



# CONNECTIONS

Linking EEO, Diversity and Science

Issue 29

EEO/Diversity Newsletter for NOAA Research

July 2015

## 2015 Interns and Opportunities Abound at OAR

Every summer, students experience firsthand the research conducted at OAR. To start of the summer, an OAR contingent led by Ko Barrett, Deputy Assistant Administrator for Programs and Administration, LaToya Myles, ARL, Shirley Murillo, AOML, Keith Dixon, GFDL, and John Cortinas, OAR HQ, participated in the 2015 Office of Education Hollings Scholars and EPP Student Orientation on May 27, 2015. They all gave talks on their work at OAR and interacted with the students at the career fair.

In this issue, we capture the many exciting internships that the students from diverse backgrounds participated in and highlight some of the students' experiences.

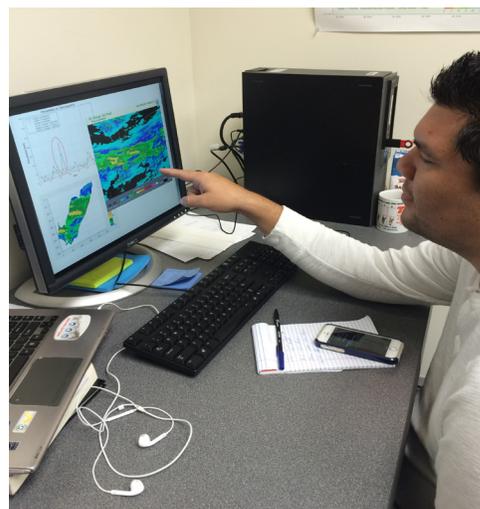
### Great Lakes Environmental Research Lab (GLERL)

GLERL is hosting 14 summer interns this year. Thirteen of these positions are funded through the Cooperative Institute partner, the Cooperative Institute for Limnology and Ecosystems Research. These students came to GLERL from eight different universities and are working on a wide variety of projects from monitoring and forecasting harmful algal blooms to estimating biomass of invasive mussels to improving regional water budget forecasts and Great Lakes ice modeling.

### Carlos R. Wah Gonzales

One of the summer students, Carlos R. Wah Gonzales, is funded through the NOAA Office of Education program called NOAA Experiential Research Training Opportunities (NERTO). The goal of NERTO is to increase the numbers of EPP Cooperative Science Center students earning NOAA mission-related degrees who participate in meaningful research projects in NOAA facilities. Working through this program and CREST, the Cooperative Science Center led by City College of New York, GLERL recruited Carlos, who is working on a Masters Degree in Electrical Engineering at the University of Puerto Rico-Mayaguez. His thesis project involves calculating the rainfall rate relationship for the

dual polarized X-band radar network in western Puerto Rico using ground-based disdrometers. Carlos is working on an inter-comparison project of different methods used to measure precipitation over the Great Lakes. Carlos has mentors both at GLERL and at OAR's National Severe Storms Laboratory (NSSL). He hopes to use what he is learning about NOAA precipitation models that combine gauge data with radar and satellite information to broaden his thesis research when he returns home.



Carlos examines a radar image of precipitation over Lake Erie.

continued on page 2

## Inside this Issue

	Page
Student Interns and Opportunities	2-5
EEO/Diversity Across OAR	6-7
Special Emphasis Events	8-9
Know Your Rights	10

## Internships and Opportunities Abound at OAR (con't)

### Atlantic Oceanographic & Meteorological Lab (AOML)

AOML welcomed 22 young men and women, including new and returning high school, undergraduate, and graduate students, who are completing internships at the lab this summer. Read More at: [http://www.aoml.noaa.gov/keynotes/keynotes\\_0715\\_interns.html](http://www.aoml.noaa.gov/keynotes/keynotes_0715_interns.html)

### Earth System Research Lab (ESRL)

Fifty-two students are gaining work experiences at ESRL, five in the Director's Office, 11 at CSD, 21 at GMD, five at GSD and 10 at PSD. The students are from various programs including Hollings Scholars, Research Experiences in Solid Earth Sciences for Students (RESESS), Significant Opportunities in Atmospheric Research and Sciences (SOARS), STEM Teacher and Researcher (STAR) fellows, Science & Technology Corp (STC), and the CIRES Boulder Valley School District Community Experience Program.

