

**RACIAL &
SOCIAL
EQUITY**
INITIATIVE

ACTION PLAN: PHASE I



FOREWORD FROM DIRECTOR JOHN RAHAIM

I am proud to present the San Francisco Planning Department's first ever Racial & Social Equity Action Plan. This Plan is a declaration of the Department's key role and commitment to ensuring equitable and inclusive outcomes in San Francisco.

Developing a long-term vision for the City that will guide and shape its future requires us to acknowledge and learn from our legacies of discrimination. Exclusionary land-use policies that were used to segregate lower-income people and people of color continue to be some of the largest barriers to realizing our goal.

As a city experiencing rapid growth and increasing pressures to provide affordable housing and prevent the loss and displacement of existing residents, we must leverage our core values of diversity, equity, justice, and inclusion to develop structures and policies that resist all forms of oppression.

We know that it is difficult to confront racial disparities. But it is our responsibility to do so, for anything less will only hurt our City and deny our communities full access to safe and decent housing, open space, transportation and infrastructure, and opportunities for well-being and engagement. City government must work together with the community to ensure all systems and structures that prevent us from achieving full equity are dismantled.

We must continually strengthen our efforts to stabilize our existing neighborhoods, in particular those most vulnerable to the impacts of job and population growth; and use every tool at our disposal to make them healthier and more equitable. I firmly believe that the City of San Francisco has done more to address equity issues than any other city in the US. The San Francisco Planning has been advancing social equity for over a decade through our work and collaborations with the community, such as Production, Distribution and Repair (PDR) protection

planning, the Japantown Cultural Heritage and Economic Sustainability Strategy, the Health Care Services Master Plan, the Mission Action Plan 2020, the SoMa Pilipinas Filipino Cultural Heritage District, and Sustainable Chinatown, among others.

Our Racial & Social Equity Action Plan is consistent with the Mayor's priorities and the goals of Departmental Directors across the City and will help us further advance racial and social equity in our work, including internal and external processes such as hiring, public information, project review, outreach, policies and programs, staff capacity-building, and process improvements.

I'd like to thank the commitment and hard work of staff who strive every day to improve the quality of life in San Francisco. Together, we will address the challenges we face with optimism, commitment, and hard work to ensure that San Francisco remains one of the world's greatest and most diverse cities.

EXECUTIVE SUMMARY

The San Francisco Planning Department (“San Francisco Planning”) has made a commitment to racial and social equity a core tenet of our values, culture, and institutional practices. Over the last several years, San Francisco Planning has made inroads in advancing a more diverse and inclusive city and Department. As Planning schools have diversified, our workforce is more diverse than it was a decade ago, particularly among planner positions, the number of women and members of the LGBTQ community in senior management positions has increased within the last five years, and we have been addressing social equity through our programs and partnerships, such as the Eastern Neighborhoods Area Plans, Green Connections project, Japantown Cultural Heritage and Economic Sustainability Strategy, SoMa Pilipinas Cultural Heritage District, LGBTQ Citywide Cultural Heritage Strategy, Mission Action Plan 2020, and Sustainable Chinatown, among others.

However, much remains to be done internally and externally to redress the systematic racial and social inequities that have long been a part of our local and national history. Government has played a key role in creating and perpetuating such inequities through decades of discriminatory policies and practices, most significantly through Jim Crow laws, direct displacement from redevelopment, and exclusionary zoning ordinances that resulted in racial segregation, poverty and its concentration. In fact, racial zoning was one of the key government-sanctioned tools to worsen racial segregation and its attendant harms—education and economic deprivation¹.

The structures that perpetuate inequitable outcomes for people of color and other marginalized groups remain pervasive across the United States and, in many cases, are becoming further entrenched. For example, household income for white households is close to three times that of black families and close to double that of Latino, and Native American

households; 53% of inmates in San Francisco County Jail are black while they only comprise about 5% of the City’s total population; and statues and symbols glorifying the conquest and genocide of Native American people exist in the city in the face of high dropout rates of Native American students, low life expectancy rate and a high percentage of stress-related illnesses.

Given this history and as a local government agency, the Department has a responsibility to work towards the reversal of such outcomes and plays a key role in changing structures and policies in achieving racially and socially equitable outcomes in San Francisco.

Similarly, based on the results of our internal survey people of color account for the majority of support position and their representation declines in the higher ranks of the Department. Staff also report needing more tools and training to address disparities through our work. Additional key findings are that people of color perceive and experience more racial tension in the Department compared to their white colleagues, and that senior managers’ perceptions of existing levels equity within the Department and commitment to equity is higher than the perceptions of the rest of the staff (broken down by both race/ethnicity as well as job classification). Therefore, a racial and social equity strategy must address disparities internally in the workplace to advance organizational equity, and externally to improve outcomes in the community.

Achieving our goals would translate into outcomes such as retaining and attracting a talented and diverse workforce at all levels (consistent with local, state and federal laws) so that all Department staff can thrive, have meaningful jobs and career advancement; ensuring our staff understand their role and can implement equitable planning; minimizing displacement and strengthening our communities, particularly our most vulnerable populations

¹ The Color of Law, Richard Rothstein

such as the black and Native American community in San Francisco; and ensuring our community engagement and communication practices are inclusive and accessible for all community members, among others.

The goal of advancing equity is consistent with San Francisco's General Plan and State Law, as articulated in Senate Bill 1000 (Chapter 587, Statutes of 2016), codified at Section 65302 of the Government Code, which requires local jurisdictions add an Environmental Justice (EJ) Element or Policies to the General Plan.

Current and recent Mayoral administrations have made equity a key priority. The City's Five-Year Financial Plan released on January 4, 2019 highlights equity as a city value and puts forward "the long-term strategy for City investments, under Mayor Breed's leadership, to achieve a more diverse, equitable, and inclusive city and to generate greater accountability and equitable outcomes in the provision of city services and use of city funds". It also highlights existing equity-focused initiatives. The citywide racial equity work is being coordinated by the Human Rights Commission (HRC), with individual Departments developing their specific departmental plans, goal, objectives and strategies.

San Francisco Planning launched a Racial and Social Equity Initiative (the "Initiative"), consistent with the above citywide efforts, which includes the following key components:

- » Development of Racial and Social Equity Action Plan Phase I (the "Plan") for our internal-facing processes and practices, inclusive of training for all staff; a regular (biannual) staff survey to assess Department attitudes and progress towards racial and social equity; and a interim Racial and Social Equity Assessment Tool to apply to relevant projects, policies and practices;

Phase I also details a vision, initial Department-

wide goals, objectives and actions to advance racial and social equity in relation to the Department's internal operations and its relationship to larger City government. The detailed next steps to implement them such as timing, lead, and accountability measures are under development. The Plan also provides historical and current context for how we developed these goals and strategies.

- » Development of Phase II of the Racial & Social Equity Action Plan inclusive of Department-wide and function-specific goals and strategies for our external-facing work, with input from the community.

Phase II will also include a community engagement and communications strategy; more tailored Racial & Social Equity Assessment Tools that staff can use to incorporate a racial and social equity lens into various aspects of their work; and a monitoring and evaluation strategy to sustain this work over the long-term. Phase II work is already underway.

- » The final component is the ongoing implementation, tracking and monitoring of the Plan through clear, results-based accountability measures; and updating the Plan every 3-5 years, with annual updates to the Commissions and the community on the progress.

Why are we leading with an emphasis on race?

Based on trainings and best practices provided by the Government Alliance on Race and Equity (GARE), as well as guidance from other jurisdictions that have carried out similar initiatives, the Department is leading with primary emphasis on racial equity during Phase I of this work. Subsequent phases will expand to include other social equity issues beyond race as we develop capacity and resources for

implementation. The reasons for leading with race are described by GARE:

“..leading with race, with the recognition that the creation and perpetuation of racial inequities has been baked into government, and that racial inequities across all indicators for success are deep and pervasive. We also know that other groups of people are still marginalized, including based on gender, sexual orientation, ability and age, to name but a few. Focusing on racial equity provides the opportunity to introduce a framework, tools and resources that can also be applied to other areas of marginalization. This is important because:

- » To have maximum impact, focus and specificity are necessary. Strategies to achieve racial equity differ from those to achieve equity in other areas. ‘One-size-fits all’ strategies are rarely successful.
- » A racial equity framework that is clear about the differences between individual, institutional and structural racism, as well as the history and current reality of inequities, has applications for other marginalized groups.
- » Race can be an issue that keeps other marginalized communities from effectively coming together. An approach that recognizes the inter-connected ways in which marginalization takes place will help to achieve greater unity across communities.

It is critical to address all areas of marginalization, and an institutional approach is necessary across the board. As local and regional government deepens its ability to eliminate racial inequity, it will be better equipped to transform systems and institutions impacting other marginalized groups.”²

Notwithstanding this initial focus on race, we will broaden our work to address other inequities where it is necessary and efficient to do so. For example, when gathering existing conditions data for a Plan or a project it makes sense to gather all information about all marginalized populations at once. Similarly,

² Government Alliance on Race and Equity (GARE) <https://www.racialequityalliance.org/>

policies and interventions can be analyzed to address impacts on all vulnerable groups.

This Initiative will serve as an implementation model for the City and will help to advance racial and social equity in a comprehensive way within our internal and external work such as hiring, public information, project review, outreach, policies and programs, staff capacity-building, and process improvements.

San Francisco Planning’s vision is to make San Francisco the world’s most livable urban place – environmentally, economically, socially and culturally. An essential component of the livability of any place is the degree to which it is racially and socially equitable. The Department uses GARE’s definition of a racially equitable city as one in which a person’s race does not determine life outcomes, either statistically or experientially. It is important to underscore that racial equity does not mean proportional racial representation (in hiring, contracting, etc.) but rather racial fairness and addressing disparities. Social equity is fairness and justice in the management of public institutions, forming of policy and delivery of public services taking into account historical and current inequities among groups, such as along gender identity, sex, religion, and disability status.

The Phase I goals of the Plan are as follows:

Goal 1: Hiring, Promotions and recruitment: The San Francisco Planning Department becomes a leader in ensuring diverse, inclusive, and racially and socially equitable hiring and recruitment practices consistent with federal, state and local laws; it achieves and maintains a high level of racial and social diversity at all job classification levels.

Goal 2: Department Culture, Staff Capacity-Building and Core Competencies: All Planning Department staff develop a strong understanding of racial and social equity, embody it as a Department value and competency, and can identify opportunities to advance racial and social equity from their unique role within the Department.

Goal 3: Resource Allocation: Departmental Resource Allocation: San Francisco Planning allocates discretionary budget and staff time to prioritize work that addresses racial and social disparities. The

Department will proactively and routinely consider racial and social equity during the budgeting process, and solicit public input, where appropriate, to inform it in discretionary areas with racial and social equity opportunities.

Goal 4: Procurement and Consultants: Racial and social equity are embodied as values in the Department's request for proposals, project scopes, consultant selection criteria and process, and in professional services contracting. The Department will embody racial and social equity through the procurement and contracting process, consistent with local, state and federal law.

Goal 5: Department functions: Ensure the Planning Department's core functions and services (programs, policies, services and activities) advance racial and social equity. Develop division and function-specific goals, tools, and assessments to align the mission of the Planning Department with greater racial and social equity outcomes as part of Phase II.

Finally, this document contains additional details about implementation next steps for Phase I and what to expect for Phase II of the Initiative. The key next steps include:

- » Informational Hearings on Phase I of the Plan at the Planning and Historic Preservation Commissions (early 2019)
- » Finalization of Phase I implementation details and draft monitoring and evaluation strategy (early 2019)
- » Final actions on Phase I of the Plan at the Planning and Historic Preservation Commissions (early Spring 2019)
- » Development of Phase II of the Plan, along with community engagement to inform it (2019)
- » Public draft for review and Informational Hearings on Phase II (late 2019)
- » Ongoing implementation, tracking, and updates to the Plan every 2-3 years, with annual reporting on progress and outcomes.

WHAT IS STRUCTURAL RACISM?

"Structural racism refers to the history and the current culture, ideology, and interactions of all institutions and policies that work together to create a system that perpetuates inequity.

An example is the racial disproportionality in the criminal justice system. The predominance of depictions of people of color as criminals in mainstream media, combined with racially inequitable policies and practices in education, policing, housing and others combine to produce this end result. And while some institutions play a primary responsibility for inequitable outcomes, such as school districts and disproportionate high school graduation rates, the reality is that there are many other institutions that also impact high school graduation rates, such as health care, criminal justice, human services, and more."¹

WHAT IS RACIAL EQUITY?

The San Francisco Office of Racial Equity legislation defines Racial Equity as the systematic fair treatment of people of all races that results in equal outcomes, while recognizing the historical context and systemic harm done to specific racial groups.

WHAT IS SOCIAL EQUITY?

Social equity is fairness and justice in the management of public institutions, forming of policy and delivery of public services taking into account historical and current inequities among groups, such as along gender identity, sex, religion, and disability status.

¹ GARE, 2015: https://racialequityalliance.org/wp-content/uploads/2015/02/GARE-Resource_Guide.pdf



ACKNOWLEDGEMENTS

San Francisco Planning's first Racial & Social Equity Plan, Phase I, is the result of two years of work with all Department staff. Conversations about race can be difficult, and we appreciate everyone's thoughtful participation and contributions. The Plan reflects staff's collective ideas in a way that set us up for implementation to make a difference in outcomes internally, and for working with the community on Phase II of this work.

We want to acknowledge late Mayor Edwin M. Lee for advancing a diverse, equitable and inclusive vision for the City, and Mayor London Breed for her leadership in putting forward a long-term strategy for City investments that will allow us to implement this vision.

We would also like to thank the Human Rights Commission staff for their leadership and technical assistance and the City Departments that are undergoing a similar effort. The sharing of process, resources, and knowledge helps ensure that the City Family will speak with one voice internally and in the community on advancing racial and social equity. Also, we thank staff members of the Core Team and the Steering Committee who are dedicating time and expertise, and members of the community who have raised these issues in multiple venues. We look forward to working with you on the phase II of the Plan.

Lastly, we would like to thank our Director, John Rahaim, for his vision and commitment to this effort, and the Planning and Historic Preservation Commissions for their support and their direction on this important work.

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BACKGROUND,
PLAN COMPONENTS
& APPROACH

BACKGROUND, PLAN COMPONENTS & APPROACH

Background

Beginning in early 2016, a team of 12 Planning Department and 15 San Francisco Public Utilities Commission staff participated in a year-long training facilitated by the [Government Alliance on Race and Equity](#) (GARE), a non-profit national network of government agencies working to achieve racial equity and advance opportunities for all. The training was designed and targeted specifically for those working in government and focused on key concepts, strategies and approaches to tackle racial disparities across multiple measures. Four additional Planning Department staff attended the subsequent year's GARE training, along with 20 staff from a citywide cohort representing 14 City and County of San Francisco ("City") agencies. Moving forward, additional City staff will attend subsequent GARE cohorts coordinated by the Human Rights Commission.

GARE's framework helped the Department's ability to identify opportunities for advancing racial equity both within the Department and externally with communities, and provided examples of best practices from other jurisdictions. The Planning Department staff who graduated from GARE now form the Core Team, tasked with the development of the Initiative. The Core Team developed five initial Department-wide goals for Phase I included in this Action Plan in consultation with staff members whose work relates directly to those goals. Topics covered relate to hiring, staff capacity-building, resource allocation, procurement, and a general goal for our external-facing work. These goals provide initial high-level direction as to how the Department will incorporate racial equity into its work.

Plan Components

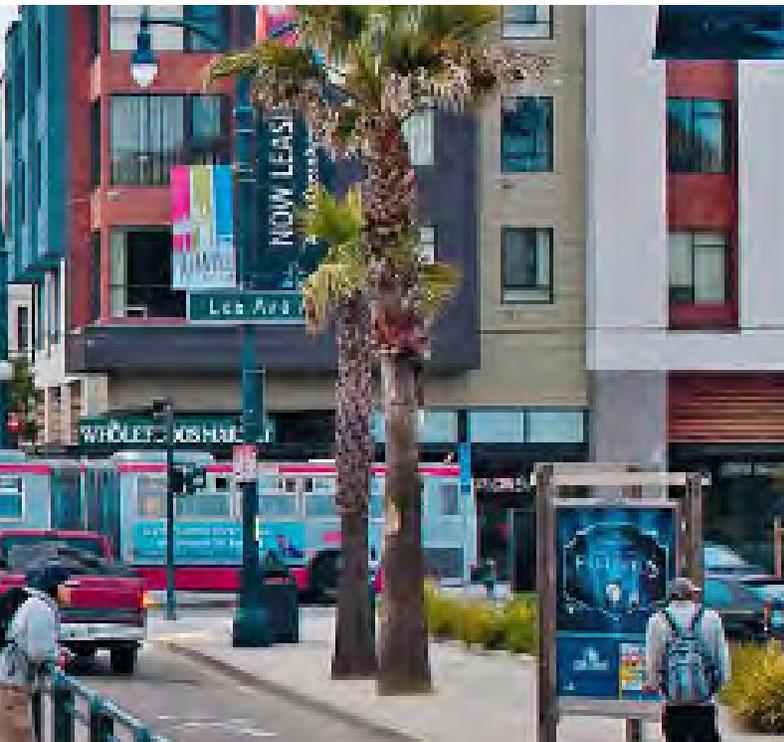
The first ever Department's Racial & Social Equity Action Plan is composed of two phases. Phase I focuses



on Planning as a workplace. Workplaces with greater diversity and inclusion tend to experience less turnover, greater employee satisfaction, higher efficacy and productivity.³ The goals and strategies are aimed at ensuring that our Planning staff is diverse and that staff members have competencies which enable them to advance racial and social equity from their respective roles. The Plan contains a racial and social equity vision; goals, objectives and actions; data across a number of internal and external indicators; an interim racial and social equity assessment tool; and next steps to implement. This document is meant to function as an initial road map for the Department's goals and strategies relating to racial and social equity.

Phase II of the Plan, to be completed in 2019, will focus on the Department's external-facing work. It will incorporate function-specific goals and tailored tools developed in partnership with staff possessing expertise in the Department's different areas of work. It will contain a progress report on phase I, specific goals, objectives and strategies, and implementation details for those actions, a community engagement and communication strategy (both

³ <https://www.racialequityalliance.org/about/our-approach/race/> <https://www.mckinsey.com/-/media/mckinsey/business%20functions/organization/our%20insights/why%20diversity%20matters/diversity%20matters.ashx>



internal and external), and methods for evaluating, overseeing, and sustaining our work on racial and social equity over the long term.

Approach

The Initiative’s approach is developed from best practices in the field of jurisdictional racial and social equity efforts recommended by GARE. GARE is a joint project of the [Race Forward](http://www.racialequityalliance.org/about/who-we-are/) and the [Haas Institute for a Fair & Inclusive Society](http://www.racialequityalliance.org/about/our-approach/government/).⁴

According to GARE, the ultimate goal of a jurisdiction’s racial equity work should be “to eliminate racial inequities and improve outcomes for all racial groups.”⁵ GARE points out that to achieve these aspirations and arrive at different outcomes this requires a transformation of government. Therefore, GARE recommends the following ingredients to guide this:

- » Involvement and support of high level leadership;
- » Committed action teams to guide the work;
- » Supportive community leaders particularly those

⁴ <http://www.racialequityalliance.org/about/who-we-are/>

⁵ <http://www.racialequityalliance.org/about/our-approach/government/>

that represent the community; and

- » Effective structures and practices for planning, accountability, implementation and engagement

GARE also recommends a three-pronged approach to organizational transformation; San Francisco Planning’s Initiative follows this established model:⁶

1. **Normalize**—Establish racial equity as a key value by developing a shared understanding of key concepts across the entire jurisdiction and create a sense of urgency to make changes. The Department’s Racial & Social Equity training and Department brown bags are the key activities to help normalize the conversation about race within the Department.
2. **Organize**—Build staff and organizational capacity, skills, and competencies through training while also building infrastructure (organization systems) to support the work, such as internal organizational change teams and external partnerships with other institutions and community groups. The Department’s Core Team and Steering Committee serve as the current organizational structures for this work. The Citywide Racial Equity Team led by Human Rights Commission is a key coordinating partner.
3. **Operationalize**—Put theory into action by implementing new tools for decision-making, measurement, and accountability such as a Racial Equity Tool and a Racial Equity Action Plan. An interim tool is included in this Phase I Action Plan for the Department.

⁶ <http://www.racialequityalliance.org/wp-content/uploads/2016/11/GARE-Racial-Equity-Action-Plans.pdf>

MAP2020

The Department is already working in some contexts to advance positive racial and social equity processes and outcomes. In 2015, the Department formed the Community Development team to work in partnership with communities most impacted by demographic change (through displacement and gentrification) to find solutions to these issues and other community needs, to build capacity and to advance equity. These are primarily low-income communities of color.

Mission Action Plan 2020 (MAP2020) is an example of a recent Department project that has been deliberate about ensuring equitable outcomes and addressing disproportionate impacts for a specific population impacted by the housing affordability crisis due to gentrification and displacement.

MAP2020 is a city-community collaboration, initiated by community organizations, to address the loss of low and moderate income households in the Mission District of San Francisco. The Mission District is one of San Francisco's neighborhoods most impacted by gentrification and displacement, given its proximity to good transit and amenities. The Mission has had among the highest eviction numbers in the City for several consecutive years.

The loss of these households corresponds with the significant loss of the Latino population in the Mission and a parallel increase of a white and more affluent demographic. MAP2020 is an explicit effort to document these trends, acknowledge the importance of strengthening and retaining these households as well as the businesses, nonprofit organizations and arts institutions that serve them, and develop new and target existing policies and programs to achieve the goal of stabilizing these households and affordable community amenities. MAP2020 is not an effort to exclude the more affluent, white population, but to retain the existing lower-income, non-white households even as new households move in so all household have an opportunity to thrive and live in the City.

MAP2020 has been innovative work for the City on a number of fronts: acknowledging historic inequities, being co-led by the City and community participants, and requiring an intentional process and building of trust given the historic inequities, the government's role in perpetuating them, and the current state of crisis.

Other examples of recent Department projects that use this deliberate lens to address disproportionate impacts of issues such as displacement and affordability on specific groups include the Tenderloin Development without Displacement collaboration, Sustainable Chinatown, and the Community Stabilization Strategy. Moving forward, the Racial & Social Equity Initiative will be a tool to build on these individual efforts and systematically bring racial and social equity outcomes to the forefront of our external as well as internal work.



Historic & Cultural Preservation Work

The San Francisco Planning Department serves as staff to the local Historic Preservation Commission (HPC) and is responsible for implementing the City's historic preservation program. In recent years, the Department's efforts to safeguard San Francisco's historic built heritage has focused increasingly on identifying and preserving cultural resources associated with communities of color and other marginalized groups whose histories continue to be underrepresented on local, state, and national lists of historic properties. To address this problem, the Department has partnered on and/or supported community-based projects to develop historic context statements (a planning tool used for preservation planning purposes) focused on identifying and protecting historic resources associated with San Francisco's African American, Chinese, Filipina/o, Latina/o, and LGBTQ+ histories. For the past several years, the HPC has also prioritized the landmark designation of properties associated with underrepresented racial/ethnic and social groups.

In addition to protecting these critically important elements of the City's built heritage, local communities and government actors alike have called for the creation of new tools and strategies for the safeguarding of non-architectural, or intangible, cultural heritage assets. Such assets include businesses, nonprofit organizations, festivals and events, and cultural traditions — in other words, the City's living heritage and cultures. It may come at no surprise that these efforts have largely been led by, and centered on, communities of color and LGBTQ+ communities whose cultural heritage is disproportionately at risk of displacement or erasure. Several new City programs have emerged from these conversations, including the San Francisco Legacy Business Registry, focused on the retention of the City's longstanding businesses and nonprofit organizations, as well as a Cultural Districts Program that has resulted in the creation of the Calle 24 Latino Cultural District, SoMa Pilipinas Cultural

Heritage District, and the Bayview African American Arts & Cultural District. The Japantown Cultural Heritage and Economic Sustainability Strategy and the Citywide LGBTQ+ Cultural Heritage Strategy are two other recent initiatives aimed at preserving culture and community in San Francisco.





VISION

VISION

The Planning Department’s vision is to make San Francisco the world’s most livable urban place – environmentally, economically, socially and culturally. An essential component of the livability of any place is the degree to which it is racially and socially equitable. The San Francisco Office of Racial Equity legislation defines Racial Equity as the systematic fair treatment of people of all races that results in equal outcomes, while recognizing the historical context and systemic harm done to specific racial groups. In other words, a racially equitable city is one in which a person’s race does not determine life outcomes, statistically or experientially.

This is currently not the case in San Francisco – across every social indicator people of color experience disparate outcomes such as different rates of homeownership, a greater housing burden, and greater unemployment based on race. Many of those outcomes are directly impacted by our work.



The Department developed the following vision statement to guide how we incorporate racial and social equity into our daily work.

San Francisco Planning’s Racial & Social Equity Vision

We envision inclusive neighborhoods that provide all with the opportunity to lead fulfilling, meaningful, and healthy lives. We envision a city where public life and public spaces reflect the past, present and future of San Franciscans. We envision a city where a person’s race does not determine their lives’ prospects and success.

We envision an inclusive Planning Department and Commissions that represent and engage the communities we serve. We envision a Department that proactively infuses racial and social equity in both internal operations and external Planning work. Together, we are reimagining what the Planning field is and can be – inclusive, diverse and one that centers racial and social equity both as a practice and as an indicator of success.

In order to achieve this broader city vision, we must do our part and address racial and social equity within the Planning Department’s policies and practices.

OUR APPROACH TO CHANGE

The pursuit of racial and social equity must be a key driver of internal and external change alongside other widely accepted drivers such as innovation, efficiency, and collaboration – among others. Internal changes impact how the Department functions as an organization and workplace, and aligns with our commitment to employee satisfaction. External changes impact how we conduct our public-facing Planning work and influence the degree to which our processes and policies are inclusive, fair and consistent.

To fully embody racial and social equity as a value, we must operationalize it as a core practice

both internally and externally by undertaking a comprehensive strategy supported by accountability systems, effective communication channels, progress tracking and strategy iteration and evolution. In order to accomplish this objective, the Department commits to:

- » Providing leadership
- » Instituting structural changes
- » Providing staff training
- » Developing tools to incorporate racial and social equity in our work and processes
- » Collaborating with other agencies

All Planning Department staff has a role and responsibility to advance racial and social equity both in the workplace and through their work – the specifics will vary across function. Staff will receive training to ensure comfort and confidence with racial and social equity as a core competency.

WHAT WILL BE DIFFERENT AS A RESULT

Regardless of racial and other identities, every planning process will be deeply inclusive. The Department will proactively and continuously engage communities of color and other marginalized groups in Planning processes and decisions. The Department will allocate sufficient resources to achieve goals aligned with improved outcomes for communities of color and other marginalized communities. We will create structures of accountability to communities experiencing inequity. Our Department will have assessments, policies, programs, and implementation actions that strive for racial and social equity at every point.

The Department's staff will be racially, socially, and linguistically diverse and reflective of the City of San Francisco and the San Francisco Bay Area across divisions and at all levels within the agency (through hiring and promotion practices consistent with local, state and federal law).

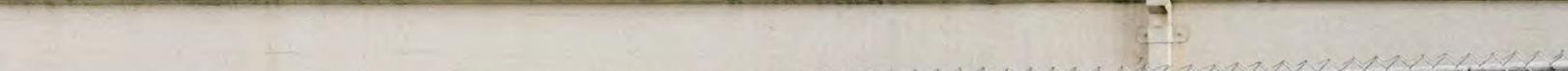
WHAT WE HAVE AND WHAT WE NEED

We have the enthusiasm, leadership, initial tools, skills, and resources to improve racial and social equity outcomes in San Francisco. We are committed to developing a shared language for advancing these difficult conversations, supporting the development of Planning staff, and infusing racial and social equity frameworks throughout the organization. We have a variety of relationships with communities and a multiplicity of staff experiences that will make this effort rich, relevant and impactful.

We need to deepen the understanding of the Department's role in perpetuating racial and social inequity across the organization and the City. Past Planning activities such as exclusionary zoning and redevelopment in communities of color, and current pressures impacted by Planning processes and policies as well as broader socioeconomic trends such as gentrification and displacement, should be examined with a critical lens that considers who is burdened and who benefits from process, policy and decision-making.

We need a Racial and Social Equity Plan that provides guidance and is updated as we move forward. We need staff equipped to advocate for racial and social justice and to take proactive steps to address racial inequity within our Department's plans, programs, and practices.

We need a more equitable allocation of resources on projects and among communities, and public engagement practices and strategies that prioritize racial and social equity. We need to understand where inequitable resource allocations exist so that we can shift resources towards more equitable outcomes. We need more diversity in our Department at all levels and hiring processes that seek to eliminate structural imbalances.





WHY RACIAL
EQUITY MATTERS
IN PLANNING

WHY RACIAL & SOCIAL EQUITY MATTERS IN PLANNING

A livable, smarter and more equitable San Francisco will prioritize racial, social and economic equity. This is more true today given the deepening of income inequality, displacement of low to moderate income households, and the national politics of divisiveness and rise in hate speech and conduct. In San Francisco, and the rest of the nation, there is a long history of making decisions that reinforce and exacerbate racial, social and economic inequities. San Francisco's own history contains numerous instances of this, such as urban renewal in the Fillmore, the Chinese Exclusion Act enforced in Chinatown, and the forcible removal of the Japanese-American population from Japantown during Japanese interment.

Current trends show inequities exacerbating across a wide range of indicators, described in the external condition sections below. Given these structural inequities, it has become more urgent that Planning make equity a priority and explicitly counteract the current trends if we are to remain a diverse, equitable and inclusive city.

This section presents some selected indicators of current conditions at two levels to further highlight why racial and social equity matters in our work. The first is related to San Francisco residents, employees, and communities that are relevant to the Department's work, and which the Department can influence as an agency. The second is related to the Planning Department as a workplace.

Equity outcomes are the result of centuries of interconnected systems and structures that privilege some groups while disadvantaging and oppressing other groups. The Planning Department is only one actor in a vast and complex web of local, regional, state, and national institutions. As such, progress may be slow and difficult to capture year over year

at the citywide level since many factors, including agencies and actors at different levels of government, influence outcomes.

The data presented in these two sections is presented without discussion of causality. Also, as previously mentioned, the Department is leading with primary emphasis on race in Phase I of this work. During Phase II and future updates to the Plan, we will include more data with information about other marginalized communities.

External Conditions (Citywide)

The data below provides a picture of some of the racial and social disparities present in the City and County of San Francisco today.

Some of the data relate directly to the work of the Planning Department in a significant way while others are more tangentially related. In the latter case, it is still important to have a broad understanding of the systems in which inequities exist so that, as systems interact, improvements in one area can drive improvements in another. For example, improving housing security may positively impact education outcomes for youth. In instances where the Department's work intersects with any specific data, equity strategies should be appropriately targeted, implemented, and resourced.

Since various City departments are advancing this work simultaneously, the tracking and collection of a more full set of data indicators against which we can measure progress of our efforts will likely be housed in the City's Racial Equity Report card to be created by the newly created Office of Racial Equity. This will be the lead agency to continue to update, house and track this data moving forward for the purposes of advancing our collective Equity Initiatives. The Planning Department is committed to working in collaboration with the Office of Racial Equity and other City agencies to track the current conditions of racial and social equity indicators in order to provide a baseline from which to assess incremental and cumulative progress over time.

As the Plan implementation and outcomes are evalu-

ated and re-evaluated in the coming years, data for the indicators Planning influences the most should be updated and new metrics developed for future Plan updates; this will help provide a more accurate assessment of the Plan's and the City's equity long-term impact.

CITYWIDE DEMOGRAPHICS

Historically high housing prices, the loss of blue-collar jobs, and an influx of affluent workers who collectively are less diverse than the existing population (in terms of both race and gender), have exacerbated racial, social, and economic inequities in San Francisco. These factors have especially affected the black community, which in the last 20 years has decreased by close to 50% from what it was in the 1990s. It currently makes up around 5% of City residents despite significant citywide population growth over the past twenty years - from 745,000 residents in 1998 to 840,763 today.

Table 1. 2016 San Francisco Demographics

RACE & ETHNICITY	% OF TOTAL POPULATION
White	48
Asian	34
Black/African American	5
Native American / Alaska Native	0.3
Native Hawaiian / Pacific Islander	0.4
Hispanic /Latino (of any race)	15
Other/Two or More Races	12

Source: Census Bureau, 2012-2016 American Community Survey data

MEDIAN HOUSEHOLD INCOME & UNEMPLOYMENT

Employment and income data for San Francisco indicate that economic opportunities and conditions for communities of color lag significantly behind those for their white neighbors. For example, non-white households earn significantly less than white households in the City. The median household income for white households in 2010 was 117.5% of the citywide median, or \$83,796 – the highest of all groups. Black households, by contrast, earned just 43.3% of the median income, or \$30,840 – the lowest of all groups, followed by Native Americans. See Table 2.

Table 2. 2010 Household Income by Race/Ethnicity

RACE OR ETHNICITY	MEDIAN HOUSEHOLD INCOME	% OF SAN FRANCISCO MEDIAN HOUSEHOLD INCOME (\$71,304)
White	\$83,796	117.5%
Black/African American	\$30,840	43.3%
American Indian/Alaska Native	\$51,087	71.6%
Asian	\$60,648	85.1%
Native Hawaiian/Pacific Islander	\$57,560	80.7%
Other Race	\$52,599	73.8%
Two or More Race	\$66,473	93.2%
Hispanic or Latino	\$55,985	78.5%

Source: Census Bureau & San Francisco 2014 Housing Element, Table I-16

The disparity in employment rates is similarly wide. Whereas the unemployment rate from 2010-2014 among white San Franciscans is 5.8%, unemployment rates in San Francisco's communities of color are 1.5 to 3 times as high, with the highest unemployment rate among black residents at 17.1%, followed by Native Americans at 15.2% (see Table 3 below).

