

RACIAL EQUITY ACTION PLAN PHASE 1

A Racial Equity Action Plan (RE Action Plan) shall include Racial Equity indicators to measure current conditions and impact, outcomes resulting from changes made within programs or policy, and performance measures to evaluate efficacy, that demonstrate how a City department will address Racial Disparities within the department as well as in external programs.

— ORE Legislative Mandate, [Ordinance No. 188-19](#)

California Academy of Sciences

Racial Equity Lead
Raul del Barco, Chief of Human Resources
rdelbarco@calacademy.org

Last Updated
12/30/2020

Racial Equity Team (See 6.1.2)
Raul del Barco, Chief Human Resources Officer
rdelbarco@calacademy.org
Samantha Delucchi, Government Affairs Analyst,
sdelucchi@calacademy.org
Elayne Graylow, Associate Director, Human Resources
egraylow@calacademy.org
Heidi Hankins, Staffing Manager
hhankins@calacademy.org
Kristen Magno, Human Resources Analyst
kmagno@calacademy.org
Kelly Mendez-O'Connor, Director of Communications
kmendez@calacademy.org

Racial Equity Action Plan Template Key

ACTIONS: specific acts to accomplish to achieve departmental goals
RESOURCES COMMITTED: what is needed to perform actions; financial, human, and/or material
INDICATORS: quantifiable measure of an action’s success; how much, how well, or is anyone better off?
TIMELINE: dates denoting the start and end of the action

IMPLEMENTATION: detailed plan on how the action will be accomplished; month, quarter, and/or year
STATUS: the action’s current status, updated regularly [ongoing | in-progress | completed | not started]
LEAD: staff, committee, or body responsible for the action and/or accountable for its completion

Racial Equity Action Plan Sections

1. Hiring and Recruitment
2. Retention and Promotion
3. Discipline and Separation
4. Diverse and Equitable Leadership and Management
5. Mobility and Professional Development
6. Organizational Culture of Inclusion and Belonging
7. Boards and Commissions
8. Appendix

PROCESS

Please describe how your RE Action Plan was developed and who was involved.

The California Academy of Sciences began our process developing the Racial Equity (RE) Plan in October of 2020. Although the Academy had previous plans to hire a third party Diversity consultant to help advance our institution's racial equity and inclusion beginning January 2021, this plan serves as a preface and an internal evaluation of where the Academy stands in present time. The Academy is a quasi-City department, receiving funding strictly for the Steinhart Aquarium including 11 CCSF Stationary Engineers. Answers below are addressed from an institutional lens. This means, unless there is an explicit City-related question, our team has answered the questions as to how our institution will proceed or currently proceeds.

The Academy took a cross-divisional approach to completing this plan. The primary contributors are leaders from the Human Resources Department, the Government Affairs Analyst, the Director of Public Operations and Access, the Chief Operating Officer, and the General Counsel. Please see appendix (Section 8) for a full list of contributors to the plan. Once the major points were drafted, this document was then shared with a variety of employees, including senior leadership, for feedback. This helped inform the first version of the RE Plan and further edits were made. On December 31, 2020, the final first version of the Academy's Racial Equity Plan: Phase 1 was submitted to the Office of Racial Equity, shared with the public via the Academy's website, as well with Academy employees.

The Academy's Racial Equity Team is responsible for compliance and maintenance of the Racial Equity Plan. As a living document and an on-going process, the Academy will update the plan and indicate updates with version control. Future versions of the Academy's Racial Equity Plan will evolve to be more cohesive and holistic whereby further thoughtful feedback from the Diversity consultant, staff, and leadership will be included.

1. HIRING AND RECRUITMENT

Identify, Attract, Invest in and Retain a Diverse City Workforce. Racial homogeneity within hiring and recruiting networks reproduce historical inequities in access to family-sustaining, living wage jobs. Therefore, cultivating an inclusive workforce requires intentional efforts in and with diverse, underrepresented and underserved communities. Rather than passively waiting for a more diverse candidate pool and people with more varied backgrounds to apply, Departments can and should actively

seek these individuals out. This includes assessing the most basic barriers to access that influence the City’s applicant pool, and developing a clear, intentional outreach strategy. Further, partnering creatively within non-traditional outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems will cultivate a rich pool of diverse candidates.

DEPARTMENT GOAL

What is the department’s overall goal on Hiring and Recruitment?

The Academy aims to identify and remove potential biases in the recruitment process in order to attract and support candidates who bring a wide variety of work and learning experiences, particularly BIPOC. This includes involving everyone at the Academy in sharing our job opportunities with their diverse networks and community partners as well as posting job openings on a variety of traditional and non-traditional job sites. We aim to continuously improve and track our progress with the overarching goal of creating a more inclusive and equitable workforce.

- 1.1. Develop a hiring and recruitment policy and procedure that aligns with the Citywide Racial Equity Framework and the department’s RE Action Plan.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
1.1.1. Assess current conditions and barriers that impede 1) potential applicants’ ability to competitively apply to available positions, and 2) disallows current, competitive employees to apply.	HR, Inclusion, Diversity, Equity, and Access (IDEA) Team, Hiring Managers	All open jobs are posted internally and externally to allow a more competitive applicant flow. Hiring sources are tracked by internal and external sources.	Current	Review the current internal and external application process for employees and applicants to determine if we need to make any adjustments.	Current and On-going	HR

1.1.2. Implement an annual staff survey to assess departmental diversity and inclusivity that would inform hiring and recruitment goals, particularly looking for gaps within data. Survey data and results are disaggregated and included in the department annual review.	HR, Diversity Consultant, IDEA Team, All Supervisors	Survey is administered annually. Survey results are included in the department annual review.	Short term (3-6 months)	With the guidance of the Diversity Consultant we will conduct an Academy-wide assessment to determine a baseline understanding of staff concerns, including barriers they experienced during the recruiting process and ways to improve.	TBD	HR
1.1.3. Draft and release an equitable and inclusive hiring and recruitment policy that includes learnings and feedback from staff survey and applicant barriers assessment. This policy must be vetted by the Racial Equity Leaders and any related working group.	HR, Diversity Consultant, IDEA Team	Policy is created, implemented, and reviewed annually to maximize results.	Short term (3-6 months)	Work with a cross functional group, including Diversity Consultant, to put together a policy that includes learnings from staff survey and a review of best practices.	TBD	HR

1.2. Strengthen recruitment and hiring strategies to attract and cultivate diverse candidates at all levels of the department.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
1.2.1. Develop a clear and expansive recruitment process that addresses most basic barriers to access to employment opportunities, and stretches beyond existing outreach protocols to new and unexpected. Map and track outreach efforts.	HR, IDEA Team, All Staff	Candidate pipeline and hires reflect a variety of sources from traditional to non-traditional outlets. Recruitment and hiring sources are tracked and analyzed for effectiveness.	Current	We would like to incorporate new sources and networks as part of our process. Continue to review and update our job posting list, which is shared with all staff on our intranet. Partner with Hiring Managers and interested staff to develop relationships with specific departments at City	Current, and on-going	HR

