

Diversity, Equity, and Inclusion Strategic Plan



CULTIVATE DIVERSITY, ADVANCE EQUITY, WORK INCLUSIVELY

EBMUD Diversity, Equity, and Inclusion Plan
February 2022

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II. Introduction

A. Message from the Senior Management Team

The Bay Area is one of the most diverse communities in the United States, and our local communities have served as the epicenter for many iconic movements for equity, inclusion, freedom, and justice. As an organization that provides water and wastewater services necessary for the well-being of the community, it is essential that we cultivate diversity and advance equity within our organization and to our external partners and customers. We also have a responsibility to build an inclusive workforce of highly talented people of all races, genders, and backgrounds from our community and create opportunities for them to contribute to the success of EBMUD.

Diversity in its broadest sense is everything that makes us who we are and represents all the ways we are unique from everyone else. Diversity is not just limited to categories such as race or gender, but is also about diversity of thought, ideas, backgrounds, and experiences. A diverse organization sparks creative insights, better solutions, and ultimately, greater efficiencies. But making an organization more diverse is not enough. Diversity without equity and inclusion will not yield the true benefits of diversity. Accordingly, we must take a more critical view and emphasize our focus on the concepts of equity and inclusion.

Equity is the delivery of equal outcomes across diverse groups in our everyday business practices. It is our ability to identify barriers and inequities and address them when identified. Inclusion is creating an environment and culture that ensures people have a sense of belonging, are valued for their differences, and are empowered to participate in and contribute to achieving our mission.

Understanding diversity, equity, and inclusion (DEI) also means that we must be prepared to acknowledge that there have been historic inequities that have created challenges for individuals in our communities and workforce. As a values-based organization, our goal is to identify, call out, and address inequities; and to create an equitable atmosphere where a person's characteristics do not become a predictor of their outcomes.

The kind of change necessary to create a truly diverse, equitable, and inclusive workplace begins with our willingness to be open to truths about ourselves, being uncomfortable in challenging conversations, and adjusting the way we think and act. All of us at every level must see DEI as essential to EBMUD's regular business functions and operations. When viewed in this light, every employee can apply DEI to their everyday responsibilities.

Clifford Chan, General Manager

Derry Moten, Special Assistant to the General Manager for Diversity, Equity, and Culture
Senior Management Team

B. About EBMUD

The East Bay Municipal Utility District (EBMUD or District) is a water and wastewater utility serving customers in Alameda and Contra Costa Counties. Founded in 1923, the District has a proud history of providing reliable, high-quality water service to its nearly 1.4 million customers. The District's award-winning wastewater treatment protects the San Francisco Bay and serves 740,000 customers.

EBMUD's mission is, "To manage the natural resources with which the District is entrusted; to provide reliable, high-quality water and wastewater services at fair and reasonable rates for the people of the East Bay; and to preserve and protect the environment for future generations."

To effectively achieve the District's mission, there must be an acknowledgement of the history of EBMUD, the water and wastewater agencies that came before it, and the history of the land in which EBMUD now operates.

1. Historical Background

Between 1849 and 1855, the Gold Rush led to the rapid population explosion of California (CA), and in 1852 a growing area called Contra Costa Village was incorporated under the new name of Oakland. In the late 1860s, CA and the East Bay experienced another growth spurt because of immigration from the United States Civil War. The growing water needs of the city of Oakland and the surrounding areas were met by a series of creeks and local wells, but in 1858, state law encouraged the formation of independent water companies to meet the growing demand of communities.

From 1858 to 1920, there were a series of independent water companies attempting to meet the residents' need for safe and reliable water. In 1921 the state approved the CA Municipal Utility District (MUD) Act, which allowed for a public agency to be formed to provide water and sewer services. In 1923, the MUD Act resulted in the formation of the East Bay Municipal Utility District (EBMUD). Since its inception, EBMUD has taken its role seriously as the steward of vital natural resources. Despite the challenges of holding such a great responsibility, we continue to provide safe drinking water while ensuring environmental protections.

EBMUD's history and our past and current DEI efforts are deeply rooted in CA's history. The admission of CA as a state and the local growth of the East Bay area from the Gold Rush and the Civil War held both intentional and unintentional consequences for three primary groups: Indigenous Californians, African Americans migrating West post-slavery, and Asian (Chinese)

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immigrants.¹ These consequences were perpetuated through individual acts of bias and/or racism, but on a larger scale and more impactfully, they were reinforced through legislation. These laws formalized systems and structures which created resource and opportunity gaps, the harmful impacts of which are still being experienced by marginalized communities today.

The following is a brief synopsis of the three impacted groups mentioned above. Dozens of indigenous tribes originally lived with the land in CA. Colonizers from Spain (and later other countries) severely impacted the Indigenous Californians' way of life, including stripping them of their territories, separating families, and murdering and/or enslaving them.² Later, as prospectors and settlers flooded into CA, they forced even more displacement and subsequent further mistreatment of the Indigenous Californians whose land was taken through property rights claims. Thereafter, the Compromise of 1850 (the legislative act that admitted CA as a free state) reinforced the Fugitive Slave Act, which allowed the capture and return of fugitive slaves.³ This in turn significantly discouraged the migration of free African Americans into CA and other new territories because of the threat of being apprehended and seized as slaves.

The admission of CA as a free state, and its subsequent limiting effect on the migration of African American laborers into the western territories, opened the door for the immigration of Chinese laborers to CA. They became instrumental in the development of infrastructure in CA, including construction of the water and wastewater infrastructure, the legacy of which is so pertinent to EBMUD today. However, the influx of Chinese immigrants led to the Chinese Exclusion Act of 1882 and the Geary Act of 1892, which suspended Chinese immigration and blocked Chinese immigrants from obtaining citizenship. In 1902, Chinese immigration was made permanently illegal. The impacts of these legislative acts were significant – not only did they normalize racism against Asian communities in CA and across the United States, but also, as the legislation had intended, the Chinese population sharply declined due to the Acts.⁴

EBMUD is not directly responsible for the displacement of Indigenous Californians from tribal lands, the banning of African Americans from settlement migration, or the legislation banning Chinese immigrants and laborers from United States citizenship. However, it's important to emphasize that Indigenous Californians still exist today and are an important part of our Bay

¹ We recognize there have been other marginalized groups that were impacted throughout CA's history. For the purpose of this synopsis, we are highlighting the three primary groups linked to the history of CA's growth and water/wastewater. This in no way minimizes the lived and historical experience of all other groups.

² Source: [California Indian History – State of California Native American Heritage Commission](#)

³ Source: [Compromise of 1850 - HISTORY](#)

⁴ Source: [Chinese Exclusion Act - 1882, Definition & Purpose - HISTORY](#)

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Area community, as are the African American and Chinese populations. These and other marginalized groups played a significant role in CA history, and will continue to have critical roles in EBMUD's future success.

We acknowledge that the aforementioned individual and governmental acts resulted in many long-lasting, adverse impacts on marginalized communities who built the foundation for EBMUD to thrive and be successful today. Accordingly, we have a responsibility to identify and correct any systemic issues that might compromise our ability to deliver equitable services to the communities that we serve. That commitment is embedded in this DEI Strategic Plan.

2. DEI-Related Programs

Through the years EBMUD has strived for and achieved excellence in fulfilling its mission and commitment to DEI. Over the last four decades, EBMUD has supported DEI internally and externally through Equal Employment Opportunity (EEO) and workforce development programs, the Contract Equity Program (CEP), Affinity Groups, and public outreach for projects. In 1975, the EBMUD Board of Directors adopted the Affirmative Action (AA) Program. The EEO Program is currently managed by the Diversity and Inclusion Office (DIO). The adoption of the AA/EEO Program over 45 years ago demonstrates that EEO compliance has always been a top priority for EBMUD. The DIO is responsible for ensuring that all employees can work in a discrimination and harassment-free environment.

For the last 30 years, EBMUD has worked with community partners to provide high school and post-secondary special employment and internship programs – leading to employment opportunities for individuals from underserved communities and those seeking to work in the water and wastewater industry.

In 1983, the District established its award-winning Contract Equity Program (CEP) to proactively enhance equal opportunities for business owners of all races, ethnicities, and genders to enter business partnership with the District. This program is focused on raising the overall economic health of the East Bay through the reinvestment of rate payer dollars back into the communities that we serve.

In the 1990's, EBMUD launched two employee-driven Affinity Groups (AG) – the Black History Committee (now known as Black Employee Network or BEN) and the Asian Pacific Employees Association (APEA). Over the years, employees also formed the Latin Heritage Committee (now known as Fuerza Latina), the Raining PRIDE Committee, and most recently, the Disability Advocacy Rights Team (DART) AGs. Two more groups are currently in discussions and/or are in

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the process of being formed: the Veterans and Women’s AGs. All of the AGs are employee-driven programs that are supported by the District, promote allyship, and cultivate a sense of belonging and inclusion for all.

Historically, EBMUD has incorporated social responsibility practices for the community by conducting public outreach on projects and implementing corrective measures/mitigations resulting from project impacts. We recognize that as an agency servicing nearly 1.4 million customers over an expansive service area, our operations have significant impacts externally and EBMUD has a responsibility to solicit input, especially from underrepresented communities.

The programs mentioned above demonstrate how EBMUD has integrated DEI in its business operations. However, we recognize that all programs can be improved and we want to ensure that the District maintains and exceeds its commitment to DEI in the future. Accordingly, planned enhancements to these programs have been incorporated into this Strategic Plan.

C. EBMUD's Diversity, Equity, and Inclusion Leadership

Leadership is the individual and collective power of influence, and influence is strongest with a shared vision. The EBMUD Board of Directors (BOD) provided a vision for a Diversity, Equity, and Inclusion (DEI) Strategic Plan which would align the District's current DEI efforts and create a vision and a path forward. The development of this Strategic Plan and the future implementation of the Plan will be the individual and collective work of the EBMUD BOD, Senior Management Team (SMT), Equity Core Team, Diversity Committee, Values Advocates, the Office of Diversity, Equity, and Culture (ODEC), and all employees. The Equity Core Team, Diversity Committee, and Values Advocates all represent a cross section of District employees based on occupation, geographic location, department, race, and gender. Each group proactively advises the District on matters related to DEI.

1. Board of Directors

Ward 1 Lesa R. McIntosh

Ward 2 John A. Coleman (Vice President)

Ward 3 Marguerite Young

Ward 4 Andy Katz

Ward 5 Doug Linney (President)

Ward 6 William B. Patterson

Ward 7 Frank Mellon

2. Senior Management Team

Clifford Chan, General Manager

Andrew Lee, Director of Customer and Community Services

Andrew Levine, Chief Information Officer

David Briggs, Director of Operations and Maintenance

Derek McDonald, General Counsel

Derry Moten, Special Assistant to the General Manager for Diversity, Equity, and Culture

Eileen White, Director of Wastewater

Janetta Johnson, Assistant to the General Manager

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Jimi Yoloye, Director of Engineering and Construction

Kelly Zito, Special Assistant to the General Manager for Communications

Marlaine Dumaine, Special Assistant to the General Manager for Inter-Governmental Affairs

Mike Ambrose, Manager of Maintenance and Construction

Mike Tognolini, Director of Water and Natural Resources

Rischa Cole, Secretary of the District

Sophia Skoda, Director of Finance

Winnie Anderson, Interim Director of Human Resources

3. Equity Core Team

Alice Towey, Manager of Water Conservation

Antonio Martinez, Manager of Distribution Maintenance and Construction

Barry Gardin, Internal Auditor Supervisor

Chad Thigpen, Senior Human Resources Analyst

Dan Gil, Superintendent of Water Treatment/Distribution/Quality

David Rehnstrom, Engineering Manager

Debra Skeaton, Water Distribution Supervisor (Retired)

Florence Wedington, Senior Civil Engineer

George Cleveland, Information Systems Specialist III

Gina Jenkins, Manager of Maintenance Support

Gistand Williams, Assistant Construction and Maintenance Superintendent

Howard Fortson, Senior Human Resources Analyst

Jack Flynn, Customer Services Manager

Jaisha White, Senior Diversity and Inclusion Analyst

Jessica Deplazes, Water Distribution Plumber III

Jose Lopez, Assistant Engineer

Jose Setka, Environmental Affairs Officer

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Juanita Ison, Customer Services Supervisor

Laura Salangang, Senior Human Resources Analyst

Marc Carradine, Construction and Maintenance Superintendent

Nalani Heath-Delaney, Carpenter Supervisor

Rischa Cole, Secretary of the District

Sanna Garcia, Associate Civil Engineer

Serge Terentieff, Engineering Manager

Sue Leiga, Interim Manager of Budget

Teri Dean Alderson, Customer Services Manager

Vincent Pon, Superintendent of Aqueduct

4. Diversity Committee

i) Diversity Committee Staff

Chair: Jennella Sambour-Wallace, Diversity and Inclusion Officer

Co-Chair: Steven Currie, Workforce Development Analyst II

Producer: Courtney Carlson, Human Resources Technician

ii) Department Representatives

Customer and Community Services Department: Latrice King, Customer Services Manager

Engineering Department: Michiko Mares, Engineering Manager

Finance Department: Barry Gardin, Internal Auditor Supervisor

Human Resources Department: Richard Jung, Manager of Recruitment and Classification

Information Systems Department: Sue Leiga, Interim Manager of Budget

Maintenance and Construction Department: Antonio Martinez, Manager of Distribution, Maintenance, and Construction

Office of Diversity Equity and Culture: Jaisha White, Senior Diversity and Inclusion Analyst

Wastewater Department: Douglas Higashi, Manager of Wastewater Engineering

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Natural Resources Department: Scott Hill, Manager of Watershed and Recreation, and Virginia Northrop, Senior Ranger/Naturalist

iii) Affinity Group Representatives

Asian Pacific Employees Association (APEA): Lilian Leung, Associate Civil Engineer

Black Employee Network (BEN): Rischa Cole, Secretary of the District, and Dorothy Collier, Executive Assistant II

Fuerza Latina: Jose Lopez, Assistant Engineer

Raining PRIDE Committee: George Cleveland, Information Systems Specialist III, and Danny Pham, HRIS Analyst II

Disability Advocacy Rights Team (DART): Max Fefer, Associate Civil Engineer

iv) Interdepartmental Committees/Clubs Representatives

Art Committee: Charmin Baaqee, Assistant Engineer

Sustainability Committee: Chandra Johannesson, Manager of Environmental Compliance, and Alice Towey, Manager of Water Conservation

Toastmasters: Dawn Benson, Executive Assistant II and Stella Tan, Associate Civil Engineer

Utility District Employees' Association (UDEA): Dorothy Collier, Executive Assistant II

Values Advocates: Sean Barrow, Construction and Maintenance Superintendent, and Delorean Johnson, Water Distribution Crew Foreman

5. Values Advocates

Adrian Gonzales, Automotive Mechanic B

Adrian Robinson, Meter Reader Mechanic

Angelee Strawder, Wastewater Control Representative

Bruce Moog, Grounds Maintenance Specialist II

David Correa, Material Storage Foreman

Dawn Benson, Executive Assistant II

Delorean Johnson, Water Distribution Crew Foreman

Devina Ojascastro, Executive Assistant II

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Diane Eggering, Accounting Technician
Dillon Cowan, Superintendent of Pardee
Elliott Johnson, Construction and Maintenance Scheduler
Eric Larsen, Wastewater Plant Operator II
Gabriel Silva, Carpenter
Gary Walters II, Engineering Designer II
Geoffrey Snyder, Electrical Technician
Gilbert Loreda, Water Distribution Plumber III
Han Barrett-Liu, Ranger Supervisor
James Porter, Heavy Equipment Operator
Joey Smith, Water Conservation Technician
Joseph Pangelinan, Electrical Technician
Juanita Ison, Customer Services Supervisor
Kari Walters, Senior Administrative Clerk
Kasie Evans, Customer Services Representative II
Kellie Volek, Senior Administrative Clerk
Kerry Blackwell, Ranger Naturalist II
Lori Work, Senior Civil Engineer
Matthew Hoeft, Senior Civil Engineer
Max Low, Information System Administrator II
Michael Condon, Plant Maintenance Mechanic
Mortay Mendoza, Management Analyst I
Nathalie Bogatirsky, Senior Software Engineer
Navneet Virk, Senior Software Engineer
Nicholas Farrell, Assistant Construction and Maintenance Superintendent
Nicole Douglas, Field Services Representative II
Phoebe Grow, Supervising Wastewater Control Representative

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Randy Hernandez, Plant Maintenance Mechanic
Rick Hu, Principal Management Analyst
Sean Barrow, Construction and Maintenance Superintendent
Shary Zamaroni, Assistant Engineer
Sonia Perez, Administrative Assistant
Syed Rahman, Network Analyst II
Tiffany Chan, Human Resources Analyst I
Tina Kwan, Senior Administrative Clerk
Tony Boitano, Pardee Water and Wastewater Supervisor
Tony Martin, Truck Driver II
Tori Hirata, Senior Administrative Clerk
Traci Anchors, Water Distribution Plumber III
Tracie King, Senior Administrative Clerk
Victor Zarich, Automotive Mechanic B
Vivian Ling, Senior Software Engineer

6. Diversity, Equity, and Inclusion Planning Team

Jennella Sambour-Wallace, Diversity and Inclusion Officer
Beverly Johnson, Contract Equity Administrator
Jaisha White, Senior Diversity and Inclusion Analyst
Steven Currie, Workforce Development Analyst II
Desiree Scott, Human Resources Technician
Courtney Carlson, Human Resources Technician
Martina Wilson, Office Assistant for the Office of the General Manager

7. Acknowledgements

In addition to the contributions of the employees listed in this DEI Leadership section, EBMUD would also like to acknowledge the work of the other countless employees who have taken

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active but informal leadership roles in discussing, contributing, reviewing, and supporting the DEI Strategic Plan and its related actions. Thank you all for taking the time to ensure EBMUD fulfills its commitment to our DEI responsibilities while also empowering us as an organization to strive to be the best it can be.

D. Why Diversity, Equity, and Inclusion (DEI) Matters

1. For EBMUD

The fundamental mission of the District is to protect public health and the environment. To achieve this mission, we must develop long-term strategic plans, continually work on improving how we do our work and its associated processes, and grow and develop our work culture.

Our evolving understanding of the historical impacts of individualized bias and racism have provided us more clarity on how systems created through bias may also continue the legacy and impact of inequities even when the individualized bias is no longer present. With a transparent and honest scope, we must first acknowledge, then identify and investigate how our longstanding systems, policies, and practices, unintentionally or not, have created and continue to maintain inequity. Then we must commit to implementing actions to change our culture to one where a person's characteristics do not become a predictor of their outcomes.

As stated above in the Senior Management Team's message, the commitment required from all employees will not be an easy road and will begin with all of us being open to real feedback about ourselves and our actions and being willing to change our current mindsets to evolve with ever-changing DEI practices and principles. However, it must be emphasized that EBMUD employees have shown that they are ready and committed for these challenges.

For example, our employees have openly demonstrated and voiced their support for DEI and the changes that will come with implementation of the DEI Strategic Plan. Through various employee engagement measures, including but not limited to surveys/environmental scans, core/focus/pilot program groups, briefings, etc., employees have consistently provided input, feedback, and recommendations. Throughout the course of the development process, not only have employees actively engaged and shown their support for DEI initiatives, but they have also expressed their excitement of and the longstanding need for such changes. The participation, input, and dedication shown from EBMUD employees highlights how important DEI is to our organization.

Accordingly, the DEI Strategic Plan seeks not only to change how our business practices, policies, and procedures can be implemented equitably, but also how to maintain an inclusive culture – one where employees can engage and work respectfully and productively together, while learning and understanding how our differences not only help to promote good and respectful communications, but also growth in all of us.

2. For the Community and External Partners

The impact of EBMUD on the community cannot be understated. As a water and wastewater utility serving the 1.4 million residents of the East Bay, we have a unique responsibility to intentionally and strategically address inequity to ensure that the District is a model of fairness and equity, and that all the communities that we serve are partners in the successful implementation of our mission on their behalf.

Because of EBMUD's expansive reach, including the infrastructure that goes even beyond our service area, we acknowledge that we have a responsibility to not just our ratepayers/customers, but also to the greater external communities who are impacted by our business operations. Given that the demographics of the region that EBMUD covers is diverse in so many ways, including diversity of ethnicity, income levels, and languages, it is critical that the District solicits and considers these many different viewpoints of our partner communities through enhanced public involvement efforts.

From small businesses and vendors that historically have been disadvantaged when seeking business opportunities, to communities that have not traditionally been engaged nor given opportunities to voice their concerns when organizations make decisions that directly, and oftentimes, adversely impact them; EBMUD recognizes the work that needs to be done to improve our external community engagement in this DEI Strategic Plan. Through the DEI Strategic Plan, EBMUD plans to conduct inclusive public engagement that solicits feedback from potentially impacted groups, with a targeted focus on outreach to underrepresented groups and businesses, ensuring that we can incorporate their important and meaningful input into our overall business decision-making processes.

3. For Other Organizations

EBMUD is not engaging in this work alone but is engaged with other public agencies. Given our nation's pervasive legacy of racism and discrimination, it is imperative that organizations work collaboratively to disrupt patterns of inequality and examine how their business practices may further disadvantage marginalized groups and communities.

To further our capacity to make a meaningful impact in dismantling structural inequities and creating equitable outcomes for all, the District has joined the [Governmental Alliance of Racial Equity](#) (GARE)⁵. GARE is a joint effort of [Race Forward](#) and [The Othering and Belonging Institute](#)

⁵ EBMUD is a member of GARE.

[at UC Berkeley](#). It is a national network of over 350 governmental jurisdictions that are working to achieve racial equity through enacting sustainable, systemic policy changes at the state, federal, and local levels. Through leveraging GARE's "collective impact" approach to building pathways for increased engagement, EBMUD is committing to establishing mutually beneficial partnerships with other network members in order to build community, exchange information and resources, share best practices and lessons learned, and collaborate to identify solutions to racial equity challenges.

In addition to GARE, the District is an active member of [California Urban Water Agencies](#) (CUWA) DEI Committee. CUWA's DEI Committee members are early adopters that are focused on devising solutions to addressing systemic racism, promoting equity, advancing environmental justice goals, and catalyzing change for marginalized communities throughout the water community. EBMUD is also a part of [BAYWORK](#), a workforce collaborative group representing water and wastewater industries in the Bay Area. Through our participation in BAYWORK's Racial Equity Diversity and Inclusion (REDI) Initiative, we are actively sharing and learning strategies and efforts as it relates to DEI.

Through GARE and our existing relationships with partner agencies, EBMUD will continue to research DEI best practices, including measures that have been either highly successful or need improvement. We recognize that many agencies are starting on the DEI journey along with us, providing opportunities for us to continue to learn from each other as we move forward in the initial implementation of DEI initiatives in our respective organizations. We aim to continue to build our DEI agency network and enhance currently existing partnerships so that we will not only be a resource for others, but also in turn be able to rely on other agencies as sources from which we can use to inform our evolving DEI Strategic Plan.

E. Defining Diversity, Equity, and Inclusion

Diversity, Equity, and Inclusion are key elements of our work culture, and should be reflected in our strategies and work design and implementation.

