

Introduction: Task Force on Strengthening Inclusiveness in the Profession

{ September 13, 2014
ICMA Conference

ICMA Core Beliefs

We believe in:

- ⌘ **Serving as stewards of representative democracy.**
- ⌘ Practicing the highest standards of honesty and integrity in local governance, as expressed through ICMA's Code of Ethics.
- ⌘ Advocating for professional management as an integral component of effective local governance and community building with council-manager government as the preferred local government structure.
- ⌘ **Building sustainable communities as a core responsibility of local government.**
- ⌘ Networking and exchanging knowledge and skills across international boundaries.
- ⌘ **Ensuring that local governments and the association reflect the diversity of the communities we serve.**
- ⌘ **Committing to lifelong learning and professional development.**
- ⌘ **Building up the quality of the profession and the association through an engaged network of members personally committed to that end.**

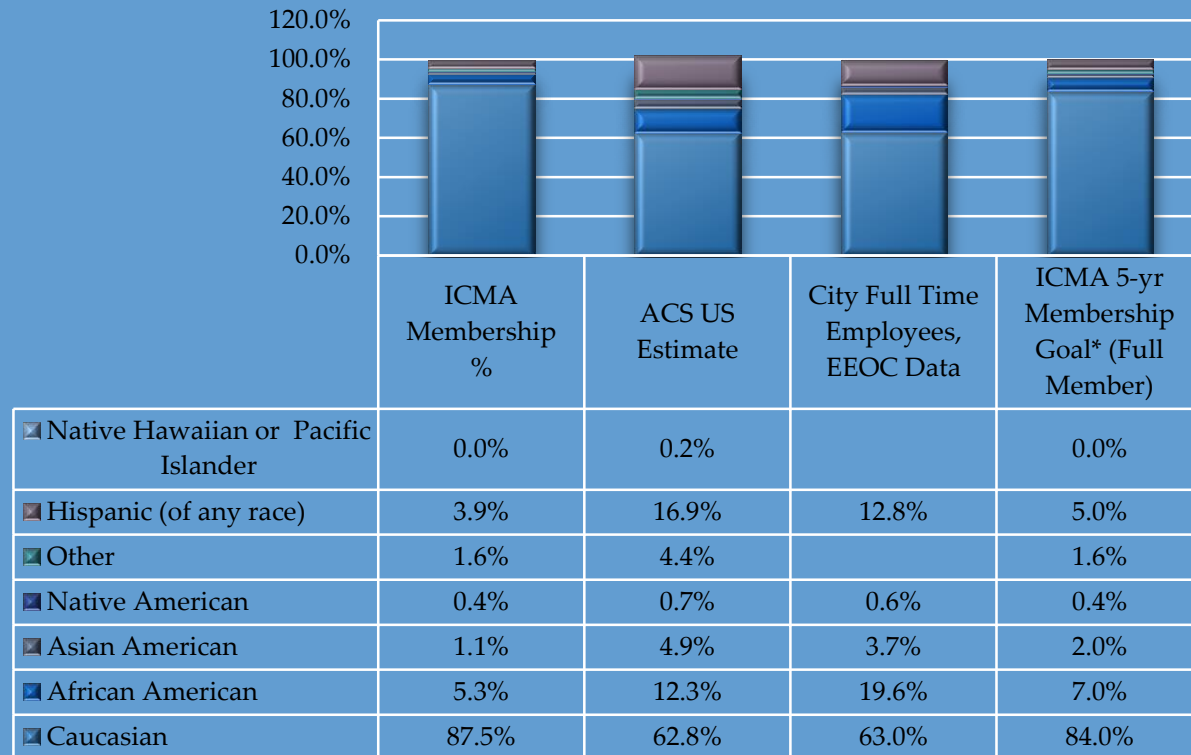
From the ICMA Strategic Plan:

- ⌘ Review state by state joint recruitment strategy to include specific diversity strategies
- ⌘ Amend national affiliate agreements to further shared goals and joint recruitment efforts
- ⌘ Identify new relationships to enhance partnerships around diversity
- ⌘ Convene a summit to identify strategies to increase diversity
- ⌘ Apply Life Well Run and Student Chapters
- ⌘ Increase conference offerings on workforce diversity
- ⌘ Continue focus on diversity in ICMA programming

Membership Diversity Strategic Plan Initiatives in Summary

ICMA Membership

{ Racial and Gender Demographics



**Membership goals were not delineated for Other, Native American, Native Hawaiian/ Pacific Islander, so current membership estimate was applied*

ICMA Full Membership Demographics

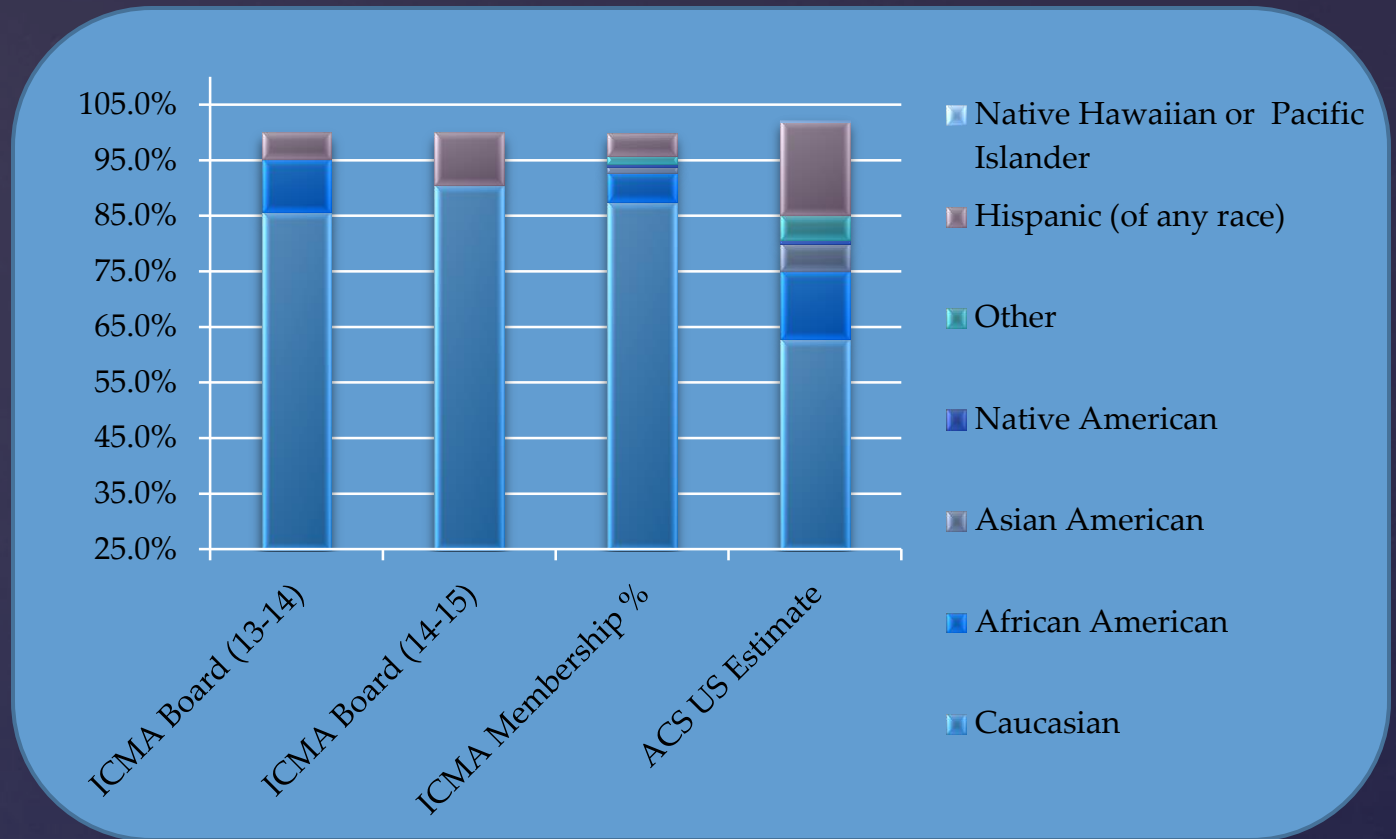


**Membership goal for Female Membership will be developed with assistance from Task Force on Women in the Profession Report*

