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; (3) 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 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

Email Contact: citylibrarian@sfpl.org
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.
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
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
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)
SECTION 1. HIRING & RECRUITMENT

1.1. Current conditions and barriers that impede job seekers, applicants, and employees to competitively apply to available positions and/or advance in their careers, and competitive pathways to apply.

Library Human Resources: In Progress FY 22, Quarter 2

(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 systems that could feed into open positions.

1.2. Develop a clear and explicit recruitment and selection process that addresses root causes of inequity, assesses for skills that are relevant to the role, and promotes to non-traditional outcomes and workforce diversity.

Library Human Resources: In Progress FY 22, Quarter 2

1.2.1. Eliminate the need for minimum qualifications (MQs) that may disproportionately create racial inequities in hiring and result in unfair evaluation of candidates' qualifications. Include multiple ways to apply to a position.

Library Human Resources: In Progress FY 22, Quarter 2

1.2.2. Develop a shared belief and empower recruitment and selection processes that addresses root causes of inequity, assesses for skills that are relevant to the role, and promotes to non-traditional outcomes and workforce diversity.

Library Human Resources: Preparation Phase FY 22, Quarter 4

1.3. Engage subject matter expert Library managers and supervisors and Library Racial Equity Committee to develop recruitment outlets and strategies to attract and retain diverse candidates at all levels of the department.

Library Human Resources; Research, Strategy & Analytics (RSA); Racial Equity Committee (REC); CPP; Divisional SMEs

(a) Engage subject matter expert Library managers and supervisors and Library Racial Equity Committee to develop recruitment outreach by FY 22, Quarter 1, and job numbers for outreach to these outreach.

(b) library HR will collaborate with RSA to develop outreach to career opportunities, including highlighting case studies of career advancement and ongoing development in the department and workplace.

(c) Library HR, Research, Strategy & Analytics complete demographic data review, conduct research, and recommendations are made by Quarter 4.

(d) Library HR participation in Citywide efforts to identify and commit to recruitment goals to be met and adjusted.

(e) Library Racial Equity Committee and Management Team develop and implement strategies and programs to achieve these goals.

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 HOPC/INGR marginalized groups in order and develop strategies to increase racial equity in the library profession, especially within the managerial level.

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2.5. 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, (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, (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, (a) Develop strategies for reducing disparities by FY 22, Quarter 4.

2.6. Include opportunities to expand collective knowledge regarding diversity, equity, and inclusion, (a) Assess number of summer placements over the past two years from Mayor’s OA program for YouthWorks & MYEPP and SFPL’s Youth Engaged in Library Leadership @ $60K for $500 stipends, YouthWorks @ $156.8K; RSA for survey; staff serving as mentors for youth. (a) Convene internal working group consisting of volunteer coordinator and representatives from REC, Community Programs & Partnerships, 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. e.g. SF Unified School District’s Career Pathways Program.

2.7. Staff employment patterns relying on internal job candidates with no external job market (e.g. branch positions) and identify solutions to address this issue. (a) Convene internal working group consisting of volunteer coordinator and representatives from REC, Community Programs & Partnerships, 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. e.g. SF Unified School District’s Career Pathways Program.

2.8. Include opportunities to expand collective knowledge regarding diversity, equity, and inclusion, (a) Convene internal working group consisting of volunteer coordinator and representatives from REC, Community Programs & Partnerships, 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. e.g. SF Unified School District’s Career Pathways Program.

2.9. Include opportunities to expand collective knowledge regarding diversity, equity, and inclusion, (a) Convene internal working group consisting of volunteer coordinator and representatives from REC, Community Programs & Partnerships, 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. e.g. SF Unified School District’s Career Pathways Program.
1.4. SUBSECTION 1.4.

(a) Review existing processes and evaluations within SFPL and discuss processes with other City departments for programs like SF Fellows or YouthWorks and 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.

(b) Library HR will review its interview process for gaps by FY 22, Quarter 4, and, engage with stakeholders, including the REC, to develop interview questions that are anonymous, diverse, and unbiased and will include diversity, equity, and inclusion related questions in its interview questions.

(c) Library HR will track the demographic composition of interview panels going forward by FY 22, Quarter 2 and periodically review data with REC to assess diversity goals.

1.4.2. Ensure a diverse hiring panel for each interview.

(a) Library HR will review its interview process for gaps by FY 21, Quarter 4; and,

(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 3; and,

(c) Library HR will engage stakeholders, including the REC, to explore additional training opportunities (e.g., budget by FY 22, Quarter 3; and, Chief of Staff in community programs & partnerships and Chief Operating Officer to require that staff involved in reviewing intern, volunteer, and fellow applications are also trained.

1.4.3. Train staff on conducting interviews, asking questions in an unbiased way, and collecting data on race/ethnicity of applicants. This includes staff involved in reviewing intern and fellow applications.

(a) 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 any improvements.

(b) Library HR will maintain a standardized and holistic interview process with structured interview questions.

(c) Library HR will periodically review data to ensure job announcements are being shared.

1.4.4. Maintain a standardized interview process with structured interview questions.

(a) The Library currently uses and will continue to use a standardized interview process and structure interview questions.

(b) Library HR will review and assess onboarding process for volunteers and identify and implement any improvements by FY 23, Quarter 4.

(c) Library HR will review and assess onboarding process for fellows and implement any improvements by FY 23, Quarter 4.

1.4.5. Share and post all job openings internally. For example, stakeholders to include Human Resources staff and DHR’s new applicant tracking system; and,

(a) Library HR will periodically review data to ensure job announcements are being shared.

(b) Library HR will periodically review data to ensure job announcements are being shared.