- ***Diversity*** is the many characteristics, dimensions, and traits that define who we are to others and ourselves (e.g., race, ethnicity, gender, age, sexual orientation, life and professional experience, occupation). Every person represents diversity.
- ***Equity*** is the delivery of equal outcomes across diverse groups in everything we do. It is our ability to identify inequities and address them when identified. Equity is for ALL people.

- **Inclusion** is creating an environment and culture that ensures people have a sense of belonging, are valued for their differences, and are empowered to participate and contribute. Everyone has the right to be included.

Foundational to the District’s DEI Strategic Plan is the application of an equity lens to all District policies, procedures, projects, and activities. The equity lens starts with a focus on racial equity and extends to all elements of diversity and systemic inequities.

F. Understanding Racial Equity

1. Leading with Race

In a racially equitable society, the distribution of society’s benefits and burdens would not be skewed by race. At EBMUD this applies to our systems and practices around hiring, promotions, contracting, project planning and design, and engagement with the communities we serve. Racial equity holds society to a higher standard and demands that we pay attention not just to individual-level discrimination but to overall social outcomes.

GARE emphasizes that local governments and jurisdictions should lead with race as a focus point for cultivating equity, with the recognition that the creation and perpetuation of racial inequities has been baked into government, and that racial inequities are deep and pervasive. Focusing on racial equity provides the opportunity to introduce a framework, tools and resources that can also be applied to other areas of marginalization. This is important because:

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

As EBMUD deepens its ability to address racial inequity, it will be better equipped to transform systems and institutions impacting other marginalized groups.

2. Why Working for Racial Equity Benefits Everyone

The goal of achieving equitable outcomes for our employees, vendors, and customers must be beyond closing the gap; we must establish appropriate benchmarks that lift all populations while paying close attention to those often excluded. Advancing equity moves us beyond just focusing on disparities. The goal is not to just “close the gap” but to increase the success opportunities for all groups. Per GARE, “Racial equity develops strategies, goals, and outcomes that will result in improvements for all groups, but the strategies are targeted based on needs of a particular group. Systems that are failing communities of color, are actually failing all of us. Targeted universalism will increase our collective success *and* be cost effective.” In other words, targeted strategies to benefit marginalized groups will actually benefit all.

G. Applying an Equity Lens

1. What is an Equity Lens and When Do We Need to Use it?

An equity lens is a process for analyzing or diagnosing the impact of the design and implementation of policies, procedures, or practices on underserved and marginalized individuals and groups, and to identify and potentially eliminate barriers. Using an equity lens means that we are thoughtful and inclusive in our decision-making process as it pertains to the District’s policies, procedures, practices, programs, and budgets. For example, given that we have an obligation to use funding from our ratepayers responsibly, an equity lens should be applied to decisions around how funding is allocated, and how programs are planned and implemented. It also means that we partner with stakeholders and communities to set goals and strive for processes and outcomes that promote well-being for all.

There are four foundational questions for addressing equity issues:

1. Who benefits? Who is burdened?
2. Who is missing?
3. How do we know?
4. How do we address or mitigate negative/adverse/unintended consequences?

The method for applying an equity lens is to ask a series of questions referred to as an Equity Toolkit.

2. Purpose of an Equity Toolkit

An Equity Toolkit is both a product and a process, used to operationalize equity. The organizational process for applying an Equity Toolkit is:

1. **Visualize** what equity would and should look like,
2. **Normalize** the concepts of equity and our ability to openly talk about them,
3. **Organize** staff and leadership to act, and
4. **Operationalize** these concepts into concrete policy and practice that is measurable.

EBMUD will use an Equity Toolkit to advance equity as a Districtwide priority to identify, reduce, and prevent disparities in our policies, procedures, practices, engagement, and interaction with and service to the community.

An Equity Toolkit includes probing into the following issues:

1. **Benefits and Burdens:** Who would benefit or be burdened by a policy, proposal, program, or project?
2. **Understanding Data:** What does the data tell us about who is affected? Specifically, look at race, income, language, ability, gender, and neighborhood.
3. **Community Engagement:** How do we engage those who are not often represented in decision-making or most impacted by inequities? Do we engage people early enough in the process to have an impact?
4. **Decision-Making:** Who sits at and is missing from the decision-making table? Who has the power to invite or participate? Whose interests are being prioritized?
5. **Implementation:** How can we advance equity through the goals of a policy, proposal, procedure, program, or project?
6. **Unintended Consequences:** What unintended consequences might be produced?
7. **Accountability and Communications:** How will we be accountable to and communicate with the community?

3. Areas Where EBMUD Can Apply an Equity Lens and Toolkit

The District's Equity Core Team has begun testing the Equity Toolkit with five pilot projects comprised of employees representing various departments across the District:

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1. Hiring and Recruitment
2. Promotion and Retention
3. Contracts and Procurement
4. Capital Improvement Projects
5. Community Engagement

As the teams pilot and refine the Toolkit for EBMUD usage, the final EBMUD-specific Toolkits will be used to guide our work in identifying and addressing equity issues in the following areas:

1. District Policies and External Policy Proposals
2. EBMUD Strategic Plan
 - a. Long Term Water Supply (Climate Change, Environmental Justice)
 - b. Water Quality and Environmental Protection (Water Reliability, Watershed, Land Acknowledgment)
 - c. Infrastructure (Capital Improvement Projects)
 - d. Financial (Budget Development, Contracts and Purchasing)
 - e. Customer Service (Water Affordability – Customer Assistance Program, Language Assistance Measures, Service Scheduling)
 - f. Workforce Development (Hiring and Promotion Practices and Processes)
3. Department and Division-Level Projects
 - a. Policy and Procedure Reviews
 - b. Internal Communications
 - c. Community Outreach and Engagement

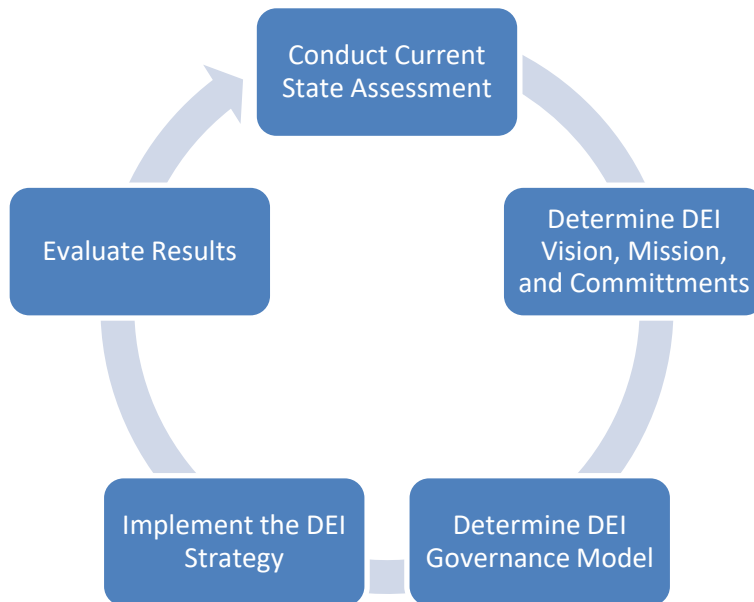
This list will be enhanced as the District continues to operationalize the Equity Toolkit.

H. Strategic Plan Approach

The five-year DEI Strategic Plan was developed based on two District-sponsored research studies (Cultural Audit [2021] and Women in the Trades Environmental Scan [2020]), the District's annual Affirmative Action Plan (AAP, [2021]), and recommendations from the District's Diversity Committee, Affinity Groups, and Equity Core Team. Once implemented, the Plan will be reviewed annually the first two years for effectiveness and necessary modifications. After year three, the Plan will be reviewed every two years, and maintain a five-year outlook.

The DEI Strategic Plan has been developed using a five-stage approach:

1. Conduct assessment of the current state of DEI at EBMUD.
2. Determine DEI vision, mission, and commitments.
3. Determine DEI governance model.
4. Implement the DEI Strategy.
5. Evaluate results.

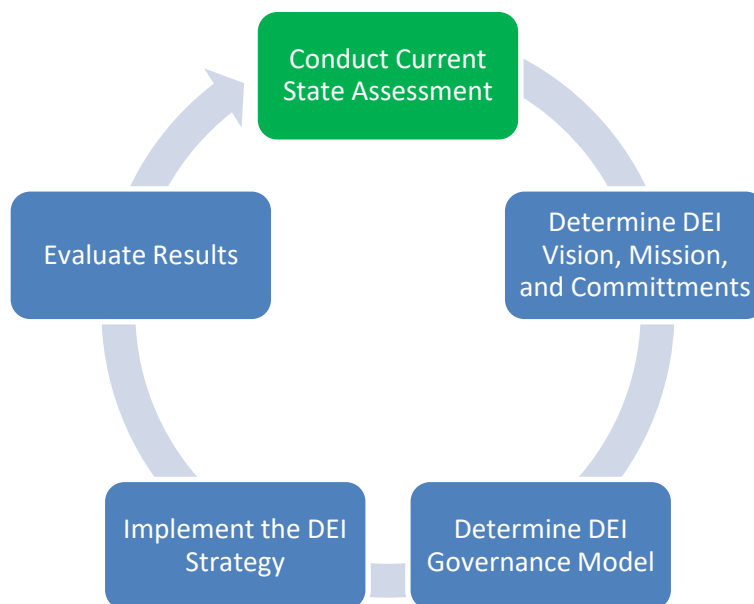


III. Stage 1: Current State Assessment

The development of strategic approach to DEI requires a thorough understanding of the organization’s current state including an analysis of existing programming, Human Resources data, and employee experiences. The District engaged two third-party consultants, reviewed Human Resources data, and gathered internal feedback from employees to provide an analysis of the District’s current state of DEI.

Seven data sources were used to inform the current state assessment:

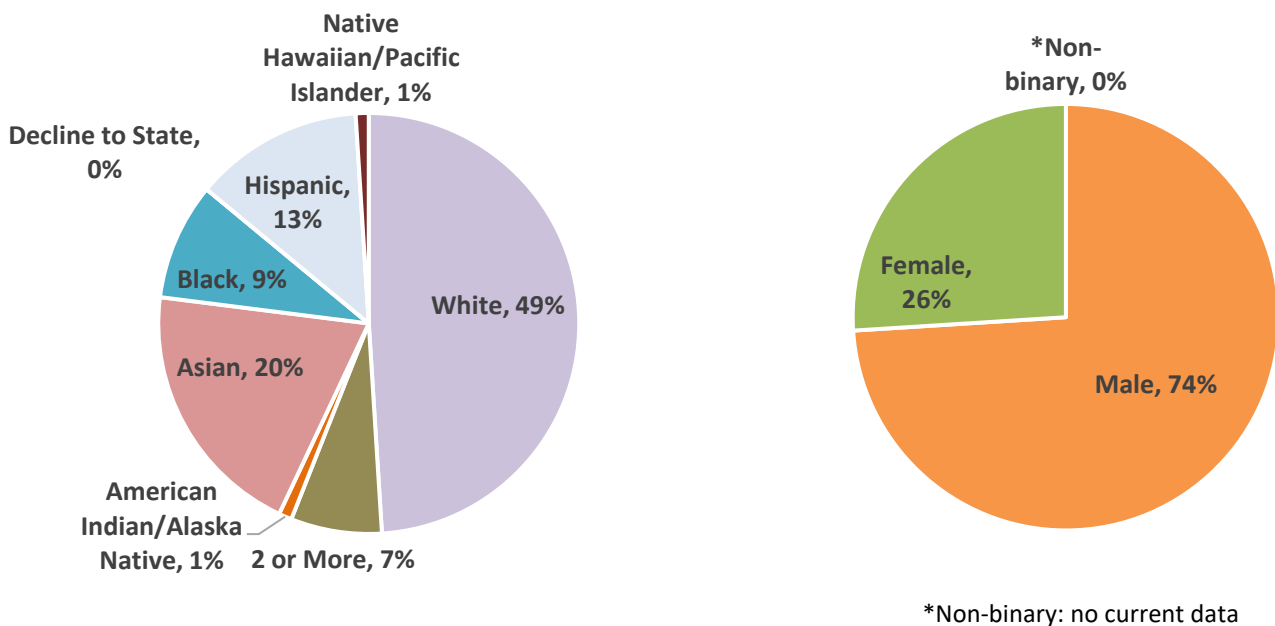
1. EBMUD Workforce Demographics
2. EBMUD Board Resolutions
3. Winters Group, Inc. Cultural Audit
4. Focus Groups
5. Women in the Trades Environmental Scan
6. Gender Expression and Identity Initiative
7. Employee and Board of Directors’ Feedback



A. EBMUD Workforce Demographics

1. Overall District Workforce by Race and Gender

The District has nearly 2,000 employees. 51 percent are racial minorities and 49 percent are white/non-Hispanic. Of the 51 percent of minorities, 20 percent self-identify as Asian, 13 percent Hispanic/Latinx, 9 percent Black/African Americans, 7 percent “Two or more races,” just over 1 percent Native Hawaiian/Pacific Islanders, and just under 1 percent as Indigenous or American Indian/Alaskan Native.

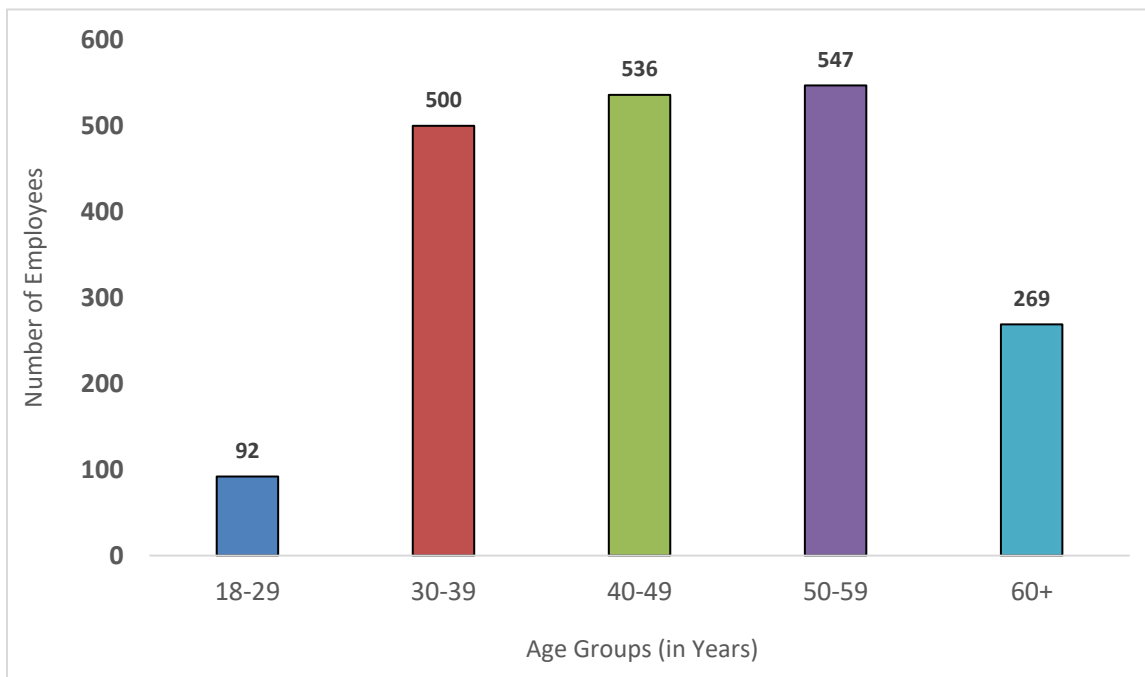


Approximately 74 percent are male, and 26 percent are female. The District currently only collects sex and gender data for our workforce in terms of male and female. However, a broader perspective on gender-identity (that includes non-binary and transgender individuals) would be more inclusive and aligned with DEI best practices. The District’s DEI staff is currently engaging with our Raining PRIDE Committee (LGBTQIA+) Affinity Group to discuss how to best address these gaps and other related inclusion issues.

2. Workforce by Age

The average age of an EBMUD employee is 47 years old, with an average service tenure of 11 years. The following shows the number of employees by age group at the District:

- 18-29: 92 Employees
- 30-39: 500 Employees
- 40-49: 536 Employees
- 50-59: 547 Employees
- 60+: 269 Employees



B. Informing Documents

1. Racial Equity Resolutions by the EBMUD Board of Directors

On June 23, 2020, the EBMUD Board of Directors authorized a resolution in response to the killing (murder) of George Floyd.⁶ This resolution outlined a series of Racial Equity and Justice (REJ) Strategies that EBMUD has included in the development of the DEI Strategic Plan. This resolution was then followed by additional Board Resolutions denouncing hatred against Asian-American and Pacific Islanders, and anti-transgender legislation. Per the initial intent of the creation of the resolutions and the REJ strategies, they have been incorporated into the DEI Strategic Plan objectives and actions. Accordingly, the DEI Strategic Plan and its updates will be informing on all REJ strategies moving forward.

2. The Winters Group, Inc. Cultural Audit

The Winters Group, Inc. (Winters) is a global minority/women-owned diversity, equity, inclusion, and justice (DEIJ) consulting and culture transformation firm, with almost 40 years of experience developing and implementing sustainable DEIJ business solutions. In 2020, Winters was retained by EBMUD in support of its DEI efforts.

j) Methodology Overview

In the Spring of 2020, Winters conducted a current state evaluation (Cultural Audit)⁷ to gain insight into the perceptions of DEI amongst leaders and individual contributors, measure leadership capacity to effectively bridge across cultural differences, and identify gaps and areas for improvement. The Cultural Audit included data collected from employee focus groups, key stakeholder interviews, Human Resources (HR) data, review of existing HR policies and procedures, and two DEI surveys (Inclusion Insights Survey™ and the Intercultural Development Inventory™).

The Cultural Audit Included:

1. Exploration of senior leadership's current level of cultural competence as measured by the Intercultural Development Inventory™ (IDI™).
2. Assessment of key stakeholder sentiments about DEI at EBMUD through interviews.

⁶ EBMUD Board Resolutions - Appendix 1.

⁷ The Winters Group, Inc. Cultural Audit Executive Summary - Appendix 2.

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3. Analysis of demographic group experiences with focus groups. Using questions from the Winters focus group, EBMUD conducted additional focus groups to gather data from employee groups not adequately represented in the Winters data (LGBTQIA+, white and Asian males, and individuals identifying as two or more races).
4. Discovery of employee attitudes and perceptions of DEI across the firm via Winters' Inclusion Insights Survey™.
5. Analysis of employee demographic information to uncover potential opportunities to enhance utilization of historically underrepresented groups.
6. Review of select policy, practice, and procedure documents, and the District's Civil Service rules to provide recommendations for equitable changes and inclusive language.

The Cultural Audit was followed by the establishment of a cross-functional Equity Core Team, currently engaged in five pilot projects using a Racial Equity Toolkit (RET) developed by O&G Racial Equity, a subcontractor of the Winters Group, Inc. O&G provided the Core Team with racial equity training and coaching on the use of the RET to launch the pilot project groups to apply the RET to: Hiring and Recruitment, Promotion and Retention, Contracts and Procurement, Capital Investment, and Community Engagement.

ii) Cultural Audit Results

The Cultural Audit identified the following strengths in our organization:

1. The Inclusion Insights Survey™ revealed a relatively high level of job satisfaction overall.
2. Affinity Groups were mentioned repeatedly in focus groups and interviews as meaningful and positive.
3. Recent actions to support DEI by leadership, particularly the General Manager and the Board, have been well-received and are an indicator of progress.
4. Many employees see DEI as a strength and are committed to contributing to a better workplace.
5. There were many creative and innovative DEI recommendations shared in the focus groups and interviews, which may indicate a willingness to contribute and continue learning about DEI.
6. The few mentions of pay or benefits were all positive. This is an indicator that employees are satisfied with compensation and feel the compensation is fair.

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7. People of color are being hired at rates higher (55 percent) than their current representation in the EBMUD workforce (49 percent).
8. People of color and women are being promoted at rates consistent with current representation. Promotion rates are expected to increase for people of color in the coming years.
9. Policies clearly amplify and underscore various mental and physical health conditions that may qualify for various accommodations.

Opportunities for improvement were also identified as follows:

1. Overall representation of women is low at the organization, at just 26 percent.
2. Hiring rates for veterans (5 percent) are significantly lower than their representation at EBMUD (34 percent), though this number may be skewed as only 60 percent of respondents shared their veteran status.
3. Employees with disabilities were disproportionately likely to be discharged (terminated involuntarily before contract ends) compared to employees who report having no disability.
4. People of color represented 62 percent of involuntary terminations on average in the past five years, even though they only make up 49 percent of the workplace.
5. When examining voluntary terminations, white employees were more likely to reach retirement at EBMUD than people of color. People of color were more likely to resign.
6. Millennials experienced a five-year average of 49 percent of involuntary terminations, though they currently only represent 23 percent of the workforce.
7. White men, Baby Boomers, and Gen X generally indicated a lower level of both awareness and support around DEI, with some exceptions. A number of these groups expressed hostility towards DEI. Since these identity groups are also represented at leadership and management levels, this unsupportive attitude should be addressed for DEI efforts to move forward successfully.
8. Women were less likely to feel that DEI efforts were sufficient.
9. There is not an organization-wide understanding of diversity, inclusion, equity, or justice.
10. Reports of nepotism or an insider/outsider dynamic have contributed to many employees feeling excluded and may be related to patterns of bias in promotion shared

by participants.

11. Multiple instances of racial and gender bias were shared in focus groups and interviews, signifying that these patterns may be widespread. Relatedly, there appears to be a lack of psychological safety for people of color, especially Black employees. Many described feelings of isolation and being systematically excluded.
12. A lack of diversity, specifically race and gender in management and leadership roles was described as a concern in the interviews.
13. Mental health conditions specified in various policies are described in outdated language that may stigmatize those with mental illnesses.

iii) Winters Recommendations

Based on the Cultural Audit, Winters made the following recommendations for the DEI Strategic Plan:

1. Build a five-year DEI strategy.
2. Continue and build on leadership support of DEI.
3. Invest in DEI education.
4. Build management competency around DEI.
5. Design and implement accountability systems.
6. Audit and improve the promotion process.
7. Audit and improve the hiring process.
8. Increase support for Affinity Groups.
9. Revise employee policies and procedures.

3. EBMUD Focus Group Data

In reviewing the initial draft of the Winters' Cultural Audit Report, the District identified demographic groups that were either underrepresented or not represented in the focus group data. As a result, adequate qualitative data specific to the experiences of the following demographic groups was lacking for employees identifying as:

1. LGBTQIA+
2. Asian and Pacific Islander Males

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3. White Males
4. Biracial and/or Multiracial

From June 2021 through August 2021, the Office of Diversity, Equity, and Culture (ODEC) conducted a series of focus groups. The focus groups were designed to give voice to employees regarding their opinions, perspectives, and experiences, and to gather information specific to their thoughts and views about the District's DEI efforts and the areas for improvement.

i) Methodology Overview

The sessions were 90 minutes in length and participants were asked to respond to open-ended questions that were developed by the Winters Group, Inc. With the exception of one focus group that was conducted in-person,⁸ all sessions were conducted virtually.

