

SFPL RACIAL EQUITY ACTION PLAN

[GRAPHIC PLACEHOLDER]

December
2020

Phase 1: Internal Programs & Policies - DRAFT

The San Francisco Public Library's Racial Equity Action Plan will advance equity for our workforce and community

SFPL Racial Equity Action Plan

PHASE 1: INTERNAL PROGRAMS & POLICIES - DRAFT

RACIAL EQUITY ACTION PLAN BACKGROUND

The Office of Racial Equity (ORE) was established in July 2019 ([Ordinance No 188-19](#)) as a division of the San Francisco Human Rights Commission and in December 2019 Shakirah Simley was named ORE's Director. Creation of [ORE](#) was a result of advocacy and organizing by Black City workers, labor leaders and community members to address the City's growing racial disparities, and the history of structural and institutional racism in San Francisco's delivery of services to the public and in its own internal practices and systems. ORE is authorized to enact a citywide Racial Equity Framework, to direct Departments of the City and County of San Francisco to develop and implement Racial Equity Action Plans, and to analyze the impacts of pending ordinances, as well as various other policy and reporting functions. The ordinance also requires City departments to designate employees as racial equity leaders acting as liaisons with ORE, and the Department of Human Resources to assess and prioritize racial equity within the City's workforce. And finally, the ordinance authorizes ORE to create a budget equity tool to determine whether budgets benefit or burden communities of color.

PLAN REQUIREMENTS

In June 2020 ORE issued a draft [Racial Equity Framework and Racial Equity Action Plan template](#) to departments for Phase 1. Phase 1 of the ORE Racial Equity Action Plan (REAP) focuses on internal programs and policies, the workforce, and boards/commissions. The ORE's Phase 1 plan template includes seven categories: (1) hiring and recruitment; (2) retention and promotion; (2) discipline and separation; (4) diverse and equitable leadership and management; (5) mobility and professional development; (6) organizational culture of inclusion and belonging; and, (7) boards and commissions. The Phase 1 REAP is due to ORE by December 31, 2020. ORE is still in the process of developing the Phase 2 template; it will focus on City procurement, contracting/grants, and delivery of programs to San Franciscans. Beginning in 2022, departments will prepare annual reports on their REAP progress and the next REAP Phase 1 update will be in due by December 31, 2023.

Defining Racial Equity:

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

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

OVERVIEW OF SFPL'S RACIAL EQUITY ACTION PLAN

The San Francisco Public Library's Racial Equity Action Plan (REAP) supports the department's prioritization of racial equity for our workforce and community. The REAP will guide our work over the next three years across the department and will be integrated into our strategic priorities. Our Phase 1 REAP work was a collaborative effort and included: an 18-member cross-divisional Racial Equity Committee, Human Resources, Finance, Research, Strategy & Analytics, Community Programs & Partnerships, Access Services, Facilities, IT, and Library Administration (see Appendix F for staff names). The Phase 1 SFPL REAP structure follows the ORE Framework template and includes the following:

- Department background
- REAP development process
- Action plan details by each of the seven focus area that indicate:
 - Departmental goal: overall departmental goal for each focus area
 - Specific action items: specific acts to accomplish the departmental goals
 - Lead(s): staff accountable for the action item
 - Status: action item's current status
 - Timeline: action item's targeted end date
 - Indicators: action item's measurement(s)
 - Resources committed: what is needed to accomplish an action item
 - Implementation plan: plan details to accomplish an action item
- Current workforce demographic data
- Employee survey data
- Vulnerable populations served assessments
- SFPL's current strategic priorities
- Racial Equity Glossary

SFPL RACIAL EQUITY LEADS:

- Alejandro Gallegos, Community Engagement Manager
- Shawna Sherman, Acting African American Center Manager
- Maureen Singleton, Chief Operating Officer

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DEPARTMENT BACKGROUND

The San Francisco Public Library (SFPL), established as a free library in 1879. Since then, it has grown to a large system of 28 library facilities and four mobile libraries with more than 533,000 registered users and total circulation of 10.9 million materials in 2019-2020. It employs approximately 873 active employees in a variety of job classifications as of November 2020. The SFPL won the Gale/Library Journal annual award for Library of the Year in [2018](#), in recognition of its sustained efforts to meet community needs. In the Office of the Controllers biennial citywide survey of city agencies SFPL consistently ranks amongst the best rated departments by citizens and in 2019 received an "A-" rating, the highest grade ever given to a City department since the first City survey in 1996. The mission of the SFPL is to ensure free and equal access to information, knowledge, independent learning, and the joys of reading for the city's diverse community and is governed by a seven-member Library Commission. Like many libraries, SFPL adheres to a Library Bill of Rights which advocates for free and open access to information and promotes campaigns like, "All Are Welcome" within its library buildings.

While aiming to serve the community, the library also recognizes San Francisco has a long history of creating and/or enforcing laws, policies, and institutions that have promoted white supremacy and perpetuated racial inequities in the City and County of San Francisco, much of which is difficult to document due to historical erasure. The conditions that have created such racial inequities are also compounded by the intersection of race with class, gender, sexuality, immigration status, disability, and other social identities and experiences that result in inequitable treatment or opportunities.

In 2018 SFPL joined the Government Alliance for Race Equity (GARE), along with other city departments, providing library staff training, tools and support to build the capacity to combat racial inequities in the department. In FY 19, library administration created the SFPL Racial Equity Task Force and later solidified its work as permanent committee to further this work. The committee is made up of a diverse group of 18 employees in varying classifications and representing workgroups of the library which includes the addition in 2020 of Research, Strategy & Analytics, Custodial, and Security.

The library recognizes, stark disparities continue to exist for City residents along racial lines. Race predicts worse outcomes for people of color across key indicators, including education, income, health, and incarceration, among others. For example, household income for White households is close to three times that of Black families and close to double that of American Indian and Latinx households, respectively. Of inmates in San Francisco County Jail 53% are Black, while they only comprise about 5% of the City's total population. In 2018, American Indian and Black San Franciscans were more than three times more likely to be unemployed than Whites (11.9% and 12.5% versus 3.6%, respectively); and unemployment rates were similarly high for Native Hawaiian / Pacific Islanders (8.8%) and Latinxs (9.4%).

As part of GARE work, RE Committee members learned that campaigns stating that "All Are Welcome," on their face are true, but the goal of our race equity work involves analyzing data with a race equity lens in mind and recognizing that while we say "All Our Welcome" some may still encounter barriers to using our services. Although the City has taken steps to undo the damage caused by past policies and practices, racial disparities continue to the present day. Despite progress in addressing explicit discrimination, racial inequities continue to be deep, pervasive, and persistent in San Francisco.

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In the 1950s and beyond, particularly in the context of a national Civil Rights Movement, systemic racism in San Francisco became much less explicit. Moving away from overtly race-based exclusionary policies regarding land or business ownership, the City's more recent and increasingly sophisticated racism has been defined by inaction or lack of intervention with regards to racial discrimination in employment, housing, neighborhood choice (through implicit exclusionary zoning), education, health care, or the criminal justice system. Libraries are not immune to structural racism.

In libraries systemic racism is harder to define, especially in California. It also important to remember, that like almost every aspect to social life in the south, public libraries were segregated and underfunded. Many prominent African American's alive in that era -- Richard Wright, Alice Walker, John Lewis -- have stated publicly how this lack of access had an impact on their lives. Walker, once a San Francisco resident, said, she still thinks of her early experiences being barred from the public library in her hometown of Eatonton, Georgia, whenever she enters a library building. Even though San Francisco libraries were not segregated, we could wonder: Did the many African American migrants from the south, who contributed to a black population boom in the city during the war years, feel the same way?

As early as 1971, Judy Yung, the then 25-year-old librarian at the Chinatown branch, part of the "changing image of the typical librarian and typical library," promoted a community centered library service that included native languages and less stringent rules for patrons not used the public service. "Just the fact that administration has put ethnic people in ethnic communities is a big step," she told the San Francisco Chronicle.

There is also data from a 1978 survey of Library Services in San Francisco: Citizen Usage and Attitudes, conducted by the Friends of the San Francisco Public Library with the San Francisco Foundation, which showed a majority of library users were white, English speaking, and college educated. It highlighted a need for more language materials and people who reported never using the library, responded they didn't know where the libraries were and found it difficult using the service in English.

Today, lack of information on race impedes the library's ability to measure race equity. While services have expanded – the library now has an African American Center and a Chinese Center and a Filipino Center at its Main Library and circulates almost one million non-English materials – a broader survey on patron use by race is needed to know how patrons rate our services in Black, Indigenous, People of Color (BIPOC) community.

The reason for this lies in the tenants of the organization, protecting library user privacy and keeping confidential information that identifies individuals, or connects individual use of library books, materials, equipment, programs, facilities, and/or staff assistance is an integral principle of the SFPL. Once library materials are returned, we keep no record of what a patron has borrowed. The library and the city recommitted to this policy with the 2003 resolution protecting library users right to privacy against the USA Patriot Act. As part of our Racial Equity Plan, SFPL will be taking a look at whether race is considered private information or if it can be gathered to further the goals of the library.

As part of the Racial Equity Action Plan process the library will also be analyzing hiring and recruitment practices. While there are currently no reports on the library's hiring practices, in 1973, the San Francisco Chronicle reported a group of 8 black librarians in the system elicited the help of the NAACP and charged institutional racism and discrimination around the employment of black and other minority employees. And in 1981, SFPL created an Affirmative Action Program with the goal to remove barriers to employment at the library and achieve population parity in all job categories of the library. At the time, the professional class of

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the library was 81.7 percent White, 6.5 percent Black, 1.8 percent Hispanic, and 10.1 percent Asian, with 1.2 Filipino representation. There was a para-professional class of 42 percent White, 32 percent Black, 6 percent Hispanic and 20 percent Asian, including 8 percent Filipino. Service and Maintenance programs were majority Black at 46.9 percent, White at 31.3 percent, Hispanic 12.5 percent, 9.4 percent Asian, including 3.1 percent Filipino. The goal, the report stated, to recruit and hire minority and male employees, which was made illegal in California with 1989s California Proposition 209.

Today, while leadership is the whitest part of the workforce at 65 percent White, the percent of the professional class of 3630 Librarians is now at 54% White, with 27 % of the entry level librarian workforce identifying as Asian. Stark differences in pay are where we see differences today with people of color tending to learn less on average. While our workforce is far more diverse than it was in the 1980s, there are still gaps in the hiring of black and brown communities in the library's professional class and in management positions.

The Library has learned that analysis of its policies can and do show how inequities persist and this is evident in the recent study of [library fines](#). Library data found that patrons across all branches accrue fines at similar rates, but locations serving low-income areas have higher average debt amounts and more blocked users. This led to, on September 16, 2019, the elimination of overdue fines for all Library patrons, erasure of all outstanding overdue fines from patrons' records, which restored access to many patrons who have need of the Library's resources.

The Library will continue to center work and allocate its resources on racial and social equity; it acknowledges and apologizes for the history of racist, discriminatory and inequitable library policies that have resulted in racial disparities; and will work to develop proactive strategies to address and redress structural and institutional racism, in collaboration with Black and American Indian communities and communities of color. These actions are reflected in this plan.

SFPL'S REAP DEVELOPMENT PROCESS

After the Office of Racial Equity (ORE) issues the Phase 1 Racial Equity Action Plan template in summer 2020, the Library identified its Racial Equity Leaders from its Racial Equity Committee to begin planning the process to build the Library's REAP. The REAP team consists of the Library's Racial Equity Committee, which is a diverse group of 18 employees in varying classifications and representing workgroups of the library, Human Resources, Finance, Community Programs & Partnerships, Access Services, Facilities, IT, and Library Administration. See Appendix F for a full list of the Library's REAP team members. Key REAP development tasks rested with the Racial Equity Committee members and Human Resources. Other Library divisions and units were consulted as needed for information applicable to given REAP action item tasks and implementation plans. The committee focused its effort on collaboratively developing Section 6, Organizational Culture of Inclusion and Belonging. The committee co-chairs and the committee management team liaison met with Human Resources staff to build out Sections 1-5 (hiring and recruitment; retention and promotion; discipline and separation; diverse and equitable leadership and management; and, mobility and professional development). The committee co-chairs and the committee management team liaison developed Section 7, Boards and Commissions. Racial Equity Committee members and Human Resources staff provided feedback throughout the development process – even while members were actively serving as Disaster Service Workers. The committee co-chairs also met with the City Librarian to discuss the plan development and communicated about the plan progress at various intervals. The committee co-chairs met with ORE and the Library's City Attorney to review

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the draft plan early fall and will reconnect prior to the plan submittal on or before December 31, 2020. The Racial Equity Committee and Human Resources will collaborate on the plan implementation.

SFPL'S ACTION PLAN

(see following page)

DRAFT

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
SECTION 1. HIRING & RECRUITMENT							
Identify, Attract, Invest in and Retain a Diverse City Workforce. Racial homogeneity within hiring and recruiting networks reproduce historical inequities in access to family-sustaining, living wage jobs. Therefore, cultivating an inclusive workforce requires intentional efforts in and with diverse, underrepresented and underserved communities. Rather than passively waiting for diverse candidates and people with non-traditional backgrounds to apply, Departments can and should actively seek these individuals out. This includes assessing the most basic barriers to access that influence the City's applicant pool, and developing a clear, intentional outreach strategy. Further, partnering creatively within non-traditional outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems will cultivate a rich pool of diverse candidates.							
DEPARTMENT GOAL							
The San Francisco Public Library will practice inclusive recruitment, actively seek out diverse job candidates and people with non-traditional backgrounds by partnering with non-traditional outlets and organizations. It will assess barriers to access for BIPOC/marginalized groups in order and develop strategies to increase racial equity in the library profession, especially within the managerial level.							
SUBSECTION: 1.1.							
Develop a hiring and recruitment policy and procedure that aligns with the Citywide Racial Equity Framework and the department's RE Action Plan.							
1.1.1.	Assess current conditions and barriers that impede 1) potential applicants' ability to competitively apply to available positions, and 2) disallows current, competitive employees to apply.	DHR; Library Human Resources	Preparation Phase	FY 23, Quarter 4	Library HR participation in Citywide efforts Barriers Assessment Completed	Human Resources staff participation in Citywide effort; Library's Racial Equity Committee (REC); Management Team	(a) Participate in citywide efforts to assess and address barriers and collaborate with stakeholders; (b) add a question about applicant barriers to annual staff survey under Action Item 6.1.7 (Conduct an annual staff survey that assesses the department's commitment to an organizational culture of inclusion and belonging) by FY 22, Quarter 1; (c) include the Library's Racial Equity Committee (REC) and Management Team in implementing any departmental strategies and programs by FY 23, Quarter 4;
1.1.2.	Implement an annual staff survey to assess departmental diversity and inclusivity that would inform hiring and recruitment goals, particularly looking for gaps within data. Survey data and results are disaggregated and included in the department annual review.	Library Human Resources; Research, Strategy & Analytics (RSA); Racial Equity Committee (REC)	In Progress	FY 22, Quarter 1	Departmental workforce demographic information is analyzed annually Goals for recruitment and hiring developed and recommended annually	Human Resources, Analytical and Racial Equity Committee staff to analyze and report on workforce demographic information and REC, HR, and Management Team staff time to develop and recommend hiring goals based on demographic data	(a) Complete initial analysis of departmental workforce demographics in the City's PeopleSoft system by classification in FY 21, Quarter 2 and further analyze data for intersection of race/ethnicity and other relevant characteristics in the remainder of FY 21; (b) review demographic information of Library's workforce for diversity and inclusivity with REC, Research, Strategy & Analytics and Management Team by FY 21, Quarter 4; (c) Library HR and REC to identify and recommend goals for recruitment and hiring by FY 22, Quarter 1; (d) build a structure to annually review departmental workforce demographics by FY 21, Quarter 4; (e) Library HR, Research, Strategy & Analytics complete demographic data review, analyze for rate of change annually by Quarter 4; and, (f) data will be reviewed with the REC and Management Team to determine if recruitment goals are being met and if recruitment goals need to be adjusted.
1.1.3.	Draft and release an equitable and inclusive hiring and recruitment policy that includes learnings and feedback from staff survey and applicant barriers assessment. This policy must be vetted by the Racial Equity Leaders and any related working group.	DHR; Library Human Resources	In Progress	FY 22, Quarter 2	Policy is created and available and disseminated to staff	Human Resources to participate in Citywide efforts related to hiring and recruitment; Human Resources staff and REC staff to review data and citywide policies and recommend Library policies	(a) Participate in citywide effort to develop equitable and inclusive hiring and recruitment policies; and, (b) REC and Library HR to review, develop and recommend policies FY 22, Quarter 2 using learnings from citywide efforts and Library specific staff demographic survey
SUBSECTION 1.2.							
Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.							
1.2.1.	Develop a clear and expansive recruitment process that addresses most basic barriers to access to employment opportunities, and stretches beyond existing outreach protocols to non-traditional outlets and networks. Map and track outreach efforts.	Library Human Resources; Divisional Subject Matter Experts; REC; Community Programs & Partnerships (CPP)	In Progress	FY 22, Quarter 2	Outreach efforts increasingly more diverse Tracking mechanism developed for outreach efforts Candidate pool is increasingly more diverse and referred from a variety of sources	Human Resources, Analytical and Racial Equity Committee staff; Divisional Subject Matter Experts (SMEs)	(a) Engage subject matter expert Library managers and supervisors and Library Racial Equity Committee to develop recruitment outlets by FY 22, Quarter 1, and plan for outreach to those outlets; (b) develop tracking mechanism in collaboration with RSA to track outreach efforts by FY 22, Quarter 2; (c) the SFPL Racial Equity Committee will work with Library Human Resources to identify community-based organizations and BIPOC professional networks, re-entry programs, and other outlets to help in fostering relationships to aid in outreach for all library classes, and especially those currently not well-represented by BIPOC by or in FY 22, Quarter 2
1.2.2.	Foster relationships with non-traditional outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems that could feed into open positions.	Library Human Resources; REC; Divisional Subject Matter Experts; CPP	Preparation Phase	FY 22, Quarter 4	Outreach efforts increasingly more diverse Tracking mechanism developed for outreach efforts Candidate pool is increasingly more diverse and referred from a variety of sources	Human Resources, Analytical and Racial Equity Committee staff; CPP, Divisional SMEs	(a) Engage subject matter expert Library managers and supervisors and Library Racial Equity Committee to develop recruitment outlets by FY 22, Quarter 1, and plan for outreach to those outlets; (b) develop tracking mechanism in collaboration with RSA to track outreach efforts by FY 22, Quarter 2; and, (c) the SFPL Racial Equity Committee will work with Library Human Resources to identify community-based organizations and BIPOC professional networks, re-entry programs, and other outlets to help in fostering relationships to aid in outreach for all library classes, and especially those currently not well-represented by BIPOC by or in FY 22, Quarter 1
1.2.3.	Review, simplify, and standardize job descriptions and minimum qualifications to remove any barriers to attracting diverse candidates and those with non-traditional backgrounds. Include multiple ways to apply to a position.	DHR; Library Human Resources; Divisional Subject Matter Experts; Unions	In Progress	Ongoing	Updated job descriptions	Human Resources staff participation in Citywide effort and to work with Divisional Subject Matter Experts and Unions	(a) In FY 19 the Library partnered with SEIU and DHR to review job and in some cases update specifications in the 3600 classification series: 3602, 3610, 3616, 3618, 3630, 3632, and 3634, and preservation unit job classifications; (b) Library HR will advocate with DHR to update Library job specifications as needed and will participate in citywide efforts to modify and improve job descriptions and the City's job application process; and, (c) track updates to job specifications and qualifications
1.2.4.	Interrogate necessity of minimum qualifications (MQs) that may disproportionately create racial inequities in hiring and recruitment. Consider the option of learning on the job or relevance of transferable skills. Remove unnecessary/outdated MQs for certain classifications to expedite hiring and allow for greater equity.	DHR; Library Human Resources Divisional Subject Matter Experts; Unions;	Preparation Phase	FY 22, Quarter 3	Changes to DHR's requirements regarding minimum qualifications Assessment complete of 3630 minimum qualifications and need for MLIS and alternative path for 3610-3618 classifications	Human Resources staff participation in Citywide effort REC, Divisional SMEs, Management Team	(a) Participate in citywide effort to assess minimum qualifications; and, (b) by FY 22, Quarter 3 engage stakeholders including the REC regarding the need for MLIS for 3630 and develop alternative route to librarianship from the 3610 - 3618 positions

