

United States  
Nuclear Waste Technical Review Board (NWTRB)

Transcript

Fall 2020 Board Meeting

Thursday

December 3, 2020

VIRTUAL PUBLIC MEETING - DAY TWO

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Chair

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1           BAHR: Okay. Well, I think that I'm live. Yes. Okay.

2           Good morning everyone and welcome back to the U.S.  
3 Nuclear Waste Technical Review Board Fall Meeting. I'm Jean  
4 Bahr, chair of the Board. And yesterday I described the  
5 Board's mission and introduced the other Board members. So,  
6 to save time, today I'll just direct you to our website  
7 [www.nwtrb.gov](http://www.nwtrb.gov), where you can find information on our  
8 mission, our members, our Board correspondence, reports,  
9 testimony, and meeting materials, including webcasts of our  
10 public meetings.

11           So, this slide shows yesterday's agenda. Tim  
12 Gunter of the DOE Office of Nuclear Energy described DOE's  
13 disposal research and development program. And this was  
14 followed by presentations on DOE's technical approach and  
15 prioritization of its research and development activities  
16 and on its crystalline host rock, salt host rock, and  
17 argillite host rock disposal concept activities. Today,  
18 we'll have additional presentations on ongoing DOE research  
19 and development activities. But first, we'll begin with a  
20 session highlighting two European disposal research  
21 strategies. And we're especially pleased that Lucy Bailey  
22 from the United Kingdom and Irina Gaus from Switzerland are  
23 able to join us today.

1           Following their presentations and discussion with  
2 them, question and answer, the meeting will focus on DOE's  
3 prioritization of cross-cutting research activities. The  
4 first presentation on cross-cutting activities will focus on  
5 an unsaturated alluvium reference case, dual disposal of  
6 canisters, and -- or disposal of dual-purpose canisters, and  
7 DOE's geologic disposal safety assessment efforts. Then  
8 there will be a presentation including two presentations on  
9 engineered barrier systems.

10           The first speaker will provide an overview of  
11 DOE's research and development activities related to  
12 engineered barrier systems. And the second speaker will  
13 update us on the HotBENT experimental project.

14           The final session will foce on -- focus on  
15 prioritization of international activities and DOE's  
16 disposal research, R&D five-year plan.

17           We'll -- we'll take a 30-minute break starting at  
18 2:05 p.m. Eastern Time and we will have a public comment  
19 period at the end of the day. As a reminder, we can only  
20 accommodate written comments because of the virtual format  
21 of this meeting. When you joined the meeting today, on the  
22 right of the screen is a comment for the record section  
23 where you can submit your comment. If you're viewing the

1 presentation in full screen mode, you can access the comment  
2 for the record section by pressing your escape key.  
3 Comments we receive before the end of today's break period  
4 will be read online by Board staff member Bret Leslie in the  
5 order that they were received. Time for each comment maybe  
6 limited depending on the number of comments we receive, but  
7 the entirety of submitted comments, whether they're read  
8 during the meeting or not, will be included as part of the  
9 meeting record. And the meeting will end at approximately  
10 5:00 p.m. Eastern time.

11           So, without further ado, let's start with today's  
12 first presentation by Irina Gaus. So, we need to switch  
13 Irina and her slides. And I will go away.

14           GAUS: Okay. So first, thanks a lot for inviting me to  
15 participate in this virtual meeting. My name is Irina Gaus.  
16 I'm head of Research and Development at Nagra, which is the  
17 Swiss implementer for disposal of radioactive waste.

18           For this presentation, I'm actually talking -- taking  
19 on another head as I'm carrying the IGD-TP which is the  
20 Implementing Geological Disposal of radioactive waste  
21 Technology Platform and bring the feedback from the platform  
22 regarding the topic at hand for this hearing -- in -- in  
23 this presentation.

1           My presentation has two parts, the first part  
2 focuses on a bit what is the IGD-TP, where do we stand for,  
3 or who do we cover. The second part then focuses on the  
4 feedback from the IGD-TP to the topic basically being the  
5 priorities for early stage waste management programs.

6           So, the IGD-TP, it's dedicated to initiating and  
7 carrying out European strategic initiatives to -- for the --  
8 to facilitate the stepwise development and implementation of  
9 disposal projects, spent fuel, high-level waste, but also  
10 other long-lived radioactive waste. It was grant --  
11 launched in 2009 by the European Commission and several  
12 waste management organizations in Europe. After a while,  
13 the European Commission thought that we should make it on  
14 our own and now it's solely funded by 12 waste management  
15 organizations in Europe who form the executive group.

16           We welcome membership of all interested parties  
17 who endorse our vision as IGD -- IGD-TP and are willing to  
18 positively and constructively contribute to our goals.  
19 Currently, we have a hundred and forty-two members across  
20 twenty-nine countries.

21           So, what do we stand for? When it was granted in  
22 2009, our vision was to have the first geological disposal  
23 facilities for spent fuel, high-level waste and other long-

1 lived radioactive waste in operation by 2025. This was  
2 called towards our Vision 2025.

3           Now, as quite a long time has passed since 2009  
4 and we're actually approaching this vision. POSIVA in  
5 Finland has a -- a construction license in their hands and  
6 plan to submit their operational license in 20 -- I supposed  
7 it's going to be in '21. So, they will have an operating  
8 facility before 2025. SKB in Sweden has submitted its  
9 construction license in 2011 and hopes to make good progress  
10 in obtaining this next year in '21. ANDRA, the French waste  
11 implementing organization, will submit its construction  
12 license also next year and are working very hard to get the  
13 documents together.

14           So, as we are closing -- moving closer towards  
15 reaching this Vision '25, last year we updated our vision  
16 and to be -- have another level of ambition and set our  
17 target for 2040. We enhanced our vision towards in the --  
18 stating that we are going towards industrialization of  
19 radioactive waste disposal in Europe which has three  
20 pillars. On one hand, to safely operate these disposal  
21 facilities that are already working, Finland, Sweden, also  
22 France, maybe others.

1           Optimize and industrialize. We realized that one  
2 -- also when you have a construction license there's still  
3 RD&D need to do, optimization is a process which goes along  
4 the whole repository implementation program, but also  
5 tailored solutions because not every country has a huge  
6 inventory. And for very diverse waste and small inventories  
7 also, solutions need to be developed. So, we broadened our  
8 scope a bit.

9           So, what do we provide with the IGD-TP? It's a  
10 form for discussion of RD&D issues and priorities. It's a  
11 means of sharing information results, also experience, and a  
12 -- it's also a mechanism for coordinating RD&D on various  
13 topics where we see -- we see a shared interest. Therefore,  
14 we bring -- have different ways of doing that, it's a  
15 pooling of European resources. We try to secure finances  
16 for implementation, foster knowledge management, contribute  
17 to the availability and maintenance of critical masses or  
18 resources for RD&D, identify areas and strategic knowledge  
19 or knowhow that we -- that can be covered by specific  
20 actions, and create synergies with other international  
21 organizations and European initiatives. And I think the  
22 activity today is one of this.

1           As we have shared research interests, it's also  
2 good to try to bring these together in a document. We had a  
3 research agenda in 2009 when we started with the IGD-TP.  
4 And we could actually see which is a very good thing that we  
5 -- that we make progress and a -- and an important part of  
6 this research agenda was -- was materialized when we  
7 formulated our second vision. So, this year we went through  
8 the formulation of a second strategic research agenda, also  
9 taking into account the needs of smaller programs, and not  
10 only those of more advanced programs. So, it's -- we see  
11 that there is a sufficient and appropriate robust knowledge  
12 available for the construction of geological disposal  
13 facilities. However, it is partly important to maintain,  
14 enhance, and increase the knowledge throughout this  
15 incremental development. And this is what is written in the  
16 strategic research agenda where we agreed on the research  
17 priorities. It can be downloaded from our website, it's  
18 publicly available.

19           So, this agenda highlights these main topics. It  
20 supports the Vision 2040 and it will also serve for the next  
21 10 to 15 years as input to identify topics for future  
22 EURATOM calls. EURATOM is the European program for --  
23 scientific program for co-financing research in radioactive

1 waste disposal in Europe. It comprises nine key topics and  
2 various cross-cutting activities. And as you could see in  
3 different generic stages of repository development, you have  
4 different types of RD&D activities in the different domains,  
5 whether this is technology, geology, or inventory.

6           So how do -- do we go forward now with our -- with  
7 strategic research agenda? The topics in there which are  
8 described there, what needs to -- the broad description,  
9 what needs to be done, what the gap is, are good candidates  
10 for future research efforts and funds. There is a shared  
11 interest to -- to -- to tackle these together. It's not --  
12 definitely not an exhaustive list of RD&D topics. One has  
13 to acknowledge that almost 50% to 80% of the RD&D is very  
14 program-specific because it's specific to the safety case,  
15 which is specific to a certain geology, to a certain legal  
16 context. So, a big part of the RD&D is not shared but there  
17 are part can be shared, good opportunities to work together.  
18 And so, we will work based on this agenda to launch some of  
19 the topics in the next years either through EURATOM,  
20 European way of co-funding research, or through own  
21 initiatives.

22           So, this is how we go forward. We recognize that  
23 despite significant steps already made, sustained RD&D is

1 needed to ensure that all the countries at various stages of  
2 advancement continue to progress towards implementation.  
3 It's -- the IGD-TP is focused on deep geological disposal  
4 but you cannot see this to isolate it. There are also  
5 aspects of pre-disposal which have an important impact  
6 finally on geological disposal, such as waste acceptance  
7 criteria, or waste conditioning. And there is also a need  
8 to cover a smaller inventories, which might need specific  
9 solutions which has borehole disposal. So, we cover -- we  
10 try to influence both the European landscape in which  
11 projects are being tackled. We also have our own  
12 initiatives.

13           So, looking forward, with the inclusivity of all  
14 WMOs and Europe, we have reached this to promote  
15 collaboration and knowledge transfer within the geological  
16 disposal community. As I said, we have a strong focus on  
17 Europe but despite that, it doesn't hinder other countries  
18 for instance, Canada, U.S., Japan to join the specific  
19 initiatives which we are undertaking. And this is already  
20 happening for certain initiatives. We think that that we  
21 are a key instrument in ensuring this continuity in research  
22 and development over this very long-time scales.

1           And we also assure that a geological disposal  
2 program or research for geological program -- disposal  
3 program needs a very strong implementer voice and  
4 collaborative action. And this is together with the  
5 research institutes and then also the regulators. So, you  
6 only need the implementer to state clearly what is needed to  
7 make progress in the implementation of the disposal program.  
8 And then the -- of course, the Vision 2040 and the SRA are  
9 intended to guide this focus for the next 10 to 15 years by  
10 highlighting the research areas that are of common interest.

11           So, this was a bit general introduction to what we  
12 do at the IGD-TP, how we plan to move forward also within  
13 the next decade.

14           And then as we got to the invitation from the  
15 Board to provide input to this -- to this topic, we want --  
16 we came together and put together a short lessons learned on  
17 generic disposal RD&D programs and the transition to siting  
18 a repository. And therefore, we invited these countries in  
19 a -- well, also in the virtual call of course because  
20 there's nothing else at the moment. And we invited all the  
21 RD&D directors or people who are responsible for the RD&D at  
22 these specific implementers to have a short discussion and

1 think about what is important in this early stage, or when  
2 you just enter site selection for an RD&D program.

3           And there is quite a bit of experience available  
4 of course. I mean, when you look at the countries, we could  
5 -- that are participating. We look at Spain, they're  
6 restarting site selection after almost 15 years of  
7 politically determined hold phase. The Netherlands has  
8 decided to stay in the generic stage and they plan to go for  
9 a longer term of intermediate storage. In Belgium, they  
10 have focused very strongly on the Boom Clay which is a clay  
11 host rock for the last decades. And now they are required  
12 by the regulator to -- to look at the whole map of Belgium  
13 which also includes then, other rocks. In Hungary, they  
14 focused initially on clay host rock, went through a whole  
15 kind of selection for different host rocks, Hungary-wide,  
16 but ended up with a clay host rock again. In Germany, after  
17 a very strong focus on salt, now they recently restarted a  
18 country-wide site selection process. And finally, U.K.,  
19 after a step back and a long generic stage, they are now  
20 entering the site selection. And it's for the U.K. example  
21 we have the second presentation which is going to be given  
22 by Lucy Bailey, who will focus very much on this U.K. case.  
23 So, I will not too much talk about the -- about the U.K. but

1 try to bring together the messages that we could get from  
2 these countries and to identify what -- what they really  
3 did, the -- the key points that have been learned for  
4 generic or early stage programs.

5           And these have been centralized along key messages  
6 and this was in the discussion very clear that this came on  
7 top. Whether it's not immediately -- you cannot influence  
8 it by doing RD&D solely, but it is a key factor for success.

9           So, it's the successful repository implementation,  
10 needs the legal framework with the roles of each part  
11 clearly described, we have examples of that in Switzerland,  
12 now also Germany. So, each role needs to be very clearly  
13 described in the process that of the implementer and of the  
14 regulator, and of the society. For the site selection, how  
15 to implement the repository program, it needs to be set out  
16 and accepted by all parties before actually starting it.  
17 Each party should be aware of the role it has to play and  
18 where it does not play can -- cannot influence or cannot  
19 contribute. It was very clear also that you need a very --  
20 a long-term political commitment. And without these three  
21 points actually, it has proven extremely difficult if one of  
22 these three is missing, extremely difficult to develop and  
23 maintain, a needs driven and focused well-funded RD&D

1 program. It's really this framework that needs to be in  
2 place. And also, you might have budget and good research  
3 institutes but to get it focused and get on the rails you  
4 really need these three points to be in place. When you  
5 don't have these three points in place, what has happened,  
6 as I kind of gave the examples in the previous slides, is  
7 that your program gets on hold, you -- you -- you come into  
8 restart phase, you have to reorient and this puts, of  
9 course, challenges for the RD&D program and where to put the  
10 priorities in the RD&D program. And international  
11 collaboration is an instrument to bridge these difficult  
12 barriers where there might be a political impasse. But the  
13 loss of knowledge is -- is almost inevitable and this was  
14 shared by many people in this discussion we had.

15           What was also shared by many people is that while  
16 the RD&D is an important part of a repository program, it is  
17 probably not the most challenging part anymore. We have  
18 made a lot of progress in the last 30 to 40 years. So, the  
19 people who we discussed it with were convinced that the  
20 success, you know, of implementing a program is now in  
21 mastering the societal challenges and having the framework  
22 in place. Having said that, this doesn't mean that there is  
23 not RD&D, there is optimization will continue through the

1 whole repository program implant -- implementation and will  
2 be a driver for RD&D activities.

3           The role of the implementer is to bring the focus  
4 to the RD&D in the generic stage based on generic safety  
5 cases, as there cannot be site-specific safety case. Focus  
6 is needed because when RD&D topics mature, they become  
7 bigger and bigger and going more and more detail. And at a  
8 certain point, the knowledge which is being added to a  
9 certain topic is no longer the best way to support the  
10 program. The program needs to be agile and able to change,  
11 kind of, addressing the various aspects of the safety case.  
12 And this is very important that the implant -- the role of  
13 the implementer is really to bring focus to the RD&D  
14 program.

15           Other lessons learned, what are the aspects of  
16 priority setting at an early stage? So, in RD&D program is  
17 generally revised after safety case. The results are  
18 assessed against program drivers and the new RD&D  
19 prioritization is defined. So, you will constantly work  
20 with the set of RD&D priorities based on safety cases and  
21 drivers, which are generally costs, safety, and also, kind  
22 of, how far you are in the program. In the early stages,  
23 the -- it's logical to focus on geology, waste conditioning,

1 rather than late stage aspects such as technology  
2 development for example.

3           It's very important that when you start -- or in  
4 the -- in the generic stage, you avoid doing work that has  
5 been done elsewhere. It's -- it has proven very efficient  
6 for European programs if they could connect to topics,  
7 research topics that are being tackled by advanced programs  
8 who are actually in the stage where they start to construct  
9 the repository rather than doing -- repeating what -- what  
10 they have done in an early stage.

11           Some aspects can be tackled conclusively in an  
12 early stage, such as packaging strategies, the whole  
13 question of spent fuel integrity, which has become very much  
14 into focus in the last years.

15           Various countries were convinced that the main  
16 reason to have an RD&D program and this -- of one of the  
17 main reasons to have an RD&D program in this early generic  
18 stage is basically to ensure the competence. You need to  
19 have a technical competence within -- within the  
20 organization or within a wider group. And generally, within  
21 the implementer, you need to generalize competence. These  
22 are the people who have a wider overview of various topics  
23 who see the connections between the disciplines. The expert

1 competence -- competence are generally with the supply  
2 chain.

3           What we also see 30 years ago, people didn't think  
4 a lot about costs. Now, this is becoming increasingly more  
5 important, where in the past, we had huge input and effort  
6 towards optimization for safety. Optimization for technical  
7 and economical reasons has become also a major -- a major  
8 driver for conducting RD&D.

9           What came out to the discussion is -- what's  
10 interesting to see is that one should not forget the role of  
11 social and economic RD&D developments. In various programs  
12 this might not be with the implementer, it can be with the  
13 government but it's really important to keep an eye on who  
14 is responsible for this process because there have been  
15 certain examples wherein in the absence of any work on that  
16 in the site selection has been felt as a shortcoming and  
17 then affected the success of the site selection process.

18           So, here we have an example -- a very recent  
19 example, the system from COVRA, the Dutch implementer who  
20 has reissued it's -- who is in the generic stage, they have  
21 a small inventory but the approach is generally applicable,  
22 who completed the generic safety case at one or two years  
23 ago and now have brought out their RD&D program. Based on

1 that identifying drivers as confidence in long term safety,  
2 disposability, and costing, and then attribute it to the  
3 various topics according to the components. This is also  
4 available on the web, of course.

5           So, then we asked the -- in the discussion how  
6 important is international collaboration and why? And then  
7 the overwhelming feeling was that especially in the early  
8 stages, international collaboration with the programs in a  
9 more advanced stage is key. These -- these are all -- they  
10 are also the objectives of the IGD-TP. It's not only at the  
11 detailed technical level that collaboration is very  
12 important. It's also the strategic program level because  
13 some programs have made a good progress and there are  
14 reasons for that. And how they tackle certain issues, like,  
15 for example retrieval, like, also other aspects, safeguards  
16 and there are -- there are various, various aspects which  
17 are not purely scientific work but benefit from  
18 international collaboration to discuss how to tackle the  
19 issues, criticality is another one.

20           A lot of the topics we include in our safety cases  
21 are highly specialized, for example bentonite expertise.  
22 And people have -- or countries have two, three experts  
23 maybe in each this -- in each focused discipline, at least

1 in Europe, maybe in the U.S. But it's all big -- bigger,  
2 you have more. But it's really needed that you bring  
3 together the experts from the different countries and as  
4 they are so specialized and they have such a deep knowledge,  
5 and need to be able to exchange at their level to stay at  
6 the top of science. Of course, I mean, international  
7 collaboration is also budget sharing, right? I think the  
8 HotBENT experiment in the GTS, where so many international  
9 groups came together to launch one of these large-scale one-  
10 to-one experiments, which are hardly ever been done at the  
11 moment, is a real achievement.

12           International collaboration has also increased  
13 confidence because you get international consensus, and this  
14 also brings stakeholder buy-in at home. If people see,  
15 well, this is now internationally accepted, it has a better  
16 chance of surviving at home as well. A good input came also  
17 from the German program, and they say when you give up the  
18 site selection there's such a strong reliance on the  
19 international development and reinforcement of the link with  
20 academia because you have to mobilize suddenly quite a big  
21 RD&D group to -- to get the focus to the site selection  
22 program.

1           So, what are the challenges of the program in an  
2 early stage? It's -- the challenge one of the major  
3 challenge is as the budget is always limited. It's finding  
4 the balance between keeping the focus in the RD&D program  
5 but still being broad enough to cover all the potential  
6 developments for the future.

7           Generational changes, I mean, we are in these  
8 long-term endeavours with disposal programs and especially  
9 when you have generational changes with stops in the program  
10 for five or ten years, this can lead to a loss of knowledge.

11           The agility and long-term collaboration with  
12 academia, often the -- the purpose of academia is to do  
13 excellent science and also to publish papers. But in terms  
14 of bringing a repository program forward, it's addressing  
15 the needs of the safety case and these change when a  
16 repository program advances. So, it needs to -- to be able  
17 -- the research program needs to be able to -- to -- to --  
18 it needs to be agile and able to say, "Okay. We know enough  
19 about this topic. Now, we're going to focus on another  
20 topic." It needs to be open as well to embrace new topics  
21 where maybe that the research groups are not so well-  
22 established but they should also get a chance to have their  
23 say. A good safety case really focuses the RD&D program.

1            Recruiting excellent staff, in some countries is  
2 not always easy. It's keeping the momentum, which is the  
3 essence and if you give this enough attention, has shown to  
4 work in -- oh, again, international collaboration is -- is -  
5 - an essential pillar in that we had examples from Spain and  
6 Hungary.

7            When you have a program like Belgium, who focused  
8 very much on this clay host rock Boom Clay or also Germany  
9 where they focused so much on salt, and then suddenly it has  
10 to widen up. There is a challenge of actually losing the  
11 detailed knowledge you had as people retire, as we are in  
12 these long timeframes.

13           But it's clear that one specific geological  
14 environment are selected, a strong refocus will occur and  
15 you really need to anticipate this transition. In some  
16 countries, maybe have been caught by surprise but they're.

17           So, I think this concludes the messages we could  
18 bring together on early stage programs and programs which  
19 are going toward site selection. There was a lot of  
20 experience in the -- in this virtual room when we discussed  
21 this. And these are just the key points that we could bring  
22 out. So, I hope this is -- this is value also for the --  
23 for this. Thank you for the attention.

1           BAHR: Thank you so much Irina. And thank you for your  
2 efforts in bringing that group together. I'm sure there's  
3 lots of questions from the Board for Irina but before we  
4 have questions for her, we're going to hear from Lucy  
5 Bailey. Hello, Lucy.

6           BAILEY: Hello. Hi. Oh, I think for most of you it's  
7 good afternoon. Hello. For most of you, I think it's good  
8 afternoon.

9           I would like to introduce myself. I'm Lucy Bailey.  
10 I'm a physicist. I work for the UK implementing body  
11 Radioactive Waste Management. I've actually been working  
12 with -- and for RWM and its predecessor organizations for  
13 over 25 years in the geological disposal area. My main  
14 expertise is in developing the long-term environmental  
15 safety cases. And I have been a peer reviewer of a number  
16 of international safety cases, particularly in the Swedish  
17 program. And I'm currently the chair of the integration  
18 group for the safety case, the OECD, NEA, IGSC group.

19           But my current role as of about a year is to head up  
20 the Research Support Office at RWM. We established the  
21 Research Support Office to bring together and to integrate a  
22 network, universities across the U.K. and academic  
23 institutions, and also relevant international borders to

1 really develop our understanding of what is required to  
2 underpin a safety case for geological disposal.

3           So, my talk -- my talk today will focus on the --  
4 give a brief overview of the UK program, we're currently at  
5 the GDF siting stage. So, very similar to the -- to the  
6 U.S. The -- the early stages, although we do have some  
7 exciting news recently to announce in that.

8           And are particularly focused on our research  
9 strategy during this -- this early siting stage, and  
10 fulfilling importance of building understanding, how we  
11 present that understanding. Introduce you to a new tool  
12 that we have developed that we're very excited about and  
13 that we can help with that particularly how we can identify  
14 knowledge gaps and research priorities.

15           I will then explain a little bit about this new  
16 Research Support Office and how that operates and how we can  
17 increase that value to our GDF program.

18           And last, but no means least, I will say a little  
19 bit about the value of international collaboration, and  
20 particularly how I think it's so important that we work  
21 together to build trust across a whole range of stakeholder  
22 communities.

1           Okay. An overview of where we are in the U.K.  
2   So, as Irina already alluded. In fact when I first joined  
3   what was then Nirex back in 1995, we were far more advanced  
4   than we've ever been since then. Back in 1995, we were  
5   about to excavate an underground research rock  
6   characterization facility at a site that we then hoped to go  
7   forward and construct with GDR.

8           And that one fell through and we've gone backwards  
9   since then. But we've learned an awful lot. We've learned  
10  a lot about the process. We've learned a lot about the  
11  importance of building trust with communities and with  
12  stakeholders. And we now have what we very much hope is a  
13  successful siting process.

14           And literally, last month we had the exciting  
15  announcement that Copeland Borough Council, this is an area  
16  in the Northwest of England. It's actually the borough in  
17  which the Sellafield site is located, has publicly announced  
18  their intention to work with us and form a working group.  
19  This gets us from that first stage and that interested party  
20  stage where we are talking to communities. We're providing  
21  information into the stage where we actually start to form  
22  an active working group, a group of people in the community  
23  working with us to identify whether there is the possibility

1 within their area, both from the scientific site suitability  
2 but was also from the community acceptability.

3           And I should say in the U.K. we need both a  
4 suitable site and a willing volunteer community. They're  
5 both equally important. We -- we cannot proceed without  
6 both of those. It's got so much more fluid process than our  
7 previous processes and very much goes at the pace of the  
8 community stakeholders. So, we're certainly not forcing  
9 anything on anyone. We're working at their pace.

10           And so, I just mentioned we have established a  
11 working group. Who's in the working group? We have a  
12 number of people involved, in particular -- if I can get my  
13 pointer. There are two key people from RWM full-time  
14 dedicated to each working group and the regional manager,  
15 who is managing the process. This is a communications and a  
16 society engagement expert. And the siting manager who  
17 brings the technical expertise and manages the site  
18 evaluation process at that site. And the group is -- has an  
19 independent chair appointed by the group to facilitate the  
20 communications, supported by a facilitation expert. And  
21 also by communications lead. It's also important to note  
22 that the working group is -- is open to other members. Any  
23 interested party, council group, other maybe representatives

1 of a particular community groups, anyone who considers that  
2 they would like to be involved in the process.

