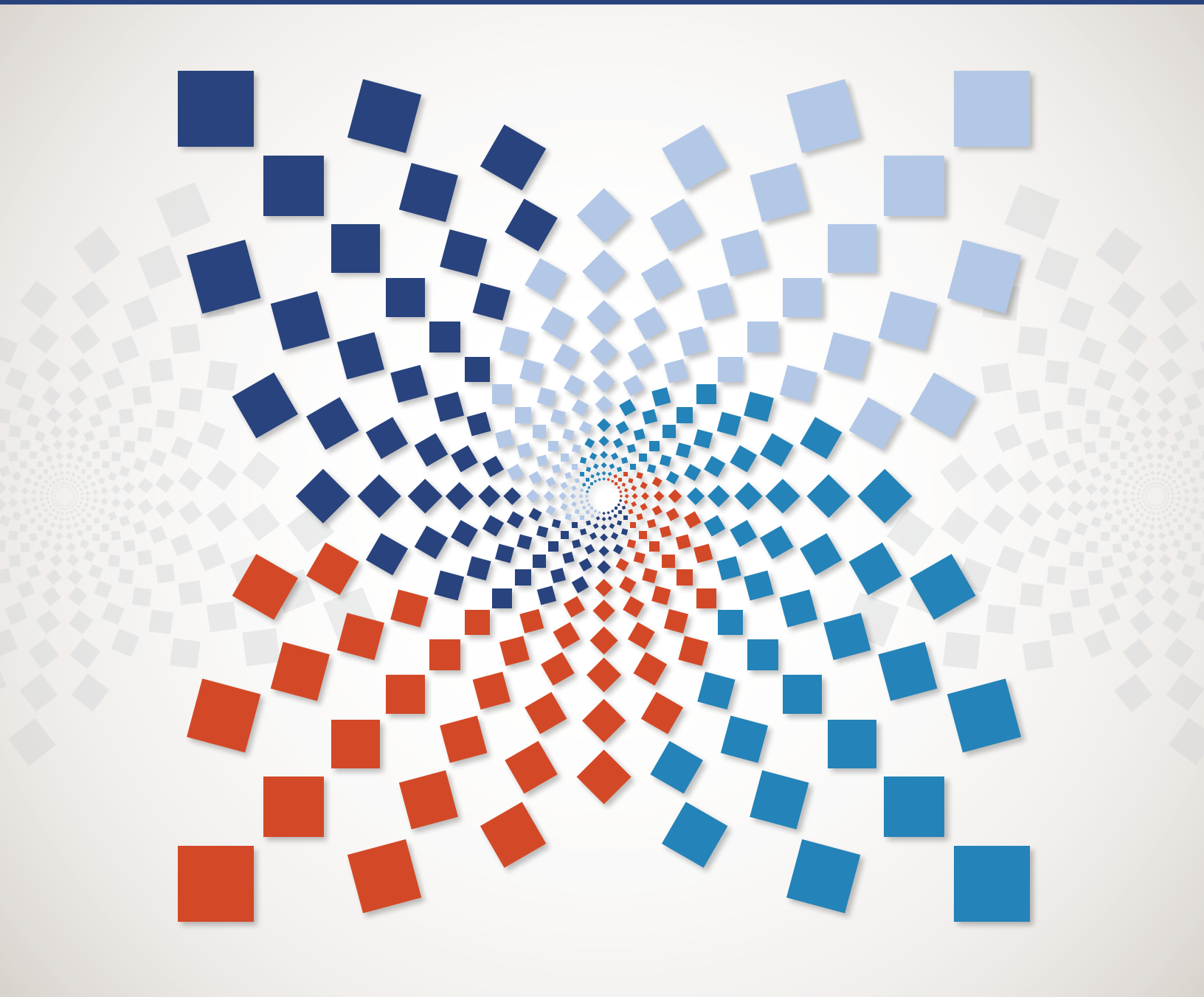


ICMA Equity & Inclusion Toolkit



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- Daly City, California
- Decatur, Georgia
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- Saint Paul, Minnesota
- San Antonio, Texas
- San Mateo County, California
- Tacoma, Washington
- Toronto, Ontario, Canada

INTRODUCTION

ICMA and its members are committed to ensuring that local governments and the association reflect the diversity of the communities we serve. Professional local government management must attract and cultivate a diverse and talented group of individuals dedicated to the highest ideals of public service.

Purpose

During the ICMA strategic planning process, ICMA members noted that now, more than ever, local government professionals are called upon to integrate equitable public service to rapidly diversifying communities. Local governments must consider issues of equity and inclusion that go beyond race, ethnicity, and gender and include variations in age, sexual orientation, ability, economic status, educational attainment, immigration levels, and community size.

The ICMA Task Force on Strengthening Inclusiveness in the Profession and the Task Force on Women in the Profession recommended the creation of this toolkit to equip local governments with strategies and leading practices that are used in communities across the United States and abroad, along with corresponding resources that can be replicated in other communities.

The appendices include an overview of local government and ICMA member diversity, profiles of the communities cited, a list of organizations actively involved in promoting equity and inclusion in government, additional resources, and a glossary of terms useful for individuals and communities when working on these issues.

We hope that this toolkit will provide current and future local government leaders with an additional capacity to ensure that they continue to work toward building equitable and inclusive organizations and communities.

What Do We Mean by Equity and Inclusion?

Before introducing the terms “equity” and “inclusion” and how they will be implemented throughout the toolkit, we must first discuss what happened to “diversity.”

Increasing diversity in any community or organization is certainly encouraged and celebrated, but a diverse body is not necessarily equitable or inclusive. Diversity programs, while increasingly successful and shown to improve the functioning of an organization, have the goal of tolerance and respect for others despite their differences.¹ In and of itself, diversity does not address the systematic and institutional deprivation of resources, whether they be material or social, experienced by the groups targeted by diversity programs.²

Diversity efforts can bring individuals from a variety of backgrounds with a wealth of perspectives and skills to the table, but they do not guarantee that every individual will be given equal opportunities or treatment.

It's not enough to employ a workforce of individuals with varying backgrounds and views. We need to include their experiences and views when working with each other and when developing programs and services.³

Equity and inclusion focus on fairness and justice, especially pertaining to civil and legal rights.⁴ Inclusion is the act of creating environments in which any individual or group can feel welcomed, respected, and able to fully participate.⁵

Equity and inclusion are possible only when barriers are acknowledged and removed. Some of the barriers at the local government level include community relations, delivery of services, and internal practices. The barriers and most effective strategies for addressing these issues will vary by community and depend on the program, project, or practice.

This may seem like a daunting task but compare it to a complicated task you do every day. Considering the economic impacts of your efforts on various industries and neighborhoods is second nature, with practice, considering equity and inclusion will be much the same.

Background: ICMA's Equity and Inclusion Mission

The 1974 Task Force on Women in the Profession⁶ laid the foundation for ICMA's work toward a more diverse and inclusive association and profession, beginning with the recommendations to remove sexist language and imagery from all ICMA materials and to include women on ICMA boards and commissions. While these recommendations may seem obvious by today's standards, it demonstrates how much work was needed to be done and how far ICMA and the profession have progressed in less than 50 years.

Based on the recommendations from the 2012 Task Force on Women in the Profession⁷ and the 2014 Task Force on Strengthening Inclusiveness in the Profession⁸, ICMA has committed to enhancing ongoing activities and developing new efforts to address the complex and multi-dimensional notions of equity and inclusion. These include reporting members' demographic information annually; requiring the ICMA Conference Planning Committees to strive for diversity throughout the annual conference; developing special sessions annually prior to each ICMA Regional Conference on the topics of women, equity, and/or inclusion; establishing a variety of outreach efforts for the next generation of leaders in local government through Student Chapters and the Local Government Management Fellowship; building a diverse mentoring network through the Coaching Program; adding diversity and inclusion as key content areas for ICMA's professional development program; enhancing the 18 Practices for Effective Leadership to reflect diversity and inclusiveness as key attributes; creating a new conference theme track: Diversity, Inclusivity, and Social Justice; highlighting the pertinent efforts of member communities; implementing a diversity strategic plan; encouraging inclusion in the ICMA Executive Board selection process; continuing working with ICMA State and Affiliate Partners on training needs that support raising the level of awareness of gender- and equity-related issues; and creating and using toolkits such as this to further the mission of ICMA.

The recommendations of these task forces have provided ICMA with specific goals, many of which can and will be measured over time. ICMA will continue to seek feedback from members and affiliates to improve the association and its processes to further demonstrate ICMA's commitment to equity and inclusion.

LEADERSHIP RESOURCES

Taking action on equity and inclusion within your local government organization and the community you serve is important and necessary. It is not only the right thing to do, it is beneficial to your operations and your organization. Research shows that diverse staffs working in inclusive environments dramatically further the potential of their organization.⁹ Changing the culture of your organization is not something you can do alone. It will take the combined efforts of all government leadership—elected, appointed, selected, and employed—in collaboration with staff and community leaders.

To get an entire organization on board with promoting equity and inclusion, make the business case for equity and inclusion in an organization and the community. This way, staff and senior managers will have an idea of what is expected and why. Also, progress can be tracked and evaluated throughout the process, informing current and future efforts.¹⁰

1 Have a workforce broadly reflective of the community

- Undertake regular employee survey
- Undertake employment outreach
- Review recruitment, development and retention practices to ensure barriers to employment are identified and addressed (lens)
- Create mentoring opportunities across the organization
- Create internship opportunities across the organization
- Promote City of Edmonton

2 Identify and address barriers within organizational systems

- Build awareness of Diversity and Inclusion Lens
- Apply Diversity and Inclusion Lens to identify barriers in policies, plans, practices, programs and services
- Develop and implement actions plans to address identified barriers

3 Attract and retain a talented workforce skilled at working in an inclusive and respectful manner with one another and with the community

- Develop and implement respectful workplace policy
- Establish and implement procedures to address violations of respectful workplace policy
- Implement Communication Plan to increase employee awareness of diversity and inclusion goals, expectations, roles and performance measurement
- Implement Education and Training Plan

4 Create processes, policies, plans, practices, programs and services that meet the diverse needs of those we serve

- Processes are established to actively solicit perspectives and ideas from staff
- Diversity and Inclusion Lens applied
- Public Involvement Framework

Edmonton, Alberta, created a thorough master plan¹¹ that goes beyond the establishment of goals and action plans to provide context, along with an array of tools and resources that their staff can utilize in their efforts. The excerpt below shows the four goals and associated activities laid out in the master plan.¹²

If an extensive master plan like Edmonton's is unattainable due to a lack of resources, a simpler yet effective action plan can also be created. Marin County, California, with the assistance of the Government Alliance for Race and Equity (GARE), created an action plan that

Goal 3. Marin County is an equitable employer and the workforce demographics reflect the demographics of the community we serve across the breadth and depth of positions in the County.				
Community Indicator	Outcomes and Actions	Timeline	Accountability	Performance Measure
Racial/ethnic composition of the County workforce reflects that of Marin County	<p>1) Strengthen personnel policy and practices – 5 Year Business Plan Subject Matter Experts (SMEs) review policies to:</p> <p>1A) Identify and develop career tracks</p> <p>1B) Ensure that there is diversity on hiring panels le) Support hiring managers to engage in diverse hiring</p> <p>1D) Ensure there are no artificial barriers in minimum qualifications</p> <p>1E) Promote diversity in assistant department head and department head hiring</p> <p>1F) Develop a robust internship program</p> <p>1G) Support inclusion of all County employees</p>	Dec. 2017	Human Resources and 5 Year Business Plan SMEs	<p>Demographics of County's workforce change to better reflect the demographics of the community across positions</p> <p>100% of managers trained on anti-bias and hiring</p> <p>Hiring policies are reviewed and updated to prevent bias in hiring</p>
	<p>2) Clear racial equity expectations for managers -</p> <p>2A) Conduct training on equitable hiring practices for all hiring managers and establish clear expectations and accountability for racially equitable work places. Managers should use best practices to minimize bias and incorporate equity throughout all phases of the hiring process.</p> <p>2B) Provide support to managers of color so that we are not just recruiting a diverse group of employees, but are insuring inclusion in the workplace.</p>	Dec. 2017	Human Resources and Hiring Mangers	<p>Increase in the number of people of color, including women of color, hired by the County</p> <p># of employees of color leaving the county decreases (excluding employees retiring)</p>

can be easily replicated and even expanded upon for your organization's use.¹³ While not as extensive as a master plan, this action plan still provides clearly stated goals with expected outcomes and actions, timelines, persons or departments accountable, and performance measures. The excerpt below shows one of their goals with corresponding indicators, outcomes and actions, timelines, persons accountable, and performance measures.¹⁴

Community Relations

Community engagement and an open dialogue with community leaders is critical for the development of a thriving city or county. If community members are passionate about issues such as race and equity, the local government should reflect that passion. But a community engagement effort, if not well considered and planned, can be worse than no engagement. Here are important considerations as you engage your residents/stakeholders.

Come Prepared

Community engagement is oftentimes complex and prone to mistakes. However, it is essential to effectively overcome barriers within communities, especially the barriers between the community at large and the government.

To prepare for community engagement events, King County, Washington, utilizes the Community Engagement Continuum and Worksheet below to properly prepare for these events so that the intended goals can be focused upon and success made more likely.¹⁵ This document, which is easily adaptable to any community, will help prepare involved staff for many of the social and logistical complexities involved with community outreach. By addressing a series of questions, staff will be better prepared for all aspects before, during, and after the implementation of any community engagement project.



King County

Community Engagement Worksheet

Project Title:

Project Lead:

Program Name:

Timeline: to

How to use this worksheet:

This worksheet will assist you in thinking about your process, purpose, primary audience, potential barriers, impacts and strategies to inform and involve your intended audience before you begin. Below are some key questions with prompts to guide and direct you before beginning and during your engagement process. You may reference the Community Engagement Continuum to determine the level and methods of engagement that best suit the type work you are doing.

What is the purpose of your engagement?

1. State briefly why you are doing the community engagement:

What do you hope to achieve? What is your main purpose for involving community members? Where does your engagement fit best on the continuum? Is there enough time to carry out the engagement properly?

Stakeholders and audiences

2. Who are the key stakeholders or partners? Who is affected by, involved in, or has a specific interest in the issue?

What steps will you take to ensure impacted communities that have not historically been included in the initial decision making phase be included? Are there specific communities that will be impacted/affected by decisions or processes related to engagement? How will you utilize internal staff expertise to provide technical assistance or consultation to ensure inclusive stakeholder involvement? Are stakeholder groups defined (e.g., neighborhoods, topic area, ethnic or racial, language, gender, tribal, etc.)? Do you or others in the county have appropriate partnerships or contacts in place to initiate and support the adequate county level of engagement?



What strategies will you use to ensure you have information from and research about the relevant groups and communities?

3. Have you gathered adequate background information about the affected populations you intend to reach? (i.e., language or dialect spoken, customs, historical or geographic data, relevant data reports). For example, see [Communities Count – Indicators for King County](#). What other research will you need to better know and understand your public? How will you identify community strengths and assets?

4. How will you make sure you are effectively reaching all of your audiences?

A. How do you plan to address language and literacy needs including translations, interpretations and reading levels? (See the [Plain Language Style Guide](#) and [King County executive order on written language translation](#)) and Guidelines for Accessible Printed Materials [kcweb.metrokc.gov/dias/ocre/printguide.pdf](#)

B. Have you taken into account that alternative and non-traditional approaches to consider before proceeding? Does your intended audience have their own engagement practices that should be considered? Alternatively, does your audience or community use new and social media (e.g., web videos, texting), and could this be an effective way of reaching them?

Barriers and risks

5. What do you perceive as barriers and risks to doing this work?

Are there trust issues among members of the public or a community that may prevent full engagement (i.e., social, political, tribal, gender specific)? How will you address the diverse cultural differences among affected communities? Is there adequate justification for proceeding with your project concept (i.e. time, cost, level of interest)? Is there community and public support for your project? What are some unintended consequences of the project if not done effectively? Are there strategies in place to address unintended consequences?

Decision-making process and communications

6A. If there are decisions to be made, how does the engagement fit into the overall decision-making process?

Are there processes in place to involve affected communities in decisions at different levels and phases? Do you have representation from affected communities in decisions? What decisions need to be made after the engagement and how will the community be involved in that process? How will the affected community be informed of final decisions? Do you have a standard point of contact for community members?

6B. What is in place to inform community of benchmarks or progress about your project?

How will you recognize the contributions of community members? Will there be opportunities for formal project/program updates and feedback (i.e. meetings, website updates, phone calls, e-mail)? Is there budget for printing and circulating a report on the outcomes? Who will inform the community on impacts of final decisions? What steps will be taken to maintain opportunities for future collaboration or engagement?



Evaluation and monitoring of success

7. How will you evaluate the success of your project both in terms of process and outcomes?

Were you able to successfully reach the intended audience? Did people receive the necessary information they needed to make a relevant response? Did you choose the right type or level of engagement to match the purpose? Was feedback received from the community positive or negative? Did the community feel like they received proper feedback on the results of the engagement? Did they indicate they want to be part of a similar process again? If not, why not? What would you do differently to make the process better, more inclusive, and more impactful?

Logistics and things to consider for planning community meetings:

The logistics of community engagement is critical for turnout and community interest. Paying attention to a number of logistical issues will enhance participation and improve the overall effort. Some things to consider:

Venue	Making meetings geographically close to communities or stakeholders is critical to get a good turnout. Choosing a site that is community centered may more familiar and comfortable for attendees. Does the venue accommodate for public parking and transportation?
Host	If inviting public officials make sure you have followed appropriate channels before inviting them to participate. Clarify in advance the role for County Executive, Council members, Public Information Officer and community members prior to the engagement.
Staffing	Will you use program staff, other King County staff or partner staff to help with set up, welcoming, and meeting facilitation?
Budget	Is your budget adequate to provide resources for advertising, communication and promotion, rental space, refreshments/food, transportation, child care, translation/interpretation?
Accessibility	Is the location wheelchair accessible and code approved for people with disabilities?
Time	Do you have staff that can attend evening or weekend meetings? Can you accommodate community members to hold evening or weekend meetings?

