



BOARD OF DIRECTORS
EAST BAY MUNICIPAL UTILITY DISTRICT

375 - 11th Street, Oakland, CA 94607

Office of the Secretary: (510) 287-0440

Notice of Time and Location Change
LEGISLATIVE/HUMAN RESOURCES
COMMITTEE MEETING
Tuesday, January 11, 2022
9:15 a.m.
*****Virtual*****

Notice is hereby given that the Tuesday, January 11, 2022 Legislative/Human Resources Committee Meeting of the Board of Directors has been rescheduled from 10:15 a.m. to 9:15 a.m.

In accordance with Government Code section 54953(e), **this meeting will be conducted by webinar and teleconference only.** A physical location will not be provided for this meeting.

Dated: January 6, 2022

A handwritten signature in blue ink that reads 'Rischa S. Cole'.

Rischa S. Cole
Secretary of the District

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**BOARD OF DIRECTORS
EAST BAY MUNICIPAL UTILITY DISTRICT**

375 - 11th Street, Oakland, CA 94607

Office of the Secretary: (510) 287-0440

**AGENDA
Legislative/Human Resources Committee
Tuesday, January 11, 2022
9:15 a.m.
Virtual**

Location

In accordance with Government Code section 54953(e), **this meeting will be conducted by webinar and teleconference only**. A physical location will not be provided for this meeting.

Committee Members: Directors John A. Coleman {Chair}, Lesa R. McIntosh and William B. Patterson

***** Please see appendix for public participation instructions*****

ROLL CALL:

PUBLIC COMMENT: The Board of Directors is limited by State law to providing a brief response, asking questions for clarification or referring a matter to staff when responding to items that are not listed on the agenda.

DETERMINATION AND DISCUSSION:

1. Legislative Update: (Dumaine)
 - Federal Initiatives for 2022
 - Update on Legislative Issues of Interest to EBMUD
2. Diversity, Equity, and Inclusion Strategic Plan Draft (Moten)

ADJOURNMENT:

Disability Notice

If you require a disability-related modification or accommodation to participate in an EBMUD public meeting, please call the Office of the Secretary (510) 287-0404. We will make reasonable arrangements to ensure accessibility. Some special equipment arrangements may require 48 hours advance notice.

Document Availability

Materials related to an item on this agenda that have been submitted to the EBMUD Board of Directors within 72 hours prior to this meeting are available for public inspection in EBMUD's Office of the Secretary at 375 11th Street, Oakland, California, during normal business hours, and can be viewed on our website at www.ebmud.com.

Legislative/Human Resources Committee Meeting
Tuesday, January 11, 2022
9:15 a.m.

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Providing public comment

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If you wish to provide public comment please:


- Use the raise hand feature in Zoom to indicate you wish to make a public comment
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 - If you participate by phone, press *9 to raise your hand
- When prompted by the Secretary, please state your name, affiliation if applicable, and topic
- The Secretary will call each speaker in the order received
- Comments on **non-agenda items** will be heard at the beginning of the meeting
- Comments on **agenda items** will be heard when the item is up for consideration
- Each speaker is allotted 3 minutes to speak; the Committee Chair has the discretion to amend this time based on the number of speakers
- The Secretary will keep track of time and inform each speaker when his/her allotted time has concluded


To observe the Legislative/Human Resources Committee Meeting,
please visit: <https://www.ebmud.com/about-us/board-directors/board-meetings/>

EAST BAY MUNICIPAL UTILITY DISTRICT

DATE: January 6, 2022

MEMO TO: Board of Directors

THROUGH: Clifford C. Chan, General Manager 

FROM: Marlaigne Dumaine, Manager of Legislative Affairs 

SUBJECT: Federal Initiatives for 2022

The following issues are being referred to the Legislative/Human Resources Committee for review and recommendation to the Board of Directors for action, as appropriate, on January 11, 2022.

BACKGROUND

Each year the Office of Intergovernmental Affairs develops specific initiatives for the coming year. The initiatives represent important focus areas for EBMUD that are likely to come before Congress in the coming year. In addition to these specific initiatives, staff will assess federal actions throughout the year for a nexus to EBMUD operations and policy objectives and will bring relevant items to the Board for consideration as appropriate. An overview of the current federal climate and a summary of the five initiatives are included below. The attachment provides greater detail about each initiative.

OVERVIEW

The second session of the 117th Congress convenes in January 2022. The Biden administration priorities continue to include delivering economic and health-related legislation to address the pandemic, climate change, and overall infrastructure needs. Within these broad priorities, Congress is expected to consider several issues relevant to EBMUD's operations and policy objectives. These include climate change resiliency, contaminants of emerging concern, cybersecurity, funding for infrastructure and other needs, and water supply reliability and natural resources protection. Additionally, it is anticipated that the Biden administration will implement several new policies of direct relevance to EBMUD, such as the Buy American rule, directing federal funding to disadvantaged communities, and implementing a new Waters of the United States (WOTUS) rule.

EBMUD's 2022 federal initiatives have been developed based on known congressional priorities at this time and are consistent with EBMUD's mission to provide reliable, high-quality water and wastewater services, and to preserve and protect the environment for future generations. The federal initiatives are focused on addressing areas of opportunity, need, and risk for EBMUD in the context of the Biden administration's and expected congressional priorities.

NEXT STEPS

For 2022, the Office of Intergovernmental Affairs is proposing five federal initiatives listed in alphabetical order below and in the summary table. Detailed evaluations of each initiative are included in the attachment.

1. Climate Change Resiliency – Actively assess and seek opportunities to engage in climate change policies and potential funding opportunities that promote EBMUD priorities to ensure safe, reliable, and resilient water services.
2. Contaminants of Emerging Concern – Advance EBMUD’s interests in discussions on contaminants of emerging concern in the context of water supply and wastewater treatment.
3. Cybersecurity – Advance EBMUD’s interests in discussions on cybersecurity-related legislation and policies in the water and wastewater sectors.
4. Funding to Support Infrastructure Investment and Ratepayer Assistance – Pursue direct federal funding opportunities for EBMUD projects and infrastructure through new and existing federal programs, including national infrastructure initiatives.
5. Water Supply Reliability and Natural Resources Protection – Advance EBMUD’s interests in water supply reliability and supporting the Mokelumne River fishery.

In addition to the issues discussed above, the Biden administration continues to focus on racial equity and justice issues and on incorporating racial equity and civil justice provisions into administrative policies, processes, and programs. For example, the U.S. Environmental Protection Agency is updating its strategic plan to embed climate and environmental justice in all its work, with final adoption expected in spring of 2022. Appropriate District staff has engaged in this effort and will continue to monitor efforts and update the Board in the context of District priorities, including EBMUD’s Diversity, Equity, and Inclusion Strategic Plan.

Federal Initiative	2022 RECOMMENDATIONS
1. Climate Change Resiliency	<p><u>Proceed</u> - Actively assess and seek opportunities to engage in climate change policies and potential funding opportunities that promote EBMUD priorities to ensure safe, reliable, and resilient water services.</p> <ol style="list-style-type: none"> 1. Pursue opportunities to advance EBMUD's interests in efforts to address forest and watershed health and wildfire preparedness and identify potential opportunities for EBMUD to engage, particularly on federal lands and through its role in UMRWA. 2. Seek funding opportunities consistent with EBMUD's Climate Action Plan to mitigate and adapt to climate change. 3. Support expanded federal grants assistance to encourage water and wastewater sector workforce development and transition.
2. Contaminants of Emerging Concern	<p><u>Proceed</u> - Advance EBMUD's interests in discussions on contaminants of emerging concern in the context of water supply and wastewater treatment.</p> <ol style="list-style-type: none"> 1. Continue to work through relevant water and wastewater industry associations to ensure appropriate standards are established under the Safe Drinking Water Act; Clean Water Act; and Superfund and to support efforts to eliminate the use of PFAS, establish producer responsibility, and seek expanded federal assistance for PFAS treatment in the water and wastewater sectors, as appropriate.
3. Cybersecurity	<p><u>Proceed</u> - Advance EBMUD's interests in discussions on cybersecurity-related legislation and policies in the water and wastewater sectors.</p> <ol style="list-style-type: none"> 1. Staff will advance EBMUD's interests directly and via relevant national water and wastewater associations as Congress seeks to address water and wastewater system cybersecurity.
4. Funding to Support Infrastructure Investment and Ratepayer Assistance	<p><u>Proceed</u> - Pursue direct federal funding opportunities for EBMUD projects and infrastructure through new and existing federal programs, including national infrastructure initiatives.</p> <ol style="list-style-type: none"> 1. Continue to advance EBMUD's comprehensive water and wastewater infrastructure funding needs via current and any relevant new federal funding avenues, including identifying and pursuing funding opportunities through the IIJA or the Build Back Better plan, as appropriate. 2. Pursue additional opportunities for congressionally directed spending and/or seek funding off existing authorizations for EBMUD projects, as appropriate. 3. Monitor ratepayer assistance discussions and bring relevant legislative proposals to the Board for discussion and consideration, as appropriate.