#### **SPOTLIGHT: Carrie Ann Sharitt**



*by Nick Costa, as featured in the July PHASE newsletter*

Carrie Ann grew up in Florida and Georgia, and now lives in Duluth, GA, where she just completed her first year teaching biology at Duluth High School. The STAR Program is devoted to K-12 teachers like Carrie Ann, offering them an opportunity to perform authentic research at facilities like NOAA's ESRL, and then helping them translate that experience into classroom practice. She describes her research topic this summer as "Tropical Wetlands as a Dominant Driver of Long Term Atmospheric Methane Changes"

Carrie Ann attended Columbus State University in Columbus, GA, where she majored in Biology and Secondary Education. She was able to study abroad twice during her college career: Her first trip abroad took her to Stellenbosch University in Stellenbosch, South Africa, where she studied Sustainable Community Development, and bungee jumped off Bloukran's Bridge, the world's highest commercial bungee jump at over 700 feet high; Her second stint abroad was at St. Catherine's College of Oxford University in Oxford, England, where she studied Ecology and Conservation. During her last two years at Columbus State University, Carrie Ann joined the National Science Foundation (NSF) Robert Noyce Teacher Scholarship Program, which encourages talented STEM students to pursue careers teaching STEM courses to K-12 students. This allowed her to subsequently join the STAR program and eventually come to NOAA in Boulder to complete her exciting research. Carrie Ann says she loves educating students on how to be better stewards of the Earth and helping them to develop a passion for science, but that she also loves performing research. She says her dream job would be working at an Environmental Center where she could lead student field trip groups while still being involved with research. In her free time, she enjoys traveling to see friends and family, reading, and completing various crafts like pottery and scrapbooking.



AOML interns in Miami, FL.



ESRL interns at NOAA/NIST picnic in Boulder, CO. Photo by Will von Dauster

## Students Share Their Experiences ..

### **E**LISA MURILLO, NATIONAL SEVERE STORMS LABORATORY (NSSL)



**Background:** I am from Baton Rouge, LA and go to school in Monroe, LA (northern LA) at the University of Louisiana at Monroe. I am majoring in Atmospheric Science and minoring in Dance. I have been dancing for 15 years, and even though I consider it a hobby, it is one of the strongest passions I have, besides weather studies. I also love to play soccer, however I am not very competitive and play more for fun. I also enjoy hanging out with friends and family and take advantage of every opportunity I can to be with friends/family.

**Explain Your Internship:** I am doing an internship at the National Weather Center (NWC) under the NSF funded CAPS Research Experiences for Undergraduates (REU) program. I am doing research with Dr. Corey Potvin in NSSL/CIMMS/SOM on supercell modeling. I am performing several high resolution simulations where I test the sensitivity of the supercell models to the initial condition resolution. I enjoy being around people who are just as passionate as I am about this field, since I was the only “weather nerd” in my high school. As well, being in the NWC has given me the opportunity to be around so many scientists in my field and learn about their research interests. Also living with people in similar life stages as me, with amazing personalities and that are so smart, has helped me grow as a person and a student. Finally, I absolutely love doing research, which is the root of the program. So thankfully it is one of my favorite parts of the program, even though I could not honestly choose a favorite part. My undergraduate professors told me about this REU when I was a freshman and expected me to apply when I gained enough experience and knowledge.

