate culture
- for career development
- for satisfaction
- for motivation
- to build skills

Determine the goals of the Mentoring Program; shape the program based upon the goals. Examples of goals are:

- retention
- diversity
- succession planning
- lab mobility

Design mentoring program and examine issues relative to program design. Issues include:

- available resources
- roles and responsibilities
- administration of program
- handling repercussions
- measures of success
- selection criteria
- commitment
- line management resistance

Implementation

- logistics
- recruitment of Mentors and Mentees
- management buy-in
- education plan for those supporting program
- materials and reference resources
- marketing the program
- "how-to" training

Alternatives/Solutions

Individual agreed upon goals in mentor program. This means:

- training
- realistic goals set by mentee
- mentor agrees
- line supervision/management support of goals
- goals should be in writing
- plan for periodic reviews
- measure attainment of goals

Employee Mentoring (continued)

Time Commitment
- mutually agreed upon by mentors/mentees/management
- mentee spends most time

Resistance to support for program
- understand reasons and resistance
- sell program with benefits
- find champions, building support from the top down
- involve resistors in the process
- overcome apathy by doing it
- mentors/mentees will champion program

"How-to" training:
- define roles, responsibilities, & protocols
- details set by mentor/mentee together
- offer reinforcing activities
- use in-house consultants
- establish required kick-off session training & socialization
- establish periodic meetings, what's going right - lesson learned

Repercussions from supervisors, peer groups, others
- invite everyone to information meetings
- include cross section in program
- show that program is not exclusionary
- make participation voluntary
- set win/win program goals
- set realistic setting of goals, work on 1-2 at a time
- share successes
- allow for mentor reassignment
- allow "no questions asked" drop-out
- spell out commitment "up-front"
- invite resistant manager to be a mentor

Administrative issues
- report/publish
- evaluate
- publicize success stories
- project charge for activity

ACTION ITEMS

1. DOE should identify model programs.
2. The DOE facilities should each draft a proposal for a pilot mentoring program at their facility, and report on the results at the next DOE Review. The report should include:
   a. "up-front" planning required
   b. how needs/goals/purposes were determined
   c. how champion was found
   d. how support network was built
   e. a summary copy of the proposal for the program

TOPIC: Networking. Sharing ideas and resources to promote success and personal growth.

Facilitator: Diane Hooie, METC **Reporter**: Amalia Rugiero, BNL

Summary Network to gather information, make decisions, build skills, locate resources, develop relationships. Networking can be formal (professional societies) or informal and can be achieved through locating resources, making connections, building communication skills, two-way communication, and join, join, join! The value of networking includes:

- moral support,
- trust and credibility among networking partners,
- a source of power through critical mass and connections,
- diverse ideas and potential solutions.

Major Issues

- Locating and tapping resources.
- Validation of sources.

Alternatives/Solutions

Become empowered; make decisions; be positive.

How to network:

- Develop and maintain contact lists.
- Contact people who you believe have knowledge, are influential, and/or have authority within an area.
- Send a general "call" for help (*e.g.*, on internet bulletin boards).
- Join or form support group with common interest (*e.g.*, AWIS).
- Attend at professional meetings (local, national, and international); ask questions.
- Join an organization within your field and volunteer to work (local sections or societies).
- Join an organization for personal development (*e.g.*, "Tostmasters").
- Increase your visibility: publish technical articles, *through open-ads*, provide feature articles in local newspapers with photographs.
- Exchange business cards at every opportunity.
- Get training to increase your communication skills (speaking/writing); give presentations whenever possible.
- Be accessible as a resource to other women; share your experience.
- Be a role model/mentor to other women.
- Look for a mentor - ask!
- Do internships.
- Volunteer at Civic groups:
  Institutional (i.e., lead crosscutting).
  University.
- Practice building networking (start @ home, form relationships).
- Solicit feedback (constructive).

Networking (continued)

RESOURCES

Locate legitimate resource through internet, web pages (personal and programmatic), journals, women's groups, coworkers, newsletter, library. Start with:

- journals, professional organizations, quality assurance, peer review,
- known quantities (people).

Ask a question.
Offer/solicit input.
Gather information.

ACTION ITEMS

1. The DOE should provide an agency-wide newsletter with a focus on technical women, available on the web, on paper, or by e-mail. (Advantages: web for a broader audience and archival, paper for marketing, and e-mail for link).
2. The DOE facilities should provide for regular meetings, *e.g.*, brown bag lunches, which would provide a venue for discussions of issues of importance to women on the scientific and technical staff (brainstorming-ownership, *i.e.*, women's programs, individual women issues, women forum chair, quality of life).
3. DOE should hold "Regular" meetings, (*e.g.*, Program Review, and a Technical Women's Symposium: DOE wide or agencies/government wide, by discipline).

TOPIC: Dependent Care. Providing DOE facility-sponsored programs for child care, including sick child and disabled child care, and elder care with either on-site facilities or off-site subsidies.

Facilitator: Sydell Lamb, BNL **Reporter**: Gail Schuman, BNL

Issues

Are we setting a good example in our neighborhood in these areas?
How do we become proactive, how do we get action?
On-site facilities/off-site subsidies
- Share information on surveys already completed among DOE facilities (via Points-of-Contact).
- How do you "sell" it?
  Risks/Benefits contrasted ahead.
  Involve Everyone.
  Communicate, communicate, communicate!!!
- How do you make management more responsive?
- Sliding scale costs.
- Special needs children.
- Emergency call-in to work.

ON-SITE/Partnership Facility
- Reduced absenteeism.
- Costs as part of a Cafeteria Menu of benefits.

ELDER CARE:
- Recognizing the issue/raise awareness.
- Information centralization/Referral.
- Long term care/day care.
- Insurance possibilities.

SICK CHILD CARE:
- Trustworthiness.
- Hospitals.
- Inconsistent application of policies:
  between facilities,
  within a facilities.
- Telecommuting options - formal/informal policies.

Solutions
- Conduct needs assessment (must be timely).
- Evaluate effectiveness of current options.
- DOE policy must be clear.
- Make management responsive or accountable to DOE.

Dependent Care (continued)

- Increase management awareness of family issues.
- Institute flex time/telecommuting formal policies.
- Investigate Cafeteria Menu of Benefits.

ACTION ITEMS

1. The Points-of-Contact should improve communication with staff.
2. The DOE should establish a WEB page for Points-of-Contact, statistical data, Comparative Report and exchange of information between focus groups...more effective communication.
   - Are we setting a good example in our neighborhood in these areas?
   - How do we become proactive, how do we get action?
3. The DOE should provide support, beyond the keynote speaker, for the DOE Review.

TOPIC: Alternate Work Schedules. Providing alternate work schedules/arrangements, such as flex time, compressed work week, and telecommuting, at the DOE facilities.

Facilitator: Nina Leonhardt, BNL **Reporter**: Cathy Osiecki, BNL

Summary After exploring alternate work schedules in Laboratory and other settings, the focus group identified issues related to flex time, compressed work week, job sharing, and telecommuting. These issues were grouped as: form of policy, perceptions and applications to staff, all with underlying concern for costs and benefits to Laboratory.

- Flex time: any 8 hours, every work day, perhaps including required core hours (*e.g.*, any 8 hours but including 10 am to 3 pm).
- Compressed work week: working less than the normal 5-day week but averaging to the traditional 40-hour work week (*e.g.*, working 10 hours/day for 4 days, or working 80 hours over 9 work days).
- Job sharing: part-time, 2 or more sharing a position by time of day or by day of week.
- Telecommuting: working full or part-time at home.
- Short term assignments: two people alternate working for a defined period (weeks or months), then staying home for a similar period (similar to job sharing).

Major Issues

A defined Laboratory policy versus informal, Department Program.

Applications to Staff
- Will it apply across staff levels? (equity)
- Is it only applicable to certain positions?
- Permanent versus temporary arrangement.
- Must be equitable-according to task and capability rather than title.

Benefits.
Liability.
Telecommuting, cost to institution:
- for equipment taken home (+), space freed up at institution (-).

Supervision of employees working alternate schedules.
Perceptions of effectiveness of employees working alternate schedules:
- by supervisor (on reviews, evaluations, *etc.*),
- confidentiality, privacy,
- ownership.

Alternate Work Schedules (continued)

Alternatives/Solutions

Supportive, formal, documented laboratory policy.
- Decisions made by supervisors and managers.
- Voluntary on part of participant (Sandia model).
- Retain informality to retain flexibility.
- Define guidelines (written) and mechanisms.