Table 3. 2014 Unemployment by Race/Ethnicity

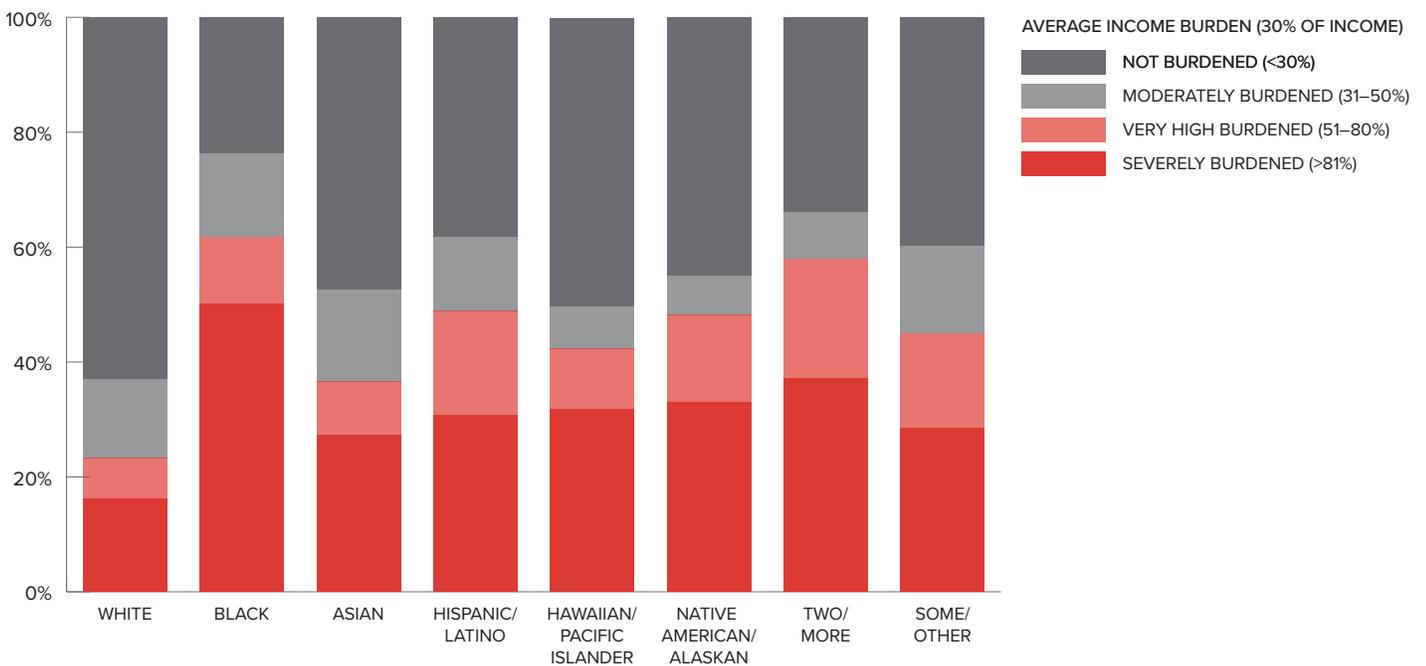
ETHNICITY	UNEMPLOYMENT RATE
White	5.8%
African American	17.1%
American Indian/Alaska Native	15.2%
Asian	8.4%
Native Hawaiian/Pacific Islander	10.2%
Other Race	9.5%
Two or More Race	10.7%
Hispanic or Latino	9.4%
White alone, not Hispanic or Latino	5.4%

Source: 2010-2014 American Community Survey 5-Year Estimates, Table S2301

HOUSING BURDEN BY RACE

From racial covenants to redlining and exclusionary zoning, housing discrimination based on race and ethnicity has a long history in the United States with impacts that persist to this day. Housing presents one of the greatest existing equity challenges in San Francisco. Wide disparities between white and non-white San Franciscans related to housing cost burden and home ownership continue to exist. A household that is considered to have housing cost burden pays more than 30% of its income on housing costs. As shown in Figure 3, 50% of black households, 31% of Native American, and 30% of Hispanic/Latino households are severely burdened by housing costs while 16% of white households are similarly burdened. Conversely, 63% of white households are not burdened by housing costs while only 23% of black households are not burdened. These figures indicate that communities of color in San Francisco are struggling much more than white households in meeting basic needs such as housing, food, medical care, childcare, etc. for themselves and their families. See figure 1.

Figure 1. Housing Burden by Race (Median Monthly Rent 2015 = \$1,840)



HOME OWNERSHIP BY RACE

One of the greatest equity disparities in San Francisco is related to home ownership. Across the board, non-white residents of San Francisco own their homes at a much lower rate than white residents. Close to 50% percent of white residents own their homes, Asian residents have the next largest home ownership rate at 35.7%. No other group exceeds the 10% rate, most are below 5%, and Native Americans have the lowest rate of any group. See Table 4.

Table 4: 2014 Home Ownership by Race/Ethnicity

ETHNICITY	OWNER-OCCUPIED HOUSING UNITS
White	55%
African American	3.9%
American Indian & Alaska Native	0.2%
Asian	35.7%
Native Hawaiian and Other Pacific Islander	0.3%
Some other race	2.7%
Two or more races	2.3%
Hispanic or Latino	8.6%
White alone, not Hispanic or Latino	49.6%

Source: 2010-2014 American Community Survey 5-Year Estimates, Table S2502

HEALTH

Race and ethnicity are strong indicators of health, contributing to measurable disparities in life expectancy and rates of chronic diseases. These disparities both mirror and are strongly influenced by others described throughout this chapter in areas such as education, housing, transportation access, and economic security – known collectively as the “social determinants of health.” Disparities in these areas are further compounded by lack of access to quality health care.

Life Expectancy

Life expectancy is a good indicator of overall health and wellbeing. Figure 2 below describes the life expectancy

of San Francisco residents by race and ethnicity, from 2007-2013 (Native Americans are excluded due to lack of data). The findings show that Black residents in San Francisco have the lowest life expectancy in the City, at roughly 71 years in 2013. This figure is 10 years less than whites, 14 years less than Asian and Pacific Islanders, and 11 years less than Latinos living in San Francisco, and 10 years less than the California average life expectancy of 81 years (Source: San Francisco Health Improvement Partnership. 2016 Community Health Needs Assessment).

Infant Mortality Rates

Figure 3 below shows both perinatal and infant mortality rates by race in 2008. Some key findings show that San Francisco’s black residents face much higher rates of perinatal and infant mortality rates than people of other races. Black residents are more than four times as likely to experience perinatal mortality as the City average (and roughly six times that of white and Asian residents). Similarly, the black infant mortality rate is roughly 5.5 times higher than the City average (and more than 10 times higher than that of white infants).

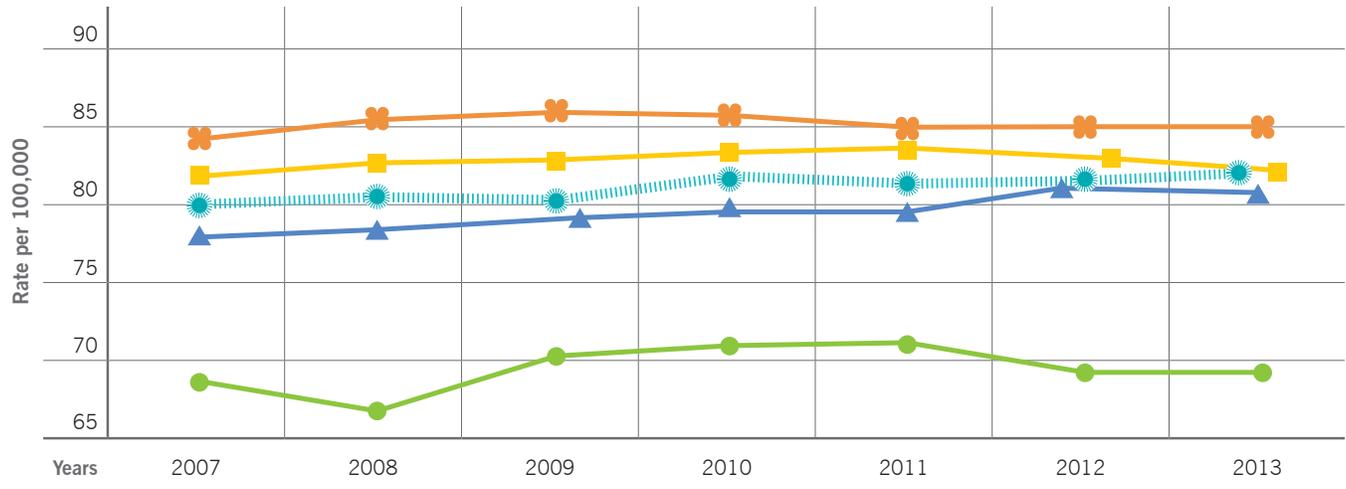
Residents of “other races” also experienced poorer infant health, with perinatal and infant mortality rates over double that of the City average. There is also need for infant mortality data on the Native American population. Perinatal/infant mortality rates for Latino residents are roughly equal to the City average, while rates for White and Asian residents fell below the average. Contributing to these trends, Black, Pacific Islander, and Latino residents were less likely to receive prenatal health care in their first trimester of pregnancy. In 2012, roughly 40% of Pacific Islanders and 60% of Blacks received prenatal care.⁷

YOUTH SUCCESS AND EDUCATION

Housing and development policies enacted in the 1940s through the 1960s spurred a large-scale migration of white students to suburban schools in locales across the country. Locally, that resulted in a high concentration of students of color in San

⁷ Same as above.

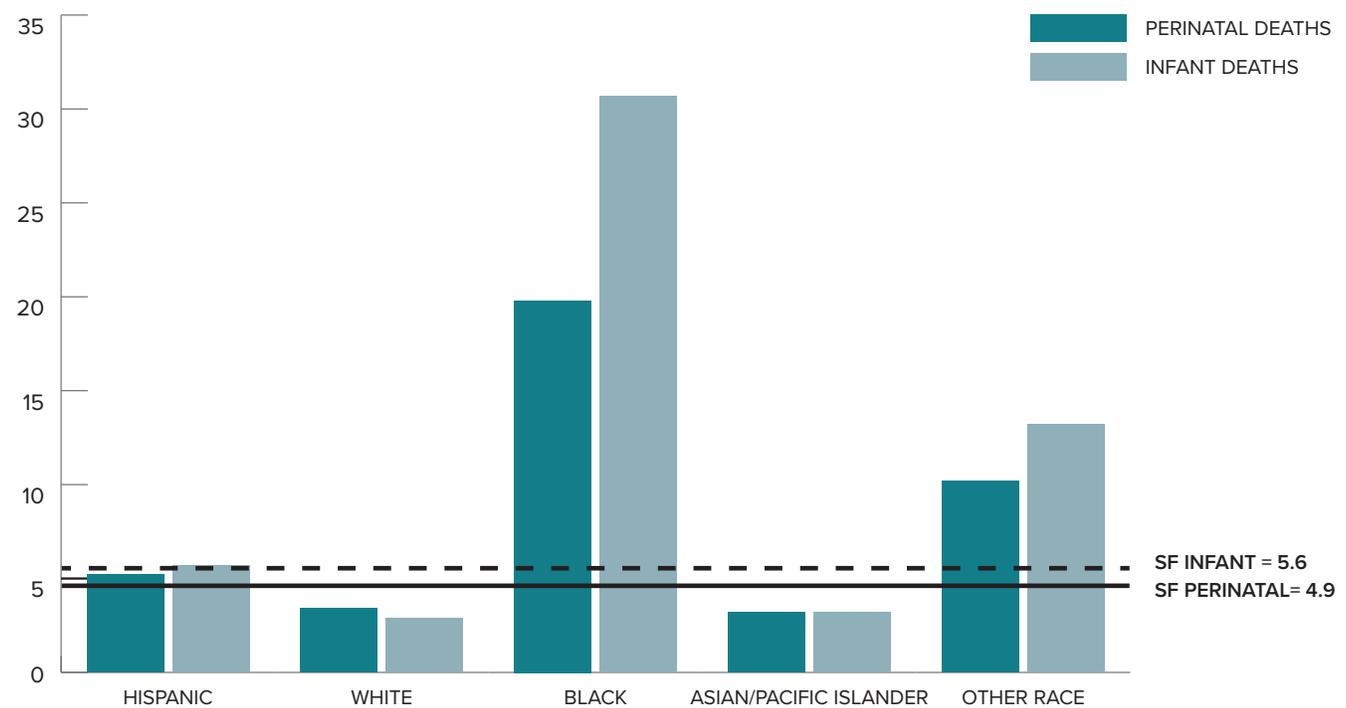
Figure 2. San Francisco Life Expectancy by Race/Ethnicity, 2007–2013



San Francisco overall, API, B/AA, Latino, White. Data source: CDPH, Death Statistical Master Files.

Source: San Francisco Health Improvement Partnership. 2016 Community Health Needs Assessment: Appendices. Available at: http://www.sfhip.org/content/sites/sanfrancisco/2016_SF_CHNA_Appendices.pdf

Figure 3. Perinatal and Infant Mortality Rates Per 1,000 in San Francisco by Race/Ethnicity (2008)



Source: CDH Improved Perinatal Outcome Data Report 2008, California County Profile

Francisco's public schools. Today, demographic figures present a similar picture, with San Francisco's public schools comprised mostly of students of color (Table 5). This is in contrast to the City's overall population, whose largest racial group is white (Table 1).

Data suggests that students of color are confronted by a number of challenges in San Francisco's public schools. Based on numbers provided by the California Department of Education, black and Native American enrollment in the San Francisco Unified School District are among the lowest relative to all other racial/ethnic groups at roughly 9% and 0.4% respectively of the student population (California Longitudinal Pupil Achievement Data System)⁸. However, black and Native Americans, have among the highest drop-out rates at 5.1% and 7.7% respectively (Table 6). When comparing these figures to the dropout rates of Asian and Filipino students (0.5% and 0.7%, respectively) a clear racial/ethnic division in school performance is evident.

Table 5. Enrollment by Race/Ethnicity 2016-17

ETHNICITY	
White	14.3%
Asian	30.8%
Hispanic/Latino	31.2%
Black	8.5%
Native American/Alaskan	0.4%
Filipino	1%
Pacific Islander	4.2%
Two or More Races	4.9%
Not Reported	4.7%

Source: California Department of Education, <https://dq.cde.ca.gov>

Similarly, graduation rates (Table 7) for Native Americans, blacks and Hispanic/Latinos are among the lowest of all groups (35.7%, 50.9% and 56.4% respectively), compared to 67.8% of white students. Since Native Americans comprise 0.5% and black students 9% of the school population, the disparity in graduation rates is even more telling.

⁸ Source: California Department of Education, <https://www.cde.ca.gov>

Table 6. Dropout Rate by Race/Ethnicity 2016-17

ETHNICITY	DROPOUT UNITS
White	2.9%
Asian	0.5%
Hispanic/Latino	3.3%
Black	5.1%
Native American/Alaskan	7.7%
Pacific Islander	3.4%
Filipino	0.7%
Two or More Races	3.5%
Not Reported	8.3%

Source: California Department of Education, <https://dq.cde.ca.gov>

Table 7. Graduation Rate by Race/Ethnicity 2017-18

ETHNICITY	
White	67.8%
Asian	92.7%
Hispanic/Latino	56.4%
Black	50.9%
Native American/ Alaskan	35.7%
Pacific Islander	73.7%
Filipino	88.1%
Two or More Races	64.4%
Not Reported	58.7%

Source: California Department of Education, <https://dq.cde.ca.gov>

Table 8. Suspensions by Race 2017-2018

ETHNICITY	
White	0.8%
Asian	0.4%
Hispanic/Latino	1.9%
Black	4.8%
Native American/Alaskan	3.9%
Filipino	0.9%
Pacific Islander	4.2%
Two or More Races	1.6%
Not Reported	1.2%

Source: California Department of Education, <https://dq.cde.ca.gov>

Table 9. Preparedness to Attend UC/CSU School: 12th grade graduates that have the required courses to attend UC/CSU School

ETHNICITY	
White	66.3%
Asian	72%
Hispanic/Latino	45.5%
Black	43.4%
Native American/Alaskan	60%
Filipino	38.1%
Pacific Islander	61.6%
Two or More Races	62.1%
Not Reported	72.2%

Source: California Department of Education, <https://dq.cde.ca.gov>

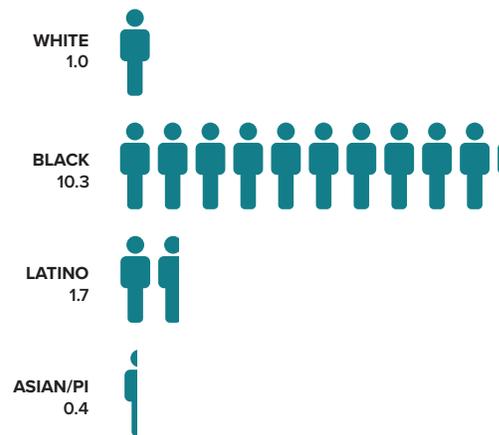
Expulsion and suspension rates follow a similar trend - 4.8% of black students and 4.2% of Pacific Islander and 3.9% of Native American students were suspended from public schools in 2017-18 while 0.8% of white students were suspended the same year (Table 8).

Another indicator of educational success is the degree to which students are prepared to attend institutions of higher education. The California Department of Education determines “Preparedness to Attend a UC/CSU School” based on an analysis of 12th grade graduates, which looks at whether those graduates completed the courses required to attend UC/CSU schools. Blacks and Pacific Islanders are disproportionately under prepared for “preparedness” upon the completion of their senior year of high school. A closer examination of this data shows a striking disparity among Pacific Islanders. While Pacific Islanders graduate at a very high rate (73.7%), only 38.1% of these students are prepared to attend a 4-year college based on the required courses, implying deeper nuances in preparedness in this group (Table 9).

CRIMINAL JUSTICE

Black and Hispanic/Latino communities have the lowest populations in the City, however, they continually account for the majority of arrests and convictions. Though these arrests and convictions are high, they are not necessarily indicative of a higher propensity of

Figure 4. Disparity Gap for Convictions (2013)



FOR EVERY 1 WHITE ADULT CONVICTED OF A CRIME IN SAN FRANCISCO, THERE WERE MORE THAN 10 BLACK ADULTS AND NEARLY 2 LATINO ADULTS CONVICTED.

criminal activity within these groups. The Blue Ribbon Panel on Transparency, Accountability and Fairness in Law Enforcement⁹ found that although black and Hispanic persons had the lowest hit-rates (discovery of illegal items during search), these populations still face the highest rates of non-consent searches.

According to the San Francisco Justice Reinvestment Initiative report by the Burns Institute¹⁰, there is disproportionately in every stage of the San Francisco criminal justice system. Black adults represented less than 6% of the population in 2013, yet represented 40% of all people arrested, 44% of bookings, and 40% of all convictions. Hispanic/Latino adults face some of the same disparities and potential biases but to a lesser degree.

A harrowing picture of disparities across race is evidenced by the rates at which people of color experience the use of force in interactions with members of law enforcement. In the fourth quarter of 2017, black people comprised 42% of all people who experienced the use of force by members of the San Francisco Police Department.¹¹

⁹ July 2016, <http://sfblueribbonpanel.com/>

¹⁰ January 2016, https://www.burnsinstitute.org/wp-content/uploads/2015/06/SF_JRI_Full_Report_FINAL_7-21.pdf

¹¹ San Francisco Police Department, January 2018, <https://sanfranciscopolice.org/sites/default/files/Documents/PoliceDocuments/Transparency/sfpd-4th-quarter-use-of-force-arrest-encounter-executive-summary.pdf>

Internal Conditions (Planning Department)

CULTURE SURVEY

In January 2017, Planning staff was asked to complete a “Culture Survey” about the Department’s organizational culture, norms, and attitudes. The purpose of this first-ever Culture Survey was to gauge staff’s familiarity, impressions, attitudes, and experiences around racial equity in the workplace. The survey utilized a multi-question approach that included several iterations of the same question, which yields an average score and a response range, intended to obtain a fuller understanding of staff’s attitudes and experiences. Survey question topics included:

1. Respondent Demographics
2. Thoughts & Understanding of Racial & Social Equity
3. Organizational Culture
4. Equity in Contracting & Public Engagement
5. Senior Management Commitment to Equity
6. Commission’s Commitment to Equity

Staff was surveyed prior to receiving formal Departmental equity training, which allowed us to formulate an initial benchmark against which we can measure future responses. The survey was open to all employees for two and half weeks and was anonymously conducted using Survey Monkey; no hard copies of the survey were distributed. The response rate was 86%, with 190 of the approximate 220 employees participating. The Department will repeat this survey on a regular basis to understand impacts of our racial equity work over time. Some key findings are listed below. The full report can be found in the Appendix.

Some Overall Survey Findings

THOUGHTS & UNDERSTANDING ABOUT RACIAL & SOCIAL EQUITY

90%

of respondents agree they have a basic understanding of racial disparities in SF.

76%

of respondents can identify examples of institutional racism.

While respondents, feel they have a basic understanding of racism – on average, they do not feel they are equipped with tools to address disparities through their work (see figure below).



Some Overall Survey Findings (Continued)

WHAT TOOLS DO EMPLOYEES NEED?

Employees need a combination of resources to address racial disparities through their work:

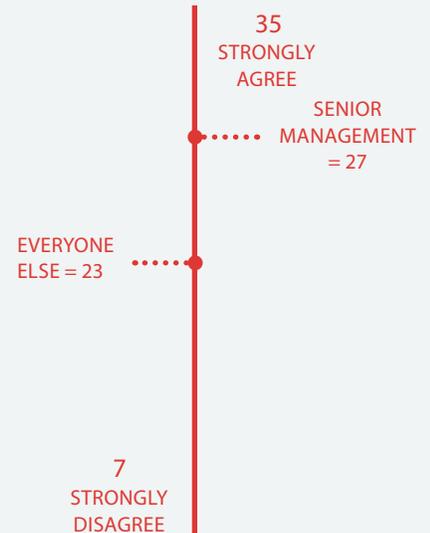


SENIOR MANAGEMENT'S COMMITMENT

A series of questions were asked to gauge respondents' perception of Senior Management's commitment to racial equity. Senior Management:

- » understands the value and importance of making racial equity a priority
- » supports conversations about race
- » proposes internal and external policies that can help foster equity

Senior Management's response was significantly higher than all other respondents' answers.



ORGANIZATIONAL CULTURE

MORE THAN 9 OUT OF 10

of respondents agree to having positive relationships with employees of a different race/ethnicity.

69%

of white respondents disagree that they have observed/observe racial tension in the department compared to 43% of people of color (figure 8).

ADDITIONAL TAKEAWAYS

- » While many respondents agree that the department is moving towards achieving Racial and Social Equity, they disagree that the City of SF is moving in the right direction.
- » Management opinions and experiences significantly differ from the rest of the department.
- » Employees need more time and training to feel capable of advancing Racial and Social Equity through their work.
- » There is variation across both division and race in how staff experience and perceive fairness and tension in terms of Racial and Social Equity.

Note: Graphics not to scale.

Department vs. Planning Profession Demographics

The Planning profession has historically lacked, gender, racial, and social diversity, and continues to lack this diversity today. The 2010 US census revealed that 81% of American planners are white (and 4 in 10 are women). Similarly, only 16% of respondents to a 2013 survey of American Planning Association (APA) members identified as racial “minorities.”

However, the situation is improving. Data on the racial composition of planning students illustrates increasing diversity in the pipeline with American whites comprising 54% of American-born Master’s students in 2013 according to the Association of Collegiate Schools of Planning. Foreign-born students of all races were tallied separately and accounted for 14 percent of students, which means U.S. residents who identify as people of color comprise 32% of Planning students.¹² The culture survey revealed that the Department has greater diversity than the profession as a whole. About 39% of the Department’s employees in planner classifications identify as people of color. However, given the pipeline and the fact that people of color comprise about 55-67% of the city’s population, there is room for improvement in terms of better representation of people of color among the professional classes (consistent with local, state and federal law). This is particularly true in management – people of color comprise 19.5 % of those classifications.

¹² <https://nextcity.org/daily/entry/planning-accreditation-board-diversity-urban-planning>

Of the 190 respondents to the internal survey that identified their race, 45.3% identified as white, followed by Asian at 18.1%, and multiracial at 15.5%. The racial and ethnic makeup of non-white respondents was collapsed, particularly for the really small percentages to avoid identification of any particular staff (Table 11).

Table 11. San Francisco Planning Department Survey Demographics (race and ethnicity), November 2017

RACE/ETHNICITY	PERCENTAGE (OF THE 190 RESPONDENTS)
White or European American	45.3
“Everyone Else”	36.3
No Answer	18.4

Breakdown by Job Classes

Based on the survey, 67% of the Department can be defined as Planner Tech, Planner (I, II, III), or Community Development Specialists. Middle Management makes up the second largest portion of the Department at 16%. Other Professional Staff and Support/Clerical Staff each make up 7%, while Senior Management comprises the smallest group at 3% (Figure 5). Due to the optional nature of the survey, these results represent 166 of the participants; 24 respondents chose not to answer.

Table 10. 2013 Bay Area Regional, City and County of San Francisco, and Planning Workforce Demographics

	WHITE (NOT HISPANIC)	BLACK (NOT HISPANIC)	HISPANIC	ASIAN/PI + FILIPINO	AM. INDIAN	2+ RACES*	TOTAL
City & County of San Francisco Percent of Total	35%	13%	15%	38%	0%	0%	100%
Planning Department** Percent of Total	60%	5%	10%	29%	0%	0%	100%
Regional Labor Force*** (11 Counties)	47%	6%	19%	25%	0%	3%	100%

*Not a choice on the SF City and County application therefore 2+ races is undercounted
Source: San Francisco Department of Human Resources

Racial Breakdown by Job Title

Respondents were categorized into two groups / variables: “White” and “Everyone Else/People of Color”. This was done in order to ensure anonymity among respondents given the relatively small numbers of people who self-identify with specific racial/ethnic backgrounds by job title.

In senior and middle management positions the survey reveals that people of color only account for close to 20% of those positions. For the professional classifications people of color account for close to 40% of the planner work while they count for close to 60% of the IT and Analyst classifications. People of color make up the majority of the clerical positions (Figure 6).

Two key trends were also revealed: White employees fill the vast majority of managerial positions (80%) and inversely, people of color, account for the majority of support positions (82%). Planner positions are where percentages come closest to the middle, but disparities still exist with the majority of respondents self-identifying as white while 55-67% of the city’s residents are people of color. The student pipeline should help increase diversity but there may be opportunities for better outreach and retention strategies.

The survey also identified that there is room for improvement regarding staff experiences about race. For example, 60% of white staff expressed that they feel comfortable talking about race at work while only 47% of staff who identify as people of color do. Similarly, 69% of white respondents stated that they disagree that they have observed racial tension at work while only 43% of staff who are people of color disagreed with the statement.

Creating an Inclusive Organizational Culture

A number of respondents to the survey indicated that they do not feel the Planning Department is an inclusive and fair workplace that provides equal opportunities to all employees irrespective of race or identity. For example, the non-management class of respondents scores lower than the management class on the agreement scale, with 12.1 versus 13.5, respectively. This

significant difference between management and non-management’s perception of equity in the department reinforces the fact that management’s experience is different from the rest of respondents (Figure 9).

The data also shows a significant disparity between white respondents perception of equity versus everyone else. While white respondents, on average, lean towards agree to this scale, people of color respondents have less agreement (Figure 10).

Department Leadership’s Commitment to Racial & Social Equity

Results of the survey show statistically significant differences between senior leadership and the rest of the Department in how they perceive senior leadership’s commitment to racial and social equity. Senior Management and Support/Clerical staff had the greatest significant difference among responses in the agreement scale (with higher number being the most agreement). See page 10 for a visualization of the survey responses by senior management versus other job classes. There was also a significant difference when looking at Senior Manager’s perception of their commitment versus the perception of all staff added together. This analysis reinforces that managers, especially Senior Managers have different experiences in the department, which make sense given positional differences. It is also important to state that the survey is measuring perception (of commitment) not reality per se. However, it is still important to document this baseline perception in order for senior management to take proactive measures to show their commitment to racial and social equity where it is not evident or where it could be strengthened.

A full report of the survey findings is included in the Appendix (forthcoming). In the section below, we discuss the implications and key areas in which the Department should concentrate its efforts towards racial and social equity.

INTERNAL SURVEY IMPLICATIONS FOR OUR STRATEGY

Figure 5. Respondents by Job Title

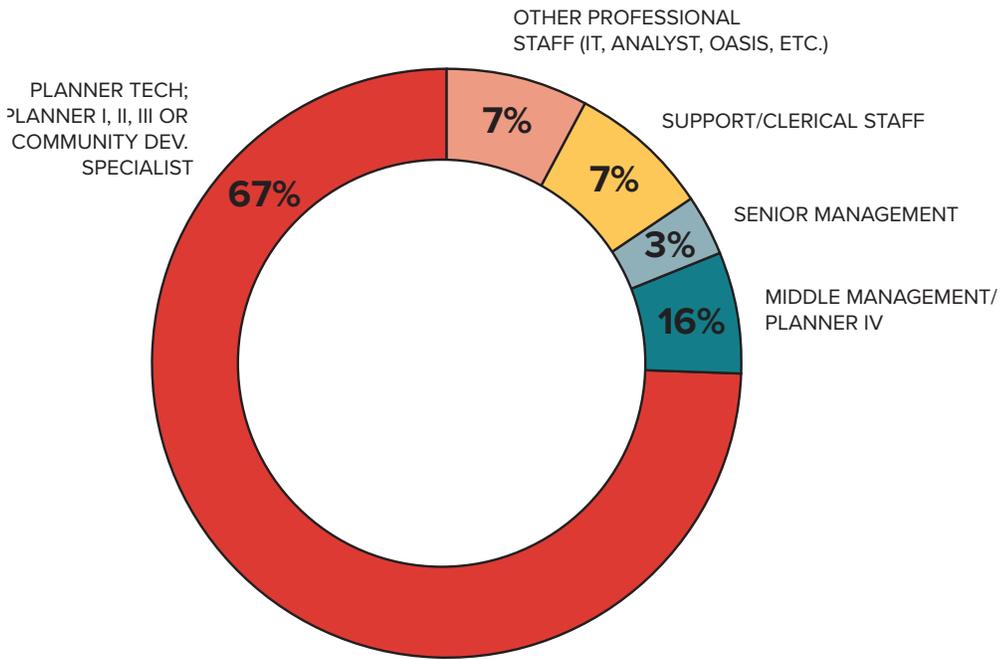


Figure 6. Breakdown by Job Class & Race/Ethnicity

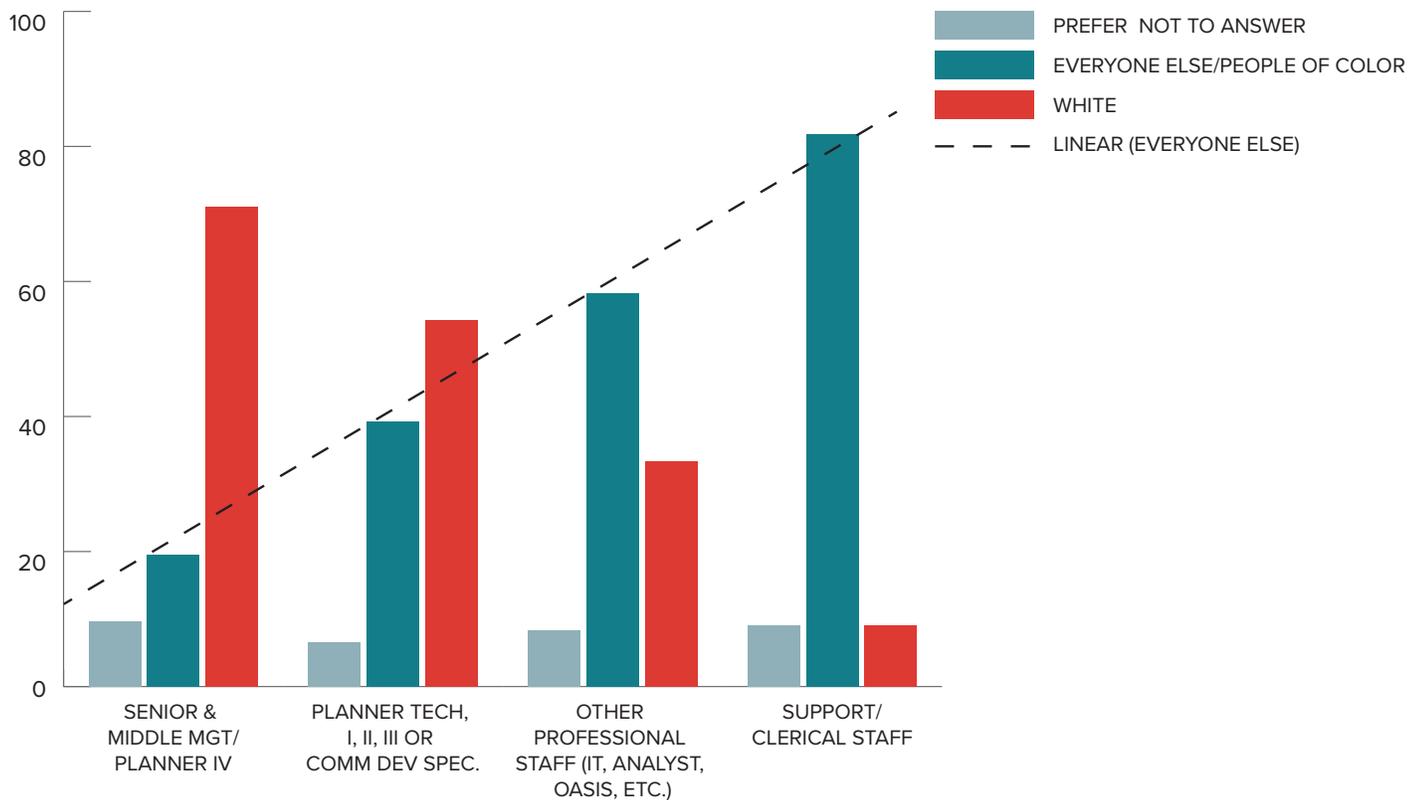
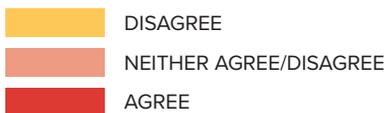
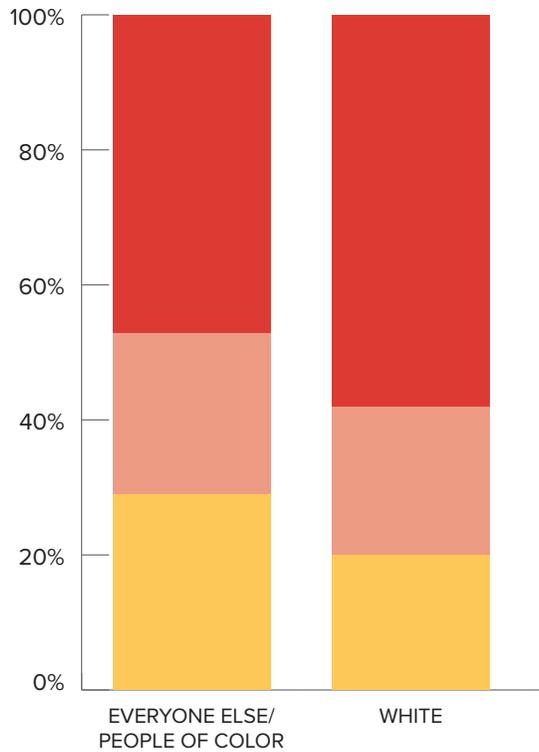


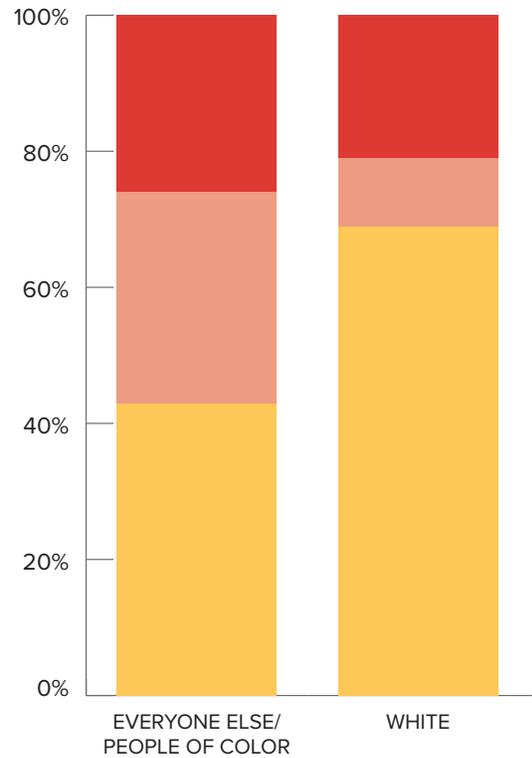
Figure 7. I feel comfortable talking about race within my department work setting. (n=182)



Based on the results of the survey, we have identified key areas for improvement that informed the goals, objectives, and action items outlined in the next section of the Plan.

Racial/Ethnic and Social Diversity in Administrative and Professional classes: In the aggregate, the employee demographics of the Department are slightly less diverse than to those of the City and County of San Francisco government and the City overall. As an employer, the Department is doing well but could improve in recruiting and retaining a diverse workforce that provides job opportunities to all the communities we serve (through strategies consistent with local,

Figure 8. I observe/have observed racial tension between employees in my department. (n=180)



state and federal laws) since relative to their numbers in the City’s population, representation of people of color is higher in administrative roles and lower among professional and managerial positions. More specifically, improve diversity in higher level positions (again through hiring and promotion practices consistent with state, local and federal law).

Why does this matter? Administrative positions tend to pay less than professional and managerial jobs. While administrative positions with the City and County of San Francisco are on average better paid, more secure and have better benefits than administrative positions in the private sector, it is important

Figure 9. Management vs. Non-Management perception of equity in the Department

- » I feel that opportunities for promotion are accessible to everyone equitably regardless of race/ethnicity.
- » ...[leadership] hold[s] all employees to the same workplace expectation and disciplinary standards.
- » Compared to my peers [...] I am being compensated fairly.
- » SF Planning can do more to increase workforce equity.

