

CHESTER COUNTY INTERMEDIATE UNIT



2021-22

**ORGANIZATIONAL STUDY OF
DIVERSITY, EQUITY, INCLUSION
AND BELONGING (DEIB)
IN THE CCIU WORKPLACE**

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Report Submitted by

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INTRODUCTION TO THE STUDY

At the core diversity, equity and inclusion efforts in the workplace boil down to creating and nurturing welcoming, respectful, and supportive organizational cultures that affirm the dignity and authentic participation of all individuals or groups, and create a sustained climate of belonging, engagement, and productivity.

Equity in the workplace is rooted in the fair treatment, access, opportunity, and advancement of all employees while concurrently working to identify and eliminate structural or organizational barriers that have prevented employment, engagement and/or full participation of historically underrepresented individuals or groups.

When employees don't feel welcome, one of the greatest consequences is that they leave. According to a 2021 McKinsey survey, the top three reasons people quit their jobs are because they don't feel valued by their organizations, don't feel appreciated by their managers, or don't feel a sense of belonging at work.

We appreciate the commitment of Chester County Intermediate Unit Board and Executive Leadership to partake in an initial comprehensive baseline study of its organizational culture to help begin to "make the invisible visible" as a critical first step in an on-going process of continuous improvement. We value the leadership's commitment to subsequently developing a comprehensive Diversity-Equity-Inclusion-Belonging (DEIB) action plan and refining current policies and practices in order to enrich the experience, engagement, and success of all its employees, and achieve its mission to provide quality, innovative and cost-effective programs and services that enhance the lives of students, educators, and members of its Chester County communities and beyond.

Our approach to this study was grounded in the best of what we know about building inclusive organizations in corporate and public settings and embedding equity and inclusion in everyday practice in public and non-public business organizations and the PreK-12 education ecosphere. This ultimately means making DEIB central operating principles of the CCIU culture, reflected in how all in the organization operate, act, think, and present the IU brand to the world.

In the course of our work in 2021-22 we have worked collaboratively with CCIU leadership to develop strategies for beginning to explore and uncover critical (and maybe unseen) underlying values, beliefs and behaviors that may be key to understanding and developing strategies for enhancement of the CCIU employee experience, especially for those employees who feel less valued, respected, and included, through on-going focused inquiry and quality improvement efforts.

We observe that any organization's ability to support change externally may be constrained by its own unexamined internal policies, practices, and resources, its relationships and power imbalances, and the tacit beliefs, assumptions and behaviors of its leadership and staff. Since the less explicit conditions are the most challenging to clarify but can have huge impacts on equitable practices, we believe that organizational leadership must pay sufficient and

continuous attention to the relationships, power dynamics, and especially the underlying mental models/beliefs/biases (i.e., relative to race, ability, language, sexual orientation, and gender) embedded in their system.

There are a few things to keep in mind as any organization moves from its current state toward embracing and building a more diverse, equitable and inclusive workplace culture grounded in respect and dignity:

1. **Change is difficult.** This is the leadership challenge. Fear of the unknown- often about anticipated backlash and resistance- makes challenging the status quo and implementing and maintaining any new strategies and behaviors difficult for everyone- especially as it relates to addressing the challenging topics of diversity, equity, and inclusion.
2. **Most of an organization's untapped diversity and inclusion knowledge lives in the middle and entry staff levels.** It is critical to construct a system that guides and cultivates talent from the entry level, creating channels of communication through which every group has a voice, and everyone benefits by creating on-going and intentional opportunities for listening to the voices and experiences of one another.
3. **Equality is good for people and for business.** There is a myriad of research, demonstrated Return of Investment (ROI) and anecdotal feedback on the positive bottom-line impact of effective DEI practices. (McKinsey and Company, 2020)
4. **Workplace diversity and inclusion means valuing and nurturing human relationships and respecting all people's inherent differences with dignity.** All will need to become expert at understanding their own behaviors and lenses, and then seeking with empathy to view and better understand the world and the CCIU workplace through the hearts and minds of their colleagues in order to create real meaningful change.
5. **Unconscious biases and unexamined cultural values and standards affect everything.** All will be continually challenged to question what are their individual and organizational blind spots and biases that are keeping them and their workplace cultures from truly changing for the benefit of our services to one another and their customers.
6. **Shared commitment, purpose, passion, patience, and persistence will need to guide and sustain necessary changes.**
Nurturing and sustaining an organization that is committed to principles of DEIB in word and action must recognize that it will be an on-going process of reflection and learning, and not a destination.

We hope that this initial comprehensive baseline study will serve as a guide to inform and provide focus for direction to the leadership of CCIU and the DEI Committee for developing priorities and implementing impactful strategic goals and actions into the immediate and long-term future success of an already highly regarded and impactful educational services organization.

OVERVIEW OF THE REPORT

We begin this report with a brief review of most current organizational human resources research that has identified promising practices and benchmarks from national and international business organizations as they have sought to enhance the employee experience with a focus on diversity, equity, inclusion and belonging.

We subsequently share our study methodology followed by general observations and impressions and key themes that surfaced from our interviews with leadership, data/document reviews, staff focus groups and the new CCIU DEIB Staff Survey. These general observations and findings are reported as they relate to

- 1) Research-based practices and elements of organizations that are seeing positive performance results from their DEI efforts. (Bersin 2021)
- 2) Research-based elements of high performing and “irresistible” organizations identified by (Bersin 2021)

We then examine current and trend data regarding the racial/ethnic and gender diversity of staff and administrators, as well as current Human Resources efforts and suggested promising practices for diversity recruitment and retention.

We next share our suggestions of important first steps for key leaders in 2022-23 for developing a solid foundation for moving Diversity-Equity-Inclusion-Belonging initiatives forward in a coherent and sustained manner based on analysis and synthesis of our observations and findings.

The closing section highlights detailed results of the CCIU DEIB Workplace Staff Survey that reports responses that define key areas of strength or the organization, specific responses that need to be further explored as they relate to different demographic groups, and finally responses that should be further studied and explored across the organization.

Appendices are provided for important supplemental data and information, links to research studies cited, and helpful resources for organizational consideration in future development in the DEIB realm within CCIU.

DIVERSITY-EQUITY-INCLUSION AND BELONGING IN THE WORKPLACE: PROMISING ORGANIZATIONAL PRACTICES

Can you win the war for talent? You won't if you think it's about money, titles, or job security. The post pandemic era is becoming defined by employee experience: how your organization shapes the way people work and live, from productivity to flexibility, wellbeing, and everything in between.

The Josh Bersin Company (2021)

To drive an organization's productivity and performance, innovation and change current research strongly indicates that forward thinking companies and organizations are investing to a significant degree in resources and activities to better understand and respond to the diverse needs and lived experiences of all their employees. They are investing in resources to center the work of diversity, equity, and inclusion as foundational to their business success.

What shapes employees' experiences in the workplace is complex and personal. It starts with the nature of the work we do and how well it aligns with our values, skills, and passions. But it's also reflective of the teams we work on; our direct supervisors/managers and how they support and coach us; our personal health and well-being; the "culture" of our work unit- our perceptions of its social-emotional and physical safety; how we grow and develop in our work, and how we trust the organization and its leadership in demonstrating their commitment to our well-being and our individual and collective success.

An extensive HR research study of over 950 corporations and business organizations the Josh Bersin Company (2021) identified four essential elements and fifteen practices of "irresistible organizations" that are consistently evident in corporate and organizations cultures that "that have an outsized positive impact on business, people and innovation outcomes":

- **TRUST IN THE ORGANIZATION**
 - See diversity, equity, and inclusion as a business priority
 - Foster a culture of integrity and helping others
 - Embed mission and purpose as part of every activity
 - Inspire trust in leaders to be ethical and operate with integrity
 - Clearly communicate the mission and vision
 - Enable open, transparent, and honest leadership communication
 - Prioritize investment in people even when business is not good
 - Encourage managers to help people tie their contributions to the mission
 - Operate under a people-first approach

- **POSITIVE WORKPLACE**
 - Use fair and equitable rewards and recognition programs

- Support communities at work and a sense of belonging
- Encourage employees to bring their authentic selves to work
- **GROWTH OPPORTUNITIES**
 - Encourage and support people to continuously develop, regardless of role
- **STRONG MANAGEMENT**
 - Use a clear, values-based management philosophy and model
 - Stand up for what's right, even if it is not popular

In their on-going extensive research with 100+ companies on elevating equity in the workplace the Josh Bersin Company (2021) concluded the obvious- that embedding DEI in everyday practice is an incredibly complex challenge. They explored 80+ practices and programs relative to top leadership behaviors, culture, and communication approaches, learning and talent development, pay and benefits plans, metrics, and measures, supporting enablers, DEI and HR structures, skills, and capabilities. They then correlated these practices with organizational and workforce performance and identified five essential factors and fifteen associated practices that maximized performance, including:

- **LISTEN AND ACT**
 - Frequently listen to employees and act on results- creating an environment where each person can “share their lived experiences”
 - Leaders believe that DEI is good for business
 - Support people to be their authentic selves
- **STRENGTHEN HR CAPABILITIES IN ALL ROLES**
 - HR can meaningfully consult on DEI issues
 - Business partners actively seek out HR for DEI issues
 - DEI is embedded in every program
- **ENGAGE SENIOR LEADERSHIP COMMITMENT**
 - The CEO sets DEI vision and communicates progress
 - The CEO holds leaders accountable for DEI outcomes
 - The DEI strategy is integral to business strategy
- **SET GOALS AND MEASURE**
 - Invest in benchmarks to measure and drive DEI- metrics that matter most focus on measures of inclusion
 - Set outcome goals for diversity and inclusion
 - Communicate DEI metrics internally
- **CREATE ACCOUNTABILITY FOR RESULTS**
 - Drive DEI in the entire ecosystem (partners, customers, and vendors)
 - Embed DEI in learning and leadership programs

- Chief Diversity Officer distributes accountability for DEI outcomes among leaders

A recent study of 350+ companies by CIRCA and the HR Research Institute on the Future of DEI (2022) highlighted the continuing challenges of businesses to integrate DEI into their organizational structures and everyday practice. Some key findings include:

- Companies struggle to fully mature their DEI programs: 32% integrate into the business strategy and only 9% rate their DEI initiatives as highly effective
- Relative to pay equity: 9% said pay equity is a priority among executives and 28% said pay equity is not a priority at all
- Most companies fall short in metrics and training: most rely on compliance-oriented data and most common DEI training focused on unconscious bias (69%), inclusion awareness (55%), difficult conversations (48%), inclusive recruitment policies (42%), performance management (37%) and conflict resolution (33%)
- Companies are often not considering benefit programs that appeal to a diverse workforce: while 70% offer flexible work options-- fewer offer paid parental leave (58%), benefits for domestic partners (43%) and professional part-time roles (34%) ...only 18% said they only provide benefits mandated by county, state, or federal laws.
- Organizations that performed better in DEI practices were more likely than others to:
 - Have support from the top to close pay gaps and an associated budget for it
 - Include a wide range of people's identities in their definition of DEI
 - Integrate DEI frameworks into their business strategies
 - Make DEI quite visible to the workforce
 - Emphasize DEI in succession planning and talent acquisition processes
 - Use more advanced metrics, set more goals related to DEI and use more incentives to encourage DEI
 - Provide training or pay equity, communication practices, antiracism, inclusion awareness and inclusive recruitment practices
 - Have programs to improve diversity in the leadership ranks
 - Offer more inclusive and family-friendly benefits

Early corporate/business efforts in the DEI realm focused primarily on expanding racial/ethnic and females' representation in leadership. In their latest analysis of their on-going longitudinal studies of 1,000 companies world-wide McKinsey and Company (May 2020) affirmed the strong business case for diversity in leadership, but further noted the critical importance of inclusion and that "hiring diversity isn't enough-it's employee's experiences they have in the workplace that shapes whether they remain and thrive."

They note that significant and sustainable progress in the work remains elusive, even in companies that have made DEI part of their business and invested considerable resources, and note common pitfalls and challenges in implementation, including fragmented initiatives, overly relying on individual commitments, "diversity fatigue" and backlash, and/or a lack of clear link to the company's core business strategy. Based on their observations of industry leaders they suggest multiple areas for "bold action" that include:

- Increasing diverse talent representation particularly in leadership and critical roles and setting the right data-driven targets;
- Strengthening accountability for delivering on DEI goals;
- Ensuring that a robust, personalized business-driven case for DEI exists and is well accepted;
- Strengthening leadership accountability and capability, including and beyond HR functions or resource group leaders;
- Enabling equality of opportunity through fairness and transparency- ensuring that there is a level playing field in advancement and opportunity;
- Promoting openness and tackling bias and microaggressions, holding a zero tolerance for discriminatory behavior and building the ability of managers and staff to identify and address these issues;
- Establishing norms for what constitutes open and welcoming behavior; and
- Embracing multivariate forms of diversity beyond race and gender and explicitly assessing belonging in internal surveys.

STUDY APPROACH AND METHODOLOGY

The study was collaboratively designed to address critical questions of CCIU employees' experiences through an equity-diversity-inclusion lens in order to help guide the organization's quest for continuous improvement in the DEIB realm. Our primary approach to data gathering for the study included:

- Multiple interviews with Dr. Fiore and his cabinet team members including all Division Directors
- Multiple conversations with leadership of the DEI Committee and participation in Steering Committee and General meetings
- Review of the 2019-24 CCIU Strategic Plan document
- Review of relevant CCIU Board Policies: Programs (101-146) and Employees 300-353)
- Review of disaggregated CCIU employee data and document reviews
- Review of past and current professional development offerings for leadership and staff relative to DEI topics
- Development, launch and analysis of a baseline CCIU Diversity, Equity, Inclusion and Belonging (DEIB) Workplace Perceptual Survey
- Facilitation of eighteen virtual staff focus groups with job-alike responsibilities (Administration, Professional, Project, Support) across all divisions

GENERAL OBSERVATIONS AND KEY FINDINGS

CCIU leadership is to be commended for its efforts to establish structures and processes to begin to explore challenges of embedding diversity, equity, inclusion and belonging principles in its everyday practices. It was evident that CCIU is very much at the beginning stages of organizational development in building a sustainable strategy for its DEIB work internally.

Establishment and structuring of the Diversity, Equity and Inclusion (DEI) Committee two years ago was a critical step in the process, and it appears to have served as valuable resource and organizing body for conceptualizing possibilities for positively impacting organizational DEIB challenges, and for engaging a significant number of staff and administrators in a process for beginning to “evaluate and recommend cultural practices, conditions, policies, procedures, and processes to ensure diversity, equity, and inclusion for and among all CCIU staff and students.” (See Appendices F and G) The current study was commissioned in order to provide direction and focus to strategic action planning of the DEI Committee and CCIU leadership moving forward.