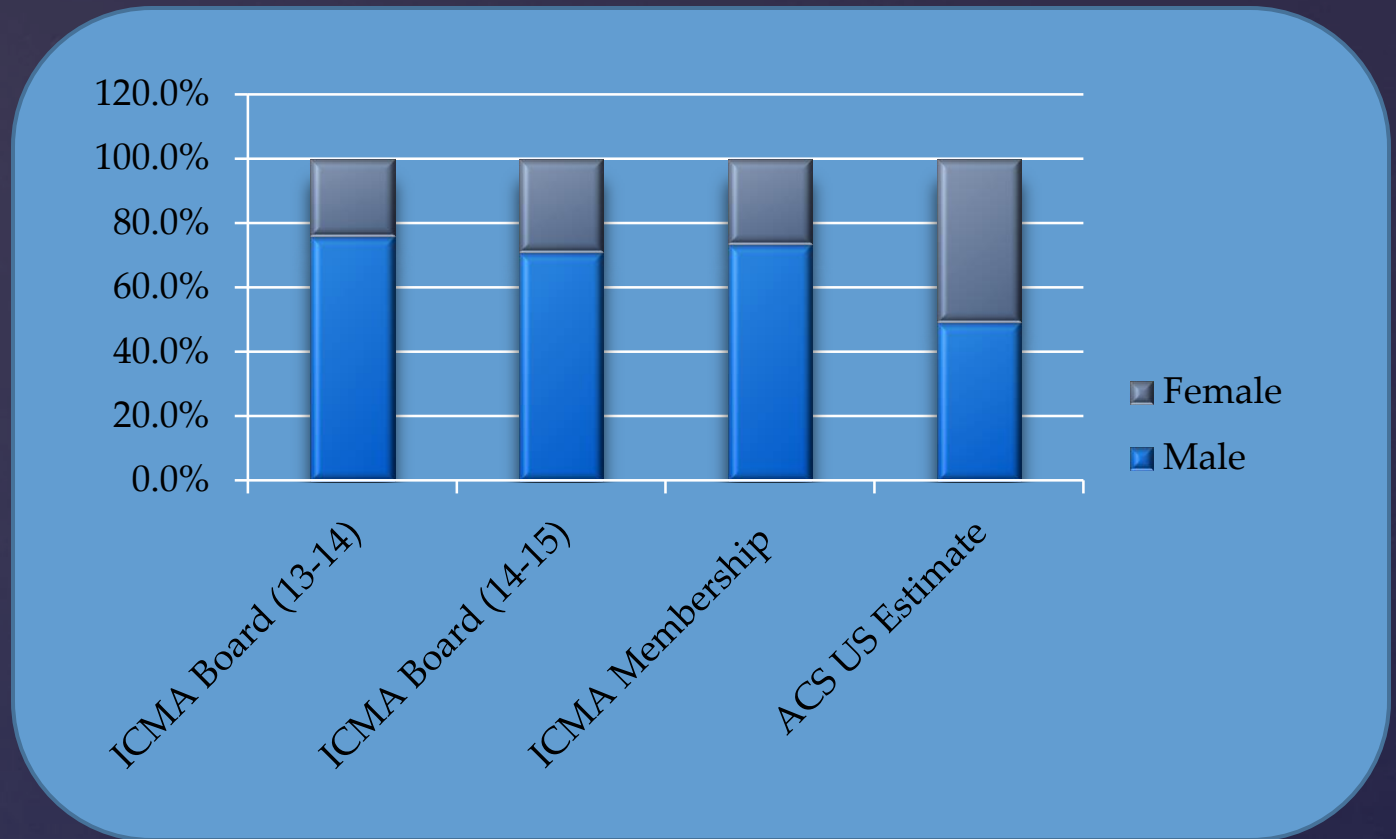
ICMA Full Membership Demographics

ICMA Representation

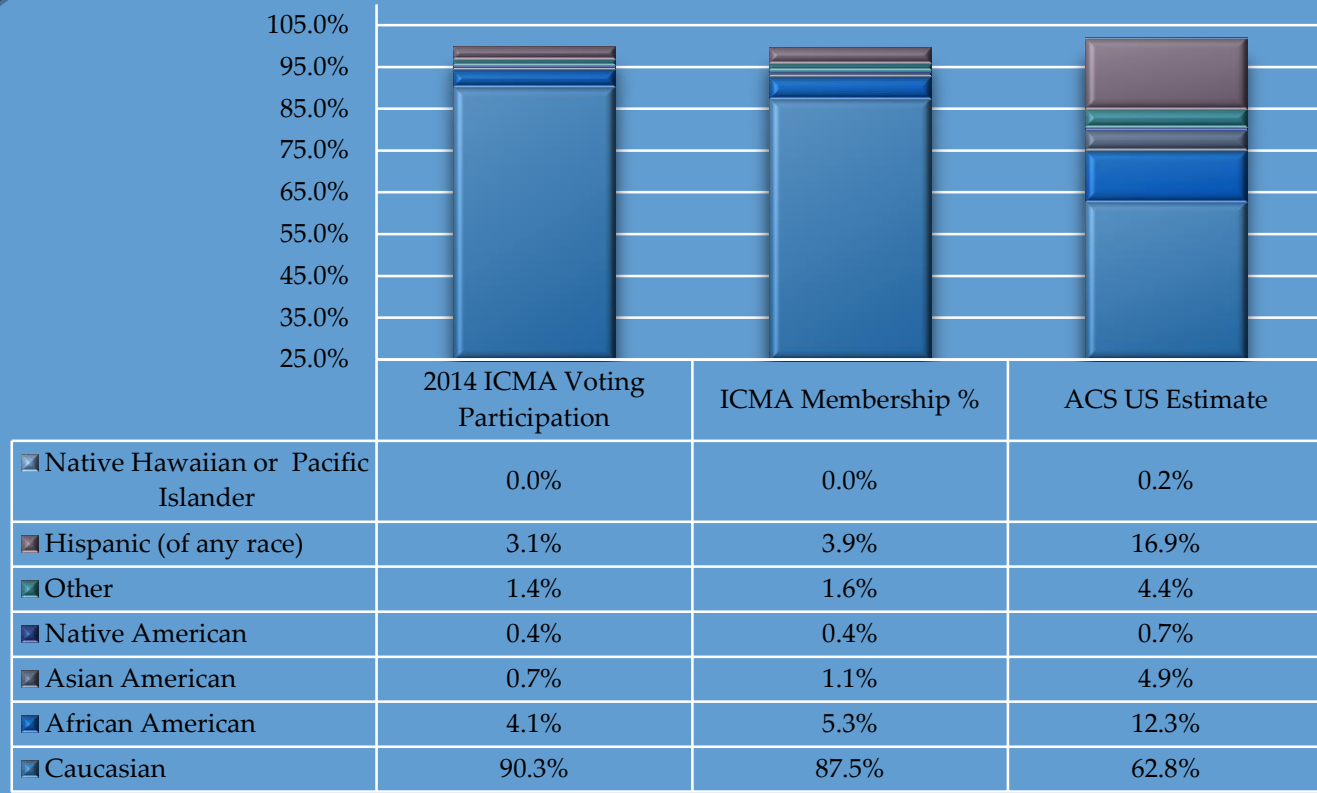
{ ICMA Board, Voting Statistics,
Service on Committees and Task
Forces