Change perception:
- Education: fact sheets, reports on other programs detailing results.
- Individual proposals; each case should be judged separately: individual costs vs. benefits.
- Trial period with review.

Construct guidelines and mechanisms.
- Information on such policies from lab system/DOE
- Survey/needs analysis.
- Construct fact sheet and gather reports.
- Seek out one representative from each laboratory to participate in a study; they must get official representative status.
  - Teleconference among these representatives to review recommendations from this and previous reviews.
  - Prepare report for laboratory management and next DOE Review.

ACTION ITEMS

1. The DOE Points-of-Contact should provide information on alternate work schedule policies from the DOE and DOE facilities.
2. The DOE facilities should conduct a survey/needs analysis, and report at the next DOE Review.

Appendix A

DOE Review of Laboratory Programs for Women
Brookhaven National Laboratory

Program

Program

Monday, May 6, 1996 (All events at Brookhaven Center)

3:00 **Registration Opens**

5:00 **Video, *Breakthrough Strategies for Women*, Pat Heim**, Heim & Associates — **North Room**
Based on her noted workshop: *He Said, She Said*

6:00 **Reception, light dinner** — **South Room**

7:00 **Poster Presentations** — **North Room**
Session I: Educational Outreach, Statistical Database

8:30 **Invited Speaker: Antoinette Joseph, Director, DOE Office of Laboratory Policy & Infrastructure Management.**

Tuesday, May 7, 1996 (All events in Berkner Hall)

7:30 **Registration, Continental Breakfast** — **Lobby**

8:30 **Welcome and opening remarks** — **Auditorium**
Martin Blume, Deputy Director, Brookhaven National Laboratory
Cherri Langenfeld, Manager, DOE Chicago Operations Office
Steve Iverson, Head, Office of Human Resources and Administration, Princeton Plasma Physics Laboratory

9:30 **Point-of-Contact Report** — **Auditorium**
Where are we coming from and where are we going?
Abbie Layne, Morgantown Energy Technology Center, and **Vicki McLane**, Brookhaven National Laboratory, Co-Chairs, DOE Point-of-Contact Committee

10:30 **Break**

11:00 **Keynote Address:** Introduction by Dr. N. Samios, Director, BNL — **Auditorium**
Martha Krebs, Director, DOE Office of Energy Research
DOE and the U. S. Science Base: Critical Assets at Risk

12:15 **Buffet Lunch** — **Room B**

1:30 **Invited Speaker**: Introduction by Lorraine Merdon, Diversity Office, BNL — **Auditorium**
Jaqueline Cooke, Administrator, Region I, U.S. Dept. of Labor Women's Bureau
Working Women Count

2:30 **Invited Speakers**: Introduction by Kathleen McIntyre, BNL

Wendy Katkin, Assoc. Dean, Arts & Sciences, SUNY at Stony Brook — **Auditorium**
WISE: Creating a Community of Women Scientists

Jannifer Hill-Keyes, President, Strategic Human Resources — **Room B**
Cultural Audits: Benchmarking for Organizational Success

3:15 **Break**

3:30 **Mini-tours** — **Lobby**

Tuesday, May 7, 1996 **(continued)**

4:30 **Poster Presentations** — **Lobby**
Session II: Career Advancement, Competing Priorities

5:45 **Oral Presentations**

Session A. Educational Outreach, Statistical Database — **Room A**
Louise Hanson, Moderator

Session B. Career Advancement, Competing Priorities — **Room B**
Veronica Evans, Moderator

6:45 **Reception** — **Lobby**

7:30 **Dinner** — **Cafeteria**

After-Dinner Speakers
Remarks and Introduction: Mary S. Davis, Associate Director for Reactor, Safety, and Security, Brookhaven National Laboratory
Invited Speaker: Joyce Justus, Asst. Director for Social & Behavioral Sciences and Education, Office of Science & Technology Policy, Executive Office of the President
Working Together to Make a Difference

Wednesday, May 8, 1996 **(All events in Berkner Hall except for Focus Groups)**

7:30 **Registration, Continental Breakfast** — **Lobby**

8:30 **Announcements** — **Auditorium**

9:00 **Invited Speaker:** Introduction by Dori Barnes, PPPL — **Auditorium**
Sheila Tobias, Science Education Writer
Rethinking Science as a Career

10:00 **Break**

10:30 **Invited Speaker:** Introduction by Victoria McLane, BNL — **Auditorium**
Sylvia McDonald Monlyn, Director, Office of Strategic Planning, Budget, and Program Evaluation
Engendering Results: Continuing the Push Toward Diversity

11:30 **Focus Group Introductions** — **Auditorium**
Nina Leonhardt, Brookhaven National Laboratory

11:45-2:45 **Focus Groups Meet** (box lunch at Focus Group Location)

3:00 **Conference Summary** — **Auditorium**

3:30 **Closing Remarks and Adjournment**
Cindy Musick, DOE Office of Energy Research

Tour of Science Museum

Focus Group report preparation (Focus Group Leaders & Reporters only)

Appendix B

Profiles of Invited Speakers

Jacqueline R. Cooke is the Administrator for Region I of the U. S. Department of Labor Women's Bureau, headquartered in Boston. As regional administrator, Ms. Cooke is responsible for developing programs and implementing national policy for the Bureau in the six New England states.

Ms. Cooke graduated cum laude from Tufts University with a Bachelor's Degree in Political Science. A recipient of the prestigious Lawrence J. and Molly D. Parrish Scholarship Award, she received her Masters Degree in Industrial Relations from the University of Wisconsin.

Prior to joining the Bureau, Ms. Cooke served for eleven years as a legislative representative for the American Federation of State, County, and Municipal Employees. In that position, her primary duties included advocating for state laws to protect civil and employment rights of workers. Among her accomplishments are successfully advocating for the Massachusetts legislature to establish a special commission on pay equity and negotiating pay equity upgrades of up to 20% for over 7500 women in 34 female dominated job titles. Her work has also included developing curricula and presenting workshops on pay equity and sexual harassment.

Jannifer Hill-Keyes, President, Strategic Human Resources, Inc., brings a breadth of human resources experiences, having served both private and public sector organizations. Her experience includes work in a diversity of industries including consumer services, guest industries, publishing, health care, financial services, research and development, information, and manufacturing. She has also worked with governmental agencies, nonprofit organizations, and Boards of Directors.

Dr. Hill-Keyes is a licensed psychologist and received her doctoral degree from the City University of New York. She has held appointments at Harvard Medical School and the City University of New York. She worked for Beth Israel Hospital (Boston, Massachusetts), the New York City Health and Hospitals Corporations, the New York City Board of Education, New York Police Department, and Brookhaven National Laboratory where she managed the Employee Assistance Program and functioned as Occupational Psychologist. Dr. Hill-Keyes worked as an internal organizational consultant for over three years prior to establishing Strategic Human Resources, Inc. Her global experience includes participation in international labor-management workshops and cross-cultural human resources and technical training.

Antoinette (Toni) Grayson Joseph, is the Director of the Office of Laboratory Policy and Infrastructure Management, DOE Office of Energy Research. Ms. Joseph has a long career of government service having served previously as Deputy Science and Technology Advisor for Civilian Laboratories, and Associate Director, Office of Field Operations Management. She has also served as Executive Director of the DOE San Francisco Operations Office, Chief of Operations and Facilities in the Office of the Assistant Administrator for Field Operations in the Energy Research and Development Agency (ERDA), and prior to that held a similar position in the Atomic Energy Commission (AEC).

Ms. Joseph received a B. S. in education from Indiana University in Pennsylvania, an M. A. from the University of Missouri, and an M. P. A. in public administration from Harvard University's Kennedy School of Government. She has won several awards, including the 1989 Rank of Meritorious Executive from President Bush.

Joyce Bennett Justus is the Assistant Director for Social and Behavioral Sciences and Education in the Office of Science and Technology Policy (OSTP), Executive Office of the President. Before coming to OSTP, Dr. Justus was a Special Assistant for Educational Relations, Office of the Provost and Senior Vice President for Academic Affairs, University of California. She retired from the University on November 1, 1993 and was recalled by the provost to serve in the special capacity as the President's executive liaison to the California Post-secondary Education Commission, the California State University system, the California Community Colleges system, and the California Association of Independent Colleges and Universities.