Many staff who have participated in the DEI Committee, and Student Services staff have been offered and have engaged in multiple professional learning opportunities to enhance their understandings of different dimensions of DEIB work. (See Appendix I) Respondents to the survey and who participated in focus groups highlighted the “Seeing White” and “Belonging” series most impactful to them personally and professionally. At the Division level we found most significant on-going DEIB professional learning efforts evidenced in Innovative Educational Services and Career, Technical & Customized Education.

Review of Current Board Policies

We reviewed relevant Board Policies 100 Programs and 300 Employees and found them to be basically sound and adequate for the time being in terms of integration of DEIB principles and practices with a few observations and questions for consideration given findings of this study:

- Program Policy 101 Mission Statement/Vision Statement does not include any language that would inform CCIU’s commitment to DEIB.
- Program Policy 103.2 Transgender and Gender Non-Conforming Students is commendable, and we wondered about the same policy applying to employees as well, and wondered if it could provide a framework for parallel policies for other minoritized students and staff
- Program Policy 104 Nondiscrimination in Employment and Contract Practices We wondered why this was included in Program versus Employee policies.
- Program Policy 110 Instructional Supplies Some staff had indicated that some assessment and instructional materials were not available and per this policy it appears each employee should be provided with supplies and equipment deemed necessary.
- Employee Policy 301 Human Resources Plan is commendable and talks to “recruitment that is nondiscriminatory in nature” and we wondered how that was being monitored.

- Employee Policy 304 Employment of Intermediate Unit Staff is commendable as it “ensures that efforts will be made to recruit and appoint candidates who, without undue preference, will help the Intermediate Unit address and maintain a diverse employee complement.” We wondered if the statement of “all administrators and supervisors will be expected to have an understanding of recruitment and hiring practices” should include an understanding of effective and non-biased recruitment and hiring practices.
- Employee Policy 325 Dress Standards We wondered about how standards are established for specific schools, sites and programs and whether or not they provide support for non-mainstream cultural expression.
- Employee Policy 333 Employee Development We wondered about equitable access to continuing education and professional development opportunities for all staff, beyond administrative and professional staff, that the policy implies as “an essential element for improvement of job performance and lifelong learning”.
- Employee Policy 338 Sabbatical Leave and Employee Policy 338.1 Compensated Professional Leave These policies relate to opportunities only for certificated administrative and professional employees for “restoration of health” and “improving professional competency or obtaining a professional certificate or commission. We wondered about comparable and equitable opportunities for project or support staff.

Key Themes for Further Investigation

Through the course of the current study key observations and themes emerged in interviews with CCIU leadership, review of documents, and from reflections of professionals at all levels of the organization in their responses to the staff survey and in the focus groups.

It is important to recognize upfront that we found to a significant degree that most all staff across all demographic groups appear to view CCIU as an organization:

- ***that provides a strong overall welcoming, professional and inclusive work environment;***
- ***where they feel valued for their contributions;***
- ***where they feel accepted, supported and comfortable in their workplace;***
- ***that they have a supervisor that cares about them as a person and who values their staff's well-being;***
- ***where different experiences and perspectives are welcomed, valued and respected;***
- ***that they have at least one colleague they can turn to for support, and;***
- ***that they are proud to be an employee of the organization and would recommend working at CCIU to others.***

But we also note that the survey responses and focus group conversations also surfaced multiple opportunities for improvement given different staff experiences, and that suggest the need for structuring an on-going process for accessing staff perceptions through continuous data gathering, reflection, conversation, and targeted action planning within Divisions and across the organization, in such areas as:

- Expanding valuing, professional growth opportunities, recognition and compensation of support staff and paraprofessionals;
- Increasing racial/ethnic diversity in administration/leadership and in the professional staff ranks that mirror the changing diversity of the county and the children and families being served;
- Expanding opportunities for staff mentoring;
- Building talent development strategies and job and career advancement processes within CCIU for all employees;
- Increasing access to DEIB-related professional learning opportunities for all employees within divisions and programs, and across roles;
- Increasing opportunities to engage with others outside one's division and program to broaden awareness of CCIU-wide activities and programs;
- Enhancing organizational communications across divisions regarding potential avenues for project or program collaborations;
- Better communicating the why of policy and program decisions;
- Creating more equitable opportunities for workplace flexibility and paid leave;
- Creating enhanced racial and gender equity relative to fairness in staff recognition and staff support practices and programs;
- Addressing staff workload inequities and work-life balance challenges especially for working parents;
- Understanding the unique challenges of employees whose race/ethnicity or sexual preference/gender identity is not the norm; and
- Assuring instructional and assessment material support for professional and project staff.

Benchmarking Current Practices to Research Based Promising Practices

The following reflect our observations of current CCIU practices relative to the previously referred to elements and practices of organizations that are seeing positive performance results from their DEIB efforts.

LISTEN AND ACT

- *Frequently listen to employees and act on results- creating an environment where each person can "share their lived experiences"* We found that employees valued the opportunity to express their perceptions via the staff survey and in the focus groups, and that they would value ongoing opportunities for their voices to be heard. There appears to be historical and current barriers for some of the staff feeling uncomfortable in sharing their opinions or experiences, and this varies across divisions and programs. There was expressed hope on the part of employees that the results of listening would result in tangible positive actions moving forward.
- *Leaders believe that DEI is good for business* There remains a need on the part of leadership to define and publicly articulate their "big why" for this work to internal and

external stakeholders. The only reference to DEIB in the current CCIU Strategic Plan was in one strategy for “fostering a culture of support that promotes employee excellence through overall well-being”...Strategy 5, “Promote the value of diversity and acceptance in the workplace.”

- *Support people to be their authentic selves* It is evident that there is an expressed desire to make this a CCIU reality, but this needs to be further defined relative to expected norms for interpersonal and professional behaviors in the CCIU workplace that support social, emotional and psychological safety and minimize conscious and unconscious violations of others dignity.

STRENGTHEN HR CAPABILITIES IN ALL ROLES

- *HR can meaningfully consult on DEI issues and business partners actively seek out HR for DEI issues* At present there is no designated position responsible for leading the DEIB work, and the HR Division is at the beginning stages of being a resource to the organization for addressing DEIB challenges, and a few Human Resources staff have participated in the activities of the DEI Committee. The creation of the new Assistant Director for Employee Development Wellness role will be an asset moving forward, and the creation of a full-time DEIB Director/Officer position is strongly suggested if the organization is truly committed to deeply forwarding the work beyond the current volunteer DEI Committee structure.
- *DEI is embedded in every program* This will clearly be the long term goal of CCIU's DEIB efforts and there is much organizational learning and groundwork to be done to lay a strong foundation for making this become a reality. It begins with shared DEIB professional learning among leadership and beginning to embed decision-making through an equity-informed lens at all levels from the boardroom to the classroom (see Appendix E), and development of a comprehensive DEIB plan that is integrated into all of CCIU's strategic goals and priorities.

ENGAGE SENIOR LEADERSHIP COMMITMENT

- *The CEO sets DEI vision and communicates progress* The Executive Director has been critical in his support of CCIU's DEIB-focused initiatives and is highly committed to integrating DEIB into all aspects of the organization's culture, policies and everyday practices. The executive director's work will be strongly facilitated by the Board's public/policy statement of commitment to the DEIB work.
- *The CEO holds leaders accountable for DEI outcomes* At these beginning stages of the work, it will be critical for division and program leaders to have established and articulated DEIB responsibilities and focused annual performance goals that are integrated into their annual performance reviews. Before proceeding it will be important to assess all leaders' levels of understandings of DEIB in leadership and management practice, as well as assess their own personal and professional learning needs.

- *The DEI strategy is integral to business strategy* A review of the 2019-24 CCIU Strategic Plan evidenced little reference directly to DEIB. This can be formalized through a review of the current mission, vision and values statements with language revisions that incorporates DEIB principles and the articulation of the organization’s “big why” for investing and engaging in the work.

SET GOALS AND MEASURE

- *Invest in benchmarks to measure and drive DEI- metrics that matter most focus on measures of inclusion* The current staff DEIB survey provides significant baseline data around staff sense of inclusion and belonging to drive future improvement efforts and establishment of annual and long-term goals. We found that the organization is at a beginning stage of examining disaggregated diversity data to help drive improvement in the employee experience.
- *Set outcome goals for diversity and inclusion* To date no specific goals have been established. Findings of this study identify multiple targets for the organization as a whole, but will be most meaningful when established at the division and/or program levels based on current baseline data gleaned from this report..
- *Communicate DEI metrics internally* At this point in time, it is unclear as to who might best be responsible for communication of DEIB metrics/data. We hope that the findings of this study will be disseminated and used, especially at the division and program levels, to generate dialog and action planning for enhancing workplace culture and climate relative to DEIB. Yet to be defined are the metrics that CCIU will use to monitor progress and communicate on a regular basis beyond mandated state and federal reporting requirements. Current data is in many cases decentralized in division units.

CREATE ACCOUNTABILITY FOR RESULTS

- *Drive DEI in the entire ecosystem (partners, customers, and vendors)* The focus of the current study was on DEIB in the context of CCIU employees’ workplace experiences, and it would seem practical to focus a subsequent study on the experiences of diverse students, families and other customers’ that the CCIU serves relative to DEIB.
- *Embed DEI in learning and leadership programs* Additional time and resources will be necessary to develop a comprehensive strategy for DEIB-related professional learning across the organization, including initial assessment of learning needs of all of the leadership and staff. At present, it is unclear as to who could/should be responsible for coordination of this effort, as it appears that current professional learning efforts are decentralized and spread among a number of administrators and divisions.
- *Chief Diversity Officer distributes accountability for DEI outcomes among leaders* At present, there is no one person designated to lead the DEIB efforts internally or in support to schools and districts, and it recommended that such a position/role be

established to provide leadership and coherence to future planning and organizing efforts...similar to the positions at the Delaware County and Allegheny County Intermediate Units. The current volunteer-based DEI Committee structure by itself will not be able to adequately sustain impactful DEIB work that the organization aspires to.

The following reflect our observations of current CCIU practices relative to research-based essential elements of high performing and “irresistible organizations”:

TRUST IN THE ORGANIZATION

- Review of documents and the website evidence one public statement of commitment to or valuing of DEIB as integral to the mission of the organization on the DEI Committee page- we are not sure if the following statement has yet to be adopted by the broader organization and is just a statement developed by DEI Committee. No leaders referred to this commitment statement in the course of the study.

The Chester County Intermediate Unit is committed to enhancing professional growth and personal development so that every individual, regardless of their race, ethnicity, religion, gender, gender expression, disability status, socioeconomic status, immigration status, or disability can reach their fullest potential. We promote a culture of inclusivity and diversity in our decision-making processes across our organization.

- There is a lack of clarity as to the degree to which and how inclusivity and equity are embedded into policy and program decision-making across the organization.
- There is hesitancy in making DEIB challenges visible/public and engaging in related potentially important but difficult conversations possibly given the current socio-political context and individuals’ fears and unclear understandings.
- There is a lack of clarity and shared perspectives relative to the purpose, vision and the “big why” of DEIB for the organization- clarity and consensus that will be a critical and necessary next step to support and internally guide strategic DEIB work moving forward. There is an overall lack of shared understanding of how the organization is defining key DEIB concepts and principles beyond the definitions provided by the DEI Committee.
- We wondered about potential issues of organizational “trust” given the considerable number of employees who did not participate in the survey (51%) or focus groups-many of which were sparsely attended. Corporate entities that support and administer employment engagement surveys suggest good participation rates fall in the 65%-85% range with average rates around 70%.

There is research from Forbes and others that suggest that there are multiple explanations for why employees may not respond to surveys, including: they feel that their input won’t make a difference, they feel that if they have nothing good to say, it’s best not to say anything, they are too busy to take the time, they wonder how

confidential responses will be, and wonder what will happen with responses they give. These and the following should be taken into consideration as future staff surveys are administered. Other possible explanations could include:

- the timing of the survey;
- the survey design itself;
- the amount of the time the survey was open or not enough outreach; or
- recognition that CCIU may have a large number of employees who may not have access to a computer during their workday and would have to complete the survey on their own time.

We further found that a considerable number of staff who responded to the survey did not complete any of the demographic information. Focus group participants suggested to us that competing priorities, fear retribution or that their voices wouldn't have influence in changing their circumstances as possible explanations for their colleagues not participating.

We see a need to explore these dynamics more in-depth at the Division and Program levels to assess and be able to eliminate issues of "trust" as an underlying detractor to staff openness, willingness and ability to openly express their thoughts and feelings in future surveys or focus groups.

POSITIVE WORKPLACE

- Respondents to a significant extent find the greatest degree of support and feelings of inclusion from their immediate supervisors and work group, and expressed interest in having top level administrators be more frequently present in their settings for formal and informal interactions and to get to know them and better appreciate and understand their day to day "direct" operations and their daily workplace experiences and challenges.
- The current workplace culture of CCIU was described by administrators in a variety of terms: "welcoming but demanding, positive, pride in service, friendly, nobody wants to be number two, high expectations, a family, inclusive, dedicated people who want to do good work, a caste system, The Can Do IU". Overall large numbers of employees echoed many of these diverse sentiments.
- When asked who at CCIU is most likely to feel less valued and supported, respondents across divisions and roles to a large degree identified employees in support positions including teaching assistants, behavioral staff, custodians and maintenance staff, and food service workers. Respondents shared that overall, these people are highly valued, caring and committed colleagues who are significantly underpaid and underappreciated.

Black women, mental health staff, nurses, persons identifying as LGBTQ+, part-time employees and itinerant project staff were also identified by focus group respondents as

feeling less valued and supported. Further dialog with these groups to further listen to better understand their experiences and challenges should be an immediate priority.

- There are challenges of addressing DEIB challenges given the complexity, size and geographical breadth and “siloed” nature of the programs and services offered. There are shared issues and concerns across organizational divisions, but also some that are unique to the programs, settings, and roles within individual divisions. Division Directors and program administrators should review closely their division disaggregated survey results to identify key potential areas for further exploration.
- Program staffing shortages, increasing numbers of challenging students, increasing class sizes and program numbers have created increased stress and challenge for professional staff and disparities and inequities in workloads that should be assessed.
- Work-life balance, time-off policies, flexibility disparities are challenges for many, especially for support staff and working parents, especially mothers.

STRONG MANAGEMENT

- Many of the respondents to the survey and participants in the focus groups expressed a need for continuing support for and expansion of the work of the DEI Committee, although many of those who had not participated with the Committee, expressed that they do not have a clear understanding of the purpose and direction of the committee and wondered about what has resulted from the meetings.
- The DEI Committee has been the primary organizing entity for the DEIB work to date and has laid a viable foundation for future work (See Appendix F) The DEI Committee’s efforts have been to some degree curtailed this past year pending results and recommendations of this study and overall participation has declined, however multiple successful internal small scale professional learning activities are evidenced (See Appendices G and I).
- There is a recognition that CCIU is at the beginning stages of development in the DEIB work, and we found that there is strong desire on the part of leadership across divisions and within the core DEI Committee to see the principles of DEIB sustained, integrated into all aspects of strategic planning and everyday practice, positively impacting all employee’s work experiences, and not seen as just another initiative. Current efforts were described as “committed to the right thing, emerging, a process, a little bit stuck, rudderless, people hungry for action, beginning, strategic, new momentum”.
- There is desire on the part of leadership to become more strategic and data informed in moving the DEIB work forward in a spirit of continuous improvement in facilitating necessary changes in organizational structures, policies, and practices.