(c) Library HR will periodically review data to ensure job announcements are being shared.

(d) Chief Operating Officer will review and assess onboarding process for fellows and implement any improvements by FY 23, Quarter 4.

1.4.6. Utilize a tool to track application progress and maintain consistent flow through multiple process.

(a) Library HR will review and assess onboarding process for full-time and part-time employees and identify and implement any improvements by FY 21, Quarter 4.

(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 any improvements.

1.4.7. Ensure compliance and close gaps in timely and efficient hiring, interviewing, and onboarding processes.

(a) Library HR will periodically review data to ensure job announcements are being shared.

(b) Library HR will periodically review data to ensure job announcements are being shared.

(c) Library HR will periodically review data to ensure job announcements are being shared.

(d) Library HR will periodically review data to ensure job announcements are being shared.

1.4.8. Formalize and standardize the onboarding process for full-time and part-time staff, volunteers, interns, fellows, and technicians.

(a) Library HR will periodically review data to ensure job announcements are being shared.

(b) Library HR will periodically review data to ensure job announcements are being shared.

(c) Library HR will periodically review data to ensure job announcements are being shared.

(d) Library HR will periodically review data to ensure job announcements are being shared.
SECTION 2. RETENTION AND PROMOTION

Our Workforce is Our Largest Asset. Retaining a strong workforce means supporting our employees holistically to ensure they are affirmed, in and out of the office. A competitive salary, inclusive benefits and opportunities for advancement ensure that our workforce can maintain stability and their immediate family, and alleviate, or remove the weight and pain 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.

SUBSECTION 2.1

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

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<th>ACTION</th>
<th>LEADER(S)</th>
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<th>RESOURCES COMMITTED</th>
<th>IMPLEMENTATION PLAN</th>
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<tbody>
<tr>
<td>2.1.1.</td>
<td>Furlough HR; DHR; HRA</td>
<td>In Progress</td>
<td>FY 20, Quarter 4 for DSW deployment tracking tool to capture benefits of library DSWs; DSW data in DSW DSW director survey; dependence of data report from DSWs</td>
<td>Tracking mechanism implemented</td>
<td>Human Resources and Analytical staff</td>
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<td>2.1.2.</td>
<td>Furlough; HRA; Preparation Plan</td>
<td>In Progress</td>
<td>FY 21, Quarter 3</td>
<td>Budget analysis completed</td>
<td>Fiscal and Analytical staff, Management Teams</td>
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<td>2.1.3.</td>
<td>Facility; COVID-19 Team; Library HR</td>
<td>In Progress</td>
<td>FY 20, Quarter 3</td>
<td>PPE access protocol established on the COVID-19 Command Center</td>
<td>Staffing to communicate with DSWs and the COVID-19 Command Center about DSW PPE needs; Measure material and supply tracking as needed</td>
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<td>2.1.4.</td>
<td>Furlough and Library HR</td>
<td>In Progress</td>
<td>In Progress</td>
<td>Increased employee awareness of additional benefits</td>
<td>Communication regarding compensation, paid sick leave, and flex time benefits assessed and newly assessed</td>
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<tr>
<td>2.1.5.</td>
<td>Facility; COVID-19 Team; Library HR</td>
<td>In Progress</td>
<td>In Progress</td>
<td>Additional opportunity to provide additional benefits to deployed Library DSWs</td>
<td>Staffing to communicate with DSWs and the COVID-19 Command Center about DSW PPE needs</td>
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<td>2.1.6.</td>
<td>Facility and Library HR</td>
<td>In Progress</td>
<td>FY 21, Quarter 3</td>
<td>Share Library DSW volunteer survey data from DHR with Library HR to identify additional benefits provided by the Library to deployed DSWs</td>
<td>Communication regarding compensation, paid sick leave, and flex time benefits assessed and newly assessed</td>
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<tr>
<td>2.1.7.</td>
<td>Facility; COVID-19 Team; Library HR</td>
<td>In Progress</td>
<td>In Progress</td>
<td>Increased employee awareness of additional benefits</td>
<td>Staffing to communicate with DSWs and the COVID-19 Command Center about DSW PPE needs</td>
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DEFINITION OF PARITY

2.2.1. Review salaries of positions in comparable library systems, as compared to SFPL by FY 22, Quarter 3; strategize with stakeholders, including REC, regarding parity by FY 22, Quarter 4; and, share salary review results with DHR to advocate for any changes to salaries of Library classifications when available.

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<tr>
<td>2.2.1.</td>
<td>Facility; COVID-19 Team; Library HR; RSA</td>
<td>Preparation Phase</td>
<td>FY 22, Quarter 3</td>
<td>Review salaries of positions in comparable library systems, as compared to SFPL by FY 22, Quarter 3</td>
<td>Human Resources and Analytical staff</td>
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<td>2.2.2.</td>
<td>Facility; COVID-19 Team; Library HR; RSA</td>
<td>In Progress</td>
<td>FY 22, Quarter 4</td>
<td>Annual assessment of benefit usage by employees completed, any identified issues addressed</td>
<td>Human Resources staff to review data and share with DHR; Analytic staff as needed</td>
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<tr>
<td>2.2.3.</td>
<td>Facility; COVID-19 Team; Library HR; RSA</td>
<td>In Progress</td>
<td>In Progress</td>
<td>Conduct annual internal reviews of the parity of department benefits, reviewing and enhancing existing policies, including leave policy, short-term disability policy, etc.</td>
<td>Human Resources staff to review data and share with DHR; Analytic staff as needed</td>
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<tr>
<td>2.2.4.</td>
<td>Facility; COVID-19 Team; Library HR; RSA</td>
<td>In Progress</td>
<td>FY 22, Quarter 3</td>
<td>Review paid time off (PTO) policy currently in place and align it with all neighboring libraries and cultural bodies</td>
<td>Human Resources staff to review PTO policy and practices reviewed and improved if needed</td>
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SUBSECTION 2.2.1

Provides salary and benefits meet or exceed industry standards while actively pursing income equity, centering the experiences of women and people of color.