I will take away more than what I ever expected to from the program. I learned many research skills such as programming, running models, and analyzing data. I also was given the opportunity to learn about different areas of this field: operations, research, and specifically the private sector. I was able to shadow Matthew Day in the Norman Weather Forecast Office and will be shadowing Greg Dial in the Storm Prediction Center. I am also able to speak with potential graduate school advisors about their work and interests for my sheer curiosity and graduate school opportunities. Aside from the gained experience in science, I was able to learn from the other REU students, and have new experiences with them such as hiking in the Wichitas or the Rocky Mountains, storm chasing, visiting canyons and also just relaxing. I could not have asked for a better group to be a part of this summer.

#### **What are your future career plans?**

I plan to attend graduate school and receive my M.S. and potentially my Ph.D. afterwards if the opportunity is presented. I see my dream job as a mesh of operations and research where I am a part of forecasting, however, I perform research to create new models or improve existing ones for the forecasters to use to alert the public and potentially save lives. I am still unsure of the exact career path that I will choose, however, I know that as long as I am bettering myself in this field in some way, my dream is fulfilled.

#### **Would you consider a career a Federal agency? Explain.**

After this experience, I almost strive to have a career with a Federal agency. I have spoken to several NOAA researchers and would love an opportunity someday to work for a Federal agency.

#### **Would you recommend opportunities at NOAA to other students? Why?**

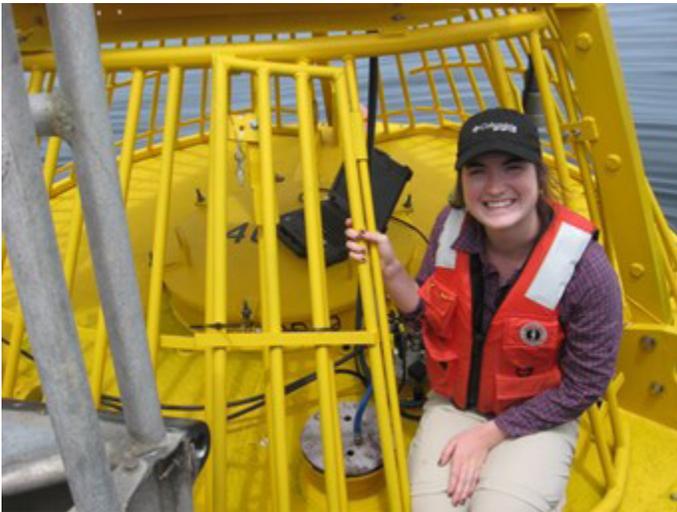
I would definitely recommend those opportunities, because not only do you get so much out of the programs that help you grow as an individual, but you also have more potential opportunities later in your career by having the work experience with NOAA.

#### **Anything else you would like to say about yourself?**

I am extremely grateful for being chosen for this REU, as it has changed my life for the better, both personal and professional.

## Students Share Their Experiences

### **K**elly McCabe, Pacific Marine Environmental Laboratory (PMEL)



**Background:** I was born and raised in Kirkwood, MO, a suburb twenty minutes outside of St. Louis. I moved to Columbia, SC three years ago to attend the University of South Carolina. Currently, I am a senior pursuing a degree in Marine Science emphasizing in Physical Oceanography and a Co-major in Chemistry with an American Chemical Society certification. Most of my extra-curricular activities revolve around the sciences: undergraduate laboratory assistant and marine science club officer. However, in my free time I enjoy running and biking.

**Explain your internship?** As a NOAA Hollings intern for Dr. Chris Sabine with the PMEL Carbon Program, I have been studying coastal carbon cycling dynamics. I have been processing data from the 2011 and 2012 deployments of a new autonomous platform, a carbon wave glider. This internship experience has exposed me to the data analysis side of research. My past research experiences primarily consisted of collecting samples or running laboratory procedures. The analysis of the wave glider data allowed me to apply the knowledge from my courses and article reviews to real world data. Additionally, it was exciting to work alongside the leaders in the carbon research. Everyone has been extremely helpful and taught me so much.

