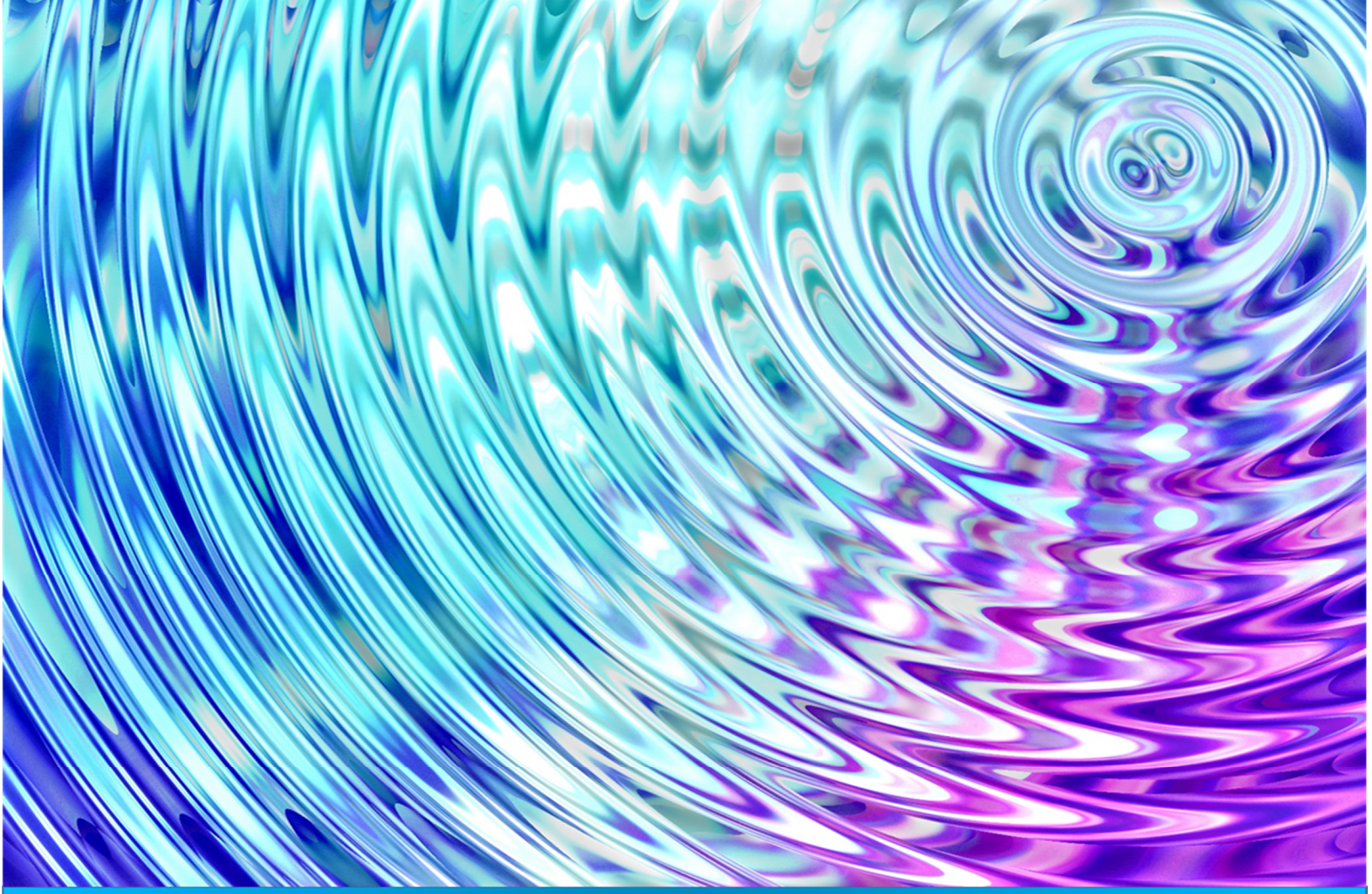


STATE OF DELAWARE

INDEPENDENT STUDY OF DIVERSITY AND INCLUSION RELATED POLICIES, PROCEDURES AND ORGANIZATIONAL STRUCTURE

FINAL REPORT
December 29, 2016

Balancing Strategy, Diversity and The Bottom Line

IVY

I. Contents

II. Executive Summary 3

III. Introduction 7

IV. The Vision – A Consistent and Equitable State Experience for Employees and Citizens 9

V. Overview of Methodology 11

VI. Findings – Key Themes 12

VII. Findings and Recommendations by Employee Life Cycle 27

VIII. Organizations in Place at the State Tasked With Implementing and/or Supporting D&I 60

IX. Recommendations 67

X. Appendix 77

A. Project Objective 77

B. Approach and Methodology 77

C. Detailed Results of Data Analyses 83

D. Detailed Results of D&I Employee Survey 126

II. Executive Summary

The State of Delaware ("State") has a unique opportunity to elevate the importance of Diversity and Inclusion ("D&I"), and human capital by linking them to what every citizen wants…a high quality, consistent experience. Whether you receive services from the State or choose to work there, you should expect that your experience will be consistent and great. Meeting this expectation means understanding that everything at the State is interdependent. Like the ripples on a pond, one stone's throw radiates out. Delaware's history radiates out to influence what people believe is possible today. Similarly, a commitment to "One Delaware" can radiate too - in a good way. After all, those ripples touch everyone.

Delaware State Government employs over 14,000 employees in the Executive Branch. Overall, representation of women and minorities in the Executive Branch meets labor market parity. The complexity of Delaware requires looking at more than just the overall numbers. It requires understanding the relationships and connections between historical influences, systems and processes, organizational structures, and the very people tasked as leaders throughout the Government. While Ivy Planning Group ("Ivy") was tasked to focus and provide recommendations only on the Statewide experience rather than focusing on each specific Department, it is important to note that several Executive Branch Departments are experiencing chronic underrepresentation in individual labor market categories in female and/or minority employment. Minorities are underrepresented in the Skilled Craft and Technician EEO-4 categories while women are underrepresented in the Para-professional, Protective Services, and Technician EEO-4 categories. It must be noted that the percentage of minorities and women in the highest level of public service, Officials and Administrators, is at its highest percentage since fiscal year 2010. There have also been other advancements within the State such as increasing the employment of people with disabilities and the passage of employment protections and marriage equality for the LGBTQ community. Overall, State employee representation has kept pace with the demographics of Delaware.

How did we get here?

When the Delaware Faith in Action Council and the NAACP raised concerns of possible systemic racism in Delaware State Government, Governor Markell responded to their concerns and encouraged State employee participation in Statewide hearings conducted by the two groups. With a heightened awareness of some of the issues, and a commitment to better understand and address them, the Governor commissioned a study to perform a comprehensive quantitative and qualitative review of the Executive Branch to assess equity, diversity and inclusion.

The objective of this study is to conduct an independent, comprehensive review of the State's policies, procedures and organizational structure in an effort to create a more diverse and inclusive environment. In addition, Ivy provided observations and recommendations regarding the organizational structure of Human Resources functions, as well as functions and responsibilities of other State groups related to EEO/AA matters.

The following key findings impact the State's pace of change and the results that can be realized from D&I at the State:

- The State has an employer value proposition that can be leveraged to improve D&I.
- Human capital and D&I are not consistent priorities.
- Policies, procedures, and practices are not consistent across State Agencies; and leaders, managers and employees are not consistently held accountable.
- Diversity is sometimes processed as uncomfortable because of the State's history and unresolved challenges with race.
- Data analyses find adverse impact and/or statistically significant differences in outcomes for some groups across phases of the employee life cycle.

These key findings effect the effectiveness and efficiency of policies, practices, and structures that impact D&I along the employee life cycle:

- **Recruiting, Referral, and Hiring:** There are aspects of the State's recruiting and hiring process that may filter out diversity and are not inclusive.
- **Onboarding:** Onboarding is inconsistently conducted and the quality and thoroughness of the onboarding depends on the Department/Division.
- **Performance Management:** The lack of consistent performance management, including goal setting and regular feedback, results in opportunities given based on factors other than merit.
- **Promotions and Reclassifications:** There are aspects of the State's promotion process that may filter out diversity and are not inclusive.
- **Rewards and Recognition:** Current Rewards and Recognition programs and processes do not motivate inclusive behaviors and high performance.
- **Complaint and Grievance Process:** Instead of exercising sound leadership and management principles, leaders, managers, and employees use employee relations and the grievance process to address workplace challenges.

The primary organizations in place at the State tasked with implementing and/or supporting D&I face challenges:

- **Human Resource Management ("HRM") and Agency Human Resources ("HR"):** The complexity of the HR system and placement of HRM impact the HR professional's ability to be effective and efficient.
- **Governor's Council on Equal Employment Opportunity ("GCEEO"):** The GCEEO was not designed and is not positioned to drive D&I change.
- **Office of Anti-Discrimination ("OAD"):** The Office of Anti-Discrimination is unknown by the majority of State employees and does not have sufficient resources to resolve complaints in a timely manner.

Addressing the issues and leveraging the opportunities D&I presents for the State will take concerted and measurable actions.

Overall recommendations to address the key findings:

- Identify and communicate Statewide mission/purpose, vision, and values in which D&I is a core component.
- Create Cabinet level D&I Office (Chief D&I Officer).
- Create Cabinet level HR Office (Chief Human Resources Officer).
- Bring together top State, private sector and nonprofit leaders to focus on race for a "Delaware Leaders' Summit on Race" to address systemic barriers to equity.
- Increase capacity of leaders, employees, and HR to effectively manage people.
- Create accountability for D&I, people management, and leadership.
- Assess the quality and consistency of State provided services across all demographic groups. Develop a D&I constituent-focused strategy and incorporate into a D&I scorecard.
- Create an internal and external D&I communication plan.

Recommendations to address the employee life cycle specific findings:

<u>Recruiting, Referral, and Hiring</u>

- Increase collection and use of data analytics to facilitate diverse slates for hiring.

- Focus on requirements.
- Update merit rules to expand the pool of candidates.
- Provide resources and support to recruit for diversity.
- Brand the State as an employer of choice.
- Cast a wider net for talent.
- Prepare candidates for the application process.
- Increase accountability for recruiting for diversity.
- Develop Statewide diversity recruitment center.

Onboarding

- Automate the onboarding process for new hires.
- Conduct meetings with new hires to clarify roles and responsibilities, performance expectations, Agency culture/norms, values and mission, and expectations for feedback.
- Create a Diversity Ambassador Program that facilitates orientation for diverse applicants and new hires for hard to fill positions.

Performance Management

- Increase leadership capacity to lead diverse teams.
- Increase growth opportunities for diverse employees.
- Increase accountability.
- Utilize technology to collect and monitor performance reviews.
- Engage employees in performance management process.

Promotions and Reclassifications

- Increase collection and use of data analytics.
- Focus on requirements.
- Update merit rules to expand the pool of candidates.
- Prepare candidates for the promotion process.
- Increase accountability and objectivity in the promotion process.

Rewards and Recognition

- Create a reward and recognition program for D&I performance and other performance areas.

Complaint and Grievance Process

- Implement a Mediation Program.
- Establish objective process specifically for D&I issues or concerns.
- Update step 1 of the grievance process to require a meeting with the employee, supervisor and a mediator.
- Standardize HR roles and responsibilities for communicating and supporting employees throughout the process.
- Rebrand, communicate, and market the Employee Relations role at the informal complaint stage.
- Collect information on grievances and complaints and analyze trends by demographics.

- Increase capacity of Managers/Supervisors to address informal complaints before they become formal grievances.
- Create a Statewide electronic case management system for complaints.

Recommendations to address the organizations tasked by the State to implement and/or support D&I:

Human Resource Management (HRM) and Agency Human Resources (HR)

- Remove HRM from OMB and create Cabinet level position for HR (Chief Human Resources Officer).
- Standardize HR practices and procedures and create opportunities to leverage the workforce to assist in creating innovative solutions to challenges across the employee life cycle.
- Increase capacity of HR professionals to operate as business partners.

Governor's Council on Equal Employment Opportunity (GCEEO)

- Create a Cabinet level Chief Diversity Officer position.
- Transfer responsibilities and oversight of the GCEEO to the Chief Diversity Officer.
- Define chronic under-representation and develop best practices to help Agencies address.

Office of Anti-Discrimination (OAD)

- Clarify and communicate the role of OAD to State employees.
- Provide a confidential online portal where charging parties can access up to date information on the status of their claim.
- Identify a State-specific representative at OAD.

What's next?

Our work has revealed that it is difficult to ignore the important role that history and the systemic impact of racism plays in how people experience the world. That history creates distrust, cynicism and anger. It also creates a sense of helplessness and hopelessness…almost implying that nothing can be done. Best practices and successful social change prove that change is possible when there is a dissatisfaction with the current state coupled with a vision for the future. Ultimately, it requires shifting the focus away from the past by acknowledging that the past cannot be changed, but that the future must change. It requires a solution-oriented commitment, which is the approach we are suggesting throughout this report.

We appreciate Governor Markell for launching and supporting this study. His insight has been invaluable. Recognizing the upcoming change in Administration, we urge the incoming Governor to use this report as a blueprint for change. We have provided more than 40 specific and actionable recommendations to address the findings in this study. We are optimistic that the State of Delaware is well positioned to be an example of best practice for D&I as well as a model for how to move beyond its historical challenges to realize its future potential.

"But once you throw a stone, there are ripples in the pond, even if you remove the rock." - Jodi Picoult

III. Introduction

A. The Study's Charge: Independent Review of Policies, Procedures, and Structure

Ivy conducted an independent, comprehensive review of the State's policies, procedures, and organizational structure in support of the State's efforts to create a more diverse and inclusive environment. Ivy also developed recommendations regarding the organizational structure of State Human Resources functions and the roles and responsibilities of other State groups related to Equal Employment Opportunity, Anti-Discrimination, and Affirmative Action matters. Herein, this work is referred to as the "Study". The Study's parameters were to conduct an overall Executive Branch diagnostic exercise rather than Department or Division-specific examination. The Study included conducting data analyses and interviews and focus groups, administering a survey to all Executive Branch employees, and presenting Ivy's findings and recommendations. Details of the Study's methodology and participants can be found in the Appendix.

B. Why it Matters: Everyone Should Care About Diversity and Inclusion (D&I)

The State is Delaware's largest employer. As public servants, the work of State employees is a noble cause. The State provides goods and services that may otherwise not be provided, protects Delawareans from harm, and makes decisions that will influence the economy. By many measures, the State is good at its job. Delaware is ranked 3rd in overall economic performance[1]; has the 8th best state economy[2]; has been named the 13th best run state[3]; and, ranks 9th in overall quality of its education system[4]. According to Gallup, Delaware has gone "from one of the lowest-ranking states (in terms of job creation) in 2008 and 2009 to one of the top-ranking in 2013 and 2014. Delaware holds the distinction of being the only state along the Eastern seaboard to be in the top 10." These measures represent growth, opportunity, and success for the people of Delaware and meaningful achievements for State employees. This Study assesses the State's current achievements and successes with a focus on diversity and inclusion (D&I) by asking: Who benefits from these achievements? Who is involved in developing and delivering work that matters and impacts the State's mission?

There are, however, areas of opportunity for the State. The State ranks 25th in overall healthcare[5]; 31st in safest state to live[6]; and Wilmington, DE ranks 48th out of 150 as the most educated city[7]. This Study assesses the State's opportunities for improvement with a focus on D&I by asking: Can an increased appreciation for D&I be a driver for better outcomes? Are inequities in health, safety, and education outcomes impacting the overall scores? When there are limited means to improve these conditions, how are decisions made as to who gets what percent of the resources? Are some groups unduly bearing the burden of underperformance in these areas?

D&I requires that all stakeholders – Delawareans, State employees, and the State – think about equities and inequities. Is an educated, safe, and healthy citizenry a right to which everyone is entitled? Should all citizens expect a certain standard of efficiency and effectiveness from Government services as part of the Government-citizen "contract"? Is equal opportunity to employment a condition to expect from the State? Should an employee expect to be treated fairly and equitably as a condition of employment? The answer to each of these questions is yes. In fact, both federal and state laws affirm these as rights granted to all citizens.

---

[1] http://www.governing.com/topics/politics/gov-state-economic-rankings-governor-ratings.html
[2] http://www.businessinsider.com/ranked-the-50-us-state-economies-2014-8#8-delaware-43
[3] http://247wallst.com/special-report/2016/12/06/the-best-and-worst-run-states-in-america-2/4/
[4] https://wallethub.com/edu/states-with-the-best-schools/5335/#marcus-winters
[5] https://wallethub.com/edu/states-with-best-health-care/23457/
[6] https://wallethub.com/edu/safest-states-to-live-in/4566/
[7] https://wallethub.com/edu/most-and-least-educated-cities/6656/

Specifically with regard to employment at the State, Delaware's Executive Order 8 ("Order") supports a work atmosphere of mutual respect and understanding among persons regardless of gender, race, color, religion, national origin, age, sex, mental or physical disability, marital status, sexual orientation, genetic information, gender identity or expression, veteran or military status, and with respect to victims of domestic violence, sexual assault, and/or stalking. The Order provides directives to all Executive Branch Departments to diligently pursue the recruitment and promotion of qualified women and minorities and "to vigilantly comply with the laws prohibiting discrimination in employment." However, only addressing D&I from a compliance orientation is a reactive approach that does not fully position the State to realize the benefits it can accrue. D&I assumes that compliance is the threshold, and that there is value in going over and beyond the compliance threshold in pursuit of the State's goals.

"The recognition of the discriminatory sins of prior generations also presents an opportunity to reflect on whether we have learned history's lessons – whether we are living up to our core values of opportunity and equality for all people… One way we must make strides towards a more equal society is by ensuring that everyone has a fair chance to build a better life." – Governor Markell 2016 State of the State Address

It is a mission imperative that the State harness the power of D&I. For example, Delaware will be the nation's 14th-most racially and ethnically diverse state by 2060, with New Castle County in the top 6 percent[8]. Additionally,

- Delaware's white population is declining sharply, from 69 percent today to 55.6 percent in 2060.[8]
- Current projections show the African-American population will increase from 21 percent to 23 percent Statewide by 2060.[8]
- County-by-county demographic forecasts created by USA Today show the Hispanic population will grow the fastest by 2060, doubling to about 16 percent of the state's population. By 2060, the projections show Hispanics will eclipse African-Americans as the largest minority group in Sussex County.[8]
- The foreign-born share of Delaware's population rose from 3.3 percent in 1990, to 5.7 percent in 2000, to 8.3 percent in 2013. Delaware was home to 76,768 immigrants in 2013. Forty-five percent of immigrants (or 34,625 people) in Delaware were naturalized U.S. citizens in 2013.[9]
- Almost 50 percent of public school students are students of color.[11]
- The median income in 2013 for white households was $61,227, compared with $47,398 for African-Americans, $44,908 for Hispanics, $70,868 for Asians and $47,368 for Native Americans.[8]
- The number of job openings in the Department of Labor's database is well over double the number of people looking for work.[10]
- There are more women in higher education. In 2013, 40.7 percent male and 59.3 percent female students were enrolled in higher education.[11]
- About 30 percent of the current State workforce will be eligible for retirement by 2019, the Civil Service Commission said. That's the largest share of employees on their way out since 2009. About 16 percent of

[8] http://www.delawareonline.com/story/news/local/2014/10/21/racial-parity-will-transform-delaware/17702071/
[9] https://www.americanimmigrationcouncil.org/research/new-americans-delaware
[10] http://governor.delaware.gov/speeches/2016StateOfTheState/
[11] https://ballotpedia.org/Higher_education_in_Delaware#tab=Admissions

the workforce is eligible to retire this year (2015). Nearly a quarter of the State workforce is 55 or older, compared to about 16 percent a decade ago.[12]

The demographic shifts occurring represent significant changes to the workforce, workplace, and marketplace. Beyond being compliant with the law, leveraging D&I impacts the achievement of the State's mission.

C. D&I Represent a Challenge or an Opportunity

The demographic shifts and the changing workforce, workplace, and marketplace can represent either a challenge or an opportunity for the State.

The Challenge: If the State underperforms in employment, safety, education, wellness, infrastructure, and the environment, it is doing harm to groups who are not the beneficiaries of quality outcomes. Doing harm to a group of people is the antithesis of the Government's noble cause, which is the driver for why most State employees enter public service. Further, as population demographics shift, underperforming across different demographics will undermine and negatively impact the State's overall results. Delaware cannot continue to realize economic gains if it is not utilizing or meeting the needs of a significant portion of its population.

The Opportunity: If the State learns to fully leverage the power of difference, the outcomes will benefit all Delawareans. Understanding and addressing any inequities in employment, safety, education, wellness, infrastructure, and the environment will raise the standards for all State employees and citizens. Said another way, employees are guaranteed an equal playing field and an opportunity to realize their potential and citizens are guaranteed a level of service, quality, and outcomes that meet their needs. When this level is met for all, then a contract is created that assumes fairness and ultimately excellence. The unanticipated impact of D&I is that it will surface a series of opportunities and have a broader reach than possibly would have occurred through traditional paths.

Whether the State addresses D&I to overcome the challenge or leverage the opportunity, the need to understand D&I is clearly linked to organizational performance. This Study is based on a foundation of the legal requirements but more so focused on positioning the State to win by leveraging D&I as a mission-enabler.

> "Delaware's Government must reflect the rich diversity of the community we serve…I remain committed to ensuring that we foster a healthy, supportive, and responsive work environment for all employees." - *Governor Markell*

IV. The Vision – A Consistent and Equitable State Experience for Employees and Citizens

D&I can be used by the State as a tool to become a more high-performing organization. Leveraging D&I, the State can realize a vision to provide a predictable, consistent, and equitable experience for State employees and citizens. This vision is grounded in employees and citizens having experiences with the State based on a standard of

[12] http://www.delawareonline.com/story/news/local/capitol/2015/03/09/state-workforce-aging/24524155/

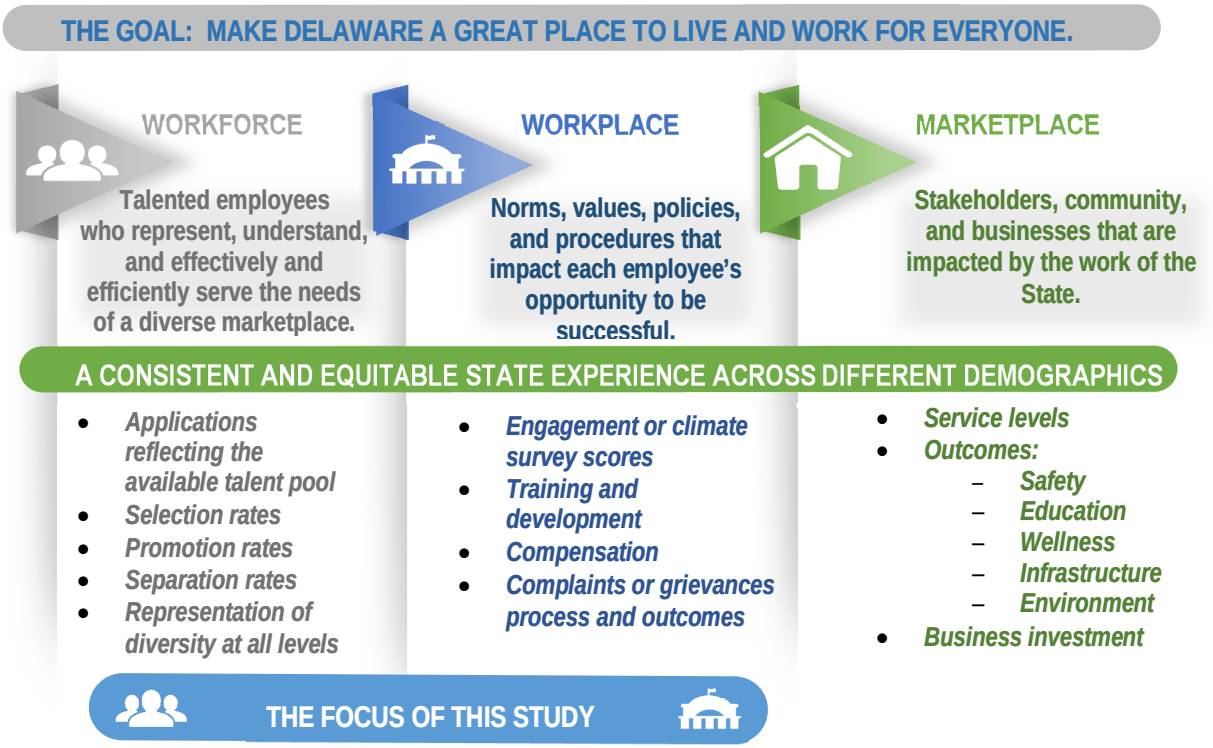
effectiveness and efficiency that includes understanding and respecting individual differences and using that understanding to better accomplish tasks, goals, objectives, and the mission.

The first task to achieving a consistent and equitable experience for employees and citizens is for the State (and ultimately each Department and Division) to identify and close any gaps or inequities that may exist in the execution and outcomes of the State's work. Ivy calls this process "examining an organization through a D&I lens." This includes specifically asking and answering the following questions:

- To what degree are we, the State, achieving our mission across different demographics?
- Are there gaps between the outcomes for different demographics? If so, why?
- What needs to occur so that there is parity?

Figure 1: D&I: A Driver of Performance, shows the focus areas and the outcomes to realize the vision.

Figure 1: D&I - A Driver of Performance



The charge of this Study was examining the State's workforce and workplace with a focus on D&I. However, to ultimately realize the vision, the State will also need to examine the marketplace and work to close the gaps or inequities that may be present when serving Delaware's citizens.

V. Overview of Methodology

Ivy began its work with a kickoff meeting with the Governor and the project team. At this meeting, we confirmed the scope and were provided specific details on the approach (e.g., Statewide focus rather than Department-specific). Next, Ivy performed qualitative and quantitative data analysis and synthesis to identify meaningful trends, critical organizational observations, and recommendations. Finally, Ivy developed a report and presentation of the findings and recommendations.

Document Review

We conducted a thorough document review to gain insights into the State's EEO/AA/D&I communications, processes, and procedures.

Quantitative Data

The quantitative data identifies "what" is occurring in the organization that may influence or hinder D&I.

Data Analyses
Statistical analyses were conducted in the areas of Hiring, Promotion, Separation, Disciplinary Action, Grievances, Discrimination Complaints, and Compensation.

Survey
Ivy developed and administered an online survey and sent paper surveys to employees without an email. The online survey was sent to 14,068 employees and 5,699 responses were received. The paper survey was sent to 1,781 employees and 139 responses were received by the due date.

We analyzed the information to identify trends and inequities.

Qualitative Data

The qualitative data identifies and explains "why" a specific phenomenon is occurring. We conducted interviews and focus groups.

Focus groups and interviews
The goal of the focus groups was to gather demographically segmented groups to answer questions regarding their experiences and perspectives on the State. To create a comfortable environment to speak, participants were asked to maintain anonymity and Ivy committed to confidentiality. The scribe's notes were captured with onscreen viewing so participants could see and confirm the accuracy of the notes. We also conducted focus groups with the HR, OMB, and GCEEO to gather their perspectives on their structure, role, process, policies, and procedures.

Ivy conducted 110 internal and external focus groups and 144 internal and external interviews. Demographic groups reached include: counties, officials, professionals, office/clerical, race, gender, age, people with disabilities, LGBTQ, veterans, managers/supervisors, and protective services.

Ivy conducted 6 focus groups and 10 interviews with external community members and groups.

Details on the project methodology can be found in Appendix A.

VI. Findings – Key Themes

The result of the analysis and synthesis of the interviews, focus groups, survey, and data analyses revealed the following key themes.

1. The State has an employer value proposition that it can leverage to improve D&I.

The State has noteworthy encouraging attributes that contribute to its employer value proposition. If properly leveraged those attributes can enhance the State's value proposition and be used to recruit and retain more diverse talent.

a) The majority of employees value working at the State. The noble cause of public service and impact is a draw.

- *"I stay because I love the job and have a personal attachment to the mission."*
- *"I get satisfaction helping constituents."*
- *"It's been a rewarding career."*

- *"I take pride in my anniversary service pin."*
- *"I like my job and what I do. I like advocating for individuals. I like my coworkers. I like serving our clients."*

b) The State's benefits are a draw to the organization. Although salaries are not perceived to be consistent with the private sector, for many the benefits have made the tradeoff worth it. However, most employees see benefits changing and therefore, potentially impacting whether some will be able to afford to stay with the State. Other draws to the State and retention tools include access to training and flexible work schedules.

- *"The State website has a lot of online training."*
- *"Flexible schedules are one reason why I stay with the State."*
- *"I have a son with issues and have to take a lot of sick time because of that. My manager is understanding and flexible."*
- *"Vacation time accrual is good. You can carry up to a max. That is pretty generous."*
- *"The health benefits and pension are why I stay at the State."*

c) Some leaders and teams are developing and implementing D&I best practices.

- *"My past manager cared about my development. She keeps in touch with me and is my mentor still today."*
- *"In my department, if we have an issue, we talk about it. Then a supervisor gets involved and we then have a roundtable discussion with everyone involved. We try to handle it before the union rep gets involved."*
- *"We are part of a program with the [Department] system that allows high school students to come in for a few hours. It is partly intended to assist young people aging out of foster care. We've benefitted more than they have. We did things like etiquette classes and taught them how to do a tax return."*
- *"[For] every new employee we hire I have a 1:1 with them for 30 minutes. I share the high level vision. We're very family oriented and we share about each other's family. I encourage open communication. We need to know about each other and we need to be comfortable sharing what's going on and not looked down upon. Meet with staff monthly for a quick 20 min meeting to communicate higher level things that are happening. It was based on an employee comment that they didn't know what was going on."*
- *"I created a hiring vision and a diversity manager was hired to review and create hiring trends. We created an interview training class and we're instituting vendor diversity goals to drive diversity and managing where the real dollars are."*
- *"Getting in contact with the Governor is not as difficult as it may be in other states. Our group meets with the Governor at least 3 times a year to lay out what we are trying to do and how we get things done. Sometimes he may call us to find out the pulse of the community."*

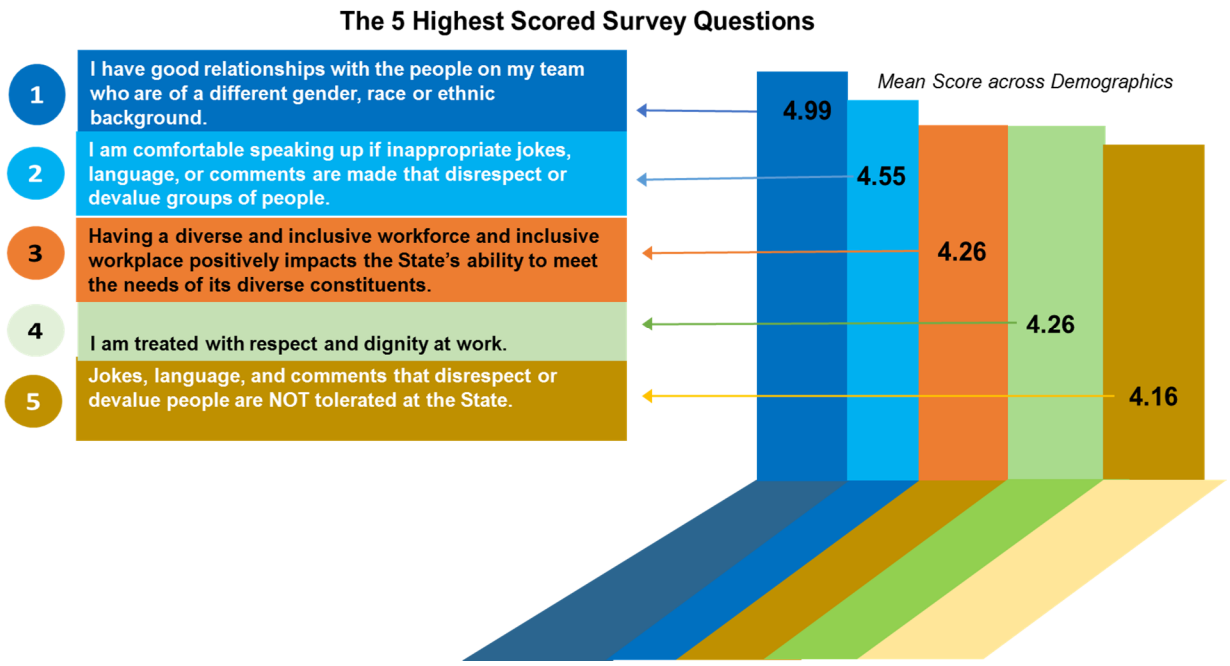
- *"Our operating plan includes reviewing inclusive behaviors and reinforcing behavioral changing through HR practices."*
- *"My Department is very positive. Different people have opportunities to move ahead. More emphasis on programming rather than just enforcement. There is an emphasis on partnerships and networking, (inside and outside. We have highly professional people who are well-skilled. We provide services at a high level. We recognize we are there to provide a service. We've undergone changes in last 5 years such as changes in philosophy, operations, and in focus."*

d) The work the State has done to advance rights of the LGBTQ community and with recruiting and hiring employees with disabilities are demonstrations of what is possible when the State wants to move the needle forward.

- *"As an LGBT resident, I am well represented in terms of laws passed and enforced, but as an LGBT employee, I don't feel represented."*
- *"OMB did a good job with the disabilities website to help managers and employees know how to hire and retain people with disabilities. Also, they made it a priority at the Cabinet level, and did a lot of training at the executive level."*
- *"When I was offered my job, I brought to their attention that I had a disability that you can't see. They have been very supportive. I'm excited because this year is the first time we have hired someone who is severely disabled. The Department was willing to provide accommodations."*
- *"Beyond the law and regulations, the State does well at developing an environment of equality for the LGBT community. The Governor has put people in place that share his beliefs. [Department] is an example of doing a superb job of changing regulations to make a welcoming environment for the transgendered community."*
- *"It feels that the [LGBT] community is well represented at the State cabinet levels. New administration needs to make public statements that they value diversity. Actively seek out State employees that look like the constituency of the State."*
- *"It is easier to be a gay woman than a gay man. Issues typically relate to gender. It is easier for a lesbian to fit into wider range of gender roles than men."*

- The highest ranked survey question across demographics was about having relationships with different people on their teams. This is a powerful place to begin as an organization seeking to be more inclusive. Often a primary barrier to inclusion is the lack of relationships across difference, which does not seem to be a significant factor with State employees.

- Some State employees confidentially shared with us stories of blatant disrespect and inequities. However, after the highest ranked survey question regarding relationships, the next top 4 ranking questions across racial demographics speak to a workplace of respect, dignity, and the value of diversity. This signals that in spite of some real and serious challenges, the State has a solid foundation upon which to build a culture of inclusion.



The 5 Highest Scored Questions	Mean	Amer. Indian	Asian	Black	Hispanic	White	Other
1	4.99	4.91	4.89	4.61	5.05	5.12	4.98
2	4.55	4.36	3.54	4.61	4.29	4.58	4.44
3	4.26	4.09	4.31	4.38	4.55	4.23	3.89
4	4.26	3.80	3.97	4.00	4.25	4.37	3.97
5	4.16	3.69	3.89	3.77	4.00	4.32	3.78

2. Human capital and D&I are not consistent priorities.

Many leaders at multiple levels of the State discussed their desire and the need to be more focused on people management and D&I. However, it was often not evident that human capital and D&I were consistent priorities.

a) The State lacks a set of guiding principles that are shared by all State agencies.
The independent nature of the State causes it to operate and focus efforts at the Agency or Department level. The State lacks the overarching framework that creates a stronger identity, a clearer purpose, and confirms the "contract" between the State and every employee [and citizen]. There needs to be a set of organizing principles, or non-negotiables, that every member of the State can take pride in and accept as governing their behavior and commitment to one another. Once understood it serves to influence expectations, behaviors, and accountability.

- *"While more policies are likely to be developed at the Statewide level; we should be careful not to make Statewide policies to deal with one agency who is not doing well to*

support diversity and inclusion. Instead, we should think about the entire State organization and what would be supportive/additive for all State organizations."

- *"I would like to see an external focus on inclusion like an event or conducting panels that focus on helping citizens and organizations and getting feedback from user groups."*
- *"We are a segregated population. We do not come together or given an opportunity to come together."*
- *"If you are a change agent, State of Delaware Government is not the place for you."*
- *"When I was in [Department] it was closed door, very cliquey. Even though I was at a higher pay grade, I wouldn't trade where I am today. It is like two different worlds. My Department always treats everyone well."*
- *"Several agencies are white male dominated and ascribe to a system of "we have always done it this way and we will not change." They tell you what you want to hear and then go back and do what they want. Even when people have retired, they left a legacy which was passed down with certain bad habits and way of doing things that I don't see will ever change."*
- *"I feel that the employees under the supervisor are never heard. Every supervisor manages their team differently and it shouldn't be. Rules should apply throughout each division. It is not fair that some employees get harassed while others don't simply because the supervisor can do it because he doesn't like you."*
- *"All positions that allow for advancement happen in the north. I have been at meetings where the joke was "Watch it or we'll send you to Sussex." There are few opportunities for advancing in Sussex and its needs are often ignored. Jobs are not replaced, but instead assigned in New Castle County. Experience does not count for advancement. Money and nepotism dominate. State minimum pay is not negotiable."*
- *"Assist more with the implementation of a fair promotional policy. Presently not so much a diversity issue in the State but a fair and consistent promotional system for all State employees. More communication between upper and middle management between State agencies. So each agency can share ideas not only the promotions but what works and what doesn't work in each agency to provide a better State agency as a whole."*
- *"The Delaware Way is that everybody knows everybody. There are certain key folks. The State has a way of operating and it is non-confrontational. 'We don't want a Ferguson here' is the thought. Private disagreements happen privately."*

b) The lack of State fiscal resources for human capital development over the last 5-8 years has adversely affected the availability of leadership training, time and tools to develop, mentor and coach employees, and as a result, the employees' experience of the State as an employer. Limited investment in people management and leadership development exacerbates challenges with D&I.

- *"We are there for the right reasons and we get burnt out and beaten up so quickly. We don't give supervisors the tools to lead, which causes us more work."*
- *"Workers and supervisors are hesitant to take corrective actions towards minorities in fear of having accusations of prejudice or having the 'race card' put into play. This needs to stop,*

favoring ANY group causes stress and problems in the workplace and favoritism causes discord."

- *"The culture is don't ask, don't tell. Supervisors say, 'I don't agree with that lifestyle.' People laugh at me and make fun of me being a lesbian. I laugh with them to keep the peace. People bring their church to work especially in Sussex"*
- *"Yes many individuals need diversity training when working with people of color and we need mindfulness workshops on how to build resiliency when discriminated against in the workforce."*
- *"[There is] lots of tension with individuals who are prickly and unpredictable. For better inclusion, people have to be more relaxed and have empathy towards each other."*
- *"[My greatest challenge] is my manager. My manager has trouble focusing on priorities and maintaining positive morale/culture."*
- *"When a challenge in racial tension exists, there's fear on behalf of non-racial leaders to have the conversation."*
- *"As a leader, I wish we could find ways to have some of the hard conversations so people will feel more listened to. What they put on a survey and what they say to your face are two different things."*

c) Most leaders and employees see the benefit of D&I but there is inconsistent implementation, understanding and prioritization of D&I across the State. D&I is often a misunderstood topic with some viewing it as compliance and nothing more, while others think that it is limited to protected classes. Others perceive D&I as so broadly defined that it actually excludes the protected classes. While many leaders and employees expressed a belief in D&I as a good thing, the wide variety of definitions and misperceptions across the State regarding D&I make it challenging to implement an agreed-to approach, roadmap or plan.

- *"Diversity and inclusion represent an opportunity to deliver better solutions for the citizens."*
- *"Need to shift from compliance to a business that gets run by the customer. Listening to them and making changes based on their needs."*
- *"We need to encourage visitors from diverse backgrounds, especially young children so that interest in [our program] is increased."*
- *LGBT are treated differently. For example, other people can talk about family relationships but we can't. For example, having my wedding pic on my desk or I am accused of being an atheist because I am lesbian."*
- *"Why are people still complaining about discrimination here? Nobody is holding leadership's feet to the fire. Nothing is going to change and it has gotten worse in the last 6 to 8 months. For example, people with disabilities – the governor's initiative – HR still has to fight leadership on that. Leadership finds every excuse in the book to not take someone with disabilities."*
- *"The State's view of diversity is hidden disability. There is very little on gender, race, and sexual orientation."*

- *"How can the State change the culture when supervisors/managers don't even know what an EEO-4 Report is? Why they should review or consider it when hiring and promoting? So it ends up in a dust pile."*

- *"Across State Government, we need to embrace more bilingual employees instead of relying so much on the Language Line. Our employees need to reflect the population we serve, including those individuals who are Spanish-speaking. The State has done an excellent job of putting a priority on hiring individuals with disabilities. Our workplace has benefited tremendously from that enhancement of [our] culture."*

- *"As a person of privilege, I want to know how I can support this initiative. I would like training or other resources to help me effectively promote inclusion and diversity, and I want training or tools (or scripts even) to help me recognize and confront unfairness/micro-aggressions when I see or hear it... and to recognize when I may unconsciously discriminate against someone or a group."*

- *"I can't stand the constant homosexual nonsense forced down our throats."*

- *"I have no idea what EEO/AA is. Also I am a white male and feel I am the only group that is not protected."*

The connection has not been made between D&I as an enabler to serve constituents, D&I as a workforce/workplace enabler, and when it comes to D&I "What's in it for me?

1 of the 5 HIGHEST scoring survey questions

"Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents."

"I benefit from the State's focus on EEO, AA, and D&I."

1 of the 5 LOWEST scoring survey questions

Additionally the connection has not been made between D&I as an enabler to serve constituents, D&I as a workforce/workplace enabler, and when it comes to D&I, "What's in it for me?" Across racial demographics, employees do not see the value of EEO, AA and D&I in its current configuration. The survey question, "I benefit from the State's focus on EEO, AA, and D&I" was one of the lowest five scoring questions across demographics. We heard comments from white employees, particularly white men, that EEO, AA, and D&I are about reverse discrimination (i.e., unfair favoritism for people of color). Conversely, we heard comments from people of color that EEO, AA, and D&I are not effectively addressing the favoritism for white people.

d) HR and D&I are not adequately represented at the Executive/Cabinet level. Functional representation at the Executive/Cabinet level is one point of evidence of a function's importance and influence over the organization's priorities and strategic decisions. HR being embedded into OMB removed human capital decisions from having a strategic position at the table. D&I, although it may and should be a priority for all Executives/Cabinet members, does not reside in a specific position and is not represented at the Executive/Cabinet meetings. The State is lacking a deliberate effort for D&I and it is seen solely as a function of HR rather than a responsibility for everyone. But, it is unclear who has the responsibility and accountability for driving D&I across the State.

- *"Diversity and inclusion needs to stay at the top of each Department in order for intentional action to take place. Not be delegated to just HR."*
- *"D&I efforts across the State are diffused. There is not a centralized approach. It is only centered on the Executive Branch. We need to look at this from a Statewide approach."*
- *"Diversity does not regularly hit our agenda."*
- *"There is not a lot of standardization in how they treat diversity and inclusiveness. Merit rules are broad and don't give strong practices."*
- *"The State is more concerned about doing things right than doing the right thing. Policy driven, rules focused. Tone deaf."*
- *"We don't have a clear statement on this but would like to see clear principles and criteria from the highest levels of management committing to improving inclusion and people are all given fair shake."*

3. Policies, procedures, and practices are not consistent across State Agencies; and leaders, managers, and employees are not consistently held accountable.