Dr. Justus managed the California Policy Seminar (CPS) which helps University faculty and state legislators to understand better how the University's programs and initiative address shared objectives. Also on the legislative front, Dr. Justus had responsibility for developing the University's position and analyses on legislation concerning academic and student affairs. She was responsible for overseeing the preparation of reports required by the Legislature and official responses to the legislators on their specific concerns.

Before joining the Office of the Provost and Senior Vice President for Academic Affairs, Dr. Justus was professor of urban anthropology on the San Diego campus and Assistant Chancellor in charge of, among other responsibilities, the faculty affirmative action program and administrative review procedures. Among her research interests are black female socialization; teenage pregnancy in Jamaica, and the problems of identity among West Indian immigrants in Los Angeles. Dr. Justus' honors include several teaching awards and a Danforth Minority Fellowship.

Wendy Katkin, Associate Dean of Arts and Sciences, State University of New York at Stony Brook, has a Ph.D. in English and a Master's degree in psychology. For the past two years, Dr. Katkin has been directing Project WISE (Women in Science Excel), a National Science Foundation (NSF) supported program designed to engage high-ability high school and college women in the excitement and challenge of science and math and to encourage them to continue to study these subjects.

Dr. Katkin also initiated Stony Brook's Minority Research Apprenticeship Program, a summer research program in the sciences for minority undergraduates, five NSF-supported Research Experience for Undergraduate Site programs (in Chemistry, Physics, Psychology, Political Science and Sociology), the Minority High School Students Research Apprentice Program, Patricia Harris Fellowship Program, which awards fellowships to women and minority candidates pursuing a Ph.D. in the sciences, and the Apple Minority Fellowships Program for minority students pursuing a Master's degree in Psychology or Computer Science.

In 1992-93, as a Visiting Research Fellow at the University of California, Berkeley, Katkin served as a consultant to the California Coalition for Math on a major initiative designed to educate the public about the need for math reform in the schools . In 1991, she was cited by the U.S. Department of Energy for her contributions to the math and science education of minority students.

Martha Krebs is the Director of the Office of Energy Research (OER) in the Department of Energy, responsible for administrating funds for DOE's programs in basic energy sciences, high energy and nuclear physics, health and environmental research, fusion energy, and scientific computing. Dr. Krebs is also responsible for the management of the Department's five multi-program and ten single-program non-weapons laboratories, as well as developing Department-wide policy for both weapons and non-weapons laboratories. Besides serving as Director of OER, Dr. Krebs is also the Department's Science and Technology Advisor to the Secretary of Energy.

Before assuming her current position, Krebs was Associate Laboratory Director for Planning and Development at Lawrence Berkeley Laboratory, responsible for a strategic scientific program planning process, and for technology transfer planning and policy development. She established the Laboratory's Center for Science and Engineering Education, which provides collaborative research experiences for students, teachers, and University of California faculty. Previously, Dr. Krebs was Staff Director of the Subcommittee on Energy Development and Applications of the House of Representative's Committee on Science and Technology.

Krebs earned an A.B. and a Ph.D. in Physics from the Catholic University of America, graduating summa cum laude, and is a member of Sigma Xi and Phi Beta Kappa. She is also a National Science Foundation Fellow.

Cherri J. Langenfeld is Manager of the Department of Energy's Chicago Field Office, which is responsible for institutional management of five major government-owned contractor-operated laboratories: Ames Laboratory; Argonne National Laboratory, Brookhaven National Laboratory, Fermi National Accelerator Laboratory and Princeton Plasma Physics Laboratory; and two government-owned government-operated laboratories, Environmental Measurements Laboratory and New Brunswick Laboratory.

Until her appointment as Manager, Ms. Langenfeld served as DOE's Director of Technology Utilization and key advisor to the Secretary of Energy on technology transfer matters. Prior to that, she served as Director, Technology Analysis in DOE's Office of Policy, Planning, and Analysis.

Before joining the Department of Energy in August, 1989, Ms. Langenfeld was Director of Consulting Services, Scientific Systems Services, Inc., specializing in planning, justification, and implementation of integrated manufacturing strategies. She served two years in General Motors Corporation's Marketing and Product Planning staff, coordinating a corporate-wide capacity planning task force, and one year as General Foreman in a General Motors automotive assembly plant. She has also worked for Exxon Company U.S.A. in a variety of engineering and supervisory positions.

Ms. Langenfeld received a Bachelor of Civil Engineering from the Georgia Institute of Technology in 1976, and an M.B.A. from the Harvard Graduate School of Business Administration in 1984.

Sylvia McDonald Monlyn is the Director of the Department of Energy Office of Strategic Planning, Budget, and Program Evaluation.

Sheila Tobias has been active in the areas of mathematics and science avoidance and anxiety and, more recently, in the analysis and critique of science education and current practices of professional training in science. She has taught in the departments of political science at the University of California-San Diego (gender and politics), the University of Southern California (the politics of peace), Vanderbilt University, and the University of Arizona.

Ms. Tobias holds a B. A. in history and political science from Harvard-Radcliffe and an M. A. in history from Columbia. She is the author of seven books on mathematics and science education, and three books on women and militarism, gender, and politics. Her most recent publications are *Rethinking Science as a Career--Perceptions and Realities in the Physical Sciences, The Hidden Curriculum--Faculty-Made Tests in College Science*, and *Sexual Politics--The Legacy*. She is completing a long-term writing assignment for the Research Corporation, a foundation for advancement of science, located in Tucson, Arizona.

Other activities have included board membership on the NOW Legal Defense and Education Board, acting as publisher of two local feminist newsletters, and instigator of women's studies at Cornell University during the later 1960's and early 1970's.

Appendix C

DOE Review of Laboratory Programs for Women
Brookhaven National Laboratory

List of Participants

Participants

NAME	AFFILIATION
Banerjee, Bakul	Argonne National Laboratory
Hansen, Linda	
Reck, Ruth	
Reilly, Christopher	
Rodriguez, Terry	
Cohen, Anita	Brookhaven National Laboratory
DeCastro, Kara	
Evans, Veronica	
Foster, Susan	
Fowler, Joanna	
Hanson, Louise	
Kempf, Ruth	
Lamb, Sydell	
Leonhardt, Nina	
Ligon, Frances	
Mansfield, Pamela	
McBreen, Betty	
McIntyre, Kathleen	
McLane, Victoria	
Merdon, Lorraine	
Pandorf, Marilyn	
Som, Prantika	
Soo, Peter	
Wood, Mary	
Perdue, Clara	Continuous Electron Beam Accelerator Facility
Shinn, Michelle	
Engram, Dianne	Fermi National Accelerator Laboratory
Heger, Patricia	
Richardson, Regenia	

Participants

Roehrig, Carolyn	Fernald Environmental Management Project
Walpole, Susan	
Spengler, Sylvia	Lawrence Berkeley Laboratory
Bibeau, Camille	Lawrence Livermore National Laboratory
Dube, Evi	
McTyre, Norma	
Smith, Tommy	
Vergino, Eileen	
Brunish, Wendee	Los Alamos National Laboratory
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Appendix D

DOE Review of Laboratory Programs for Women
Brookhaven National Laboratory

Committees

Organizing Committees

DOE Points-of-Contact Review Advisory Committee. Chair: D. Barnes (PPPL)
V. McLane (BNL), A. Layne (METC), C. Musick (DOE), C. Palmer (LLNL), L. Cain (ORNL)

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BNL Members: V. McLane, R. Manning, K. Swyler
PPPL Members: D. Barnes, S. Iverson, S. Murphy
POC Representative: A. Layne (METC)

Pre-registration Committee. Chair: Sue Murphy (PPPL)

Primary Speakers Committee. Co-Chairs: M. Sue Davis (BNL), Victoria McLane (BNL)
PPPL Member: Dori Barnes
BNL Members: Carol Creutz, Robert D'Angio, Lorraine Merdon, Mark Sakitt

Profiles & Proceedings Committee (BNL). Chair: Nanci Hoey
Cathy Green, Victoria McLane, Lorraine Merdon, Barbara Schmidt

Program Committee (BNL). Chair: Victoria McLane
Invited Talk Subcommittee: Chair: Kathleen McIntyre
Lorraine Merdon, Prantika Som, Michiko Tanaka
Poster Presentations Subcommittee: Chair: Susan Foster
Renee Flack, Mary Kelley, Dori Tooker, Mary Wood
Oral Presentations Subcommittee: Chair: Susan Eng Wong
Maria Beckman, Eva Bozoki, Louise Hanson
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Publicity Coordinator: Anita Cohen (BNL)

