

# CLACKAMAS COUNTY 2019-2020 DIVERSITY AND INCLUSION ASSESSMENT SURVEY PROJECT

## FINAL REPORT

Submitted by:

Center for Public Service  
Mark O. Hatfield School of Government  
Portland State University

Masami Nishishiba, PhD  
Jillian Girard, MPA, ABD  
Diane L. Odeh, MPA

Contact Information:  
[nishism@pdx.edu](mailto:nishism@pdx.edu), 503-725-5151

March 2020

# TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	5
About the Survey: .....	5
Recommendations: .....	6
Short-Term Recommendation 1: Clarify Policies/Practices for Employees .....	6
Short-Term Recommendation 2: Review Resources Regarding Language Interpretation Services .....	6
Short-Term Recommendation 3: Enhance Equity and Diversity Opportunities .....	6
Long-Term Recommendation 1: Develop a Strategic Equity Plan .....	6
Long-Term Recommendation 2: Increase Transparency and Accountability of County Expectations .....	7
Long-Term Recommendation 3: Enhance Communication Channels .....	7
Long-Term Recommendation 4: Review Options for Supporting Employees .....	7
INTRODUCTION .....	8
Overview of Past Assessments .....	8
About the 2019 Assessment .....	10
About the Community .....	10
DATA COLLECTION APPROACH .....	11
Survey Administration: How the Data was Collected .....	11
Survey Instrument: Basic Approach to the Survey Design .....	12
Survey Instrument: What Questions were Asked? .....	13
RESULTS OF THE ASSESSMENT .....	17
Who Responded to the Survey? .....	17
Age .....	17
Sex .....	18
Race and Ethnicity .....	18

LGBTQ Identity .....	19
Level of Education .....	19
Respondent Employee Type .....	20
Department .....	20
Management Status .....	21
4-Day Workweek .....	21
<b>Average Response by Survey Area .....</b>	<b>21</b>
Response by Focus Area: Recruiting and Hiring Diverse Staff .....	21
Response by Focus Area: Welcoming and Respectful Work Culture .....	23
Response by Focus Area: Retention and Development of Diverse Staff .....	24
Response by Focus Area: Cultural Competence .....	25
Response for Each Organizational Performance Area .....	27
<b>Changes over Time .....</b>	<b>29</b>
Goal 1: Recruiting and hiring diverse staff .....	30
Goal 2: Welcoming and respectful work culture .....	31
Goal 3: Retention and development of diverse staff .....	32
Goal 4: Cultural competence .....	33
<b>Group Comparisons for each Survey Area .....</b>	<b>34</b>
Age Group Comparisons .....	34
Education .....	35
Department .....	36
Respondent's Sex .....	37
LGBTQ Identity .....	38
Hispanic Identity .....	39
Race of Respondent .....	40
Four Day Work Week .....	41

Employee Status .....	42
Management Status .....	43
Qualitative Responses .....	44
Theme 1: Management’s leadership is crucial in promoting equity, diversity and inclusion efforts .....	44
Theme 2: Employees care about equity, diversity and inclusion and want to know how to incorporate them in their day-to-day work .....	44
Theme 3: Employees want clarity on equity, diversity and inclusion policy, processes and guidelines .....	45
Theme 4: Employees want support .....	45
Theme 5: Employees want dedicated equity, diversity, and inclusion resources ....	46
Theme 6: Microaggressions are a concern .....	46
Theme 7: Employees want clear communication .....	46
Theme 8: Meaningful change .....	47
Conclusion .....	47
Works Cited .....	48
Appendix A: Survey Instrument .....	49

## EXECUTIVE SUMMARY

To better understand Clackamas County employees' perspectives of diversity and equity, the Clackamas County Diversity Assessment Survey was administered in November-December 2019. A similar survey was administered in 2013, and the information collected at that time was used as a benchmark to assess change over time.

### ABOUT THE SURVEY:

The survey questions were intended to assess the perspectives of Clackamas County employees in the following four main goal areas:

#### *Goal 1: Recruiting and hiring diverse staff*

The ability of Clackamas County to attract diverse talent to the organization;

#### *Goal 2: Welcoming and respectful work culture*

The extent to which the current work culture is welcoming and respectful;

#### *Goal 3: Retention and development of diverse staff*

The ability of Clackamas County to retain and grow diverse talent in the organization; and

#### *Goal 4: Cultural competence*

The extent to which staff members need to

expand their skills or use different tools to interact more effectively with diverse team members and clients.

A total of 680 responses were collected, although not every individual responded to every question. Beyond the four focus areas, respondents were also asked about their perception of overall service quality, commitment to the work, productivity, and work satisfaction. Questions on demographic background information and several open-ended questions were also included in the survey.

The average response for the survey questions in each of the four goal areas is shown below. Overall, employees' average response was the highest in the cultural competence goal area. This was also reflected in the statements employees made in the open-ended questions, in which many indicated their belief in the importance of equity, diversity and inclusion work at the County. The lowest overall average was in the recruiting and hiring diverse staff goal area. This reflects a disconnect identified between perceived effort to recruit and hire diverse staff (overall average: 4.24) and perceived outcome in hiring diverse staff (overall average: 3.77).



Figure 1: Average response for each goal area

## RECOMMENDATIONS:

The results and analysis of the Clackamas County Diversity Assessment Survey indicate that County employees would be able to engage more strongly in equity, diversity, and inclusion efforts with (a) more time, (b) more training, and (c) more clear support from senior leadership. Based on the overall assessment of the survey responses, the research team identified two sets of recommendations - short term recommendations and long term recommendations. These recommendations take into account what employees asked for in the open-ended responses, and also address issues highlighted in the the survey that had lower average responses.

### **Short-Term Recommendation 1: Clarify Policies/Practices for Employees**

Respondents noted that they do not have a clear understanding of the complaint process regarding reports of bias or discrimination. Clarifying reporting policies for the bias and discrimination complaints will benefit employees. In addition, respondents noted that they would like to have clarity in whether they are allowed to do equity and diversity work during their allotted work hours, and if so, possible FTE that can be used for such endeavors.

### **Short-Term Recommendation 2: Review Resources Regarding Language Interpretation Services**

Employees reported that they know some language interpretation services do exist, but that they are unaware of how they can use the services. Those who have actually used the language interpretation services expressed frustration with

a cumbersome process of accessing those services. County-wide information regarding how to access and use these services would be beneficial.

### **Short-Term Recommendation 3: Enhance equity and diversity Opportunities**

Employees noted that they are committed to providing equitable and inclusive services to all clients. Current and new equity and diversity training should focus on developing skills that employees can put in use in customer service settings, both internally and externally. In addition, many employees expressed a commitment to and experience with equity and diversity efforts in current and past jobs. Identifying these committed and skilled employees county-wide and getting them involved with equity and diversity efforts would enhance equity and diversity capacity in the County.

### **Long-Term Recommendation 1: Develop a Strategic Equity Plan**

Many employees expressed the need for “clear objectives”, “meaningful change”, and “accountability”. Developing an equity plan can achieve these purposes. Possible elements of a strategic equity plan include:

- Assessment and enhancement of current training programs, with more trainings centered on self-reflection when engaging with concepts such as microaggressions and implicit bias.
- Acknowledgment of how Clackamas County’s history impacts public service delivery.
- Review of current practices related

to hiring, training, and recruiting a diverse workforce.

- Clear objectives, definitions, and expectations that can be applied to all departments.
- Dedicated equity and diversity resource commitment such as FTE for employees to engage in equity and diversity work, budget allocation, resources for employees, a separate equity and diversity office, and conflict resolution resources (before entering a formal complaint process).

### **Long-Term Recommendation 2: Increase Transparency and Accountability of County Expectations**

Employees noted that they would like more accountability, transparency, and awareness of county expectations regarding equity and diversity. Some suggestions on how to achieve this include:

- Annual report that reports on equity and diversity work, including number of complaints relevant to diversity, equity and inclusion and success stories. It is also important to note that the number of complaints decreasing should not be used as a sole benchmark of improvement. Complaints decreasing may also signal a fear of speaking up.
- Safe reporting sources for complaints to mitigate fear of retaliation.
- Confidential sources to discuss concerns and options prior to entering a formal complaint process.

### **Long-Term Recommendation 3: Enhance Communication Channels**

Employees reported the desire for more communication from management and across departments. Areas for communication enhancements include:

- Peer-to-peer opportunities to discuss various equity and diversity topics.
- Clear communication on how to incorporate equity and diversity work in day-to-day interactions with clients and colleagues.

### **Long-Term Recommendation 4: Review Options for Supporting Employees**

Employees reported feeling overworked, lacking resources, and needing additional support. Ways to review options for supporting employees include:

- Review ways to reduce burnout amongst employees and engage in activities that seek to enhance employee motivation.
- Recognize employees, especially when they are an equity and diversity champion.
- Provide opportunities for interdepartment connections and dialog.
- Continue to support current activities such as Employee Resource Groups, which include Employees of Color, Her Clackamas, Queers and Allies, and Language Equity Team

## INTRODUCTION

Cultural and racial diversity has the potential to increase organizational capacity (Gonzalez, 2010; Redwood & King, 2014; Myers, 2015). Having a diverse and involved staff enhances decision-making processes and lends itself to more innovation within an organization (Gonzalez, 2010; Curry-Stevens & Reyes, 2014). This is because a more diverse array of tacit knowledge and experience contributes to more holistically informed policies and programs.

Agencies perform better when they are more inclusive both internally and externally. Inclusive organizations experience enhanced strategic plan outcomes, such as more robust buy-in and unity in mission and values (Feldman & Khademian, 2007). Internally, diversity is critical to succession planning, as employees prepare to exit the workforce for retirement or other jobs (Myers, 2015). This will leave several gaps in talent and a potential to develop a new generation of public administrators to continue legacies. Thus, investing in the potential of diverse persons is a mutually beneficial action to dominant and non-dominant group members (Myers, 2015).

In essence, racial equity, or the lack thereof, has the potential to impact organizational effectiveness. Thus, equity, diversity, and inclusion become a matter of agency optimization. In this spirit, Clackamas County has made an effort to incorporate increased awareness of inclusion and diversity throughout the County.

## OVERVIEW OF PAST ASSESSMENTS

In 2001, Clackamas County performed its first diversity assessment in order to better serve the public by being a more responsive public organi-

zation. Four diversity goals were identified in this assessment. These are:

1. The ability of Clackamas County to attract diverse talent to the organization (recruiting and hiring diverse staff);
2. The extent to which the current work culture is welcoming and respectful (welcoming and respectful work culture);
3. The ability of Clackamas County to retain and grow diverse talent in the organization (retention and development of diverse staff); and
4. The extent to which staff members need to expand their skills or use different tools to interact more effectively with diverse team members and clients (cultural competence).

In the years following this initial assessment, Clackamas County worked at enhancing diversity and inclusion efforts. Then, in 2012, a subsequent diversity assessment was undertaken to evaluate those efforts. The assessment was performed in two phases. Phase I occurred in 2012 and was based on employee profile data analysis; review of vision, policy and plan documents; employee focus groups; leadership member focus groups; and individual interviews. Phase II, conducted in 2013, was a quantitative survey of employees' perception of diversity and inclusion.

Phase II was implemented, in part, to meet the need for systematic data collection, which was identified as a need in Phase I. Additionally, the survey was utilized to collect information from a wider range of participants at Clackamas County. The electronic survey was delivered to all employ-



ees of Clackamas County with computer access. Through the survey mechanism, Phase II was able to reach more individuals at the County for input regarding diversity and inclusion efforts.

Phase II continued to focus on the four goal areas outlined by Clackamas County in 2001 (i.e., recruiting and hiring diverse staff, welcoming and respectful work culture, retention and development of diverse staff, and cultural competence). Phase II also attempted to evaluate the experience of diversity and inclusion at different levels of analysis (i.e., the individual, employees generally, managers generally, and the organization as a whole).

They key findings of the Phase II assessment found the following themes:

- Employees had a generally positive view of equity and diversity for each of the four goal areas.
- An effort to recruit and hire diverse employees was acknowledged by respondents, but the reality of workplace diversity had yet to be realized.
- Employees believed that Clackamas County has a welcoming and respectful work environment, although women and racial and ethnic minorities reported a lower experience compared to male and Caucasian individuals.
- Respondents perceived a low effort of retaining and developing diverse employees by the County but reported a better than average experience with

workforce diversity.

- Employees believed in the need for cultural competency in the workplace
- There were differences in perception of equity and diversity work based on a respondent's age (60+ ranked efforts higher than those below 40) and race (Caucasian respondents ranked efforts higher than non-Caucasian respondents).
- From this, the following recommendations were made (please refer to the Phase II report for a full description of each recommendation):
  - » Continue to put effort into the recruiting and hiring practices
  - » Provide training and informal occasions to build a welcoming and respectful community
  - » Clarify retention and development strategies
  - » Look for success stories and build off those experiences

With the systematic data collection, wide participation, and variety of perspectives included, Phase II was designed to be a compliment to the qualitative study performed in Phase I and to position the County well for future assessments. The purpose of the current study is to update the Phase II analysis and document the change that has occurred since 2013.

## ABOUT THE 2019 ASSESSMENT

At the request of the Clackamas County, a team from Portland State University's Center for Public Service assessed the perception of employees in the areas of diversity and inclusion. The aim of the assessment was to evaluate the current state of diversity and inclusion in the following four goal areas: recruiting and hiring diverse staff, welcoming and respectful work culture, retention and development of diverse staff, and cultural competence.

Since the 2013 assessment there have been a number of changes that may impact employee views of diversity and inclusion efforts. While some of these changes are external to the County, the county also made deliberate changes to increase equity. These changes include:

- Department-specific equity service delivery plans
- Increased number of Employee Resource Groups (ERGs) including the Queers and Allies and Language Equity Team groups
- Sponsored and sent employees to the Northwest Public Employees Diversity Conference
- Updated the County website to be more accessible
- Contracted with on-call translation services
- Increased number of "lunch and learns" about equity, diversity, and inclusion topics

- The establishment of an external Leaders for Equity, Diversity, and Inclusion Council (LEDIC)

In addition to the review of the responses in the 2019 survey, results were compared to the prior baseline survey, completed in 2013. By establishing a baseline in 2013, we are more directly able to assess how perspectives are changing over time. In addition to the comparison to the baseline, this assessment explored perceptions of diversity and inclusion efforts of the County as a whole (organization-level), the perception among employees of management (management-level), employees of the County generally (employee-level), as well as self-evaluation (individual-level). The survey asked questions about both the perceived effort being made as well as the perceived outcomes of diversity and inclusion efforts. Qualitative responses were also collected in the form of open-ended questions.

## ABOUT THE COMMUNITY

Since the baseline assessment in 2013, the population of Clackamas County is estimated to have grown by more than 5% (U.S. Census Bureau; ACS Annual Estimates of the Resident Population; 2013, 2018). While the upcoming 2020 Census should provide a more accurate estimate of changes in demographics within the County, the American Community Survey provides estimated changes as of 2017 (U.S. Census Bureau; Demographic and Housing Estimates; 2013, 2017). The changes are shown in Table 1, below.

Table 1: The changes in community demographics between 2013 and 2017.