We spoke to managers and employees who provided numerous examples of good procedures and practices. In speaking with others it was also quite evident how inconsistently policies, procedures and practices were and could be applied.

a) The absence of standard Statewide processes and practices allows for subjectivity and ultimately leads to perceptions that relationships drive opportunity.

- *"My manager turns a blind eye to unprofessional conduct that happens to some employees and not others. There's a selective enforcement of rules."*
- *"Delaware is different. It's not just about who you know. It's who knows you, your family, and your family's family. We are a small State. People know each other. And that can help you or hurt you here… the opportunities you get here."*
- *"Most efforts are usually in response to a racially motivated occurrence in the department. These efforts are used much like a placebo and don't address the real issues State wide. We only meet the minimum requirements for workplace diversity and EEO."*
- *"The culture is unfair. But it depends on the agency. I hate the way they pay people. I am making the same amount of money as the person who next to me is asleep. I wish there was a way people would get paid depending on the work they do."*

b) Leaders and managers inconsistently use performance management practices, hold employees accountable, or use incentives to create a culture to drive high performance. There is wide variance across the State and even within Departments regarding performance management. The application of merit rules is inconsistent. Some Departments have pay for performance; others do not. Low or inconsistent accountability contributes to some perceptions of inequity and unfairness, lowered expectations of those who are not self-motivated, and reduced performance and productivity.

- *"In the State system, it is structurally difficult in that the merit system does not reward performance and protects non-performance, and attracts people who like status quo."*
- *"The problem is people stay on and get merits…because he/she complains and get moved around but not let go."*
- *"We attract what we do because of pay, and it doesn't matter what you do. The States benefits have dropped off significantly, so if you do not offer a competitive salary, the qualified personnel are not coming. People are looking at their bottom line and what they can provide for their families. That isn't related to race. As for what we are dealing with now, the State needs to realize the differences in opportunities and cost of living per county. Look at our hiring difficulties in NCC vs the other Counties and you will see a higher turnover because of pay and opportunity. Managers often say that we are just an employment agency, and often get stuck with the employees that could not find work or get hired in the private sector. Our own worst enemies are ourselves, State workers. The lack of pride my employees have, poison the next group of new hires, and often times there is no initiative for anyone to do more. My employees do just enough not to get into disciplinary or performance problems. They often do anything to get out of doing daily tasks: equipment problems, supervisor problems, race problems, medical problems. I'm not saying that some of this isn't true, but often times it seems my employees use this as a crutch or a "pass" to get out of doing something they don't want to do. It's frustrating that all you want your employee to do, is show up on time, do their daily work, and go home safe at the end of the day. I'm not asking them to do anything more than what their performance plan states."*

4. Diversity is sometimes processed as uncomfortable because of the State's history and unresolved challenges with race.

Delaware has a history of racial problems that still play out today. As part of our commitment to focus on solutions we have been faced with a unique reality in the State. Even when there are positive examples of progress it is difficult for people to accept that new approaches are working. Many of the stories we heard, while true, were still grounded in a past that wasn't the current operating reality. Even when individuals had not personally experienced racism they described it with a certainty that it existed in the State and was continuing to harm individuals and groups of people, particularly African Americans. It is clear that the historical perceptions regarding race in Delaware have become predictive and now shape the dialogue regarding what to do about it. A historical context is reasonable and wise, but not if it hinders the belief that the problems can be solved, and that the effort is worth it.

- *"Downstate and upstate are totally different. What we see downstate is a reflection of the south. The mindset of anything below the canal is a different mindset. The State still has the north versus south dynamic. Southern mentality versus northern mentality. A lot of the decisions are still made in local isolation. But people of color do not have access to the decision makers."*

- *"There is a unique difference in the three counties. Some are very blended with pockets of severe of racism and old boys club. Companies that are family owned and if you weren't home grown or close to them, you were an outsider, particularly in the north end of the State. Quality of life diminishes the further south you go."*

- *"I had a good experience at [Department] but many employees did not. I tried to ensure people were not being discriminated against. Some proposals I was able to implement and others were not. At one site, there have been racial issues for a number of years. A Supervisor has been active in KKK and made his view well known by putting up flyers and putting a confederate flag on his truck. An employee hung a noose in an area. We developed a policy."*

- *"Caesar Rodney, a white, wealthy school versus Dover High School, an African-American, poor school. There is a socioeconomic and racial divide and it flows to students accepted to University of Delaware (UD) and Del State. Decisions are made to accept students at UD more readily from Caesar Rodney."*

- *"There is no acknowledgement that these [education, healthcare, incarceration] problems have to do with race. Poor in Delaware, specifically Wilmington, is a synonym for African Americans. When you talk about white poverty they are still performing better than African Americans. The level of racism in the suburbs against black kids is blatant in open forums. You will hear, "we don't want any more black kids in our schools". The State understands that race is a factor in these disparities but then if they were to publicly acknowledge it, it would be on the State to do something about it."*

- *"Delaware is coded in its statute back in the day that they would not pay for African Americans' education. We are still living with this legacy. Any fair housing study, the State is mandated by the Federal Government. The State fought tooth and nail because they didn't want it to be known the degree of the inequities. The State understands it plays a role in the current environment."*

- *"I grew up here. I remember how divided this State was. There were riots around the country after MLK and there was a mini riot here. A reactionary Governor but National Guard troops were on the streets for 9 months. It was the longest occupation in city. Created a divided State and atmosphere and taken decades to move beyond it. It is where we don't want to go back to. It has been a rallying cry."*

- *"When I came to Delaware I noticed they like to do things in a subtle way. They want to keep you where you are. The only way we get services upgraded is when money is put into play. If there is money involved that is when services start to appear. They are slowly and surely moving the poor out of the way. They make things out of our reach. The opportunities and the jobs that are available to the people of my community are minimum wage. It makes it hard to live off these jobs. Delaware to me is a very racist State. I came here 11 years ago."*

- *"I watched over time that everyone of color in my position were gone. A white employee would make subtle but overt disparaging, racist comments, sometimes couching it as if it's a joke. Each person has had experience of a person behaving similarly, sometimes baiting them."*

- *"As a person of diverse ethnicity, I can say that "forced" diversity and phony inclusion breeds resentment, on BOTH sides. It's demeaning to be chosen for a position because of contemporary notions of what is diverse. When I have seen unqualified persons of color in a position, I worry about how my peers may view me, or others, who ARE qualified. These quotas may be politically mandated, but they are also, in the LONG run, harmful to the people they are designed to help."*

- *"Affirmative action should be abolished. It was a valiant effort to raise people of color up, but it has outlived its usefulness. All it does is divide us even more. I was passed over for promotion because I am white. I know that you might think that anyone would try to find an excuse like that for not getting promoted, but it is the truth in this case as it was confirmed to me from a reliable source. I was the better fit for the job. That's what affirmative action has done for me."*
- *"As a member of none of the classes that these efforts promote and protect, I feel accused and excluded."*
- *"There needs to be more accountability for people who make racist comments toward people of color especially on social media. As a white person I find it deplorable when my fellow white co-workers are allowed to get away with saying whatever they want, but anyone who is not white is basically put in a position to suck it up and to stay silent. Like it is the norm. It seems like a lot of upset, and a lot of the grievances that came about these past few years, came because the formerly mainly white staff members were upset that there was a more diverse team who were finally promoted for the right reasons, and not for favoritism. Now it seems that nepotism is being called on certain higher members of staff that are people of color (who are not in fact in direct supervision of one another) because the complainers are not allowed to State what they really mean deep down. And there is a much more critical eye upon them, when before, the [leader] had his whole family working here in several high levels and departments and no one had the guts to call him out for it. There seems to be a large divide between members of staff relating to race, except when misery wants company; everyone bands together when they want to bring down people who are trying really hard to make it an inclusive environment and keep people safe simply because they themselves happened to not be promoted. Somehow this thrives, and these negative people use their jealousy and anger to fuel more jealousy and anger in others which distracts everyone. Instead of actually using their voices and banding together for actual problems, like understaffing and no raises, people want to talk about how there's nepotism which I don't believe is actually occurring. And if it could be said at ANY point that it IS occurring, why was the former leadership not critiqued as harshly for what was so clearly nepotism? The definition of nepotism on Oxford Dictionary is giving family and FRIENDS favors. Half the staff would not be able to work together then at ANY institution? I'm sure the numbers would show the diversity in work force as a positive now. No one wants to face the fact that sometimes, they are not the best for a job. I, as a white person, was given a job that I work hard for, as well as many other Caucasian people in this facility, but for some reason this negative group of mainly white people ignores these things and are attempting to make the accusation that the upper staff are racist towards white people. I've heard that so many times in the last year or so, as though it's a way for my fellow white co-workers to console themselves and be sore losers. And those joining in who are not white were held accountable for actions that they made and want a type of revenge. I feel like this survey will receive a lot of negative feedback in opposition of what I'm saying, so I felt at least the other side needs to be heard. Thanks."*
- *"Culture is not comfortable, especially for African American males here."*
- *"When a female is strong and confident, other male officers see her as intimidating and won't work well with her."*
- *"If you're Muslim, "You're one of them." There is open discrimination against Muslims in my office."*

5. Data analyses find adverse impacts and/or statistically significant differences in outcomes for some groups across phases of the employee life cycle.

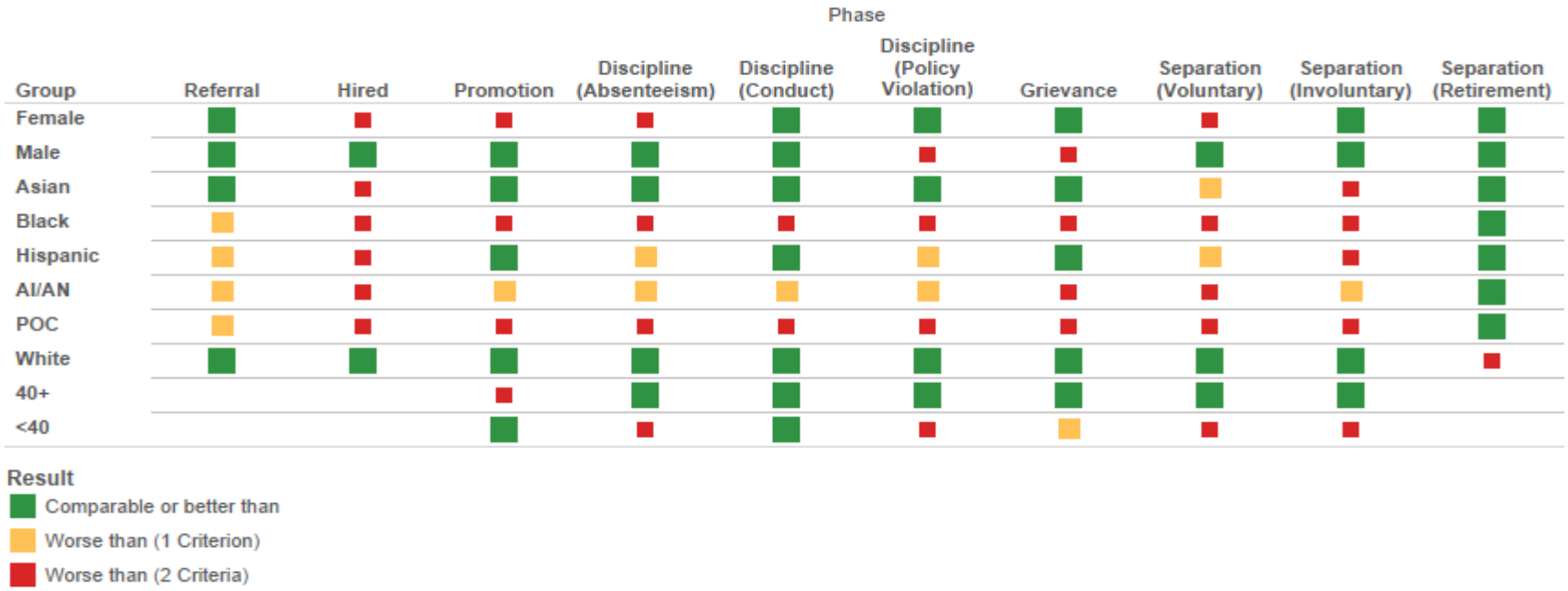
Adverse impact and statistical significance analyses (i.e., difference criterion) were conducted to examine the impact of human capital processes and practices on specific groups. Key findings from the data analyses include:

- Black employees experienced the most consistent negative results across analyses, with both difference criteria indicating negative results in the hiring, promotion, discipline, grievance, and both voluntary and involuntary separation phases.
- American Indian/Alaskan Native employees also experienced negative results in these phases, though several of their differences met only one difference criterion, largely due to the small sample size of that group.
- Asian and Hispanic employees experienced negative results in several but not all phases.
- White employees experienced only greater rates of retirement. Their results were as favorable as or better than those of other groups in every other case.
- Female employees experienced negative results in the hiring, promotion, discipline (absenteeism), and voluntary separation[13] phases.
- Male employees experienced negative results in only the discipline (policy violation) and grievance phases.
- Employees aged 40+ years experienced lower rates of promotion, whereas employees aged <40 years experienced greater rates of discipline (absenteeism and policy violations), grievances, and both voluntary and involuntary separation.
- The phases with the most consistent differences across subgroups were hiring, in which female and all People of Color ("POC") groups had negative results, and voluntary separation, in which female, all POC group, and <40 year-old employees had negative results.
- Overall, the proportion of female and POC applicants has risen over the past three years.
- Analysis of annual compensation among the 13 most common job titles revealed few differences based on Gender and Race/Ethnicity.
- Results frequently differ by Pay Grade Band and Department/Agency, and individual analysis sections in the Appendix should be consulted for specific results by Band or Department/Agency.

Figure 2 provides a visual summary of adverse impact results and indicates whether groups had comparable rates of events (e.g., promotion, separations), or if the results for a group were "worse" (e.g., lower promotion, greater separation) than the comparison group according to one or both of adverse impact and/or statistical significance analyses criteria.

[13] Voluntary separation is not assumed to be a "negative result" for every employee who voluntarily separates, but is coded as negative indicating that this group has a higher rate of voluntary separation than would be expected based on the group's size. Voluntary separation is driven by a wide range of factors, some related to the employee experience and some not.

Figure 2. Summary of Results Across Employee Life Cycle.



Note. The two criteria counted in this figure are Adverse Impact Ratio (AIR) and statistical significance. Yellow indicates a disadvantage according to one of these criteria or the other. Red indicates a disadvantage as measured by both AIR and statistical significance. Age data were not available for referrals or hires, and retirement almost always occurs after age 40.

The figure does not include compensation or discrimination complaint results since these analyses did not utilize the same adverse impact statistics as the other analyses. Additionally, for summary purposes, supplemental hiring analyses (casual/seasonal transition, selective placement, selectives/preferences, and indication of criminal history) are not presented in the figure.

Figures 3 through 5 show Delaware's Executive Branch employee demographics by Pay Grade Band and Gender, Race/Ethnicity, and Age. Casual/Seasonal employees are not included in the Grade Bands, but are listed separately beneath these bands. Data represent a cross section of the employee population taken in November 2016. At the bottom of each figure, benchmarks are included based on the entire labor force in the State of Delaware.

Female employees are most well represented in Bands 9-15 (56.20%) and 16-21 (55.57%) and are least well represented in Band 22-26 (42.25%). Similarly, females make up greater proportions of Bands 9-15 and 16-21 than would be expected based on the proportion of females in Delaware's Statewide workforce, but are underrepresented in Band 22-26.

POC employees are most well represented in Band 1-8 (37.72%) and least well represented in Band 16-21 (22.35%). In Delaware's Executive Branch, Bands 1-8 and 9-15 contain larger percentages of POC than does the Delaware's total labor force. At Bands 16-21 and 22-26, Delaware's Executive Branch has smaller percentages of POC than does Delaware's total labor force. In other words, POC are well represented in pay grades up to 15, and underrepresented in pay grades 16 and higher.

Employees aged 40+ are most well represented in Band 22-26 (87.32%) and are least-well represented in Casual/Seasonal employment (55.77%). Not surprisingly, as we move up the pay grade bands, the employee population gets older, relative to the pay grade bands below and relative to the Statewide workforce.

Figure 3. Employees by Pay Grade Band and Gender, Compared to Delaware Labor Force.

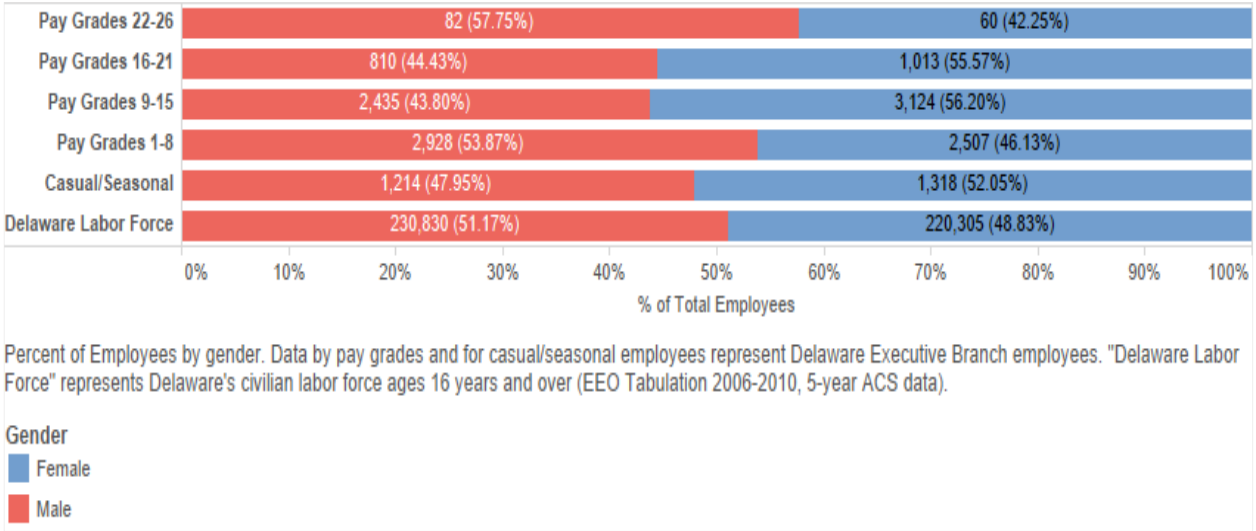


Figure 4. Employees by Pay Grade Band and Race/Ethnicity, Compared to Delaware Labor Force.

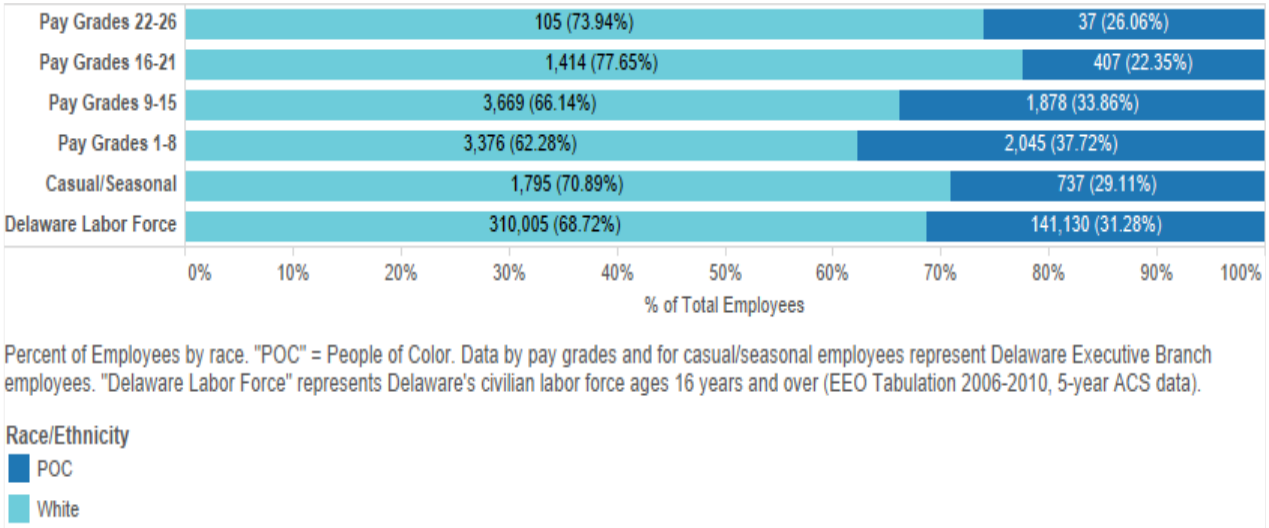
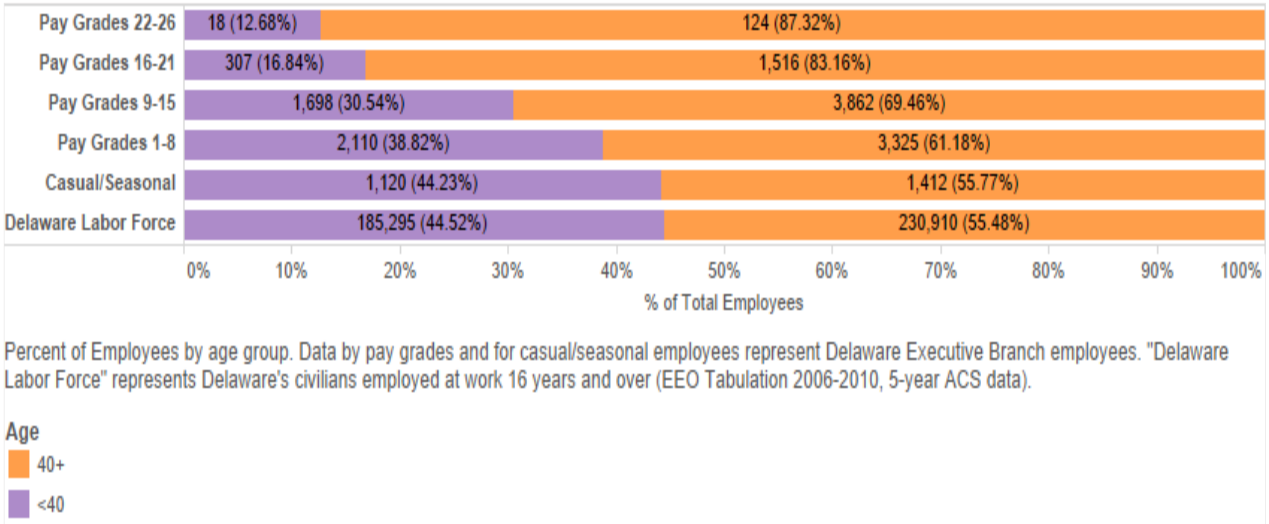


Figure 5. Employees by Pay Grade Band and Age, Compared to Delaware Labor Force.

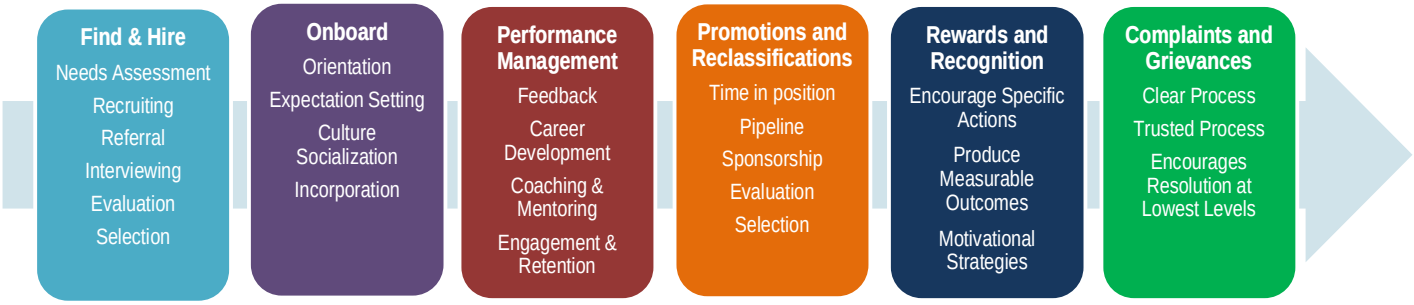


VII. Findings and Recommendations by Employee Life Cycle

As Figure 2 shows, there is evidence that processes and practices across the employee life cycle result in statistically significant differences and/or adverse impacts for some groups. As Figures 3-5 show, there is opportunity for equity in representation of race, gender, and age at all levels within the State. This section of the report examines key phases of the employee life cycle to understand the possible challenges or barriers that are producing these results. This section is organized by the following areas:

- Data analysis results corresponding to each phase – if data were available, analyses were conducted to assess the equity of the process corresponding to the specific phase of the employee life cycle. The summary results of the analyses are presented and details of the analyses are found in the Appendix.
- Overall finding for the respective phase of the employee life cycle – a statement that summarizes the issues and opportunities impacting D&I related to that phase of the employee life cycle.
- Causes – the policy, practice, or structure challenge or opportunity impacting D&I.
- Notable Quotables – sample quotes from the interviews, focus groups, and survey that represent the perceptions of employees and community members.
- Effects – the impact of the policy, practice, or structure challenge or opportunity on D&I.
- Standards – best practices or criteria to increase the effectiveness of the policy, practice, or structure for successful D&I implementation.
- Recommendations – proposed actions to close any gaps between the D&I current state and desired state.

The key phases of the employee life cycle included in the assessment are as follows:



In addition to assessing key phases of the employee life cycle, Ivy assessed the primary resources tasked with D&I against the same areas listed above:

- Human Resource Management ("HRM") and Agency Human Resources ("HR")
- Office of Anti-Discrimination ("OAD")
- Governor's Council on Equal Employment Opportunity ("GCEEO")

Recruiting, Referral, and Hiring

Fair recruiting, referral, and hiring policy, practices, and structure are vital to having a diverse workforce at all levels. If a diverse pool of talent is not recruited or referred to hiring managers, then logically, the likelihood of hiring candidates that represent the diverse talent pool diminishes. Furthermore, the complete hiring process should be free of any bias and focus on the requirements of the job.

Finding: There are aspects of the State's recruiting and hiring process that may filter out diversity and are not inclusive.

Data Analyses

Three years of hiring data were examined: 2014, 2015, and 2016.[14] This section presents an overview of the hiring results; detailed results appear in the Appendix. Overall, the percentage of female applicants for jobs in Delaware's Executive Branch rose from 60.17% in 2014 to 61.81% in 2016. The percentage of POC applicants rose from 47.68% in 2014 to 48.38% in 2016. The Fire Protection Commission (FPC) saw the largest increase in applicant diversity, with 26% female applicants in 2014 and 61% in 2016. FPC also had the largest increase in POC applicants, from 21% in 2014 to 28% in 2016.

Two stages of the hiring process were examined: referral and actual hire. Both referrals and hires were compared to the applicant population. The purpose of these analyses was to answer the following question: are applicants of one gender or racial/ethnic group more likely to be referred and/or hired than applicants of a comparison group?

An applicant's race and gender is not provided to decision makers. However, White and Asian applicants were disproportionately likely to be put on the referral list, compared to Black and Hispanic applicants. Referral rates for men and women were similar. White and male applicants were significantly more likely to be hired than POC and female applicants.

Transition from Casual/Season to Merit Employee

Next, we examined disparities among subgroups' hiring rates in the casual/seasonal employee population. The purpose of these analyses was to answer the following question: are casual/seasonal employees of one gender or racial/ethnic group more likely to be hired into merit employment than casual/seasonal employees of a comparison group?

[14] Data for a given year ran from July 1 of the previous calendar year through June 30 of that year. Specifically, 2014 = 07/01/13 – 06/30/14, 2015 = 07/01/14 – 06/30/15, and 2016 = 07/01/15 – 06/30/16.

White and Asian applicants were referred at disproportionately high rates, vs. Black and Hispanic.

White and Male applicants were hired at disproportionately high rates, vs. POC and Female.

APPLICANT: What is my chance of being referred?
- 48.7 to 49.0% if you are White or Asian
- 41.3 to 41.9% if you are Black or Hispanic
- Comparable whether you are male or female

APPLICANT: What is my chance of being hired?
- 12.8% if you are White
- 7.9% if you are a Person of Color
- 12.4% if you are male
- 9.5% if you are female

How consistent are the race findings?
- Highly consistent 2014 through 2016
- May be improving for DOL, DOS
- Consistent concern for DHSS, DOC, DNREC, DOT, DSHS, OMB

How consistent are the gender findings?
- Highly consistent 2014 through 2016
- May be improving in DHSS
- Mixed results for DOS, DOL, DNREC, DSCYF, DSHS
- Consistent concern for DNREC, DOC, DOT, OMB

Overall and within each year from 2014 to 2016, male and White employees made the transition from Casual/Seasonal to Merit employment at lower rates than female and POC employees. (See the Appendix for detailed results.)

Women and POC transitioned to merit roles at higher rates than men and Whites. But we don't know how gender and race are related to the desire to make this transition.

CASUAL/SEASONAL EMPLOYEE: How likely am I to transition to a merit position?
- 20.2% if you are a Person of Color
- 8.2% if you are White
- 14.3% if you are female
- 8.7% if you are male

How consistent are the race findings?
- Highly consistent across departments and time, 2014 to 2016

How consistent are the gender findings?
- Highly consistent across departments and time, 2014 to 2016
- Exception: no gender differences for DOT

Selective Placement

Some hires were made through a selective placement designation. The Selective Placement Program gives individuals who have been certified by Department of Labor's Division of Vocational Rehabilitation or

Department of Health and Social Services' Division for the Visually Impaired as having a physical or mental impairment that impacts his/her ability to participate in the competitive selection process a way to apply for State merit positions without competitive recruitment. Other special appointments include return to merit, direct recruitment (Pay Grade 5 or under), or return to work from disability.

We examined adverse impact for hires among the population of those who were on the referral list for these openings. The purpose of these analyses was to answer the following question: are candidates of one gender or racial/ethnic group more likely to be hired through a selective placement designation than candidates of a comparison group?

In 2014 and 2015, men were hired through selective placement at a lower rate than women, and these hiring rates were comparable for men and women in 2016. In 2014 and 2016, White candidates were hired through selective placement at a lower rate than POC candidates, and these hiring rates were comparable for White and POC candidates in 2015. (See the Appendix for detailed results.)

Selectives/Preferences

In some hiring instances, selective requirements or preferential qualifications were used. Selective requirements are characteristics not specifically indicated for a job class but considered essential for performance of a position. Preferential qualifications are desirable, but not required, characteristics. We examined adverse impact for hires among the population of applicants to jobs using selectives/preferences. The purpose of these analyses was to answer the following question: are candidates of one gender or racial/ethnic group more likely to be hired when selectives/preferences are used than candidates of a comparison group? There were no significant differences or adverse impact based on gender. Each year 2014 to 2016, however, White candidates were more likely to be hired when selectives/preferences were used than were POC candidates. (See the Appendix for detailed results.)

Recruiting , Referral, and Hiring		
Finding: There are aspects of the State's recruiting and hiring process that may filter out diversity and are not inclusive.		
Causes (Evidence that the policy, practice, or structure is filtering out diversity)	Policy	• Merit-only and In-house merit rules create narrow talent pools rather than casting a wide net for talent[15]. • Casual/seasonal employees and contractors can be an effective source for diverse candidates but are only allowed to apply for Open Competitive positions; some casual/seasonal and contractors have been in their roles for extended periods of time. • The Selective Placement program and Veteran's Preference are workplace best practices and demonstrate what is possible when seeking to recruit and hire for diversity. • A workplace best practice is the Appeal Process, which provides applicants that have been disqualified the opportunity to appeal the results of their job application.

[15] User's Guide for Merit System Hiring in the State of Delaware

Recruiting , Referral, and Hiring		
		• A workplace best practice is the use of phone translators or current State of Delaware bilingual employees to assist in answering applicant questions – Civil Rights Law and Executive Order 13166.
	Practice	• There does not seem to be a stated value proposition for the State as an Employer of Choice; nor are the benefits and value of State employment known unless you have a family member or friend working at the State. • Job requirement analysis is supposed to be done on a rolling schedule, but ends up being on an as needed basis. • Challenges with reclassification impact the degree to which job postings accurately reflects job responsibilities (e.g., positions where the job specification was created a decade ago when the role was different); Job classifications seem to have had little to no maintenance over the last ten years requiring more use of selective requirements. • There are limited predictive analytics which impact HR's ability to strategically recruit for diversity. • There is a perception that the application system uses keywords to screen candidates; unless you know to use keywords in your application you will not make it to the referral list (Note: some State Agencies use a separate application system). • The application system screens candidates based on "yes" and "no" answers to the job requirement questions, however much of the process is a manual evaluation and rating of an application. • How long it takes for a job to be filled is inconsistent; some report it was a couple of weeks while others said it can be months. • Referrals of family and friends, job fairs, and current applicants via the State's online Applicant Tracking System (ATS) website – Delaware Employment Link (DEL) – seem to be the primary recruiting sources; the majority of job postings are placed on DEL only. • Some Agencies and HRM use broader recruiting methods for hard to fill jobs and to reach more diverse populations (e.g., TV ads, social media, LinkedIn, etc.) • State should have a robust recruiting process for Veterans given its proximity to Dover AFB and military bases in surrounding States. • Some State recruiters, including employees that attend on behalf of the State, who participate in school career fairs and events are seen as taking a passive role rather than proactively seeking out students, creating relationships with the career center, and positioning the State as an Employer of Choice. • OMB/HRM created a Recruitment Workgroup, which is a workplace best practice, in an effort to bring agency representatives together to develop new recruitment and marketing strategies to reach a more diverse population of applicants; developed a sourcing directory of diverse job boards; the impact of this group on increasing diverse applicants is unknown. • It is unclear why or how a candidate is deemed qualified for the same job for one Agency but not another; this appears to be a result of inconsistent screening and evaluation of applications by Agency HR. • The OMB "*Users Guide for Merit Systems Hiring"* is effective in providing strategies for D&I throughout the hiring process; however, it includes "fit" as a

Recruiting , Referral, and Hiring		
		factor and criteria used to evaluate "fit" include assessing "does the candidate seem likely to share the goals of the organization?" • Data on candidate selection is not/inconsistently entered into the applicant system (JobAps) and selection results are not collected in JobAps.
	Structure	• HRM manages the applicant system (JobAps), GSS manages the people system (PHRST), and the training management system (Cornerstone OnDemand) is managed by HRM. • The Statewide Recruiter is a resource available to all Agencies but seems to have limited authority to strategically recruit for diversity; when top talent is identified, they must follow the same application procedures as all candidates. • The Statewide Recruiter seems to have additional roles and responsibilities which dilutes his/her focus and depletes time and resources that should be spent strategically recruiting for diversity. • OMB posts the jobs and the process seems to allow for little to no influence by the hiring manager unless a Selective/Preference is used; getting a Selective/Preference seems to be a lengthy and arduous process. • The requirement to have diverse interview panels is often seen as a perfunctory exercise with the individuals having little influence over selection. • Interviewing competence can vary among Hiring Managers and members of the interview panels.
Notable Quotables	• *"The State of Delaware does not actively source in broad, diverse communities. I don't even know how much the State recruits on the outside. I think it is mostly about the job posting."* • *"Job posting was not at all representative of the position. It was created 15 years ago when role was different, and has not been updated."* • *"I like the concept of interviewing panels but it seems they are always comprised of the same people. They also need to revamp the questions, pull different people on the panels and get rid of pre-selection."* • *"I believe that although the State utilizes a panel of "diverse" members, not all of those voices are heard, many hiring decisions are made before the interviews are even completed. Hiring managers need to receive the bulk of the EEO training. When training is given I'm not sure that it is reaching the appropriate persons."* • *"Within our division we have a hard time getting a diverse referral list. We've done a lot of different things. Some strategies have been to contact Department heads to generate interest in the posting and go the job fairs and send diverse representation."* • *"Supplemental questions are exclusive. If you need to save your work and return, the application saves but the supplemental questions don't save. Supplemental questions become a barrier to apply because they're too long to do. It takes 1-2 hours to complete application. The lengthy process can be a barrier for entry level applicants."* • *"The person who was hired met a totally different set of specifications. I didn't even have a chance to apply."* • *"We have a lot of casual seasonal. The tendency to post in-house, but those positions tend to be clerical. Then we have to open the recruitment and it takes a lot of effort."* • *"I applied for two different positions and was not chosen, but I was qualified. I applied later and was again not chosen. I applied for similar position and then I was chosen. People will teach you what buzz words to use in order to get through."* • *"HR requires a selective in order to raise the qualifications of the posting. It is perceived to be pre-selection because if you put a selective it can be targeting a specific person."*	

Recruiting , Referral, and Hiring	
	• *"Hiring process is terrible. You could be perfect for the job but if you don't put the right words in your resume, you won't be considered. The electronic tool will screen you out."* • *"Hiring is where there is rampant favoritism and disparate treatment. Delaware is a small State, everyone goes to the same high school so they hire their friends, buddies and often family. The result is that there are classes of people who are not being considered for job opportunities."* • *"We need to have someone look at why internal people of color who have the skill are not hired and external interns get hired. If there is no discrimination, they need to provide some information on what the internal person of color could do to improve their opportunity to be considered for the promotion and hired for the opportunity, especially for exempt positions."* • *"I have been asked to sit on interview panel and I had no training in interviewing."*
Effects (The impact of the "evidence" or cause)	• There is limited data analytics conducted to understand applicant flow and selections. • The State wants to take affirmative action and recruit for diversity, but aspects of the policies, practices, and structure present barriers to doing so. • Some Selective Requirements may be biased and subjective traits rather than requirements of the job. • Some potential applicants as well as employees and leaders perceive the application process to be subjective and ineffective. • Perception is that the hiring process is subjective and family/friends get the majority of opportunities. • The Applicant Tracking System (ATS) evaluates candidates based on their answers to the job requirement questions. The manual check evaluates resumes based on keywords. Both processes potentially filter out qualified candidates. • Often, casual/seasonal and contractors are not utilized as part of the available talent pool although there is legislation which requires casual/seasonal employees to be granted an interview if they're working in the same job as the posted job. • Out-of-date jobs specifications that are not reflective of the current job duties, minimum job requirements, and job compensation range are used to post jobs. Hiring managers and HR seem to often feel compelled to post jobs without requesting appropriate changes because of the length of time required to have job specifications and requirements reviewed/changed. • The application process is perceived to be cumbersome, lengthy and a 'secret' by employees on how to become "qualified". • The State is unable to compete against the private sector for highly sought after talent. • Recruitment workgroups are a best practice; there has to be implementation.
Standards (How the process should operate to support AA/EEO/D&I, and D&I best practices)	• Merit Rule 6.1 Recruitment. It is the policy of the State of Delaware to search widely and vigorously for the most qualified persons to fill positions in the classified service while providing equal employment opportunity and meeting the objectives of the State of Delaware Affirmative Action Plan. • Merit Rule 6.2.3 - The appointing authority may announce a vacancy with selective requirements, providing the justification for such requirement is job related. The merit rule definition for "Selective Requirement" is any education, training, and/or experience not specifically indicated in the job requirements of a class specification that are required as they are considered job related and essential for effective performance in a specific position at the time of hire. • Merit Rule 3.3 - If a significant change is made in the duties and responsibilities of a position, or if there is an alleged position classification or reclassification error, the position shall be reviewed and be reclassified if justified, in accordance with procedures established by the Director consistent with the Budget Act.

Recruiting , Referral, and Hiring	
	• Rigorous job analysis helps to ensure the job is focused on requirements rather than bias and subjective traits. • "Fit" factors are subjective and often represent a bias rather than a requirement for the job; "fit" should only include measurable behaviors. • The application process should filter in qualified candidates; all candidates should have insight into how to be utilize the process to best position them for the opportunity. • The job postings should include all requirements for the job; the need for selective requirements should be rare. • All job classifications should be current and well maintained; an efficient and effective process should be utilized to update classifications when required. • Strategic recruiting for diversity requires: conducting workforce planning/needs assessments to anticipate position openings and diversity opportunities; identifying diverse talent sources and creating ongoing relationships with key contacts at schools, professional organizations, and networks; and maintaining a visible presence on online job search engines with large populations of diverse talent.
Recommendations (How the State can address the Causes)	**Increase collection and use of data analytics to facilitate diverse slates for hiring.** • Require Agency HR to enter who is hired into JobAps so that Recruiters can evaluate the ROI of their recruiting activities. • Create technology-based standards/templates to run applicant and selection analysis by demographics for each Agency. • Require organizations supplying contractors to provide a diverse slate and provide demographics of their contractors; collect contractor demographics in State Master Personnel Records. • Create a database of national and local professional organizations and networks with diverse professionals for hard to fill jobs. **Focus on requirements.** • Conduct an assessment of knowledge, skills, abilities, education levels, etc. of current leaders and employees, particularly in hard to fill jobs, to establish/validate what it means to be qualified. • Conduct an assessment of the criteria used to make selection decisions to evaluate their validity for predicting job performance. • Assess the validity of organizational "fit" as a predictor of performance. • Remove "fit" as a factor in the OMB Users Guide for Merit Systems Hiring or, if "fit" is a valid predictor of performance, make it objective and measurable more precisely across people. • Equally weigh subject matter expertise and leadership requirements. **Update merit rules to expand the pool of candidates.** • Reassess merit rules to determine if the benefits of in-house and merit-only outweigh the risks of not casting a wider net for talent. • Reassess casual/seasonal and contractor merit rules to determine if they should be allowed to apply for all jobs. **Provide resources and support to recruit for diversity.** • Train all recruiters and hiring managers on recruiting and interviewing for diversity (i.e., remove bias and subjectivity from the process). • Create more structure around the Recruiting Workgroup and increase focus on implementation and accountability.

Recruiting , Referral, and Hiring	
	• Establish a diverse Interagency Committee with leaders, Agency HR, EEO Specialist, Employment Services Specialists, Classification Specialists, Statewide Recruiter, and D&I Officer (TBD) to conduct a review of jobs requiring selective preferences and reclassification, and develop recommendations to shorten or make the hiring timeframe more consistent and present to HRM. • Create a Diversity Recruiter position that is a shared service, reports to a Chief Diversity Officer, and works with the State Recruiter and Agency HR to strategically recruit for diversity. **Brand the State as an employer of choice.** • Develop an overall branding and communication strategy, including value proposition, for the State as an Employer of Choice. • Strengthen the relationship with Delaware State University and Delaware Technical Community College and focus on diverse student groups at University of Delaware (e.g., conduct information sessions and "meet and greets" with diverse schools and organizations, engage diverse Agency leaders in strategically recruiting for diversity, such as guest speaking at local colleges and universities in classes that focus on the sought after skills and expanding their professional network to include diverse organizations). **Cast a wider net for talent.** • Rotate employees from the same job classifications from Agencies who over index minority and female representation to Agencies with chronic underrepresentation. • Develop recruiting program with Dover AFB and other military installations in the vicinity for veterans transitioning to civilian status. • Develop partnerships with the Business Roundtable or Delaware businesses to develop Delaware D&I recruiting/talent development strategy. • Develop campaign to increase referrals of diverse candidates. • Expand job postings to social media and larger job posting sites. **Prepare candidates for the application process.** • Expand and increase marketing of external learning sessions and guidance provided on applying for State jobs on State website. **Increase accountability for recruiting for diversity.** • Evenly distribute the weight on interview panels such that each panel member's perspective is considered; assess whether panels should include a member from outside the team/Agency along with diverse representation. • Require diverse slates for all positions pay band 8 and above. **Develop Statewide diversity recruitment center** • Create diversity recruitment center within the to be developed D&I Office • Identify skilled recruiters focused on recruiting for diversity for all State jobs

Onboarding

Onboarding is the way in which new employees learn the necessary knowledge, skills, and behaviors to become effective team members and insiders. Onboarding most impacts inclusion when some new hires are given the "unwritten rules" on what it takes to be successful and others are not. Knowledge transfer of the "unwritten rules" does not require a formal program. However, when sharing the "unwritten rules" is an informal process, often the more different you are the less likely you are to receive them. An effective and consistent onboarding process in which all new employees receive the knowledge, skills, and behaviors to be effective and "in the know" ensures equal opportunity to succeed from the beginning of employment.

