



San Francisco Public Works  
**RACIAL  
EQUITY**

## Racial Equity Action Plan Phase One

January 31, 2021  
Version 1.0



***Not everything that is faced can  
be changed, but nothing can be  
changed until it is faced.  
– James Baldwin***

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# WHAT IS RACIAL EQUITY?

A racially equitable society is a community where race does not determine the distribution of public services, health care, education, economic opportunities, housing and other resources.

Racial equity is providing all people with fair opportunities to reach their full potential and removing the barriers that make it difficult for them to achieve.

*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 antiracist. 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, **How to Be an Antiracist**

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In addition, the development of this Racial Equity Action Plan was guided by the voices of almost 400 Public Works staff (about 25% of our workforce), who joined the conversations about racial equity in our department during fall 2020 through online and paper surveys, topic-specific discussion circles, and bureau manager and executive team meetings.



The Racial Equity Working Group.

# JOINT LETTER FROM DIRECTOR, EXECUTIVE TEAM AND RACIAL EQUITY WORKING GROUP

Racial Equity Action Plan. For us at San Francisco Public Works, those four words are loaded: Loaded with relief, excitement, trepidation, unease, anger, hope. Loaded with the weight of history.

We know discussions on race and racism are difficult and that each of us comes to anti-racist work with very different experiences, knowledge and vulnerabilities. With this action plan, we seek to build bridges so that together we can cement lasting organizational transformation – change that brings equity to our workplace and in the services we provide.

True change cannot be either top-down or bottom-up: it must be the collective work between the staff and the leadership team – where all voices are heard and valued – and where together we forge priorities, identify root causes and seek solutions.

In summer 2019, Public Works began its Racial Equity Initiative by forming a multiracial 12-member Racial Equity Working Group, drawn from staff from our four divisions, to guide and advance the department’s work around racial justice. At the same time, the mayor and the Board of Supervisors approved legislation creating the City’s Office of Racial Equity and stipulated that each City department develop a Racial Equity Action Plan that aims “to enact institutional and structural change to achieve Racial Equity.”

Provided with a framework by the Office of Racial Equity, the Racial Equity Working Group took the lead, making sure the

Action Plan reflected the voices and experiences of as many employees as possible. Through a series of surveys, workshops, staff meetings and listening circles, some 400 employees, or about a quarter of the workforce, weighed in. Concerted effort was made to include and elevate the voices of our BIPOC (Black, indigenous and people of color) employees, who carry the weight of racism and racist policies.

As the Action Plan took shape, there were debates over what should and shouldn’t be included, and how data should be presented. Words matter. Numbers matter. There were debates over charts and over language, over what are facts, over context and perception. Was the information accurate? Was it fair? Do we focus just on what Public Works can control? Or do we address the centuries-long wrongs of institutional racism larger than us? Do we wait for answers or do we move forward now with urgency and fervor? Who will make those decisions?

The process has been very difficult, raw and at times emotionally exhausting. And that’s exactly how we expected it to be.

Confronting racism is one of the biggest challenges of our time. Constructing a new anti-racist foundation for our 121-year-old department will not happen overnight and it will not be smooth. Not only must we overcome bureaucratic hurdles, but also deeply personal ones.

We take on this challenge, not just because City law requires us to, but because we at Public Works believe it is the right thing to



do. We are not alone. We are part of a national reckoning on race with momentum going in the right direction. Let us keep moving forward.

The first National Youth Poet Laureate, Amanda Gorman, offered us hope in the poem she wrote for President Joe Biden’s inaugural celebration on January 20, 2021. From the steps of the U.S. Capitol, she read, in part:

*And yes we are far from polished  
far from pristine  
but that doesn’t mean we are  
striving to form a union that is perfect  
We are striving to forge a union with purpose  
And so we lift our gazes not to what stands between us  
but what stands before us  
We close the divide because we know, to put our future first,  
we must first put our differences aside  
We lay down our arms  
so we can reach out our arms  
to one another*

That is what we as a department strive for, too. Our Racial Equity Action Plan is a living document. Like our nation, it is far from polished but that doesn’t mean we aren’t reaching for better.

## **SIGNED BY**

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# EXECUTIVE SUMMARY OF RECOMMENDATIONS

Throughout the fall of 2020, the San Francisco Public Works Racial Equity Working Group did extensive outreach among staff through discussion circles, paper surveys, online surveys, one-on-one conversations and presentations at team meetings to gather experiences and ideas on how race and racism affects us individually and as a department. About 400 Public Works employees — or about a quarter of the total workforce — participated. It took time and courage to step into these difficult but necessary conversations. This Action Plan is rooted in these voices.

The Racial Equity Action Plan has two phases. Phase 1, due January 30, 2021, focuses on internal department programs and policies. Phase 2, which will be developed in 2021, is outward-facing and will address how the department delivers services and community programs.

## WHY WE ARE DOING THIS WORK:

The goal of the Racial Equity Action Plan is to transform our great department into an even better one — one that

understands the impacts of historical and systematic racism on all of us, and works to be a more equitable organization. Every City department is drafting a plan, and we are working across City government to share ideas and align values.

## HOW WE ARE DOING THIS WORK:

The Racial Equity Working Group has been guided by the following values:

- **Transparency.** In collecting feedback, we have emphasized that we are listeners, facilitators and messengers — not experts. We have asked staff to be honest, even when it has been uncomfortable or painful to share experiences or when people have doubted that a plan can change entrenched racial inequities. We seek to build trust by sharing our work and actively asking for suggestions and help to implement change.
- **Accountability.** This plan will not accomplish its goals unless we as a department — line staff and managers — are accountable for its success. It is all of our responsibility to

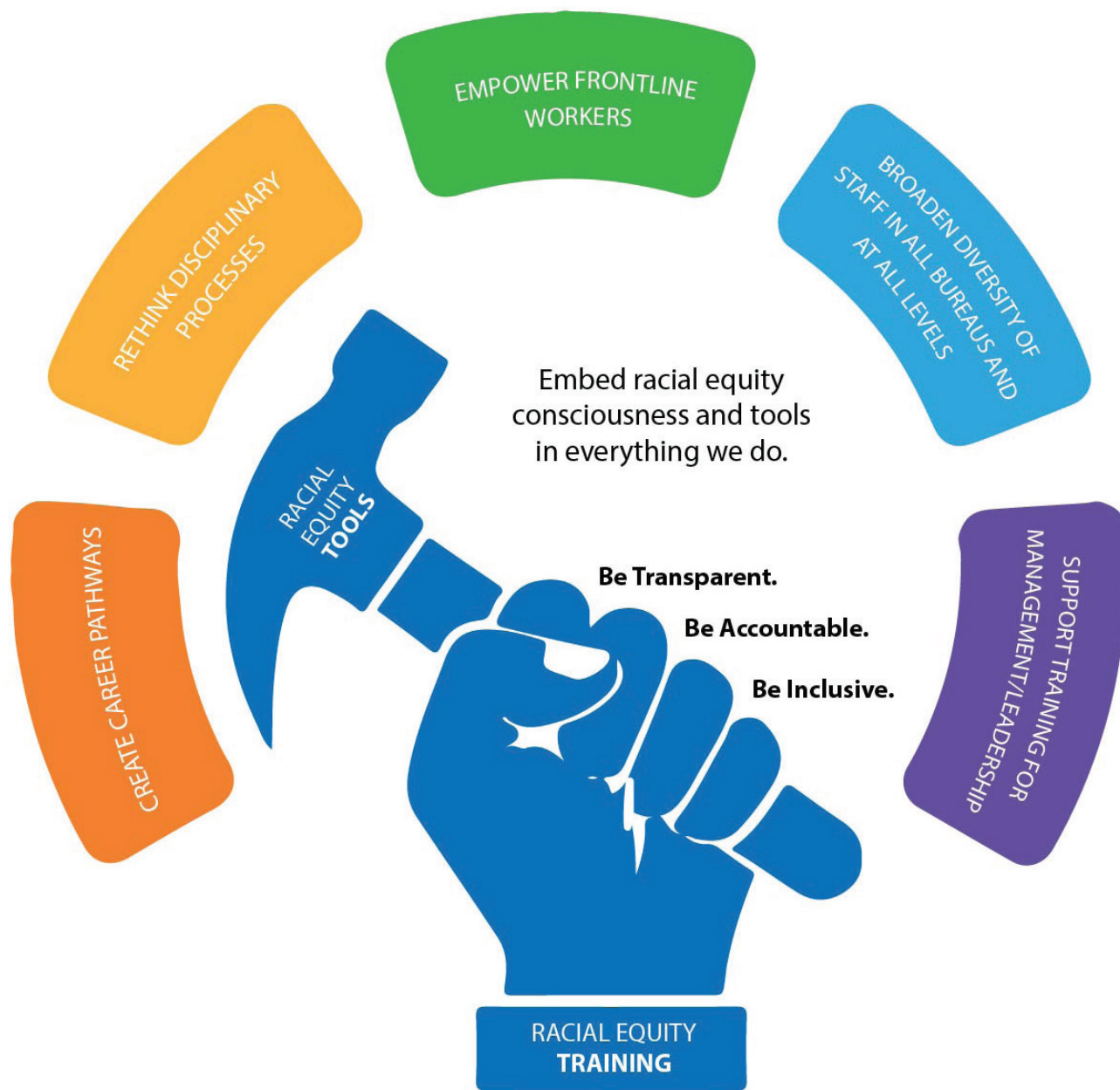
communicate and track benchmarks for success and report where we are falling short and why.

- **Inclusiveness.** We are committed to include everyone who wants to participate, and this means being proactive and creative in our outreach. We need to work intentionally to engage staff who don't feel like their opinions matter.

## WHAT WE'VE HEARD FROM PUBLIC WORKS STAFF:

This phase of the Racial Equity Action Plan, based on the collective feedback of staff, identifies the following priorities:

The foundation of the Action Plan work will be department-wide racial-equity training, which focuses on best practices to effect organizational change. Public Works is a diverse department and trainings will be customized, in part, by division and section so that specific needs can be addressed. With training, we will develop racial-equity tools that help us analyze budgets, processes and policies through a racial-equity lens.



The tools and trainings will support embedding racial-equity work throughout the organization, including department-wide initiatives that direct the work we do: the Strategic Plan, performance plans, process improvement strategies, job descriptions, mandatory trainings and new employee orientation. The tools and trainings also will be threaded into day-to-day processes and procedures, such as work assignments, staff selection for special assignments and project leadership.

In addition, feedback from Public Works staff identified these five priority actions:

- **Empower frontline workers.** Value and engage the voices of our frontline workers, and take unambiguous proactive steps to elevate the voices of Black, indigenous and people of color (BIPOC) workers. Engage frontline workers in decision-making around process improvements and policies, as well as in implementing the Racial Equity Action Plan.
- **Broaden diversity of staff in all bureaus and at all levels.** Bolster outreach and recruitment of employees who are Black, indigenous and people of color, particularly for technical and management positions.

Invest in and expand internship and apprenticeship programs, increasing racial diversity of participants in all opportunities.

- **Support and train managers to be stronger leaders.** Ensure that managers model fair, consistent and equitable leadership, and nurture their staff to succeed. Support managers through training, recognition and accountability. Develop a mentorship program that supports mentors and mentees and builds a culture of excellent leadership.
- **Reform and rethink disciplinary processes.** Ensure processes are transparent, fair and consistent across divisions and bureaus, and reinforce the need for accountability; empower, train and hold accountable supervisors and staff to work through difficult situations with compassion and equity; invest in communications trainings that are based in understanding implicit bias; provide coaching for supervisors that promotes compassionate feedback and personal growth during the discipline process; and implement peer mediation and other complaint processes.
- **Develop career pathways, particularly for lower-wage workers.** Ensure that pathways are transparent and achievable through management support, professional development, clear and wide-ranging communications, and staff affinity groups; and support staff in diverse and creative ways to attain career advancement.

## LAND ACKNOWLEDGMENT

We acknowledge that we are on the unceded ancestral homeland of the Ramaytush Ohlone who are the original inhabitants of the San Francisco Peninsula. As the indigenous stewards of this land and in accordance with their traditions, the Ramaytush Ohlone have never ceded, lost nor forgotten their responsibilities as the caretakers of this place, as well as for all peoples who reside in their traditional territory. As Guests, we recognize that we benefit from living and working on their traditional homeland. We wish to pay our respects by acknowledging the Ancestors, Elders and Relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

- Gregg Castro/Jonathan Cordero (Ramaytush Ohlone)

# RACIAL EQUITY GLOSSARY

*Definitions based on the Office of Racial Equity's Citywide Framework and RacialEquityTools.org*

## 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.

## Ally

Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.

## 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, economic and cultural structures.

## BIPOC

BIPOC is an acronym for “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 “up-credentialing.”

## Diversity

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, gender identity, language and physical appearance. It also involves different ideas, perspectives and values.

## Equity

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

## 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 (Latinx/Hispanic); Polish, Irish and Swedish (white).

### Inclusion

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

### Individual or Internalized Racism

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

### Institutional Racism

Refers to institutional and cultural practices that perpetuate racial inequality. Benefits are structured to advantage powerful groups at the expense of others. Examples: racial profiling by law enforcement, Jim Crow segregation laws, paucity of grocery stores in predominantly low-income BIPOC neighborhoods and racist-driven redlining practices that result in housing segregation.

### Micro-aggression

The everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, that communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership.

### Occupational Segregation

When one demographic group is overrepresented or underrepresented among different kinds of work or different types of jobs.

### 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, gender identity, sexual orientation and skin tone.

### Privilege

Unearned social power accorded by the formal and informal institutions of society to all members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because they are taught not to see it, but nevertheless it puts them at an advantage over those who do not have it.

### Race

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

### Racist Policies

A racist policy is any measure that produces or sustains racial inequity between or among racial groups. Policies are written and unwritten laws, rules, procedures, processes, regulations and guidelines that govern people. There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups.

### White Supremacy

A 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.



# SETTING THE CULTURAL CONTEXT

San Francisco is a beautiful city. The fourth largest in California, it is home to about 900,000 residents and a special destination for visitors from all over the globe. The City and County government employs 32,000 people. About 1,500 work at Public Works, a department with an annual budget of \$352 million (FY20-21).

People who work at Public Works pride themselves on improving San Francisco. They design, build, maintain and protect San Francisco's public spaces. Their work includes everything from designing and building the region's billion-dollar Level I trauma center, to managing construction of neighborhood playgrounds, to tending the urban forest of 125,000 street trees.

On the surface, the city has all manner of diversity and we celebrate it. We draw people from all over the world. One-third of San Franciscans were born abroad. No racial group is a majority. In recent decades, the people have elected leaders who reflect the racial diversity of the city. While the first 40 mayors of San Francisco were white (39 of them male), three out of the last four elected mayors have been people of color.

But a look beneath the surface reveals the stubborn fact that race still has too great an influence on the outcomes of some of the most basic parts of life. People who are Asian, Black or Latinx are far more likely to live in poverty.<sup>1</sup> The city's Black population has been in steady decline for decades, dipping to around 5% in 2019 from a peak of 13% in 1970.<sup>1</sup> Chinatown remains one of the densest, poorest neighborhoods in the city. There, median income is 28% of the San Francisco median and one-third of the residents live below the official poverty line.<sup>2</sup> Throughout the ongoing pandemic, Latinx and Black people are disproportionately testing positive for, and dying of, COVID-19.<sup>3,4</sup> San Francisco is one of the most expensive real estate markets in the country. On average, it takes a white household 22.7 years to save for a down payment compared with the 36.4 years it would take a non-white household to save for the same house.<sup>5</sup>

It is not surprising, then, that our racially diverse department has disparities reflective of our region and country: At Public Works, as in many City departments, there is occupational segregation, accompanying salary disparities, and inequity in promotional

opportunities and disciplinary actions. Additionally, there is clear evidence, as captured through the racial-equity staff surveys and discussion groups, that we must work harder to create a culture of belonging and inclusion for everyone and not perpetuate implicit and explicit racism.

How did it get this way? How does race seem to influence so much about access to jobs, housing, health, education and wealth?

Not that long ago, this peninsula was not yet San Francisco and home to the Ohlone and Miwok people. Around the same time, Europeans were establishing colonies in North America — England in the east and Spain to the south. By the middle of the 19th century, the colonies freed themselves and founded new nations — Mexico and the United States — both with a significant presence in California.

The United States annexed California in 1846. In the years after, tens of thousands of people from the eastern U.S., Mexico and China converged on this peninsula to find work and wealth. There was enough to go around. Had laws been written and



enforced without regard to race, fortunes might have grown for the smartest, shrewdest or hardest-working. But the tenets of white supremacy were central to the formation of the nation, the U.S. Constitution and westward expansion. From the outset, the rules were not fair.

Nurturing a caste system – where certain groups of people mattered more than others by law – was essential to the stability and growth of the country and formation of white identity. Creating and reinforcing caste allowed the dominant class to traffic in humans for generations. This dominant class benefited not only from the economic benefits of forced labor, but from the political and social stability that came from dividing people by race. Immigrants from Europe, no matter how poor or discriminated against in their first decades in the U.S., would eventually be able to join a constructed category the country called white, a tangible benefit that placed them forever above people of African heritage.

People who decided to call themselves white, through race-conscious policies of local, state and federal government, locked others out of economic and electoral participation and deliberately invested more resources to ensure their supremacy.<sup>2</sup>

Even as formal systems of oppression were eroded (e.g., the Reconstruction Amendments, school desegregation, the Civil Rights Act of 1964, the Voting Rights Act of 1965), the beliefs that underpinned their creation and their legacies remain. At many crossroads, we have had the opportunity to choose either rules that advance equity or rules that maintain white dominance at the expense of people of color. Over and over, in lending, immigration, housing or infrastructure investment, we opted for the latter.

If there were doubts about how useful racism continues to be to those who wield power, recent elections have put them to rest. We write this in the midst of a transition of power. The 45th president of the United States (2017-2021), with the support of his party and at least half of the electorate, came to power, in part, by challenging the citizenship of his African American predecessor, promising a border wall to keep out Mexicans and enacting a “Muslim ban.” He has complained that we have too many immigrants from “shithole countries” in South America and Africa, and not enough from Norway. Despite losing the November 2020 election by more than 7,000,000 votes, he and his supporters claimed victory, if only we did not count votes of cities with significant populations

of African Americans (Atlanta, Milwaukee, Philadelphia and Detroit).

Deploying racism also has been useful to distract attention from a less-than-competent federal response to COVID-19. As of January 2021, more than 24 million Americans have been infected with COVID-19, among the highest rate in the world, and more than 400,000 have died, the greatest number of any country. The former president did not offer competent response to this crisis but repeatedly drove racial divisions by calling the virus “kung flu” or the “China virus.” In 2020, if the continued police killings of Black people<sup>3</sup> and the ensuing protests and vigils didn’t bring focus to enduring racist policies, the disproportionate burden of COVID-19 on Black, indigenous, people of color has. To be silent in the face of these inequities is to be complicit.

That is the context as we enter 2021. We, the staff of San Francisco Public Works, are on a mission to increase racial equity in how we work with each other and how we deliver services to the people of San Francisco.

# SAN FRANCISCO PUBLIC WORKS HISTORY AND BACKGROUND

## FOUNDING OF THE DEPARTMENT

San Francisco incorporated as a city and county in 1856 after rapid population growth sparked by the Gold Rush in the Sierra. By 1890, the city had close to 300,000 residents. In order to meet the infrastructure needs of the ever-expanding population, leaders created the Board of Public Works on January 8, 1900.

The first order of business was to begin to regulate street construction and paving in order to develop public spaces and lots for private use. Public infrastructure was at the heart of private and public real estate development. The work needed laborers, engineers and tradespeople. The department's four original bureaus were Engineering, Light and Water Services, Streets, and Building.

According to the 1899-1900 city engineer report,

*Of the work urgently needed to be done by the City, none is probably of greater importance than the systemization of the sewerage and drainage works to fit existing and projected sewers into the lines of main drainage and sewerage disposal, as proposed and adopted during*

*the last year. This work, as well as the work of extending street line surveys, setting monuments and establishing grades for streets in the outlying rapidly growing districts of the city (also urgently needed) is of a character not productive of revenue. All work of this class will be pushed forward as fast as the available funds will permit.*<sup>4</sup>

By 1902, the agency was also known as the Department of Public Works. The August 1902 annual report notes that the department “may be expected to take on larger dimensions and to comprise additional bureaus, such as for a water system and municipal railways.” It also notes expected growth of the city with incidental expansion in street operations. It states that the Bureau of Engineering is “concerned with the most important features of municipal material interests.”<sup>5</sup> Though the department did not make policy about development – how and where buildings and open spaces were built – it did literally build the framework to support the policies. And at least from 1906, the year of the Great Earthquake and Fire that nearly destroyed San Francisco, there was a city architect. Plans of City Hall at the time show the offices of the city engineer and the city architect

flanking the mayor's office, underscoring the importance of these roles in a relatively new city forced to rebuild after the devastating disaster and unusual compared to other U.S. cities.

Over the next century-plus, Public Works' roles have shifted, expanded and contracted. At different moments, jurisdiction included the sewer system, building inspection, roadway striping and many other functions now tasked to the San Francisco Municipal Transportation Agency (SFMTA) or the San Francisco Public Utilities Commission (SFPUC). Over the years, the work scope of the department has been on the political trading block: SFPUC needed more in its portfolio and took over sewers from Public Works; Public Works lost building inspection duties when the Department of Building Inspections was created. In the early 2000s, Public Works was moved under the Office of the City Administrator, alongside more than two dozen much smaller departments. Most recently, in the November 2020 election, voters passed a charter amendment authorizing the Board of Supervisors to consider dividing Public Works into two agencies: the Department of Streets and Sanitation and the Department of Public Works.<sup>6</sup>

## ORGANIZATION OF THE DEPARTMENT

Public Works includes three direct-service divisions: Building Design and Construction, Infrastructure Design and Construction, and Operations, and one support division, the Office of Financial Management and Administration. The Director's Office supports the department as a whole. Together, the four divisions work collaboratively to ensure that public space, building and infrastructure projects are designed, managed, built and maintained with the highest quality, fiscal responsibility and timeliness. We continue to be a department of diverse professions and backgrounds that includes laborers, analysts, tradespeople, architects, engineers, inspectors, accountants, information technology specialists, finance specialists and project managers. Together, we are able to deliver key and diverse services across the city that contribute to the daily quality of life for San Francisco residents, workers and visitors.

The Building Design and Construction (BDC) division, led by the deputy director for BDC, who is also the city architect, provides facility programming, conceptual design, architectural design, planning, landscape design, site assessment and remediation, and construction management services for

a variety of public buildings including fire stations, libraries, transit facilities, recreation centers, health centers and public safety buildings.

The Infrastructure Design and Construction (IDC) division, led by the deputy director for IDC, who is also the city engineer, provides planning and design services, project management and construction management services for improvements to the city's streets, public right of way and infrastructure, such as bridges and retaining walls.

The Operations division, led by the deputy director for operations, is made up of the bureaus of Street Environmental Services, Urban Forestry, Building Repair, Street and Sewer Repair, and Central Operations, which includes community engagement. The Bureau of Street Environmental Services is responsible for sweeping and cleaning streets and sidewalks; providing and maintaining sidewalk trash cans; and removing graffiti and illegally dumped waste. The Bureau of Urban Forestry is responsible for pruning and caring for street trees and landscape in the public right of way. The Bureau of Building Repair provides construction, repair, renovation and maintenance services for City-owned facilities and plazas. The Bureau of Street and Sewer Repair

paves and repairs streets and replaces small sewer lines and repairs old brick sewer infrastructure. Central Operations includes fleet management, the Pit Stop public toilet program and community engagement programs that collaborate with city residents, organizations and businesses to keep the city safe, beautiful and clean.

The Office of Financial Management and Administration (OFFMA) division, led by the deputy director for finance and administration, encompasses bureaus of finance (budget and accounting), performance and information technology, and also serves as our liaison with the Human Resources division at the Office of the City Administrator, which acts as our HR office.

The Director's Office includes communications and policy, government relations, emergency management and custodian of records teams.

All City workers are represented by their respective union, and therefore collaboration with the unions is key to a high-functioning workforce and an equitable workplace for all. Public Works employees belong to 19 unions with about 90% of our staff represented by the following five unions: Local 21, IFPTE – public sector professional and

technical workers (617 staff); Local 261, Laborers (394 staff); Local 1021, SEIU (161 staff); Local 853, Teamsters (89 staff); and Municipal Executives Association (52 staff).

The implementation of this Racial Equity Action Plan must acknowledge and address the unique needs and issues of our diverse staff, their unions, four divisions, 18 bureaus and the Director's Office.

## SAN FRANCISCO PUBLIC WORKS AND ITS ROLE IN CITY GOVERNMENT

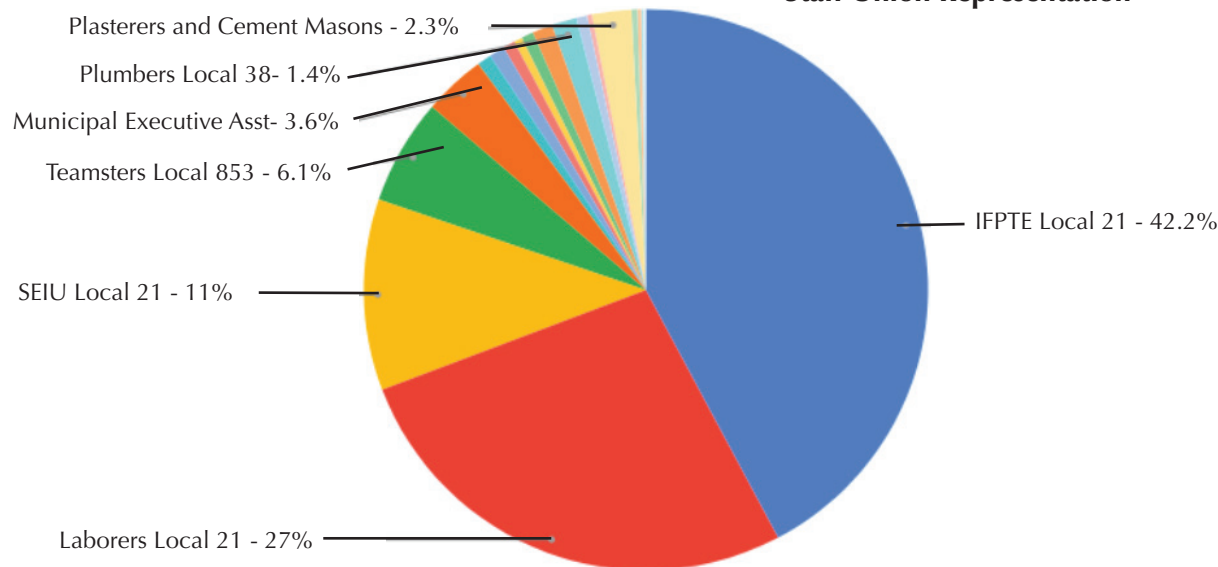
San Francisco Public Works is an internal service organization. By law, other City departments are our clients and they come to us to execute their building and infrastructure projects. Our services include architecture, landscape architecture, surveying, engineering, construction management and project management. We also serve the public by cleaning and maintaining sidewalks

and streets, infrastructure, public right of way and buildings. Historically, Public Works has been less a policy-making department and more in charge of implementing mandates of the public, the mayor, the Board of Supervisors, other City departments, and the Office of Resilience and Capital Planning.

## OVERVIEW OF SAN FRANCISCO PUBLIC WORKS' WORKFORCE

Our 2019 Employee Experience Survey reflected that the vast majority of our workforce felt proud to be part of our department. This was across race and departmental division. At the same time, only 58% of all staff believed that Public Works draws on its diversity to achieve its goals. Clearly, this points to a untapped potential for departmental improvement and a greater culture of inclusion.

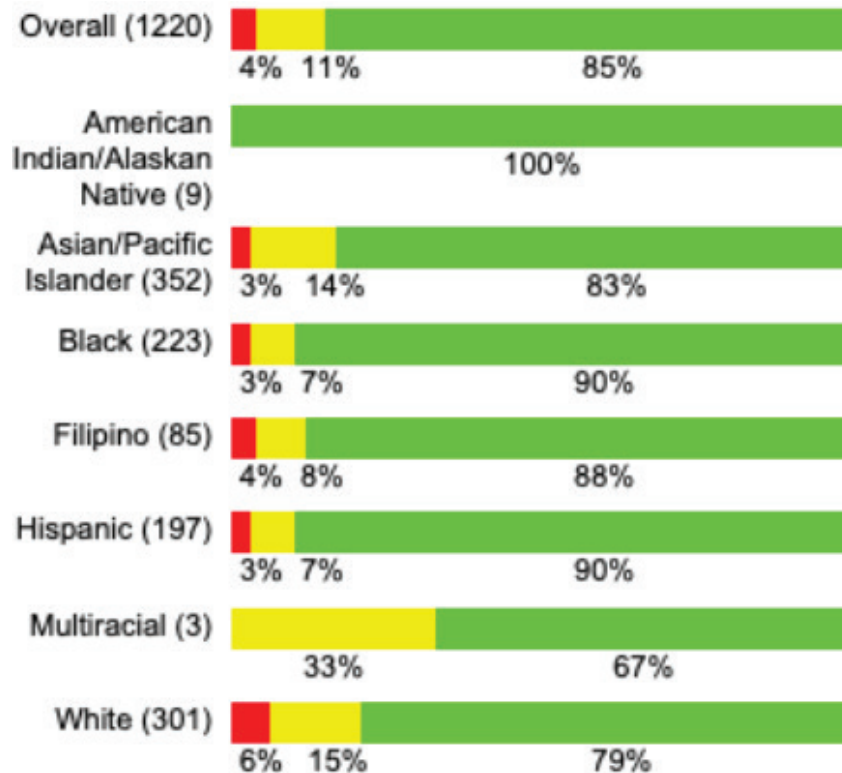
**Staff Union Representation**



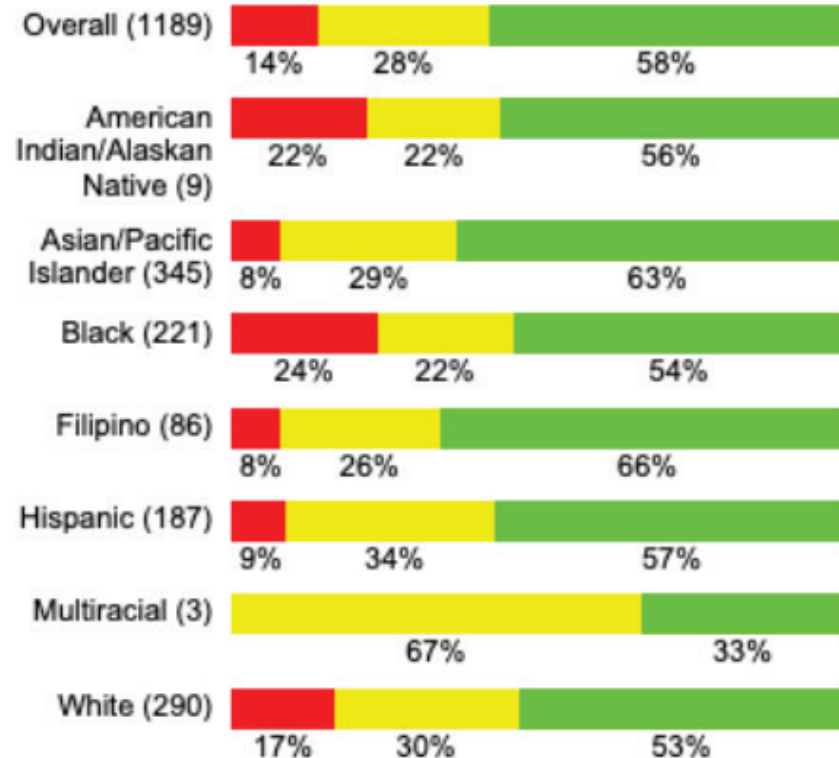
## Tables 1 and 2

From the Employee Experience Survey (2019)

**I am proud to work for San Francisco Public Works.**



**San Francisco Public Works draws on our diversity to achieve our goals.**



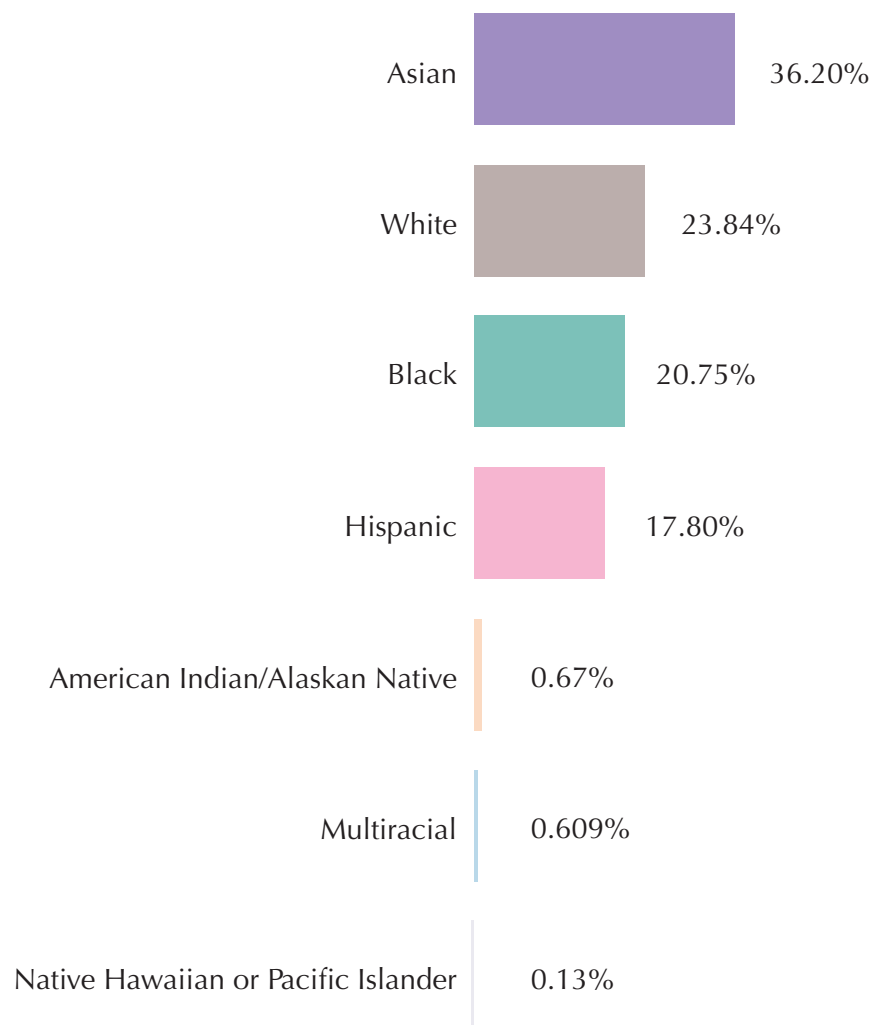
■ Unfavorable (Strongly Disagree; Disagree)
 ■ Neutral (Neither Disagree nor Agree)
 ■ Agree (Agree; Strongly Agree)

Public Works is a racially diverse department. No one race/ethnicity is a majority: We are 36% Asian, 24% white, 21% Black, 18% Latinx/Hispanic, 0.7% American Indian/Alaskan Native, 0.6% multiracial and 0.13% Native Hawaiian/Pacific Islander. (Please note that all data relies on racial/ethnic self-identification. All workforce demographic data is from the San Francisco Department of Human Resources' March 2020 report, unless otherwise stated. Sometimes Filipinx and Pacific Islander staff are included under Asian and at other times they are not.)

In looking at the overall racial demographics of Public Works, we are clearly a racially diverse department with 24% white staff and no one race being a majority. (Table 3) And, the percentage of Asian and Latinx/Hispanic Public Works staff generally aligns with the population of San Francisco. Approximately 1/5 of the department identifies as Black, even though Black residents make up about 4.5% of San Francisco's available workforce. (Table 4) Though this statistic reflects the successful hiring and retention of Black employees, it must be remembered that there has been a steady out-migration of Black families from the city, from a high of 13% of the population in 1970. Many Black Public Works staff were born and raised in San Francisco but now live in neighboring counties because of high real estate and living costs.