Sex	2013		2017*	
	Total	Percent	Total	Percent
Male	187,446	49.3%	196,834	49.2%
Female	193,086	50.7%	203,128	50.8%
<b>Age</b>				
Median Age	40.9	years	41.4	years
<b>Race &amp; Ethnicity</b>				
	Total	Percent	Total	Percent
White	341,361	89.7%	354,269	88.6%
Black or African American	3,248	0.9%	3,937	1.0%
American Indian and Alaska Native	2,581	0.7%	2,989	0.7%
Asian	14,576	3.8%	16,504	4.1%
Native Hawaiian and <u>Other</u> Pacific Islander	906	0.2%	1,095	0.3%
Two or More Races	13,075	3.4%	14,202	3.6%
Hispanic or Latino (Any Race)	30,012	7.9%	33,558	8.4%
<b>Total Population Estimate</b>				
	Total	Percent	Total	Percent
Estimated Population	380,532	100%	399,962	100%

\*2017 was the most recent year available

## DATA COLLECTION APPROACH

The 2019 assessment of diversity and equity was performed to better understand the varied perspectives of employees. The views of employees are essential to better understand the current state of the workforce as well as to develop recommendations for future efforts. A broad survey of employees provides valuable insights due to the unique perspectives those performing the work on a daily basis can provide.

The survey instrument is designed to document the relative change over time in the perception of

diversity and inclusion at the County as well as provide information about organizational performance. It is hoped that the information gathered with the survey serves as a reference to guide future decisions in the County regarding diversity and inclusion efforts.

### SURVEY ADMINISTRATION: HOW THE DATA WAS COLLECTED

The survey was available to employees between November 25, 2019 and December 6, 2019 and was constructed as a web-survey administered electronically. Employees received an email from

Gary Schmidt, County Administrator at Clackamas County, asking them to complete the anonymous survey. Once they clicked on the link embedded in the survey, the respondents were presented with a cover letter from Dr. Masami Nishishiba describing the purpose of the study as well as providing her contact information.

While the email requesting participation came from a county employee, none of the individual responses were provided to the County. Responses are only shown in aggregate form for the quantitative portion of the survey. Some representative comments are provided in order to illustrate qualitative themes. There was a total of 680 responses to the survey, an 83% increase from the 355 valid responses in 2013. Respondents were able to skip any question they did not want to answer, for any reason. Also, respondents could stop their participation in the survey at any time.

**SURVEY INSTRUMENT:  
BASIC APPROACH TO THE SURVEY DESIGN**

The questions for the survey are derived from a number of sources (Cox Jr. , 2001; Gardenswartz & Rowe, 1998; Choi & Rainey, 2010; University of Wisconsin - Stout Campus, 2010), including

feedback from Clackamas County employees. Questions in the survey are designed to capture and analyze the County's diversity and inclusion efforts in multiple ways.

First, the survey includes questions about both the County's perceived effort (i.e. input) as well as the current state of diversity and inclusion (i.e. outcome). The inclusion of these questions allow the County to examine the impact of the level of effort made by the County on the actual conditions experienced at the County.

Second, the survey includes questions that provide a measurement for several organizational performance measures: job satisfaction, commitment, quality of work, and productivity. The inclusion of organizational performance questions allow the County to examine if there is any relationship between the state of diversity and inclusion on various aspects of organizational performance.

The relationship between these three types of questions – perceived level of diversity & inclusion efforts, perceived outcome and current state of diversity & inclusion, and organizational performance – is represented in Figure 2, below.

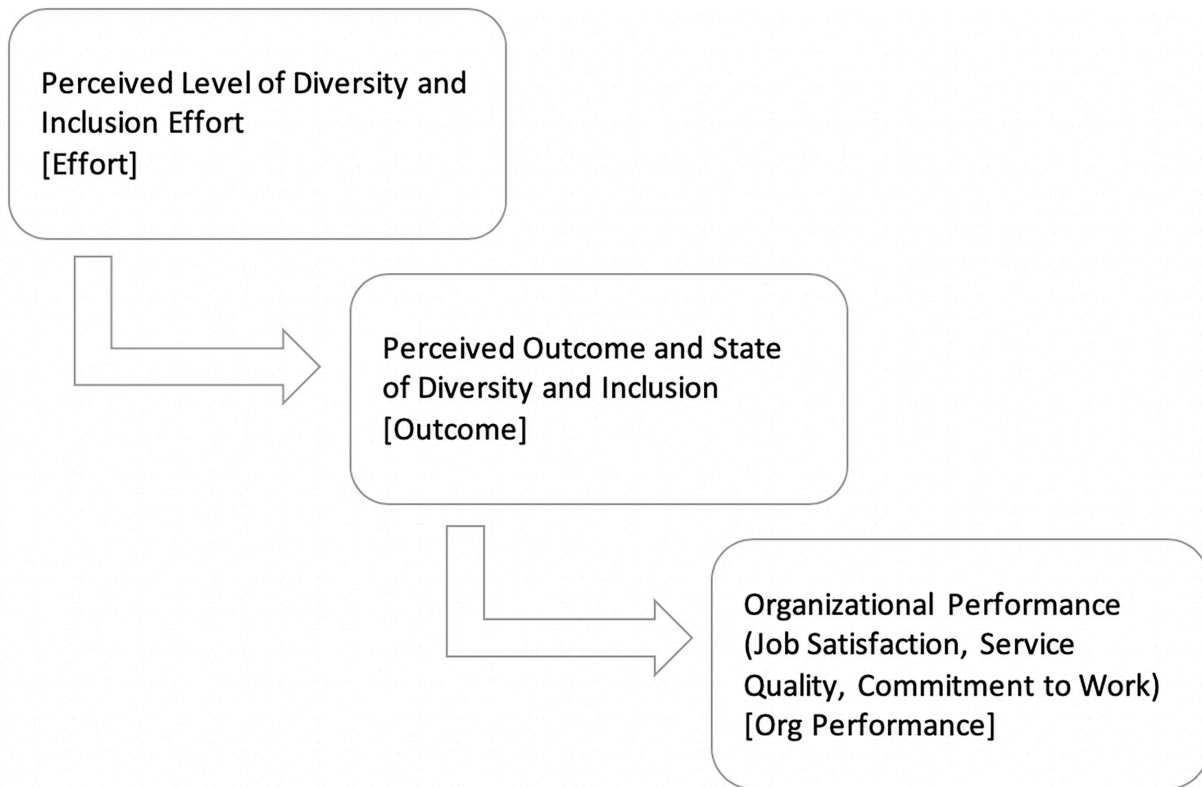


Figure 2: Types of questions included in the study and their theoretical relationship

The questions in the survey are also designed to capture four different levels of assessment of the County’s efforts and outcomes related to diversity and equity. The four levels include:

1. The respondent’s perception of their own individual attitudes and behaviors (individual-level);
2. The respondents’ perception of the County employees’ attitudes and behaviors in general (employee-level);
3. The respondents’ perception of the County managers’ attitudes and behaviors in general (manager-level); and
4. The respondents’ perception of Clack-

amas County as an organization (organization-level).

5. Each of the questions is focused on one of these four levels. This allows the research team to examine the way people perceive how each of these four levels performs in regard to diversity and inclusion.

**SURVEY INSTRUMENT:  
WHAT QUESTIONS WERE ASKED?**

The assessment was conducted using a survey which consisted of 70 questions broken into six blocks. The first four blocks represented each of the four goal areas: recruiting and hiring diverse staff, a welcoming and respectful work culture,

retention and development of diverse staff, and cultural competence. The questions in these first four blocks included both questions about the perceived effort as well as the current state of diversity and inclusion. Furthermore, there were questions at each of the levels of analysis: individual, employees, managers, and organization. See the survey instrument in Appendix A.

Each of the questions are mapped based on the level of the organization being asked about (level of analysis) and whether the question pertained to perceived effort or outcome (perception of process). This is shown in Table 2.

Table 2: Each question mapped to the goal category, level of analysis, and perception of the process.

Question	Goal Category	Level of Analysis	Perception of Process
Clackamas County makes an effort to promote itself as a welcoming and inclusive workplace.	Recruiting & Hiring	County	Effort
The County makes an effort to remove barriers impeding diverse applicants.	Recruiting & Hiring	County	Effort
Hiring a diverse workforce is a priority of the County.	Recruiting & Hiring	County	Effort
Managers make an effort to hire diverse applicants.	Recruiting & Hiring	Management	Effort
Managers make an effort to recruit diverse applicants.	Recruiting & Hiring	Management	Effort
Managers are committed to a workforce reflective of all segments of society.	Recruiting & Hiring	Management	Effort
The County’s application process is a barrier to promoting workforce diversity.	Recruiting & Hiring	County	Outcome
Managers have successfully hired diverse people.	Recruiting & Hiring	Management	Outcome
Managers have successfully recruited diverse applicants.	Recruiting & Hiring	Management	Outcome
My work group is reflective of all segments of society	Recruiting & Hiring	Employee	Outcome
The public image of Clackamas County is often a barrier in recruiting diverse employees.	Recruiting & Hiring	County	Outcome
The County workforce reflects the diversity of clients served.	Recruiting & Hiring	County	Outcome
Question	Goal Category	Level of Analysis	Perception of Process
I feel that certain groups of people are not treated with respect in the workplace.	Welcoming & Respectful	Management	Outcome
In my work group, some people are consistently excluded from certain activities.	Welcoming & Respectful	Management	Outcome

Clackamas County is indifferent toward creating an inclusive workplace.	Welcoming & Respectful	County	Effort
Creating a welcoming and respectful workplace is a priority of Clackamas County.	Welcoming & Respectful	County	Effort
Managers create a work environment where employees feel welcome and respected.	Welcoming & Respectful	Management	Effort
My manager will step in when someone is being treated disrespectfully.	Welcoming & Respectful	Management	Effort
Employees in my department make an attempt to help people feel welcomed and respected.	Welcoming & Respectful	Employee	Effort
Employees in my department are indifferent toward creating an inclusive workplace.	Welcoming & Respectful	Employee	Effort
I have a safe person or place to report acts of racism or discrimination. *	Welcoming & Respectful	Individual	Effort
Employees of different generations work well together.	Welcoming & Respectful	Employee	Outcome
I feel welcomed and respected among my peers.	Welcoming & Respectful	Individual	Outcome
Reports of racism and discrimination are addressed appropriately. *	Welcoming & Respectful	Management	Outcome
Employees are held accountable for acts of racism and discrimination. *	Welcoming & Respectful	Management	Outcome

Question	Goal Category	Level of Analysis	Perception of Process
Clackamas County has a clear vision for retaining and developing diverse employees.	Retention & Development	County	Effort
Clackamas County supports the retention and development of diverse employees.	Retention & Development	County	Effort
Managers encourage and support employment development for all employees	Retention & Development	Management	Effort
Managers tend to be more favorable toward employees who look like themselves, regardless of the employees' actual performance.	Retention & Development	Management	Effort
All employees are treated fairly in terms of professional development opportunities.	Retention & Development	Employee	Outcome
It is difficult for my work group to retain minority staff members.	Retention & Development	Employee	Outcome
I have the same opportunities here as others of my skill level, experience, and education	Retention & Development	Individual	Outcome
Performance assessment is a fair reflection of my performance.	Retention & Development	Individual	Outcome

Question	Goal Category	Level of Analysis	Perception of Process
Clackamas County encourages employees to engage effectively with diverse co-workers and communities.	Cultural Competence	County	Effort
Clackamas County promotes cross-cultural learning among employees.	Cultural Competence	County	Effort
I avoid interacting and communicating with individuals who have different perspectives than my own.	Cultural Competence	Individual	Outcome
I believe my coworkers are oblivious to cultural differences in the workplace.	Cultural Competence	Employee	Outcome
I believe my coworkers feel comfortable working with diverse clients.	Cultural Competence	Employee	Outcome
I can recognize and question the biases that affect my own thinking.	Cultural Competence	Individual	Outcome
I have a basic understanding of the concepts of racial equity, diversity, and inclusion. *	Cultural Competence	Individual	Outcome
In general, managers in Clackamas County are insensitive to cultural differences.	Cultural Competence	Management	Outcome
In my work, I am able to put the concepts of racial equity, diversity, and inclusion into practice. *	Cultural Competence	Individual	Outcome
Management attempts to model culturally responsive behavior.	Cultural Competence	Management	Effort
Management encourages education regarding cultural agility.	Cultural Competence	Management	Effort
Managers support conversations about racial equity, diversity, and inclusion. *	Cultural Competence	Management	Effort
Managers work well with employees of different backgrounds.	Cultural Competence	Management	Outcome

\*Questions that have been added in 2019.

The fifth block consisted of the questions pertaining to organizational performance (job satisfaction, productivity, service quality, and commitment to work) at three levels: the individual, employees and managers.

Finally, the sixth block of questions asked demographic information. The demographic information included respondents age, level of education, length of service at Clackamas County, County

department, gender, identification as LGBTQ, Hispanic origins, and ethnicity. The respondents were also asked to identify if they were full-time, part-time, or temporary workers, whether they worked a 4-day work week, whether they are managers, and how many diversity trainings they have attended.

Questions regarding equity, diversity, and inclusion were asked using a 6-point scale ranging



from strongly disagree (1) to strongly agree (6). Some questions were asked in the negative form (e.g., The public image of Clackamas County is often a barrier in recruiting diverse employees), and therefore, in the analysis these questions were reverse coded to maintain consistency with the other questions. For reporting on these questions in this report, the questions have been revised using positive wordings, with the change noted in brackets (e.g., The public image of Clackamas County is [not] often a barrier in recruiting diverse employees). Questions regarding general workplace attitudes were asked using a 7-point scale ranging from “low level” to “high level”.

In addition to the questions in blocks 1 through six, described above, there were additional qualitative questions asked of employees:

1. What concerns you most about the work environment of Clackamas County and your place in it?
2. Are there issues related to race, gender, sexual orientation, immigration or culture that come up at work? How are these issues handled?
3. In your own words, what do you think a focus on equity, diversity and inclu-

sion should mean for our County and how we work?

4. Are there any other experiences with diversity and inclusion activities you would like to share?
5. In the next 3 years, what do you want Clackamas County to address in the area of diversity and inclusion?
6. Is there anything else you would like to share?

## RESULTS OF THE ASSESSMENT

### WHO RESPONDED TO THE SURVEY?

While 680 people responded to the survey, not all employees included their demographic information. The demographic information for respondents is shown only for those who provided a response.

### AGE

The average age of individuals who completed the survey was 46 and the median age was 47. The relative similarity of the mean and median indicate that the age distribution is not heavily skewed. This is also reflected in Figure 3, below.

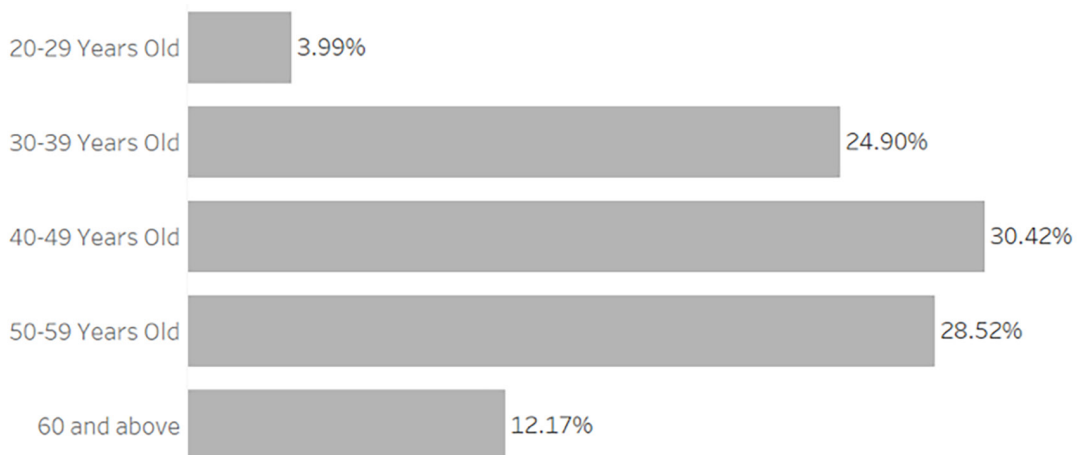


Figure 3: Respondent age distribution

## SEX

Respondents were asked to provide their sex identity. Nearly half of the respondents were female. 14% indicated that they preferred not to answer.

