

Diversity Management News

Affirmative Action Frequently Asked Questions (FAQs)

1. What is OFCCP?

The Office of Federal Contract Compliance Programs (OFCCP) is an agency of the US Department of Labor. This agency is responsible for ensuring that employers doing business with the Federal Government comply with the laws and regulations requiring nondiscrimination and Affirmative Action. This mission is based on the underlying principle that employment opportunities generated by federal dollars should be available to all Americans on an equitable and fair basis.

2. What is Affirmative Action?

Affirmative Action is a continuing set of positive steps and good faith efforts an employer must take to ensure that equal employment opportunity exists in its workplace. Affirmative Action is not preferential treatment or quotas. Federal contractors with 50 or more employees or \$50,000 or more in government contracts are required to have written plans to comply with the various laws that the OFCCP administers. These laws prohibit discrimination and require affirmative action in order to ensure that the workplace reflects the diversity of the surrounding community.

3. What is the difference between Equal Employment Opportunity (EEO) and Affirmative Action (AA)?

EEO means ensuring that all applicants have equal access to employment and selection processes; Affirmative Action goes beyond nondiscrimination and requires federal contractors to engage in additional efforts to reach out to minorities and female and make them aware of employment and promotional opportunities.

4. How does it work?

All employers that are federal contractors or sub-contractors must ensure that applicants and employees are treated equally, without regard to their race, color, religion, sex, national origin, or veteran status. To accomplish this, a company must develop a program to identify those job groups in which women and minorities are underrepresented in comparison to the relevant job market, and conduct targeted outreach and recruitment to improve the levels of representation.

5. Does Affirmative Action require quotas or “set-asides” for minorities and women?

Affirmative Action does not require quotas or set-asides. In areas where minorities or women are underutilized, hiring or promotional goals are established, in accordance with the requirements Executive Order 11246.

6. How does a union environment affect Affirmative Action?

In a union environment, movement between job groups and compensation may be limited by the collective bargaining agreement, in which case a copy of the agreement and the limitations are explained to the Department of Labor. Union leaders must be notified that the company is an Affirmative Action employer, as they may have joint responsibility in some of the issues affecting Affirmative Action.

BNL Total Workforce by Gender as at December 6, 2011								
Gender	EEO Job Group							Grand Total
	Managers	Scientific Staff	Professionals	Technicians	Administrative	Skilled Workers/Laborers/Operative/Service	Trainees	
Male	12.5%	18.0%	22.8%	8.8%	0.4%	10.8%	0.3%	73.6%
Female	3.3%	3.7%	8.0%	1.1%	8.4%	1.8%	0.1%	26.4%
Total	15.8%	21.7%	30.8%	9.9%	8.8%	12.6%	0.4%	100.0%

Workplace Retaliation: Retaliation occurs when an employer punishes an employee for engaging in a legally protected activity. Retaliation can include any negative job action, such as demotion, discipline, firing, salary reduction, or job or shift assignment. But retaliation can also be more subtle. To review the Department of Energy’s statement on retaliation, please visit the link below: <http://energy.gov/gc/downloads/prevention-harassment-including-sexual-harassment-and-retaliation-policy-statement>

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ScienceInsider Article: Six Ways to Keep Women in Science



First the good news: More women are getting Ph.D.s than men, capping a decades-long march toward parity; and it's not just in the humanities and social sciences. They also outnumber their male colleagues in the biological and health sciences. The bad news, however, is that they're less likely to enter and remain in scientific careers. Beyond the doctoral level, the ratio of women to men starts to dip below one.

A new report tries to explain why that's happening. The cosmetics company L'Oreal, in conjunction with American Association for the Advancement of Science (AAAS - which publishes ScienceInsider), conducted an online survey of 10,000 U.S. doctoral scientists about barriers to a successful career and why some people might have left science altogether. Some 1,301 researchers (57 percent women) replied. Although both sexes complained about the struggle to find jobs and obtain research funding, women were much more likely to cite more abstract barriers to success, such as the difficulty of balancing career and family obligations or access to good mentors.

A panel of scientists offered the following advice about how women could improve their career prospects:

Search for a mentor. Having a helpful mentor seems to make a bigger difference in career success for women

than for men, according to molecular biologist Joan Steitz of Yale University

Negotiate your pay. This is one area where women could learn from their male colleagues, says Massachusetts Institute of Technology (MIT) physics Professor Sara Seager.

Know your Title IX coordinator. Title IX isn't just about women in sports. The 1972 U.S. law guarantees women equal access in all educational activities supported by the federal government.

Some advice for institutions trying to attract and retain women:

Don't rely on complaints—use audits. Women are already guaranteed plenty of protection against bias, but they're often hesitant to file a formal complaint if they feel they're being treated unfairly, according to Shirley Malcom of AAAS.

Test for unconscious bias. Good-hearted people may not be aware of their prejudices, according to Steitz.

A little goes a long way. Not every change has to be major. Simply rescheduling the time of a colloquia meeting to avoid when schools let out could mean that fewer women have to choose between their children and their careers, says Seager.

