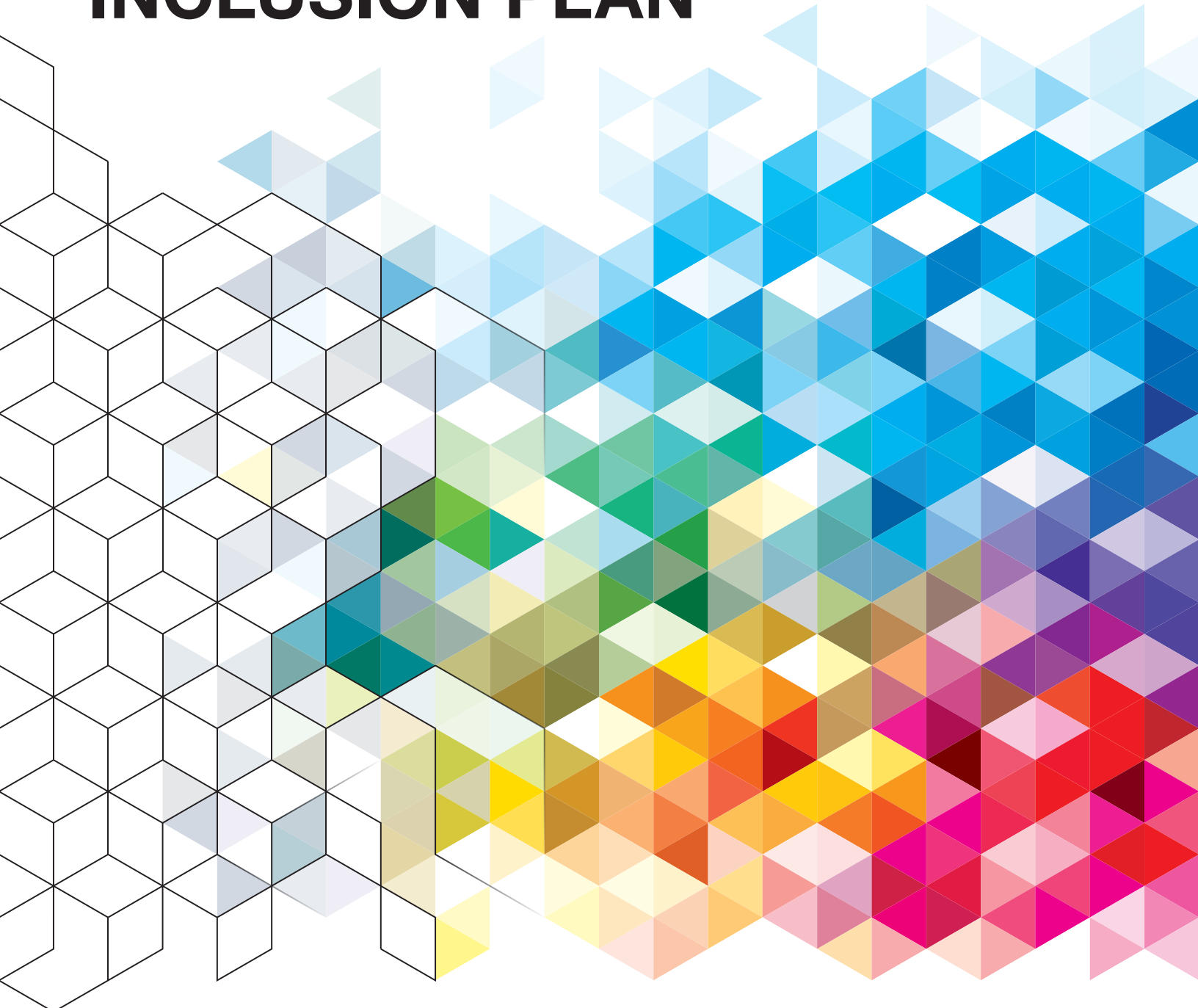


FY21 ANNUAL **DIVERSITY, EQUITY & INCLUSION PLAN**



In accordance with DOE Contract Clause I.104, DEAR 970.5226-1, Diversity Plan (December 2000), this report is prepared by the Brookhaven Science Associates, LLC for the Brookhaven Site Office and DOE Office of Science. The report is formatted to meet the Annual DOE Laboratory Diversity and Inclusion Plans, Fiscal Year 2021 Guidance dated January 22, 2021.

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OVERVIEW

i. LAB OVERVIEW

Brookhaven National Laboratory's vision is to enable discovery science and transformative technology that power and secure our nation's future. Its mission is to deliver expertise and capabilities to drive scientific breakthroughs and innovation for today and tomorrow. Primarily supported by the U.S. Department of Energy's (DOE) Office of Science, Brookhaven is a multidisciplinary laboratory with seven Nobel Prize-winning discoveries and 74 years of pioneering research. Brookhaven's highest-level science initiatives are nuclear science, energy science, data science, particle physics, accelerator S&T, climate/bio science, quantum information science and isotopes. The Laboratory's approximately 2,500 staff members lead and support diverse research teams that are working to advance the DOE mission. Brookhaven Lab employees build and operate facilities that house unique tools used by researchers from Brookhaven, other national laboratories, academia, and industry. DOE Office of Science User Facilities located at the Lab include the Relativistic Heavy Ion Collider, National Synchrotron Light Source II, the Center for Functional Nanomaterials, and the Accelerator Test Facility, as well as a growing computational science initiative. Brookhaven is the site of the future Electron Ion Collider (EIC), a one-of-a-kind nuclear physics research facility that will keep America in the forefront of nuclear physics research. Thomas Jefferson National Accelerator Facility is a major partner in realizing the EIC. The future success of the EIC and Brookhaven Lab depends on the DEI strategies and initiatives that leadership creates today.

ii. DEI VISION STATEMENT

Brookhaven is creating an inclusive and equitable environment that leverages an ever increasing diverse workforce, ensuring the Lab is well positioned to assemble the top talent it needs to achieve the future missions on behalf of the U.S. Department of Energy Office of Science.

Attracting and retaining a diverse group of highly engaged employees is possible when an organization's culture inspires a strong sense of support and belonging. With this, the lab community including staff, guests, users, visitors, students, and all contributors, can have the confidence to be their authentic selves, allowing them to pursue personal career growth and contribute to the Lab's success in solving some of the world's greatest mysteries and challenges.

iii. INSTITUTIONAL CHALLENGES

The Lab's primary institutional challenge to DEI and advancing DEI as a core value continues to be culture change. The Lab recognizes that this is a long-term objective that requires continued planning and development; measuring of data and metrics; and evaluating our efforts and initiatives. As noted in the FY19 LDIP, changing the way people think and behave toward DEI issues is paramount to attraction and retention strategies. This therefore remains our greatest challenge to which all the other institutional challenges are tied. These challenges include uneven acceptance among staff and supervisors of DEI as core values and creating a strong value proposition to attract and retain a diverse talent pool that must replace a large fraction of our current workforce within the next 10 years.

iv. PROCESSES TO IDENTIFY CHALLENGES

The Lab has used multiple avenues to gather feedback and data to identify our institutional challenges and inform our strategies. The primary source is the FY19 Lab-wide employee engagement survey. The areas for improvement identified from the data have helped us create a road map to address institutional challenges. We have gathered qualitative information from other avenues that further support the data, such as input from our employee resource groups (ERGs), directorate level DEI councils, the DEI Office, and other internal stakeholders who have shared ideas for improvement.

v. DEI GOALS AND OBJECTIVES

To achieve our DEI vision, we have established multi-year and comprehensive strategies that target particular DEI objectives. They are represented by four broad pillars.

- 1. Leadership Commitment & Accountability:** Addressing the primary challenge of culture change must start with leadership that models daily behaviors which encourage and include different perspectives, styles, and backgrounds. Leaders must also hold their direct reports accountable to daily behaviors that exemplify inclusion and equity.
- 2. Addressing structural issues** that hinder our workplace culture from being diverse, equitable, and inclusive. We are comprehensively reviewing our workplace policies, practices, and physical infrastructure to identify opportunities for improvement and to standardize best practices that promote DEI. Actions include improvements to our recruitment and hiring policies; expanding our DEI training and learning & development programs; expanding our Quality of Life programs; and improvements to our lab campus.
- 3. Engagement** with all personnel including guests, users, visitors, students, and foreign nationals. An engaged individual is highly motivated and committed to the organization's DEI core value. The Lab regularly gathers information on how to improve our value proposition through several engagement mechanisms including climate surveys, lab-wide and local meetings with leadership, DEI councils, and our employee resource groups.
- 4. Outreach and Education** to strengthen the Lab's brand and goodwill throughout the community and to develop a diverse STEM pipeline.

vi. DEI IMPLEMENTATION STRATEGY

DEI is a core value and our strategies are implemented in a holistic and systemic approach that encompasses the entire organization at all levels. At the very top of the organizational structure is the Executive Council, comprised of senior leadership including the Lab Director, Deputy Director for Science & Technology, Deputy Director for Operations, and cross-functional leaders from Human Resources, Office of Educational Programs, Stakeholder & Community Relations (SCR), and the DEI Manager. The Executive Council is responsible for developing the Lab's DEI vision and provides Lab-wide oversight, policy setting, communication, coordination, and integration of the Lab's DEI mission for the entire organization. Moreover, the Lab Director's direct reports, which include all associate lab directors, have mandatory annual DEI performance goals to ensure leadership accountability. In addition to accountability at the leadership level, as of FY20, all Lab employees who are required to

have an annual performance goal must include a DEI performance goal. This ensures that DEI is treated as everyone's responsibility at the Lab.

The Lab has a dedicated DEI Office, comprised of four full-time professional staff who are charged with stewardship of Lab-wide activities in support of the Executive Council's DEI vision and strategy. In FY21 the DEI Office will complete its transition to report directly to the Lab Director. This transition reinforces our efforts to ensure that DEI is systemically integrated into the entire organization. The DEI Office partners with cross-functional stakeholders including the ERGs, Directorate-level DEI councils, Human Resources, SCR, sub-contracting, and pipeline development. The DEI Office also has partnerships with external stakeholders including an external DEI advisory board, and colleges and universities including Minority Serving Institutions (MSI), and Historically Black Colleges & Universities (HBCU). These stakeholder relationships represent activities and programs across the Laboratory.

vii. DATA-INFORMED ACTIONS AND IMPACT

Addressing our institutional challenges to DEI requires a scientific approach to problem-solving. Data and analytics must inform our strategies and measure the impact of our actions. The Lab regularly gathers data that are quantitative (examples: workforce demographics; hiring demographics; number of complaints received; pay equity analysis) and qualitative (feedback gathered from climate surveys, pulse surveys, ERGs, DEI Councils, anonymous reporting; and other avenues) to measure key metrics that address our DEI goals and objectives. The planning and execution of our data-based strategies involve five stages.

1. **Establishing metrics that align with our DEI goals and objectives** mentioned in our four pillars above.
2. **Establishing critical success factors** that will be measured against our institutional DEI challenges.
3. **Monitoring progress** through benchmarks as we use regular reporting tools such as monthly and quarterly reports and tracking of key performance indicators.
4. **Measuring performance and impact:**
The impact of our actions is measured quantitatively and qualitatively.
 - a. **Quantitative impact** focuses on numerical data points such as tracking changes in the workforce demographics; the number of under-represented minorities (URM)/women hires; the number of complaints received; the number of promotions; etc.
 - b. **Qualitative impact** focuses on data that demonstrates observations and perceptions such as tracking changes in our reputation; goodwill; value of the brand; and staff concerns and issues.
5. **Lessons-learned and evolving strategies based on evidence:** The Lab reviews our strategies to identify opportunities to maximize our efforts by standardizing best practices and moving away from initiatives that demonstrate minor impact.

Furthermore, the Lab is currently in the procurement process for a new Human Capital Management System. This new system will support the Lab's DEI efforts to improve data-driven strategies by providing greater access to real time metrics in areas such as hiring, turnover and varied indices reflecting employee engagement. Additionally, this new system will broaden our ability to capture data beyond the traditional demographic data points such as binary gender and capture other important elements of diversity.

viii. LINKS TO LAB'S DEI RELATED POLICIES AND PROCEDURES

A link to all of our policies and procedures that support the Lab's DEI vision and objectives can be found at <https://www.bnl.gov/diversity/>.

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LABORATORY DEI VISION, GOALS, AND OBJECTIVES AND DEI LEADERSHIP

i. LABORATORY'S DEI VISION STATEMENT

i. Vision for advancing DEI

Diversity Equity and Inclusion (“DEI”) are integral and corresponding components that make up one of our institutional core values. Our efforts towards inclusion means that the full spectrum of differences among personnel, including visible traits (physical characteristics) and invisible traits (such as managing and communication styles), are not merely respected, but leveraged as advantages. Our efforts towards advancing equity are aimed at identifying and eliminating all institutional barriers that limit or prevent the full participation of individuals and groups. This will ensure fair treatment, access, and opportunity for all members of the Lab community. When these corresponding components of DEI are realized, we create a workplace culture that maximizes job satisfaction, productivity, and innovation.

As a key indicator of the Lab’s success in achieving a successful DEI workplace culture, the Lab assesses its workforce regularly with a 10-year goal to assemble a workforce that reflects the national demographics for specific job classifications of available qualified individuals in the national labor pool. The Lab categorizes all job titles into various job groups based on similar work activity/job titles and reviews the demographic make-up of each job group. Our goal is to mitigate underutilization (a lower representation than would be expected compared to the national labor market) of any individuals within our job groups. In 2017, there was an underutilization of women and URMs in 43 out of 59 total job groups compared to the percentage of available qualified individual in that specific job group. In 2020, there was a significant improvement in the diverse representation of our workforce as 29 out of 59 job groups were underrepresented by women and URM. In 10 years, our aim is to move as close to zero underutilized job groups as possible.



ii. LABORATORY DEI CHALLENGES

i. Primary institutional DEI challenges

The Lab’s primary long-term challenge remains culture change: changing people’s perceptions and daily behaviors around DEI. Specifically, the Lab must address the uneven acceptance among middle management across the Lab of the importance of DEI in everyday face-to-face interactions. As part of the challenge to achieving systemic culture change, we must also strengthen our value proposition to attract and retain diverse talent in a competitive landscape. Such value propositions include salary, quality of life and work-life-balance policies, professional development/career growth opportunities, and creating an environment where diverse candidates can imagine themselves as part of the Lab community.

ii. Identification of DEI challenges

The institutional challenges identified above were derived from data and input gathered from several feedback mechanisms including data from the FY19 Employee Engagement Survey; Input from ERG and directorate-level DEI council members who met regularly with the Executive Council and

senior leadership; and feedback gathered from other formal and informal avenues to raise concerns with leadership.

There was alignment in these sources with regards to the institutional DEI challenges, which demonstrate that the Leadership has properly identified and understands the primary challenges.

iii. LABORATORY CULTURE AND CLIMATE ASSESSMENTS

i. Lab-wide Climate Survey

In FY19 the Lab conducted an employee engagement survey that was open to all Lab employees. The survey was administered from May 29, 2019 to June 19, 2019 by an outside vendor, CultureIQ, a technology company that helps organizations collect, understand, and act on feedback. A total of 2,491 employees were invited to participate and 1,921 responded representing a 77 percent response rate with a total of 3,774 comments gathered from the participants. There were 64 close-ended questions measuring several categories including collaboration, communication, engagement, growth and development, inclusion and diversity, safety and well-being, and valuing employees.

ii. Primary Survey Findings

The results of the employee engagement survey identified several areas of strength in the Lab's culture including: high degree of pride in working at Brookhaven, alignment between an individual's work and the Lab's mission, commitment to safety, communication with supervisors, and training to ensure employees are qualified to do their jobs. The survey results also highlighted opportunities to improve the culture. The Lab identified five dimensions as institutional priorities.

- » Efficiency and Agility
- » Diversity, Inclusion, & Equity ("DEI")
- » Quality of Work Life
- » Communication
- » Growth and Development

iii. Survey Communication & Action Plans

Following the end to the survey, in July 2019 a representative from CultureIQ met with leadership and several focus groups to review and analyze the

survey data at a Lab-wide and local Department/Directorate level. These focus groups included all of the ERGs, the directorate-level DEI councils, management councils, and other volunteer participants from across the Lab. On July 29, 2019, the Lab Director and the CultureIQ representative conducted an all-employee meeting to present the survey findings. Furthermore, every directorate, department, and office conducted at least one all-hands meeting to review the localized survey data.

Following the analysis of the data at a Lab-wide and local level, each directorate and office prioritized areas of focus in the five dimensions mentioned above and established local working groups to develop plans to address them. In order to demonstrate leadership commitment, each of these working groups was sponsored by a senior leader. Directorates are also implementing suggestion boxes to allow staff to anonymously share ideas for improvement and concerns. The Lab continues to provide multiple opportunities for staff engagement including the formation of Lab-wide and local groups, as well as all-staff meetings and establishing directorate-level points of contact to attend bi-monthly meetings to share progress on planned actions and strategies.

