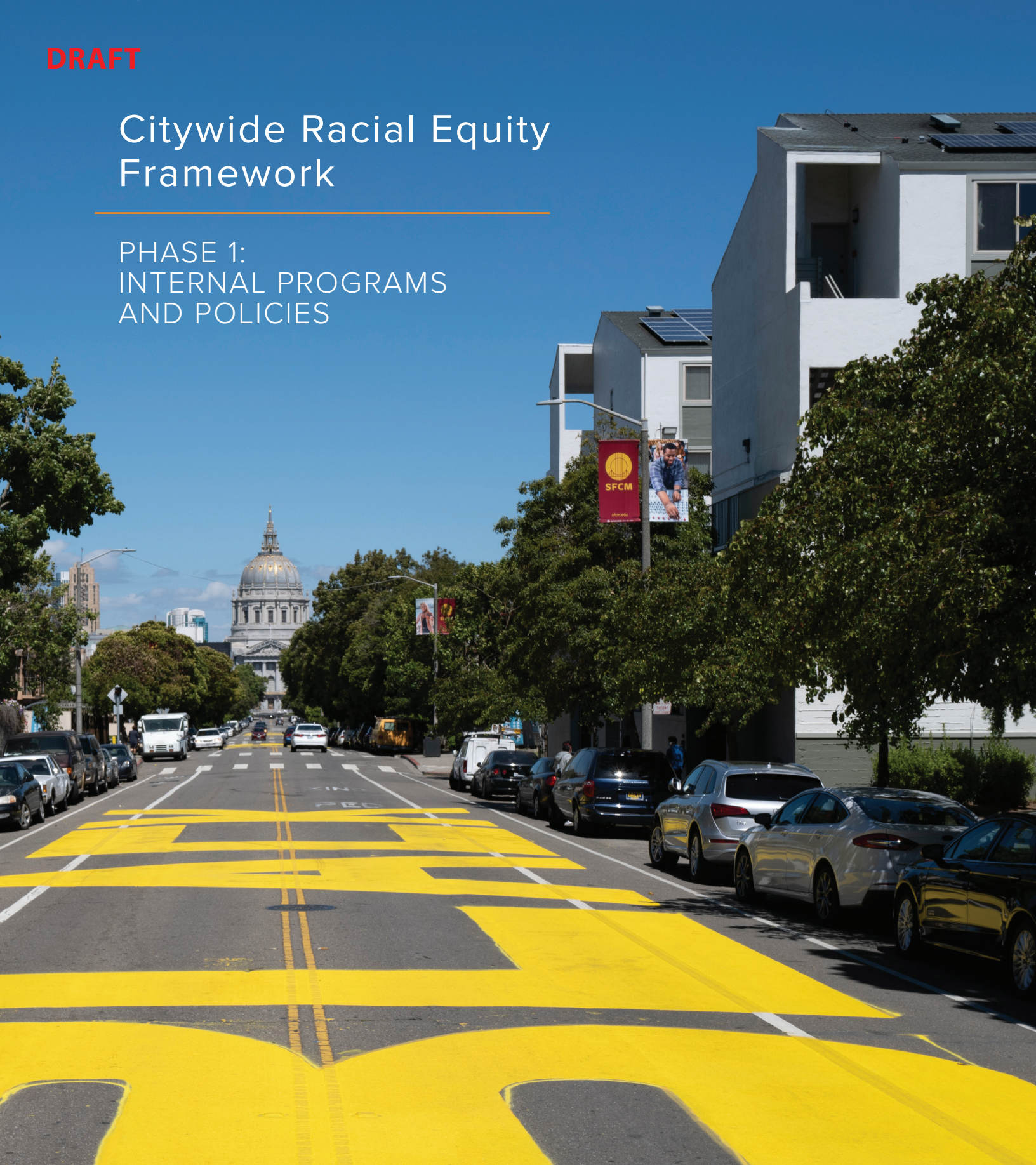


DRAFT

Citywide Racial Equity Framework

PHASE 1:
INTERNAL PROGRAMS
AND POLICIES



OFFICE *of* **RACIAL EQUITY**

A DIVISION OF THE SAN FRANCISCO HUMAN RIGHTS COMMISSION

OFFICE OF RACIAL EQUITY VISION

TRANSFORMING SYSTEMS TO
SUPPORT THE COLLECTIVE LIBERATION
OF BLACK, INDIGENOUS, AND PEOPLE
OF COLOR IN SAN FRANCISCO.

ABOUT THE OFFICE OF RACIAL EQUITY

In July 2019, the Office of Racial Equity (ORE) ([Ordinance No 188-19](#)) was created by Supervisors Sandra Lee Fewer and Vallie Brown as a division of the San Francisco Human Rights Commission. In December 2019, Director Shakirah Simley and Senior Policy Advisor Sami Iwata joined the ORE team. ORE was legislated in response to the City's growing racial disparities, and as a means to address the history of structural and institutional racism in San Francisco's delivery of services to the public and its own internal practices and systems. Creating ORE was the result of successful advocacy and organizing by Black City workers, labor leaders and community members. With the establishment of ORE, San Francisco joins a national movement to address the government's role in resolving the inequitable outcomes it created.

The Office of Racial Equity has the authority to enact a citywide Racial Equity Framework, to direct Departments of the City and County of San Francisco to develop and implement mandated Racial Equity Action Plans, and to analyze the disparate impacts of pending ordinances, as well as various other policy and reporting functions. In addition, the legislation requires that City departments designate employees as racial equity leaders acting as a liaison to the Office, and requires the Department of Human Resources to assess and prioritize racial equity with the City's workforce. Lastly, the Office centers racial equity within the City's budget process, and can make recommendations on funding of departments should certain racial equity metrics not be met.

DEFINING RACIAL EQUITY

Racial equity is a set of social justice practices, rooted in a solid understanding and analysis of historical and present-day oppression, aiming towards a goal of fairness for all. As an outcome, achieving racial equity would mean living in a world where race is no longer a factor in the distribution of opportunity. As a process, we apply racial equity when those most impacted by the structural racial inequities are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.

— Adapted from Anti-Oppression
Resource and Training Alliance (AORTA)

CONTENTS

**Citywide Racial Equity
Framework Phase 1**

**Overview of Departmental
Racial Equity Action Plans**

**Departmental Racial Equity
Action Plan Template**

CITYWIDE RACIAL EQUITY FRAMEWORK PHASE 1

It's time to prioritize systemic change and racial equity within the San Francisco City government on behalf of all workers and communities. By 2030, more than half of the existing workforce in the United States and all net new workforce growth will be made up of people of color. By 2032, most workers without a four-year college degree will be people of color; this represents a tremendous opportunity to invest in our workforce. The City and County of San Francisco is San Francisco's largest employer, with more than 37,000 people across sixty departments; thus it holds an incredible opportunity to dismantle the harmful cultures, practices, and policies that reinforce anti-Blackness, structural racism and bias.

A safe, equitable workplace is an actively anti-racist workplace. Creating an inclusive workplace means aligning with the lived realities of people of color. Further, due to the persistence of structural racism, anti-Black racism, and inequities within City workplaces, more work will need to be done by all City agencies to ensure that our worksites are supportive for all employees. This work means the active dismantling of structures, behaviors and norms that lead to unequal outcomes that fall along racial lines. The completion of department-specific Racial Equity plans is a necessary step in this work, and can catalyze meaningful action towards institutional change.