Mission Statement

The Diversity Office supports the Laboratory's mission to do world-class science by implementing programs to provide a pipeline of qualified, diverse candidates; promoting an inclusive work environment; and recommending to the Laboratory Director policies and procedures that ensure (1) equitable treatment and opportunities for all employees; (2) an environment free from harassment; and (3) encourage respect for individual differences.



Mentoring Programs FAQs

What is mentoring?

Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the professional and personal growth of the less-experienced person.

What does a mentor do? The following are among the mentor's functions:

- Creates a safe learning environment for taking risks
- Challenges the mentee to move beyond his or her comfort zone
- Facilitates the mentee's growth by sharing resources and networks
- Coaches the mentee on a particular skill
- Teaches the mentee about a specific issue
- Focuses on the mentee's total development

Are mentoring and coaching identical?

No. People often confuse mentoring and coaching. Though related, they are not the same. A mentor may coach, but a coach is not a mentor. Mentoring is "relational," while coaching is "functional." There are other significant differences.

Coaching characteristics:

- Managers coach all of their staff as a required part of the job
- Coaching takes place within the confines of a formal manager-employee relationship
- Coaching focuses on developing individuals within their current jobs
- The interest is functional, arising out of the need to ensure that individuals can perform the tasks required to the best of their abilities
- The coaching relationship tends to be initiated and driven by an employee's manager
- The coaching relationship is finite – it ends as an employee transfers to another job

Mentoring characteristics:

- Mentoring takes place outside of a line manager-employee relationship, at the mutual consent of a mentor and the person being mentored
- Mentoring is career-focused or focuses on professional development that may be outside a mentee's area of work
- The mentoring relationship is personal - a mentor provides both professional and personal support
- Mentoring may be initiated by a mentor or created through a match initiated by the organization
- Mentoring crosses job boundaries
- A mentoring relationship may last for a specific period of time (nine months to a year) in a formal program, at which point the pair may continue in an informal mentoring relationship

What are the benefits of mentoring?

Mentoring benefits the organization, mentors and mentees. A successful mentoring program benefits your organization by:

- Enhancing strategic business initiatives
- Encouraging retention
- Reducing turnover costs
- Improving productivity
- Breaking down the "silo" mentality that hinders cooperation among company departments or divisions.

- Elevating knowledge transfer from just getting information and to retaining the practical experience and wisdom gained from long-term employees
- Enhancing professional development
- Linking employees with valuable knowledge and information to other employees in need of such information
- Using your own employees, instead of outside consultants, as internal experts for professional development
- Supporting the creation of a multicultural workforce by creating relationships among diverse employees and allowing equal access to mentoring.
- Creating a mentoring culture, which continuously promotes individual employee growth

Are there different types of mentoring models in a structured program? What are they?

One of the advantages of mentoring is that it can be adapted to any organization's culture and resources. There are several mentoring models to choose from when developing a mentoring program, including:

One-On-One Mentoring

The most common mentoring model, one-on-one mentoring matches one mentor with one mentee. Most people prefer this model because it allows both mentor and mentee to develop a personal relationship and provides individual support for the mentee. Availability of mentors is the only limitation.

Resource-Based Mentoring

Resource-based mentoring offers some of the same features as one-on-one mentoring. The main difference is that mentors and mentees are not interviewed and matched by a mentoring program manager. Instead, mentors agree to add their names to a list of available mentors from which a mentee can choose. It is up to the mentee to initiate the process by asking one of the volunteer mentors for assistance. This model typically has limited support within the organization and may result in mismatched mentor-mentee pairing.

Group Mentoring

Group mentoring requires a mentor to work with four to six mentees at one time. The group meets once or twice a month to discuss various topics. Combining senior and peer mentoring, the mentor and the peers help one another learn and develop appropriate skills and knowledge.

Group mentoring is limited by the difficulty of regularly scheduling meetings for the entire group. It also lacks the personal relationship that most people prefer in mentoring. For this reason, it is often combined with the one-on-one model. For example, some organizations provide each mentee with a specific mentor. In addition, the organization offers periodic meetings in which a senior executive meets with all of the mentors and mentees, who then share their knowledge and expertise.

Training-Based Mentoring

This model is tied directly to a training program. A mentor is assigned to a mentee to help that person develop the specific skills being taught in the program. Training-based mentoring is limited, because it focuses on the subject at hand and doesn't help the mentee develop a broader skill set.

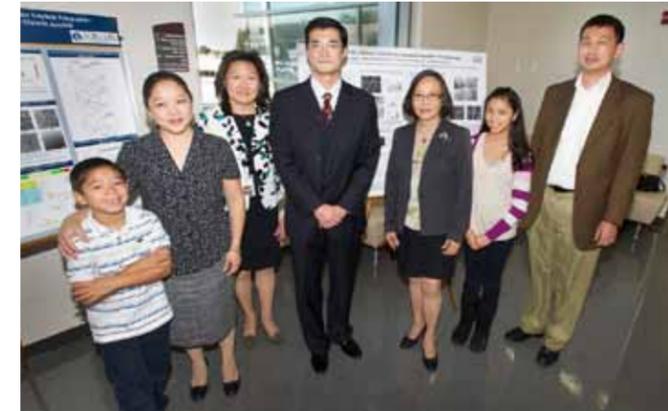
Executive Mentoring

This top-down model may be the most effective way to create a mentoring culture and cultivate skills and knowledge throughout an organization. It is also an effective succession-planning tool, because it prevents the knowledge "brain drain" that would otherwise take place when senior management retires.

