# 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

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## [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]

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### 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**

## PROCESS

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

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## 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?*

# 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.

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**DEPARTMENT GOAL**
*What is the department's overall goal on Hiring and Recruitment?*

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**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 | | | | |

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|---|---|---|
| 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. | Survey results are included in the department annual review | |
| **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. | Policy is created, implemented, and reviewed annually to maximize results | |

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 |
|---|---|---|---|---|---|---|
| **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. | | Candidate pool is increasingly more diverse and referred from a variety of sources | | | | |
| **1.2.2.** Foster relationships with non-traditional outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college | | Candidate pool is increasingly more diverse and referred from a variety of sources | | | | |

systems that could feed into open positions.

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|---|---|---|
| **1.2.3.**<br>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<br><br>Candidate pool is increasingly more diverse | |
| **1.2.4.**<br>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.**<br>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.**<br>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 | |

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[1] From https://www.cityofmadison.com/civil-rights/documents/RESJEquitableHiringTool.docx.

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|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|---|---|
| **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. | | # of paid interns/fellows, increase annually or meets department needs/capacity | | | | |
| **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. | | # of Opportunities for All placements and mentors | | | | |

| ACTIONS | | INDICATORS |
|---|---|---|
| **1.3.3.**<br>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.<br><br>e.g. SF Unified School District's Career Pathways Program. | | Internship/fellowship candidate pool is increasingly more diverse and referred from a variety of sources |
| **1.3.4.**<br>Include opportunities to expand collective knowledge regarding diversity, equity, and inclusion. | | # of opportunities during internship/fellowship |
| **1.3.5.**<br>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. | | Tracking system implemented<br><br>% of evaluations completed<br><br>Internship/fellowship program updated before next cycle |

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

| ACTIONS | RESOURCES COMMITTED | INDICATORS | TIMELINE | IMPLEMENTATION | STATUS | LEAD |
|---|---|---|---|---|---|---|
| **1.4.1.** | | Standardized interview process with a set of | | | | |

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|---|---|
| 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<br><br>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<br><br># of applicants increased<br><br>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<br><br>Lag times/wait times |

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

## 1.5.    [Additional Department-Specific Goal]

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

## 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<br><br>Demographic data analyzed | | | | |

DHR DSW survey with those who were requested/deployed.

| | | |
|---|---|---|
| **2.1.2.**<br>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<br><br>Strategies developed and published | |
| **2.1.3.**<br>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<br><br>DSW workers have an increased awareness of PPE access protocol | |
| **2.1.4.**<br>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<br><br>Increased employee awareness of additional benefits | |
| **2.1.5.**<br>Consider DSW caretaking and safe transportation constraints when making assignments to avoid additionally burdening workers.<br><br>e.g. graveyard shifts | Caretaking and safe transportation sections included in DSW deployment protocol | |

**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.<br><br>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<br><br># 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 | | | | |

| 2.3.2.<br>Develop a formal and transparent process for raises and promotions. | Increase in staff feedback about promotion and raise process |
|---|---|
| 2.3.3.<br>Develop a process for "acting/interim" roles to avoid staff working these roles for extended periods of time without compensation. | Acting/interim staff process included in internal policies and processes<br><br>Increased awareness of process for acting/interim staff |
| 2.3.4.<br>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. | Reversal of diversity drop-offs in 182x classifications |
| 2.3.5.<br>Revisit classifications that "dead end" employees, to create a clear upward path for continued employment opportunities with the City. | Identify "dead end" classification and revise |

## 2.4.    [Additional Department-Specific Goal]

| ACTIONS | RESOURCES COMMITTED | INDICATORS | TIMELINE | IMPLEMENTATION | STATUS | LEAD |
|---|---|---|---|---|---|---|
| 2.4.1. | | | | | | |

**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).

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**DEPARTMENT GOAL**
*What is the department's overall goal on Discipline and Separation?*

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**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<br><br>Analyze data annually | | | | |

| ACTIONS | RESOURCES COMMITTED | INDICATORS | TIMELINE | IMPLEMENTATION | STATUS | LEAD |
|---|---|---|---|---|---|---|
| | | 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<br><br>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.** | | | | | | |

**<span style="color:red">DRAFT</span>**

[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.

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**DEPARTMENT GOAL**
*What is the department's overall goal on Diverse and Equitable Leadership?*

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**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 | | | | |

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

## 4.2. [Additional Department-Specific Goal]

| ACTIONS | RESOURCES COMMITTED | INDICATORS | TIMELINE | IMPLEMENTATION | STATUS | LEAD |
|---|---|---|---|---|---|---|
| **4.2.1.** [A description of the action to reach the goal goes here.] | | | | | | |

# 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<br><br># of completed training | | | | |
| **5.1.2.** Formalize a process for staff to attend conferences.  Make clear processes and | | # of attended, external conferences | | | | |

| ACTIONS | | INDICATORS |
|---|---|---|
| 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<br><br>$ 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<br><br># 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 | | | | |

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

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

| | | |
|---|---|---|
| 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.<br><br>e.g. transportation stipends, exercise stipends, childcare, etc. | $ set aside for accommodations<br><br>Increase in staff awareness of accommodations | |

## 5.4.    [Additional Department-Specific Goal]

| ACTIONS | RESOURCES COMMITTED | INDICATORS | TIMELINE | IMPLEMENTATION | STATUS | LEAD |
|---|---|---|---|---|---|---|
| **5.4.1.**<br>[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 | | | | |

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| **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 | |

## 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 | | | | |

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

### 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 |
|---|---|---|---|---|---|---|
| **6.4.1.** Incorporate a process to gather community feedback on projects, events, and communications that involve or will impact the community. | | Community will have an impact on all department projects | | | | |
| **6.4.2.** Find opportunities to invest into and support the communities the department serves. | | | | | | |

### 6.5. [Additional Department-Specific Goal]

| ACTIONS | RESOURCES COMMITTED | INDICATORS | TIMELINE | IMPLEMENTATION | STATUS | LEAD |
|---|---|---|---|---|---|---|
| **6.5.1.** [A description of the action to reach the goal goes here.] | | | | | | |

# 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.

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

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**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.**<br>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.**<br>Collect current board and/or commission demographic data and include in the department annual report. | | Annually collect board/commission demographic data<br><br>Include data in annual report | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 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<br><br>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.<br><br>e.g. ASL interpretation, video conferencing, food during meetings, translations, etc. | | # of diverse board/commission members<br><br>% 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<br><br>Increased participation rate | | | | |

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

## 7.3.    [Additional Department-Specific Goal]

| ACTIONS | RESOURCES COMMITTED | INDICATORS | TIMELINE | IMPLEMENTATION | STATUS | LEAD |
|---|---|---|---|---|---|---|
| **7.3.1.** [A description of the action to reach the goal goes here.] | | | | | | |