The opposite of racist isn't "not racist." It is "anti-racist." What's the difference? One endorses either the idea of a racial hierarchy as a racist, or racial equality as an anti-racist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an anti-racist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an anti-racist. There is no in-between safe space of "not racist."

— Ibram X. Kendi, author
"How to be an Antiracist"

The development of Departmental Racial Equity Action Plans will direct City Departments to 1) assess current conditions in seven key focus areas for all employees, especially for Black, indigenous, and people of color, 2) to identify necessary staffing and resources, 3) to hold themselves accountable by setting timely, measurable goals and commitments, 4) intentionally address interpersonal and institutional racism within Departments.

Ultimately, all City agencies must build a culture, space, and workplace that is accessible and welcoming to all current and future employees, and to actively build an environment in which all people, regardless of background, identity, or ability, can be equal participants. In this way, our City employees, throughout departments and at all organizational levels, can reflect the communities we serve.

THE OFFICE OF
RACIAL EQUITY
SETS FORTH
THE FOLLOWING
FRAMEWORK
AND BASELINE
STRATEGIES FOR
ALL CITY AGENCIES
TO ADDRESS
WITHIN THEIR
RACIAL EQUITY
WORK AND RACIAL
EQUITY PLANS

Lead with race and center intersectionality. Programs and policies must expand to acknowledge and include the needs and lived experiences of our beloved community, including but not limited to: those who are trans and queer, women and femmes, formerly incarcerated, immigrants, undocumented, unhoused, multi-lingual, disabled and low-income.

Investigate and challenge “race-neutral” or colorblind policies with positive intentions that may have negative, disparate impacts in practice on people of color. For example: using educational requirements and qualifications not related to job function.

Commit to reviewing and conducting all internal policies and practices with a racial equity lens, specifically: hiring, recruitment, promotions, discipline, compensation, and leadership appointments.

Disaggregate and transparently share departmental data by race and gender for management and staff. This also includes disaggregating racially-monolithic classifications such as “Asian.”

Strengthen racial and ethnic diversity of employees at all levels from staff positions to managerial and director level positions.

Create and maintain responsive systems and feedback loops for employees to safely voice their concerns to maintain internal accountability.

Base data and decision-making around local and regional demographics that acknowledge the historical segregation, outmigration and displacement of people of color, especially the Black, Latinx and indigenous community from San Francisco and the Bay Area.

Provide continuous, standardized supervisory, implicit/explicit bias, and anti-racism training opportunities for all staff, especially Department leadership, mid-level managers and other individuals in a position to hire, fire, manage, and develop teams.

Adopt policies and strategies that will dismantle occupational segregation, which funnels and concentrates Black, Latinx and indigenous workers into lower classification positions.

Develop action plans that redress workplace issues that enact harm upon employees, but do not meet Equal Employment Opportunity standards.

Evaluate, review, and update existing disciplinary and separation protocols to eliminate racial inequity, specifically around anti-Black bias.

Assess and re-establish fair pay structures that disrupt racial and gender pay gaps.

Review data around training, travel and professional development funds distribution and create intentional strategies to support the professional development of staff from historically marginalized communities.

Provide support for departmental affinity groups for historically marginalized communities to create safe spaces at work.

Invest in training, mentorship, and professional development opportunities for vulnerable groups with barriers to employment, including but not limited to: previously justice-involved people, transitional-aged youth, people with disabilities, immigrants, older workers, transgender and gender non-conforming people.

Increase membership and representation of historically marginalized communities throughout the ranks of the 26 Building Trades by reducing employment barriers and increasing career preparedness.

Leverage existing apprenticeships and pre-apprenticeship programs to advance racial equity goals.

Need to include broader strategy on Civil Service Reform

Create culture of inclusion and belonging, free from micro-aggression and micro-inequities and dismantles white-dominant work culture.

ABOUT DEPARTMENTAL RACIAL EQUITY ACTION PLANS

ORE will oversee the development of each City department's RE Action Plan and will review and provide necessary input to the department during development and implementation. The Office issues guidance to City departments concerning the development process and content to include in RE Action Plans, as well as content to include in the annual reports on departmental progress on the RE Action Plan.

— [Ordinance No 188-19](#)

Per the [legislative mandate](#) of the Office of Racial Equity, each City Department is required to complete a Racial Equity Action Plan. Each Department's Racial Equity Action Plan is a declaration of the Department's key role and commitment to ensuring equitable and inclusive outcomes in San Francisco.

The Racial Equity Action Plan (RE Action Plan) provides a blueprint for advancing racial equity in all aspects of the department's work over the next three years. It is a process and a strategic plan, guided by the Citywide Racial Equity Framework (see below), to enact institutional and structural change to achieve racial equity. Each RE Action Plan includes indicators to measure current conditions and impact, outcomes resulting from changes made within programs or policy, and performance measures to evaluate efficacy in addressing racial disparities within the department as well as in external programs.

Plans should match the scope/scale of the department. Plan goals, indicators, and accountability should match the department's size and capacity.

Final RE Action Plans will be reviewed and scored by the Office of Racial Equity, and submitted to the Mayor's Office and Board of Supervisors. The ORE-reviewed plans will also be posted to each Department's website.

City departments will also integrate the Racial Equity Action Plan into departmental five year strategic plans. Beginning in 2022, each department will prepare an annual report on the department's progress towards goals set forth in its RE Action Plan. The RE Action Plan will be next updated by December 31, 2023.

RACIAL EQUITY ACTION PLAN SECTIONS FOR PHASE 1

1. Hiring and Recruitment
2. Retention, Promotion, and Protection
3. Discipline and Separation
4. Diverse and Equitable Leadership and Management
5. Mobility and Professional Development
6. Organizational Culture of Inclusion and Belonging
7. Boards and Commissions

A PHASED APPROACH

Citywide Racial Equity Framework (RE Framework) guides the RE Action Plans by outlining the City’s vision, goals and framework to advance Racial Equity in the City, especially City government. Due to the unforeseen challenges of the COVID-19 global pandemic, ORE has been focused on COVID-response. Engagement on the RE Framework was paused and will resume in Summer 2020.

To allow departments maximum time and support to start development, ORE is releasing the RE Action Plan templates in conjunction with the Citywide Racial Equity Framework in two phases:

Phase 1

Focuses on internal programs and policies, workforce as well as boards/commissions. Phase 1 includes a Racial Equity Departmental Assessment and Employee Survey for departments to deliver to inform their plan.¹ Citywide Racial Equity Framework Phase 1 will center on internal, overarching strategies regarding our workforce.

Phase 2

Focuses on City procurement, contracting/ grants, and delivery of services and programs to San Franciscans. Phase 2 template will be informed more directly by community engagement. The Citywide Racial Equity Framework Phase 2 will center on external equity indicators and support for historically marginalized communities.

1 If a department has already completed an employee survey centering racial equity-related issues and would like to use that instead, ORE will meet with its RE Lead(s) to assess comparability.