Finding: Onboarding is inconsistently conducted and the quality and thoroughness of the onboarding depends on the Department/Divisions.

The State does not collect data on employee onboarding. Therefore no data analyses was conducted.

Onboarding		
Onboarding is inconsistently conducted and the quality and thoroughness of the onboarding depends on the Department/Divisions.		
Causes (Evidence that the policy, practice, or structure is filtering out diversity)	Policy	• There is no onboarding policy.
	Practice	• There is no consistent approach to onboarding, some Agencies do not do it at all while others provide a classroom, orientation session. • The majority of onboarding activities are passive. • New hire orientation, if provided, is comprised of general information such as forms to complete, process to receive employee ID, introduction to the team, etc. • Some HR meet with the new hires and conduct an orientation session that includes general information on employment with the State.
	Structure	• There is not a formal structure for onboarding.
Notable Quotables	• *"You get thrown in without training. How do I keep up? I question myself if I'm doing well in my role."* • *"Expectations of the job and role and of me were not shared. You have to figure it out for yourself."* • *"It can be difficult as a new employee. There's no lunch room and no way to engage unless the team is getting together for a holiday."* • *"Learn by observation. Keep your mouth shut."*	
Effects (The impact of the "evidence" or cause)	• Without an understanding of cultural norms and expectations a new employee is left to navigate based on his/her own sensibilities and understanding. • An employee gets a label early in their career at the State; without having been setup for success, employees are likely to make a misstep early in their career that could impact future opportunities. • No onboarding extends the "ramp up" time for employees and performance and behavior expectations are not set or communicated consistently.	
Standards (How the process should operate to support AA/EEO/D&I, and D&I best practices)	• Best practice employers pay attention to a good onboarding process and makes it a priority because more than half of new hires fail within the first 18 months.[16] • Effective orientation starting at hiring plays a huge part in an employee's long term success. Navigating a corporate culture is challenging without a formal or informal mentor. For a minority employee, trial and error is often the only method to identify	

Onboarding	
	appropriate resources (e.g., to complete an assignment or find a shortcut to training access). This trial and error can occasionally translate into a lower performance level. • "L'Oréal Fit," includes training, meetings with key insiders, mentoring and HR support, site visits, shadowing programs, and various other valuable experiences for employees.[16] • New employees starting at Zappos get an intensive five-week training course to learn about the company's values and procedures, as well as an offer of $2,000 to quit if they don't feel they are a good fit.[16] • IBM's "Assimilation Process" came out of an accounting of how much time and resources are spent on recruiting and hiring and how important (and economical) it is to successfully integrate and retain new employees. IBM's year-long onboarding process has three steps to welcome new hires, prepare a functional workspace, introduce new people to the existing workforce, clarify roles and responsibilities, complete paperwork, and ongoing coaching and connecting so employees are fully invested in the company culture, position, and workplace.[16] • Onboarding at Microsoft is a mission to enhance the new employee experience for the thousands of employees hired each year. Although HR professionals at Microsoft work as a team to create and sustain a high quality framework that supports business goals, onboarding is considered everyone's job and team members welcome, support, and mentor new employees.[16]

Recommendations **(How the State can address the Causes)**	• Automate the process for when a new hire is entered into JobAps and PHRST which prompts sending basic information on working for the State (e.g., forms, process for ID, Cornerstone, the training and development system, automatically sends a "Welcome Email" listing and providing links to online orientation training).
	• Develop a standardized onboarding process that includes:
	  o Meetings with key personnel including manager/supervisor, HR representative, and team members; and,
	  o Orientation meeting with manager/supervisor that includes clarifying roles and responsibilities, performance expectations, Agency culture/norms, values and mission, and expectations for feedback.
	• Create a Diversity Ambassador Program that facilitates orientation for diverse applicants and new hires for hard to fill positions (e.g., have lunch with new employee during first week of employment; engage and connect with new employee at least once a month for the first year through coffee/lunch/social event; introduce new employee to key leaders and employees outside their immediate Department to assist in relationship building, etc.).

[16] http://www.contractrecruiter.com/employee-onboarding-matters/

Performance Management

Performance management is a process by which managers and employees work together to plan, monitor and review an employee's work objectives and overall contribution to the organization. The performance management process is an instrumental tool for inclusion. An inclusive environment, one in which all employees have an opportunity to be successful and impact mission success, relies on each employee understanding such things as how they are and can contribute, ways in which they need to improve in order to realize their potential and career goals, and opportunities for development. The most important aspect of the performance management process is giving and receiving feedback, which can be a difficult task when there is diversity. When these discussions, whether formal or informal, are missing an employee is left to interpret decisions based on their own level of understanding and perspective. This often results in an explanation of opportunity, or lack thereof, based on factors other than merit.

Finding: The lack of consistent performance management, including goal setting and regular feedback, results in opportunities given based on factors other than merit.

Data Analyses

The State does not collect data on performance management. Therefore no data analyses were conducted on the process. However, compensation can be linked to performance management and it was analyzed for equity.

Compensation

Compensation data were provided for the employee population as of November, 2016. Values represent annual compensation. The purpose of these analyses was to answer the following question: do employees of one gender or racial/ethnic group receive greater compensation than employees of a comparison group within the same job?

Analyses were conducted on the 12 job titles that had at least 150 employees. Only one job title, Registered Nurse III, exhibited a statistically significant difference in annual compensation; in this job, female employees were compensated less than male employees. For Race/Ethnicity, two jobs (Administrative Specialist I and Senior Social Work Case Manager) exhibited statistically significant lower compensation for POC employees, and two jobs (Correctional Corporal and Registered Nurse III) exhibited statistically significant lower compensation for White employees. The remaining jobs showed no significant differences or adverse impact on the basis of Gender or Race/Ethnicity. Detailed results are included in the Appendix.

Performance Management		
Finding: The lack of consistent performance management results in opportunities given based on factors other than merit.		
Causes (Evidence that the policy, practice, or structure is filtering out diversity)	Policy	• The policy does not require documentation of performance; only performance ratings that are not “meets expectations” require documentation. • An employee who is not meeting expectations can be put on an “off-cycle performance improvement plan”. • If an employee receives a “meets expectations” performance designation, the employee is eligible to receive a general salary increase if there is one provided.

Performance Management		
		• Merit rule does not require regular recognition of effort, accomplishment, improvement or the need for further skills development; merit rule states they should be exercised as needed. • The language included in a manager and supervisor performance plan regarding development is – *Employee Development: Develops a performance plan at the time of hire for each new employee and maintains current plans for all direct report staff. Creates an environment for empowerment, innovation, agility, and ethical behavior. Provides staff with challenges, recognition, opportunities for development, and regular performance feedback.*
	Practice	• There has been limited investment over the last decade on leadership and people management; many attribute this to fiscal constraints from 2008/2009. • Some managers and leaders are in positions because of their technical skills rather than people management or leadership abilities. • There are no specific requirements listed relating to assessing or measuring leadership skills, the emphasis is on specific job requirements. • Training is provided for pay grades 1 - 10; however, training for upper management and executive level management is lacking. • Many employees report they have not had a performance review in numerous years; others indicate the only time they received formal feedback was when a leader issued a negative review. • One Department, which is non-merit, has pay for performance. • Performance review process is primarily used as a performance improvement process, not an assessment or communication tool. • A supervisor or manager has to go into the system to manually un-check employees who did not receive a "meets expectation" performance rating. The process to prevent an employee from receiving a general salary increase in the system is considered administratively burdensome. • HRM provides a fairly robust training offering including online and classroom courses, videos, and materials. • Department-specific training is offered locally and is dependent on the Department and/or certification requirements. • There is no consequence for a leader, good or bad, if he/she does not conduct a performance review with the employee. • A Mentoring program exists but many do not believe they can participate. • A former Management Fellows program provided opportunities for employees to see operations in another Agency, but the program seems to have been eliminated. • A workplace best practice is the certificate offerings made available through HRM's Statewide Training & Organizational Development Group.
	Structure	• Performance reviews are not tied to pay.
Notable Quotables	• *"We don't have People of Color groomed to take on lead positions. Selectees have a list of 'atta boys.' We don't get selected for training or get recognized because we are not in that circle."* • *"...I have not had a performance review in 15 years."* • *"Performance management doesn't mean anything and there is no connection to pay increases unless the legislature approves an increase. It doesn't matter what your rating is, whether you meet or exceed, you get nothing."*	

Performance Management	
	• *"I don't know why we do performance reviews because they don't give us development feedback. My review is just copied and pasted from last year."* • *"Do it [performance reviews] because it something to do...easy to develop a performance plan but if no follow-up with the plan, it isn't useful. I often don't do feedback. The process is more of a formality."* • *"I'm fortunate to work under really good leadership now. But over the years, I have seen people promoted who have an attitude. There is no vision or mission to follow and everyone goes their own way."* • *"I had really good leadership who shared what they did [to advance] and studied the system to learn how to navigate with ease."*
Effects (The impact of the "evidence" or cause)	• Performance management is a leadership competency and with the lack of investment in developing leadership skills, many managers are uncomfortable or do not know how to manage performance particularly when difference is present. • A lack of performance management violates the principles of inclusion as employees are unable to impact Agency/State success when they lack a clear understanding of their performance requirements and expectations. • Bias rather than requirements are able to influence who receives opportunities. • Performance differences are inconsistently recognized and addressed leading employees to create an explanation for why opportunities are not available to them, and the conclusion that most have made is that opportunities are leader-dependent and made available based on favoritism and nepotism. • Limited or no performance reviews or discussions results in employees not feeling valued, managers/employees not able to set new goals, resolve grievances before they become formal, provide feedback, or have set time to build the relationship. • Although everyone is not getting a performance review and performance reviews can impact pay, there is no evidence in the compensation analyses conducted for this Study of adverse impact in compensation by demographics. • Although ineffective, the most efficient approach utilized by supervisors and managers to performance management is to do nothing as anything other than "meets expectation" requires additional work (i.e., they are required to manually un-check employees who did not receive a "meets expectation" performance rating which, in turn, requires additional documentation). • Employees are unaware of the process for getting approval for education and training that may be required to advance thereby developing an increasing sense of career stagnation. • Employees may find themselves potentially at a disadvantage in the interview process if no performance reviews were done over a period of time. • There is no documented performance data to consider for promotions outside of a Career Ladder (a hierarchy of classes within a class series, which permits employee movement along a career path without competition upon meeting all promotional standards). • The lack of clear job descriptions and related expectations can contribute to a real or perceived lack of high work performance. An employee who cannot clearly articulate what she/he is accountable for and does not know the real priorities is unlikely to perform well. Job-scope creep for employees who are reluctant to say "no" when given more tasks may lead to the futile effort of trying to be all things to all people, resulting in performance failure. This can have a disproportionate impact on diverse groups, particularly because performance expectations for diverse groups are often lower for others thus creating a self-fulfilling prophecy.

Performance Management	
	• Assignments that challenge employees tend to maintain their enthusiasm and increase their performance. Great leaders take the time to analyze skill levels and match assignments with increasingly stretched goals within their teams in order to keep developing strengths and reducing weaknesses. For many minority employees, the missing challenge factor becomes the norm, even if voiced to management. Thus with reduced enthusiasm comes reduced speed in delivery or reduced creativity, resulting in reduced performance. • The lack of one-on-one performance discussions and performance reviews that provide honest and open feedback is impacting employee productivity and engagement.
Standards (How the process should operate to support AA/EEO/D&I, and D&I best practices)	• Merit rules require performance management: o 13.1 Purpose of Performance Review. The Director shall provide for systematic performance review to communicate expectations and responsibilities, recognize achievement, and identify areas for skill development and work performance improvement. o 13.3 Unsatisfactory Performance. When an employee's work performance is considered unsatisfactory, the performance must be documented in writing, and the specific weaknesses must be made known to the employee. The employee shall be given documented assistance to improve by the designated supervisor. An opportunity for re-evaluation will be provided within a period of 3 to 6 months. o 13.2 Changes in Performance. States recognition of effort, accomplishment, improvement or the need for further skill development shall be addressed as needed by verbal discussions, written communication, and/or formal documentation. o 14.1 Employee Development. The Director shall encourage and assist the appointing authorities to initiate and develop programs to improve the work effectiveness and morale of the State's employees, including training, safety, health, welfare, recreation, counseling and employee and labor relations. o 16.1 Master Personnel Records. A master personnel record for each employee shall be established and maintained by each agency. The records shall include copies of: application for employment; each Human Resource transaction; attendance and leave records; employee Performance Review documents; grievance records; verification of education and employment and any other records or information considered appropriate. • Tennessee State Government provides Statewide and Agency Leadership Programs which are a robust set of training curricula and tracks for all levels of leaders, including: o Black Belt Leadership Program – a self-directed, structured development opportunity for leaders; and o Commissioner´s Leadership Academy (CLA) – a competency-based development program for State Agencies. Participants engage in a rigorous, customized leadership development study that is based on core competencies identified by the Agency Executive Leadership team. • Properly constructed appraisals should represent a summary of an ongoing, year-round dialogue. Focusing only on an annual appraisal form leads to misunderstanding of expectations and an under-appreciation of efforts and contributions made throughout the year.

Performance Management	
	• Leadership and employees rated as high performers should have a balance of EQ (Emotional Intelligence) and technical skills and abilities. • An effective performance management process enables managers to evaluate and measure individual performance and optimize productivity by: o Aligning individual employee's day-to-day actions with strategic business objectives; o Providing visibility and clarifying accountability related to performance expectations; o Documenting individual performance to support compensation and career planning decisions; o Establishing focus for skill development and learning activity choices; o Facilitating early resolution of complaints or issues; o Distinguishing between good and poor performance; o Recognizing and rewarding top performers; o Identifying organizational career paths; and, o Delivering regular relevant job feedback.[17]
Recommendations (How the State can address the Causes)	**Increase leadership capacity to lead diverse teams.** • Relaunch and rebrand performance management at the State and provide mandatory training on conducting reviews and giving feedback. • Create a leadership education track modeled after Tennessee's that focuses on developing leadership skills such as EQ, employee development, coaching, feedback, etc. with a specific focus on leading diverse teams. • Include leadership skills/training focused on leading diverse teams as requirement for promotion into leadership. • Create a User's Guide for Performance Reviews consistent with the OMB "*Users Guide for Merit Systems Hiring*" that includes a section on tips to remove bias from performance reviews. • Conduct leadership 360-degree reviews to assess managers' abilities for leading diverse teams and hold leaders accountable for developing and implementing an action plan to address any gaps. **Increase growth opportunities for diverse employees.** • Create a rotation program for diverse employees to work or detail on other teams or Agencies/Departments. • Expand the mentoring program to focus on participation and issues experienced by women, POC, and other underrepresented groups and develop a reverse mentoring program for women and POC and other underrepresented groups. • Create training and education tracks. • Establish Employee Resource Groups for race, gender, sexual orientation, disability and other groups as needed to provide development opportunities, discuss ways to navigate the culture, work on specific Agency program/service challenges impacting their community, etc. **Increase accountability.**

[17] https://www.successfactors.com/en_us/lp/articles/optimize-performance-management.html#

Performance Management	
	• Remove automatic "meets expectation" rating in the system and require all supervisors and managers to enter a rating for all employees. • Require all State leaders to conduct a minimum of two formal performance review discussions and quarterly informal performance discussions. • Require all ratings have a written justification. • Link recognition and reward (e.g., paid days off or telecommuting) to performance and assess the equity of rewards and recognition. **Utilize technology to collect and monitor performance reviews.** • Share internal technology used by some Departments to collect performance reviews. **Engage employees in performance management process.** • Require all employees to complete Individual Development Plans to be reviewed, agreed-to, and filed during performance discussions.

Promotions and Reclassifications

A promotion is the advancement of an employee from one job position to another that often results in a higher salary range, a higher level job title, and, more and higher level job responsibilities. A promotion impacts pay, authority, responsibility, and the ability to influence broader organizational decision making. Furthermore, a promotion raises an employee's status, which is a visible sign of esteem from the employer. Positions substantially alike in duties and responsibilities and requiring essentially the same knowledge, skills and abilities should be grouped into the same class and pay grade. Reclassifications occur if a significant change is made in the duties and responsibilities of a position, or if there is an alleged position classification or reclassification error. Reclassifications are promotions although they are not made through a competitive process as are traditional promotions. In many instances they are used to achieve the same desired outcome, compensation increase, of a traditional promotion.

A fair promotion process, similar to the hiring process, is vital to having a diverse workforce at all levels. If a diverse pool of talent is not considered for promotional opportunities, then logically, the likelihood of promoting candidates that represent the diverse talent pool diminishes. Further, promotions and reclassifications can impact compensation.

Finding: There are aspects of the State's promotion process that may filter out diversity and are not inclusive.

Data Analyses

Three years of promotions data were examined: 2014, 2015, and 2016.[18] Promotions of all kinds were included in these analyses, including reclassifications into a higher pay grade. The purpose of these analyses was to answer the following question: are employees of one gender, racial/ethnic, or age-based group more likely to be promoted than employees of a comparison group?

The Appendix contains the detailed results, including Gender, Race/Ethnicity, and Age results by Pay Grade Band, Department/Agency, and year. Overall, White employees were significantly more likely than Black employees to have received a promotion between 2014 and 2016. There were no significant differences in promotion rates for White compared to Asian or White compared to Hispanic employees. Men were more likely than women to be promoted during this same time period. A few Departments/Agencies showed no significant gender differences in promotion rates. Likewise, men were more likely to be promoted during this same time period. A few Departments/Agencies showed no significant gender differences in promotion rates. All Departments/Agencies had at least one instance of adverse impact and/or statistically significant differences favoring White employees over one or more POC groups.

Results by Pay Grade Bands were notable. POC and female employees were promoted at significantly lower rates (compared to White and male employees) within Pay Grade Band 1-8. But in the higher Pay Grade Bands, most of these differences disappeared and promotion rates were equitable between Gender

[18] Data for a given year ran from July 1 of the previous calendar year through June 30 of that year. Specifically, 2014 = 07/01/13 – 06/30/14, 2015 = 07/01/14 – 06/30/15, and 2016 = 07/01/15 – 06/30/16.

and Race/Ethnicity groups. This pattern is consistent with findings across many public and private sector organizations. Specifically, it is difficult for women and POC to be promoted early in their careers, but those who make it past those early-career barriers eventually get to a level where their chances of being promoted are comparable to those of their peers.

It was especially hard for women and POC to get promoted within Pay Grades 1-8.

Women and POC who made it past Pay Grade 8 were promoted at similar rates to White men at Pay Grades 9+.

STATE EMPLOYEE: How likely was I to be promoted 2014-2016?

- 23.5 to 23.7% if you are White or Hispanic
- 19.1% if you are Asian
- 17.6% if you are Black
- 25.3% if you are male
- 18.5% if you are female

How consistent are the race findings?

- Consistent 2014-2016 favoring Whites for DNREC and DOS
- Mixed results for DHSS, DOC, DOT, DSCYF
- Worst at Pay Grades 1-8, then equitable at Pay Grades 9-21

How consistent are the gender findings?

- Consistent 2014-2016 favoring men for DELDOT, DSP
- No gender differences for DHSS, DSCYF, DOL, DOS, DSHS, OMB
- Mixed results for DNREC, DOC, DTI
- Worst at Pay Grades 1-8, then equitable at Pay Grades 9-21

Promotions and Reclassifications		
Finding: There are aspects of the State's promotion process that may filter out diversity and are not inclusive.		
Causes (Evidence that the policy, practice, or structure is filtering out diversity)	Policy	• The Reclassification process is intended to capture changes in a particular position; however, the process is viewed as a means to promote employees without competition. • Position reclassifications are perceived to be rare and the process to obtain is arduous. • Some managers have tapped into ability to reclassify positions as a work around given there are limited promotions or reward for good performance. • Outside of reclassification or career ladder the only way someone can be promoted is when there is a vacant job. • If an employee is on a career ladder, the requirement is the employee meets a set of requirements before they are able to move internally. • If an employee is not on a career ladder, it is harder to move internally and specific experiences can be provided to allow for growth.
	Practice	• Some employees receive temporary promotions (e.g., acting in roles, etc.), which give these employees an advantage because the employee has realized the required experiences. • The State's workforce has shrunk, particularly through attrition, and employees are doing more and different jobs, however there is not a mechanism to reward or recognize this and promotions and job reclassifications are exceptional.

Promotions and Reclassifications		
		• It is perceived that too many people are often qualified for promotions so HR and the State identify ways to evaluate qualifications to filter talent and which are often biased.
	Structure	• There does not seem to be a Statewide, formal structure or path for promotions.
Notable Quotables	• *"I don't think [promotion] is based on looks or race but sometimes it seems to be based on connection. Old cronyism. If cronyism started with one race it continues. African American and Caucasian – it continues and I have seen it go both ways."* • *"My white colleagues got the promotion within the two year mark, but its three years and still nothing for me and my other African American colleague."* • *"State of Delaware as an employer is very cliquish and you need to be visible and then your name gets floated for opportunities, which could help when going for a promotion."* • *"There are not many opportunities anymore. You must know someone to advance. If you are outspoken, voice your opinion, you won't advance."* • *"Promotions have a lot to do with how much your supervisor likes you."* • *"Employees are frustrated by their inability to be properly reclassified, to be properly rewarded for their work, to have career advancement, to fill positions when staff leave, and to not be able to get a raise in 10 years."* • *"If applying for promotion in the State, you're often asked for the last three performance reviews and often the person can't give them to the hiring manager because there hasn't been any."* • *"A position in one Agency will give $15k more than same position in another Agency. OMB allows them to classified that way."* • *"The career ladder is one mechanism [to advance] but it is far easier to go outside and get a position rather than follow career ladder because there is a big process. You have to create a big package and write an essay."* • *"I dad one critical person that it took 5 years to get a reclassification."* • *"OMB may second guess what is written [for reclassification] because they don't know our specialized work."* • *"Takes an act of God to get a job reclassified with HRM."* • *"When Divisions/Departments put in for a reclass for a small group of staff, there is a legitimate reason for doing so...the staff is performing duties and responsibilities beyond their current job duties without the proper compensation. It is only fair to the staff that the suggestion be taken seriously and considered because it has been thoroughly researched and quantified by the Division. When it is not taken seriously or considered, it is unfair and causes ill feelings, low morale, chance of grievance, and loss of talented individuals from that unit when they are truly needed for the Division to survive."*	
Effects (The impact of the "evidence" or cause)	• In a State where people believe relationships matter, people do not believe the reclassification or promotion process is fair and believe that it is based more on relationships than merit. • Employees can feel stagnated and stuck in specialist roles limiting their ability to move within their Agency and across Agencies. • Leaders perceive there is limited incentive or mechanism to retain good employees without more opportunities for reclassification or promotion. • Most performance is manufactured (e.g., assigned a special project, accompany manager to a special meeting) rather than achieved.	

Promotions and Reclassifications	
	• Overly educated and qualified people may be in lower level positions and underutilized
Standards (How the process should operate to support AA/EEO/D&I, and D&I best practices)	• Merit rules: o 10.4 Promotion. Candidates selected for promotion shall meet the position's job requirements. Vacancies shall be filled by promotion wherever practical and in the best interest of the classified service. Consideration shall be given to qualifications, performance record, seniority, conduct and, where applicable, the results of the screening and ranking process. o 18.5 Grievances about promotions are permitted only where it is asserted that (1) the person who has been promoted does not meet the job requirements; (2) there has been a violation of Merit Rule 2.1 or any of the procedural requirements in the Merit Rules; or (3) there has been a gross abuse of discretion in the promotion. o 3.3.3 Movement from one level to another within Approved Career Ladders is a promotion, not a reclassification. o 3.1 The Director shall establish and maintain a method of classifying and reviewing all positions. Positions substantially alike in duties and responsibilities and requiring essentially the same knowledge, skills and abilities shall be grouped into the same class and pay grade. o 3.2 Employees may be required to perform any of the duties described in the class specification, any other duties of a similar kind and difficulty, and any duties of similar or lower classes. Employees may be required to serve in a higher position; however, if such service continues beyond 30 calendar days, the Rules for promotion or temporary promotion shall apply, and they shall be compensated appropriately from the first day of service in the higher position. o 3.3 If a significant change is made in the duties and responsibilities of a position, or if there is an alleged position classification or reclassification error, the position shall be reviewed and be reclassified if justified, in accordance with procedures established by the Director consistent with the Budget Act. o 10.4 Promotion. Candidates selected for promotion shall meet the position's job requirements. Vacancies shall be filled by promotion wherever practical and in the best interest of the classified service. Consideration shall be given to qualifications, performance record, seniority, conduct and, where applicable, the results of the screening and ranking process. o 18.5 Grievances about promotions are permitted only where it is asserted that (1) the person who has been promoted does not meet the job requirements; (2) there has been a violation of Merit Rule 2.1 or any of the procedural requirements in the Merit Rules; or (3) there has been a gross abuse of discretion in the promotion. • At Duke Energy, managers and HR representatives identify slates of potential successors for specific positions through a process that helps ensure objectivity. Managers submit a list of candidates for designated positions. HR analyzes the suitability of designated successors for a position based on matching the detailed position profile and the candidate's talent profile. Then HR runs a query for alternative qualified successors based on the position profile, and candidates from both lists are considered in all talent reviews. The goal of this effort is to ensure the successor slate

Promotions and Reclassifications	
	includes only viable candidates and that all qualified candidates are being included, even those not known to the hiring manager.[19] • The company CEMEX created a data-driven tool that helps identify the best-qualified set of candidates for open leadership positions. It assesses four major families of factors in a leader's profile — knowledge, experience, performance and potential, and personal profile — all weighted to reflect the relative importance of each factor for successful performance at a specific level. These leader profiles are created through a rigorous process that includes a 360-degree review, a performance and potential assessment, a personal-profiling exercise, and an emotional intelligence (EQ) test. Every leadership position has a position profile that details the requirements for success, developed in part from an interview with the incumbent. By matching leader and position profiles, the tool performs a very sophisticated fit analysis of candidates for open positions. A valuable aspect of this tool is that it allows CEMEX to conduct real-time succession planning. All of this information is contained in a database and run off of a search engine. Just enter a position title, and the system will identify the currently most qualified successor candidates throughout the organization.[19] • Managers should not only seek to fill a "seat" when promoting (or hiring) but focus on rounding out a team – what are the team dynamics that are needed? • In an organization where inclusion is built in, temporary positions/task forces/special projects are rotated to different "go to people". • If the noble cause is why you are here, having better outcomes around what you do should be motivation enough.
Recommendations (How the State can address the Causes)	**Increase collection and use of data and data analytics.** • Conduct workforce planning to forecast open positions. • Create technology-enabled tool similar to Duke Energy or CEMEX to assist with objective evaluation of candidates for promotions: o Create a detailed leadership position profile – details the requirements for success, developed in part from an interview with the incumbent; o In partnership with employees, require managers and supervisors to create a candidate's talent profile for all team members; and, o Conduct an assessment of knowledge, skills, abilities, education levels, etc. of current leaders and employees, particularly in hard to fill jobs, to establish/validate what it means to be qualified. • Conduct an assessment of the criteria used to make selection decisions to evaluate their validity for predicting job performance. • Conduct job analysis for all jobs above pay grade 8 with the goal of simplifying and removing any requirements that are not relevant or required (e.g., past experience in the role). **Focus on requirements.** • Equally weigh subject matter expertise and leadership requirements. • Review career ladder path to ensure requirements rather than biases by Agency HR, EEO Specialist, and D&I Officer (TBD).

[19] https://hbr.org/2013/08/a-fairer-way-to-make-hiring-an

Promotions and Reclassifications	
	Update merit rules to expand the pool of candidates. • Include outside candidates for job vacancies when the promotion pool does not represent a diverse slate. **Prepare candidates for the promotion process.** • Conduct learning sessions on what it takes to position an employee for promotion, focusing on leadership traits and abilities. • Rotate employees from the same job classifications from Agencies who over index minority and female representation to Agencies with chronic underrepresentation. • Create path for lateral movement for all positions, especially those without a career ladder, to gain experience, exposure, and opportunity across the State. **Increase accountability and objectivity in the promotion process.** • Require diverse slates for all promotions pay grade 8 and above. • Before making a decision in which you must compare one team member to another, share performance-only details with a third party who does not know the team members.

Rewards and Recognition

Rewards and recognition are incentives offered in exchange for work performance and to highlight employees who demonstrate high levels of performance. Rewards and recognition are an important part of an employee's experience as it indicates what the organization values. When D&I performance, or high performance in general, is not properly rewarded or recognized it can serve as evidence to employees that it is not important.

Finding: Current rewards and recognition programs and processes do not motivate inclusive behaviors and high performance.

The State does not collect data on rewards and recognition. Therefore no data analyses were conducted.

Rewards and Recognition		
Finding: **Current rewards and recognition programs and processes do not motivate inclusive behaviors and high performance.**		
Causes (Evidence that the policy, practice, or structure is filtering out diversity)	Policy	• There is no merit rule regarding rewards. • No evidence to indicate recognition program (e.g., leave with pay) is inconsistently applied.
	Practice	• Employees are largely unaware of the Statewide recognition programs, and for those that are aware, the programs do not motivate higher levels of performance. • Local Agency/Department recognition occurs inconsistently across the State. • Some managers reported purchasing food or other forms of recognition out of pocket. • The limited rewards and recognition cited by employees are perceived to be distributed based on favoritism rather than merit.
	Structure	• There does not seem to be a no formal structure for who receives rewards and recognition.
Notable Quotables	• *"Because of limited budgets for recognition, Departments in our area pay for our own recognition events and then the cost responsibility is rotated among Departments. Ridiculous!"* • *"I can receive multiple recognition awards and still receive no raise."* • *"Most recognition is leader-dependent; therefore it is inconsistently practiced."* • *"What rewards? What recognition? No recognition from the Department leadership or my direct supervisor."* • *"Leadership is not role modeling these programs. They don't dedicate the appropriate time to really look at their team and value their individual contributions. The same employees are always recognized. Favoritism."* • *"Had my 10 years in April but still waiting for recognition pin in November."*	
Effects (The impact of the "evidence" or cause)	• There is limited opportunity or mechanisms to create a positive work environment, improve employee morale, and motivate high performance.	
Standards (How the process should operate to support	• 5.5.3.5 [Leave without pay] As part of a recognition program approved by the Director, not to exceed 7.5 hours (37.5 hour weekly schedule) or 8 hours (40 hour weekly schedule) per award. Such leave must be used within 1 year of being awarded and is not subject to cash payments.	

Rewards and Recognition	
AA/EEO/D&I, and D&I best practices)	• "Seven out of 10 employees who report they've received some form of appreciation from their supervisors say they're happy with their jobs. Without that recognition, just 39% say they're satisfied."[20] • Rewards and Recognition programs are key to building employee engagement. • Well designed recognition and reward programs need to be communicated and promoted regularly. • A Reward and Recognition program is most effective when it reinforces important organizational values and goals.
Recommendations (How the State can address the Causes)	• Create a committee to develop a Reward and Recognition program for D&I performance.

[20] https://www.psychologytoday.com/blog/mind-the-manager/201512/new-research-shows-exactly-why-employee-recognition-matters

Complaint and Grievance Process

A complaint is an informal communication of dissatisfaction made to a supervisor or manager. A grievance is a formal way to resolve a complaint or dispute and the process involves a prescribed order of events for presenting and settling them. Dissatisfaction, conflicts, complaints, and disputes are normal and, for the most part, unavoidable. They are not necessarily negative and if utilized correctly, can be used to gauge policies, practices, and manager/supervisor effectiveness and facilitate change to create a more inclusive environment and address perceptions of unfairness.

It is important for employees to have a forum to communicate issues or complaints and managers/supervisors who are skilled at addressing them in a constructive and effective manner to prevent small disagreements or issues from developing into more serious grievances. This demands good working relationships in which employees and managers can openly and honestly discuss differences and address them amongst themselves. The more diverse the employee and manager, the more difficult building these relationships and having these discussions can be perceived.

Although not the only reason, a result of differences in perceptions of fairness, lack of relationships between managers and supervisors to resolve differences, and an ineffective complaint and grievance process can be employee separation. Data analyses was conducted to assess whether there are differences by group in voluntary and involuntary separation from the State.

Finding: Instead of exercising sound leadership and management principles, leaders, managers, and employees use employee relations and the grievance process to address workplace challenges.

Data Analyses

Grievances

Grievance data were examined for 2014 through 2016. The purpose of these analyses was to answer the following question: are employees of one gender, racial/ethnic, or age-based group more likely to file a grievance than employees of a comparison group?

Overall, female employees were less likely to file grievances than male employees. Similarly, POC and Black employees were more likely to file grievances than White employees. Detailed results including breakdowns by Department/Agency are included in the Appendix.

Men and POC filed grievances at higher rates than did women and White employees.

STATE EMPLOYEE: How likely was I to file a grievance, 2014-2016?

- 5.7% if you are Black
- 2.9% if you are White
- 5.1% if you are male
- 2.3% if you are female

How consistent are the race findings?

- Black employees filed more grievances than White employees, consistently across departments
- Asian and Hispanic employees filed more grievances than White employees, in some departments but not others

How consistent are the gender findings?

- No gender difference for DOC
- Men filed more grievances in DHSS, DOT, DSCYF

Discrimination Complaints

Discrimination complaint data were examined for FY2007 – FY2016. Detailed results in the Appendix show the proportion of closure actions that occurred for each gender, racial/ethnic, and age-based group based on the discrimination complaints filed by each group.

Among the 3,586 complaints filed by POC employees and the 1,946 complaints filed by White employees, a greater proportion of complaints by POC employees resulted in findings of no cause, while a greater proportion of complaints by White employees reached a settlement or agreement to withdraw with benefits. Fairly similar proportions resulted in administrative closure, and very small proportions in both groups resulted in conciliation failure (POC = 0.98%, White = 1.85%) or successful conciliation (POC = 0.47%, White = 0.62%).

Disciplinary Actions

Disciplinary action data were examined for 2014 through 2016. The three most common disciplinary action classifications (absenteeism, policy violation, and unacceptable/inappropriate conduct) were assessed separately.

In the Appendix, detailed results are presented overall and by Department/Agency, year, and disciplinary action type. The purpose of these analyses was to answer the following question: are employees of one gender, racial/ethnic, or age-based group more likely to receive a disciplinary action than employees of a comparison group?

Overall, female employees were more likely than male employees to receive a disciplinary action for absenteeism, whereas male employees were more likely to receive a disciplinary action for a policy violation. Overall and for every discipline type within every Department/Agency, POC and Black employees were more likely to receive disciplinary action than White employees.

Black and Hispanic employees were significantly more likely to receive disciplinary actions than were Asian or White employees.

Action types were most often absenteeism for women and policy violations for men.

STATE EMPLOYEE: How likely was I to receive a disciplinary action, 2014-2016?

- 4.1 to 5.3% if you are Asian or White
- 9.3% if you are Hispanic
- 15.2% if you are Black
- 7.3% if you are female
- 8.8% if you are male

How consistent are the race findings?

- Highly consistent patterns across departments and discipline types (absenteeism, inappropriate conduct, policy violation)

How consistent are the gender findings?

- In most departments, women were more likely than men to receive disciplinary action for absenteeism
- Across departments, men were consistently more likely than women to receive disciplinary action for policy violation

Separations

Separation data were examined for 2014 through 2016. The analysis population was comprised of all Executive Branch employees, excluding Casual/Seasonal employees. The purpose of these analyses was to answer the following question: are employees of one gender, racial/ethnic, or age-based group more likely to separate than employees of a comparison group?

Analyses were conducted separately for three types of separation: voluntary, involuntary, and retirement. The Appendix provides detailed definition of these categories as well as detailed results. Overall, female employees experienced greater voluntary separations than male employees; the percentages of involuntary separations and retirement were comparable. POC racial/ethnic groups experienced greater voluntary and involuntary separations than White employees, whereas White employees retired at a greater rate than POC employees.

Voluntary Separation

POC, particularly Black employees, opted to leave DE Executive Branch jobs at higher rates than White employees.

Women left at higher rates than men.

STATE EMPLOYEE: How likely was I to voluntarily leave State employment, 2014-2016?

- 14.6 to 14.8% if you are White or Asian, 16.8% if you are Hispanic
- 19.8% if you are Black
- 13.8% if you are male
- 18.5% if you are female

How consistent are the race findings?

- Statewide, highly consistent 2014-2016 and at all Pay Grades
- White-POC comparable for DHSS, DSHS
- Higher voluntary separation for POC at DOE, DNREC, DOL, OMB, DSCYF, DOT

How consistent are the gender findings?

- Highly consistent 2014-2016 and at all Pay Grades
- No gender differences for DHSS, DSHS, DOE, DOS, OMB, DSCYF, DOT
- Higher voluntary separation for women at DNG, DNREC, DOL

Involuntary Separation

People of Color were about twice as likely as White employees to leave Executive Branch jobs involuntarily.

Asian, Black, and Hispanic groups were all involuntarily terminated at higher rates than Whites.

STATE EMPLOYEE: How likely was I to involuntarily leave State employment, 2014-2016?

- 3.8% if you are White
- 7.5% if you are a Person of Color
- Comparable whether you are male or female

How consistent are the race findings?

- Highly consistent overall, 2014 to 2016 and at all Pay Grades
- White-POC comparable involuntary separations for DOS, DHSS
- Higher involuntary separation for POC vs. White employees at DOC, DNG, DSCYF, DOT

How consistent are the gender findings?

- Fairly consistent overall, 2014 to 2016 and across Pay Grades
- Gender differences in some departments and years, favoring females in some cases and males in others

Complaint and Grievance Process		
Finding: Instead of exercising sound leadership and management principles, leaders, managers, and employees use employee relations and the grievance process to address workplace challenges.		
Causes (Evidence that the policy, practice, or structure is filtering out diversity)	Policy	• Merit rule 18.1 requires employees and their supervisors to meet and discuss employee claims of Merit Rule or Merit law violations prior to filing a formal grievance.
	Practice	• There is not a case management system in HR except for Labor Relations • The process as stated in the Merit Rules on the State's website is written with legal language making it somewhat difficult to understand. • The effectiveness of the grievance process is inconsistent across Agencies. • Grievance decisions result in limited written follow-up on the findings and rationale for the findings. • Rarely are complaints resolved between the supervisor/manager and employee before it becomes a formal grievance. • The Merit Employee Relations Board (MERB) mission focuses on timeliness rather than effectiveness *(The mission of the MERB is to provide timely disposition of Merit employee grievance and maintenance review classification appeals).* • There is no organization solely focused on protecting the employee unless the employee retains individual outside counsel. Therefore the grievance becomes adversarial and a legal issue quickly. • Not every leader goes through HR when imposing an action. • Some employees are unaware that Employee Relations is a resource for assistance; Employee Relations does not investigate at the Agency level. • There is under-reporting of complaints and grievances because the aggrieved employee must interact with the same individuals he/she works with and for in order to get the issue resolved, causing tension in the workplace and/or retaliation.
	Structure	• The MERB consists of five (5) Board members, including two (2) management representatives, two (2) labor representatives and a Chairperson, appointed by the Governor, with Senate approval, for a term of three (3) years, or until their successors are appointed. • The grievance process may differ somewhat from the State's "standard' merit grievance process under collective bargaining agreements, which add to the complexity of the process. • Most employees were unaware the Office of Anti-Discrimination (OAD) was a resource for them when there is a complaint of discrimination. • HRM, Agency HR, and OMB have limited interaction with OAD. • The specificity and scope of a Department's Complaint Procedures are inconsistent; some are incorporated into the Departments' Affirmative Action/Equal Opportunity Policies; some do not specify that the procedure applied to applicants as well. (Note: Outside applicants may not grieve under the merit rules. If an outside applicant has a formal complaint of discrimination, it would need to be filed with OAD.)
Notable Quotables	• *"You don't have to be a card carrying genius to know that you have been discriminated against. I was going to file a claim and was told, 'You might win but you will never work for the State of Delaware again.' With that understanding, there are those who have legit grievances but won't challenge it because it will be a hollow victory."*	

Complaint and Grievance Process	
	• *"Those who are more outspoken tend to move up. Those who air their grievances tend not to."* • *"I think leadership is important. They should not allow alpha dogs and the loud voices to speak inappropriately and allow that person to say or do things that they do. You have some that come in late and don't receive the same repercussions."* • *"HR is there to protect the State and not the employee."* • *"In my Agency we have unions for higher and lower levels where they can call a union rep. But at my level we don't have a union. All we have is HR and they are standoffish. We don't have protection."* • *"Very quickly I saw how the culture was. A person with no related credentials was classified higher than me making $25k more by having a different title. When I raised the question, I was told to shut my mouth. I sent a letter to [Agency] and got something back explaining the pay grade. They denied me and concealed it. I got a lawyer and they settled."* • *"Merit grievance process, which is located in OMB, is weak. Merit employee review board (MERB) is located in Department of State. Employees can't get resolution even in their own Agencies and often dually file with DOL and EEOC."* • *"Most people are uninformed and feel that the process of grievance is stacked against them. There have been some people who have been successful in using the grievance process. Some resign instead of using the process."* • *"The focus should be on how does the employee problem get resolved at the lowest level so it doesn't advance through the formal grievance process? Focus on what is working in the process at the beginning and the middle versus always focusing on the end."* • *"Effectiveness of grievance process is dependent on the individual Agency. The initial processes start within complainant's own Agency and some Agencies do it better than others. They have resources and experience. There are time constraints and HRM could use more resources once it get to them."* • *"Unclear if employees in general understand their rights in the grievance process."* • *"There is no informal process to complain. Can you go above supervisor? No one knows how to do that. I know I can do a grievance but I have no clue how. People don't take the confidentiality serious. For example, a manager will get an "X is filing a grievance so heads up." No confidence that there will be no retaliation when you address an issue. I don't understand the process and I don't have faith in the process."* • *"Employees should have the ability to grieve without retribution. The person you are complaining against should not be on the panel. There should be independent advisory councils within each State agency with authority."*
Effects (The impact of the "evidence" or cause)	• In a fairly litigious organization the focus is on confrontation rather than discussing the issue and resolving it before it becomes a formal grievance; the default response to employee's concerns or objections is to formalize them via the grievance process versus discussing them with his/her supervisor informally as an attempt at resolution. • Ineffective dispute resolution creates challenging workplace relationships and can impact opportunity. • The MERB is perceived as protecting employment rather than the employee and HR and Labor Relations is viewed as protecting the State. • When a system is complex then employees are held hostage to it by the people who think they understand it. • Some employees are concerned about being labeled as a 'trouble-maker' and experiencing retaliation for using the grievance system.

