REPORT
CULTURAL CLIMATE AUDIT

Prepared for:

The Office of Diversity, Equity, and Inclusion
Franklin County Board of Commissioners
October 12, 2021

Raising the Bar Performance Group

P.O. Box 30322
Columbus, Ohio 43230
(513) 884-1913

October 12, 2021

Dear Chief Withers,

Thank you for trusting Raising the Bar Performance Group to evaluate Franklin County's Board of Commissioners Agencies cultural climate and determine readiness for diversity and inclusion efforts.

Included in this Cultural Climate Audit Report:

- FD BOC Employee Readiness and Perception Scores.

- FC BOC's Diversity and Inclusion Maturity Model Placement Trends and needs in the areas of cultural competence, structural accountability, and a culture of inclusivity.

- Responses from open-ended questions by your employees related to diversity, equity, and inclusion in their own words.

- Recommendations for Franklin County for next steps related to the Employee Readiness and Perception scores.

- Franklin County Unified Goals and outcomes

Raising the Bar Performance Group is also providing this information via various deliverables to help share this information with your stakeholders:

1) This written report
2) A PowerPoint slide deck
3) An in-person or virtual presentation to the stakeholder group of your choice

Thank you again for this opportunity to showcase how Raising The Bar can support you. Please be in touch if you have any questions.

Respectfully submitted,

Courtnee D. Carrigan
CEO & Executive Trainer
Raise The Bar Performance Group

TABLE OF CONTENTS

INTRODUCTION

Raising The Bar (RTB) Performance Group works with clients to develop, design, and implement policies, practices, and strategies that result in inclusive and equitable workplaces and communities. The team assembled by Raising the Bar Performance Group brings extensive experience in strategy development, training and facilitation, project management, research, community engagement and impact.

RTB has deep knowledge and expertise in dissecting, understanding, and implementing community change with its proficiency in the diversity, equity, and inclusion space. Through award-winning curriculums, RTB has worked with over 50 non-profits, schools, universities, businesses, and government entities to implement evidence-based methods to improve workforce performance, build awareness, and promote individual and systematic change through practical approaches that work.

To help Franklin County Board of Commissioners build a blueprint for its diversity, equity and inclusion efforts, Raising The Bar distributed an intersectional cultural climate audit to your employees. The results of this internal assessment were used to identify workplace readiness levels in the areas of cultural competence, structural accountability, and an inclusive culture.

These readiness levels directly feed into recommendations for Franklin County Board of Commissioners to implement directly based on where their employees are in terms of individual readiness and perceptions of current diversity, equity, and inclusion initiatives. These recommendations are research-based best practices comprised of strategies and tactics designed to embed diversity, equity, and inclusion with Franklin County Board of Commissioners where Franklin County is currently and move Franklin County forward on a solid foundation.

ENVIRONMENTAL SCAN

The rapidly changing landscapes of our economy pose challenges for even the best agencies, organizations, and businesses. Creating an intentional and equitable culture that focuses on inclusion, team building, cultural competency, leadership, and collaboration is critical to thrive in the new era of business.

The work to become a more equitable organization is never complete. In fact, as our society is increasingly changing, many organizations have begun implementing diversity, equity, and inclusion initiatives to keep up with the times. Diversity and Inclusion in the workplace is a topic that is increasing in relevance globally. In a report drafted by McKinsey and Company, it was shared that the growth in DE&I initiatives are likely due to global demographic shifts, talent shortages, purchasing power and legal requirements. Additionally, 2020's confluence of a global pandemic, unprecedented economic pressures on all facets of society, and a global social justice reckoning, has solidified diversity, equity, and inclusion squarely within the business imperative.

Staying competitive and relevant in today's market thus almost mandate companies embrace the value of having an equitable culture. There is a statistically significant positive relationship between having a diverse leadership team and better financial performance. In fact, in the United States racial and ethnic diversity had a stronger impact on financial performance than gender. However, it is important to note that these findings are the most relevant when gender diversity in organizational leadership is already at 22%. Fortunately, Franklin County Board of Commissioners, based on the 54% response rate for the gender identity question, reported at 59% in organizational leadership (comprised of Supervisor, Trainer, Administrator, Deputy Director), and 75% for Senior and Executive Staff (comprised of Director, Assistant Director, COO, County Administration, Commissioner).

Studies like these demonstrate the importance of taking an intersectional approach to diversity and inclusion work. Organizations must learn to prioritize DE&I initiatives around multiple aspects of identity. Simply discussing gender without intersecting the experience with race will not be enough, let alone not addressing other aspects of diversity, such as being inclusive of disabled people, people with disabilities, age, sexual orientation, and other diversity dimensions that exist but are not fully incorporated into the workplace.

The pool for talent is shifting significantly. Not only do we now have five generations working in a workplace, but the future make-up of the workforce is approaching a seismic shift. "New census population projections confirm the importance of racial minorities as the primary demographic engine of the nation's future growth, countering an aging, slow-growing and already present declining white population (Frey, 2020). "The mostly white baby boomer culture that defined the last half of the 20th century is giving way to a more multihued, multicultural nation. The demographic underpinnings for this have been set in place for a while, but the new census data places an exclamation point on them. It suggests that past projections of increased racial and ethnic diversity may have been too cautious given the accelerated aging and decline of the white population."

The 2020 Census projections have not only been realized but indicate an accelerated schedule. Additionally, all national growth measured by the 2020 Census has come from race-ethnic minorities. "As the nation becomes even more racially diverse from the "bottom up" of the age structure, more attention needs to be given to the needs and opportunities for America's highly diverse younger generations. The demography alone dictates that this will be necessary to ensure success for these youth and the nation as a whole (Frey, 2020).

Organizations seeking to prioritize talent resourcing, social responsibility and legislation must create a culture that prioritizes multiple diversities, younger generations, and is equipped to continually stay in touch with evolving cultural

demographics and mores. Many organizations fall short when it comes to creating these truly inclusive and diverse work climates. Why is this?

A sure way to fail in diversity, equity, and inclusion efforts is to rely on a single DE&I initiative and hope for the best. Diversity is about creating an environment with people of different backgrounds and experiences represented and supported in the workplace. Inclusiveness takes it a step further by creating an environment where people's differences of thought and experience are intentionally appreciated and viewed as a business advantage. In fact, this is exactly where many organizations that have adopted single initiative diversity plan fall short: they fail at creating a truly inclusive workplace.

Organizations that successfully embrace equity approach multiple DE&I initiatives with urgency and intentionality. This moves beyond a single or separate initiative that are not unified in approach or desired effect. Diversity and Inclusion has a strong impact in not only financial performance of your organization but in the overall performance and morale of your employees as well. As the world continually changes, employees know when their workplace is keeping pace or lagging compared to their experiences in the world.

Embracing equity creates advantages in many aspects of organizational success. Diverse and inclusive workplaces have an advantage in recruiting the best talent, especially as the recruitment network is dramatically broadened. There is a stronger customer orientation, as employees are representative of a broader consumer market. In addition, organizations reported increases in employee satisfaction and improved decision making. This report has been created specifically for Franklin County Board of Commissioners. Based on your employee's answers in the Cultural Climate Audit, we have drafted a set of recommendations to help increase inclusion and equity within your organization. The goal of the recommendations is designed to set the County on the path to making DE&I a part of the DNA of Franklin County as Administrator Wilson frequently shares.

METHODOLOGY

The Cultural Climate Audit (CCA) was conducted in July 2021. The email invitation was sent to 1,247 staff members. Of these 1257, there were 688 responses (55%) to the CCA, with each of the four sections tallying differing number of responses. The percent for each section were based on the respondents for that section.

Using the Cultural Climate Audit, we measured: (1) organizational demographics; (2) employee readiness to engage in diversity and inclusion training and restructuring; (3) employee perceptions of organizational diversity and inclusion initiatives, and (4) employee perceptions of the culture of inclusivity within your organization.

This assessment helps us determine a set of strategic level recommendations that will best suit the cultural climate in your organization for where it is today. These interventions are designed to help the County become a more diverse, inclusive, and equitable place of employment, where the workforce is included in the organizational growth and that growth is seen and shared with Franklin County partners and residents.

Demographic information is helpful and provides direct insight to inform recruitment and retention efforts. They can also help Franklin County know who is in the room (and who isn't). Observations related to demographic findings can be found in Section One: Demographics.

Employee Readiness and Perceptions

The three remaining sections provide input for recommendations to fully embed diversity, equity & inclusion into the DNA of the organization, the strategies and tactics that bring a commitment into fruition. These are the areas where our key findings are determined:

1) Employee readiness for cross-cultural competence. This information is in Section Two: Cultural Competence.

2) Employee perceptions of Franklin County Board of Commissioners' Diversity, Equity, Inclusion and Accessibility initiatives. This information is in Section Three: Structural Accountability.

3) Employee perceptions of the culture of Inclusivity. This information is in Section Four: Culture of Inclusivity.

The responses collected from staff have been scored and resulted in a placement level for where Franklin County Board of Commissioners is regarding each section. This placement level also drives the specific recommendations that are contained within each respective section. Within each section, there are three ranges that organizational scores can fall within:

Advanced / Multicultural: Likely the change will be anticipated and deemed necessary.

Intermediate / Plural: Likely that with adequate training, cognitions may shift.

Foundational / Monolithic: Likely there will be push back and a large learning curve.

Franklin County will shortly see which level it is on for each of the three areas of cultural competence, structural accountability, and a culture of inclusivity. Additionally, Raising The Bar Performance Group has created a specific set of recommendations *within each section based on which placement level* Franklin County scored. These evidence-based recommendations are geared to move forward the work of DEI&A within Franklin County Board of Commissioners Agencies based on where Franklin County is right now.

These placement levels can also help determine where an organization is located within a Diversity and Inclusion Maturity Model. This maturity model gauges

levels of awareness and execution in three workplace areas: mindset, organization, and leadership.

This Maturity Model is a helpful tool to use during strategic planning process to create a strategic roadmap for continually evolving work to embed diversity, equity, inclusion, and accessibility with Franklin County. This is the goal; if there is continual planning, implementation, reviewing and revising, a workplace can create an environment where employees feel welcome, feel like they belong, and feel like they can bring their authentic self to work.

Also highlighted are items of statistical significance, which can show whether one group's answers differ substantially from another group's as indicated by a statistical formula. If something is statistically significant, that means the numbers are reliably different. In other words, based on the level of statistical significance you see, it means your results are either closer or further from the truth, and what really matters to each of your targeted audiences is discernible.

A Word of Caution

- As this survey represents 54% of the employee workforce and not 100%, the following sections regarding readiness should be interpreted with this in mind.

- Especially for Diversity, Equity & Inclusion work, we must ask the question of why the other staff did not participate. This can skew results, and typically can skew results heavily, as the staff most disposed toward DE&I efforts might eagerly participate where those that are not might intentionally avoid the survey as it was optional and not mandatory.

- This survey was also the first of its kind in the County and was also a long assessment, which may have created detractors.

- With Franklin County Board of Commissioners' results—as especially relates to the Section Two: Cultural Competency section—while the

scoring placed Franklin County Board of Commissioners within the Multicultural / Advanced staged, had the other 46% participated and deviated from the responses already collected, the score for that section could have moved down to the Plural / Intermediate Section, resulting in a different set of recommendations. We believe that Franklin County Board of Commissioner Agencies can still be successful with these recommendations for the cultural competency section but encourage Franklin County to reflect, access, and practice a continuous improvement process throughout the process to address any encountered resistance of the culture.

Raising The Bar Performance Group is encouraged by the 54% response rate, believes it to be statistically significant enough to review the data, and encourages utilization of the recommendations provided as you build out your DE&I strategy.

ANALYSIS

STAFF READINESS AND PERCEPTION SCORES

The three last sections of the Cultural Climate Audit provided the necessary input to calculate an employee readiness score. These are the areas where our key findings are determined:

4) Employee readiness for cross-cultural competence. This information is in Section Two: Cultural Competence.

5) Employee perceptions of Franklin County Board of Commissioners' Diversity, Equity, Inclusion and Accessibility initiatives. This information is in Section Three: Structural Accountability.

6) Employee perceptions of the culture of Inclusivity. This information is in Section Four: Culture of Inclusivity.

The responses collected from staff have been scored and resulted in a placement level for where Franklin County Board of Commissioners is regarding each section. This placement level also drives the specific recommendations that are contained within each respective section. Within each section, there are three ranges that organizational scores can fall within:

Advanced / Multicultural: Likely the change will be anticipated and deemed necessary.

Intermediate / Plural: Likely that with adequate training, cognitions may shift.

Foundational / Monolithic: Likely there will be push back and a large learning curve.

Here are Franklin County's score for each of the three sections. Smaller scores are preferred, as they indicate a more advanced readiness, and this can be evaluated

over time. It is important to also recall the caveats that were mentioned in the methodology section, as these scores represent those 54% of staff that participated in the Cultural Climate Audit, and scores may differ with more robust participation.

Cultural Competence: FRANKLIN COUNTY Score = 1194

Multicultural / Advanced	631-1047	Likely that that change will be anticipated and deemed necessary.
Plural / Intermediate	1048-1739	Likely that with adequate training, cognitions may shift.
Monolithic / Foundational	1739-2886	Likely that there will be push back and a large learning curve.

Structural Accountability: FRANKLIN COUNTY Score = 1293

Multicultural / Advanced	583-968	Likely that that change will be anticipated and deemed necessary.
Plural / Intermediate	969-1607	Likely that with adequate training, cognitions may shift.
Monolithic / Foundational	1608-2667	Likely that there will be push back and a large learning curve.

Culture of Inclusivity: FRANKLIN COUNTY Score = 1352

Multicultural / Advanced	564-940	Likely that that change will be anticipated and deemed necessary.
Plural / Intermediate	941-1565	Likely that with adequate training, cognitions may shift.
Monolithic / Foundational	1565-2608	Likely that there will be push back and a large learning curve.

Raising The Bar Performance Group has created a specific set of recommendations *within each section based on which placement level* Franklin County scored. These evidence-based recommendations are geared to move forward the work of DEI&A within Franklin County Board of Commissioners Agencies based on where Franklin County is right now.

DIVERSITY AND INCLUSION MATURITY MODEL
Excerpted from "Diversity: Beyond Lip Service" (La'Wana Harris)

LEVEL	UNAWARE	COMPLIANT	STRATEGIC	INTEGRATED	DISRUPTIVE
Mindset	What's the point of DE&I?	DE&I has to be done, so we do it.	DE&I is important to our success.	DE&I is part of everything we do.	We are leading DE&I best practice.
Organization	No desire to address DE&I. No policies in place.	Addressed basic compliance requirements, basic data are collected, and standard policies developed.	DE&I is a strategic objective for our organization. ***Key Performance Indicators (KPIs) are defined and tracked.***	All policies and practices reflect and reinforce the DE&I strategy. Organization actively supports underrepresented groups.	Organization ideologically supports DE&I and demonstrates leading corporate practices in this area.
Leadership	Unaware / uninterested in DE&I. Maintain the status quo.	DE&I not fully embedded across all leaders. DE&I responsibility lies with a select few.	All leaders own and communicate the DE&I strategy. Leaders are held accountable for DE&I KPIs.	Leaders have strong DE&I knowledge and integration across the business.	All leaders challenge their own bias and the bias in others.

Adapted from The BCW (www.thebcw.com.au).

Mindset: Franklin County Continuum Placement – STRATEGIC

Franklin County Board of Commissioners has demonstrated a commitment to DEI&A and understands it is important to its success.

Organization: Franklin County Continuum Placement – STRATEGIC

While Franklin County Board of Commissioners has demonstrated strong interest to address and incorporate DEI&A, there are very few policies in place. More work is needed to embed into the organization.

Leadership: Franklin County Continuum Placement – COMPLIANT

Franklin County Board of Commissioners doesn't own DEI&A. DEI&A responsibility falls to a select few employees. Not fully infused within the organization.

Franklin County BOC Agencies Unified Goals

This Cultural Climate Audit was conducted for the Office of Diversity, Equity and Inclusion (ODEI) and as a part of the larger DEI strategy being design by that division. The CCA not only affirms the other work that is happening already with ODEI but confirms that those goals of the Racial Equity County, the Board of Commissioner Agency Phase One Recommendations, and the ODEI Economic Equity goals all work in concert to fully embed DEI within Franklin County Board of Commissioner Agencies.

#	REC Recommendations	Phase 1 Recommendations	Economic Equity Goals	Audit Recommendations
1	Establish Diversity, Equity, and Inclusion standards and criteria for all Board of Commissioners agencies and community partners.		Goal 3: Expand collaboration with internal agencies and partners, such as EDP, to promote growth. Goal 4: Enhance employee performance goals to increase internal participation in economic equity growth initiatives.	Define the problem by creating clear measurable goals towards equity and ensuring goals are reflected in your strategic plan; Ensure DEI work has its own resourcing, expertise, and fulltime leadership; Collect data to track progress towards equity. Be sure your organization is collecting demographic data to fully assess equity.
2	Create Racial Equity Council sub-groups within other Board of Commissioner Agencies.		Goal 4: Enhance employee performance goals to increase internal participation in economic equity growth initiatives.	Develop pathways to increase employee involvement in planning DEI initiatives; Develop a rollout plan for your DEI initiatives that highlights the path for employees to progress from awareness to action, in promoting DEI. Determine how you will measure progress.
3	Engage DEI Trauma Specialist to embed DEI within Franklin County BOC agencies.			Create clear pathways for employees to report instances of discrimination or harassment; Develop a plan for supporting employees who report discrimination.
4	Review, revise and create trainings to build empathy, create safe spaces, and generate buy-in and support.	Develop a DEI&A Training Program. Focus on continual education in inclusion, equity, belonging, neurodiversity, and accessibility. The need for ongoing training was highlighted in our foundational training. Staff perceptions can affect the way they deal with clients and other organizations. Currently the Racial Equity Council workgroup is forming recommendations regarding what these trainings should include. Paramount are calls to address ongoing cultural competency and bias training.	Goal 4: Enhance employee performance goals to increase internal participation in economic equity growth initiatives.	Provide ongoing, deepening training that targets understanding and developing skills and tools to mitigate bias and creates organizational awareness of several core topics intersecting with diversity, equity, and inclusion; Secure trainers skilled in DEI, leadership, and professional development; Provide routine training related to intersectional DEI topics; Provide educational resources to staff to ensure they can educate themselves on topics related to DEI.
5	Infuse recruitment and retention efforts with DEI best practices. Incorporate	Develop a DEIA Internal Policy Review Team. Create a BOC cross-agency internal policy and review task force to meet monthly (ideally under the leadership of		Increase representation of employees of color within the organization; Ensure employees are aware of all policies pertaining to DEI in the workplace and

	strategic recruitment tactics.	Kris Long) to audit existing policies, create a plan for updating policies and outlining future policy inclusions consistent with diversity, equity, inclusion, and accessibility.		promptly terminate employees who violate said policies.
6	Implement and maintain DEI standards into BOC agencies.		Goal 3: Expand collaboration with internal agencies and partners, such as EDP, to promote growth. Goal 4: Enhance employee performance goals to increase internal participation in economic equity growth initiatives.	
7	Enhance county resident experience flow through all agencies.			
8	Showcase resources available in the community to support all Franklin County partners.		Goal 1: Increase supplier diversity among small and minority veteran, women, LGBTQ enterprise businesses doing business with Franklin County. Goal 2: Expand Economic Equity collaboration with community partners.	
9	Engage DEI position to embed DEI into contract process throughout Franklin County. Evaluate external partnerships and build-in equity expectations.		Goal 1: Increase supplier diversity among small and minority veteran, women, LGBTQ enterprise businesses doing business with Franklin County. Goal 2: Expand economic equity collaboration with community partners. Goal 3: Expand collaboration with internal agencies and partners, such as EDP, to promote growth. Goal 4: Enhance employee performance goals to increase internal participation in economic equity growth initiatives.	
10	Tell our story about how Franklin County is engraining racial equity into operations and services.		Goal 2: Expand economic equity collaboration with community partners.	
11		Join GARE Franklin Co. Host Municipality Conversations Franlin Co. Convene State Stakeholder Group NACo Leadership Circles Cross-Cultural Conversations added to Existing Town Halls		

The recommendations listed above for the Cultural Climate Audit are included at the end of each section, with additional information related to their implementation. The imperative of the Audit is to gather baseline data, sentiment, and perceptions to build out ODEI efforts in an informed and targeted strategy.