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<tr>
<td>2.2.1.</td>
<td>Facility; COVID-19 Team; Library HR; RSA</td>
<td>Preparation Phase</td>
<td>FY 22, Quarter 4</td>
<td>Results of salary reviews shared</td>
<td>Human Resources staff to review data and share with DHR; Analytic staff as needed</td>
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<tr>
<td>2.2.2.</td>
<td>Facility; COVID-19 Team; Library HR; RSA</td>
<td>Preparation Phase</td>
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</tbody>
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SFPL Racial Equity Action Plan - DRAFT page 10
2.3.1. Determine standard failures considered non-service issues and promotions. Make file information available to staff.
   a) Identify the challenge classifications in the City by FY 22, Quarter 4; and, b) engage stakeholders including REC to develop strategies and training opportunities to support employees on a career path by FY 23, Quarter 1.
   2.3.2. Develop a formal and transparent process for raises and promotions.
   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 for multiple promotions during annual PPAW process beginning FY 23.
   2.3.3. Implement alternative dispute resolution mechanisms, such as mediation, to resolve interpersonal issues, then reducing the need for action on disciplinary or non-service issues. Develop a “feedback” discipline process.
   a) Participate in citywide efforts to develop and implement alternative dispute resolution mechanisms; b) share SFPL feedback and recommendations on citywide alternative dispute resolution program in the citywide working group; and, c) communicate with library staff about and promote the Citywide alternative dispute resolution program once it is developed, track and analyze SFPL usage of citywide alternative dispute resolution program.
SECTION 4. DIVERSE AND EQUITABLE LEADERSHIP

Library HR shall develop a diverse and equitable leadership team that will foster a culture of inclusion and belonging. Library HR will identify and develop processes and policies to ensure that all employees receive the same level of discipline for a particular policy.

4.1. Ensure in a hiring and recruitment policy that generally aligns with the citywide framework that promotes diversity and inclusion.

(a) Human Resources staff to review library’s existing processes and training systems complete.
(b) Ensure library’s existing processes for discriminatory actions identified issues.
(c) Explore opportunities and capacity for developing online materials and/or training.
(d) Review library’s existing recruitment policies to identify any inconsistencies or biases and address identified issues.
(e) Human Resources staff to develop online training and address the identified issues.

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

(a) Explore opportunities and capacity to develop online training and/or materials.
(b) Review library’s existing recruitment policies to identify any inconsistencies or biases and address identified issues.
(c) Human Resources staff to develop online training and address the identified issues.

4.1.3. Adhere to a hiring and recruitment policy that generally aligns with the citywide racial equity framework and the departmental RE Action Plan.

(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) Communicate with staff the required training by classification and publish required training annually by FY 23, Quarter 3.
(d) Supervisors/Managers to communicate with staff across all classifications about training during PPAR process.

4.1.4. Provide ongoing racial equity training and development for leadership.

(a) Anonymous input tool created and process developed.
(b) Review additional diversity, equity, and inclusion training opportunities for senior Library leadership by FY 22, Quarter 1, including recommendations from REC.
(c) Develop annual training plans for senior Library leadership reflecting implicit and diversity, equity, and inclusion training, and incorporate training plans into annual PPAR requirements by FY 23, Quarter 2.
(d) Engage Subject Matter Experts and REC around additional required training by classification by FY 22, Quarter 4.
(e) Communicate hiring and recruitment policies and in recruitment materials by FY 22, Quarter 3.

4.1.5. Library HR In Progress FY 22, Quarter 3

(a) Review library’s existing recruitment policies to identify any inconsistencies or biases and address identified issues.
(b) Review library’s existing processes for discriminatory actions identified issues.
(c) Explore opportunities and capacity to develop online training and/or materials.

SECTION 5. MOBILITY AND PROFESSIONAL DEVELOPMENT

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

5.1.1. Prepare senior leadership demographic data in the department annual report in compliance with DHR’s policy on Age, Gender and Racial/Ethnicity Data.

(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) Establish a process for staff to attend conferences by FY 22, Quarter 2 with mandatory units to attend on a regular interval.
(d) Establish a process for staff to attend conferences by FY 22, Quarter 2.
(e) Identify opportunities for staff to attend conferences by FY 22, Quarter 1.
(f) Develop a process for staff to attend conferences by FY 22, Quarter 4.
(g) 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.
(h) Identify opportunities for staff to attend conferences by FY 22, Quarter 1.
(i) Implement initiatives to processes for attending conferences and reimbursements for conference attendees.
(j) Develop a process for staff to attend conferences by FY 22, Quarter 4.
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 staff intranet. Additionally, Library HR works with staff on requests under the Family Friendly Workplace Ordinance and Family and Medical Leave Act and adapt current annual performance evaluation process to include annual identification of and communication about advancement opportunities during PPAR process.

- Complete an assessment of training opportunities currently offered and funded by FY 22, Quarter 2;
- Engage stakeholders to identify additional training opportunities by FY 22, Quarter 3;
- Update currently utilized training catalog to reflect opportunities for continued learning by FY 22, Quarter 4;
- Ensure a list of opportunities for continual learning;
- Determine if an increase in dedicated training budget allocation is necessary by FY 22, Quarter 4, and;
- Present course library of training by supervisor/managers communicating and prioritizing learning opportunities for staff across all classifications during PPAR process.