The Lab has also established a new role for an Organizational Change Management Specialist who is charged with leading process and cultural change and coordinating local and Lab-wide actions into a cohesive program of enhancing the Lab's culture. This new position reports directly to the Deputy Director for Operation. Furthermore, in FY21, the Lab will partner with a nationally-recognized DEI speaker and Trainer to conduct facilitated discussions with the Lab Community on the workplace culture. The information gathered from these discussions will better inform strategies to address our challenge of culture change.

iv. LABORATORY DEI GOALS AND OBJECTIVES

i. Corporate DEI goals and objectives

As indicated in Section 1, to achieve our DEI vision and address our institutional challenges, we have established multi-year strategies that target particular objectives. These actions and initiatives fall within four broad pillars.

1. Leadership Commitment & Accountability: Culture change starts with leadership that models daily behaviors that promote DEI. As part of the leadership commitment to DEI, leaders must address uneven acceptance of DEI by middle managers by holding middle managers accountable to their daily behaviors and actions. Several key actions by Lab leadership to demonstrate leadership commitment and accountability to DEI are outlined below.

- a. Leaders continue to practice inclusive leadership, developing leadership programs for high potential diverse talent, recognizing bias, and valuing authenticity over conformity.
- b. Leaders encourage and empower all personnel to speak up and be heard through multiple forums.
- c. Leaders listen to feedback from all levels of the organization with careful consideration and response. Where it is relevant and applicable, leaders incorporate the feedback into our lab-wide strategies.
- d. Leaders continue to work towards increasing the representation of women and underrepresented minorities (URM) in leadership roles.
- e. One of our most successful pipelines for diverse talent comes from partnerships with an external stakeholder including MSIs, HBCUs, local community colleges, and other organizations that specifically target under-served and under-represented communities. These partnerships have developed from long-standing relationships into durable collaborations that provide a

sustained and diverse pipeline of students, users, and employees to the Lab. For example, in 2016 a friendly invitation from the Lab to Howard University's President to speak at our Summer Internship Program was reciprocated by an invitation for BNL leadership to speak at Howard University. From there, informal communications developed into monthly formal meetings between both institutions. Through this lengthy relationship-building process we have now developed a steady transfer of talent and resources between both institutions across several scientific directorates. We are pleased to note that Howard University's President will join the Battelle Memorial Institute's Executive Board of Directors. By the end of the 2021 calendar year, all Directorate leaders will either a) establish a new partnership or b) deepen an existing partnership with an external stakeholder and follow the same successful model of building upon an organizational relationship that transforms into robust collaborations and a steady transfer of a diverse talent pipeline.

2. Addressing structural issues: The Lab is correcting policies, procedures, and practices that hinder DEI workplace culture. The Lab's comprehensive efforts in addressing all aspects of the organization's policies and practices are outlined below.

- a. **Recruitment and Hiring efforts** are aimed at being more agile in the hiring processes, expanding the talent acquisition team, building pipeline plans and strategies for targeted positions or groups, and educating hiring managers and search committee members on the value of DEI.
- b. **Addressing workplace behaviors that compound our challenge of culture change-harassment, discrimination, retaliation**
 - i. The Lab regularly reviews and strengthens our DEI policies and measures data to assess the impact of our DEI policies. Data measurements include the number of complaints and disciplinary actions taken against individuals for violation of our DEI policies.
 - ii. The Lab is increasing avenues for the Lab community to provide feedback and raise concerns. The Lab is currently underway to reinstitute an on-site Ombuds-person role by the end of FY21.
- c. **Training** programs have been developed and will be improved to provide our entire lab community with the proper tools to transform daily behaviors and opinions about the value of DEI. We must provide our Lab community with the practical skills to practice inclusive behaviors which addresses the challenge of uneven acceptance of DEI. Efforts include reviewing our current DEI training catalogue to consider additional mandatory trainings and means to increase participation rates in optional trainings.
- d. **Quality-of-life programs** will be expanded and improved to address our challenge of creating a strong value proposition, which help to attract and retain top talent.
- e. **Physical infrastructure** initiatives seek to address improvements to the physical campus on multiple dimensions. With regards to existing buildings and renovations of high occupancy buildings, improvement initiatives will explore considerations such as increasing all-gender

facilities, adding spaces for prayer/mediation, lactation rooms, and ensuring that our campus remains compliant with ADA codes and

regulations. All new facilities and buildings have already included such spaces into the construction plans.

3. Engagement with our entire community including staff, guests, users, visitors, students, and foreign nationals is critical to our DEI efforts. An engaged individual is highly motivated and committed to the organization's core principles. Our engagement initiatives seek to address the challenge of creating a strong employee value proposition. Engagement mechanisms include climate survey/pulse surveys; focus groups; forums for personnel to provide feedback, including anonymous feedback; and social engagement/enrichment programs such as our ERGs, Brookhaven Employees Recreation Association, and community service opportunities.

4. Outreach and Education initiatives strengthen the Lab's brand and goodwill throughout the community and help to develop a diverse STEM pipeline.

a. **STEM Talent Development:** One of our approaches to developing STEM talent has been a "grow-your-own" approach through our educational programs that nurture interest in STEM and BNL from K-12 and expand to graduate students and post-docs. This addresses the challenges of competition for STEM talent and a declining interest in STEM amongst US students. Through this outreach strategy, we have helped develop a strong cohort of talent, some of whom have pursued distinguished careers either at BNL, within the DOE complex, or in public/private industry. David Turk, the new Nominee for Deputy Secretary of Energy, was a participant in one of BNL's high school summer programs and is one example of someone the Lab touched at an early age, now coming back full circle to the DOE complex. Our programs continue to help develop and foster talent that has achieved academic and professional excellence in STEM. In 2019 we celebrated Dr. Vanessa Sanders, another individual who participated in our STEM

pipeline programs, becoming the first African-American woman in the US to earn a Ph.D. in the field of radiochemistry—and someone who has now joined the lab's scientific staff. Today our programs are helping to develop a new generation of young talent that will continue to achieve success in the STEM field.

b. **Discovery Park** is a new vision for the gateway to Brookhaven Lab—the only multidisciplinary national laboratory in the Northeast and a major destination along Long Island's Research Corridor. Discovery Park is envisioned as a flexible platform to advance science and technology-based economic development for Long Island, New York State, and beyond. The concept includes creating more than 600,000 gross square feet of facilities on 40–60 acres. Discovery park will provide a regional economic driver for Long Island, attracting companies that would benefit from proximity to the Lab's facilities and people. New companies, looking to hire STEM professionals, will be able to draw talent from underserved communities in the region.

v. DEI LEADERSHIP AND ACCOUNTABILITY

i. Personnel responsible for developing DEI plan

As indicated in Section 1, DEI is a core value that is embedded into our organizational structure. The basic functional structure follows three levels from the top down:

» **Driving the Vision** The Executive Council bears primary responsibility for establishing the DEI vision, goals, and strategies. The Executive Council is comprised of senior scientific and operations leaders across the organization to ensure diversity of perspectives across several key functions of the Lab. The Executive Council is staffed with the following individuals: 1. Lab Director 2. Deputy Director for Science and Technology 3. Deputy Director for

Operations 4. Manager of the DEI Office 5. Associate Lab Director (ALD) for Human Resources (HR) 6. Director of the Stakeholder & Community Relations Office 7. Manager of the Office of Educational Programs 8. On a rotating basis, ALDs of other directorates are invited to join meetings. Although ownership of the Lab's vision, goals, and strategies sit within the Executive Council, the Lab does not strictly follow a top-down approach. Instead, the Executive Council interacts regularly with the Management Steering Committee (MSC), which is comprised of all of the directorate ALDs and all of the ERG leaders (employees at all levels volunteer to be ERG leaders). The regular interactions between the Executive Council and MSC allows for the Executive Council to shape the Lab's vision and strategies based on a diversity of input and suggestions from

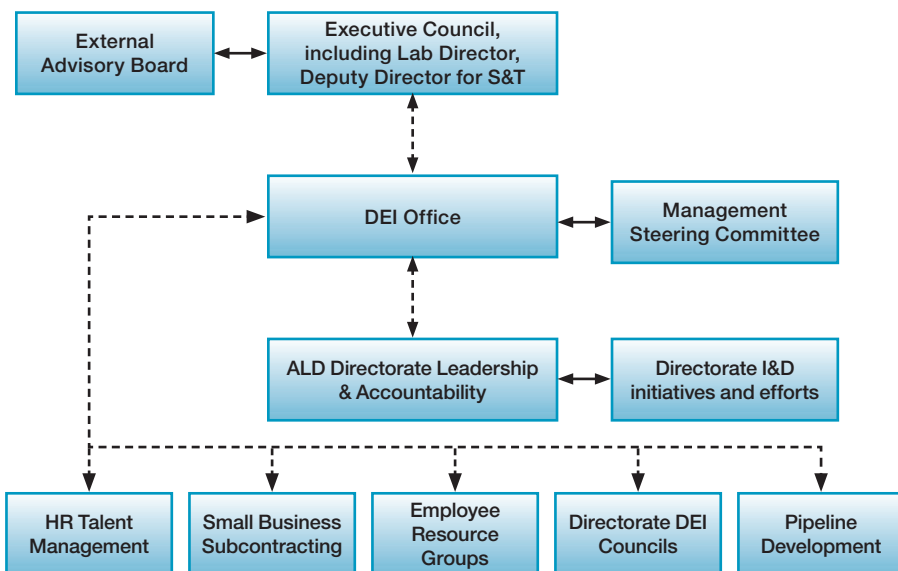
ERG leaders who can share the perspectives and concerns of all employees. The Executive Council also relies on an External Advisory Board to advise the Executive Council on DEI matters and share industry best practices that help shape the Lab’s overall vision, goals, and strategies. The External Advisory Board is comprised of DEI leaders from the private and public sectors including Fort Lewis College; New York University; City University of New York; IBM Research; ConEdison; and Stanford University’s VMware Women’s Innovation Lab.

» **Stewardship** of all Labwide DEI activities and policies lies within the DEI Office that is comprised of four full-time professionals with more than 30 years of combined experience in DEI, HR, legal, and scientific research. In FY20, the DEI Office created a new hybrid position of a DEI Research Fellow and

hired a former Brookhaven scientist who began his career as an applied physics graduate student and finished a post-doc appointment in NSLS-II. The scientific knowledge and research background of this hybrid position has strengthened the DEI’s partnership with internal and external stakeholders, including the scientific directorates.

» **Implementation** of the Executive Council’s DEI strategies occurs at the local levels through the directorate-level ALDs who report directly to the Lab Director. At the implementation level, there are cross-functional groups that are key partners with the DEI Office in carrying out our strategies including the ERGs, the directorate DEI councils, internal partners such as Human Resources, Office of Educational Programs (OEP), facility user committees at CFN and NSLS-II, and other key stakeholders.

ii.



Driving the I&D Vision
Lab-wide oversight, policy setting, communication, coordination, & integration

Stewardship
Lab-wide activities in support of I&D policies

Implementation
(Directorate level) examples: Creating I&D Councils, Sr. Leadership Demographics

iii. **Communication of DEI strategy with staff**

Our vision and strategies are communicated at a Lab-wide and local level.

1. **Lab-wide:** Our DEI Office website hosts the annual DEI Plan for Lab staff to review. We also seek input on the annual DEI Plan from the ERGs, directorate-level DEI councils, and other local focus groups. In FY20 we also implemented a new action that requires all staff to have an annual DEI performance goal to reinforce DEI as a responsibility for all. Moreover, Senior leaders begin all meetings with a message that reinforces the Lab’s core values of safety and DEI.
2. **Local level:** Regular meetings between the Executive Council and MSC, as well as regular meetings with the DEI Office and the directorate level DEI councils, reiterate the roles and responsibilities of all staff. The

ALDs hold regular all-hands meetings to discuss DEI topics and emphasize the responsibility of DEI for all staff. Moreover, Lab leadership meets regularly with ERGs and directorate leaders meet frequently with Directorate-level DEI councils to communicate the Lab’s DEI vision and strategies.

iv. **Leadership and staff accountability**

As of FY20, all Lab staff who are required to have an annual performance goal must now include a DEI annual performance goals. This ensures that accountability lies with all staff beyond leadership. Moreover, in FY20, the Lab established a “DEI pinnacle award” with a \$10,000 prize called the Excellence in DEI Staff Award. It recognizes the achievements and contributions of Lab staff in advancing the Lab’s DEI values.

v. Responsibilities of and contributions from M&O

BSA regularly updates the M&O board on the Lab's DEI strategy and initiatives through board meetings, presentations provided by the Chief Human Resources Officer, and regular reports including assurance letters. These reports include demographic data on our strategic hires as well as our workforce demographics. The M&O board provides comments and recommendations to BSA where applicable.

vi. Laboratory's Policy and Procedures Sources and References

As an EEO/AA employer, we reaffirm our commitment to a climate of equity and inclusion where everyone is treated with respect and dignity through policies, procedures, and practices for the prevention of harassment, discrimination, retaliation, and profiling based on race, color, religion, gender, national origin, ethnic group, age, disability, marital status, sexual orientation, or veteran status. We apply the Lab's core values in our actions and decision-making and adhere to policies and procedures on Equal Opportunity & Affirmative Action, Anti-Harassment, and Anti-Retaliation. These core values, policies, and procedures are regularly communicated to employees through the internal website, newsletters and emails, manager and supervisor training, the employee handbook, and new hire orientation.

The Respectful Workplace policy aims to foster a climate of inclusion where everyone is treated with respect and dignity. Work-life balance policies and programs make it possible for employees to manage family and work responsibilities more easily. The Lab's policies and engagement programs (<http://www.bnl.gov/HR>) are a critical part of creating a safe work environment where every employee's perspective is considered and valued, and no employee's voice is silenced.

vii. FY 2020 Notable Actions and/or Accomplishments

In order to better understand the challenges that Lab employees have faced due to the COVID-19 pandemic, we conducted several Lab-wide pulse surveys, including a care-giver impact survey. The quantitative and qualitative data received from these surveys have been organized into three key areas for action areas of attention:

- » Flexible work arrangements

- » Mental and emotional health support
- » Increased communication from leadership

As described in later sections of this plan, the Lab will execute on several actions to address these three key areas.

viii. FY 2021 Major Planned Actions and/or New Initiatives

Major actions and initiatives that are planned for FY21 are outlined below.

1. The Lab is finalizing a new and expanded Telework and Flexible Work Arrangement Policy to respond to the challenges of an evolving workplace and keep the Lab competitive and current to the large-scale shifts in hybrid telework/on-site work arrangements that will occur post-COVID. We enacted this policy independent of the occurrence of the COVID-19 pandemic.
2. In November 2020, the Lab successfully cohosted the National Society of Black Physicists' (NSBP) first-ever virtual conference that saw record attendance for the annual event, with nearly 1,000 students, professionals, exhibitors, and speakers. Nearly 300 students found networking opportunities and connected with Brookhaven and other participating DOE labs. Following the unprecedented success of this latest NSBP conference, the Lab plans to once again partner with NSBP as a lead sponsor and co-host of the November 2021 conference, for which planning is already underway.
3. The SC Peer review of our FY19 DEI Plan indicated areas of improvement in our DEI training programs since one-time trainings are generally ineffective and our trainings on DEI are overly focused on compliance. In response, the Lab will work with a nationally-recognized DEI speaker/trainer as an external consultant to develop a custom training program that will provide a well-rounded training with multiple touch points beyond compliance, including anti-racism, systemic oppression, and practical tools to overcome bias. The custom training program we develop with the external consultant will include multiple training session with follow-up sessions and modules to reinforce the learning development. Reports of metrics to track the effectiveness of the trainings will be developed through tools such as pulse surveys.

3

CULTIVATING A SAFE, RESPECTFUL, AND INCLUSIVE WORKPLACE ENVIRONMENT

a.i-a.ii. GOALS & OBJECTIVES

The Lab's goals and objectives continue to foster a culture where our employees, guests, users, students, foreign nationals, contractors, and other contributors feel welcomed, safe, and free to be themselves. We must go beyond daily interactions that are simply respectful and courteous. Everyone at the Lab must work to create a true sense of belonging, allowing everyone to contribute to their full potential in support of the Lab's mission.

Our goals and objectives for promoting a safe, respectful, and inclusive environment align with our four institutional DEI pillars.

1. Leadership Commitment and Accountability:

Creating an inclusive and safe work environment starts with leadership that models daily behaviors that make a person feel welcomed and included. Leadership must also hold their team accountable to daily conversations and interactions that make someone feel unwelcomed and unappreciated.

2. Addressing structural issues: We are identifying opportunities to improve our workplace policies and practices that create an inclusive environment. These efforts involve a comprehensive approach from evaluating our written DEI policies, to improving our physical campus by increasing the number of all gender facilities, lactation rooms, and prayer/meditation rooms.

3. Education and Outreach: A critical component to achieving culture change is providing our Lab community with relevant training that provides practical skills to transform daily behaviors and opinions around DEI.