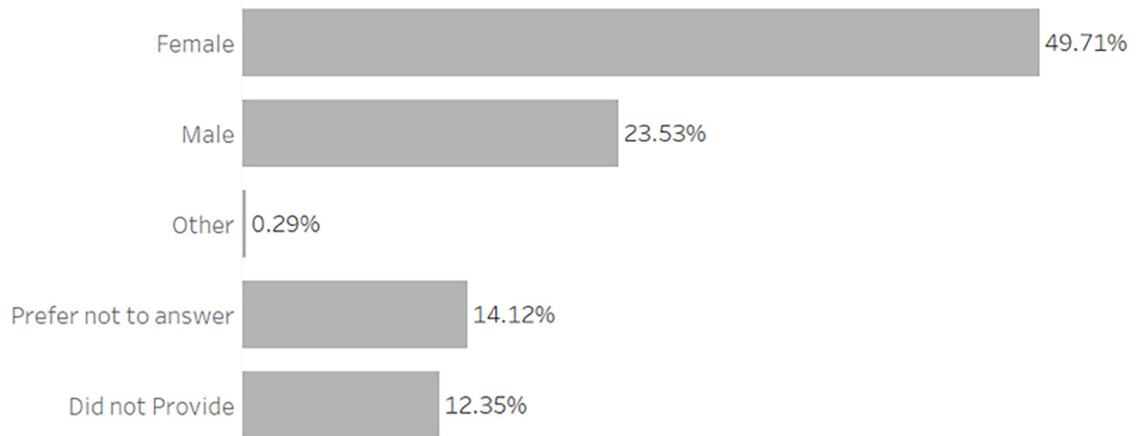


Figure 4: Distribution of responses by sex

## RACE AND ETHNICITY

Respondents were asked to provide their race and ethnicity. These categories were not mutually exclusive and respondents were able to select multiple identities. The sample was over 80% Caucasian, which is reflective of the over

all county population. While the current context of the community is important to consider when examining race demographics, the history is equally important to bear in mind.

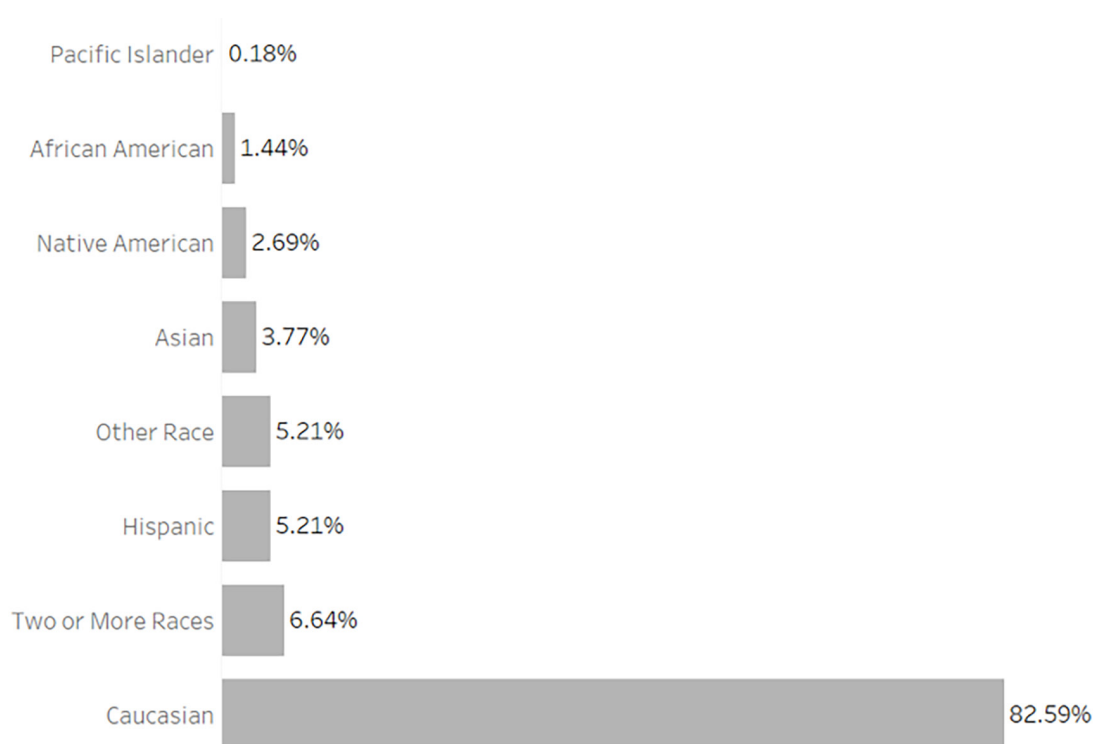


Figure 5: Respondents by race/ethnicity. The total adds up to more than 100% because the categories are not mutually exclusive

## LGBTQ IDENTITY

Respondents were asked if they identify as LGBTQ. Overall, over 8% of respondents identified as LGBTQ. However, it should also be noted that there are a substantial portion of individuals who chose not to identify for the purpose of this survey.



Figure 6: Percent of respondents who identified as LGBTQ

## LEVEL OF EDUCATION

Respondents were asked to provide their level of education. The majority of respondents indicated that they have a four-year degree.

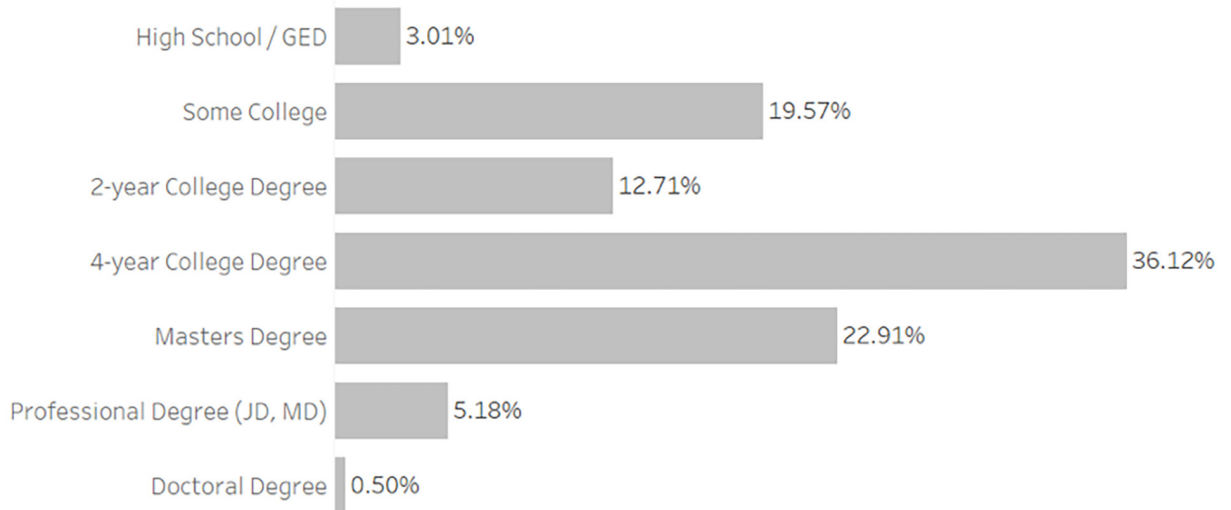


Figure 7: Respondents by level of education

## RESPONDENT EMPLOYEE TYPE

Respondents were asked to provide information about their employee type. The most frequent responses were from full-time employees.



Figure 8: Respondents by employee type

## DEPARTMENT

The most frequent responses came from employees working in the Health, Housing and Human Services Department. This is followed by individuals who did not select a department. Departments that had less than 10 individuals respond were grouped together in the group entitled, “Departments with less than 10 respondents.”

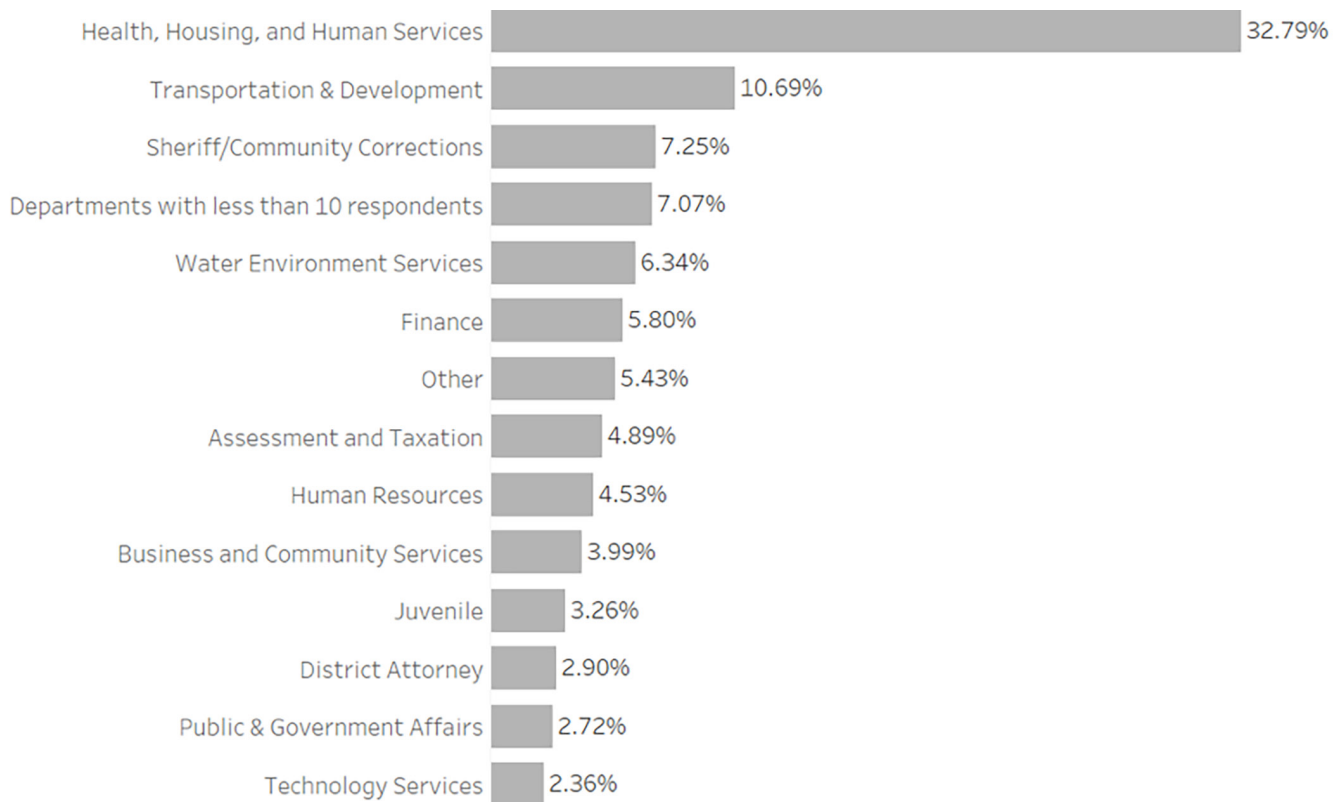


Figure 9: Distribution of responses by department.

## MANAGEMENT STATUS

Respondents were asked if they hold a management position at Clackamas County. Seventeen percent of respondents held management positions.



Figure 10: Frequency of responses by management status.

## 4-DAY WORKWEEK

Nearly 70% of respondents indicated that they work a four-day workweek.

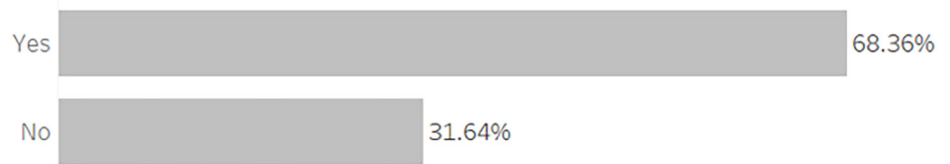


Figure 11: Distribution of responses by schedule.

## AVERAGE RESPONSE BY SURVEY AREA

### RESPONSE BY FOCUS AREA: RECRUITING AND HIRING DIVERSE STAFF

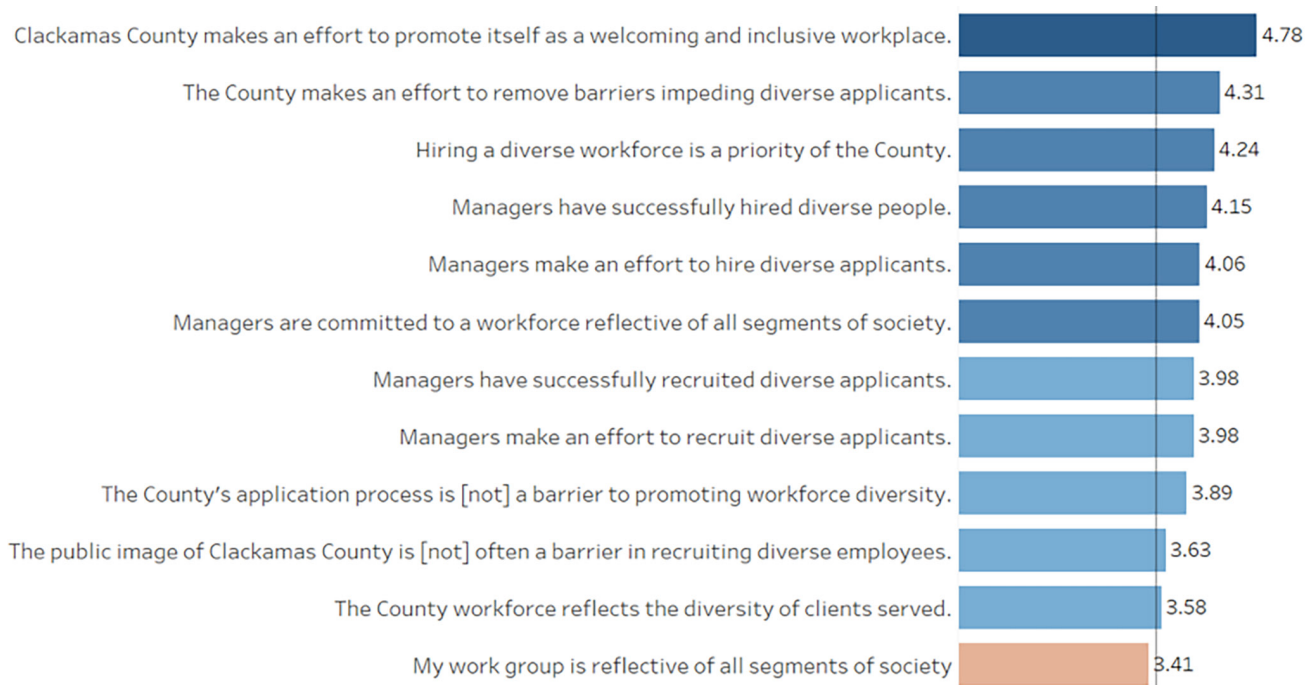


Figure 10: Frequency of responses by management status.