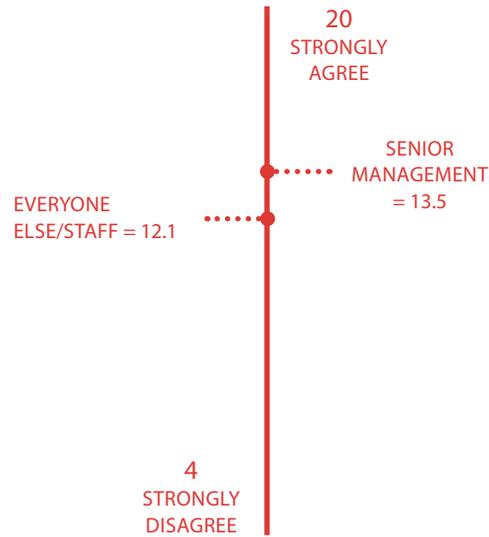
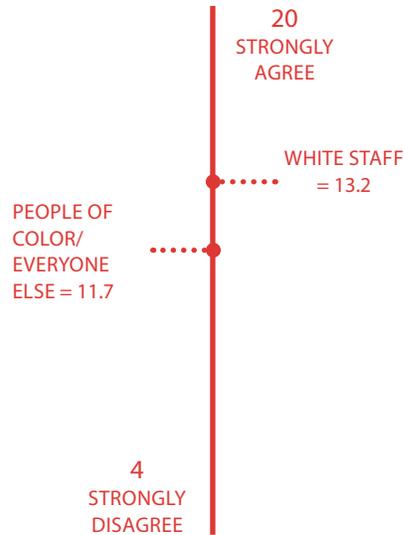


Figure 10. Perception of Equity in the Department by Race

- » I feel that opportunities for promotion are accessible to everyone equitably regardless of race/ethnicity.
- » ...[leadership] hold[s] all employees to the same workplace expectation and disciplinary standards.
- » Compared to my peers [...] I am being compensated fairly.
- » SF Planning can do more to increase workforce equity.



Note: Graphics not to scale.

Figure 11. Staff Perception of Commission’s Commitment to Racial & Social Equity

- » The Planning / Historic Preservation Commission clearly articulates the importance of addressing racial equity in SF.
- » The Planning / Historic Preservation Commission clearly articulates the importance of achieving racial equity in SF.
- » The Planning / Historic Preservation Commission makes decision that reflect a commitment to advancing racial equity.

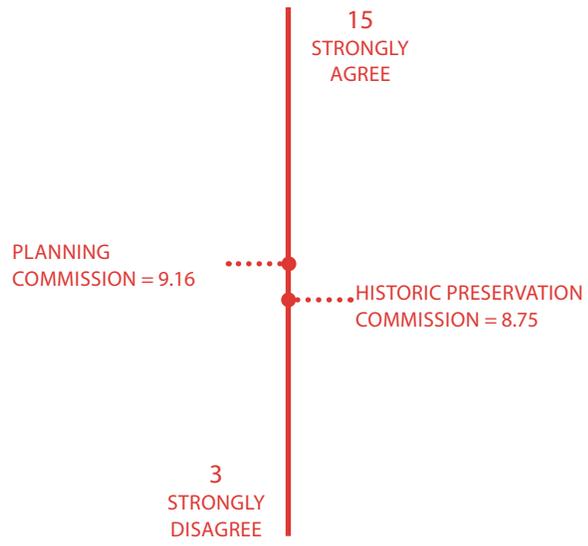
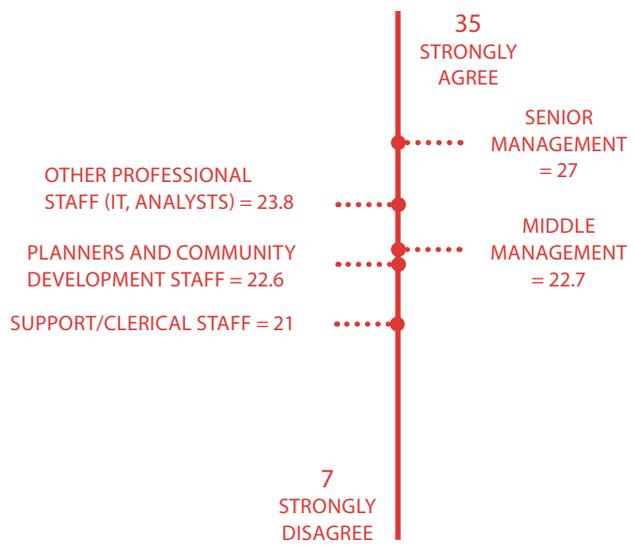


Figure 12. Staff Perception of Senior Management Commitment to Racial & Social Equity by Department Division

A series of questions were asked to gauge respondents’ perception of Senior Management’s commitment to racial equity. Senior Management:

- » understands the value and importance of making racial equity a priority
- » supports conversations about race
- » proposes internal and external policies that can help foster equity

Senior Management’s response was significantly higher than all other respondents’ answers.



Note: Graphics not to scale.

to think of ways we can continue to reduce racial and social disparities within our Department and improve the overall experience for administrative staff. The Department should think of ways that all administrative staff can have additional opportunities for advancement, if they clearly desire them.

The second question is how do we increase racial and social diversity among professional and management class jobs (consistent with local, state and federal laws)? Before we can identify appropriate recruitment and retention strategies, it is helpful to understand the factors that contribute to a lack of diversity within the Planning profession. This includes inequities relating to educational attainment, barriers to recruitment or retention, inconsistent hiring processes or implicit bias, among other factors. In one example, a study¹³ of the New York City Planning industry analyzed data from over 300 surveys, 11 focus groups, and 11 one-on-one interviews with Planners and employers to identify barriers for recruiting and retaining employees of color. Their findings are summarized below:

Recruitment Barriers

1. Inequitable communities – lack of access to educational and other opportunities in certain communities
2. Lack of social capital and exposure to the profession
3. Lack of diversity in Planning schools
4. Unequal opportunities to gain work experience
5. Unconscious bias and colorblindness¹⁴ in hiring

¹³ http://www.nyplanning.org/wordpress/wp-content/uploads/2016/08/Tiarachristie-Thesis_Elephant-in-the-Planning-Room_080716.pdf

¹⁴ Colorblindness: Refers to the ideal society in which skin color is insignificant. While ideal this is not possible while race continues to determine success and outcomes for certain groups. Refusal to take public note of racial disparities (in teams or other hiring appointments) actually allows people to ignore manifestations of persistent discrimination. See for example: <https://www.psychologytoday.com/us/blog/culturally-speaking/201112/colorblind-ideology-is-form-racism>

Retention and Mobility Barriers

1. Micro-aggressions¹⁵ and racial fatigue¹⁶
2. Self-doubt and isolation
3. Skipped promotions and less meaningful and visible work
4. White and patriarchal culture that covertly hinders advancement
5. White-dominant Planning theory and practice lens, and inner conflict that comes with being a part of certain problematic projects

Racial and Ethnic Diversity in Senior and Middle Management: Survey data suggest that there is room to improve diversity among senior and middle management (through practices consistent with local, state and federal laws). While in recent years the Department has seen an increase in women and members of the LGBTQ+ community in management and senior management roles, less progress has been made among people of color in this area.

Staff who most frequently interact with the public could better represent the communities experiencing greatest racial inequity: Around 40% of Department planners are people of color while the city is 55-67%% people of color. While trust, access, and competency are directly tied to a shared identity with community, it is possible to develop essential skills for engaging with community even when not a member of that community. In the context of San Francisco Planning, the goal is to diversify staff (through practices in compliance with local, state and federal law); not only those interfacing with community on a regular basis, but also those developing policies and plans that have the potential to cause impacts on communities of color. In addition, training can help all staff engage in a culturally competent manner with all communities. All Planning staff should embody cultural humility and intelligence and be able to utilize a racial and social equity lens in their work to improve equity outcomes for communities of color.

¹⁵ Microaggressions are smaller, more subtle expressions of aggressive behavior or comments toward a particular group of people that are hostile, negative or derogatory. They may be intentional or unintentional but could amount to bullying or harassment.

¹⁶ Racial fatigue: refers to mental, emotional and physical fatigue from navigating spaces that favor the dominant group. This includes being subject to micro and macroaggressions. This stress might help explain how individuals can go from the experience of racism to the experience of various mental and physical health problems.

SURVEY CONCLUSIONS

The importance of a diverse workforce (achieved through practices consistent with local, state and federal law) for the Planning Department cannot be overstated given that our work touches on so many issues that relate to and influence racial and social equity outcomes. Having a diverse, representative, and inclusive workforce improves decision-making, cultural competency, trust, and adaptability of approaches to societal, departmental, city changes and current trends. The Department has made some strides in this area as discussed earlier in the Plan. However, as described above, there are several key areas where the Department can continue to improve its workplace diversity and inclusion across most department divisions and levels (consistent with local, state and federal law). These issues are addressed in the next section.

IV

PHASE 1 PLANNING
DEPARTMENT
RACIAL AND SOCIAL
EQUITY STRATEGY

PHASE 1 PLANNING DEPARTMENT RACIAL AND SOCIAL EQUITY STRATEGY

This section describes five overarching, high-level goals along with objectives and actions for the Planning Department to pursue racial and social equity in our work. These are not exhaustive but instead consist of a number of short, medium and long-term actions developed with multiple staff within the Department to advance the goals and address the root causes of inequities. This provides a starting point to continue the work as many of the actions are already underway. The first phase of the strategy is focused on internal Department-wide goals that impact workplace equity. Accountability measures and timelines for advancing these actions are being developed as shown in the matrix included in the Appendix.

The Department Strategy has been informed by the results of the Staff Culture Survey, current conditions data and root cause analysis (an initial picture of why current conditions of inequity exist historically in those areas that prevent us from achieving our goals and vision), and best practices in the field of racial and social equity borrowed from GARE and other jurisdictions.

Goal 1: Hiring, Promotion and Retention

The San Francisco Planning Department becomes a leader in ensuring diverse, inclusive, and equitable hiring and recruitment practices by addressing systemic barriers; it achieves and maintains a high level of racial and social diversity at all job classification levels (consistent with local, state and federal laws).

City agencies that achieve and promote a diverse workplace are best positioned to effectively deliver essential services to diverse communities with varied needs. Racial and social equity benefits everyone. San Francisco Planning Department staff should reflect the richness of diversity in San Francisco and in the Bay Area. This can be achieved by prioritizing racial and social diversity that mirrors the composition of our City and region (consistent with applicable laws). New hiring and promotional practices will be designed and implemented by managers, members of the Racial and Social Equity Core Team, and those involved in the hiring and promotive process. In order to succeed, these practices should be fully aligned with the Department's mission and core organizational goals.

Striving for a representationally diverse Planning Department is only one dimension of a racially and socially equitable workforce. While this is partially due to the fact that the Planning profession has historically been dominated by white males, as the Planning profession has changed to include more women and more racially diverse groups, the Department should continue to reflect this trend as the pool of candidates diversifies. A racial and social equity strategy must address both disparities in the overall workforce and at management levels in order to advance organizational racial and social equity.

Vision: All Department staff have the opportunity to have meaningful jobs and career advancement.

Historic root causes of inequity in hiring, recruitment and promotional opportunities:

- » Lack of access to information or understanding about the City's hiring process
- » Lack of diverse perspectives in panels, application development and application review

- » Access to and understanding of the Planning profession
- » Organizational values that may not reflect equity and inclusivity

OBJECTIVES

1.1 Staff recruitment strategies are consistent, inclusive, easy to understand, transparent, and work to advance racial and social equity and diversity consistent with applicable laws.

Implementation Actions:

- 1.1.1 Analyze current outreach and recruitment strategies to determine whether practices are consistent across divisions and include strategies to advance equity; and broaden job postings distribution.
- 1.1.2 Work with the City’s DHR to more prominently post their FAQs on employment with each job posting; and create a page on our website with additional information on the hiring process and job opportunities with Planning to improve access to a wider candidate pool.
- 1.1.3 Work with all appropriate parties (DHR, union, civil service commission, etc.) to analyze and revise existing Minimum Qualifications and job descriptions, as needed and appropriate to the position, to update and identify skills and opportunities to improve racial and social equity.

1.2 Hiring and promotion process is consistent, transparent, and thoughtful about advancing racial and social equity and diversity (consistent with applicable laws).

Associated Implementation Actions:

- 1.2.1 Analyze current hiring processes across the Department to better understand how job posting language is drafted, how interview and exam questions are developed, how interview panels are selected, resumes are reviewed, and where inconsistencies may exist in the process, among other topics and create guidelines in order to ensure reviewers and panelists are diverse and can engage with racial and social equity concepts, as applicable to the position.
- 1.2.2 Research limitations and opportunities related to Proposition 209 (State proposition which amended the state constitution to prohibit state governmental institutions from considering race, sex, or ethnicity, specifically in the areas of public).
- 1.2.3 Develop and implement strategies to increase racial and social diversity in professional, management, and leadership positions.
- 1.2.4 Train hiring managers and every staff person involved with hiring on strategies to advance racial and social equity and diversity within the Department, consistent with applicable laws.

1.3 San Francisco Planning seeks opportunities to encourage a diverse Planning professional pipeline consistent with applicable laws.

Associated Implementation Actions:

- 1.3.1 San Francisco Planning works in partnership with other city Planning departments, undergraduate, graduate and other Planning programs (such as Y-Plan¹⁷) and local K-12 public schools to emphasize the importance of a

¹⁷ <https://y-plan.berkeley.edu/what-is-y-plan>

diverse Planning field as well as skills and competencies that proactively advance racial and social equity.

- 1.3.2 San Francisco Planning partners with affinity chapters of the American Planning Association such as “Planning in the Black Community,” “Latinos and Planning” and other relevant chapters and organizations such as Association of Collegiate Schools of Planning to explore partnerships beyond sending our internship announcements (such as housing summer interns, for example).

1.4 Internal pay equity policies are consistent, inclusive, transparent, and work to advance racial and social equity and diversity.

Associated Implementation Actions:

- 1.4.1 Analyze how entry salary ‘steps’ are determined, where exceptions are made and how salary ranges are determined, in order to ensure transparency and consistency across the Department. Include information about entry above a step and other benefits in a “Work for Us” page on our website.

Goal 2: Department Culture, Staff Capacity-Building and Core Competencies

All Planning Department staff develop a strong understanding of racial and social equity, embody it as a Department value and competency, and can identify opportunities to advance racial and social equity from their unique role within the Department.

Racial and social inequities are not random—they have been created and sustained over time. Inequities will not disappear on their own. Employee training and understanding helps create equity experts and teams throughout the Planning Department as part of the infrastructure to carry

this work. Employee training should empower staff to participate in changing the existing policies, programs, and practices that are perpetuating inequities, and to apply a racial equity framework when developing new policies and programs.

Planning Department employees are participating in a structured curriculum that focuses on strategies that normalize conversations about race, which will better enable staff to organize and operationalize/ implement a new internal infrastructure, culture, and set of policies in order to achieve racial and social equity. Through this training, all staff will be empowered to help inform and shape the Department’s efforts to improve racial and social equity outcomes.

Vision: All Department staff thrive and feel the Department culture is inclusive.

Historic root causes of inequity in department’s culture and staff capacity and competencies with equity:

- Lack of a culture of inclusivity
- Lack of understanding about structural racism and inequities and how to address them
- Undervaluing of certain experiences and perspectives

OBJECTIVES

2.1 Conversations about race and racial equity are normalized within the Department context.

Implementation Actions:

- 2.1.1 Host brown bags, speaker series, and roundtable discussions quarterly.
- 2.1.2 Collaborate with other City Family agencies within the GARE training network to develop an interagency training program (i.e. share curriculum, cross-train, etc.).

2.2 All current San Francisco Planning staff possess core competencies and capacity necessary to advance racial and social equity meaningfully.

Implementation Actions:

- 2.2.1 All staff complete 12 hours of racial and social equity training by early 2019.
- 2.2.2 Incorporate racial and social equity training into new staff on-boarding process.
- 2.2.3 Dedicate Department resources for the ongoing development of skills that advance racial equity, such as conference and workshop attendance and participation in learning and cohort groups to share resources and information.
- 2.2.4 Train staff on best practices for engaging with diverse communities.
- 2.2.5 All planner classifications complete “Implicit Bias” training offered by Department of Human Resources by fiscal year 2020-2021.

2.3 Racial and social equity training and implementation work is incorporated into staff work plans and performance measures.

Implementation Actions:

- 2.3.1 Evaluate current Department racial equity initiatives and activities to inventory and build on our initiatives.
- 2.3.2 Staff track participation in racial and social equity activities through PPTS or other accounting system.
- 2.3.4 Revise Performance Plan and Appraisal Report (PPAR) language and the performance evaluation procedure to articulate Department commitment to racial and social equity, assign time to work on related activities such as trainings, as well as desirable related skills, as appropriate to the position.

2.4 San Francisco Planning promotes a culture of inclusion and support for staff through a

racial and social equity lens.

Implementation Actions:

- 2.4.1 Conduct Affinity and Develop Employee Resource Groups to provide spaces to discuss racial and social equity
- 2.4.2 Conduct a regular (biannual) culture survey and work satisfaction survey.
- 2.4.3 Managers complete training specifically focused on recruitment, retention, and management for diverse and inclusive organizations.
- 2.4.4 Ensure art and physical space where staff work every day reflects racial and social diversity.

Goal 3: Resource Allocation

Departmental Resource Allocation: The San Francisco Planning Department allocates discretionary budget and staff time to prioritize work that addresses racial and social disparities. The Planning Department will proactively and routinely consider racial and social equity during the budgeting process, and solicit public input, where appropriate, to find it in discretionary areas with racial and social equity opportunities.

The budget should be informed by public input where appropriate (such as the Interagency Plan Implementation Committee) in areas with racial and social equity opportunities, as well as emergent trends, their impacts on communities of color, and resource strategies to mitigate those impacts. San Francisco Planning will determine and support necessary internal infrastructure to sustain racial and social equity efforts.

The allocation of resources where there is discretion (e.g., areas such as paying rent, buying supplies and equipment etc. have little to no discretion) signals Department priorities and anticipates emerging needs. Programs and projects that are sufficiently resourced are more likely to be effective and have an impact on the issues they are meant to address.

By allocating resources to more discretionary work that addresses racial and social disparities, the Department will be more effective at improving racial and social outcomes related to Planning topics, and indirectly, to other topics as well (e.g. improving housing burden equity could have effects on health, education, and criminal justice outcomes as well).

Vision: All San Francisco residents thrive by allocating discretionary community planning resources in an equitable manner.

Historic root causes of inequity in resource allocation:

- » More affluent communities tend to have more services and amenities (parks, open spaces, public infrastructure, schools, etc.)
- » Historic disinvestment and segregation translated into less wealth creation in low-income, communities of color
- » The legacy of exclusionary zoning means less dense areas have a better ratios of amenities for residents (less residents using a part, a community center, a transit line, etc.)
- » The legacy of urban renewal means communities such as the black community where displaced to the edge of the city where there is less connection to transportation, jobs, hospitals, etc.

OBJECTIVES

3.1 Planning will prioritize and resource efforts that advance racial and social equity.

Implementation Actions:

- 3.1.1 Analyze the Department's budget utilizing the Racial and Social Equity Assessment Tool.
- 3.1.2 Analyze individual Department programs and projects, where applicable, using a Racial Equity Assessment Tool.
- 3.1.3 Adequately resource projects, plans, and efforts in neighborhoods of color or other marginalized communities with sufficient staff and teams that are diverse

and skilled at engaging with the complex needs of the respective communities.

- 3.1.4 Conduct focus groups with staff who work directly with communities of color and other marginalized social groups to identify where resource gaps and process and/or structural barriers exist to inform the next budget cycle and target interventions (such as small business support).

3.3 Internal departmental processes are inclusive and racially equitable.

Implementation Actions:

- 3.3.1. Bring a Racial and Social Equity lens, through use of the Assessment Tool, to process improvements while ensuring other goals such as efficient service delivery are met.

Goal 4: Procurement and Consultants

Racial and social equity are embodied as values in the Department's request for proposals (RFPs), project scopes, consultant selection criteria and process, and in professional services contracting. The Department will embody racial and social equity through the procurement and contracting process, consistent with local, state and federal law.

Contracting for professional services is an important aspect of the Planning Department's work. The Department contracts out millions of dollars' worth of work each year. Consultants are our partners and are an extension of our Department's values. Since the Department aims to mirror the diversity and demographics of the City we serve (consistent with applicable laws), and also demonstrate cultural competence in our work, we should strive for our consultants to do the same.

Vision: All San Francisco residents thrive by allocating resources in an equitable manner.

Historic root causes of inequity in resource allocation:

- » Given historic disinvestment and prior discriminatory policies it is hard for certain groups to start their own business or to compete for contracts
- » Rules to become a contractor can be cumbersome
- » There may be language or cultural barriers

OBJECTIVES

4.1 Extend outreach to more Local Business Enterprises (LBEs), Minority Business Enterprises (MBEs), Women Business Enterprises (WBEs), and Other Business Enterprises (OBEs).

Implementation Actions:

- 4.1.1 Prior to the publication of any Request for Proposals (RFP) Project Managers work with Contracts Analyst to identify broader outreach opportunities.
- 4.1.2 Expand outreach to advertise RFPs, and similar work that does not require an RFP, more broadly.

4.2 Develop internal infrastructure, procurement language, and outreach approaches that take into consideration diversity and cultural competence where relevant to the project.

- 4.2.1 Include as a proposal requirement, as relevant to the project, that contractors demonstrate prior experience working within or with diverse communities, and explain how they might address racial and social equity in the project.
- 4.2.2 Develop Department guidelines with values, guidance and criteria for RFP review panelists and project managers.
- 4.2.3 Develop and deliver scoping, consultant and RFP training for project managers that emphasize opportunities to advance racial and social equity and to ensure that RFP and review panels are diverse and prepared to

thoughtfully engage with racial and social equity-related concepts, as relevant to the project.

4.3 Provide a broader array of opportunities for LBEs, including WBEs, and OBEs, to work with the Department.

Implementation Actions:

- 4.3.1 The panel evaluation process should include minimum qualifications that reflects cultural competency, particularly when working with the community.
- 4.3.2 Continue to seek opportunities to utilize the non-profit grant process to contract services to local NGOs for project work.

Goal 5: Department Functions

Ensure the Planning Department's core functions and services (programs, policies, services and activities) advance racial and social equity. Develop division and function-specific goals, tools, and assessments to align the mission of the Planning Department with greater racial and social equity outcomes as part of Phase II.

The Planning Department's work has significant impacts on all communities in the City, including communities of color and other marginalized social groups. As a result, the Department has an opportunity and responsibility to align its public-facing work and services with broader racial and social equity aspirations and meaningful, tangible actions. Given the wide variety of functions and services provided by the Department, its relatively large size, and its multi-divisional structure, the strategies developed to advance racial and social equity will need to be specific to each division and function.

Vision: All San Francisco residents thrive and have equitable access to the Department services.

Historic root causes of inequity in external-facing functions will be developed during phase II for each of the function areas. General objectives and actions to kick

off that work are below:

OBJECTIVES:

- 5.1 Identify racial and social equity goals, objectives and actions for our external functions, as well as tailored tools and assessments as part of Phase II, to improve equity outcomes in our public-facing and community-impacting work.

Implementation Actions:

- 5.1.1 Develop function-specific goal setting and action plans to uncover and address opportunities to advance racial and social equity.
- 5.1.2 Establish evaluation and accountability measures for action plans.
- 5.1.3 Develop essential shared tools and frameworks to ensure that staff members are empowered to advance racial and social equity from their respective roles.

The goals, objectives and actions outlined above represent a starting point for the Department in its effort to put this first phase of the Plan into action. A draft implementation matrix is included in the Appendix to show the next steps in this process (who, when, what). The implementation matrix will be finalized with a clear lead, deadlines and clear performance measures. The road map to finalize the implementation next steps is discussed in the next section.



V

PHASE I
IMPLEMENTATION
NEXT STEPS

PHASE I IMPLEMENTATION NEXT STEPS

Progress & Next Steps

As of publication and approval of Phase I, all Planning staff, including senior management, and Commissioners have attended the foundational racial and social equity training. Additionally, the Department has organized several events to support the normalization of conversations about race, including brown bags, responsive discussion spaces, and publication of a Racial & Social Equity History Timeline of San Francisco. The institutional infrastructure required to advance this work has solidified into a Department-wide Steering Committee comprised of liaisons from each division.

Next steps for the Racial and Social Equity Initiative include:

- » All new hires will attend future Office of Racial Equity foundational trainings.
- » Utilize the Interim Racial & Social Equity Assessment Tool, where applicable to projects
- » Finalize Phase I implementation plan, describing accountability, roles, responsibilities, and timeframes for implementing Phase I goals and implementation actions
- » Finalize Phase II of the Racial & Social Equity Action Plan, including function-specific goals.
- » Develop an ongoing strategy for implementation, monitoring and evaluation of Racial & Social Equity Action Plan goals and implementation actions.

Additional relevant details on some of these steps and key implementation considerations are further detailed below.

Staff Capacity-Building and Training

The Department required that all staff complete a racial and social equity training to obtain the skills,

competencies and knowledge necessary to effectively advance racial and social equity in their work and as members of the workplace. Details about the training are outlined below; an outline of the curriculum is included in the appendix:

The training addresses the following themes:

- » Definition and history of racial and social inequity
- » Government's historic role in generating inequitable outcomes and how to create equitable outcomes
- » Shared language and key concepts to advance racial and social equity
- » Skills for creating a more racially inclusive and diverse workplace
- » Challenges and opportunities to incorporating racial and social equity in our work

Learning objectives – upon completion, each member of San Francisco Planning staff:

- » Gains awareness of the history and present context of racial and social equity as it relates to the Planning Department and our work
- » Develops or deepens her/his/their understanding of implicit and explicit bias and how it impacts our lives and our work
- » Possesses a deep understanding of the difference between individual, institutional, and structural racism
- » Feels an increased sense of agency in addressing racial and social equity in her/his/their own work

Through training, staff will build the following core competencies:

- » Competently and confidently discuss racial and social equity and related topics
- » Identify instances of institutionalized racial and social inequity
- » See opportunities to be proactive in advancing racial and social equity
- » Have or know where to find tools and resources to

address racial and social inequity in their work and in the workplace

- » Deepen understanding of how to be an advocate for members of marginalized groups in a number of contexts (for example, how to be an ally).

In addition to the mandatory racial and social equity training, staff is encouraged to participate in optional supplemental trainings and informal brown bag activities, review shared resources to deepen their understanding of key issues, and continue to build confidence in normalizing the conversation around racial and social equity.

Racial and Social Equity Assessment Tool

Many cities have already developed and instituted the use of racial and social equity tools and assessments. Planning Department staff can use these existing tools immediately in order to begin to address disparities, while the Department finalizes tailored Department-specific assessment tools.

These tools and assessments are designed to integrate a racial and social equity lens in decisions, policies, practices, programs, and budgets in order to improve successful outcomes for all groups. The Core Team is collaborating with each division to develop division and function-specific equity goals and tools as they relate to their particular work products and processes. Function-specific goal-setting will ensure that goals are relevant and attainable for each Department division and function, and tools are tailored to those functions.

Even with a short time frame, asking a few questions relating to racial equity can have a meaningful impact. When pressed for time to go through a full assessment or the full tool, there are three “Critical Questions” all decision-makers should consider in developing and assessing the impacts of existing or new policies, programs and processes:

1. What are the racial and social equity impacts of this particular decision or process?
2. Who will benefit from or be burdened by the particular decision or process?

3. Are there strategies to mitigate the unintended consequences or/and to advance racial and social equity outcomes?

While the tailored assessment tools are under development, all divisions are utilizing an interim racial and social equity tool, developed based on the Seattle tool, to applicable projects. All staff can utilize it immediately for this purpose. The complete Interim Tool can be found in the Appendix.

Staffing

The new San Francisco Office of Racial Equity mandates Departments to designate Racial Equity Leaders and a staffing plan to ensure Leaders have sufficient capacity to carry this work in their respective agencies. The Government Alliance on Race and Equity has outlined several cornerstones for effectively coordinating and staffing racial and social equity initiatives. GARE states that each team should possess strengths in the following¹⁸:

- » Racial equity focus—Maintaining a clear focus on racial equity throughout all stages of the process, working with any resistance that arises, and providing racial equity resources for participants who lack the skills needed to meaningfully participate.
- » Project Design – Designing the scope, structure, and timeline of the process.
- » Project Management – Coordinating the meetings and communications, producing materials and deliverables.
- » Research and Systems Change Analysis – Designing information-gathering instruments and facilitating discussions to solicit qualitative information.
- » Strategic Planning – Designing exercises and facilitating discussions to develop the content for the Plan (outcomes, actions, and performance measures).
- » Communications – Communicating with leadership, staff, and community about the purpose of

¹⁸ http://racialeequityalliance.org/wp-content/uploads/2015/02/GARE-Resource_Guide.pdf

this process, updates on the process, results of the process, and being a point of contact for anyone with questions.

Some additional considerations for efficacy, impact and sustainability of an effort driven by a Racial Equity Action Team¹⁹:

- » Authority – The Core Team will need to ask staff in different divisions, programs, and departments to provide information and to take various actions. They need to have sufficient authority to make these requests. This could be done by either having upper management staff as members of the team or by explicit and clear authorization from the executive or director to oversee the project.
- » Expertise – Team members will need to collectively possess a robust set of skills to fulfill the functions listed above. People with lived experiences bring important expertise. People with a strong racial equity analysis, some experience with strategic planning, and a good project manager are especially important.
- » Familiarity – All team members should be familiar with the jurisdiction’s racial equity terminology. They also need familiarity with the jurisdiction’s decision-making structure and processes.
- » Time – The Racial Equity Action Team should be given dedicated time for this project. The time commitment will vary dramatically depending on the capacity of the Team, the size of the jurisdiction, and the scale and depth of the process.
- » Composition – Each Racial Equity Action Team will look different and be a different size. Ideally, team members represent the demographic diversity of the jurisdiction. Racial diversity is especially important. Ideally, team members also represent the different divisions or programs across the jurisdiction. Representation from up and down the jurisdiction’s hierarchy is also ideal, though if leadership is represented then it is important to be sensitive to power dynamics so all members feel empowered to meaningfully participate. Tenure and union representation are also important

considerations. Representativeness is something to strive for but should be balanced with the need to recruit members with the skills sets listed above.

In order to meet the various needs outlined above, the Department has developed the following staffing structure for the Initiative:

- » Project Manager and Project Director – Project manager is responsible for the management of the overall Initiative, interfacing across divisions and partnering with other City agencies and stakeholders on citywide racial equity efforts. The Project Director provides support and supervision to the Project Manager on the Initiative. The Project Manager and Director have a deep knowledge of the subject matter and not only manage but also provide content expertise to the Initiative.
- » Project/Core Team – The Core Team provides additional capacity to the Initiative and is responsible for its ongoing development and implementation. It is led by the Project Manager and comprised of staff from various divisions who have been trained on the topic. This team manages and completes tasks as needed, and its members serve as advocates for the Initiative within their respective roles throughout the agency.
- » Steering Committee – Comprised of at least 2 liaisons from each division (one mid-level or senior manager and one line staff). The Steering Committee meets quarterly to provide high-level guidance and support for the Initiative as well as act as a feedback loop and a source of information for their respective divisions.
- » All San Francisco Planning Staff – Everyone in government has a role and responsibility in advancing racial and social equity. In addition to participation in the mandatory training, Planning staff should actively advance racial equity through their project work and the values and behaviors they uphold as a member of the agency.

Citywide Coordination and Partnerships

¹⁹ http://racialequityalliance.org/wp-content/uploads/2015/02/GARE-Resource_Guide.pdf

Addressing broader structural racial and social inequities is the responsibility of all agencies. Equity outcomes will only improve with widespread commitment and action from all. Several Departments throughout the City have participated in the GARE training and are now members of the network. Under the leadership of the Human Rights Commission and the Mayor's Office, there is active coordination of citywide activities through the sharing of best practices, training, tools and other implementation strategies to advance racial and social equity as government agencies. As part of the inaugural GARE cohort, San Francisco Planning has been a leader in the citywide peer cohort in shaping overall strategy and troubleshooting challenges.

San Francisco Planning can further amplify the impact of our work by fostering strong partnerships with other City agencies that are proactively advancing their own racial and social equity efforts and by serving as a model and resource. Over 30 agencies are participating in GARE, these include the Human Rights Commission, San Francisco Public Utilities Commission, Department of Environment, the Department of Children Youth and Families, the Arts Commission, the Mayor's Office of Housing and Community Development, the Office of Economic and Workforce Development, among others.



VI

PHASE II
NEXT STEPS

PHASE II NEXT STEPS

Scope

Phase II of the Plan, scheduled to be completed by the end of 2020, consistent with the mandates of the new SF Office of Racial Equity, will include the components summarized below.

Phase 1 Progress Report and Accountability

A best practice is to internally and externally track and report progress on key metrics and activities. GARE has suggested asking the following key questions²⁰:

- » Are there outcomes and actions that are receiving less attention than others?
- » Is there a need to change the Plan?
- » Have Plan actions been implemented or in progress?
- » What do the results indicate as to how to improve?
- » If there are unmet or blocked actions, is there an explanation and/or proposal for resolving the issue?
- » Are there racially diverse staff working on the Plan over the year(s)?
- » Are residents of color engaged in the implementation of the Plan over the year(s)?
- » Are measures being recorded and updated as actions change or are completed?
- » Is the jurisdiction reporting on challenges and successes?

Therefore phase II will include an update on progress towards Phase I implementation, including emergent opportunities and challenges.

Function-Specific Goals

²⁰ http://racialequityalliance.org/wp-content/uploads/2015/02/GARE-Resource_Guide.pdf

Steering Committee division members, in coordination with the Core Team and representatives from each division, are working on defining racial and social equity goals specific to their respective functions. These goals will provide direction for the development of function-specific assessments and tools.

The purpose of developing the Racial and Social Equity Assessment by functional area is to:

- » Achieve the Department's external racial equity goals by infusing a racial and social equity lens throughout the entire agency (Current Planning, Environmental Planning, Zoning and Compliance, Administration, Commission Affairs, Communications, Office of Executive Programs, and Citywide Planning)
- » Generate applicable, stakeholder-informed tools that ensure key functions within each division advance racial and social equity

Revisions to Interim Racial and Social Equity Assessment Tool

An interim assessment tool was developed during Phase 1. The next step is to tailor it to our Department functions in order to provide the opportunity to seamlessly operationalize racial and social equity in processes across the agency. These concrete tools help advance the Department towards function-specific goals related to our external-facing work.

Racial and Social Equity-Informed Community Engagement Strategy & Best Practices

Staff members from across the agency have asked for additional opportunities to deepen their skills and capacities related to community engagement. In particular, staff has expressed a desire to build capacity in engaging with communities of color and other hard to reach groups. Developing racial and social equity-centered, community-informed strategies and skills, coupled with training, will help to achieve that goal.

Communications Strategy

A communications strategy to ensure that both internal and external communications about the Initiative occurs regularly is critical to the success of the Initiative. The communications strategy is a key component to maintain external accountability and will help the Department highlight success and progress.

Strategic Partnerships + Expansion

Phase 2 also includes a community engagement strategy. As a best practice in the field, the Department will partner with community stakeholders, including people of color, members of other marginalized groups, and allies, to vet potential strategies and identify opportunities for advancing racial and social equity within Department-led work, processes, and services. External partnerships will also help the Department maintain accountability.

Developing and nurturing strategic partnerships with other agencies, community organizations, the private sector, and philanthropy is a key method to upend inequities as well as ensure all opportunities are leveraged to advance goals. The combination of inequities across institutions is what makes up structural racial and social inequity. This section will outline key strategic partnerships the Department could develop, in particular building on the ongoing city-family collaboration that the Human Rights Commission is spearheading and will be leading under the new SF Office of Racial Equity.