Small Gestures; Big Impacts

Making members of a diverse community feel welcome can sometimes be accomplished through even small gestures.

Following a town hall meeting on diversity, Rockville, Maryland, implemented a suggestion made by a resident: they placed the flags of 193 countries recognized by the United Nations throughout their town square, each accompanied by a United States flag. The intent was to “not only demonstrate the city’s commitment to inclusion, but colorfully represent Rockville’s multicultural appeal.”¹⁷ Rockville is one of the most diverse cities in the United States, with around one-third of their residents having been born outside the country. This was a simple beginning to their developing efforts to become a more equitable and inclusive community.¹⁸

That said, some segments of a community may not appreciate the sight of a country’s flag. For example, refugees may not feel welcomed by the symbol of a country that displaced them. Work with community leaders to determine whether the placement of a country’s symbol may be offensive. Perhaps an alternative symbol of a culture would be more favorable.

Multiple cities across the United States and Canada, like the cities of Philadelphia and Toronto, have installed permanent rainbow crosswalks to demonstrate solidarity with and support for their LGBTQ communities. Many others install temporary rainbow crosswalks to coincide with Pride Parades. At times, these temporary crosswalks become permanent installations, with the social benefits greatly outweighing the minimal financial costs.¹⁹

The Internet: The Good, the Bad, and the Opportunity

The public has become accustomed to receiving information quickly and many get it through social media. On the upside, outreach and information sharing for organizations has become easier than ever. On the downside, a false or misleading narrative can rapidly become mainstream before local governments begin to appropriately manage the flow of information.²⁰ Most local governments already use social media to rapidly and effectively communicate with their communities, but the keys to a successful communications strategy, especially following a divisive event, are practice and cooperation. It is better to get out in front of an issue and control the narrative from the beginning than to attempt to gain control of an ongoing and potentially heated conversation.

Ensure that everyone who speaks or has access to the media is going to continuously give the same type of message.²¹

—Yocelyn Galiano, Village Manager, Pinecrest, Florida

To prepare for these types of events, Ottawa County, Michigan, has been planning table-top exercises with multiple partners to prepare them to get in front of any potential issues and control the information appropriately. By practicing public communications strategies addressing potential issues with a variety of local government bodies and community

groups, they are preparing themselves to get out in front of any issue while building strong relationships with community partners, and they are fostering community alliances before they need to build bridges with adversaries. Appropriately controlling the information means having more partners, not less. With the ease of communication, all major sources of information need to be working together to provide the public with a consistent and accurate narrative.²²

Remember that when a jurisdiction sets up a virtual meeting space through any social media platform, there must always be unrestricted access, transparency, and inclusion of all residents. Local governments must respect the intent of all appropriate local or state laws and ethics opinions governing regular physical public meetings and sunshine laws. The goal should be to seek and enable the inclusion of all residents in virtual public spaces sponsored by the government or government officials and consider their opinions, if expressed, civilly.

Social media can quickly lead a community into a conversation filled with confusion and misinformation. With preparation and partnerships, social media can become a rapid means of effective communication and cooperation between the government and the public, creating a safer, well-informed community.

Dealing with Divisive Events: Police Shootings

Dorothy Ann David of Champaign, Illinois, recommends education, engagement, understanding, and decisive action as the main steps in a city's path back to civility after divisive events occur in a community. In October 2009, the death of a teenager during a police-involved shooting forced government and community leaders in Champaign to employ this model amid rising tensions among several different groups within their community.²³

We need to make sure that the community understands how government works and the processes that we use. We need to be prepared to engage with people and build real relationships, and that includes, and frankly prioritizes, engaging with people whose perspectives are different from the perspectives that we hold. That's the only way that we're going to build a common understanding of the needs of others. Without that understanding, we are not going to be prepared to do anything about the challenges that are before us.²⁴

—Dorothy Ann David, *City Manager, Champaign, Illinois*

Community members should be privy to information as it is revealed to government leaders. Allowing information to be revealed to the public quickly decreases the probability of false stories being accepted as truth and the probability that individuals will turn to other sources for information. Effective and accurate information sharing will be as important to the public as it will be to city employees and officers.

Training local government staff, including law enforcement personnel, on how to properly and consistently handle divisive situations like police shootings can significantly alleviate the stress placed on the community. Also, establishing and maintaining strong relationships with community groups and leaders will lead to outcomes focused more on managing grief and healing the community.²⁵

Following a police shooting, Cedar Rapids, Iowa, found that it was not acting as the main source of information for the community. The city worked with multiple groups, both internally and externally, to help inform the public of the local government's role and response. They found that, at first, just listening to and engaging citizens at several forums helped begin the process of building a relationship with the community that allowed future communications to be more productive.²⁶

CHECKLIST: ARE YOUR POLICE METRICS REFLECTING CHANGING CIRCUMSTANCES?

Performance experts suggest areas to consider in updating your police metrics:

- Are your measures focused solely on inputs and outputs or do they also reflect the larger outcomes you are trying to achieve?
- If you have a strategic plan, have the measures been tied to strategic goals? As the plan is updated, is the list of measures revisited as well?
- Is performance reviewed on a regular basis, such as quarterly, monthly or even weekly? If so, is the data 'received and filed' or are action steps outlined and subject to follow-up?
- Have you established a data dictionary so that there are written standards for how to collect key data points consistently over time? For example, are your instructions clear regarding budgeted vs. filled positions, sworn vs. non-sworn, supervisory vs. non-supervisory, paid-time-off, overtime, and grant-funded staffing?
- Has a citizen oversight board helped to provide input into metrics and to decide how results should be presented?
- If you have training programs in place for key community-sensitive topics, have they been conducted recently, and are you tracking officer completion of that training?
- If dashboard cameras, body cameras, non-lethal weapons, or other specialized equipment or systems are available within the department, have you put in place metrics to track their proper use? (Remember, the time to establish those metrics and take them seriously is before you have an incident in which the policy wasn't followed.)
- How does the composition of your police force/police leadership reflect the community served?
- Does the community have access to your data? Can they view it by type of incident or geographic area?
- Do you reach out to the community with data to dispel misconceptions, keep them up-to-date on current initiatives, and make them an effective partner in fostering safer neighborhoods?
- Is the community satisfied with police performance? Do residents believe that police use force in a fair and effective way?
- Are you separately assessing residents' sense of safety in their neighborhoods vs. the business or downtown areas, and also considering the differences between daytime and nighttime ratings?
- Have you identified other jurisdictions against which to benchmark your police services? As you work with neighboring jurisdictions, have you clarified procedures for measuring mutual aid or inter-jurisdictional task forces and aligning your metric definitions?

Local governments can also facilitate their own conversations in forums that they organize themselves and use the information gathered to create solutions unique to their community and their citizens' concerns. Sometimes increasing law enforcement presence is not the best way to resolve increasing violence in communities. An extensive review of data may reveal a root cause that can be directly addressed, which may or may not involve more law enforcement personnel. All communities are different; all community dynamics are different. Working with outside groups to figure out how to properly manage issues facing a community can be very effective and help avoid missteps.²⁷

This checklist created by ICMA assists in developing police metrics, including many on community relations:²⁸

Dealing with Divisive Events: Immigrant Detainment and Deportation

The enforcement of immigration laws and the protection of borders is a function of the federal government and local governments have opted to cooperate and protect their residents through a variety of local responses. Make sure residents and immigrant communities know the federal agencies enforcing these laws, how the laws will be enforced, and what assistance is available to obtain proper documentation for visas or citizenship. Provide information on the specific policies of the local government regarding the assistance and information local police will provide federal agencies and under what circumstances they will make inquiries regarding immigration status or make warranted arrests.

To address these concerns, Arlington County, Virginia, created a webpage with links to a wealth of immigration resources and statements from county leadership²⁹ (See "Appendix: Additional Resources"), including this statement from the county manager:³⁰

County Manager Statement

February 28, 2017 County Board Meeting

Arlington—like many communities around the country—is grappling with what recent federal actions on immigration enforcement mean for our residents and our community. Regardless of what your views are with respect to immigration enforcement and the actions being undertaken by the Administration, we must remember that at the heart of every policy debate or every government statistic are people. Members of our community – our neighbors, our friends.

First and foremost, we want to say to all of our residents that we stand with you and we are here to support and assist you. Our commitment to each one of our residents is unwavering.

Arlington County has and always will be an inclusive, welcoming community that respects, honors and supports all of our residents. We pride ourselves on the fact that one in four of our residents are foreign-born and that we have long served as a destination for refugees and other immigrants. This history has benefitted us all – with immigrants enjoying a welcoming, inclusive and compassionate community where they can flourish, and with Arlington’s newcomers constantly renewing the promise of our nation and our county, diversifying the culture and experience that has enriched our mutual understanding and our lives.

Today, I am unveiling a new set of Frequently Asked Questions (FAQs) and a one-stop Immigration Resource Website to help residents access important information about County policies, procedures and services. I believe one of our primary responsibilities is to provide as much information and as much certainty to our residents in these very uncertain times and we will continue to do so. I also want to say very clearly that we want and need to hear from you. If any of our residents have questions or need assistance you should not fear contacting the County – we are here for you.

Is Arlington a Sanctuary City?

We have heard from many residents asking about our status as a “sanctuary city.” Arlington County has always defined ourselves as a welcoming and inclusive community where every person has the right to live, learn, work, and play. We have not used the term sanctuary to define Arlington County. We believe that using the term “sanctuary city” could potentially mislead people into believing that Arlington County is able to shield them from immigration enforcement actions by the federal government. Simply, we do not have the ability to protect any individual from federal immigration enforcement actions.

Public Safety

We want all Arlingtonians to know that our policies and practices regarding law enforcement have not changed.

The Arlington County Police Department (ACPD) does NOT enforce federal immigration laws. The Federal government is responsible for enforcing federal immigration laws, and Arlington County will not attempt to assume this responsibility. Further, Arlington County has never participated in the 287(g) Program.

I want to reinforce that ACPD will continue our long history of community policing, working closely with our residents to reduce and prevent crime and improve the quality of life of all of Arlington’s residents, visitors, and businesses—regardless of immigration status. These policies have been central to creating the safety and security we enjoy in Arlington.

While ACPD does not enforce federal immigration law, ACPD will cooperate to the fullest extent with any federal, state or local law enforcement agency, including ICE, requesting assistance with executing a criminal warrant within Arlington County. Additionally, ACPD officers may accompany federal agents during an arrest when there is a local public safety concern. The purpose of ACPD involvement is to maintain the safety and security of the public. ACPD officers WILL NOT use their trusted relationship with our residents as a way for ICE to take action against them.

Meeting with ICE Leadership

Earlier this week, I had the chance to meet with the leadership of the Washington Field Office of Immigration and Customs Enforcement (ICE), who has responsibility for all of the Commonwealth of Virginia and Washington, DC.

They report that they are not doing wide immigration sweeps or immigration raids, but are focusing solely on targeted actions against specific individuals. And, while they assured us that ‘sweeps’ are not part of their standard practice today, we recognize that in this ever-changing environment, the Department of Homeland Security could adjust their policies and procedures at any time.

Further, they informed us that the existing DHS policy limiting actions at “sensitive locations” such as schools, churches, medical facilities and others, remains in effect. This uncertainty makes us all uneasy. And, we will continue to closely monitor any potential changes that stray away from current practices.

We conveyed the importance of ICE providing the County with information about ICE actions in our community. While there are limits to what information the Federal

government is willing to share with states and localities, we will continue to ask for data as well as information regarding specific events in the County that are brought to our attention.

But I want to reinforce once again, that Arlington County does not-and will not enforce federal immigration law. This is the role of the federal government, and not our law enforcement officers.

FAQs and Immigrant Resources

As I mentioned earlier, our initial list of FAQs are hosted on our new one-stop Immigration Resource Website.

These are the questions we have received to date, and encourage people to email us additional questions to be added at immigration@arlingtonva.us. The website includes information in English and Spanish (pause for pointer) about available services in our community, regardless of immigration status.

It is important that our residents know that they do not have to present any documentation about their legal status to access health care, food, shelter and education services.

This new website also features a ‘Know your Rights’ section and links to outside organizations that can provide legal aid.

Arlington will always embrace our values to be an inclusive community that welcomes immigrants, regardless of their legal status and we will continue to prohibit discrimination based on race, color, gender status, sexual orientation, ethnicity, religious observance, physical or mental ability and any other characteristic subject to marginalization.

Conclusion

This is a difficult time that requires us to come together as a community to embrace our strengths of diversity and inclusion. We ask that residents continue to work with each other to support our friends and neighbors.

We encourage residents and businesses to continue to share concerns and suggestions for additional actions.

In the meantime, I hope you will review this new set of resources on our website at www.arlingtonva.us

Delivery of Services

An essential function of local government is to deliver services in an efficient and effective manner.

The challenge, though, is to deliver those services in an equitable and inclusive manner. Communities can make progress with proper preparation, strong data collection and analysis practices, and adaptability.

King County, Washington, uses these three frameworks of equity in the delivery of services to ensure that equity and inclusion are thoroughly considered:³¹

- *Distributional equity*—Fair and just distribution of benefits and burdens to all affected parties and communities across the community and organizational landscape.
- *Process equity*—Inclusive, open, and fair access by all stakeholders to decision processes that impact community and operational outcomes. Process equity relies on all affected parties having access to and meaningful experience with civic and employee engagement, public participation, and jurisdictional listening.
- *Cross-generational equity*—Effects of current actions on the fair and just distribution of benefits and burdens to future generations of communities and employees. Examples include income and wealth, health outcomes, white privilege, resource depletion, climate change and pollution, real estate redlining practices, and species extinction.

Proceed with Confidence

Before designing or implementing a development or service, it is good practice to consider the impact to the equity and inclusion of your community. By thoroughly considering the impact of future actions, many negative results can be avoided or mitigated as they are less likely to be unforeseen.

Before King County, Washington, revises or implements a new program or service, they use a five-step process to thoroughly analyze the impact of any policy, program, or project as it pertains to equity in three definitive variations.³² Called the Equity Impact Review Process, this approach utilizes quantitative and qualitative data to assess the future impact.

2015 Equity Impact Review Process Overview

Updated March 2016

The Equity Impact Review (EIR) process merges empirical (quantitative) data and community engagement findings (qualitative) to inform planning, decision-making and implementation of actions which affect equity in King County.

When conducting this review process, please a) consider organizational and cultural diversity, b) include members who regularly engage with communities or connect with key affected parties/stakeholders, c) involve managers and leadership, and d) engage subject-matter and feasibility experts.

Purpose: Ensure that equity impacts are rigorously and holistically considered and advanced in the design and implementation of the proposed action (plan/policy/program development, operations modification, capital programs/projects, etc.)

How and When to Use the EIR Process: It is expected that the Equity Impact Review is embedded within the development and implementation processes of the proposed action.

As a team, use the [equity tools](#) – Equity Impact Review process, Community Engagement and Language Access guides, and available data resources – to complete the EIR worksheets and understand how - and to what extent - your proposal impacts equity. The checklist on Page 2 will indicate successful completion of the EIR process.

REMEMBER: For each stage of the EIR process, consider how these frameworks of equity are being impacted.

Distributional equity—Fair and just distribution of benefits and burdens to all affected parties and communities across the community and organizational landscape.

Process equity—Inclusive, open and fair access by all stakeholders to decision processes that impact community and operational outcomes. Process equity relies on all affected parties having access to and meaningful experience with civic and employee engagement, public participation, and jurisdictional listening.

Cross-generational equity—Effects of current actions on the fair and just distribution of benefits and burdens to future generations of communities and employees. Examples include income and wealth, health outcomes, white privilege, resource depletion, climate change and pollution, real estate redlining practices, and species extinction.

EQUITY IMPACT REVIEW PROCESS



King County

1

Phase 1: Scope. Identify who will be affected.

- Identify how your action will affect/serve [people and places](#) using [demographic information](#). Consider in particular low income populations, communities of color, and limited-English speaking residents.
 - Reach: which people and places will be affected by your action?
 - Intensity: what effects, impacts and/or outcomes will your action have on people and places?
 - Duration: how long will the action have an effect– short-, medium-, and/or long-term?
- Identify the group of stakeholders and affected parties – including those who have historically *not* been/felt included or engaged – and their roles in decision-making.

Phase 2: Assess equity and community context.

- Learn about affected communities’, employees’, and/or stakeholders’ priorities and concerns. (Use the [Community Engagement Guide](#) to help with this.)
- Know which determinants of equity will be affected by your intended outcomes – both directly and indirectly. (Reference the [Determinants of Equity report](#).)
- Know how your proposed course of action will affect known disparities within relevant determinants. (Use quantitative data and/or gather new information.)
- Identify potential unintended equity-related outcomes of this action.

Phase 3: Analysis and decision process.

- Project or map out how key alternatives will affect community and employee priorities and concerns.
- Evaluate each alternative for who will be disproportionately burdened or benefit - now and in the future. How will alternative actions differ in improving or worsening current equity conditions?
- Include [upstream](#) alternatives (and related costs) that target root causes to eliminate disproportionate impact.
- Prioritize alternatives by equitable outcomes and reconcile with functional and fiscal policy drivers.

Phase 4: Implement. Are you staying connected with communities and employees?