Respondents were asked to provide an assessment of their opinion on recruiting and hiring diverse staff survey items by rating from “1” meaning Strongly Disagree to “6” meaning Strongly Agree.” A score of 3.5 would be a “neutral” response. Some questions were phrased in a ‘negative’ manner. To provide consistency in visualization, the average score was reversed to display how many people would disagree with a negative statement.

### Highlights of this Portion

#### *Employees*

Employees tend to agree that Clackamas County promotes itself as a welcoming and inclusive workplace (4.78/6).

#### *Management*

Respondents slightly agree that management has successfully hired diverse people (4.15/6) and make an effort to hire diverse applicants (4.06/6). They also slightly agree that management are committed to a workforce reflective of all

segments of society (4.05); and make an effort to recruit diverse applicants (3.98/6). They also are in slight agreement that this recruitment has been done successfully (3.98/6).

#### *Clackamas County*

Respondents slightly agree that Clackamas County makes an effort to remove barriers that impede diverse applicants (4.31/6).

#### *Areas of Opportunity*

Employees slightly disagree that their workgroup reflects all segments of society (3.41/6). They also were more neutral in responding to whether or not the County workforce reflects the diversity of clients served (3.58/6). In addition, they slightly agree that the current application process is not a barrier to workforce diversity (3.89/6). They also slightly agree, but are close to neutral, with the notion that the public image of Clackamas County is not a barrier to recruiting diverse applicants (3.63/6).

## RESPONSE BY FOCUS AREA: WELCOMING AND RESPECTFUL WORK CULTURE



Figure 13: Average responses of Welcoming and Respectful focus area.

Respondents were asked to provide an assessment of their opinion on welcoming and respectful work culture items. A score of 3.5 would be a “neutral” response. Some questions were phrased in a ‘negative’ manner. To provide consistency in visualization, the average score was reversed to display how many people would disagree with a negative statement.

Unlike the recruitment and hiring section of the survey, the employees’ average response to the effort and outcome questions was relatively similar. The average response for effort was slightly higher (4.48 out of 6) than the average response for outcome (4.40 out of 6). This indicates that employees perceive the people’s efforts in making the workplace more welcoming and respectful is bearing the level of outcomes they expect. The perceived difference between effort and outcome is not as great as in the recruitment and hiring section.

### Highlights of this Portion

#### Employees

Employees generally agree that they are welcomed and respected by their peers (4.73/6). They slightly agree that they have a safe person or place to report acts of racism or discrimination (4.56/6).

#### Management/Colleagues

Respondents slightly agree that management will step in if someone is being treated disrespectfully (4.44/6). They also slightly agree that management creates a welcoming and respectful environment for employees (4.26/6). They also slightly agreed that employees within their department are not indifferent to creating an inclusive workplace (4.35/6). Employees also slightly agree that no one is excluded consistently from certain activities (4.63/6).

### Clackamas County

Employees slightly agree that creating a welcoming and respectful workplace is a priority of Clackamas County (4.54/6). Similarly, they slightly agreed that Clackamas County is not indifferent to creating an inclusive workplace (4.36/6).

### Areas of Opportunity

Employees slightly agree that they and their colleagues are held accountable for acts of racism

and discrimination (4.16/6). Similarly, they slightly agree that reports of racism and discrimination are appropriately addressed (4.19/6). The lowest score in this section has to do with whether or not certain groups are treated with respect in the workplace (4.10/6).

## RESPONSE BY FOCUS AREA: RETENTION AND DEVELOPMENT OF DIVERSE STAFF



Figure 14: Average responses of Retention and Development focus area.

Respondents were asked to provide an assessment of their opinion on retention and development of diverse staff survey items by rating from “1” meaning Strongly Disagree to “6” meaning Strongly Agree. A score of 3.5 would be a “neutral” response. Some questions were phrased in a ‘negative’ manner. To provide consistency in visualization, the average score was reversed to

display how many people would disagree with a negative statement.

Unlike the two prior areas of the survey, the outcome questions were slightly higher (4.18 out of 6) than the perceived effort (3.99 out of 6). This indicates that while many employees do not feel that they are having different experiences from



their peers in terms of development, they also do not indicate that they see a consistent effort across the County.

### Highlights of this Portion

#### Employees

Employees slightly agree that performance assessment reflects their performance fairly (4.36/6). In addition, they slightly agree that they have the same opportunities as others with their same skill level, experience, and education (4.27/6).

#### Management/Colleagues

Employees slightly agree that management encourages and supports the development of all employees (4.18/6). They also slightly agree that

they and their colleagues are treated fairly in terms of professional development opportunities (4.16/6).

#### Clackamas County

Employees slightly agreed that Clackamas County supports the retention and development of diverse employees (3.96/6).

#### Areas of Opportunity

Employees were close to neutral but slightly agreed that Clackamas County has a clear vision for retaining and developing diverse employees (3.66/6). Respondents also slightly agreed that their work group does not have difficulty with retaining minority staff members (4.14/6).

### RESPONSE BY FOCUS AREA: CULTURAL COMPETENCE

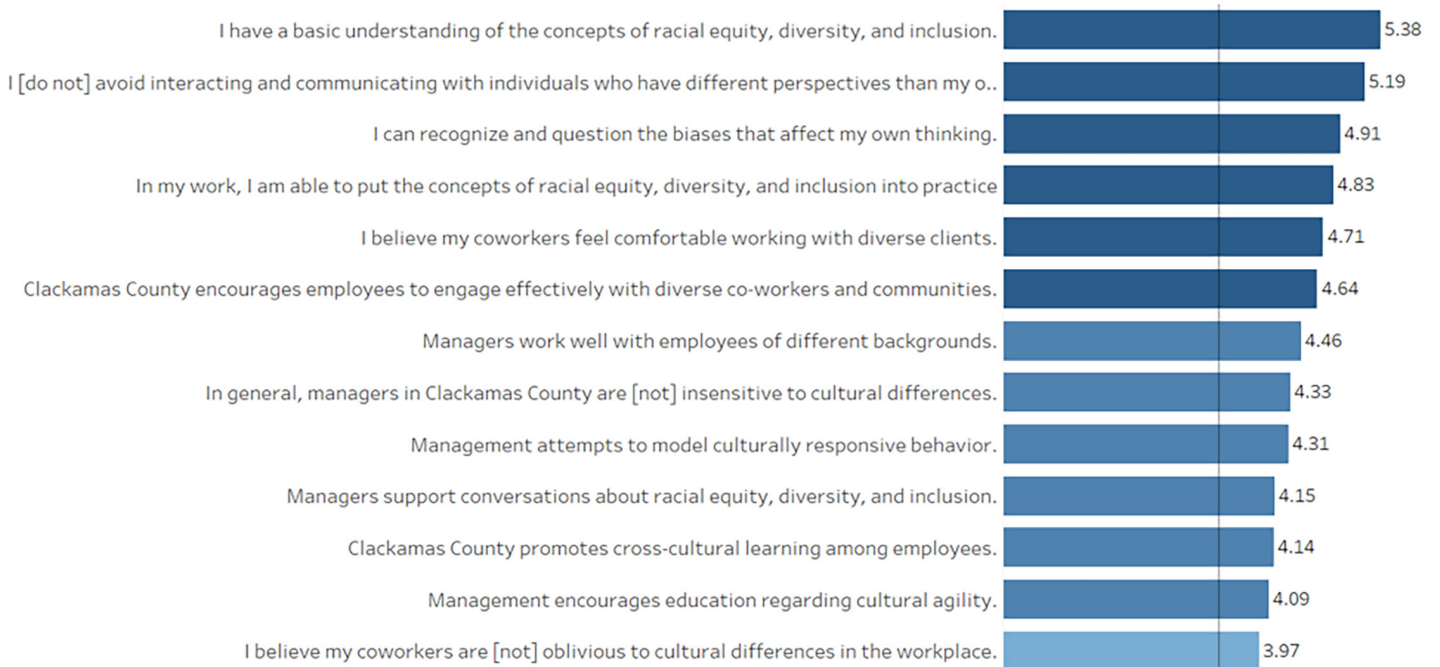


Figure 15: Average responses of Cultural Competence focus area.

Respondents were asked to provide an assessment of their opinion on cultural competency items by rating from “1” meaning Strongly Disagree to “6” meaning Strongly Agree. A score of 3.5 would be a “neutral” response. Some questions were phrased in a ‘negative’ manner. To provide consistency in visualization, the average score was reversed to display how many people would disagree with a negative statement.

As noted in Table 2, some survey questions pertained to perceived effort or outcome (perception of process). In this goal area again, the outcome average (average = 4.72) is higher than the perceived effort average (average = 4.27). This is driven primarily by individual learning outcomes, including:

- I [do not] avoid interacting and communicating with individuals who have different perspectives than my own. (average = 5.19)
- I have a basic understanding of the concepts of racial equity, diversity, and inclusion. (average = 5.38)
- I can recognize and question the biases that affect my own thinking. (average = 4.91)
- In my work, I am able to put the concepts of racial equity, diversity, and inclusion into practice. (average = 4.83)

## Highlights of this Portion

### *Management/Colleagues*

When it comes to management, employees primarily agree that culturally responsive behavior is modeled (4.31/6) and that managers work well with employees of different backgrounds (4.46/6). Employees slightly agree that management exhib-

its sensitivity toward cultural differences (4.33/6). They also feel as though their colleagues are comfortable working with diverse clients (4.71/6). Respondents slightly agree that management could encourage more conversations related to racial equity, diversity, and inclusion (4.15/6) in addition to supporting education related to cultural agility (4.09/6). Employees, on average, agree that their coworkers are not oblivious to cultural differences in the workplace (3.97/6).

### *Employees*

At the individual level, employees generally report cultural competency in the self-reflective questions. This is evident by the fact that the four highest-scoring responses were related to a person’s self-assessment. Employees feel as though they have a high level of understanding of concepts related to equity, diversity, and inclusion (5.38/6), an awareness of the biases that affect their own thinking (4.91/6), and are able to put concepts of equity, diversity, and inclusion in their work (4.83/6). Employees also believe that they do not avoid interacting with individuals who have perspectives different than their own (5.19/6)

### *Clackamas County*

Employees tend to believe that Clackamas County encourages employees to engage in with diverse communities and colleagues (4.64/6). Similarly, they tend to believe that the County promotes cross-cultural learning of its employees (4.14/6).

### *Areas of Opportunity*

The lowest response scores had to do with questions regarding promotion of education regarding equity, diversity, and inclusion. These scores indicate that employees had a lower perception of sections related to management and county encouragement of cultural agility and cross-cultural education.

## RESPONSE FOR EACH ORGANIZATIONAL PERFORMANCE AREA

Employees were asked to rate their satisfaction with a variety of organizational performance elements on a 7-point scale, with “1” being Low and 7 being Very High.

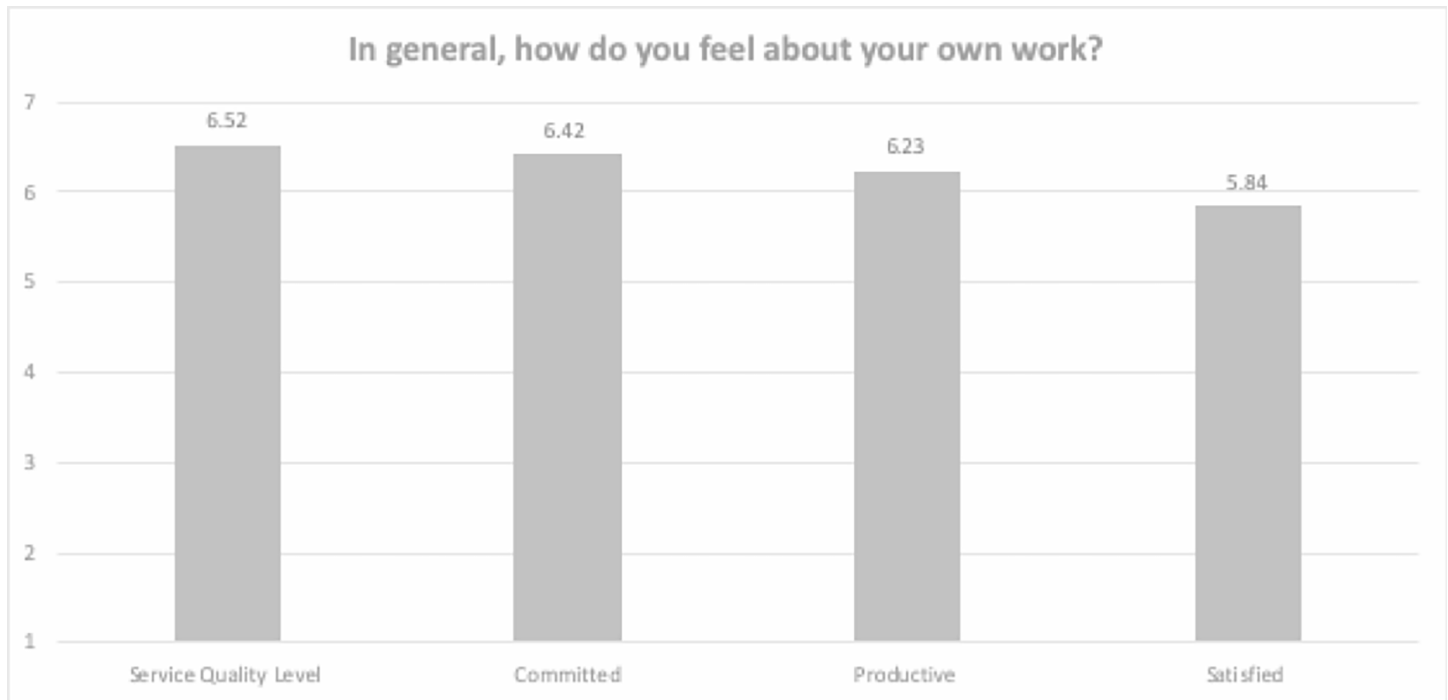


Figure 16: Average responses of organizational performance focus area: individual employee.

### *In their own work, employees feel...*

- As though they provide a high level of service quality (6.52/7).
- High levels of commitment to their job (6.42/7).
- As though they are highly productive (6.23/7).
- Less satisfied than the other categories; but still slightly higher levels of satisfied (5.84/7).