- There is an expressed desire on the part of CCIU leadership to become a model for the county and the Commonwealth relative to the DEIB work.
- There appeared little language in recruitment materials that could be appealing to potential diverse candidates. There is one reference to striving to hire “diverse” individuals on the Human Resources webpage and each job description notes: *Chester County Intermediate Unit is an Equal Opportunity Employer. Chester County Intermediate Unit ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation, or disability. Chester County Intermediate Unit has a policy of active recruitment of qualified minority teachers and non-certified employees.*

We wondered why the word “qualified” was included for minority teachers and non-certified staff. The Executive Director’s welcoming video is inviting but makes no reference to CCIU as an “inclusive culture” or one where all identities are welcome, embraced and supported.

In review of the HR webpages we would also suggest, 1) the need to get the updated 2022-23 salary range posted on job descriptions for Instructional Assistants that reflect the new salary schedule, 2) include a statement of value of the position to CCIU and its mission on all job descriptions, and 3) that the Need Help section should include a direct phone# or email contact.

- There are varying degrees of understanding, comfort level and engagement of division leadership in current system-wide and within-division DEIB efforts and initiatives.

GROWTH OPPORTUNITIES

- There are a wide variety of experiences of new employees in the on-boarding process and there is an expressed desire to revisit the on-boarding/induction and mentoring programs and procedures and personalizing the process for distinct roles and settings.
- There are expressed inequities in access to professional learning and professional growth opportunities defined by roles/job classifications in the organization with fewest provided to support staff.
- There is a strong call from staff for creating multiple opportunities to connect, develop new relationships and collaborate across divisions and in Chester County communities.

We would encourage CCIU leaders and the DEI Committee to take an opportunity to review Appendix H *Staff Recommendations for Enhancing Inclusion in CCIU* in-depth. It is a rich compilation of your employee’s thoughts and suggestions for nurturing and supporting diversity, equity, inclusion and belonging in the CCIU workplace. Employees who responded to the DEIB Staff Survey and who participated in our focus groups provided a myriad of thoughtful Low Effort-High Impact recommendations for growth and improvement. These recommendations are clustered around six broad themes:

- Leadership Engagement and Practice
- Elevating Voices and Decision-Making
- Human Resources Policies and Practices
- Community and Team Building
- Personal and Professional Learning
- Workload and Work-Life Balance.

STAFF DIVERSITY AND HUMAN RESOURCES AT CCIU

CCIU leadership has expressed a need and desire to diversify its workforce racially/ethnically with an ongoing focus on professional staff in its Student Services, Career and Technical and Virtual Academy programs, and not unlike regional school districts and districts throughout the Commonwealth has been limited in its efforts. Pennsylvania is on the verge of a significant teacher shortage with significantly few young people considering teaching as a career, including young people of color.

Not unlike other counties in the Greater Philadelphia region, Chester County at-large has seen significant changes in its racial/ethnic diversity. Between 1990 and 2020, the share of the population that is Asian and Pacific Islander grew the most, increasing from 1.1% to 6.5%. The Hispanic/Latino population share increased from 2.3% to 7.6%. The Black population share decreased from 6.3% to 5.6%. The White (non-Hispanic) population had the largest decrease dropping 11.8 percentage points from 90.2% to 78.4% in the 30 year span.

Appendix A provides current racial/ethnic and gender diversity data by division and role for the current year and racial/ethnic data trends over the past five years.

A review of current and five-year trend data relative to CCIU staff diversity indicated:

- In 2021-22 persons of color represented 13% of fulltime employees- a trend that has remained quite stable over the past five years.
- This year the workforce is 87.4% White, 8.8% Black, 2.2% Hispanic, 1.4% Asian, and .1% American Indian/Alaska Native and .1% Other. Relative to the current county demographics Asian/Pacific Islander and Hispanic/Latino population are most underrepresented in the CCIU workforce- two racial/ethnic groups that are fastest growing in the county.
- Employees of color are proportionally most high represented in part-time (75% of all other staff) and full-time administrative or instructional support staff roles (21% of support staff).
- Employees of color represent 5% of Professional staff, 6% of Administration, and 6% of Secretary roles.
- Within the Divisions full-time employees of color are most highly represented in Administration Services roles (29%) and less represented in Information Technology (3%), Human Resources (7%), Innovative Education Services (8%), Career, Technical and Customized Education (9%) relative to their overall numbers at CCIU.
- There has been an overall decline in the total number of employees in the past five years from 1820 in 2017 to a high of 1874 in 2019 to this year's total of 1752. Over five years there has been minimal change in the identified racial/ethnic composition of all employees with White employees at consistent levels of 85-87%.

- In 2021-22, females represented 80% of all employees and represent 50% of the Executive Leadership team and 61% of all administrative positions.
- Within the Divisions females are most highly represented in Human Resources (86%), Student Services (80%), and Innovative Educational Services (75%). Males are most highly represented in Information Technology (59%), Administrative Services (47%) and Career Technical and Customized Education (36%).

Current CCIU Diversity Recruitment, Hiring and Retention Efforts

Below are the essential elements of the 2021-22 CCIU Human Resources Plan that includes some key efforts focused on enhancing diversity recruitment and retention efforts and enriching all employee's professional growth and advancement. Most promising is the advancement and growth of a Talent Development Center and creating professional learning opportunities for all staff to enhance their skills for job and career advancement. The new Talent Development Center was created in response to staff feedback about creating professional growth opportunities and the growing need to fill open positions within the organization.

- Evaluation of current CCIU open positions to determine next steps for recruitment and retention.
- Continue to implement exit surveys to determine trends on staff members leaving the organization.
- Development of a comprehensive recruitment plan to address staffing shortages.
- Marketing Plan: Utilize strategic marketing to recruit staff members for open positions throughout the organization *with particular attention to diversity, equity, and inclusion*. Develop a theme and messaging across multiple platforms to reach a broad audience to recruit for open positions. Expand recruitment areas and venues to multiple counties and region in order to recruit for open positions as well as a diverse population of staff members.
- Development of a Talent Development Center to train current employees for career advancement within the organization.
- Utilize various funding sources to provide signing bonuses, referral bonuses, and retention bonuses.
- Work collaboratively with Chester County School District Superintendents, Human Resources, and Communications staff members to address the "great resignation" staffing issues throughout the region.
- Development of a new Act 93 evaluation system that is fair, easy to understand, and representative of the values of the organization. This tool will then be utilized as the basis for our project staff (contract expires in 2023).
- Implementation of the Pennsylvania Department of Education's professional and supervisor staff evaluation. This may include utilization of a third-party software program to meet requirements.
- Work collaboratively across divisions to evaluate the current administrator and supervisor professional development plan in order to utilize monthly meetings as a tool of development and growth for the 2022-23 school year.
- Develop a transition plan for the new Human Resources administrative structure- two assistant directors.

There have been multiple recent commendable efforts made to enhance diversity recruitment and retention, including:

- Salaries of the support staff have been recently increased in response to a strong need to retain valued support staff given significant feedback from staff regarding the critical contributions and talent of their support staff colleagues.
- Retention bonuses have been provided for Head Start staff per federal and state funds.
- Signing bonuses and referral bonuses have been implemented which has assisted in decreasing open positions from over 300 to about 200.
- CCIU has been a long-standing member of the Delaware Valley Consortium for Excellence and Equity (DVCEE) and has participated in their annual educators of color recruitment efforts.

Additional recent diversity recruitment efforts included:

- Targeted recruiting to HBCUs (Lincoln University, Cheyney and Delaware State) including a job fair specifically for these students 2020 and 2021
- DVCEE Educators of Color Job Fair 2020-2022
- Direct outreach to candidates from DVCEE candidate database 2021-2022
- Coatesville Job Fair for Chester County OIC 2022
- WCU Job Fair hosted by Representative Chrissy Houlahan 2022
- Hosted a virtual support staff job fair 2021-2022
- PA Career link job fair 2020-2022
- Chester County Recruiting Consortium Diversity Job Fair 2020
- Diversity Equity and Inclusion Summit in Chicago through AASPA 2022

There has been a parallel desire to increase racial/ethnic and gender diversity in the supervisory and administrative ranks at CCIU. Over the past three years CCIU has hired forty-one administrators: thirty-three were promoted internally, twenty-seven were female and fourteen were male. Four administrators hired were African American, and currently one African American holds a Division Director position and two hold Assistant Director positions.

As CCIU continues its DEIB journey, and its quest to diversify its staff, it is critical to recognize that in order for any DEI initiatives to succeed, the organization needs to commit to ensuring that all employees feel a sense of belonging, valued for who they are, and empowered to participate and contribute freely regardless of their backgrounds and identities. Results of this study suggests that there are some specific groups of diverse employees that need to be further communicated with to better understand their experiences that may be divergent from the norm.

McKinsey's recent analysis of the reasons why employees are leaving their jobs in record numbers (the Great Attrition, or what many call the Great Resignation) suggested that the most important factors were social and psychological, including not feeling valued by their organization or manager or not having a sense of belonging at work.

Core and fundamental to successful diversity recruitment is clarity in CCIU's commitment to assuring a supportive and inclusive work environment, and that current diverse employees are experiencing feelings of belonging, being valued, feeling supported, and see opportunities for advancement so as to serve as positive ambassadors for the organization.

A key question that needs to be explored is what is CCIU's employee value proposition and how does it speak to diverse candidates who may not know much about CCIU?

Research-Informed Promising Practices

One of the most comprehensive research-informed papers relative to Human Resources practices for recruiting, selecting and retaining teachers of color (Regional Educational Laboratory Northwest, 2018) identified 12 key practices that are prevalent in school districts that have had success with diversifying their workforce. They note that impact or effectiveness of these strategies are challenging to evaluate and as such can only be inferred a promising. All appear to be highly context dependent and are offered as supplemental strategies to current efforts.

RECRUITING

Identify data-driven and targeted outreach strategies to inform outreach efforts.

- Use data to forecast staffing needs and determine who is underrepresented in their workforce.
- Create marketing campaigns that appeal to candidates of color, are specific to the position and highlight the benefits the district has to offer, the system-wide commitment to meeting the needs of students of color.
- Ensure recruitment materials, websites, and job postings contain clear and consistent messaging.
- Share information of job openings locally and across the country through
 - Town and district websites
 - Social media
 - Local news sources
 - Career fairs
 - Community events

Develop strategic institutional partnerships/relationships.

- Build relationships with faculty members and administrators from local and national institutions that enroll a diverse student body, e.g., HBCU's and Hispanic-Serving Institutions.
- Partner with alternative teacher preparation programs.
- Reach out to and partner with organizations in which prospective candidates might participate, i.e., academic, service, military and veterans organizations, sororities, and fraternities.
- Build personal relationships with students of color at higher education institutions that are in teacher or administrator preparation programs and invite candidates to school or district events to meet educators with similar backgrounds.

Extend outreach beyond traditional networks.

- Identify informal connectors- teachers of color, paraeducators or other community members, who can use their broader networks to help the district develop relationships with communities of color-invite them for school tours.

- Utilize recruiters who are part of the communities from which they are attempting to recruit.
- Authentically involve your educators of color in the recruitment and selection of new candidates- collaboratively develop and enact new or innovative outreach strategies and leveraging personal networks and experiences.

SELECTION AND HIRING

Publish vacancy notices early in the process

- Ideally, half of new teachers should be hired at least a month before the end of the prior school year.
- If collective bargaining units permit, offer incentives for veteran teachers to announce their resignation, retirement and transfer intentions in early spring.

Go blind for the application or resume review.

Standardize interviews-focus on factors that have a direct impact on performance.

Actively work to identify sources of bias in hiring decision-making to counter bias in the selection and hiring process.

- Understand what hiring prejudices are and how they operate. Engage all involved in the screening, hiring, interviewing process in implicit/unconscious bias professional development.
- Use behavior-based interviewing strategies to elicit candidates, experience, knowledge and strengths- focusing on a candidates practical skills and performance rather than formal qualifications.

Use multiple measures to evaluate the qualifications of applicants- including performance-based tasks.

ONBOARDING AND RETENTION

Offer competitive compensation and benefits- if higher pay is not an option, consider other supports for special programs, professional development, and leadership opportunities or supporting tuition and student loan forgiveness.

High quality induction and early support- provide new teachers of color with opportunity to participate in support networks with other new teachers, and be mentored by experienced colleagues- particularly other teachers of color.

Nurture leadership throughout the system that actively promotes equity, inclusion and belonging and offers ongoing professional learning opportunities for school leaders to develop skills to support diverse students and staff, and support teachers of color to become school and system leaders.

LOCAL RESOURCES

There are a number of key people, networks and organizations in Pennsylvania and Greater Philadelphia that CCIU should consider affiliating and engaging with to support young people of color in investigating and engaging in teaching as a career, as well as to promote its own diversity recruitment priorities and efforts and those for the county, state and region:

Laura Boyce lboyce@teachplus.org

Pennsylvania Executive Director of Teach Plus

Diversifying the Teacher Pipeline: A Toolkit for Recruiting More High School Students of Color Into Pennsylvania Teacher Prep Programs and Schools

<https://teachplus.org/resource/diversifying-the-teacher-pipeline-a-toolkit-for-recruiting-more-high-school-students-of-color-into-pennsylvania-teacher-prep-programs-and-schools/>

Dr. Juliet Cursi, Co-Director of the Pennsylvania Educator Diversity Consortium

juliet.curci@temple.edu

<https://www.paeddiversity.org/about>

https://www.paeddiversity.org/files/ugd/492f24_a9e35ae74ab84244be53e0b8e1182b91.pdf

Dr. Anthony Stevenson, Director of Personnel for the Tredyffrin-Easttown School District

stevensona@tesd.net

Southeastern Pennsylvania Educators of Color Network at Villanova University

<https://www1.villanova.edu/villanova/artsci/graduate/newsevents/RecentNews/041119.html>

Tomea Sippio Smith, Director

tsipp@upenn.edu

Dayna Muniz, Associate Director

dbmuniz@upenn.edu

UPenn Coalition for Educational Equity and Delaware Valley Consortium for Excellence and Equity Educators of Color Job Fair and Candidate Listserv

<https://www.gse.upenn.edu/about-penn-gse/catalyst/coalition-for-educational-equity>

Sharif El-Mekki, Founder/Chief Executive Officer

Sharif.El-Mekki@thecenterblacked.org

Center for Black Educator Development

<https://www.thecenterblacked.org/>

OPPORTUNITIES FOR GROWTH AND SUGGESTED NEXT STEPS FOR 2022-23

We recommend several critical activities in the coming year to construct a cohesive and firm foundation for building and sustaining inclusive DEIB leadership capacities and organizational structures into the future, and for developing a fruitful blueprint for future strategic planning, monitoring of progress and embedding DEIB principles and policies in everyday practices. We suggest that the future DEIB strategy be constructed to address specific challenges for specific groups of employees in the organization that have been surfaced in this report.