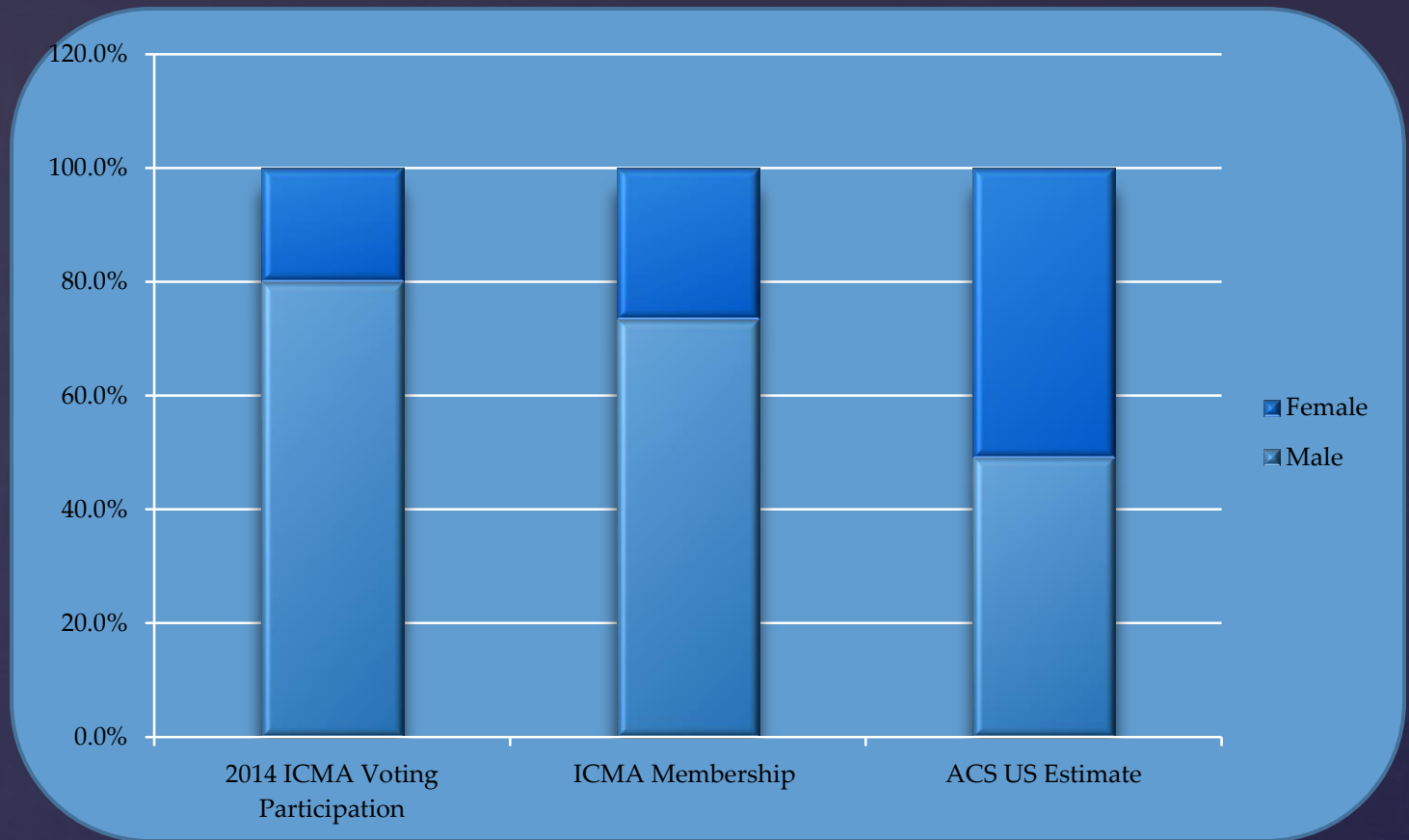
ICMA Board Representation



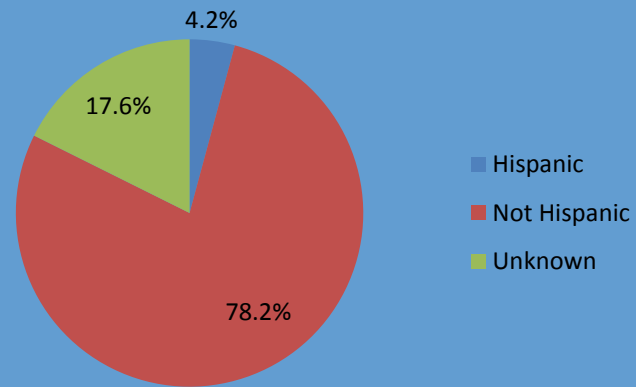
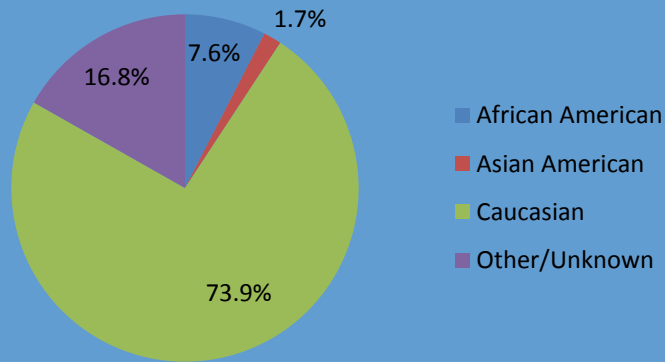
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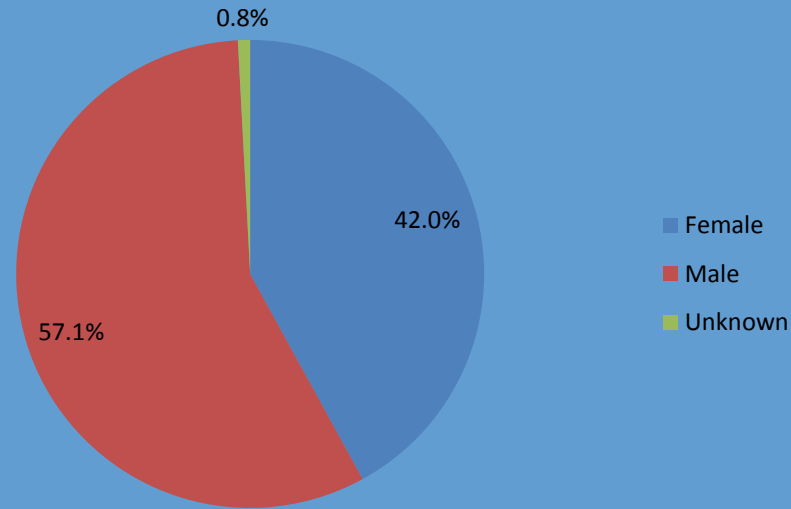
2014 ICMA Voting Participation (Full Members in Local Governments)



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Participation on Committees and Task Forces in 2012-13

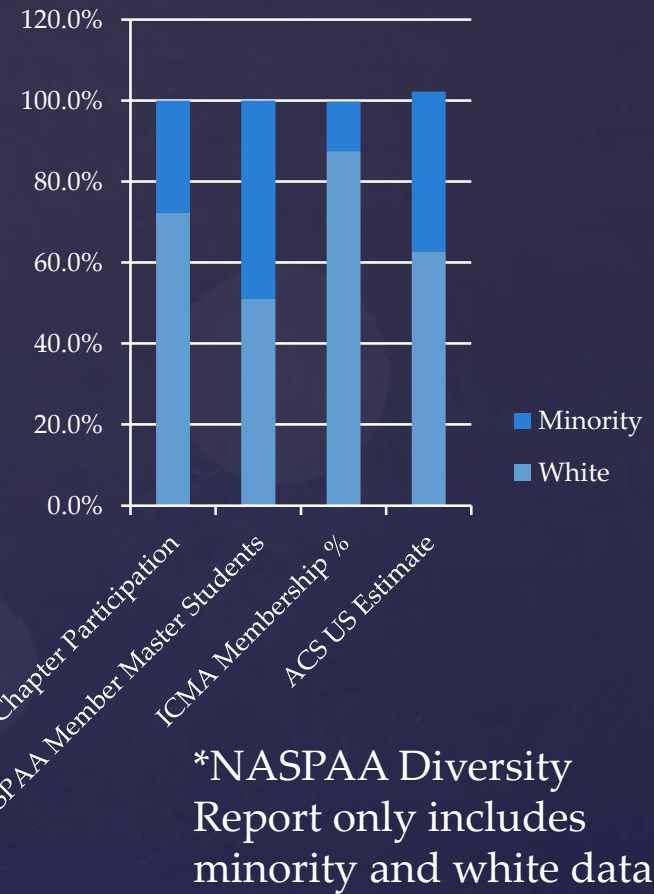
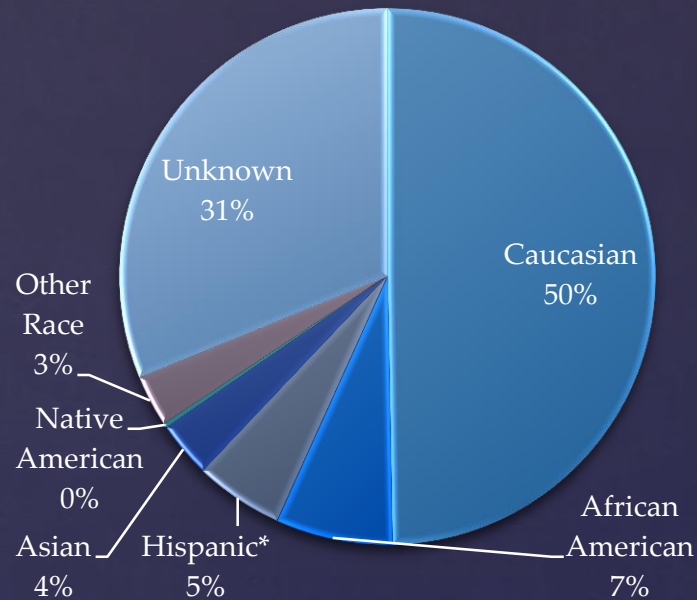