# SECTION ONE: Employee & Organizational Demographics

For the demographic section, all 688 respondents answered all questions except for one person who did not respond the selection of their Franklin County Department.

Observations

- This survey represents 54% of the workforce. Not represented are the 46% who did not participate in the survey.
- In terms of organizational roles, this survey was completed by
  - o 4.8% (33) of staff members of the Senior / Executive Staff (i.e., Director, Assistant Director, COO, County Administration, Commissioners).
  - o 24% (163) of staff members of the Leadership team (i.e., Supervisor, Trainer, Administrator, Deputy Director); and
  - o 72% (492) of staff members in non-leadership roles.
- Education for employees is very high, with 73% holding at least an associate degree through post-doctoral. 21% hold of staff hold a master's degree or higher. See Figure 1.2.
- The youngest employees are in the range of 18 to 23 years of age, representing 6% of respondents. The oldest employees, representing less than 1%, are in the age range of 77-87 years of age.
  - o There are five (5) generations in the Franklin County workforce at this time (six (6) if you break down Boomers into the sometimes-used Boomers I and Boomers II categories).
  - o **0.9% are Generation Z**, the youngest generation, born between 1997-2012 and in 2021 between the ages of 9-24.
  - o **25.9% are Millennials,** born between 1981 and 1996 and in 2021 between the ages of 25-40.
  - o **Generation X comprises the largest percentage of participating staff, with 44.3%**. Generation X's were born between 1965 and 1980 and in the 2021 were aged 41-56.
  - o **Boomers (Boomers I and II) show up at 27.85%** and were born between 1946-1954 (Boomers I) and 1955-1964 (Boomers II) and range in age from 57-75.

- o The smallest generation represented is also the oldest: the **Post War generation with .1%.** These are folks born between 1928-1945 and range in age from 76 to 93 in 2021.
- The four least diverse dimensions with Franklin County Board of Commissioners are as follows and are significantly lacking in diversity
    - o The least diverse metric for Franklin County Board of Commissioners is Veteran Status, with **94% responding that they are not a Veteran or not a Protected Veteran**.
    - o The second least diverse metric for Franklin County Board of Commissioner Agencies are staff of color not reflected or identified as White or Black (these two sections represent 90.6% of staff).
    - o The third least diverse metric relates to sexual orientation, with 86.5% indicating heterosexuality among staff.
    - o The fourth least diverse metric for Franklin County Board of Commissioners is that 78.5% of the staff are nondisabled.
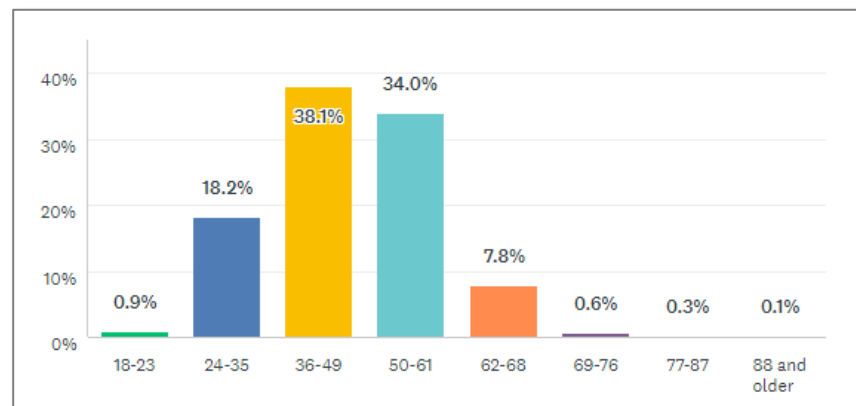
Figure 1.1 – Staff Tenure
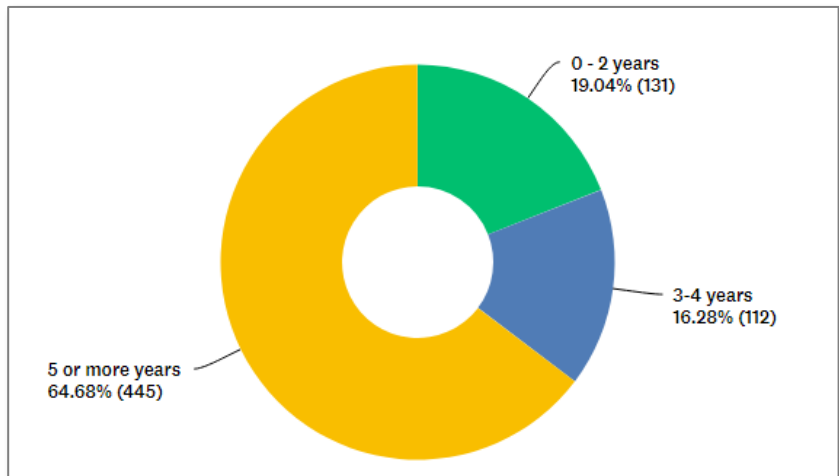
Figure 1.2 – Organization Role
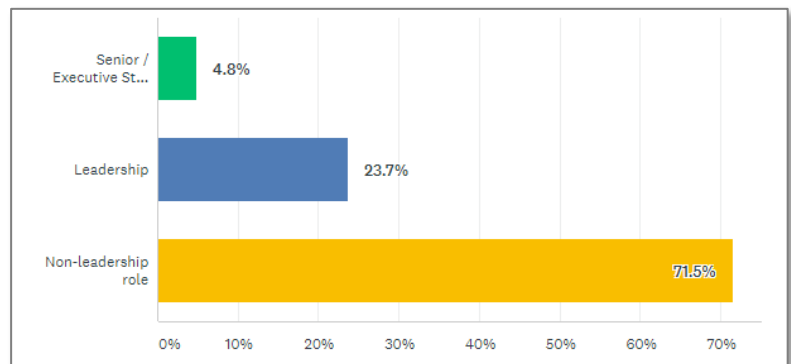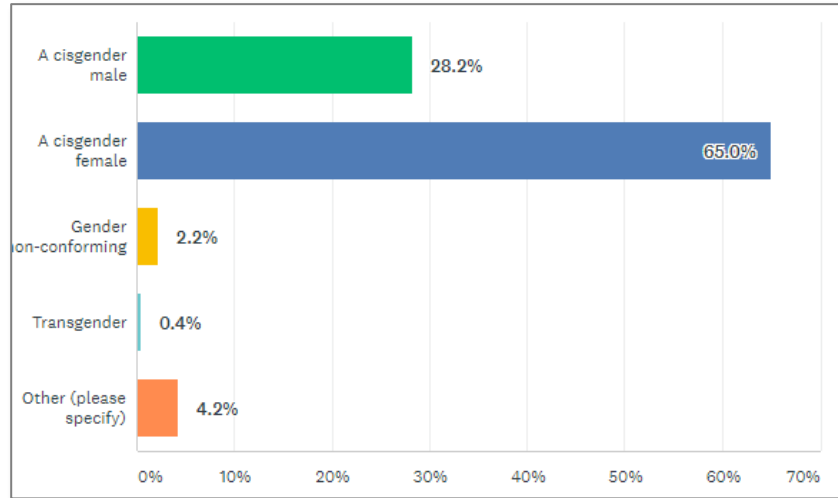
Figure 1.3 – Educational Attainment
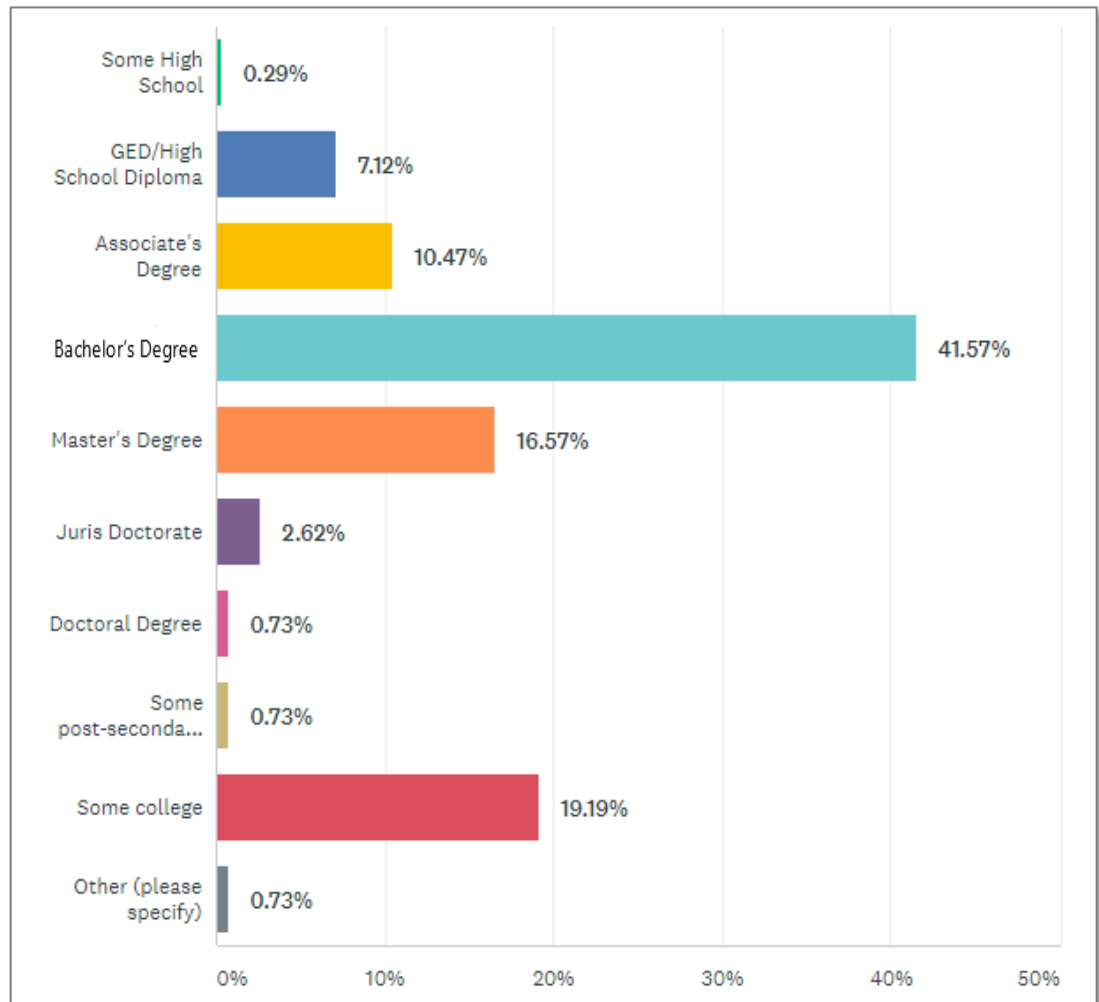

Figure 1.3 – Staff Age Ranges

Figure 1.5 – Gender Identity

Note: The other answer choice showed disdain of these terms, with folks indicating answer choices within other by writing in female, male, with some that chose to not disclose. This category adds another 19 females, 6 males, and 4 choosing not to respond.
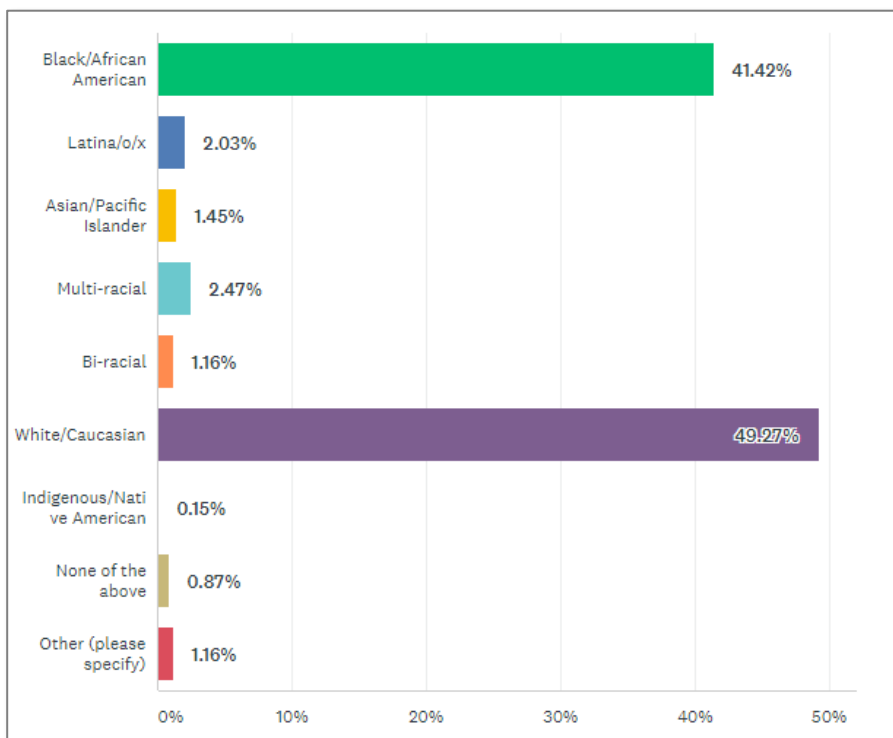

Figure 1.6 – Visible and Invisible Disabilities

Of interest related to this question and comments was a focus on the invisible disabilities. This could be a point of education and awareness for leadership and the organization.
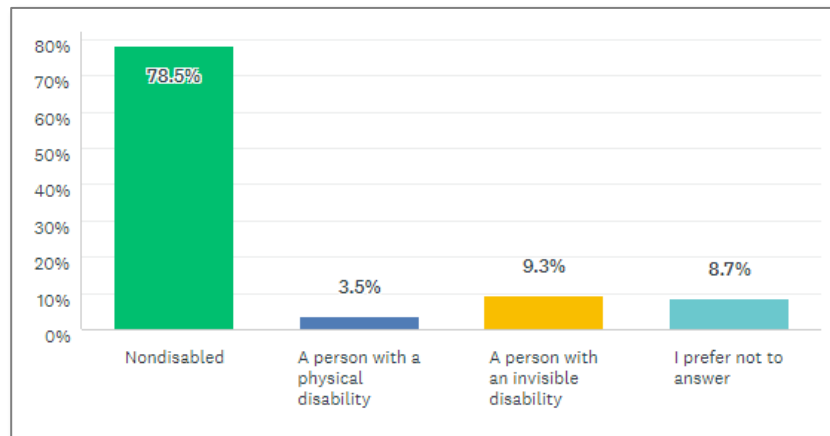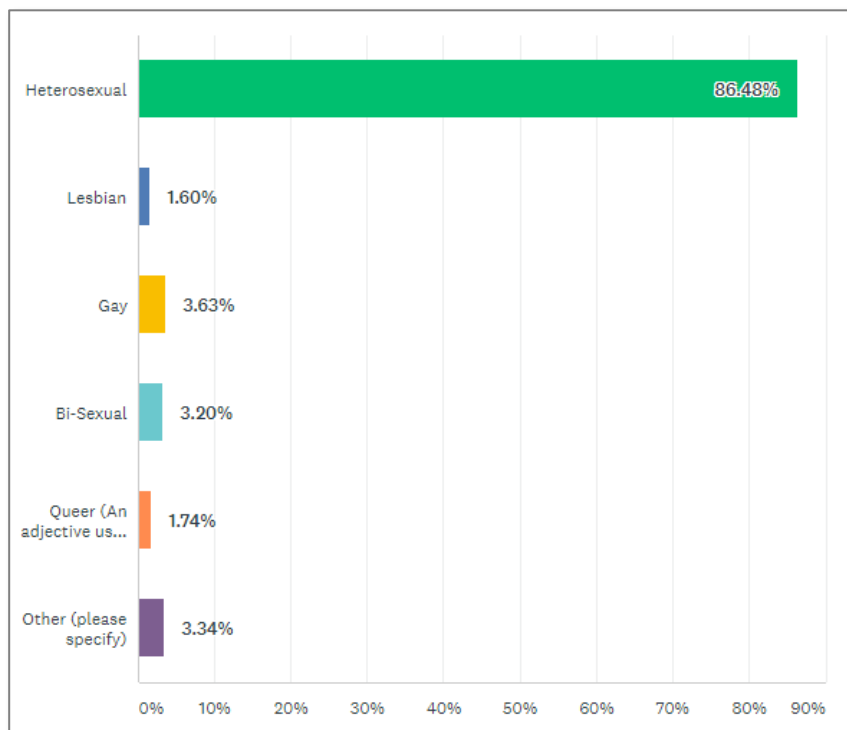
Figure 1.7 – Racial Identity

Other (please specify) captured nuanced racial identities: Caucasian/Native American; Indigenous Aboriginal; Mixed Native American / White – member of a Native nation; Black/West Indian; and Moorish American.
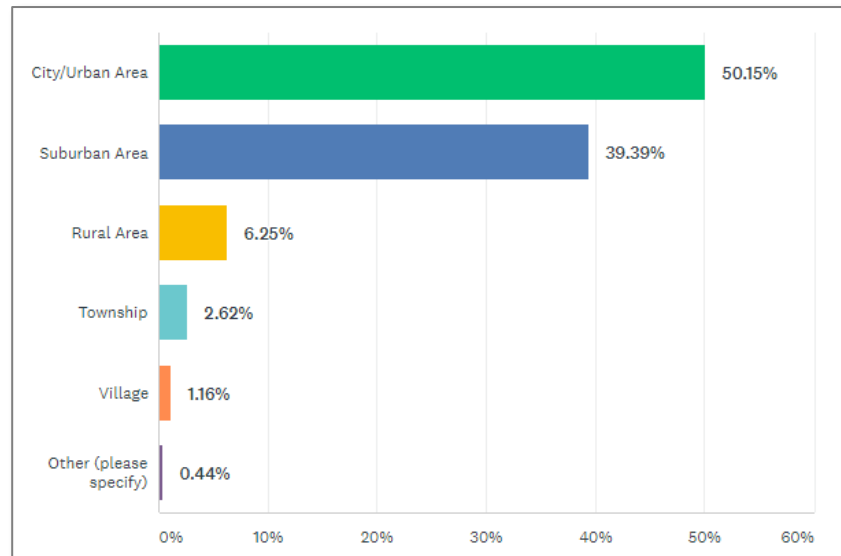