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
1.2.5.	Review the need for supplemental questions. Does this job require the applicant to write well as a part of their job duties? If not, reconsider supplemental essay questions, unless grammar and other writing skills will not be considered.[1]	Library Human Resources; Divisional Subject Matter Experts	Completed	N/A	Supplemental questions utilized when writing skills are important to the position	Human Resources staff and Divisional SMEs	The Library currently reviews and will continue to review the need for supplemental questions for each recruitment process administered by the Library to ensure that supplemental questions are used for positions that require writing as part of their job duties
1.2.6.	Reject the practice of “degree inflation” which exacerbates racial disparities in educational and wealth attainment by requiring a four-year college degree for jobs that previously did not. Be specific about the hard and soft skills needed for the role.	DHR; Library Human Resources; Divisional Subject Matter Experts	In Progress	FY 22, Quarter 4	Internal review completed of positions requiring four-year degrees that previously did not	Human Resources staff and Divisional SMEs	(a) Participate in citywide efforts to assess requiring degrees for positions; (b) assess library classifications that previously did not require a four-year college degree but now do to determine the need for the change by FY 22, Quarter 3; and, (c) develop strategies for reducing disparities by FY 22, Quarter 4
1.2.7.	Require outside recruiters to comply with departmental standards for equitable and inclusive hiring to ensure the production of diverse and qualified candidates. Use outside recruiters who bring an equity lens and culturally-competent skills to their work.	Finance; Library Human Resources	In Progress	FY 24, Quarter 2	Third Party recruiter compliance with equitable and inclusive hiring standards	Human Resources and Finance staff; funding for outside recruiters as needed	(a) The Library has used recruiters for executive management positions (most recently for the City Librarian recruitment in 2018) and will work with DHR to ensure their pool of City-approved recruiters comply with equitable and inclusive hiring standards; and, (b) require Library Requests for Proposals comply with standards for equitable and inclusive hiring by or in FY 24, Quarter 3
SUBSECTION 1.3. Invest in a diverse and equitable talent pool by formalizing robust internship, fellowship, pre-apprenticeship and apprenticeship programs, and provide equal opportunity towards permanent employment.							
1.3.1.	Create, maintain, and develop internship stipends and paid fellowship opportunities. Be clear and upfront about the ability to fund internships and fellowships during the interview process.	Management Team; Finance; Volunteer Coordinator; REC	In Progress	FY 24, Quarter 3	# of paid interns/fellows, increase annually or meets department needs/capacity	Management Team, Finance staff, Volunteer Coordinator and Racial Equity Committee; funding for stipends for Board of Advising Youth @ \$6K and Board of Transitional Age Youth @ \$6K, YouthWorks, and SF Fellows program funding for 2 fellows - DHR's fellow program cost in FY 20 was \$189K (program was suspended in DHR in FY 21); staff serving as mentors for youth and fellows	(a) Convene internal working group consisting of the Library's Volunteer Coordinator and representatives from REC, Finance, Human Resources, Community Programs & Partnerships, Chief of Branches, Chief of Main to review existing stipends (Board of Advising Youth & Board of Transitional Age Youth) and fellowships (SF Fellows, coordinated through DHR) and explore the development of additional stipends, fellowships and the possibility of an apprentice program in FY 22, Quarter 2; (b) update or define roles, responsibilities for stipends, fellowships, or apprentice programs in FY 22, Quarter 2; and, (c) review programs annually to adjust as needed and address funding needs.
1.3.2.	<u>Identify and secure a minimum number of departmental summer placements and employee mentors for participants in the Mayor's Opportunities for All program.</u>	Management Team; Library Human Resources; Finance; REC; Volunteer Coordinator; Finance; RSA	In Progress	FY 22, Quarter 4	# of Opportunities for All placements and mentors	Management Team, Finance staff, Volunteer Coordinator and Racial Equity Committee; funding for Youth Engaged in Library Leadership @ \$60K for \$500 stipends, YouthWorks @ \$156.8K; RSA for survey; staff serving as mentors for youth	(a) Assess number of summer placements over the past two years from Mayor's OFA program for YouthWorks & MYEPP and SFPL's Youth Engaged in Library Leadership (YELL) by location by FY 21, Quarter 4; (b) formalize program and tasks by division by FY 21, Quarter 4; (c) consult with union on tasks appropriate for program participants by FY 21 Quarter 4; (d) determine which divisions will increase summer/seasonal participation by FY 21, Quarter 4; (e) ensure programs include survey of participants and mentors at the end of the program, FY 22, Quarter 3; (f) report on the process and make improvements by FY 22, Quarter 4; and, (g) continue to utilize summer placements and employee mentors for Mayor's Opportunities for All program and YELL
1.3.3	Disrupt employment patterns relying on a ‘feeder model’ that consistently pulls candidates from the elite institutions and universities. Target local community colleges, trade schools, training programs, re-entry programs, public high schools, etc. e.g. SF Unified School District’s Career Pathways Program.	Library Human Resources; Divisional Subject Matter Experts; REC; Volunteer Coordinator; Chief Operating Officer (COO); CPP	In Progress	FY 22, Quarter 2	Volunteer/internship/fellowship candidate pool is increasingly more diverse and referred from a variety of sources	Human Resources staff, Racial Equity Committee, Divisional Subject Matter Experts and Volunteer Coordinator on outreach efforts	Convene internal working group consisting of volunteer coordinator and representatives from REC, Community Programs & Partnerships, HR, Chief of Branches, Chief of Main to develop strategy and plan to target local community colleges, trade schools, training programs, re-entry programs, public high schools, etc. to diversify the volunteer, internship and fellowship candidate pool by or in FY 22, Quarter 2
1.3.4.	Include opportunities to expand collective knowledge regarding diversity, equity, and inclusion.	Library Human Resources; Divisional Subject Matter Experts; REC; Volunteer Coordinator; Library HR; COO; CPP	In Progress	FY 22, Quarter 2	# of opportunities during internship/fellowship/volunteer	Training funds for diversity, equity, and inclusion for interns, fellows, and volunteers	Convene internal working group consisting of Library's Volunteer Coordinator and representatives from REC, Finance, Human Resources, Community Programs & Partnerships, Chief of Branches, Chief of Main to explore opportunities to expand collective knowledge regarding diversity, equity, and inclusion for volunteers, interns, and fellows by or in FY 22, Quarter 2 within budget, including developing policy that all volunteers, fellows and interns participate in one racial equity training/program during their tenure at the library

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
1.3.5.	Track and evaluate outcomes including reviewing the application process and resulting hires by race/ethnicity, to address any fallout due to bias. Collect constructive feedback of intern and fellowship experiences. Adjust programs accordingly.	Volunteer Coordinator; Library Human Resources; RSA; REC; COO	Preparation Phase	FY 22, Quarter 4	Tracking system implemented Volunteer/Internship/fellowship program updated as needed	Staff time to review current practices, implement changes, maintain tools; Analytic staff time to assist with data management as needed	(a) Review existing processes and evaluations within SFPL and discuss processes with other City departments for programs like SF Fellows or YouthWorks and implement changes as needed by FY 22, Quarter 4; (b) develop or update feedback process for volunteer, internship, and fellowship participants by FY 22, Quarter 4; (c) develop tracking system for volunteer, intern and fellow recruitments and develop action plans to address any trends pointing toward bias by FY 22, Quarter 4, including updating programs
SUBSECTION 1.4. Commit to standardized, transparent, and participatory recruiting and onboarding.							
1.4.1.	Maintain a standardized and holistic interview process with structured interview questions.	Library HR	In Progress	FY 21, Quarter 4	Standardized interview process with a set of inclusive interview questions	Human Resources staff; Management Team, REC	The Library currently uses and will continue to use a standardized interview process and structured interview questions. (a) Library HR will review its interview process for gaps by FY 21, Quarter 4; and, (b) engage with stakeholders, including the REC, to develop interview questions around diversity, equity, and inclusion and will include a diversity, equity and inclusion related question in its interview questions by FY 21, Quarter 4
1.4.2.	Ensure a diverse hiring panel for each interview.	Library HR; RSA	In Progress	FY 22, Quarter 2	Diverse demographic composition of panels Existing data compiled of demographic composition of panels for the past two years, and tracked going forward	Human Resources and Analytic staff	(a) The Library currently requires and will continue to require diverse hiring panels for interviews; (b) Library HR will compile existing data of the demographic composition of interview panels conducted within the past two years by position by FY 21, Quarter 4 and share aggregated data with REC; (c) develop strategies and priorities with REC as needed by FY 22, Quarter 2 to increase the diversity of panels; and, (d) Library will track the demographic composition of interview panels going forward by FY 22, Quarter 2 and periodically review data with REC to ensure diversity goals are met
1.4.3.	Train staff on conducting interviews, taking care to focus on implicit bias and equity. This includes staff involved in selecting interns and fellows	Library HR; CPP; COO	In Progress	FY 22, Quarter 3	# staff completing DHR's Fairness in Hiring for Hiring Panels Compliance with existing requirement that interview panelists complete DHR's Fairness in Hiring for Hiring Panels training Requirement that panelists interviewing interns, volunteers, and fellows complete DHR's Fairness in Hiring for Hiring Panels training Additional training opportunities identified	Human Resources staff and Analytic staff as needed; hiring panel members time to complete the DHR Fairness in Hiring training; REC; CPP; COO	(a) The Library currently requires and will continue to require interview panelists to complete DHR's Fairness in Hiring for Hiring Panels training; (b) track number of staff who have completed DHR's Fairness in Hiring for Hiring Panels by FY 21, Quarter 3; (c) Library HR will engage stakeholders, including the REC, to explore additional training opportunities within budget by FY 22, Quarter 3; and (d) Chief of Community Programs & Partnerships and Chief Operating Officer to require that staff involved in interviewing interns, volunteers, and fellows are also trained
1.4.4.	Adopt a tool to track application progress and reach assistance through multiple means.	DHR; Library HR	In Progress	FY 23, Quarter 3	DHR implements new applicant tracking system	Human Resources staff to participate in DHR working group related to hiring modernization and implementation of DHR's new applicant tracking system	(a) Library HR currently participates and will continue to participate in citywide monthly working groups related to hiring modernization and implementation of DHR's new applicant tracking system; and, (b) Library HR will share any Library feedback during those sessions
1.4.5.	Share and post all job openings internally. Abide by department's RE Action Plan goals for accessibility.	Library HR; REC	Completed	FY 21, Quarter 4	All job announcements for Library classifications are shared with all staff	Human Resources staff share all job announcements and review data	(a) The Library currently shares and will continue to share all job announcements for Library classifications with all Library staff via email and via the Library's Personnel Office Notes on the Library's intranet; (b) REC will share job announcements for Library classifications on the REC site by FY 21, Quarter 4; and, (c) Library HR will periodically review data to ensure job announcements are being shared
1.4.6.	Decrease and close lags and long wait times in hiring, interviewing, and onboarding processes that can cause delays in service provision and potential economic harm to interested applicants.	Library HR; RSA	Completed	FY 21, Quarter 4	Summary of recently implemented hiring process improvements shared with REC Periodic review or hiring process for improvement	Human Resources staff participation in completed Lean process, tracking tool implementation and maintenance; review of processes for further improvements; HR and RSA staff to present summary to REC	(a) In FY 19, Library HR completed process improvement work in partnership with the City's Controller's office aimed at reducing time to hire, and implemented process changes that simplified the departmental position approval submittal; streamlined the interview process; and expedited the reference check process; and reduced time to hire in key classifications 3602 and 3630; and, (b) Library HR and RSA will present a summary of the work to the REC by FY 21, Quarter 4 and will periodically assess hiring processes to identify and implement improvements
1.4.7.	Formalize and standardize the onboarding process for full-time and part-time staff, volunteers, interns, fellows, and freelancers.	Library HR; Volunteer Coordinator; COO	In Progress	FY 23, Quarter 4	All new employees are processed similarly regardless of position Volunteers, interns and fellows complete onboarding process	Human Resources staff and Volunteer Coordinator and COO to assess current practice and implement improvements	(a) Library HR currently utilizes and will continue to utilize a standard onboarding process for new hires; (b) Library HR will review and assess its current standardized onboarding process for full-time and part-time employees and identify and implement any improvements by FY 23, Quarter 4 including engaged with stakeholders including REC, and Library Management Team; (c) Volunteer Coordinator will review and assess onboarding process for volunteers and identify and implement any improvements by FY 23, Quarter 4; and (d) Chief Operating Officer will review and assess onboarding process for fellows and implement any improvements by FY 23, Quarter 4
1.4.8.	Expand upon the default Certification Rule of Three Scores. For example, expanded to the Rule of Ten or more.	DHR; Library HR; Unions	In Progress	FY 23, Quarter 4	Expanded certification rule as default	Human Resources staff to participate in citywide efforts to expand Certification rule	(a) Library HR currently requests and will continue to request that labor organizations agree to the Library using the broadest possible certification rule for each examination administered by the Library; (b) Library HR will participate in citywide efforts to the expand default Certification rule; and, (c) Library HR will share feedback with the citywide working group to advocate for an expanded default certification rule
SUBSECTION 1.5. Commit staffing in both Library Human Resources and in public services to actualize the Library's Racial Equity Action Plan							
1.5.1.	Dedicate staffing to oversee, implement, and maintain the Library's Racial Equity Action Plan in concert with the Library's Racial Equity Committee and other support staff	Library HR; CPP; COO	Preparation Phase	FY 22, Quarter 3	Hire 1.0 FTE Project-based Human Resources Equity, Diversity, & Inclusion Senior Analyst Hire 1.0 FTE Librarian Racial Equity Program Specialist	Personnel funding	(a) Hire 1.0 FTE 1244 project-based Human Resources Equity, Diversity, & Inclusion Senior Analyst by FY 21, Quarter 4, to oversee, implement, and establish a maintenance structure for the Library's Racial Equity Action Plan; and, (b) create a 1.0 FTE 3634 Librarian III from a vacant position that will be a dedicated resource to implement racially equitable programming in the San Francisco Public Library in FY 22. Both positions will work in concert with the Racial Equity Committee, public services staff, other Human Resources staff, Research Strategy & Analytics, Finance, Facilities, and Administration to actualize the plan, establish a sustainable structure to maintain the Library's commitment to racial equity

