# DIVERSITY, EQUITY AND INCLUSION Assessment Report

Town of Wellesley
August 2024

Racial Equity Group

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# DEI Assessment Report Roadmap

| Introduction | DEI Mindset Framework Overview |
|---|---|
| **Executive Summary** | Key Findings |
| **DEI Commitment Score** | Pathway to Commitment |
| **Recommendations and Next Steps** | Overall Observations |
| **Appendix** | Insight Questions, Detailed Data and Methodology |

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# Introduction

On behalf of the Town of Wellesley, Racial Equity Group (REG) conducted the inaugural Diversity, Equity and Inclusion (DE&I) Audit Assessment in June 2024. The assessment was administered through a survey intended for all employees except Wellesley Public Schools personnel, who work for the Town.

The purpose of the survey was to determine the following:

❖ Establish a baseline to measure Town government's commitment to DE&I and staff's perception of that commitment;
❖ Identify more effective approaches for ensuring equal opportunity for everyone;
❖ Identify potential training needed to support staff and leadership for advancing DE&I.

DE&I for Town government is defined as:

**Diversity**: There is equitable representation of employees from different demographic groups, including race/ethnicity, gender, age, sexual orientation and other diverse backgrounds and identities. There is equitable representation of vendors and contractors, and board and committee members from different demographic groups.

**Equity**: Barriers contributing to inequities are identified and removed to promote equal opportunity within employment, purchasing and procurement, and boards and committees

**Inclusion**: Employee's perspectives and ideas are solicited, valued and respected to inform decision-making, regardless of race/ethnicity, gender, age, sexual orientation or other diverse backgrounds and identities.

The following audit assessment is a foundational component to advancing, measuring and sustaining DE&I.

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# DEI Continuum Overview

In order to provide a valid measurable benchmark of DE&I, Racial Equity Group (REG) has integrated evidenced-based best practices inside public and private sector organizations, leveraging decades of consulting experience to discover 6 observable and measurable competencies that determine an organization's level of commitment to advance DEI. **The 6 competencies include: institutional, leadership, capacity building, data and disparities, belonging and inclusion, knowledge and competence**. The cumulative results of the 6 core competencies are used to measure level of commitment to DEI relative to best practices, and ultimately identify the organization's position on the following DEI Continuum.

## DEI COMMITMENT

| 1 IMPEDES | 2 | 3 | 4 ADVANCES 5 |

### COLOR BLIND INSTITUTIONS

Avoids initiating policies and practices focused on race and ethnicity since race does not affect a person's opportunities. Race does not matter. We treat everyone the same.

### CAUTIOUS INSTITUTIONS

Hesitant to initiate policies and practices focused on race and ethnicity. Deemphasizes race in favor of more general inclusion efforts. Race matters, but we want to get it right.

### COMPLIANT INSTITUTIONS

Reactively initiates policies and practices focused on race and ethnicity, usually in response to compliance and avoiding legal and financial risks. Does not sustain initiatives, policies and practices focused on advancing Racial Equity. Race matters especially for legal implications.

### COMMITTED INSTITUTIONS

Proactively initiates policies and practices focused on race and ethnicity to equip staff at every level. Creates accountability structures to measure and monitor progress toward Racial Equity. Race matters, and data informs where to focus efforts, close disparities, and remove barriers to equal opportunity.

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# DEI Core Competency Definitions

**Institutional Commitment**: DEI is an organizational priority at an enterprise level with dedicated talent, resources, and accountability structures established to ensure effective execution and success.

**Leadership Commitment**: Manager, supervisors and leaders at the department/functional level have taken ownership of DEI by establishing goals, setting expectations, leading by example and implementing policies and practices to advance DEI.

**Capacity Building**: Measure of how well an organization establishes collaborative partnerships with external stakeholders who have a shared purpose to advance DEI.

**Data and Disparities**: Measure of how well an organization measures (collects), monitors (tracks) and manages (evaluates) data disaggregated (e.g. race/ethnicity, gender).

**Belonging and Inclusion**: Measure of employee's feelings of being valued, accepted and empowered within an organization.

**Knowledge and Competence**: Measure of employee's knowledge, skills and ability to advance DEI.

**Measurement**

Competencies were assessed based on participants level of agreement using a scale of 1 to 5 where:

1 = Strongly Disagree
2 = Somewhat Disagree
3 = Neither Disagree nor Agree
4 = Somewhat Agree
5 = Strongly Agree

## Assessment Rating Scale

1   2   3   4   5

Strongly Disagree    Neither Agree nor Disagree    Strongly Agree

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# Respondent Summary

Between May 14th 2024 and June 21st 2024, Town of Wellesley invited **500 employees** to participate in the DEI Audit Assessment.

➢ **Participation rate: 38%** (N = 192) employees who reacted to the e-mail invitation (500 invited)

➢ **Response rate: 99%** (N = 191) of those that participated (192), employees who started the assessment

- ○ 88.0% (N = 168) Valid Responses
- ○ 12.0% (N = 23) Invalid Response – too slow (1); dropped out halfway (11); < 3 subscales (5); no variance (6)

| Gender | | Sexual Orientation | |
|---|---|---|---|
| Male | 19.4 % | Lesbian | 1.8 % |
| Female | 56.7 % | Gay | 1.2 % |
| Non-binary/Gender non-conforming | 1.5 % | Bisexual | 2.4 % |
| Unknown/PNS | 22.4 % | Queer or questioning | 3.6 % |
| | | Straight (heterosexual) | 64.3 % |
| | | Other | 1.8 % |
| | | Unknown/PNS | 25.0 % |

| Race | | Age | |
|---|---|---|---|
| Asian or Asian American | 1.8 % | 18 - 24 years old | 3.0 % |
| Black or African American | 1.2 % | 25 - 34 years old | 13.7 % |
| Hispanic or Latinx (non-white) | 1.8 % | 35 - 44 years old | 12.5 % |
| Native Hawaiian or Pacific Islander | 0.6 % | 45 - 54 years old | 17.9 % |
| White, Caucasian | 70.2 % | 55 - 64 years old | 20.8 % |
| Two or more races | 3.0 % | 65 - 74 years old | 7.7 % |
| Unknown/PNS | 21.4 % | 75+ years old | 1.2 % |
| | | Unknown/PNS | 23.2 % |

Note: Demographic characteristic percentages calculated as the number in the group divided by the valid responses (N = 168); For example, 56.7% of the valid response sample was Female.
PNS = Prefer Not to Say; Unknown/PNS respondents are not included in further analyses comparing demographic groups, such as White/POC.

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# Town of Wellesley Employee Characteristics

## Job Description

| | |
|---|---|
| Executive | 4.8 % |
| Individual Contributor | 38.1 % |
| Supervisor/Manager | 24.4 % |
| Admin/Other | 9.5 % |
| Unknown/PNS | 23.2 % |

## Currently a Manager

| | |
|---|---|
| No | 60.1 % |
| Yes | 36.9 % |
| Unknown/PNS | 3.0 % |

## Primary Department

| | |
|---|---|
| Building Department | 3.0 % |
| Clerk's Office | 0.6 % |
| Comptroller/Treasurer | 0.6 % |
| Council on Aging | 1.8 % |
| Facilities and Maintenance | 3.0 % |
| Finance | 0.6 % |
| Fire Department | 5.4 % |
| Health/Human Services and Veterans | 0.6 % |
| Human Resources/Retirement | 0.6 % |
| Information Technology | 1.2 % |
| Natural Resources Commission/Recreation | 1.8 % |
| Planning | 1.8 % |
| Police Department | 4.8 % |
| Public Works | 16.7 % |
| Select Board Office | 1.8 % |
| Treasurer/Collector | 1.2 % |
| Wellesley Free Library | 25.6 % |
| Unknown/PNS | 29.2 % |

## Manager (N = 62) by Race & Gender

## Staff (N = 101) by Race & Gender
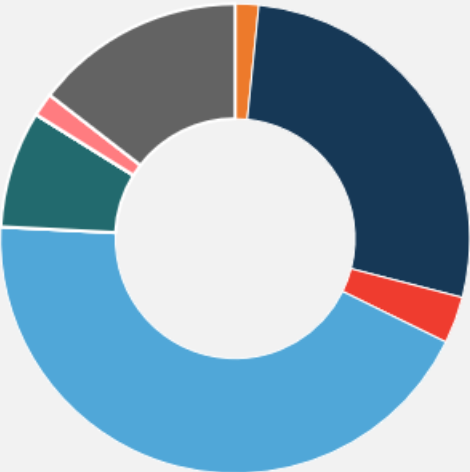
| Manager | | Staff |
|---|---|---|
| 1.6% | Women of Color | 6.9% |
| 27.4% | White Women | 48.5% |
| 3.2% | Men of Color | 2.0% |
| 43.5% | White Men | 17.8% |
| 0.0% | Women of Unknown Race | 4.0% |
| 8.1% | Men of Unknown Race | 2.0% |
| 0.0% | POC Unknown Gender | 2.0% |
| 1.6% | White Unknown Gender | 2.0% |
| 14.5% | Unknown Race and Gender | 10.9% |
| 0.0% | White Non-binary Gender | 4.0% |
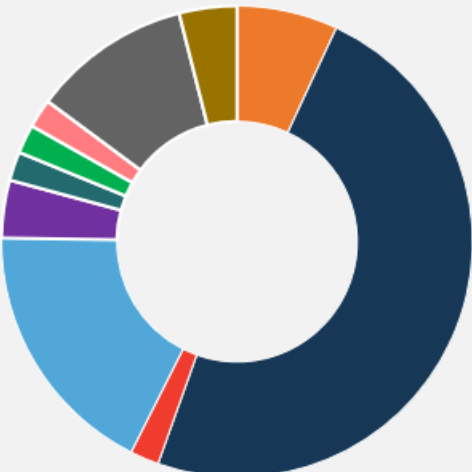
## Disability Status

| | |
|---|---|
| No | 73.9 % |
| Yes | 8.3 % |
| Unknown/PNS | 17.9 % |

Note: PNS = Prefer Not to Say; Unknown/PNS respondents are not included in further analyses comparing demographic groups, such as White/POC.

