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3rd Annual Report on Workforce Inclusion and Diversity

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March 2013

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Introduction

The Town of Brookline recognizes and values diversity as a vital characteristic of Town government. The Town celebrates the diversity of the community it serves and the individuals it employs, embracing the differences in race, color, religious creed, national origin, ancestry, gender, age, gender identity, handicap, sexual orientation and military background.

The Town of Brookline further believes it has a responsibility to capitalize on the strengths emanating from these differences and has a duty to ensure it employees, citizens, vendors and the general public are treated with dignity and respect in all of their duties and dealings with the Town of Brookline.

The Town of Brookline believes a workplace that attracts and retains diverse personnel will allow it to serve its citizenry more creatively, strategically, and productively. Sustainable Diversity and Inclusion initiatives will ensure these objectives, goals and priorities are maintained.

I. Previous Actions

In June 2010, following the May Town Meeting, the Board of Selectmen delegated to the Town's Human Resources Director the task of compiling a report on the Town's efforts to realize the vision of Dr. Martin Luther King. Specifically, Town Meeting voted that the Town should,

"Examine ways to understand the extent to which Brookline has made progress toward realizing the vision of Dr. (Martin Luther) King by preparing and making available to the public an annual report."

The First Annual Inclusion and Diversity Report released in March 2011 reviewed current action and future efforts the Town of Brookline had undertaken to realize Dr. Martin Luther King's vision.

The Second Annual Inclusion and Diversity Report reviewed the Town's actions to advance leadership buy-in and detailed efforts that the Town's individual departments had made in ensuring their services are accessible to individuals from all backgrounds and that these individuals are treated with respect and dignity in their dealings with the Town.

This Third Report will outline efforts the Town has taken to move its focus toward its employees and will overview the Town's ongoing efforts to make its Diversity and Inclusion initiatives sustainable.

II. Brookline - Who Are We?

The 2010 Census data provides a fresh perspective of who resides in the Town of Brookline. This demographic data is largely analyzed and reported by the Planning and Community Development Department. [1] Additionally, the Planning Department regularly reviews statistics from the New American Community Survey which provides more specific data, including income, poverty, disability and ethnicity, among other topics, which is collected on a timelier basis and results provided every 3 to 5 years. (See Appendix A, *Town of Brookline, Planning and Community Development UPDATE, Special Edition: Census 2010*, January 2012.)

[1] The first results of the 2010 Census were released in the spring of 2011and will continue to be released through 2013. During the summer and fall of 2011, Summary File 1 data was released providing information regarding age, sex, households, families, and race groups. Summary File 2 data is scheduled to be released in the spring of 2012 including information regarding age, relationship and home ownership, available for specific race and ethnic groups. As reported in *Town of Brookline, Planning and Community Development UPDATE, Special Edition: Census 2010*, January 2012.

That 2010 Census data indicates that the Town of Brookline's population has remained fairly stable with a 3 % increase over the last decade. Some of the largest increases in the population were among children under age 9, young adults ages 20-24 and persons aged 60-70. These increases were offset by a decrease in person aged 25-55. The senior population which increased by 5.4% surpassed the state's growth rate of 4.9% for seniors.

The Town of Brookline has continued to become more racially diverse with approximately 23.3% of the Town's population being minority or mixed-race. The fastest growing minority groups are Asian and Hispanic. The Black/African American populations also increased in Brookline. Likewise, the individuals reporting two or more races increased along with those reporting "some other race." The Caucasian population dipped from 81.1% in 2000 to 76.70% in 2010.

Regarding the Town's ethnic and linguistic diversity, 26.3% of Brookline's population is foreign born. Over 50% are naturalized U.S. Citizens. 60.9% of such person entered the country since the year 2000. 50.4% of all foreign-born residents are from countries in Asia, including China, Japan, Korea and India. Another 30.3% are from Europe and the remaining 20% are from the Americas, Africa, and Oceania.[2]

Over 30% of Brookline residents speak a language other than English at home with nearly a third of these reporting that they speak English less than "very well." Those languages included 36% Asian language such as Chinese, Japanese, and Korean, Indo-European at 39% and Spanish is spoken by 15% of the residents.[3]

> *Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you to be. This is the interrelated structure of reality. – Martin Luther King Jr.*

[2] *Planning & Community Development Update, Special Edition: Census 2010, Jan 2012, pg 9.*
[3] *Id. at 9.*

Changes in Racial Composition in Brookline 2000-2010

Race	2000	2010	% change
White	81.10%	76.70%	-4.40%
Black/African American	2.70%	3.40%	0.70%
American Indian/Alaska Native	0.00%	0.10%	0.10%
Asian	12.80%	15.60%	2.80%
Native Hawaiian/Other Pacific Islander	0.00%	0.00%	0.00%
Hispanic or Latino of Any Race	3.50%	5.0%	1.50%
Some Other Race	1.0%	1.20%	0.20%
Two or More Races	2.20%	3.00%	.80%

Finally, Brookline's population is highly educated, with nearly 51.5% of the population over 25 years old having a graduate or professional degree. However, 12.3% of all Brookline residents had incomes below the poverty level, defined as $22,050 for a family of four in 2010. And 5.9% of all children under the age of 18 were under the poverty threshold. A reported 4.4% of all families were below the poverty level, with 10.7% of all female-headed households with children below the poverty line. Finally, 8.2% of seniors have incomes below the poverty level.

This increased diversity among residents underscores the need for the Town to aware of the differing needs of our citizens. Town employees who service these individuals must be sensitive to and able to respond to the varying perspectives of these different groups.

III. Initiatives and Sustainable Programs, Overview

The Town of Brookline's overriding inclusion and diversity goal is to put in place strategies that ensure the Town is a welcoming and inclusive town, where each person, including employees, who interacts with and receives services from the Town, is treated professionally, with dignity and respect. We believe this goal is best achieved with a diverse workforce.

To achieve the goal of creating a workplace that attracts and retains diverse personnel, the Town of Brookline regularly reviews and adjusts its priorities for employee development, updating its workplace policies, and developing new recruitment tools for clerical, labor, public safety and non-public safety professionals.

The mark of success for these initiatives will be:

- Acceptance and appreciation of diverse peoples, beliefs and life styles;
- Employees feel acknowledged for diverse experiences, backgrounds, and perspectives that they bring to the workplace;
- Employees feel valued for the contributions that they make to enrich and enhance the Town of Brookline; and
- Employees, residents, contractors and the general public feel welcomed and respected when dealing with the Town.

> Injustice anywhere is a threat to justice everywhere. -Martin Luther King, Jr.

A. Overview

The initiatives, to date, can be broken down into five categories: Leadership Buy-in, Employee Training and Development, Recruitment, Sustainability, and Assessment.

1. Leadership Commitment

The executive and senior leadership, those who shape the policies and programs of the Town, must share the goals and values of creating and promoting a diverse and inclusive workforce. The Town of Brookline has:

- Signed the Commonwealth Compact (2010)[4]
- Formed a working group of Department Heads to aid the Human Resources Director in developing Diversity and Inclusive objectives (2010)
- Collected data from each Department head to explore existing diversity and inclusion priorities and efforts (2011, 2012)
- Hired intern dedicated to Inclusion and Diversity, Town (2011-2012)
- Funded supervisor training conducted by the MCAD (2010-2012)
- Received budget line for employee training and development, with specific focus on inclusion and diversity (2011, 2012)
- Work with Department Heads to train supervisors to focus on work performance not personality traits or conflicts (2008-2012)
- Put in place Strategic Plan Goal Measurements (Public Schools, 2009/10)
- Creation of Diversity Subcommittee of the Human Relations/Youth Resources Commission (2012).

2. Employee Education and Development

Employee education and development is important to ensures employees are aware of the town's Diversity and Inclusion objectives and that they are aware of their rights and responsibilities in the workplace.

- Developed Anti-Discrimination, Sexual Harassment and Retaliation Policy (2010)
- Amended Anti-Discrimination policy to include Gender Identity (2012)
- CORI Policy under new CORI Reform guidelines (2011, 2012)
- Update the Family Medical and Military Leave Policy (2011).
- Drafted EEO Policy (2012)
- Created and conducted an employee survey on inclusion and diversity (2012)

[4] The Commonwealth Compact and its 230 signatories, who represent approximately 280,000 members of the Massachusetts workforce, are committed to ensure the Greater Boston Area is a desired destination to work and live for people of color and women, with the belief that their contributions in the workforce will be vital to the region's social and economic future. http://www.commonwealthcompact.umb.edu

- Affiliation with Minority Student Achievement Network (MSAN), a national coalition that studies achievement gaps (2010, 2011, 2012)

3. *Recruitment*

Recruitment was a major priority for the Town of Brookline in 2012. The Human Resources Department (Town) partnered with metro-Boston affinity groups and set the stage and agenda for collaboration of municipal HR Departments with similar diversity goals. School Human Resources continued with its diversity initiatives that have matured into effective recruiting tools.

Work that had been done on recruitment includes:

- Participation in Commonwealth Compact's Talent Network (2010)[5]
- Reaching out to Affinity Groups (the Partnership, ALPFA, NAAAP, Nexus Alliance) (2011-2012)[6]
- Developing a Collaboration with Municipalities with similar goals (2012)
- Continued affiliation with the Mass. Partnership for Diversity in Education (MPDE), including job fairs
- Utilization of SchoolSpring, providing national recruitment opportunities. (2009/2010 to current)
- Today's Students, Tomorrow's Teachers' with MPDE (2011/2012 and 2012/2013)

4. *Sustainability*

Initiatives and programming must be developed in ways that ensure they will be ongoing, self-supported and adaptable to the evolving needs of the workforce that services the Town.

- Town Meeting Resolution to establish an annual Martin Luther King celebration and the production of an annual report on the Town's efforts to realize the vision of Dr. Martin Luther King. (2009)
- Develop regular training for Supervisors and employees re: discrimination under federal and state laws (2010)
- Drafted a Town Business Objective that includes Inclusion and Diversity objectives, pending review (2012)
- Drafted Equal Employment Opportunity Policies, pending adoption by the Board of Selectmen (2012)
- Begin developing of Inclusion and Diversity Leaders (2012)

5. *Assessment*

Ongoing review and assessment are critical components that will further ensure sustainability.

- Collected data from each Department, exploring existing diversity and inclusion efforts (2011,2012)
- Collected and submitted workforce data to Commonwealth Compact (2012)
- Audited and corrected each employee's job category on the payroll system to ensure accurate EEO reporting (2011-2012)
- Developed Police Department Equal Employment Opportunity Plan Short Form, required by the U.S. Department of Justice which focuses on underutilization of employees and development of plans to expand applicant pool for specific groups (2012)
- Developed and analyzed the results of the Employee Survey on Inclusion and Diversity. (2012)
- Formation of a diversity subcommittee of the Human Relations and Youth Resources Committee (2012)

We may have all come on different ships, but we are all in the same boat now. -Martin Luther King, Jr.

[5] The Commonwealth Compact's Talent network has two functions; a searchable data base of local minority professionals and a job board where the Town of Brookline and other signers post job opportunities.

[6] Alliance of Latino Professional in Finance and Accounting, Boston Chapter of the National Association of Asian American Professionals, Boston, The Nexus Alliance and Partnership has a broader focus and development, mentoring and networking associations.

B. Leadership Commitment – 2012 Actions

The success of any Inclusion and Diversity Program is dependent on the support and commitment of its leadership. Leadership buy in is necessary to allocate the resources as well as to encourage and support change within the organization.

In 2012, the Town of Brookline continued its leadership commitment by dedicating resources to the Town's Inclusion and Diversity efforts. Those resources came in the form of funding for training or in personnel hours that the Department Heads dedicated to diversity and inclusion matters.

1. *Submitting Commonwealth Compact Data*

The Department Heads worked with the HR Intern to submit extensive workforce data to the Commonwealth Compact who will produce a report of its compact signers in the Spring of 2013. The Compact's data is a compilation of all the signers, but the Town's specific data is available for review and ongoing development within the Town. (See Appendix B.)

2. *Funding of Training and Education*

The Town has continued to make employee education and training a priority and has continued to dedicate training funds to the development of such programs, each with a purpose of improving conflict resolution, performance improvement, including underlying inclusion and diversity goals.

3. *Continued Commitment of the Working Group*

The Inclusion and Diversity Working Group, a group of Department Heads and senior managers, continued to meet regularly throughout 2012 to help the Human Resources Director define priorities, strategies, realistic action plans and best practices, as well as developing enterprise-wide objectives and goals.[7]

The Working Group helped guide the development of an *Employee Survey, Inclusion and Diversity in the Workplace*, including recommending the need for an objective analysis of the results.

The Working Group met for the last time in December 2012, recommending to the Human Resources Director that there be further study, including the use of focus groups or the formation of committees as needed to to develop and support employee -based diversity and inclusion efforts.

The members of the Working Group are committed to supporting their employees' involvement in such efforts, including making accommodations in work schedules to support such inclusion and diversity efforts.

C. Employee Education and Development– 2012 Actions

In 2012, having made important inroads in securing leadership support and buy-in, the Town shifted its focus toward employee development and involvement. As with the Town Leadership, we began with an employee survey with a focus on understanding employees' views and opinions regarding diversity and inclusion.

1. *Ongoing Employee Training*

During the fall of 2010, the Town of Brookline trained over 175 supervisors on the Massachusetts's law prohibiting discrimination, sexual harassment and retaliation. The training was conducted by the Massachusetts Commission Against Discrimination's Training Division.

This training set the ground work for the Town's development of a MCAD training program; one

[7] The members of the Working Group were chosen to participate because they proven leaders in diversity efforts, they manage a large group of employees or they had a particular expertise that could contribute to the development of inclusion and diversity efforts. The Working Group was comprised of the Director of Human Resources, the Police Chief, the Commissioner of Public Works, the Town's Human Services Coordinator, the Directors of Recreation and Human Relations-Youth Resources Departments.

geared to supervisors who have specific responsibilities for identifying and reporting potential violations. Personnel from the Human Resources Department were trained in the MCAD's Train the Trainer program.

In 2011, all firefighters were trained under the MCAD law by the Town's trainers. In 2012, the Town of Brookline Fire Academy added a course on the Massachusetts anti- discrimination law and this training was delivered to the Fire recruits by the Assistant Director Leslea Noble of the Human Resources Office who has been trained by the MCAD's Training Division. This training of Fire recruits included those individuals who attended from other municipalities. Training of supervisors and employees in the Department of Public Works is already planned for the spring of 2013.

The Town of Brookline also trained 30 Supervisors in a Supervisory Leadership Development Program, *Managing Self-Others-the Work-the System.* This training emphasizes the need to understand different perspectives, the need for a respectful workplace, team building and dealing with conflict in the workplace. Such training should minimize conflict in the workplace but, as conflict inevitably arises, the training also included coaching and performance management. These skills help managers and employees focus on performance deficits and successes and engenders a collaborative and respectful work relationship, rather than on a confrontational one. The Town is actively training supervisors in ways to help employees avoid confrontations can deteriorate into personal character disputes which impact employee morale and can lead to potentially inappropriate characterizations of the disputing employees.

2. Policy Development

Policy development is an important tool for educating both the leadership and the employees on the parameters in which the workforce is expected to function. Policies establish both rights and responsibilities of its personnel and provide important processes and procedures to ensure all personnel are treated consistently and by the same rules.[8]

Distribution of new policies is important to ensure employees, supervisors and managers are aware of their duties and responsibilities under each. Department Heads must then ensure their employees understand and follow the policies. All polices are listed on the Town's internal intranet and are also available for review and distribution from the Town's Human Resources Department. Each year certain policies are mailed to each employee's home. In 2012, the Town Administrator with the Human Resources Department mailed out the following policies:

- Policy against Discrimination, Sexual Harassment and Retaliation
- Use of Information Technology Resources
- Policy Against Fraudulent Conduct

In 2012, the Human Resources Office made changes to several of its policies to keep up with the ever changing and evolving laws.

a. *Revision of Policy Against Discrimination, Sexual Harassment and Retaliation.*

The Town's *Policy against Discrimination, Sexual Harassment and Retaliation*, adopted in January 2011, and makes clear that the Town has zero tolerance toward discrimination and sexual harassment and retaliation for exercising one's rights under the policy. The Town's Policy was amended due to changes in the underlying Massachusetts law.[9] The law expands the state's workplace protections to individuals' gender identity.

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[8] The Town of Brookline's workforce contains rights and responsibilities under twelve different collective bargaining units. These policies are drafted in a manner that augments the various contracts with the Unions. Where the policy affects terms and conditions of employment, they policies must be bargained.

[9] M.G.L. Ch. 151B cite

The revised Policy will be mailed to each employee with a cover letter from the Town Administrator explaining this important expansion of coverage.

b. Family Medical and Military Leave Policies

The Family Medical and Military Leave Act (FMMLA) has been amended on several occasions during the last several years to provide leave protection to those employees who have family members who are called to active duty in the military. Like the medical leave provisions, employees are entitled to certain military leave provisions (generally, twelve weeks of leave for qualifying employees).

Although the Town has been fortunate in not having to deal directly with military requests, the revision has provided an opportunity for the Town to remind managers, supervisors and employees of the rights for individuals with serious health conditions.

The changes also provide an opportunity to revisit the complicated interactions between FMMLA, workers' compensation or injured leave and the American's with Disabilities Act (ADA). Trainings and guidance materials are being developed to clarify these rights and responsibilities so that we can ensure employees with chronic illnesses or disabilities receive accommodations necessary to perform their jobs and that they receive the respect and dignity that is afforded to all employees and citizens.

c. Development of Criminal Background Policy

The state of Massachusetts has been addressing reform of the Criminal Offender background law for several years. This required the Town to develop a new criminal background policy and process. On August 6, 2010, Governor Patrick signed a CORI Reform law, making important changes to the who will have authorized access to CORI and how CORI will be accessed. The regulatory changes went into effect on May 4, 2012.

The reforms to the Criminal Offender Background laws (CORI) were done for both social policy and economic reasons, as the CORI is a powerful tool that blocks many individuals from accessing housing, jobs and other means of that enable them to become productive members of society.

The Town of Brookline is mandated by law to perform Criminal and Sexual Offender backgrounds on certain individuals, e.g., school employees, camp employees. The Town also performs criminal background reviews on those positions that may have unsupervised access to vulnerable populations, i.e., children, elderly and the disabled.

3. Employee Survey on Diversity and Inclusion, April 2012

During the spring of 2012, the Town of Brookline conducted a voluntary, anonymous survey of employees to explore and understand their views and opinions on inclusion and diversity in the Town of Brookline's workforce.[10] The confidential survey was analyzed by race/ethnicity, gender and age of the respondents. This information would allow the Town to develop and adopt effective workforce diversity and inclusion initiatives.

Specifically, the survey sought to:

- Identify employees current views and opinions on diversity and inclusion
- Identify areas for immediate action and additional areas of exploration and intervention
- Raise awareness of diversity and inclusion goals and efforts, generally

The survey explored how employees felt about their own treatment in the workplace as well as the treatment of their co-workers. Views regarding

[10] The survey was administered to employees who worked for the Town but not those who worked for the Brookline public schools as the School Department was conducting other surveys of its workforce. Future efforts will include school employees as well as Town.

treatment of employees in specific protected classes, e.g., age, gender, race, disability and sexual orientation were surveyed, as well as questions regarding inclusion, diversity and discrimination. (See Appendix C for Survey Questions)

The number of employees participating in this first-ever employee survey was excellent in that 23% of the employee population participated.[11]

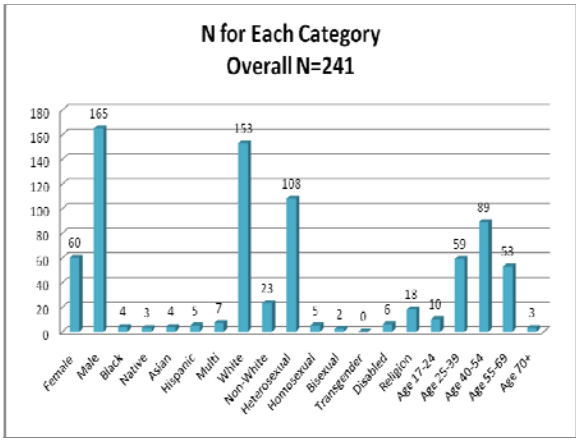
a. Survey Findings, Overall. The survey revealed that generally, respondents feel they are respected in the workplace based on age, gender, disability, sexual orientation, religion and race. They also indicated that they are comfortable discussing diversity and inclusion in the workplace. Respondents further indicated that they felt the Town is doing a good job with regard to addressing diversity in the workplace.

The respondents of the survey overwhelmingly believed that employees should try to recognize and respect individual differences. This fact alone provides for a strong base upon which diversity and inclusion initiatives can be built.

b. We are All Different.
This willingness to accommodate personal differences is perhaps best reflected in one statement where 94% of respondents agreed,

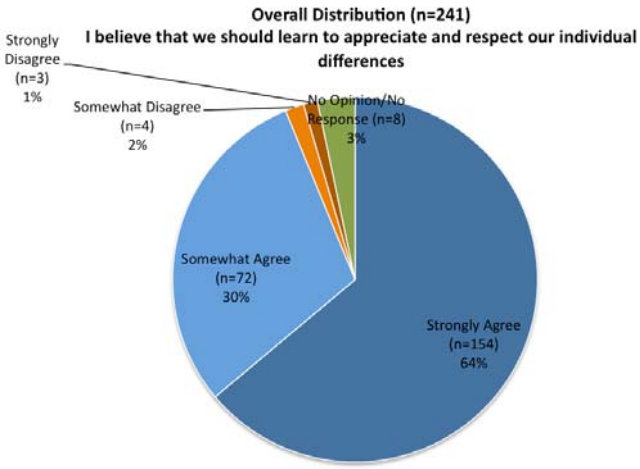
> *"We should learn to appreciate and respect our individual differences."*

This is a powerful statement for which a large majority agreed. Respondents also agreed that they should take steps to be considerate of individual differences, where 88% agreed that we should choose our spoken words carefully so that others are not offended.



Finally, an optimistic 85% of respondents believed that people who have different ideas and opinions can work well together.

The survey results were encouraging in that 94% of employees already have a fundamental belief that the workforce should learn to appreciate and respect individual differences.



The finding that respondents believe individual differences must be respected is further underscored by the responses concerning how employees in the protected classes are treated.

[11] To determine a target sample size of survey respondents, a sample size calculator from Raosoft was utilized (www.raosoft.com). The Brookline workforce has a sampling frame of 1,034 non-school workers consisting of full-time, part-time, temporary and seasonal employees. Given the sampling frame, a commonly used 5% margin of error and 95% confidence interval, the target sample size for this study was 281 respondents. A total of 241 people responded, 85.77% of our target.

The majority of respondents believed that both they themselves and others were treated fairly and with respect with regard to their gender, age, race/ethnicity, sexual orientation, religion and disability. [See Appendix D for the "April 2012 Employee Survey on Inclusion and Diversity in the Workplace."]

c. Talking the Talk.

About 74% of respondents believed it is okay to talk about discrimination in the workplace and about the same number of respondents, 71%, reported they were comfortable speaking with their supervisor about discrimination. This is an important finding.

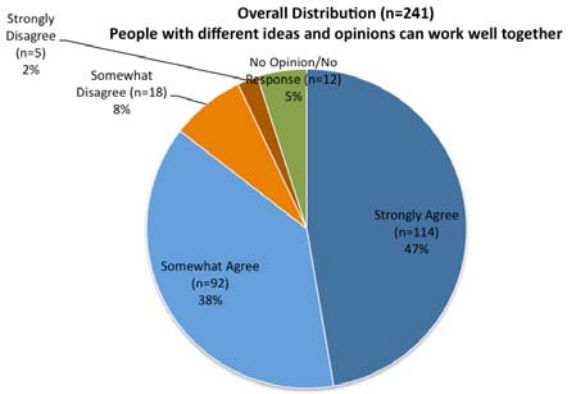
One goal of any diversity and inclusion initiative is to provide a constructive dialogue about diversity, inclusion and our richly different experiences, perceptions, opinions and views. Likewise, employees must feel comfortable discussing discrimination and should have a known and comfortable venue in which they can discuss difficult subjects when differences inevitably arise. Several opportunities for reporting are set forth in the Town's Policy against Discrimination, Sexual Harassment and Retaliation. However our goal is to find constructive ways to discuss these sensitive issues or identify raising conflicts before a claim is filed.

Our supervisors are on the frontline for workplace issues. Therefore, it is particularly important that employees feel comfortable speaking with a supervisor or another person of authority about conduct that may be rising to the level of discrimination.

We would have liked the percentages to be higher, however. We would like all employees to feel comfortable discussing a difficult matter in the workplace. Therefore, it is important for us to explore why a quarter of the respondents did not feel comfortable talking about discrimination and explore whether they are aware of the reporting opportunities under the Town's policy.

d. Discrimination and Job Performance.