Complaint and Grievance Process	
Standards (How the process should operate to support AA/EEO/D&I, and D&I best practices)	• The organizations with a best practice complaint or grievance process first encourages and supports resolving a complaint at the lowest level. The process is focused on understanding and supporting the interest of the employee and organization in the early stages. This requires supervisor/manager and HR competency with conflict resolution and negotiation. • Colgate University utilizes an Equity Grievance Process for Resolving Complaints of Harassment and Discrimination which includes an Equity Grievance Panel (EGP) with members representing diverse roles and functions. Members of the EGP are trained in all aspects of the grievance process: o To provide sensitive intake and initial counseling of complaints, o To serve in a mediation role in conflict resolution, o To investigate complaints, o To act as advisers to those involved in complaints, o To serve on hearing panels for complaints, and o To serve on appellate panels. EGP members also recommend proactive policies, and serve in an educative role for the community. The president in consultation with the associate provost for equity and diversity appoints the panel, which reports to the associate provost for equity and diversity.[21] • Employees will likely be more cooperative and productive if they know that their grievances will be taken seriously by the employer and there is the opportunity for an independent party to assist in resolving the dispute if it cannot be resolved at the workplace.[22] • Merit Rule 18.1 - To promote positive working relationships and better communications, employees and their supervisors shall informally meet and discuss employee claims of Merit Rule or Merit law violations prior to filing a formal grievance. Merit employees have the right to use this grievance procedure free of threats, intimidation or retaliation, and may have union or other representation throughout the process.
Recommendations (How the State can address the Causes)	**Implement a Mediation Program.** • Re-launch the Mediation Program. • Train HR and/or EEO professionals on mediation. • Incorporate mediation into merit rules. **Establish objective process specifically for D&I issues or concerns** • Assess whether instituting an Equity Grievance Process and Panel (EGP) focused on addressing complaints regarding discrimination is appropriate for the State. • Require D&I training and education for MERB members. • Ensure the Equity Grievance Panel includes diverse members representing leaders and employees from across the organization. **Update step 1 of the grievance process to require a meeting with the employee, supervisor and a mediator.** • Identify mediators as a shared service from across the State

[21] http://www.colgate.edu/offices-and-services/deanofthecollege/biassexualmisconductresources/equitygrievanceprocess#II
[22] https://www.fairwork.gov.au/ArticleDocuments/711/Effective-dispute-resolution-best-practice-guide.pdf.aspx.

Complaint and Grievance Process	
	• Require mediators be from another Agency than the employees/manager/supervisor with the issue. **Standardize HR roles and responsibilities for communicating and supporting employees throughout the process.** • Gather a diverse group of HRM and Agency HR to develop new process. • Require HR to meet and communicate with/coach the aggrieved employee regarding the findings. • Ensure that the findings letter includes an appropriate level of transparency so that employees understand the rationale for grievance decisions. • Require HR to meet and communicate with/coach the manager/supervisors who have disproportionate number of complaints or grievances. **Rebrand, communicate, and market the Employee Relations role at the informal complaint stage.** • Create a communication campaign that highlights when and why an employee can use Employee Relations. • Consider making the branding an internal "competition" where the winner is rewarded and recognized. • Monitor the use of Employee Relations to ensure staffing and resources meet the demand. **Collect information on grievances and complaints and analyze trends by demographics.** • Collect and track usage of mediation, Employee Relations, and the grievance process for trends. • Use Federal Government Form 462 as example template for data collection.[23] **Increase capacity of Managers/Supervisors to address informal complaints before they become formal grievances.** • Provide training, education, and coaching for managers/supervisors on building relationships and providing feedback across differences. • Require managers/supervisors document complaints employees have regarding fairness and D&I. **Create a Statewide electronic case management system for complaints.** • Use Labor Relations case management as a best practice for implementing a case management system. • Ensure the system collects and tracks demographic information.

[23] https://www.eeoc.gov/federal/form462/

VIII. Organizations in Place at the State Tasked With Implementing and/or Supporting D&I

The primary organizations in place at the State tasked with implementing and/or supporting D&I are Human Resource Management (HRM), Agency Human Resources (HR), the Governor's Council on Equal Employment Opportunity (GCEEO), and the Office of Anti-Discrimination (OAD). These groups face challenges with advancing or supporting D&I.

Human Resource Management (HRM) and Agency Human Resources (HR)		
Finding: **The complexity of the HR system and placement of HRM impacts HR professionals' ability to be effective and efficient.**		
Causes (Evidence that the policy, practice, or structure is filtering out diversity)	Policy	• The OMB/HR Beliefs and Principles and its Management Principles documents states *"…Achieving excellence in human relations is simply a matter of respect for the individual regardless of their protected class"* and *"…Respect for the individual regardless of their protected class is paramount."* • The majority of the policies on the OMB/HRM website are compliance focused.
	Practice	• HR is perceived as transactional and non-essential rather than a strategic priority. • HRM and Agency HR are not delivering strategic, well-coordinated, and standardized EEO/AA/D&I solutions. • Agency HR can create processes and approaches independently without other Agency HR or HRM's input.
	Structure	• HRM is a division within OMB. • Currently D&I is the responsibility of HRM. Given HRM's organizational placement as part of OMB and the prevailing perception of HRM, D&I is not consistently viewed as a State priority. • HRM and Agency HR are not organizationally positioned to hold the organization accountable for EEO/AA, and D&I. • The perception is that human capital concerns are not cabinet and leadership priorities. • Agency HR's organizational positioning impacts engagement with HRM and other Agency HR professionals. • There are three people focused on EEO and two focused on recruiting at the State level. • EEO is managed by someone in HR organization within the Agency who also holds another full time role.
Notable Quotables	• *"Lovely people [in HRM], but merit rules are complex and make for a lack of opportunity for growth in one's career. They are very antiquated. Rules are applied differently to different people by HR."* • *"I'm a merit employee but I am NOT aware of the merit process."* • *"Merit rules are applied inequitably. If you're in a clique, no merit rules; but if you're not in a clique, get merit rules email. Merit rules stick to you for certain times."* • *"Problem people stay on and get protection under the merit system. It can be frustrating for those of us who do our job. HR does not support you in these incidents."* • *"There are lots of Merit Rules. Though it could be a fair way to hire, review, promote and discipline. The issue is that some of the rules are applied arbitrarily like who is minimally qualified."* • *"No HR voice at the cabinet level any longer."*	

Human Resource Management (HRM) and Agency Human Resources (HR)	
	• *"Centralization would make things more consistent, cohesive and might even eliminate positions."* • *"HRM is very ivory towered and only look at themselves for major changes. They don't collaborate with Agency HR when rolling out major changes to the entire State."* • *"We have a lot of work we [in Agency HR] have to do that has to go through them [HRM] and they go slow. They don't understand our challenges and it never seems like there is a sense of urgency."* • *There is a level of harassment that goes on. Was told I need to document the harassment I was experiencing. I made an appointment with HR but I did not want to sign in because I was concerned about confidentiality, but was told I had to. My Director called me immediately afterward on my cell. There was a leak."* • *"As to Agency HR, most employees don't trust internal HR departments in Agencies. They believe HR works for management and not the employee."* • *"Hard to be comfortable at work when my supervisor has HR on speed dial. My supervisor has an insider person to talk to. Even when you are not doing anything wrong… you are walking on pins and needles."* • *"The rule, is the rule, and should be the same for everyone. HRM should help to State to be consistent. Across all the Agencies it varies."* • *"HRM is not always fair. Sometimes it is political."* • *"I work with them [HRM] all of time. It feels like they are specialists. They only work on one thing. They don't understand our challenges in HR in the Agency. Our day is a variety of things not just one thing."* • *"There is rigidity in budget and micromanaging from OMB and HRM. The State loses the ability to be flexible and instead focuses only on saving money. OMB and by extension HRM want to control everything."* • *"[Agency HR] needs to be educated on definitions and liability issues when it comes to EEO (sexual harassment) complaints. They have blown off serious complaints (more than once) because they didn't understand federal definitions and they didn't do their research on Supreme Court Hearings. Human Resource should be the experts on this matter...and they don't seem to have a clue. For example, an employee was watching porn on his cellphone while working and while sitting next to a female employee...who could hear the sounds coming from the cell phone...on a daily basis...she quit because she was so disgusted....he was only given 3 days suspension...and he's trying to fight his discipline...and he will probably win. The [HR rep] said that it did not meet the definition of Sexual harassment, therefore it's not a SH complaint. Sounds a lot like a hostile work environment."* • *"When you have managers that are related to HR that are related to all areas you have nowhere to go."* • *"The current atmosphere in [Division] is one of fear and distrust. Human Resources has done nothing to get to know the staff. Instead, the feeling is that they have accepted the narrative reported in the [news] without actually getting to know anyone. I have never seen the HR admin or [leadership] downstairs in getting to know the staff and finding out about the work that they actually do. This must change."*
Effects (The impact of the "evidence" or cause)	• Use of *"regardless"* in the State's policies indicates the goal is to ignore differences rather than leverage or see benefits in differences; this relegates D&I to a compliance-only requirement rather than a strategy to achieve the State's mission. • HR practices are not standardized across the State thereby creating an inconsistent employee experience across the State.

Human Resource Management (HRM) and Agency Human Resources (HR)	
	• Priority for resources is placed in other parts of HRM leaving limited resources for recruiting and EEO. • Some employees perceive the budget being OMB's priority rather than people and that the "people message" is filtered through the budget concerns first. • Some HRM and Agency HR employees report an "us vs. them" sentiment operating between the two groups impacting collaboration, engagement, sharing of best practices, and leveraging economies of scale to develop the best solutions for all State employees. • Many within HRM view themselves as delivering service the best way they can with the resources and funding it has. • OMB and HRM are viewed as bureaucratic, lack speed, and not invested in supporting Agency HR. • HRM and Agency HR are seen as traditional, transactional, reactionary, and compliance-oriented.
Standards (How the process should operate to support AA/EEO/D&I, and D&I best practices)	• HR is a separate function. • D&I as a function is not a part of HR; D&I has its own dedicated resources required to implement a D&I strategy internally and externally (workforce, workplace, and marketplace). • HRM, in collaboration with Agency HR, should develop and provides standard solutions across the employee lifecycle (e.g., recruiting for talent) that are implemented across the organization. Agency HR should be able to tailor the plan (e.g., how and where to recruit for specific jobs) to meet the needs of their specific Agency's mission. • The majority of private companies have a Chief Human Resource Officer or equivalent as a member of the executive team, reporting directly to the Head of the organization. • High-impact HR organizations that focus heavily on HR shared services, common people management systems and HR programs establish both enterprise standards and models for practices, such as: sourcing, recruiting, onboarding, development, performance management, leadership assessment and executive development.
Recommendations (How the State can address the Causes)	• Remove HRM from OMB and create Cabinet level position for HR (Chief Human Resources Officer). • Standardize HR practices and procedures and create opportunities to leverage the workforce to assist in creating innovative solutions to challenges across the employee life cycle. • Increase capacity of HR professionals to operate as business partners. • Increase resources for EEO and recruiting.

The Governor's Council on Equal Employment Opportunity (GCEEO)		
Finding: The GCEEO was not designed and is not positioned to drive D&I change.		
Causes (Evidence that the policy, practice, or structure is filtering out diversity)	Policy	• GCEEO efforts are primarily focused on EEO/AA and less so on D&I. • As a Council, the GCEEO wasn't established to be a permanent resource to address D&I at the State.
	Practice	• The establishment of GCEEO as a body to monitor and evaluate the Executive Branch Agencies' compliance with Executive Order 8 is a best workplace practice. • There seems to be a lack of Statewide D&I strategy or measurement system beyond EEO-4 occupation analyses. • The GCEEO does not seem to have interactions or influence beyond specific Agency representatives. • GCEEO does not seem to have the capacity or authority to enforce interventions to address D&I issues within Agencies.
	Structure	• The GCEEO reports to the Governor, which is a best practice.
Notable Quotables	• *"GCEEO role is limited. It is advisory. I just think we should have more enforcement. All we can do is make strong recommendations. We are primarily serving to advise the governor. We can go back to the divisions and ask how they have drilled down. Some agencies have come to us with the same stories for 20 years."* • *"There is diminishing interest from the governor on what the GCEEO reports. There was a time when the GCEEO had a direct meeting with the governor. He hasn't come to a council meeting in a long time."* • *"The trickle down was worse back in the day. It rarely went down to the divisions. The opposite is true today. A few folks from State HR attend the meetings. The good thing is they come to every meeting and the discussions take place."* • *"There is no accountability for the Departments if they fail to comply with GCEEO orders."* • *"There has been some conversation about considering moving from an executive order to some type of legislation that would include specific authorities."* • *"The GCEEO has limited resources, such as support staff and no budget."* • *"The summits the GCEEO held have been amazing and the attendance has grown over the years."* • *"I have no idea what GCEEO does. I hope they can have more authority to hold Agencies accountable, especially around the topic of pay and the pay grade system. Need to be consistent around pay and reclassifications of jobs."* • *"Half of the council are members of the State Human Relations Commission. That's a problem. They review and monitor State Government with no authority to do anything. The head of GCEEO is typically a cabinet member and meets with the governor and annually a report is issued to the governor. I'm not sure he reads it."* • *"GCEEO's recommendations are great but they have no authority. Why don't they have authority? Every Agency has to report to them every 3 years. It is a dog and pony show when the Agency reports to GCEEO. The goal is to do the dog and pony show very well so the GCEEO doesn't bother you. You don't want to be embarrassed."* • *"GCEEO looks at each agencies EEO report and makes recommendations. Each Agency is audited every 7 years. The reality is that [Agency] has been underrepresented in every category for years. Every year GCEEO looks at their reports, their goals, etc. and then the binders go on the shelf and nothing changes."* • *"The GCEEO is well-intentioned but superficial."*	

The Governor's Council on Equal Employment Opportunity (GCEEO)	
	• *"Think this recent Council has worked very hard to make it more meaningful. Not sure they have the resources for influencing."*
Effects (The impact of the "evidence" or cause)	• The Council provides an effective report of some Agency's D&I current state and action plans. • The lack of a Statewide D&I strategy or measurement system allows Agencies too much independence to determine their approaches, which may not be effective or appropriate. • The roles and responsibilities of leaders, managers/supervisors, and employees for implementing D&I is unclear. • Some Agencies continue to have chronic underrepresentation.
Standards (How the process should operate to support AA/EEO/D&I, and D&I best practices)	• An executive-level D&I council is usually chaired by the CEO or leader and focuses on internal and external D&I challenges and opportunities (workforce, workplace, and marketplace).[24] • New York has a Governor's Advisory Council on Diversity and Inclusion and a Chief Diversity Officer.[25] • Responsibilities for a Chief Diversity Officer include: o Create an overarching, strategic State approach and D&I strategy from a workforce, workplace, and marketplace perspective; o Working with Cabinet and Agency leadership to develop their D&I operational plans that enable the achievement of the State's plan; o Frequent monitoring of action or inaction of Departments and holding them accountable for progress on integrating D&I at the State; o Developing a diverse supplier base reflecting the State's workforce and community that supports innovative ways to deliver best-in-class services; o Developing strategies across the employee life cycle to find, develop, and retain talent; o Building community relationships to address specific citizenry needs; o Leading the development of training and education solutions based on D&I skill gaps; and, o Developing, monitoring, and enforcing a Statewide scorecard or measurement system that captures performance against the D&I strategy.
Recommendations (How the State can address the Causes)	• Create a Cabinet level Chief Diversity Officer position. • Transfer responsibilities and oversight of the GCEEO to the Chief Diversity Officer. • Define chronic under-representation and develop best practices to help Agencies address the problem.

[24] http://bestpractices.diversityinc.com/medialib/uploads/2014/09/Meeting-in-a-Box-Executive-Diversity-Councils.pdf
[25] https://www.governor.ny.gov/news/governor-cuomo-announces-actions-increase-diversity-state-government

The Office of Anti-Discrimination (OAD)		
Finding: The Office of Anti-Discrimination is unknown by majority of State employees and does not have sufficient resources to resolve complaints in a timely manner.		
Causes (Evidence that the policy, practice, or structure is filtering out diversity)	Policy	• The specificity and scope of the Agency Complaint Procedures varies. Reviews of 8 State agencies' Discrimination Complaint Procedures (DOC, DOE, DHSS, DSCYF, DNREC, DSHS, DOS, DOT, OMB) shows only three of the eight include an option to file a complaint with the Delaware Department of Labor in its complaint process. Of those three (DHSS, DSHS and OMB), OMB specifies that "employee or applicant has the right to file a complaint with" OMB or the Delaware Department of Labor (Labor Law Enforcement office, not the Office of Anti- Discrimination); the other two do not seem to specify an office. • The OAD is a resource for complaints regarding protected classes only.
	Practice	• OAD currently averages only three State employee cases per month with an expectation of closing a minimum of six active cases a month; in 2016, there were 885 cases from across the State of Delaware, which translates into 177 new cases per investigator, and 100 new cases per staff member. • The majority of State employees are unaware of OAD or that OAD was a resource to them, despite Executive Order 8. • Of those who had heard of OAD, most had learned of it in recent months due to recent press coverage. • OAD has a Mediation Program that is underutilized and has been reduced over the last decade. • The State is perceived as avoiding mediation, however this may be attributed to employees filing with OAD and a grievance at the same time. • A letter from OAD is generally to the employee sent saying "no finding" without contact with the complainant and Agency.
	Structure	• OAD has undergone organizational change over the last couple of years including separation from Labor Law Enforcement, staff and resource cuts, personnel changes and intense public scrutiny.
Notable Quotables	• *"The perception is that Human Relations Division does complaints and the same is true for Office of Anti-Discrimination. Generally the public doesn't know how Office of Anti-Discrimination serves the public. It has developed a reputation of a lack of trust. Many don't feel they have had due process through the Office of Anti-Discrimination and that one's experience depends on leadership in Office of Anti-Discrimination. Politics have overshadowed their process over recent years and what has happened in the past."* • *"There hasn't been a good enough job of communicating about Office of Anti-Discrimination to constituents and State employees,* • *"Filing a complaint with Office of Anti-Discrimination takes 6 to 9 months for determine a resolution. That kind of time becomes a major hurdle because State employee think that the Office of Anti-Discrimination has forgotten about them and their complaint."* • *"The Office of Anti-Discrimination typically doesn't go out and do fact finding with the individuals involved. They need to have all complaint processes be a fair and open process, clearly articulate and communicate what all parties can expect, enough staff to do what needs to be done, and a changed culture in the Agency."* • *"I have never heard of the Office of Anti-Discrimination."* • "As for Dept. of Labor, it appears to improve since new leadership has taken place. I'm hopeful it will continue to improve."	
Effects	• There are very few State-specific complaints filed with OAD.	

The Office of Anti-Discrimination (OAD)	
(The impact of the "evidence" or cause)	• Low awareness and lack of education on the use of OAD as a resource to resolve complaints. • Reduced use of OAD's Mediation Program.
Standards (How the process should operate to support AA/EEO/D&I, and D&I best practices)	• Executive Order 8: advise all State employees and applicants for State employment that any complaints of discrimination should be promptly reported to the State Equal Employment Opportunity/Affirmative Action Program Administrator and the Office of Anti-Discrimination of the Department of Labor. • The OAD's mission is to educate clients/customers/public on the employment discrimination claim process. • Sufficient communication with the Charging Parties. • Random case audits to ensure quality. • Well-trained and competent Investigators. • Complaints are brought to closure earlier. • Use of mediation to shorten time to resolution, save costs, and improve satisfactory outcomes.
Recommendations (How the State can address the Causes)	• Clarify and communicate the role of OAD to State employees. o Create communication plan that clearly outlines when and how an employee can use OAD and incorporate into all relevant/related material that outlines the complaint and grievance process. o Ensure OAD is listed on all relevant/related websites and materials as an option for employees as part of the complaint and grievance process related to discrimination. o Review all Agency/Department Complaint Procedures and amended them to accurately provide the OAD's name, address, phone and website. • Provide a confidential online portal where charging parties can access up to date information on the status of their claim. o Create or purchase technology that can be used by State employees and Delawareans so that each understands the status of their claims. • Identify a State-specific representative at OAD. o Designate a resource(s) within OAD that is responsible for only State grievances given State employees represent only a small percentage of all OAD cases. Given the minimal number of State employee cases, this position would handle other cases as well.

IX. Recommendations

The following recommendations and action plan are based on best practices in D&I from across the public and private sectors to address the findings identified in the Study and to position D&I as a mission enabler for the State.

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
The State has an employer value proposition that can be leveraged to improve D&I.	Leverage the value proposition by incorporating into recruiting collateral and messaging.	• Translate the positive benefits of working for the State into an employee value proposition. • Create recruiting collateral that reflects the State's diverse workforce and value proposition. • Include actions taken to address the Study findings to become more diverse and inclusive as part of the value proposition. • Train recruiters and individuals part of the recruiting process on the value proposition to position the State as an Employer of Choice.	July – Dec 2017
Human capital and D&I are not consistent priorities.	Identify and communicate Statewide mission/purpose, vision, and values in which D&I is a core component.	• Collect perspectives from the workforce and community regarding the Study. • Conduct Planning Session with Governor and cabinet to create D&I mission/purpose, vision and values. • Identify behaviors and actions required to realize mission/purpose and vision and demonstrate the values. • Develop communications plan to cascade messages throughout State. • The output should include a set of guiding principles that are shared by all State agencies. Each Department is then expected to demonstrate how it will honor and deliver against these shared expectations. Example guiding principles for consideration: o Every citizen deserves a consistent and equitable experience o Human capital is our most important asset o Diversity is our strength o We honor and serve our employees so they can honor and serve our citizens o Forward thinking, fiscally sound o For everything we do ask one question, "For the sake of what, for the sake of whom?" o Tell us how to do it better o One Delaware	Jan-Feb 2017

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
Policies, procedures, and practices are not consistent across State Agencies; and leaders, managers and employees are not consistently held accountable.	Create D&I position. Remove HR from OMB (see HRM and HR-specific recommendations). Elevate both to the Cabinet level.	• Transition GCEEO to operate like an Executive D&I Council, reporting to the Chief D&I Office, requiring different membership criteria, and granting it accountability authority. • Develop Chief D&I Officer roles and responsibilities; identify budget and resources consistent with other State priorities/Cabinet level positions. • Develop Chief Human Resources Officer (CHRO) roles and responsibilities; identify budget and resources consistent with other State priorities/Cabinet level positions. • Add D&I to Cabinet agenda as a priority item. Include updates on current state and progress toward desired state of D&I for the State overall and by Department/Division. • Develop D&I Office and structure with resources required to positively impact workforce, workplace, and community (constituent services) outcomes. Positions within the D&I Office should include personnel to lead and manage: Diversity Recruiting, State Culture and Inclusion, Supplier Diversity, and Community Relations, and Service and Program Equity.	Jan-April 2017
Diversity is sometimes processed as uncomfortable because of the State's history and unresolved challenges with race.	Bring together top State, private sector and nonprofit leaders to focus on race. Delaware Leaders' Summit On Race.	• Identify key business and nonprofit organizations across Delaware to develop plan to address Delaware's challenges involving race. • Conduct quarterly meetings to monitor progress against plan. • Promote nationally the group's work as a State best practice.	April 2017 – Dec 2017
	Conduct a community (constituent services) D&I study and use findings to update the D&I marketplace-focused section of the strategy and scorecard.	• Conduct study to identify inequities and solutions to address for: o Service levels; o Outcomes: Safety, Education, Wellness, Infrastructure, Environment; and, o Business investment. • Update D&I scorecard with lead and lag measures to address inequities.	May – Dec 2017
	Create an internal and external D&I communication plan.	• Develop plan to communicate Study findings and recommendations internally and externally and solicit input from employees and communities on additional solutions. • Include Leaders at all levels in the execution of the communications plan, with hands-on participation such as Town Hall meetings, video chats, etc. • Develop longer-term D&I communication plan to identify key messages and communication vehicles to coincide with key milestones in D&I strategy and scorecard.	Jan – Mar 2017

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
Data analyses find adverse impact and/or statistically significant differences in outcomes for some groups across phases of the employee life cycle.	Implement a Statewide D&I strategic plan and scorecard focused on the workforce, workplace, and marketplace and facilitate the development of Department/Division-specific plans.	• Create goals, strategies, and actions designed to enable the achievement of the Statewide mission/purpose and vision. Require a "One-State" approach to provide consistency across Departments/Divisions in achieving high level desired outcomes. • Identify performance measures (lead and lag) and metrics that will constitute the State's D&I Scorecard for workforce and workplace (marketplace to be completed after community study) • Conduct Planning Sessions with each Department/Division to tailor the metrics based on their workforce and workplace-specific needs (marketplace should focus on Department-specific actions that enable the achievement of the State's mission).	April-June 2017
	Increase capacity of leaders, employees, and HR to effectively manage people.	• Conduct education needs assessment of leaders, managers, employees, and HR. • Create education plans specifically focused on management and leadership development, emerging leaders, and strategic/transformational HR.	July 2017
	Create accountability for D&I, people management, and leadership.	• Incorporate lead measures from Scorecard into leadership performance measures at all levels (e.g., managers, supervisors). • Work with leaders to translate lead measures into appropriate employee performance measures. • Update all job descriptions to include D&I competency. • Create monitoring and accountability process for all Cabinet and Department/Division leaders.	Sept 2017
Recruiting, Referral, and Hiring			
There are aspects of the State's recruiting and hiring process that may filter out diversity and are not inclusive.	Increase collection and use of data analytics to facilitate diverse slates for hiring.	• Require Agency HR to enter who is hired into JobAps so that Recruiters can evaluate the ROI of their recruiting activities. • Create technology-based standards/templates to run applicant and selection analysis by demographics for each Agency. • Require organizations supplying contractors to provide a diverse slate and provide demographics of their contractors; collect contractor demographics in State Master Personnel Records. • Create a database of national and local professional organizations and networks with diverse professionals for hard to fill jobs.	Feb 2017
	Focus on requirements.	• Conduct an assessment of knowledge, skills, abilities, education levels, etc. of current leaders and employees, particularly in hard to fill jobs, to establish/validate what it means to be qualified.	Mar – Dec 2017

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
		• Conduct an assessment of the criteria used to make selection decisions to evaluate their validity for predicting job performance. • Assess the validity of organizational "fit" as a predictor of performance. • Remove "fit" as a factor in the OMB Users Guide for Merit Systems Hiring or, if "fit" is a valid predictor of performance, make it objective and measurable more precisely across people. • Equally weigh subject matter expertise and leadership requirements	
	Update merit rules to expand the pool of candidates.	• Reassess merit rules to determine if the benefits of in-house and merit-only outweigh the risks of not casting a wider net for talent. • Reassess casual/seasonal and contractor merit rules to determine if they should be allowed to apply for all jobs.	June 2017
	Provide resources and support to recruit for diversity.	• Train all recruiters and hiring managers on recruiting and interviewing for diversity (i.e., remove bias from the process). • Create more structure around the Recruiting Workgroup and increase focus on implementation and accountability. • Establish a diverse Interagency Committee with leaders, Agency HR, EEO Specialist, Employment Services Specialists, Classification Specialists, Statewide Recruiter, and D&I Officer (TBD) to conduct a review of jobs requiring selective preferences and reclassification, and develop recommendations to shorten or make the hiring timeframe more consistent and present to HRM. • Create a Diversity Recruiter position that is a shared service, reports to a Chief Diversity Officer, and works with the State Recruiter and Agency HR to strategically recruit for diversity.	July – Dec 2017
	Brand the State as an employer of choice.	• Develop an overall branding and communication strategy, including value proposition, for the State as an Employer of Choice. • Strengthen the relationship with Delaware State University and Delaware Technical Community College and focus on diverse student groups at University of Delaware (e.g., conduct information sessions and "meet and greets" with diverse schools and organizations, engage diverse Agency leaders in strategically recruiting for diversity, such as guest speaking at local colleges and universities in classes that focus on the sought after skills and expanding their professional network to include diverse organizations).	Apr – Dec 2017
	Cast a wider net for talent.	• Rotate employees from the same job classifications from Agencies who over index minority and female representation to Agencies with chronic underrepresentation.	Jan –Dec 2017

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
		• Develop recruiting program with Dover AFB and other military installations in the vicinity for veterans transitioning to civilian status. • Develop partnerships with the Business Roundtable or Delaware businesses to develop Delaware D&I recruiting/talent development strategy. • Develop campaign to increase referrals of diverse candidates. • Expand job postings to social media and larger job posting sites.	
	Prepare candidates for the application process.	• Expand and increase marketing of external learning sessions and guidance provided on applying for State jobs on State website.	Jan 2017
	Increase accountability for recruiting for diversity.	• Evenly distribute the weight on interview panels such that each panel member's perspective is considered; assess whether panels should include a member from outside the team/Agency along with diverse representation. • Require diverse slates for all positions pay band 8 and above based on labor market availability for occupations.	Jan 2017
	Develop Statewide diversity recruitment center	• Create diversity recruitment center within the to be developed D&I Office • Identify skilled recruiters focused on recruiting for diversity for all State jobs	
Onboarding			
Onboarding is inconsistently conducted and the quality and thoroughness of the onboarding depends on the Department/Division .	Automate the onboarding process for new hires.	• Automate the process for when a new hire is entered into JobAps and PHRST which prompts sending basic information on working for the State (e.g., forms, process for ID, Cornerstone, the training and development system, automatically sends a "Welcome Email" listing and providing links to online orientation training).	Mar 2017
	Conduct meetings with new hires	• Develop a standardized onboarding process that includes: o Meetings with key personnel including manager/supervisor, HR representative, and team members; and, o Orientation meeting with manager/supervisor that includes clarifying roles and responsibilities, performance expectations, Agency culture/norms, values and mission, and expectations for feedback.	Mar 2017
	Create a Diversity Ambassador Program that facilitates orientation for diverse applicants and new hires for hard to fill positions.	• Create a Diversity Ambassador Program that facilitates orientation for diverse applicants and new hires for hard to fill positions (e.g., have lunch with new employee during first week of employment; engage and connect with new employee at least once a month for the first year through coffee/lunch/social event; introduce new employee to key leaders and employees outside their immediate Department to assist in relationship building, etc.).	May 2017

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
Performance Management			
The lack of consistent performance management, including goal setting and regular feedback, results in opportunities given based on factors other than merit.	Increase leadership capacity to lead diverse teams.	• Relaunch and rebrand performance management at the State and provide mandatory training on conducting reviews and giving feedback. • Create a Leadership education track modeled after Tennessee's that focuses on developing leadership skills such as Emotional Intelligence (EQ), employee development, coaching, feedback, etc. with a specific focus on leading diverse teams. • Include leadership skills/training focused on leading diverse teams as requirement for promotion into leadership. • Create a User's Guide for Performance Reviews consistent with the OMB "Users Guide for Merit Systems Hiring" that includes a section on tips to remove bias from performance reviews. • Conduct leadership 360-degree reviews to assess managers' abilities for leading diverse teams and hold leaders accountable for developing and implementing an action plan to address any gaps.	May – Dec 2017
	Increase growth opportunities for diverse employees.	• Create a rotation program for diverse employees to work or detail on other teams or Agencies/Departments. • Expand the mentoring program to focus on participation and issues experienced by women, POC, and other underrepresented groups and develop a reverse mentoring program for women and POC and other underrepresented groups. • Create training and education tracks. • Establish Employee Resource Groups for race, gender, sexual orientation, disability and other groups as needed to provide development opportunities, discuss ways to navigate the culture, work on specific Agency program/service challenges impacting their community, etc.	May 2017
	Increase accountability.	• Remove automatic "meets expectation" rating in the system and require all supervisors and managers to enter a rating for all employees. • Require all State leaders to conduct a minimum of two formal performance review discussions and quarterly informal performance discussions. • Require all ratings to have a written justification. • Link recognition and reward (e.g., paid days off or telecommuting) to performance and assess the equity of rewards and recognition.	Mar – Dec 2017

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
	Utilize technology to collect and monitor performance reviews.	• Share internal technology used by some Departments to collect performance reviews.	June 2017
	Engage employees in performance management process.	• Require all employees to complete Individual Development Plans to be reviewed, agreed-to, and filed during performance discussions.	Jan 2017
Promotions			
There are aspects of the State's promotion process that may filter out diversity and are not inclusive.	Increase collection and use of data analytics.	• Conduct workforce planning to forecast open positions. • Create technology-enabled tool similar to Duke Energy or CEMEX to assist with objective evaluation of candidates for promotions: o Create a detailed leadership position profile – details the requirements for success, developed in part from an interview with the incumbent; o In partnership with employees, require managers and supervisors to create a candidate's talent profile for all team members; and, o Conduct an assessment of knowledge, skills, abilities, education levels, etc. of current leaders and employees, particularly in hard to fill jobs, to establish/validate what it means to be qualified. • Conduct an assessment of the criteria used to make selection decisions to evaluate their validity for predicting job performance. • Conduct job analysis for all jobs above pay grade 8 with the goal of simplifying and removing any requirements that are not relevant or required (e.g., past experience in the role).	Apr 2017
	Focus on requirements.	• Equally weigh subject matter expertise and leadership requirements. • Review career ladder path to ensure requirements rather than biases by Agency HR, EEO Specialist, and D&I Officer (TBD).	May 2017
	Update merit rules to expand the pool of candidates.	• Define diverse slate based on labor market availability for occupations. • Include outside candidates for job vacancies when the promotion pool does not represent a diverse slate.	Jan 2017
	Prepare candidates for the promotion process.	• Conduct learning sessions on what it takes to position an employee for promotion, focusing on leadership traits and abilities. • Rotate employees from the same job classifications from Agencies that over index minority and female representation to Agencies with chronic underrepresentation.	Aug – Dec 2017

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
		• Create path for lateral movement for all positions, especially those without a career ladder, to gain experience, exposure, and opportunity across the State.	
	Increase accountability and objectivity in the promotion process.	• Require diverse slates for all promotions pay band 8 and above. • Before making a decision in which you must compare one team member to another, share performance-only details with a third-party who does not know the team members.	Jan 2017
Rewards and Recognition			
Current Rewards and Recognition programs and processes do not motivate inclusive behaviors and high performance.	Create a reward and recognition program for D&I performance and other performance areas.	• Create a committee to develop a reward and recognition program for D&I performance.	Oct 2017
Complaint and Grievance Process			
Instead of exercising sound leadership and management principles, leaders, managers, and employees use employee relations and the grievance process to address workplace challenges.	Implement a Mediation Program.	• Re-launch the Mediation Program. • Train HR and/or EEO professionals on mediation. • Incorporate mediation into merit rules.	Feb 2017
	Establish objective process specifically for D&I issues or concerns	• Assess whether instituting an Equity Grievance Process and Panel (EGP) focused on addressing complaints regarding discrimination is appropriate for the State. • Require D&I training and education for MERB members. • Ensure the Equity Grievance Panel includes diverse members representing leaders and employees from across the organization.	Oct 2017
	Update step 1 of the grievance process to require a meeting with the employee, supervisor and a mediator.	• Identify mediators as a shared service from across the State • Require mediators to be from another Agency than the employees/manager/supervisor with the issue.	Sept 2017
	Standardize HR roles and responsibilities for communicating and supporting employees throughout the process.	• Gather a diverse group of HRM and Agency HR to develop a new process. • Require HR to meet and communicate with/coach the aggrieved employee regarding the findings. • Ensure that the findings letter includes an appropriate level of transparency so that employees understand the rationale for grievance decisions.	Feb 2017

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
		• Require HR to meet and communicate with/coach the manager/supervisors who have disproportionate number of complaints or grievances.	
	Rebrand, communicate, and market the Employee Relations role at the informal complaint stage.	• Create a communication campaign that highlights when and why an employee can use Employee Relations. • Consider making the branding an internal "competition" where the winner is rewarded and recognized. • Monitor the use of Employee Relations to ensure staffing and resources meet the demand.	Feb 2017
	Collect information on grievances and complaints and analyze trends by demographics.	• Collect and track usage of mediation, Employee Relations, and grievance process for trends. • Use Federal Government Form 462 as example template for data collection.[26]	May 2017
	Increase capacity of Managers/Supervisors to address informal complaints before they become formal grievances.	• Provide training, education, and coaching for managers/supervisors on building relationships and providing feedback across differences. • Require managers/supervisors document complaints employees have regarding fairness and D&I.	July 2017
	Create a Statewide electronic case management system for complaints.	• Use Labor Relations case management as a best practice for implementing a case management system. • Ensure the system collects and tracks demographic information.	Apr 2017
Human Resource Management (HRM) and Agency Human Resources (HR)			
The complexity of the HR system and placement of HRM impact the HR professional's ability to be effective and efficient.	Remove HRM from OMB and create Cabinet level position for HR (Chief Human Resources Officer).	• Develop Chief Human Resources Officer job description. • Create HRM organizational structure that specifies partnership with D&I Office and all Agency leadership. • Include human capital concerns on all cabinet agendas.	Jan 2017
	Standardize HR practices and procedures and create opportunities to leverage	• Develop HRM and Agency HR structure in which Agency HR is not only reporting to Agency leadership. • Identify key policies and practices that should not be Agency-specific.	Jan 2017

[26] https://www.eeoc.gov/federal/form462/

Findings	Recommendation	Key Actions To Implement	Timetable (launch)
	the workforce to assist in creating innovative solutions to challenges across the employee life cycle.	• Leverage a diverse team of HR professionals and Agency leadership to develop new standards for human capital processes and practices.	
	Increase capacity of HR professionals to operate as business partners.	• Provide training, education, and coaching for HR professionals focused on creating a transformative HR organization. • Require meetings between HR and Agency leaders to review and develop plans to conduct workforce planning, increase engagement, and address any informal complaints.	Apr 2017
Governor's Council on Equal Employment Opportunity (GCEEO)			
The GCEEO was not designed and is not positioned to drive D&I change.	Transfer responsibilities and oversight currently provided by GCEEO to the Cabinet level D&I Office.	• Create a Cabinet level Chief Diversity Officer position. • Transfer responsibilities and oversight of the GCEEO to the Chief Diversity Officer. • Define chronic under-representation and develop best practices to help Agencies address the problem.	Apr 2017
Office of Anti-Discrimination (OAD)			
The Office of Anti-Discrimination is unknown by the majority of State employees and does not have sufficient resources to resolve complaints in a timely manner.	Clarify and communicate the role of OAD to State employees.	• Create communication plan that clearly outlines when and how an employee can use OAD and incorporate into all relevant/related material that outlines the complaint and grievance process. • Ensure OAD is listed on all relevant/related websites and materials as an option for employees as part of the complaint and grievance process related to discrimination. • Review all Agency/Department Complaint Procedures and amended them to accurately provide the OAD's name, address, phone and website.	May 2017
	Provide a confidential online portal where charging parties can access up to date information on the status of their claim.	• Create or purchase technology that can be used by State employees and Delawareans so that each understands the status of their claims.	May 2017
	Identify a State-specific representative at OAD.	• Designate a resource(s) within OAD that is responsible for only State grievances given State employees represent only a small percentage of all OAD cases. Given the minimal number of State employee cases, this position would handle other cases as well.	Feb 2017

X. Appendix

A. Project Objective

The objective of this study is to conduct an independent, comprehensive review of the State of Delaware's policies, procedures and organizational structure in an effort to create a more diverse and inclusive environment. In addition, we provided observations and recommendations regarding the organizational structure of Human Resources functions, as well as functions and responsibilities of other State groups related to EEO/AA matters. Ivy was tasked to focus on the Statewide experience and recommendations rather than focusing on each specific Department.

Specifically, the Human Resources Diversity and Inclusion Review includes:

1. Conducting interviews, surveys, focus groups with internal and external stakeholders, and employ other methodologies to examine the daily routines and choices of State employees related to diversity and inclusion (D&I) and the conscious or unconscious influences that diversity has on the choices and actions of employees in the workplace. Assessment of issues related to disparate treatment, discriminatory practices and the grievance complaint process are to be specific project outcomes. Outline strategic initiatives, policies, practices, and training to address these influences as appropriate.
2. Reviewing the Office of Management and Budget, Human Resource Management's and Executive Branch Department's human resources policies, procedures and organizational structure and placement related to EEO/AA matters and make recommendations for improvements.
3. Making recommendations to assist Human Resource Management on best practices for strategic diversity recruitment practices.
4. Reviewing the organizational structure of the Office of Anti-Discrimination (Dept. of Labor) and make recommendations regarding its organizational placement.
5. Reviewing the roles and responsibilities of the Governor's Council for Equal Employment Opportunity (GCEEO) and the Human Relations Commission and make recommendations for change, if necessary, as well as recommendations for additional Boards & Commissions.
6. Including specific action items for implementation for each recommendation, recommendations for a comprehensive change management strategy, and indicating whether legislative action and/or regulatory or policy changes is necessary for promotion of recommendations.

B. Approach and Methodology

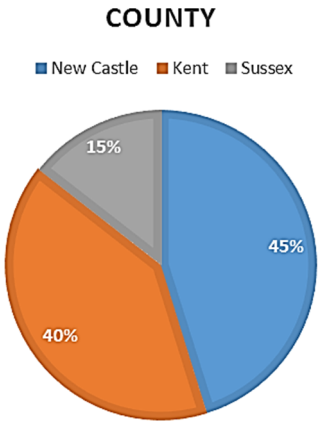
Ivy began the work with a kickoff meeting with the Governor and the project team. At this meeting, we confirmed the scope and were provided any specific details on the approach (e.g., Statewide focus rather than Department-specific). Next, Ivy performed qualitative and quantitative data analysis and synthesis to identify meaningful trends, critical organizational observations, and recommendations. Finally, Ivy developed a report and presentation of the findings and recommendations.

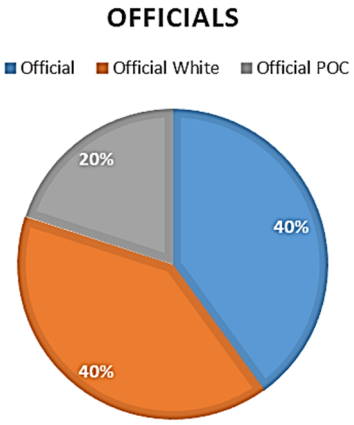
The data analyses and survey identifies "what" is occurring in the organization that may influence or hinder diversity and inclusion. The interviews and focus groups identify and explain why a specific phenomenon is occurring.

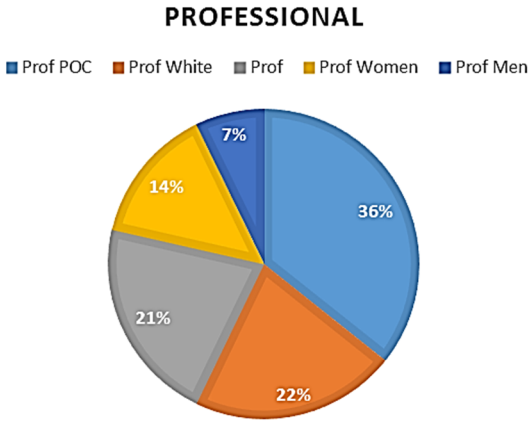
1. Internal focus groups and interviews

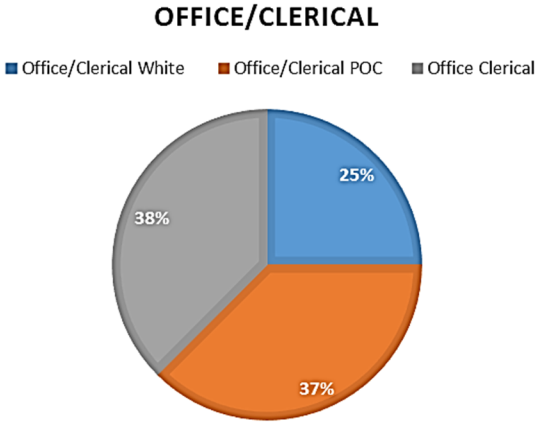
The goal of the focus groups was to gather a demographically segmented group of people to answer a series of questions regarding their experiences and perspectives on the State. Ivy specifically designed the focus group questions on the employee life cycle: Recruiting/Hiring/Selection, Organizational Culture, Advancement, Career Development, Performance Management, Formal/Informal Complaints, Retention, Recommendations. Further, consistent with the scope of work, we conducted focus groups with the HR, OMB, and GCEEO to gather their perspectives on their structure, role, process, policies, and procedures.

Ivy conducted 104 internal focus groups. The following identifies the demographics reached with the focus groups.