Participation on Committees and Task Forces in 2012-13

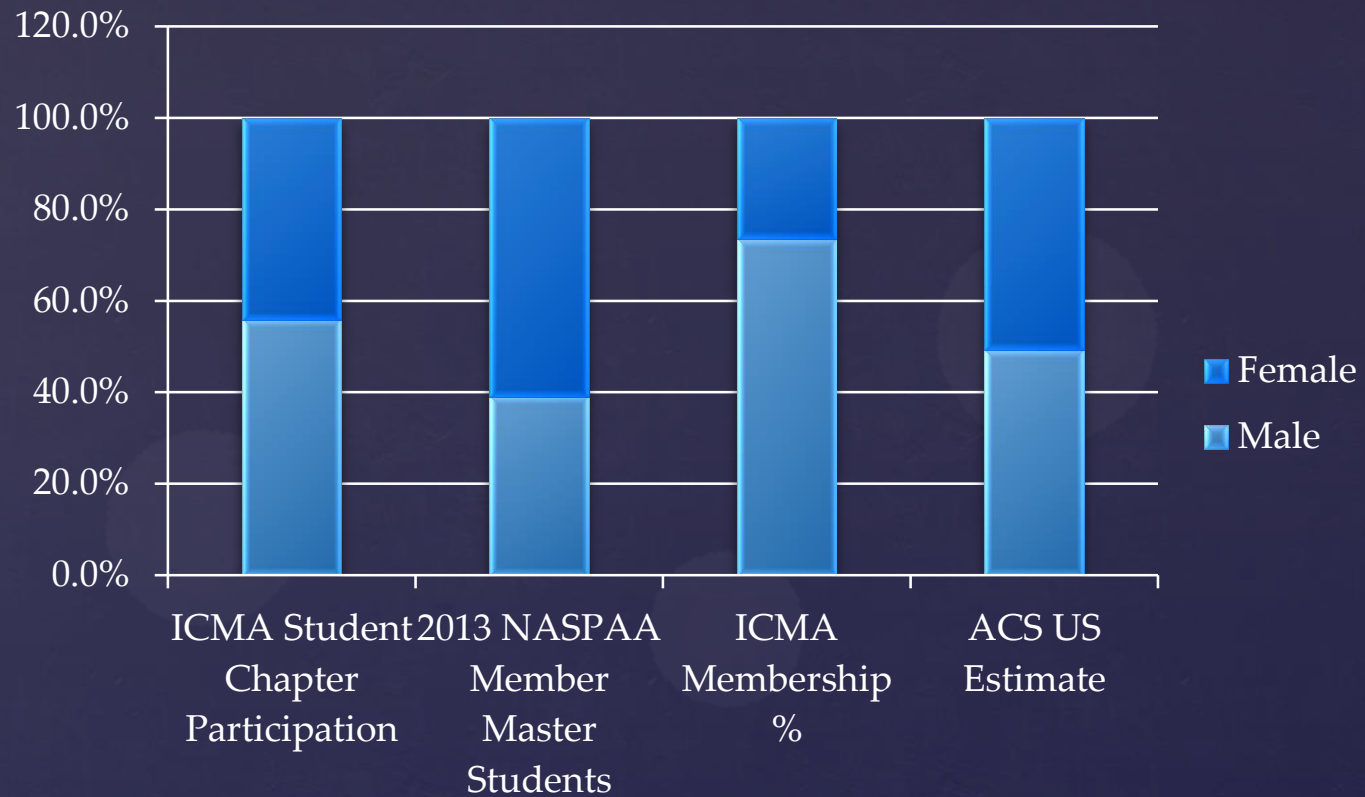
Member Development Programs Participation