4. Engagement: We continually provide forums and avenues for the Lab community to give feedback to leadership on our workplace culture. We also provide professional and social enrichment programs that strengthen an individual's emotional commitment to the Lab and value proposition.

b.i. POLICIES, PROCEDURES, AND PRACTICES

To develop and maintain a safe, respectful, and inclusive work environment, we have established several DEI workplace policies that are applicable to our entire Lab community:

- » Respectful Workplace Policy
- » Anti-harassment, including Anti-Sexual Harassment Policy
- » Equal Employment Opportunity and Affirmative Action Policy
- » Anti-Retaliation Policy
- » Referencing DOE policies and written statements on DEI

All written policies are reviewed annually by the DEI office, and less frequently by an external law firm, to ensure they are up to date and current with all governance and regulations. All written policies are available publicly on our website and printouts of the Respectful Workplace Policy are posted throughout the Lab campus.

Our written policies are updated by the DEI Office where applicable, with approval from senior leadership. When a policy is updated, it is posted on several forums including Lab-wide email newsletters (Monday Memo), on our homepage, and physically posted throughout our campus.

In addition to promoting policies, we frequently host events and presentations on DEI topics. On a regular basis, our Employee Resource Groups (ERGs) host Lab-wide events that celebrate special emphasis months and other notable occasions. Throughout the year, the Lab and the ERGs invite external speakers to present on various DEI topics. The DEI Office and other internal stakeholders also host Lab-wide events and presentations on DEI topics. These events have strong leadership support and all staff are encouraged to participate. To demonstrate the Lab's Pillar of Leadership Commitment and Accountability, the Lab

Director begins his meetings and speeches with a DEI message. The Associate Lab Directors follow this example and include a DEI topic in their all-hands/ large-group meetings.

Effective training programs are necessary to provide the Lab community with practical skills to practice inclusive behaviors. In the SC Peer Review of our FY19 LDIP, it was noted that *“BNL offers valuable DEI training to both managers and staff, however, it appears that much of the training is optional and may be overly focused on compliance.”* In response, the Lab has identified nationally recognized speaker, trainer, and author Tony Chatman to work with leadership on developing a custom DEI training focused on the organizational, professional, and personal benefits of DEI. Recognizing that one-time trainings can be ineffective, the program will have follow-up trainings to reinforce learned skills. In FY21 we will develop this large-scale training program with Tony and review the feasibility of launching it in FY22. We are also reviewing our current training catalogue of DEI courses to consider additional mandatory trainings and how to increase participation rates in optional trainings.

b.ii. SUPPORTING WOMEN, MINORITIES, AND UNDERREPRESENTED INDIVIDUALS

All together, the Lab’s seven ERGs and the Americans with Disabilities Act (ADA) Committee are one of the Lab’s primary stakeholders in supporting women and minorities and underrepresented groups. Our ERGs represent: Black/African/African-American/Caribbean; Asian/Pacific Islanders; LGBTQA+; Hispanic; Veterans; Women; and Early Career employees. All members of the Lab community are encouraged to join any ERG and attend ERG-sponsored events. Senior leaders are a strong presence at these events.

Our ERGs are an integral part of the Lab’s strategy in supporting our community. Their efforts are fully supported by leadership, which provides ERGs with annual funding to conduct outreach activities including hosting events for special emphasis months, inviting guest speakers, awarding scholarships to local high school students pursuing STEM degrees, and other cultural exchanges and engagement activities. ERG leaders and Lab leaders comprise the Management Steering Committee Council, which meets on a regular basis to provide feedback on DEI topics. Lab Leadership also meets with each ERG to gather feedback. The ADA Committee is also supported

with an annual budget to ensure that all facilities and campus infrastructure are compliant with ADA regulations. The ADA Committee provides guidance and receives and resolves requests for reasonable accommodation from individuals within our Lab community to improve facility access. Finally, at the request of the ERGs, in FY20, the Lab established an ERG flag-pole to celebrate the diversity of the community during the special emphasis months.

Beyond the efforts of our ERGs, the Lab’s DEI Office also partners with external organizations and stakeholders to support women and those from underrepresented groups. We have partnered with OutAlliance to provide Lab-wide presentations on LGBTQA+ issues. We also partner with the Viscardi Center, a non-profit organization dedicated to educating, empowering, and employing people with disabilities. Dr. Caroline Simard of the Clayman Institute for Gender Research also sits on our External DEI advisory board to share best practices and insights.

b.iii. PUBLIC OUTREACH & COMMUNITY ENGAGEMENT.

As described in greater detail in section 6, the Lab promotes DEI externally with activities and recruiting efforts. The Lab’s effort in workforce development for underserved communities and support for STEM education helps build goodwill and long-term partnerships with the local and greater community. Many of these activities are accomplished through the volunteer efforts of the members of our Lab community. For example, employees, guests, and students volunteer in Lab-hosted workshops and conferences and the Summer Sundays open houses; employees support the United Way of Long Island annual campaign; the Lab co-hosted the 2020 National Society of Black Physicists Annual Conference; and the Lab actively participates and supports organizations like Habitat for Humanity and local food banks.

b.iv. INCORPORATING VIEWS AND CONCERNS OF FOREIGN NATIONALS

Regardless of their visa and immigration status, all members of our Lab community, including guests, users, students, and other contributors, are afforded the same opportunities and resources provided to employees within our DEI policies and procedures. These include all the avenues to provide feedback and share concerns. Moreover, there are three primary

Brookhaven Lab offices that all foreign nationals interface with when onboarding: the Guest User Visitor (GUV) Center; the Office of International Services; and the Brookhaven Employees Recreation Associate (BERA). In FY21, the DEI Office is working in concert with these three offices to ensure that all individuals are given the same consistent message on the Lab's commitment to DEI and the value in obtaining feedback from all members of the Lab community. These common messages will also ensure that anonymous reporting avenues are shared with all members of the Lab's foreign national community.

c.i. PREVENTING DISCRIMINATION, HARASSMENT, RETALIATION, AND PROFILING

As an EEO/AA employer, we reaffirm our commitment to diversity, equity, and inclusion. Through policies, procedures, and practices that are aligned with federal, state, local laws, and the Lab's core values, our leaders strive to consistently exhibit fair and equitable decision-making towards everyone. These core values, policies, and procedures are regularly communicated to employees through the internal website, newsletters and emails, manager and supervisor training, the employee handbook, and new hire orientation and onboarding.

Brookhaven's Equal Opportunity & Affirmative Action Policy commits to providing equal employment opportunities to applicants and employees to ensure employment decisions are free from illegal discrimination, harassment, and unwanted sexual behavior. All policies outline how to report an incident. It is the responsibility of each manager and supervisor to create and maintain a harassment-free workplace and promptly bring all matters to designated personnel. Employees have the option to report issues to the department's assigned Human Resources Manager (HRM) or any other manager across the Laboratory, even if that manager is not in the employee's reporting structure.

A link to all policies and procedures that support the Lab's efforts to prevent discrimination, harassment, and retaliation can be found at <https://www.bnl.gov/diversity/>.

c.ii.1. COMMUNICATING POLICIES, PROCEDURES, PRACTICES, AND RESOURCES

Brookhaven employs many tools to communicate policies to the Lab community. These are referenced during the onboarding process and reinforced through

the performance appraisal process. Policies are discussed during required supervisor training and written policies are posted in all buildings on prominent bulletin boards. They are also accessible on the Lab's intranet on the Standards Based Management System (SBMS). Furthermore, summer interns are required to attend a first-day orientation where the DEI manager provides an overview of the Lab's DEI policies. Guests are required to sign a form titled "Commitments and Expectations Statement" (C&E). The C&E provides an overview explanation of what we commit to provide and what we expect of them in safety, security, and integrity (including Respectful Workplace, Anti-Harassment, and Sexual Harassment).

c.ii.2. TRAINING PROGRAMS

To reinforce the Lab's core values of creating a workplace that is free from bullying, harassment, and profiling, the Lab has developed a suite of mandatory and optional training courses to include a required e-learning Employee Policy Refresher course that has a three-year re-qualification. Policies highlighted in the course are: Lab Values and Respectful Workplace; Anti-Harassment—including Sexual Harassment; Standards of Business Conduct and Ethics; Anti-Retaliation; Social Media; Time Reporting; Family Medical Leave Act; and our Discipline Policy.

A suite of courses that were detailed in the FY19 LDIP are designed to enhance leadership skills available for managers and supervisors. The supervisor courses are instrumental in changing the culture because they influence employees' actions and offer role models of the Lab's values in daily interactions.

c.ii.3. OPTIONS TO REPORT INCIDENTS

We are committed to addressing the concerns of all members of the Laboratory community promptly and in an equitable manner. If an individual feels it is safe to do so, they are encouraged to first address concerns with their supervisor, host, or next-level-up manager. HR professionals are also embedded in each directorate, providing advice, direction, and initiating intervention for all HR issues to all individuals.

All individuals in the Lab community are also provided multiple venues to report issues or concerns.

1. They can express concerns to their Human Resources Manager, Labor Relations Business Partner, the Diversity Equity & Inclusion Office,

Brookhaven Advocacy Council (BAC), or the Employee Concerns Program (ECP).

2. In FY21, we are working on efforts to re-institute the ombudsperson role to provide an additional avenue for all individuals to raise a concern.
3. In FY21, we have engaged with an external provider to intake anonymous concerns online for the Lab community.

c.ii.4. RESPONDING TO AND ADDRESSING INCIDENTS

Formal concerns are reviewed by the Concerns Review Team (CRT). The CRT is staffed by senior corporate counsel, the chief human resources officer (CHRO), and the Employee Concerns Program manager, a cross-functional leadership team with expertise in human capital management and business operations. To eliminate duplication of investigations of the same concern and to maximize resources and efficiency, the CRT may redirect the investigation to another venue, based on the nature of the concern. Matters pertaining to the concern are discussed with those directly involved in an investigation strictly on a need-to-know basis.

In investigations concluding with a finding where discipline is considered, the CRT engages at least two other senior leaders to ensure impartiality and equity. This process lends itself to keeping leaders aware of the climate and behaviors occurring in the workplace. It is important for the Lab to monitor recurring issues and to modify our policies, practices, and training.

c.ii.5. TRACKING INVESTIGATIONS AND RESOLUTIONS OF COMPLAINTS

All complaints and concerns are captured in a central Employee Concerns Database. Descriptors of the violations or issues are captured as Discrimination, Respectful Workplace (RWP), Harassment, Retaliation, or Safety. At the conclusion of an investigation the Employee Concerns Program manager meets with the Lab's deputy director for science and technology (DDST) or deputy director for operations (DDO) to discuss the results. The DDST/DDO briefs relevant line management and the relevant HRM and discusses appropriate actions. If the investigation identifies a situation that will require action, which in some instances may include discipline, the HRM will assist the appropriate line manager in actions to be taken and communicating those actions to the employee.

This strategy allows an efficient analysis of issues so that trends can be quickly identified, giving the organization the opportunity to be proactive and put training in place to identify and address the issues.

c.ii.6. RESPONSE/DISCIPLINARY PROTOCOLS

When there is a finding of discrimination or harassment, the following procedural steps are taken:

- » Supervisor/manager reviews the investigation results and considers multiple factors including the findings, severity of behavior, mitigating or aggravating circumstances and past discipline.
- » The supervisor/manager decides upon an appropriate course of action in consultation with Legal, HR, union, and Labor Relations or other internal stakeholders where applicable.
- » Termination decisions must be submitted to the CHRO.

c.ii.7. COMMUNICATING SUMMARY

The Lab recognizes that transparency is the key to fostering a work environment that promotes DEI. One of the four pillars of our DEI Strategy is Engagement to achieve culture change that involves open communication with staff through many venues. To that end we promote transparency of our Employee Concerns Program with the CHRO presenting anonymized data and reports on complaints and investigations to ERGs and other councils to communicate how the Lab takes appropriate action when policies have been violated.

d.i. MEASURING EFFECTIVENESS AND IMPACT

The DEI Office will begin tracking both quantitative and qualitative data to measure the effectiveness of our efforts in promoting an inclusive workplace. **Quantitative metrics** include data such as the number of complaints that are received on a yearly basis in our Employee Concerns portal and determining if there is a decrease in the number of complaints year over year; the number of visits/requests received by the DEI Office and the other formal venues that intake an individual's concerns; the number of disciplines issues for violation of our DEI policies; and the number of EEO complaints that are filed with the EEOC. **Qualitative Metrics** include feedback from our community including members of our ERGs and directorate DEI councils regarding workplace culture.

To measure the effectiveness and impact of our programs, the DEI Office will work more closely with HR training staff and HRMs to facilitate quarterly focus groups with employees and ERG members to uncover blind spots and areas/policies requiring revisions. As new policies are created, various senior leadership teams review the organizational impacts of the new policy prior to approving implementation.

d.ii. ASSESSMENT OF POLICIES, PROCEDURES, AND PRACTICES

Our policies are periodically reviewed by an external law firm to ensure that they are up to date with all regulations. The CHRO also gives presentations to Management Council on the number of complaints and lessons learned.

e. ALL NOTABLE ACTIONS FOR FY20 HAVE BEEN DESCRIBED ABOVE

f. FY 2021 MAJOR PLANNED ACTIONS

The SC peer Review of the FY19 LDIP indicated an area of improvement in our FY19 Lab-wide employee engagement survey. The FY19 employee engagement survey revealed inconsistency among employees' level of satisfaction and utilization of BSA's policies around inclusion, work-life balance, and the prevention of discrimination and harassment. The survey results also revealed there is inconsistent application by supervisors and middle managers in supporting staff to take advantage of work-life balance and DEI opportunities, such as attending DEI-related presentations or events. To address this, by the fourth quarter of FY21, the Lab will establish regular meetings with subject matter experts in Benefits, DEI, and Compensation along with middle managers to educate them on BSA's policies and practices, the importance of consistent application, and to gain an understanding of how middle managers perceive these policies. By the second quarter of FY22, BSA will develop and implement a communication and action plan that encourages managers to promote and support their staff to utilize BSA's policies surrounding work-life-balance and DEI.

4

RECRUITING A DIVERSE AND TALENTED WORKFORCE

a.i. GOALS & OBJECTIVES

As noted in Section 1, the Lab has a 10-year goal to assemble a workforce that reflects the national demographics for specific job classifications of available qualified individuals in the applicable national labor pool. Our recruitment and hiring initiatives are aimed at supporting this objective through more agile hiring processes that reduce cycle times, expanding the talent acquisition team, building pipeline plans and strategies for targeted positions or groups, and educating hiring managers and search committee members on the value of DEI.

a.ii. PRIMARY CHALLENGES IN RECRUITING & HIRING DIVERSE TALENT

The Laboratory faces multiple challenges in recruiting and hiring diverse and talented candidates that are outlined below.

- » **Competitive labor market:** Talented candidates, especially diverse candidates, are in high demand and are often simultaneously considering multiple job offers. This requires the Laboratory to continuously improve our recruiting processes by implementing best practices and streamlining our processes to be more agile and to clearly articulate the employee value proposition that attracts diverse talent.
- » **Value Proposition:** Many of our positions require us to compete for talent against employers who offer highly competitive compensation packages. The Laboratory is continuously evaluating our salaries to ensure equity and competitiveness. The Laboratory's compensation team works with an outside attorney to conduct an annual pay equity study. As part of attracting talent in this competitive labor market we must also evaluate our quality of life and work-life-balance policies, professional development/career growth opportunities, and create an environment where diverse candidates can imagine themselves as part of the Lab community.

- » **Culture Change:** Consistent with our primary institutional challenge, hiring managers need to embrace DEI as a core value and a strategy that will ultimately allow us to attract and hire diverse talent. Our efforts are aimed at educating hiring managers on the value of DEI and providing training on strategies to remove bias from all stages of the selection process.

b.i. PROMOTING DEI IN RECRUITMENT & HIRING

The Laboratory's process map for recruiting and hiring outlines responsibilities starting with the recruiter discussing the DEI strategy with the hiring manager in the form of a recruitment plan. The recruitment plan includes an evaluation of whether there is an under-representation of women, ethnic minorities, and veterans in a particular job opening and what affirmative steps the recruiter and hiring manager will take to broaden the applicant pool. Specific efforts that are undertaken to increase the diversity of the applicant pool include sourcing candidates who are diverse, posting jobs on diversity job boards and career sites, and sharing job postings with members of ERGs so they can share them with their own networks.

Additionally, recruiters partner with the hiring manager to evaluate the diversity of applicant pools and interview slates and plan the interview process to reduce bias. Specific actions that are taken by the recruiters and hiring managers to reduce bias in the selection process are summarized below.

- We use a text analyzer to edit job requisitions to eliminate biased language in the posting.
- Recruiters screen candidates for minimal qualifications to ensure that the hiring manager has the opportunity to review all candidates who are qualified for a position.
- Recruiters and the hiring managers review the interview process and questions to ensure it is standard across all candidates and that the interview is structured with behavioral-based questions.

- Recruiters and the HR Manager review Interview evaluation documentation to ensure objectivity.
- As noted in the FY19 LDIP SC Peer Review, BSA will develop training for hiring managers and interview team members that focuses on best practices to reduce bias in the interview process. The training will be launched by the second quarter of FY22.

b.ii. ENSURING OPEN, TRANSPARENT, AND EQUITABLE PROCESSES

BSA ensures that job postings are specific to the essential responsibilities for the position and that the required and preferred qualifications are well defined. This ensures objectivity and transparency. HR approves and reviews all job postings for clarity and to ensure that minimal requirements are consistently and objectively defined within a job classification. When preparing job offers the recruiter and the HR Manager review incumbent salaries to ensure equity. Additionally, the Lab recognizes the importance of having diverse representation in search committees. In FY21, the Lab has begun to formally track the diversity of its search and interview committees. From this data we will develop initiatives that will ensure diverse representation in the search committees.