Focus groups had the following makeups:

- LGBTQIA+ Employees: 18 participants
- Asian and Pacific Islander Male Employees: 12 participants
- White Male Employees: 17 participants
- Biracial and Multiracial Employees: 19 participants

The focus group participants were asked to share their thoughts on the following questions:⁹

1. What is it like to be an employee at the District? What is the best thing about your experience? What do you like least?
2. What one word describes the climate at the District?
3. How would you define diversity and what it means at the District?
4. What is inclusion? Is it different from diversity? How?
5. How would you define equity and what it means at the District?
6. How would you define justice and what it means at the District?
7. How is diversity/equity/justice valued in your day-to-day experience (e.g., with your interactions with managers and other employees)?
8. What are the District's strengths in creating an inclusive culture? What are specific

⁸ In-person session complied with the COVID-19 guidelines in effect at the time.

⁹ Focus group questions were developed by The Winters Group, Inc.

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actions, policies, behaviors that tell you diversity, equity, inclusion, and justice are valued?

9. What is it like to be _____ (LGBTQIA+/an Asian/Pacific Islander male/a White Male/Biracial or Multiracial) at the District? How are differences addressed? Are there specific barriers for your group? If so, what are they?
10. How good a job is District leadership doing in ensuring that it creates an inclusive environment for staff and stakeholders?
11. What recommendations do you have for the District to enhance diversity, equity, inclusion, and justice?

ii) Key Themes

As with the focus groups conducted in late 2020 by The Winters Group, Inc., the focus groups' goal was to ascertain employee perspectives on the DEI climate at EBMUD. Overall, the vast majority of the participants' responses indicated that DEI is a critical business imperative and that the District is moving in the right direction as it pertains to creating an inclusive culture that engages, supports, and meets the diverse needs of its employees. This is consistent with some of the sentiments expressed from the focus groups facilitated by The Winters Group, Inc. Additionally, participants shared insightful ideas and proposed recommendations for improving and advancing DEI at the District.

iii) Key Takeaways, Strengths, and Opportunities for Improvement

1. Continuous learning and unlearning – provide DEI educational opportunities to employees that translates to their roles and responsibilities.
2. Affinity Groups (both as a strength and opportunity for improvement).
3. Improve communication and outreach internally and externally.
4. Enhance promotional pathways and job-shadowing opportunities.
5. DEI and District Values alignment.
6. EBMUD is slow to change and reticent to adopt new processes.
7. EBMUD is politically driven and bureaucratic.
8. Some departments feel siloed.
9. Make the recruitment and hiring process more inclusive – identify and remove barriers to the recruitment and hiring process.

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10. More engagement with K-12 and post-secondary institutions.
11. Good work-life balance.
12. Great salary, benefits, and employment security.
13. EBMUD feels like a family.
14. Lack of faith in the DIO/EEO process.
15. Create pathways to amplify employee voices and ensure they are being listened to.
16. Leadership support, development, and accountability.
17. Consistent messaging that promotes the understanding that advancing DEI is a shared responsibility and everyone must do their part to move this work forward.

iv) Notable Responses from the Focus Groups¹⁰

Biracial/Multiracial Focus Group Participants

1. “District leadership is doing a reasonable job to be inclusive.”
2. “We see the commitment and would like to see the results.”
3. “Resources are being made available to create a model of inclusion.”
4. “Employees are treated differently based on their job classifications.”
5. “The process for diverse hiring panels has not been codified.”
6. “Tokenism in hiring panel participation is not acceptable.”
7. “The District has a lot of opportunity to improve in the area of customer-focused equity and justice.”
8. “Diversity is not welcome in some parts of the District.”
9. “There are still undercurrents and settings where the District’s values are not put into practice.”
10. “Diversity, equity, and justice are not yet part of the culture.”
11. “Justice must include accountability.”
12. “District employees need training on how to have conversations about race and talk about their backgrounds.”

¹⁰ All comments have been transcribed directly as provided and/or stated by focus group participants.

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13. “Some customers have more challenges interacting with District systems than others and need more support.”

Asian American and Pacific Islander Male Focus Group Participants

1. “The climate around diversity is shifting toward the forefront at the District.”
2. “Inclusion does not include field and AMC employees.”
3. “The District is investing resources but follow through is needed.”
4. “The General Manager (GM) is setting the tone from the top down.”
5. “Having an Asian American GM is inspirational.”
6. “Having an accent sometimes affects the respect that an Asian American receives.”
7. “The District needs to explain the ‘why’ for DEI in order to get supervisors and managers to buy in.”
8. “Leadership needs to be open to different ideas and opinions that could improve the District’s performance.”
9. “More outreach is needed to the AAPI community to make sure their voices are heard.”
10. “There is little justice in the hiring process because it seems arbitrary.”
11. “Extra effort is needed to bring fairness into the process for contractors.”
12. “Some people are devalued based on their job classification and level.”

LGBTQIA+ Focus Group Participants

1. “Some managers do not value DEI efforts and are not incentivized to do so.”
2. “DEI values are not ingrained at the lower levels of management.”
3. “DEI should align with the values.”
4. “GM is doing a great job—it is a new era for the District.”
5. “The Senior Management Team (SMT) is slow to implement parts of the Board Resolution.”
6. “Management is not LGBTQIA+ or Latinx diverse.”
7. “Reduce barriers to hiring at the entry level, including arbitrary tests.”
8. “Utilize Women in Trades data for recruitment.”

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9. "Training for mid-level supervisors so they have a better understanding of what DEI is and what it means to the District."
10. "DEI trainers need to be diverse."
11. "Affinity groups are micromanaged in terms of governance, budget, and time."
12. "Unisex bathrooms could be implemented."
13. "Need more opportunities for direct communications from the GM and SMT directly to staff."
14. "A disability focus group is needed."
15. "A Women-in-Engineering focus group is needed."

White Male Focus Group Participants

1. "Walking on eggshells – having to be careful about what you say and do because of heightened sensitivity."
2. "Interview process is not fair – they choose people because they fit into a category as opposed to choosing the most qualified person."
3. "Supervisors need to take more time to make sure all employees feel included."
4. "I don't associate the District with justice."
5. "We give deference to wealthier communities and provide more services and attention to them, like addressing issues with some of our facilities."
6. "District focuses more on punishing employees as opposed to correcting the behavior."
7. "We are starting to discuss issues related to diversity, equity, and justice (DEJ) more."
8. "I don't know what the goal is in terms of diversity, equity, and inclusion."
9. "The cultural celebrations like the Latin Heritage, or Fuerza Latina, event I attended seemed sincere and special to me and it seems like the District was proud of this event."
10. "There is a real effort to be inclusive, it feels like an inclusive culture."
11. "There is a perception against white males with regard to diversity."
12. "Feels like white males are going to be in the back of the line."
13. "I missed out on a promotion...and I'm certain it was because they wanted a woman in the position."

14. "I've always felt like I have been treated fairly."
15. "Don't let up on the efforts to increase diversity, equity, and inclusion."
16. "Organizational communications don't seem to recognize older and experienced white male workers. I feel overlooked."
17. "This is the most diverse place I've worked."
18. "Some workgroups have a lot of difficulty talking about these topics. These workgroups need help and support for how to talk about DEJ and inclusiveness. We have asked for help, but we haven't gotten it yet."
19. "We need to get recommendations to enhance diversity, equity, inclusion, and justice from people most negatively impacted – who are not feeling seen and respected and/or who feel dismissed."

4. Women in the Trades Environmental Scan

In 2019, the District engaged the services of Dr. Lorraine Giordano to conduct a study of current conditions and factors relating to women working in the trades at EBMUD and potential approaches to support retention of the existing female workforce and outreach to increase of women in the construction trades.

The Women in the Trades (WIT) Environmental Scan¹¹ was designed to:

1. **Identify current conditions** regarding gender diversity, and workplace experiences for women in the trades.
2. **Express and understand the different perspectives** – internal and external – that inform research participants' understanding of opportunities for and challenges to improving gender diversity at EBMUD.
3. **Develop a set of recommendations** that will guide the expansion of an effective pipeline of potential women candidates in the trades and non-traditional occupations and identify obstacles to and opportunities for improving workplace culture for women in the trades.

The environmental scan helped to determine what institutional, environmental, and physical barriers exist that impact the hiring and retention of women in the trades and non-traditional occupations and provided formal and specific recommendations to achieve the District's goal of

¹¹ Women in the Trades Environmental Scan Executive Summary – Appendix 2.

greater gender diversity within the trades.

i) Methodology Overview

Research was conducted using primary and secondary source material as outlined below:

1. **Interviews:** 18 in-depth interviews with trades women and female and male supervisors, superintendents, managers, and directors, and in-depth interviews with three community partners.
2. **Internal Surveys:** Survey questionnaires of women and men in the trades. 305 survey questionnaires were returned based on a sample including all tradeswomen, and a stratified sample of male trades workers.
3. **External Surveys:** Survey questionnaires targeting EBMUD's 137 community partners who receive email notification of employment opportunities.
4. **Focus Groups:** Three focus groups of tradeswomen, managers, and supervisors.
5. **Secondary Sources:** External materials on women in the trades and workplace gender discrimination were used to understand the levels of gender bias women in the trades and "non-traditional" occupations experience on the job, and to understand the extent to which these experiences may similarly be found at EBMUD. Also, this report analyzed current District workforce development practices against best practices in the field to identify existing strengths and opportunities for change.

This multi-pronged approach was designed to document the barriers to and opportunities for EBMUD tradeswomen to achieve success, as well as to increase the number of tradeswomen at the District. Using different research methods allowed for the capture of nuances in understanding, experiences, and perspectives while also providing opportunities to find commonalities within and between groups as well as to uncover significant differences.

ii) Environmental Scan Recommendations

The changes recommended in the WIT Environmental Scan were focused on making investments in the District's workforce development infrastructure, rather than a specific program to increase gender diversity. Broadly, the recommendations include:

1. **Outreach, Recruitment, and Hiring Practices:** Identify and implement best practices for community outreach and engagement to cast a wider net by partnering with community organizations and expanding the recruitment of women in the trades. Update and re-

design selection and testing procedures and tools to reflect needed skills and knowledge while minimizing opportunities for bias.

2. **Succession Planning and Staff Training:** Expand intra-agency capacity to improve gender diversity and career advancement for women into the trades at EBMUD through succession planning.
3. **Workplace Culture:** Support improvements in workplace culture through the employer-based (core) value of respect.

5. Raining PRIDE Committee Gender Expression and Identity Initiative

The Gender Expression and Identity Initiative was drafted by members of the Raining PRIDE Committee Affinity Group¹² and seeks to improve the District's culture regarding gender expression and gender identity. Lack of awareness among employees regarding gender expression and identity creates an unwelcome culture for non-binary and non-cisgender employees since most employees incorrectly assume gender is binary and unknowingly use gender-based language in their everyday communications. For example, assuming gender and gender pronouns is a common workplace practice and make non-binary and non-cisgender employees feel disrespected and excluded.

This initiative recommends implementing the following strategies:

1. Allow use of pronouns (or lack thereof) within the District's communication systems to show every employee's pronouns (or lack thereof) on People and Places, Microsoft Outlook emails, and Microsoft Teams meetings.
2. Incorporate any gender identity into the new Human Resources Information System (HRIS) coordinating with the HRIS Replacement project. In the current HR system, only Male or Female are available choices.
3. Provide gender identity and gender expression training to the District Board, management, and staff.
4. Partner with the District's Values campaign to improve adoption of gender expression and identity awareness into the District's culture.
5. Encourage all employees to share their pronouns (or lack thereof) at the beginning of meetings. For example, some employees do not want others using pronouns to refer to

¹² This effort was spearheaded by Max Fefer, former Vice President of Raining PRIDE Committee and current President of Disability Advocacy Rights Team (DART).

the employee.

6. Establish at least one universal bathroom at all staffed District facilities to allow all District customers and employees access to a bathroom they can safely use.

C. Employee and Board of Directors' Feedback

Employees and the Board of Directors (BOD) have been actively updated and engaged in the development of the DEI Strategic Plan, particularly in the initial foundational stage. In the year 2020, in response to the murder of George Floyd, Asian American Pacific Islander (AAPI) hatred, and legislation against Transgender Individuals, the BOD adopted a series of resolutions that reinforced the District's commitment to DEI and the launching of the Racial Equity and Justice project.

Teams of employees were formed to advise on REJ Strategies 1, 6, 7, and 8.¹³ Strategy 1 specifically was to "Listen to the voices of Black and African American employees at the District, in the external community, and other impacted individuals and provide space to engage in safe and productive conversations about dealing with and overcoming individual and systemic racism." The Black Employee Network (BEN) Affinity Group developed listening sessions due to this strategy, which they continue to hold today. Using this model, staff facilitated trainings on conducting listening sessions for other Affinity Groups.

Staff regularly provided updates to the BOD initially on the REJ Strategies, and then later, on the DEI Strategic Plan's progress. The Board's feedback was included in this Plan. As stated previously, the REJ strategies have been incorporated into the DEI Strategic Plan objectives and actions and this Plan will be informing on all REJ strategies moving forward.

Around the same time that the Board resolutions were being issued, and in response to the increased racial injustices, escalating violence in the communities, and the challenges and stressors employees faced during the COVID-19 pandemic, Employee and Organizational Development sponsored three "Strengthening Resilience and Enhancing Wellness Sessions." All sessions were facilitated by Claremont EAP clinicians. The primary focus of these sessions, held once a month from June-August 2021, was to support individual employee wellness and also to strengthen the inclusive community. Providing these spaces demonstrated EBMUD's commitment to investing resources in employee well-being, responding to injustices, and creating a culture of care.

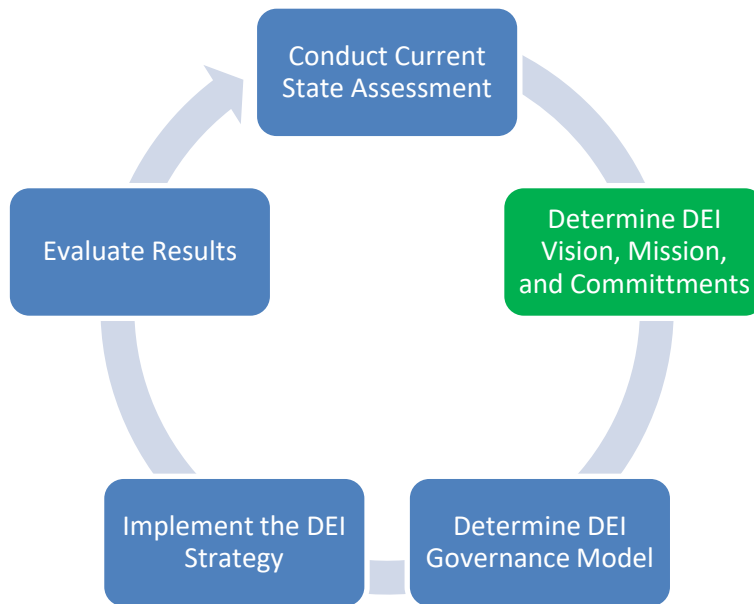
¹³ For more information on the REJ strategies, see EBMUD Board Resolutions - Appendix 1.

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The employee voice on DEI matters was captured through the Cultural Audit, WIT Environmental Scan, and focus groups, where approximately 1,300 employees were engaged. Additionally, employees were also engaged throughout the Strategic Plan development process through various presentations from the ODEC team, including to departments, AGs, and unions upon request, the Diversity Committee, at SMT and Management Team meetings, and at Equity Core Team meetings. ODEC hosted 90-minute briefings on each Strategic Pillar to collect feedback from employees on the first DEI Strategic Plan draft. Briefings were also recorded and provided to employees who were unable to attend. ODEC staff also collected input for incorporation into the Plan through the five pilot project teams and, more informally, through questions and comments from ODEC's Inclusive Leadership forums. The IAMDEI@ebmud.com email was also publicized and provided through all briefings and meetings to employees as another avenue to provide feedback on DEI.

IV. Stage 2: DEI Vision, Mission, and Commitments

For the success of our DEI efforts, it is imperative that leaders, employees, suppliers, vendors, and our community know and understand our vision, mission, and commitment to DEI. The District's DEI vision, mission, and five Strategic Pillars provide strategic direction for our efforts and are foundational to our DEI work. Our commitments are acknowledgements of the importance of this work and the roles that our organization and every employee will play in successfully moving forward.



A. Vision and Mission for Diversity, Equity, and Inclusion

1. Vision

Our vision is that “EBMUD is an organization where our workforce reflects the diversity of the communities that we serve; where all employees, contractors, and customers are valued, included, and have a voice in our long-term success; and where a person’s identity does not determine their outcomes or successes.”

2. Mission

EBMUD’s DEI mission is to “Cultivate Diversity, Advance Equity, and Work Inclusively.”

B. DEI Strategic Pillars

The DEI Strategic Plan is built on five strategic pillars which frame our goals, objectives, and actions.

1. **Leadership Commitment** – Leaders view the accomplishment of DEI goals and objectives as an important part of their management and oversight responsibilities and are seen as DEI change agents.
2. **Workforce Diversity** – Intentional and focused effort is made to attract and retain applicants from diverse and underrepresented groups to achieve and maintain a workforce that is equitably representative across levels and functions.
3. **Inclusive Culture** – Every employee is intentional in creating and maintaining a work environment where all have a sense of belonging, purpose, value, and voice; and are engaged in the successful fulfillment of the District’s mission.
4. **Supplier Diversity** – EBMUD is a leader in helping its community by promoting economic growth and wellbeing, developing, and nurturing underrepresented suppliers, and addressing income inequality for groups that have been historically disadvantaged.
5. **Social Responsibility** – EBMUD has the social responsibility to ensure the fair and equitable distribution of environmental, economic, or social benefits for all people, regardless of race, age, culture, income status, or geographic location.

C. DEI Commitments

The following are our organizational and individual commitments to fully embrace DEI.

1. Organizational Commitment Points

1. We acknowledge that:
 - a. Members of our workforce are at various points along the continuum of awareness, understanding, and engagement in anti-racism and anti-bias work.
 - b. Bias and racism can be conscious or unconscious and are negatively impactful even when there is no intentional effort to harm.
 - c. Institutional racism is embedded in the global culture and its social systems and institutions, meaning that no one is exempt from its forces and impacts.
 - d. Among us are individuals that have been negatively impacted or traumatized by these issues, and we have a responsibility to be an ally/upstander for them to support and empower their voices.
 - e. Our efforts to address bias, racism, and discrimination will require intentionality, discomfort, accountability, courage, empathy, and compassion.
2. We commit to open dialogue between all stakeholders including employees, customers, and the communities we serve, and we are committed to maintaining transparency in our DEI processes.
3. We commit to our District Values of Stewardship, Integrity, Respect, and Teamwork, understanding that DEI is embedded in their application.
4. We commit to building an intentionally inclusive and culturally competent environment that stands against all forms of bias, exclusion, and hatred; where all employees are safe, regardless of their identity; and where our efforts and focus go well beyond compliance requirements.
5. We commit to applying an equity lens to our planning, decision-making, and implementation practices – especially those elements relating to EBMUD’s Strategic Plan.

2. Personal Commitments for Positive Change

DEI is a journey of making and maintaining a personal commitment to:

1. **Appreciate Differences:** Value and appreciate the uniqueness of every person, and find common ground with others not like us.
2. **Learn and Grow:** Be open to continuous learning, growth, and development of

emotional intelligence and cultural competency to treat all people with dignity and respect.

3. **Support Others:** Be proactive in using the proper channels to address any inequality or inequity that we see and be an ally/upstander for anyone we see being ignored, mistreated, or disrespected.

Everyone can start on the DEI journey by first asking yourself: What is one thing that I will commit to (today, this week, this month, or this year) that will promote the principles of DEI?

D. DEI is Anchored in the District's Values

The District's Values help to shape the organizational culture. DEI is anchored and embedded in each of the values.

1. **Stewardship:** As public stewards we are responsible for equal, fair, and legal access to our services for the communities we serve. As stewards we should proactively address any impediments or inequities identified as hindering that responsibility to our customers.
2. **Integrity:** The District's policies and procedures around DEI are only as good as our integrity in committing to complying with and upholding those policies and procedures even when it is uncomfortable or inconvenient.
3. **Respect:** Respect only exists in environments where diversity is appreciated and honored, people have a sense of connection and inclusion, and all are empowered to create equity.
4. **Teamwork:** The best teams are ones where every team member has a sense of belonging and is appreciated and valued for their unique contribution to the team.

E. Commonly-Used DEI Terms¹⁴

Ally: Someone who supports a group other than one's own (in terms of multiple identities such as race, gender, age, ethnicity, sexual orientation, religion, etc.). An ally acknowledges oppression and actively commits to reducing their own complicity, investing in strengthening their own knowledge and awareness of oppression.

Anti-Racism: An active and consistent process of change to eliminate individual, institutional, and systemic/structural racism. Because racism occurs at all levels of society and can function to produce and maintain exclusionary "levels," anti-racism education/activism is necessary in all aspects of society. It does not happen exclusively in the workplace, in the classroom, or in selected aspects of our lives. Anti-racism theory analyzes/critiques racism and how it operates, which provides us with a basis for taking action to dismantle and eliminate it.

Bias: A form of prejudice that results from one's need to quickly classify individuals into categories.

Cisgender: A term for people whose gender identity, expression or behavior aligns with those typically associated with their assigned sex at birth.

Diversity: Socially, it refers to the wide range of identities. It broadly includes race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, physical appearance, etc. It also involves different ideas, perspectives, and values.

Discrimination: The unequal treatment of members of various groups, based on conscious or unconscious prejudice, which favors one group over others on differences of race, gender, economic class, sexual orientation, physical ability, religion, language, age, national identity, religion, and other categories.

Environmental Injustice: The disproportionate exposure of communities of color and the poor to pollution, and its concomitant effects on health and environment, as well as the unequal environmental protection and environmental quality provided through laws, regulations, governmental programs, enforcement, and policies.

Environmental Justice: Ensure the fair and equitable distribution of environmental, economic, or social benefits for all people, regardless of race, age, culture, income status, or geographic

¹⁴ An expanded glossary of DEI terms is included in Appendix 3.

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location. As such, the District develops and conducts business in a manner that promotes equity and affords fair treatment, accessibility, and protection from disproportionate burdens or adverse impacts.¹⁵

Environmental Racism: Environmental racism refers to any policy, practice or directive that differentially affects or disadvantages (whether intended or unintended) individuals, groups or communities based on race or color.

Equity: The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is necessary to provide equal opportunities to all groups.

Equity Lens: An equity lens is a process for analyzing or diagnosing the impact of the design and implementation of policies on underserved and marginalized individuals and groups, and to identify and potentially eliminate barriers.

Gender Identity: Distinct from the term “sexual orientation,” refers to a person’s internal sense of being male, female or something else. Since gender identity is internal, one’s gender identity is not necessarily visible to others.

Inclusion: The act of creating an environment in which any individual or group will be welcomed, respected, supported, and valued as a fully participating member. An inclusive and welcoming climate embraces and respects differences.

Inclusive Language: Inclusive language acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equitable opportunities.

Indigenous Land Acknowledgement: A land acknowledgement is a formal statement that recognizes and respects Indigenous people as traditional stewards of this land and the enduring relationship that exists between Indigenous people and their traditional territories. It is important to understand the history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation.

¹⁵ For more information on EJ, refer to EBMUD Sustainability and Resilience Policy 7.05.

Institutional Racism: Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes and opportunities for different groups based on racial discrimination.