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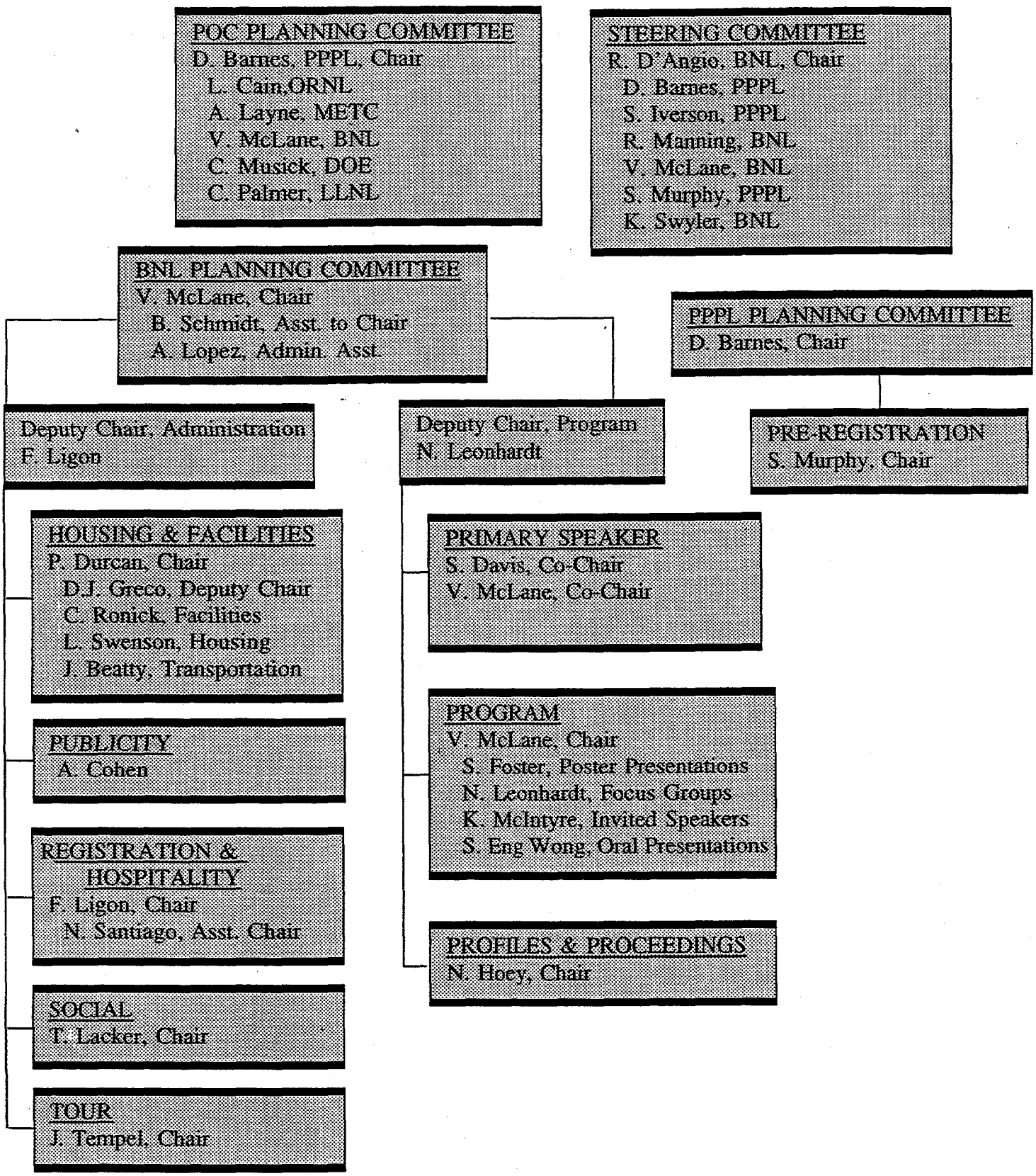
Organizing Committees

Organizational Chart



Appendix E

DOE Review of Laboratory Programs for Women

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Appendix F

DOE Review of Laboratory Programs for Women

Action Items Report

June 30, 1996

Edited by

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Strategic Plan and Comparative Report

The Strategic Plan, which outlines the objectives and strategies for the DOE Review of Laboratory Programs for Women, was adopted by the Points-of Contact to the DOE for the Review. As an initial step in adopting a Strategic Plan, baseline data has been collected. Three surveys of the participating facilities were done: data on salaries and grade levels, laboratory programs and policies, and education programs. The results from these surveys have been used to provide the input to a Comparative Report[1]. The Comparative Report will be updated each year.

As part of the Strategic Plan, it was agreed that each facility or field office will commit to two or three new or improved programs or policy initiatives to be implemented by the year 2001. These new initiatives would be identified by the POC for each facility. They are meant to target areas requiring improvement, based on recommendations from previous Program Reviews and on the Comparative Report.

April 1, 1995, was the target date for receiving these commitments from the POCs; to date, fifteen have been received. Of those received, some have included only general goals, not specific action items. For many, baseline data are needed for measuring future success. Following is a compilation of the Action Items which have been received; We have added comments or questions, where pertinent. Our goal is to have a complete list of Action Items and necessary baseline data before the next Program Review in May, 1996.

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[1] *Comparative Report on Laboratory Programs for Women*, V. McLane and A. Layne, Brookhaven National Laboratory Informal Report BNL-62187 (June 1995).

Action Items

Ames Laboratory (nothing received)

Argonne National Laboratory (submitted by B. Curlin)

Career Development/Advancement

1) Increase number of women in strategic management/leadership roles through activities such as:
   a) Inclusion of more scientific and technical women in ANL's Leadership 2000 program. (Question: what are current figures and goal?)
   b) Development of succession planning workshops and programs; insuring the participation of women.
   c) Participation of women in laboratory search committee activities via the Network/Search Committee Liaison Subcommittee of the Women in Science and Technology (WIST) Steering Committee.
   (Question: what is the present participation of women on such committees?)

   Needs: DOE Program Review: Experiences of other research and corporate organizations regarding succession planning workshops and programs, particularly with respect to the inclusion of women and minorities. Experiences promoting leadership, particularly among minorities and women, at other research and corporate facilities.

Educational Programs

2) Develop a program to work with math and science teachers in the Chicago city schools to promote interest in math/science among girls in grades 6 through 12. This program augments current educational activities that are being conducted by the ANL Department of Educational Programs for girls in this age group.

   Needs: DOE: Financial support.
   DOE Program Review: Experiences from other organizations in developing and implementing inner-city academic assistance programs.

Brookhaven National Laboratory (submitted by V. McLane)

Career Development/Advancement

1) Implement Career Development Mentoring Program.

   Needs: At BNL: Management commitment to project at Department/Division level; funding and resources.
   DOE Program Review: Programs that work; strategies for implementation.

2) Institute cultural audit of the Laboratory.

   Needs: DOE Program Review: Logistics of instituting an audit; information on outside organizations which do cultural audits; experience of other facilities with audits.

Quality of Life

3) Institute flexible work schedule policy; expand compressed work pilot program to other Departments/Divisions.

   Needs: At BNL: Management commitment to project at Department/Division level; commitment of mentors.
   DOE Program Review: Experience of facilities which have implemented policies.

4) Pursue expanding number of places available in Child Development Center.

   Needs: At BNL: DOE funding.
   DOE Program Review: Pursue DOE commitment to provide funding for Child Care Centers.

Educational Programs

5) Establish Parent-Child Science Research Clubs for upper elementary students; target participation of girls and mothers.

   Needs: DOE Program Review: experience of other facilities with such clubs.

Continuous Electron Beam Facility (submitted by B. Hartline)

Career Development/Advancement

1) Establish a goal for the number of female speakers for public lectures on scientific topics of 50%.
   (Current status: since Sept. 1994; 6 women out of 11 speakers; previous years, about 9 out of 30 speakers).
2) To help insure that qualified women are considered for scientific positions at CEBAF and for joint faculty positions where CEBAF participates on the selection committee, include at least one woman on all search committees for key positions.

Educational Programs

3) Increase female participation in high school research internship program to 50%.
   (Current status: summer 1995 high school research internship program includes 60% female students).

Fernald E. M. P. (submitted by S. Walpole)

Career Development/Advancement

1) Complete internal survey of women employees to aid in planning of programs and establishing a baseline.