RACIAL EQUITY ACTION PLAN EXAMPLES

City departments are in different phases of RE Action Plan development. For reference, the Planning Department and the Arts Commission have both completed RE Plans and are operationalizing them.

- [Planning Phase 1](#)
- [Arts Commission](#)

TIMELINE FOR RACIAL EQUITY ACTION PLAN DEVELOPMENT

To ensure Departments produce plans that will meaningfully advance racial equity in the City, ORE will provide technical assistance, both formally and informally, throughout the Action Plan development period.

MONTH	DEPARTMENT ACTIVITIES	ORE ACTIVITIES
Jun. 30, 2020		Provide Framework and Racial Equity Action Plan template to departments for Phase 1 (Internal-facing processes and practices)
July 2020	<p>Complete and submit Vulnerable Populations Engagement Assessment document to ORE by July 10, 2020.</p> <p>Develop plan to administer Racial Equity Employee Survey: Assign staff with skills to administer, collect, and analyze the results and provide raw data and takeaways to ORE. Department timing should factor time to analyze results and incorporate into its RE Action Plan.</p> <p>Review RE Action Plan template (Phase 1) and appoint staff member to lead (e.g., Racial Equity Lead), with additional support as needed across the department.</p> <p>Utilize as needed: ORE RE Action Plan development workshop sessions and office hours.</p>	<p>Kick-off meeting for RE Action Plan staff leads.</p> <p>Develop and release Department Assessment and Employee Survey</p> <p>Develop and release Budget Equity Guiding Principles</p> <p>Provide technical assistance: ORE RE Action Plan development workshop sessions, office hours.</p>

MONTH	DEPARTMENT ACTIVITIES	ORE ACTIVITIES
Aug. 2020	<p>Review Citywide Racial Equity Framework and Phase 2 (External-facing processes and practices) template and incorporate in RE Action Plan.</p> <p>Utilize as needed: ORE RE Action Plan development workshop sessions and office hours.</p>	<p>Continue community and City department engagement in Citywide Racial Equity Framework development.</p> <p>Release Citywide Racial Equity Framework and RE Action Plans: Phase 2 (External-facing processes and practices) template.</p> <p>Provide technical assistance: ORE RE Action Plan development workshop sessions, office hours.</p> <p>Share scoring criteria for RE Action Plans</p>
Sept. 2020	<p>Continue work on RE Action Plan.</p> <p>Utilize as needed: ORE RE Action Plan development workshop sessions and office hours.</p>	<p>Check-in with all departments on RE Action Plan progress to date.</p> <p>Provide technical assistance: ORE RE Action Plan development workshop sessions, office hours.</p> <p>Review draft RE Action Plans and provide preliminary feedback.</p>
Oct. 2020	<p>Continue work on RE Action Plan.</p> <p>Optional: Submit draft RE Action Plan to receive ORE preliminary feedback.</p> <p>Utilize as needed: ORE RE Action Plan development workshop sessions and office hours.</p> <p>Present draft RE Action Plan publicly, through departments' commission or other oversight or advisory body or a public meeting.</p>	<p>Check-in with all departments on RE Action Plan progress to date.</p> <p>Provide technical assistance: ORE RE Action Plan development workshop sessions, office hours.</p> <p>Review draft RE Action Plans and provide preliminary feedback.</p>

MONTH	DEPARTMENT ACTIVITIES	ORE ACTIVITIES
Nov. 2020	<p>Continue work on RE Action Plan.</p> <p>Optional: Submit draft RE Action Plan to receive ORE preliminary feedback.</p> <p>Utilize as needed: ORE RE Action Plan development workshop sessions and office hours.</p> <p>If not already done, present draft RE Action Plan publicly, through department’s commission or other oversight or advisory body or a public meeting.</p>	<p>Check-in with all departments on RE Action Plan progress to date.</p> <p>Provide technical assistance: ORE RE Action Plan development workshop sessions, office hours.</p> <p>Review draft RE Action Plans and provide preliminary feedback.</p>
Dec 2020	<p>Submit draft RE Action Plan to receive ORE preliminary feedback.</p> <p>Utilize as needed: ORE RE Action Plan development workshop sessions and office hours.</p> <p>Submit RE Action Plan to ORE by 5 pm, December 31, 2020.</p>	<p>Provide technical assistance: ORE RE Action Plan development workshop sessions, office hours.</p> <p>Review draft RE Action Plans and provide preliminary feedback.</p> <p>Manage and track RE Action Plan submission process.</p>

PROCESS AND STAKEHOLDER ENGAGEMENT

As described earlier, not only is the Racial Equity Action Plan a strategic plan, it is also a process. Meaningful stakeholder engagement is vital to inform the plan.

For Phase 1, ORE offers some guiding questions to inform the development process.

- How will the RE Action Plan development process include a diverse, inclusive group of staff members with various backgrounds and positions of power within the department?
- What will be the process for including these various stakeholders?
- How will dissenting voices be included?
- Who will review the plan before it is approved?

RACIAL EQUITY CONTEXT SETTING

Against the backdrop of the global COVID-19 pandemic with troubling racial health disparities, and the ongoing uprising against state-sanctioned violence against Black and brown people, San Francisco must affirm its commitment to racial justice. Historical inequities in educational attainment, health outcomes, and wages are the result of past and present policies and practices that have systemically limited educational and economic opportunities for Black, Latinx, Native, and certain Asian American and Pacific Islander communities.

The continued marginalization of people of color in San Francisco via the legacy of redlining to rapid economic shifts resulting in displacement and gentrification have all reinforced racial inequities of exclusion and economic opportunity. There are numerous documents, reports, and statements that affirm this history of harm and current inequity in San Francisco and within City government. Below is a sampling of the documents and data used to inform the urgency and necessity of this work:

- [2020 Annual Workforce Report, Phase I](#)
- [COVID-19 SF Data Tracker](#)
- [The Office of Racial Equity Ordinance](#)
- [San Francisco Community Health Needs Assessment \(full presentation\)](#)
- [Sexually Transmitted Disease 2017 Annual Report](#) (page 29 for the racial disparities)
- [2018 Black/African American Health Report](#)
- [2018 Food Security Assessment](#)
- SF Planning Context Statements:
 - [African American Context Statement](#)
 - [Other Context Statements](#)
- [Black to the Future Report](#)
- [DCYF's 2016 Community Needs Assessment](#)
- [Our Children Our Families Council Equity Benchmarks](#)
- [Out-Migration Trends from 1990-2000](#) prepared for the Task Force on African American Out-migration
- [The Unfinished Agenda: The Economic Status of African Americans in San Francisco 1964-1990](#)
- [Fair Chance Ordinance 2016 Report](#)
- [Bay Area Equity Atlas](#)

RACIAL EQUITY GLOSSARY

ANTI-BLACKNESS

Anti-Black racism is hostility towards, opposition to, pathologizing of and racism towards Black people and culture, manifested through individual, internalized, interpersonal, institutional or systemic interactions, decisions, processes, and outcomes.

BIPOC

Black, indigenous and people of color. Specifically naming Black and indigenous people acknowledges they have and continue to face the worst impacts of white supremacist culture.