3           And so, the working group has been formed. And  
4 one of its main aims is to communicate, to communicate  
5 publicly with those in the area. And these are some  
6 screenshots here from the website that is available for this  
7 particular community group. This website provides key facts  
8 and generic facts about the Geological Disposal Facility,  
9 the GDF, and who to contact on the working group. It  
10 produces -- we'll be producing newsletters on a regular  
11 basis. And they'll be available on the website as long as -  
12 - as well as various events and any frequently asked  
13 questions that are raised.

14           A really important responsibility of the working  
15 group stage is to identify what we termed the search area.  
16 This is the area that we will be investigating for its  
17 geological suitability for a site. And, hence, because I  
18 said it goes hand-in-hand with the community. There's also  
19 the need to help identify a willing community associated  
20 with that research area and, hence, to engage with the  
21 relevant principal local authorities.

22           So, we are at this early stage during siting. And  
23 we -- although we have an interested working group, we

1 don't, by any means, have a site for a GDF. We are very  
2 much hoping and expecting all the other working groups  
3 coming forward. So, the majority of our research is still  
4 very much at the generic stage.

5           And our focus, as Irina said, that the generic  
6 stage is all about building confidence, confidence and  
7 safety. And we do that primarily through developing or  
8 understanding, developing and integrating our understanding.  
9 What do we need to understand? We need to understand the  
10 way the various barriers along with accepted international  
11 approaches, we have a multi barrier approach to providing  
12 safety in our GDF. And we need to understand the safety  
13 functions of those barriers and how those safety functions  
14 evolve under different conditions under a very-long  
15 timescales.

16           We need to understand what features, events and  
17 processes, FEPs, could affect those safety functions and  
18 again how those could evolve under different conditions,  
19 what FEPs might be helpful to long-term safety and what  
20 might become a hindrance and how we might need to mitigate  
21 about that -- mitigate against those.

22           Of course, in the safety pace whilst demonstrating  
23 that our concept will be safe. In order to do that, we need

1 to think about the what if's. We need to think about how  
2 radionuclides from our inventory perhaps could be released  
3 and transported back to the environment, in order to ensure  
4 that our barriers are mitigated that happening in any  
5 significant way.

6 In the U.K., that leads us to look at groundwater,  
7 migration and also migration as a gas phase. There are  
8 also, obviously, other pathways, natural disruptive events  
9 and -- and human intrusion, those we looked at as various  
10 scenarios.

11 It's important for us to understand the  
12 engineering design in order to optimize that for safety and  
13 for -- and also for efficiency.

14 The research also feeds into our operations,  
15 researching the construction techniques, how we identify and  
16 mitigate potential hazards.

17 And also, we need to recognize that we all need to  
18 transport waste to the facility. We need to consider our  
19 transport containers. We need to consider their robustness,  
20 the various accident scenarios, and particularly looking at  
21 research on particulates, how those transport containers are  
22 sealed and how particulates from the waste perhaps could

1 migrate through those seals and what we can do to prevent  
2 that.

3           So, our research strategy covers the whole range  
4 of activities that are required in order to deliver a GDF.

5           Now, one of the things that's -- is very important  
6 in terms of managing a research portfolio particularly at  
7 the generic stage, is identifying, you know, what are your  
8 priorities of the research? What are the important things  
9 to do? And given that we don't have a bottomless pit of  
10 funds, there will always be a need to ensure that we are  
11 getting the best value for our research funding.

12           Previously, we looked at a concept called  
13 technology readiness levels. This was something that NASA  
14 developed in the 1970s and has been widely used across the  
15 defense technology sectors including in our U.K. nuclear  
16 decommissioning industry.

17           The aim is to identify the technology readiness  
18 from a basic principle that might be observed and reported  
19 right up to technology level nine which is a system that is  
20 actually ready for operation.

21           The focus of these TRLs was very much on  
22 understanding the technology status as a key driver for risk  
23 management. It would recognize that projects -- technology

1 projects often went over budget or were subject to delays  
2 because of immature technology. And hence this was  
3 identified as a driver for risk management and used to make  
4 decisions about technology funding.

5           However, when we tried to apply the concept of  
6 these technology level -- readiness levels to geological  
7 disposal, particularly at the early stages, we found there  
8 were some issues. Whilst they may be a very useful tool  
9 where -- where you have a site, where you have a design that  
10 is as agreed, the disposal concept, and you're really just  
11 looking at optimizing that design once the site has been  
12 characterized. So, it is about the technology of waste and  
13 placements. Then they can be very helpful.

14           However, at this early stage that many of us are  
15 at the moment, the siting stage, readiness is not so much  
16 about technology. But it is much more about our  
17 understanding. And really, I think that's the main take way  
18 point of my talk is I need to develop understanding. If we  
19 don't have a site, if we have purely illustrative concepts  
20 and designs, we need to understand how those designs may  
21 evolve under different conditions, in different scenarios,  
22 under different sites. And that's really what is driving

1 our research program. So, it's not so much about the  
2 technology readiness but about our level of understanding.

3           And, hence, we've developed a concept called  
4 Scientific Readiness Levels™. This was developed by the  
5 U.K.'s National Nuclear Labs and was used as part of our  
6 generation for a new build program. And we believe that  
7 it's a very useful tool for assessing our current level of  
8 understanding, for identifying what understanding is  
9 required, and what actually is sensible. It's not -- in  
10 this -- in this -- on this -- on this scale, it is not  
11 necessarily appropriate at every stage to get right up to  
12 the top -- the top level.

13           So, it supports our developmental policy. It  
14 helps us to challenge the adequacy of our current plans.  
15 But it also, perhaps most importantly, helps to defend the  
16 waste management organization from the idea that you have to  
17 understand absolutely everything. That is not the case,  
18 particularly given the long timescales and the uncertainties  
19 involved with the deep geological repository. But you need  
20 to know what is important. What is important in terms of  
21 safety and you need to have a very high confidence level  
22 that the way that your system will evolve over these long-  
23 time timescales will still lead to safety.

1           So, we found that this has been an important tool  
2 to help us focus on the real needs of examining our level of  
3 understanding and how that understanding relates to safety.

4           So, in the U.K., we moved primarily to presenting  
5 our understanding and confidence in terms of the safety  
6 claims that we make. These are based on our regulatory  
7 requirements and the arguments that we make to support those  
8 claims and the evidence that we need to back up those  
9 claims. So, we have a claims-argument evidence-approach to  
10 thinking about safety adding into constructing our safety  
11 case. The safety claims come straight from our regulatory  
12 guidance on requirements for authorization which sets out a  
13 set of principles and requirements that we need to meet in  
14 order to demonstrate the post-closure environmental safety  
15 of a GDF.

16           This approach has been reflected in our most  
17 recent -- in our safety case, it's published in 2016, and  
18 includes safety cases for the long-term environmental safety  
19 case, for the operational safety case, and the transport  
20 safety case.

21           And we've developed a tool that very much links  
22 into this, to help us to actually visualize and categorize  
23 these claims, arguments, and evidence.

1           At the top level are environmental safety case,  
2 has a number of high-level claims. And this is a snapshot  
3 of the top-level of our vision tool, which I will explain in  
4 more detail. So, we missed the high-level claims. And so,  
5 for example, this one we will show that the assessed risks  
6 from the disposal facility after the period of authorization  
7 are consistent with our environmental safety standards. We  
8 also have a claim about human intrusion, about the  
9 accessible environment being adequately protected from  
10 radiological effects and also from non-radiological effects  
11 and also showing that the site used and the facility we  
12 designed and construction will not lead to any unacceptable  
13 risks.

14           We can then -- unfortunately, this isn't a live  
15 tool. But you can then link and expand each of these claims  
16 to identify sub-claims and then safety arguments, and then  
17 right down to the evidence and actually right linking into  
18 the -- to the very documents, the reports where that  
19 evidence is cite. So, you will not be able to read this,  
20 but there's an expansion to show what it -- what it looks  
21 like. So, this is a visualized tool that brings together  
22 all of our information.

1           So, ViSI or Visualization of System Information  
2 does exactly what it says on the screen, it enables us to  
3 bring together all our information about our disposal  
4 system. So, in that sense, it's a digital safety case  
5 management system. I think the important thing though is  
6 that it connects relevant information. So, when we have a  
7 piece of research coming through, we can identify that  
8 that's a piece of evidence that supports a particular safety  
9 claim that feeds into our one of our high-level claims.

10           This will actually enable us to access all our  
11 safety case and supporting documents. So, it also a front-  
12 end portal into our safety case documents. And our  
13 regulators really like that because it enables them to trace  
14 through the reason -- the logical reason from a safety  
15 claim, future safety argument, down to the safety evidence.

16           And we also received interest when we presented it  
17 internationally to sister organizations. And I'm  
18 particularly excited about this tool because it enables us  
19 to identify those areas where we have a lot of evidence to  
20 support our safety arguments, and perhaps more importantly  
21 those arguments where the evidence is perhaps a bit thin or  
22 -- or maybe not even there. And that therefore enables us  
23 to identify knowledge gaps and requirements and hence to

1 enable us to prioritize our research and development  
2 program.

3           We have, as some of you may be aware, a science  
4 and technology plan at REM and in the U.K. that lists what  
5 we've identified as our research priorities and needs. And  
6 every single task in that science and technology plan is  
7 linked into this ViSI tool. So, it enables us to identify a  
8 -- a map on those task that we've already identified, and  
9 also going forward as we expand our understanding, as we  
10 gather more information it will enable us to identify new  
11 gaps that's emerged.

12           It's particularly helpful at the generic stage,  
13 because the way it's structured it has sections with  
14 different geological environments and different disposal  
15 concepts that might be relevant to those environments. And  
16 so, you can see where information actually feeds into  
17 multiple the concepts or to multiple environments and  
18 perhaps those areas that are very specific to a specific  
19 site or a specific disposal concept that you may want to  
20 wait until you -- to know where you are. So again, it  
21 enables you to identify the real value that you're getting  
22 from your research and how it will link in to build that  
23 stuff, understanding of your safety case.

1           Then a very valuable tool for our research office,  
2   our Research Support Office has been established to drive  
3   our research strategy, to actually have a coordinated  
4   approach, recognizing that the activities that we need to  
5   deliver in the U.K. at the current stage are around  
6   community engagement, around our ongoing waste management  
7   activities. We have a huge decommissioning program, waste  
8   is, as we speak, packaged, prepared suitable for -- suitably  
9   for disposal, we need to support those ongoing activities.

10           We will need to characterize the sites that are  
11   being considered for GDF and we will then eventually need to  
12   obtain the permits and license in order to go ahead and  
13   construct the GDF.

14           These are all key strands of our GDF program.  
15   They represent the needs of RWM. And the aim of the  
16   Research Support Office, I like to think of it as a hub and  
17   spoke model. So, the Research Support Office is the hub but  
18   the most important part, I think, really are the spokes that  
19   represent each of the different disciplines and recognizing,  
20   of course, that this is a very multidisciplinary project.  
21   And recommend -- recognizing the academic experts in those  
22   disciplines, working very much alongside the RWM research  
23   managers to ensure that our research is targeted within

1 those areas that we needed to deliver the GDF program. And  
2 the -- the wheel or the tire are the universities, the  
3 research institutions, the international bodies, the people  
4 that can actually do the work.

5           So, in the hub side, I sit in the hub, along with  
6 our key academic leads, we're collaborating particularly  
7 with the University of Manchester and the University of  
8 Sheffield. Who won the -- the contract, to help us set-up  
9 and deliver the -- the Research Support Office. We have  
10 spokes in all the relevant disciplines. And you can see the  
11 material science, advanced manufacturing, radiochemistry,  
12 geosciences, social sciences, environmental sciences, public  
13 communication, and also a spoke dedicated to training as  
14 well, a cross-cutting discipline, recognizing that a key  
15 part of the RSO is to build capability and skills for the  
16 future.

17           And in each of those spokes, we have an academic  
18 discipline linked typically a professor from one of our  
19 universities. And our key subject matter expert from RWM  
20 who will, typically be, the research manager in that area.  
21 And one of the real delights is to see the way they are  
22 working closely together. And it's -- the research  
23 manager's feedback to me that is giving more visibility to

1 their work and they're enjoying actually being able to get  
2 into some of the -- the nuts and bolts and interacting with  
3 -- with their academic peers. And for the academics, it's  
4 really helpful because they can actually understand with  
5 much more clearly the impact of their research and ensure  
6 that their research is tailored and directed very much to  
7 our needs.

8           And so, it really is about working together,  
9 working together to deliver understanding, to underpin our  
10 GDF safety cases, and in the process developing, and engage,  
11 and inform the academic network.

12           And that's really what the objective is -- of the  
13 RSO is all about. It's about building these long-term  
14 strategic relationships to -- so that the research is better  
15 aligned. And we obviously in the past we have been doing a  
16 lot of research, sponsor Ph.D.s and post docs and that they  
17 haven't always been as focused as perhaps we would ideally  
18 like. And the people doing them perhaps haven't been as  
19 connected into the program as perhaps they would have  
20 ideally liked. And so, it's about increasing that  
21 engagement so that we create a network of -- of researchers  
22 who understand the context of their research. And also,  
23 given where we are with need to engage the communities and

1 to build public confidence, I think it's also a very  
2 important that we have a network of respected, independent  
3 academics that understands the GDF program and can be  
4 advocates for that. Can -- can speak out and they're active  
5 on social media. I think it's important that everyone is  
6 better communicated, that we actually develop -- develop a  
7 sense of community of -- of those being funded by RWM and  
8 their research. And by -- by sponsoring particularly Ph.D.  
9 projects, we are developing the next generation of  
10 researchers. And developing them in a way where it is not  
11 just funding for that Ph.D. project and maybe meet with them  
12 once or twice a year and then get a thesis at the end of it  
13 and say thank you very much and put it on the shelf. But  
14 we're actually engaging with them and they're working  
15 alongside the RWM research managers. They are networking  
16 with -- with other students working on related areas. And  
17 they understand because they have access to our -- to our  
18 safety case and particularly on the visualization of that.  
19 Their -- when they produce their research, whether that's a  
20 paper or the final thesis, the key evidence from that will  
21 be linked to the relevant safety arguments in our safety  
22 case. So, they will be aware how their work is actually  
23 supporting particular part of the safety case. And their

1 work will then form -- it's actually will form part of the  
2 safety case that will become the evidence that supports that  
3 safety argument and will be linked into -- into our business  
4 tools. So, that's a really exciting way forward of  
5 capturing research and ensuring that it really is -- is  
6 integrated.

7           So, the management of the RSO, we have a strategy  
8 board and that is just the strategy and supported by a  
9 program executive and then the core team. The core team is  
10 the sort of day-to-day operation, setting the budget  
11 control, deciding on the research priorities, and -- and  
12 feeding upwards into -- into the program executive and --  
13 and the strategy board. And we think that this -- which is,  
14 we are very much in our first year of operation and the core  
15 team and the program executive are up and running and we are  
16 due to have our first strategy board meeting in the new  
17 year. So, we'll not talk too much about that but I think  
18 the core team and the program executive are -- are working  
19 well.

20           Finally, I wanted to talk about the value of  
21 international collaboration. Although the RSO is primary --  
22 primarily focused on U.K universities, we do recognize that  
23 we don't have all the facilities that we need in the U.K.

1 For example, we don't have an underground rock laboratory.  
2 So, along with a lot of our physical organizations, we  
3 collaborate with shared URL facilities, and so we're  
4 collaborating on research projects in Grimsel and Aspö, et  
5 cetera.

6 We also find particularly at our current siting  
7 stage that is enormously helpful to be able to take some of  
8 our stakeholders on visits to these underground facilities  
9 to show them what an underground facility actually looks  
10 like. We find that's enormously helpful in building  
11 confidence. And actually, I think that is a key value for  
12 international collaboration. If we can share and  
13 demonstrate that there is international consensus,  
14 particularly regarding common methodologies, that  
15 particularly relevant at this generic stage, that there is a  
16 huge common consensus internationally that geological  
17 disposal is safe, that we have the ability to make a robust  
18 safety case. If we're sharing common tools, for example the  
19 NEA International FEP database is widely used across safety  
20 cases and that again gives confidence to stakeholders that  
21 there is a commonality and an international agreement on  
22 what the state-of-the-art looks like.

1           And Irina mentioned, and I would strongly endorse,  
2   that I think most of us are now recognizing that actually  
3   the real challenge is perhaps not so much the technology  
4   development but more of a social science aspects. That we  
5   actually need to be able to communicate our scientific  
6   understanding, we need to be able to build trust and  
7   confidence with stakeholders, particularly community  
8   stakeholders. And so the IGSC group that I chair, one of  
9   our key ends at the moment is working very closely with our  
10  sister organization, the Forum for Stakeholder Confidence to  
11  look at ways of how we communicate the safety case, how we  
12  deal with issues of uncertainty over long-time scales, how  
13  we can build trust. And I would go as far to say that our  
14  safety cases really only as powerful as our ability to  
15  communicate it.

16           So, finally, I think the key messages that I would  
17  like people to remember that building understanding is the  
18  most important focus for research during early siting.  
19  Communicating that understanding to all stakeholders is  
20  vital if we're going to build trust. To support that, we  
21  need to integrate and visualize the system information.  
22  Information remains just information until it is integrated,  
23  until it's linked, until we put pieces of the jigsaw

1 together, until we identify how or what that actually means.  
2 To building understanding and it's only through building  
3 that understanding by integrating our information that we  
4 can identify where we do have gaps in knowledge, and hence,  
5 we can then develop a focused, needs-driven research  
6 program.

7           We're very excited by the RWM Research Support  
8 Office, we think that it's an innovative way of building a  
9 collaborative network of researchers and promoting thorough  
10 engagement with our own expert staff.

11           And we also believe that international  
12 collaboration can be very cost-effective and valuable way  
13 for building that stakeholder confidence, particularly  
14 demonstrating where there is international consensus on  
15 state-of-the-art methodologies and tools. So, on that note,  
16 I'd like to thank you all very much for your attention.

17           BAHR: Thanks both to Lucy and Irina for very  
18 stimulating presentations. I will use my chairs prerogative  
19 to just make a couple of comments while the IGD-TP is  
20 clearly a European Union focused activity, I was encouraged  
21 to hear that you welcome participation from other countries.  
22 And I -- I hope that the Department of Energy is

1 participating as appropriate in some of the projects that  
2 are generic and -- so, I would like to encourage that.

3       Lucy, I -- I think your visualization of the -- of the  
4 safety case is a really useful tool. And I -- I think we'd  
5 be, in the United States, be well suited to -- to try to  
6 think about our disposal concepts in a -- in a similar sort  
7 of manner.

8       One specific question for Irina. You mentioned that  
9 there are some aspects that you think can be fully tackled  
10 in the early stages and one of those that you mentioned was  
11 packaging strategies. That contrasts with what we hear in  
12 the United States, that without a particular site it's  
13 difficult to make firm decisions about sizes of containers,  
14 and materials that they are composed of, maybe you can  
15 comment on why that is different in Europe.

16       GAUS: Yes, of course. I mean, one of those about  
17 classical packaging, a lot of this packaging is not RD&D,  
18 this is packaging. But when it comes to new ways and new  
19 ways of waste characterization and -- and then trying to  
20 have more generic waste acceptance criteria, there I think  
21 still quite a lot of work that can be done, also, looking at  
22 difficult -- difficult to package waste, like organic  
23 liquids, this type of stuff. So, there is at the

1 fundamental research level, because this is mostly where you  
2 are in the generic stage. There is still quite a bit of  
3 work that can be done. But with classical packaging of low-  
4 level waste, for example, this can be -- this is under  
5 control, I think. But there are difference -- yeah. Then  
6 another aspect is the spent fuel characterization and how to  
7 deal with that. The impact of dry storage. There are very  
8 -- there are couple of questions there, which can be tackled  
9 or contribute because it's not one country that's going to  
10 solve it, but there are -- there are different questions  
11 which can be tackled on multiple countries in an early  
12 stage.

13 BAHR: Okay. Thanks for that clarification.

14 So, I'm going to go to Board questions in the order  
15 that I see them. So first is Lee Kenneth Peddicord. And we  
16 need your microphone and camera on, Lee. Here we go. Mic.

17 PEDDICORD: There we go. Yes. Yeah, I'd be so  
18 flummoxed by Lee Kenneth, I'd never been called that before.  
19 So --

20 BAHR: We're just trying to make sure that the  
21 moderator knew who you were.

22 PEDDICORD: Thank you. So, first of all, thank you to  
23 both of you, these are just phenomenal presentations, and

1 that I thought were so informative and so valuable, so, you  
2 know, a whole range of questions come to mind, but let me  
3 just focus on a couple because I know everybody else will  
4 have many things they want to ask.

5           Well, first, Irina, to you, with the organization  
6 you mentioned, the participation in some of the projects,  
7 for example, but I wanted to ask a little more broader  
8 question about participation beyond the members, and that  
9 is, when do you have meetings, for example, do observers  
10 come in to hear the deliberations, to hear the discussions?  
11 And in terms of that, or if you are linking to the  
12 regulators in the various countries, and might they be some  
13 of the observers, if that's allowed, on the meetings.

14           GAUS: Uh-hmm. Well, the IGD-TP is very much a waste  
15 management organization, and we also try to organize it like  
16 that. We do have observers. I mean, the IAEA comes in  
17 regularly as an observer to our meeting, but we also want to  
18 keep a platform, not all of them-- I mean, are research  
19 projects, which are pure research, I mean, like, how the  
20 climate change affects our scenario definition, which is a  
21 pure research topic. But then, there are also topics like  
22 retrievability, like criticality, which are maybe not  
23 research-research, but kind of how to tackle the issue, and

1 at certain points, we prefer to discuss between implementer  
2 first before we go outside. And therefore, in Europe, we  
3 have an implementer network, which is the IGD-TP, but there  
4 is also a regulator network, which is called SITEX.

5 PEDDICORD: Yeah.

6 GAUS: So, it's -- and, of course, we -- within these  
7 networks or so -- between the networks, there's also a  
8 communication, but I think it's in -- it's really important  
9 also that implementers can come together and exchange, and -  
10 - because there are different views on how to tackle things,  
11 and there should be an open forum. And also research  
12 institutes, they also contribute a lot to what we do, but  
13 they also have a slightly other focus. I mean, research  
14 institutes are interested in progressing science and  
15 delivering excellent science in writing papers. But  
16 bringing a repository program forward is still slightly  
17 different, but you -- so you need a very good dialogue, but  
18 you also need places where different implementers can  
19 discuss, and different regulators can discuss.

20 PEDDICORD: Uh-hmm. So, if I understand, you keep it  
21 kind of within the community, but you do have the crosstalk  
22 incorporated.

23 GAUS: Yes.

1 PEDDICORD: Okay.

2 GAUS: Yes.

3 PEDDICORD: Well, that sounds like an excellent  
4 approach.

5 And then, to Lucy, I really -- I think it's  
6 excellent. I really commend you all for developing the  
7 concept of the scientific readiness levels. I think that's  
8 a great contribution because I could see where that really  
9 lends a lot more credibility as an organization tries to  
10 develop priorities of where the work is going to go. And if  
11 you can put this in the context of scientific readiness  
12 levels, I think it strengthens the case of why you are  
13 prioritizing, and what's going to come first. But my  
14 question to that then is -- well, how to ask? So, is this  
15 becoming a more internationally recognized and accepted  
16 approach, and are you gaining some traction within Irina's  
17 organization and so on, really institutionalizing this --  
18 certainly TRLs, as you know that, have become exactly that.

19 BAILEY: Uh-hmm. Yes, I may ask Irina to comment on  
20 this as well. We -- I think the important difference is  
21 that you're not aiming to get everything out to your top,  
22 scientific readiness level at that time, so we -- in our  
23 science and technology plan, for example, in the UK, we have

1 a -- sort of a target SRL for each task, and that doesn't  
2 necessarily have to be the top level 6, so it's a generic  
3 stage, it maybe quite acceptable to have some of our  
4 understanding about some of the issues at a SRL of 3 or 4,  
5 or even lower. And so that's important. And it enables us  
6 to see where -- if we are commissioning a piece of research,  
7 what we expect to gain from that in terms of the increase of  
8 understanding, and what that would relate to. But I think  
9 we're also linking much more into ViSI and to this  
10 identification of where we have knowledge gaps to support  
11 our safety arguments, particularly for the -- for the  
12 environmental safety case, and that's important, too. That  
13 lends it -- lends itself much more to thinking about the  
14 understanding, and it isn't always easy to quantify  
15 understanding, in perhaps the same way that it is to  
16 quantify technology readiness, so I wouldn't -- I wouldn't  
17 say it is as quantified and as hard and fast as perhaps the  
18 TRLS, but we find it a useful concept.

19 PEDDICORD: Okay. Good. I'll probably take the  
20 discussion offline in the interest of time, Jean, but I'd  
21 like to come back and understand more about your involving  
22 universities, and I think that is superb. But let me defer  
23 to other questioners now, Jean.

1           BAHR:   Okay. So, let's next go to Tissa.

2           ILLANGASEKARE:   Informative, and I also like the idea  
3 that you emphasized the importance of international  
4 corporation. So, I think what I -- my questions are related  
5 to at least question about academic collaborations. I think  
6 it's important that -- to learn from your lessons, to do  
7 things better here. The US has, you know, has a very good  
8 academic collaboration, national labs, if that.

9           So, Irina -- so Lucy mentioned the academic  
10 network, so are there any ideas you could share on how  
11 improve it here? Because I can -- I can appreciate what  
12 you're saying because we are in academia, and then, we do  
13 research our goals, sort of sometimes, you know, we --we do  
14 other things, like publish in journals but before I finish  
15 that, I also want to emphasize the -- another value of  
16 academic collaboration, is the issue of training the future  
17 scientists.