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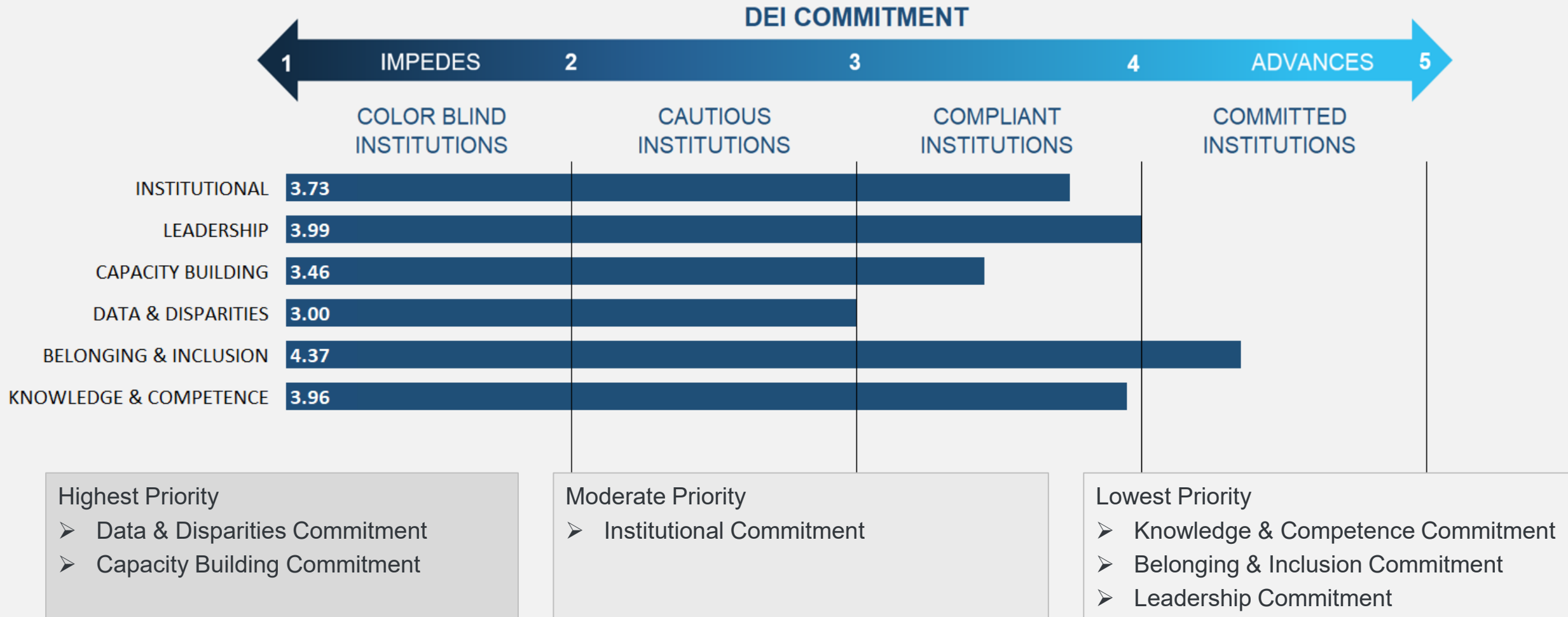
# What is our Level of DEI Commitment?

## OVERALL COMMITMENT

Town of Wellesley employees responded to 34 statements measuring the institution's strength of commitment for making DEI standard operating procedure, as well as additional requested items on diversity, equity and inclusion conversations with personal, social, and professional networks, which were not included in the continuum scoring and used for informative insights only.

The results of the aggregate responses identified Town of Wellesley on the below continuum as **compliant (see appendix continuum definitions)**.



DEI COMMITMENT

1  IMPEDES  2  3  3.86  Y1  4  ADVANCES  5

COLOR BLIND INSTITUTIONS    CAUTIOUS INSTITUTIONS    COMPLIANT INSTITUTIONS    COMMITTED INSTITUTIONS

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# What are the Aggregate Results on DEI Commitment?



**DEI COMMITMENT**

1 IMPEDES · 2 · 3 · 4 · ADVANCES 5

| | COLOR BLIND INSTITUTIONS | CAUTIOUS INSTITUTIONS | COMPLIANT INSTITUTIONS | COMMITTED INSTITUTIONS |
|---|---|---|---|---|
| INSTITUTIONAL | 3.73 | | | |
| LEADERSHIP | 3.99 | | | |
| CAPACITY BUILDING | 3.46 | | | |
| DATA & DISPARITIES | 3.00 | | | |
| BELONGING & INCLUSION | 4.37 | | | |
| KNOWLEDGE & COMPETENCE | 3.96 | | | |

**Highest Priority**
- ➢ Data & Disparities Commitment
- ➢ Capacity Building Commitment

**Moderate Priority**
- ➢ Institutional Commitment

**Lowest Priority**
- ➢ Knowledge & Competence Commitment
- ➢ Belonging & Inclusion Commitment
- ➢ Leadership Commitment

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# How Strong is DEI Commitment in each Competency?

| INSTITUTIONAL COMMITMENT | LEADERSHIP COMMITMENT | CAPACITY BUILDING COMMITMENT | DATA & DISPARITIES COMMITMENT | BELONGING & INCLUSION COMMITMENT | KNOWLEDGE & COMPETENCE COMMITMENT |
|---|---|---|---|---|---|
| 4.32 The Town of Wellesley has a written public declaration clearly stating our commitment to DEI. | 4.09 In my department, managers and leaders demonstrate a commitment to advancing DEI. | 3.40 My department often meets with diverse groups within the community to discuss the impact of Town services, decisions, projects, and programs. | 2.94 My department routinely analyzes data by demographic groups (e.g. race/ethnicity, gender) to measure equitable contracting and procurement. | 4.55 In my department I am treated like I belong. | 4.46 I understand why it's important for the Town of Wellesley to focus on DEI. |
| 4.30 A functioning DEI Committee or taskforce exists within the Town of Wellesley. | 4.35 My immediate supervisor is committed to advancing DEI. | 3.57 My department partners with other institutions and/or community organizations to advance DEI. | 3.07 My department evaluates data by demographic group (e.g. race/ethnicity, gender) to ensure equitable service delivery to all stakeholders. | 4.35 I do not need to downplay or hide how I am different to be treated like I belong. | 3.65 I can identify examples of biases during decision-making/interactions with people who are different from me. |
| 3.80 The Town of Wellesley has assigned clear accountability to an individual or function dedicated to DEI. | 3.95 Leadership in my department encourages staff to participate in DEI educational opportunities. | 3.30 I am aware of my department's plan to engage community stakeholders and partners to advance DEI. | 2.85 My department routinely uses data by demographic groups (e.g. race/ethnicity, gender) to monitor equitable practices for performance evaluations and promotions. | 4.44 I feel comfortable expressing my natural/cultural identity at work. | 4.05 I feel comfortable talking about DEI within my workplace setting. |
| 3.75 Training and development opportunities intended to build skills for implementing DEI are made available to all levels of staff in my department. | 3.71 Practices exist inside my department to ensure decisions are made on policies, services, budgets, and programs with DEI in mind. | 3.45 My department actively seeks representatives from diverse groups within the community to serve on boards, committees, and commissions. | 2.75 During budget and resource allocation planning, my department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to ensure DEI. | 4.48 I am able to influence decisions that affect my work, projects, and program service areas. | 3.95 I understand what DEI looks like in daily operations, service delivery, policies, practices, and programs. |
| 3.23 Performance evaluations for managers and senior leadership in my department include clear DEI expectations and goals. | 4.05 All employees in my department have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases. | 3.52 Diverse stakeholders are actively solicited to provide input during department planning, decision-making on Town services, programs and projects. | 3.00 My department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to measure equitable practices for recruitment and hiring. | 4.30 I am often invited to voice my opinion in meetings where important decisions are made. | 3.81 I have a clear understanding of what it means to advance DEI within the Town of Wellesley. |
| 2.92 My department has established DEI goals, scorecards and indicators of performance and progress. | 3.70 Department leaders are held accountable for improving DEI. | | | 4.08 Mentoring and coaching are available to me. | 3.81 I understand how my role, tasks and projects are aligned to DEI. |

| Low Commitment (< 3.00) | Moderate Commitment (3.00 - 3.74) | High Commitment (≥ 3.75) |
|---|---|---|

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# Is there Race and Ethnicity Consensus in each Competency?

| INSTITUTIONAL COMMITMENT | LEADERSHIP COMMITMENT | CAPACITY BUILDING COMMITMENT | DATA & DISPARITIES COMMITMENT | BELONGING & INCLUSION COMMITMENT | KNOWLEDGE & COMPETENCE COMMITMENT |
|---|---|---|---|---|---|
| 0.58 The Town of Wellesley has a written public declaration clearly stating our commitment to DEI. | 0.65 In my department, managers and leaders demonstrate a commitment to advancing DEI. | 0.63 My department often meets with diverse groups within the community to discuss the impact of Town services, decisions, projects, and programs. | 0.75 My department routinely analyzes data by demographic groups (e.g. race/ethnicity, gender) to measure equitable contracting and procurement. | 0.27 In my department I am treated like I belong. | 0.20 I understand why it's important for the Town of Wellesley to focus on DEI. |
| 0.80 A functioning DEI Committee or taskforce exists within the Town of Wellesley. | 0.20 My immediate supervisor is committed to advancing DEI. | 0.77 My department partners with other institutions and/or community organizations to advance DEI. | 0.56 My department evaluates data by demographic group (e.g. race/ethnicity, gender) to ensure equitable service delivery to all stakeholders. | 0.66 I do not need to downplay or hide how I am different to be treated like I belong. | 0.85 I can identify examples of biases during decision-making/interactions with people who are different from me. |
| 0.73 The Town of Wellesley has assigned clear accountability to an individual or function dedicated to DEI. | 0.35 Leadership in my department encourages staff to participate in DEI educational opportunities. | 0.88 I am aware of my department's plan to engage community stakeholders and partners to advance DEI. | 0.46 My department routinely uses data by demographic groups (e.g. race/ethnicity, gender) to monitor equitable practices for performance evaluations and promotions. | 0.75 I feel comfortable expressing my natural/cultural identity at work. | 0.30 I feel comfortable talking about DEI within my workplace setting. |
| 0.68 Training and development opportunities intended to build skills for implementing DEI are made available to all levels of staff in my department. | 0.72 Practices exist inside my department to ensure decisions are made on policies, services, budgets, and programs with DEI in mind. | 0.71 My department actively seeks representatives from diverse groups within the community to serve on boards, committees, and commissions. | 0.00 During budget and resource allocation planning, my department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to ensure DEI. | 0.17 I am able to influence decisions that affect my work, projects, and program service areas. | 0.65 I understand what DEI looks like in daily operations, service delivery, policies, practices, and programs. |
| 0.54 Performance evaluations for managers and senior leadership in my department include clear DEI expectations and goals. | 0.68 All employees in my department have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases. | 0.84 Diverse stakeholders are actively solicited to provide input during department planning, decision-making on Town services, programs and projects. | 0.56 My department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to measure equitable practices for recruitment and hiring. | 0.19 I am often invited to voice my opinion in meetings where important decisions are made. | 0.24 I have a clear understanding of what it means to advance DEI within the Town of Wellesley. |
| 0.15 My department has established DEI goals, scorecards and indicators of performance and progress. | 0.70 Department leaders are held accountable for improving DEI. | | | 0.66 Mentoring and coaching are available to me. | 0.04 I understand how my role, tasks and projects are aligned to DEI. |