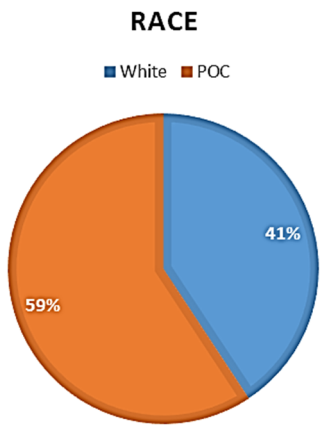


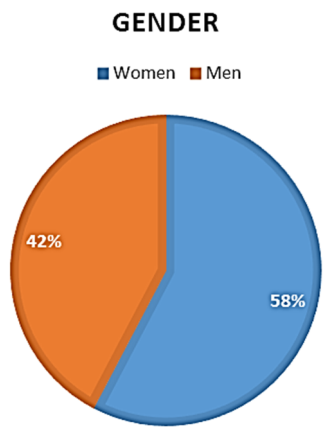


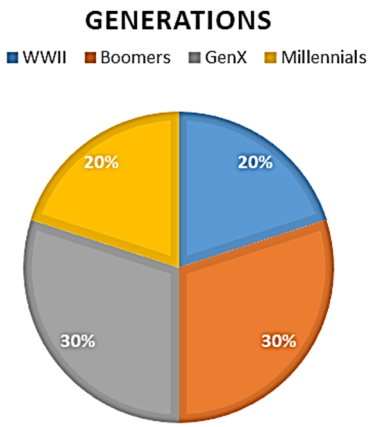


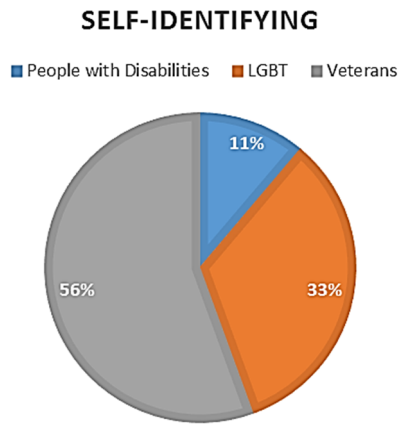


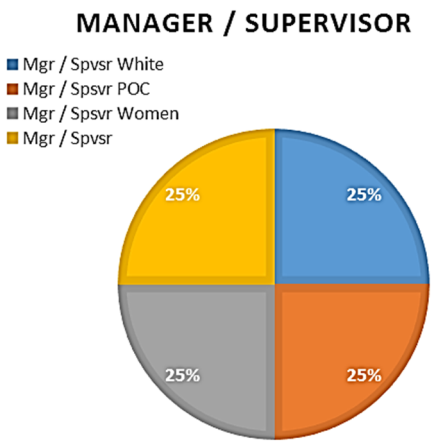
\

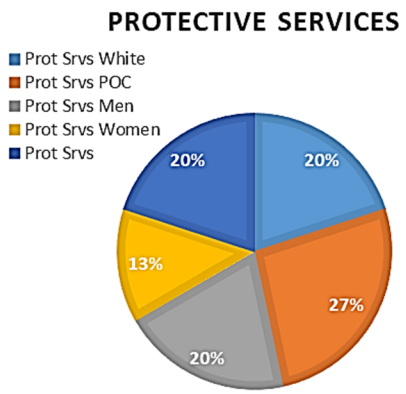

RACE
White
POC
41%
59%


GENDER
Women
Men
42%
58%


GENERATIONS
WWII
Boomers
GenX
Millennials
20%
20%
30%
30%


SELF-IDENTIFYING
People with Disabilities
LGBT
Veterans
11%
56%
33%


MANAGER / SUPERVISOR
Mgr / Spvsr White
Mgr / Spsvr POC
Mgr / Spsvr Women
Mgr / Spvsr
25%
25%
25%
25%


PROTECTIVE SERVICES
Prot Srvs White
Prot Srvs POC
Prot Srvs Men
Prot Srvs Women
Prot Srvs
20%
20%
13%
27%
20%

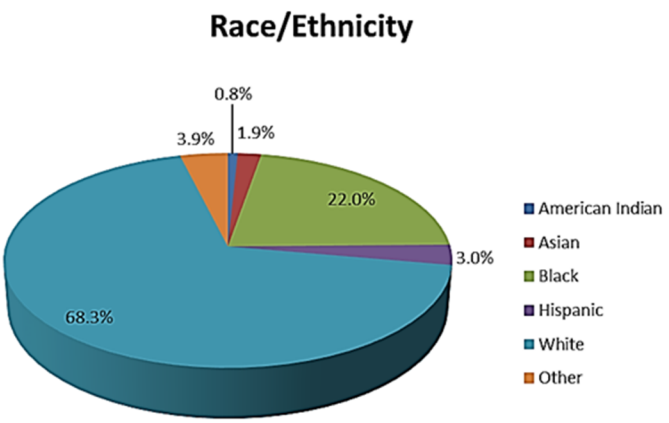
2. External interviews and focus groups

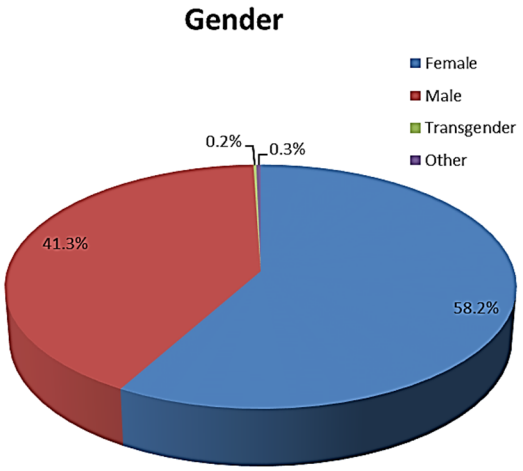
Ivy conducted 6 focus groups and 10 interviews with community members and groups across Delaware's three counties.

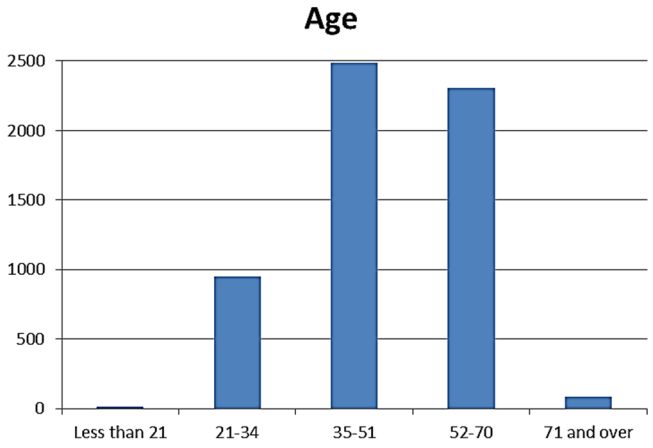
3. Survey

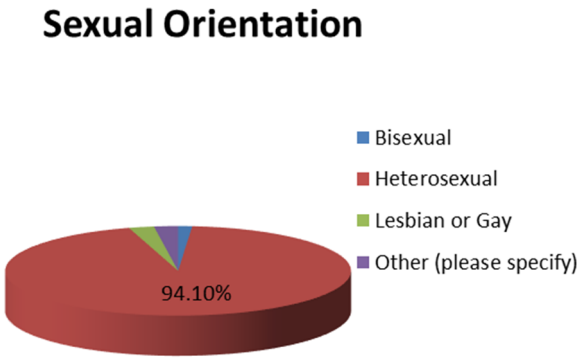
Ivy developed and administered an online survey and sent paper surveys to employees without an email. The online survey was sent to 14,068 employees and 5,699 responses were received. The paper survey was sent to 1,781 employees and 139 responses were received by the due date. Note: the link to the online survey was provided on the paper survey. Therefore, some employees who received the paper survey may have completed the survey online.

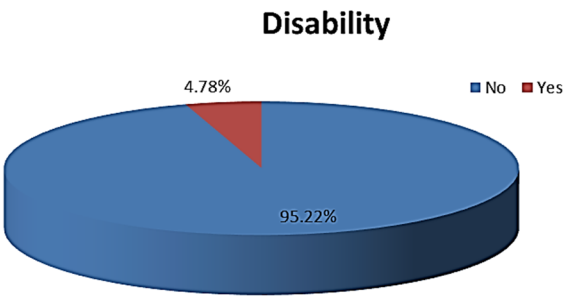
The following shows the demographics of the survey respondents.

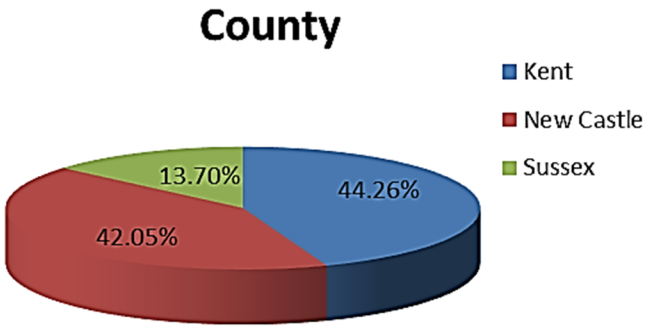


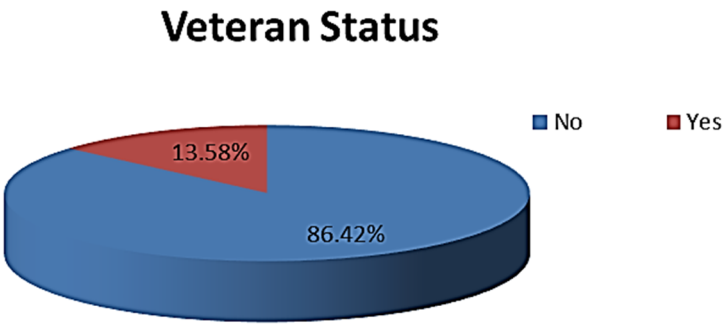


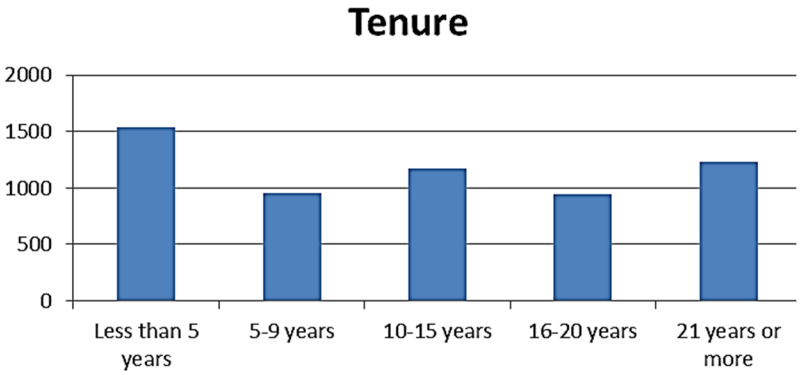


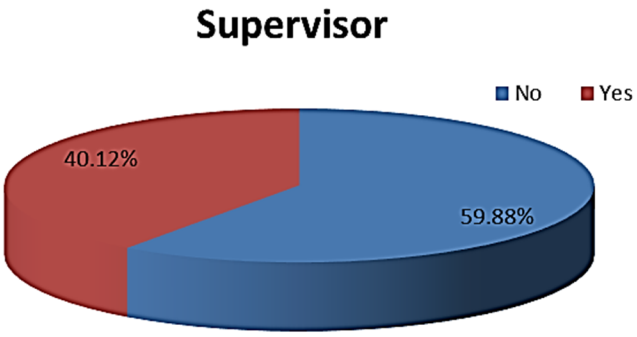



Disability
4.78%
No
Yes
95.22%

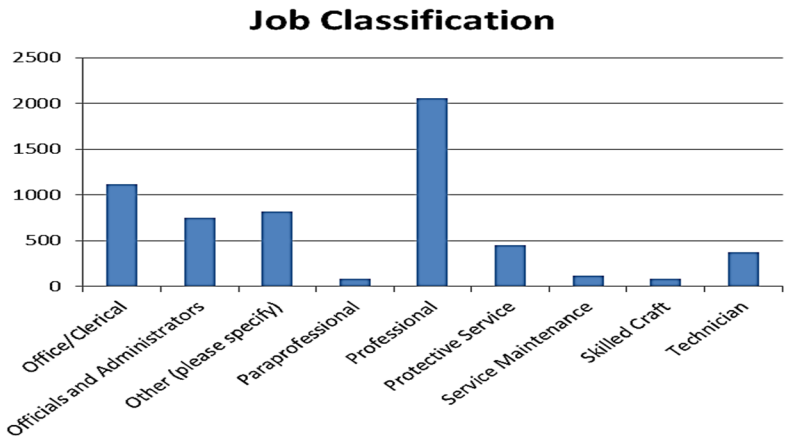

County
Kent
New Castle
Sussex
13.70%
44.26%
42.05%

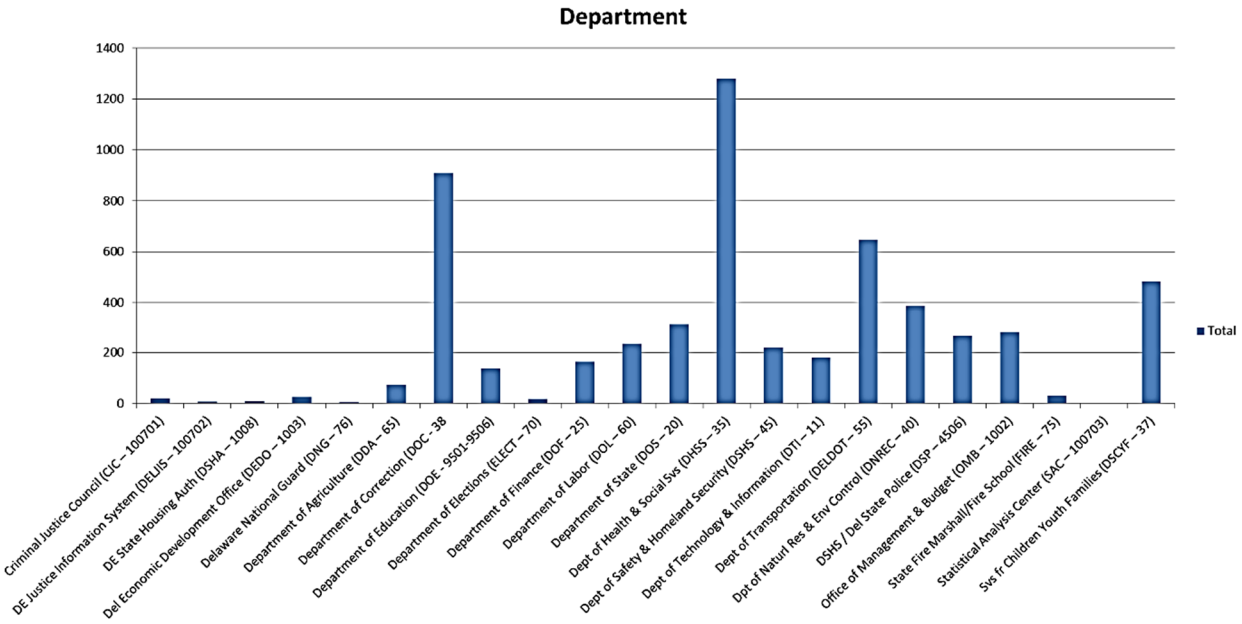

Veteran Status
No
Yes
13.58%
86.42%


Tenure
2000
1500
1000
500
0
Less than 5 years
5-9 years
10-15 years
16-20 years
21 years or more


Supervisor
No
Yes
40.12%
59.88%

Employment Class
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Appointed Official
Casual/Seasonal
Elected Official
Merit Classified Service
Merit Exempt/Merit Comparable
Other (please specify)


Job Classification
2500
2000
1500
1000
500
0
Office/Clerical
Officials and Administrators
Other (please specify)
Paraprofessional
Professional
Protective Service
Service Maintenance
Skilled Craft
Technician


Department
1400
1200
1000
800
600
400
200
0
Total
Criminal Justice Council (CIC – 100701)
DE Justice Information System (DELJIS – 100702)
DE State Housing Auth (DSHA – 1008)
Del Economic Development Office (DEDO – 1003)
Delaware National Guard (DNG – 76)
Department of Agriculture (DDA – 65)
Department of Correction (DOC - 38
Department of Education (DOE - 9501-9506)
Department of Elections (ELECT – 70)
Department of Finance (DOF – 25)
Department of Labor (DOL – 60)
Department of State (DOS – 20)
Department of Health & Social Svs (DHSS – 35)
Dept of Safety & Homeland Security (DSHS – 45)
Dept of Technology & Information (DTI – 11)
Dept of Transportation (DELDOT – 55)
Dpt of Naturl Res & Env Control (DNREC – 40)
DSHS / Del State Police (DSP – 4506)
Office of Management & Budget (OMB – 1002)
State Fire Marshall/Fire School (FIRE – 75)
Statistical Analysis Center (SAC – 100703)
Svs fr Children Youth Families (DSCYF – 37)

C. Detailed Results of Data Analyses

Statistical analyses were conducted in the areas of Hiring, Promotion, Separation, Disciplinary Action, Grievances, Discrimination Complaints, and Compensation. The purpose of the analyses was to identify if there were differences in the rate of occurrence for these events (e.g., promotion, separation) and in compensation amounts based on Gender, Race/Ethnicity, and where possible, Age. For Race/Ethnicity, rates for White applicants or employees were compared separately to those for Asian, Black, Hispanic, and American Indian/Native American groups, as well as to results for all People of Color (POC) combined.

Two types of difference criteria were computed: Adverse Impact Ratios (AIRs) and statistical significance (EEOC, 1978). An AIR is a ratio between the proportion of people in a target group (e.g., female employees) and the proportion of people in another group (e.g., male employees) to which an event occurred (e.g., promotion, disciplinary action). For example, if 9.5% of female applicants were hired and 12.4% of male applicants were hired, the AIR for female applicants is 0.095/0.124 = 0.76. When an AIR is <0.80, it is considered a violation of the "4/5 standard," indicating that the rate of occurrence for the event of interest is notably lower (e.g., lower promotion rate) or notably higher (e.g., higher number of disciplinary actions) for the target group.[27]

Statistical significance is based on the result of a chi-square test or, when samples are small, a Fisher's Exact Test (FET).[28] Results are provided in the form of a p value. When $p < .05$, the difference is considered statistically significant. Unlike AIRs, statistical significance takes sample size into account. Thus, a difference that violates the 4/5 standard may not be statistically significant if the sample is small. Conversely, a small difference may not violate the 4/5 standard, but may be statistically significant with a large sample size. For this reason, it is advisable to take into account both AIRs and statistical significance when examining results. It is important to note that where results indicate disparities, there may be plausible explanations for the results that do not involve illegal discrimination. The identification of disparities indicates that it is worth taking a closer look at the causes for the disparities.

For each analysis, color-coded cells within the tables summarize the results according to the legend below. Green boxes indicate the target group is doing as well as or better than the comparison group, according to both decision criteria (AIR and statistical significance). Yellow boxes indicate the target group is lower according to one of the difference criteria. Red boxes indicate the target group is lower according to both of the difference criteria. Gray boxes indicated that the numbers were too small to produce stable results. Specifically, if there were less than five actions (e.g., selections, promotions, grievances) for a specific analyses (e.g., within a Department), differences are not assessed due to instability of results.

Legend	
◈	Adverse Impact Ratio > .80 and no significant difference
⊗	Adverse Impact Ratio < .80 disfavoring group of interest
○	Statistically significant difference disfavoring group of interest
■	Adverse Impact Ratio < .80 & statistically significant difference disfavoring group of interest
⊘	Not assessed, small samples (population <5)

[27] Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, and Department of Justice (1978). Uniform guidelines on employee selection procedures, 43, No. 166.
[28] Except for the compensation analyses, in which statistical significance was based on t-tests because compensation is on a continuous scale.

For analyses by Department, we included those in the list below whenever sample sizes were sufficient for inclusion. If there were <30 occurrences (e.g., promotions, separations, etc.) within a Department/Agency, results are not reported within that Department/Division for that analysis, but those occurrences are included in the overall results. For summary purposes, in the applicant characteristic figures, "Executive" is a combination of OMB, DEDO, and CJC/DELJIS/SAC departments.

Acronym	Department/Agency
CJC/DELJIS /SAC	Criminal Justice Council, DE Justice Information System, Statistical Analysis Center
DDA	Delaware Department of Agriculture
DEDO	Del Economic Development Office
DELDOT	Delaware Department of Transportation
DHSS	Department of Health & Social Services
DOC	Department of Correction
DOF	Department of Finance
DOS	Department of State
DNG	Delaware National Guard
DNREC	Department of Natural Res & Environmental Control

Acronym	Department/Agency
DOE	Department of Education
DOL	Department of Labor
DSCYF	Department of Services for Children Youth Families
DSHA	DE State Housing Authority/DSHA
DSHS	Department of Safety & Homeland Security
DSP	DSHS / Del State Police
DTI	Department of Technology & Information
ELECT	Department of Elections
FPC	Fire Protection Commission
OMB	Office of Management & Budget

The following pay grade bands where used to assess the impact of the practice or process by level:

- Pay Grade 22-26 – Occupations which typically direct Agency policy and operations. ("Leadership Level or Senior Executive Management")
- Pay Grade 16-21 – Occupations where the majority manage staff and enforce policy/procedures. ("Top Level Supervisory or Management")
- Pay Grade 9-15 – Occupations that are specialized in specific areas and make recommendations to management. ("Mid-Level Professionals")
- Pay Grade 1-8 – Occupations that perform duties in the areas of service maintenance, data entry and other operational support. ("Administrative or Entry Level")
- Casual/Seasonal – Occupations with Merit comparability that perform duties at all levels of an organization for a limited period of time. ("No EEO4 Equivalency")

Referral and Hiring

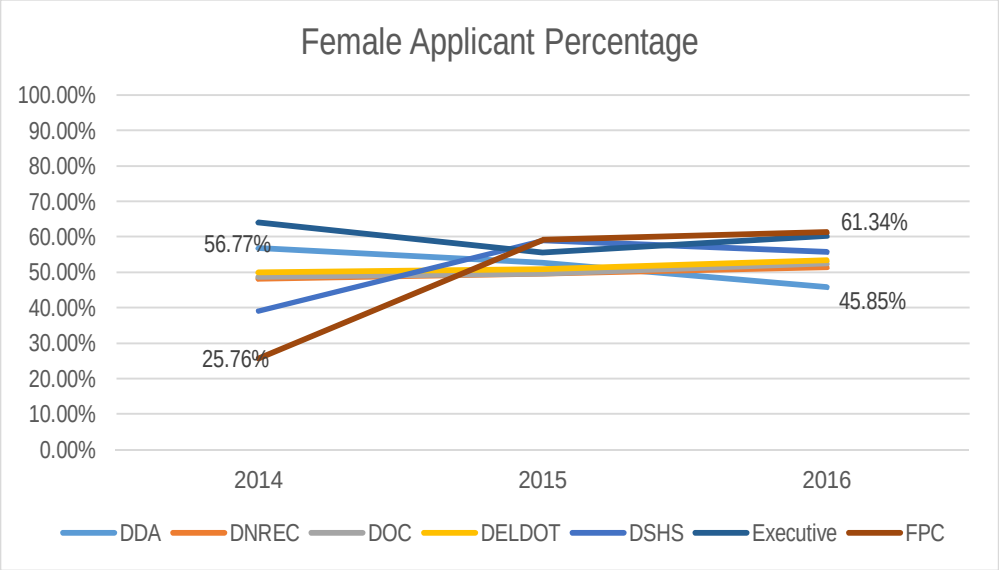
Three years of hiring data were examined: 2014, 2015, and 2016.[29] First, we summarize demographic characteristics of applicants and those who were hired. Second, we present adverse impact results for referrals and hiring overall and by Department/Agency.[30] Lastly, we present adverse impact results for the transition from casual/seasonal to merit employment, selective placement, and indication of criminal history.

Applicant and Hired Characteristics

Overall, the percentage of female applicants rose from 60.17% in 2014 to 61.81% in 2016. Figure 6 presents all Departments/Agencies with changes of at least 3% over the same time span to highlight Departments/Agencies where there may have been a meaningful increase or decrease. Departments/Agencies with changes smaller than 3% were omitted from the figure.

The Fire Protection Commission (FPC) saw the largest increase in female applicants (2014 = 25.76%; 2016 = 61.34%), whereas the Department of Agriculture saw the largest decrease in female applicants (2014 = 56.77%; 2016 = 45.85%).

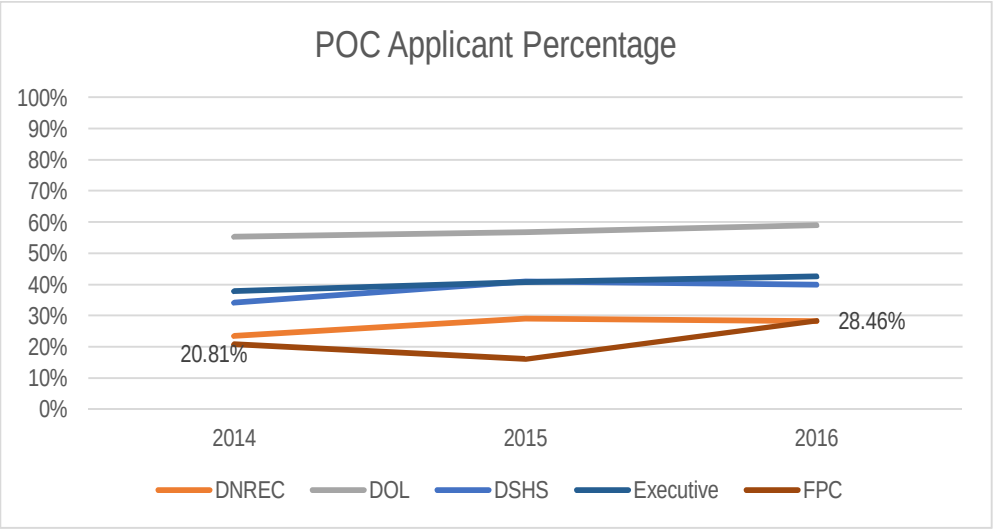
Figure 6. Female Applicant Percentages, for Departments/Agencies with 3% or Greater Change 2014-2016.



[29] Data for a given year ran from July 1 of the previous calendar year through June 30 of that year. Specifically, 2014 = 07/01/13 – 06/30/14, 2015 = 07/01/14 – 06/30/15, and 2016 = 07/01/15 – 06/30/16.
[30] Referral data came from the Delaware Employment Link (DEL), which is the Applicant Tracking System. Hiring data came from the PeopleSoft payroll system, PHRST.

Overall, the percentage of POC applicants rose from 47.68% in 2014 to 48.38% in 2016. Figure 7 presents all Departments/Agencies with changes of at least 3% over the same time span to highlight Departments/Agencies where there may have been a meaningful increase or decrease. Departments/Agencies with changes smaller than 3% were omitted from the figure. The Fire Protection Commission saw the largest increase in POC applicants (2014 = 20.81%; 2016 = 28.46%); no Department/Agency saw a decrease of 3% or greater.

Figure 7. POC Applicant Percentages, for Departments/Agencies with 3% or Greater Change 2014-2016.



Figures 8 and 9 present the proportion of those who were hired across all three years of data within each Grade Band by gender and race/ethnicity. The proportion of hired females was greatest in grades 9-15 (65.61%), and decreased in each step above this band. Females and males were hired in similar proportions in the lowest and highest Grade Bands. The distributions of White and POC hires did not exhibit a clear pattern across grade bands. The proportion of POC hires was largest in grades 9-15, followed by bands 1-8, 22-26, and 16-21.[31]

Figure 8. Hired counts by Pay Grade Band and Gender.

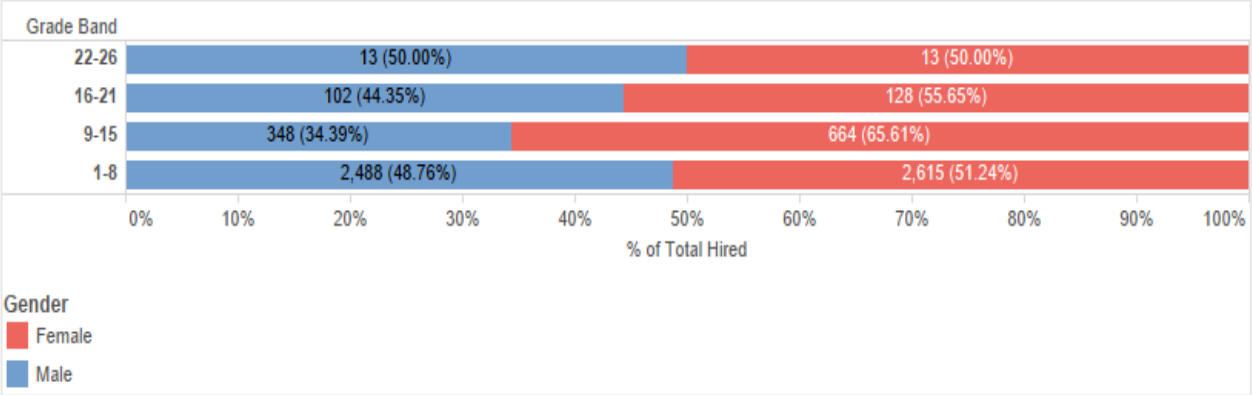
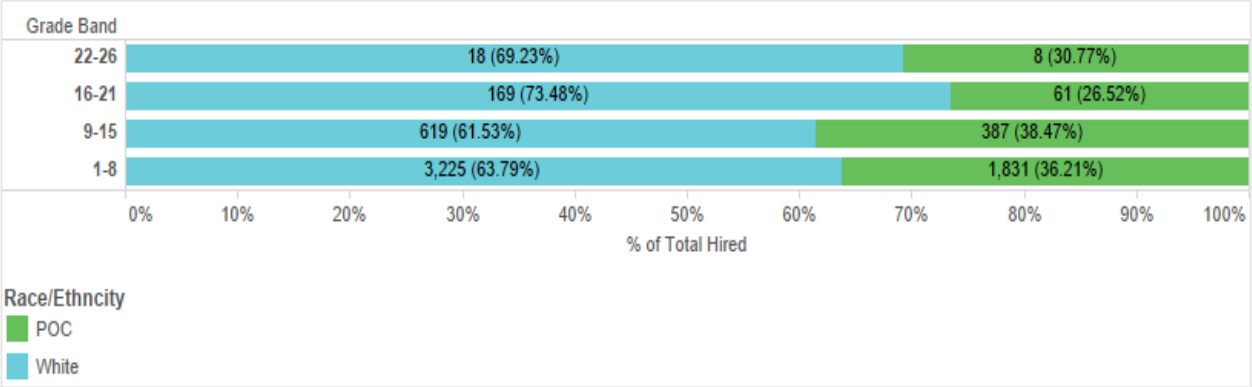


Figure 9. Hired counts by Pay Grade Band and Race/Ethnicity.



[31] The pay grade groupings include Exempt and Non-Exempt positions.

Adverse Impact

Two stages of the hiring process were examined: referral and being hired. Both referrals and hires were compared to the applicant population. The purpose of these analyses was to answer the following question: are applicants of one gender or racial/ethnic group more likely to be referred and/or hired than applicants of a comparison group? To compute adverse impact ratios, the percentage of applicants who were referred or hired was compared by gender and race. Results are presented overall and by Department/Agency for 2014, 2015, and 2016. For Departments/Agencies with fewer than 30 applicants hired in any year, data were combined across all three years.

Table 1 presents hiring results by Gender. Overall, females and males made the referral list at a comparable rate, though females had a statistically significantly lower referral rate in 2014. Within Department/Agency, the DOS, DOL, DELDOT, DSHS, and OMB exhibited lower female than male referral rates within each of the three years examined based on the adverse impact ratio and/or statistical significance. Overall and within each of the three years examined, females were hired at a lower rate than males. Within Department/Agency, the DNREC, DELDOT, and OMB exhibited lower female hire rates within each of the three years examined.

Table 2 presents hiring results by Race/Ethnicity. Overall, Black, Hispanic, American Indian/Alaskan Native, and POC applicants made the referral list at a statistically significant lower rate than White applicants, though the adverse impact ratios for these groups did not reach the 4/5 threshold. Within Department/Agency, POC applicants were referred at lower rates most consistently among DOS, DOC, DELDOT, DSHS, and OMB. Overall and within each of the three years examined, all POC racial/ethnic group applicants were hired at lower rates than White applicants. Within Department/Agency, POC applicants were hired at lower rates most consistently among DNREC, DOC, DELDOT, DSHS, and OMB.

Table 1. Hiring Adverse Impact Results by Gender

Department/ Agency[32]	Year	Female Referrals	Male Referrals	Female Hires	Male Hires	Female Ref. AIR	Male Ref. AIR	Ref. *p* value	Female Hire AIR	Male Hire AIR	Hire *p* value	Female Ref.	Male Ref.	Female Hires	Male Hires
All	2014-16	16,119	10,871	3,323	2,938	1.00	1.00	0.75	0.76	1.31	0.00	◈	◈	■	◈
All	2014	6,136	4,168	1,116	951	0.97	1.03	0.05	0.77	1.29	0.00	○	◈	■	◈
All	2015	7,128	4,806	1,165	1,110	1.01	0.99	0.56	0.71	1.40	0.00	◈	◈	■	◈
All	2016	8,251	5,191	1,275	1,120	0.99	1.01	0.32	0.71	1.41	0.00	◈	◈	■	◈
DOS	2014	678	375	89	31	0.73	1.38	0.00	1.15	0.87	0.48	■	◈	◈	◈
DOS	2015	737	435	379	27	0.86	1.16	0.00	7.13	0.14	0.00	○	◈	◈	■
DOS	2016	791	314	111	41	0.89	1.12	0.03	0.96	1.04	0.81	○	◈	◈	◈
DHSS	2014	3,405	1,349	378	151	0.92	1.09	0.00	0.91	1.09	0.34	○	◈	◈	◈
DHSS	2015	3,996	1,532	353	127	0.93	1.07	0.00	0.99	1.01	0.93	○	◈	◈	◈
DHSS	2016	4,669	1,592	349	112	0.97	1.03	0.11	1.03	0.97	0.79	◈	◈	◈	◈
DNREC	2014	446	411	208	317	1.17	0.86	0.00	0.71	1.41	0.00	◈	○	■	◈
DNREC	2015	580	496	244	379	1.19	0.84	0.00	0.66	1.52	0.00	◈	○	■	◈
DNREC	2016	750	841	260	366	0.85	1.18	0.00	0.67	1.48	0.00	○	◈	■	◈
DOC	2014	723	687	81	97	1.11	0.90	0.03	0.88	1.14	0.38	◈	○	◈	◈
DOC	2015	802	617	96	167	1.32	0.76	0.00	0.58	1.72	0.00	◈	■	■	◈
DOC	2016	982	755	66	125	1.18	0.85	0.00	0.48	2.09	0.00	◈	○	■	◈
DOL	2014	692	312	41	11	0.85	1.18	0.00	1.43	0.70	0.29	○	◈	◈	⊗
DOL	2015	786	336	45	16	0.87	1.15	0.00	1.05	0.95	0.87	○	◈	◈	◈
DOL	2016	904	330	35	9	0.91	1.10	0.03	1.29	0.78	0.50	○	◈	◈	⊗

Note: Ref. = Referral.

[32] Departments/Agencies missing from the table were either missing from the data source or did not have any hiring events reported.

Table 1. Hiring Adverse Impact Results by Gender (continued)

Dep./ Agency	Year	Female Referrals	Male Referrals	Female Hires	Male Hires	Female Ref. AIR	Male Ref. AIR	Ref. *p* value	Female Hire AIR	Male Hire AIR	Hire *p* value	Female Ref.	Male Ref.	Female Hires	Male Hires
DELDOT	2014	1,012	1,365	117	196	0.75	1.34	0.00	0.60	1.67	0.00	■	◈	■	◈
DELDOT	2015	1,127	1,510	113	218	0.72	1.38	0.00	0.50	1.99	0.00	■	◈	■	◈
DELDOT	2016	1,430	1,605	150	248	0.78	1.28	0.00	0.53	1.89	0.00	■	◈	■	◈
DSCYF	2014	1,309	534	112	59	0.95	1.06	0.14	0.73	1.36	0.05	◈	◈	■	◈
DSCYF	2015	1,577	659	127	52	0.94	1.06	0.09	0.96	1.04	0.81	◈	◈	◈	◈
DSCYF	2016	1,748	661	153	93	0.98	1.02	0.53	0.61	1.64	0.00	◈	◈	■	◈
DSHS	2014	124	226	20	29	0.85	1.17	0.02	1.07	0.93	0.80	○	◈	◈	◈
DSHS	2015	328	287	24	36	0.79	1.26	0.00	0.46	2.16	0.00	■	◈	■	◈
DSHS	2016	281	301	41	36	0.74	1.35	0.00	0.91	1.10	0.66	■	◈	◈	◈
OMB	2014	110	229	18	23	0.28	3.63	0.00	0.45	2.23	0.01	■	◈	■	◈
OMB	2015	194	199	20	33	0.81	1.24	0.02	0.50	1.99	0.01	○	◈	■	◈
OMB	2016	1,226	860	26	34	0.96	1.04	0.03	0.52	1.94	0.01	○	◈	■	◈
DDA	2014-16	296	288	41	27	1.01	0.99	0.88	1.49	0.67	0.09	◈	◈	◈	⊗
Elections	2014-16	57	29	30	16	0.63	1.58	0.02	0.60	1.66	0.08	■	◈	⊗	◈
Finance	2014-16	605	385	70	32	1.00	1.00	0.99	1.39	0.72	0.11	◈	◈	◈	⊗
FPC	2014-16	223	179	13	67	1.00	1.00	1.00	0.16	6.42	0.00	◈	◈	■	◈
CJC/DELJIS/SAC	2014-16	108	64	16	4	0.89	1.13	0.38	2.10	0.48	0.17	◈	◈	◈	⊗

Note: Ref. = Referral.

Table 2. Hiring Adverse Impact Results by Race/Ethnicity

						Referrals			Hires			Referrals						Hires					
Dep./ Agency	Year	POC Referrals	White Referrals	POC Hires	White Hires	POC AIR	White AIR	*p* value	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White	Asian	Black	Hisp.	AI/AN	POC	White
All	2014-2016	11,905	15,228	2,227	3,980	0.86	1.16	.00	0.62	1.62	0.00	◈	○	○	○	○	◈	■	■	■	■	■	◈
All	2014	4,546	5,785	701	1,354	0.86	1.16	0.00	0.60	1.67	0.00	◈	○	○	○	○	◈	■	■	■	■	■	◈
All	2015	5,340	6,619	818	1,436	0.85	1.18	0.00	0.57	1.77	0.00	◈	○	○	■	○	◈	■	■	■	■	■	◈
All	2016	6,021	7,444	819	1,556	0.87	1.15	0.00	0.91	1.10	0.62	◈	○	○	◈	○	◈	■	■	■	■	■	◈
DOS	2014	423	623	50	70	0.87	1.15	0.00	1.23	0.81	0.26	◈	○	◈	◈	○	◈	◈	◈	⊗	◈	◈	◈
DOS	2015	394	748	51	58	0.74	1.35	0.00	0.86	1.16	0.35	◈	■	◈	◈	■	◈	⊗	◈	◈	◈	◈	◈
DOS	2016	424	659	60	90	0.83	1.20	0.75	0.93	1.08	0.39	◈	○	⊗	◈	○	◈	◈	◈	◈	⊗	◈	◈
DHSS	2014	2,420	2,191	269	260	0.99	1.01	0.00	1.06	0.94	0.52	◈	◈	◈	■	◈	◈	◈	◈	◈	⊗	◈	◈
DHSS	2015	2,804	2,500	269	206	0.91	1.10	0.01	0.82	1.21	0.03	◈	○	○	◈	○	◈	◈	◈	◈	⊗	◈	◈
DHSS	2016	3,199	2,814	227	231	0.95	1.05	0.06	0.40	2.49	0.00	◈	○	○	◈	○	◈	◈	■	◈	⊗	○	◈
DNREC	2014	179	655	57	462	0.89	1.12	0.00	0.33	3.07	0.00	◈	○	◈	⊗	◈	◈	■	■	⊗	■	■	◈
DNREC	2015	254	788	73	546	0.78	1.27	0.00	0.37	2.71	0.00	◈	■	■	◈	■	◈	■	■	■	■	■	◈
DNREC	2016	336	1,207	78	541	0.71	1.40	0.00	0.57	1.74	0.00	◈	■	■	⊗	■	◈	■	■	■	■	■	◈
DOC	2014	586	766	74	103	0.61	1.63	0.00	0.58	1.74	0.00	■	■	■	■	■	◈	⊗	■	⊗	⊗	■	◈
DOC	2015	617	722	120	142	0.58	1.72	0.00	0.58	1.73	0.00	⊗	■	■	■	■	◈	◈	■	⊗	■	■	◈
DOC	2016	729	921	80	109	0.62	1.60	0.00	0.36	2.79	0.00	◈	■	○	■	■	◈	⊗	■	■	⊗	■	◈
DOL	2014	507	476	16	36	0.86	1.16	0.04	0.53	1.89	0.01	◈	○	◈	◈	○	◈	⊗	■	⊗	⊗	■	◈
DOL	2015	645	448	25	36	1.10	0.91	0.13	1.13	0.88	0.69	◈	◈	◈	◈	◈	○	◈	■	■	⊗	■	◈
DOL	2016	695	516	26	16	0.94	1.07	0.00	0.60	1.67	0.00	◈	◈	◈	◈	◈	◈	◈	◈	◈	◈	◈	◈

Note: Dep. = Department. Hisp. = Hispanic.

Table 2. Hiring Adverse Impact Results by Race/Ethnicity (continued)

						Referrals			Hires			Referrals						Hires					
Dep./ Agency	Year	POC Referrals	White Referrals	POC Hires	White Hires	POC AIR	White AIR	*p* value	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White	Asian	Black	Hisp.	AI/AN	POC	White
DELDOT	2014	729	1,561	106	203	0.70	1.42	0.00	0.79	1.27	0.04	◈	■	■	■	■	◈	⊗	■	◈	⊗	■	◈
DELDOT	2015	829	1,701	98	226	0.71	1.40	0.00	0.63	1.58	0.00	■	■	■	■	■	◈	⊗	■	◈	⊗	■	◈
DELDOT	2016	1,018	1,905	109	287	0.76	1.31	0.00	0.54	1.85	0.00	◈	■	○	◈	■	◈	■	■	⊗	⊗	■	◈
DSCYF	2014	1,087	685	99	71	0.95	1.05	0.19	0.84	1.19	0.25	◈	◈	◈	◈	◈	◈	⊗	◈	■	⊗	◈	◈
DSCYF	2015	1,354	775	123	54	0.96	1.04	0.24	1.25	0.80	0.16	◈	◈	○	◈	◈	◈	◈	◈	⊗	◈	◈	◈
DSCYF	2016	1,389	948	161	84	0.91	1.10	0.00	1.19	0.84	0.18	◈	○	◈	◈	○	◈	◈	◈	◈	⊗	◈	◈
DSHS	2014	98	244	6	43	0.77	1.29	0.00	0.27	3.73	0.00	◈	■	◈	◈	■	◈	◈	■	⊗	⊗	■	◈
DSHS	2015	219	388	15	44	0.82	1.23	0.00	0.49	2.03	0.01	◈	■	◈	◈	○	◈	■	■	◈	⊗	■	◈
DSHS	2016	193	378	21	54	0.77	1.30	0.00	0.59	1.70	0.03	◈	■	■	◈	■	◈	⊗	⊗	⊗	⊗	■	◈
OMB	2014	260	509	7	34	0.87	1.15	0.02	0.35	2.85	0.01	◈	○	◈	◈	○	◈	⊗	■	⊗	⊗	■	◈
OMB	2015	377	628	15	38	0.86	1.16	0.00	0.57	1.76	0.06	■	○	◈	⊗	○	◈	⊗	⊗	■	⊗	⊗	◈
OMB	2016	440	688	15	45	0.86	1.16	0.00	0.45	2.23	0.01	◈	○	■	◈	○	◈	⊗	■	⊗	⊗	■	◈
DDA	2014-16	141	439	10	58	0.76	1.32	0.00	0.41	2.47	0.00	◈	■	◈	◈	■	◈	⊗	■	⊗	◈	■	◈
Elections	2014-16	23	63	12	32	0.72	1.38	0.13	0.74	1.34	0.35	◈	⊗	■	◈	⊗	◈	◈	⊗	■	⊗	⊗	◈
Finance	2014-16	376	616	35	38	0.91	1.10	0.03	1.37	0.73	0.17	◈	○	◈	◈	○	◈	⊗	◈	⊗	◈	◈	⊗
FPC	2014-16	91	310	7	62	0.91	1.10	0.27	0.35	2.87	0.00	◈	◈	⊗	⊗	◈	◈	◈	■	◈	◈	■	◈
CJC/DEL JIS/SAC	2014-16	64	111	4	16	0.80	1.25	0.11	0.35	2.87	0.04	◈	⊗	⊗	⊗	◈	◈	⊗	⊗	■	⊗	■	◈

Note: Dep. = Department. Hisp. = Hispanic.