Monitoring, Evaluation + Sustainability Plan

Tracking progress on the Initiative requires revising performance measures, as necessary, updating data metrics, and reporting milestones. Additionally, it is important to develop an understanding of what resources, attention and prioritization is necessary to sustain progress over time. The actual resource needs will become clearer as Phase I is implemented and as Phase II progresses.



VII

APPENDIX

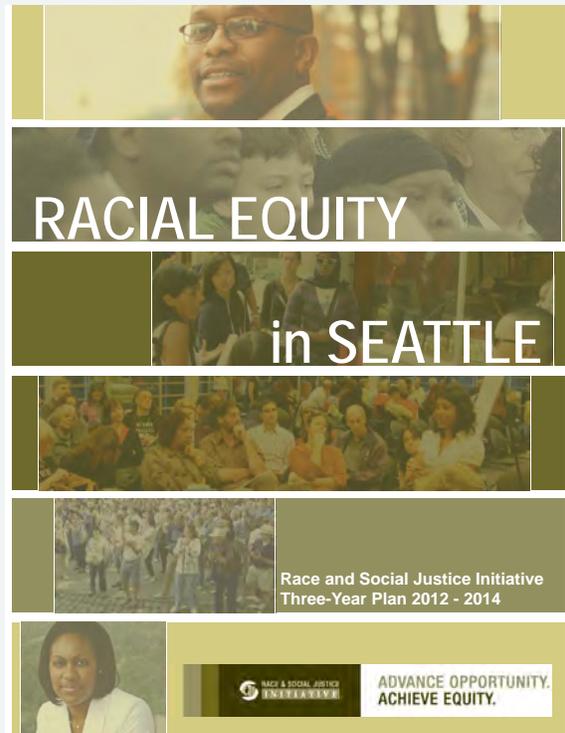
Best practice: How is Seattle Leading with Race

The City of Seattle and the Seattle Office for Civil Rights challenge many forms of oppression, including racism, sexism, heterosexism, ableism and many others. The Race and Social Justice Initiative (RSJI) focuses on eliminating institutional racism and racial inequity. We are sometimes asked, “Why lead with race?” RSJI leads with race because of:

1. The pervasive and deep disparities faced by people of color. We recognize that challenging institutional and structural racism is essential if we are to support the creation of a just and equitable society;
2. The many years of community organizing that demanded the City to address racial inequity. To this end, we recognize the necessity of supporting all communities in challenging racism; and
3. The necessity of focus. We recognize that efforts to eliminate racism are essential to achieving an equitable society, and that those efforts by themselves are insufficient. We “lead with race,” and are also working on institutionalized sexism, heterosexism, ableism and other oppressions.

Why focus on institutions?

RSJI focuses on institutional racism because we recognize that while individual racism deserves our attention, for long term change to take place, it is necessary to elevate the discussion to how eliminating institutional racism can help lead to racial equity. By focusing on policies, practices and programs which advantage white communities while disadvantaging communities of color, we are able to better impact racial inequities. Just as institutions work to the benefit of white people, they also work to the benefit of men, heterosexuals, non-disabled people and so on. We understand how critical it is to address all social justice issues, and that an institutional approach is necessary across the board.



The definitions and tools we use to eliminate institutional racism can also be used to eliminate institutional sexism, heterosexism, ableism and other oppressions. As we deepen our ability to eliminate racial inequity, we will be better equipped to transform systems and institutions towards collective liberation for all.

What about people experiencing multiple oppressions?

All historically disadvantaged groups – people of color, lesbians, gay men, people who are transgender, women, people with disabilities, low-income households, to name a few – experience systemic inequity. Many people and communities live at the intersection of these identities, for example lesbians of color, experiencing multiple inequities at once. By centering on race and using tools that can be applied across oppressions, we increase the ability of all of us to work for equity.

Are you saying racism is worse than other oppressions?

No. We know that racism is deeply embedded in the institutions in this society leading to inequities in all major indicators of success and wellness. We must look at how this country was founded on the attempted genocide of Native people and the enslavement of African people. This legacy was institutionalized in all aspects of our society, and continues to create racialized impacts born from structural policies, practices and procedures, often unintentionally. In fact, race is consistently a primary indicator of a person's success and wellness in society. By focusing on race and racism, we recognize that we have the ability to impact all communities, including addressing the impacts of racism on LGBTQ people of color. We are prioritizing an anti-racist strategy in order to create an equitable society for all. This prioritization is not based on the intent to create a ranking of oppressions (i.e. a belief that racism is "worse" than other forms of oppression). For an equitable society to come into being, we need to challenge the way racism is used as divisive issue keeping communities from coming together to organize for change. While the RSJI leads with race, we recognize that all oppressions are perpetuated by the interplay of institutions, individuals, and culture operating amidst the weight of history. For all people and communities to experience liberation, we must transform all aspects of our society.

Interim Racial and Social Equity Tool and Assessment

RACIAL AND SOCIAL EQUITY INTERIM TOOL: HOW-TO-GUIDE

When do I use this assessment?

The earlier and more often you use a racial equity tool, the better. When racial equity is left off the table and not addressed until the last minute, the use of a racial equity tool is less likely to be fruitful. Using a racial equity tool early means that individual decisions can be aligned with organizational racial equity goals and desired outcomes. Using a racial equity tool more than once means that equity is incorporated throughout all phases, from development to implementation and evaluation.

How do I use this assessment?

With Inclusion. The analysis should be completed by people with different racial perspectives.

Step by step. The Racial Equity Analysis is made up of six steps from beginning to completion and should be used iteratively throughout the steps of a project.

How do I use this assessment efficiently?

Even without Departmental outcomes to focus our energy, we can still reduce racial inequity by using the internal assessment tool. While it is often tempting to say that there is insufficient time to do a full and complete application of a racial equity tool, it is important to acknowledge that even with a short time frame, asking a few questions relating to racial equity can have a meaningful impact. If you are unable to undertake the full process provided in the subsequent pages of this guide we suggest that the following questions should be answered for “quick turnaround” decisions, these are your Critical 3 Questions or C3Q:

1. What are the racial equity impacts of this particular decision or process?
2. Who will benefit from or be burdened by the particular decision or process?
3. Are there strategies to mitigate the unintended consequences?

Racial and Social Equity Assessment Tool Overview*

Project Name: _____

- What, when and why the project or policy or program (brief description)?
- What racial and social equity issue areas will the issue primarily impact (e.g. environment, open space, housing, pedestrian safety, workforce, contracting equity, inclusive outreach and engagement, etc.)

Step 1. What are the Intended Results (in the community) and Outcomes (within the program or organization)

- What are the desired outcomes and end condition if project succeeds?¹ (think about impact)
 - Community results (population-level. E.g. All families in San Francisco thrive)
 - Project/policy outcomes (performance measures to monitor success of implementation that have a reasonable chance of contributing to results. E.g. 50% of parklets are in underserved communities of color; participation in scoping meeting reflects the demographics of the area; etc.)

Step 2. Analysis of Data

- What data do you have and what does it indicate? Who is served or impacted by this and what are their racial and other demographics (seniors, etc.)?
- What does the data (and step 3) say about existing racial and social inequities that should be taken into consideration, what are the root causes or factors creating these inequities (e.g. barriers, bias)?
- What data would be helpful, why it would help, how can you get it?²

Step 3. Stakeholder Engagement

- Who has and needs to be engaged? (community, staff, etc.). Is there a participation plan?³
- What is the plan for long-term engagement to communicate results and for long-term change.

Step 4. Benefit/Burden and Strategies for Racial and Social Equity

- Who will benefit by this proposal? Who is burdened by this proposal? What are potential unintended consequences? Are the impacts aligned with the desired outcomes (Step 1)?
- What are the ways in which the proposal could be modified to enhance positive impacts or reduce negative impacts? What are some potential strategies to advance racial equity?

Step 5. Implementation Plan

- How can we implement and monitor these mitigation and equity strategies? How will you partner with stakeholders for long-term positive change?
- Is the plan: Realistic? Adequately funded and resourced: with personnel; with mechanisms to ensure implementation and enforcement; to ensure ongoing data collection and community engagement? If the answer is “no” to any of these, what resources are needed?

Step 6. Communications and Accountability

- How would you evaluate and report back on progress towards meeting desired outcomes and results?

**The racial and social equity assessment tool is to be used for the Planning Department’s work (internal or external) including, but not limited to: budget, policies, plans, programs, phases of development project review, and legislation.*

¹ Think about specific populations (children, youth, seniors, people of color); basic needs (housing, jobs, transportation, education, etc.); and issue areas (housing, community development).

² This could include: racial demographics, population, housing characteristics, occupied and vacant housing unit count, etc.

³ Reference the [Communications and Engagement Protocol](#).

Racial and Social Equity Assessment Tool Purpose

The vision of the San Francisco Planning Department is to eliminate racial inequity in the community. To do this requires ending individual racism, institutional racism and structural racism. The Racial and Social Equity Assessment Tool lays out a process and a set of questions to guide the development, implementation and evaluation of internal and external policies, projects, programs, and budget issues to address the impacts on racial equity.

Racial and social equity assessment tools are designed to integrate explicit consideration of racial and social equity in decisions, including policies, practices, programs and budgets. Use of the tool in government can help to develop strategies and actions that reduce racial and social inequities and improve success for all groups.

Purpose of Racial & Social Equity Assessment Tools

- Proactively seek to eliminate racial and social inequities and advance equity
- Identify clear goals, objectives and measurable outcomes
- Engage community in decision-making processes
- Identify who will benefit and who will be burdened by a given decision
- Identifies strategies to advance racial and social equity and mitigate unintended negative consequences
- Develop mechanisms for successful implementation and evaluation of impact

When do I use this assessment?

The earlier you use an assessment tool, the better. When racial and social equity is left off the table and not addressed until the last minute, the use of a tool is less likely to be fruitful. Using a tool early means that individual decisions can be aligned with organizational racial and social equity goals and desired outcomes. Using a tool more than once means that equity is incorporated throughout all phases, from development to implementation and evaluation.

How do I use this assessment?

- **With Inclusion.** The analysis should be completed by people with different racial and social perspectives.
- **Step by step.** The analysis is made up of six steps from beginning to completion

How do I use this assessment efficiently?

Even without Departmental outcomes to focus our energy, we can still reduce racial and social inequity by using the internal assessment tool. While it is often tempting to say that there is insufficient time to do a full and complete application of a racial equity tool, it is important to acknowledge that even with a short time frame, asking a few questions relating to racial and social equity can have a meaningful impact. If you are unable to undertake the full process the following questions should be answered for “quick turnaround” decisions, these are your Critical 3 Questions or C3Q:

- What are the racial and social equity impacts of this particular decision or process?
- Who will benefit from or be burdened by the particular decision or process?
- Are there strategies to mitigate the impacts / unintended consequences and to advance racial and social equity?

RACIAL EQUITY TOOL ASSESSMENT WORKSHEET

Name of Policy/Program/Project:

New / Existing effort (circle one)

Brief description:

Step 1: Desired Results/Outcomes

Community Results

i *What are the population-level results you want to see? Articulate as positive conditions. E.g., All families in San Francisco are thriving. All residents have access to open space? All families have adequate housing? What would this look like in the community if successful?*

1.

Desired Outcomes

i *Outcomes are at your dept and program level. You will create performance measures to measure these outcomes. E.g., parklet program applications are spread out across communities of color; community meetings represent the demographics of the project area; interview panels are diverse; etc.*

1.

Step 2: Analyze Data

i *What does quantitative and qualitative data tell you about the existing racial disparities? What does it tell you about root causes or factors behind these disparities? What does it not tell you? Will the Policy/Program/Project have impacts on specific geographic areas (e.g. neighborhoods)? If so, what are the racial demographics of those areas?*

Data description	What does it indicate?



What other data would be helpful?

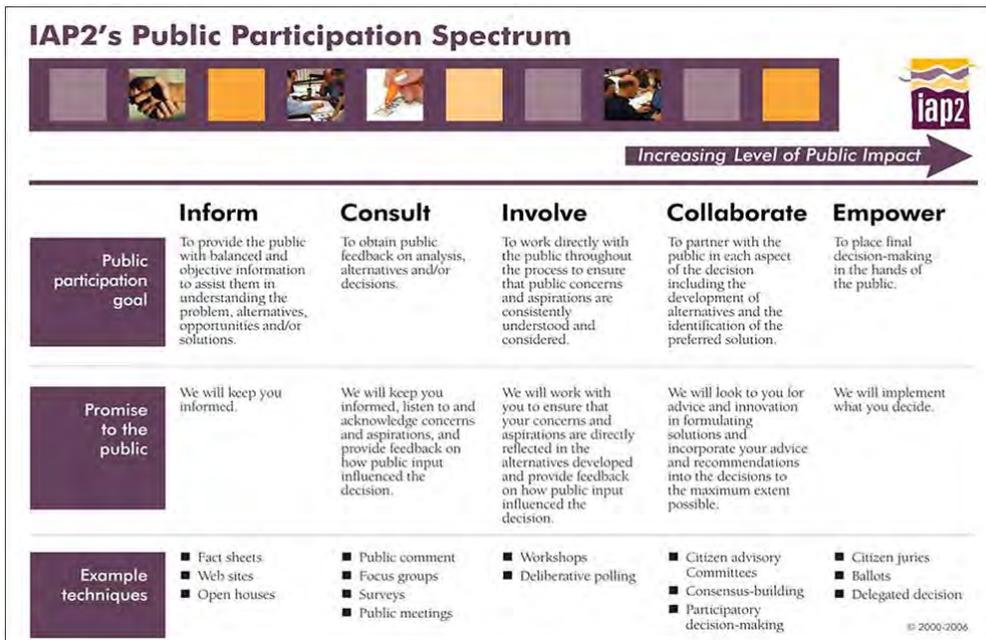
Data description	Why it helps	Strategy to obtain

Step 3: Community Engagement / Public Participation Plan

Identify stakeholders. Who is most affected by, concerned with or has experience with the PPP or issue area? Create a public participation / communications plan. How have you involved community members in your assessment? If not yet, what is your plan? Refer to the Public Participation Spectrum. [Note: This may vary depending on project phase.] Where are you and how will your plan reflect this? What is your strategy for longer-term engagement with the community for long-term positive change?

Decision Space / Note:

i *In your public participation/communications plan, clearly articulate what decisions the community can actually influence, if any. E.g., If a new housing facility is being built, is it what services are offered onsite, or just the color of the building?*



Step 4: Benefits, Burdens, Unintended Consequences and Strategies for Racial Equity

i Given what you have learned from research and stakeholder involvement, how will the proposal increase or decrease racial and social equity? What are unintended consequences? What are opportunities to advance racial and social equity? Get community insight to design/refine. This mitigates risk and helps outcomes.

Who benefits?	Align w/Step 1 community results?	What action, if any, needed?

Who is burdened?	Align w/Step 1 community results?	Strategy to mitigate or eliminate negative impact?

Potential Effect (+/-)	Strategy to Enhance or Reduce

Note:

i *Make the invisible visible. It creates shared understanding of the opportunity to have more equitable outcomes.*

 *Look for: Individual discretion, underlying assumptions, historical/legacy processes and policies.*

What is the one question no one has openly asked yet about this issue? Who is making the decision(s)? who makes up the project team?

Assumptions/blind spots	Impact	Action Needed
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Leverage Other Resources/Relationships

i *Who else could you work with to maximize impact in the community?*

Root Causes

i *How are you addressing identified root causes?*

Step 5: Implementation

Is your plan to implement mitigations and advance racial and social equity:

- o Realistic?
- o Adequately funded?
- o Adequately resourced with personnel?
- o Adequately resourced with mechanisms to ensure successful implementation and enforcement?
- o Adequately resourced to ensure on-going data collection, public reporting, and community engagement?

If the answer to any of these questions is no, what resources or actions are needed?



DRAFT Implementation Matrix

This is a draft Implementation table with details about performance indicators, deadlines and responsible lead for accountability purposes. The final details about are to be finalized in early 2020. The key indicators dashboard will be reported on annually along with the status of the actions.

SF PLANNING’S RACIAL & SOCIAL EQUITY ACTION PLAN PHASE I (INTERNAL) - DRAFT INDICATORS/ OUTCOMES DASHBOARD

GOALS	DRAFT KEY INDICATORS (IS ANYONE BETTER OFF?)
<p>Hiring, Promotions and Retention goal: The Planning Department becomes a leader in ensuring diverse, inclusive, and equitable hiring, retention, promotion and recruitment practices by addressing systemic barriers; it achieves and maintains a high level of racial and social diversity at all job classification levels (consistent with federal, local and state laws).</p>	<ul style="list-style-type: none"> • People of color and other marginalized populations are hired, retained and can equally advance their careers within the Department (Demographics/diversity across job classification levels disaggregated by race/ethnicity, sex and gender) • A representative pool of applicants from diverse backgrounds for all positions • Tenure by race/ethnicity and other demographics
<p>Department Culture, Staff Capacity-Building and Core Competencies goal: All Planning Department staff develop a strong understanding of racial and social equity, embody it as a Department value and competency, and can identify opportunities to advance racial and social equity from their unique role within the Department.</p>	<ul style="list-style-type: none"> • % of staff who understand and support racial and social equity best practices as measured by the bi-annual staff survey • # of policies/processes/programs that used the Racial & Social Equity Assessment tool • Racial and Social Equity Plan is well supported by managers and Commissioners measured by adoption of action plan and implementation status
<p>Resource Allocation goal: The Planning Department allocates budget and staff time to prioritize work that addresses racial and social disparities. The Planning Department will proactively and routinely consider racial and social equity during the budgeting process. The budget should be informed by public input where appropriate in areas with racial and social equity opportunities.</p>	<ul style="list-style-type: none"> • Final resource allocation for projects prioritizes equity - funding areas with disparities (low-income communities of color and other vulnerable populations) - and reflects relative neighborhood need. • Commissions retain proposed and expand resource allocation recommendations towards racial equity
<p>Procurement and Consultants goal: Racial and social equity are embodied as values in the Department’s request for proposals (RFPs), project scopes, consultant selection criteria and process, and in professional services contracting. Contracting for professional services is an important aspect of the Planning Department’s primary function. The Department contracts out millions of dollars’ worth of work each year. Consultants are our partners and are an extension of our Department’s values. Since the Department aims to mirror the diversity and demographics of the City we serve, and also demonstrate cultural competence in our work, we should strive for our consultants to do the same. The Department will embody racial and social equity through the procurement and contracting process.</p>	<ul style="list-style-type: none"> • LBEs, including WMEs, MBEs and OBEs, are well represented in consultant applications and can easily access information

SF PLANNING'S RACIAL & SOCIAL EQUITY ACTION PLAN PHASE I (INTERNAL FUNCTIONS) DRAFT IMPLEMENTATION MATRIX FOR THE PERIOD JANUARY 1 2019 TO DECEMBER 30 2024

1. Hiring, Promotions and Retention Goal

ASSOCIATED ACTIONS	PERFORMANCE MEASURES & ACCOUNTABILITY – RESULTS AND OUTCOMES		IMPLEMENTATION TIMELINE (COMPLETION)				DUE DATE / STATUS	LEAD / PARTNERS
	How much did we do? (e.g. # of activities)	How well did we do it?	0-6 MONTHS (first half of 2019)	6-12 MONTHS (second half of 2019)	1-2 YEARS (2020-2021)	3-5 YEARS (2022-2024)		

OBJECTIVE 1.1

Staff recruitment strategies are consistent, inclusive, easy to understand, transparent and work to advance racial and social equity and diversity, consistent with applicable laws.

1.1.1 Analyze current outreach and recruitment strategies to determine whether practices are consistent across divisions and include strategies to advance equity and broaden job posting distribution.	Annual update of outreach and recruitment list with # of identified locations (e.g. Historic Black Colleges and Universities) that reach diverse audiences # of conversations / events with targeted contacts.	% increase in applicants from diverse backgrounds by job class and division Consistent use by all hiring managers of enhanced outreach and recruitment list	Update outreach / recruitment list and identify key targeted contacts to prioritize.	Increase outreach by contacting key targeted contacts (e.g. career center point staff)	Increase outreach by contacting key targeted contacts (e.g. career center point staff)	Increase outreach by contacting key targeted contacts (e.g. career center point staff)	Dec 1 2019 to update list, identify and implement year 1 targets. Ongoing after / Started	HR & Core team for updating list. HR & Hiring managers for making targeted calls
1.1.2 Work with DHR to more prominently post their FAQs on Employment with each job posting; and create a page on our website ("Work for Us") with additional information on the process to improve accessibility to a wider candidate pool.	# of postings that include this link.	% job postings with the FAQ # of hits to our own "work for us" page	Look at DHR's FAQs	Work with DHR to enhance their info and its prominence Create our own page	Include our "work for us" page in our job postings Measure traffic to this page	Include our "work for us" page in our job postings	Dec 1 2019 to create our own page and begin including in our postings / started	Core team member and HR manager
1.1.3 Work with all appropriate parties (DHR, unions, etc.) to analyze and revise existing Minimum Qualifications, as needed and appropriate to the work, and update job descriptions to identify opportunities to add desirable skills, where relevant to the position, to improve racial and social equity.	# of job descriptions updated with specific skills	# of applicants with racial and social equity skills		Scope timeframe and process to work with DHR	Draft suggestions for DHR Update job descriptions Take suggestions to DHR for MQs Implement any needed change	Continue to implement and track impact	Dec 1 2020 / not started	HR manager, PV/PIV from Core team

OBJECTIVE 1.2

Hiring and promotion process is consistent, transparent, and thoughtful about advancing racial and social equity and diversity, consistent with applicable laws.

1.2.1 Analyze current hiring processes across the Department to better understand how Job posting language is drafted, interview and exam questions are developed, interview panels are selected, resume review procedures, and where inconsistencies may exist in the process, among other topics, to ensure panelists and reviewers are diverse and can engage with racial and social equity concepts, as appropriate.	Guidelines created that are responsive to the issues that may be holding underrepresented staff back.	Consistent use of guidelines (consistent with Prop 209) by all hiring managers/ staff.		Scope the analysis Staff complete "Fairness in Hiring" Training	Conduct and complete analysis. Create and roll out guidelines / best practice	Continue to implement and monitor guidelines. Continue to train.	July 2020 or sooner for draft guidelines / not started	HR manager + Core Team member
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ASSOCIATED ACTIONS	PERFORMANCE MEASURES & ACCOUNTABILITY – RESULTS AND OUTCOMES			IMPLEMENTATION TIMELINE (COMPLETION)			DUE DATE / STATUS	LEAD / PARTNERS
	How much did we do? (e.g. # of activities)	How well did we do it?	0-6 MONTHS (first half of 2019)	6-12 MONTHS (second half of 2019)	1-2 YEARS (2020-2021)	3-5 YEARS (2022-2024)		
1.2.2 Research limitations and opportunities related to Proposition 209 (State proposition which amended the State Constitution to prohibit state governmental institutions from considering sex, race or ethnicity in hiring and admissions).	# of recommendations to improve hiring practices	Consistent use of guidelines (consistent with Prop 209) by all hiring managers/ staff.		Analyze information and best practices	Incorporate into next Plan update and implement	Continue implementation	July 1 2020 or sooner / not started	Core team + HRC
1.2.3 Develop and implement strategies to increase racial and social diversity in professional, management, and leadership positions.	# of strategies and recommendations or guidelines	% decrease or increase/# people from racial, ethnic and diverse background in professional, management and leadership positions.		Scope the effort. Hold initial conversation	Launch effort. Develop strategies. Begin implementation	Continue implementation	Dec 31 2019 / not started yet	Senior management (AV contact)
1.2.4 Train hiring managers and every staff person involved with hiring on strategies to advance racial and social equity and diversity within the Department; and target professional advancement and management training for staff early on in their career, with a focus for members of underrepresented groups.	% completion by managers and other staff who sit on panels	# increased competency and understanding by staff involved with hiring of fairness and bias	Research Advanced Training for Managers	Staff complete “Fairness in Hiring” Training Plan Advanced Managers Training	Implement Advanced Training Implement learning and strategies	Re-train as needed Continue implementation	Dec 1 2019 / started	Core team, HR

OBJECTIVE 1.3

San Francisco Planning seeks opportunities to encourage a diverse Planning professional pipeline.

1.3.1 San Francisco Planning works in partnership with other city Planning departments and related fields (public policy, ethnic studies, etc.), undergraduate, graduate, university affinity groups and other programs (such as Y-Plan ¹) and local K-12 public schools to emphasize the importance of a diverse Planning field as well as skills and competencies that proactively advance racial and social equity.	# of presentations / activities at local schools every year # of students reached	# of positive evaluations of presentations / activities by students	Work with 2 schools	Review effort Work with 2-4 schools	Work with 3-6 schools	Work with 4-6 schools	Ongoing / started	Sue Exline
1.3.2 San Francisco Planning partners with affinity chapters of the American Planning Association such as “Planning in the Black Community,” “Latinos and Planning” and other relevant chapters and organizations such as Association of Collegiate Schools of Planning to explore partnerships beyond sending our Planning internship announcements such as partnerships for housing summer interns.	# of activities per year or students supported	% increase in interns from historically underrepresented communities		Scope partnerships, reach out to APA chapter for ideas	Increase outreach by calling 10-15 targeted contacts (e.g. career center point staff and faculty from diverse backgrounds)	Increase outreach by calling all targeted contacts (e.g. career center point staff)	Feb 1 2019 / not started	We need interested volunteers for this, partner with Tina Tam

OBJECTIVE 1.4

Internal pay equity policies are consistent, inclusive, transparent, and work to advance racial and social equity and diversity

1 <https://y-plan.berkeley.edu/what-is-y-plan>

ASSOCIATED ACTIONS	PERFORMANCE MEASURES & ACCOUNTABILITY – RESULTS AND OUTCOMES		IMPLEMENTATION TIMELINE (COMPLETION)				DUE DATE / STATUS	LEAD / PARTNERS
	How much did we do? (e.g. # of activities)	How well did we do it?	0-6 MONTHS (first half of 2019)	6-12 MONTHS (second half of 2019)	1-2 YEARS (2020-2021)	3-5 YEARS (2022-2024)		
1.4.1 Analyze how entry salary ‘steps’ are determined, where exceptions are made and how salary ranges are determined, in order to ensure transparency and consistency across the Department.	Guidelines posted in the “work for us” webpage	Consistent use of guidelines (consistent with Prop 209) by all hiring managers/ staff.		Scope the analysis Work for us page on website	Create and roll out guidelines / best practice	Continue to implement, and monitor guidelines.	July 2019 for webpage / started July 2020 for guidelines (or a sooner draft) / not started	HR manager + Core Team member + Comms team

2. Department Culture, Staff Capacity-Building and Core Competencies Goal

ASSOCIATED ACTIONS	PERFORMANCE MEASURES & ACCOUNTABILITY – RESULTS AND OUTCOMES		IMPLEMENTATION TIMELINE (COMPLETION)				DUE DATE / STATUS	LEAD / PARTNERS
	How much did we do? (e.g. # of activities)	How well did we do it?	0-6 MONTHS (first half of 2019)	6-12 MONTHS (second half of 2019)	1-2 YEARS (2020-2021)	3-5 YEARS (2022-2024)		
OBJECTIVE 2.1								
Conversations about race and racial equity are normalized within the Department context								
2.1.1 Host brown bags, speaker series, and roundtable discussions quarterly.	# of activities per year % of staff participating	%/# of staff who report these being useful and positive activities through evaluations and debriefs	Ongoing / launched in 2017	Host 4 activities, have a debrief to gauge knowledge gain and culture change to enhance activity	Host activities every other month	Host activities every other month	Jan 1 annually / ongoing	Training Coordinator & Core Team
2.1.2 Collaborate with other City family agencies to develop an inter-agency training program (i.e. share curriculum, cross-train, etc.).	A set of shared curriculum and resources	# of city agencies who collaborated in and employ the training program	Launched in 2017	Share training curriculum across agencies	Share training curriculum across agencies	Share training curriculum across agencies	June 30 2019 / Complete/ ongoing	Core team and HRC
OBJECTIVE 2.2								
All current San Francisco Planning staff possess core competencies and capacity necessary to advance racial and social equity meaningfully.								
2.2.1 All staff complete 12 hours of the basic racial and social equity training by 2019.	% of staff who completed training	% of Planning staff who find training useful and relevant	Launched in 2017	100% of staff trained	100% of staff trained / train new hires	100% of staff trained / train new hires	June 30 2019 / Complete / ongoing	Core team and Admin
2.2.2 Incorporate Racial and social equity training into new staff onboarding process.	# of new staff completing Office of Racial Equity training	new staff complete the training, value and understand the purpose	Set up structure to refer new hires (underway)	100% of new staff trained	100% of new staff trained	100% of new staff trained	Dec 31 / 2019	Core team, HRC
2.2.3 Dedicate Department resources for the ongoing development of skills that advance racial equity, such as conference and workshop attendance, and participation in learning and cohort groups to share resources and information.	%/\$ of resources dedicated to these activities #/% of staff utilizing resources	%/# of staff who report increasing their skills in this area through the biannual culture surveys	Ongoing	Compare 2019 survey to 2017 survey Inventory resources, # of trainings and promote opportunities	Promote specific opportunities to all staff	Promote specific opportunities to all staff	Jan 1 2019 / ongoing	Core Team, HR, Training coordinator (or similar role)
2.2.4 Train staff on best practices for engaging with diverse communities	# of trainings completed; % of staff who work directly with public trained	Evaluations from community participants about engagement events disaggregated by demographics	ongoing	Research additional trainings that focus on this topic	Train 100% of staff who do active community engagement	Train 100% of staff interested Ongoing training, as needed	July 2020 for research / not started FY2021 to complete 100% of staff / ongoing	Training coordinator (or similar role) and Core Team members
2.2.5 All Planner classifications and managers complete Implicit Bias training offered by DHR	# of staff trained per year	Evaluation of training by staff		Work with DHR to advertise Local 21 MOU requirement	Train 50% of staff	Train 100% of local 21 staff Train 100% of managers and other interested staff	June 30 2022 per local 21 MOU / ongoing	HR managers and training coordinator (or similar role)
OBJECTIVE 2.3								
Racial and social equity training and implementation work is incorporated into staff work plans and performance measures.								
2.3.1 Evaluate current Department racial and social equity initiatives and activities to inventory and build on what is needed.	#/% of projects evaluated for inventory	TBD	DONE		Apply racial and social equity tool to future projects		Complete	Controller's Office and Core Team

ASSOCIATED ACTIONS	PERFORMANCE MEASURES & ACCOUNTABILITY – RESULTS AND OUTCOMES		IMPLEMENTATION TIMELINE (COMPLETION)				DUE DATE / STATUS	LEAD / PARTNERS
	How much did we do? (e.g. # of activities)	How well did we do it?	0-6 MONTHS (first half of 2019)	6-12 MONTHS (second half of 2019)	1-2 YEARS (2020-2021)	3-5 YEARS (2022-2024)		
2.3.2 Staff track participation in racial and social equity activities through PPTS	# of reported hours on PPTS	Staff from divisions participate and contribute to the action Plan and discussions	Ongoing / underway	Continue to track staff hours into initiative 50% of staff dedicate a min of 2 hours per month	Ensure staff time analysis is incorporated into projects 100% of staff dedicate a min of 2 hours to additional equity initiative	Continue to track time of extra activities (lunch time, etc.) 100% of staff dedicate a min of 2 hours to additional equity initiative	Ongoing / complete	All staff and Core Team for tracking/clarifying use of time code
2.3.3 Revise Performance Plan and Appraisal Report (PPAR) language and the performance evaluation procedure to articulate Department commitment to racial and social equity, as well as desirable related skills and activities such as trainings.	% of completed PPARs with new Department objective	% of staff who meet this objective - TBD	Develop and include PPAR language for all staff	Mid-year evaluations to determine questions and progress from staff and to clarify metrics for measuring	100% of staff are clear on and meet this objective	100% of staff are clear on and meet this objective	July 1 2019 for PPAR language / complete July 1 2020 to evaluate and refine / complete	Managers, all staff,
OBJECTIVE 2.4 San Francisco Planning promotes a culture of inclusion and support for staff through a racial and social equity lens.								
2.4.1 Conduct Affinity and Develop Employee Resource Groups to provide spaces to discuss racial and social equity.	# of activities per year % of staff attendance disaggregated by demographics	#/% of employees who express satisfaction and usefulness with activities disaggregated	Core team Office Hours launch Steering Committee meets regularly	Develop scope, timeline and purpose for additional groups / activities	Hold additional affinity /resource groups (2-4 per year) 50% staff participation	Evaluate satisfaction. Attendance which groups still help accomplish work and plan implementation, continue or complete as needed	Jan 1 2019 and Jan 1 2020 / underway	Core team & Steering Committee
2.4.2 Conduct a regular (biannual) culture survey and work satisfaction survey.	# of survey % survey completion by staff	Improvements in baseline	2019 Culture survey launch	2019 survey analysis and report to senior managers	Identify strategies / improvements needed to increase the baseline Begin implementing	2021 survey and 2023 survey or 2022 survey and report	July 1 bi-annual / underway	Core team
2.4.3 Managers complete training specifically focused on recruitment, retention and management for diverse and inclusive organizations.	# of trainings % attendance by managers	Satisfaction and understanding of utility of training disaggregated by division, class and demographics	Staff complete "Fairness in Hiring" Training	PM and PV research and propose/scope additional training	50% of staff participating in hiring trained in additional skills	100% of staff participating in hiring trained in additional skills	Dec 1 2019 for "fairness in hiring" / underway Dec 1 2020 for additional training/ underway	CF & MC
2.4.4 Ensure art and physical space where staff work every day reflects racial and social diversity.	# of art pieces reflective of diversity	What is a how well measure?	Staff initiate conversation about new office	Staff create portfolio of types of art work	50% of art in new office showcases diversity	50% of art in new office showcases diversity	Dec 1 2019 for portfolio, Dec 1 2020 for final art	Diego, Jeff, Monica

3. Resource Allocation Goal

ASSOCIATED ACTIONS	PERFORMANCE MEASURES & ACCOUNTABILITY – RESULTS AND OUTCOMES		IMPLEMENTATION TIMELINE (COMPLETION)				DUE DATE / STATUS	LEAD / PARTNERS
			0-6 MONTHS (first half of 2019)	6-12 MONTHS (second half of 2019)	1-2 YEARS (2020-2021)	3-5 YEARS (2022-2024)		

OBJECTIVE 3.1

Planning will prioritize and resource efforts that advance racial and social equity.

3.1.1 Analyze the Department's budget utilizing the Racial and Social Equity Assessment Tool.	Tool is used once a year on the budget %/# of budget decisions that incorporate use of the racial equity tool	Budget decisions are changed to reflect equity considerations (e.g. is work in Bayview well-staffed and resourced)	Incorporate this requirement into PPARs for all staff	Request grant to hire consultant to apply tool to budget process	Managers apply tool to budget every year	Managers apply tool to budget every year	Dec 30, annually	Managers, Equity leads
3.1.2 Analyze individual programs and projects, where applicable, within the Department using the Racial Equity Assessment Tool.	Tool is used for key projects and programs %/# decisions/ programs that incorporate use of the racial equity tool	Staff understand use of tool and apply it routinely Projects reflect use of tool by changing policy or identifying strategies	Incorporate this requirement into PPARs for all staff	Request grant to hire consultant to apply tool to core processes	80% of appropriate projects apply the tool	100% of appropriate projects apply the tool	July 1 2020 to reach 80% / ongoing thereafter	All staff with relevant projects
3.1.3 Adequately resource projects, plans, and efforts in neighborhoods of color or focused on other marginalized social groups with sufficient staff and teams that are diverse and skilled at engaging with the complex needs of the respective communities.	Diversity of teams in specific communities Level/% resources (staff, contracts) for projects in specific communities and most vulnerable communities	Resource changes took place and continue to be allocated in an adequate/equitable manner, they prioritize most impacted groups such as the black and Native American population.		Request grant to hire consultant to apply tool to budget process	Managers apply tool to budget every year	Managers apply tool to budget every year	Dec 30, annually to apply tool	Managers, Equity leads
3.1.4 Conduct focus groups with staff who work directly with communities of color and other marginalized social groups to identify where resource gaps and process and/or structural barriers to achieve equity exist to inform the next budget cycle and target interventions (such as small business support for PIC)	# of focus groups / brainstorming # of strategies identified in phase II of Action Plan	\$/# of resources shifted as a result	Brainstorms on Phase II action plan	Vet ideas with community groups	Finalize phase II action plan and implementation	Continue Phase II implementation and monitor	Dec 30 2020 / started	Core team, Steering Committee, managers

OBJECTIVE 3.3

Departmental processes are inclusive and racially equitable.