**Race Scores Different** difference ≥ .500, $p < .01$

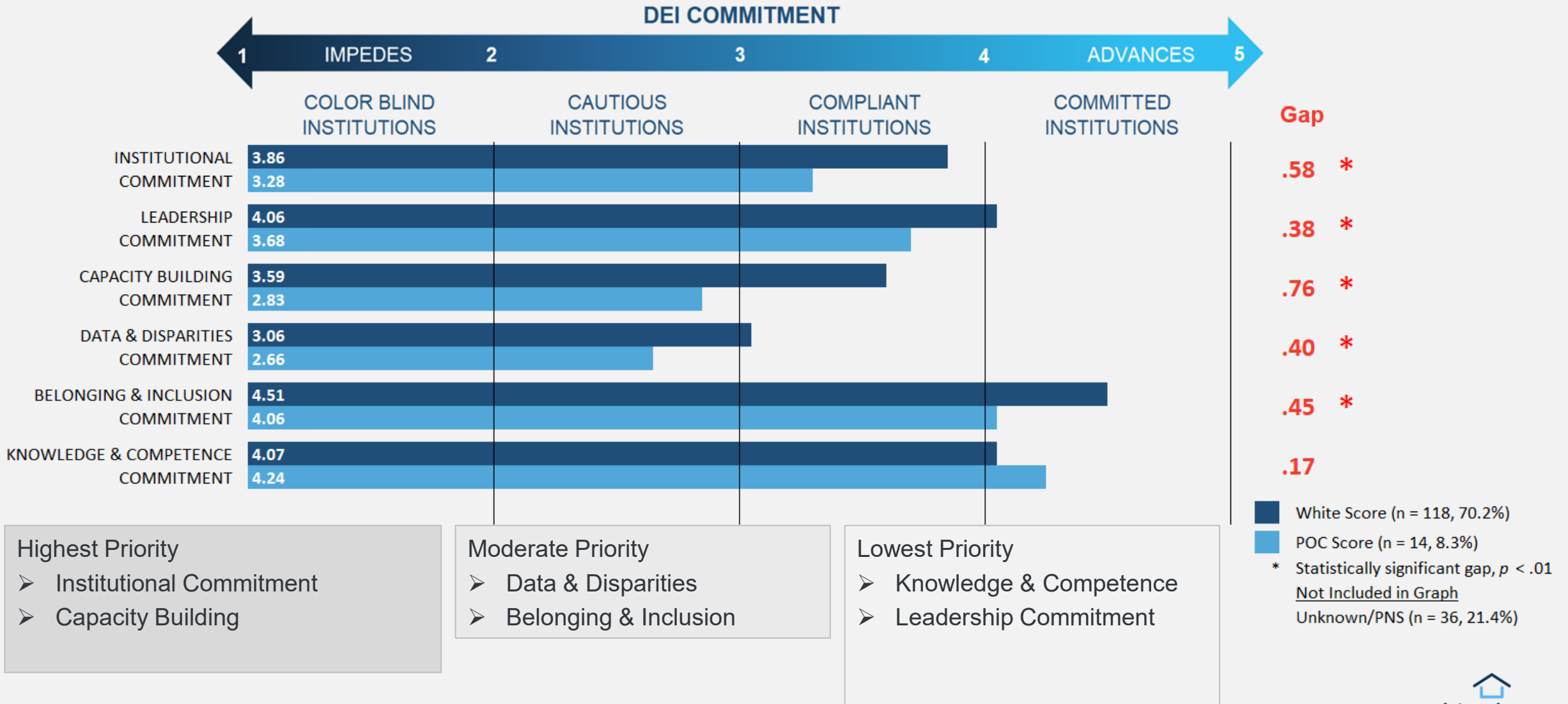**Race Scores Marginal** difference .300 - .500, $p < .1$

**Race Scores Similar** difference < .300, $p > .01$

See Appendix for DEI Commitment (REC) Levels Scoring & Weighting

| Low Commitment (< 3.00) | Moderate Commitment (3.00 - 3.74) | High Commitment (≥ 3.75) |
|---|---|---|

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# White and People of Color (POC) Consensus on DEI Commitment



**DEI COMMITMENT**

| 1 IMPEDES | 2 | 3 | 4 ADVANCES | 5 |
|---|---|---|---|---|
| COLOR BLIND INSTITUTIONS | CAUTIOUS INSTITUTIONS | COMPLIANT INSTITUTIONS | COMMITTED INSTITUTIONS | |

**Gap**

| Category | White Score | POC Score | Gap | |
|---|---|---|---|---|
| INSTITUTIONAL COMMITMENT | 3.86 | 3.28 | .58 | * |
| LEADERSHIP COMMITMENT | 4.06 | 3.68 | .38 | * |
| CAPACITY BUILDING COMMITMENT | 3.59 | 2.83 | .76 | * |
| DATA & DISPARITIES COMMITMENT | 3.06 | 2.66 | .40 | * |
| BELONGING & INCLUSION COMMITMENT | 4.51 | 4.06 | .45 | * |
| KNOWLEDGE & COMPETENCE COMMITMENT | 4.07 | 4.24 | .17 | |

**Highest Priority**
- ➤ Institutional Commitment
- ➤ Capacity Building

**Moderate Priority**
- ➤ Data & Disparities
- ➤ Belonging & Inclusion

**Lowest Priority**
- ➤ Knowledge & Competence
- ➤ Leadership Commitment

Legend:
- White Score (n = 118, 70.2%)
- POC Score (n = 14, 8.3%)
- * Statistically significant gap, $p < .01$
  Not Included in Graph
  Unknown/PNS (n = 36, 21.4%)

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# Is there Race and Ethnicity Consensus in Institutional Commitment?

## INSTITUTIONAL COMMITMENT

**4.32** The Town of Wellesley has a written public declaration clearly stating our commitment to DEI.

**4.30** A functioning DEI Committee or taskforce exists within the Town of Wellesley.

**3.80** The Town of Wellesley has assigned clear accountability to an individual or function dedicated to DEI.

**3.75** Training and development opportunities intended to build skills for implementing DEI are made available to all levels of staff in my department.

**3.23** Performance evaluations for managers and senior leadership in my department include clear DEI expectations and goals.

**2.92** My department has established DEI goals, scorecards and indicators of performance and progress.

## INSTITUTIONAL COMMITMENT

**0.58** The Town of Wellesley has a written public declaration clearly stating our commitment to DEI.

**0.80** A functioning DEI Committee or taskforce exists within the Town of Wellesley.

**0.73** The Town of Wellesley has assigned clear accountability to an individual or function dedicated to DEI.

**0.68** Training and development opportunities intended to build skills for implementing DEI are made available to all levels of staff in my department.

**0.54** Performance evaluations for managers and senior leadership in my department include clear DEI expectations and goals.

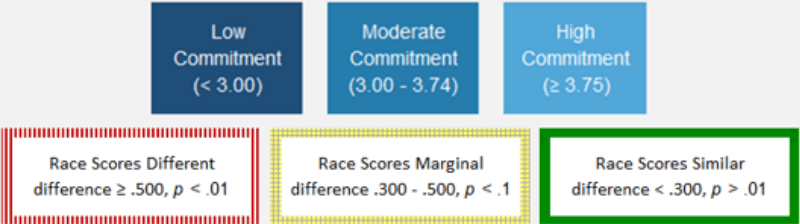**0.15** My department has established DEI goals, scorecards and indicators of performance and progress.

**Institutional Commitment**: DEI is an organizational priority at an enterprise level with dedicated talent, resources, and accountability structures established to ensure effective execution and success.

| Low Commitment (< 3.00) | Moderate Commitment (3.00 - 3.74) | High Commitment (≥ 3.75) |

| Race Scores Different difference ≥ .500, $p < .01$ | Race Scores Marginal difference .300 - .500, $p < .1$ | Race Scores Similar difference < .300, $p > .01$ |

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# Is there Race and Ethnicity Consensus in Leadership Commitment?

| LEADERSHIP COMMITMENT | |
|---|---|
| 4.09 | In my department, managers and leaders demonstrate a commitment to advancing DEI. |
| 4.35 | My immediate supervisor is committed to advancing DEI. |
| 3.95 | Leadership in my department encourages staff to participate in DEI educational opportunities. |
| 3.71 | Practices exist inside my department to ensure decisions are made on policies, services, budgets, and programs with DEI in mind. |
| 4.05 | All employees in my department have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases. |
| 3.70 | Department leaders are held accountable for improving DEI. |

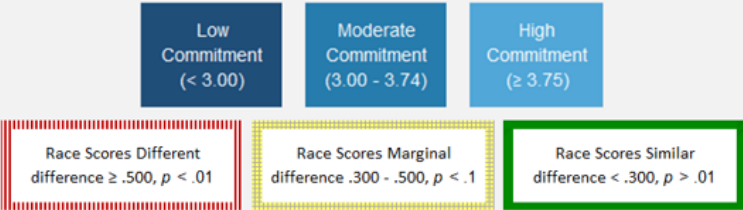| LEADERSHIP COMMITMENT | |
|---|---|
| 0.65 | In my department, managers and leaders demonstrate a commitment to advancing DEI. |
| 0.20 | My immediate supervisor is committed to advancing DEI. |
| 0.35 | Leadership in my department encourages staff to participate in DEI educational opportunities. |
| 0.72 | Practices exist inside my department to ensure decisions are made on policies, services, budgets, and programs with DEI in mind. |
| 0.68 | All employees in my department have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases. |
| 0.70 | Department leaders are held accountable for improving DEI. |

**Leadership Commitment:** Manager, supervisors and leaders at the department/functional level have taken ownership of DEI by establishing goals, setting expectations, leading by example and implementing policies and practices to advance DEI.