**What are your future career plans?** After my undergraduate graduation, I plan to attend graduate school and obtain my doctorate studying the role of anthropogenic

methods and natural processes on oceanic nutrient cycling.

### **Would you consider a career with a Federal agency?**

**Explain.** Yes, I would consider a career with a Federal agency. Science careers at a Federal agency focus primarily on research and effectively communicating their findings to policy makers as well as the general public. I like that the primary focus is research whereas careers in academia have to devote a large amount of time to teaching.

**Would you recommend opportunities at NOAA to other students? Why?** Yes, I would recommend opportunities at NOAA to other students. NOAA is a leader in earth sciences. All of their research directly impacts each and every person. It has been an honor and a privilege to participate in this research and work with the leaders in ocean and atmospheric sciences. I would recommend any student interested in the ocean and atmospheric sciences to apply for this opportunity.



### **R**yan Creedon, PMEL

**Background:** I was born and raised in PA--first Pittsburgh, later York (home of the York Peppermint Patties). It was natural to choose Penn State among other schools for undergraduate studies, since it offered challenging programs both in mathematics and meteorology and

was close to home. I've since finished these programs (for the most part) and am spending my last year at Penn State working on my M.S. in meteorology. Outside academia, playing the piano has always been my biggest hobby. I'm looking forward to trying some new instruments soon--perhaps the violin?

**Explain your internship?** A huge portion of my summer internship has been dedicated to setting up the General Ocean Turbulence Model (GOTM) with Dr. Meghan Cronin. It was a huge undertaking, especially given my minimal background in computer science, but I loved every minute

## Students Share Their Experiences

of it. The most exciting aspects of my internship are its consequences. Now that the model is up and running, I can start using it for my M.S. thesis on turbulence at the base of the ocean's mixed layer, which is a big grey area in physical oceanography today. I'm very fortunate to have heard about the Hollings Scholarship and Meghan's Ocean Climate Stations team from a previous scholar. I've learned a lot from Meghan and her team this summer, and I look forward to working on my thesis with her.

**What are your future career plans?** More graduate school, hopefully culminating with a PhD in physical oceanography or applied mathematics (or interdisciplinary).

**Would you consider a career with a Federal agency?**

**Explain.** Potentially. I've always had my heart set on academia, because I enjoy both teaching and research, but if I ever do get tired of teaching, working with NOAA would be a great alternative.

**Would you recommend opportunities at NOAA to other students? Why?** Absolutely. NOAA is one of the world leaders in atmospheric and oceanic research (if not, the leader) and provides services that affect millions of lives every day. To be part of that team is an incredible opportunity not worth missing.

### **A**very Augustine, Geophysical Fluid Dynamics Lab (GFDL)

**Background:** I am from Philadelphia but have split my time between the city and the Jersey suburbs my entire life. I graduated from Cherokee HS in Marlton, NJ and have been attending college at Drexel University ever since. My major is International Area Studies with a minor in Spanish and a concentration in Justice and Human Rights. Outside of work I enjoy yoga and spending time at the beach.



**Explain your internship?** I work in the Administrative

offices helping with the federal paperwork that supports the scientific research being done in the lab. My main task is records management (clearing out old records and filing new ones). I heard about this internship through Drexel's co-op program and I plan to take away the knowledge I have gained here along with some great contacts.

**What are your future career plans?** In my future I would like to deal with people on a larger scale whether that is with the government or with a private company. I am interested in law and human rights therefore I feel as though I have many options of career paths I can pursue.