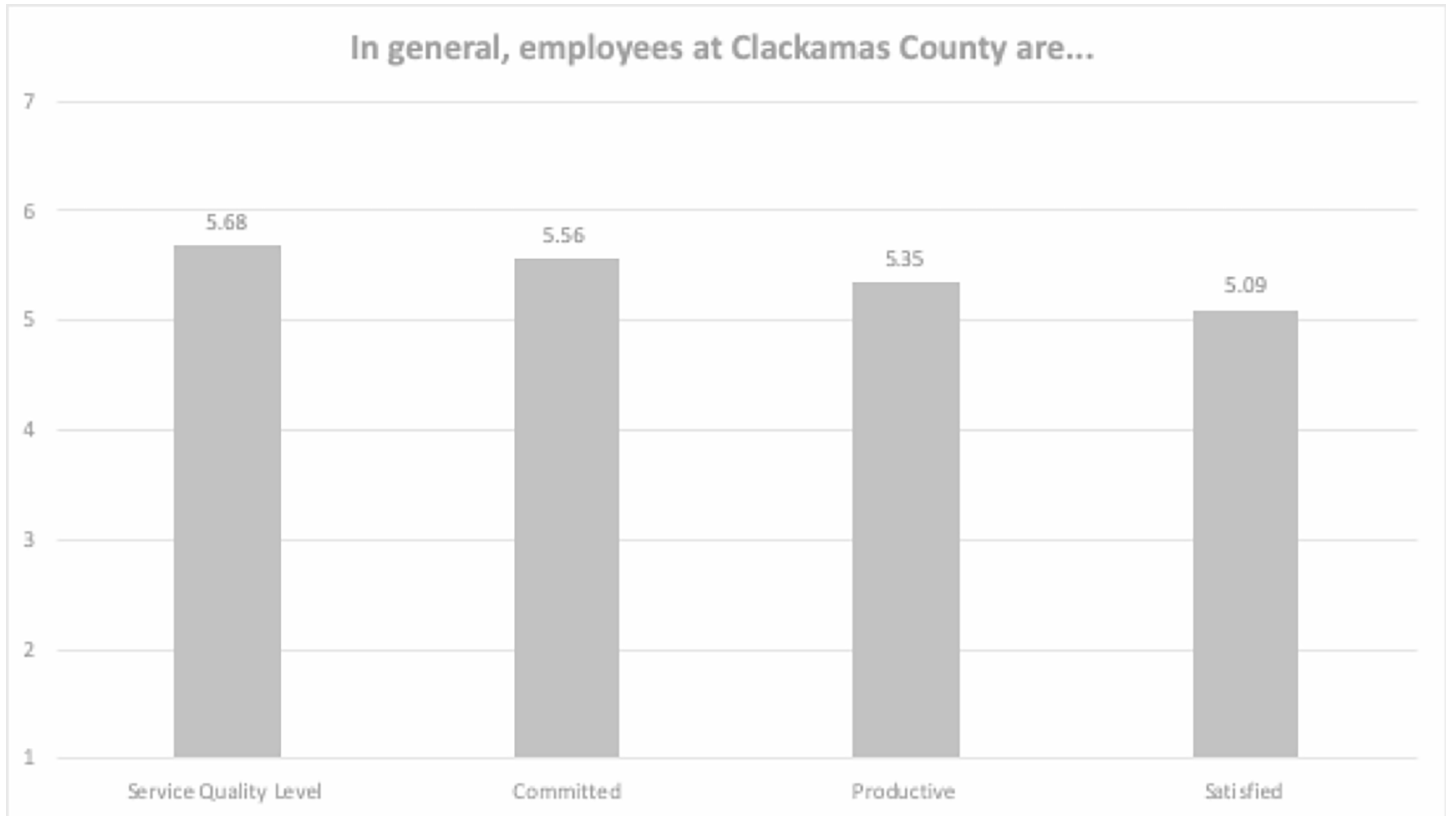


Figure 17: Average responses of organizational performance focus area: individual employee and colleagues.

*Regarding themselves and their colleagues, employees feel...*

- As though employees provide slightly high levels of service quality (5.68/7).
- As though employees have slightly high levels of commitment to their work (5.56/7).
- As though employees have slightly high levels of productivity (5.35/7).
- As though employees have slightly high levels of satisfaction with their job (5.09/7)

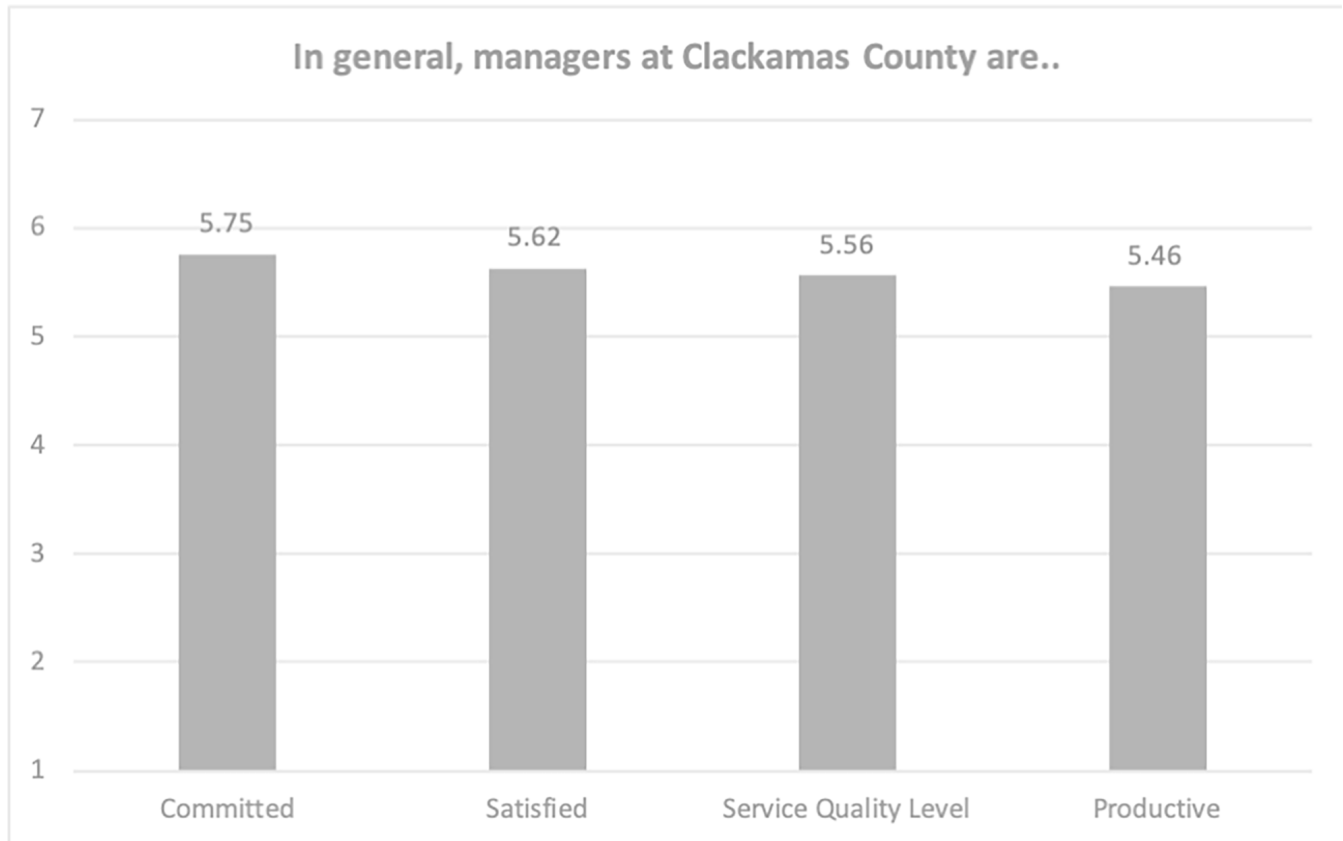


Figure 18: Average responses of organizational performance focus area: management.

*Regarding management within Clackamas County, employees feel as though management is...*

- Slightly but close to high levels of commitment to the job (5.75/7).
- Satisfied at slightly high levels (5.62/7).
- Providing a slightly high service quality level (5.56/7).
- Productive at slightly high levels (5.46/7).

**CHANGES OVER TIME**

The percent of people who selected either agree or strongly agree was used to compare the data from 2013 and 2019.

For the survey questions that were asked in the negative, the scale was reversed for consistency

with the other survey items. For clarity these questions were rephrased with the word “[not]” so that the scale is consistent across all questions.

Overall, in 2013, survey responses were significantly higher than responses in 2019. In the

following Figure 19-22 shows change over time by question and survey area. Some questions were not asked in 2013, so only those questions that were asked in both years were used for this analysis.

This change over time may indicate that the employees in 2019 have less positive views of the state of diversity, equity and inclusion at the County compared to 2013. This result, however, needs to be interpreted with some care. For example, the response rate of the 2019 survey (n=680) was higher than in 2013 (n=355). This may suggest

that in the 2019 survey, people felt more comfortable sharing their opinion, and be more candid about their assessments, and scored lower in their survey responses. Also, comments in the open ended questions reflect high awareness of equity, diversity, and inclusion concepts among many employees. This heightened level of awareness may have contributed to the lower scores in the 2019 survey. Research suggests that as people increase their awareness on equity, diversity, and inclusion, they tend to be more critical in their assessment and of self and other's efforts and attainment in these areas (Celik et al, 2012).

### GOAL 1: RECRUITING AND HIRING DIVERSE STAFF

Change in percent of people who agree or strongly agree with the statement:

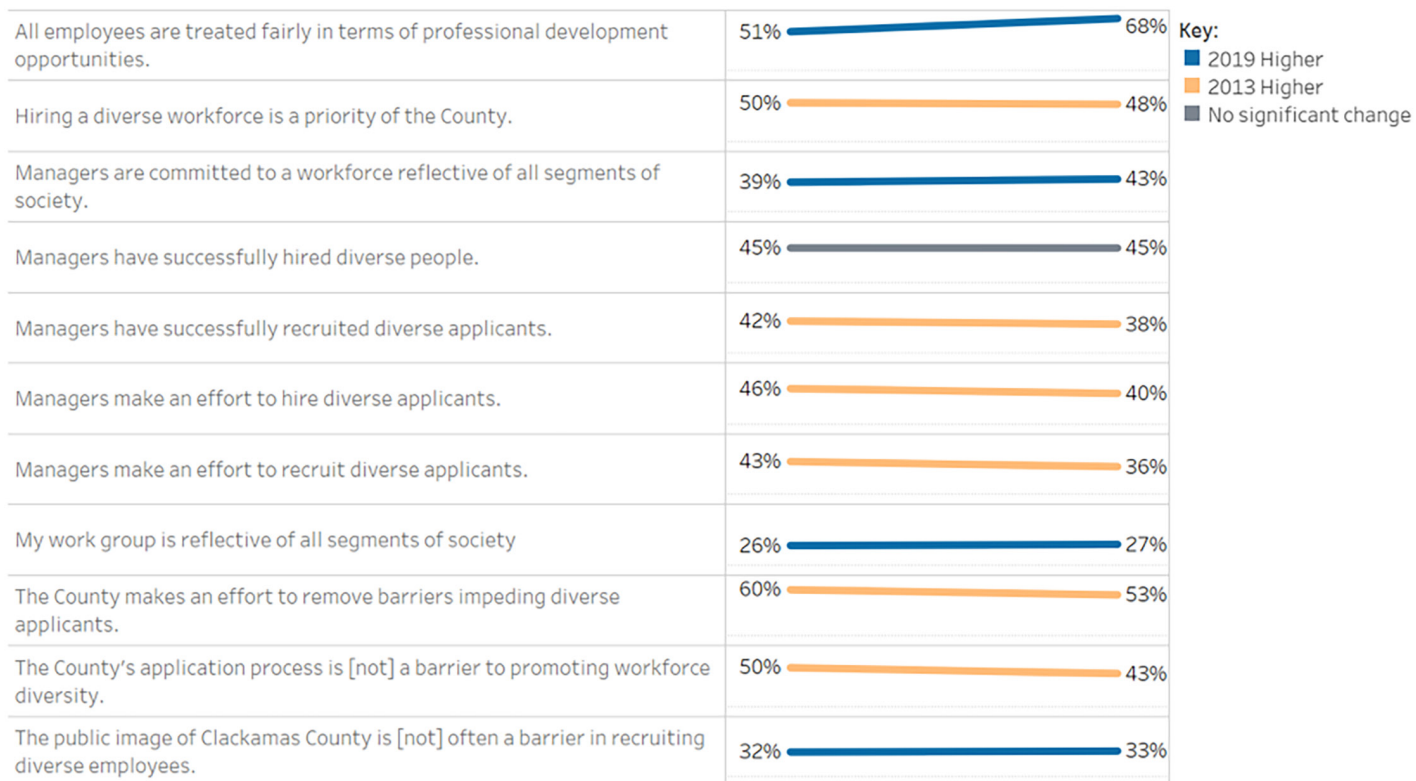


Figure 19: Change over time in Goal 1 Recruiting and hiring diverse staff.

## GOAL 2: WELCOMING AND RESPECTFUL WORK CULTURE

Change in percent of people who agree or strongly agree with the statement:

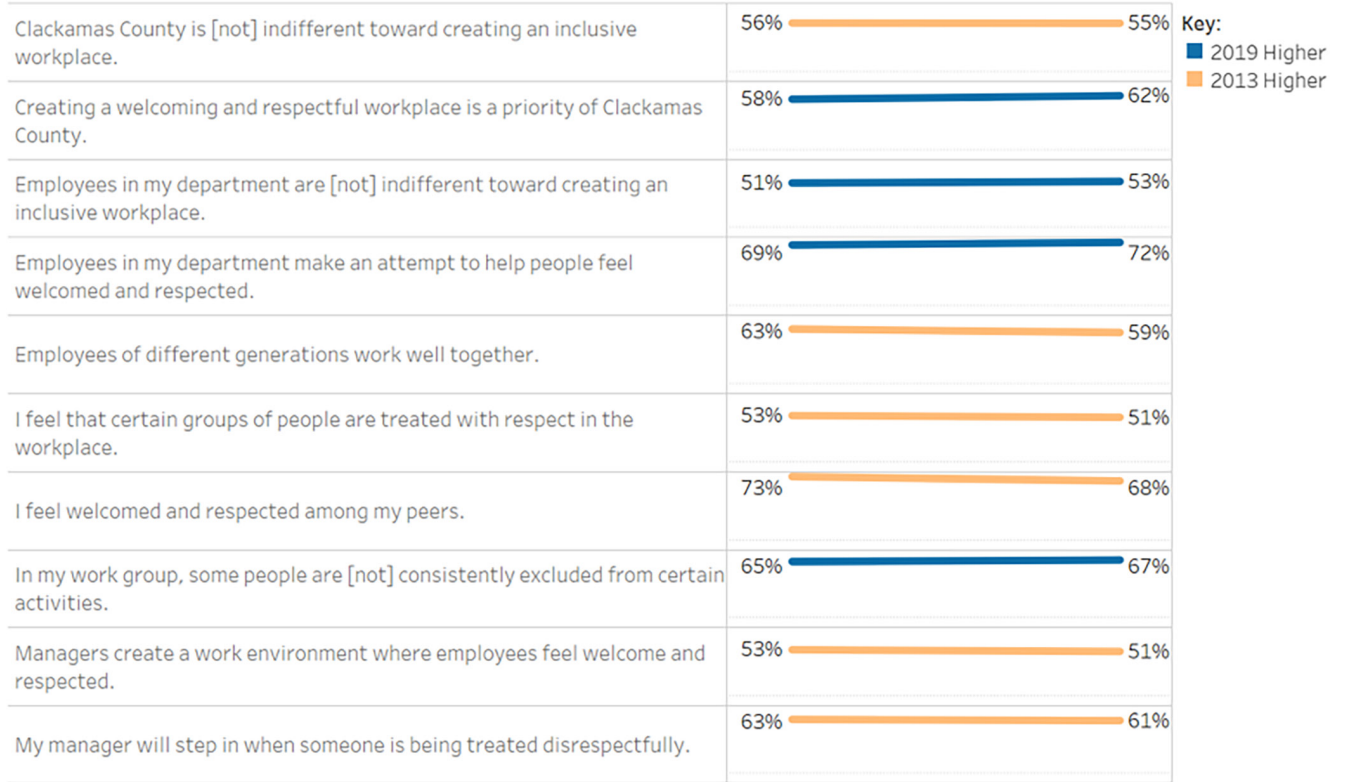


Figure 20: Change over time in Goal 2 Welcoming and respectful culture.