Low Commitment (< 3.00) | Moderate Commitment (3.00 - 3.74) | High Commitment (≥ 3.75)

Race Scores Different difference ≥ .500, $p < .01$ | Race Scores Marginal difference .300 - .500, $p < .1$ | Race Scores Similar difference < .300, $p > .01$

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# Is there Race and Ethnicity Consensus in Capacity Building Commitment?

| CAPACITY BUILDING COMMITMENT | |
|---|---|
| 3.40 | My department often meets with diverse groups within the community to discuss the impact of Town services, decisions, projects, and programs. |
| 3.57 | My department partners with other institutions and/or community organizations to advance DEI. |
| 3.30 | I am aware of my department's plan to engage community stakeholders and partners to advance DEI. |
| 3.45 | My department actively seeks representatives from diverse groups within the community to serve on boards, committees, and commissions. |
| 3.52 | Diverse stakeholders are actively solicited to provide input during department planning, decision-making on Town services, programs and projects. |

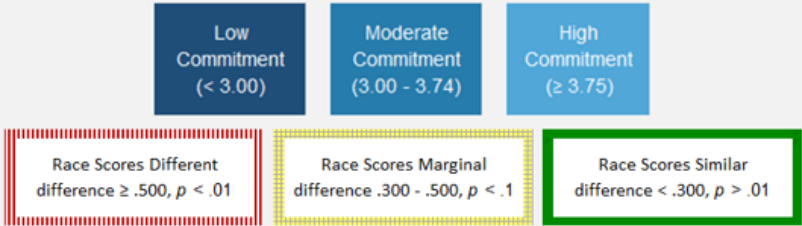| CAPACITY BUILDING COMMITMENT | |
|---|---|
| 0.63 | My department often meets with diverse groups within the community to discuss the impact of Town services, decisions, projects, and programs. |
| 0.77 | My department partners with other institutions and/or community organizations to advance DEI. |
| 0.88 | I am aware of my department's plan to engage community stakeholders and partners to advance DEI. |
| 0.71 | My department actively seeks representatives from diverse groups within the community to serve on boards, committees, and commissions. |
| 0.84 | Diverse stakeholders are actively solicited to provide input during department planning, decision-making on Town services, programs and projects. |

**Capacity Building**: Measure of how well an organization establishes collaborative partnerships with external stakeholders who have a shared purpose to advance DEI.

| Low Commitment (< 3.00) | Moderate Commitment (3.00 - 3.74) | High Commitment (≥ 3.75) |
|---|---|---|

| Race Scores Different difference ≥ .500, $p < .01$ | Race Scores Marginal difference .300 - .500, $p < .1$ | Race Scores Similar difference < .300, $p > .01$ |
|---|---|---|

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# Is there Race and Ethnicity Consensus in Data & Disparities Commitment?

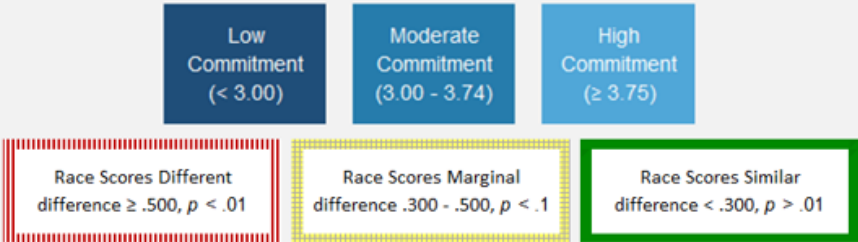| DATA & DISPARITIES COMMITMENT | |
|---|---|
| **2.94** | My department routinely analyzes data by demographic groups (e.g. race/ethnicity, gender) to measure equitable contracting and procurement. |
| **3.07** | My department evaluates data by demographic group (e.g. race/ethnicity, gender) to ensure equitable service delivery to all stakeholders. |
| **2.85** | My department routinely uses data by demographic groups (e.g. race/ethnicity, gender) to monitor equitable practices for performance evaluations and promotions. |
| **2.75** | During budget and resource allocation planning, my department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to ensure DEI. |
| **3.00** | My department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to measure equitable practices for recruitment and hiring. |

| DATA & DISPARITIES COMMITMENT | |
|---|---|
| **0.75** | My department routinely analyzes data by demographic groups (e.g. race/ethnicity, gender) to measure equitable contracting and procurement. |
| **0.56** | My department evaluates data by demographic group (e.g. race/ethnicity, gender) to ensure equitable service delivery to all stakeholders. |
| **0.46** | My department routinely uses data by demographic groups (e.g. race/ethnicity, gender) to monitor equitable practices for performance evaluations and promotions. |
| **0.00** | During budget and resource allocation planning, my department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to ensure DEI. |
| **0.56** | My department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to measure equitable practices for recruitment and hiring. |

**Data and Disparities**: Measure of how well an organization measures (collects), monitors (tracks) and manages (evaluates) data disaggregated (e.g. race/ethnicity).

| Low Commitment (< 3.00) | Moderate Commitment (3.00 - 3.74) | High Commitment (≥ 3.75) |
|---|---|---|

| Race Scores Different difference ≥ .500, $p < .01$ | Race Scores Marginal difference .300 - .500, $p < .1$ | Race Scores Similar difference < .300, $p > .01$ |
|---|---|---|

Racial Equity Group

# Is there Race and Ethnicity Consensus in Belonging & Inclusion Commitment?

**BELONGING & INCLUSION COMMITMENT**

| Score | Statement |
|---|---|
| 4.55 | In my department I am treated like I belong. |
| 4.35 | I do not need to downplay or hide how I am different to be treated like I belong. |
| 4.44 | I feel comfortable expressing my natural/cultural identity at work. |
| 4.48 | I am able to influence decisions that affect my work, projects, and program service areas. |
| 4.30 | I am often invited to voice my opinion in meetings where important decisions are made. |
| 4.08 | Mentoring and coaching are available to me. |

**BELONGING & INCLUSION COMMITMENT**

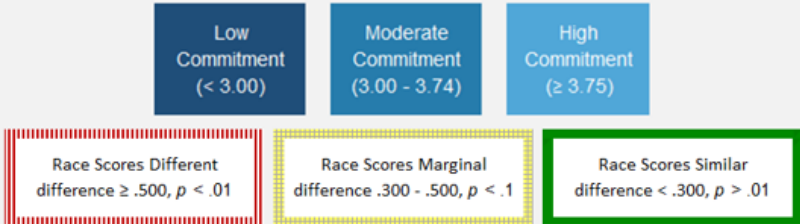| Score | Statement |
|---|---|
| 0.27 | In my department I am treated like I belong. |
| 0.66 | I do not need to downplay or hide how I am different to be treated like I belong. |
| 0.75 | I feel comfortable expressing my natural/cultural identity at work. |
| 0.17 | I am able to influence decisions that affect my work, projects, and program service areas. |
| 0.19 | I am often invited to voice my opinion in meetings where important decisions are made. |
| 0.66 | Mentoring and coaching are available to me. |

**Belonging and Inclusion**: Measure of employee's feelings of being valued, accepted and empowered within an organization.
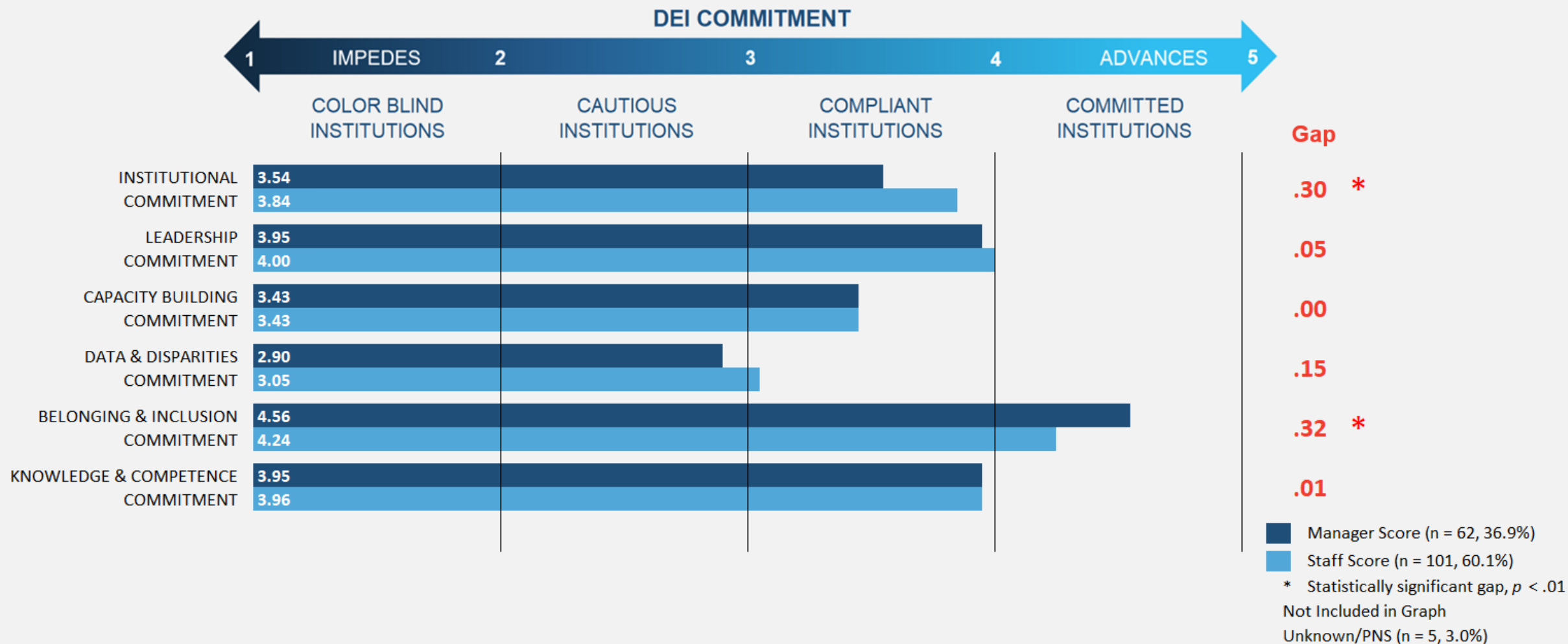
| Low Commitment (< 3.00) | Moderate Commitment (3.00 - 3.74) | High Commitment (≥ 3.75) |
|---|---|---|

| Race Scores Different difference ≥ .500, $p < .01$ | Race Scores Marginal difference .300 - .500, $p < .1$ | Race Scores Similar difference < .300, $p > .01$ |
|---|---|---|

Racial Equity Group

# Is there Race and Ethnicity Consensus in Knowledge & Competence Commitment?

**KNOWLEDGE & COMPETENCE COMMITMENT**

| Score | Statement |
|---|---|
| 4.46 | I understand why it's important for the Town of Wellesley to focus on DEI. |
| 3.65 | I can identify examples of biases during decision-making/interactions with people who are different from me. |
| 4.05 | I feel comfortable talking about DEI within my workplace setting. |
| 3.95 | I understand what DEI looks like in daily operations, service delivery, policies, practices, and programs. |
| 3.81 | I have a clear understanding of what it means to advance DEI within the Town of Wellesley. |
| 3.81 | I understand how my role, tasks and projects are aligned to DEI. |

**KNOWLEDGE & COMPETENCE COMMITMENT**

| Score | Statement |
|---|---|
| 0.20 | I understand why it's important for the Town of Wellesley to focus on DEI. |
| 0.85 | I can identify examples of biases during decision-making/interactions with people who are different from me. |
| 0.30 | I feel comfortable talking about DEI within my workplace setting. |
| 0.65 | I understand what DEI looks like in daily operations, service delivery, policies, practices, and programs. |
| 0.24 | I have a clear understanding of what it means to advance DEI within the Town of Wellesley. |
| 0.04 | I understand how my role, tasks and projects are aligned to DEI. |

**Knowledge and Competence**: Measure of employee's knowledge, skills and ability to advance DEI.

| Low Commitment (< 3.00) | Moderate Commitment (3.00 - 3.74) | High Commitment (≥ 3.75) |
|---|---|---|

| Race Scores Different difference ≥ .500, $p < .01$ | Race Scores Marginal difference .300 - .500, $p < .1$ | Race Scores Similar difference < .300, $p > .01$ |
|---|---|---|