{ Student Development, Early
Career Development, Mid-Career
Development

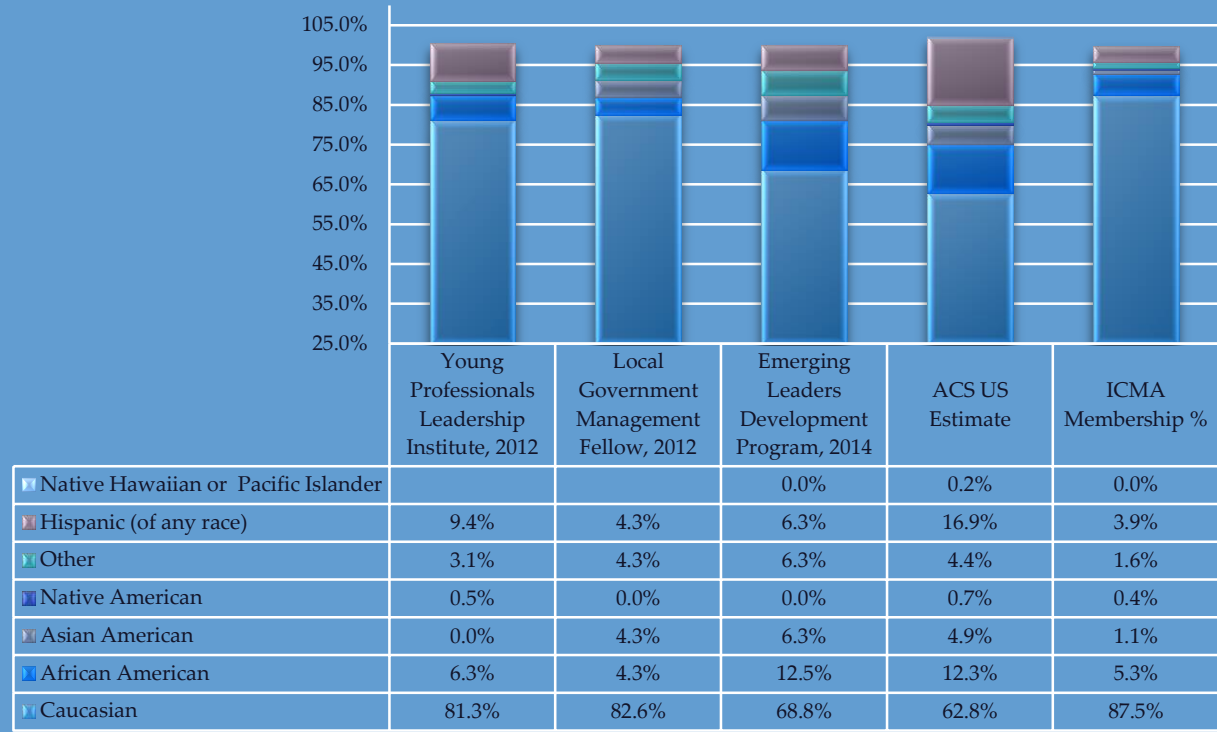
2013 ICMA Student Chapter
Participants



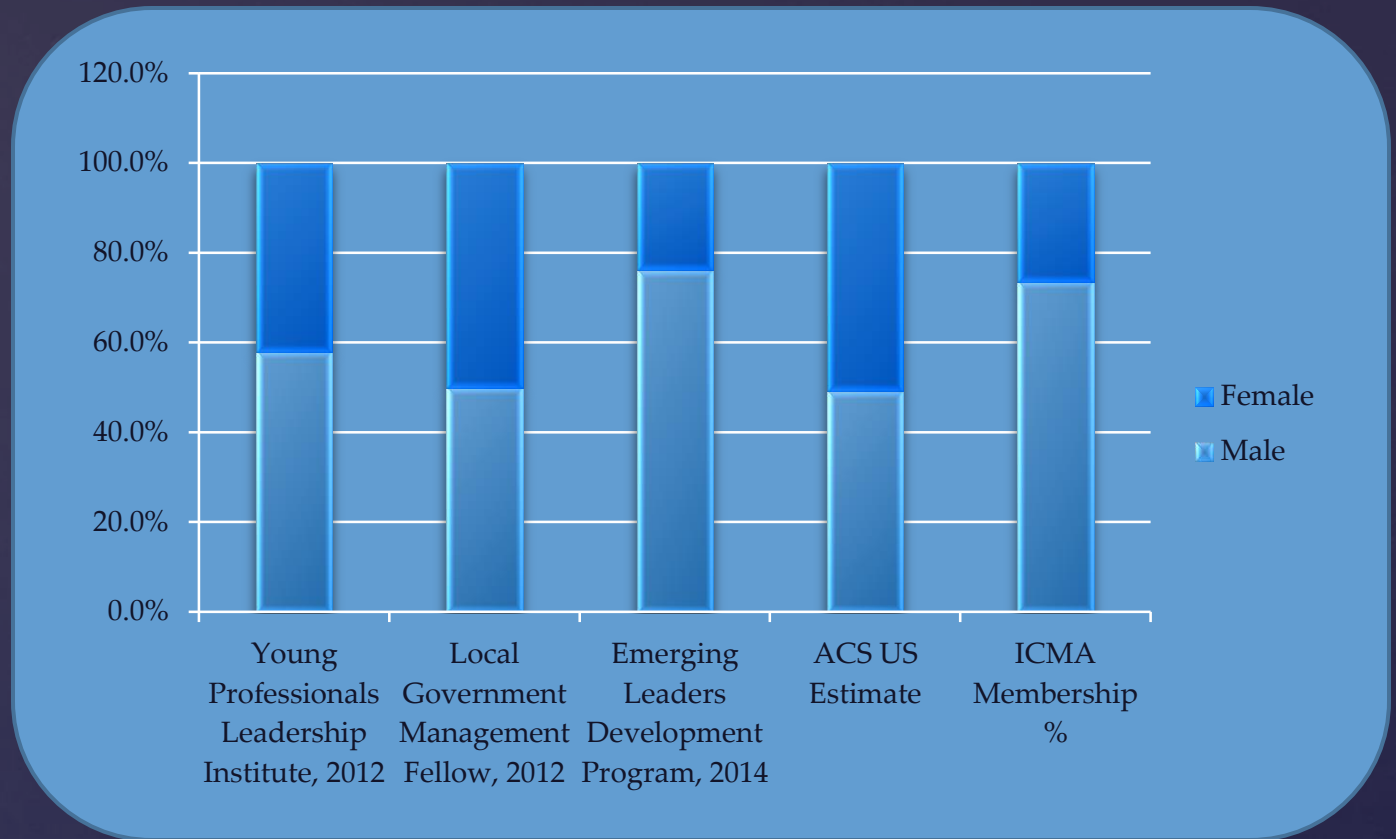
ICMA Student Chapters



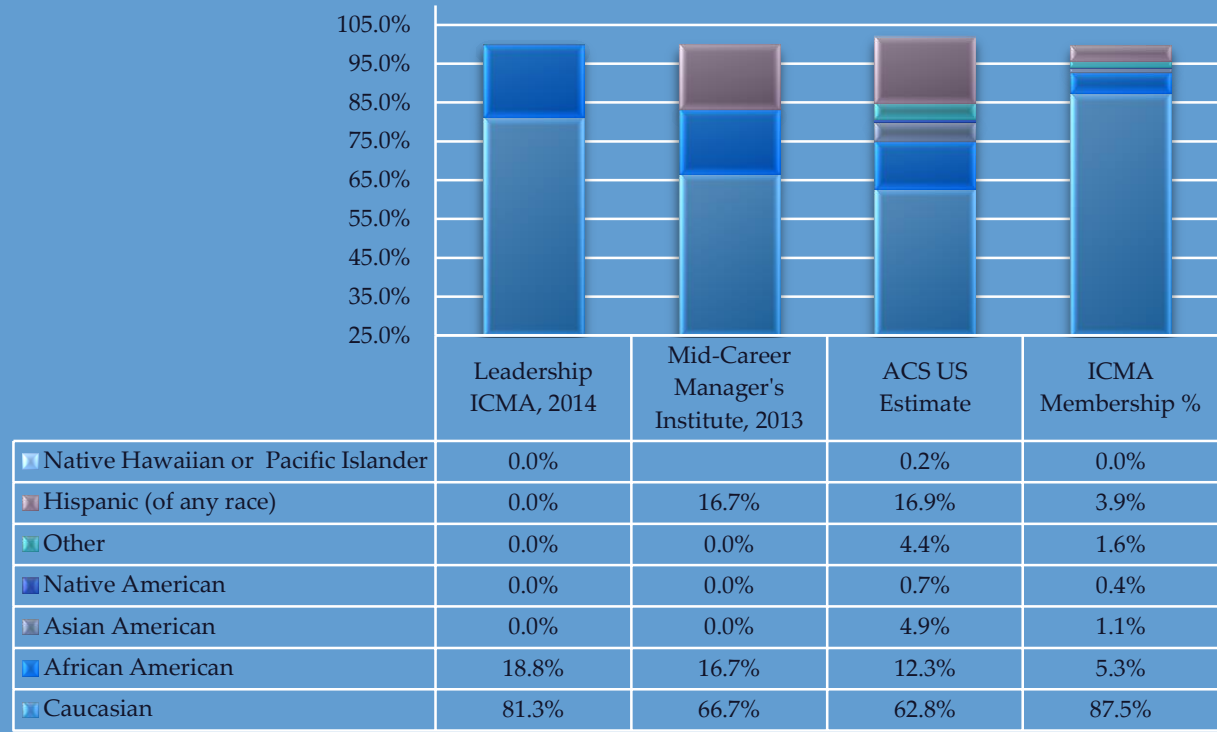
ICMA Student Chapters



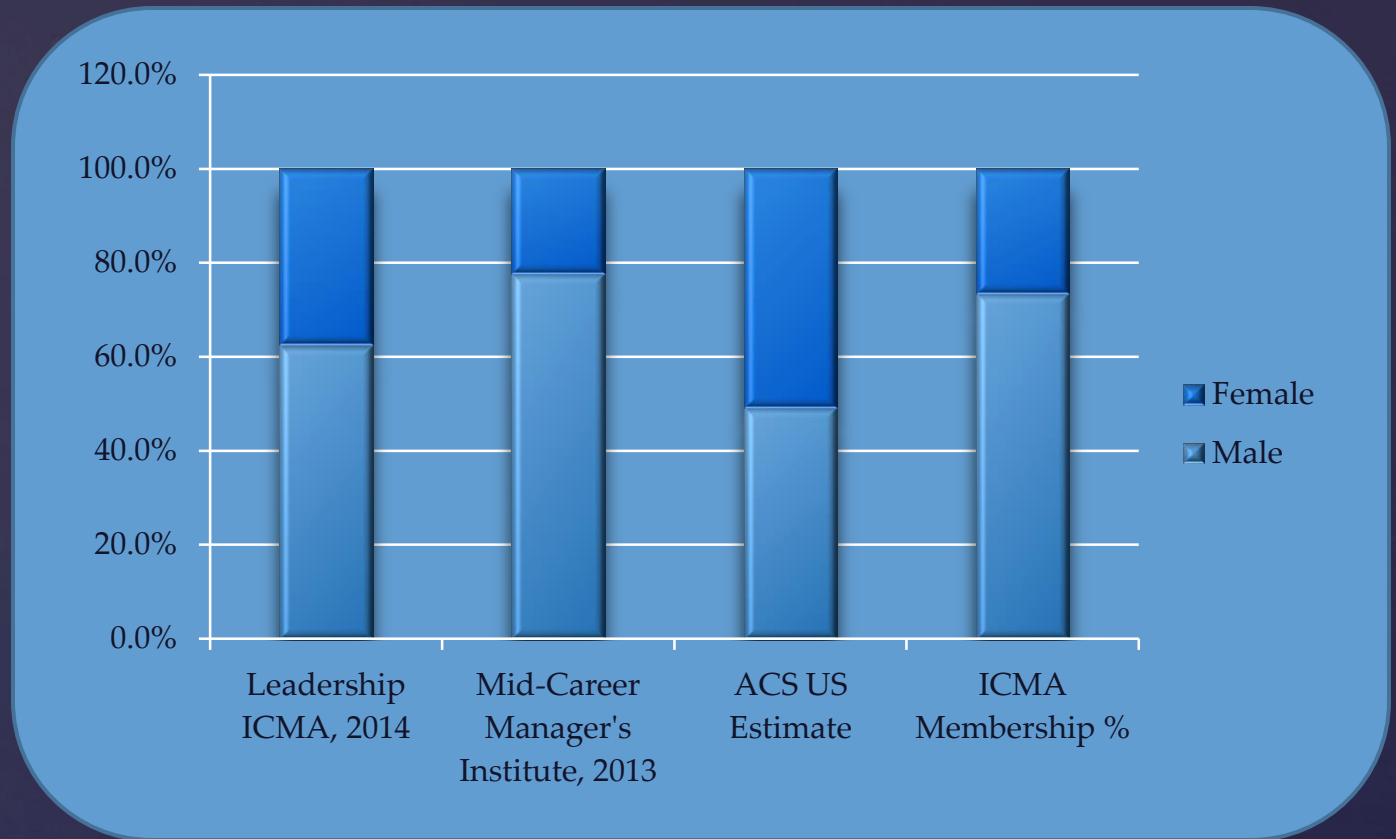
Early Career Development Programs



Early Career Development Programs



Mid Career Development Programs



Mid Career Development Programs

Broader View of Employment

{ Broad pay and representation: state
and local employment profiles

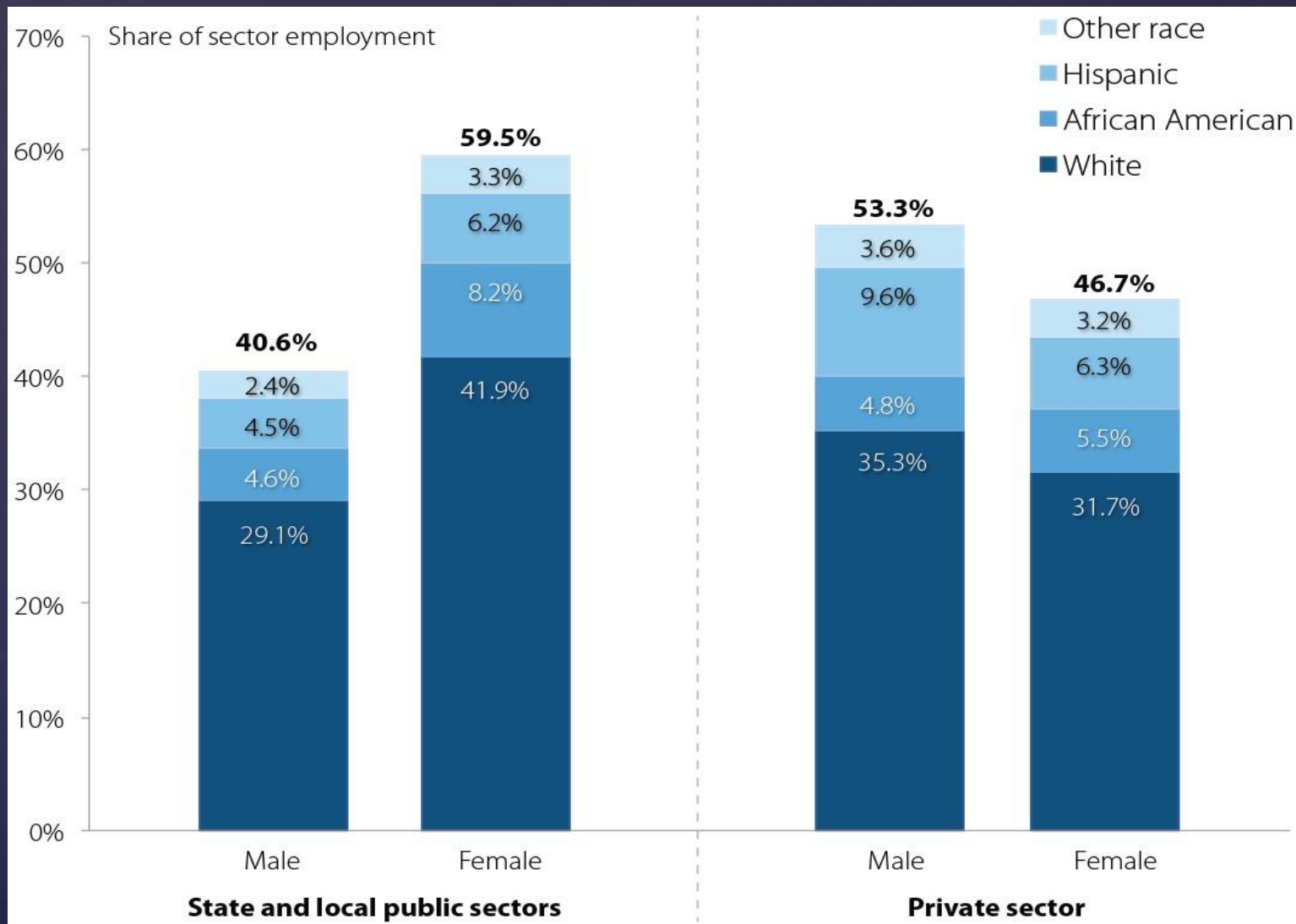


Chart provided by Local and Regional Government Alliance on Race and Equity

Gender wage gap in private vs. public sector

| | | |
|--|----------------|------------------------|
| Average female wage income compared with male wage income -20.4%*** | | -20.9%*** |