- Based on earlier use of Community Engagement Guide, communicate with communities, stakeholders and employees about how you will implement your action.
- Engage with affected communities and employees to guide successful implementation.
- Advance “pro-equity” opportunities when possible, i.e. [contracting](#), hiring and promotion, materials sourcing, etc.
- Measure and evaluate your intended outcomes in collaboration with affected communities. Are there sufficient monitoring and accountability systems to identify unintended consequences? How will course corrections be handled if unintended consequences are identified?

Phase 5: Ongoing Learning. Listen, adjust, and co-learn with communities and employees.

- Evaluate whether your action appropriately responds to community priorities and concerns.
- Learn *with* the community to adjust your action as their priorities and concerns shift.
- Communicate progress to all stakeholders. Plan to include community feedback into future planning.

Good Data Leads to Equitable Outcomes

Fortunately, many local governments have been paving the way in determining strong indicators for the equitable distribution of services, and their practices, resources, and indicators can be adapted for use by any community whether urban, rural, small or large and with varying degrees of diversity. The following communities measure the equitable distribution of services and their impact on various populations:

Fairfax County, Virginia, adopted the [One Fairfax](#) Resolution, which “directs the development of a racial and social equity policy to ensure all individuals in Fairfax have an opportunity to reach their highest level of personal achievement.”³⁴ As part of this resolution, Fairfax County measures an extensive list of indicators to properly assess the effectiveness of their services and make adjustments as need be (See: “Appendix: Additional Resources”³⁵ to access their list of indicators and measurements). Official policies resulting from this resolution are still being developed and extensive collaborations between the board of supervisors, public school leaders³⁶, and a variety of county departments and councils³⁷ have already begun to directly and aggressively address the goals of the One Fairfax Resolution.

San Mateo County, California, utilizes a [Community Vulnerability Index](#)³⁸ to track seven indicators of poverty:

1. No Health Insurance Coverage
2. Education – High School or Higher
3. Supplemental Security Income
4. Gross Rent as a Percentage of Income – Households Spending 35% or More
5. Poverty
6. Unemployment
7. Disability.

This dynamic tool allows the county to better target service delivery to vulnerable populations. One goal of this effort is to evaluate the effectiveness of county services and initiatives over time on poverty and income inequality.³⁹ Among other things, the tracking of these indicators led to the realization of a need to substantially increase affordable housing funds in the county, leading to a recent Notice of Funding Available greater than any previously issued.⁴⁰

Cedar Rapids, Iowa, utilizes the [Human Rights Campaign Municipal Equity Index \(MEI\)](#). The local government views increasing the score each year as an organizational business strategy and frames the system as an opportunity for innovation instead of a bureaucratic hurdle.⁴¹ Utilizing the MEI allowed them to identify a need to expand equity and inclusion for the LGBTQ community. In collaboration with the Civil Rights Commission, the city government improved municipal policies and practices to address this need, which was then reflected in their index score.

Metrics are necessary to see how you are doing. At the same time, don't get bogged so down in the metrics that you stop moving forward.⁴²

—Cedrick Baker, Administrator, Board of Education, Saint Paul Public Schools; Equity Program Manager, Metropolitan Council of the Twin Cities

Reporting of metrics related to governmental performance and community conditions and their survey and collection processes should consider equity and inclusion in design and specific differentiation from aggregate or summary information based upon demographic, economic, or spatial factors.

Adapting to Circumstances

Despite all the preparation in the world, things change (demographics shift, markets shift, industries come and go). When unforeseen circumstances arise, seize the opportunity to help the underserved residents.

Maywood, Illinois, for example, upon noticing a rise in the rate of foreclosures, worked with partner organizations to offer free classes on home ownership and finances to support residents in crisis and provide them with valuable life tools.⁴³

Faced with a declining and aging population, Adams, Massachusetts, began efforts to retrain and find employment for seniors and the disabled in their community, with a focus on computer skills. While the programs have seen some success in terms of job placement, they are still developing. They have also trained staff to recognize signs of dementia and opioid abuse to better serve their community.⁴⁴

Dubuque, Iowa, when faced with rapidly increasing diversity, implemented Inclusive Dubuque, a peer learning network of employers and community groups that regularly shared knowledge on how to increase inclusion in the city. They also hired a consultant to help develop new community values and align existing values with the idea of inclusion. Challenges, like clearly communicating the mission and tactics of Inclusive Dubuque to community members and garnering support from city employees, were present during and after Inclusive Dubuque's launch.

Patience and emotional resiliency are important. You must be in it for the long run.⁴⁵

—Kelly Larson, *Human Rights Director, Dubuque, Iowa*

Internal Practices

When we are intentional about our hiring practices to provide a diverse workforce, when we incorporate diversity and inclusion to reflect it as a priority in everything we provide to residents, that's delivering the message that our workforce needs to hear and take on as a value.⁴⁶

—Pat Martel, *City Manager, Daly City, California; former ICMA President*

Diverse staffs lead to better organizational outcomes. There is a wealth of research to support the premise that diverse staffs working in inclusive environments are more factually accurate, innovative, and further the potential of their organization.⁴⁷ One study showed

that organizations with the most gender and ethnic diversity were significantly more likely to outperform less diverse organizations: gender-diverse organizations were 15% more likely to outperform and ethnically diverse organizations were 35% more likely to outperform. The same study identified a linear relationship in the United States between diversity and performance.⁴⁸

Find Someone to Lead the Culture

Changing organizational culture is hard and requires an intentional focus. It may be helpful to consider creating an equity and inclusion task force or a permanent position, like a chief equity officer, to coordinate internal and external efforts to increase equity and inclusion.

Tacoma, Washington, formed the [Office of Equity and Human Rights](#), whose mission it is to “achieve equity in the City’s service delivery, decision making, and community engagement ... by identifying and eliminating the underlying drivers within the community that perpetuate inequity and provide opportunity and advancement for all.”⁴⁹ In short time, this office has been able to reshape multiple internal practices, create useful internal documents, conduct multiple and ongoing training sessions for staff, conduct town hall meetings to engage minority communities, and facilitate conversations between members of the community and law enforcement, just to name a handful of accomplishments. Their hiring handbook, *Handbook for Recruiting, Hiring & Retention: Applying an Equity Lens to Recruiting, Interviewing, Hiring & Retaining Employees*, has been distributed to local governments and organizations nationwide.⁵⁰

I believe local government has a unique ability to create collaborative community partnerships that are inclusive and offer new models of civic engagement.⁵¹

—Diane Powers, *Equity and Human Rights Director, Tacoma, Washington*

What’s the scope of an equity manager’s role? It will vary based on organizational and community needs. When Asheville, North Carolina, was creating an equity manager position, they drew from other local governments that had already created the position.



City of Asheville
Equity Manager Position - Scope Summary
December 2, 2016

BACKGROUND

During its annual retreat in January 2016, the City Council developed a 2036 vision in which it articulated the community as it is and as it strives to be in 2036. One of the eight focus areas of the vision articulated below – A Diverse Community – encompass the equity lens through which the City seeks to achieve its goals, deliver services and programs, and maximize the quality of life for all.

A DIVERSE COMMUNITY

Asheville is an inclusive, diverse community. We define diversity broadly, including but not limited to all races, ages, sexual orientations, gender identification, socio-economic backgrounds, and cultural beliefs. We have created a fair and balanced society where everyone can participate and has the opportunity to fulfill their potential because they have access to healthy, affordable food, transportation, quality education, and living wage jobs. Asheville promotes and supports minority business as a means of strengthening our local economy. We use a racial equity lens to review and achieve our city's strategic goals in health, education, housing, and economic mobility.

In an effort to create a framework, develop resources, and achieve meaningful progress towards this component of the Vision, the Fiscal Year 2017 budget approved in June 2016 included funding for the development of diversity and equity initiatives. The development of such efforts includes evaluation of the City's efforts to equitably engage with and deliver services to the community and will include areas of study such as representation on boards and commissions, public input opportunities, and contracting and infrastructure investments.

POSITION SUMMARY

The City of Asheville Equity Manager is responsible for the City's efforts to promote access, equity and diversity through innovative policy, programs and services. As a senior level staff position within the City Manager's Office, the Equity Manager will assist the City in identifying and addressing current and emerging access and equity issues and in developing relevant supports.

The Equity Manager will initially focus on:

- Utilizing existing resources and community input to identify areas for immediate and meaningful action
- Assessing existing programs, services and initiatives that support equity and identify opportunities to maximize efforts and achievements
- Fostering and maintaining collaboration and connections within the community, stakeholders and partners (such as Buncombe County, Asheville City Schools, WNC Diversity Engagement Coalition, etc.)

Specific responsibilities include:

- Provide leadership, guidance, and support to internal and external partners in the delivery of an equity policy and initiatives

- Collaborate with and provide technical assistance to City departments to create awareness, understanding, and effective use of an equity lens in developing and implementing programs to achieve fair and equitable outcomes.
- Develop and recommend performance indicators and progress benchmarks to maximize accountability related to the delivery of city services to achieve fair and equitable outcomes. Work closely with community representatives, stakeholders, and appropriate boards and commissions to create best approaches to working collaboratively with the City.
- Play an active role in advising on the integration of community engagement and racial equity concepts into all aspects of the City's programming strategies
- In conjunction with internal and external partners, provide leadership, guidance and support in the delivery of equity policy and initiatives
- Work collaboratively with all stakeholders to develop an Equity framework which includes:
 - o Assessment tools that help departments in the equitable access and delivery of services and programs;
 - o Analytical tools that help identify disparities in resource allocation;
- Develop and recommend performance indicators and progress benchmarks to ensure accountability and to achieve fair and equitable delivery of city services. Collect, analyze, and present data measuring equity program efforts.
- Develop and manage the program's budget, ensuring implementation of sound fiscal management, including proper internal controls.
- Promote understanding of equity among city council members, city staff and community members.

Top Priorities

- In partnership with the City Manager, Assistant City Manager and other key stakeholders, develop and establish the mission, goals, strategies and performance measures for the City's core commitment to equity.
- Conduct an environmental scan of service delivery in the city to identify disparities and gaps in service and programs
- Create a city-wide equity action plan that encompasses equity tools and provides a blueprint of systems and structures to operationalize equity.
- Explore and recommend approaches for ongoing community and employee input relative to the race and equity issues, initiatives or programs.
- Operationalize an equity lens into city wide policy, programs and budget decisions to advance and support equitable service delivery to the community
- Develop, recommend, and implement training to help employees in all departments understand and embrace equity and the lens in their work to advance and support equitable service delivery to the community
- Maximize the manner in which the contributions, interests and needs of all sectors of Asheville's population are reflected in the City's mission, operations and service delivery
- Develop, in staff members, the use of an 'equity lens' as a tool to identify and remove barriers and reinforce best practices in the planning, development, delivery and evaluation of policies, services and programs.

Recruitment and Retention

All ICMA members, per the ICMA Code of Ethics, have an explicit obligation to recruit a diverse staff, who should be treated equitably. By adhering to this ethical commitment and creating a welcoming culture within your organization, the creation of an inclusive environment should come naturally. However, it is important to continuously self-reflect and reevaluate your internal practices to make certain that barriers to equity and inclusion are acknowledged and removed.

Tenet 11. Handle all matters of personnel on the basis of merit so that fairness and impartiality govern a member's decisions, pertaining to appointments, pay adjustments, promotions, and discipline.

GUIDELINE

Equal Opportunity. All decisions pertaining to appointments, pay adjustments, promotions, and discipline should prohibit discrimination because of race, color, religion, sex, national origin, sexual orientation, political affiliation, disability, age, or marital status.

It should be the members' personal and professional responsibility to actively recruit and hire a diverse staff throughout their organizations.

—ICMA Code of Ethics with Guidelines, amended June 2017

Your actions can go well beyond hiring by offering yourself as a mentor, and at times sponsoring and advocating for potential career opportunities into which underrepresented individuals in public service can grow and flourish. Going the extra mile to make changes in the present can alter the possibilities of future generations to come.

Utilize the diverse talent you already have. Adopt a mentorship program that targets populations that frequently encounter barriers. San Antonio, Texas, implemented a Women's Leadership Mentoring Program (WLMP). WLMP is a program that matches a female director or administrator with a professional-level female employee. The program runs for one year at minimal cost and serves to not only remove barriers to women in the profession, but serves to cultivate qualified internal candidates for future leadership roles.⁵³

Sometimes an honest look at internal policies and practices can remove barriers that were previously overlooked. In their work to develop equity plans, the police department in San Antonio acknowledged that their hair style policy was causing African American women to drop out of the recruitment process entirely! They reexamined the policy and decided to drop it because it served no identifiable purpose and created a barrier to achieving a diverse department.⁵⁴

Consider nontraditional recruitment efforts to diversify the workforce. For example, San Mateo County, California, suggested that local governments work with community and faith-based groups to help identify qualified candidates for open positions.⁵⁵ Sometimes the ideal candidate may not know you have a position for them.

When interviewing candidates, avoid any bias in questions and allow candidates to express their unique experiences and qualifications that can make them an asset to your organization and the community you serve. Below is a list of interview questions provided by ICMA that avoids bias and offers the interviewee opportunities to talk about their experience without being held to any one standard.⁵⁶

Ensuring the elimination of any gender or minority wage gap is essential if you are to attract and cultivate a diverse and talented group of individuals dedicated to public service. ICMA President Lee Feldman consulted Elliot Susseles, senior vice president with [Segal Waters Consulting](#), about how local government administrators can assess the presence of a gender or minority wage gap in their organizations. He suggests using the following diagnostic:⁵⁷

CHECKLIST: 12 of the Best Job Interview Questions to Ask Local Government Candidates

- Please tell us why you are interested in this position.
- Please describe how your previous work experience has prepared you for this position. Please be specific.
- How do you feel your educational background has prepared you for this position?
- Although we have reviewed your resume and have been briefed on your qualifications, would you tell us a little bit more about your professional background and interests?
- What are your three main professional goals for the next five to 10 years?
- What are your biggest work-related accomplishments? Why were you able to attain them?
- What are your biggest work-related failures? Why did they occur? What have you done to prevent them from recurring?
- What are the two most difficult problems you have encountered in your previous positions? How did you solve them?
- What strategies do you use to anticipate problems? Give an example. If a problem arises that you have not anticipated, how are you likely to handle it? Give an example.
- Can you give an example of creative problem solving from your past work history?
- Describe your experience in working with citizens from various cultural backgrounds. What approaches have you used to ensure adequate attention is given to the varying needs of these groups?
- Describe an ethical dilemma you have faced in the workplace. How was it resolved? What was your role in the resolution? What, if anything, would you do differently if you were faced with the same issue again?

6 Ways to Help Identify Gender and Minority Wage Gap Issues

Evaluate your Compensation System for Internal Equity

- Do you have a method to determine salaries and benefits?
- Do you use a method that ensures consistent pay for workers with substantially similar levels of experience and education who hold jobs calling for substantially similar degrees of skill, effort, responsibility, and working conditions, even though job titles may be different?
- How does pay compare for positions with similar pay grades or scores within your organization?

Evaluate your Compensation System for Industry Competitiveness

- Have you evaluated your compensation system periodically to ensure that it meets equal employment opportunity goals?
- Do you have a method to determine the market rate for any given job?
- Are all market rates applied consistently?
- Are minority and non-minority workers compensated similarly relative to market rates?

Assess How Raises/Bonuses are Determined

- Do you have a consistent method of evaluating performance for all workers?
- Do men, women, and minorities receive consistent raises based on similar performance standards?
- Are men, women, and minorities with similar levels of performance awarded bonuses or variable rewards on a consistent basis? Do they receive bonuses of similar monetary value?

Conduct a Self-Audit of Recruitment Policies/Practices

- Do your sourcing and recruiting practices actively support and seek diversity from your qualified applicant pool?
- Do you regularly post job openings and salary ranges within the workplace?

Assess Your Job Evaluation System

- Do you have up-to-date job descriptions for all positions?
- Do you establish criteria for assigning values to skill, effort, responsibility, and working conditions of jobs?
- Do you compare your system with market rates and other external competitiveness factors consistently?
- Do you assign consistent compensation to jobs within similar grades or scores?

Evaluate Opportunity for Training/Development and Advancement

- Do all employees have the same opportunities for professional development and promotion?
- How are workers selected for participation in training opportunities or special projects that lead to advancement?

Training

The creation of an equitable and inclusive workplace and community requires the attention and action of all individuals within a local government organization. Related subject matter, like bias, and the grand scope of issues impacting these goals will be unfamiliar to many. It is imperative that leadership and staff at all levels be engaged in ongoing training.

Face the issues head-on or risk missing the desired impact. Openly discuss commonly misunderstood subjects and the distinct types of bias, but frame conversations around the idea of moving forward and not placing blame, as making people defensive will impede conversations.⁵⁸

In addition to requirements that each department produce a racial equity work plan, Saint Paul, Minnesota, required its employees to complete a racial equity training course. They faced pushback and confusion among employees about the need for diversity training in their organization. To address this issue, managers engaged them in data-driven discussions about implicit bias and institutional racism.⁵⁹

For an example of the type of training programs that local governments are utilizing, Rockville, Maryland, recently offered its staff a training course that covered the following topics in an interactive, engaging format:⁶⁰

- Conflict Resolution
- Corporate and Interpersonal Communication
- Developing Cultural Competence
- Eliminating Unconscious Bias
- Harassment/Bullying Awareness and Prevention
- EEO Compliance Training for Employees and Managers
- Intersections of Race, Gender, Age, and Sexual Orientation
- ADA Compliance Training for Employees and Managers
- Disability Etiquette and Discrimination Awareness.