   Needs: FEMP: Management approval.
2) Establish a Women in Science group at the site with a goal to establish like interest activities.
3) Implement a career development/succession planning program with the ultimate goal of increasing women and minorities in administrative and research positions.

   Needs: FEMP: Management buy-in.
   DOE Program Review: Lessons learned from other facilities.

Educational Programs

4) Use Women in Science group as a base to develop and give school presentations.

Fermi National Accelerator Laboratory (nothing received)

Idaho National Engineering Laboratory (nothing received)

Lawrence Berkeley National Laboratory (submitted by T. M. Forte)

Career Development/Advancement

1) Increase the number of women scientists/engineers in leadership positions. Encourage Divisions to identify potential leaders and develop their skills in leadership. Implementation strategies include:
   a) succession planning,
   b) rotational assignment for leadership positions within Divisions,
   c) mentoring (pairing younger women with more experienced, successful women scientists),
   d) career planning.

   Needs: DOE Program Review: What mechanisms do other laboratories/facilities have for developing leadership skills in younger women scientists/engineers? Is there a role for succession planning; has anyone experience with this? Value of rotation of leadership assignments, and how it may work in practice.

2) Form a "Women's Association" at the Laboratory which is a forum in which all women can participate; develop a better environment and community spirit for women "across the board".

   Needs: DOE Program Review: Ideas for developing a broader based women's forum that is inclusive of all women. What is available at other laboratories; how successful and how long to get it going?

Lawrence Livermore National Laboratory (submitted by E. Vergino)

Career Development/Advancement

1) Form a Technical Women's Advisory Committee (TWAC) to serve in an advisory capacity to the POC; the representatives will be chosen by the Associate Directors from throughout the Laboratory, one or two from each directorate.

   Needs: DOE Program Review: Other facilities experiences with women's groups, AWIS Chapter vs. Internal group.

2) Implement succession planning for leaders/managers at LLNL. Work with HR and DP to implement strategies; target women for grooming.

3) Examine retention of women at LLNL. Work with HR and directorates to look at issues pertaining to retention and opportunities for growth. The TWAC will develop a plan to improve the retention of and opportunities for career growth for women.

Quality of Life

4) Undertake study to examine cultural environment at LLNL; undertake with LANL, and, perhaps, LBNL (bringing together UC Labs). Develop plan jointly with partner labs; TWAC will pilot the plan.

Educational Programs

5) Track the young women participating in educational programs to look for successful strategies. All program participants will be tracked, but a special look will be taken at indicators relevant to women in the programs.

Los Alamos National Laboratory (submitted by W. Brunish)

Career Development/Advancement

1. In order to determine the efficacy of recruitment and retention of women:
   a) review recruiting practices and available pool of candidates;
   b) institute exit/turndown interviews for everyone with analysis of gender trends;
   c) establish meaningful performance measures for recruiting.

   Needs: LANL: Support of Human Resources. Statements from Lab management on the importance of recruiting and retaining women.
   DOE: Acknowledge importance of these efforts. Allow the Laboratory the financial flexibility to carry out such efforts.
   DOE Program Review: Exit/turndown statistics from other DOE facilities. Statistics from U. California Management Fellowship Program.

2. In order to enhance career development opportunities for women:
   a) establish rotating staff positions in Division Directorate and Program Directorate offices (as appointment to DOE offices, e.g., to DOE/DP for 3 months) with tracking of diversity, evaluation by participants, and long-term follow-up;
   b) track diversity of committee assignments and appointed positions (e.g., project leader).

   Needs: LANL: Support from Human Resources and Lab management. Resources to identify and select candidates.
   DOE: Acknowledge importance of these efforts. Allow the Laboratory the financial flexibility to carry out such efforts.
   DOE Program Review: Statistics on time between promotion for men vs. women at DOE facilities.

Quality-of-Life

3) Encourage wider use of flex-time and offer modified work week.

   Needs: LANL: Lab management commitment. Training for all managers on use and benefits of flextime and modified work week. Resources for staffing and payroll groups to implement modified work week.

Educational Programs

4) Provide management support, recognition, and financial resources for outreach activities designed to increase the participation of women in science.

   Needs: LANL: Financial commitment from Lab management; inclusion of such activities in employee performance appraisals; training of managers in importance of educational outreach.
   DOE: Acknowledgment of the importance of these efforts; allowing the Lab the financial flexibility to carry out these efforts.

Martin Marietta Y-12 Plant (nothing received)

Morgantown Energy Technology Center (submitted by H. Dahmer)

Career Development/Advancement

1) Develop and implement a mentoring program.
(QUESTION: what kind of mentoring - career development?)
2) Develop and implement a program for the retention of women at METC.
(COMMENT: needs to be more specific about components of program).

Needs: Feedback from current and past METC employees.
Time to develop and implement retention program.
Benchmark data for career women in federal service and the private sector.

Educational Programs

3) Integrate Girl Scouts with hands-on science activities already in place at METC.

National Renewable Energy Laboratory (submitted by K. Magrini)

Career Development/Advancement

1) Design and implement mentoring and career advancement programs.
2) Review and analyze with senior management the results of the comparative analysis survey. Develop an action plan to improve the status of women at NREL with respect to salary.
3) Improve communication and information strategies by:
   a) establishing and expand a women's reading shelf in the library;
   b) creating an Internet home page devoted to working women's issues.
   c) creating a notable women at NREL brochure to be used for internal, educational, and other outreach activities.

Educational Programs

4) Establish a self-audit to ensure that females are fairly represented in educational and student programs.

Oak Ridge Inst. for Science Education (nothing received)

Oak Ridge National Laboratory (submitted by J.A. Watts)

Career Development Advancement

1) Develop and implement a series of seminars/mini-workshops on leadership skills development for all levels of women in the Laboratory.

Needs: DOE Program Review: Information on what other facilities have done on leadership development and agenda/summaries on workshops/conferences they may have given.

2) Work with ORNL Employee Development Subcommittee of the Diversity Council to develop a mentoring program for the Laboratory as a component of employee development. Develop a WWW page on employee development opportunities.

   Needs: DOE Program Review: Information on measures of success of mentoring at other facilities.

3) Ensure that employee development plans, developed by both employer and employee, are used in the Personnel Performance Review (PPR).

Quality of Life

4) Explore with the Human Resources Division the feasibility of a dependent care facility on site or nearby.

   Needs: DOE Program Review: Information on development and copies of proposals used at other sites which have dependent care facilities, operating guidelines, and certification options.

5) Work with senior management to review and modify policies to allow flexible career options for employees.
   (QUESTION: needs to be more specific - what are flexible career options?)

Pacific Northwest Laboratories (submitted by C. Dudick)

Career Development Advancement

1) Develop a mentoring program, including designing all training materials, implementing a pilot program, then expanding to entire laboratory.
2) Consolidate and promote career development activities:
   a) design Career Development Center,
   b) evaluate assessment, training, and development courses and programs for inclusion,
   c) benchmark against organizations who have Career Development Centers in place,
   d) modify annually to meet needs.
3) Increase number of qualified women and minorities in leadership roles via development and implementation of succession planning. Include rotation and/or special assignments, as appropriate.

   Needs: At PNNL: Collect statistics on career progression of women and minorities, to be used in determining baseline, and in evaluating progress.

Needs: DOE Program Review: Benchmarks from other labs and companies.

Quality of Life

4) Modify and expand staff Diversity Enhancement Program to include quality of work/life issues through the implementation of a restructured program and Lab-wide advisory committee.

Educational Programs

5) Strive to increase the number of women participating in PNNL education programs as participants and presenters.

   Question: What is current participation?
6) PNNL will assist in the development of programs that promote equity in Science, Math, Engineering, and Technology (SMET).

   Question: Assist who?

   Needs: DOE Program Review: Information from other laboratories on programs that have been evaluated and are successful.

Pittsburgh Energy Technology Center (submitted by M. Perry)

Career Development/Advancement

1) The Point-of-Contact for PETC will initiate an informal "brown-bag lunch" and networking program to provide a mechanism for exchanging information and communicating needs concerning women and women's issues at PETC.

2) Develop and implement a program for the retention of women at METC by identifying potential issues pertaining to female turnover.
(COMMENT: need more specifics when they are available).

   Needs: PETC: Feedback from current and past PETC employees.
   DOE Program Review: Benchmark data for career women in federal service and the private sector.

Educational Programs

3) Existing educational programs will be used as a vehicle for presenting science and engineering as rewarding, exciting, and accessible career choices for women.
(COMMENT: need more specifics when they are available).