Perhaps most curious was the response to the statement, "I think discrimination in the workplace affects my job performance." Respondents were equally divided in either agreeing or disagreeing with the statement.



The authors of the statement assumed that known or suspected discrimination would have the effect of disrupting the workplace, e.g., lowered morale, lowered production, higher levels of sick time. It was further assumed that the respondents would largely indicate that, if there were discrimination in the workplace, whether toward oneself or others, it would affect their own work performance. These assumptions were not borne out in the survey responses.

In fact, nearly equal percentages strongly agreed or disagreed with the statement (22% strongly agreed and 25% strongly disagreed). A good portion of respondents had no opinion or did not respond (13%). Responses varied among the White and Non-White respondents. (38.82% of White respondents agreed with the statement, 86% of Non-White respondents agreed with the statement).

This effect was not seen among other groups that might have faced discrimination based on a protected class, e.g., Homosexual, older, or disabled respondent. The differing responses occurred with race/ethnicity, leaving the authors to speculate that most often when people think of discrimination

they think of race-based or ethnicity-based discrimination.

As the pool of respondents is small and the survey is descriptive by nature, it is not possible to make sound conclusions regarding why the respondents answered these questions in the manner that they did.

After reviewing the responses and the statement, we decided that the question should have been asked differently as it does not distinguish whether the respondent is reporting on hypothetical instances of discrimination or actual discrimination and whether the discrimination is occurring in the workplace. Depending on an individual's view of the statement, the response to the question could vary widely.

There is a possibility that some of the Non-White respondents had experienced discrimination themselves, whether on the job or otherwise, and acknowledged that it affected their work performance. While white respondents may not have had similar experiences and do not believe that discrimination would affect their job performance, particularly if they did not believe it occurs on the job.

Additional work will be done in subsequent employee surveys to restate these questions in a manner that, first and foremost, asks respondents whether they have experienced or encountered any discrimination in any workplace or in the Brookline workplace. Further, we should explore their opinions as to whether discrimination in the workplace, whether of self or others would impact one's job duties. These are critical pieces of information that we must try to ascertain in order to prioritize and focus our employee based initiatives.

e. Diversity Again?

The authors of the survey thought it was also important to understand how much employees hear about diversity and inclusion issues. The question asked was simple; it asked respondents to respond to the statement, "I am tired of hearing, reading and/or learning about diversity." They responded, with a near 50/50 split of those who agreed or disagreed with the statement.

So, interestingly, although the respondents overwhelming believe it was important to be respectful of others' differences and that people with different views can work together; many are tired of receiving information about "diversity". There is some saturation effect occurring, most likely.

Additional work needs to be done to determine where respondents are hearing, reading, learning about diversity and what information and in what medium are they are receiving the information.

The responses to the survey underscored that diversity and inclusion initiatives must be framed appropriately so that employees do not feel like they are hearing the same old drone about "diversity." Diversity initiatives must be comprehensive and meaningful to the employees' work environment and work experience, not an off the shelf cookie-cutter product.

f. The Starting Line is Behind Us.

The "April 2012 Employee Survey on Inclusion and Diversity in the Workplace" was the first of its kind at the Town of Brookline. The survey's specific goal was to creating a starting point from which the Town of Brookline can start to move toward dynamic diversity and inclusion initiatives. More simply stated, we had to start somewhere and this survey helped define a starting point. The results described above are encouraging many of the respondents' views provide a strong foundation upon which to build inclusions and diversity initiatives.

Discovering this solid base of mutual respect is important as some responses to certain statements imply there is still work to be done regarding employees' views and perceptions regarding this sensitive work. We found a good deal of variability among the respondents when they were asked to respond to specific questions regarding discrimination and diversity in the workplace.

g. Future Survey Work with Employees.

Work needs to be done to increase employees' general understanding of inclusion and diversity. Part of the divergence in opinions may be due to the fact that there are no commonly accepted definitions of diversity and discrimination in the Town of Brookline workplace. Individuals view these topics differently. Some of the divergence would be diminished if we provided education and developed and defined a commonly understood terms of these often emotionally charged words and ideas.

Common definitions and understandings should be shared and agreed upon. Efforts should be undertaken to increase recognition of the Town's inclusion and diversity goals and the importance for the goals of a diverse workforce.

Subsequent surveys with better crafted questions will enable us to determine where exactly we can put our resources to achieve our diversity and inclusion goals. Such initiatives should dovetail with the business objectives of the Town of Brookline.

> *The means we use must be as pure as the ends we seek. - Martin King, Jr.*

D. Recruitment Initiatives – 2012 Actions

The recovering economy, the Town's move to the state's Group Insurance Commission (GIC) and the Town's move from the Civil Service system allowed the Town's Human Resources Department to begin to implement some of its new recruitment strategies.

Expanding our applicant pool has been one of the highest priorities for the Human Resources Department. During 2006-2010, the Town had been actively down-sizing its personnel due, in large part, to the rising costs of health care benefits. Then, the Town and its unions made significant changes to the Town's health insurance benefits in 2008 just as the nation faced an economic crisis, seconded only by the Great Depression.

Hiring freezes on Town positions were in effect for 2007[12] and most of 2008 through 2010. The Town's switch from BlueCross BlueShield and into the state's Group Insurance Commission (GIC) saved the Town more than $4 million dollars in anticipated costs and went far to avoid lay-off, wage freezes and the elimination of vacant positions. The greater stability of the GIC rates allowed the Town to remove its hiring freeze and in 2011, Departments were able to start hiring when positions became vacant although there continues to be a significant review process before any vacancy is filled.

Recruitment was a major priority for the Town in 2012. Having moved away from the Civil Service system, it is now critical that the Town develop strategies to address new ways to increase the diversity of our applicant pool now that the Town civil service constraints have been removed. These efforts are invaluable and timely as the Town of Brookline, like employers across the nation, are experiencing an aging of the workforce. During the next five to ten years, the Town will lose a number of senior managers. The Town must act now to intensify recruitment, training and retention efforts with an underlying focus on expanding the diversity of both applicant and promotional pools.

Participating in the Commonwealth Compact has introduced the Town's Human Resources Office to a variety of recruitment opportunities that broadens the applicant pool.

In 2013 the Human Resources Office will begin to compile data on applicants, vacancies and promotions in ways that formally have not been compiled due to the anticipated availability of new software. In the absence of such technology manual compilation of data can and will occur.

[12] The hiring freezes in 2007 and 2008 were in effect due to raising health care costs.

E. 2012 School Initiatives – 2012 Actions

During 2010, the Public Schools of Brookline engaged in a number of initiatives related to diversity and inclusion for staff and students.

1. Strategic Plan Goal Measurements

In 2010 the Brookline Public Schools publicly reported their progress toward the Goals in their Strategic Plan implemented during the 2009/2010 school year. Specifically relevant is Public Schools of Brookline Strategic Plan Goal #2 – Eliminate achievement gaps with respect to race, ethnicity and socio-economic status and increase achievement of students with special needs through individualized strategies and programs.

Measurements were determined and a rating system in the form of letter grades (A, B, C, D) was devised to report the School's progress. The letter grades were defined as follows:

"A" The outcome for the current year exceeds the goal and is higher than the outcome in each of the three previous years
"B" The outcome for the current year exceeds or meets the goal
"C" The outcome for the current year does not meet the goal
"D" The outcome for the current year does not meet the goal and is lower than the outcome in each of the three previous years

The results of the Strategic Plan Goal Measurements were presented to the School Committee and published in the annual *At School in Brookline* document, which is accessible through a link on our district website at http://www.brookline.k12.ma.us/.

Using a comprehensive methodology,[13] the School attained an overall rating of "B" on Goal #2 as the data indicated that "gaps by ethnicity tended to decrease in 2008/2009, while gaps by socio-economic status tended to remain similar to previous years or to increase."[14] The *At School in Brookline* report contains specific data and a full description of ratings for each measure of Goal #2.

4. Recruitment and Retention of High Quality Staff

(a) Attracting Candidates of Color

The Brookline Public Schools continues to maintain an affiliation with Massachusetts Partnership for Diversity in Education (MPDE), each year participating in the MPDE Diversity Job Fair sending a number of School District representatives each year.

Beginning with the 2009/2010 school year, the Brookline Public Schools automated its application process through SchoolSpring, which has national exposure. Through its affiliation with SchoolSpring, Brookline is highlighted in *Teachers of Color* magazine as another way to expand its diverse candidate pool.

The School District has a strong affiliation with Minority Student Achievement Network (MSAN), a national coalition of multiracial, suburban-urban school districts that have come together to study achievement gaps that exist in their districts. Members of the Brookline Public Schools participate in conferences and research activities relevant to elimination of existing achievement gaps. Additionally, the Schools advertize many of its open positions through job posting on the MSAN website as another way to attract candidates of color from across the nation.

(b) Long-range Planning to Increase Staff of Color

Although the Brookline Public Schools take steps to attract the teachers of color who already exist, there is a national problem with disproportionate numbers of staff of color as compared to our

[13] The School Department reported the progress toward Strategic Plan Goal # 2 through an analysis of data, by subgroup, on the following measurements: MCAS Scores, MCAS Growth Scores, Courses Taken (looking specifically at courses taken beyond the standard level and specifically AP courses taken), SAT/ACT Scores (Math, Reading, Writing), and Graduation Rate.

[14] At School in Brookline 2010, page 24, See also pgs 24-30.

student populations. In fact, in Massachusetts, only approximately 8.5% of our teaching force is non-white.

In order to address the shortage of teachers of color, during 2010 and to date, the Brookline Public Schools have been working with several other local communities (Arlington, Lexington, and Andover) and with MPDE to implement a *Today's Students Tomorrow's Teachers* program for the 2011/2012 school year.

Today's Students, Tomorrow's Teachers' mission is to recruit, mentor, and place economically-challenged and culturally-diverse high school students through college to employment as teachers and leaders who will inspire and strengthen their communities.

Through this program, the District will work with Brookline students of color and/or students from low income families who would like to become teachers. The program has had great success is mentoring students to become teachers and to return to TSTT communities to work. The program includes a comprehensive curriculum with trained teacher mentors through high school, provides SAT preparation, assists students with college entry, including scholarships to partner universities, and provides mentors through college and the job search process (including preparation for passing licensure tests such as MTEL).

F. Department Initiatives – 2012 Actions

1. MLK Celebration, Keeping the Promise,

On January 21, 2013, the Town of Brookline celebrated its third annual Martin Luther King Celebration, *Keeping the Promise* at the Coolidge Corner Theater. Malcolm Cawthorne, Brookline High school history teacher, was the Master of Ceremonies with Keynote Speaker Ayanna Pressley, Boston City Councilor At-Large. Pressley, who was the first woman of color ever elected to the Boston City Council, has had a political life keenly focused on breaking the cycles of poverty and violence.

As a Boston city councilor, Pressley explained she created and is chairing the *Committee on Women & Healthy Communities; a committee* devoted to: stabilizing families and communities; reducing and preventing violence and trauma; combating poverty; and addressing issues which disproportionately affect women and girls.[15] In her remarks to a packed audience, she noted that one day of celebration during the MLK holiday is not enough. Rather, work needs to be done continuously. She urged the audience to make a long-term commitment to civil rights advocacy; to go beyond an annual, three-day weekend of inspiration.

A highlight of the event was a documentary film, starring Brookline High School students who had participated in the program "Sojourn to the Past." The national project is a 10-day academic immersion program where 11th and 12th grade students travel through five Southern states retracing the path of the Civil Rights Movement. "Comprised entirely of history and the humanities, the rigorous academic Sojourn experience brings the lessons of our shared American history to life."[16] The documentary film directed by, Harvey Bravman, editor of Brookline Hub, interviewed Brookline High School students' experiences and reflections on their journey through Selma, Birmingham and Montgomery, Alabama, and their meeting with members of the "Little Rock Nine," the first African-American students to attend the segregated Little Rock Central High school in Arkansas. "They were different children when they walked back into my classroom," noted the event host, Malcolm Cawthorne who is a Brookline High history teacher.[17]

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[15] Wicked Local Brookline, *Brookline to celebrate MLK Day,* Jan 14, 2013..

[16] www.sojournproject.com

[17] Wicked Local Brookline, City councilor urges year-round activism at Brookline's Martin Luther King Day celebration, posted Jan 21, 2013 @ 4:40, last update Jan 23, 2013 @ 2:48.

Musical presentations for the event were varied and inspiring including performances by the Workmen's Circle Chorus, a Yiddish Community Chorus, Note-a-Fy, an all-girl a capella group from Brookline High Schools, the Winniker Band and and the Baker Elementary School Jazz band.

2. *Human Relations/Youth Resources Commission*

Since 2010 Mr. Stephen Bressler, the Town's Fair Housing Officer and Director of Human Relations/Youth Resources Commission (HRYRC), has been producing and hosting *Fair Housing Conversations* at Brookline Access Television. The show focuses on fair housing and area resources and affordable housing in the town. Of particular interest was a show focused on Fair Housing for persons with disabilities.

Mr. Bressler also produced and co-hosted with Commission for the Disabled Chair Eileen Berger the second season of the "Disability Consumer Guide Show" at Brookline Access Television. During 2012 the "Disability Consumer Guide Show" some of its guests were Ms. Susan Love, Abuse Prevention & Outreach Coordinator, Massachusetts Disabled Persons Protection Commission; and Nikita Jambulingam, Special Olympics, Harvard University; Sean Canty, North Section Director, Special Olympics-Massachusetts.

The HRYRC Director also worked with Town Counsel's Office, the Brookline Housing Authority, the Planning Department, the Health Department, Brookline Mental Health Center, and various private landlords to promote fair housing.

During 2012, several members of the HRYR Commission were tasked with focusing on the Diversity issues for the Commission. The group, who has been working as a subcommittee, has drafted, and the Commission has approved, an Equal Opportunity/Affirmative Action policy in late 2012. The Policy has been submitted to the Board of Selectmen for review. Through this process it was discovered that there is some overlap between the bylaws that govern the Human Resources and the HRYR boards, as it relates to Affirmative Action and equal employment. The two boards will continue to explore ways to collaborate while the Board of Selectmen and Town Counsel to ensure their joint and individual responsibilities are fulfilled while moving the Town toward shared goals of Inclusion and Diversity.

The HRYRC continues to do work in the community to educate residents and students on the important contributions that African Americans have had in the Town of Brookline, e.g., Dr. Barbara Brown conducted a walking tour for Runkle School 4th graders and teachers pointing out important African-American sites in the town. Also, a Committee member George Chapman in cooperation with Ben Brown at Brookline Access Television produced a video on Hidden Brookline that was presented at a meeting of the Brookline Rotary and was shown at Town Meeting on May 24, 2014.

The Hidden Brookline sub-Committee of the HRYRC drafted a resolution on slavery in Brookline which was passed by Town Meeting. The resolution provided in part, "NOW, THEREFORE, BE IT

RESOLVED, that the Town Meeting of Brookline hereby acknowledges with profound regret the enslavement of Native-Americans and African-Americans and the exploitation of slave labor by this Town, within this Town, and amongst the citizens of this Town.

RESOLVED, that the Town Meeting call upon the people of Brookline to acknowledge and recognize contributions of Native-Americans and African-Americans to the Town and the achievement of equality, liberty, justice and democracy.

3. *Brookline Police Department*

USDOJ, EEO Survey

During the summer of 2012, the Brookline Police Department compiled information on its workforce and submitted it to the United States Department of Justice, EEOP Short Form (Appendix D).

The DOJ requires survey entrants to fill out specific information online and then makes recommendations based on that information. If there is a deficiency in the data, the Department must outline a plan to address the area of concern. Following the DOJ criteria, the Brookline Police Department specifically found,

"The Brookline Police Department recognizes that there is an underrepresentation of women (including Hispanic/Latino) in its sworn workforce with a -24% for white females and a -6% for Hispanic/Latino females. Nationally, women comprise roughly 10% of the total police workforce and the Brookline Police Department has 11% women. The Department [has] just hired two women who will start the Police Academy in June 2012. With these additional two female officers, we anticipate that our underrepresentation will be lessened. Additionally, the Department will continue its efforts to recruit an retain female sworn officers to improve their representation within the Department."

During the early part of 2012, the Police Department continued to recruit and hire a new group of Police Officers. The group of nine recruits, all Brookline residents, reflects the changing demographics of the Town. All of these officers successfully graduated from their Police Academy and most have begun their probationary period. These new Brookline Police Officers include two women, one of whom is Latina, an African-American male, a Latino male and five white males. One of the males is currently serving in our military and will be re-joining the Department in the spring of 2013.

During the winter months and leading up to the April 2013 Civil Service entrance exam, the Department embarked on a recruitment campaign in order to attract as many potential candidates as possible. To accomplish their ongoing efforts to broaden the applicant pool, the Department utilized various forms of social media as a way to spread the word about the exam and the Department. Announcements were made through Facebook, Twitter and the Department's web page. Information was also sent to the Brookline Housing Authority, Steps for Success, Northeastern University, Boston University and Brookline High School. A recruitment poster that featured some of our newer officers was utilized as a recruitment tool. (See Appendix E) In addition, two orientations sessions were conducted during the weeks leading up to the exam where the public was invited to come in and learn about policing in Brookline.

During 2012, the Department continued to provide in-service training for all of their officers Training was geared toward addressing the specific needs and concerns of the special populations that the Police Officers serve, such as citizens with autism, Alzheimer's, etc. Furthermore, officers continue to be trained in the concept of "unconscious bias" including specific steps, for both supervisors and the officers, to deal with such unconscious biases. Although this trait resides in all human beings, Brookline officers are challenged to examine their own biases that may affect their work. As officers are often placed in stressful and unsafe situations, it is critical that they be trained to be thoughtful and self-reflective. Supervisors were likewise trained to analyze data and circumstances to assess these unconscious biases, with specific methods to intercede in a constructive and corrective manner to reduce or eliminate unconscious biases.

The Department also initiated a program called "Homesafe" which is offered to families who are dealing with a loved one who suffers from autism or Alzheimer's. This program uses a GPS system in order to find a loved one who wanders off and becomes disoriented. The Department was able to obtain a grant and partner with the Brookline Mental Health Center in order to provide this service to families who cannot afford it

4. Recreation Department

The Recreation Department continues to provide employment and services to a wide variety of Brookline citizens. The use of the Therapeutic Specialist, hired in 2010, continues to ensure that recreation activities are accessible and meaningful to a whole range of individuals including those with mental, physical or developmental issues.

The Recreation Department has continued its strong objectives of providing financial assistance to

all qualified Brookline families. No resident is turned away from participating in any program for financial reasons.

The Recreation Department also implemented the LEADS program, an employment training and mentoring program for high school students on an IEP, ages 19-22.

The Recreation Department recently installed 3 lifts at the Evelyn Kirrane Aquatics Center, giving people with physical disabilities independent access to each of the pools at the Aquatics Center.

The Recreation Department also has a strong relationship with the Special Olympics and is now sponsoring five separate sports for athletes to compete in at Special Olympic events. The Brookline Chapter of Special Olympics of Massachusetts (SOMA) currently involves over 250 athletes and volunteers, and continues to grow with each season.

5. *Information Technology*

The Information Technology Department has led the Town's efforts to increase transparency of government processes and to increase accessibility to Town data.

Town government information and documents are now readily available on the Town website. The web-based calendar of all town meetings and events and the regular electronic posting of Committee and Board minutes allow a broader group of interested individuals to have equal access to important Town information. Department documents are increasingly being transformed into electronic formats for easier accessibility.

"BrookONline" strives to ensure seamless interactions between public service requests and staff responses. Newly adopted technology allows citizens to renew parking stickers, sign up for recreation events and programming, review online health inspection data, apply for building permits, pay parking tickets and excise taxes, water and refuse bills, obtain vital records and to reserve books from the library; new functionality that is available to the public in one place, on BrooklineMA.gov.

This is a particularly important objective for diversity and inclusion efforts. Enabling all sectors of the public to better interact and transact with Town Departments levels the playing field. If information is power, than ensuring that information is available to the broadest group of citizens, within and outside Brookline, regardless of age, ability, gender, race/ethnicity, etc., ensures the Town is making its services, programs and information available to all.

As moving away from civil service removed a recruitment barrier in 2010, the Town's priority of making its services and information more accessible also removes barriers, real or perceived, to Town information and services.

The increased technology opens a direct link between citizen and department and encourages a "dialogue" between citizen and service provider. Communication is further expanded through the use of social media, such as Facebook and Twitter. Access to direct lines of communication further levels the playing field, allowing each citizen to have an equal voice. Ongoing work needs to be done, however, to ensure that as these means of communication and interaction with the Town are expanded that services and information are truly accessible to all groups.

For its efforts the Town received the "Best of Massachusetts, 2012: Excellence in technology" award from Digital Government Magazine and the Massachusetts Information Technology Division.

Expansion of opportunities for interacting with the Town through new technology does not necessarily mean that the "old ways" should be automatically abandoned. There must be careful consideration and analysis of the ramifications of streamlining systems and services and transforming them to ensure that all groups can continue to participate and access Town services in a fair and meaningful way.

5. *Efforts Across Departments*

The Town's budget which is published and widely distributed each year details each Department's objectives for the upcoming fiscal year and accomplishments of the prior. The budget, therefore, provides a snapshot of the Department's best accomplishments for the prior year. For Fiscal Year 2013, many of the accomplishments across departments touched upon diversity and inclusion efforts.

- Accepted in to the World Health Organization's Network of Age-friendly Cities and Communities (Selectmen)
- Drafted new CORI policies for licensing and employment (Legal)
- Conduct training for school staff in student Civil Rights and Mandatory Abuse and Neglect reporting (legal)
- Applied for and awarded McKinney-Vento Homeless funds with Newton for the Brookline-Newton-Watertown Continuum of Care.
- Worked the Brookline Housing Authority to prepare for closing and construction of a 32-unit, low-income rental development. (Housing)
- Completed the close-out of a 3-year grant for the Homelessness Prevention and Rapid Re-Housing Program which provided technical and/or financial assistance to 288 households, to prevent homelessness. (Housing)
- Analyzed obstacles to fair housing and worked with other departments on reassessing the Town's strategies for advancing fair housing in Brookline.
- Initiated the Safety-Net Program in partnership with the /Senior Center and the Brookline Center. (Police)
- Expanded use of social media, realizing an increased number of followers on Facebook and Twitter. (Police, Recreation, Library,)
- Updated our policy and referral system for dealing with persons suffering from substance abuse and emotional and behavioral issues. (Police)
- Published vol. 14, "Health Brookline, Youth Risk Factor Survey." (Health and Human Services)
- Enhanced outreach to linguistic and ethnic minorities via a joint health series targeting Russian-speaking residents and a project of translate Department materials. (Health and Human Services)
- Reestablished tobacco compliance checks and worked on the "Smoke Free Housing" initiative with the Brookline Housing Authority (Health and Human Services)
- Promoted and enrolled over 50 Brookline residents in new State-mandated health insurance programs and other entitlements. (Health and Human Services)
- Through the Brookline Resilient Youth Team (BRYT) program, assisted 82 Brookline High School students and their families to successfully return to school following medical, psychiatric, or substance abuse hospitalizations. (Health and Human Services)
- Offered five homeless Brookline young men, ages 16-19 years, a safe and supportive home in the Transition to Independent Living Program in collaboration with Brookline Housing Authority. (Health and Human Services)
- Worked with 134 individuals and families to prevent evictions by providing case management and rental assistance; and worked with 35 homeless families in Brookline's homeless family shelter. (Health and Human Services).
- Worked with Police through Brookline Youth Diversion Program to coordinate referral process for teens in need of treatment. (Health and Human Services)
- Provides substance abuse assistance, assessment, consultation and referral to 50 adults. (Health and Human Services)
- Continued to actively participate and work with the Hording Advisory Committee. (Health and Human Services)

> *All progress is precious and the solution of one problem brings us face to face with another problem.*
> *– Martin Luther King, Jr.*

G. Assessment – 2012 Actions

Continued Assessment allows the Town to monitor and measure its initiatives and programs to ensure they are effective and flexible.

Assessment to date has been the collection and examination of the Town's own data and interviews, primarily conducted by the Human

Resources Department and as guided by the Working Group; all internal work.

The employee survey, analyzed by a contracted consultant, was the first step toward a more objective analysis of how others view what the Town is doing with its Diversity and Inclusion efforts. The survey was groundbreaking, in that it was the first of its kind, and gave us a glimpse into the attitudes and experiences of the respondents. The survey also raised additional questions for exploration. Further, the need to include employee input is an important component of subsequent surveys. Such input provides a means of measuring current attitudes and behavior and will facilitate employee-supervisor review of a sensitive subject matter.

The data collection for the Commonwealth Compact survey can also serves an assessment tool. As data is compiled over the years it will provide another tool to measure the attitudes and priorities of the Town's leadership surrounding Diversity and Inclusion.

