

September 19, 2018

MEETING NOTICE

DIVERSITY AND INCLUSION AD HOC COMMITTEE

Board Members of the Diversity and Inclusion Ad Hoc Committee:

Director Tony Estremera, Chair
Director Nai Hsueh, Vice Chair
Director John L. Varela

Staff Support of the Diversity and Inclusion Ad Hoc Committee:

Norma J. Camacho, Chief Executive Officer
Tina Yoke, Interim Chief Operating Officer, Administrative Services
Stanly Yamamoto, District Counsel
Brian Hopper, Senior Assistant District Counsel
Anil Comelo, Deputy Administrative Officer
Angelica Cruz, Employment Services Manager
Salam Baqleh, Supervising Program Administrator
Janice Lum, Management Analyst II

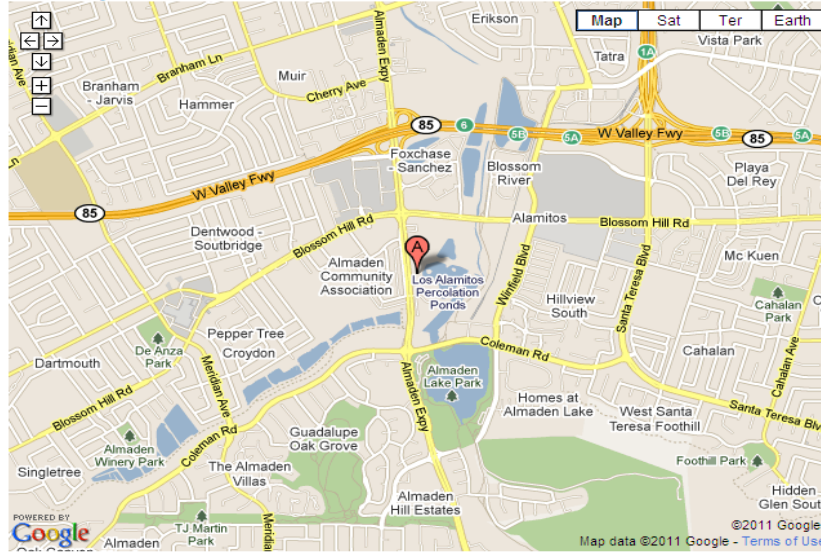
The meeting of the Diversity and Inclusion Ad Hoc Committee is to be held on **Thursday, September 27, 2018, at 12:00 p.m.** in the Headquarters Building Boardroom located at the Santa Clara Valley Water District, 5700 Almaden Expressway, San Jose, California.

Enclosed are the meeting agenda and corresponding materials. Please bring this packet with you to the meeting.

Enclosures



**Santa Clara Valley Water District - Headquarters Building,
5700 Almaden Expressway, San Jose, CA 95118**



From Oakland:

- Take 880 South to 85 South
- Take 85 South to Almaden Expressway exit
- Turn left on Almaden Plaza Way
- Turn right (south) on Almaden Expressway
- At Via Monte (third traffic light), make a U-turn
- Proceed north on Almaden Expressway approximately 1,000 feet
- Turn right (east) into the campus entrance

From Morgan Hill/Gilroy:

- Take 101 North to 85 North
- Take 85 North to Almaden Expressway exit
- Turn left on Almaden Expressway
- Cross Blossom Hill Road
- At Via Monte (third traffic light), make a U-turn
- Proceed north on Almaden Expressway approximately 1,000 feet
- Turn right (east) into the campus entrance

From Sunnyvale:

- Take Highway 87 South to 85 North
- Take Highway 85 North to Almaden Expressway exit
- Turn left on Almaden Expressway
- At Via Monte (third traffic light), make a U-turn
- Proceed north on Almaden Expressway approximately 1,000 feet
- Turn right (east) into the campus entrance

From San Francisco:

- Take 280 South to Highway 85 South
- Take Highway 85 South to Almaden Expressway exit
- Turn left on Almaden Plaza Way
- Turn right (south) on Almaden Expressway
- At Via Monte (third traffic light), make a U-turn
- Proceed north on Almaden Expressway approximately 1,000 feet
- Turn right (east) into the campus entrance

From Downtown San Jose:

- Take Highway 87 - Guadalupe Expressway South
- Exit on Santa Teresa Blvd.
- Turn right on Blossom Hill Road
- Turn left at Almaden Expressway
- At Via Monte (first traffic light), make a U-turn
- Proceed north on Almaden Expressway approximately 1,000 feet
- Turn right (east) into the campus entrance

From Walnut Creek, Concord and East Bay areas:

- Take 680 South to 280 North
- Exit Highway 87-Guadalupe Expressway South
- Exit on Santa Teresa Blvd.
- Turn right on Blossom Hill Road
- Turn left at Almaden Expressway
- At Via Monte (third traffic light), make a U-turn
- Proceed north on Almaden Expressway approximately 1,000 feet
- Turn right (east) into the campus entrance



Santa Clara Valley Water District Diversity & Inclusion Ad Hoc Committee Meeting

**HQ Boardroom
5700 Almaden Expressway
San Jose CA 95118**

REGULAR MEETING AGENDA

**Thursday, September 27, 2018
12:00 PM**

District Mission: Provide Silicon Valley safe, clean water for a healthy life, environment and economy.

**DIVERSITY & INCLUSION AD HOC
COMMITTEE**

Nai Hsueh - District 5
Tony Estremera - District 6
John L. Varela - District 1

All public records relating to an item on this agenda, which are not exempt from disclosure pursuant to the California Public Records Act, that are distributed to a majority of the legislative body will be available for public inspection at the Office of the Clerk of the Board at the Santa Clara Valley Water District Headquarters Building, 5700 Almaden Expressway, San Jose, CA 95118, at the same time that the public records are distributed or made available to the legislative body. Santa Clara Valley Water District will make reasonable efforts to accommodate persons with disabilities wishing to attend Board of Directors' meeting. Please advise the Clerk of the Board Office of any special needs by calling (408) 265-2600.

Note: The finalized Board Agenda, exception items and supplemental items will be posted prior to the meeting in accordance with the Brown Act.

Santa Clara Valley Water District
Diversity & Inclusion Ad Hoc Committee
REGULAR MEETING
AGENDA

Thursday, September 27, 2018

12:00 PM

HQ Boardroom

1. CALL TO ORDER:

1.1. Roll Call.

2. Time Open for Public Comment on any Item not on the Agenda.

Notice to the public: This item is reserved for persons desiring to address the Committee on any matter not on this agenda. Members of the public who wish to address the Committee on any item not listed on the agenda should complete a Speaker Form and present it to the Committee Clerk. The Committee Chair will call individuals in turn. Speakers comments should be limited to two minutes or as set by the Chair. The law does not permit Committee action on, or extended discussion of, any item not on the agenda except under special circumstances. If Committee action is requested, the matter may be placed on a future agenda. All comments that require a response will be referred to staff for a reply in writing. The Committee may take action on any item of business appearing on the posted agenda.

3. APPROVAL OF MINUTES:

3.1. Approval of Minutes.

[18-0723](#)

Recommendation: Approve the August 13, 2018, Meeting Minutes.

Manager: Michele King, 408-630-2711

Attachments: [Attachment 1: 081318 D and I Ad Hoc DRAFT Mins](#)

Est. Staff Time: 5 Minutes

4. ACTION ITEMS:

4.1. Internship Program overview.

[18-0724](#)

Recommendation: Receive information on the 2018 summer interns and internship program results.

Manager: Anil Comelo, 408-630-2470

Attachments: [Attachment 1: 2018 Internship Program 9-5-18](#)

Est. Staff Time: 20 Minutes

- 4.2. Emerging Leaders Diversity & Inclusion Master Plan Assessment [18-0725](#)
Capstone Project.
Recommendation: Accept the staff report on the D&I Master Plan Assessment.
- Manager: Anil Comelo, 408-630-2470
Attachments: [Attachment 1: PowerPoint Presentation](#)
Est. Staff Time: 20 Minutes
- 4.3. Presentation regarding, "Creating Pipeline for Water Industry Careers." [18-0820](#)
Recommendation: The Diversity and Inclusion Ad Hoc Committee discuss presentation from Directors Hsueh and Varela, regarding, "Creating Pipeline for Water Industry Careers," targeting under represented high schools/communities.
- Manager: Michel King, 408-630-2711
Est. Staff Time: 15 Minutes
- 4.4. Review Diversity and Inclusion Ad Hoc Committee Work Plan, the [18-0726](#)
Outcomes of Board Action of Committee Requests; and the Committee's Next Meeting Agenda.
Recommendation: Review the Committee work plan to guide the Committee's discussions regarding policy alternatives and implications for Board deliberation.
- Manager: Michele King, 408-630-2711
Attachments: [Attachment 1: D and I Ad Hoc Comm Work Plan](#)
[Attachment 2: 110818 D and I Ad Hoc Comm Draft Agenda](#)
Est. Staff Time: 5 Minutes
5. Clerk Review and Clarification of Committee Requests.
This is an opportunity for the Clerk to review and obtain clarification on any formally moved, seconded, and approved requests and recommendations made by the Committee during the meeting.
6. **ADJOURN:**
- 6.1. Adjourn to Regular Meeting at 12:00 p.m., on November 8, 2018, in the Santa Clara Valley Water District Headquarters Building Boardroom, 5700 Almaden Expressway, San Jose, California.

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File No.: 18-0723

Agenda Date: 9/27/2018
Item No.: 3.1.

COMMITTEE AGENDA MEMORANDUM

Diversity & Inclusion Ad Hoc Committee

SUBJECT:

Approval of Minutes.

RECOMMENDATION:

Approve the August 13, 2018, Meeting Minutes.

SUMMARY:

A summary of Committee discussions, and details of all actions taken by the Committee, during all open and public Committee meetings, is transcribed and submitted for review and approval.

Upon Committee approval, minutes transcripts are finalized and entered into the District's historical records archives and serve as historical records of the Committee's meetings

ATTACHMENTS:

Attachment 1: 081318 D and I Ad Hoc Comm Draft Minutes

UNCLASSIFIED MANAGER:

Michele King, 408-630-2711

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DIVERSITY AND INCLUSION AD HOC COMMITTEE MEETING

DRAFT MINUTES

**MONDAY, AUGUST 13, 2018
12:00 PM**

(Paragraph numbers coincide with agenda item numbers)

A meeting of the Diversity and Inclusion Ad Hoc Committee (Committee) was held on August 13, 2018, at the District Headquarters Building Boardroom, 5700 Almaden Expressway, San Jose, California.

1. CALL TO ORDER/ROLL CALL

A meeting of the Santa Clara Valley Water District Diversity and Inclusion Ad Hoc Committee was called to order by Chair Tony Estremera at 12:08 p.m.

Board Members in attendance were: Director Tony Estremera-District 6 and Director Nai Hsueh-District 5.

Staff members in attendance were: Salam Baqleh, Michael Baratz, Glenna Brambill, Anil Comelo, Michelle Critchlow, Angelica Cruz, Peggy Donatelli, Vincent Gin, Brian Hopper, Janice Lum, Anna Noriega and Tina Yoke.

Special Guest in attendance was: Mr. William H. Truesdell from The Management Advantage, Inc.

2. TIME OPEN FOR PUBLIC COMMENT ON ANY ITEM NOT ON AGENDA

There was no one who wished to speak.

3. APPROVAL OF MINUTES

3.1 Approval of Minutes

It was moved by Director Nai Hsueh, seconded by Director Tony Estremera and unanimously carried to approve the minutes of the July 11, 2018, Diversity and Inclusion Ad Hoc Committee meeting, as presented.

4. ACTION/DISCUSSION ITEMS

4.1 DIVERSITY AND INCLUSION PROGRAM AND THE RECRUITING PROCESS

Ms. Angelica Cruz reviewed the materials as outlined in the agenda items

Mr. William Truesdell presented the lists of objectives, statistical and comparison data and Fisher's Exact Probability.

Directors Tony Estremera and Nai Hsueh had questions on reporting process and how the Board could get that information either in a closed session or public forum.

Mr. Anil Comelo and Mr. Brian Hopper were available to answer questions.

No action taken.

4.2 NEPOTISM POLICY - REVIEW NEPOTISM AND CONFLICT OF INTEREST POLICIES AND PRACTICES, AND CONSIDER ENHANCEMENTS

Mr. Anil Comelo reviewed the materials as outlined in the agenda items

Director Nai Hsueh questioned the nepotism and the conflict of interest policies. Would like to receive more clarification on the conflict of interest portion.

No action taken.

4.3 CONSIDERATIONS AND RECOMMENDATIONS OF EFFECTIVE TOOLS FOR MEASURING THE SUCCESS OF THE DIVERSITY AND INCLUSION PROGRAM

Ms. Salam Baqleh reviewed the materials as outlined in the agenda items.

Director Tony Estremera commended staff for a helpful report.

No action taken.

4.4 REVIEW DIVERSITY AND INCLUSION AD HOC COMMITTEE WORK PLAN, THE OUTCOMES OF BOARD ACTION OF COMMITTEE REQUESTS; AND THE COMMITTEE NEXT MEETING AGENDA

Mr. Anil Comelo reviewed the materials as outlined in the agenda items and noted the next meeting, Thursday, September 27, 2018, at 12:00 p.m.

Also, discussed scheduling the following meeting for Thursday, November 8, 2018, at 12:00 p.m.

No action taken.

5. CLERK REVIEW AND CLARIFICATION OF COMMITTEE REQUESTS AND RECOMMENDATIONS

Ms. Glenna Brambill, Board Committee Liaison reported no action items.

6. ADJOURNMENT

Chair Director Tony Estremera adjourned the meeting at 1:34 p.m. to the next regularly scheduled meeting on Thursday, September 27, 2018, at 12:00 p.m. in the Santa Clara Valley Water District Headquarters Building Boardroom.

Glenna Brambill
Board Committee Liaison
Office of the Clerk of the Board

Approved:

File No.: 18-0724

Agenda Date: 9/27/2018

Item No.: 4.1.

COMMITTEE AGENDA MEMORANDUM

Diversity & Inclusion Ad Hoc Committee

SUBJECT:

Internship Program overview.

RECOMMENDATION:

Receive information on the 2018 summer interns and internship program results.

SUMMARY:

The District has a well-established and robust internship program. This report will provide information regarding both the College Internship Program and the High School Internship Program. A total of 140 students have participated or are participating this year in full time summer internships or part-time internships during the school year.

A key component of both programs is the intense level of outreach conducted by HR staff. The District's outreach strategy includes developing relationships with educational institutions and collaboration with staff in career centers and student organizations to assist in recruiting students for both internships and regular positions. These efforts are critical to support the District's succession planning efforts and establish the District as an employer of choice. This past year, in FY18, the District spent \$581,386 on the summer intern program, budgeted within HR, while the year-round interns are charged separately to the Unit that utilize year-round interns.

Between January and April 2018, the Recruitment Team and other District Staff attended ten Career Fairs to promote our internship opportunities including 5 Universities, 2 Colleges, 1 High School and 2 Baywork sponsored events. To attract local youth, HR advertised our Summer Internships at twelve local Libraries. Additionally, the District partnered with five local agencies in support of High School Students.

Summer College Interns:

Collaboration between HR and D&I expanded outreach efforts to create a diverse pool of candidates. The combined team had to process a relatively large number of applications which is testimony to the District's reputation of providing meaningful work experiences, as well as the effectiveness of the marketing efforts. This year a new process was instituted to screen and select the 2018 class of college summer interns in two stages as described below.

- To minimize the possibility of bias, all 1,038 college summer intern applications were "blind" screened in partnership with D&I. The applicants were evaluated without any identifying characteristics (such as

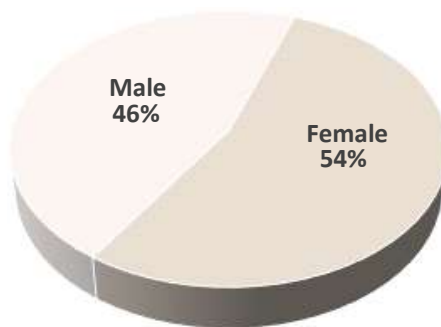
name, college, gender, ethnicity, relationship to District employee, etc.), to determine the pool of candidates made available to the Mentors.