Intersectionality: A term coined by law professor Kimberlé Crenshaw in the 1980s to describe the way that multiple systems of oppression interact in the lives of those with multiple marginalized identities. Intersectionality looks at the relationships between multiple marginalized identities and allows us to analyze social problems more fully, shape more effective interventions, and promote more inclusive advocacy amongst communities.

LGBTQIA+: An inclusive term for those who identify as lesbian, gay, bisexual, transgender, queer, intersex, and asexual. The “plus” symbol is used to represent those who do not identify with one of the letters in the acronym (for example, those who identify as pansexual or as gender-fluid).

Multicultural Competency: A process of embracing diversity and learning about people from other cultural backgrounds. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them.

Non-binary: used to describe people who feel their gender cannot be defined within the margins of gender binary. Instead, they understand their gender in a way that goes beyond simply identifying as either a man or woman. Some non-binary people may feel comfortable within trans communities and find this is a safe space to be with others who don't identify as cis, but this isn't always the case.

Racism: The systematic subordination of people from marginalized racial groups based on their physical appearance, ethnic or ancestral history, or cultural affiliation. Racism is considered a deeply pervasive, systemic issue perpetuated by members of the privileged racial group holding dominant social power over others. Discrimination, prejudice, or xenophobia may be more accurate terms for describing individual acts of oppression. While these individual acts likely stem from systemic racism, at the individual level the power dynamics that enable racism are not at play in the same way.

Sex: Separate from gender, this term refers to the cluster of biological, chromosomal, and anatomical features associated with maleness and femaleness in the human body. Sexual dimorphism is often thought to be a concrete reality, whereas in reality the existence of Intersex individuals points to a multiplicity of sexes in the human population. Sex is often used synonymously with gender in this culture. Although the two terms are related, they should be

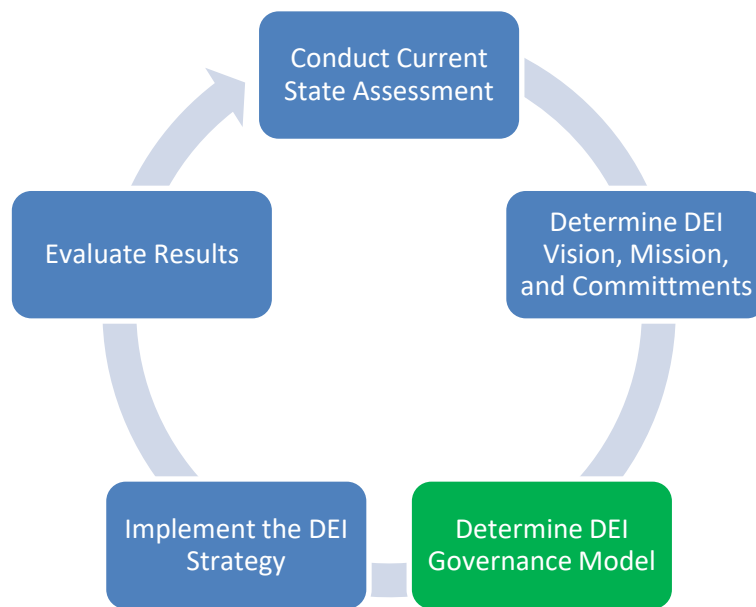
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defined separately to differentiate the biological (“sex”) from the sociocultural (“gender”).

Transgender or Trans: a person whose biological sex assigned at birth does not match their gender identity.

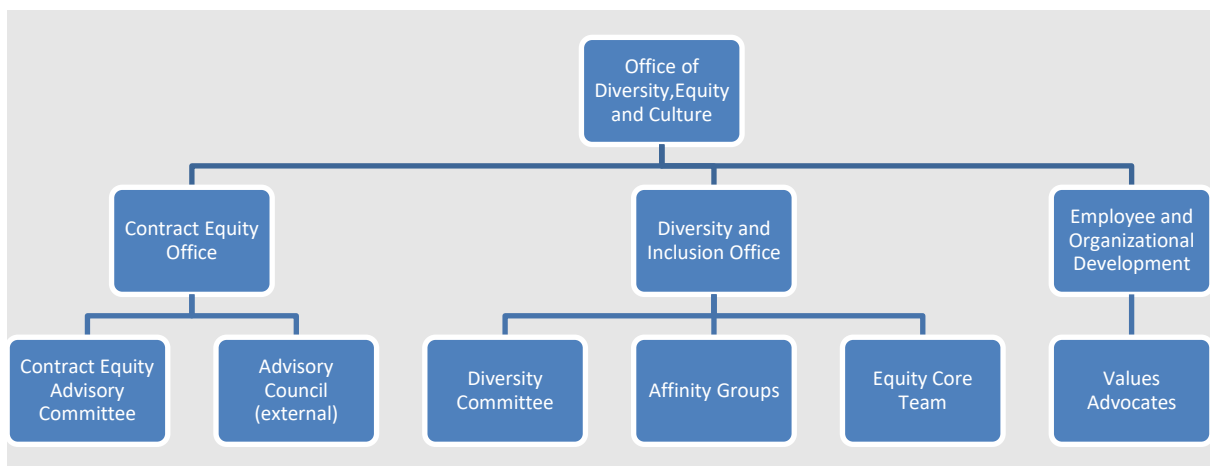
V. Stage 3: Governance Model

As a reflection of the importance of DEI for the District, special attention has been given to building a governance model which provides visible support and structure to the DEI strategy and practice. The model includes teams, committees, Affinity Groups, and dedicated staff to effectively implement DEI.



A. DEI Governance Model

In July 2021, EBMUD established the new Office of Diversity, Equity, and Culture (ODEC). Derry Moten, Special Assistant to the General Manager for Diversity, Equity, and Culture reports directly to the General Manager. The Special Assistant is part of the Senior Management Team under the General Manager. ODEC is comprised of three divisions: Diversity and Inclusion Office (DIO), Contract Equity Office, and Employee and Organizational Development (EOD). Each of the three divisions manage, coordinate, and support DEI efforts through internal employee and external advisory groups. Employees in the internal advisory groups represent various departments across the District.



Further detail on each advisory group is provided below. Each group has either been engaged in the development of the District’s DEI Strategic Plan and/or are to be engaged in the implementation. Input from the employee groups, which engages approximately 238 employees, have already been incorporated into the DEI Strategic Plan. During implementation, it is anticipated that each group will continue to provide feedback on the Plan’s goals, objectives, and actions. Since the DEI Strategic Plan is evolving and will change, input from each of these integral groups on improvements and actions is not only helpful, but necessary.

1. Diversity Committee

The Diversity Committee (DC) is an advisory body to the Diversity and Inclusion Office (DIO) and Senior Management Team on DEI strategy, programs, and issues. It consists of diverse employees from all levels of the organization, including subject matter experts, representatives from departments across the District, and the District’s Clubs¹⁶ and Affinity Groups. The DC has

¹⁶ See Section II.C on DEI Leadership for a full list of Clubs and Affinity Groups included in the Diversity Committee.

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three subcommittees to advise the District on:

1. Civil Service Process
2. Test Preparation Content and Resources, and
3. Outreach Event Strategy

As the DEI Strategic Plan is implemented, the responsibilities and objectives of the DC may be modified.

2. Affinity Groups

Affinity Groups (AGs) assist the District in promoting diversity and inclusion by serving as the common voice for employees who identify themselves with a particular diversity dimension(s) and for employees who wish to learn about other cultures. An AG can provide practical support as well as inspiration, motivation, and fun. Additionally, AGs act as internal and external advocates for the diverse and welcoming work environment of the District, thus enhancing its image to all stakeholders. AGs also act as outreach ambassadors to encourage by volunteering for various recruitment and retention task forces and/or activities that help the organization achieve recruitment and retention goals. AGs are sponsored by the DIO in support of the District’s Strategic Plan goal of creating an environment that attracts, retains, and engages a high performing diverse workforce in support of the District’s mission and core values, and will also support in the District’s DEI efforts.

Existing Groups	Future or In Development
Asian Pacific Employees Association (APEA)	Veteran’s Affinity Group
Black Employee Network (BEN)	Women’s Affinity Group
Fuerza Latina (Latin Heritage Committee)	
Raining PRIDE Committee	
Disability Advocacy Rights Team (DART)	

3. Equity Core Team

The Equity Core Team is the primary leadership team responsible for designing, coordinating, and organizing racial equity plans and activities that are committed to equitable systems change. The Core Team serves as the engine for change, leading the way, and building

organizational capacity to cultivate equitable outcomes across the District. The Core Team is a cross-functional group of employees focused on the application of racial equity principles and practices on five pilot projects, designed to launch the District forward in the work of advancing equity at EBMUD.

4. Contract Equity Program (CEP) Advisory Groups

The Contract Equity Office oversees the internal Contract Equity Advisory Committee and the external Advisory Council. As part of the DEI Strategic Plan, both groups will support the Contracting and Procurement pilot project. The Contract Equity Advisory Committee will assist in determining possible CEP enhancements, identifying improvements in contracting processes, and coordinating outreach and training. The Advisory Council will assist with external data collection, marketing, outreach, and general community engagement that targets the business community.

5. Values Advocates

Values Advocates are employees from a variety of classifications and locations who have volunteered to promote the values by enhancing communication across the District so we can work better. The Advocates focus on achieving this goal through:

1. Breaking down silos to support better communication and teamwork across departments.
2. Lead grassroots efforts to actively shape culture.
3. Build two-way feedback for continual improvements.
4. Accelerate values throughout the organization.

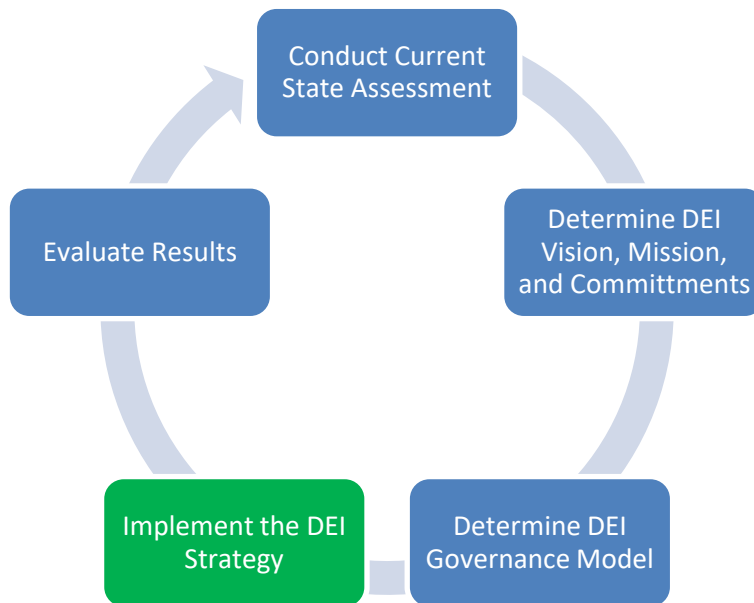
The Values Advocates will advise the District on issues related to inclusion, workplace communications, and employee engagement.

VI. Stage 4: Implement the DEI Strategy

A two-pronged approach is necessary to ensure a successful DEI implementation and application. While it is critical for the District to focus on fixing and remediating issues, we must also identify long-term outcomes to guide our ongoing actions and measure our successes. The five-year objectives provide that strategic focus, while the two-year actions guide our organizational steps to achieve our vision for DEI.

Each **Strategic Pillar** contains:

1. **Strategic Goals**
2. **Five-Year Objectives**
3. **Key Desired Outcomes** (the foundation of success measures)
4. **All Key Actions** (for the next two years)



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To understand how to read the charts that will appear in this section, the following outlines how the five-year objectives connect to the two-year actions:

1. Strategic Plan Strategies and Objectives

Strategic Pillar	Strategic Goals	Five-Year Objectives	Key Desired Outcomes
Leadership Commitment	1. Commitment and Accountability: Ensure leadership demonstrates its commitment and accountability for modeling behavior that advances DEI.	1.1 Leadership Competency: Build leadership and individual skills and awareness of a culture of inclusion and educate all employees on the importance of diversity, equity, and inclusion and their impact to organizational success. 1.2 DEI Accountability: Create accountability measures for ongoing progress of the organizational DEI practices and performance.	All EBMUD leaders take responsibility for building a diverse and inclusive organization and are willing and able to address inequities when identified.
	2. Organizational Process: Develop process for continuous review of EBMUD policies, procedures, and practices to consider opportunities to promote DEI and advance the District's Equity Strategy.	2.1 Equity Toolkit: Development of an EBMUD Equity Toolkit and Equity Lens guidelines. 2.2 Equity Toolkit Implementation: Implement the EBMUD Equity Toolkit for review of District policies and procedures, budget planning, external policy proposals, and departmental planning.	The elimination of systemic barriers to equity for all employees, vendors, suppliers, customers, and ratepayers.
	3. Performance Management: Utilize consistent, fair, and equitable process for performance, behavioral, and conduct issues.	3.1 Performance Management Process: Improve the process for ongoing management of performance for all employees, to create opportunities for enhancing employee engagement, employee relationships, and productivity. 3.2 Discipline Process: Create a clear, equitable, and accountable process for disciplinary actions with an emphasis on restoring an employee to productivity.	Ensure our performance management processes are bias free and designed and executed to align and maximize our employees' performance with the goals of the organization.

Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Commitment and Accountability	1.1 Leadership Competency: Build leadership and individual skills and awareness of a culture of inclusion and educate all employees on the importance of DEI and their impact to organizational success.	Develop behavioral and DEI related competency-related framework that aligns and support an inclusive workforce.	FY22 – Q3
		Explore option for all employees to take a self-assessment on cultural competency and emotional intelligence followed up by training or action planning to reinforce strengths and close skills gaps.	FY22 – Q3
		Provide cultural competency, racial, diversity, and equity trainings and other continuous education opportunities for all employees.	FY22 – Q3/4, Ongoing
		Update all Manager and Supervisor Trainings (MAST) to include inclusive leadership practices and create a culture of engagement leadership assessment.	Ongoing
	1.2 DEI Accountability: Create accountability measures for ongoing progress of the organizational DEI practices and performance.	Develop the Office of Diversity Equity and Culture to guide the future Diversity, Equity, and Inclusion work of the District.	FY22 – Q1
		Integrate DEI competencies into the performance plans of managers and supervisors.	FY23 – Q1
	Identify key DEI metrics for Talent Acquisition, Talent Development, Workplace Culture, and	FY22 – Q3/4	

A. DEI Strategic Plan Five-Year Objectives

The DEI Strategic Plan outlines the five-year strategic goals, objectives, and key desired outcomes as guided by the findings of the current state assessment. The strategic approach of this plan is grounded in three key principles:

1. **Employee Involvement and Engagement** – The work of the Strategic Plan is a series of team efforts from the Equity Core Team, Diversity Committee, and Values Advocates. The continued work will engage all employees in continuous dialogue regarding DEI issues.
2. **Use of Equity Toolkits** – The Equity Toolkits are consistent and repeatable processes for using a data informed approach to identify systemic inequities and address them in partnership with those that are most impacted.
3. **Continuous Improvement** – The Plan is intended to create an evergreen process for embedding an equity lens into systems and processes of the District to ensure that EBMUD maintains a focus on continuously improving our service to our communities.

These key principles will be applied to the five Strategic Pillars of the Strategic Plan.

1. **Leadership Commitment** – Leaders view the accomplishment of DEI goals and objectives as an important part of their management and oversight responsibilities and are seen as DEI change agents.
2. **Workforce Diversity** – Intentional and focused effort is made to attract and retain applicants from diverse and underrepresented groups to achieve and maintain a workforce that is equitably represented across all levels and functions.
3. **Inclusive Culture** – Every employee is intentional in creating and maintaining a work environment where all have a sense of belonging, purpose, value, and voice; and are engaged in the successful fulfillment of the District’s mission.
4. **Supplier Diversity** – EBMUD is a leader in helping its community by promoting economic growth and wellbeing, developing, and nurturing underrepresented suppliers, and addressing income inequality for groups that have been historically disadvantaged.
5. **Social Responsibility** – EBMUD has the social responsibility to ensure the fair and equitable distribution of environmental, economic, or social benefits for all people, regardless of race, age, culture, income status, or geographic location.

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1. Strategic Plan Strategies and Objectives

Strategic Pillar	Strategic Goals	Five-Year Objectives	Key Desired Outcomes
Leadership Commitment	<p>1. Commitment and Accountability: Ensure leadership demonstrates its commitment and accountability for modeling behavior that advances DEI.</p>	<p>1.1 Leadership Competency: Build leadership and individual skills and awareness of a culture of inclusion and educate all employees on the importance of diversity, equity, and inclusion and their impact to organizational success.</p> <p>1.2 DEI Accountability: Create accountability measures for ongoing progress of the organizational DEI practices and performance.</p>	<p>All EBMUD leaders take responsibility for building a diverse and inclusive organization and are willing and able to address inequities when identified.</p>
	<p>2. Organizational Process: Develop process for continuous review of EBMUD policies, procedures, and practices to consider opportunities to promote DEI and advance the District’s Equity Strategy.</p>	<p>2.1 Equity Toolkit: Development of an EBMUD Equity Toolkit and Equity Lens guidelines.</p> <p>2.2 Equity Toolkit Implementation: Implement the EBMUD Equity Toolkit for review of District policies and procedures, budget planning, external policy proposals, and departmental planning.</p>	<p>The elimination of systemic barriers to equity for all employees, vendors, suppliers, customers, and ratepayers.</p>
	<p>3. Performance Management: Utilize consistent, fair, and equitable process for performance, behavioral, and conduct issues.</p>	<p>3.1 Performance Management Process: Improve the process for ongoing management of performance for all employees, to create opportunities for enhancing employee engagement, employee relationships, and productivity.</p> <p>3.2 Discipline Process: Create a clear, equitable, and accountable process for disciplinary actions with an emphasis on restoring an employee to productivity.</p>	<p>Ensure our performance management processes are bias free and designed and executed to align and maximize our employees’ performance with the goals of the organization.</p>

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Strategic Pillar	Strategic Goals	Five-Year Objectives	Key Desired Outcomes
Workforce Diversity	<p>4. Talent Acquisition: Attract, recruit, hire, and onboard a diverse, high-performing, and culturally competent workforce.</p>	<p>4.1 Hiring and Recruitment Pilot Project: Equity Core Team will implement the Equity Toolkit six-step process to identify hiring and recruitment systemic inequities.</p> <p>4.2 Diversify Recruiting, Outreach, and Marketing Efforts: Diversify and expand recruiting, outreach, and marketing efforts to increase the diversity of our workforce.</p> <p>4.3 Learning and Knowledge Building: Create learning opportunities that support and reaffirm the District’s commitment to compliant, inclusive, and culturally responsive recruiting, hiring, and onboarding.</p> <p>4.4 Cultural Competence and Emotional Intelligence in Hiring: Create opportunities to assess cultural competence and emotional intelligence throughout the hiring process.</p> <p>4.5 Continuous Improvement: Develop and implement a continuous improvement process to ensure access, fairness, equity, and equality are embedded in District recruitment, hiring, and onboarding policies, practices, protocols, and procedures.</p> <p>4.6 Expand Entry-level Career Opportunities: Expand the variety, total number, and frequency of internships, entry-level/trainee positions, and other short-term work-based learning opportunities at the District (e.g. formal job shadowing, structured mentorship, facility/site visits, informational interviews, and invitations to selected in-house trainings).</p>	<p>EBMUD hiring and recruitment processes and practices result in a diverse and highly-talented EBMUD workforce that represents our community demographics.</p>
	<p>5. Talent Development and Mobility: Strengthen promotion and retention of the incumbent District workforce through intentional efforts and strategies and meeting the needs of all employees so they are more informed and empowered to develop and advance their careers.</p>	<p>5.1 Promotion and Retention Pilot Project: Equity Core Team will implement the Equity Toolkit six-step process to identify promotion and retention systemic inequities.</p> <p>5.2 Improve and expand equitable access to Professional Development Resources and Opportunities: Provide more accessibility to training and developmental opportunities and increase our outreach efforts regarding these opportunities.</p> <p>5.3 Workforce Planning and Development: Expand employee mobility to create non-traditional pathways for career growth.</p> <p>5.4 Succession Planning: Develop a process to capture institutional knowledge, cultivate applicant pools for future vacancies, and ensure that all employees have access to creating a career development plan.</p>	<p>All employees have equitable access to opportunities for development and promotion in traditional and nontraditional career pathways.</p>

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Strategic Pillar	Strategic Goals	Five-Year Objectives	Key Desired Outcomes
Inclusive Culture	<p>6. Organizational Culture of Belonging: Cultivate an intentional culture of inclusion and belonging in the workplace so that every employee feels respected, valued, and engaged to bring their personal best every day.</p>	<p>6.1 Inclusive Culture: Build an inclusive culture where all employees feel safe, comfortable, and supported.</p> <p>6.2 Affinity Groups: Leverage existing District groups to promote culture of belonging or to inform on elements of the DEI Strategic Plan.</p> <p>6.3 Gender Expression and Identity: Cultivate an atmosphere for safe gender identify and expression of all employees.</p> <p>6.4 Work and Personal Life Balance and Harmony: Provide resources and support toward having a workforce of individuals who are able to perform at their best mentally, physically, and emotionally.</p>	<p>Increase the percentage of employees who indicate that we have a positive work environment, as measured by employee feedback.</p>
	<p>7. Proactive EEO: Establish proactive processes and best practices for reducing EEO-related incidences and complaints.</p>	<p>7.1 Alternative Dispute Resolution: Design and implement alternative dispute resolution (ADR) opportunities and a business process mapping and procedure.</p> <p>7.2 EEO Care Services: Create a menu of options for restorative care before, during, and after EEO investigations to ensure that the workplace is restored to a healthy environment.</p> <p>7.3 Selection Concurrence: Develop compliance review process to identify trends through the recruitment and selection process.</p> <p>7.4 External EEO Investigations: Develop process for investigating potential EEO violations between employees and other parties and follow-up actions.</p>	<p>EEO issues are addressed in a timely manner and impacted workgroups are restored to health and productivity.</p>
	<p>8. DEI Communications: Enhance internal employee communications to build awareness of the District’s commitment to DEI.</p>	<p>8.1 DEI Communication Plan: Develop internal communication plan to ensure consistent messaging on all DEI related activities to build an inclusive workplace.</p> <p>8.2 Employee Feedback: Establish channels that leverage employees’ input into decision-making processes by gathering employee feedback.</p>	<p>DEI becomes a two-way dialogue throughout the organization.</p>

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Strategic Pillar	Strategic Goals	Five-Year Objectives	Key Desired Outcomes
Supplier Diversity	<p>9. Contracts and Procurement: Increase utilization of small, local, minority, LGBTQIA+, disabled veteran, women-owned business enterprises.</p>	<p>9.1 Implement an EBMUD Equity Toolkit Pilot Project: To enhance the District’s Contracting and Procurement processes.</p> <p>9.2 Diversify Community Outreach and Marketing Efforts: Develop a community engagement plan that promotes an inclusive approach to contracting and procurement and is primarily focused on increasing the number of Black/African American and Latinx owned businesses that provide EBMUD with goods and services.</p> <p>9.3 Contract Equity Education: Provide training and other learning opportunities to meet contracting objectives/goals and engagement plan.</p> <p>9.4 Continuous Improvement: Develop and implement a continuous improvement process to ensure access, fairness, equity, and equality are embedded in the District’s contracting and procurement policies, practices, protocols, and procedures.</p>	<p>EBMUD encourages and promotes entrepreneurship and economic development in underserved, underrepresented communities, which in-turn creates jobs, wealth, better health, and education in those historically disadvantaged communities.</p>

Strategic Pillar	Strategic Goals	Five-Year Objectives	Key Desired Outcomes
Social Responsibility	<p>10. Community Engagement: Ensure that EBMUD fulfills its social responsibility by embodying District values and commitment to public service.</p>	<p>10.1 Implement an EBMUD Equity Toolkit Pilot Project: To enhance the District’s Community Engagement processes.</p> <p>10.2 External Community Engagement Plan: Develop external community engagement plan to ensure the District is engaging and consulting with our community partners to learn more about their needs, interests, concerns, and expectations.</p> <p>10.3 Indigenous/Tribal Communities Engagement: Explore opportunities for enhanced partnerships to aid in the cultural sensitivity for our current work processes.</p>	<p>Those most impacted by current or historical social challenges or inequities have a say in designing and implementing solutions.</p>
	<p>11. Environmental Justice: Ensure the fair and equitable distribution of environmental, economic, or social benefits for all people, regardless of race, age, culture, income status, or geographic location. As such, the District develops and conducts business in a manner that promotes equity and affords fair treatment, accessibility, and protection from disproportionate burdens or adverse impacts.</p>	<p>11.1 Implement an EBMUD Equity Toolkit Pilot Project for the Capital Improvement Program (CIP): Develop an equity-informed process to incorporate EJ and social responsibility principles into CIP.</p> <p>11.2 Environmental Justice: Develop an equity-informed process to standardize Environmental Justice (EJ) decisions being made across the District.</p> <p>11.3 Climate Action Plan: Review of EBMUD’s overall Climate Action Plan and Policy to ensure that underrepresented communities impacted by climate-related actions are informed and participating in the Climate Action Plan decision-making process.</p>	<p>Customers, rate payers, and citizens are connected and informed of environmental benefits and risks in their communities and are engaged in public decision-making processes.</p>

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B. Two-Year Action Plan

During FY22-23, EBMUD staff will actively engage in the following actions. It is anticipated that the DEI Strategic Plan’s two-year actions will require discussion regarding available resources and their impact on the timing of implementation. Resources may include staff, technology, and/or additional funding for the implementation of projects.