- Continue to train professional development and training opportunities in Personal Office Notes;
- Complete assessment of level and scope of opportunities across classifications to determine whether additional opportunities can be shared by FY 22, Quarter 4;
- Identify funding by FY 22, Quarter 4;
- Assess the level and scope of opportunities shared in determine additional opportunities can be shared by FY 22, Quarter 2, and;
- Engage supervisors to communicate about opportunities across classifications during PPAR process.

In Progress FY 22, Quarter 2

- Develop and implement survey for BIPOC staff around utilization of professional development opportunities by FY 23, Quarter 2; and,
- Engage supervisors to communicate about opportunities across classifications during PPAR process.

In Progress FY 23, Quarter 2

- Collect a list of underrepresented staff of color by FY 22, Quarter 2; (b) engage stakeholders around additional opportunities that can be shared by FY 22, Quarter 4;
- Implement any process and tracking improvements by FY 23, Quarter 1;
- 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;
- Engage stakeholders around additional opportunities that can be shared by FY 22, Quarter 4;
- Complete annual assessment and action plan developed by FY 23, Quarter 2.

SUBSECTION 5.2.3

Assign staff to review and assess data; Analytical staff to develop tracking mechanism and survey; funding for professional and skill development

In Progress FY 22, Quarter 4

- Complete annual performance evaluation process to include annual identification of and communication about advancement opportunities during PPAR process by FY 21, Quarter 4

SUBSECTION 5.4.3

Ensure staff needs are communicated and timely met in order to perform and excels at their jobs.

In Progress FY 23, Quarter 2

- Ensure currently available staff breakrooms are assessed and identified as a space for staff to relax and reflect.
- Attend regularly scheduled meetings to participate in the work environment of the department.
- Develop a schedule and plan for the development of a space for staff to take breaks.
- Provide a space for staff to share personal and professional information.

In Progress FY 22, Quarter 3

- Assess currently available staff breakrooms by FY 22, Quarter 2;
- Establish a communication schedule and strategy to include莫过于 Employee Assistance Program and HR policies on a regular and ongoing basis by FY 22, Quarter 1;
- 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,
- Create, maintain, and make available a space, physical and/or digital, for staff to share information.
- Staff have access to the most accurate and up-to-date information about their work environment.

ACTION | LEADS(S) | STATUS | TIMELINE | INDICATORS | RESOURCES COMMITTED | IMPLEMENTATION PLAN
--- | --- | --- | --- | --- | --- | ---
5.1.3 | Library HR; Finance; Divisional Subject Matter Experts; STADCOM and EOC | In Progress | FY 22, Quarter 4 | 6 of staff enrolling and completing training | Funding for training; Communication of available action funds for continued advancement and training opportunities; Staff time to identify the learning opportunities; Staff time to assess training and learning opportunities

5.1.4 | Library HR; Finance; Divisional Subject Matter Experts; STADCOM and EOC | In Progress | FY 22, Quarter 2 | Opportunities communicated | Funding for training and/or continued professional development; Staff time to assess and identify funding opportunities for the organizations.

5.1.5 | Library HR; Human Resources and Analytical; Divisional Subject Matter Experts; RE Committee | 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

5.2.1 | Library Management Team; Divisional Subject Matter Experts; Finance | 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

5.2.2 | Library 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

5.3.1 | Library Management Team; Divisional Subject Matter Experts | Preparation Phase | FY 22, Quarter 3 | 9 of staff participating in outside events or opportunities | Funding for training and/or continued professional development; Staff time to assess training and learning opportunities

5.3.2 | Library Management Team; Divisional Subject Matter Experts; Finance; Divisional Subject Matter Experts; STADCOM and EOC | Preparation Phase | FY 22, Quarter 3 | 9 of staff participating in outside events or opportunities | Funding for training and/or continued professional development; Staff time to assess training and learning opportunities

5.3.3 | Finance; Library HR; Facilities; Library HR | Preparation Phase | FY 22, Quarter 3 | Annual survey of staff satisfaction with regard to the workplace | Facilities staff time to assess satisfaction; Human Resources staff time to communicate changes to the Employee Assistance Program and HR policies and provide staff support

5.3.4 | Library Management Team; Divisional Subject Matter Experts | Preparation Phase | FY 22, Quarter 3 | 9 of staff participating in outside events or opportunities | Funding for training and/or continued professional development; Staff time to assess training and learning opportunities

5.3.5 | Library Management Team; Divisional Subject Matter Experts; Finance; Library HR | Preparation Phase | FY 22, Quarter 3 | 9 of staff participating in outside events or opportunities | Funding for training and/or continued professional development; Staff time to assess training and learning opportunities

SFPL Racial Equity Action Plan - DRAFT page 13
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 firmly rooted in hiring and recruiting, it permeates throughout organizational culture, policies, and procedures. It also can form an implicit, traditional standard, such as “professionalism,” that ultimately centers whiteness. 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 exclusion. Changes in organizational culture start and continue with the needs of the employees. These needs are discovered by forming 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 workplace that ensures traditionally underrepresented communities of color and identities are welcomed and able to fully participate without discrimination and barriers to success. SFPL therefore seeks to develop a Racial Equity Action Plan for each department. This plan will outline how each department will actively work to create a culture of inclusion that is committed to the needs of all employees. This includes departments of varying disabilities and identities, and also takes into the consideration the well-being and safety of all employees at the workplace.