MORE TO COME ON MENTORING!

(Source: Management Mentors.com)

Asian Pacific American Association (APAA)



(from left to right) Lee Alvarado, Beth's grandson; Samantha Lin Alvarado, Beth's daughter; Susan Wong, Lin Scholarship Chair; Zhixun Dou, award recipient; Beth Y. Lin, widow of Dr. Lin; Josephine Alvarado, Beth's granddaughter; Prof. Wei-Xing Zong, award recipient's advisor at SBU

Dr. Mow Shiah Lin Scholarship, 7th Annual Award Ceremony & Reception • Thursday, October 6, 2011

The BERA Asian Pacific American Association (APAA) presented the 7th Annual Dr. Mow Shiah Lin Scholarship in the amount of \$1,000 to Zhixun Dou, a graduate student at the Stony Brook University Department of Molecular Genetics & Microbiology. Dou is pursuing a Ph.D. in Molecular and Cellular Biology with a focus on the molecular regulation of autophagy, which is a cell metabolic process whose balance is essential in preventing several human diseases.

The APAA established the Dr. Mow Shiah Lin Scholarship to commemorate the life and career of Dr. Lin, who was a distinguished scientist in BNL's Energy Sciences and Technology Department. In honor of Dr. Lin's research, remarkable achievements, and inventions, this scholarship is granted annually to an Asian with a student visa matriculating toward a doctoral degree at an accredited institution of higher education in Environmental & Energy Technology, Biology, or Chemistry, in remembrance of the manner in which Dr. Lin began his career.

Dou was introduced by his advisor, Prof. Wei-Xing Zong (SUNYSB), followed by a brief overview of his current research.

The ceremony was held at the Center for Functional Nanomaterials (CFN) on Thursday, October 6th at 4:00 p.m. A reception with light refreshments followed the presentation.

What is Bullying?

Bullying is a widespread and serious problem that can happen anywhere. It is not a phase children have to go through, it is not "just messing around," and it is not something they can out grow. Bullying can cause serious and lasting harm.

Although definitions of bullying vary, most agree that bullying involves:

- **Imbalance of Power:** People who bully use their power to control or harm and the people being bullied may have a hard time defending themselves
- **Intent to Cause Harm:** Actions done by accident are not bullying; the person bullying has a goal to cause harm
- **Repetition:** Incidents of bullying happen to the same the person over and over by the same person or group

Types of Bullying

Bullying can take many forms. Examples include:

- **Verbal:** name calling, teasing
- **Social:** spreading rumors, deliberately excluding others, breaking up friendships
- **Physical:** hitting, punching, shoving
- **Cyber bullying:** using the Internet, mobile phones or other digital technologies to harm others

An act of bullying may fit into more than one of these groups.

Take the Bullying Quiz

How much do you know about bullying? http://www.stopbullying.gov/topics/what_is_bullying/test_your_knowledge/index.html

LGBT Bullying

If you experience bullying or violence for **any** reason, you have a right to:

- Live your life free from fear
- Be safe and protected
- A supportive home, community and/or school environment
- Thrive physically, psychologically, socially and academically

If you experience bullying or violence because you are lesbian, gay, bisexual, or transgender (LGBT), or others think you are LGBT, remember that you:

- Matter and have a place in the world
- Are not alone - help and support is only a phone call away
- Can be proud of who you are

LGBT bullying has the same warning signs and effects as other forms of bullying.

Risk Factors of LGBT Bullying

Young LGBT people may be more at-risk for bullying. Compared to their heterosexual peers, some LGBT kids, teens and young adults are at increased risk for bullying, teasing, harassment, physical assault, and suicide-related behaviors.

Over a ten-year period more than 7,000 LGBT middle and high school students (aged 13-21), were surveyed. The results were published in The 2009 National School Climate Survey. The survey found that in the preceding year, because of their sexual orientation:

- Eight in ten LGBT students had been verbally harassed at school
- Four in ten had been physically harassed at school
- Six in ten felt unsafe at school
- One in five had been the victim of a physical assault at school

Unfortunately, these types of experiences with violence also occur outside of school and may continue into young adulthood.

Young LGBT people may be more at-risk for sexual discrimination and bias. Young LGBT individuals may be bullied as a part of sexual/gender discrimination and bias by their schoolmates, ethnic or religious groups or by other societal concerns related to sexual orientation and gender identity.

For more on bullying, read an article by Linda Morgan at <http://www.parentmap.com/artcyls-your-child-a-bully>.

Source: http://www.stopbullying.gov/topics/what_is_bullying/test_your_knowledge/index.html