- The Mentors and Unit Managers selected their top candidates to interview from the pre-screened pool, using only the answers to supplemental questions, school and major, without any identifying characteristics such as name.

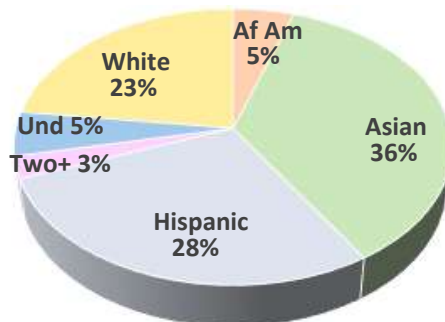
As a result of this new process, a cohort of 39 very diverse college students were selected. The 12-week 2018 Summer College Internship Program participants were 54% female, 46% male and 72% ethnically diverse. The ethnic breakdown is provided below. Their areas of academic studies included Engineering, Environmental Sciences, Business, Humanities and Computer Science.

Diversity of Summer College Interns:

2018 College Summer Interns: Gender



2018 College Summer Interns: Ethnicity



The interns participated in a variety of networking events and learning activities throughout the summer, including field tours of the District's Silicon Valley Advanced Water Purification Center, Water Quality Lab and the Santa Teresa Water Treatment Plant. The summer interns were also provided with the opportunity to meet the Employee Resource Groups at an event sponsored by Diversity and Inclusion. Seminars and training in key topics were provided and discussion forums were held with each of the Chiefs. All Interns were invited to the Capstone Presentations at the end of the season, showcasing the accomplishments and key learnings of each of the summer interns.

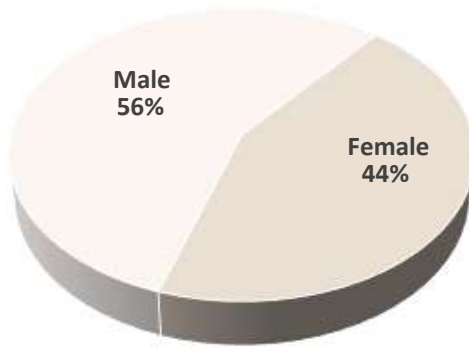
In addition to the regular summer college interns, we added five part-time short-term summer college interns, placed and paid for by the Aminah Jahi Internship Program, in partnership with The Nuñez Community Foundation. Although they were only onsite for nine days over three weeks, we were able to provide them with a valuable experience in the inner workings of a public agency.

Year-Round College Interns

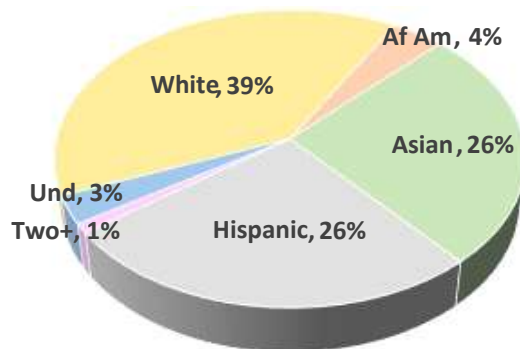
The District's year-round college internship continues to be popular with 74 interns this year working 10 to 20 hours per week during the school year. Representing many of our local colleges and universities, these students add to their academic endeavors with practical job experience in their chosen field. Again, the group of year-round interns is very diverse.

Diversity of Year-Round College Interns:

Year Round Interns: Gender



Year Round Interns: Ethnicity



Skilled Trade College Interns

In collaboration with Water Utilities HR launched a new Skilled Trades Internship Program, reserved for students from Gavilan College's Water Resources Management Program. Lasting a year, the eight rotational internship opportunities are located at four of our plants: Silicon Valley Advanced Water Purification Center, Rinconada Water Treatment Plant, Santa Teresa Water Treatment Plant, and Penitencia Water Treatment Plant. Two interns are assigned to each plant and rotate quarterly based on assessed readiness. Another perk of the program is reimbursement for their T2 Certification once they pass.

Summer High School Interns

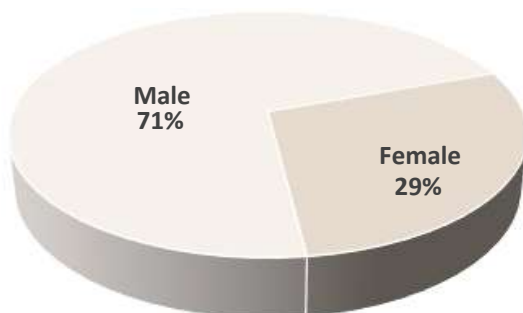
We increased our partnerships this year to include four local organizations who assist underserved high school youth in Santa Clara County to help them prepare and plan for their future. We made offers to twenty high school youth as we expanded our partnerships with MetroEd and Teenforce and added partnerships with Bright Futures and Strive.

High School Interns Per Agency

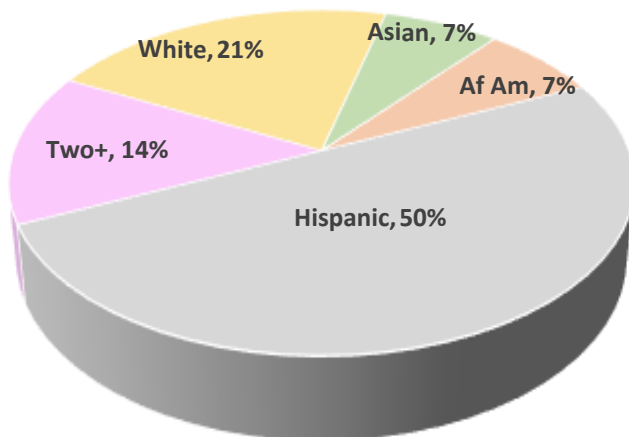
- 6** MetroEd
- 4** TeenForce/Silicon Valley Children's Fund
- 2** Bright Futures
- 2** Strive San Jose

Fourteen students participated, including high school students attending trade schools and those getting a helping hand through mentoring and support from the agencies listed above. With a career path targeting our entry level and non-college required positions, these students will be a good source of future talent.

Summer High School Interns: Gender



Summer High School Interns: Ethnicity



Metro Ed is a center trade school for high school and adults in Santa Clara County, providing vocational trade skills, and career support for advancement in current profession.

Silicon Valley Children's Fund /TeenForce provides foster youth of Santa Clara County assistance in college or vocational training and finding internships and jobs with employers, with a strong commitment to providing youth higher education, mentoring, tutoring, STEM training and workforce planning.

Bright Futures forms a caring community to assist vulnerable and under privileged low income youth in San Jose with support in achieving their potential goals through mentoring by the community of volunteer mentors Bright Futures recruit.

Strive San Jose is a partnership of the Silicon Valley Organization and local school districts, creating career pathways through internships, shadowing, and workshops for high school youth to get a head start on their potential career of choice.

Year-Round High School Interns

As a result of a RFP process, the District has formed a new partnership with a national organization, Genesys Works, that provides pathways to career success for high school students in underserved communities through skills training, meaningful work experiences and impactful relationships. Most interns from Genesys tend to be students of Color, first generation college students, students who qualify for free reduced lunches, and/or from single parent households. The agency provides them with a rigorous training in the summer and then assigns them to employers for work during the school year. The interns are transported to the work site in the afternoon each work day. This is a part-time paid internship that provides the interns with valuable job experiences throughout the school year. The goal is to provide the participants with real work experience where they are held accountable thus establishing a foundation of strong work ethic for future success.

ATTACHMENTS:

Attachment 1: PowerPoint Presentation

UNCLASSIFIED MANAGER:

Anil Comelo, 408-630-2470

2018 Summer Internship Program

Board Meeting



Internship Program Overview

- 💧 Provide work experience and exposure to water careers in a public agency
- 💧 Help underserved youth in our community
- 💧 Build employment brand and pipelines with universities and colleges



FY18 Interns

We are proud of our 140 FY18 Interns:

126 College Interns:

- 💧 39 Summer Interns
- 💧 74 Year-Round Interns
- 💧 8 Skilled Trades Interns
- 💧 5 Aminah Jahi Interns



14 High School Interns:

- 💧 6 MetroEd Interns
- 💧 4 TeenForce Interns
- 💧 2 Bright Future Interns
- 💧 2 Strive Interns



Recruitment Outreach Strategies



- 💧 Strong connections with student organizations in key areas of study
- 💧 Career Fairs and collected job interest cards for future contacts
- 💧 Contact local students through public libraries for Summer Internships

Received over 1,000 applications!

Summer Internship Program Structure

Program Components

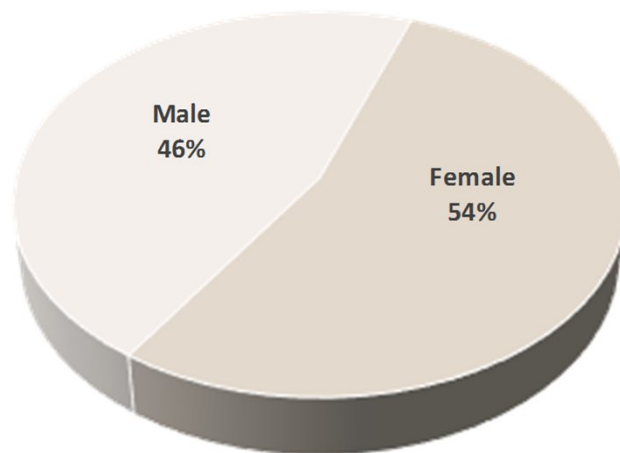
- 💧 Learning Plan
- 💧 Safety and Required Training
- 💧 Career Coaching
- 💧 Field Tours
- 💧 Networking Activities
- 💧 Capstone Presentation
- 💧 Performance Evaluation



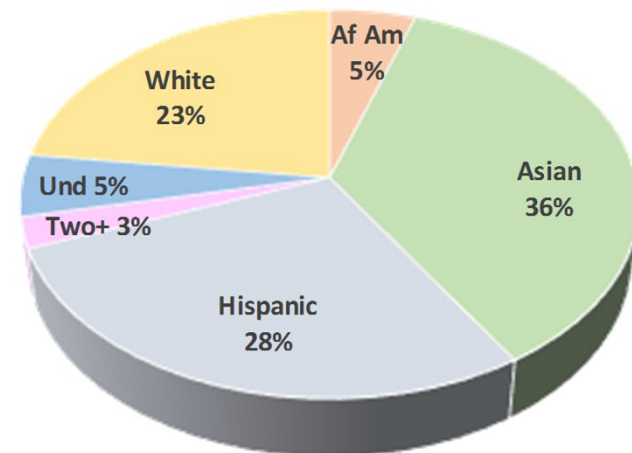
Diversity of Summer College Interns

The thirty-nine summer college interns are a diverse group studying Engineering, Environmental Science, Business, Humanities and Computer Science.

2018 Summer College Interns:
Gender Diversity



2018 Summer College Interns:
Ethnic Diversity



Year-Round Internship Program

We currently have 74 interns working 10 to 20 hours per week during the school year.

Forty-six attend San Jose State University, other local colleges also participate:

UC Santa Cruz
Santa Clara University
Gavilan College

Cal State East Bay
West Valley College
Consume River College

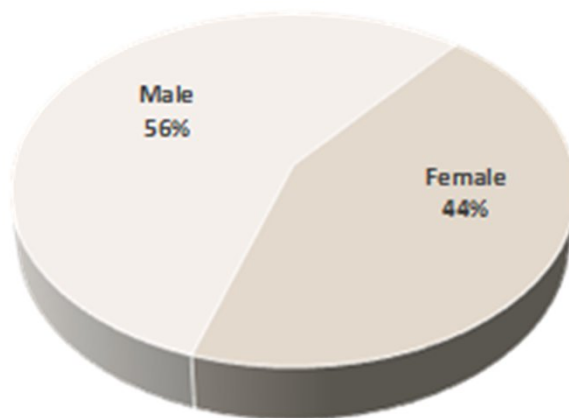
Stanford University
De Anza College



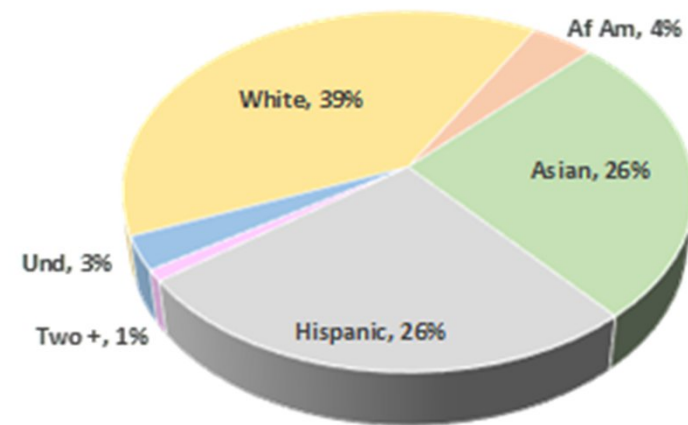
Diversity of Year-Round College Interns

74 year-round college interns. The most popular fields of study are Engineering and Environmental Science.

2018 Year Round Interns:
Gender Diversity



2018 Year Round Interns:
Ethnic Diversity



Skilled Trade Internship Program

Developed in partnership with Gavilan College's Water Resources Management Program, this year eight rotational internship opportunities are located at four plants:

- 💧 Silicon Valley Advanced Water Purification Center
- 💧 Rinconada Water Treatment Plant
- 💧 Santa Teresa Water Treatment Plant
- 💧 Penitencia Water Treatment Plant



High School Summer Internship Program

We increased our partnerships this year to include four local organizations that assist underserved high school youth in Santa Clara County:

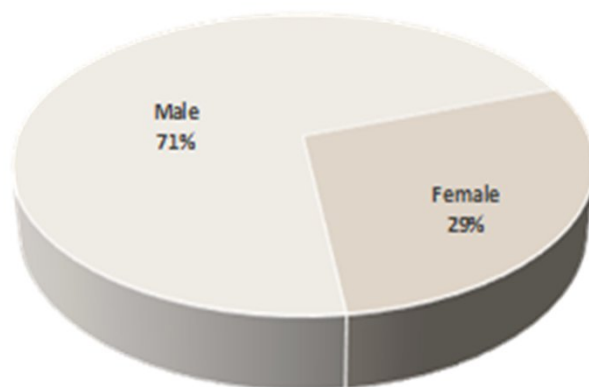
Agency

- 6 **MetroEd:** Metropolitan Education District has been a center trade school for high school and adults in Santa Clara County, providing vocational trade skills, career support for advancement in current profession.
- 4 **TeenForce/Silicon Valley Children's Fund:** Provides foster youth of Santa Clara County assistance in college or vocational training and finding internships and jobs with employers. Strong commitment to providing youth higher education, mentoring, tutoring, STEM training and workforce planning.
- 2 **Bright Futures (New):** Forms a caring community to assist vulnerable and under privileged low income youth in San Jose with support in achieving their potential goals through mentoring by the community of volunteer mentors Bright Futures recruit.
- 2 **Strive (New):** Develops education and workforce planning for high school students within Santa Clara County, creating career pathways through internships, shadowing, and workshops for high school youth to get a head start on their potential career of choice.

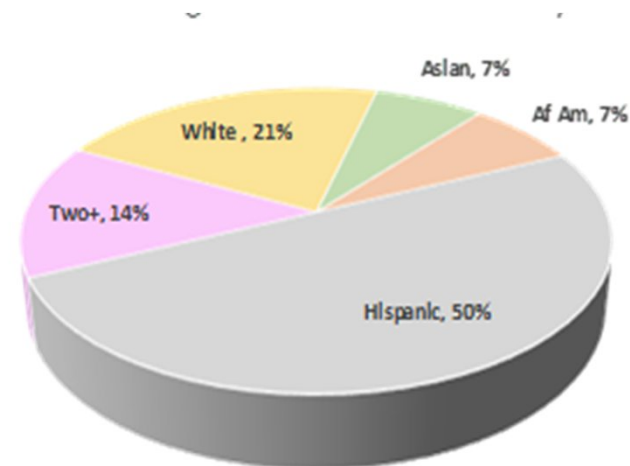
Diversity of High School Interns

The High School internship program made a big difference to the fourteen high school students participating this summer.