6.1. Ensure that the department’s mission, policies, and procedures reflect an ongoing commitment to an organizational culture of inclusion and belonging.

Social Equity Committee

Organization/Phase: FY 23, Quarter 4 and ongoing

Development of a facilities master plan


Implementation PLAN

(a) Develop an intentional organizational culture that is committed to inclusion and belonging.

Department policies and procedures are updated and available

Funding for SFPL staff participation in planning.

(b) Engage SFPL, workflow 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 team in FY 22.

(c) Engage the Library Commission to commit to an organizational culture of inclusiveness and belonging and by updating the commission bylaws as noted in Section 7, Boards and Commissions, Action Item 7.1.1 (Revise and revise bylaws to include inclusive language and align with the Department’s RE Action Plan), the Library Commission Affinity: Analyzers will coordinate Commission’s efforts as outlined in the plan.

6.2. Ensure a Racial Equity Task Force consisting of Racial Equity Leads is committed to keeping the department accountable for reaching SFPL Action Plan goals.

Social 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.

Racial Equity Committee

In Progress: Ongoing

(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, engagement REAP continues to examine implementation of REAP items as indicated in the plan with input from Leads and new REAP staff.

(c) By FY 22, Quarter 2, Affinity group participation will be offered.

Racial Equity Committee

In Progress: Ongoing

Staffing commitment includes:

- RE Committee members from all library divisions, support from Management Team, COO, along with leadership staff dedicated positions to devote time to this work.

- Funding to facilitate gatherings, flexible scheduling and hours to allow staff to participate.

- Support and provide spaces for affinity groups, prioritizing historically marginalized peoples.

- In Progress: Ongoing

- Staffing commitment includes:

  - RE Committee, RSA, HR.

- Annual report or presentation to library committees

- Fostering staff commitment to keeping the department accountable for reaching SFPL Action Plan goals.

- By FY 21, Quarter 2, reinstitute presentations to functional work groups updating SFPL on committee work related to the REAP and encourage feedback.

-REAP is reviewed and updated at regular intervals

-Annual report or presentation to library committees

-Staffing commitment includes:

  - RE Committee, RSA, HR.

- In Progress: Ongoing

- By FY 21, Quarter 2, the REALTalk discussion series among library staff will continue to reach beyond the 2000 class. Hold these sessions at least once a quarter.

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### A. ACTION 4.1

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

<table>
<thead>
<tr>
<th>ACTION</th>
<th>LEA(s)</th>
<th>STATUS</th>
<th>TIMELINE</th>
<th>INDICATORS</th>
<th>RESOURCES COMMITTED</th>
<th>IMPLEMENTATION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1.</td>
<td>Regularly update departmental contacts list to ensure that all staff receive communications.</td>
<td>Director of Communication, In Progress</td>
<td>Ongoing</td>
<td>Increase in staff feedback, participation, and response to communications</td>
<td>Staff commitments include: Web services and HR, for updating email lists.</td>
<td>By reviewing the SSL staff email address on a monthly basis, ensuring it includes all staff.</td>
</tr>
<tr>
<td>4.1.2.</td>
<td>Ensure that all staff meetings create diverse speakers and include topics while offering space for staff engagement in transparent about the speakers and topics.</td>
<td>Racial Equity Committee, Management Team, Preparation Phase</td>
<td>FY 21, Quarter 1 &amp; Ongoing</td>
<td>Ongoing staff participation and feedback</td>
<td>Staff commitments include: Racial Equity Committee to meet with other Library committee chairs and meeting organizers.</td>
<td>Draft a plan by FY 21, Quarter 2 to ensure that there are diverse speakers and inclusive topics at staff meetings starting with the library’s “All Staff” meeting.</td>
</tr>
<tr>
<td>4.1.3.</td>
<td>Create, maintain, and make available a library physical and/or digital, for all staff.</td>
<td>Racial Equity Committee, IT Web Services</td>
<td>Preparation Phase</td>
<td>Ongoing staff participation and feedback</td>
<td>Staff commitments include: Racial Equity Committee and Web Services.</td>
<td>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 elections, discussion topics, social equity dimensions specific to LSP and in general) and operating training.</td>
</tr>
<tr>
<td>4.1.4.</td>
<td>Ensure an accessibility protocol that is articulated across all areas, communications, and departmental nations.</td>
<td>Access Services</td>
<td>Preparation Phase</td>
<td>Ongoing staff participation and feedback</td>
<td>Staff commitments include: Graphic Design staff, Access Services staff.</td>
<td>By FY 21, Quarter 3, develop a protocol to ensure that all programs and events are accessible.</td>
</tr>
<tr>
<td>4.1.5.</td>
<td>Conduct an annual staff survey that assesses the department’s commitment to an organizational culture of inclusion and belonging.</td>
<td>Racial Equity Committee</td>
<td>In Progress</td>
<td>Regards survey, with disaggregated data and feedback.</td>
<td>Staff commitments include: Racial Equity Newsletter, and All Staff.</td>
<td>To conduct an annual survey in FY 22, Quarter 1. Base for the current staff survey include questions on work life satisfaction, belonging, staff work area interaction, identify experiences, information sharing, engagement and inclusion in addition to information about barriers to applying for positions and employees needs outside the workplace (e.g., transportation solutions). Track participation to encourage feedback. Annually release the survey and report on results to the library staff, the community and the Library Commission.</td>
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### A. ACTION 4.2