				Colleges, trade schools, and community organizations (see 1.2.2).		
1.2.2. Foster relationships with new and unexpected outlets, community-based organizations, BIPOC professional networks, re-entry programs, SFUSD and community college systems that could feed into open positions.	HR, Director, Public Operations and Access, Hiring Managers from various divisions	Candidate pool is increasingly more diverse and referred from a variety of sources. Supervisors are developing and referring BIPOC professionals in their networks for open roles.	Current	<p>Sunset Youth’s Clear Path Program - Our Security department currently offers a paid internship program, where the purpose is to provide support and experience for at-risk youth to transitional aged young adults (ages 18-24.)</p> <p>The Arc - The Arc San Francisco is a unique learning, continuing education, and supportive employment center that helps individuals with intellectual and developmental disabilities access learning and find employment success. As an internship site for Arc participants, the Academy leverages the expertise of both the Arc San Francisco and the Calacademy to create a museum career pathway for youth into adulthood. This internship provides career choices for a group that has historically been oppressed in the workforce.</p> <p>AccessSFUSD - Is a workplace immersion internship program for transition age youth with intellectual and developmental disabilities. Guest Experience partners with AccessSFUSD to help transition youth into the workforce by providing internships.</p> <p>City College of SF- Connects Academy departments that have frequent hiring needs and establish relationships with CCSF career center and specific</p>	Current, and on-going	HR, Hiring Managers from various divisions

				<p>programs that focus on science, museum studies, criminal justice, and hospitality. Share job openings and opportunities.</p> <p>SF State - Continue to work with their Museum Studies studies, Hospitality and Tourism Management, and Science departments. We share our job openings through their “handshake website” for college students and new grads.</p>		
<p>1.2.3. Review, simplify, and standardize job descriptions and minimum qualifications to remove any barriers to attracting a diverse candidate pool and those with diverse life, education, and professional experiences. Include multiple ways to apply to a position.</p>	<p>HR, Hiring Managers, IDEA Team</p>	<p>Applicants resumes and job experiences indicate a variety of skills and work experiences that may meet some, but not all, requirements of the job posting.</p>	<p>Current</p>	<p>Identify and remove gender/coded/ableist language to be more inclusive and welcoming to applicants.</p> <p>Work on reducing the required list of qualifications, and instead use preferred or what can be trained to appeal to a broader range of skills and experiences.</p> <p>Remove or limit degree requirements for jobs unless required due to compliance or as a substitute for equivalent experience not acquired on the job.</p> <p>Make cover letters optional, unless the job requires they write as part of their job duties.</p> <p>Continue to work directly with our contacts at AccessSFUSD, ARC, Sunset Youth and support their processes of submitting clients directly to department managers.</p>	<p>Current, and on-going</p>	<p>HR, Hiring Managers</p>

<p>1.2.4. Interrogate necessity of minimum qualifications (MQs) that may disproportionately create racial inequities in hiring and recruitment. Consider the option of learning on the job or relevance of transferable skills. Remove unnecessary/outdated MQs for certain classifications to expedite hiring and allow for greater equity.</p>	<p>HR, Hiring Managers</p>	<p># increase in applicant pool with more diverse life, education, and learning experiences.</p>	<p>Current</p>	<p>The Academy is updating our job description template and revising the MQs to be shorter, focusing on skills and experience and what can be trained or learned on the job for PNP staff (see above.)</p> <p>Added, “We encourage you to apply even if you don’t believe you meet every one of the qualifications for the position.” to all job postings to encourage a wider applicant pool.</p> <p>CCSF SE MQs have been substituted with comparable experience, such as apprenticeship program, 4 year maritime Academy, or 1 year journey level stationary engineer experience.</p>	<p>Current, and on-going</p>	<p>HR</p>
<p>1.2.5. Review the need for supplemental questions. Does this job require the applicant to write well as a part of their job duties? If not, reconsider supplemental essay questions, unless grammar and other writing skills will not be considered.¹</p>	<p>HR, Hiring Managers</p>	<p>Questions are limited and are either multiple choice or limited text.</p> <p>Cover letters are optional, unless writing, proofing and editing are indicators to do the job.</p> <p>We have received positive feedback from applicants that the application process is easier with less time needed to complete an application and applications are easier to access on a variety of platforms.</p>	<p>Current</p>	<p>The Academy recently implemented a new ATS which allows us to make the cover letter optional and fewer questions to answer.</p>	<p>Current, and on-going</p>	<p>HR</p>

¹ From <https://www.cityofmadison.com/civil-rights/documents/RESJEquitableHiringTool.docx>.

1.2.6. Reject the practice of “degree inflation” which exacerbates racial disparities in educational and wealth attainment by requiring a four-year college degree for jobs that previously did not. Be specific about the hard and soft skills needed for the role.	HR, Hiring Managers, IDEA Team	# racially/ethnically diverse applicants increase with more diverse learning and professional experiences that can meet a range of the skills needed to succeed or grow in the role.	Current	The Academy is in the process of updating our job description template to ask for experience and skills in relation to the job, or a combination of on the job learning experiences and education.	Current, and on-going	HR, Hiring Managers
1.2.7. Require outside recruiters to comply with departmental standards for equitable and inclusive hiring to ensure the production of diverse and qualified candidates. Use outside recruiters who bring an equity lens and culturally-competent skills to their work.	HR, Staffing Agencies	Agencies can provide data and references to support their commitment to providing diverse qualified candidates for temporary or full time placements.	Current	When the Academy engages with outside recruiters (very limited use) from search firms we will request that they have experience with recruiting and sourcing for diverse candidates, particularly BIPOC.	Current and On-going	HR

1.3. Invest in a diverse and equitable talent pool by formalizing robust internship, fellowship, pre-apprenticeship and apprenticeship programs, and provide equal opportunity towards permanent employment.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
1.3.1. Create, maintain, and develop internship stipends and paid fellowship opportunities. Be clear and upfront about the ability to fund internships and fellowships during the interview process.	Hiring Managers, HR	# of paid interns/fellows increase annually or meet department needs/capacity.	Current	Internship stipends and paid fellowship opportunities are paid to provide a more equitable opportunity for all. The paid internship and stipend opportunities are communicated throughout the recruitment and hiring process.	Current and On-going	HR, Hiring Managers

<p>1.3.2. Identify and secure a minimum number of departmental summer placements and employee mentors for participants in the Mayor’s Opportunities for All program.</p>	<p>PE&E, Operations</p>	<p># of Opportunities for All placements and mentors.</p>	<p>Current</p>	<p>The Academy of Sciences offers year-round opportunities for youth in SF through our Careers in Science Internship, ARC Partnership, as well as Sunset Youth Services Program. While the Academy does not hire directly from the applicant pool provided by CCSF, our interns meet the same criteria as those in the CCSF program. Thus, our interns are counted by the Human Rights Commission as Opportunities for All Interns.</p>	<p>Current and On-going</p>	<p>Government Affairs</p>
<p>1.3.3. Disrupt employment patterns relying on a ‘feeder model’ that consistently pulls candidates from the elite institutions and universities. Target local community colleges, trade schools, training programs, re-entry programs, public high schools, etc. (e.g. SF Unified School District’s Career Pathways Program.)</p>	<p>HR, Hiring Managers, All Staff</p>	<p>Internship/fellowship candidate pool is increasingly more racially and ethnically diverse and referred from a variety of sources.</p> <p>Resources can be tracked and evaluated to review progress.</p>	<p>Current</p>	<p>We share our job postings with our local community colleges through their Handshake website.</p> <p>See 1.2.2 for listing of additional community resources.</p>	<p>Current and On-going</p>	<p>HR</p>
<p>1.3.4. Include opportunities to expand collective knowledge regarding diversity, equity, and inclusion.</p>	<p>Hiring Managers, IDEA Team, HR</p>	<p># of opportunities during internship/fellowship.</p>	<p>Intermediate (1-2 years)</p>	<p>This is a priority for us, we will evaluate in 2021/2022.</p>	<p>TBD</p>	<p>TBD</p>
<p>1.3.5. Track and evaluate outcomes including reviewing the application process and resulting hires by race/ethnicity, to address any fallout due to bias. Collect constructive feedback of intern and fellowship experiences. Adjust programs accordingly.</p>	<p>HR, Program Managers</p>	<p>Tracking system implemented.</p> <p>% of evaluations completed.</p> <p>Internship/fellowship program updated before next cycle.</p>	<p>Intermediate (1-2 years)</p>	<p>This is a priority for us, we will evaluate in 2021/2022.</p>	<p>TBD</p>	<p>HR, Program Managers</p>