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
SECTION 2. RETENTION AND PROMOTION							
Our Workforce is Our Largest Asset. Retaining a strong workforce means supporting our employees holistically to ensure that they are affirmed, in and out of the office. A competitive salary, inclusive benefits and opportunities for advancement ensure that our workforce can sustain themselves and their immediate family, and oftentimes, due to the wealth gap and the effects of systemic racism, their extended families and friends. A clear and intentional path to promotion addresses barriers to upward mobility that systemically face underrepresented employees. Lastly, acknowledging and responding to any potential inequitable impacts of the COVID-19 pandemic on frontline City workers will be essential.							
DEPARTMENT GOAL							
SFPL will develop a strategic focus for and provide scaffolding, including formalized mentoring, to bring people of color from within its ranks into higher classifications. This includes developing a clear and intentional path for promotion and advancement. This work will also study the current COVID-19 deployment and continue to support and advocate for library DSWs.							
SUBSECTION 2.1. Ensure stronger protections for workers of color given anticipated COVID-19 related deployment, budget shortfalls, hiring freezes, layoffs, and furloughs.							
2.1.1.	Track deployment and the given functions of all DSW workers (frontline work and remote work) deployed throughout the period, disaggregated by race/ethnicity, age, gender, classification, pay, union, tenure with the City, accommodations/disability, etc. Compare aforementioned demographics of employees who volunteered through the DHR DSW survey with those who were requested/deployed.	Library HR; DHR; RSA	In Progress	FY 20, Quarter 4 for DSW deployment tracking tool; Comparison of Library DSW data to DHR DSW volunteer survey dependent upon receipt of data from DHR	Tracking mechanism implemented Demographic data analyzed	Human Resources and Analytical staff	(a) Implemented a DSW deployment tracking tool of deployed SFPL DSW employees by FY 20, Quarter 4; (b) compare SFPL workforce demographics to the DSW tracking data, FY 21, Quarter 3; and, (c) analyze the DHR demographic data on DSW employees and those who volunteered through the DHR DSW survey and develop any follow up actions after SFPL receives the volunteer survey data from DHR
2.1.2.	Conduct internal budget analysis with racial equity lens and DSW data, to inform current and future staffing needs. Develop strategies to prevent inequities in layoffs and furloughs.	Finance; RSA; Library HR	Preparation Phase	FY 21, Quarter 3; Ongoing	Budget analysis completed Funding principles defined for bridging funding gaps Should layoffs occur, track demographic and classification data	Fiscal and Analytical staff; Management Team	(a) Conduct revenue and expenditure analysis in FY 21 and identify any budget shortfalls on an ongoing basis in concert with the Controller's Office; (b) define principles to bridge funding gaps, such as avoiding layoffs, prioritizing services to vulnerable communities by or in FY 21, Quarter 3; (c) review civil service rules on layoffs; and, (d) apply racial equity lens to any budget reductions
2.1.3.	Ensure that frontline DSW workers have access to necessary PPE to complete their job function, including, but not limited to, masks, gloves, gowns, and access to hand washing and sanitizing materials.	Facilities; COVID Command Center; Library HR	In Progress	Ongoing	PPE access protocol established via the COVID Command Center DSW workers have an increased awareness of PPE access protocol	Staffing to communicate with DSWs and the COVID Command Center about DSW PPE needs; Allocate material and supply funding as needed	(a) Ensure DSWs know to communicate PPE needs to their onsite DSW supervisor by periodically including the direction in the City Librarian's communications along with informing staff that HR can communicate with COVID Command Center if PPE needs are not met; (b) allocate Facilities and other staff time to communicate with the COVID Command Center if PPE needs are not being met; (c) Facilities Director visited Food Bank DSW sites as requested by DSWs to connect with SFPL DSW staff and DSW supervisors to ensure staff concerns were shared; (d) offer 3D printed face shields (joint effort with SFPL's IT and Community Programs & Partnership divisions) to staff as needed; (e) ordered SFPL facial coverings for staff with the phrase, "Libraries for All" with gift monies to be distributed in FY 21, Quarter 2 and 3; and, (f) order supplies if needed
2.1.4.	Offer and clarify additional benefits for compensation, paid sick leave, and flex time for deployed workers.	DHR; Library HR	In Progress	Ongoing	Communications regarding compensation, paid sick leave, and flex time benefits assessed and easily accessed Increased employee awareness of additional benefits Explore additional opportunities to provide additional benefits to deployed Library DSWs, such as rain gear, facial coverings, etc.	Staffing to communicate with staff about benefits and time off for staff and respond to inquiries and to explore opportunities to provide additional benefits to deployed Library DSWs	(a) Continue to share DHR information with SFPL staff about available benefits and time off; (b) respond to inquiries from staff related to benefits and compensation; and, (c) explore opportunities to provide additional benefits to deployed Library DSWs beyond what DHR currently provides
2.1.5.	Consider DSW caretaking and safe transportation constraints when making assignments to avoid additionally burdening workers. e.g. graveyard shifts	Library HR; COVID Command Center; DHR	In Progress	Ongoing	Information shared on the Department of Environment's Essential Worker Ride Home Program Communications with deployed DSW staff to resolve scheduling and transportation challenges as needed	Staffing to communicate with staff about the Department of Environment's Essential Worker Ride Home Program and with COVID Command Center about staff needs	(a) Coordinate COVID Command Center's DSW requests and staff communications; (b) provide guidance to staff as needed on deployment requests; and, (c) continue to advocate with COVID Command Center regarding employee transportation constraints and shift assignments, preferably in advance of the deployment
SUBSECTION 2.2. Ensure salaries and benefits meet or exceed industry standards while actively pursuing income equity, centering the experiences of women and people of color.							
2.2.1.	Conduct annual internal reviews of salary standards against industry standards to ensure parity.	DHR; Library HR; RSA	Preparation Phase	FY 22, Quarter 4	Results of salary reviews shared	Human Resources staff to review data and share with DHR; Analytic staff as needed	(a) Review salaries of positions in comparable library systems, as compared to SFPL by FY 22, Quarter 3; (b) strategize with stakeholders, including REC, regarding parity by FY 22, Quarter 4; and, (c) share salary review results with DHR to advocate for any changes to salaries of Library classifications when available
2.2.2.	Conduct annual internal reviews of the parity of department benefits, reviewing and enhancing existing policies. e.g. parental leave policy, short-term disability, etc.	Library HR; RSA	Preparation Phase	FY 22, Quarter 4	Annual assessment of benefit usage by employees completed; any identified issues addressed	Human Resources staff to conduct and assess data and address issues; Analytic staff as needed	(a) Conduct annual assessment of benefit usage by employees, particularly in the area of leaves beginning FY 22, Quarter 4, to identify any trends indicating lack of parity; (b) address any issues raised by assessment; and, (c) set up an annual schedule for benefit usage assessment by FY 22, Quarter 4
2.2.3.	Review the paid time off (PTO) policy annually and enhance it to value all religious and cultural holidays.	DHR; Library HR	Preparation Phase	FY 22, Quarter 3	PTO policy and practices reviewed and improved if needed	Human Resources staff to annually review PTO policies and practices in conjunction with Divisional Subject Matter Experts	(a) Annually review departmental PTO policies and practices in conjunction with stakeholders, including Divisional Subject Matter Experts beginning in FY 22, Quarter 3; (b) recommend adjustments as needed; and, (c) set up an annual schedule for benefit usage assessment by FY 22, Quarter 3

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
SUBSECTION 2.3. Create paths to promotion that are transparent and work to advance equity.							
2.3.1.	Determine standard factors considered for raises and promotions. Make this information available to staff.	DHR; Library HR; Divisional Subject Matter Experts	In Progress	FY 22, Quarter 3	Assessment of standard factors for raises and promotions complete Increased communication about raises and promotions, including during annual Performance Plan and Appraisal Report (PPAR) process	Human Resources staff for communication and respond to inquiries; Divisional managers and supervisors to incorporate into annual PPAR discussions	(a) Assess standard factors considered for raises and promotions, including engaging with stakeholders by FY 22, Quarter 3; and, (b) increase communication with staff about factors for raises and promotions, including what is contained within applicable labor contracts and training and development opportunities that may prepare staff to compete for promotions during annual PPAR process beginning FY 23
2.3.2.	Develop a formal and transparent process for raises and promotions.	DHR; Library HR; Divisional Subject Matter Experts	In Progress	FY 22, Quarter 3	Assessment of process for raises and promotions complete Increased communication about raises and promotions, including during annual PPAR process and in staff feedback about promotion and raise process	Human Resources staff for communication and respond to inquiries; Divisional managers and supervisors to incorporate into annual PPAR discussions	(a) Assess process for raises and promotions, including engaging with stakeholders by FY 22, Quarter 3; and, (b) increase feedback with staff about process for raises and promotions, including what is contained within applicable labor contracts and training and development opportunities that may prepare staff to compete for promotions during annual PPAR process beginning FY 23
2.3.3.	Develop a process for “acting/interim” roles to avoid staff working these roles for extended periods of time without compensation.	DHR; Library HR; Divisional Subject Matter Experts	In Progress	FY 22, Quarter 3	Compliance with applicable labor contract provisions Assessment of current process completed and improvements implemented	Human Resources and Analytical staff	(a) Conduct annual assessment of acting assignment and interim appointments to ensure staff are not working in these roles/assignments for extended periods without compensation in violation of applicable labor contracts by FY 21, Quarter 4; (b) by FY 22, Quarter 2 review current process for acting assignments that involves communicating with eligible staff about their interest in the assignment, conducting chats with interested employees, and assigning an employee to an acting assignment; and, (c) engage stakeholders and modify process as needed by FY 22, Quarter 3
2.3.4.	Internally investigate key classifications with current “drop-offs” in employee diversity, such as Administrative Analyst Series (182X series). Set forth strategies and training opportunities to support employee development to achieve mobility.	Library HR; RSA; Divisional Subject Matter Experts; RE Committee	Preparation Phase	FY 23, Quarter 1	Assessment performed to identify “drop off” classifications REC and other stakeholders engaged and strategies and opportunities developed and communicated to employees	Human Resources and Analytical staff; Subject Matter Experts, REC	(a) Analyze data to determine drop-off classifications at the Library beginning with 3600 series classifications by FY 22, Quarter 4; (b) engage stakeholders, including REC, to develop strategies and training opportunities to support employee mobility by FY 23, Quarter 1; and, (c) communicate strategies and opportunities to employees by FY 23, Quarter 1
2.3.5.	Revisit classifications that “dead end” employees, to create a clear upward path for continued employment opportunities with the City.	Library HR; RSA; Divisional Subject Matter Experts	Preparation Phase	FY 23, Quarter 1	Assessment performed to Identify “dead end” classifications REC and other stakeholders engaged and strategies and opportunities developed and communicated to employees	Human Resources and Analytical staff; Subject Matter Experts, REC	(a) Analyze data to determine dead-end classifications at the Library by FY 22, Quarter 4; (b) engage stakeholders including REC to develop strategies and training opportunities to support employees on a continued career path by FY 23, Quarter 1; and, (c) communicate strategies to employees by FY 23, Quarter 1
SECTION 3.DISCipline AND SEPARATION The Path to Termination is Filled with Bias. Managerial practices that surround employee evaluation, monitoring, warning, suspensions, and termination must be applied equally. Employees of color, especially Black and Latinx employees, receive extra scrutiny from supervisors leading to worse performance reviews, missed promotion opportunities, and, oftentimes, termination. ¹ This additional scrutiny is a result of a biased feedback loop in which Black and Latinx employees are often seen as less skilled because of consistent or prolonged unemployment. This cycle must be stopped. Higher rates of corrective action and discipline negatively impacts a department's ability to successfully recruit, retain, and engage employees of color, specifically Black and Latinx employees. ² Thus, supervisors should be aware of their own biases, evaluations and reviews must be standardized, and, most importantly, managers should always center the needs of their employees. Job expectations should be reasonable, clear, and gladly supplemented with opportunities for upskilling.							
DEPARTMENT GOAL SFPL will analyze current discipline and separation data by race and develop action plans based on biases identified. SFPL will focus on developing relationships and empathy and will set a norm that all interactions and behaviors will be respectful and antiracist, including training for all managers on anti-racist discipline practices.							
SUBSECTION 3.1. Create a clear, equitable, and accountable protocol for disciplinary actions.							
3.1.1.	Track disciplinary actions and analyze subsequent disaggregated data. Pay special attention to data pointing to biases against staff of color.	Library HR	In Progress	FY 22, Quarter 4	(a) Assessment of HR's current disciplinary action tracking process completed; (b) trend analysis completed; (c) action plans developed to address any identified biases with key stakeholders; (d) schedule and structure established for periodic review of disciplinary actions	Human Resources staff to track, assess, and implement improvements; HR and stakeholders time to develop action plans for identified biases; Analytic staff support as needed	(a) Review current disciplinary action tracking process by FY 22, Quarter 2; (b) complete trend analysis by FY 22, Quarter 3; (c) develop action plans to address any identified biases with key stakeholders by FY 22, Quarter 4; and, (d) establish a schedule and structure for periodic review of disciplinary actions by FY 22, Quarter 4
3.1.2.	Track separations and analyze subsequent disaggregated data. Pay special attention to data pointing to biases against staff of color.	Library HR	In Progress	FY 22, Quarter 4	(a) Assessment of HR's current separation tracking process completed; (b) trend analysis completed; (c) action plans developed to address any identified biases with key stakeholders; (d) schedule and structure established for periodic review of separation actions	Human Resources staff to track, assess, and implement improvements; HR and stakeholders time to develop action plans for identified biases; Analytic staff support as needed	(a) Review current separation tracking process by FY 22, Quarter 2; (b) complete trend analysis by FY 22, Quarter 3; (c) develop action plans to address any identified biases with key stakeholders by FY 22, Quarter 4; and, (d) establish a schedule and structure for periodic review of separation actions by FY 22, Quarter 4
3.1.3	Train supervisors on bias and equitable and compassionate discipline and separation.	Library HR	In Progress	FY 23, Quarter 4	# of DHR's implicit bias and 24+ trainings completed annually within allocated budget	Human Resources staff to oversee training requirements; funding for trainings; staff time to complete trainings and backfill staffing as needed for staff in training	(a) Mandate all PPARs for supervisory classifications include 24+ training completion within the probationary period by FY 22, Quarter 1; (b) require all departmental supervisory classifications to complete implicit bias training, including for all new hires in supervisory classifications by FY 22, Quarter 4; (c) Library HR to analyze 24+ and anti-bias training needs and estimate costs in concert with SFPL Finance to ensure adequate funding is allocated; and (d) collaborate with Racial Equity Committee and other stakeholders to identify additional training opportunities for supervisors and staff in anti-bias, diversity, equity and inclusion, and performance management and discipline
3.1.4.	Implement alternative dispute resolution opportunities, such as mediation, to resolve interpersonal issues, thus reducing the need for separation or traditional disciplinary measures. Encourage a “scaled back” discipline process.	Library HR	Preparation Phase	FY 23, Quarter 4	Development of Citywide alternative dispute resolution program # of participants participating in DHR's alternative dispute resolution processes	Human Resources staff to participate in citywide working group and share feedback; Human Resources staff time to communicate about citywide ADR program and track and analyze usage of program by SFPL staff	(a) Participate in citywide efforts to develop and implement alternative dispute resolution opportunities; (b) share SFPL feedback and recommendations on citywide alternative dispute resolution program in the citywide working group; (c) communicate with Library staff about and promote the Citywide alternative dispute resolution program once it is developed; (d) track and analyze SFPL usage of city's alternative dispute resolution program