Black/African American	41.42%
Latina/o/x	2.03%
Asian/Pacific Islander	1.45%
Multi-racial	2.47%
Bi-racial	1.16%
White/Caucasian	49.27%
Indigenous/Native American	0.15%
None of the above	0.87%
Other (please specify)	1.16%

Figure 1.8 – Sexual Identity

Other (please specify) includes: *This question generated more than usual commentary, but for the most part, 96% of respondents entered a choice listed at right. Of the others, included were: Non-sexual; human; not answering; a man that likes women only; nunya; straight; Refuse to answer/irrelevant; NONE OF YOUR BUSINESS; Asexual; Pan; Private info, do not want to disclose.*
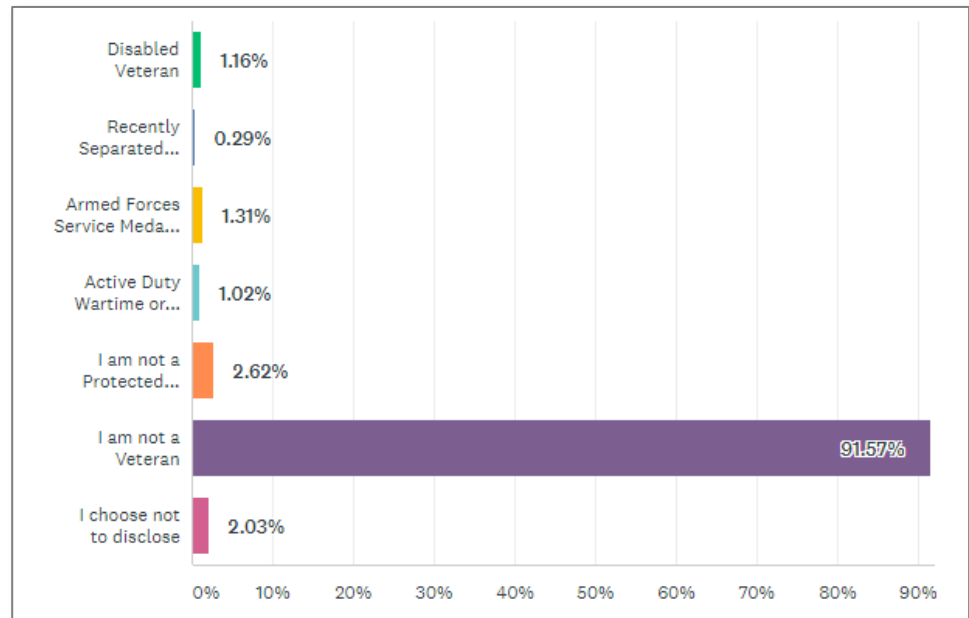

|	
Heterosexual	86.48%
Lesbian	1.60%
Gay	3.63%
Bi-Sexual	3.20%
Queer (An adjective us...	1.74%
Other (please specify)	3.34%

Figure 1.9 – Household Location

Figure 1.10 – Veteran Status

Over 90% non-veterans. *There is at least 6% of respondents that identify some form of veteran status.*

Figure 1.11 – Agency Grouping

Legend:
- OMB, Public Affairs, Community Partnerships, Commissioner & Commissioner Suppor
- Child Support, Job and Family Services, Aging, Justice Policy and Programs
- Purchasing, Fleet, ODEI
- Human Resources, Benefits & Wellness, or Public Facilities Management
- Animal Care & Control, Sanitary Engineering, or Economic Development & Planning

7.18%   73.75%   1.91% 0.41% 6.74%
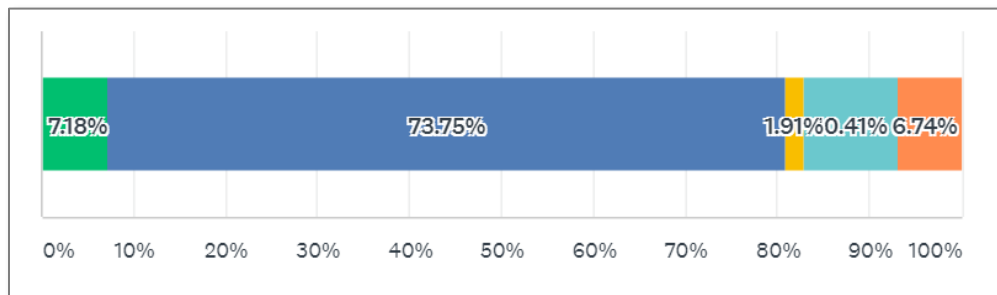
SECTION TWO: CULTURAL COMPETENCE
Employee Readiness for Diversity and Inclusion Training and Restructuring

There are fifteen (15) questions in Cultural Competence section, with fourteen (14) indicating a scaled response to statements and one open-ended question.

This Cultural Competence section communicates employee readiness by gauging belief and support of the 14 scaled questions. Of the fourteen questions, 71.4% of them scored over 80% support of these statements. These responses show overwhelming support of these diversity and inclusion efforts and readiness to further this work. Franklin County believes in creating a diverse and inclusive work environment, **with over 93% stating that this should be a priority for Franklin County**.

This section can be aspirational, meaning staff can respond how they would like to be perceived and how they hope they respond to these types of questions. This is the readiness. Staff indicate awareness of and affinity for these concepts.

Let's look at some overall statical statements related to cultural competency for staff that participated in this survey. These statements are ranked from greatest support to least support.

- **99.4%** believe they demonstrate respect for people from all cultures by treating all people as skilled, competent, and valued individuals.

- **94.0%** of staff believe they apologize and acknowledge the harm they've caused when they have offended someone due to their language or behavior.

- **93.2%** believe creating an inclusive environment should be a priority in the workplace.

- **92.0%** believe it's important to understand how their own cultural background impacts their reality.

> "MAKE EFFORTS TO INTEGRATE DIVERSITY AND INCLUSION INTO THE INITIATIVES OF THE OFFICE AND MAKE SURE THAT WE'RE PROVIDING QUALITY INCLUSIVE SERVICES FOR THE POPULATIONS BEING SERVED."
>
> *Response from 2021 Cultural Climate Audit Survey Participant.*

- **91.4%** think about the impact of what they say or how they say it before thinking.

- **91.0%** believe they do all they can to prevent the reinforcement of prejudices, including avoiding the use of stereotypes when they speak.

- **90.3%** recognize how they generally respond to beliefs that are different from their own.

- **88.7%** consider the many ways that people's cultures and identities impact their perceived realities.

- **86.8%** accept the notion that people with shared experiences and identities have a need to socialize with and reinforce each other.

- **85.3%** believe a diverse workplace is more successful than a workplace that is not diverse.

- **74.8%** speak up when someone is engaging in harmful, biased behavior.

- **58.8%** engage in meaningful intercultural exchanges with their peers.

- **43.9%** of staff say employees in my organization discuss strategies to increase diversity and inclusion n the organization, while only 34.1% discuss strategies to include intersectionality.

- **43.6%** of staff say employees encourage the leadership team to increase diversity and inclusion in the workplace.

"CONDUCT HONEST CONVERSATIONS WITH MY TEAM THAT RESULT IN STAFF FEELING LIKE THEY HAVE A SUPPORTIVE, TRUSTING ENVIRONMENT THAT THEY CAN OPENLY DISCUSS FRUSTRATIONS AND IDEAS FOR IMPROVEMENTS."

Response from 2021 Cultural Climate Audit Survey Participant.

Targeted Insights

We can dig deeper into these perceptions and readiness factors by looking at the data at more granular levels. These types of insights can inform where certain audiences are more or less ready for these efforts and where more supports might be needed to help everyone move forward.

Exploring the Impact of Organizational Roles

Within the demographic section of the Cultural Climate Audit a question asked about staff organizational roles. For this Audit, all roles within Franklin County BOC Agencies were grouped into these three sections:

1. Executive / Senior Leaders (includes Directors, Assistant Directors, COOs, County Administration, and Commissioners).
2. Leadership (includes Supervisors, Trainers, Administrators, and Deputy Directors); and
3. Non-Leadership Roles (includes all other positions).

In almost every question of the cultural competence section, of the three organizational roles noted, the higher the level of leadership, the "rosier" the perception and experience of staff related to almost all the cultural competence statements. For example, Figure 2.1 at right, 51.6% of Senior/Executive Leaders feel encouraged to learn about diversity and inclusion versus 21.7% of non-leadership staff. In Figure 2.2, Executive/Senior leadership are far less likely to consider the many ways that people's cultures and identities impact their perceived realities.

Figure 2.1

What can be gleaned from this, and is supported by an external study, is that leadership rates DEI efforts higher than non-leadership. "To some extent, this isn't surprising. As leaders, we have a responsibility to ensure our teams can thrive, and no one wants to feel like they aren't
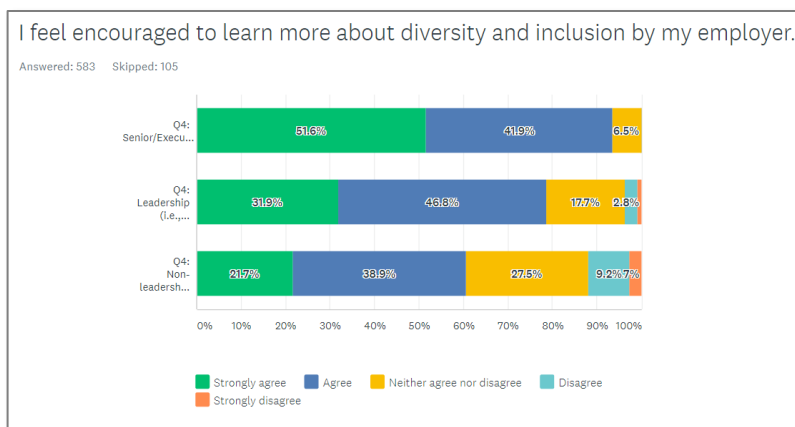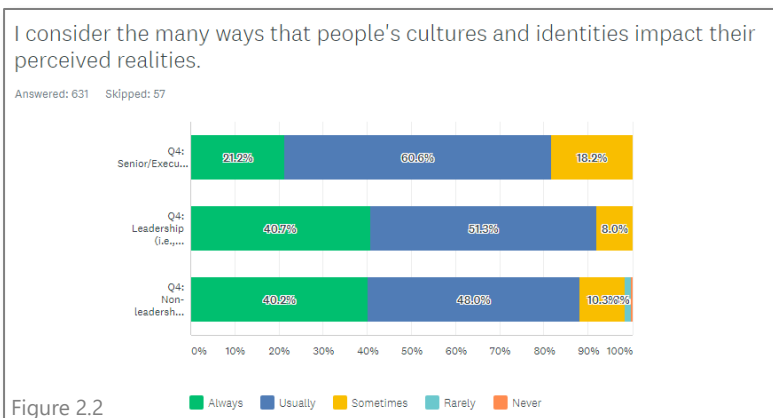

Figure 2.2

succeeding at their job. But at the same time, the size of the misalignment should be a wake-up call for us that we don't always have insight into how our employees actually experience work. We need to take steps to proactively learn more about their experiences (Lurie, 2021)."

Decision-making leaders need to understand this deeply when distributing resources and thinking about what role they might already play and could play in furthering this work. This is an opportunity for everyone to see how they can support the entire workforce: "As any good leader should understand, diversity, equity, and inclusion is your real work. It's what enables your employees to feel comfortable enough to do their jobs well."

Figure 2.3 shows how Senior/Executive leadership overwhelmingly believes they are receptive to employee suggestions for improving diversity and inclusion in the workplace. For both
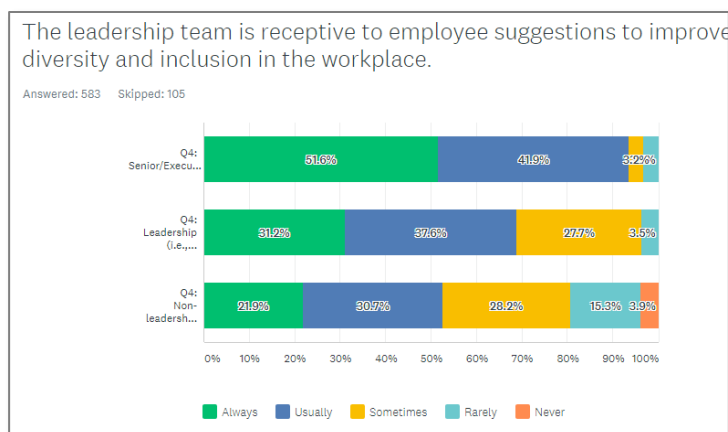
audiences below them, these are two groups that would have direct experience with their supervisors related to this. As you go down the hierarchy, the percentage agreeing and strongly agreeing goes down dramatically.

Senior / Executive Leadership is less likely to recognize **how they general respond to beliefs that are different from their own**. This can speak to being in a position of power where there are none or few repercussions for entertaining the need to do this. This was also true of Q21: I consider the many ways that people's cultures and identities impact their perceived realities, with senior / executive leadership believing this significantly less than the two other organizational roles.

Where this is reversed is seen in this question—**I think it is important to understand how my own cultural background impacts my perceived reality**—where senior / executive staff have a significantly highly belief in this statement versus the other two organizational roles (figure 2.4).

Figure 2.4

The fact that Senior/Executive Leadership shows readiness for these statements is a very positive first step toward educating and creating resources that could support staff within each these organizational roles to understand, reflect, and act in concert with the goals and intentions of DEI efforts more deeply. This transition happens person by person, via personal interactions, sharing, individuals stretching beyond their comfort zones to entertain a new way of engaging with work.

Figure 2.5

This is an especially great opportunity for the Senior / Executive staff; all efforts this key group can undertake will directly create a more supportive environment for Leadership and Non-Leadership staff, as relates to DEI efforts.
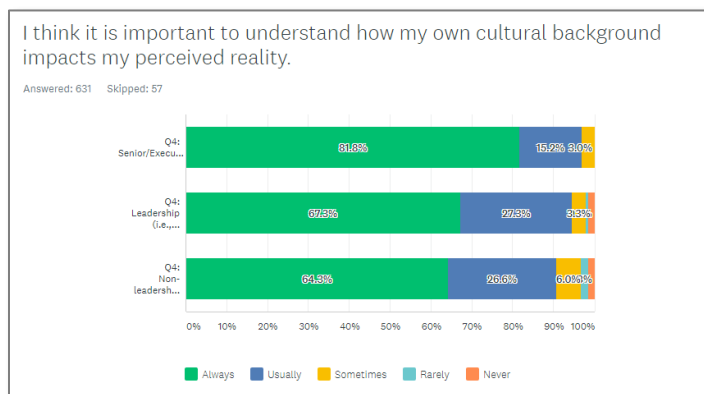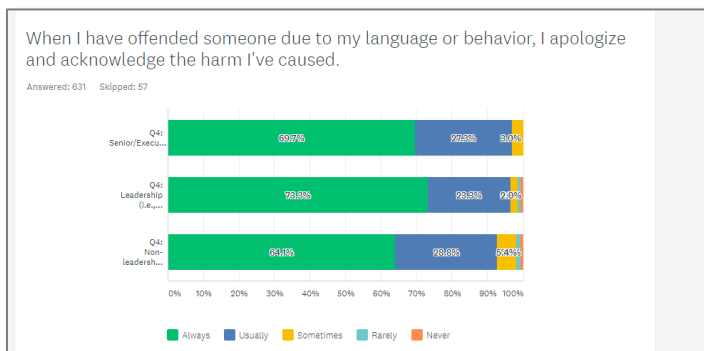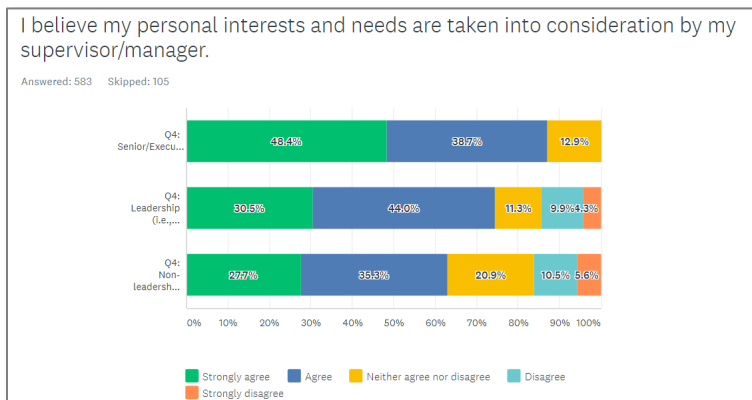

Figure 2.6

As mentioned, commitment to this work is 93%. The willingness is there. Now is the time to support the strategic and consistent micro- and macro-efforts developed by the Racial Equity Council and the Office of Diversity, Equity, and Inclusion to embed a foundational structure for success.

Exploring the Impact of Racial Identity

The mere existence of this report, this survey and the new Franklin County Office of Diversity, Equity, and Inclusion belies a deeply held knowledge and acceptance of the truth that racism, individual, institutional, and systemic, exists. Centuries of institutional indoctrination of spreading this construct, of racist policies, practices and procedures have resulted in inequities and disparities in health, wealth, housing, education, and myriad other aspects of societal injustices.

Our work in this report is to highlight where there are statistically significant varying perceptions related to racial identity. Part of this reflects and affirms the work we are committing to do here, by taking a part what has been built over many, many years, and through millions of individuals who have lived before us now.

The opportunity here relates to affirming the experiences of staff of color and to highlight where there are disparities in terms of perceptions, there are opportunities for education and resources to move forward, both individually and systemically.

Franklin County Board of Commissioner Agencies are 90.7% comprised of just two racial identities: White Caucasian (49.3%) and Black/African American (41.4%).