2018 High School Interns:
Gender Diversity



2018 High School Interns:
Ethnic Diversity



THANK YOU!

Santa Clara Valley
Water District



File No.: 18-0725

Agenda Date: 9/27/2018

Item No.: 4.2.

COMMITTEE AGENDA MEMORANDUM

Diversity & Inclusion Ad Hoc Committee

SUBJECT:

Emerging Leaders Diversity & Inclusion Master Plan Assessment Capstone Project.

RECOMMENDATION:

Accept the staff report on the D&I Master Plan Assessment.

SUMMARY:

Background

The Emerging Leaders Certification Program (ELCP) is a rigorous, year-long program that requires a minimum of 200 hours to graduate. The curriculum includes live-training, outside project work, coaching and/or supervision of District employee(s), panel presentations, and Capstone Projects, which are meaningful, real-life District projects completed in smaller teams. The ELCP is designed for employees striving to be Supervisors or Unit Managers, and ELCP graduates will earn two years of supervisory experience.

Diversity & Inclusion Master Plan Assessment Capstone Project

In 2018, four ELCP participants worked on a Capstone Project to evaluate the Diversity & Inclusion (D&I) Master Plan at the District. The purpose of the D&I Master Plan Assessment Capstone Project was to assess the effectiveness of the D&I Master Plan/Program activities since the 2011 Leading Edge management audit and make recommendations based on the benchmarking of industry best practices and feedback from internal stakeholders. The Capstone Project team included Amy Fonseca, Wade Blackard, Kristen Yasukawa and Cody Houston, with oversight from Norma Camacho and Anil Comelo, the project executive sponsors.

Since beginning the Capstone Project in March 2018, the project team conducted interviews with internal (District) stakeholders to collect feedback on the District's D&I Program, as well as collected information on industry best practices from external (public and private outside agencies) stakeholders.

The Capstone Project team has submitted the final report and presented key recommendations to the project sponsors for their consideration to incorporate into the next D&I Master Plan.

ATTACHMENTS:

Attachment 1: Power Point Presentation

UNCLASSIFIED MANAGER:

Anil Comelo, 408-630-2470

Emerging Leaders Certification Program
2018 Capstone Project

Diversity & Inclusion Master Plan Assessment

September 27, 2018



Project Overview



- Assess the effectiveness of the Diversity & Inclusion (D&I) Master Plan/Program activities since the 2011 Leading Edge management audit.
- Make recommendations based on the benchmarking of industry best practices and feedback from internal stakeholders.

Definitions



- **Diversity** is “who’s in the room,” such as counting demographic statistics and metrics
- **Inclusion** is “how they feel” and “how they’re treated.” Inclusion is challenging to measure and quantify as it tends to be more of a “feeling” that changes over time than a set data point.
- **Equal Employment Opportunity Plan (EEOP)** is a separate, but related, regulatory program that ensures compliance with state and federal laws related to discrimination, harassment and ethics.

Internal Stakeholder Findings



Internal Stakeholder Findings

- Recognition and appreciation of all the recent D&I Program initiatives
- Differing perceptions of what D&I is and why it is a District priority
- Confusion around the roles and responsibilities
- Desire for ERGs to collaborate more and leverage resources
- Challenging to identify ways to measure the effectiveness of the D&I Program

External Stakeholder Findings



External Stakeholder Findings

- District is ahead of the curve in D&I
- Change takes time and resources
- Leadership from the top is key
- Communication/outreach is essential
- There should be no confusion about D&I roles
- Fluid communication/cooperation between HR and D&I
- Need to interact with the community

Recommendations



Recommendations



1. Establish clear and standardized communication of D&I efforts and policies.
2. Restructure the strategic master plan for the District's Diversity and Inclusion efforts to establish accountability and increase effectiveness.
3. Utilize tracking tools and industry best practices to optimize the District's recruitment and hiring practices.
4. Define and standardize ERGs to improve effectiveness, fairness and efficiency.
5. Create avenues for District staff to directly and actively engage with the community to build support for and understanding of the District's mission.

Recommendation #1



Establish **clear and standardized communication** of D&I efforts and policies.

Summary of Recommended Actions:

- Require a D&I training for all staff to have the same understanding of what D&I is and why it is important.
- Increase and coordinate communication efforts, such as specific new employee outreach and an ERG/D&I newsletter.
- Clearly state that everyone is welcome to D&I events to prevent people from feeling excluded from events where they are not part of the specific ERG.

Recommendation #2



Restructure the strategic master plan for the District's Diversity and Inclusion efforts to establish **accountability** and increase **effectiveness**.

Summary of Recommended Actions:

- Establish a reporting structure with defined roles and responsibilities for staff and management, similar to the Safe, Clean Water and Natural Flood Protection Program and NASA D&I plan.
- Develop measurable and actionable goals with regular reporting guidelines.

Recommendation #3



Utilize tracking tools and industry best practices to **optimize** the District's recruitment and hiring practices.

Summary of Recommended Actions:

- Obtain a tool to track how incoming applicants learn about District jobs.
- Benchmark industry best practices on a regular basis to ensure that recruitment practices continue to be competitive moving forward.
- ERGs could play a role with recruitment by getting involved with professional associations, beyond water associations, to strengthen awareness of the District as an employer of choice for the Bay Area.

Recommendation #4



Define and standardize ERGs to improve **effectiveness, fairness** and **efficiency**.

Summary of Recommended Actions:

- Implement a standard handoff process to new ERG leaders.
- Include remote employees in ERG meetings and events through video or call in methods.
- Require individual ERG criteria and goals.

Recommendation #5



Create avenues for District staff to directly and actively **engage** with the community to build **support** for and **understanding** of the District's mission.

Summary of Recommended Actions:

- Form a collective committee of representatives from each ERG to coordinate volunteer events for the District.
- Form a "Bay Area Government D&I Coalition" to bring local government agencies together to share best practices and host joint events.

Recommendations



1. Establish **clear and standardized communication** of D&I efforts and policies.
2. Restructure the strategic master plan for the District's Diversity and Inclusion efforts to establish **accountability** and increase **effectiveness**.
3. Utilize tracking tools and industry best practices to **optimize** the District's recruitment and hiring practices.
4. Define and standardize ERGs to improve **effectiveness, fairness** and **efficiency**.
5. Create avenues for District staff to directly and actively **engage** with the community to build **support** for and **understanding** of the District's mission.

Additional Recommendations



- Create a D&I category for the Employee Recognition Awards.
- Analyze the use of the allocated employee D&I hours to evaluate program participation and reinvest remaining hours and funds into the program.

Next Steps

Staff requests that the Board:

- Accept the staff report on the D&I Master Plan Assessment, submitted to project sponsors for incorporation in the next D&I Master Plan

Questions



File No.: 18-0820

Agenda Date: 9/27/2018

Item No.: 4.3.

COMMITTEE AGENDA MEMORANDUM

Diversity & Inclusion Ad Hoc Committee

SUBJECT:

Presentation regarding, "Creating Pipeline for Water Industry Careers."

RECOMMENDATION:

The Diversity and Inclusion Ad Hoc Committee discuss presentation from Directors Hsueh and Varela, regarding, "Creating Pipeline for Water Industry Careers," targeting under represented high schools/communities.

SUMMARY:

Directors Nai Hsueh and John L. Varela would like to discuss with the Diversity and Inclusion Ad Hoc Committee regarding a presentation to Gavilan College, "Creating pipeline for water industry careers," targeting under represented high schools/communities.

ATTACHMENTS:

None.

UNCLASSIFIED MANAGER:

Michel King, 408-630-2711

File No.: 18-0726

Agenda Date: 9/27/2018

Item No.: 4.4.

COMMITTEE AGENDA MEMORANDUM

Diversity & Inclusion Ad Hoc Committee

SUBJECT:

Review Diversity and Inclusion Ad Hoc Committee Work Plan, the Outcomes of Board Action of Committee Requests; and the Committee's Next Meeting Agenda.

RECOMMENDATION:

Review the Committee work plan to guide the Committee's discussions regarding policy alternatives and implications for Board deliberation.

SUMMARY:

The attached Work Plan outlines the Board-approved topics for discussion to be able to prepare policy alternatives and implications for Board deliberation. The work plan is agendaized at each meeting as accomplishments are updated and to review additional work plan assignments by the Board.

BACKGROUND:

Governance Process Policy-8:

The District Act provides for the creation of advisory boards, committees, or committees by resolution to serve at the pleasure of the Board.

Accordingly, the Board has established Advisory Committees, which bring respective expertise and community interest, to advise the Board, when requested, in a capacity as defined: prepare Board policy alternatives and provide comment on activities in the implementation of the District's mission for Board consideration. In keeping with the Board's broader focus, Advisory Committees will not direct the implementation of District programs and projects, other than to receive information and provide comment.

Further, in accordance with Governance Process Policy-3, when requested by the Board, the Advisory Committees may help the Board produce the link between the District and the public through information sharing to the communities they represent.

ATTACHMENTS:

File No.: 18-0726

Agenda Date: 9/27/2018
Item No.: 4.4.

Attachment 1: Diversity and Inclusion Ad Hoc Committee 2018 Work Plan

Attachment 2: Diversity and Inclusion Ad Hoc Committee November 8, 2018 Draft
Agenda

UNCLASSIFIED MANAGER:

Michele King, 408-630-2711

2018 Scope of Work (Work Plan): Diversity and Inclusion Ad Hoc Committee

Update: August 2018

The annual work plan establishes a framework for committee discussion and action during the annual meeting schedule. The committee work plan is a dynamic document, subject to change as external and internal issues impacting the District occur and are recommended for committee discussion. Subsequently, an annual committee accomplishments report is developed based on the work plan and presented to the District Board of Directors.

ITEM	WORK PLAN ITEM	MEETING	INTENDED OUTCOME(S) (Action or Information Only)	ACCOMPLISHMENT DATE AND OUTCOME
1	Elect Chair and Vice Chair	4-23-18	Elect Chair and Vice Chair	Accomplished April 23, 2018: The Committee elected Director Tony Estremera as the Chair for 2018 and Director Nai Hsueh as the Vice Chair for 2018.
2	Committee Workplan Development	4-23-18	Develop Committee work plan to guide the Committee's discussions regarding the Diversity & Inclusion Program at the District. (Action)	Accomplished April 23, 2018: The Committee discussed developing the Committee's work plan to guide the Committee's discussions regarding the Diversity & Inclusion Program at the District. and would like to see the following incorporated: <ul style="list-style-type: none"> • Lacking report on performance, • Looking at best practices, • Benchmarking the Diversity and Inclusion program, • Investing in education in equipping the future workforce.
3	The Leading Edge 2011 Santa Clara Valley Water District Audit of Diversity and Inclusion Program	4-23-18	Review audit recommendations. (Information)	Accomplished April 23, 2018: The Committee reviewed the audit recommendations of the Leading Edge 2011 Santa Clara Valley Water District Audit of Diversity and Inclusion Program and took no action.

Yellow = Update Since Last Meeting

Blue = Action taken by the Board of Directors

Attachment 1
Page 1 of 5

2018 Scope of Work (Work Plan): Diversity and Inclusion Ad Hoc Committee

Update: August 2018

ITEM	WORK PLAN ITEM	MEETING	INTENDED OUTCOME(S) (Action or Information Only)	ACCOMPLISHMENT DATE AND OUTCOME
4	2015-2019 Diversity and Inclusion Master Plan	4-23-18 11-8-18	Review Master Plan Goals, Strategies, and Tactics and tracking matrix. (Information)	Accomplished April 23, 2018: The Committee reviewed the Master Plan's Goals, Strategies, and Tactics and tracking matrix and had the following concerns: 1. Review District's Recruitment and Selection Policy in general and with special emphasis on Interview Panel process and prevention of nepotism. 2. To address the Board's concern of potential Conflict of Interest issue, the Committee will review District's practices and policies for avoiding the issue and protection for employees. 3. To address the Board's concern of lacking meaningful reports to understand the effectiveness of District's D&I Program, the Committee will study and propose effective tools, including reports, benchmark data, and performance measures for the Board's consideration. 4. To address the Board's desire for a more robust education program, the Committee will study and propose an expanded education and internship programs that possibly could include economic/social considerations.
5	Identify Focus Areas and Timeline	4-23-18	Begin discussion on potential focus areas and timelines for the Committee. (Action)	Accomplished April 23, 2018: The Committee discussed potential focus areas and timelines for the Committee and are noticed in the 2015-2019 Diversity and Inclusion Master Plan section.

Yellow = Update Since Last Meeting

Blue = Action taken by the Board of Directors

Attachment 1
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2018 Scope of Work (Work Plan): Diversity and Inclusion Ad Hoc Committee

Update: August 2018

ITEM	WORK PLAN ITEM	MEETING	INTENDED OUTCOME(S) (Action or Information Only)	ACCOMPLISHMENT DATE AND OUTCOME
6	Review of 2018 Diversity and Inclusion Ad Hoc Committee Scope of Work (Work Plan)	5-29-18	Review Diversity and Inclusion Ad Hoc Committee Scope of Work (Work Plan) approved by the Board on May 22, 2018. (Action)	Accomplished May 29, 2018: The Committee reviewed 2018 Diversity and Inclusion Ad Hoc Committee Scope of Work (Work Plan).
7	Emerging Leaders Diversity & Inclusion Capstone Project	5-29-18 7-11-18 9-27-18	Provide Ad Hoc Committee Information on the Emerging Leaders Diversity & Inclusion Capstone Project. (Information)	Accomplished May 29, 2018: The Committee was provided information on the Emerging Leaders Diversity and Inclusion Capstone Project and took no action. Accomplished July 11, 2018: The Committee was provided updated information on the Emerging Leaders Diversity and Inclusion Capstone Project and took no action.
8	Review the District's recruitment process with a specific emphasis on diversity of interview panelists	5-29-18 8-13-18	Provide Ad Hoc Committee Information on the Diversity of Interview Panelists and Review Data. (Information)	Accomplished May 29, 2018: The Committee reviewed the District's recruitment process with a specific emphasis on diversity of interview panelists and took no action. Accomplished August 13, 2018: The Committee reviewed the District's recruitment process with a specific emphasis on diversity of interview panelists and took no action.
9	Nepotism Policy Review nepotism and conflict of interest policies and practices, and consider enhancements	5-29-18 8-13-18	Provide Ad Hoc Committee Information on the District's Nepotism Policy and Data on Relatives at the District. Review nepotism and conflict of interest policies and practices, and consider enhancements. (Action)	Accomplished May 29, 2018: The Committee was provided information on the District's Nepotism Policy and Data on Relatives at the District. Reviewed nepotism and conflict of interest policies and practices, and

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Attachment 1
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2018 Scope of Work (Work Plan): Diversity and Inclusion Ad Hoc Committee

Update: August 2018

ITEM	WORK PLAN ITEM	MEETING	INTENDED OUTCOME(S) (Action or Information Only)	ACCOMPLISHMENT DATE AND OUTCOME
				consider enhancements and took no action. Accomplished August 13, 2018: The Committee received an update on the District's Nepotism Policy and Data on Relatives at the District. Reviewed nepotism and conflict of interest policies and practices, and considered enhancements and took no action
10	Review of Diversity and Inclusion Ad Hoc Committee Work Plan, the Outcomes of Board Action of Committee Requests and the Committee's Next Meeting Agenda	7-11-18 8-13-18 9-27-18	<ul style="list-style-type: none"> Receive and review the 2018 Committee work plan. (Action) Submit requests to the Board, as appropriate. 	Accomplished July 11, 2018: The Committee received and reviewed the 2018 Committee work plan and took no action. Accomplished August 13, 2018: The Committee received and reviewed the 2018 Committee work plan and took no action.
11	Considerations and Recommendations of Effective Tools for Measuring the Success of the Diversity and Inclusion Program	8-13-18	<ul style="list-style-type: none"> Review the considerations and recommendations of effective tools for measuring the success of the Diversity and Inclusion Program. (Action) Submit requests to the Board, as appropriate. 	Accomplished August 13, 2018: The Committee reviewed the considerations and recommendations of effective tools for measuring the success of the Diversity and Inclusion Program and a special presentation by Mr. William Truesdell and took no action.
12	Evaluate options for more robust internship programs	9-27-18	<ul style="list-style-type: none"> Evaluate options for more robust internship programs. (Action) Submit requests to the Board, as appropriate. 	