The Laboratory's compensation team works with an outside attorney to conduct an annual pay equity study. In FY20, BSA continued to use the approved FY20 special salary adjustment fund of 0.5% for targeted staff on the Scientific, Professional, and IT salary schedules to align better with the market for these R&D groups. This effort, combined with leveraging existing approved compensation tools, should help mitigate this challenge and improve the overall position to market for the R&D groups.

b.iii. RECRUITING FROM CURRENT/PAST STEM TRAINING PROGRAMS

Following the recent success in strengthening the partnership between the Office of Educational Programs (OEP) and Human Resources Talent Management team, we have established several best practices to leverage the current and past participants of OEP's STEM training and education programs. Our practices include orienting current students on how to create a LinkedIn account so they can join a group for BNL DOE interns. This allows our Talent Acquisition team to remain in contact with past students and to post jobs directly to this group. The

Talent Acquisition team also meets with the students each semester to explain the BNL hiring process and provide the opportunity to talk to recruiters about possible positions. This discussion includes information on the Lab's Tuition Assistance Program to help them further their education. We also ask all job applicants to identify whether they have participated in a DOE-sponsored student program at Brookhaven or another Laboratory so that we can track how many students apply, get interviewed and are hired.

The Lab has also collaborated with other DOE labs in outreach efforts. Specific efforts include our collaboration with four other Labs (LBNL, Oak Ridge, NREL, and Argonne) to establish the Office of Workforce Development for Teachers and scientists (WDTS) Mini-Semester outreach program to recruit URMs in applying to WDTS internship programs. This Mini-Semester program has its roots at Brookhaven and expanded diversity recruitment at the labs. The OEP Mini-Semester averages 50% female participation with 100% of the participants applying to WDTS programs of which approximately 50% of the participants are accepted into internships at Brookhaven. Furthermore, the Office of Educational Programs (OEP) has collaborated with NREL and ANL on recruitment webinars to scholars from the National Science Foundation Louis Stokes Alliance for Minority Participation. NREL and BNL conducted webinars to the Florida-Georgia LSAMP while ANL and Brookhaven Lab hosted the Illinois LSAMP alliance.

b.iv. ONBOARDING PROCESS

Currently, the Laboratory's formal onboarding process for new hires is a half day experience that includes General Employee Training. The training encompasses a discussion of BNL values and policies, as well as presentations on DEI at the Lab, ERGs, and quality of work life programs in the Brookhaven Employee Recreation Association.

b.v. CROSS-FUNCTIONAL COLLABORATIONS

The Lab takes a comprehensive approach in its outreach and recruitment efforts that involves several cross-functional teams including HR, the DEI Office, the Office of Educational Programs (OEP), and our ERGs. As noted in previous LDIPs, OEP has worked closely to expose students to the HR recruitment team and develop mechanisms to inform the students of current job postings. Hiring managers and recruiters frequently attend outreach events together. Furthermore,

collaborations with the DEI Office created an opportunity for several functions of the Lab to work together to co-host the National Society of Black Physicists (NSBP) annual conference in November 2020. The NSBP annual conference is the largest annual gathering of minority physicists in the country and the DEI office, HR recruiters, OEP, and hiring managers worked as a team to provide continual coverage in the conference recruiting booth.

HR also works closely with the Stakeholder & Community Relations communications and branding teams on the design of career landing pages and recommendations on communication of employee value proposition. Beginning in FY20, HR recruiters have also begun sharing job postings with our ERGs for the ERGs to promote within their diverse networks.

c.i. EMPLOYEE BENEFITS AND RESOURCES

The Lab provides a comprehensive benefits and resources program beyond the traditional resources of medical/health insurance and retirement. Our Benefits website provides an extensive list of benefits and resources that promote family-friendly workplace, improve work-life balance, and increase our competitiveness as an employer. Our programs are summarized below.

- » **Flexible Work Arrangements:** Flexible work arrangements enable employees to balance personal demands outside of the workplace with their work. The Lab provides three formal flexible work arrangements: 1. Compressed Work Schedules 2. CoreHours-work start time is permitted to vary each weekday and 3. Telework.
- » **Childcare:** Childcare fees rank as one of the top family expenses, second only to a mortgage/rent among working families. It is important for single and/or working parent families to be able to afford quality childcare, especially if they need care for their infants and young children for eight hours or more a day. The Lab has established an enrollment arrangement with The Learning Experience (TLE), a childcare provider with many locations on Long Island to provide Lab staff with a 10 percent discount on tuition, along with a waiver of fees for extended care (early drop off and late pick up). Furthermore, the Lab is currently exploring plans on the feasibility of re-opening an on-site childcare center. This new proposal is being developed in FY21.
- » **Paid Parental Leave:** To assist and support new parents through its leave policies and to assist with balancing work and family matters, the Lab provides Paid Parental Leave. The benefits are extended to birth parents, same-sex domestic partners, or new adoptive parent of a child. Included in this benefit is our adoption assistance program that provides financial assistance to eligible employees for certain expenses related to the adoption of a minor child.
- » **Employer Assisted Housing Program:** Brookhaven Lab has partnered with the Long Island Housing Partnership, Inc. (LIHP) to assist qualified employees by providing financial assistance and housing counseling. All full-time employees are eligible for this financial contribution with no expectation of repayment and are provided with financial/mortgage counseling.
- » **Tuition Assistance:** To enhance an employee's professional skills and/or contribute to the employee's career growth at the Laboratory, all regular full-time and part-time employees are eligible for reimbursement for allowable credit courses and degree programs offered by accredited institutions and job-relevant vocational courses.
- » **Employee Assistance Program (EAP)** is a free confidential service (available 24 hours a day, 7 days a week) provided through Magellan Health Services. This program provides up to five free visits per family member per calendar year. These services include confidential consultations with licensed behavioral health professionals to access a wealth of practical solution-focused resources to help eligible staff reduce stress, strengthen relationships, increase productivity, and improve the overall quality of life.
- » **COVID-19 Related Benefits** include periodic on-site testing services for Lab employees and expanding the Lab's medical plan to include the new Teladoc Service which provides employees access to quality medical care through phone and video consults 24 hours a day, 365 days a year.
- » **Caregiver Resources:** The Lab provides support and resources to assist staff, wherever possible, in managing their responsibilities and work-life balance more effectively and easily now and going forward. The Lab developed a Caregiver Lunch and Learn Series to provide additional mental and emotional health support services. For example, the Brookhaven Parent Support Group was established to give Lab parents support during this trying time

of remote schooling. This support group shares comprehensive tips and information geared toward Lab employees with children, including advice on how to throw a quarantine birthday party or how to keep a school-aged child motivated while remote learning.

d.i-d.ii. MEASURING EFFECTIVENESS/IMPACT AND METHODOLOGY

The Lab is expanding its use of metrics to evaluate and improve practices in recruitment and hiring. We are implementing strategies based on metrics that will reduce cycle times from the initial posting, to the job offer, and time to hire. This agility will ensure that we remain competitive with other employers and do not lose top talent in this highly competitive labor market.

In FY20 we developed reports to study cycle time and diversity hiring metrics by each recruiter to inform best practices in these areas. The data showed that the recruiters who engage most closely and effectively with their hiring managers and understand the hiring organization's business have shorter cycle time for recruitment and a stronger track record in diverse hires. Furthermore, our analysis of cycle times and diversity hires by each recruiter identified the best practices summarized below.

- Hiring managers and recruiters should develop a recruitment and sourcing plan at the start of the process, this includes discussing affirmative action placement goals.
- Regular meetings should be scheduled with hiring managers and recruiters to draft strong job descriptions and review the status of open jobs.
- Regular meeting with search and interview committees should be scheduled to define the hiring and interview process to ensure it is equitable and fair for all candidates.
- The recruiters should discuss candidates' strengths and weaknesses to understand the hiring manager's needs and improve candidate sourcing. These discussions should also emphasize a review of diverse candidates.
- Early HR engagement in discussion with the candidate and the hiring manager about the offer shortens the time to extend the offer.

In FY21 we are standardizing these best practices across all recruiters to streamline our recruiting processes. We will continue to use metrics to inform best practices and improvement opportunities. Metrics related to recruitment and retention are reviewed monthly at standing leadership meeting led by the Deputy Director

Operations. The metrics include, recruiting cycle time, number of open requisitions, offer declinations, and terminations. The Talent Management team and the DEI office have committed to quarterly meetings to review metrics relative to DEI. As it relates to recruitment, we will discuss the following: diversity of applicants, interviewees and hires, diversity of search committees, and diversity of terminations. Additionally, we are exploring methods within our applicant tracking system to better assess the frequency of applicant withdrawals and the reasons applicants withdraw throughout the process.

In FY21 we implemented an onboarding survey for all new hires. The survey gathers qualitative and quantitative data specific to the hiring and early phases of the onboarding processes that will inform strategies to improve our hiring processes.

d.iii. COMMUNICATING BENEFITS & RESOURCES

Our comprehensive set of resources and benefits are made publicly available on our Benefits Homepage. Furthermore, all new hires are directed to our benefits information, including a comprehensive benefits booklet and a new hire orientation video on our benefits program. The booklet and video provide information on our benefit programs and include information on other programs and benefits (such as the employee assistance plan, adoption assistance program, tuition assistance program and flexible work arrangements). All employees receive communications on changes to benefits in many ways including electronic communications and mailings to their homes.

With regards to soliciting feedback to improve our programs, the FY19 employee engagement survey and focus groups are means by which input is received by the Lab community on benefit programs. These suggestions are evaluated and may be implemented if DOE approval is received. As a result of such input, in 2019, BSA increased its paid time off for paid parental leave for secondary parents. The utilization of these benefits is tracked each year by the Benefits Office via benefits and payroll reports.

e. FY 2020 NOTABLE ACTIONS AND ACCOMPLISHMENTS

In FY20 the Lab also expanded our talent acquisition team to ensure we have the resources to work more closely with hiring managers on recruitment efforts to expand our applicant pool and to source candidates.

We hired a full-time recruiter and administrator who is responsible for coordinating outreach efforts to broaden our search area beyond our usual talent pool.

The Lab remained focused on recruitment efforts overcoming challenges due to COVID 19 by working with hiring managers to transition to virtual interviewing and onboarding. For mission essential positions the Lab asked for relocation exceptions from the DOE and applied for National Interest Exceptions to obtain visas for international staff to start work. These changes to our normal hiring practices have enabled us to become more agile and better compete with other organizations in the recruiting and hiring of talent.

f. FY 2021 MAJOR ACTIONS OR NEW INITIATIVES

The Laboratory has several actions underway for FY21 to enhance our recruitment, hiring and onboarding experiences and are summarized below.

- In FY20 we initiated process improvements to the new hire onboarding experience and worked to ensure a high speed to productivity during the onboarding experience. In FY21 we are redesigning the Day 1 Experience to build in ways to increase inclusion and engagement as part of the onboarding experience. The Talent Management team will be focused on expanding and redesigning mentoring programs as well as ways to further enhance the onboarding process. As described in our FY19 LDIP SC Peer Review action plan, we will implement an Onboarding Buddy Program. This effort is in collaboration with the ERGs to offer all employees an opportunity to engage and learn with a buddy that

meets their individual needs. We also plan to institute a “Lunch with Leadership” to increase interactions between new hires and leadership and provide them with an opportunity to gain an understanding of the culture, mission, and values of the laboratory. Implementation of this initiative may be delayed due to the COVID pandemic.

- We are redesigning the exit interview process to deepen our understanding of why employees leave the laboratory. The process will be useful for all departing staff members, but particularly for regrettable losses. The process will include both interviews and surveys. The data from these surveys will inform strategies on improving our workplace culture.
- The Lab recognizes the need to have diverse representation of women and minorities within hiring search committees. By the fourth quarter of FY21, ERG members and directorate-level DEI councils will be trained in interviewing skills and search committee participation. By the first quarter of FY22, all search committees that are lacking in diverse representation will be able to call upon members of the ERGs and directorate-level DEI councils to ensure diversity.
- The Lab has used Textio, a text analyzer, for one year. In FY21 we decided to purchase a different text analyzer, Ongig, whose artificial intelligence research and technology extends beyond gender to reduce bias associated with race, LGBTQ+, age and people with disabilities. All job requisitions will be evaluated with Ongig. Recruiters will be trained in the new technology in the second quarter of FY21.

TABLE I: SUMMARY OF WORKFORCE FY 20

	% Women	% Under-represented Minorities ¹	% Under-represented Minority Women	% Other People of Color ²	% Two or More Races/Ethnicity ³	% White
Overall (all Employees)	26.21%	12.26%	4.90%	15.59%	0.50%	71.62%
Lab Senior Leadership (LD, DLD, ALDs)	9.09%	9.09%			9.09%	81.82%
Research/Technical Management (first-line and mid-level)	14.33%	4.05%	0.62%	20.56%		75.39%
Operations Management (or Research Support)	35.92%	18.45%	6.80%	3.88%		77.67%
Technical Research Staff	12.38%	7.74%	1.03%	21.26%	0.31%	70.69%
Operations Support Staff	41.47%	18.73%	9.71%	3.63%	0.88%	76.76%
Postdocs	25.79%	10.06%	3.77%	53.46%		36.48%
Graduate Students⁴	66.67%	33.33%	26.67%	46.67%		13.33%
Undergraduates⁴	30.77%			15.38%		84.62%

5

DEVELOPMENT AND RETENTION OF A DIVERSE AND TALENTED WORKFORCE

a.i. GOALS AND OBJECTIVES

Brookhaven is committed to fostering the professional growth of all staff in an equitable manner. The results from our FY19 employee engagement survey added clarity to the importance of professional growth and development to build and retain a diverse and highly qualified workforce. Our specific goals are summarized below.

- Build a diverse talent pipeline prepared to take on future growth opportunities by expanding and redesigning our learning and development curricula to address a broader array of staff needs and widen participation in programs
- Address potential equity gaps in learning and development curriculum programs by monitoring the diversity of our participants and increasing the objectivity of selection criteria
- Use of metrics to deepen our understanding of equity in our workforce as well as identify possible issues with retention
- Better leverage experiential learning opportunities for developmental opportunities and laboratory exposure through our revamped lab-wide mentor program and educating managers on how to engage in career growth discussions with employees
- Expand our use of assessment tools and coaching opportunities
- Design a training curriculum focused on diversity, equity and inclusion that includes both required and elective courses
- Redesign our onboarding process to foster an inclusive and welcoming environment beginning on the first day of employment.
- Invest in learning and development and culture change with additional staff to better support the efforts of the learning and development staff, the DEI Office, and the new organizational change management specialist

a.ii. PRIMARY CHALLENGES

The Lab has identified three primary challenges to the development and retention of a diverse workforce, which are summarized below.

- 1. Limited resources in Change Management and Learning & Development:** The Lab's limited resources impact our ability to design and deliver varied training programs to meet the broad development needs of the Lab staff and to act quickly on culture change initiatives. In FY21, we added two additional staff and filled a replacement position in our learning and development team. This new team is bringing fresh ideas and talent to offer new programs to Lab staff. We also added an organizational change management specialist to the Director's Office to support engagement survey initiatives and culture change.
- 2. Staff concern of career growth:** The FY19 employee engagement survey highlighted growth and development as a concern for staff across diverse areas of the Lab. Issues include understanding the process of promotion, being prepared to apply for open positions to advance one's career, having the time to devote to professional development, and manager's skill in developing staff.
- 3. Retention:** Understanding the fundamental causes when staff leave the Lab for other opportunities is critical to our efforts in retaining our workforce. Brookhaven is revamping the exit interview process to better ascertain why employees leave and how we can improve our lab culture to prevent regrettable losses of talent.

b.i.-iv. PROFESSIONAL DEVELOPMENT AND LEARNING OPPORTUNITIES

Brookhaven is investing in professional development for all staff. As noted, the learning and development team in the Talent Management Office has increased by two additional staff, allowing the team to begin to

offer training via more modalities to meet the needs of diverse learners and to offer greater variety in the types of training and career growth programs.

Below are some of the major programs available to staff to foster career development.

- **Supervisor Development Program** trains supervisors in areas that are critical to fostering a positive and engaged workforce, improving productivity, promoting better decision making and preparing them for future leadership positions. Currently, the program is one-year long and includes coursework in establishing trust, understanding style differences, managing performance, effective interviewing, team building, coaching and understanding key policies and regulations relative to supervision. As noted by one participant: “I certainly encourage others to participate. It gives supervisory training in many aspects that are vital today to the operations at BNL, including how to deal with a diverse workforce and to make decisions that are efficient and fair.”
- **Science and Engineering Development Program** fosters early career growth and development for researchers in science and engineering through exposure to senior leaders, proposal development, how to get published, career development relationship building, collaboration, mentoring, and experiential learning opportunities.
- **General Employee Training:** The Lab offers training courses open to all staff in areas such as Crucial Conversations, Understanding Social Styles, Respectful Workplace, Speed of Trust, Improving Communications, Critical Thinking, The 7 Habits of Highly Effective People and courses on managing your own performance and employee policies.
- **Institutional Mentoring Programs** serve to develop talent in all areas of the lab for growth opportunities. From a DEI standpoint, mentoring gives underrepresented employees exposure to opportunities and create a springboard for future opportunities. The Lab’s existing mentoring programs include a Lab-wide program open to all staff and a program designed to develop project managers through team mentoring. Mentors and mentees are provided with resources and guidelines to help guide their conversations and learning circles to offer experiential opportunities.