Figure 2.7 at right highlights the enormity of representation by these two groups. The observations below highlight disparities between these two groups, as these were the only two groups that allowed for statistical significance interpretation.
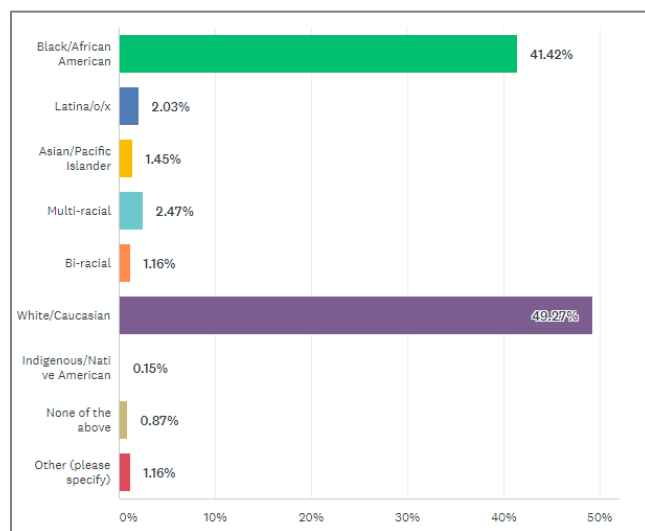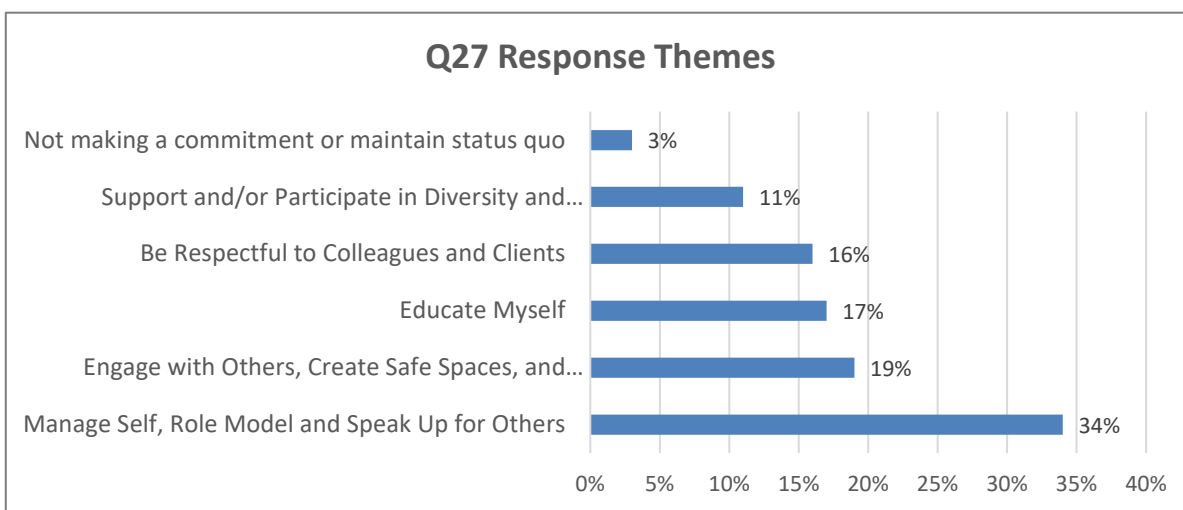

Figure 2.7

- While 85% of staff believe a diverse workplace is a more successful workplace, White/Caucasian workers (54.4%) don't believe this as strongly as Black/African American workers (65.8%) do.

- When viewing results for the statement *Employees in my organization discuss strategies to increase diversity and inclusion in the organization,* with Black/African American workers significantly believe this less than their White/Caucasian colleagues.

- This continues when exploring *Employees in my organization discuss strategies to include intersectionality*, where 26% of Black/African American's say this never happens, compared to 16% for Whites/Caucasians.

- This is also evident in *Employees in my organization encourage the leadership team to increase diversity and inclusion in the workplace*, where Black/African American's are much less likely to believe this than their White/Caucasian counterparts.

- While over 91% of Franklin County staff say they *think about the impact of what they say or how they say it before speaking,* fewer White/Caucasians find the need to do this versus almost all other staff of color.

- While 75% of staff *speak up when someone is engaging in harmful, biased behavior,* White/Caucasian staff members do this less than every other racial identity. This is an opportunity to educate, encourage and create a culture or accountability in the continuous process of building an inclusive environment.

- 90% of staff *recognize how they general respond to beliefs that are different from their own*, but employees of color do this more significantly than their White/Caucasian colleagues.

Cultural Competence Open-Ended Question Themes

Within the Cultural Competence section of the Audit, an-opened question was asked of all staff: **Question 27: Please share a personal goal of yours related to diversity and inclusion in the workplace.** This provided an opportunity for staff to name a goal related to diversity and inclusion in their own words. There were 496 responses to this question, with most staff earnestly sharing tangible goals and steps they would be willing to undertake to embed diversity and inclusion within Franklin County.

These personal staff goals ranged from managing their personal behavior and/or responses in situations to doing what they can to learn more so they can engage more meaningfully with colleagues and clients while at work. They mentioned speaking up when witnessing non-inclusive behavior and serving as role models for other staff. There was a want of safe spaces and opportunities to gather with colleagues to celebrate and learn together.

Q27 Response Themes

Theme	Percentage
Not making a commitment or maintain status quo	3%
Support and/or Participate in Diversity and…	11%
Be Respectful to Colleagues and Clients	16%
Educate Myself	17%
Engage with Others, Create Safe Spaces, and…	19%
Manage Self, Role Model and Speak Up for Others	34%

SECTION TWO: RECOMMENDATIONS
Steps Toward Embedding Diversity and Inclusion in Tangible Ways

Based on our analysis, your employees are in the advanced phase of readiness to engage in diversity and inclusion initiatives, with caveats listed above. The results from your organization's Cultural Climate Audit indicate that many of your employees likely are ready for progressive steps towards creating an equitable workplace. Your employees may be anticipating these changes and eager to learn tangible ways to manifest an inclusive culture.

To deepen your organizational cultural competence, Raising the Bar Performance Group recommends that your organization:

- **Develop pathways to increase employee involvement in DEI initiatives**. "Transformations involving at least 7 percent of employees are twice as likely to have positive excess total returns to shareholders as those that involve a smaller share (McKinsey, 2021). 7% of 1,274 Franklin County Board of Commissioner Agencies staff is 89 individuals. "The most successful transformations enable employees from very corner of the organization to put forward ideas that can improve the focus, process, and execution of initiatives."

- **Provide ongoing training that targets understanding of developing skills and tools to mitigate bias and create organizational awareness of several core topics intersecting with diversity, equity, and inclusion.** Training must align with the specific diversity and inclusion goals set by your organization. The most promising training curriculums capture the perspectives and experiences of attendees and build skills inventories (Alex Lindsey, 2017). Possible training topics are being an active bystander, being an ally, courageous conversations, how to be an anti-racist.

- **Consult with external experts** for training related to diversity and inclusion, leadership, and professional development.

- **Continue support of the Racial Equity Council to monitor the organization's progress towards equity goals as well as hold leadership accountable.** Be sure to make the participation in the taskforce voluntary and incentivized. Be aware of power dynamics. Oftentimes people with marginalized identities are tasked with educating their peers about their experiences without additional compensation (Capatosto, Thompson, Blackwell 2019). This can also create an additional burden for your marginalized staff, so be sure to incentivize participation in the taskforce when

possible. It is also important to ensure that your task force continues to have the autonomy and authority to implement change within the workplace.

Ensure that your executive team is diverse. Research shows that for every 10% elevation of ethnic diversity in executive leadership there is a .8% increase in profit margins (Hunt, Layton, Prince 2015).

SECTION THREE: STRUCTURAL ACCOUNTABILITY
Employee perceptions of organizational diversity and inclusion initiatives

In the Structural Accountability Section, there are twenty (20) questions, with four open-ended questions. Here are insights of the 16 statements for the Franklin County Staff.

- 88.9% think employees within Franklin County BOC are representative of a range of age groups.

- 79.4% believe Franklin County BOC has racially diverse employees.

- 71.7% thinks the leadership team provides culturally responsive resources as they are needed (translation services, accessibility services, religious accommodations, etc.).

- 67% believe their personal interests and needs are taken into consideration by their supervisor/manager.

- 67.0% of employees say that diversity in LGBTQIA is present.

- 66.7% feel encouraged to learn more about diversity and inclusion.

- 66.7% feel the leadership team is racially diverse.
    - 28.1% of White/Caucasians strongly believe this, as opposed to 14.9% of Black / African Americans.
- 65.9% believe employees represent a range of gender identities.

    - Only 10.5% of Black African Americans strongly believe this, as opposed to 21.6% of White/Caucasians.

- 63.8% believe their culture is respected and acknowledged in the workplace.

- 63.5% believe the leadership team is gender diverse.

- 62.6% of staff trust that the executive leadership team will prioritize creating an inclusive culture for all employees.

- 61.6% believe the leadership team is diverse in age.

- 58.7% thinks the leadership team is receptive to employee suggestions to improve diversity and inclusion in the workplace.

- 57.6% believe disabled and non-disabled staff are hired.

- 49.7% believe that all employees, regardless of their background or beliefs, feel welcome to share input or make requests of management.

- 48.9% believe there is a gender diverse set of employees.

- 42.2% say their employer discusses a variety of identities when implementing diversity and inclusion initiatives.

- 36.9% believe the leadership team is diverse in sexual identity.

- 23.8% believe the leadership team is made up of disabled and non-disabled people.

Targeted Insights

While **66.7% of staff feel encouraged to learn more about diversity and inclusion by my employer**, there are some nuances when viewing the data via segments.

Organizational Role:

52% of Senior/Executive Staff strongly feel this, as opposed to 32% for Leadership and 22% for Non-Leadership. The percent staff disagreeing with this statement goes up as the hierarchy level goes down, with 3% of Leadership disagreeing and 12% of Non-Leadership staff disagreeing with this statement.
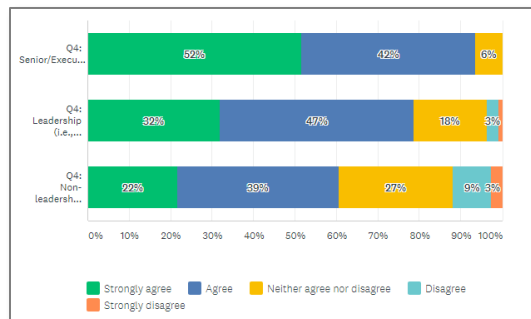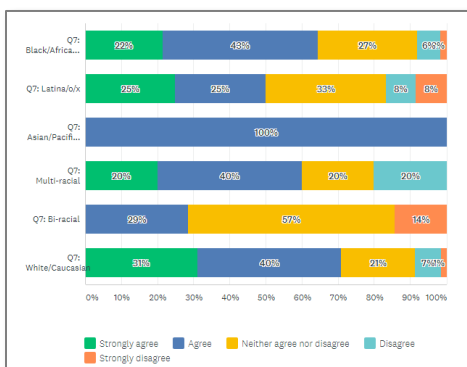

Figure 3.1

Figure 3.2

Racial Identity:

Disagreement with this statement was more pronounced when viewed by racial identity. Multi-Racial staff disagreed the most at 20%, followed by Latina/o/x at 17%. Both Black/African Americans and White/Caucasians were around 8%.

Agency Grouping:

Among agency groupings strongly supporting this statement, the least strong support for this came Child Support, Jobs and Family Services, Aging and JPP, who felt the least encouraged to learn more about diversity and inclusion at 23%.

The agencies reporting the highest disagreement with this statement (meaning they did not feel encouraged to learn more about diversity and inclusion) were the Animal Care & Control, Sanitary Engineering and Development Planning at 16% and Human Resources, Being & Wellness and PFM at 11%.
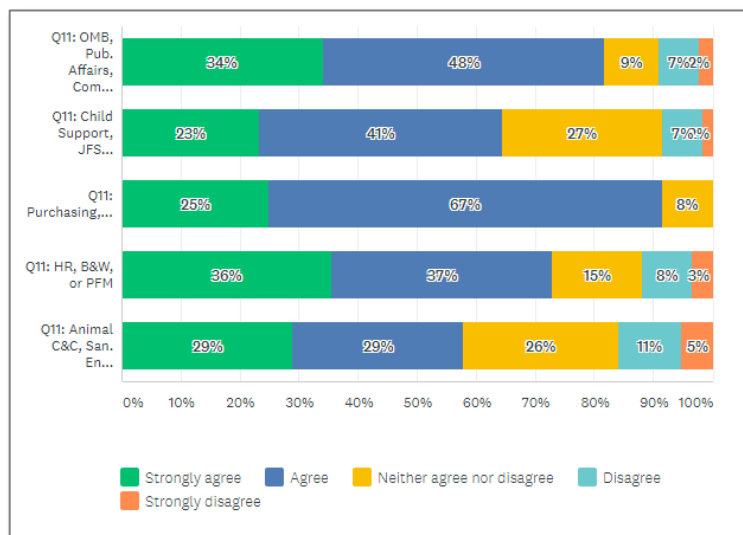

Figure 3.3

Economic

42.2% of staff say their employer discusses a variety of identities when implementing diversity and inclusion initiatives. This can be further explored by viewing the different the Agency Groupings. The bolded, colored percents are the highest and lowest representation of agree and disagree among agency groupings.

OMB, Public Affairs, Comm. Partnerships, Commissioners and Comm. Support Staff
- 61% agree; 14% disagree

Child Support, JFS, Aging, JPP
- 39% agree; 16% disagree

Purchasing, Fleet, ODEI
- **67% agree**; 17% disagree

Human Resources, Benefits & Wellness, Public Facilities Management
- 49% agree; 12% disagree

Care & Control, Sanitary Engineering, Economic Development and Planning
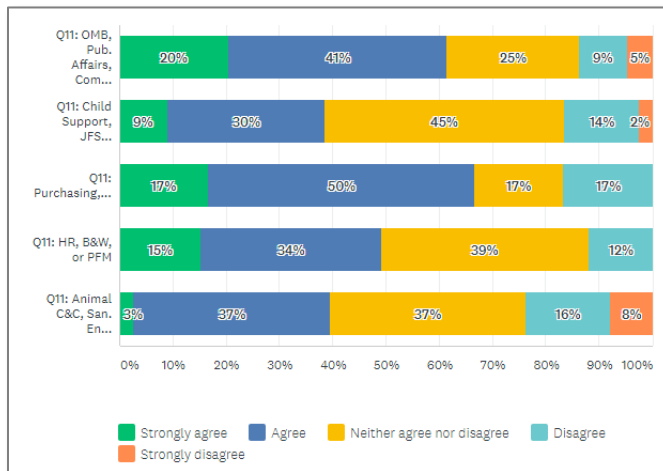- 40% agree; **24% disagree**

Figure 3.4

Animal

When viewing responses for **my personal interests and needs are taken into consideration by my supervisor/manager**, we can again note disparities among the various staff segments.

Organizational Role
My personal interests and needs are taken into consideration by my supervisor/manager.

Again, we see the hierarchy coming into play when viewing the continuums of agreement. The higher in the hierarchy a staff member is located, the higher their agreement regarding their personal needs and interests are taking into consideration by their supervisor/manager.
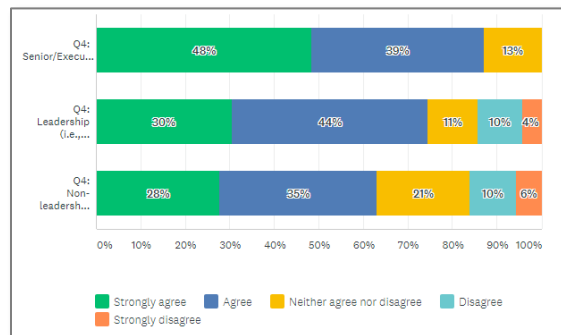

Figure 3.5

- **Senior Executive** staff strongly agree (48%) and agree (39%) for a total agreement of 87%, with a lack of any disagreement among these staff.

- **Leadership** shows a 74% agreement, with the first notes of disagreement (10%) and strong disagreement (4%) for 14% of Leadership disagreeing with this statement.

- **Non-Leadership** roles displayed the least agreement at 63% and the highest disagreement at 16% (10% disagree and 6% strongly disagree.

Racial Identity
My personal interests and needs are taken into consideration by my supervisor/manager.

Agreement with this statement:
- The largest disparity for this statement for those that strongly agree:
    - 39% of White/Caucasians as compared to just 22% of Black/African Americans

Disagreement with this statement:
- Disagreement with this statement is present for all groups except Latina/o/x, with
    - 28% of Bi-racial staff disagree
    - 25% of Asian/Pacific Islanders disagree
    - 20% of Multi-racial staff disagree
    - 17% of Black/African Americans disagree
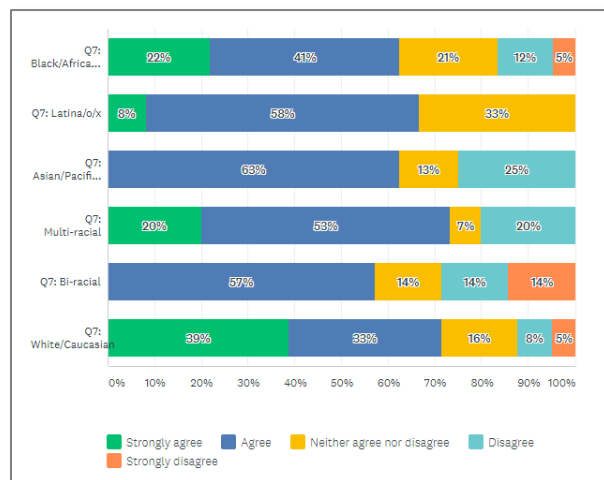   - 13% of White/Caucasians disagree

Figure 3.6

Agency Grouping
My personal interests and needs are taken into consideration by my supervisor/manager.

OMB, Public Affairs, Comm. Partnerships, Commissioners and Comm. Support Staff
- **57% strongly agree**, with 7% strongly disagreeing
(14% total disagreement).

Child Support, JFS, Aging, JPP
- 27% strongly agree, with 4% strongly disagreeing
(14% total disagreement).

Purchasing, Fleet, ODEI
- 42% strongly agree, with **0% strongly disagreeing** (8% total disagreement).

Figure 3.7

Human Resources, Benefits & Wellness, Public Facilities Management
- 34% strongly agree, with 3% strongly disagreeing (15% total disagreement).

Animal Care & Control, Sanitary Engineering, Economic Development and Planning
- 11% strongly agree, with 24% strongly disagreeing (**32% total disagreement**)
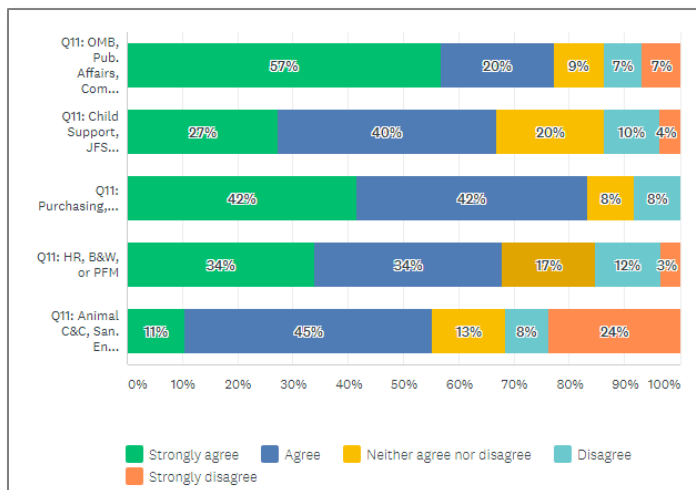
Franklin County Board of Commissioner Agency employees **believe the leadership team is receptive to employee suggestions to improve diversity and inclusion in the workplace** to the tune of 58.7%, one of the statements with the least support. When we peer into the data, we find that some earlier identified trends of organizational role, racial identity and agency grouping show up again.