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
3.1.5.	Standardize discipline procedures and corrective actions to ensure that all employees receive the same level of discipline for a particular policy.	Library HR	In Progress	FY 23, Quarter 3	(a) assessment of the Library's existing process and tracking system complete; (b) analysis of the disciplinary actions for trends complete to identify any inconsistencies or biases and address identified issues; (c) process/procedures updated as needed; and, (d) review schedule established	Human resources staff to review processes and systems and update as needed; Human Resources staff to conduct analyses and develop online materials and/or training	(a) Review current disciplinary process and tracking system by FY 22, Quarter 2; (b) complete analysis of disciplinary actions for trends pointing toward inconsistencies or bias by FY 22, Quarter 3; (c) update disciplinary process and tracking system if needed by FY 22, Quarter 4; (d) establish a schedule and structure for periodic review of disciplinary actions by FY 22, Quarter 4; and, (e) explore opportunities and capacity to develop online materials and/or training related to disciplinary actions and performance management by FY 23, Quarter 1
SECTION 4. DIVERSE AND EQUITABLE LEADERSHIP							
An Equitable Workplace Starts with Diverse Leadership. Fostering an organizational culture of inclusion and belonging means seeing oneself in every aspect of the workplace. When white men make up 85% of all senior executive and board members in America, it is difficult to imagine how women and people of color can see themselves in a leadership position. ¹ In general, a department's leadership determines multiple aspects of the workforce, who gets hired, where the money goes, what projects are greenlit. Thus, it is more likely that a diverse leadership that carries shared values with their staff, will better uplift the staff. In fact, all employees, both white and employees of color, benefit from a people of color-led department. ² Even the community will benefit because a diverse leadership will be better connected with the community, thus being able to create far more robust and innovative ways to support them.							
DEPARTMENT GOAL							
SFPL will be transparent about the make-up of its current leadership and look for ways to diversify the leaders within its ranks. SFPL will produce an annual report with information on the race of its leadership. Leadership will be continuously trained in anti-bias and anti-racist frameworks and leadership will provide employee engagement opportunities for staff to provide feedback.							
SUBSECTION 4.1.							
Commit to developing a diverse and equitable leadership that will foster a culture of inclusion and belonging							
4.1.1.	Adhere to a hiring and recruitment policy that generally aligns with the citywide racial equity framework and the departmental RE Action Plan.	Library HR	In Progress	FY 22, Quarter 3	Alignment of Library hiring and recruitment policies with citywide framework Development of equity and inclusion priorities Equity and inclusion priorities communicated with stakeholders Hiring and recruitment policies communicated in recruitment materials Outreach and recruitment efforts increasingly more diverse to attract diverse candidate pools for senior leadership recruitments	Human Resources staff to assess and align policies, communicate about policies; HR and REC to co-develop equity and inclusion priorities	(a) Assess Library's existing recruitment policies to identify reference to equity and inclusion by FY 21, Quarter 4; (b) Library HR & REC to co-develop equity & inclusion priorities on recruitment by or in FY 22, Quarter 1; (c) communicate Library's equity and inclusion priorities with stakeholders by or in FY 22, Quarter 1; (d) align and update and issue if needed final Library policies on hiring and recruitment by or in FY 22, Quarter 1; and, (e) communicate hiring and recruitment policies and in recruitment materials by FY 22, Quarter 3
4.1.2.	Commit to ongoing racial equity training and development for leadership.	Library HR	In Progress	FY 22, Quarter 3	# DHR implicit bias training completed by Library's senior management team Annual training plans reflecting diversity, equity, and inclusion training for Library's senior management team developed and incorporated into annual PPAR # diversity, equity, and inclusion training completed by Library's senior management team	Human Resources staff to oversee training coordination; funding for trainings; Management Team time to complete trainings; REC to recommend training	(a) Assess current level of DHR implicit bias training and diversity, equity, and inclusion training completed by Library's senior management team by FY 21, Quarter 4; (b) review additional diversity, equity, and inclusion training opportunities for senior Library leadership by FY 22, Quarter 1, including recommendations from REC; and, (c) develop annual training plan for senior Library leadership reflecting implicit bias, and diversity, equity, and inclusion training, and incorporate training plans into annual PPAR requirements by FY 21, Quarter 4
4.1.3.	Incorporate senior leadership demographics in the department annual report.	Director of Communications	In Progress	FY 21, Quarter 2	Provide senior leadership demographic data in the department annual report in compliance with DHR's policy on Age, Gender and Race/Ethnicity Data	Annual Report; Human Resources and Director of Communications staff time to assemble and report on demographics	Include senior leadership demographics in the SFPL Annual report, beginning with the SFPL FY 20 Annual Report in accordance with the DHR policy on Age, Gender and Race/Ethnicity Data
4.1.4.	Implement a simple process to submit anonymous input to senior leadership. Develop a plan to respond to such input.	Management Team; IT; Racial Equity Committee	Preparation Phase	FY 22, Quarter 2	Anonymous input tool created and process developed Communication about input tool and process % of staff is aware of the process	IT, RSA, Racial Equity Committee, and City Librarian Office staff time to develop anonymous tool and process; Management staff time to address and respond to input	(a) Identify anonymous feedback tool and process by end of FY 21, Quarter 4; (b) communicate with all staff about the tool and process in FY 22, Quarter 2 with reminders sent as needed or on regular intervals; (c) establish a review process for input with senior management in FY 22, Quarter 2; and, (d) review and respond to input as established by process
SECTION 5. MOBILITY AND PROFESSIONAL DEVELOPMENT							
When an Employee's Needs are Met, so are the Department's Needs. Our City workforce should center the needs of our employees. In order to do that, it is important to recognize having both the hard and soft skills needed to perform certain tasks is a form of privilege. It is equally important to realize that employees of color are more likely to repeatedly prove their capabilities rather than being evaluated by their expected potential. ¹ By intentionally investing in the specific professional development of each staff, the department can uplift an employee's journey to developing new skills rather than scrutinizing for a lack of skills. In essence, professional development through mentorship, training, and workshops create an internal pipeline retaining employees to one day fulfill leadership positions.							
DEPARTMENT GOAL							
SFPL encourages all employees toward opportunities to move up within the ranks of the organization and will work to provide robust professional development opportunities for staff through, training and workshops, and opportunities to go to conferences. SFPL will track by race who is using training opportunities and inform staff of possibilities for learning and advancement through its annual PPAR process. SFPL is committed to honoring the whole worker.							
SUBSECTION 5.1.							
Offer professional and skill development opportunities that center individual goals first, then organizational needs.							
5.1.1.	Require formal training for all staff regardless of full/part-time status or seniority.	Library HR; STADCOM and EOC; Divisional subject matter experts	In Progress	FY 23, Quarter 3	# of completed training Assessment of current scope and level of required training completed Additional required training identified and offered Communication with staff of required trainings by classification Discussion of formal training during PPAR process	Funding for training; HR staff time to identify and track training; staff time to attend training and backfill staff as needed while FT/PT staff are engaged in trainings	(a) Assess current scope and level of required training by classification by FY 22, Quarter 1; (b) engage Subject Matter Experts and REC around additional required training by classification by FY 22, Quarter 4; (c) communicate with staff the required training by classification and publish required training annually by FY 23, Quarter 3; and, (d) supervisors/managers to communicate with staff across all classifications about training during PPAR process
5.1.2.	Formalize a process for staff to attend conferences. Make clear processes and protocols for reimbursement, stipends, and payments.	Library HR; Finance Management Team; STADCOM and EOC	In Progress	FY 22, Quarter 4	List of conferences and attendees compiled Assessment of current processes complete Improvements to processes completed and communicated Discussion of conferences during PPAR process Increase in number of first-time conference attendees; increase in requests for conference attendance; increase in attendance by non-librarian and non-management staff	Funding for travel and conferences; Staff time to attend conferences	(a) Compile list of conferences and staff planned to attend conferences by FY 22, Quarter 2 if travel is permitted in COVID-19 environment for FY 22; (b) assess current process for staff to attend conferences and procedures for reimbursement by FY 22, Quarter 1; (c) implement improvements to processes including tracking all requests whether approved or denied; (d) Finance to update and communicate training materials on reimbursement process by FY 22, Quarter 3; (e) HR and committees to communicate process for staff to attend conferences and encourage supervisors to include discussion of conference attendance during PPAR process by FY 22, Quarter 4

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
5.1.3.	Offer opportunities for continual and extended learning. Include in the annual budget.	Library HR; Finance; Divisional Subject Matter Experts; STADCOM and EOC	In Progress	FY 22, Quarter 4	# of staff enrolling and completing training Increase in dedicated training budget Training opportunities communicated and discussed during PPAR process	Funding for training; Communication about union funds for continuing education and training opportunities; Staff time to identify the learning opportunities; staff time to attend training and learning opportunities	(a) Complete an assessment of training opportunities currently offered and funded by FY 22, Quarter 2; (b) engage stakeholders to identify additional training opportunities by FY 22, Quarter 3; (c) update currently utilized training catalog to reflect opportunities for continual learning by FY 22, Quarter 4; (d) create a list of opportunities for continual learning; (e) determine if an increase in dedicated training budget allocation by FY 22, Quarter 4; and, (f) promote culture of learning by supervisors/managers communicating and prioritizing learning opportunities for staff across all classifications during PPAR process
5.1.4.	Encourage participation in professional development by sharing external opportunities that are related to the department's missions and goals. Provide financial support for paid opportunities.	Library HR; Finance; Divisional Subject Matter Experts; STADCOM and EOC	In Progress	FY 22, Quarter 2	Opportunities communicated Opportunities discussed during PPAR process Funding identified # of staff participating in outside events or opportunities Increase in attendance by non-librarian and non-management staff	Funding for training and/or conferences and/or professional groups for professional development; staff time to attend as applicable; funding for organizational members	(a) Continue to share professional development and training opportunities in Personnel Office Notes; (b) complete assessment of level and scope of opportunities across classifications to determine whether additional opportunities can be shared by FY 21, Quarter 4; (c) identify funding by FY 21, Quarter 4; (d) assess the level and scope of opportunities shared to determine whether additional opportunities can be shared by FY 22, Quarter 2; and, (e) supervisors/managers to communicate about opportunities across classifications during PPAR process
5.1.5.	Track professional and skill development and assess annually, specifically looking to target underrepresented staff of color.	Library HR; Finance; RSA Divisional Subject Matter Experts; STADCOM and EOC; RE Committee	In Progress	FY 23, Quarter 2	Tracking mechanism and process developed Annual assessment completed and action plans developed # of staff of color utilizing professional development opportunities or reporting satisfactory and sufficient opportunity to utilize professional development opportunities (via staff survey)	Human Resources and Analytical staff to assess data; Analytical staff to develop tracking mechanism and survey; funding for professional and skill development	(a) Develop tracking mechanism and process to assess and track current level and scope of professional development opportunities, including specifically for underrepresented staff of color by FY 22, Quarter 2; (b) engage stakeholders around additional opportunities that can be offered by FY 22, Quarter 4; (c) implement any process and tracking improvements by FY 23, Quarter 1; (d) implement survey for BIPOC staff around utilization of professional development opportunities by FY 23, Quarter 2; and, (e) annual assessment and action plans developed by FY 23, Quarter 2
SUBSECTION 5.2. Encourage collaboration between staff and supervisors that are consistent and thoughtful.							
5.2.1.	Develop an annual performance evaluation for all staff, part-time and full-time. Highlight advancement opportunities.	Library HR; Management Team; Divisional Subject Matter Experts	In Progress	FY 21, Quarter 4	Utilization of annual performance evaluation for staff that includes identification of advancement opportunities	Human Resources staff to adapt current plan and evaluation process; staff time to develop and manage plans and evaluations	Adapt current annual performance evaluation process to include annual identification of and communication about advancement opportunities during PPAR process by FY 21, Quarter 4
SUBSECTION 5.3. Ensure staff needs are centered and timely met in order to perform and excel at their jobs.							
5.3.1.	Create a process where staff can submit accommodation requests to the department's administration. The overall timeline process should be transparent and easily accessible.	Management Team; RSA; Library HR	Completed	N/A	Process developed % of staff aware of process # of submissions	Human Resources staff to communicate about the Reduced Work Schedule program; senior leadership time to review requests based on service needs; HR support as needed	SFPL has implemented a Reduced Work Schedule program in concert with SEIU and per the SEIU Memorandum of Understanding for SEIU staff who regularly work more than 20 hours per week to submit requests prior to the start of each new fiscal year to work a reduced schedule. Senior leadership reviews the employee requests and approves requests based on the ability to maintain continuity of service; an annual communication is sent to all staff after reviewing the form with SEIU typically prior to the start of each fiscal year and includes an appeal process. Information on the program is also included on the Library's staff intranet. Additionally, Library HR works with staff on requests under the Family Friendly Workplace Ordinance and Family and Medical Leave Act and information on those programs is available on the Library's staff intranet.
5.3.2.	Incorporate an assessment of staff needs into the staff performance evaluation process.	Library HR; Management Team; Divisional Subject Matter Experts	Preparation Phase	FY 21, Quarter 4	Utilization of annual performance evaluation for staff that includes assessment of staff needs	Human Resources staff to adapt current plan and evaluation process; staff time to develop and manage plans and evaluations	Adapt current annual performance evaluation process to include annual assessment and discussion of staff needs during annual PPAR process by FY 21, Quarter 4
5.3.3.	Assign spaces for staff to take breaks, be in community, acquire resources, and respect religious and cultural practices.	Facilities; Library HR	Preparation Phase	FY 22, Quarter 3	# of staff breakrooms; awareness of Employee Assistance Program	Facilities staff time to assess breakrooms; Human Resources staff time to communicate about the Employee Assistance Program and HR policies and general staff support	(a) Assess currently available staff breakrooms by FY 22, Quarter 2; (b) establish a communication schedule and strategy to alert staff about Employee Assistance Program and HR policies on a regular and ongoing basis by FY 22, Quarter 1; (c) coordinate any implementation plan for Action Item 5.3.3 with the REC to align with the implementation plan for Action Item 6.2.3; (d) Create, maintain, and make available a space, physical and/or digital, for staff to share information.
5.3.4.	Assess staff needs outside of the workplace are addressed. Understanding that non-work-related needs contribute to overall work quality. Centering the most vulnerable individuals. e.g. transportation stipends, exercise stipends, childcare, etc.	Library HR; DHR; Finance	Preparation Phase	FY 22, Quarter 3	Annual survey with disaggregated data and feedback (cross-reference Action Item 6.1.7) Assessment of alternate benefits Staff communication about existing and any new benefits	Human Resources and Finance staff to review and assess and determine funding options	(a) Ensure the staff survey under Action Item 6.1.7 (Conduct an annual staff survey that assesses the department's commitment to an organizational culture of inclusion and belonging) includes a question about staff needs outside the workplace (e.g. transportation stipends); (b) conduct an annual assessment of additional benefits that could be provided to staff beyond benefits already offered by the city, including review of benefits offer by other comparable library systems by FY 22, Quarter 2; (c) determine funding sources for other benefits beyond those offered via employment and determine if there are any restrictions on such sources FY 22, Quarter 3; and, (d) communicate with staff about existing (e.g. Health Services System) and any new benefits being offered annually