### GOAL 3: RETENTION AND DEVELOPMENT OF DIVERSE STAFF

Change in percent of people who agree or strongly agree with the statement:

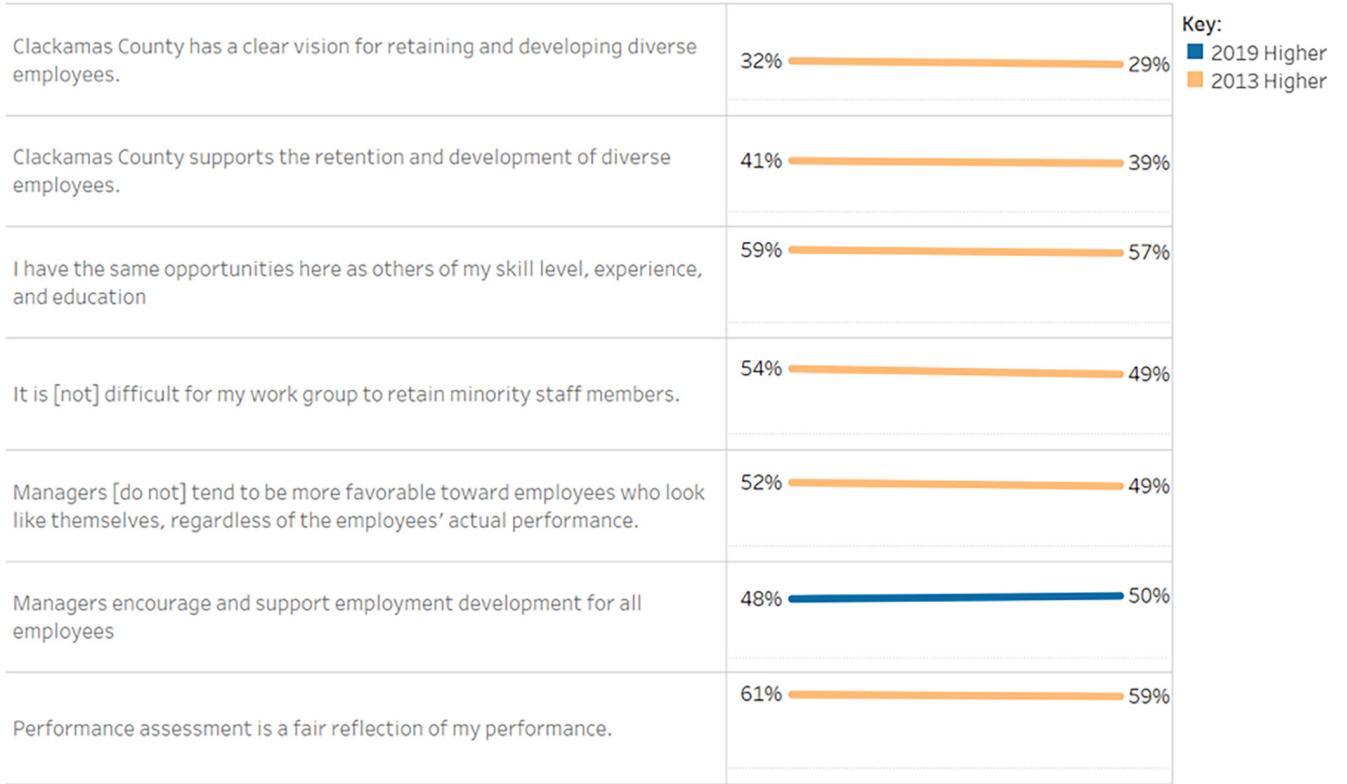


Figure 21: Change over time in Goal 3 Retention and development of diverse staff.



## GOAL 4: CULTURAL COMPETENCE

Change in percent of people who agree or strongly agree with the statement:

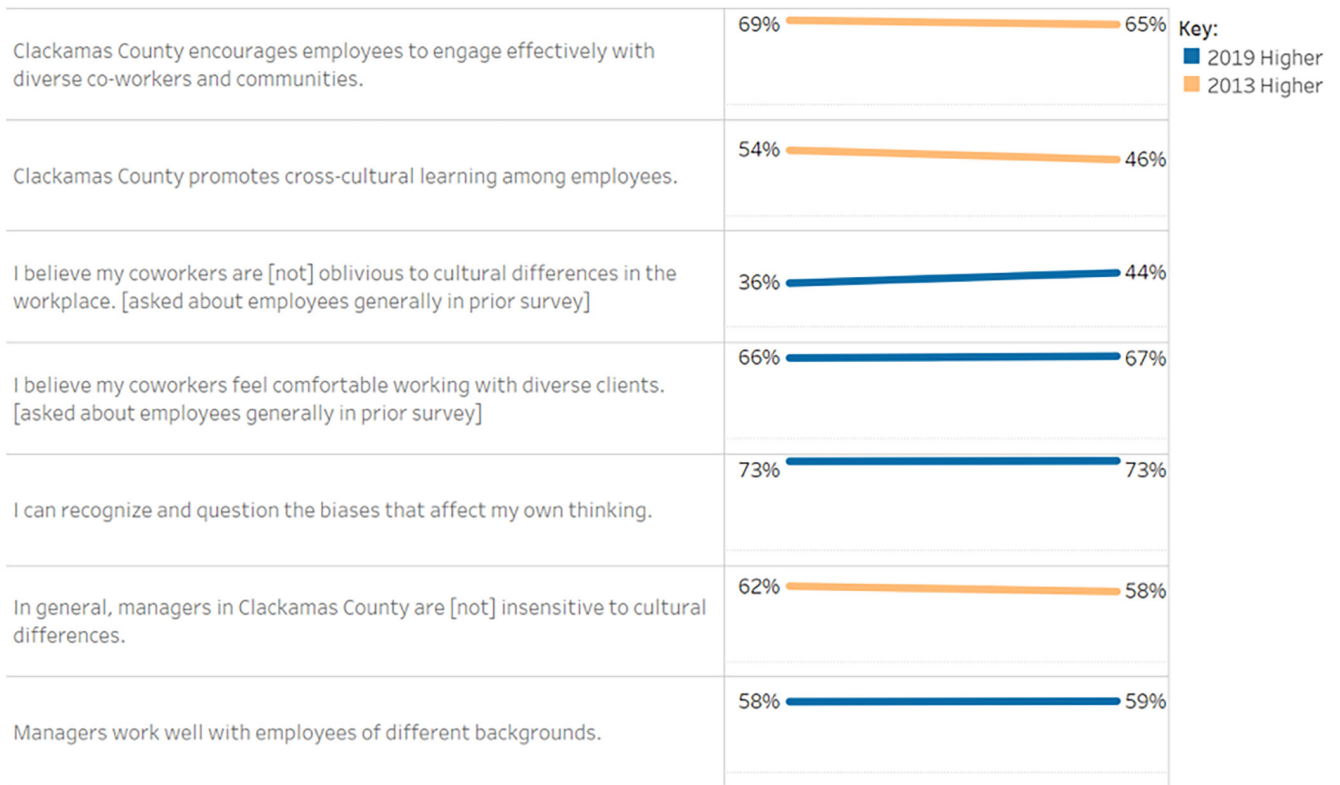


Figure 22: Change over time in Goal 4 Cultural competency.

### Insights

Employees believe that their colleagues are more culturally sensitive to each other and clients served than employees who answered in 2013. This is exemplified by a belief that their colleagues are welcoming and respectful, inclusive, and aware of cultural differences. They also believe management works well with those of different backgrounds and committed to developing a workforce reflective of all segments of society.

Employees in 2019 expressed a higher sense of equity, diversity, and inclusion being a goal of Clackamas County than employees in 2013. They believe that the public image of Clackamas County is less of a barrier in 2019 than it was in 2013.

Despite employees' feeling that management has a commitment to a workforce reflective of all segments of society, the year-over-year data indicates that employees in 2013 felt that management efforts to recruit and hire diverse applicants was higher than 2019 respondents. Respondents in 2013 were more likely to believe that management creates a welcoming and respectful environment while holding those who are not respectful accountable.

2013 respondents were also more likely to think that Clackamas County had a clear vision for expanding the hiring, retention, and development of diverse employees. In addition, respondents in

2013 were more confident that the County reduces barriers to employment of diverse people than 2019 respondents.

Employees in 2013 responded more favorably to questions concerned with cross-cultural opportunities. Respondents were more likely to believe that the County encouraged cross-cultural learning and engagement with diverse communities than respondents in 2019.

## GROUP COMPARISONS FOR EACH SURVEY AREA

Note: Only groups with at least ten responses are shown to maintain confidentiality.

### AGE GROUP COMPARISONS

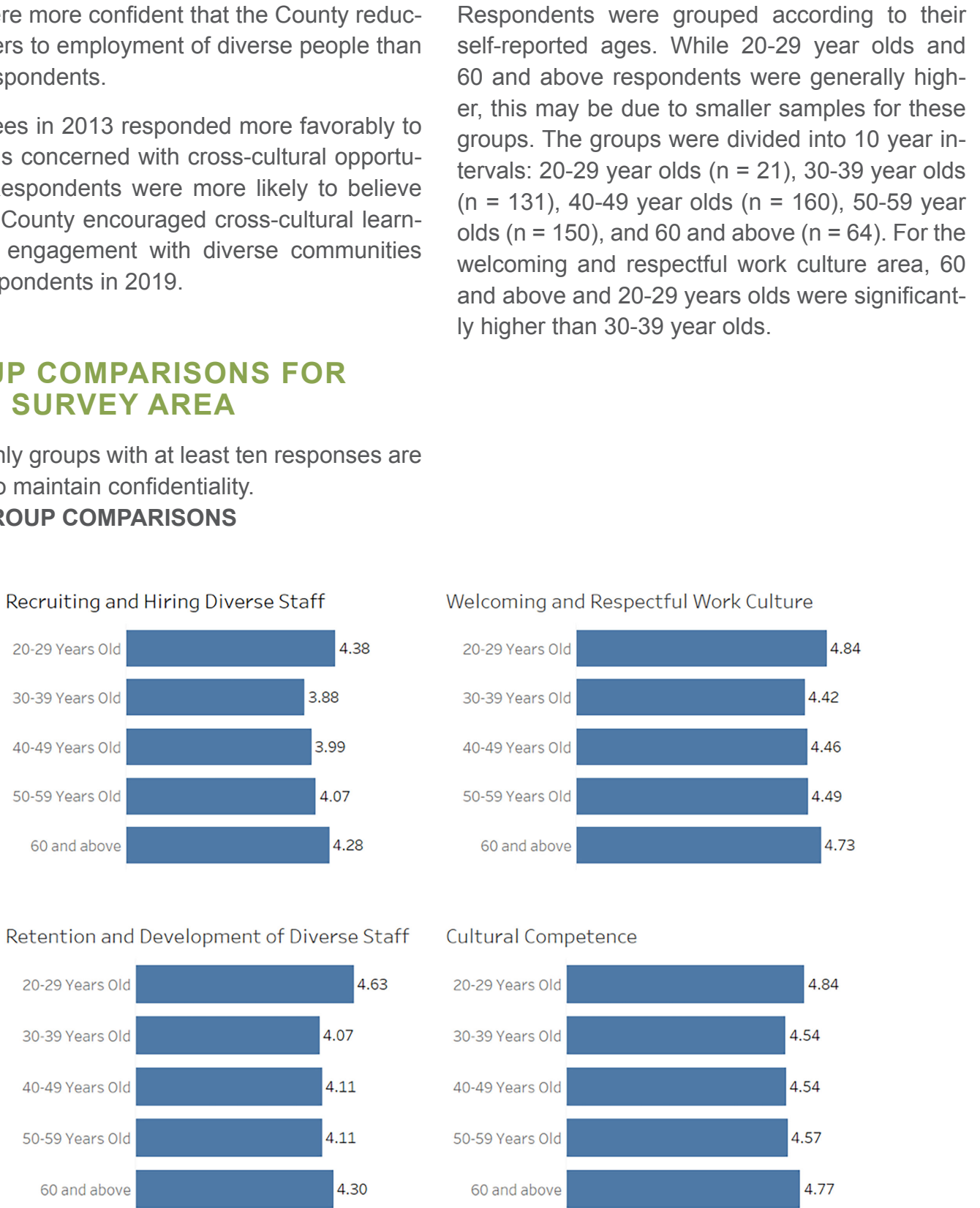


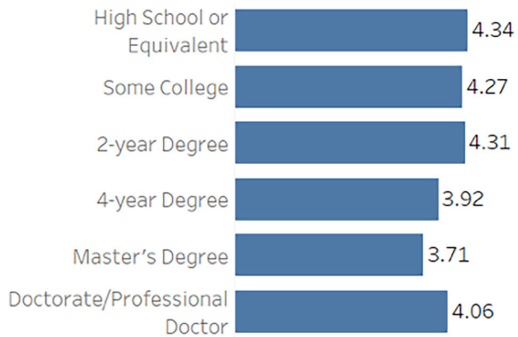
Figure 23: Group comparisons by age.

## EDUCATION

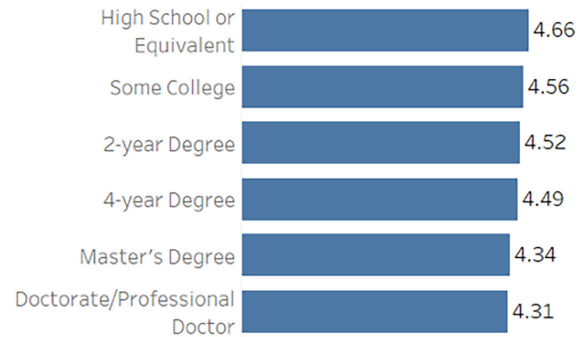
Differences were also analyzed by education level. The education levels respondents were asked about were: high school (n = 18), some college (n = 117), 2-year degree (n = 76), 4-year degree (n = 216), master's degree (n = 137), and a doctorate

or professional doctorate degree (n = 34). People with a master's degree were significantly lower than other groups in the cultural competence, welcoming and respectful work culture, and recruiting and hiring diverse staff areas.