BIAS

Prejudgment in the evaluation of one group and its members relative to another. Acting on bias can be discriminatory and when combined with power, can create negative outcomes for particular groups. Implicit bias is when bias is unconscious, as racial bias often is. Explicit bias refers to conscious prejudice against a group or groups. When addressing bias, for example in a process or individual, the focus should not be on intent, but rather on the impact and outcomes that result.

DEGREE INFLATION

Requiring a college degree for jobs that previously did not require one. Also known as “upcredentialing.”

DIVERSITY

Includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity and gender — the groups that most often come to mind when the term diversity is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language and physical appearance. It also involves different ideas, perspectives and values.¹

BELONGING

Belonging means more than having access, it means having a meaningful voice, and being afforded the opportunity to participate in the design of political, social, and cultural structures.²

EQUITY

Full and equal access to opportunities, power and resources, whereby all people may thrive and prosper regardless of demographics.

1 University of California-Berkeley Center for Equity, Inclusion and Diversity. (n.d.). Glossary of terms. Retrieved from <http://diversity.berkeley.edu/glossary-terms>.

2 Othering & Belonging Institute

ETHNICITY

A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

Examples of different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (White).³

IMPLICIT BIAS (see Bias)

INCLUSION

Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power.⁴

INDIVIDUAL OR INTERNALIZED RACISM

Racism that exists within individuals. It is when one holds negative ideas about his/her own culture, even if unknowingly. Xenophobic feelings or one's internalized sense of oppression/ privilege are two examples of individual or internalized racism.

Examples: skin bleaching/whitening products, group/self-blaming, unconscious practices.

3 Teaching for Diversity and Social Justice: A Sourcebook. Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Routledge, 1997.

4 Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. OpenSource Leadership Strategies Some Working Definitions

INSTITUTIONAL RACISM

Refers to institutional and cultural practices that perpetuate racial inequality. Benefits are structured to advantage powerful groups at the expense of others.

Example: racial profiling by law enforcement, Jim Crow segregation laws, grocery store redlining practices.

INTERPERSONAL RACISM

Racism that occurs between individuals. It is the holding of negative attitudes towards a different race or culture. Interpersonal racism often follows a victim/ perpetrator model.

Examples: hate speech or symbols.

INTERSECTIONALITY

A concept and frame coined by [Professor Kimberlé Crenshaw](#) in 1989 that describes a lens for seeing the way in which various forms of inequality often operate together and exacerbate each other. Rather than seeing race inequality as separate from inequality based on gender, class, sexuality or immigrant status, for example, it recognizes that some people are subject to all of these, and the experience is not just the sum of its parts.⁵

OCCUPATIONAL SEGREGATION

The separation of workers into different industries or seniority levels based on demographics, occurs across numerous intersections of race, gender, nativity, and physical and cognitive disability.

5 Adapted from <https://time.com/5786710/kimberle-crenshaw-intersectionality/>.

OTHERING

A set of dynamics, processes, and structures that engender marginality and persistent inequality across any of the full range of human differences based on group identities. Dimensions of othering include, but are not limited to, religion, sex, race, ethnicity, socioeconomic status (class), disability, sexual orientation, and skin tone.⁶

RACE

A political construction created to concentrate power with white people and legitimize dominance over non-white people.⁷

RACIAL EQUITY

A set of social justice practices, rooted in a solid understanding and analysis of historical and present-day oppression, aiming towards a goal of fairness for all. As an outcome, achieving racial equity would mean living in a world where race is no longer a factor in the distribution of opportunity. As a process, we apply racial equity when those most impacted by the structural racial inequities are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.⁸

SYSTEMIC RACISM

The joint operation of institutions to produce racialized outcomes, even in the absence of racist intent. Indicators include power inequalities, unequal access to opportunities, and differing policy outcomes by race. Systemic racism is cumulative, pervasive, and durable.

Examples: Prison industrial complex, unequal educational outcomes.

UPSKILLING

A process for teaching employees new skills so they can thrive in their current positions and also increase employability for other opportunities. Upskilling includes training programs and development opportunities.

6 <http://www.otheringandbelonging.org/the-problem-of-othering/>.

7 OpenSource Leadership Strategies. Some Working Definitions.

8 Adapted from Anti-Oppression Resource and Training Alliance (AORTA).

WHITE PRIVILEGE

Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.⁹

STRUCTURAL WHITE PRIVILEGE

A system of white domination that creates and maintains belief systems that make current racial advantages and disadvantages seem normal. The system includes powerful incentives for maintaining white privilege and its consequences, and powerful negative consequences for trying to interrupt white privilege or reduce its consequences in meaningful ways. The system includes internal and external manifestations at the individual, interpersonal, cultural and institutional levels.¹⁰

The accumulated and interrelated advantages and disadvantages of white privilege that are reflected in racial/ethnic inequities in life-expectancy and other health outcomes, income and wealth and other outcomes, in part through different access to opportunities and resources. These differences are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms and other behaviors and assumptions that maintain them.

9 White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies. Peggy McIntosh. 1988.
10 Structural, Interpersonal, Cultural, and Institutional white privilege definitions from Transforming White Privilege: A 21st Century Leadership Capacity, CAPD, MP Associates, World Trust Educational Services, 2012.

INTERPERSONAL WHITE PRIVILEGE

Behavior between people that consciously or unconsciously reflects white superiority or entitlement.

CULTURAL WHITE PRIVILEGE

A set of dominant cultural assumptions about what is good, normal or appropriate that reflects Western European white world views and dismisses or demonizes other worldviews.

INSTITUTIONAL WHITE PRIVILEGE

Policies, practices and behaviors of institutions — such as schools, banks, non-profits or the Supreme Court — that have the effect of maintaining or increasing accumulated advantages for those groups currently defined as white, and maintaining or increasing disadvantages for those racial or ethnic groups not defined as white. The ability of institutions to survive and thrive even when their policies, practices and behaviors maintain, expand or fail to redress accumulated disadvantages and/or inequitable outcomes for people of color.

WHITE SUPREMACY

An historically-based, institutionally-perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent for the purpose of maintaining and defending a system of wealth, power and privilege.¹¹

11 MP Associates and Center for Assessment and Policy Development. (2013). www.racialequitytools.org/glossary (PDF). Retrieved from http://www.racialequitytools.org/images/uploads/RET_Glossary913L.pdf.

DRAFT

RACIAL EQUITY ACTION PLAN TEMPLATE PHASE 1

A Racial Equity Action Plan (RE Action Plan) shall include Racial Equity indicators to measure current conditions and impact, outcomes resulting from changes made within programs or policy, and performance measures to evaluate efficacy, that demonstrate how a City department will address Racial Disparities within the department as well as in external programs.
— ORE Legislative Mandate, [Ordinance No. 188-19](#)

[Department]

Racial Equity Lead

[Name], [Title]
[Email]

Last Updated

XX/XX/XXXX

Racial Equity Team

[Name], [Title], [Email]
[Name], [Title], [Email]
[Name], [Title], [Email]
[Name], [Title], [Email]

Racial Equity Action Plan Template Key

ACTIONS: specific acts to accomplish to achieve departmental goals

RESOURCES COMMITTED: what is needed to perform actions; financial, human, and/or material

INDICATORS: quantifiable measure of an action's success; how much, how well, or is anyone better off?