**Enhance physical and digital spaces to support racial equity awareness and education.**

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<tr>
<th>ACTION</th>
<th>LEA(s)</th>
<th>STATUS</th>
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<th>IMPLEMENTATION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1.</td>
<td>Enhance physical and digital spaces to promote staff awareness and education.</td>
<td>Access Services</td>
<td>FY 22 Quarter 3</td>
<td>Personalized and integrated with any outward-facing interactions.</td>
<td>Staff commitments include: Graphic Design staff, Access Services staff.</td>
<td>For any new staff who have not used the program in the last 3 years, all staff are required to participate in a 3-hour training.</td>
</tr>
<tr>
<td>4.2.2.</td>
<td>Ensure that all staff meetings create diverse speakers and include topics while offering space for staff engagement.</td>
<td>Racial Equity Committee</td>
<td>FY 21, Quarter 1 &amp; Ongoing</td>
<td>Ongoing staff participation and feedback</td>
<td>Staff commitments include: Racial Equity Committee and Web Services.</td>
<td>By FY 21, Quarter 3, develop a protocol to ensure that all programs and events are accessible.</td>
</tr>
<tr>
<td>4.2.3.</td>
<td>Ensure all art, design, and design work where staff work daily reflect racial and social diversity.</td>
<td>Racial Equity Committee</td>
<td>In Progress</td>
<td>Regards survey, with disaggregated data and feedback.</td>
<td>Staff commitments include: Racial Equity Newsletter, and All Staff.</td>
<td>To conduct an annual survey in FY 22, Quarter 1. Base for the current staff survey include questions on work life satisfaction, belonging, staff work area interaction, identify experiences, information sharing, engagement and inclusion in addition to information about barriers to applying for positions and employees needs outside the workplace (e.g., transportation solutions). Track participation to encourage feedback. Annually release the survey and report on results to the library staff, the community and the Library Commission.</td>
</tr>
</tbody>
</table>
6.2.2. Evaluate and improve on physical access to or physical accessibility, including taking into account staff and patrons with disabilities, seniors, and families.

Staff commitments include: Access Services, Translation Services, IT, HR, Social Media Team.

Preparation Phase: FY 22, Quarter 1

- A plan for physical space improvement
- Funding secured
- Improves accessibility of the Mission Library through renovation

Staff and all locations will know how and why they are required to do daily walkthroughs, how to complete and post online the “Daily Accessibility Checklist” and how to request “ADA” repairs, if needed.

All staff members will know about the right for patrons to be housed in or checked at any location in SFPL libraries.

SFPL staff members will know about the rights of trans and genderqueer individuals and SFPL policy will protect those rights.

6.2.3. Evaluate and improve on digital information and communications to ensure blind and limited-sight staff and patrons with disabilities, seniors, and families.

Staff commitments include: Access Services, Technical Services, Human Rights

Preparation Phase: FY 23, Quarter 3

- A plan for digital improvement
- Funding secured
- Ensure that SFPL online resources are as accessible as possible

Live online programs and videos created by SFPL and posted online include accessible options.

6.3.1. Invest in translation services.

Staff commitments include: Access Services, Technical Services, Human Rights, Social Media Team

In Progress: Begning

- Creation of formalized process of requesting translation.
- Creation of a list of translation needs.
- Translation materials available at all SFPL locations.

6.3.2. Enhance individual forms of inclusive identity expression.

Staff commitments include RE committee, branch staff, main staff.

Preparation Phase: FY 22, Quarter 2 & ongoing

- Increase in translated materials
- Inclusive translation materials
- Inclusive translations.

- Social Media posts appearing in other languages (not necessarily translations)
- Social Media posts appearing in other languages (not necessarily translations)

6.3.3. Make accessibility information and communications easily accessible by designing it to be found and, rather than asking if it is present.

Staff commitments include: Access Services, IT, Human Rights

Preparation Phase: FY 22, Quarter 3

- Increase in translated materials
- Inclusive translation materials
- Inclusive translations.

6.3.5. 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.

Staff commitments include: Access Services, IT, Human Rights

Preparation Phase: FY 22, Quarter 1 & ongoing

- Increase in translated materials
- Inclusive translation materials
- Inclusive translations.

SUBSECTION 6.4

Improve 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 programs, events, and communications that involve or will impact the community.

Staff commitments include: RE committee, branch staff, main staff.

Preparation Phase: FY 22, Quarter 1 & ongoing

- Information exists on department website
- Regularly update all adaptive technology software on SFPL computers, e.g. JAWS and ZoomText are available at all SFPL locations.

6.4.2. Final opportunities to invest into and support the communications department.

Staff commitments include: RE committee, branch staff, main staff.

Preparation Phase: FY 22, Quarter 1 & ongoing

- Meetings with all Branch Managers

SFPL Racial Equity Action Plan - DRAFT page 16
**SUBSECTION 6.5.**

<table>
<thead>
<tr>
<th>ACTION</th>
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<tbody>
<tr>
<td>Review and revise bylaw to include race equity language and align with the Department of Racial Justice Strategy.</td>
<td>City Librarian, SEL (Operating Officer)</td>
<td>Closed captioning services implemented in FY 21, Quarter 1; (b) complete hiring of Library Commission Affairs Analyst</td>
<td>Preparation Phase</td>
<td>- -</td>
<td>- -</td>
</tr>
<tr>
<td>Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, Chief Financial Officer, City Attorney, Commission, SFPL Racial Equity Leaders and Committee</td>
<td>-</td>
<td>Closed captioning services</td>
<td>Closed captioning services available on website</td>
<td>- -</td>
<td>- -</td>
</tr>
<tr>
<td>Adopt ORE racial equity assessment tools and train administrative staff on Racial Equity.</td>
<td>City Librarian</td>
<td>City Librarian, SEL (Operating Officer)</td>
<td>Preparation Phase</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, Chief Financial Officer, City Attorney, Commission, SFPL Racial Equity Leaders and Committee</td>
<td>-</td>
<td>Adopt ORE racial equity assessment tools</td>
<td>Percentage of policies passed with Racial Equity lens</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Implement a process and schedule to review accessibility needs by FY 22, Quarter 4.</td>
<td>City Librarian; Chief Operating Officer</td>
<td>City Librarian, SEL ( Operating Officer), Access Services, Library Commission Affairs Analyst</td>
<td>Preparation Phase</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, SFPL Racial Equity Leaders and Committee, SFPL Management Team, Budget Manager, Analytics staff</td>
<td>-</td>
<td>Implement a process and schedule to review accessibility needs</td>
<td>Number of completed training per fiscal year</td>
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**SUBSECTION 7.2.**