**Table 3**

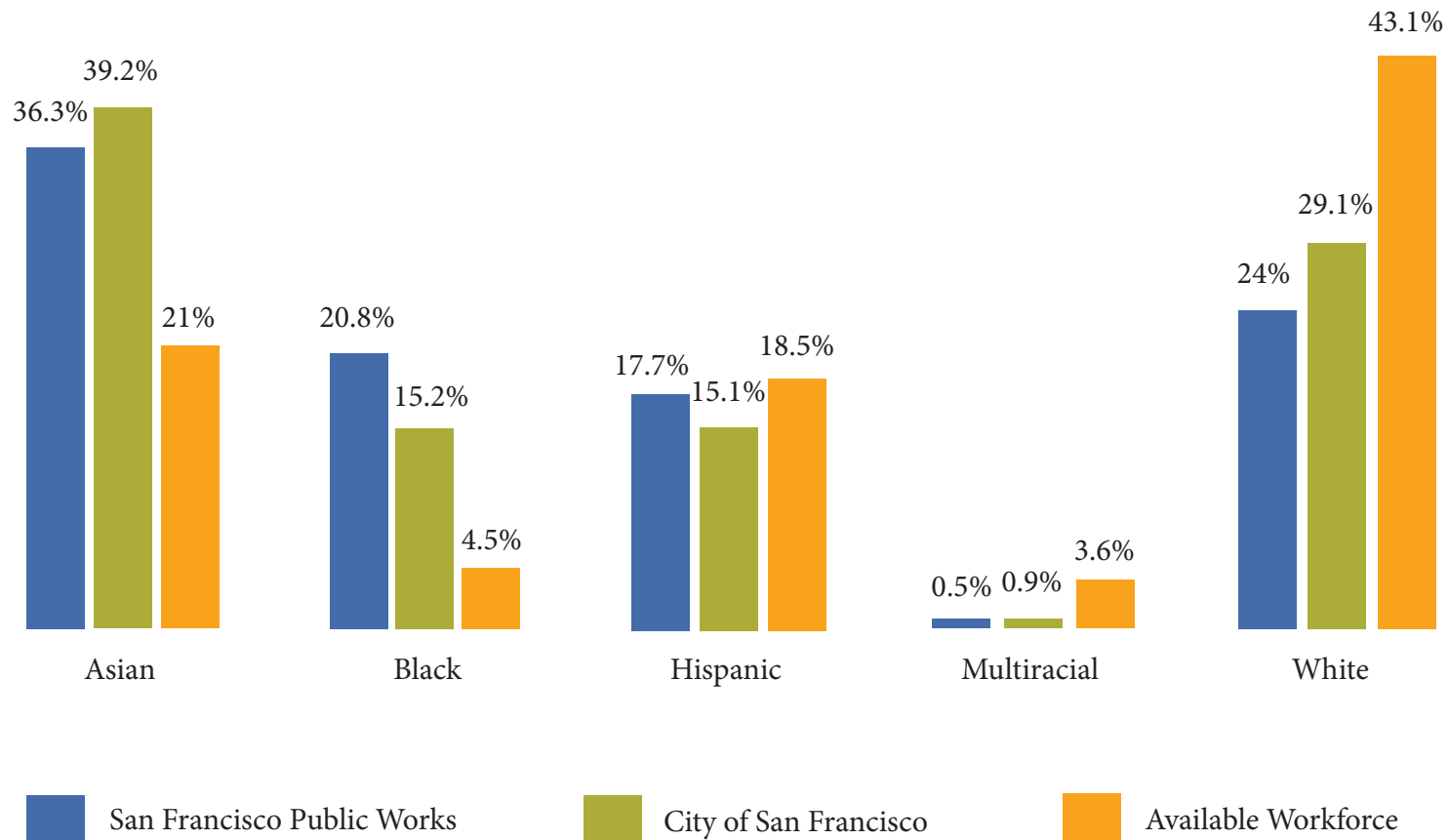
Racial demographics of Public Works staff, fiscal year 2020-21. Asian includes Filipinx.





**Table 4**

Ethnicity distribution by Public Works, San Francisco City and County government, San Francisco available workforce. Asian includes Filipinx.



But, as reflected in Table 5, while we are a diverse department, there is salary disparity by race, with the median income for a white employee being \$110,292 and that of a Black employee \$76,154. White employees have 115% of Public Works' median income, while multiracial, Black and Latinx/Hispanic have 75%, 80% and 94%, respectively.

These disparities are reflected in our city's median household income by race. The median household income for San Franciscans is \$104,552. Therefore, the median annual income for Public Works Black employees is only 73% of the San Franciscan median household income.

**Table 5**  
Comparison of median income by race for Public Works and San Francisco County

Ethnicity	# of employees	San Francisco Public Works		San Francisco County	
		Public Works Median Employee Income	% of Public Works Median Employee Income	Median Household Income	% of San Francisco Median Employee Income
American Indian/ Alaskan Native	10	95,784	100%	61,250	59%
Asian <sup>1</sup>	482	103,233	108%	88,016	84%
Black	309	76,154	80%	30,442	29%
Hispanic	263	89,726	94%	72,578	69%
Multiracial	8	71,591	75%	114,399	109%
White	357	110,292	115%	132,154	126%
<b>Grand Total</b>	<b>1,429</b>	<b>95,784</b>		<b>104,552</b>	

Source: Department of Human Resources

(1) Asian includes Filipinx, Native Hawaiian and Pacific Islander



# SAN FRANCISCO PUBLIC WORKS RACIAL EQUITY INITIATIVE

Begun in summer 2019, the San Francisco Public Works Racial Equity Initiative is guided by the following:

## VISION

The San Francisco Public Works Racial Equity Initiative seeks to build our understanding of historical and structural racism and the impacts it has on our organization and the communities we serve.

With a greater understanding, we seek to respond to these systems of oppression, both internally and externally, to erase racial disparities in our workplace and in how we provide services to the public.

## VALUES

The Public Works Racial Equity Initiative declares that a racially equitable society is one where race does not determine the distribution of public services, job and economic opportunities, housing, health care, education, and other resources in order to create just and fair inclusion in society, so that all people can participate, prosper and reach their

full potential. And though Public Works cannot alone change the culture we live in, with intention we can change our organizational culture and the ways we do our work.

As a service organization, we have a duty to provide the highest-quality programs and infrastructure possible to the diverse communities that live in, work in and visit San Francisco – with particular focus on the Black, indigenous and communities of color that have been historically disinvested and whose needs have not been met. This cannot happen unless Public Works reflects communities of color and their ideas from within – people who are closer to the experiences, needs and issues of their communities and who are closer to potentially identifying solutions to their problems.

Diversity is a priority at Public Works. We believe in its capacity to bring in new perspectives and backgrounds, but we also believe in meaningful inclusion where people from all backgrounds feel they are treated fairly and their contributions and perspectives are valued, respected and considered an integral part of the organization. Diversity and inclusivity are interconnected:

Diversity without inclusion can create a toxic culture of silos and resentment; inclusion without diversity can lead to a stagnant and uncreative workplace.

We understand this work won't be easy. It requires a vigilant effort to maintain the momentum and urgency that ending institutional racism requires. And it will require buy-in and leadership from management, combined with grassroots participation from all staff, to ignite the incremental and revolutionary change needed to end racism in our organization.

## THE PUBLIC WORKS RACIAL EQUITY WORKING GROUP

In September 2019, Public Works assembled a Racial Equity Working Group (“Working Group”), a team of 12 staff – multiracial, multi-gender and representing the four divisions and a variety of job classifications at Public Works – to bring their skills in project management, finance, communications, training, facilitation, contracts, negotiation, operations, design, management and supervision in service

of our mission of racial equity. The group came together not as subject matter experts in anti-racist organizational change, but as individuals on their own journeys of understanding the impact of racism and with the focused desire and commitment to facilitate change in our department. Using a collaborative leadership model, the Working Group is facilitated by the deputy director of policy and communications.

The Working Group leans on best practices in anti-racist work from GARE, the Government Alliance on Race and Equity. Meeting weekly, the Working Group and its committees model how a diverse group of colleagues can build personal and professional bridges through normalizing conversations about race and racism. Stepping into the discomfort of talking about race, we've been able to speak honestly about our own experiences in the workplace and world, as well as the challenges in Public Works. This lays the groundwork to broadening the conversation about racial equity within our department, identifying inequitable practices and implementing urgently needed changes. As GARE lays out,

*Developing a... government focusing on racial equity is critically important to getting to different outcomes in our*

*communities. The goal must be beyond closing the gaps; we must lift up overall outcomes, focusing efforts on those who are faring worst. Deeply racialized systems are costly and depress outcomes and life chances for us collectively. To advance equity, government must focus not only on individual programs, but also on policy and institutional strategies that are driving the production of inequities.*

As the Working Group is building grassroots leadership around racial equity, it also is engaging with the leaders of Public Works, through biweekly meetings with the director, presenting at standing team and bureau meetings, and monthly meetings with the 60-person Public Works leadership team. In addition, the Working Group regularly connects with key staff who work on related department-wide initiatives, such as the Strategic Plan and the employee performance plans, to normalize conversations about race and racism and begin to bring a racial-equity lens to departmental conversations.

The values of transparency and inclusion guide the Working Group. We are focused on being reflective about the process of this work, to ensure we are being transparent and open about what we are doing, how we gather information and what we hear. The feedback loop

with all staff and the executive team (made up of the director, deputy directors, and director of policy and communications) is key in promoting broad leadership and support of the racial-equity work. In addition, we need to include as many voices in the department as we can, being sure that those staff who are closest to the pain are listened to and learned from.

The Working Group is also supported by its membership in the Citywide Racial Equity Working Group, led by the Office of Racial Equity, which brings together staff from multiple departments of San Francisco government on a monthly basis, and by the monthly meetings of the Racial Equity Leaders group led by the Office of Racial Equity.

## THE WORK WE'VE DONE SO FAR

Since summer 2019, the Working Group has been building in-house racial-equity leadership, normalizing the conversation about race and racism, and developing a broad base of support for racial equity from Public Works staff through a variety of programs, events and outreach.

Along with the core group, hundreds of our staff, amounting to almost a third of Public Works employees, have participated in trainings, workshops and other activities to build competency within our department around understanding systemic racism and its effects on our work and on us as individuals. This work includes:

### SUMMER 2019 – SPRING 2020

- Build in-house leadership around understanding racism and being anti-racist – as individuals and as an institution:
  - Working Group attended the 2019 GARE California Convening.
  - Public Works executive team and the Working Group attended a full-day Managing Implicit Bias training through the Department

of Human Resources.

- Working Group members attend trainings and monthly meetings hosted by the Office of Racial Equity.
- Outreach to all Public Works staff:
  - Developed outreach materials in multiple modalities, including an information card, and online and paper surveys.
  - Built an online Racial Equity area on “The Hub,” the Public Works staff SharePoint, that includes racial-equity information, resources and a calendar of events.
  - Hosted a table at the fall 2019 all-staff Public Works Health Fair and received more than 200 responses to our initial racial-equity survey. The survey reported:
    - » 88% reported positive relationships with other employees who are a different race.
    - » 40% do not believe that there are equal opportunities for all staff at Public Works.
    - » 34% have observed racial tension between employees at Public Works.
  - Facilitated discussions, open

to all staff, with 125 total participants, to introduce the Racial Equity Initiative and normalize the conversation about implicit bias, racism and race, helping to build a culture of honest communication in the department. Eighty percent of participants reported enjoying listening to other people’s stories about race and racism.

- Initiated an ongoing feedback loop with staff, including the production of a factsheet that summarized the findings from the group discussions and our accomplishments to date.

### SUMMER 2020

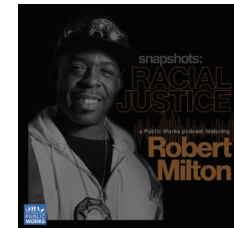
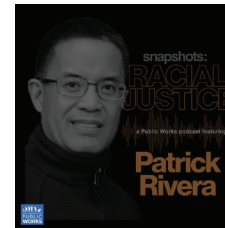
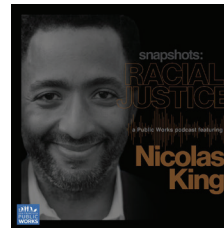
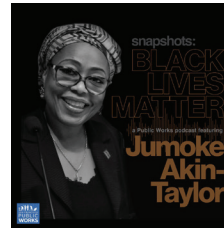
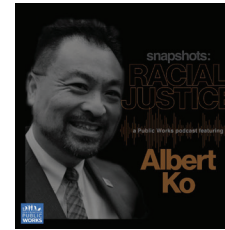
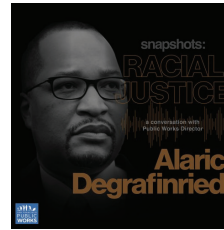
- Sparked by the murders of George Floyd, Breonna Taylor and Ahmaud Arbery:
  - Hosted listening sessions about the Black Lives Matter movement.
  - The department’s communications team produced an in-house podcast series, Spotlight: Racial Justice, which includes interviews with 14 Public Works racially and gender-diverse staff, speaking personally on racism, police

violence against people of color and racial equity. The interviews have been listened to a total 3,300 times, with an average of 240 times per interview.

- Outreach to Public Works staff expanded:
  - Production of a regular racial-equity newsletter to inform staff of upcoming events, highlight accomplishments, inform employees of responses gathered from surveys and discussions, and provide recommendations for reading, watching and listening.
- Began development of the Racial Equity Action Plan.

## FALL 2020

- Kicked off the Racial Equity Listen & Learn Series, which is open to all staff at Public Works. The topic for the first two in the series was about San Francisco urban planning and racial equity. Approximately 100 staff attended each session. Speakers were urban planning professionals.
- Initiated outreach for the Racial Equity Action Plan. (See Section 11 on the development process below.)



Our communications team produced an in-house podcast series, Spotlight: Racial Justice.

# DEVELOPMENT OF THE RACIAL EQUITY ACTION PLAN

In fall 2020, the Racial Equity Working Group embarked on a two-month-long focused engagement among Public Works staff to gather ideas, concerns and feedback that would guide the construction of the Racial Equity Action Plan.

The implementation of the Action Plan will be successful only if the process itself is equitable. That is why the Working Group has been and is guided by the following principles:

- Transparency.
- Accountability.
- Inclusiveness.

## LISTENING TO AND GATHERING FEEDBACK

The Action Plan has two phases. This phase – the first – focuses on internal dynamics and operations of the department. The second will focus on delivery of services to the public. Phase One is rooted in these focus areas:

1. Hiring and Recruitment
2. Retention and Promotion
3. Discipline and Separation

4. Diverse and Equitable Leadership
5. Professional Development
6. Organizational Culture of Inclusion and Belonging
7. Boards and Commissions

At this time, Public Works does not have a board or commission. However, Proposition B, a voter-approved charter amendment on the November 2020 ballot, allows the Board of Supervisors to set up a commission to oversee Public Works. If a commission is formed, the department's racial-equity framework and recommendations will be presented for discussion and the department will devise an action plan that addresses Focus Area 7: Board and Commissions.

In September 2020, the Working Group developed a presentation that described what is required for the Action Plan and the process of staff engagement, based on the above six focus areas mandated by the Office of Racial Equity. This presentation was used by Working Group members at a variety of standing bureau and division meetings, as well as with the executive team and the managers/supervisors monthly meeting. Attention was focused on the multiple ways staff are informed about department-wide

initiatives: emails, virtual meetings, in-person meetings, posters, conversations with colleagues and newsletters.

In October, we initiated two months of feedback and information gathering on the six focus areas; there were twice-weekly discussion circles (on different times and days of the week to accommodate our staff's around-the-clock work schedules): Each week focused on one topic. Discussion circles averaged approximately 30 participants and were co-facilitated by Working Group members. The bulk of the time was in small groups with focused conversations that solicited barriers to equitable practices and potential solutions for each topic and sub-topic. Extensive and diverse outreach was done to bring out staff. About 210 individuals joined these discussions, with many people attending as many as five sessions.

In addition, we used an in-depth online survey, which received more than 70 responses, and a paper survey, which received 40 responses. We also gathered focused feedback from small group discussions among standing meetings and the managers/supervisors monthly meeting, which together reached another



100 or so staff. In order to gather broader feedback, we made a particular effort to reach out to Operations' field workers, who don't rely on email: We held focus groups, conducted interviews, and relied on personal connections and conversations.

By November, we had more than 60 pages of concerns and feedback about obstacles to Public Works being a more equitable workplace, as well as ideas for paths forward. The departmental assessment pulls these voices together to create a collective impact on the framework for priorities and action items.

In November and December, the Working Group led the synthesizing of the feedback while presenting “what we’ve heard so far” to management. Collaboratively written and edited by the Working Group and other support staff, this document seeks to be a guiding voice for the department.



The Racial Equity Working Group at the SF Public Works Health Fair in 2019.

# RACIAL EQUITY INITIATIVE AND ITS RELATIONSHIP TO OTHER DEPARTMENT-WIDE INITIATIVES AND RESOURCES

To be meaningful, the implementation of the Racial Equity Action Plan needs to be embedded in department-wide work. In developing the Action Plan, the Working Group is leaning on existing initiatives that identified places of improvement and lessons learned.

Over the last 10 years, the department has invested in a number of department-wide initiatives to empower employees and effect organizational change. These initiatives have been generally executive team-initiated and founded on the desire to be a better organization and to self-reflect. At their core, they've been focused on bringing people from across the department together to reflect on our strengths and the challenges we face, and to strategize how to implement positive change. In these 10 years, the department launched, among other initiatives, an iterative strategic planning process, the University of Public Works, a process improvement training program and an all employee survey. The last two follow our continuous improvement strategy based on the Baldrige Performance Excellence Framework. We've gathered

information and we've worked to set the stage for organization-wide reflection and improvement. The Racial Equity Action Plan builds on this work and the lessons learned and the issues and problems identified.

## BALDRIGE PERFORMANCE EXCELLENCE PROGRAM

Public Works uses the Baldrige Performance Excellence Program criteria as an anchor for its continuous improvement efforts. The Baldrige Framework unifies the department's initiatives such as strategic planning, hiring and employee engagement, process improvement training and projects and Public Works Stat (our data-driven evaluation method).

Baldrige, managed by the National Institute of Standards and Technology in cooperation with the private sector, promotes awareness and importance of performance excellence within organizations by providing organizational assessment tools and criteria. Baldrige specifies seven critical aspects of

managing and performing as an organization:

- Leadership
- Strategy
- Customers
- Measurement, Analysis and Knowledge Management
- Workforce
- Operations
- Results

Public Works enrolled in Baldrige training beginning in 2016 and applied for a Baldrige state award in 2017. We received detailed feedback regarding our submission and received Prospector-level recognition. The feedback was key in informing and shaping our Strategic Plan and other necessary initiatives.

## STRATEGIC PLAN

First completed in 2009, Public Works typically revises its Strategic Plan every three to five years. Though the Strategic Plan is developed by the executive team, the leadership for implementation

typically includes about 50 staff from various bureaus with the executive team serving as sponsors for each objective. An important goal in this work has been to broaden leadership in the department while implementing strategic change.

In the midst of COVID-19 and its effects, the executive team worked to revise and better focus the Strategic Plan. As of December 2020, the draft Goal 3 was to increase employee engagement and satisfaction. This goal and its strategies are driven by the results of the 2019 Employee Experience Survey. The three strategies under Goal 3 dovetail with the feedback the Working Group received for the Racial Equity Action Plan and the priorities and action items presented in this Action Plan:

- Strategy 1: Improve hiring and recruitment practices
  - This aligns with Racial Equity Action Plan Focus Area 1: Hiring and Recruitment.
- Strategy 2: Enhance the employee experience
  - This aligns with Racial Equity Action Plan Focus Area 6: Organizational Culture of Inclusion and Belonging.

- Strategy 3: Build better management skills
  - This aligns with Racial Equity Action Plan Focus Area 4: Diverse and Equitable Leadership.

The Racial Equity Working Group is coordinating with the Strategic Plan leaders to ensure a joint and complementary implementation of these strategies, and supporting embedding racial equity in the Strategic Plan.

### EMPLOYEE EXPERIENCE SURVEY

As part of the Strategic Plan work and in response to feedback from the 2017 state level Baldrige CAPE awards process, Public Works embarked on a comprehensive employee experience survey in spring 2019. There were responses from 1,200 employees, which was a very high 82% response rate. The survey measured effectiveness and importance on 57 topics.

A majority of staff reported high satisfaction with working for the department and found meaning in the carrying out of their work. Most staff are proud of what they do and believe their supervisor trusts them. But, there is low confidence in the department's

ability to find and develop the right fit for staff, for building effective teams, and for satisfactorily valuing staff and their voices. And there are disparities in responses by bureau and race that need to be analyzed and understood through a racial-equity lens.

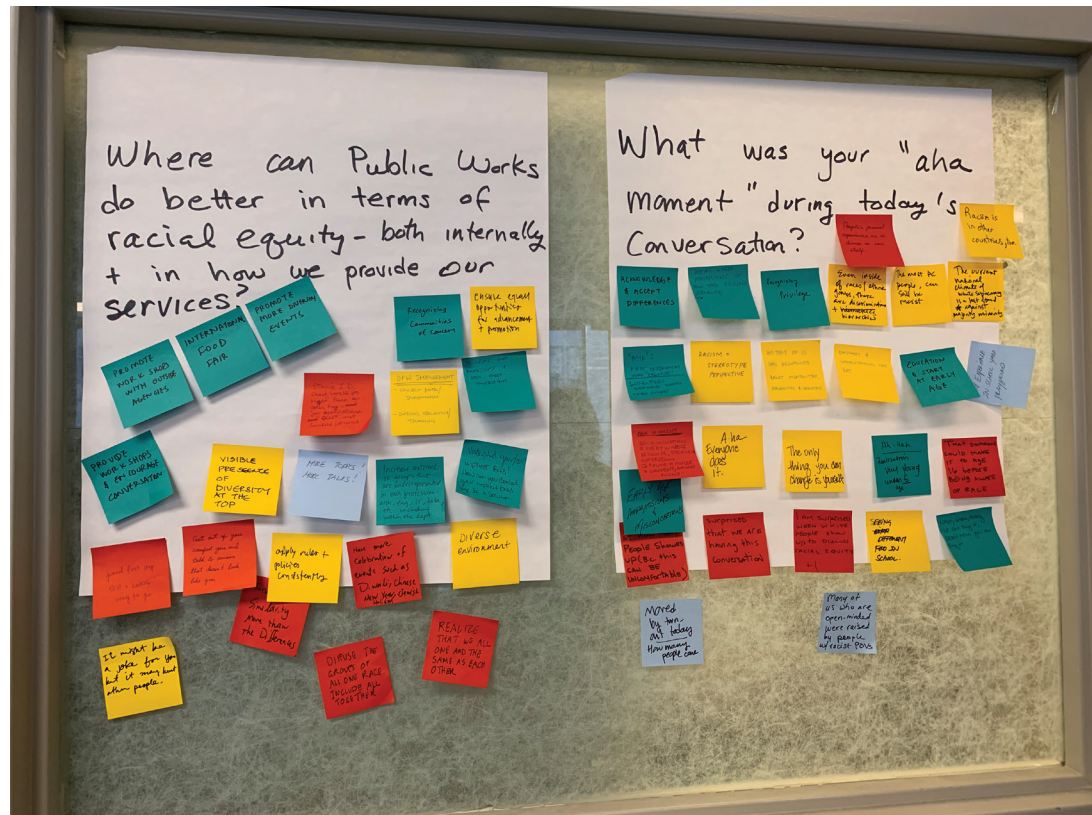
The chart below maps out perceived effectiveness in relationship to importance of issues for staff. The topics that are most important to staff and that the department is seen as least effective on are:

- Hiring
  - This aligns with Racial Equity Action Plan Focus Area 1: Hiring and Recruitment.
- Promotions
  - This aligns with Racial Equity Action Plan Focus Area 2: Retention and Promotion.
- Fairness
  - More information is needed, but this could align with multiple focus areas of the Racial Equity Action Plan.
- Manager's integrity
  - This aligns with Racial Equity Action Plan Focus Area 4: Diverse and Equitable Leadership.
- Manager's leadership skills
  - This aligns with Racial Equity Action Plan Focus Area 4: Diverse



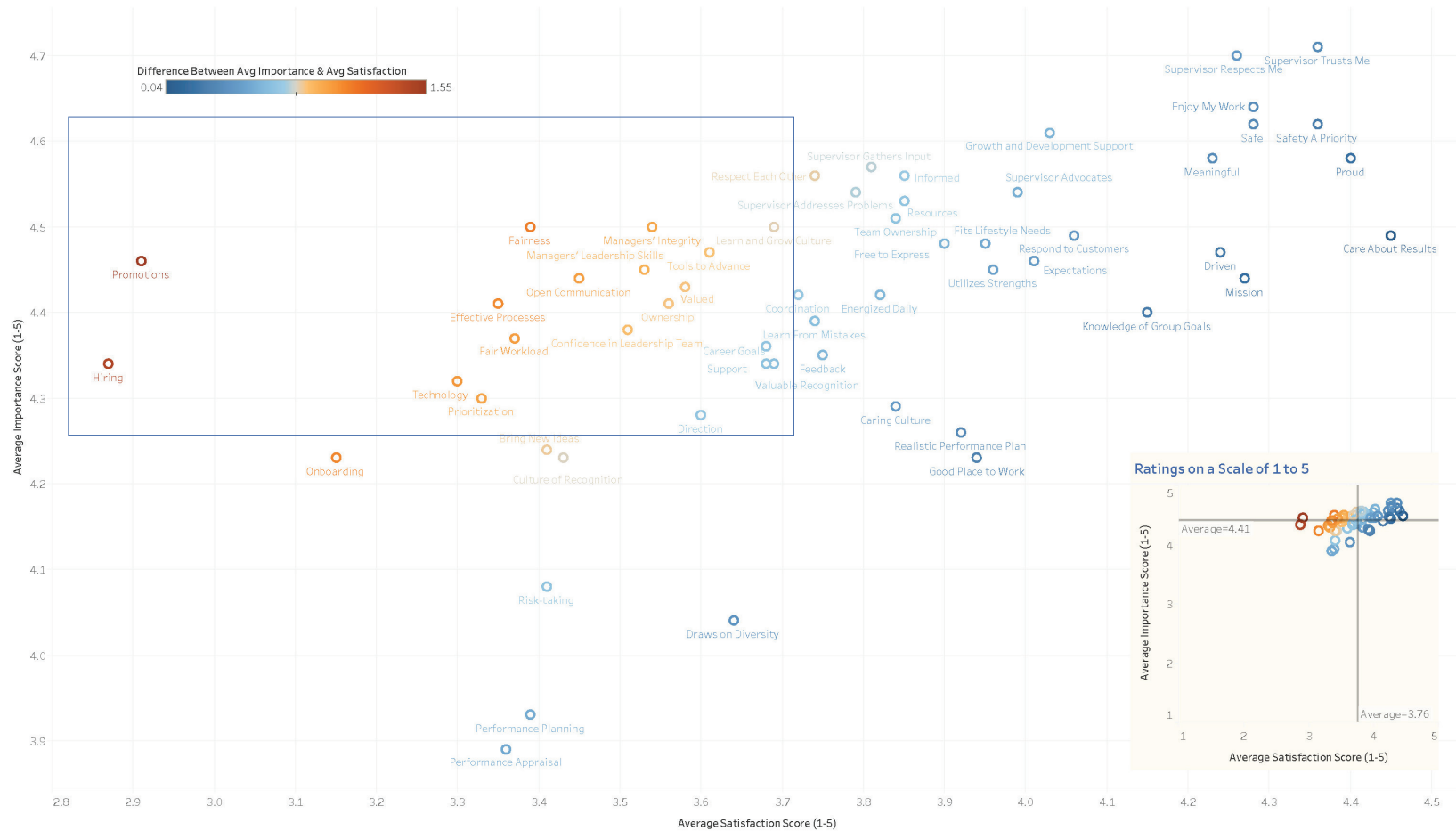
- and Equitable Leadership.

These findings are echoed or reinforced by the racial equity department assessment (see Appendix 1). The Action Plan will support bringing a racial-equity lens to these issues.



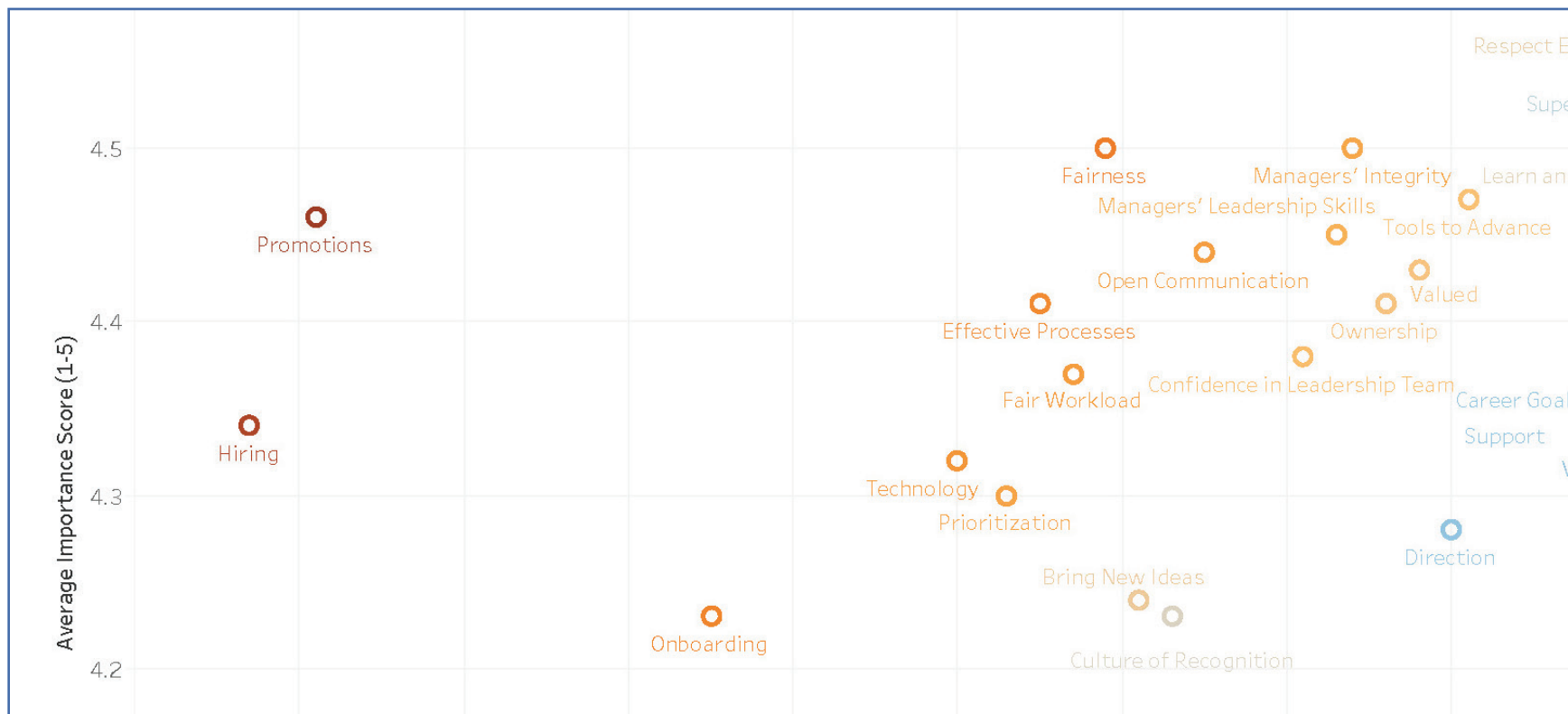
Racial equity discussion circle notes.

# San Francisco Public Works Employee Engagement Survey: Average Ratings of Importance and Satisfaction



9/16/2019

On a scale of 1 to 5, average ratings for most survey items fall between 3 and 5 in satisfaction, and between 4 and 5 in importance. (See inset.) Survey item marks are colored by difference between importance and satisfaction ratings, to identify priority areas for improvement.



Here is an enlargement of the top left area that points out the issues where the gap is greatest between importance to staff and staff view of the department's effectiveness.

## CORE VALUES

In 2014, Public Works embarked on a two-year Core Values project, with the goal of changing organizational culture and engaging all staff in reflective conversations about the department. The values, which were developed by a planning committee led by the executive team, are: Respect, Integrity and Responsiveness. This initiative was a staff-led, department-wide engagement

that included small group workshops – that all Public Works staff were required to attend – with a mixed group of participants from different bureaus to discuss the values that drive our day-to-day work. The interactive workshops supported a culture of conversation and reflection. Dozens of staff facilitated the project, which built leadership and encouraged grassroots support.

## PROCESS IMPROVEMENT

Public Works is working towards adopting the Lean Six Sigma (LSS) methods, which rely on collaborative team effort to improve performance by systematically removing waste (Lean) and reducing variation (Six Sigma).

In response to feedback from the 2017 Baldrige examiners, in fall 2019, Public Works rolled out a series of Lean Six



Sigma Yellow Belt training for 50 leaders and staff. In winter 2021, we embarked on our second Yellow Belt cohort. This project is an opportunity for leaders to hone their skills in sponsoring and supporting process improvement projects, while enabling the staff to build their skillset in using tools and methodology, becoming stewards for process improvement. Participants in this training learn to work together to strengthen and promote a culture of improvement within the organization.

### PERFORMANCE PLAN PROCESS

In summer 2020, in response to the Strategic Plan and Employee Experience Survey, Public Works launched a new performance plan process. This new performance plan is based on best practices in the private and public sector, and focuses on nurturing productive conversations between supervisor and staff member that support high-quality work and personal goal setting. It eliminated the scoring, which was generally disliked.

The performance plan process is used to align organizational goals and employee goals. It is an opportunity for employees to identify their SMART (Specific, Measurable, Attainable,

Relevant and Time-bound) goals based on the organization's core values and strategic initiatives. A training goal is required and at this time a racial-equity goal is encouraged. The performance plan improves communication between staff and supervisors through its quarterly check-in conversations, and will be an important opportunity to lift up racial-equity work and tie individual anti-racist work with organizational action items.

### UNIVERSITY OF PUBLIC WORKS

Launched in 2014, the University of Public Works' goal is to provide Public Works employees core-competency courses that bolster their professional development, create a common understanding of Public Works business practices and policies, strengthen a results-driven culture, and retain a motivated and diverse workforce to better serve our government partners and the public.

The University of Public Works, as our in-house training and education program, helps employees advance professionally and personally. Each Public Works employee must complete a minimum of 10 training hours per fiscal year. Courses, some mandatory and some voluntary, cover a wide range of topics, including

safety, leadership, career advancement, project management, public speaking and personal finance.

In 2019, there were about 240 classes and more than 7,500 hours of trainings. The University is a key resource as we develop the Racial Equity Action Plan.

*If there is no struggle, there is no progress.*  
*- Frederick Douglass*

## RACIAL EQUITY ACTION PLAN MATRIX PHASE 1



The goal of the Racial Equity Action Plan is to transform our great department into an even better one — one that understands the impacts of historical and systematic racism on all of us and works to be a more equitable organization.

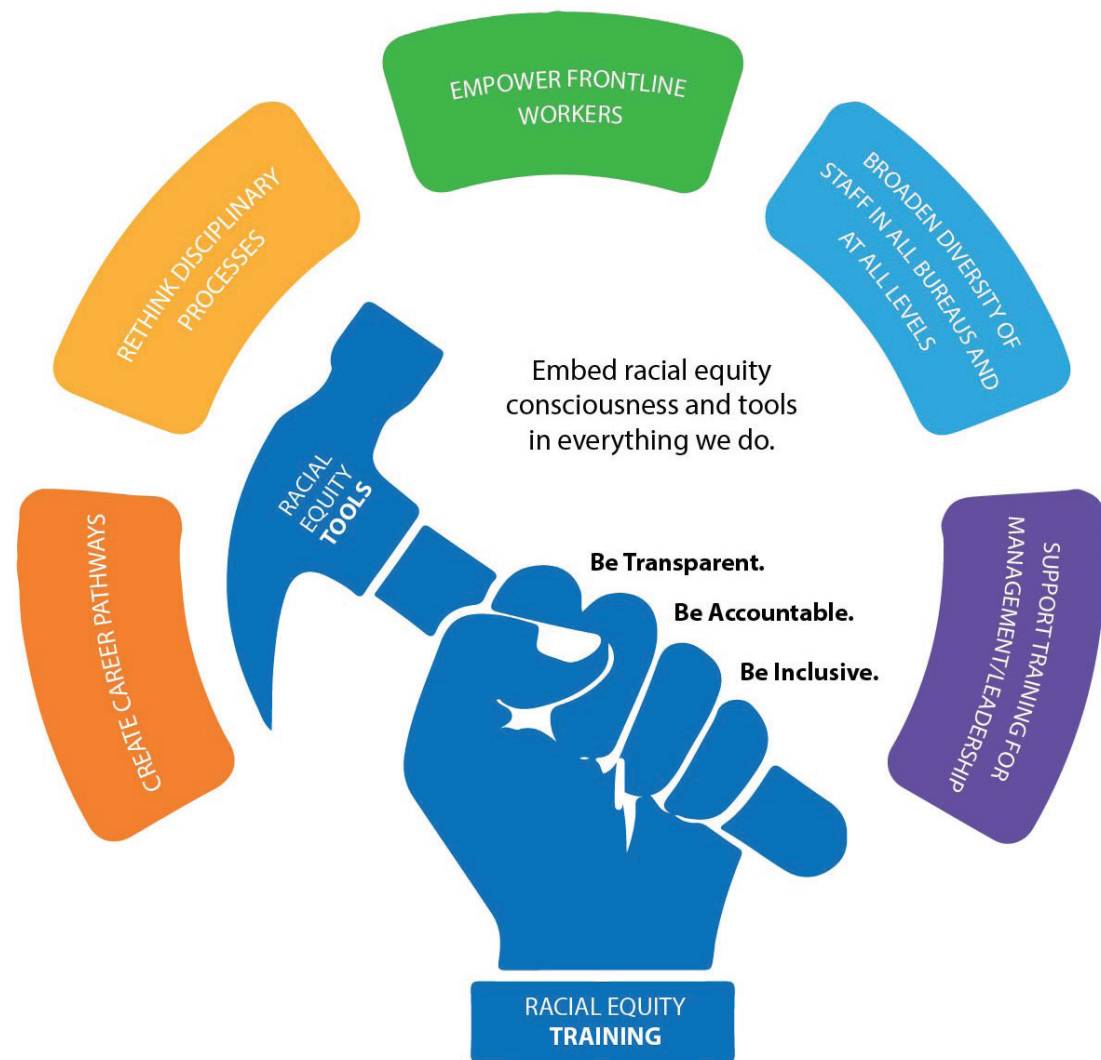
## HOW WE ARE DOING THIS WORK

The Racial Equity Working Group – the lead for the research and development of the Action Plan – has been guided by these values:

- **Transparency.** In collecting feedback, we have emphasized that we are listeners, facilitators and messengers — not experts. We have asked staff to be honest, even when it has been uncomfortable or painful to share experiences or when people have doubted that a plan can change entrenched racial inequities. We seek to build trust by sharing our work and actively asking for suggestions and help to implement change.
- **Accountability.** This plan will not accomplish its goals unless we as a department – line staff and managers – are accountable for its success. It is all of our responsibility to communicate and track benchmarks for success and report where we are falling short and why.