5. Water Supply Reliability and Natural Resources Protection	Proceed - Advance EBMUD's interests in water supply reliability and supporting the Mokelumne River fishery. <ol style="list-style-type: none">1. Protect EBMUD's Mokelumne River water supplies and seek to preserve EBMUD's access to water transfers and its CVP contract supplies.2. Work with other Municipal and Industrial (M&I) CVP contractors to safeguard CVP policies that support M&I contractors, including access to adequate water supplies.3. Protect EBMUD's regional water supply programs and projects, including the Freeport Regional Water Project.4. Protect the Mokelumne River fishery, including working to ensure that any policy or program revision, or project or project-related activity that is likely to affect the Mokelumne River fishery includes mitigation for the impacts by the responsible parties.
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CCC:MD/DM

Attachment

I:\SEC\2022 Board Related Items\011122 LegHRCmte and Regular Mtg\OGM - Federal Initiatives for 2022

FEDERAL INITIATIVES – 2022

INITIATIVE #1: CLIMATE CHANGE RESILIENCY

Congressional focus on climate change will remain a top priority in 2022, particularly in light of the numerous extreme weather events in 2021 that included megafires, atmospheric rivers, and continuing drought. Although the breadth and scope of climate change and resiliency discussions are not yet clear, topics relevant to EBMUD such as water supply reliability, fisheries, infrastructure, forest and watershed health, renewable energy, and workforce transition and development viewed through the lens of climate change are likely.

Climate change has the potential to affect every aspect of EBMUD's work including water supply, water quality, ecosystem health, infrastructure resiliency, and workforce. To address these impacts, EBMUD is preparing for more frequent and severe droughts and wet weather events, reduced snowpack, warmer weather, longer wildfire seasons, increased water demand, and rising sea levels. On the mitigation front, EBMUD is investing in renewable energy production, using alternative fuel vehicles, and setting aggressive goals for greenhouse gas (GHG) reductions. EBMUD has also incorporated adaptation strategies into plans and operations for water supply, water quality, environmental protection, long-term infrastructure investment and financial stability, as well as workforce planning and resilience.

Wildfire Prevention and Forest and Watershed Health

Given the destructive wildfire season in 2021, Congress will likely seek to continue to fund forestry needs through infrastructure assistance as well as under the annual appropriations process, thereby maintaining focus on forest and watershed health. In 2021, Congress provided significant funding for wildfire needs through the Infrastructure Investment and Jobs Act with a specific focus on federal lands. Additional forest management funding opportunities and policy discussions may be relevant to forested areas near EBMUD's facilities and in the Mokelumne River watershed, including those on federal lands.

The 2021 fire season marked the second year that the U.S. Forest Service was able to access federal disaster funding for wildfire suppression activities on federal lands. Commonly referred to as the "wildfire-funding fix," this allows additional non-fire resources to be used to address the wildfires rather than depleting forest management funds. This enabled Congress to shift its attention to forest management to help mitigate wildfire risks. The focus has been on management activities adjacent to roads, utility lines, and communities and has included efforts to protect critical watersheds, support for water infrastructure for fire suppression in wildland urban interface areas, and federal assistance to harden community water facilities.

EBMUD has been working through the Upper Mokelumne River Watershed Authority (UMRWA) on forest-related issues in the Mokelumne River watershed. Of note and as a result of a stewardship agreement between UMRWA and the U.S. Forest Service signed in 2016, UMRWA has procured multi-year contracts for forest health actions and now nearly 4,000 acres

in the watershed have been or are being improved by forest thinning or other methods to reduce catastrophic fire risk and/or protect water quality. UMRWA will continue to pursue grant funding and, when grants are secured, administer and implement those grant projects. There may be opportunities to secure funding for these types of projects. In addition, there may be opportunities to highlight the need to address tree mortality and urban interface issues, including in EBMUD's service area.

Staff was asked about potential federal solutions to help manage excess timber generated during forest management practices. Prior congressional efforts to expand the market for this wood to include international markets were strongly opposed by the environmental community on the basis that it could result in the unintended consequence of creating an unsustainable demand for federal timber and failed to advance. Staff will monitor congressional discussions relevant to the timber management issue and bring forward relevant proposals, as appropriate.

Efforts to Mitigate and Adapt to Climate Change

EBMUD continues to pursue greening its vehicle fleet and increase the use of renewable energy through the District's own generation of electricity from hydropower, solar, and biogas. EBMUD's Climate Action Plan affirms EBMUD's commitment to make water operations carbon neutral by 2030, and eliminate indirect GHG emissions and reduce direct emissions by 50 percent for the wastewater system by 2040. EBMUD is also actively increasing water conservation efforts. EBMUD's adaptation strategies include diversification of water supplies, enhanced water quality and ecosystem protection, and investment in resilient infrastructure to augment responses to sea level rise, floods, changes in water quality, and drought conditions.

Congress is expected to continue discussions on providing assistance to local governments, including public agencies, to mitigate and adapt to climate change. Areas under discussion may include hardening of critical infrastructure, including water and wastewater infrastructure, and addressing energy needs.

Workforce Development and Transition

Congress is expected to continue to consider ways to expand workforce development and workforce transition programs to support the zero- or low-level carbon emissions technologies and industries of importance to the water sector.

NEXT STEPS

Work with EBMUD's congressional delegation, the administration, relevant congressional committees, and other stakeholders, as appropriate, to:

1. Pursue opportunities to advance EBMUD's interests in efforts to address forest and watershed health and wildfire preparedness and identify potential opportunities for EBMUD to engage, particularly on federal lands and through its role in UMRWA.

2. Seek funding opportunities consistent with EBMUD's Climate Action Plan to mitigate and adapt to climate change.
3. Support expanded federal grants assistance to encourage water and wastewater sector workforce development and transition.

INITIATIVE #2: CONTAMINANTS OF EMERGING CONCERN

Congress and the Biden administration continue to discuss approaches to address contaminants of emerging concern, such as perfluoroalkyl or polyfluoroalkyl substances (PFAS) and plastics, in drinking water supplies and wastewater treatment discharges. In 2022, Congress is expected to consider PFAS-related legislation, including efforts to require the U.S. Environmental Protection Agency (U.S. EPA) to designate PFAS as hazardous substances under the Comprehensive Environmental Response, Compensation, and Liability Act (Superfund). In addition, the U.S. EPA will continue efforts to implement its 2021 PFAS Strategic Roadmap (Roadmap), including developing drinking water standards for PFAS, restricting PFAS discharges at the source, reducing PFAS discharges to waterways, considering whether regulation of PFAS in biosolids is appropriate, and pursuing designation of PFAS as hazardous substances under Superfund.

The PFAS proposals being considered by Congress and the administration could impact water and wastewater treatment facility compliance and costs associated with water treatment. For example, designating PFAS as hazardous substances could impact wastewater treatment facilities, such as EBMUD's, by requiring that biosolids containing PFAS be considered hazardous waste and disposed of as such. The hazardous waste designation would also potentially subject wastewater treatment facilities to liability for PFAS present in biosolids.

NEXT STEPS

Staff will monitor the development of emerging contaminant-related legislation and policies at the federal level, work with the appropriate national associations to ensure EBMUD's interests are effectively communicated and look for opportunities to support efforts to eliminate the use of PFAS.

1. Continue to work through relevant water and wastewater industry associations to ensure appropriate standards are established under the Safe Drinking Water Act; Clean Water Act; and Superfund and to support efforts to eliminate the use of PFAS, establish producer responsibility, and seek expanded federal assistance for PFAS treatment in the water and wastewater sectors, as appropriate.