- **External Programs:** The Lab continues to participate in several Battelle-sponsored cross laboratory development programs for high potential talent. These programs provide exposure to senior management through workshops and one-on-one mentoring. The Laboratory Operations Leadership Academy (LOLA), designed for research and operations leaders with the potential to assume senior leadership positions continued to run virtually this past year. To date, we have had 21 leaders participate in LOLA, 13 were female and four were URM. Thirteen LOLA participants have been promoted or assumed more responsibility.

As noted in the FY19 LDIP SC Peer Review, the Lab needs to ensure that the selection criteria for participants is well defined, objective, and is equitable. We will evaluate the selection criteria for participation in our programs to ensure it is well defined, objective, and equitable. We will also evaluate the dispersion of performance ratings by gender and ethnicity, to evaluate equity across the board. This evaluation may identify areas where increased training to mitigate bias is necessary.

c.i-cii. MEASURING PARTICIPATION, EFFECTIVENESS, AND IMPACT

Developing metrics to measure impact is the first step to understanding where to broaden our programs. We will continue to develop metrics to measure participation as well as the impact that our training and development programs have on retaining a diverse workforce. Currently, we survey participants post training to solicit feedback and perceived value. We are exploring higher level metrics such as surveying Supervisory Development Program participants’ managers 6-months after completion from the program to solicit any feedback on change of participants leadership and management skills. We will also monitor diversity of succession pool as well as the diversity of our high potential pool and measure the promotion rates of these individuals.

We are also reviewing the breadth and diversity of participation in training and tuition assistance programs. Currently, we track the diversity of participants in mentoring, Supervisory Development Program and the Science and Engineering development program. This data will help us to ensure that we are equitable in providing opportunities for staff development and measure the impact on retaining a diverse workforce.

d. FY 2020 NOTABLE ACTIONS AND ACCOMPLISHMENTS

In FY20 we designed the Science and Engineer Development Program (SEDP) for early career scientific and engineering researchers to increase growth and development opportunities. The development of this program was a result of feedback from the 2019 employee engagement survey and was part of a PEMP notable. The nine-month program launched in early FY21 with 25 early career researchers from across the science directorates. All participants are paired with mentors for the duration of the program to reinforce learnings gained during the program. Participants complete a 360 Assessment and Individual Development Plan to aid in their career development. The SEDP curriculum enhances their career tracks with exposure to senior leaders. A goal for the program is for early career researchers and engineers to better understand the mission and core capabilities of the Lab, to increase their alignment of research, better understand pathways to gain lab or other funding sources, as well as knowledge of commercialization, technology transfer, strategic development and relationship management. This in-depth curriculum also provides opportunities to enhance skills on proposal writing, publishing, and communicating their science. The program was designed to be conducted virtually or on-site to accommodate remote work.

The FY19 employee engagement survey results showed concerns over a lack of opportunity for growth and development in the Lab's administrative professional staff. These results, coupled with feedback received during other dialogues, led to the development of the Admin Forum. The Admin Forum is led by the Lab Director's administrative assistant with support from the ALD's administrative staff. The forum provides opportunity for mentoring, networking and skill development. Through this forum, there are monthly lunch and learn sessions on topics important to the forum members. The topics range from technical skills (e.g., using Brookhaven Lab systems, Excel) to how to complete a performance self-review, to workshops on preparing for an interview.

The FY19 employee engagement survey results also indicated that many staff were not familiar with the promotion or career progression opportunities at the Lab. As a result, the HR team developed a series of presentations and discussion sessions to explain the process and help staff to understand how they can

better prepare themselves for career advancement. These sessions were conducted in groups of about 25 allowing for ample question and answer sessions.

We also conducted a Caregiver Impact Initiative which began with a survey that was sent to all BNL employees to better understand their challenges they may have faced due to the COVID-19 pandemic. The survey was conducted in August 2020 yielding a 45% response rate (1200/2655) of which 36% (434/1200) of respondents stated "Yes" they presently serve as a primary caregiver. As a result of this survey, we implemented several initiatives that include a Caregiver Virtual Toolkit, which has been added to the Lab's COVID-19/Resumption of Operations website. In this toolkit employees can find recorded resources and trainings on mental and emotional health needs. We also launched a new "Caregiver Lunch and Learn Series and Manager Forum" with a collection of webinars offered monthly to provide support to caregivers, topics include How to Build Resilience and Adaptive Skills During COVID-19, Managing Anxiety and Worry During Uncertain Times, and Five Fast Fixes to Reduce Stress.

Finally, the COVID-19 pandemic had the potential to put a halt to many training and development opportunities. The Learning and Development team quickly redesigned our training programs to adapt to virtual delivery. As a result of this, we were able to maintain our training schedules and, in many instances, increase our course offerings.

e. FY 2021 MAJOR ACTIONS OR NEW INITIATIVES

Throughout FY21 we are increasing engagement between leaders and staff by building on the Caregiver Impact program with a quarterly Managers Series Discussions. The series features several managers in a panel discussion focused on leadership culture. The first session was on Leading with Empathy led by the Chief Operating Officer, Associate Lab Director for Environmental Safety and Health and the Director of the Computational Science Directory. The panel addressed a series of questions that were solicited from participants in advance as well as a live question and answer discussion. The future sessions will focus on appreciation, acknowledgement, and trust.

In FY21 we are focused on expanding our mentoring programs with the addition of a new Learning and Development team member. The goals for the mentoring programs are to foster deeper working

relationships and help employees reach their full potential. As part of this initiative, we are actively recruiting participants and expanding communications with a goal of increasing diversity of the mentor and mentee pools. The new and revised mentoring programs will include Institutional Lab-wide Mentoring Program to promote employee personal and professional development in a supportive way. This program will include more training for mentors and mentees as well as more lunch and learn series on relevant topics. Our Postdoc Mentoring Program will offer a unique opportunity to learn new skills, gain insight and inspiration, and connect with scientific leaders. It will incorporate engaging opportunities for personal and professional growth so postdocs can maximize their impact.

In addition to the mentoring program for post docs, the Lab is committed to providing more professional development programs for postdocs. In FY21, we plan to build on the curriculum for the Science and Engineering Development Program with course offerings in areas such as Scientific Writing and Publishing, Communicating Your Science and Effective Collaboration in Research. The workshops will be open to all scientific staff and geared towards early career participants. The Association for Students and Post Docs in collaboration with the Talent Management Office and the Office of Educational Programs will offer a workshop on preparing for your career that includes interviewing and resume writing skills.

As indicated in our FY19 LDIP SC Peer Review action plan, we will focus on expanding our DEI trainings for all staff with a plan to implement new course offerings in FY22. The training will be a mix of required and optional training. Additionally, in FY21-22, the Lab will develop an online training program to mitigate possible bias in hiring and selection. This includes establishing a cross functional team, conducting focus groups, and running pilots for feedback with multiple constituencies. This online training will be required for all hiring managers and search committee members and will be launched by the end of the 2nd Quarter of FY22.

6

SUPPORTING A DIVERSE AND TALENTED STEM PIPELINE

a.i. GOALS FOR UNDERGRAD, GRAD, AND STEM EDUCATORS

The Lab takes a comprehensive approach to supporting STEM training education for undergraduates, graduate students, and STEM educators. This support ranges from DOE funded programs for undergraduates, recent graduates, and university faculty; inclusion of graduate students as collaborators and funded researchers; support for GEM students and post docs; and implementation of specialty schools in areas of high importance to the DOE mission. A number of short duration activities and tours are conducted each year to introduce higher education participants to BNL and the DOE system. The goals of these programs are listed below.

- 1. Aligning DOE-funded workforce development programs with the Implementation Plan:** Our programs offer students and faculty access to leading scientists, world-class scientific user facilities and instrumentation, and large-scale, multidisciplinary research programs unavailable in universities or in private industry. The goal is to motivate students and educators to pursue careers that will contribute to the Office of Science's mission in discovery science.
- 2. Building awareness:** Our programs introduce highly talented students to BNL and the DOE complex to raise an awareness of career, internship, and user opportunities in the Federal system. Our programs afford students with the opportunities to participate in coursework that prepares them to work at a national research laboratory, and to share the pathway to pursuing a STEM research, engineering, or technical career.
- 3. Establishing durable relationships:** Our targeted partnerships with MSIs, HBCUs, and local community colleges facilitate collaborations; they develop relevant course content that reflects DOE mission research and activities; and they support the recruitment of diverse top talent into BNL programs. These targeted partnerships also support broadening the URM sphere of peers for the scientific community when reaching out to colleagues to fill positions.

- 4. Developing talent:** Our programs provide students with a strong focus on topics relevant to the DOE mission that are not likely to be covered in the students' academic curriculum. Examples of such programs that provide real-world experience unavailable in their academic institutions include: Nuclear Chemistry Summer School, Nuclear Safeguards and Security Summer Course, NSLS-II Online Synchrotron Class, and specialty workshops on Scientific Computing and now Quantum Computing.

a.ii. DECIDING WHICH ACTIVITIES TO SUPPORT

The Lab supports specific programs that are targeted to align with the Annual Lab Plan that is presented every year. The Office of Educational Programs (OEP) conducts semi-annual strategic meetings and reviews the OEP's priorities and programs based on the Annual Lab Plan. Through this semi-annual review of the Lab Plan, OEP's programs are regularly evaluated against the scientific priorities and funded activities that best fit the Annual Lab Plan.

a.iii. DEI GOALS AND OBJECTIVES

Several studies and surveys show that there is a declining interest in US students in STEM fields. These studies also show a disproportionate number of URM students leaving STEM majors. The Lab's goals and objectives are addressing this declining interest in STEM, particularly among URM students. Our programs are aimed at creating a broad engagement with our local K-12 schools, particularly in local communities that are underserved. These programs create interest and motivation about STEM from an early age to establish a smooth transition for Middle and high School students to become STEM majors at the undergraduate/graduate level. As mentioned above, our targeted recruitment strategies involve partnering with MSIs, HBCUs, and local community colleges to attract URM students to participate in our STEM programs. Once these students enter our programs, we have multi-level enrichment programs such as writing coaching, scientific communication workshops, and cultural and social events to support them to be successful. OEP's programs also strive to

remove barriers which hinders URMs and all participants from feeling fully welcomed and engaged at the Lab. This is accomplished by OEP reinforcing a “home-away-from-home” atmosphere, a safe place for venting and a simple open-door policy for all participants to reach out to any OEP staff for any reason.

b.i. OVERVIEW OF STEM PROGRAMS:

6. Undergraduate Students and Graduate: The undergraduate and graduate internship programs provide more than 350 students and professors from universities around the country each year the opportunity for an authentic research experience. Interns have access to the Lab’s facilities and leading scientists in their fields to take on scientific challenges and gain experience working in the science, technology, engineering, and mathematics fields.

7. STEM educators: Opportunities for college faculty are available to collaborate on research projects with scientists utilizing unique capabilities that are generally not available at academic institutions. This experience allows faculty to maintain research competitiveness for themselves, their students and the research institutions. Educators can also enhance their own science research skills by becoming a user of the Lab’s scientific research facilities through the Student Partnerships for Advanced Research and Knowledge program (SPARK) or take advantage of other professional development sessions offered annually.

8. K-12 students: The Lab provides opportunities to drive excitement for K-12 students and educators in science, technology, engineering and mathematics (STEM) by exploring Brookhaven Lab’s research initiatives. Academic year programs include: Hands-on labs and visits to the Science Learning Center. Annual competitions such as the maglev vehicle race and Science Bowl® give students the opportunity to go head-to-head with peers from across Long Island. Summer enrichment programs are available for upper elementary through advanced students, from the weeklong Summer Science Explorations program to the summer-long High School Research Program.

b.ii. PROMOTING DEI IN STEM PROGRAMS

OEP takes a conscious and holistic approach to promote DEI in our programs and activities. OEP collaborates regularly with the DEI office on all programs and activities to ensure that our efforts are aligned with strategies and

best practices identified by the DEI office. Furthermore, our targeted partnership with underserved communities, MSIs and HBCUs greatly increases the participation of URM students in our programs and user facilities. For example, through our partnership with InCREASE, Stephen Egarievwe from Alabama A&T University collaborated with SRNL, LANL and Brookhaven and was awarded a NNSA \$4.6 Million DOE Nuclear Physics grant “Scholarly Partnership in Nuclear Security (SPINS)” to bring diverse students and professors from University of Puerto Rico and Navajo Technical University to conduct research at the stated labs.

In order to attract and retain diverse participants, we also address our workplace culture and barriers that prevent the full participation of URM and other populations underrepresented in STEM fields. We recognize that imposter syndrome for women and URMs (believing that they are not intelligent, capable, or creative despite evidence of high achievement) may prevent the full participation of diverse talent in our programs. Specific actions to target imposter syndrome and to create a welcoming environment include introducing participants on their very first day to senior leadership to get comfortable with the leadership team, and encouraging past participants to mentor and be a role model to current participants. For example, Dr. Vanessa Sanders was a past participant in the BNL-Stony Brook University NSF AGEP-T post doc program and has since been hired as a full-time Radio-Chemist at the Lab. Dr. Sanders is the first African American woman in the U.S. to earn a Ph.D. in the field of radiochemistry. Understanding that representation in STEM matters, Dr. Sanders has been vital in our efforts to dismantle imposter syndrome as she regularly mentors current OEP participants. Her mentorship and example as a role model have been recognized in the community as she was Honored for Equity by the Urban League of Long Island.

We have also developed social and professional enrichment programs that develop participants’ skills and foster close relationships with each other. Social enrichment programs include open-door policy; campus tours-getting to know Brookhaven grounds; trips and events to New York City; Intern and staff Talent Show, Intern vs mentor softball match; movie nights; and social activities provided by our Employee Resource Groups. Professional Enrichment programs include Brown Bag Lectures on various scientific topics; tours of all user facilities, which exposes students to other areas of science; scientific communication workshops to improve students’ presentation skills; writing coach programs; and meeting with HR recruiters to improve students’ job-seeking skills.

b.iii. ENGAGING PARTICIPANTS IN THE BROADER DEI STRATEGY

The OEP participants are considered a vital part of the Lab community and are given the same opportunities, resources, and protections in our DEI efforts that are afforded to employees, guests, and users. For example, OEP participants are encouraged to join ERGs, and many former OEP participants stay connected with the ERGs after their programs have ended. We are also engaged with our participants and commonly solicit feedback and input on how to improve our programs. For example, from the feedback gathered from exit interviews, we established regular tours of all our user facilities to provide participants exposure and introduce them to other areas of science and research. The exit interviews also indicated that our stipend was not competitive, and we were able to address the feedback with the DOE and increase their stipend. We also conducted at least 2 focus group meetings with

participants and the data gathered from these focus groups led to an improvement in our Onboarding process- to become streamlined and automated, reducing paperwork and cycle times. Another improvement was converting payments into direct deposit payments. In the near future, we are exploring anonymous reporting avenues to provide participants with the ability to provide anonymous feedback.

Furthermore, as noted throughout the LDIP, the Laboratory leadership team is continually shifting the Lab culture to one that is inviting, inclusive, and equitable for those populations underrepresented in our workforce. This culture shift combined with a full suite of our OEP programs that brings more URM and female candidates from outside the Lab; providing these candidates with full growth opportunities; and programs that are broadening Lab staff engagement, is expected to yield results that show an increase in the hiring and retention of diverse talent.

TABLE II. DEMOGRAPHICS FY 2019 GRADUATE & UNDERGRADUATE STUDENTS (ALL FOUR CATEGORIES)

	Total Students ¹	Total Women	% Women	Total Students for which Demographic is available	Total Under-represented Minorities ²	Total URM Women	Total Other People of Color ³	Total Two or More Races/Ethnicity ⁴	Total White
Graduate Students ⁵	2355	769	32.6%	8	1	0	2	0	5
Undergraduate Students ⁵	649	329	50.7%	329	127	66	41	1	160

TABLE III. DEMOGRAPHICS FY 2020 GRADUATE & UNDERGRADUATE STUDENTS (ALL FOUR CATEGORIES)

	Total Students ¹	Total Women	% Women	Total Students for which Demographic is available	Total Under-represented Minorities ²	Total URM Women	Total Other People of Color ³	Total Two or More Races/Ethnicity ⁴	Total White
Graduate Students ⁵	2071	685	33%	4	0	0	0	0	4
Undergraduate Students ⁵	440	174	39.5%	207	62	30	37	11	97

d.i.-e.i-e.iii. URM AND PARTNERSHIPS WITH MSIs

OEP's outreach strategy is to engage with external partners that specifically target underrepresented and underserved communities. OEP's success in drawing diverse participation in its programs on an annual basis is the result of our targeted partnerships with such external partners that are trusted sources for STEM development for URMs and underrepresented communities. These partnerships advance the lab's goals by providing the Lab with a diverse talent pool to become employees and users thereby increasing the diverse representation of our workforce; allowing current Brookhaven Lab staff members to host and mentor diverse populations, thereby creating lasting relationships

that will ultimately lead to greater collaboration; and increasing greater awareness and goodwill of Brookhaven Lab and its brand and reputation.