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<tr>
<th>ACTION</th>
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<th>TIMELINE</th>
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<th>RESOURCES COMMITTED</th>
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<tbody>
<tr>
<td>Ensure a diverse and equitable board and commission members that match the community being served.</td>
<td>City Librarian, SEL (Operating Officer), Access Services, Library Commission Affairs Analyst</td>
<td>City Librarian, SEL (Operating Officer), Access Services, Library Commission Affairs Analyst</td>
<td>Preparation Phase</td>
<td>-</td>
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</tr>
<tr>
<td>Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, Chief Financial Officer, City Attorney, Commission, SFPL Racial Equity Leaders and Committee</td>
<td>-</td>
<td>Ensure a diverse and equitable board</td>
<td>Number of policies passed with Racial Equity lens</td>
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</table>

**SUBSECTION 7.4.**

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<th>TIMELINE</th>
<th>INDICATORS</th>
<th>RESOURCES COMMITTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a regular and standardized process for accommodation requests, including but not limited to, translation, sign language interpretation, meals, child care, etc.</td>
<td>Access Services</td>
<td>Access Services</td>
<td>Preparation Phase</td>
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<tr>
<td>Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, IT Training coordinators, other resources include: providing access and accommodations services and ASL services</td>
<td>-</td>
<td>Implement a regular and standardized process</td>
<td>Number of completed training per fiscal year</td>
<td>-</td>
<td>-</td>
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**SUBSECTION 7.5.**

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<th>STATUS</th>
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<th>RESOURCES COMMITTED</th>
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</thead>
<tbody>
<tr>
<td>Ensure a diverse and equitable board and commission members that match the community being served.</td>
<td>City Librarian, SEL (Operating Officer), Access Services, Library Commission Affairs Analyst</td>
<td>City Librarian, SEL (Operating Officer), Access Services, Library Commission Affairs Analyst</td>
<td>Preparation Phase</td>
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<tr>
<td>Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, Chief Financial Officer, City Attorney, Commission, SFPL Racial Equity Leaders and Committee</td>
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<td>Ensure a diverse and equitable board</td>
<td>Number of policies passed with Racial Equity lens</td>
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**DEPARTMENT GOAL**

Ensure the Library Commission will represent the community that the department serves. The commission will review bylaw changes with the Library Commission Affairs Analyst by FY 22, Quarter 3; (d) present bylaw changes to the Library Commission for input and discussion by FY 22, Quarter 4; and, (e) implement a process and schedule to review accessibility needs by FY 22, Quarter 4.

**DEPARTMENT GOAL**

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

<table>
<thead>
<tr>
<th>ACTION</th>
<th>LEAD(s)</th>
<th>STATUS</th>
<th>TIMELINE</th>
<th>INDICATORS</th>
<th>RESOURCES COMMITTED</th>
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</thead>
<tbody>
<tr>
<td>Review and revise bylaw to include race equity language and align with the Department of Racial Justice Strategy.</td>
<td>City Librarian, SEL (Operating Officer), Access Services, Library Commission Affairs Analyst</td>
<td>City Librarian, SEL (Operating Officer), Access Services, Library Commission Affairs Analyst</td>
<td>Preparation Phase</td>
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<td>Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, Chief Financial Officer, City Attorney, Commission, SFPL Racial Equity Leaders and Committee</td>
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<td>Review and revise bylaw to include race equity</td>
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**DEPARTMENT GOAL**

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

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

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<td>Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, Chief Financial Officer, City Attorney, Commission, SFPL Racial Equity Leaders and Committee</td>
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<td>Preparation Phase</td>
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<td>-</td>
</tr>
<tr>
<td>Staffing commitment includes, but is not limited to, Library Commission Affairs Analyst, Chief Financial Officer, City Attorney, Commission, SFPL Racial Equity Leaders and Committee</td>
<td>-</td>
<td>Review and revise bylaw to include race equity</td>
<td>Number of policies passed with Racial Equity lens</td>
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<td>City Librarian, SEL (Operating Officer), Access Services, Library Commission Affairs Analyst</td>
<td>Preparation Phase</td>
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<td>-</td>
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<td>Number of policies passed with Racial Equity lens</td>
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**DEPARTMENT GOAL**

Ensure a diverse and equitable board and commission members that match the community being served.
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<th>LEAD(s)</th>
<th>STATUS</th>
<th>TIMELINE</th>
<th>INDICATORS</th>
<th>RESOURCES COMMITTED</th>
<th>IMPLEMENTATION PLAN</th>
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</thead>
<tbody>
<tr>
<td>7.2.3.</td>
<td>Develop a mentorship program between newer and more experienced board/commission members.</td>
<td>Library Commission Affairs Analyst; City Librarian; Chief Operating Officer,</td>
<td>Preparation Phase</td>
<td>FY 22, Quarter 2</td>
<td>Member experience satisfaction survey</td>
<td>Staffing committed 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.</td>
<td>(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.</td>
</tr>
</tbody>
</table>
APPENDICIES