We suggest that as a priority CCIU Leadership and DEI Committee establish a plan to engage in collaborative deep learning, reflection, and action planning during 2022-23 focusing on developing understandings and skills in Inclusive Leadership (See Appendices B and D)

Board, Executive Director, and Cabinet Activities

- Revisit the CCIU mission, vision, values, beliefs (*and add commitments*), and develop and publicly communicate the organization's "big why" and its commitment to DEIB in its branding, marketing, and external communication efforts (building off the DEI Committee Commitment Statement) and establishing a relevant DEIB Organizational Goal for 2022-23.
- Come to consensus as to shared working definitions of diversity, equity, inclusion and belonging and strategies for embedding these in inside and outside public communications, e.g., the website, press releases, job postings. (Building from DEI Committee language- Appendices C and F and Corporate Websites in Appendix B)
- Embed DEIB goal setting in upcoming annual organization-wide and Division strategic planning processes.
- Collaboratively define lines of and strategies for goal setting, action-planning, and accountability.
- Consider updating and readministering the DEIB Workplace Staff Survey in the Spring of 2023.
- To begin to build coherence and shared understandings in 2022-23 we would highly recommend that all administrative and supervisory staff and the DEI Team be engaged in facilitated learning built around a model/framework of Inclusive Leadership. Inclusive Leadership is evidenced by six signature traits of commitment, courage, cognizance of bias, curiosity, cultural intelligence, and collaboration. See Appendices B and D for some valuable Inclusive Leadership development resources.
- If the organization is truly committed to accelerating its DEIB efforts, consider developing an Office of DEIB with a working budget and hiring full-time cabinet-level Chief DEIB Director/Officer and part-time administrative support for providing leadership in the

coordination of internal and external DEIB initiatives with a reporting line to the Executive Director to:

- Coordinate on-going assessment of leadership and staff personal and professional learning needs and coordinate formal and informal learning and development opportunities for internal staff in collaboration with HR
 - Provide DEIB coaching support to the internal equity team, Division leadership, county district DEIB Directors, and internal professional, project and support staff
 - Facilitate cross division data informed DEIB improvement planning
 - Monitor DEIB initiatives, projects, and program for impact
 - Facilitate student led DEIB programs that elevate CCIU student voices and engaged students in quality program improvement efforts
 - Coordinate implementation of on-going internal data-informed equity studies
 - Coordinate/facilitate professional learning and coaching for transformative inclusive leadership development with administrators and staff at all levels of the organization, and developing competencies in equity-informed decision-making practices
 - Facilitate on-going internal policy and procedure reviews through an equity-informed lens and make recommendations for change
- Develop leadership skill and strategy for embedding and documenting equity considerations in all policy and program decisions (See Appendix E for a guide). Some examples of reflective questions might include:
 - What decisions/actions may be reinforcing our current observed inequities?
 - Which decisions/actions will best advance more equitable outcomes for all staff?
 - What alternative decision/action options might produce different outcomes?
 - In what ways will any given decision open or close doors of opportunity, access, or inclusion for individual or employee groups?
 - Who will benefit by this decision?
 - Have we considered potential unintended consequences of our decision?
 - Are there individuals or groups that may be negatively impacted by this decision and how?
 - Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process? Have we intentionally engaged the stakeholder groups who are most impacted by the decision?
 - Have all voices been heard and considered before making the decision?

Division Directors

- Review division-level DEIB Staff Survey results, Division staff diversity data (See Appendix A) and share with program leadership teams in order to identify key priority areas for further study, share with all division/program staff for feedback, and establish priorities/division goals and strategies for 2022-23.
- Identify potential avenues for cross division administrator and staff communications, sharing of promising practices and collaborative projects.

DEI Committee

- Revisit and clarify purpose/vision and relationship to new Assistant Director for Human Resources roles and responsibilities.
- Consider renaming the entity to include “belonging” to be in line with PDE nomenclature and consider eliminating the committee designation to the CCIU DEIB Guiding Coalition or Alliance.
- Review study report and survey results and identify 3-5 key areas for priority study/exploration in 2022-23.
- Brainstorm and clarify potential new expanded roles, functions and responsibilities of the committee relative to the roles and functions of HR for example:
 - Advisory
 - Advocacy
 - Facilitate staff resource/affinity groups within and across divisions
 - Facilitate new social opportunities for cross division “getting to know you” sharing and collaborations and/or community service projects
 - Coordinate/facilitate turn-around training and DEIB professional learning for division administrators and staff
 - Curate an evolving DEIB resource center that is accessible to all staff- webpage, books, training videos, podcasts
 - Recommend policy/practice changes to the Executive Director and Cabinet.
- Seek regular representation and participation across divisions.
- Provide release time/compensation for co-chairs and committee chairs.

Human Resources

- Define DEIB role of new Assistant Director relative to other responsibilities for Professional Mentoring/Induction and oversight of the new Talent Development Center, and the Director’s and Assistant Director’s working relationship with the DEI Committee.
- Examine the status of “equity” of compensation-benefits-professional learning policies and recognition of support and part-time staff and recommend new opportunities for enhancement of salary, benefit, and professional learning opportunities.
- Beyond plans to provide educational resources to employees to obtain teacher certification and other career advancement opportunities through the Talent Development Center, consider including leadership development opportunities for support staff.
- Examine status of work-life balance policies and practices in collaboration with Division Directors given program/project demands and needs.

- Explore innovative models for enhancing diverse applicant recruitment, screening, and selection- have all HR staff read Hiring for Diversity: The Guide to Building an Inclusive and Equitable Organization for validating and/or reframing current diversity hiring processes.
- Develop a strategy for regular reporting of disaggregated employee demographic data.

All groups need take an opportunity to review in-depth Appendix H, *Staff Recommendations for Enhancing Inclusion in CCIU*. It is a rich compilation of your employee's thoughts and suggestions for nurturing and supporting diversity, equity, inclusion and belonging in the CCIU workplace. Employees who responded to the DEIB Staff Survey and who participated in our focus groups provided a myriad of thoughtful low effort-high impact recommendations for considering many fruitful activities/strategies that you can implement tomorrow with minimal financial investment, as well as many ideas for future consideration. These recommendations are clustered around six broad themes:

- Leadership Engagement and Practice
- Elevating Voices and Decision-Making
- Human Resources Policies and Practices
- Community and Team Building
- Personal and Professional Learning
- Workload and Work-Life Balance.

Diversity, Equity, Inclusion and Belonging (DEIB) Workplace Survey Results

As a critical piece of our study of DEIB in the CCIU workplace, a comprehensive staff survey was developed by our consultant team in collaboration with an identified leadership team from CCIU. The survey was made available for administration on-line to all full-time staff and administrators in March 2022.

Eight hundred sixty-five out of 1750 employees completed the survey for a return rate of approximately 49%.

Those who responded provided rich quantitative and qualitative information about CCIU employees' perceptions of the organization as an inclusive workplace and offered significant and important "insider" recommendations for improvement and opportunities for the organization's further growth and development in the DEIB domain.

Overarching Themes Evolving from The Survey

Strengths/Assets

To a significant degree most all staff, across demographic groups who responded to the survey, view CCIU as an organization that provides a strong overall welcoming, professional, and inclusive work environment, and feel

- valued for their contributions.
- accepted, supported and comfortable in their workplace.
- that they have a supervisor that cares about them as a person, and who values their staff's well-being.
- that different experiences and perspectives are welcomed, valued, and respected
- that they have at least one colleague they can turn to for support.
- proud to be an employee of the organization and would recommend working at CCIU to others.

Challenges and Key Opportunities for Improvement

There were several areas suggested in responses given at least 20% of the respondents across the organization that should be immediately explored in further depth within divisions and work units.

- Fairness in how praise and recognition are given out;
- Fairness and equity relative to opportunities for advancement;
- Regularity of feedback to staff about progress in their work;
- Degree to which division/program leadership is equipped and comfortable in facilitating challenging conversations about bias, prejudice, or racism; and
- Enhancing all staff and administration knowledge, skill confidence in discussing and addressing DEIB questions and challenges, especially related how one's own and their colleague's Sexual Identity, Gender and Race/Ethnicity as they impact feelings of inclusion, belonging and workplace performance.

As we explore the responses of different demographic groups disaggregated by (Gender, Race/Ethnicity, Sexual Identity, Division, Role, Disability, and Years at CCIU) we further identify potential areas in need of further exploration and intervention, especially at the Division and work unit levels.

Overall, respondents collectively identified multiple significant strengths and assets and are reported along with attention to the need for expanded dialog with specific demographic and divisions/work groups within the organization.

Statements highlighted in green indicate clear areas of strength and agreement among all staff within CCIU and statements highlight in orange indicate areas that suggest further exploration relative to the experiences of demographically defined employee groups. Those statement highlighted in red suggest the need for additional in-depth investigation and action-planning across the organization.

Statements highlighted in orange spotlight different employee groups where at least one in five or 20% or more of respondents disagreed or strongly disagreed with the statement, and where it will be valuable to further explore and better understand those group's perceptions and experiences.

Additional Note- Disaggregated demographic data further suggested a sizable group of respondents who selected "prefer not to answer" for multiple demographic questions (i.e., race/ethnicity-80, gender-52, sexual identity-95) and who collectively reported having a less positive experience overall than their colleagues who did share these identity factors. This suggests that while some were feeling "safe" to be more candid, others still exercised caution when sharing their feedback, even with assurance of confidentiality.

Observed Areas of Strength

The survey results suggested significant strengths of CCIU as an overall desired and great place to work evidenced by the following responses!

WOULD YOU RECOMMEND WORKING AT CCIU TO OTHERS?

Yes 93.53%
No 6.47%

The largest numbers of respondents who answered no to this question included those who preferred not to disclose their Race/Ethnicity, Sexual Identity or Gender.

I FEEL PROUD TO BE AN EMPLOYEE OF CCIU

94% Strongly Agree or Agree

46.82%	Strongly Agree
46.82%	Agree
5.78%	Disagree
0.58%	Strongly Disagree

I FEEL ACCEPTED AND COMFORTABLE IN MY WORKPLACE.

95% Strongly Agree or Agree

47.51%	Strongly Agree
47.05%	Agree
4.74%	Disagree
0.69%	Strongly Disagree

THERE IS AT LEAST ONE COLLEAGUE I CAN TURN TO AT WORK IF I HAVE A PROBLEM.

97% Strongly Agree or Agree

61.97%	Strongly Agree
35.14%	Agree
2.43%	Disagree
0.46%	Strongly Disagree

MY SUPERVISOR CARES ABOUT ME AS A PERSON.

93% Strongly Agree or Agree

51.68%	Strongly Agree
40.92%	Agree
6.36%	Disagree
1.04%	Strongly Disagree

DURING THE WORKDAY STAFF MEMBERS IN MY DIVISION/PROGRAM COMMUNICATE WELL, AND ON A REGULAR BASIS, WITH PEOPLE FROM OTHER ETHNIC/RACIAL, LANGUAGE, GENDER, OR DISABILITY GROUPS.

92% Strongly Agree or Agree

40.07%	Strongly Agree
52.10%	Agree
6.66%	Disagree
1.17%	Strongly Disagree

MY SUPERVISOR VALUES THEIR STAFF'S WELL-BEING AND NURTURES OPPORTUNITY, EQUITY, INCLUSION AND BELONGING.

91% Strongly Agree or Agree

44.00%	Strongly Agree
47.15%	Agree
7.45%	Disagree
1.40%	Strongly Disagree

Areas For Further Exploration with Different Demographic Groups

The following items continue to identify overall satisfaction, except for identified demographic groups where greater than 20% of those in that group disagreed or strongly disagreed with the statement, and it recommended that further conversations with employees in those groups be planned to better understand their experiences and challenges.

THE PEOPLE I WORK WITH TREAT ME WITH DIGNITY AND RESPECT.

96% Strongly Agree or Agree

50.98%	Strongly Agree
44.97%	Agree
3.47%	Disagree
0.58%	Strongly Disagree

Suggest further exploration of the experiences of Gender Expression Diverse groups.

IT'S EASY FOR PEOPLE LIKE ME TO BE ACCEPTED AT CCIU.

93% Strongly Agree or Agree

44.05%	Strongly Agree
49.25%	Agree
5.66%	Disagree
1.04%	Strongly Disagree

Suggest further exploration of the experiences of Black/African American/Afro-Caribbean and Gender Expression Diverse groups.

EXPERIENCES AND PERSPECTIVES OF ALL INDIVIDUALS IN MY DIVISION/OFFICE ARE WELCOMED, VALUED, AND RESPECTED.

91% Strongly Agree or Agree

36.63%	Strongly Agree
54.30%	Agree
8.26%	Disagree
0.81%	Strongly Disagree

There were several respondents that disagreed or strongly disagreed among those who preferred not to disclose their Gender Identity.

MY WORK IS VALUED IN MY DIVISION/PROGRAM.

91% Strongly Agree or Agree

35.61%	Strongly Agree
54.91%	Agree
7.63%	Disagree

1.85% Strongly Disagree

Suggest further exploration of the experiences of employees who identify as Hispanic/Latino.

I AM PROVIDED THE MATERIALS, EQUIPMENT, TRAINING AND SUPPORT TO DO MY WORK EFFECTIVELY.

86% Strongly Agree or Agree

32.25% Strongly Agree
53.29% Agree
11.45% Disagree
3.01% Strongly Disagree

Suggest further exploration of the experiences of employees who identify as persons with a Disability or Gender Diverse.

MY SUPERVISOR ENCOURAGES MY PERSONAL AND PROFESSIONAL GROWTH AND DEVELOPMENT.

87% Strongly Agree or Agree

40.12% Strongly Agree
46.47% Agree
11.10% Disagree
2.31% Strongly Disagree

The largest number of respondents that disagreed or strongly disagreed included those who preferred not to disclose their Race/Ethnicity, Gender, Disability or Sexual Identity.

THIS LAST YEAR I HAVE BEEN GIVEN OPPORTUNITIES TO LEARN NEW THINGS AND GROW PROFESSIONALLY AT WORK.

87% Strongly Agree or Agree

38.96% Strongly Agree
47.63% Agree
10.87% Disagree
2.54% Strongly Disagree

The largest number of respondents that disagreed or strongly disagreed included those who preferred not to disclose their Race/Ethnicity, Gender, Disability or Sexual Identity.