Our targeted external partnerships are summarized below.

- The NSF Louis Stokes Alliance for Minority Participation program and the New York Collegiate Science and Technology Entry Program (CSTEP).
- HBCUs: For example, the collaboration with Howard University and Brookhaven Lab has resulted in two professors participating in the DOE funded Co-design Center for Quantum Advantage (C2QA).
- Developing NPP Proposal with 5 MSIs: Using Brookhaven as a center for research excellence for

URMs in Nuclear Physics, the Lab has identified eight students and five professors from Florida A&M University, Howard University, Morgan State University, Texas Southern University, and University of Puerto Rico to conduct research at Brookhaven thereby assisting these undergraduate students to apply and attend graduate school in Nuclear Physics.

- **GEM Consortium:** On an annual basis, the Lab hosts five to seven URM graduate students who work with Lab scientists for a minimum of one summer, and many former GEM students continue their internships at the Lab for multiple summers. Some GEM fellows have found success in having their Brookhaven hosts become their Ph.D Advisors, and we have hired GEM fellows to become post-docs and permanent staff members.
- **Tribal College:** through InCREASE, Navajo Technical University collaborated with Dr. Stephen Egarievwe from Alabama A&T University on the NNSA grant to have Native American/Indigenous people to conduct research at the Lab.
- **NY State STEP Program** serving underrepresented and economically disadvantaged middle and high school students

f.i. MEASURING DATA AND IMPACT

OEP measures performance and impact of our programs looking at both quantitative and qualitative data.

Quantitative metrics include: an annual diversity report which assist in identifying DEI priorities for the STEM training pipeline and educational programs; tracking the number of URM and female participants in our programs; trend graphs to view students' participation rates in enrichment, meetings, social and cultural programs to inform program managers of the impact of these programs; and tracking the number of OEP participants who are hired into Lab positions. Qualitative metrics include participant surveys; exit interviews; and other forums to provide feedback on programs and initiatives.

f.ii. MOST EFFECTIVE EFFORTS

Outreach and recruitment efforts that have yielded sustained and impactful results involve actions that are specifically targeted towards stakeholders whose audience are underserved and underrepresented groups. These efforts must also be authentic and personal as opposed to a superficial commitment. We recognize that relationships take time and effort, but they transform into sustained and durable collaborations. In our long-term relationships

with external partners, we have witnessed tangible benefits for several years now. In our newer relationships, we are now seeing the tangible results. For example, in 2016, the President of Howard University was invited as a keynote speaker at our 2016 Summer internship program. Conversely, the Head of NSLS-II, Dr. John Hill, was invited to give a talk at Howard University. From this initial meeting, Dr. Hill and Howard conducted monthly meetings over the course of the year to engage in the lengthy relationship-building process. We are now realizing several collaborations across our user facilities as well as internship programs with Howard University in multiple research areas due to this relationship-building effort.

g.i. GOALS & OBJECTIVES FOR OUTREACH/ COMMUNITY INVOLVEMENT

The Lab's overarching goal is to establish an effective partnership among the DOE, the Laboratory, and a full range of community members to address issues that affect the local community's quality of life. Educational programs are provided to the academic and broader community with a goal of introducing Brookhaven and DOE science and societal impact. Our efforts seek to improve science literacy, and to develop an awareness of more intense education and training opportunities for those interested in pursuing academics and career goals in STEM. The Lab OEP manager also serves as a co-steward of the Long Island STEM Hub, a STEM ecosystem that drives broad collaboration in STEM career development across the Long Island community. The STEM Hub creates a greater awareness of organizations offering STEM programming in the community. This effort has the support of local government, industry, and academia.

g.ii. PROMOTING DEI IN OUTREACH AND COMMUNITY INVOLVEMENT

The Lab promotes DEI by building goodwill with the local community, and working to improve and enhance the community's quality of life specifically in the areas of workforce development for underserved communities; addressing food insecurity; and helping to reduce disparities in housing. The Laboratory conducts numerous programs that serve communities underrepresented in STEM. Additionally, a portion of Lab's operating budget is supporting organizations associated with underserved populations including Girls, Inc. of Long Island, the New York Hall of Science, the National Museum of Mathematics, Habitat for Humanity, United Way and several others local organizations.

g.iii. OUTREACH/COMMUNITY INVOLVEMENT SUPPORTING DEI GOALS & OBJECTIVES

The Lab's outreach and community activities are focused on serving underrepresented and underserved populations to raise awareness of opportunities at the Lab and increase interest in STEM fields. The Lab's combined efforts across several internal offices and programs reaches over 30,000 participants a year and these participants become feeders to the Lab DEI efforts in attracting and retaining a diverse workforce.

Specifically, the Lab engages local community members through the Community Advisory Council (CAC) to inform them about environmental management topics of interest. The CAC creates the opportunity for meaningful involvement of people with respect to the implementation and enforcement of environmental laws, regulations, and policies, a key component of environmental justice.

Through the Lab's public-facing programs such as Summer Sundays and tour programs, there is concerted effort to build goodwill in the community by sharing the impact of the Lab's science on society. The Laboratory's research and science have always been for the benefit of the greater good of the region, nation, and the world. Our external programs are an important tool to showcase and share that science so that people may understand its impact and value.

h. FY20 NOTABLE ACTIONS

On an annual basis, we draw several hundred diverse interns to our campus to participate in our Summer internship programs. Due to the COVID-19 Pandemic, we were forced to convert our onsite program into an engaging and effective virtual internship program. There were several challenges associated with this transition including having each Lab mentor convert their intended 'at-the -bench' projects into a remote and virtual environment. Despite the challenges and setback, we were able to continue our Summer Internship program with only a minor reduction in our participation compared to previous years that were conducted on-site. We also developed creative solutions to ensure that our students were engaged. We continued to provide our students with Virtual Social and Professional Enrichment programs to maintain intimate relationship with students. Virtual Social programs included: online social evenings (BNL Bingo–Social Clubs–Book Club–Video Game Club); and a virtual talent show. Virtual Professional Enrichment programs included: communications experts meeting with students to discuss posters abstract and research papers and creating modified virtual tours of our user facilities to

expose participants to other research areas and scientists from other disciplines.

h.i. NEW PROGRAMS THAT HAVE STRONG POTENTIAL

The Lab's OEP has developed very strong relationships with the LSAMP community and the NYS CSTEP community. These relationships, and the already strong engagement of the K-12 team with the NYS STEP program, were leveraged during the COVID-19 pandemic to expand virtual training to a wider audience beyond the local region. As an example, the K-12 team ran a virtual program for high school students associated with Howard University's LSAMP program and also with the Florida-Georgia LSAMP Alliance. Similar programs were run for a girls' program in California, students in upstate New York, and others. Additionally, a Science Thursday virtual program was launched that had a broad geographic reach. These programs are increasing awareness of the DOE/BNL stature in science research and the opportunities to engage in meaningful ways at different points of academic status.

Furthermore, workforce data within the Nuclear & Particle Physics Directorate indicated a shortage of well-qualified applicants for several unfilled technician job openings. As a result, OEP and Human Resources developed the Community College Internship – Tech program with Suffolk County Community College (SCCC) to recruit more URM and female candidates into these roles. During the 2021 spring semester, OEP accepted 13 SCCC students in the WDTS Community College Internship (CCI) program. These students will be virtually trained on remote Brookhaven Lab projects exposing them to technician type activities while attending an assigned research class at the college with the content based on the activities at the Lab. These SCCC students are expected to continue with an on-site experience (pending COVID pandemic status) on follow-up Brookhaven Lab projects during the 2021 summer.

i. NEW INITIATIVES PLANNED IN FY 2021

Our experience with the summer 2020 virtual internship program has developed the framework for our summer 2021 virtual internship program. To respond to the quantitative data in the FY20 virtual summer program, we measured a reduction in overall participation in the 2020 summer program since it was converted into a virtual program. Given this data, we will focus our efforts on improving the FY21 virtual summer internship program by reaching out to more mentors to host summer students virtually, and to provide these mentors with resources to successfully convert on-site projects into virtual projects.

7

PROMOTING DIVERSITY THROUGH SUBCONTRACTING, ECONOMIC DEVELOPMENT, AND TECHNOLOGY TRANSFER

a.i. GOALS AND OBJECTIVES

The Lab's Procurement and Property Management (PPM) Division, within the Business Services Directorate, maintains a subcontracting program (Small Business Program) that seeks to purchase quality products and services from responsible and qualified small businesses, small disadvantaged (including Small Business Administration [SBA] certified 8a firms), small women-owned, small SBA certified Historically Underutilized Business (HUB)-Zone owned, small veteran-owned, and small service-disabled veteran-owned (including Alaska Native Corporations [ANC] and Indian Tribes), businesses to the maximum extent possible. PPM's high-level goals and objectives for promoting DEI through subcontracting, economic development and tech transfer align with three out of four of the Lab's Broad pillars.

Outreach and Education: PPM maintains an outreach initiative to assure that small businesses in the above small business categories are aware of and compete for available contracts. PPM provides support to educate the above small business categories on the requirements to become SBA certified and additional available resources to help them grow their business. PPM is expanding Small Business networks beyond the Lab and with the entire DOE complex to give small businesses maximum opportunity to participate in the Laboratory's subcontracting program.

Leadership Commitment and Accountability: PPM's leadership management is actively engaged in promoting DEI outside of PPM office and engaging with ERGs and other cross functional teams. For example, the Division Manager of PPM, presented to African-American Advancement Group (AAAG) ERG STEM Scholarship Awardees on July 20, 2020. This presentation provided an overview of opportunities to partner with the Lab.

Engagement with internal and external stakeholders: PPM engages with internal stakeholders by providing a regular newsletter to internal Business Services Directorate; monthly meeting with the Associate Lab Director for Environment, Safety and Health to discuss opportunities for small business; and partnerships with the Office of Educational Programs on various initiatives. PPM also engages with external stakeholders through various forums including a virtual small business fair held on Sept. 30, 2020, which provides opportunities for small business personnel to network with buyers and the Lab, with the goal of winning contracts; presentations to Minority Serving Institutions and Minority Business Enterprises (MBEs) at the DOE Office of Economic Impact & Diversity: Awareness, Interest & Access: National Laboratories Series on Jan. 26, 2021; and engagement and networking with the local Hauppauge Industrial Association of Long Island whose membership is comprised of 80% local small businesses.

a.ii.-a.iii. PROGRAMS THAT SUPPORT SMALL BUSINESSES

The Small Business Program at Brookhaven National Laboratory serves as the advocate and point of contact for all types of small business concerns (small; women-owned; disadvantaged; HUB-Zone; veteran-owned; and service-disabled veteran-owned) who are seeking contracting opportunities at the Lab. The lab has a dedicated Small Business Liaison Officer (SBLO) to focus on increasing contract awards to small business in all categories. Programs and initiatives include developing, preparing and executing subcontracting plan requirements and monitoring performance. PPM

selectively participates in trade fairs frequented by small businesses that meet our current requirements and establish partnership with regional Minority Supplier Development Councils. PPM also conducts source data exchange with other U.S. Department of Energy (DOE) facilities, public, and private organizations that foster the identification and qualification of the above small business categories.

a.iv. COMPLIANCE WITH EXECUTIVE ORDER 11246 AND 41 CFR 60

The BSA prime contract includes the FAR Clause 52.222.26 which requires contractors to comply with

EO 11246 and 41 CFR 60 as well as flow down the clause to subcontractors. PPM has incorporated this FAR clause in our standard set terms and conditions which are included in all our subcontracts.

a.v. PROGRAMS FOR TECHNOLOGY TRANSFER

The Lab’s Strategic Partnership Programs Office (SPP) integrates the Lab’s industry engagement, technology licensing, and economic development functions to expand the impact of collaborative research and technology commercialization. SPP is engaged in several external partnerships to promote diverse participation in these areas, including discussions with the Interdisciplinary Consortium for Research and Educational Access in Science and Engineering (INCREASE) on methods of increasing partnerships and collaborations with Minority Serving Institutions (MSIs). SPP is working with New York State Technology Enterprise Corporation (NYSTEC) to collaborate on technology transfer efforts with regional small business. The NYSTEC partnership is part of a larger regional economic development strategy to increase engagement with local federal Opportunity Zones and HUBZones. SPP is also partnering with the

U.S. Department of Commerce, Minority Business Development Agency to plan outreach events to promote strategic partnerships Minority Owned Small Businesses. The Lab is also planning to expand its work with New York City College as part of our plan to explore partnerships with MSIs. BNL’s Computational Science Initiative is also exploring if there is mutual interest in performing collaborative research with Prairie View A&M University, an HBCU. Brookhaven continues to work with the National Science Foundation (NSF) to expand minority access and achievement in the sciences through Other Federal Agency Strategic Partnerships Projects.

In FY20, the Office of Technology Transfer was awarded the Energy iCorps site funding to implement an entrepreneurial training program for Lab scientists and engineers. Twenty-three researchers with diverse backgrounds and expertise in various technical field completed the program. The program included sessions on SBIR, customer discovery and pitch development. In FY20, the Office of Technology Transfer implemented the PACT – Technology Transfer Liaison program with emphasis on recruiting a diverse group of BNL researchers to the program.

TABLE IV: LABORATORY SMALL BUSINESS SUB-CONTRACTING GOALS

Small Business Type	FY 2020 Goals	FY 2020 Actual	FY 2021 Goals
Small Business	45%	54.05%	50%
Women-owned Small Business	5%	6.24%	5%
Small Disadvantaged Business	5%	8.08%	5%
HUBZone Small Business	3%	1.37%	3%
Veteran Owned Small Business	3%	8.63%	3%
Service Disabled Veteran-Owned Business	3%	8.90%	3%

j. FY 2020 NOTABLE ACTIONS/ACCOMPLISHMENTS

In FY20, the Lab exceeded goals in five of the six small business categories including small businesses; small disadvantaged; women-owned, veteran-owned, and veteran-disabled. Moreover, the Small Business Liaison officer was awarded the Lab’s Pinnacle Award for Diversity, Equity, and Inclusion in FY20. This is one of Brookhaven Lab’s highest level awards and is given to staff to recognize their efforts in advancing DEI at the Lab. This Pinnacle recognition for the PPM staff member demonstrates PPM’s outstanding efforts to promote DEI across the entire lab complex with internal and external stakeholders.

One of the findings from the FY19 LDIP SC Peer Review was that Brookhaven offers valuable DEI training, but the training appears to be overly focused on compliance and that one time-trainings are ineffective. In response to this, the Small Business Liaison Officer, who is the head of the African American Advancement Employee Resource Group (AAAG), worked with the AAAG to identify Tony Chatman, a nationally recognized DEI speaker/author/trainer, to work with the Lab as an external consultant on Brookhaven’s DEI training catalogue and efforts. PPM was pivotal in securing the services of this minority-owned small business enterprise.

K. FY 2021 MAJOR PLANNED ACTIONS AND/OR INITIATIVES

Response: PPM is looking to engage with fellow laboratories in the Small Business Program Monthly Forum, which is an FY21 initiative to expand to community organizations and the DOE complex. The Small Business Liaison Officer (SBLO) is currently attending Los Alamos National Lab's monthly events for ideas and sharing of best practices. Furthermore, following the success of the Bouchet Alliance, which is a grass-roots effort started by the Lab's AAAG to connect with other DOE labs' ERGs, Brookhaven's SBLO recognized the opportunity for cross laboratory engagement with other labs' SBLOs. This includes developing opportunities to share best practices to address common challenges across the DOE complex such as HUBZone goals.

APPENDIX A:

LABORATORY DIVERSITY AND INCLUSION RESOURCES, DOCUMENTS AND POLICY STATEMENTS

The policies below are considered public information and can be found on our homepage at <https://www.bnl.gov/diversity/>.