Yellow = Update Since Last Meeting

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Attachment 1
Page 4 of 5

2018 Scope of Work (Work Plan): Diversity and Inclusion Ad Hoc Committee

Update: August 2018

ITEM	WORK PLAN ITEM	MEETING	INTENDED OUTCOME(S) (Action or Information Only)	ACCOMPLISHMENT DATE AND OUTCOME
13	Conflict of Interest-Form 700	11-8-18	<ul style="list-style-type: none">• Receive information on the Conflict of Interest-Form 700	

Yellow = Update Since Last Meeting

Blue = Action taken by the Board of Directors

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DRAFT AGENDA

DIVERSITY AND INCLUSION AD HOC COMMITTEE

THURSDAY, NOVEMBER 8, 2018

12:00 PM

**Santa Clara Valley Water District
Headquarters Building Boardroom
5700 Almaden Expressway
San Jose, CA 95118**

Time Certain 12:00 p.m.	1. <u>Call to Order/Roll Call</u>
	2. <u>Time Open for Public Comment on Any Item Not on the Agenda</u> <i>Comments should be limited to two minutes. If the Committee wishes to discuss a subject raised by the speaker, it can request placement on a future agenda.</i>
	3. <u>Approval of Minutes</u> 3.1 Approval of Minutes – September 27, 2018, meeting
	4. <u>Action/Discussion Items</u> 4.1 Diversity and Inclusion Master Plan (Anil Comelo) Recommendation: Provide Ad Hoc Committee Information on the Draft Diversity and Inclusion Master Plan. This is a discussion item and the Committee may provide comments, however, no action is required. 4.2 Conflict of Interest-Form 700 (Anna Noriega) Recommendation: Provide Ad Hoc Committee Information on the Conflict of Interest-Form 700. This is a discussion item and the Committee may provide comments, however, no action is required. 4.3 Review Diversity and Inclusion Ad Hoc Committee Work Plan, the Outcomes of Board Action of Committee Requests and the Committee's Next Meeting Agenda (Committee Chair) Recommendation: Review the Committee work plan to guide the committee's discussions regarding policy alternatives and implications for Board deliberation.
	5. <u>Clerk Review and Clarification of Committee Requests and Recommendations</u> <i>This is an opportunity for the Clerk to review and obtain clarification on any formally moved, seconded, and approved requests and recommendations made by the Committee during discussion of Item 4.</i>
	6. <u>Adjourn:</u> Adjourn to next regularly scheduled meeting at 12:00 p.m., in the Headquarters Building Boardroom, 5700 Almaden Expressway, San Jose, CA 95118

REASONABLE EFFORTS TO ACCOMMODATE PERSONS WITH DISABILITIES WISHING TO ATTEND COMMITTEE MEETINGS WILL BE MADE. PLEASE ADVISE THE CLERK OF THE BOARD OFFICE OF ANY SPECIAL NEEDS BY CALLING (408) 630-2277.

Meetings of this committee will be conducted in compliance with all Brown Act requirements. All public records relating to an open session item on this agenda, which are not exempt from disclosure pursuant to the California Public Records Act, that are distributed to a majority of the legislative body will be available for public inspection at the same time that the public records are distributed or made available to the legislative body, at the following location:

Santa Clara Valley Water District, Office of the Clerk of the Board
5700 Almaden Expressway, San Jose, CA 95118

DIVERSITY AND INCLUSION AD HOC COMMITTEE

Purpose: The Diversity and Inclusion Ad Hoc Committee was established to work on Board and Director identified issues

Handouts

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Diversity & Inclusion Master Plan Assessment

Emerging Leaders
Certification Program

September 2018

Santa Clara Valley
Water District



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Foreword




Diversity & Inclusion Master Plan Assessment Capstone Project

The Emerging Leaders Certification Program (ELCP) is a rigorous, year-long program that requires a minimum of 200 hours to graduate. The curriculum includes live-training, outside project work, coaching and/or supervision of District employee(s), panel presentations, and capstone projects, which are meaningful, real-life District projects completed in smaller teams. The ELCP is designed for employees striving to be Supervisors or Unit Managers, and ELCP graduates earn two years of supervisory experience.

In 2018, four multidisciplinary ELCP participants worked on a capstone project to evaluate the Diversity & Inclusion (D&I) Master Plan at the Santa Clara Valley Water District (District). The purpose of the D&I Master Plan Assessment capstone project was to assess the effectiveness of the District's D&I Master Plan/Program activities since the 2011 Leading Edge management audit; and make recommendations based on the benchmarking of industry best practices and feedback from internal stakeholders. The capstone project team included Amy Fonseca, Wade Blackard, Kristen Yasukawa and Cody Houston (Project Team), with oversight from executive sponsors Norma Camacho and Anil Comelo. The Project Team developed this report and presented the recommendations to the ELCP capstone project executive sponsors on September 13, 2018.

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Executive Summary

The 2018 Diversity and Inclusion Master Plan Assessment Project (Project) evaluates the effectiveness of the District's D&I Master Plan, Engaging Our Diversity: 2015-19, and D&I Program activities. In its assessment of the D&I Program, the Project Team audited both the completion of targeted tasks and their effectiveness where possible. This report outlines results-oriented recommendations for D&I Program improvements based on research, industry standard benchmarking, best practices, and findings from internal and external stakeholder interviews.

The Project Team's findings show that the District's D&I Program is at the forefront of similar, external programs, with a plan, established program, and budget for D&I activities. Many other public agencies, academic institutions, and well-known private sector companies did not have a master plan nor specific focus on D&I beyond the required Equal Employment Opportunity Plan (EEO).

Despite having a robust, advanced D&I program, the District could benefit from regular assessments, audits, and program improvements to ensure that it continues to be a leader in D&I.

From the assessment, the Project Team identified the following key recommendations:

1. Establish clear and standardized communication of D&I efforts and policies.
2. Restructure the strategic master plan for the District's Diversity and Inclusion efforts to establish accountability and increase effectiveness.
3. Utilize tracking tools and industry best practices to optimize the District's recruitment and hiring practices.
4. Define and standardize ERGs to improve effectiveness, fairness and efficiency.
5. Create avenues for District staff to directly and actively engage with the community to build support for and understanding of the District's mission.

In addition to the five main recommendations, the Project Team identified additional actions for the broader D&I Program. The Project Team presented these recommendations, and the others mentioned in the report, for consideration and incorporation into the District's future D&I Master Plans and Program goals.

Introduction

The District is committed to creating an inclusive workforce that finds strength and creativity in its diversity and is reflective of its community. Research shows that a diverse and inclusive workforce brings together a multitude of perspectives, values and ways of thinking that produce innovative ideas and creative solutions that improve business operations. Studies have also shown that a diverse and inclusive workforce increases individual employee morale and satisfaction.

The Board of Directors established values and priorities for diversity and inclusion and created the Diversity & Inclusion Ad Hoc Committee to focus on improving the District's D&I Program.

As the existing D&I Master Plan, Engaging Our Diversity: 2015-19, comes to a close and the District prepares to develop a new D&I Master Plan, the Project Team evaluated the effectiveness of the Master Plan and Program activities. In its assessment of the Program, the Project Team audited both the completion of targeted tasks and their effectiveness where possible.

This report outlines the Project Team's processes when interviewing internal and external stakeholders, as well as how the information collected was compiled and analyzed. The report provides results-oriented recommendations for the D&I Program improvements based on the findings. The Project Team compiled the results and assessments for review and incorporation in future D&I plans.

The Project Team established a baseline understanding of diversity and inclusion based on industry research:

1. **Diversity** is "who's in the room," such as counting demographic statistics and metrics.
2. **Inclusion** is "how they feel" and "how they're treated." Inclusion is challenging to measure and quantify as it tends to be more of a "feeling" that changes over time than a set data point.
3. **Equal Employment Opportunity Plan (EEOP)** is a separate, but related, regulatory program that ensures compliance with state and federal laws related to discrimination, harassment and ethics.

These definitions serve as the foundation of D&I for the remainder of the report.

Background

To understand the District's D&I Program history and current efforts, the Project Team reviewed the historical D&I related reports and documents, and current Program structure and activities.

2011 Leading Edge Audit

In 2011, the District conducted a workforce satisfaction survey as part of the "2011 Leading Edge Audit" (Audit). The Audit surveyed employee satisfaction with the work environment, ethics, communications and management styles. The survey was the foundation for specific D&I activities in the continuous effort to build a positive work environment and improve employee engagement.

The survey found that most respondents were satisfied with their jobs, were proud to work at the District, and felt that the organization is headed in the right direction; but the Audit also revealed ongoing areas of concern, such as fairness in terms of hiring and promotions, accountability, and inappropriate humor. Notably, the survey found that:

- 26% of staff observed humor being used to ridicule people due to their background, traits, and/or characteristics;
- Only 29% believed that hires and promotions went to the most qualified; and
- 53% reported not feeling appreciated as an individual.

The 2011 Audit provided insight into improvements that the District made in its D&I efforts. The goals outlined in the D&I Master Plan, Engaging Our Diversity: 2015-19, reflect these recommendations.

D&I Master Plan - Engaging Our Diversity: 2015-19

The District's D&I Master Plan, Engaging Our Diversity: 2015-19, was derived from the 2011 Leading Edge Audit and carried forward many of the objectives from earlier plans, including the District's goal to recruit and retain a high performing staff, provide innovative service delivery, and to reflect the realities of the communities served. The plan was developed by a cross-functional team using past surveys, audits, and with direct input from employees and bargaining units.

The following formalized overarching goals, with specific strategies, resulted:

- 1. Sustain and Enhance a Diverse Workforce:** Attract, promote, and retain a diverse, creative and highly skilled workforce to support a high-performing organization.
- 2. Advance Workplace Inclusion and Engagement:** Support empowering individuals to contribute to their full potential, cultivate an inclusive and engaged workplace that respects everyone's perspectives.
- 3. Strengthen Community Engagement:** Engage with diverse community groups to foster innovative solutions to countywide challenges.

Employee Resource Groups

The District implemented the Employee Resource Groups (ERGs) program to help foster a diverse and inclusive workplace in alignment with its mission and values by promoting cultural learning and awareness. Under the District's ERG guidelines, ERGs are defined as "groups of District employees that unite in a shared vision to enhance awareness and opportunities for people of a common identity. Identity is typically viewed as one or more characteristics by which individuals recognize themselves as belonging to a specific group."

ERG programming encourages interaction across cultures and experiences. In addition to broadening understanding and enhancing cultural competency, ERG programs provide opportunities for employees' professional growth in future leadership roles and volunteerism, support to address shared issues or concerns, and insights for developing and strengthening the District's ongoing inclusion efforts.

There are currently 11 ERGs and one non-profit Board recognized group, the Association of Women Employees. ERGs host many educational and social events during and after normal business hours which are free and open to all employees, including regular and temporary employees. These events are in part funded by an annual allocation of hours that are given to each ERG leader to support their involvement, as well as an annual allocation of money that is provided to each ERG by the District. There are strict criteria that dictate how this money is spent and how the hours are utilized. Each ERG has at least one executive sponsor from the leadership team to support their efforts.

Staff Participation

To further the District's D&I mission and goals, in 2017 a D&I requirement was included in all employee work plans. To support engagement in D&I program activities, regular employees can charge up to five hours each budget year to satisfy their D&I work plan goal. The hours may be used for attending ERG events and activities, the Annual Employee Recognition Program, Service Award Ceremonies, the All Employee Meeting, and other D&I-sponsored events and activities.

D&I Program Organization

The District currently has two dedicated full time employees for the planning and implementation of D&I goals. One Program Administrator and one Management Analyst II report directly to the Deputy Administrative Officer of Human Resources.

While the D&I Program has dedicated staff, many other Units are responsible for current goals of the D&I Master Plan including, but not limited to:

- Workforce Development Unit;
- Employee Recruitment and Benefits Unit; and
- Office of Civic Engagement.

Methodology

After reviewing the Project background documents, the Project Team assessed the D&I Master Plan to provide meaningful feedback on its current state. The Project Team conducted interviews with internal (District) stakeholders to collect feedback on the District's D&I Program. The Project Team reviewed and compiled past surveys and reports to identify common issues as they relate to D&I. Looking externally, the Project Team collected information on industry best practices from external public and private outside agencies through research and interviews. This information was used to benchmark the District D&I program against others.

From the research, the Project Team organized all feedback and findings into recurring themes as they relate to:

- Roles and responsibilities;
- Program accountability and reporting;
- Metrics and evaluation;
- Communication;
- Collaboration; and
- Community engagement.

See Appendices A and B for a complete list of all internal and external stakeholders and agencies consulted.



Internal Stakeholder Findings

The Project Team conducted interviews with internal stakeholders to collect feedback on the District's current D&I Program. Internal stakeholders included the ERGs and a non-profit Board recognized group (Association of Women Employees), the bargaining units, the Human Resources Employee Recruitment and Benefits Unit, Workforce Development Unit, and the Office of Civic Engagement (education outreach and grants programs), and the District's executive recruiting consultant.

The internal stakeholder interviews ranged from 30 minutes to one hour. To collect honest and candid feedback, the interviews remain confidential. Feedback from the internal stakeholders ranged a broad spectrum and presented a variety of opinions and perspectives. General themes from the interviews are summarized below.

Overall, staff are satisfied with the D&I Program and recognize and appreciate all the recent initiatives.

Internal stakeholder feedback included remarks that the District's D&I Program is above average and trending in a positive direction, as it is more active now than before. Long-time employees report that the D&I Program has improved. Staff specifically praised the allocated specific hours for D&I activities, the Diversity Snapshot features on Aqua.gov that highlight individual employees, the monthly ERG leader meetings to foster collaboration, and the ERG calendar of events. Many suggested creating a D&I category for the Employee Recognition Awards to demonstrate the importance of promoting a diverse and inclusive workplace and provide an opportunity to recognize the ERGs.

The D&I Program aims to foster a diverse and inclusive work environment for employees. Stakeholder feedback on the District's climate of diversity and inclusion was generally positive. Most employees feel like they can bring their full selves to their workplace without fear of discrimination or retaliation. Staff commented that the Employee Recognition program plays an important role in helping people feel included at work.

However, stakeholders recognized that there are employees that still do not feel included or that they do not belong at the District; therefore, the District is not completely inclusive. Some staff acknowledged that the feeling of inclusiveness often occurs on an individual basis and is dependent upon the individual manager and/or unit and work group culture. This culture of exclusion could be due to lack of awareness of "unconscious bias," which is the differences between cultures, and the general assumption that everyone thinks and does things the same way. There is a lack of awareness about invisible disabilities, and employees can be fearful of retaliation if they raise certain issues. This is an opportunity to improve the D&I Program.

Although the overall feedback about the D&I Program was positive, there is still much room for improvement, including how the Program is planned, communicated and measured.

Planning

Internal stakeholders did not know about the adopted D&I Master Plan, Engaging Our Diversity: 2015-19, and their role in the Plan; therefore, it is challenging to track the true accomplishments and effectiveness of the Master Plan. A clear work plan and

accountability for all staff involved in D&I-related efforts, along with defined roles and responsibilities, are critical to ensuring effectiveness for any program.

Communication

Most employees learned about the D&I Program and ERGs through word of mouth. Employees asked for increased and coordinated communication efforts, such as specific new employee outreach and an ERG/D&I newsletter to avoid multiple individual event emails.

Members suggested messages be communicated to emphasize that everyone is welcome at D&I events to increase participation and prevent people from feeling excluded where they are not part of the specific ERG; the importance of the D&I Program and reason that it is on every employee work plan; and reporting on the status/progress of the D&I Program. To communicate these messages, there needs to be a clear explanation of the D&I Program goals and objectives, and ways to measure success and effectiveness.