INITIATIVE #3: CYBERSECURITY

There is increasing interest in cybersecurity, including the water and wastewater sectors, at the administrative and congressional levels. In 2021, President Biden issued an executive order to modernize federal government information system defenses and improve the security of technology. The president also directed the Department of Homeland Security's Cybersecurity and Infrastructure Security Agency and the Department of Commerce's National Institute of Standards and Technology to develop cybersecurity performance goals for critical infrastructure that may include baseline security practices that owners and operators of critical infrastructure should follow.

A topic of interest at congressional hearings in 2021, various cybersecurity provisions were also included in the Infrastructure Investment and Jobs Act. Discussions are expected to continue in 2022 and could include topics such as cybersecurity hardening for critical infrastructure including water and wastewater systems; new regulatory compliance requirements for the private and public sectors; and what role, if any, federal funding and other means of support could play to assist owners and operators of critical infrastructure with cybersecurity needs.

NEXT STEPS

Staff will monitor the development of cybersecurity-related legislation and policies at the federal level for the water and wastewater sectors, and work to ensure EBMUD's interests are effectively communicated.

1. Staff will advance EBMUD's interests directly and via relevant national water and wastewater associations as Congress seeks to address water and wastewater system cybersecurity.

INITIATIVE #4: FUNDING TO SUPPORT INFRASTRUCTURE INVESTMENT AND RATEPAYER ASSISTANCE

In 2022, Congress is expected to continue efforts to provide funding for infrastructure and other water and wastewater utility needs in several areas. These areas include implementation of the Infrastructure Investment and Jobs Act (IIJA), efforts to move President Biden's Build Back Better plan forward, discussions on a permanent low-income ratepayer assistance program for water and wastewater customers, and the expected continuation of congressionally directed spending (earmarks) through the budget and the Water Resources Development Act (WRDA).

Infrastructure

On November 15, President Biden signed the \$1.2 trillion IIJA into law. The measure, focused on transportation, energy, broadband, water and wastewater infrastructure, is a combination of new spending and a repurposing of unspent COVID-19 funds, with approximately \$550 million representing new spending above current baseline funding. This is the first large-scale bipartisan

infrastructure funding package in recent years and marks a return to recognizing water and wastewater infrastructure as an integral part of the nation's infrastructure. Of the total amount, the IIJA includes nearly \$50 billion nationwide for drinking water and wastewater programs administered by the U.S. EPA. Other provisions of direct interest to the District in the IIJA include wildfire risk reduction, cybersecurity, and an expansion of the Buy American rule. Though there are limited potential funding opportunities for the District, there are some areas of potential eligibility. Staff will identify and pursue those opportunities as appropriate and continue to engage with the administration and Congress on future water and wastewater infrastructure-related actions.

In November 2021, the House passed a \$1.9 trillion budget reconciliation package known as the Build Back Better plan, a key part of the Biden administration's agenda. It is unclear at this time when such efforts will advance and what the final package might contain of interest to the District.

Existing and Future Earmark Opportunities

The first session of the 117th Congress saw a return to congressionally directed spending, otherwise known as earmarks, after a long absence. EBMUD advanced its Upper San Leandro Water Treatment Improvement Project, which continues to move forward as part of the yet-to-be-finalized spending bill package.

Along with an opportunity to pursue another project earmark in 2022, EBMUD also has an existing \$25 million authorization in the 2007 WRDA bill for "recycled water treatment facilities within the EBMUD service area." Though no funding has been appropriated yet due to the long-standing earmark ban that was recently removed, there may be an opportunity to pursue an appropriation in 2022.

Buy American Rule

The IIJA establishes new, overarching Buy American rules that permanently apply to a wide range of federal infrastructure support programs, including the State Revolving Funds (SRFs) and Water Infrastructure Finance and Innovation Act (WIFIA). Most notably, this change will expand those programs' Buy American mandates to cover not only iron and steel products, but also any manufactured products used in water and wastewater projects. U.S. EPA and other federal agencies are permitted to grant waivers to the Buy American rule on a case-by-case basis, but only after publishing the proposed waiver online and collecting public comment for at least 15 days. Future funding earmarks may be impacted too, though the timing of applicability is unclear.

Ratepayer Assistance

The IIJA contains provisions to establish a needs assessment for nationwide rural and urban low-income community water assistance. The Administrator of the U.S. EPA is tasked with conducting the assessment to examine the prevalence of households who use a disproportionate

amount of their income on access to drinking water or wastewater services across rural, medium, and large water service providers. The Rural and Water Low-Income Assistance Pilot Program, established by the IIJA but without corresponding funding, will provide 40 grants per year to utilities to assist low-income ratepayers. Discussions on this topic at both the administration and congressional levels are ongoing.

NEXT STEPS

As Congress discusses infrastructure policy, staff will continue to communicate to EBMUD's congressional delegation the importance of EBMUD projects and how those projects and the local communities would benefit from funding. Staff will work with federal agencies and EBMUD's delegation to pursue any funding that may become available for EBMUD's funding needs, including any permanent rate assistance programs.

1. Continue to advance EBMUD's comprehensive water and wastewater infrastructure funding needs via current and relevant new federal funding avenues, including identifying and pursuing funding opportunities through the IIJA or the Build Back Better plan, as appropriate.
2. Pursue additional opportunities for congressionally directed spending and/or seek funding from existing authorizations for EBMUD projects, as appropriate.
3. Monitor ratepayer assistance discussions and bring relevant legislative proposals to the Board for discussion and consideration.

INITIATIVE #5: WATER SUPPLY RELIABILITY AND NATURAL RESOURCES PROTECTION

Water resources issues are expected to be part of the congressional agenda. Issues of direct relevance may include Central Valley Project (CVP) operations, CVP allocations, drought response, fishery and habitat restoration and protection, and actions related to the state's implementation of the Bay-Delta Water Quality Control Plan.

NEXT STEPS

Staff will work to:

1. Protect EBMUD's Mokelumne River water supplies and seek to preserve EBMUD's access to water transfers and its CVP contract supplies.
2. Work with other Municipal and Industrial (M&I) CVP contractors to safeguard CVP policies that support M&I contractors, including access to adequate water supplies.


3. Protect EBMUD's regional water supply programs and projects, including the Freeport Regional Water Project.
4. Protect the Mokelumne River fishery, including working to ensure that any policy or program revision, or project or project-related activity that is likely to affect the Mokelumne River fishery includes mitigation for the impacts by the responsible parties.

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EAST BAY MUNICIPAL UTILITY DISTRICT

DATE: January 6, 2022

MEMO TO: Board of Directors

THROUGH: Clifford C. Chan, General Manager 

FROM: Derry L. Moten, Special Assistant to the General Manager 

SUBJECT: Diversity, Equity, and Inclusion Strategic Plan Draft

SUMMARY

At the November 23, 2021 Board meeting, staff presented the key elements of the new Diversity, Equity, and Inclusion (DEI) Strategic Plan (Plan). Attached to this memo is the draft Plan for Committee review and feedback. This information will be presented at the January 11, 2022, Legislative/Human Resources Committee meeting.

DISCUSSION

The Plan has been developed to provide a strategic approach to cultivating diversity, addressing equity issues, and creating and maintaining an inclusive work culture that supports the District's mission. The Plan is based on data collected from The Winters Group Cultural Audit, Women in the Trades Study, EBMUD Fiscal Year 2021 Affirmative Action Plan, and input from District staff including the Diversity Committee and Equity Core Team. The five-year Plan will be reviewed annually for the first two years to ensure the goals are met and updated as the District's DEI efforts progress.

In addition to feedback from the Board, staff conducted additional briefings with internal stakeholders including District Affinity Groups (Asian Pacific Employee Association, Black Employee Network, Fuerza Latina, and Raining Pride), Values Advocates, subject matter experts, and departmental representatives.

NEXT STEPS

After the DEI Strategic Plan workshop on January 25, 2022, final Board comments will be integrated into the Plan. Once finalized, staff will begin communicating and implementing the actions identified in the Plan. The Board will be periodically updated on the progress of these efforts.