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
SECTION 6. ORGANIZATIONAL CULTURE OF INCLUSION AND BELONGING:							
Growing a Diverse Workforce is Just the First Step. Employees must feel welcomed and included at every stage of their employment. Racial homogeneity is not only found in hiring and recruiting, it permeates throughout organizational culture, policies, and procedures. It also can take form as coded, traditional standards, such as "professionalism," that ultimately centers whiteness. ¹ This factor takes an immense mental health toll on underrepresented employees who do not feel like they belong. Departments must actively work to create a culture of inclusion and commit to ongoing assessment to uncover gaps in policies and procedures that create a culture of othering. Changes in organizational culture starts and continues with the needs of the employee. These needs are discovered by fostering intentional relationships with underrepresented employees, specifically women, trans employees, Black employees, indigenous employees, employees of color, and employees living with disabilities.							
DEPARTMENT GOAL							
SFPL promotes a culture of inclusiveness within its workforce that ensures traditionally underserved communities of color and identities are welcomed and able to fully participate without discrimination and barriers to access. SFPL actualizes this work through its Racial Equity Plan and Race Equity Committee. SFPL will be transparent about gaps in policies and procedures, work to address biases, and seek regular input from staff. This is work that centers the needs of the employee in recognition of varying disabilities and identities, and also takes into the consideration the well-being and safety of employees at the workplace.							
SUBSECTION 6.1. Foster an intentional organizational culture that is committed to inclusion and belonging.							
6.1.1.	Ensure that the department's mission, policies, and procedures reflect an ongoing commitment to an organizational culture of inclusion and belonging.	Racial Equity Committee	Preparation Phase	FY 23, Quarter 4 and ongoing	Department policies and procedures are updated and available Development of a facilities master plan	Library Commission Affairs Analyst, Library Commission; REC; HR's Equity, Division & Inclusion Analyst, Racial Equity Program Specialist Librarian; staff participation in planning processes and policy & procedure updates; funding for Controller's Office work order; funding for facilities master plan	(a) Engage SFPL workforce on the future of the San Francisco Public Library's programs and services through an internal listening tour coordinated by the Controller's Office City Performance unit in FY 22; (b) engage the Library Commission to approve a resolution that commits to an organizational culture of inclusion and belonging and by updating the commission bylaws as noted in Section 7, Boards and Commissions, Action Item 7.1.1 (Review and revise bylaws to include inclusive language and align with the department's RE Action Plan), the Library Commission Affairs Analyst will coordinate Commission bylaw updates to incorporate racial equity goals; and, (c) engage residents in each supervisory district in a facilities master planning process that captures the aspirations and outcomes the community recommends incorporating into future library improvements beginning in FY 22.
6.1.2.	Create a Racial Equity Team consisting of Racial Equity Leads committed to keeping the department accountable for reaching its RE Action Plan goals.	Racial Equity Committee	In Progress	Ongoing	A team of at least 12 SFPL employees makes up the RE Committee and meets at least once per month. All library divisions are represented	Staffing commitment includes: RE Committee members from all library divisions, support from Management Team, COO, along with two dedicated positions created to do this work.	(a) SFPL Racial Equity Task Force established in 2018, and in 2019 made a permanent committee. In FY 21, membership expanded to include broader working groups, RSA, Security and Custodial services; (b) Hire a 1244 Diversity Equity & Inclusion HR Analyst in FY 21, Quarter 3; (c) Hire a 3634 Lib III to oversee RE programming systemwide by FY 22 Quarter 2. Both positions would be integral to the implementation of the SFPL Racial Equity Action Plan in collaboration with the library's Racial Equity committee; (d) By FY 21 Quarter 4, all divisions would be represented.
6.1.3.	Develop a RE Action Plan that is updated regularly and available to the public.	Racial Equity Committee	In Progress	FY 21, Quarter 2	RE Action Plan Phase 1 is completed & published on department website REAP is reviewed and updated at regular intervals Annual staff sessions for review and input	Staffing commitment includes: RE Committee members, with RSA, HR, and support from Management Team and COO.	(a) The REAP is posted on sfpl.org and published on the internal library StaffNet page and later the Racial Equity Committee's SharePoint site; (b) Beginning FY 21, Quarter 3, RE Committee continues to examine implementation of REAP items as indicated in the plan with input from Leads and new REAP staff. REAP timelines, indicators, and implementation are reviewed in Quarter 1 and Quarter 2 every year, with adjustments made to the plan by end of Quarter 2.
6.1.4.	Regularly report to staff, board, and commissioners on RE Action Plan updates.	Racial Equity Committee	In Progress	Ongoing	Ongoing reporting Annual report or presentation to library committees	Staffing commitment includes, but not limited to: RE Committee, RSA, HR.	FY 21, Quarter 3, reinstitute presentations to functional work groups updating SFPL on committee work related to the REAP and encourage feedback. Present to: Library Commission, Management Team, Main Managers, Adult Services, Youth Services regularly.
6.1.5.	Support and provide spaces for affinity groups, prioritizing historically marginalized peoples.	Racial Equity Committee	Preparation Phase	FY 22, Quarter 2	Affinity groups are created and begin meeting by FY 22, Quarter 2	Staffing commitment includes: RE Committee Other commitments include: funding to facilitate gatherings, flexible scheduling and hours to allow staff to participate	(a) Beginning FY 21, Quarter 3, RE Committee will seek input from staff regarding the needs and interests of participating in Affinity groups; (b) By FY 21, Quarter 4, RE Committee will engage in preliminary design and development of the Affinity groups and introduce staff to Affinity groups; (c) By FY 22, Quarter 2, Affinity group participation will be offered.
6.1.6.	Have staff participate in trainings, conferences, and discussions that promote a wider understanding of racial equity.	Racial Equity Committee; Human Resources: SE(2); EOC	In Progress	Ongoing	# of training, conference, or discussion regarding diversity, equity, and inclusion completed by staff per quarter	\$15,000 in annual funding for speakers; staff time to attend trainings	(a) In FY 21, Quarter 2 continue the REALTalk discussion series among library staff with extra effort to reach beyond the 3600 class. Hold these sessions at least once a quarter; (b) Include additional options of engagement: book club, or film series, article and podcast discussions, healing circles and racial equity speakers; (c) In FY 22, Quarter 1, include a requirement in the annual PPAR that all staff attend at least one racial equity program. Survey all participants in racial equity trainings and track unique participation. Analyze results, adopt measures to increase engagement, and report results in the annual report beginning FY 22.

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
6.1.7.	Conduct an annual staff survey that assesses the department's commitment to an organizational culture of inclusion and belonging.	Racial Equity Committee	In Progress	Ongoing	Annual survey with disaggregated data and feedback Findings shared on StaffNet, staff email, Racial Equity Newsletter, and All Staff.	Staff commitments include: RE committee, RSA.	Reintroduce a staff survey in FY 22, Quarter 1. Revise the current staff survey to include questions on work-life satisfaction, belonging, staff work area satisfaction, identity expression, information sharing, engagement and inclusion in addition to information about barriers to applying for positions and employee needs outside the workplace (e.g. transportation stipends). Track participation to encourage feedback. Annually release the survey and report on results to the library staff, the community and the Library Commission.
6.1.8.	Ensure that all art, decor, and design where staff work daily reflect racial and social diversity.	Racial Equity Committee; Exhibitions Team	In Progress	FY 21, Quarter 3 & Ongoing	The physical presence of compelling exhibits throughout the library that allow both staff and our patrons to learn about ourselves and other people. Promotions: in-house newsletter "At the Library", website, posters, flyers and other collateral material. For larger exhibitions, a press release will be issued. Comment books collect feedback from patrons and staff on all aspects of an exhibit, such as content, layout, accessibility or other. Collaboration with a wide variety of community members/organizations ensure a great number of voices to be represented within the library.	Physical space in the Mail Library, such as the African American Center, Chinese Center, Deaf Services, Gay & Lesbian Center, International Center, Talking Books and Braille Center. Museum quality display cases that are shared and used by these Centers. In-house graphic designer, which insures that every exhibit created by these Centers is presented in a professional manner. Funding from the City, the Friends of the Library and various other sources used to create and promote these exhibits, shared equally. BIPOC staff representation on the Exhibits Committee. Add Racial Equity Statement and question to exhibition proposal form and to exhibit guidelines for staff.	The Library currently uses and will continue to use a standardized interview process and structured interview questions. (a) Library HR will review its interview process for gaps by FY 21, Quarter 4; and, (b) engage with stakeholders, including the REC

SUBSECTION 6.2.

Develop internal communication processes and procedures that promote equity.

6.2.1.	Regularly update departmental mailing lists to ensure that all staff receive communications.	?? Director of Communications ?	In Progress	Ongoing	Increase in staff feedback, participation, and response to communications	Staff commitments include: Web services and HR, for updating email groups	(a) Review the ALL Staff email address on a monthly basis, ensuring it includes all staff; (b) Devise a communication plan in FY 21 Quarter 3 that ensure all staff receive communications from functional work groups like adult services librarians, translations.
6.2.2.	Ensure that all staff meetings center diverse speakers and inclusive topics while offering space for staff engagement. Be transparent about the speakers and topics.	Racial Equity Committee; Management Team	Preparation Phase	FY 21, Quarter 3 & Ongoing	Ongoing staff participation and feedback Survey staff for suggestions on topics and speakers.	Staff commitments include: Racial Equity Committee to meet with other Library committee chairs and meeting organizers	(a) Draft a plan by FY 21, Quarter 4 to ensure that there are diverse speakers and inclusive topics at staff meetings starting with the library's "All Staff" meeting. (b) In FY 22, Quarter 1, develop a plan to review and implement a policy for staff meetings by first identifying staff meetings that invite speakers. (c) Beginning in FY 22, meet with SFPL committee chairs annually, ensuring racial equity is a consistent lens used as they determine topics, speakers, priorities, agendas.
6.2.3.	Create, maintain, and make available a space, physical and/or digital, for staff to share information.	Racial Equity Committee; IT Web Services	Preparation Phase	FY 21, Quarter 3 - FY 22 Quarter 4	Ongoing staff participation and feedback An ongoing newsletter is initiated Web page with resources is created and updated	Staff commitments include: Racial Equity Committee and Web Services.	(a) By FY 21, Quarter 3, create a resource page on the main page of the internal employee portal, StaffNet, which will include common definitions for racial equity, resources (including book titles, articles on antiracism, discussion topics, racial equity discussions specific to LIS and in general) and upcoming trainings. (b) Produce and distribute a bi-monthly newsletter by FY 21, Quarter 2 highlighting latest developments in SFPL RE work. (c) By FY 22, Quarter 1, launch SharePoint site for Racial Equity work, which will include chat function, file sharing and news page. (d) Explore physical locations for appropriate spaces (e.g. white boards, bulletin boards, alcoves, etc.) that could function as staff resources for racial equity information.

SUBSECTION 6.3.

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

6.3.1.	Create an accessibility protocol that is utilized across all events, communications, and departmental functions.	Access Services	Preparation Phase	FY 22 Quarter 3	Protocol distributed internally and with any outward-facing interactions Graphic design staff create training on accessible internal print marketing and publicity All staff that create/promote/plan programs will take this training, offered annually A standard "Attending Programs" accessibility statement that includes instruction about requesting accommodations will be included in all program announcements Staff members who host or present live online programs (or in person programs) are trained and know how to ensure that individuals with disabilities who need accommodations in order to fully participate in programs Staff members who are responsible for planning and hosting meetings or programs are trained and know how to request portable Assistive Listening Systems when participants request the accommodation in advance and know how to assist individuals who ask to use Assistive Listening Systems. Assistive Listening Systems will be available for use in Branch library or Main Library locations that do not have them installed Assistive Listening Devices, as described above for use by people who are hard of hearing, may also be used by translators who are supporting program participants who need access through languages other than English.	Staff commitments include: Graphic Design staff, Access Services staff Funding for Assisted Listening System	a) By FY 21, Quarter 4, SFPL Graphic Design staff members will provide training about accessible publicity materials for all staff members who plan for and publicize public programs. Training will be offered for Adult Services and Children's Services librarians annually; b) By FY 21, Quarter 4, Community Programs & Partnerships staff train all staff members who currently plan programs to include the "Attending Programs" language in all announcements; c) By FY 21, Quarter 3, Access Services staff members will work with the SFPL Family Engagement Coordinator, the Adult Engagement Coordinator and the Deputy Director of the Paul K. Longmore Institute on Disability at San Francisco State University to create guidelines that can be used by staff presenting programs to make programs accessible for people with disabilities, including how to work with Access Services staff to: provide ASL interpretation or live captioning to online programs; and, to provide large print or braille versions of handouts for program participants; d) By FY 21, Quarter 4, Deaf Services Center staff will create and post on StaffNet information about Assistive Listening Systems, including: o how to request ALS for use during meetings or programs; o how to assist users who need to use an ALS to participate in meetings or programs; e) By FY 22, Quarter 2, The Access Services Manager, Chief of Main Library, Chief of Branches, and Chief of Community Programs & Partnerships will have purchased two portable assistive listening systems.
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Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
6.3.2.	Evaluate and improve on all physical spaces to meet or exceed accessibility standards taking into account staff and visitors with disabilities, seniors, and families. e.g. elevator access, ramps, lactation rooms, scent-free cleaning products, gathering spaces, etc.	Access Services; Facilities	Preparation Phase	FY 22, Quarter 3	<p>A plan for physical space improvement</p> <p>\$ funding secured</p> <p>Improve accessibility of the Mission Library through renovation</p> <p>Staff at all locations will know how and why they are required to do daily walk-throughs, how to complete and post online the "Daily Accessibility Checklist" and how to request "ADA" repairs, if needed</p> <p>All staff members will know about the right for parents to breastfeed or chestfeed at any location in SFPL libraries</p> <p>SFPL staff members will know about the rights of trans and genderqueer individuals and SFPL policy will protect those rights</p>	Staff commitments include: Access Services, Facilities	<p>All renovations and new construction of SFPL buildings are designed by the Public Works Department, and are carefully reviewed by in house design personnel from the Mayor's Office of Disability. Therefore, the Library continues to ensure that our buildings are fully accessible and comply with all applicable City, State, and Federal requirements for equitable access for all.</p> <p>(a) By FY 21, Quarter 4, Access Services will create online training for staff in all classifications about their responsibilities under Title II of the Americans with Disabilities Act. And Continuous - "access @ our library: the basics" training will be offered at least once annually.</p> <p>(b) By FY 22, Quarter 1, - Orientation for newly hired employees will include information about the right for parents to breastfeed or chestfeed at any location in SFPL libraries; managers will be given information about the CCSF lactation policy (with annual reminders); and annual reminders to all staff about the right to breast or chestfeed at any SFPL location.</p> <p>(c) By FY 22, Quarter 1, the LGBTQIAA+ Equity Task Force and Human Resources staff will work with staff from the Human Rights Commission to create training for staff that will help ensure that the rights of trans and genderqueer individuals are respected and protected;</p> <p>(d) By FY 22, Quarter 2, LGBTQIAA+ Equity Task Force, Library HR, and Facilities staff will review signage and policy documents and replace gender-specific language with gender-neutral language; and will create and post notices describing prohibition of harassment and discrimination by Library patrons or employees based on actual or perceived gender identity and expression, or based on an individual's association with a person or group with one or more of these actual or perceived characteristics</p>
6.3.3.	Evaluate and improve on all digital functions and communications to meet or exceed accessibility standards taking into account staff and visitors with disabilities. e.g. plain-text messages, recordings with captions, accommodations for people with vision impairment, accommodations for deaf people, etc.	Access Services			<p>A plan for digital improvement</p> <p>\$ funding secured</p> <p>Ensure that SFPL online resources are as accessible as possible</p> <p>Live online programs and videos created by SFPL and posted online include accurate captions</p>	Staff commitments include: Access Services, Technical Services, Finance, Media Services	<p>As needed - Staff members test new online resources when they are offered to the public, to see if they are accessible for people using adaptive technology (JAWS).</p> <p>o They inform the eResources Librarian when they find sites inaccessible; the librarian follows up with vendors about these concerns, requesting improvements to the Resources offered through the Library.</p> <p>o Access Services staff writes tips about accessibility to SFPL resources for patrons who are blind and post them as an "Accessibility Toolkit for SFPL eLibrary Resources."</p> <p>By FY 22, Quarter 2 – Through a purchase order, live remote captioning became available for public meetings and programs upon request.</p> <p>By FY 22, Quarter 2 – SFPL Finance Office staff and the Access Services manager began working with DT and SFGOV-TV to make it possible for SFPL to pay for live remote captioning through a work order.</p> <p>By FY 22, Quarter 2 – REC will assist with the collaboration between Access Services and Media Production and Support staff to review the accuracy / quality of videos produced by SFPL.</p> <p>By FY 22, Quarter 3 - A plan will be made for hiring stenographers or working with remote captioners to correct captioning, as needed.</p> <p>Continuous – High quality closed captions will be included in all videos</p>
6.3.4.	Invest in translation services.	Community Programs & Partnerships; Finance	In Progress	Ongoing	<p>Creation of formalized process of requesting translation.</p> <p>Continued support of the Language Access Ordinance</p> <p>Increase in translated materials</p> <p>Dedicated translation staff</p> <p>Website translations for Spanish, Russian, Chinese, and Filipino</p> <p>Social Media posts appearing in other languages (not necessarily translations)</p>	<p>Funding for 2 FT 1842 translation staff</p> <p>\$31K in funding for contract translation services</p> <p>Staff commitments include: Social media team bilingual staff, IT, staff translators</p>	<p>a) By FY 21, Quarter 4, create with IT a formalized process of requesting translation, utilizing current ReqForm infrastructure.</p> <p>b) By FY 22, Quarter 2, train staff on how to request, on what to request, and be transparent as to priorities when translating.</p> <p>c) By FY 21, Quarter 4, create plan and standards for social media in other languages (not necessarily translations). Translators continue to support LAO, with PIO support as needed.</p>
6.3.5.	Encourage individual forms of inclusive identity expression. e.g. honoring gender pronouns, relaxing or modifying dress code, etc.	REC, LGBTQIAA+ Task Force, CPP	Preparation Phase	FY 22, Quarter 2 & ongoing	<p>Increase in staff using inclusive identity expression</p> <p>Library will produce an inclusive expression statement and campaign promoting inclusive identity expression.</p>	Staffing commitments include RE Committee, AAW Committee, LGBTQIAA+ Task Force, Disability Task Force, CPP/Communications	<p>(a) Starting FY22, Quarter 2, RE equity committee, in conjunction with the library's LGBTQ Task Force, All Are Welcome Committee, and the Disability Task Force, will analyze rules and practices around expression at the library, promote the policies such as DHR's gender inclusion policy.</p> <p>(b) Coordinate a campaign to promote inclusive identity expression in FY 22, Quarter 2.</p>
6.3.6.	Make accessibility information and accommodations easily accessible by bringing it to the forefront, rather than offering it upon request.	Access Services	Preparation Phase	FY 23, Quarter 3	<p>Information exists on department website</p> <p>Regularly update all adaptive technology software on SFPL computers, e.g. JAWS and ZoomText are available at all SFPL computers</p> <p>Increase outreach to people who are d/Deaf or hard of hearing as well as families and other members of the community and other service providers</p> <p>Renovate the Talking Books and Braille Center (TBBC) to better meet the evolving needs of patrons</p>	<p>Staffing commitments include: Access Services, IT, REC</p> <p>Funding for site license and for Home Library Services supplies</p> <p>Funding for renovation of TBBC</p>	<p>a) By FY 22, Quarter 2, – The Chief of the Main Library will work with Access Services staff and IT staff to locate and engage an AT expert to ensure that AT software is kept up-to-date;</p> <p>b) By FY 23, Quarter 1, – JAWS and ZoomText made available at all SFPL computers through a site license;</p> <p>o Access Services staff will consult with peer libraries to make a recommendation to IT for the number of seats needed for a site license;</p> <p>o REC will assist IT and Access Services to investigate the cost and purchase of the needed site license;</p> <p>c) By FY 22, Quarter 1, Access Services will investigate cost and purchase of new bags for Home Library Services;</p> <p>d) By FY 21, Quarter 1, planning has begun on TBBC renovation.</p>
SUBSECTION 6.4. Expand the internal culture of belonging by fostering relationships with the external communities the department serves.							
6.4.1.	Incorporate a process to gather community feedback on projects, events, and communications that involve or will impact the community.	Racial Equity; Research, Strategy & Analytics; Community Programs & Partnerships	Preparation Phase	FY 22, Quarter 1 a process is developed	<p>Community will have an impact on all department capital projects</p> <p>A process is developed to determine which projects/decisions receive this level of community engagement</p>	<p>Staffing commitment includes, but not limited to: CPP staff, RSA staff, RE committee.</p> <p>Other resources include: outside contractor (ad hoc) specializing in focus groups/feedback, library community rooms/spaces.</p>	<p>Starting FY21, Quarter 3, RE works with CPP (and other divisions as necessary) to examine our past practice. We have extensive experience in doing this (for Branch Library Improvement Project, opening of The Mix and The Bridge, search for new City Librarian, etc.). and we would examine what we did, what worked, what we should emulate, and recognize the communities we reached and those we didn't. We would work with RSA to figure out how to determine who we are reaching. We would examine how the Library Commission public comment/public hearing fits in to this process. We would document the steps that are necessary, and add our recommendation to the SFPL staff site.</p>
6.4.2.	Find opportunities to invest into and support the communities the department serves.	Community Programs & Partnerships; Branches; Main	Preparation Phase	FY 22, Quarter 1 & Ongoing	Meetings with all Branch Managers	Staff commitments include: RE committee, branch staff, main staff.	<p>(a) In FY22, Quarter 1, begin meeting with library branch managers to come up with individualized community investment plans;</p> <p>(b) review current community engagement activities by race;</p> <p>(c) designate funding for community engagement by the end of FY22;</p>