Princeton Plasma Physics Laboratory (submitted by D. Barnes)

Career Development/Advancement

1) Institute, document, and implement a proactive program to assure a "reasonable representation" of women (including, in all cases, at least one) on the major decision-making committees in the Laboratory.
(COMMENT: need baseline data when available).

   Needs: DOE Program Review: Experience at the facilities.

2) Institute, document, and implement formal succession planning and management/career development programs which will include a specific focus on women.

   Needs: PPPL: Management support; ownership has been established, but priority could be raised. Funding for training programs.
   DOE Program Review: Experience at the facilities.

Educational Programs

3) Institute a policy and program to increase female representation in undergraduate research programs to 50% (currently, less than 50%). Increase number of targeted programs (primarily to include Science on Saturday and high school summer internship) to interest girls in math and science, and number of girls participating in math/science/technology and career programs at PPPL.

Sandia National Laboratory, Albuquerque (submitted by J. Woodard)

Career Development/Advancement

1) Evaluate mentoring pilot program relative to meeting needs of women.
(COMMENT: Action should be more positive, such as, expand pilot mentoring program to other divisions).

   Needs: Information on process and guidelines for mentoring programs at other sites.
   Information from national surveys on child care facilities, including the rules and guidelines by which they operate.

Quality of life

2) Develop a proposal for a child care facility.
(COMMENT: Action should be more positive, such as, establish child care facility.

   Needs: Information and copies of proposals used at other sites.
   Information on the best mentoring programs in the country.

Sandia National Laboratory, Livermore (nothing received)

Savannah River Ecology Laboratory (nothing received)

Savannah River Technology Center (nothing received)

Stanford Linear Accelerator Center (submitted by P. A. Moore)

Career Development/Advancement

1) Establish a new employee mentoring program. Establish: policy and guidelines, cost-effective procedures and time line, and a method of assessment/evaluation.

   Needs: At SLAC: Recruiting mentors and proteges; overcoming resistance and fear of unknown.
   DOE Program Review: Information on logistics of program development, and political issues of implementing a program.

2) Provide training for all managers.
(QUESTION: What kind of training, and how it affects women?)

   Needs: At SLAC: Overcoming resistance of target audience; procedures for assessment of program impact after 6-12 months.
   DOE Program Review: Information on resistance to change, program impact over time, identifying an organizational culture

U.S DOE Headquarters (nothing received)

Appendix G

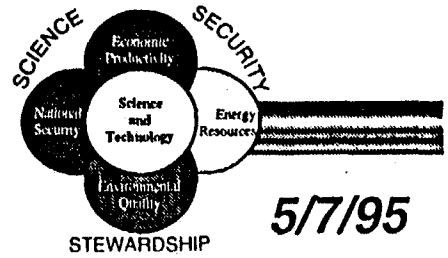
Viewgraphs
from
Keynote Address

5th DOE Review of Laboratory Programs for Women
- Brookhaven National Laboratory

DOE and the U.S. Science Base:

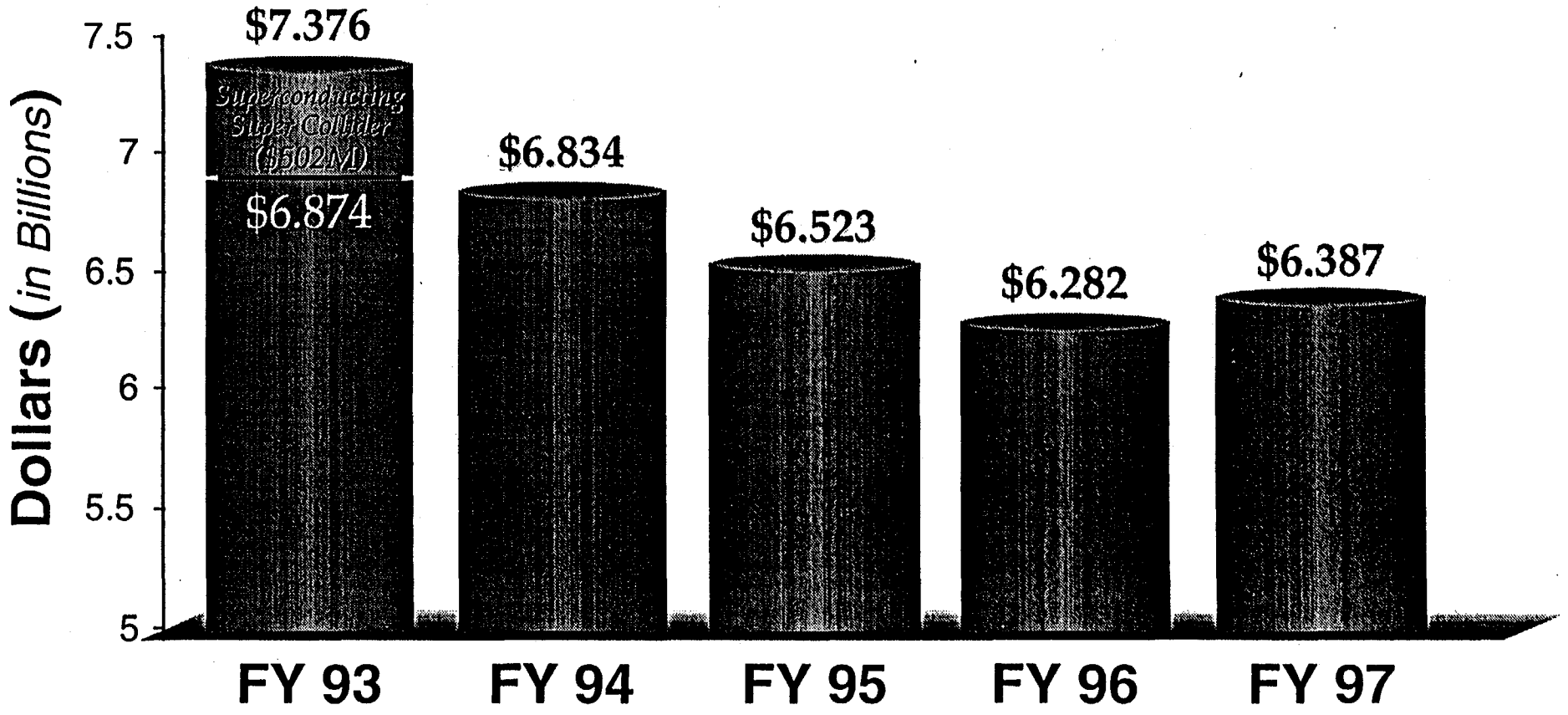
Critical Assets At Risk

Dr. Martha Krebs
Director, Office of Energy Research
U.S. Department of Energy

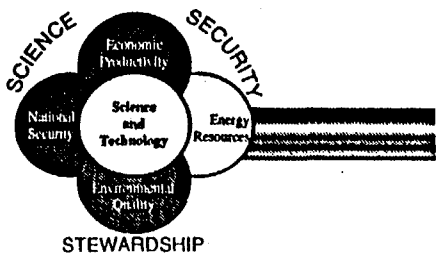


5/7/95

U.S. Department of Energy
R&D Budget



FY 1997 Request Up 2% from FY 1996

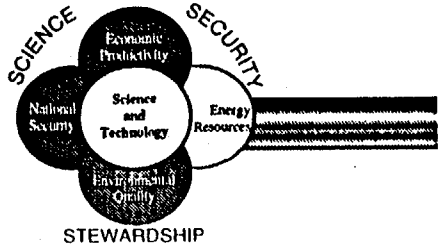


The Department of Energy is a Science Agency

Top Five Government Research Organizations for:*

Overall Research	Basic Research	Applied Research	Development	Academic Research**	R&D Facilities
1. DOD(35.5)	1. HHS(6.6)	1. HHS(4.2)	1. DOD(31.3)	1. HHS(7.1)	1. **Energy(0.9)**
2. HHS(12.6)	2. NSF(2.1)	2. DOD(2.7)	2. NASA (4.9)	2. NSF(2.0)	2. DOD(0.4)
3. NASA(9.4)	3. **Energy(2.0)**	3. NASA(2.3)	3. **Energy(2.0)**	3. DOD(1.4)	2. HHS(0.4)
4. **Energy(6.4)**	4. NASA(1.8)	4. **Energy(1.5)**	4. HHS(1.4)	4. NASA(0.8)	4. NASA(0.3)
5. NSF(2.5)	5. DOD(1.2)	5. DOC(0.8)	5. DOT(0.3)	5. **Energy(0.6)**	5. NSF(0.2)

** Numbers are from FY 97 Request in Billions*
*** Academic Research is also included in the other categories*



Politics: *Volatile & Budget Driven*

The New York Times
Dec. 12, 1995

MORE BUDGET TUG-OF-WAR

FORTUNE

WHAT GOP FRESHMEN WANT NEXT

Undeterred by the mudslinging over Medicare, the class of 1994 says the way to win in 1996 is to keep cutting government down to size.