Transition from Casual/Season to Merit Employee

Next, we examined adverse impact among the casual/seasonal employee population (i.e., disparities among subgroups' hiring rates within this population). The purpose of these analyses was to answer the following question: are casual/seasonal employees of one gender or racial/ethnic group more likely to be hired into merit employment than casual/seasonal employees of a comparison group? Tables 3 and 4 present the results of these analyses based on Gender and Race/Ethnicity, respectively. Overall and within each of the three years examined, male and White employees made the transition from Casual/Seasonal to Merit employment at lower rates than female and POC employees. Though some results within Department/Agency indicated adverse impact, the number of transitions tended to be low where such results were observed, so they should be interpreted with caution.

Table 3. Casual/Seasonal Transition Adverse Impact Results by Gender

Department/ Agency	Year	Female Hires	Male Hires	Female AIR	Male AIR	*p* value	Female	Male
All	2014-2016	556	301	1.64	0.61	0.00	◈	■
All	2014	157	79	1.80	0.56	0.00	◈	■
All	2015	202	106	1.67	0.60	0.00	◈	■
All	2016	202	117	1.54	0.65	0.00	◈	■
DHSS	2014	60	16	1.27	0.79	0.36	◈	⊗
DHSS	2015	76	23	1.20	0.83	0.39	◈	◈
DHSS	2016	80	22	1.06	0.95	0.79	◈	◈
DELDOT	2014	20	23	0.99	1.01	0.97	◈	◈
DELDOT	2015	33	28	1.21	0.83	0.40	◈	◈
DELDOT	2016	33	29	1.17	0.86	0.50	◈	◈
DSCYF	2014	22	15	0.93	1.08	0.80	◈	◈
DSCYF	2015	36	23	0.63	1.59	0.02	■	◈
DSCYF	2016	42	22	0.92	1.09	0.70	◈	◈
DNREC	2014-2016	12	22	0.72	1.38	0.36	⊗	◈
DOC	2014-2016	21	20	0.66	1.52	0.13	⊗	◈
DOS	2014-2016	75	14	3.00	0.33	0.00	◈	■

Table 4. Casual/Seasonal Transition Adverse Impact Results by Race/Ethnicity

Dep./ Agency	Year	POC Hires	White Hires	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
All	2014-2016	417	434	2.45	0.41	0.00	◈	◈	◈	◈	◈	■
All	2014	104	130	2.00	0.50	0.00	◈	◈	◈	◈	◈	■
All	2015	169	137	3.11	0.32	0.00	◈	◈	◈	◈	◈	■
All	2016	148	169	2.29	0.44	0.00	◈	◈	◈	◈	◈	■
DHSS	2014	40	36	1.24	0.80	0.31	◈	◈	⊗	⊘	◈	◈
DHSS	2015	65	34	2.34	0.43	0.00	◈	◈	◈	⊘	◈	■
DHSS	2016	62	39	2.04	0.49	0.00	◈	◈	◈	⊘	◈	■
DELDOT	2014	14	28	0.78	1.29	0.40	⊘	⊗	◈	⊘	⊗	◈
DELDOT	2015	28	33	1.34	0.75	0.20	◈	◈	■	⊘	◈	⊗
DELDOT	2016	20	42	0.81	1.24	0.38	⊗	⊗	◈	⊘	◈	◈
DSCYF	2014	17	19	0.52	1.91	0.02	⊘	■	⊘	⊘	■	◈
DSCYF	2015	42	17	1.29	0.78	0.25	⊘	◈	⊘	⊘	◈	⊗
DSCYF	2016	43	21	0.95	1.06	0.79	⊘	◈	⊗	⊘	◈	◈
DNREC	2014-2016	5	28	1.44	0.69	0.40	⊗	◈	◈	⊘	◈	⊗
DOC	2014-2016	14	26	1.57	0.64	0.13	⊘	◈	◈	⊘	◈	⊗
DOS	2014-2016	42	47	1.27	0.79	0.20	◈	◈	⊘	⊘	◈	⊗

Note: Dep. = Department. Hisp. = Hispanic.

Selective Placement

Some hires were made through a selective placement designation. The Selective Placement program gives individuals who have been certified by Department of Labor's Division of Vocational Rehabilitation or Department of Health and Social Services' Division for Visually Impaired as having a physical or mental impairment that impacts his/her ability to participate in the competitive selection process a way to apply for state merit positions without competitive recruitment. Other special appointments include return to merit, direct recruitment (Pay Grade 5 or under), or return to work from disability.

We examined adverse impact for hires among the population of those who were on the referral list for these openings. The purpose of these analyses was to answer the following question: are candidates of one gender or racial/ethnic group more likely to be hired through a selective placement designation than candidates of a comparison group? Tables 5 and 6 present the results of this analysis based on Gender and Race/Ethnicity, respectively. Across all three years combined, males were hired through selective placement at a lower rate than females, and Asian, Black, American Indian/Alaskan Native, and POC applicants were hired at a lower rate than White applicants. Results were largely consistent within each year.

Table 5. *Selective Placement* Adverse Impact Results by Gender

Department/ Agency	Year	Female Hires	Male Hires	Female AIR	Male AIR	*p* value	Female	Male
All	2014-2016	160	56	1.69	0.59	0.00	◈	■
All	2014	86	11	3.06	0.33	0.00	◈	■
All	2015	37	21	1.85	0.54	0.02	◈	■
All	2016	37	24	0.83	1.20	0.46	◈	◈

Table 6. *Selective Placement* Adverse Impact Results by Race/Ethnicity

Dep./ Agency	Year	POC Hires	White Hires	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
All	2014-2016	49	167	0.35	2.86	0.00	■	■	◈	⊗	■	◈
All	2014	21	76	0.25	3.97	0.00	■	■	◈	⊗	■	◈
All	2015	26	32	1.90	0.53	0.01	⊘	◈	◈	⊘	◈	■
All	2016	2	59	0.02	44.31	0.00	⊗	■	⊗	⊘	■	◈

Note: Dep. = Department. Hisp. = Hispanic.

Selectives/Preferences

In some hiring instances, selective requirements (i.e., characteristics not specifically indicated for a job class but considered essential for performance of a position) or preferential qualifications (i.e., desirable, but not required, characteristics) were used. We examined adverse impact for hires among the population of applicants to jobs using selectives/preferences. The purpose of these analyses was to answer the following question: are candidates of one gender or racial/ethnic group more likely to be hired when selectives/preferences are used than candidates of a comparison group? Tables 7 and 8 present the results of this analysis based on Gender and Race/Ethnicity, respectively. Across all three years combined and within each year, female and male applicants were hired at comparable rates to jobs using selectives/preferences. Overall, Asian, Black, AI/AN, and POC applicants were less likely to be hired to jobs using selectives/preferences than White applicants. This pattern was largely consistent within each year.

Table 7. Selective/Preference Adverse Impact Results by Gender

Department/ Agency	Year	Female Hires	Male Hires	Female AIR	Male AIR	*p* value	Female	Male
All	2014-2016	166	108	1.00	1.00	0.99	◈	◈
All	2014	45	33	1.00	1.00	0.99	◈	◈
All	2015	57	36	1.01	0.99	0.96	◈	◈
All	2016	64	39	1.00	1.00	1.00	◈	◈

Table 8. Selective/Preference Adverse Impact Results by Race/Ethnicity

Dep./ Agency	Year	POC Hires	White Hires	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
All	2014-2016	77	198	0.50	2.02	0.00	⊗	■	◈	⊗	■	◈
All	2014	22	56	0.58	1.72	0.03	⊗	■	◈	⊗	■	◈
All	2015	31	64	0.57	1.77	0.01	◈	■	◈	⊗	■	◈
All	2016	24	78	0.39	2.58	0.00	■	■	◈	◈	■	◈

Note: Dep. = Department. Hisp. = Hispanic.

Indication of Criminal History

Lastly within the Hiring section, we examined adverse impact based on applicant rates of criminal history indications. The purpose of these analyses was to answer the following question: are applicants of one gender or racial/ethnic group more likely to indicate a criminal history than applicants of a comparison group? Only one Department, DOC, reported criminal history indications among applicants. Across all years combined and within each year, males were more likely to indicate a criminal history than females, and POC applicants were more likely to indicate a criminal history than White applicants.

Table 9. Indication of Criminal History Adverse Impact Results by Gender

Department/ Agency	Year	Female Criminal History	Male Criminal History	Female AIR	Male AIR	*p* value	Female	Male
DOC	2014-2016	359	567	1.60	0.63	0.00	◈	■
DOC	2014	100	193	1.84	0.54	0.00	◈	■
DOC	2015	156	226	1.43	0.70	0.00	◈	■
DOC	2016	103	148	1.59	0.63	0.00	◈	■

Table 10. Indication of Criminal History Adverse Impact Results by Race/Ethnicity

Dep./ Agency	Year	POC Failed BC	White Failed BC	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
DOC	2014-2016	663	266	0.53	1.88	0.00	○	■	■	⊗	■	◈
DOC	2014	198	95	0.60	1.67	0.00	◈	■	⊗	⊗	■	◈
DOC	2015	286	99	0.51	1.97	0.00	◈	■	■	⊗	■	◈
DOC	2016	179	72	0.51	1.96	0.00	⊗	■	⊗	⊗	■	◈

Note: Dep. = Department. Hisp. = Hispanic.

Promotions

Three years of promotions data were examined: 2014, 2015, and 2016.[33] Because population data were cross-sectional (i.e., a "snapshot" of employees at one time), combined 2014-2016 promotions were compared to 2016 population data. First, we highlight some demographic characteristics of those who were promoted. Second, we present adverse impact results by Pay Grade Band and Department/Agency. Promotions of all kinds were included in these analyses, including reclassifications into a higher pay grade.

Promotion Characteristics

Figures 11-13 display the proportion of those who were promoted across all three years of data within each Grade Band by gender, race/ethnicity, and age. The proportion of promoted females increased from Grade Band 1-8 (28.01%) to Band 16-21 (59.96%) before dropping in the highest Band (46.43%), though the total number of employees promoted in this band was small (28). The distributions of White and POC promotions did not exhibit a clear pattern across grade bands. The proportion of POC employees promoted was largest in grades 22-26 (35.71%), followed by bands 9-15, 1-8, and 16-21. The proportion of promoted employees 40 years of age and above increased steadily from Band 1-8 (32.66%) to Band 22-26 (82.14%).

[33] Data for a given year ran from July 1 of the previous calendar year through June 30 of that year. Specifically, 2014 = 07/01/13 – 06/30/14, 2015 = 07/01/14 – 06/30/15, and 2016 = 07/01/15 – 06/30/16.

Figure 10. Promoted employees by Pay Grade Band and Gender.

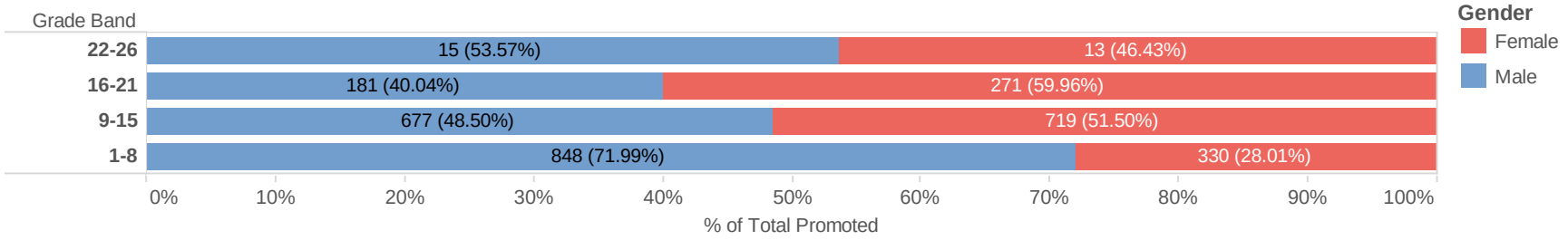


Figure 11. Promoted employees by Pay Grade Band and Race/Ethnicity.

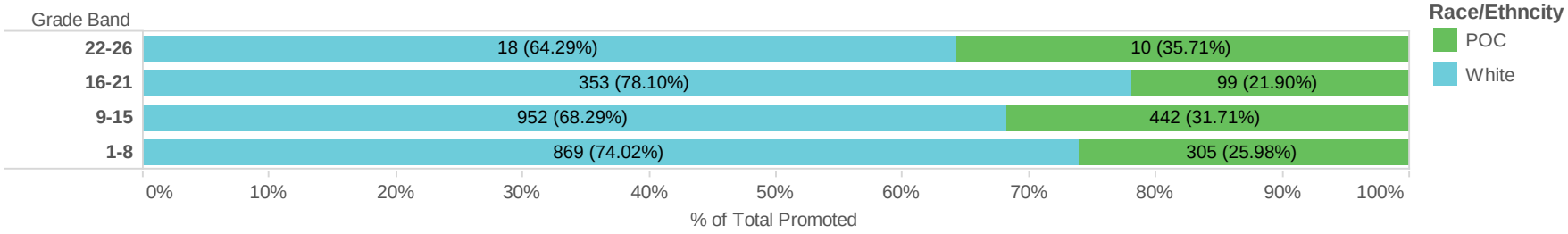
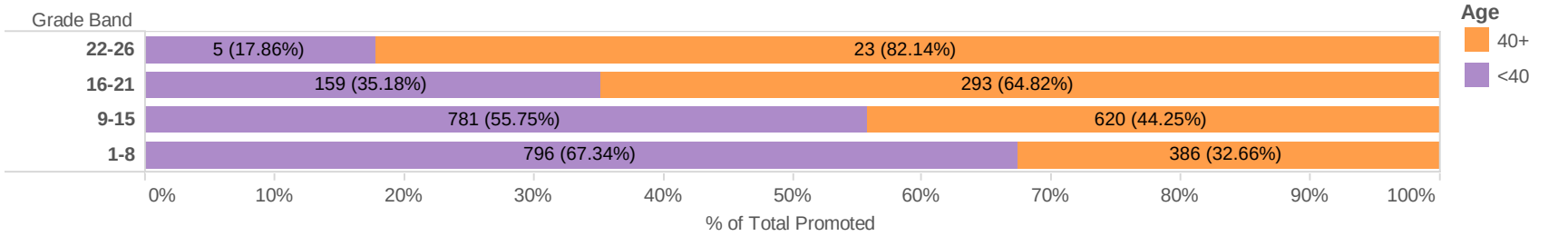


Figure 12. Promoted employees by Pay Grade Band and Age.



Adverse Impact

The adverse impact analysis population was comprised of all employees, excluding Casual/Seasonal employees. The purpose of these analyses was to answer the following question: are employees of one gender, racial/ethnic, or age-based group more likely to be promoted than employees of a comparison group? To compute adverse impact ratios, the percentage of employees who were promoted was compared between female, POC group, or 40+ years of age employees and male, White, or <40 years of age employees. Results are presented overall, by Pay Grade Band, and by Department/Agency. Years were combined for Departments/Agencies with fewer than 30 employees promoted within a year.

Tables 11-13 present promotion results overall and by Pay Grade Band and Gender, Race/Ethnicity, and Age, respectively. Overall, female employees were promoted at a lower rate than male employees. In Pay Grade Bands 1-8 and 9-15, female employees were promoted at lower rates than male employees, though only promotions Band 1-8 violated the 4/5 threshold. In Band 16-21, male employees were promoted at a lower rate than female employees. Overall, Black and POC employees were promoted at lower rates than White applicants based on both difference criteria, and the Adverse Impact Ratio for American Indian/Alaskan Native employees violated the 4/5 rule. Black and POC employees saw the same result in Pay Grade Band 1-8, but results were not consistent in other Bands, with Asian, Hispanic, and AI/AN employees exhibiting differences in at least one of the remaining bands.

Tables 14-16 present promotion results by Department/Agency and by Gender, Race/Ethnicity, and Age, respectively. For Gender, DELDOT and DSP exhibited lower female than male promotion rates within each of the three years examined based on both the adverse impact ratio and statistical significance. In Departments/Agencies where years were combined due to sample size, DTI exhibited lower promotion rates for female than male employees based on the 4/5 rule, and DOF exhibited lower promotion rates for male than female employees. For Race/Ethnicity, DNREC exhibited the most consistent pattern of lower promotion rates for POC groups, with POC, Asian, Black, and AI/AN employees exhibiting promotion rates that were statistically significant and/or violated the 4/5 rule within each year examined. In Departments/Agencies where years were combined due to sample size, DOS and OMB exhibited the strongest patterns of lower promotion rates for POC employees.

Nearly all Age-based results indicated that fewer 40+ year-old employees were promoted than <40 year-old employees.

Table 11. Promotion Adverse Impact Results by Pay Grade Band and Gender

Pay Grade Band	Year	Female Promos	Male Promos	Female AIR	Male AIR	*p* value	Female	Male
All	2014-2016	1,273	1,631	0.73	1.36	0.00	■	◈
1-8	2014-2016	330	848	0.45	2.20	0.00	■	◈
9-15	2014-2016	719	677	0.83	1.21	0.00	○	◈
16-21	2014-2016	271	181	1.20	0.84	0.03	◈	○

Note: Promos = Promotions.

Table 12. Promotion Adverse Impact Results by Pay Grade Band and Race/Ethnicity

Pay Grade Band	Year	POC Promos	White Promos	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
All	2014-2016	802	2,097	0.77	1.29	0.00	◈	■	◈	⊗	■	◈
1-8	2014-2016	305	869	0.58	1.73	0.00	◈	■	◈	◈	■	◈
9-15	2014-2016	442	952	0.91	1.10	0.05	⊗	◈	◈	⊗	◈	◈
16-21	2014-2016	99	353	0.97	1.03	0.79	◈	◈	⊗	◈	◈	◈

Note: Promos = Promotions. Hisp. = Hispanic.

Table 13. Promotion Adverse Impact Results by Pay Grade Band and Age

Pay Grade Band	Year	40+ Promos	<40 Promos	40+ AIR	<40 AIR	*p* value	40+	<40
All	2014-2016	1,277	1,638	0.36	2.78	0.00	■	◈
1-8	2014-2016	386	796	0.31	3.25	0.00	■	◈
9-15	2014-2016	620	781	0.35	2.87	0.00	■	◈
16-21	2014-2016	293	159	0.37	2.68	0.00	■	◈

Note: Promos = Promotions.

Table 14. Promotion Adverse Impact Results by Department/Agency and Gender.

Department/ Agency	Year	Female Promos	Male Promos	Female AIR	Male AIR	*p* value	Female	Male
All	2014	366	419	0.81	1.24	0.00	○	◈
All	2015	453	463	0.91	1.09	0.16	◈	◈
All	2016	459	441	0.98	1.02	0.74	◈	◈
DHSS	2014	120	37	1.10	0.91	0.61	◈	◈
DHSS	2015	160	58	0.94	1.07	0.67	◈	◈
DHSS	2016	155	45	1.18	0.85	0.32	◈	◈
DNREC	2014	21	38	0.80	1.25	0.39	◈	◈
DNREC	2015	20	32	0.90	1.11	0.70	◈	◈
DNREC	2016	32	27	1.79	0.56	0.02	◈	■
DOC	2014	48	101	1.13	0.88	0.46	◈	◈
DOC	2015	68	125	1.30	0.77	0.07	◈	⊗
DOC	2016	51	108	1.14	0.88	0.42	◈	◈
DELDOT	2014	48	169	0.61	1.65	0.00	■	◈
DELDOT	2015	54	168	0.69	1.44	0.01	■	◈
DELDOT	2016	57	186	0.64	1.57	0.00	■	◈
DSCYF	2014	75	33	1.24	0.81	0.29	◈	◈
DSCYF	2015	83	40	1.08	0.93	0.68	◈	◈
DSCYF	2016	77	40	1.01	0.99	0.98	◈	◈
DSP	2014	33	164	0.66	1.51	0.01	■	◈
DSP	2015	38	176	0.71	1.42	0.03	■	◈
DSP	2016	32	159	0.61	1.65	0.00	■	◈
DOL	2014-2016	52	18	0.93	1.08	0.76	◈	◈
DOS	2014-2016	40	12	1.12	0.89	0.71	◈	◈
DSHS	2014-2016	10	20	0.86	1.16	0.68	◈	◈
DTI	2014-2016	19	44	0.77	1.30	0.27	⊗	◈
OMB	2014-2016	47	33	1.09	0.92	0.68	◈	◈
DOF	2014-2016	30	5	3.09	0.32	0.01	◈	■

Note: Promos = Promotions.

Table 15. Promotion Adverse Impact Results by Department/Agency and Race/Ethnicity.

Dep./ Agency	Year	POC Promos	White Promos	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
All	2014	249	759	0.69	1.45	0.00	⊗	■	◈	◈	■	◈
All	2015	366	813	0.93	1.08	0.20	◈	◈	◈	◈	◈	◈
All	2016	295	840	0.71	1.41	0.00	⊗	■	◈	⊗	■	◈
DHSS	2014	60	97	0.72	1.39	0.04	⊗	■	◈	◈	■	◈
DHSS	2015	102	116	1.00	1.00	0.97	◈	◈	◈	◈	◈	◈
DHSS	2016	78	122	0.71	1.40	0.02	◈	■	⊗	⊗	■	◈
DNREC	2014	1	58	0.13	7.71	0.01	⊗	⊗	⊘	⊘	■	◈
DNREC	2015	4	48	0.71	1.40	0.50	⊗	⊗	◈	⊘	⊗	◈
DNREC	2016	4	55	0.64	1.55	0.37	⊗	⊗	◈	⊘	⊗	◈
DOC	2014	45	104	0.79	1.27	0.16	◈	⊗	◈	⊗	⊗	◈
DOC	2015	77	116	1.18	0.85	0.25	◈	◈	◈	⊗	◈	◈
DOC	2016	53	106	0.88	1.14	0.43	⊗	◈	◈	⊗	◈	◈
DELDOT	2014	30	186	0.79	1.27	0.19	⊗	■	◈	◈	⊗	◈
DELDOT	2015	35	187	0.86	1.17	0.36	◈	◈	◈	⊗	◈	◈
DELDOT	2016	38	204	0.83	1.20	0.26	⊗	⊗	◈	○	◈	◈
DSCYF	2014	55	53	1.20	0.83	0.32	◈	◈	■	⊘	◈	◈
DSCYF	2015	69	53	1.48	0.68	0.02	◈	◈	◈	⊘	◈	■
DSCYF	2016	46	70	0.72	1.38	0.07	⊗	⊗	○	⊗	⊗	◈
DSP	2014	33	164	1.25	0.80	0.18	◈	◈	◈	◈	◈	◈
DSP	2015	34	179	1.21	0.83	0.25	◈	◈	◈	⊗	◈	◈
DSP	2016	35	156	1.37	0.73	0.06	◈	◈	◈	◈	◈	⊗
DOL	2014-16	28	42	1.14	0.87	0.55	⊗	◈	⊗	⊘	◈	◈
DOS	2014-16	10	42	0.47	2.13	0.02	⊗	⊗	■	⊘	■	◈
DSHS	2014-16	8	22	1.09	0.92	0.83	⊗	⊗	◈	⊘	◈	◈
DTI	2014-16	21	42	1.01	0.99	0.96	◈	◈	○	⊘	◈	◈
OMB	2014-16	12	68	0.72	1.38	0.24	⊘	⊗	⊗	⊘	⊗	◈
DOF	2014-16	13	22	1.00	1.00	0.99	◈	◈	◈	⊘	◈	◈

Note: Promos = Promotions.

Table 16. Promotion Adverse Impact Results by Department/Agency and Age.

Department/ Agency	Year	40+ Promos	<40 Promos	40+ AIR	<40 AIR	*p* value	40+	<40
All	2014	433	577	0.32	3.09	0.00	■	◈
All	2015	479	702	0.31	3.25	0.00	■	◈
All	2016	484	653	0.34	2.92	0.00	■	◈
DHSS	2014	99	59	0.49	2.03	0.00	■	◈
DHSS	2015	142	76	0.56	1.80	0.00	■	◈
DHSS	2016	120	80	0.48	2.09	0.00	■	◈
DNREC	2014	25	34	0.29	3.44	0.00	■	◈
DNREC	2015	23	29	0.33	3.07	0.00	■	◈
DNREC	2016	24	35	0.30	3.35	0.00	■	◈
DOC	2014	59	90	0.43	2.32	0.00	■	◈
DOC	2015	64	129	0.35	2.83	0.00	■	◈
DOC	2016	48	111	0.31	3.27	0.00	■	◈
DELDOT	2014	96	121	0.33	3.05	0.00	■	◈
DELDOT	2015	90	132	0.31	3.27	0.00	■	◈
DELDOT	2016	100	143	0.33	2.99	0.00	■	◈
DSCYF	2014	32	76	0.27	3.75	0.00	■	◈
DSCYF	2015	33	90	0.23	4.43	0.00	■	◈
DSCYF	2016	50	67	0.46	2.19	0.00	■	◈
DSP	2014	42	155	0.23	4.37	0.00	■	◈
DSP	2015	29	185	0.14	7.24	0.00	■	◈
DSP	2016	46	145	0.27	3.77	0.00	■	◈
DOL	2014-2016	43	27	0.42	2.38	0.00	■	◈
DOS	2014-2016	38	15	0.98	1.02	0.94	◈	◈
DSHS	2014-2016	19	11	0.61	1.63	0.16	⊗	◈
DTI	2014-2016	41	24	0.49	2.04	0.00	■	◈
OMB	2014-2016	44	36	0.52	1.92	0.00	■	◈
DOF	2014-2016	24	12	0.33	3.00	0.00	■	◈

Note: Promos = Promotions.

Separations

Three years of separation data were examined: 2014, 2015, and 2016.[34] Separations were classified as voluntary, involuntary, or retirement. Figure 12 indicates how separation codes were classified into these categories; "Other" was not included due to infrequent occurrence and lack of interpretability. Because population data were cross-sectional (i.e., a "snapshot" of employees at one time), combined 2014-2016 separations were compared to 2016 population data. First, we highlight some demographic characteristics of those who separated. Second, we present adverse impact results by Pay Grade Band and Department/Agency. Because only one employee under the age of 40 retired, retirement is not examined by age.

Figure 12. Separation code categories.

Separation Code	Category
Voluntary Resignation	Voluntary
Cancel Appointment	Voluntary
End of Temporary Employment	Involuntary
Term/Long-Term Disability	Involuntary
Dismissed	Involuntary
Job Abandonment	Involuntary
Term of Contract	Involuntary
Unsatisfactory Background Check	Involuntary
Lacks Job Required License/Certificate	Involuntary
Retirement (5 codes, all specifying retirement)	Retirement
Death	Not Included
Other	Not Included

Separation Characteristics

Figures 13-15 present the proportion of those who separated across all three years of data within each Pay Grade Band by gender, race/ethnicity, and age. The proportion of females who voluntarily separated was lowest in Band 1-8 (52.80%), and was fairly constant (~62-66%) across the remaining three bands. The female involuntary separation proportion was lowest in Band 16-21 (38.24%), and somewhat constant (52.58 – 54.90%) in Bands 1-8 and 9-15 (with zero total involuntary separations in Band 22-26). The proportion of female retirement steadily decreased from Band 1-8 (58.46%) to Band 22-26 (41.94%).

The proportion of POC voluntary separations was relatively constant from Bands 1-8 to 16-21 (~41-43%), but was lowest in Band 22-26 (6.25%). The proportion of POC involuntary separation was lowest in Band 9-15 (46.08%) and highest in Band 1-8 (51.81%). The proportion of POC retirement tended to decrease as Band increased.

[34] Data for a given year ran from July 1 of the previous calendar year through June 30 of that year. Specifically, 2014 = 07/01/13 – 06/30/14, 2015 = 07/01/14 – 06/30/15, and 2016 = 07/01/15 – 06/30/16.

The proportions of 40+ year-old voluntary and involuntary separations were lowest in Bands 1-8, and increased across each Band within these separation types.

Figure 13. Employees who separated by Pay Grade Band and Gender.

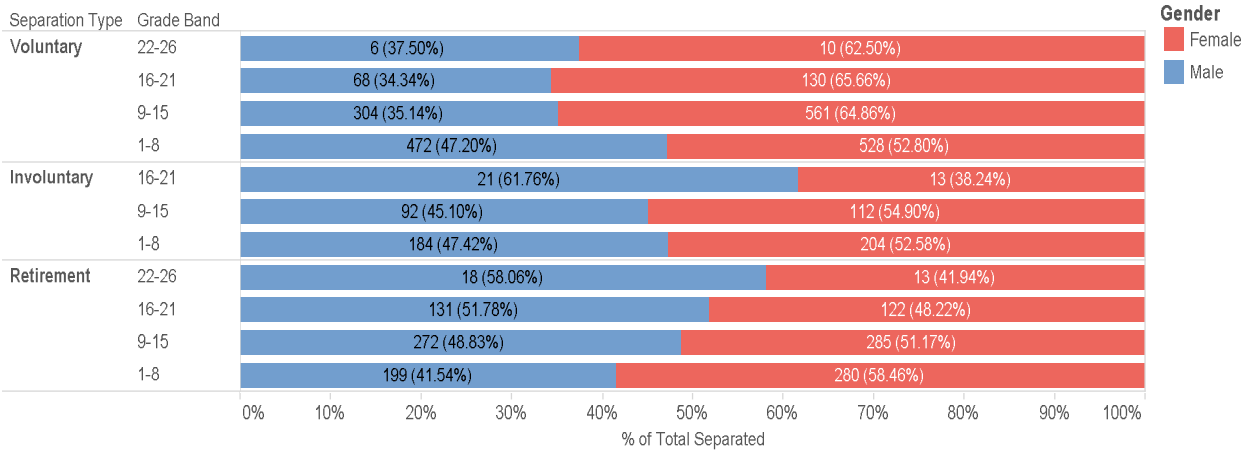


Figure 14. Employees who separated by Pay Grade Band and Race/Ethnicity.

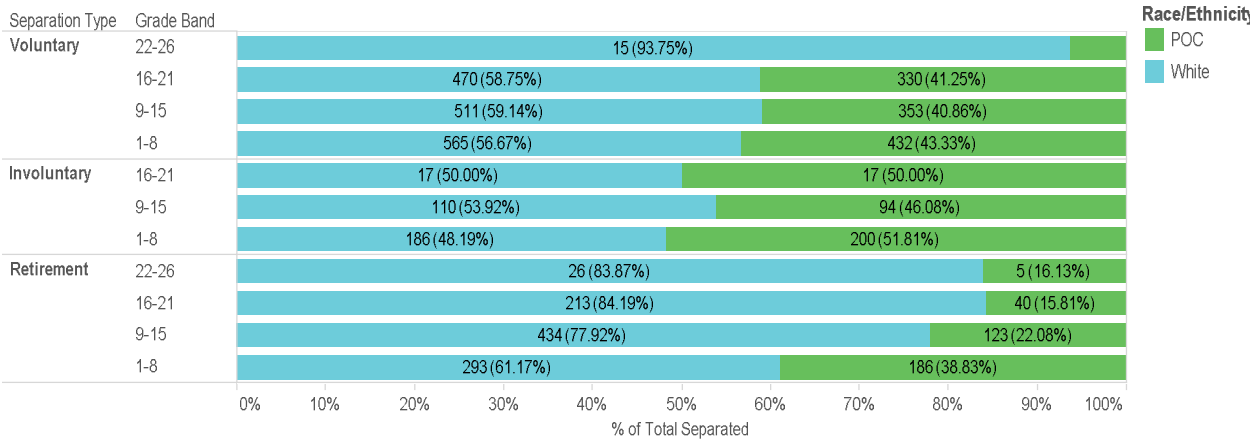
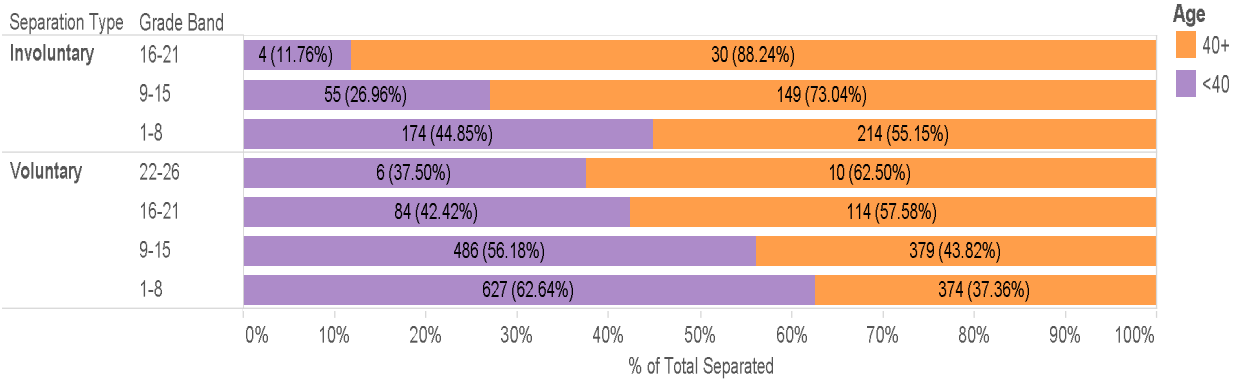


Figure 15. Employees who separated by Pay Grade Band and Age.



Adverse Impact

The adverse impact analysis population was comprised of all Executive Branch employees, excluding Casual/Seasonal employees. The purpose of these analyses was to answer the following question: are employees of one gender, racial/ethnic, or age-based group more likely to separate than employees of a comparison group?

Keep in mind that voluntary separation and retirement are not necessarily negative events from the employee's point of view. Voluntary separation is driven by a wide range of factors, some related to the employee experience and some not. Retirement often represents a loss for the employer, but a favorable event for the employee who is retiring; the opposite can be true as well. Despite these nuances, all separation types are coded as yellow or red for groups who separated at higher rates than would be expected based on the groups' size.

To compute adverse impact ratios, the percentage of employees who were separated was compared between female, POC group, or 40+ years of age employees and male, White, or <40 years of age employees. Results are presented overall, by Pay Grade Band, and by Department/Agency. Years were combined for Departments/Agencies with fewer than 30 separations within a separation type and year.

Tables 17-19 present separation results by Pay Grade Band and Gender, Age, and Race/Ethnicity, respectively, and Tables 20-24 present separation results by Department/Agency and Gender, Age, and Race/Ethnicity, respectively. Overall, female employees experienced greater voluntary separations than male employees; the percentages of involuntary separations and retirement were comparable. Female employees experienced greater separations of each type than male employees in Pay Grade Band 1-8, and also greater voluntary separations in Bands 9-15 and 16-21, all based on both difference criteria. Male employees experienced greater involuntary separations and retirement in Band 16-21 based on both difference criteria. Within Department/Agency, in the instances where female employees experienced greater separations than male employees, it was most often in the form of voluntary separation. In the instances where male employees experienced greater separations than female employees, it was either in the form of retirement or involuntary separations.

Overall, all POC racial/ethnic groups experienced greater voluntary and involuntary separations than White employees, whereas White employees retired at a greater rate than POC employees. Results by Pay Grade Band and Department/Agency were largely reflective of this pattern; though there were exceptions, in the instances where POC employees (in total, but also within specific POC groups) experienced greater separations than White employees, it was most often in the form of voluntary or involuntary separation, whereas the most frequent form of higher separation for White employees was retirement.

Nearly all age-based results indicated that fewer 40+ year-old employees voluntarily and involuntarily separated than <40 year-old employees.

Table 17. Separation Adverse Impact Results by Pay Grade Band and Gender.

Pay Grade Band	Year	Separation Type	Female Sep.	Male Sep.	Female AIR	Male AIR	*p* value	Female	Male
All	2014-2016	Involuntary	341	329	1.03	0.97	0.74	◈	◈
1-8	2014-2016	Involuntary	204	184	0.77	1.29	0.01	■	◈
9-15	2014-2016	Involuntary	112	92	1.05	0.95	0.70	◈	◈
16-21	2014-2016	Involuntary	13	21	2.02	0.49	0.04	◈	■
All	2014-2016	Retirement	719	653	0.97	1.04	0.49	◈	◈
1-8	2014-2016	Retirement	280	199	0.61	1.64	0.00	■	◈
9-15	2014-2016	Retirement	285	272	1.22	0.82	0.01	◈	○
16-21	2014-2016	Retirement	122	131	1.34	0.74	0.01	◈	■
22-26	2014-2016	Retirement	13	18	1.01	0.99	0.97	◈	◈
All	2014-2016	Voluntary	1272	892	0.75	1.34	0.00	■	◈
1-8	2014-2016	Voluntary	528	472	0.77	1.31	0.00	■	◈
9-15	2014-2016	Voluntary	561	304	0.70	1.44	0.00	■	◈
16-21	2014-2016	Voluntary	130	68	0.65	1.53	0.00	■	◈

Note: Sep. = Separation(s).

Table 18. Separation Adverse Impact Results by Pay Grade Band and Age.

Pay Grade Band	Year	Separation Type	40+ Sep.	<40 Sep.	40+ AIR	<40 AIR	*p* value	40+	<40
All	2014-2016	Involuntary	397	273	1.49	0.67	0.00	◈	■
1-8	2014-2016	Involuntary	214	174	1.28	0.78	0.01	◈	■
9-15	2014-2016	Involuntary	149	55	0.84	1.19	0.26	◈	◈
16-21	2014-2016	Involuntary	30	4	0.66	1.52	0.42	⊗	◈
All	2014-2016	Voluntary	915	1,250	2.96	0.34	0.00	◈	■
1-8	2014-2016	Voluntary	374	627	2.64	0.38	0.00	◈	■
9-15	2014-2016	Voluntary	379	486	2.92	0.34	0.00	◈	■
16-21	2014-2016	Voluntary	114	84	3.64	0.27	0.00	◈	■

Note: Sep. = Separation(s).

Table 19. Separation Adverse Impact Results by Pay Grade Band and Race/Ethnicity.

Pay Grade Band	Year	Sep. Type	POC Sep.	White Sep.	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
All	2014-2016	Involuntary	329	338	0.51	1.97	0.00	■	■	■	⊗	■	◈
1-8	2014-2016	Involuntary	200	186	0.56	1.78	0.00	◈	■	⊗	⊗	■	◈
9-15	2014-2016	Involuntary	94	110	0.60	1.67	0.00	■	■	◈	⊗	■	◈
16-21	2014-2016	Involuntary	17	17	0.29	3.47	0.00	■	⊗	◈	◈	■	◈
All	2014-2016	Retirement	361	1,011	1.38	0.72	0.00	◈	◈	◈	◈	◈	■
1-8	2014-2016	Retirement	186	293	0.95	1.05	0.00	◈	○	◈	⊗	○	◈
9-15	2014-2016	Retirement	123	434	1.81	0.55	0.00	◈	◈	◈	◈	◈	■
16-21	2014-2016	Retirement	40	213	1.53	0.65	0.00	◈	◈	◈	■	◈	■
22-26	2014-2016	Retirement	5	26	1.83	0.55	0.00	◈	◈	⊘	⊘	◈	■
All	2014-2016	Voluntary	854	1,305	0.75	1.33	0.00	○	■	○	■	■	◈
1-8	2014-2016	Voluntary	432	565	0.79	1.26	0.00	◈	■	◈	■	■	◈
9-15	2014-2016	Voluntary	353	511	0.74	1.35	0.00	◈	■	○	◈	■	◈
16-21	2014-2016	Voluntary	330	470	0.41	2.44	0.00	◈	■	■	◈	■	◈

Note: Sep. = Separation(s). Hisp. = Hispanic.

Table 20. Separation Adverse Impact Results by Department/Agency and Gender.

Department/ Agency	Year	Separation Type	Female Sep.	Male Sep.	Female AIR	Male AIR	*p* value	Female	Male
All	2014	Involuntary	120	109	0.98	1.02	0.90	◈	◈
All	2015	Involuntary	118	109	0.99	1.01	0.93	◈	◈
All	2016	Involuntary	106	115	1.15	0.87	0.28	◈	◈
DHSS	2014	Involuntary	54	28	1.53	0.65	0.06	◈	⊗
DHSS	2015	Involuntary	58	23	1.17	0.86	0.53	◈	◈
DHSS	2016	Involuntary	46	21	1.33	0.75	0.27	◈	⊗
DOC	2014	Involuntary	23	43	0.78	1.28	0.34	⊗	◈
DOC	2015	Involuntary	18	29	0.67	1.48	0.18	⊗	◈
DOC	2016	Involuntary	13	28	0.89	1.12	0.73	◈	◈
All	2014	Retirement	210	205	1.06	0.95	0.57	◈	◈
All	2015	Retirement	240	243	1.08	0.92	0.37	◈	◈
All	2016	Retirement	269	206	0.81	1.23	0.02	○	◈
DHSS	2014	Retirement	95	29	0.90	1.11	0.62	◈	◈
DHSS	2015	Retirement	111	35	0.93	1.08	0.69	◈	◈
DHSS	2016	Retirement	135	34	0.74	1.36	0.10	⊗	◈
DOC	2014	Retirement	8	42	2.20	0.45	0.03	◈	■
DOC	2015	Retirement	15	38	1.06	0.94	0.85	◈	◈
DOC	2016	Retirement	19	29	0.63	1.59	0.11	⊗	◈
All	2014	Voluntary	361	254	0.76	1.31	0.00	■	◈
All	2015	Voluntary	451	302	0.72	1.40	0.00	■	◈
All	2016	Voluntary	468	349	0.79	1.26	0.00	■	◈
DHSS	2014	Voluntary	149	50	0.99	1.01	0.95	◈	◈
DHSS	2015	Voluntary	186	67	1.06	0.94	0.68	◈	◈
DHSS	2016	Voluntary	195	67	1.00	1.00	0.98	◈	◈
DOC	2014	Voluntary	48	55	0.48	2.08	0.00	■	◈
DOC	2015	Voluntary	39	62	0.67	1.50	0.04	■	◈
DOC	2016	Voluntary	31	69	0.92	1.09	0.69	◈	◈

Note: Sep. = Separation(s).

Table 21. Separation Adverse Impact Results by Department/Agency and Gender (continued).