- **Inclusiveness.** We are committed to include everyone who wants to participate, and this means being proactive and creative in

our outreach. We need to work intentionally to engage staff who don't feel like their opinions matter.





Phase 1 of our Racial Equity Action Plan is based on more than 60 pages of comments and suggestions collected from about 400 Public Works staff. Building from this collective feedback, the Action Plan identifies the following priorities:

The foundation of the Action Plan will be department-wide racial-equity training that focuses on best practices to affect organizational change. Trainings will be customized in part by division and bureau to better address specific needs. With training, we will develop racial-equity tools that help us analyze budgets, processes and policies through a racial-equity lens.

The tools and trainings will support embedding racial-equity work in everything we do including department-wide initiatives (the Strategic Plan, performance plans, process improvement, job descriptions, mandatory trainings, new employee orientation, etc.), as well as day-to-day processes and procedures (work assignments, staff selection for tasks and opportunities, project leadership, etc.).

In addition, feedback from Public Works staff identified these five priority actions:

- **Empower frontline workers:** Value and engage the voices of

our frontline workers, particularly Black, indigenous and people of color. Engage frontline workers in decision-making around process improvements and policies, as well as in implementing the Racial Equity Action Plan.

- **Broaden diversity of staff in all bureaus and at all levels:** Outreach and recruit Black, indigenous and people of color, particularly for technical and management positions. Invest in and expand internship and apprenticeship programs, increasing racial diversity of participants in all opportunities.
- **Support and train managers to be stronger leaders:** Ensure that managers are modeling fair, consistent and equitable leadership, and nurturing their staff. Support them through training, recognition and accountability. Develop a mentoring program that supports mentors and mentees, and builds a culture of excellent leadership.
- **Reform and rethink disciplinary processes:** Ensure processes are transparent, fair and consistent across departmental divisions and bureaus; empower, train and hold accountable supervisors and staff to work through difficult situations with compassion and equity; invest in communications trainings that are

based in understanding implicit bias; provide coaching for supervisors that promotes compassionate feedback and personal growth during the discipline process; and implement peer mediation and other complaint processes.

- **Develop career pathways, particularly for lower-wage workers:** Ensure that pathways are transparent and achievable through management support, professional development, staff affinity groups, and support staff in diverse and creative ways to attain career advancement.

In triaging action items for the Racial Equity Action Plan matrix below, we are guided by the priorities above, the requirements from the Office of Racial Equity, the department-wide research carried out by the Racial Equity Working Group in fall 2020 and the results of the 2019 Employee Experience Survey. The Office of Racial Equity requires that we respond to these six focus areas:

1. Hiring and Recruitment
2. Retention and Promotion
3. Discipline and Separation
4. Diverse and Equitable Leadership
5. Professional Development
6. Organizational Culture of Inclusion and Belonging

In addition, we are guided by the current economic situation that has caused a hiring freeze. For instance, the portions of Focus Area 1 that would affect promotions and promotional processes have been prioritized over other sections.

The distinction between “in progress” and “ongoing” is that an action that is ongoing is something that has been implemented and requires regular, ongoing actions. “In progress” means that the department is working toward implementation but is not yet finished. For example, if the recommendation were “Staff should track hours spent working on each project,” and a system were put in place to track those hours, the status would be “ongoing” because staff would do it regularly and indefinitely. If the recommendation were “Revise performance review metrics,” and a committee was formed to make changes, the status would be “in progress.”

#### Notes:

- *All quotes, unless otherwise labeled, are from Public Works staff and derive from the research and outreach in fall 2020. Please see Appendix 1: Department Assessment for more information.*
- *All data is derived from ADM HR and DHR’s March 2020 Citywide Workforce Report, unless otherwise noted.*
- *All data relies on racial/ethnic self-identification. Sometimes Filipino and Pacific Islander staff are included under Asian and at other times they are not. This is dependent on how DHR and ADM HR collect and disaggregate the data.*
- *In the collection of data, DHR and ADM HR have alternately used the terms “race” and “ethnicity.”*

*Both terms are political and social constructs. Throughout this document, we generally use the term “race” to refer to the construct that divides us into smaller groups and sets the stage to privilege white people. Please see Section 7: Racial Equity Glossary for more information.*

- Abbreviations:
  - **ADM HR:** Office of the City Administrator’s Human Resources Department
  - **ADM Training:** Training division in the Office of the City Administrator
  - **BIPOC:** Black, indigenous, people of color
  - **DHR:** Citywide Department of Human Resources
  - **University:** University of Public Works, our in-house training office

## RACIAL EQUITY PLAN MATRIX LEGEND

ACTIONS	Specific things to do in order to achieve departmental goals	
TIMELINE	When we will achieve the goal	
IMPLEMENTATION	How the goal will be accomplished	
RESOURCES COMMITTED	People, departments and funding needed to accomplish goal	
INDICATORS	Quantifiable measure(s) of progress	
STATUS	Has the action been completed, or put into regular process?	Not started, Complete, In progress, Ongoing
LEAD	Accountable role(s)/team(s)	
LIFT	How challenging this will be	Easy, Moderate, Difficult
PRIORITY	Relative importance	Level 1, Level 2, Level 3
IMPACT	Potential impact on BIPOC staff most affected by racial inequity	High, Moderate, Low

# 1. HIRING AND RECRUITMENT

*On the whole, Public Works looks diverse, but that diversity is segregated between operations, middle management, architecture and engineers. – Public Works employee*

## DEPARTMENT GOAL

To have transparent hiring and recruitment processes that are accessible to everyone, value the diversity of experiences and education of applicants, and minimize and eventually eliminate implicit and explicit racial bias in these processes.

From the San Francisco Office of Racial Equity:

*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 a more diverse candidate pool and people with more varied 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 new outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems will cultivate a rich pool of diverse candidates.*

## INTRODUCTION

There is general dissatisfaction regarding our hiring processes, from both managers and frontline staff. According to staff, the prerequisites for racial equity in hiring and recruitment are transparency, outreach to people of all backgrounds and valuing experiences of people of all backgrounds.

Many see the process as slow, difficult to understand and therefore ineffective at attracting and hiring a sufficiently diverse

staff. Respondents criticized excessive complexity, excessive duration and lack of transparency. There is widespread confusion around how hiring panels are staffed, skepticism about the fairness of civil service exams and displeasure with rigid interview protocols. Even as people accept that protocols are in place to avoid discrimination, somehow patterns emerge where people perceive an adverse effect against candidates of color. More specifically, many staff see little nexus between selection processes (e.g. interviews, exams) and success on the job. There is also concern that there is not a strong connection between written minimum qualifications (MQs) and actual job duties. MQs are often perceived as inhibitors to diversity, sometimes emphasizing formal education when the position does not require it at the expense of relevant work experience and positive references from past employers.

Hiring decisions sometimes seem detached from the team's needs. Public Works does not have an in-house human resources division: As it is under the Office of the City Administrator (ADM), this adds an additional layer of HR staff and rules. Some staff expressed concern that decisions are made by people who

are “not part of the Public Works family”—that is, the specifics of the process are perceived as not directly connected to Public Works’ needs and values.

### We can draw from a larger pool of applicants

One area in which Public Works has considerable control and room for improvement is attracting a more diverse pool of candidates. There is strong support among staff for diversifying the ways in which we advertise the job openings along with a desire to make

the City’s jobs portal website more user friendly. We can also do a better job communicating with candidates – both internal and external – and making the processes transparent and understandable.

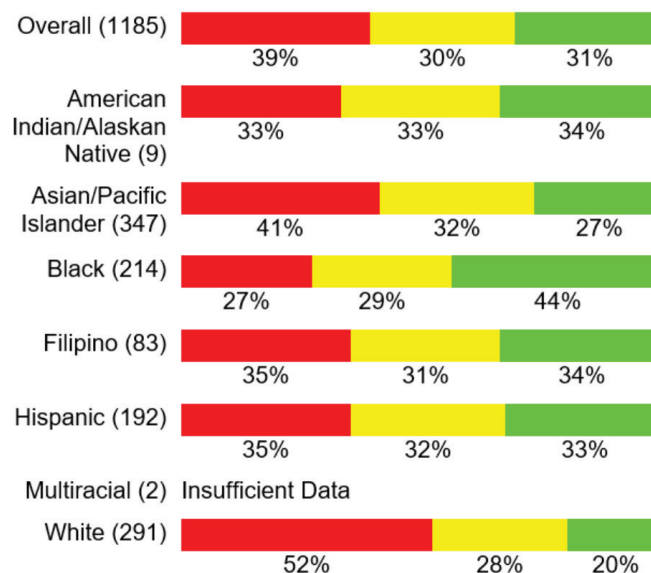
### Current apprenticeship and internship programs are inadequate for creating a pipeline into permanent positions

Apprenticeship programs, which are in collaboration with unions, are valuable tools to create paths to employment – jobs with a livable wage and benefits.

Historically, these apprenticeship programs are important pathways to public sector jobs for BIPOC job seekers, as they are seen as less discriminatory than the private sector. There is a desire from staff and managers to expand apprenticeship programs in terms of participants and types of work. In addition, the summer internship program is an important pipeline to technical and administrative jobs and could be expanded to more bureaus.

## San Francisco Public Works can recruit the right people using our existing hiring process.

The survey identifies that our hiring process needs to be assessed and improved: Only about a third of our staff believe that it supports hiring the right people for the department. White and Asian employees are the most dissatisfied with the hiring process, while Black employees as a group were most favorable about the process. We would like to unpack these answers.



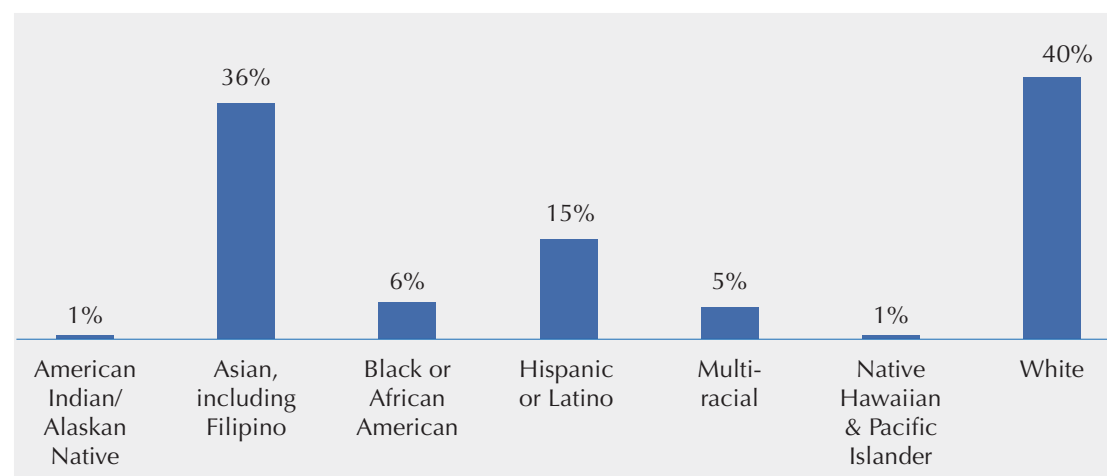
**Table 1.1** - Data from the 2019 Employee Experience Survey



In looking at the overall racial demographics of Public Works, we are clearly a racially diverse department with 24% white staff and no one race being a majority. The percentage of Asian and Latinx/Hispanic Public Works staff generally aligns with the population of San Francisco. Approximately 20% of the department identifies as Black, even though Black residents make up about 6% of San Francisco's population. Though this statistic reflects the successful hiring and retention of Black employees, it must be remembered that there has been a steady out-migration of Black families from the city, from a high of 13% of the population in 1970. Many Black Public Works staff were born and raised in San Francisco but now live in neighboring counties because of high real estate and living costs. In addition, as reflected in Table 1.3, while we are a diverse department, there is job segregation by race and job classification: Black employees make up 32% of Operations staff but only 5%, 6% and 10%, respectively, of IDC, BDC and OFFMA. These three divisions – IDC, BDC and OFFMA – generally are comprised of the professional positions (for instance, engineers, architects and analysts) that usually have higher salary levels.

**Table 1.2 - Racial demographics of Public Works staff and San Francisco residents**

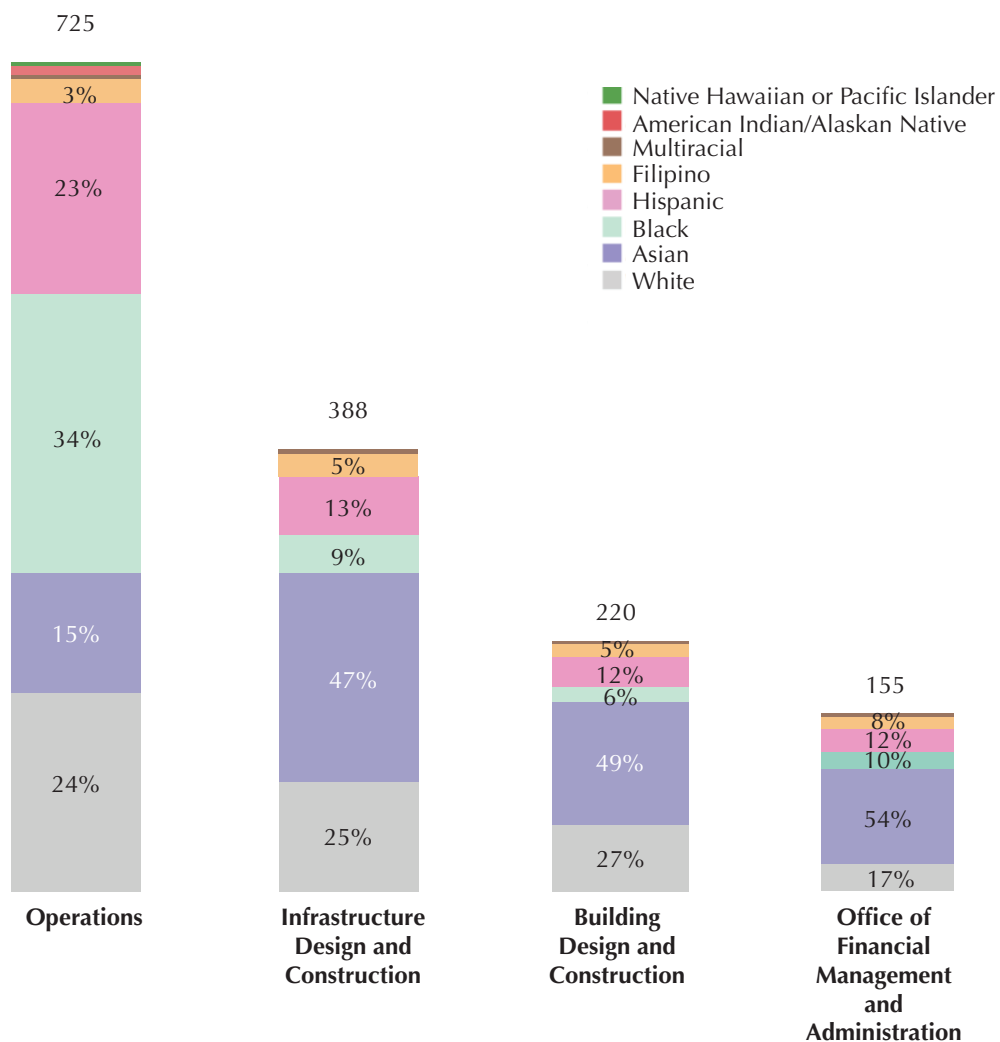
Ethnicity	# of employees	Percent
American Indian/Alaskan Native	10	0.7%
Asian	480	32.2%
Black	309	20.8%
Filipino	60	4%
Hispanic	263	17.7%
Multiracial	8	0.5%
Native Hawaiian or Pacific Islander	2	0.1%
White	357	24%
<b>Grand Total</b>	<b>1,489</b>	<b>100%</b>





Not one of our divisions reflects the more balanced diversity of the department as a whole. For IDC and OFFMA, Asian employees make up the majority of staff. In BDC, about half of the staff are Asian. These demographics reflect the job classification segregation by race.

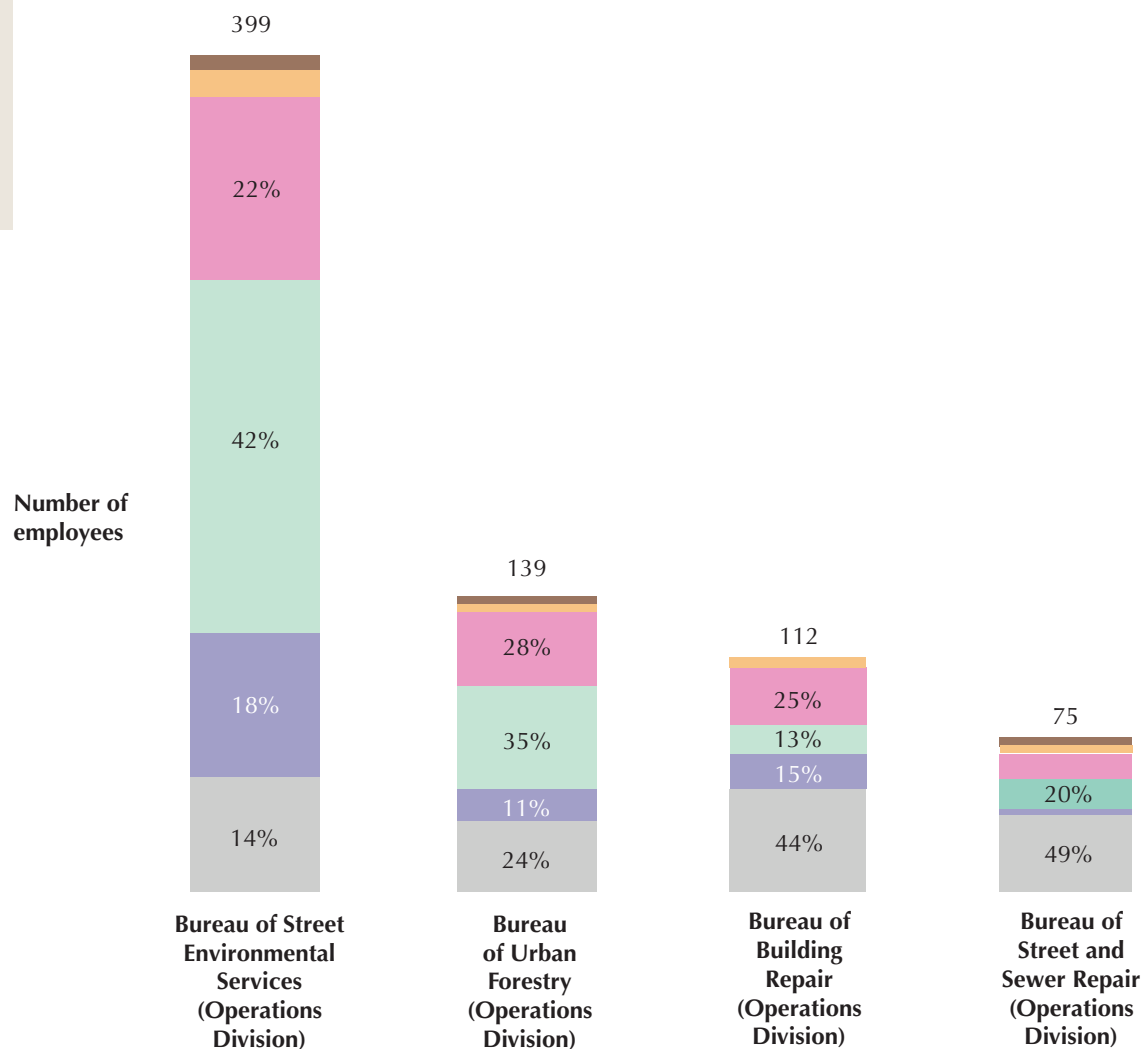
Number of employees



There are several bureaus that do not reflect the overall diversity of the department. As part of the Action Plan, we will unpack the cultural, historical and department-specific causes of this. The Bureau of Building Repair, which is staffed by trades people, is 44% white and only 15% Asian and 13% Black. The Bureau of Street Environmental Services (BSES) is disproportionately Black at 42%, while there are only 14% white staff.

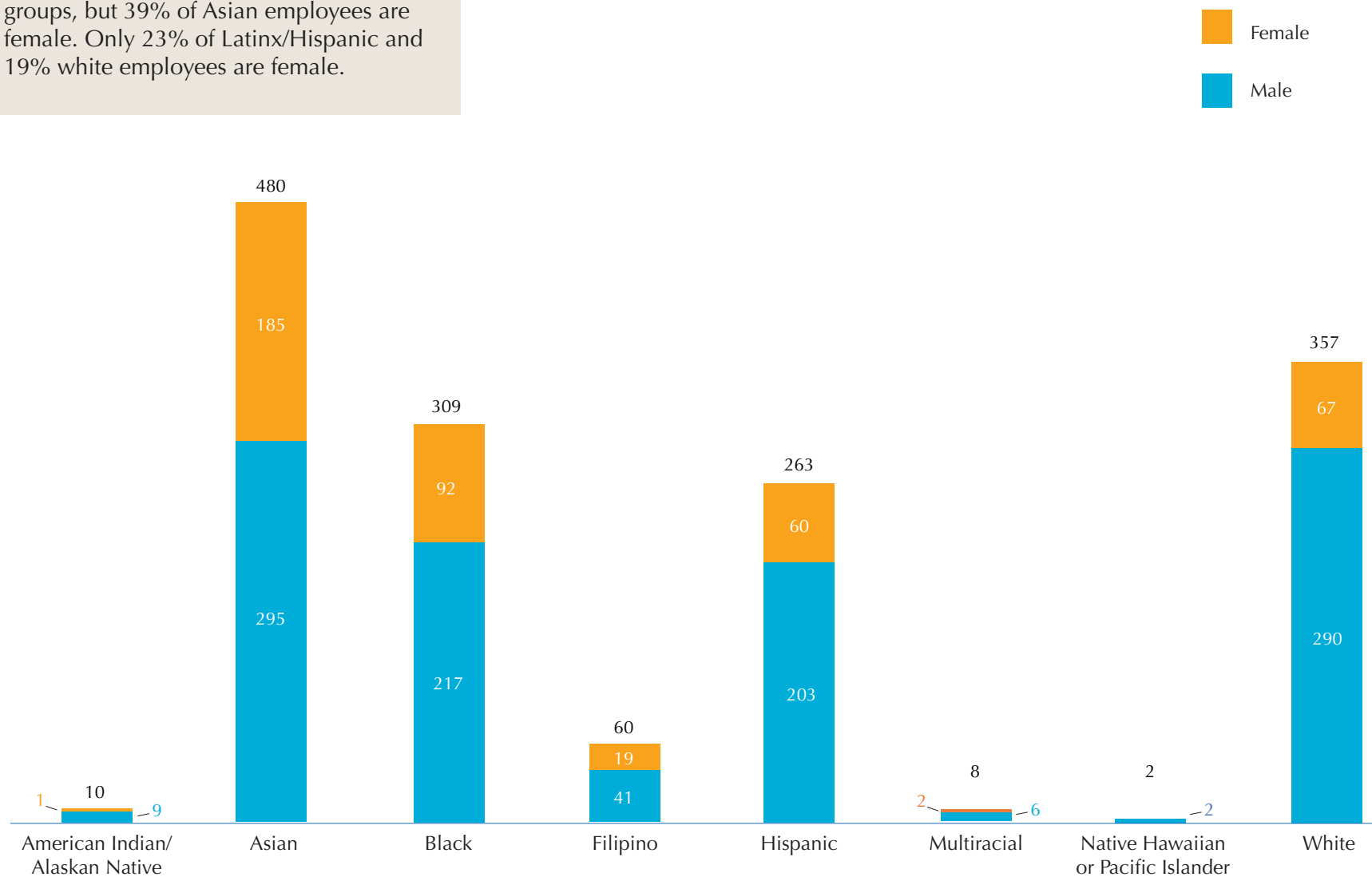
- Native Hawaiian or Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Filipino
- Hispanic
- Black
- Asian
- White

**Table 1.4 - Racial demographics of Public Works staff by bureau of Operations division**



Our workforce has been approximately 29% female and 71% male over the last four years. Women have a similar representation among Black and Filipino groups, but 39% of Asian employees are female. Only 23% of Latinx/Hispanic and 19% white employees are female.

**Table 1.5 - Employees per race and gender FY20-21**



Public Works has more staff working part-time or on a schedule of fewer than 1,040 hours annually because of the nature of the budget and the programs. For example, the highly successful Commercial Corridor Program (included in the TEX column), which began in the FY2019 budget, was only funded using temporary salaries in the budget, requiring Public Works to hire exempt staff, generally on a part-time basis. Black employees make up 32% of TEX workers, while Public Works overall is 21% Black.

An overwhelming majority, 1,019 or 69%, of these positions are permanent civil service (PCS) hires. However, because of the nature of the work performed by Public Works, much of which is project-based, the department will always have a higher number of exempt hires since so much of the work is contingent on work orders from other City departments. PCS positions have larger proportions of white employees (27% versus 24% overall) and a lower proportion of Black employees (17% versus 21% overall).

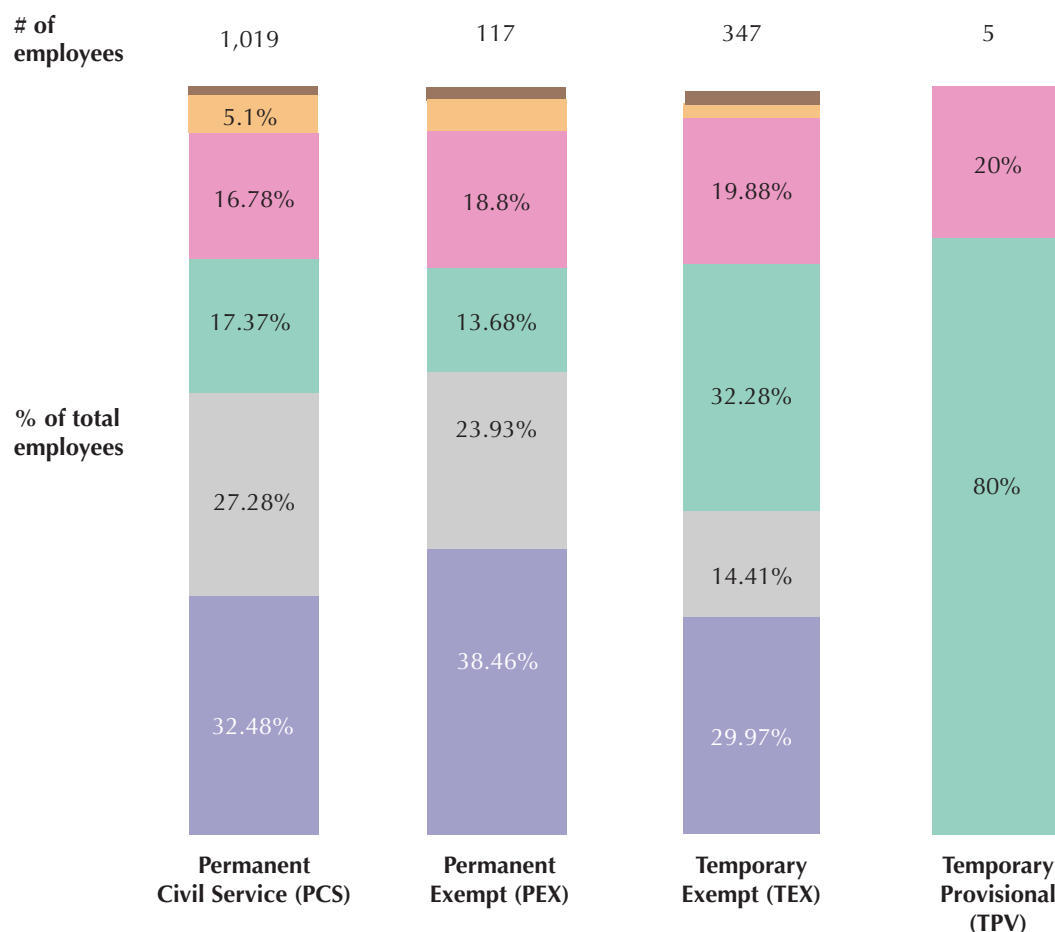
There are currently 464 employees with an exempt appointment, either a temporary-exempt appointment (TEX) or a permanent-exempt appointment (PEX). Under civil service rules and/or budgeted restrictions, some positions can only be hired as an exempt appointment. These positions, totaling 201 or 43% of all exempts, include department head, deputy directors, Prop. F retirees, director appointments, interns, Commercial Corridor positions and apprenticeship positions.

(Regarding temporary provisional employees: When a department needs to fill a vacancy that is covered by the civil service process,

but no applicant pool of eligible employees is available, departments are allowed to hire provisional (or temporary) employees. Provisional employees may not receive the same benefits as permanent employees and they may be “bumped” or laid off in favor of a permanent employee.)

- Native Hawaiian or Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Filipino
- Hispanic
- Black
- Asian
- White

**Table 1.6 - Employees per appointment type and race**



At Public Works, 78% of white employees are PCS hires – the most secure type of employment – whereas 87% of Filipinx, 69% Asian, 65% Latinx/Hispanic and 57% of Black employees are PCS. In relation to City government-wide (CCSF) appointment type by percentage per race, there are far fewer Black, Asian and Latinx/Hispanic PCS appointments at Public Works. The department has a lower total percentage of PCS employees (69% for Public Works versus 78% for all City departments) and a higher percentage of temporary exempt (TEX) employees (23% Public Works versus 15% City workforce). And, white employees at Public Works are more often PCS (78%) versus white employees in the City workforce (74%). We will look at root causes of this disparity in PCS appointments among people of color.

**Table 1.7 -**  
Appointment type by  
race at Public Works  
and Citywide

#### Public Works - Employment Type by Race

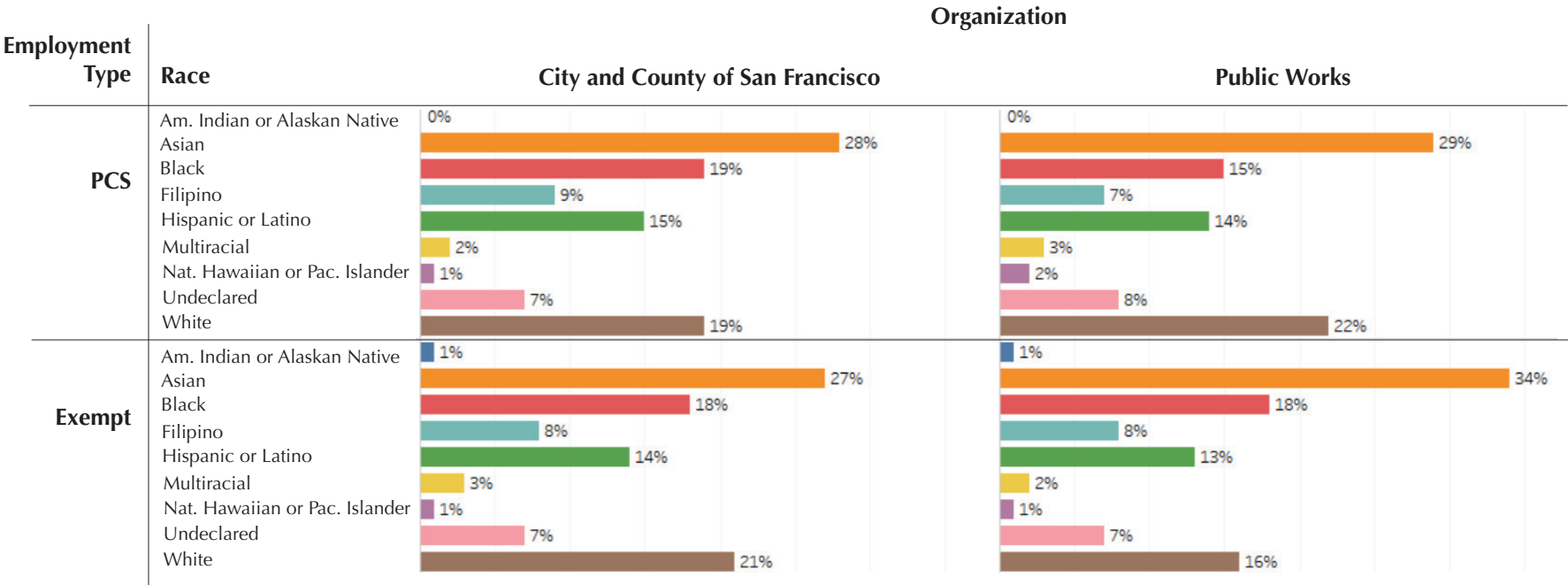
	Permanent Civil Service (PCS)	Permanent Exempt (PEX)	Temporary Exempt (TEX)
American Indian/Alaskan Native	80%	-	20%
Asian	69%	9.4%	21.7%
Black	57.3%	5.2%	36.2%
Filipino	86.7%	6.7%	6.7%
Hispanic	65%	8.4%	26.2%
Multiracial	25%	25%	50%
White	78.2%	7.8%	14%
<b>Total</b>	<b>68.5%</b>	<b>7.9%</b>	<b>23.3%</b>

#### City and County of San Francisco Employees by Appointment Type

	Permanent Civil Service (PCS)	Permanent Exempt (PEX)	Temporary Exempt (TEX)
American Indian/Alaskan Native	73.18%	7.82%	18.99%
Asian	79.89%	6.03%	14.08%
Black	76.95%	5.79%	17.25%
Filipino	84.98%	3.27%	11.74%
Hispanic	78.43%	5.48%	16.09%
Multiracial	38.37%	15.10%	46.53%
White	73.47%	10.5%	16.04%
<b>Total</b>	<b>77.62%</b>	<b>6.97%</b>	<b>15.42%</b>

In comparison with our workforce diversity (32% Asian, 24% white, 21% Black, 18% Latinx/Hispanic 4% Filipinx, 1% American Indian/Alaskan Native and under 1% multiracial and Native Hawaiian/Pacific Island), our applicant pool has a lower percentage of Black and Latinx/Hispanic (15-18% and 13-14%, respectively) people. Also, compared with all City departments, Public Works has a higher percentage of Asian applicants for exempt positions and a lower percentage of Black applicants for PCS positions.