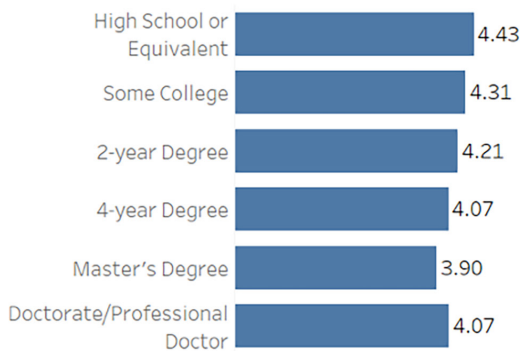
Recruiting and Hiring Diverse Staff



Welcoming and Respectful Work Culture



Retention and Development of Diverse Staff



Cultural Competence

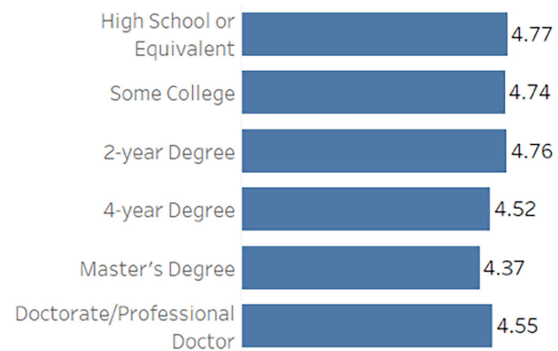


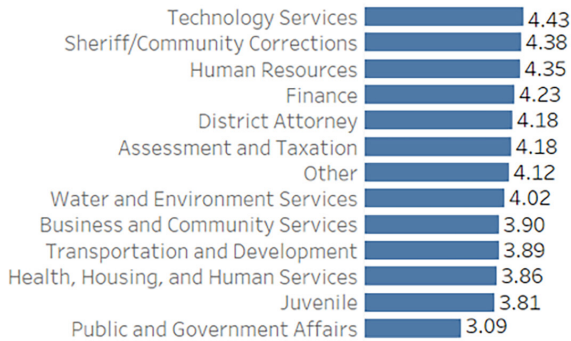
Figure 24: Group comparisons by education.

## DEPARTMENT

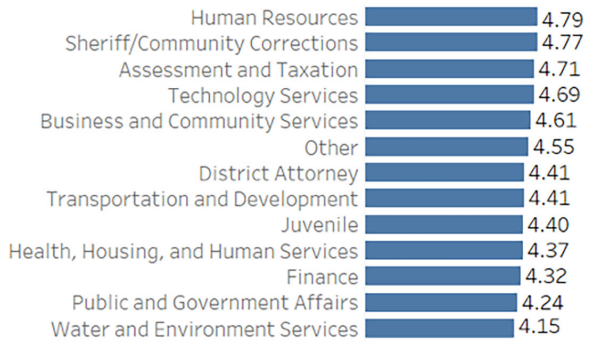
The average response for departments with more than 10 respondents are shown below. The responses are ordered from highest to lowest response for each survey area. Public and Govern-

ment Affairs (average = 3.09) is significantly low for the recruiting and hiring diverse staff focus area and, while not significant was also relatively low in other areas of the survey.

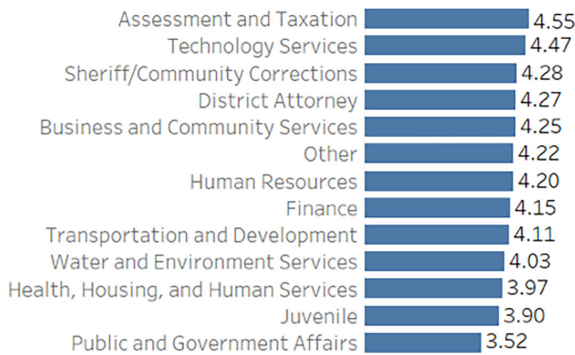
### Recruiting and Hiring Diverse Staff



### Welcoming and Respectful Work Culture



### Retention and Development of Diverse Staff



### Cultural Competence

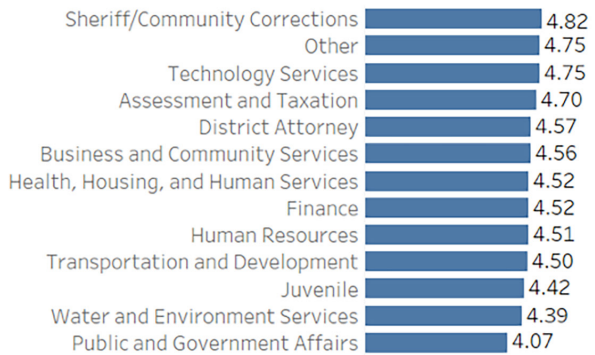


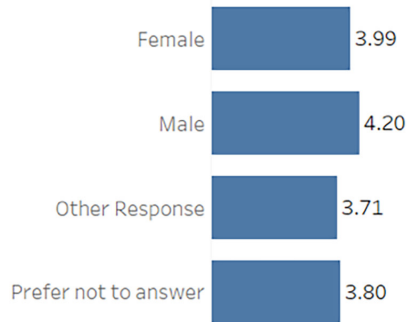
Figure 25: Group comparisons by department.

## RESPONDENT'S SEX

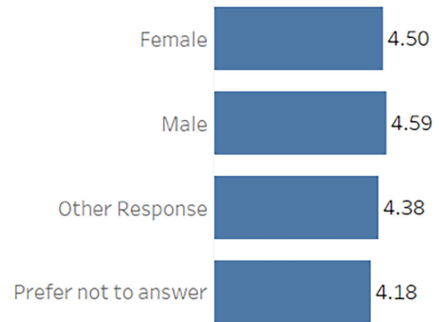
The difference in average response for each survey area is shown by sex, see below. While some respondents also identified with other sex category, only groups with more than 10 responses are

shown below. In general, the response for people who did not identify their sex (prefer not to answer) was lower in most survey areas. On the other hand, males have a higher average for each of the survey areas.

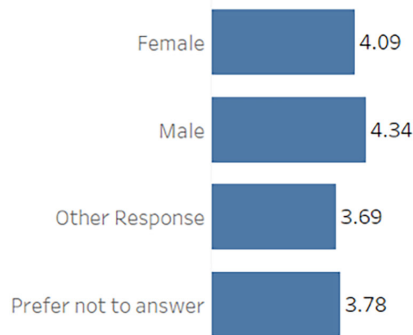
Recruiting and Hiring Diverse Staff



Welcoming and Respectful Work Culture



Retention and Development of Diverse Staff



Cultural Competence

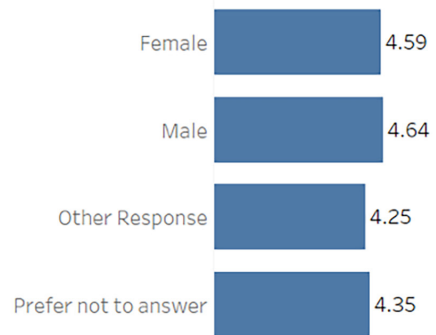


Figure 26: Group comparisons by respondent's sex.

## LGBTQ IDENTITY

LGBTQ employees who responded to the survey (n = 46) had lower significantly responses than employees that did not identify as LGBTQ. This was

true for each of the four focus areas of the survey. This supports statements made in the qualitative portions of the survey as well.

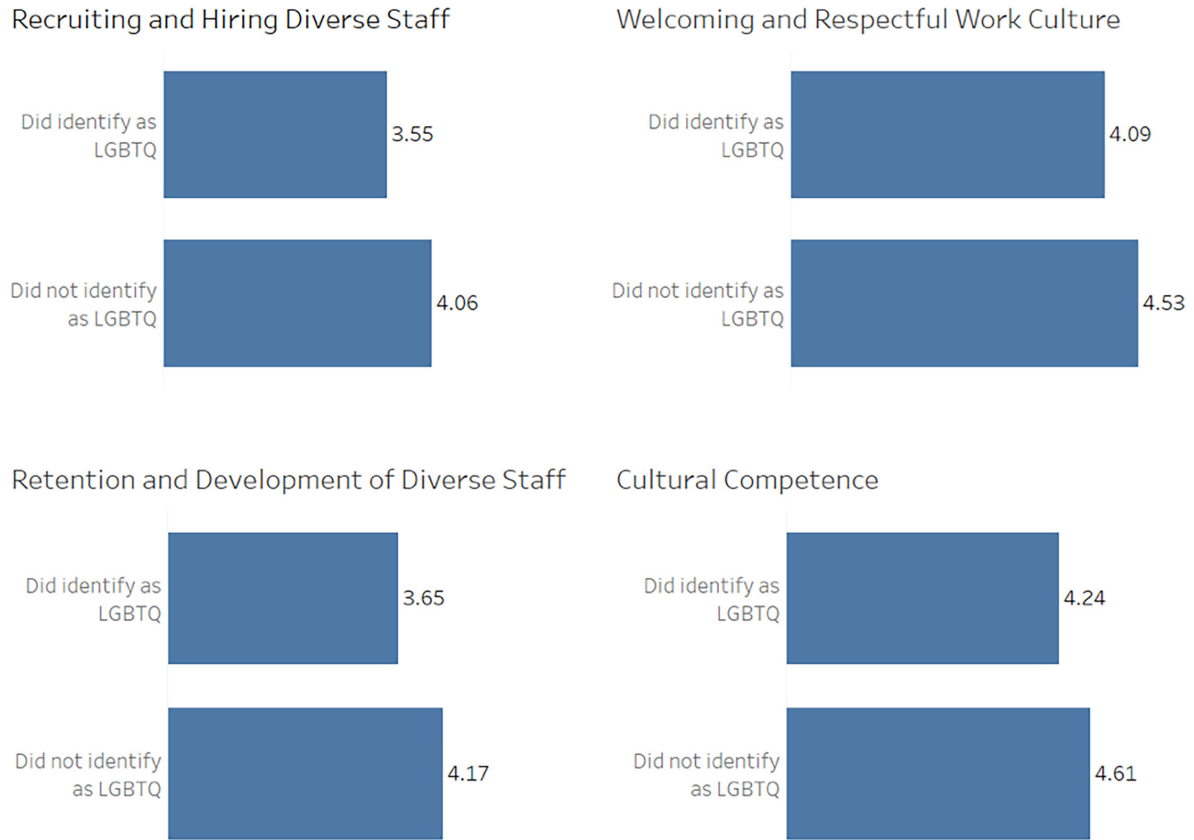


Figure 27: Group comparisons by respondent's sexual orientation.

## HISPANIC IDENTITY

In general, employees who identified as Hispanic reported significantly lower responses to all areas of the survey. Similar to LGBTQ employees, the

pattern is consistent across the survey and is supported in the qualitative responses as well.

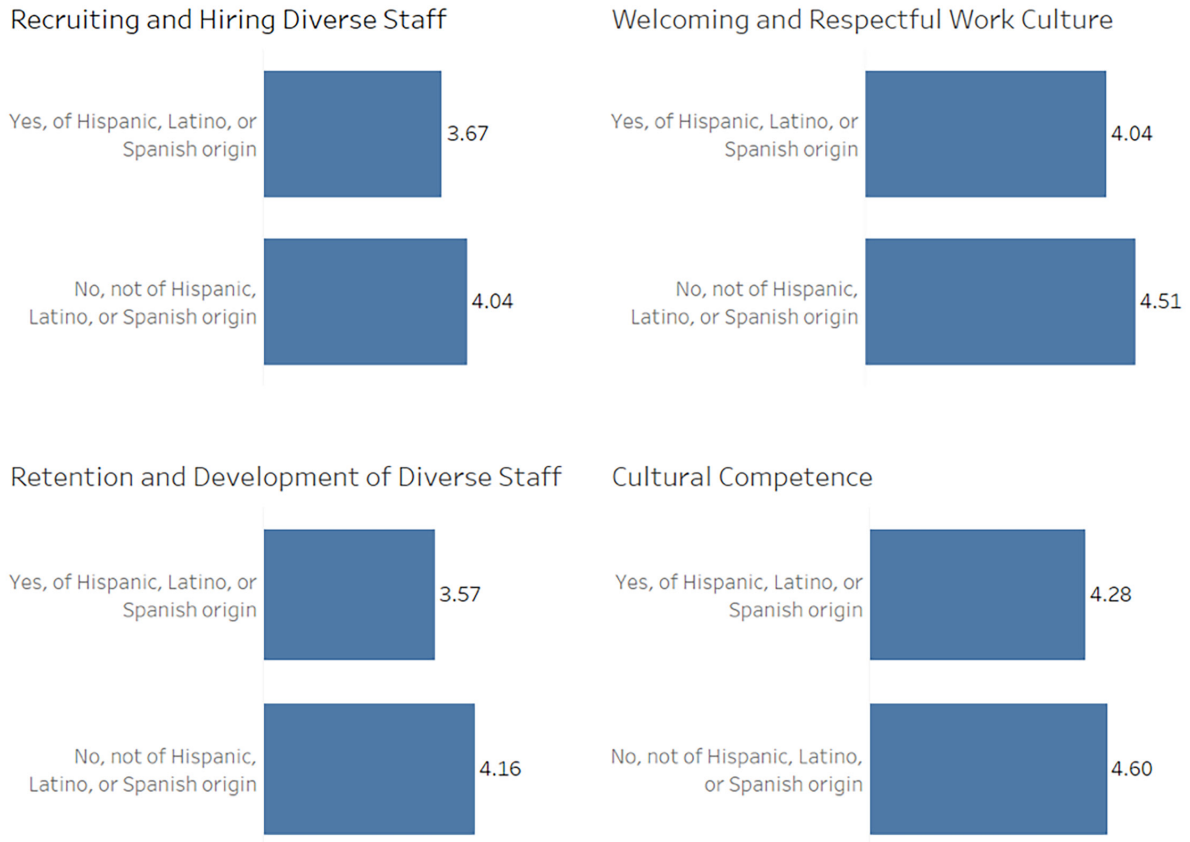


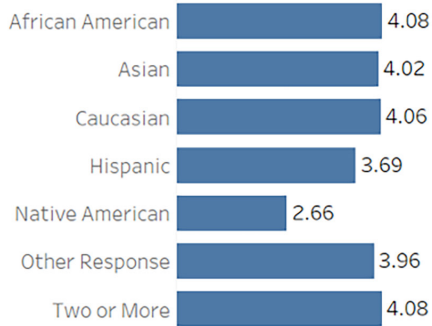
Figure 28: Group comparisons by respondent's Hispanic/non-Hispanic identity.

## RACE OF RESPONDENT

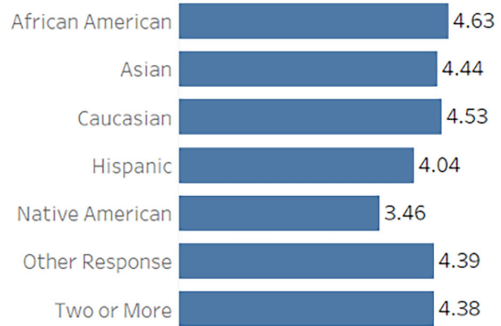
Respondents were asked to report their race. The race categories that included more than ten respondents are included below. While not shown due to the small group size, Native American respondents also demonstrated significantly low

responses across the survey. Other than respondents who identified as Hispanic, as discussed previously, the groups were not significantly different from one another.

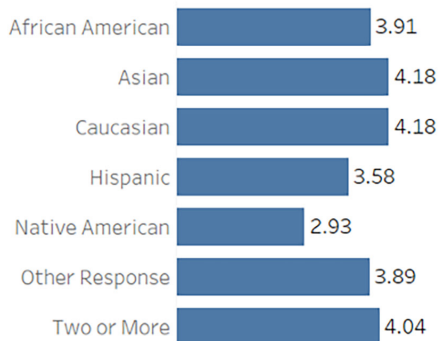
Recruiting and Hiring Diverse Staff



Welcoming and Respectful Work Culture



Retention and Development of Diverse Staff



Cultural Competence

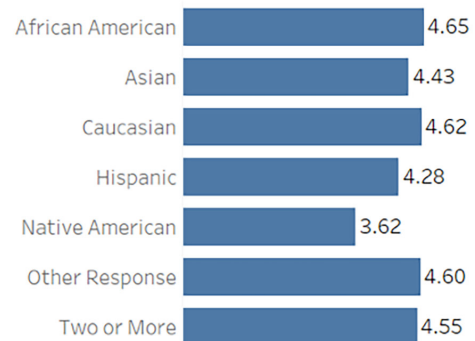


Figure 29: Group comparisons by respondent's racial identity.