1. Strategic Pillar 1: Leadership Commitment

Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Commitment and Accountability	1.1 Leadership Competency: Build leadership and individual skills and awareness of a culture of inclusion and educate all employees on the importance of DEI and their impact to organizational success.	Develop behavioral and DEI related competency-related framework that aligns and support an inclusive workforce.	FY22 – Q3
		Explore option for all employees to take a self-assessment on cultural competency and emotional intelligence followed up by training or action planning to reinforce strengths and close skills gaps.	FY22 – Q3
		Provide cultural competency, racial, diversity, and equity trainings and other continuous education opportunities for all employees.	FY22 – Q3/4, Ongoing
		Update all Manager and Supervisor Trainings (MAST) to include inclusive leadership practices and create a culture of engagement leadership assessment.	Ongoing
	1.2 DEI Accountability: Create accountability measures for ongoing progress of the organizational DEI practices and performance.	Develop the Office of Diversity Equity and Culture to guide the future Diversity, Equity, and Inclusion work of the District.	FY22 – Q1
		Integrate DEI competencies into the performance plans of managers and supervisors.	FY23 – Q1
		Identify key DEI metrics for Talent Acquisition, Talent Development, Workplace Culture, and Contract Equity.	FY22 – Q3/4
		Create a DEI Dashboard for ongoing tracking of key DEI metrics.	FY23 – Q1

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Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline	
Organizational Process	2.1 Equity Toolkit: Development of an EBMUD Equity Toolkit and Equity Lens guidelines.	Develop an EBMUD Equity Toolkit to apply standardized equity principles across all areas of the District Strategic Plan.	FY22 – Q3	
		Engage Equity Core Team as Equity Strategists in leading their represented departments on implementing EBMUD Equity Toolkit.	FY22 – Q4	
		Office of Diversity, Equity, and Culture to provide education and guidance to various departments on implementing Equity Toolkit and how to measure the impacts of policy changes.	FY22 – Q4 to FY23 – Q1	
		Review and implement third-party recommendations for Human Resources policies and Civil Service rules.	FY22 – 23	
	2.2 Equity Toolkit Implementation: Implement the EBMUD Equity Toolkit for review of District policies and procedures, budget planning, external policy proposals, and departmental planning.	Review current Internal Audit forms/process for opportunities to integrate equity lens and language.	FY22 – Q2	
		Research equity-based budgeting practices.	FY22 – Q4	
		Research equity-based external policy proposals process.	FY22 – Q4	
		Develop a process for determining community impacts from District projects and operations and ensure that affected underrepresented communities' input is included in the decision-making process.	Ongoing	
	Performance Management and Discipline and Separations	3.1 Performance Management Process: Improve the process for ongoing management of performance for all employees, to create opportunities for enhancing employee engagement, employee relationships, and productivity.	Research online performance management systems to optimize and streamline the performance management process.	FY23
			Establish consistent performance management expectations for managers and employees.	FY23
Establish internal support system to provide proactive guidance to managers on how to serve as success coaches to address and correct behaviors, and how to approach employees with critical performance improvement conversations.			FY23	
Enhance current management training on how to give fair, unbiased, and objective performance evaluations.			FY22 – Q4	
3.2 Discipline Process: Create a clear, equitable, and accountable process for disciplinary actions.		Monitor current disciplinary actions to identify trends and patterns to ensure that similar violations receive equitable discipline.	FY23	
		Research progressive discipline best practices.	FY23	
		Document process for developing effective Performance Improvement Plans (PIPs) to help employees improve and get back on the right track.	FY23	

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2. Strategic Pillar 2: Workforce Diversity

Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Talent Acquisition	<p>4.1 Hiring and Recruitment Pilot Project: Identify and address any systemic barriers to recruiting and hiring diverse candidate pools at all levels for District employment.</p>	<p>Equity Core Team will implement the Equity Toolkit six-step process to identify hiring and recruitment systemic inequities:</p> <p>Step 1) Identify Desired Results and Outcomes Step 2) Gather and Interpret Relevant Data on the Issue Step 3) Engage Communities and Stakeholders Step 4) Who benefits from or will be burdened by the proposal? Step 5) Develop a plan for implementation. Step 6) How will you ensure accountability, communicate, and evaluate results?</p>	<p>Steps 1-3: FY22 – Q1/2 Steps 4-6: FY22 – Q3/4</p>
	<p>4.2 Diversify Recruiting, Outreach, and Marketing Efforts: Diversify and expand recruiting, outreach, and marketing efforts to increase the diversity of our workforce.</p>	<p>Develop and enhance recruiting partnerships with a variety of external community partners and education institutions including Historically Black Colleges and Universities (HBCUs), the Hispanic Association of Colleges and Universities (HACU)/Hispanic-Serving Institutions (HSIs), local community colleges, community-based/nonprofit workforce training programs, the public workforce development system, and others.</p>	<p>FY22 – Q2</p>
		<p>Expand and improve current outreach program to engage and leverage our diverse community partners through bilateral referrals and promotional communications that highlight EBMUD as an employer committed to building an inclusive, safe, and welcoming work environment and diverse, accessible career pathways.</p>	<p>Ongoing</p>
		<p>Engage a diverse pool of current and retired employees in storytelling to brand EBMUD as a destination employer.</p>	<p>FY22 – Q4</p>
	<p>4.3 Learning and Knowledge Building: Create learning opportunities that support and reaffirms the District’s commitment to compliant, inclusive, and culturally responsive recruiting, hiring, and onboarding.</p>	<p>Develop a system of DEI trainings and reminders that is embedded into District hiring and recruitment processes for each recruitment. This system should ensure that anyone involved in hiring and recruitment processes and decisions will understand accessibility/assistive technology, inclusive language, and biases that may influence the hiring process; will possess an understanding of what it means for EBMUD to be an equal opportunity employer; and will recognize the importance of DEI-related hiring practices. More intensive, ongoing, professional development will be provided to ensure deeper DEI competency and capacity for those who serve as interview panel members.</p>	<p>FY22 – Q3</p>

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Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Talent Acquisition (Continued)	4.3 Learning and Knowledge Building (Continued)	Include DEI training and messaging as a featured component of new employee orientation and onboarding.	FY22 – Q3
		Develop a DEI Recruitment, Hiring, and Onboarding Toolkit that includes tips, strategies, and best practices for recruiting, hiring, and onboarding a diverse, high-performing, and culturally competent workforce.	FY22 – Q3
		Evaluate the quality and efficacy of training courses through surveys and consultations with supervisors, managers, and other personnel that have a role in the recruiting, hiring, and onboarding processes.	Ongoing
	4.4 Cultural Competence and Emotional Intelligence in Hiring: Create opportunities to assess cultural competence and emotional intelligence throughout the hiring process.	Establish DEI awareness, cultural competency, emotional intelligence, and growth mindset, as required managerial competencies for all classifications and ensure these requirements are expressly stated in all job descriptions and recruitment marketing materials.	FY22 – Q4
		Develop a repository of DEI informed interview and supplemental questions that are appropriate for each classification level and designed to assess a candidate’s ability to apply culturally competent and emotionally intelligent practices in the workplace.	FY22 – Q4
	4.5 Continuous Improvement: Develop and implement a continuous improvement process to ensure access, fairness, equity, and equality are embedded in District recruitment, hiring, and onboarding policies, practices, protocols, and procedures.	Apply an equity lens and quality improvement principles in the review of policies, procedures, and practices to identify opportunities to improve outcomes in recruiting, hiring, and onboarding a diverse, high-performing, and culturally competent workforce.	Ongoing
		Develop procedures and processes to communicate at various points consistently and clearly along the recruitment and hiring pathway, EBMUD efforts and commitments to advancing DEI in our workforce.	FY23
		Conduct an external organizational assessment to review the Human Resources Department’s policies, processes, systems, delivery of services, and organizational structure.	FY23
		Develop and implement a proactive communication process that allows and encourages candidates, in a timely manner, to correct and/or provide additional information regarding their minimum qualifications (MQs) before their candidacy is formally eliminated from further consideration.	FY22 – Q4

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Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline	
Talent Acquisition (Continued)	4.6 Expand Entry-level Career Opportunities: Expand the variety, total number, and frequency of internships, entry-level/trainee positions, and other short-term work-based learning opportunities at the District (e.g. formal job shadowing, structured mentorship, facility/site visits, informational interviews, and invitations to selected in-house trainings).	Engage relevant internal and external partners to assess opportunities for expanded internships and trainee positions within each District department.	FY22 – Q2	
		Develop and implement a budget, project plan, and timeline for each new/expanded internship/trainee program.	FY23	
		Develop and implement an ongoing series of work-based learning events and/or programs to encourage diverse community candidates to pursue District careers. These events/programs may include facility/site visits, informational interviews, formal job shadowing, structured group/individual mentorship, and/or invitations to selected in-house District trainings.	FY23	
Talent Development and Employee Mobility	5.1 Promotion and Retention Pilot Project: Identify and address institution barriers hindering the promotion and retention of diverse populations at the District.	Equity Core Team will implement the Equity Toolkit six-step process to identify promotion and retention systemic inequities: Step 1) Identify Desired Results and Outcomes Step 2) Gather and Interpret Relevant Data on the Issue Step 3) Engage Communities and Stakeholders Step 4) Who benefits from or will be burdened by the proposal? Step 5) Develop a plan for implementation. Step 6) How will you ensure accountability, communicate, and evaluate results?	Steps 1-3: FY22 – Q1/2 Steps 4-6: FY22 – Q3/4	
		5.2 Improve and expand equitable access to Professional Development Resources and Opportunities: Provide more accessibility to training and developmental opportunities and increase our outreach efforts regarding these opportunities.	Develop a job shadowing and mentoring program. Employees would gain awareness and understanding of new potential opportunities through direct exposure to the work and tasks of different workgroup occupations.	FY22 – Q3
			Improve access to District career ladder information (i.e., placing enhanced career information materials on jobs page of ebmud.com and SplashPad).	FY22 – Q3
			Provide “Career Conversations” sessions – career development events with opportunities for employees to better understand District career opportunities.	FY22 – Q4
			Offer more professional development opportunities for individual contributors.	FY22 – Q4
			Explore options to expand the Educational Assistance Program to go beyond the Tuition Reimbursement Program.	FY22 – Q3

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Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Talent Development and Employee Mobility (Continued)	5.3 Workforce Planning and Development: Expand employee mobility to create non-traditional pathways for career growth.	Conduct an analysis of the District’s future employment needs and create workforce plans to address needs.	FY22 – Q2
		Identify classifications with limited employee career paths and evaluate systematic options for expanded career mobility opportunities (e.g., professional development, career pathways, work out of class assignments, etc.).	FY23
		Review practices for evaluating minimum qualifications.	FY22 – Q2
		Implement Leadership Academies (group development) to cultivate pools of potential candidates for future leadership opportunities.	FY23
	5.4 Succession Planning: Develop a process to capture institutional knowledge, cultivate applicant pools for future vacancies, and ensure that all employees have access to creating a career development plan.	Conduct an environmental scan to assess the current state of the District and anticipate where the future state of the organization will be in the next 2-4 years (i.e., drought impacts, workforce changes, process improvements, organizational culture).	FY22 – Q3
		Identify and document key competencies and skills needed by employees in the future state of the organization.	FY23
		Conduct a risk analysis of key positions likely to be impacted.	FY22 – Q2
		Design development programming to support employee preparation.	FY22 – Q3

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3. Strategic Pillar 3: Inclusive Culture

Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Organizational Culture of Belonging	6.1 Inclusive Culture: Build an inclusive culture where all employees feel safe, comfortable, and supported.	Provide diversity training(s) on maintaining a respectful work environment emphasizing and reinforcing the District Values and policies.	FY22 – Q3
		Review elements of and update the Employee Recognition Program and explore opportunities for individual and team-based recognition.	FY22 – Q3
		Enhance trainings on prevention of abusive conduct.	FY22 – Q4
		Modify policy related to potential violations of abusive conduct behavior.	FY23
	6.2 Affinity Groups: Leverage existing District groups to promote culture of belonging or to inform on elements of the DEI Strategic Plan	Bolster Affinity Groups and their events to promote culture of belonging by providing leadership training for AG leaders on their roles and responsibilities and how they approach professional development and promote and support each other’s events.	FY22 – Q3
		Support the formation and promotion of new Affinity Groups.	Ongoing
		Engage Diversity Committee (D.C.) and Equity Core Team as strategic business partners to advise and educate on DEI matters and also serve as advisors on the application of the Equity Toolkit.	Ongoing
		Explore options through the Values Advocate Program to expand our core values to include those which affirm our commitment to DEI.	FY23
	6.3 Gender Expression and Identity: Cultivate an atmosphere for safe gender identify and expression of all employees.	Explore opportunities to allow employees and members of the public the option to provide their pronoun usage (or lack thereof) in written and/or personal communications.	FY22 – Q2
		Modify Human Resources Information System (HRIS) to include non-binary options of gender identification.	FY23
		Research and evaluate options for creating universal restrooms and changing facilities at staffed District facilities and worksites.	FY22 – Q4
	6.4 Work and Personal Life Balance and Harmony: Provide resources and support toward having a workforce of individuals who are able to perform at their best mentally, physically, and emotionally.	Develop tools, training, and resources to incorporate psychological safety, stress management in our wellness and health and safety plan.	FY22 – Q3
		Explore expansions of flexible work schedule (remote/hybrid) and equity and fairness in process for approval/denial.	FY22 – Q3
		Research Claremont EAP to see what services are provided beyond crisis management.	FY22 – Q3
		Evaluate opportunities for on-site childcare at District facilities or subsidy at local childcare facilities.	FY23

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Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline	
Proactive EEO	7.1 Alternative Dispute Resolution: Design and implement alternative dispute resolution (ADR) opportunities and a business process mapping and procedure.	Research potential options to apply ADR to the District.	FY22 – Q3	
		Define protocols for different types of ADR.	FY22 – Q4	
		Implement an ADR pilot project including providing options for resolving interpersonal issues and resources for employees who have been impacted by an EEO concern.	FY22 – Q4	
	7.2 EEO Care Services: Create a menu of options for restorative care before, during, and after EEO investigations to ensure that the workplace is restored to a healthy environment.	Research and create options, including trauma-informed support services and care for individuals and teams, based on need.	FY22 – Q3	
		Create a post-EEO follow-up assessment to be implemented after an investigation.	FY22 – Q3	
	7.3 Selection Concurrence: Develop compliance review process to identify trends through the recruitment and selection process.	Training for all employees involved in the interview process, unconscious biases, diversity of panel.	FY22 – Q4	
		Develop and implement pilot of a concurrence process in which DIO reviews job applications through each phase of the recruitment life cycle.	FY22 – Q4	
	7.4 External EEO Investigations: Develop process for investigating potential EEO violations between employees and other parties and follow-up actions.	Convene an internal stakeholder meeting to develop a procedure for how to address potential EEO incidences involving employees and other parties.	FY22 – Q4	
	Internal Communications	8.1 DEI Communication Plan: Develop internal communication plan to ensure consistent messaging on all DEI related activities to build an inclusive workplace.	Develop an Inclusive Language Guide to educate employees of the importance and shared responsibility of using inclusive language and the consequences of using language that can potentially harm and/or exclude employees.	FY22 – Q3
			Launch “I am DEI” campaign to educate employees that DEI is for all employees, and that all employees have a role in advancing the principles of DEI.	FY23 – Q3
Partner with internal stakeholders on how to message DEI on our internal employee platforms in a way that resonates with our diverse audiences.			FY22 – Q4	
Develop an internal stakeholder engagement plan on how to develop and implement DEI initiatives and gather feedback from employees.			FY22 – Q3	

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Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Internal Communications (Continued)	8.2 Employee Feedback: Establish channels that leverage employees' input into decision-making processes by gathering employee feedback.	Implement standardized exit interviews process and develop a standardized, Districtwide assessment process to survey and/or interview employees voluntarily leaving (e.g., employees who are resigning).	FY22 – Q3
		Conduct periodic stay interviews to capture the current employee experience and maintain a central data repository of this information to be able to track trends.	FY23
		Conduct employee engagement/work culture survey to measure the employee perceptions and experience regarding their working relationships and contributions to the culture of the organization.	FY23
		Explore options for establishing a process for continuous employee feedback.	FY23

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4. Strategic Pillar 4: Supplier Diversity

Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Contracts and Procurement	<p>9.1 Contracting and Procurement Pilot Project: Identify and make improvements to the District’s contracting and procurement process to increase local, small business, and minority own business participation.</p>	<p>Contract and Procurement Pilot Team will implement the Equity Toolkit six-step process to identify contracting and procurement systemic inequities and make recommendations for change.</p> <p>Step 1) Identify Desired Results and Outcomes Step 2) Gather and Interpret Relevant Data on the Issue Step 3) Engage Communities and Stakeholders Step 4) Who benefits from or will be burdened by the proposal? Step 5) Develop a plan for implementation. Step 6) How will you ensure accountability, communicate, and evaluate results?</p>	<p>Steps 1-3: FY22 – Q1/2 Steps 4-6: FY22 – Q3/4</p>
	<p>9.2 Diversify Community Outreach and Marketing Efforts: Develop a community engagement plan that promotes an inclusive approach to contracting and procurement and is primarily focused on increasing the number of Black/African American and Latinx owned businesses that provide EBMUD with goods and services.</p>	<p>Examine outreach efforts to mitigate barriers to participation, identify outreach gaps, and establish outreach goals.</p> <ul style="list-style-type: none"> a. Leverage participation on various diversity focused Advisory Councils and Board of Directors such as American Indian Chamber of Commerce Corporate Advisory Committee, Construction Resource Center Industry Advisory Committee and the University of California Small and Diverse Business Advisory Council to minimize outreach gaps. b. Access Elsie (<i>new financial information system</i>) capabilities for improving matching of contract opportunities to the right businesses. c. Conduct more in-depth business forums with hands-on-training such as writing proposals, preparing for a professional services interview panel, and providing drafting or legal services and more prime contractors matchmaking sessions. 	<p>FY22 – Q3</p>
		<p>Maximize partnerships with business assistance organizations such as local ethnic chambers of commerce, minority and women construction contractors’ associations, and California’s Public Utilities Commission and Department of General Services to facilitate and/or sponsor workshops on the certification process, eligibility requirements, and business development.</p>	<p>Ongoing</p>
		<p>Implement targeted publicity and outreach by developing marketing materials and use communication channels that are most effective and appropriate for the intended audience(s).</p>	<p>FY22 – Q4</p>

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Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Contracts and Procurement (Continued)	9.3 Contract Equity Education: Provide training and other learning opportunities to meet contracting objectives/goals and engagement plan.	Create pathways to share program success stories and increase employee awareness of the value-added benefits of increasing supplier diversity.	FY22 – Q3
		Integrate presentations into the MAST and New Employee Orientation (NEO) that explains the purpose and benefits of contract equity.	FY22 – Q3
		Enhance the Contract Equity Internal Advisory Committee’s role and visibility to educate departments and advocate on the contracting process and equity goals.	FY22 – Q4
		Expand <i>The Equalizer Newsletter</i> to be a learning tool in addition to a listing of upcoming contract opportunities.	FY22 – Q4
	9.4 Continuous Improvement: Develop and implement a continuous improvement process to ensure access, fairness, equity, and equality are embedded in the District’s contracting and procurement policies, practices, protocols, and procedures.	Apply an equity lens and quality improvement principles in the review of policies, procedures, practices, and procedures to identify opportunities to improve supplier diversity outcomes.	Ongoing
		Contract with a consultant to conduct an organizational assessment to review applicable contract equity policies, processes, systems, delivery of services, and the program’s organizational structure.	FY22 – Q4
		Proactively identify ways to integrate diverse businesses into the District’s sourcing opportunities.	Ongoing
		Continue to explore whether policy changes would assist in for promoting utilization of local and/or diverse businesses.	FY23
		Revitalize the External Contract Equity Committee to provide guidance on ways to advance the District’s contract equity goal achievements.	FY22 – Q4
		Identify technological solutions to collect and track data, ensure compliance, and simplify and/or streamline the contracting and procurement process.	FY23

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5. Strategic Pillar 5: Social Responsibility

Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Community Engagement	10.1 Community Engagement Pilot Project: Conduct a pilot project to integrate an Equity Toolkit practices into the District’s Community Engagement processes.	Equity Core Team will implement the Equity Toolkit six-step process to identify systemic inequities around community engagement. Step 1) Identify Desired Results and Outcomes Step 2) Gather and Interpret Relevant Data on the Issue Step 3) Engage Communities and Stakeholders Step 4) Who benefits from or will be burdened by the proposal? Step 5) Develop a plan for implementation. Step 6) How will you ensure accountability, communicate, and evaluate results?	Steps 1-3: FY22 – Q1/2 Steps 4-6: FY22 – Q3/4
	10.2 External Community Engagement Plan: Develop external community engagement plan to ensure the District is engaging and consulting with our community partners to learn more about their needs, interests, concerns, and expectations.	Review of District’s current community engagement plan and practices and past historical efforts to determine how EBMUD currently engages with the underrepresented communities with EBMUD service area.	FY23
		Develop or enhance external community engagement plan to standardize public participation process for all departments to ensure that underrepresented communities are being included in EBMUD’s decision-making processes.	FY23
		Research current language assistance efforts at the District for opportunities to develop a Language Assistance Plan.	FY23
	10.3 Indigenous/Tribal Communities Engagement: Explore opportunities for enhanced partnerships to aid in the cultural sensitivity for our current work processes.	Research and partner with local indigenous/tribal communities to explore respectful and appropriate incorporation of practices such as land acknowledgement into land acquisitions/projects, public meetings, and other District forums/meeting.	FY22 – Q4