Any ongoing assessment must be flexible enough to insure the specific needs of the workforce are addressed while continuing to forward the Town's stated goal of ensuring its employees, citizens, vendors and the general public are treated with dignity and respect in all of their duties and dealings with the Town of Brookline.

H. Sustainability–Actions

Diversity and Inclusion initiatives and programming must be developed in ways that ensure they will be ongoing, self-supported and adaptable to the evolving needs of the workforce that services the Town's citizenry.

Regular, ongoing employee development with underlying themes of diversity and inclusion are vital to the continued strength of the Town's diversity and inclusion efforts. Ongoing policy development and the attendant training of supervisors and staff are critical to keep the processes and practices fresh and relevant to the changing workplace and workforce.

Before dissolving, the Working Group on Diversity and Inclusion in 2012, the Group drafted a Town Business Objective that includes Inclusion and Diversity components. These objectives will be vetted with Department Heads and adopted in 2013. Such a business objective adopted by Department Heads and the Town Administrator ensures the Town's Diversity and Inclusion initiatives are directly related to the bottom-line of the Town's operations.

Drafted in 2012, it is anticipated that the EEO policy will be finalized and adopted in 2013. The adoption of an Equal Employment Opportunity Policy will further indicate to the workforce and the public that the Town is committed to ongoing EEO efforts.

Having performed a preliminary needs-analysis and preliminary work plan in 2011 and 2012, the Town should develop a three- or five-year Inclusion and Diversity strategic plan. It is important that this work is completed in 2013 to continue the momentum that began with the Working Group. Therefore, it is important that the employees and frontline supervisors are brought into the process of shaping and establishing a common understanding and a mutual acceptance of Town diversity and inclusion goals.

The Town's Leadership has embraced the idea of expanding diversity and inclusion initiatives in the Town's workplace. Now, work must be done to ensure these values, goals and initiatives become infused into the day-to-day work of each of the Town's employees.

IV. Next Steps

The Town of Brookline is committed to attaining a workplace that attracts and retains diverse personnel; allowing the Town to serve its citizenry more creatively, strategically, and productively.

From 2010 to 2012, Human Resources worked with the Town of Brookline leadership, raising awareness and establishing diversity and inclusion as an

important business objectives. Attention must now be directed toward including our employee base.

The *real* diversity and inclusion work cannot truly begin until we include those who provide services and shape the policies and programs of the Town. If the diversity and inclusion initiatives are to be meaningful, accepted and transformative to the work culture, employees and frontline supervisors must be brought into the process of defining, shaping and establishing the Town's diversity and inclusion initiatives.

To do so, the Town must expand its focus on employee training, development and recruitment. In order to achieve this objective the Town will work with a consultant who is adept at developing employee-centered inclusion and diversity programs. One goal of hiring the consultant will be to further develop subject matter experts within the employee workforce to ensure our initiatives are sustainable.

1. *Employee Involvement in Defining Diversity.*

During 2010 to 2012, we sought to determine the level of diversity and perceived equity within the Town's Leadership. This same work must now be done with the employee workforce. We expect that employees may have very different views than the leadership and this information is critical to understand and include if the Town's diversity and Inclusion initiatives are to be meaningful and sustainable.

The employee survey on Diversity and Inclusion was a critical first. However, there needs to be a direct dialogue with employees and their frontline supervisors. Both formal and informal channels will be used to gain feedback and input from employees. At a minimum there will be an employee focus group that contributes to the 2013 Employee survey.

All efforts to involve the workforce must be coupled with education from the top down and the bottom up. Education is critical to help define what the terms diversity and inclusion mean, as well as the Town's overall objective of providing the highest level of services to the citizenry.

2. *Ongoing Education and Training.*

Educating employee of the state and federal discrimination laws, similar to what the supervisors received, will give employees a solid understanding of their rights and responsibilities in the workplace. Providing consistent education on the state law will also improve communication and understanding as terms and concepts will be defined allowing employees and supervisors to discuss these sensitive topics within a common framework.

As the workforce becomes more familiar with the terms and concepts underlying diversity and inclusion, they will begin to apply those ideas to their own job duties and work site.

Again, the survey revealed that a large majority of respondents believed that:

- Each one of us should choose our spoken words carefully so that we do not offend others,
- We should learn to appreciate and respect our individual differences, and
- People who have different ideas and opinions can work well together.

These are perhaps the most important findings of the survey, as they provides a strong foundation upon which the Town of Brookline can build a more diverse and inclusive workplace.

Although it can be difficult to coordinate such training for a large number of employees, the Human Resources Office will work with the various departments to develop ways to train personnel in a predictable training cycle. Other resources for ongoing training will be developed such as web-based seminars, brown bag lunches and distribution of written materials. Particular attention will be taken to present the information in an innovated fashion that does not lead to the employees feeling saturated with the material.

3. *Regular Employee Surveys with Input and Better Data.*

Ongoing employee surveys are important to continue to explore the underlying and evolving assumptions, knowledge and opinions of the workforce.

We learned a great deal conducting the first survey. We learned that people have different ideas of what diversity, discrimination and inclusion and their responses to the questions will vary according to their underlying assumptions. We believe, for example, that when the term "discrimination" is used, many people think of race discrimination only.

The authors of the survey felt it is important to discuss the survey results with employees and to have them talk openly about what they believe the survey reveals or fails to reveal. Those discussions should be used to develop subsequent surveys with an overall goal of setting priorities for allocating resources that will allow the Town to best achieve our overall goal of increasing diversity and inclusion within the Town's workforce.

Future questions should include some basic information that we did not gather such as general job satisfaction, years of service and education level and should also explore areas of perceived unfair treatment or discrimination on the job and definitions or understandings of diversity and inclusion. Again, employees should be involved in the development of the survey to ensure we are capturing information the employees believe is relevant and necessary to support and promote diversity and inclusion initiatives.

The secondary benefit of using an employee focus group to help develop the survey is that the employees involved will become more conversant on the issue and more invested in the diversity and inclusion initiatives.

Develop Employee Focus and Discussion Groups

The Town will work with a consultant to develop additional formal and informal ways to communicate with employees and to get their buy-in. This work needs to be continued with the leadership as well to ensure the entire workforce's efforts are strategically aligned.

We will seek ways to encourage as many employees as possible to participate in employee focus or discussion groups. Generally, we hope that groups will be comprised of a cross-section of employees across departments, job categories and protected classes. They should be of a sufficient size to have dynamic discussions but not so large as to be unworkable. A group of six to eight employees is probably the appropriate size but may vary based on the topic area. The groups will meet with specific agendas that are tied to the over goal of developing and sustaining broad-based diversity and inclusion initiatives.

A focus group that works on the survey review and development will be an excellent first exercise in using such an employee group.

4. *Promote Ongoing Dialogues*

Work will be done to reach out to employees one on one to allow them to bring their experiences forward in a safe and constructive way. Although some will be willing to participate in a focus group, others may seek other ways of sharing their experiences.

The adoption of a discussion group or a series of brown bag lunch opportunities with a facilitator may be an excellent way to further such discussions. The development of Affinity groups where employees who identify with similar protected classes gather for discussion or exploration of common themes may be supported if employees believe such groups are important. These discussion and groups should reveal additional, more comprehensive initiatives that will further support diversity and inclusion both among the workforce and in the workplace.

Likewise, we must work on providing a venue for discussion across supervisory lines, where employees across all pay grades are able to share their ideas and experiences on an equal footing.

5. *Gather data on hiring, promotion and retention rates of employees of color and women.*

In 2013, the Human Resources Department will look at better ways to gather and analyze data. If technology is not available to gather such data we will work to create means of gathering data in the interim.

As for applicant data, the Human Resources Office will update and start sending the former acknowledgement card to establish who is applying for jobs within the Town of Brookline. Although a manual function, this supports an important mechanism to gather, on a voluntary basis, information on race/ethnicity, age, gender. The information will be sent to the staff person in Human Relations who will collect the data for analysis, which can then be reported back to Human Resources. Once an applicant tracking system is in place, the data collection and analysis will be faster and easier to administer.

However, since 2010 when the Town voted to be removed from civil service, our experience with recruitment results has been largely anecdotal. As this is a critical piece of information we will craft a system to track application and hiring data on a manual basis.

Therefore systems must be developed and data gathered for assessment, whether manual or technological.

6. *Collaboration with other Municipalities*

The Human Resources Director will continue to work with other municipalities with similar objectives in creating a diverse workforce to ensure a high level of governmental services. The collaborative model being used by the Boston-area graduate Business Schools through the Commonwealth Compact is a simple mechanism to adopt that will reap many benefits. Sharing information on employees and vacancies can be shared that will allow growth and movement within the same retirement system, in ways that are not possible within a single municipality. Likewise, adopting a model of a diverse and inclusion government could transform recruitment methods of governments across the region.

7. *Policy Development*

In 2013, the Human Resources Department in collaboration with the Human Relations-Youth Resources Commission and in consultation with the Town's Legal Department, will continue to review and update the current Affirmative Action Policy and to bring them in line with the current law and to make them more reflective of the Town's goal of ensuring all applicants and employees are treated equitably, professionally, and with dignity and respect.

Likewise, the Human Resources Department should continue its work to update its policies but also to integrate them in a manner that makes them easily accessible to any individual who seeks them, rather than the piecemeal way in which they are delivered now.

It is important that workplace policies and procedures are easily accessible as this further insures that employees are aware of their rights and responsibilities and that the policies are followed uniformly throughout the workplace.

V. Summary

Several events occurred in Calendar Year 2010 that allowed the Town of Brookline to shift its approach to inclusion and diversity issues. Switching health care providers and moving into the Group Insurance Commission both saved the Town millions of dollars and also freed up resources in the Human Resources Department, allowing that department to establish new priorities of Training and Policy review.

Moving out of the Civil Service system for clerical, labor and non-public safety professionals was critical to this shift in focus, as it freed the Town to think about new strategies to increase the diversity of its applicant pools, and it will allow the Town to begin thinking about new approaches to enhancing

promotional opportunities and employee development and evaluation.

The Town of Brookline during the calendar years 2011 and 2012 focused on introspection and evaluation regarding workplace inclusion and diversity issues. This important early work has effectively created a launch pad that will allow the Town to promote and sustain comprehensive diversity and inclusion initiatives, allowing the Town to meet its commitment to ensuring equal employment opportunities within the Town's workforce.

Although the ground work has been laid for the Town's leadership, work now needs to shift toward the entire workforce. The Survey was an excellent first step to raising awareness regarding diversity and inclusion. However, employees need to be given a voice and provided input to help the Town develop effective, longstanding, diversity and inclusion initiatives.

The use of employee focus groups to help define priorities and to draft future surveys is a necessary second step. Ongoing education is needed on the underlying state and federal laws but there needs to be varied avenues for meaningful dialogue and common definitions must be developed to ensure the workforce is aligned around diversity and inclusion initiatives and goals. Further, those initiatives should align with the Town's business objective of providing the highest level of services to its citizenry.

The Brookline Public Schools continue to identify and address the achieve gaps of its students, most recently announcing a specific goal of eliminating such achievement gaps of its students, by adopting measurements and a rating system that were reported to the School Committee and published in the *At School in Brookline*, annual report.

The Town of Brookline and its Public Schools continue their effort to attract more diverse candidates to their applicant pools, nurturing collaborative relationships with the Massachusetts Partnership for Diversity in Education (MPDE), the Minority Student Achievement Network (MSAN), the Commonwealth Compact Talent Network and the National Association of Asian American Professionals. In 2013, the Town and School will collaborate more fully to ensure the Diversity and Inclusion objectives are aligned appropriately to support and augment one another.

Appendix A,

Town of Brookline, Planning and Community Development UPDATE Special Edition: Census 2010, January 2012.

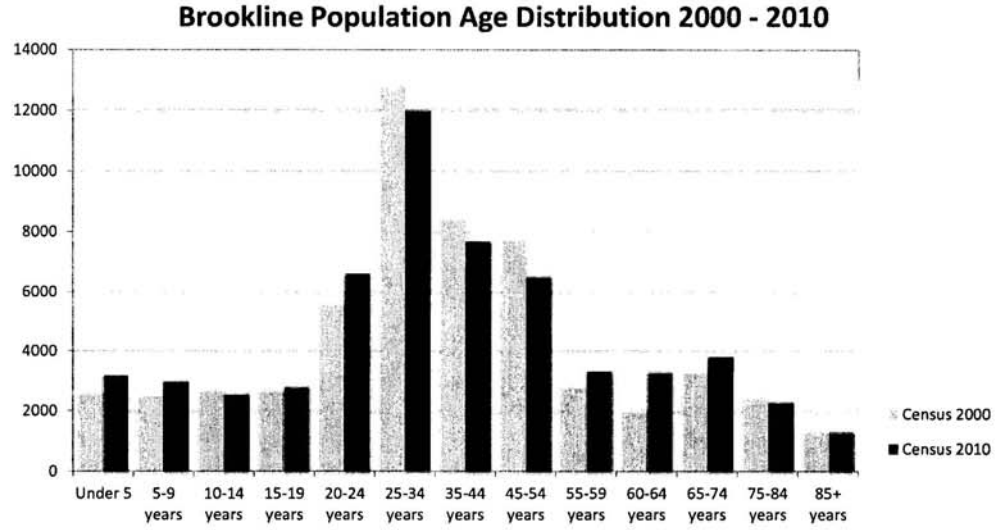
TOWN OF BROOKLINE
PLANNING & COMMUNITY DEVELOPMENT
UPDATE

Special Edition: Census 2010 *January 2012*

As mandated by the Constitution, the census counts every resident in the United States every 10 years to determine the number of seats each state receives in the U.S. House of Representatives. These counts show how our population has grown and shifted over the last decade and helps to determine how more than $400 billion of federal funding annually is spent on infrastructure and services.

The first results from the 2010 Census were released in spring of 2011 for each state. During the summer and fall of 2011, Summary File 1 data was released, providing more detailed information about each community's population, including cross-tabulations of age, sex, households, families, relationship to householder, housing units, detailed race and Hispanic or Latino origin groups, and group quarters. Summary File 2 data, scheduled to be released in the spring of 2012, will add a new layer of detail — making information, such as age, relationship and homeownership, available for specific race and ethnic groups within a community. Census 2010 data will continue to be released on a flow basis through 2013.

The following pages include a sampling of the key data available on Brookline from the 2010 Census, including population, household composition, racial composition, and housing characteristics. By comparing the data with Census 2000 statistics, we can begin to see how Brookline has changed in the past ten years and how those changes compare to adjacent communities. Lastly, statistics from the New American Community Survey (page 5) provide an up to date snapshot on more specific aspects of our community, including transportation, income, poverty, education, disabilities, ethnicity, and other topics of interest. More data is available at the Census website: www.census.gov.



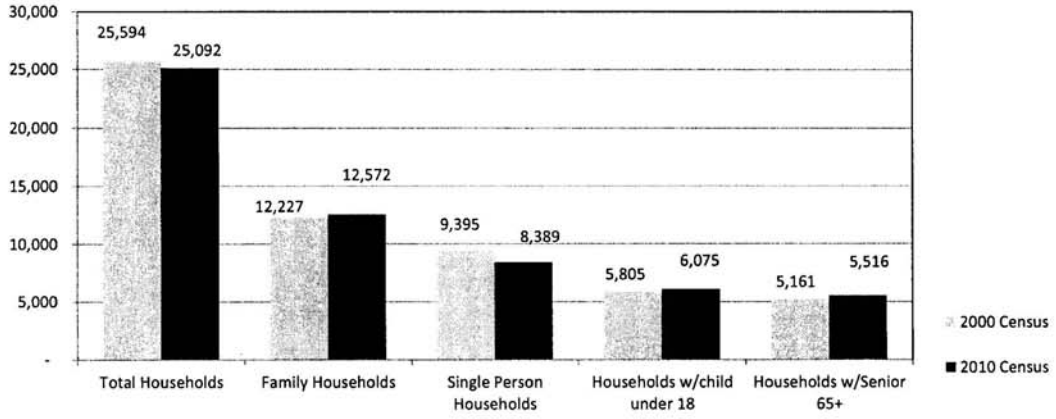
Source: US Census 2000 and 2010

1

Over the past several decades, Brookline's population has remained fairly stable, fluctuating between 54,000 and 59,000 since 1950. In 2010, the total population was 58,732, up by a total of 1,697 from 57,035 in 2000.

Some of the largest increases occurred among children age 9 and under with a total increase of 1,070 as well as among young adults ages 20 - 24 with an increase totalling 1,013. Additionally, persons age 60 - 70 increased by a total of 2,010. Both younger and older population increases were offset in part by a decrease among person age 25 - 55 by a total of 2,783 persons.

Brookline Households 2000 - 2010



Source: US Census 2000 and 2010

At the same time, the total number of households in Brookline decreased by a total of 502. The number of single person households decreased significantly during the decade by more than 1,006. This decrease was offset by an increase in both senior households (age 65+) of 355 and family households with children under the age of 18 which increased by a total of 270 households.

Brookline has continued to become more racially diverse over the past decade with approximately 23.3% of the Town's population being minority or mixed-race according to the 2010 Census. The fastest growing minority group is Asian at nearly 15.6% of the population, up from 12.8% of the population in 2000.

Changes in Racial Composition of Brookline Population 2000 - 2010

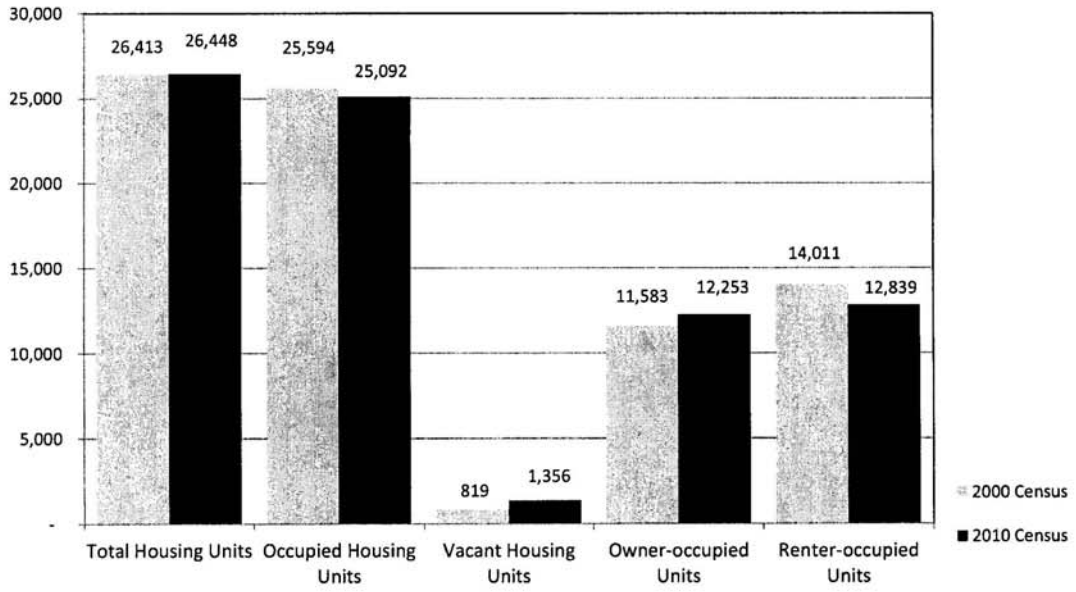
Race	2000 Census	2010 Census	Percent Change
White	81.10%	76.70%	-4.40%
Black/African American	2.70%	3.40%	0.70%
American Indian/Alaska Native	0.00%	0.10%	0.10%
Asian	12.80%	15.60%	2.80%
Native Hawaiian/ Other Pacific Islander	0.00%	0.00%	0.00%
Some Other Race	1.00%	1.20%	0.20%
Two orMore Races	2.20%	3.00%	0.80%
Hispanic or Latino of Any Race	3.50%	5.00%	1.50%

Source: US Census 2000 and 2010

The total number of housing units increased only slightly, up to a total of 26,448 in 2010, according to the Census data. At the same time, the number of occupied housing units decreased by nearly 500 units, nearly doubling the vacancy rate to 5.1% of total housing units.

While Brookline has historically had a higher percentage of renters than homeowners, in 2010 the percentage of renters dropped to 48.5% of total households, down from 53% of total households in 2000. The owner-occupancy rates for Massachusetts overall is 62.3% while for the nation the rate is 65.1%

Housing Units and Characteristics 2000 - 2010



Source: US Census 2000 and 2010

For More Information on the Census go to:

www. census.gov

or

factfinder2.census.gov

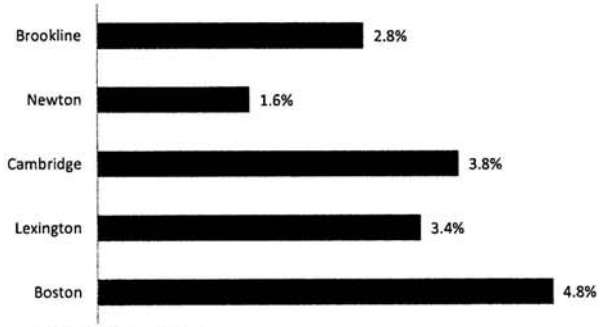
or contact:
Virginia Bullock, Housing Project Planner
Brookline Department of Planning and Community Development
617-730-2130 or vbullock@brooklinema.gov

3

How Does Brookline Compare to Surrounding Communities?

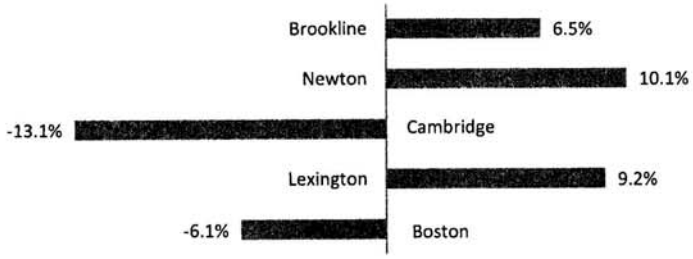
Total Population Percentage Change 2000 - 2010

Brookline's population grew more slowly in the past decade than for many other adjacent localities, including Boston, Cambridge, and Lexington, but slightly more than the City of Newton. Comparatively, population growth in the U.S. overall was 9.7% for the decade and 3.1% for the state of Massashcusetts.



Source: 2008-2010 ACS 3-Year Estimates

School Age Children (Age 5-19) Percentage Change 2000 - 2010

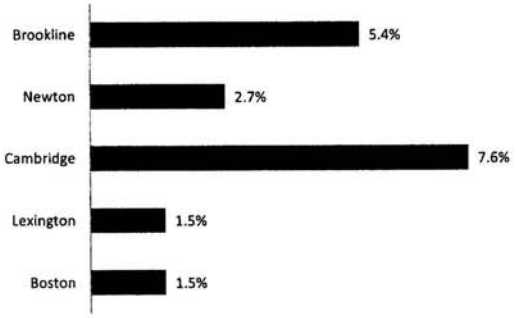


Source: 2008-2010 ACS 3-Year Estimates

During the past decade, Brookline's school age population (age 5 - 19) grew by 6.5% along with both Newton (10.1%) and Lexington (9.2%). Over the same time period both Boston and Cambridge experienced declines in their school age populations of 13.1% and 6.1%, respectively. Massachusetts also experienced an overall decline of 1.9% in its population age 5 - 19.

Senior Population (65+) Percentage Change 2000 - 2010

All five communities surveyed experienced an increase in Senior populations age 65+. Brookline's Senior population grew by 5.4%, almost equalling the increase in Cambridge's Senior population for the same period. Other adjacent communities experienced lower increases of 1.5 - 2.7% while the Massachusetts rate of growth for Seniors during the same period was 4.9%.