18          BAILEY:   Uh-hmm.

19          ILLANGASEKARE:   And this becomes important, and you may  
20 -- if you measure the academic productivity just based on  
21 the fact that what you produce, one of the products is the  
22 future generation of scientists, so I assume that's what you

1 meant. I don't think I need to comment on that, I was just  
2 emphasizing what you said.

3           But my question is, Irina, you mentioned in your  
4 slide 15, the early stages, you want to give higher priority  
5 or -- early stage in the geology, and the later stages in  
6 technology. But I think in a particular case of monitoring,  
7 I believe that, you know, once you understand the processes,  
8 I believe in that the -- at all stages, the technology has  
9 to evolve and develop, especially in the case of monitoring.  
10 I can understand certain technologies, you can break, so I  
11 want you to comment on that, your thoughts on that.

12           GAUS: I think, yes. I mean, there, you picked on the  
13 one part of the technology development that goes through the  
14 whole repository program. I mean, monitoring starts with  
15 the URL experiments, and this happened in an early stage  
16 also. Like, for example, for the HotBENT experiment, we're  
17 looking in -- very much into fiber optics, which is new  
18 technology. But monitoring starts with the URLs, and then,  
19 goes to field monitoring for geology, then goes into  
20 monitoring in the -- in the onsite URL if you have it or  
21 within the repository. So that is an activity which goes  
22 right up to the closure of the repository.

1           Now, when you think about emplacement technology,  
2 then in the early stage, very often, the operation of the  
3 repositories is likely to be a generation away. So there --  
4 for developing emplacement retrievabilities, the technology,  
5 also kind of excavation technology, you really want to  
6 think, "Is this something we want to tackle in this early  
7 stage?" Because by the time you will need it, it will be  
8 obsolete. If you have technological development over one  
9 generation, it's -- are you really going to use it? It's  
10 good for maintaining competence, but -- as we need something  
11 to gather result, that will be -- keep its value over this  
12 long period development for this purpose, retrievability and  
13 placement tunneling, is probably not the investment you want  
14 to go for in an early stage.

15           ILLANGASEKARE: Thank you.

16           BAHR: Okay. Thanks, Tissa. Next to Steve Becker.

17           BECKER: I want to begin by echoing Lee's comment that  
18 these were both phenomenal presentations. They were  
19 extremely informative, so thank you. So, I have one  
20 question for each of you.

21           Irina, I was intrigued by your comments about the  
22 need to consider the role of social and economic RD&D  
23 developments in the process. And I also noticed that on

1 slide 16, this was actually listed as the second highest  
2 priority. Could you say a bit more about the kinds of  
3 social and economic issues that are important to consider?

4 And should I put the second question out there as  
5 well or should I wait for the first answer?

6 GAUS: I can start with this one.

7 BECKER: Cool.

8 GAUS: What we see is that how people perceive what a  
9 repository will be in the area, is an -- and what they see  
10 as kind of what will be the big disadvantage of having a  
11 repository in the area, is very much an issue which needs to  
12 be looked at. Now, in Europe, at least, the socioeconomic  
13 aspect or the science related to that, is not part of the --  
14 of the -- not within the merit of the waste management  
15 organization. Often, this can be with the government. And  
16 we had an example in the discussion where one of the country  
17 said, "Well, it is -- has to be taken care of by the  
18 government, the social economic issues also impact on values  
19 of houses, and how it is being perceived, has to be taken on  
20 by the government, but they don't -- they don't do a proper  
21 job." So it's for the implementer then to keep an eye on  
22 that, and make sure this is being taken along, because once  
23 you go into a site selection, it can backfire, it -- people

1 say, "Well, you won't do this technical stuff, and -- but  
2 what is it going to mean now? And what is the impact, and  
3 how will people think about their region?" And so, it needs  
4 -- it also has its place in the whole site selection, and  
5 the RD&D. And it's often, it's not with the technical  
6 organization who develops the solution, but it's somewhere,  
7 and -- but it needs to be taken along.

8 BECKER: Thank you.

9 And, Lucy, I thought your comments about  
10 communication were very compelling. I was particularly  
11 struck by the following three things that you said.  
12 Building understanding is the most important focus for  
13 research during early siting.

14 BAILEY: Uh-hmm.

15 BECKER: Communicating understanding to all  
16 stakeholders is important for building trust. And this one  
17 really, really impressed me, if you will. Our safety case  
18 is only as powerful as our ability to communicate it. Given  
19 those statements, what lessons about how to communicate do  
20 you see is the most important? What kinds of things have  
21 really struck you as being the key lessons in terms of how  
22 we do communication?

1           BAILEY: Okay. Thank you very much for those comments.  
2 I think that I have learned a huge amount from how we  
3 communicate the safety case by working with Pascal  
4 (inaudible) the chair of Forum for Stakeholder Confidence  
5 and her colleagues on the FSC. And we've had a couple of  
6 workshops now with -- between the IGSC and the FSC. And  
7 just bringing together the technical experts from the IGSC  
8 and the social science and communication experts from the  
9 FSC, and understanding each other, that's the first thing.  
10 So we've had some really exciting workshops where we've used  
11 this sort of world cafe approach to share ideas, to -- not  
12 just sort of sitting, having a power point presentation, but  
13 actually going around in groups, sort of scribbling on  
14 flipcharts, even on tablecloths, just to build a message of  
15 what that understanding is.

16                   And so, by understanding one another, because  
17 actually you understand where people are coming from,  
18 people's ideas of, "What does safety mean?" That is not a  
19 straightforward question. A lot of people have different  
20 views on that. We may think as a technical expert that  
21 we've done all these rigorous mathematical analyses, and we  
22 can present that, and we've taken to convince ourselves with  
23 its idea, but to a non-mathematician, that probably doesn't

1 mean a thing. You know, they are more worried about what's  
2 going to happen to their local community over the next 20  
3 years, and to their children, and to their grandchild. And  
4 when we present results of what's happening thousands of  
5 years into the future, it just sort of washes over them.  
6 So, I would say the most important thing is to understand  
7 what your stakeholders, where they are now, and, you know,  
8 what they want to understand. So, communication is all  
9 about the person you're communicating to, not about the  
10 information that you want to convey, but about actually  
11 understanding where they're at, and how you can help improve  
12 their understanding.

13 BECKER: Thank you. And I'm assuming that both of you  
14 -- it seems that both of you believe that the social  
15 economic and communication issues need to be incorporated in  
16 the process from the very -- from the very start.

17 BAILEY: Yes, I would definitely say that. I don't  
18 think it's a matter of in your safety case, and then, give  
19 it to your comms teams to work out how to communicate it. I  
20 think what you need to be doing is training your technical  
21 experts to be aware of their duty to communicate more widely  
22 to people. And actually, if you can train your technical  
23 experts to communicate and send them out into the

1 communities, I think you'll get a much better response than  
2 sending a communication expert that doesn't have that  
3 detailed understanding. I think when people realize that  
4 you understand -- the true component to trust, there's a  
5 trust in somebody's technical competence, and there's a  
6 trust in their integrity as a person, and their desire to do  
7 the right thing. And you need both of those as a waste  
8 management organization. So, a community needs to respect  
9 that you have that technical competence, that you have that  
10 technical understanding, but also you have the integrity to  
11 do the right thing and to deliver. And when you could bring  
12 those two together, I think you could then have a really  
13 meaningful engagement with your stakeholders.

14 BECKER: Thank you both.

15 BHR: Okay. Thanks, Steve. Let's go to Mary Lou.  
16 And I think this will be the last question in this session,  
17 just in order to keep us on time. So, Mary Lou.

18 ZOBACK: Okay. Thank you, Irina and Lucy, so much. I  
19 don't need to say you gave wonderful presentations because  
20 everyone said it already, but I will say, it's wonderful to  
21 see smart and articulate women in charge of rational  
22 programs. So, thank you both for your service. And I just  
23 want to hit on some of the same points that Steve hit on.

1 But I also have a question for both of you. And I think,  
2 Lucy, you covered part of the answer. And Irina, first, I  
3 liked the way that you broke out the whole approach to waste  
4 management, having three parts, implementers, regulators,  
5 and the public. So, it says from the beginning, all three  
6 components are essential to success.

7           But the question is to both of you, in the US, we  
8 have no requirement for a safety case, a 9500-page  
9 performance assessment is considered, describing the safety.  
10 Now, I couldn't read that and understand it, and whether my  
11 neighbors could, I'm sure they couldn't. So how -- how does  
12 -- how do you -- how do you see the public, let's just say,  
13 in your understanding, the term safety case, understanding  
14 the types of safety cases that are presented. And maybe  
15 more importantly, how much is the public involved in the  
16 brainstorming part of what could go wrong? You know, these  
17 FEPs, I guess, that's features, events and processes. In  
18 any large endeavor, we always -- it always turns out a lack  
19 of imagination was the weak point, and that's what led the  
20 Twin Towers getting hit by airplanes and -- and collapsing.  
21 So, do the public get engaged down to that level? You know,  
22 we're trying to think, all of the things that could go  
23 wrong. You could help us with this.

1           GAUS:  Maybe I can start.  Do we involve the public in  
2  our FEP analysis?  Honestly speaking, no.  We go -- the FEP  
3  analysis, we see more or less, as a completion check on our  
4  safety case.  So, at this, we --

5           ZOBACK:  Oh, completion check, okay.

6           GAUS:  We do develop a understanding of how the  
7  repository is evolving, and there, we do involve the public  
8  because for all the aspects.  We have to -- in Switzerland,  
9  we have a huge regional parliament, they're called.  They  
10 are in the different areas, so we have exchanges with them.  
11 They have their experts.  They -- also -- but also non-  
12 experts can participate there.  So, there we talk about all  
13 aspects of the safety case, but not in the structured way.  
14 It's -- it's more on pragmatic topics then.  What does it  
15 mean low-permeability?  What does it mean if you have  
16 radionuclide transport?  But not kind of very structural FEP  
17 analysis, and this would more used as -- as a -- as a  
18 control mechanism, to check if our understanding is  
19 complete.

20                   And how to involve the public is, basically,  
21 getting them as Lucy said, with the experts, and get them in  
22 touch with the rock, get them to the drilling site, get them  
23 to the URLs, get them to an evening, talking about the

1 subject, and talk about real things, not about structures,  
2 and not --and --and arrows, and -- and trees, and branches.  
3 Because this -- this, for a lot of people, this -- this is  
4 something -- first of all, they think it's boring. And  
5 then, it's -- it's not what -- what they know. So -- and --  
6 and why would they have to step into this -- this kind of  
7 complex way of thinking? If they want to talk about, why do  
8 I think this rock is -- is -- is -- is low-permeability? It  
9 doesn't let the radionuclide through? Why do I think this  
10 canister is going to hold for a thousand years? And, of  
11 course, we need the -- the scientific backup, and you you  
12 need the structured checking for completeness, but this is  
13 not the front end you want to -- to show to the public, I  
14 think.

15 BHR: Yeah. Okay.

16 BAILEY: Yes, I do agree very much with what Irina has  
17 just said. I think particularly in most -- most  
18 organizations, as I said, use the NEA international FEP  
19 database, which is -- is well-established, and includes the  
20 -- the FEPs from -- from all the -- the main international  
21 projects as -- as a checklist, or a starting point, rather  
22 than -- so, we're not so much looking about adding that  
23 anymore. We -- we think -- and actually, it's one of the --

1 the confidence, things that we have is that -- that, you  
2 know, we're not just suddenly discovering a whole load of  
3 new FEPs every week. So that's then stable.

4 I would say in the UK, RWM had an issues register,  
5 which was on -- on a website open to the public, so anyone  
6 could raise an issue. So, if there was something that they  
7 were concerned about, we did have a bit of a flurry on that,  
8 but for the last few years, there hasn't really been much  
9 interest in that, even though we're about launch siting, so  
10 we are actually shutting that -- that down, and looking much  
11 more at building things into our science and technology  
12 plan, into our R&D plan, and to be identifying the knowledge  
13 gaps. We think that that -- that is a role for -- for the -  
14 - for the experts in terms of identifying their knowledge  
15 gaps, but to do it in an open way, and in terms of, I would  
16 particularly agree with Irina, that the general public, they  
17 -- they want to be confident that, you know, competent  
18 experts are looking at these issues. They -- they don't  
19 perhaps themselves need to understand every single FEP, but  
20 they do need to have confidence in the -- in the people that  
21 are doing that. And so, getting your experts out there,  
22 your experts meeting your -- your public, talking to them,  
23 they can see, you know, we -- we don't glow in the dark. We

1 don't have two heads, we're actually fairly normal, rational  
2 people, having a range of people, I mean, you know, some of  
3 your younger people as well, and I think that there's a  
4 diversity of people involved to this, is really important,  
5 that all helps to build confidence.

6       BAHR: Okay. Well, I know we could -- we could go on  
7 with this discussion for much longer. There were other  
8 Board members and staff who wanted to ask questions, but in  
9 order to keep the meeting on time, I think we're going to  
10 have to go to the next speaker, who's Emily Stein. So,  
11 thank you again, Lucy and Irina, for joining us.

12       GAUS: You're welcome.

13       BAILEY: Okay. Yes.

14       BAHR: Okay. So, our next speaker is Emily Stein,  
15 who's going to be discussing prioritization of cross-cutting  
16 research and development activities, and the Geological  
17 Disposal Safety Assessment as sort of a framework for that.

18       STEIN: Okay. My name is Emily Stein. I am an R&D  
19 manager at Sandia National Laboratories. My background is  
20 in geology and hydrogeology. I have a lot of experience in  
21 groundwater flow and reactive transport modeling. I started  
22 my career at the Waste Isolation Pilot Plant, working on

1 performance assessment there. And for the Spent Fuel and  
2 Waste Science and Technology campaign, I have been working  
3 on the generic performance assessments in all of the  
4 different host rocks. Right now, I'm managing the group  
5 that develops the Geologic Disposal Safety Assessment  
6 framework, and I also support the -- the underground  
7 research work in the -- in salt.

8           So, this talk will be looking at some of the  
9 linkages between the unsaturated alluvium reference case,  
10 disposal of dual-purpose canisters, and the Geologic  
11 Disposal Safety Assessment topical area. And -- and, I  
12 guess, what I'd like you to know, starting right out, is  
13 that that unsaturated alluvium reference case is not  
14 associated with a full R&D program, like the other host  
15 rocks are. Rather it has been developed, really, just to  
16 drive understanding in a few key areas and capability  
17 development within GDSA. And that understanding and  
18 capability then translates more broadly into the rest of the  
19 program.

20           So, I will read you the first sentence of the  
21 disclaimer. This is a technical presentation that does not  
22 take into account contractual limitations under the standard  
23 contract.

1           And before I dive into that unsaturated alluvium  
2 reference case, I'm going to define Geologic Disposal Safety  
3 Assessment for you in a couple of different contexts. Then  
4 I'll move on to a description of the Reference Case. Take a  
5 quick look at some of the knowledge and capability gaps --  
6 gaps for that unsaturated reference case exposes. And then,  
7 give you some examples of the current R&D we're doing to  
8 address those gaps. And then, finish up with a forward  
9 look, not so much at alluvium, but at integration between  
10 the GDSA and the DPC topical areas of the campaign. All  
11 right.

12           So, Geologic Disposal Safety Assessment, as you  
13 saw in Tim's presentation, is a topical area within the  
14 Spent Fuel and Waste Science and Technology campaign. It is  
15 also a method for evaluating the long-term performance of  
16 the deep geologic repository. Within that campaign topical  
17 area, a significant portion of the GDSA work scope is  
18 focused on development of GDSA framework, which is an open-  
19 source, high-performance computing software toolkit for  
20 simulation and analysis of the post-closure performance of  
21 deep geologic disposal systems. GDSA framework is built  
22 around PFLOTRAN, which is a massively parallel simulator  
23 from multiphase flow and reactive transport, and it includes

1 tools for uncertainty, sampling, and sensitivity analysis,  
2 pre-and post-processing, and also visualization. Additional  
3 work scope in the GDSA topical area includes interfacing  
4 with all other areas of the program to develop reference  
5 cases and to implement process models, and also to  
6 demonstrate safety assessment methodologies through  
7 quantitative simulation and analysis in the reference cases.

8           And that brings me to the next slide, which is  
9 about the safety assessment process. So, now we're looking  
10 at Geologic Disposal Safety Assessment as a methodology.  
11 And this diagram represents the flow of information and  
12 iterate of development of the safety of the assessment.  
13 We're going to start up here at the safety strategy and the  
14 disposal system concept. And when I move beyond the slide,  
15 this is what I will tell you about first in terms of the  
16 unsaturated alluvium reference case, with an awareness of  
17 regulations and safety criteria.

18           Once you have that disposal system concept in  
19 place, you can identify the features, events, and processes  
20 that are likely to affect evolution of it. And with a  
21 knowledge of regulatory requirements, probability and  
22 consequence, you can then screen the FEPs so that you make  
23 sure you're including those that could have a significant

1 impact on safety in your quantitative analysis, so -- and  
2 I'll give you an example of this later in the talk,  
3 screening the possibility of a criticality event in the  
4 dual-purpose canister on the basis of consequence.

5           So, next stop on the tour is this technical bases  
6 box. So, together with the FEP screening, the site  
7 characterization and the design of the engineered barrier  
8 system, and all of the characteristics of both of those  
9 things, together with specific process models form the  
10 technical bases for your safety assessment. And this box, I  
11 will later give you an example of the linkage between site  
12 characterization and simulation through a tool known as a  
13 Geologic Framework Model.

14           And then, I will also talk about process model  
15 implementation inside of GDSA framework, so how we advance  
16 capability to make sure relevant process models are included  
17 in the safety assessment.

18           And finally, within this loop, your last two stops  
19 are in fact performing the simulations and uncertainty and  
20 sensitivity analyses. And then, taking the results of the  
21 entire structure to direct the next round of research and  
22 development. So, the unsaturated alluvium reference case  
23 has not yet moved forward to a complete system performance

1 simulation, so I won't be talking about that. And then,  
2 you've already heard from Dave yesterday about the process  
3 of prioritizing R&D. And somehow, I've lost my -- I've lost  
4 my next button. Ah. Thank you. Okay.

5           So, moving on to the unsaturated alluvium  
6 reference case. So, this is built upon the idea of putting  
7 a repository in an arid environment, deep below the surface,  
8 and well above the water table. So, this type of  
9 environment can be found in alluvial basin, where you see in  
10 dark here, an uplifted bedrock, a fault-bounded basin with a  
11 direction of movement indicated by those arrows.  
12 Precipitation would occur mainly at higher latitudes, and  
13 then, erosion creates a gradation of deposits from core  
14 grained at the foot of the mountains through to fine grained  
15 toward the center of the basin.

16           The unsaturated alluvium reference case is  
17 characterized by complex stratigraphy and structure, a great  
18 deal of lithologic heterogeneity. There may be complicated  
19 hydrogeology with perched water tables in local aquifers.  
20 And then, geochemically, you would expect oxidizing  
21 conditions in the repository and reducing conditions that  
22 some depth below the water table. Next slide please. Thank  
23 you.

1           So, the post-closure safety strategy has same  
2 elements that all of the other repository concepts have.  
3 There's an element of containment, which would be achieved  
4 through an overpack with some degree of corrosion  
5 resistance, and would also depend on the low water  
6 saturation which would slow corrosion. There's an element  
7 of limited transport due to the deep water table and a low  
8 effective permeability in the unsaturated zone. And then,  
9 if radionuclides do make it to the saturated zone, dilution  
10 would be an element of the safety strategy.

11           Definitely climate variability would need to be  
12 considered, in this reference case, alternating between an  
13 arid environment, like the current environment in the  
14 American Southwest, where some locations have not  
15 experienced deep recharge over the last hundred thousand  
16 years. Pluvial conditions, which means increased rainfall,  
17 could be created by a global ice age. And in that case,  
18 downward liquid flux rates maybe in the range of five to ten  
19 millimeters per year. So, this is still quite low, and the  
20 saturation in that unsaturated zone would remain less than  
21 one. It would still be unsaturated, increasing only until  
22 the relative permeability balances the infiltration rate.  
23 So over here in this picture, you can see repository 250

1 meters below the surface, another 250 meters to what would  
2 be, a saturated zone and some kind of alluvial aquifer.

3 Next slide please.

4           The waste forms and engineered barriers that we  
5 have considered in the unsaturated alluvium reference case  
6 are limited to the direct disposal of dual-purpose  
7 canisters, so these are -- would be large waste packages  
8 containing, for instance, either 24 or 37 pressurized water  
9 reactor assemblies. They could be quite hot due to that  
10 large fuel load within each package.

11           The overpack that the dual-purpose canister would  
12 be placed into before disposal underground would provide  
13 mechanical strength and protection against corrosion.

14           The tunnels will be backfilled with crushed  
15 alluvium to provide shielding during operations, and also to  
16 protect against rock fall.

17           And then, thermal management would be achieved  
18 through possibly specific waste package loading through  
19 aging fuel at the surface, and through spacing within the  
20 repository, with the goal of maintaining temperatures less  
21 than about a hundred degrees C, along the axes of the  
22 pillars. That's the undisturbed host rock between tunnels.  
23 And a liquid saturation greater than zero along the axes of

1 the pillars. And those two things are important because you  
2 don't want to drive off all of the water in the host rock,  
3 which may affect the structural stability, and you'd also  
4 like to maintain a -- some degree of liquid saturation  
5 between tunnels, so that there is a path for any evaporated  
6 water to condense, and then, drain through the repository.  
7 Next slide please.

8           So, this reference case has allowed us to really  
9 take a good look at what is -- what would be the consequence  
10 of a criticality event in an unsaturated repository with  
11 direct disposal of DPCs. A further analysis that will  
12 happen this year will include whether the impacts to  
13 radionuclide inventory of such an event on what might be the  
14 impacts to the material properties of the disposal system  
15 itself.

16           Because of the complex structure and stratigraphy,  
17 this unsaturated alluvium basin reference case provides a  
18 great playground for developing expertise in geologic  
19 framework modeling, and also for developing workflows to  
20 take those geologic frameworks through meshing, and to flow  
21 and transport simulation.

22           And it's also offered several opportunities to  
23 develop capability that is important, both to generic, to

1 the -- to the usual run-of-the-mill safety assessments that  
2 we do in the GDSA program, as well as safety assessments  
3 that look at direct disposal of DPCs. And I'll give you  
4 four examples of that. Next slide please.

5           So first, we're going to look at the FEP screening  
6 of criticality event, based on consequence, so that's the  
7 number two stop in the iterative loop of safety assessment  
8 development. Next slide. Thank you.

9           If you were at the Board meeting related to DPCs,  
10 you've already seen the content on the next three slides.  
11 On this slide, I would like to draw your attention to the  
12 bottom half of the list. We're looking at a post-closure  
13 scenario in which a 37 PWR waste package is placed in a  
14 backfilled drift. The top of the overpack, which is  
15 represented here as this dark blue line, breaches at 9,000  
16 years, allowing water to enter the waste package, the  
17 turquoise area. And when that waste package fills with  
18 water, a criticality event can be initiated.

19           So, in these simulations, two cases were looked  
20 at. A two millimeter per year infiltration rate and also a  
21 ten millimeter per year infiltration rate. And then, on  
22 ranges of power outputs associated with those criticality  
23 events. Next slide please.

1           So first, we're looking at both temperature and  
2 liquid saturation before the waste package breaches. So,  
3 with time on a log scale here, we're looking at temperature  
4 from closure of the repository through to 9,000 years. And  
5 whether the infiltration rate is two millimeters or ten  
6 millimeters per year, the maximum temperature reaches just  
7 over 200 degrees. And by 9,000 years, it's dropped to about  
8 60 degrees in the waste package. In terms of dryout, with a  
9 10 millimeter per year infiltration rate, the maximum dryout  
10 is achieved 500 years post-closure. And you can see that it  
11 dries out the drift in some degree into the alluvium itself,  
12 this little tiny box here is the waste package. With the  
13 lower infiltration rate, maximum dryout occurs a little bit  
14 later at 750 years post-closure. And in both of these  
15 cases, a non-zero liquid saturation is maintained in the  
16 pillars, so they're both going to allow water to drain  
17 through the repository at all times. Next slide please.

18           So now we're looking at temperature and liquid  
19 saturation after the waste package breaches, so on the top  
20 is the two millimeter per year infiltration rate, and it  
21 takes -- with two millimeters per year, it takes from 9,000  
22 to about 17,000 years for that waste package to fill with  
23 water, to the point where a criticality event could actually

1 be initiated. And then, when that event is initiated,  
2 temperature rises just a few degrees, which is sufficient to  
3 drive off water. And a thousand years later, enough water  
4 has evaporated, that the criticality event would be  
5 terminated.

6           With the ten millimeter per year infiltration  
7 rate, it takes only about a hundred years for the waste  
8 package to fill with water, assuming that a four hundred  
9 Watt criticality event is initiated. It takes only a couple  
10 of hundred years for the water to evaporate to the point  
11 that the event would be terminated. So, the impact of those  
12 short, low temperature, low power output events is -- will  
13 continue to be analyzed this year, both in terms of  
14 radionuclide inventory and possible influence on the  
15 property simple backfill. Next slide please.

16           Okay. So we're moving on now, and I'd like to  
17 give you an example of how site characterization data, this  
18 is a completely generic example, but -- of how site  
19 characterization data can be gathered, formalized, and then,  
20 brought through to simulation. So, we're moving onto number  
21 three. And next slide please. Thank you.

22           So, a geologic framework model is a three-  
23 dimensional representation of geology. Usually, it's going

1 to be regional geology. It's constructed from surfaces,  
2 such as stratigraphic horizons and faults that are derived  
3 in the field from borehole data and from geophysical data.  
4 It's informed by digital elevation maps, by geologic maps,  
5 by cross-sections and conceptual models, and it can also  
6 hold lithologic data and hydrologic data. And like  
7 development of the safety assessment itself, development of  
8 the geologic framework model or GFM is an iterative process  
9 that helps improve sub-surface characterizations, so you'd  
10 compile this data, characterize the sub-surface as well as  
11 you can, create your framework model, you can generate a  
12 mesh, and then, flow and maybe transport simulations will  
13 help you determine if you actually understand the system  
14 that you've created, if it matches what is observed in the  
15 field. And then, guide further data collection and iterate.  
16 Next slide please.