Department/ Agency	Year	Separation Type	Female Sep.	Male Sep.	Female AIR	Male AIR	*p* value	Female	Male
DNG	2014-2016	Involuntary	10	35	0.72	1.40	0.22	⊗	◈
DOS	2014-2016	Involuntary	30	6	0.59	1.69	0.22	⊗	◈
DSCYF	2014-2016	Involuntary	30	33	2.11	0.47	0.00	◈	■
DELDOT	2014-2016	Involuntary	15	46	1.47	0.68	0.18	◈	⊗
DOE	2014-2016	Retirement	25	14	1.13	0.88	0.68	◈	◈
DNREC	2014-2016	Retirement	37	55	0.98	1.02	0.93	◈	◈
DOL	2014-2016	Retirement	30	18	1.87	0.53	0.02	◈	■
DOS	2014-2016	Retirement	38	20	1.56	0.64	0.09	◈	⊗
DSP	2014-2016	Retirement	17	71	1.38	0.72	0.20	◈	⊗
OMB	2014-2016	Retirement	24	17	0.93	1.08	0.80	◈	◈
DSCYF	2014-2016	Retirement	51	30	1.13	0.89	0.59	◈	◈
DELDOT	2014-2016	Retirement	59	151	1.23	0.81	0.15	◈	◈
DNG	2014-2016	Voluntary	7	24	0.70	1.43	0.33	⊗	◈
DOE	2014-2016	Voluntary	48	16	0.67	1.48	0.11	⊗	◈
DSHS	2014-2016	Voluntary	14	27	1.12	0.89	0.71	◈	◈
DNREC	2014-2016	Voluntary	37	41	0.73	1.36	0.14	⊗	◈
DOL	2014-2016	Voluntary	59	15	0.79	1.26	0.38	⊗	◈
DOS	2014-2016	Voluntary	106	42	1.17	0.85	0.30	◈	◈
DSP	2014-2016	Voluntary	23	31	0.45	2.24	0.00	■	◈
OMB	2014-2016	Voluntary	40	32	1.05	0.95	0.82	◈	◈
DSCYF	2014-2016	Voluntary	162	86	1.02	0.98	0.89	◈	◈
DELDOT	2014-2016	Voluntary	91	183	0.97	1.03	0.78	◈	◈

Note: Sep. = Separation(s).

Table 22. Separation Adverse Impact Results by Department/Agency and Age.

Department/ Agency	Year	Separation Type	40+ Sep.	<40 Sep.	40+ AIR	<40 AIR	*p* value	40+	<40
All	2014	Involuntary	127	100	1.82	0.55	0.00	◈	■
All	2015	Involuntary	144	82	1.26	0.79	0.09	◈	⊗
All	2015	Involuntary	128	93	1.58	0.63	0.00	◈	■
DHSS	2016	Involuntary	47	35	2.54	0.39	0.00	◈	■
DHSS	2014	Involuntary	58	23	1.33	0.75	0.24	◈	⊗
DHSS	2014	Involuntary	50	17	1.07	0.94	0.82	◈	◈
DOC	2015	Involuntary	30	36	1.83	0.55	0.01	◈	■
DOC	2016	Involuntary	19	28	2.07	0.48	0.01	◈	■
DOC	2016	Involuntary	22	19	1.22	0.82	0.52	◈	◈
DNG	2014-2016	Involuntary	1	44	35.48	0.03	0.00	◈	■
DOS	2014-2016	Involuntary	24	12	1.29	0.77	0.45	◈	⊗
DSCYF	2014-2016	Involuntary	43	20	0.76	1.31	0.30	⊗	◈
DELDOT	2014-2016	Involuntary	37	24	1.36	0.74	0.23	◈	⊗
All	2014	Voluntary	268	345	2.98	0.34	0.00	◈	■
All	2014	Voluntary	326	425	2.89	0.35	0.00	◈	■
All	2015	Voluntary	328	490	3.24	0.31	0.00	◈	■
DHSS	2016	Voluntary	93	92	3.38	0.30	0.00	◈	■
DHSS	2016	Voluntary	115	114	3.34	0.30	0.00	◈	■
DHSS	2014	Voluntary	132	115	2.73	0.37	0.00	◈	■
DOC	2015	Voluntary	33	70	3.23	0.31	0.00	◈	■
DOC	2015	Voluntary	29	72	3.49	0.29	0.00	◈	■
DOC	2016	Voluntary	19	81	6.04	0.17	0.00	◈	■
DNG	2014-2016	Voluntary	4	27	5.44	0.18	0.00	◈	■
DOE	2014-2016	Voluntary	34	30	4.15	0.24	0.00	◈	■
DSHS	2014-2016	Voluntary	21	20	2.69	0.37	0.00	◈	■
DNREC	2014-2016	Voluntary	22	56	5.85	0.17	0.00	◈	■
DOL	2014-2016	Voluntary	40	34	3.22	0.31	0.00	◈	■
DOS	2014-2016	Voluntary	67	81	3.13	0.32	0.00	◈	■
DSP	2014-2016	Voluntary	13	41	3.77	0.27	0.00	◈	■
OMB	2014-2016	Voluntary	30	42	3.29	0.30	0.00	◈	■
DSCYF	2014-2016	Voluntary	72	176	4.00	0.25	0.00	◈	■
DELDOT	2014-2016	Voluntary	122	153	2.62	0.38	0.00	◈	■

Note: Sep. = Separation(s).

Table 23. Separation Adverse Impact Results by Department/Agency and Race/Ethnicity.

Dep./ Agency	Year	Sep. Type	POC Sep.	White Sep.	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
All	2014	Involuntary	112	114	0.48	2.06	0.00	■	■	⊗	⊗	■	◈
All	2015	Involuntary	120	105	0.43	2.35	0.00	◈	■	◈	◈	■	◈
All	2016	Involuntary	100	120	0.59	1.69	0.00	■	■	■	◈	■	◈
DHSS	2014	Involuntary	44	38	0.74	1.34	0.99	⊗	⊗	◈	⊗	⊗	◈
DHSS	2015	Involuntary	50	31	0.55	1.83	0.12	⊗	⊗	⊗	◈	⊗	◈
DHSS	2016	Involuntary	33	34	0.92	1.08	0.56	⊗	◈	◈	◈	◈	◈
DOC	2014	Involuntary	29	36	0.68	1.46	0.00	⊗	■	⊗	◈	■	◈
DOC	2015	Involuntary	30	17	0.32	3.13	0.99	◈	■	◈	◈	⊗	◈
DOC	2016	Involuntary	19	22	0.66	1.52	0.02	⊗	⊗	◈	◈	■	◈
All	2014	Retirement	98	317	1.54	0.65	0.00	◈	◈	◈	◈	◈	■
All	2015	Retirement	128	355	1.35	0.74	0.00	◈	◈	◈	◈	◈	■
All	2016	Retirement	135	340	1.24	0.80	0.00	◈	◈	◈	◈	◈	○
DHSS	2014	Retirement	50	74	1.27	0.78	0.00	◈	◈	◈	◈	◈	■
DHSS	2015	Retirement	63	83	1.16	0.86	0.01	◈	◈	◈	◈	◈	○
DHSS	2016	Retirement	63	106	1.51	0.66	0.00	◈	◈	◈	◈	◈	■
DOC	2014	Retirement	17	33	1.07	0.94	0.00	◈	◈	◈	⊗	◈	○
DOC	2015	Retirement	16	37	1.30	0.77	0.00	◈	◈	◈	◈	◈	■
DOC	2016	Retirement	23	25	0.62	1.62	0.02	◈	■	◈	◈	■	◈
All	2014	Voluntary	234	379	0.77	1.30	0.00	■	○	■	■	■	◈
All	2015	Voluntary	312	437	0.68	1.47	0.00	○	■	◈	■	■	◈
All	2016	Voluntary	315	499	0.78	1.28	0.00	◈	■	○	■	■	◈
DHSS	2014	Voluntary	102	97	0.82	1.22	0.47	⊗	◈	◈	■	◈	◈
DHSS	2015	Voluntary	133	120	0.80	1.25	0.86	◈	⊗	◈	⊗	◈	◈
DHSS	2016	Voluntary	129	131	0.91	1.10	0.29	◈	◈	⊗	⊗	◈	◈
DOC	2014	Voluntary	37	66	0.98	1.02	0.00	◈	◈	■	⊗	○	◈
DOC	2015	Voluntary	42	59	0.79	1.26	0.00	⊗	○	◈	■	■	◈
DOC	2016	Voluntary	33	67	1.15	0.87	0.00	◈	◈	⊗	◈	◈	○

Note: Dep. = Department. Sep. = Separation(s). Hisp. = Hispanic.

Table 24. Separation Adverse Impact Results by Department/Agency and Race/Ethnicity (continued).

Dep./ Agency	Year	Sep. Type	POC Sep.	White Sep.	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
DNG	2014-2016	Involuntary	19	25	0.27	3.72	0.00	⊘	■	⊘	⊘	■	◈
DOS	2014-2016	Involuntary	10	26	1.32	0.76	0.00	◈	◈	◈	⊘	◈	■
DSCYF	2014-2016	Involuntary	44	19	0.39	2.55	0.00	⊗	⊗	◈	◈	■	◈
DELDOT	2014-2016	Involuntary	23	37	0.36	2.78	0.00	⊗	■	◈	⊗	■	◈
DOE	2014-2016	Retirement	11	28	0.48	2.08	0.00	◈	■	⊗	⊘	■	◈
DNREC	2014-2016	Retirement	10	82	0.93	1.08	0.00	■	◈	◈	⊘	○	◈
DOL	2014-2016	Retirement	8	40	2.92	0.34	0.00	◈	◈	◈	⊘	◈	■
DOS	2014-2016	Retirement	6	52	4.39	0.23	0.00	◈	◈	◈	⊘	◈	■
DSP	2014-2016	Retirement	13	75	0.95	1.06	0.00	◈	■	◈	◈	○	◈
OMB	2014-2016	Retirement	8	33	1.01	0.99	0.00	⊘	○	◈	⊘	◈	○
DSCYF	2014-2016	Retirement	30	51	1.54	0.65	0.00	◈	◈	◈	◈	◈	■
DELDOT	2014-2016	Retirement	29	181	1.40	0.72	0.00	◈	◈	◈	◈	◈	■
DNG	2014-2016	Voluntary	2	29	2.96	0.34	0.00	⊘	◈	⊘	⊘	◈	■
DOE	2014-2016	Voluntary	17	46	0.51	1.95	0.00	◈	■	◈	⊘	■	◈
DSHS	2014-2016	Voluntary	9	32	1.19	0.84	0.00	◈	◈	◈	⊘	◈	○
DNREC	2014-2016	Voluntary	21	57	0.31	3.26	0.00	■	■	■	⊘	■	◈
DOL	2014-2016	Voluntary	35	39	0.65	1.54	0.00	■	■	⊗	⊘	■	◈
DOS	2014-2016	Voluntary	53	91	0.87	1.15	0.00	◈	○	◈	⊘	○	◈
DSP	2014-2016	Voluntary	6	48	1.31	0.76	0.00	◈	◈	■	■	◈	■
OMB	2014-2016	Voluntary	21	51	0.59	1.69	0.00	⊘	■	⊗	⊘	■	◈
DSCYF	2014-2016	Voluntary	149	98	0.60	1.67	0.00	⊗	⊗	◈	◈	■	◈
DELDOT	2014-2016	Voluntary	56	217	0.87	1.15	0.00	○	■	◈	■	○	◈

Note: Dep. = Department. Sep. = Separation(s). Hisp. = Hispanic.

Disciplinary Actions

Disciplinary action data were examined for 2014 through 2016.[35] Because population data were cross-sectional (i.e., a "snapshot" of employees at one time), combined 2014-2016 disciplinary actions were compared to 2016 population data. The three most common disciplinary action classifications (absenteeism, policy violation, and unacceptable/ inappropriate conduct) were assessed separately; other classifications were combined into an "other" category. Adverse impact results are presented overall and by Department/Agency. Results are not provided for Departments/Agencies with fewer than 30 disciplinary actions of a type.

Adverse Impact

The adverse impact analysis population was comprised of all employees. The purpose of these analyses was to answer the following question: are employees of one gender, racial/ethnic, or age-based group more likely to receive a disciplinary action than employees of a comparison group? To compute adverse impact ratios, the percentage of employees who received a disciplinary action was compared between female, POC group, or 40+ years of age employees and male, White, or <40 years of age employees. Results are presented overall and by Department/Agency.

Table 25 presents disciplinary action results by Gender and Department/Agency. Overall, female employees were more likely than male employees to receive a disciplinary action for absenteeism, whereas male employees were more likely to receive a disciplinary action for a policy violation or a violation classified as "Other." Policy violations exhibited little difference between genders. Within Department/Agency, female employees in DELDOT and DOS were more likely to receive a disciplinary action for absenteeism. Most other results indicated higher rates of male disciplinary actions across the other three action categories.

Tables 26 presents disciplinary action results by Race/Ethnicity and Department/Agency. Overall and for every discipline type within every Department/Agency, POC and Black employees were more likely to receive disciplinary action than White employees (according to at least one difference criterion), with other POC groups also exhibiting some evidence of higher rates of disciplinary action within some Departments/Agencies.

Table 27 presents disciplinary action results by Age. Overall and within Department/Agency, most results (with the exception of unacceptable/inappropriate conduct, which had mixed results) indicated that 40+ year-old employees were less likely to receive disciplinary action than <40 year-old employees.

[35] 2014 = 07/01/13 – 06/30/14, 2015 = 07/01/14 – 06/30/15, and 2016 = 07/01/15 – 06/30/16.

Table 25. Disciplinary Action Adverse Impact Results by Department/Agency and Gender.

Note: DA = Disciplinary Action.

Department/ Agency	Year	DA Class.	Female DAs	Male DAs	Female DA AIR	Male DA AIR	*p* value	Female	Male
All	2014-2016	Absent.	318	156	0.53	1.88	0.00	■	◈
DHSS	2014-2016	Absent.	153	51	0.98	1.02	0.91	◈	◈
DELDOT	2014-2016	Absent.	86	74	0.53	1.89	0.00	■	◈
DOS	2014-2016	Absent.	57	7	0.29	3.39	0.00	■	◈
All	2014-2016	Conduct	166	158	1.03	0.97	0.77	◈	◈
DHSS	2014-2016	Conduct	118	60	1.50	0.67	0.01	◈	■
DOC	2014-2016	Conduct	12	25	0.98	1.03	0.94	◈	◈
DELDOT	2014-2016	Conduct	11	25	1.40	0.72	0.35	◈	⊗
DSCYF	2014-2016	Conduct	11	29	5.10	0.20	0.00	◈	■
All	2014-2016	Other	198	307	1.68	0.59	0.00	◈	■
DHSS	2014-2016	Other	74	33	1.31	0.76	0.19	◈	⊗
DOC	2014-2016	Other	24	66	1.29	0.78	0.28	◈	⊗
DELDOT	2014-2016	Other	59	128	1.33	0.75	0.06	◈	⊗
DSCYF	2014-2016	Other	26	46	3.42	0.29	0.00	◈	■
All	2014-2016	Policy	217	426	2.13	0.47	0.00	◈	■
DHSS	2014-2016	Policy	76	57	2.21	0.45	0.00	◈	■
DOC	2014-2016	Policy	35	128	1.71	0.58	0.00	◈	■
DELDOT	2014-2016	Policy	45	107	1.46	0.68	0.03	◈	■
DSCYF	2014-2016	Policy	53	124	4.53	0.22	0.00	◈	■

Table 26. Disciplinary Action Adverse Impact Results by Department/Agency and Race/Ethnicity.

Department/ Agency	Year	DA Class.	POC DAs	White DAs	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
All	2014-2016	Absent.	255	214	0.38	2.61	0.00	◈	■	⊗	⊗	■	◈
DHSS	2014-2016	Absent.	113	91	0.71	1.42	0.54	◈	⊗	◈	⊗	⊗	◈
DELDOT	2014-2016	Absent.	73	82	0.38	2.64	0.00	◈	■	◈	◈	■	◈
DOS	2014-2016	Absent.	42	22	0.98	1.02	0.69	◈	■	◈	⊘	⊗	◈
All	2014-2016	Conduct	170	154	0.41	2.42	0.00	◈	■	◈	⊗	■	◈
DHSS	2014-2016	Conduct	100	78	0.68	1.46	0.43	◈	⊗	◈	⊗	⊗	◈
DOC	2014-2016	Conduct	19	18	0.52	1.93	0.09	⊗	⊗	◈	◈	⊗	◈
DELDOT	2014-2016	Conduct	12	24	0.68	1.48	0.00	◈	■	◈	◈	■	◈
DSCYF	2014-2016	Conduct	31	9	0.33	3.07	0.00	◈	⊗	◈	◈	■	◈
All	2014-2016	Other	244	259	0.48	2.07	0.00	◈	■	⊗	⊗	■	◈
DHSS	2014-2016	Other	70	37	0.46	2.16	0.01	◈	⊗	⊗	⊗	■	◈
DOC	2014-2016	Other	42	48	0.63	1.60	0.00	■	■	⊗	⊗	■	◈
DELDOT	2014-2016	Other	59	127	0.73	1.38	0.00	◈	■	◈	◈	■	◈
DSCYF	2014-2016	Other	55	16	0.33	3.06	0.00	◈	⊗	◈	◈	■	◈
All	2014-2016	Policy	379	262	0.32	3.17	0.00	◈	■	⊗	⊗	■	◈
DHSS	2014-2016	Policy	105	28	0.23	4.28	0.00	◈	⊗	⊗	⊗	■	◈
DOC	2014-2016	Policy	71	92	0.71	1.41	0.00	◈	■	■	◈	■	◈
DELDOT	2014-2016	Policy	44	105	0.81	1.24	0.00	◈	■	○	◈	○	◈
DSCYF	2014-2016	Policy	148	29	0.22	4.55	0.00	◈	⊗	⊗	◈	■	◈

Note: DA = Disciplinary Action.

Table 27. Disciplinary Action Adverse Impact Results by Department/Agency and Age.

Department/ Agency	Year	DA Class.	40+ DAs	<40 DAs	40+ DA AIR	<40 DA AIR	*p* value	40+	<40
All	2014-2016	Absent.	214	261	2.16	0.46	0.00	◈	■
DHSS	2014-2016	Absent.	104	101	2.61	0.38	0.00	◈	■
DELDOT	2014-2016	Absent.	72	88	2.17	0.46	0.00	◈	■
DOS	2014-2016	Absent.	17	47	5.04	0.20	0.00	◈	■
All	2014-2016	Conduct	212	113	0.94	1.06	0.62	◈	◈
DHSS	2014-2016	Conduct	117	61	1.40	0.71	0.03	◈	■
DOC	2014-2016	Conduct	23	15	0.96	1.04	0.89	◈	◈
DELDOT	2014-2016	Conduct	26	10	0.68	1.46	0.30	⊗	◈
DSCYF	2014-2016	Conduct	23	17	0.94	1.06	0.85	◈	◈
All	2014-2016	Other	299	206	1.22	0.82	0.03	◈	○
DHSS	2014-2016	Other	66	41	1.67	0.60	0.01	◈	■
DOC	2014-2016	Other	48	42	1.28	0.78	0.23	◈	⊗
DELDOT	2014-2016	Other	109	78	1.27	0.79	0.09	◈	⊗
DSCYF	2014-2016	Other	43	29	0.86	1.16	0.52	◈	◈
All	2014-2016	Policy	352	292	1.47	0.68	0.00	◈	■
DHSS	2014-2016	Policy	65	68	2.81	0.36	0.00	◈	■
DOC	2014-2016	Policy	86	77	1.31	0.76	0.07	◈	⊗
DELDOT	2014-2016	Policy	101	51	0.90	1.12	0.51	◈	◈
DSCYF	2014-2016	Policy	90	88	1.24	0.80	0.12	◈	◈

Note: DA = Disciplinary Action.

Grievances

Grievance data were examined for 2014 through 2016.[36] Because population data were cross-sectional (i.e., a "snapshot" of employees at one time), combined 2014-2016 grievances were compared to 2016 population data. Adverse impact result are presented overall and by Department/Agency. Results are not provided for Departments/Agencies with fewer than 30 grievances.

Adverse Impact

The adverse impact analysis population was comprised of all Executive Branch employees, excluding Casual/Seasonal employees. The purpose of these analyses was to answer the following question: are employees of one gender, racial/ethnic, or age-based group more likely to file a grievance than employees of a comparison group? To compute adverse impact ratios, the percentage of employees who filed a grievance was compared between female, POC group, or 40+ years of age employees and male, White, or <40 years of age employees. Results are presented overall and by Department/Agency. Only four Departments/Agencies provided sufficient data to examine grievances within the Department/Agency.

Tables 28 - 30 present grievance results by Department/Agency and Gender, Race/Ethnicity, and Age, respectively. Overall and within DHSS, DELDOT, and DSCYF, female employees were less likely to file grievances than male employees. Overall and within every Department/Agency, POC and Black employees were more likely to file grievances than White employees (according to at least one difference criterion), with other POC groups also exhibiting greater likelihood of filing grievances for some Departments/Agencies. Employees <40 years of age were more likely to file grievances overall to a statistically significant extent, and were more likely to file grievances in DHSS (according to both difference criteria).

[36] 2014 = 07/01/13 – 06/30/14, 2015 = 07/01/14 – 06/30/15, and 2016 = 07/01/15 – 06/30/16.

Table 28. Grievance Adverse Impact Results by Department/Agency and Gender

Dep./ Agency	Year	Female Griev.	Male Griev.	Female AIR	Male AIR	*p* value	Female	Male
All	2014-2016	159	329	2.20	0.45	0.00	◈	■
DHSS	2014-2016	83	41	1.44	0.69	0.05	◈	■
DOC	2014-2016	34	73	0.89	1.13	0.56	◈	◈
DELDOT	2014-2016	23	159	3.32	0.30	0.00	◈	■
DSCYF	2014-2016	17	48	5.41	0.18	0.00	◈	■

Note: Griev. = Grievances.

Table 29. Grievance Adverse Impact Results by Department/Agency and Race/Ethnicity

Dep./ Agency	Year	POC Griev.	White Griev.	POC AIR	White AIR	*p* value	Asian	Black	Hisp.	AI/AN	POC	White
All	2014-2016	230	258	0.55	1.81	0.00	◈	■	◈	■	■	◈
DHSS	2014-2016	83	41	0.44	2.26	0.00	◈	⊗	⊗	⊗	■	◈
DOC	2014-2016	57	50	0.50	2.01	0.02	⊗	■	⊗	■	■	◈
DELDOT	2014-2016	36	146	0.91	1.10	0.00	◈	■	◈	◈	○	◈
DSCYF	2014-2016	51	14	0.25	4.01	0.00	◈	⊗	⊗	◈	■	◈

Note: Griev. = Grievances. Hisp. = Hispanic.

Table 30. Grievance Adverse Impact Results by Department/Agency and Age

Dep./ Agency	Year	40+ Griev.	<40 Griev.	40+ AIR	<40 AIR	*p* value	40+	<40
All	2014-2016	313	175	1.21	0.83	0.04	◈	○
DHSS	2014-2016	72	52	2.26	0.44	0.00	◈	■
DOC	2014-2016	65	42	0.91	1.09	0.65	◈	◈
DELDOT	2014-2016	129	53	0.86	1.16	0.32	◈	◈
DSCYF	2014-2016	38	27	1.16	0.86	0.53	◈	◈

Discrimination Complaints

Discrimination complaint data were examined for FY2007 – FY2016. Complaints not yet resolved were excluded from analyses. It should be noted that complaints were not necessarily filed based on the statuses reported in this section; for example, a Hispanic female may have filed a complaint based on gender discrimination and not racial/ethnic discrimination, but this individual would be counted as a POC employee and as a female employee in the tables below. Thus, the results indicate the proportions of closure actions that occurred to gender, racial/ethnic, and age-based groups, but not whether those actions were more or less common for complaints of discrimination pertaining to a specific group due to their status in that group. The variety and number of complaint resolution categories makes interpretation of adverse impact results difficult, so those statistics are not calculated in this section. The purpose of the graphs below is to document the proportion of closure actions that occurred for each gender, racial/ethnic, and age-based group.

Figures 16-18 present complaint closure actions by Gender, Race/Ethnicity, and Age, respectively. Among the 3,400 complaints filed by female employees and the 2,395 complaints filed by male employees, female employees had slightly higher proportions of administrative closure and settlement or agreement to withdraw with benefits, whereas male employees had a slightly higher proportion of findings of no cause. Very small proportions in both groups resulted in conciliation failure (Female = 1.15%, Male = 1.38%) or successful conciliation (Female = 0.68%, Male = 0.33%).

Among the 3,586 complaints filed by POC employees and the 1,946 complaints filed by White employees, a greater proportion of complaints by POC employees resulted in findings of no cause, while a greater proportion of complaints by White employees reached a settlement or agreement to withdraw with benefits. Fairly similar proportions resulted in administrative closure, and very small proportions in both groups resulted in conciliation failure (POC = 0.98%, White = 1.85%) or successful conciliation (POC = 0.47%, White = 0.62%).

Among the 3,260 complaints filed by 40+ year-old employees and the 2,559 complaints filed by <40 year-old employees, a greater proportion of complaints by 40+ year-old employees resulted in findings of no cause, whereas a greater proportion of complaints by <40 year-old employees resulted in administrative closure. Proportions for the remaining categories were relatively similar, with very small proportions of conciliation failure (40+ = 1.26%, <40 = 1.21%) and successful conciliation (40+ = 0.43%, <40 = 0.66%).

Figure 16. Closure Actions by Gender.

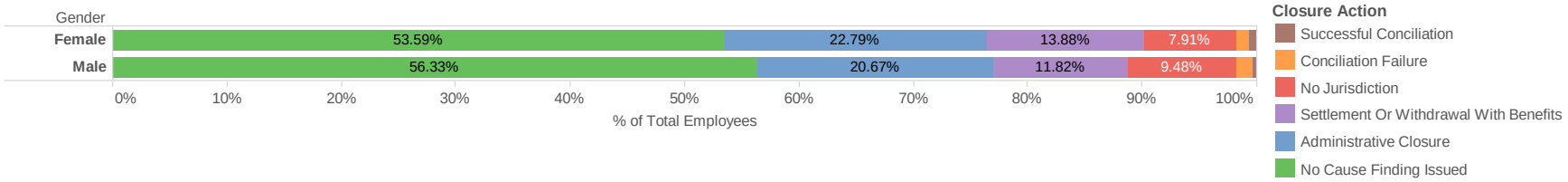


Figure 17. Closure Actions by Race/Ethnicity.

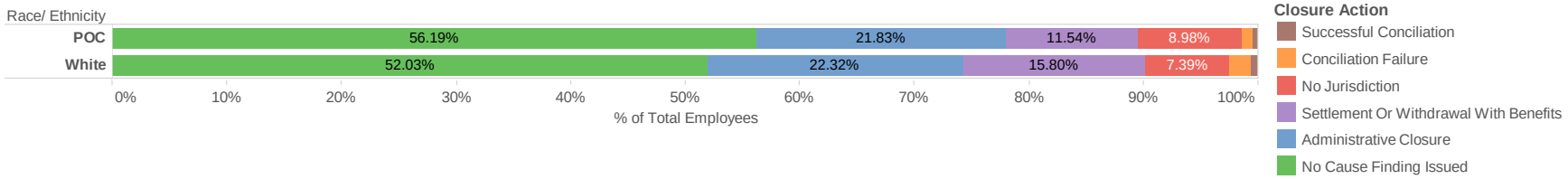
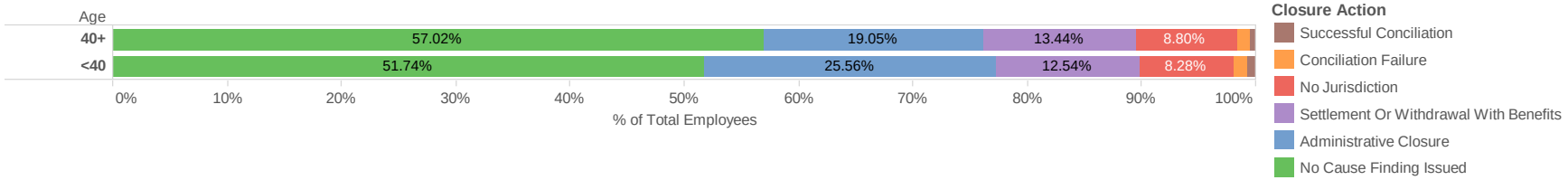


Figure 18. Closure Actions by Age.



Compensation

Compensation data were provided for the employee population as of November, 2016. Values represent annual compensation. The purpose of these analyses was to answer the following question: do employees of one gender or racial/ethnic group receive greater compensation than employees of a comparison group within the same job? Due to the large number of job titles (>1,000), analyses were conducted on job titles with at least 150 employees. Unlike prior analyses in this report, compensation data are continuous rather than categorical. That is, we cannot count specific instances (e.g., someone being hired, someone being promoted); instead, we assess whether amounts differ between people. To compare amounts, *t* tests were conducted to compare annual compensation based on Gender and Race/Ethnicity. Due to the small numbers of employees within each job in Racial/Ethnic subgroups, only POC and White compensation is compared.

Tables 31 and 32 present the compensation results for Gender and Race/Ethnicity, respectively. Only one job title, Registered Nurse III, exhibited a statistically significant difference in annual compensation; in this job, female employees were compensated less than male employees. For Race/Ethnicity, two jobs (Administrative Specialist I and Senior Social Work Case Manager) exhibited statistically significant lower compensation for POC employees, and two jobs (Correctional Corporal and Registered Nurse III) exhibited statistically significant lower compensation for White employees.

Table 31. Annual Compensation by Gender.

Job Title	Female N	Male N	Female Avg. Comp.	Male Avg. Comp.	Female SD	Male SD	*p* value	Female	Male
Accounting Specialist	152	26	$30,903	$30,845	$3,149	$3,500	0.94	◈	◈
Administrative Specialist I	245	18	$29,478	$28,678	$3,620	$2,387	0.20	◈	◈
Administrative Specialist II	211	6	$32,126	$30,990	$3,864	$3,706	0.49	◈	◈
Certified Nursing Assistant	316	50	$28,188	$27,551	$2,542	$2,193	0.07	◈	◈
Correctional Corporal	47	191	$39,078	$38,636	$3,519	$3,774	0.45	◈	◈
Correctional Officer	193	753	$34,741	$34,927	$3,071	$3,293	0.46	◈	◈
Correctional Sergeant	29	169	$41,854	$41,379	$2,852	$3,705	0.43	◈	◈
Family Crisis Therapist	126	33	$46,544	$46,732	$3,130	$2,961	0.75	◈	◈
Master Corporal and Below	27	184	$95,354	$98,482	$7,707	$10,199	0.07	◈	◈
Registered Nurse III	171	19	$53,081	$54,489	$2,823	$2,497	0.03	■	◈
Senior Probation & Parole Officer	70	92	$45,689	$45,850	$1,820	$2,122	0.60	◈	◈
Senior/Social Work Case Manager	302	30	$36,472	$37,221	$2,761	$3,667	0.28	◈	◈

Note: Avg. = Average. Comp. = Compensation. SD = Standard Deviation.

Table 32. Annual Compensation by Race/Ethnicity.

Job Title	POC N	White N	POC Avg. Comp.	White Avg. Comp.	POC SD	White SD	*p* value	POC	White
Accounting Specialist	63	115	$30,722	$30,990	$3,236	$3,178	0.60	◈	◈
Administrative Specialist I	85	178	$28,831	$29,706	$2,783	$3,840	0.04	■	◈
Administrative Specialist II	66	151	$31,571	$32,323	$3,398	$4,028	0.16	◈	◈
Certified Nursing Assistant	250	115	$28,108	$28,106	$2,485	$2,559	0.99	◈	◈
Correctional Corporal	86	152	$39,612	$38,220	$4,018	$3,457	0.01	◈	■
Correctional Officer	444	500	$34,936	$34,859	$3,281	$3,224	0.72	◈	◈
Correctional Sergeant	75	123	$41,971	$41,130	$3,200	$3,787	0.10	◈	◈
Equipment Operator III	22	158	$33,049	$33,368	$1,120	$1,738	0.26	◈	◈
Family Crisis Therapist	75	84	$46,245	$46,884	$2,731	$3,361	0.19	◈	◈
Master Corporal and Below	27	184	$96,322	$98,340	$10,561	$9,866	0.36	◈	◈
Registered Nurse III	67	123	$53,838	$52,886	$2,567	$2,901	0.02	◈	■
Senior Probation & Parole Officer	22	140	$45,065	$45,893	$2,262	$1,932	0.12	◈	◈
Senior/Social Work Case Manager	217	114	$36,230	$37,148	$2,580	$3,253	0.01	■	◈

Note: Avg. = Average. Comp. = Compensation. SD = Standard Deviation.

D. Detailed Results of D&I Employee Survey

How to read the tables

In the "Mean" column:

- Average response for each question for all respondents.
- The darkest green is the highest number. The darkest red is the lowest number.
- Yellow is in the middle.
- Orange is a mixture of red and yellow and so anything in an orange shade is between the middle and the bottom…the darker orange the color, the closer to the bottom.
- Higher numbers indicate a more positive response to the questions and are in shades of green…the darker green the color, the closer to the top/highest number.
- Lower numbers indicate a more negative response to the question.

In the "Differences" column: We reversed the colors. Here, a large variation in responses between groups indicates a concern. Hence, the darker the green, the less variation exists between groups; the darker the red, the more variation exists between the groups.

SAMPLE Survey Responses by Race

Total	5838	47	112	1285	177	3989	228	
	Mean	**Amer. Indian**	**Asian**	**Black**	**Hispanic**	**White**	**Other**	**Differences**
The State's complaint/grievance process is effective.	3.16	2.78	3.14	2.97	3.06	**3.25**	**2.72**	0.53
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	3.67	3.64	**3.44**	3.75	**3.96**	3.49	0.52
I have good relationships with the people on my team who are of a different gender, race or ethnic background	**4.99**	4.91	4.89	**4.61**	5.05	**5.12**	4.98	0.52
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	**3.16**	3.31	3.16	3.37	**3.64**	3.27	0.48
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	3.69	**3.58**	3.69	4.02	**4.03**	3.77	0.45
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	**2.15**	2.25	**2.53**	2.30	2.13	**2.09**	2.27	0.44

In the body of the tables:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by Race								
Total	5838	47	112	1285	177	3989	228	
	Mean	Amer. Indian	Asian	Black	Hispanic	White	Other	Differences
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	4.36	3.54	4.61	4.29	4.58	4.44	1.06
I have attended a training on EEO and AA within the last 5 years.	3.43	3.80	3.25	2.87	2.92	3.63	3.49	0.92
I benefit from the State's focus on EEO, AA, and D&I.	3.02	3.09	3.49	2.99	3.38	3.02	2.58	0.91
The State is committed to diversity and inclusion.	3.86	3.51	3.72	3.21	3.50	4.11	3.64	0.90
My viewpoint matters to my team.	3.95	3.20	3.80	3.64	3.87	4.09	3.65	0.89
Employees are rewarded and recognized based on objective criteria.	2.95	2.27	3.04	2.78	2.78	3.04	2.64	0.77
My contributions, thoughts, and individual capabilities are valued.	3.83	3.20	3.74	3.51	3.70	3.96	3.47	0.76
I would recommend the State as a good place to work to a friend or family member.	3.79	3.64	4.04	3.61	3.79	3.87	3.29	0.75
The State holds my Agency/Department accountable for EEO and AA.	4.03	3.82	3.91	3.49	3.91	4.23	3.82	0.74
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	2.69	3.39	2.93	3.16	3.22	2.71	0.70
Differences in performance are recognized in a meaningful way.	2.84	2.38	3.06	2.76	2.81	2.88	2.52	0.68
The State is a high-performing organization.	3.63	3.36	3.83	3.72	3.84	3.62	3.18	0.67
The State is considered an employer of choice in my community.	3.67	3.56	3.84	3.54	3.69	3.73	3.18	0.66
The State's hiring process is fair.	3.38	3.02	3.36	2.91	3.23	3.56	2.91	0.66
I have trust and confidence in the fairness of HR processes and policies.	3.18	2.67	3.32	3.05	3.01	3.25	2.77	0.66
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	4.09	4.31	4.38	4.55	4.23	3.89	0.65
I have attended a training on diversity and inclusion within the last 5 years.	4.09	4.18	3.69	3.68	3.61	4.24	4.14	0.64
I am able to communicate effectively to upper management.	3.79	3.22	3.66	3.65	3.71	3.86	3.50	0.64
The State's recruiting efforts effectively reach diverse talent.	3.41	3.13	3.36	2.96	3.01	3.59	3.07	0.64
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	3.69	3.89	3.77	4.00	4.32	3.78	0.63
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	2.98	3.25	3.10	3.31	3.60	3.07	0.63
The State communicates effectively to the workforce.	3.35	3.13	3.61	3.28	3.42	3.39	2.99	0.61
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	3.02	3.62	3.51	3.61	3.32	3.02	0.60
I feel included on my team.	4.11	3.64	3.94	3.79	4.04	4.24	3.81	0.60
I am treated with respect and dignity at work.	4.26	3.80	3.97	4.00	4.25	4.37	3.97	0.57
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	3.11	3.46	3.11	3.29	3.68	3.21	0.57
My team communicates effectively.	4.08	3.60	3.89	3.85	4.07	4.17	3.92	0.57
The State hires the most qualified person for the job.	3.12	2.71	3.20	2.79	3.03	3.25	2.71	0.54
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	3.61	3.45	3.67	3.51	3.98	3.75	0.53

Survey Responses by Race								
Total	5838	47	112	1285	177	3989	228	
	Mean	Amer. Indian	Asian	Black	Hispanic	White	Other	Differences
The State's complaint/grievance process is effective.	3.16	2.78	3.14	2.97	3.06	**3.25**	**2.72**	0.53
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	3.67	3.64	**3.44**	3.75	**3.96**	3.49	0.52
I am able to be successful at the State.	3.83	3.64	3.84	3.59	3.72	**3.94**	**3.43**	0.52
I have good relationships with the people on my team who are of a different gender, race or ethnic background	**4.99**	4.91	4.89	**4.61**	5.05	**5.12**	4.98	0.52
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	**3.16**	3.31	3.16	3.37	**3.64**	3.27	0.48
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	2.87	**3.17**	3.03	2.96	3.09	**2.70**	0.46
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	3.69	**3.58**	3.69	4.02	**4.03**	3.77	0.45
I have a clear promotional path at the State.	**2.83**	2.82	**2.92**	2.68	2.82	2.90	**2.47**	0.45
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	**2.15**	2.25	**2.53**	2.30	2.13	**2.09**	2.27	0.44
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	2.78	3.12	2.95	3.09	**3.17**	**2.73**	0.44
The State invests in the development of its employees.	3.09	2.96	**3.21**	2.93	3.12	3.15	**2.81**	0.40
I know my role and responsibilities for EEO and AA.	4.04	3.93	4.03	**3.80**	3.80	**4.14**	3.93	0.34
I receive all the information I need to carry out my work.	3.95	**3.67**	3.88	3.86	3.92	**4.00**	3.75	0.33
I am familiar with the State's EEO and AA efforts.	3.89	3.96	3.87	**3.68**	3.70	**3.97**	3.86	0.29
The State was my first choice for employment.	46%	**31%**	**61%**	41%	47%	49%	38%	0.30

Legend:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic
Differences Column: Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum		
Mean Column: Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.		

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by Gender						
Total	5838	3396	2412	12	18	
	Mean	Female	Male	Transgender	Other	Differences
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	4.39	4.09	3.45	3.00	1.39
The State is a high-performing organization.	3.63	3.76	3.47	2.91	2.41	1.35
I benefit from the State's focus on EEO, AA, and D&I.	3.02	3.13	2.87	3.27	1.94	1.33
My viewpoint matters to my team.	3.95	3.95	3.96	2.70	3.75	1.26
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	4.11	4.22	3.10	3.94	1.12
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	4.54	4.57	3.45	3.94	1.12
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	3.07	3.15	2.60	2.06	1.09
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	3.78	3.87	2.80	3.31	1.07
I receive all the information I need to carry out my work.	3.95	3.97	3.93	2.91	3.47	1.06
I am treated with respect and dignity at work.	4.26	4.26	4.26	3.20	4.06	1.06
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	3.44	3.27	2.82	2.38	1.06
I have trust and confidence in the fairness of HR processes and policies.	3.18	3.17	3.20	2.73	2.18	1.02
I am able to be successful at the State.	3.83	3.80	3.90	2.91	2.88	1.02
Employees are rewarded and recognized based on objective criteria.	2.95	2.94	2.98	2.00	2.29	0.98
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	3.14	3.14	2.64	2.18	0.96
I have a clear promotional path at the State.	2.83	2.71	3.01	2.45	2.06	0.95
I feel included on my team.	4.11	4.11	4.12	3.20	3.88	0.92
The State holds my Agency/Department accountable for EEO and AA.	4.03	3.98	4.11	3.20	4.00	0.91
Differences in performance are recognized in a meaningful way.	2.84	2.82	2.87	2.10	2.00	0.87
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	3.41	3.52	3.27	2.65	0.87
I am able to communicate effectively to upper management.	3.79	3.81	3.77	3.11	2.94	0.87
The State's hiring process is fair.	3.38	3.27	3.53	2.73	2.71	0.82
I have attended a training on EEO and AA within the last 5 years.	3.43	3.32	3.59	4.09	3.80	0.78
My team communicates effectively.	4.08	4.05	4.11	3.55	4.29	0.75
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	3.49	3.55	2.82	3.35	0.74
My contributions, thoughts, and individual capabilities are valued.	3.83	3.84	3.81	3.27	3.12	0.72

Survey Responses by Gender						
Total	5838	3396	2412	12	18	
	Mean	Female	Male	Transgender	Other	Differences
I would recommend the State as a good place to work to a friend or family member.	3.79	**3.84**	3.74	3.18	**3.12**	0.72
The State hires the most qualified person for the job.	3.12	**3.12**	3.11	2.45	**2.41**	0.71
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	3.86	**3.89**	**3.18**	3.65	0.71
I have attended a training on diversity and inclusion within the last 5 years.	4.09	4.08	4.09	**4.70**	**4.00**	0.70
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	3.46	**3.57**	3.30	**2.88**	0.70
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	**3.95**	3.91	**3.27**	3.94	0.68
The State is committed to diversity and inclusion.	3.86	3.75	**4.02**	**3.36**	3.76	0.65
The State communicates effectively to the workforce.	3.35	**3.38**	3.32	**2.73**	2.80	0.65
The State's complaint/grievance process is effective.	3.16	3.13	**3.20**	2.80	**2.56**	0.64
The State is considered an employer of choice in my community.	3.67	**3.76**	3.54	3.27	**3.13**	0.64
The State's recruiting efforts effectively reach diverse talent.	3.41	3.35	**3.49**	**2.91**	2.94	0.58
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	3.04	**3.08**	2.80	**2.59**	0.49
The State invests in the development of its employees.	3.09	3.08	**3.10**	**2.64**	2.76	0.46
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	**2.15**	**2.11**	2.21	**2.45**	2.12	0.34
I know my role and responsibilities for EEO and AA.	4.04	4.04	4.04	**4.09**	**3.76**	0.33
I am familiar with the State's EEO and AA efforts.	3.89	**3.87**	3.92	**4.18**	4.06	0.31
I have good relationships with the people on my team who are of a different gender, race or ethnic background	**4.99**	4.97	5.02	**4.82**	**5.12**	0.30
The State was my first choice for employment.	46%	51%	60%	**64%**	**41%**	

Legend:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic
Differences Column: Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum		
Mean Column: Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.		