Racial Equity Group

# Manager and Staff Consensus on DEI Commitment



**DEI COMMITMENT**

| 1 | IMPEDES | 2 | | 3 | | 4 | ADVANCES | 5 |

COLOR BLIND INSTITUTIONS | CAUTIOUS INSTITUTIONS | COMPLIANT INSTITUTIONS | COMMITTED INSTITUTIONS

**Gap**

| Category | Manager Score | Staff Score | Gap | |
|---|---|---|---|---|
| INSTITUTIONAL COMMITMENT | 3.54 | 3.84 | .30 | * |
| LEADERSHIP COMMITMENT | 3.95 | 4.00 | .05 | |
| CAPACITY BUILDING COMMITMENT | 3.43 | 3.43 | .00 | |
| DATA & DISPARITIES COMMITMENT | 2.90 | 3.05 | .15 | |
| BELONGING & INCLUSION COMMITMENT | 4.56 | 4.24 | .32 | * |
| KNOWLEDGE & COMPETENCE COMMITMENT | 3.95 | 3.96 | .01 | |

Manager Score (n = 62, 36.9%)
Staff Score (n = 101, 60.1%)

\* Statistically significant gap, $p < .01$
Not Included in Graph
Unknown/PNS (n = 5, 3.0%)

Racial Equity Group

# DEI Assessment Report Roadmap

| Introduction | DEI Mindset Framework Overview |
|---|---|
| **Executive Summary** | Key Findings |
| **DEI Commitment Score** | Pathway to Commitment |
| **Recommendations and Next Steps** | Overall Observations |
| **Appendix** | Insight Questions, Detailed Data and Methodology |

Racial Equity Group

# What is our ACTUAL Level of DEI Commitment?

## OVERALL COMMITMENT

Aggregate levels of DEI Commitment can be blind spots for organizations. In order to truly apply a DEI mindset requires disaggregating data to focus on the racial consensus gap between White employees and employees of color (POC), which has revealed that Town of Wellesley has an actual DEI score of not 3.86, but 3.58. The road to commitment for Town of Wellesley will require decreasing the gap between White and POC scores to a difference below .20 (Current Gap = .29; see appendix) as well as achieving an overall score of at least 3.75. The current results of the racial consensus still identifies the City on the below continuum as **compliant (see appendix continuum definitions)**.
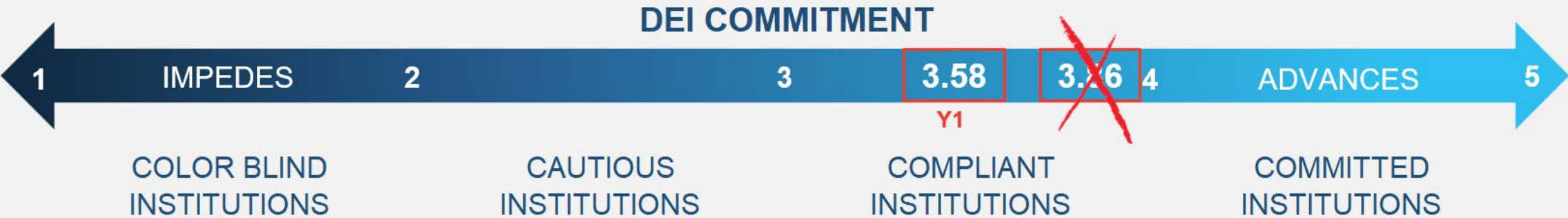


**DEI COMMITMENT**

1 — IMPEDES — 2 — 3 — **3.58** (Y1) — 3.86 (crossed out) — 4 — ADVANCES — 5

COLOR BLIND INSTITUTIONS     CAUTIOUS INSTITUTIONS     COMPLIANT INSTITUTIONS     COMMITTED INSTITUTIONS

Racial Equity Group

# DEI Assessment Report Roadmap

| Introduction | DEI Mindset Framework Overview |
|---|---|
| **Executive Summary** | Key Findings |
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# Next Steps and Recommendations

The results of the audit assessment revealed the Town's strongest DEI competencies are Knowledge and Competence, as well as Belonging and Inclusion, which indicates employees understand how their role, tasks and projects are aligned to DEI and employees feel valued, accepted and like they belong while working within Town government. The Town can leverage these strengths and to prioritize development in the remaining four core competencies; with an immediate focus on capacity building, data and disparities and institutional commitment.

The Town should be very concerned regarding responses to the insight questions where 60 percent of people of color and 36 percent of white respondents indicated witnessing or experiencing situations of the Town not treating employees fairly due to identity factors (e.g. race/ethnicity, gender). The responses indicate a workplace environment where staff observe or experience various types of discrimination. The Town should take immediate action and communicate discrimination is unacceptable and engage all department heads on how to create environments of belonging and inclusion. The Town should also create communication channels for staff to share their grievances or complaints without fear of retaliation.

The key question now is what's next and where should the Town begin to focus its efforts, now that a baseline on commitment to DEI has been established. Based on best practices, we recommend each department director and Town executives read and digest the report, and begin discussing their understanding and interpretations of the results to ensure everyone is in alignment. The Town has committed additional resources to train and equip Town leadership to understand why inequities exist for different groups, develop a shared language around DEI, concepts, and apply tools for operationalizing DEI based on results of the audit assessment. REG has provided training to all department heads and Town executives, and will also conduct a gap and barrier analysis review of the Town's policies and practices to benchmark against evidenced-based best practices and create metrics for advancing DEI.

Racial Equity Group

# DEI Assessment Report Roadmap

| | |
|---|---|
| **Introduction** | DEI Mindset Framework Overview |
| **Executive Summary** | Key Findings |
| **Road to Commitment** | Immediate Actions toward DEI |
| **Recommendations and Next Steps** | Insights, Ideas and Overall Observations |
| **Appendix** | Insight Questions, Detailed Data and Methodology |

Racial Equity Group

# Informative Insights on Race Relations

Additional items requested feedback regarding witnessing or experiencing situations of discrimination due to identity factors responding on a scale of "Never, Rarely, Sometimes, Often, Don't Know." ***Higher mean scores indicate higher frequency.*** Residents of color responded with significantly higher frequencies of witnessing/experiencing situations of discrimination. The questions asked were:

- I have witnessed or experienced situations where the Town didn't treat employees fairly due to factors such as their race, gender, sexual orientation, age, disability, or other identities. (e.g. female employee denied opportunity for historically male dominated role, or job assignment)

  - 43% of staff who identified as people of color indicated rarely to often witnessing or experiencing these situations. 29% of staff of color reported never witnessing or experiencing these situations. 31% of White staff indicated they rarely to often witness or experience these situations, while 55% of White staff reported never witnessing or experiencing these situations.

- I have witnessed or experienced situations where an employee's ideas or perspectives were not valued or considered due to factors such as their race, gender, age, sexual orientation, disability, or other identities. (e.g. Hispanic employee's idea to expand recruitment for diverse applicants was not considered, but White employee's idea to continue to recruit from current non diverse sources was embraced)

  - 43% of staff who identified as people of color indicated they rarely to often witness or experience these situations. Staff of color who reported never witnessing or experiencing these situations was also 43%. About 31% of White staff indicated they rarely to often witness or experience these situations, while 61% of White staff reported never witnessing or experiencing these situations.

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# Suggestions for More Equitable/Inclusive Town Organization

Residents responded to several open-ended questions to capture additional specific feedback on suggestions and experiences. The first item was:

**What specific suggestions or strategies would you recommend for making the Town a more equitable and inclusive organization?**

Responses were coded qualitatively and collapsed into categories of like responses. The most frequently suggested solutions to make the Town a more equitable and inclusive organization involved hiring/recruiting efforts (26 responses), training or educational components (17 responses) and more transparency/communication (17 responses). There were 24 respondents who indicated that the Town didn't need to do anything or they had no specific suggestions.

| Suggestions for More Equitable/Inclusive Town Organization | N | Percent |
|---|---|---|
| Hiring/Recruiting efforts | 26 | 15.5% |
| Training/education | 17 | 10.1% |
| More transparency/communication | 17 | 10.1% |
| Provide more access to underrepresented groups | 7 | 4.2% |
| Affordable housing solutions | 5 | 3.0% |
| Financial solutions (better pay, better benefits) | 5 | 3.0% |
| Transportation solutions | 3 | 1.8% |
| External Partnerships/Contractors | 2 | 1.2% |
| | | |
| Nothing | 24 | 14.3% |
| Don't Know | 4 | 2.4% |

Racial Equity Group

# Suggestions for More Equitable/Inclusive Town Organization

Sample quotes from respondents about the most frequently identified suggestions:

**Recruitment/Hiring:**
- *"Wider recruitment methods.  Town also needs more needs based housing. Too expensive for many folks to consider jobs here as Wellesley and surrounding towns too expensive to rent or own."*

- *"Ensure a diverse candidate pool by partnering with diverse professional organizations, providing bias training for hiring committees, and using transparent, equitable hiring criteria. This will help build a workforce that reflects the community it serves."*

- *Board and Committee membership must become more diverse. Hiring practices must work to have more diverse candidates. The Town must apply the DEI lens to all operations.*

**Training/Education:**
- *"Perhaps more training on implicit bias, shining light on situations or behaviors you may not even know you have."*

- *"I would recommend yearly DEI training sessions that are interdepartmental. More affordable housing opportunities for lower income employees."*

**Communication:**
- *"More communications regarding what is going on in Town Government. Each department doing their own thing. No sense of being one Town. Not very inclusive across departments."*
-
  *"Clear and regular communications to all employees describing DEI goals for the Town, with regular follow-up via surveys such as this one to measure how much the employees know of these goals.  I realize from doing this survey that I don't actually know what the Town of Wellesley's DEI goals and policies are."*

- *"create more opportunities for growth in the field for all races, ages, and backgrounds. create opportunities for mentorship and encourage diverse topics, places and events. Wellesley is an affluent town that is not lacking much, but it definitely fails in diversity and resources for people who do not fit that background."*

- *"Have the people at the top actually listen to the people doing the day to day work and how that impacts the Town and retention of good employees."*

Racial Equity Group

# Actions/Behaviors to Feel MORE Connected and Valued

For the second open ended question: **What actions or behaviors from colleagues or leadership have made you feel MORE connected and valued within the organization?,** residents shared actions or behaviors from colleagues or leadership that made them feel more connected and valued within the organization.

The most common responses indicated actions that fostered connection and acceptance as nearly one quarter of respondents reported treatment in personal and professional interactions make them feel more connected or valued.