17           So this is looking at a brief overview of  
18 construction of a GFM, and the alluvial basin, because of  
19 its complexity, has turned out to be a very useful test case  
20 for developing expertise, for developing the workflow, and  
21 for figuring out how to make these complicated software  
22 toolkits work for us. In this example, the data that's  
23 input is either point cloud for surface -- for this

1 stratigraphic surfaces and land surface, and point cloud  
2 data. And then, fault surfaces were defined by lines  
3 propagated at various depths. From the point cloud and line  
4 data, surfaces are generated, and you're seeing here depth  
5 to surface in the color coding. And then, from the  
6 surfaces, volumes are generated. These volumes are  
7 watertight, and those watertight volumes can be meshed.  
8 Next slide please.

9           So once you have your volumes, you can also  
10 associate lithofacies in those volumes, and this example,  
11 there are three lithofacies in the alluvial basin, and then,  
12 the gray underneath this bedrock, and you can see the faults  
13 cutting through here. You can also associate properties,  
14 rock properties in these volumes, and so, this is showing  
15 one realization of a geostatistic distribution of  
16 heterogeneous permeability in the basin. Next slide please.

17           And then, you can slice and dice your GFM in order  
18 to create meshes. You may elect to run a full regional flow  
19 model. You can elect to cut a piece out; and run a much  
20 smaller scale model at higher resolution. So, two meshing  
21 tools are being explored for this workflow, and the first is  
22 LaGriT, which is a long and well-established code, based out  
23 of Los Alamos. It is -- has a lot of processing tools that

1 help with transferring information, from one piece of  
2 software to another, and that gives the user a high degree  
3 of control over the mesh that is generated. The meshing  
4 algorithm that is used is Delauney triangulation, and using  
5 that algorithm, you can see that it's not actually possible  
6 to capture the sloped surface of the fault plane here  
7 between the blue and the yellow. It's -- rather, it's stair  
8 stepped. And so, for that reason, the people who work in  
9 this meshing field are very excited about this new meshing  
10 tool, VoroCrust, which is the first provably correct  
11 algorithm for conforming Voronoi tessellation.

12           It's a completely automated algorithm, which  
13 simplifies meshing, and it -- it allows a nice smooth  
14 contact between complex geologic features to be implemented  
15 inside of your mesh, but also guarantees quality of each  
16 cell in that mesh. Though it's lacking at the moment, it's  
17 user-friendliness and the ability for users to specify  
18 details of the mesh. So, this is under development right  
19 now, really in that making it more user-friendly, improving  
20 its processing speed by implementing parallel processing,  
21 and also under development are advanced automated algorithms  
22 that would include the ability to mesh anisotropic cells,  
23 which is important in a geologic system, which has thin

1 layer's that extend over many kilometers. Next slide,  
2 please.

3           And then, finally, I want to give you several  
4 examples of process model implementation inside of the GDSA  
5 framwork -- where we take the technical basis through to  
6 simulation assessment. Next slide, please.

7           Okay. So, it turns out, and this will be no  
8 surprise to the modelers among you, that -- that unsaturated  
9 reference case with the high heat load waste packages is a  
10 very complicated problem to solve numerically. It's highly  
11 nonlinear, you have phases appearing and disappearing. So,  
12 first the water evaporates, and then, when things cool down,  
13 water comes back in. And this presents a lot of problems  
14 for the traditional or default solvers inside of PFLOTRAN.  
15 The basic problem with each time step is to minimize the  
16 residual of a multidimensional function, and that is  
17 represented over here in this color contour plot, where  
18 you're looking at a starting point at this time step, we  
19 want to find the global minimum, which is indicated in dark  
20 blue. There are also some local minimums, also colored in  
21 dark blue.

22           On this plot, we're looking at four different  
23 iteration methods or time stepping methods. And the first

1 is the Default Solve, which is a Newton -- it's called  
2 Newton Step and Direction here. It's a line search method.  
3 And it's going to take us all the way out here to the outer  
4 circumference of this larger circle, which you can see is a  
5 saddle between two minimums. What happens when you land  
6 here is the solution does not converge, and that -- and  
7 you're going to cut the time step, and start over again.  
8 So, this is an inefficient approach to this highly nonlinear  
9 problem.

10           You can improve on that by using the Newton Trust  
11 Region method. In this case, you first employ an algorithm  
12 to estimate where the extent of the region, that that -- the  
13 global minimum is likely to be found in, and that is this  
14 inner circle. Still, the Newton Trust Region method takes  
15 you in the same direction up yet over a smaller time step,  
16 and land you on the saddle. So, although, it will require  
17 fewer time step cuts than the original default method, you  
18 may still find yourself in a situation where you're redoing  
19 time steps frequently. Another method is this Cauchy  
20 Steepest Descent method. So that takes you off in a  
21 different direction, bringing you much closer to the global  
22 minimum to begin with. In this particular example, it then,  
23 took 17 iterations to finally land over here at the desired

1 endpoint. So, the innovation here is to combine the Newton  
2 Trust Region method and the Cauchy Steepest Descent method,  
3 take information from both. And in this example, you can  
4 arrive at the global minimum, and solve your problem in a  
5 single iteration. So, although this is a more expensive  
6 method, in the end, it ends up being faster. In -- in early  
7 tests, it looks like the Newton Trust Region dogleg Cauchy  
8 method reduces computation time by a factor of approximately  
9 35. And this is really important when you're dealing with a  
10 large model to mean of many unknowns, long periods of  
11 interest, of long simulations. And also, you want to be  
12 able to do many realizations. So, this is a big improvement  
13 in computational power, it's important to the whole program,  
14 not just the unsaturated reference case. Next slide,  
15 please.

16 Another -- another new implementation that was  
17 really pushed forward, both by the unsaturated reference  
18 case, and also by the BATS heater test that you heard Chris  
19 talk about yesterday, is this implementation of temperature-  
20 dependent thermal conductivity in PFLOTRAN. So, with the  
21 high heat load waste packages, you can expect temperatures  
22 in the repository to go from background, maybe at 20 or 30

1 degrees C, to as high as 200 degrees, or -- or -- or even  
2 higher.

3           And over that range of temperature, you need to  
4 consider temperature dependent processes. And some of the  
5 processes that might be affected by temperature include  
6 corrosion, mineralogical changes, aqueous speciation,  
7 including radionuclide solubilities. There will be thermal  
8 expansion of solids, affecting the local stress state, and,  
9 of course, there will be buoyancy-driven fluid flow over  
10 that type of a temperature range. And over that temperature  
11 range, most minerals will experience a decrease in thermal  
12 conductivity, as temperature increases, and that's shown  
13 here for the thermal conductivity of salt course, taken from  
14 the BATS heater tests. And so, we now have five different  
15 expressions for thermal conductivity inside the PFLOTRAN.  
16 Three of those are a temperature-dependent, and now that the  
17 structure is in there, it's relatively straightforward to  
18 continue to add desired functionality for future problems.  
19 Next slide, please.

20           Another feature that has recently been added is a  
21 criticality submodule. And this is a capability added to  
22 PFLOTRAN's waste form process model. The waste form process  
23 model is responsible for keeping track of degradation of the

1 canister, degradation of the waste form, the radionuclide  
2 inventory, and release of radionuclides from the waste form.  
3 And it's also coupled with a heat source term, related to  
4 radioactive decay within the waste form. So, the  
5 criticality submodule then, layers on top of that,  
6 radionuclide inventory changes, related to a criticality  
7 event, and also, the heat source related to the criticality  
8 event. At the moment, that heat source turn and  
9 radionuclide inventory associated with criticality are read  
10 from external files. But in the future, this calculation  
11 will be integrated with the neutronics code, so that the  
12 criticality power output can be modeled as a function of  
13 water saturation. Next slide, please.

14           So, the Fuel Matrix Degradation Model is another  
15 example of a mechanistic model being implemented inside the  
16 PFLOTRAN for use in safety assessment, and you saw this  
17 yesterday in Yifeng's talk. It's a 1-D reactive transport  
18 model that really only deals with a few microns away from  
19 the fuel surface. It's looking at -- on dissolution of  
20 spent nuclear fuels, the function of radiolysis, diffusion  
21 of reactants through a growing alteration layer, and the  
22 interfacial corrosion potential. And then, it takes its  
23 input things about bulk chemistry, including hydrogen

1 concentration, which could be generated by corrosion of  
2 elements within the waste package, iron concentrations,  
3 silica concentrations, et cetera in the bulk liquid. Within  
4 GDSA framework, we're working on more efficient numerical  
5 methods, so that it can be coupled in, mechanistically,  
6 without slowing computation time too much. We're also  
7 looking at speeding computation time using machine-learned  
8 surrogate models for the full mechanistic model. And in the  
9 future, we expect to couple this small scale 1-D model with  
10 evolution of in-package chemistry, given specific  
11 groundwater conditions, and also to validate the model  
12 against SNF dissolution experiments, which Dave will talk  
13 about a little bit more later today. Next slide.

14           So just to summarize, the unsaturated alluvium  
15 reference case has driven a lot of capability development.  
16 It's helped us understand the consequence of a criticality  
17 event in an unsaturated repository, and it will continue to  
18 drive capability developments over the next couple of years.

19           In terms of integration between the GDSA and the  
20 DPC topical areas, in this next year, we'll be headed -- we  
21 will be focusing more on looking at a high temperature shale  
22 reference case, and that would be a saturated repository.  
23 Some of the aspects that will be looked at there are

1 improving our representation of waste package loading, by  
2 using actual data of spent fuel that is housed at Oak Ridge  
3 National Laboratory. We will begin to implement  
4 temperature-dependent reactions, including a look, both at  
5 how bentonite mineralogy and porewater chemistry change with  
6 temperature, and looking at the influence of temperature on  
7 radionuclides solubility and sorption.

8           Corrosion models are under development, and these  
9 will become more mechanistic in the future. They can  
10 include a temperature-dependence. They will be specific for  
11 different materials. And those materials include the waste  
12 package overpack, the waste package internals, they may  
13 include fuel cladding, and also the neutron absorbers that  
14 are in DPCs. I think Chandrika brought this point up as  
15 well, that there's also a thermal-hydro-mechanical coupling  
16 that happens with these high heat load waste packages. And  
17 that is another point of interest, how does that affect the  
18 hydrologic properties and the evolution of the near field.  
19 And then, next slide.

20           And as with all other talks you've seen, this is,  
21 of course, the work of many people, more than are listed  
22 here. But these are some of the people who contributed most

1 directly to the research shown in these slides. And with  
2 that, I'm -- I'm happy to take questions.

3         BAHR: Okay. Thank you very much, Emily. Emily  
4 started a little bit late. So, my plan is to continue the  
5 questions if needed until about 2:15, which would cut our  
6 break to 20 minutes. So, I see Tissa with his hand up. And  
7 then, after that will be Paul.

8         ILLANGASEKARE: Emily, as always, enjoyed your talk.  
9 So, actually, I like sort of -- recognize the fact that you  
10 are made -- you are making some really important  
11 advancements here, you mentioned two. I think the people  
12 who are doing this type of modeling recognize the importance  
13 of what you talked in slide number 20, and you talked about  
14 this to get in the -- looking -- looking for the most  
15 efficient of getting the optimum solution. So, the reason  
16 for that, you've mentioned is that the - the models that  
17 would be used for very large long time periods. And if you  
18 don't, the nonlinear issues become very, very important, and  
19 then if you go.

20                 And then a second thing, is actually your work on  
21 time depends on -- on the -- on the properties of the -- the  
22 -- the material the -- I'm sorry, the temperature-dependence  
23 on the -- on the models. So, these are important because --

1 especially because you don't need the type of temperature  
2 in, just in this traditional hydrogeological problems, so  
3 you are making really good contribution there.

4           So, my -- my question is that, in the -- in the  
5 reference case, you are basically using -- you are not going  
6 to do any calibration per se because you are basically  
7 looking at two scenarios of high and low. But then said  
8 that, then in your -- in your geologic model, used your  
9 statistical parameters to define your stratigraphic field.  
10 But then, you must be using certain geostatistical  
11 parameters to define that field. Now my question is that  
12 have you done any sensitivity analysis because in the  
13 generic site, you can have different geostatistics. So,  
14 have you done any sensitive analysis, not calibration that  
15 can be done. A sensitive analysis on what is the  
16 sensitivity of your model in a way to this geostatistical  
17 parameters, I assume, in your reference run?

18           STEIN: The answer is, no, we haven't done that yet.  
19 So, so far, we have been really focused, I think, on the  
20 underlying numerical issues that turn up when you put the  
21 hot waste package into this unsaturated system. Over the  
22 next couple of years, we expect to develop the geostatistics  
23 more to start running larger simulations, including more

1 waste packages. And at that point, we would be doing  
2 multiple realizations and doing exactly what you suggested,  
3 looking at sensitivity of the repository behavior to the  
4 geostatistical distribution.

5 ILLANGASEKARE: Especially -- the reason I'm saying  
6 this is that when you go to higher variances, then  
7 heterogeneities become more dominant, become highly  
8 heterogeneous, then you may find that some of the  
9 unsaturated soil processes you created in this capillary  
10 barrier effect and all that will become --

11 STEIN: Uh-hmm.

12 ILLANGASEKARE: So -- so this next question --

13 STEIN: Yeah.

14 ILLANGASEKARE: -- is a general question. So, you are  
15 using PFLOTRAN, and I am familiar with PFLOTRAN but I have  
16 worked with other DOE models such as FEHM and then worked  
17 with TOUGH. So my question is that you are basically using  
18 this as a -- as a primary code, but there are a lot of --  
19 the other models have been valid -- process validated, like  
20 TOUGH who had been process validated than FEHM I have done  
21 some validation of both this codes. So are you capitalizing  
22 on some of those algorithms in improving PFLOTRAN so some of  
23 these knowledge you gained from these other models can

1 incorporate either into PFLOTRAN or even look at some of the  
2 area PFLOTRAN process models can be replaced with some of  
3 these other -- other codes?

4         STEIN: Yeah. So, I think it's an -- in terms of the  
5 safety assessment, PFLOTRAN is really the target code to get  
6 all of the capabilities that we need in there. And the  
7 reason for that is because it works -- well, I know TOUGH  
8 has been parallelized as well, but it is because of its  
9 parallel capability. But we definitely keep in touch with  
10 the modelers at Berkeley who are primarily using TOUGH and  
11 also Los Alamos who are primarily using FEHM. And  
12 particularly in the fields of capillary pressure curves, I  
13 think there's a lot we can draw from TOUGH to implement  
14 those same more sophisticated models into PFLOTRAN to give  
15 it the same capability. And then when you think more about  
16 FEP screening or simply process model development, some of  
17 that work is being done in -- with TOUGH or with FEHM, and  
18 then lessons learned from there can be transferred to the  
19 safety assessment that is then simulated with PFLOTRAN. So,  
20 yes, we are very aware of what the other code capabilities.

21         ILLANGASEKARE: Yeah. Thank you very much.

22         BAHR: Thank you. Okay. Next is Paul.

1           TURINSKY: Okay. One is a point of clarification.  
2   When you were doing the high flow case and criticality,  
3   there was a power level you went to. Was that in its total  
4   value or was it really a balance -- a real criticality value  
5   of  $k_{\text{eff}}$  equal to one

6           STEIN: No. That was an assumed power output that  
7   allowed the criticality event to be sustained for some  
8   amount of time. If you assumed a higher power output, then  
9   your critically event would be --

10          TURINSKY: Okay. I get it now.

11          STEIN: -- would be terminated almost immediately.

12          TURINSKY: Yeah. I mean --

13          STEIN: Yeah, so it was just -- yeah.

14          TURINSKY: Yeah. The real situation is you go to  $k_{\text{eff}}$   
15   of one. Because you're going to get Doppler feedback and  
16   you're going to decrease the density of the water, and --

17          STEIN: Yeah, we don't have that bubbling in there.  
18   This is -- this is just --

19          TURINSKY: Okay. But then -- this -- when you  
20   integrated the criticality capability, you talked about  
21   later, then you will have that capability?

1           STEIN: I believe so. I'm actually not familiar with  
2 the details of that plan, but that -- what you are saying  
3 has definitely been discussed.

4           TURINSKY: Okay. And what -- where did those assumed  
5 power levels come from? What's their basis?

6           STEIN: The -- I suspect that they were really  
7 calibrated to drive off the water. It was kind of looking  
8 for what is the highest output you could in fact sustain a  
9 critically event at. And if the -- if the power output is  
10 high enough that all the water is driven up instantly, then  
11 we're not so interested in -- in that event.

12          TURINSKY: Okay. And following up on Tissa in the  
13 uncertainty, where do you get your probability distributions  
14 from when you're running the code doing sampling?

15          STEIN: So, the answer is it depends. But in terms of  
16 the geostatistical distributions in the alluvial basin, that  
17 comes from a literature search of -- of existing alluvial  
18 basin.

19          TURINSKY: Okay. I'm thinking of model -- model  
20 uncertainties either introduced by the model itself or the  
21 parameters that go in the model.

22          STEIN: Yeah. So, parameters uncertainties are what we  
23 have dealt with the most. And those all at this point come

1 from literature circles. From looking and saying, "What is  
2 a reasonable range of values reported into literature for,  
3 hmm, permeability of a shale and, you know, these types of  
4 characteristics."

5 TURINSKY: Okay. And -- and my last question is  
6 related to uncertainties also. You've indicated you are  
7 adding a whole bunch of new features. How do you evaluate  
8 what new features really have to be added given their --  
9 given the current probably significant uncertainty in your  
10 predictions? You know, you had -- you know, you shouldn't  
11 be spending time on adding a feature that's lost basically  
12 in the current uncertainty of the model. Now, do you go  
13 through a process?

14 STEIN: Yeah. But -- I think you raised a good point  
15 there, and I also think to some extent, you need to run the  
16 model to know the answer. So -- so to bound --

17 TURINSKY: So, yeah, many time -- yeah. Yeah. Many  
18 times, you can just go in and change thermal conductivity  
19 event. Well, Tissa mentioned earlier, just do sensitivity  
20 on something and say, "Well, we really don't have to model  
21 that in detail 'cause it -- it -- the change was much  
22 smaller than all of the other uncertainties that are  
23 inherent in this sort of modeling."

1           STEIN:  Yeah, yeah, yeah.  That -- that is true.

2           TURINSKY:  Okay.

3           STEIN:  I mean, that can be done.

4           TURINSKY:  I mean, I know -- I know we love to add  
5 things to our models but --

6           STEIN:  Yeah.

7           TURINSKY:  -- somewhere you have to say that that  
8 feature really isn't that important to include.

9           STEIN:  Yeah.  I don't know that we're there yet  
10 though.  I mean, at some point, you need to design your  
11 safety assessment that -- yes, that hits the most important  
12 things that you can run in an efficient manner.  But, at  
13 this point, when you're still doing screening arguments or  
14 you're really trying to understand processes, then you --  
15 you do want to model those things in order to figure out  
16 whether they matter.

17          TURINSKY:  Okay.  Okay.  Thank you very much.  It was  
18 an interesting talk.

19          BAHR:  Okay.  We have several questions from staff.  
20 Andy Jung first.

21          JUNG:  Hi.  This is Andy Jung.  I have two questions.  
22 First was clarification related to the degradation models  
23 for fuel matrix and the waste pack corrosion, especially for

1 the disposal of your proposed canisters. Are you  
2 considering those two models can be applicable for both  
3 unsaturated and the saturated conditions or only for like  
4 unsaturated as you just include for the saturate on all of  
5 it?

6         STEIN: So, really mechanistic corrosion models are in  
7 the future for the program. And they would be developed in  
8 a site or design -- or somewhat -- in a targeted manner. So  
9 -- so they will vary depending on the repository that you're  
10 modeling and the -- and the material that you are assuming  
11 the waste package is constructed of. So, I don't imagine  
12 that you would be using the same model for a saturated and  
13 an unsaturated repository. It would be two different  
14 models.

15         JUNG: Hmm. Okay. It's possible. The second one is  
16 for the corrosion model of waste package. You say the model  
17 will be temperature -dependent. It's very reasonable. But  
18 also, you said that it will be applicable to up to maybe 200  
19 Celsius degree -- 200 Celsius degree, you said that. So, my  
20 comment is that below the -- the 100 Celsius, like below the  
21 boiling point, you can maybe apply for the current  
22 temperature-dependent model. But over than -- above the  
23 100, the conditions for corrosion will not be any more

1 accurate, could be very humid and salt deliquescent,  
2 depending on the host type. So, you have to consider a  
3 different type of mechanism corrosion model. So, I want to  
4 just make sure if you have a plan developed temperature-  
5 dependent model up to 200 Celsius, in that case you may have  
6 to separate those two mechanisms for your model.

7         STEIN: Yes. Like, you are saying like there would be  
8 a -- a humid corrosion model that would not be saturated and  
9 there would be a -- this is a saturated system corrosion  
10 model?

11         JUNG: It doesn't -- I mean, it doesn't matter. Like,  
12 probably the high temperature humid condition will be in  
13 maybe early stage rather than later stage because it could  
14 be above 100 Celsius degrees of the waste package  
15 temperature. So, if the case for the unsaturated condition,  
16 it may have high temperature corrosion, but in the later low  
17 temperature case, have to consider like a current  
18 temperature-dependent as corrosion model. That is my  
19 comment.

20         STEIN: Okay.

21         BAHR: Thanks, Andy. I think we have time for a -- a  
22 question from Chandrika.

1           MANEPALLY: Hi, Emily. Thank you for a nice  
2 presentation. My question was more about the future outlook  
3 for your alluvium reference case. I didn't see that  
4 mentioned too much in the five-year R&D plan. Maybe -- is  
5 that an area you will be focusing more on in the future, or  
6 what -- what work do you think should go in to building more  
7 on that reference case?

8           And, secondly, the question was about, unlike the  
9 shale reference case or the crystalline rock reference case  
10 that you have so much of detail, process modeling, and  
11 experiments, you know, kind of supporting that, the  
12 unsaturated alluvium reference case, you don't see that in  
13 the DOE work. So, I just wanted to see what your thoughts  
14 were or what do you think we'll be doing -- will be done in  
15 the future.

16          STEIN: So, I -- I really think I'm -- I am you, to  
17 some extent, my personal thoughts on the alluvium reference  
18 case. For a more programmatic answer, I would -- I would  
19 ask you to ask that same question to David or Tim. But the  
20 unsaturated alluvium reference case is somewhat unique to  
21 the US --it -- I don't want to say -- the US has a lot of  
22 options for disposal. I don't know that this would  
23 necessarily be one that would be pursued as much as some of

1 the others would be. It is, however, very useful in pushing  
2 our models to the limit and really driving capability  
3 development. So, it has -- it has gotten to -- us to a  
4 place where we can, for instance, model those unsaturated --  
5 the multiphase flow problems more efficiently than we could  
6 before. It is a really great challenge for the geologic  
7 framework and for geologic meshing software. So, it's very  
8 useful in that respect. I don't know that it has a lot of  
9 value in developing the really strong technical basis or  
10 very complete disposal concepts for it like the other host  
11 rocks do.

12         BAHR: So, we're gonna bring David onstage for just a  
13 quick response. And then I think after that we're going to  
14 have to take a break so that people can have a -- a bio  
15 break. David, can you -- yeah.

16         SASSANI: Oh, yes. Thank you, Jean. And, Chandrika,  
17 nice questions. And so a number of the past few questions -  
18 - one of the things that I would have people keep in mind  
19 with the unsaturated system is we have a very large program  
20 in the US that did an enormous amount of research on  
21 unsaturated tuff and behaviors of waste package corrosion  
22 above and below the boiling point, et cetera, and actually  
23 developed models for spent fuel degradation in an oxidizing

1 unsaturated environment. And so those are all available for  
2 us to utilize similar to utilizing the expertise and the  
3 work developed in other international programs. So those  
4 can be applied from a technical standpoint. They can be  
5 picked up and then utilize in this -- in this fashion as a  
6 baseline of data sets and models, so we wouldn't be  
7 necessarily starting from scratch. From a programmatic  
8 aspect, Tim would have to comment more on that if he would  
9 like to.

10         BAHR: Okay. Well, I don't think we have time to do  
11 that and also have time for a break. So, we're going to  
12 have a quick 20-minute break. Now, we'll reconvene at 2:35  
13 Eastern Time, 11:35 Pacific. And, Emily, again, thank you  
14 for a stimulating presentation.

15         (Whereupon, a break was taken.)

16         BAHR: Okay. I'm giving people about one minute to --  
17 to get back from the break.

18         Okay. Well, it's 2:35 by my clock, so we're --  
19 we're gonna get started again.

20         And the next, we're going to have a pair of  
21 presentations, a -- a tag team, as we did this morning with  
22 Irina and Emily. The next two speakers are going to be  
23 talking about engineered barrier systems, and it's going to

1 start with Ed Matteo from Sandia National Labs and then  
2 LianGe Zheng from Lawrence Berkeley National Lab. And we'll  
3 let them do their presentations in sequence, and then we'll  
4 have a period for questions for both of them at the end of  
5 that. So, if we can get Ed on the screen, we can get  
6 started.

7 MATTEO: Okay. Can you hear me? Okay. Hello, I'm Ed  
8 Matteo from Sandia National Lab. And we'll be talking to  
9 you about this crosscutting research area in engineered  
10 barriers, and I'll be talking in broad brushstrokes about  
11 some of the overall activities in the EBS work package, and  
12 then I'll be passing over, as -- as Jean mentioned, to  
13 LianGe for -- for an in-depth deep dive at the -- looking at  
14 the HotBENT experiment.