TIMELINE: dates denoting the start and end of the action

IMPLEMENTATION: detailed plan on how the action will be accomplished; month, quarter, and/or year

STATUS: the action's current status, updated regularly [ongoing | in-progress | completed | not started]

LEAD: staff, committee, or body responsible for the action and/or accountable for its completion

Racial Equity Action Plan Sections

- 1. Hiring and Recruitment**
- 2. Retention and Promotion**
- 3. Discipline and Separation**
- 4. Diverse and Equitable Leadership and Management**
- 5. Mobility and Professional Development**
- 6. Organizational Culture of Inclusion and Belonging**
- 7. Boards and Commissions**

DRAFT

PROCESS

Please describe how your RE Action Plan was developed and who was involved.

DEPARTMENT BACKGROUND

The sections below provide context for your department’s RE Action Plan, including history and the San Franciscans you serve.

Department History

San Francisco has a long history of creating, enforcing and/or sanctioning laws, policies, and institutions that perpetuate racial inequity in our City (e.g. for instance redlining, exclusionary zoning). Moving forward, San Francisco wants to ensure that its laws, policies, and programs do not perpetuate racial inequities within government and in community. As part of addressing this issue, we encourage City departments to reflect upon and recognize any potential harm that their structural and systemic processes may be causing to underrepresented, underserved, and marginalized communities.

Example: [Planning Commission Resolution No. 20738, June 11, 2020](#)

Vulnerable Populations Served

Please include your response to the Office of Racial Equity’s Vulnerable Populations Engagement Assessment you submitted, with any relevant updates.

Vulnerable Populations Engagement Assessment

Please share how you engage with individuals and groups in San Francisco’s communities of color. What percentage of your budget supports this effort, what critical issues face these communities and groups, and what departmental accomplishments are in support of the identified population. Please use the table below and add rows as needed.

POPULATION	STAKEHOLDER ENGAGEMENT	% OF BUDGET	CRITICAL ISSUES	ACCOMPLISHMENTS

CURRENT WORKFORCE DEMOGRAPHIC DATA

Note: The Office of Racial Equity worked with the SF Controller and Department of Human Resources to produce a report pursuant to its ordinance; [this report](#) was released on March 10, 2020 to Mayor London Breed and the SF Board of Supervisors. As a follow-up to the Phase I report publication, in Summer 2020 ORE will work with DHR, the Office of the Controller and City Departments on producing Phase II analysis. The Phase II report will provide a more granular review of the intersection of department-specific employment decisions and race as well as gender, namely for hiring, promotions, professional development, terminations, and compensation decisions for all City employees.

RESULTS FROM DEPARTMENT ASSESSMENT AND EMPLOYEE SURVEY

Please describe themes and key takeaways from your survey results.

- *Did this survey uncover any issues related to issues of interpersonal racism in the Department?*
- *Did this survey uncover any issues related to issues of institutional racism within the Department?*
- *Do all employees have regular access to training opportunities and professional development? If not, why not?*
- *Do all employees feel safe and included at work?*
- *Do all employees have equal access to advancement and promotional opportunities?*

DRAFT

1. HIRING AND RECRUITMENT

Identify, Attract, Invest in and Retain a Diverse City Workforce. Racial homogeneity within hiring and recruiting networks reproduce historical inequities in access to family-sustaining, living wage jobs. Therefore, cultivating an inclusive workforce requires intentional efforts in and with diverse, underrepresented and underserved communities. Rather than passively waiting for diverse candidates and people with non-traditional backgrounds to apply, Departments can and should actively seek these

individuals out. This includes assessing the most basic barriers to access that influence the City’s applicant pool, and developing a clear, intentional outreach strategy. Further, partnering creatively within non-traditional outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems will cultivate a rich pool of diverse candidates.

DEPARTMENT GOAL

What is the department’s overall goal on Hiring and Recruitment?

1.1. Develop a hiring and recruitment policy and procedure that aligns with the Citywide Racial Equity Framework and the department’s RE Action Plan.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
1.1.1. Assess current conditions and barriers that impede 1) potential applicants’ ability to competitively apply to available positions, and 2) disallows current, competitive employees to apply.		Barriers assessment is completed				
1.1.2. Implement an annual staff survey to assess departmental diversity and		Survey is administered annually				

DRAFT

<p>inclusivity that would inform hiring and recruitment goals, particularly looking for gaps within data. Survey data and results are disaggregated and included in the department annual review.</p>	<p>Survey results are included in the department annual review</p>
<p>1.1.3. Draft and release an equitable and inclusive hiring and recruitment policy that includes learnings and feedback from staff survey and applicant barriers assessment. This policy must be vetted by the Racial Equity Leaders and any related working group.</p>	<p>Policy is created, implemented, and reviewed annually to maximize results</p>

1.2. Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
<p>1.2.1. Develop a clear and expansive recruitment process that addresses most basic barriers to access to employment opportunities, and stretches beyond existing outreach protocols to non-traditional outlets and networks. Map and track outreach efforts.</p>		<p>Candidate pool is increasingly more diverse and referred from a variety of sources</p>				
<p>1.2.2. Foster relationships with non-traditional outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college</p>		<p>Candidate pool is increasingly more diverse and referred from a variety of sources</p>				

DRAFT

systems that could feed into open positions.					
1.2.3. Review, simplify, and standardize job descriptions and minimum qualifications to remove any barriers to attracting diverse candidates and those with non-traditional backgrounds. Include multiple ways to apply to a position.	Job descriptions display consistent and inclusive language	Candidate pool is increasingly more diverse			
1.2.4. Interrogate necessity of minimum qualifications (MQs) that may disproportionately create racial inequities in hiring and recruitment. Consider the option of learning on the job or relevance of transferable skills. Remove unnecessary/outdated MQs for certain classifications to expedite hiring and allow for greater equity.	An increase in applicants with more diverse life, education, and professional experiences				
1.2.5. Review the need for supplemental questions. Does this job require the applicant to write well as a part of their job duties? If not, reconsider supplemental essay questions, unless grammar and other writing skills will not be considered. ¹	An increase in applicants with more diverse life, education, and professional experiences				
1.2.6. Reject the practice of “degree inflation” which exacerbates racial disparities in educational and wealth attainment by requiring a four-year college degree for	An increase in applicants with more diverse life, education, and professional experiences				

¹ From <https://www.cityofmadison.com/civil-rights/documents/RESJEquitableHiringTool.docx>.

DRAFT

jobs that previously did not. Be specific about the hard and soft skills needed for the role.

1.2.7.
Require outside recruiters to comply with departmental standards for equitable and inclusive hiring to ensure the production of diverse and qualified candidates. Use outside recruiters who bring an equity lens and culturally-competent skills to their work.