Action #	Actions	Lead(s)	Status	Timeline	Indicators	Resources Committed	Implementation Plan
SUBSECTION 6.5. [Additional Department-Specific Goal]							
6.5.1.	Review with staff the SFPL's use of the San Francisco Sheriff's Department for security at the Main Library.	Racial Equity Committee	Preparation Phase	FY 22, Quarter 1 & Ongoing	Facilitated meetings regarding sheriff's work order	Funding for meeting facilitator; Staff time to participate in meetings	(a) In FY 22, Quarter 1, form an ad hoc group to study and explore if the presence of Sheriff's deputies at the Main Library may emotionally trigger BIPOC staff, while taking into consideration sometimes highly volatile library environments and the need for safety; (b) FY 22, Quarter 2, the task force will review incident reports pre- and post sheriff's, survey staff, consider alternatives to direct policing; (c) Share recommendations by FY 23, Quarter 2.
SECTION 7. BOARDS AND COMMISSIONS An Equitable Workforce Starts with Equitable Decision Making. For many departments, an equitable and diverse leadership does not stop with senior leadership positions. Decisions are also being made in boards and commissions. These seats must represent the community that the department serves. Bi-laws that contain policies and language that perpetuate implicit bias must be revised. Seats must be accessible and available to employees of color. Policies and budget decisions made by these advisory bodies must be assessed through a racial equity lens.							
DEPARTMENT GOAL Seats on the Library Commission will represent the community that the department serves. The commission will review its bylaws and SFPL policies and procedures with a racial equity lens to eliminate language that perpetuates implicit bias and track progress. SFPL will provide training for commissioners on anti-racist work and affirm its commitment with a resolution supporting race equity work at the library.							
SUBSECTION 7.1. Ensure a diverse and equitable board and commission members that match the community being served.							
7.1.1.	Review and revise bylaws to include inclusive language and align with the department's RE Action Plan.	City Librarian; Chief Operating Officer; Library Commission Affairs Analyst; Commission	Preparation Phase	FY 22, Quarter 4	Bylaws successfully amended as needed	Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, City Attorney, Commission, SFPL Racial Equity Leaders and Committee	(a) Complete hiring of Library Commission Affairs Analyst and finalize SFPL Racial Equity Action Plan (REAP) in FY 21, Quarter 2; (b) review existing bylaws with the City Attorney to identify all needed changes and where to incorporate SFPL REAP language by FY 22, Quarter 1; (c) review bylaw changes with SFPL Racial Equity Committee by FY 22, Quarter 3; (d) present bylaw changes to the Library Commission for input and discussion by FY 22, Quarter 4; and, (e) Library Commission bylaw revision approval by FY 22, Quarter 4
7.1.2.	Collect current board and/or commission demographic data and include in the department annual report.	Library Commission Affairs Analyst; Director of Communications	In Progress	FY 21, Quarter 2	Provide commission demographic data in department annual report	Human Resources staff time to gather demographic data; Director of Communications time to include in Annual Report	Collect and include Library Commission demographics beginning with the SFPL FY 20 Annual Report in accordance with the DHR policy on Age, Gender and Race/Ethnicity Data
7.1.3.	Reserve board and/or commission seats or create an advisory board with a zero or lesser give/get amount as a means to diversify participation.	N/A	N/A	N/A	N/A	N/A	Give/Get is not applicable to the Library Commission
7.1.4.	Adopt ORE racial equity assessment tools to inform decision-making of Boards and Commissions.	City Librarian; Chief Operating Officer; Chief Financial Officer; Library Commission Affairs Analyst; Commission	Preparation Phase	FY 22, Quarter 4	# of policies passed with RE lens Budget equity completed	Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, City Attorney, Commission, SFPL Racial Equity Leaders and Committee, SFPL Management Team, Budget Manager, Analytics staff	(a) Complete hiring of Library Commission Affairs Analyst and finalize SFPL REAP in FY 21, Quarter 2; (b) generate a tool to track policies passed with Racial Equity lens in FY 22, Quarter 2; (c) implement the Office of Racial Equity's budget equity tool in FY 21 with the FY 22 & 23 budget submission when tool is provided in concert with the Chief Financial Officer
SUBSECTION 7.2. Safeguard members so they naturally feel welcomed and valued, not tokenized.							
7.2.1.	Determine a regular and standardized protocol for accommodation requests, centering people with disabilities, working people, parents, etc. e.g. ASL interpretation, video conferencing, food during meetings, translations, etc.	Access Services; Library Commission Affairs Analyst	Preparation Phase	FY 22, Quarter 4	Accessible materials available on website Closed captioning for online meetings and ASL for in person meetings if requested	Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, IT web services to coordinate closed captioning. Other resources include: funding for closed captioning services, ASL services	(a) Closed captioning services implemented in FY 21, Quarter 1; (b) complete hiring of Library Commission Affairs Analyst and finalize SFPL REAP in FY 21, Quarter 2; (c) review accessibility needs with SFPL Access Services by FY 22, Quarter 2; (d) implement additional access services and materials as needed by FY 22, Quarter 4; and, (e) implement a process and schedule to review accessibility needs by FY 22, Quarter 4
7.2.2.	Commit to ongoing racial equity training being mindful of ongoing and current issues.	City Librarian; Chief Operating Officer; Library Commission Affairs Analyst; Commission	Preparation Phase	FY 21, Quarter 4	# of completed training per fiscal year	Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, HR training coordination. Other resources include: funding for training via the Department of Human Resources or vendors	(a) Complete hiring of Library Commission Affairs Analyst and finalize SFPL REAP in FY 21, Quarter 2; (b) identify and provide training opportunities to commissioners by end of FY 21, Quarter 3; and, (c) commissioners complete trainings by FY 21, Quarter 4 and on an ongoing basis

ACTION #	ACTIONS	LEAD(s)	STATUS	TIMELINE	INDICATORS	RESOURCES COMMITTED	IMPLEMENTATION PLAN
7.2.3.	Develop a mentorship program between newer and more experienced board/commission members.	Library Commission Affairs Analyst; City Librarian; Chief Operating Officer,	Preparation Phase	FY 22, Quarter 2	Member experience satisfaction survey	Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, City Librarian, Chief Operating Officer, Commissioners. Other resources include: funding for training via the Department of Human Resources or vendors	(a) Complete hiring of Library Commission Affairs Analyst and finalize SFPL REAP in FY 21, Quarter 2; (b) research and build a Commission mentor program in FY 21, Quarter 4; (c) institute mentor program in FY 22, Quarter 2

DRAFT

APPENDICES

Appendix A: San Francisco Public Library's FY 21 Workforce Demographics

Appendix B: San Francisco Public Library's Survey Data

Appendix C: Vulnerable Populations Engagement Assessment - Details FY 20

Appendix D: Vulnerable Populations Engagement Survey FY 21

Appendix E: SFPL Strategic Priority Summary – FY 21

Appendix F: San Francisco Public Library's REAP Team

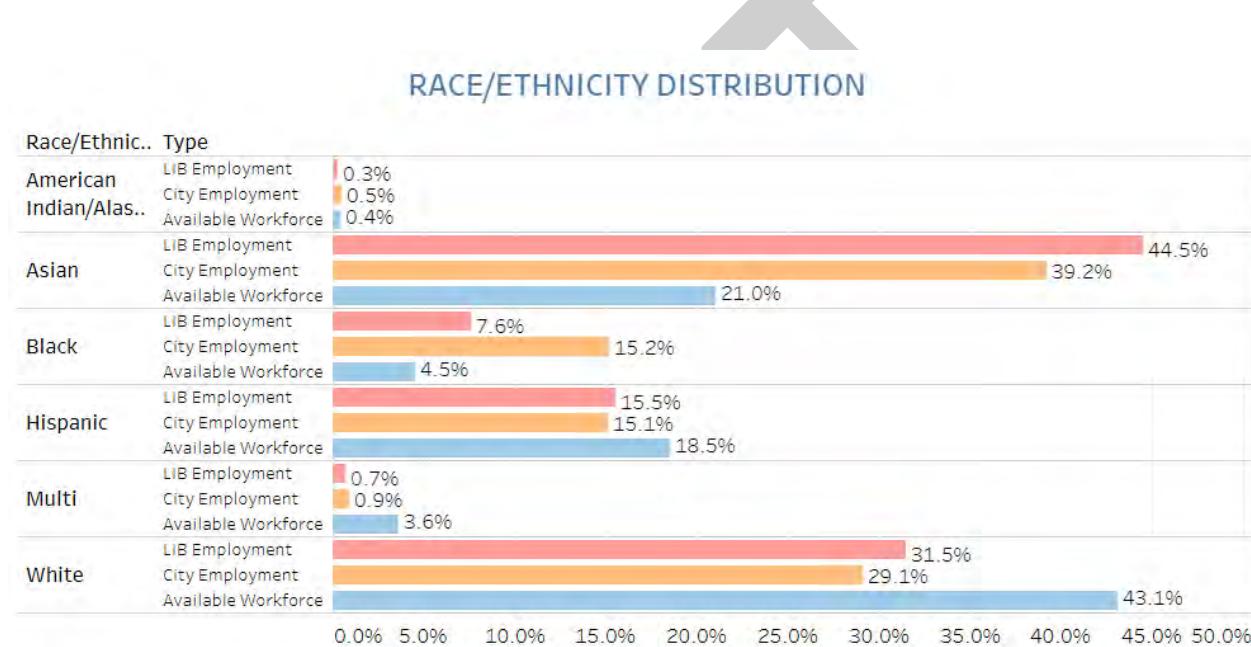
Appendix G: Racial Equity Glossary

CURRENT SFPL WORKFORCE DEMOGRAPHICS

Diversity

San Francisco Public Library is a diverse institution that in many ways reflects the demographics of its surrounding community. Figure 1 below shows the demographic distribution of the SFPL workforce as of November 2020. Of approximately 875 library employees, Asian (44.5%) and White (31.5%) represent the largest two groups of staff. Hispanic (15.5%) and Black (7.6%) represent the bulk of the remainder, with American Indian/Alaskan and Multiracial approximating a total of about 1 percent.

Figure 1. SFPL Race/Ethnicity Distribution vs. City Employment and Bay Area Workforce



In comparison with City and County of San Francisco workforce data, SFPL is moderately overrepresented in the Asian (+5.3%), White (+2.4%) and Hispanic (+0.4%) cohorts, while underrepresented in the Black (-7.6%), American Indian/Alaskan (-0.2%) and Multiracial (-0.2%) cohorts.

Pay Inequities

As Figure 2 below shows, an examination of annual salary data, however, shows that there are racial inequities in median employee income at SFPL.

Figure 2. SFPL Race/Ethnicity Median Employee Income vs. San Francisco County Media Household Income

	SFPL		San Francisco County	
	Median Employee Income	% of SFPL Median Employee Income	Median Household Income	% of SF Median Household Income
American Indian/Alaskan Native	\$ 70,278	86%	\$ 61,250	59%
Asian (including Filipino)	\$ 72,124	89%	\$ 88,016	84%
Black	\$ 70,278	86%	\$ 30,442	29%
Hispanic	\$ 72,124	89%	\$ 72,578	69%
Multiracial	\$ 70,044	86%	\$ 114,399	109%
White	\$ 91,806	113%	\$ 132,154	126%
All	\$ 81,354		\$ 104,552	

Sources: U.S. Census 2018 American Community Survey 5-Year Estimates & City and County of SF Dept of Human Resources

Despite a median employee income of \$81,354 annually, every race/ethnicity except for White (+\$10,452) falls substantially below the organizational median. American Indian/Alaskan, Asian, Black, Hispanic and Multiracial employees all fall within a range of 86-89 percent of the SFPL median, roughly \$10,000 below that mark. White pay, on the other hand, is 13 percent greater than the organizational median.

A comparison of San Francisco County household income shows a much greater variance between race/ethnicity, ranging from earnings at 29 percent of the median for Black households to 126 percent for White households. While the SFPL range of median incomes is much narrower as a result of civil service rules, there is a clear skew toward White employees in pay at the expense of other employees.

For further examination, SFPL broke out the workforce into 15 general categories of staff, as shown below in Figure 3. Asians, with a 45 percent share of all staff, have the largest shares of Custodian, HR Professional, IT Professional, Management Assistant (tied with Hispanic), Library Assistant, Library Page, Library Technical Assistant I and Supervisor (tied with Black) positions. Black staff have the greatest share of Supervisor (tied with Asian) and Security Officer positions; Hispanic staff have the largest share of Management Assistant (tied with Asian) positions; and White staff, with a 32 percent share of all staff, have the largest share of Stationary Engineers, Management, Librarian 1, 2 & 3 and Other positions.