15 So, I've been at Sandia for about 10 years. I did  
16 my dissertation research in subsurface seals, specifically  
17 in wellbore integrity during geologic storage of carbon  
18 dioxide. And then I came to Sandia as a postdoc and worked  
19 on geo-materials, reactive transport and mineralization of  
20 geo-materials, and -- and then started to move into the --  
21 this area of nuclear waste disposal. I worked at EBS -- EBS  
22 in thermal analysis for the defense waste repository for --  
23 for a couple years until the --those programs were

1 suspended. And then that's when I became the --the lead  
2 here at Sandia for the engineered barrier system.

3 I do need to advance to the next slide. Okay. So  
4 first --

5 BAHHR: Hover over the bottom of the slide, you could be  
6 able to see the advance.

7 MATTEO: Oh, yeah. There it is. Thank you. Let me  
8 test that out. Okay. So just to give you a quick overview  
9 of the topics that I'll cover

10 So, I'll talk about the knowledge and capability  
11 gaps related to the engineered barrier systems, and that  
12 will tie in to -- to some of the prioritization activities  
13 that were spoken to at lengths by -- by David Sassani and --  
14 and Tim Gunter yesterday. I'll talk about what our research  
15 priorities currently are.

16 I'll -- I'll talk a lot about the crosscuts  
17 between EBS work package, and the three hosts lithology  
18 disposable concepts that you heard at length about  
19 yesterday. And then I'll -- I'll give sort of a summary and  
20 a -- and a look-ahead to what are sort of the future  
21 directions for the EBS work package. And then I'll -- I'll  
22 pass the -- the baton, so to speak, over to LianGe for --  
23 for his deep dive into the HotBENT.

1           So, basically, first question is, what are the --  
2 the fundamental processes that -- that represent knowledge  
3 gaps currently? So, a big focus about -- for the engineered  
4 barrier systems is -- is looking at the integrity for the  
5 seals. This includes drift and shaft seals. And one of the  
6 main things that we're concerned with is degradation  
7 mechanisms and evolution of those seals and their integrity  
8 over time, and -- and -- especially the permeability  
9 evolution as we saw in the previous talk. Kind of alluded  
10 to by Emily, was that the -- you know, the -- in order to do  
11 -- to do a system assessment route, we need to know, in some  
12 concepts more than others -- and this was spoken to in the  
13 host lithology talks, and some systems more than others.  
14 There's high reliance on the seals and engineered barriers  
15 and then others more reliance on the -- the natural host.

16           And then when we -- when we really look at the  
17 integrity of those seals, these processes at material  
18 interface has become very important. This could be  
19 engineered materials, say, in contact with a disturbed rock  
20 zone. I think Kris talked a lot about that yesterday. And  
21 also waste package materials, buffer, and host rock, and  
22 other structure materials like cementitious materials.

1           And what this really boils down to, where -- where  
2 the big knowledge gaps are in these coupled processes -- and  
3 this could be chemical-mechanical coupling, thermal-  
4 hydrologic-mechanical-chemical -- chemical coupling which is  
5 sort of the Holy Grail of -- of process models, could be  
6 multiphase flow. Multiscale phenomena becomes very  
7 important to understanding the evolution here. And then --  
8 then also understanding how do we make the linkage between  
9 things that we could say -- understand at a microstructural  
10 scale or the -- the very tiny scale, say, of the molecular  
11 dynamics scale up to the continuum scale so that we can --  
12 we can make sense of -- of these key processes.

13           In the current program, we have particular  
14 attention given to cementitious materials and bentonite.  
15 And I don't think I need to go into the details of that. I  
16 think that was explained pretty well yesterday both by  
17 Yifeng and by Carlos.

18           In terms of these process models, what are of the  
19 specifics? Yesterday, Carlos showed us some very nice  
20 slides about modeling the shotcrete layers in the Mizunami  
21 tunnel and using PFLOTRAN for those models. So one thing  
22 that we really want to do is be able to -- to -- to push  
23 forward these -- these -- these capabilities to model cement

1 and to assess the -- the evolution of plugs and liners and -  
2 - and, again, the chemo-mechanical coupling can be  
3 important, especially if you -- you have fractures created,  
4 then you're increasing the surface area of the cement, and  
5 so you're --you're thereby increasing its reactivity  
6 effectively.

7           And that could include finding ways -- and --and  
8 this was again talked about a lot in crystalline. Finding  
9 ways to represent these -- these fracture networks as they -  
10 - they evolve.

11           Another important topic area is this resaturation,  
12 saturation of cement -- cementitious materials and bentonite  
13 in the -- the near field environment, these materials close  
14 to the waste packages. And, again, Carlos talked about that  
15 and showed some very nice examples of -- of evidence that we  
16 see that --- that we need to be concerned about these  
17 processes.

18           And we have particular emphasis in the program on  
19 the bentonite buffer, especially THMC model refinement.  
20 LianGe and his team at LBL have done a lot of work over the  
21 years in -- in looking at different length scales and  
22 looking at these -- these THMC couplings within the -- the

1 swelling behavior, mechanical behavior, and chemical  
2 response of -- of bentonite materials.

3           So, what -- what would be the -- the importance,  
4 if we were to able -- be able to fill these gaps? And, of  
5 course, we could better represent the seals in the -- the  
6 GDSA analysis; and improve confidence and permeability  
7 porosity values for engineered seals. And this, of course,  
8 can be a big driver in performance assessment when there's  
9 high reliance on seals or when -- when the -- there's a high  
10 sensitivity to the seal behavior. And overall could also  
11 improve our understanding of near field geochemistry as  
12 there could be mineral phase formation, other processes that  
13 could impact radionuclide transport from -- in the near  
14 field and then moving out into the far field.

15           So as we learned yesterday, we've had some -- some  
16 prioritization activities that were pretty rigorous for the  
17 program. And the EBS knowledge gaps identified, we can talk  
18 about them in -- in a broad sense, falling into a few areas  
19 that are highlighted here with the red area -- arrows. One  
20 is high temperature impacts. Another would be buffer and  
21 seal studies, which I've already spoken to a bit, gas flow  
22 in the EBS. You could have pressurization in the repository  
23 and understanding how different components of the EBS are

1 affected by that -- that increased pressurization, could be  
2 important. And then THC processes in the EBS.

3 To look at this another way, we can look at some  
4 of the specific activities. These would include things like  
5 evaluation of ordinary Portland cement. This would also  
6 probably include low-pH cements, cement plug liner  
7 degradation, EBS high-temperature experimental studies to  
8 understand mineral -- mineralogic alteration. And then over  
9 to -- to I-04 here, experimental studies of bentonite high  
10 temperature, like the HotBENT, which you're about to hear  
11 more about from LianGe in a few minutes. And then some of  
12 the international activities here associated with DECOVALEX,  
13 and these were from the previous DECOVALEX, moving into new  
14 activities for the newly started activities for DECOVALEX-  
15 2023. And then the -- the field test in salt that Kris  
16 talked about in length. We have some cementitious plug  
17 materials being tested there.

18 The EBS crosscuts both with the - the host  
19 lithology research areas and also with international  
20 activities, as -- as Dr. Gaus spoke at length in a -- in a -  
21 - in a great talk this morning about the importance of  
22 international collaboration. I don't think I need to say  
23 more about that because that was covered in great detail.

1 But we have three main areas where -- where we -- where EBS  
2 work intersects with an international community. And one is  
3 in bentonite buffer performance. Another is in cement  
4 interactions. And then seal performance studies.

5 I would like to now talk to some specific  
6 activities that have these international crosscuts, and then  
7 also just call out how they crosscut with the particular  
8 host media. As mentioned, we have cement plug and liner  
9 degradation studies, and also evaluation of ordinary  
10 Portland cement. What is the reason for this? We want to  
11 understand mineralogical alteration. Perhaps, you know,  
12 mechanical alteration. And, ultimately, we want to know how  
13 the permeability of these materials will evolve over time in  
14 the repository. These can crosscut with argillite, as  
15 Carlos showed yesterday, and also with salt as Kris showed  
16 yesterday.

17 So one of the -- one of the areas with argillite  
18 that we have this -- this crosscut is -- is the PFLOTRAN  
19 model where we have very nice explicit representations of --  
20 of cement liners and/or plugs in -- in these -- these URL  
21 field tests. An international tie-in here is there's a new  
22 EBS Task Force looking at the interactions between  
23 cementitious materials and bentonite clays, and we're

1 participating in that. And then seals and salt, again, we  
2 have the cementitious seals and the BATS heater test.

3           If we go down to the next row here, the EBS high  
4 temperature mineralogy, looking at alteration at high  
5 temperatures crosscuts with some of the illitization that  
6 Yifeng showed yesterday, and then some of the high  
7 temperature hydrothermal experiment results. We saw some  
8 nice SEM images in Carlo's slides yesterday as well.

9           TH/THC and advective gas flow, we need to  
10 understand transport and permeability. Again, this is sort  
11 of a recurring theme of what we need to understand for the  
12 EBS. Again, some crosscuts with argillite and crystalline.  
13 We have a lot of vareid studies, too many to go into detail  
14 in terms of chemical controls, both at the molecular scale  
15 and bench -- bench scale experimental results, and then  
16 drift scale test at the URLs as mentioned. And this  
17 includes activities such as the FEBEX heater test and then  
18 DECOVALEX activities, which include gas transport in clays,  
19 THM modeling of the -- of heater tests, and then BATS tests,  
20 which was spoken to by Kris. And then some high temperature  
21 tests in -- in bentonite materials, which we're gonna hear a  
22 lot about with respect to HotBENT.

1           Just to summarize the international, again, we  
2 have these -- we have participation -- we have participated  
3 in the FEBEX heater test, both -- primarily in the EBS Task  
4 Force Task 9, which just wrapped up in 2020. Again, we're  
5 going to be starting up on -- on a bunch of activities in  
6 DECOVALEX 2023 Task B, which is gas transport in clay, Task  
7 C, which is a -- a -- a heater test, and Task E, which is  
8 some fracture behavior in crystalline rocks.

9           We are also again starting up on some EBS Task  
10 Force Cement-Bentonite Interactions that I mentioned  
11 already. We have the RANGERS study, which is shaft and  
12 drift seal performance study in collaboration with German  
13 colleagues. And then HotBENT Field Test.

14           Looking forward, we will continue our  
15 participation in these international EBS studies and -- and  
16 -- and bring those things to -- continue to bring those to  
17 bear -- bear fruit, and also, you know, keep an eye out for  
18 emerging collaborative URL-based activities. Another area  
19 where, as I mentioned, was this of fracture development in  
20 EBS materials, especially cementitious materials and  
21 bentonite. Perhaps, there are tools from -- from the  
22 crystalline work package or GDSA, which could be leveraged

1 for this, meshless methods or another emerging field, which  
2 are -- which could -- could be future directions for that.

3           And then when we talk about next generation  
4 materials, especially cementitious materials, we just want  
5 to keep in mind some lessons learned, we've learned in the  
6 past, which is making sure that we keep an eye on emerging  
7 trends with sustainability needs and decarbonization and --  
8 coming forward. For example, fly ashes material, that's  
9 very -- can be important in low pH cement blends, and if  
10 coal power -- coal fire power plants go offline, this  
11 material may be harder to come by. And along the same  
12 lines, new binder materials are being developed all the  
13 time, and so -- you know, we saw in the early slides the --  
14 at the programmatic level. It could be awhile before we  
15 actually are implementing a -- a repository plan, and so we  
16 just want to keep in mind that for cementitious materials,  
17 they may be evolving over that time length as well.

18           With that, I'm going to transition to LianGe, but  
19 first, I'll -- as I've -- as others have said, there are  
20 many, many people that work on these different topics, and  
21 the -- and the EBS work package, we have a bunch of  
22 researchers at Lawrence Berkeley, Los Alamos, Sandia, and we

1 also have some collaborations at Vanderbilt. With that, I  
2 will pass the baton over to LianGe.

3         ZHENG: Okay. Thanks, Ed. As I -- As I said -- so as  
4 Ed gave you an overview of prioritization in EBS work and  
5 also the high priority research activities in these EBS  
6 activities. So I'm going -- I'm here to give you an example  
7 how those high priority research activities carry out within  
8 the campaign for -- you know, especially, you know, the  
9 HotBENT experiment, also the supporting lab and the modeling  
10 work.

11                 Again, I'm LianGe Zhang from Lawrence Berkeley  
12 National Lab. My background is hydrogeology and  
13 geochemistry. I've been studying -- been there for -- for -  
14 - for almost two decades. It's quite long. And, yes, since  
15 my Ph.D. time.

16                 So, let's jump into this HotBENT project. Let's  
17 see. So, let me start with the motivation of these research  
18 activities. As we -- as Ed mentioned, there's some -  
19 knowledge gap that needs to be addressed. So, this activity  
20 addresses the understanding of fundamental processes,  
21 especially the coupled THMC processes in EBS and the -- at  
22 the interfacial area at high temperature. So just putting  
23 in -- putting it into perspective, you know, in regards to

1 the impact -- R&D topics, it will address the high  
2 temperature impacts. You know, the buffer and seal studies.  
3 And also the THC process in the EBS. So regarding, you  
4 know, the high priority research activities, you know, it  
5 relates to the E-11, you know, the EBS high temperature  
6 experimental data collection. Also, the E-9, the cement  
7 plug and the line degradation.

8           So, in addition to addressing the knowledge gaps,  
9 we also have a particular motivation about this study. You  
10 know, we are trying to evaluate the thermal limit of a  
11 repository. As some of you may know, thermal limit is --  
12 one, is an important design variable for a repository.  
13 Lower thermal limit requires longer surface storage time or  
14 smaller number of samples of, you know, waste package. In  
15 terms of repository themselves, they require a lot of  
16 spacing between -- in placement tunnels and a lot of space  
17 in between waste package within one -- you know, in  
18 placement tunnels. So allowing a higher thermal limit will  
19 significantly decrease the footprint of a repository and  
20 therefore, you know, reduce the cost of the repository. So  
21 years ago, after we review, you know, the thermal limit,  
22 most country using a hundred degree as the -- as their  
23 limit. But after starting a very extensive review, we

1 realized that thoroughly, you know, understanding of the  
2 couple of THMC process and high temperature -- and the high  
3 temperature is needed to build a strong scientific  
4 foundation to determine what should be the thermal limit of  
5 our repository.

6           So that's why we started some modeling work, you  
7 know, years ago to -- using coupled THMC modeling under high  
8 temperature to study, you know, what is the generic behavior  
9 of bentonite for -- under high temperature. And -- but  
10 eventually, this work, you know, leads to this -- this  
11 HotBENT project. You know, for example, in this paper, you  
12 know, Vomvoris, you know, 2015, you know, after we reviewed  
13 all of the, you know, lab study and modern study, is very  
14 clear that at that -- at that time, a large scale field  
15 experiment is warranted to really, you know, understand this  
16 problem. So that's how, you know, the HotBENT project start  
17 -- started.

18           You know, this project is actually composed of  
19 three parts. Of course, the core is the field test. Those  
20 are the modeling work and those are our lab work. And  
21 there's no -- please note that some -- more lab work is not  
22 necessarily, you know, funded by this whole HotBENT project.  
23 Currently, SFWST scientists are involved in three

1 activities, you know, the high temperature column experiment  
2 on bentonite, which is running at LBNL right now. Also, the  
3 field study, and also a modeling platform. So, in the next  
4 10 slides or so, I will go through with you each of the  
5 three activities.

6           So, let's jump into the high temperature column  
7 experiment on bentonite that is now running at LBNL. So,  
8 this is the configuration of this experiment. From the  
9 inside, we have -- we have a heater, a shaft, a bentonite  
10 layer, which is about three inch in -- you know, in radius,  
11 and also have a sand layer for fluid distribution. So, the  
12 water will be injected from one end at a pressure of around  
13 -- around a hundred and twenty PSI, about 8.3 bars. And  
14 then the water will be circulating around the, you know,  
15 center layer and, you know, hydrate the bentonite bar for,  
16 hopefully, you know -- you know, access circularly and then  
17 after bentonite is flooded for one day, the heater will turn  
18 on at a hundred fifty degrees. Then one week later, the  
19 temperature was maintained at -- at two hundred degrees.  
20 So, this is -- the temperature evolution at some monitoring  
21 points -- so the heater is 200 degree, and I did the point  
22 close to the center layer, the temperature is about 200 --  
23 no. About 80 degrees. In parallel to the heated column, we

1 also have a non-heated column, which has exactly the same  
2 setup but there's no heater inside. So, the comparison --  
3 by comparing these two columns, we can understand the  
4 behavior of temperature in this coupled THMC processes.

5           So, both columns was -- was scanned frequently in  
6 the CT machine and gave us, you know, the CT density data.  
7 In addition to the CT scan, we also have electrical  
8 resistivity tomography array installed on -- you know, on --  
9 in -- in the column so that we can learn the spatial  
10 distribution -- spatial evolution of some properties of --  
11 of bentonite.

12           Yeah, here is one example, of the hydration  
13 process using the CT density as an indicator what hydration  
14 process is. You know, the higher the density means, you  
15 know, it becomes, you know, full saturated and the lower  
16 density means it's still dry. So for the now heated column,  
17 we can see that, you know, it's become, you know -- the  
18 hydration for it, you know, about halfway into the bentonite  
19 layer, you know, in eight days. And in about three weeks,  
20 it becomes fully saturated. So, one takeaway message from  
21 this study is -- is initially, the bentonite is not  
22 homogeneously packed there, you know? This is -- this is  
23 not our -- our intention. It's just like to pack a column

1 homogeneously is very difficult to do. But when the  
2 hydration started, actually, we can see the hydration is  
3 very homogeneous.

4           And then comparing the heated and non-heated  
5 column, one noticeable different is, you know, for the  
6 heated column, we have this dry out zone. And it remains --  
7 there's always a small dry zone until the very end of the  
8 experiment. Another thing we noticed is after about 75  
9 days, a thin layer of high density at the interface of the  
10 heater. You guys see from this area here appeared and then  
11 gradually -- the density go higher under the -- you know,  
12 until very end of the experiment which we suspect is some --  
13 you know, the precipitation with some minerals. And exactly  
14 what are these? We will find out after we dismantle these --  
15 - these two heaters.

16           You know, as we heard from Dr. Gaus', you know,  
17 talk, you know, monitoring is very important, you know, in  
18 the very earliest days of repository, you know, even the  
19 construction of URL's and also in the latest stage. And the  
20 sensors, you know, using this -- in this -- this test, you  
21 know, either in the column test or in field test, gave us a  
22 temporary evolution at a particular location. But we need  
23 the information on -- about the spatial distribution.

1           Here, we also, you know, studied the deformation  
2 of -- of this column and what we use is using the temporary  
3 evolution at some point to, you know, to study the, you  
4 know, the deformation of this column. The, you know, on the  
5 top -- top graph shows the displacement and at a point which  
6 is close to the center layers missing the outer rim of this  
7 column. We can see initially the move inwards, and then --  
8 then move outwards. So -- and the hydration, the lowest,  
9 you know, the largest inward displacements correspond pretty  
10 well with the hydration front because in this area, you  
11 know, basically, the swelling, the outer rims pushed the,  
12 you know, push the bentonite and compressed the inner part  
13 which, you know, shows our best, you know, numerous  
14 displacement.

15           The lower graph shows a point which is close to  
16 the heater and it also, you know, have the similar behavior  
17 initially move inwards then later on it move outwards. But  
18 the hydration front is, you know, arrives late, correspond,  
19 you know, in, you know, in comparison with the, you know,  
20 the inward displacement and because, you know, the outer  
21 swelling in the outer rims of bentonite push, you know,  
22 bentonite inwards. It happened earlier than the hydration  
23 front or before the hydration front arrives.

1           So, as I mentioned, you know, most time where you  
2 can use sensor to study the temperature evolution in a  
3 particular location, but we also want to know the spatial  
4 distribution. So, ERT, you know, electrical tomography, it  
5 was really a good -- it's a good monitoring technology we  
6 can use to study the spatial distribution. Here, I'm  
7 showing snapshots, like, 11 days for both the heated and  
8 non-heated -- non-heated and the heated column. So, this  
9 is, you know, time elapse -- time-lapse resistivity results.  
10 So, after the, you know, the petrophysical calibration, we  
11 can translate the resistivity, which is function of fluid  
12 saturation, chemistry and temperature into a water content  
13 data here. You know, then we can visualize the spatial  
14 distribution or the content at different times. Here I'm  
15 showing the, you know, data, you know, the results at day  
16 11. And that as you remember, we also have a safety scan  
17 data. So, what we learn from here actually, the ERT data  
18 is, you know, is pretty consistent with the CT scan data  
19 which will give us confidence to use such technology in the  
20 field test.

21           Now, let's jump into the HotBENT field-scale  
22 experiment. The test, you know, is running at the Grimsel  
23 Underground Research Laboratory. You know, in the same

1 tunnel that a FEBEX field test was conducted. FEBEX is a  
2 Full-Scale Engineered Barrier Experiment, you know. It's  
3 studied in 1997 and the final dismantlment was conducted in  
4 2015 after 18 years of heating and hydration. It's probably  
5 the long -- the longest heating and hydration experiment on  
6 -- on bentonite buffer, but the test that was conducted with  
7 the heater at a hundred degree. So, HotBENT will be running  
8 at a seventy -- a hundred seventy-five to two hundred  
9 degree.

10           So, the project now is -- is led by NAGRA, also  
11 have, you know, participation from -- from us, from Japan,  
12 U.K., and the Czech Republic, and Canada, Germany, Spain,  
13 and -- and Japan. So, the partners actually share the cost  
14 and also, of course, share the -- the outcomes of this  
15 research for this research project.

16           So, this is the design with this field test. It's  
17 composed of four modules, you know, heater one, heater two,  
18 heater three, and heater four, and it differs in terms of  
19 temperature and duration, type of bentonite, and with or  
20 without the concrete liner. So, basically, we have two  
21 experimental time lengths. The heater three and the heater  
22 four will run for approximately three to five years, and  
23 heater one and heater two will be running for up to, you

1 know, 20 years. And this is particularly important for  
2 geochemical monitoring, you know. This, a lot of sensors  
3 but in a hydro--you know, hydrological behavior. But in  
4 order to study the geochemical integrations of bentonite, we  
5 need to dismantle the test and, you know, take the sample  
6 and the matrix, you know, geochemical change in the lab.  
7 So, these two, you know, experimental time length will give  
8 us two snapshots of, you know, of the geochemical change  
9 which, you know, has been particularly important. Look at  
10 the other benefit of, you know, running a test at two time  
11 lengths.

12           And the test will be -- we use two type of  
13 bentonite, you know, here and the H4 will be used bentonite  
14 from Czech Republic and for the rest of heaters, you know,  
15 we use in the Wyoming, you know, type of bentonite. So,  
16 there are two types of shape of bentonite. One is the  
17 bentonite pedestal which is constructed with highly  
18 compacted bentonite -- bentonite blocks with dry density  
19 around 1.7 grams per, you know, per cubic centimeter. And  
20 also, the rest of the area will be filled with granulated  
21 bentonite -- bentonite mixture with density a little bit  
22 lower about 1.45.

1           So, this is the timeline of this project. As we  
2 mentioned, you know, the project, actually, the conversation  
3 started in 2015. Then in 2019, we finalized the design.  
4 So, now we are under the construction time period. So, the  
5 heating is expected to start in the middle of 2021. So,  
6 this graph shows the evolution of this project, you know.

7           This is -- this one shows, you know, the test on  
8 the bentonite pedestals and these two shows, you know, the  
9 construction of the niche. A large niche needs to do -- to  
10 operate those bigger machines for filling the tunnel with  
11 bentonite.

12           Then this is, you know, the testing of heater, the  
13 testing of the -- the machine you will -- that we will use  
14 to fill the tunnel with bentonite. And these last two  
15 figures show, you know, the emplacement of the bentonite  
16 pedestal and also the first heater.

17           So, this is the installation of the bentonite --  
18 granulated bentonite mixture into the space. So, this is a  
19 sequence, you know, first we installed the pedestal and the  
20 heater, and eventually will fill the tunnel with bentonite  
21 materials. And this is, you know, cross-section view of  
22 this auger machine. Just, you know, almost about a month  
23 ago, this -- you know, we finished the installation of

1 heater one. What this picture shows what it looks like  
2 after we installed the pedestal, the heater, and also filled  
3 the space with granulated bentonite.

4           As I mentioned, you know, this test that will be  
5 highly instrumented with all kinds of sensors, you know, we  
6 can -- generally, you know, categorize by, you know, the  
7 sensors near the tunnel walls, which involves temperature,  
8 pore pressure, and relative humidity. I'm just using here  
9 one of the sections, you know, here, close to heater one as  
10 an example.

11           We also have sensors in bentonite buffer at  
12 different locations with sensor including temperature, pore  
13 pressure, relative humidity, and total pressure, water  
14 content and displacement.

15           And as you can see here, you know, the geochemical  
16 measurement is -- is missing because it's really hard to  
17 have, you know, sensor to monitor -- to monitor any  
18 geochemical changes, which we have to rely on the dismantle  
19 of the heater of this test to study the geochemical changes.

20           So, you know, as we expected, this test will give  
21 us a lot of, you know, good data on the THMC evolution of  
22 bentonite buffer under high temperature. So, it would be a  
23 really, really useful data to test our model capability.

1 So, about a half year ago, we established a modeling  
2 platform. In this platform, the -- the goal is to -- that  
3 you can experiment on the model, talk to each other and you  
4 -- so that we can learn from the test and also we can have  
5 the, you know, the field operation.

6           So, the goal is to have an expedited data analysis  
7 and the model updates to understand the system and also to  
8 support the decision-making. Also, we will conduct, you  
9 know, a blind prediction as part of our model validation  
10 process. And like I say, if our model can predict the  
11 behavior of this HotBENT field test, our confidence will be,  
12 you know, significantly boosted.