Identifying ways to measure the effectiveness of the D&I Program is challenging. Currently the D&I Program is being evaluated based on surveys and attendance numbers from ERG events.

Measurement

The most mentioned area for improvement for the D&I Program was the lack of reporting on D&I activities, including no data or benchmarking, and lack of performance measures for the D&I Program. The ERGs need a clear work plan, accountability and structure. For ERG leaders, it is challenging to

understand roles and responsibilities, as well as navigate complicated District processes and procedures with limited time. An orientation for ERG leaders would be helpful. There is a desire for clear definitions and standards for ERGs vs. non-profit Board recognized groups to avoid duplication of represented interest areas.

Internal stakeholders acknowledge that the D&I Program hosts robust events and activities, but wonder if there is a way to measure the specific benefits and whether the efforts and resources are being used in the most efficient manner to achieve the desired results. There is a strong need for clear metrics, such as surveys, event attendance tracking, responsiveness to members, and use of the allocated D&I hours.

Staff has differing ideas of what D&I is and why it is a District priority. Clear communication to all internal stakeholders is needed so everyone is on the same page and understands what D&I is and why it is important.

Some staff still don't believe in the D&I Program. Since the D&I Program has evolved and there are many new employees, a required D&I staff training would allow everyone to have the same understanding of what D&I is and why it is important. There seem to be many different perceptions at all levels of the organization.

Managers have strong opinions about the ERG Program and buy-in amongst management varies. Managers want to know the benefits of these D&I activities and the benefit for including the D&I hours on employee work plans, which results in "extra work."

Some executive sponsors are more involved than others. According to the recent employee workplace satisfaction survey and comments echoed in the stakeholder interviews, employees have lack of trust in management and ERGs can help. The ERGs can serve a role in increasing trust by creating mentorship opportunities between employees and management, and share information and training for promotional opportunities.

Additionally, staff turnover and retirements have a real effect on ERGs, including changing values and mindsets. Therefore, ERGs need succession planning.

There is confusion around the roles and who is responsible for what. The ERGs are a cornerstone of the D&I program, yet it relies on the ERG leaders to accomplish the work, which is often done on volunteer time.

Roles and responsibilities

Internal stakeholders consistently highlighted the need for clearly defined roles for all staff involved in the D&I Program, including ERG leaders, D&I Program staff, etc., and an assigned point of contact for each D&I Master Plan goal. The D&I Program Administrator role is not clearly defined and differentiated from the Equal Employment Opportunity Plan (EEO) officer and Recruitment team. There are a variety of sentiments around the D&I Program Administrator role, including that it should extend beyond organizing social events and be involved in the hiring process.

ERG leaders

There is no definition of the ERG leader roles. Adding more responsibility to ERG leaders could dissuade participation. Limiting the

number of ERGs for which an individual can be a leader at one time could help to increase diversity of leaders.

Management

Management involvement in D&I efforts is inconsistent and staff feel that management should be more involved in ERGs. Leadership from the top is key to success. It's important to staff that managers attend events to demonstrate support and buy in.

There is a desire for ERGs to collaborate more and leverage resources for recruitment, professional associations and community involvement.

Collaboration

Some staff perceive that there is favoritism and that not all ERGs are equally recognized, which affects ERG membership. Some ERGs operate as silos and do not want to collaborate. Multiple stakeholders suggested an all-ERG kick-off event or "Diversity Day" to showcase all ERGs and leverage resources to attract higher participation.

There is concern about the accessibility of ERG events and activities. There is a feeling of exclusion of employees not located at the District's headquarters campus. Stakeholders suggested including live streaming and rotating event locations. Furthermore, interns and temps are often left out of ERG events and excluded from participation in ERG leadership.

Resources

Although the extra allocated D&I hours for ERG leaders is a significant improvement, the hours are not an accurate reflection of the actual hours spent on implementing ERG events and activities, and do not account for the increased responsibilities on ERG leaders.

Planning for one large event tends to use up all the allocated ERG leaders' hours and other activities are done on volunteer time. Therefore, the ERG activities are limited by the number of hours available. Additionally, being able to use the D&I hours depends on the flexibility of each individual manager, since regular work tasks take priority during the work day. Managers suggest limiting the time and/or number of ERGs that one employee can serve as a leader to balance the ERG responsibilities with the regular workload. Stakeholders suggest providing a way for ERG leaders to check the balance of D&I hours remaining.

ERGs could always benefit from more funding to develop more robust events. Food attracts participation, but it is expensive and administratively challenging and time consuming. The District needs to commit resources to develop a successful D&I Program.

Recruitment

The Human Resources' Recruitment team coordinates with the D&I Program and their mutual efforts and collaboration are critical for developing a diverse candidate pool and workforce. Recruitment requires a diverse hiring panel that reflects the demographics of the community to bring different perspectives to the hiring process. Consequently, this practice can also result in the same employees serving on the hiring panels due to the diversity requirements and schedule availability. Furthermore, those employees may not necessarily have the technical understanding or expertise to accurately evaluate a candidate for their qualifications for certain job classifications.

For recruitment publicity, many candidates learn about District jobs through word of mouth. Stakeholders noted that some

employees fear nepotism and favoritism; therefore, they refrain from sharing the District's job opportunities with qualified candidates they know. To discourage this perception, stakeholders suggested offering a referral bonus to current employees for assistance with hiring and promoting District job opportunities, such as extra vacation hours or gift cards.

To further build a diverse workforce that is reflective of the community the District serves, Recruitment can work with the Education Outreach Program to market the trade skill positions to high school and junior college students. The internal stakeholders seemed in agreement that underrepresented community candidates need a fair shot at recruitment, and the diversity of the District's leadership team demonstrates the District's prioritization of inclusion.

As the Recruitment team expands its marketing efforts, it needs to be able to measure the effectiveness to evaluate which efforts and activities are making the most significant difference and to identify the best ways to use limited resources. The Recruitment team does not currently use a tracking system to accurately assess where and how candidates find job information.

Once the diverse candidates are hired, stakeholders emphasized the importance of inclusion, which is what retains the employees at the District. This includes the activities and programs coordinated by the Workforce Development Unit, such as professional development opportunities and leadership programs; and the Employee Recognition Program, such as the annual employee awards and the FLOW award program.

Professional associations

The District's D&I Program and ERGs are selling points for prospective candidates and new employees. ERGs could help with recruitment by getting involved with professional associations, beyond water associations, to strengthen awareness of the District as an employer of choice for the Bay Area.

Community involvement

Some stakeholders expressed a sentiment that since the ERGs use public funds, there should be a benefit to the public. Community involvement could be implemented into the Program in a variety of ways, such as volunteerism activities or partnering with community organizations. Currently, only a few ERGs participate in community involvement opportunities.

For volunteerism, stakeholders suggested that the ERGs form a collective committee of representatives from each ERG to coordinate volunteer events for the District. PG&E and the City of San José allocate paid hours for employees to spend volunteering at specific, pre-approved organizations.

For partnerships with community organizations and other local government agencies, the ERG leaders expressed interest with an organized, collaborative way to get involved with community organizations. There could be an opportunity to form a "Bay Area Government D&I Coalition" to bring local government agencies together to share best practices and host joint events.

Another perspective of D&I and community involvement includes increasing the diversity of the grant program applicants and recipients, and the diversity of the business contracts and vendors as a way to support the diverse community throughout all aspects of the District.

The findings and themes from the internal stakeholder interviews, combined with the findings from the external stakeholder interviews, were used to develop the final recommendations.



External Stakeholder Findings

The Project Team contacted external stakeholders from the public and private sectors, as well as academic institutions, to gather industry benchmarking information on D&I programs. Through discussions and research, the Project Team found that the District is generally ahead of the curve in nearly every aspect of D&I. The District has a strategic plan, dedicated D&I staff, a robust ERG program, and sponsored D&I events. Most organizations only have an EEOP as a legal requirement. Some organizations have a generic strategic plan which lacks clear implementation actions and measurable outcomes. Several organizations wanted to know more about what the District does to promote D&I to improve their own programs.

Academic institutions have a shorter mechanism than the public and private sectors in which to see results from an implemented D&I strategy; however, they also have a more short-term goal for students before they graduate and move on. The life cycle of a student (a few years) is far shorter than the life cycle of full-time staff and faculty (20-40 years), which is also more similar to that of District staff. So, while the results of D&I programs can be seen quickly at a school, the subject set can cycle to a new population with different interests just as quickly. Until recently, the availability of qualified, diverse faculty has been low and so the diversity of the faculty was found to be more similar to the general workforce than the student body. California State University East Bay (CSUEB) has had great success implementing grassroots D&I strategies. CSUEB has been awarded for their success as the Most Diverse Public Institution in the Continental United States (Chronicle of Higher Education, 2017).

Research also revealed that public organizations generally appear to address D&I more explicitly than private organizations. Many public entities have established departments, divisions, or offices dedicated to D&I. Private companies were more likely to address only EEOP, or have a small diversity component, primarily related to recruitment, housed within their Human Resources or benefits group. Public sector D&I plans were also found to be far more thorough and thoughtful than those of the private sector, if a private sector D&I plan was found at all. For example, Tesla summarizes their version of a D&I plan as “do the right thing.”

Changing an organization’s established culture around D&I efforts takes time and resources with a focus on a top down approach.

Simply having a D&I plan does not guarantee success. Many D&I professionals mentioned that there is no quick fix for addressing issues so deeply ingrained in society, but every effort counts. The University Diversity Officer at CSUEB stated that “If something is important, you assign resources to it.” The University of California, San Francisco, has 30 positions in their Office of Diversity and Outreach to champion the D&I cause. This number includes several executive positions emphasizing a dedication to D&I from the top. In addition to CSUEB, several other D&I professionals stated that leadership is crucial to the success of a D&I Program. A commitment from leadership to focus on D&I issues is necessary.

Defined roles and responsibilities are key for a D&I program's success.

Knowing who is responsible for what aspect of a D&I plan is also critical. Several of the D&I plans reviewed did not indicate a responsible party for tasks. This leads to confusion among the working community and inhibits the goal of the D&I plan. The National Aeronautics and Space Administration (NASA) identifies the "Primary Office Responsible" as well as a metric for each action in its D&I plan. In reviewing NASA's current and past plans, the iterations show an increase in valuing accountability and metrics as the plans are updated and refined. Their input and that of others shows us that the responsibility for achieving D&I goals ultimately falls on management.

Implementing changes across large work forces require effective communication and outreach to employees, as well as the community.

CSUEB was awarded for their success in implementing D&I strategies. Recommendations from CSUEB include a D&I plan that is easily accessible to keep members informed, and regular engagement surveys to collect feedback on the program and identify any weaknesses. Feedback from the workforce is best obtained through surveys. An annual engagement survey was found to be the most frequent surveying that a population would tolerate. One organization also distributed their D&I plan to the community for comments. Feedback obtained can be used to plan future D&I efforts.

Several organizations have had great success promoting their D&I programs to the future workforce through partnering with local schools, STEM, and youth programs. Several organizations have also found that supporting volunteerism and providing support to a community further promotes and engrains D&I values. The San Francisco Public Utilities Commission repurposed some of their unused land to create outdoor classrooms to educate and connect with the community.

Program success relies on a solid plan based on stakeholder input to guide the implementation activities.

Organizations that laid a solid program foundation with a clear plan and strategy have more successful D&I outcomes. One local organization shared that they had "put the cart before the horse" when implementing their strategic plan, meaning they began to implement activities before developing a thoughtful strategic plan. They found that they needed to stop and re-evaluate their approach to improve the effectiveness of their program.

CSUEB shared a strategy of listening to staff when deciding where to focus D&I efforts. Events planned without the involvement of or buy-in from internal stakeholders are not likely to succeed and will more likely waste precious resources without an effective outcome. Several examples of this were found in the research where resource groups/events were organized for a population that simply wasn't ready. That is not to say that such efforts should be abandoned. The efforts simply need to be planned to be more effective. One

organization found that their population wasn't ready to accept an LGBT group in the past; but more recently, the LGBTQ resource group at that same organization is thriving.

Another organization shared an experience with an annual event to discuss diversity, with a very non-diverse panel of speakers. Historically, there had not been much participation from the audience. More recently, an adjustment was made to include more diverse individuals on the speaking panel and an immediate increase in participation and a feeling of inclusion was noted by attendees.

Collaboration between Human Resources and D&I efforts are shown to enhance recruitment of a diverse workforce and coordinated training to retain employees.

Fluid communication between D&I program staff and Human Resources is a common thread among successful organizations. This was identified as a critical item for success by more than one D&I professional.

Amazon held a two-day Conference on Race and Ethnicity (CORE) for all employees. Participants described the experience as productive, emotional, and transformative. These conversations about race and ethnicity continued into people's homes with their families, and with friends. One single effort reached many more people, like a pebble creating ripples in a pond.

The County of Santa Clara conducts a four-hour Implicit Bias Training for all supervising staff to remove any unconscious biases in the workplace. An unconscious bias is a social stereotype about a certain group of people that individuals may form outside their own conscious awareness. Unconscious bias is more prevalent than conscious prejudice and is often incompatible with one's conscious values. Being aware of these unconscious biases is important to avoid making an influenced decision. In fact, when one thinks that they do not have any biases, an unconscious bias is most likely to influence a decision.

The Project Team compiled key points from organizations which have succeeded in improving D&I and incorporated them into the recommendations. See Appendix B for a list of the public and private organizations consulted.



Recommendations

To continue at the forefront of workplace D&I, the Project Team developed recommendations based upon the feedback collected, and outlined steps that the District could take to implement these recommendations. This report focuses on producing a small number of goals and activities that could be implemented easily within the existing District culture and business model. It prioritizes the implementation of strategies and focuses on the District organizational breakdown and approach to D&I.



Recommendation #1**Establish clear and standardized communication of D&I efforts and policies.**

This recommendation is to standardize outreach methods to staff. With limited additional effort, this could have an immediate impact on the way the D&I Program is perceived internally. Many staff interviewed were unaware of changing policies and why those policies had changed, including the recent implementation of D&I hours for all staff. It is recommended that with every D&I policy change at the District, multiple forms of outreach should be implemented. This could include the continuation of using News You Can Use, and the development of a D&I newsletter that highlights D&I activities from the latest quarter. This could be printed in limited quantities and placed next to mailboxes for those who still utilize print, if determined necessary. Along with the updates of changing policies, communications should include the reasons why the policy is changing. Many people will make their own assumptions with the development of new policies, when in reality D&I efforts are smart business decisions that foster camaraderie and boost productivity.

The second part of this recommendation is to implement universal required staff trainings around D&I efforts including unconscious bias and the benefits of diversity in the workforce. Many people are not educated on the ways that they practice bias on a daily basis and are unaware of why behaviors that foster inclusivity are beneficial in the workplace. The District should clearly define "Diversity

and Inclusion" to all employees to establish a baseline understanding of what D&I means for the District. All members of the organization are responsible for cultivating an effective D&I program at the District regardless of position. Universal messaging and training will ensure all employees are on the same page.

Summary of recommended actions:

- Require a D&I training for all staff to have the same understanding of what D&I is and why it is important.
- Increase and coordinate communication efforts, such as specific new employee outreach and an ERG/D&I newsletter.
- Clearly state that everyone is welcome at D&I events to prevent people from feeling excluded from events where they are not part of the specific ERG.

Recommendation #2**Restructure the strategic master plan for the District's Diversity and Inclusion efforts to establish accountability and increase effectiveness.**

This recommendation is to continue to update and support the D&I Program by establishing a strategic and organized plan. Currently, multiple units across divisions are responsible for completing many of the D&I Master Plan goals and tactics. The Project Team foresees this continuing with the creation of the Office of Civic Engagement, continually changing recruitment policies, and a continued focus on training internal staff through the Workforce Development Unit. This report recommends that the D&I team be responsible for the successful planning and monitoring of plan goals, regardless of which unit is carrying them out. For this to be successful, management must support the D&I team in collecting data as needed for the Board and leadership report-outs.