Page 10 ROLL CALL Thursday, December 7, 1995

Kassebaum's Retirement Opens Door for Jeffords To Take Labor Gavel. Will Conservatives Close it?

"Without Question, The Federal Government Must Take Steps To Assure That Its Budget Will Be In Balance By Early The Next Century."
- Alan Greenspan
Chairman, Federal Reserve Board

ROLL CALL December 7, 1995

Parker's Now a Republican

By Gabriel Kahn

Rep. Mike Parker (miss) easily won four

National Journal

December 23, 1995

POLITICS

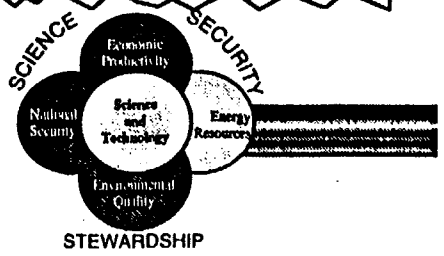
JAMES A. BARNES

CUTTING BIG GOVERNMENT DOWN TO SIZE

As the 1996 presidential campaign gets under way, it appears as though the decades-old battle over the roles of government will once again be at center stage. Republicans will contend that a Republican President is needed to carry out the mandate of the 1994 elections

The New York Times
Jan 5, 1996

Shutdown Affecting Research



Clinton-Gore Commitment

- *Women in Power*

Dr. Martha Krebs

Energy Research Director

Energy

Dr. Mary Good

Undersecretary for Tech.

Commerce

Dr. Anita Jones

Research & Engineering Director

Defense

NASA

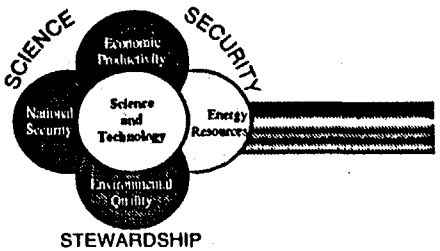
Chief Scientist NASA

Dr. France Cordova

General Manager

Allied-Signal Ceramic Components

Dr. Maxine Savitz



DOE-Brookhaven Commitment
- *Women in Science*

Carol Creutz

Chemistry

Nora D. Volkow

Nuclear Medicine

Betsy Sutherland

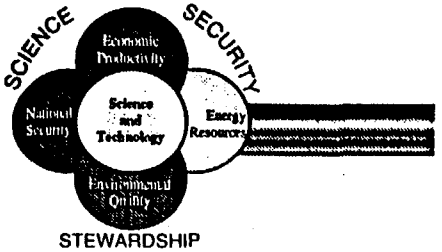
Nuclear Medicine

Chemistry

Joanna S. Fowler

Physics

Sally Dawson



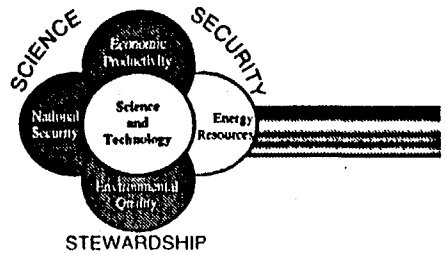
We Will Not Be Turned Back

2000 + **Why Women? -- ?**

1990's **Why Women? --** *Different point of view, new ideas & solutions*

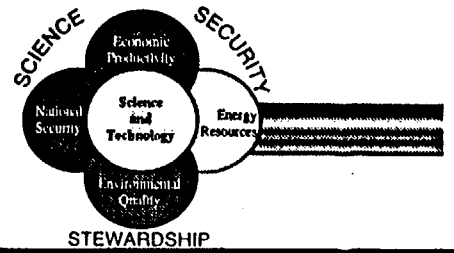
1970's **Why Women? --** *Law makes it a right*

1950's **Why Women? --** *Fairness*



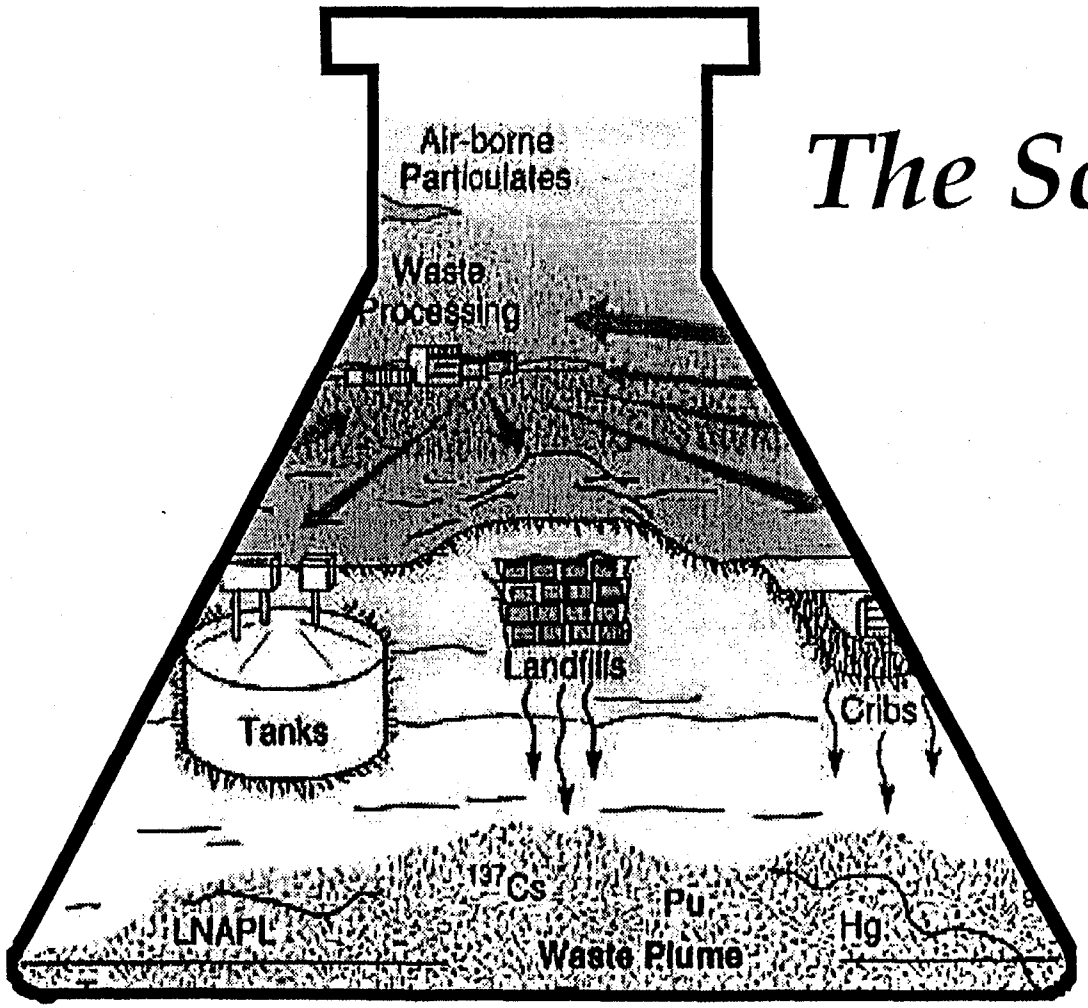
If we are going to pull ahead -- we have to pull together

- *Partnership*
- *Communication*
- *Teamwork*



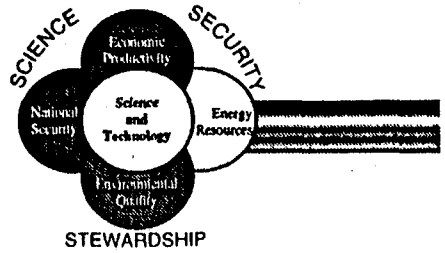
Research For Environmental Stewardship

Breaking New Ground for Environmental Stewardship



The Science Solution

DOE
WOMEN
SCIENTISTS
& ENGINEERS



Research For National Security

Using Laboratory System for National Security

Energy Research - Defense Programs Collaboration on DOE 2000

National Collaboratory Architecture

Energy Research Programs
- Genome
- Materials
- Electron Microscopes
- Global Change
- High Energy Physics