Based on feedback from this training course, it is recommended that local governments offer multiple sessions over time and routinely revisit the subject material so that more leadership and staff can be properly trained.⁶¹

Ensure that there is a process to get leadership on board and in action. Leadership should be visible throughout the process.⁶²

—Cedrick Baker, Administrator, Board of Education, Saint Paul Public Schools; Equity Program Manager, Metropolitan Council of the Twin Cities

When utilizing an outside partner to facilitate training, be sure to have leadership personnel meet with them beforehand so that course materials can be adjusted to properly address your organization's needs.⁶³ Again, all communities are different; all community dynamics are different.⁶⁴ The same goes for organizations.

CONCLUSION

Improving equity and inclusion in your organization and community is a difficult and never-ending task, and it is an important and necessary one. It is the right thing to do. It is the smart thing to do. It is beneficial to your operations and the community you serve.

ICMA is committed to assisting local government professionals with improving themselves, their organizations, and the communities they serve. The advancement of equity and inclusion is an ICMA priority and corresponds with the ICMA Code of Ethics. As such, we will continue to provide the necessary resources to advance equity and inclusion in your organization and community and throughout our international community.

ICMA has an extensive and growing library of documents, articles, and blog posts on the topics of diversity, equity, and inclusion that can be accessed on the ICMA website via the topic area of Leadership and Ethics (Related Topics: Equity and Inclusion). ICMA will continue to share examples of leading practices from around the world on the ICMA website categorized as they are in this toolkit: community relations, delivery of services, and internal practices.

This toolkit is one step among many taken by ICMA in promoting equity and inclusion in local government. Because equity and inclusion programs led by local governments are constantly innovating, this toolkit will continue to evolve on ICMA.org.

Key Recommendations

- **Consider the Impact:** Before designing or implementing any development or service, consider the impact to the equity and inclusion of your community.
- **Build Trust-based Relationships:** Be proactive and maintain relationships with community leaders and groups that represent the diversity in your community.
- **Review Current Policies:** Take an honest look at internal policies and practices and remove barriers that were previously overlooked.
- **Adopt Equitable Compensation Practices:** Ensure the elimination of any gender or minority wage gap to better attract and cultivate a diverse and talented group of individuals dedicated to public service.
- **Establish Training Programs:** Develop internal training programs or employ an outside partner to facilitate discussion and educational sessions on topics of diversity, equity, and inclusion.
- **Discover Leaders:** Create an equity and inclusion task force or a permanent position to coordinate internal and external efforts to increase equity and inclusion.
- **Focus on Goals:** Before engaging the community, properly prepare for the existing and future complexities and impacts by utilizing an internal document that helps staff focus on the intended goals.

Set goals, or you will never get moving.⁶⁵

—Jessica Kingston, *Director of Human Rights & Equal Economic Opportunity, Saint Paul, Minnesota*

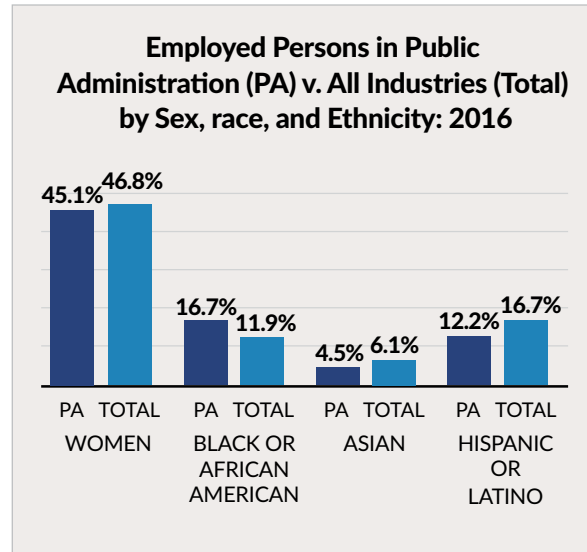
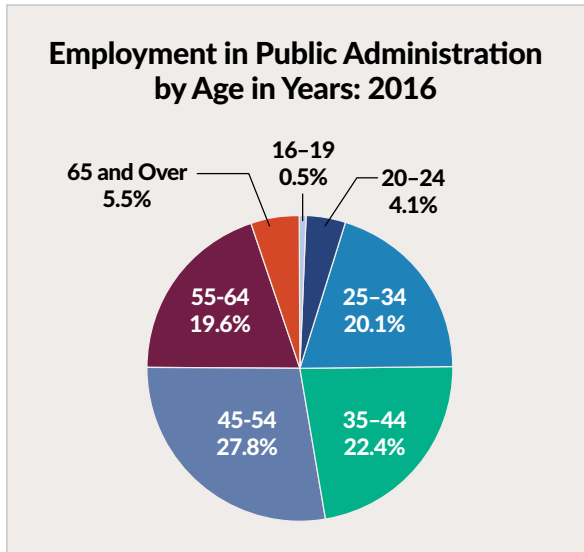
- **Make Small Gestures:** Make members of a diverse community feel welcome. Gestures, whether small or grand, should be discussed with representative leaders in the community to make sure the gestures are appropriate and impactful.
- **Communicate Effectively:** Routinely use tabletop exercises to prepare staff to deal with divisive events through effective communications on social media. Also, foster relationships with community groups to ensure a cooperative and coordinated communications strategy.
- **Engage Existing Staff:** Use the diverse talent you already have. Adopt a mentorship program that targets populations that frequently encounter barriers.
- **Be Conscious of Bias in Hiring Practices:** When interviewing candidates, avoid any bias in questions and allow candidates to express their unique experiences and qualifications that can make them an asset to your organization and the community you serve.

APPENDICES

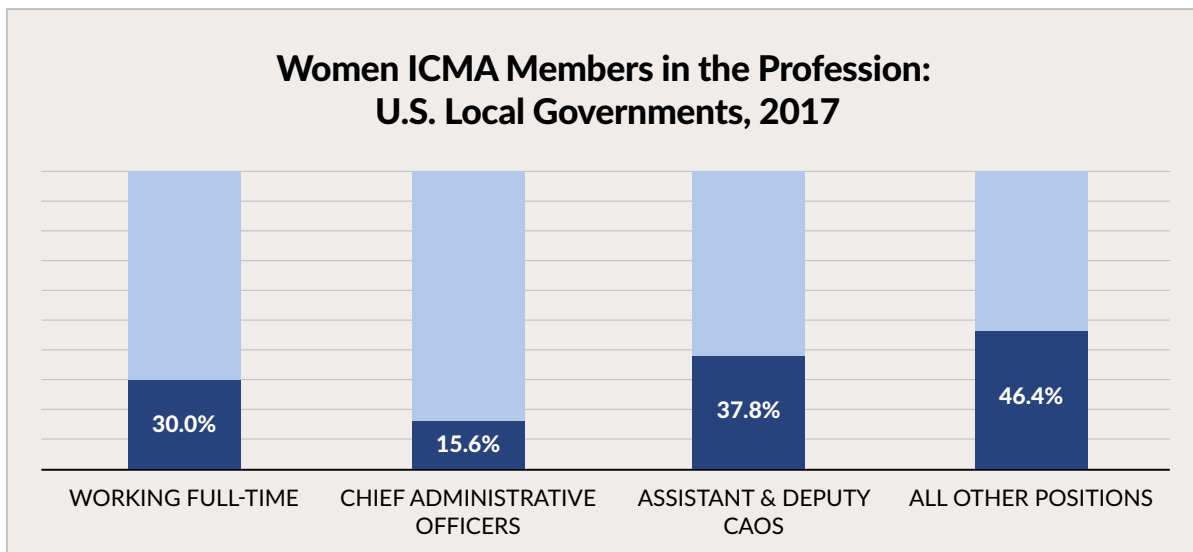
1. [Diversity in Local Government](#)
2. [Community Profiles](#)
3. [Engaged Organizations](#)
4. [Additional Resources](#)
5. [Glossary of Terms](#)

APPENDIX 1: DIVERSITY IN LOCAL GOVERNMENT

An Overview of Public Administration in the United States ⁶⁶



Women ICMA Members in the Profession ⁶⁷



APPENDIX 2: COMMUNITY PROFILES

Community Profile:

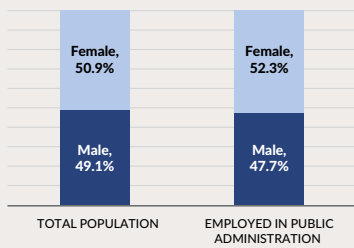
Town of Adams, Massachusetts⁶⁸

Total Population: 8,319

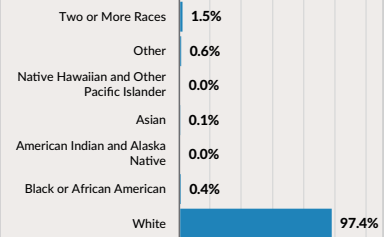
Median Household Income: \$45,893

Median Monthly Housing Costs: \$787

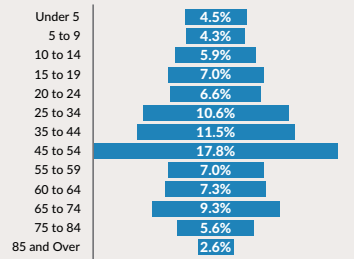
Sex of Total Population and Public Administration Employees



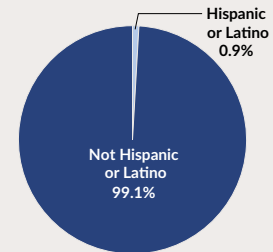
Racial Demographics Population



Age of Population in Years



Hispanic and Latino Population



Community Profile:

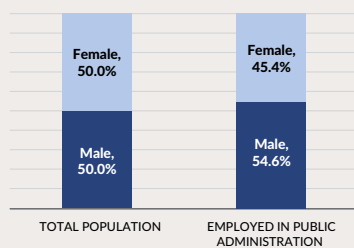
County of Arlington, Virginia⁶⁹

Total Population: 223,945

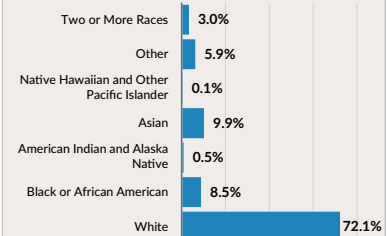
Median Household Income: \$105,763

Median Monthly Housing Costs: \$1,962

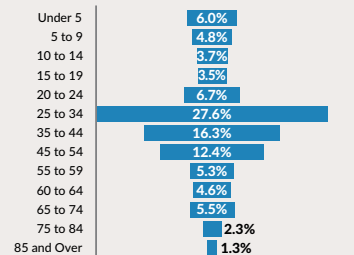
Sex of Total Population and Public Administration Employees



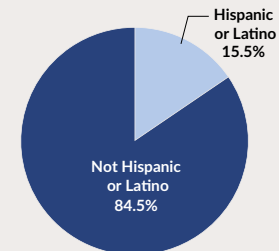
Racial Demographics



Age of Population in Years



Hispanic and Latino Population



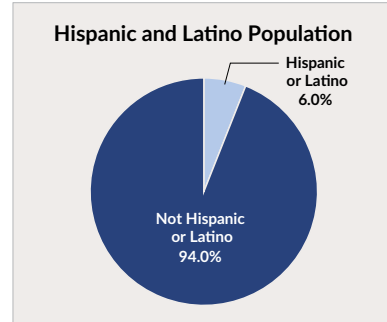
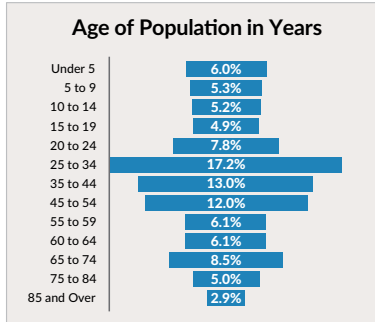
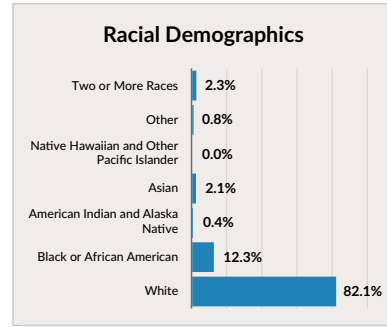
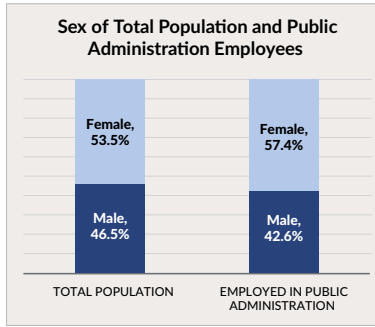
Community Profile:

City of Asheville, North Carolina⁷⁰

Total Population: 86,789

Median Household Income: \$43,334

Median Monthly Housing Costs: \$914



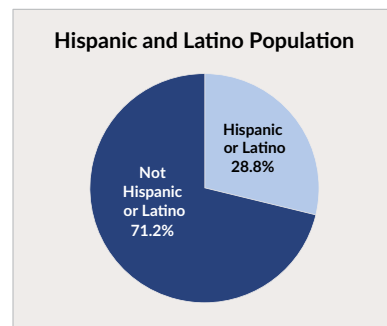
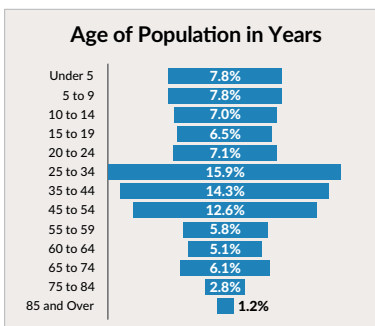
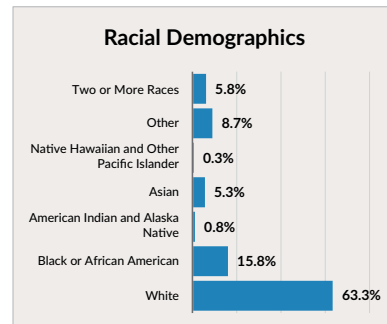
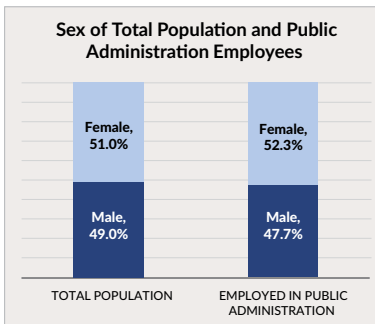
Community Profile:

City of Aurora, Colorado⁷¹

Total Population: 345,867

Median Household Income: \$53,011

Median Monthly Housing Costs: \$1,129



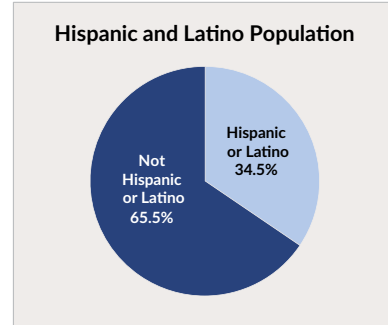
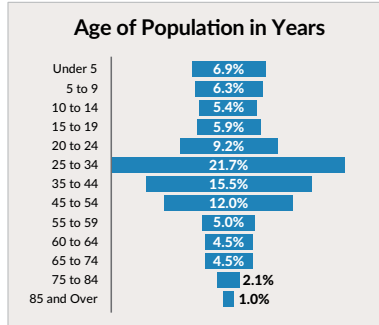
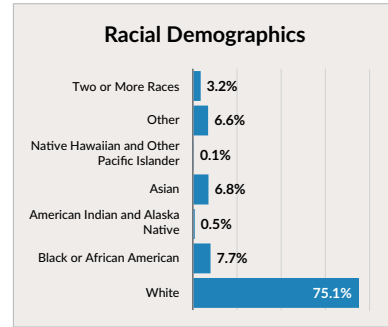
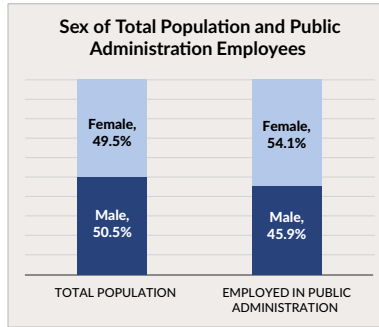
Community Profile:

City of Austin, Texas⁷²

Total Population: 887,061

Median Household Income: \$57,689

Median Monthly Housing Costs: \$1,171



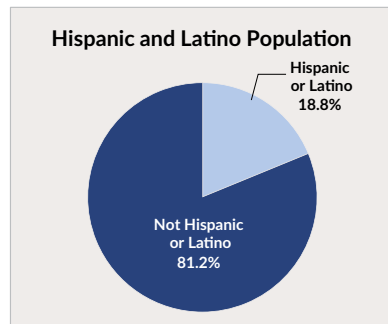
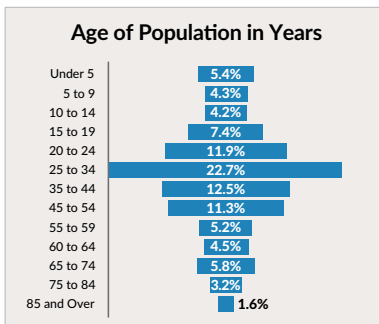
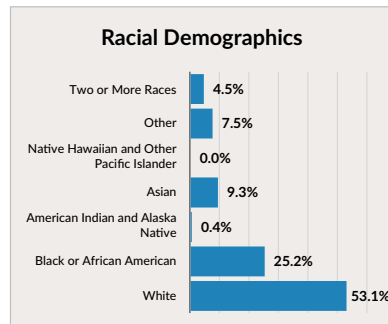
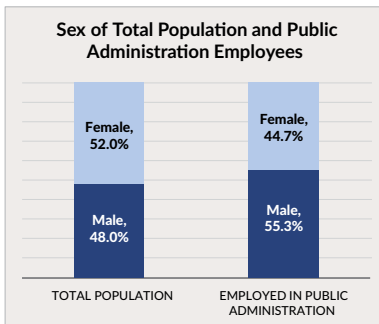
Community Profile:

City of Boston, Massachusetts⁷³

Total Population: 650,281

Median Household Income: \$55,777

Median Monthly Housing Costs: \$1,47



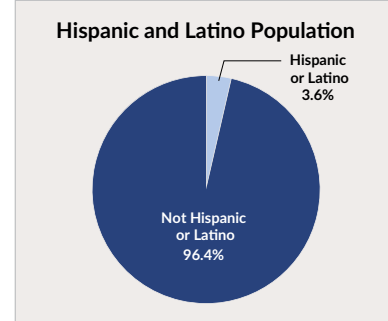
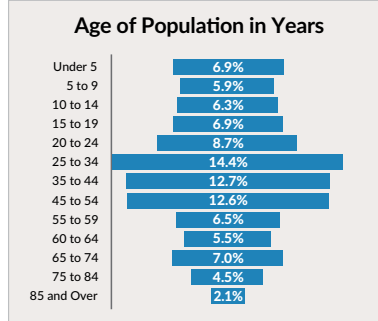
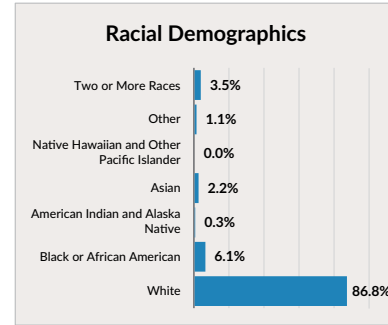
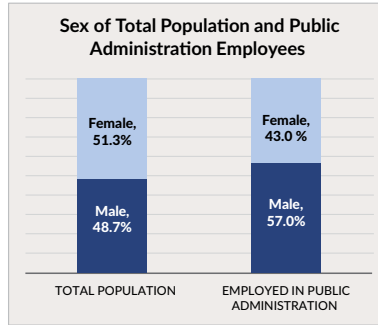
Community Profile:

City of Cedar Rapids, Iowa⁷⁴

Total Population: 128,829

Median Household Income: \$53,581

Median Monthly Housing Costs: \$870



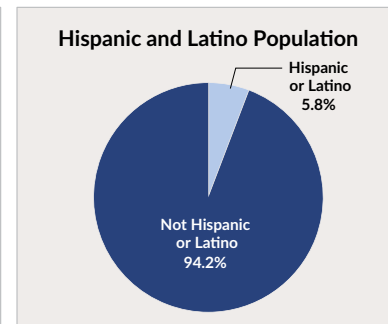
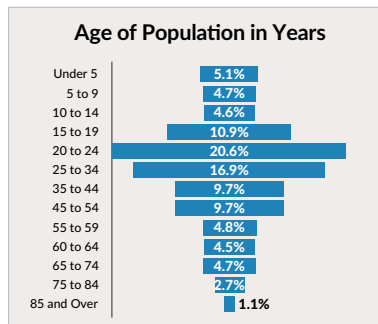
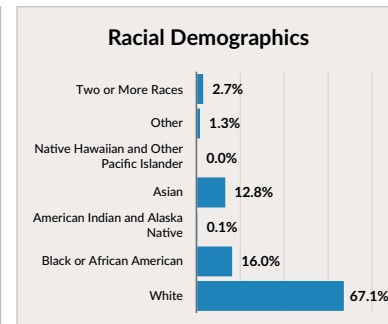
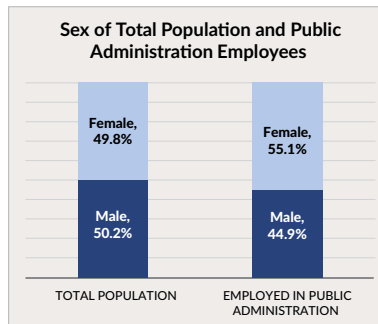
Community Profile:

City of Champaign, Illinois⁷⁵

Total Population: 84,008

Median Household Income: \$42,094

Median Monthly Housing Costs: \$938



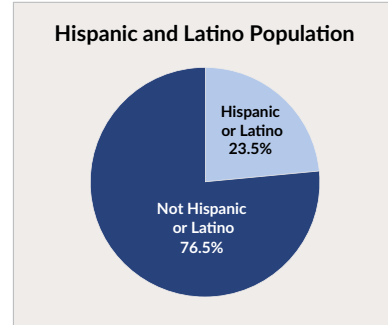
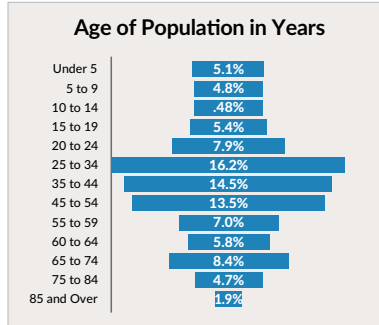
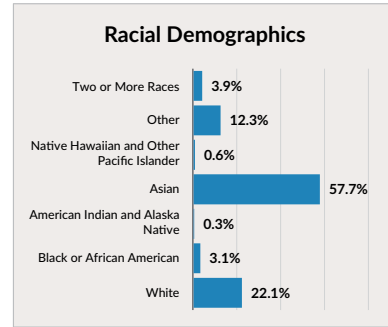
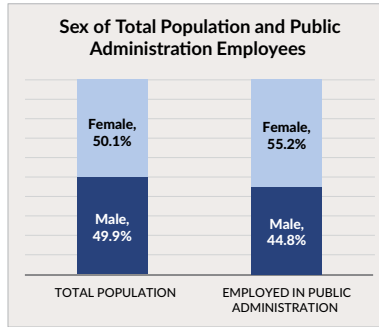
Community Profile:

City of Daly City, California⁷⁶

Total Population: 104,930

Median Household Income: \$74,449

Median Monthly Housing Costs: \$1,794



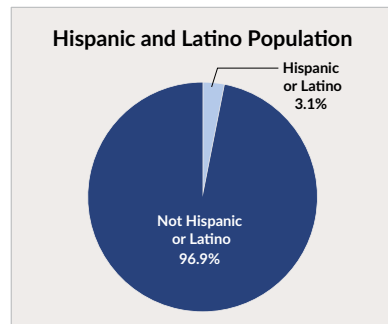
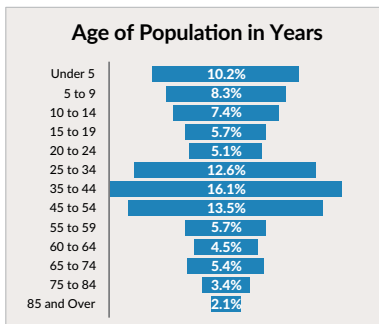
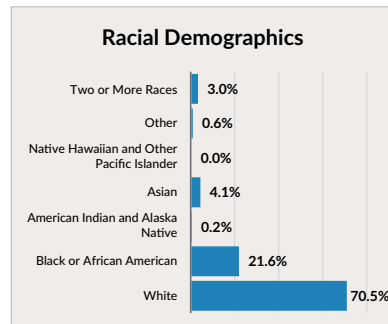
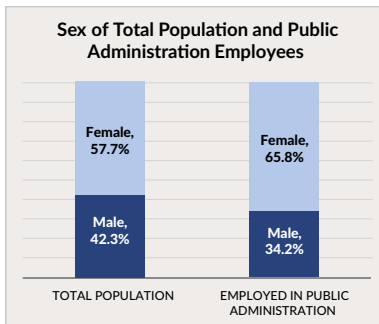
Community Profile:

City of Decatur, Georgia⁷⁷

Total Population: 20,605

Median Household Income: \$81,970

Median Monthly Housing Costs: \$1,468



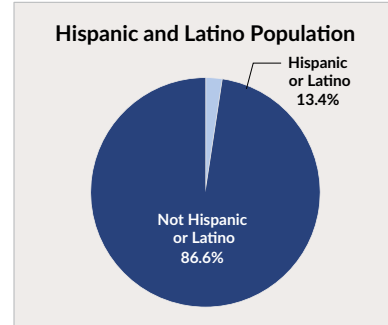
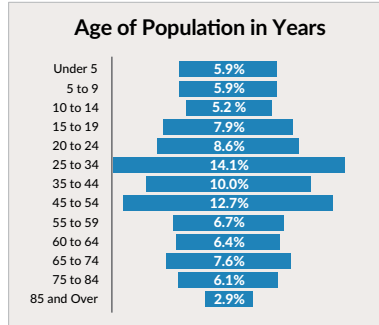
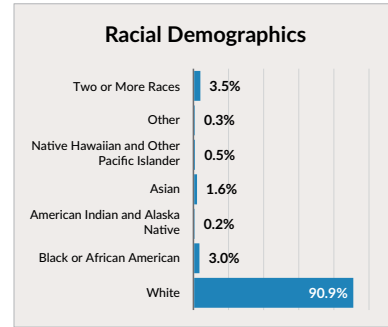
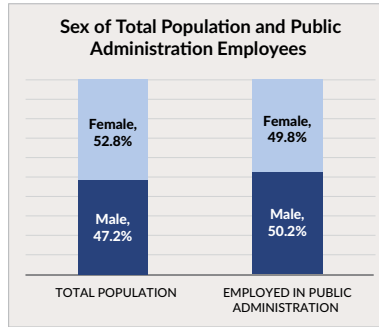
Community Profile:

City of Dubuque, Iowa⁷⁸

Total Population: 58,409

Median Household Income: \$47,490

Median Monthly Housing Costs: \$759



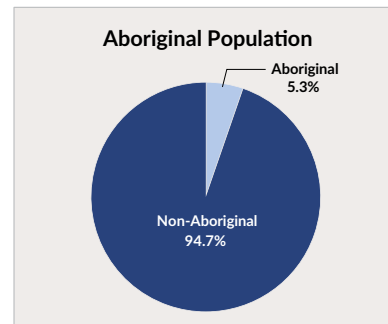
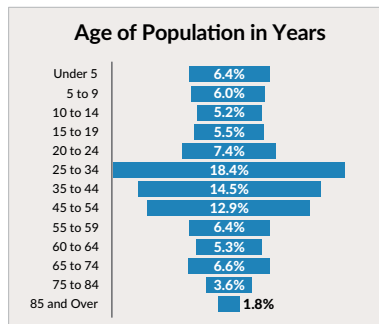
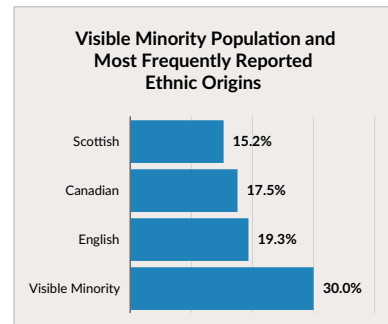
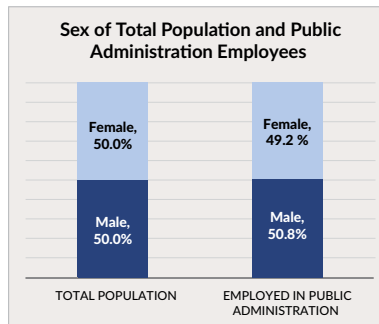
Community Profile:

City of Edmonton, Alberta⁷⁹

Total Population: 932,546

Median Household Income: \$87,225 (CAD)

Average Monthly Shelter Costs: \$1,200 (CAD)



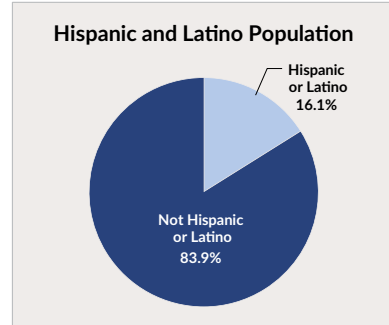
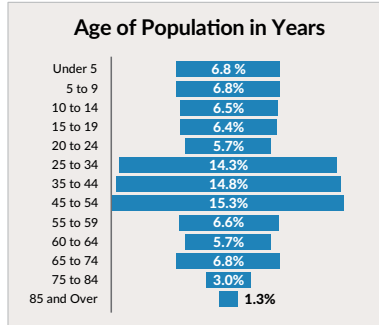
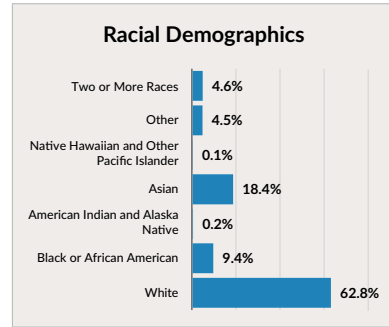
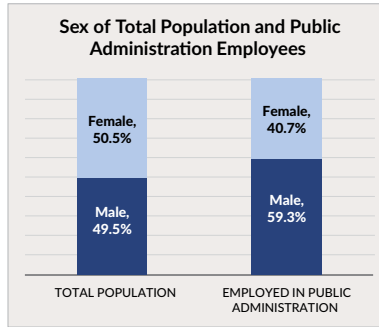
Community Profile:

County of Fairfax, Virginia⁸⁰

Total Population: 1,128,722

Median Household Income: \$112,552

Median Monthly Housing Costs: \$1,972



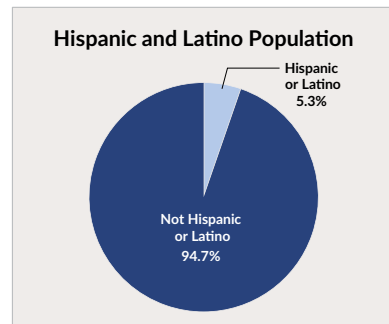
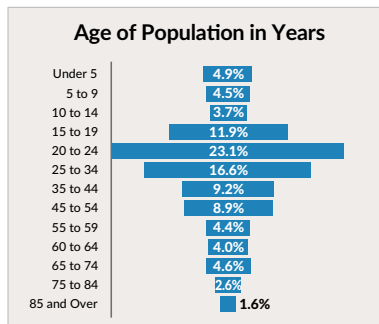
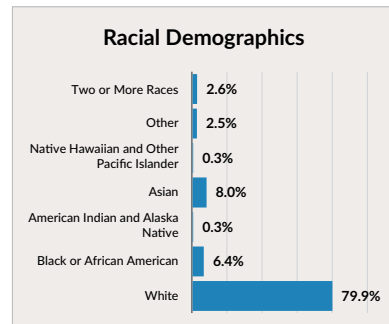
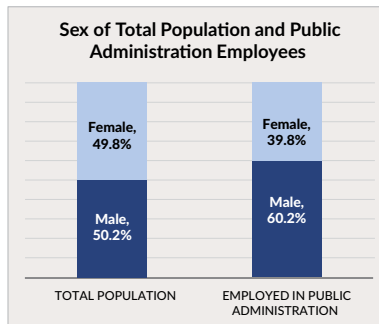
Community Profile:

City of Iowa City, Iowa⁸¹

Total Population: 71,832

Median Household Income: \$42,375

Median Monthly Housing Costs: \$954



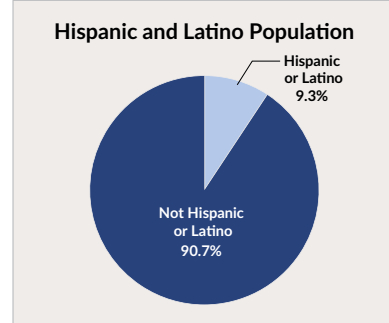
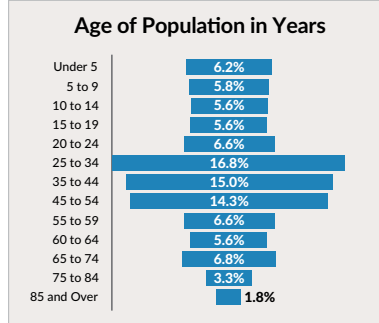
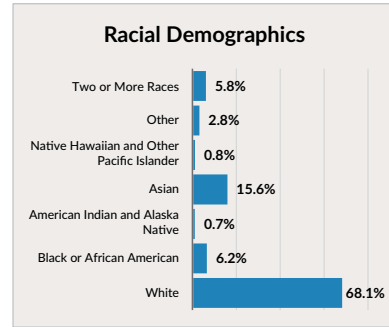
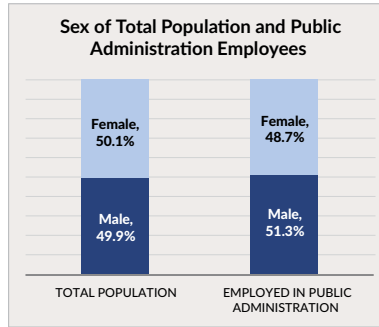
Community Profile:

County of King, Washington⁸²

Total Population: 2,045,756

Median Household Income: \$75,302

Median Monthly Housing Costs: \$1,472



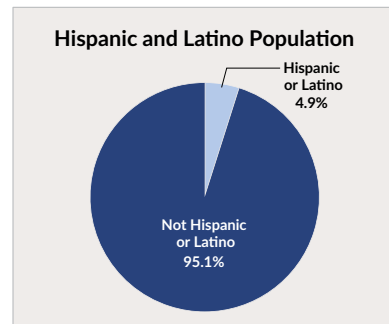
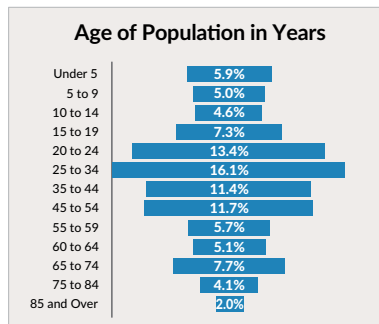
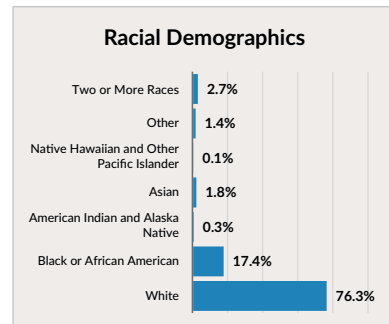
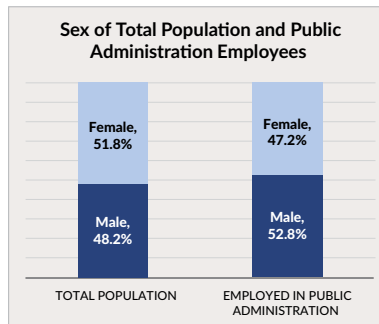
Community Profile:

City of Knoxville, Tennessee⁸³

Total Population: 183,066

Median Household Income: \$34,226

Median Monthly Housing Costs: \$779



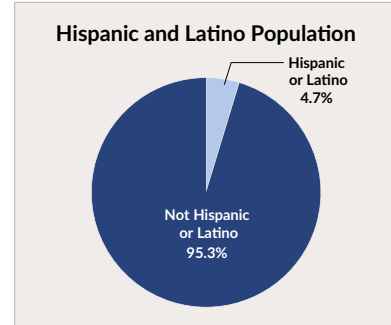
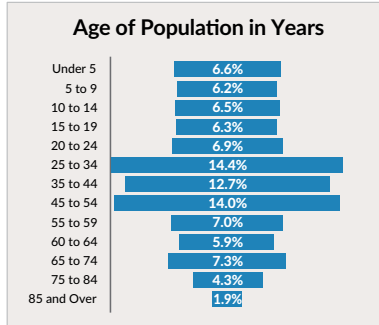
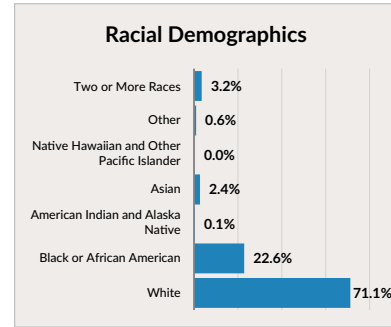
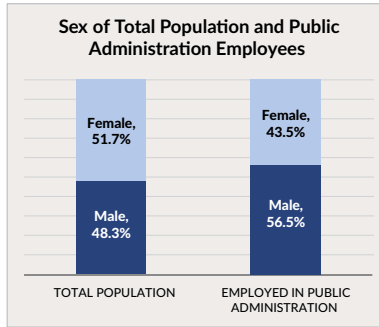
Community Profile:

Louisville/ Jefferson County Metro Government, Kentucky⁸⁴

Total Population: 608,732

Median Household Income:
\$45,762

Median Monthly Housing
Costs: \$819



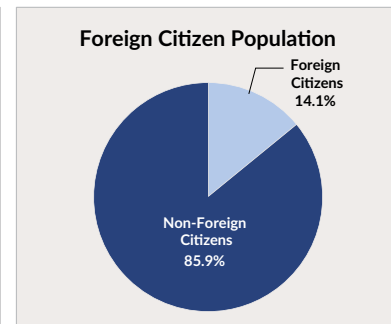
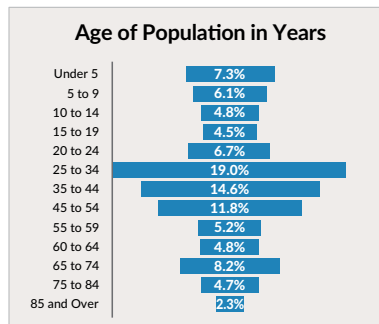
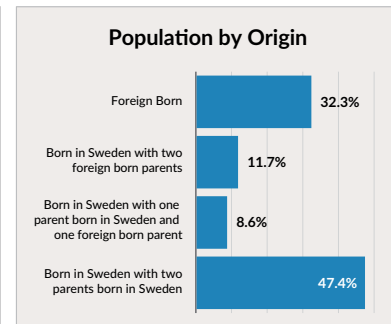
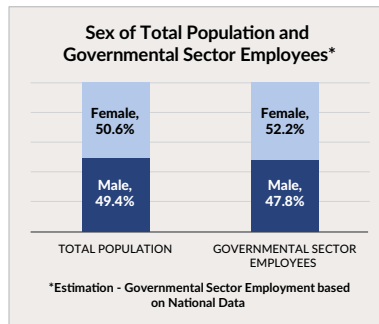
Community Profile:

City of Malmö, Sweden⁸⁵

Total Population: 328,494

Median Household Income:
43,661 kr (SEK)

Median Monthly Housing
Costs: 2,908 kr (SEK)



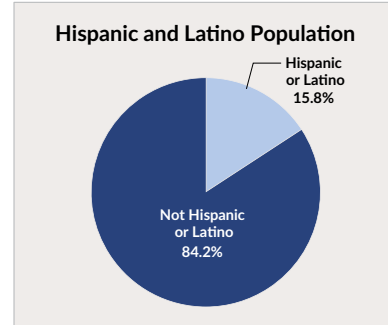
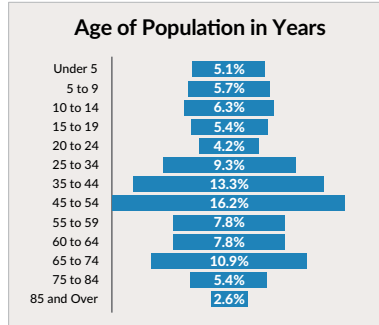
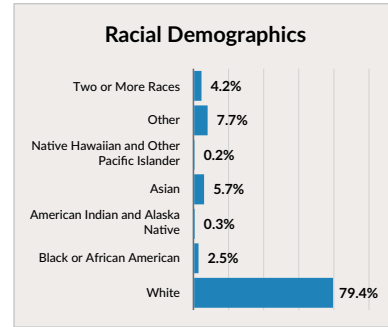
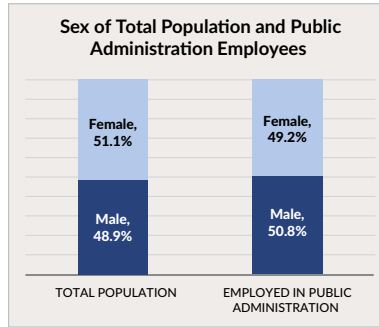
Community Profile:

County of Marin, California⁸⁶

Total Population: 258,349

Median Household Income: \$93,257

Median Monthly Housing Costs: \$2,000



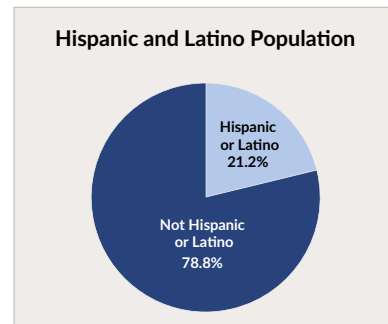
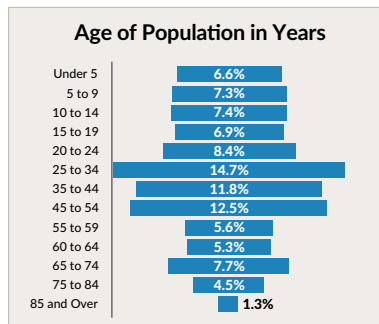
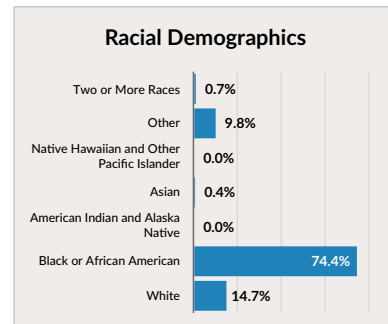
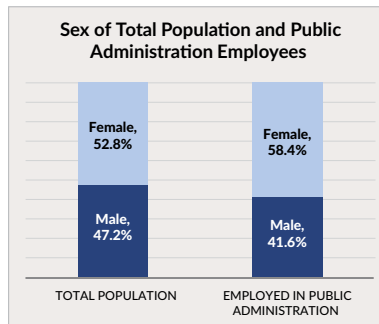
Community Profile:

Village of Maywood, Illinois⁸⁷

Total Population: 24,138

Median Household Income: \$42,298

Median Monthly Housing Costs: \$1,001



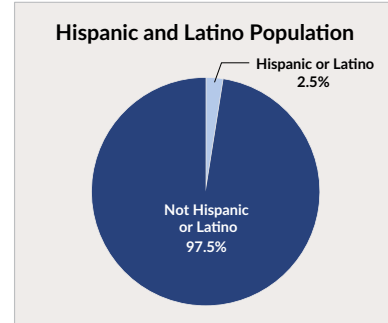
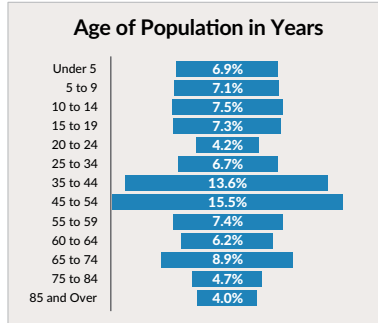
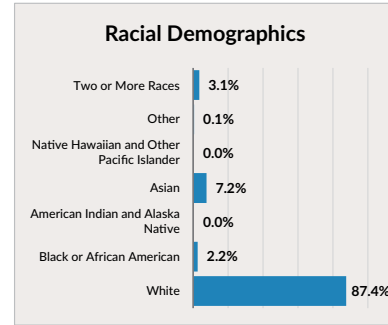
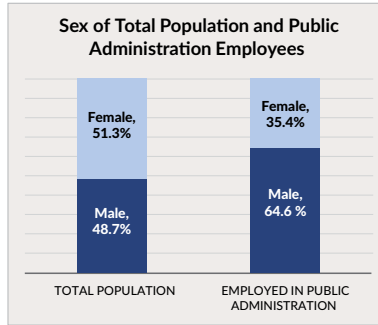
Community Profile:

City of Needham, Massachusetts⁸⁸

Total Population: 29,853

Median Household Income: \$132,237

Median Monthly Housing Costs: \$2,300



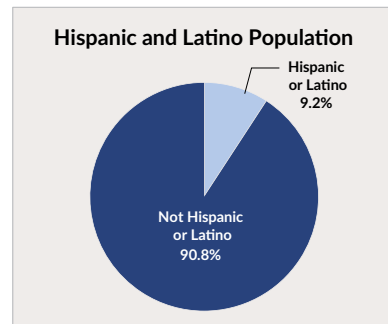
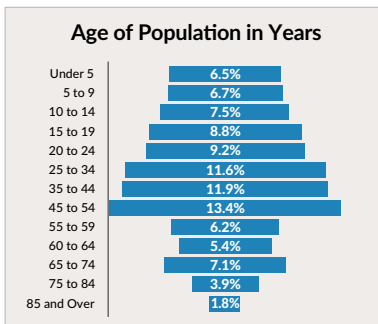
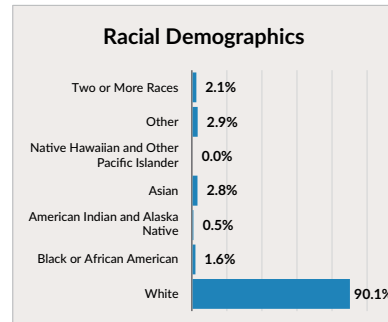
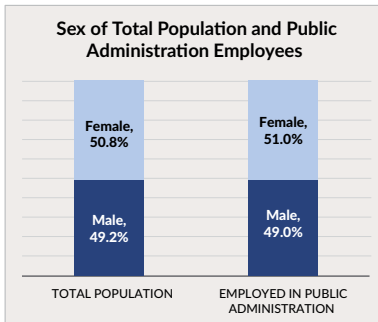
Community Profile:

County of Ottawa, Michigan⁸⁹

Total Population: 273,136

Median Household Income: \$58,989

Median Monthly Housing Costs: \$908



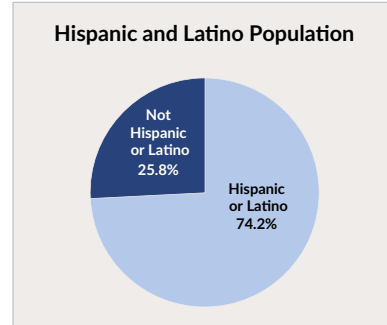
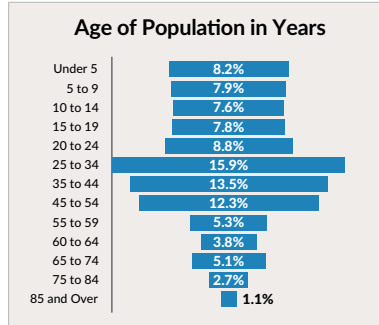
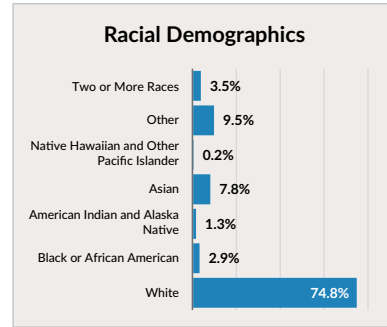
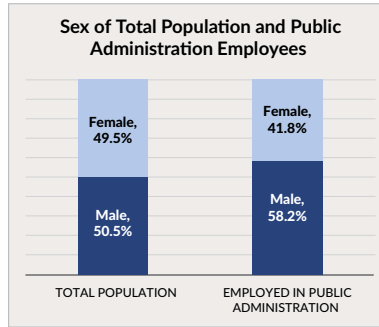
Community Profile:

City of Oxnard, California⁹⁰

Total Population: 203,495

Median Household Income: \$60,621

Median Monthly Housing Costs: \$1,507



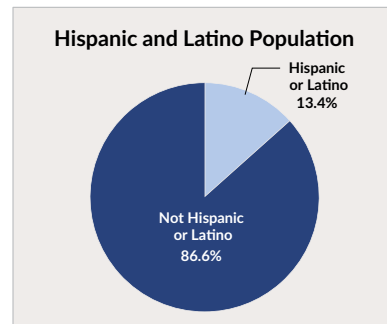
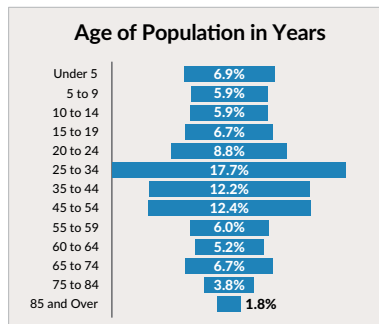
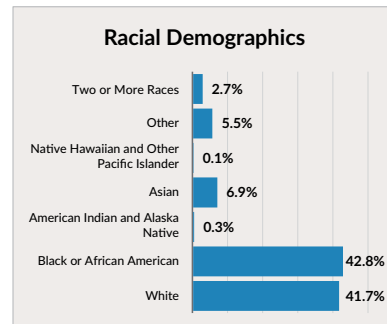
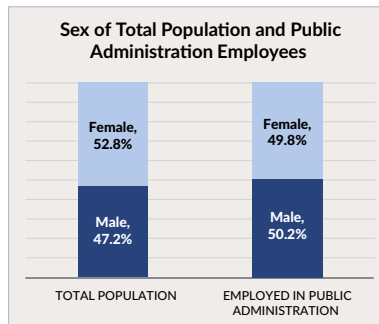
Community Profile:

City of Philadelphia, Pennsylvania⁹¹

Total Population: 1,555,072

Median Household Income: \$38,253

Median Monthly Housing Costs: \$904



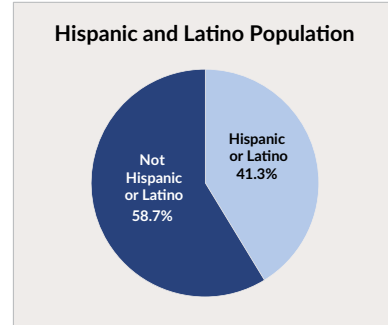
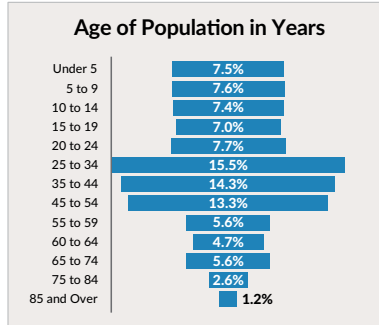
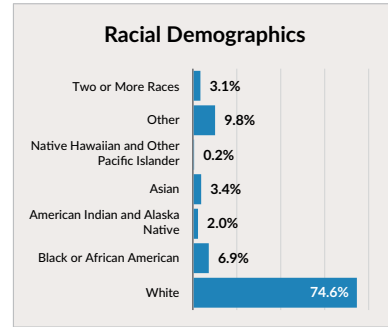
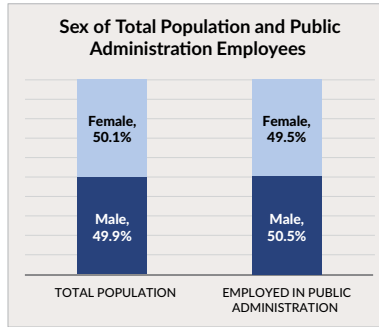
Community Profile:

City of Phoenix, Arizona⁹²

Total Population: 1,514,208

Median Household Income: \$47,326

Median Monthly Housing Costs: \$978



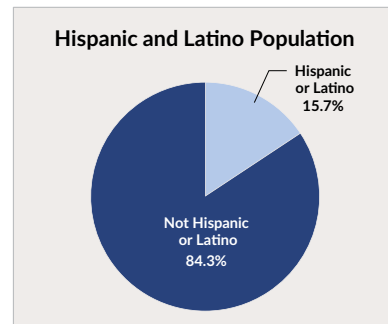
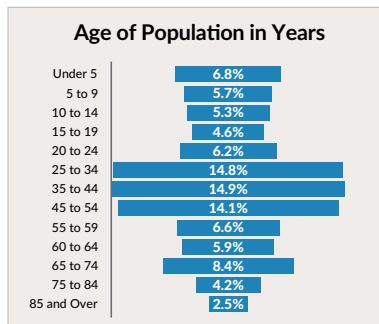
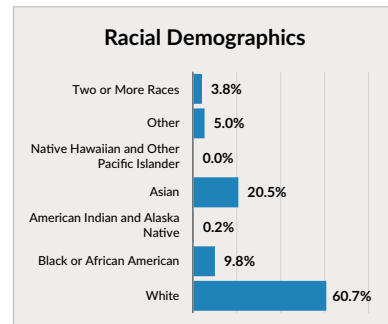
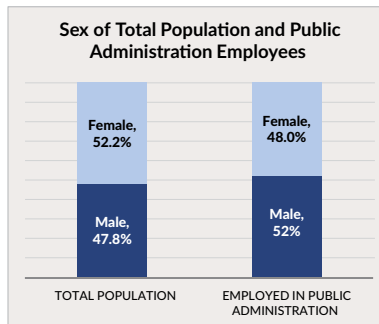
Community Profile:

City of Rockville, Maryland⁹³

Total Population: 64,331

Median Household Income: \$100,239

Median Monthly Housing Costs: \$1,924



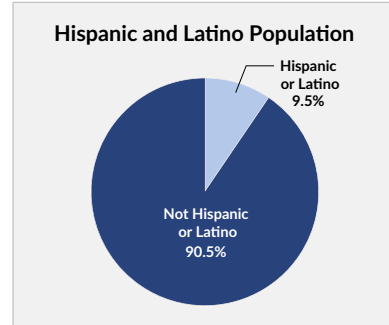
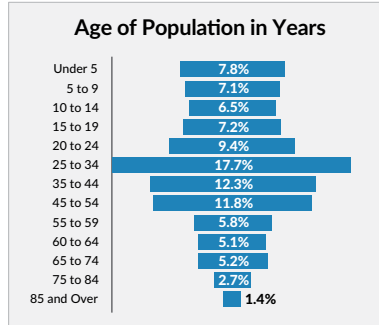
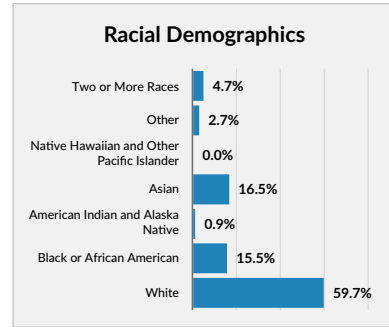
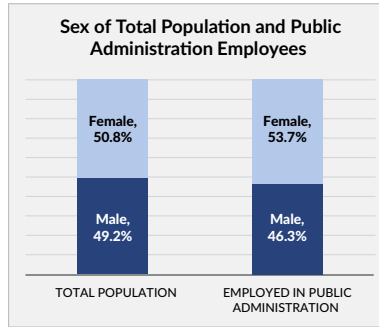
Community Profile:

City of Saint Paul, Minnesota⁹⁴

Total Population: 295,043

Median Household Income: \$48,757

Median Monthly Housing Costs: \$970



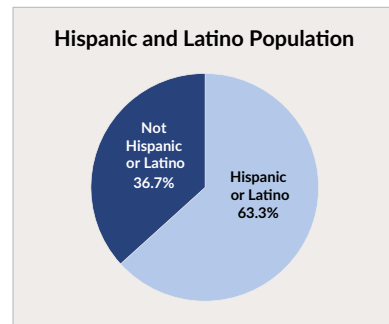
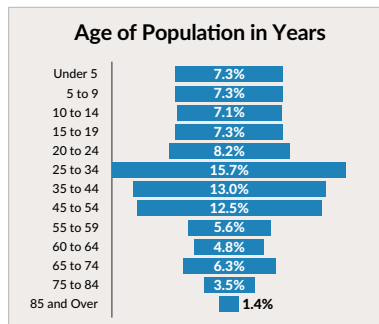
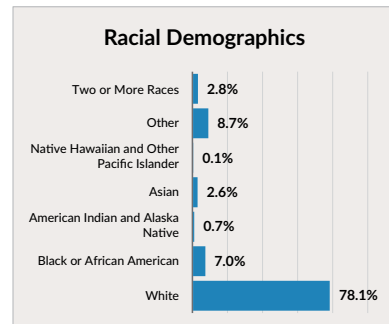
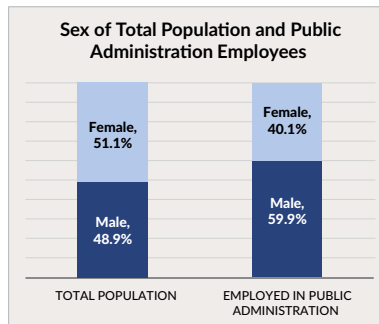
Community Profile:

City of San Antonio, Texas⁹⁵

Total Population: 1,413,881

Median Household Income: \$46,744

Median Monthly Housing Costs: \$884



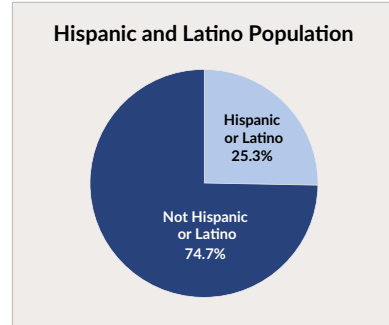
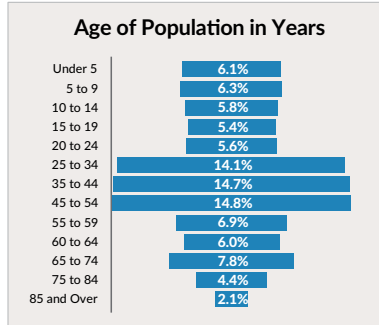
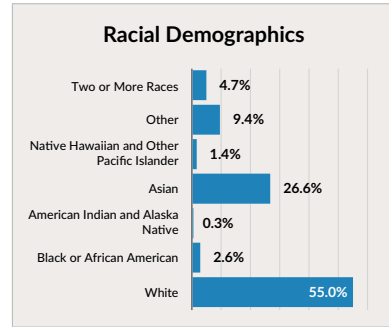
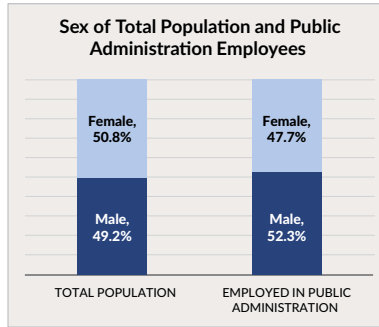
Community Profile:

County of San Mateo, California⁹⁶

Total Population: 748,731

Median Household Income: \$93,623

Median Monthly Housing Costs: \$1,990



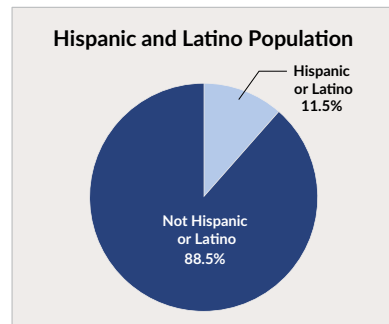
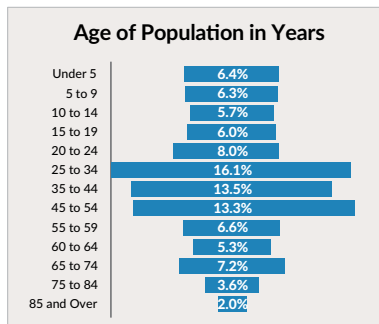
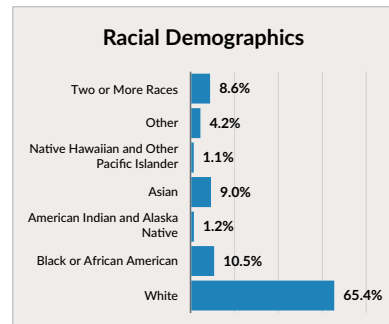
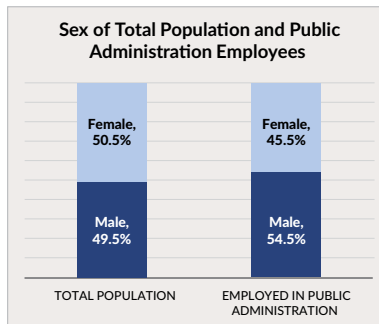
Community Profile:

City of Tacoma, Washington⁹⁷

Total Population: 203,481

Median Household Income: \$52,042

Median Monthly Housing Costs: \$1,126



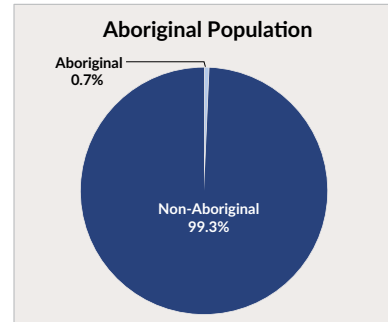
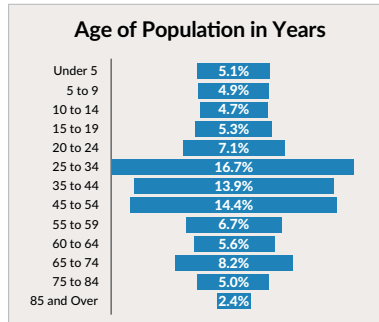
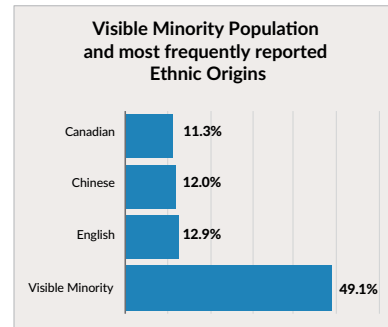
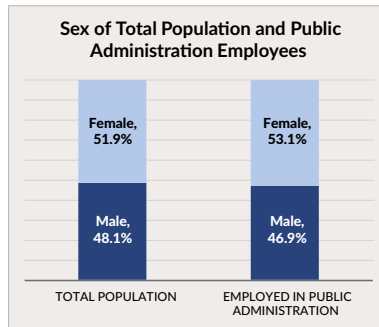
Community Profile:

City of Toronto, Ontario⁹⁸

Total Population: 2,731,571

Median Household Income:
\$65,829 (CAD)

Average Monthly Shelter
Costs: \$1,253 (CAD)



APPENDIX 3: ENAGED ORGANIZATIONS

Any local government actively engaged in equity and inclusion programs will tell you that it is easier to not go it alone. Many organizations have sought and readily received assistance in developing programs and strategies by asking for help. Equity and inclusion are difficult topics with no easy solutions. A positive impact will take time, commitment, and resources. You do not have to start from scratch, and if you already have programs and strategies in place, it is always worthwhile to have someone else evaluate what you and your staff are doing, or not doing.

The following organizations are actively involved in promoting equity and inclusion in government and eager to help:

[ABCD & Company](#) is a business management consulting firm that helps organizations achieve their missions through business management, creative services, event planning, and training. The company focuses on: providing excellence in service from start to end; helping mission driven organizations and companies impact the communities they serve; embracing diversity in the business sector; and demonstrating ethical and responsible growth.¹⁰⁰

The [Center for Social Inclusion \(CSI\)](#) is a national nonprofit organization whose mission is to catalyze local communities, government, and other public and private institutions to dismantle structural racial inequity and create equitable outcomes for all. CSI crafts and applies strategies and tools to transform our nation's policies and practices in order to achieve racial equity.¹⁰¹

The [Government Alliance on Race and Equity \(GARE\)](#) is a national network of governments working to achieve racial equity and advance opportunities for all.¹⁰²

GARE was invaluable. We did not have to start from scratch. Working with GARE helped us learn from other communities.¹⁰³

The [Haas Institute for a Fair & Inclusive Society](#) at UC Berkeley brings together researchers, organizers, stakeholders, communicators, and policymakers to identify and eliminate the barriers to an inclusive, just, and sustainable society and to create transformative change toward a more equitable nation.¹⁰⁴

The purpose of the [International Hispanic/Latino Network](#) is to encourage professional excellence among Hispanic/Latino local government administrators, to improve the management of local government, to provide unique resources to Hispanic local government executives and public managers, and to advance the goals of professional, effective, and ethical local government administration.¹⁰⁵

The mission of the [International Multicultural Institute \(IMCI\)](#) is to work with individuals, organizations, and communities to facilitate personal and systemic change in order to build an inclusive society that is strengthened and empowered by its diversity.¹⁰⁶

The [League of Women in Government \(LWG\)](#) serves as the umbrella organization to support local and statewide organizations that advance women in local government leadership.¹⁰⁷

The [National Forum for Black Public Administrators \(NFBPA\)](#) is the principal and most progressive organization dedicated to the advancement of black public leadership in local and state governments.¹⁰⁸

[Women Leading Government \(WLG\)](#) is designed to assist women managers in their career development. WLG welcomes all people dedicated to public service and the development of women leaders.¹⁰⁹

APPENDIX 4: ADDITIONAL RESOURCES

[ICMA Equity and Inclusion Resources](#)

ICMA has an extensive library of documents, articles, and blog posts on the topics of diversity, equity, and inclusiveness that can be accessed on the ICMA website via the topic area of Leadership and Ethics.¹¹⁰

[The Divided Community Project](#)

The Divided Community Project was developed by individuals and institutions committed to the belief that dispute resolution practitioners, policy makers, and scholars can make a tangible, constructive contribution to helping leaders and citizens in communities seared by tensions and conflicts strengthen and expand their local capacity and resiliency to meet these challenges.¹¹¹

[Key Considerations for Community Leaders Facing Civil Unrest](#)

This webpage shares strategies used in communities during divisive community incidents.

[Planning in Advance of Civil Unrest](#)

This webpage shares ideas for broad-based community planning efforts in advance of civil unrest.

[Divided Communities and Social Media](#)

This webpage shares strategies to take advantage of the opportunities and overcome the hurdles posed by ever-evolving social media and online tools.

[Tacoma, Washington: Office of Equity & Human Rights: Annual Report 2015-2016](#)

This report provides an example of an extensive plan to promote equity and inclusiveness in a community, complete with an overview of the community and organizational demographics, accomplishments, goals, and action plans.¹¹²

[Edmonton, Alberta: Diversity and Inclusion Framework & Implementation Plan](#)

Edmonton's Diversity and Inclusion Framework & Implementation Plan provides a blueprint for internal practices and community programs and services intended to reflect and meet the needs of the community they serve.¹¹³

[Malmö, Sweden: Continuing work for a socially sustainable Malmö](#)

A thorough progress report on a city's ongoing efforts to improve the delivery of services to its community, demonstrating a useful committee structure used to ensure the effective development of city programs.¹¹⁴

[King County, Washington: Equity & Social Justice Tools & Resources](#)

This webpage contains links to a variety of replicable tools and resources utilized by King County to promote equity and inclusion in their community.¹¹⁵

[Marin County: Racial Equity Action Plan 2017](#)

This action plan, developed by Marin County with the assistance of GARE, is a useful tool to plan, track, and measure community engagement efforts. While this action plan is specific to racial equity, many of the components can be applied to other community issues (e.g., sex, gender, age).¹¹⁶

[Fairfax County, Virginia: *One Fairfax Resolution*](#)

A public resolution committing a local government to the mission of actively promoting and advancing equity in the community.¹¹⁷

[Fairfax County, Virginia: *Equitable Growth Profile of Fairfax County*](#)

Among a variety of useful materials, this document contains a wealth of indicators used to measure equity and inclusivity in a community.¹¹⁸

[Decatur, Georgia: *The Better Together Action Plan for Equity, Inclusion, and Engagement*](#)

Not only an exemplary action plan, this document contains a wealth of information indicating the actions taken by Decatur to date and the resources used by the city in the development of this action plan.¹¹⁹

[Arlington County, Virginia: *Immigration Resources*](#)

This webpage links to a variety of publicly accessible resources for immigrant communities, including official statements, public safety information, information on rights, links to legal aid services, and related resources.¹²⁰

APPENDIX 5: GLOSSARY OF TERMS¹²¹

A.

Ability (n.): The quality of being able to do something.

Ableism (n.): Discrimination against persons with mental and/or physical disabilities and/or social structures that favor able-bodied individuals.

Achievement Gap (n.): A term used to describe a persistent trend in the U.S. educational system in which white students achieve greater academic success than students of color. This term can also refer to the gap between girls' and boys' academic achievement.

Acculturation (n.): The process of learning and incorporating the language, values, beliefs, and behaviors that make up a distinct culture. This concept is not to be confused with assimilation, where an individual, family, or group may give up certain aspects of its culture in order to adapt to that of their new host country.

African American (n.): Of or related to African Americans. The U.S. Census Bureau defines black or African American as “people having origins in any of the black racial groups of Africa.”

Ageism (n.): Discrimination against individuals because of their age; often based on stereotypes (e.g., senior citizens are not able to perform tasks such as driving, or that all young people are irresponsible).

Alien (n.): The U.S. Bureau of Citizenship and Immigration Services defines an alien as “any person not a citizen or national of the United States.” However, many people take offense at the use of this term because it places emphasis on difference. Preferable terms might be “immigrant” or “refugee,” and for those who have entered the United States illegally, “undocumented workers” as opposed to “illegal aliens.”

Ally (n.): A person who makes a commitment and effort to recognize their privilege (based on gender, race, class, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.