1.4. Commit to standardized, transparent, and participatory recruiting and onboarding.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
1.4.1. Maintain a standardized and holistic interview process with structured interview questions.	HR, IDEA Team Hiring Managers	Standardized interview process with a set of inclusive interview questions.	Current	Review current interview question list, update and include additional inclusive interview questions, and parse out a consistent set of questions to each member of the interview teams.	Current and On-going	HR
1.4.2. Ensure a diverse hiring panel for each interview.	HR, Hiring Managers	Increase in diverse interview panels brings in different points of views and provides a more well-rounded perspective for candidates.	Current	Our current interview process aims to include an interview panel with a mix of demographics and experiences.	Current and On-going	HR
1.4.3. Train staff on conducting interviews, taking care to focus on implicit bias and equity. This includes staff involved in selecting interns and fellows.	TBD	Interview panels will be trained on delivering a fair and equitable process, including training on implicit bias in the interview process.	Intermediate (1-2 year)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR
1.4.4 Adopt a tool to track application progress and provide assistance where needed through multiple means to reach more job seekers.	HR	Tool created and implemented. # of applicants increased. Increased assistance to job seekers.	Current	We currently implemented Jazz HR, an application tracking system, and will be running reports on demographics, applications, and hires to track our progress.	Current and On-going	HR

<p>1.4.5. Share and post all job openings internally. Abide by department's RE Action Plan goals to create and streamline professional mobility.</p>	<p>HR, Hiring Managers</p>	<p>Increase in internal part-time and full-time staff and interns applying for job openings.</p>	<p>Current</p>	<p>Jobs are posted on both internal and external job sites.</p> <p>Staff who are working part-time may work in other departments to increase their hours, and skill set.</p> <p>We ask job applicants if they need assistance or accommodation as part of the application process. This can be tracked and reported on as needed.</p>	<p>Current and On-going</p>	<p>HR</p>
<p>1.4.6. Decrease and close lags and long wait times in hiring, interviewing, and onboarding processes that can cause delays in service provision and potential economic harm to interested applicants.</p>	<p>HR, Hiring Managers</p>	<p>Review time to hire and commit to follow up with candidates in a timely manner.</p> <p>All candidates receive communication during the application process.</p>	<p>Current</p>	<p>HR Recruitment meets with each Hiring Manager to create a standardized hiring, interviewing and onboarding process and timeline.</p> <p>Candidates receive an automated response after application submission and throughout the various steps of the application and hiring processes, in addition to verbal communications.</p>	<p>Current and On-going</p>	<p>HR</p>
<p>1.4.7. Formalize and standardize the onboarding process for full-time and part-time staff, volunteers, interns, fellows, and freelancers.</p>	<p>HR, Volunteer Services</p>	<p>All new hires and volunteers are processed similarly regardless of position.</p>	<p>Current</p>	<p>All new hires attend a new hire orientation with HR.</p> <p>Hiring Managers receive an onboarding template that outlines key milestones to cover for their employees for their first 90 days to ensure a consistent onboarding.</p> <p>Volunteers attend a similar orientation.</p>	<p>Current and On-going</p>	<p>HR</p>
<p>1.4.8. Expand upon the default Certification Rule of Three Scores. For example, expanded to the Rule of Ten or more.</p>	<p>HR</p>	<p>Increase in number of diverse candidate pools</p>	<p>Current</p>	<p>Demographic data is shared at the aggregate level and for groups of 10 or less included in all staff totals.</p>	<p>Current and On-going</p>	<p>HR</p>

To protect the identity and confidential and sensitive information we do not report out on groups of 10 or less, unless in aggregate form.

2. RETENTION AND PROMOTION

Our Workforce is Our Largest Asset. Retaining a strong workforce means supporting our employees holistically to ensure that they are affirmed, in and out of the office. A competitive salary, inclusive benefits and opportunities for advancement ensure that our workforce can sustain themselves and their immediate family, and oftentimes, due to the wealth gap and the effects of systemic racism, their extended families and

friends. A clear and intentional path to promotion addresses barriers to upward mobility that systemically face underrepresented employees. Lastly, acknowledging and responding to any potential inequitable impacts of the COVID-19 pandemic on frontline City workers will be essential.

DEPARTMENT GOAL

What is the department's overall goal on Retention and Promotion?

The Academy strives to provide a supportive work environment, competitive compensation, and a commitment to diversity, equity, and individual advancement. We aim to maintain a healthy work environment where employees feel a sense of belonging, connection to our mission, and work-life separation is encouraged.

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

****The California Academy of Sciences is exempt from the Disaster Service Worker Program.****

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
2.1.1. Track deployment and the given functions of all DSW workers (frontline work and remote work) deployed throughout the period, disaggregated by race/ethnicity, age, gender, classification, pay, union, tenure with the City,	N/A	Tracking mechanism implemented. Demographic data analyzed.	N/A	N/A	N/A	N/A

accommodations/disability, etc. Compare aforementioned demographics of employees who volunteered through the DHR DSW survey with those who were requested/deployed.

<p>2.1.2. Conduct internal budget analysis with racial equity lens and DSW data, to inform current and future staffing needs. Develop strategies to prevent inequities in layoffs and furloughs.</p>	<p>N/A</p>	<p>Budget analysis completed.</p> <p>Strategies developed and published.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2.1.3. Ensure that frontline DSW workers have access to necessary PPE to complete their job function, including, but not limited to, masks, gloves, gowns, and access to hand washing and sanitizing materials.</p>	<p>N/A</p>	<p>PPE access protocol established.</p> <p>DSW workers have an increased awareness of PPE access protocol.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2.1.4. Offer and clarify additional benefits for compensation, paid sick leave, and flex time for deployed workers.</p>	<p>N/A</p>	<p>Compensation, paid sick leave, and flex time benefits assessed and easily accessed.</p> <p>Increased employee awareness of additional benefits.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2.1.5. Consider DSW caretaking and safe transportation constraints when making assignments to avoid additionally burdening workers (e.g. graveyard shifts.)</p>	<p>N/A</p>	<p>Caretaking and safe transportation sections included in DSW deployment protocol.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

2.2. Ensure salaries and benefits allow for a dignified livelihood, especially for people of color and women.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>2.2.1. Conduct annual internal reviews of salary standards against industry standards to ensure parity.</p>	<p>HR, Finance</p>	<p>Pay inequities are reduced and aligned annually after salary data is reviewed.</p>	<p>Current</p>	<p>In accordance with the CA Fair Pay Act, we conduct an annual Gender/Race pay analysis to determine if there are unexplained pay discrepancies and develop plans to make corrections.</p> <p>Prior to opening jobs, making job offers, or promotions, we conduct pay equity reviews to prevent compression contributing to pay gaps.</p> <p>We conduct periodic market analysis to ensure compensation is competitive.</p>	<p>Current and On-going</p>	<p>HR</p>
<p>2.2.2. Conduct annual internal reviews of the parity of department benefits, reviewing and enhancing existing policies (e.g. parental leave policy, short-term disability, etc.)</p>	<p>HR</p>	<p>Benefits provided are annually improved.</p>	<p>Current</p>	<p>We ensure that benefits at the Academy are the same for all Divisions. Benefits are not hierarchical, nor are senior staff offered enhanced benefits.</p> <p>Every year we review our benefits offerings to ensure we are evolving. For example, we expanded our bereavement leave when we realized it was only for “immediate family” which didn’t include non-married partners or non-traditional family structures. We changed “immediate family” to “loved ones” that includes other significant people.</p>	<p>Current and On-going</p>	<p>HR</p>
<p>2.2.3.</p>	<p>HR</p>	<p>PTO policy is annually improved.</p>	<p>Current</p>	<p>Several years ago the Academy replaced Columbus Day with a floating holiday.</p>	<p>Current and On-going</p>	<p>HR</p>