MY SUPERVISOR REGULARLY RECOGNIZES MY EFFORTS AND CONTRIBUTIONS.

85% Strongly Agree or Agree

41.16%	Strongly Agree
44.05%	Agree
12.25%	Disagree
2.54%	Strongly Disagree

Suggest further exploration of the experiences of employees who identify as Multiracial/Multiethnic, those who identify as having a Disability, or those who identify as Bisexual/Pansexual.

AT WORK MY OPINION COUNTS. I AM WILLING AND ABLE TO OPENLY SHARE MY IDEAS, PERSPECTIVES AND EXPERIENCES IN MY DIVISION/PROGRAM.

86% Strongly Agree or Agree

36.30%	Strongly Agree
49.71%	Agree
11.21%	Disagree
2.77%	Strongly Disagree

Suggest further exploration of the experiences of those who identify as having a Disability.

EMPLOYEES AT CCIU ARE TREATED WITH DIGNITY AND RESPECT REGARDLESS OF THEIR POSITIONS.

87% Strongly Agree or Agree

35.35%	Strongly Agree
51.16%	Agree
12.09%	Disagree
1.40%	Strongly Disagree

Suggest further exploration of the experiences of those who identify as a person with a Disability or Bisexual/Pansexual. Other respondents who disagreed or strongly disagreed to a high degree included those who preferred not to disclose their Race/Ethnicity, Gender, or Disability.

ALL STAFF AND ADMINISTRATORS ARE PROVIDED OPPORTUNITIES TO RECEIVE PROFESSIONAL LEARNING OPPORTUNITIES FOR COUNTERING BIAS AND DISCRIMINATION.

86% Strongly Agree or Agree

31.91%	Strongly Agree
53.66%	Agree
12.29%	Disagree
2.13%	Strongly Disagree

Further explore the experiences of staff who identify as Bisexual/Pansexual, Black/African American/Afro-Caribbean or employees with a Disability.

Observed Bias in The Workplace

DO YOU BELIEVE YOU HAVE WITNESSED AND/OR EXPERIENCED ANY OF THE FOLLOWING FORMS OF BIAS IN YOUR CCIU WORKPLACE EXPERIENCE? (750 OF 865 RESPONDED)

		N
Age	10.00%	75
Race or Ethnicity	9.07%	68
Gender	8.67%	65
Status as a Parent or non-Parent	7.33%	55
Reprisal or Retaliation	6.13%	46
Sexual Harassment	3.07%	23
Sexual Orientation	3.07%	23
Religion	2.80%	21
Disability	2.53%	19
Pregnancy	2.40%	18
National Origin	1.60%	12
I have not experienced bias in my CCIU workplace.	74.00%	555

Suggest further exploration of experiences of bias with those who identified as

- Black/African American/Afro-Caribbean regarding bias based on Race or Ethnicity
- Hispanic or Latino regarding bias based on Race or Ethnicity, Age and National Origin
- Multi-Ethnic or Multi-Racial regarding bias based on Race or Ethnicity

Selected Comments Regarding Bias in The Workplace

Below are selected comments that highlight themes from respondents and that suggest the need for further organizational study.

- *There is bias against Latino/a students in the classroom (not allowing them to speak Spanish at all). There have been racial remarks made by white people against BIPOC on a regular basis. There is a continuing, general atmosphere of implicit bias. Large number of staff “can’t be bothered” to participate in any equity-related issues at all because they think they are already doing enough.*
- *Specific situation where a male in leadership role made condescending statements to the females in the room who provide the direct services to the families. We were not heard and instead spoken over. I have also heard of the same supervisor making inappropriate comments towards female employees who did not feel comfortable sharing with higher ups for fear of losing their job or comfortability at their own job.*

- *I frequently overhear conversations that I consider to be discriminatory towards the LGBTQ+ community.*
- *I have seen staff be dismissive of students and other staff of different backgrounds, ethnic/race, language, gender, and disabilities. There is a lot of student diversity in my building, and it should be celebrated.*
- *I do feel that women are at a continued disadvantage in my division. I also feel a certain amount of ageism at work. I have had negative experiences in which I do not feel someone of my opposite gender would have experienced, and I have felt stifled at times when I have had ideas or spoken/asked about something, only to have those same ideas/work presented by a teammate of another gender, and those ideas having been well received/credited to another party that was also another gender many times.*
- *When I first started working at the CCIU over two decades ago, misogyny was rampant. It was an accepted part of the culture. I will always be grateful for some of the women leaders at the time that stood up and fought for a better environment. Over our organization's evolution, that culture changed. In some cases, the change process was very difficult, very personal. However, I haven't been made to feel any certain way about being a strong woman in our organization for years. I share this to say that I know we can do better. I am a white, educated, heterosexual, experienced professional in this organization. I feel like I belong here.*

However, many people who do not look like me or love like me or worship like me have shared some things that have occurred to them while working here that I simply cannot be quiet about. I think sometimes that our leadership, from the building through the cabinet level, does not think that people talk, or observe, or share their stories. Some people are nervous about filling out this survey. That it is not anonymous. Some people believe that the results will not be shared openly. Some people won't fill it out because they don't think anything will become of their truths.

However, I have the privilege of sharing without fear, so I am doing so. Here is what I really think: If we say we are leaders, then let's be leaders. If we say we are a community, then let's act like it (and that has nothing to do with CCIU bling or jeans days). If we really want things to be different, then let's do the work to be different; better than we are now. I love so many people in our organization with my whole heart. I know our people are worth the work.

- *All staff and administrators are provided opportunities to receive professional learning opportunities for countering bias and discrimination". I never knew this was offered to the staff.*
- *While not specifically mentioned above, over the years I have witnessed bias against certain people based on their religious or political views, which to me seems unfair. Everyone is entitled to their own beliefs, no matter what they may be, as long as they don't infringe on the freedoms of others. The comments were usually in the guise of a joke but can still be very hurtful to the person on the other end.*

Areas For Further In-Depth Investigation and Intervention Across the Organization

I FEEL THAT PRAISE AND RECOGNITION ARE GIVEN OUT FAIRLY IN MY DIVISION OR PROGRAM.

76% Strongly Agree or Agree

26.36%	Strongly Agree
50.06%	Agree
19.42%	Disagree
4.16%	Strongly Disagree

This item across all demographic groups needs further study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Multiracial/Multiethnic, Black/African American/Afro-Caribbean, Female, with a Disability, All Years of Experience, Bisexual/Pansexual, or Support/Professional/Project Staff.

IN THE LAST SIX MONTHS MY SUPERVISOR HAS TALKED TO ME ABOUT MY PROGRESS IN MY WORK.

79% Strongly Agree or Agree

35.14%	Strongly Agree
43.93%	Agree
18.27%	Disagree
2.66%	Strongly Disagree

This item across all demographic groups needs further study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Support Staff, White, Multiracial/Multiethnic, Black/African American/Afro-Caribbean, Female, Disability, 6-15+Years of Experience, or Bisexual/Pansexual.

DIVISION/PROGRAM LEADERSHIP AT CCIU IS EQUIPPED AND COMFORTABLE FACILITATING CHALLENGING CONVERSATIONS AROUND BIAS, PREJUDICE OR RACISM.

80% Strongly Agree or Agree

26.48%	Strongly Agree
53.90%	Agree
16.08%	Disagree
3.55%	Strongly Disagree

This item across all demographic groups needs further conversation and study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Black/African American/Afro-Caribbean, Project Staff, Disability, 6-15 Years of Experience or

Bisexual/Pansexual. Other respondents that disagreed or strongly disagreed to a high degree included those who preferred not to disclose their Race/Ethnicity, Gender, Disability or Sexual Identity.

CCIU PROVIDES AN ENVIRONMENT WHERE OPPORTUNITIES TO ADVANCE ARE FAIR AND EQUITABLE.

82% Strongly Agree or Agree

27.30%	Strongly Agree
54.37%	Agree
15.25%	Disagree
3.07%	Strongly Disagree

This item across all demographic groups needs further study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Black/African American/Afro-Caribbean, Support-Project-Administrative Staff, Disability, 6-15 Years of Experience or Bisexual/Pansexual. Other respondents that disagreed or strongly disagreed to a high degree included those who preferred not to disclose their Race/Ethnicity, Gender, or Sexual Identity.

REPORTED KNOWLEDGE AND SKILL IN DISCUSSING VARYING DIMENSIONS OF DIVERSITY

I DO NOT BELIEVE THAT ONE'S RACE, ETHNICITY, GENDER, SEXUAL IDENTITY, ABILITY/CHALLENGES, BACKGROUND AND EXPERIENCES IMPACTS THE WORK IN MY DIVISION/PROGRAM.

72% Strongly Agree or Agree

30.41%	Strongly Agree
41.18%	Agree
18.93%	Disagree
9.47%	Strongly Disagree

This item across all demographic groups needs further study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Division (except Administration), Race/Ethnicity, Gender, Disability, All Years of Experience or Sexual Identity. Other respondents that disagreed or strongly disagreed to a high degree included those who preferred not to disclose their Race/Ethnicity, Gender, Disability and Sexual Identity.

Those most likely to disagree or strongly disagree with this statement included those who identified as Black/African American/Afro-Caribbean, Bisexual/Pansexual, Disability or Project Staff.

I FEEL THAT I HAVE THE KNOWLEDGE AND SKILLS TO DISCUSS WAYS IN WHICH ONE'S SEXUAL IDENTITY IMPACTS THE WORK IN MY DIVISION/PROGRAM

59% Strongly Agree or Agree

15.47%	Strongly Agree
43.29%	Agree
30.22%	Disagree
11.03%	Strongly Disagree

This item across all demographic groups needs further study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Division, Race/Ethnicity, Support-Professional-Project-Administrative Staff, Gender, Disability, All Years of Experience, and Sexual Identity. Other respondents that disagreed or strongly disagreed to a high degree included those who preferred not to disclose their Race/Ethnicity, Gender, Disability and Sexual Identity.

I FEEL THAT I HAVE THE KNOWLEDGE AND SKILLS TO DISCUSS WAYS IN WHICH ONE'S GENDER IMPACTS THE WORK IN MY DIVISION/PROGRAM.

65% Strongly Agree or Agree

18.01%	Strongly Agree
47.39%	Agree
24.41%	Disagree
10.19%	Strongly Disagree

This item across all demographic groups needs further study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Division (except IT), Race/Ethnicity, Support-Professional-Project-Administrative Staff, Gender, Disability, All Years of Experience, and Sexual Identity. Other respondents that disagreed or strongly disagreed to a high degree included those who preferred not to disclose their Race/Ethnicity, Gender, Disability and Sexual Identity.

I FEEL THAT I HAVE THE KNOWLEDGE AND SKILLS TO DISCUSS WAYS IN WHICH ONE'S RACE OR ETHNICITY IMPACTS THE WORK IN MY DIVISION/PROGRAM.

68% Strongly Agree or Agree

17.45%	Strongly Agree
50.35%	Agree
23.58%	Disagree
8.61%	Strongly Disagree

This item across all demographic groups needs further study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Race/Ethnicity, Support-

Professional-Project-Administrative Staff, Gender, Disability, All Years of Experience, and Sexual Identity. Other respondents that disagreed or strongly disagreed to a high degree included those who preferred not to disclose their Race/Ethnicity, Gender, Disability and Sexual Identity.

I FEEL THAT I HAVE THE KNOWLEDGE AND SKILLS TO DISCUSS WAYS IN WHICH ONE'S ABILITIES/CHALLENGES IMPACTS THE WORK IN MY DIVISION/PROGRAM

73% Strongly Agree or Agree

19.12%	Strongly Agree
53.56%	Agree
20.55%	Disagree
6.77%	Strongly Disagree

This item across all demographic groups needs further study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Division, Race/Ethnicity (except Black), Gender, Disability, All Years of Experience, and Sexual Identity. Other respondents that disagreed or strongly disagreed to a high degree included those who preferred not to disclose their Race/Ethnicity, Gender, Disability and Sexual Identity.

I FEEL THAT I HAVE THE KNOWLEDGE AND SKILLS TO DISCUSS WAYS IN WHICH ONE'S BACKGROUND AND EXPERIENCES IMPACT THE WORK IN MY DIVISION/PROGRAM.

78% Strongly Agree or Agree

21.39%	Strongly Agree
56.62%	Agree
16.78%	Disagree
5.20%	Strongly Disagree

This item across all demographic groups needs further study. At least 20% of respondents in each of the following groups disagreed or strongly disagreed: Race/Ethnicity (except Black, Hispanic/Latino), Gender, Disability, All Years of Experience, and Sexual Identity. Other respondents that disagreed or strongly disagreed to a high degree included those who preferred not to disclose their Race/Ethnicity, Gender, Disability and Sexual Identity.

Reflections and Themes from Survey Open-Ended Responses and Focus Groups

Survey respondents and focus group participants provided extensive reflections on their work experiences at CCIU. Staff who participated in the survey and focus groups further provided extensive thoughts about and actionable recommendations for enhancing Inclusion in the CCIU workplace (See Appendix H).

The following citations from respondents reflect and highlight reoccurring themes that affirm strengths as well as suggest identified areas for improvement.