3.3.1 Bring a Racial and Social Equity lens to process improvements while ensuring other goals such as efficient service delivery are met.	%/# of process improvements that use the assessment tool	%/# identified policy changes that advance racial and social equity as a result of using the tool Staff morale disaggregated by race and other vulnerable populations after process improvement is implemented	Incorporate this requirement into PPARs for all staff	Request grant to hire consultant to apply tool to core processes	80% of appropriate projects /process improvements apply the tool	100% of appropriate projects / process improvements apply the tool	Dec 2019 for PPAR and grant / done Dec 30 2020 to reach 80%, ongoing thereafter / started	Core team, Managers
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4. Procurement and Consultants Goal

ASSOCIATED ACTIONS	PERFORMANCE MEASURES & ACCOUNTABILITY – RESULTS AND OUTCOMES		IMPLEMENTATION TIMELINE (COMPLETION)				DUE DATE / STATUS	LEAD / PARTNERS
			0-6 MONTHS (first half of 2019)	6-12 MONTHS (second half of 2019)	1-2 YEARS (2020-2021)	3-5 YEARS (2022-2024)		

OBJECTIVE 4.2

Extend outreach to more Local Business Enterprises (LBEs), including Minority Business Enterprises (MBEs), Women Business Enterprises (WBEs), and Other Business Enterprises (OBEs).

4.2.1 Prior to the publication of any RFP, Project Managers work with Contracts Analyst to identify broader outreach opportunities.	Annual update of outreach list	Consistent use of enhanced outreach and recruitment list	Meet with contracts analyst to identify ways to enhance outreach	Proactive outreach by PMs	Proactive outreach by PMs	July 1 2020 for outreach list / not started yet	Contracts analyst, contracts liaisons, core team, project managers
	# of conversations with targeted contacts.					Ongoing / not started yet	
	% increase in applicants from diverse organizations		Develop outreach list and new strategies		Assess level of participation and satisfaction		
4.2.2 Expand outreach to advertise RFPs, and similar work that does not require an RFP, more broadly.	Annual update of outreach list	Consistent use of enhanced outreach and recruitment list	Meet with contracts analyst to identify ways to enhance outreach	Proactive outreach by PMs	Proactive outreach by PMs	July 1 2020 for outreach list / not started yet	Contracts analyst, contracts liaisons, core team, project managers
	# of conversations with targeted contacts.					Ongoing / not started yet	
	% increase in applicants from diverse organizations		Develop outreach list and new strategies		Assess level of participation and satisfaction		

OBJECTIVE 4.3

Develop internal infrastructure, procurement language, and outreach approaches that take into consideration diversity and cultural competence.

4.3.1 Include as a proposal requirement that contractors demonstrate prior experience working within or with diverse communities and cultural competence, particularly when work entails community engagement, and explain how they might address racial and social equity in the project.	# of RFPs with goals for and experience with diversity and proposals to address racial and social equity.	TBD	Develop template language for RFP/RFQs	Include in RFPs	100% of RFP/RFQ responses include language	July 1 2020 for template language / not started yet	Contracts analyst, contracts liaisons, core team, project managers
						50% of RFP/RFQ responses include language	
4.3.2 Develop list of Department values and criteria for RFP review panelists.	Clear RFP criteria guidelines document	RFP Panelist report understanding values.	Scope project, document existing practices	Develop criteria and guidelines	100% of PMs and panelists for RFPs using guidelines	Dec 1 2020 / not started yet	Core team, contracts liaison, Contracts analyst
		Proposals reflect how this values will be met / advanced					
4.3.3 Develop and deliver scoping, consultant and RFP training programs for project managers that emphasize opportunities to advance racial and social equity, and to ensure that RFP review panels are diverse and prepared to thoughtfully engage with racial and social equity-related concepts.	Clear guidelines	Project managers report satisfaction and understanding of purpose of training	Research training programs	50% of PMs and panelist issuing / participating in RFPs are trained and use guidelines	100% of PMs and panelist issuing / participating in RFPs are trained and use guidelines	Dec 1 2020 / not started yet	Core team, contracts liaison, Contracts analyst, trainers
	# Training						

OBJECTIVE 4.4

Provide a broader array of opportunities for MBEs, LBEs, WBEs, and OBE, to work with the Department.

ASSOCIATED ACTIONS	PERFORMANCE MEASURES & ACCOUNTABILITY – RESULTS AND OUTCOMES		IMPLEMENTATION TIMELINE (COMPLETION)				DUE DATE / STATUS	LEAD / PARTNERS
	How much did we do? (e.g. # of activities)	How well did we do it?	0-6 MONTHS (first half of 2019)	6-12 MONTHS (second half of 2019)	1-2 YEARS (2020-2021)	3-5 YEARS (2022-2024)		
4.4.2 Continue to seek opportunities to utilize the non-profit grant process to contract services to local NGOs for project work.	#/% of contracts that go to nonprofits % increase in nonprofit consultants	TBD		Determine FY19 RFP opportunities Develop nonprofit outreach list for FY 19 RFP	Assess what is working and what contracts / type of work is possible for nonprofits Enhance outreach list	Proactive outreach to nonprofits for 100% of contracts	Dec 1 2019 to determine FY 19 opportunities & July 1 2020 for outreach list / not started yet	Contracts analyst, core team, contrasts liaisons, project managers

5. Department Functions Goal

ASSOCIATED ACTIONS	PERFORMANCE MEASURES & ACCOUNTABILITY – RESULTS AND OUTCOMES		IMPLEMENTATION TIMELINE (COMPLETION)				DUE DATE / STATUS	LEAD / PARTNERS
	How much did we do? (e.g. # of activities)	How well did we do it?	0-6 MONTHS (first half of 2019)	6-12 MONTHS (second half of 2019)	1-2 YEARS (2020-2021)	3-5 YEARS (2022-2024)		

OBJECTIVE 5.1

Identify racial and social equity goals, objectives and actions for our external functions, as well as tailored tools and assessments as part of Phase II, to improve equity outcomes in our public-facing and community-impacting work.

5.2.1 Develop function-specific goal setting and action plans to uncover and address opportunities to advance racial and social equity.	# of focus groups with staff and community to develop goals	Representation and racial and social equity goals for all our functions	Conduct focus groups and brainstorm with staff with key expertise on each core function	Develop draft list of goals Launch community engagement on Phase II Request grant to assist w/tool application to Core Department functions	Develop final list of strategies with staff and community Adopt Phase II by end of 2020 Begin implementation	Continue implementation, monitor and update Plan every 3-5 years with annual updates on progress	Dec 1 2020 / Underway	Core Team with all staff and management
5.2.2 Establish evaluation and accountability measures for action plans.	accountability dashboard and performance measures monitoring	Annual report on performance	Focus groups and brainstorm with staff	Launch community engagement phase	Develop final plan with measures	Continue implementation and report on measures	Dec 1 2020 / Underway	Core Team with all staff and management
5.2.3 Develop essential shared tools and frameworks to ensure that staff members are empowered to advance racial and social equity from their respective roles.	Final tool versions tailored to our work % of staff that utilize the tool in their day to day work	Changes in policy, projects and ordinances, and identification of actions as a result of the tool	Include interim tool in action plan	Pilot 1-5 applications, revise and tailor tool based on feedback	Finalize tool. 50% of staff use the tool in applicable projects / functions	100% of staff use the tool in applicable projects / functions	Dec 1 2020 / Underway	Core Team with all staff

Timeline Overview

The overall timeline with next steps is as follows:

January - December 2016	Participation of 15 Department staff ("Core Team") in year-long, nationwide Government Alliance on Race and Equity (GARE) training Racial and Social Equity Initiative and Action Plan Phase I launch
Winter 2016-17	Internal, Departmental staff survey completed by 190 staff Human Rights Commission all-City agencies' GARE participation and Citywide Racial Equity Working Group (CREW) coordination launch
Spring 2017	Racial and Social Equity 101 training for all Department staff development and launch
Spring 2018	Racial and Social Equity Action Plan Phase II planning launch
Winter 2018-19	Milestone: Racial and Social Equity Action Plan Phase I published January and February 2019 Informational Hearings at the Planning and Historic Preservation Commissions
Spring-Fall 2019	Milestone: Initial 101 Racial and Social Equity training for all Department staff and Commissions complete Milestone: San Francisco creates new Office of Racial Equity
1 Fall 2019	Action Plan Phase I adoption actions scheduled at the Planning Commission (November 21, 2019) and by the Historic Preservation Commission (December 4, 2019)
2 Fall - Winter 2019	Action Plan Phase II initial round of community engagement
3 2020	Action Plan Phase II draft at the Commissions (spring 2020), adoption by December 2020

NEXT STEPS

Training Curriculum Outline

TRAINERS: BAY AREA REGIONAL HEALTH INEQUITIES INITIATIVE (BARHII)

Curriculum Highlights: Objectives, Shared Language & Frameworks

SESSION I

- 1. Opening and framing for the training:**
Objective: Provide trainees with an overview of the plan for the entire training and specifically the current day. Set expectations for what is to be accomplished. Introduce trainers and facilitators for the day. Begin to answer the question “Why Racial Equity?”
- 2. First Experiences with Race**
Objective: Trust building, exploration of participant’s own experiences with race.
- 3. Why Racial Equity?**
Objective: Continue to emphasize why we must be specific in targeting racial inequities with examples provided. Introduce concept of intersectionality.
- 4. Shared Language**
Objective: Develop a shared understanding of key terms and concepts.
 - » Equity vs. Equality => Justice
 - » Racism/Racialized Oppression
 - » Overt Racism to Institutionalized Racism
 - » Racism vs. Prejudice
 - » What does Racial and Ethnic Equity Mean?
- 5. Key Frameworks**
Objective: Develop an understanding of key frameworks
 - » Levels of Inequity => Organizational Transformation is hard
 - » Transformation requires us to ask different questions
 - » Our Strategy: Normalize, Organize, Operationalize

- 6. Broader Context: Preparing for Session II**
Objective: Provide historic and contemporary context for interpersonal and structural conditions we will delve into on day two.

7. Closing and Evaluation

SESSION II

- 1. Overview**
Objective: Root our conversation in larger context, challenge people to do the difficult work.
- 2. Activity: I Am From**
Objective: Build trust, explore personal experience, allow opportunity for participants to build greater empathy.
- 3. Video: Doll Test**
Objective: Illustrate the insidious and widespread nature of bias and how early it develops, highlight internalized oppression as a concept.
- 4. Shared Language**
Objective: Introduce and provide examples for key concepts that impact the culture of an organization.
 - » Implicit/Unconscious Bias
 - » Intersectionality
 - » Microaggressions
 - » Intent vs. ImpactStrategies related to Microaggressions:
 - » Actor
 - » Recipient
 - » Witness
 - » Video: Allying in Action—Micro Resistance
- 5. Wrap up, questions and evaluation**

Full Internal Culture Survey Report

See the following pages for the “2017 SF Planning Department Culture Survey Final Report”

2017 SF Planning Department Culture Survey Final Report

Terea Macomber, *Racial Equity Intern*

With Support From:

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INTRODUCTION

The purpose of the SF Planning Culture Survey is to gauge the Planning department's understanding and familiarity with racial equity. The survey utilized a multi-question approach that used several iterations of the same question to scale the department's understanding and commitment to racial equity through their work. Moving from internal understanding to leadership commitment, the survey was organized into the following sections:

1. *Department Demographics*
2. *Thoughts & Understanding of Racial & Ethnic Equity*
3. *Organizational Culture*
4. *Equity in Contracting & Public Engagement*
5. *Senior Management Commitment to Equity*
6. *Commission's Commitment to Equity*
7. *Final Impressions*

The survey was conducted before any formal departmental training, which allows the survey to serve as an initial benchmark before the Racial & Social Equity Action Plan is implemented. The survey was open to all employees for two and half weeks. It was anonymously conducted using Survey Monkey; no hard copies of the survey were distributed. The response rate was 95%, with 190 of the approximate 200 employees participating. This report organizes the analysis by themes gleaned from the survey responses.

EXECUTIVE SUMMARY

This study provides a snapshot of racial and ethnic diversity of the SF Planning Department and captures employee attitudes regarding racial equity in the workplace. The findings indicate that even though employees feel that racial equity is important they feel like they need more education, time, and managerial support to be more engaged in racial equity efforts. The statistics show that people of color are under-represented in positions of power and that the department as a whole is majority white and not as representative of the communities that are at greatest risk of displacement in the City. Interestingly, employees on average believe the department is making progress towards racial equity but the majority disagree that the San Francisco as a whole is making progress.

With the lack of diversity within the department in some positions it was difficult disaggregate answers by race and ethnicity. To preserve anonymity, variables were created for all White employees and for Everyone Else which includes all employees of color. These variables utilized with reliable scales to analyze multiple and similarly answered questions at once allowed for several themes to arise: employees' perceptions of fairness within the workplace, equitable contracting, equity in community engagement, and both senior management's and the Planning and Historic Preservation Commissions perceived commitment to equity. When these scales were compared by race using the White vs. Everyone Else variable significant differences were found between answers – calling to the different experiences that People of Color have within the department compared to their White colleagues. These findings are further reinforced by the themes found within qualitative responses.

1 DEPARTMENT DEMOGRAPHICS

1.1 RACE & ETHNICITY

Of the 155 respondents that identified their race, over 45% identified as White, followed by Asian at 18.1%, and Multiracial at 15.5%. The racial and ethnic makeup of the respondents is collapsed in the table to avoid identification of any specific staff:

Race/Ethnicity	Percentage (% of the 190 respondents)
White	45.3
"Everyone Else"	36.3
No Answer	18.4

Table 1.1-1

1.2 GENDER PREFERENCE

We collapsed gender into three (3) categories: *female*, *male*, and *prefer not to answer/no answer*. Several respondents chose all categories, which we labelled as *prefer not to answer*. The sample size was too small to analyze those that responded as *transgender*, so we assessed these responses as *prefer not to answer/no answer*. According to the survey results, the department is evenly divided between male and female employees, with female-identifying respondents exceeding male-identifying respondents by 2%. See below:

Gender	Frequency	Percentage
Female	73	38%
Male	69	36%
Prefer Not to Answer/No Answer	48	25%
Total	190	100%

Table 1.2-1

1.3 DIVISION & JOB TITLE

67% of the department can be defined as Planner Tech, Planner (I, II, III), or Community Development Specialist. Middle Management makes up the second largest portion of the department at 16%. Current Planning is the largest division in the department (41%), followed by Citywide at 26%. Due to the optional nature of the question, these results represent 166 of the participants; 24 respondents chose not to answer. The full job title and division breakdown is below:

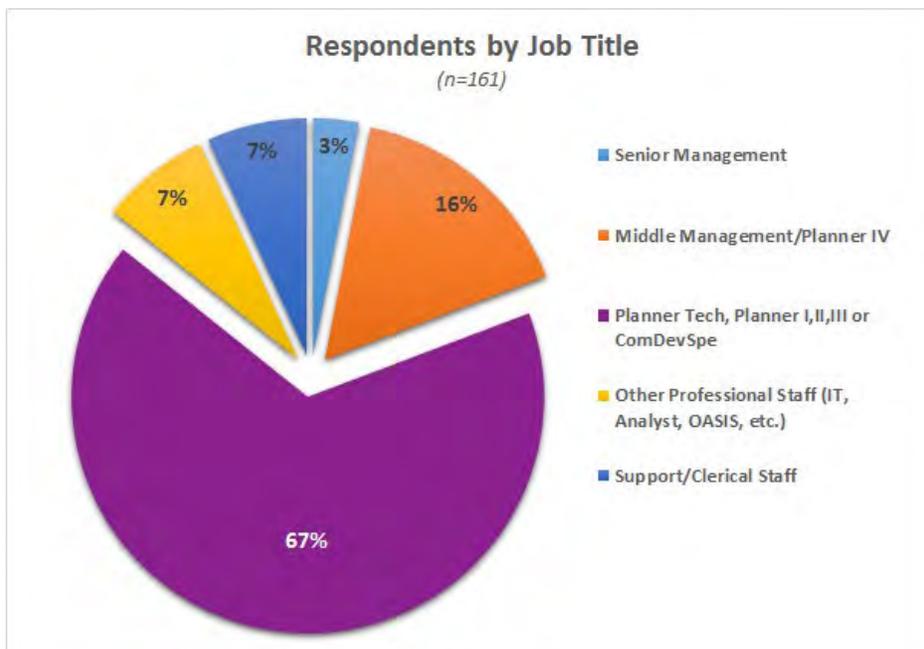


Table 1.3-1

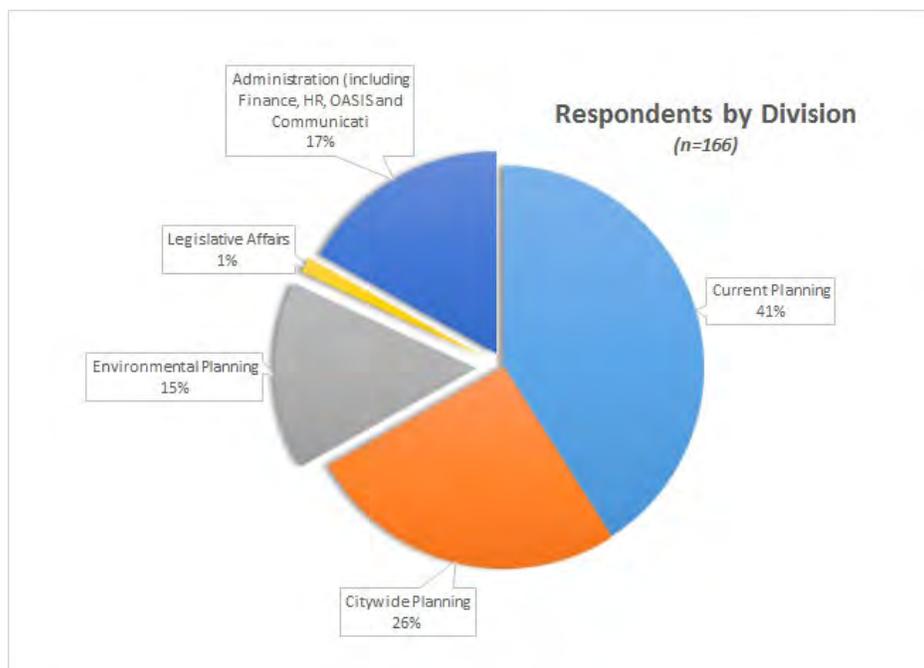


Table 1.3-2

1.4 JOB TITLE BY & GENDER

For most positions, there is about an even breakdown of female and male identified participants. For respondents that identified as Support/Clerical staff, there is high percentage of females compared to males. This group also has the highest percentage of respondents that preferred not answer, which suggests there was concern around staying anonymous for the survey. The full breakdown is below:

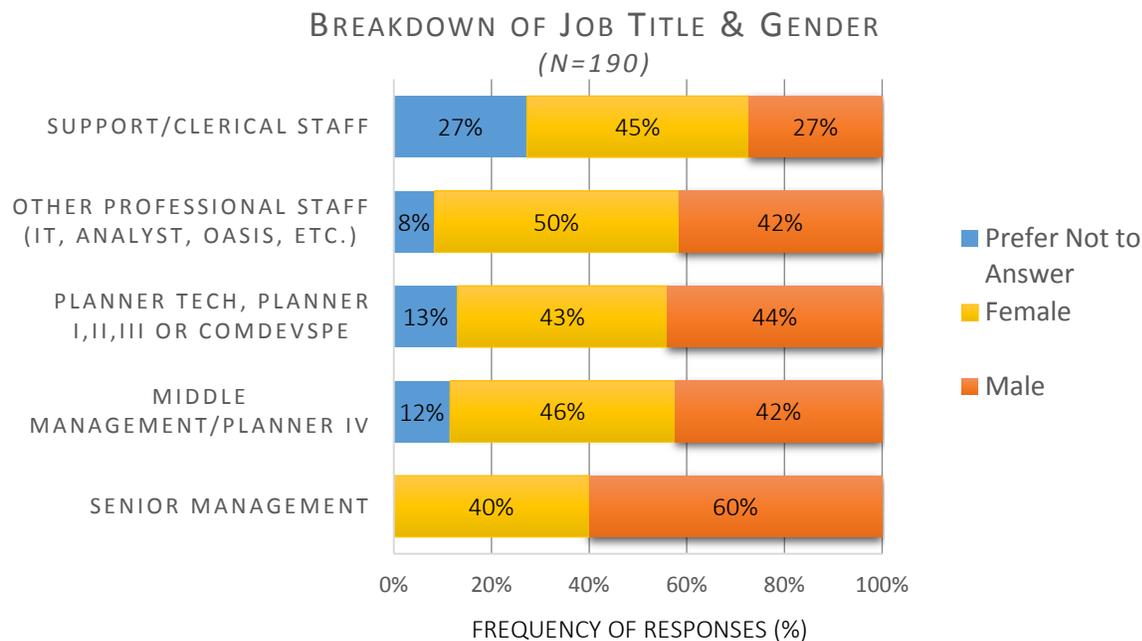


Table 1.4-1

1.5 JOB DIVISION & GENDER CROSTABULATION

The breakdown of division by gender shows that representation is nearly equal in most divisions, except for the Administrative division. The concern around anonymity is also reinforced through this analysis with Administrative Division having the highest percentage of respondents preferring not answer. For anonymity, the legislative affairs division was omitted because the sample size was too small.

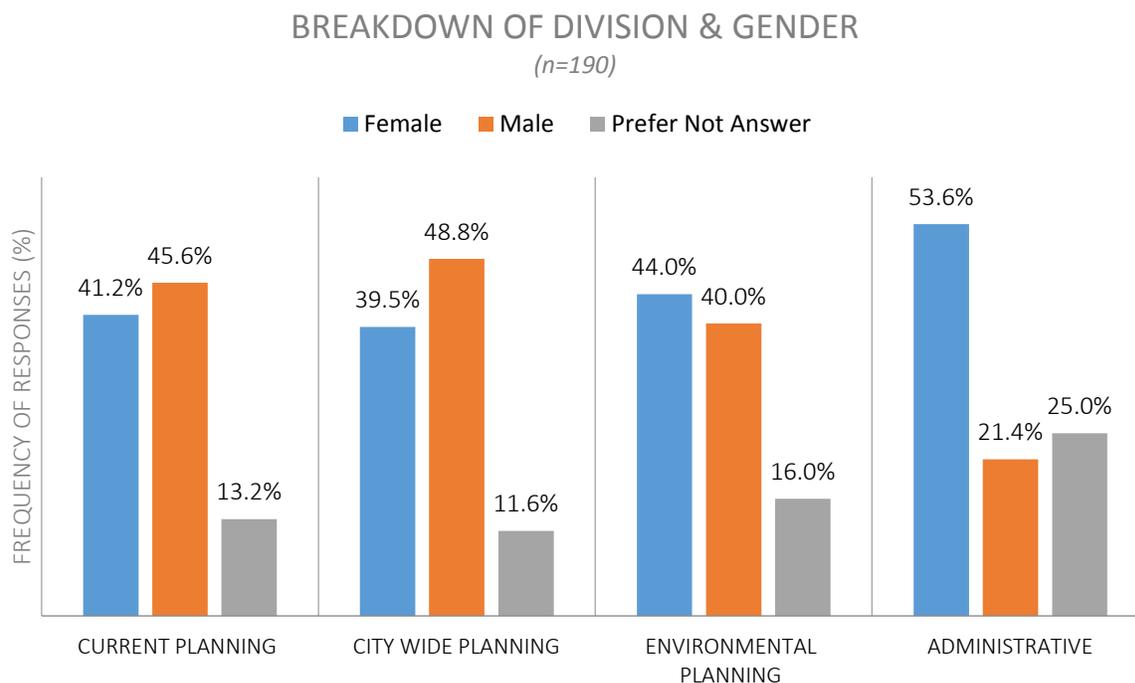


Table 1.5-1

1.6 JOB TITLE & DIVISION BY RACE/ETHNICITY

To preserve anonymity when looking at the breakdown of respondents by job title and race/ethnicity we created the variable “White_Status” which grouped all respondents that identified themselves as White and all other race/ethnicities into Everyone Else. A trend was revealed; White employees make up most manager positions. Inversely, Everyone Else which includes all the employees of color, accounts for most of the support positions. A full breakdown of race/ethnicity versus job title and division are below:

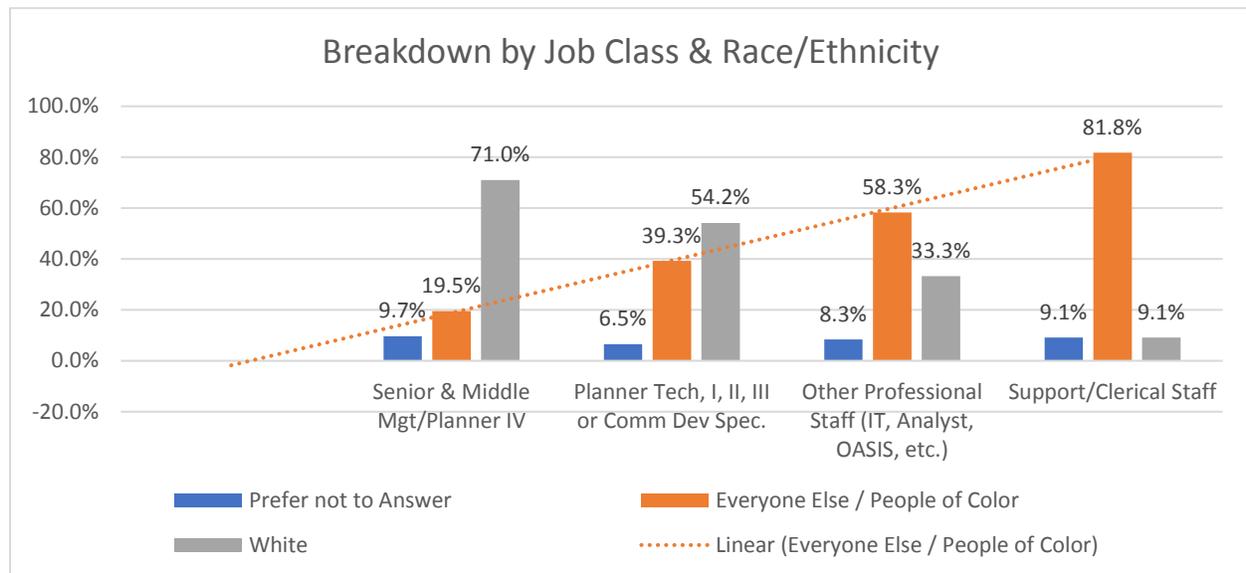
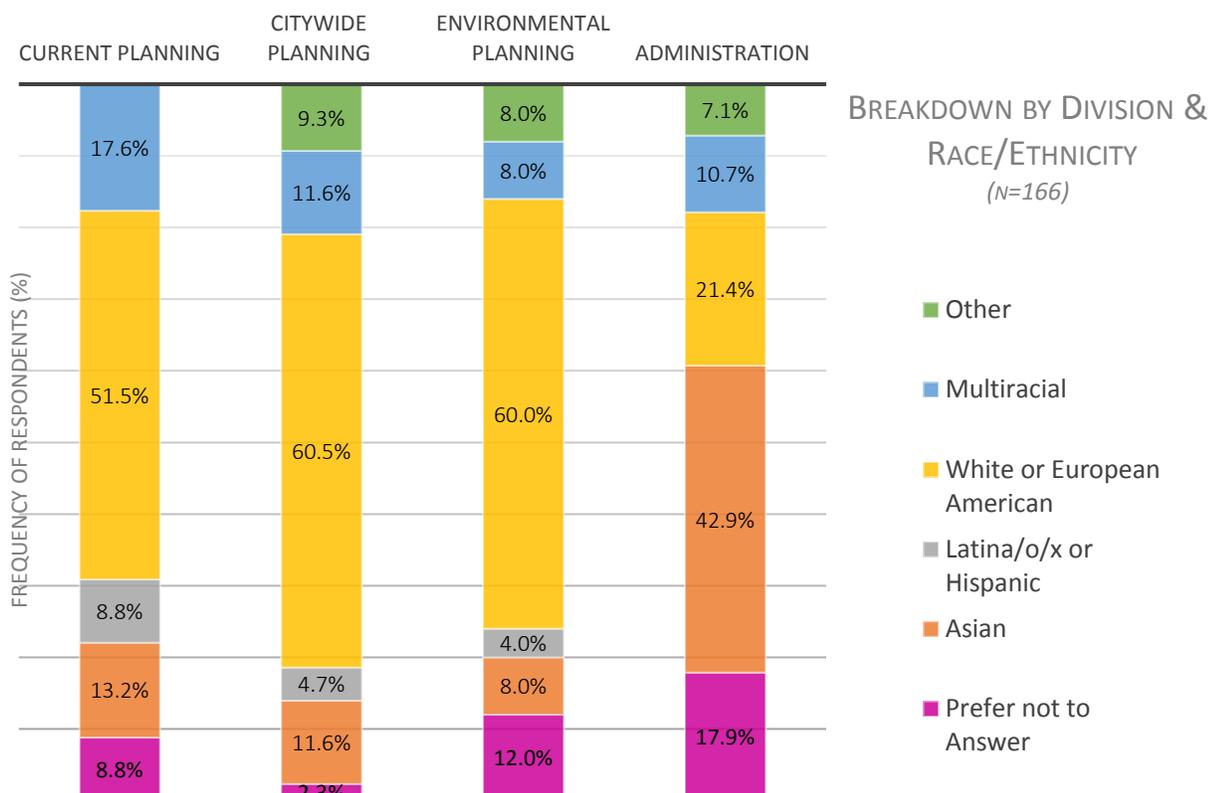


Table 1.6-1

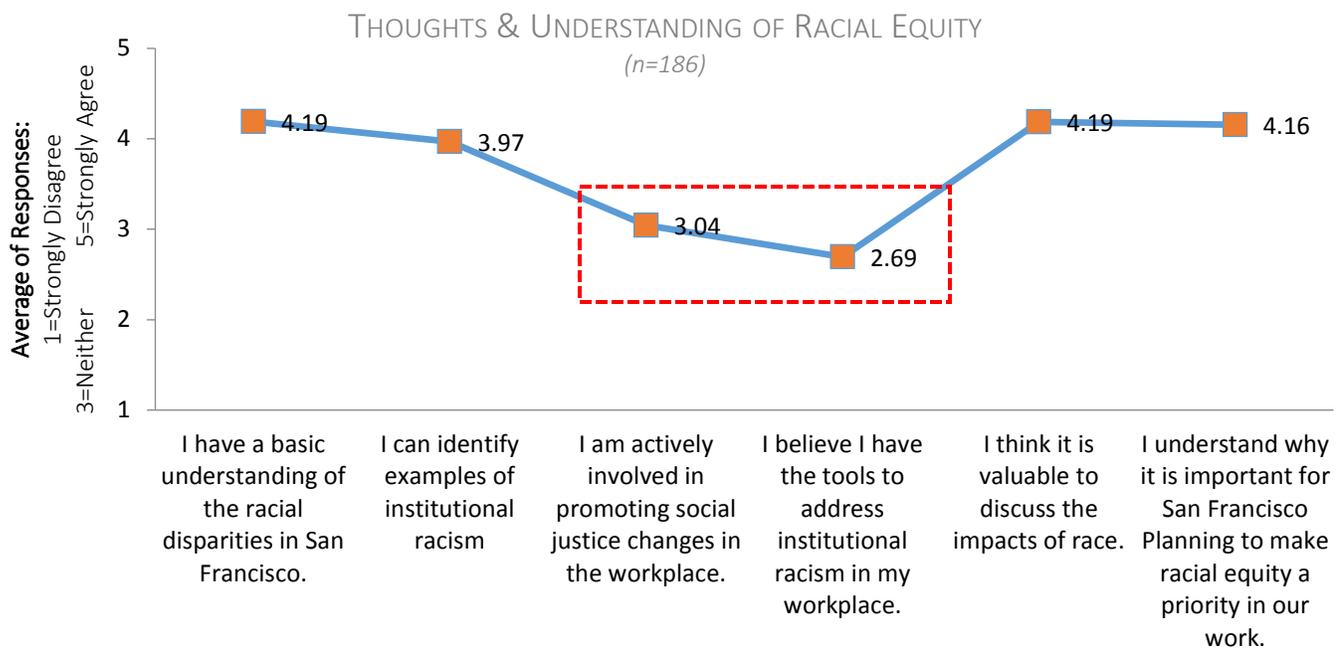


2 THOUGHTS & UNDERSTANDING OF RACIAL & ETHNIC EQUITY

2.1 OVERVIEW

Employees of the department agree that they have a basic understanding of racial disparities in San Francisco and understand why it is necessary for the Planning Department to make racial equity a priority. On average, employees also agree that they are able to identify examples of institutional racism. With great understanding respondents disagree that they have the tools they need to address these disparities. With this, we found that that employees answer with neutrality when asked if they are actively involved in promoting social justice changes in the workplace.

Figure 2.1-1



2.2 TOOLS NEEDED TO ADDRESS RACIAL DISPARITIES

When employees were asked what they needed to become more involved in addressing racial disparities through their work, many respondents said that **more time and resources** were needed.

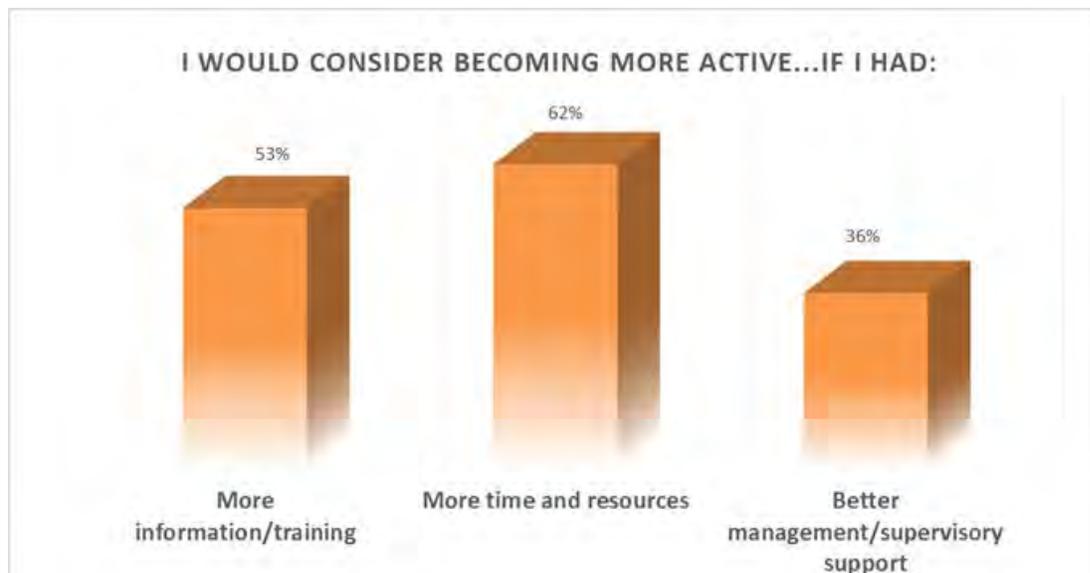


Figure 2.2-1

This question asked employees to *check all that apply*—meaning the resulting data is not mutually exclusive. The bar chart above simply shows the frequency or the number of times that an answer was chosen. We thought it would be helpful to understand the degree of overlap between these categories. The following Venn Diagram shows that 23% of employees would need greater management support *and* more information/training; 30% of employees would need greater management support *and* more time/resources; 39% of employees would need more information/training *and* more time/resources; and, 22% of employees would need all three to become more actively involved in addressing racial disparities through their work.