Review the paid time off (PTO) policy annually and enhance it to value all religious and cultural holidays.	# of staff taking PTO increases.	Staff are provided 4 floating holidays that they can use for personal reasons, including religious holidays. We are conscious not to schedule All Staff meetings and other important meetings on significant religious holidays.
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2.3. Create paths to promotion that are transparent and work to advance equity.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
2.3.1. Determine standard factors considered for raises and promotions. Make this information available to staff.	HR	Increase in knowledge about raises and promotions.	Current	The Academy provides raises in 3 instances and shares information with staff: <ol style="list-style-type: none"> 1. During the annual increase process which happens in January (when budgeted). 2. For promotions; where there are significant changes in the job. 3. Targeted market/equity adjustments based on compensation analysis. 	Current and On-going	HR
2.3.2. Develop a formal and transparent process for raises and promotions.		Increase in staff feedback about promotion and raise process.		See above.		
2.3.3. Develop a process for “acting/interim” roles to avoid staff working these roles for extended periods of time without compensation.	HR	Acting/interim staff process included in internal policies and processes.	Current	All employees in “acting/interim” roles are provided a salary adjustment for the period the person is in the role, based on the new duties. When the employee returns to their previous role	Current and On-going	HR

		Increased awareness of process for acting/interim staff.		they are returned to their previous salary plus any merit increase they may have missed.		
2.3.4. Internally investigate key classifications with current “drop-offs” in employee diversity, such as Administrative Analyst Series (182X series). Set forth strategies and training opportunities to support employee development to achieve mobility.	HR	Review positions with higher drop off rates in relation to race/ethnicity. Identify training opportunities or strategies to support employees in their development (when budget allows.)	Intermediate (1-2 year)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR
2.3.5. Revisit classifications that “dead end” employees, to create a clear upward path for continued employment opportunities with the City.	N/A	Identify “dead end” classification and revise.	N/A	The Academy does not oversee the continuous employment of employees for the City.	N/A	N/A

3. DISCIPLINE AND SEPARATION

The Path to Termination is Filled with Bias. Managerial practices that surround employee evaluation, monitoring, warning, suspensions, and termination must be applied equally. Employees of color, especially Black and Latinx employees, receive extra scrutiny from supervisors leading to worse performance reviews, missed promotion opportunities, and, oftentimes, termination.¹ This additional scrutiny is a result of a biased feedback loop in which Black and Latinx employees are often seen as less skilled because of consistent or prolonged unemployment. This cycle must be

stopped. Higher rates of corrective action and discipline negatively impacts a department’s ability to successfully recruit, retain, and engage employees of color, specifically Black and Latinx employees.² Thus, supervisors should be aware of their own biases, evaluations and reviews must be standardized, and, most importantly, managers should always center the needs of their employees. Job expectations should be reasonable, clear, and gladly supplemented with opportunities for upskilling.

¹ Gillian White, Black Workers Really Do Need to Be Twice as Good, The Atlantic (Oct. 7, 2015) <https://www.theatlantic.com/business/archive/2015/10/why-black-workers-really-do-need-to-be-twice-as-good/409276/>.

² Department of Human Resources, CCSF, 2020 Annual Workforce Report, Phase I 11 (Mar. 2020).

DEPARTMENT GOAL

What is the department’s overall goal on Discipline and Separation?

The Academy strives to create an environment where staff are encouraged and supported to contribute effectively to the goals of the organization. Through clear and thoughtful communication we aim to support our staff to excel in their roles.

3.1. Create a clear, equitable, and accountable protocol for disciplinary actions.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
3.1.1. Track disciplinary actions and analyze subsequent disaggregated data. Pay	HR	Create a tracking mechanism. Analyze data annually	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR

special attention to data pointing to biases against staff of color.		Increase accountability in disciplinary actions.				
3.1.2. Track all types of separations and analyze subsequent disaggregated data. Pay special attention to data pointing to biases against staff of color. Feel free to include other approaches to addressing this area in your department.	HR	Create a tracking mechanism. Analyze data annually.	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR
3.1.3. Train supervisors on bias and equitable and compassionate discipline and separation.	HR	# of trainings completed annually.	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR
3.1.4. Implement alternative dispute resolution opportunities, such as mediation, to resolve interpersonal issues, thus reducing the need for separation or traditional disciplinary measures. Encourage a “scaled back” discipline process.	HR, General Counsel	Human resources trained on alternative dispute resolution.	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR
3.1.5. Standardize discipline procedures and corrective actions to ensure that all employees receive the same level of discipline for a particular policy.	HR	Reduction of racial disparities in disciplinary actions.	Current	The Academy uses the progressive discipline process with the goal of preventing escalation. Corrective action or discipline is administered consistently. It may take a variety of forms, including, but not limited to, a counseling, written warning, and a performance appraisal indicating performance in one or more areas that need improvement. Supervisors must work with Human Resources to ensure employees are	Current and On-going	HR

aware of the concerns and have a path
for improvement.

4. DIVERSE AND EQUITABLE LEADERSHIP

An Equitable Workplace Starts with Diverse Leadership. Fostering an organizational culture of inclusion and belonging means seeing oneself in every aspect of the workplace. When white men make up 85% of all senior executive and board members in America, it is difficult to imagine how women and people of color can see themselves in a leadership position.¹ In general, a department’s leadership determines multiple aspects of the workforce, who gets hired, where the money goes, what

projects are greenlit. Thus, it is more likely that a diverse leadership that carries shared values with their staff, will better uplift the staff. In fact, all employees, both white and employees of color, benefit from a people of color-led department.² Even the community will benefit because a diverse leadership will be better connected with the community, thus being able to create far more robust and innovative ways to support them.

¹ Laura Morgan Roberts & Anthony J. Mayo, Toward a Racially Just Workplace, Harvard Business Review (2019) <https://hbr.org/cover-story/2019/11/toward-a-racially-just-workplace>.

² Race to Lead, Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap.

DEPARTMENT GOAL

What is the department’s overall goal on Diverse and Equitable Leadership?

The Academy will begin a thorough review of equity in our workplace to determine how we can develop a more ethnically/racially diverse leadership group.

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

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
4.1.1. Adhere to a hiring and recruitment policy that generally aligns with the citywide racial equity framework and the departmental RE Action Plan.	HR, Hiring Managers	% increase in leadership that identifies as BIPOC.	Short term (3-6 months)	See Hiring and Recruitment section.	TBD	HR

4.1.2. Commit to ongoing racial equity training and development for leadership.	HR, SR Team	# of training & development completed by leadership per quarter.	Short term (3-6 months)	The Academy will provide racial equity training for all supervisor level staff and senior leadership.	TBD	HR
4.1.3. Incorporate senior leadership demographics in the department annual report and/or other public-facing reporting.	HR, Communications	Senior leadership demographic included in the department annual report.	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR
4.1.4. Implement a simple process to submit anonymous input to senior leadership. Develop a plan to respond to such input.	HR, SR Team, SAC, IDEA Team	All staff are aware of the process.	Current	<p>The Academy encourages open communication with staff. There are several mechanisms for employees to communicate with senior leadership. Examples include: “Ask the Chiefs” email address and open door policy.</p> <p>The Academy’s Staff Advisory Council (SAC) accepts questions from staff that are reviewed anonymously with senior leadership by the SAC Chair. Answers are provided through the SAC chair, through all staff emails, or during an all staff meetings.</p>	Current, On-going	HR, SAC

5. MOBILITY AND PROFESSIONAL DEVELOPMENT

When an Employee’s Needs are Met, so are the Department’s Needs. Our City workforce should center the needs of our employees. In order to do that, it is important to recognize having both the hard and soft skills needed to perform certain tasks is a form of privilege. It is equally important to realize that employees of color are more likely to repeatedly prove their capabilities rather than being evaluated by

their expected potential.¹ By intentionally investing in the specific professional development of each staff, the department can uplift an employee’s journey to developing new skills rather than scrutinizing for a lack of skills. In essence, professional development through mentorship, training, and workshops create an internal pipeline retaining employees to one day fulfill leadership positions.