PRIDE IN BEING A CCIU EMPLOYEE

Affirming

- *CCIU is a valued resource to our schools and communities. It is making an effort to change, evolve and acknowledge that we no longer live in the world we did 10 years ago. I have personally been treated well but have not been immune to gender/sexual inequalities. However, I find the work fulfilling and enjoy working with my colleagues, so yes, I would recommend working at the IU, especially since we are focused on the inequalities gap for all.*
- *I have been at CCIU for 15 years and have experienced so much personal and professional growth. The CCIU has provided me with supervisors that saw my potential and pushed me to be my best. I have been able to collaborate with many divisions to create and implement successful initiatives and event. Everyone in education should be so lucky.*
- *Family atmosphere, empathetic administration, great co-workers.*
- *The level of support and genuine caring that is demonstrated from the very top of the organization all the way down is truly admirable and meritorious.*
- *My colleagues are wonderful, and my supervisors are fabulous. We have had some difficult times in the past few years, and I feel that everyone has come together, and it has only made us stronger.*
- *Working at CCIU gives one a sense of purpose and accomplishment that few other places could and that complements the interesting work and great workplace environment.*
- *I like the transparency of the organization. I feel the CCIU wants to be a better organization for everyone (ex. this survey).*
- *There are so many opportunities where your strengths can be harnessed for good.*
- *The IU has so many resources available and such a powerhouse of knowledgeable people to support your growth and development.*

- *The IU has a reputation- the “can do” IU. There is a reason for that. We excel in customer service and our aim truly to serve those in Chester County and beyond. The standard is high, which is why the IU has such a thorough interview and hiring process. Working at the IU provides a competitive salary, great health insurance options, and retirement. The IU takes care of its employees. I think the IU is a very positive environment to work in and that anyone seeking to grow and help others will be well taken care of and rewarded by the camaraderie of peers*

Room for Improvement (The Need for Expanded Opportunities for Staff Talent Development and Job Advancement, Paraprofessional/Support Staff Recognition and Compensation, and Flexibility)

- *As I’m learning more about our organization, I’m not proud about the way we compensate our support staff. We claim that it is based on “market pricing” but can find the money to compensate our project staff and professionals. For our IA’s this is just not low rates of pay and percentages of sick days/personal days of pay based upon hiring them just under FTE’s. It is also about educational compensation that is inadequate. For example, project staff get continuing education fully funded. For our nonprofessional staff, their educational reimbursement is very limited and completing school will take years and years. The top has to give a little bit.*
- *I feel there are some changes to be made to help make it a better place...more opportunities to grow in the company would be great. Maybe sometimes being able to have experience vs. degree in order to move up to a better position within the community or given the opportunity to learn more.*
- *Staff shortage is creating high stress and current staff are getting burned out... some divisions are now stretched too thinly, and worker fatigue and burnout are becoming an issue.*
- *No opportunities to advance...better to use CCIU as a steppingstone for the next position.*
- *I’m undecided. I think there is a huge disconnect between those who work at Boot Road in an office and those of us being spit at, bit, punched, etc. on a daily basis. I don’t think many people know what a typical day is like or do I think people care to know and that’s frustrating.*
- *The pay for some roles (support, project) is embarrassing, the lack of involvement from upper admin can be discouraging.*
- *The lack of flexibility and trust in working from home, the lack of support from leadership (no training for any new position, help when asked for, the lack of transparency (talking in circles and keeping everyone in the dark).and more.*
- *I would recommend CCIU for management positions, but lower paid positions at the CCIU don’t receive enough recognition (through pay) for all of the job responsibilities and tasks they assume to keep programs running smoothly.*

FEELINGS OF BEING VALUED AND BEING HEARD

Affirming

- *I find the work being done at CCIU is rewarding and meaningful. I feel I have the support of colleagues regardless of position or rank. This what makes this place special to me. I feel valued and respected throughout the organization...that is what is important to me.*
- *CCIU is a supportive place filled with passionate individuals who are dedicated to their craft. I feel accepted and feel encouraged to be myself and to care for others.*
- *In my past work experience I never felt part of the team and my managers thought I was "weird" because I was outspoken and laughed a lot. Since starting with CCIU, I have never felt the same way. ...The people here are real and those that I have worked with have raised me up and empowered me to continue growing instead of putting me down.*
- *My supervisor is very supportive of my initiatives and ideas. On our team being heard is the norm. I believe I have a voice in solving problems and being respected for my strengths.*

Room for Improvement (The Need for Expanded Support for and Valuing of Paraprofessionals, Enhanced Organizational Communications, Gender Equity, and Consistency/Fairness in Staff Recognition)

- *I am a professional, Caucasian female employee and I do feel valued and heard, which I believe is similar to most of my co-workers. I think that our paraprofessionals are not valued in the same way.*
- *It would be nice to have more recognition and feedback from my supervisor, as well as more proactive support.*
- *I sometimes feel that the opinions of hourly workers and/or agency staff are not as respected as other staff members (which may be one of the reasons we are constantly short-staffed).*
- *As an employee with access to a lot of valuable information, data, and ideas, I do not feel that my work is given any validity or extra thought when making larger decisions. There is a lot of room to effect change, and leaders are not taking this information to do it.*
- *Over the decade I've been with CCIU I have observed many instances where it was made clear that men were more valued. I've watched female coworkers work circles around their male coworkers (sometimes even having to do the work for them) and were not acknowledged for it.*

- *Recognition seems to directly correlate within circles of like people that have close relationships within the CCIU building.*
- *Our building staff/instructors do not get the recognition they deserve from administration. Our staff deserve moments of praise now more than ever...our staff do not know who our CCIU leaders are.*
- *Previously I was doing a great deal of work assigned to my director. She was delegating it to me, I was completing it, and she was receiving recognition.*
- *I feel that communication from my division director tends to be overly/unnecessarily critical and creates a climate where staff try to stay "under the radar" so as to avoid attention. I hesitate to share ideas broadly for fear of being criticized or put down by leadership.*
- *When verbal praise is given to ALL despite quality of work, overall effort, and overall integrity, it's meaningless when compared to someone that does have a high level of work quality, effort, and high level of integrity.... To say that praise is given out "fairly" that would not be the case in my workspace.*
- *In the couple of weeks coming up to this survey, I've seen a marked improvement in departmental supervisors doling out more praise and team-focused support than I've seen in the previous 15+ years. I fully expect it to disappear into oblivion after this Board goal has been put to rest.*

FEELINGS OF RESPECT, ACCEPTANCE AND BELONGING

Affirming

- *A new culture has arisen in the CCIU that appreciates employees for who they are. Previous leadership was blaming and non-inclusive.*
- *CCIU is a place apart, truly a wonderful environment where all of the staff support one another.*
- *This is the first job in all the jobs I've had that I absolutely feel valued and cared for.*
- *My supervisor cares about me and my team and it shows.*
- *I have never had supervisors as supportive and respectful as the ones I have here at the IU.*
- *My counterparts, co-workers and supervisors are all professionals. The culture of our department is professional, which is not the case when I started in the department, it was*

dysfunctional, unprofessional, disorganized, chaotic. The culture has righted itself with new management and management listening ...for that I'm grateful.

Room for Improvement (The Need for Addressing Staff Workload Challenges and Life-Work Balance, Increasing Support Staff Compensation, And Understanding Challenges of Employees Whose Race/Ethnicity or Sexual/Gender Identity Is Not the Norm)

- *I have heard too many microaggressions and experienced too many instances of bias based on my race and/or gender than I can count.*
- *I also recognize that I present as a white female and while it is easy for me to be accepted at the IU. It may not be the same for others who are non-gender binary or those from varying races and/or ethnicities.*
- *There seems to be an expectation from peers and supervisors that employees will work above and beyond normal working hours. There are many weeks in which what we are expected to accomplish is far beyond the allocated work hours. This conflicts with feeling respected.*
- *Often times the philosophy of "Can Do IU" comes before the employee's well-being.*
- *Being short on staff has greatly put pressures on all of us who continue to come to work and handle business. Compensation should be allotted for all of our extra responsibilities. I'm just trying to be honest.*
- *I unfortunately do not feel like we are valued employees. I do feel free to share my feelings with my teacher, but not the supervisors.*
- *I feel as IA's we do not get the recognition we deserve. We are underpaid for what we do.*
- *My supervisor has changed. Before the change I felt so supported and cared for, but now things are different, and I feel it is all about what looks good on paper. The people in my building are amazing, but I don't feel the same about those who have higher positions.*
- *Members of my team have shared concerns about things happening in our classrooms and are concerns seem to be dismissed.*
- *There are cliques on campus and at times it's apparent that those within the clique are the ones who are appreciated than those on the outside looking in by supervisors. Youth also seem to be favored by administration instead of those with knowledge and experience.*

FEELING SUPPORTED BY LEADERSHIP

Affirming

- *Not sure if it's entirely proactive on leadership's part, but anytime I ask for an opportunity I receive approval and support to do so.*
- *The direct leadership I have received over this year and in year's past has been supportive as well as motivating.*
- *My supervisor is an excellent leader and mentor. I feel very lucky to have her as my supervisor.*

Room for Improvement (The Need for Enhanced Opportunities for Staff Advancement, Mentoring, And Material Support)

- *I would LOVE to be given opportunities to learn new things and grow professionally at work.*
- *I really enjoy working for the CCIU, but I'm disappointed that there has been no effort to help me build a long-term career at the CCIU.*
- *My supervisor checks in with personnel, but in a general sweeping way rather than personally. Professional growth is not discouraged, but there is not any kind of active encouragement to work towards goals.*
- *It would seem that if an individual is not individually driven, self-starter and/or goal-minded that there is zero guidance, mentoring or push toward any type of professional development within one's current role.*
- *I was not told about the availability of the tools and resources that I need, such as a new computer or a CCIU issued cell phone, until another CCIU employee mentioned this to me. Leadership does not always share their knowledge of the organization with me, and I do not feel as though my needs are a priority.*
- *I buy a lot of supplies I need in my classroom. I have not been given new toys or games in the past 10 years. They send, paint, paper, glue, but I do not get asked if I need it or what I need.*
- *As a therapist, I feel we are lacking in materials...particularly testing materials...As far as therapy and office materials, I spend a good bit of my own money on materials and have little to no budget from the IU.*
- *I have worked in other divisions within the CCIU, and I have always believed there is no glass ceiling based on those divisions. I do not see professional growth possible. There are not enough positions available past what is currently in place to move up within the division.*

Most importantly, Teaching Assistant/Student Advisor salaries/job descriptions have not been adjusted in over a decade to accommodate the growing skill level needed to perform the functions of the job, nor have they been adjusted for economic reasons (inflation, etc.)

- *Pay is very low for the dedicated employees that have been here for a long time. I'm part time, I work less than 30 minutes than a full-time employee. Please make me full time. My paycheck covers my health benefits for my husband, my groceries and gas for my car. I do not have vision or dental. Full time clock in at 7:45; I clock in at 7:53. I clock out at 3:00; full time clock out at 3:07. Not fair!*
- *The supervisors are very busy. They don't have time to think much about their employees.*

LEADERSHIP COMMITMENT TO DIVERSITY, EQUITY, INCLUSION AND BELONGING

Affirming

- *My supervisor is very supportive of my drive for creating valuable discussions and learning environments that promote equity and inclusion awareness. Building admin feel we are doing great with E&I. We may be good, but we can always be better.*
- *I believe CCIU does a fine job of supporting equity and inclusion. I have never experienced, witnessed, or heard complaints of exclusion and inequity.*
- *I'm very impressed with the way the CCIU has made changes and implemented things to not only increase diversity but encourage and educate.*

Room for Improvement (The Need for Increased Access to Professional Learning Regarding DEIB For All Employees and Increased Diversity in Leadership)

- *My division leader has avoided having difficult conversations with me and has seemed bothered by my requests for equity and inclusion. My supervisor has also told me that she's tired of me asking about working from home, called me miserable and suggested I apply for a lower-level job.*
- *After all the valuable work we did last year, the E&I teams did not continue this year. Admin feels that staff is no longer interested in attending/participating. When actually the staff is fearful of participating. Last year many staff members were labeled "racist" and "white privileged". We should be moving forward with powerful discussions and initiatives to support equity. Instead, many are silent and discouraged.*
- *Not enough training provided, or not advertised as available to staff...I wish there was training about diversity on in-service days.*

- *I've asked for the past two years to have a GSA 101 mini-presentation regarding our LGBT community during a staff meeting...We have not been given the time or opportunity to do this and our staff desperately needs education to welcome our LGBT students.*
- *I have surveyed many Supervisors around the CCIU over the past two years, relative to whether or not they have ever had to training as far as Supervising employees with disabilities (invisible, or otherwise), and the resounding answers were that they were not required to experience any trainings of this nature. To me, the extensive trainings that we are required to take along these lines are just as applicable with how an adult employee is managed, spoken to, communicated with, etc., just as much as they are with how we are to do the same with our students. I often feel like my disabilities, invisible and visible are overlooked. On occasions, I have received negative feedback when speaking due to a disability, and it is exhausting attempting to explain it to Supervisors who do not understand it/them. It's important to remember that children and students with disabilities grow up to be adults with those same disabilities, and some training in those respects are necessary. Disabilities do not stop as soon as we become employees.*
- *I feel like there needs to be a training on sensitivity, cultural awareness, and diversity. Sometimes it seems that my colleagues aren't always aware of cultural differences and make comments that something a family does is "dumb" because it's not something they would do. It's especially frustrating to hear these remarks as someone who is lower on the totem pole, so to speak, and is afraid to speak out in fear of retribution or being further ostracized.*
- *These kinds of conversations make me feel uncomfortable. The focus on immutable characteristics strikes me as a kind of biological essentialism that at least borders on fostering hostility and bigotry. Organizations should not be judged based on the race and sex of their members, they should be judged on their values, culture, performance, and other factors that have nothing to do with how someone was born.*
- *Fair and equitable advancement in CCIU could use improvement. It is perceived that favoritism often wins out when it comes to promotions/advancements. There have been times that I have witnessed employees in support staff roles treated less respectfully than those in project, professional, or administrative roles. Position status in the CCIU seems to hold a lot of weight for people when the focus should really be about treating everyone with respect and dignity no matter their job title.*
- *There is a perceived sense of fear of those in higher positions with "power" and actions or behavior by those individuals may sometimes be ignored. The professional development for countering bias and discrimination is delivered more often to those in supervisory positions but no real actionable plans to ensure those learnings are transferred down to non-supervisors. Training materials for supervisors to be able to share would be a good start to ensure this happens.*

- *Although there is effort to treat everyone with respect, we fall short when addressing racism and gender bias. Using the term “kindness” is far too broad.*
- *Trainings related to DEI are required (and perhaps accessible) to certain staff groups (i.e., professional staff inductees, administrators) but not for others (i.e., admin assistants, project staff, IA’s, etc.). Supervisors don’t have more than surface level training in developing skills in address issues related to equity or racism.*
- *There is a lack of diversity reflected in the CCIU leadership team...there is no diversity among our staff that are professionals and administrators...there is definitely a gender imbalance in the leadership in my school and in the CCIU.*

APPENDIX A - Current Year and Five-Year Employee Racial/Ethnic and Gender Demographic Data

2021		
Race/Ethnic Group	Count	Percent of Total
American Indian/Alaska N	2	0.11%
Asian	25	1.43%
Black	154	8.79%
Hispanic	39	2.23%
Not Specified	1	0.06%
White	1531	87.39%
Grand Total	1752	100.00%
2020		
Race/Ethnic Group	Count	Percent of Total
American Indian/Alaska N	2	0.11%
Asian	28	1.53%
Black	167	9.13%
Hispanic	33	1.80%
White	1600	87.43%
Grand Total	1830	100.00%
2019		
Race/Ethnic Group	Count	Percent of Total
American Indian/Alaska N	2	0.11%
Asian	30	1.60%
Black	158	8.43%
Hispanic	36	1.92%
Not Specified	1	0.05%
White	1647	87.89%
Grand Total	1874	100.00%
2018		
Race/Ethnic Group	Count	Percent of Total
American Indian/Alaska N	3	0.16%
Asian	35	1.92%
Black	142	7.79%
Hispanic	42	2.30%
Not Specified	11	0.60%
White	1591	87.23%
Grand Total	1824	100.00%
2017		
Race/Ethnic Group	Count	Percent of Total
American Indian/Alaska N	2	0.11%
Asian	36	1.98%
Black	152	8.35%
Hispanic	41	2.25%
Not Specified	29	1.59%
White	1560	85.71%
Grand Total	1820	100.00%