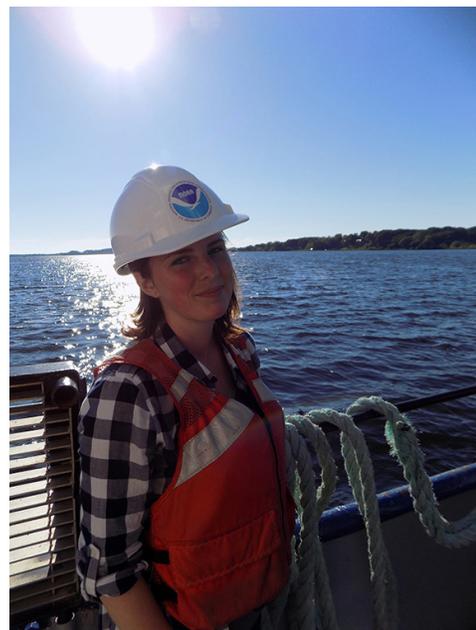
**Would you consider a career a Federal agency? Explain.**

I would definitely consider a career path with a Federal agency after working with NOAA for six months. The government only accepts the most qualified candidates therefore to be a part of a government agency would be an achievement for me.

**Would you recommend opportunities at NOAA to other students? Why?** I would recommend opportunities at NOAA to other students because there is so much to learn and NOAA's mission is one that everyone can support.

**Anything else you would like to say about yourself?** I am happy and grateful to be a part of this lab and assisting in any work that I can here at GFDL.

**GLERL summer fellow Megan Ewald working on the R/V Laurentian on Lake Michigan.**



## EEO/Diversity Across OAR

### GLERL



Dr. Ashley Baldrige with kids at "Take Our Kids to Work Day"

It was a special day at GLERL on April 23, 2015, for Take Your Child to Work Day. The lab was filled with the excitement, curiosity and enthusiasm of 16 children who accompanied their parents or sponsors to work. At GLERL, the biennial event is called "Take Our Kids to Work Day." The day offers a unique opportunity for children to experience a day at GLERL and learn about what makes the Great Lakes great. Ranging from 4-15 years of age, the kids participated in a variety

of activities on Great Lakes shipwrecks, lab safety, food webs, the water cycle, clouds, and satellites, and others. A highlight of the day was a grand tour of GLERL's limnology, benthic organism and marine instrumentation labs. The kids also had an opportunity to observe aquatic organisms through high powered microscopes and create arts and crafts projects. "We want the kids to have a sense of how interesting a job in science can be," said Anne Clites. "They always love the microscope work... discovering a whole new world in pond water!" The day was considered a great success by the kids, their parents and the dedicated group of staff leading the program activities.

Kathe Glassner-Shwayder, GLERL's Communications and Outreach Specialist, travelled to Pontiac High School near Detroit, MI to participate in the Career Pathways Expo on Science, Technology, Engineering, Arts, and Math (STEAM). The event is committed to providing a diverse group of students from middle school through high school exposure to a wide range of career pathways. Shwayder was pleased to participate in STEAM and sees the event as a great opportunity to get young people excited about the Great Lakes and related research and management careers. Among the Great Lakes topics covered at the GLERL booth were harmful algal blooms, aquatic invasive species, Great



Kathe Glassner-Shwayder, GLERL, at STEAM event in Detroit, MI

Lakes bathymetric maps, and fun facts about Great Lakes geography.

### ESRL/CSD



Students and mentors at the Tribe's Eye Exhibit at CU Boulder.

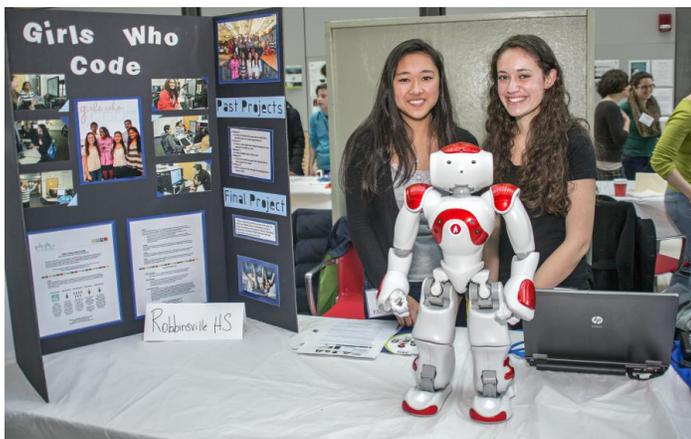
Jeanne Waters attended the two hour *Tribe's Eye: Photographing Change on the Navajo Reservation* photography gallery exhibit on April 24 at the University of Colorado, Cooperative Institute for Research in Environmental Sciences (CIRES) atrium. Some of the student photographers (27 Diné College students, along with members of the Southwest Conservation Corps' Ancestral Lands Program) were at the exhibit to present their photographs in person. The students were mentored