13           Also, we will benefit a lot -- a lot from this  
14 multiple modeling teams. For example, you know, each team  
15 may have different alternative different conceptual model,  
16 which help us analyze conceptual understanding  
17 uncertainties. You know, when we talk about uncertainties,  
18 we always think about, you know, parameter uncertainties,  
19 but actually there's, you know, there's one big uncertainty  
20 spotted, the conceptual, you know, uncertainty --  
21 uncertainties. And, also different teams with a focus on  
22 different aspects of this, you know, models, hypothesis and  
23 data and predictions, you know, by, you know, this, you

1 know, this team effort of hypothesis testing you know, gain  
2 insight from this integrated and comparative -- comparative  
3 analysis, and, of course, we share information and expertise  
4 in this collaborative environment. So, SFWST has been, you  
5 know, supporting HotBENT with scoping calculations and also  
6 by joining the modeling platform.

7           And here is one example that LBNL, you know, was  
8 conducted in using the 1-D THMC model to predict what we,  
9 you know, what will happen if the temperature is 200 degrees  
10 instead of 100 degree, so -- especially with geochemical  
11 evolutions. So for the modeling platform, we know LBNL,  
12 we're showing this, you know, this task with the goal for 3-  
13 D THMC model. But the way we do it, you know, step by step,  
14 you know, gradually increase level of complexity, you know,  
15 starting from TH and then THC/THM eventually.

16           We'll look at the THMC model, then we also  
17 started, you know, from 1-D, 2-D, eventually we got it to,  
18 you know, 3-D model. Sandia National Lab will also, you  
19 know, join the modeling platform and their goal is to study  
20 the THMC processes at the interfacial area especially, like,  
21 in the model, you know, the metal corrosion and in the  
22 metal-buffer material interface.

1           So, to summarize, you know, this HotBENT project  
2 that is composed of lab study and a field test, and  
3 numerical models is ongoing. And the heating is expected  
4 to-- you know, the heating and the field test is expected to  
5 start around June 2021. So, actually, it address several  
6 high priority research topics within the campaign, and it  
7 will improve particularly the understanding of coupled of  
8 THMC process in EBS and interfacial area under high  
9 temperature. It also helps us to study the thermal limit  
10 repository. It increases the confidence in modeling EPS and  
11 the crystalline host rocks.

12           And here are some, of course, you know, this is a  
13 team effort. And I thank you my colleagues from LBNL, also  
14 here I would, like, you know, particularly thank Dr.  
15 Vomvoris and Dr. Kober from NAGRA, who, you know, provided  
16 me with these materials. And that's all I have. And I  
17 would like, you know, I will be happy to take any questions.

18           BAHR: Thank you, LianGe. And also Ed, we could  
19 probably get Ed back on the screen to answer questions as  
20 well. LianGe, I want to start. I applaud you for employing  
21 the multiple modeling teams particularly to explore  
22 alternative conceptual models. I'm wondering if you have  
23 any more information that you can provide on what are the

1 differences in those conceptual models that are being --  
2 being used, and have the modelers done preliminary runs to  
3 identify cases where the models would diverge, and then  
4 thinking about where those models diverge, what kind of data  
5 do you need to collect in order to discriminate between the  
6 models? What -- what sets of data would tell you that this  
7 model is conceptually better than the other one?

8         ZHENG: Yeah, that's a really great question. And I  
9 think it is one of the areas of which have higher  
10 uncertainty. And in terms of conceptual model, especially,  
11 you know, regarding the THMC processes, you know, we can  
12 concept-- you know, the THMC processes is very complicated.  
13 We conceptualize it in a -- in a various way, you know, it  
14 can. For example, for the hydration processes, we can, you  
15 know, simulate it is -- as a, you know, multiphase flow, we  
16 can simulate and we focus on only, you know, one phase or  
17 two phase. And we can, you know, consider, you know,  
18 different way to how do we simulate a evaporation within the  
19 bentonite buffer. And also, regarding, you know, especially  
20 the couple processes, we can, you know, for example, the  
21 porosity and the permeability change as a result of  
22 swelling, we can deal with the ways with, you know,  
23 relatively simplify - simple way or, you know, it's a

1 really compact -- complex model which deals with the very  
2 detailed and mechanistic distribution of the bentonite  
3 swelling. Also, you know, regarding the conceptual image of  
4 the mechanical behavior is also very different. You can,  
5 you know, do it if it's a high-level way to, you know, to  
6 study the swelling of bentonite and you can do it with  
7 various details with simulated tests.

8           Regarding how do we discriminate of which  
9 conceptual model is the better? Actually eventually the  
10 data will tell us and think what I learned in the past  
11 actually is how to pinpoint one -- one type of data, but the  
12 way I learned actually is we need a comprehensive data  
13 involves all the THMC data. And also, if -- if one  
14 conceptual model can reproduce various kind of data also in  
15 the longer timeframe, and I think at that point, we can sort  
16 of can, you know, can reach some sort of conclusion that  
17 this conceptual model may work better for us.

18           BAHR: I guess, have you -- have you run the models and  
19 found the points at which they diverge? I mean, there are  
20 -- there are many cases where, by calibrating different  
21 models, you can get several different conceptual models to  
22 actually fit the same set of data. A good example is the  
23 equivalent porous medium models that can be used sometimes

1 to simulate fracture flow. And so, unless you collect data  
2 that -- from the places where those models would actually  
3 diverge in their predictions, you don't really have a good  
4 way of telling which model is right. So, I guess -- I guess  
5 I'm asking, how are you approaching that issue of non-  
6 uniqueness of -- of models?

7       ZHENG: Yeah. Well, this is one of the biggest  
8 challenges, you know, in terms of modeling, you know, the  
9 non-uniqueness of -- solution of. You know, like you  
10 mentioned, often, you know, you have different conceptual  
11 model, after calibration with those parameters, you can  
12 reach similar level of goodness fit with data, right? So, I  
13 think that divergence really show up when you try to model  
14 various type of data in a longer timeframe.

15               For example, what I learned from the FEBEX I situ  
16 test, the modeling, you know, a lot of model can model --  
17 can reach similar type of integration of goodness fit for  
18 the first of this modeling event, but if it's triple with  
19 this model, to second this modeling, which, you know,  
20 happened, like, 30 years later, then, you know, why did  
21 those model -- still whether or not, you know, can be -- so  
22 the -- so the divergence will happen, we predict, a long-

1 term behavior. Or we have multiple time -- time points of  
2 data for the spatial distribution.

3         BAHR: Okay. Thanks. I'll turn it over to some other  
4 Board members for questions. Tissa. You're up first.

5         ILLANGASEKARE: LianGe. And thank you very much. So,  
6 I have a general observation and a question that's related  
7 to sort of following up on Jean's questions.

8                 So, I think it's really very important that you  
9 have recognized the processes at the interfaces. I think  
10 people have -- look at the interface problems in traditional  
11 geologic settings, but this is one of those complex problem  
12 you are looking at interfaces of engineered system and  
13 natural systems. And within the engineered system, we have  
14 different materials and those interface problems are very  
15 challenging as you know because the physics of one system is  
16 different from the physics of the other system, and the  
17 coupling interface creates a lot of numerical issues, as  
18 well as fundamental issues related to how do you -- do you  
19 allow two constitutive models at this time. So that is  
20 really good.

21                 So, my question has to do with the experiment, and  
22 it's a really interesting experiment. And so, you are  
23 actually safely use the term validation within quotation

1 marks, so that means that really validation is not a thing,  
2 which is -- which is sort of developed for these type of  
3 problems. So, my question is that, do we have some sort of  
4 metric that we are going to use to say that the model is  
5 validated? So the reason I'm asking this question is the --  
6 the traditional validation, the traditional ground model,  
7 what we do is we calibrate the model and then use an  
8 independent dataset to see if the calibrator model matches  
9 with the -- with the independent dataset.

10           So having thought about some similar ideas,  
11 whether you can use this dataset and use part of the data to  
12 actually test the model, and then try to see that the model  
13 can predict part of the dataset, which you don't use in your  
14 sort of model validation, that's my first question, but you  
15 can answer both.

16           Second one is I was looking at your -- the whole -  
17 - the clay, and then one of the instruments used, maybe it's  
18 there, but I didn't see it. But I think that some of clay  
19 materials, one of the issues is the fractures and micro  
20 fractures, I think probably thermal. So, I think the fiber  
21 optics, because we have a project, we are looking at fiber  
22 optics in fracturing -- for fracturing soil, so have you

1 considered fiber optics in this instrument? Or is it too  
2 late to look at those?

3 ZHENG: Okay. Thanks for the question. It's -- yeah,  
4 so let me answer that validation question first. So in this  
5 modeling platform, we would start some sort like called plan  
6 prediction without any calibration. But the, you know,  
7 based on the baseline calculation of bentonite, we know the  
8 basic properties, you know, put those properties in the  
9 model and see how it goes. You know -- you know, in the  
10 future compare with -- with the, you know, field, the data  
11 collected in the field.

12 But of course, later on, we will, you know, we  
13 will calibrate those models based on the data we know. So -  
14 - so -- the -- the model, at the same time, make a long-term  
15 predictions, so that's the process. And in terms of  
16 metrics, I think, you know, we will use, you know, as much  
17 as data as possible from the field to the validation. And  
18 then -- but, you know, as some models may have --maybe  
19 limited, you know, in terms of their capabilities, they can  
20 only be validated by a key type of data, not all the -- all  
21 the -- all the data, you know. But I think it's great to  
22 have such metrics to consider systematically validate those  
23 models. So yeah, actually, I think I forgot to also mention

1 that in this HotBENT field, we use, you know, optic fiber in  
2 those --in -- in those instrumentation sensors, so -- but,  
3 you know, they already, you know, installed all those  
4 instruments and sensors, but I can relay your, you know,  
5 your message to NAGRA and see if we can -- we can, you know  
6 --

7 ILLANGASEKARE: You know, we had -- we had an  
8 experiment quite recently with Berkeley. We have actually  
9 put fiber optics in a -- in a silt layer and then we  
10 actually increase the temperature, just surface cracking and  
11 we can see very, very micro cracking in the -- in the very  
12 small cracks, and even now, it is not in a paper, but we  
13 have the data at least, you know, in some the people in your  
14 lab that works on this project. Thank you.

15 BAHR: Okay. Thanks, Tissa. Next up, I see Bret  
16 Leslie. All right. Can you stand up?

17 LESLIE: Yes. Thanks, Jean, and thanks to LianGe and  
18 Ed. And I'm not sure who's going to answer this question,  
19 but it has to do with the HotBENT experiment and its  
20 applicability to kind of the crystalline host rock case.  
21 Yifeng yesterday talked about how the rock, the crystalline  
22 rock can handle the 200 degrees c in one on the most  
23 significant issues for repository in crystalline is sealing

1 of fractures, conductive fractures. So, are there any  
2 conductive fractures or open fractures in the HotBENT drift  
3 that would give you insights on how well bentonite would  
4 work under a real case where the primary safety function is  
5 sealing conductive fractures?

6       ZHENG: In the -- the HotBENT test, the -- the granite  
7 tunnel actually does not have significant fractures zone.  
8 Although there's one area which, you know, we know that  
9 permeability is higher than the other area, but there's no,  
10 you know, significant fractures that allows us to tackle  
11 this -- this -- this issue. So just answering your question  
12 directly, you know -- you know, it's not going to really  
13 address the sealing of fractures in -- in granite. The  
14 focus is most likely on the, you know, the behavior of -- on  
15 bentonite buffer itself.

16       LESLIE: Okay, thank you.

17       BAHR: And then Chandrika?

18       MANEPALLY: Hi, LianGe, it was a very nice  
19 presentation, thank you. I just wanted to ask maybe both of  
20 you, is there a -- a -- a coordination of your modeling work  
21 with your other lab experiment or a field experiment where  
22 they inform each other and as you move forward with your  
23 experiment, the modeling work is informing you where to

1 focus, where you can -- is there flexibility to change your  
2 -- what you're monitoring? Is there some kind of interface  
3 or, you know, exchange of information between these teams?

4 ZHENG: Yeah. Certainly, I think -- certainly we have  
5 a lot of, you know, coordination between the lab modeling  
6 and field test. Actually, the lab test, actually, initially  
7 was designed to support the field test because, you know, we  
8 want to find out, you know, -- especially, it support the  
9 design of the field test, we want to find out what would  
10 happen in the field, you know, when we hit bentonite with  
11 200 degree, you know, what are -- how fast hydration would  
12 be, you know, what kind of pressure we need to use in the  
13 field to make -- to reach desirable, you know, hydration  
14 status. Of course, modeling, you know, is, you know,  
15 extensively used in the initial design phase, they'll give  
16 us, you know, scoping calculation, what we expect in the  
17 field. And also, about, you know, the locations of the  
18 sensors, all kinds of stuff.

19 So -- but eventually later in the field test,  
20 (inaudible) refine our model. So, all the things are like,  
21 you know, I think it's well-integrated and well-coordinated.  
22 I think, eventually, we realized, you know, to -- in order  
23 to understand the THMC processing in bentonite, that we need

1 all three components, lab, field, and modeling to function  
2 properly and coordinately to give us the best result.

3         BAHR: Okay. I saw Bobby.

4         PABALAN: Okay. I have a question for Ed. Ed, on your  
5 list of key knowledge gaps, and also on your list of early  
6 priorities, are studies related to cementitious materials?  
7 Now there have been a number of studies, European studies  
8 that have done. For example, there's the 2009 Nuclear  
9 Energy Agency report on cementitious materials related to  
10 safety cases for repositories. Have you looked into --  
11 looking at the experiments that have been done, for example  
12 in URLs, to see what data you can use to at least help you  
13 determine, prioritize the experiments that you need to do,  
14 maybe design some of those experiments?

15         MATTEO: Yeah, we -- we have acquired some of the --  
16 some materials, like, from the cement interactions  
17 experiment where they've placed, basically, cement plugs  
18 into clay formation. We have some of those materials and  
19 we've done characterization, others have also done  
20 characterization.

21                 One of the -- one of the big things we see in  
22 those -- those experiments is actually the -- the clays  
23 appeared to be more heavily altered from the alkalinity in

1 the cements than the cements themselves are necessarily  
2 altered. But, you know, in the grand scheme of it, that  
3 they are shorter-term experiments. And that's one of the  
4 reasons we want to develop first, these sort of bench scale  
5 capabilities for leaching tests, which we've -- we've done  
6 in the -- in the last couple years.

7           And then develop the computational tools to -- to  
8 do better prediction beyond the timeframes of -- you know,  
9 one of the big issues with cements is, typically, they're  
10 designed for a -- a hundred-year service life. And we're  
11 putting them into an environment for a much longer service  
12 life than that. And also, an environment where there are  
13 things that dry out or going to have pretty -- can have  
14 potentially large effects. So -- but, yeah, I think in  
15 terms of using those field tests to -- to help us.  
16 Certainly, in the BATS test that's going to be very helpful  
17 because we -- we will have those and placed in our -- a  
18 bunch of tests of the cements and the -- the German URLs  
19 from some other seals tests. Those are sort of cements, but  
20 salt concrete is really a lot of crushed salt with a bit of  
21 OPC added to it. So --

22           PABALAN: Okay. Thank you.

23           BAHR: Okay. I see a question from Bret.

1           LESLIE: Okay. And this question is for LianGe. It  
2 has to do with the HotBENT experiment, which is building  
3 upon a question that my colleague, Andy Jung, answered  
4 earlier which is concerning waste package degradation.  
5 Well, this HotBENT is really focused on the bentonite  
6 aspects of things. How well-characterized is the heater in  
7 terms of its condition when it goes in and any corrosion  
8 that might occur during the heating test itself? And how  
9 might that information be used to support any sort of  
10 conceptual model of the degradation rates at those 175 to  
11 200 degrees C?

12           ZHENG: Yeah. So, the heater was in place in a -- in a  
13 carbon steel canister. So, really it's the canister that is  
14 corroded. So, in addition to -- on the -- you know, when we  
15 dismantle for example, the heater three and heater four, we  
16 will learn a lot what happened to the surface of those  
17 canister and the interaction between corrosion products and  
18 the bentonite buffer. But in addition to that, we also have  
19 a lot of coupons that was buried in bentonite at different  
20 locations and it was different materials. And also, you  
21 know, we have all kinds of, you know, carbon steel, you  
22 know, alloys, and, you know, which could be used as a  
23 canister material. And that -- those things -- well, also

1 those coupons will also tell us a lot, the corrosion at  
2 different, you know, humid and temperature conditions and  
3 that connection between, you know, corrosion products and  
4 the bentonite buffer.

5 LESLIE: Thank you, LianGe.

6 BAHR: Okay. And I don't, at this point, see any more  
7 questions. We're just about at time. So, I'll give one  
8 last call for a question. Seeing none. I think that's  
9 great. We can move on to our final tag team of  
10 presentations. We are going to hear from Jens Birkholzer  
11 from Lawrence Berkeley National Lab and David Sassani from  
12 Sandia National Lab. And they're going to be discussing the  
13 Disposal Research R&D Five-Year-Plan. I see Jens.

14 BIRKHOLZER: Hey.

15 BAHR: I will go away.

16 BIRKHOLZER: Okay. I'm trying to figure out how I can  
17 show my mouse here. Where was that again? Oh, there it is.  
18 Cool. Great.

19 BAHR: At the top, you should see there's a little  
20 arrow. There's an arrow with a star that will be a pointer.  
21 So, if you click on that, there you go. And just  
22 (inaudible)

23 BIRKHOLZER: Yeah. Thank you. Thank you.

1           BARH:  If you just kind of hover at the bottom of the  
2 screen, you'll see the slides and you can advance them.  
3 Okay?

4           BIRKHOLZER:  Okay.  Thanks very much, Jean.  My name is  
5 Jens Birkholzer.  And I'll be giving the first part of our  
6 tag team here.  And that part is focusing on international  
7 activities and how we prioritize those as part of the  
8 campaign.  I am a senior scientist and also Division  
9 Director at Lawrence Berkeley.  In the context of today's  
10 presentation, I have maybe, two other hats on that are  
11 relevant.

12                   I do coordinate the international activities and  
13 outreach for the disposal research part of the campaign.  
14 And I also -- I'm currently the Chairman of the  
15 International DECOVALEX Project which is this sort of model  
16 comparison project in the nuclear waste world where we  
17 compare various modeling approaches against datasets from --  
18 from experimental activities both in the lab and in the  
19 field.

20                   So, I don't really want to talk too much about the  
21 international program per se because we did that in the  
22 spring of 2019 meeting.  But just to recap here, we started  
23 to engage and -- and initiate an international research

1 program which has -- over the years, has grown to be really  
2 sort of the centerpiece of the campaign. And we largely  
3 have started engaging and partnering with multinational  
4 initiatives that were already out there and that we, as DOE,  
5 started to engage in, particularly where we saw  
6 opportunities for active research and engagement with --  
7 with -- with experiments and underground research labs.

8           So, that includes things like the DECOVALEX  
9 Project, the Mont Terri Project, the Swedish SKB Task  
10 Forces, FEBEX-DP. We heard a lot about that. And just  
11 recently, HotBENT. There are also some other opportunities  
12 to engage in information exchange, Nuclear Energy Agency,  
13 Clay Club or Crystalline Club or Salt Club. And there's  
14 also some European Union Projects.

15           And in addition, there's bilateral collaboration  
16 with different countries out there. We have fairly close  
17 collaborations across a wide -- a -- a broad range of  
18 individual organizations. And one example for it -- for  
19 example is -- is what we do or have done with -- in terms of  
20 salt disposal progress with the German organizations.

21           Now, I don't know if you remember this sort of  
22 very high-level overview graphic that kind of shows where we  
23 have engaged since 2012. You see, and color-coded here,

1 different research themes. You see one third of this pie,  
2 each has sort of a host rock salt, argillite, crystalline.  
3 And then in the center we have EBS. And then each of these  
4 individual boxes here with the country that it -- it's  
5 associated with is its location is a, in some cases, large  
6 international experiment that we have participated in. And  
7 you see, you know, some of the -- the acronyms you find in  
8 the -- in the back of my presentation here, and I don't want  
9 to go into detail. I just wanted to show that there's a  
10 lot. We have a broad program and it is quite balanced in  
11 terms of host rock specificity, in terms of the engineered  
12 barrier system, in terms of scale going from inside,  
13 outside, and then also in terms of the research theme. I'll  
14 leave it at that.

15           And I just want to talk a little bit about what  
16 motivates us and how we prioritize. There is obvious  
17 scientific and technical benefits of international  
18 collaboration. Some speakers have already alluded to that.  
19 We know Lucy in particular. When we started this in the  
20 2010-2012 timeframe, we really wanted to tap into the global  
21 knowledge and also gain access to international datasets and  
22 experiments. And with those, then of course we could test  
23 and validate our development process modeling tools,

1 experimental tools, et cetera. Since we were and we are in  
2 a generic space, we also thought that it is critical to  
3 understand issues, which is sometimes surprising issues when  
4 you deal with real rocks and real sites and, hence, our  
5 interest in engaging with countries that have underground  
6 research labs that are already in site selection, site  
7 characterization stages. And, of course, someone mentioned  
8 before, there is something to be said about leveraging  
9 resources and sharing cost of science campaigns and  
10 particularly large experimental projects.

11           There is other benefits. Simply building  
12 relationships, being seen as a committed international  
13 partner can be handy when discussing say, disposal best  
14 practices or lessons learned. We heard a lot about risk  
15 communication, site selection being important. And then  
16 someone mentioned the -- the building a new generation of  
17 waste disposal scientists. I think in the U.S. that it is  
18 quite or has been quite important because all the Yucca  
19 Mountain folks are ranging out. The sheer fact -- and I see  
20 it in my organization, the sheer fact that we have really  
21 attractive international datasets and partnerships that we  
22 can work on attracts our younger early career scientists to

1 be work -- want -- wanting to work in the field of nuclear  
2 waste disposal.

3           In terms of how we prioritize, we laid out some  
4 principles in the beginning. Obviously, we want to be  
5 working on key technical issues identified by the campaign  
6 with relevance to safety. And we're also looking at little  
7 bit at cost/benefit, of course. We started from the onset  
8 to emphasize active participation, particularly  
9 participation that could give us access to URL, experiments.  
10 And then I mentioned before, we were interested in balancing  
11 a portfolio that would tackle all host rocks that we're  
12 interested in, repository designs, and key R&D areas.

13           Here I wanted to quickly discuss how we integrate  
14 planning of the campaign's priority research topics and  
15 international collaboration. Dave was earlier talking about  
16 our road mapping exercises. In the 20 -- 2010-2012  
17 timeframe, we had a first roadmap initiative that identified  
18 high-priority research needs.

19           That was done without really thinking too much  
20 about international collaboration. But we took that then,  
21 we took those research needs and then looked out there, what  
22 is currently happening, where could we engage, what are the

1 relevant, experiments that we could participate in, in order  
2 to meet these research needs?

3           And then later in 2019 when we came back to update  
4 the roadmap, we did it in a different way, we fully  
5 integrated international activities and potential for new  
6 experiments into the discussion about updates on the  
7 research needs. And, of course, we do things in between.  
8 We don't really wait for these workshops.

9           We have essentially a process of continuous re-  
10 evaluation that is typically done in the annual campaign  
11 working group meetings we have once a year. So, we look at  
12 emerging or changing research needs. A few years ago, gas  
13 pressure buildup, became a hot topic, seal performance, and  
14 recently, interfacial processes or campaign changes  
15 priorities, higher thermal limits related to DPC's. And at  
16 the same time, there may be new international opportunities  
17 that have been developed, say, DECOVALEX-23 which just  
18 started. In some cases, we are creating those opportunities  
19 and then we're putting all that together and re-revising our  
20 portfolio.

21           Just going back to the campaign structure, you may  
22 remember, I think Tim showed it, we have host rock specific  
23 accounts or -- or themes. We have crosscutting themes. And

1 international is one of them. But I can tell you that this  
2 is a very lean and very small theme here because it only  
3 includes me and my planning and coordination activities.  
4 There is no actual research in there.

5           The reason for that is that we wanted the actual  
6 international activities to be sitting in the same work  
7 package where also the generic activities are conducted.  
8 So, these are fully integrated. So, I am essentially the  
9 enabler or connector or coordinator that will work with,  
10 say, Yifeng or Carlos or Ed or Emily and others in order to  
11 do an integrated planning opportunities.

12           Also just sort of an observation that we really  
13 have been changing our mode of operation from initially just  
14 participating in ongoing efforts into actively planning and  
15 creating opportunities as time went along.

16           And there are a few examples where we really have  
17 recently taken research leadership and active engagement in  
18 this international context. HotBENT is one example where we  
19 have from the beginning on worked with NAGRA and others. We  
20 have now a task in the SKB EBS Task Force, which is -- which  
21 was -- was presented by LianGe, the HotBENT lab experiment  
22 and he's leading that task. We're chairing the DECOVALEX  
23 Project and we, in that project, have now two tasks that are

1 led by scientists from Sandia and include work that is close  
2 to our hearts, the BATS salt heater test, which Kris is  
3 leading and the -- the performance assessment task, which --  
4 which Emily is leading.

5           With that, I just wanted to give you a few sort of  
6 examples that -- that bring out some topics that I wanted to  
7 mention. The first is that we really, when we are engaging  
8 in new research -- research themes that we value an  
9 integrated planning of multi-scale and sort of individual  
10 viewpoints that work together and international is part of  
11 that. When we started with high temperature effects, we  
12 wanted to understand the fundamental alterations that could  
13 occur and that's done with sort of small-scale lab imaging  
14 of heated set of bentonite samples for example.

15           But then we also need to understand really how the  
16 entire system behaves, a system where all the coupled  
17 processes occur together and that could be done, let's say  
18 HotBENT, with a lab experiment or with an international  
19 field experiment. And, of course, modeling placed into the  
20 pair and then optimization studies.