- **Anti Harassment-Sexual harassment Policy:** summarizes the Lab's commitment to eliminating any harassing behaviors and the disciplinary actions that may be taken against anyone that violates this policy.
- **Veterans & Individuals with Disabilities Policy:** summarizes the Lab's requirements to comply with Section 503 of the Rehabilitation Act of 1973 and to Section 402 of Vietnam Era Veterans Readjustment Act (VEVRAA) of 1974, as amended. The policy also summarizes the procedures to contact the DEI Office to make a request for a reasonable accommodation.
- **Anti-Retaliation Policy:** summarizes the Lab's commitment to protecting all employees and applicants in raising a good faith concern about a work-related issue. The policy provides the reporting mechanisms of filing a complaint and the disciplinary actions taken against anyone that violates this policy.
- **EEO and Affirmative Action Policy Statement:** summarizes the Lab's commitment to EEO and Affirmative Action and to providing reasonable accommodations for all qualified individuals with a disability. The Policy also provides the contact information of the Lab contacts regarding all matters pertaining to EEO and Affirmative Action.
- **Respectful Workplace Policy:** summarizes the Lab's commitment to creating a work environment that promotes learning, research, and productivity through working relationships based on courtesy, civility, and respectful communication. The policy summarizes the expected behaviors of individuals and the Lab's commitment to protect those who raise a concern without any fear nor retaliation.
- **Reasonable Accommodation:** summarizes the Lab's commitment to make reasonable accommodations to individuals with disabilities and engaging in an interactive process to determine an appropriate accommodation. <https://www.bnl.gov/hr/careers/eo.php>

The following DEI resources are considered public information and made available on our homepage at <https://www.bnl.gov/diversity/resources/diversity-links.php>
<https://www.bnl.gov/diversity/resources/unconscious-bias.php>
<https://www.bnl.gov/diversity/resources/transgender.php>

- Resources to address unconscious bias and creating an inclusive workplace including articles, PowerPoint Presentations, and videos
- Contacts of the various offices including the DEI office, the Brookhaven Advocacy Council, and the Brookhaven Employees Recreate Association (BERA)
- Contacts for various internal and external organizations including the Lab's ERGs, Minority Serving Institutions, and HBCUs

In addition to the publicly available written policies and resources that are applicable to all lab employees, guests, users, students, and visitors, the following policies and resources are considered **internal** to the Lab.

- All Lab Guests are required to sign a form titled "Commitments and Expectations Statement" (C&E). The C&E provides an overview explanation of what we commit to provide and what we expect of them in safety, security, and integrity (including Respectful Workplace, Anti-Harassment, and Sexual Harassment).
- All Lab employees are required to take the General Employee Training (GET) as part of their new-hire orientation process when they begin employment at the Lab. During this new-hire orientation process, they are introduced to the DEI office staff and are given information about our DEI policies, procedures, and resources.
- All Lab employees are required to take an online Sexual Harassment Awareness and prevention training course
- All Lab employees have access to internal professional development courses and resources that promote DEI. Such optional courses include:

» **Health Webinars:**

- How to Thrive This Holiday Season:
Objectives: 1. Identify why the holidays are more stressful than other times of the year 2. Explain coping skills and boundary setting 3. List additional resources
- Avoiding Caregiver Burnout: Objectives:
1. Learn the symptoms of caregiver burnout
2. Discuss situations and circumstances which can lead to burnout 3. Identify ways to prevent caregiver burnout
- Exploring Habits for Positive Behavior Change: Objectives: 1. Discuss why behavior change is difficult and how habits are formed 2. Identify ways to form new habits and eliminate bad habits 3. Describe how to manage habit slipping and procrastination
- Learn methods to track habits for positive behavior change: Challenges of a Post-Quarantine Workplace: Adapting to the “Next Normal”

» **Caregiver Series:**

- How to Build Resilience and Adaptive Skills During COVID-19
- Managing Anxiety and Worry During Uncertain Times
- Five Fast Fixes to Reduce Stress
- How to Manage a Remote and/or Hybrid Workforce

» **Crucial Conversations** (PE197) — This course teaches skills for creating alignment and agreement by fostering open dialogue around high stakes, emotional or risky topics. Crucial conversations – when handled poorly or ignored – lead to strained relationships, diminished accountability and dismal results. Participants will learn how to handle them effectively by speaking persuasively not abrasively, fostering teamwork and better decision making, building acceptance rather than resistance, and resolving individual and group disagreements. This course includes a focus on creating a safety culture by increasing accountability and helping to foster an environment where employees are willing to speak up when they see a situation that is unsafe.

» **Respectful Workplace for Employees** (PE201)

— In a world of countless differences between people, being able to create a work environment that allows each person to do his or her very best work is now one of the most important competencies that any organization can master. One facet of these great work environments is RESPECT. Respect promotes cooperation, open communication, creativity, commitment and safer workplaces. Practicing respect on a consistent basis requires increased awareness and practice. This course focuses on skillfully deploying the right attitudes and behaviors (including our words) to positively affect those around us.

» **Understanding and Managing Style**

Differences (PE193) — This course emphasizes the development of improved interpersonal skills and workplace interactions to enhance workplace productivity and morale. Participants will receive feedback on their Social Style and gain an understanding of how their style impacts their interactions with others. During this workshop, participants will learn to identify each of the four social styles and the best approach to work with each. Participants will pinpoint areas of tension, which if unchecked, can ultimately lead to toxic relationships. Employees will also learn about versatility and identify actions to increase their ability to adapt and be successful in workplace relationships. This course includes completing the Multi-Rater Social Style and Versatility Profile as pre-work. The tool is a short assessment of the participant’s preferred social style. It is completed by the participant and a minimum of five other work colleagues. It only takes about 15 minutes to complete.

» **Intro to EEO/Affirmative Action/DEI** — This mandatory three-hour course for supervisors and managers provides information on compliance with Equal Employment Opportunity Laws, Affirmative Action, and Diversity Management. This course also includes practical ways to manage differences in a diverse workforce.

- **Employee Support System:** is available to all Lab Employees that provides all the formal and informal venues to address a workplace concern.

APPENDIX B: ENCLOSURE 4 — TABLES 1 – 4

TABLE 1A: FY 2019 TOTAL LABORATORY WORKFORCE DEMOGRAPHICS [1]

	Total Employees	# Women	% Women	# African American/Black [2]	% African American/Black	# African American/Black Women[2]	% African American/Black Women	# American Indian or Alaska Native [2]	% American Indian or Alaska Native	# American Indian or Alaska Native Women [2]	% American Indian or Alaska Native Women	# Native Hawaiian or Other Pacific Islander [3]	% Native Hawaiian or Other Pacific Islander	# Asian [3]	% Asian	# Two or more Races/Ethnicity	% Two or more Races/Ethnicity	# Hispanic or Latino [2]	% Hispanic or Latino	# Hispanic or Latino Women [2]	% Hispanic or Latino Women	# White	% White	# Persons with Disabilities	% Persons with Disabilities	# Veterans	% Veterans
Overall (all Employees)	2564	667	26.01%	152	5.93%	78	3.04%	9	0.35%	0	0.00%	3	0.12%	397	15.48%	10	0.39%	142	5.54%	44	1.72%	1851	72.19%	63	2.46%	121	4.72%
"Lab Senior Leadership (LD, DLD, ALDs)"	11	1	9.09%	1	9.09%		0.00%		0.00%							1	9.09%					9	81.82%			2	18.18%
Research/Technical Management (first-line and mid-level)	296	42	14.19%	2	0.68%		0.00%		0.00%					61	20.61%			8	2.70%			225	76.01%	3	1.01%	4	1.35%
Operations Management (or Research Support)	99	36	36.36%	6	6.06%	2	2.02%	2	2.02%					3	3.03%			8	8.08%	4	4.04%	80	80.81%	4	4.04%	7	7.07%
Technical Research Staff	953	102	10.70%	20	2.10%	3	0.31%	2	0.21%			2	0.21%	197	20.67%	2	0.21%	46	4.83%	3	0.31%	684	71.77%	19	1.99%	49	5.14%
Operations Support Staff	1013	428	42.25%	117	11.55%	70	6.91%	5	0.49%			1	0.10%	34	3.36%	7	0.69%	67	6.61%	33	3.26%	782	77.20%	30	2.96%	58	5.73%
Postdocs	159	42	26.42%	5	3.14%	2	1.26%		0.00%					96	60.38%			7	4.40%	2	1.26%	51	32.08%	5	3.14%	1	0.63%
Graduate Students [4]	14	8	57.14%	1	7.14%	1	7.14%		0.00%					3	21.43%			3	21.43%	1	7.14%	7	50.00%		0.00%		
Undergraduates [4]	19	8	42.11%		0.00%		0.00%		0.00%					3	15.79%			3	15.79%	1	5.26%	13	68.42%	2	10.53%		

[1] Numbers for all job categories should be absolute numbers as of September 30, 2019 and percent by job category.

[2] Under-represented minorities defined as African American/Black, Native American/Alaskan native, or Hispanic/Latino (or combination). **New:** Information on URM women is requested in separate columns.

[3] Other people of color include Asian/Asian American and Pacific Islander/Native Hawaiian.

[4] Graduate students and undergraduate students are those students who work at and are paid by the laboratory. (Table II in the LDIP should provide cumulative counts for the fiscal year for graduate students and undergraduates.)

TABLE 1B: FY 2020 TOTAL LABORATORY WORKFORCE DEMOGRAPHICS [1]

	Total Employees	# Women	% Women	# African American/Black [2]	% African American/Black	# African American/Black Women[2]	% African American/Black Women	# American Indian or Alaska Native [2]	% American Indian or Alaska Native	# American Indian or Alaska Native Women [2]	% American Indian or Alaska Native Women	# Native Hawaiian or Other Pacific Islander [3]	% Native Hawaiian or Other Pacific Islander	# Asian [3]	% Asian	# Two or more Races/Ethnicity	% Two or more Races/Ethnicity	# Hispanic or Latino [2]	% Hispanic or Latino	# Hispanic or Latino Women [2]	% Hispanic or Latino Women	# White	% White	# Persons with Disabilities	% Persons with Disabilities	# Veterans	% Veterans
Overall (all Employees)	2611	682	26.12%	161	6.17%	80	3.06%	8	0.31%	0	0	3	0.11%	404	15.47%	13	0.50%	151	5.78%	48	1.84%	1871	71.66%	53	2.03%	119	4.56%
"Lab Senior Leadership (LD, DLD, ALDs)"	11	1	9.09%	1	9.09%											1	9.09%					9	81.82%			2	18.18%
Research/Technical Management (first-line and mid-level)	321	46	14.33%	4	1.25%	1	0.31%							66	20.56%			9	2.80%	1	0.31%	242	75.39%	3	0.93%	5	1.56%
Operations Management (or Research Support)	103	37	35.92%	8	7.77%	4	3.88%	2	1.94%					4	3.88%			9	8.74%	3	2.91%	80	77.67%	4	3.88%	6	5.83%
Technical Research Staff	969	120	12.38%	24	2.48%	4	0.41%	2	0.21%			2	0.21%	204	21.05%	3	0.31%	49	5.06%	6	0.62%	685	70.69%	16	1.65%	48	4.95%
Operations Support Staff	1020	423	41.47%	117	11.47%	67	6.57%	4	0.39%			1	0.10%	36	3.53%	9	0.88%	70	6.86%	32	3.14%	783	76.76%	27	2.65%	57	5.59%
Postdocs	159	41	25.79%	5	3.14%	2	1.26%							85	53.46%			11	6.92%	4	2.52%	58	36.48%	3	1.89%	1	0.63%
Graduate Students [4]	15	10	66.67%	2	13.33%	2	13.33%							7	46.67%			3	20.00%	2	13.33%	3	20.00%				
Undergraduates [4]	13	4	30.77%		0.00%									2	15.38%				0.00%		0.00%	11	84.62%		0.00%		

[1] Numbers for all job categories should be absolute numbers as of September 30, 2020 and percent by job category.

[2] Under-represented minorities defined as African American/Black, Native American/Alaskan native, or Hispanic/Latino (or combination). **New:** Information on URM women is requested in separate columns.

[3] Other people of color include Asian/Asian American and Pacific Islander/Native Hawaiian.

[4] Graduate students and undergraduate students are those students who work at and are paid by the laboratory. (Table III in the LDIP should provide cumulative counts for the fiscal year for graduate students and undergraduates.)

TABLE 2A: DEMOGRAPHICS OF FY 2019 LABORATORY NEW HIRES [1]

	Total Employees	# Women	% Women	# African American/Black [2]	% African American/Black	# African American/Black Women[2]	% African American/Black Women	# American Indian or Alaska Native [2]	% American Indian or Alaska Native	# American Indian or Alaska Native Women [2]	% American Indian or Alaska Native Women	# Native Hawaiian or Other Pacific Islander [3]	% Native Hawaiian or Other Pacific Islander	# Asian [3]	% Asian	# Two or more Races/Ethnicity	% Two or more Races/Ethnicity	# Hispanic or Latino [2]	% Hispanic or Latino	# Hispanic or Latino Women [2]	% Hispanic or Latino Women	# White	% White	# Persons with Disabilities	% Persons with Disabilities	# Veterans	% Veterans
Overall (all Employees)	236	73	30.93%	5	2.12%	0	0.00%	1	0.42%	0	0.00%	0	0.00%	64	27.12%	3	1.27%	20	8.47%	9	3.81%	143	60.59%	7	2.97%	8	3.39%
"Lab Senior Leadership (LD, DLD, ALDs)"																											
Research/Technical Management (first-line and mid-level)	8	3	37.50%											1	12.50%							7	87.50%	1	12.50%		
Operations Management (or Research Support)	8	2	25.00%	1	12.50%									1	12.50%							6	75.00%				
Technical Research Staff	71	11	15.49%					1	1.41%					17	23.94%			7	9.86%			46	64.79%	2	2.82%	4	5.63%
Operations Support Staff	74	35	47.30%	4	5.41%									2	2.70%	3	4.05%	11	14.86%	8	10.81%	54	72.97%	2	2.70%	3	4.05%
Postdocs	75	22	29.33%		0.00%									43	57.33%			2	2.67%	1	1.33%	30	40.00%	2	2.67%	1	1.33%

[1] Numbers for all job categories should be absolute numbers for the fiscal year as of September 30, 2019 and percent by job category.
 [2] Under-represented minorities defined as African American/Black, Native American/Alaskan native, or Hispanic/Latino (or combination).
 [3] Other people of color include Asian/Asian American and Pacific Islander/Native Hawaiian.

TABLE 2B: DEMOGRAPHICS OF FY 2020 LABORATORY NEW HIRES [1]

	Total Employees	# Women	% Women	# African American/Black [2]	% African American/Black	# African American/Black Women[2]	% African American/Black Women	# American Indian or Alaska Native [2]	% American Indian or Alaska Native	# American Indian or Alaska Native Women [2]	% American Indian or Alaska Native Women	# Native Hawaiian or Other Pacific Islander [3]	% Native Hawaiian or Other Pacific Islander	# Asian [3]	% Asian	# Two or more Races/Ethnicity	% Two or more Races/Ethnicity	# Hispanic or Latino [2]	% Hispanic or Latino	# Hispanic or Latino Women [2]	% Hispanic or Latino Women	# White	% White	# Persons with Disabilities	% Persons with Disabilities	# Veterans	% Veterans
Overall (all Employees)	235	64	27.23%	18	7.66%	7	2.98%	0	0.00%	0	0.00%	0	0.00%	46	19.57%	3	1.28%	21	8.94%	7	2.98%	147	62.55%	2	0.85%	9	3.83%
"Lab Senior Leadership (LD, DLD, ALDs)"	1																					1	100.00%				
Research/Technical Management (first-line and mid-level)	9	2	22.22%	3	33.33%	2								2	22.22%							4	44.44%			1	11.11%
Operations Management (or Research Support)	5	1	20.00%											1	20.00%			2	40.00%			2	40.00%	1	20.00%		
Technical Research Staff	86	13	15.12%	3	3.49%									16	18.60%	1	1.16%	5	5.81%	2	2.33%	61	70.93%			3	3.49%
Operations Support Staff	83	35	42.17%	10	12.05%	5	6.02%							7	8.43%	2	2.41%	8	9.64%	3	3.61%	56	67.47%			5	6.02%
Postdocs	51	13	25.49%	2	3.92%									20	39.22%			6	11.76%	2	3.92%	23	45.10%	1	1.96%		0.00%

[1] Numbers for all job categories should be absolute numbers for the fiscal year as of September 30, 2020 and percent by job category.
 [2] Under-represented minorities defined as African American/Black, Native American/Alaskan native, or Hispanic/Latino (or combination).
 [3] Other people of color include Asian/Asian American and Pacific Islander/Native Hawaiian.

TABLE 3A: DEMOGRAPHICS OF EMPLOYEES WHO LEFT THE LABORATORY IN FY 2019 [1]

	Total # Employees who left for any reason. [1]	# Employees who retired	# Employees who voluntarily left the laboratory [2]	# Women	% Women	# African American/Black [3]	# African American/Black Women[2]	# American Indian or Alaska Native [2]	# American Indian or Alaska Native Women [2]	# Native Hawaiian or Other Pacific Islander [3]	# Asian [3]	# Two or more Races/Ethnicity	# Hispanic or Latino [2]	# Hispanic or Latino Women [2]	# White	% White	# Persons with Disabilities	# Veterans
Overall (all Employees)	149	48	101	37	24.83%	7	0	0	0	0	32	0	7	2	103	69.13%	4	10
"Lab Senior Leadership (LD, DLD, ALDs)"																		
Research/Technical Management (first-line and mid-level)																		
Operations Management (or Research Support)	9	8	1	4	44.44%										9	100.00%		
Technical Research Staff	58	21	37	4	6.90%	4					11		4		39	67.24%	1	7
Operations Support Staff	47	19	28	20	42.55%	3					2		1		41	87.23%	1	3
Postdocs	35		35	9	25.71%						19		2	2	14	40.00%	2	

[1] Include all job categories, including permanent and term-limited appointments, including post-docs.