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Median Employee Income</th>
<th>% of SFPL Median Employee Income</th>
<th>Median Household Income</th>
<th>% of SF Median Household Income</th>
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</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>$70,278</td>
<td>86%</td>
<td>$61,250</td>
<td>59%</td>
</tr>
<tr>
<td>Asian (including Filipino)</td>
<td>$72,124</td>
<td>89%</td>
<td>$88,015</td>
<td>84%</td>
</tr>
<tr>
<td>Black</td>
<td>$70,278</td>
<td>86%</td>
<td>$30,442</td>
<td>29%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>$72,124</td>
<td>89%</td>
<td>$72,578</td>
<td>69%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>$70,044</td>
<td>86%</td>
<td>$114,399</td>
<td>109%</td>
</tr>
<tr>
<td>White</td>
<td>$91,806</td>
<td>113%</td>
<td>$132,154</td>
<td>126%</td>
</tr>
<tr>
<td>All</td>
<td>$81,354</td>
<td></td>
<td>$104,552</td>
<td></td>
</tr>
</tbody>
</table>

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.
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. SPFL 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

<table>
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<th>POPULATION</th>
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<th>% OF BUDGET</th>
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<th>CRITICAL ISSUES</th>
<th>MEASURABLE ACTIVITIES</th>
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<td>Library Services and Programs &amp; Partnerships via African American Affinity Center</td>
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<td>8.2 M</td>
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<td>Direct services</td>
</tr>
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<td>% OF BUDGET</td>
<td>$ OF BUDGET</td>
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</tr>
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<td>Direct Services</td>
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<td>Asian American</td>
<td>Library Services and Programs &amp; Partnerships via AFFINITY CENTERS: Chinese Center and Filipino Center</td>
<td>36</td>
<td>52.81M</td>
<td>Digital equity and access, Affordability of housing and other services, Jobs, career and technology assistance, Literacy and learning opportunities for all ages</td>
<td>Direct Services</td>
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<td>Latino/Hispanic</td>
<td>Library Services and Programs &amp; Partnerships via AFFINITY CENTER – Latino Hispanic Community Room</td>
<td>15.2</td>
<td>22.30M</td>
<td>Digital equity and access, Affordability of housing and other services, Jobs, career and technology assistance, Literacy and learning opportunities for all ages</td>
<td>Direct Services</td>
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<td>People with disabilities and medical conditions; people with mental health and behavioral issues.</td>
<td>Library services and social worker partnership</td>
<td>Budget breakdown for this service not available at this time</td>
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<td>Direct Services</td>
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</tr>
<tr>
<td>POPULATION</td>
<td>STAKEHOLDER ENGAGEMENT</td>
<td>% OF BUDGET</td>
<td>$ OF BUDGET</td>
<td>CRITICAL ISSUES</td>
<td>MEASURABLE ACTIVITIES</td>
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<td>Detained and justice involved community</td>
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<td>Direct Services</td>
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<td>Transgender, Gender Variant, Intersex People Lesbian, Gay, Bisexual, Queer People</td>
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</table>
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)

<table>
<thead>
<tr>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am the/a Racial Equity Leader for my Department</td>
</tr>
<tr>
<td>I am a member of my Department's Racial Equity Working Group</td>
</tr>
<tr>
<td>✓ I am a part of the Leadership Team for my Department</td>
</tr>
<tr>
<td>I am a part of the Human Resources Team for my Department</td>
</tr>
<tr>
<td>I am a part of the Finance Team for my Department</td>
</tr>
<tr>
<td>I am a part of the Community Engagement Team for my Department</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>
1. Which communities of color do you serve? (Select all that apply)

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

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

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

**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.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Largest expenditure</th>
<th>Second largest expenditure</th>
<th>Lowest expenditure</th>
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<tbody>
<tr>
<td>Racial Disparities</td>
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<td>Disability Access</td>
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<tr>
<td>Public Safety</td>
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<tr>
<td>Economic development</td>
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<tr>
<td>Academic Achievement</td>
<td>✓</td>
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<tr>
<td>Climate and Environment</td>
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<tr>
<td>Housing and Homelessness</td>
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<tr>
<td>Transportation and Mobility</td>
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<td>✓</td>
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<tr>
<td>Justice System</td>
<td></td>
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<tr>
<td>Community Health and Wellness</td>
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<tr>
<td>Workforce and Fair Employment</td>
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<tr>
<td>Information Technology and Digital Equity</td>
<td></td>
<td>✓</td>
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<tr>
<td>Education, Knowledge and Community Wisdom</td>
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<td>✓</td>
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<tr>
<td>Wealth Building and Economic Justice</td>
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<tr>
<td>Arts and Culture</td>
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<tr>
<td>Food Justice and Sovereignty</td>
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<tr>
<td>LGBTQIA+ and Gender Justice</td>
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</tbody>
</table>
20. How do you get feedback on the success of your proposed spending? The return on investment?

<table>
<thead>
<tr>
<th>Method</th>
<th>Largest Expenditure</th>
<th>Second largest Expenditure</th>
<th>Lowest Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Focus groups/interviews with stakeholders</td>
<td></td>
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<tr>
<td>Results based evaluation</td>
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<tr>
<td>Unbiased data collection</td>
<td>✓</td>
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<tr>
<td>Participatory budgeting</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Performance on key indicators</td>
<td></td>
<td>✓</td>
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</table>
San Francisco Public Library

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.

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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.

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.

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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).
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