CCC:DLM

Attachment

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EBMUD Diversity, Equity, and Inclusion Strategic Plan DRAFT 5.0



CULTIVATE DIVERSITY, ADVANCE EQUITY, WORK INCLUSIVELY

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Introduction

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 and maintain an inclusive workplace that creates opportunities for highly talented people of all races, genders, and backgrounds throughout our community 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 thoughts, 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 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 diversity, equity, and inclusion as essential to EBMUD's regular business functions and operations. When viewed in this light, every employee can apply diversity, equity, and inclusion to their everyday responsibilities.

Clifford Chan, General Manager

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

About EBMUD

The East Bay Municipal Utility District (EBMUD) 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 Mission: 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.

History of EBMUD

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.

Between 1849 and 1855, the Gold Rush led to the rapid population explosion of California. and in 1852 a growing area called Contra Costa Village was incorporated under the new name of Oakland. In the late 1860s, California 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, a series of independent water companies attempted to meet the growing demands for safe and reliable water, and in 1921 the state approved the California 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).

EBMUD's history and work in the Diversity, Equity, and Inclusion space are deeply rooted in California History. The admission of California 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) Immigrants. These consequences came through individual acts of bias or racism, but more importantly through legislation which created systems and structures which created and perpetuated resource and opportunity gaps for impacted communities.

The first being the displacement and subsequent mistreatment of Indigenous Californians whose land was taken through property rights claims as prospectors and settlers flooded into California. The second came through the Compromise of 1850, the legislative act that admitted California as a free state, but also reinforced the Fugitive Slave Act which allowed the capture and return of fugitive slaves, which significantly discouraged the migration of free African Americans into

EBMUD Diversity, Equity, and Inclusion Strategic Plan
Draft Updated 1/4/22

California and other new territories because of the threat of being apprehended and seized as slaves.

California being admitted as a free state, and limited migration of African American laborers into the western territories opened the door for the immigration of Chinese laborers who became instrumental in the development of infrastructure in California, most pertinent to EBMUD is their role in building the water and wastewater infrastructure. This also led to the third consequence, the Chinese Exclusion Acts which banned Chinese immigration and blocked Chinese immigrants from obtaining citizenship.

While EBMUD is not directly responsible for the displacement of indigenous Californians from tribal lands, the banning of African Americans from settlement migration, or Federal Exclusion Acts banning Chinese immigrants and laborers from U.S. Citizenship; we do understand that these issues have had consequences for these and other groups. They are part of our history and as a result we accept responsibility to identify and correct any systemic issues that might compromise our ability deliver equitable services to the communities that we serve, and our commitment is found in this this strategic plan for Diversity, Equity, and Inclusion.

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 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 Board of Directors, Senior Management Team, 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 Diversity, Equity, and Inclusion.

Board of Directors

Ward 1 Lesa R. McIntosh
Ward 2 John 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

Senior Management Team

Clifford Chan, General Manager
Andrew Lee, Manager of Customer and Community Services
Andrew Levine, Manager of Information Systems
David Briggs, Director of Operations and Maintenance
Derek McDonald, General Counsel
Derry Moten, Manager of Diversity, Equity, and Culture
Eileen White, Director of Wastewater
Janetta Johnson, Assistant to the General Manager
Jimi Yolo, Director of Engineering and Construction
Kelly Zito, Manager of Communications
Marlaine Dumaine, Manager of 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
Vacant, Director of Human Resources

Equity Core Team

Alice Towey, Manager of Water Conservation	Maintenance and Construction
Antonio Martinez, Manager of Distribution	Barry Gardin, Internal Auditor Supervisor

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Chad Thigpen, Senior Human Resources Analyst
Dan Gil, Superintendent of Water
Treatment/Distribution/Quality
David Rehnsstrom, Engineering Manager
Debra Skeaton, Water Distribution Supervisor¹
(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
Juanita Ison, Customer Services Supervisor
Laura Salangsang, Senior Human Resources Analyst
Marc Carradine, Construction/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

Diversity Committee

Diversity Committee Staff:

Chair: Jennella Sambour-Wallace, Diversity and Inclusion Officer
Co-Chair: Steven Currie, Workforce Development Analyst 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 Human Resources Analyst
Wastewater Department: Douglas Higashi, Manager of Wastewater Engineering
Natural Resources Department: Scott Hill, Manager of Watershed and Recreation and Virginia Northrop, Senior
Ranger/Naturalist

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: George Cleveland, Information Systems Specialist III, and Danny Pham, HRIS Analyst II
(In Development) Disability Advocacy Rights Team (DART): Max Fefer, Associate Civil Engineer

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/Maintenance Superintendent and Delorean Johnson, Water

¹ Retired from District as of 1/2022.

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Distribution Crew Foreman

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
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
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

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
Desiree Scott, Human Resources Technician
Courtney Carlson, Human Resources Technician

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 active but informal leadership roles in discussing, contributing, reviewing, and supporting the DEI

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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.

Why Diversity, Equity, and Inclusion (DEI) Matters

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 SMT'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 helps to promote good and respectful communications, but also growth in all of us.

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 EMBUD'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 EBMUD service area is diverse in so many ways, including ethnicity, income-levels, and languages, it is critical that the District solicits and considers the many different viewpoints the 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.

For Other Organizations

EBMUD is not engaging in this work alone but is engaged with other public agencies. 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 \(GARE\)](#)². GARE is a joint effort of [Race Forward](#) and [The Othering and Belonging Institute 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

² EBMUD is a member of GARE.

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 rely on other agencies as sources from which we can use to inform our evolving DEI Strategic Plan.

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.

Understanding Racial Equity

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.

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. Racial equity develops strategies, goals, and outcomes that will result in improvements for all groups.

Applying an Equity Lens

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:

- Who benefits? Who is burdened?
- Who is missing?
- How do we know?

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- 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.

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:

- **Visualize** what equity would and should look like,
- **Normalize** the concepts of equity and our ability to openly talk about them,
- **Organize** staff and leadership to act, and
- **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, 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?

Areas Where EBMUD Can Apply a Racial Equity Lens and Toolkit

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

1. Hiring and Recruitment
2. Promotion and Retention

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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 Legislative Initiatives
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

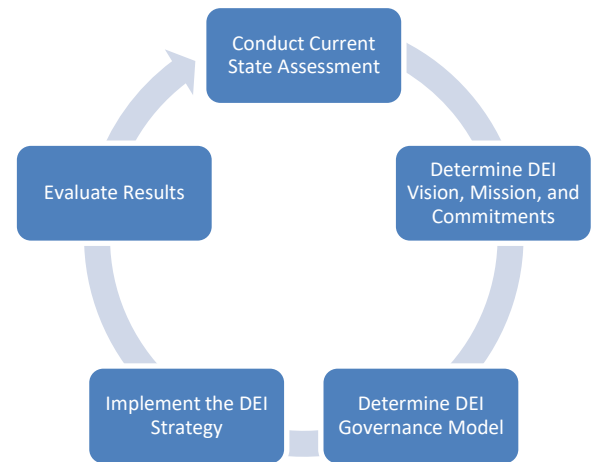
This list will be enhanced as the District continues to operationalize the toolkit.

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.