Table 1.8 - Applicant pool by race





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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>1.1.1. Assess current conditions and barriers that impede potential applicants' ability to competitively apply to available positions and barriers that impede current, competitive employees to apply.</p> <p>Support more thorough department involvement in hiring decisions and less autonomy for ADM's HR department.</p>	2021	<p>Identify specific barriers.</p> <p>Collect data on the race of all applicants.</p> <p>Track in JobAps and future software (Smart Recruiters) how applicants are hearing about the job opportunity and monitor sources.</p> <p>Outreach efforts by ADM HR and hiring managers should be tracked and monitored to ensure a robust and diverse applicant pool.</p>	Staff time: High	<p>Development of data that are meaningful and helpful in measuring success in diverse hiring.</p> <p>Barriers assessment is completed.</p> <p>Data regarding barriers made accessible.</p>	In progress	ADM HR, DHR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 1	Moderate	High
<p>1.1.2. Implement an annual staff survey to assess departmental diversity and inclusivity that would inform hiring and recruitment goals, particularly looking for gaps within data.</p> <p>Be transparent about data. Share data with all staff.</p>	2021	<p>Survey is administered annually with at least a 70% response rate.</p> <p>Survey data and results are disaggregated and included in the department annual review.</p>	Staff time: High	<p>Number of employees who attended training/tail gate that heard about survey.</p> <p>Number of items that the survey identifies that are part of Action Plan and Strategic Plan.</p> <p>Year-over-year increase in participation and questions that build on previous survey responses.</p>	Ongoing	Racial Equity Working Group, ADM HR, Finance and Administration team	Level 1	Easy	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<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. Policy must be vetted by racial equity leaders and any related working group.</p> <p>Share policies with all staff, developing a feedback loop.</p>	2022	Policy is created, implemented and reviewed annually to maximize results.	Staff time: High	<p>Policy is shared; benchmarks met regarding transparency and accessible (frequency and manner of communication).</p> <p>Number of employees participated in discussion or pick up packet of info.</p> <p>Clear feedback loop – how many people provide feedback – year-over-year discrete participant increase.</p>	Not started	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 2	Moderate	High

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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<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>Make hiring and recruitment decision-making processes more transparent and equitable through staff involvement.</p> <p>Ensure adequate and accessible outreach to potential BIPOC employees.</p> <p>Ensure that current employees have adequate and accessible information about open positions.</p> <p>Be more proactive in terms of anticipating hiring needs. Act early upon indicators that additional hiring will be needed in the near future.</p> <p>Be more proactive about informing all applicants of what they can expect during this process, given the lengthy hiring process that may not be in the department's control.</p>	2021	Policy is created, implemented and reviewed annually to maximize results.	Staff time: High	<p>Policy is shared; benchmarks met regarding transparency and accessible (frequency and manner of communication).</p> <p>Benchmarks set in terms of BIPOC recruitment goals.</p>	Not started	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>1.2.2. Foster relationships with non-traditional outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems that could feed into open positions.</p> <p>Expand outreach. Recruit and market to high schools, trade schools and colleges, including their ethnic and professional clubs, merchant associations, jobs programs at other City departments, like Rec and Parks and Department of Children, Youth and their Families, and BIPOC professional clubs across the Bay Area (and nationwide secondarily).</p>	2021	<p>Track and monitor outreach efforts to industry organizations and affinity groups to expand diversity for applicants.</p> <p>Advertise open positions more widely by posting them on jobs and professional websites in addition to the City's jobs portal.</p> <p>Track in JobAps and future software (Smart Recruiters) how applicants are hearing about the job opportunity and monitor sources.</p>	Staff time: Low	<p>Candidate pool is increasingly more diverse and referred from a variety of sources.</p> <p>Analysis of which organizations are providing candidates that meet the Minimum Qualifications (MQs), candidates interviewed and candidates hired.</p> <p>Track the impact of expanded outreach by organizations, labor organizations and job classifications.</p> <p>Number of applicants by race.</p> <p>Number of contacts, links, outlets; assess what's missing.</p> <p>Track and analyze "how did you hear about this job" on the applications, to track efficacy of organizations and industry groups.</p> <p>Evaluate satisfaction with the hiring process from applicants and track by race.</p>	Ongoing	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team, internship manager	Level 1	Easy	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>1.2.3. Review, simplify, and standardize job descriptions to remove any barriers to attracting diverse candidates and those with non-traditional backgrounds.</p> <p>Ensure that job listings are objective and not giving preference to certain identified candidates.</p> <p>Be clear about job scope and responsibilities in job listings, making sure that classifications listed on job postings match the actual description for that job.</p> <p>Assess and review subject matter experts who review exams, MQs and supplemental questions to ensure fairness and applicability to specific Public Works job description.</p> <p>Assess and review when it's a citywide test and hiring process if it is fair and applicable to specific Public Works job description (PBT v. CBT).</p>	2021-22	<p>Update job descriptions to include consistent and inclusive language.</p> <p>Extend application periods to ensure broadest accessibility Include multiple ways to apply to a position.</p> <p>Avoid excessive and stringent requirements in job descriptions that may lock out many qualified and competitive applicants.</p> <p>Critically assess the equity of the civil service exam process.</p>	Staff time: Moderate	<p>Number of job descriptions redesigned to more closely align with jobs.</p> <p>Number of applicants by race.</p>	In progress	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team, DHR, and other agencies that use the same job classifications, labor organizations and their bargaining units	Level 1	Difficult	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
1.2.4. Interrogate necessity of minimum qualifications (MQs) that may disproportionately create racial inequities in hiring and recruitment, particularly educational requirements. Consider the option of learning on the job or relevance of transferable skills.	2021-22	Remove unnecessary/ outdated MQs for certain classifications to expedite hiring and allow for greater equity.	Staff time: Moderate	Number of job specifications (MQs) that are reviewed and redesigned. Develop baseline data about applicant pool, by race, and success rate through MQs analysis.	In progress	DHR, ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 1	Difficult	High
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.	2021-22	Analysis of impact of supplemental questionnaire on hiring process.	Staff time: Moderate	Develop baseline data about applicant pool, by race, and success rate through supplemental questionnaire.	In progress	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 1	Difficult	High
1.2.6. Use supplemental questions to help get a sense of the whole person and important soft skills for the specific job position.  Include questions regarding racial equity for management positions and/or other relevant positions.  Seek leaders committed to our Racial Equity Action Plan. Use the supplemental questions to address this.	2021-2022	Analysis of impact of supplemental questionnaire on hiring process.	Staff time: Moderate	Review supplemental questions scores before and after changes to quantify impact on BIPOC candidates.	Not started	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 1	Difficult	High



Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
1.2.7. Assess and identify the practice of “degree inflation” that exacerbates racial disparities in educational and wealth attainment by requiring a four-year college degree for jobs that previously did not.	2021-22	Analyze job descriptions and responsibilities to assess necessary hard and soft skills and the role of a college degree.	Staff time: Moderate	Develop baseline data about applicant pool, by race, and success rate through degree requirements.	Not started	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 1	Difficult	High
1.2.8. 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.	2022	Create policy and racial equity rubric for recruiters.	Staff time: Low	Track and trend recruiter’s process and outcomes.  Increase number of BIPOC applicants.	Not started	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 2	Easy	Moderate
1.2.9. Consult with candidates’ references in greater depth in order to gain a more complete understanding of their capabilities and overall character than could be achieved through interviews and examinations alone.	2021	Develop standardized questions for references.	Staff time: Low	Track number of contacts made.  Trend types and depth of contacts.  For successful hires, track efficacy of references.	Not started	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 1	Easy	High

### 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.

1	HIRING AND RECRUITMENT	Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
		<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>Expand apprenticeships and internships and make them available in all of the department's bureaus, teams and shops.</p> <p>Examine which internships and apprenticeships transition automatically into permanent positions and understand if limitations can be loosened or eliminated.</p>	2021-22	Develop transparent internship/fellowship/apprenticeship policies that are shared with managers and interns/fellows/apprentices.	<p>Staff time: Moderate</p> <p>Financial: As available</p>	<p>Number of paid interns/fellows/apprentices, increase annually and/or meets department needs/capacity.</p> <p>Number of interns/fellows/apprentices that join Public Works or other City departments, after the internship ends.</p> <p>Track and monitor BIPOC participation.</p>	Not started	Internship manager, apprenticeship manager, Finance team	Level 1	Moderate	High
		<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>	2021	Number of Opportunities for All placements and mentors	Financial: As available	<p>Number of Opportunities for All placements and mentors.</p> <p>Track and monitor BIPOC participation.</p>	Not started	Internship manager, Finance team	Level 1	Easy	Low

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<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>Expand the outreach to Historically Black Colleges and Universities as well as continuing to participate in Project Pull for high school students.</p>	2021	Develop recruitment process to ensure increased BIPOC participation.	Staff time: Low	<p>Trend numbers and source of participants.</p> <p>Trend numbers of outreach to all universities and colleges by classification and those hired.</p> <p>Internship/fellowship candidate pool is increasingly more diverse and referred from a variety of sources.</p>	In progress	Internship manager	Level 1	Easy	High
<p>1.3.4. Include opportunities for interns and apprentices to expand staff knowledge regarding diversity, equity and inclusion.</p> <p>Learn from the experiences and perspectives of current Public Works staff who were once interns and apprentices.</p> <p>Do exit interviews with interns and apprenticeships, particularly tracking experiences of BIPOC. Use feedback to improve program.</p>	2021	Develop policies regarding internships/fellowships to support including interns/fellows in organizational culture.	Staff time: Low	<p>Track and trend number of opportunities during internship/fellowship.</p> <p>Track impact of exit interviews on program.</p>	In progress	Internship manager, apprenticeship manager	Level 1	Easy	Moderate

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
1.3.5. Track and evaluate outcomes including reviewing the application process and resulting hires by race/ethnicity, to address any fall off due to bias. Collect constructive feedback of intern and fellowship experiences. Adjust programs accordingly.	2021	Tracking system implemented.  Percent of evaluations completed.	Staff time: Low	Trend percent of evaluations completed.  Internship/ fellowship program updated before next cycle.	In progress	Internship manager	Level 1	Easy	Moderate
1.3.6. Work collaboratively with labor organizations to ensure successful and expanded apprenticeship programs and recruitment.	2021-22	Develop shared guidelines for successful program.	Staff time: Moderate	Number of unions engaged in apprenticeship programs.  Number of apprenticeships offered.	In progress	Executive team, apprenticeship manager, deputy director for Operations, union representatives	Level 2	Moderate	High

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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>1.4.1. Review and assess the interview process and its role in the hiring process.</p> <p>Maintain a standardized and holistic interview process with structured interview questions.</p> <p>Balance the need consistency in the interview process with the need for a more personal interview culture, which supports a diversity of candidates and not just those who do well with MQs and exams.</p> <p>Allow those with more subject matter expertise to have more influence.</p>	2021	Develop policies around interview process.	Staff time: Moderate	<p>Increased consistency of holistic interview questions and process.</p> <p>Trend numbers of BIPOC employees hired after revised interview questions.</p>	In progress	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 1	Difficult	High
<p>1.4.2. Ensure a diverse hiring panel for each interview.</p> <p>Ensure that there is not burn out from the reliance on a small group of BIPOC panelists.</p>	2021	Collect demographic data on hiring panels.	Staff time: Moderate	<p>Trent number of increased consistency of diverse panel makeup.</p> <p>Track the racial diversity of hiring panels.</p> <p>Track the decrease on over reliance on a small group of BIPOC staff for panels.</p>	Ongoing	ADM HR, Racial Equity Working Group, Performance team, Finance and Administration team	Level 1	Easy	Moderate

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>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.</p> <p>Adopt a less rigid, less formal interview process. The current process can be very confusing for those with no prior exposure to it.</p> <p>Adding a “human touch” would help make the process more manageable.</p>	2021	Develop interview training that is aligned with implicit bias and anti-racist training.	Staff time: Moderate	<p>Interview panels will be increasingly more equitable, conversations regarding racial equity can be easily had.</p> <p>Track number of trainings and participants.</p>	Ongoing	ADM HR, Racial Equity Working Group, Performance team, University	Level 1	Easy	Moderate
1.4.4. Adopt a tool to track application progress and offer assistance to applicants through multiple means.	2021	Tool created and implemented.	Staff time: Low	<p>Consistent data collection and trending.</p> <p>Number of applicants assisted.</p> <p>Track experience and success in hiring for applicants assisted.</p>	In progress	ADM HR, Racial Equity Working Group, Performance team	Level 2	Easy	Moderate
1.4.5. Share and post all job openings internally. Abide by department’s Racial Equity Action Plan goals for accessibility.	2021	Develop multi-modal methods of communicating job opportunities.	Staff time: Low	<p>Track numbers of staff who know about job openings.</p> <p>Increase in BIPOC applicants.</p> <p>Increase in internal part-time and full-time staff, interns and fellows applying for job openings.</p>	In progress	ADM HR, Racial Equity Working Group, University, Communications team	Level 1	Easy	Moderate



Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>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.</p> <p>Educate candidates on hiring process before it begins. Inform applicants of things like the duration of the recruitment process, the number of total interview rounds, and the number of candidates being considered in order to establish realistic expectations and hopefully keep them engaged during this lengthy process.</p>	2021-22	<p>Streamline hiring, interviewing, and onboarding processes.</p> <p>Develop methods to keep candidates informed and engaged.</p>	Staff time: Moderate	<p>Decrease in process time.</p> <p>Track “fall off” affect of long wait times in hiring process.</p>	In progress	DHR , ADM HR, Finance and Administration team	Level 2	Difficult	High
1.4.7. Formalize and standardize the onboarding process for full-time and part-time staff, volunteers, interns, fellows and freelancers.	2021-22	Develop curriculum.	Staff time: Moderate	<p>Track numbers of participants.</p> <p>Evaluate efficacy of trainings/ onboardings.</p>	In progress	University	Level 2	Moderate	Moderate
1.4.8. Expand upon the default certification Rule of Three Scores.	2021-22	<p>Negotiate with DHR and unions.</p> <p>Assess allowing all current employees to interview for positions regardless of ranking on the list.</p>	Staff time: Moderate	<p>Number of diverse candidates increased.</p> <p>Overall faster hiring times.</p>	Not started	DHR, ADM HR, union representatives	Level 1	Difficult	High

## 2. RETENTION AND PROMOTION

*Diversity isn't just making sure we hit a certain threshold of people from a certain background, it's also about pay equity and equity in terms of on-the-job responsibilities. – Public Works employee*

*For supervisors, the focus shouldn't be "I want to keep this person here as long as possible because they're great" but "I want to help this person get a promotion so they can maximize their potential." – Public Works employee*

### DEPARTMENT GOAL

To actively support, make transparent and value the career pathways of all of our staff, particularly BIPOC and frontline staff.

From the San Francisco Office of Racial Equity:

*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.*

### INTRODUCTION

Integrating racial equity into retention and promotion practices requires us to look critically at how Public Works' staff is recruited, trained, informed

and supported. Public Works staff say promotional processes are opaque and prone to biases of individual managers. Staff report the presence of racial insensitivity, something that can have a negative effect on the mental and physical health of BIPOC staff members and on retention if not addressed. This feedback was reinforced by comments from the department's 2017 Baldrige award application. Baldrige examiners said, "Public Works demonstrated limited evidence for managing career progression for their workforce and future leaders, and no evidence of any such approach specifically for succession planning for management and leadership positions."

Special care needs to be taken for Public Works employees who are deployed as essential and disaster service workers and face considerable risks to their physical and mental health during the COVID-19 pandemic. Staff suggest that this care should be twofold and include the provision of hazard pay as well as priority access to COVID-19 testing, vaccines and personal protective equipment. In addition, a fair COVID-19 leave policy is necessary for employees struggling with family issues due to COVID-19, including being sick with COVID-19, caring for a family member with COVID-19 and taking care of children who aren't able to go to school.

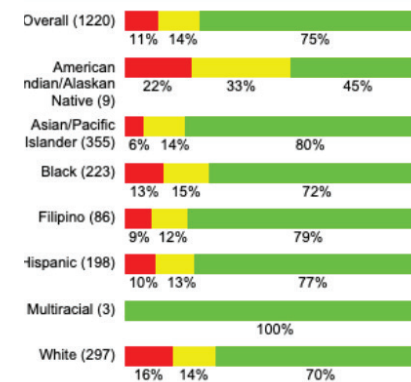
**Table 2.1 - Data from the 2019 Employee Experience Survey**

Though 75% of staff believe their supervisor supports their professional growth and development, the survey also captures room for improvement in the way we support career advancement:

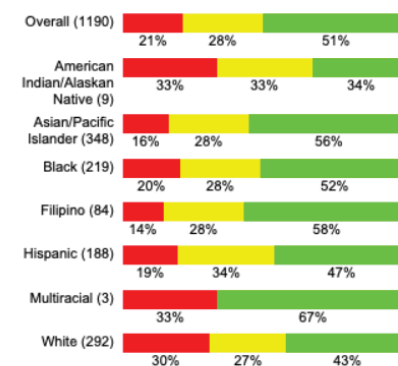
- Only 56% of staff responded favorably to this statement: "The extent to which employees feel supported to advance their career or develop personal skill sets within the organization."
- Only 51% of staff believe that Public Works has a culture of recognition for good performance.
- Most concerning is that there is a perception that promotions are not based on merit. Only 35% of staff believe promotions are based on performance.



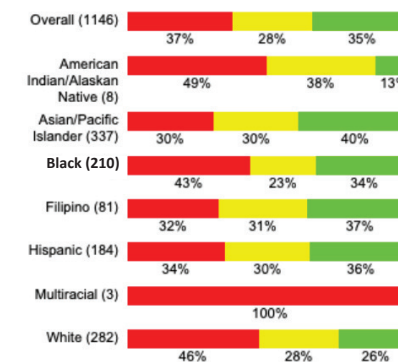
**My supervisor supports my professional growth and development.**



**San Francisco Public Works has a culture of recognition for good performance.**

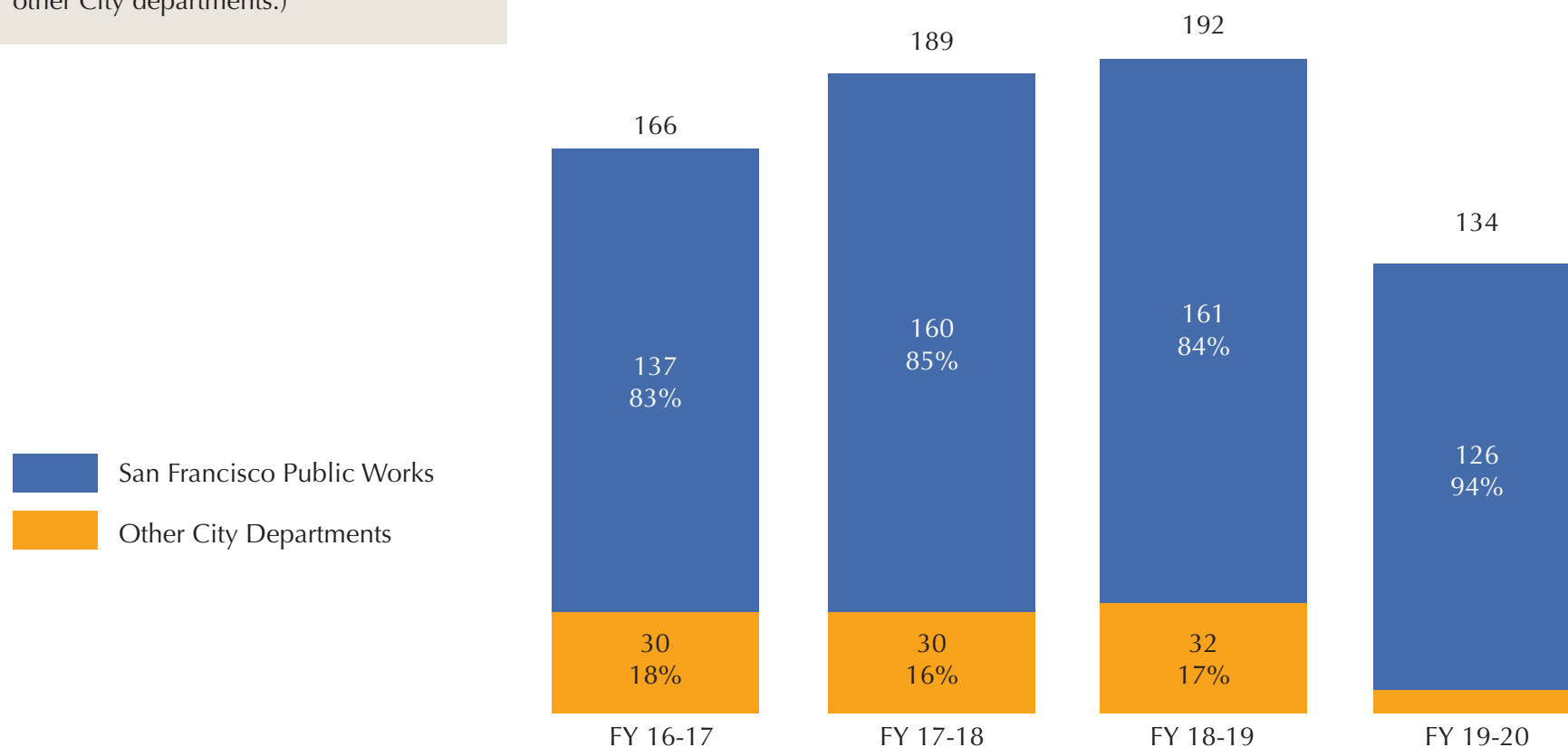


**People are promoted at San Francisco Public Works based on their performance.**



Public Works does well with internal promotions. The table shows that over the previous four fiscal years, an average of 87% of all Public Works promotions have been to an internal candidate (from Public Works) and 13% from another City department. For FY16-17 through FY18-19, considering a workforce of approximately 1,500, 10% of our staff received internal promotions. (This does not include promotions with transfers to other City departments.)

**Table 2.2 - Internal promotion versus promotion to other City departments**

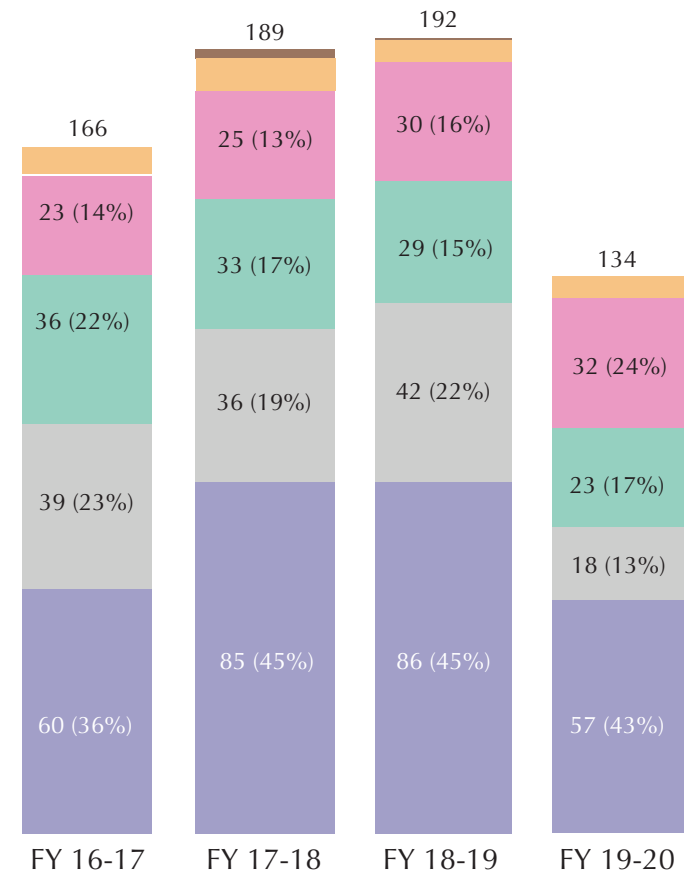


In comparing promotions by race/ethnicity versus general workforce demographics, we see disparities. Over the past three years, over 40% of promotions were for employees identifying as Asian, while Asians make up 32% of the workforce. At the same time, though Blacks make up 21% of the workforce, as a group, they account for 15-17% of all promotions. In FY19-20, there was a jump in promotions among Latinx/Hispanic employees, going from 16% and below to 24%. (Latinx/Hispanic employees are 18% of our workforce.)

**Table 2.3 - Overall promotions by Fiscal Year and race/ethnicity**

Number of employees

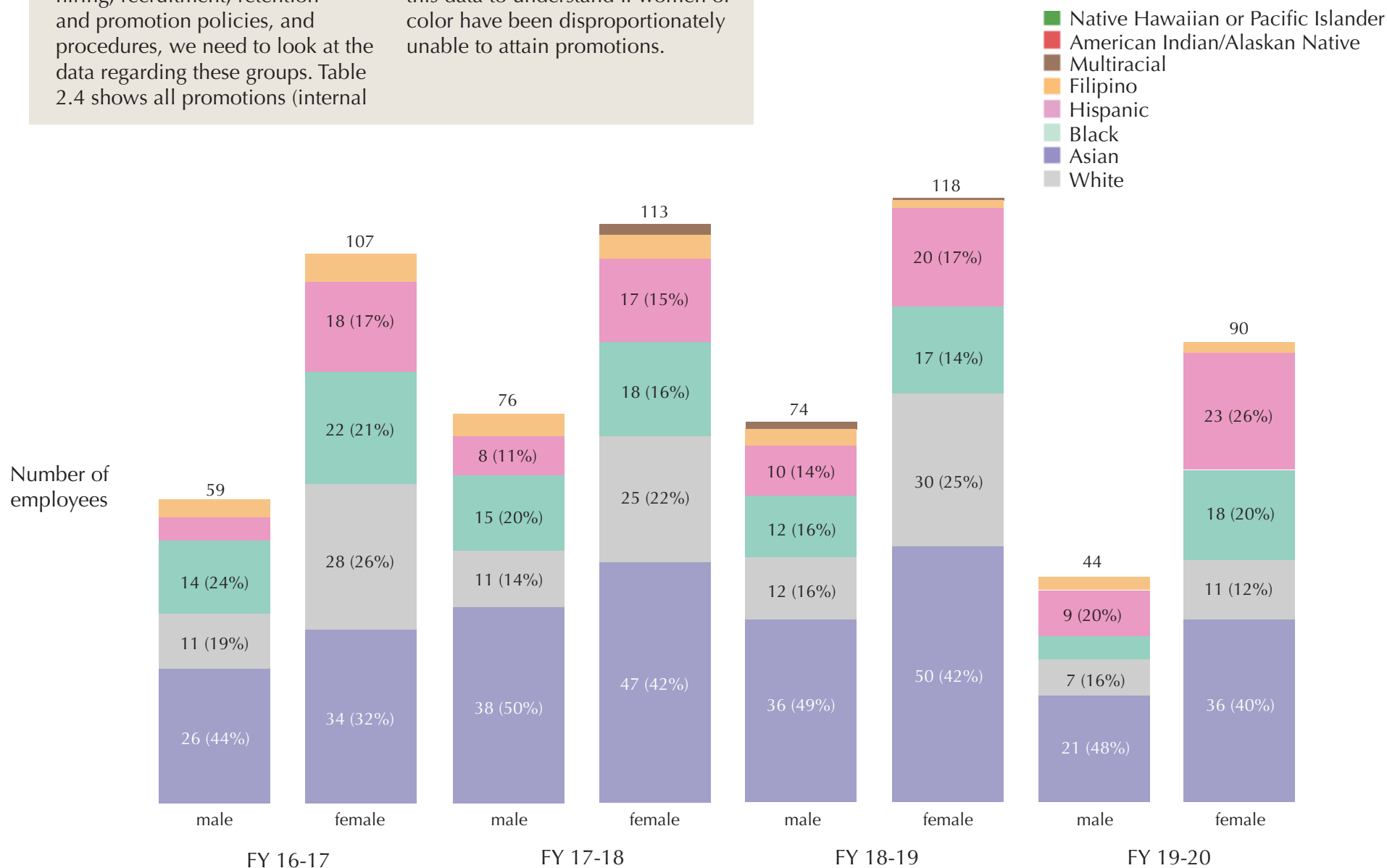
- Native Hawaiian or Pacific Islander
- American Indian/Alaskan Native
- Multiracial
- Filipino
- Hispanic
- Black
- Asian
- White



Racial inequities tend to have greatest impact on women and LGBTQ people of color. As we work on more equitable hiring, recruitment, retention and promotion policies, and procedures, we need to look at the data regarding these groups. Table 2.4 shows all promotions (internal

and external) and reflects fewer promotions for women. In FY20-21, our workforce is 29% female and 71%. We will look more deeply at this data to understand if women of color have been disproportionately unable to attain promotions.

**Table 2.4 - Overall promotions by Fiscal Year, gender and race**

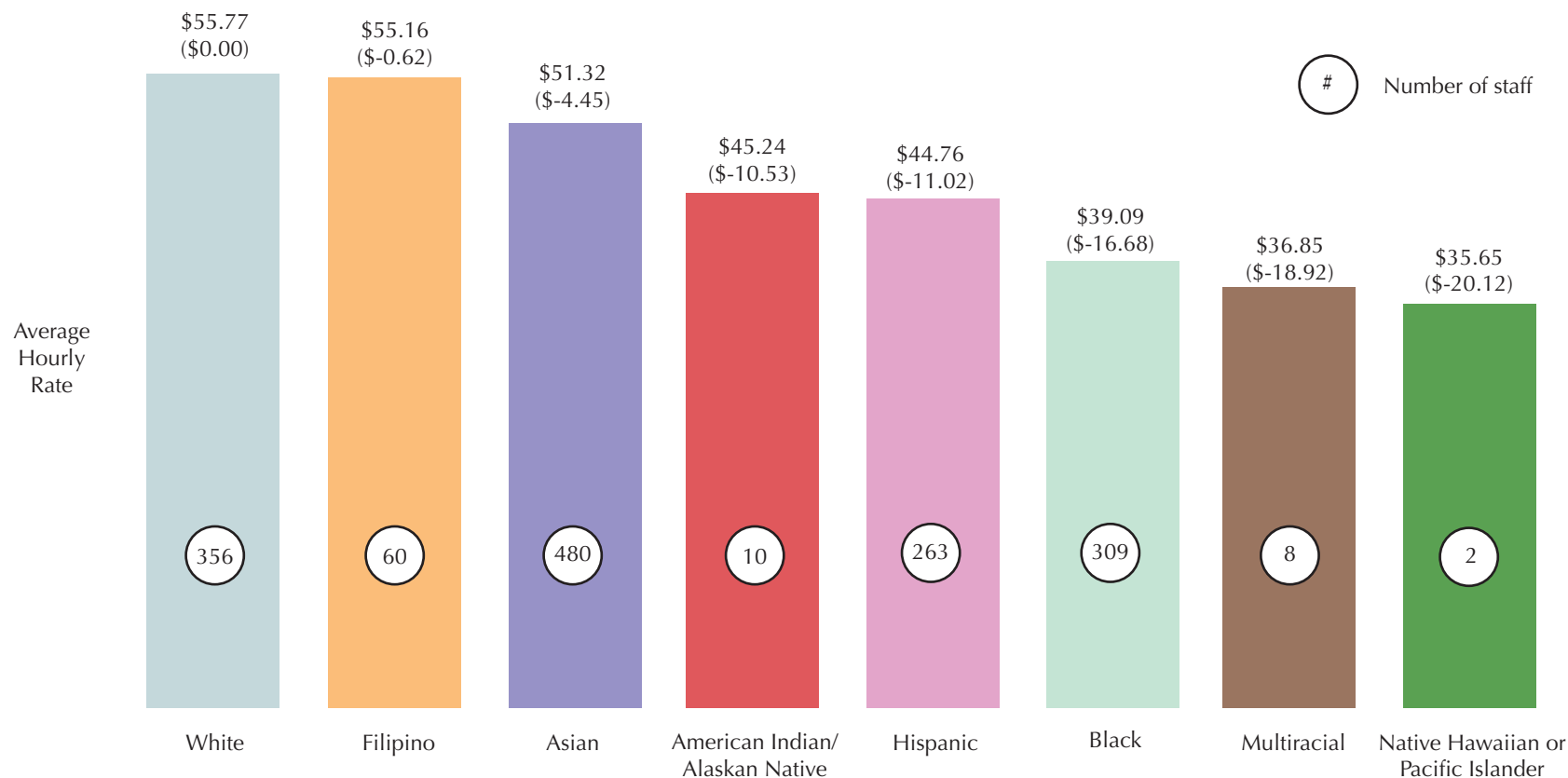


As seen in Tables 1.3 through 1.7, there is segregation by race and by division and bureau at Public Works. As our divisions and bureaus have specific work mandates, they often are aligned with distinct job classifications (for instance, laborers in Operations and architects in Building, Design and Construction). These job classifications in themselves can be segregated by race, influenced by education, and cultural and historical trends – and not

just by Public Works hiring practices.

In the table below, of the five major racial groups, white employees make on average \$56 per hour, while Black employees make \$39 per hour, Latinx/Hispanic \$45 per hour, Asian \$52 per hour and Filipinx \$55 per hour. As we study the data, we will look at the median by race (as opposed to the average) to get a better sense of the disparity.

**Table 2.5 - Average hourly rate of Public Works staff by race**





**Table 2.6 - Seven most populous job classifications by race and average salary**

These tables speak to the relationship between job group, salary and race. Job group salaries are set by DHR and most job groups occur in multiple City departments; that is, most departments have analyst professionals, several departments have general laborers.

The largest number of workers are in these 7 job groups (excluding Interns): engineer (228), general laborer (181), analyst professional (86), architect (85), management (54), commercial corridor cleaner (79), truck driver (52). Together they make up approximately 50% of our workforce. They range in annual average salary as seen in

the chart on this page.

There are three job groups – analyst professional, engineer and management – that have one racial majority: Asian, Asian and white, respectively. The highest-paid job group (management) is majority white. The second-highest paid group (engineer) is majority Asian. The three lowest-paid job groups (commercial corridor cleaner, truck driver, general laborer) are 46%, 26% and 46% Black, respectively. The two groups that have the largest percentages of Latinx/Hispanic employees are among the lowest-paid job groups – truck driver at 28% and general laborer at 25%.

(Note: Only the 5 most populous racial categories are shown.)

	# of staff	Annual average salary (\$)	Asian (%)	Black (%)	Filipinx (%)	Latinx/Hispanic (%)	White (%)
Analyst professional	86	100,259	57	8	6	9	19
Architect	85	125,345	36	6	5	19	34
Commercial corridor cleaner	79	35,505	34	46		14	4
Engineer	228	128,171	61	3	5	9	29
General laborer	181	72,550	15	46	3	25	9
Management	54	174,687	18	17	6	6	54
Truck driver	52	58,774	5	26	3	28	11

**Table 2.7 - Average salary by job classification and race**

Job Group	No of Employees	Percent								Average Annual Salary
		American Indian/ Alaskan Native	Asian	Black	Filipino	Hispanic	Multiracial	Native Hawaiian or Pacific Islander	White	
Accountant	22		63.6%	13.6%	13.6%				9.1%	\$ 96,254.36
Analyst Professional	86		57.0%	8.1%	5.8%	9.3%	1.2%		18.6%	\$ 100,259.33
Arborist	29		27.6%	10.3%		31.0%			31.0%	\$ 94,061.72
Architect	85		36.5%		4.7%	18.8%			34.1%	\$ 125,345.08
Asphalt Worker	31		6.5%	29.0%		19.4%	6.5%		38.7%	\$ 80,633.55
Cement Professional	40		10.0%	42.5%		35.0%			12.5%	\$ 93,774.85
Clerk & Executive Secretary	25		28.0%	28.0%	20.0%	8.0%			16.0%	\$ 68,031.60
Commercial Corridor Cleaner	79	1.3%	34.2%	45.6%		13.9%	1.3%		3.8%	\$ 35,505.47
Communications Dispatcher	16	6.3%	18.8%	43.8%		12.5%			18.8%	\$ 65,297.38
Construction/Bldg. Inspector	40		37.5%	5.0%	5.0%	17.5%			35.0%	\$ 116,814.75
Engineer	228	0.9%	61.4%	3.1%	5.3%	8.8%	0.4%		20.2%	\$ 128,170.65
Engineer/Architect Manager	26		61.5%		7.7%	11.5%			19.2%	\$ 193,980.00
Fleet Management Professional	3					33.3%			66.7%	\$ 123,855.33
Gardener	24			54.2%		12.5%			33.3%	\$ 77,272.00
General Laborer	181	0.6%	14.9%	46.4%	3.3%	25.4%		0.6%	8.8%	\$ 72,549.77
Glazier	5		20.0%						80.0%	\$ 108,362.80
Heavy Equipment Operator	9	11.1%			33.3%				55.6%	\$ 110,292.00
Intern	76		46.1%	14.5%		26.3%	2.6%		10.5%	\$ 60,061.37
IT Professional	43		62.8%	2.3%	11.6%	16.3%			7.0%	\$ 124,304.19
Locksmith	29		13.8%	3.4%	6.9%	24.1%			51.7%	\$ 108,117.86
Management	54		18.5%	16.7%	5.6%	5.6%			53.7%	\$ 174,686.59
Management Assistant	14		50.0%	21.4%		21.4%			7.1%	\$ 85,090.57
Materials Testing Professional	5		60.0%				20.0%		20.0%	\$ 81,109.60
Other	12	8.3%	33.3%	16.7%		8.3%			33.3%	\$ 110,887.83
Painter	10			20.0%		40.0%			40.0%	\$ 96,839.60
Park Section Supervisor	3			66.7%					33.3%	\$ 93,912.00
Plumber	16		12.5%	18.8%		37.5%			31.3%	\$ 115,241.75
Project Manager	16		31.3%	6.3%		18.8%			43.8%	\$ 185,948.75
Public Outreach Professional	23		26.1%	39.1%		13.0%			21.7%	\$ 101,404.52
Sewer Professional	12		8.3%	16.7%		33.3%			41.7%	\$ 91,801.67
Sheet Metal Worker	9		22.2%	11.1%		22.2%			44.4%	\$ 120,016.00
Soft Floor Coverer	10			20.0%		30.0%			50.0%	\$ 101,977.20
Stationary Engineer	5		20.0%		20.0%	20.0%			40.0%	\$ 111,134.40
Steamfitter	7		28.6%	14.3%					57.1%	\$ 119,926.86
Storekeeper Professional	5		40.0%			40.0%			20.0%	\$ 67,366.00
Street Cleaning Supervisor	42		2.4%	42.9%	4.8%	31.0%			19.0%	\$ 95,770.38
Street Inspector	41	2.4%	22.0%	26.8%	4.9%	14.6%			29.3%	\$ 89,600.44
Surveyor	19		15.8%	31.6%					52.6%	\$ 114,590.21
Truck Driver	92	2.2%	5.4%	26.1%	3.3%	28.3%		1.1%	33.7%	\$ 111,725.25
Utility & Regulatory Professional	9		55.6%						44.4%	\$ 93,744.41
Trade	8		25.0%			12.5%			62.5%	\$ 115,980.22
<b>Grand Total</b>	<b>1,489</b>									

## Table 2.8 - Comparison of Public Works and City and County of San Francisco (CCSF) average hourly wages by race and appointment

In looking at Public Works data, the average hourly wage of Black PCS staff is 80% of the all-staff average hourly wage. For Latinx/Hispanic employees it's 91%. The average hourly wage of Asian and white employees is more than the all-staff average. The disparity between racial groups is not as pronounced with PEX and TEX appointments, except for multiracial staff (63% of all-staff average for PEX, 78% of all-staff average for TEX) and white staff (119% of all-staff average for PEX, 142% of all-staff average for TEX).