in the Tribe's Eye project by CIRES graduate students and a professional photographer. For more on the Tribe's Eye project, including a look at the powerful photographs created by these talented students, see: <http://cires.colorado.edu/education-outreach/projects/current-projects/tribeseye/>

### GFDL

On Monday, April 13th, Robert Hallberg gave an hour-long talk on "Climate Change and Sea Level Rise in the 21st Century" to the AP Environmental Science class at the Stuart Country Day School. Stuart is an all-girl's school in Princeton, NJ.

Sonya Legg participated in the Princeton Plasma Physics Laboratory (PPPL) Young Women's conference in Science, Technology, Engineering, and Mathematics on March 19, 2015. The Young Women's Conference introduces middle-school and high-school aged girls (in 7th to 10th grades) to women scientists and engineers and the wide breadth of careers available to them in these fields. Prominent female scientists and engineers like Sonya spend the day



Young Women's Conference participants. PPPL website.

with the girls in a variety of formats that includes exhibits, small-group presentations, hands-on activities, a keynote address, and tours of the laboratories. GFDL has been an active and yearly participant of this event.

### ESRL/PSD

Al Bedard was a judge for the Department of Commerce Award for Excellence in Science and Engineering and

for the NOAA Taking the Pulse of the Planet Award, at the Colorado State Science and Engineering Fair held in Ft. Collins, CO April 9-11, 2015. There were over 340 projects on display from students in grades 6 through 12. Al continues to be involved with the nomination for the Colorado Science Teacher of the Year award. The award is sponsored by Lockheed Martin and was established to honor a teacher who has demonstrated excellence in teaching in any of the many disciplines related to the sciences and engineering.

### Georgia Madrid receives the 2015 Society of American Indian Government Employees (SAIGE) 2015 Leadership Award

Georgia Madrid, OAR EEO Specialist and a member of the Taos Pueblo/Navajo Tribes received the 2015 SAIGE Leadership Award at the National Training Program (NTP) in Welch, MN on June 16, 2015. She was recognized for her professionalism, leadership and dedication to the SAIGE mission as a charter member, editor for the SAIGE *Talking Leaf* newsletter and her active involvement in the local SAIGE Colorado Front Range Chapter and national community activities.

As stated in the nomination, "Georgia's tireless work to improve understanding of American Indian and Alaska



Georgia Madrid accepts SAIGE award from Bryan Sappier, SAIGE Vice Chair

Native issues within the federal government and her dedication to promoting self-esteem and opportunities for native youth, epitomizes the spirit of the mission of SAIGE. She has demonstrated by her efforts over more than two decades that she is more than deserving of the SAIGE Leadership Award."

## Special Emphasis Events - Wyoming Women In Science

### Galaxy Pancakes, Dragon Genetics, and Wild Wonders Taught Here!

By Annie Reiser

Classrooms at the University of Wyoming were filled with a different kind of student and different kinds of lectures on May 19. Science, Technology, Engineering, and Math (STEM) topics ranging from health and zoology to earth and planetary sciences attracted some 500 young women, grades 7-12, to the annual Women in Science (WIS) event held on the Laramie campus since 1998.

“This springtime field trip is one that teachers from all across Wyoming look forward to,” said Shawna McBride, Associate Director of the Wyoming NASA Space Grant Consortium and Experimental Program to Stimulate Competitive Research or EPSCoR, and organizer of the event. “WIS aims to give the students—especially young women and minorities—positive role models in the science, mathematics, and technological fields, and encourage them to pursue higher education and careers in mathematics and science,” she continued.