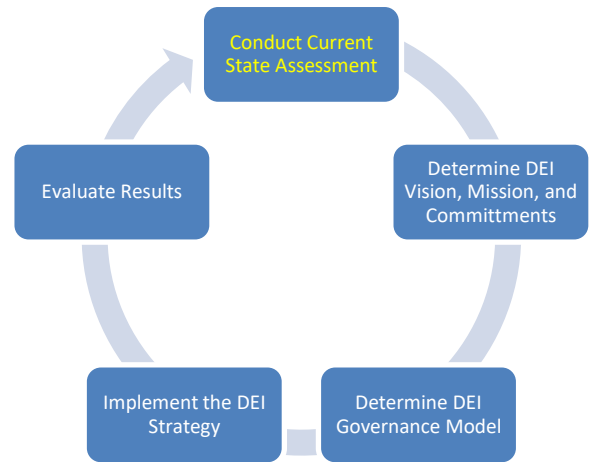
- Conduct Assessment of the Current State of DEI at EBMUD
- Determine DEI Vision, Mission, and Commitments
- Determine DEI Governance Model
- Implement the DEI Strategy
- Evaluate Results



Current State Assessment

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

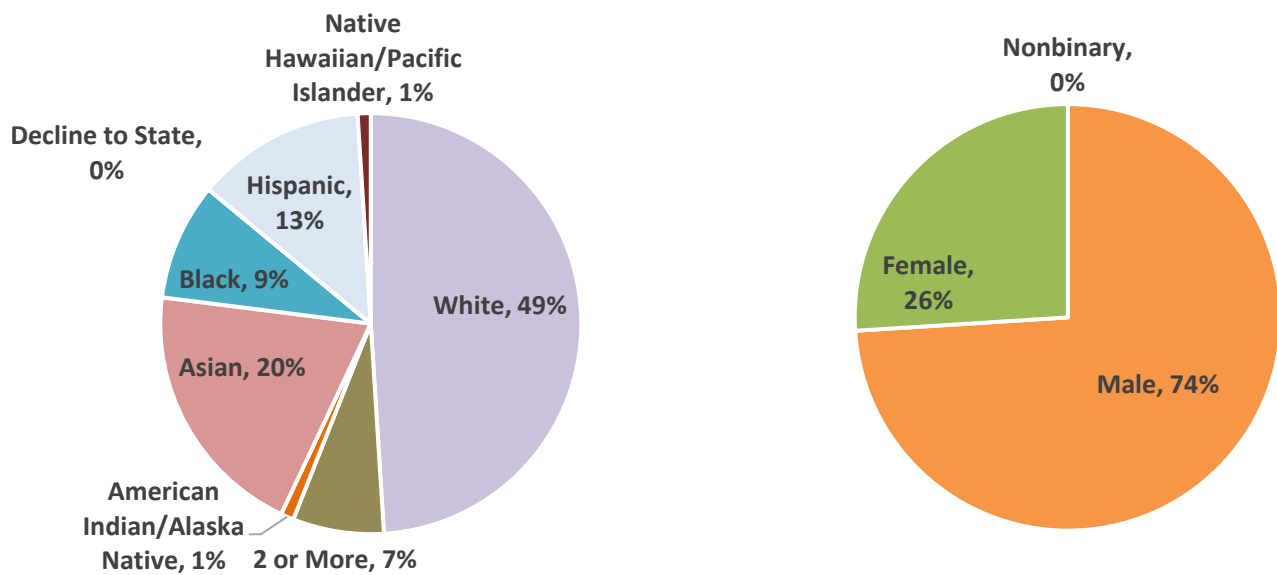
- EBMUD Demographics
- Board Resolutions
- Winters Group Cultural Audit
- Focus Groups
- Women in the Trades Environmental Scan
- Gender Expression and Identity Initiative



Workforce Demographics

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 Asians, 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 nonbinary and transgender individuals) would be more inclusive and aligned with DEI best practices.

Overall District Workforce (Race and Gender)



*Non-binary: no current data

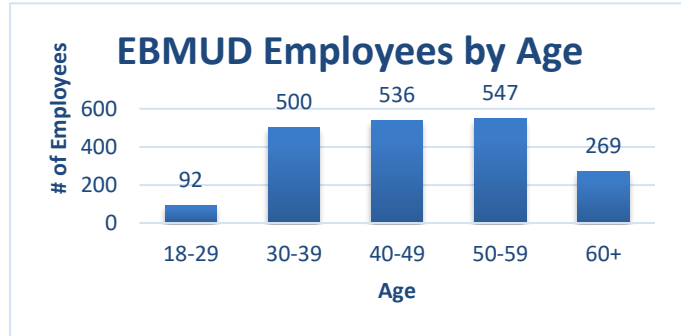
The District currently only collects sex and gender data for our workforce in terms of male and female. However, a broader perspective on gender-identity (that includes nonbinary and transgender individuals) would be more inclusive and aligned with DEI best practices. The District’s DEI staff is currently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

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Workforce by Age:

The average age of an EBMUD employee is 47 years old, with an average service tenure of 11 years.

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



Informing Documents

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.³ 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. The resolutions and their supporting strategies support the DEI Strategic Plan.

The Winters Group 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.

Methodology: In the Spring of 2020, Winters conducted a current state evaluation (cultural audit)⁴ 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 Resource (HR) data, review of existing HR policies and procedures, and two DEI surveys (Inclusion Insights Survey TM, and the Intercultural Development Inventory TM). The cultural audit included:

- Exploration of senior leadership's current level of cultural competence as measured by the Intercultural Development Inventory (IDI).
- Assessment of key stakeholder sentiments about DEI at EBMUD through interviews.
- 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 Group data (LGBTQIA+, white and Asian males, and individuals identifying as two or more races).
- Discovery of employee attitudes and perceptions of DEI across the firm via The Winters Group Inclusion Insights Survey™.
- Analysis of employee demographic information to uncover potential opportunities to enhance utilization of historically underrepresented groups.
- Review of select policy, practice, and procedure documents, and the District's Civil Service Rules to provide recommendations for equitable changes and inclusive language.

³ Board Resolutions - Appendix 1

⁴ The Winters Group Cultural Audit Executive Summary - Appendix 2

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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. 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.

Identified 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 percent) than their current representation in the EBMUD workforce (49 percent).
- 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.

Opportunities for Improvement

- Overall representation of women is low at the organization, at just 26 percent.
- 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.
- 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 percent of involuntary terminations on average in the past five years, even though they only make up 49 percent 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 five-year average of 49 percent of involuntary terminations, though they currently only represent 23 percent of the workforce.

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- 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.
- Women were less likely to feel that DEI efforts were sufficient.
- There is not 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.
- Mental health conditions specified in various policies are described in outdated language that may stigmatize those with mental illnesses

Winters Recommendations

Based on the cultural audit, Winters made the following recommendations for the DEI Strategic Plan:

- Build a Five-Year DEI Strategy
- Continue and build on Leadership Support of DEI
- Invest in DEI Education
- Build Management Competency around DEI
- Design and Implement Accountability Systems
- Audit and improve the promotion process
- Audit and improve the hiring process
- Increase support for affinity groups
- Revise employee policies and procedures

EBMUD Focus Group Data

In reviewing the initial draft of the Winters Group 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:

- LGBTQIA+ identifying employees

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- Asian and Pacific Islander male employees
- White males
- Employees that identify as Biracial 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.

Research 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. With the exception of one focus group that was conducted in-person (this session complied with the COVID-19 guidelines in effect at that time), all sessions were conducted virtually.

Table 1: Focus Group Participant Data	
Demographic	Total Number of Participants
LGBTQIA+ employees	18
Asian and Pacific Islander male employees	12
White male employees	17
Biracial and Multiracial employees	19

The focus group participants were asked to share their thoughts on the following questions:⁵

Table 2: Focus Group Questions
<ol style="list-style-type: none">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 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?

⁵ Focus group questions were developed by The Winters Group, Inc

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?

What We Heard

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 The Winters Group, Inc. facilitated. Additionally, participants shared insightful ideas and proposed recommendations for improving and advancing DEI at the District.

Key Themes That Emerged During the Focus Groups

Key takeaways, strengths, and opportunities for improvements based on the questions that were asked.

- Continuous learning and unlearning--provide DEI educational opportunities to employees that translates to their roles and responsibilities
- Affinity Groups (both as a strength and opportunity for improvement)
- Improve communication and outreach internally and externally
- Enhance promotional pathways and job-shadowing opportunities
- DEI and District Values alignment
- EBMUD is slow to change and reticent to adopt new processes
- EBMUD is politically driven and bureaucratic
- Some departments feel siloed
- Make the recruitment and hiring process more inclusive--identify and remove barriers to the recruitment and hiring process
- More engagement with K-12 and post-secondary institutions
- Good work-life balance
- Great salary, benefits, and employment security
- EBMUD feels like a family
- Lack of faith in the DIO/EEO process
- Create pathways to amplify employee voices and ensure they are being listened to
- Leadership support, development, and accountability
- Consistent messaging that promotes the understanding that advancing DEI is a shared

responsibility and everyone must do their part to move this work forward

Notable Responses from the Focus Groups

Biracial/Multiracial Focus Group Participants:

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

Asian American and Pacific Islander Male Focus Group Participants:

- “The climate around diversity is shifting toward the forefront at the District.”
- “Inclusion does not include field and AMC employees.”
- “The District is investing resources but follow through is needed.”
- “The General Manager (GM) is setting the tone from the top down.”
- “Having an Asian American GM is inspirational.”
- “Having an accent sometimes affects the respect that an Asian American receives.”
- “The District needs to explain the ‘why’ for DEI in order to get supervisors and managers to buy in.”
- “Leadership needs to be open to different ideas and opinions that could improve the District’s performance.”
- “More outreach is needed to the AAPI community to make sure their voices are heard.”
- “There is little justice in the hiring process because it seems arbitrary.”