2021-22
RACIAL/ETHNIC AND GENDER STAFF DEMOGRAPHICS

Employees of Color by Job Classification

Administration	5 of 62	8%
Project Staff	63 of 403	16%
Secretary	1 of 17	6%
Support Staff	103 of 485	21%
Professional Staff	33 of 604	5%
Other	135 of 179	75%
TOTAL	340 of 1750	19%

Full-Time Employees of Color by Division

Administrative Services	37 of 127	29%
Communications/ BVA	14 of 104	13%
Career Tech & Custom Services	17 of 186	9%
Human Resources	2 of 28	7%
Innovative Ed Services	5 of 60	8%
Information Technology	1 of 34	3%
Student Services	154 of 1211	13%
TOTAL	230 of 1750	13%

Employee Gender by Job Classification

Female

Administration	38 of 62	61%
Project Staff	322 of 403	80%
Secretary	16 of 17	94%
Support Staff	393 of 485	81%
Professional Staff	490 of 604	81%
Other	135 of 179	75%
TOTAL	1394 of 1750	80%

Male

Administration	24 of 62	39%
Project Staff	81 of 403	20%
Secretary	1 of 17	6%
Support Staff	92 of 485	19%
Professional Staff	114 of 604	19%
Other	44 of 179	25%

TOTAL	356 of 1750	20%
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**Employee Gender by
Division**

Female

Administrative Services	67 of 127	53%
Communications/ BVA	70 of 104	67%
Career Tech & Custom Services	120 of 186	64%
Human Resources	24 of 28	86%
Innovative Ed Services	45 of 60	75%
Information Technology	14 of 34	41%
Student Services	1054 of 1211	80%
TOTAL	1394 of 1750	80%

Male

Administrative Services	60 of 127	47%
Communications/ BVA	34 of 104	33%
Career Tech & Custom Services	66 of 186	36%
Human Resources	4 of 28	14%
Innovative Ed Services	15 of 60	25%
Information Technology	20 of 34	59%
Student Services	157 of 1211	20%
TOTAL	356 of 1750	20%

APPENDIX B - Suggested Resources Regarding DEIB in the Workplace

Research and White Papers

Elevating Equity: The Real Story of Diversity and Inclusion, The Josh Bersin Company, 2021.
https://joshbersin.com/wp-content/uploads/2021/04/202102-DEI-Report_Final_V2.pdf

The Definitive Guide: Employee Experiences, The Josh Bersin Company, 2021.
<https://joshbersin.com/ex-definitive-guide-2021/>

Diversity Wins: How Inclusion Matters, McKinsey and Company, May 2020.
<https://www.mckinsey.com/~media/mckinsey/featured%20insights/diversity%20and%20inclusion/diversity%20wins%20how%20inclusion%20matters/diversity-wins-how-inclusion-matters-vf.pdf>

Women in the Workplace 2022, McKinsey, and Company, 2022.
https://leanin.org/women-in-the-workplace-2021?gclid=Cj0KCQjwhqaVBhCxARIsAHK1tiNGJaPSfeHwJboCzn3nKQnc_i7tUpruDPFr-1ZFVxFmuDRlbcHWkbEaAruzEALw_wcB

LGBTQ+ Voices: Learning from Experience, McKinsey and Company, 2020.
<https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/lgbtq-plus-voices-learning-from-lived-experiences>

The Future of Diversity, Equity and Inclusion 2021, The HR Research Institute and Circa, 2021.
https://www.hr.com/en/resources/free_research_white_papers/the-future-of-diversity-equity-and-inclusion-2021-kkxkvsxu.html

Inclusive Excellence: Toolkit for Equity-Minded Decisions and Policies, Division for Diversity, Equity and Inclusion, University of Virginia.
<https://dei.virginia.edu/sites/g/files/jsddwu511/files/2021-03/EquityMindedDecisions.pdf>

Creating a Culture of Diversity, Equity, and Inclusion: Real Progress Requires Sustained Commitment, SHRM and Harvard Business Review Analytic Services, September 2021.
<https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Pages/DEI-Metrics.aspx>

Suggested Book Studies

Brown, Jennifer, *Inclusion: Diversity, The New Workplace and the Will to Change*. Hartford, Ct: Publish Your Purpose Press, 2016.

***Brown, Jennifer, *How to Be an Inclusive Leader: Your Role in Creating Cultures of Belonging Where Everyone Can Thrive*. Oakland, CA: Berrett-Koehler Publishers, 2019.

*****Cobb, Floyd and Krownapple, John *Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation*. San Diego, CA: Mimi and Todd Press, 2019.**

*****Perry, Rhodes, *Belonging at Work: Everyday Actions You Can Take to Cultivate an Inclusive Organization*. Portland, OR: RPC Academy Press, 2018.**

Richards, Shola, *Go Together: How the Concept of Ubuntu Will Change How You Live, Work and Lead*. New York, NY: Sterling Ethos, 2018.

Thomas Jr., R. Roosevelt, *Building a House for Diversity*. New York, NY: American Management Association, 1999.

Winters, Mary-Francis, *We Can't Talk About That at Work*. Oakland, CA: Berrett-Koehler Publishers, 2017.

*****SUGGESTED AS FOUNDATIONAL AND PRACTICAL LEADERSHIP BOOK STUDIES FOR ADMINISTRATORS AND SUPERVISORS FOR 2022-23**

Recruitment And Retention Of Diverse Administrators, Educators And Staff Resources

*****Woods, Arthur and Tharakan, Susanna *Hiring for Diversity: The Guide to Building an Inclusive and Equitable Organization*. Hoboken, NJ: Wiley and Sons, 2021.**

*****Greenberg, M. and Stevens, D., *Human Resources Practices for Recruiting, Selecting, and Retaining Teachers of Color*, RELNW, Washington State Vibrant Teaching Force Alliance, November 6, 2018**

<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/human-resources-practices.pdf>

Knight, R. 7 Practical Ways to Reduce Bias in Your Hiring Process, Harvard Business Review, June 12, 2017

<https://hbr.org/2017/06/7-practical-ways-to-reduce-bias-in-your-hiring-process>

Hirsch, A. Should You Trust Your Gut in Hiring Decisions?, Society for Human Resource Management, May 1, 2018

<https://www.shrm.org/ResourcesAndTools/hr-topics/talent-acquisition/Pages/Trust-Your-Gut-Hiring-Decisions.aspx>

Mason, K. 8 Interview Questions About Diversity and Inclusion Every Job Seeker Should Be Able to Answer, themuse, The Daily Muse Inc, 2022.

<https://www.themuse.com/advice/diversity-inclusion-interview-questions-answers-examples>

Lattice Team 10 Ways to Make Your Job Postings More Inclusive, May 1, 2022.

<https://lattice.com/library/4-ways-to-make-your-job-postings-more-inclusive>

Key Local Contacts Regarding Diverse Teacher Recruitment

Laura Boyce lboyce@teachplus.org

Pennsylvania Executive Director of Teach Plus

Diversifying the Teacher Pipeline: A Toolkit for Recruiting More High School Students of Color Into Pennsylvania Teacher Prep Programs and Schools

<https://teachplus.org/resource/diversifying-the-teacher-pipeline-a-toolkit-for-recruiting-more-high-school-students-of-color-into-pennsylvania-teacher-prep-programs-and-schools/>

Dr. Juliet Cursi

juliet.curci@temple.edu

Pennsylvania Educator Diversity Consortium:

<https://www.paeddiversity.org/about>

https://www.paeddiversity.org/files/ugd/492f24_a9e35ae74ab84244be53e0b8e1182b91.pdf

Dr. Anthony Stevenson, Director of Personnel for the Tredyffrin-Easttown School District

stevenson@tesd.net

Southeastern Pennsylvania Educators of Color Network at Villanova University

<https://www1.villanova.edu/villanova/artsci/graduate/newsevents/RecentNews/041119.html>

Tomea Sippio Smith, Director

tsipp@upenn.edu

Dayna Muniz, Associate Director

dbmuniz@upenn.edu

UPenn Coalition for Educational Equity and Delaware Valley Consortium for Excellence and Equity Educators of Color Job Fair and Candidate Listserv

Sharif El-Mekki, Founder/Chief Executive Officer

Sharif.El-Mekki@thecenterblackened.org

Center for Black Educator Development

<https://www.thecenterblackened.org/>

Key General On-Line Resources

Society for Human Resource Management

<https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/introdiversity.aspx>

McKinsey and Company

<https://www.mckinsey.com/featured-insights/diversity-and-inclusion>

Jennifer Brown How to Be an Inclusive Leader Self-Assessment

<https://jenniferbrownspeaks.com/inclusive-leader-book/assessment/>

Coursera Free Self-Paced Online Course

Inclusive Leadership: The Power of Workplace Diversity

<https://www.coursera.org/learn/inclusiveleadership>

The Value of Belonging at Work
Harvard Business Review
<https://hbr.org/2019/12/the-value-of-belonging-at-work>

Lattice Resources for People Management- Diversity and Inclusion
<https://lattice.com/type/articles?category=Diversity+and+Inclusion>

The Corporations Below Are Consistently Rated Among The Best For Their Commitment To DEI

Some notable examples of language these organizations use to describe the value of DEI and communicating their commitment that CCIU may want to adapt/adopt.

Corning Diversity, Equity, and Inclusion Webpages

Inclusive Culture. Diverse Talent. Inspired Innovation
<https://www.corning.com/worldwide/en/sustainability/people+Inclusion+and+diversity/diversity.html>

Accenture Inclusion and Diversity Webpages

<https://www.accenture.com/us-en/about/inclusion-diversity-index>
<https://youtu.be/2g88Ju6nkcg>
<https://youtu.be/rPiF8hPDpJw>

Hilton Diversity and Inclusion Brochure

https://www.hilton.com/en/corporate/wp-content/uploads/2019/11/20190225_External-Diversity-Brochure.pdf

Stryker DDEI Webpage

<https://www.stryker.com/content/m/c/2020-comprehensive-annual-report/social-impact/diversity-equity-and-inclusion.html>

APPENDIX C - Some Basic Definitions: What Are We Striving For?

Adapted From
Woods and Tharakan (2021) and Perry (2018)

DIVERSITY: We are striving for a workforce that equally represents our communities and society at all levels.

Diversity exists at work when the environment includes a variety of unique individuals, groups and/or communities with different social and cultural backgrounds, identities, skills, working styles, ideas, and experiences.

We are seeking to develop diverse representation throughout our organization. This encompasses how we source from all the communities we serve, how we acknowledge that diversity is more than what you can see, how we ensure that people advance in our hiring process to get the job, and how we support and promote people when they become our co-workers. Diversity that is limited to junior positions or departments is not true diversity at all.

EQUITY: We want to eliminate barriers and ensure growth opportunities for everyone.

Equity in the workplace is rooted in the fair treatment, access, opportunity, and advancement of all employees while simultaneously attempting to identify and eliminate structural barriers that have prevented the full participation of historically underrepresented groups.

Creating equity within our organization means ensuring impartiality and fairness for all communities we hope to hire and advance. This means addressing historical inequity and oppression that has existed in our systems to date. It means developing structure and consistency across the hiring process, building policies that assure accessibility for all groups, and taking on-going steps to intentionally address bias in decision-making.

INCLUSION: We are striving for everyone to feel invited, understood and heard.

Inclusion in the workplace boils down to welcoming, respecting, supporting, and valuing the authentic participation of any individual or group.

Instilling inclusion means consciously taking steps to ensure that people of all communities feel invited to participate in and engage with our organization. It means making sure that people feel understood, and that their voices are heard. This experience starts in the hiring process but continues long after employees are integrated into our organization.

BELONGING: We want everyone to feel valued and embraced.

This is what we are ultimately striving for in our diversity efforts- that people are celebrated for who they are and feel that they can bring their full selves to work. Belonging gets to the heart of people feeling psychologically safe with and emotionally connected to their work and colleagues. Belonging inspires a sense of empowerment and commitment.

APPENDIX D - Characteristics of Inclusive Leaders

Adapted from Bernadette Dillon, Director, and Juliet Bourke, Partner, Human Capital Consulting, Deloitte Australia
Wall Street Journal

<https://deloitte.wsj.com/articles/6-characteristics-of-inclusive-leaders-1463083402>

Definitions of and approaches to inclusive leadership tend to vary worldwide, and the six characteristics listed below represent just one conceptual framework for developing inclusive behaviors and encouraging diversity, equity and inclusion..

Commitment. Cultivating a diverse, inclusive workforce takes time and energy, two of a leader's most precious commodities. So, what motivates some executives to champion this issue?

- In addition to a belief in the business case, inclusive leaders are driven by their values, including a deep-seated sense of fairness that, for some, is rooted in personal experience.
- Inclusive leaders believe creating a welcoming culture begins with them, and they possess a keen sense of personal responsibility for change.
- When executives devote time, energy, and resources to nurturing inclusive workforces—by investing in people and inspiring others to share their passion and goals—their actions signal a true commitment.

Courage. Inclusive leaders demonstrate courage in two ways.

- First, they aren't afraid to challenge entrenched organizational attitudes and practices that yield homogeneity, even if their recommendations are politically or culturally unpopular.
- Nor are they afraid to display humility by acknowledging their personal limitations and seeking contributions from others to overcome them. Some leaders find it difficult to admit they don't have all the answers; in that respect, courage and humility go hand in hand.

Cognizance of Bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions.

- They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions.
- They also seek to implement policies, processes, and structures to prevent organizational biases from stifling diversity and inclusion. Without such measures, inclusive leaders understand that their natural inclination could lead them toward self-cloning, and that operating in today's business environment requires a different approach.

Curiosity. Open-mindedness, a passion for learning, and a desire for exposure to different ideas have fast become leadership traits crucial to success, especially in challenging times.

- Curiosity and openness are hallmarks of inclusive leaders, who hunger for other perspectives to minimize their blind spots and improve their decision-making.

- In addition to accessing a more diverse array of viewpoints, inclusive leaders' ability to engage in respectful questioning, actively listen to others, and synthesize a range of ideas makes the people around them feel valued, respected, and represented.
- Inclusive leaders also refrain from making fast judgments, knowing snap decisions can stifle the flow of ideas on their teams and are frequently tinged with bias.

Cultural intelligence. Beyond “book” knowledge, cultural intelligence connotes leaders' ability to change their styles in response to diverse cultural norms.

- For example, culturally intelligent leaders who are typically extroverted and demonstrative will try to show restraint when doing business with individuals whose cultures value modesty or humility.
- They regulate the speed and tone of their speech and modify their nonverbal behaviors—gestures, facial expressions, body language, and physical interactions—as situations dictate.
- In addition to understanding other cultures, these leaders also demonstrate self-awareness of their own culture, recognizing how it shapes their worldview and how cultural stereotypes can influence their expectations of others.

Collaborative. Inclusive leaders understand that, for collaboration to be successful, team members must first be willing to share their perspectives.