The implementation of this goal could be modeled after the implementation and reporting structure of the Safe, Clean Water and Natural Flood Protection Program (Safe, Clean Water). Each new task in future D&I Master Plans should clearly indicate the responsible team, the associated manager, and the executive lead responsible for that team's goal. This will create a chain of accountability that ties into management and ensures that all parties are aware of their responsibilities. See sample reporting structure format below.

The goals should be created with metrics in mind for tracking the progress of these goals. The metrics being tracked should be captured within the plan itself to ensure there is no confusion about the expectations of the team. These metrics should be updated consistently and reported regularly to the Leadership Team, as well as the D&I Ad Hoc Committee as requested. The plan should be updated regularly to reflect progress and to track progress of the goals as outlined in the plan.

Sample Reporting Structure

Goal	Executive Lead	Project Manager	Project Team	Project Metrics or Deliverables	Target Completion Date
Assess the D&I Master Plan	Norma Camacho Anil Comelo	Arthur Saye Cathy Morrey	Amy Fonseca Cody Houston Kristen Yasukawa Wade Blackard	Report and Assessment Matrix of the Previous D&I Plan	Q1 FY19

The goal of this recommendation is to ensure that all goals are being planned for and met throughout the plan. During research into specific goals and tactics, it was difficult to obtain clear answers on why particular strategies were taken, as there was no backup data or metrics to support the efforts. The allocation of resources needs to be planned and tracked to measure efficiency during the life of the Program plan, not after the fact; this is not an ideal way to measure strategies and tactics. By tracking the goals in a designated plan, all parties can see where the progress is on the plan at any given time.

**Summary of recommended actions:**

- Establish a reporting structure with defined roles and responsibilities for staff and management, similar to the Safe, Clean Water and Natural Flood Protection Program and NASA plan.
- Develop measurable and actionable goals with regular reporting guidelines.

Recommendation #3

Utilize tracking tools and industry best practices to optimize the District's recruitment and hiring practices.

The next recommendation addresses the goals relating to hiring at the District and concerns about the hiring practices. The goals and efforts associated with hiring practice improvements at the District have been largely successful throughout the previous D&I Master Plan. As new goals are developed, the Recruitment team should continue to track as much information as possible and utilize industry best practices.

The District should procure or prioritize a tool that can help recruitment track where incoming applicants come from. With all of the District's efforts to reach a diverse candidate pool, it is important to understand, as much as possible, from where applicants are coming.

From the stakeholder feedback received, the current tools and questionnaires are not helpful in determining the source of applicants and additional tools or processes may be necessary.

The Recruitment team should continue to benchmark industry best practices on an annual basis to ensure that practices continue to be competitive. The District should reach out to other agencies to determine where their hiring practices stand in relation to issues such as nepotism, panel diversity, and diverse candidate pools.

This recommendation supports the other goals by showcasing which outreach methods are most productive. It would also identify where the District has had the most success in actual hires. To increase understanding and transparency, a tool to better track applicants could provide an avenue for more effective reporting.

Summary of recommended actions:

- Obtain a tool to track how incoming applicants learn about District jobs.
- Benchmark industry best practices on a regular basis to ensure that recruitment practices continue to be competitive moving forward.
- ERGs could play a role with recruitment by getting involved with professional associations, beyond water associations, to strengthen awareness of the District as an employer of choice for the Bay Area.



Recommendation #4**Define and standardize ERGs to improve effectiveness, fairness and efficiency.**

This recommendation is to standardize and define ERGs universally at the District. For ERG leaders to better understand their role, the District should implement a standard handoff process to new leaders. From stakeholder feedback, many ERG leaders are overwhelmed as entire leadership teams turnover annually. The new processes should encourage overlap or a standard handoff process from the previous leadership team.

Additionally, the role of the executive sponsor should be more clearly defined. The executive sponsor should be obligated to attend a certain number of ERG meetings and events put on by the ERG to ensure that management support is present in their endeavors. Multiple sponsors should be encouraged to ensure attendance requirements are met, which will also meet the goal of having more leadership involved in the ERG program.

A handout should be developed for incoming ERG leaders to inform them of their new role. This should include how to put on a District event and how to manage and monitor program funds. It should showcase events from previous years that were successful and encourage events that provide a learning experience to spread awareness or knowledge of the ERG's mission. All handouts and handoffs should be the same for every ERG to ensure they are held to the same standards across the board.

In addition to standardizing the way that ERGs are run and managed, the ERGs should be given tools to include remote employees in ERG meeting and events. This can include video or call in methods for ERG meetings, video of the ERG events that can be viewed after or during events, and offsite meetings as available and applicable. Many employees working at satellite locations have a challenging time participating in the ERG program, and should be provided an equal opportunity.

Summary of recommended actions:

- Implement a standard handoff process to new ERG leaders.
- Include remote employees in ERG meetings and events through video or call in methods.
- Require individual ERG criteria and goals.



Recommendation #5

Create avenues for District staff to directly and actively engage with the community to build support for and understanding of the District's mission.

This recommendation is to provide more direct avenues for staff to engage with the community. A lot of feedback was received that staff could be utilized more effectively when engaging with the community and showing community support. The ERGs are one avenue this could be achieved. The ERGs could act as liaisons to community organizations that have similar goals and missions as the ERGs. This could be setup as a requirement for ERGs, and additional resources could be granted to ERGs that establish community partnerships. Resources could look like additional D&I hours, or through approval of employee time to attend events or conferences on behalf of the District.

Another way this can be implemented is through the creation of a Bay Area Diversity Council or equivalent organization. The District is currently an organization dedicated to D&I and implementing new ideas. Through active engagement with other organizations the District could continue to develop the D&I Program and be established as a resource in this area and a destination for a diverse, hardworking workforce.

Summary of recommended actions:

- Form a collective committee of representatives from each ERG to coordinate volunteer events for the District.
- Form a "Bay Area Government D&I Coalition" to bring local government agencies together to share best practices and host joint events.



Additional Recommendations

In addition to the five key recommendations, the Project Team developed recommendations for the broader D&I Program.

The first of these recommendations is to establish a D&I category for the Employee Recognition Awards. This would showcase to staff that D&I is important to the District and would recognize those who are doing their best to improve D&I at work.

The second recommendation is to analyze the use of the allocated employee D&I hours to evaluate the program participation and reinvest remaining hours and funds into the program. After reviewing the hours utilized by employees within the D&I project billing code, the Project Team identified that some units and events are using more hours than others. It would be beneficial to study this data to better understand how remaining hours can be reinvested into the D&I Program to increase participation and to better understand what more popular events are doing to draw participation. These numbers should be tracked as changes are made to determine if changes were effective.

New areas to explore and expand the D&I efforts include the diversity of the grant applicants and recipients, as well as the diversity of the District's business contracts and vendors. Increasing diversity throughout all aspects of the District business areas could further demonstrate the District's commitment to diversity and supporting the community.

For additional recommendations, please refer to the assessment matrix in Appendix C. This matrix provides an assessment of each specific tactic from the D&I Master Plan, Engaging Our Diversity: 2015-19, with suggested metrics to track effectiveness. Many of these tactics were challenging to assess due to a lack of tracking mechanisms, and the changes in D&I staff throughout the life of the plan.

Summary of recommended actions:

- Establish a D&I category for the Employee Recognition Awards.
- Analyze use of the allocated employee D&I hours to evaluate program participation.
- Explore the opportunity to expand D&I efforts to the grant program, business contracts and vendors.

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Conclusion



From the assessment, the Project Team identified the following key recommendations:

1. Establish clear and standardized communication of D&I efforts and policies.
2. Restructure the strategic master plan for the District's Diversity and Inclusion efforts to establish accountability and increase effectiveness.
3. Utilize tracking tools and industry best practices to optimize the District's recruitment and hiring practices.
4. Define and standardize ERGs to improve effectiveness, fairness and efficiency.
5. Create avenues for District staff to directly and actively engage with the community to build support for and understanding of the District's mission.

The District's D&I Program is at the forefront compared to similar, outside programs in terms of having a plan, established program, and budget for D&I activities. In fact, many other public agencies, academic institutions, and well-known private sector companies did not have a master plan nor any specific focus on D&I beyond EEOP requirements. The Project Team recommends that the District continue to value D&I as highly as it does, and implement the recommendations above in its future Master Plans and policies.

To be successful in building a diverse workforce and fostering a culture of inclusion, everyone at the District is responsible for being a champion of Diversity and Inclusion.

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Appendices



Appendix A

Internal Stakeholders List

Appendix B

External Stakeholders List

Appendix C

Assessment Matrix of D&I Master Plan: Engaging Our Diversity, 2015-19

Appendix A: Internal Stakeholders



Diversity & Inclusion Board Ad Hoc Committee

District Work Units

- Diversity & Inclusion Program
- Employee Recruitment
- Office of Civic Engagement

Bargaining Units

- Employees Association
- Engineer's Society
- Professional Management Association

Consultant, Valerie Phillips, Executive Recruiter

Employee Recognition Groups

- Ability Awareness Group
- Asian Pacific Resources Group
- Association of Black Employees
- Developing & Recognizing Y-Gen Professionals
- Green Team
- Indo-American Association
- PRIDE (Lesbian, Gay, Bisexual, Transgender/Straight Alliance)
- Organization for Latino Affairs
- Network & Activities for Parents
- Veterans Awareness Group

Association of Women Employees (a 501(c)(5) non-profit Board-recognized group)

Employee Recognition Committee

Appendix B: External Stakeholders

Government Agencies

- National Aeronautics and Space Administration (NASA)
- East Bay Municipal Utility District (EBMUD)
- Sacramento Municipal Utility District (SMUD)
- Zone 7 Water Agency
- City of Oakland
- Association of Bay Area Governments (ABAG)
- League of California Cities
- Orange County Transportation Authority
- City of San Jose
- Valley Transportation Authority (VTA)
- San Francisco Public Utilities Commission (SFPUC)
- City of Fremont
- County of Santa Clara
- City of Los Angeles
- Santa Clara County Public Health Department

Non-Profit and Professional Associations

- International City/County Management Association (ICMA)
- Municipal Management Association of Northern California (MMANC)
- California Diversity Council

Private Companies

- Apple
- Amazon
- Tesla
- Netflix
- Adobe

Academic Institutions

- University of California, Berkeley
- Stanford University
- University of California, San Francisco
- University of California, Santa Cruz
- California State University, East Bay
- San Jose State University
- San Francisco State University
- University of San Francisco
- San Jose City College
- Foothill College
- DeAnza College

Appendix C: Assessment Matrix

Line	Goals, Strategies, and Tactics	Status	Comments	Assessment
1	GOAL 1: Sustain and Enhance a Diverse Workforce			
2	Strategy 1.1		Maintain a skilled and diverse workforce that is adaptable to future conditions	
3	1.1.1	Complete	Management 101 a 10-month program tailored to newly hired and promoted supervisors and managers in which internal subject-matter experts teach courses on key district procedures. The Unit Manager Academy is a year-long program for middle managers to enhance their leadership and coaching skills. The Emerging Leaders Certification Program is a 12-month course designed to provide employees with the critical skills needed to be successful as supervisors. Working with the Bargaining Units, several job descriptions were revised to enhance the minimum requirements to including requiring two years of supervisory experience for management positions. In addition to the above, the District participates in the following regional employee development programs: Santa Clara County Leadership Academy, Management Talent Exchange Program, Municipal Management Association, NextGen Silicon Valley, BAYWORK, Water Career Pathway Consortium, and International City Managers Association.	Plans have been developed and there are several programs to show for it. There is evidence of promotions based upon these programs. Improvements: Develop plan prior to implementation. Metrics/Deliverables: Create the plan as the deliverable. Number of promoted individuals from the program (percentage), identified groups who need additional development, etc.
4	1.1.2	Not Started	Future Plan Development	Not Started. Improvements: Develop long-term plan prior to implementing. Metrics/Deliverables: Plan developed as a deliverable.
5	1.1.3	Complete	Identify and develop District-wide competencies for core leadership functions including leading, managing and collaborating across differences.	Core leadership competencies have been identified. Staff recognizes importance of enhancing these core leadership competencies. Improvements: The item of collaborating across differences has not yet been demonstrated. Further develop competencies. Metrics/Deliverables: Percentage of executives with competencies/trained in competencies.
6	1.1.4	Complete	Review and evaluate the District's labor utilization and disparate impact analyses and establish mechanisms for executive leadership to annually review and address areas for improvement.	The Disparate Impact Report is reviewed by Executive Leadership to identify and address any areas of improvement. Improvements: Ensure the Disparate Impact Report is reviewed frequently. Ensure areas of improvement identified by Executive Leadership are being addressed.
7	Strategy 1.2		Establish and strengthen relationships with diverse community groups to attract highly qualified candidates into the organization and support pipelines for future workforce	
8	1.2.1	Complete	Based on workforce labor utilization analysis, identify and conduct heightened outreach for underrepresented job classifications.	HR has increased outreach to the underserved local population. Improvements: Track applicants from targeted regions to determine whether these areas are seeking jobs at the District and whether preparedness courses are also needed. Metrics/Deliverables: Tracking number of applicants reached through outreach efforts.

Line	Goals, Strategies, and Tactics	Status	Comments	Assessment
9	1.2.2 Incorporate diverse community groups into a District key stakeholder program to develop productive relationships that promote water resource management careers.	Complete	The District participates in the BAYWORK program which works with other water resource agencies to develop and train a pipeline into our workforce.	BAYWORK is not focused on diversity. "BAYWORK is a consortium of Bay Area water and wastewater utilities working together to ensure that we will have the reliable workforce needed to serve our customers and protect the environment." Improvements: Partner with diverse community groups. Metrics/Deliverables: Developed list of community groups and program outline/plan.
10	1.2.3 Support outreach to potential applicant pool to enhance interest among underserved communities by engaging District employees as mentors.	Complete	In FY18 the District partnered with SPARK, and organization that facilitates mentorship of underserved middle school students in the Bay Area. District staff mentored nearly 20 students in a 10-week long program that culminated in a "Share Your Spark" capstone project. D&I plans to continue this program annually.	Partnership with SPARK. SPARK "unites diverse communities to provide middle school students with opportunities to discover who they can become today and in the future." Improvements: Consider outreach efforts to additional organizations. Metrics/Deliverables: Number of participants reached through these outreach programs.
11	1.2.4 Maintain the Youth Stewardship Commission that encourages sophomores and juniors to explore and pursue careers in the water industry.	Adjustment	The Youth Stewardship Commission has been replaced with a Board advisory committee called the Youth Commission. In FY18 the District received 118 applications. The Board is currently reviewing applications and they each will make 3 selections. Each student serves on the Committee for 2 years or graduation from high school, whichever comes first.	Youth Commission continues. Youth involvement helps District image and community support. Improvements: None. Metrics/Deliverables: Continue tracking participation.
12	1.2.5 Continue to grow our water education programs in diverse communities to encourage careers in the water industry.	Complete	Staff also continues to grow the water education program maintaining a high standard of teaching quality. In FY16, the program reached 638 teachers, 581 classes and 17,057 students.	Water Education Program continues to grow. Improvements: Target diverse communities. Metrics/Deliverables: Continue tracking participation.
14	Strategy 1.3 Recruit and hire from a highly qualified, diverse pool of candidates			
15	1.3.1 Enhance advertisement of District employment opportunities by using a comprehensive range of media sources, educational programs, and community-based resources.	On Track	Communications and Recruiting have partnered together to share external job openings on various social media platforms including the district's Facebook and LinkedIn pages. Additionally, the D&I Program encourages ERG leaders and other stakeholders to also post job openings on their social media pages. The District has increased its participation in career fairs, especially with colleges, STEM fairs and events, trade organizations and diverse professional organizations (i.e. La Raza, NAACP and Veterans organizations). HR worked with staff from the Office of Government Relations, Communications Office and D&I to discuss the development of an ongoing partnerships to establish a more diverse and inclusive outreach effort within the communities the District serves. Staff reviewed both the 2018 OGR Community Events List and the Water Supply Planning & Conservation Unit FY 2018 Events Calendar to determine the type of event, location, and past attendance.	A number of diverse applicants apply to the District. Improvements: Continue to reach additional diverse applicant pools. Metrics/Deliverables: Track and report how applicants hear about the District.