¹ Evelyn Carter, *Restructure Your Organization to Actually Advance Racial Justice*, Harvard Business Review (Jun. 22, 2020) <https://hbr.org/2020/06/restructure-your-organization-to-actually-advance-racial-justice>.

DEPARTMENT GOAL

What is the department’s overall goal on Mobility and Professional Development?

The Academy strives to provide training opportunities for all staff to increase professional development and excel in their roles. We aim to create an inclusive work environment suitable for people of all physical and cognitive abilities.

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

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
5.1.1. Require formal training for all staff regardless of full/part-time status or seniority.	HR, Supervisors	# of available professional development opportunities. # of completed trainings.	Current	The Academy provides professional development (when budget allows) equitably to all staff. Some examples are: <ul style="list-style-type: none"> We currently offer online training through Learnit for all staff to develop communication skills, project 	Current and On-going	HR

				management, team building and collaboration, managerial, and technical skills.		
				<ul style="list-style-type: none"> We provide bi-monthly brown-bag professional development on topics, such as, Managing your Career, Effective Feedback, Having Difficult Conversations, and Emotional Intelligence. 		
5.1.2. Formalize a process for staff to attend conferences. Make clear processes and protocols for reimbursement, stipends, and payments.	TBD	# of attended, external Conferences.	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR, SR Team
5.1.3. Offer opportunities for continual and extended learning. Include in the annual budget.	TBD	# of staff enrolling and completing extended learning. \$ dedicated to extended learning annually.	Intermediate (1-2 years)	We would like to but are limited by financial constraints.	TBD	HR, SR Team
5.1.4. Encourage participation in professional development by sharing external opportunities that are related to the department's missions and goals. Provide financial support for paid opportunities.	TBD	# of staff participating in outside events or opportunities.	Intermediate (1-2 years)	We would like to but are limited by financial constraints.	TBD	HR, Finance
5.1.5. Track professional and skill development and assess annually, specifically looking to target underrepresented staff of color.	HR	Adopt a tracking system, analyze annually. # of staff of color utilizing professional development.	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR

5.2. Encourage collaboration between staff and supervisors that are consistent and thoughtful.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
5.2.1. Develop an annual performance evaluation for all staff, part-time and full-time. Highlight advancement opportunities.	HR, All Staff	Annual performance evaluation program to all staff.	Current	The Academy currently has an annual performance evaluation process in which all employees participate. We are currently assessing changing to a quarterly system in order to provide more timely feedback.	Current, and on-going	HR
5.2.2. Create a mentorship program between senior and junior level staff.	TBD	# of mentorship programs per year. # of mentorship programs per year. # of meetings per program cycle.	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	HR

5.3. Ensure staff needs are centered and timely met in order to perform and excel at their jobs.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
5.3.1. Create a process where staff can submit accommodation requests to the department's administration. The overall timeline process should be transparent and easily accessible.	HR	Process developed. % of staff aware of the accommodation process.	Current	All Staff are informed about the accommodation process as part of their new hire orientation	Current, and on-going	HR

		# of accommodations made increased		Supervisors are informed about the accommodation process and the required notification to HR. We will implement an annual supervisor training program around leaves of absence, ADA, and related topics, in 2021.		
5.3.2. Incorporate an assessment of staff needs into the staff performance evaluation process.	HR	All Staff are aware of our annual review process which includes a self review form assessment form during their new hire orientation. All staff receive communication about this form as part of the annual review process.	Current	The Academy’s current performance review process includes regularly scheduled check-in meetings in addition to the following through an automated performance management system. 30-day Employee Feedback Form/meeting to provide feedback to their Supervisor on how they are doing and what they need to be successful. 90-day Performance Feedback Form/meeting where the Supervisor and Employee meet to discuss 90 day performance, development needs and set annual goals. Annual Performance Review/meeting An opportunity for employees and supervisors to discuss accomplishments, goals, and requests for support from their supervisor.	Current, and on-going.	HR
5.3.3. Assign spaces for staff to take breaks and/or be in community with one another (e.g., department celebration, affinity groups).	HR, Operations	Improvement in overall staff mental health, increase in staff feedback.	Current	The Academy has several spaces for staff to take breaks. We are considering more options that conform with new physical distancing requirements.	Current, and on-going.	HR, Operations

				Private spaces are limited in the building. Supervisors support staff that need private space for religious and cultural practices and make necessary accommodations.		
5.3.4. Set up processes and open communication channels so management is available to respond to employees' non-work-related needs that contribute to the overall work quality, Center the most vulnerable individuals. e.g. transportation stipends, exercise stipends, childcare, etc.	HR, Finance	Assessment performed annually. \$ set aside for accommodations. Increase in staff awareness of accommodations.	Intermediate (1-2 years)	We would like to but are limited by financial constraints.	TBD	HR/Finance
5.3.5. Respect religious and cultural practices of employees.	HR, All Supervisors, IDEA Team	Improvement in overall staff mental health. Explore more opportunities to provide staff accommodations for religious and cultural practices.	Current	We support staff in practicing and celebrating their cultural and religious practices.	Current and on-going	HR, IDEA Team

6. ORGANIZATIONAL CULTURE OF INCLUSION AND BELONGING

Growing a Diverse Workforce is Just the First Step. Employees must feel welcomed and included at every stage of their employment. Racial homogeneity is not only found in hiring and recruiting, it permeates throughout organizational culture, policies, and procedures. It also can take form as coded, traditional standards, such as “professionalism,” that ultimately centers whiteness.¹ This factor takes an immense mental health toll on underrepresented employees who do not feel like they belong. Departments must actively work to create a culture of inclusion and commit to

ongoing assessment to uncover gaps in policies and procedures that create a culture of othering. Changes in organizational culture starts and continues with the needs of the employee. These needs are discovered by fostering intentional relationships with underrepresented employees, specifically women, trans employees, Black employees, indigenous employees, employees of color, and employees living with disabilities.

¹ Aysa Gray, *The Bias of ‘Professionalism’ Standards*, Stanford Social Innovation Review (Jun. 4, 2019) https://ssir.org/articles/entry/the_bias_of_professionalism_standards.

DEPARTMENT GOAL

What is the department’s overall goal on Organizational Culture of Inclusion and Belonging?

The Academy aims to uphold values, policies, and organizational culture that reflects the lived experience of all employees--regardless of their race, socioeconomic status, gender, geography, or whether or not they are living with a disability.