In comparing Public Works and CCSF average hourly wages by race and appointment type, Public Works wages for PCS employees are higher, particularly for Asian and Filipino staff, while wages for PEX employees are significantly lower and TEX are somewhat lower across all racial groups.

Public Works - Average Wages by Race

	Permanent Civil Service (PCS)	Permanent Exempt (PEX)	Temporary Exempt (TEX)
American Indian/Alaskan Native	\$50.95	-	\$22.42
Asian	\$57.03	\$56.80	\$30.79
Black	\$42.01	\$56.56	\$31.92
Filipinx	\$56.31	\$58.72	\$36.63
Latinx/Hispanic	\$47.43	\$54.91	\$34.95
Multiracial	\$55.90	\$37.28	\$27.12
Native Hawaiian or Pacific Islander	-	-	\$35.63
White	\$55.60	\$71.06	\$48.98

City and County of San Francisco Average Wages by Race

	Permanent Civil Service (PCS)	Permanent Exempt (PEX)	Temporary Exempt (TEX)
American Indian/Alaskan Native	\$48.75	\$66.47	\$32.11
Asian	\$47.36	\$68.53	\$35.77
Black	\$42.93	\$60.75	\$31.02
Filipinx	\$48.63	\$60.71	\$42.72
Latinx/Hispanic	\$46.96	\$64.97	\$33.41
Multiracial	\$43.55	\$53.96	\$24.74
White	\$56.14	\$78.86	\$46.60

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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>2.1.1. Track deployment and the given functions of all DSW and essential workers (frontline and remote), disaggregated by race/ethnicity, age, gender, classification, pay, union, tenure with the City and accommodations/disability.</p> <p>Compare aforementioned demographics of employees who volunteered through the DHR DSW survey with those who were requested/deployed.</p> <p>Monitor the racial makeup of DSW and essential worker workforce.</p>	2021	<p>Tracking mechanism implemented.</p> <p>Demographic data analyzed.</p>	Staff time: Moderate	<p>Data are available and accessible.</p> <p>Trend numbers of requested BIPOC staff by name and by classification.</p>	Not started	Performance Team	Level 1	Easy	Moderate
<p>2.1.2. Conduct internal budget analysis with racial-equity lens and DSW and essential worker data, to inform current and future staffing needs.</p> <p>Develop strategies to prevent inequities in layoffs and furloughs.</p> <p>Ensure fairness in the process of selecting who is assigned a DSW position.</p>	2021	<p>Develop budget analysis using an equity lens to inform the decision making process.</p> <p>Develop a systematic process to make DSW assignment decisions.</p> <p>Share strategies and decision protocols with all staff.</p>	Staff time: Moderate	<p>Data documenting DSW assignments by job classification, race and gender.</p> <p>Track DSW requests and outcomes.</p>	Not started	Performance team, Finance team	Level 1	Easy	Moderate

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>2.1.3. Ensure that frontline essential and DSW workers have access to necessary PPE, toilet and sanitary facilities to complete their job function, including, but not limited to, masks, gloves, gowns, and access to hand washing and sanitizing materials.</p> <p>Ensure essential and DSW workers' physical health and well-being by prioritizing access to COVID-19 tests and vaccines, and providing adequate safety supports.</p>	2021	<p>PPE access protocol established.</p> <p>DSW workers have an increased awareness of PPE access protocol. The protocols should be revised based on feedback from employees.</p>	<p>Staff time: Moderate</p> <p>Financial</p>	<p>Survey essential and DSW workers about their needs. Track program and course-correct as necessary.</p>	In progress	Executive team, safety manager	Level 1	Easy	Moderate
<p>2.1.4. Offer and clarify additional benefits for compensation, paid sick leave and flex time for deployed workers.</p> <p>Consider racial equity when determining which jobs/classifications are permitted to telecommute.</p> <p>Reward hazard pay to DSW and essential workers who have more interactions with the public and are more exposed to COVID-19 than other employees.</p>	2021	<p>Compensation, paid sick leave, and flex time benefits assessed and easily accessed department-wide.</p> <p>Increased employee awareness of additional benefits.</p> <p>Develop a systematic approach to make these decisions.</p>	<p>Staff time: Low</p>	<p>Data documenting DSW assignments by job classification and race and gender.</p> <p>Document how we address DSW requests.</p>	Not started	ADM HR, DHR, executive team	Level 1	Difficult	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
2.1.5. Consider essential worker and DSW caretaking and safe transportation constraints when making assignments to avoid additionally burdening workers (e.g. graveyard shifts).	2021	<p>Caretaking and safe transportation sections included in DSW deployment protocol.</p> <p>Develop a systematic process to make these decisions.</p> <p>Share protocol with all staff.</p>	Staff time: Low	Document how we address DSW requests.	Not started	Executive team, bureau managers, safety manager	Level 1	Difficult	High
<p>2.1.6. Ensure that frontline essential workers and DSW have access to the support they need to be successful.</p> <p>Mitigate the communications and logistics issues with essential and DSW work. Reporting and communication lines remain unclear, partially due to essential and DSW workers not reporting to their normal supervisor for an extended period of time.</p> <p>Management and unions need to work together to ensure essential workers and DSWs are being treated with the care they deserve.</p>	2021	<p>Assess health and safety program and make changes as necessary.</p> <p>Work across City departments to improve chain of command for DSWs.</p> <p>Develop stronger communication lines.</p>	Staff time: Low	<p>Document and trend how we address DSW requests.</p> <p>Track DSW experience through employee survey.</p>	Not started	Executive team, bureau managers, health and wellness manager	Level 1	Difficult	High

## 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	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>2.2.1. Conduct annual internal reviews of salary standards against industry standards to ensure parity.</p> <p>Maintain Public Works salaries at a level competitive with the private sector and adequate for the Bay Area's cost of living.</p>	2022	<p>Review pay data by classification to identify pay inequities.</p> <p>Conduct salary survey with the private sector to identify salary gaps.</p> <p>Clearly identify where we have control and where we have influence in salary and benefit determinations.</p> <p>Document and monitor salary increases granted outside of the standard step increase process and MOU mandates.</p>	Staff time: Moderate	<p>Review completed and made accessible.</p> <p>Clarify who we are competing against in the private sector.</p> <p>Recommendations from department to DHR about necessary changes.</p> <p>Monitor pay data to ensure salary increases are equitable.</p>	Not started	DHR, ADM HR, Finance team, executive team, union representatives	Level 2	Difficult	High



Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>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.).</p> <p>Ensure that employees of all bureaus, classifications and seniority levels have equal access to overtime, vacation time and other employment benefits.</p>	2021	<p>Benefits provided are annually improved.</p> <p>Department-wide, implement a transparent process to determine overtime, vacation and other employment benefits on an equitable basis.</p> <p>Implement policy to ensure that employment benefits are equitable.</p>	Staff time: High	<p>Recommendations from department to DHR about necessary changes.</p> <p>Share benefit policy with all staff.</p> <p>Review data and do a trend analysis to determine employee benefit usage.</p>	Ongoing	ADM HR, Finance and Administration team, Performance team, bureau managers	Level 1	Moderate	High
2.2.3. Review the paid-time-off policy (PTO) annually and enhance it to value all religious and cultural holidays.	2021	Department-wide PTO policy is developed and annually improved.	Staff time: Low	<p>Trend number of PTO requested by race to evaluate possible inequities.</p> <p>Number of staff taking PTO increases.</p> <p>Implement a formal policy for requesting and tracking PTO requests.</p>	Not started	DHR, ADM HR, Finance and Administration team	Level 2	Difficult	Moderate
2.2.4 Classification equity across department (clarify the nexus with racial equity).	2021	Organizational study of Public Works classifications and responsibilities.	Staff time: Low	<p>Recommendations from department to DHR about necessary changes.</p> <p>Comparable work analysis across departments.</p>	Not started	DHR, ADM HR, Finance and Administration team	Level 3	Difficult	Moderate

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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>2.3.1. Determine standard factors considered for raises and promotions. Make this information available to staff.</p> <p>Increase the amount and frequency of promotional opportunities available.</p>	2021	Adopt and publish criteria for promotions that are standardized, transparent and performance-based.	<p>Staff time: Moderate</p> <p>Finances: As available</p>	<p>Communicate clearly and disseminate widely what we already do, and what we are working on.</p> <p>Trend numbers on eligibility of promotions and those receiving promotions.</p> <p>Track increase in knowledge about raises and promotions.</p>	Not started	ADM HR, Finance and Administration team, bureau managers, Communications team	Level 1	Moderate	High
<p>2.3.2. Develop a formal and transparent process for raises and promotions.</p> <p>Ensure that promotions are based on performance and attitude, not perceived nepotism or seniority.</p> <p>Improve the department's communication of training and promotional opportunities to ensure each potential candidate is aware of all opportunities available to them.</p>	2021	<p>Increase in staff feedback about promotion and raise process.</p> <p>Increase transparency of salary structure and inform people of their ability to negotiate salary, specifically around steps.</p>	Staff time: High	<p>Recommendations from department to DHR about necessary changes.</p> <p>Review responses from annual survey about transparency of promotions and raises.</p>	Not started	ADM HR, Finance and Administration team, bureau managers, Communications team, University	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<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>Make it easier for those in temporary and acting positions to become permanent employees.</p>	2021-22	<p>Acting/interim staff process included in internal policies and processes.</p> <p>Increased awareness of process for acting/interim staff.</p>	Staff time: Moderate	<p>Recommendations from department to DHR about necessary changes.</p> <p>Information about acting/ interim positions accessible to all staff.</p>	Not started	ADM HR, executive team	Level 1	Moderate	Moderate
<p>2.3.4. Investigate key classifications with current “drop-offs” in employee diversity, such as administrative analyst Series (182X series).</p> <p>Set forth strategies and training opportunities to support employee development to achieve mobility.</p>	2021-22	<p>Collect necessary data and do analysis.</p> <p>See Focus Area 5: Professional Development for more information.</p>	Staff time: High	<p>Recommendations from department to DHR about necessary changes.</p> <p>Reversal of diversity drop-offs in specific classifications.</p>	Not started	ADM HR, Finance and Administration team, Performance team, Racial Equity Working Group	Level 1	Moderate	High
<p>2.3.5. Revisit classifications that don’t lead to promotional opportunities for employees, create a clear upward path for continued employment opportunities with the City.</p> <p>Address “logjam” scenarios in which willing candidates cannot move up the ranks because all potential roles for them to fill are occupied.</p>	2021-22	<p>Identify “dead end” classifications and revise.</p> <p>Identify “logjam” scenarios and root causes.</p>	Staff time: High	Recommendations from department to DHR about necessary changes.	Not started	ADM HR, Finance and Administration team, Performance team, Racial Equity Working Group	Level 1	Moderate	High

## 2.4 Support staff in climbing the career ladder and remove workplace barriers to promotion.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>2.4.1. Support managers in their cultivation of staff.</p> <p>Support managers in actively looking for ways to help their staff attain promotions, whether within Public Works or with other City departments, through training, skill building and motivation.</p> <p>Build leadership skills in managers to help them better support their staff and recognize and address implicit biases in their managerial decision-making processes.</p>	2021-22	<p>Hold trainings for managers to cultivate all staff and ensure adequate and equitable professional development.</p> <p>Connect to City efforts around promotional opportunities.</p> <p>See Focus Area 4: Diverse and Equitable Leadership for more information.</p>	Staff time: High	Trend numbers on managers taking trainings and the impact on hiring decisions.	In progress	University, Racial Equity Working Group, bureau managers, executive team	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>2.4.2. Remove barriers to career advancement.</p> <p>Establish a clear protocol for succession planning.</p> <p>Formalize an exit interview process to bring feedback to our promotion and retention policies.</p> <p>Offer specific technical and soft skills trainings geared toward preparing people for promotional opportunities.</p> <p>Allow workers to rotate among assignments, positions and bureaus more easily, so as to support professional development and skill-building.</p>	2021-22	<p>Identify the barriers to career advancement.</p> <p>Modify the existing exit interview to be more impactful on policies.</p> <p>Expand and provide training sessions for all interested staff.</p> <p>Offer mock interview sessions, test taking sessions and other sessions to prepare staff for potential promotional opportunities.</p> <p>Develop an in-house mentoring and job rotation program. See Focus Area 5.6: Mentorships for more information.</p> <p>See Focus Area 5: Professional Development for more information.</p>	Staff time: High	<p>Recommendations from department to DHR about necessary changes.</p> <p>Review responses from annual survey about transparency of promotions and raises.</p>	Not started	ADM HR, Finance and Administration team, bureau managers, Communications team, University	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>2.4.3. Recognize how racism, from micro- to macro-aggressions to harassment, affects the mental and physical health of our BIPOC staff in the day to day and can negatively impact retention and promotion throughout the department.</p> <p>Combat implicit bias by ensuring hiring managers do not have implicit bias in hiring and professional development opportunities.</p>	2021-22	See Focus Area 6: Organizational Culture of Inclusion and Belonging for more information.	Staff time: High	Number of employees that supervise staff take trainings on implicit bias, explicit bias and other forms of micro- and macro-aggressions.	Not started	University, Racial Equity Working Group, bureau managers, executive team, health and wellness manager, safety manager	Level 1	Moderate	High

### 3. DISCIPLINE AND SEPARATION

*Today, 10 people, each from different teams, can have the same incident and get different disciplinary actions.*

*– Public Works employee*

*Provide tools to resolve issues; punishment alone doesn't work, isn't right and isn't a good investment for the department.*

*– Public Works employee*

#### DEPARTMENT GOAL

To minimize and eventually eliminate implicit and explicit racial bias in decisions on employee discipline and separation.

From the San Francisco Office of Racial Equity:

*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 promotional opportunities and, oftentimes, termination. 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. 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.*

#### INTRODUCTION

From our fall 2020 research, staff report witnessing microaggressions, false accusations of misconduct, favoritism and abuse. When these things are present and not aggressively deterred by managers, it can seem like race can be a factor in discipline and separation.

Staff observe discipline decisions that seem arbitrary and inconsistent. In the absence of transparency and communication, it is reasonable for people to wonder how decisions are driven, in part or wholly, by race. Even the questioning has a deleterious effect on morale, productivity and trust in how leaders run the department.

One indicator of equity and fairness is the consistency with which discipline is meted, by race, by infraction, by job classification, by bureau and cross-department. No particular race of people is more or less inclined to engage in discipline-worthy activity, so frequency of discipline should be commensurate

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



with the proportion of employees by race. The severity of discipline should be predictable based on infraction, but not by the race of the actor. In other words, if a job classification within a bureau is 27% Asian and 7% Black, we would expect to see about 27% of the discipline cases involving Asian staff and about 7% of the cases involving Black staff. If, for example, termination is the punishment for using a City car for three long personal trips, termination should result for all employees caught using City cars for three long personal trips. Instead, there are concerning trends in discipline and separation. Generally, staff who identify as white are the least likely to be subject to discipline. Staff who identify as Black are most likely to be subject to discipline and more serious punishment.


These numbers require further analysis. There are likely race-neutral explanations for some disparities. For example, some duties might be more likely to trigger automatic discipline – like vehicular infractions. If bureaus are disproportionately staffed by a racial group (perhaps an indicator of something amiss in itself), then it might stand to reason that group could engage in certain activities more likely to draw discipline. Still, this would not explain how the same pattern is present across the department and across all departments of the City

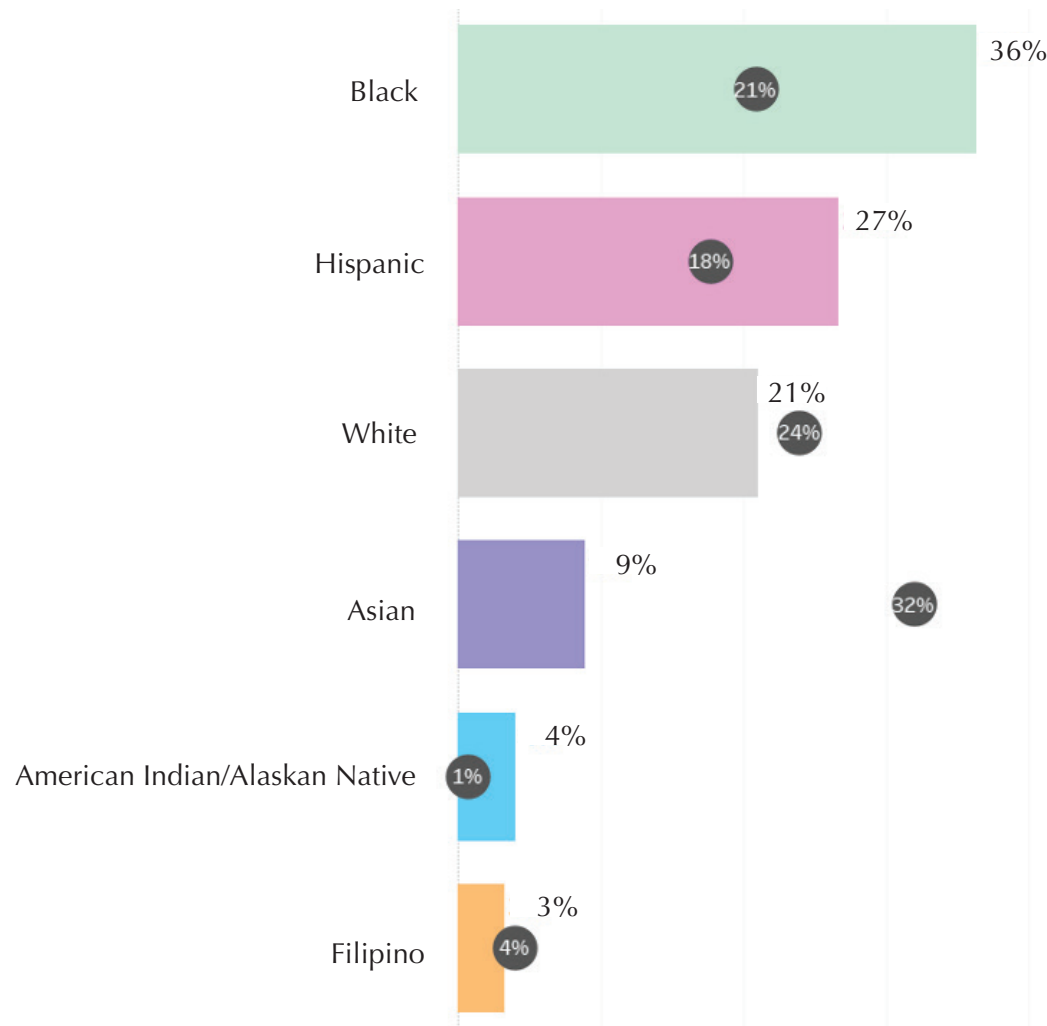
(and the cities of the state, and the states of the United States). The simplest answer is the most likely: These numbers reflect some of our explicit and/or implicit biases. Another example is disciplinary action related to tardiness. In some job positions, punctuality has broader effects. For instance, some of our field staff work in teams such that they cannot start work unless all the team is present. These staff are often disciplined for being late in ways that an architect or inspector or administrative staff would not be. But, are these tardiness infractions addressed in fair and transparent ways?

The question then becomes, what can we do to minimize and avoid repeating these patterns?

**Table 3.1** - Number of disciplinary actions by ethnicity compared with percentage of total within department

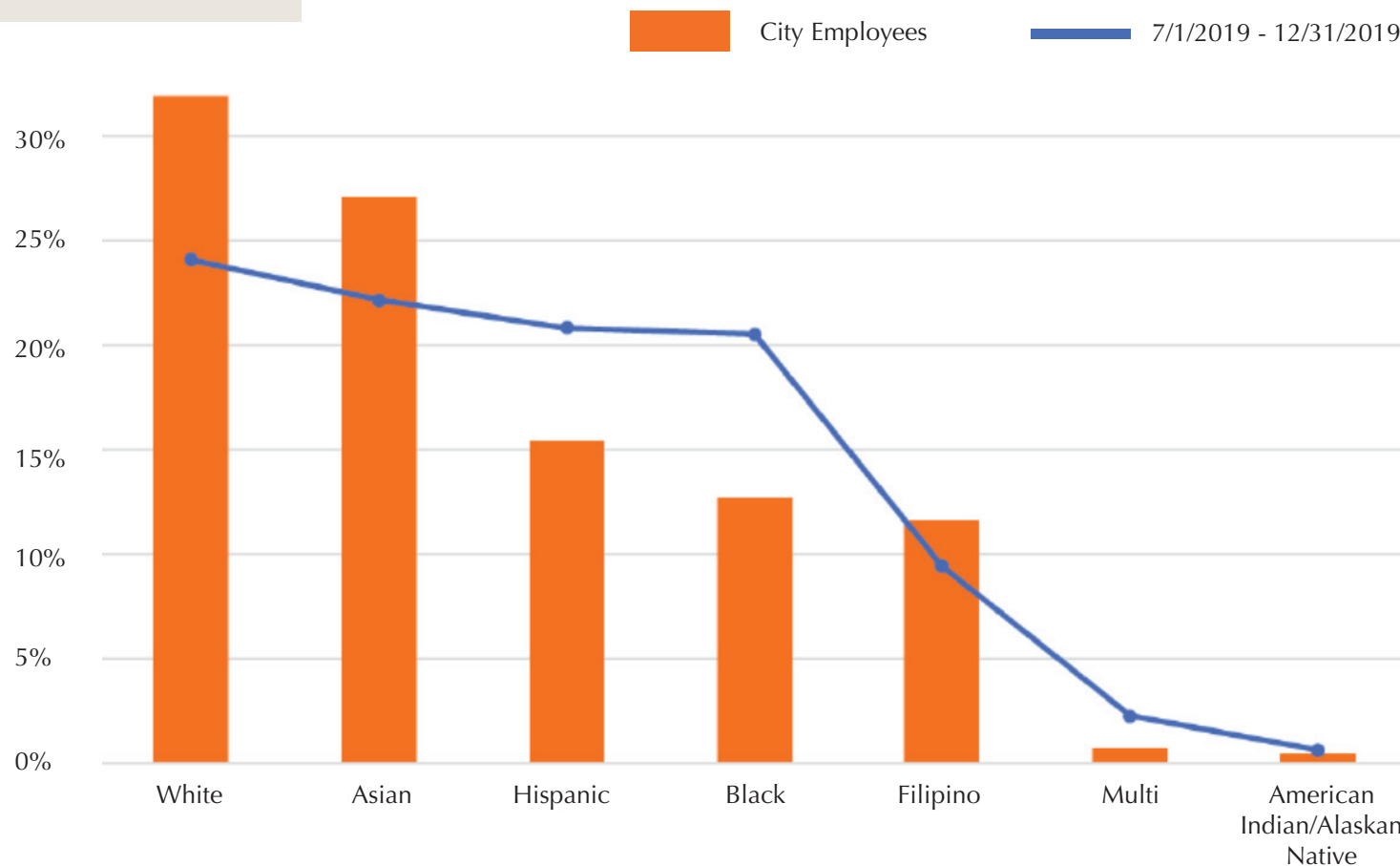
Public Works had 127 disciplinary actions from January 2019 through November 2020. The job classes receiving most disciplinary actions were 7514 General Laborer and 7355 Truck Driver positions. This is related to the fact that any vehicle incident is a mandatory disciplinary action and these classifications spend a significant portion of time driving. Black employees are disciplined the most, whether a vehicle was involved or not. Disproportionate disciplinary action happens for Blacks, Latinx/Hispanics and American Indian/Alaskan Native. Though Blacks make up 21% of the workforce, they receive 36% of the disciplinary actions. Latinx/Hispanics make up 18% of the workforce, but receive 27% of the disciplinary actions.

 percent of total department-wide employees



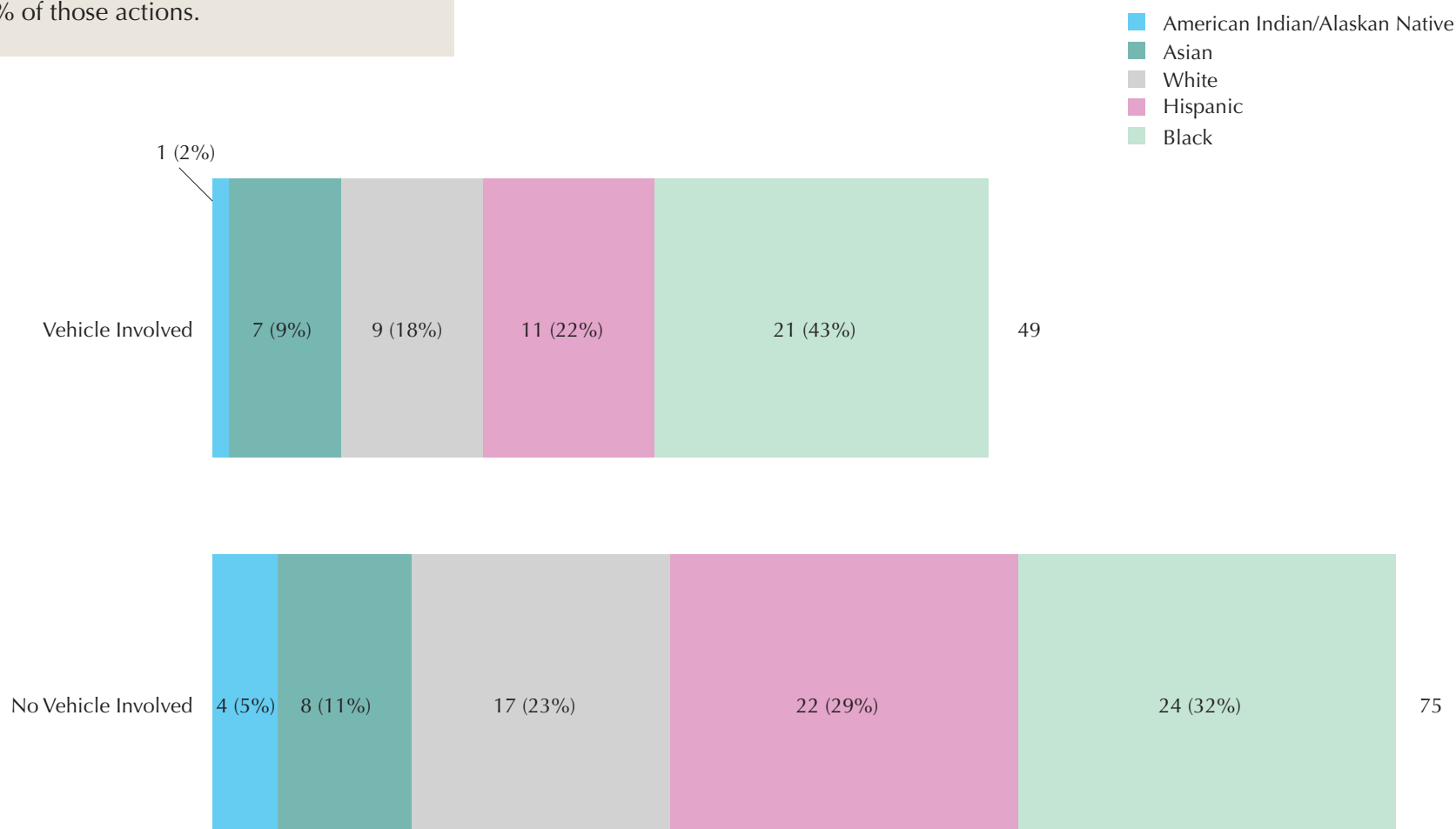
Though 33% of CCSF employees are white, 24% of disciplinary actions are received by white staff. There is a disproportionate number of disciplinary action for Blacks, Latinx/Hispanics and multiracial staff. (This corresponds to where the blue line below, that represents corrective action/discipline, is above the top of the orange bar, which represents percentage of racial group within City workforce.) This generally aligns with the disparity we see above in Table 3.1.

**Table 3.2** - City and County of San Francisco employee corrective action and discipline compared to demographics – includes all departments but MTA



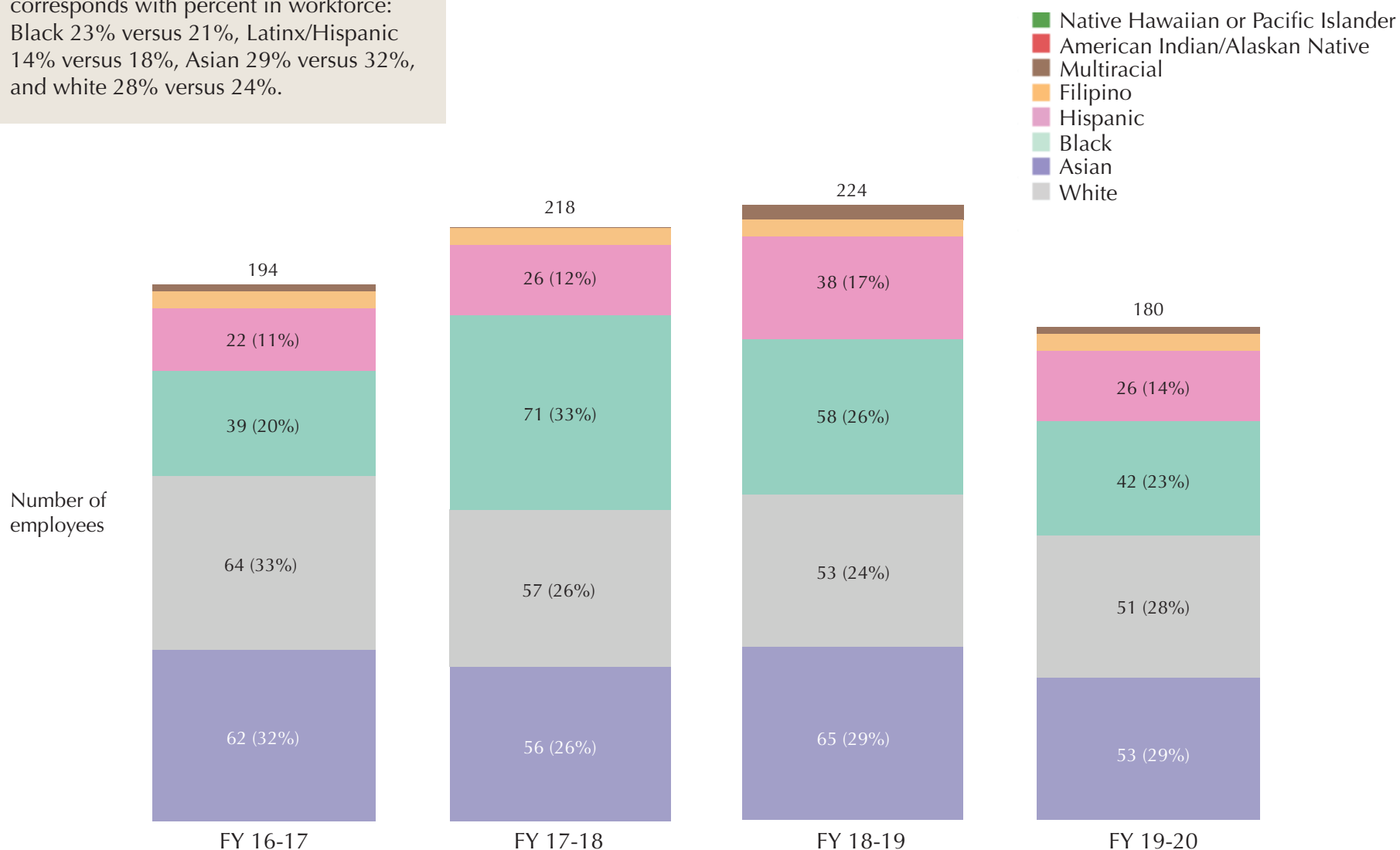
61% of disciplinary actions do not involve vehicles. Blacks make up the largest disciplinary group under non-vehicle disciplinary actions; though Blacks make up 21% of the workforce, they receive 32% of those actions.

**Table 3.3 - Vehicle involvement by disciplinary description and ethnicity**



In FY19-20, 180 employees ceased working at Public Works. The percent of separations per race generally corresponds with percent in workforce: Black 23% versus 21%, Latinx/Hispanic 14% versus 18%, Asian 29% versus 32%, and white 28% versus 24%.

**Table 3.4 - Separation by race**



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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
3.1.1. Track disciplinary actions, including race, and analyze disaggregated data. Pay attention to trends that might show biases based on race.	2021	Collect historical data.  Create tracking mechanism and dashboard.  Analyze data annually.  Increase accountability in disciplinary actions.	Staff time: Low	Managers have access to the tracking mechanism and can analyze and report on trends.  Managers report annually on their bureaus trends.  Data is accessible to all staff.	In progress	Performance team, ADM HR, Racial Equity Working Group	Level 1	Easy	High
3.1.2. Track separations, including race, and analyze subsequent disaggregated data. Pay attention to trends that might show biases based on race.	2021	Create tracking mechanism.  Analyze data annually.	Staff time: Low	Managers have access to the tracking mechanism and can analyze and report on trends.  Managers report annually on their bureaus trends.  Data is accessible to all staff.	In progress	Performance team, ADM HR, Racial Equity Working Group	Level 1	Easy	High
3.1.3. Implement regular mandatory training of supervisors on bias, equitable and compassionate discipline, and separation.	2021	Create curriculum of trainings.  Annual training required for all supervisors.  See Focus Area 6: Organizational Culture of Inclusion and Belonging for more information.	Staff time: Moderate	Number of trainings completed annually.	Not started	University, ADM HR, Racial Equity Working Group, executive team, bureau managers.	Level 1	Easy	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>3.1.4. Provide access to alternative dispute resolution, such as mediation, to resolve interpersonal issues, to reduce the need for separation or traditional disciplinary measures.</p> <p>Encourage the least-punitive alternative in disciplining.</p>	2021-22	<p>ADM HR develop trainings on alternative dispute resolution.</p> <p>Trainings for managers on alternative dispute resolutions.</p> <p>See Focus Area 6: Organizational Culture of Inclusion and Belonging for more information.</p>	Staff time: High	<p>Number of ADM HR staff and managers trained.</p> <p>Information made accessible to all staff.</p>	Not started	University, ADM HR, Racial Equity Working Group, executive team, bureau managers	Level 1	Difficult	High
3.1.5. Standardize discipline procedures and corrective actions to ensure that all employees receive the same level of discipline for a particular policy.	2021-22	Create standard procedures and share with staff.	Staff time: High	Reduction of racial disparities in disciplinary actions.	In progress	University, Performance team, ADM HR, Racial Equity Working Group, executive team, bureau managers	Level 1	Difficult	High
3.1.6. Create a disciplinary rubric that identifies which activities require discipline or counseling.	2021	Creation of document that can be shared with staff.	Staff time: Moderate	Number of staff who attended trainings/tailgates on the disciplinary rubric and who are knowledgeable about rubric.	Not started	University, Performance team, ADM HR, Racial Equity Working Group, executive team, bureau managers	Level 1	Moderate	High



### 3.2 Actions to take in advance of individual discipline.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>3.2.1 Educate staff on actions that could lead to discipline including criteria for when managers must discipline.</p> <p>Educate staff on the parameters of confidentiality in the discipline process.</p> <p>Educate staff about what influence supervisors have in the disciplinary process.</p>	2021	Create documentation that employees can refer to and provide documents to all staff.	Staff time: Moderate	<p>Number of staff who attend training/pick up information.</p> <p>Survey employees about level of knowledge about disciplinary protocols.</p>	Not started	Executive team, bureau managers, ADM HR	Level 1	Easy	High
<p>3.2.2. Create checks and balances for exercises of discipline power.</p> <p>Standardize discretion in how supervisors issue discipline to staff and also have it checked by established processes to ensure equity.</p>	2021	Create procedure.	Staff time: Moderate	<p>Number of managers trained annually.</p> <p>Share procedure with all staff.</p>	Not started	Executive team, bureau managers, ADM HR, Performance team	Level 1	Moderate	High
<p>3.2.3. Publish and make accessible training resources and discipline protocols to all staff.</p>	2021	Develop training materials on discipline protocols.	Staff time: Moderate	<p>Frequency and mode in which they are published.</p> <p>Number of staff who are knowledgeable about protocols.</p>	In progress	Communications Team	Level 1	Easy	Moderate

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
3.2.4. Keep supervisors engaged in discipline processes after issues are escalated to Human Resources. The purpose is to educate supervisors on the process and its impact on employees, hopefully resulting in earlier intervention to resolve issues at lowest possible level.	2021	Train supervisors in discipline and documentation.  Change protocols in working with ADM HR.	Staff time: Moderate	Number of supervisors who stay involved in the processes.  Track the nexus between supervisors and disciplinary issues under their supervision.	Not started	Bureau managers, University, ADM HR	Level 1	Moderate	High
3.2.5. Customize discipline training to each bureau and division, while supporting parity/equity across the department.	2021-22	Train supervisors in discipline and documentation.	Staff time: Moderate	Number of supervisors trained annually.  Track efficacy of training.	Not started	Bureau managers, University, ADM HR	Level 1	Easy	High
3.2.6. Review of every department policy and procedure to make sure they are as inclusive and unbiased as possible, including identifying actions that may not warrant formal discipline.	2021-22	Establish a review schedule for each of the procedures.  Create working groups to review procedures.	Staff time: Moderate	Number of policies and procedures reviewed annually.	Not started	ADM HR, executive team	Level 1	Easy	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
3.2.7. Create and publish a rubric explaining possible infractions and consequences.	2021	Keep a database of actions that are taken to inform rubric based on previous experience.  Keep a log of incidents.	Staff time: Moderate	Number of staff who know about rubric.  Track efficacy of rubric in diminishing number and types of disciplinary actions.	Not started	ADM HR, executive team, Communications team	Level 1	Moderate	High
3.2.8. Improve communication skills for all staff, from basic skills (e.g. to speak up or to not shut down people) to more in-depth (e.g. conflict resolution) which may help prevent potential disciplinary issues.	2021-22	Identify training courses.  See Focus Area 6: Organizational Culture of Inclusion and Belonging for more information.	Staff time: Moderate	Number of trainings offered.  Number of staff attending training.  Track efficacy of trainings.	Not started	University, Communications team	Level 1	Moderate	High

### 3.3 Actions to take once discipline process has begun.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
3.3.1. When permissible, provide full transparency to employees by letting them know when they are being investigated for possible discipline.	2021	Develop procedure.	Staff time: Moderate	Develop procedure.	Not started	ADM HR, executive team	Level 1	Moderate	High
3.3.2. Orient subjects of discipline on evidence standard and process status and timeline.	2021	Develop document and training.	Staff time: Moderate	Share document with all staff.	In progress	ADM HR, Finance and Administration team, bureau managers	Level 1	Easy	High
3.3.3. Orient subjects of discipline on their rights and available assistance.	2021	Develop document and training.	Staff time: Moderate	Share document with all staff.	In progress	ADM HR, Finance and Administration team, bureau managers	Level 1	Easy	High
3.3.4. Assign an advocate to guide subjects of discipline through process.	2021-2022	Recruit and select a pool of advocates and provide training.  Connect with unions over this process.	Staff time: Moderate	Share names of selected and trained advocates with all staff.	Not started	ADM HR, Finance and Administration team, bureau managers	Level 1	Moderate	High
3.3.5. To monitor implementation of these actions, form an oversight body charged with holding department accountable (e.g., include representatives from staff, labor organizations, independent staff from other departments).	2021-2022	Recruit and select members.	Staff time: High	Provide annual reports.	Not started	ADM HR, Executive team, Racial Equity Working Group	Level 1	Difficult	High

### 3.4 Actions to take after discipline processes have been completed.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
3.4.1. Use specific events of misconduct as teaching material to train other staff in order to avoid recurring misconduct.	2021-22	Keep a database of actions that are taken.  Keep a log of incidents.  Create lessons learned document.	Staff time: High	Share with supervisors.  Track efficacy of these materials in diminishing number and types of disciplinary actions.	Not started	ADM HR, University, bureau managers	Level 1	Moderate	High
3.4.2. When appropriate, address and view disciplinary action as a teaching moment rather than punishment.	2021	Train supervisors on how to issue disciplinary action.  Track when coaching/teaching is used in-lieu of discipline.	Staff time: Moderate	Positive feedback from employee engagement survey.  Reduction in number of cases with further discipline.	Not started	ADM HR, University, bureau managers	Level 1	Moderate	High
3.4.3. Provide opportunities for growth and training to prevent further disciplinary action.	2021	Train supervisors on how to encourage growth by employees.  See Focus Area 4: Diverse and Equitable Leadership for more information.	Staff time: Moderate	Number of supervisors trained.	In progress	ADM HR, University, bureau managers	Level 1	Moderate	High

## 4. DIVERSE AND EQUITABLE LEADERSHIP

*We want our leaders to be like us, we want our leaders to be diverse so that they can support and understand all employees.*

– Public Works employee

*An important factor in overcoming our implicit bias is by facing and realizing it within ourselves.* – Public Works employee

*We need to deal with racism first. It has the potential to undermine all other skills: leadership, presentation, trust and collaboration.* – Public Works employee

### DEPARTMENT GOAL

To create a department where race is not an obstacle to advancing within the organization. One indicator of the progress of attaining this goal is how much leadership mirrors the staff and public we serve. The department is more effective when its leaders are able to understand, appreciate and harness the varied backgrounds and life experiences that staff bring to the job every day.