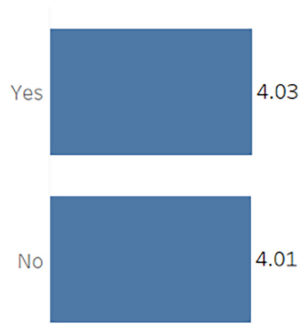


## FOUR DAY WORK WEEK

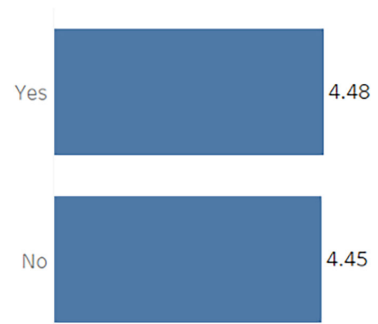
Respondents were asked about their schedule because the literature has shown that increased flexibility leads to greater satisfaction. However, this hypothesis was not supported by these data.

The average response for each of the survey areas was relatively similar for respondents with (responses = yes) and without the four day work week (response = no).

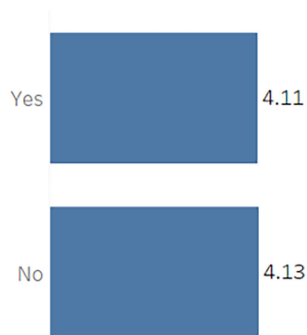
Recruiting and Hiring Diverse Staff



Welcoming and Respectful Work Culture



Retention and Development of Diverse Staff



Cultural Competence

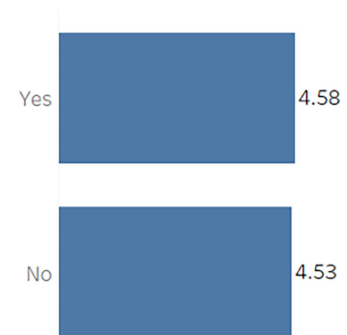


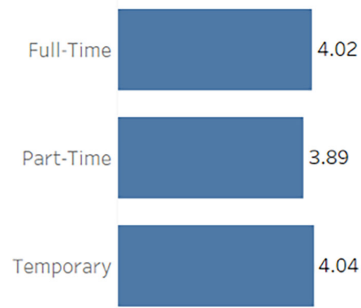
Figure 30: Group comparisons by if the respondent participates in four day work week or not.

## EMPLOYEE STATUS

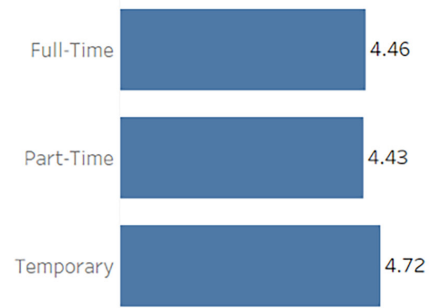
Employees were asked about their status in order to examine if there are differences between full-time, part-time, and temporary employees. While

there were slight differences based on employee status, the overall difference between these groups was not significant.

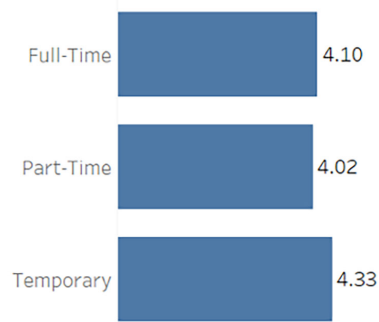
Recruiting and Hiring Diverse Staff



Welcoming and Respectful Work Culture



Retention and Development of Diverse Staff



Cultural Competence

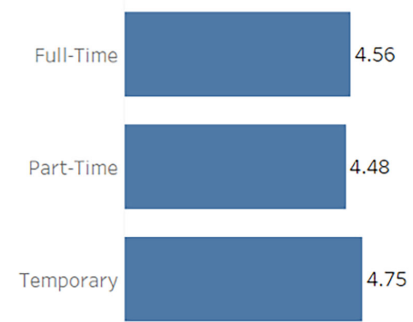


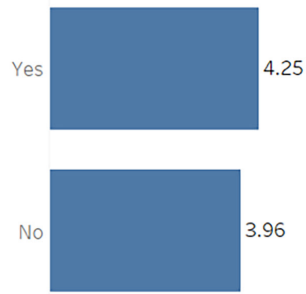
Figure 31: Group comparisons by respondent's employee status.

## MANAGEMENT STATUS

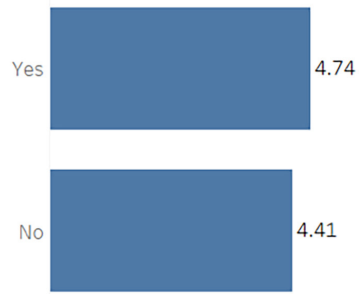
Respondents were asked about their management status. Respondents were asked if they are management staff (yes) or not (no). With the exception of cultural competence, there was a signif

icant difference between management employees and non-management employees. Overall, management employees had higher responses than non-management employees.

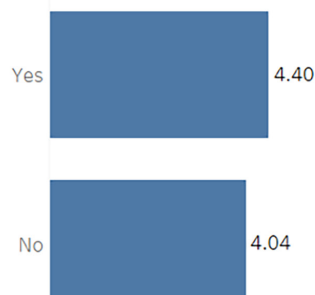
Recruiting and Hiring Diverse Staff



Welcoming and Respectful Work Culture



Retention and Development of Diverse Staff



Cultural Competence

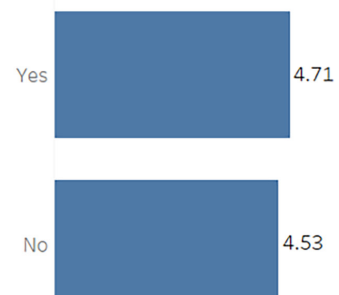


Figure 32: Group comparisons by respondent's status as a manager or not.

## QUALITATIVE RESPONSES

The survey asked six open-ended questions where the respondents were asked to provide their insights in their own words. The six questions are:

1. What concerns you most about the work environment of Clackamas County and your place in it?
2. Are there issues related to race, gender, sexual orientation, immigration or culture that come up at work? How are these issues handled?
3. In your own words, what do you think a focus on equity, diversity and inclusion should mean for our County and how we work?
4. Are there any other experiences with diversity and inclusion activities you would like to share?
5. In the next 3 years, what do you want Clackamas County to address in the area of diversity and inclusion?
6. Is there anything else you would like to share?

Some key themes from each one of the questions are summarized in the following.

### **Theme 1: Management's leadership is crucial in promoting equity, diversity and inclusion efforts**

Respondents highlighted the importance of management in promoting equity, diversity and inclusion efforts. Several employees reported confidence in management regarding handling acts of bias appropriately in the workplace. This con-

fidence was expressed through direct experience or by assessing their manager's character. If an employee has not witnessed a specific incident of bias, they trusted that management would have handled it appropriately. For example, when speaking of their manager, one employee expressed "I don't have to worry; [my manager] is naturally proactive of these issues. If I experience any inequity or discrimination, I know [my manager] will take proper action."

In other cases, employees indicated that they don't believe acts of bias are handled appropriately. Furthermore, it was expressed that accountability measures need to be more stringent. Respondents expressed that workplace tension rises when they do not feel that an act was handled appropriately. The desire for management buy-in of equity, diversity, and inclusion efforts and modeling of culturally sensitive behavior was expressed. In addition, some expressed the need for managerial support to attend diversity training sessions and Employee Resource Groups (ERGs).

### **Theme 2: Employees care about equity, diversity and inclusion and want to know how to incorporate them in their day-to-day work**

A primary theme has to do with employee attitudes related to equity, diversity, and inclusion. Many employees expressed positive attitudes regarding equity and diversity, and a passion for being engaged with equity and diversity-related activities. Employees who have attended training related to equity, diversity, and inclusion provided positive feedback on these opportunities; with one employee remarking "I was able to attend the Northwest Diversity Conference this year and I thought it was very good. All employees should be

allowed the opportunity to attend, at least once.” However, respondents expressed the desire to have clear objectives on how to incorporate what they’ve learned in their current work.

Respondents provided specific examples of witnessing acts of bias on themselves, their coworkers, and clients. In several responses, employees were advocates on behalf of colleagues and clients. Multiple times, concerns related to making the workplace more inclusive related to ageism, sexism, racism, ableism, and other acts of bias were noted. Employees expressed an awareness that their workplace contains a dominant group, and a desire for their environment to reflect the population served. Other respondents offered praise of their colleagues from diverse backgrounds and expressed pride in the inclusiveness of their department in providing services to clients, with one respondent sharing “...we are judge free and advocate for one another if one is feeling a certain type of way. Overall, I am very proud and happy to be working with one of the best teams I have worked with in my life.”

The majority of responses for the question related to what equity, diversity, and inclusion should mean for the county were concerned with employees’ desire to have a workplace that’s inclusive and sensitive to people of all backgrounds both internally and externally. One respondent expressed this sentiment by sharing that they believe “equity and diversity should be ingrained all that we do, both internally and externally. People come from all walks of life and we would be remiss to not leverage the diverse perspectives and backgrounds that each individual brings to the table when it comes to our employees.”

### **Theme 3: Employees want clarity on equity, diversity and inclusion policy, processes and guidelines**

The majority of employees reported not being aware of biased incidents within the workplace. Some reported not having an awareness of outcomes of reported incidents; which has been a cause for concern. In addition, processes around reporting were unclear to respondents.

Several times, employees expressed the desire to see more meaningful representation of all segments of society within the workplace in all positions; such as management. In the next three years, one employee shared that they would like to see the county “be more intentional about hiring a diverse staff and increasing representation of minority group in all levels of management.”

### **Theme 4: Employees want support**

Many employees expressed the need for resources in the workplace. Respondents feel as though their workload is growing without additional support, which has impacted morale and motivation. One employee commented on this by stating that people feel “unsupported, not valued, and unheard.” In addition, resources related to managing the stress associated with the increased workload are desired.

Employees who interact with members of the public expressed the need for resources related to language interpretation. In cases where a bilingual employee is present, colleagues and bilingual employees expressed that an extra burden is placed on these employees because they are responsible for their own workload and also assisting others with interpretation.

Employees expressed that they would benefit from more development opportunities. This includes more training, professional development guidance, and promotional opportunities.

**Theme 5:  
Employees want dedicated equity, diversity,  
and inclusion resources**

Employees who interact with members of the public expressed the need for resources related to equity, diversity, and inclusion. For instance, a review of current language interpretation services and processes is desired. Employees reported being unaware of interpretation services. In the event that an employee has used the services, it was reported that the process is cumbersome and worthy of evaluation. In cases where a bilingual employee is present in a department, colleagues and bilingual employees expressed that an extra burden is placed on these individuals because they are responsible for their own workload in addition to informally assisting others with interpretation.

Employees expressed the need/desire for more equity and diversity training related to a variety of topics. Employees offered several suggestions related to equity and diversity. In particular, book clubs, the desire for a separate equity and diversity administrator, FTE for equity and diversity work, and making equity and diversity training accessible to all were priorities. In addition, respondents shared that they would like to include equity and diversity in all programmatic elements. Other suggestions for resources made by employees included resources on how to support people with different abilities, religious backgrounds, and ethnic backgrounds.

Requests for a clear equity plan, review of policies

with an equity and diversity lens, and measurable objectives were made. Related to the desire for clear equity goals is managerial buy-in, resources provided to reach these goals, and clear accountability standards. Employees are hopeful this is possible, with one stating “I think there is a lot of opportunity to operationalize equity through program evaluation and screening tool development via Performance Clackamas’ new guiding principles.”

Several employees expressed a desire to see a more diverse workforce within 3 years. Several suggestions on how to achieve this and enhance recruitment techniques were given.

**Theme 6:  
Microaggressions are a concern**

Respondents reported issues related to microaggressions in the workplace. A microaggression is an unintentional or unconscious comment or action that expresses prejudice toward an individual or group. Employees reported witnessing or experiencing microaggressions but feeling uncomfortable about how to hold someone accountable when it happens; especially when it is due to a perceived lack of understanding. Employees also expressed the need for more cultural sensitivity in the workplace to help combat acts of bias. Employees would also like to see a more culturally competent workforce within the next three years. They would like to experience more cross-cultural learning.

**Theme 7:  
Employees want clear communication**

A recurring theme reported by respondents had to do with communication. This refers to a perceived top-down approach to communication and lack

of interdepartment information sharing. Some employees expressed the desire to be included in decision-making about policies and decisions that impact their work, with one respondent surmising “I feel like management often makes big decisions (policy, procedure, programmatic, etc.) without consulting the staff who are actually on the ground doing the work.” In addition, employees would like clear communication channels from management.

**Theme 8:  
Meaningful change**

Throughout the open-ended responses, employees expressed wanting to see a meaningful change related to equity and diversity. Most often, employees expressed concern with realizing meaningful change within their work environment.

This is related to a concern with making sure employees of all levels are held accountable for their actions related to creating an inclusive culture.

**Conclusion**

Overall, Clackamas County employees care about issues of equity, diversity, and inclusion. Throughout their responses, employees expressed a willingness to learn about different cultures, an understanding of the benefits of EDI efforts, and a desire to incorporate efforts in their work. In addition, they desire clear communication, clarity on processes, and meaningful change in the workplace. Employees require additional support regarding EDI efforts and professional development. They are looking toward management to facilitate this support.

## WORKS CITED:

- Celik, H., Abma, T., Klinge, I., & Widdershoven, G. (2012). Process evaluation of a diversity training program: The value of a mixed method strategy. *Evaluation and Program Planning*, 35(1), 54-65.
- Curry-Stevens, A., & Reyes, M.-E. (2014). *Protocol for Culturally Responsive Organizations*. Portland: Coalition of Communities of Color.
- Feldman, M., & Khademian, A. (2007). The Role of the Public Manager in Inclusion: Creating Communities of Participation. *Governance: An International Journal of Policy, Administration, and Institutions*, 305-324.
- Gonzalez, J. (2010). Diversity Change in Organizations: A Systemic, Multilevel, and Non-linear Process. *The Journal of Applied Behavioral Science*, 46(2), 197-219.
- Myers, D. (2015). Mutual Benefits and Equity amid Racial Diversity: A Generational Strategy for Growing a Broader Base of Support for Social Equity. *Journal of Planning Education and Research*, 35(3), 369-375.
- Redwood, Y., & King, C. (2014). Integrating Racial Equity in Foundation Governance, Operations, and Program Strategy. *The Foundation Review*, 6(1), 39-50.
- U.S. Census Bureau; American Community Survey, Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2018, Clackamas County, Table PEPANNRES; generated using American FactFinder; <<http://factfinder.census.gov>>.
- U.S. Census Bureau; American Community Survey, ACS Demographic and Housing Estimates, 2013-2017 American Community Survey 5-Year Estimates, Table DP05; generated using American FactFinder; <<http://factfinder.census.gov>>.