6.1. Foster an intentional organizational culture that is committed to inclusion and belonging.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
6.1.1. Ensure that the department’s mission, policies, and procedures reflect an ongoing commitment to an organizational culture of inclusion and belonging.	HR, IDEA Team, All Staff	Department mission, policies, and procedures are updated and available.	Current	Regularly review and update our HR documents, forms, and procedures. Review our mission, policies and procedures with all new hires and volunteers.	Current and On-going	HR, SR Team, IDEA Team

				Created an Inclusion, Diversity, Equity, Access group, open to all staff, in 2017 to provide a forum for addressing relevant topics and to operationalize staff ideas to build a diverse and inclusive work environment.		
6.1.2. Create a Racial Equity Team consisting of Racial Equity Leads committed to keeping the department accountable for reaching its RE Action Plan goals.	Racial Equity Team	Regular, scheduled meetings with the RE Team to implement RE Action Plan plan.	Current	The Academy's Racial Equity Team met weekly to complete phase 1 of the Racial Equity Plan. Going forward, the Racial Equity Team will include leads from respective areas that will meet regularly to ensure compliance and update the plan as needed. We look forward to expanding upon this work in 2021.	Current and On-going	Racial Equity Team
6.1.3. Develop a RE Action Plan that is updated regularly and available to the public.	Racial Equity Team	RE Action Plan is published on the department's website.	Current	The plan is published on our website.	Current and On-going	Racial Equity Team
6.1.4. Regularly report to staff, board, and commissioners on RE Action Plan updates.	Racial Equity Team	Ongoing reporting.	Short term (3-6 months)	This is a priority for us, we will evaluate in 2021.	TBD	Racial Equity Team
6.1.5. Support and provide spaces for affinity groups, prioritizing historically marginalized peoples.	HR	Affinity groups have a space on the intranet which is accessible for all staff.	Current	The Academy encourages and supports the development of affinity groups. These groups are self formed and have an Executive Sponsor. The current groups are: <ul style="list-style-type: none"> Academy Women in Excellence (AWE) - focus on female experience in the workplace. IDEA Team - focus on Inclusion, Diversity, Equity, and Access. Academy Pride - focus on LGBTQ and allies. Employee Caregivers Group - focus on employees who are 	Current and On-going	HR

				caregivers for children, parents, or another person.		
6.1.6. Have staff participate in trainings, conferences, and discussions that promote a wider understanding of racial equity.	HR/All Staff	# of training, conference, or discussion regarding diversity, equity, and inclusion completed by staff per quarter.	Short term (3-6 months)	Working with our Diversity Consultant, the Academy will provide training and workshops to all staff around racial equity. Staff are encouraged to attend conferences and webinars around racial equity topics.	TBD	HR/All Supervisors
6.1.7. Conduct an annual staff survey that assesses the department's commitment to an organizational culture of inclusion and belonging.	HR, Diversity Consultant, All Staff	Annual survey with disaggregated data and feedback.	Short term (3-6 months)	The Academy is currently in the process of hiring a Diversity Consultant that will conduct an Academy-wide staff assessment/survey in early 2021. The Academy will assess the CCSF survey planned for 2021 to determine which survey is most appropriate.	TBD	HR, IDEA Team
6.1.8. Ensure that all art, decor, and design where staff work daily reflect racial and social diversity.	All Staff	Increase in staff engagement.	Short term (3-6 months)	This is a priority for us, we will evaluate in 2021.	TBD	HR, All Supervisors

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

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION PLAN	STATUS	LEAD
6.2.1. Regularly update departmental mailing lists to ensure that all staff receive communications.	HR, IT	Increase in staff feedback, participation, and response to communications.	Current	We add all staff to our regular all-staff email list where important communications are sent out on a regular basis. We also use language	Current and On-going	HR

				line translation services to translate key messages in other languages as needed for our staff.		
6.2.2. Ensure that all staff meetings center a diverse range of speakers and inclusive topics while offering space for staff engagement. Be transparent about the speakers and topics.	SR Team	Ongoing staff participation and feedback.	Short term (3-6 months)	This is a priority for us, we will evaluate in 2021.	TBD	SR Team
6.2.3. Create, maintain, and make available a space, physical and/or digital, for staff to share information.	HR, Cross functional team members from each Division	Ongoing staff participation and feedback.	Current	In 2018, we relaunched a new intranet Google site working with a cross functional team and with staff survey feedback to ensure the site was easily accessible, easy to navigate, and included opportunities for staff to connect through forums, team sites, and Employee Resource and Affinity groups.	Current and On-going	HR

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

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
6.3.1. Create an accessibility protocol that is utilized across all events, communications, and departmental functions.	Operations	Protocol distributed internally and with any outward-facing interactions.	Current	We have completed the training from the San Francisco Mayor's Office on hosting accessible events and have implemented their protocols for all external events. We continue to improve upon it as new standards and best practices become available.	Current and On-going	HR, Operations

<p>6.3.2. Evaluate and improve on all physical spaces to meet or exceed accessibility standards taking into account staff and visitors with disabilities, seniors, and families.</p> <p>e.g. elevator access, ramps, lactation rooms, scent-free cleaning products, gathering spaces, etc.</p>	Operations	<p>A plan for physical space improvement.</p> <p>\$ funding secured.</p> <p>Successful implementation.</p>	Current	<p>We work closely with the San Francisco Mayor’s Office on Disability since we reopened in 2008 to provide a fully accessible and inclusive museum. We continually work with them to evaluate new exhibits and spaces. Most recent improvements have been language captioning including ASL for the Planetarium show, sensory kist, and digital sensory guides.</p> <p>Upcoming work in 2021 includes increasing the number of automatic doors in office spaces and building a childrens’ nature play space that will be fully accessible and sensory friendly.</p>	Current and On-going	Operations
<p>6.3.3. Evaluate and improve on all digital functions and communications to meet or exceed accessibility standards taking into account staff and visitors with disabilities (e.g. plain-text messages, recordings with captions, accommodations for blind or low vision individuals, accommodations for Deaf people, etc.)</p>	Operations, HR, IT, Digital, Exhibits	<p>A plan for digital improvement.</p> <p>\$ funding secured.</p> <p>Successful implementation.</p>	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	Communication s, Operations
<p>6.3.4. Invest in translation services.</p>	HR, Supervisors	# Increase in translated materials.	Current	<p>Academy uses an interpretation and translation service for written, verbal, and in-person communication and policies.</p> <p>Academy provides an Employee Assistance Program for staff and their departments in multiple languages available 24/7.</p>	Current and On-going.	HR/All Managers

				The Academy translates its online educational and exhibit materials into multiple languages using paid and volunteer translation services.		
6.3.5. Encourage individual forms of inclusive identity expression. e.g. honoring gender pronouns, relaxing or modifying dress code, etc.	HR, All Staff	Increase in staff using inclusive identity expression, second nature. Pronouns are used and encouraged during meeting introductions, new hire and benefits orientations, Interviews, and we share resources on the intranet. Dress codes do not vary by gender.	Current	Updated employee Gender-Inclusive language Guidelines communicated to all-staff and are on the intranet. Disability-Inclusive language Guidelines communicated to all staff and are on intranet. Encouraged staff to use gender pronouns in email signatures and introductions in meetings. Updated dress code and grooming policies. All employees have the right to dress in a way that corresponds with their gender identity and/or gender expression.	Current and On-going.	HR, IDEA Team
6.3.6. Bring accessibility information and accommodations to the forefront rather than offering it upon request. Accommodations can benefit other people besides the initial targeted group.	HR, IT, Operations, Marketing	Accommodations information infused throughout department touchpoints (e.g., website, event announcements.) Provide closed-captioning by default. Increased digital equity (e.g., access) for all employees.	Intermediate (1-2 years)	This is a priority for us, we will evaluate in 2021/2022.	TBD	IT, Marketing, Operations

6.4. Expand the internal culture of belonging by fostering relationships with the external communities the department serves.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>6.4.1. Incorporate a process to gather community feedback on projects, events, and communications that involve or will impact the community.</p>	<p>TBD</p>	<p>Community will have an impact on all department projects.</p>	<p>Intermediate (1-2 years)</p>	<p>This is a priority for us, we will evaluate in 2021/2022.</p>	<p>TBD</p>	<p>Communications</p>
<p>6.4.2. Find opportunities to invest into and support the communities the department serves.</p>	<p>Teams that lead public programs and opportunities.</p>	<p>Communities traditionally underrepresented in the STEM field are interwoven and prioritized in programs.</p>	<p>Short term (3-6 months)</p>	<p>Current programs include Academy for All, CiS, Science Action Club, ARC, SSI. Further evaluate programs to find opportunities to support communities traditionally underrepresented in the STEM field. In addition, leverage programs to bring a diverse audience of visitors to the museum.</p>	<p>TBD</p>	<p>Government Affairs, Development, IBSS, PE&E, Operations</p>

7. BOARDS AND COMMISSIONS

An Equitable Workforce Starts with Equitable Decision Making. For many departments, an equitable and diverse leadership does not stop with senior leadership positions. Decisions are also being made in boards and commissions. These seats must represent the community that the department serves. Bi-laws that contain policies

and language that perpetuate implicit bias must be revised. Seats must be accessible and available to employees of color. Policies and budget decisions made by Boards and Commissions must be assessed through a racial equity lens.