21           And all those lessons learned then feed into  
22 performance assessment. And into Emily's group, taking some  
23 of these, you know, high fidelity models and translated back

1 into models that can understand the impact on performance.  
2 So, we laid these out, and in this context, we then were --  
3 it became clearly -- pretty clear that we needed a field --  
4 in-situ experiment at scale.

5           And that brings me to another topic that if you do  
6 engage internationally and if you do want to build large,  
7 long-term experiments, you really have to engage in long-  
8 term planning and you have to be willing to go the full  
9 Monty in terms of sometimes five, ten, or twenty years of --  
10 of building a program and executing that program.

11           Here is an example of HotBENT. We really started  
12 discussing the need for high-temperature research in 2013.  
13 Initially with NAGRA in 2015, there was a joint paper, which  
14 LianGe mentioned earlier -- Irina, in fact, is on that paper  
15 Stratis Vomvoris of course. It made the case that an in-  
16 situ heater test will be needed. And that paper then was  
17 used to build a coalition with other partners that were all  
18 interested in engaging together and then sharing cost and  
19 then building a partnership that could -- would eventually  
20 lead to -- to this heater test that is starting next year.  
21 And it will run for 10 to 20 years, so we really have to  
22 make sure that there is a consistency throughout the time

1 period which also includes a consistency of course in  
2 funding.

3           We can also smartly combine and sequence our  
4 international activities. This is an example from  
5 DECOVALEX. And whoops. And an example where we were  
6 interested in better understanding gas migration in clay-  
7 based materials.

8           We started with a very fundamental sort of  
9 modeling of lab experiments in DECOVALEX-2019 which went  
10 from 2015 through 2019, with lots of individual different  
11 modeling approaches being tested.

12           And now we're moving this into a new type of phase  
13 in DECOVALEX-2023 which is about understanding on a full-  
14 scale behavior in comparison to a field experiment called  
15 LASGIT at Aspö Hard Rock Lab. And we're doing a blank  
16 prediction -- there was a question early about gravitation,  
17 we're doing the blank prediction from the approaches here to  
18 those at larger scale. And depending on where things go, we  
19 may actually think about engaging in another field  
20 experiment that is heading to testing gas permeable seals,  
21 which would allow gas pressure release as while hopefully  
22 still being a seal for -- for water migration or fuel

1 migration. That's the gas experiment at the Grimsel Test  
2 Site.

3           Finally, we are also forward-looking a little bit.  
4 Here we started activities that have to do with us being  
5 interested in moving from the current stage of, say, generic  
6 concept evaluations in which the campaign is heading towards  
7 the next stage that will be site selection characterization.

8           I think we are well set up in terms of best  
9 practices and lessons learned because we have very close  
10 collaboration with countries that are at different stages in  
11 this sort of site selection, site comparison stage. Germany  
12 very early on I think similarly with the U.K. Switzerland  
13 already now down to three regions and detailed  
14 characterization. Canada, same thing with two sites. And  
15 then, Sweden already, you know, almost at the end of their  
16 detailed site characterization process. So, lessons learned  
17 in terms of how to conduct siting, how to work with the  
18 public, how to do communication, we can learn a lot there.

19           At the same time, we have been developing site  
20 characterization methods where we felt we --we could advance  
21 the science and we could feed some of the scientific needs.  
22 I don't want to go into detail. There is a project that has  
23 been and is being conducted about characterizing flowing

1 fractures in relation to the hydromechanical behavior in the  
2 deep borehole in Sweden and also a fault characterization  
3 study at Mont Terri in Switzerland. Both of these are by  
4 the way, co-funded by non-nuclear waste related parts of the  
5 DOE. So, there is some -- some crosscutting value in that.

6           With that, I am summarizing my part of the  
7 presentation. Just really briefly, active collaboration is  
8 a central and fully graded element -- fully integrated  
9 element of our research program. These activities have been  
10 extremely beneficial I believe. And here you can read  
11 yourself for those benefits. We are prioritizing those  
12 activities in an open and in an integrated and a frequent  
13 planning effort across the campaign. And I would say that  
14 there is always opportunity to expand if we have the desire  
15 to do so, and the needs to do so, and the means to do so.

16           There is a report that is written every year, I  
17 just want to point you to it if you have more interest.  
18 There are the acronyms and abbreviations that I used, have  
19 been used here if you want to take a look later. And with  
20 that, I will hand it over to Dave. Thank you.

21           BAHR: Thanks, Jens. It looks like Dave's coming up,  
22 so we're --

1           SASSANI: Thank you, Jean. Thank you, Jens. Very nice  
2 coverage there. Good day to everybody, probably afternoon  
3 for most of us, if not all of us at this point. I'm David  
4 Sassani. I am at Sandia National Laboratories. I'm the  
5 National Technical Director for the Spent Fuel and Waste  
6 Science and Technology Campaign for the Department of  
7 Energy. And I spoke yesterday to some extent about what  
8 we've done within the campaign and -- and its previous  
9 namesake, the Used Fuel Disposition Campaign for doing  
10 planning and prioritization of our R&D activities and  
11 disposal research.

12                   And as Jens just summarized very nicely for our --  
13 the international part of our work, the evolution that's  
14 gone on through time has taken us from harvesting the  
15 information, to collaborating directly, to now planning and  
16 running some international activities, and where we're going  
17 with that. And I'm going to continue talking about moving  
18 forward. And today I'll cover Disposal Research Five-Year  
19 Plan that we put together this past fiscal year and in 2020.  
20 And I'll give you some details on that and how we're  
21 utilizing it and what it does for us.

22                   So just a little outline of the talk today,  
23 program planning introduction, a little bit of overview and

1 background regarding challenges for planning within the  
2 generic program, and just a recap of the completed  
3 prioritization efforts and the disposal research campaign  
4 current coverage.

5           And then I'll go into the five-year plan, a little  
6 bit about its purpose and structure. And then walk through  
7 the R&D priorities for each of the technical areas within  
8 our campaign, within the disposal research program. Jens  
9 showed some of those listings of those and I will as well.  
10 And then I'm going to give you a current integration example  
11 from our just completed fiscal year 21 planning that  
12 occurred between the end of September and into October. And  
13 I'll finish up with some summary and conclusions today.

14           So, this is a figure that if you were in the  
15 meeting yesterday you saw a number of times. Tim presented  
16 this and it got presented also to some extent in my -- my  
17 talk. There is the generic disposal concepts that we  
18 started out with salt, argillite, and crystalline examples  
19 from international experience. And our -- our basic goals  
20 for the program over here that Tim has covered looking to  
21 develop the sound technical basis for these multiple viable  
22 disposal options in the U.S. with increased confidence in  
23 the robustness of those concepts and developing science and

1 engineering tools to support the disposal concept  
2 implementation at some point in the future.

3           The challenges that we have for planning relate to  
4 the wide range of geologic disposal concepts, so this is  
5 generic stage. Irina covered this very nicely in her  
6 presentation. So you do things slightly differently. And  
7 we're attempting to constrain the generic R&D most important  
8 for each of these concepts and then to define how -- how  
9 much is complete enough for the generic R&D. And we also  
10 want to take advantage and utilize the vast international  
11 experience and integrate that with our other crosscutting  
12 activity aspects in a clear fashion within the program. So  
13 those challenges are -- are not things that are bad.  
14 They're just what we need to deal with when we're doing our  
15 planning and prioritization.

16           So, the drivers on planning and prioritization,  
17 Tim in his presentation to kickoff this meeting yesterday,  
18 he covered these in a lot of detail. Program direction,  
19 which when I put this in here, it refers both to directional  
20 in scope, as well as budget direction that comes from the  
21 congressional appropriations, the generic nature of the R&D  
22 studies, and focusing on the safety assessment capabilities  
23 that Emily covered and spoke to in one of our more recent

1 activities in the -- unsaturated zone systems that we're  
2 doing. And the international investigations which include  
3 very site-specific work, as Jens put it, on actual rocks,  
4 actual sites, with actual URLs. And those give you a vast  
5 insight as to what aspects need to be considered and covered  
6 in a program.

7 I covered in detail in my presentation yesterday  
8 our completed prioritization efforts on the campaign, the  
9 2012 roadmap and then the 2019 roadmap update. And those  
10 take about two years to complete, so they are large-scale  
11 planning prioritizations. And, you know, something that you  
12 might do on a five-year basis, plus or minus depending on  
13 what's going on. But as Jens indicated, there's also a  
14 continuous reassessment that we do, at least on an annual  
15 basis, with our annual meeting, annual assessment of  
16 priorities, annual budgeting that comes from the  
17 congressional appropriations, all of that. And all of this  
18 leads to the entire package of disposal research coverage.

19 And I'm showing here again a flow diagram for the  
20 SFWST campaign for FY20, because that is the fiscal year in  
21 which we wrote the plan, so it is based on this and just the  
22 disposal research side of things. And you've seen this many  
23 times. We have host rock focused technical areas. We also

1 have crosscutting technical areas as well shown here. And  
2 the geologic disposal safety assessment is sort of a  
3 unifying, integrating force across all of these activities  
4 to give direction, as I think the question was asked, how do  
5 you know what to incorporate, you know, and show whether  
6 it's important to safety or not, that's an iterative process  
7 that starts with the evaluation of features, events, and  
8 processes and then goes to building things into the safety  
9 assessment and then doing sensitivity analyses and uncertain  
10 quantifications that give you the insight to make those  
11 decisions.

12           So here is the Disposal Research Five-year Plan.  
13 At least there is the cover sheet of it. This was authored  
14 by myself and the technical managers for the technical areas  
15 in disposal research. Jens Birkholzer is one of those,  
16 Emily Stein is, as well, and then Geoff Freeze and Chris  
17 Camphouse are the other two. And the purpose and the  
18 utility of this five-year plan is that the strategic guide  
19 to work within the disposal research R&D technical areas and  
20 those are control accounts, in the PICS-NE system, the DOE -  
21 - the details of management and planning are in for the  
22 Department of Energy. And it's a concise consolidated plan  
23 report for the disposal research program.

1           Well, what does concise and consolidated mean?

2   Well, it's the entire report is 40 pages, I think it's 41  
3   pages long, and it's about 30 pages of actual text and  
4   content and information, 10 pages of front matter. So, it's  
5   fairly directly readable. It provides the thrust topics in  
6   each of the disposal research technical areas. It's a  
7   living document that we plan to update annually.

8           This is the shorter term, re-planning,  
9   reprioritization aspect and that will be based again on the  
10   program direction, the technical progress that has occurred  
11   within that year, and our enhanced knowledge and  
12   understanding of each technical R&D topics those -- that  
13   we've laid out and prioritized.

14           The structure of the plan is a relatively simple  
15   one. We look at thrust topics in each of the disposal  
16   research technical areas for both of the near-term, which is  
17   about a one to two-year timeframe. That is basically the  
18   present disposal research R&D portfolio with some hoped-for  
19   modifications modestly in the next one to two-year  
20   timeframe. That's a fairly certain period of time on these  
21   programs that are annually funded by congressional  
22   appropriations.

1           And then there is a longer-term look on a three-  
2 to-five-year time frame, again, where the thrust topics are  
3 laid out which provide a vision of where the disposal  
4 research R&D is heading, and that's considering no major  
5 program changes occur in that timeframe.

6           We may be fortunate, or stuff may happen and we'll  
7 have to re-plan and reprioritize. It's implemented by  
8 executing the work and revising the plan each year. And the  
9 real details of implementation is the annual planning that  
10 gets loaded into the PICS-NE system which has all the work  
11 packages in each of the technical areas and I'll speak to  
12 one of those towards the end in an example where we did some  
13 integration re-planning in fiscal year '21 planning.

14           The first revision of this report will add reports  
15 on the progress for the short-term thrusts and the bases for  
16 any revised prioritization to the thrust topics therein. So  
17 I'm going to go now through these thrust topics for each of  
18 the technical areas and highlight some of those in short-  
19 term and long-term aspects.

20           So here are a couple, first starting with the  
21 argillite disposal R&D. You've just heard a lot of work  
22 that we're doing in these, in this meeting, so I'm not going  
23 to spend too much time on this. And in the near-term, which

1 again is the one to two-year period. It's one of the -- one  
2 of the highlights is the coupled thermal, hydrologic,  
3 mechanical, and chemical processes. That's one of the  
4 thrust areas for the argillite.

5           And out in the longer term, in the three-to-five-  
6 year period, there's a couple of thrust areas, thrust  
7 topics. And one of those is to focus on the field testing  
8 and process understanding from our international  
9 collaborations and get that incorporated into our models and  
10 move forward with models for safety assessments.

11           In the crystalline disposal R&D technical area,  
12 the near-term thrust topic highlighted here is the flow and  
13 transport in fractures, including matrix diffusion  
14 interactions, which may be quite important for aspects of  
15 the transport timeframe. Longer-term thrust topics is  
16 looking at candidate buffer materials under a range of  
17 disposal conditions. The HotBENT test is a test regarding  
18 the evolution of the bentonite backfill, and so we would  
19 look at candidate buffer materials from tests such as that,  
20 but also look at potential additives that can go into buffer  
21 materials over this longer time period.

22           Moving on to the salt disposal R&D area, I think  
23 you saw this very well in Kris Kuhlman's presentation.

1 Near-term we're really looking at the effects of heat-  
2 generating waste on the evolution to salt, and particularly  
3 brine availability and movement within the salt itself. In  
4 longer-term thrust topics integration of the models that we  
5 developed based on these tests and process understanding  
6 into the safety assessment framework will be a focus.

7           In terms of the Geologic Disposal Safety  
8 Assessment that Emily covered very nicely today, near-term  
9 thrust topics to emphasize, and the questions regarded this,  
10 is development of uncertainty quantification and analyses  
11 and sensitivity analyses and capabilities to extend those  
12 and to answer some of those questions about what really  
13 matters in terms of the safety coming out of the safety  
14 assessment. And also looking at repository systems analysis,  
15 this will be a shorter-term thrust, doing the things we do  
16 on each of these potential concepts, demonstrating  
17 capabilities to do the safety assessments for those.

18           Longer-term is going to be incorporating models  
19 from host rock investigations. That is taking the process  
20 level, develop models, and incorporating them into the  
21 systems scale to assess how those change or affect the  
22 safety assessments themselves.

1           Now, the direct disposal of dual-purpose  
2 canisters, there was a full Board meeting held this past  
3 July in 2020.. I think it was the first virtual meeting of  
4 its kind I attended, I was not a part -- a participant,  
5 although I think maybe I answered a question or two, but I'm  
6 not going to go into a lot of detail here since we just did  
7 a whole meeting on it. But this is the diagram that  
8 synthesizes the activities that are going on in this  
9 technical area. And for those of you who were not at the  
10 meeting, if you look -- go from the center of this diagram  
11 out on any spoke, basically you're moving from before any  
12 dual-purpose canisters were loaded, to the point we are  
13 currently in 2020 where about 3,000 are loaded, and then  
14 moving in a future timeframe to 2030 where more will be  
15 loaded, and then out even beyond that to where the rest of  
16 them, rest of our spent fuel would be loaded in dry -- these  
17 dual-purpose canisters in dry storage.

18           So it's before any are loaded, to where they are  
19 all completely loaded, temporal evolution from the center to  
20 the edge, shown by these concentric circles. And activities  
21 that we're working on to assess the feasibility of doing  
22 this are then shown by the pie wedges and covering whether  
23 they cover simply later to be loaded packages where you have

1 to re-arrange -- redesign baskets or do fuel modifications,  
2 or if they cover both the current suite that are loaded and  
3 the future ones. And some of those were focused on short-  
4 term of the criticality consequence analysis and the  
5 injectable filler testing and analysis studies. And in the  
6 longer-term, we want to do a demonstration of injectable  
7 filling testing of dual-purpose canisters. So that's the  
8 focus there.

9           This next slide covers the international  
10 collaboration that Jens just spoke to in detail. There is a  
11 little inset of his diagram that he showed. And in the  
12 short-term continuing to look for new international  
13 opportunities is a focus and being more active in terms of  
14 conducting and planning the experimental work, also shorter-  
15 term thrust. And in the very long-term, and Jens stated  
16 this also, developing the best practice technologies for  
17 site selection as we go further into this generic system,  
18 that's a focus here as well.

19           The engineered barrier system, you heard Ed Matteo  
20 and LianGe Zheng from Berkley talked to this to a certain  
21 extent and then in the short-term the bentonite buffer  
22 drying and re-saturation processes is our focus.

1           And longer-term particular things like HotBENT,  
2 those underground research laboratory studies for the  
3 performance of the engineered barriers and the design  
4 materials used in the system, even including cement and  
5 concrete, things like that. That's -- that's a bit longer-  
6 term focus.

7           The Online Waste Library, which is an inventory  
8 and waste characterization activity, near-term thrust, or as  
9 the change control process and a release control processes  
10 for the Online Waste Library, which were just put in place  
11 this past fiscal year and implemented for releasing version  
12 two of that. That's a short-term thrust.

13           And then in longer-term, considering interface  
14 capabilities for developing inventories for the safety  
15 assessment framework is a thrust.

16           I think this is the last set. Here's technical  
17 support for underground research laboratory activities. You  
18 heard no presentation on this, but there is an activity set  
19 where we're looking at utilizing an existing tunnel  
20 underground, the ESF at Yucca Mountain, not for  
21 characterization of that site but for doing passive  
22 monitoring for generic, unsaturated systems things like  
23 temperature, relative humidity, airflow, compositions, to

1 characterize the breathing under ambient conditions of such  
2 a site. And then, if ventilation is run, how does that  
3 affect it.

4           There's -- also in longer-term, it's actually is  
5 collecting the data over a long timeframe for use in a  
6 generic, unsaturated system. And that passive monitoring  
7 case, and also looking at cosmic radiation detection  
8 activities, and making those measurements.

9           This last topic area you have not seen yet because  
10 it is not a disposal research activity, it is a campaign  
11 management control account, the knowledge management area.  
12 We've been very actively working on this. And in the near-  
13 term, the basic thrust is to expand the topical coverage  
14 beyond the disposal research program that has been the focus  
15 to this point and expand it into the storage and  
16 transportation R&D area as well.

17           And then for longer-term thrust, it's to greatly  
18 expand the efficacy of this knowledge management repository  
19 to larger portions of the nuclear energy fuel cycle  
20 community beyond just SFWST.

21           So now, I'm going to move to an example where we  
22 actively were using our planning of the five-year plan and  
23 our annual planning activity to do some integration and

1 reassessment. And this has to do with what I just showed  
2 you in terms of the OWL, the Inventory and Waste  
3 Characterization control account which we changed  
4 dramatically in the FY 21 planning.

5           It is a good example because it focuses on our  
6 waste form characteristics and development and particularly  
7 a lot of spent nuclear fuel characteristics for post  
8 closure. And this was an aspect that was actively being  
9 worked from a modeling and a testing standpoint in the 2010  
10 to 2013, '14 timeframe which is when the mixed potential  
11 model and the radiolysis model were developed and integrated  
12 to be the fuel matrix degradation model that's been coupled  
13 to the safety assessment case.

14           But as program direction changed, primarily  
15 funding decreased, the testing that was laid out to do  
16 validation of that modeling, it kind of went off the board,  
17 even though we kept the models percolating along. And then  
18 some of these activities moved off into the argillite and  
19 crystalline areas. And in the last couple of years we've  
20 developed a few more activities and funding levels have gone  
21 up and those testing activities and modeling activities were  
22 scattered across six of these areas.

1           And so what we did for integration within the  
2 disposal research campaign for waste forms, in particular  
3 spent nuclear fuel, was take the control account in FY '21  
4 and bring together under one umbrella all these various --  
5 and these are work packages at different national  
6 laboratories, all relating to spent nuclear fuel behavior in  
7 post-closure, including cladding, degradation, model  
8 development, and some planning to do SNF degradation testing  
9 possibly this year and into the next.

10           So, this work package which had -- this control  
11 account which had one work package, and now integrates all  
12 of these. I think there's nine work packages in it  
13 currently. And with that, we're also integrating with the  
14 storage and transportation R&D efforts where they've been  
15 doing excellent work on characterization of cladding, doing  
16 post-irradiation examination of the cladding and  
17 characterization of it and evaluation of its degradation  
18 behaviors in -- in storage conditions over long timeframes.  
19 And we're also integrating with the integrated waste  
20 management campaign in terms of the interfaces for the  
21 inventory information.

22           So now, this is, again, the pie diagram with the  
23 three host rock areas and cross-cutting activity shown by

1 the concentric colored circles. And what I've added over  
2 here is no longer grey because we've talked a bit about it.  
3 It's the inventory and waste form activities which our  
4 current focus is on spent nuclear fuel testing. Where we're  
5 planning this currently hoping to finalize that plan in this  
6 fiscal year and potentially initiate the testing later in  
7 this fiscal year. The plan will cover testing that will be  
8 highest priority for validation of the fuel matrix  
9 degradation model itself. But also, lower prioritized  
10 testing looking at specific more -- the other mechanistic  
11 aspects of the spent fuel and its behavior and I've shown  
12 that in here. It's in between the DPC and EBS crosscutting  
13 activity as a purple band, corresponding to this purple  
14 color, to include it as part of the crosscutting activities  
15 and because the model itself focuses in these conditions for  
16 both crystalline and argillite, that's where our initial  
17 focus will be for that.

18           So just summarizing multiple drivers on the  
19 planning and prioritization, we've been over that a lot in  
20 this meeting and I think some of these were also hit on very  
21 nice in Lucy's and Irina's presentations as well. And then  
22 within the campaign, the detailed planning activities have  
23 occurred, and they've given us large scale prioritization of

1 our R&D activities throughout time and helped focus our  
2 planned activities into this five-year plan for the R&D  
3 priorities in the near term and the long term. And we're  
4 integrating those technical thrusts within the disposal  
5 research R&D campaign and then also across the storage and  
6 transportation R&D into the integrated waste management  
7 campaign, which is DOE NE-82, and beyond. And, you know,  
8 because there's interfaces between that campaign as well as  
9 -- there's interfaces with that campaign as well as the  
10 other branches of the Department of Energy.

11           So that -- that is my last slide, even though it's  
12 jumping around, there is the disclaimer that's here which  
13 relates to the standard contract in reference to the  
14 discussion of direct disposal of dual-purpose canisters.  
15 And I thank you and I'll take questions at this point and --  
16 and possibly Jens will as well.

17           BAHR: Thanks, David. Yeah, so let's bring Jens back  
18 on. And I have one question for each of you. For Jens, you  
19 mentioned a variety of international and -- and binational  
20 collaboration efforts. And I was just wondering  
21 specifically about the IGD-TP program, which we heard about  
22 from Irina this morning, which is admittedly focused on

1 European countries, but have there been occasions where DOE  
2 has -- has partnered with some of those efforts?

3 BIRKHOLZER: The -- the answer is no. And, frankly,  
4 I'm not quite sure why not. I think we've been focused a  
5 bit more on such collaborations where we could directly  
6 engage and do research and the IGD-TP, I think is more about  
7 planning and interactions but I think it could be, now  
8 having learned a lot more about it from Irina, I think it  
9 could be valuable to perhaps join in, if were allowed to,  
10 and listen and to see if there is anything we could get --  
11 contribute to or could get out of that type of engagement.  
12 So I'm -- I'm --

13 BAHR: It -- it sounded like a lot of the lessons  
14 learned from other countries' experiences would be valuable  
15 things for DOE to be aware of.

16 BIRKHOLZER: Definitely. It's not that we weren't  
17 aware. I mean we have been engaging with individual members  
18 of this symposium.

19 BAHR: That's -- group -- group discussions can be  
20 valuable.

21 BIRKHOLZER: Absolutely. Absolutely. Particularly if  
22 we would at some point have a chance to move forward in our

1 stage in the campaign and go into site selection and  
2 comparison and things like that. Thank you.

3         BAHR: And then for David, you provided an example of  
4 taking research programs related to waste characterization  
5 and waste inventory that were, sort of, scattered among  
6 different programs and -- and integrating them in this new  
7 model. What does that mean beyond putting them into a list  
8 under a heading in a -- in a flowchart? Are there increased  
9 opportunities for the people leading those efforts to  
10 interact and combine resources? I mean, just from a -- on  
11 the ground standpoint, what does that reorganization --

12         SASSANI: Yes. So, yes, it isn't just moving it around  
13 on a PowerPoint slide. That -- in fact, a number of those  
14 work packages at different laboratories, some of them  
15 existed last year and the year before, and -- but were  
16 funded at fairly low level start -- until starting about a  
17 couple years ago when program funding went up and so we  
18 started refunding those to look at some of the experimental  
19 activity and get that growing again. Then we added a number  
20 last year.

21                 For example, the two cladding modeling activities,  
22 one at Sandia and one at PNNL, those work packages were  
23 initiated last year and they were driven in fact by

1 considerations for direct disposal of dual-purpose canisters  
2 which from their standpoint, they really would like to know  
3 what does the fuel bundle look like through time, not just  
4 let's assess the safety of already failed fuel which, from a  
5 safety standpoint, you know, it -- if you assume the  
6 cladding is not there and you start allowing the fuel to  
7 degrade, you can very easily make the case that that's the  
8 appropriate way to handle it from a safe standpoint. But  
9 with the -- the criticality aspects, they -- they have a  
10 little different bent on them and they want to know, well,  
11 how long is the configuration going to be maintained, when  
12 might it go away, and you don't have the same drivers on it.  
13 So, we really needed to go back and start looking. And of  
14 course, we in fact, started with the cladding models that  
15 were evaluated on the Yucca Mountain Project.

16           So, we are putting those conceptual models  
17 together. So those modelers, and one of them at PNNL that's  
18 led by Brady Hanson who was very active in the storage and  
19 transportation R&D area, and Brady is part of the planning  
20 consortium that we have across these laboratories we're  
21 putting the experimental plan in place. So, it really was  
22 to focus these.