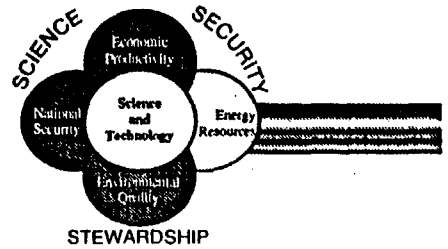
Applications

Collaboratory Tools

Network

Defense (Secure) Programs
- Nova Experiments
- Materials
- Computational Fluid Dynamics
- Accident Scenarios
- Virtual Testing

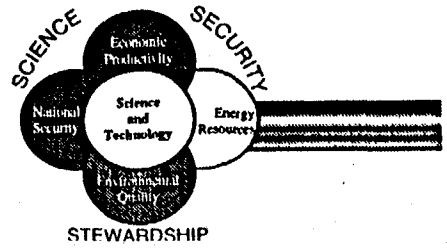
DOE WOMEN SCIENTISTS & ENGINEERS



FY '97 Budget Highlights

Implementing the Investment Strategy

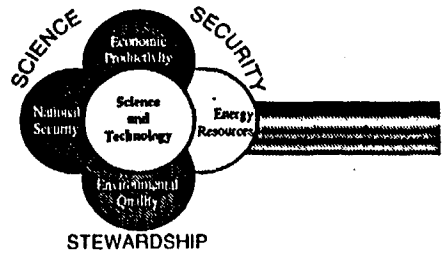
- Sustain High Energy & Nuclear Physics
- Maintain Science Facilities Initiative
- Build Fusion Energy Science Program
- Targeted Research Investments
  - Human Genome
  - DOE 2000
  - Computational Geoscience - Oil & Gas
  - Global Change Research
  - Bioremediation Science
  - Environmentally Responsive Technologies of the Future



Facing the Challenge

- Maintaining Scientific Productivity
- Sustaining the Research Infrastructure
- Retaining S&E Performers - *Diversity Still Matters*
- Public Support for Science

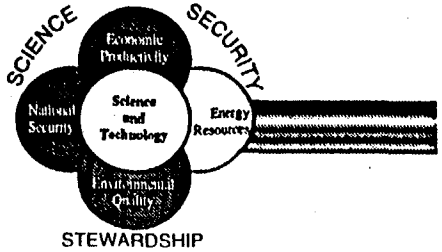
What Are Our Values, Measures, Incentives?



The Department of Energy is a Science Agency

Top Five Government Research Organizations for:*

Physical Sciences	Environmental Sciences	Life Sciences	Mathematics & Computing	Engineering
1.Energy(1,787)	1.NASA(798)	1.NIH(8,179)	1.DOD(647)	1.DOD(2,161)
2.NASA(944)	2.NSF(471)	2.USDA(1,016)	2.NSF(262)	2.NASA(1,552)
3.DOD(613)	3.Energy(401)	3.NSF(350)	3.Energy(210)	3.Energy(675)
4.NSF(543)	4.DOI(310)	4.DOD(323)	4.NASA(172)	4.NSF(310)
5.NIH(178)	5.DOD(256)	5.Energy(270)	5.NIST(87)	5.NIST(210)



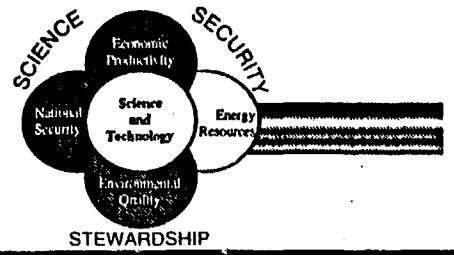
** Numbers are FY 95 Dollars in Millions*

The Clinton-Gore-O'Leary Agenda

Changing the Investment Strategy

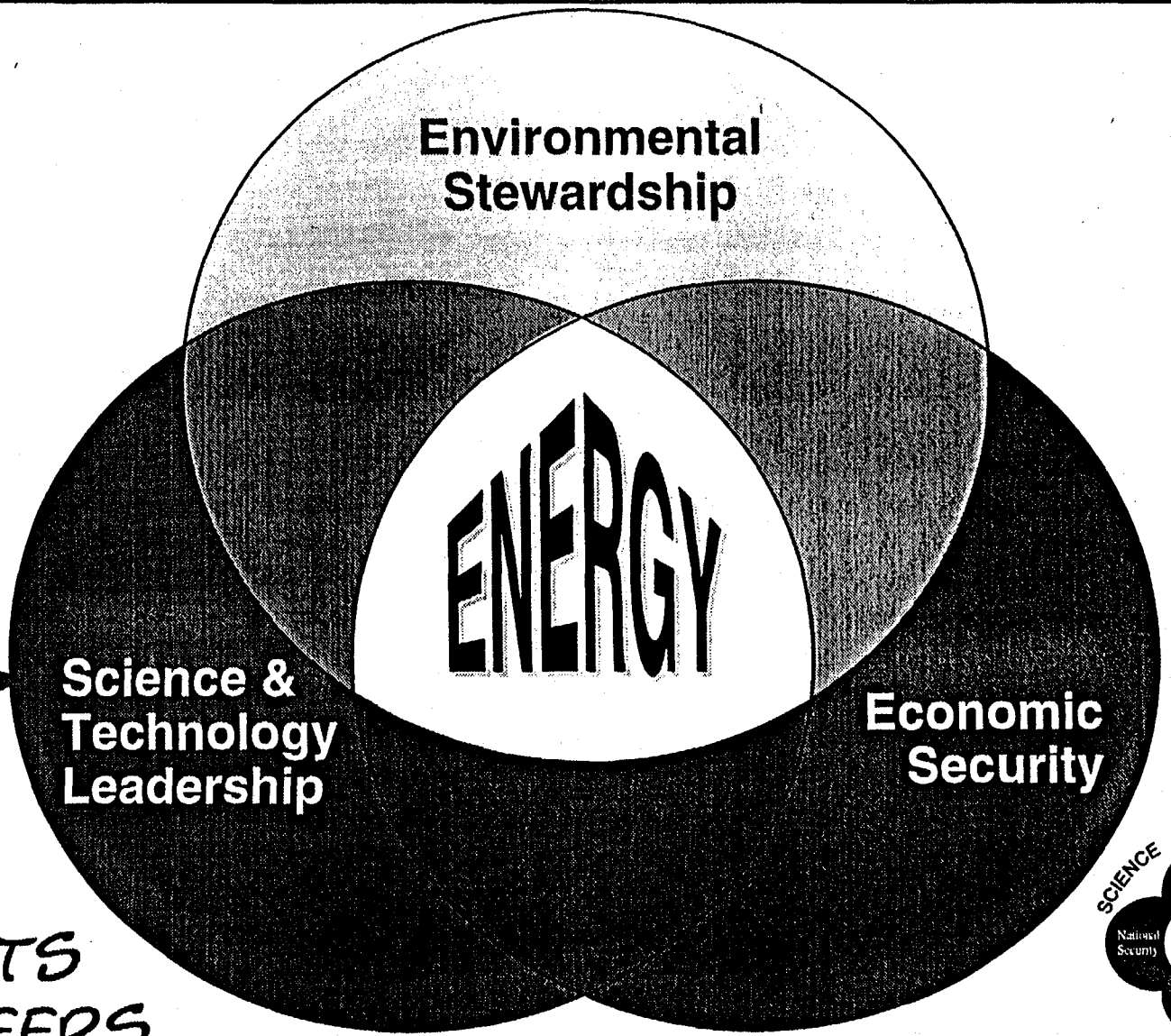
Investing in Partnerships and Increased Productivity

- S&T Partnerships Across Government
  - Partnership for a New Generation of Vehicles (PNGV)
  - Global Climate Research
  - Human Genome
  - National Information Infrastructure
- S&T Partnerships in the Department
  - DOE 2000
  - Science for Industries of the Future
  - Computational Geoscience - Oil & Gas
- Sustaining Our S&T Infrastructure
  - Science Facilities Initiative
  - Plasma and Fusion Science
  - Streamline Department and Laboratory Operations



Research For Energy Security

Building on Success for Energy Security



DOE WOMEN SCIENTISTS & ENGINEERS