DEPARTMENT GOAL

What is the department’s overall goal on Boards and Commissions?

The California Academy of Sciences does not have a CCSF Board or Commission but complies with the San Francisco Nonprofit Public Access Ordinance. The Academy is a California nonprofit public benefit corporation governed by its Board of Trustees. As detailed in the Charter of the City and County of San Francisco, the Academy has a unique relationship with the City with respect to the Steinhart Aquarium and the Academy’s facility in Golden Gate Park. The actions enumerated in this section are entirely within the purview of the Board of Trustees. The resources, timeline and implementation are to be decided by the Board of Trustees.

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

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
7.1.1. Review and revise bylaws and rules of order or create other commission procedures to include inclusive language and to align with the department’s RE Action Plan.	TBD	TBD	TBD	TBD	TBD	TBD
7.1.2.	TBD	TBD	TBD	TBD	TBD	TBD

Collect current board and/or commission demographic data and include in the department annual report.							
7.1.3. Have board/commission adopt a resolution around racial equity.	TBD	TBD	TBD	TBD		TBD	TBD
7.1.4. Racial equity-related items are regularly agendized.	TBD	TBD	TBD	TBD		TBD	TBD
7.1.5. Expand ability for board/commission members to hear from diverse voices from a place of influence.	TBD	TBD	TBD	TBD		TBD	TBD
7.1.6. Pass a resolution on a Ramaytush Ohlone Land Acknowledgement. ²	TBD	TBD	TBD	TBD		TBD	TBD
7.1.7. Incorporate Proposition C 2020 passage which removes the requirement of U.S. citizenship and voter registration for individuals to serve on city boards, commissions, and advisory bodies.	TBD	TBD	TBD	TBD		TBD	TBD
7.1.8. Adopt ORE racial equity assessment tools to inform decision-making of boards and commissions.	TBD	TBD	TBD	TBD		TBD	TBD

² <https://americanindianculturaldistrict.org/ramaytush-land-acknowledgement>

7.2. Safeguard members so they naturally feel welcomed and valued, not tokenized.

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>7.2.1. Determine a regular and standardized protocol for accommodation requests, centering people with disabilities, working people, parents, etc.</p> <p>e.g. ASL interpretation, video conferencing, food during meetings, translations, etc.</p>	TBD	TBD	TBD	TBD	TBD	TBD
<p>7.2.2. Commit to ongoing racial equity training being mindful of ongoing and current issues.</p>	TBD	TBD	TBD	TBD	TBD	TBD
<p>7.2.3. Develop a mentorship program between newer and more experienced board/commission members.</p>	TBD	TBD	TBD	TBD	TBD	TBD

7.3. [Additional Department-Specific Goal]

ACTIONS	RESOURCES COMMITTED	INDICATORS	TIMELINE	IMPLEMENTATION	STATUS	LEAD
<p>7.3.1. [A description of the action to reach the goal goes here.]</p>						

8. Appendix

DEPARTMENT BACKGROUND

The sections below provide context for your department's RE Action Plan, including history and the San Franciscans you serve.

Total Number of Employees: 428 (10/01/2020)

Annual Budget: \$50M

Department History: San Francisco has a long history of creating, enforcing and/or sanctioning laws, policies, and institutions that perpetuate racial inequity in our City (e.g. for instance redlining, exclusionary zoning). Moving forward, San Francisco wants to ensure that its laws, policies, and programs do not perpetuate racial inequities within government and in community.

As part of addressing this issue, we encourage City departments to reflect upon and recognize any potential harm that their structural and systemic processes may be causing to underrepresented, underserved, and marginalized communities. Example: [Planning Commission Resolution No. 20738, June 11, 2020](#)

Academy History

Founded in 1853, the mission of the California Academy of Sciences is to explore, explain, and sustain life. We are passionate about securing a healthy future for life on Earth, and to demonstrate this, in 2013, “sustain” was added to the institution’s formal mission statement in a motion unanimously approved by the Academy’s Board of Trustees.

Based in San Francisco’s Golden Gate Park, the Academy accomplishes its mission through groundbreaking global research, immersive exhibitions, and hands-on, interactive educational programs that encourage visitors to dive deeper into the marvels of the natural world. Home to an aquarium, planetarium, and a natural history museum—as well as world-class research and education departments—the Academy is redefining what it means to be a 21st-century science museum. The Academy is making major strides in our mission to understand and preserve Earth’s precious ecosystems, and we share our discoveries and wonder with 1.2 million visitors of all ages and backgrounds annually.

At the core of our living museum are the many exhibitions where visitors can explore the diversity of life on our planet and learn about the importance of protecting the natural world. We create transformative spaces and experiences that spark curiosity and conversations, transform perceptions, and celebrate the wonders of nature. Featuring themes as diverse as the wonders of *Skin*, *Giants of Land and Sea*, the *Twilight Zone*, and the *Color of Life*, our exhibits include an innovative mix of the latest interactives and real specimens from the Academy’s own collection.

Academy Visitors

The Academy's primary service area is the San Francisco Bay Area, comprising more than 7.1 million people across nine counties. Visitor surveys from summer 2019 indicate that 48% of visitors identify as White; 26% Asian; 15% Hispanic; 6% Other; 3% Black, and 1% Native American. The average household income is \$74,165. The Academy has welcomed more than 15 million visitors in the ten years since opening its new facility, including 2 million through free or reduced admission and 1.2 million through free or subsidized field trips. Visitor surveys from 2018-2019 indicate that 15% of visitors are from San Francisco, 36% are from other Bay Area counties, 17% are from the rest of California, 13% are from other U.S. states, and 19% are from international locales.

Everyday, the Academy aims to be as inclusive as possible. From our visitors to our workforce, we work to improve and progress diversity and accessibility. We actively look to attract BIPOC guests and staff through targeted and thoughtful approaches. We focus programs to include traditionally underrepresented demographics in the STEM field. While not focused solely on race, there is a large intersection between those underrepresented in STEM, people with disabilities, and BIPOC.

Academy Workforce

The Academy workforce overall racial/ethnic demographics are split almost 50/50, White self-identified versus BIPOC self identified. However the supervisors ranks are mostly White (63% White versus 34% BIPOC). This is an area that the Academy will address to increase racial/ethnic diversity. The Academy has been doing diversity work for several years but has yet to address racial equity in a holistic way. We are currently reviewing diversity consultants to support us in our work to develop diversity, equity and inclusion goals and strategies to advance racial equity and anti-racism. We will begin this work in early 2021. This work will help further inform the development of our Racial Equity Plan.

Academy for All 2.0

Through Academy for All 2.0, we will build on our legacy of providing reduced admission programs, school and youth field trips, and teen internships, while also integrating a broad suite of digital offerings and citizen science opportunities to serve audiences who may not be able to visit in person. The program supports the expansion of online educational offerings and provides leadership pathways for tomorrow's science, technology, engineering, and math (STEM) professionals.