| Female wage income compared with wage income of similarly educated males | | |
| | Private Sector | State and Local Public |
| Less than a high school education | -25.7%*** | -23.7% |
| High school | -23.0%*** | -27.2%*** |
| Some college | -16.5%*** | -27.3% |
| Bachelor's degree | -18.9%*** | -16.9%*** |
| Advanced degree | -21.0* | -12.4%*** |

²³ Chart provided by Local and Regional Government Alliance on Race and Equity

Racial wage gaps in the private sector vs. state and local public sectors

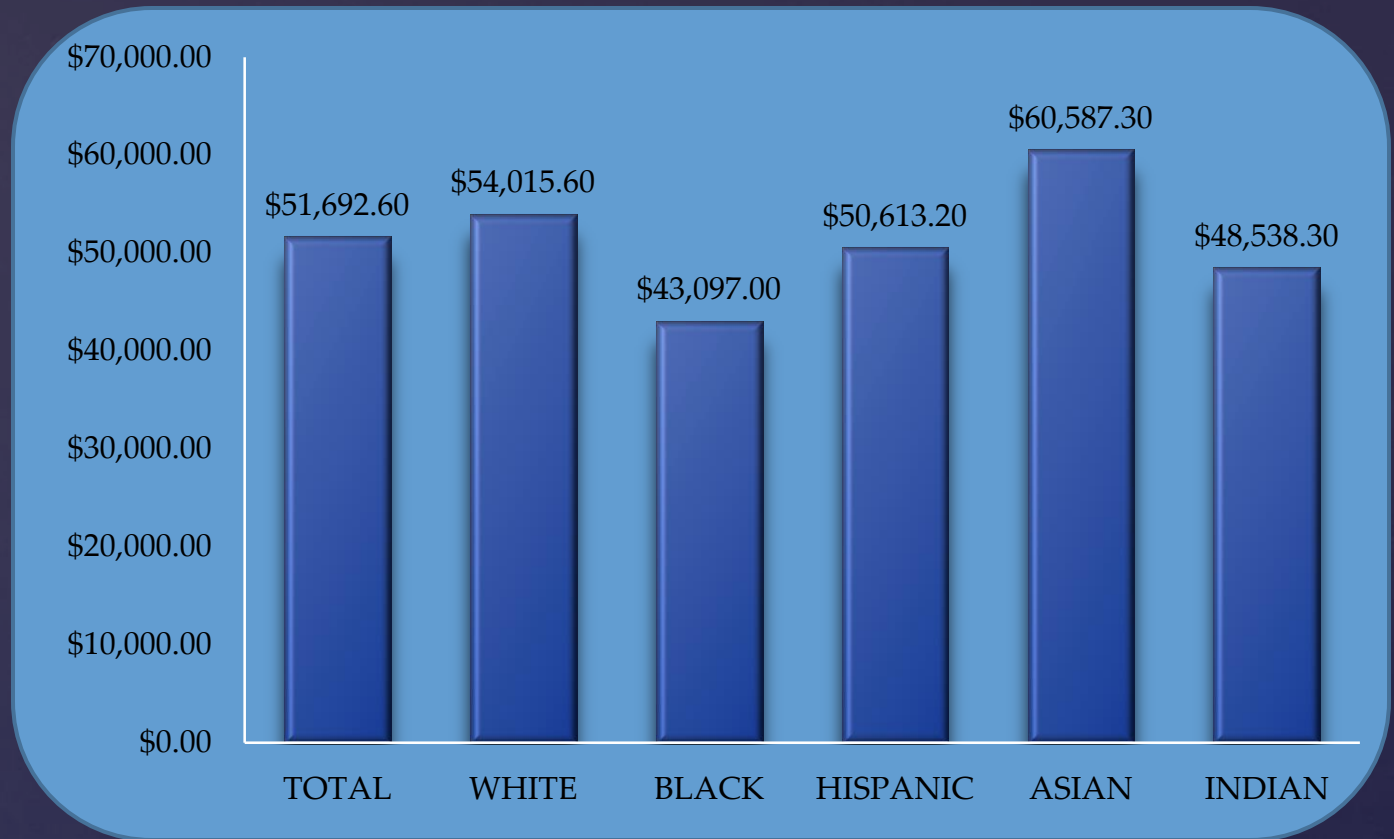
| | Private sector | State and local public sectors |
|--|----------------|--------------------------------|
| Average African American wage income compared with white wage income | -12.9%*** | -2.2%** |
| Average Hispanic wage income compared with white wage income | -11.1%*** | -2.9%** |