American Indian (n., adj.): Of or related to American Indians. The U.S. Census Bureau defines “American Indians” as “people having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment. According to Census 2000, American Indians and Alaska Natives are approximately 0.9 percent of the total U.S. population, and 1.5% including persons of more than one race.

Anglo or Anglo-Saxon (adj.): Of or related to the descendants of Germanic peoples (Angles, Saxons, and Jutes) who reigned in Britain until the Norman Conquest in 1066. Often refers to white English-speaking persons of European descent in England or North America, not of Hispanic or French origin.

Anti-Semitism (n.): Hatred of or prejudice against Jews and Judaism. The Anti-Defamation League divides anti-Semitic incidents into two categories: “harassment, including threats and assaults directed at individuals and institutions; and vandalism, such as property damage, cemetery desecration or anti-Semitic graffiti.”

Arab (n., adj.): Of or relating to the cultures or people that have ethnic roots in the following Arabic-speaking lands: Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen. “Arab” is not synonymous with “Muslim.” Arabs practice many religions, including Islam, Christianity, Judaism, and others.

Asexual (n., adj.): A sexual orientation generally characterized by not feeling sexual attraction or a desire for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity. Some asexual people do have sex. There are many diverse ways of being asexual.

Asian American: Of or related to Asian Americans. The U.S. Census Bureau defines “Asian” as “people having origins in any of the original peoples of Asia or the Indian subcontinent. It includes people who indicated their race or races as ‘Asian,’ ‘Indian,’ ‘Chinese,’ ‘Filipino,’

‘Korean,’ ‘Japanese,’ ‘Vietnamese,’ or ‘Other Asian.’ Asian Americans are approximately 3.6 percent of the total U.S. population, and 4.2% including persons of mixed race.

Assimilation (n.): The process whereby an individual of a minority group gradually adopts characteristics of the majority culture. This adoption results in the loss of characteristics of one’s native culture, such as language, culinary tastes, interpersonal communication, gender roles, and style of dress. Some individuals of immigrant communities take offense to the notion that all immigrants should “assimilate” to U.S. culture, because it implies that they must give up some of who they are to become “Americans.” Instead, many immigrant communities assert the notion of biculturalism, which enables them to acculturate to the U.S. culture while maintaining characteristics of their native culture.

B.

Bias (n.): Inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

Bigender (n., adj.): Having two genders, exhibiting cultural characteristics of masculine and feminine roles.

Bigotry (n.): Intolerance of cultures, religions, races, ethnicities, or political beliefs that differ from one’s own.

Biracial (adj.): Of or related to more than one race. Biracial individuals may choose to identify with only one race, especially if they find that they are readily accepted by one group more than another. Historically, biracial individuals who had one black parent and one white parent were considered black and were not acknowledged by the white community.

Bisexual (n., adj.): A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender.

Black (n., adj.): Of or related to persons having ethnic origins in the African continent; persons belonging to the African Diaspora. Some individuals have adopted the term to represent all people around the world who are not of white European descent, although this usage is not common. “Black” is often used interchangeably with “African American” in the United States.

Brown (n., adj.): A term most often used to refer to people of Latino/Hispanic descent, or of the Latin American Diaspora (Mexico, Central and South America, Puerto Rico, the Dominican Republic, Cuba, as well as Latinos/Hispanics in the United States and Canada). Some individuals may use the word to refer to all people of color.

C.

Caucasian (n., adj.): Of or related to the Caucasus region, a geographic area between the Black and Caspian seas; a former racial classification that included indigenous persons of Europe, northern Africa, western Asia, and India, characterized by light to brown skin and straight to wavy or curly hair. In the U.S., “Caucasian” is often used interchangeably with “white.”

Chicano/a (n.): A term adopted by some Mexican Americans to demonstrate pride in their heritage, born out of the national Chicano Movement that was politically aligned with the Civil Rights Movement to end racial oppression and social inequalities of Mexican Americans. Chicano pertains to the particular experience of Mexican-descended individuals living in the United States. Not all Mexican Americans identify as Chicano.

Cisgender (n. adj.): A gender identity, or performance in a gender role, that society deems to match the person’s assigned sex at birth. The prefix cis- means “on this side of” or “not across.” A term used to call attention to the privilege of people who are not transgender.

Cissexism/Genderism (n.): The pervasive system of discrimination and exclusion that oppresses people whose gender and/or gender expression falls outside of cis-normative constructs. This system is founded on the belief that there are, and should be, only two genders and that one’s gender, or most aspects of it, are inevitably tied to assigned sex.

Classism (n.): Biased attitudes and beliefs that result in, and help to justify, unfair treatment of individuals or groups because of their socio-economic grouping. “Classism” can also be expressed as public policies and institutional practices that prevent people from breaking out of poverty rather than ensuring equal economic, social, and educational opportunity.

Colorblind (adj.): Term used to describe personal, group, and institutional policies or practices that do not consider race or ethnicity as a determining factor. The term “colorblind” de-emphasizes, or ignores, race and ethnicity, a large part of one’s identity.

Colorism (n.): Prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group.

Cultural Competence (n.): “A process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of social cultural diversity in a defined social system.”

D.

Disability/(Dis)ability/Dis/ability (n.): A social construct that identifies any restriction or lack of ability to perform an activity in the manner or within the range considered “typical” for a human being given environments that are constructed for and by the dominant or “typical” person.

Discrimination (n.): Unfavorable or unfair treatment toward an individual or group based on their race, sex, color, religion, national origin, age, physical/mental abilities, or sexual orientation.

Diversity (n.): Psychological, physical, and social differences that occur among any and all individuals, such as race, ethnicity, nationality, religion, economic class, age, gender, sexual orientation, mental and physical ability, and learning styles. A diverse group, community or organization is one in which a variety of social and cultural characteristics exist.

E.

Environmental Racism (n.): The concept that members of certain groups are deliberately located in less-desirable geographic areas or that undesirable businesses or activities are deliberately located in range of or within neighborhoods of certain groups, particularly racial minorities and the urban poor.

Ethnic (adj.): Of or related to a particular race, nationality, language, religion or cultural heritage. “Ethnic” in the context of the United States, has also come to represent concepts, characteristics or cultural values and norms that are not typical of persons of white/European ancestry.

Ethnicity (n.): A social construct which divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interest, history, and ancestral geographical base.

Equity (n.): Fairness and justice, especially pertaining to rights and protection under the law.

Eurocentrism (n.): The practice of using Europe and European culture as a frame of reference or standard criteria from which to view the world. Eurocentrism favors European cultural norms and excludes the realities and experiences of other cultural groups.

Explicit Bias (n): Prejudicial beliefs that one knowingly endorses at the conscious level.

F.

Feminism (n.): Theory and practice that advocates for educational and occupational equity between men and women and undermines traditional cultural practices that support the subjugation of women by men and the devaluation of women’s contributions to society.

FOB (n.): A derogatory term used to refer to recent immigrants to the U.S., meaning “fresh off the boat.”

G.

Gay (n., adj.): A homosexual. This term was said to originate in Paris during the 1930’s and referred to the male homosexual underground community. The term was reclaimed during the Gay Liberation Movement as a source of pride. “Gay” is commonly used only to refer to homosexual men and not women.

Gay Bashing (v.): Term used to describe forms of harassment and hate crimes directed toward homosexuals, such as verbal and physical threats and assault and vandalism.

Gender (n.): Sexual classification based on the social construction of the categories of “men” and “women.” Gender differs from one’s biological sex (male or female) in that one can assume a gender that is different from one’s biological sex.

Gender Fluid (n., adj.): A person whose gender identification and presentation shifts, whether within or outside of societal, gender-based expectations. Being fluid in motion between two or more genders.

Gender Identity (n.): A sense of one's self as trans, genderqueer, woman, man, or some other identity, which may or may not correspond with the sex and gender one is assigned at birth.

Genderism/Cissexism (n.): The pervasive system of discrimination and exclusion that oppresses people whose gender and/or gender expression falls outside of cis-normative constructs. This system is founded on the belief that there are, and should be, only two genders and that one's gender or most aspects of it, are inevitably tied to assigned sex.

Gentrification (n.): The process whereby a given urban area or neighborhood undergoes a socioeconomic transition from a previously low-income, working class neighborhood to a middle-class or affluent neighborhood.

Ghetto (n., adj.): Term used to represent the social and physical isolation of urban blacks, or communities of color in general, as well as the dire conditions these communities endure: densely populated slums, economic hardship, and racial discrimination in the central city.

Glass Ceiling (n.): Term used to describe the "unseen" barrier that prevents women and people of color from being hired or promoted beyond a certain level of responsibility, prestige, or seniority in the workplace.

H.

Harassment (n.): Unwelcome, intimidating, or hostile behavior.

Heteronormativity (n.): A set of lifestyle norms, practices, and institutions that promote binary alignment of biological sex, gender identity, and gender roles; assume heterosexuality as a fundamental and natural norm; and privilege monogamous, committed relationships and reproductive sex above all other sexual practices.

Heterosexuality (n.): A sexual orientation in which a person feels physically and emotionally attracted to people of a gender other than their own.

Hispanic (n., adj.): The U.S. Census Bureau defines Hispanics as "those people who classified themselves in one of the specific Spanish, Hispanic, or Latino categories listed on the Census 2000 questionnaire (Mexican, Mexican American, Chicano, Puerto Rican, or Cuban).

Homophobia (n.): A fear of individuals who are not heterosexual. Homophobia often results in people distancing themselves from and/or psychologically/physically harming people who are gay, lesbian, bisexual, or transgendered. The literal meaning of the word is "fear of same."

Homosexual (n., adj.)/Homosexuality (n.): An outdated term to describe a sexual orientation in which a person feels physically and emotionally attracted to people of the same gender. Historically, it was a term used to pathologize gay and lesbian people.

I.

Illegal Alien (n.): The official term used by the U. S. federal government to refer to citizens of foreign countries whose entry into the United States is prohibited by law, or those who reside in the United States without evidence of legal documentation where permission for entrance has been granted.

Implicit Bias (n): Inclination in judgment or behavior that operates below the conscious level and without intentional control.

Inclusion (n.): The act of creating environments in which any individual or group can feel welcomed, respected, and fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

Intersectionality (n.): A term coined by civil rights advocate and scholar Kimberlé Williams Crenshaw to describe the interaction among various types of discrimination, specifically as they relate to overlapping forms of discrimination experienced by women of color.

Intersex (n., adj.): Adjective used describe the experience of naturally (that is, without any medical intervention) developing primary or secondary sex characteristics that do not fit neatly into society's definitions of male or female. Intersex is an umbrella term and there are around 20 variations of intersex that are included in this umbrella term. Hermaphrodite is an outdated and inaccurate term that has been used to describe intersex people in the past.

L.

Lesbian (n., adj.): A woman whose primary sexual and affectional orientation is toward people of the same gender.

LGBTQ(IA+) (adj.): acronym for “Lesbian, Gay, Bisexual, Transgender, Queer, (Intersex, Asexual, and other communities).”

Linguistic Isolation (n.): May be used to describe the experience of feeling confused or alienated when one is unfamiliar with the language spoken by those around them.

Linguistic Profiling (v.): The practice of making assumptions or value judgments about an individual based on the way he or she speaks and/or the language he or she uses, and then discriminating against that individual because of these factors.

M.

Mainstream (n., adj.): Refers to the dominant cultural norms of a given society. In the United States, the “mainstream” culture encompasses the language, values, beliefs, and behaviors of the white/European population.

Microaggression (n.): A term that refers to brief and commonplace daily verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults that potentially have a harmful or unpleasant psychological impact on the target person or group.

Marginalization (n.): The placement of minority groups and cultures outside mainstream society. All that varies from the norm of the mainstream is devalued and at times perceived as deviant and regressive.

Multicultural (adj.): Of or pertaining to more than one culture.

Multiculturalism (n.): Theory and practice that promotes the peaceful coexistence of multiple races, ethnicities, and cultures in a given society, celebrating and sustaining language diversity, religious diversity, and social equity.

N.

Nonbinary (n., adj.): A gender identity and experience that embraces a full universe of expressions and ways of being that resonate for an individual. It may be an active resistance to binary gender expectations and/or an inten-

tional creation of new unbounded ideas of self within the world. For some people who identify as nonbinary there may be overlap with other concepts and identities like gender expansive and gender nonconforming.

O.

Omnisexual, Pansexual (n. adj.): Terms used to describe people who have romantic, sexual or affectional desire for people of all genders and sexes.

Oppression (n.): Severe exercise of power and subjugation that works to privilege one group and disadvantage another.

Individual Level: Beliefs or behaviors of an individual person; conscious or unconscious actions or attitudes that maintain oppression.

Institutional Level: Institutions, such as family, government, industry, education, and religion are shapers of, as well as shaped by, the other two levels. The application of institutional policies and procedures in an oppressive society run by individuals or groups who advocate or collude with social oppression produces oppressive consequences.

Societal/Cultural Level: Society’s cultural norms perpetuate implicit and explicit values that bind institutions and individuals; cultural guidelines, such as philosophies of life, definitions of good, normal, health, deviance, and sickness, often serve the primary function of providing individuals and institutions with the justification for social oppression.

Orientation (n.): One’s attraction or non-attraction to other people. An individual’s orientation can be fluid and people use a variety of labels to describe their orientation. Some, but not all, types of attraction or orientation include romantic, sexual, sensual, aesthetic, intellectual, and platonic.

P.

Pacific Islander (n.): The term “Pacific Islander” refers to persons whose origins are of the following nations: Polynesian, Melanesia, Micronesia, or any of the Pacific Islands.

Pansexual, Omnisexual (n. adj.): Terms used to describe people who have romantic, sexual or affectional desire for people of all genders and sexes.

Privilege (n.): A set of unearned benefits given to people who fit into a specific social group.

Q.

Queer (n., adj.): Term used to refer to people or culture of the gay, lesbian, bisexual, and transgender (LGBTQIA+) community. Historically, queer has been used as an epithet/slur against people whose gender, gender expression and/or sexuality do not conform to dominant expectations. Some people have reclaimed the word queer and self-identify as such. For some, this reclamation is a celebration of not fitting into norms/being “abnormal.” Manifestations of oppression within gay and lesbian movements such as racism, sizeism, ableism, cissexism, transmisogyny, as well as assimilation politics, resulted in many people being marginalized, thus, for some, queer is a radical and anti-assimilationist stance that captures multiple aspects of identities.

Quota (n.): A number or percentage particularly of people designated as a targeted minimum for a particular group or organization. A term often used in reference to admission to colleges and universities and organizational hiring practices.

R.

Race (n.): A grouping of human beings based on a shared geographic dispersion, common history, nationality, ethnicity, or genealogical lineage. Race is also defined as a grouping of human beings determined by distinct physical characteristics that are genetically transmitted.

Racism (n.): Racism can be understood as individual and institutional practices and policies based on the belief that a particular race is superior to others. This often results in depriving certain individuals and groups of certain civil liberties, rights, and resources, hindering opportunities for social, educational, and political advancement.

Reverse Discrimination (n.): A term used by opponents to affirmative action who believe that these policies are causing members of traditionally dominant groups to be discriminated against.

S.

Safe Space (n.): A space in which an individual or group may remain free of blame, ridicule, and

persecution, and are in no danger of coming to mental or physical harm.

Sexual Harassment (n.): The Equal Employment Opportunity Commission defines sexual harassment as “a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.”

Sexism (n.): The cultural, institutional, and individual set of beliefs and practices that privilege men, subordinate women, and devalue ways of being that are associated with women.

Sexual Orientation (n.): Term used to refer to an individual’s sexuality and/or sexual attraction to others.

Sizeism (n.): The pervasive system of discrimination and exclusion that oppresses people who have bodies that society has labeled as “overweight,” as well as people of short stature.

Socioeconomic Class (n.): Social group membership based on a combination of factors including income, education level, occupation, and social status in the community, such as contacts within the community, group associations, and the community’s perception of the family or individual.

Stereotype (n.): A positive or negative set of beliefs held by an individual about the characteristics of a certain group.

T.

Tokenism (n.): The policy of making only a perfunctory effort or symbolic gesture toward the accomplishment of a goal, such as racial integration; the practice of hiring or appointing a token number of people from underrepresented groups in order to deflect criticism or comply with affirmative action rules.

Tolerance (n.): Recognition and respect of values, beliefs, and behaviors that differ from one’s own.

Transgender (adj.): An umbrella term describing a wide range of identities and experiences of people whose gender identity and/or expression differs from conventional expectations based on their assigned sex at birth. Not all trans people undergo medical transition (surgery or hormones). Some commonly held definitions: Someone whose determination of their sex and/or gender is not universally considered valid; someone whose behavior or expression does not “match” their assigned sex according to

society; a gender outside of the man/woman binary; having no gender or multiple genders.

Transsexual (n.): A person who lives full-time in a gender different than their assigned birth sex and gender. Sometimes used to specifically refer to trans people pursuing gender or sex confirmation.

U.

Undocumented immigrant (n.): A term used to describe the populations in the United States who do not possess legal documentation of residence and/or who did not receive proper authorization to enter the country.

W.

WASP (n.): The acronym translates to White Anglo-Saxon Protestant, a term used in the United States to refer to the demographic of people who are of this ancestry.

Welfare (n.): Economic assistance provided by the government to persons in need.

Worldview (n.): The way in which an individual views the outside world, influenced by his or her beliefs, values, and behaviors, and determined by his or her unique experiences.

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ICMA advances professional local government worldwide. Its mission is to create excellence in local governance by developing and advancing professional management of local government. ICMA, the City/County Management Association, provides member support; publications, data, and information; peer and results-oriented assistance; and training and professional development to more than 12,000 city, town, and county experts and other individuals and organizations throughout the world. The management decisions made by ICMA's members affect 185 million individuals living in thousands of communities, from small villages and towns to large metropolitan areas.



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