Our goals for Academy 2.0 include:

- Expand and diversify museum attendance through reduced-admission opportunities
- Support families and teachers through online educational offerings that leverage our expertise in developing interactive Distance Learning programs
- Inspire the next generation of environmental stewards and advocates through leadership programs and out-of-school-time support for youth
- Host regular public programs in-person and online to share scientific knowledge with local and global audiences
- Diversify the pipeline of STEM professionals through our Summer Systematics Institute for undergraduates

- Encourage nature connection through citizen science programs

As we face ongoing uncertainty, we are adapting our approach to ensure that we continue to deliver on our mission and meet the evolving needs of our community. Through *Academy for All 2.0*, we will build on our legacy of providing reduced admission programs, school and youth field trips, and teen internships, while also integrating a broad suite of digital offerings and citizen science opportunities to serve audiences who may not be able to visit in person.

Below are programs the Academy offers to diversify our workforce, visitorship, and public engagement.

POPULATION	STAKEHOLDER ENGAGEMENT	% OF BUDGET	CRITICAL ISSUES	ACCOMPLISHMENTS
AccessSFUSD Arc of San Francisco	Third Party Partnership	N/A	Workplace immersion internship site for individuals with intellectual and developmental disabilities.	The Academy serves as a workplace immersion internship site for individuals with intellectual and developmental disabilities. The Arc San Francisco and AccessSFUSD help connect the Academy to transition-age youth and adults who rotate working in various departments at the Academy. The program has a 94% job placement rate with a focus on similar cultural institutions.
Museums4Inclusion	Direct Engagement	N/A	Career pathway for youth and adults with developmental disabilities.	Museums4Inclusion is an employer toolkit based on the Academy's internship program which serves as a museum career pathway for youth and adults with developmental disabilities. Developed by the Academy, Museums4Inclusion aims to develop and grow equitable, inclusive workforces that reflect the diverse communities that museums serve. Originally supported by Mitsubishi Electric America Foundation, the program also hosts a job fair annually for over 500 job seekers with disabilities. Although contingent on multi-year funding, hope to scale the Museums4Inclusion model to museums nationally.

Bayview Science Institute	Direct Engagement	< 1%	Counteract the systems of oppression which have historically and continuously undermined student learning.	In 2018, we launched the Bayview Science Institute (BSI). The Bayview Science Institute is a transformative professional learning opportunity that deepens the science and environmental literacy of PreK–6 teachers and students from Bayview schools within the San Francisco Unified School District (SFUSD). We have spent the last three years building trust with the dedicated and resilient team of administrators and teachers who are working in these schools, and have taken cues from educators to find out the best ways we can work alongside them to counteract the systems of oppression which have historically and continuously undermined student learning. (Note: The scope of this program has been significantly reduced due to the loss of funding from SFPUC).
Careers in Science (CiS)	Direct Engagement	1%	Engage high school students from groups traditionally underrepresented in science.	Our Careers in Science program serves highly motivated teenagers who aspire to a career in science. Each year, it actively engages about 50 talented high school students from groups traditionally underrepresented in science. In contrast to our wide-access programs, this year-round program apprentices youth with our scientists, aquarium biologists, and educators for 3-4 years (up to 600 hours), as paid interns. The Academy has refined this program for 20 years and has tracked the progress of its graduates: the overwhelming majority attend four-year universities and many pursue STEM fields.
Digital Engagement	Direct Engagement	2%	Institution messages around current events.	Sharing updates on our anti-racist statement & promises - developing relationships/collaborations, directly amplify and feature—scientists and organizations who represent or promote POC, queer, and other groups underrepresented in STEM through Academy social accounts.

Museums for All	Direct Engagement	3%	Provide a means for people to visit the museum for whom cost is a prohibiting factor.	The Academy is a proud partner in Museums for All , a collaborative initiative that ensures every child and family has access to a world-class museum experience by offering reduced admission. Guests with an EBT, WIC, Lifeline Pass, or Medi-Cal card can simply present it at the ticket window upon arrival to receive \$3 Daytime Admission.
Rock Program	Direct Engagement	2%	Engage children with science and sustainability topics in a variety of language options.	Through the comprehensive, experience-based Rock Program, educators and their classrooms are provided with enriched field trip opportunities that include transportation to and from the museum, on-site science lessons led by Academy educators, educational take-home materials in multiple languages, and free teacher workshops. Another major pillar of the program is supporting family learning with an invitation for students to return with their families during a free Rock Family Night event during the year, in addition to a free museum pass that entitles each student to unlimited admission through the school year and a one-time free family visit. Going far beyond free entry to the museum, the Rock Program is designed to engage children with science and sustainability topics at a time when science and environmental literacy is more important than ever. Field trip experiences are also available in Cantonese, Mandarin, and Spanish to serve the learning needs of diverse student communities throughout the city.
Sunset Youth Services - ClearPath	Third Party Partnership	N/A	Provide internship opportunities to youth in the criminal justice system.	Our ClearPath program offers internships on our Security team for transitional-aged youth (18-24 years old) in the criminal justice system. These youth have been accepted into SF Young Adult Court, a diversionary program that allows them to get services and counseling to prevent future offenses. The program gives young people a path to avoid incarceration, remove barriers, and gain job

				skills and employment experience while working towards a cleared criminal record.
Teen Advocates for Science Communications (TASC)	Direct Engagement	< 1%	Build youth advocacy for sciences.	A volunteer program for 9th through 12th graders interested in fun and innovative science experiences for museum visitors. Volunteers build skills and confidence to become effective leaders. They explore Academy exhibits and the science behind them. The youth also collaborate with Academy professionals to design and perform science flash mobs, natural history collection fashion shows, or pop-up museum experiences.
Teen Poster Competition (Creative Studio)	Direct Engagement	N/A	Engage youth in vision for the future of diversity.	Invites all SF highschoolers to see themselves as designers who can help shape our future. The idea came out of a Creative Studio conversation about how to increase diversity in design and the realization that we needed to start with teenagers.

CURRENT WORKFORCE DEMOGRAPHIC DATA

Total SCI Demographic Data (428 employees) of 10/1/2020

Race/Ethnicity	
BIPOC (Black Indigenous People of Color)	50%
American Indian or Alaska Native	0.2%
Asian	23.6%
Black or African American	3.7%
Hispanic or Latino	13.6%
Native Hawaiian or Other Pacific Islander	0.7%
Two or more races	8.4%
White	48%
Not Specified	2%
Gender	
Female	56%
Male	43%
Non-Binary	1%

SCI CCSF Employee Demographic Data (11 engineers)

Race/Ethnicity	
BIPOC (Black Indigenous People of Color)	82%
Asian	18.2%
Black or African American	45.5%
Hispanic or Latino	18.2%
White	18%
Gender	
Female	0%
Male	100%

CONTRIBUTORS

The following people are subject matter experts and oversee programs that are within this document. They were identified and provided information for relevant and specific areas.

Title	Department	Contribution
Chief Human Resources Officer	Human Resources	General Policies and Procedures
Associate Director	Human Resources	General Policies and Procedures
Staffing Manager	Human Resources	Hiring & Recruiting
Human Resources Analyst	Human Resources	Demographic Data
Director of Communications and Content	Revenue & Marketing	Communications
General Counsel and Director of Security	Operations	Legal
Director, Public Operations and Access	Operations	Programs and Public Access
Government Affairs Analyst	Operations	Document Overview (Process, History, Etc.)
Director of Finance	Business & Finance	Financial Information
Senior Financial Planning & Analysis Manager (PE&E)	Business & Finance	Financial Information
Senior Financial Planning & Analysis Manager (Ops.)	Business & Finance	Financial Information