Line	Goals, Strategies, and Tactics		Status	Comments	Assessment
16	1.3.2	Fully implement the revised recruitment and selection policy to ensure the District's hiring process incorporates generally recognized best practices including a hiring process premised on objectivity and fairness.	Complete	A new recruiting process was implemented in accordance with industry best practices. The new recruitment and selection process implemented 7/1/15 balances and meets stakeholder needs while incorporating best practices in the recruitment industry. Improvements included simpler forms, fewer reviews and approvals, enhanced supplemental questions, addition of testing in recruitments, and including members from outside of the hiring division on the interview panels. Workshops and coaching for staff development helps employees better prepare and be successful in advancing their careers. At the end of the recruitment, internal candidates who participated in interviews are provided feedback on how they can improve their chances. Similarly, hiring managers have received training on the overall hiring process, developing screening criteria, coaching employees, etc.	The hiring process has improved. Improvements: Ensure panels are as diverse as they need to be and review this process over time to ensure these policies positively impact the recruitment process. Metrics/Deliverables: Comparisons to other agencies/companies to determine what improvements should be made.
17	1.3.3	Enhance employee awareness of District policies and processes for fair and consistent recruitment and hiring practices, by continuing to provide hiring workshops and resources for managers and employees.	Complete	HR provides three primary training workshops on the District's hiring process. 1. Hiring Process for Employees: Covers the guiding principles of the hiring process, getting the most from the Job Posting, filling out the job application, answering the supplemental questions, and effective interviewing skills to help prepare for the panel interview. 2. Recruitment and Selection Process for Managers: Covers the guiding principles of the hiring process, how to help employees prepare for promotional opportunities, and covers each step of the process and how to design an effective recruitment. This includes planning with the Recruiter, documenting key decisions on the recruitment worksheet, writing the job posting, developing the ideal characteristics, writing supplemental questions and screening applications. 3. Internship Mentor Training: Overview of the District's Summer Internship Program, what to expect from being a mentor, what to expect from the Interns, the duties and responsibilities of a mentor, Learning Development Plan & Evaluation and participation in intern events.	Workshops for employees, managers, and mentors. Ensure the average employee participates in a workshop. Ensure these provide awareness of District policies. Improvements: Increase outreach to staff regarding awareness training of District policies and processes related to consistent recruitment and hiring practices. Metrics/Deliverables: Percentage of hiring managers who have gone through hiring workshops.
18	1.3.4	Partner with the educational systems and professional associations, to support pathways for sourcing the District's future workforce.	Complete	The District's recruitment team and D&I participate in career fairs and related events throughout the year. In FY 18, a total of 20 career fairs are scheduled for attendance.	Participation in career fairs is not a partnership. Improvements: Develop partnerships with professional associations to source future workforce. Metrics/Deliverables: Reporting on number of partnerships established.
19	1.3.5	Implement a competitive, flourishing intern program that facilitates hiring of entry level staff contingent on graduation.	Complete	The District has made a commitment to create a pipeline for public sector jobs in general and for District jobs in particular. The District has demonstrated its commitment with various internship programs for high school and college levels. The District recently developed a fellowship program with 4 recent college graduates for a 2 year program at the District. In addition, this summer, forty-five (45) college students and nineteen (19) high school students will participate in the District's 12-week Summer Internship Program. The high school students are from organizations that support underrepresented areas including MetroEd, Foster Youth, Bright Futures and Strive.	The District has a robust intern program. Improvements: Continue to outreach to schools and underrepresented areas of the community. Metrics/Deliverables: Continue to report out on intern numbers.

Line	Goals, Strategies, and Tactics		Status	Comments	Assessment
20	1.3.6	Develop an apprenticeship program that focuses on underrepresented job classes.	On Track	The Skilled Trades Internship Program has up to eight (8) rotational internship opportunities to start by the end of FY18 will include responsibilities for interns at four facilities: Silicon Valley Advanced Water Purification Center, Rinconada Water Treatment Plant, Santa Teresa Water Treatment Plant, and Penitencia Water Treatment Plant. Interns will rotate quarterly based on assessed readiness. The interns will shadow maintenance personnel at each plant and meet with seniors from each craft: control systems, plant maintenance, and electrical systems. At the end of the first year of internship, supervisor evaluations will determine whether each intern will move on to the second year. These internships were posted in March 2018 and are reserved for students from Gavilan College's Water Resources Management Program.	Skilled Trades Internship Program exists. Improvements: Increase outreach/awareness of the program. Metrics/Deliverables: Continue to report out on apprentice numbers.
21	GOAL 2: Advance Workplace Inclusion & Engagement				
22	Strategy 2.1				
23	2.1.1	Within the next fiscal year, senior leaders will develop a shared understanding of the value of trust and its relationship to inclusive leadership practices in a high-performing organization.	Complete	Even before being appointed, the CEO made improving trust throughout the District a major focus area. To that end, she has increased the amount of communication with employees, provided more information regarding Board priorities, deliberations by the District's leaders, and making herself accessible to employees. In addition, the CEO initiated the Leading with the Speed of Trust program. The entire management team is participating in the program that is designed to enhance communication and trust.	The Speed of Trust program is popular, but has shown little trickle-down application. Improvements: Continue Speed of Trust program. Solicit feedback from staff as to whether lessons are being applied. Metrics/Deliverables: Track survey results related to trust in the workplace.
24	2.1.1a	The Leadership Team (LT) will provide multiple avenues for employee input on ways to improve trust levels across the organization.	Complete	The CEO maintains an email link for all employees to email her, an anonymous input box, and weekly CEO office hours.	The CEO has an email address, anonymous inbox, and office hours for staff contact. The Leadership Team is more than just the CEO. Improvements: More LT need to be accessible through similar means. Metrics/Deliverables: How often are these communications methods used? If they are not utilized, determine additional methods.
25	2.1.1b	The LT will develop a facilitated LT workshop(s) on the link between trust, inclusion, and employee engagement to identify and develop division-specific strategies for improving and sustaining trust.	Complete	"Leading at the Speed of Trust" workshop was held for LT and Managers in August and September 2017. This globally recognized leadership training and management course improves leadership skills and inspires organizational culture change. The course teaches managers and leaders pragmatic, practical, and actionable skills that can be implemented immediately regardless of their role in the organization. The instruction, discussion, and tools provided in this workshop will enhance the vision of leaders who return to their organization with a new language and behavior to lead in a way that inspires trust in all facets of life. A follow-up joint Speed of Trust training will be held in May 2018 with scheduled ongoing joint sessions.	Speed of Trust is a good start, however, a "link between trust, inclusion, and employee engagement" is not described. Improvements: Need to "identify and develop division-specific strategies for improving and sustaining trust." Metrics/Deliverables: Workshop attendance percentage and number of workshops held.
26	2.1.1c	The LT will develop and implement an action plan to promote inclusive leadership practices within their division.	Future plan development		Not Started. Improvements: Develop and implement an action plan to promote inclusive leadership practices. Metrics/Deliverables: Action Plan

Line	Goals, Strategies, and Tactics	Status	Comments	Assessment
27	2.1.2 Demonstrate senior leader commitment to strengthening engagement throughout the organization.	Complete	In FY18, the District included in all employee workplans a Diversity & Inclusion talent goal that will encourage employees to participate in employee recognition and ERG events among other things.	Including a D&I goal on all employee work plans has shown the District's commitment to D&I efforts Improvements: Reinvest unused hours into the program to increase buy in. Metrics/Deliverables: Analyze how D&I hours are being used to determine where there is leadership buy in.
28	2.1.2a Beginning in FY16, LT members will identify as part of their annual performance goals one or more methods for advancing the District's strategies for inclusion and engagement each year.	Complete	See Tactic 2.1.2 above.	Including D&I goals on employee work plans does not showcase that LT "advancing the District's strategies for inclusion and engagement each year." Improvements: Communicating these goals transparently could increase trust in the work place by showing individual commitments to trust and D&I.
29	2.1.2b LT members will commit to serving as an ERG ally/resource every other year to broaden leadership support and promote success of ERG efforts.	On Track	Of the 27 LT members, 11 currently serve as executive sponsors. Many Executive Sponsors and ERGs have had the same sponsors for multiple years. If an ERG requires a new sponsor, they are provided with a list of LT members who do not currently sponsor an ERG.	There are no avenues to rotate sponsors or add additional sponsors. This needs to be documented in an ERG leadership handout. Improvements: Encourage LT members to be more involved with ERGs. Metrics/Deliverables: Continue to provide numbers of executive leadership who currently or who have served as an ERG leader.
30	2.1.3 Support ongoing strengthening of knowledge, skills, and abilities for leading inclusively.	On Track	Executive coaching will be introduced in FY 19 to all LT. Benefits of 1:1 executive coaching includes enhanced communication and conflict resolution skills, self awareness, increasing team engagement and overall division productivity.	Not implemented yet and it will need to be prioritized. Improvements: Develop additional strategies to promote inclusivity. Utilize an all employee bias training to further understanding of inclusivity Metrics/Deliverables: Track participation.
31	2.1.3a All new managers/supervisors and emerging leaders at the District, including ERG leaders, will participate in a leadership course focused on leading across differences within their first year.	Complete	In FY18, for the first time, ERG leaders participated in a tailored training on leading without authority and staying motivated while volunteering. The MLT and Supervisors were trained in "Managing Difficult Conversations" in the Summer of 2017. Training is also offered to Managers/Supervisors including Meyers Briggs Getting Along with Different Personality Types, Progressing from Buddy to Boss, FranklinCovey "7 Habits of Highly Effective People", InsideOut Coaching. In addition, the employees who participated in the Emerging Leaders Certification Program participated in approximately 150 hours of leadership training, which includes key courses such as Emotional Intelligence, Developing and Promoting Others, Performance Management, Advanced Communication Techniques, etc.	Good programs, but not all new leaders have these as necessary trainings to meet this goal. There is no mention of supervisors being trained. Improvements: Focus on leading across differences. Metrics/Deliverables: Percentage of new leaders who have gone through trainings.
32	2.1.3b As part of their ongoing professional development plans, LT and Management Leadership Team (MLT) will identify one or more training opportunities on leading across differences no less than every three years.	Complete	As part of the Annual Goal Setting Process, training opportunities are required. This allows for a collaborative conversation between the manager and the deputy officer to identify training needs on an annual basis. Staff is evaluated every six months on their progress.	Allows LT and MLT members to discuss development goals with their manager. No mention of "leading across differences". Improvements: Focus on leading across differences. Metrics/Deliverables: Track completion rate of this goal.

Line	Goals, Strategies, and Tactics	Status	Comments	Assessment
33	2.1.3c Develop and launch a pilot program to enable IT to use a 360-review as a coaching opportunity to gain additional insights and feedback on inclusive leadership practices.	Future plan development	Developing the 360 performance evaluation for IT will be implemented in FY 19.	Planned for future. Improvements: 360-review allows for feedback to manager. Metrics/Deliverables: Program plan.
34	Strategy 2.2	Recognize and Promote the Value of Employees		
35	2.2.1 Ensure that the workforce is proficient and competitive for promotional opportunities by fully implementing and sustaining an effective Employee Development Performance Program that helps all employees develop their skills.	Complete	The District's employee development and performance program (EDPP) is fully developed and includes talent development goals for supervisors and managers. The EDPP includes mid-year and annual evaluations for all employees.	The EDPP process helps employees understand strengths and weaknesses. This goal should ensure the workforce is efficient and competitive. Improvements: Incorporate industry standards into EDPP to "ensure that the workforce is proficient and competitive for promotional opportunities." Metrics/Deliverables: Program plan developed.
36	2.2.1a Supporting IT and MLT in their understanding of the responsibility for developing their staff, by requiring participation in 1 or more performance management workshops (e.g. on effective goal setting, EDPP user software training, 1:1 coaching, evaluations, dealing with poor performers, and providing effective feedback) no less than every two years.	Complete	The District EDPP provides feedback to employees which is valuable to their professional growth. The program incorporates employee self-evaluation and requires each employee to create Development Goals in consultation with their managers. An emphasis was made for management staff to enhance their coaching skills while developing staff. Talent management goals are required of all managers with measures to identify success. Furthermore, performance evaluations have been modified with the goal of having developmental discussions rather than strictly referring to historical work status. Additionally, coaching programs have been refined and thus have resulted in an increase in the number of trained coaches accessible to all employees for staff development and knowledge management. This program is relatively new and is expected to be critical for employee development. For the Leadership Team and Management Leadership Team to understand their responsibility for developing staff, training sessions on the mid-year and annual evaluation process are offered on a regular basis. For the FY2017 Annual Evaluation and FY2018 Goal Setting Processes, on-demand webinar videos were developed allowing staff to obtain training at their convenience from their workstation. In addition, detailed job-aids were created for employees and managers on the Automated Talent Management System to assist managers and supervisors support employee development goals.	This should be utilized by all staff. Improvements: Ensure participation in workshops. Metrics/Deliverables: Number of people attending workshops.
37	2.2.1b Tracking development conversations with staff by reporting out with IT and MLT semi-annually on the extent of completed development conversation that link employee goals to future achievement at the District.	On Track	As part of the Annual Performance Evaluation, all managers are required to have a Talent Management Goal. This goal demonstrates commitment to develop of staff by having at least one development conversation per year with each direct report, creating an Individual Development Plan (IDP) with each employee and encouraging participation in Cultivate/Succession Development programs and other training opportunities. Managers are evaluated on their role in supporting this goal every six months. HR will start reporting out the results of this goal in FY 18.	The program is not currently reporting out. Improvements: Provide regular reporting on progress. Metrics/Deliverables: Report out on progress.
38	2.2.2 Promote a work environment that values all employees and a richly diverse workforce, including work/life balance, and that is free of any form of harassment or discrimination.	Complete	ERG events and programs celebrate diversity, for example, the Parents Advisory Network focuses on work/life balance and Ability Awareness focuses on ensuring people with disabilities have the proper resources they need. The District has an EEO program to address any potential or alleged discrimination and harassment.	Interviews with staff indicate that the District values all employees, a diverse workforce, work/life balance, and a harassment/discrimination-free workplace. Improvements: Develop metrics to track. Rework to be more of a tactic than a goal. Metrics/Deliverables: Survey results.

Line	Goals, Strategies, and Tactics		Status	Comments	Assessment
39	2.2.2a	Conduct workshops on District Values and behavioral expectations that solicit employee input and discussion at the organizational Unit level to help develop set of District Expectations that support a work environment that promotes organizational values in practice.	Future plan development		Not Started. Improvements: Develop expectations prior to implementing. Metrics/Deliverables: Develop Plan.
40	2.2.2b	Expand the offerings and regularity of ERG programs that help foster strong internal networks, personal connection, and positive work relations.	Complete	ERGs have become more active than ever, with 30 events for all District staff held in 2017 and are on track to do the same or more in 2018.	The District has a robust ERG program. Improvements: ERGs need more guidance, support, and direction. Metrics/Deliverables: Develop ERG guidelines to ensure efficiency.
41	2.2.2c	Ensure a supportive environment and equal opportunity for individuals with disabilities by developing and providing ongoing training for supervisors and managers to heighten awareness of the Reasonable Accommodation process.	Complete	Management Leadership Team had a presentation on Reasonable Accommodations in 2015 and there is a plan to roll out further training in June 2018.	Presentation on Reasonable Accommodation. Improvements: Needs more awareness. Metrics/Deliverables: Continue to report out on trainings.
42	2.2.2d	Identify, assess and apply workplace and personnel policies and practices that support flexibility and work/life balance to help drive individual and team performance.	Complete	8-9-8 schedules and potential telecommuting based on Employee Workplace Study.	The District has a range of work schedule options for staff. Flexible schedules provide high work life balance for employees. Improvements: Investigate additional work schedule options. Metrics/Deliverables: Report on whether additional schedules would be effective.
43	2.2.2e	Ensure effective ethics and equal opportunity policies and procedures, clear mechanisms for reporting concerns, easy-to-access guidance, and fair and consistent interventions and inquiries, when warranted.	Complete	Ethics and Equal Opportunity have clear guidelines on how to file complaints on the District's internal website.	The policies are available and easy to use. Improvements: May need more outreach/training. Metrics/Deliverables: Continue to make policies available.
44	Strategy 2.3	Recognize Employee Contributions to the Success of the Organization			
45	2.3.1	Build a Districtwide culture of recognition by promoting methods and regular programs that recognize employees at all levels for their role in the success of the organization.	Complete	The District has a robust Employee Recognition Program that consists of an annual peer-to-peer nomination program, FLOW (previously On-The-Spot), Service Awards, and Great Talent Developer Award.	The District has a robust set of employee recognition programs. Improvements: Add a diversity and inclusion category to the employee recognition event. Metrics/Deliverables: Continue to report out on awards.
46	2.3.1a	Promote broad participation in District recognition programs including "On-the-Spot" Awards, Annual Employee Recognition Awards, Annual Service Awards, Quarterly Great Talent Developer Award, and Annual Exemplary Employee Program.	Complete	Marketing of Employee Recognition Program occurs periodically. Employees are well aware of the various avenues for recognition.	Employee recognition programs are widely known/used and events are well-attended. Improvements: None. Metrics/Deliverables: Continue to report out on awards.