Wage in the private vs. the state and local public sectors

| Race/Educational Level | Private Sector | State & Local Public Sector |
|--|----------------|-----------------------------|
| African Americans with less than high school | -12.6% | +8.3%** |
| African Americans with a high school diploma | -13.1%*** | -5.7%*** |
| African Americans with some college | -11.0%* | -5.2% |
| African Americans with a bachelor's degree | -13.3% | +0.4%** |
| African Americans with an advanced degree | -19.5%*** | +1.7%** |
| Hispanics with less than high school | -7.4%** | +6.7%* |
| Hispanics with a high school diploma | -10.2%*** | -4.0% |
| Hispanics with some college | -9.3% | -6.2% |
| Hispanics with a bachelor's degree | -19.3%*** | -0.6% |
| Hispanics with an advanced degree | -19.6%*** | -2.0% |

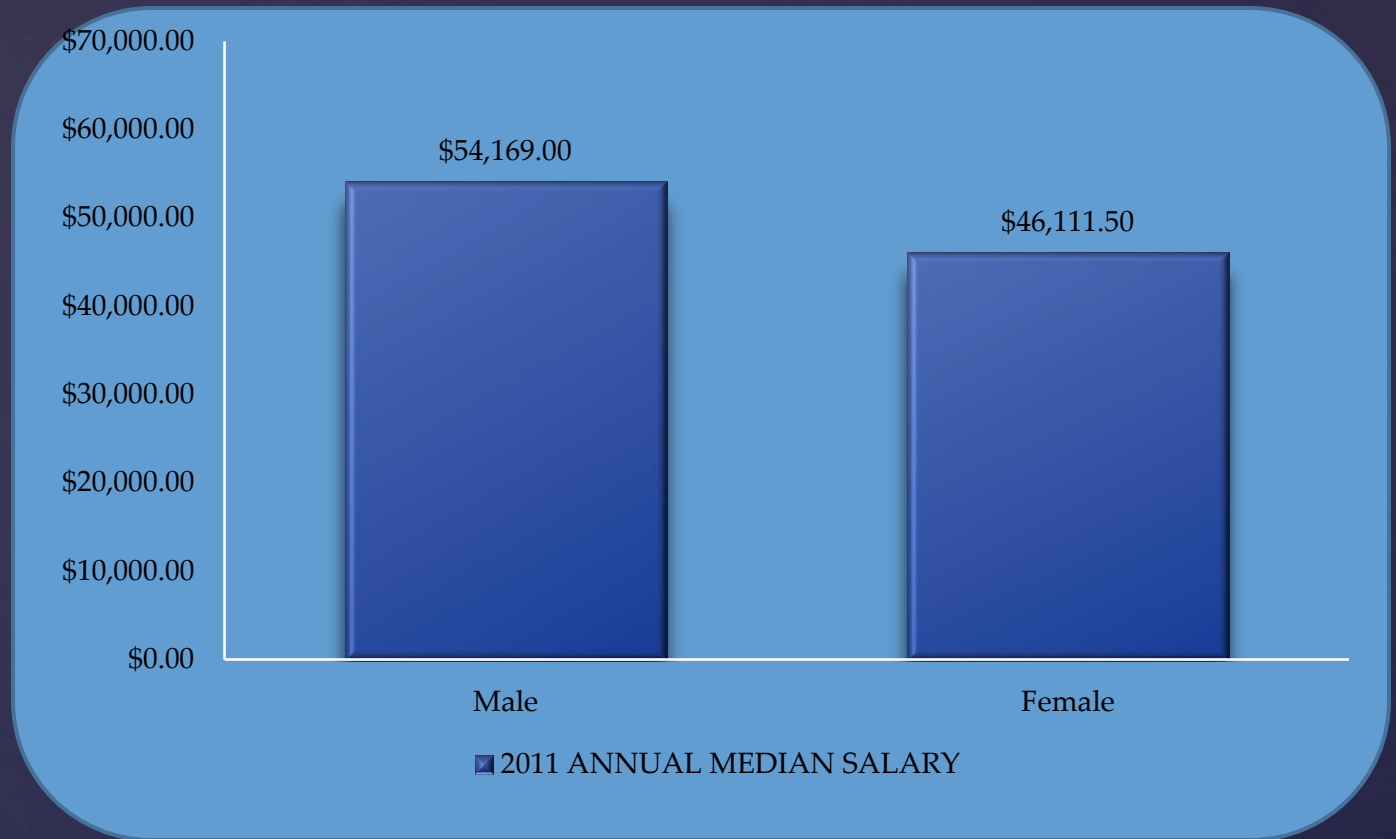
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Chart provided by Local and Regional Government Alliance on Race and Equity



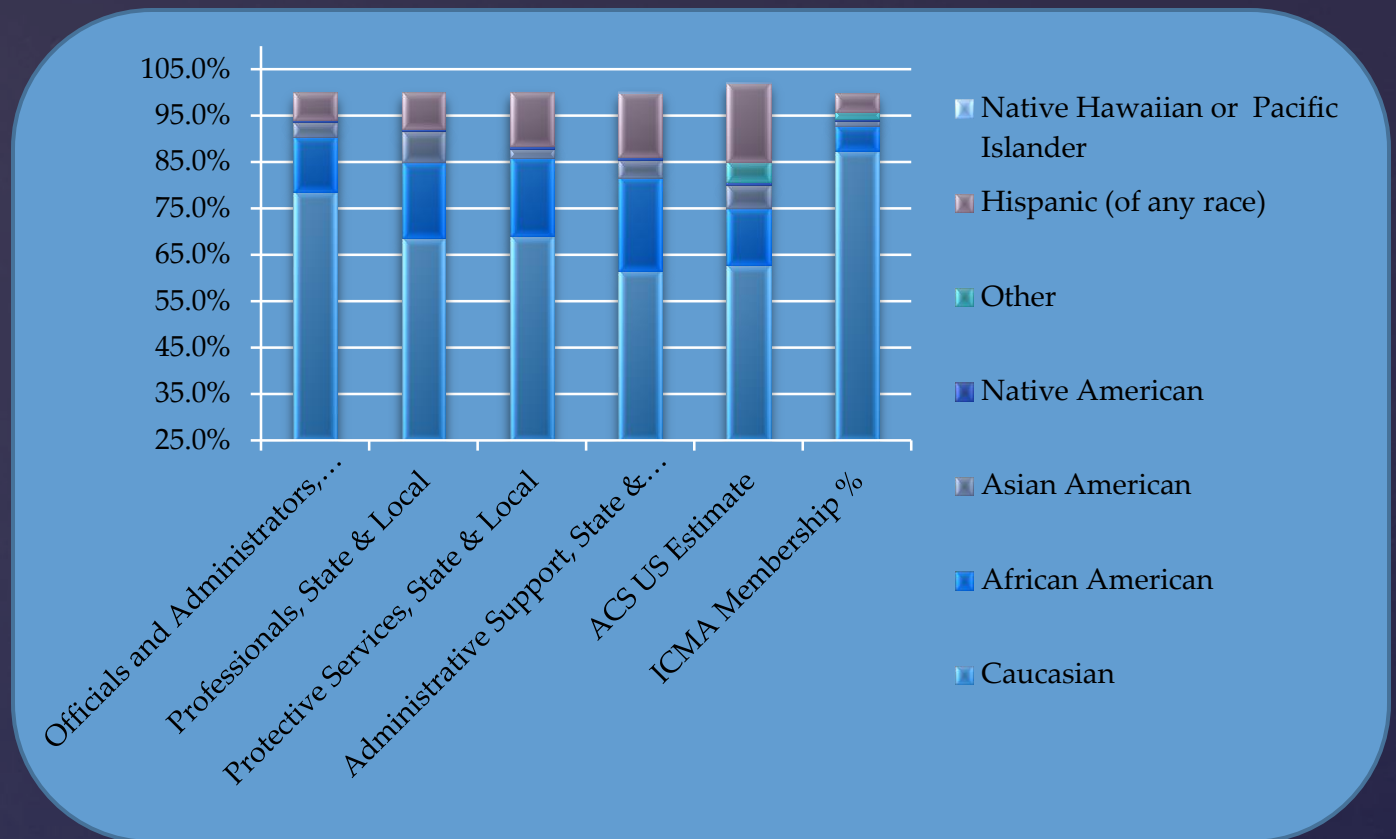
Information drawn from www.eeoc.gov/eeoc/statistics/employment/jobpat-eeo4/2011/table3/table3_3_city_.html