Scale used in survey:

1	2	3	4	5	6

Strongly Disagree Strongly Agree

Survey Responses by Tenure							
Total	5838	1539	955	1171	941	1232	
	Mean	<5	5-9	10-15	16-20	>21	Differences
I have trust and confidence in the fairness of HR processes and policies.	3.18	3.56	2.97	3.01	2.99	3.17	0.58
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	3.45	2.97	2.96	2.88	3.07	0.57
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	3.47	2.96	2.98	2.94	3.14	0.53
Employees are rewarded and recognized based on objective criteria.	2.95	3.26	2.77	2.83	2.74	2.97	0.51
The State's hiring process is fair.	3.38	3.68	3.25	3.16	3.21	3.43	0.51
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	3.75	3.26	3.31	3.29	3.49	0.49
The State's complaint/grievance process is effective.	3.16	3.48	3.02	2.99	3.03	3.12	0.49
The State hires the most qualified person for the job.	3.12	3.40	2.95	2.93	2.95	3.19	0.48
I feel included on my team.	4.11	4.37	4.03	3.97	3.90	4.13	0.47
Differences in performance are recognized in a meaningful way.	2.84	3.14	2.68	2.71	2.67	2.83	0.47
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	3.29	2.82	2.95	2.93	3.15	0.47
My contributions, thoughts, and individual capabilities are valued.	3.83	4.09	3.67	3.67	3.64	3.90	0.45
I am able to communicate effectively to upper management.	3.79	4.03	3.69	3.61	3.60	3.86	0.43
I would recommend the State as a good place to work to a friend or family member.	3.79	4.00	3.58	3.71	3.68	3.85	0.42
The State communicates effectively to the workforce.	3.35	3.61	3.22	3.24	3.19	3.36	0.42
The State invests in the development of its employees.	3.09	3.33	2.92	2.98	2.98	3.10	0.41
I have a clear promotional path at the State.	2.83	3.07	2.66	2.72	2.72	2.88	0.40
My viewpoint matters to my team.	3.95	4.18	3.84	3.81	3.78	4.03	0.40
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	3.74	3.35	3.40	3.41	3.55	0.39
I am treated with respect and dignity at work.	4.26	4.48	4.13	4.15	4.09	4.31	0.39
I know my role and responsibilities for EEO and AA.	4.04	3.89	3.99	4.02	4.05	4.28	0.39
I am familiar with the State's EEO and AA efforts.	3.89	3.75	3.84	3.84	3.92	4.13	0.38
I am able to be successful at the State.	3.83	3.97	3.62	3.72	3.75	3.99	0.37
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	4.32	3.95	4.12	4.15	4.16	0.37
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	4.16	3.83	3.82	3.79	3.95	0.37

Survey Responses by Tenure							
Total	5838	1539	955	1171	941	1232	
	Mean	<5	5-9	10-15	16-20	>21	Differences
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	**4.04**	**3.67**	3.75	3.70	3.79	0.37
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	3.86	**3.70**	3.82	3.89	**4.06**	0.36
The State is considered an employer of choice in my community.	3.67	**3.86**	**3.52**	3.59	3.56	3.69	0.35
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	**4.26**	**4.46**	4.20	4.21	**4.12**	4.23	0.34
I receive all the information I need to carry out my work.	3.95	**4.12**	**3.78**	3.87	3.83	4.04	0.34
I benefit from the State's focus on EEO, AA, and D&I.	3.02	**3.23**	2.91	2.95	**2.90**	3.00	0.33
The State holds my Agency/Department accountable for EEO and AA.	4.03	4.12	**3.89**	3.94	3.90	**4.22**	0.33
The State's recruiting efforts effectively reach diverse talent.	3.41	**3.56**	**3.25**	3.29	3.32	3.51	0.31
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	**3.51**	**3.20**	3.32	3.27	3.43	0.31
I have attended a training on diversity and inclusion within the last 5 years.	4.09	**3.94**	4.14	4.01	4.16	**4.24**	0.30
My team communicates effectively.	4.08	**4.22**	3.96	**3.94**	3.98	4.18	0.28
The State is committed to diversity and inclusion.	3.86	**4.03**	**3.74**	3.76	3.76	3.93	0.28
The State is a high-performing organization.	3.63	3.69	**3.48**	3.58	3.59	**3.76**	0.27
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	**3.61**	**3.40**	3.43	3.47	3.55	0.22
I have attended a training on EEO and AA within the last 5 years.	3.43	**3.35**	3.44	3.40	3.44	**3.56**	0.20
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	**4.55**	**4.62**	4.49	4.54	**4.45**	4.60	0.17
I have good relationships with the people on my team who are of a different gender, race or ethnic background	**4.99**	**5.06**	4.97	4.95	**4.91**	5.03	0.16
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	**2.15**	**2.07**	2.10	2.19	2.20	**2.22**	0.15
The State was my first choice for employment.	46%	46%	**39%**	46%	47%	**51%**	

Legend:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic
Differences Column: Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum		
Mean Column: Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.		

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by Managers Status				
Total	5838	3496	2342	
	Mean	No	Yes	Differences
I have attended a training on EEO and AA within the last 5 years.	3.43	3.24	3.73	0.49
I know my role and responsibilities for EEO and AA.	4.04	3.87	4.30	0.43
I have attended a training on diversity and inclusion within the last 5 years.	4.09	3.95	4.29	0.34
I am familiar with the State's EEO and AA efforts.	3.89	3.76	4.09	0.33
I have a clear promotional path at the State.	2.83	2.72	3.01	0.29
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	3.47	3.22	0.25
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	3.79	4.00	0.21
The State is a high-performing organization.	3.63	3.71	3.51	0.20
The State holds my Agency/Department accountable for EEO and AA.	4.03	3.95	4.14	0.19
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	4.48	4.66	0.19
I am able to be successful at the State.	3.83	3.76	3.94	0.18
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	2.15	2.09	2.25	0.16
The State's hiring process is fair.	3.38	3.31	3.47	0.15
The State communicates effectively to the workforce.	3.35	3.41	3.26	0.14
I receive all the information I need to carry out my work.	3.95	4.01	3.87	0.14
I am able to communicate effectively to upper management.	3.79	3.74	3.86	0.13
The State is considered an employer of choice in my community.	3.67	3.72	3.60	0.12
My viewpoint matters to my team.	3.95	3.91	4.01	0.10
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	3.98	3.88	0.10
I would recommend the State as a good place to work to a friend or family member.	3.79	3.83	3.73	0.10
The State is committed to diversity and inclusion.	3.86	3.83	3.92	0.09
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	3.55	3.47	0.08
I have trust and confidence in the fairness of HR processes and policies.	3.18	3.21	3.13	0.08
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	3.17	3.09	0.08
Differences in performance are recognized in a meaningful way.	2.84	2.87	2.79	0.07
I am treated with respect and dignity at work.	4.26	4.29	4.22	0.06
The State's complaint/grievance process is effective.	3.16	3.18	3.12	0.06
Employees are rewarded and recognized based on objective criteria.	2.95	2.97	2.91	0.06

Survey Responses by Managers Status				
Total	**5838**	**3496**	**2342**	
	Mean	**No**	**Yes**	**Differences**
I benefit from the State's focus on EEO, AA, and D&I.	3.02	2.99	3.05	0.06
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	4.28	4.23	0.05
The State hires the most qualified person for the job.	3.12	3.10	3.15	0.05
My contributions, thoughts, and individual capabilities are valued.	3.83	3.81	3.85	0.04
The State's recruiting efforts effectively reach diverse talent.	3.41	3.42	3.38	0.04
My team communicates effectively.	4.08	4.06	4.10	0.04
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	3.08	3.12	0.04
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	3.80	3.84	0.04
I have good relationships with the people on my team who are of a different gender, race or ethnic background	4.99	4.98	5.01	0.03
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	3.05	3.07	0.03
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	3.50	3.51	0.02
The State invests in the development of its employees.	3.09	3.09	3.08	0.02
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	3.45	3.46	0.02
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	4.15	4.17	0.02
I feel included on my team.	4.11	4.11	4.10	0.01
The State was my first choice for employment.	46%	46%	46%	

Legend:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic
Differences Column: Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum		
Mean Column: Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.		

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by Age							
Total	5838	15	952	2485	2305	81	
	Mean	<21	21-34	35-51	52-70	>71	Differences
I have trust and confidence in the fairness of HR processes and policies.	3.18	4.77	3.33	3.13	3.14	3.71	1.64
Differences in performance are recognized in a meaningful way.	2.84	4.25	3.07	2.79	2.77	3.27	1.48
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	4.54	3.24	3.10	3.10	3.44	1.44
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	5.15	4.02	3.75	3.80	3.81	1.41
The State is considered an employer of choice in my community.	3.67	5.00	3.84	3.59	3.66	3.90	1.41
I feel included on my team.	4.11	5.38	4.30	4.13	3.99	4.41	1.39
The State's complaint/grievance process is effective.	3.16	4.45	3.26	3.09	3.16	3.55	1.36
Employees are rewarded and recognized based on objective criteria.	2.95	4.25	3.13	2.90	2.90	3.44	1.35
The State holds my Agency/Department accountable for EEO and AA.	4.03	5.27	3.95	4.03	4.05	4.32	1.32
The State's hiring process is fair.	3.38	4.62	3.65	3.33	3.30	3.65	1.31
I am able to be successful at the State.	3.83	5.08	3.96	3.82	3.78	4.14	1.30
I am able to communicate effectively to upper management.	3.79	5.00	3.84	3.81	3.72	4.19	1.28
The State invests in the development of its employees.	3.09	4.31	3.22	3.06	3.04	3.51	1.27
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	4.67	3.58	3.41	3.43	3.92	1.26
My contributions, thoughts, and individual capabilities are valued.	3.83	5.00	3.92	3.84	3.76	4.08	1.24
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	4.67	3.67	3.44	3.52	3.81	1.23
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	4.54	3.40	3.32	3.38	3.68	1.22
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	5.31	4.15	4.11	4.21	4.12	1.20
I would recommend the State as a good place to work to a friend or family member.	3.79	4.92	3.88	3.76	3.77	4.17	1.17
The State is committed to diversity and inclusion.	3.86	5.00	3.94	3.84	3.84	4.13	1.16
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	4.62	3.59	3.46	3.51	3.53	1.16
The State hires the most qualified person for the job.	3.12	4.23	3.23	3.07	3.10	3.42	1.16
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	4.15	3.06	3.00	3.10	3.47	1.15
The State communicates effectively to the workforce.	3.35	4.46	3.39	3.31	3.36	3.81	1.15
I receive all the information I need to carry out my work.	3.95	5.08	3.92	3.96	3.93	4.43	1.15
My viewpoint matters to my team.	3.95	5.00	4.10	3.98	3.85	4.03	1.15
The State's recruiting efforts effectively reach diverse talent.	3.41	4.42	3.53	3.33	3.42	3.69	1.08
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	4.92	4.10	3.95	3.84	4.15	1.08
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	4.09	3.41	3.04	3.02	3.44	1.07
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	5.15	4.40	4.24	4.23	4.10	1.05

Survey Responses by Age							
Total	**5838**	**15**	**952**	**2485**	**2305**	**81**	
	Mean	**<21**	**21-34**	**35-51**	**52-70**	**>71**	**Differences**
I am treated with respect and dignity at work.	4.26	**5.25**	4.30	4.25	**4.23**	4.65	1.02
The State is a high-performing organization.	3.63	**4.62**	**3.62**	3.62	3.64	3.89	1.00
My team communicates effectively.	4.08	**4.92**	4.12	4.08	**4.04**	4.31	0.88
I have a clear promotional path at the State.	2.83	**3.36**	3.26	2.88	2.62	**2.55**	0.81
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	**4.46**	**3.69**	3.85	3.97	3.99	0.77
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	**5.31**	4.55	**4.54**	4.55	4.66	0.76
I have attended a training on diversity and inclusion within the last 5 years.	4.09	3.54	3.95	**4.16**	4.09	**3.53**	0.62
I benefit from the State's focus on EEO, AA, and D&I.	3.02	**3.58**	3.09	**2.98**	3.03	3.04	0.60
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	2.15	**2.73**	2.20	**2.14**	2.15	2.19	0.59
I know my role and responsibilities for EEO and AA.	4.04	4.17	**3.65**	4.03	**4.20**	4.14	0.55
I have good relationships with the people on my team who are of a different gender, race or ethnic background	4.99	**5.46**	5.10	5.00	**4.93**	5.21	0.53
I have attended a training on EEO and AA within the last 5 years.	3.43	**3.50**	3.28	3.47	3.47	**3.01**	0.49
I am familiar with the State's EEO and AA efforts.	3.89	3.92	**3.61**	3.89	4.00	**4.00**	0.39
The State was my first choice for employment.	46%	**69%**	51%	50%	**30%**	37%	0.40

Legend:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic
Differences Column: Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum		
Mean Column: Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.		

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by Sexual Orientation							
Total	5838	75	5387	135	128	113	
	Mean	Bisexual	Heterosexual	Lesbian/Gay	Other	No Answer	Differences
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	4.55	4.26	**4.88**	**3.63**	4.01	1.25
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	**4.62**	3.81	3.94	**3.49**	3.54	1.13
I have a clear promotional path at the State.	2.83	**3.43**	2.84	3.02	**2.39**	2.58	1.04
I have attended a training on diversity and inclusion within the last 5 years.	4.09	**4.66**	4.09	4.22	**3.70**	3.99	0.96
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	**3.93**	3.46	3.48	**3.05**	3.34	0.88
I feel included on my team.	4.11	**4.48**	4.11	4.47	3.82	**3.65**	0.83
My viewpoint matters to my team.	3.95	**4.40**	3.95	4.32	3.66	**3.58**	0.82
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	**4.41**	4.18	3.94	3.92	**3.60**	0.82
I benefit from the State's focus on EEO, AA, and D&I.	3.02	3.54	3.00	**3.56**	**2.76**	3.04	0.79
The State is committed to diversity and inclusion.	3.86	**4.29**	3.87	3.81	3.69	**3.49**	0.79
My contributions, thoughts, and individual capabilities are valued.	3.83	**4.21**	3.83	4.09	**3.42**	3.59	0.79
I am able to be successful at the State.	3.83	**4.31**	3.83	3.93	**3.54**	3.74	0.77
I would recommend the State as a good place to work to a friend or family member.	3.79	**4.31**	3.79	4.02	3.59	**3.54**	0.76
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	**3.94**	3.51	3.54	3.31	**3.19**	0.76
I have attended a training on EEO and AA within the last 5 years.	3.43	**4.07**	3.42	3.72	3.36	**3.31**	0.76
The State's complaint/grievance process is effective.	3.16	**3.61**	3.16	3.17	**2.86**	3.23	0.74
The State's hiring process is fair.	3.38	**3.76**	3.38	3.45	3.12	**3.04**	0.72
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	**3.46**	3.06	2.96	**2.75**	3.05	0.71
The State invests in the development of its employees.	3.09	**3.63**	3.08	3.11	**2.91**	3.02	0.71
The State hires the most qualified person for the job.	3.12	**3.46**	3.12	3.24	**2.78**	2.93	0.68
The State is considered an employer of choice in my community.	3.67	**4.10**	3.67	3.64	**3.44**	3.61	0.66
My team communicates effectively.	4.08	**4.50**	4.07	4.17	4.04	**3.85**	0.65
I have trust and confidence in the fairness of HR processes and policies.	3.18	**3.52**	3.18	3.29	**2.87**	3.13	0.65
The State communicates effectively to the workforce.	3.35	**3.83**	3.35	3.40	**3.21**	3.34	0.62
The State is a high-performing organization.	3.63	**3.99**	3.64	3.67	**3.37**	3.49	0.62
I am treated with respect and dignity at work.	4.26	**4.58**	4.26	4.40	**3.98**	4.08	0.60
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	**4.34**	3.87	3.80	**3.75**	3.80	0.59
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	**3.45**	3.14	3.16	**2.86**	2.97	0.59

Survey Responses by Sexual Orientation							
Total	**5838**	**75**	**5387**	**135**	**128**	**113**	
	Mean	**Bisexual**	**Heterosexual**	**Lesbian/Gay**	**Other**	**No Answer**	**Differences**
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	**4.72**	4.57	4.55	4.23	**4.14**	0.58
Employees are rewarded and recognized based on objective criteria.	2.95	**3.30**	2.95	3.12	**2.72**	2.78	0.58
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	**3.83**	3.52	3.50	3.48	**3.30**	0.53
I have good relationships with the people on my team who are of a different gender, race or ethnic background	4.99	**5.33**	4.99	5.07	4.88	**4.82**	0.51
Differences in performance are recognized in a meaningful way.	2.84	**3.24**	2.84	2.85	**2.75**	2.81	0.49
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	**3.72**	3.36	**3.24**	3.31	3.38	0.48
The State's recruiting efforts effectively reach diverse talent.	3.41	**3.75**	3.41	3.42	3.27	**3.27**	0.48
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	**3.44**	3.10	3.13	**2.97**	3.05	0.48
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	**4.25**	3.93	4.00	3.84	**3.79**	0.46
The State holds my Agency/Department accountable for EEO and AA.	4.03	**4.25**	4.03	3.96	4.02	**3.82**	0.43
I am able to communicate effectively to upper management.	3.79	**4.04**	3.79	3.81	3.72	**3.66**	0.38
I am familiar with the State's EEO and AA efforts.	3.89	**4.18**	3.89	3.88	3.88	**3.81**	0.37
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	2.15	2.31	**2.14**	2.29	**2.44**	2.24	0.30
I receive all the information I need to carry out my work.	3.95	**4.08**	3.95	4.05	**3.87**	3.92	0.21
I know my role and responsibilities for EEO and AA.	4.04	**4.08**	4.04	**3.97**	4.05	4.06	0.12
The State was my first choice for employment.	46%	**60%**	46%	52%	41%	**38%**	

Legend:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic
Differences Column: Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum		
Mean Column: Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.		

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by People with a Disability					
Total	5838	5519	277	42	
	Mean	No	Yes	No Answer	Differences
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	3.97	3.33	4.05	0.72
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	3.83	3.41	4.08	0.67
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	2.15	2.13	2.60	2.00	0.60
I am treated with respect and dignity at work.	4.26	4.29	3.69	4.14	0.60
I feel included on my team.	4.11	4.14	3.55	3.76	0.59
My viewpoint matters to my team.	3.95	3.98	3.43	3.41	0.58
I have a clear promotional path at the State.	2.83	2.86	2.30	2.62	0.56
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	3.48	2.93	3.23	0.55
I am able to communicate effectively to upper management.	3.79	3.81	3.28	3.78	0.53
The State holds my Agency/Department accountable for EEO and AA.	4.03	4.06	3.54	3.89	0.52
My contributions, thoughts, and individual capabilities are valued.	3.83	3.85	3.34	3.81	0.52
I receive all the information I need to carry out my work.	3.95	3.97	3.46	3.97	0.51
The State's hiring process is fair.	3.38	3.40	2.91	2.94	0.49
The State communicates effectively to the workforce.	3.35	3.37	3.02	3.50	0.48
My team communicates effectively.	4.08	4.10	3.63	3.94	0.47
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	3.38	3.01	3.46	0.45
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	4.57	4.14	4.47	0.44
I have trust and confidence in the fairness of HR processes and policies.	3.18	3.20	2.76	3.14	0.44
The State's complaint/grievance process is effective.	3.16	3.18	2.75	2.94	0.43
Employees are rewarded and recognized based on objective criteria.	2.95	2.97	2.54	2.78	0.43
The State is committed to diversity and inclusion.	3.86	3.88	3.46	3.74	0.43
The State hires the most qualified person for the job.	3.12	3.14	2.72	2.97	0.42
I have attended a training on diversity and inclusion within the last 5 years.	4.09	4.10	3.95	3.69	0.41
Differences in performance are recognized in a meaningful way.	2.84	2.86	2.45	2.76	0.41
I benefit from the State's focus on EEO, AA, and D&I.	3.02	3.02	2.87	3.27	0.41
The State's recruiting efforts effectively reach diverse talent.	3.41	3.42	3.12	3.03	0.40
The State is considered an employer of choice in my community.	3.67	3.68	3.44	3.29	0.39
I know my role and responsibilities for EEO and AA.	4.04	4.04	3.91	4.30	0.38
I would recommend the State as a good place to work to a friend or family member.	3.79	3.81	3.44	3.54	0.37
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	3.15	2.78	3.11	0.37
I am able to be successful at the State.	3.83	3.85	3.49	3.69	0.37

Survey Responses by People with a Disability					
Total	**5838**	**5519**	**277**	**42**	
	Mean	**No**	**Yes**	**No Answer**	**Differences**
I have good relationships with the people on my team who are of a different gender, race or ethnic background	4.99	**5.01**	**4.70**	4.78	0.31
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	3.89	**3.66**	**3.59**	0.30
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	**3.53**	**3.24**	3.35	0.29
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	**3.11**	**2.83**	3.00	0.29
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	**3.52**	3.28	**3.24**	0.28
The State invests in the development of its employees.	3.09	**3.10**	**2.84**	2.95	0.26
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	3.07	**2.83**	**3.08**	0.25
I have attended a training on EEO and AA within the last 5 years.	3.43	**3.45**	3.25	**3.19**	0.25
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	**4.27**	4.11	**4.03**	0.25
The State is a high-performing organization.	3.63	**3.65**	**3.40**	3.51	0.24
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	**4.16**	**4.03**	4.11	0.14
I am familiar with the State's EEO and AA efforts.	3.89	**3.89**	**3.88**	3.89	0.01
The State was my first choice for employment.	46%	**46%**	**43%**	44%	

Legend:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic
Differences Column: Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum		
Mean Column: Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.		

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by Veterans				
Total	5838	5045	793	
	Mean	No	Yes	Differences
I have attended a training on EEO and AA within the last 5 years.	3.43	3.39	3.71	0.32
My contributions, thoughts, and individual capabilities are valued.	3.83	3.87	3.58	0.28
I feel included on my team.	4.11	4.15	3.87	0.28
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	3.97	3.71	0.26
My viewpoint matters to my team.	3.95	3.99	3.73	0.26
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	4.30	4.04	0.26
I have good relationships with the people on my team who are of a different gender, race or ethnic background	4.99	5.03	4.78	0.25
The State hires the most qualified person for the job.	3.12	3.15	2.90	0.25
The State is a high-performing organization.	3.63	3.67	3.42	0.25
I know my role and responsibilities for EEO and AA.	4.04	4.01	4.23	0.23
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	3.16	2.94	0.23
I am familiar with the State's EEO and AA efforts.	3.89	3.86	4.08	0.22
I am treated with respect and dignity at work.	4.26	4.29	4.07	0.22
I am able to communicate effectively to upper management.	3.79	3.82	3.60	0.22
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	3.84	3.64	0.20
I benefit from the State's focus on EEO, AA, and D&I.	3.02	3.04	2.87	0.17
The State is committed to diversity and inclusion.	3.86	3.89	3.71	0.17
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	3.47	3.32	0.16
I receive all the information I need to carry out my work.	3.95	3.97	3.82	0.15
The State is considered an employer of choice in my community.	3.67	3.69	3.54	0.14
The State holds my Agency/Department accountable for EEO and AA.	4.03	4.05	3.91	0.14
I would recommend the State as a good place to work to a friend or family member.	3.79	3.81	3.67	0.14
My team communicates effectively.	4.08	4.10	3.96	0.14
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	3.38	3.24	0.14
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	3.53	3.40	0.14
I have trust and confidence in the fairness of HR processes and policies.	3.18	3.20	3.06	0.14
The State's recruiting efforts effectively reach diverse talent.	3.41	3.42	3.30	0.12

Survey Responses by Veterans				
Total	**5838**	**5045**	**793**	
	Mean	**No**	**Yes**	**Differences**
The State invests in the development of its employees.	3.09	3.10	2.98	0.12
Employees are rewarded and recognized based on objective criteria.	2.95	2.97	2.85	0.12
The State's complaint/grievance process is effective.	3.16	3.17	3.06	0.12
I am able to be successful at the State.	3.83	3.85	3.74	0.11
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	4.17	4.06	0.11
The State communicates effectively to the workforce.	3.35	3.37	3.26	0.10
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	3.11	3.02	0.10
Differences in performance are recognized in a meaningful way.	2.84	2.85	2.76	0.09
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	3.52	3.43	0.09
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	2.15	2.14	2.23	0.09
The State's hiring process is fair.	3.38	3.39	3.32	0.07
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	3.87	3.92	0.05
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	4.56	4.52	0.04
I have a clear promotional path at the State.	2.83	2.84	2.80	0.04
I have attended a training on diversity and inclusion within the last 5 years.	4.09	4.08	4.12	0.04
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	3.06	3.04	0.02
The State was my first choice for employment.	46%	48%	35%	

Legend:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic
Differences Column: Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum		
Mean Column: Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.		

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by Job Category											
Total	**5836**	**1114**	**750**	**79**	**2058**	453	112	78	372	820	
	Mean	**Office / Clerical**	**Officials / Admin.**	**Para Prof**	**Professional**	**Prot Service**	**Service Maint.**	**Skilled Craft**	**Tech**	**Other**	**Differences**
I have a clear promotional path at the State.	2.83	2.52	3.28	**2.25**	2.77	**3.39**	3.06	2.55	2.67	2.86	1.14
I know my role and responsibilities for EEO and AA.	4.04	3.94	**4.66**	4.26	4.07	3.79	**3.72**	3.89	3.94	3.75	0.93
The State hires the most qualified person for the job.	3.12	3.09	**3.55**	2.86	3.16	2.90	3.08	**2.63**	3.05	2.87	0.92
I have attended a training on EEO and AA within the last 5 years.	3.43	3.35	**3.96**	3.43	3.44	3.30	3.40	3.53	3.61	**3.05**	0.91
I am able to communicate effectively to upper management.	3.79	3.86	**4.36**	3.56	3.76	3.52	3.75	3.65	3.68	**3.45**	0.90
I am able to be successful at the State.	3.83	3.68	**4.31**	**3.43**	3.88	3.87	3.68	3.71	3.59	3.65	0.88
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	4.22	**4.64**	4.30	4.38	3.94	3.83	**3.77**	4.16	4.00	0.87
My viewpoint matters to my team.	3.95	3.84	**4.43**	3.78	4.08	**3.58**	3.75	3.91	3.86	3.63	0.84
My contributions, thoughts, and individual capabilities are valued.	3.83	3.81	**4.29**	3.81	3.92	3.47	3.64	3.57	3.76	**3.45**	0.84
I am familiar with the State's EEO and AA efforts.	3.89	3.87	**4.41**	4.06	3.90	3.65	3.61	3.90	3.87	**3.59**	0.82
I benefit from the State's focus on EEO, AA, and D&I.	3.02	3.03	**3.44**	2.99	3.04	**2.68**	2.93	2.76	2.95	2.81	0.76
I have attended a training on diversity and inclusion within the last 5 years.	4.09	4.01	**4.52**	4.23	4.13	3.90	3.80	4.22	4.12	**3.77**	0.75
I feel included on my team.	4.11	4.06	**4.50**	4.04	4.21	**3.76**	4.00	4.05	4.08	3.79	0.74
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	3.20	**3.46**	3.06	3.13	2.99	3.14	**2.77**	3.15	2.84	0.69
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	3.82	4.02	**3.35**	3.81	3.65	**4.04**	3.64	3.97	3.69	0.69
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	3.89	**4.30**	3.80	3.85	3.75	3.78	3.88	3.83	**3.62**	0.68

Survey Responses by Job Category											
Total	**5836**	**1114**	**750**	**79**	**2058**	453	112	78	372	820	
	Mean	**Office / Clerical**	**Officials / Admin.**	**Para Prof**	**Professional**	**Prot Service**	**Service Maint.**	**Skilled Craft**	**Tech**	**Other**	**Differences**
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	**3.61**	3.39	3.44	3.29	3.24	3.32	**2.93**	3.46	3.26	0.67
The State's hiring process is fair.	3.38	3.19	**3.74**	**3.08**	3.40	3.40	3.50	3.20	3.43	3.22	0.66
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	4.43	**4.95**	4.32	4.60	4.56	4.59	4.35	4.49	**4.29**	0.65
I am treated with respect and dignity at work.	4.26	4.35	**4.56**	4.09	4.32	4.00	4.07	4.16	4.18	**3.91**	0.65
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	3.49	**3.82**	3.21	3.44	3.23	3.67	3.27	3.58	**3.17**	0.64
My team communicates effectively.	4.08	4.04	**4.37**	3.79	4.14	3.92	4.05	**3.75**	4.08	3.84	0.63
Employees are rewarded and recognized based on objective criteria.	2.95	2.96	**3.24**	2.77	2.97	2.87	2.90	**2.62**	2.87	2.74	0.62
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	2.15	2.08	2.55	2.18	**2.02**	2.16	**2.62**	2.23	2.22	2.12	0.60
The State holds my Agency/Department accountable for EEO and AA.	4.03	4.00	**4.38**	4.05	4.05	3.89	3.94	3.81	4.11	**3.79**	0.60
The State is a high-performing organization.	3.63	**3.87**	3.73	3.59	3.59	3.47	3.34	**3.28**	3.66	3.49	0.59
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	4.03	**4.24**	3.75	3.96	3.71	3.81	**3.65**	3.94	3.65	0.59
I receive all the information I need to carry out my work.	3.95	4.12	**4.20**	3.91	3.91	3.72	4.10	**3.61**	3.97	3.72	0.58
I would recommend the State as a good place to work to a friend or family member.	3.79	3.88	**4.08**	3.75	3.82	3.62	3.71	**3.51**	3.67	3.52	0.57

Survey Responses by Job Category											
Total	**5836**	**1114**	**750**	**79**	**2058**	453	112	78	372	820	
	Mean	**Office / Clerical**	**Officials / Admin.**	**Para Prof**	**Professional**	**Prot Service**	**Service Maint.**	**Skilled Craft**	**Tech**	**Other**	**Differences**
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	3.08	**3.33**	**2.76**	3.07	3.21	3.30	2.79	3.00	3.00	0.57
The State invests in the development of its employees.	3.09	3.12	**3.32**	2.84	3.06	3.16	3.13	**2.79**	2.93	2.97	0.54
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	3.46	**3.68**	3.23	3.55	3.47	3.51	**3.15**	3.56	3.32	0.53
I have trust and confidence in the fairness of HR processes and policies.	3.18	3.22	**3.48**	3.01	3.16	3.03	3.26	3.08	3.22	**2.96**	0.52
The State communicates effectively to the workforce.	3.35	3.51	**3.55**	3.29	3.33	3.21	3.39	**3.05**	3.41	3.09	0.50
Differences in performance are recognized in a meaningful way.	2.84	2.88	**3.05**	2.76	2.77	2.85	3.05	**2.55**	2.80	2.76	0.50
The State's complaint/grievance process is effective.	3.16	3.24	**3.39**	2.97	3.14	3.01	3.23	3.16	3.24	**2.90**	0.49
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	3.10	**3.34**	**2.87**	3.04	2.96	3.10	3.00	2.93	2.92	0.47
The State is committed to diversity and inclusion.	3.86	3.81	**4.12**	**3.66**	3.87	3.80	3.98	3.73	4.00	3.67	0.46
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	4.22	**4.36**	4.11	4.16	4.03	4.26	3.96	4.23	**3.92**	0.43
I have good relationships with the people on my team who are of a different gender, race or ethnic background	4.99	4.97	**5.19**	4.78	5.05	**4.78**	4.79	4.95	5.00	4.86	0.42
The State's recruiting efforts effectively reach diverse talent.	3.41	3.45	3.52	3.32	3.42	3.36	3.38	3.28	**3.57**	**3.18**	0.39

Survey Responses by Job Category											
Total	**5836**	**1114**	**750**	**79**	**2058**	453	112	78	372	820	
	Mean	**Office / Clerical**	**Officials / Admin.**	**Para Prof**	**Professional**	**Prot Service**	**Service Maint.**	**Skilled Craft**	**Tech**	**Other**	**Differences**
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	3.59	**3.69**	**3.33**	3.51	3.36	3.50	3.34	3.64	3.34	0.36
The State is considered an employer of choice in my community.	3.67	**3.82**	3.81	3.81	3.65	3.58	3.53	3.49	3.61	**3.48**	0.34
The State was my first choice for employment.	46%	46%	**53%**	40%	49%	48%	33%	**27%**	33%	43%	

Legend:

Above Mean	Below Mean
Bold = Minimum and Maximum for that question by demographic	
Differences Column = Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum	
Mean Column = Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.	

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by Employee Class									
Total	5838	219	433	6	3647	1173	356	4	
	Mean	Appointed	Casual / Seasonal	Elected	Merit	Exempt	Other	No Answer	Differences
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	4.86	4.71	**3.33**	4.51	4.62	4.39	**6.00**	2.67
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	3.60	3.95	**3.17**	3.28	3.34	3.48	**5.25**	2.08
My team communicates effectively.	4.08	4.45	4.41	**3.33**	3.99	4.16	4.01	**5.25**	1.92
I have a clear promotional path at the State.	2.83	**3.88**	2.80	**2.00**	2.76	2.79	3.12	3.00	1.88
My viewpoint matters to my team.	3.95	4.52	4.29	**3.17**	3.84	4.08	3.89	**5.00**	1.83
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	4.38	4.42	**3.50**	4.09	4.23	4.16	**5.25**	1.75
The State is a high-performing organization.	3.63	3.91	4.08	**3.33**	3.55	3.65	3.74	**5.00**	1.67
I am able to be successful at the State.	3.83	**4.62**	4.15	**3.00**	3.72	3.91	3.87	4.25	1.62
I have attended a training on diversity and inclusion within the last 5 years.	4.09	4.60	3.71	**3.20**	4.10	4.19	3.80	**4.75**	1.55
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	4.09	4.11	3.83	**3.74**	3.90	3.79	**5.25**	1.51
The State is committed to diversity and inclusion.	3.86	**4.29**	4.18	**2.83**	3.76	4.00	3.85	3.75	1.45
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	4.54	4.61	**3.67**	4.20	4.30	4.17	**5.00**	1.33
I benefit from the State's focus on EEO, AA, and D&I.	3.02	3.75	3.19	**2.67**	2.93	3.11	2.97	**4.00**	1.33
I have attended a training on EEO and AA within the last 5 years.	3.43	4.18	**2.97**	3.00	3.45	3.53	3.04	**4.25**	1.28
I receive all the information I need to carry out my work.	3.95	4.52	4.45	**3.50**	3.84	4.00	4.00	**4.75**	1.25

Survey Responses by Employee Class									
Total	5838	219	433	6	3647	1173	356	4	
	Mean	Appointed	Casual / Seasonal	Elected	Merit	Exempt	Other	No Answer	Differences
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	3.51	3.38	**4.00**	2.96	3.17	3.00	**2.75**	1.25
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	3.62	**3.70**	**2.50**	3.00	3.07	3.17	3.00	1.20
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	**4.35**	3.97	**3.17**	3.83	3.93	3.78	4.00	1.18
I am treated with respect and dignity at work.	4.26	4.66	**4.83**	**3.67**	4.14	4.37	4.18	4.50	1.16
The State is considered an employer of choice in my community.	3.67	3.91	4.13	**3.17**	3.56	3.76	3.75	**4.25**	1.08
The State hires the most qualified person for the job.	3.12	3.54	**3.57**	3.33	3.01	3.21	3.06	**2.50**	1.07
My contributions, thoughts, and individual capabilities are valued.	3.83	4.39	**4.40**	**3.33**	3.69	3.96	3.79	4.00	1.07
I would recommend the State as a good place to work to a friend or family member.	3.79	4.27	**4.33**	**3.33**	3.66	3.90	3.84	4.00	0.99
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	2.15	2.82	**2.03**	2.67	2.15	2.04	2.23	**3.00**	0.97
The State holds my Agency/Department accountable for EEO and AA.	4.03	**4.46**	4.25	**3.50**	3.95	4.14	3.96	4.00	0.96
The State's hiring process is fair.	3.38	**3.93**	3.72	**3.00**	3.27	3.47	3.39	3.50	0.93
Employees are rewarded and recognized based on objective criteria.	2.95	3.50	**3.67**	3.33	2.80	3.03	3.04	**2.75**	0.92
I feel included on my team.	4.11	4.64	4.55	**3.83**	3.99	4.24	4.06	**4.75**	0.92
I am able to communicate effectively to upper management.	3.79	**4.51**	4.40	3.67	**3.65**	3.84	3.82	4.25	0.86
I am familiar with the State's EEO and AA efforts.	3.89	**4.35**	3.76	**3.50**	3.90	3.89	3.68	4.00	0.85
I know my role and responsibilities for EEO and AA.	4.04	**4.51**	3.87	**3.67**	4.06	4.06	3.74	4.00	0.85
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	3.73	**3.99**	**3.17**	3.44	3.57	3.42	3.50	0.82
Differences in performance are recognized in a meaningful way.	2.84	3.35	**3.52**	2.83	**2.71**	2.88	2.93	3.00	0.81
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	**4.04**	3.99	3.67	3.31	3.59	3.42	**3.25**	0.79

Survey Responses by Employee Class									
Total	**5838**	**219**	**433**	**6**	**3647**	**1173**	**356**	**4**	
	Mean	**Appointed**	**Casual / Seasonal**	**Elected**	**Merit**	**Exempt**	**Other**	**No Answer**	**Differences**
I have trust and confidence in the fairness of HR processes and policies.	3.18	3.74	**3.83**	3.17	**3.04**	3.25	3.25	3.50	0.79
The State communicates effectively to the workforce.	3.35	3.70	**3.94**	**3.17**	3.23	3.42	3.44	3.50	0.77
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	**3.75**	3.72	3.00	**2.99**	3.23	3.24	3.50	0.76
The State invests in the development of its employees.	3.09	3.51	3.52	3.00	**2.99**	3.12	3.18	**3.75**	0.76
The State's complaint/grievance process is effective.	3.16	3.59	**3.73**	**3.00**	3.03	3.27	3.16	3.25	0.73
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	4.41	**4.44**	3.83	3.83	4.00	3.95	**3.75**	0.69
The State's recruiting efforts effectively reach diverse talent.	3.41	3.63	3.74	3.50	**3.32**	3.50	3.41	**4.00**	0.68
I have good relationships with the people on my team who are of a different gender, race or ethnic background	4.99	**5.27**	5.21	**4.67**	4.93	5.06	5.06	5.00	0.60
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	3.66	3.72	3.67	3.46	3.55	**3.45**	**3.75**	0.30
The State was my first choice for employment.	46%	63%	48%	50%	45%	44%	48%	25%	

Legend:

Above Mean	Below Mean
Bold = Minimum and Maximum for that question by demographic	
Differences Column = Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum	
Mean Column = Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.	

Scale used in survey:

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Survey Responses by County						
Total	5838	2582	2453	799	4	
	Mean	Kent	New Castle	Sussex	No answer	Differences
The State does NOT allow favoritism to impact who is selected for opportunities.	3.06	3.06	3.04	3.10	5.25	2.21
I have used the resources available to me to address a workplace issue or challenge related to EEO or diversity and inclusion.	2.15	2.13	2.17	2.15	4.25	2.12
The overall State organizational structure supports getting work done efficiently and effectively.	3.36	3.43	3.27	3.44	5.00	1.73
The State hires the most qualified person for the job.	3.12	3.24	3.00	3.07	4.50	1.50
The State is a high-performing organization.	3.63	3.73	3.51	3.66	5.00	1.49
I have attended a training on diversity and inclusion within the last 5 years.	4.09	4.23	3.93	4.09	2.75	1.48
The State holds my Agency/Department accountable for EEO and AA.	4.03	4.17	3.86	4.11	2.75	1.42
Jokes, language, and comments that disrespect or devalue people are NOT tolerated at the State.	4.16	4.22	4.09	4.17	5.50	1.41
I know my role and responsibilities for EEO and AA.	4.04	4.12	3.97	4.00	2.75	1.37
I have a clear promotional path at the State.	2.83	2.86	2.75	3.00	4.00	1.25
I have trust and confidence in the fairness of the Senior Leadership of the State.	3.13	3.24	3.02	3.13	4.25	1.23
I have trust and confidence in the fairness of HR processes and policies.	3.18	3.27	3.05	3.28	4.25	1.20
I benefit from the State's focus on EEO, AA, and D&I.	3.02	3.12	2.91	2.99	4.00	1.09
The State is considered an employer of choice in my community.	3.67	3.85	3.44	3.79	4.50	1.06
I am able to communicate effectively to upper management.	3.79	3.91	3.69	3.69	4.75	1.06
There are NOT specific issues within the State's recruiting and hiring process that affect the employment opportunity of specific groups of people.	3.50	3.56	3.45	3.50	4.50	1.05
My team communicates effectively.	4.08	4.19	3.96	4.07	5.00	1.04
The State communicates effectively to the workforce.	3.35	3.46	3.22	3.40	4.25	1.03
The State is committed to diversity and inclusion.	3.86	3.97	3.73	3.93	4.75	1.02
Differences in performance are recognized in a meaningful way.	2.84	2.91	2.74	2.90	3.75	1.01
The State invests in the development of its employees.	3.09	3.15	2.99	3.16	4.00	1.01
The State's recruiting efforts effectively reach diverse talent.	3.41	3.51	3.28	3.46	4.25	0.97
The State's hiring process is fair.	3.38	3.45	3.28	3.41	4.25	0.97
I am comfortable speaking up if inappropriate jokes, language, or comments are made that disrespect or devalue groups of people.	4.55	4.56	4.54	4.54	5.50	0.96
Opportunities, such as promotions, lateral moves, and access to training are based on merit at the State.	3.10	3.13	3.04	3.18	4.00	0.96
The State attracts a diverse talent pool that reflects Delaware's constituents.	3.52	3.60	3.42	3.55	4.25	0.83
The State's complaint/grievance process is effective.	3.16	3.25	3.04	3.23	3.75	0.71
My supervisor/manager provides me with the feedback I need to perform at a high-level.	3.94	4.07	3.81	3.89	4.50	0.69
Employees are rewarded and recognized based on objective criteria.	2.95	3.09	2.82	2.92	3.50	0.68

Survey Responses by County						
Total	5838	2582	2453	799	4	
	Mean	Kent	New Castle	Sussex	No answer	Differences
I would recommend the State as a good place to work to a friend or family member.	3.79	3.97	**3.58**	3.84	**4.25**	0.67
Having a diverse and inclusive workforce and inclusive workplace positively impacts the State's ability to meet the needs of its diverse constituents.	4.26	4.34	4.23	**4.10**	**4.75**	0.65
I am treated with respect and dignity at work.	4.26	4.39	**4.13**	4.23	**4.75**	0.62
Employment opportunities at the State are NOT impacted by a person's gender, race, color, religion, national origin, age, marital status, disability, sexual orientation, veteran or military status, gender identity, or genetic information.	3.81	3.92	**3.70**	3.81	**4.25**	0.55
I am able to be successful at the State.	3.83	3.96	**3.70**	3.82	**4.25**	0.55
I know the resources available to me if I have a workplace issue or challenge related to EEO or diversity and inclusion.	3.87	3.98	**3.75**	3.90	**4.25**	0.50
I am familiar with the State's EEO and AA efforts.	3.89	**3.99**	3.80	3.86	**3.50**	0.49
I receive all the information I need to carry out my work.	3.95	4.09	**3.82**	3.88	**4.25**	0.43
I have attended a training on EEO and AA within the last 5 years.	3.43	**3.63**	3.25	3.35	**3.25**	0.38
My contributions, thoughts, and individual capabilities are valued.	3.83	**4.01**	**3.65**	3.77	4.00	0.36
My viewpoint matters to my team.	3.95	**4.13**	**3.79**	3.88	4.00	0.34
I have good relationships with the people on my team who are of a different gender, race or ethnic background	4.99	**5.09**	4.91	4.95	**4.75**	0.34
I feel included on my team.	4.11	**4.27**	**3.97**	4.03	4.00	0.30
If I have a workplace issue or challenge related to EEO or diversity and inclusion I trust that it will be addressed fairly.	3.45	**3.57**	**3.31**	3.51	3.50	0.26
The State was my first choice for employment.	46%	48%	45%	45%	50%	

Legend:

Above Mean	Below Mean	**Bold** = Minimum and Maximum for that question by demographic
Differences Column: Questions are sorted by highest difference between the minimum and maximum value to the lowest difference between minimum and maximum		
Mean Column: Average response for each question for all respondents. Results are scaled so that the highest average response has a green background and the lowest average response has a red background.		

1	2	3	4	5	6
Strongly Disagree					Strongly Agree