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- “Extra effort is needed to bring fairness into the process for contractors.”
- “Some people are devalued based on their job classification and level.”

LGBTQIA+ Focus Group Participants:

- “Some managers do not value DEI efforts and are not incentivized to do so.”
- “DEI values are not ingrained at the lower levels of management.”
- “DEI should align with the values.”
- “GM is doing a great job—it is a new era for the District.”
- “The Senior Management Team (SMT) is slow to implement parts of the Board Resolution.”
- “Management is not LGBTQIA+ or Latinx diverse.”
- “Reduce barriers to hiring at the entry level, including arbitrary tests.”
- “Utilize Women in Trades data for recruitment.”
- “Training for mid-level supervisors so they have a better understanding of what DEI is and what it means to the District.”
- “DEI trainers need to be diverse.”
- “Affinity groups are micromanaged in terms of governance, budget, and time.”
- “Unisex bathrooms could be implemented.”
- “Need more opportunities for direct communications from the GM and SMT directly to staff.”
- “A disability focus group is needed.”
- “A Women-in-Engineering focus group is needed.”

White Male Focus Group Participants

- “Walking on eggshells--having to be careful about what you say and do because of heightened sensitivity.”
- “Interview process is not fair—they choose people because they fit into a category as opposed to choosing the most qualified person.”
- “Supervisors need to take more time to make sure all employees feel included.”
- “I don’t associate the District with justice.”
- “We give deference to wealthier communities and provide more services and attention to them, like addressing issues with some of our facilities.”
- “District focuses more on punishing employees as opposed to correcting the behavior.”
- “We are starting to discuss issues related to diversity, equity, and justice (DEJ) more.”
- “I don’t know what the goal is in terms of diversity, equity, and inclusion.”
- “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.”

- “There is a real effort to be inclusive, it feels like an inclusive culture.”
- “There is a perception against white males with regard to diversity.”
- “Feels like white males are going to be in the back of the line.”
- “I missed out on a promotion...and I’m certain it was because they wanted a woman in the position.”
- “I’ve always felt like I have been treated fairly.”
- “Don’t let up on the efforts to increase diversity, equity, and inclusion.”
- “Organizational communications don’t seem to recognize older and experienced white male workers. I feel overlooked.”
- “This is the most diverse place I’ve worked.”
- “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.”
- “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.”

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 Scan⁶ was designed to:

- **Identify current conditions** regarding gender diversity, and workplace experiences for women in the trades.
- **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.
- **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.

⁶ Women in the Trades Environmental Scan – Appendix 2

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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 greater gender diversity within the trades.

Methodology: Research was conducted using primary and secondary source material.

- **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.
- **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.
- **External Surveys:** Survey questionnaires targeting EBMUD's 137 community partners who receive email notification of employment opportunities.
- **Focus Groups:** Three focus groups of tradeswomen, managers, and supervisors.
- **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.

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.

Women in the Trades 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:

- **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.
- **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.

- **Workplace Culture:** Support improvements in workplace culture through the employer-based (core) value of respect.

Raining Pride Gender Expression and Identity Initiative

The Gender Expression and Inclusion Initiative was drafted by members of the Raining Pride Affinity Group 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.

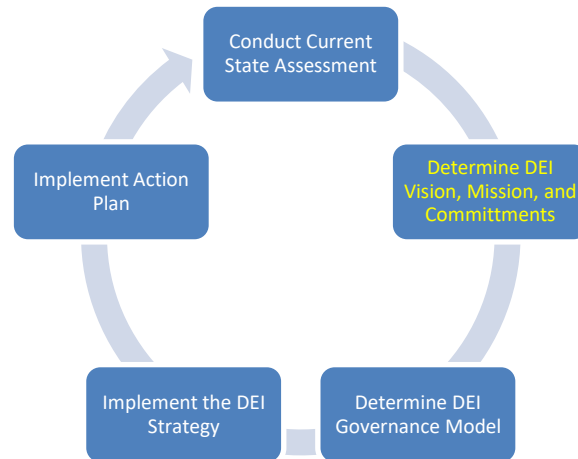
This initiative recommends implementing the following strategies:

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 the employee.
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.

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 Strategic Pillars provide strategic direction for our efforts and the foundations we cluster our DEI work around. Our commitments are acknowledgements of the importance of this work and the role that every employee will play in success moving forward.

- Vision and Mission
- Strategic Pillars
- Commitments
- DEI Anchored in District Values
- Commonly Used DEI Terms



Vision for Diversity, Equity, and Inclusion

DEI 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.

Mission: Cultivate Diversity, Advance Equity, and Work Inclusively

DEI Strategic Pillars

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

- **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.
- **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.
- **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.
- **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.
- **Environmental Justice and 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.

DEI Commitments

The following are our organizational and individual commitments to fully embrace Diversity, Equity, and Inclusion.

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 Diversity, Equity, and Inclusion are 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 to EEO laws.
5. We commit to applying an equity lens to our planning, decision-making, and implementation practices; especially those elements relating to our organizational strategic plan.

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 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?

DEI is Anchored in the District's Values.

The District's values help to shape the organizational culture and diversity, equity, and inclusion are 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.

Commonly Used DEI Terms⁷

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 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.

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.

⁷ An expanded glossary of DEI terms is included in Appendix 3.

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.

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.

Nonbinary: 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.

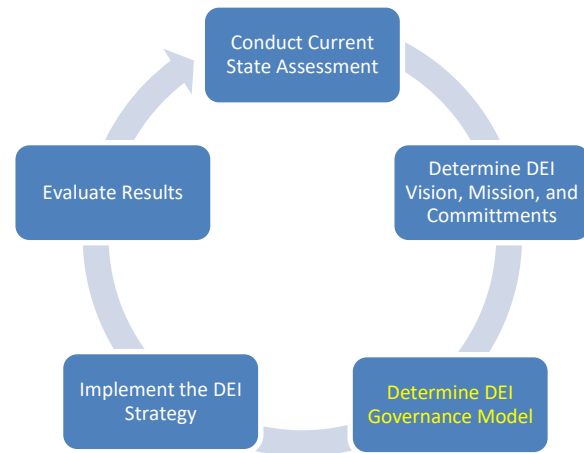
Sex: separate from gender, this term refers to the cluster of biological, chromosomal and anatomical features associated with maleness and femaleness in the human body. Sexual dimorphism is often thought to be a concrete reality, whereas in reality the existence of Intersex individuals points to a multiplicity 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 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

Governance Model

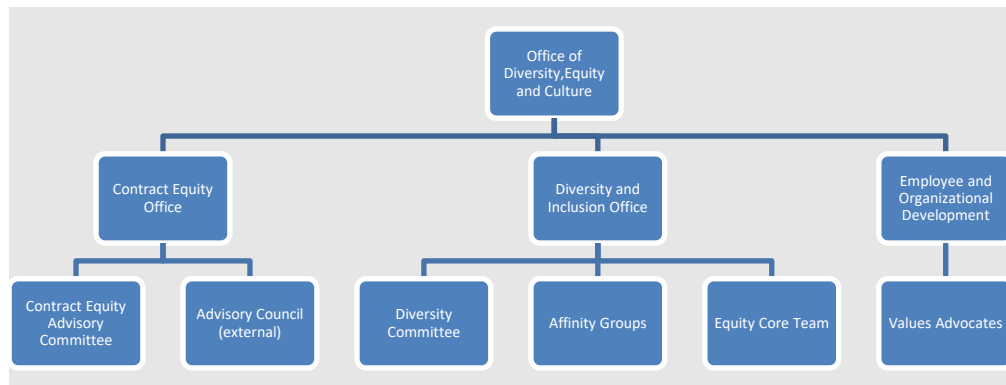
As a reflection of the importance of Diversity, Equity, and Inclusion for the District, special attention has been given to building a governance model which provides visible support and structure to the DEI strategy and practice. The model includes teams, committees, affinity groups, and dedicated staff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

- DEI Governance Model



DEI Governance Model

In July 2021, EBMUD established the new Office of Diversity, Equity, and Culture (ODEC) which reports directly to the General Manager and is led by a Special Assistant to the General Manager, who is a member of the Senior Management Team. The ODEC is comprised of three divisions: the Diversity and Inclusion Office (DIO), Contract Equity Office, and the Employee and Organizational Development (EOD) division. 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 planned to be engaged in the implementation. Input from the employee groups 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.