Organizational Role

Employees believe the leadership team is receptive to employee suggestions to improve diversity and inclusion in the workplace

- Hierarchical placement correlates with likelihood of agreeing.
- Support for this statement is highest at the most senior levels (with no strong disagreement).
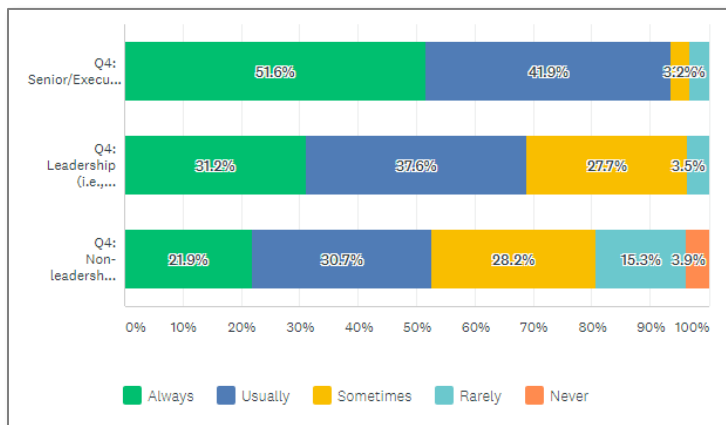- The least support (21.9%) is coupled with the most disagreement (19.2%).

Figure 3.8

Racial Identity

Employees believe the leadership team is receptive to employee suggestions to improve diversity and inclusion in the workplace

The most divergent reactions to this statement were among White/Caucasians and Black/African Americans, for both always receptive and rarely receptive

- Always receptive reported by 33.9% of White Caucasian but just 16.0% of Black/African Americans.

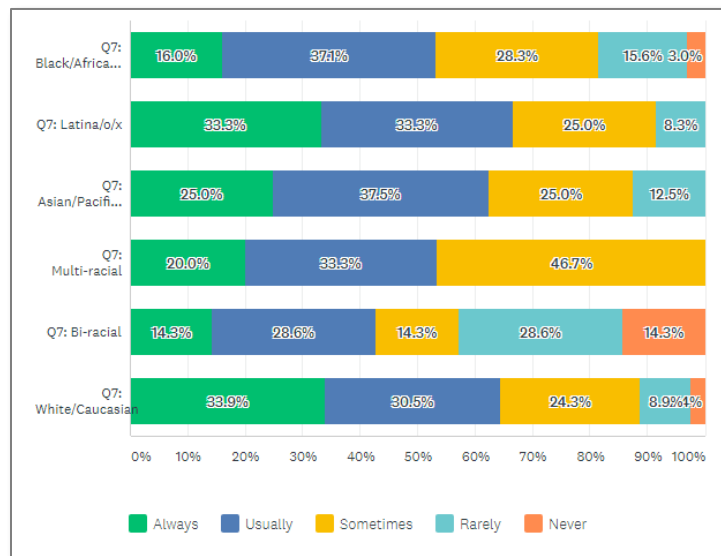- Never receptive reported by 15.6% of Black/African Americans and just 8.9% of White/Caucasians.

Figure 3.9

Agency Grouping

Employees believe the leadership team is receptive to employee suggestions to improve diversity and inclusion in the workplace

OMB, Public Affairs, Comm. Partnerships, Commissioners and Comm. Support Staff

- 43% strongly agree, with **0% strongly disagreeing** (5% total disagreement).

Child Support, JFS, Aging, JPP

- **20% strongly agree**, with 2% strongly disagreeing (14% total disagreement).

Purchasing, Fleet, ODEI

- 43% strongly agree, with **0% strongly disagreeing** (8% total disagreement).

Human Resources, Benefits & Wellness, Public Facilities Management

- **44% strongly agree**, with 3% strongly disagreeing (13% total disagreement).

Animal Care & Control, Sanitary Engineering, Economic Development and Planning

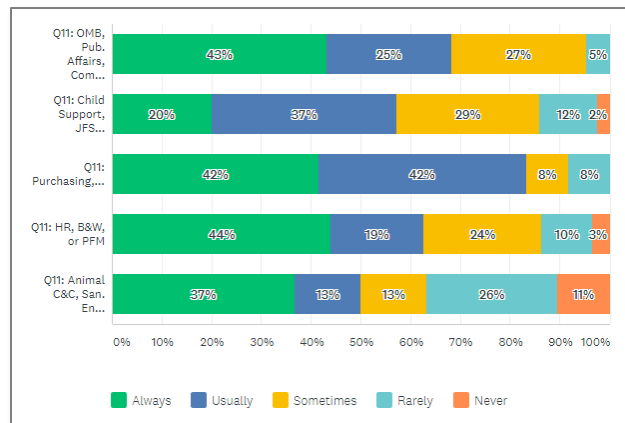- 37% strongly agree, with **11% strongly disagreeing** (**37% total disagreement**)

Figure 3.10

For the statement **all employees, regardless of their background or beliefs, feel welcome to share input or make requests of management**, the most profound disparities are within the racial identity and agency group.

Racial Identity

- Highest strong support from Latina/o/x at 33%. 0% strong support from Asian/Pacific Islanders.

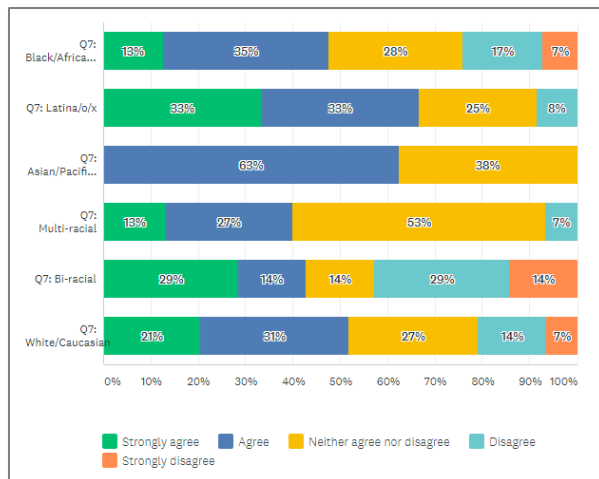- Disagreement is led by Bi-racial (43%), followed by Black-African Americans (23%)

Figure 3.11

Agency Group

- The agency grouping of Animal Care & Control, Sanitary Engineering and Economic Development Planning strongly disagrees with this statement (21%), with total disagreement registering at 36%.

- The only agency grouping not strongly disagreeing is Purchasing, Fleet and ODEI.

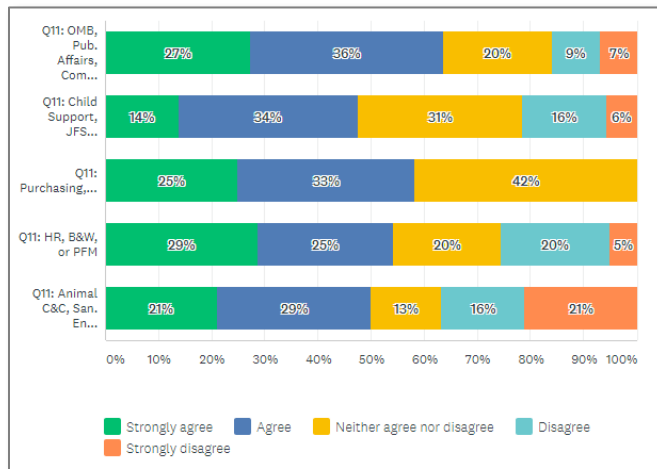- The other three agency groups vary in disagreement between 16% to 25%.

Figure 3.12

Trust is crucial to the structural accountability of DEI work. The Cultural Climate Audit asked the staff to rate the degree of trust along the continuum of always trusting to never **trusting that executive leadership will prioritize creating an inclusive culture for all employees**. Staff indicated that 62.6% always or usually trust executive leadership to do this. To raise this level of trust, it can help to know where this trust is lowest currently.

Organizational Role

- 97% of Senior/Executive Leaders believe this to usually be the case, while 73% of Leadership does, and only 57% of Non-Leadership believing this to be the case.

- Non-Leaders doubt this statement to the tune of 43%, followed by a little less doubt from Leadership with 28%.
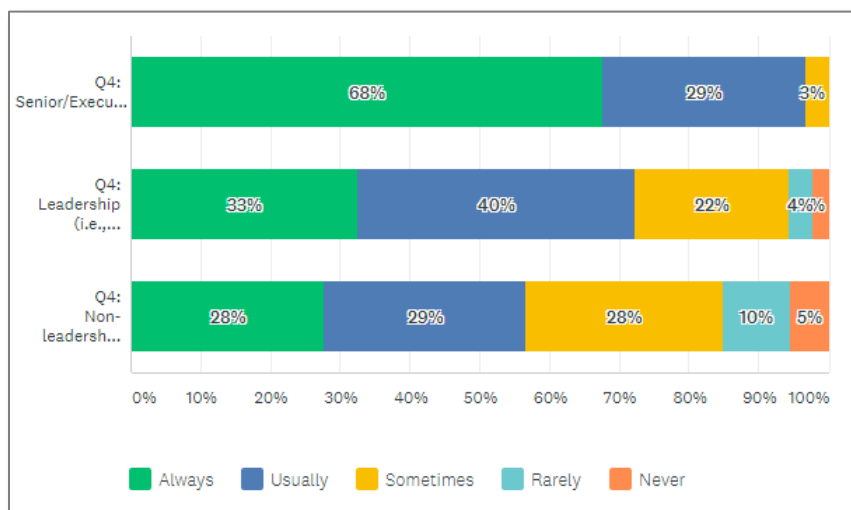

Figure 3.13

Racial Identity

- Black/African Americans (24%) strongly support this statement significantly less than White/Caucasians (37%).

- Bi-racial staff doubt this the most strongly (14%), with their total doubt being the highest as well, at 57%.
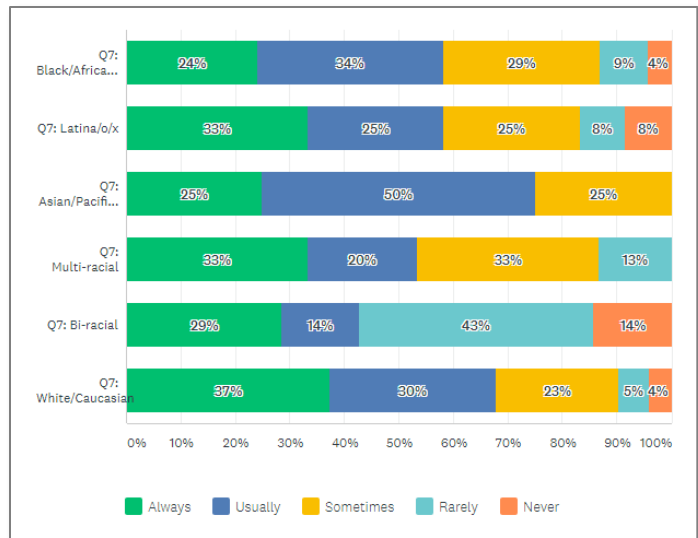
Figure 3.14

Agency Grouping

- Trust is highest for this statement in Purchasing, Fleet and ODEI (91%).
- The lowest trust is within Child Support, JFS, Aging, and JPP (60%), followed closely by Animal Care & Control, Sanitary Engineering, and EDP.
- By far, the greatest distrust of this statement is within Animal Care & Control, Sanitary Engineering and EDP, with 29% rarely or never trusting executive leadership to prioritize creating an inclusive culture for all employees.

Figure 3.15

Structural Accountability Themes to Questions

Q48: Share a commitment to diversity and inclusion you would like your employer to make.

Q48 Response Themes

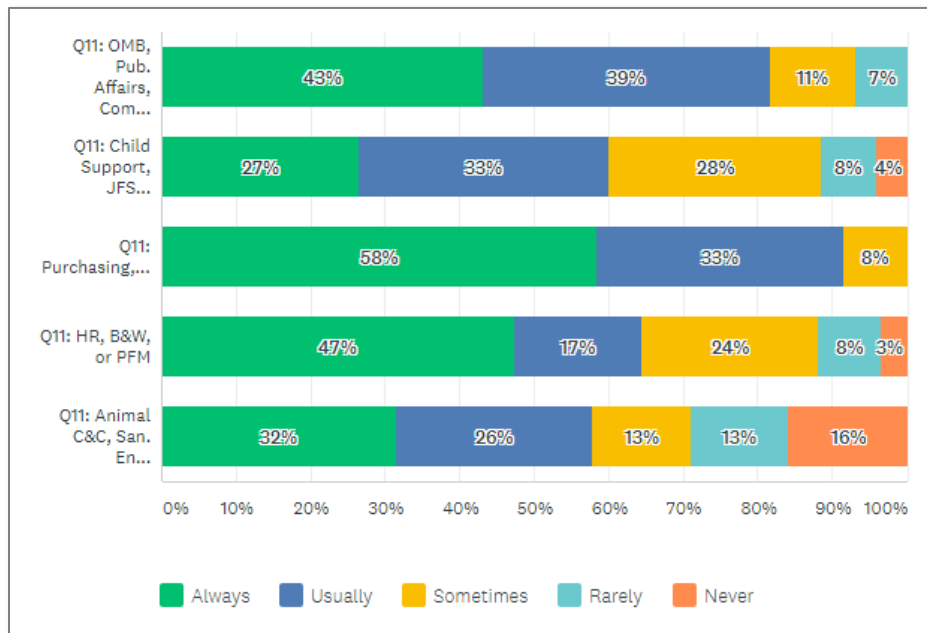| Theme	Percentage
Stop DEI Efforts or Maintain Status Quo	3%
Creating Safe Spaces, Conversations and Support	8%
Structural Accountablity	17%
Recruitment, Hiring, Retention and Policies	18%
Training and Education	19%
Embrace Diversity and Inclusion	35%
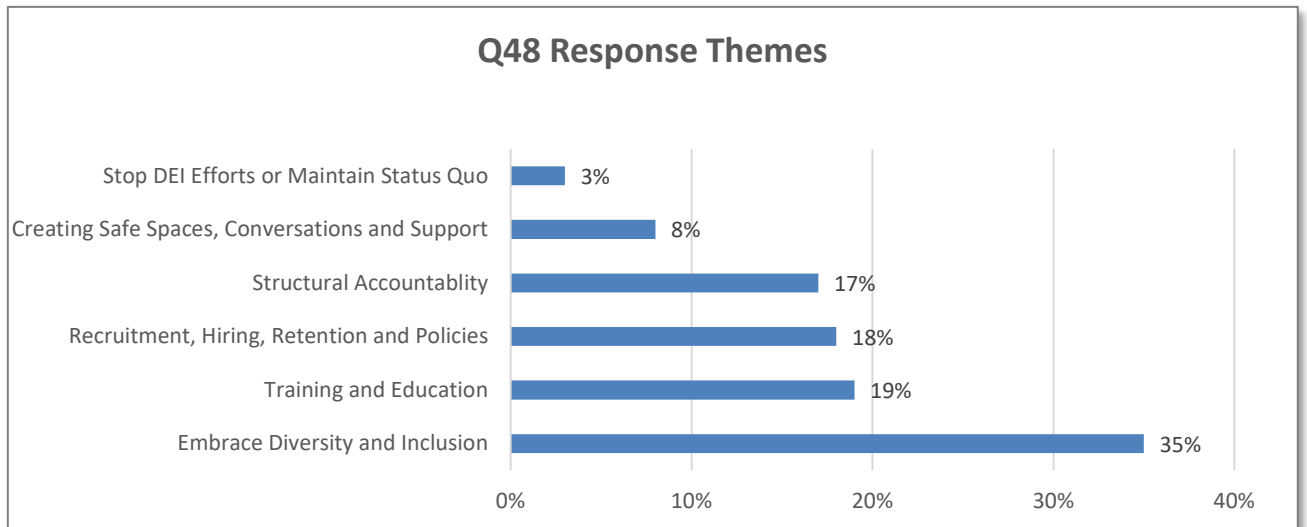
Q49: When you think of diversity and inclusion in the workplace, what organizational initiatives come to mind?

Q49 Response Themes

Theme	Percentage
Resources - Existing and Suggested	6%
Communication, Dialogue and Monthly Events	12%
ODEI and Other FC Efforts - Awarness or Suggestions	14%
Inclusion and (In)Visible Diversity	17%
Recruitment, Hiring, Retention and Policies	21%
Training	30%
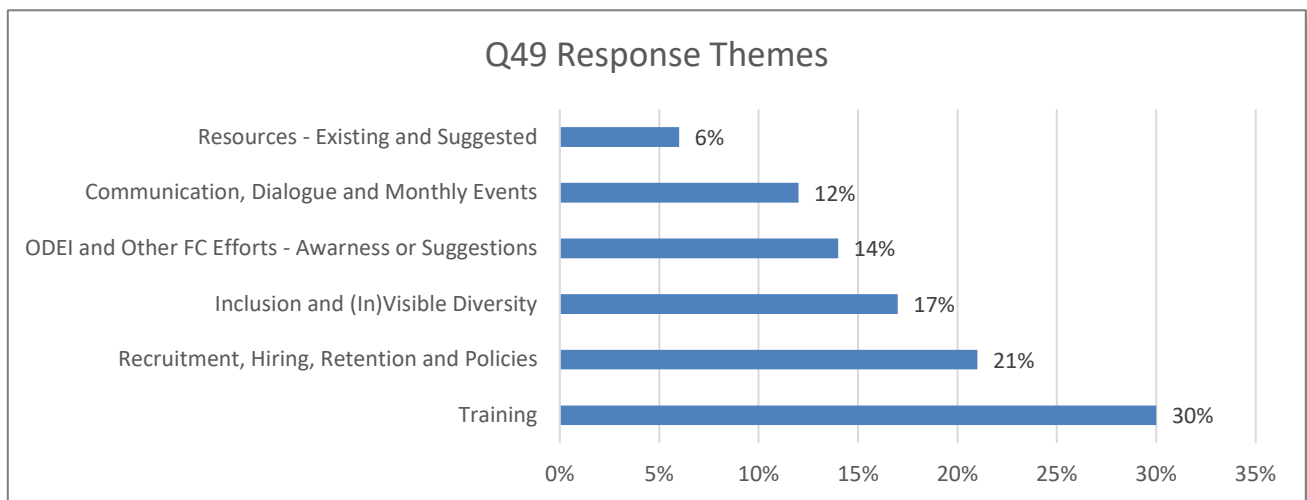
Q50: When you think of cultural competence in the workplace, what organizational initiatives come to mind?