Candidate pool is increasingly more diverse and referred from a variety of sources

1.3. Invest in a diverse and equitable talent pool by formalizing robust internship, fellowship, pre-apprenticeship and apprenticeship programs, and provide equal opportunity towards permanent employment.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>1.3.1. Create, maintain, and develop internship stipends and paid fellowship opportunities. Be clear and upfront about the ability to fund internships and fellowships during the interview process.</p>		<p># of paid interns/fellows, increase annually or meets department needs/capacity</p>				
<p>1.3.2. Identify and secure a minimum number of departmental summer placements and employee mentors for participants in the Mayor’s Opportunities for All program.</p>		<p># of Opportunities for All placements and mentors</p>				

DRAFT

<p>1.3.3. Disrupt employment patterns relying on a ‘feeder model’ that consistently pulls candidates from the elite institutions and universities. Target local community colleges, trade schools, training programs, re-entry programs, public high schools, etc.</p> <p>e.g. SF Unified School District’s Career Pathways Program.</p>	<p>Internship/fellowship candidate pool is increasingly more diverse and referred from a variety of sources</p>			
<p>1.3.4. Include opportunities to expand collective knowledge regarding diversity, equity, and inclusion.</p>	<p># of opportunities during internship/fellowship</p>			
<p>1.3.5. Track and evaluate outcomes including reviewing the application process and resulting hires by race/ethnicity, to address any fallout due to bias. Collect constructive feedback of intern and fellowship experiences. Adjust programs accordingly.</p>	<p>Tracking system implemented</p> <p>% of evaluations completed</p> <p>Internship/fellowship program updated before next cycle</p>			

1.4. Commit to standardized, transparent, and participatory recruiting and onboarding.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>1.4.1.</p>		<p>Standardized interview process with a set of</p>				

DRAFT

Maintain a standardized and holistic interview process with structured interview questions.	inclusive interview questions				
1.4.2. Ensure a diverse hiring panel for each interview.	Demographic composition of panels Increase in diverse interview panels				
1.4.3. Train staff on conducting interviews, taking care to focus on implicit bias and equity. This includes staff involved in selecting interns and fellows	Interview panels will be increasingly more equitable, conversations regarding racial equity can be easily had				
1.4.4. Adopt a tool to track application progress and reach assistance through multiple means.	Tool created and implemented # of applicants increased Increased assistance to job seekers				
1.4.5. Share and post all job openings internally. Abide by department's RE Action Plan goals for accessibility.	Increase in internal part-time and full-time staff, interns and fellows applying for job openings				
1.4.6. Decrease and close lags and long wait times in hiring, interviewing, and onboarding processes that can cause delays in service provision and potential economic harm to interested applicants.	Hiring, interviewing, and onboarding processes standardized Lag times/wait times				

DRAFT

<p>1.4.7. Formalize and standardize the onboarding process for full-time and part-time staff, volunteers, interns, fellows, and freelancers.</p>	<p>All new hires are processed similarly regardless of position</p>	
<p>1.4.8. Expand upon the default Certification Rule of Three Scores. For example, expanded to the Rule of Ten or more.</p>	<p># number of diverse candidates increased Overall faster hiring times</p>	

1.5. [Additional Department-Specific Goal]

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>1.5.1. [A description of the action to reach the goal goes here.]</p>						

2. RETENTION AND PROMOTION

Our Workforce is Our Largest Asset. Retaining a strong workforce means supporting our employees holistically to ensure that they are affirmed, in and out of the office. A competitive salary, inclusive benefits and opportunities for advancement ensure that our workforce can sustain themselves and their immediate family, and oftentimes, due to the wealth gap and the effects of systemic racism, their extended families and

friends. A clear and intentional path to promotion addresses barriers to upward mobility that systemically face underrepresented employees. Lastly, acknowledging and responding to any potential inequitable impacts of the COVID-19 pandemic on frontline City workers will be essential.

DEPARTMENT GOAL

What is the department's overall goal on Retention and Promotion?

2.1. Ensure stronger protections for workers of color given anticipated COVID-19 related deployment, budget shortfalls, hiring freezes, layoffs, and furloughs.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
2.1.1. Track deployment and the given functions of all DSW workers (frontline work and remote work) deployed throughout the period, disaggregated by race/ethnicity, age, gender, classification, pay, union, tenure with the City, accommodations/disability, etc. Compare aforementioned demographics of employees who volunteered through the		Tracking mechanism implemented Demographic data analyzed				

DRAFT

DHR DSW survey with those who were requested/deployed.

2.1.2.
Conduct internal budget analysis with racial equity lens and DSW data, to inform current and future staffing needs. Develop strategies to prevent inequities in layoffs and furloughs.

Budget analysis completed

Strategies developed and published

2.1.3.
Ensure that frontline DSW workers have access to necessary PPE to complete their job function, including, but not limited to, masks, gloves, gowns, and access to hand washing and sanitizing materials.

PPE access protocol established

DSW workers have an increased awareness of PPE access protocol

2.1.4.
Offer and clarify additional benefits for compensation, paid sick leave, and flex time for deployed workers.

Compensation, paid sick leave, and flex time benefits assessed and easily accessed

Increased employee awareness of additional benefits

2.1.5.
Consider DSW caretaking and safe transportation constraints when making assignments to avoid additionally burdening workers.

Caretaking and safe transportation sections included in DSW deployment protocol

e.g. graveyard shifts

DRAFT

2.2. Ensure salaries and benefits meet or exceed industry standards while actively pursuing income equity, centering the experiences of women and people of color.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
2.2.1. Conduct annual internal reviews of salary standards against industry standards to ensure parity.		Pay inequities are reduced and aligned annually after salary data is reviewed				
2.2.2. Conduct annual internal reviews of the parity of department benefits, reviewing and enhancing existing policies. e.g. parental leave policy, short-term disability, etc.		Benefits provided are annually improved				
2.2.3. Review the paid time off (PTO) policy annually and enhance it to value all religious and cultural holidays.		PTO policy is annually improved # of staff taking PTO increases				

2.3. Create paths to promotion that are transparent and work to advance equity.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
2.3.1. Determine standard factors considered for raises and promotions. Make this information available to staff.		Increase in knowledge about raises and promotions				

DRAFT

<p>2.3.2. Develop a formal and transparent process for raises and promotions.</p>	<p>Increase in staff feedback about promotion and raise process</p>				
<p>2.3.3. Develop a process for “acting/interim” roles to avoid staff working these roles for extended periods of time without compensation.</p>	<p>Acting/interim staff process included in internal policies and processes</p> <p>Increased awareness of process for acting/interim staff</p>				
<p>2.3.4. Internally investigate key classifications with current “drop-offs” in employee diversity, such as Administrative Analyst Series (182X series). Set forth strategies and training opportunities to support employee development to achieve mobility.</p>	<p>Reversal of diversity drop-offs in 182x classifications</p>				
<p>2.3.5. Revisit classifications that “dead end” employees, to create a clear upward path for continued employment opportunities with the City.</p>	<p>Identify “dead end” classification and revise</p>				

2.4. [Additional Department-Specific Goal]

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>2.4.1.</p>						

DRAFT

[A description of the action to reach the goal goes here.]