1           We had one planning activity in the safety  
2 assessment area that was headed by Oak Ridge last year to  
3 start development of this testing plan, a draft of it at the  
4 end of the last fiscal year. They are still the lead on it  
5 going forward but there's also planning -- there's work  
6 packages at PNNL and Argonne and other laboratories, I think  
7 Los Alamos as well, to help with that planning aspect and  
8 build that plan together. Not simply for the validation  
9 tests but to lay out similar to the S&T, R&D gap analysis.  
10 What is it that we need to know about spent fuel in the post  
11 closure timeframe going forward? And where are all the  
12 places we could do tests to learn things and answer  
13 particular questions? And then that will get prioritized in  
14 that list as an appendix to the plan for starting the  
15 validation testing. So, it does -- it does bring people  
16 together in a coherent group a little bit more. And it is  
17 then all integrated under one of the -- Sandia's work  
18 packages for waste form modeling and testing.

19           BAHR: Okay. thanks. Bill Boyle offered to answer my  
20 question about EU participation in your program, so I'm  
21 bringing Bill on.

22           BOYLE: Okay. Can -- can you hear me?

23           BAHR: Yes.

1           SASSANI:  Yes.

2           BOYLE:  Okay.  So, my answer goes back approximately 20  
3 years or so.  So maybe things have changed since then.  This  
4 isn't the first time the topic of DOE -- the waste disposal  
5 people and DOE participating with the European Union on EU  
6 activities.  And checked into it more than once  
7 approximately 20 years ago.  And the impediment every time  
8 was, when it came time to sign the paperwork to be involved,  
9 even though we were paying totally for our own  
10 participation, there was a clause put in by the EU that the  
11 US government and DOE would hold them harmless no matter  
12 what.  And good luck getting that by a government attorney.  
13 We gave up.

14                   And so maybe things have changed.  Maybe they no  
15 longer require that clause in their paperwork.  But that was  
16 it.  It was -- there -- there was no way that attorneys and  
17 DOE were going to sign off holding somebody completely  
18 harmless and we would have to indemnify them no matter what,  
19 you know, it -- we gave up.  But maybe it has changed.  
20 Jens, you're welcome to check into it.  But I'm doing this  
21 from memory.  Irina's slides from this morning listing all  
22 the participants, I bet they're all European.  You know, are  
23 -- are the Japanese involved, are the Canadians?  You know,

1 it's easy for them because they're part of the same group to  
2 hold each other harmless. Outsiders, not so friendly.

3 BIRKHOLZER: Okay. Thank you, Bill.

4 BAHR: Okay. Thank you -- verification, Bill. So, we  
5 have some questions from Board members. Tissa had his hand  
6 up first, I believe.

7 ILLANGASEKARE: Yes, I want just to compliment the last  
8 presentation as really good that it shows how things come  
9 together. There are some interesting, good things about --  
10 and I liked the idea of the experiment and modeling going  
11 together. I think they are agreeing that emphasizing the  
12 experimental part, and how they are learning from each  
13 other.

14 And also, -- I also like the slide seven, Jen's  
15 slide number seven. I think -- I think your -- your  
16 international thing was the middle slice there, now I think  
17 you are making a larger circle and from all the  
18 presentations quite clear that the scope of the  
19 international program is -- should cut across all these  
20 other things. I think I like that.

21 And I also like the idea of the 2015 paper to  
22 start this experiment. Like these are really good idea to  
23 get these papers out early and innovate peer review so that

1 they sort of -- sort of build a science based on some other  
2 people participating in this -- the process.

3           And then I also like the idea of multiscale  
4 testing and because I think the process models are mostly  
5 tested at a smaller scale unless on a larger scale need more  
6 and more integration it becomes then you need multiscale  
7 testing. I think this is any great -- good way of doing it.  
8 Because later as we go to these larger systems, the  
9 interactions become more complicated. Those are the things  
10 we can be tested. But we can get a really, really good  
11 process model based on a simple column experiment, but when  
12 you go to the interaction, we need to go to a larger scale.  
13 So, I think I -- I like that -- the idea.

14           Also I really like the last slide I -- that  
15 someone came in David's presentation that's this idea of --  
16 of crosscutting with other nonnuclear DOE programs. The  
17 reason for that is that actually -- like for example, good  
18 example, in fracture monitoring, you know, Jens mentioned  
19 the characterization. There are a lot going and I think  
20 it's -- and then your problem is the nuclear problem is,  
21 like, more complex but there are lot to be learned from the  
22 last time going in other -- other areas. So, this also  
23 maybe -- maybe good thing.

1           Those aren't question, mostly comments to say that  
2 things are coming together well.

3           SASSANI: Uh-hmm. Thank you.

4           BIRKHOLZER: Yeah. I'm not sure what to say but thank  
5 you.

6           BAHR: Thanks, Tissa. Yeah, if you would like to  
7 respond, that's fine or if not, we have a question from Mary  
8 Lou that we could go to.

9           BIRKHOLZER: Well, maybe just one sentence about the  
10 crosscutting and the synthesis going beyond nuclear waste.  
11 I think -- and -- and -- and I think it -- it -- there is a  
12 value in the way we are organizing our science in the US in  
13 terms of having national lab scientists doing some work at  
14 least and that we often are not just working in one field.  
15 As my folks doing nuclear waste disposal research also work  
16 on geothermal or in others. So, we're kind of -- we're  
17 naturally integrated so for say, right? The high  
18 temperature chemistry and mechanics that -- that you need in  
19 geothermal reservoirs is quite often very useful in nuclear  
20 waste disposal. So, I just wanted to point out all of that.  
21 We -- we -- we -- we are, kind of, working across borders  
22 often and that -- that is quite -- quite helpful, I think.

1           BAHR: Okay. I see a chat message from Mary Lou. She  
2 says, "I do now have a question." But maybe she means I do  
3 not have a question. Let's just bring her live and if she  
4 doesn't have a question --

5           ZOBACK: I do have a question. And thank you.

6           BAHR: Okay. Yeah.

7           ZOBACK: I -- I forget about turning that thing on and  
8 off. Great talks and Jens and -- both of you. It's  
9 wonderful to hear that the international work or the  
10 collaborations and the opportunities are feeding directly  
11 into the research planning, the long-term plans. So that's  
12 -- that's great.

13                   One thing that struck me -- and this -- there's  
14 nothing loaded about this question. I often get reminded at  
15 our meetings that the national labs are not the Department  
16 of Energy, so I think that's a fair statement. But Lucy  
17 brought in, I thought, a really important point. I think  
18 the international collaboration's fantastic. But what about  
19 domestic collaboration and bringing in the US academic  
20 community? I know there is some acronym, external research  
21 program, and occasionally we've heard from someone who's  
22 funded by DOE that is an academic person, and -- and I --  
23 and I ask this -- you know, I understand the program's small

1 now. You're trying to do whatever you can do, given all the  
2 constraints you're working in, but if something were to  
3 change in a big way, has there -- any thought been given to  
4 broadening the program? Broadening the voices and the  
5 perspectives and not just be a national lab program, but  
6 rather engage the entire academic community, those  
7 interested. And yes, a lot of times, academic research is a  
8 little unfocused, but we found at the USGS in our external  
9 program, when you ask focused questions, people were  
10 interested in applying their research to it. So -- and  
11 there's also a self-serving component to this. The reality  
12 as a siting program moves forward, the most likely informed  
13 critics are going to come from the academic community. So,  
14 if you have them on board from the beginning and are taking  
15 their input and they're providing input on the research  
16 plan, it's a good way to engage a broader community to solve  
17 this vexing problem.

18 SASSANI: Jens, do you want to start? Or do you want  
19 me to go? Because I'll -- I can cover the nuclear energy  
20 university program aspects as well as some other parts.

21 BIRKHOLZER: Well, I mean, I could certainly, as a  
22 researcher, answer that. We obviously value collaboration

1 with university groups, and as you know, Mary Lou at Berkley  
2 we're very close to UC campus.

3           And in fact, as part of our work we do for the  
4 campaign, we have relatively close interactions with the  
5 nuclear engineering department down there and we have a few  
6 grad students and a postdoc here and there, but it's not at  
7 scale, really. It could be at a bigger scale, and I think  
8 that we're definitely valuing that. I don't think it's my  
9 place to comment on where the DOE puts its budget. There  
10 isn't any key program without the nuclear energy university  
11 program. It's across the entire Office of Nuclear Energy,  
12 so the disposal part is probably relatively small, but,  
13 Dave, maybe you can add a little bit to that.

14           SASSANI: Yeah, I -- I'm -- I'm happy to add to it. It  
15 -- it currently -- and I -- I've been more involved with it  
16 over about the last three to four years. But nuclear energy  
17 university program puts out a call every year for proposals  
18 and they do pre-application proposals, well, which just  
19 occurred in September. Those get reviewed and assessed, and  
20 rated, and then full proposals get submitted, I believe.  
21 Submittal is February 11th, coming up, with a full proposal?

22           ZOBACK: Yeah, I -- I don't need a full detail of how  
23 to submit a proposal.

1           SASSANI: Yeah, I'm sorry about that. But I -- but  
2 just to give you a scale, in disposal research over the last  
3 couple of years, there's probably been five or six fully-  
4 funded proposals, which are three-year grants on the order  
5 of \$800,000 a -- for the full three years. For university  
6 researchers doing R&D related to the program, relevant to  
7 the program, but a little more cutting edge than maybe what  
8 would be done within the campaign. The same is true on the  
9 storage and transportation R&D side as well. And so,  
10 there's -- I would guess there's roughly 25 active  
11 university program activities going on in this area. And  
12 generally we'll bring them on our annual program meeting  
13 every year to give presentations and talk, but yeah -- you  
14 know, you're -- it -- it's -- it's a very good area for that  
15 collaboration, for reaching out, and helping build the next  
16 generation of scientists in these areas. It's fully  
17 supported by the Department of Energy and either Bill or Tim  
18 could add to that if they want to add any specifics.

19           ZOBACK: Okay, thank you.

20           BAHR: Okay. And now I see Bret Leslie. I'm not sure  
21 if this is a question or if this for the public comment  
22 period. But let's bring Bret on.

1           LESLIE: I'm going to ask a question before we get to  
2 the public comment period. Dave, you had a slide and it  
3 came away that talks about defining and what is complete  
4 enough. And I came away from the series of talks not really  
5 understanding what are the viable disposal options that DOE  
6 is considering. And -- and -- and I'll give you some  
7 background. All we heard about was commercial spent fuel  
8 and high-level waste. We didn't hear anything about DOE  
9 standard -- DOE fuel, which is uranium metal, which is  
10 highly reactive in reduced conditions. So, I don't know in  
11 defining your things whether you defined it well enough to  
12 know whether you have the adequate technical bases that  
13 these are viable.

14           SASSANI: Well, good question, Bret. No, you -- you  
15 didn't hear anything about that. And primarily, the reason  
16 for that, the way I believe it, it's not that we haven't  
17 done anything with it. The Online Waste Library has the DOE  
18 high-level wastes in it, and it also has some connection to  
19 the DOE SNF database in terms of the major material that's  
20 out there, which really is the N-Reactor fuel, which is  
21 about 85% by mass, and it is metallic fuel. Because the DOE  
22 SNF database exists in vast detail at Idaho, we don't --  
23 we're not reproducing that database within what we're doing,

1 but we have analyzed in -- in a few of the reference cases,  
2 we've included the DOE-managed SNF as instantaneously  
3 degrading spent fuel, which is how it was incorporated into  
4 the Yucca Mountain SAR. And because of its small --  
5 relatively small volume in mass compared to the other fuels,  
6 it doesn't have a large safety impact. So it's -- from that  
7 standpoint prioritized, now that doesn't that there might  
8 not be other pieces to look at for specific some specific  
9 investigations on it, but it's been a lower priority than  
10 what drives the system, which is the commercial spent fuel  
11 and the high-level waste class.

12 LESLIE: But I -- but I guess you cannot really --  
13 really assess your FEPs unless you include all your waste  
14 that could be there. For instance, the hydrogen generation  
15 is a big deal for the uranium metal. That's how we get --  
16 how we get hydrogen isotopic information. We interact water  
17 with heated uranium metal.

18 SASSANI: And --and offgas the hydrogen, right.

19 LESLIE: Correct.

20 SASSANI: Almost quantitatively. Yes.

21 LESLIE: So -- anyway, thank you, David.

22 SASSANI: Yup.

1           BAHR:  Okay, thanks, Bret.  I see Bobby with his hand  
2 up.

3           PABALAN:  Hey, Dave.

4           SASSANI:  Hey, Bobby.

5           PABALAN:  I've got a question -- got a question for  
6 you.  Yesterday in your presentation, you mentioned one of  
7 the key objectives emphasizing the safety of a geologic  
8 repository system is to provide a vehicle to communicate the  
9 understanding of safety to a broad audience of stakeholders.  
10 And in the first two presentations today, Lucy and Irina  
11 both emphasized the importance of effective communication  
12 for a successful geologic disposal program.

13                       While I know that the DOE programs that are not  
14 site-specific or a generic stage, but are there any  
15 activities you are conducting with respect to communication?  
16 And this could help in laying the groundwork, so to speak,  
17 so that when you get closer to the site selection stage, if  
18 that is the case, or also to address Mary Lou's comment  
19 about broadening the community of people interested in  
20 nuclear waste disposal, are there any activities related to  
21 communication?

22           SASSANI:  So, in term -- in terms of that, Bobby, I  
23 would say we have one activity that sort of relates to that,

1 which is the knowledge management activity although it's  
2 being developed and it's all still in-house. Because this  
3 program is an R&D program, it's not necessarily an actual  
4 siting or site selection program. That, as I tried to  
5 indicate with some of those program diagrams that -- that's  
6 probably a little off in the future, when there would be  
7 some waste management aspects that would drive us to start  
8 considering site selection again, or site -- siting  
9 activities.

10 DOE may want to comment more specifically about  
11 siting aspects. They -- in the U.S., we all know and  
12 understand that there's been some issues in -- in those  
13 regards, and it's -- I don't see a real clear path forward  
14 at this point. I think we have -- we do a lot of technical  
15 communication, but the R&D program is really not here to do  
16 the public interaction, although we have had small pieces  
17 where we've engaged with University of Oklahoma,  
18 particularly Hank Jenkins-Smith in terms of looking what's  
19 out there and what might -- might be doable. That, I think  
20 with the knowledge management aspects that we're putting  
21 together, we may grow something out of that. Although that  
22 is -- the knowledge management really is for the backend of  
23 the nuclear fuel cycle and the future generations that are

1 going to do this work, when that type of a program starts up  
2 again.

3           Now, that said on the disposal research side, the  
4 storage and transportation side -- R&D side of the SFWST  
5 program interacts directly with industry and the NRC, and  
6 there are a lot more public communications aspects that go  
7 on there, because it is an active, actual program doing  
8 those things.

9           PABALAN: Okay. Thank you.

10          BAHR: I see Bobby -- we got Bobby, we see Chandrika,  
11 and then Bill Boyle may have wanted to clarify something.  
12 And then we probably, at that point, need to go to the -- to  
13 the public comments.

14          SASSANI: Is Bill going to clarify first?

15          BAHR: Yes. Bill -- maybe we should bring Bill on. He  
16 says -- there was a question about site-specific studies.

17          SASSANI: Uh-hmm.

18          BOYLE: Yesterday as one of the public questions as  
19 well. Absent direct permission from the United States  
20 Congress, we are forbidden from doing site-specific studies  
21 anywhere other than Yucca Mountain. It's in the new-- in  
22 the '87 Act, with the amendments. It prohibited all other  
23 work, site-specific. So, there you go. Now Congress can

1 fix that. They can put -- even in an appropriation bill  
2 they could, on a one-year basis, override that, they -- they  
3 have never done so.

4       BAHR: Okay. Thanks for that clarification. Okay, so  
5 let's go to the question from Chandrika. Sorry to take her  
6 off and on.

7       MANEPALLY: Thank you, David, for the end -- and Jens  
8 for the presentation. My question was what about your  
9 research prioritization. When you are deciding what is  
10 important, what is, you know, the high, medium, low level,  
11 do you ever think about maybe having design specification or  
12 tech specification in the future, which could probably make  
13 a research topic not necessary? For example, you could say  
14 you are having a sacrificial -- you know, bentonite buffer  
15 zone or you're having thicker, you know, layer of upper or  
16 stainless steel and then to take care of the corrosion, so  
17 we really don't have to go into that detail level of  
18 understanding right now that you guys in this stage.

19       SASSANI: Yes, that's -- it's a great question and it -  
20 - it -- it relates very closely to kind of the screening  
21 arguments that are put together in the features, events, and  
22 processes as part of the performance assessment system,  
23 where you would walk through and your justification for not

1 including the detailed evolution of the bentonite buffer  
2 around the canister could be, well, we did analyses in  
3 detail and we did experimental work and we showed this only  
4 affects 15% of the buffer material, there's still 85% there  
5 that doesn't seem affected, and therefore we're not going to  
6 include that explicit representation into the safety  
7 assessment. You know, we're -- we -- we don't -- we don't  
8 have to build that model to that level of detail into the  
9 system.

10           So that -- that is -- that is something that we  
11 would consider going forward. It likely wouldn't happen  
12 until we get a little bit more design and site-specific  
13 information to really make those -- those arguments, to  
14 screen them out. So in the generic sense right now, we  
15 focus more on the capability development to be able to do  
16 the assessments if we need to, and we try to focus on the  
17 highest priority aspects that affect safety, but some of  
18 those in a future sense could get screened out when I talk  
19 about those -- those different decision points in a  
20 program's progress, you know, when you get to down-selecting  
21 sites and doing more design specific work, you may drop a  
22 lot of those off out of the direct incorporation into the  
23 safety assessment.

1           MANEPALLY: Thank you.

2           SASSANI: Uh-hmm.

3           BAHR: Okay. Well thanks to all the speakers. And I  
4 understand from Bret Leslie that we have about 12 comments,  
5 so I'm going to say goodbye to David and Jens, thank you  
6 again.

7           SASSANI: Thank you.

8           BAHR: We will bring up Bret for the public comments.

9           PUBLIC COMMENTS

10          LESLIE: Okay. So, Jean, remind me at the end to re-  
11 look at the -- the inbox, because we had one come in last,  
12 yesterday when we were wrapping up a meeting.

13                    So let me start with yesterday's meeting and as I  
14 will remind the audience, I will be giving these comments in  
15 the order that they were, well, were received.

16                    So yesterday, Kayleen Walker had the following  
17 message. "DOE Sandia Lab Technical Gap Report (December  
18 2019) updated their prioritization of unsolved problems -  
19 technology gaps - with thin-wall, welded-shut canisters  
20 currently used to store spent fuel waste. The report makes  
21 priority number one the problem of through-wall crack risk  
22 and thin-wall canisters. It acknowledges there is no  
23 inspection or repair technology, and no plan in place to

1 repackaging fuel assemblies into new containers. And it  
2 states there is not sufficient information regarding  
3 consequences of through wall cracks. The report indicates  
4 an urgent problem of over 3,000 loaded canisters in the US.  
5 *Gap Analysis to Guide DOE, R&D in Supporting Extended*  
6 *Storage and Transportation of Spent Nuclear Fuel: An FY2019*  
7 *Assessment SAND2019-15479 R, December 23rd 2019.*  
8 <https://www.osti.gov/servlets/purl/1592862/>. While the DOE  
9 has spent decades and billions of dollars on R&D of  
10 permanent repositories, the NRC continues to allow the use  
11 of canisters that do not meet the Standard Contract or basic  
12 safety requirements. Canisters cannot meet qualifications  
13 for ASME N3 nuclear pressure vessels. Only thick-wall,  
14 bolted lid cask designs can meet ASME N3 requirements and  
15 basic safety requirements. Only installation of hot cells  
16 will allow for repackaging of fuel and inspection of  
17 container contents. Please look into this seriously  
18 radiological hazard with current dry storage  
19 [SanOnofreSafety.org](http://SanOnofreSafety.org). Thank you."

20           Today, we had a number of comments, and I will,  
21 again, give the context in terms of when they came in.

22           During Irina's talk, the first comment, Sven  
23 Bader, Orano Federal Services, "Do all countries in Europe

1 with radioactive waste have geology suitable for disposal  
2 and the financial resources to build disposal sites?"

3 In Lucy's talk, the next comment, Tom Peake, US  
4 EPA, member of the Nuclear Energy Agency Integration Group -  
5 - Integration Group for the Safety Case. His comment,  
6 "NWTRB members and DOE staff are encouraged to attend the  
7 NEA IGSC meetings."

8 And there were a number of series of comments that  
9 came in around Emily's talk. A first comment, Donna  
10 Gilmore, SanOnofreSafety.org, "What overpacked materials and  
11 thicknesses are being considered for the DPC? Are there any  
12 technical documents about this available?"

13 The next comment, by Shannon Chu from EPRI. "Did  
14 the criticality analysis consider radiolysis of the water  
15 and any potential for hydrogen deflagration?"

16 Another comment by Donna Gilmore,  
17 SanOnofreSafety.org. "What assumptions are you making about  
18 the initial condition of the canisters, such as cracking?  
19 Are you aware there is no current technology to inspect or  
20 repair cracked in the canisters? Are you assuming  
21 inspection and repair technology will be available?" Gap  
22 Analysis to Guide DOE R&D in Supporting Extended Storage and

1 Transportation of Spent Nuclear Fuel: An FY2019 Assessment  
2 SAND2019-1547" --

3         BAHR: I am back, but we lost Bret. Are you there,  
4 Bret?

5         LESLIE: I'm here.

6         BAHR: Okay. I think if you said anything after  
7 drinking your water, could you repeat it?

8         LESLIE: Okay. All right. So, I had finished saying  
9 "Are you assuming inspection and repair technology will be  
10 available? The next thing I said was *Gap Analysis to Guide*  
11 *DOE R&D in Supporting Extended Storage and Transportation of*  
12 *Spent Nuclear Fuel: An FY2019 Assessment* SAND2019-15479R,  
13 December 23, 2019. Again, the -- email -- I mean the web  
14 address <https://www.osti.gov/servlets/purl/1592862/>.

15                 Another comment by Donna Gilmore,  
16 SanOnofreSafety.org, "Are you aware there is an unknown  
17 amount of water in the DPCs?"

18                 One final comment also during Emily's talk was  
19 made by Sven Bader, Orano Federal Services. "By using  
20 representative waste package loadings from UNF ST&NDARDS,  
21 what improvements are expected and how do these improvements  
22 compare to the previous representative loadings used? Could

1 the previous representative loadings potentially have  
2 provided non-conservative activities?"

3           Next we had a comment that came in around LianGe's  
4 talk. Again, Donna Gilmore, SanOnofreSafety.org. "The  
5 coupons won't tell you about stress corrosion cracking of  
6 stainless steel."

7           And then after the presentations over -- were  
8 over, Kayleen Walker repeated most of her message from  
9 yesterday, but I will read it into the record. "While DOE  
10 spends many decades and billions of dollars researching in  
11 permanent repositories, the NRC continues to license DPCs  
12 used for dry storage that do not meet the Standard Contract  
13 of the NWPAs, or critical safety requirements. The December  
14 2019 DOE Sandia Lab Technical Gap Report updated the  
15 prioritization of technology gaps regarding unsolved  
16 problems with the thin-wall, welded-shut canisters currently  
17 used to store spent fuel waste. The report makes priority  
18 number one the problem of through-wall cracks in thin-wall  
19 canisters. It acknowledges there's no inspection or repair  
20 technology, and no plan in place for repacking fuel  
21 assemblies into new containers. And it states there is not  
22 sufficient information regarding consequences of through  
23 wall cracks. The report indicates urgent problems with over

1 3,000 loaded canisters in the US. The NRC is approving  
2 canisters that cannot meet qualification for ASME N3 nuclear  
3 pressure vessels. Only thick-wall bolted lid casks designs  
4 can meet ASME N3 requirements and basic critical safety  
5 requirements. Hot cells will be necessary for repackaging  
6 of fuel, inspection of container contents, or dealing with  
7 canister failure yet not one hot cell exists in the US  
8 capable of handling canister fuel. Please look into the  
9 serious radiological hazard with current dry storage.  
10 Congress needs to know, thank you. *Gap Analysis to Guide*  
11 *DOE R&D in Supporting Extended Storage and Transportation of*  
12 *Spent Nuclear Fuel: An FY2019 Assessment*. SAND2009 -- 2019-  
13 15479R, December 23rd, 2019. Again, the web address  
14 <https://www.osti.gov/servlets/purl/15892862/>. More info,  
15 San -- SanOnofreSafety.org."

16           Coming down to the last two that I have in the  
17 inbox so far, Donna Gilmore, SanOnofreSafety.org. "Are you  
18 aware of Holtec thin-wall canisters (DPCs), are gouged,  
19 scraped, or scratched as each is loaded into Holtec concrete  
20 carbon-lined overpacks, both aboveground and subterranean  
21 systems? Are you aware this embeds carbon particles in the  
22 walls of the canisters? These are corrosion cracking issues  
23 that should be evaluated in any planning for storage,

1 transport, and disposal -- and disposable for both short and  
2 long-term timelines."

3           Final comments that I have so far was Steve  
4 Frishman, Nevada. Question, "What generic R&D value is  
5 there in the five-year plan element for passive data  
6 collection in the Yucca Mountain Exploratory Studies  
7 Facility, the ESF?"

8           And Jean, And Jean, there are no other comments  
9 that have come in while I've been speaking.

10          BAHR: Okay. Just as a reminder, all the public  
11 comments will be posted as part of the transcript and the  
12 record for this meeting, and that includes comments that  
13 come in, written comments afterwards. Correct, Bret?

14          LESLIE: Yes. The -- the written comments will be  
15 posted on our website. Correct.

16          BAHR: Okay. Well, thanks to everyone for your  
17 attention over the last two days, to all the presenters in  
18 different time zones and particularly our international  
19 presenters who may no longer be with us, but I think we  
20 really benefited from their -- their external perspective.  
21 And thank you very much and I am going to close the meeting  
22 now.

23 (Whereupon, the meeting concluded.)