Since its start in 1998, WIS has been supported by NOAA’s National Weather Service Office in Cheyenne and the Wyoming NASA Space Grant Consortium. A delegation of outreach staff from the NOAA Boulder facility has also participated for years. This year, Debe Fisher and Annie Reiser treated attendees to some popular posters on climate change and other NOAA “goodies” at the NOAA table, and chatted with the girls about their interests and what kinds of career opportunities NOAA offers. They also helped shuttle the groups across campus to and from the different sessions, such as “What’s Beneath Our Feet,” “How We Can Help Birds of Prey,” and “The Secret Life of Yogurt: Probiotics and Prebiotics.”

Presenter Hilary Peddicord from NOAA Boulder enticed three groups of about 20 girls each to her workshop sessions titled, “Earth as a system: the butterfly effect.” She purposely put the phrase “butterfly effect” in her title to entice the girls, knowing they would be attracted to that. “This is a hard topic, kind of depressing,” said Hilary. “I could feel push back . . . but I believe that because I carry this knowledge, it’s my civic duty to help convey to the public the impacts involved with the declining health of the Earth system,” she continued.

It’s no wonder that some of the girls were uneasy with this subject—one that the State of Wyoming recently banned

from the school curriculum. Fisher and Reiser learned from the visiting teachers, who scooped up posters “Life Zones Reflect Climate Change,” and “Ten Signs of a Warming World” for their classrooms, that they try to get around that ban by including climate change in their science classes officially dubbed “inquiry.” These materials—along with what they learned from the conference—will help them explain the importance of embracing the science surrounding the issue and teach the things we can do to help mitigate the negative impact humans have on our climate.



Hilary Peddicord talking with students.

That’s also the message Peddicord got across in her frank discussions with the students. They came away with knowledge about the impacts of CO<sub>2</sub>, how it’s generated, and ideas for things they can do to be part of the solution. The pupils were surprised to learn, for example, that diet is a contributor to our carbon

footprint; that drought in California can have a big impact on the citizens of Wyoming; or that Wyoming might be one of the climate change “winners,” getting warmer and wetter in the future. “I’m just glad,” said Peddicord, “that the girls thought about the topic today and voiced the tiny things they can do to help fix it.”

Helping them make connections with people who are accomplished in mathematics or science-related occupations is one of the best ways to promote student aspirations and achievements. The NOAA Boulder Outreach and Coordinating Council supports such forums for young women and girls to learn about the many opportunities available in math, science, and technical-related career fields, because it strongly believes there is no better inspiration than personal connections with professional women in those career fields.

### ASIAN PACIFIC AMERICAN HERITAGE MONTH *RETHINKING THE ASIAN AMERICAN MOVEMENT*

On June 5<sup>th</sup>, the OAR EEO Office and the Boulder Labs Diversity Council hosted a seminar in commemoration of Asian American and Pacific Islander Heritage Month. The guest speaker was Daryl Joji Maeda, Chair and Associate Professor of Ethnic Studies at the University of Colorado Boulder, where he teaches courses in comparative ethnic studies and Asian American studies. He wrote the book, *Rethinking the Asian American Movement* (Routledge, 2012).



Daryl Maeda. Photo by Al Schmidt.

Daryl's talk was about the Asian American movement of the 60's and 70's. He gave a very good overview of the history, the diversity, and the experiences of Asian Americans in the U.S. He explained that the Black power movement played a role in the formation of the Asian American movement. He said that Asian Americans began to question the oppression they were experiencing and that is how they became unified as one

group. He said that Asian Americans also had an influence on Black activists. Daryl said that the field of Ethnic Studies came out of the movement which for him is very important because Ethnic Studies provides an understanding of the history and diversity of people of color in the U.S.



An attentive audience at Asian Pacific Heritage Month in Boulder, CO. Photo by Al Schmidt.