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 Clubs⁸ and Affinity Groups. The DC has three subcommittees to advise the District on:

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

⁸ See the section on DEI leadership for a full list of Clubs and Affinity Groups included in the Diversity Committee.

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

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 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)	Disability Advocacy Rights Team (DART)
Black Employee Network (BEN)	Veteran's Affinity Group
Fuerza Latina (Latin Heritage Committee)	Women's Affinity Group
Raining Pride	

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 racial equity principles and practices on five pilot projects, designed to launch the District forward in the work of advancing equity at EBMUD.

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.

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:

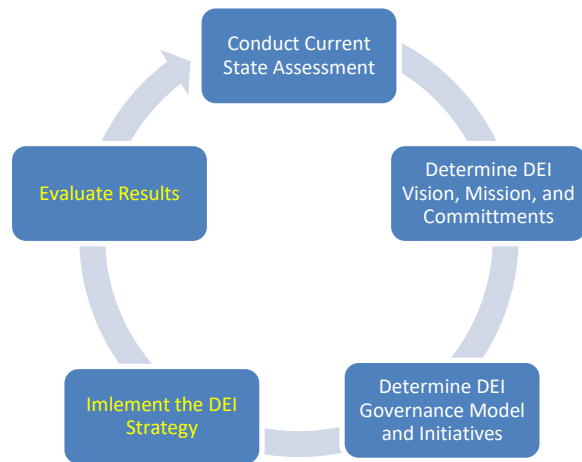
- Breaking down silos to support better communication and teamwork across departments.
- Lead grassroots efforts to actively shape culture.
- Build two-way feedback for continual improvements.
- Accelerate values throughout the organization

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

Implement the DEI Strategy and Evaluate Results

To ensure a successful approach to DEI, it is critical that the District not only focus on fixing issues, but to identify long term outcomes that serve as the north star for our ongoing actions. The Five-Year plan provides that strategic focus, while the two-year action plan guides our organizational steps to achieve our vision for DEI.

- Five-Year Strategic Plan
- Two-Year Action Plan
- Evaluation



Strategic Plan Overview

The five-year strategic plan outlines the 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 imbedding and equity lens into systems and processes of the District it insure 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.

- **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.
- **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.
- **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.
- **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.
- **Environmental Justice and 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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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 diversity, equity, and inclusion.	<ul style="list-style-type: none"> • 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. • 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 diversity, equity and inclusion and advance the District's Equity Strategy.	<ul style="list-style-type: none"> • Equity Tool Kit: Development of an EBMUD Equity Toolkit and Equity Lens guidelines. • Equity Tool Kit Implementation: Implement the EBMUD Equity Toolkit for review of District policies and procedures, budget planning, legislative reviews, 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.	<ul style="list-style-type: none"> • 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. • 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.
Workforce Diversity	4. Talent Acquisition: Attract, recruit, hire, and onboard a diverse, high-performing, and culturally competent workforce.	<ul style="list-style-type: none"> • Implement an EBMUD Equity Toolkit Pilot Project: To enhance the District's Hiring and Recruitment processes. • Diversify Recruiting, Outreach, and Marketing Efforts: Diversify and expand recruiting, outreach, and marketing efforts to increase the diversity of our workforce. • 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. • Cultural Competence and Emotional Intelligence in Hiring: Create opportunities to assess cultural competence and emotional intelligence throughout the hiring process. • 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. • 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). 	EBMUD recruitment and hiring processes and practices Identify and acquire diverse and skilled workers that meet the current and future needs of the District and represent the demographics of Alameda and Contra Counties.
	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 advance their careers.	<ul style="list-style-type: none"> • Implement an EBMUD Equity Toolkit Pilot Project: To enhance the District's Promotion and Retention processes. • 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. • Workforce Planning and Development: Expand employee mobility to create non-traditional pathways for career growth. • Talent Development 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. 	All employees have equitable access to opportunities for development and promotion in traditional and nontraditional career pathways.

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Strategic Pillar	Strategic Goals	Five Year Objectives	Key Desired Outcomes
Inclusive Culture	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.	<ul style="list-style-type: none"> • Inclusive Culture: Build an inclusive culture where all employees feel safe, comfortable, and supported. • Affinity Groups: Leverage existing District groups to promote culture of belonging or to inform on elements of the DEI Strategic Plan. • Gender Expression and Identity: Cultivate an atmosphere for safe gender identify and expression of all employees. • 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. 	Increase the percentage of employees who indicate that we have a positive work environment, as measured by employee feedback.
	7. Proactive EEO: Establish proactive processes and best practices for reducing EEO-related incidences and complaints.	<ul style="list-style-type: none"> • Alternative Dispute Resolution: Design and implement alternative dispute resolution (ADR) opportunities and a business process mapping and procedure. • 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. • Interview Concurrence: Develop compliance review process to identify trends through the recruitment and selection process. • External EEO Investigations: Develop process for investigating potential EEO violations between employees and contractors/subcontractors and follow-up actions. 	EEO issues are addressed in a timely manner and impacted workgroups are restored to health and productivity.
	8. DEI Communications: Enhance internal employee communications to build awareness of the District's commitment to diversity, equity, and inclusion.	<ul style="list-style-type: none"> • DEI Communication Plan: Develop internal communication plan to ensure consistent messaging on all DEI related activities to build an inclusive workplace. • Employee Feedback: Establish channels that leverage employees' input into decision-making processes by gathering employee feedback. 	DEI becomes a two-way dialogue throughout the organization.
Supplier Diversity	9. Contracts and Procurement: Increase utilization of small, local, women, ethnic minority, LGBTQIA+, and disabled veteran owned businesses.	<ul style="list-style-type: none"> • Implement an EBMUD Equity Toolkit Pilot Project: To enhance the District's Contracting and Procurement processes. • 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. • Contract Equity Education: Provide training and other learning opportunities to meet contracting objectives/goals and engagement plan. • 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. 	EBMUD encourages entrepreneurship and economic development in underserved, underrepresented communities, which in-turn creates jobs, wealth, better health and education in those disadvantaged communities.

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Strategic Pillar	Strategic Goals	Five Year Objectives	Key Desired Outcomes
Environmental Justice and Social Responsibility	10. Community Engagement: Ensure that EBMUD fulfills its social responsibility by embodying District values and commitment to public service.	<ul style="list-style-type: none"> • Implement an EBMUD Equity Toolkit Pilot Project: To enhance the District's Community Engagement processes. • 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. • Indigenous/tribal community Engagements. Explore opportunities for enhanced partnerships to aid in the cultural sensitivity for our current work processes.⁹ 	Those most impacted by current or historical social challenges or inequities have a say in designing and implementing solutions.
	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.	<ul style="list-style-type: none"> • 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. • Environmental Justice: Develop an equity-informed process to standardize Environmental Justice (EJ) decisions being made across the District. • 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. 	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.

⁹ Goals and objectives are currently still under development with Water and Natural Resources.

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Two-Year Action Plan

During FY22-23, EBMUD staff will actively engage in the following actions. It is anticipated that the two-year action plan 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.