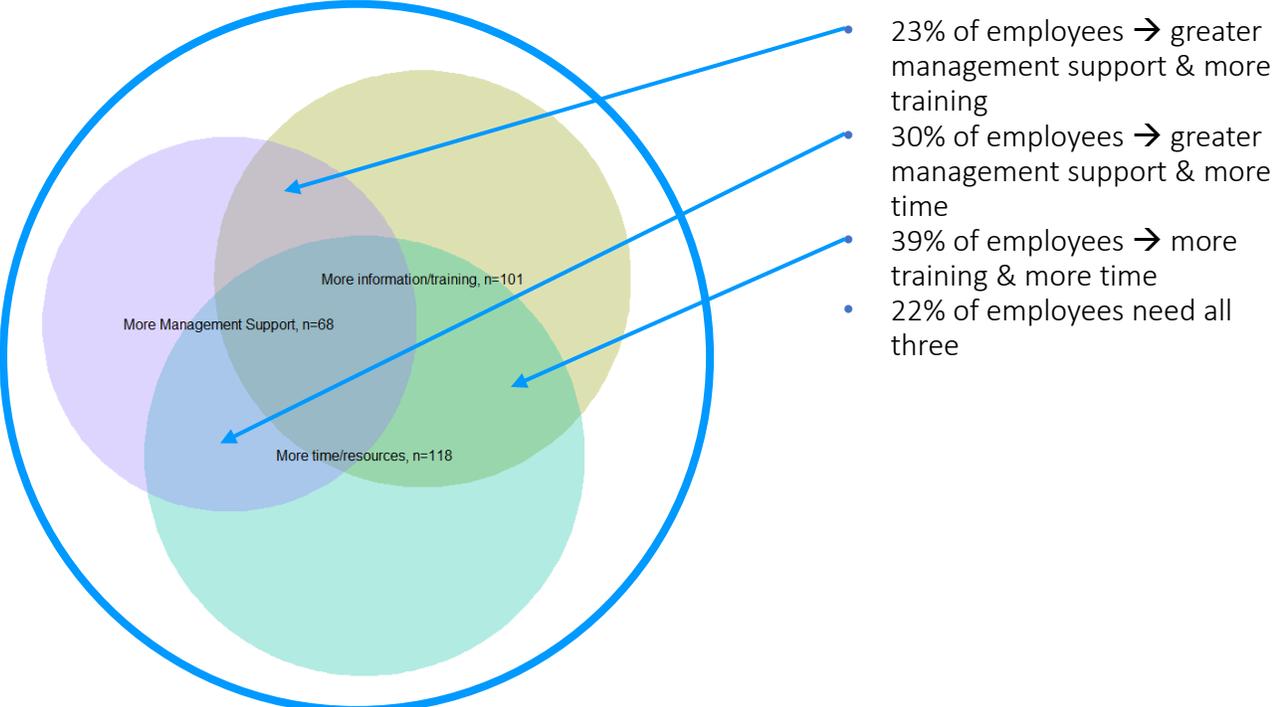


Figure 2.2-2

3 ORGANIZATIONAL CULTURE

3.1 OVERVIEW

The second part of the survey was developed to evaluate the department’s efforts toward racial and social equity. On average, employees said they were familiar with the department’s efforts to address racial disparities. 66% of respondents understand the purpose of the Core Team. While 51% of participants are familiar with the development of Racial & Social Equity Action Plan, this question had the highest degree of disagreement at 19%.

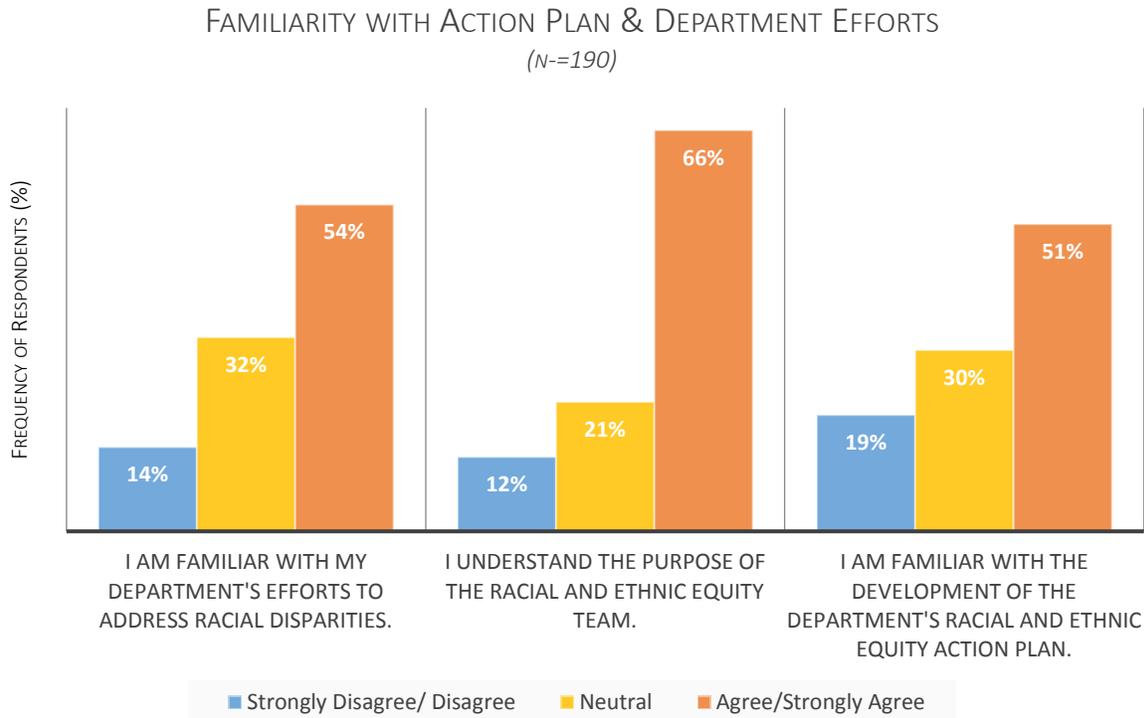


Figure 3.1-1

3.2 WORKPLACE EXPERIENCES WITH RACE

Participants were asked a series of questions on their experiences with race in the department and whether they felt supported after possible negative experiences. Overall, respondents agree that they have positive relationships with employees in their department that are of a different race/ethnicity with an average score of 4.5 out 5 on a five-point scale. This is reinforced by the average of respondents disagreeing that they have observed or observe racial tension between employees in the department (2.5/5). Interestingly, the average respondent stands neutral on feeling comfortable speaking about race in the workplace. In the next sections, we look further into the latter two questions that focus on comfort speaking about race and observed racial tension.

3.2.1 POSITIVE RELATIONSHIPS WITH EMPLOYEES OF A DIFFERENT RACE/ETHNICITY

On average, employees have positive relationships with colleagues of a different race/ethnicity, with about 95% of employee responses as *strongly agree* or *agree*. When comparing these answers by race/ethnicity, the results do not change. When comparing this question by division and job class, the majority of positions have positive interactions. Results from respondents that identified as Other/Professional Staff including IT, OASIS, and Analysts, revealed having the largest percentage of responses that disagreed with this statement.

3.2.2 COMFORT WITH RACE & ETHNICITY

3.2.2.1 BY RACE

In analyzing the same question of race, we found that of the employees who preferred not to identify as a specific race/ethnicity, 36% of these employees *do not (disagree)* feel comfortable speaking about race in the workplace. 25% of employees that identified as Asian and 22% that identified as Latino/Hispanic also *do not* feel comfortable speaking about race. Of the 52.2% of participants that feel comfortable speaking about race at work, 27.4% identified as White. When analyzed using the White_Status grouping, there is a significant difference between White respondents' answers versus Everyone Else. We see that a significantly higher percentage of non-White identified respondents do not feel comfortable speaking about race and White respondents have a significantly higher percentage agreeing to feeling comfortable.

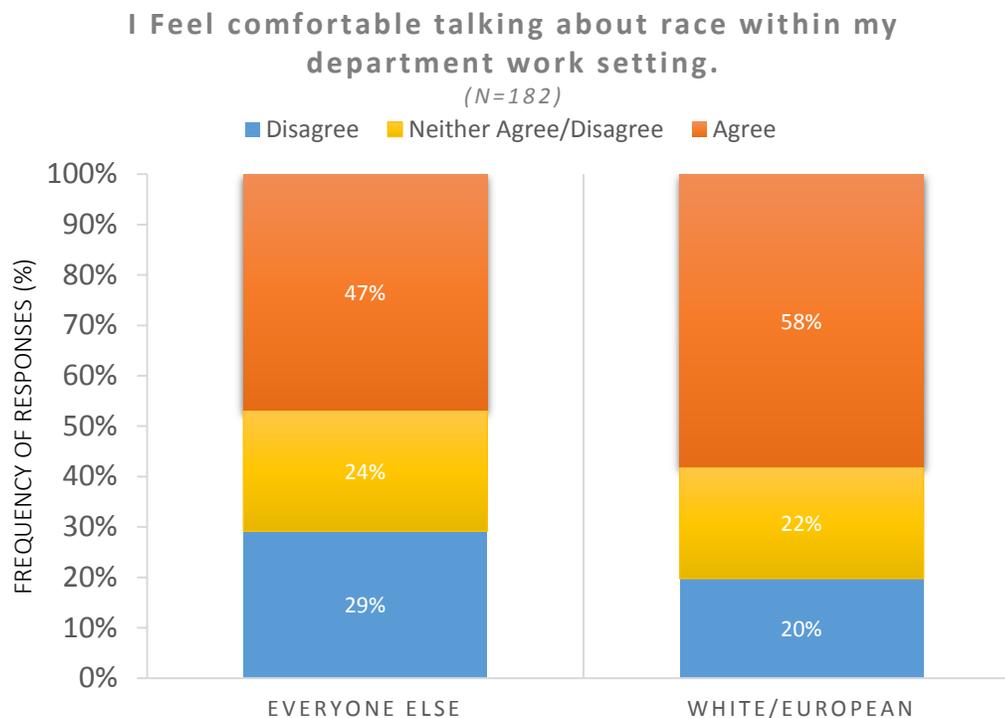


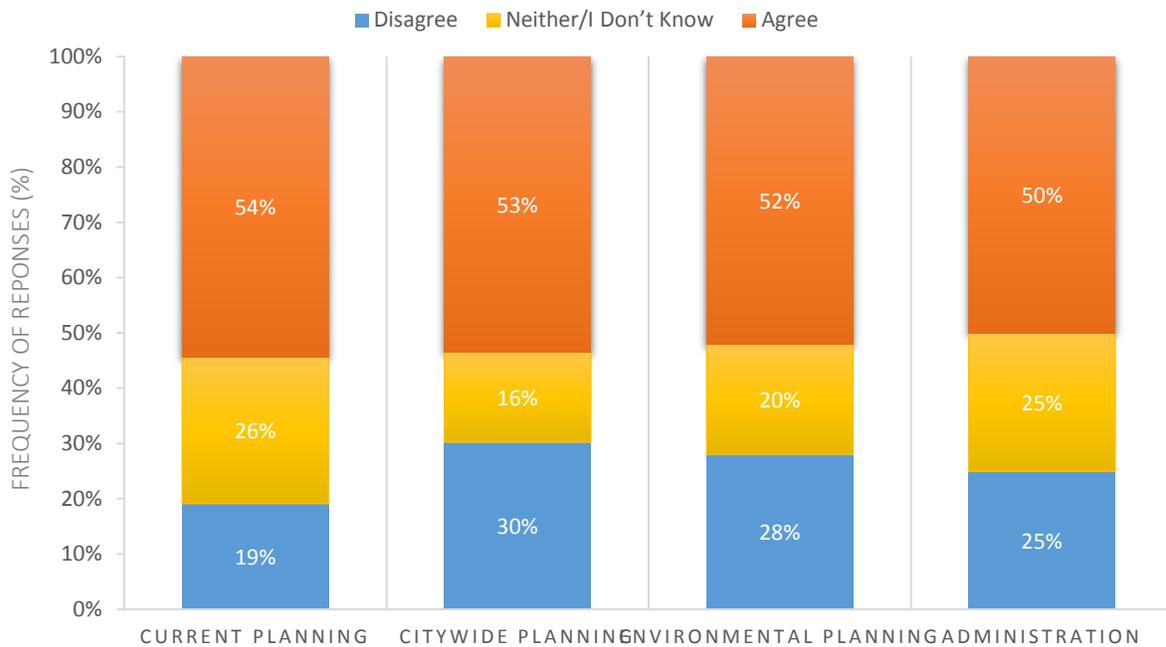
Figure 3.2-1

3.2.2.2 BY DIVISION

Overall, the majority of respondents across divisions feel comfortable speaking about race in the workplace setting. Citywide does have the highest percentage of respondents that disagree to this statement but it is not significantly higher than other divisions. The graph below shows the full breakdown. Legislative Affairs was omitted for anonymity.

Figure 3.2-2

BY DIVISION (N=166)

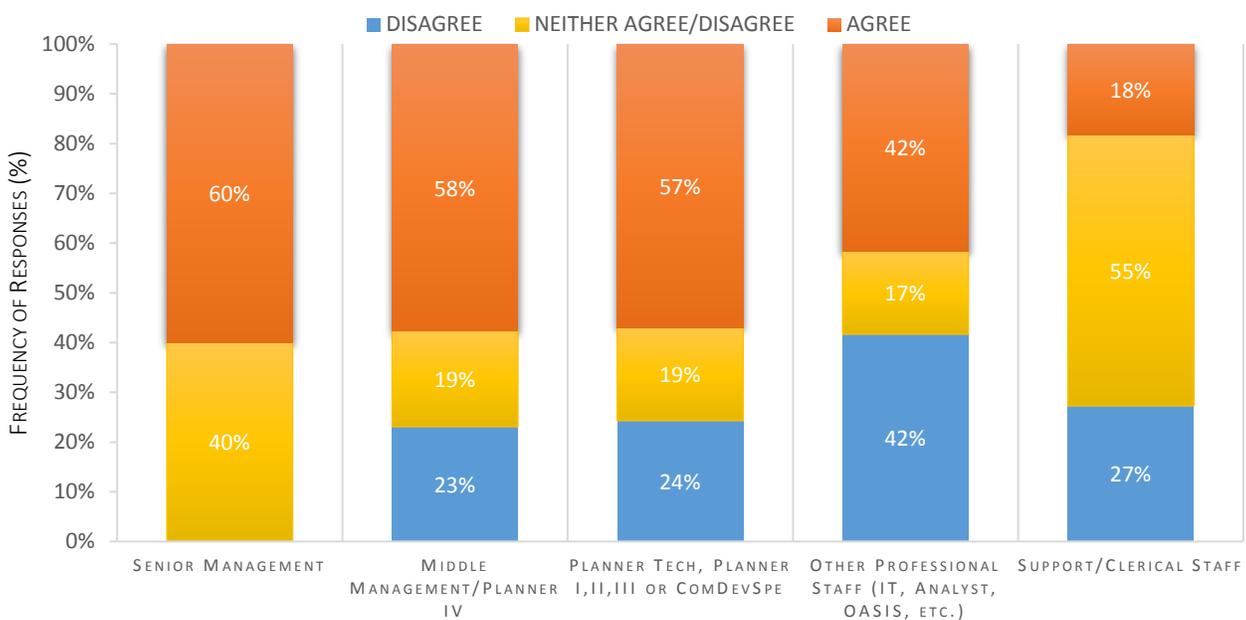


3.2.2.3 By Job Class

When comparing employees' comfort speaking about race in the workplace, we found that Planners, Middle Management, and Senior Management feel comfortable speaking about race. Conversely, support/clerical identified respondents and "Other Professional Staff" disagree or stand neutral on this statement. This significant difference suggests that respondents in this job class don't feel comfortable due to their job classification or they do not have the opportunity. The support clerical position also has the most People of Color in the department – discussions about race or ethnicity may be defined differently when speaking to someone that is the same race/ethnicity.

Figure 3.2-3

JOB CLASS (N=161)



3.2.3 OBSERVED RACIAL TENSION

When employees were asked if they had observed or observe racial tension between other employees, overall results showed participants disagreeing with this statement. The average from the sample was 2.6 out 5 on a five-point scale.

3.2.3.1 By Race

Similar to respondent's comfort with speaking about race we wanted to see if there were any differences by race. Using the White_Status variable, we found there were significant differences between White respondents answers compared to Everyone Else. While 69% of White respondents disagree to having observed racial tension, 43% of Non-White identified respondents disagree to this statement. Another interesting significant difference that was revealed, shows that 31% of non-White identifying respondents neither agree/disagree to this question. This suggests that respondents of Color perceive situations much differently than their White counterparts; a Person of Color many times does not know if the situation was tense due to race or something else.

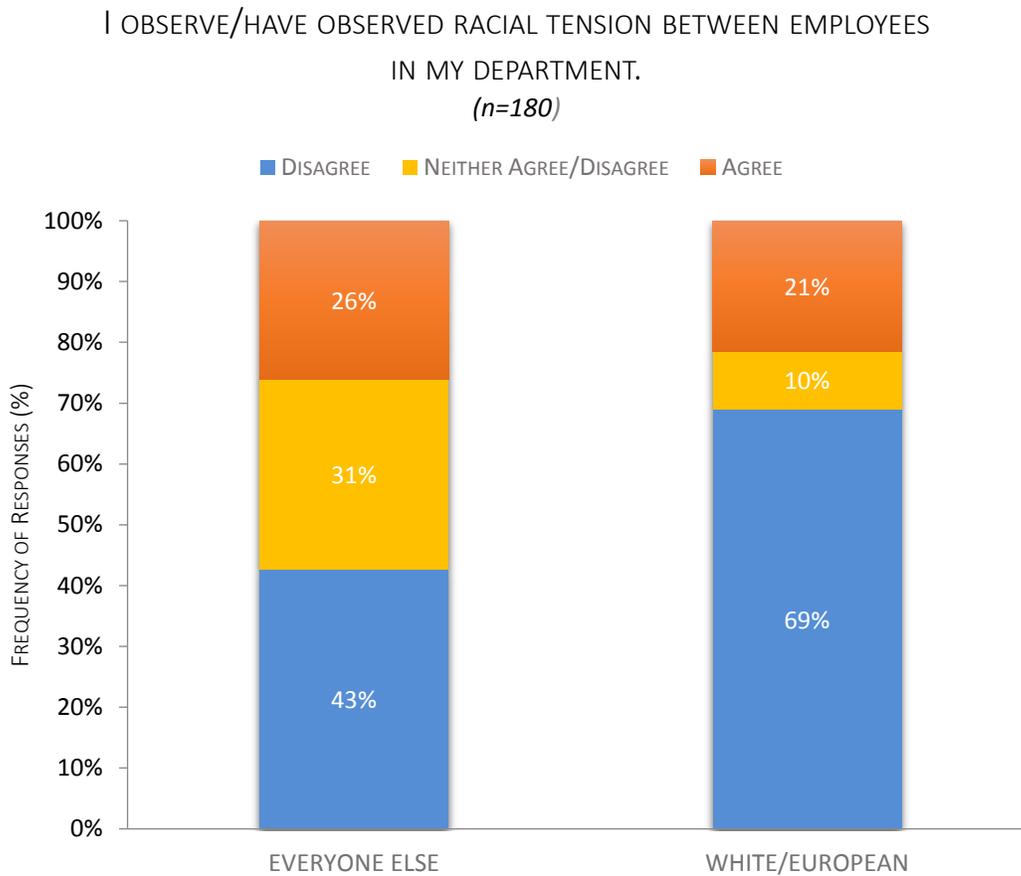


Figure 3.2-4

3.2.3.2 By Division

Through the lens of Division, results reveal a significant difference between the Citywide division and all compared to other division. The Citywide division has the highest response rate of agreeing to observing racial tension. Results also reveal a significant difference between Environmental Planning and the Administrative division. Two-thirds of Environmental Planning disagrees that they have observed racial tension while 36% of Administration neither agree/disagree which isn't surprising since it's the division with the most People of Color. Legislative Affairs was once again omitted to preserve anonymity.

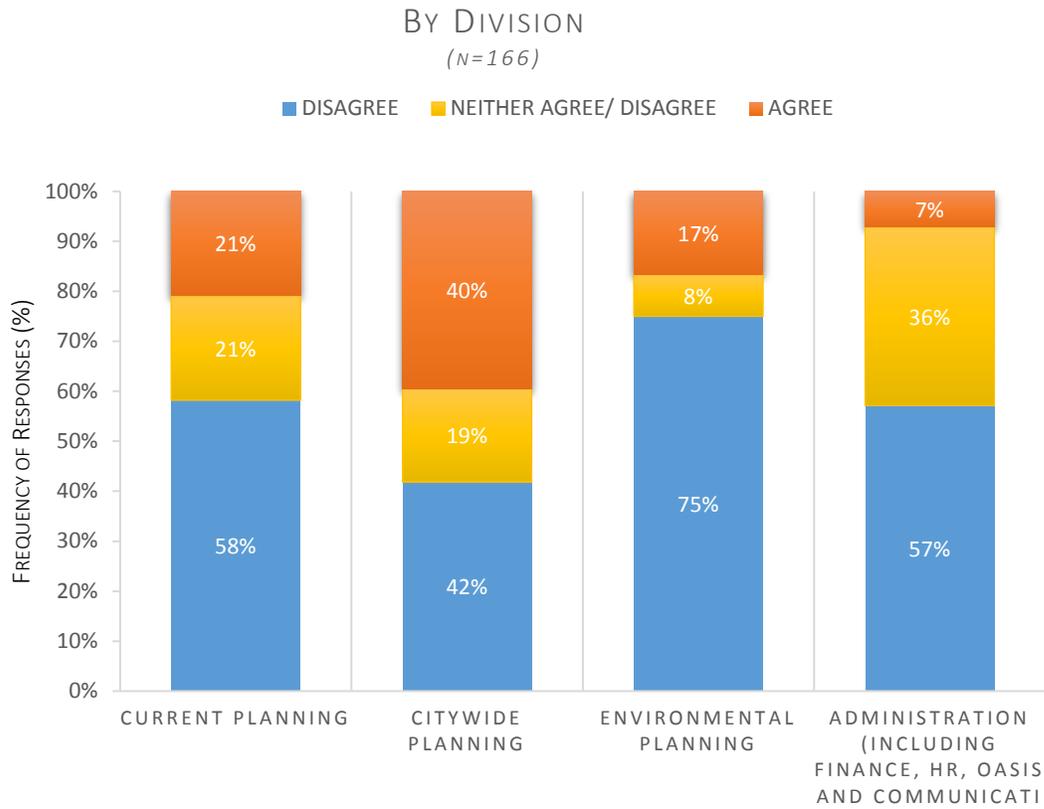


Figure 3.2-5

3.2.3.3 By Job Class

When comparing this result through the lens of job class, the results change. 80% of Senior Management *agree* that they have observed or observe racial tension between employees; this statistic is reinforced by Senior Managers' leadership positions in the department. Both support/clerical staff and other professional staff have the highest response of employees that *neither agree/disagree*.

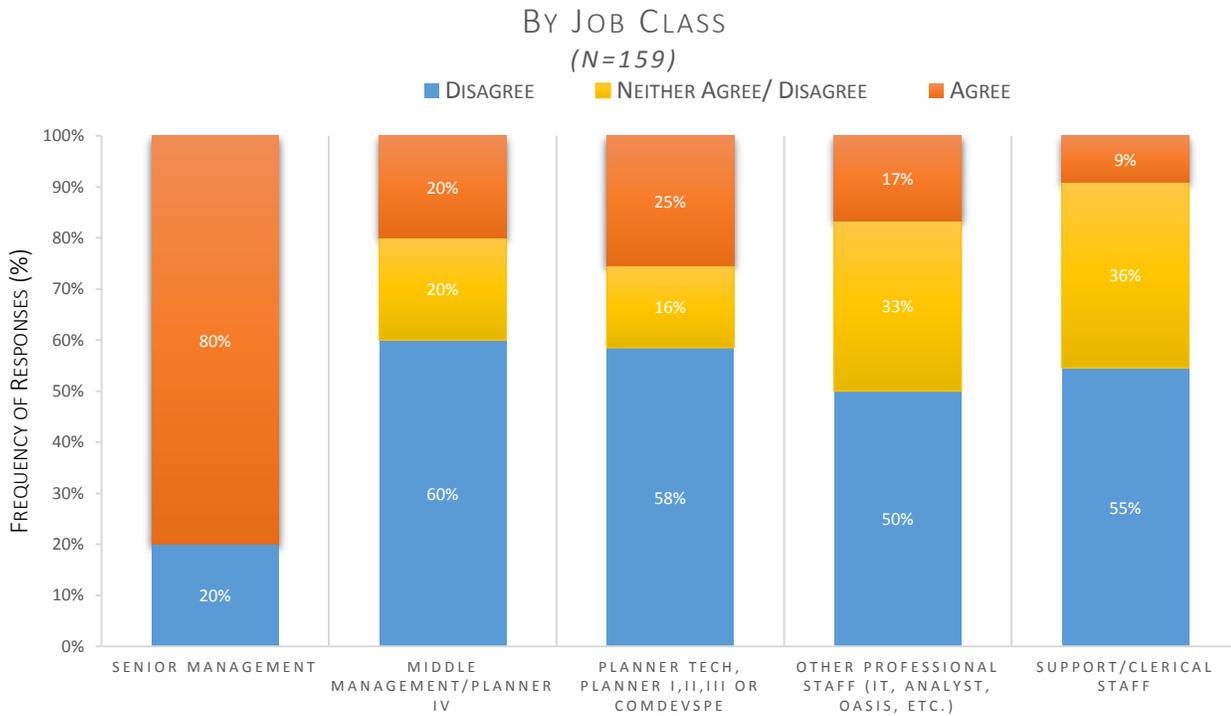


Figure 3.2-6

3.3 PERCEPTION OF FAIRNESS

The survey continues with further analysis of the organizational culture of the department. We observed these responses with cross tabulations of job division, job class, and race/ethnicity. The survey uses a 4-item 5-point fairness scale, 4 means *strongly disagree*, 8 means *disagree*, 12 means *neither agree nor disagree*, 16 means *agree*, and 20 means *strongly agree* for the following 4 charts of perceived equity. The three questions to form the reliable scale were as follows:

1. *SF Planning can do more to increase workforce equity.*
2. *I feel that opportunities for promotion are accessible to everyone equitably regardless of race or ethnicity.*
3. *In my department supervisors and managers hold all employees to the same workplace expectation and disciplinary standards.*
4. *Compared to my peers (based on education/experience) I am being compensated fairly.*

3.3.1 BY DIVISION

On average, all job divisions agree that the SF Planning Department treats employees equitably. Most divisions range between 12 and 15, with Citywide Planning displaying the lowest score on the scale of 11.214 and Environmental Planning receiving the highest score of 13.2. Citywide's low score suggests that respondents from that Division neither agree or disagree to these questions or do not know if opportunities are equitable. This observation is also reinforced by the qualitative responses. The difference between Citywide Planning and Current Planning is significant, with a significance value of 0.012. These findings are visualized in the following chart:

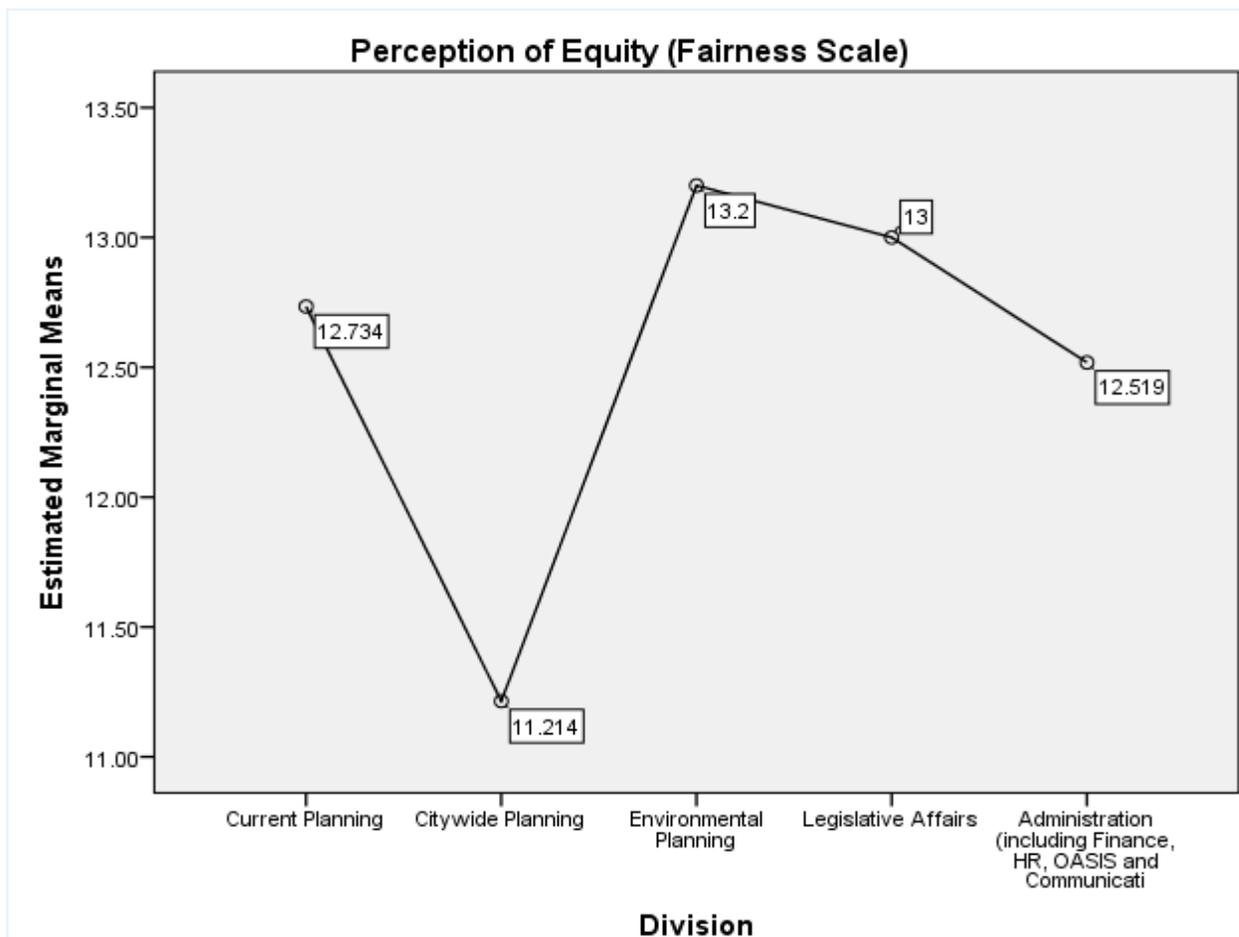


Figure 3.3-1

3.3.2 BY JOB CLASS

On average, all job classes also agree that there is equitable treatment in the SF Planning Department. Using the same 3-item 5-point scale, most job classes range between 12 and 13, Support/Clerical staff showed the lowest score of 11.8 and Senior Management showed the highest score of 13.6. While it is noteworthy that support staff have the lowest perception, our observation of this data showed no significant (in the statistical sense) differences between job classes. Please refer to the following chart:

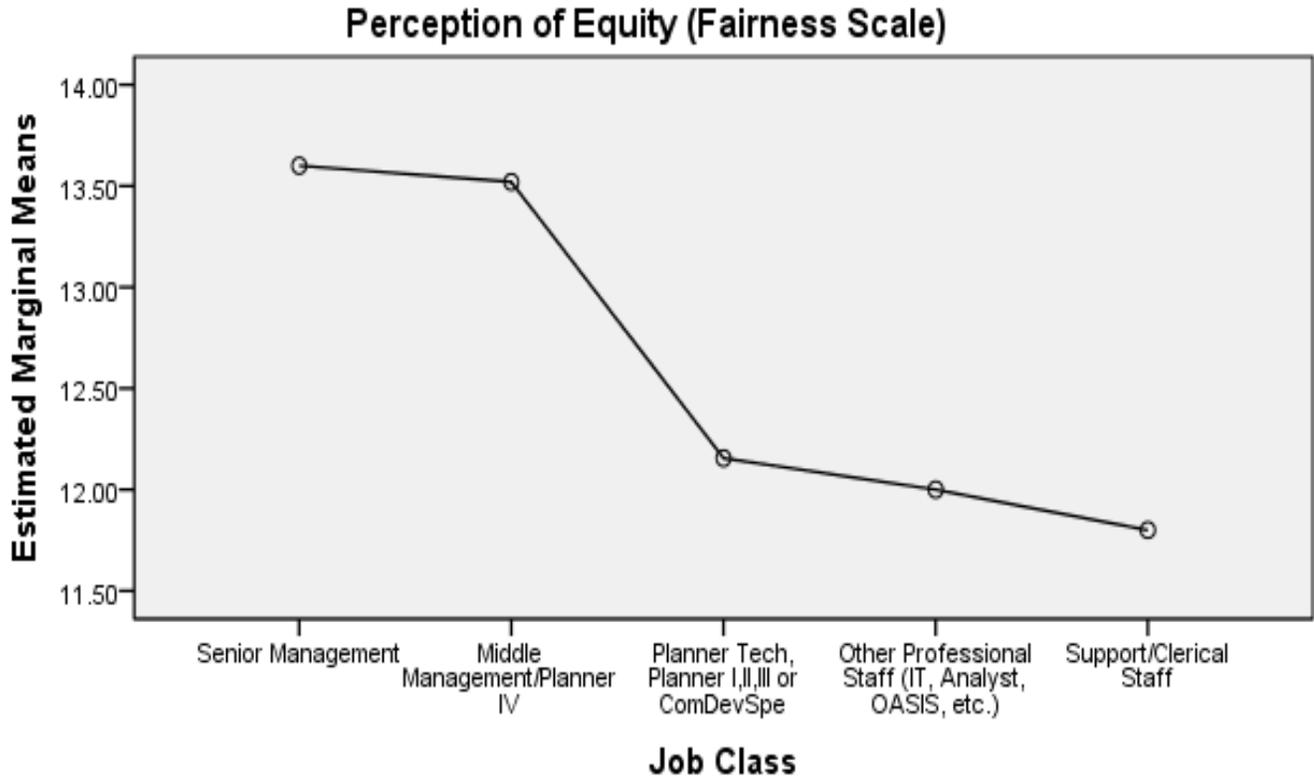


Figure 3.3-2

3.3.3 MANAGEMENT VS. NON-MANAGEMENT

Continuing with a deeper level of analysis of perceived equity, non-management and management job classes were observed. The non-management class of respondents scores lower than the management class, with 12.12 versus 13.53, respectively. We found a statistical significance between these two classes with a p-value of 0.027. This significant difference between management and non-management's perception of equity in the department reinforces the fact that management's experience is different from the rest of the respondents. The following chart displays our findings from non-management and management classes.