From the San Francisco Office of Racial Equity:

*The Path to Termination is Filled With 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.<sup>1</sup> 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.<sup>2</sup> 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.*

### INTRODUCTION

A diverse leadership team is essential to working toward a racially equitable organization – one that reflects the values and experiences of its workforce. We must establish a workplace where race does not distort management's ability to listen, discipline and promote. Leaders should be able to exercise understanding, interest in and sensitivity to the various backgrounds and life experiences that each staff member brings to the job every day.

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

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

Our organization is racially diverse, but less so the higher the job classification. Some staff attribute this pattern to implicit bias – having observed participation or indifference to instances of micro-aggressions, favoritism and lack of promotion. Biased treatment, or even the perception of it, can negatively affect morale and should be ameliorated.

Staff also report a lack of transparency about certain decisions and protocols – work assignments and time-off requests, for example – that reflect and further a culture of ad-hoc decision-making that is susceptible to bias or perceived bias. The 2017 Baldridge report notes that “Public Works does not use systematic, fact-based evaluation and improvement, showing cycles of learning for most of its processes.”

One staff member said, “We are paid to get things done, not to be leaders,” and others said there is an over-reliance on a “command and control” management approach. Based on this and other feedback from staff, it is worth reconsidering traditional top-down, hierarchical management that can encourage siloed operations and is not suited to elimination of bias. Advancing racial equity may benefit from re-evaluating how we manage and

shift focuses on nurturing and supporting teams, networks and communities – and prepares individuals to lead collectively with others – others whose leadership cultures and practices differ from their own.

If leaders are to be successful, the department will need to empower them with tools to succeed. We commit to developing a new generation of leaders who are anti-racist and reflect not only their staff but the communities they serve. They are the models, set the tone and drive the shift in culture throughout the organization. This must be change that is both top-down and bottom-up.

The executive team must model and disseminate anti-racist practices. In terms of the Racial Equity Action Plan, long-term and persistent support from the executive team is key in its success.

**Table 4.1** - Data from the 2019 Employee Experience Survey

The results from the 2019 Employee Experience Survey underscore the valuing of compassionate, supportive and transparent leadership. Though the vast majority of staff believe their supervisor trusts them to do their job, 44% of staff also believe that managers don't have the skills they need to lead effectively. The data below suggest managers need to be better trained and supported on their role in staff development. Only half of the staff believe that management encourages staff to bring them new ideas. Focus Areas 4.3.1. and 6.2.4 address this issue. And, only half of those polled believe that workload and projects are equitably distributed. This suggests the need for transparency around criteria and decision-making regarding workload.



**9. My supervisor trusts me to do my job.**



**19. Managers at San Francisco Public Works have the skills they need to lead effectively.**



**20. The workload is fairly distributed among members of my work group.**



**22. Employees at San Francisco Public Works are encouraged to bring new ideas to management.**



**42. My supervisor treats me with respect**



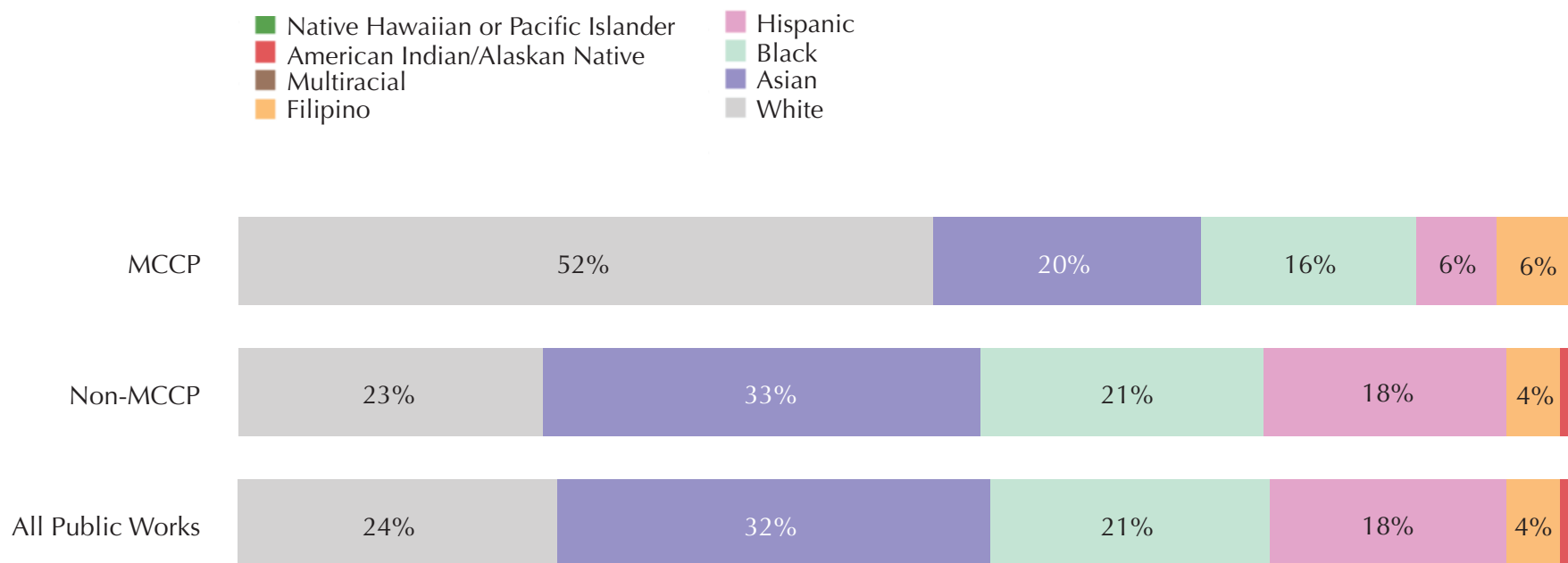


## Table 4.2 - Racial diversity of management versus non-management positions

In the table below, MCCP is Management Classification and Compensation Plan and represents the 51 staff who are in the 09XX manager position series. The top row shows the racial makeup of those managerial positions. The middle row shows the racial makeup of non-managerial positions. The bottom row shows the racial make up of all Public Works staff.

A diverse leadership should reflect the diversity of staff. Our management-level positions are now disproportionately white, with white employees in 52% of management-level jobs versus 23% in staff-level jobs. BIPOC staff representation at the management-level is far below general workforce numbers: Though Black employees make up 21% of our

workforce, they make up only 16% of our management-level positions; likewise Latinx and Asian general workforce numbers are 18% and 36%, respectively, and only 6% and 25% in management-level jobs. The greatest disparity is between the percentage of Latinx managers versus that of staff.



Fiscal Year 2020-21 as of October 2020. Source: Annual Workforce Data Report

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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>4.1.1. Adhere to a hiring and recruitment policy that generally aligns with the citywide racial-equity framework and the departmental Racial Equity Action Plan.</p> <p>Proactively recruit a diverse group of potential candidates from within and outside the organization when hiring.</p>	2021	<p>Identify sources where we should expand recruitment.</p> <p>Develop policy in collaboration with ADM HR and implement.</p> <p>Create baseline data on applicants for leadership positions.</p>	Staff time: Low	Percent increase in diverse leadership.	Not started	ADM HR, Finance and Administration team, Communications team	Level 1	Easy	High
4.1.2. Commit to ongoing racial-equity training and development for leadership.	2021	<p>Develop a racial-equity training and development sessions.</p> <p>See Focus Area 6: Organizational Culture of Inclusion and Belonging for more information.</p>	Staff time: Moderate	Number of trainings completed by leadership per quarter.	In progress	University, Racial Equity Working Group	Level 1	Moderate	High
4.1.3. Incorporate senior leadership demographics in the department's annual report.	2021	Collect data.	Staff time: Low	Senior leadership demographic included in the department's annual report.	Not started	ADM HR, ADM HR, Performance team, Communications team, bureau managers	Level 1	Easy	Moderate
<p>4.1.4. Implement a simple process to submit anonymous input to senior leadership.</p> <p>Develop a plan to respond to such input.</p>	2021	<p>Develop multi-modal process to submit input.</p> <p>Encourage staff to utilize electronic "Suggestion Box."</p>	Staff time: Moderate	<p>Percent of staff is aware of the process.</p> <p>Track number of ideas gathered from staff input that are implemented and/or used in some way.</p>	In progress	Executive team, Communications team, IT	Level 1	Easy	Low

## 4.2 Build a diverse leadership team.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
4.2.1. Work toward a racially diverse management and leadership team – in the broadest sense of the word – that reflects the diversity of the department and the communities we serve.	2021	When leadership positions become vacant, actively recruit BIPOC candidates.	Staff time: Moderate	Increase in racial diversity of management by numbers and percentage.	In progress	Executive team, bureau managers, Racial Equity Working Group	Level 1	Moderate	High
4.2.2. Restructure hiring process to allow for a more employee participation in hiring of leaders.	2021	<p>Allow employees to sit in on interview panels and/or help develop questions for panels for managers and/or be non-scoring observers.</p> <p>Change HR policies as necessary.</p> <p>Identify jurisdiction limits for DHR and Public Works in terms of employee involvement.</p>	Staff time: High	Number of staff involved – get a broader cross-section of staff involved.	Not started	ADM HR, Finance and Administration team, Performance team	Level 1	Moderate	Moderate
4.2.3. Create pathways to department leadership for staff with deliberate focus on removing obstacles faced by BIPOC, including mentoring and training in leadership and technical skills.	2021	<p>Identify obstacles faced by BIPOC employees.</p> <p>Identify ways to eliminate those obstacles.</p> <p>See Focus Area 5: Professional Development for more information.</p>	Staff time: High	<p>Number of employees who report having a better sense of career pathways.</p> <p>Number of barriers removed and impact.</p> <p>Measure efficacy of training and mentoring provided.</p>	Not started	ADM HR, Finance and Administration team, Performance team, University	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
4.2.4. Encourage employees, particularly BIPOC, to lead challenging projects outside of their normal duties in order to prepare them for more challenges.	2021	Allow time for employees to participate in stretch assignments within their workweek.	Staff time: High	Track overall time to hire, greater staff involvement, number of BIPOC managers hired, number of promotions of BIPOC staff	In progress	DHR, ADM HR, Finance and Administration team	Level 2	Difficult	High
4.2.5. Work with DHR to improve hiring processes for management.	2021-22	Create a committee to identify areas of process improvement and meet regularly with DHR.	Staff time: High	Number of staff involved – get a broader cross-section of staff involved.	Not started	ADM HR, Finance and Administration team, Performance team	Level 1	Moderate	Moderate
4.2.7. Eliminate certain unnecessary academic requirements that are not mission-critical to a job and that unnecessarily favor certain racial groups.	2021-22	Evaluate which positions currently have academic requirements that may not be necessary.  See Focus Area 1: Hiring and Recruitment for more information.	Staff time: High	Number of positions updated.  Propose changes to DHR to eliminate academic requirements.	In progress	DHR, ADM HR, Finance and Administration team	Level 1	Moderate	High
4.2.9. Audit the rules of the list including tracking the relationship between the list and the resultant hiring. Ask whether the best candidates emerge from the list and what are the impacts of list rules on diversity.	2021-22	Identify which positions to audit.  Gather data on rule of list and who was actually hired.  Reach out to hiring manager to determine if that hire was “best” candidate.  See Focus Area 1: Hiring and Recruitment for more information.	Staff time: High	Matrix of where rules of the list may have impacted ability to hire diverse candidate based on sample audits.  Propose changes to DHR.	Not started	DHR, ADM HR, Finance and Administration team, Performance team	Level 1	Difficult	Moderate

### 4.3 Establish more equitable and transparent management practices.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>4.3.1. Foster and develop opportunities for more transparent and effective two-way communication methods between management and employees.</p> <p>Create standards for communication between managers and staff. And train all staff in these standards and methods.</p>	2021-22	<p>Develop multi-modal methods for these opportunities.</p> <p>Implement facilitated employee and supervisor meetings.</p> <p>Ensure supervisors/ group leaders/section managers and staff are trained in different communication techniques.</p> <p>Ensure managers work with supervisors/ group leaders/section managers to empower and encourage them to communicate well with their staff.</p>	Staff time: High	<p>Track numbers of manager/ staff teams that benefit from feedback.</p> <p>Communication standards are developed and distributed.</p> <p>Percent complete of manager meetings with supervisors/ group leaders/ section managers.</p>	In progress	Executive team, Performance team, Racial Equity Working Group	Level 1	Moderate	High
<p>4.3.2. Create more transparent hiring and promotion processes.</p>	2021	<p>Share hiring and selection process for TEX and PEX positions.</p> <p>See Focus Areas 1 and 2 for more information.</p>	Staff time: Moderate	<p>Document with guidelines developed that can be shared with staff.</p>	In progress	DHR, ADM HR, Finance and Administration team, Performance team	Level 1	Moderate	High
<p>4.3.3. Create more transparency around how workload distribution and project assignments are made, including the criteria.</p> <p>Ensure that workload is equitably distributed.</p>	2021	<p>Create a project assignment matrix that clearly shows how assignments are made.</p> <p>Establish budgets for mentoring and staff development so that projects can be distributed more equitably to less-experienced staff.</p>	Staff time: High	<p>Matrix is widely accessible for staff to see workload and how assignments are made.</p>	Not started	Executive team, bureau managers	Level 1	Moderate	High

#### 4.4 Create processes and practices that demonstrate accountability.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
4.4.1. Perform regular statistical analyses of the relationships between race, pay, gender, job classification and bureau or division.	2021	Collect data and create a dashboard.  Review bi-annually.	Staff time: Moderate	Identify trends.  At least two reviews annually.	In progress	Performance team, Racial Equity Working Group	Level 1	Easy	Moderate
4.4.2. Develop methods of accountability for management in regard to racial-equity measurables.	2021	Develop racial equity measurables and analytical tools for managers.	Staff time: Moderate	Clearly defined racial-equity measurables that are communicated to managers.	Not started	Performance team, Racial Equity Working Group	Level 1	Moderate	High
4.4.3. Integrate racial-equity initiatives into performance plans.	2021	Share racial-equity initiatives with staff.  Add a racial-equity learning and training category in the performance plan template.	Staff time: Moderate	100% performance plans have a racial-equity initiative.	In progress	Performance team, Racial Equity Working Group	Level 1	Easy	Moderate
4.4.4. Integrate racial-equity tools in team and project planning, including staffing, methods, budget, roles and decision-making.	2021	Develop a toolkit of racial-equity tools for project planning and provide to all team leaders.  Feedback loop developed to evaluate efficacy of racial-equity tools.	Staff time: High	Template completed for new projects.  Number of training and participants in the use of racial-equity tools.	Not started	Executive team, bureau managers, Racial Equity Working Group	Level 1	Moderate	High

#### 4.5 Commit to ongoing racial equity training for leadership.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
4.5.1. Require high-quality and annual racial-equity and implicit-bias training for management. Create ongoing education that is embedded in the way work is done. This is baseline supervisor training and forms the foundation for all other leadership skill-building.	2021	Identify required training courses, create curriculum and mandatory training schedule.  Create a “Racial Equity Training” category in the Training Tracker.	Staff time: High	Number of supervisors trained.  Track efficacy of training.	Not started	Performance a Executive team, Performance team, University, Racial Equity Working Group  , Racial Equity Working Group	Level 1	Moderate	High
4.5.2. Provide and support further educational opportunities and resources for management such as book, film and article recommendations, offsite trainings and events.	2021	Identify educational resources and create a library.  Allocate educational funding in the annual budget.	Staff time: Moderate	Number of educational opportunities and resources identified and promoted annually.  Number of staff who take advantage of outside training as reported in training tracker.	Not started	University, Racial Equity Working Group	Level 1	Easy	Moderate

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
4.5.3. Reward, support and acknowledge racial-equity work and learning that occurs outside of work. Value the role staff has in private sector networks around racial-equity issues.	2021	<p>Encourage staff to identify training and learning they have completed.</p> <p>Develop reward or acknowledgment program to recognize staff.</p> <p>Use performance plan to positively recognize staff achievements.</p> <p>Greater financial support for these opportunities.</p>	<p>Staff time: Moderate</p> <p>Financial: As available</p>	<p>Number of employees who successfully complete a racial-equity training.</p> <p>Track “report backs” by staff to work teams on outside training they’ve completed.</p>	Not started	Executive team, Performance team, University, Racial Equity Working Group	Level 1	Easy	Moderate
4.5.4. Stay up to date and incorporate racial equity best practices from GARE (Government Alliance on Race and Equity), other municipalities and the private sector into our department’s work.	2021	Participate in GARE and share information on the Racial Equity webpage.	Staff time: Low	<p>Best practice updates to the Racial Equity Action Plan.</p> <p>Annual “booster training” in racial equity best practices for managers.</p>	In progress	Executive team, Performance team, University, Racial Equity Working Group	Level 1	Moderate	High



## 5. PROFESSIONAL DEVELOPMENT

*The City puts you in a box once you're hired, and you have to operate within that box. There's not enough regard to employees' full range of skills and experiences, which hurts both the city as a whole and the employee individually. – Public Works employee*

### DEPARTMENT GOAL

To institutionalize practices that maximize the professional potential of employees and remove racial bias-related obstacles to promotion and professional development.

From the San Francisco Office of Racial Equity:

*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.<sup>1</sup> 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.*

### INTRODUCTION

According to staff, the most important equity practices are professional development and examining promotion and retention practices through a racial-equity lens. In staff feedback, common themes include wanting more transparency around paths to promotion, increasing access to training opportunities, making it easier to move within the department, expanding the breadth and depth of training, and limiting the number of temporary and acting positions offered by the department.

Feedback about the department's newly implemented performance review system (Employee Plan and Review) was largely positive. Including annual training goals into the performance review framework is seen as a logical and useful way to infuse professional development into employees' day-to-day workload. As we move forward, racial equity and diversity goals will be more explicitly incorporated – they are already included in the introduction to the form. The new Employee Plan and Review process encourages discussion about employee's learning and development goals between employees and supervisors during check-in conversations.

Expansion of the University's offerings and training hour requirements – currently at 10 hours annually – would support greater professional development opportunities.

There is a desire to promote a flatter organizational culture that invites the opinions and concerns of all staff, and acts upon them in measurable, concrete ways. This can be accomplished through communications training, nurturing managers to be leaders and a formal mentorship program. Such a program would benefit new hires' as well as existing staffs' professional development while strengthening interpersonal relationships throughout the department.

1 – Evelyn Carter, Restructure Your Organization to Actually Advance Racial Justice, Harvard Business Review (Jun. 22, 2020) [www.hbr.org/2020/06/restructure-your-organization-to-actually-advance-racial-justice](http://www.hbr.org/2020/06/restructure-your-organization-to-actually-advance-racial-justice)

**Table 5.1 - Data from the 2019 Employee Experience Survey**

A vast majority of staff feel that their work relies on their personal strengths, and 75% of staff believe that their supervisor supports their professional growth and development. But, in the survey's category around "fit," only 62% responded favorably to: "The extent to which the employee feel that they are in the right job and have the necessary skills, knowledge and abilities to adequately perform in their role."

62% of staff believe that we have an organizational culture where they can learn new skills and grow – this was generally consistent across racial groups. And, almost 40% of staff do not feel that they have the tools they need to advance in their career. To be a successful and equitable organization, we need a larger majority to believe this statement. Focus Areas 5 and 6 address this issue.

**San Francisco Public Works has a culture where I can learn new skills and grow.**



**My supervisor supports my professional growth and development.**

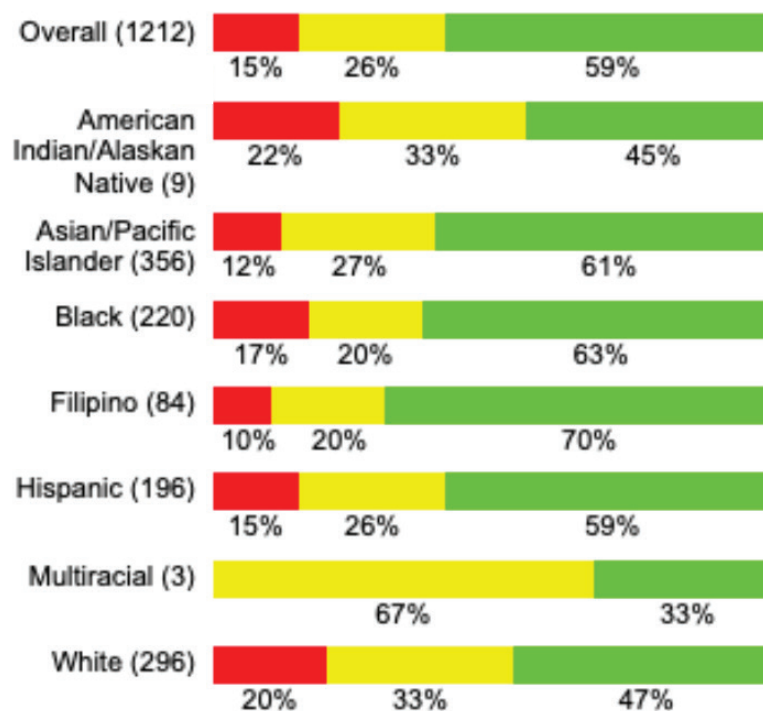


**The type of work that I do utilizes my personal strengths.**





**San Francisco Public Works  
provides me with the tools  
I need to help me advance  
my career.**



### 5.1 Offer professional and skill development opportunities to every staff member that center individual goals first, then organizational needs.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.1.1. Require in-house training in professional and skill development for all staff regardless of full/part-time status or seniority.	2021	Make training accessible to all staff and not dependent on employment status.	Staff time: Low Financial: Overhead	Percent of employees aware of requirement and opportunity.	In progress	University, ADM training	Level 1	Easy	High
5.1.2. Offer opportunities for continual and extended learning.  Include costs in the annual budget.	2021	<p>Trainings to include professional and academic development, and career-pathway specific.</p> <p>Describe protocol for scheduling that is inclusive.</p> <p>Use models/templates that have successfully worked for others.</p> <p>Offer training based on employee feedback/request.</p> <p>Group trainings related to job classification.</p>	Staff time: Low Financial	<p>Percent of employees that take advantage of the opportunity.</p> <p>Employee satisfaction rate.</p> <p>Number of completed trainings.</p> <p>Analysis of efficacy of different types of training.</p> <p>Number of training hours/employee disaggregated by bureau, job class, race.</p> <p>Funds dedicated to extended learning annually.</p>	In progress	University	Level 2	Moderate	Moderate

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.1.3. Offer training opportunities at times and locations that are accessible to all Public Works employees, including Operations staff who work around the clock.	2021	Flexible and inclusive schedule for mandatory and voluntary trainings.	Staff time: Moderate	Percentage and increase in participation rate.  Survey employee satisfaction rate.  Track accessibility of mandatory versus voluntary trainings.	In progress	University, ADM training	Level 1	Moderate	High
5.1.4. Advertise training opportunities in a way that reaches all employees, including Operations staff who work around the clock.	2021	Established communication media adaptable to work schedules and site.	Staff time: Low	Percentage and increase in participation rate.  Survey employee satisfaction rate.  Track accessibility of mandatory versus voluntary trainings.	In progress	University, ADM training, bureau managers, Communications team	Level 1	Moderate	High
5.1.5. Set expectation that employee participation in continuing education is part of their work responsibility, not something in addition to regular work responsibilities.	2021	Include in performance plan.	Staff time: Low	Percentage and increase in participation rate.  Survey employee satisfaction rate.  Track accessibility of mandatory versus voluntary trainings.	In progress	Bureau managers, Communications team, University, ADM training	Level 1	Easy	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.1.6. Dedicate a sufficient level of training content related to professional development (e.g., interview skills, resume writing, civil service process orientation).	2021	Offer training based on employee feedback/request.  Group trainings related to job classification and requirements.	Staff time: Moderate	Percentage and increase in participation rate.  Survey employee satisfaction rate.  Track accessibility of mandatory versus voluntary trainings.	In progress	University, ADM training	Level 2	Easy	High
5.1.7. Explicitly connect training opportunities to pathways to career advancement.	2022	Group trainings related to job classification and requirements.  Outline of core competencies and career pathways.  Train managers on core competencies matrix.	Staff time: Moderate	Number of employees who understand core competencies matrix.  Number of employees who feel they have gained core competencies needed for career advancement.  Number of managers who support/understand specific core competencies for career pathways.	In progress	University, ADM training, bureau managers, managers/supervisors	Level 2	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.1.8. Require and support managers to promote mandatory and voluntary training opportunities for their staff and work toward removing barriers to enrollment.	2021	<p>Offer training based on employee feedback/request.</p> <p>Group available trainings related to job.</p> <p>Include as agenda items in staff meetings.</p> <p>Identify barriers based on employees feedback and work with managers to develop feasible mitigation strategies.</p>	<p>Staff time: Moderate</p> <p>Financial: Overhead</p>	<p>Number of employees who feel they have gained core competencies needed for career advancement.</p> <p>Number of managers who support/understand specific core competencies for career pathways.</p>	In progress	Executive team, bureau managers	Level 2	Moderate	High
5.1.9. Increase overhead hours staff can devote to mandatory and voluntary trainings.	2021	Incorporate racial equity training into staff meeting.	<p>Staff time: Moderate</p> <p>Financial</p>	<p>Number of employees who feel they have gained core competencies around racial equity and bias.</p> <p>Number of managers who support/understand specific core competencies around racial equity and bias.</p>	Not started	University, ADM Training, Executive team, Finance team	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.1.10. Expand University of Public Works programming to include regular trainings on racial equity and bias while offering its programming in more locations including Operations.	2021	Incorporate racial equity training into staff meeting.	Staff time: Moderate  Financial	Number of employees who feel they have gained core competencies around racial equity and bias.  Number of managers who support/understand specific core competencies around racial equity and bias.	Not started	University, ADM Training, Executive team, Finance team	Level 1	Moderate	High
5.1.11. Allow staff the opportunity for lateral movement – acting assignments – within and without the department by establishing a rotational program where staff can be exposed temporarily to other job possibilities.	2022-2023	Defined pathway/process for career advancement and rotational opportunities.	Staff time: Moderate  Financial	Number of employees that successfully participate in the initiative.	Not started	Executive team, bureau managers, ADM HR, DHR, union representatives	Level 2	Moderate	Moderate/High



Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>5.1.12. Encourage participation in external professional development by sharing opportunities that are related to the department's missions and goals.</p> <p>Support training by making it easier for employees to participate in tuition reimbursement programs, and/or subsidizing trainings.</p> <p>Provide financial support for paid opportunities.</p> <p>Partner with professional organizations in different industry sectors and encourage membership and participation.</p>	2021-2022	<p>Formalize and clarify process for staff to attend conferences, including reimbursements.</p> <p>Establish partnerships or affiliations.</p> <p>Make a list of professional organizations per industry sector and related information available to all employees.</p> <p>Publicize information and resources. Identify points of contacts that can provide additional information.</p> <p>Include in performance plan.</p> <p>Develop clear timeline for reimbursement process.</p> <p>Engage unions re: tuition reimbursement processes to ensure equity.</p> <p>Make reimbursement process more accessible. Share and educate staff on tuition reimbursement process.</p>	<p>Staff time: Moderate</p> <p>Financial</p>	<p>Track participation rate and employee satisfaction and value added of conference.</p> <p>Survey/feedback on list of organization and benefits.</p> <p>Number of staff participating in outside events or opportunities.</p> <p>Reduction length of time for reimbursement.</p> <p>Percentage and rate of increase in participation – greater diversity of participation (race/job class).</p> <p>Simplified reimbursement process.</p>	In progress	Executive team, bureau managers, University, ADM training, Communications team, DHR, labor organizations	Level 23	Difficult	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.1.13. Track professional and skill development and assess annually, specifically looking to accessibility to BIPOC staff.	2021-22	Identify the trainings and skill development program and place where best needed or beneficial.  Adopt a tracking system, analyze annually.	Staff time: Low	Number and percentage of BIPOC staff utilizing professional development trainings.  Track efficacy of trainings in terms of career advancement and satisfaction.	In progress	University	Level 1	Moderate	High
5.1.14. Develop peer learning platforms such as Project Manager Roundtable series for knowledge and information sharing.	2021	Calendar events by sections and facilitators.	Staff time: Low	Rate of employee participation and feedback on benefits.	Not started	Bureau managers, University, employees with relevant experience	Level 1	Easy	High

## 5.2 Encourage collaboration between staff and supervisors that are consistent and thoughtful. Be responsive to staff needs.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.2.1. Develop an annual performance evaluation for all staff, part-time and full-time. Highlight advancement opportunities.	2021-22	Bi-annual performance evaluation program to all staff.  Include information/goals on career advancement pathways in performance evaluation.	Staff time: Moderate	Track staff and manager satisfaction rate.	Ongoing	Performance team, University	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.2.2. Incorporate professional development into individuals' performance plans and reviews.	2021		Staff time: Low		Ongoing	University, Performance team	Level 3	Easy	Moderate
5.2.3. Include more voices and opinions into the performance review process, rather than solely the top-down, manager-employee style.	2022	Develop 360-reviews or other methods.	Staff time: Moderate	Number of methods implemented.  Measure efficacy of method(s).	Not started	University, Performance team, bureau managers	Level 3	Moderate	Moderate
5.2.4. Couple performance plans with incentives to improve performance.	2022	Include recommendations or requirements for improvement (for instance, specific types of trainings)  Include realistic timeline to track improvement.	Staff time: Moderate	Percentage of employees with improvement.	Not started	University, Performance team, bureau managers, executive team	Level 3	Difficult	High
5.2.5. Expand performance review process to include an individual racial-equity goal. Embed racial-equity action in to everyone's day-to-day work.	2021	Train and communicate with staff what an individual racial-equity goal looks like and why it's valuable.	Staff time: Moderate	100% of employees include racial-equity goal in performance plan.	In progress	University, Performance team, bureau managers, executive team, Racial Equity Working Group	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.2.6. Develop a culture of conversation where staff ideas are heard and acted upon with transparency. Listen to staff ideas in terms of innovation, decision-making, workflow and processes. Empower staff to have a say in how to achieve high-quality work.	2021	<p>Implement multi-media suggestion box.</p> <p>Seek employees feedback on suggestions received.</p> <p>Respond to suggestions.</p> <p>Train managers and staff in decision-making protocols and meeting facilitation to ensure conversation and multiple voices heard.</p>	Staff time: Moderate	Percentage of implemented suggestions with measurable benefits/value.	In progress	Executive team, Communications team, bureau managers, managers/supervisors, Racial Equity Working Group	Level 1	Moderate	High
5.2.7. Develop concrete ways to show staff that their voices, opinions and concerns are being heard, considered and acted upon (not necessarily with agreement, but at least with transparency).	2021	See Focus Area 6: Organizational Culture of Inclusion and Belonging	Staff time: Moderate	Increase in BIPOC staff feedback, participation and communication.	In progress	Executive team, Communications team, bureau managers, managers/supervisors, Racial Equity Working Group	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>5.2.8. Ensure that as many employees as possible have access to alternate work schedules.</p> <p>Consider racial equity when creating processes to offer alternative work schedules and work-from-home.</p>	2021	Develop racial equity tools to support analysis of decision-making.	Staff time: Low	Number of employees by race, bureau, job class who are offered alternative work schedules versus those who apply.	In progress	Executive team, ADM HR, bureau managers	Level 1	Easy	Moderate
5.2.9. Develop strategies and structures that empower BIPOC staff with advisory and decision-making authority around improving work flow and processes and implementing the Racial Equity Action Plan.	2021-2022	Work closely with affinity/cultural groups, review and incorporate suggestions/feedback received.	Staff time: High	Number of BIPOC staff involved in department-wide initiatives, disaggregated by bureau, gender and job class.	Not started	Executive team, bureau managers, supervisors, Racial Equity Working Group	Level 2	Difficult	High
5.2.10. Clarify and promote expectations regarding how employees – peer to peer and managers to staff – communicate respectfully.	2021		Staff time: Low		Not started	Executive team, bureau managers, Communications team, supervisors, Racial Equity Working Group	Level 1	Moderate	Moderate

### 5.3 Create a mentorship program between senior and junior level staff.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.3.1. Institutionalize mentoring of new hires, apprentices and interns by matching them with more-senior people in their bureau to create a culture of belonging that supports new staff in learning about work and career development options.	2021-22	Develop defined requirements for mentors and mentees, measurements for success and number of meetings per program cycle.	Staff time: High Financial: Overhead	360-review of program.  Number and percentage completion rate.  Number of participants per year.  Disaggregate data by race, bureau, gender and job class.	Not started	Executive team, bureau managers, University, Racial Equity Working Group, ADM training, University, qualified employees	Level 2	Difficult	High
5.3.2. Remain cognizant of the potential pitfalls of a formal mentorship program, which include the possibility for favoritism to develop between mentor and mentee.  Creating mentor-mentee pairs tailored to personalities and interests.	2022	Develop clear terms of engagement and pairing.  Periodic 360-degree review of mentorship.  Develop criteria to be used in pairing.	Staff time: Moderate	Track effects of mentorship on mentor and mentee.  Survey employees.	Not started	Track effects of mentorship on mentor and mentee.  Survey employees.	Level 2	Difficult	High
5.3.3. Develop a culture of mentoring among higher-level staff to hone teaching and leadership skills and to keep mentors engaged with all levels of staff.	2021	Include routine one-on-one meetings between lower-level and higher-level staff.	Staff time: Moderate	Number and percentage of participants, disaggregated by race, gender, bureau and job class.	Not started	Executive team, bureau managers, University, Racial Equity Working Group	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.3.4. Consider the potential equity benefits of a mentorship program in terms of helping people foster stronger, more-meaningful relationships with one another, which in turn could help reduce implicit biases and cultural disconnects.	2021	Develop assessment tool to measure.	Staff time: Moderate	Share results of tool.	Not started	Executive team, bureau managers, University, Racial Equity Working Group	Level 1	Moderate	High

#### 5.4 Ensure staff needs are centered and timely addressed in order to perform and excel at their jobs.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.4.1. Create a process where staff can submit accommodation requests to the department's administration. The overall timeline process should be transparent and easily accessible.	2021-22	Develop and publicize transparent and clear processes, terms and conditions for trading shifts.  Create pool for shift trading.  Signed participation agreement.	Staff time: Low	Percentage of staff aware of accommodation process.  Number of accommodations made increased.  Number of employees participating in shift trade.	In progress	University, bureau managers, union representatives	Level 1	Moderate/Difficult	Moderate/High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.4.2. Incorporate an assessment of staff needs into the staff performance evaluation process.	2021-22	<p>Accommodations discussed and recorded during bi-annual performance evaluation process.</p> <p>Training/tools specific to performance evaluation.</p> <p>Develop script/protocol for evaluation (similar to script used for quarterly check-in).</p>	Staff time: Low	<p>Performance plans include a section for employee to add "need."</p> <p>Staff needs are aggregated and analyzed for trends.</p> <p>Resource materials developed to address employee needs.</p>	Not started	Performance team, executive team, Communications team	Level 1	Easy	Moderate
5.4.3. Assign spaces for staff to take breaks, be in community, acquire resources and respect religious and cultural practices.	2021	<p>Formalize affinity groups.</p> <p>Form cultural/religious program committees.</p>	Staff time: Low	Survey that reflects improvement in overall workplace health.	In progress	Bureau managers, health and wellness liaisons	Level 3	Easy	Moderate



Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
5.4.4. 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).	2021-22	<p>Assessment performed annually.</p> <p>Funds set aside for accommodations.</p> <p>Protocol for bridging digital divide.</p> <p>Alternate work schedules.</p>	<p>Staff time: Low</p> <p>Finances: As available</p>	Increase in staff awareness of accommodations and ability to access supports.	Not started	DHR, ADM HR, executive team, bureau managers, Racial Equity Working Group	Level 3	Moderate/Difficult	High

## 6. ORGANIZATIONAL CULTURE OF INCLUSION AND BELONGING

*Making sure people understand that what they bring to the table matters. People need to feel like their experience and background is an asset to the department. Communicating this can help people feel more comfortable and stable in their work. – Public Works employee*

*See the potential for success in me, don't see the failure. I was never given an opportunity to mess up. You assumed I'd mess up. See me as a potential. – Public Works employee*

### DEPARTMENT GOAL

Adopt actively anti-racist practices in order to create an inclusive workplace where all staff, particularly BIPOC, may thrive and feel valued.