Line	Goals, Strategies, and Tactics	Status	Comments	Assessment
47	2.3.2 Evaluate and adapt recognition methods and programs to identify ways to ensure their positive impact and effectiveness on organizational performance.	Complete	The Employee Recognition Program metrics are reviewed periodically to ensure usage and effectiveness.	Periodic review of programs allows for adjustments over time. Improvements: None. Metrics/Deliverables: Report out on updates as they occur.
48	Strategy 2.4 Maintain Satisfaction with Supervisor/Manager			
49	2.4.1 Cultivate an employee/employer relationship that drives individual and team performance based on openness, mutual respect, support and acknowledgement by implementing methods, such as an open door policy, to foster open dialogue at all levels without fear or retaliation.	Complete	The District has taken several measures to enhance communication, trust, mutual understanding, mutual respect, and openness. For example, managers are encouraged to make themselves available to employees (the CEO leads by example and actually schedules time on her calendar to meet with employees), and improve communication with all levels of the organization. Managers have been provided with training on a number of subject area designed to improve internal cohesion and communication. For example, "Leading at the Speed of Trust" that provides for leadership techniques on self trust, relationship trust, organizational trust, high trust behaviors which includes demonstrating respect, create transparency, show loyalty, listen first and extend trust.	Multiple trainings have been added for supervisors and managers. Improvements: Progress varies from manager to manager, ensure consistency. Metrics/Deliverables: Number of managers who have attended Speed of Trust.
50	2.4.1a Strengthen unit manager's/supervisor's engagement with team members by providing timely development and regular monitoring of annual work plans that reflect clear goal setting and clear team member objectives for achieving them.	Complete	Regular monitoring and development of annual work plans continue. Employees have the opportunity to provide a self appraisal through the Automated Talented Management System prior to meeting with their managers to discuss their goals. Employees are also given the opportunity to indicate whether they have had the opportunity to reflect and clarify their own professional goals.	IDPs and Self Evaluations provide avenues for self-growth. Improvements: These are only as effective as the manager/supervisor makes them. Be consistent with requirements. Metrics/Deliverables: Track percentage of employees who have IDPs and analyze data to determine if it encourages development.
51	2.4.1b Ensure all employees have tools and opportunities to regularly reflect and clarify their own professional goals and to communicate them to supervisors/managers.	Complete	All employees are encouraged to complete a performance selfassessment every six months as part of the Performance Evaluation process. This allows employees to communicate their career aspirations, identify trainings needed to fulfill their goals, and how their manager can support them in achieving their goals.	IDPs also allow staff to reflect on professional goals and communicate that to supervisor/manager. Improvements: Need feedback from staff to determine effectiveness. Metrics/Deliverables: Track percentage of employees who perform self evaluations and analyze data to determine if it encourages development.
52	2.4.1c Launch a pilot program to enable MLT to use a 360review as a coaching opportunity to gain additional insights and feedback on inclusive leadership practices.	Future plan development		Not Started. Improvements: Need support from management. Metrics/Deliverables: Develop program plan.
53	Strategy 2.5 Sustain Connection to Mission and Alignment with Goals			
54	2.5.1 Establish mechanisms to regularly communicate District-wide strategies to all employees.	Complete	All Employee Meeting has been revived after a 3 year hiatus. Also, CEO corner on internal website is regularly updated with notes from Board, MLT, and Chiefs meetings.	Messaging has not been clear or consistent on delivering messages to employees. Improvements: Clearly communicate District-wide strategies to staff. Metrics/Deliverables: None.

Line	Goals, Strategies, and Tactics		Status	Comments	Assessment
55	2.5.1a	Implement an on-boarding program that orients and acclimates all new employees to the business and culture of our organization.	Complete	To orient and acclimate new employees to the business and culture of the District, an on-boarding program has been implemented. The purpose of the New Hire Buddy Program is to help welcome New Hires and reaffirm their decision to join the District. The program provides New Hires with a reliable, motivated, single point-of-contact for their basic questions regarding their work experience at the District. It also helps establish orientation as a process, rather than a single-day learning event.	The District has new hire programs to educate them about the business. Improvements: Expand to all staff when major processes change. Metrics/Deliverables: Report out on percentage of employees who receive this orientation.
56	2.5.1b	CEO and senior leadership will communicate across all work units (e.g. site visits, division meetings) to provide transparency about District goals and strategies and to connect employee contributions to advancing the organization's mission.	Complete	See Strategy 2.5.1 above.	Senior leadership does not regularly attend/participate in group meetings below the division level. Improvements: Senior leadership could occasionally attend smaller group meetings in their division. Metrics/Deliverables: Distribute written plan and communications.
57	2.5.1c	CEO and senior leadership will establish open office hours each week in order to solicit employee input and foster accessibility and dialogue with all levels of staff.	Complete	See Strategy 2.5.1 above.	CEO has office hours and email contact. Other senior leadership is largely unaccessible. Improvements: Senior leadership to be more accessible. Metrics/Deliverables: None.
58	Strategy 2.6 Continue to Sustain Team Effectiveness				
59	2.6.1	LT will identify opportunities at the beginning of each year to engage diverse groups of employees in crossunit collaboration to propose solutions to operational or organizational issues.	Complete	The first Emerging Leaders Program culminated in cross-functional team projects that included: (1) Transition of Capital Projects to Water Utility Operations; (2) Culture Innovation Lab; (3) Infrastructure Reliability Project – Water Wheeling Study; and (4) THIRA – Threat Hazard Identification and Risk Assessment projects. This year's Emerging Leader Capstone Projects include: (1) Joint Emergency Action Plans - Hot Spot Cities; (2) Capital Projects Timeline Accuracy Review; (3) D&I Program Master Plan; and (4) Business Efficiency Improvement Plan.	ELCP capstone projects are a good way to get an outside view of a problem/issue. However, neither diversity nor cross-unit are specified for capstone projects. Improvements: Develop other diverse/cross-unit groups to evaluate an issue. Metrics/Deliverables: Project reports and presentations.
60	2.6.2	Develop ongoing training opportunities for training to enhance skills to effectively lead and collaborate among diverse teams (e.g. communication and listening, meeting facilitation).	Complete	Workforce Development provides various training opportunities on emotional intelligence and soft skills.	The focus on training and soft skills has increased over the life of this plan with high employee interest. Improvements: Continue to develop/offer innovative training opportunities. Metrics/Deliverables: Track training numbers when developed.
61	GOAL 3: Leverage and Support Strategic Community Alliances				
62	Strategy 3.1 Engage with diverse community groups to help shape and support innovative solutions to countywide challenges				
63	3.1.1	Develop and establish a comprehensive, multi-year community partners strategy to identify and sustain strategic and mutually beneficial organizational alliances that promote volunteerism and community service that enhances the delivery of District products and services through lasting, effective engagement.	Complete	D&I reaches out periodically to community partners regarding job opportunities at the District and hosting community meetings at the District's facilities. The District also maintains a robust volunteer, civic engagement program, and community partnering sponsorship program.	This is not a comprehensive, multi-year community partners strategy" Improvements: Assign Civic Engagement Unit as the lead/responsible entity. Metrics/Deliverables: Strategic plan.

Line	Goals, Strategies, and Tactics		Status	Comments	Assessment
64	3.2.2	Enhance the leadership role and visibility of ERGs in establishing effective community partnerships by developing and implementing a process for ERG engagement as part of the District's community partners strategy.	Complete	ERG leaders are collaborating on the creation of a volunteering committee to focus the ERGs' collective volunteering efforts.	Collaborating on the creation of a volunteering committee is not a community partnership. Improvements: Needs organization and direction. Develop a list of partnerships created with community groups. Metrics/Deliverables: Develop community partnership plan.
65	3.1.3	Identify and implement workforce development opportunities for new unit managers and emerging ERG leaders to broaden their skills for engaging broadly with external audiences on the District's behalf including participation in the District's Speakers Bureau Program.	Complete	The Speakers Bureau is active at the District with participation from mostly Board members. In 2018, the District has sent speakers to Alma and Goodyear Mastic neighborhood associations and West San Jose Kiwanis.	Action did not target the demographic specified (new UMs and emerging ERG leaders). Improvements: Focus on new UMs and emerging ERG leaders. Metrics/Deliverables: Develop plan to engage with community.
66	3.1.4	Develop a method and implement a process to annually evaluate the effectiveness of these community partnership.	Complete	Each year, the District conducts a blind annual survey of the activities which external groups find most valuable. The Community partnerships and sponsorships activities are consistently rated highly.	This is not being done with the partnerships this goal was hoping to create, because it did not create any partnerships. Improvements: Develop partnerships with community groups. Metrics/Deliverables: Develop a community partnership survey to receive results.

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**Pilot SCVWD Recruitment, Retention, Internship and Scholarship Program
Strategic Initiative Proposal**

Prepared By:

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Capital Program Services Division**

Date: 3/12/07

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I. PROJECT BACKGROUND

A. Why Do This Project?

The Santa Clara Valley Water District (District) is facing several strategic challenges including: changes to the work force and maintaining an ethical, strong and diverse workforce (Strategic Challenge No. 6.1). Recruiting for a diverse entry level engineering staff enhances our efforts to address this strategic challenge. A pilot "SCVWD Recruitment, Retention, Internship and Scholarship Program" (Program) is proposed to improve the diversity of the District's entry level engineering staff, thus contributing to achieving a diverse workforce (meeting Strategic Challenge No.6.1)

B. History & Background

The District employees about 100 people in the entry level Civil engineering classes- Assistant I and II. About 40% are female and about 60% are in minority groups. About 15% of all employees in these classes are Hispanic and about 5% are Black. San Jose State University has developed a successful recruiting and retention program for mechanical, electrical and computer engineering programs using significant corporate financial support from local high tech companies. The San Jose State Minority Engineers Program (MEP) provides ongoing retention activities for engineering students. This recruiting and retention "infrastructure" could be expanded with District financial support to include the civil engineering program thereby expanding the pool of underrepresented candidates for District entry level engineering positions.

San Jose State University is our local Civil Engineering school and has provided many entry level Engineers to the District. The District has worked with the university to encourage development of Civil Engineers. Various outreach and cooperative programs have assured a good relationship between the District and the University.

Building on top of the already established good relationship and leveraging San Jose State's successful MEP, the District, with manageable investments can increase the number of underrepresented applicants for engineering positions at the District and thereby increase the diversity of the engineering staff especially increasing the number of females, Hispanics, and Blacks.

II. PROJECT OBJECTIVES/PROJECT BENEFITS

A. RECRUITMENT

Objective: Improve the applicant rates of underrepresented high schools students to the Civil Engineering program at SJSU.

B. RETENTION

Objective: Improve the graduation success rate so that more enrolling underrepresented students will graduate from the SJSU Civil Engineering program.

C. INTERNSHIPS

Objective: Encourage underrepresented San Jose State Civil Engineering students to seek employment at the District after graduation by providing mentoring and technical work experience through an internship program for San Jose State Civil Engineering students.

D. SCHOLARSHIPS

Objective: Strengthen the effectiveness of recruitment and Retention programs by providing direct financial support and guaranteed internship opportunities to deserving underrepresented high school students in the SJSU Civil Engineering program.

III. PROJECT SCOPE OF WORK

A. RECRUITMENT

The District will provide funding, estimated to be about \$6000 per year to San Jose State to expand its existing MEP to include Civil Engineering. The District will also provide staff participation to San Jose State recruitment efforts (see below) to promote Civil Engineering and SCVWD.

San Jose State will develop and produce outreach materials: brochures, PowerPoint presentations, video, and portable demo units; conduct periodic visits to local high schools with a higher proportion of underrepresented students. and attend regional and statewide community and high school counselor meetings. Specific High Schools Districts could be nominated by Board of Directors Members in their respective Districts. San Jose State will organize on-campus activities: campus tours, workshops, panel discussions, laboratory demos and design competitions.

B. RETENTION

The District will provide funding, estimated to be about \$16,000 a year, to expand the SJSU MEP to support retention of underrepresented Civil Engineering students at SJSU (see below). In addition District will provide surplus office supplies. San Jose State will provide structured one-on-one monitoring, mentoring and advising by both Civil Engineering faculty and engineering counselors. San Jose State will organize workshops and seminars on career and graduate school opportunities in civil and environmental engineering. San Jose State will also provide training in communications, teamwork, and leadership skills. San Jose State will provide financial support for attending professional conferences and participating in student organizations.

C. INTERNSHIPS

Develop and implement a limited internship program for San Jose State Civil Engineering students to work at the District on managed and mentored engineering assignments.

D. SCHOLARSHIPS

The District will fund two Scholarships for local underrepresented high school

students pursuing an undergraduate degree in Civil Engineering at San Jose State. Preference would be given to high achieving students with proven need for assistance. Annual award of \$8,000 with annual increases of 5% for cost of living would be provided. Each scholar would be guaranteed an internship opportunity at the throughout the college years.

San Jose State will establish two student scholarships under the name Santa Clara Valley Water District Scholars for students from the targeted group. San Jose State will promote the scholarship program to high school students and counselors. San Jose State will carry out the application and selection process and organize publicity and recognition events.

III. PROJECT DURATION AND COSTS Table

Fiscal Year School Year	FY08 Aug 07- May 08	FY09 Aug 08- May 09	FY10 Aug 09- May 10	FY11 Aug 10- May 11		FY12 Aug 11- May 12	
scholarship 1/FY08	\$8,000	\$8,400	\$8,820	\$9,261	grad May 2011		
scholarship 2/FY09		\$8,400	\$8,820	\$9,261		\$9,724	grad May 2012
recruitment	\$6,000	\$6,000	\$6,000	\$6,000		\$6,000	
retention	\$16,000	\$16,000	\$16,000	\$16,000		\$16,000	
internships	\$20,000	\$20,000	\$20,000	\$20,000		\$20,000	
year totals	\$50,000	\$58,800	\$59,640	\$60,522		\$51,724	
cumulative totals	\$50,000	\$108,800	\$168,440	\$228,962		\$280,686	

V. SOURCES OF FUNDING

As shown in Table above, the program could be funded in the FY08 Budget from Water Utility (50%) and Watershed (50%) Funds. Initial pilot program funding of \$280,686 would support:

- 1) Recruitment-Contribution to the San Jose State MEP recruitment program
- 2) Retention-Contribution to the San Jose State MEP retention program
- 3) Internship- Labor costs for District personnel to provide internship mentoring and assignment management and salaries for interns.
- 4) Scholarship- One four year scholarship to be awarded for fall 2007 and one additional four year scholarship for Fall 2008.

VI. OPERATING BUDGET IMPACTS

This pilot program potentially initiates a long term relationship with the San Jose State Civil Engineering and MEP program. Additionally the recruitment work will develop long term relationships with local high schools. On-going commitments of resources are needed to transition the proposed pilot program to a sustainable program.

HANDOUT: AGENDA ITEM 4.3

Additionally, based on successful outcomes form this Pilot Program, the District may want to consider a more extensive Recruitment, Retention, Internship and Scholarship program including other disciplines, such as scientific, environmental, and financial.