Q50 Response Themes

Theme	Percentage
Management Suggestions and/or Observations	5%
ODEI-related and/or Multiple Efforts Cited	7%
Communications and Dialogue	8%
Workplace Celebrations	9%
Resources - Existing or Suggested	11%
Creating Safe Spaces	14%
Training	46%
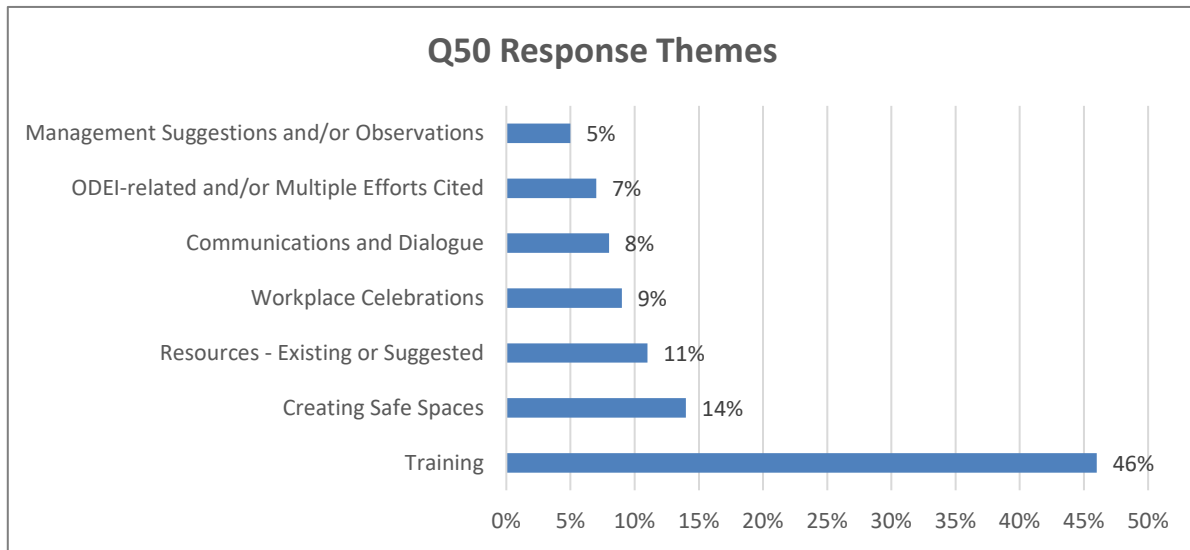
QUESTION 51: Please share any additional comments related to your organization's cultural competence initiatives.

Q51 Response Themes

Theme	Percentage
Recruitment and Retention Suggestions	14%
Resources - Existing or Suggested	22%
Views as Ineffective and/or Not Needed	24%
Praise of Current Efforts and/or Hope Momentum Continues	40%
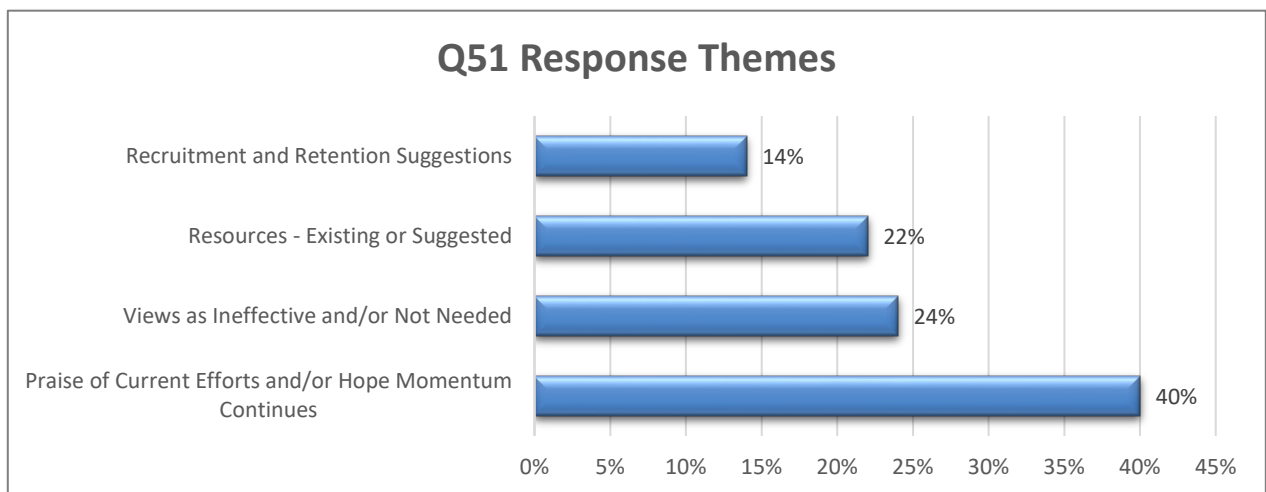
SECTION THREE: RECOMMENDATIONS
Steps Toward Embedding Diversity and Inclusion in Tangible Ways

Based on our analysis, your employees perceive your organization as being in the intermediate phase of implementing successful diversity and inclusion initiatives. The results from your organization's assessment indicate that it is likely the employees perceive your D&I initiatives as impactful, but the impact could be stronger.

To increase the success of your organization's D&I initiatives Raising The Bar Performance Group recommendations are to:

- **Increase representation of employees of color within the organization**. Research has found that for minorities, job satisfaction increases when people of color are represented by at least 15% of the employee population (Hunt, Layton, Prince 2015). Be sure to hire at all levels of employment, you do not want racial diversity to only be reflected in your entry-level positions. Ensure that you are broadening your recruitment network and using bias conscious interview techniques. To broaden your recruitment network, analyze where your organization posts past job offerings. If your organization's main plan of recruitment is through word of mouth and referral it is imperative, you broaden your recruitment network. Word of mouth recruitment makes us the most susceptible to affinity bias. Agencies are left with homogenous groups of employees.
    i. To learn more strategies to improve recruitment, explore The Kirwan Institute for the Study of Race and Ethnicity's Workforce for the Modern Woman report. *http://kirwaninstitute.osu.edu/wp-content/uploads/2019/03/WorkforceforModernWoman.pdf*

- **Collect data to track progress towards equity**. Be sure your organization is collecting demographic data to fully assess equity. Conduct an equity assessment of your organization to ensure there are clear pathways to advancement and salary increases, your policies are unbiased, and you have a workplace where people of color can thrive. Many organizations are only able to make progress in one aspect of diversity (Hunt, Layton, Prince 2015). By incorporating intersectionality into your D&I plan, your organization will be more equipped to create a culturally inclusive space for all people (POC, LGBTQ, Disabled, Age, etc.).

- **Ensure that Diversity and Inclusion work has its own resourcing, expertise, and fulltime leadership** (Paikeday, Sachar, Stuart, 2019). Hire a Chief Diversity Officer. If you already have a CDO at your organization, ensure that they are adequately compensated for their work. Many CDO's have additional roles outside of their

position. Ensure that your CDO has the time and resources to dedicate to D&I work (Paikeday, Sachar, Stuart, 2019).

📊 **Define the problem by creating clear measurable goals towards equity and ensure that targeted goals are reflected in your strategic plan** (Capatosto, Thompson, Blackwell 2019).

📊 **Provide educational resources to your staff** to ensure that they can educate themselves on topics related to diversity and inclusion (Capatosto, Thompson, Blackwell 2019).

📊 **Consult with external entities when necessary.** Work with an organization that focuses on increasing equity within the workplace.

SECTION FOUR: CULTURE OF INCLUSIVITY
Employee perceptions of the organizational culture of inclusivity

In the Cultural of Inclusivity Section, there are twenty-one (21) questions, with one open-ended question. Here are insights of the 20 statements for the Franklin County Staff.

- 67.4% thinks Franklin County BOC is successful at recruiting racially diverse employees.
- 65.4% think employees of color feel welcome.
- 59.9% believe cultural competence and diversity and inclusion are prioritized by the executive leadership team.
- 57.5% believe the executive leadership team offers ongoing cultural competence training.
- 54.1% believe employees of color are promoted frequently.
- 48.4% believe that no matter their background, all staff have equal opportunity for promotion.
- 40.6% believe employees with disabilities feel welcome.
- 23.8% believe employees of color have a low turnover rate.

When it comes to a hostile work environment

- 34.9% believe when an employee creates a hostile environment for people of color, it is appropriately addressed by human resources and leadership.
- 33.7% believe when an employee creates a hostile environment for LGBTQIA people, it is appropriately addressed by human resources and leadership.
- 31.4% believe when an employee creates a hostile environment for disabled people, it is appropriately addressed by human resources and leadership.

Hiring Entry Level and Managerial Positions

- 61.7% believe racially diverse staff are hired for entry-level and managerial positions.
- 56.7% state that age diverse staff are hired for entry-level and managerial positions.
- 51.8% believe gender diverse staff are hired for entry-level and managerial positions.
- 46.3% believe LGBTQIA identifying staff are hired for entry-level and managerial positions.

Comfort Level with Reporting Instances of Discrimination

- 53.7% of staff of color feel comfortable reporting instances of discrimination
- 42.1% of LGBTQIA-identifying staff feel comfortable
- 39.1 of disabled staff feel comfortable

In terms of collaboration, staff believe they were able to collaborate with:

- A different race: 70.7% of the time.

- A different gender: 68.4% of the time.

- A different sexual orientation: 52.3% of the time.

Targeted Insights

Opportunity for Promotion

The only statistically significant variance related to whether or not staff there was equal opportunity for promotion was related to organizational role. Senior / Executive Staff strongly agree with this statement forty-one percent (41%) compared to only fifteen percent (15%) of non-leadership staff agreement with this statement. Furthermore, strong disagreement with this statement is at thirteen percent (13%), with general leadership also strongly disagreeing with this statement by seven percent (7%).
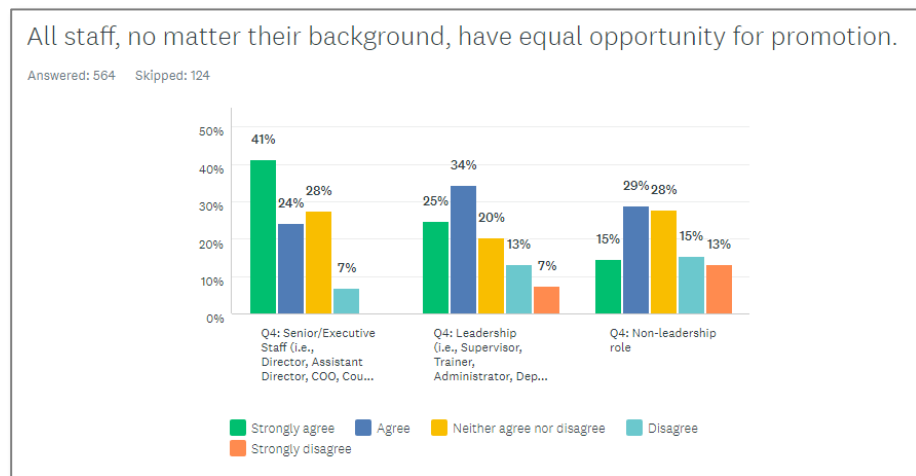

Figure 4.1

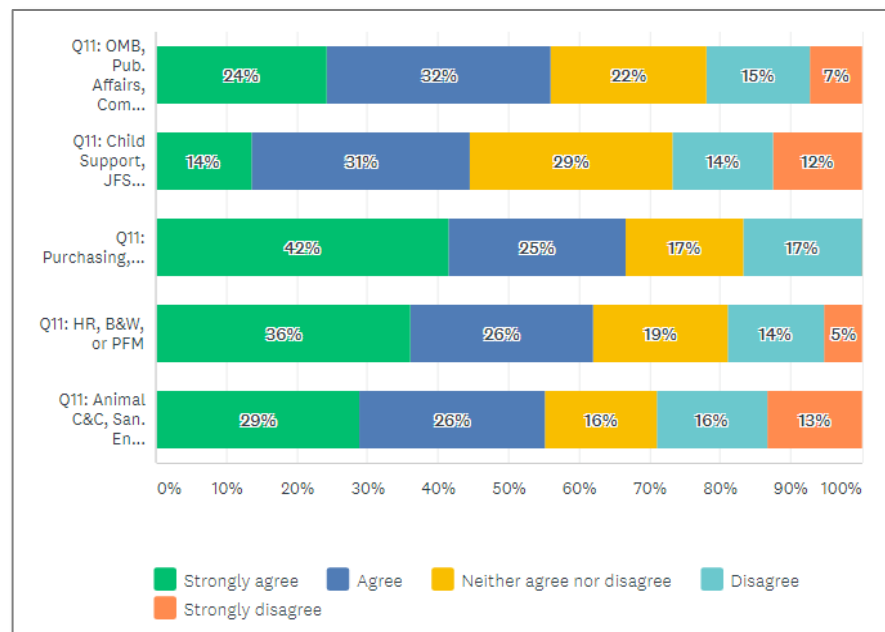Of interest is to view this same question via agency grouping:

Figure 4.2

Diversity and Inclusion Prioritization by Executive Leadership Team

Insight into the prioritization placed on diversity and inclusion by the executive team can be viewed as whole, and also when viewed by our targeted audiences. For all 564 respondents, twenty-six percent (26%) strongly agreed, with sixty percent (60%) agreeing in general that DEI efforts are prioritized by the executive leadership team.
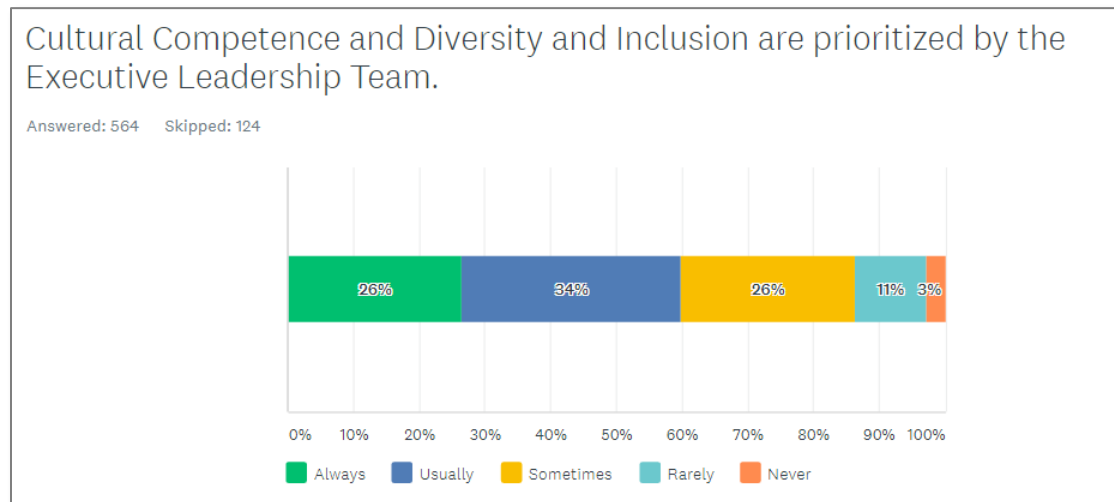

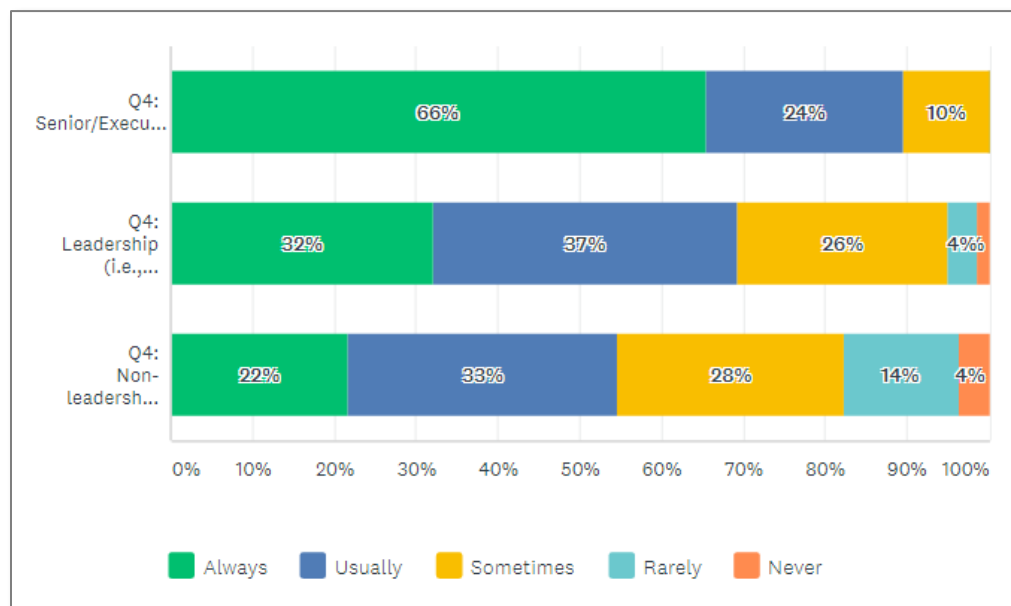Figure 4.3

When viewed by organizational role:
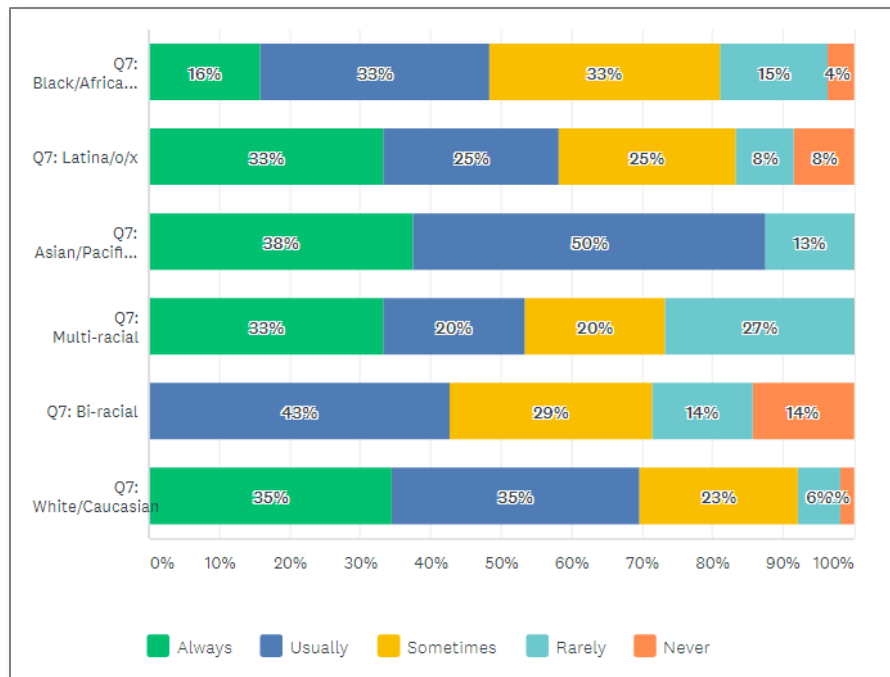

Figure 4.4

When viewed by racial identify:
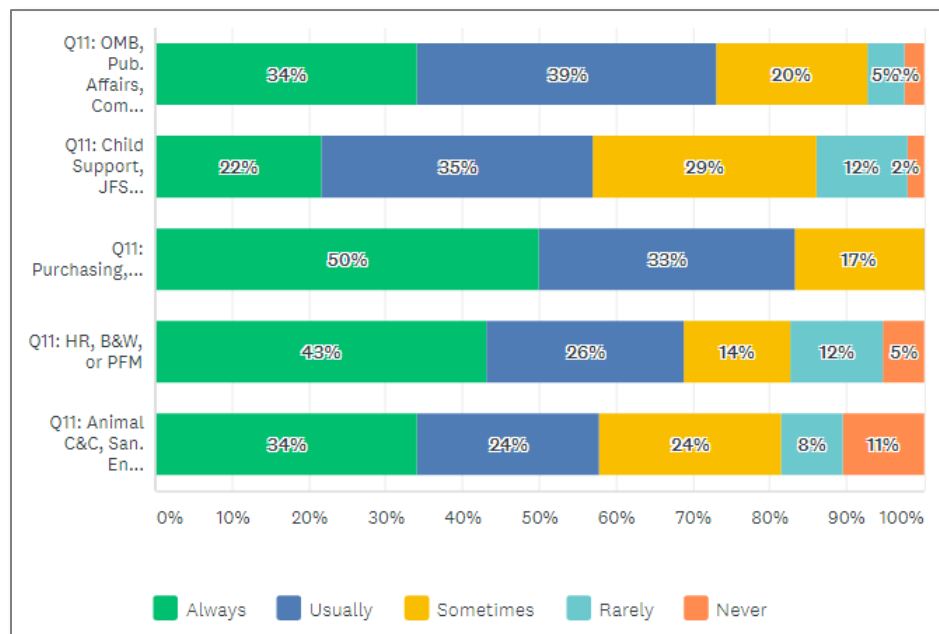

Figure 4.5

When viewed by agency grouping:

Figure 4.6

Recruiting Racial Diversity Staff

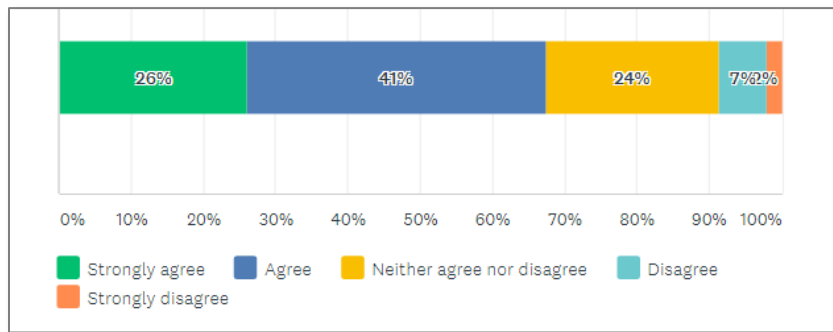Sixty seven percent (67%) agree that Franklin County Board of Commissioner Agencies hire racial diverse staff.
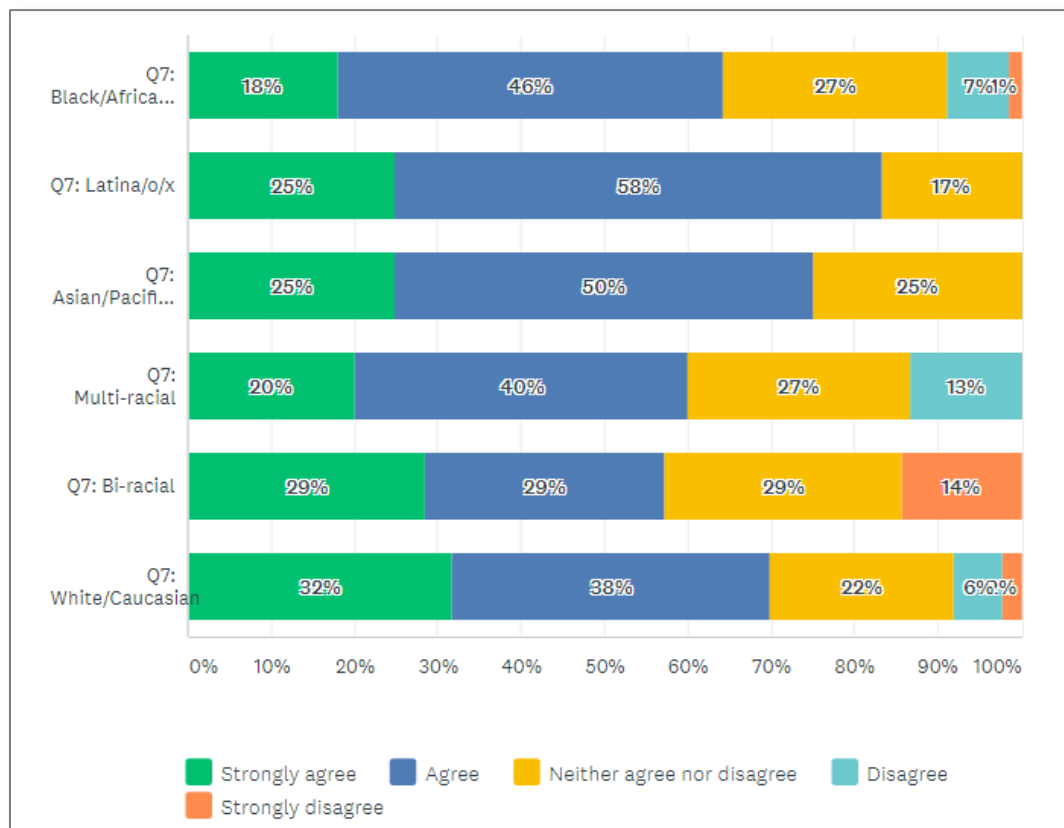

Figure 4.7

By racial identity:

Figure 4.7

By agency grouping:
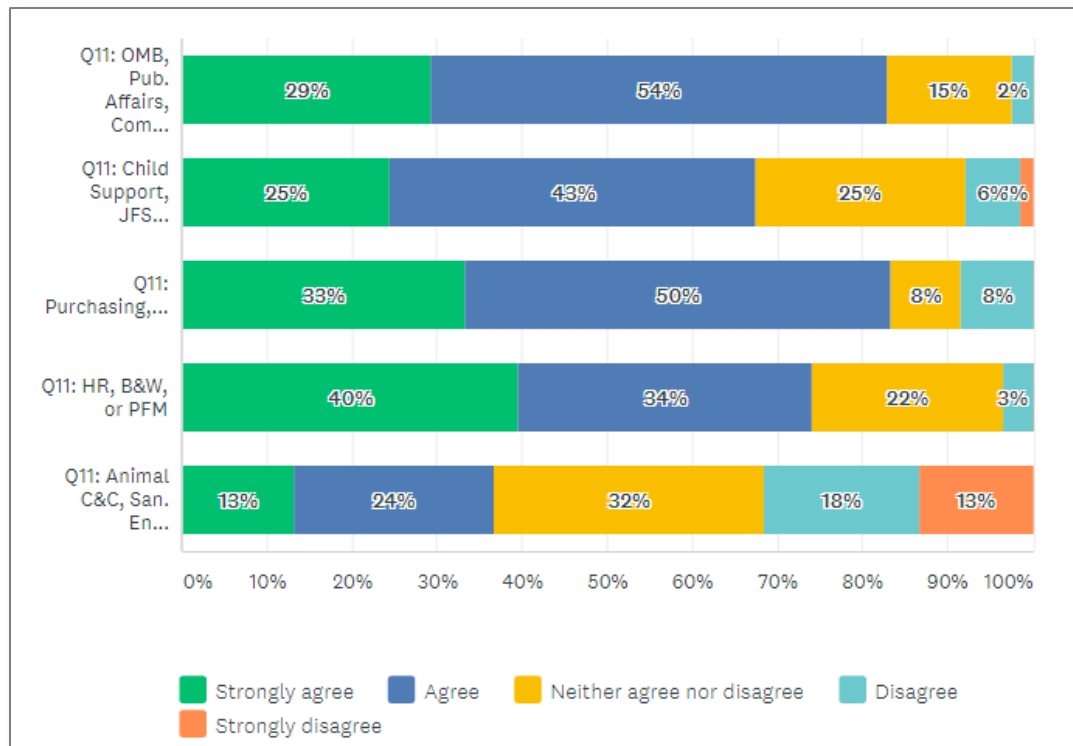
Figure 4.8

Reporting Discrimination

The experience of reporting discrimination can vary depending on what level a staff member is within an organization, what agency they belong to, as well in many other ways via the several shades of dimensions that exist. Here is a sampling of employee perceptions related to reporting discrimination and teased out via the target audiences.

As a person of color. When viewed by organizational role (figure 4.9), the sentiments maintain their distributions across each of the three organizational roles.

In figure 4.10, when viewed by agency grouping, sentiment highlights varying levels of trust in reporting discrimination.
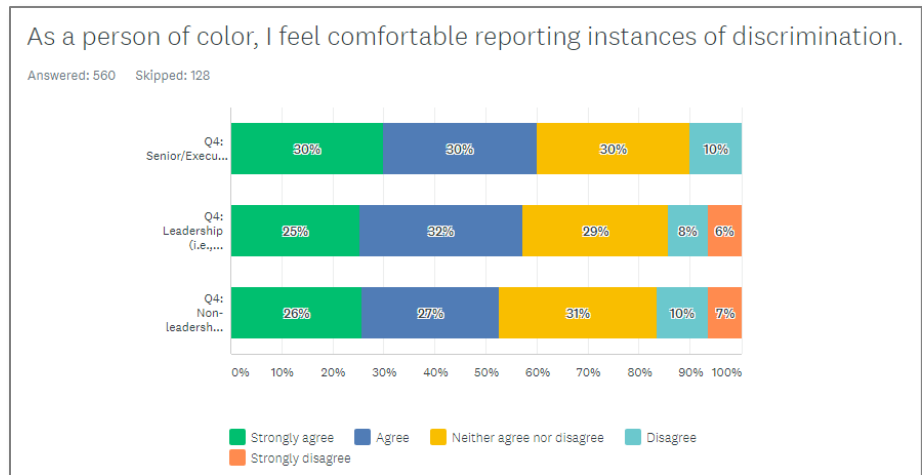
Figure 4.9
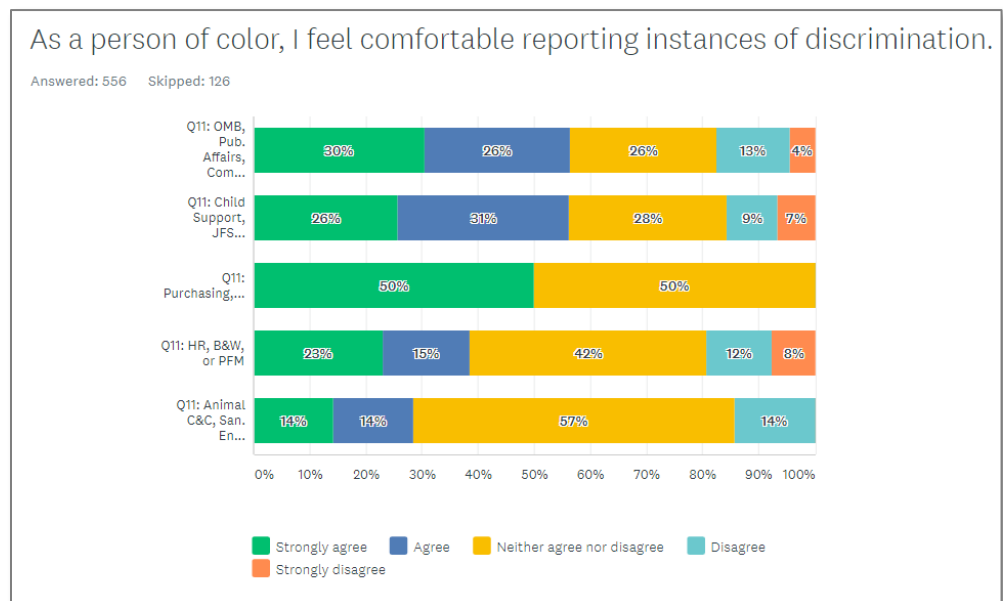
Figure 4.10

As an LGBTQIA person. When viewed by organizational role (figure 4.11), the sentiments differ in their level of agreement, with strongest agreement at the Senior / Executive Level and the lowest agreement with Non-Leadership. Leadership and Non-Leadership also disagree strongly with in terms of any comfort level in reporting discrimination.

When viewed by agency grouping (figure 4.12), two agency groupings that have lower agreement and significantly higher disagreement (distrust) of the discrimination reporting process.
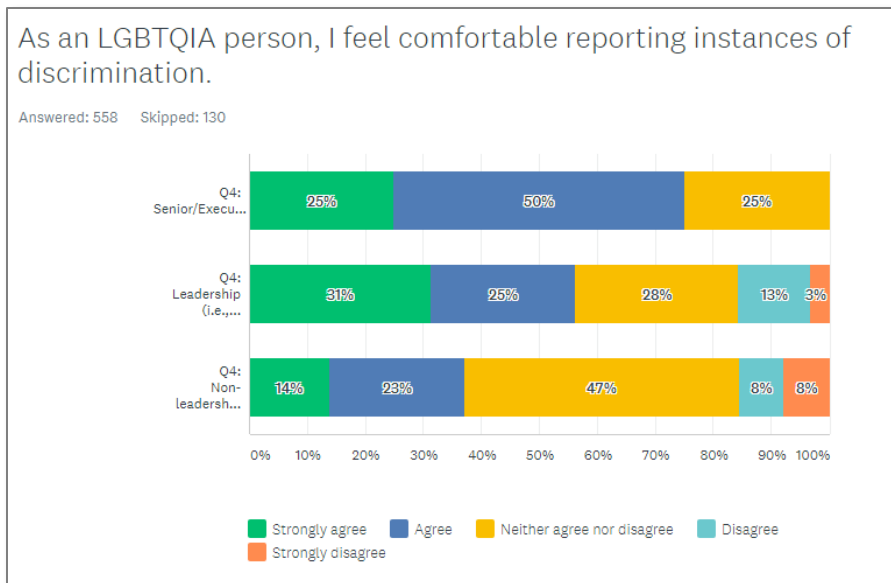
Figure 4.11
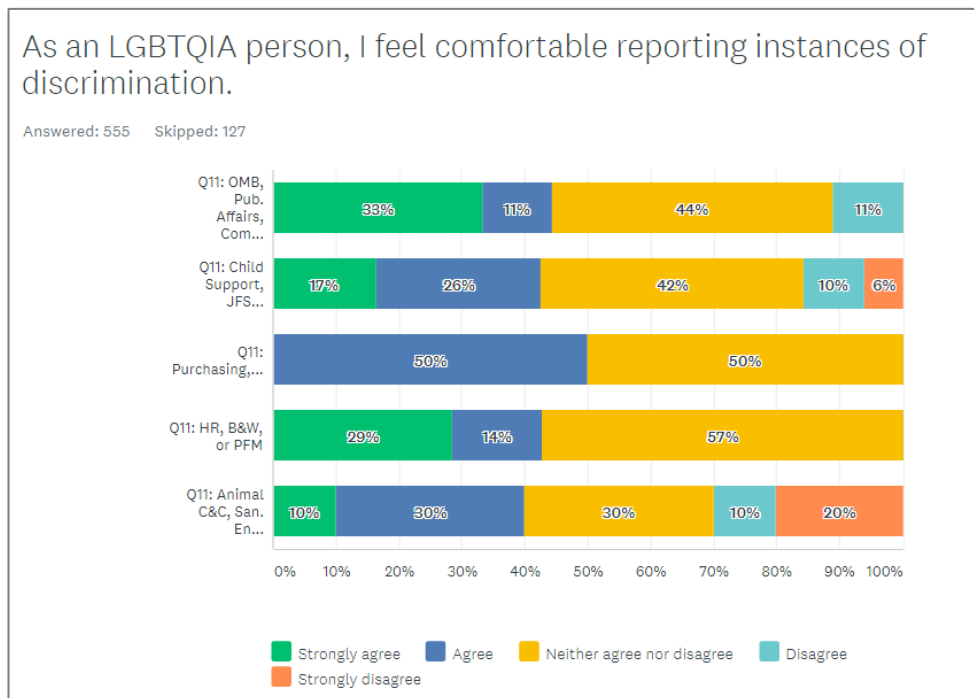
Figure 4.12

As a disabled person. When viewed by organizational role (figure 4.13), the sentiments in the lower hierarchy tiers have stronger sentiments all around regarding trusting the ability to report discrimination as a disabled person. This is further complicated when viewed by agencies (figure 4.14), where it is evident that there are lower levels of agreement in some groups and significant distrust in three of the agency groupings.
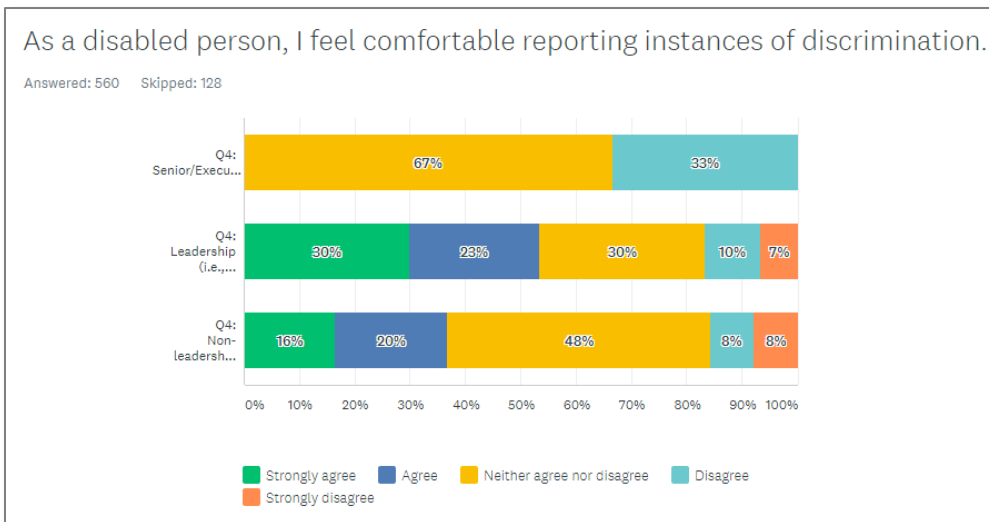
Figure 4.13
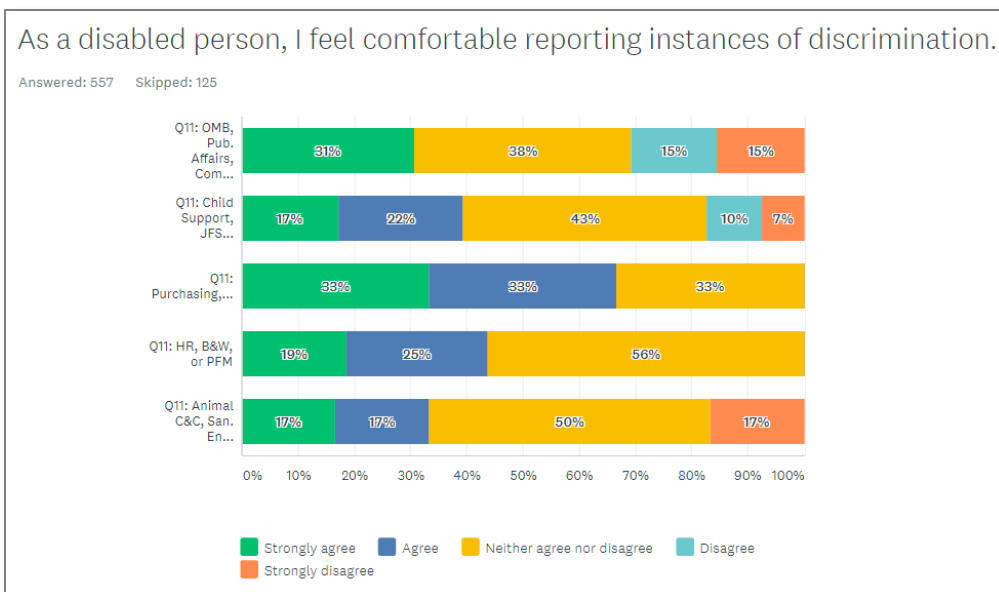
Figure 4.14

Cultural Inclusivity Open-Ended Question

Within the Cultural Inclusivity section of the Audit, there is one last open-ended question that was asked of all staff: **Question 73: Is there anything you would like to share related to diversity and inclusion in your workplace that was not brought up in this survey?**

These responses continued the earnest comments of staff as they shared personal experiences, what they observed happening to other staff, and/or their hopes for how any behavior, policies, and actions related to DEI efforts would deepen and continue. These comments should be reviewed in full and debriefed, as they can speak to how this topic affects staff and work environments alike. Some of these DEI-adjacent comments can show how when employees are demoralized, productivity is affected. There can be some disengagement because there is a belief that nothing will change. There are also hopeful comments that go back to the very strong support that employees have in supporting DEI efforts at ninety-three percent (93%).