Source: 2008 - 2010 ACS 3-Year Estimates

4

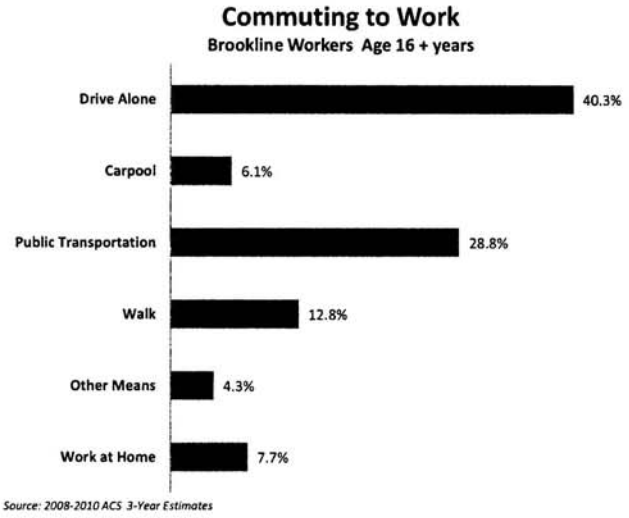
Brookline in 2010

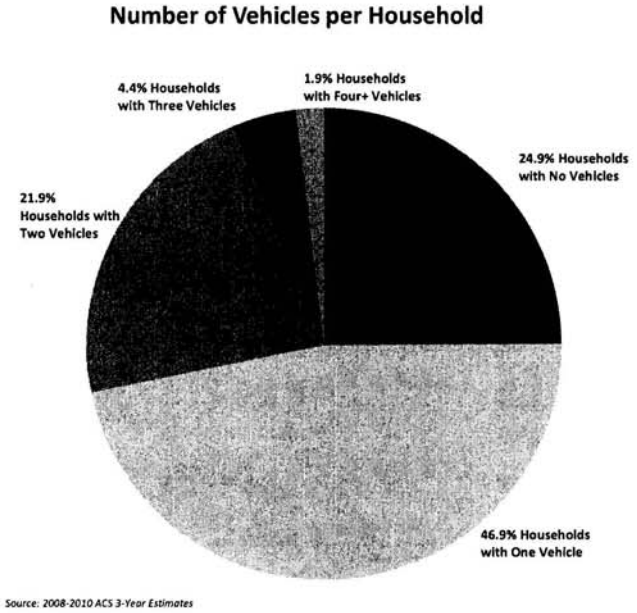
Statistics from the American Community Survey

The American Community Survey is a nationwide, continuous survey designed to provide communities with reliable and timely demographic, housing, social and economic data every year, replacing the decennial census long-form type information throughout the decade rather than only once every 10 years. The ACS will provide updated information on Brookline in the form of 3- or 5-year estimates and can be used to provide a more up to date snapshot of the local community. The following pages include samples of the types of information available through the ACS.

Transportation

As detailed in the chart to the right, the majority of Brookline residents who work either take public transportation, walk, ride bicycles, or work at home. Another 6.1% carpool with others and only 40.3% drive alone.





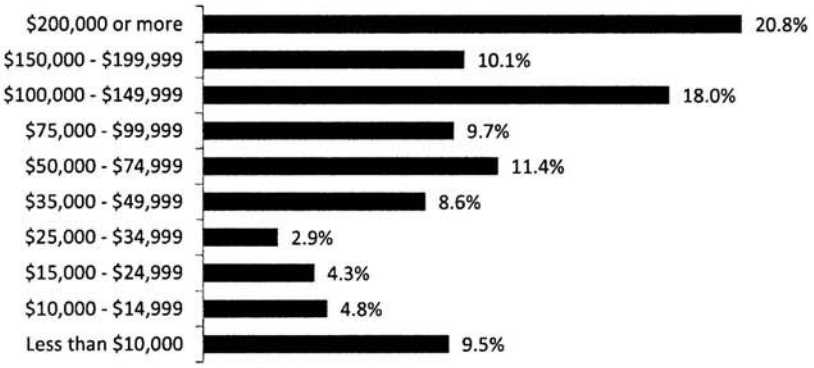
A full 71.8% of all households have one or fewer vehicles, with nearly a quarter of Brookline households owning no vehicle at all.

Income and Occupation

Brookline continues to have an economically diverse population. Out of 24,734 households, approximately 20.8% of these had a total household income of $200,000 or more. At the same time, 18.6% of all households had incomes of less than $25,000.

Median household income in 2010 was $96,798 for all households. It should be noted that median family income was $147,395 while median income for non-family households was $53,201. Per capita income was $64,791.

Household Income by Percentage of Total Households



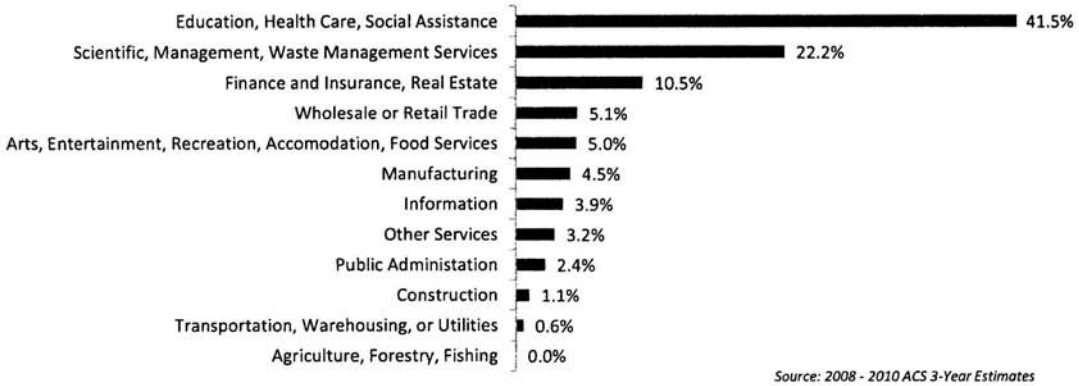
Median Household Income: $96,798
(in 2010 Inflation-Adjusted Dollars)

Source: 2008-2010 ACS 3-Year Estimates

82% of Brookline residents work outside of Brookline. The largest employment sectors for Brookline residents include: Education, Health Care, Social Services, Science, Management, and Finance.

Approximately 84% of all Brookline workers are private wage and salaried workers while 8.5% work for government and 7.3% are self-employed.

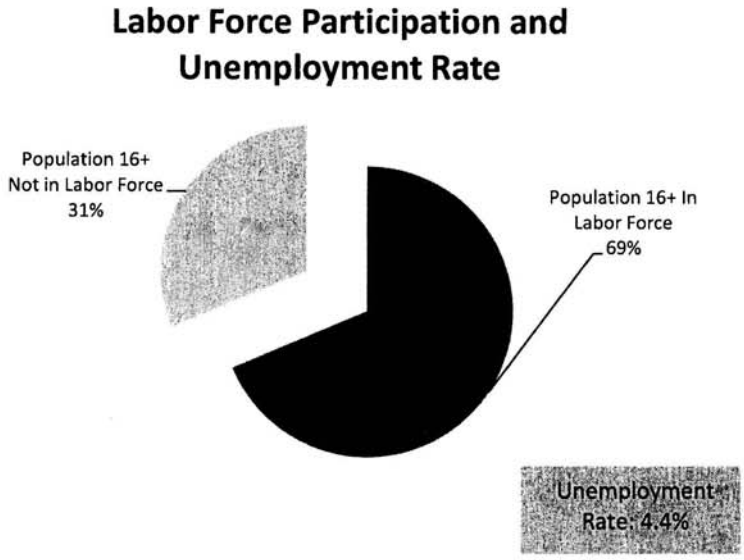
Resident Occupation by Industry



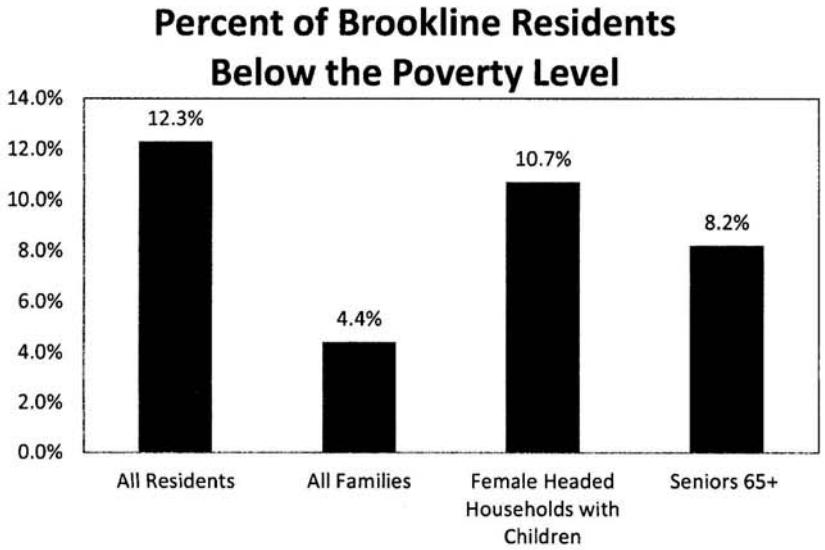
Source: 2008 - 2010 ACS 3-Year Estimates

Labor Force Participation and Poverty

Slightly more than two-thirds of all Brookline residents were in the Labor Force as of 2010. This figure compares to 65.1% for the United States as a whole. The unemployment rate for Brookline residents was significantly lower at 4.4% than for the nation as a whole during the same time period at 9%. If compared to the nation's unemployment rate of 4% for persons with a Bachelor's degree or higher, the number is similar, reflecting the overall high educational attainment of a majority of Brookline residents.



Source: 2008-2010 ACS 3-Year Estimates

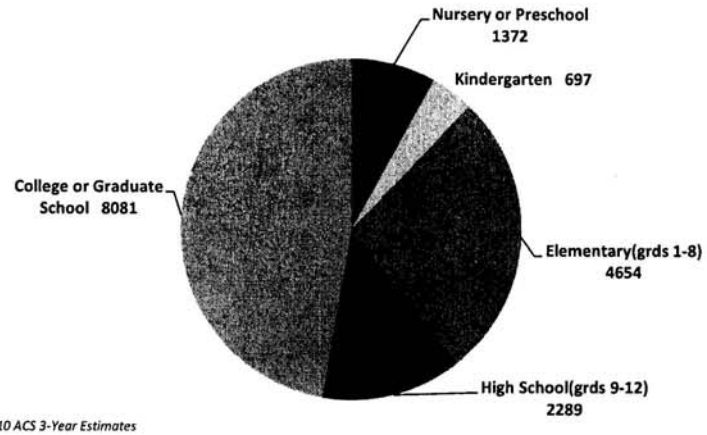


Source: 2008-2010 ACS 3-Year Estimates

In 2010 approximately 12.3% of all Brookline residents had incomes below the poverty level, which was defined as $22,050 for a family of four in 2010. 5.9% of all children under the age of 18 were under the poverty threshold while 8.2% of all persons age 65 and over also lived beneath the poverty threshold. In terms of families, 4.4% of all families were below the poverty level, with 10.7% of all female-headed households with children were below the poverty line.

School Enrollment and Educational Attainment

School Enrollment
Population 3 Years+ Enrolled in School
(Public andPrivate)

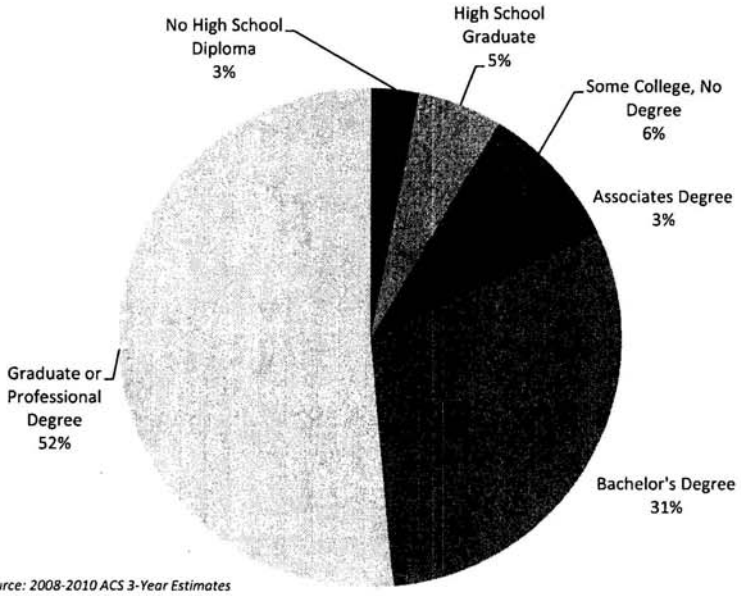


008 -2010 ACS 3-Year Estimates

A total of 17,093 persons aged 3+ in Brookline are enrolled in school, both public and private. A total of 5,351 (31.3%) students are in elementary school (kindergarten through 8th grade) with another 2,289 or 13.4% in high school (grades 9 through 12). 47.3% are in college or graduate school.

Educational Attainment
Population 25 Years and Over

Brookline's population is highly educated. Out of Brookline's total population of persons 25 years and older, approximately 20,578 have obtained a graduate or professional degree — nearly 51.5% of the population 25+. In addition, another 12,235, or 30.6%, have obtained a bachelor's degree. Only 3.1% of Brookline's population did not graduate from high school.

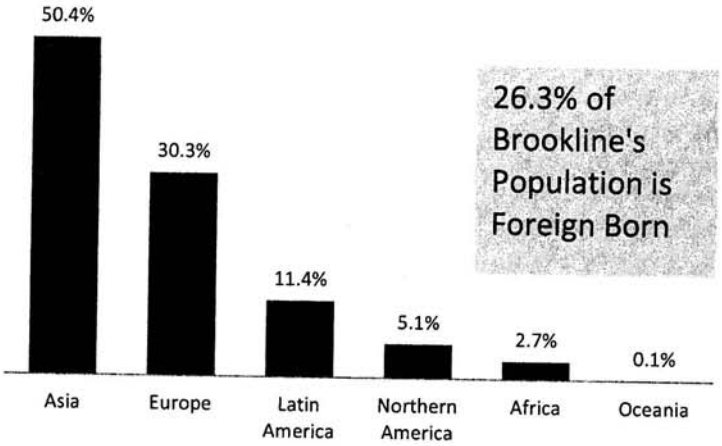


Source: 2008-2010 ACS 3-Year Estimates

8

Ethnic and Linguistic Diversity

Foreign Born Population
by World Region of Birth

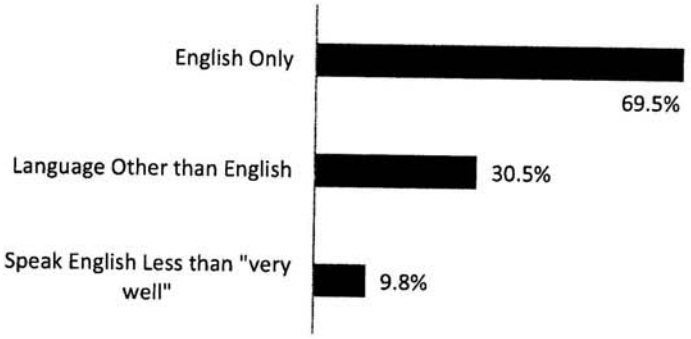


Source: 2008 - 2010 ACS 3-Year Estimates

26.3% of Brookline's population is foreign-born. Over 50% of these residents are naturalized U.S. citizens while the other half are not. 60.9% — a total of 9,357 persons — entered the country since the year 2000. 50.4% of all foreign-born residents are from countries in Asia, including China, Japan, Korea and India. Another 30.3% are from Europe and the remaining 20% are from the Americas, Africa, and Oceania.

Language Spoken at Home
Population 5 Years and Older

Over 30% of Brookline residents age 5+ speak a language other than English at home, with nearly a third of these speaking English less than "very well." Other languages include Asian languages (36%), such as Chinese, Japanese, and Korean, as well as Indo-European languages (39%) and Spanish (15%).



Source: 2008 - 2010 ACS 3-Year Estimates

Appendix B

Commonwealth Compact 2012 Submission, Town of Brookline

Town of Brookline Employees

	Hispanic or Latino		Not-Hispanic or Latino								
			Male				Female				
Job Categories	Female	Male	White	Black or African American	Asian	Indian or Alaskan Native	White	Black or African American	Asian	Indian or Alaskan Native	Totals
Officials and Administrators 1			20				6				26
Professionals 2		1	88	5	1		49	1	2		147
Technicians 3			35		1		8				44
Protective Service Workers 4		5	151	19	10	1	11	1			198
Paraprofessionals 5	8	14	71	20	12		107	9	8		249
Administrative Support 6	4	2	38	3	7		91	7	9		161
Skilled Craft Workers 7		3	88	3			1				95
Service Maintenance 8	2	11	63	10	2		22	3	1		114
TOTAL	14	36	554	60	33	1	295	21	20	0	1034

Town of Brookline

Commonwealth Compact Diversity Survey

1. Organizational Information

Organization Name: Town of Brookline

Email: hr@brooklinema.gov

Website: http://www.brooklinema.gov/

Telephone: 617-730-2120

Fax: 617-739-7519

Contact information

Name of primary organization contact: Sandra DeBow

Email: SDeBow@brooklinema.gov

Telephone: 617-730-2120

Where are your corporate headquarters located? Brookline, MA

Where are your employees located? Only in Massachusetts

What staff contributed to this report? Director of Human Resources and Human Resources Intern in conjunction with the Town Administrator, the Chairwoman of the Board of Selectmen and various Department Heads

What staff contributed to this report? Director of Human Resources and Human Resources Intern in conjunction with the Town Administrator, the Chairwoman of the Board of Selectmen and various Department Heads

Benchmark Data

Total number of employees: 1034

Number of employees in Massachusetts: 1034

Overall organization budget or gross revenues ($): 234,498,983

2. Boards / Governance

TABLE I: Board Members (Report board members in only one category) & Race/Ethnicity

Members of Executive Committee (If board has one)

Hispanic or Latino - Male: 0 Female: 0

White - Male: 2 Female: 3

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Any Additional Officers not Included Above

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Voting Members (Not including Officers/Exec. Comm.)

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Non-Voting Members

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

How many voting board members have served more than two years?

Hispanic or Latino - Male: 0 Female: 0

White - Male: 2 Female: 3

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Does your board offer mentoring, orientation or training to its members? No

Does your board have an on-going process for identifying a diverse pool of candidates for board service? No

If your response to the previous question was yes, how does your board go about doing this?

Have access to some formal or informal source of diverse candidates, such as the National Association of Asian American Professionals, The Partnership, Association of Latino Professionals in Finance and Accounting, Emerging Leaders, etc.

Has your board adopted or endorsed a diversity policy and/or goals for your organization? Yes

Description given: Asked Human Resources Department to develop a new Policy Against Discrimination, Sexual Harassment and Retaliation, and to spearhead Inclusion and Diversity initiatives
The Town of Brookline also has a Human Relations-Youth Resources Commission which works in areas of intergroup relations and civil rights advocacy.
The Town also has the Commission for the Disabled and the Commission for Women. Each commission has its own charge which it must meet.

Does the board formally assess its own performance with respect to achievement of diversity goals? Yes

3. Workplace Personnel

All Organizations

Executive, Senior Level Officials and Managers 1.1

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

First/Mid-Level Officials and Managers 1.2

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Professionals 2

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Technicians 3

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Sales Workers 4

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Administrative Support Workers 5

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Craft Workers, Operatives, Laborers and Helpers 6

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Service Workers 9

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0
Black or African American - Male: 0 Female: 0
Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0
Asian - Male: 0 Female: 0
American Indian or Alaska Native - Male: 0 Female: 0
Two or More Races - Male: 0 Female: 0
Other - Male: 0 Female: 0

Tenured Faculty

Hispanic or Latino - Male: 0 Female: 0
White - Male: 0 Female: 0
Black or African American - Male: 0 Female: 0
Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0
Asian - Male: 0 Female: 0
American Indian or Alaska Native - Male: 0 Female: 0
Two or More Races - Male: 0 Female: 0
Other - Male: 0 Female: 0

Tenure Track Faculty

Hispanic or Latino - Male: 0 Female: 0
White - Male: 0 Female: 0
Black or African American - Male: 0 Female: 0
Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0
Asian - Male: 0 Female: 0
American Indian or Alaska Native - Male: 0 Female: 0
Two or More Races - Male: 0 Female: 0
Other - Male: 0 Female: 0

Other Faculty

Hispanic or Latino - Male: 0 Female: 0
White - Male: 0 Female: 0
Black or African American - Male: 0 Female: 0
Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0
Asian - Male: 0 Female: 0
American Indian or Alaska Native - Male: 0 Female: 0
Two or More Races - Male: 0 Female: 0
Other - Male: 0 Female: 0

Students: Undergraduate

Hispanic or Latino - Male: 0 Female: 0
White - Male: 0 Female: 0
Black or African American - Male: 0 Female: 0
Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

Students: Graduate

Hispanic or Latino - Male: 0 Female: 0

White - Male: 0 Female: 0

Black or African American - Male: 0 Female: 0

Native Hawaiian or Other Pacific Islander - Male: 0 Female: 0

Asian - Male: 0 Female: 0

American Indian or Alaska Native - Male: 0 Female: 0

Two or More Races - Male: 0 Female: 0

Other - Male: 0 Female: 0

International Students - Total Only for Undergraduate Students: N/A

International Students - Total Only for Graduate Students: N/A

4. CEO Questionnaire

In the context of your industry or sector, are you generally satisfied with the diversity of your executives/senior level officials (Table II on section 3) in terms of the inclusion of people of color? No

In the context of your industry or sector, are you generally satisfied with the diversity of your executives/senior level officials (Table II on section 3) in terms of the inclusion of women? Yes

Is the CEO actively engaged in the organization's diversity efforts? Yes

What are the top 5 ways the CEO demonstrates the organization's leadership on issues of Diversity (please give 5 examples of internal/external efforts):
1. The Inclusion and Diversity Working Group, comprised of key department heads to achieve executive buy-in.
2. Adoption of Annual Report on Workforce Inclusion and Diversity
3. Engagement with Commonwealth Compact
4. Training , expanding programs.
5. Increasing diversity in the applicant pool. Externally recruiting and selecting for senior level positions.

Do the goals given by the CEO to top managers include explicit goals or targets for improving diversity within the organization? No

Does performance against diversity goals directly impact the compensation of top managers? No

Is performance against diversity goals a factor when considering top managers for promotion? No

Is performance against diversity goals a factor when considering top managers for promotion? No

Does the organization have any of the following:

A top manager whose primary responsibility is the oversight of diversity initiatives in the organization? Yes

A diversity committee that provides oversight to diversity initiatives? Yes

Internal reporting requirements that periodically summarize progress against diversity goals? Yes

A diversity recruitment staff or search firm relationship? Yes

An explicit annual budget or budget line item to fund diversity initiatives? Yes

Discussion of progress towards diversity goals at Board meetings? Yes

A person or person(s) trained to investigate discrimination complaints? Yes

Does the organization have a statement of values and strategic goals that includes diversity and inclusion? Yes

You have uploaded a EE01 form.

Does your organization periodically conduct employee surveys? No

How has the diversity of your workplace changed over the last 3-5 years in terms of race? More Diverse

How has the diversity of your workplace changed over the last 3-5 years in terms of gender? More Diverse

Please confirm which if any of the following elements are incorporated into your recruitment program to ensure a diverse pool: Advertise in ethnic media, Search for talent in diverse talent resources (please provide examples below), Other – Please list or explain below

Other elements in your recruitment program: -Use school service organizations that have initiatives for minority such as Hispanic Student Organization, Black Student Association, etc.
-Try to find bilingual candidates to better serve the community.
-Partner with colleges and hold job fairs for internship programs.
-Partner with Brookline Housing Authority to recruit for job openings.

Sponsorship and Programs

Does your organization sponsor or provide programs that develop the leadership of people of color? No

Does your organization sponsor or provide programs that develop the leadership of women? No

Does your organization sponsor or provide learning or training programs that support people of color? Yes

Does your organization sponsor or provide learning or training programs that support women? Yes

Please briefly describe those programs: The Town of Brookline has implemented Inclusion and Diversity programs with a goal of supporting differences in race, gender and other protected classes.

-All senior supervisors have undergone Diversity training and conflict resolution training, where they learn ways to respect employees' differences and what actions are considered to be discriminatory under Massachusetts law.
-Women attend national annual meetings for their professional organization for women.
-Training on how to work with people with disability, ethnic differences and preventing racial profiling.
-Attendance to seminars regarding various affinity groups.

Does your employee performance review assessment system explicitly recognize and reward efforts that foster diversity and incorporate diversity goals? No

Does your organization have a current affirmative action plan? No

5. Customers / Consumers / Services

How do you ensure that your programs/services/products are delivered in a culturally sensitive or culturally competent manner? Materials are printed in multiple languages, Staff members are multilingual/translation services are available, Diverse people are represented in advertisements and printed material

Describe other programs here:

Do you provide or participate in any special training for managers and staff to improve their cultural sensitivity/competence? -Training on Massachusetts discrimination law by Massachusetts Commission Against Discrimination.

-Mandated diversity training for all police officers, supervisors and command staff.
-Therapeutic Recreation Specialist working on diversity, inclusive and adaptive programs.

Does your organization conduct surveys and/or use other mechanisms to obtain customer feedback to gauge their levels of satisfaction with your products, programs and/or services?* If yes, please share 3-5 of the most recent principal findings? Yes

Summary given: The various departments get regular feedback on an ongoing basis. Many departments use social media such as Facebook, Twitter, Yelp and "BrookOnline" to provide information and solicit feedback. Other departments conduct regular written surveys following an event. Generally, these findings are noted and used for improvement of services but there is no formal town-wide reporting process.