Leadership Commitment

Goals	Objectives	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 diversity, equity, and inclusion 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.	FY 22-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
Organizational Process	2.1 Equity Tool Kit. 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 an equity toolkit and how to measure the impacts of policy changes.	FY22-Q4 – FY23-Q1
		Review and implement third-party recommendations for Human Resources policies and Civil Service rules.	FY22-23
	2.2 Equity Tool Kit Implementation. Implement the EBMUD Equity Toolkit for review of District policies and procedures, budget planning, legislative reviews, and departmental planning.	Review current Internal Audit forms/process for opportunities to integrate equity lens and language.	FY 22 – Q2
		Research equity-based budgeting practices.	FY 22 -Q4
		Research equity-based legislative analysis process.	FY 22 – 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	3.1 Performance Management Process. Improve the process for ongoing management of performance for all	Research online performance management systems to optimize-and streamline the performance management process.	FY 23
		Establish consistent performance management expectations for managers and	FY 23

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Goals	Objectives	Actions	Projected Timeline
Discipline and Separations	employees, to create opportunities for enhancing employee engagement, employee relationships, and productivity.	employees.	
		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.	FY 23
		Enhance current management training on how to give a fair, unbiased, and objective performance evaluations.	FY 22 – 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.	FY 23
		Document process for developing effective Performance Improvement Plans (PIPs) to help employees improve and get back on the right track.	FY 23
		Research progressive discipline best practices.	FY 23

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Workforce Diversity

Goals	Objectives	Actions	Projected Timeline
Talent Acquisition	4.1 Implement Racial Equity Toolkit for Hiring and Recruitment.	Equity Core Team for Hiring and Recruitment will implement the Racial Equity Toolkit six step process: 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.
	4.2 Diversify Recruiting, Outreach, and Marketing Efforts - Diversify and expand recruiting, outreach, and marketing efforts to increase the diversity of our workforce.	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.	FY22 – Q2
		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.	Ongoing
		Engage a diverse pool of current and retired employees in storytelling to brand EBMUD as a destination employer.	FY22- Q4
		Enhance social media outreach and explore other avenues of publicizing recruitments.	FY22 – Q3
	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.	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.	FY 22 – Q3
		Expand DEI training and messaging as a featured component of the orientation and onboarding program and processes for new employees.	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	Establish DEI awareness, cultural competency, emotional intelligence, and growth	FY22 – Q4

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Goals	Objectives	Actions	Projected Timeline
	Intelligence in Hiring - Create opportunities to assess cultural competence and emotional intelligence throughout the hiring process.	mindset, as required managerial competencies for all classifications and ensure these requirements are expressly stated in all job descriptions and recruitment marketing materials.	
		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
		Improve the reference check process by developing questions that are appropriate for each classification level and designed to assess a candidate's ability to self-reflect, work well in a diverse team environment, and demonstrate respect for cultures, beliefs, and life experiences that are different from one's own.	FY23
	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 diversity, equity, and inclusion in our workforce.	FY23
		Conduct an external organizational assessment to review the Human Resource 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
	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 and 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 Implement Racial Equity Toolkit for Promotion and Retention.	Equity Core Team for Promotion and Retention will implement the Racial Equity Toolkit six step process: 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.	Steps 1-3 FY22 – Q1 & 2 Steps 4-6 FY22 – Q3-4.

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Goals	Objectives	Actions	Projected Timeline
	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.	Step 6) How will you ensure accountability, communicate, and evaluate results?	
		Develop a job shadowing and mentoring program. Employees would have the opportunity to learn what other occupations do and understanding the work and tasks of different workgroups and 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 an ongoing series of career development events with opportunities for employees to better understand District career opportunities (i.e. “Career Conversations” sessions).	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
	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 Talent Development 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 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

Inclusive Culture

Goals	Objectives	Actions	Projected Timeline
Organizational Culture of Belonging	6.1 Inclusive Culture. Build an inclusive culture where all employees feel safe, comfortable, and supported.	Establish policy related to potential violations of abusive conduct behavior.	FY22 – Q3
		Enhance trainings on prevention of abusive conduct.	FY22 – Q3
		Provide other diversity training(s) on maintaining a respectful work environment emphasizing and reinforcing the District values and policies.	FY22 – Q4
		Review elements of and update the Employee Recognition Program and explore opportunities for individual and team-based recognition.	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	Ongoing

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Goals	Objectives	Actions	Projected Timeline
		partners to advise and educate on DEI matters and also serve as advisors on the application of the Equity Toolkit.	
		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 nonbinary 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
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 Interview 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
Internal Communications	7.4 External EEO Investigations. Develop process for investigating potential EEO violations between employees and contractors/subcontractors and follow-up actions.	Convene an internal stakeholder meeting to develop a procedure for how to address potential EEO incidences involving employees and external individuals or organizations.	FY22 – Q4
	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

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Goals	Objectives	Actions	Projected Timeline
	8.2 Employee Feedback. Establish channels that leverage employees' input into decision-making processes by gathering employee feedback	Develop an Internal Stakeholder Engagement Plan on how to develop and implement DEI initiatives and gather feedback from employees.	FY22 – Q3
		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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Supplier Diversity

Goals	Objectives	Actions	Projected Timeline
Contracts and Procurement	9.1 Implement Racial Equity Toolkit for Contracts and Procurement processes.	Equity Core Team for Contract and Procurement will implement the Racial Equity Toolkit six step process: 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.
	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.	Examine outreach efforts to mitigate barriers to participation, identify outreach gaps, and establish outreach goals. 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 an interview panel, and providing drafting or legal services.	FY22 – Q3
		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.	Ongoing
		Implement targeted publicity and outreach by developing marketing materials and use communication channels that are most effective and appropriate for the intended audience(s).	FY22 – Q4
	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	Apply an equity lens and quality improvement principles in the review of policies, procedures, practices, and procedures to identify opportunities to improve supplier	Ongoing

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Goals	Objectives	Actions	Projected Timeline
	process to ensure access, fairness, equity, and equality are embedded in the District's contracting and procurement policies, practices, protocols, and procedures.	diversity outcomes.	
		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.	
		Continue to explore legislative options 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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Environmental Justice and Social Responsibility

Goals	Objectives	Actions	Projected Timeline
Community Engagement	10.1 Implement Racial Equity Toolkit for Community Engagement processes.	Equity Core Team for Community Engagement will implement the Racial Equity Toolkit six step process: 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
		Partner with internal stakeholders on messaging EBMUD DEI efforts to the public/customers via all media platforms, including social media.	FY22 – Q4
	10.3 Engagement with indigenous/tribal communities. Explore opportunities for enhanced partnerships to aid in the cultural sensitivity for our current work processes. ¹⁰	Conduct internal assessment of EBMUD stakeholders who are currently engaging with indigenous/tribal communities.	FY22 – Q3
		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
	10.4 Career Awareness Programming. Promote Water and Wastewater Career Awareness, and interest among communities and groups that are under-represented in STEM/ 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 under-represented in STEM and other occupations relevant to water/wastewater.	FY22 – Q3
Environmental Justice	11.1 Implement a Racial Equity Toolkit Pilot Project for the Capital Improvement Program (CIP). Develop an equity-informed process to incorporate EJ and social responsibility principles into CIP.	Equity Core Team for Capital Improvements will implement the Racial Equity Toolkit six step process: 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. Develop an	Tailor EBMUD Equity Toolkit for applicable departments when making EJ and socially	FY22- Q3

¹⁰ Objectives and actions are currently still under development with Water and Natural Resources.

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Goals	Objectives	Actions	Projected Timeline
	equity-informed process to standardize Environmental Justice (EJ) decisions being made across the District.	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	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

Evaluation

Ongoing evaluation will be a focus of the District's DEI efforts. As part of our leadership commitment, a DEI Dashboard is being developed as a regular management tool. As the District's first Strategic Plan for DEI, an 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 using both quantitative and qualitative data to provide a current state assessment at the time of evaluation. The target date for the first evaluation will be January 2023.

Appendix 1– Board Resolutions for Equity

The following Board Resolutions are informing documents for the Diversity, Equity, and Inclusion Strategic Plan.

- #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 Combatting Racism, Xenophobia, and Intolerance Against Asian Americans and Pacific Islanders.
- #35233-21 – Resolution Condemning and Combatting Discrimination Intolerance, and Violence Against the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, and Other Gender and Sexual Identities Community

Appendix 2– Informing Documents

Winters Cultural Audit – Executive Summary

Women in the Trades Study – Executive Summary

Raining Pride – Gender Expression and Identity Initiative

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 (Source: University of Washington, College of the Environment).

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.

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.

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-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 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.

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.

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 Non-conforming: 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 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 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.

Nonbinary: 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.

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.).

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.

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.

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 (i.e., small-, minority-, service-disabled veteran-, women-owned business enterprises, LGBTQIA+).

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

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