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Strategic Goals	Five-Year Objectives	Two-Year Actions	Projected Timeline
Community Engagement (Continued)	10.4 Career Awareness Programming: Promote Water and Wastewater Career Awareness and interest among communities and groups that are under-represented in Science, Technology, Engineering, Arts, and Math (STEAM) education pathways.	Identify opportunities to coordinate efforts between the District’s current K-12 education plan and Affirmative Action Program Action-Oriented Plan, especially for those occupations and job groups with diversity challenges/goals.	FY22 – Q3
		Develop and implement a targeted educational outreach strategy to attract and encourage K-12 and post-secondary students who are historically underrepresented in STEAM and other occupations relevant to water/wastewater.	FY22 – Q3
Environmental Justice	11.1 Capital Improvement Program (CIP) Pilot Project: Conduct a pilot project to integrate an equity-informed process into CIP projects to incorporate EJ and social responsibility principles and practices.	Equity Core Team will implement the Equity Toolkit six-step process to identify opportunities to incorporate environmental justice principles and practices. Step 1) Identify Desired Results and Outcomes Step 2) Gather and Interpret Relevant Data on the Issue Step 3) Engage Communities and Stakeholders Step 4) Who benefits from or will be burdened by the proposal? Step 5) Develop a plan for implementation. Step 6) How will you ensure accountability, communicate, and evaluate results?	Steps 1-3: FY22 – Q1/2 Steps 4-6: FY22 – Q3/4
	11.2 Environmental Justice Process: Develop an equity-informed process to standardize Environmental Justice (EJ) decisions being made across the District.	Tailor EBMUD Equity Toolkit for applicable departments when making EJ and socially responsible decisions. Office of Diversity, Equity, and Culture to consult with internal stakeholders during the project planning process to ensure EJ project decisions are made consistently across District and that public involvement strategies are also consistent with Community Engagement Plan.	FY22 – Q3 FY23
	11.3 Climate Action Plan: Review of EBMUD’s overall Climate Action Plan and Policy to ensure that underrepresented communities impacted by climate-related actions are informed and participating in the Climate Action Plan decision-making process.	Apply an equity lens framework to the District’s Climate Change Monitoring and Response Plan to ensure future planning efforts for the District’s water supply assesses the impacts on underrepresented communities.	FY22 – Q4

VII. Stage 5: Evaluation

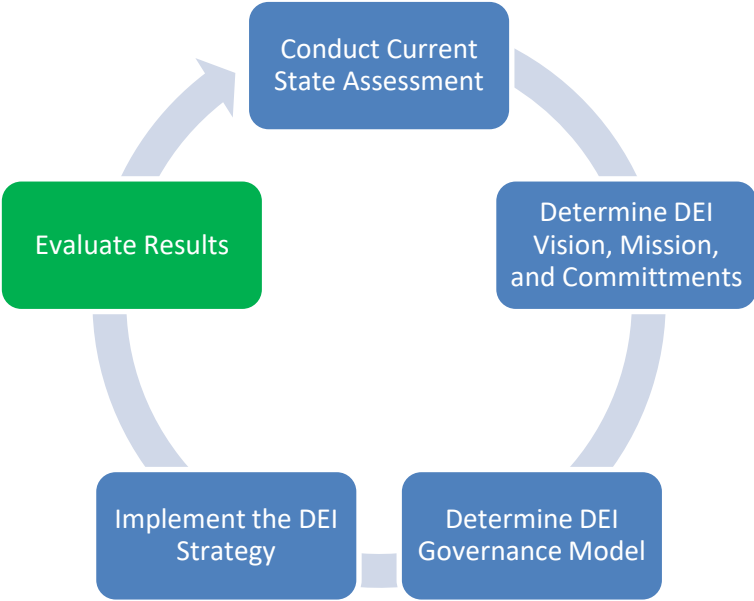
Ongoing evaluation will be a focus of the District's DEI efforts. As the District's first Strategic Plan for DEI, we recognize that trial and error will be a part of the implementation, and accordingly, the DEI Strategic Plan will change over time and require modifications as it is evaluated.

A key element to the evaluation process is the implementation of the DEI Dashboard as referenced in the Leadership Accountability Strategic Pillar. The DEI Dashboard will be an evolving tool intended to guide management in making business decisions with an equity lens. Development and implementation of the DEI Dashboard is one of our two-year action items and is currently underway. The Dashboard will include:

- **Demographic Data** – Staff have identified sixteen preliminary metrics for the first iteration of the dashboard. Gender, race, age group, salary grade and years of service are some of the data points that will be provided.
- **Success Measures** – The baseline to measure success will be derived from the desired outcomes for each goal listed in the DEI Strategic Plan. Levels of success will be demonstrated through the measurable outcomes and indicators.
- **Tracking Data** – The DEI Strategic Plan goals are listed in a 2-year plan format. Actions for each of the goals have projected completion dates which will be tracking in monthly reporting to the Legislative Human Resources Committee of the Board of Directors.

Because this is the District's first time formalizing DEI initiatives, our first annual evaluation will be conducted by an external program evaluator to ensure the District's progress in fulfilling goals and objectives. The evaluation approach will utilize similar methodology to the Cultural Audit performed by The Winters Group, Inc. using both quantitative and qualitative data to provide a current state assessment at the time of evaluation. Employee participation from our governance structure will be critical as part of this process, though we aim to get feedback from all employees. The target date for the first evaluation will be January 2023.

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VIII. Appendices

A. Appendix 1 – EBMUD Board Resolutions for Equity

#35190-20 – Authorizing Principles and an Action Plan for the East Bay Municipal Utility District’s Response to Racial Discrimination and Violence Against Black and African Americans as Most Recently Exemplified by the Killing of George Floyd.

#35219-21 – Resolution Condemning and Combating Racism, Xenophobia, and Intolerance Against Asian Americans and Pacific Islanders.

#35233-21 – Resolution Condemning and Combating Discrimination Intolerance, and Violence Against the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, and Other Gender and Sexual Identities Community.

RESOLUTION NO. 35190-20

AUTHORIZING PRINCIPLES AND AN ACTION PLAN FOR THE EAST BAY MUNICIPAL
UTILITY DISTRICT'S RESPONSE TO RACIAL DISCRIMINATION AND VIOLENCE
AGAINST BLACK AND AFRICAN AMERICANS AS MOST RECENTLY
EXEMPLIFIED BY THE KILLING OF GEORGE FLOYD

Introduced by Director Patterson ; Seconded by Director Mellon

WHEREAS, the Board of Directors of the East Bay Municipal Utility District (District) determines all questions of policy and has adopted policies upholding its commitment to diversity, equity, inclusion, and justice; and

WHEREAS, on May 25, 2020, the American public witnessed George Floyd being unlawfully killed by excessive force applied by police officers, and the video of his killing marked a boiling point of outrage over the recent series of events that underscore a history in which Black and African Americans have been unjustly accused, detained, or killed by citizens or police officers as a result of prejudice, abuse of power, racial bias, and racism; and

WHEREAS, these events have exposed continued patterns of abhorrent and racist behaviors that violate basic human rights, the United States Constitution, and the core values and guiding principles of the District; and

WHEREAS, in this sobering and heartbreaking moment, our eyes have been opened to the ongoing burden and the resulting inequalities that prejudice, abuse of power, racial bias, and racism in both overt and systemic forms have inflicted on the Black and African American community; and

WHEREAS, the Board of Directors realizes that this continued injustice and inequity is destructive to both the internal and external communities of the District; and

WHEREAS, the District understands that many members of the communities served by the District, as well as members of our own employee community, are hurting deeply because of these events; and

WHEREAS, the District is an organization in one of the most diverse areas of our country, and has a long-standing commitment to being a responsible partner of the community for diversity, equity and inclusion in the practices of hiring, contracting, and employee support; and

WHEREAS, starting at the local level, true leadership requires taking a critical look at our organization and identifying ways that we can do better; and

WHEREAS, in its public meeting on June 9, 2020, the Board of Directors discussed guiding principles for the District's response to address individual and systemic racism and committed to taking meaningful action, internally and externally; and

WHEREAS, the Board of Directors directed that an Ad Hoc Committee comprised of Board members, District staff, and labor union representatives be established to work collaboratively to develop the District's guiding principles and implementation strategies with input from its Black and African American employees, affinity groups, and other key constituents; and

WHEREAS, the Board of Directors determined that a resolution setting forth the District's principles and commitment to action be adopted at its next meeting, and closed its June 9 public meeting with eight minutes and forty-six seconds of silence in observance of the amount of time in which a police officer was filmed kneeling on George Floyd's neck before he died;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the East Bay Municipal Utility District stands against prejudice, abuse of power, racial bias, and racism in both overt and systemic forms, and does hereby adopt the following guiding principles:

- Recognize and acknowledge that black lives matter.
- Stand up against acts of racism, exclusion, and abuse of power in our organization and in our community.
- Provide leadership in calling out broken systems and working to fix them.
- Go beyond diversity and inclusion, and build cultural competence and address issues of racial inequity to become an anti-racist, anti-hate organization.
- Intentionally and proactively change our ways of thinking through dialogue, education, training, and engaging all District employees and contractors.
- Combat hate, discrimination and unfair treatment against all people.
- Be a resource for education and awareness for District employees and the communities we serve by regularly sharing educational resources about on-going social justice issues in America.
- Offer consistent, equitable amenities across District projects regardless of community demographics or affluence.
- Support First Amendment rights that allow freedom of speech and peaceful non-violent public protests to educate and advocate for justice and stand against injustice.
- Condemn systemic racism that sanctions police violence against people of color and especially Black and African American people.

BE IT FURTHER RESOLVED that the Board of Directors and District staff will implement the following strategies while adhering to the stated principles:

1. Listen to the voices of Black and African American employees at the District, in the external community, and other impacted individuals and provide space to engage in safe and productive conversations about dealing with and overcoming individual and systemic racism.
2. Engage a diverse cross-section of District employees and our external community, particularly Black and African Americans, to identify issues and devise solutions to the impacts of acts of prejudice, abuse of power, racial bias, or racism and barriers to diversity, equity and inclusion.
3. Review and evaluate the District's history of dealing with issues of prejudice, racial bias, and/or racism in its individual and systemic forms, and address any impacts of systemic racism on District processes (employment, management, and contracting) to identify and implement solutions to fix compromised or broken systems.
4. Review and enhance District policies and procedures to ensure the environment and workplace make no allowances for acts of prejudice, abuse of power, racial bias, or racism, and set the expectation that all District employees and contractors be reflective and willing to address any conscious or unconscious bias.
5. Through training and dialogue, build organizational cultural competence and emotional intelligence to create a sustainable environment where all District employees and communities served have a sense of inclusion and equity; training will include guidance for District employees on ways to become an ally in eliminating bias and racism in the workplace and avoid being bystanders who inadvertently help perpetuate injustice.
6. Establish protocols for following up and responding to racism by customers toward District employees, particularly those interfacing with customers in their neighborhoods, and at all District facilities.
7. Review and update the practices and procedures of our internal security force and contractor(s) to ensure that their interactions with the public are appropriate, including during public meetings or protests.
8. Engage our partnering law enforcement agencies in dialogue to express our concerns and inquire about the steps they are taking regarding issues of excessive force and/or violence by their officers.

BE IT FURTHER RESOLVED that the Board of Directors commits to supporting legislation that aligns with these principles and strategies, and promotes its commitment to combatting

racism and promoting diversity, equity, inclusion, and justice, such as California Assembly Constitutional Amendment No. 5 (ACA 5).

BE IT FURTHER RESOLVED that the Board of Directors will continue to collaboratively work with District staff to develop a formal action plan to implement these principles and strategies by way of the Legislative/Human Resources Committee.

BE IT FURTHER RESOLVED that the District will support and continue to explore additional efforts in the communities which it serves, the State of California, and nationwide to address racial inequities.

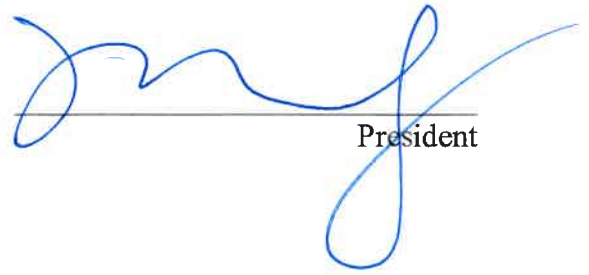
ADOPTED this 23rd day of June, 2020 by the following vote:

AYES: Directors Coleman, Katz, Linney, McIntosh, Mellon, Batterson and President Young.

NOES: None.

ABSENT: None.

ABSTAIN: None.

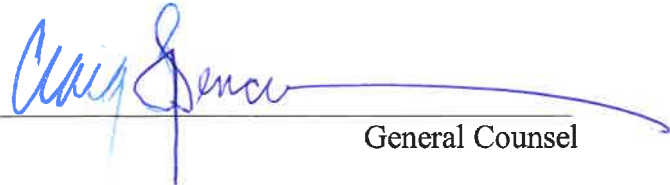


President

ATTEST:


Secretary

APPROVED AS TO FORM AND PROCEDURE


General Counsel

RESOLUTION NO. 35219-21

RESOLUTION CONDEMNING AND COMBATING RACISM, XENOPHOBIA, AND
INTOLERANCE AGAINST ASIAN AMERICANS AND PACIFIC ISLANDERS

Introduced by Director Patterson ; Seconded by Director McIntosh

WHEREAS, racism and scapegoating toward Asian Americans and Pacific Islanders (AAPI) have persisted since the 19th century and contributed toward policies like the Chinese Exclusion Act of 1882, which prohibited immigration of Chinese laborers, and use of the term “yellow peril,” which represented East Asians as dangerous and threatening to the United States; and

WHEREAS, despite the contribution of AAPI laborers in building the nation’s infrastructure, including systems that delivered some of the first water supplies to the East Bay, racist policies continued into the 20th century with the Immigration Act of 1924 effectively banning all immigration from Asia; and Executive Order 9066 in 1942 authorizing the incarceration of Japanese Americans during World War II; and

WHEREAS, since the outbreak of the COVID-19 pandemic, the use of anti-Asian rhetoric by influential figures due to the geographic origins of COVID-19 has resulted in increased harassment, scapegoating, and violent attacks against members of the AAPI community; and

WHEREAS, the California State University in San Bernardino’s Center for the Study of Hate and Extremism found that hate crimes against members of the AAPI community rose 149 percent since the beginning of the COVID-19 pandemic; and

WHEREAS, Stop AAPI Hate, a national coalition founded by the Asian Pacific Policy and Planning Council, Chinese for Affirmative Action, and San Francisco State University’s Asian American Studies Department to study anti-Asian discrimination due to the COVID-19 pandemic, has documented over 2,800 hate incidents targeting AAPIs in the United States since March 2020; and

WHEREAS, Stop AAPI Hate has received reports of over 700 anti-Asian hate incidents in the Bay Area alone during the COVID-19 pandemic, including at least 55 reported incidents occurring in Oakland Chinatown; and

WHEREAS, incidents that harm, exclude, insult, harass, and physically attack members of the AAPI community have disproportionately been directed towards women; and

WHEREAS, Asian American businesses, particularly those located in Oakland Chinatown have been vandalized with anti-Asian sentiment and rhetoric; and

WHEREAS, 23 million AAPI citizens of the United States comprise 7 percent of the American population and as such deserve to be respected and treated equally to all American citizens; and

WHEREAS, 23 percent of District employees identify themselves as AAPI and are an integral part of fulfilling the mission of the District; and

WHEREAS, given the increasing anti-Asian racism and rise of racially motivated attacks and hate crimes, the AAPI community and employees are concerned about their safety; and

WHEREAS, on January 26, 2021, President Biden issued a Presidential Memorandum “Condemning and Combating Racism, Xenophobia, and Intolerance Against Asian Americans and Pacific Islanders in the United States;” and

WHEREAS, the District is committed to promoting diversity, racial equity, justice, and inclusion for all District employees; and

WHEREAS, each of the District’s Affinity Groups and labor unions stand in unity to condemn violence, discrimination, bullying, and hate against the AAPI community; and

WHEREAS, District Resolution No. 35190-20, which was adopted in response to the tragic killing of George Floyd reaffirmed the District’s commitment against prejudice, abuse of power, racial bias, and racism in both overt and systemic forms;

NOW, THEREFORE, BE IT RESOLVED, the District condemns all manifestations and expressions of racism, xenophobia, discrimination, scapegoating, and intolerance against the AAPI community.

BE IT FURTHER RESOLVED, that the District supports it’s AAPI employees and the AAPI community and commits to:

1. Listening to the concerns of the AAPI community and employees to promote a sense of safety and belonging in recognition that the District is a diverse community that stands united as Americans.
2. Ensuring that all members of the AAPI community are treated with dignity, respect, and equity.
3. Encouraging the District’s internal Affinity Groups to develop cultural competence for the purpose of fostering intercultural unity and emphasizing the intersectionality of all people.
4. Providing assistance, where possible and as a member of the Oakland Chinatown community, to the AAPI community, in general, and the Oakland Chinatown Chamber of Commerce in supporting our local AAPI community and employees against anti-AAPI hate.

BE IT FURTHER RESOLVED, that the District will support and continue to explore additional efforts in the communities in which it serves, the State of California, and nationwide to curb anti-AAPI hate.

ADOPTED this 13th day of April, 2021 by the following vote:

AYES: Directors Coleman, Katz, McIntosh, Mellon, Patterson, Young and President Linney.

NOES: None.


ABSENT: None.

ABSTAIN: None.



President

ATTEST:



Secretary

APPROVED AS TO FORM



General Counsel

RESOLUTION NO. 35233-21

RESOLUTION CONDEMNING AND COMBATING DISCRIMINATION,
INTOLERANCE, AND VIOLENCE AGAINST THE LESBIAN, GAY, BISEXUAL,
TRANSGENDER, QUEER, QUESTIONING, INTERSEX, ASEXUAL, AND OTHER
GENDER AND SEXUAL IDENTITIES COMMUNITY

Introduced by Director Young ; Seconded by Director Katz

WHEREAS, the Board of Directors of the East Bay Municipal Utility District (District) determines all questions of policy and has adopted policies and resolutions upholding its commitment to diversity, equity, inclusion, and justice; and

WHEREAS, according to the United States House of Representatives Bill 5 of the 2021-2022 legislative session (also known as the “Equality Act”), lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, and other gender and sexual identities (LGBTQIA+) people commonly experience discrimination in securing access to public services including restaurants, senior centers, stores, establishments that provide entertainment, health care facilities, shelters, government offices, youth service providers including adoption and foster care providers, and transportation; and

WHEREAS, according to the Equality Act, forms of discrimination have included the exclusion and denial of entry, unequal or unfair treatment, harassment, and violence and that such discrimination has prevented the full participation of LGBTQIA+ people in society; and

WHEREAS, according to the Equality Act, LGBTQIA+ people have been subjected to a history and pattern of persistent, widespread, and pervasive discrimination on the bases of gender expression, gender identity, and/or sexual orientation by both private sector and federal, state, and local government entities, including in employment, housing, and public accommodations, and in programs and activities receiving federal financial assistance which has inflicted a range of tangible and intangible harms including serious physical injury or death; and

WHEREAS, discrimination against the LGBTQIA+ includes the denial of access to a shared facility, including a restroom, a locker room, and a dressing room, that is in accordance with the individual’s gender identity; and

WHEREAS, according to the Human Rights Campaign, over 250 pieces of anti-LGBTQIA+ legislation have been introduced across the country since the beginning of 2021 and that in the previous year, 17 of the 79 pieces of anti-LGBTQIA+ legislation have been enacted into law; and

WHEREAS, according to a 2020 Gallup survey, LGBTQIA+ people represent about 5.6 percent of the United States population and the LGBTQIA+ demographic increases in percentage with

each generation, with 2 percent of Baby Boomers (aged 56 to 74 in 2020), 3.8 percent of Generation X (aged 40 to 55 in 2020), 9.1 percent of Millennials (aged 24 to 39 in 2020), and 15.9 percent of Generation Z (aged 18 to 23 in 2020) identifying as LGBTQIA+; and

WHEREAS, according to the Human Rights Campaign, a record number of reported fatal shootings or violent deaths of transgender or gender non-conforming people has occurred in 2021 alone and that fatal shootings or violent deaths of transgender people are too often unreported or misreported with Black or Latinx transgender women suffering the majority of the fatalities resulting from such attacks; and

WHEREAS, the Raining Pride Committee, the District's Affinity Group for the LGBTQIA+ community, seeks to increase awareness and cultural competency within the District on gender expression, gender identity, and sexual orientation; and

WHEREAS, the District is an organization in one of the most diverse areas of the United States, and has a long-standing commitment to being a responsible partner of the community for diversity, equity, and inclusion in the practices of hiring, contracting, and employee support; and

WHEREAS, each of the District's Senior Management Team members, Affinity Groups, and labor unions stand in unity to condemn violence, discrimination, bullying, and hate against marginalized groups, including transgender people and people of color; and

WHEREAS, District Resolution No. 35190-20, which was adopted in response to the tragic murder of George Floyd affirmed the District's commitment against prejudice, abuse of power, racial bias, and racism in both overt and systemic forms; and

WHEREAS, District Resolution No. 35219-21, which was adopted in response to the racism and discrimination against the Asian American Pacific Islander community affirmed the District's commitment against prejudice, abuse of power, racial bias, and racism in both overt and systemic forms;

NOW, THEREFORE, BE IT RESOLVED that the District condemns all manifestations and expressions of gender and sexual orientation discrimination, intolerance, and violence against LGBTQIA+ people and specifically transgender people.

BE IT FURTHER RESOLVED that the District supports its LGBTQIA+ employees and the LGBTQIA+ community at large and commits to:

1. Listen to the concerns of the LGBTQIA+ community and employees to promote a sense of safety and belonging in recognition that the District is a diverse community that stands united as Americans.
2. Support the LGBTQIA+ community by enacting District actions that reaffirm the District's dedication to treating LGBTQIA+ employees with dignity, respect, and equity.
3. Encourage all District employees to develop cultural competence of LGBTQIA+ issues

such as an understanding of the broad range of gender expressions, gender identities, and sexual orientations for the purpose of fostering intercultural unity and emphasizing the intersectionality of all people.

4. Include initiatives in the District's Diversity, Equity, and Inclusion Strategic Plan to support LGBTQIA+ employees.

BE IT FURTHER RESOLVED that the Board of Directors commits to supporting legislation that aligns with these principles and strategies and reaffirms its commitment to combatting discrimination and violence against marginalized people and promoting diversity, equity, inclusion, and justice.

ADOPTED this 22nd day of June, 2021 by the following vote:

AYES: Directors Coleman, Katz, McIntosh, Mellon, Patterson, Young and President Linney.