Respondents feel more connected and valued when they are asked to provide feedback and when that input is considered and valued (17.9%). The third most common actions and behaviors to increase connection and value is through direct actions, responses and demonstrations of valuing that person and their identity (16.7%). Roughly one in ten indicated there was nothing that made them feel more connected/valued (9.5%).

| Actions/Behaviors Made Feel More Connected/Valued | N | Percent |
|---|---|---|
| Treatment, acceptance, connection | 39 | 23.2% |
| Listen and consider input/feedback | 30 | 17.9% |
| Direct actions/responses/demonstrations of values | 28 | 16.7% |
| Cultural events, celebrations, and recognition of contributions | 12 | 7.1% |
| Training/education | 8 | 4.8% |
| Nothing | 16 | 9.5% |

Racial Equity Group

# Actions/Behaviors to Feel MORE Connected and Valued

Sample quotes from respondents about what made them feel MORE connected and valued within the organization:

### Requesting and Valuing Input:
- *"Value my input"*
  *"I already feel somewhat valued, but not a great deal. It hasn't changed in years."*
- *"i am included in discussions and kept aware of the goings on even if they are not directly related to me."*
- *"I am invited to share my thoughts often."*
- *"I am normally always consulted on items that may effect my job not just told you are doing this now."*
- *"I do not feel more connected or valued within the organization."*

### Direct Actions:
- *"Including me in conversations and decisions, asking my opinions and sharing open dialogue, being rewarded - even if it's simply a positive email - for my work in behalf of the organization.*
- *"Ongoing valuing of my experience and long term institutional knowledge"*
- *"Allowing my opinions to be heard and implemented. Attending classes, work-related conferences and sessions."*
- *"Empowering employees to be a part of what the mission is, and continue to solicit input from all levels of the organization."*

### Treatment:
- *"The general atmosphere is one that makes everyone feel valued and appreciated."*
- *Support and Encouragement: Providing opportunities for professional development, offering constructive feedback, and showing genuine interest in my career growth demonstrate that my contributions are appreciated and my potential is recognized."*
- *"Teamwork, solicitation of input, recognition of success or hard work"*
- *"Working as a team, knowing I can ask for assistance without guilt, and being able to use my knowledge and experience knowing it is appreciated and valued. haven't felt more connected or valued - every department pretty much seems to be on their own"*
- *"Within my department, behavior and actions have been great.  Town departments are so spread out and disconnected and do not seem to interact very well between departments at times. I feel valued but don't feel many others are valued as they should be."*

Racial Equity Group

# Actions/Behaviors to Feel LESS Connected and Valued

Similarly, respondents were asked **which actions and behaviors from colleagues or leadership made them feel LESS connected and valued within the organization**.

The most common responses were general examples of being treated poorly or disrespected along with being excluded (conversations, opportunities, recognition, etc.).

Roughly one-quarter of respondents said they were unsure, nothing, or preferred to avoid the topic (23.8%). Several respondents indicated that they were treated differently/poorly due to their age, race, or gender identity.

| Actions/Behaviors Made Feel Less Connected/Valued | N | Percent |
|---|---|---|
| Poor treatment | 24 | 14.3% |
| Exclusion (conversations, opportunities, recognition, etc.) | 11 | 6.5% |
| Management practices/policies | 9 | 5.4% |
| Failure to acknowledge biases | 8 | 4.8% |
| Racism/racial comments/treatment | 5 | 3.0% |
| Ageism comments/treatment | 4 | 2.4% |
| Gender comments/treatement | 4 | 2.4% |
| Board activitiy | 2 | 1.2% |
| Nothing/unsure/prefer to avoid the topic | 40 | 23.8% |

Racial Equity Group

# Actions/Behaviors to Feel LESS Connected and Valued

Sample quotes from respondents about what made them feel LESS connected and valued within the organization:

## Poor Treatment:

- *"Some discriminate.*
- *"Gossip and cliques. This is not normally a DEI issue, but I find cliques tend to group according to sex, race, and age. If you are outside the "in" group, it can be a little isolating.*
- *"Someone in a leadership position cutting me off during an explanation or in the middle of asking a question*
- *"Underpaid, ignored and not taken seriously. Whether it is my age or education I have never been treated as a valued employee.*
- *"I have made an effort to recognize that my connection and value are not jeopardized by the inclusion of others, or by giving them the opportunity to connect and feel valued.*
- *"Not sharing generic info with employees.  Often, info is sent to Department heads with the hope that the info will trickle down.  Doesn't work like that in a lot of departments.*
- *"Misgendering myself and others, not acknowledging me when I try to contact them.*
- *"Confronted with the attitude that we are 'fortunate' to work for Wellesley--treated like hired help that should forgo some benefits.*
- *"I feel valued by my department.  I did feel discriminated against due to my education level. I know I have been passed over for promotions due to not having a college education even though I have been doing the job for a very long time and have an incredible understanding of daily operations and the residents we serve. I was flat out told, the particular employee who has the most say in the hiring of the positions I would apply for, would never consider me to be more that what I am currently due to my education level. I was told I wouldn't ever be able to progress to anything more. I was absolutely looked down on for not having graduated college."*
- *"Having my opinions discounted, or my contributions belittled - one leader actually emailed "this is ridiculous." Having colleagues ignore or not respond to multiple email requests, or choosing to avoid work responsibilities without repercussion."*

## Exclusion:

- *"Having my opinions discounted, or my contributions belittled - one leader actually emailed "this is ridiculous." Having colleagues ignore or not respond to multiple email requests,or choosing to avoid work responsibilities without repercussion."*
- *"Lack of time from colleagues, everyone is so busy."*
- *"Being excluded from meeting/planning."*
- *"Not being listened to or respected because of age."*
- *"Not being included in department decisions."*
- *"Being excluded from certain meetings or emails because people just do not know who I am or that it has an impact on me."*
- *"Earlier in my career and still somewhat now, a task may not be performed by someone who is not of a certain supervisor status. For example; If I was the new person, but had knowledge in the field or expressed interest in a task because I felt it would help me learn the job better, I was not allowed to participate because I was not in a high supervisor position."*

Racial Equity Group

# Advancing DEI for the Town of Wellesley

The final open-ended question posed to residents asked for feedback on **what they would like to see included for advancing DEI for the Town of Wellesley**.

Responses continued with similar trends of responses regarding education/training and transparency/communication, but additionally, clear action plans, goals and regular updates were also frequently offered as strategies that would advance DEI for the Town of Wellesley.

| Advancing DEI for the Town of Wellesley | N | Percent |
|---|---|---|
| Educational/training | 22 | 13.1% |
| Transparency, communication and inclusive culture | 19 | 11.3% |
| Clear action plans with goals and regular updates | 19 | 11.3% |
| Recruitment/hiring practices | 9 | 5.4% |
| Feedback from diverse groups | 4 | 4.2% |
| Affordable housing/address income disparities | 4 | 2.4% |
| | | |
| Unsure | 14 | 8.3% |
| Nothing | 19 | 11.3% |

Racial Equity Group

# Advancing DEI for the Town of Wellesley

**Educational/Training:**
- "I would like to see true opportunities for the Town to support and implement real change by moving to a funded plan to collaborate with outside groups to both recruit externally and to promote internally. Recruit interns and allow internal employees to grow by paying for the education of employees as an incentive to work here in Wellesley."
- "Training for all staff members.  Guidance as to how advance DEI to meet DEI goals and objectives."
- "general education of DEI and review of the visions/goals the town is trying to accomplish."
- "Education and goals"
"For advancing DEI in the Town of Wellesley, I would like to see the following included:  Comprehensive DEI Training: Implement regular, mandatory diversity, equity, and inclusion training for all employees and leadership to build awareness and skills in fostering an inclusive environment."

**Transparency/Communication/Inclusivity:**
- "Develop and enforce hiring practices that ensure a diverse candidate pool, including partnerships with diverse professional organizations, bias training for hiring committees, and transparent, equitable hiring criteria.  Community Engagement: Actively engage with diverse community groups through regular town hall meetings, focus groups, and surveys to understand their needs and perspectives, ensuring all voices are heard and considered in decision-making."
- "Building a culture of openness, honesty, and radical acceptance. It's more than making space for everyone, letting them pull up a chair. It's making them feel welcome, accepted, and included."
- "I would like to see better communication on all levels and more leadership from HR on diverse recruiting suggestions."
- "More engagement with marginalized groups

**Clear action plans with goals and regular updates:**
- "Clear list of objectives and clear action plan as well as outcomes."
- "I want actual ideas and action taken.  We have had an endless parade of big talks but not a lot of big walks.   Most of our trainings and discussions seem to have been led, guided, and graded by a bunch of very anxious liberal white people.  I appreciate the spirit and the desire that these trainings present, but I think there are better choices."
- "Maybe a quarterly report on DEI progress?"
- "Show HOW and WHY you're doing diverse programing and collections, I think it would make people happy to see it, or explain what we have to offer when they might not know. It could be on FaceBook/social media but maybe also a sign or two like, here is what we've done the past year/quarter/month for our patrons."

Racial Equity Group

# White and People of Color (POC) Consensus

| Town of Wellesley | Full Sample (N = 168) | | White (n = 118) | | POC (n = 14) | | Unknown/PNS (n = 36) | | Gap |
|---|---|---|---|---|---|---|---|---|---|
| OVERALL RACIAL EQUITY COMMITMENT | 3.86 | (0.74) | 3.97 | (0.65) | 3.68 | (1.02) | 3.59 | (0.84) | 0.29 * |
| INSTITUTIONAL | 3.73 | (0.93) | 3.86 | (0.84) | 3.28 | (1.17) | 3.39 | (1.03) | 0.58 * |
| LEADERSHIP | 3.99 | (0.98) | 4.06 | (0.90) | 3.68 | (1.34) | 3.86 | (1.04) | 0.38 * |
| CAPACITY BUILDING | 3.46 | (1.16) | 3.59 | (1.08) | 2.83 | (1.49) | 3.26 | (1.23) | 0.76 * |
| DATA & DISPARITIES | 3.00 | (1.27) | 3.06 | (1.20) | 2.66 | (1.48) | 2.95 | (1.47) | 0.40 * |
| BELONGING & INCLUSION | 4.37 | (0.77) | 4.51 | (0.60) | 4.06 | (0.92) | 4.02 | (1.05) | 0.45 * |
| KNOWLEDGE & COMPETENCE | 3.96 | (0.80) | 4.07 | (0.73) | 4.24 | (0.42) | 3.47 | (1.00) | 0.17 |