Do you find these surveys to be effective mechanisms for improving consumer satisfaction? Yes

6. Suppliers / Vendors

What is the number of contracts over $50K (corporate or university) or $10K (non-profit) you had with vendors in 2011? 175

What is the number of contracts over $50K (corporate or university) or $10K (non-profit) you had with minority-owned vendors in 2011? 7

What is the number of contracts over $50K (corporate or university) or $10K (non-profit) you had with woman-owned vendors in 2011? 13

How much did you spend in 2011 in contracting expenditures? (Please include only contracts or vendor relationships over $50K if you are a corporation or university or $10K if you are a non-profit)? unknown

How much did you spend in 2011 in contracting expenditures with minority-owned contractors? (Please include only contracts or vendor relationships over $50K if you are a corporation or university or $10K if you are a non-profit)? $300,000

How much did you spend in 2011 in contracting expenditures with woman-owned contractors? (Please include only contracts or vendor relationships over $50K if you are a corporation or university or $10K if you are a non-profit)? $550,000

Do your major suppliers have policies in place to encourage a diverse workplace and supplier base? Yes

Do you have a policy to encourage supplier diversity? Yes

7. Community Engagement / Best Practices

What are the top 5 (either most successful, visible or well received) things your organization does to promote diversity, inclusion and racial, ethnic, and gender equality?

-Annual Martin Luther King, Jr. Celebration event
-Library staffing based on ethnic/racial needs of community.
-Joining and engaging the Commonwealth Compact.
-Encouraging participation of women police officers in national and local organizations.
-Nationally recognized anti-racial profiling practices.

How do these initiatives contribute to your organization's overall objectives?

-These initiatives will broaden acceptance and appreciation of diverse people, beliefs and life styles; and
-Employees, residents, contractors and the general public feel welcomed and respected when dealing with the Town.
-Also, employees will feel :
--acknowledged for diverse experiences, backgrounds, and perspectives that they bring to the workplace;
--- valued for the contributions that they make to enrich and enhance the Town of Brookline; and

8. Comments

Is there any part of your data that you would like to clarify or provide some context for? If so, please do so here.

Procurement: many of our contracts for goods and services are through state vendors in accordance with state mandates regarding women and minority businesses. The state's State Office of Minority and Women Business Assistance certifies women and minority owned businesses which helps assist government agencies, including municipalities, meet their affirmative purchasing and contracting goals.

Municipality does not track the number of contracts less than $25,000, therefore it is difficult to accurately report this number at the time of submission.

We know that beginning in 2011 there were cutbacks, hiring freezes and layoffs for many organizations around the country. Please include here anything that you would like to add about how this has or has not impacted your organization, or diversity at your organization.

N/A

Please offer any comments about particular successes you have achieved or challenges you have faced. Again these will not be linked to particular organizations, but we believe that taken together they can offer a treasure trove of wisdom going forward.

N/A

Please provide any constructive feedback you would like to add about your experience filling out this template, the value of the tool or the data we collect, or other general feedback.

N/A

The Town of Brookline recognizes and values diversity as a vital characteristic of the Town. Brookline celebrates the diversity of the community it serves and the individuals it employs, embracing the differences in race, color, religious creed, national origin, ancestry, gender, age, handicap, gender identity, sexual orientation and military background.

The Town of Brookline believes it has a responsibility to capitalize on the strength emanating from these differences and has a duty to ensure its employees, citizens, vendors and the members of the general public are treated with dignity and respect in all of their duties and dealings with the Town of Brookline.

The Town of Brookline believes a workplace that attracts and retains diverse personnel will allow it to serve its citizenry more creatively, strategically, and productively. A successful inclusion and diversity program will ensure these objectives, goals and priorities are maintained.

Appendix C

Employee Survey Questions

Please provide your answers for the following questions

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	No Opinion
The topic of diversity should be included during new employee orientation	○	○	○	○	○
Each one of us should choose our spoken words carefully so that we do not offend others	○	○	○	○	○
I am tired of hearing, reading, and/or learning about diversity	○	○	○	○	○
I believe that we should learn to appreciate and respect our individual differences	○	○	○	○	○
I would like to know how education about diversity will increase my performance in the workplace	○	○	○	○	○
Supervisors at my worksite seem fair in their treatment of most employees	○	○	○	○	○
My supervisor treats me fairly	○	○	○	○	○
Most employees at my worksite feel welcome at work	○	○	○	○	○
I feel welcome at my worksite	○	○	○	○	○
My department does a good job understanding citizens' needs	○	○	○	○	○
My department does a good job responding to citizens' needs	○	○	○	○	○
Most employees at my worksite are treated fairly and with respect as related .....to their gender	○	○	○	○	○
.....to their age	○	○	○	○	○
.....to their ethnicity/race/color	○	○	○	○	○
.....to their sexual orientation	○	○	○	○	○
.....to their religion	○	○	○	○	○
.....to their disability	○	○	○	○	○
I am treated fairly and with respect as related.....to my gender	○	○	○	○	○
.....to my age	○	○	○	○	○
.....to my ethnicity/race/color	○	○	○	○	○
.....to my sexual orientation	○	○	○	○	○
.....to my religion	○	○	○	○	○
.....to my disability	○	○	○	○	○
The Town is committed to diversity and inclusion among its employees	○	○	○	○	○
The Town is committed to diversity and inclusion when dealing with its citizens	○	○	○	○	○
I think discrimination in the workplace affects my job performance	○	○	○	○	○
I think it's okay to talk about discrimination in the workplace	○	○	○	○	○
I am comfortable talking to a supervisor about discrimination	○	○	○	○	○
If I was discriminated against at work, I would report it	○	○	○	○	○
If I knew others were discriminated against at work, I would report it	○	○	○	○	○
People with different ideas and opinions can work well together	○	○	○	○	○
The Town should increase its effort to create a more diverse staff	○	○	○	○	○
The Town should increase its effort to create a more diverse senior management staff	○	○	○	○	○

I am aware of the following Town policies (check all the apply):

- ☐ Family Medical Leave Policy
- ☐ Workplace Safety Policy
- ☐ Policy Against Discrimination, Sexual Harassment and Retaliation
- ☐ Ethics and Conflict of Interest Summary

I identify myself as (check all that apply):

- ☐ Male
- ☐ Female
- ☐ African-American/Black
- ☐ Native American or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Caucasian/White
- ☐ Hispanic
- ☐ Biracial or Mutiracial
- ☐ Heterosexual
- ☐ Homosexual
- ☐ Bisexual
- ☐ Transgender
- ☐ Disabled
- ☐ Age 17-24
- ☐ Age 25-39
- ☐ Age 40-54
- ☐ Age 55-69
- ☐ Age 70 or above
- ☐ Religion (please specify below)

Other (please specify)

I consider myself a:

- ○ Officials/Administrator (e.g. director, police and fire chief and inspector, superintendent)
- ○ Professional (e.g. lawyer, engineer, librarian, police and fire captain and lieutenant)
- ○ Technician (e.g. computer programmer, nurse, highway technician, inspector, police and fire sergeant)
- ○ Protective Service Worker (e.g. police patrol officer, firefighter, guard)
- ○ Paraprofessional (e.g. research assistant, library assistant and clerk)
- ○ Administrative Support (e.g. bookkeeper, clerk-typist, admin, dispatchers)
- ○ Skilled Craft Worker (e.g. mechanics and repairers, electrician, heavy equipment operator)
- ○ Service Maintenance (e.g. laborer, bus driver, custodial employee, gardeners and groundkeeper)

Please feel free to make additional comments:

Appendix D

Employee Survey on Diversity and Inclusion in the Workplace

HUMAN RESOURCES DEPARTMENT
333 Washington Street
Brookline, MA 02445
www.BrooklineMA.gov
(617) 730-2120

APRIL 2012 EMPLOYEE SURVEY: DIVERSITY AND INCLUSION IN THE WORKPLACE

Sandra DeBow-Huang, Director
Human Resources Department

November 30, 2012

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Overview

The Town of Brookline recognizes and values diversity as a vital characteristic of the Town. Brookline celebrates the diversity of the community it serves and the individuals it employs, embracing the differences in race, color, religious creed, national origin, ancestry, gender, age, handicap, gender identity, sexual orientation and military background.

The Town of Brookline believes it has a responsibility to capitalize on the strength emanating from these differences and has a duty to ensure its employees, citizens, vendors and the members of the general public are treated with dignity and respect in all of their duties and dealings with the Town of Brookline.

The Town of Brookline believes a workplace that attracts and retains diverse personnel will allow it to serve its citizenry more creatively, strategically, and productively. A successful inclusion and diversity program will ensure these objectives, goals and priorities are maintained.

During the spring of 2012, the Town of Brookline conducted a voluntary, anonymous survey of employees to explore and understand their views and opinions on inclusion and diversity in the Town of Brookline's workforce.[1] This understanding would allow the Town to adopt effective initiatives to achieve its Inclusion and diversity goals. It is anticipated that the survey results will:

- Identify employees current views and opinions on diversity and inclusion
- Identify areas for immediate action and additional areas of exploration and intervention
- Raise awareness of diversity and inclusion goals and efforts, generally

The survey consisted of various statements regarding how each respondent felt about his or her own treatment and the treatment of their co-workers. Views regarding specific protected classes, e.g., age, gender, race, disability and sexual orientation were surveyed, as well as questions regarding inclusion, diversity and discrimination.

The survey revealed that generally, respondents feel they are respected in the workplace based on age, gender, disability, sexual orientation, religion and race, that they can discuss diversity and inclusion in the workplace and/or with their supervisor, and that the respondents believe the Town is doing a good job with regard to addressing diversity in the workplace. However, more work needs to be done to increase employees' general understanding of discrimination and how it impacts the workforce. Efforts should be undertaken to increase recognition of the Town's inclusion and diversity goals and the importance for the Town to develop initiatives that result in a more diverse and inclusive workforce. Finally, processes need to be developed to regularly involve employees in the development of such initiatives.

[1] The survey was administered to employees who worked for the Town but not those who worked for the Brookline public schools as the School Department was conducting other surveys of its workforce. Future efforts will include school employees as well as Town.

Introduction

Background. In May 2010, Town Meeting adopted a resolution wherein the Town would examine the extent to which Brookline has made progress in realizing the vision of Dr. Martin Luther King (MLK Resolution) by preparing and making an annual report based on a number of reports and data showing compliance with applicable equal opportunity and anti-discrimination laws. The Town of Brookline used the MLK Resolution as a jumping off point to adopt a number of immediate, short-term Inclusion and Diversity initiatives, with a broader goal of developing more comprehensive, sustainable initiatives. With this in mind, during calendar years 2010 and 2011, the Town of Brookline:

- Developed a discrimination policy,
- Conducted supervisory trainings on the discrimination laws and dispute resolution
- Conducted a comprehensive Leadership survey, to establish the goals and objectives of Town Department Heads and to raise awareness of development of Inclusion and Diversity, generally.
- Signed the Commonwealth Compact, and
- Released two Diversity and Inclusion reports, chronicling inclusion and diversity efforts (released in 2010 and 2011).

Leadership Buy-In. In October 2010, the Town of Brookline joined the Commonwealth Compact, a coalition of 260 Massachusetts employers who collectively pledge to focus on diversity issues and to provide data on their efforts.[1] The Human Resources Director also gathered an internal group of Department leaders, also referred to as the "working group" to help her to

- Achieve leadership buy-in through participation and collaboration of the working group,
- Heighten awareness of diversity and inclusion issues among the Town Leadership, and
- Explore effective inclusion and diversity initiatives that reflect the varied work settings within the Town.

The working group is comprised of the Police Chief, the Commissioner of Public Works, the Director of Recreation, the Director of Human Relations/Youth Resources and the Human Services Coordinator. The working group aims to establish a common understanding and commitment to diversity and inclusion efforts focused on not only on interactions between employees and co-workers, but between citizens and employees, as well.

The working group felt it was important to be self-reflective and to establish what inclusion and diversity looked like in the Town of Brookline currently, prior to establishing which initiatives were needed. The Commonwealth Compact survey was a good starting point for such an exercise. We expanded the focus of the Town Leadership survey to include gender, disability, sexual orientation and age as well as race/ethnicity. This was an important exercise of self reflection, as it examined the Town's existing level of commitment to diversity and Inclusion issues. These findings were later updated and reported to the Commonwealth Compact though its bi-annual

[1] There are currently, 260 Commonwealth Compact participants, representing approximately 280,000 employees in the state workforce, each whom are committed to ensure the Greater Boston area is a desired destination to work and live for people of color and women, with the belief that their contributions in the workforce will be vital to the region's social and economic future. *Stepping Up: Managing Diversity in Challenging Times*, pg 1, report of the Commonwealth Compact, 2009. http://www.commonwealthcompact.umb.edu/

survey instrument, along with other signers. These findings were also reported in the 2nd Annual Report on Diversity and Inclusion.[2]

Employee Input. Having made important inroads into defining leadership efforts and increasing leadership awareness, the Town shifted its efforts to understanding employee's views and opinions regarding diversity and inclusion in the workplace. As with the Town Leadership, we began with an employee survey, prior to establishing employee-based initiatives. This first ever employee survey on diversity and inclusion sought three primary goals to;

- Establish a preliminary understanding of employees' views and opinions on diversity and inclusion in the workplace,
- Recognize areas for immediate action and understand areas for further exploration, and
- Raise awareness of diversity and inclusion efforts at the Town of Brookline's workplace.

Method

The survey was developed by the Human Resources Director, Sandra DeBow, J.D., M.P.H., the Town's Human Services Coordinator, Lloyd Gellineau, Jr., Ph.D., and Kei Goshima, MS, the Human Resources post-graduate Intern. Dr. Gellineau is also a member of the Working Group that advises the HR Director in department matters. The survey was reviewed and approved by the Human Resources working group.

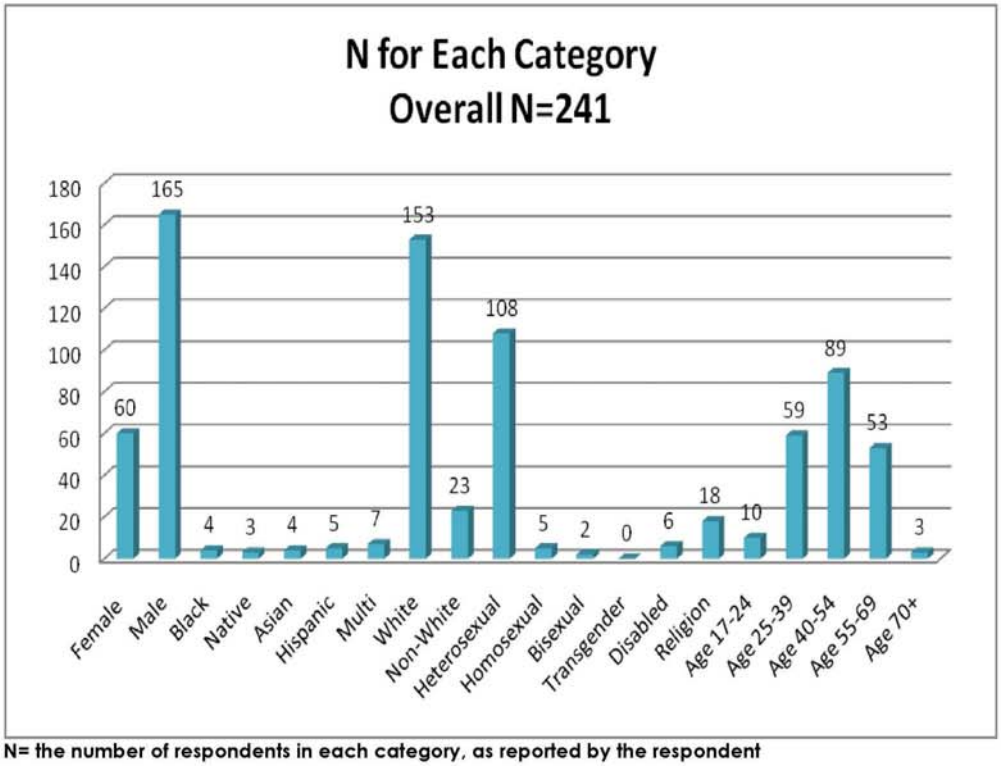
Town employees had the opportunity to complete the survey online using Survey Monkey or in writing. The survey was primarily distributed by paper at the Town's annual health fair. Respondents who filled out the surveys at the Wellness Fair were provided tables at a work area, separate from the HR staff collecting surveys. Once the survey was completed, the respondents placed it in a ballot-type box. Workers from the Department of Public Works and those filling out the survey at the Wellness Fair were incentivized with a raffle ticket upon completion. Completed surveys were placed in one of six raffle bins. Winners were drawn and announced at the conclusion of the Wellness Fair.

Department Heads of the Police, Fire and Recreation departments were asked to notify their employees of the opportunity to take the survey online. The HR Intern provided those departments with a link to the survey for a period of approximately one week. In total, the survey was administered in this controlled manner from April 10, 2012 to May 2012.

The survey was entirely optional, anonymous, and confidential. Therefore no Institutional Review Board approval was necessary.

To determine a target sample size of survey respondents, a sample size calculator from Raosoft was utilized (www.raosoft.com). The Brookline workforce has a sampling frame of 1,034 workers consisting of full-time, part-time, temporary and seasonal employees. Given the sampling frame, a commonly used 5% margin of error and 95% confidence interval, the target sample size for this study was 281 respondents. After paper and online distribution of the surveys, a total of 241 people responded, 85.77% of our target. Overall, 23% of employees participated in the survey. Descriptive statistics were calculated by Data Analyst Alee Rowley, M.P.H., using the statistical analysis package SAS 9.3.

[2] 2nd Annual Report on Workforce Inclusion and Diversity, April 2012



N= the number of respondents in each category, as reported by the respondent

Results

Generally, we are reporting the results in a format that largely follows that of the survey questions. Additionally, statements are grouped according to their focus. Below one may find results for questions pertaining to

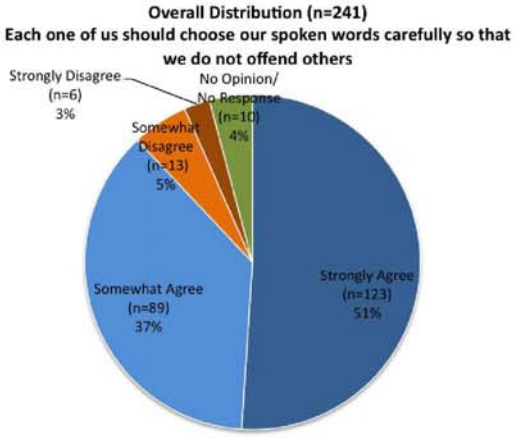
- Differences among colleagues,
- Protected Classes (treatment based on),
- Discrimination

Difference Among Colleagues

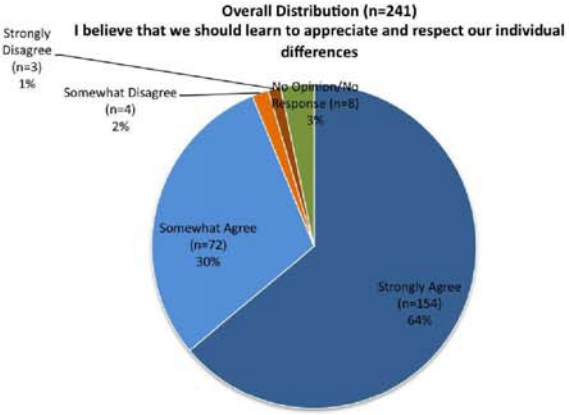
A primary goal of the Town's inclusion and diversity efforts is to ensure that all persons who work for or interact with the Town of Brookline feel that they are treated professionally, with respect and dignity. The survey statements sought to elicit answers that could give us insight into employees' beliefs regarding the ability of different people to work together.

Each one of us should choose our spoken words carefully so that we do not offend others

A total of 88% respondents indicated that we should choose our words carefully so that we do not offend others. Similar proportions were found across categories, except among the age categories. A noticeable difference among ages is that 1 of 10 respondents Age 17-24 indicated they somewhat disagreed with the statement, "Each one of us should choose our spoken words carefully so that we do not offend others. Also, the Age 17-24 group was the only group whose majority was in the somewhat agree (60%) and an additional 1 of 10 respondents disagreed. The other age groups had a majority of their answers indicating that they strongly or somewhat agreed with the statement.



I believe that we should learn to appreciate and respect our individual differences



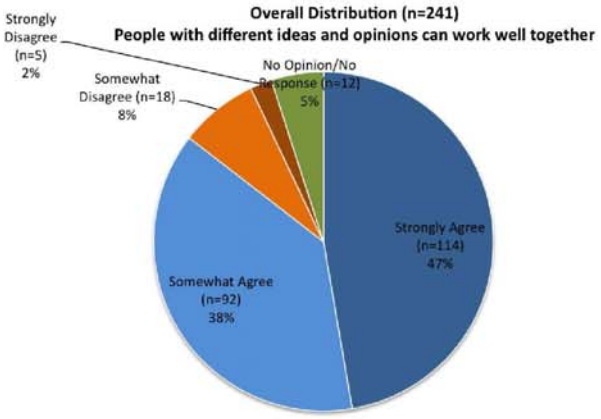
The majority of respondents indicated that we should learn to appreciate and respect our individual differences. A similar effect was found across the age groups with the exception of the Age 17-24 group where 1 out of 10 respondents somewhat disagreed with the statement, "I believe that we should learn to appreciate and respect our individual differences." Although, it is important to note that 90% of respondents Age 17-24 agreed with the statement.

There was little variability between any of the other categories, e.g., race/ethnicity or disability (83% of disabled respondents, 96% of Non-White and 98% of White respondents agreeing with the statement).

People who have different ideas and opinions can work well together

The majority of respondents reported that they strongly or somewhat agreed people who have different ideas and opinions could work well together, with most categories of respondents agreeing at or above 85%. A number of categories agreed at 100% (Black, Asian, Hispanic, Age 17-24). Eighty percent of Homosexual respondents agreed with the statement.

With regard to age, a clear majority agreed with the statement that people who have different ideas and opinions can work well together. However, 10% of Age 40-54 and 13% of Age 55-69 indicated they disagreed with this statement. Also somewhat disagreeing with the statement were 20% of Homosexual respondents.



Protected Class

In this group of statements, we sought to determine how employees perceived their own or their co-workers' fair treatment with respect to the classes of individuals that are protected under state or federal law. We refer to these as the "protected classes." Generally, the majority of respondents believed that their co-workers and they were treated fairly and with respect, across each of the protected class categories.

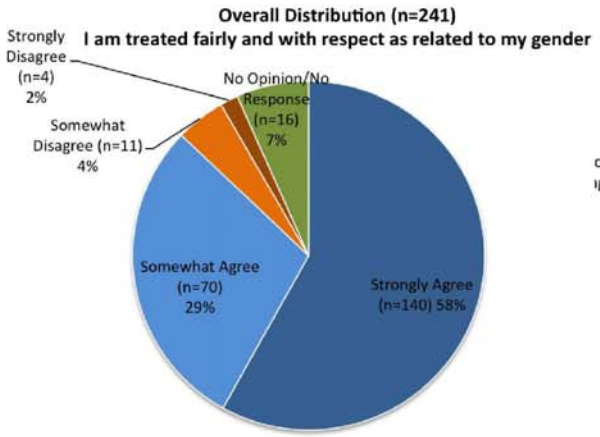
Gender

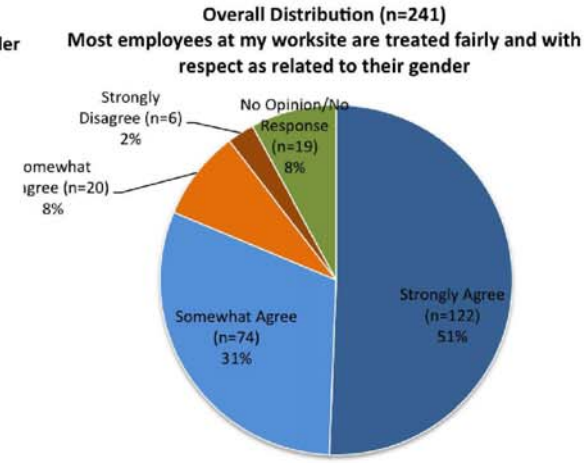
Most employees at my worksite are treated fairly and with respect as to their gender.