NOES: None.


ABSENT: None.

ABSTAIN: None.



President

ATTEST:



Secretary

APPROVED AS TO FORM AND PROCEDURE:



General Counsel

A. Appendix 2 – Informing Documents

Winters Group, Inc. Cultural Audit – Executive Summary

Women in the Trades Environmental Scan – Executive Summary

Raining PRIDE Committee – Gender Expression and Identity Initiative



Diversity, Equity, Inclusion at East Bay Municipal Utility District

Cultural Audit Report Executive Summary

April 2021



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Executive Summary

Background & Overview

The Winters Group, Inc., a 37-year-old diversity, equity, inclusion, and justice (DEIJ) consulting and culture transformation firm, was retained by East Bay Municipal Utility District (EBMUD) in support of its DEI efforts. Leadership is committed to ensuring that it creates an environment that centers justice, creates equitable opportunities, and allows all employees to reach their full potential. To that end, The Winters Group conducted a current state evaluation to gain insight into the perceptions of DEI amongst leaders and individual contributors, measure leadership capacity to effectively bridge across cultural differences, and identify gaps and areas for improvement. This assessment included:

- Exploring senior leadership’s current level of cultural competence as measured by the Intercultural Development Inventory (IDI).
- Assessing key stakeholder sentiments about DEI at EBMUD through interviews.
- Analyzing demographic group experiences with focus groups.
- Discovering employee attitudes and perceptions of DEI across the firm via The Winters Group Inclusion Insights Survey™.
- Analyzing employee demographic information to uncover potential opportunities to enhance utilization of historically underrepresented groups.
- Reviewing select policy, practice, and procedure documents to provide recommendations for equitable changes and inclusive language.

Key Findings

Overall Job Satisfaction

Overall, eighty-three percent (83%) of District employees reported satisfaction with their jobs (rated agree or strongly agree) as measured by in the Inclusion Insights Survey. Within this category, responses ranged from ninety-one (91%) percent of employees saying they would recommend the District as a good place to work to family and friends to seventy (70%) percent believing that the District is a well-run organization.



Race / Ethnicity

People of color currently represent about 49% of the workplace and have a five-year average of 55% of hires, 49.7% of promotions, and 47.6% of terminations. They are overrepresented in involuntary terminations, at 62.7%, and underrepresented in retirements.

Throughout the interviews and focus groups, multiple instances of institutional and personal bias against Black / African American, Hispanic / Latinx and Asian employees were shared. This could indicate that racial bias is widespread throughout EBMUD. Qualitative responses from people of color also showed lower levels of feelings of belonging than white respondents. This was especially true for Black / African American employees, who frequently described a workplace experience of anxiety and isolation. People of color often shared facing microaggressions, feelings of loneliness, and experiences of retaliation and judgement. When positive experiences were shared, they frequently revolved around support from other people of color, or inclusive managers with high levels of awareness.

White men were significantly more likely to express resistance to DEI work in focus groups when compared to other demographics. Most also showed lower levels of DEI awareness than others, though several were open to learning and had been engaging in self-reflection.

In the Inclusion Insights Survey, Black / African American employees indicated significantly more unfavorable ratings in that they do not feel that EBMUD is diverse, and do not think the district’s policies, practices and

procedures encourage diversity and inclusion. Black employees also showed lower levels of overall job satisfaction; specifically, Black employees were significantly showed significantly lower ratings for wanting to continue working at EBMUD indefinitely.



Gender

Women represent about 27% of employees at EBMUD and have a five-year average of 28% of hires, 26.5% of promotions, and 28.5% of terminations. Projections suggest that promotion rate will decrease in the future. Women were less likely to leave EBMUD for retirement than men (64.9% vs 76.7%), and more likely to resign (34.5% vs 22.4%)

In interviews and focus groups, women described facing both personal and institutional bias. Mentions of an “old boys club” culture was common, with the result that women felt they were sometimes blocked from critical information or fair promotions. Women also shared that community and meaningful work were particularly important to them. Women of color were more likely than others to describe facing judgement about their appearance.

White men displayed a wide range of attitudes towards DEI efforts in both focus groups and interviews. A small number were supportive of DEI efforts, while more were either neutral or unsupportive.

In the Inclusion Insights Survey, women indicated a less positive experience at EBMUD, with concerns about fairness and DEI progress. However, similarities across genders for job satisfaction and supervisor commitment to DEI indicate some areas of strength.



Age / Generation

Current generation representation at EBMUD includes: Generation X, 43.9%; Baby Boomer, 30.2%; Millennials Z, 25.7%. Millennials are most likely to be hired (62% of 2020 hires, compared to 30.4% for Gen X and 8% for Baby Boomers). Millennials were also more likely to be promoted, receiving 52% of promotions in 2020, compared to about 40% for Gen X and 7.5% of Baby Boomers. Baby Boomers were most likely to leave the workforce voluntarily (mainly due to retirement), while Gen X employees were more likely to be discharged (terminated before contract ends) than other ages.

In age-specific focus groups, Millennials were more likely to see the organization as outdated and slow and were concerned about retaliation when addressing DEI. Gen X respondents described experiencing ageism, and some were hostile towards DEI efforts. Baby Boomers described high levels of belonging at work, but many demonstrated low levels of DEI awareness and even hostility towards DEI. However, they had higher levels of understanding of equity with regards to education requirements during the hiring process, indicating that they do not believe the requirements are always necessary. Many also hoped for better opportunities to pass on organizational knowledge to new hires before retiring.

In the Inclusion Insights Survey, few differences emerged based on age, though Millennials gave slightly more positive responses in several areas, including the District’s DEI progress and support.



Sexual Orientation

Data on current employees, hiring, promotions, and terminations was not analyzed for sexual orientation. Likewise, no qualitative data was collected based on sexual orientation through focus groups or interviews.

In the Inclusion Insights Survey, heterosexual employees indicated a more positive workplace experience than LGBT employees, including higher job satisfaction. LGBT employees were more likely to advocate for additional training, teambuilding, and improved DEI policies.



Disability status

Employees do not need to disclose disability status, so personnel data collected represents only 59% of the overall dataset. Employees with disabilities represent 5.1% of the workforce at EBMUD, though only 3.8% of new hires. Promotion rates are 6.1%, with termination rates at 5.2%. However, while release is the most common reason for involuntary termination in both groups (64.3% & 90.6%), employees with disabilities are much more likely to be discharged or terminated before a job contract ends (35.7% vs 4.7%). Hires of disabled individuals are projected to decrease in the future, and involuntary terminations are projected to increase.

No qualitative data was collected based on disability status through focus groups or interviews.

In the Inclusion Insights Survey, few differences emerged, though those with disabilities gave somewhat higher scores on perceptions of diversity and were less likely to think there is a need to work on DEI.



Veteran Status

Employees do not need to disclose veteran status, so personnel data collected represents only 60% of the overall dataset. Of this dataset, veterans currently represent about 32% of the workforce at EBMUD. They are being hired at a significantly lower rate (2.6% in 2020) than their representation, but promotion rates are on par at about a 37% average over 5 years. Termination rates average 12%, though veterans are much more likely to be discharged and resign, and less likely to retire than non-veterans.

No qualitative data was collected based on veteran status through focus groups or interviews.



Job Level

In the Inclusion Insights Survey, employees at the Staff and Lead/Foreman levels reported less job satisfaction, poorer perceptions of diversity and inclusion, and less positive beliefs about the inclusive policies and practices at the District compared to Supervisors, Managers, and Senior Management Team. For example, Staff (68%) and

Lead/Foreman (63%) feel that leadership is less effective compared to the Supervisors (77%), Managers (85%), and the Senior Management Team (90%).

No qualitative data was collected based on job level through focus groups or interviews.



Organizational Tenure

In the Inclusion Insights Survey, employees with the shortest tenures and between 5-10 years had more positive ratings than those working in the district longer.

No qualitative data was collected based on organizational tenure through focus groups or interviews.

Conclusions & Recommendations

Strengths

- The Inclusion Insights Survey revealed a relatively high level of job satisfaction overall.
- Affinity groups were mentioned repeatedly in focus groups and interviews as meaningful and positive.
- Recent actions to support DEI by leadership, particularly the GM and Board, have been well-received and are an indicator of progress.
- Many employees see DEI as a strength and are committed to contributing to a better workplace.
- There were many creative and innovative DEI recommendations shared in the focus groups and interviews, which may indicate a willingness to contribute and continue learning about DEI.
- The few mentions of pay or benefits were all positive. This is an indicator that employees are satisfied with compensation and feel they are fair.
- People of color are being hired at rates higher (55.0%) than their current representation in the EBMUD workforce (48.8%).
- People of color and women are being promoted at rates consistent with current representation. Promotion rates are expected to increase for people of color in the coming years.
- Policies clearly amplify and underscore various mental and physical health conditions that may be qualified for various accommodations.

Improvement Opportunities

- Overall representation of women is low at the organization, at just 26%.
- Hiring rates for veterans (5.4%) are significantly lower than their representation at EBMUD (34%), though this number may be skewed as only 60% of respondents shared their veteran status.
- Employees with disabilities were disproportionately likely to be discharged (terminated involuntarily before contract ends) compared to employees who report having no disability.
- People of color represented 62% of involuntary terminations on average in the past five years, even though they only make up 48.8% of the workplace.
- When examining voluntary terminations, white employees were more likely to reach retirement at EBMUD than people of color. People of color were more likely to resign.
- Millennials experienced a 5-year average of 48.6% of involuntary terminations, though they currently only represent 23.4% of the workforce.

- White men, Baby Boomers, and Gen X generally indicated a lower level of both awareness and support around DEI, with some exceptions. A good number of these groups expressed hostility towards DEI. Since these identity groups are also represented at leadership and management levels, this unsupportive attitude should be addressed in order for DEI efforts to move forward successfully.
- In contrast, women were less likely to feel that DEI efforts were sufficient.
- There is not yet an organization-wide understanding of diversity, inclusion, equity, or justice.
- Reports of nepotism or an insider/outsider dynamic have contributed to many employees feeling excluded and may be related to patterns of bias in promotion shared by participants.
- Multiple instances of racial and gender bias were shared in focus groups and interviews, signifying that these patterns may be widespread. Relatedly, there appears to be a lack of psychological safety for people of color, especially Black employees. Many described feelings of isolation and being systematically excluded.
- A lack of diversity, specifically race and gender in management and leadership roles was described as a concern in the interviews.
- The current Maternity leave and FMLA policies could be further improved to guarantee paid leave, and include all gender caretakers (for example, fathers or other domestic partners) to be included. The language in the policy should be changed to “parental” leave.
- Mental health conditions specified in various policies are described in outdated language that may stigmatize those with mental illnesses.

Recommendations

- Build a 5-year DEI strategy based on the results of this audit.
 - Create a dissemination plan to share key findings of the audit across the organization.
 - Build progress metrics and share regular updates organization-wide.
 - Acknowledge feedback shared, especially by marginalized groups, and demonstrate how that feedback will be used to implement positive changes.
 - Clarify who is accountable for DEI and the roles and responsibilities.
- Continue and build on leadership support of DEI.
 - Increase vocal support by GM, Board, and other leadership.
 - Demonstrate commitment by dedicating resources to DEI.
- Invest in DEI education.
 - Increase organization-wide understanding of diversity, equity, inclusion.
 - Build knowledge around racial equity, gender equity, cultural competence, and other topics.
 - Develop and internalize consistent definitions of DEI.
- Build management competency around DEI.
 - Educate management on DEI topics, as well as tangible methods to integrate DEI into their job responsibilities.
 - Build management-specific accountability systems, to ensure District-wide consistency around DEI.
 - Tie DEI results to job performance metrics.
- Design and implement accountability systems.
 - Seek further input from Women and POC who specifically addressed strong concerns during the development process.

- Integrate DEI into day-to-day work, beyond a HR requirement.
- Increase safety of reporting systems, to prevent retaliation and traumatic experiences, especially Women and POC.
- Implement accountability with real consequences for DEI violations.
- Audit and improve promotion processes.
 - Take steps to intentionally reduce bias.
 - Improve equitable access to internal training opportunities.
 - Build and support internal promotion pipelines for marginalized communities.
- Audit and improve hiring processes.
 - Reduce unnecessary education and testing requirements, which may be creating barriers.
 - Increase strategic, long-term outreach to diverse communities.
 - Increase access to the workplace through more paid internship and apprenticeship programs.
 - Provide support, training, and flexibility for those navigating the hiring process.
- Increase support for affinity groups.
 - Increase funding and paid work hours to organize groups and events.
 - Build a transparent process to start new affinity groups and encourage participation.
- Revise employee policies to better support expecting and new parents.
 - Include fathers/ paternal figures in leave policy.
 - Establish compensation during parental leave to improve retention of new parents.

WOMEN IN THE TRADES ENVIRONMENTAL SCAN

FINAL REPORT

SUMMARY

**Submitted by
Lorraine Giordano, Ph.D.
Lorraine Giordano Consulting**

April 28, 2020

FINAL REPORT- SUMMARY

PREFACE

This research project is designed to:

- 1) **Identify current conditions** regarding gender diversity, and workplace experiences for women in the trades.
- 2) **Express and understand the different perspectives** – internal and external – that inform research participants’ understanding of opportunities for and challenges to improving gender diversity at EBMUD.
- 3) **Develop a set of recommendations** that will guide the expansion of an effective pipeline of potential women candidates in the trades and non-traditional occupations, and identify obstacles to and opportunities for improving workplace culture for women in the trades.

METHODOLOGY

Research was conducted using primary and secondary source material.

- 1) **Interviews:** 18 in-depth interviews with trades women and female and male supervisors, superintendents, managers, and directors, and in-depth interviews with 3 community partners
- 2) **Internal Surveys:** survey questionnaires of women and men in the trades. Three hundred and five (305) survey questionnaires were returned based on a sample including all tradeswomen, and a stratified sample of male trades workers;
- 3) **External Surveys:** survey questionnaires targeting EBMUD’s 137 community partners who receive email notification of employment opportunities; and
- 4) **Focus Groups:** 3 focus groups of tradeswomen, managers, and supervisors.
- 5) **Secondary source material:** External materials on women in the trades and workplace gender discrimination were used to understand the levels of gender bias women in the trades and ‘non-traditional’ occupations experience on the job, and to understand the extent to which these experiences may similarly be found at EBMUD. Also, this report analyzed current District workforce development practices against best practices in the field to identify existing strengths and opportunities for change.

SUMMARY OF FINDINGS/ ANALYSIS

Three over-arching themes have surfaced and are incorporated within the set of findings:

- An agency at a generational crossroads
- An organizational commitment to change
- A need for resources to implement policies and programs

Among and between focus group participants, there was common agreement in terms of the challenges and barriers the District faces related to outreach, hiring, and career pathways.

Recruitment Challenges:

1. Insufficient Organizational Succession Planning in the Trades
2. Highly Competitive Recruiting Environment for Tradeswomen
3. Lack of Female Applicants
4. Outreach Efforts are Not Sufficiently Targeting Women
5. Timely Community Engagement
6. Weak Community Partnerships
7. Candidate Understanding of Application Processes
8. Outdated List for Community Recruitment Notices
9. Over-reliance on “Word of Mouth” Outreach
10. HR Staffing Limitations

Institutional Barriers/ Systemic Issues:

1. Biased Testing Processes Do Not Result in Best Candidates
2. Outdated, Inadequately Customized Tests, Don’t Measure Actual Skills and Abilities Needed for the Job
3. “Insider-Candidate” Advantages
4. Addressing Unconscious Bias
5. Addressing Workplace Behavior
6. Poor Community Reputation for Hiring and Inclusion of Women
7. Insufficient Integration between Outreach, Recruitment & Training
8. Underdeveloped Approach to Strategic Partnerships.
9. Underdeveloped Connection between District’s Education Outreach Strategy and Workforce Development/ Candidate Development Strategy
10. Insufficient Entry-Level/ Transitional Career Pathway Internships and Trainee Opportunities

RECOMMENDATIONS

The changes recommended herein are based on investment in the District's **workforce development infrastructure**, rather than a focus on a specific program to increase gender diversity. Broadly, the recommendations include:

- 1. Outreach, Recruitment, and Hiring Practices:** Identify and institutionalize best practices for community outreach and engagement that will cast a wider net to partner with community organizations and expand the recruitment of women in the trades. Update and re-design selection and testing procedures and tools to reflect needed skills and knowledge while minimizing opportunities for bias.
- 2. Succession Planning and Staff Training:** Expand intra-agency capacity to improve gender diversity and career advancement for women into the trades at EBMUD through succession planning.
- 3. Workplace Culture:** Support improvements in workplace culture through the employer-based (core) value of respect.

A. Outreach, Recruitment and Hiring Practices¹

External Recruitment Strategies

- A1:** Designate a full-time Coordinator for Workforce & Partnership Development within the Diversity and Inclusion Office (minimum HR Analyst II level).
- A2:** Expand workforce partnerships with community agencies and education institutions to collaboratively design and implement effective outreach and education strategies in order to prepare EBMUD's next generation blue-collar workforce. Coordinator for Workforce & Partnership Development increases engagement with California's education and workforce system, as well as K-12 for exposure to the trades and technical occupations, and community colleges (including its K-14 partnerships) for short- and long-term outreach, recruitment and training.
- A3:** Build long-term, inter-agency partnerships with other public entities such as AC Transit, SF MUNI, SamTrans, BART, as well as BAYWORK, as part of an investment strategy in employment, training, and recruitment for the trades. Plan a more robust collaborative process with BAYWORK, and engage and leverage this industry collaborative to further goals and efforts related to women-in-the-trades.
- A4:** Be a proactive liaison with a range of community partners, engaging in day-to-day, sustained, deep relationship building with existing partners. Seek new partners among community-based organizations, education institutions, and industry partners.
- A5:** Foster greater communication and coordination between the Recruitment & Classification Division, DIO, and hiring managers to ensure that there is ample opportunity to timely notify community partners and their constituents of anticipated job openings in the trades, so that organizations and educational institutions can adequately support candidates through the application process.
- A6:** Actively recruit the District's women trades workers to participate in community outreach. Women in the trades at EBMUD are an untapped resource.
- A7:** Develop and implement a social media outreach strategy for outreach, recruitment, and test preparation.

¹ **Final Report: Appendix-1** provides additional details on each recommendation including – Intended Results, Stakeholders, Rationale, and alignment with related recommendations.

Internal Recruitment Strategies

A8: Expand the capacity of the District’s internal career pathway pipeline to ensure the District is able to replace a blue-collar workforce that is at or near retirement.

Analytics/Metrics

A9: Capture referral data through the application process that identifies partner agencies, or other sources, including a category of referral through family and friends.

A10: Develop and propose benchmarks to achieve gender diversity, review current outreach and recruitment practices, propose recommendations for a more robust and sustained approach, and seek additional outside funds and resources for both inter- and intra-agency workforce development.

Selection and Testing Strategies

A11: Reduce potential gender bias in application and test reviews by instituting ‘blind reviews.’ Readers won’t know the name or gender of the applicant being scored to limit gender bias.

A12: Design a new approach to address unconscious bias when interviewing candidates for trades worker positions and in the workplace.

A13: Update and re-design testing procedures and tools so that they reflect needed skills and knowledge while minimizing opportunities for bias.

B. Succession Planning and Staff Training²

B1: Engage in deliberate succession planning for the trades and non-traditional occupations that will soon experience a significant loss of highly skilled workers due to retirements.

B2: Engage supervisors, managers, and trades workers in a review of past programs that the District funded and/or devoted resources for succession planning including outreach, recruitment and training to identify both lessons learned and best practices that can be incorporated in future efforts. Where appropriate, include outside community partners in discussions.

B3: Engage a neutral third party to identify roadblocks to successfully achieve recruitment, hiring and retention goals with the District and its partners.

B4: Implement career pathway internships, apprenticeships, and reinvest in Level 1 worker positions, where appropriate, to ensure adequate staffing and for opportunities for advancement in the trades. Leverage funding to provide journey-level workers for adequate oversight of apprentices, interns, and Level 1 worker positions.

C. Workplace Culture and EBMUD’s Core Values²

C1: Clearly define benchmarks for the core value of respect as an employer-based value. By doing so, it has the potential to impact workplace culture for all workers generally, and for women in the trades and non-traditional occupations specifically, and signal to the District’s employees that EBMUD stands firmly behind its values.

C2: Support a tradeswomen affinity group or caucus that can advance issues and solutions related to workplace culture, career advancement, outreach and recruitment, and other issues relevant to tradeswomen.

C3: Ensure adequate on-site restrooms are available in the field.

² **Final Report: Appendix-1** provides additional details on each recommendation including –Intended Results, Stakeholders, Rationale, and alignment with related recommendations.

CONCLUSIONS AND NEXT STEPS

The proposed recommendations provide EBMUD with a framework to design and implement practices and policies that increase workforce diversity through recruitment, hiring, and succession planning, and to adopt best practices to improve workplace culture. Importantly, strong workforce partnerships and a succession plan are critical components to expand access to the trades for women and communities of color. Proposed recommendations are intended to be components of an overall strategy that can and should be customized. They are designed to guide discussions among those impacted to arrive at policies and practices that are most likely to succeed.

Using these recommendations, each division will be able to identify specific practices, how best to implement them to achieve agreed-upon goals for the division and work units, and contribute to the overall goal of improved diversity in the trades. Importantly, strong workforce partnerships and a succession plan are critical components to expand access to the trades for women and communities of color.

As this report is being written, the nation is experiencing a major pandemic whose impact is being felt throughout the economy and will do so for quite some time. This is a critical moment for EBMUD and its partners and sister agencies to engage in discussions about preparing for federal and state investments in workforce development that are likely to be awarded. It is likely that federal programs will seek ‘shovel ready’ projects to invest in to stimulate the economy and provide much-needed relief for local and regional economies.

Gender Expression and Identity Initiative

Formatted for the [GARE Racial Equity Toolkit](#)

Step 1 - Proposal

What is the policy, program, practice, or budget decision under consideration? What are the desired results and outcomes?

The Gender Expression and Inclusion Initiative seeks to improve the District's culture regarding gender expression and gender identity.

This initiative recommends implementing the following six strategies:

- Strategy 1) Allow use of pronouns (or lack thereof) within the District's communication systems to show every employee's pronouns (or lack thereof) on People & Places, Microsoft Outlook emails, and Microsoft Teams meetings.¹
- Strategy 2) Incorporate any gender identity into the new Human Resources Information System (HRIS) coordinating with the HRIS Replacement project. In the current HR system, only Male or Female are available choices.
- Strategy 3) Provide gender identity and gender expression training to the District Board, management, and staff.
- Strategy 4) Partner with the District's Values campaign to improve adoption of gender expression and identity awareness into the District's culture.
- Strategy 5) Encourage all employees to share their pronouns (or lack thereof) at the beginning of meetings. For example, some employees do not want others using pronouns to refer to the employee.
- Strategy 6) Establish at least one universal bathroom at all staffed District facilities to allow all District customers and employees have a bathroom they can safely use.

¹ Erin and Max have already spoken with ISD and it is feasible to add pronouns to our system to show on People & Places and Microsoft Teams.

Step 2 - Data

What's the data? What does the data tell us?