3. DISCIPLINE AND SEPARATION

The Path to Termination is Filled with Bias. Managerial practices that surround employee evaluation, monitoring, warning, suspensions, and termination must be applied equally. Employees of color, especially Black and Latinx employees, receive extra scrutiny from supervisors leading to worse performance reviews, missed promotion opportunities, and, oftentimes, termination.¹ This additional scrutiny is a result of a biased feedback loop in which Black and Latinx employees are often seen as less skilled because of consistent or prolonged unemployment. This cycle must be

stopped. Higher rates of corrective action and discipline negatively impacts a department’s ability to successfully recruit, retain, and engage employees of color, specifically Black and Latinx employees.² Thus, supervisors should be aware of their own biases, evaluations and reviews must be standardized, and, most importantly, managers should always center the needs of their employees. Job expectations should be reasonable, clear, and gladly supplemented with opportunities for upskilling.

¹ Gillian White, Black Workers Really Do Need to Be Twice as Good, The Atlantic (Oct. 7, 2015) <https://www.theatlantic.com/business/archive/2015/10/why-black-workers-really-do-need-to-be-twice-as-good/409276/>.

² Department of Human Resources, CCSF, 2020 Annual Workforce Report, Phase I 11 (Mar. 2020).

DEPARTMENT GOAL

What is the department’s overall goal on Discipline and Separation?

3.1. Create a clear, equitable, and accountable protocol for disciplinary actions.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
3.1.1. Track disciplinary actions and analyze subsequent disaggregated data. Pay special attention to data pointing to biases against staff of color.		Create tracking mechanism Analyze data annually				

DRAFT

		Increase accountability in disciplinary actions				
3.1.2. Track separations and analyze subsequent disaggregated data. Pay special attention to data pointing to biases against staff of color.		Create tracking mechanism Analyze data annually				
3.1.3. Train supervisors on bias and equitable and compassionate discipline and separation.		# of trainings completed annually				
3.1.4. Implement alternative dispute resolution opportunities, such as mediation, to resolve interpersonal issues, thus reducing the need for separation or traditional disciplinary measures. Encourage a “scaled back” discipline process.		Human resources trained on alternative dispute resolution				
3.1.5. Standardize discipline procedures and corrective actions to ensure that all employees receive the same level of discipline for a particular policy.		Reduction of racial disparities in disciplinary actions				

3.2. [Additional Department-Specific Goal]

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
3.2.1.						

DRAFT

[A description of the action to reach the goal goes here.]

4. DIVERSE AND EQUITABLE LEADERSHIP

An Equitable Workplace Starts with Diverse Leadership. Fostering an organizational culture of inclusion and belonging means seeing oneself in every aspect of the workplace. When white men make up 85% of all senior executive and board members in America, it is difficult to imagine how women and people of color can see themselves in a leadership position.¹ In general, a department’s leadership determines multiple aspects of the workforce, who gets hired, where the money goes, what

projects are greenlit. Thus, it is more likely that a diverse leadership that carries shared values with their staff, will better uplift the staff. In fact, all employees, both white and employees of color, benefit from a people of color-led department.² Even the community will benefit because a diverse leadership will be better connected with the community, thus being able to create far more robust and innovative ways to support them.

¹ Laura Morgan Roberts & Anthony J. Mayo, Toward a Racially Just Workplace, Harvard Business Review (2019) <https://hbr.org/cover-story/2019/11/toward-a-racially-just-workplace>.

² Race to Lead, Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap.

DEPARTMENT GOAL

What is the department’s overall goal on Diverse and Equitable Leadership?

4.1. Commit to developing a diverse and equitable leadership that will foster a culture of inclusion and belonging.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
4.1.1. Adhere to a hiring and recruitment policy that generally aligns with the citywide racial equity framework and the departmental RE Action Plan.		% increase in diverse leadership				

DRAFT

<p>4.1.2. Commit to ongoing racial equity training and development for leadership.</p>	<p># of training & development completed by leadership per quarter</p>	
<p>4.1.3. Incorporate senior leadership demographics in the department annual report.</p>	<p>Senior leadership demographic included in the department annual report</p>	
<p>4.1.4. Implement a simple process to submit anonymous input to senior leadership. Develop a plan to respond to such input.</p>	<p>% of staff is aware of the process</p>	

4.2. [Additional Department-Specific Goal]

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>4.2.1. [A description of the action to reach the goal goes here.]</p>						

5. MOBILITY AND PROFESSIONAL DEVELOPMENT

When an Employee’s Needs are Met, so are the Department’s Needs. Our City workforce should center the needs of our employees. In order to do that, it is important to recognize having both the hard and soft skills needed to perform certain tasks is a form of privilege. It is equally important to realize that employees of color are more likely to repeatedly prove their capabilities rather than being evaluated by

their expected potential.¹ By intentionally investing in the specific professional development of each staff, the department can uplift an employee’s journey to developing new skills rather than scrutinizing for a lack of skills. In essence, professional development through mentorship, training, and workshops create an internal pipeline retaining employees to one day fulfill leadership positions.

¹ Evelyn Carter, *Restructure Your Organization to Actually Advance Racial Justice*, Harvard Business Review (Jun. 22, 2020) <https://hbr.org/2020/06/restructure-your-organization-to-actually-advance-racial-justice>.

DEPARTMENT GOAL

What is the department’s overall goal on Mobility and Professional Development?

5.1. Offer professional and skill development opportunities that center individual goals first, then organizational needs.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
5.1.1. Require formal training for all staff regardless of full/part-time status or seniority.		# of available professional development opportunity # of completed training				
5.1.2. Formalize a process for staff to attend conferences. Make clear processes and		# of attended, external conferences				

DRAFT

protocols for reimbursement, stipends, and payments.						
5.1.3. Offer opportunities for continual and extended learning. Include in the annual budget.		# of staff enrolling and completing extended learning \$ dedicated to extended learning annually				
5.1.4. Encourage participation in professional development by sharing external opportunities that are related to the department’s missions and goals. Provide financial support for paid opportunities.		# of staff participating in outside events or opportunities				
5.1.5. Track professional and skill development and assess annually, specifically looking to target underrepresented staff of color.		Adopt a tracking system, analyze annually # of staff of color utilizing professional development				

5.2. Encourage collaboration between staff and supervisors that are consistent and thoughtful.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
5.2.1. Develop an annual performance evaluation for all staff, part-time and full-time. Highlight advancement opportunities.		Bi-annual performance evaluation program to all staff				

DRAFT

<p>5.2.2. Create a mentorship program between senior and junior level staff.</p>	<p># of mentorship programs per year # of mentorship programs per year # of meetings per program cycle</p>	
---	---	--

5.3. Ensure staff needs are centered and timely met in order to perform and excel at their jobs.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>5.3.1. Create a process where staff can submit accommodation requests to the department’s administration. The overall timeline process should be transparent and easily accessible.</p>		<p>Process developed % of staff aware of accommodation process # of accommodations made increased</p>				
<p>5.3.2. Incorporate an assessment of staff needs into the staff performance evaluation process.</p>		<p>Accommodations discussed and recorded during bi-annual performance evaluation process</p>				
<p>5.3.3. Assign spaces for staff to take breaks, be in community, acquire resources, and respect religious and cultural practices.</p>		<p>Improvement in overall staff mental health, increase in staff feedback</p>				
<p>5.3.4.</p>		<p>Assessment performed annually</p>				

DRAFT

Assess staff needs outside of the workplace are addressed. Understanding that non-work-related needs contribute to overall work quality. Centering the most vulnerable individuals. e.g. transportation stipends, exercise stipends, childcare, etc.	\$ set aside for accommodations Increase in staff awareness of accommodations
---	--

5.4. [Additional Department-Specific Goal]

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
5.4.1. [A description of the action to reach the goal goes here.]						