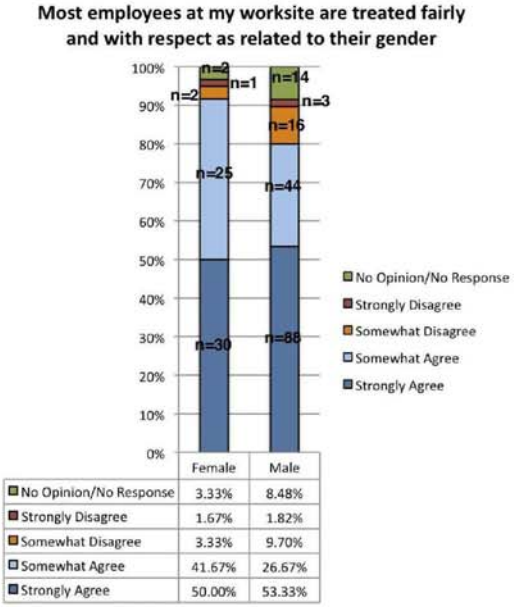
I am treated fairly and with respect as related to my gender

A large majority of respondents believed that most employees at their worksite are treated fairly with regard to their gender. Interestingly, although the majority of Male and Female respondents reported that they or others were treated fairly and with respect regarding gender, it was notable as to who disagreed with the statement. Nearly 12% of Male respondents somewhat or strongly disagreed with the statement, "Most employees at my worksite are treated fairly and with respect as to their gender," while only 5% of Female respondents disagreed with the statement.

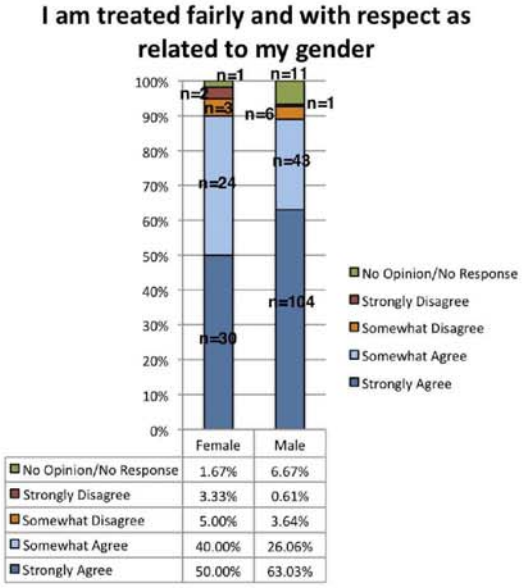
The authors had anticipated that the Female respondents would report, at a higher percentage than Male respondents, that they themselves or others were not treated fairly and with respect as to their gender. However, this was not what this survey revealed, although the differences in the responses were small. Future work could be done in this area.







	Female	Male
No Opinion/No Response	3.33%	8.48%
Strongly Disagree	1.67%	1.82%
Somewhat Disagree	3.33%	9.70%
Somewhat Agree	41.67%	26.67%
Strongly Agree	50.00%	53.33%



	Female	Male
No Opinion/No Response	1.67%	6.67%
Strongly Disagree	3.33%	0.61%
Somewhat Disagree	5.00%	3.64%
Somewhat Agree	40.00%	26.06%
Strongly Agree	50.00%	63.03%

8

Age

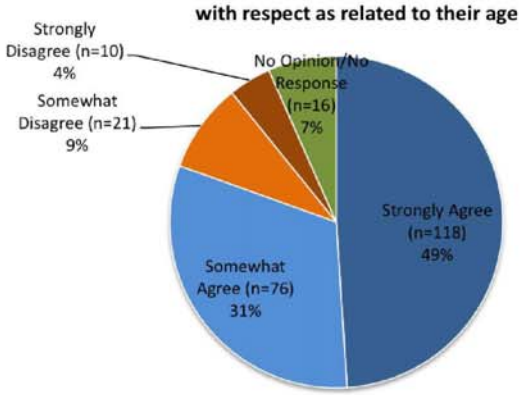
Most employees at my worksite are treated fairly and with respect as to their age.

I am treated fairly and with respect as related to my age

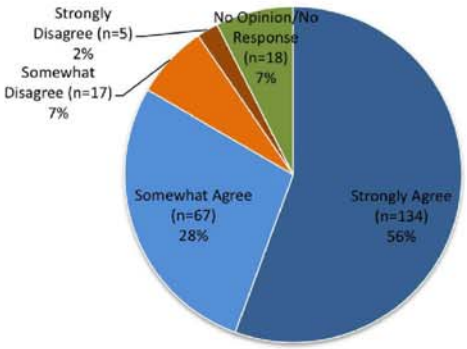
Interesting responses to these age statements were found among the race and age categories. About 86-87% of White and Non-White respondents reported other employees were treated fairly with regard to age. However, when asked whether they felt they themselves were treated fairly with regard to age there was a difference between the two groups, a total of 90% of White respondents but only 74% of Non-Whites reported he or she believed he or she was treated fairly with regard to their age.

With regard to the different age categories, only the age categories 17-24 strongly or somewhat agreed with the statements at 100%. The other age groups had more variability in responses across the "Agree or Disagree" categories, with over 76% agreeing with the statement. It is notable that over 15% of the 55-69 age groups somewhat or strongly disagreed with the statements that they or their co-workers were treated fairly and with respect to their age.

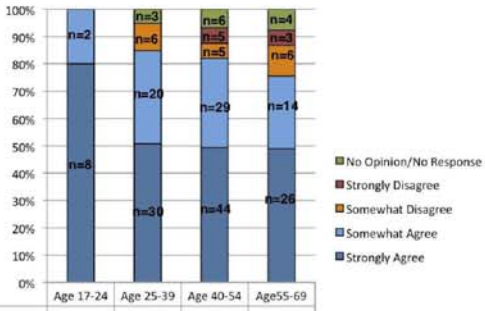
Overall Distribution (n=241)
Most employees at my worksite are treated fairly and with respect as related to their age



Overall Distribution (n=241)
I am treated fairly and with respect as related to my age

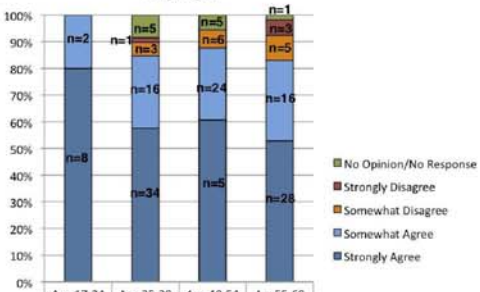


Most employees at my worksite are treated fairly and with respect as related to their age



	Age 17-24	Age 25-39	Age 40-54	Age55-69
No Opinion/No Response	0.00%	5.08%	6.74%	7.55%
Strongly Disagree	0.00%	0.00%	5.62%	5.66%
Somewhat Disagree	0.00%	10.17%	5.62%	11.32%
Somewhat Agree	20.00%	33.90%	32.58%	26.42%
Strongly Agree	80.00%	50.85%	49.44%	49.06%

I am treated fairly and with respect as related to my age



	Age 17-24	Age 25-39	Age 40-54	Age55-69
No Opinion/No Response	0.00%	8.47%	5.62%	1.89%
Strongly Disagree	0.00%	1.69%	0.00%	5.66%
Somewhat Disagree	0.00%	5.08%	6.74%	9.43%
Somewhat Agree	20.00%	27.12%	26.97%	30.19%
Strongly Agree	80.00%	57.63%	60.67%	52.83%

9

Ethnicity/Race/Color

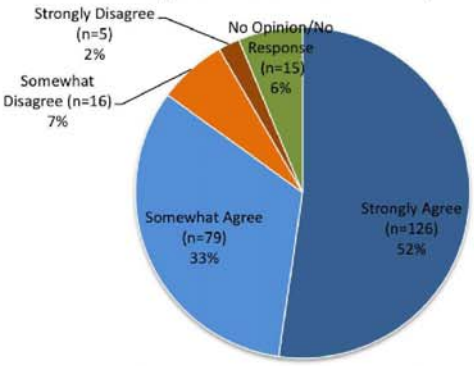
Most employees at my worksite are treated fairly and with respect as to their ethnicity/race/color.

I am treated fairly and with respect as related to my ethnicity/race/color.

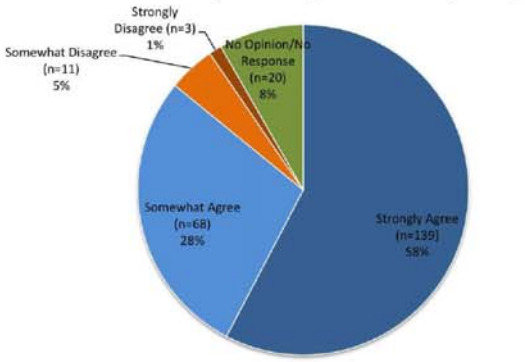
Eighty-five percent of respondents believed that their co-workers are treated fairly and with respect as related to their ethnicity/race/color. With regard to race groups, however, 92% of White respondents and 78% of Non-White respondents felt that most employees are treated fairly and with respect as related to their ethnicity/race/color.

Likewise, over 85% of respondents agreed with the statement, "I am treated fairly and with respect as related to my ethnicity/race/color," with 93% of White respondents and 83% of Non-White respondents. Only 2% of White respondents disagreed with the statement and 13% of Non-White respondents disagreed with the statement. The differences in responses between White and Non-White respondents and the treatment of oneself and others require additional exploration to understand the differences.

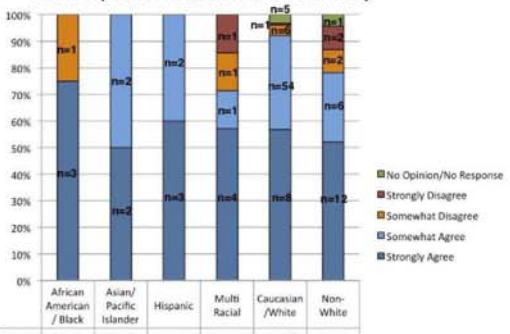
Overall Distribution (n=241)
Most employees at my worksite are treated fairly and with respect as related to their ethnicity



Overall Distribution (n=241)
I am treated fairly and with respect as related to my ethnicity

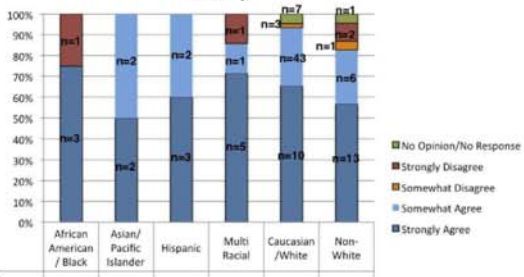


Most employees at my worksite are treated fairly and with respect as related to their ethnicity



	African American / Black	Asian/ Pacific Islander	Hispanic	Multi Racial	Caucasian /White	Non-White
No Opinion/No Response	0.00%	0.00%	0.00%	0.00%	3.27%	4.35%
Strongly Disagree	0.00%	0.00%	0.00%	14.29%	0.65%	8.70%
Somewhat Disagree	25.00%	0.00%	0.00%	14.29%	3.92%	8.70%
Somewhat Agree	0.00%	50.00%	40.00%	14.29%	35.29%	26.09%
Strongly Agree	75.00%	50.00%	60.00%	57.14%	56.86%	52.17%

I am treated fairly and with respect as related to my ethnicity



	African American / Black	Asian/ Pacific Islander	Hispanic	Multi Racial	Caucasian /White	Non-White
No Opinion/No Response	0.00%	0.00%	0.00%	0.00%	4.58%	4.35%
Strongly Disagree	25.00%	0.00%	0.00%	14.29%	0.00%	8.70%
Somewhat Disagree	0.00%	0.00%	0.00%	0.00%	1.96%	4.35%
Somewhat Agree	0.00%	50.00%	40.00%	14.29%	28.10%	26.09%
Strongly Agree	75.00%	50.00%	60.00%	71.43%	65.36%	56.52%

Sexual Orientation

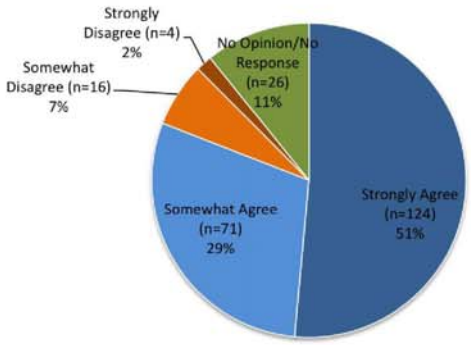
Most employees at my worksite are treated fairly and with respect as to their sexual orientation.

I am treated fairly and with respect as related to my sexual orientation.

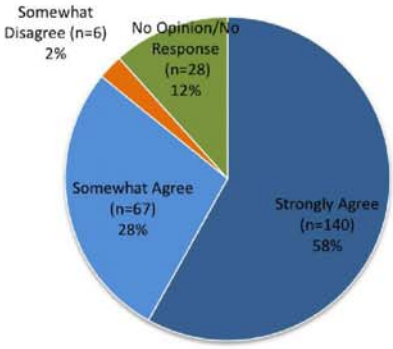
The majority of respondents strongly agree or somewhat agree that employees or they themselves are treated fairly and with respect as related to their sexual orientation.

Interestingly, respondents who identified themselves as Homosexual felt that 100% of their co-workers were treated fairly and with respect as to their sexual orientation, but only 80%, four out of five agreed that they themselves were treated fairly, with one respondent reporting no opinion or not responding. A total of 6% of Heterosexual disagreed with the statement that their co-workers are treated fairly and with respect as to their sexual orientation and 7% did not respond or had no opinion. Less than 1% of Heterosexual respondents disagreed with the statement that they are treated fairly and with respect with regard to their sexual orientation; more work needs to be done to understand these differences.

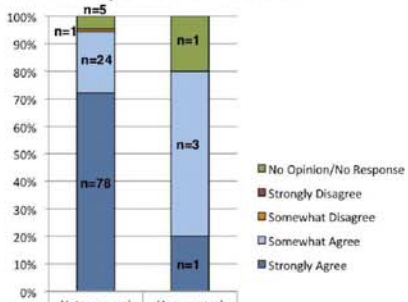
Overall Distribution (n=241)
Most employees at my worksite are treated fairly and with respect as related to their sexual orientation



Overall Distribution (n=241)
I am treated fairly and with respect as related to my sexual orientation

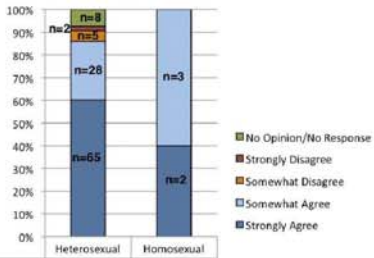


I am treated fairly and with respect as related to my sexual orientation



	Heterosexual	Homosexual
No Opinion/No Response	4.63%	20.00%
Strongly Disagree	0.00%	0.00%
Somewhat Disagree	0.93%	0.00%
Somewhat Agree	22.22%	60.00%
Strongly Agree	72.22%	20.00%

Most employees at my worksite are treated fairly and with respect as related to their sexual orientation



	Heterosexual	Homosexual
No Opinion/No Response	7.41%	0.00%
Strongly Disagree	1.85%	0.00%
Somewhat Disagree	4.63%	0.00%
Somewhat Agree	25.93%	60.00%
Strongly Agree	60.19%	40.00%

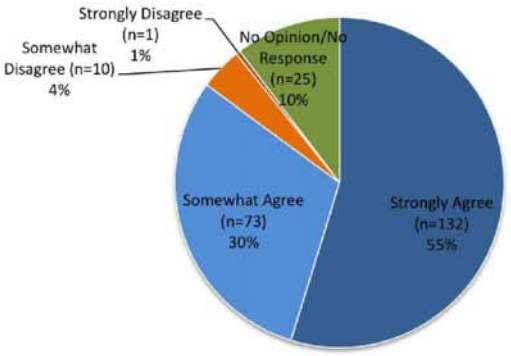
Religion

Most employees at my worksite are treated fairly and with respect as to their religion.

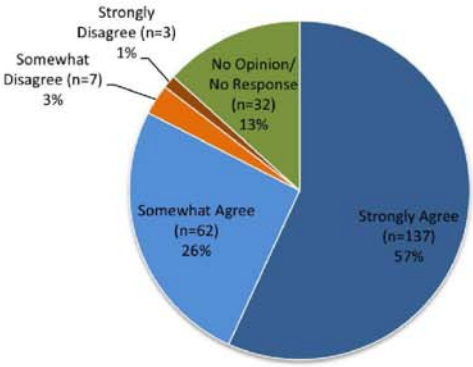
I am treated fairly and with respect as related to my religion

About 84% of all respondents strongly or somewhat agreed that he or she and co-workers are treated fairly and with respect as related to their religion. There were few differences across the age or race categories with most groups which is similar to that of the overall results.

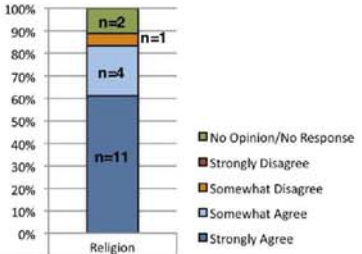
Overall Distribution (n=241)
Most employees at my worksite are treated fairly and with respect as related to their religion



Overall Distribution (n=241)
I am treated fairly and with respect as related to my religion

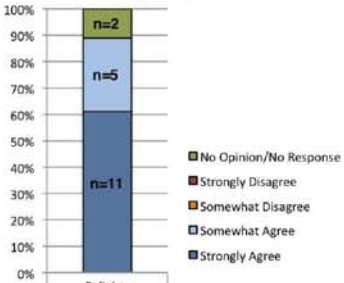


Most employees at my worksite are treated fairly and with respect as related to their religion



	Religion
No Opinion/No Response	11.11%
Strongly Disagree	0.00%
Somewhat Disagree	5.56%
Somewhat Agree	22.22%
Strongly Agree	61.11%

I am treated fairly and with respect as related to my religion



	Religion
No Opinion/No Response	11.11%
Strongly Disagree	0.00%
Somewhat Disagree	0.00%
Somewhat Agree	27.78%
Strongly Agree	61.11%

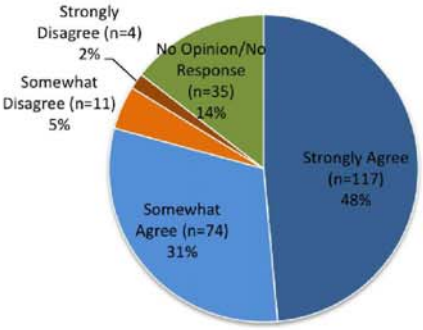
Disability

Most employees at my worksite are treated fairly and with respect as to their disability.

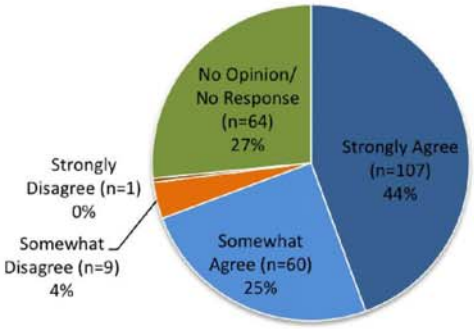
I am treated fairly and with respect as related to my disability

Most employees strongly or somewhat agreed that "most employees at my worksite are treated fairly and with respect as to their disability." For this question 83% percent of respondents who indicated they were Disabled agreed and 1 of 6 somewhat disagreed. For the question "I am treated fairly and with respect as related to my disability," 67% of disabled respondents strongly or somewhat agreed with the statement and 34% or 2 of 6 somewhat disagreed with the statement.

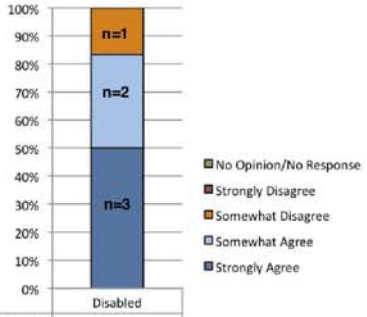
Overall Distribution (n=241)
Most employees at my worksite are treated fairly and with respect as related to their disability



Overall Distribution (n=241)
I am treated fairly and with respect as related to my disability

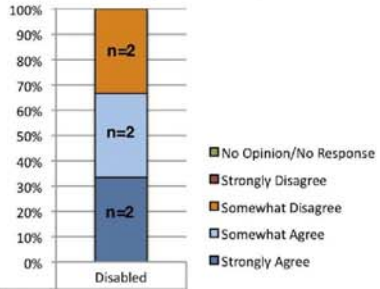


Most employees at my worksite are treated fairly and with respect as related to their disability



	Disabled
No Opinion/No Response	0.00%
Strongly Disagree	0.00%
Somewhat Disagree	16.67%
Somewhat Agree	33.33%
Strongly Agree	50.00%

I am treated fairly and with respect as related to my disability



	Disabled
No Opinion/No Response	0.00%
Strongly Disagree	0.00%
Somewhat Disagree	33.33%
Somewhat Agree	33.33%
Strongly Agree	33.33%

Discrimination

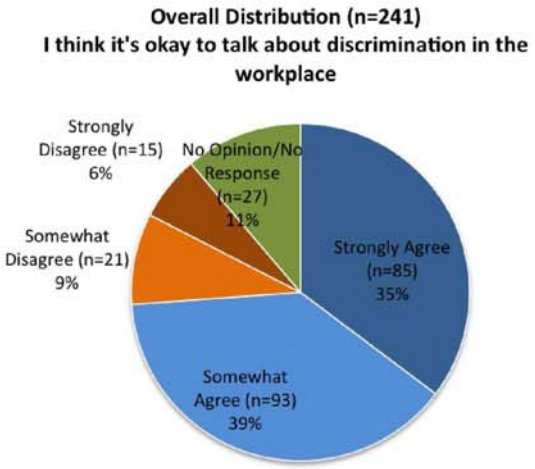
In this series of statements we sought to understand how employees felt about discussing and reporting discrimination in the workplace. We also sought to understand whether employees generally believed that any discrimination would affect their job performance, and whether the Town should take steps to increase diversity among staffing. It is apparent that more work needs to be done to try to understand employees' opinions and views regarding the latter two issues. Although the majority of respondents indicated they would report discrimination and they felt comfortable discussing discrimination in the workplace, they were divided as to whether they felt discrimination affected their job performance and whether the Town should make efforts to increase diversity.

I think it's okay to talk about discrimination in the workplace

A clear majority of respondents (74%) agreed it was okay to talk about discrimination and a slightly lower majority reported that they were comfortable talking with their supervisor about discrimination.

White and Non-White respondents reported similarly that it was okay to talk about discrimination at work (White, 77% and Non-White 74%).

The Heterosexual and Homosexual respondents responded to the statement in very different ways. The majority of both groups agreed that it is okay to talk about discrimination in the workplace (60% of the Homosexual respondents and 81% of Heterosexual). However 40% of the Homosexual respondents versus 9% of Heterosexual respondents disagreed with the statement."



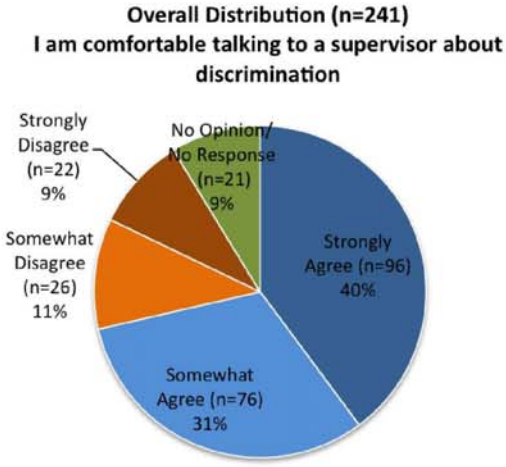
For respondents who identified themselves as disabled, 67% agreed with the statement, while 33% strongly or somewhat disagreed with the statement. With regard to age and gender, there was little variability across age groups with responses of 70-80% agreement that it is okay to talk about discrimination in the workplace.

I am comfortable talking to a supervisor about discrimination

We asked whether the respondents were comfortable talking to a supervisor about discrimination as we feel that it is important that employees believe they can approach their supervisor about potential discrimination.[3] A total of 77% of White respondents and 74% Non-White agreed with the statement. The age categories had interesting responses, with the

[3] It is important to note that the Town's Policy Against Discrimination, Sexual Harassment and Retaliation provides several individuals an employee could report potential discrimination as the supervisor may not always be the appropriate person for such a report.

younger and older groups being more aligned (Age 17-24 (90%), Age 55-69 (85%)). However, respondents Age 25-39 (76%) and Age 40-54 (64%) less apt to agree with the statement, that they were comfortable talking with a supervisor about discrimination.



For respondents who identified themselves as disabled, 67% agreed with the statement, while 33% strongly or somewhat disagreed with the statement.

As with the prior question, a similar result occurred with the Homosexual and Heterosexual groups, with 60% of Homosexual indicating they would feel comfortable talking to a supervisor about discrimination and 78% of Heterosexual respondents agreeing. Further, 40% of the Homosexual indicated they would not be comfortable talking with their supervisor about discrimination and 17% of Heterosexual responded likewise.

With regard to gender, there was little variability among Male and Female with both 73% agreeing that they were comfortable talking to a supervisor about discrimination.

If I was discriminated against at work, I would report it.

If I knew others were discriminated against at work, I would report it.

Over 70% of Male and Female respondents strongly or somewhat agreed with the statement, "If I was discriminated against at work, I would report it." But as regards the question, "If I knew others were discriminated against at work, I would report it," 83% of Female agreed that they would report discrimination against others while 78% Male agreed with the statement.