The District does not have quantitative data available for evaluations since demographic information on LGBTQ+ employees is not available. However, the Raining Pride Committee has qualitative information from listening to the stories of our membership. This data tells us there is a lack of awareness among employees regarding gender expression and identity creates an unwelcome culture for non-binary² and non-cisgendered³ employees since most employees incorrectly assume gender is binary and unknowingly use gendered language in their everyday communications. For example, assuming gender and gender pronouns is a common workplace practice and make non-binary and non-cisgendered employees feel disrespected and excluded.

Step 3 - Community Engagement

How have communities been engaged? Are there opportunities to expand engagement?

The LGBTQ+ community at EBMUD is engaged via the Raining Pride Committee Affinity Group. The Raining Pride Committee holds quarterly general membership meetings to engage membership on LGBTQ+ issues such as developing this initiative, monthly officer meetings to discuss the business of the affinity group and discussion topics to bring to the general membership, and hosts Pride Month each June.

Additional opportunities for engagement which are listed below:

- 1) Create listening sessions on LGBTQ+ issues at EBMUD for District management to hear directly from employees.
- 2) Give affinity group leadership a stake in the decision-making power on diversity, equity, and inclusion at the District.

Step 4 – Analysis and strategies

Who will benefit from or be burdened by your proposal? What are your strategies for advancing racial equity or mitigating unintended consequences?

The District's LGBTQ+ current employees and prospective applications will benefit from the proposal since the strategies will increase equity and inclusion of LGBTQ+ employees. The District will also benefit from marginalized employees feeling safer at work to contribute their diverse perspectives. Diversity does not improve District performance without providing those diverse employees with a safe environment where they will be listened to by District management.

² A spectrum of gender identities that exist outside of the stereotypical gender binary (female and male genders).

³ Cisgendered: Descriptor for a person whose gender identity corresponds with their birth sex.

District management will be burdened by the proposal since they are responsible for implementing the changes. In addition, Strategy 6 will require capital investment to renovate existing District facilities to include a universal bathroom.

Strategies for advancing inclusion of gender expression and identity is included in Step 1.

Step 5 – Implementation

What is your plan for implementation?

The initiative's strategies will be implemented as part of the Diversity and Inclusion Strategic Plan. While District management will be responsible for implementing the Strategic Plan, District management should regularly meet with the Raining Pride Affinity Group to update the affinity group the status of each strategy and maintain open dialogue between management and Raining Pride's leadership.

Step 6 – Accountability and communication

How will you ensure accountability, communicate, and evaluate results?

As mentioned above, regular meetings between District management and the Raining Pride Affinity Group will ensure accountability to the District's actions regarding the Strategic Plan. The regular meetings will allow open dialogue between management and Raining Pride's leadership to exchange ideas and evaluate progress as strategies are implemented.

B. Appendix 3 – Glossary of Terms (Expanded)

The dialogue around diversity, equity and inclusion is broad and growing. This introduces the need for common vocabulary to avoid misunderstandings and misinterpretations. Words often have different meanings; depending on lived experiences words might hold different meanings for different people. The purpose of this glossary is to promote dialogue around equity and inclusion. This glossary is not meant to be exhaustive since language is continuously evolving. The main goal is to provide a basic framework around this conversation.¹⁷

Ableism: The practices and dominant attitudes in society that devalue and limit the potential of persons with disabilities. A set of practices and beliefs that assign inferior value (worth) to people who have developmental, emotional, physical, or psychiatric disabilities.

Accessibility: The design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them.

Ally: Someone who supports a group other than one's own (in terms of multiple identities such as race, gender, age, ethnicity, sexual orientation, religion, etc.). An ally acknowledges oppression and actively commits to reducing their own complicity, investing in strengthening their own knowledge and awareness of oppression.

Anti-racism: An active and consistent process of change to eliminate individual, institutional, and systemic/structural racism. Because racism occurs at all levels of society and can function to produce and maintain exclusionary "levels," anti-racism education/activism is necessary in all aspects of society. It does not happen exclusively in the workplace, in the classroom, or in selected aspects of our lives. Anti-racism theory analyzes/critiques racism and how it operates, which provides us with a basis for taking action to dismantle and eliminate it.

Anti-racist: An anti-racist describes someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression of ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.

Bias: A form of prejudice that results from one's need to quickly classify individuals into categories.

¹⁷ University of Washington, College of the Environment

Bigot: A person who is obstinately devoted to their own opinions and prejudices and is intolerant towards other diverse social groups.

BIPOC: An acronym used to refer to Black, Indigenous and People of Color. It is based on the recognition of collective experiences of systemic racism. As with any other identity term, it is up to individuals to use this term as an identifier.

Cisgender: A term for people whose gender identity, expression or behavior aligns with those typically associated with their assigned sex at birth.

Cissexism/Genderism: The pervasive system of discrimination and exclusion founded on the belief that there are, and should be, only two genders and that one's gender or most aspects of it, are inevitably tied to assigned sex. This system oppresses people whose gender and/or gender expression falls outside of cis-normative constructs. Within cissexism, cisgender people are the dominant group and trans/gender non-conforming people are the oppressed group.

Color Blind(ness): The racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. The term "colorblind" de-emphasizes, or ignores, race and ethnicity, a large part of one's identity.

Conscious Bias (Explicit Bias): Operates within an individual's conscious awareness. With conscious bias, the person is very clear about their feelings and attitudes, and related behaviors are conducted with intent. This type of bias is processed neurologically at a conscious level as declarative, semantic memory, and in words. Conscious bias in its extreme is characterized by overt negative behavior that can be expressed through physical and verbal harassment or through more subtle means such as exclusion.

Corporate Social Responsibility/Corporate Citizenship: Corporate social responsibility (CSR) is a self-regulatory business model that helps an organization to be socially accountable—to itself, its stakeholders/shareholders, and the public. Through operationalizing a CSR framework, organizations demonstrate their commitment to engaging in business practices that improves communities socially, economically, and environmentally.

Cultural Appropriation: The non-consensual/misappropriate use of cultural elements for commodification or profit purposes – including symbols, art, language, customs, etc. – often without understanding, acknowledgment or respect for its value in the context of its original culture.

Cultural Humility: Cultural humility involves an ongoing process of self-exploration and self-

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critique combined with a willingness to learn from others. It means entering a relationship with another person with the intention of honoring their beliefs, customs, and values. It also leverages institutional accountability to redress oppression, discrimination, and harm individually, interpersonally, institutionally, and structurally.

Decolonize: The active and intentional process of unlearning values, beliefs and conceptions that have caused physical, emotional, or mental harm to people through colonization. It requires a recognition of systems of oppression.

Disability: In the context of the Americans with Disabilities Act (ADA), “disability” is a legal term rather than a medical one. The ADA defines a person with a disability as person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Diversity: Socially, it refers to the wide range of identities. It broadly includes race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, physical appearance, etc. It also involves different ideas, perspectives, and values.

Discrimination: The unequal treatment of members of various groups, based on conscious or unconscious prejudice, which favors one group over others on differences of race, gender, economic class, sexual orientation, physical ability, religion, language, age, national identity, religion, and other categories.

Dominant Culture: The cultural values, beliefs and practices that are assumed to be the norm and are most influential within a given society.

Emotional Tax: The combination of being on guard to protect against bias, feeling different at work because of gender, race, and/or ethnicity, and the associated effects on health, well-being, and ability to thrive at work.

Environmental Injustice: The disproportionate exposure of Communities of Color and low-income populations to pollution, and its concomitant effects on health and environment, as well as the unequal environmental protection and environmental quality provided through laws, regulations, governmental programs, enforcement, and policies.

Environmental Justice: Ensure the fair and equitable distribution of environmental, economic, or social benefits for all people, regardless of race, age, culture, income status, or geographic

location. As such, the District develops and conducts business in a manner that promotes equity and affords fair treatment, accessibility, and protection from disproportionate burdens or adverse impacts.¹⁸

Environmental Racism: Environmental racism refers to any policy, practice or directive that differentially affects or disadvantages (whether intended or unintended) individuals, groups or communities based on race or color.

Equality: Equality is the condition under which every individual is treated in the same way, and is granted same rights and responsibilities, regardless of their individual differences.

Equity: The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is necessary to provide equal opportunities to all groups.

Equity Lens: An equity lens is a process for analyzing or diagnosing the impact of the design and implementation of policies on underserved and marginalized individuals and groups, and to identify and potentially eliminate barriers.

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.

Gender Identity: Distinct from the term “sexual orientation,” refers to a person’s internal sense of being male, female or something else. Since gender identity is internal, one’s gender identity is not necessarily visible to others.

Gender Nonconforming: An individual whose gender expression is different from societal expectations related to gender.

Harassment: The use of comments or actions that can be perceived as offensive, embarrassing, humiliating, demeaning and unwelcome.

Implicit Bias: Negative associations expressed automatically that people unknowingly hold and that affect our understanding, actions, and decisions; also known as unconscious or hidden

¹⁸ For more information on EJ, refer to EBMUD Sustainability and Resilience Policy 7.05.

bias.

Inclusion: The act of creating an environment in which any individual or group will be welcomed, respected, supported, and valued as a fully participating member. An inclusive and welcoming climate embraces and respects differences.

Inclusive Language: Inclusive language acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equitable opportunities.

Indigenous/Native American Land Acknowledgement: A land acknowledgement is a formal statement that recognizes and respects Indigenous people as traditional stewards of this land and the enduring relationship that exists between Indigenous people and their traditional territories. It is important to understand the history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation.

In-group Bias: The tendency for groups to “favor” themselves by rewarding group members economically, socially, psychologically, and emotionally in order to uplift one group over another.

Institutional Racism: Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes and opportunities for different groups based on racial discrimination.

Intersectionality: A term coined by law professor Kimberlé Crenshaw in the 1980s to describe the way that multiple systems of oppression interact in the lives of those with multiple marginalized identities. Intersectionality looks at the relationships between multiple marginalized identities and allows us to analyze social problems more fully, shape more effective interventions, and promote more inclusive advocacy amongst communities.

LGBTQIA+: An inclusive term for those who identify as lesbian, gay, bisexual, transgender, queer, intersex, and asexual. The “plus” symbol is used to represent those who do not identify with one of the letters in the acronym (for example, those who identify as pansexual or as gender-fluid).

Latinx: Pronounced “La-TEEN-ex,” is a non-gender specific way of referring to people of Latin American descent. The term Latinx, unlike terms such as Latino/a, does not assume a gender binary and includes non-binary folks.

Marginalized: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive.

Microaggression: The verbal, nonverbal and environmental slights, snubs, insults, or actions, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon discriminatory belief systems.

Multicultural Competency: A process of embracing diversity and learning about people from other cultural backgrounds. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them.

Neurodiversity: Refers to the natural and important variations in how human minds think. These differences can include autism, attention deficit hyperactivity disorder, dyspraxia, dyslexia, dyscalculia, Tourette Syndrome, and others. Like other variable human traits like race, gender, sexuality, or culture, there is no right or wrong form of diversity. The social dynamics that exert power over other forms of diversity also impact neurodivergent people. Neurodiversity is not something to be cured or corrected to fit some social norm – rather, we should celebrate different forms of communication and self-expression and promote support systems to allow neurodivergent people to thrive.

Non-binary: A gender identity which falls outside of the gender binary, meaning an individual does not identify as strictly female or male. A non-binary person can identify as both or neither male and female, or sometimes one or the other. There are several other terms used to describe gender identities outside of the male and female binary such as genderqueer, gender nonconforming, agender, and bigender. Though these terms have slightly different meanings, they refer to an experience of gender outside of the binary.

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures.

Patriarchy: Actions and beliefs that prioritizes masculinity. Patriarchy is practiced systemically in the ways and methods through which power is distributed in society (jobs and positions of power given to men in government, policy, criminal justice, etc.) while also influencing how we interact with one another interpersonally (gender expectations, sexual dynamics, space-taking,

etc.).

Performative Allyship: Also known as *optical allyship*, this term refers to someone from a nonmarginalized group professing support and solidarity with a marginalized group but in a way that is not helpful. Worse yet, the allyship is done in a way that may actually be harmful to “the cause.” The “ally” is motivated by some type of reward.

Prejudice: A preconceived judgement or preference, especially one that interferes with impartial judgment and can be rooted in stereotypes, that denies the right of individual members of certain groups to be recognized.

Privilege: Exclusive access or access to material and immaterial resources based on the membership to a dominant social group.

Queer: An umbrella term that can refer to anyone who transgresses society’s view of gender or sexuality. The definitional indeterminacy of the word Queer, its elasticity, is one of its characteristics: “A zone of possibilities.”

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly race), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time

Racism: The systematic subordination of people from marginalized racial groups based on their physical appearance, ethnic or ancestral history, or cultural affiliation. Racism is considered a deeply pervasive, systemic issue perpetuated by members of the privileged racial group holding dominant social power over others. Discrimination, prejudice, or xenophobia may be more accurate terms for describing individual acts of oppression. While these individual acts likely stem from systemic racism, at the individual level the power dynamics that enable racism are not at play in the same way.

Racial Justice: The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice —or racial equity — goes beyond “antiracism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

Safe Space: Refers to an environment in which everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule, or denial of experience.

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Sex: separate from gender, this term refers to the cluster of biological, chromosomal, and anatomical features associated with maleness and femaleness in the human body. Sexual dimorphism is often thought to be a concrete reality, whereas in reality the existence of Intersex individuals points to a multiplicity of sexes in the human population. Sex is often used synonymously with gender in this culture. Although the two terms are related, they should be defined separately to differentiate the biological (“sex”) from the sociocultural (“gender”).

Sexual Orientation: An individual’s enduring physical, romantic and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. Transgender people may be straight, lesbian, gay or bisexual.

Social Justice: It is both a process and a goal. Social justice constitutes a form of activism, based on principles of equity and inclusion that encompasses a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others.

Social Responsibility: See Corporate Social Responsibility/Corporate Citizenship.

Stereotype: A form of generalization rooted in blanket beliefs and false assumptions, a product of processes of categorization that can result in a prejudiced attitude, critical judgment and intentional or unintentional discrimination. Stereotypes are typically negative, based on little information and does not recognize individualism and personal agency.

Structural inequality: Systemic disadvantage(s) of one social group compared to other groups, rooted, and perpetuated through discriminatory practices (conscious or unconscious) that are reinforced through institutions, ideologies, representations, policies/laws, and practices. When this kind of inequality is related to racial/ethnic discrimination, it is referred to as systemic or structural racism.

Supplier Diversity: Supplier diversity is a proactive business strategy that seeks to provide construction contractors, professional/general services providers, and suppliers equal access to sourcing and purchasing opportunities while addressing barriers in the contracting process. Supplier diversity programs also encourage the use of suppliers from a diverse mix of ownership (e.g., small, local, minority, LGBTQIA+, disabled veteran, women-owned business enterprises).

System of Oppression: Conscious and unconscious, non-random, and organized harassment,

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discrimination, exploitation, discrimination, prejudice, and other forms of unequal treatment that impact different groups. Sometimes is used to refer to systemic racism.

Tokenism: Performative presence without meaningful participation. For example, a superficial invitation for the participation of members of a certain socially oppressed group, who are expected to speak for the whole group without giving this person a real opportunity to speak for themselves.

Transgender or Trans: a person whose biological sex assigned at birth does not match their gender identity

Underserved communities/populations: Refers to populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life.

White Supremacy: A power system structured and maintained by persons who classify themselves as white, whether consciously or subconsciously determined; and who feel superior to those of other racial/ethnic identities.

C. Glossary of Terms References

The glossary in Appendix 3 was compiled from the sources listed below.

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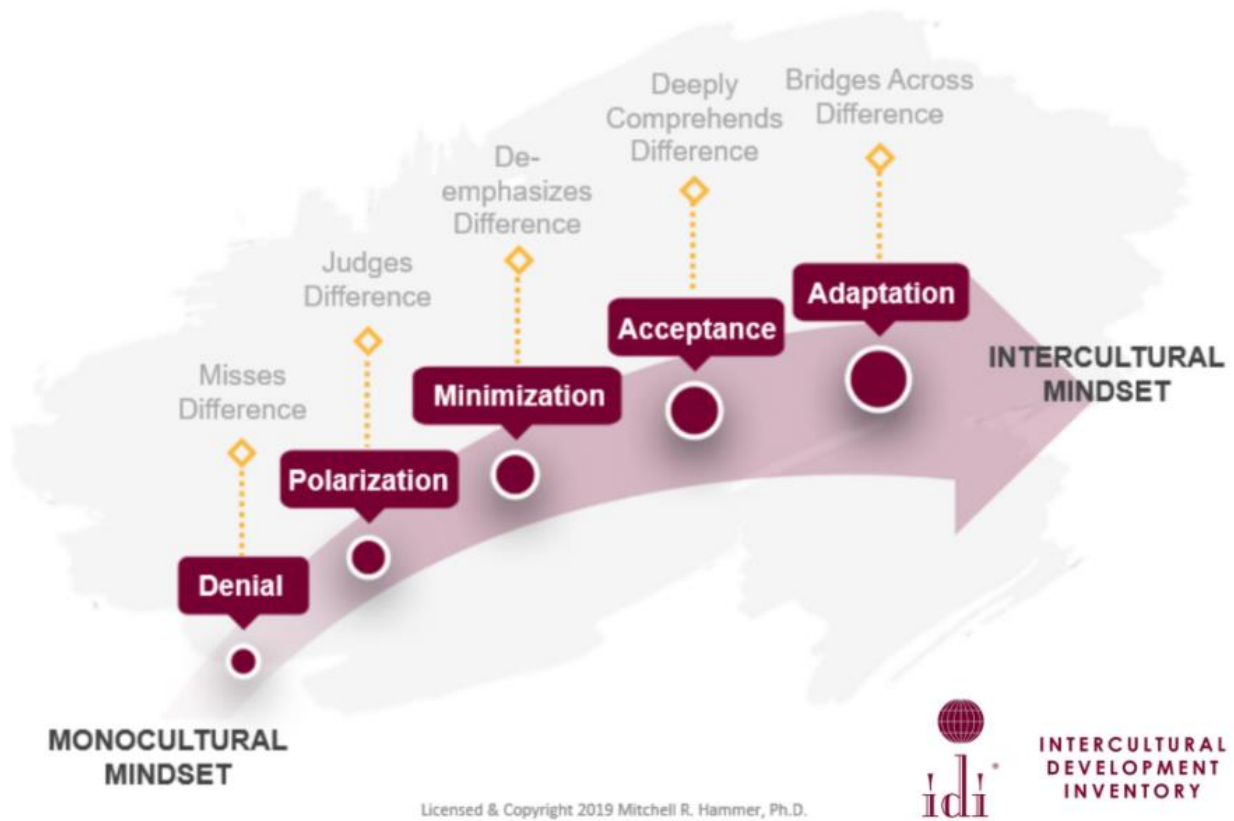
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22. Washington University in St. Louis, [Glossary of Bias Terms](#)
23. White House, [Executive Order 13985: Advancing Racial Equity and Support for Underserved Communities Through the Federal Government](#)
24. White House, [Executive Order 14035: Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce](#)

D. Intercultural Development Continuum (IDC™)

The [Intercultural Development Continuum \(IDC™\)](#) describes a set of knowledge/attitude/skill sets or orientations toward cultural difference and commonality that are arrayed along a continuum from the more monocultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation. The capability of deeply shifting cultural perspective and bridging behavior across cultural differences is most fully achieved when one maintains an Adaptation perspective. This continuum is adapted from the Developmental Model of Intercultural Sensitivity originally proposed by Milton Bennett.

Intercultural Development Continuum (IDC™)



Denial: A Denial mindset reflects a more limited capability for understanding and appropriately responding to cultural differences in values, beliefs, perceptions, emotional responses, and behaviors. Denial consists of a Disinterest in other cultures and a more active Avoidance of cultural difference. Individuals with a Denial orientation often do not see differences in perceptions and behavior as “cultural.” A Denial orientation is characteristic of individuals who have limited experience with other cultural groups and therefore tend to operate with broad stereotypes and generalizations about the cultural “other.” Those at Denial may also maintain a distance from other cultural groups and express little interest in learning about the cultural values and practices of diverse communities. This orientation tends to be associated more with members of a dominant culture as well as members of non-dominant groups who are relatively isolated from mainstream society because both may have more opportunity to remain relatively isolated from cultural diversity. By contrast, members of non-dominant groups who are more actively engaged within the larger, mainstream society are less likely to maintain a Denial orientation, because they more often need to engage cultural differences. When Denial is present in the workplace, cultural diversity oftentimes feels “ignored.”

Polarization: Polarization is an evaluative mindset that views cultural differences from an “us versus them” perspective. Polarization can take the form of Defense (“My cultural practices are superior to other cultural practices”) or Reversal (“Other cultures are better than mine”). Within Defense, cultural differences are often seen as divisive and threatening to one’s own “way of doing things.” Reversal is a mindset that values and may idealize other cultural practices while denigrating one’s own culture group. Reversal may also support the “cause” of an oppressed group, but this is done with little knowledge of what the “cause” means to people from the oppressed community. When Polarization is present in an organization, diversity typically feels “uncomfortable.”

Minimization: Minimization is a transitional mindset between the more Monocultural orientations of Denial and Polarization and the more Intercultural/Global worldviews of Acceptance and Adaptation. Minimization highlights commonalities in both human Similarity (basic needs) and Universalism (universal values and principles) that can mask a deeper understanding of cultural differences. Minimization can take one of two forms: (a) the highlighting of commonalities due to limited cultural self-understanding, which is more commonly experienced by dominant group members within a cultural community; or (b) the highlighting of commonalities as a strategy for navigating the values and practices largely determined by the dominant culture group, which is more often experienced by non-dominant group members within a larger cultural community. This latter strategy can have survival value

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for non-dominant culture members and often takes the form of “go along to get along.” When Minimization exists in organizations, diversity often feels “not heard.”

Acceptance: Acceptance and Adaptation are intercultural/global mindsets. With an Acceptance orientation, individuals recognize and appreciate patterns of cultural difference and commonality in their own and other cultures. An Acceptance orientation is curious to learn how a cultural pattern of behavior makes sense within different cultural communities. This involves contrastive self-reflection between one’s own culturally learned perceptions and behaviors and perceptions and practices of different cultural groups. While curious, individuals with an Acceptance mindset are not fully able to appropriately adapt to cultural difference. Someone with an Acceptance orientation may be challenged as well to make ethical or moral decisions across cultural groups. While a person within Acceptance embraces a deeper understanding of cultural differences, this can lead to the individual struggling with reconciling behavior in another cultural group that the person considers unethical or immoral from his or her own cultural viewpoint. When Acceptance is present in organizations and educational institutions, diversity feels “understood.”

Adaptation: An Adaptation orientation consists of both Cognitive Frame-Shifting (shifting one’s cultural perspective) and Behavioral Code-Shifting (changing behavior in authentic and culturally appropriate ways). Adaptation enables deep cultural bridging across diverse communities using an increased repertoire of cultural frameworks and practices in navigating cultural commonalities and differences. An Adaptation mindset sees adaptation in performance (behavior). While people with an Adaptation mindset typically focus on learning adaptive strategies, problems can arise when people with Adaptation mindsets express little tolerance toward people who engage diversity from other developmental orientations. This can result in people with Adaptive capabilities being marginalized in their workplace. When an Adaptation mindset is present in the workplace, diversity feels “valued and involved.”