### SAIGE 2015: Growing Native Leaders: Enhancing Our Seven Generations

Every year the SAIGE NTP is held in Indian Country. This year, it was on the homelands of the Prairie Island Community in Welch, MN. The Mdewankanton, "those who were born of the waters," have lived on Prairie Island for countless generations.



American Indian Youth Track Participants at SAIGE. Photo by Coralee Mackay.

Highlights of the conference included:

- Federal Indian law sessions by prominent experts including Stephen Pevar, Professor William Rice, Sarah Deer, and Dr. Martin Reinhardt
- Natural Resources sessions on *Ojibwe Culture and Lifeways* by the Great Lakes Indian Fish & Wildlife Commission, and *Wild Rice - Importance, Tradition & Management* by Thomas Howes, Fond du Lac Band of Lake Superior Chippewa
- Networking with fifty-two Youth track participants from Tribal Colleges and main stream universities.
- Keynote talks by prominent leaders from Indian Country including Bill Mendoza, Executive Director, White House Initiative on American Indian & Alaska Native Education, who spoke about Generation Indigenous, Bureau of Indian Affairs (BIA) Assistant Secretary Kevin Washburn on Tribal Sovereignty, and Anton Treuer, Bemidi State University on *Ojibwe Language and Culture in Minnesota*. He wrote the book, *Everything You Wanted to Know About Indians But Were Afraid to Ask*.

## NOAA Research EEO/Diversity Program Office

### CONNECTIONS NEWSLETTER

**Connections** is published quarterly by the OAR EEO Office. The purpose is to share accomplishments and to link Diversity, EEO and Science within all of OAR laboratories and programs.

If you have any newsletter ideas, suggestions and stories, please email to Georgia Madrid  
[georgia.madrid@noaa.gov](mailto:georgia.madrid@noaa.gov).

### ABOUT US

**VISION OF EEO OFFICE:** To assist the Agency in creating a diverse workforce that is inclusive and free of discriminatory and retaliatory actions.

**EEO MISSION:** To bring awareness to employees, applicants for employment and management about EEO through the following:

**Empowerment:** Consultation services to employees, managers and applicants for employment.

**Exposure:** Recruitment and outreach activities for short and long-term recruitment.

**Education:** Federal EEO Mandated training, Special Emphasis programs and *Connections* newsletter.

**Evaluation:** Monitor employment statistics to prepare reports for NOAA, DOC, EEOC and OPM.

**Website:**  
[www.eeo.oar.noaa.gov](http://www.eeo.oar.noaa.gov)

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### KNOW YOUR RIGHTS

#### EEO COUNSELING:

Federal law prohibits discrimination based on race, color, religion, national origin, sex (including sexual harassment and pregnancy discrimination), age (40 years and over), physical or mental disability, including the provision of reasonable accommodations for qualified applicants and employees with disabilities or genetic information (GINA), gender identity, and retaliation for participating in activities protected by the civil rights statutes. In addition, NOAA prohibits discrimination based on sexual orientation.

Employees, NOAA Corps Officers, or applicants for employment with NOAA who believe that they have been discriminated or retaliated against may contact an EEO Counselor. The Counselor will attempt to resolve the matter and furnish information about filing a complaint of discrimination. To preserve your rights under the law, you must contact an EEO Counselor within 45 CALENDAR DAYS of the date of alleged discrimination.

To initiate EEO Counseling or for more information, contact:

Civil Rights Office, NOAA

VOICE (301) 713-0500

TDD (301) 713-0982

1-800-452-6728

Website: [www.eeo.noaa.gov](http://www.eeo.noaa.gov)

#### ALTERNATIVE DISPUTE RESOLUTION:

NOAA's Alternative Dispute Resolution (ADR) Program provides mediation and other services and seeks early resolution.

Website: [www.wfm.noaa.gov/adr/](http://www.wfm.noaa.gov/adr/)