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

Racial Equity Group

# White and People of Color (POC) Consensus

| Town of Wellesley | Full Sample (N = 168) | | White (n = 118) | | POC (n = 14) | | Unknown/PNS (n = 36) | | Gap | |
|---|---|---|---|---|---|---|---|---|---|---|
| **INSTITUTIONAL COMMITMENT** | | | | | | | | | | |
| The Town of Wellesley has a written public declaration clearly stating our commitment to DEI. | 4.32 | (0.90) | 4.48 | (0.76) | 3.90 | (1.45) | 3.87 | (0.97) | 0.58 | * |
| A functioning DEI Committee or taskforce exists within the Town of Wellesley. | 4.30 | (0.90) | 4.47 | (0.76) | 3.67 | (1.23) | 3.95 | (1.00) | 0.80 | * |
| The Town of Wellesley has assigned clear accountability to an individual or function dedicated to DEI. | 3.80 | (1.04) | 3.91 | (0.95) | 3.18 | (1.33) | 3.74 | (1.10) | 0.73 | * |
| Training and development opportunities intended to build skills for implementing DEI are made available to all levels of staff in my department. | 3.75 | (1.25) | 3.93 | (1.16) | 3.25 | (1.14) | 3.33 | (1.47) | 0.68 | * |
| Performance evaluations for managers and senior leadership in my department include clear DEI expectations and goals. | 3.23 | (1.31) | 3.29 | (1.30) | 2.75 | (1.60) | 3.29 | (1.19) | 0.54 | * |
| My department has established DEI goals, scorecards and indicators of performance and progress. | 2.92 | (1.38) | 2.95 | (1.35) | 2.80 | (1.69) | 2.86 | (1.39) | 0.15 | |
| **LEADERSHIP COMMITMENT** | | | | | | | | | | |
| In my department, managers and leaders demonstrate a commitment to advancing DEI. | 4.09 | (1.09) | 4.19 | (0.95) | 3.54 | (1.71) | 3.97 | (1.16) | 0.65 | * |
| My immediate supervisor is committed to advancing DEI. | 4.35 | (0.96) | 4.45 | (0.88) | 4.25 | (1.22) | 4.10 | (1.11) | 0.20 | * |
| Leadership in my department encourages staff to participate in DEI educational opportunities. | 3.95 | (1.14) | 4.12 | (1.02) | 3.77 | (1.24) | 3.47 | (1.37) | 0.35 | * |
| Practices exist inside my department to ensure decisions are made on policies, services, budgets, and programs with DEI in mind. | 3.71 | (1.16) | 3.81 | (1.09) | 3.09 | (1.64) | 3.58 | (1.14) | 0.72 | * |
| All employees in my department have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases. | 4.05 | (1.38) | 4.22 | (1.22) | 3.54 | (1.61) | 3.69 | (1.67) | 0.68 | * |
| Department leaders are held accountable for improving DEI. | 3.70 | (1.17) | 3.79 | (1.07) | 3.09 | (1.76) | 3.67 | (1.17) | 0.70 | * |

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

Racial Equity Group

# White and People of Color (POC) Consensus

| Town of Wellesley | Full Sample (N = 168) | | White (n = 118) | | POC (n = 14) | | Unknown/PNS (n = 36) | | Gap |
|---|---|---|---|---|---|---|---|---|---|
| **CAPACITY BUILDING COMMITMENT** | | | | | | | | | |
| My department often meets with diverse groups within the community to discuss the impact of Town services, decisions, projects, and programs. | 3.40 | (1.36) | 3.41 | (1.31) | 2.78 | (1.86) | 3.56 | (1.34) | 0.63 * |
| My department partners with other institutions and/or community organizations to advance DEI. | 3.57 | (1.23) | 3.66 | (1.21) | 2.89 | (1.69) | 3.50 | (1.11) | 0.77 * |
| I am aware of my department's plan to engage community stakeholders and partners to advance DEI. | 3.30 | (1.35) | 3.51 | (1.27) | 2.63 | (1.85) | 2.81 | (1.33) | 0.88 * |
| My department actively seeks representatives from diverse groups within the community to serve on boards, committees, and commissions. | 3.45 | (1.23) | 3.51 | (1.19) | 2.80 | (1.48) | 3.50 | (1.22) | 0.71 * |
| Diverse stakeholders are actively solicited to provide input during department planning, decision-making on Town services, programs and projects. | 3.52 | (1.22) | 3.62 | (1.18) | 2.78 | (1.39) | 3.45 | (1.22) | 0.84 * |
| **DATA & DISPARITIES COMMITMENT** | | | | | | | | | |
| My department routinely analyzes data by demographic groups (e.g. race/ethnicity, gender) to measure equitable contracting and procurement. | 2.94 | (1.34) | 3.00 | (1.28) | 2.25 | (1.39) | 3.00 | (1.53) | 0.75 * |
| My department evaluates data by demographic group (e.g. race/ethnicity, gender) to ensure equitable service delivery to all stakeholders. | 3.07 | (1.33) | 3.12 | (1.27) | 2.56 | (1.59) | 3.11 | (1.45) | 0.56 * |
| My department routinely uses data by demographic groups (e.g. race/ethnicity, gender) to monitor equitable practices for performance evaluations and promotions. | 2.85 | (1.34) | 2.90 | (1.30) | 2.44 | (1.42) | 2.84 | (1.46) | 0.46 * |
| During budget and resource allocation planning, my department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to ensure DEI. | 2.75 | (1.24) | 2.81 | (1.16) | 2.25 | (1.49) | 2.75 | (1.48) | 0.56 * |
| My department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to measure equitable practices for recruitment and hiring. | 3.00 | (1.43) | 3.06 | (1.38) | 2.50 | (1.69) | 3.00 | (1.52) | 0.56 * |

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

Racial Equity Group

# White and People of Color (POC) Consensus

| Town of Wellesley | Full Sample (N = 168) | | White (n = 118) | | POC (n = 14) | | Unknown/PNS (n = 36) | | Gap |
|---|---|---|---|---|---|---|---|---|---|
| **BELONGING & INCLUSION COMMITMENT** | | | | | | | | | |
| In my department I am treated like I belong. | 4.55 | (0.86) | 4.70 | (0.65) | 4.43 | (0.94) | 4.09 | (1.25) | 0.27 * |
| I do not need to downplay or hide how I am different to be treated like I belong. | 4.35 | (1.07) | 4.52 | (0.85) | 3.86 | (1.66) | 3.97 | (1.29) | 0.66 * |
| I feel comfortable expressing my natural/cultural identity at work. | 4.44 | (1.00) | 4.61 | (0.77) | 3.86 | (1.61) | 4.11 | (1.23) | 0.75 * |
| I am able to influence decisions that affect my work, projects, and program service areas. | 4.48 | (0.86) | 4.60 | (0.68) | 4.43 | (0.85) | 4.14 | (1.26) | 0.17 |
| I am often invited to voice my opinion in meetings where important decisions are made. | 4.30 | (0.98) | 4.40 | (0.86) | 4.21 | (1.05) | 4.00 | (1.26) | 0.19 |
| Mentoring and coaching are available to me. | 4.08 | (1.24) | 4.23 | (1.13) | 3.57 | (1.28) | 3.81 | (1.47) | 0.66 * |
| **KNOWLEDGE & COMPETENCE COMMITMENT** | | | | | | | | | |
| I understand why it's important for the Town of Wellesley to focus on DEI. | 4.46 | (0.90) | 4.59 | (0.72) | 4.79 | (0.43) | 3.84 | (1.30) | 0.20 * |
| I can identify examples of biases during decision-making/interactions with people who are different from me. | 3.65 | (1.21) | 3.65 | (1.13) | 4.50 | (0.65) | 3.27 | (1.46) | 0.85 * |
| I feel comfortable talking about DEI within my workplace setting. | 4.05 | (1.07) | 4.23 | (0.90) | 3.93 | (1.39) | 3.45 | (1.28) | 0.30 * |
| I understand what DEI looks like in daily operations, service delivery, policies, practices, and programs. | 3.95 | (1.01) | 3.97 | (0.97) | 4.62 | (0.51) | 3.58 | (1.18) | 0.65 * |
| I have a clear understanding of what it means to advance DEI within the Town of Wellesley. | 3.81 | (1.13) | 3.91 | (1.05) | 3.67 | (1.37) | 3.52 | (1.26) | 0.24 * |
| I understand how my role, tasks and projects are aligned to DEI. | 3.81 | (1.14) | 3.96 | (1.00) | 4.00 | (1.21) | 3.21 | (1.37) | 0.04 |

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of White Minus POC

Racial Equity Group

# Manager and Staff Consensus

| Town of Wellesley | Full Sample (N = 168) | | Manager (n = 62) | | Staff (n = 101) | | Gap |
|---|---|---|---|---|---|---|---|
| OVERALL RACIAL EQUITY COMMITMENT | 3.86 | (0.74) | 3.82 | (0.67) | 3.88 | (0.77) | 0.06 |
| INSTITUTIONAL | 3.73 | (0.93) | 3.54 | (0.83) | 3.84 | (0.96) | 0.30 * |
| LEADERSHIP | 3.99 | (0.98) | 3.95 | (1.05) | 4.00 | (0.91) | 0.05 |
| CAPACITY BUILDING | 3.46 | (1.16) | 3.43 | (1.18) | 3.43 | (1.16) | 0.00 |
| DATA & DISPARITIES | 3.00 | (1.27) | 2.90 | (1.21) | 3.05 | (1.28) | 0.15 |
| BELONGING & INCLUSION | 4.37 | (0.77) | 4.56 | (0.65) | 4.24 | (0.82) | 0.32 * |
| KNOWLEDGE & COMPETENCE | 3.96 | (0.80) | 3.95 | (0.84) | 3.96 | (0.79) | 0.01 |

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

Not included in graph Unknown/PNS (n = 5)

Racial Equity Group

# Manager and Staff Consensus

| Town of Wellesley | Full Sample (N = 168) | | Manager (n = 62) | | Staff (n = 101) | | Gap |
|---|---|---|---|---|---|---|---|
| **INSTITUTIONAL COMMITMENT** | | | | | | | |
| The Town of Wellesley has a written public declaration clearly stating our commitment to DEI. | 4.32 | (0.90) | 4.31 | (0.90) | 4.33 | (0.90) | 0.02 |
| A functioning DEI Committee or taskforce exists within the Town of Wellesley. | 4.30 | (0.90) | 4.43 | (0.75) | 4.19 | (0.99) | 0.24 * |
| The Town of Wellesley has assigned clear accountability to an individual or function dedicated to DEI. | 3.80 | (1.04) | 3.72 | (1.01) | 3.84 | (1.04) | 0.12 |
| Training and development opportunities intended to build skills for implementing DEI are made available to all levels of staff in my department. | 3.75 | (1.25) | 3.57 | (1.27) | 3.86 | (1.23) | 0.29 * |
| Performance evaluations for managers and senior leadership in my department include clear DEI expectations and goals. | 3.23 | (1.31) | 2.74 | (1.20) | 3.57 | (1.28) | 0.83 * |
| My department has established DEI goals, scorecards and indicators of performance and progress. | 2.92 | (1.38) | 2.48 | (1.23) | 3.19 | (1.40) | 0.71 * |
| **LEADERSHIP COMMITMENT** | | | | | | | |
| In my department, managers and leaders demonstrate a commitment to advancing DEI. | 4.09 | (1.09) | 4.08 | (1.16) | 4.09 | (1.04) | 0.01 |
| My immediate supervisor is committed to advancing DEI. | 4.35 | (0.96) | 4.22 | (1.11) | 4.43 | (0.85) | 0.21 * |
| Leadership in my department encourages staff to participate in DEI educational opportunities. | 3.95 | (1.14) | 3.96 | (1.10) | 3.92 | (1.17) | 0.04 |
| Practices exist inside my department to ensure decisions are made on policies, services, budgets, and programs with DEI in mind. | 3.71 | (1.16) | 3.56 | (1.05) | 3.78 | (1.22) | 0.22 * |
| All employees in my department have equal opportunity to advance, including receiving good job assignments, promotions, and salary increases. | 4.05 | (1.38) | 4.30 | (1.17) | 3.89 | (1.46) | 0.41 * |
| Department leaders are held accountable for improving DEI. | 3.70 | (1.17) | 3.54 | (1.20) | 3.78 | (1.14) | 0.24 * |