City Median Compensation, 2011



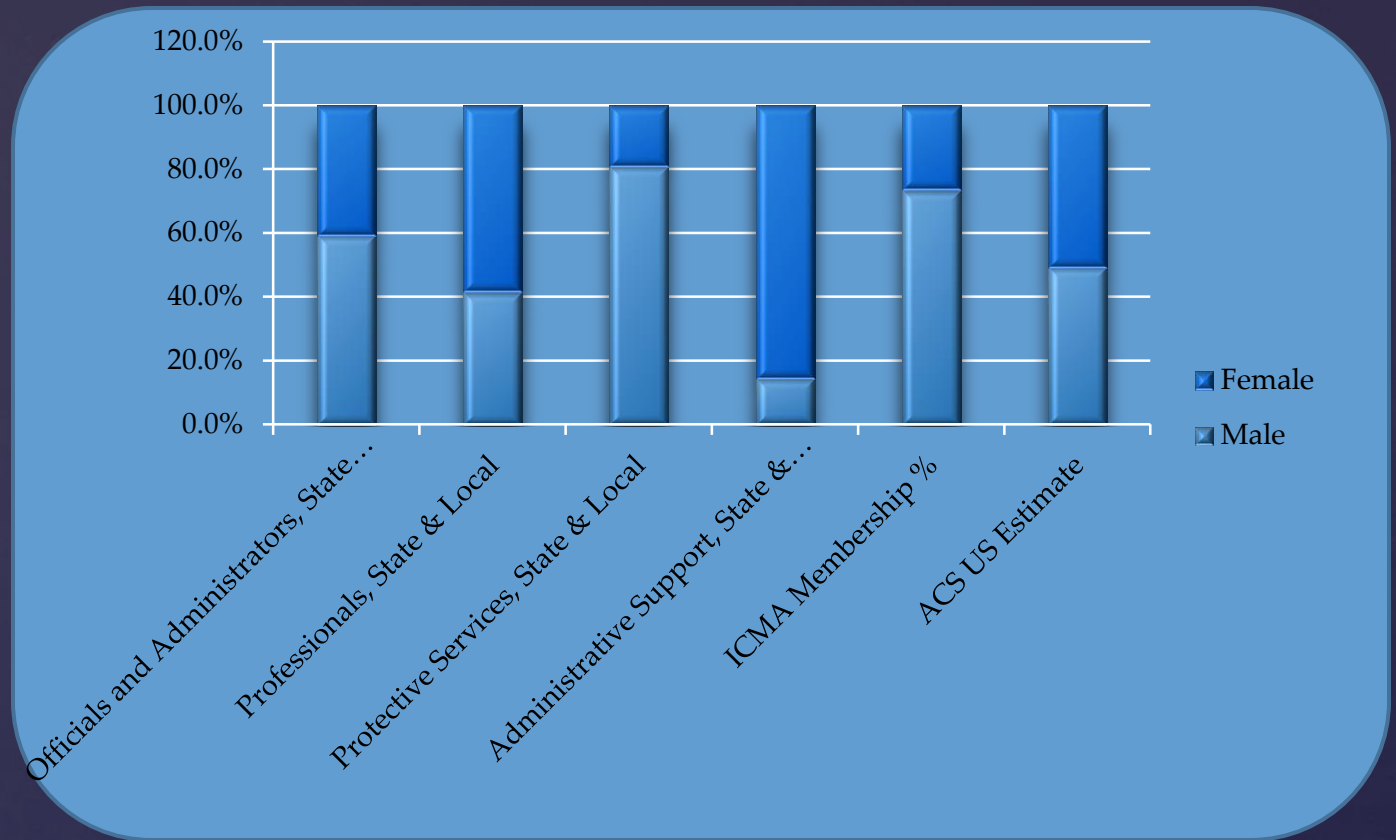
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City Median Compensation, 2011



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State and Local Government Employment, Select Job Categories



Information drawn from <http://www.eeoc.gov/eeoc/statistics/employment/jobpat-eeo4/2011/index.cfm>

State and Local Government Employment, Select Job Categories

Our work

{ Key questions and break out groups

- ⌘ How can ICMA equip managers to increase equity in employment and services in their organizations?
- ⌘ What can ICMA do to increase the diversity of the association?
- ⌘ What structural and institutional barriers to inclusion exist within ICMA and state affiliates and what are some strategies to address?

Proposed Key Questions

- ⌘ Relocate to flip charts based on color assignment (on back of agenda)
- ⌘ Discuss questions and make notes or suggested alterations to questions on pad (circle those that are significant changes)
- ⌘ Identify any missing key questions that you think the group should address in research and recommendations on large post it notes and bring suggestions to front of room for sorting

Discussion of Key Questions

- ⌘ Report out on significant modification proposals to key questions
 - ⌘ Comfort level- Red, Yellow or Green Card
- ⌘ Comfort with current key questions (minor language suggestions will be incorporated later)- Red, Yellow or Green Card
- ⌘ Report out on proposed additional questions/ scope
 - ⌘ Comfort level- Red, Yellow or Green Card

Consensus on Key Questions

- ⌘ Select a key question that calls to you for research and action
- ⌘ As a group, identify
 - ⌘ Research needs to identify and support recommendations
 - ⌘ Partnerships or necessary outreach
 - ⌘ Possible strategies for further development with research

Workgroup Selection and Brainstorming

- ⌘ Identify a scribe and a reporter to stay at area
- ⌘ Everyone else will select one other group to visit
 - ⌘ Reporter will summarize briefly the action steps identified
 - ⌘ Visitors will designate overlapping themes or actions from their groups by placing colored dot on chart
 - ⌘ Scribe helps to record additional thoughts, questions, or new ideas with facilitation by reporter

Peer Consulting

- ⌘ Rotate back to original group-Scribe will discuss themes briefly and point out overlapping themes
- ⌘ Group assignment of overlapping themes using Green, Yellow, and Red Cards

How can ICMA equip managers to increase equity in employment and services in their organizations?

What can ICMA do to increase the diversity of the association?

What structural and institutional barriers to inclusion exist within ICMA and state affiliates and what are some strategies to address?

Work Group Assignment

- ⌘ Rotate back to original group-Scribe will discuss themes briefly and point out overlapping themes
- ⌘ Group assignment of overlapping themes using Green, Yellow, and Red Cards
- ⌘ Designate two sub-group coordinators
- ⌘ Identify next steps, actions and assignments
- ⌘ Fill out sub-group contact sheet
- ⌘ Give Next Step and Contact Sheet Documents to Betsy Sherman at conclusion of meeting

Work Items and Assignments

Next Steps and
Thank You's
{ Questions?