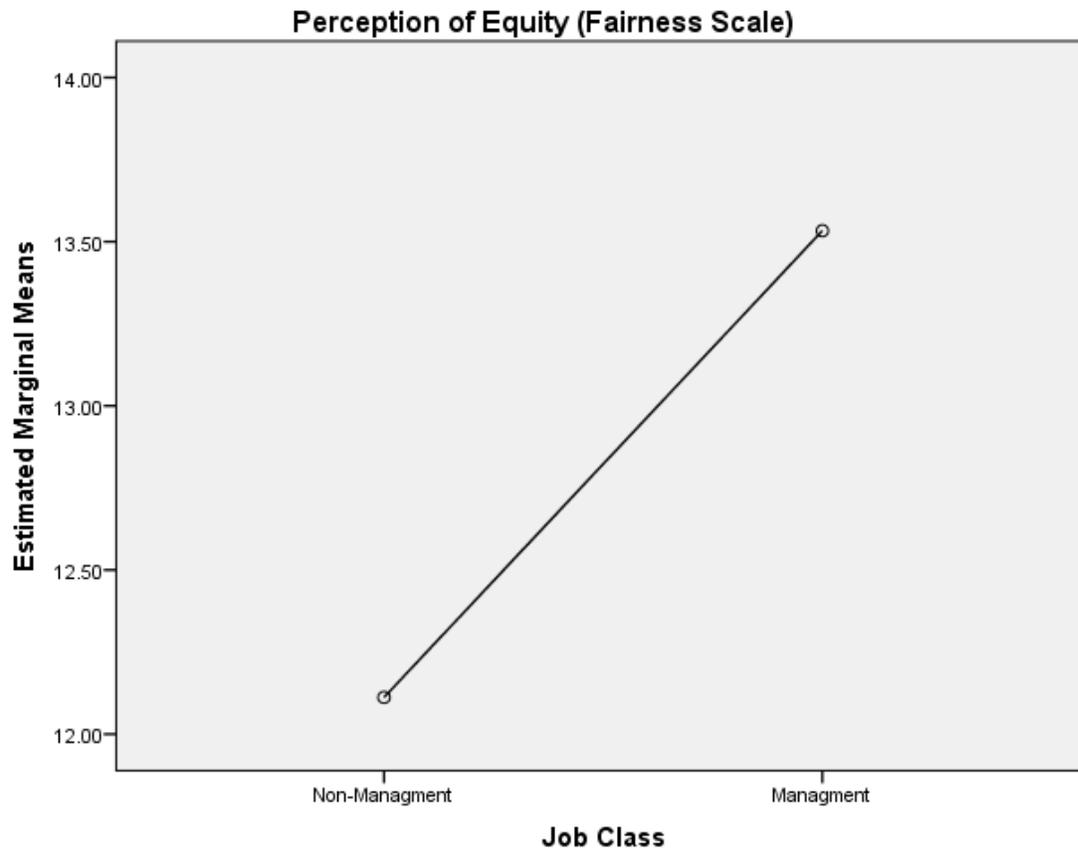
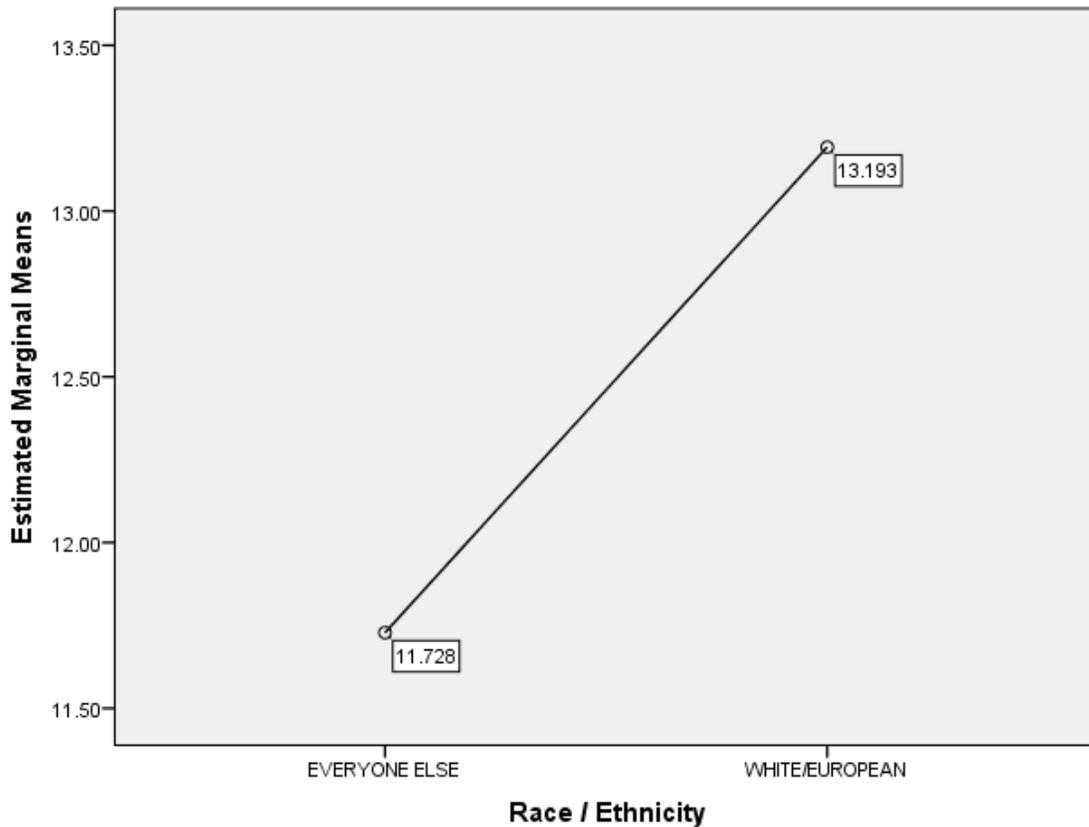


Figure 3.3-3

3.3.4 BY RACE

To finalize the department's perception of equity, we captured the findings through the lens of race/ethnicity. With the small sample size among races and ethnicities we used the same White_Status variable. The data shows highly significant disparity between White respondents perception of equity versus all remaining race/ethnicities. This analysis gave the highest level of statistical significance at a value of 0.002, this means that there is a high likelihood of difference between the two groups. While White respondents, on average, lean towards agree to this scale, all other respondents of Color can neither agree, disagree or do not know.

Figure 3.3-4



4 EQUITY IN CONTRACTING & PUBLIC ENGAGEMENT

4.1 EQUITY IN CONTRACTING

On average, employees remained neutral in their responses to the SF Planning Department's contractor hiring practices. This section of the survey uses a 3-item 5-point scale: "3" means *strongly disagree*, "6" means *disagree*, "9" means *neither agree nor disagree*, "12" means *agree*, and "15" means *strongly agree*. The three questions used to create the reliable scale was as follows:

1. SF Planning attempts to hire contractors that are racially/ethnically diverse [note that this survey question will need to be modified in future years to ensure consistency with State law. This survey does not point to final recommendations in contracting but it was used to gauge perceptions].
2. SF Planning hires contractors that have competence working with communities of color.
3. SF Planning hires contractors that are sensitive to the issues of racial and ethnic equity.

4.1.1 BY DIVISION

An analysis of perceived equity in contracting among job divisions shows a majority of respondents falling between disagreeing to neutrality or not knowing whether there is equity in contracting. The Current Planning and Citywide Planning divisions of the highest variance. Current Planning and Citywide Planning divisions had the highest variance, with the majority answering 9. Please refer to the following chart:

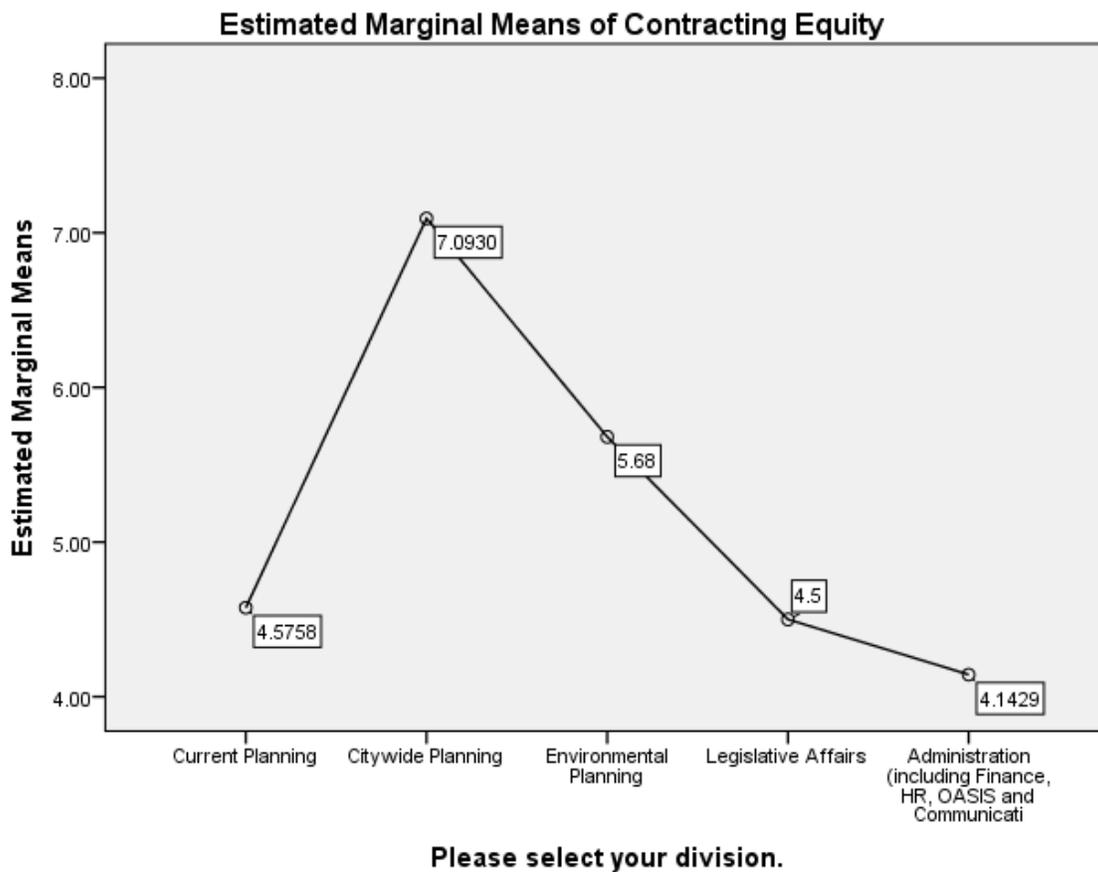


Figure 4.1-1

4.1.2 BY JOB CLASS

When conducting analysis by Job Class, there is a significant difference between Senior Management's perceptions of equitable contracting versus all other job classes. Support/clerical staff has the lowest score and most significant difference among answers; these respondents' scores suggest they disagree that contracting is done equitably and/or they do not know if it is. Planner positions have the second lowest score of 5 which although close to neither agree nor disagree is still within the disagree range.

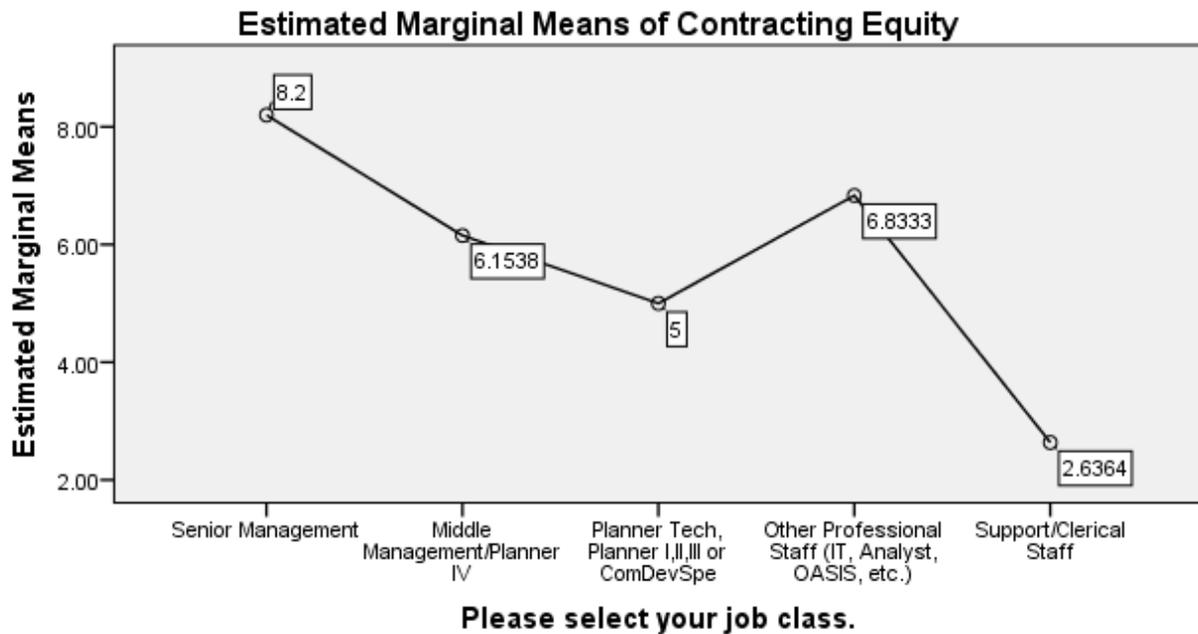


Figure 4.1-2

4.2 EQUITY IN PUBLIC ENGAGEMENT

The next 3-item topic in the survey focused on the department's efforts to engage with communities of color in San Francisco. This analysis consisted of the same 5-point scale with averages ranging from 3 for *strongly disagree* to 15 for *strongly agree*. This reliable scale consisted of the following 3 questions:

1. *I am aware of efforts in my department to be more inclusive in community outreach.*
2. *I am aware of efforts in my department to be more inclusive in public engagement.*
3. *My department seeks input on decision making from communities of color.*

4.2.1 BY RACE

It was found that most White respondents averaged scores of 9 or higher, with the majority falling at 12 to 15 as evidenced by skew toward the right in the blue lines in the chart. All other races/ethnicities averaged a score of 9: *neither agree nor disagree* as evidenced by the clustering towards the middle of the graph. White respondents also had the highest frequency of those that agreed to the questions to create the reliable scale which further suggests the difference in perception between White respondents and respondents of color. Please refer to the following chart:

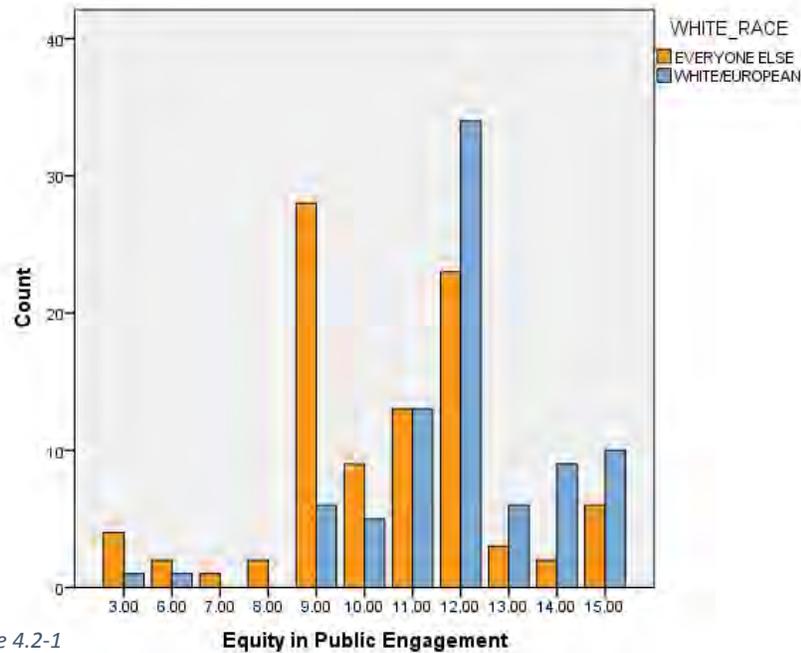
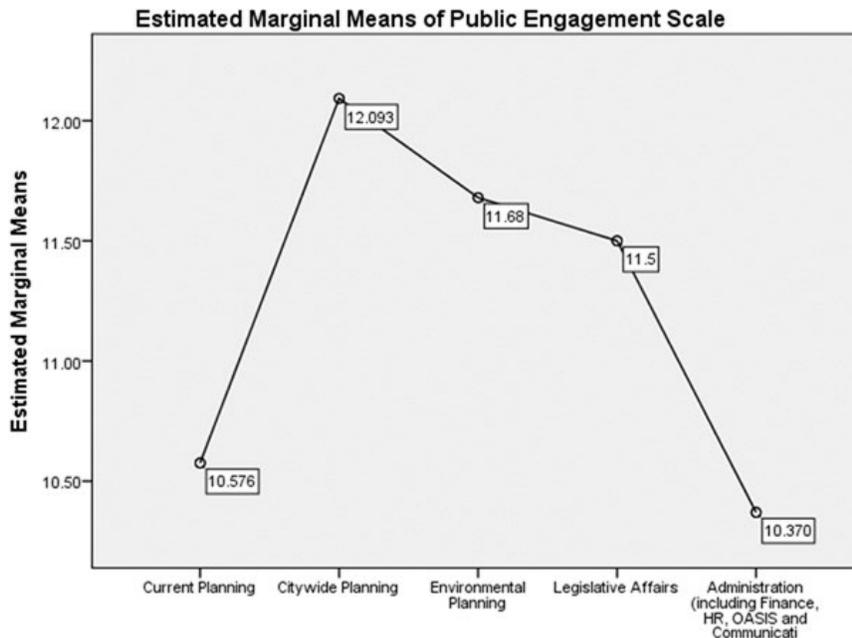


Figure 4.2-1

4.2.2 BY DIVISION

Using the same 3-item 5-point scale, we found that Citywide Planning, Environmental Planning and Legislative Affairs all had averages close to *agree* with 12.09, 11.68, and 11.50 respectively. The Current Planning and Administrative divisions' responses leaned toward *neither agree or disagree* with averages of 10.56 and 10.37 respectively.



5 SENIOR MANAGEMENT COMMITMENT TO RACIAL & ETHNIC EQUITY

Due to the previous significant results stemming from analyses of management versus non-management responses, we next focused on employees' perception of senior management's commitment to equity in the department. Using a 7-item 5-point scale, employees could respond within a range of 7 to 35: 7 for *strongly disagree*, 14 for *disagree*, 21 for *neither agree nor disagree*, 28 for *agree*, and 35 for *strongly disagree*. The seven questions used to create this reliable scale were as follows:

1. *SF Planning's Senior Management understands the value and importance of making racial and ethnic equity a priority in SF.*
2. *SF Planning's Senior Management acknowledges the value of conversations about racial equity.*
3. *SF Planning's Senior Management participates in conversations about racial equity.*
4. *SF Planning's Senior Management supports conversations about racial equity.*
5. *SF Planning's Senior Management addresses racial disparities in departmental planning strategies.*
6. *SF Planning's Senior Management proposes internal policies that can help foster institutional racial and ethnic equity.*
7. *SF Planning's Senior Management proposes external policies that can help foster institutional racial and ethnic equity.*

5.1.1 BY JOB CLASS

All responses by job class had average scores between 21 and 27. Senior Management and Support/Clerical staff had the greatest significant difference among responses, 27 and 21 respectively. The following tables visualize the survey responses by job class and by senior management versus other job classes:

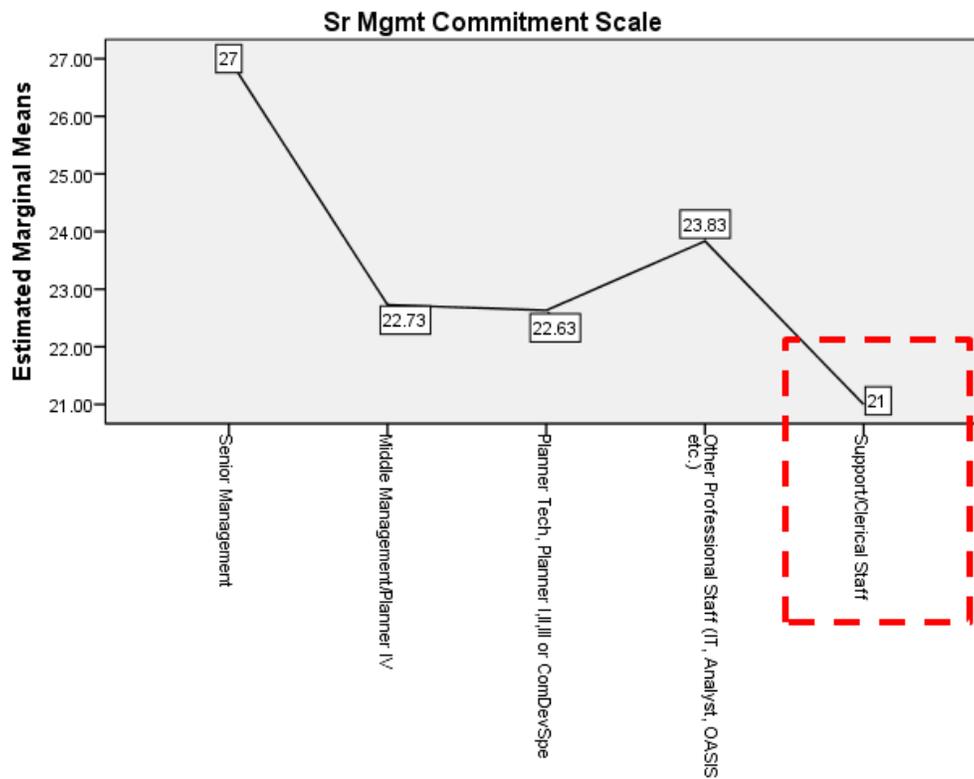


Figure 4.2-1

Continuing with Job Class, there was also a significant difference when looking at Senior Manager's perception of their commitment versus everyone else's perception. This analysis further reinforces that managers, especially Senior Managers have different experiences in the department.

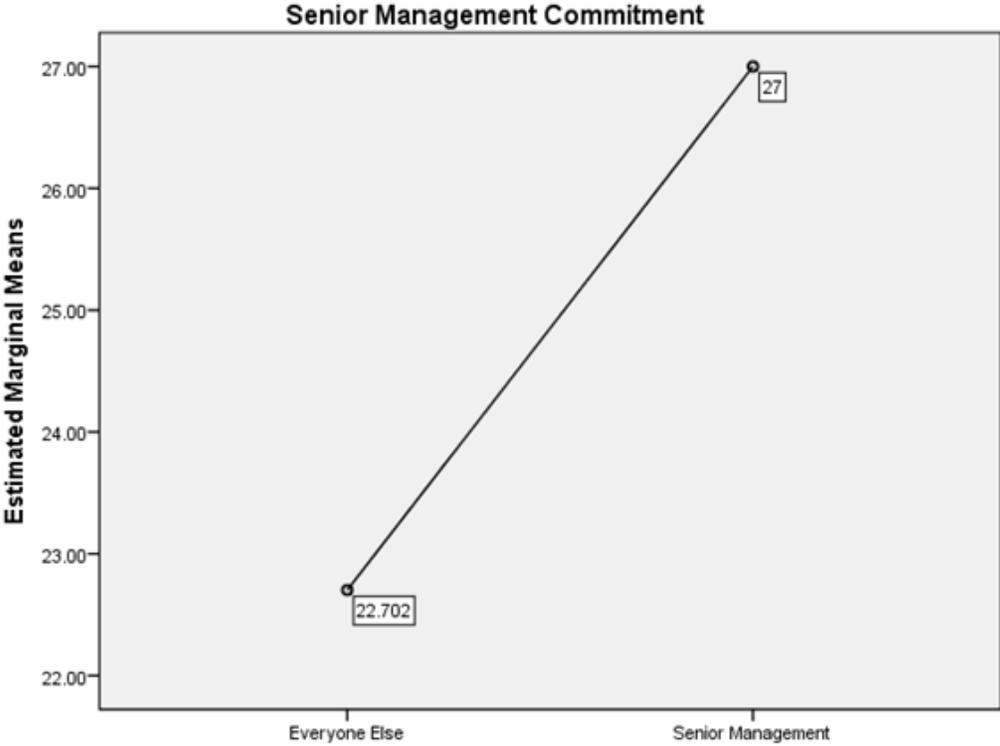


Figure 4.2-2

6 COMMISSION'S COMMITMENT TO EQUITY

6.1 PLANNING COMMISSION

The survey continues with employees' perceptions of how committed the Planning Commission is to equity in the SF Planning Department. All responses fell on a 3-item 5-point scale as follows: 3 for *strongly disagree*, 6 for *disagree*, 9 for *neither agree nor disagree*, 12 for *agree*, and 15 for *strongly agree*. The three questions that were used to create this reliable scale was as follows:

1. *The Planning Commission clearly articulates the importance of addressing racial equity in SF.*
2. *The Planning Commission clearly articulates the importance of achieving racial equity in SF.*
3. *The Planning Commission makes decisiona that reflect a commitment to advancing racial equity.*

When breaking down by division, Current Planning and Legislative Affairs responses show an average of *neither agree nor disagree*, 10.2 and 10 respectively. The remaining divisions average between *disagree* and *neither disagree or agree*: Citywide Planning (7.87), Environmental Planning (8.8), and Administration (8.91). The differences between Current Planning and Citywide Planning are significant, at 99% confidence level.

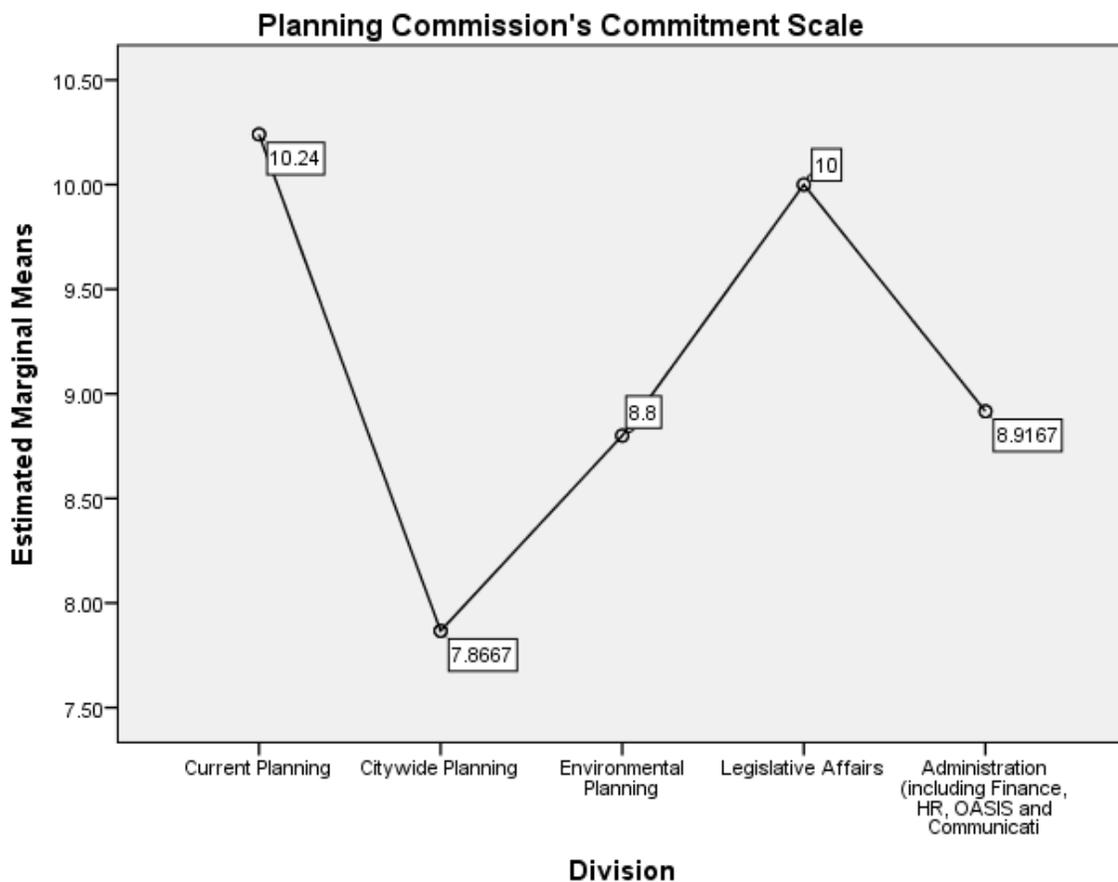


Figure 6.1-1

6.2 HISTORIC PRESERVATION COMMISSION

The survey also examines the results of how employees feel about the commitment of the Historic Preservation Commission to equity in the SF Planning Department. Due to the sparsity of the data returned by the Legislative Affairs division, this has been omitted from the Historic Preservation Commission analysis. All responses fell on a 3-item 5-point scale as follows: 3 for *strongly disagree*, 6 for *disagree*, 9 for *neither agree nor disagree*, 12 for *agree*, and 15 for *strongly agree*. The three questions used to create the reliable scale were as follows:

1. *The Historic Preservation Commission clearly articulates the importance of addressing racial disparities in SF.*
2. *The Historic Preservation Commission clearly articulates the importance of achieving racial equity in SF.*
3. *The Historic Preservation Commission makes decisions that reflect a commitment to advancing racial and ethnic equity.*

Citywide Planning (7.63), Environmental Planning (8.29), and Administration (9) average responses between *disagree* and *neither disagree or agree*. Current Planning (10.23) responses are between *agree* and *neither disagree or agree*. The differences between Current Planning and Citywide Planning, as well as the differences between Current Planning and Environmental Planning, are statistically significant. Citywide has the lowest score in the scale suggesting that respondents disagree that the Historic Preservation Commission is committed to equity.

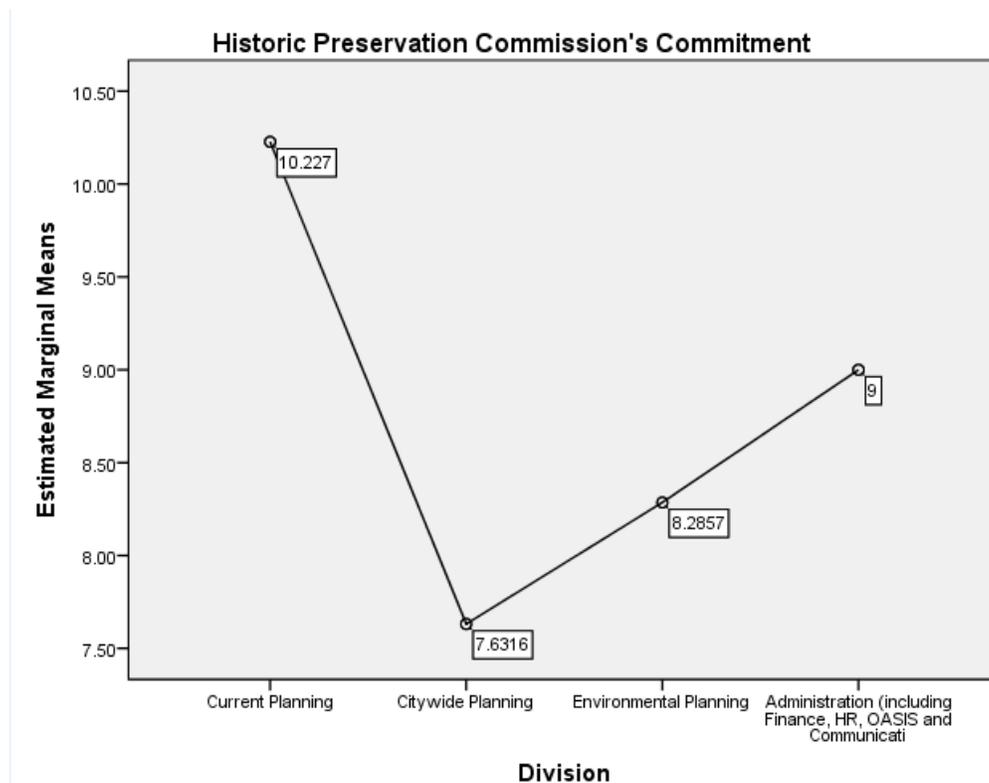


Figure 6.2-1

7 FINAL IMPRESSIONS

7.1 PROGRESS TOWARDS RACIAL & SOCIAL EQUITY

The majority of respondents (48.6%) do not know if the Core team is making progress at eliminating racial inequity in the community. When employees were asked if the department is making progress toward racial equity, 60% of employees agree. Many employees (41%) disagree that San Francisco is making progress. Employees seem to be split; however, with 36% of employees agreeing that City is making progress.

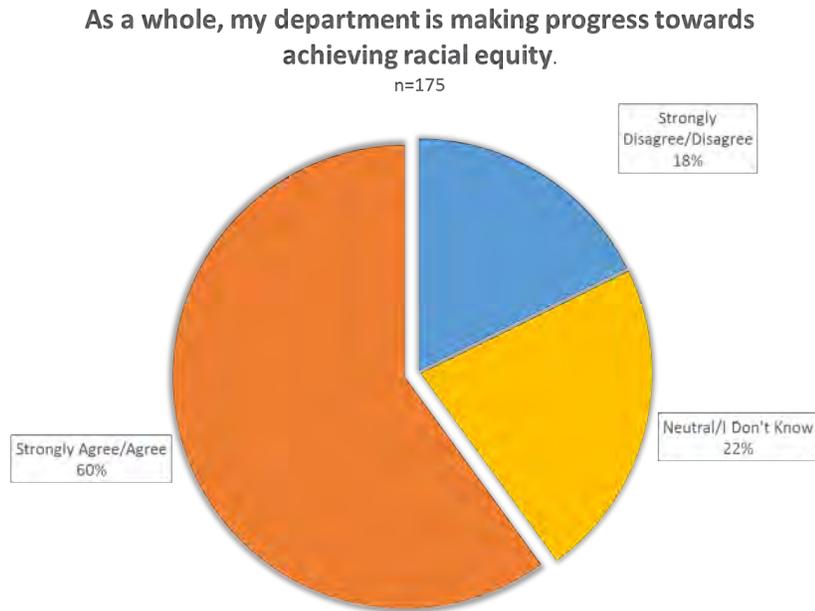


Figure 7.1-1

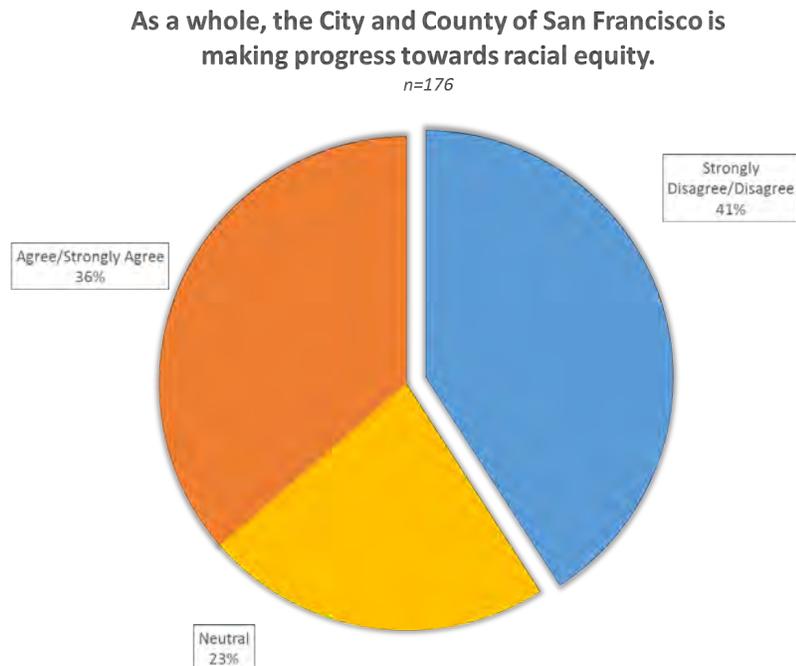


Figure 7.1-2

7.1.1 PROGRESS TOWARD EQUITY SCALE BY RACE/ETHNICITY

With the consistency of the responses from these questions, once again an additive 3 item 5-point scale was used for further analysis. This scale ranges from 3 – *strongly disagree*, 6 – *disagree*, 9 – *neither /I don't know*, 12 – *agree*, and 15 – *strongly agree*. The three questions used to form this scale were as follows:

1. *As a whole, my department is making progress towards achieving racial equity.*
2. *As a whole, the City and County of San Francisco is making progress towards racial equity.*
3. *SF Planning Core Team is making progress at eliminating racial inequity in the community.*

The Progress_Scale, with a reliability of .77 and an overall mean of 9.6, shows that overall, respondents stand neutral. Surprisingly, there is a significant difference between White respondents versus Everyone Else on the scale. White respondents on average disagree that progress is being made towards racial equity, while all other races are neutral. This suggests, that White respondents believe more can be done to progress equity while all other respondents. The graph below displays this difference.