As for race categories, 76% of White respondents and 74% of Non-White respondents agreed with the statement, "If I was discriminated against at work, I would report it." Similarly, for the statement, "If I knew <u>others</u> were discriminated against at work, I would report it," 80% of White and 79% of Non-White agreed with the statement.

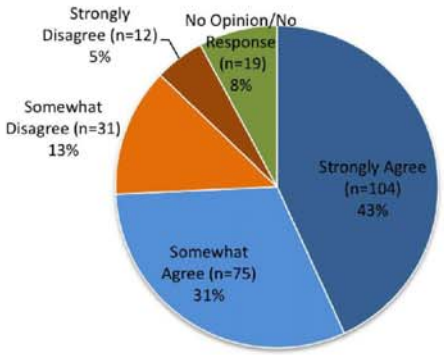
Eighty-four percent of Disabled respondents agreed with the statement, "If I was discriminated against in work, I would report it. No disabled respondents disagreed with the statement. For the statement, "If I knew others were discriminated against," four out of six agreed with the statement, while two out of six strongly or somewhat disagreed with the statement.

There were differences in the way that the various age categories responded to the question "If I was discriminated against at work, I would report it." Ninety percent of respondents Age 17-24 and 81.13% of respondents Age 55-69 agreed with the statement while about 75% of respondents Age 25-39 and Age 40-54 agreed that they would report discrimination directed against himself or herself. However, the age groups responded much more consistently with each other when answering "If I knew <u>others</u> were discriminated against at work, I would report it." The response, across most of the age categories was consistently above 80%.

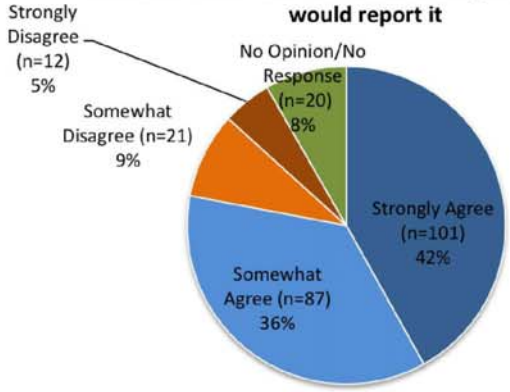
As regards sexual orientation, similar percentages of respondents across categories agreed with the statement, "If I was discriminated against at work, I would report it." However, for the statement, "If I knew others were discriminated against at work, I would report it," 78% of Heterosexual respondents agreed with the statement and 60% of Homosexual respondents agreed.

It is important to note that the authors of the survey expected to see a higher percentage of respondents indicating they would report any discrimination they experienced or that they observed of others in the workplace. It is particularly important to explore in future work whether employees see any perceived or real barriers to reporting discrimination in the workplace.

Overall Distribution (n=241)
If I was discriminated against at work, I would report it



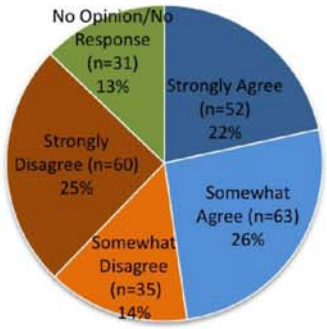
Overall Distribution (n=241)
If I knew others were discriminated against at work, I would report it



I think discrimination in the workplace affects my job performance

Overall, the survey results indicate there is a solid level of sensitivity to the issue of discrimination as we saw with the responses regarding whether people are comfortable talking about discrimination in the workplace; whether respondents believed they were treated fairly and with respect as to protected classes; and that they would report discrimination if they saw it occurring. However this question raises the issue of whether respondents believed that discrimination in the workplace would or does affect job performance. The highly variable responses we saw among the responses demands further exploration.

Overall Distribution (n=241)
I think discrimination in the workplace affects my job performance



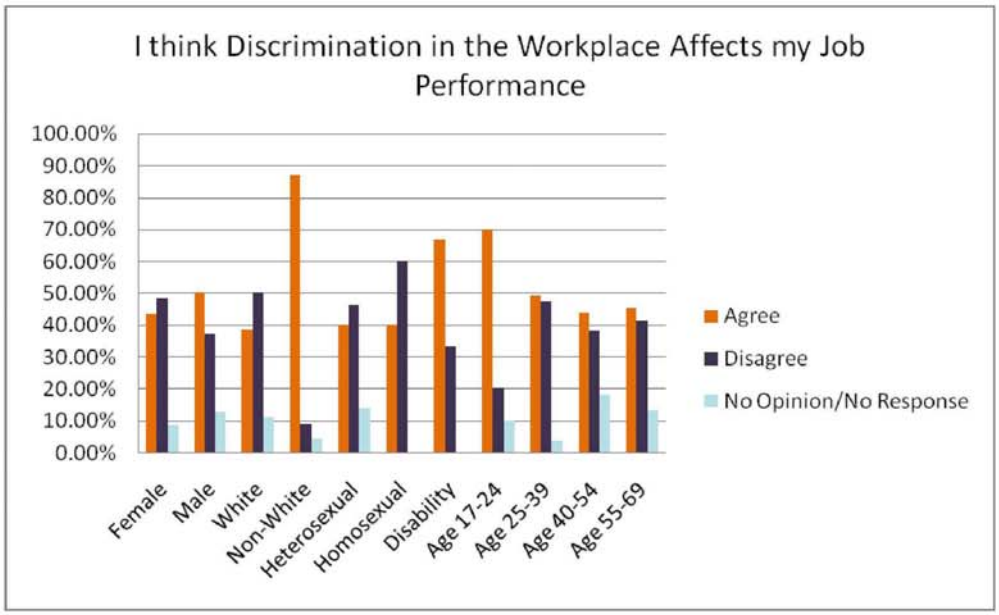
Overall 48% of respondents agreed that they think discrimination in the workplace affects his or her job performance. While a total of 39% disagreed with the statement and 13% reported no

opinion or did not respond. Interestingly, 40% of respondents reported that they either somewhat agreed or somewhat disagreed with the statement. Nearly equal numbers of respondents reported strongly agreeing or strongly disagreeing with the statement.

With regard to race, 39% of White respondents and 87% of Non-White respondents agreed with the statement, "I think discrimination in the workplace affects my job performance."

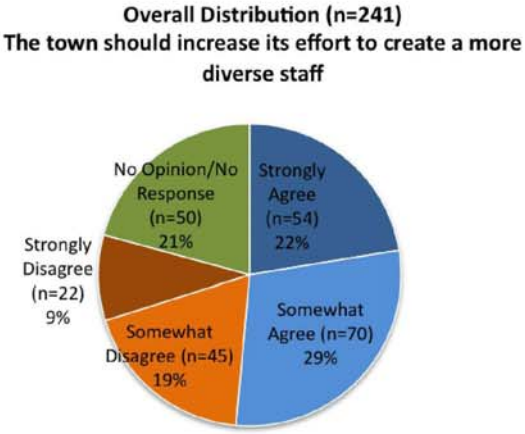
For respondents who identified themselves as disabled, 67% agreed with the statement. Across age categories there was more similarity of responses. However, the respondents Age 17-24 agreed with the statement at a higher percentage than the other age groups

Upon review, it is clear that there are two possible points of view with regard to this question; some respondents could be interpreting the question about discrimination in a theoretical framework while other respondents could be reporting based on actual discrimination. The survey did not ask whether the respondents had experienced discrimination in the workplace. Therefore, it is imperative that additional work be done to understand the varying opinions and views of the respondents, particularly to determine whether the responses to this statement are based on real or theoretical circumstances. Furthermore, we have decided that this question could have been broken down into several questions.



Most likely, respondents interpret the statement, "I think discrimination in the workplace affects my job performance," in a variety of ways. Either, as a general statement that if there were discrimination it would or would not impact my job performance or I have seen and/or experienced discrimination and it has/has not affected my job performance. There are a wide variety of opinions and views on this matter and an exploration of opinions and views is necessary.

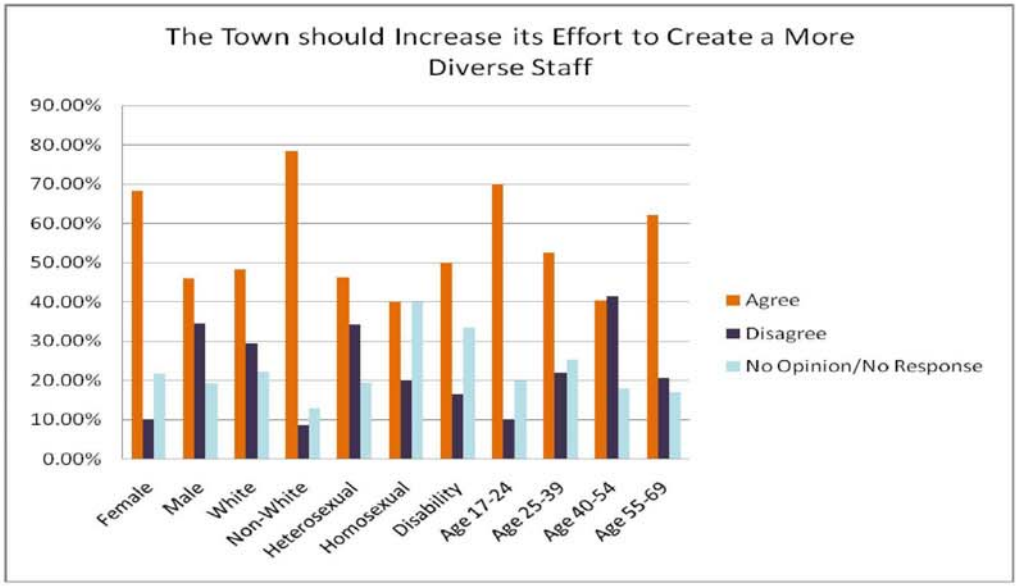
The Town should increase its effort to create a more diverse staff



As to whether the Town should increase its efforts to create a more diverse staff, overall the respondents did not strongly agree or disagree. Rather, there was a good amount of variability across and within each category that we reviewed. This question had a larger percentage of respondents not responding or reporting no opinion than the other questions.

With regard to gender, 68% of Females agreed and 22% reported no opinion or did not responded, while 46% Male respondents, agreed and 19% had no opinion or did not respond. With regard to race categories, 48% of White respondents agreed that the Town should increase its effort to create a more diverse staff while 78% of Non-White agreed with the statement. Further, although 29% White respondents disagreed; another 22% reported no opinion or didn't respond. Only 9% of Non-White respondents somewhat disagreed with the statement and 13% reported no opinion or did not respond.

Likewise, the categories of sexual orientation found similar variability across responses with 46% of Heterosexual respondents agreeing, 34% disagreeing and 19% having no opinion or did not respond. The homosexual respondents were similar to the Heterosexual respondents in that 40% of Homosexual agreed, 20% disagreed and 40% had no opinion or did not respond.

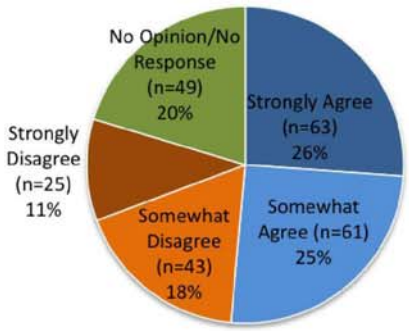


The Town should increase its efforts to create a more diverse senior management staff

Similar to the prior statement, Male respondents disagreed at a higher percentage than Female respondents. Specifically, 72% of Female strongly or somewhat agreed and 44% of Male agreeing.

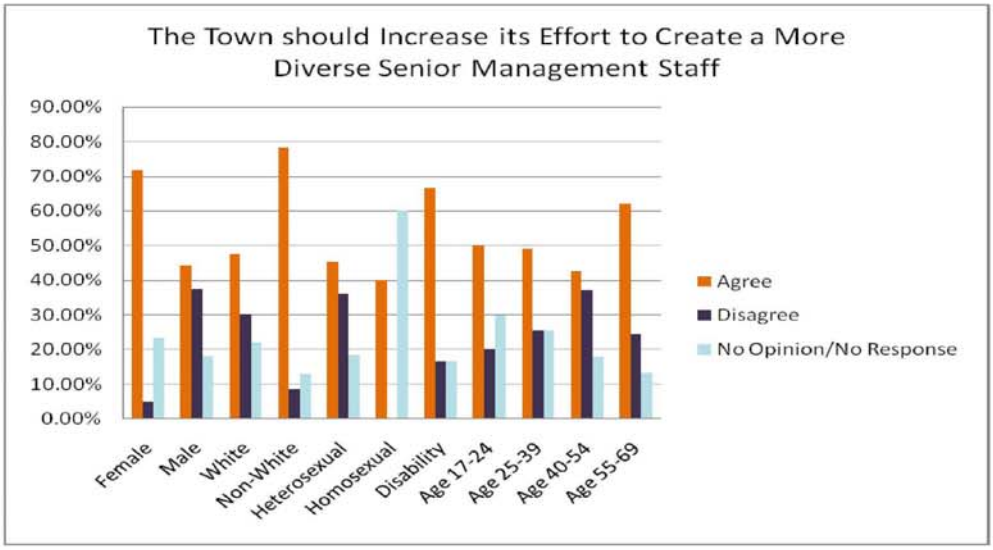
Overall, 78% of Non-White respondents strongly or somewhat agreed that the Town should increase its efforts to create a more diverse senior management staff while 48% of White strongly or somewhat agreed. For Non-White, 9% somewhat disagreed and 13% had no opinion or did not respond, while 30% of White respondents strongly or somewhat disagreed and 22% had no opinion or did not respond.

Overall Distribution (n=241)
The town should increase its effort to create a more diverse senior management staff



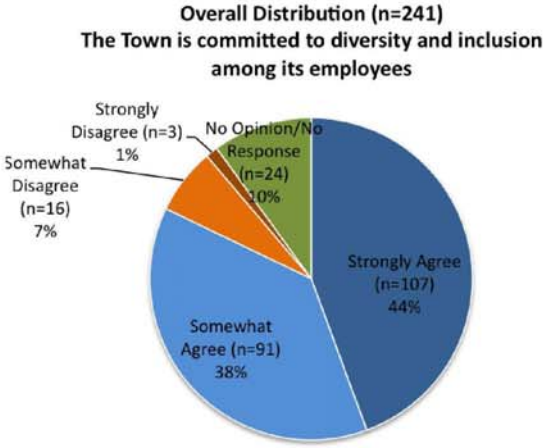
Regarding our sexual orientation categories, Heterosexual and Homosexual respondents were similar in agreeing 45% and 40%, respectively. However, there was a difference in that 36% of Heterosexuals disagreed with the statement and zero Homosexuals disagreed with the statement. Yet 60% of Homosexuals had no opinion or did not respond, while 18% of Heterosexuals had no opinion or did not respond.

Disabled respondents largely agreed with 67% agreeing with the statement. Interestingly Disabled individuals agreed more strongly with this statement concerning diversity efforts among senior management staff than the prior general statement regarding the Town's diversity efforts (50% agreed).



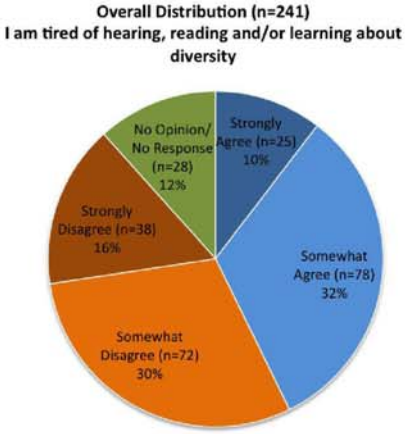
The Town is committed to diversity and inclusion among its employees

About 82% of respondents strongly or somewhat agreed with the statement, "The Town is committed to diversity and inclusion among its employees," with 8% strongly or somewhat disagreeing with the statement. Male and Female responded similarly with 75% of Male and 82% or Female agreeing with the statement. Likewise, White respondents and Non-White respondents largely agreed with 87% of White and 83% strongly or somewhat agreeing that the Town is committed to diversity and inclusion among its employees.



This is an interesting result coupled with the responses to the statements regarding whether the Town should increase diversity among its staff and senior management. It appears that respondents seek to keep the status quo. However, there must be further inquiry into whether and why this is so. On one hand this finding is consistent with the results discussed earlier in the report, i.e., most people believe they are and their co-workers are treated fairly and with respect, in general and across the various protected classes. On the other hand, it may be that people do not think there is any issue with diversity and that nothing needs to be done. This is not consistent with the Town of Brookline's Leadership that is committed to improving and advancing diversity among its workforce. Therefore, this may be a call for greater education of employees on the benefits of having a diverse workforce.

I am tired of hearing, reading and/or learning about diversity



Like the earlier statements regarding discrimination, we saw a good deal of variability in the respondents' reports to this question. White respondents disagreed with this statement at 48% and Non-White respondents disagreed at 30%. (This is a statement with which we expected respondents to disagree.) It is interesting to note that 12% of respondents indicated they did not have an opinion or did not respond. However, when looking at race, 9% of White respondents did not respond nor had an opinion while Non-White respondents did not respond at 22%, twice as many as White respondents.

Perhaps most interesting is that the majority of White and Non-White respondents responded somewhere in the middle, by either somewhat agreeing or somewhat disagreeing with the statement. About 64% of White respondents indicated they somewhat agreed or somewhat disagreed and about 40% of Non-White respondents somewhat agree or somewhat disagreed with the statement. Interestingly, 22% of Non-White respondents strongly

agreed with the statement, I am tired of hearing, reading and/or learning about diversity, while only 10% of White strongly agreed with that statement.

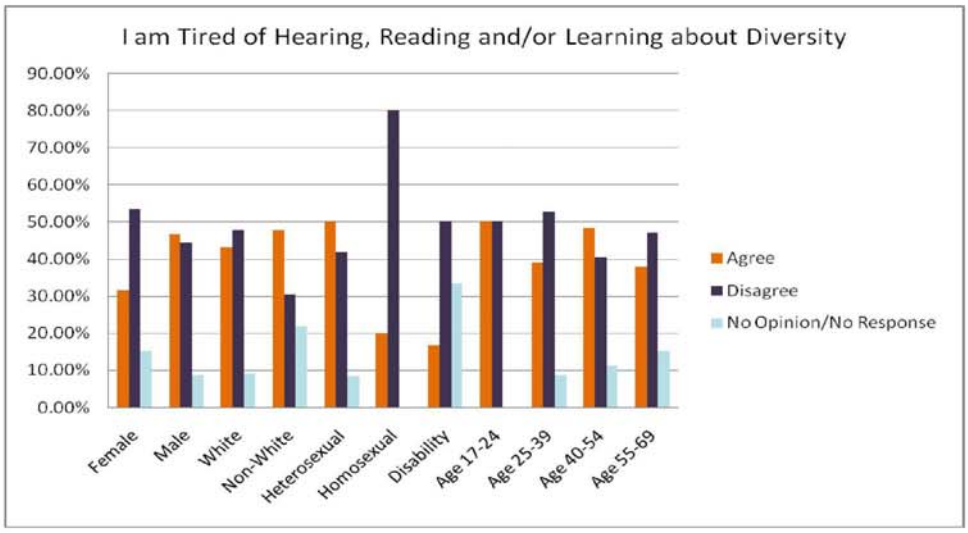
There was also a difference in the way that Heterosexual and Homosexual responded to the statement. Eighty percent of Homosexual respondents disagreed with the statement that they were tired of hearing, reading and/or learning about diversity while 42% of Heterosexual respondents disagreed with the statement.

For disabled respondents, 50% somewhat disagreed that they are tired of hearing, reading and/or learning about diversity, and 1 of 6 Disabled respondents somewhat agreed with the statement.

There was variability among the age groups too. There was nearly a 50/50 split between respondents agreeing or disagreeing with the statement, with 45% agreeing and 47% disagreeing, across the age groups. However, the true majority of the respondents across the age groups either somewhat agreed or somewhat disagreed with the statement, indicating that they do not feel strongly, but somewhat agree or disagree with this statement.

Another interesting observation across the age groups is that fact the proportion of no opinions or no responses increased across the age groups with Age 17-24 respondents answering the question 100%, while 8% of respondents Age 25-39 had no opinion or no response, 11% Age 40-54, and 15% of respondents Age 55-69 having no opinion or not responding to the question.

More work needs to be done to understand what shapes employee perceptions so that effective broad-based inclusion and diversity education can be implemented.
These findings are important as they may indicate that there is a certain saturation of information among respondents and how saturation may or may not affect their attitudes and opinions of the topic in general.



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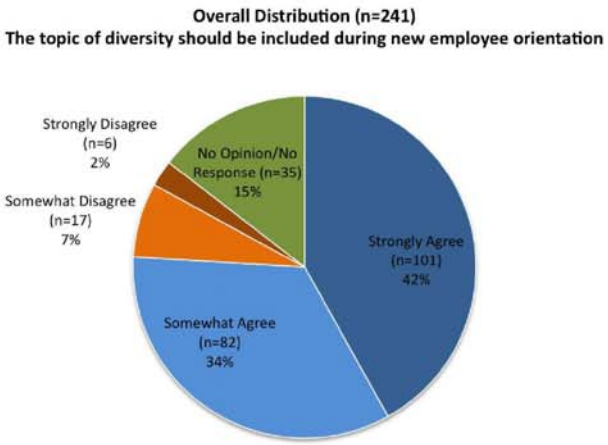
The topic of diversity should be included during new employee orientation

If the prior responses indicated there was a certain saturation of diversity information, the respondents viewed this statement quite differently. The majority of respondents believed that the topic of diversity should be included during new employee orientation. Non-White employees agreeing at 83% and White respondents agreeing at 78% and Disabled respondents agreed at 67% that the topic of diversity should be included during orientation.



However, compared with other questions, there were a fair number of respondents who did not have an opinion or who did not respond. This may in part be due to the fact that most respondents are seasoned employees who are disconnected from the orientation process.

Discussion

This is the first employee survey on the topic of inclusion and diversity in the Town of Brookline's workforce; if not the first employee survey ever of Town employees (non-school). Therefore, there are a number of strengths and limitations to our survey design and administration. Through this process we were able to learn ways in which we will be able to conduct future research more effectively. From our searches in the literature, it seems as though research measuring employees' views and opinions about diversity are slim. Thus, to a certain degree, our research is novel and innovative.

Though we were not able to hit our target sample size of survey respondents, the current survey was a good starting point to establish improved recruitment strategies for the future. The results of this survey need to be interpret carefully and cautiously as there are small numbers of respondents in many of the categories within the survey. Furthermore, the findings of this survey concern descriptive characteristics and therefore we are not able to draw any statistically significant conclusions from the data, only generalizations. When reading the results of this survey it is important to remember that the findings are of the respondents who completed the survey, which may or may not be exactly reflective of the employees as a whole, and that often they are the response of only one or two individuals.

In the analysis, we collapsed the number who reported that they did not have an opinion to a statement with the response with questions that had no response. In retrospect, having reviewed the data after the collapse we realized that it would have been beneficial to distinguish those who expressed that they had no opinion versus those respondents who simply did not respond. The question remains as to whether they did not have an opinion or whether

they were not comfortable expressing their true opinion or did not respond for some other reason. Additionally, we would assume that a majority of respondents answered the questions completely and honestly. A review of the written surveys reveals that most respondents answered all the questions and did so in seemingly attentive ways. Very few surveys showed evidence of thoughtlessness, such as marking a line through all statements, answering "no opinion," which is a limitation of self-administered questionnaires. This limitation could be eliminated with future research that is more qualitative, such as focus groups. The use of an incentive to take the survey was not offered to all people within the sampling frame of respondents. Thus, selection bias may be introduced because those who were not offered an incentive but still chose to take the survey may be somehow inherently different than those who were offered an incentive but did not take the survey; and vice versa.

There are some statements in the survey, which we did not report on, e.g., I feel welcome at my worksite. This decision was made by the collaboration of people reviewing the results because the information did not seem as relevant to the objectives of the survey as we had thought during the design process. Additionally, not all demographic variables surveyed are reported on. For example, respondents had the option to select "bisexual, "transgender," or "Native American/Pacific Islander" origin, but we did not expand on these statistics, as the responses did not exist or the results were not interpretable. Note that all questions asked and all demographic variable options are included in a table of the overall findings.

In future surveys, we will collaborate with a greater number of people who specialize in surveys to get input and opinions about whether survey questions and answers provide information measuring what the survey is designed to measure. For some of the questions it is clear to the authors of the survey, having reviewed the data that some statements could have been broken down to two, three or even four different statements in order to better understand the underlying assumptions or issues of the respondents' responses.

Conclusion

The results of this first-ever employee survey were good in that 23% of the employee population participated. The respondents of the survey overwhelmingly believed that employees should try to recognize and respect individual differences. This fact alone provides for a strong foundation upon which any diversity and inclusion initiatives can be based.