From the San Francisco Office of Racial Equity:

*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.<sup>1</sup> 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.*

### INTRODUCTION

BIPOC staff have shared the difficulties of dealing with racism at work. "It's consuming my energy," said one employee. In feedback gathered throughout this process, Black staff report suffering from physical and mental health issues because of racist micro- and/or macro-aggressions. Some might ask, "Does this really have to do with race, or is it really about performance or fit?" That question is not unreasonable, and yet may also show a lack of understanding of how racism works. It is almost always impossible to know and prove that any one decision is based on explicit or implicit racism, but it's important to remember that we are "swimming" in a culture with longtime racist policies and cultural norms. Advancing racial equity

1 – Aysa Gray, The Bias of 'Professionalism' Standards, Stanford Social Innovation Review (Jun. 4, 2019) [www.ssir.org/articles/entry/the\\_bias\\_of\\_professionalism\\_standards](http://www.ssir.org/articles/entry/the_bias_of_professionalism_standards)

in the workplace does not necessarily require identifying racists. It does require acknowledging that race still has too big a role in work power dynamics, relationships and health outcomes.

One of the barriers to creating a more inclusive work environment is a lack of understanding about structural racism and inequities. A lack of understanding of the history and structures that surround us can lead individuals to undervalue the experience and perspective of others in very particular ways that can result in disparities in compensation, promotion, discipline and work assignments. Without a common understanding of how racism works, it will be difficult to begin to eliminate it. The department need not attempt the impossible and try to determine how much racism is in any one decision. What we can do is honestly assess the structures we have inherited, come to a common understanding of history and focus on what we have control over, namely, how we treat each other.

Deliberate investment in our racially diverse workforce is one of the highest priorities at Public Works. It goes hand-in-hand with nurturing a culture of inclusion and belonging for all, particularly groups who have been historically discriminated against. A workplace rooted in inclusion

and belonging is a place where people from all racial backgrounds feel their contributions, presence and perspectives are valued and reflected in department operations. To get there, we need robust and continuous training and support in order to understand the role history and systemic racism play in our decision-making and planning. This knowledge will empower us to begin to eliminate racial disparities in our workplace.

Though we acknowledge that we can't change the general culture we live in, we believe that we can effect organizational change by becoming a diverse and inclusive workplace. Research corroborates that such a workplace has greater readiness to innovate, greater productivity and higher employee retention and happiness. In working on building a culture of inclusion and belonging, we will learn more about the root causes – though we suspect implicit and explicit racism plays a major role – so that we can better address it.

**Table 6.1** - Data from the 2019 Employee Experience Survey

The survey touched on a number of key issues regarding organizational culture: communication, working conditions, fair treatment and feeling valued.

58% of employees respond that they feel valued and appreciated, and that Public Works draws on our diversity to achieve our goals. This is a good foundation to work from in terms of creating a workplace that values a culture of inclusion and belonging.

**San Francisco Public Works draws on our diversity to achieve our goals.**



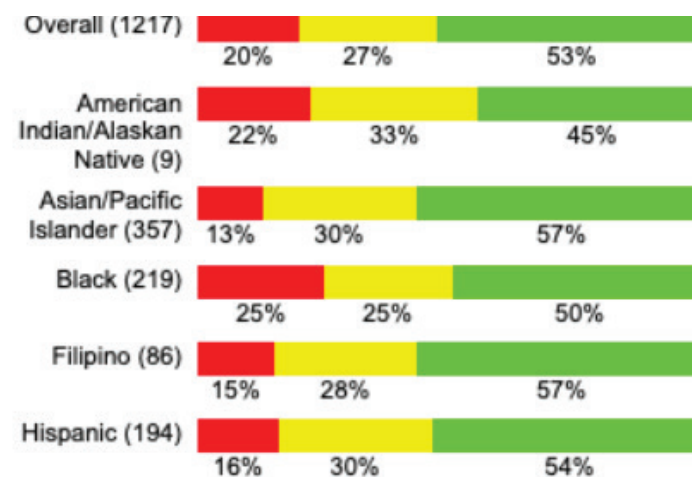
**I feel valued and appreciated.**



In terms of communication, generally only half of our staff believe that communication within our organization is open.



**Communication within San Francisco Public Works is open.**

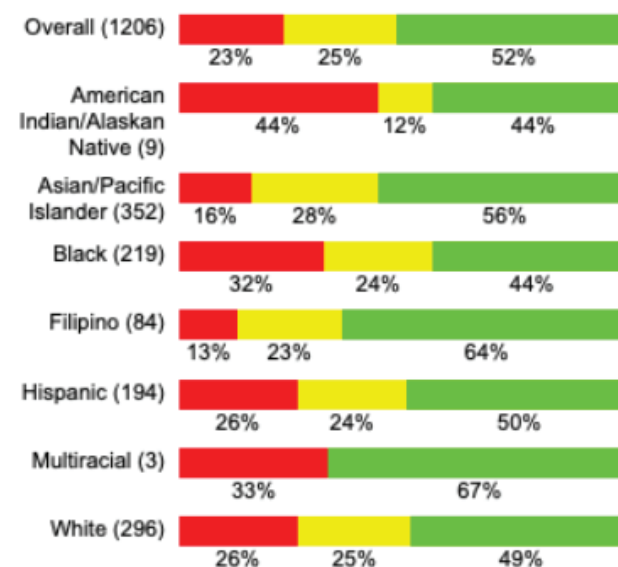
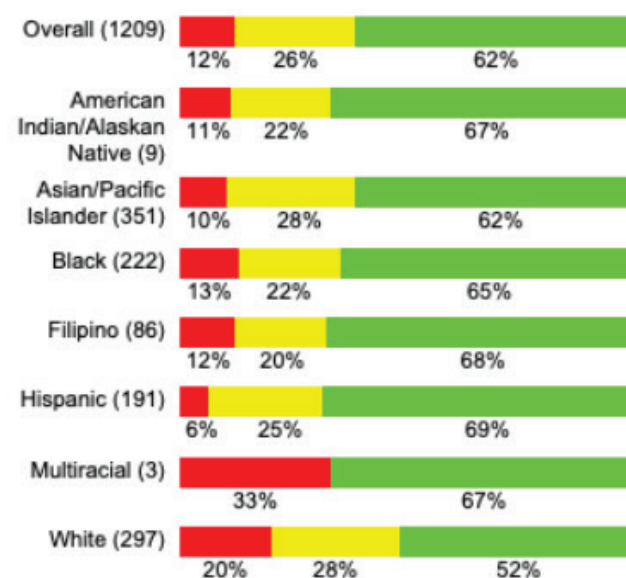


Overall, 62% of staff believe their working conditions support the results they are expected to achieve. We need to look at this data by bureau to identify the specific issues.

**My working conditions support the results I am expected to achieve.**

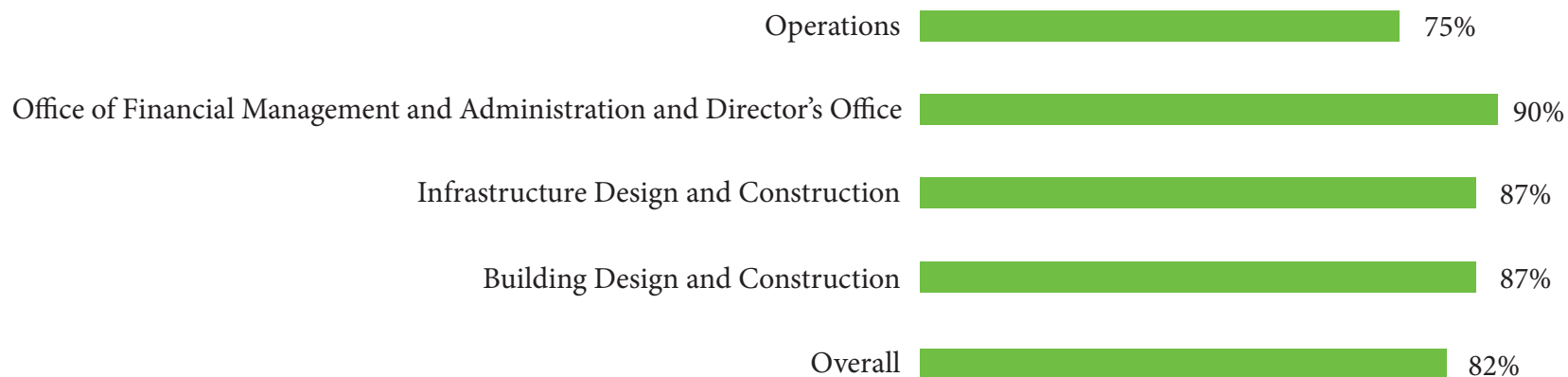
Fair workplace treatment is the foundation of a culture of belonging and inclusion. Overall, only 52% of staff believe employees are treated fairly.

**I believe employees are treated fairly within San Francisco Public Works**



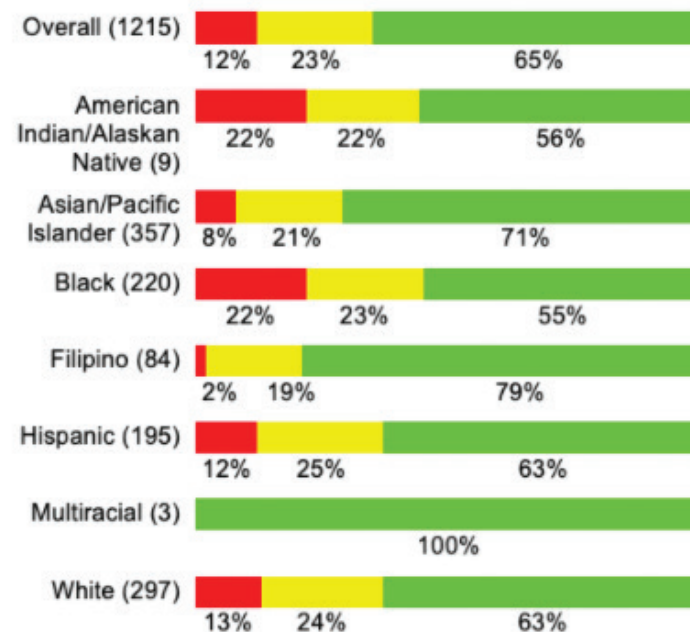
And yet, the vast majority of staff believe their supervisor treats them with respect.

### My supervisor treats me with respect.



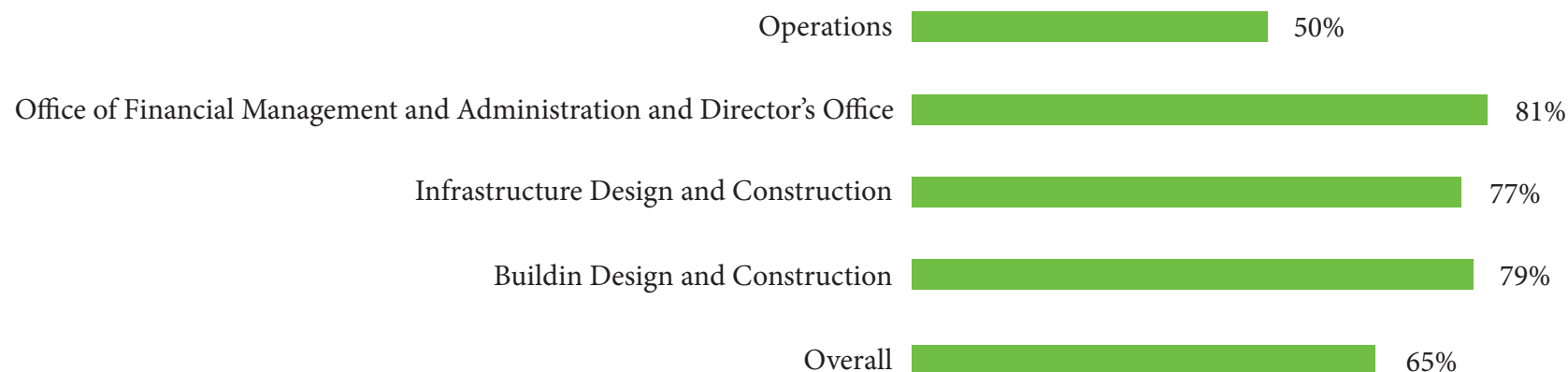
This is contrasted with the percentage of staff who believes that their colleagues treat them with respect. The following chart shows a large discrepancy between the overall favorable reply and the reply from Black staff regarding respect among employees.

### Employees at San Francisco Public Works treat each other with respect.



In addition, the response to this statement varies greatly by division. In Operations, which has the highest percentage of Black staff, only 50% believe that Public Works employees treat each other with respect. But given the data above, it seems like the disrespect is coming more from peers and not managers; and though it is below overall satisfaction, 75% of Operations staff polled say their supervisor treats them with respect.

### Employees at Public Works treat each other with respect.



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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
6.1.1. Ensure that the department's mission, policies and procedures reflect an ongoing commitment to an organizational culture of inclusion and belonging.	2021-22	<p>Department mission, policies and procedures are updated and available.</p> <p>Develop process for recognizing affinity/cultural groups.</p> <p>Develop a racial-equity framework to analyze policies and procedures.</p>	Staff time: High	<p>Number of scheduled events completed.</p> <p>Number of policies and procedures reviewed using a racial-equity framework.</p>	Not started	Executive team, bureau managers, supervisors, Racial Equity Working Group	Level 1	High	High
6.1.2. Develop a Racial Equity Action Plan that is updated regularly and available to the public annually.	2021	<p>Racial Equity Action Plan is published on department website.</p> <p>Present at Board of Supervisors and other public forums.</p>	Staff time: High	Number people who have read Action Plan.	Ongoing	Executive team, Racial Equity Working Group	Level 1	High	High
6.1.3 Create a racial-equity team consisting of racial equity leads committed to keeping the department accountable for reaching its Racial Equity Action Plan goals and guides implementation.	2021	<p>Regular, scheduled meetings with Racial Equity Working Group to implement Racial Equity Action Plan.</p> <p>Constitute Racial Equity Working Committees at bureau/unit levels.</p> <p>Publish terms of engagement in working committees; develop procedures to equitably engage participants.</p>	<p>Staff time: Moderate</p> <p>Financial: Overhead</p>	<p>Track efficacy of racial-equity team and leads in terms of work plan and deliverables.</p> <p>Track number of participants by race, gender, bureau, job class and rate of participation.</p>	Ongoing	Racial Equity Working Group	Level 1	Easy	High



Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>6.1.4. Regularly report to staff on Racial Equity Action Plan updates through multiple channels in order to most broadly disseminate the information and get feedback – at minimum, quarterly.</p> <p>Meet regularly with executive team and broader bureau management team to ensure collaboration, implementation and support.</p>	2021	<p>Develop feedback loop with an equity framework.</p> <p>Periodic presentation at bureau and staff meetings.</p>	Staff time: High	Track number and percentage of staff who've read Action Plan and offered feedback.	Ongoing	Executive team, bureau managers, Racial Equity Working Group, Communications team	Level 1	Easy	High
<p>6.1.5. Embed a racial-equity framework in everything we do including department-wide initiatives (the Strategic Plan, performance plans, process improvement, job descriptions, mandatory trainings, new employee orientation, etc.) as well as day-to-day processes and procedures (work assignments, staff selection for tasks and opportunities, project leadership, etc.).</p> <p>Establish racial-equity benchmarks, tools and accountability for all staff and all teams.</p>	2021	<p>Set a target level of participation for a list of department-wide initiatives, processes and procedures.</p> <p>Develop racial-equity tools and frameworks to analyze policies and procedures.</p>	Staff time: High	<p>Compliance rate with set target.</p> <p>Number of policies and procedures reviewed using a racial-equity framework.</p>	Not started	Executive team, bureau managers, supervisors, Racial Equity Working Group	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>6.1.6. Have staff participate in trainings, conferences and discussions that promote a wider understanding of racial equity.</p> <p>Offer trainings on including how racism affects people on a daily basis, from micro-aggressions to harassment to unfair treatment, and how that can lead to physical and mental health consequences.</p> <p>Integrate implicit-bias and anti-racist trainings into classes that relate specifically to our work, such as landscape architecture, communications, permitting and customer service.</p> <p>Offer implicit-bias and anti-racist trainings to all staff that are intensive, ongoing and whose learnings are reinforced in multiple ways and venues throughout the year.</p>	2021	<p>Develop curriculum and/or partners to offer these in-house trainings.</p> <p>Determine how to disseminate trainings.</p> <p>Demonstration of ongoing and reinforcing nature of the trainings.</p> <p>Focused presentations at bureau, section and staff meetings.</p> <p>Establish anonymous communication methods that can inform racial-equity needs and trainings.</p>	<p>Staff time: Low</p> <p>Financial: Overhead</p>	<p>Number of training, conference or discussion regarding diversity, equity and inclusion completed by staff per quarter. Data disaggregated by race, gender, bureau and job class.</p> <p>Number of staff who have the capacity to navigate discussions about race, identity and power dynamics and embrace the challenges and tension that often accompany this work.</p> <p>Survey before and after training to assess improvement.</p>	Not started	Executive team, bureau managers, University, ADM training, Racial Equity Working Group	Level 1	Easy	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>6.1.7. Conduct an annual staff survey that assesses the department's commitment to an organizational culture of inclusion and belonging.</p> <p>Report on the results and develop an action plan in response. Link this action plan to existing department-wide initiatives.</p>	2021-2022	<p>Annual survey with disaggregated data and feedback.</p> <p>Information to demonstrate how results are integrated into department work.</p> <p>Share results of survey with all staff.</p>	Staff time: Moderate	<p>Conduct survey.</p> <p>Track participation rate of survey.</p>	Ongoing	Executive team, Performance team, Racial Equity Working Group, Communications team	Level 1	Easy	Moderate
<p>6.1.8. Create more staff events like Public Works Week, Black History Month and cultural get-togethers to celebrate and educate staff about our diverse work group.</p>	2021-2022	<p>Department mission, policies and procedures are updated and available.</p> <p>Develop process for recognizing affinity/cultural groups.</p> <p>Develop and expand heritage celebrations.</p> <p>Include participation in heritage celebrations as part of performance plan and/or training requirement.</p>	Staff time: Moderate	<p>Survey employees about participation in these events.</p> <p>Track participation rate of survey.</p>	Ongoing	Racial Equity Working Group	Level 1	Easy	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
6.1.9. Improve onboarding and integration procedures to be more inclusive with programs such as introductions, tours and mentorship programs, as well as the technology, workspace and information they need to succeed.	2021	Include presentations from affinity and heritage groups.	Staff time: Moderate	Survey employees.  Rate of participation in survey.	In progress	University, ADM training, Racial Equity Working Group	Level 1	Moderate	Moderate
6.1.10. Create work experience programs that offer employees a better understanding of what the entire department does and how it functions.	2022	Develop and publicize career pathway and mentorship program.	Staff time: Moderate  Financial: Overhead	Survey employees.  Rate of participation in survey.	Not started	University, bureau managers	Level 2	Moderate	Moderate
6.1.11. Support and provide spaces for affinity groups, prioritizing historically marginalized peoples.  Create safe and healing spaces for staff to talk about their experiences in regards to race and racism, and to build empathy, trust and community through association.	2021	Number of BIPOC staff who feel better supported.  Develop process for recognizing affinity/ cultural groups.  Develop and expand heritage celebrations.	Staff time: Low	Survey employees.  Rate of participation in survey.	Not started	Executive team, Racial Equity Working Group	Level 1	Easy	High
6.1.12 Ensure that all art, decor and design where staff work daily reflect racial and social diversity.	2021-2022	Assess work spaces.	Staff time: Low	Get staff feedback on workspace design.	Not started	Building Design and Construction, Racial Equity Working Group	Level 2	Easy	Low

## 6.2 Develop internal communication processes and procedures that are fair and promote equity.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>6.2.1. Regularly update departmental mailing lists to ensure that all staff receive communications.</p> <p>Continue to be proactive in connecting with field staff and those who don't rely on email for work. Ensure that they have equal access to all information.</p>	2021	Expand modes of communication.	Staff time: Low	Increase in staff feedback, participation and response to communications.	Ongoing	Communications team	Level 1	Easy	High
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.	2022	<p>Ongoing staff participation and feedback.</p> <p>Periodic presentations/ agenda items on racial equity at staff meetings.</p>	Staff time: Low	Increase in staff feedback, participation and response to speakers.	Not started	Executive team, bureau managers, Racial Equity Working Group	Level 2	Easy	Moderate
6.2.3. Create, maintain and make available spaces, physical and/or digital, for staff to share information.	2021-2022	<p>Ongoing staff participation.</p> <p>Develop and publicize communication protocol for digital or physical message board.</p>	Staff time: Moderate	Increase in staff feedback, participation and response to communications.	In progress	Communications team, bureau managers, IT	Level 2	Easy	Low

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>6.2.4. Develop and lift up more visible ways to enhance representation of all staff, particularly frontline and BIPOC and those who aren't sufficiently heard.</p> <p>Offer new opportunities for particularly frontline and BIPOC to work on department-wide initiatives; consider and make transparent general criteria for selecting staff for these opportunities.</p> <p>Engage frontline workers in decision-making around process improvements and policies, as well as in implementing the Racial Equity Action Plan.</p> <p>Provide venues for people to share their experiences, opinions and beliefs that are safe and free from repercussions.</p>	2021	<p>Periodic meetings with affinity/ heritage groups with a focus to identify and resolve issues or concerns.</p> <p>Anonymous suggestion box.</p> <p>Publish response to questions or concerns received.</p>	<p>Staff time: Moderate</p> <p>Financial: Overhead</p>	Increase in BIPOC staff feedback, participation and communication.	Not started	Executive team, bureau managers, managers/ supervisors, Racial Equity Working Group	Level 1	Moderate	High

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>6.2.5. Keep all staff informed equally. Be attuned to the multiple ways people take in information and communicate; ensure that department communication is sufficiently multi-modal.</p> <p>Leaders should ensure all staff are aware of projects, programs and team activities and offer different ways for people to participate.</p>	2021	Expand modes of communication.	Staff time: Low	Increase in staff, particularly BIPOC, feedback, participation and communication.	In progress	Executive team, bureau managers, Communications team, managers/supervisors, Racial Equity Working Group	Level 1	Moderate	High

### 6.3 Focus on the mental and physical health of all staff, particularly BIPOC employees.

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
<p>6.3.1. Educate departmental wellness coordinators on racial-equity issues and health outcomes.</p> <p>Initiate protocols to hear from these employees and offer access to services, including EAP and others that perhaps are department-specific.</p>	2021	<p>Empower Health and Wellness team to take the lead on this. Develop necessary curriculum and programs.</p> <p>Generally incorporate racial equity considerations into wellness work.</p> <p>Institute quarterly EAP events related to racial equity.</p> <p>Incorporate racial equity into health fair.</p>	<p>Staff time: Moderate</p> <p>Financial: As necessary</p>	<p>Track staff participation in wellness challenges.</p> <p>Track staff participation in special events like health fair.</p> <p>Track availability of resources to all staff, no matter which shift they work.</p> <p>Track efficacy of programs.</p>	Not started	Health and wellness manager and liaisons, University, Communications team	Level 1	Easy	High

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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
6.4.1. Create an accessibility protocol that is utilized across all events, communications and departmental functions.	2021	Protocol distributed internally and with any outward-facing interactions.	Staff time: Low	Number and percentage of staff that know protocol and use opportunity.	Not started	Communications team, IT	Level 1	Easy	Low
<p>6.4.2. Evaluate and improve on all physical spaces to meet or exceed accessibility standards, taking into account staff and visitors with disabilities, seniors and families (e.g. elevator access, ramps, lactation rooms, scent-free cleaning products, gathering spaces, etc.).</p> <p>Ensure that all employees who are working remotely or in the field have access to computers/tablets/phones that have microphone and camera capability, as well as adequate internet connectivity.</p> <p>Ensure there is no preferential treatment in the policies associated with the distribution of technology, spaces, equipment and information, and such access is not related to supervisor or job classification. Ensure all staff have equal access to the resources to acquire those tools.</p>	2021-2022	<p>Plan for physical space improvement.</p> <p>Develop clear policies and protocols about accessing digital services needed for field work and telecommuting.</p> <p>Cleaning products to comply with facilities maintenance requirements and city standards/policy.</p>	Staff time: Moderate	<p>Funding secured.</p> <p>Successful implementation.</p> <p>Number and percentage of staff who are able to access necessary equipment.</p>	In Progress	Executive team, IT, bureau managers, supervisors	Level 1	Moderate	High



Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
6.4.3. Evaluate and improve on all digital functions and communications to meet or exceed accessibility standards taking into account staff and visitors with disabilities (e.g. plain-text messages, recordings with captions, accommodations for people with vision impairment, accommodations for deaf people).	2021	A plan for digital improvement.	Staff time: Moderate	Funding secured.  Successful implementation.  Signage with ease of readability and translations.	Not started	IT, Communications team	Level 1	Easy	Moderate
6.4.4. Invest in translation/ interpretation services.  Develop clear protocols for accessing translation services.  Ensure that all staff know of this resource.  When using in-house translation services, be sure that staff are properly compensated for this skill.	2021	Create pool of in-house volunteer translators for different languages.	Staff time: Low  Financial	Number increase in translated materials.  Number of hours of translation/ interpretation used.  Number of translators/ interpreters available.	Not started	Communications team	Level 1	Easy	Low
6.4.5. Encourage individual forms of inclusive identity expression (e.g. honoring gender pronouns, relaxing or modifying dress code).	2021		Staff time: Low	Increase in staff using inclusive identity expression.	Not started	Communications team, Racial Equity Working Group	Level 1	Easy	Low
6.4.6. Make accessibility information and accommodations easily accessible by bringing it to the forefront, rather than offering it upon request.	2021	Information exists on department website.	Staff time: Low	Number and percentage of staff aware of information.	Not started	Communications team, Racial Equity Working Group	Level 1	Easy	Low

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

Actions	Timeline	Implementation	Resources Committed	Indicators	Status	Lead	Priority	Lift	Impact
6.5.1. Incorporate a process to gather community feedback on projects, events, and communications that involve or will impact the community.	2022-2023	Community has impact on all department projects.  Community engagement program defined and developed.  Racial-equity tools are developed to analyze and identify programs.	Staff time: Moderate	Status report on number, nature, geographic area related to Public Works partnerships with community organizations.	Not started	Communications team, Community programs team	To be laid out in the development of Phase 2 of the Racial Equity Action Plan	Moderate	High
6.5.2. Find opportunities to invest in and support the communities the department serves.	2022-2023	Develop community engagement program.	Staff time: Moderate	Status report on number, nature, geographic area related to Public Works partnerships with community organizations.	Not started	Communications team, Community programs team	To be laid out in the development of Phase 2 of the Racial Equity Action Plan	Moderate	High

## DEPARTMENTAL ASSESSMENT AND RESEARCH FINDINGS - APPENDIX 1

In order to begin to assess staff perceptions of racial equity at Public Works, we collected written and oral feedback from more than 400 staff members using in-person meetings, surveys and virtual meetings. Quotations from staff, collected during our outreach in fall 2020, begin each subsection below. This research is the foundation for our Racial Equity Action Plan priorities and action items.

***Never forget that justice is  
what love looks like in public.  
- Cornel West***

# HIRING AND RECRUITMENT

According to staff, the prerequisites for racial equity in hiring and recruitment are transparency, outreach to people of all backgrounds and valuing experiences of people of all backgrounds.

In conversations about recruitment and hiring, no one is satisfied with the City's and the department's hiring process. Many see the process as slow, difficult to understand and ineffective at resulting in sufficiently diverse staff. Respondents criticized excessive complexity, excessive duration and lack of transparency. There is widespread confusion around how hiring panels are staffed, skepticism about the fairness of civil service exams and displeasure with rigid interview protocols. Even as people accept that protocols are in place to avoid discriminating, somehow patterns emerge where people perceive an adverse effect against candidates of color. More specifically, respondents repeatedly say that they see little to no nexus between selection processes (e.g., interviews, exams) and success on the job. Nor is there a nexus between written minimum qualifications (MQs) and actual job duties. MQs are perceived as inhibitors to diversity, sometimes emphasizing formal education at the expense of relevant work experience and

positive references from past employers.

Hiring decisions sometimes seem detached from the team's needs. Public Works is under the Office of the City Administrator (ADM), adding another layer of Human Resources staff and rules. Some expressed concern that decisions are made by people who are "not part of the Public Works family" - that is that our HR department sits in ADM, and that decisions about, for instance, hiring panels and processes are not as directly connected to Public Works needs and values.

## **We can draw from a larger pool of applicants**

One area in which Public Works has considerable control and room for improvement is attracting a more diverse pool of candidates. There is strong support among staff for diversifying the ways in which we advertise job openings along with a desire to make the City's jobs portal website more user friendly.

## **Current apprenticeship programs are inadequate for creating a pipeline into permanent positions**

Apprenticeship programs can be valuable tools to create paths to employment. In the past, there have been apprenticeship programs operated in collaboration with Local 261, Laborers Union: 7501 Laborer, 3410 Gardener apprentice and 3408/3409 Arborist apprentice. At its most robust in 2018 and 2019, these programs served 70 individuals in six different trades annually. These apprenticeship programs are important pathways to public sector jobs, traditionally a path seen as less discriminatory than the private sector. Many Black laborers prefer to work in City government as the private sector can be a hostile environment. Around 2017, the gardener apprentice program ended at Public Works and the laborers' union apprenticeship program ended last year. It seems that the cause was ongoing tense relationships among the Department of Human Resources (DHR), Public Works management and the unions, with disagreements regarding the quality of the programs, end goals and collaboration methods. Apprenticeship programs need to be high quality and designed to end with full-time job placements.

# Recommendations

## ATTRACT DIVERSE CANDIDATE POOL

*“On the whole, Public Works looks diverse but that diversity is segregated between operations, middle management, architecture and engineers.”*

- Advertise open positions more widely by posting them on websites other than the City’s jobs portal.
- Start at the top: Critically assess the diversity of the department’s highest-ranking officials, as well as how these positions can be more racially diverse.
- Select leaders committed to anti-racist hiring practices.
- Expand outreach. Recruit and market to high schools, trade schools and colleges, including their ethnic clubs, across the Bay Area (and nationwide secondarily).
- Collect data on the race of all applicants and interview panel members in order to track the department’s progress and identify areas for improvement.
- Review applicability of qualifications to job duties.
- Extend application periods. Some positions are posted for the minimum

duration, limiting applicants to those “in the know” or those who have prior knowledge of the opening.

## COMMIT TO APPRENTICESHIP/ INTERNSHIP PROGRAMS THAT CONNECT TO PERMANENT POSITIONS

*“We need to train hiring managers to treat interns as a blank sheet of paper that we can help develop their skills and teach them things. Don’t just assume someone’s capabilities or skills because of their identity. That just perpetuates marginalization and siloing people of color into jobs that purport to biases about their race.”*

- Commit to actively build skills of apprentices and interns.
- Consider how the budget limitations of intern and apprentice retention affect the success of the program. Reconsider the department’s policy of retaining 25% of interns each year, as this leaves many qualified and deserving people out.
- Through a racial-equity lens, examine which internships and apprenticeships transition automatically into permanent

positions. Can these limitations be loosened or eliminated?

- Come to an agreement with unions on apprentice/intern hiring processes. Disputes sometimes arise when the department tries to hire an intern/ apprentice who does not meet that position’s typical minimum qualifications for hiring.
- Expand apprenticeships and internships and make them available in all of the department’s bureaus, teams and shops.
- Learn from the experiences and perspectives of current Public Works staff who were once interns and apprentices. What was their experience like? What would they suggest be changed?
- Restart apprenticeship programs that have been dormant.
- There is strong support for continuing Public Works’ summer internship program and expanding the outreach to Historically Black Colleges and Universities as well as continuing to participate in Project Pull for high school students.

## COMMIT TO TRANSPARENT RECRUITING AND ONBOARDING

*“When you’re going through the application process and get to interviews, no matter the parameters set up by HR for fairness, the biggest barriers are still implicit biases of the panel. The panelists have their own preconceived notions of what the ideal candidate would be like, look like and act like.”*

- Track the racial diversity of hiring panels. This is seen as a necessary prerequisite for addressing their bias.
- Support more thorough department involvement in hiring decisions and less autonomy for ADM HR. Allow those with more subject matter expertise to have more influence.
- Critically assess the equity of the civil service exam process. Who is writing the questions? What are people being asked? Who is grading these tests?
- Ensure that job listings are objective and not giving preference to certain identified candidates. This is a perceived loophole for favoritism and diminishment of public trust in City government.
- Be clear about job scope and responsibilities in job listings. Too often the descriptions are so general, it is difficult to understand the

nature of the job. Make sure that classifications listed on job postings match the actual description for that job.

- Consult with candidates’ references in greater depth in order to gain a more complete understanding of their capabilities and overall character than could be achieved through interviews and examinations alone.
- Educate candidates on the hiring process before it begins. Inform applicants of things like the duration of the recruitment process, the number of total interview rounds and the number of candidates being considered in order to establish realistic expectations and hopefully keep them engaged during this lengthy process.

## REDUCE THE DURATION AND COMPLEXITY OF THE HIRING/ RECRUITING PROCESS

*“This process leaves candidates hanging, to the point that many are hesitant to even leave their current jobs to work with the City.”*

- Having such a lengthy hiring and recruitment process is unnecessarily burdensome on applicants and costly to the department. It loses candidates

who are unwilling or unable to go through such a long process. Many candidates end up taking jobs elsewhere while waiting for the City’s hiring process to run its course.

- The requirements in job descriptions are excessive and stringent to the point that they lock out many qualified and competitive applicants.
- The department should be more proactive in terms of anticipating hiring needs. Act early upon indicators that additional hiring will be needed in the near future.
- Adopt a less-rigid, less-formal interview process. The current process can be very confusing for those with no prior exposure to it. Adding a “human touch” would help make the process more manageable.
- If HR cannot shorten the hiring and onboarding processes, Public Works must be more proactive about informing all applicants of what they can expect during this process.
- Many staff feel that Public Works takes longer than many other departments to recruit, hire and onboard new employees. If this is true, we should look to other departments’ practices and protocols for inspiration on how to reform our own.

## 2. RETENTION AND PROMOTION

Integrating racial equity into retention and promotion practices requires us to look critically at how Public Works staff are recruited, trained, informed and supported.

Public Works staff say promotional processes are opaque and prone to biases of individual managers.

Staff report the presence of racial insensitivity, something that can have a negative effect on the mental and physical health of BIPOC staff members and on retention if left unchecked.

This was reinforced by comments from the department's 2017 Baldrige award application. Feedback from Baldrige examiners said, "Public Works demonstrated limited evidence for managing career progression for their workforce and future leaders, and no evidence of any such approach specifically for succession planning for management and leadership positions."