Figure 3. SFPL Race/Ethnicity and Income Distribution by General Job Category

Job Group	American Indian/ Alaskan Native	Asian	Black	Filipino	Hispanic	Multiracial	White	Grand Total	Annualized Median income
Custodian		48.1%	22.2%	3.7%	22.2%		3.7%	54	\$ 66,066
Stationary Engineer		30.0%	10.0%	10.0%	10.0%		40.0%	10	\$ 101,842
HR Professional		70.0%		20.0%			10.0%	10	\$ 110,474
IT Professional		77.8%		5.6%	5.6%		11.1%	18	\$ 110,175
Management*	5.9%	11.8%	11.8%		5.9%		64.7%	17	\$ 166,764
Management Assistant		28.6%		21.4%	28.6%		21.4%	14	\$ 82,940
Librarian 1		27.2%	2.1%	4.7%	11.0%	1.0%	53.9%	191	\$ 98,878
Librarian 2		21.1%	5.3%		19.3%		54.4%	57	\$ 109,460
Librarian 3		14.3%	7.1%		21.4%		57.1%	14	\$ 120,692
Library Assistant		55.9%	7.5%	4.3%	14.0%		18.3%	93	\$ 72,124
Library Page	0.4%	42.3%	7.9%	7.1%	18.7%	1.2%	22.4%	241	\$ 58,734
Library Technical Assistant 1		52.6%	7.0%	2.6%	15.8%		21.9%	114	\$ 84,916
Supervisor*	30.0%	30.0%			20.0%		20.0%	10	\$ 72,696
Security Officer	3.8%	19.2%	30.8%	11.5%	19.2%		15.4%	26	\$ 73,762
Other*	35.0%	2.5%	2.5%	10.0%	2.5%	47.5%		40	\$ 89,076
Grand Total	3	358	69	46	141	6	286	909	\$ 81,354

Source: City and County of SF Dept of Human Resources

* Management includes all MEA (Municipal Executives Association) positions

Supervisor includes all supervisor-level positions (e.g., Custodial Supervisor, Media Production Supervisor)

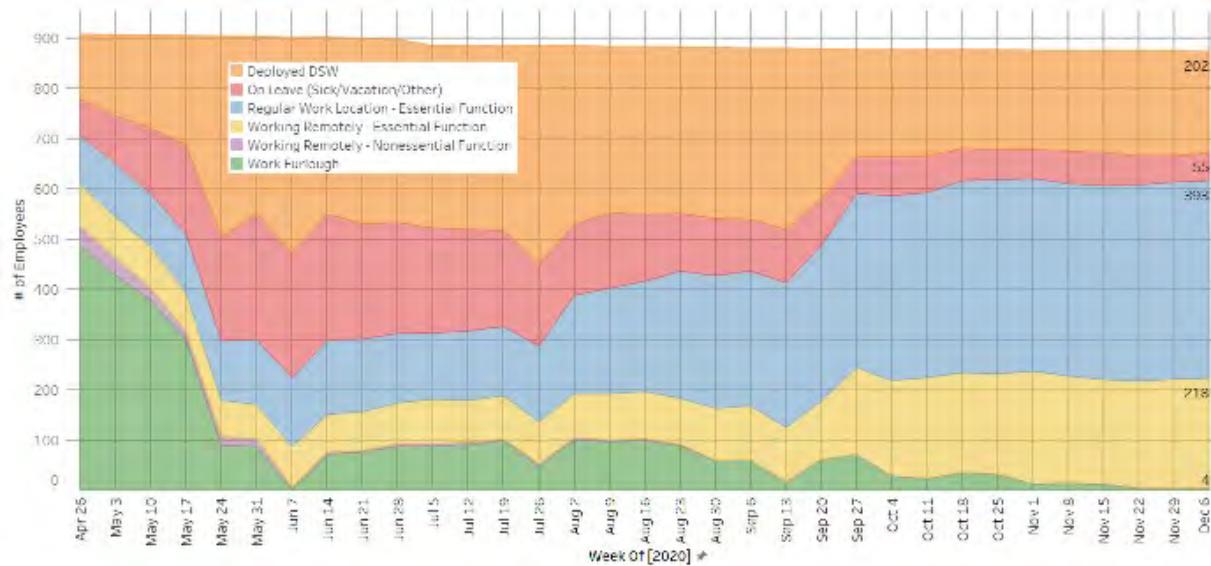
Other includes job groups with fewer than 10 people (including finance professionals, administrative analysts, etc.)

Generally speaking, it is worth noting that positions within the Stationary Engineer, HR Professional, IT Professional, Management and Librarian 1, 2 & 3 categories are higher-paid relative to the other categories. Those seven highest-paid categories are predominantly comprised of staff who are Asian or White.

Disaster Service Worker Support

SFPL has been at the forefront of deploying Disaster Service Workers (DSWs) to address the ongoing COVID-19 emergency response. The orange shaded area in Figure 4 below represents deployed library DSWs, which, as of the week of December 6, 2020, included 202 staff members.

Figure 4. SFPL COVID-19 Employee Workforce Response

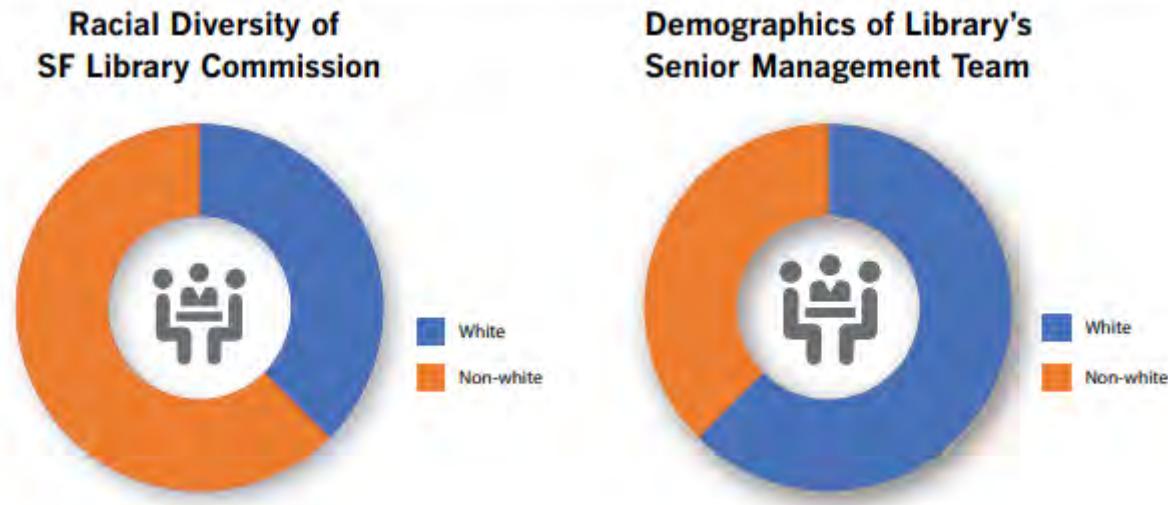


Throughout the COVID-19 emergency, SFPL staff have provided over 9,400 weeks of DSW service, with as much as 45 percent of the library workforce on assignment from May to September 2020. The bulk of remaining staff are working in either their regular work location (blue shaded area) or remotely (yellow shaded area).

Management/Library Commission

SFPL remains committed to racial diversity at all levels of the organization, including within management and the Library Commission. As Figure 5 below shows, 63 percent of the Library Commission is Non-white, while 37 percent are White. In the Library's management positions, 65 percent are White whereas 35 percent are Non-white.

Figure 5. Library Commission and Senior Management Team Demographics



NEXT STEPS

SFPL's review of the data to date includes workforce demographic descriptive statistics but they are by no means meant to be exhaustive. SFPL has plans to further analyze the intersection of race/ethnicity with other relevant characteristics, as reliable data becomes available. Further analyses could include the following: correlation and regression analyses between race/ethnicity and income, gender, job classification and age; race/ethnicity and hiring/retention/promotion/disciplinary/separation information; race/ethnicity and internship/fellowship/volunteer data; race/ethnicity and Disaster Service Worker (DSW) deployment; race/ethnicity and training information; race/ethnicity and staff survey response information. Other analyses could also be performed as needed and as new data sources become available.

SFPL SURVEY DATA OVERVIEW

SFPL began its Race Equity work in 2018 by participating in a training offered by the Government Alliance for Race Equity. Two staff members attended the once a month, year-long training and in the middle of the process formed the SFPL Race Equity Task Force (now committee) to help further the work. To prepare for our plan, we distributed survey in September 2019 and also formed the REALTalk (Racial Equity At the Library) staff program discussion series to start normalizing talk around race. Information from our survey and evaluations from our REALTalk programs are presented here.

The committee emailed the anonymous 2019 survey to all members of staff via a Survey Monkey link and encouraged participation for two-weeks. One hundred and thirty-nine members of staff, representing about 15 percent of the library's workforce, completed the survey. A large majority of respondents came from library workers in the 3600 classification series and a range of other professional positions, like management assistant; more than 70 percent of participants identified as people of color. We wanted the survey to serve as a benchmark in order to measure our work toward creating a culture around open discussion and action toward racial equity and we have plans to release it every year. Our survey did not address training opportunities and professional development for staff and did not address general feelings of safety and inclusion at work as discussed in the ORE Racial Equity Framework from June 2020, but survey responses in our open-ended questions did address these issues. We will be revising our survey to include these topics in the future.

Survey questions asked respondents to agree or disagree to statements using a five-point scale:

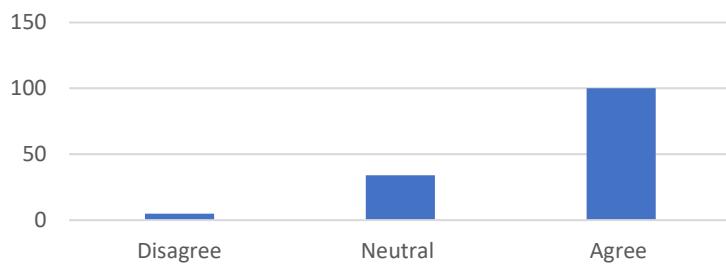
- How knowledgeable are you with the concept of racial equity?
- SFPL is committed to racial equity.
- Leadership and management of SFPL demonstrate support of racial equity.
- SFPL demonstrates hiring, recruitment, retention and promotion practices with regard to racial equity.
- SFPL demonstrates engagement and outreach practices aligned with racial equity.
- Programming at SFPL is conducted in support of racial equity.

It also included three open-ended questions:

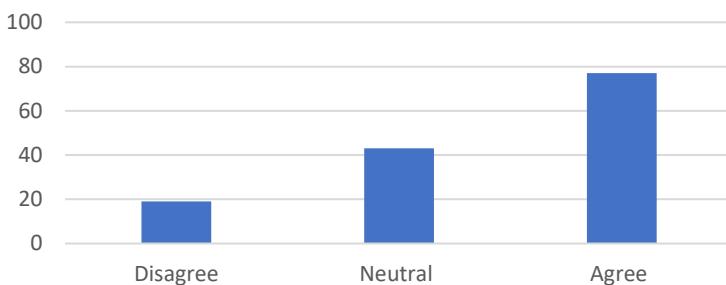
- Do you have any suggestions to promote a more racially equitable library?
- Are there ways that you see SFPL addressing and promoting racial equity?
- Do you have any additional comments about racial equity at SFPL?

Results are shown below combining the Strongly Disagree/Disagree and Agree/Strongly Agree categories and include a summary of responses to open ended questions. Overall, respondents reported knowledge around the concept of racial equity, felt library and leadership is committed to racial equity work and offers external programming with a racial equity lens. Respondents were less likely to agree that the library took race equity as a factor in hiring, recruitment, retention and promotion and encouraged the library to put in protections for staff who are racially harassed by patrons.

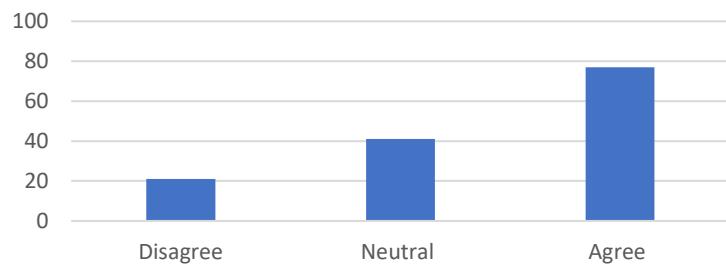
How knowledgeable are you with the concept of racial equity?

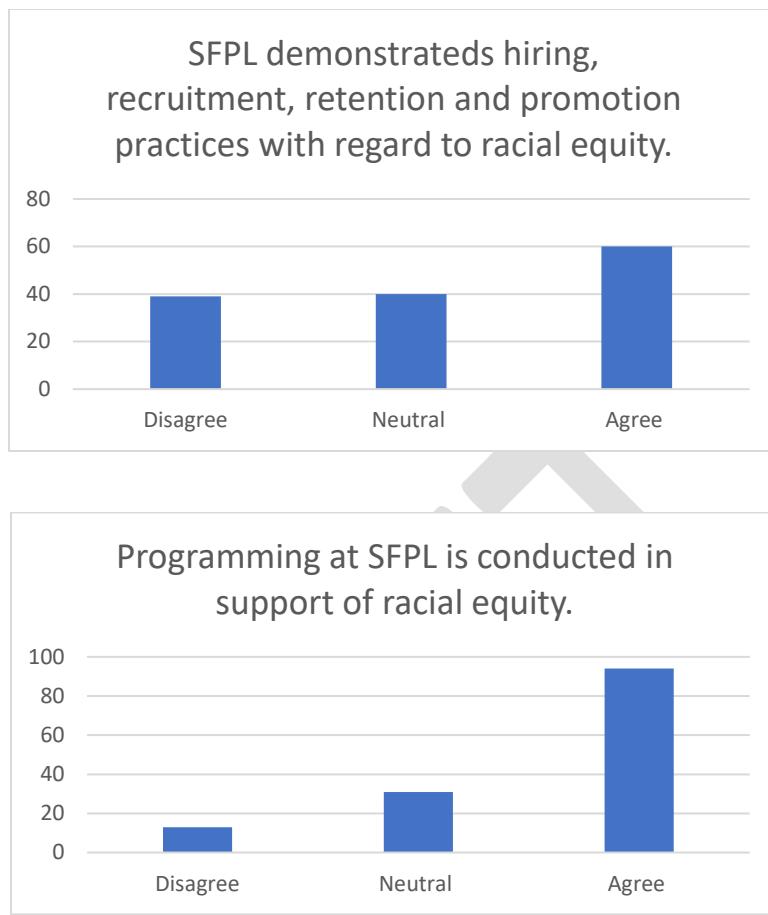


SFPL is committed to racial equity.



Leadership and management at SFPL demonstrate support for racial equity.





While some survey respondents felt the library already strives toward race equity, most responses to the open-ended questions related ways the library could do better regarding internal employee functions and include these responses:

- Librarians and leadership are whiter than other classes and should be diversified.
- Staff need a place to air grievances about racial inequity in the library, both internally and from patrons.
- The library should offer more anti-bias training and opportunities for learning around racial equity.
- Pathways to higher classifications, including mentoring, professional development and tuition reimbursement are needed.
- Some people experience bigotry in the workplace, this was especially noted around rule enforcement towards African Americans.
- Part-time staffing schedules limit the ability of people of color to have jobs at the library.

In terms of our outward facing services, many comments in the open-ended questions recommended the library could improve in these areas:

- More outreach to communities currently not utilizing the library, including developing more relationships with social clubs and community organizations.

- More materials published in multiple languages, including PSA's in multiple languages.
- A more diverse collection of electronic materials in different languages.
- More public participation in decision making around programming and outreach.
- Integration of books by and about people of color into all library branches and not simply targeting them to different neighborhoods.
- More diverse programming beyond themed months.

The SFPL Racial Equity Committee, as part of a work to start normalizing discussion around race and educating staff about race equity work, also hosted two REALTalk Programs prior to closure due to COVID-19; one in October 2019 and another in January 2020. A total of 80 people attended these programs. We surveyed participants in those programs and highlight suggestions here from staff for promoting Racial Equity at the library, which were not included in the current Phase 1 of the REAP:

- Protect staff from racial abuse from the public, both micro-aggressions and outright racial slurs
- Promotional interview coaching
- Promote based on successful work and not on really biased tests
- Think about ways to serve diverse populations, beyond themed month programming
- Tuition help for movement into the 3630 class. (it requires a masters)
- Open up the library space for community stakeholders
- Could library card be a free Muni ride once a week or some other way to subsidize or encourage access
- Training: How to work with people from different backgrounds
- Survey community groups to find out how they feel about the library

Office of Racial Equity:

Vulnerable Populations Engagement Assessment - Details

SAN FRANCISCO PUBLIC LIBRARY: FY 20

Completed by: Michelle Jeffers Chief, Community Programs & Partnerships

Michelle.jeffers@sfpl.org

Date: 07/13/2020

POPULATION	STAKEHOLDER ENGAGEMENT	% OF BUDGET	\$ OF BUDGET	CRITICAL ISSUES	MEASURABLE ACTIVITIES
African American	Library Services and Programs & Partnerships via African American Affinity Center	5.6	8.2 M	Digital equity and access Affordability of housing and other services Jobs, career and technology assistance Literacy and learning opportunities for all ages	Direct Service
Indigenous, Native American, American Indian	Library Services, Programs & Partnerships	0.7	1.03 M	Digital equity and access Affordability of housing and other services Jobs, career and technology assistance Literacy and learning opportunities for all ages	Direct services

POPULATION	STAKEHOLDER ENGAGEMENT	% OF BUDGET	\$ OF BUDGET	CRITICAL ISSUES	MEASURABLE ACTIVITIES
Pacific Islander/Native Hawaiian	Library Services	0.5	0.78M	Digital equity and access Affordability of housing and other services Jobs, career and technology assistance Literacy and learning opportunities for all ages	Direct Services
Asian American	Library Services and Programs & Partnerships via AFFINITY CENTERS: Chinese Center and Filipino Center	36	52.81M	Digital equity and access Affordability of housing and other services Jobs, career and technology assistance Literacy and learning opportunities for all ages	Direct Services
Latino/Hispanic	Library Services and Programs & Partnerships via AFFINITY CENTER – Latino Hispanic Community Room	15.2	22.30M	Digital equity and access Affordability of housing and other services Jobs, career and technology assistance Literacy and learning opportunities for all ages	Direct Services
People with disabilities and medical conditions; people with mental health and behavioral issues.	Library services and social worker partnership		Budget breakdown for this service not available at this time	Digital equity and access Affordability of housing and other services Jobs, career and technology assistance Literacy and learning opportunities for all ages	Direct Services

POPULATION	STAKEHOLDER ENGAGEMENT	% OF BUDGET	\$ OF BUDGET	CRITICAL ISSUES	MEASURABLE ACTIVITIES
Detained and justice involved community	Library services via Jail and Reentry Services library division based at SF County Jails and Juvenile Hall		Budget breakdown not available at this time	Digital equity and access Affordability of housing and other services Jobs, career and technology assistance Literacy and learning opportunities for all ages	Direct Services
Transgender, Gender Variant, Intersex People Lesbian, Gay, Bisexual, Queer People	Library Services and Programs & Partnerships via the Hormel LGBTQIAA Center		Budget breakdown not available at this time	Digital equity and access Affordability of housing and other services Jobs, career and technology assistance Literacy and learning opportunities for all ages	Direct Services

Vulnerable Populations Engagement Survey

Many community stakeholders as well as City employees believe San Francisco is complicit in creating, enforcing and/or sanctioning laws, policies, and institutions that perpetuate racial inequity in our City. To address these concerns and perceptions, we encourage City departments to assess their engagement and support of underrepresented, historically marginalized communities. The Office of Racial Equity will work with San Francisco City agencies to explore how laws, policies, and programs perpetuate racial inequities within government and in community and challenge those departments to end those practices. This assessment provides an opportunity to succinctly examine how your agency partners and supports San Francisco's vulnerable populations. This is a helpful tool for both current FY 20/21 budget equity conversations and decision-making around vulnerable populations. Use this as an opportunity to understand and explain how your top line and low level budget allocations advance equity and support those most in need. As we prepare for budget hearings in August 2020, and given Mayor Breed and the SF Board of Supervisors' focus on equity and support for historically marginalized communities this budget season, City agencies have an opportunity to compile and assess this information in preparation for Budget Hearings. Given the impact of COVID-19, please include your department's work in COVID-19 response, re-opening and/or recovery/forward planning. Please complete BOTH: 1. This overview survey 2. Vulnerable Populations Engagement Details (Microsoft Word template) Please complete both parts by 6pm on Monday, July 13th, 2020.