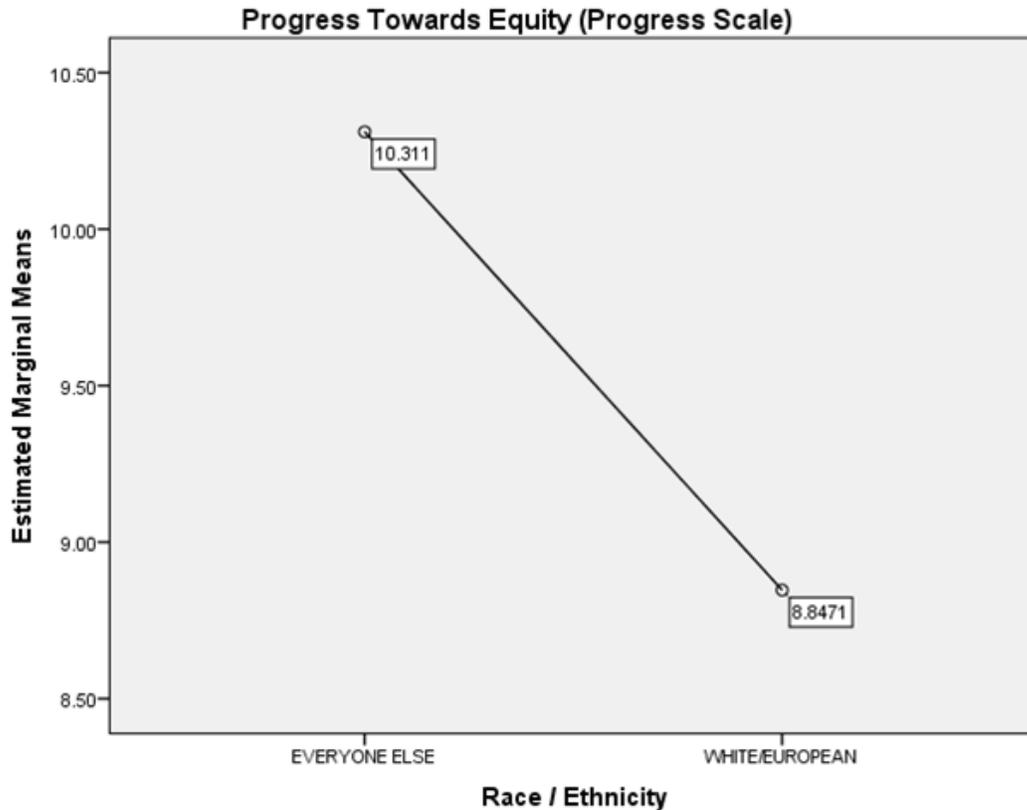


Figure 7.1-3

7.2 CLUSTER ANALYSIS BASED ON MANAGEMENT SUPPORT

A data mining approach was used to see how respondents felt about the amount of management and departmental support they receive when it comes to racial equity. We relied on a two-step cluster analysis to group respondents into several segments based on their responses to five related questions. The number of clusters was automatically determined by the clustering procedure based on the cohesiveness of the segments and separation between the average responses between the groups. Two natural clusters emerged through our analysis: a large group of *satisfied employees* and a relatively small group of *employees that are highly unsatisfied*. We used the following 5 scale response questions to measure employees' overall satisfaction with management support. From the analysis, 93.7% of employees fell within the *satisfied* cluster with 6.3% of employees falling within *unsatisfied*. The following table displays each cluster's average response to the 5 questions with 1=strongly disagree to 5=strongly agree.

Question	Cluster #1 Mean	Cluster #2 Mean
People in leadership in my department participate in discussions about institutional racism.	3.7	1.2
People in leadership in my department support discussions about institutional racism.	3.15	1.3
My department provides support for resolving workplace issues involving institutional racism.	4.15	2.4
My department encourages staff to participate in trainings, workshops, or events that address racial equity.	3.24	1.2
My department fosters initiatives that put racial equity at the forefront of its decision-making processes.	3.33	1.1

Table 7.2-1

Observing the question with the highest importance, we see that cluster 1 – large group of satisfied employees (symbolized in dark red in figure below), trends around 3-4 points. Cluster 2, which is the small group of unsatisfied employees trends to 1 point which is strongly disagreeing to this question.

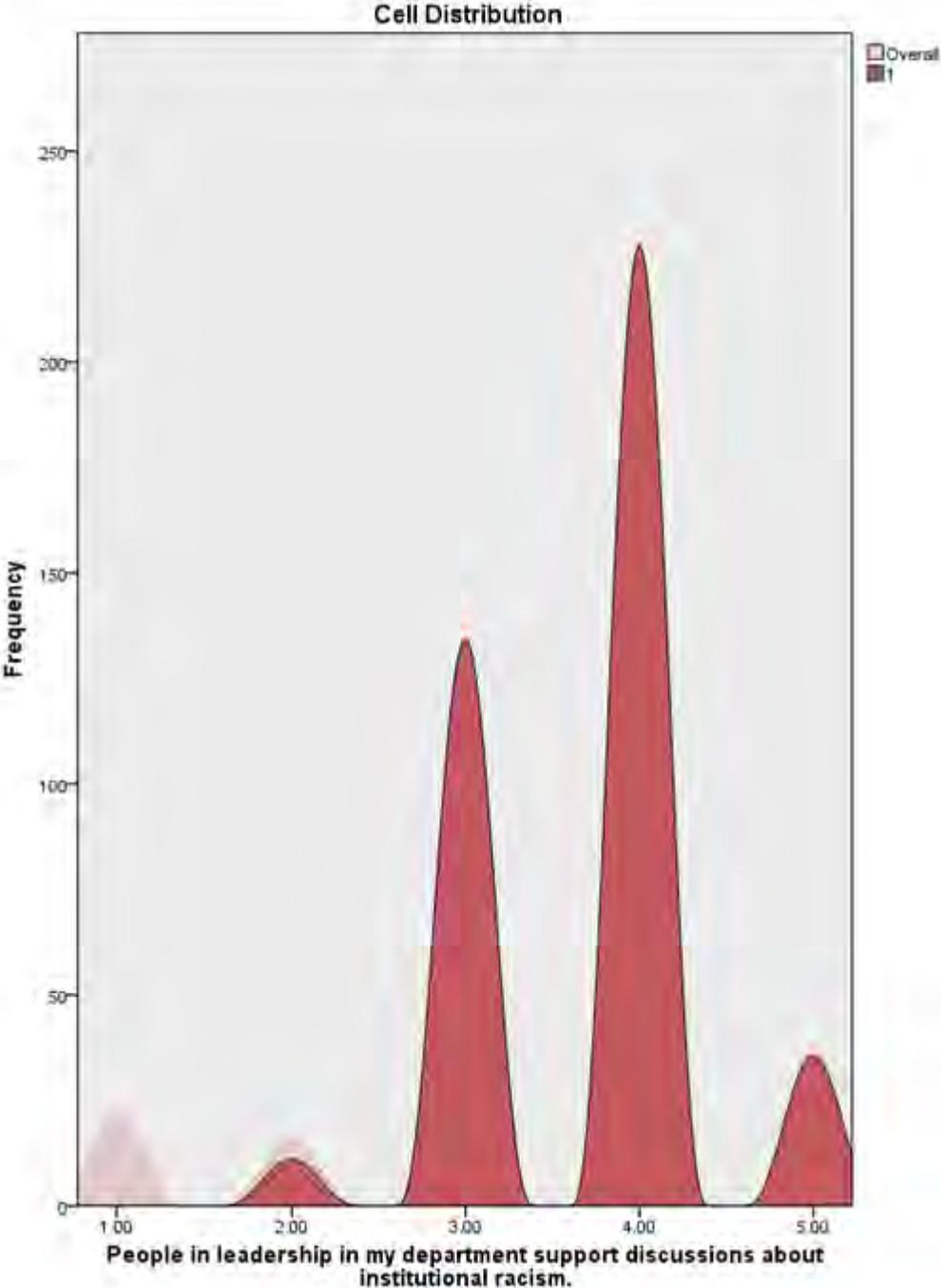


Figure 7.2-2

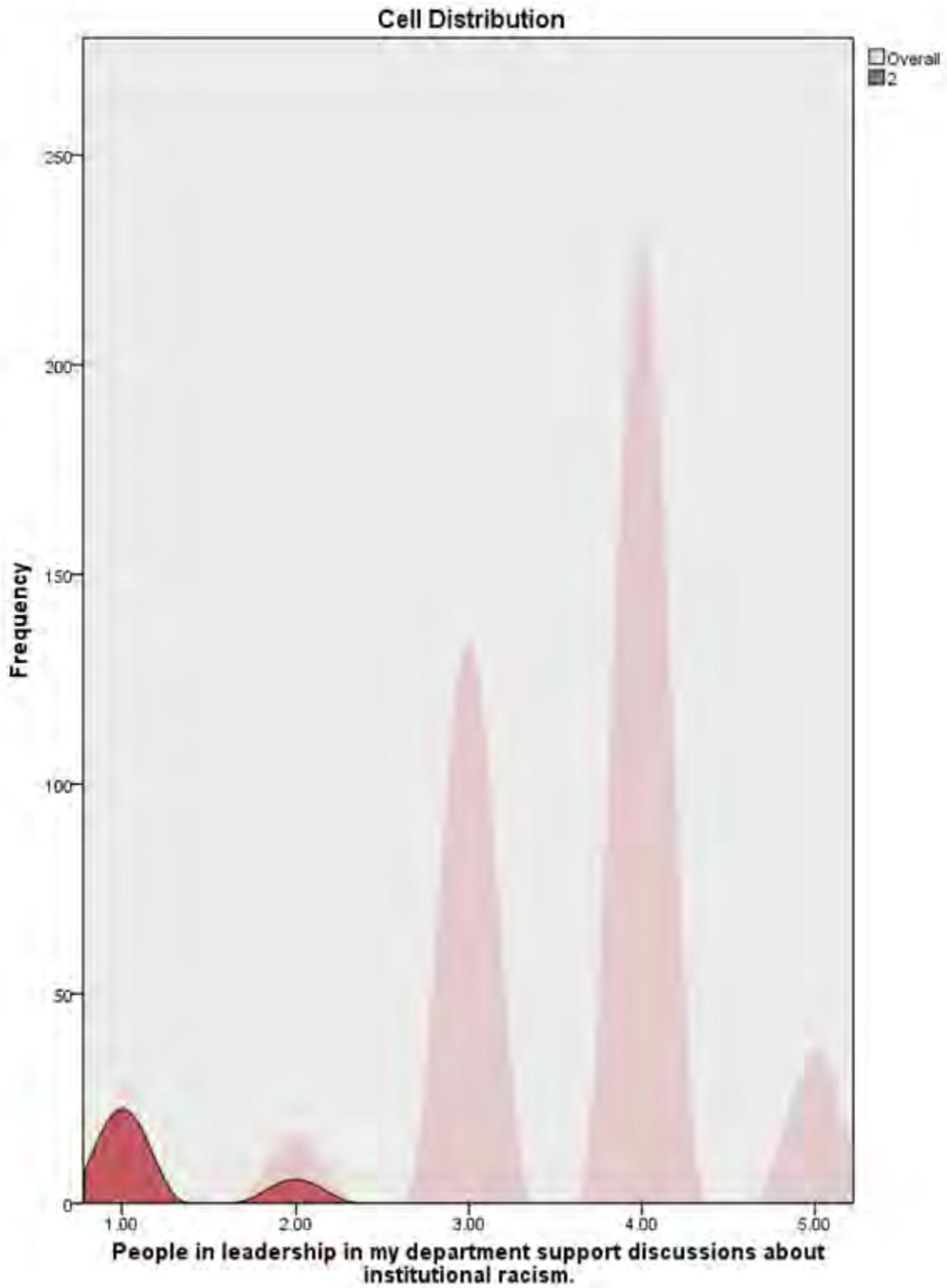


Figure 7.2-3

7.2.1 CLUSTER ANALYSIS & RACE/ETHNICITY

We also looked at the demographic characteristics associated with the two clusters. One variable that significantly differed by segment was ethnicity. The results reveals that Latina/o/x and Multiracial employees are overrepresented in the second cluster of relatively unsatisfied employees (they are the most unsatisfied at 25% for Latina/o/x, 63% for multi-racial employees, followed by Asian employees at 13%. Everyone else was 0% unsatisfied). Generally, the group of unsatisfied employees predominantly consisted of non-white employees. The p-value associated with the Fisher's exact test was 0.0023 indicating that the racial makeup of the clusters is different compared to what we should expect if the segments were formed at random. This means that this could not have been due to chance and that there is some correlation between ethnicity and the level of satisfaction of employees.

7.3 QUALITATIVE ANALYSIS

Of the 178 short answers, there were seven tangible themes that were found when quantifying (coding) the qualitative data. The seventh category is for responses that do not fall within a defined theme or there are not enough common responses to define a new category (less than 2). Bolded themes have the highest frequency of answers that fall within the theme. The two bolded themes reinforce what was found through quantitative results of the survey. The largest percentage of qualitative responses fell into the category of racial disparities, demonstrating that many employees (around 45% of all respondents) understand and see racial inequities within the department. As we found, by overlaying the results of what employees need to be “more actively involved” in addressing racism and as this table shows, tools and education are necessary. To graphically show the frequency of words or phrases mentioned we created a word cloud.

<i>Theme/ Category</i>	<i>Description</i>	<i>Frequency</i>
<i>Racial Disparities</i>	Deliberate actions that cause underrepresentation among marginalized races/ethnicities, to the advantage of their White counterparts	30%
<i>Unintentional Blindness</i>	Unintentional actions by leadership that reinforce institutional/systemically oppressive infrastructures. Employees believe these actions can be limited through education.	4%
<i>Not Interested or Offended by Survey</i>	Employees did not wish to divulge information or felt it was inappropriate to address questions of racial inequity in the workplace.	11%
<i>Bias or Favoritism</i>	Employees concerned with workplace bias that is skewed in favor of White employees, who are believed to receive better compensation, advancement opportunities, and positions of influence.	10%
<i>All Inequities Matters</i>	Employees concerned with other marginalized groups, such as gender and sexuality.	7%
<i>Tangible Tools or More Education</i>	Employees that show interest in being more active in addressing inequity and need more education and/or tools to help implement such practices.	24%
<i>Other Nuances</i>	Responses that could not be quantified into a separate theme.	14%

Table 7.3-1

7.3.1 QUALITATIVE ANALYSIS BY DIVISION

Omitting the “Other Nuances” category, it was found that Current Planning is the most aware of the intentional racial disparities. While Citywide Division is aware of the racial disparities, this division has a high concentration of answers that request tangible tools and education. Environmental Planning has the highest concentration of respondents requesting tools and education. The Environmental Division also has the highest frequency of responses that are not interested or are offended by the survey. Legislative Affairs Division was removed as the division did not give any qualitative responses. Administration does not have a definitive concentration of responses. However, this division does have the highest response rate of bias. Also, Administration has the highest concentration of responses that could not be categorized; this suggests the variations of experiences likely due to the most varied range of classifications and roles and a possible need for innovative approaches to training.

7.3.2 QUALITATIVE ANALYSIS BY RACE

Finally, qualitative themes were analyzed by race. With the sample size of each race being small, the White_Status variable was once again utilized. The results are listed in the table below. Conditional formatting was used to show the differences between the sets of answers. There were significant differences between White respondents and everyone else for the racial disparities, unintentional bias, tangible tools/more education, bias/favoritism, and other nuances. 30% of White respondents that gave short answers falling within the tangible tool theme suggest that more education will help them address inequity. This also reinforces the prior test ([Tools Needed to Address Racial Disparities](#)) of what employees need to address racial disparities. The most telling result is the significant difference between answers for the Bias/Favoritism theme. This significant difference reinforces the way that respondents experience the organizational culture of the department differently and also should raise concerns around the potential equitable treatment of employees especially of different race and

	<i>Current Planning</i>	<i>Citywide Division</i>	<i>Environmental Planning</i>	<i>Administration (including Finance, HR, Oasis, & Comm.)</i>
<i>Racial Disparities</i>	45%	28%	0%	14%
<i>Unintentional Blindness</i>	3%	9%	0%	0%
<i>Not Interested / Offended by Survey</i>	11%	4%	15%	14%
<i>All Inequities Matter</i>	3%	14%	20%	14%
<i>Tangible Tools / More Education</i>	14%	33%	40%	14%
<i>Bias / Favoritism</i>	5%	7%	15%	18%
<i>Other Nuances</i>	19%	5%	10%	27%
<i>Total</i>	100%	100%	100%	100%

ethnicities.

THEME/RACE	Everyone	White
<i>Racial Disparities</i>	↑ 41%	↓ 17%
<i>Unintentional Blindness</i>	↑ 5%	↓ 2%
<i>Not Interested / Offended by Survey</i>	↓ 10%	↑ 11%
<i>All Inequalities Matter</i>	↓ 10%	↑ 10%
<i>Tangible Tools / More Education</i>	↓ 16%	↑ 30%
<i>Bias / Favoritism</i>	↑ 11%	↓ 5%
<i>Other Nuances</i>	↓ 7%	↑ 25%

7.3.3 QUALITATIVE RECOMMENDATIONS

In the creation of curriculum, programming, and other events the Core team should concentrate on making sure that employees leave with tangible knowledge. If this knowledge does not take the shape of a specific tool but for example, language and vocabulary, this should be made clear to employees attending the session or training. Next, the Environmental and Administration divisions may need more time and/or innovative approaches to training. Finally, leadership may need to address the claims of bias and favoritism when it comes to promotions, raises, salaries and the overall equitable treatment of employees of different races and ethnicities.

8 CONCLUSION

8.1 KEY TAKEAWAYS

Overall, there is consensus among respondents that racial equity and addressing racial and ethnic disparities is important through planning work. While respondents agree that the department is moving towards achieving racial and ethnic equity, they disagree that the City of San Francisco is moving in the right direction. Management opinions and experiences significantly differ from the rest of the department; especially senior management's opinions. Respondents feel they need both time and training to feel capable of advancing racial and social equity through their work. As predicted, there is variation between the perspectives and experiences of respondents based on their race/ethnicity, division, and job class. While there are many insights to respondent's perceived equity and fairness, the significant differences between White respondents and everyone else, reveal the need for intentional space to address organizational culture.

8.2 PRESENTATION OF RESULTS

There has been several iterations of the presentation of the results. With the sensitivity of the results and the concerning nature of the qualitative responses, there were several meetings amongst the Core team to decide how to communicate these results to management and overall staff. The presentation schedule is listed below:

	<i>Attendance</i>	<i>Date</i>
Presentation #1	Director Chief Administrative Officer Project Manager and Project Director	4/24/2017
Presentation #2	Management Training Session #3 – majority of managers were in attendance for the third installation of racial equity training	4/25/2017
Presentation #3	All Staff Brownbag Presentation – open invitation for overview of results	8/1/2017

8.3 CHALLENGES

With the limited diversity of the department by classification, separate variables had to be created to be able to analyze data in anonymous and statistically significant ways. Sample sizes for People of Color (not including Asian) were extremely low which limited insight into the experiences of Black, Native, and Latino/a/x/Hispanic employees. Another challenge that arose was the amount of questions to be analyzed. While a system was employed to go through each question, scales had to be created to be able to digest similar questions easily. Analyzing data to create institutional change within an organization allowed for more explorative approach to analysis. However, there were not a lot of sources to refer to for help. The team felt that the analysis was somewhat laborious since the Planning Department lacked precedents for analyzing this kind data. Unlike reviewing user data (the amount of views for a post or product), analyzing qualitative responses as quantitative data allowed for innovative approaches to finding significance results. Lastly, it is suggested to have third party consultants review future results to keep objectivity within the results. Objectivity is critical to the validity of the results and credibility of any policies, processes, and/or tools that are informed by these and future results.

8.4 ACKNOWLEDGMENTS

The MGT 245 – Marketing Analytics class would like to thank the SF Planning Department for the opportunity to analyze this data. The class learned and utilized several tools: SPSS, R Project for Statistical Computing, Microsoft Excel, and Survey Monkey. The class also appreciates the opportunity to present results to the Director of Planning, John Rahaim and the Chief Administrative Officer, Tom DiSanto.

8.5 ADDITIONAL NOTES

- *“I don’t know” responses to questions were recoding to be included into the Neither agree/disagree variable. “No response” was left as system missing.*
- *Respondents that identified as “Trans” were categorized as prefer not to answer for anonymity.*
- *Past presentations and excel results may be outdated or changed due to the amount of iterations that were created following the initial presentation of survey results. Refer to this document for most up to date findings.*

8.6 FOR FUTURE REFERENCE

This document was written, edited, and finalized by Terea Macomber, Racial Equity Intern (2016/2017).

Racial & Social Equity Terminology / Glossary

- **Ableism:** Discrimination or prejudice, whether intentional or unintentional, against persons with disabilities
- **Accommodation:** is a modification, whether in the classroom or in the workplace, that ensures that a person with a disability can participate on a “level playing field” as those without disabilities.
- **Accessible:** Spaces and programs are made to be inclusive of persons with disabilities, and generally don’t require accommodations.
- **Adverse Impacts:** refers to practices or policies that appear neutral but have a discriminatory effect on a protected group. Source: Office of Equity and Human Rights (OEHR)
- **Affirming Congregation:** Congregations, usually Christian churches, which welcome LGBTQ people.
- **Alliances:** The confluence in struggle of large-scale social forces (like social classes, or social movements), as part of a strategic orientation toward the coordinated pursuit of common aims.
- **Asian:** Culture, people and customs related to the continent of Asia. Be aware of the differences in areas, such as South Asia (India, Pakistan, etc.) and East Asia (China, Japan, etc.). Oriental is considered offensive and should not be used as a synonym.
- **Being an Ally:** a sincere commitment on the part of a privileged individual to offer ongoing support to individuals, groups or organizations that oppose that kind of privilege, and to take direction from them about the form that support should take.
- **Black & African-American:** Black refers to people of the African diaspora, which includes those in the Americas, the Caribbean and Europe. African-American refers to Americans of African descent. Some prefer one term over the other.
- **Classism:** A system of power and privilege based on the accumulation of economic wealth and social status. Classism is the mechanism by which certain groups of people, considered as a unit according to their economic, occupational, or social status, benefit at the expense of other groups. The effects of this imbalance are pervasive in the social system, affecting all facets of people’s lives.
- **Cisgender:** Someone who identifies as the gender they were assigned at birth. If someone assigned “female”, raised as a girl and identifies as a girl/woman, she is cisgender.
- **Civil Rights Title VI:** refers to Federal Law. No person in the United States, on the grounds of Race, Color, or National Origin, shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any program, service, or activity of a public entity, like the City of Portland, that receives federal assistance.
- **Color Blind:** This term originated from civil rights legislation, but is currently used by those who oppose race-conscious policies, like affirmative action, to argue that race does not/should not matter in decision making. It is also used to mean that one does not ‘see’ race, but can be disempowering for people whose racial identity is an important part of who they are.
- **Communities of Color:** is a term used primarily in the United States to describe communities of people who are not identified as White, emphasizing common experiences of racism. Source: OEHR
- **Cultural Appropriation:** taking and benefiting from the expression, ideas, artifacts, etc. of another culture without permission. Often done by the dominate culture. This is not cultural exchange, which requires mutual

consent and respect.

- **Discrimination:** Actual negative or positive actions or treatment towards members of a particular group based on their membership of that particular group
- **Disparate Impacts:** refers to practices or policies that may be considered discriminatory and illegal if they have a disproportionate “adverse impact” on persons in a protected class. Source: OEHR
- **Equity Lens:** is a critical thinking approach to undoing institutional and structural racism, which evaluates burdens, benefits, and outcomes to underserved communities. Source: OEHR
- **Ethnicity:** A category that describes membership to a group based on real or presumed common ancestry, shared languages and/or religious beliefs, cultural heritage and group history.
- **Explicit Bias:** is the evaluation of one group and its members relative to one another, expressed directly with full awareness. Source: OEHR
- **First Generation Student:** a post-secondary student whose parents never enrolled in or completed college.
- **Gender Expression:** The physical manifestation of gender through clothing, hairstyle, voice, body shape, etc. Most people make their expression match their identity (who they are), rather than their sex assigned at birth.
- **Genderqueer:** Someone whose gender identity or expression is neither man nor woman, is between, beyond or some combination of genders.
- **Heterosexism:** is a form of bias and discrimination that favors people who are exclusively romantically and/or sexually attracted to people of the opposite sex/gender.
- **Identity:** The sense of self, providing sameness and continuity in personality over time; the condition of being oneself and not another.
- **Immigrant:** Person who moves to another country usually for permanent residence. They may or may not be citizens. Alien is considered a slur.
- **Implicit Bias:** is the evaluation of one group and its members relative to one another, expressed indirectly, usually without awareness. This operates in one’s subconscious. Source: OEHR
- **Income Gap:** is a disparity in income between one group and another. Looked at in terms of the whole economy, the most common income gap is that between ‘rich’ and ‘poor’, with the ‘rich’ usually being defined at the top 20% of income earners (the top quintile), and the poor the bottom 20% (bottom quintile.)

The income gap between blacks and whites is a result of the lasting legacy of slavery. In 2014, the Pew Research Center reported that the median white household was worth \$141,900, 12.9 times more than the typical black household, which was worth just \$11,000. In 2007, the ratio was 10 to one. The divide between white families and Hispanics was similar (Slate, J. Weissmann 2014).

In 2015, female full-time workers made only 80 cents for every dollar earned by men, a gender wage gap of 20 percent. Women, on average, earn less than men in virtually every single occupation for which there is sufficient earnings data for both men and women to calculate an earnings ratio (Institute for Women’s Policy Research, 2016).

- **Internalized Racism:** Interpersonal Racism mean? What are some examples of this type of racism? Interpersonal Racism is when an individual shows negative ideas or actions towards another race or culture not their own. All

types of people have these attitudes, but these attitudes are most obvious in the White dominated society we live in.

- International: relating to two or more nations.
- Interpersonal Oppression: Attitudes and actions that reflect prejudice against a social group (unintentional and intentional).
- Interpersonal Racism: Interpersonal Racism is when an individual shows negative ideas or actions towards another race or culture not their own. All types of people have these attitudes, but these attitudes are most obvious in the White dominated society we live in.
- Institutional Oppression: Policies, laws, rules, norms, and customs enacted by organizations and social institutions that disadvantage some social groups and advantage other social groups (intentional and unintentional).
- Institutional Racism: Institutional Racism is the laws and practices that institutions create in order to benefit White people at the expense of people of color. The outcomes of these policies and practices always have negative effects on people of color. Institutional Racism is different from interpersonal or internalized racism because it does not just affect one person; it affects large groups of people at once. The flipside of Institutional Racism is White Privilege, the fact that White people have social advantages in things like getting jobs, getting into college, and running government and businesses.
- Intersectionality: Can be defined as the study or concept of discriminatory or oppressive institutions on disenfranchised groups or minorities, and the way these groups are interconnected. The theory of intersectionality is based on the concept that oppressive institutions within society, such as racism, ageism, sexism, and homophobia, do not act independently, but are instead interrelated and continuously shaped by one another. (source, UCCNRS)
- Latin: a person of Latin American descent. Hispanic refers to relation with Spain or Spanish-speaking countries; "Spanish" only refers to someone from Spain. In the Spanish language, most nouns default to masculine or feminine, as do the adjectives that describe them. So if you're referring to a group of people that includes a man, the word you'd use for that group would be masculine – even if that group is mostly made up of women. To get around this, a growing number of activists, academics and bloggers have taken to employing the webby appellation "Latin@," which includes both the masculine "o" and the feminine "a," as a way to describe people with Latin American roots (and now Latinx without reference to gender). (NPR, Gene Demby 2013).
- LGBTQ Acronym: stands for Lesbian, Gay, Bisexual, Transgender and Queer. The acronym sometimes includes Asexual, Intersex, Questioning, Ally, Unidentified or Genderqueer.
- Microaggressions: commonplace verbal or behavioral indignities, whether intentional or unintentional, which communicate derogatory, hostile, or negative racial slights or insults.
- Minimum Wage: the least amount of money per hour that workers can be paid by law. In Missouri it is 7.65 per hour.
- Minority: Small group or category within a larger demographic. For example, in 2014 only 3% of undergraduate students at the University of Missouri were Latino or Hispanic.
- Misogyny & Trans-Misogyny: is a general hatred and hostility towards women. Trans-misogyny is the same hatred but targeted at trans-feminine people.
- Multiracial: representing various races or person whose parents are of different races or ethnicities.

- Native American: a member of any of the first groups of people living in North America. When in doubt, ask what identity label someone prefers (Native American, American Indian, First Nation or Indigenous person). Indian is seen as an offensive term.
- Non-binary: identities that are not defined along the male/female binary. Non-binary people may feel that they exist as both, neither or a mix of identities.
- Oppression: A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on individual, institutional, and cultural levels.
- Oppression Olympics: A term that describes but rejects as false the phenomenon whereby people against prejudice towards one group will attempt to position that prejudice as “worse” than the prejudice faced by another group.
- People or Person of Color: Umbrella term for anyone who is non-White. Colored is considered offensive although some individuals still prefer it. Ethnic and urban are also considered terms with negative undertones and are not synonymous.
- Positionality: A practice of acknowledging the specificity of one’s social position, especially one’s access to privilege, which may make one incapable of understanding or speaking authoritatively about the ways others are impacted adversely by the operation of privilege. Example: the “I am not Trayvon Martin” meme” from 2013, which urged white people to refrain from identifying with African-American resistance, for reasons of positionality.
- Power: The People’s Institute defines power as “having legitimate access to systems sanctioned by the authority of the state.” (Chisom and Washington, op. cit., p.36.)

Other definitions of Power which you might find useful

- Power is the ability to define reality and to convince other people that it’s their definition. (Definition by Dr. Wade Nobles)
- Power is ownership and control of the major resources of a state, and the capacity to make and enforce decisions based on this ownership and control.
- Power is the ability to decide who will access to resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events
- Prejudice: A negative or positive (usually negative) attitude or affective response toward a certain group and its individual members
- Pronouns: Gendered pronouns include she/her and he/him. Gender-neutral pronouns include the singular they/them and ze/hir. Many other pronouns exist as well. If unsure of someone’s pronouns simply ask “what are your pronouns.”
- Privilege: Unearned access to resources only readily available to some people as a result of their advantaged social group membership.
- Queer: A reclaimed term used to self-identify as part of the LGBTQ community. Not everyone uses this term as it can be used as a slur. Consider context before using this term.
- Race: The meaning of ‘race’ is constantly shifting and being contested. Its uses in a society have more to do with power relations, economic arrangements, social norms and prevailing ideologies than with physiological differences between and among human beings (such as skin color). Race as a way of categorizing groups of

people most often is used to explain, justify and/or maintain inequalities and oppressive social practices. While concepts of race have varied and changed over time – often in response to resistance and struggle—a socio-historical category used to divide people into populations or groups based on physical appearance, such as skin color, eye color, hair color, etc.

- Racial Equity: When race does not determine or predict the distribution of resources, opportunities, and burdens for group members in society. Source: OEHR
- Racial Equity Framework: An understanding of the root causes of racial disparities, an analysis of the structures that perpetuate these disparities, and the ability to deploy critical strategies to undoing those structures (i.e. community self-determination, shifting power, etc. . .) in order to replace them with structures that produce equitable outcomes.
- Racial Equity Tool: A set of strategies, procedures, and resources designed to integrate explicit consideration of racial equity and that can be implemented and applied throughout organizational policy, procedures, and operations to ensure/drove equitable process, impacts, and outcomes. Source: OEHR
- Racial Disparity: A significant difference in conditions between a racial group and the White population this is avoidable and unjust. For example, African-Americans are underrepresented in City of Portland management positions when compared to the percentage of African-Americans in the general population or the representation of Whites in management positions. Source: OEHR
- Racism: Racism involves ideology, structures, policies and practices, it is best understood as having several manifestations: interpersonal, institutional and structural (we define each of these below). Taken together, we can offer a working definition of racism: Racism is a system that consists of policies, practices, and norms that structure opportunity and assign value based on physiological characteristics such as skin color. Racism unfairly disadvantages some individuals and communities and undermines the realization of the full human potential of the whole society.
- Reverse Racism: A term created and used by white people to deny their white privilege. Those in denial use the term reverse racism to refer to hostile behavior by people of color toward whites, and to affirmative action policies, which allegedly give ‘preferential treatment’ to people of color over whites. In the U.S., there is no such thing as “reverse racism.”
- Social Group: A group of people who share a range of physical, cultural, or social characteristics within one of the social identity categories.
- Socio-Economic Status (SES): A place within the social hierarchy based on factors, like education, income and occupation.
- Solidarity: A stance, within and between social movements, of treating “injuries to one” as if they were injuries to all,” and resisting them in common, as matters of shared priority, rather than as the concern only of those under attack. Example: The “I am Trayvon Martin” slogan used in anti-racist protests in 2013, which echoed the old labor-movement principle of solidarity (“An injury to one is an injury to all.)
- Structural Racism: While most of the legally based forms of racial discrimination have been outlawed, many of the racial disparities originating in various institutions and practices continue and accumulate as major forces in economic and political structures and cultural traditions. Structural racialization refers to the ways in which social structures and institutions, +over time, perpetuate and produce cumulative, durable, race-based inequalities. Structural Racism lies underneath, all around and across society. It encompasses:

History, which lies underneath the surface, providing the foundation for white supremacy in this country.

Culture, which exists all around our everyday lives, providing the normalization and replication of racism and, interconnected institutions and policies, they key relationships and rules across society providing the legitimacy and reinforcements to maintain and perpetuate racism.

Structural Racism in the U.S. is the normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color. It is a system of hierarchy and inequity, primarily characterized by white supremacy – the preferential treatment, privilege and power for white people at the expense of Black, Latino, Asian, Pacific Islander, Native American, Arab and other racially oppressed people.

- Transgender: is someone who does not identify as the gender they were assigned at birth. Transvestite or transsexual should not be used as a synonym.
- Underrepresented: refers to groups of people who traditionally and currently are represented in lower proportional numbers to dominant groups (i.e., the number of women in STEM fields, the number of minorities on campus, etc.).
- Under-served: refers to people and places that historically and currently have not had equitable resources or access to infrastructure, healthy environments, housing choice, etc. Disparities may be recognized in both services and in outcomes. Source: OEHR
- White (as in “white people”): The term white, referring to people, was created by Virginia slave owners and colonial rulers in the 17th century. It replaced terms like Christian and “Englishman” (sic) to distinguish European colonists from Africans and indigenous peoples. European colonial powers established white as a legal concept after Bacon’s Rebellion in 1676 during which indentured servants of European and African descent had united against the colonial elite. The legal distinction of white separated the servant class on the basis of skin color and continental origin. “The creation of ‘white’ meant giving privileges to some, while denying them to others with the justification of biological and social inferiority. (Margo Adair & Sharon Powell, *The Subjective Side of Politics*. SF: 1988. P.17.)
- White Privilege: A privilege is a right, favor, advantage, immunity, specially granted to one individual or group, and withheld from another. (Websters. Italics mine.) White privilege is an historically based, institutionally perpetuated system of: (1) Preferential prejudice for and treatment of white people based solely on their skin color and/or ancestral origin from Europe; and (2) Exemption from racial and/or national oppression based on skin color and/or ancestral origin from Africa, Asia, the Americas and the Arab world. U.S. institutions and culture (economic, legal, military, political, educational, entertainment, familial and religious) privilege peoples from Europe over peoples from the Americas, Africa, Asia and the Arab world. In a white supremacy system, white privilege and racial oppression are two sides of the same coin. “White peoples were exempt from slavery, land grab and genocide, the first forms of white privilege (in the future US).” (Virginia Harris and Trinity Ordone, “Developing Unity among Women of Color: Crossing the Barriers of Internalized Racism and Cross Racial Hostility,” in *Making Face, Making Soul: Hacienda Caras*. Edited by Gloria Anzaldua. SF: Aunt Lute Press, 1990. P. 310)
- White Supremacy: White supremacy is an historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.
- Xenophobia: fear or hatred of strangers or foreigners.



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