6. ORGANIZATIONAL CULTURE OF INCLUSION AND BELONGING

Growing a Diverse Workforce is Just the First Step. Employees must feel welcomed and included at every stage of their employment. Racial homogeneity is not only found in hiring and recruiting, it permeates throughout organizational culture, policies, and procedures. It also can take form as coded, traditional standards, such as “professionalism,” that ultimately centers whiteness.¹ This factor takes an immense mental health toll on underrepresented employees who do not feel like they belong. Departments must actively work to create a culture of inclusion and commit to

ongoing assessment to uncover gaps in policies and procedures that create a culture of othering. Changes in organizational culture starts and continues with the needs of the employee. These needs are discovered by fostering intentional relationships with underrepresented employees, specifically women, trans employees, Black employees, indigenous employees, employees of color, and employees living with disabilities.

¹ Aysa Gray, *The Bias of ‘Professionalism’ Standards*, Stanford Social Innovation Review (Jun. 4, 2019) https://ssir.org/articles/entry/the_bias_of_professionalism_standards.

DEPARTMENT GOAL

What is the department’s overall goal on Organizational Culture of Inclusion and Belonging?

6.1. Foster an intentional organizational culture that is committed to inclusion and belonging.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
6.1.1. Ensure that the department’s mission, policies, and procedures reflect an ongoing commitment to an organizational culture of inclusion and belonging.		Department mission, policies, and procedures are updated and available				

DRAFT

6.1.2. Create a Racial Equity Team consisting of Racial Equity Leads committed to keeping the department accountable for reaching its RE Action Plan goals.	Regular, scheduled meetings with RE Team to implement RE Action Plan plan
6.1.3. Develop a RE Action Plan that is updated regularly and available to the public.	RE Action Plan is published on department website
6.1.4. Regularly report to staff, board, and commissioners on RE Action Plan updates.	Ongoing reporting
6.1.5. Support and provide spaces for affinity groups, prioritizing historically marginalized peoples.	
6.1.6. Have staff participate in trainings, conferences, and discussions that promote a wider understanding of racial equity.	# of training, conference, or discussion regarding diversity, equity, and inclusion completed by staff per quarter
6.1.7. Conduct an annual staff survey that assesses the department’s commitment to an organizational culture of inclusion and belonging.	Annual survey with disaggregated data and feedback
6.1.8. Ensure that all art, decor, and design where staff work daily reflect racial and social diversity.	Increase in staff engagement

DRAFT

6.2. Develop internal communication processes and procedures that promote equity.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
6.2.1. Regularly update departmental mailing lists to ensure that all staff receive communications.		Increase in staff feedback, participation, and response to communications				
6.2.2. Ensure that all staff meetings center diverse speakers and inclusive topics while offering space for staff engagement. Be transparent about the speakers and topics.		Ongoing staff participation and feedback				
6.2.3. Create, maintain, and make available a space, physical and/or digital, for staff to share information.		Ongoing staff participation and feedback				

6.3. Improve both physical and digital spaces to meet or exceed accessibility standards.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
6.3.1. Create an accessibility protocol that is utilized across all events, communications, and departmental functions.		Protocol distributed internally and with any outward-facing interactions				

DRAFT

<p>6.3.2. Evaluate and improve on all physical spaces to meet or exceed accessibility standards taking into account staff and visitors with disabilities, seniors, and families.</p> <p>e.g. elevator access, ramps, lactation rooms, scent-free cleaning products, gathering spaces, etc.</p>	<p>A plan for physical space improvement</p> <p>\$ funding secured</p> <p>Successful implementation</p>						
<p>6.3.3. Evaluate and improve on all digital functions and communications to meet or exceed accessibility standards taking into account staff and visitors with disabilities.</p> <p>e.g. plain-text messages, recordings with captions, accommodations for people with vision impairment, accommodations for deaf people, etc.</p>	<p>A plan for digital improvement</p> <p>\$ funding secured</p> <p>Successful implementation</p>						
<p>6.3.4. Invest in translation services.</p>	<p># Increase in translated materials</p>						
<p>6.3.5. Encourage individual forms of inclusive identity expression.</p> <p>e.g. honoring gender pronouns, relaxing or modifying dress code, etc.</p>	<p>Increase in staff using inclusive identity expression, second nature</p>						
<p>6.3.6. Make accessibility information and accommodations easily accessible by bringing it to the forefront, rather than offering it upon request.</p>	<p>Information exists on department website</p>						

DRAFT

6.4. Expand the internal culture of belonging by fostering relationships with the external communities the department serves.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>6.4.1. Incorporate a process to gather community feedback on projects, events, and communications that involve or will impact the community.</p>		Community will have an impact on all department projects				
<p>6.4.2. Find opportunities to invest into and support the communities the department serves.</p>						

6.5. [Additional Department-Specific Goal]

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>6.5.1. [A description of the action to reach the goal goes here.]</p>						

7. BOARDS AND COMMISSIONS

An Equitable Workforce Starts with Equitable Decision Making. For many departments, an equitable and diverse leadership does not stop with senior leadership positions. Decisions are also being made in boards and commissions. These seats must represent the community that the department serves. Bi-laws that contain

policies and language that perpetuate implicit bias must be revised. Seats must be accessible and available to employees of color. Policies and budget decisions made by these advisory bodies must be assessed through a racial equity lens.

DEPARTMENT GOAL

What is the department's overall goal on Boards and Commissions?

7.1. Ensure a diverse and equitable board and commission members that match the community being served.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
7.1.1. Review and revise bi-laws to include inclusive language and align with the department's RE Action Plan.		Bi-laws successfully amended				
7.1.2. Collect current board and/or commission demographic data and include in the department annual report.		Annually collect board/commission demographic data Include data in annual report				

DRAFT

		Use data to guide recruitment efforts				
7.1.3. Reserve board and/or commission seats or create an advisory board with a zero or lesser give/get amount as a means to diversify participation.		# of diverse board/commission members				
7.1.4. Adopt ORE racial equity assessment tools to inform decision-making of Boards and Commissions.		# of policies passed with RE lens Budget equity completed				

7.2. Safeguard members so they naturally feel welcomed and valued, not tokenized.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
7.2.1. Determine a regular and standardized protocol for accommodation requests, centering people with disabilities, working people, parents, etc. e.g. ASL interpretation, video conferencing, food during meetings, translations, etc.		# of diverse board/commission members % of board/commission retention				
7.2.2. Commit to ongoing racial equity training being mindful of ongoing and current issues.		# of completed training per quarter Increased participation rate				

DRAFT

<p>7.2.3. Develop a mentorship program between newer and more experienced board/commission members.</p>		<p>Increased board/commission retention</p> <p>Member experience satisfaction survey</p>				
--	--	--	--	--	--	--

7.3. [Additional Department-Specific Goal]

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>7.3.1. [A description of the action to reach the goal goes here.]</p>						