Full Department Name: San Francisco Public Library

First and Last Name: Michelle Jeffers

Email: michelle.jeffers@sfpl.org

Division: Community Programs & Partnerships

Position: Chief, Community Programs & Partnerships

What is your current role, if any, in your Department in regards to racial equity? (Select all that apply)

	I am the/a Racial Equity Leader for my Department
	I am a member of my Department's Racial Equity Working Group
✓	I am a part of the Leadership Team for my Department
	I am a part of the Human Resources Team for my Department
	I am a part of the Finance Team for my Department
	I am a part of the Community Engagement Team for my Department
	Other:

1. Which communities of color do you serve? (Select all that apply)

<input checked="" type="checkbox"/>	Black or African-American
<input checked="" type="checkbox"/>	Latino/a/x or Hispanic
<input checked="" type="checkbox"/>	Middle Eastern or North African
<input checked="" type="checkbox"/>	Indigenous, Native American or American Indian
<input checked="" type="checkbox"/>	Pacific Islander/Native Hawaiian
<input checked="" type="checkbox"/>	East Asian
<input checked="" type="checkbox"/>	Southeast Asian
<input checked="" type="checkbox"/>	South Asian/Indian
<input checked="" type="checkbox"/>	Filipino/a/x
	Other:

2. What other vulnerable groups/communities do you serve? (Select all that apply)

<input checked="" type="checkbox"/>	Seniors and Older Adults
<input checked="" type="checkbox"/>	Children and Youth
<input checked="" type="checkbox"/>	Transgender, Gender Variant, Intersex People
<input checked="" type="checkbox"/>	Lesbian, Gay, Bisexual, Queer People
<input checked="" type="checkbox"/>	People with Disabilities and Medical Conditions
<input checked="" type="checkbox"/>	People with Mental Health and Behavioral Health Issues
<input checked="" type="checkbox"/>	People with Limited-English Proficiency
<input checked="" type="checkbox"/>	Undocumented People
<input checked="" type="checkbox"/>	People Facing Food Insecurity
<input checked="" type="checkbox"/>	People who are Subjected to Intimate Partner Violence
<input checked="" type="checkbox"/>	Public Housing Residents
<input checked="" type="checkbox"/>	Caregivers
<input checked="" type="checkbox"/>	Detained/Justice-Involved People
<input checked="" type="checkbox"/>	Shift, Temporary Gig, Low-wage Workers
<input checked="" type="checkbox"/>	Low-income Students
<input checked="" type="checkbox"/>	People facing Digital Access/Connectivity Issues

✓	People who Rely Exclusively on Public Transit
✓	Under/Uninsured People
✓	Unbanked/No Access to Credit/Debit Cards
	Other:

Overview of Engagement Activities

Please provide an overview of your engagement activities with communities of color and other vulnerable groups. Note: In the "Vulnerable Populations Engagement Assessment - Details" document, you can provide specifics for each of the groups you have identified in the table provided.

3. Please describe your community engagement activities with individuals and groups in San Francisco's communities of color.

San Francisco Public Library (SFPL) is committed to its vision that All Are Welcome in the library and makes every effort to engage with all communities throughout San Francisco. SFPL leads a robust slate of annual programs and exhibitions, workings with artists, performers, authors and literary organizations from the city's diverse communities of color. The Library's prioritizes programming themes that recognize citywide diversity efforts such as Black History Month, Latino Hispanic Heritage Month, Asian Pacific Islander American month, Southwest Asian and North African Heritage, Women's History Month and Indigenous People's month. In addition to participating and partnering with many varied communities around the city, SFPL also engages communities of color with 1:1 service via direct library service at its 28 locations. SFPL also prioritizes services to neighborhood libraries in specific city equity zones and, via its fleet of bookmobiles, to ensure robust staffing, collections, services and programs for those in vulnerable populations and hard-to-reach communities.

4. Based on your work, what critical issues do these communities face?

Digital equity and access Affordability of housing and other services Jobs, career and technology assistance Literacy and learning opportunities for all ages.

5. Who are the community based organizations, leaders and/or groups within the vulnerable population(s) you serve? (Describe your engagement with these stakeholders)

Much of this effort is led by the Main Library's Affinity Centers and staff, specifically the African American Center, the Chinese Center, the Filipino Center, the Latino Hispanic Community Room, and the Hormel LGBTQIAA Center. Recent engagements around library-sponsored programs, exhibits, services and partnerships include: Northern California MLK Jr Foundation; Mission Cultural Center, Black and Brown Comic Arts Festival, Asian Pacific Heritage Celebration Committee,

Philippine American Writers & Artists, Our Families Coalition, Teachers 4 Social Justice, Abundant Beginnings, Showing Up for Racial Justice SF, Mission Promise Neighborhood, First 5 San Francisco, Edgewood Center, Literacy for Environmental Justice, Real Options for City Kids, Green Schoolyards America, YMCA, Youth Outside, Goodwill Career Center, Tenderloin Tech Lab, Curry Senior Center, Code Tenderloin, Self-Help for the Elderly, Orquesta Jaranera del Mayab, Asociacion Mayab, International Indian Treaty Council.

Budget Considerations & Impacts

This section assesses your department's FY20/21 budget, decision-making processes, and as well as supports for engagement with vulnerable populations you serve.

6. What is your Department's total annual budget for FY 20/21? Briefly describe how your Department generally decides upon its proposed budget allocations:

\$151.70 million total for FY 21, including \$6.85* million for capital. The budget is developed in collaboration with Library division chiefs who submit proposals for their respective division needs. The budget is based on seven strategic priorities: Premier Urban Library, Literacy & Learning, Youth Engagement, Organizational Excellence, Digital Strategies, Partnerships for Excellence, and Facilities Maintenance & Infrastructure.

7. What data, indicators and considerations were taken into account to maximize equity and support for vulnerable populations within your proposed Budget?

SFPL's performance is monitored by the Controller's Office - City Performance Unit via Performance Measures on the Livability Scorecard, and the 5-year Open Hours Assessment to identify needs and support for vulnerable populations. Last year, the library worked with the San Francisco Financial Justice Project to evaluate data and impacts and make a case for eliminating revenue from library overdue fines to improve equity to library services for all San Franciscans.

8. Does your Department provide community participatory budgeting opportunities, or perform external outreach to get feedback on its budget decision-making processes?

Yes

No

9. If your Department does have a community participatory budgeting process, or perform external outreach to get feedback on budget decisions, please outline that process here:

The Library budget is subject to a minimum of two public hearings before the San Francisco Library Commission, allowing community input into the final budget proposals that are submitted to the Board of Supervisors.

10. What is your largest projected expenditure? Please go beyond listing a line item and be specific and explanatory.

Staff salaries and benefits are the Library's largest budget item, representing approximately 2/3 of its annual budget.

11. Beyond salaries and benefits, what is your largest projected expenditure? Please go beyond listing a line item and be specific and explanatory.

Library collections including books, movies, music, databases and eResources make up the second largest projected expenditure at \$19.61 million

12. What is your second largest projected expenditure? Please go beyond listing a line item and be specific and explanatory.

For FY 21 the top three cost categories are labor at \$99.71 million, library collections at \$19.61 million, and services of other departments at \$11.95 million. Services of other departments includes requested services such as Public Works Bureau of Building Repair maintenance services and pass-through costs such as SFPUC for light, heat, and power costs.

13. What is your lowest projected expenditure? Please go beyond listing a line item and be specific and explanatory.

On average, this would be equipment purchases such as vehicles, library lending kiosks, check out machines and related equipment to facilitate the borrowing of library materials. This makes up \$0.7 million in annual expenditures in FY 21.

14. What percent and dollar amount of your overall budget supports the vulnerable population(s) you serve?

Communities of color make up 59.8% of the library population which amounts to \$86.6 million of the library's operating budget. However, the library collects only limited data on race, which would make it difficult to breakdown the library's specific spending on vulnerable populations.

15. What are the recurring funding gaps or limitations in your overall budget that could inhibit your Department's ability to advance equity?

Limited funding for capital improvement projects to renovate and build our neighborhood branches and the economic impact of COVID19.

16. Please identify potential impacts of your proposed reductions on communities of color and vulnerable communities, and describe what strategies your Department recommends to mitigate any potential adverse impacts.

Current COVID19 related budget constraints will postpone the construction of a new, community library in the Ocean View neighborhood as well as delay renovations to the Chinatown branch library. These capital projects will be partially mitigated by increased outreach and activities for these neighborhoods.

17. How does your commitment to vulnerable population(s) show up in your proposed expenditures?

✓	Staff Time
	Grants to Community-Based Organizations
✓	Direct Service(s)
✓	Recruitment and Hiring
✓	Events
	Other:

18. In what ways will your entire budget be realigned for the next fiscal year in targeted ways to advance equity?

Examples might include staff time allocations, and/or programmatic commitments that are intended to reduce or eliminate disparities experienced by communities of color and other vulnerable groups.

The Library's budget realignment activities are to be determined pending the completion of the Library's racial equity plan. Based on phase 1 of this process, it is anticipated that there will be additional spending on staff training, a mentor program, a recruitment program and budgeting for equity speakers/activities.

Focus Areas

A comprehensive approach to fostering an equitable and just San Francisco includes these focus areas.

19. Does your spending address specific equity needs?

Please refer to your previous responses about expenditures.

	Largest expenditure	Second largest expenditure	Lowest expenditure
Racial Disparities			
Disability Access			
Public Safety			
Economic development			
Academic Achievement	✓		
Climate and Environment			
Housing and Homelessness			
Transportation and Mobility			✓
Justice System			
Community Health and Wellness			
Workforce and Fair Employment			
Information Technology and Digital Equity		✓	
Education, Knowledge and Community Wisdom	✓		
Wealth Building and Economic Justice			
Arts and Culture			
Food Justice and Sovereignty			
LGBTQIA+ and Gender Justice			

20. How do you get feedback on the success of your proposed spending? The return on investment?

	Largest Expenditure	Second largest Expenditure	Lowest Expenditure
Focus groups/interviews with stakeholders			
Results based evaluation			
Unbiased data collection		✓	
Participatory budgeting			✓
Performance on key indicators	✓		

Mission: We work to ensure free and equal access to information, knowledge, independent learning, and the joys of reading for our diverse community.

SAN FRANCISCO'S VISION

Residents and families that thrive

Clean, safe and livable communities

A diverse, equitable and inclusive city

Excellent City Services

A city and region prepared for the future

Be the premier public library in the nation

- Provide safe and welcoming access to library collections via contact free service model - [SFPL To Go](#)
- Increase community awareness and usage of San Francisco Public Library through targeted outreach and marketing efforts to reach new users and underserved neighborhoods.
- Provide programming and services to residents experiencing homelessness through the Library's Social Worker Program.

Support the economic recovery of San Francisco

- Be responsive to City and County of San Francisco's needs for library staff to serve as Disaster Service Workers during the COVID-19 public health emergency.
- Help individuals with virtual programming to support job searching and skills development, and connect business owners with government aid and services.
- Expand Smart Money financial coaching program.

Continue strong community partnerships

- Partner with the Department of Children, Youth & Families (DCYF) and the Recreation & Parks Department to support distance learning for vulnerable youth at neighborhood-based [community hubs](#).
- Strengthen partnership with SFUSD and parochial and private schools to promote online educational access to eLearning resources for students.

Engage youth in learning, workforce and personal growth

- Support virtual enrichment and STEM learning opportunities for school age children.
- Provide job training, internships, college prep, and educational support for teens and transitional age youth.

Support and celebrate reading & learning

- Host the 16th Annual One City One Book: San Francisco Reads featuring [Know My Name](#) by author [Chanel Miller](#).
- Support the 2020 Poet Laureate Selection Committee in naming San Francisco's next [Poet Laureate](#).
- Deliver programs, services and exhibitions that foster equity, inclusion and community connection

Excel in operational and fiscal management and professional development

- Develop Racial Equity plan to promote more equitable outcomes for city residents.
- Debut new collections inventory management system for greater efficiency and improved customer experience.

Provide facilities to meet 21st century needs

- Partner with San Francisco Public Works to renovate the historic [Mission Branch Library](#).

SFPL RACIAL EQUITY ACTION PLAN TEAM

The San Francisco Public Library's Phase 1 Racial Equity Action Plan is the result of dedicated staff work that began in 2018 when SFPL joined the Government Alliance for Race Equity (GARE), along with other city departments. GARE provided library staff training, tools and support to build the capacity to combat racial inequities in the department. The most recent work on our plan started after the Office of Racial Equity issued the Phase 1 Racial Equity Action Plan template in summer 2020. The Library's Racial Equity Action Plan collaboration includes the following staff and units/divisions within SFPL:

Racial Equity Committee:

Alejandro Gallegos, Shawna Sherman, Maureen Singleton, Queena Chen, Charles Coleman, Gregory Hom, Tramaine Johnson, Eun Lee, Chela Lucas, Melissa Mendiola, Janine Mogannam, Kate Patterson, Denise Schmidt, Meredith Steiner, Jimmy Tran, Michelle Waddy, Michele Williams, Jennifer Woo

Library Human Resources:

Lori Regler, Meiyi Ouyang, Anna Owens, Jamie Shih, Sharon Tam, Vivian Yeung

Research Strategy and Analytics:

Randy McClure, Eun Lee

Contributions from:

Access Services, Adult Services, The Bridge, Facilities, Finance, IT, and Youth Services

The SFPL REAP reflects staff's collective ideas and collaborative efforts. We cannot thank our REAP Team enough for the work already done and for the important work we will undertake to actualize our plan. We would also like to thank the Human Rights Commission staff and the Office of Racial Equity staff for their leadership and assistance throughout the plan development process. We look forward to working with all our partners.

RACIAL EQUITY GLOSSARY

The San Francisco Public Library's Racial Equity Action Plan (REAP) adopts the racial equity glossary found in the Office of Racial Equity's [Citywide Racial Equity Framework, Phase 1: Internal Programs and Policies](#), posted in June 2020. The Office of Racial Equity's glossary and source citations are noted below and will be referenced as needed to assist with implementation of the Library's REAP.

ANTI-BLACKNESS

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

BIPOC

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

BIAS

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

DEGREE INFLATION

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

DIVERSITY

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

BELONGING

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

EQUITY

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

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

² Othering & Belonging Institute

ETHNICITY

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

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

IMPLICIT BIAS (see Bias)**INCLUSION**

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

INDIVIDUAL OR INTERNALIZED RACISM

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

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

INSTITUTIONAL RACISM

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

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

INTERPERSONAL RACISM

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

Examples: hate speech or symbols.

INTERSECTIONALITY

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

OCCUPATIONAL SEGREGATION

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

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

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

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

OTHERING

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

RACE

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

RACIAL EQUITY

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

SYSTEMIC RACISM

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

UPSKILLING

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

WHITE PRIVILEGE

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

STRUCTURAL WHITE PRIVILEGE

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

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

⁶ [The Problem of Othering: Towards Inclusiveness and Belonging - Othering and Belonging](#)

⁷ OpenSource Leadership Strategies. Some Working Definitions

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

⁹ White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies. Peggy McIntosh. 1988.

¹⁰ Structural, Interpersonal, Cultural, and Institutional white privilege definitions from Transforming White Privilege: A 21st Century Leadership Capacity, CAPD, MP Associates, World Trust Educational Services, 2012.

INTERPERSONAL WHITE PRIVILEGE

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

CULTURAL WHITE PRIVILEGE

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

INSTITUTIONAL WHITE PRIVILEGE

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

WHITE SUPREMACY

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

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