We are All Different. This willingness to accommodate personal differences is perhaps best reflected in one statement where 94% of respondents agreed, "We should learn to appreciate and respect our individual differences." This is a powerful statement for which a large majority agreed. Respondents also agreed that they should take steps to be considerate of individual differences, where 88% agreed that we should choose our spoken words carefully so that others are not offended. Finally, an optimistic 85% of respondents believed that people who have different ideas and opinions can work well together. If the Town begins its diversity and inclusion initiatives with the simple objective of ensuring that all employees treat co-workers and citizens professionally and with respect, and 94% of employees already have a fundamental belief that the workforce should learn to appreciate and respect individual differences, then our work is already half done.

The finding that respondents believe individual differences must be respected is further underscored by the responses concerning how employees in the protected classes are treated. The majority of respondents believed that both they themselves and others were treated fairly

and with respect with regard to their gender, age, race/ethnicity, sexual orientation, religion and disability. As regards to diversity and inclusion efforts, 76% of respondents believed the topic of diversity should be included in employee orientation and 82% of respondents believe the Town is committed to diversity and inclusion among its employees.

The Starting Line. The "April 2012 Employee Survey on Inclusion and Diversity in the Workplace" was the first of its kind at the Town of Brookline. The survey's specific goal was to create a starting point from which the Town of Brookline can begin to move toward dynamic diversity and inclusion initiatives. More simply stated, we had to begin somewhere and this survey helped define a starting point. The results described below are encouraging if they reflect what employees actually believe because it provides a strong foundation upon which to build Inclusions and Diversity initiatives.

Recognizing this solid base is critical as responses to some key statements indicate that there is still work to be done. We found a good deal of variability among the respondents when they were asked to respond to specific questions regarding discrimination and diversity in the workplace. Part of the divergence in opinions could be due to the fact that there currently are no commonly accepted definitions of diversity and discrimination in the workforce. Individuals view these topics differently. Some of the divergence would be diminished if we provided education and developed and defined commonly agreed upon terms of these often emotionally charged words and ideas.

Subsequent surveys with better crafted questions will enable us to determine where exactly we can put our resources to achieve our diversity and inclusion goals. Such initiatives should dovetail with the business objectives of the Town of Brookline.

Talking the Talk. About 74% of respondents believed it is okay to talk about discrimination in the workplace and about the same number of respondents, 71%, reported they were comfortable speaking with their supervisor about discrimination. Since supervisors are on the frontline for workplace issues, it is particularly important that employees feel comfortable speaking with a supervisor or another person of authority about potential discrimination. During the fall of 2010, supervisors underwent specific training by the Massachusetts Commission Against Discrimination and they are uniquely qualified to address discrimination issues under the Town's newly revised Anti-discrimination policy. One goal of any diversity and inclusion initiative is to provide a constructive dialogue about diversity, inclusion and our richly different experiences, perceptions, opinions and views that we have. Employees must feel comfortable discussing discrimination as well, and should have a known and comfortable venue in which they can discuss difficult subjects when differences inevitably arise. The Policy against Discrimination, Sexual Harassment and Retaliation provides a straight forward reporting structure but employees have to be aware of the policy and be comfortable using it. We would expect the percentage of respondents who are comfortable discussing discrimination in the workplace will increase in subsequent surveys if there is more employee education and involvement in developing and participating in ongoing inclusion and diversity initiatives.

Discrimination and Job Performance. Perhaps most curious was the response to the statement, "I think discrimination in the workplace affects my job performance." Respondents were equally divided in either agreeing or disagreeing with the statement. In fact, nearly equal percentages strongly agreed or disagreed with the statement (22% strongly agreed and 25% strongly disagreed). A good portion of respondents had no opinion or did not respond (13%). Responses varied among the White and Non-White respondents. While 38.82% of White respondents agreed with the statement, 86% of Non-White respondents agreed with the statement, "I think discrimination in the workplace affects my job performance." This effect was

not seen among the Heterosexual and Homosexual, among the younger and older respondents, or the disabled and non-disabled. The differing responses occurred with race/ethnicity, leaving the authors to speculate that most often when people think of discrimination they think of racial discrimination.

As the pool of respondents is small and the survey is descriptive by nature, it is not possible to make sound conclusions regarding why the respondents answered these questions in the manner that they did. There is a possibility that some of the Non-White respondents had experienced discrimination themselves, whether on the job or otherwise, and acknowledged that it affected their work performance. White respondents may not have had similar experiences and do not believe that discrimination would affect their job performance, particularly if they did not believe it occurs on the job.

Upon reflection of this statement, we decided that it should have been asked differently. It does not distinguish whether the respondent is reporting on hypothetical instances of discrimination (the intended meaning) or actual discrimination (an alternative interpretation). Depending on an individual's view of the statement, the response to the question could vary widely. Additional work must be done to restate these questions in a manner that, first and foremost, asks respondents whether they have experienced or encountered any discrimination in the workplace. This is a critical piece of information that we should try to extract.

It is important to consider that the majority of respondents indicated that they believed that they and their co-workers were treated fairly and with respect as to the protected classes. Further, a majority reported that they would report discrimination if they witnessed it. However, there is no doubt that there are a wide variety of opinions and views on this matter. It is likely that the variability we see in the results of this question regarding discrimination and job performance is due to the fact that the question left some ambiguity to its meaning. We need to do more work to understand this variability. Better questions asking whether respondents believe there is discrimination in the workplace, which groups are the victims of discrimination, and how work performance is impacted are needed.

I've got your back. Another interesting outcome is the way in which respondents responded to the statement "if others were discriminated against, I would report it" versus the statement, "If I was discriminated against, I would report it" (74% self/78% others).

Respondents' reports on these two questions were more dissimilar than expected. More respondents agreed with the statement, "If I knew others were discriminated against at work, I would report it," than the statement, "If I was discriminated against at work I would report it." Interestingly, the responses were similar for White and Non-White whether they were discriminated against themselves or if they knew others were discriminated against (I statement: 76% of White/74% of Non-White respondents and Others: 80% of White/78% of Non-White respondents).

We cannot necessarily draw a conclusion from this difference as the differences in the responses are only about 4% but the difference was consistent across all groups for these two statements. Throughout the survey, respondents generally reported that they believed they were treated more fairly than others, across nearly every protect class question. Therefore, more work should be done to try to determine whether there is any real difference among these two tendencies to report or not report discrimination. And if so, are there any perceived barriers to reporting discrimination.

Diversity Again? The authors of the survey thought it was important to understand how much employees currently hear about diversity and inclusion issues. It is important to establish whether there is a saturation point that has already occurred. The question developed for this survey was simple in that it asked respondents to respond to the statement, "I am tired of hearing, reading and/or learning about diversity." They did respond, with a near 50/50 split of those agreeing and those disagreeing with the statement. Much more work needs to be done to determine where respondents are hearing, reading, learning about diversity and what is the information they are receiving. Again, the respondents overwhelming believe it was important to be respectful of others' differences and that it was important to choose your words carefully so as not to offend and that people with different views can work together. Therefore, it appears that this is not a workforce that is unwilling to recognize and respect individual differences. However, the diversity and inclusion initiatives must be framed appropriately so that employees do not feel like they are hearing the same old drone about diversity, whatever that may be. Diversity initiatives must be comprehensive and meaningful to the employees work environment and experience, not an off the shelf cookie-cutter product.

The survey revealed some pleasant surprises but also raised many more questions that must be explored and investigated. With that said, there was sufficient information gleaned from the survey that will allow the Town's Leadership to move forward with some diversity and inclusion initiatives among its employees.

Recommendation

The Town of Brookline believes a workplace that attracts and retains diverse personnel will allow it to serve its citizenry more creatively, strategically, and productively. Successful inclusion and diversity initiatives will ensure these objectives, goals and priorities are achieved and maintained. Much work has been done with the Town of Brookline leadership, raising awareness and establishing diversity and inclusion as important business objectives. Attention must now be directed toward its employee base, as it is critical that those who provide services and shape the policies and programs of the Town share those goals and values of creating a workforce that is inclusive and diverse. Furthermore, it is important that the employees and frontline supervisors are brought into the process of establishing a common understanding and a mutual acceptance of Town diversity and inclusion goals. This will ensure that diversity and inclusion priorities are integral components of the Town's overall business objective, providing a high level of governmental services to its citizenry.

To put in place successful strategies that are realized and sustained The Town of Brookline should seek initiatives that:

- Broaden acceptance and appreciation of diverse people, beliefs and life styles;
- Acknowledges employees for their diverse experiences, backgrounds, and perspectives that they bring to the workplace;
- Value employees for the contributions that they make to enrich and enhance the Town of Brookline; and
- Ensure citizens feel welcomed and respected when dealing with the Town.

Employee Involvement in Defining Diversity. The employee survey on Diversity and Inclusion was a critical first step in trying to understand whether employees believe they

are treated fairly with regard to their race/ethnicity, gender, age, disability, religion, and sexual orientation, and whether employees value and respect these same goals of diversity and inclusion. A major revelation of the survey is that more work needs to be done in not only finding common understandings of the terms diversity, inclusion and discrimination, but in defining and educating employees on the Town's diversity and inclusion goals.

Regular Employee Surveys with Better Input and Better Data. At a minimum, more work needs to be done with a follow up survey to explore the underlying assumptions and opinions that support the responses of the current survey. Subsequent surveys should be drafted in consultation with experts who can help tailor the survey instrument to gather the specific information we seek to understand. Both the Town leadership and its employees should be involved in determining what areas we should be investigating and exploring.

The authors of the survey felt it is important to discuss the survey results with employees and to have them talk openly about what they believe the survey reveals or fails to reveal. Those discussions should be used to develop subsequent surveys with an overall goal of setting priorities for allocating resources that will allow the Town to best achieve our overall goal of increasing diversity within the Town of Brookline workforce.

Future questions should include some basic information that we did not gather such as general job satisfaction, years of service and education level and should also explore areas of perceived unfair treatment or discrimination on the job and definitions or understandings of diversity and inclusion. Again, employees should be involved in the development of the survey, at least at the preliminary stage, to ensure we are capturing information the employees believe is relevant and necessary to support and promote diversity and inclusion initiatives. Ultimately, the employee and leader groups should have an opportunity to meet and review objectives to ensure that they are sufficiently aligned.

Develop Employee Focus and Discussion Groups The Town should encourage as many employees as possible to participate in employee focus or discussion groups. Groups should be comprised of a cross-section of employees across departments, job categories and protected classes. They should be of a sufficient size to have dynamic discussions but not so large as to be unworkable. A group of six to eight employees is probably the appropriate size.

A focus group that works on the survey review and development would be an excellent first exercise in using such an employee group. The group should be comprised of the same individuals for continuity of discussion regarding the survey but additional opportunities should be available for a regular use of such groups. The groups should meet with specific agendas that are tied to the over goal of developing and sustaining broad-based diversity and inclusion initiatives.

Ongoing Education and Training. Educating employee of the Massachusetts discrimination laws, similar to what the Supervisors received, is a good starting point to give employees a solid understanding of their rights and responsibilities in the workplace. Providing consistent education on the state law will also improve communication and understanding as terms and concepts will be defined allowing employees and supervisors to discuss these sensitive topics within a common framework. Once the parameters of the law are understood, it is also important to provide training on how to apply the rights and responsibilities in the workplace.

Once the basic understanding of the law is provided and understood, the Town needs to raise awareness of its objectives in promoting diversity and inclusion. As the workforce becomes more

familiar with the terms and concepts underlying the Town's objectives, they will begin to apply those ideas to their own job duties and work site.

The survey revealed that a large majority of respondents believed that:

- Each one of us should choose our spoken words carefully so that we do not offend others,
- We should learn to appreciate and respect our individual differences, and
- People who have different ideas and opinions can work well together.

These are perhaps the most important findings, as they provides a strong foundation upon which the Town of Brookline can be an even more inclusive and diverse workplace. Coupled with education and training the foundation becomes fortified and any initiatives are more likely to be valued, accepted and sustained.

Although it can be difficult to coordinate such training for a large number of employees, the Human Resources Office should work with the various departments to develop ways to train personnel in a predictable training cycle. Other resources for ongoing training should also be developed such as web-based seminars, brown bag lunches and distribution of written materials. Particular attention should be taken to present the information in an innovated fashion that does not lead to the employees feeling saturated with the material.

Promote Ongoing Dialogue. Work must be done to reach out to employees one on one to allow them to bring their experiences forward in a safe and constructive way. Although the Town's Policy Against Discrimination, Sexual Harassment and Retaliation has a mechanism for employees to report suspected discrimination, sexual harassment and retaliation it does not foster open discussion and dialogue as it is developed as an investigatory mechanism. The adoption of a discussion group or a series of brown bag lunch opportunities with a facilitator may be an excellent way to further such discussions. The development of Affinity groups where employees who identify with similar protected classes gather for discussion or exploration of common themes may be supported if employees believe such groups are important. These discussion and groups should reveal additional, more comprehensive initiatives that will further support diversity and inclusion both among the workforce and in the workplace.

Expand the Applicant Pool for Leadership positions. The survey results were mixed regarding whether the Town should increase its efforts to create a more diverse senior management staff. However, it is imperative that there is more diversity in the applicant pools for the senior management positions, across all categories surveyed. Our earlier discussions with Department Heads indicate that the senior administration views this as a worthy objective. Therefore, more work needs to be done to establish regular processes for recruitment, to broaden relationships with other organizations, and to expand collaborative initiatives with other municipalities with similar goals. It is likewise important for similar efforts to be done with the boards, commissions and subcommittees whenever possible.

Summary. Although the ground work on diversity and inclusion has been laid for the Town's leadership, additional work needs to be done with employees. The employee survey was an excellent first step to raising awareness regarding diversity and inclusion. However, employees need to be given a voice and provided input to help the Town develop effective diversity and inclusion initiatives that align with the Town's business objective of providing superior services to a diverse community. The use of employee focus groups to help define priorities and to draft future surveys is a good second step. Ongoing education is needed on the underlying state and federal laws as well as the Town's overall objectives.

Appendix E

Department of Justice, EEOP Short Form, Town of Brookline

EEOP Short Form

Mon Jun 18 10:49:50 EDT 2012

Step 1: Introductory Information

Grant Title:	2011 Edward Byrne Memorial Justice Assistance Grant	**Grant Number:**	2011-DJ-BX
Grantee Name:	Norfolk County Disparate Communities (Fiscal Agent Randolph PD)	**Award Amount:**	$13,981.00
Grantee Type:	Local Government Agency		
Address:	41 South Main Street Randolph, Massachusetts 02368		
Contact Person:	Melissa McCormick	**Telephone #:**	781-963-1212
Contact Address:	41 South Main Street Randolph, Massachusetts 02368		
State Granting Agency:	USDOJ	**Grant Number:**	2011-DJ-BX
Contact Name:	Brenda Worthington		
Contact Address:			
Telephone #:	202-354-4013-57844		

Grant Title:	2010 Edward Byrne Memorial Justice Assistance Grant	**Grant Number:**	2010-DJ-BX-0530
Grantee Name:	Norfolk County via Town of Brookline as Fiscal Agent	**Award Amount:**	$29,862.00
Grantee Type:	Local Government Agency		
Address:	350 Washington Street Brookline, Massachusetts 02445		
Contact Person:	Officer Casey Hatchett	**Telephone #:**	617-730-2734
Contact Address:	BPD, 350 Washington Stret Brookline, Massachusetts 02445		
DOJ Grant Manager:	Brenda Worthington	**DOJ Telephone #:**	202-354-4013-57844

Grant Title:	2009 Edward Byrne Memorial Just Assistance Grant Program	**Grant Number:**	2009-DJ-BX-0815
Grantee Name:	Norfolk County (Brookline as Fiscal	**Award Amount:**	$32,387.00

	Agent)		
Grantee Type:	Local Government Agency		
Address:	BPD, 350 Washington Street Brookline, Massachusetts 02445		
Contact Person:	Officer Casey Hatchett	**Telephone #:**	617-730-2734
Contact Address:	BPD, 350 Washington Street Brookline, Massachusetts 02445		
DOJ Grant Manager:	Brenda Worthington	**DOJ Telephone #:**	202-354-7844

Grant Title:	2009 ARRA Edward Byrne Memorial Justice Assistance Grant	**Grant Number:**	2009-DJ-BX-ARRA
Grantee Name:	Norfolk County (Quincy PD is Fiscal Agent)	**Award Amount:**	$86,749.00
Grantee Type:	Local Government Agency		
Address:	QPD, One Sea Street Quincy, Massachusetts 02169		
Contact Person:	Officer Christine Hurton	**Telephone #:**	617-479-1212
Contact Address:	One Sea Street Quincy, Massachusetts 02169		
DOJ Grant Manager:	Brenda Worthington	**DOJ Telephone #:**	202-305-7844

Policy Statement:

The Town of Brookline is proud of its tradition of congenial, respectful, professional relationships among its employees and its citizens and is committed to ensuring that these relationships remain cordial, respectful, inclusive and free of bias and prejudice. The Town of Brookline is committed to ensuring equitable participation for individuals of all backgrounds in all of its daily operations, consistent with state and federal civil rights laws. Consistent with these laws, the Town prohibits discrimination, sexual harassment and retaliation by or against its employees.

To achieve our goal of providing a workplace that is professional, diverse and inclusive, the Town of Brookline has zero tolerance for discrimination, sexual harassment and retaliation, and when reported, it will take prompt, appropriate steps to investigate and, where found to exist, eliminate the conduct and impose any necessary corrective action, including significant disciplinary action.

Step 4b: Narrative Underutilization Analysis

Brookline Police Department recognizes that there is an underrepresentation of women (including Hispanic/Latino) in its sworn workforce with a -24% for white females and a -6% for Hispanic/Latino females. Nationally, women comprise roughly 10% of the total police workforce and the Brookline Police Department has 11% women. The Department has just hired two women who will start the Police Academy in June 2012. With these additional two female officers, we anticipate that our underrepresentation will be lessened. Additionally, the Department will continue its efforts to recruit an retain female sworn officers to improve their representation within the Department.

Step 5 & 6: Objectives and Steps

1. Our objective is to recruit more women (including Hispanic/Latino women) when our organization fills sworn officer vacancies.

a. To recruit more White and Hispanic/Latino female sworn officers actively through social media, community outreach, advertising, career fairs and word of mouth. The Department participates in career fairs at Metro-Boston area colleges and universities, such as Roxbury Community College, Boston College, Suffolk University, Northeastern University as well as at Brookline High School.

b. The Chief of Police shall designate an officer, who will assume the responsibilities of Recruitment Coordinator. This officer shall be encouraged to gain knowledge in personnel matters, especially as they relate to Equal Employment Opportunity and Affirmative Action.

Step 7a: Internal Dissemination

1. The Brookline Police Department will disseminate the EEOP Short Form through its internal email system.
2. The Brookline Police Department will store the EEOP Short Form in a file on its internal email system for easy access at any time for all its employees.

Step 7b: External Dissemination

The Brookline Police Department will disseminate our EEOP Short Form on the Department's Website (www.brooklinema.gov/police) and also provide to the Town Administrator, Human Resources Director and Human Relations Resource Director.

Utilization Analysis Chart

Relevant Labor Market: Brookline town, Massachusetts

Job Categories	Male							Female						
	White	Hispanic or Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Hispanic or Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races
Officials/Administrators														
Workforce #/%	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/
CLS #/%	2,995/43%	60/1%	45/1%	0/0%	385/6%	0/0%	25/0%	2,975/43%	140/2%	65/1%	0/0%	250/4%	0/0%	40/1%
Utilization #/%														
Professionals														
Workforce #/%	1/100%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%
CLS #/%	6,700/40%	170/1%	105/1%	0/0%	1,075/6%	0/0%	145/1%	6,865/41%	265/2%	130/1%	0/0%	1,105/7%	0/0%	55/0%
Utilization #/%	60%	-1%	-1%	0%	-6%	0%	-1%	-41%	-2%	-1%	0%	-7%	0%	-0%
Technicians														
Workforce #/%	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/
CLS #/%	190/33%	0/0%	10/2%	0/0%	45/8%	0/0%	0/0%	210/37%	15/3%	20/4%	0/0%	80/14%	0/0%	0/0%
Utilization #/%														
Protective Services: Sworn-Officials														
Workforce #/%	30/94%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	2/6%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%
CLS #/%	95/62%	0/0%	15/10%	0/0%	10/6%	0/0%	10/6%	20/13%	4/3%	0/0%	0/0%	0/0%	0/0%	0/0%
Utilization #/%	32%	0%	-10%	0%	-6%	0%	-6%	-7%	-3%	0%	0%	0%	0%	0%
Protective Services: Sworn-Patrol Officers														
Workforce #/%	64/71%	3/3%	5/6%	0/0%	7/8%	0/0%	1/1%	9/10%	0/0%	0/0%	0/0%	0/0%	0/0%	1/1%
Civilian Labor Force #/%	265/41%	4/1%	25/4%	0/0%	35/5%	0/0%	0/0%	215/34%	40/6%	20/3%	0/0%	15/2%	0/0%	20/3%
Utilization #/%	30%	3%	2%	0%	2%	0%	1%	-24%	-6%	-3%	0%	-2%	0%	-2%
Protective Services: Non-sworn														
Workforce #/%	4/57%	1/14%	0/0%	0/0%	0/0%	0/0%	0/0%	1/14%	1/14%	0/0%	0/0%	0/0%	0/0%	0/0%
CLS #/%	4/17%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	20/83%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%
Utilization #/%	40%	14%	0%	0%	0%	0%	0%	-69%	14%	0%	0%	0%	0%	0%
Administrative Support														

Job Categories	Male							Female						
	White	Hispanic or Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Hispanic or Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races
Workforce #/%	10/38%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	14/54%	1/4%	0/0%	0/0%	1/4%	0/0%	0/0%
CLS #/%	1,880/32%	90/2%	40/1%	0/0%	185/3%	0/0%	35/1%	2,845/48%	100/2%	120/2%	10/0%	510/9%	0/0%	80/1%
Utilization #/%	7%	-2%	-1%	0%	-3%	0%	-1%	6%	2%	-2%	-0%	-5%	0%	-1%
Skilled Craft														
Workforce #/%	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/	0/
CLS #/%	260/62%	0/0%	4/1%	0/0%	45/11%	10/2%	0/0%	60/14%	0/0%	15/4%	0/0%	25/6%	0/0%	0/0%
Utilization #/%														
Service/Maintenance														
Workforce #/%	11/38%	0/0%	1/3%	0/0%	0/0%	0/0%	0/0%	14/48%	0/0%	2/7%	0/0%	1/3%	0/0%	0/0%
CLS #/%	905/31%	44/1%	65/2%	0/0%	295/10%	0/0%	55/2%	1,095/37%	120/4%	90/3%	0/0%	210/7%	0/0%	55/2%
Utilization #/%	7%	-1%	1%	0%	-10%	0%	-2%	11%	-4%	4%	0%	-4%	0%	-2%

Significant Underutilization Chart

Job Categories	Male							Female						
	White	Hispanic or Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Hispanic or Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races
Protective Services: Sworn-Patrol Officers								✓	✓					

Law Enforcement Category Rank Chart

Job Categories	Male							Female						
	White	Hispanic or Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Hispanic or Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More Races
Sergeant														
Workforce #/%	15/94%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	1/6%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%
Captain														
Workforce #/%	4/100%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%
Lieutenant														
Workforce #/%	9/90%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	1/10%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%
Superintendent														
Workforce #/%	1/100%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%
Chief														
Workforce #/%	1/100%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%	0/0%
Protective Services: Sworn-Patrol Officers														
Workforce #/%	64/71%	3/3%	5/6%	0/8%	7/8%	0/0%	1/1%	9/10%	0/0%	0/0%	0/0%	0/0%	0/0%	1/1%

I understand the regulatory obligation under 28 C.F.R. § 42.301-.308 to collect and maintain extensive employment data by race, national origin, and sex, even though our organization may not use all of this data in completing the EEOP Short Form.

I have reviewed the foregoing EEOP Short Form and certify the accuracy of the reported workforce data and our organization's employment policies.

David C. Shea	Chief of Police	7/26/12
[signature]	[title]	[date]

Appendix F

2010-2015, Diversity and Inclusion Strategic Plan

Have you ever considered a career as a **Brookline Police Officer?**

This year the exam will be held on April 20, 2013 and the **application deadline is March 18, 2013**. You can apply for this exam by visiting the civil service website at www.mass.gov/hrd

If you want to be a police officer in Brookline and have questions about the hiring process, please join us during one of the two informational sessions to be held in the **Community Room at Brookline Public Safety Headquarters:**

Saturday February 23rd
10:30 AM

Wednesday March 6th
4:00 PM

If you are unable to make either session but would like more information, please contact Brookline Police Detective Sergeant Chris Malinn at (617) 730-2240.