QUESTION 73: Is there anything you would like to share related to diversity and inclusion in your workplace that was not brought up in this survey?

Q73 Response Themes

Theme	Percentage
Views as Ineffective and/or not needed	9%
Hiring, Promotion and Retention Suggestions	13%
More Resources Needed or Suggested	13%
Experience of Inappropriate Leadership Behavior	17%
Praise of Current Efforts and/or Hope Momentum Continues	22%
ODEI-Related Suggestions	27%
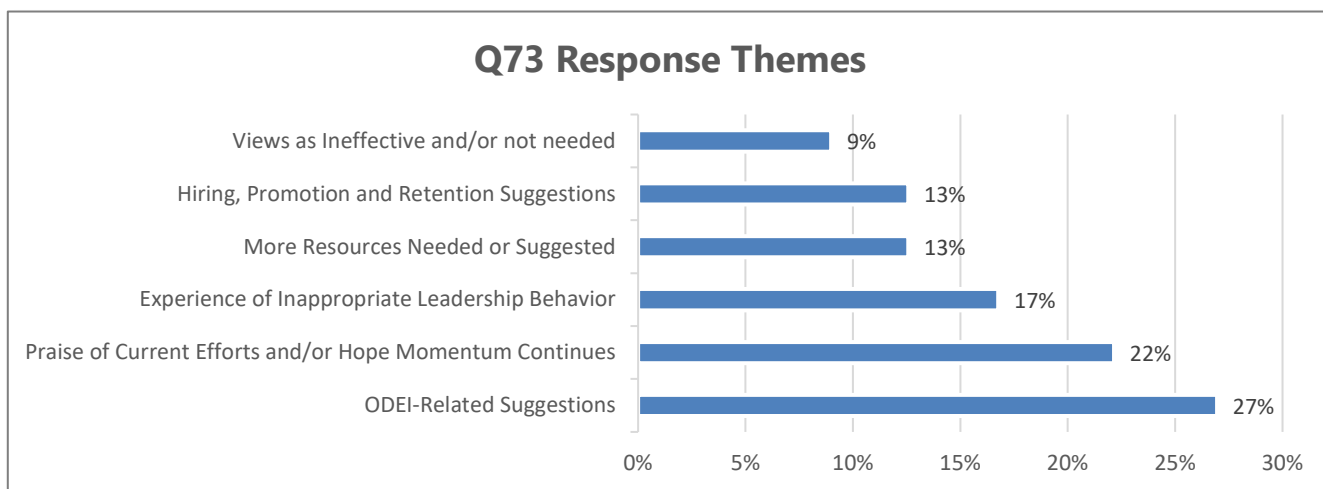
SECTION FOUR RECOMMENDATIONS
Steps Toward Embedding Diversity and Inclusion in Tangible Ways

Based on our analysis, your employees perceive your organization as having an intermediate culture of inclusivity. The results from your organization's Cultural Climate Audit indicate that it is likely that employees perceive your organization's workplace culture as one that would not be able to fully integrate people of color, LGBTQ, disabled people, and/or diverse age groups.

In your organization, marginalized employees may feel as though they are not valued. There may be barriers to advancement, wage disparities, and or retaliatory behavior directed towards marginalized people in your workplace. Additionally, 48% of employees believe that respect is the most essential factor for a culture of inclusion (Quantum Workplace, 2021).

To increase your culture of inclusivity Raising The Bar Performance Group recommendations are to:

- **Create clear pathways for employees to report instances of discrimination or harassment.** Ensure that employees are aware of the protocol for reporting bias, it may be helpful to place documents explaining this process in community spaces like lunch or conference rooms.
- **Ensure employees are aware of all policies pertaining to Diversity, Equity & Inclusion in the workplace and promptly terminate employees who violate said policies** (Capatosto, Thompson, Blackwell 2019).
- **Provide routine training related to intersectional diversity and inclusion topics**. Training is the most impactful when it is paired with other diversity initiatives, like strategic goal setting and the establishment of a D&I taskforce (Bezrukova, Perry, Jehn 2016). Providing ongoing equity training has been shown to have long term effects on cognitive learning (Bezrukova, Perry, Jehn 2016).
- **Develop a plan for supporting employees who report discrimination**. (Capatosto, Thompson, Blackwell 2019). For example, train HR professionals to be able to safety plan with employees who report instances of discrimination. Provide employees with the ability to work remotely or make accommodations to ensure they feel safe at work.
- **Develop a rollout plan for your DEI initiatives that highlights the path for employees to progress from awareness to action**, in promoting DEI. Determine how you will measure progress.

CLOSING

Raising The Bar Performance Group (RTB) commends you for taking this major step towards building out a DEI strategy and taking the time to access, plan and create unified goals and recommendations toward creating an inclusive and equitable Franklin County. Through the work of Franklin County team members representing all levels of the workforce have created tangible recommendations and goals to implement in the year(s) ahead. Through the partnership with Raising the Bar Performance Group, Franklin County has built capacity, created a DEI strategy and strategic actions for the path ahead.

"Progressive organizations take an employee-centric approach to realizing DEI outcomes, concentrating on what is relevant to their unique employee base and promoting employee ownership. To do this, D&I strategies must be aligned to and owned by the organization broadly. Determine the specific organizational and employee challenges to enable HR and D&I leaders to design a relevant D&I strategy. Then communicate through clear messaging that promotes organization wide ownership of D&I goals. Guide employees on how they can directly contribute to helping the organization achieve its D&I goals (HBR, 2021)."

We acknowledge that the rigorous work of creating shifts in our workplace culture and the culture of society takes dedication and intentionality. Peter Drucker has a famous quote that says, "efficiency is doing things right; effectiveness is doing the right things." Franklin County has stepped up once again to lead our County in doing the right things.

We appreciate Franklin County Board of Commissioners' willingness to engage Raising the Bar Performance Group. We hope to continue to support your DEI efforts and be a resource as you grow build infrastructure. Thank you for your dedication to honesty, integrity, and meaningful collaboration.

REFERENCES

Alex Lindsey, (2017, July 28). Two Types of Diversity Training That Really Work. Retrieved June 26, 2020, from https://hbr.org/2017/07/two-types-of-diversity-training-that-really-work

Beresford Research (2021). Age Range by Generation. Retrieved from *https://www.beresfordresearch.com/age-range-by-generation/*

Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. *Psychological Bulletin, 142*(11), 1227–1274. https://doi.org/10.1037/bul0000067

Capatosto, Kelly, Thompson, Preshuslee, Blackwell, Cyan (2019). A Workforce for the Modern Woman: Strategic Planning For a Fair and Equitable Future. Retrieved June 26,2020 from http://kirwaninstitute.osu.edu/wp-content/uploads/2019/03/WorkforceforModernWoman.pdf

Frey, William, (2020). The nation is diversifying even faster than predicted, according to new census data. Retrieved September 8, 2021, from https://www.brookings.edu/research/new-census-data-shows-the-nation-is-diversifying-even-faster-than-predicted/

Heathfield, S. (n.d.). You Can Boost Employee Morale. Retrieved June 26, 2020, from https://www.thebalancecareers.com/you-can-boost-employee-morale-1918107

Hunt, Vivian, Layton, Dennis, Prince, Sarah (2015). Diversity Matters. Retrieved June 26,2020 from: https://www.mckinsey.com/~/media/mckinsey/business%20functions/organization/our%20insights/why%20diversity%20matters/diversity%20matters.pdf

Lurie, Zander (2021). The DEI Disconnect: Leaders and their teams see employee experience differently. Retrieved from https://www.surveymonkey.com/curiosity/dei-disconnect/

McKinsey & Company (2021). How many people are really needed in a transformation? Retrieved from https://www.mckinsey.com/business-functions/transformation/our-insights/how-many-people-are-really-needed-in-a-transformation

Paikeday, Tina, Sachar, Harsonal Stuart, Alix (2019). Retrieved June 26, 2020 from https://www.russellreynolds.com/insights/thought-leadership/a-leaders-guide-finding-and-keeping-your-next-chief-diversity-officer?rm=Recent%20Articles

PwC: Global D&I Data (2020). Diversity & Inclusion Benchmarking Survey: North America Data Sheet. Based on 1600+ responses across 3 countries and 26 industries. Retrieved from: https://www.pwc.com/gx/en/services/people-organisation/global-diversity-and-inclusion-survey/north-america-report.pdf

Quantum Workplace, (2021). Diversity + Inclusion: What It Is, Why It Matters, and How to Make It a Priority. Available at: Diversity and Inclusion, 2021).

Reiners, Bailey (May 4, 2021). 80+Diversity in the Workplace Statistics You Should Know. Retrieved from https://builtin.com/diversity-inclusion/diversity-in-the-workplace-statistics

ANTI-OPPRESSION ORGANIZATION

An organization that actively recognizes and mitigates the oppressive effects of white dominant culture and power dynamics, striving to equalize that power imbalance internally and for the communities with which they work.

ASSIMILATE

The phenomenon that occurs when people belonging to the nondominant group understand dominant culture norms and take on their characteristics either by choice or by force. Many people of color are asked to "check their identities at the door" in professional settings to make their white peers comfortable. By doing so, many people of color find it easier to get promotions and professional opportunities, as well as to gain access to informal networks typically accessible only to whites.

CRITICAL MASS

In reference to representation of people of color within an organization or at a certain level of leadership. This figure is dependent on, and reflective of, the specific demographics of the communities in which an organization serves or operates.

CRITICAL RACE THEORY

A theory that explicitly states and recognizes that racism is ingrained in the fabric and system of American society. Even without overt racists present,

institutional racism is pervasive in dominant culture. Critical Race Theory examines existing power structures, and identifies these structures as based on white privilege and white supremacy, which perpetuate the marginalization of people of color. Overall, Critical Race Theory examines what the legal and social landscape would look like today if people of color were the decision-makers.

DECOLONIZE (MIND)

We exist within societal structures rooted in historical facts, one of which is colonialism: the policy and practice of acquiring control of land (frequently occupied by people of color), occupying it, and codifying power structures to elevate one race and culture above all others. The international practice of colonization informs the dominant culture that characterizes American society today, driving ideologies and subconscious biases rooted in centuries of racism, classism, and white privilege. To dismantle white supremacy and the white dominant culture norms it influences, one must actively "decolonize" the mind, recognizing and counteracting the thoughts, preferences, practices, and behaviors that are deeply rooted vestiges of colonization.

DIVERSITY

Psychological, physical, and social differences that occur among all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles.

DOMINANT CULTURE

Dominant culture in a society refers to the established language, religion, values, rituals, and social customs on which the society was built. It has the most power, is widespread, and influential within a social entity, such as an organization, in which multiple cultures are present. An organization's dominant culture is heavily influenced by the leadership and management standards and preferences of those at the top of the hierarchy. In this paper, dominant culture refers specifically to the American context in which organizational culture is predominantly defined by white men and white women in positional power. See also "White Dominant Culture."

EMPLOYEE RESOURCE GROUP

Voluntary, employee-led groups that foster a diverse, inclusive workplace aligned with organizational mission, values, goals, business practices, and objectives. Often, these groups provide support to staff who formally or informally lead race

The definitions above are comprised of different sources as well as from Raising the Bar Performance Group's research, thinking, and nomenclature.

equity work in some capacity within an organization.

EQUITY
The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

INCLUSION
The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate and bring their full, authentic selves to work. An inclusive and welcoming climate embraces differences and offers respect in the words/actions/thoughts of all people.

LEADERSHIP
Individuals who influence a group of people to act towards a goal. Individuals may or may not be in positions of authority.

MICROAGGRESSION
The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

MISGENDERING
Misgendering refers to the experience of being labeled by others as a gender other than one that a person identifies with. The essential thing to do after learning someone's pronouns is remembering to use those pronouns when referring to that person. If you accidentally use the wrong pronoun when identifying someone, please correct yourself in front of that person and begin using the right pronoun. Everyone makes mistakes and making visible your work to respect and use someone's pronoun after a mistake is an important moment to take. It is not the responsibility of the transgender or gender nonconforming person to address your feelings after you misgender them.

RACE EQUITY
The condition where one's race identity has no influence on how one fares in society. Race equity is one part of race justice and must be addressed at the root causes and not just the manifestations. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race.

RACE EQUITY CULTURE
A culture focused on proactive counteraction of social and race inequities inside and outside of an organization.

RACE EQUITY LENS
The process of paying disciplined attention to race and ethnicity while analyzing problems, looking for solutions, and defining success. A race equity lens critiques a "color blind" approach, arguing that color blindness perpetuates systems of disadvantage in that it prevents structural racism from being acknowledged. Application of a race equity lens helps to illuminate disparate outcomes, patterns of disadvantage, and root cause.

RACISM
A system of advantage and oppression based on race. A way of organizing society based on dominance and subordination based on race. Racism penetrates every aspect of personal, cultural, and institutional life. It includes prejudice against people of color, as well as exclusion, discrimination against, suspicion of, and fear and hate of people of color.

GENDER
A set of cultural identities, expressions and roles—codified as feminine or masculine—that are assigned to people, based on interpretation of their bodies, and more specifically, their sexual and reproductive anatomy. Since gender is a social construction, it is possible to reject or modify the assignment and develop

The definitions above are comprised of different sources as well as from Raising the Bar Performance Group's research, thinking, and nomenclature.

something that feels truer and more authentic to oneself.

GENDER ATTRIBUTION

Gender attribution describes how your gender is perceived by others. This can change depending on the people you're around, the country you're in, or even the time period. For example, although we might consider dresses to be stereotypically feminine, ancient Romans wore dresses or "togas" regardless of their gender, and a man wearing one at that time would be perceived as masculine.

GENDER EXPRESSION

Regardless of our gender identity and sex assigned at birth, people express their gender in a variety of ways. This includes the way that we talk, our mannerisms, how we interact with others, our clothing, accessories, hairstyles, activities we enjoy, and much more! You should never use a person's gender expression to guess their gender identity.

GENDER IDENTITY

Gender identity is how you identify and see yourself. Everyone gets to decide their gender identity for themselves. You may identify as a girl or a boy. If you don't feel like a boy or a girl, you might identify as agender, genderqueer, nonbinary or just as a person. You may choose not to use any specific term to define your gender identity, or you may use a term today that you decide later

doesn't fit. You have a right to identify however you want, and your identity should be respected.

SEX ASSIGNED AT BIRTH

Sex assigned at birth is the sex that the medical community labels a person when they are born. If your gender identity matches the sex assigned to you at birth, then you are cisgender. For example, if you identify as a girl and you were assigned female at birth, then you are cisgender. People whose gender identity does not match their sex assigned at birth may be transgender.

SOCIAL JUSTICE

A concept of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of power, wealth, education, healthcare, and other opportunities for personal activity and social privileges.

STRUCTURAL RACISM

The arrangement of institutional, interpersonal, historical, and cultural dynamics in a way that consistently produces advantage for whites and chronic adverse outcomes for people of color. It illuminates that racism exists without the presence of individual actors because it is systemically embedded. When the United States was founded, racist principles were codified in governance structures and policies. As a result, racism is

embedded in institutions, structures, and social relations across American society. Today, structural racism is composed of intersecting, overlapping, and codependent racist institutions, policies, practices, ideas, and behaviors that give an unjust number of resources, rights, and power to white people while denying them to people of color.

WHITE DOMINANT CULTURE

Culture defined by white men and white women with social and positional power, enacted both broadly in society and within the context of social entities such as organizations. See also "Dominant Culture" and "White Supremacy Culture."

WHITE PRIVILEGE

The power and advantages benefiting perceived white people, derived from the historical oppression and exploitation of other non-white groups.

WHITE SUPREMACY

The existence of racial power that denotes a system of structural or societal racism which privileges white people over others, regardless of the presence or the absence of racial hatred. White racial advantages occur at both a collective and an individual level, and both people of color and white people can perpetuate white dominant culture, resulting in the overall disenfranchisement

The definitions above are comprised of different sources as well as from Raising the Bar Performance Group's research, thinking, and nomenclature.

of people of color in many aspects of society.

WHITE SUPREMACY CULTURE

Characteristics of white supremacy that manifest in organizational culture and are used as norms and standards without being proactively named or chosen by the full group. The characteristics are damaging to both people of color and white people in that they elevate the values, preferences, and experiences of one racial group above all others. Organizations that are led by people of color or have most people of color can also demonstrate characteristics of white supremacy culture. Kenneth Jones and Tema Okun identified twelve characteristics of white supremacy culture in organizations: Perfectionism, Sense of Urgency, Defensiveness, Quantity of Quality, Worship of the Written Word, Paternalism, Power Hoarding, Fear of Open Conflict, Individualism, Progress is Bigger/More, Objectivity, and Right to Comfort.

References

Equity in the Center (2020). Awake to Woke to Work: Building A Race Equity Culture Publication. Available at: https://equityinthecenter.org/resources/

GLSEN (2014). Key Concepts and Terms. Available at: https://www.glsen.org/sites/default/files/2020-04/GLSEN%20Terms%20and%20Concepts%20Thematic.pdf

Annie E. Casey Foundation (2014). Race Equity and Inclusion Action Guide: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization. Available at: https://www.aecf.org/publications

The definitions above are comprised of different sources as well as from Raising the Bar Performance Group's research, thinking, and nomenclature.