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

Racial Equity Group

# Manager and Staff Consensus

| Town of Wellesley | Full Sample (N = 168) | | Manager (n = 62) | | Staff (n = 101) | | Gap |
|---|---|---|---|---|---|---|---|
| **CAPACITY BUILDING COMMITMENT** | | | | | | | |
| My department often meets with diverse groups within the community to discuss the impact of Town services, decisions, projects, and programs. | 3.40 | (1.36) | 3.43 | (1.38) | 3.31 | (1.37) | 0.12 |
| My department partners with other institutions and/or community organizations to advance DEI. | 3.57 | (1.23) | 3.40 | (1.21) | 3.62 | (1.25) | 0.22 * |
| I am aware of my department's plan to engage community stakeholders and partners to advance DEI. | 3.30 | (1.35) | 3.32 | (1.42) | 3.24 | (1.32) | 0.08 |
| My department actively seeks representatives from diverse groups within the community to serve on boards, committees, and commissions. | 3.45 | (1.23) | 3.41 | (1.14) | 3.41 | (1.29) | 0.00 |
| Diverse stakeholders are actively solicited to provide input during department planning, decision-making on Town services, programs and projects. | 3.52 | (1.22) | 3.55 | (1.19) | 3.42 | (1.24) | 0.13 |
| **DATA & DISPARITIES COMMITMENT** | | | | | | | |
| My department routinely analyzes data by demographic groups (e.g. race/ethnicity, gender) to measure equitable contracting and procurement. | 2.94 | (1.34) | 2.93 | (1.33) | 2.91 | (1.32) | 0.02 |
| My department evaluates data by demographic group (e.g. race/ethnicity, gender) to ensure equitable service delivery to all stakeholders. | 3.07 | (1.33) | 3.07 | (1.32) | 3.04 | (1.32) | 0.03 |
| My department routinely uses data by demographic groups (e.g. race/ethnicity, gender) to monitor equitable practices for performance evaluations and promotions. | 2.85 | (1.34) | 2.65 | (1.27) | 2.96 | (1.33) | 0.31 * |
| During budget and resource allocation planning, my department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to ensure DEI. | 2.75 | (1.24) | 2.69 | (1.22) | 2.74 | (1.20) | 0.05 |
| My department routinely analyzes data by demographic group (e.g. race/ethnicity, gender) to measure equitable practices for recruitment and hiring. | 3.00 | (1.43) | 3.10 | (1.51) | 2.88 | (1.33) | 0.22 * |

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

Racial Equity Group

# Manager and Staff Consensus

| Town of Wellesley | Full Sample (N = 168) | | Manager (n = 62) | | Staff (n = 101) | | Gap |
|---|---|---|---|---|---|---|---|
| **BELONGING & INCLUSION COMMITMENT** | | | | | | | |
| In my department I am treated like I belong. | 3.00 | (1.43) | 3.10 | (1.51) | 2.88 | (1.33) | 0.22 * |
| I do not need to downplay or hide how I am different to be treated like I belong. | 4.55 | (0.86) | 4.71 | (0.80) | 4.45 | (0.90) | 0.26 * |
| I feel comfortable expressing my natural/cultural identity at work. | 4.35 | (1.07) | 4.48 | (0.95) | 4.25 | (1.14) | 0.23 * |
| I am able to influence decisions that affect my work, projects, and program service areas. | 4.44 | (1.00) | 4.51 | (0.94) | 4.39 | (1.05) | 0.12 |
| I am often invited to voice my opinion in meetings where important decisions are made. | 4.48 | (0.86) | 4.80 | (0.51) | 4.28 | (0.98) | 0.52 * |
| Mentoring and coaching are available to me. | 4.30 | (0.98) | 4.65 | (0.73) | 4.09 | (1.07) | 0.56 * |
| **KNOWLEDGE & COMPETENCE COMMITMENT** | | | | | | | |
| I understand why it's important for the Town of Wellesley to focus on DEI. | 4.08 | (1.24) | 4.18 | (1.29) | 4.01 | (1.22) | 0.17 |
| I can identify examples of biases during decision-making/interactions with people who are different from me. | 4.46 | (0.90) | 4.38 | (0.96) | 4.50 | (0.87) | 0.12 |
| I feel comfortable talking about DEI within my workplace setting. | 3.65 | (1.21) | 3.58 | (1.28) | 3.70 | (1.14) | 0.12 |
| I understand what DEI looks like in daily operations, service delivery, policies, practices, and programs. | 4.05 | (1.07) | 4.03 | (1.15) | 4.04 | (1.03) | 0.01 |
| I have a clear understanding of what it means to advance DEI within the Town of Wellesley. | 3.95 | (1.01) | 3.98 | (1.00) | 3.92 | (1.03) | 0.06 |
| I understand how my role, tasks and projects are aligned to DEI. | 3.81 | (1.13) | 3.77 | (1.19) | 3.82 | (1.10) | 0.05 |

Numbers in parentheses = Standard Deviations; * Statistically significant gap, $p < .05$; Gap = Absolute Value of Manager Minus Staff

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# Data Collection and Sampling Overview

All 500 Wellesley staff members were invited to complete the DEI audit assessment via direct email links. A minimum recommended sample size of 176 was calculated for a 90% confidence level and 5% margin of error. 191 responses were received. The data cleaning process administers a standardized process to retain high quality responses for analysis by flagging circumstances that may indicate lower quality responses (completing too quickly, completing too slowly, no variance in responses, partial completion). Following this process, 88% of the initial 191 responses were retained as valid cases (N = 168) per the parameters of identifying quality responses. This rate of valid responses is excellent and the surveys reflect a valid sample of the Town of Wellesley staff.

The target threshold was 25% of staff (125 respondents) for analysis. This 25% threshold was exceeded as 168 valid surveys were identified for inclusion in the analysis (134.4% of established threshold). Approximately 20%-25% of valid respondents chose not to include identifying information such as gender, orientation, race/ethnicity, and age. These frequencies are comparable to rates of unknown identity factors from other communities. Individuals may withhold this information for a variety of reasons across the spectrum of beliefs and identity politics. Failure to disclose this information precludes these respondents from being included in specific comparisons according to these demographics, but still retains their information for the combined analysis. Certain comparisons include these individuals compared to specific categories (People of Color, White, and unknown race/ethnicity).

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# DEI Commitment Assessment Development & Validation

➢ Content Validity - Initial assessment created by content experts supported by published research in the field assessed commitment levels of employees through 34 functional competency statements over 6 competencies that measured the strength of DEI Commitment using a 5 point Likert scale agreement with a statement.

➢ Structural Validity - Exploratory factor analysis (EFA) using principal component analysis (PCA) using Varimax rotation was conducted as a data reduction procedure for eliminating poorly loaded items and keeping the strongest items from the original survey in the analysis. Ten (10) items were removed.

➢ Strong Internal Reliability - Factor loadings from the confirmatory factor analysis (CFA) for the 33 functional competency items were all strong ranging from .705 to .885. Reliability measures for each of the six competencies were also strong with Cronbach's alphas ranging from .765 to .859. Typical CFA model fit statistic, RMSEA < .08; CFI > .90; and TLI > .95.

➢ Convergent and Divergent Validity – Pearson's product moment correlations between the six subscales were moderate and significant (all $r$s between .417 and .645, $p$s < .01) showing good convergent and divergent validity, indicating related subscales but not so strongly correlated as to be measuring the same constructs.

## Assessment Rating Scale

| 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | | **Neither Agree nor Disagree** | | **Strongly Agree** |

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# DEI Continuum Definitions

**RACIAL EQUITY COMMITMENT**

5
4 — ADVANCES — COMMITTED INSTITUTIONS

3 — COMPLIANT INSTITUTIONS

2 — CAUTIOUS INSTITUTIONS

1 — IMPEDES — COLOR BLIND INSTITUTIONS

## Committed:
❑ Routinely monitors, evaluates, and disaggregates data by race/ethnicity in employment, service delivery and operations, contracting and procurement, and the overall work environment
❑ Proactively equips leadership and staff with training to make DEI standard operating procedure
❑ Has integrated DEI into organizational strategic priorities with specific action plans
❑ Publicly shares data on DEI goals and progress with internal and external stakeholders
❑ Has established a Chief Diversity Officer or taskforce to monitor DEI
❑ Leadership performance is tied to DEI goals and measured by key performance indicators
❑ Offers a variety of voluntary targeted DEI training to all employees aligned to core values and job performance

## Compliant:
❑ Does not monitor, evaluate, or disaggregate data by race/ethnicity in employment, service delivery and operations, contracting and procurement, and the overall work environment
❑ Conducts DEI training and activities in response to discriminatory events, legal compliance or emerging risk
❑ DEI, diversity and inclusion has limited organizational influence and is not a top priority
❑ Has established a Chief Diversity Officer or taskforce to monitor DEI
❑ Issues public statements or resolutions committing to DEI in principle

## Cautious:
❑ Does not track, monitor, evaluate, or disaggregate data by race/ethnicity in employment, service delivery, contracting and procurement, and the overall work environment
❑ Desires DEI in principle, but has not established formal plans to operationalize it in practice
❑ Has limited exposure and awareness of the importance of DEI,
❑ Has not established accountability structures for advancing DEI,
❑ Has not declared DEI an organizational priority with dedicated talent and resources
❑ Offers limited and broad/general training on diversity, equity, and inclusion

## Color Blind:
❑ Does not track, monitor, evaluate, or disaggregate data by race/ethnicity in employment, service delivery, contracting and procurement, and the overall work environment
❑ Has not reviewed organizational policies and practices that may produce and sustain racial disparities
❑ Has not established accountability structures for advancing DEI
❑ Has not declared DEI an organizational priority with dedicated talent and resources
❑ Does not offer training to equip employees with knowledge and skills related to DEI

**Racial Equity Group**

# Contact us

Racial Equity Group is a management consulting firm that provides advisory services to public and private sector organizations on Racial Equity, diversity and inclusion strategies, as well as customizing and facilitating Racial Equity audits and racial bias training experiences.

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**Phone**

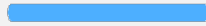+1 888.369.1339

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# Racial Equity Group

**MAKING DEI STANDARD OPERATING PROCEDURE**