Special care needs to be taken for Public Works employees who are deployed as essential and Disaster Service Workers and face considerable risks to their

physical and mental health in the service of promoting public health during a deadly pandemic. Staff suggest that this care should be twofold and include the provision of hazard pay as well as priority access to COVID-19 testing, vaccines and personal protective equipment. In addition, a fair COVID-19 leave policy is necessary for employees struggling with family issues, including being sick with COVID-19, caring for a family member with COVID-19, taking care of children who aren't able to go to school, etc.



# Recommendations

## FAIR WORKPLACE

*“Diversity isn’t just making sure we hit a certain threshold of people from a certain background, its also about pay equity and equity in terms of job responsibilities.”*

- Adopt and publish criteria for promotions that are standardized, transparent and performance-based.
- Make hiring and recruitment decision-making processes more transparent and equitable through staff involvement.
- Consider racial equity when determining which jobs and classifications are permitted to telecommute.
- Increase transparency of salary structure and inform people of their ability to negotiate salary, specifically around steps.
- Maintain Public Works salaries at a level competitive with the private sector and adequate for the Bay Area’s cost of living.
- Ensure that employees of all bureaus, classifications and seniority levels have equal access to overtime, vacation time and other employment benefits.

- Recognize how racism, from micro-to macroaggressions to harassment, affects the mental and physical health of our BIPOC staff and can negatively impact retention throughout the department.
- Offer trainings geared toward preparing people for promotional opportunities. This can be accomplished by either expanding the programming that Public Works itself provides or by simplifying the processes by which staff can receive training from qualified third parties.
- Supervisors should actively help staff attain promotions through training, skill building and motivation. To accomplish this, managers should be trained in leadership and motivation, and training that helps them recognize and address implicit biases in their managerial decision-making processes. However, these efforts must be accompanied by structural changes to the department’s hiring and promotional decision-making processes.
- Ensure that nepotism and favoritism do not play a role in retention.
- Make it easier for those in temporary and acting positions to become permanent employees.

- Address “logjam” scenarios in which willing candidates cannot move up the ranks because all potential roles for them to fill are occupied.

## PROTECT ESSENTIAL WORKERS AND DEPLOYED DISASTER SERVICES WORKERS (DSW)

*“DSW and essential workers from Public Works are on the frontlines just like police, fire and medical workers, so they should have the same treatment and benefits as those classifications of workers.”*

- Reward hazard pay to essential and DSW workers who have more interactions with the public and are more exposed to COVID-19 than other employees.
- Monitor the racial makeup of the DSW workforce – could it be that certain job types that are most commonly asked to do DSW work are also more populated by employees of a specific race?
- The well-being of all employees should be promoted during these times, not just DSWs and high-ranking employees.



- Ensure the physical health and well-being of DSWs physical health and well-being by prioritizing access to COVID-19 tests and vaccines and providing adequate safety supports.
- Mitigate the communications and logistics issues with DSW work. Reporting and communication lines remain unclear, partially because employees on DSW assignments do not report to their normal supervisor for an extended period of time.
- Management and unions need to work together to ensure DSWs are being treated with the care they deserve.
- Ensure fairness in the process of selecting who is assigned a DSW position.

### CREATE CLEAR PATHWAYS TOWARDS CAREER ADVANCEMENT

*“It’s not the total time spent training that is important here, it is the content. Many of us at DPW have technical jobs, yet there is little to no technical training offered.”*

- Improve the department’s communication of training and promotional opportunities to ensure all potential candidates are aware of all opportunities available to them.

- Improve transparency around the criteria that dictate who gets chosen for a promotion, by writing job descriptions in a more clear and straightforward manner.
- Ensure that promotions are based on performance and attitude, not nepotism and/or seniority.
- Provide additional, relevant technical training to help internal candidates access promotions
- Increase the amount and frequency of promotional opportunities.
- Allow workers to rotate between assignments, positions and bureaus more easily.
- To combat implicit bias, decrease the level of influence that individual managers have over staff promotions and professional development.
- Make it easier for those in temporary and acting positions to become permanent employees.
- Allow all current employees to interview for positions regardless of their ranking on the list.

### ALL MANAGERS SHOULD HELP STAFF MAXIMIZE THEIR POTENTIAL

*“For supervisors, the focus should not be ‘I want to keep this person here as long as possible because they’re great’ but ‘I want to help this person get a promotion so they can maximize their potential.’”*

- Combat managers’ favoritism and bias in treatment of staff by providing them with management training as well as training on implicit bias and motivational techniques.
- Managers should be actively looking for ways to help their staff attain promotions, whether within Public Works or with other City departments, through training, skill building and motivation.
- Establish a clear protocol for succession planning. When people leave a position they’ve held for a long time, they need to pass on their knowledge and expertise to whoever is replacing them.
- Formalize an exit interview process, as it would be helpful to figure out why people decide to leave Public Works and what can be done to improve retention.

### 3. DISCIPLINE AND SEPARATION

Staff report that managers do, at times, create an environment where race seems to weigh in during disciplinary and separation processes. Behavior includes microaggressions, false accusations of impropriety, favoritism and abuse.

Staff report observing discipline that seems arbitrary and inconsistent, and wonder whether inconsistencies are driven, in part or wholly, by race has a deleterious effect on morale, productivity and trust in the department.

One indicator of equity and fairness is the consistency with which discipline is meted out by race. No particular race of people is more or less inclined to engage in discipline-worthy activity, so frequency of discipline should be commensurate with the proportion of employees by race. The severity of discipline should be predictable based on infraction, but not by the race of the actor. In other words, if a bureau is 27% Asian and 7% Black, we would expect to see about 27% of the discipline cases involving Asian staff and about 7% of the cases involving Black staff. If the punishment for a specific infraction is termination, it should result in termination for all employees caught sleeping, for example. Instead, there are

alarming trends of disparity in discipline and separation. Staff who identify as white are perceived to be the least likely to be subject to discipline. Staff who identify as Black are most likely to be subject to discipline and more serious punishment.

These numbers require further analysis. There are, perhaps, race-neutral explanations for some disparities. For example, some duties might be more likely to trigger automatic discipline. If bureaus are disproportionately staffed by a racial group (perhaps an indicator of something amiss in itself), then it might stand to reason that this group could engage in certain activities more likely to draw discipline. Still, this would not explain how the same pattern is present across the department, and across all departments of the City (and other cities in the state, and other states of the United States). The simplest answer is the most likely: These numbers reflect some of our explicit and/or implicit biases.

The question then becomes, what can we do to minimize and avoid repeating these patterns?

# Recommendations

## ENSURE FAIR DISCIPLINE PROTOCOLS

*“Today, ten people, each from different teams, can have the same incident and get different disciplinary actions.”*

### Steps needed before disciplinary action

- Analyze policies, practices, procedures and impacts to ensure that all staff are treated in a consistent and equitable manner across all levels and identities.
- Create a discipline procedure and identify what activities will warrant disciplinary action or counseling.
- Train supervisors on techniques to apply consistent discipline among their staff, from manager to manager, across all bureaus and divisions. Connect best practices in disciplinary processes with anti-racist and implicit-bias trainings. Infractions should be clear, the criteria known in advance by staff, and the discipline should not be subjective or left at the sole discretion of the supervisor.
- Provide staff with more guidance and clarity on expectations, especially during the onboarding process.
- Ensure that training resources and

discipline protocols are accessible to all staff both online and in hard copy.

- In Operations, discipline is often handled by only a few supervisors then handed off to HR. Each supervisor should handle their own discipline matters in conjunction with HR so that the supervisor learns the proper process and sees what happens to their employees as they go through this process. This will support communication and empathy between manager and staff, and encourage supervisors to handle problematic behavior earlier and address concerns with individuals instead of immediately escalating it to HR.
- Create different methods to learn how the discipline process works that are customized to each bureau and division.
- Collect and analyze data on disciplinary procedures at Public Works and keep regular track of these statistics. And, where possible, collect qualitative accounts from physical reports or testimony (e.g., exit interviews, surveys), we should include that in our analysis.
- Rethink the hierarchical management system and the way discipline

is meted out. Consider a more decentralized, horizontal structure.

- Review every policy and procedure to make sure it's inclusive and unbiased, including identifying incidents that may not warrant formal discipline.
- Create a rubric that identifies which infractions would warrant discipline and which would warrant counseling.

### During a disciplinary or separation process

- Provide full transparency to employees by letting them know when they are under investigation so they can prepare a proper defense.
- Ensure an evidence-based approach to disciplinary judgment – innocent until proven guilty – a process in spirit with our American legal system.
- Be sure that staff understand their rights during the disciplinary process.
- Assign an advocate to guide the person who is being disciplined for adequate representation, guidance and to be an ally.
- Make it clear to employees that they always have a right to union representation during any disciplinary proceedings.
- Form an oversight panel, for

accountability, that could potentially include union representatives, staff from Public Works, City employees or other independent entities.

After a disciplinary or separation process

- Treat and view the disciplinary action as a learning experience rather than a punishment – progressive discipline.
- The supervisor should provide opportunities for growth and training to prevent further disciplinary action. Provide assistance from supervisor to avoid any repeat incident.

### IMPLEMENT MEDIATION AND OTHER METHODS TO RESOLVE INTERPERSONAL ISSUES

*“Provide tools to resolve issues; punishment alone doesn’t work, isn’t right and isn’t a good investment for the department.”*

- Establish preliminary steps before formal discipline procedures begin.
- Investigate opportunities to work with a different supervisor.
- Create an environment that fosters conflict resolution above discipline.
- Adopt a 360-review process, or include a third-party reviewer, to allow employees to review their

managers. This allows a venue for staff to bring up issues without fear of retribution from their managers.

### TRAIN SUPERVISORS ON BIAS AND COMPASSIONATE DISCIPLINE

*“An important factor in overcoming our implicit bias is by facing and realizing it within ourselves.”*

- Make implicit-bias training essential and routine.
- Train managers to consider how different cultural norms and languages can lead to misunderstanding or bias. Develop ways to work and communicate around them while developing empathy.
- Consider the whole employee, including possible mitigating circumstances of their experience - current health, background, living situations, family - and how that may impact their actions. Offer support before issues arise.
- Compassionate discipline should encourage corrective behavior by treating and viewing the disciplinary action as a learning experience rather than a punishment. We should also provide opportunities for growth and training to prevent further disciplinary action.

- Train supervisors on appropriate methods for approaching staff and discussing areas for improvement, including compassionate-speech techniques, affirmations and performance reviews that avoid admonishment.

## 4. DIVERSE AND EQUITABLE LEADERSHIP AND MANAGEMENT

A diverse leadership team is essential to working toward a racially equitable organization – one that reflects the values and experiences of its workforce. We must establish a workplace where race does not distort management’s ability to listen, discipline and promote. Leaders should be able to exercise understanding, interest in and sensitivity to the various backgrounds and life experiences that each staff member brings to the job every day.

Our organization is racially diverse, but less so the higher the job classification. Some staff attribute this pattern to implicit bias – having observed participation or indifference to instances of microaggressions, favoritism and lack of promotion. Biased treatment, or even the perception of it, can negatively affect morale and should be ameliorated.

Staff also report a lack of transparency about certain decisions and protocols – work assignments and time-off requests, for example, that reflect and further a culture of ad-hoc decision-making that it susceptible to bias or perceived bias. The 2017 Baldrige report notes that “Public Works does not use systematic, fact-based evaluation and improvement,

showing cycles of learning for most of its processes.”

One staff member said, “We are paid to get things done, not to be leaders,” and others said there is an over reliance on a “command and control” management approach. Based on this and other feedback from staff, it is worth reconsidering traditional top-down, hierarchical management that can encourage siloed operations and is not suited to elimination of bias.

Advancing racial equity may benefit from re-evaluating how we manage and shift focuses on nurturing and supporting teams, networks and communities, and prepares individuals to lead collectively with others – others whose leadership cultures and practices differ from their own.

If leaders are to be successful, the department will need to empower them with tools to succeed. We commit to developing a new generation of leaders who are anti-racist and reflect not only their staff but the communities they serve. They are the models, set the tone and drive the shift in culture throughout the organization. This must be change that is both top-down and bottom-up.

The executive team must model and disseminate anti-racist practices. During the fall of 2020 when this research was done, four of our six executive team members are “acting;” staff noted that this makes it difficult to know how much staff and the department can lean on them for future projects/initiatives and their implementation. In terms of the Racial Equity Action Plan, long-term and persistent support from the executive team is key in its success.

# Recommendations

## BUILD A DIVERSE LEADERSHIP TEAM

*“We want our leaders to be like us, we want our leaders to be diverse so that they can support and understand all employees.”*

Before disciplinary procedures need to occur

- Value a racially diverse management and leadership team.
- Be proactive in reaching out to a diverse group of potential candidates from within and outside the organization when seeking to fill a position. This requires a shift from passive recruitment (such as posting ads on job forums) to more active methods that reach more deeply into other communities.
- Restructure the hiring process to allow for a more democratic selection of management – one that includes involvement of employees.
- Support and cultivate staff for moving into management positions with mentorship programs that can provide pathways to leadership for BIPOC, and that offer clear and sustained objectives in order for them to master leadership skills as they progress to

new levels.

- Give employees, particularly BIPOC, opportunities to lead and complete challenging projects outside of their normal duties. This can prepare them for upper-level positions.
- Reduce and avoid long-term acting positions in management roles, which tend to favor upper management over staff.
- Work with the City’s Department of Human Resources to evolve the hiring processes for management, including:
  - Easing qualification requirements by valuing experience equal to or more than academic degrees; it is worth examining whether or not academic requirements tend to favor some groups over others.
  - Easing restrictions over qualification tests while increasing their frequency.
  - Revisit the rule of the list. It seems to hamper flexibility in identifying and hiring the best candidates.

## ESTABLISH MORE EQUITABLE AND TRANSPARENT MANAGEMENT PRACTICES

*“When supervisors keep us in the dark about something, it feels like they don’t trust us, don’t believe in us.”*

- Establish mechanisms for critique and feedback of management that are anonymous or do not endanger an employee’s status or responsibilities.
- Create more-transparent hiring and promotion processes.
- Create more transparency around why specific employees are chosen to work on certain projects, including the criteria.
- Foster and develop opportunities for more interaction between management and employees.
- Support and require leaders/managers to make decision-making transparent and responsive to the voice of staff.

## CREATE ACCOUNTABILITY

*“Too often, managers just pay lip service to the issue.”*

- Perform regular statistical analyses of the relationships between race, pay, gender, job classification and bureau or division.
- Develop methods of accountability for management in regard to racial equity measurables.
- Integrate racial-equity initiatives into performance plans.
- Integrate racial-equity tools in team and project planning, including staffing, methods, budget, roles and decision-making.

## COMMIT TO ONGOING RACIAL EQUITY TRAINING FOR LEADERSHIP

*“We need to deal with racism first. It has the potential to undermine all other skills: leadership, presentation, trust and collaboration.”*

- Require high-quality and continuous racial-equity and implicit-bias training for management. “One off” trainings are not successful. Create ongoing education that is embedded in the way work is done. This is baseline supervisor training and forms the foundation for all other leadership

skill-building.

- Provide and support further educational opportunities and resources for management such as book, film and article recommendations, offsite trainings and events.
- Reward, support and acknowledge racial-equity work and learning that occurs outside of work. Value the role staff has in private sector networks around racial-equity issues. Encourage bringing racial equity best practices from the private sector and other models into Public Works.



## 5. PROFESSIONAL DEVELOPMENT

Staff cited that racially equitable professional-development practices, centered on career and personal development, need to be coordinated with equitable promotion and retention. The common themes include the need for more transparency around the criteria for promotion, increasing the accessibility of training opportunities, allowing for more lateral movement within the department, expanding the breadth and depth of trainings and limiting the number of temporary and acting positions offered by the department.

Feedback about the department's newly implemented performance review system was largely positive. Including annual training goals into the performance review framework is seen as a logical and useful way to infuse professional development into employees' day-to-day workload. However, there were lingering questions regarding how racial equity and diversity goals could be incorporated.

There is a desire to promote a more conversational organizational culture that not only invites the opinions and concerns of all staff, but acts upon them in measurable, concrete ways. This can be accomplished through

communications training, nurturing managers to be leaders and a formal mentorship program. Such a program would benefit new hires' as well as existing staffs' professional development while strengthening interpersonal relationships throughout the department.



# Recommendations

## SUPPORT PROFESSIONAL AND PERSONAL DEVELOPMENT OF EVERY STAFF MEMBER

*“The city puts you in a box once you’re hired, and you have to operate within that box. There’s not enough regard to employees’ full range of skills and experiences, which hurts both the city as a whole and the employee individually.”*

- Offer training opportunities at times and locations that are accessible to all Public Works employees, especially those who work in Operations bureaus or who have non-typical schedules.
- Ensure that all employees have access to training opportunities – that is, they can take the time during the work-day. This has historically been difficult for staff who work in collaborative teams, work in the field or have very structured schedules.
- Provide training opportunities in topics that are directly relevant to professional development, including interview skills and resume development.
- Explicitly connect training opportunities with career pathways.
- Decrease or eliminate the financial

burdens and logistical hurdles to receiving training by expediting the tuition reimbursement program or providing people compensation or subsidy for training while that training program is in progress.

- Proactively and clearly communicate training opportunities in a manner that will reach all bureaus and all staff of the department.
- Require and support managers to promote training opportunities with their staff and work toward removing barriers to enrollment.
- Increase budget for trainings, while increasing overhead hours staff can devote to trainings.
- Expand University of Public Works’ programming to include regular trainings on topics like racial equity and implicit bias while offering its programming in more locations, specifically at the Operations Yard.
- Allow staff the opportunity for lateral movement within and outside of the department by establishing a rotational program, where staff can be exposed temporarily to other job possibilities.
- Encourage and support membership in professional organizations that promote leadership, mentoring and

learning. If possible, the department should help interested staffers pay for membership in such organizations.

## INSTITUTE ANNUAL PERFORMANCE REVIEWS

*“Linking skill building to performance plan is helpful, because everyone in the department needs to fill out a performance plan. This is more equitable than one-on-one, behind closed doors mentorship because there’s less of a chance of favoritism or over-focus on one candidate.”*

- More thoroughly incorporate professional development into individuals’ performance plans and reviews.
- Include more voices and opinions into the performance review process, rather than retaining the top-down, manager-employee style.
- Continue to incorporate training goals in performance plans. People see this as a promising development that will promote professional development.
- Couple performance plans with incentives to improve performance. Otherwise, they can become strictly a

- tool for punishment.
- Expand the performance review process to include an individual racial equity goal. Embed racial-equity action in to everyone's day-to-day work. Train and communicate with staff what an individual racial equity goal looks like and why it's valuable.
- Create a mechanism for staff to give feedback on manager's performance.
- Investigate when 360-performance reviews can be helpful for team building and leadership development.
- Create a culture of individual and team reflection that drives better performance and a happier workplace.

### CREATE A MENTORSHIP PROGRAM

***“We need to be cognizant of peoples’ differences, there’s no one size fits all way of mentorship. Having a formal program is good, but it still needs to be flexible enough to help all types of people.”***

- Formalize mentorship as an aspect of onboarding by having new hires, apprentices and interns match up with more senior people in their bureau or team to create a culture of belonging that supports new staff in

learning about the work and career-development options. Help them imagine a positive and happy work future at Public Works.

- Set goals and criteria to ensure a high-quality and high-impact mentorship program.
- Remain cognizant of the potential pitfalls of a formal mentorship program, which include:
  - The possibility for favoritism and/or nepotism to develop between mentor and mentee.
  - The possibility that certain employees may not function well in a traditional mentorship situation.
- Consider non-hierarchical, peer-to-peer mentorship in which longer-tenured employees mentor new hires of the same or similar classification.
- Consider the benefits that management and high-ranking staff receive from participating as mentors. Mentorship can teach leadership skills and help keep mentors engaged with their work.
- Consider the potential equity benefits of a mentorship program in terms of helping people foster stronger, more meaningful relationships with one another, which in turn could help reduce implicit biases and cultural disconnects.
- Reward and support the mentor and

the mentee.

- Provide funding/overhead hours to allow the mentor to use work time for mentoring activities.

### BE RESPONSIVE TO STAFF NEEDS

***“Be proactive in communications between employees and supervisors; it’s not only up to the employee to express what their interests are or what they want to do.”***

- Develop a culture of conversation where staff ideas are heard and acted upon. Listen to staff ideas in terms of innovation, decision-making, workflow and processes. Empower staff to have a say in how to achieve high-quality work.
- Develop concrete ways to show staffers that their voices, opinions and concerns are being heard, considered and acted upon.
- Allow for schedule and workplace flexibility to accommodate staff members’ personal and family needs. This is an equity issue.
- Meet the material needs of all staff at all times. There must be ample materials and equipment to allow people to safely and efficiently do their work.
- Develop strategies and structures that particularly empower BIPOC staff

with advisory and decision-making authority around improving workflow, processes and implementing the Racial Equity Action Plan. “The people closest to the pain, should be the closest to the power, driving and informing the policymaking.”  
- Congresswoman Ayanna Pressley

## 6. DIVERSE AND INCLUSIVE WORKPLACE

An integrated and racially diverse workforce is a priority at Public Works, and it needs to go hand-in-hand with a culture of inclusion and belonging for all, particularly BIPOC staff who have been historically excluded from and undervalued in white dominant spaces. A workplace rooted in inclusion and belonging is a place where people from all racial backgrounds feel their contributions, presence and perspectives are valued, heard and applied. To do this, we need robust and continuous training and support so we understand, individually and organizationally, the role racism and its systems play in our everyday lives and our planning. This knowledge will empower us to subvert and erase racial disparities in our workplace.

An environment that is not inclusive stems from a lack of understanding about structural racism and inequities and how to address them. This ignorance leads to the undervaluing of certain experiences and perspectives, which in turn leads to more serious consequences such as disparity in promotion and pay, unequal discipline, inequitable work assignments and health problems.

BIPOC staff have reported on the difficulty in succeeding in hostile and perceived racist work environments. “It’s consuming of my energy.” We heard reports of Black staff who suffer both physical and mental health issues because of racist micro- and/or macroaggressions. Colleagues sometime ask regarding certain personnel issues, “Does this really have to do with race, or is it really about performance or fit?” In a racialized society, it is impossible to remove race from the equation: Racism affects all of us – it affects relationships, power dynamics, health and perceptions. It is always present. As a department, we need to focus on the mental and physical health of all staff, particularly BIPOC employees, who historically have had worse health outcomes than average in our community.

Though we acknowledge that we can’t<sup>7</sup> change the general culture we live in, we believe that we can effect organizational change by becoming a diverse and inclusive workplace. Research corroborates that such a workplace has greater readiness to innovate, greater productivity and higher employee retention and happiness.<sup>8</sup>

# Recommendations

## COMMIT TO RACIAL EQUITY AND A CULTURE OF INCLUSION AND BELONGING

*“See the potential for success in me, don’t see the failure. I was never given an opportunity to mess up. You assumed I’d mess up. See me as a potential.”*

- Offer implicit-bias and anti-racist trainings to all staff that are intensive, ongoing and whose learnings are reinforced in multiple ways and venues throughout the year. This training is necessary to learn how to identify, within ourselves and our organization, biases and inequities that perpetuate structural racism, to identify micro- and macroaggressions, and be equipped with the tools to dismantle them. In addition, all staff should have the capacity to navigate discussions about race, identity and power dynamics, and embrace the challenges and tension that often accompany this work. This will require an education in the history and context of structural racism in San Francisco and the United States, and how it has affected BIPOC communities.
- Integrate implicit-bias and anti-racist trainings into classes that relate to our work, such as landscape architecture, communications, permitting and customer service.
- Learn how racism affects people on a daily basis, from microaggressions to harassment to unfair treatment, and how that can lead to physical and mental health consequences such as depression, hypertension and stress.
- Create safe and healing spaces for staff to talk about their experiences about race and racism, and to build empathy, trust and community through association. This will support better health outcomes for our BIPOC staff.
- Create more staff events like Public Works Week, Black History Month and cultural get-togethers to celebrate and educate staff about our diverse work group.
- Improve onboarding and integration procedures to be more inclusive with programs such as introductions, tours and mentorship programs, as well as the technology, workspace and information employees need to succeed.
- Offer new or make more visible opportunities to connect and work with other areas of the department;
- consider and make transparent general criteria for selecting staff for these opportunities. This will support a spirit of inclusiveness and belonging.
- Create work experience programs that offer employees a better understanding of what the entire department does and how it functions.
- Establish racial-equity benchmarks and accountability for all staff and all teams. This includes integrating them in performance plans.
- Produce an annual Public Works Racial Equity Report. The Office of Racial Equity legislation requires departments to submit a racial equity report and update of its racial equity plan every three years. Public Works should produce an annual document that presents work to date, benchmarks and lessons learned in relation to the implementation of its Racial Equity Action Plan.

## FAIR AND EQUITABLE INTERNAL COMMUNICATION

*“Making sure people understand that what they bring to the table matters. People need to feel like their experience and background is an asset to the department. Communicating this can help people feel more comfortable and stable in their work.”*

- Develop and enhance representation of all staff voices, particularly BIPOC staff. We should make an effort to hear people that may not be heard sufficiently. We know that historically white voices have been privileged in our country. In our workplace, we’ve seen how certain groups and people tend to dominate the conversation. We need to learn about cultural differences and how they affect communication; these differences can connect to biases.
- Keep all staff informed equally. Be attuned to the multiple ways people take in information and communicate; ensure that department communication is sufficiently multi-modal.
- Leaders should ensure all staff are aware of projects, programs and team activities, and offer different ways for people to participate.
- Provide venues for people to share their experiences, opinions and beliefs that are safe and free from repercussions.
- Provide transparent and effective two-way communication methods between managers and staff. As an example, use the performance plan process as an opportunity for two-way communication between managers and staff during check-in sessions.
- Conduct regular surveys where employees can report their perceptions on how the department is faring in terms of diversity and inclusion, and have an opportunity to offer suggestions for improvement. Report on the results and develop an action plan in response. Link this action plan to existing work, like the Strategic Plan and performance planning, to ensure issues are addressed.
- Provide transparency on how workload distribution and project assignments are made. This includes the “bid process” (the assignment of shifts) in Operations.
- Create standards for communication between managers and staff and train all staff in these standards and methods.
- Offer tips and training to improve communication skills for all staff, from basic skills (e.g. to speak up or to not shut people down) to more in-

depth (e.g. conflict resolution, having difficult conversations), which may help prevent potential disciplinary issues.

## COMMIT TO ACCESSIBLE DIGITAL AND PHYSICAL SPACES

*“Give me the tools to succeed. Give me a platform to succeed.”*

- Provide all staff with the technology, spaces, equipment and information they need to successfully do their work and communicate with others in the organization and community. During COVID-19, digital connectivity – from a hardware and software point of view – remains an issue.
- Ensure there is no preferential treatment in the policies associated with the distribution of technology, spaces, equipment and information. Ensure that all staff have equal access to these resources.

## CONNECT WITH COMMUNITIES WE SERVE

*Note: This section will be expanded in Phase Two of the Racial Equity Action Plan.*

*“It needs to be more than getting the job done. It needs to be about getting the job done well and in a community-minded way.”*

- Build and foster relationships with schools, churches, nonprofits, merchants and residents, particularly in BIPOC communities, to develop an understanding of their needs when we serve them. Establish effective and appropriate community liaisons. Create a pool of potential candidates for employment.
- Evaluate results – timeline and quality – and methodology for how, why and where we begin projects in neighborhoods and commercial corridors throughout San Francisco.
- Increase outreach and marketing of Public Works career opportunities to high schools, trade schools and colleges across the Bay Area and nationwide.

# VULNERABLE POPULATIONS ENGAGEMENT ASSESSMENT – APPENDIX 2

Submitted July 2020 to the Office of Racial Equity



### 1. WHICH COMMUNITIES OF COLOR DO YOU SERVE?

- ✓ Black or African-American
- ✓ Latino/a/x or Hispanic
- ✓ Middle Eastern or North African
- ✓ Indigenous, Native American or American Indian
- ✓ Pacific Islander/Native Hawaiian
- ✓ East Asian
- ✓ Southeast Asian
- ✓ South Asian/Indian
- ✓ Filipino/a/x

### 2. WHAT OTHER VULNERABLE GROUPS OR COMMUNITIES DO YOU SERVE?

- ✓ Seniors and older adults
- ✓ Children and youth
- ✓ Transgender, gender Variant, intersex people
- ✓ Lesbian, gay, bisexual, queer People
- ✓ People with disabilities and medical conditions
- ✓ People with mental health and behavioral issues
- ✓ People with limited-English proficiency
- ✓ Undocumented people
- ✓ People facing food insecurity
- ✓ People who are subjected to intimate partner violence
- ✓ Public housing residents

- ✓ Caregivers
- ✓ Detained/justice-involved people
- ✓ Shift, temporary gig, low-wage workers
- ✓ Low-income students
- ✓ People facing digital access/connectivity issues
- ✓ People who rely exclusively on public transit
- ✓ Under/uninsured people
- ✓ People who are unbanked/no access to credit/debit cards

### 3. PLEASE DESCRIBE YOUR COMMUNITY ENGAGEMENT ACTIVITIES WITH INDIVIDUALS AND GROUPS IN SAN FRANCISCO'S COMMUNITIES OF COLOR.

Public Works has a number of community engagement activities: workforce development, Community Clean Team partnerships and a grants program. In addition, we provide design, engineering and construction management services for public buildings and infrastructure that serve the community, including libraries, playgrounds, fire stations, rec centers and the public right of way (streets, sidewalks and other plots of land). Many of these public projects directly serve San Francisco's communities of color and their neighborhoods.

### Workforce development programs

Public Works has three programs that support building a pipeline for civil service jobs for people who traditionally haven't had access. Participants in programs #1 and #3 are predominantly African American/Black and Latinx.

1. Our apprenticeship program partners with labor unions to help people be able to take a first step toward a union membership (and therefore a living wage) and a civil service job.
2. Our internship program recruits people in their 20s, with attention to BIPOC candidates, to join our architecture, engineering and construction management teams, and puts them on a pathway to full-time professional employment in our department.
3. Our Commercial Corridor Program has a low bar of entry for employment, and scaffolds an experience that, if successful, leads to a 7514 General Laborer position. We partner with San Francisco Human Services Agency to identify candidates for this program.

### Community Clean Team

The Community Clean Team is our central community partnership program.

The goal is to develop and implement partnerships that help us green, clean and beautify our City's open spaces. In non-COVID-19 times, the Community Clean Team had a monthly Saturday event, one in each supervisorial district per year, that brought out 150-300 people. The program has long-term (10 to 20 years) partnerships with Tzu Chee (a community-based Chinese American volunteer organization), United Playaz, Pre-trial Diversion and other organizations. The members of these organizations do key volunteer cleaning and greening work in their neighborhoods and citywide. Community Clean Team also partners with SFUSD and its students.

### Grants program

Our grants program funds nonprofit community-based organizations to provide critical services. FY19-20 grantees include Urban Alchemy (Pit Stop staffing), Hunters Point Family (Pit Stop staffing), Civic (Community Ambassadors, right of way cleaning, litter reduction), Community Youth Center (public trash can cleaning, sidewalk steam cleaning), SF Clean City (greening), Lower Polk Community Benefit District (Pit Stop staffing), Chinese Newcomers, Mission Neighborhood Center (year-round adult

program, youth violence prevention, summer youth employment) and Friends of the Urban Forest (tree planting). These programs generally hire and train the formerly incarcerated, formerly homeless and underserved youth. The programs were developed to support job training and workforce development in our community.

### 4. BASED ON YOUR WORK, WHAT CRITICAL ISSUES DO THESE COMMUNITIES FACE?

The most critical issue is job readiness and access to living-wage jobs.

### 5. WHO ARE THE COMMUNITY-BASED ORGANIZATIONS, LEADERS AND/OR GROUPS WITHIN THE VULNERABLE POPULATION(S) YOU SERVE? (DESCRIBE YOUR ENGAGEMENT WITH THESE STAKEHOLDERS.)

Please see answer #3 above under Grants Program

### 6. WHAT IS YOUR DEPARTMENT'S TOTAL ANNUAL BUDGET FOR FY 20/21? BRIEFLY DESCRIBE HOW YOUR DEPARTMENT GENERALLY DECIDES UPON ITS PROPOSED BUDGET ALLOCATIONS:

For FY19-20, our total budget was \$383.6 million, with about \$78.4 million from the General Fund (GF). The rest of the budget is primarily from work orders from other departments as well as bond money. Of the GF monies, about \$69.3 million goes to our Street and Environmental Services (SES) bureau, which is in charge of keeping the streets clean and safe. SES operations (and related work in the department) are divided into geographical zones. At this point we are not able to disaggregate how much is spent keeping each neighborhood clean. This is something we will work on. Grants programs (described above) are about \$10 million. The Corridor Program is about \$2.5 million.

7. WHAT DATA, INDICATORS AND CONSIDERATIONS WERE TAKEN INTO ACCOUNT TO MAXIMIZE EQUITY AND SUPPORT FOR VULNERABLE POPULATIONS WITHIN YOUR PROPOSED BUDGET?

We are committed to geographical equity and refer to our zone work to understand how we are serving the City. We have a robust statistics and performance group and are in the midst of reviewing what and how we track. At this point, we don't have a way to analyze our budget from a racial equity point of view, as we don't categorize our work in ways that would reveal enough information.

8. DOES YOUR DEPARTMENT PROVIDE COMMUNITY PARTICIPATORY BUDGETING OPPORTUNITIES, OR PERFORM EXTERNAL OUTREACH TO GET FEEDBACK ON ITS BUDGET DECISION-MAKING PROCESSES?

No. But several district supervisor offices do participatory budgeting and at the top of the lists are Public Works projects.

9. IF YOUR DEPARTMENT DOES HAVE A COMMUNITY PARTICIPATORY BUDGETING PROCESS, OR PERFORM EXTERNAL OUTREACH TO GET

FEEDBACK ON BUDGET DECISIONS, PLEASE OUTLINE THAT PROCESS HERE:

We have not done this yet.

10. WHAT IS YOUR LARGEST PROJECTED EXPENDITURE? PLEASE GO BEYOND LISTING A LINE ITEM AND BE SPECIFIC AND EXPLANATORY.

Staffing and benefits. Staffing and benefits make up approximately \$183,242,000 – 52% of our budget. Our divisions have the following number of employees and staffing budgets.

11. BEYOND SALARIES AND BENEFITS, WHAT IS YOUR LARGEST PROJECTED EXPENDITURE? PLEASE GO BEYOND LISTING A LINE ITEM AND BE SPECIFIC AND EXPLANATORY.

Materials and supplies. We do not track expenditures by project, so are unable to see, for instance, what neighborhoods get more or less materials and supplies. We do have maps that detail street resurfacing and tree pruning annual projects, and will be able, in the future, to connect these with budget line items.

12. WHAT PERCENT AND DOLLAR AMOUNT OF YOUR OVERALL BUDGET SUPPORTS THE VULNERABLE POPULATION(S) YOU SERVE?

We are unable to determine this at this time. If you add up the grants and corridor program, they are 16% of our General Fund monies (these are funds that are “discretionary” in the sense that we can decide which “bucket” to put them in). But it would be great to understand which public building and infrastructure projects support vulnerable populations.

13. WHAT ARE THE RECURRING FUNDING GAPS OR LIMITATIONS IN YOUR OVERALL BUDGET THAT COULD INHIBIT YOUR DEPARTMENT'S ABILITY TO ADVANCE EQUITY?

If our General Fund monies are cut, as is requested this year, and if we are further burdened by splitting the department (2020 Proposition B) - which will cause further economic hardship - we will be limited in our funding for Street and Environmental Services, workforce development programs and our grant programs, as all of these are supported by the General Fund.

14. PLEASE IDENTIFY POTENTIAL IMPACTS OF YOUR PROPOSED REDUCTIONS ON COMMUNITIES OF COLOR AND VULNERABLE COMMUNITIES, AND DESCRIBE WHAT STRATEGIES YOUR DEPARTMENT RECOMMENDS TO MITIGATE ANY POTENTIAL ADVERSE IMPACTS.

Please see answer to #13 above.

15. HOW DOES YOUR COMMITMENT TO VULNERABLE POPULATION(S) SHOW UP IN YOUR PROPOSED EXPENDITURES?

- ✓ Staff time
- ✓ Grants to community-based organizations
- ✓ Direct Service(s)
- ✓ Recruitment and hiring

16. IN WHAT WAYS WILL YOUR ENTIRE BUDGET BE REALIGNED FOR THE NEXT FISCAL YEAR IN TARGETED WAYS TO ADVANCE EQUITY?

We do not know at this time. We are very concerned about the cut in the General Fund budget. The Health and Recovery Bond which was approved by voters in the November 2020 ballot will be key in sustaining street cleaning and repair

services, bringing approximately \$31.5 million to the department.

17. DOES YOUR SPENDING ADDRESS SPECIFIC EQUITY NEEDS?

- ✓ Workforce and fair employment (Largest expenditure)

18. HOW DO YOU GET FEEDBACK ON THE SUCCESS OF YOUR PROPOSED SPENDING? THE RETURN ON INVESTMENT?

- ✓ Performance on key indicators (Largest expenditure)

***Real change, enduring change, happens one step at a time.***  
*- Ruth Bader Ginsburg*