[2] To determine this number, take the total # of employees who left and subtract: those who retired (including those who took early retirement), and those who's positions were terminated prematurely by the lab.

[3] Under-represented minorities defined as African American/Black, Native American/Alaskan native, or Hispanic/Latino (or combination).

[4] Other people of color include Asian/Asian American and Pacific Islander/Native Hawaiian.

TABLE 3B: DEMOGRAPHICS OF EMPLOYEES WHO LEFT THE LABORATORY IN FY 2020 [1]

	Total # Employees who left for any reason. [1]	# Employees who retired	# Employees who voluntarily left the laboratory [2]	# Women	% Women	# African American/Black [3]	# African American/Black Women[2]	# American Indian or Alaska Native [2]	# American Indian or Alaska Native Women [2]	# Native Hawaiian or Other Pacific Islander [3]	# Asian [3]	# Two or more Races/Ethnicity	# Hispanic or Latino [2]	# Hispanic or Latino Women [2]	# White	% White	# Persons with Disabilities	# Veterans
Overall (all Employees)	194	75	119	53	27.32%	10	6	1	0	0	44	1	10	4	128	65.98%	10	11
"Lab Senior Leadership (LD, DLD, ALDs)"																		
Research/Technical Management (first-line and mid-level)																		
Operations Management (or Research Support)	5	3	2	2	40.00%										5	100.00%	1	1
Technical Research Staff	81	40	41	9	11.11%						17	1	2		61	75.31%	4	5
Operations Support Staff	68	32	36	31	45.59%	9	6	1			3		5	3	50	73.53%	3	5
Postdocs	40		40	11	27.50%	1					24		3	1	12	30.00%	2	

[1] Include all job categories, including permanent and term-limited appointments, including post-docs.

[2] To determine this number, take the total # of employees who left and subtract: those who retired (including those who took early retirement), and those who's positions were terminated prematurely by the lab.

[3] Under-represented minorities defined as African American/Black, Native American/Alaskan native, or Hispanic/Latino (or combination).

[4] Other people of color include Asian/Asian American and Pacific Islander/Native Hawaiian.

TABLE 4: TRENDS IN LABORATORY WORKFORCE DEMOGRAPHICS (FY 2016-2020) [1]

	Total Employee Counts					Women					Underrepresented Minorities [2]					Other People of Color					Two or More Races/Ethnicity					Individuals with Disabilities					Veterans						
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020		
Overall (all Employees)	100.00% (2650)	100.00% (2596)	100.00% (2465)	100% (2564)	100.00% (2611)	24.49% (649)	25.00% (649)	24.99% (616)	26.01% (667)	26.12% (682)	11.28% (299)	11.56% (300)	11.93% (294)	11.82% (303)	12.26% (320)	13.43% (356)	14.56% (378)	14.81% (365)	15.60% (400)	15.59% (407)	.23% (6)	.23% (6)	.37% (9)	.39% (10)	.50% (13)	2.19% (58)	2.31% (60)	2.39% (59)	2.46% (63)	2.03% (53)	4.91% (130)	5.12% (133)	4.95% (122)	4.72% (121)	4.56% (119)		
"Lab Senior Leadership (LD, DLD, ALDs)"	.42% (11)	.39% (10)	.45% (11)	.43% (11)	.42% (11)	27.27% (3)	20.00% (2)	18.18% (2)	9.09% (1)	9.09% (1)				9.09% (1)	9.09% (1)						9.09% (1)	10.00% (1)	9.09% (1)	9.09% (1)	9.09% (1)										9.09% (1)	18.18% (2)	18.18% (2)
Research/Technical Management (first-line and mid-level)	10.91% (289)	11.36% (295)	11.81% (291)	11.54% (296)	12.29% (321)	10.38% (30)	12.20% (36)	13.40% (39)	14.19% (42)	14.33% (46)	5.19% (15)	3.73% (11)	3.44% (10)	3.38% (10)	4.05% (13)	18.69% (54)	22.03% (65)	23.02% (67)	20.61% (61)	20.56% (66)						.68% (2)	1.03% (3)	1.01% (3)	.93% (3)	2.08% (6)	2.37% (7)	1.72% (5)	1.35% (4)	1.56% (5)			
Operations Management (or Research Support)	4.11% (109)	4.31% (112)	3.69% (91)	3.86% (99)	3.94% (103)	32.11% (35)	35.71% (40)	36.26% (33)	36.36% (36)	35.92% (37)	10.09% (11)	9.82% (11)	13.19% (12)	16.16% (16)	18.45% (19)	2.75% (3)	1.79% (2)	2.20% (2)	3.03% (3)	3.88% (4)						2.75% (3)	2.68% (3)	4.40% (4)	4.04% (4)	3.88% (4)	8.26% (9)	9.82% (11)	8.79% (8)	7.07% (7)	5.83% (6)		
Technical Research Staff	36.30% (962)	36.02% (935)	37.32% (920)	37.17% (1013)	37.11% (969)	10.29% (99)	10.59% (99)	10.22% (94)	10.70% (102)	12.38% (120)	6.76% (65)	6.95% (65)	7.17% (66)	7.14% (68)	7.74% (75)	19.54% (188)	19.25% (180)	19.24% (177)	20.88% (199)	21.26% (206)	.10% (1)	.21% (2)	.22% (2)	.21% (2)	.31% (3)	1.98% (19)	1.93% (18)	1.85% (17)	1.99% (19)	1.65% (16)	4.47% (43)	5.13% (48)	5.54% (51)	5.14% (49)	4.95% (48)		
Operations Support Staff	42.30% (1121)	41.68% (1082)	40.24% (992)	39.52% (1013)	39.07% (1020)	40.32% (452)	40.67% (440)	41.53% (412)	42.25% (428)	41.47% (423)	17.04% (191)	17.93% (194)	18.15% (180)	18.66% (189)	18.73% (191)	3.48% (39)	3.79% (41)	3.63% (36)	3.46% (35)	3.63% (37)	.27% (3)	.28% (3)	.40% (4)	.69% (7)	.88% (9)	2.94% (33)	3.05% (33)	2.92% (29)	2.96% (30)	2.65% (27)	6.42% (72)	6.19% (67)	5.65% (56)	5.73% (58)	5.59% (57)		
Postdocs	4.60% (122)	4.47% (116)	4.91% (121)	6.20% (159)	6.09% (159)	14.75% (18)	18.10% (21)	22.31% (27)	26.42% (42)	25.79% (41)	5.74% (7)	7.76% (9)	11.57% (14)	7.55% (12)	10.06% (16)	55.74% (68)	62.07% (72)	62.81% (76)	60.38% (96)	53.46% (85)	.00% (0)					2.46% (3)	2.59% (3)	4.13% (5)	3.14% (5)	1.89% (3)				.63% (1)	.63% (1)		
Graduate Students [5]	.49% (13)	1.08% (28)	.89% (22)	.55% (14)	.57% (15)	23.08% (3)	25.00% (7)	22.73% (5)	57.14% (8)	66.67% (10)	38.46% (5)	25.00% (7)	45.45% (10)	28.57% (4)	33.33% (5)	30.77% (4)	60.71% (17)	27.27% (6)	21.43% (3)	46.67% (7)	7.69% (1)		4.55% (1)			3.57% (1)	4.55% (1)				4.55% (1)						
Undergraduates [5]	.87% (23)	.69% (18)	.69% (17)	.74% (19)	.50% (13)	39.13% (9)	22.22% (4)	23.53% (4)	42.11% (8)	30.77% (4)	21.74% (5)	16.67% (3)	11.76% (2)	15.79% (3)		.00% (0)	5.56% (1)	5.88% (1)	15.79% (3)	15.38% (2)			5.88% (1)						10.53% (2)								

[1] Numbers for FY 16, FY 17, and FY 18 should come from prior year LDIPs (FY17-19) or the 2019 SC Peer Review submitted data. FY 19 and FY 20 information should come from Table 1a and 1b in this Excel workbook.
 [2] Under-represented minorities includes sum of African American/Black, Native American/Alaskan native, or Hispanic/Latino.
 [3] Other people of color includes sum of Asian/Asian American and Pacific Islander/Native Hawaiian.
 [4] Includes those who reported two or more races/ethnicity.
 [5] SC recognizes that the definition for how to report students has changed over the years. Please use values previously reported for FY 2016-FY 2018. Use the current definition for FY 2019 and FY 2020.

APPENDIX C: ENCLOSURE 5 — TABLES 5 & 6

TABLE 5: LABORATORY STEM TRAINING AND EDUCATION PROGRAMS

Lab STEM Program Name	Target Audience	Average # Annual Participants	Program Goal
Sci Comp 201	Undergraduates Students	106	Exposing URM Undergraduates to scientific computing
SciComp 301	Graduate Students	22	Exposing graduate students from MSIs and other institutions to scientific computing
Applications of Synchrotron and Electron Techniques	Graduate Students	105	Exposing graduate students to synchrotron science
Champions Program	Professors	13	A 2-day program introducing professors from to BNL and the DOE complex
STEM-Prep Summer Institute	Rising sophomore high school students from communities underrepresented in STEM Fields.	22 students	A multi week hands-on experience to expose underrepresented minority students to a National Lab at a critical juncture in their academic career.
STEM-Prep Scholars	Alumni from the prior year STEM-Prep Summer Institute program	20 students	To keep the STEM-Prep alumni engaged in BNL STEM programming and to prepare and recruit for the High School Research Program (HSRP)
High School Research Program (HSRP)	Rising high school seniors with a passion in pursuing an advanced education and career in STEM	60 students	To expose high school students to an authentic research experience with a BNL scientific mentor over 6 weeks. To recruit for DOE- SULI.
Scientific Computing After School Clubs	High school students	60 Students	To introduce high school students to concepts and applications in scientific computing at BNL.
Students Partnerships for Advanced Research and Knowledge (SPARK)	High school teachers and students	20 teachers and 150 students	To provide an opportunity for all high school students, and their teachers, to become visiting researchers at BNL's facilities, such as NSLS II.
Girl Scout BNL Patch Program	Girl Scouts of all age ranges	50 Girl Scouts	Girl Scouts explore BNL science topics and learn from scientists on how they entered a STEM Field. After completing all of the objectives, participants earn a specially designed BNL STEM Patch
Discovery Programs	Grades 1-6 students	27,000 students	To expose elementary students to age appropriate hands-on activities in STEM and to introduce them to BNL. Lessons are mapped to state and national standards.

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Lab STEM Program Name	Target Audience	Average # Annual Participants	Program Goal
Exploration Lab Programs	Grades 5-12 students and partners that serve underrepresented and underserved communities, such as- Girls Inc., Girl Scouts, NY STEP, LS-AMP	6,000 students	To expose middle school and high school students to hands on STEM laboratories that reflect actual BNL scientific research.
Summer Science Explorations	Middle school and high school students and partners that serve underrepresented and underserved communities, such as- Girls Inc., Girl Scouts, NY STEP, LS-AMP	300 students	To expose middle school and high school students to hands on STEM laboratories that reflect actual BNL scientific research.
Open Space Stewardship Program	Teachers, elementary, middle, and high school students	300 students and 20 teachers	To train teachers, and expose their students to hands-on environmental science and stewardship experiences in the field. BNL partners with local, state, and federal resource management STEM professionals to demonstrate STEM career opportunities, including those at the lab in environmental management and stewardship.
Day in the Life of a River	Teachers, elementary, middle, and high school students	2500 students and 100 teachers	To train teachers and expose their students to hands-on environmental science and stewardship experiences using Long Island Rivers as a model for learning. A partnership between OEP, the Central Pine Barrens Commission, and the New York State Department of Environmental Conservation. BNL partners with local, state, and federal resource management STEM professionals to demonstrate STEM career opportunities, including those at the lab in environmental management and stewardship.
DOE Science Bowl, Middle and High School	Middle and high school students	200 students total (100 middle school and 100 high school)	To introduce middle school and high school students to the DOE mission, the Office of Science Mission, and the National Lab complex. To begin recruiting for WDTS DOE internships, such as SULI and CCI.
Bridge Engineering Competition	High school students	190 students and 20 teachers	To introduce students to engineering fields through leveraging the existing International Bridge Building Competition. Students talk with BNL engineers about their bridge designs, test under load, and learn about STEM careers available to engineers generally and at BNL. To promote BNL STEM opportunities and to introduce students to DOE WDTS internships.

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Lab STEM Program Name	Target Audience	Average # Annual Participants	Program Goal
MagLev Car Competition	Middle school students	250 students and 14 teachers	To introduce students to engineering fields through designing and building model MagLev cars that compete in different modes. Students talk with BNL engineers about their car designs, test on tracks, and learn about STEM careers available to engineers generally and at BNL. To promote BNL STEM opportunities and to introduce students to DOE WDTS internships. To celebrate BNL's historic role in MagLev technology and magnet technology generally.
Science Fair	Elementary students	440 Students 30 teachers	To introduce elementary students to the scientific method. To introduce students and their parents to DOE, the Office of Science, BNL, and OEP STEM programming. To initiate a STEM lifelong pathway.
Students Partnerships for Advanced Research and Knowledge (SPARK)	High school teachers and students	20 teachers and 150 students	To provide an opportunity for all high school students, and their teachers, to become visiting researchers at BNL's facilities, such as NSLS II.

TABLE 6: LABORATORY PARTNERSHIPS WITH MINORITY SERVING INSTITUTIONS AND ASSOCIATIONS

Name of MSI or Association	Focus of Partnership	Describe how the Partnership Contributes to Laboratory DEI Goals and Provides Mutual Benefit to the MSI/Association
Howard University (HU)	Physics, Quantum & User Facilities	Howard is a member of the ePHENIX/PHENIX collaboration. Both students and faculty are involved with these experiments. Prof. Marcus Alfred is the Co-PI on a Nuclear Physics proposal to the Office of Science. Howard is the only HBCU with the Quantum Center, C2QA. A number of Howard faculty are users of NSLS II and CFN. BNL Staff serve on HU LSAMP Advisory Committee
Florida A&M University (FAMU)	Physics & User Facilities	FAMU is a member of the ePHENIX/PHENIX collaboration. Both students and faculty are involved with these experiments. A number of FAMU faculty are users of NSLS II and CFN. Prof. Carol Scarlett is the Co-PI on a Nuclear Physics proposal to the Office of Science.
Texas Southern University (TSU)	Physics & User Facilities	Prof. Marcus Alfred is a NSLS II users and a Co-PI on a Nuclear Physics proposal to the Office of Science.
Morgan State University (MSU)	Physics & User Facilities	Prof. Willie Rockwood a Co-PI on a Nuclear Physics proposal to the Office of Science. A number of MSU faculty are users of NSLS II and CFN and collaborated with members for CSI.
University of Puerto Rico (UPR)	Physics & User Facilities	Prof. Palai Ratnakar is a Co-PI on a Nuclear Physics proposal to the Office of Science. A number of UPR faculty are users of NSLS II and CFN and collaborated with members for CSI.
Navajo Technical University (NTU)	Physics & Advisory Service	Prof. Peter Romain is a Co-PI of a NNSA grant, Scholarly Partnership in Nuclear Security (SPINS), AAMU is leading and BNL is a partnering institution as a Co-PI. BNL staff serve on the advisory board for the newly established Environmental Engineering Center at NTU and assisted in recruiting professors for the Center.

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Name of MSI or Association	Focus of Partnership	Describe how the Partnership Contributes to Laboratory DEI Goals and Provides Mutual Benefit to the MSI/Association
Alabama A&M University	Physics & User Facilities	Prof. Stephen Egarievwe established a Nuclear Engineering program AAMU in collaboration with BNL Staff. He is also the PI of a NNSA grant, Scholarly Partnership in Nuclear Security (SPINS), and BNL is a partnering institution as a Co-PI. A number of AAMU faculty are users of NSLS II and CFN.
City College of New York (CCNY)	Quantum & User Facilities	CCNY is one of two MSI partners in the Quantum Center, C2QA collaboration. A number of CCNY faculty are users of NSLS II and CFN.
The Interdisciplinary Consortium for Research and Educational Access in Science and Engineering (INCREASE)	User Facilities	(INCREASE) is a consortium of universities whose mission is to promote research and education in Minority-Serving Institutions, especially as regards increasing their utilization of national user facilities, thereby increasing the numbers of women and those from historically underrepresented groups who pursue science and engineering careers. In 2019 the partnership developed a no-fee online course to introduce graduate/undergraduate students to synchrotron technology to grow and strengthen the STEM pool.
National Society of Black Physicists (NSBP)	Physics & User Facilities	In November 2020, BNL co-hosted the NSBP annual conference, which is the largest annual gathering of URM physicists in the country. This was the first time a DOE lab hosted the entire 3 day conference, exposing the 1000+ participants to internship, user, and career opportunities to BNL and the DOE complex. BNL will be co-hosting the NSBP 2021 annual conference again.
Louis Stokes Alliance for Minority Participation (LSAMP)	STEM training for URM's and DEI recruiting for programs and positions	Specialized training programs are provided to LSAMP supported institutions to introduce URM students to the DOE research and mission. Students are recruited into internship positions as highly competitive candidates; training further prepares them for DOE internships. Faculty associated with LSAMP often build collaborative research relationships with BNL scientists.