- To that end, they create an environment in which all individuals feel empowered to express their opinions freely with the group.
- They also realize that diversity of thinking is critical to effective collaboration; thus, they pay close attention to team composition and team processes. For example, they prevent teams from breaking into subgroups, which can weaken relationships and create conflict.
- They also engender a sense of “one team” by creating a group identity and shared goals, and by working to ensure team members understand and value each other's knowledge and capabilities.

APPENDIX E - Decision-Making Through an Equity Informed Lens

From Clark College Office of Diversity, Equity, and Inclusion

PURPOSE

- What is the intended outcome of the decision?
- Do you have a clear, defined reason and need for making the decision?
- Does the current situation have negative impacts on Systemically Non-dominant (SND) or other vulnerable populations?
- Is this decision data-informed?
- What data was used to make the decision? Data can be both qualitative and quantitative.
- Is this data disaggregated to discover disparate impacts?

POWER AND PRIVILEGE

- Have you reflected on how your own power and privilege might affect this decision?
- How have you flattened power dynamics in the decision-making process? Everyone has had a voice, regardless of their power.
- Has everyone in the decision-making process voiced their concerns and have those concerns been addressed?

CONSULTED AND INFORMED

- Who are the key stakeholders?
- Who should be consulted or engaged?
- Who is left out of the decision-making process?
- Who is engaged and represented in the decision-making process? Have they been consulted on how they would like to be involved in the process?
- Has adequate time been given to meaningfully incorporate all voices in this decision?
- What is being communicated, to whom, and how?
- Who is communicating the information? On whose behalf? How is the message being filtered? How is information coming in and out?
- Has there been consensus on minimum requirements to meet the goal?

IMPACT

- What is the desired impact of the decision?
- Does this decision have disparate impact on any groups?
- How will this decision reduce disparate impacts on systemically non-dominant groups?
- What departments will be impacted by this decision and how?
- Who will benefit from this decision? Who will be burdened?
- Have you considered all impacts? Campus climate, morale, budget, relationships
- If you are unsure whether you have considered all impacts, what will you do to become informed?
- Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process?
- Has accessibility been considered? i.e., digital, physical accessibility

CONSIDER ALTERNATIVES

- Is this decision being rushed in any way?
- Is there a better time for this decision?
- Have you considered alternatives for this decision?
- Is there a different cultural perspective that you have considered?

LONG-TERM EFFECTS (7TH GENERATION MINDSET)

- Did you consider and incorporate lessons learned from similar decisions made in the past?
- What short and long-term impacts will this decision have? Immediate? 1 year? 3 years? 7th Generation?
- What effect will this decision have on the budget? Immediate? 1 year? 3 years? Longer-term?
- What is your plan to revisit this decision to ensure equitable outcomes?

CONTINUOUS IMPROVEMENT

- What strategies will be used to ensure this decision continues to have the intended impact(s)?
- What circumstances might change down the road that would render the decision ineffective or detrimental in the future?
- How will you measure effectiveness? Qualitative and Quantitative

APPENDIX F - CCIU Diversity, Equity, and Inclusion FAQS - DEI Committee

10-21-21

1. What does Diversity, Equity, and Inclusion (DEI) mean?

- Diversity: The presence of differences among individuals that may include but are not limited to race, ethnicity, age, religion, gender, gender expression, socioeconomic status, immigration status, (dis)ability, or political beliefs.
- Equity: Recognizing that individuals have different needs and ensuring that barriers are removed so that all individuals have access to the same resources and opportunities to be successful.
- Inclusion: Creating an environment where all individuals feel welcomed, valued, and protected.

2. What is the CCIU's commitment to incorporating DEI into its culture?

The CCIU's mission includes providing quality, innovative and cost-effective programs, and services to enhance the lives of students, educators, and members of our communities. This is what drives the CCIU to be intentional and consistent in its commitment to identify and enhance our existing DEI culture by removing barriers and providing opportunities for those in marginalized communities.

The CCIU will achieve this by enhancing professional growth and personal development to close the gaps in our systems so individuals can reach their fullest potential. Our leadership model strives to promote a culture of inclusivity and diversity in our decision-making processes.

3. Who leads DEI efforts at the CCIU?

The CCIU has established a DEI Committee At-Large, which is made up of approximately 160 CCIU staff volunteers. The DEI Committee At-Large is comprised of a DEI Advisory Committee, DEI Steering Committee and the following four subcommittees: DEI Professional Development Subcommittee, DEI Request for Proposal Subcommittee, DEI Visibility Subcommittee and DEI Social Subcommittee. However, all staff are integral to CCIU's efforts to ensure diversity, equity, and inclusion across our organization.

4. What is the purpose of the DEI Committee At-Large and what is the responsibility of each DEI group?

The DEI Committee At-Large was formed to evaluate and recommend cultural practices, conditions, policies, procedures, and processes to ensure diversity, equity, and inclusion for and among all CCIU staff and students. The DEI Committee Leadership was nominated and elected by committee members.

- The DEI Advisory Committee is comprised of CCIU leadership who advise the DEI Committee At-Large to help the CCIU achieve its DEI goals.
- The DEI Steering Committee supports and guides the DEI subcommittees and DEI Committee At-Large by creating the DEI subcommittees' structure, determining each DEI subcommittee's focus, and overseeing the progress of each DEI subcommittee.

The DEI subcommittees are comprised of staff volunteers from all employee groups (administrative, professional, project and support).

- The DEI Professional Development Subcommittee shares and compiles resources for DEI volunteers and staff for training and development.
- The DEI Request for Proposal Subcommittee assists with the review of the internal audit proposal and selection of consultants who will conduct the audit and help with the implementation of recommendations resulting from the internal audit.
- The DEI Visibility Subcommittee compiles and shares equity-related resources to all CCIU employees and the community via the CCIU's website, the Exchange, and other relevant avenues of communication.
- The DEI Social Subcommittee organizes and hosts opportunities and events to facilitate team building and foster a sense of community.

5. What are the CCIU's current DEI goals?

- Evaluate current culture, conditions, policies, procedures, and processes to ensure equity for marginalized and minority groups.
- Assess equitable strategic priorities in the CCIU Strategic Plan.
- Develop and implement practices to ensure that the CCIU culture, conditions, policies, procedures, and processes result in equity for marginalized and minority groups.
- Increase the DEI Committee At-Large's knowledge base by providing professional development in DEI topics.
- Provide opportunities for the DEI Committee At-Large to build cohesiveness through social opportunities and team building activities.

6. How will the CCIU achieve its DEI goals?

- Direct the DEI Committee At-Large to complete an organization wide audit to identify areas of strength and growth regarding equitable practices across the CCIU.
- Utilize the audit results to guide the DEI Committee At-Large in making specific recommendations on which to initiate action to improve or reinforce equitable practices.
- Utilize the audit results for the DEI Subcommittees to review the existing CCIU strategic plan for potential revision of priorities and action steps.

7. What actions are being taken during the 2021-22 school year to better implement DEI at the CCIU?

The CCIU's primary focus during the 2021-22 school year is the completion of an internal diversity, equity and inclusion audit conducted by an experienced third-party firm.

The goal is to identify an experienced firm who has worked with public education institutions to engage in a comprehensive, organization wide audit, which will culminate in a report with recommendations on observations of internal policies, external communications, and organizational practices as they pertain to goals of equity, diversity, and inclusion. The individual/firm will conduct a thorough review of the CCIU. Once the material is collected and analyzed, the individual/firm will prepare a detailed audit report.

8. Why did the CCIU Board of Directors request an audit?

The CCIU Board of Directors requested an audit be conducted to ensure that initiatives and resources were being directed on areas of real need and that goals were developed using data to ensure that areas of need are being addressed, successful strategies and practices are being replicated, and students and staff are being supported.

9. What will the internal audit consist of?

The internal audit will review CCIU practices, policies, and procedures in three phases. The first phase will consist of focus groups, an analysis of the distribution of resources, professional development, and a review of current hiring practices. The second phase will review curriculum and program materials, student achievement data and enrollment patterns and provide a preliminary report. The third phase will include a detailed report and recommendations based on findings.

10. What is the audit timeline?

The Phase I preliminary findings will be received by February 15, 2022, for the CCIU's review and feedback. Phase II, Phase III, and the final preliminary report will be received by May 1, 2022, for the CCIU's review and feedback. The final written report, which will include the CCIU's review and feedback, will be received no later than June 8, 2022.

11. How can I, either as an individual or as part of a group, help advance DEI at the CCIU?

Each member of Team CCIU plays a role in creating a welcoming and inclusive environment for all individuals. You can help advance DEI at the CCIU by participating in DEI trainings, staying up to date on current resources surrounding DEI, joining a CCIU DEI subcommittee or by contributing to the creation of an open and inclusive space where all individuals can learn and be successful.

12. Our school/program has already begun DEI initiatives. Do we need to put them on hold until after the audit?

No. The audit is to assess the CCIU's current level of DEI, not to stop what is already taking place or to put a halt to new ideas or new suggestions. We will continue as an organization to support our staff and students. The audit findings will provide us data to address areas that we need to improve, programs that we need to replicate and ways to support our staff and students as we continue this journey to ensure diversity, equity, and inclusion.

APPENDIX G - 2021-22 CCIU Diversity, Equity, and Inclusion Committee Update

6-17-22

External Connections

1. Chester County Diversity, Equity, and Inclusion Network: Meetings with those school districts working on DEI initiatives meeting to discuss current opportunities and successes within Chester County school districts. Guest speakers (Dr. Amira Hill-Yancy, Dr. Tyler Titus, Rajneet Goomer, Dawn Mader, Justin Brown, and Dr. Oscar Torres) were invited to provide information on current DEI topics (family and community engagement, inclusive practices, gender identity and LGBTQ+, and courageous conversations). These meeting were initially biweekly, then monthly. A culminating session in May 2022 was held in person with breakout sessions related to curriculum development.
2. Agents of Equity Series led by CCIU Innovative Education Services Division

Internal Connections

Objective: increase DEI Team cohesiveness and DEI knowledge

1. RFP/Equity Study Subcommittee: The subcommittee completed the RFP, and it was sent out to bid. Dr. Jarvis and his group were selected. All other RFPs are on hold pending the outcome of the Equity Study.
2. Visibility Subcommittee:
 - a. Pivotal in obtaining a Communications Specialist to assist with disseminating information. A communication plan was developed and implemented all year.
 - b. Create a FAQ resource for DEI members to provide information and responses when asked about the CCIU DEI progress (see attached).
 - c. Creation of a CCIU DEI webpage (CCIU-> About CCIU -> Diversity, Equity, and Inclusion). A page on DEI Overview, Equity Study Consultant, About the Equity Study Process
 - d. Creation of a comprehensive CCIU Cultural Calendar, which is currently in the proposal phase on how it will be implemented.
3. Professional Development Subcommittee
 - a. Workshop series on using the PDE Equity Hub in October and November 2021
 - b. Belonging Series was a six-session workshop with a John Krownapple as a guest speaker for one of the workshops. This series was based on Floyd Cobb and John Krownapple's book, Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation
 - c. Mini skills sessions held throughout the year (Finding your Why, Understanding the Importance of Pronouns, Microaggressions, Challenges faced by DEI Leaders) during DEI Committee meetings.
4. Social Committee
 - a. The committee had some challenges this year. We are looking for new leadership for that subcommittee.

APPENDIX H - Staff Recommendations for Enhancing Inclusion at CCIU

Employees who responded to the DEIB Staff Survey and who participated in our focus groups provided a myriad of thoughtful general and targeted recommendations for enhancing diversity, equity, inclusion and belonging in the CCIU workplace. These recommendations are clustered around six broad themes:

- Leadership Engagement and Practices
- Elevating Voices and Decision-Making
- Human Resources Policies and Practices
- Community and Team Building
- Personal and Professional Learning
- Workload and Work-Life Balance.

LEADERSHIP ENGAGEMENT AND PRACTICES

- *Continue to promote the Team CCIU mentality...Promoting the organization's TEAM CCIU has been a great morale booster as well as an organizational bonding tool.*
- *We always want to be the leading organization in everything. We need to be a leader in this work, even though it is difficult.*
- *Don't let this important work "fizzle out" after one or two years if being a goal. DEIB should be infused in our workplace culture for the long haul.*
- *Continue the work that has been started with the DEI Committee including interested colleagues together for honest and meaningful conversations.*
- *Continue with the planning for how we will use the results of this survey to focus our work for meaningful change.*
- *Continue valuing everyone's contributions and emphasizing kindness towards one's co-workers.*
- *Focused attention about the importance of equity, inclusion in the workplace and implement change.*
- *CCIU leaders need to be more involved in our buildings- finding time to walk away from meetings and obligations is not easy, but it is so worth it when you meet staff, instructors, and students that are passionate about what they do...Stop working behind closed doors-admin housed at ESC should walk through school buildings on a monthly basis all over the county-be seen...The upper administration (ESC) could make themselves more visible in the divisions/buildings they support-make an effort to spend time at the campuses, immerse yourself in the buildings and then you are able to provide better support because you are more knowledgeable.*
- *Refuse to stay the same even though we are successful...stop validating the status quo...Stop doing things the same old way...Stop doing things because we have always done them- it's good to see us evolve related to remote work.*
- *Equity and inclusion should be on the agenda for every staff meeting, every in-service and every evaluation- change is not going to happen if we don't continue the powerful and difficult conversations...Stop avoiding the difficult and uncomfortable conversations.*
- *We need to actually start having the conversation about equity, inclusion and belonging- not just from a superficial lens as in addressing bullying, social emotional learning or*

connectedness, but the actual conversations on race and equity. Our CCIU need to take an anti-racist stand.

- *A CCIU advocate position should be created to support employees who are experiencing discrimination...Have on staff personnel who can assist with acute situations in the workplace- experiencing bias, loss, mental health needs, etc. If this person does exist get the word out to staff.*
- *I think we need to pay more attention to the experiences of the paras and recognize them more.*
- *Listen more closely to the needs and concerns of the professional staff...Listen and act on employee ideas and recommendations... Listen. Start conversations. Respond to employees' concerns.*
- *We are so big- don't count out the quiet little guy- there may be a hidden treasure there.*
- *Allow staff to take time to celebrate and show gratitude for the little events and successes (ex: birthdays, engagements, births, etc.) These small celebrations contribute to an environment of feeling seen and appreciated.*
- *Give staff more autonomy and job control. There is micromanagement in every division in the CCIU- some more than others. In order for employees to feel a sense of belonging, we have to feel that we are trusted to do our jobs with some sense of autonomy.*
- *A formal process for 360 degree feedback so supervisors can hear from their staff about how they are doing once a year with direct, specific feedback from the staff they lead.*
- *Recognize staff value and professional contributions rather than treat your division staff like we can't be trusted.*
- *Affirm and enhance each employee for who they are and what they bring to the organization.*
- *More staff recognition from leadership...staff appreciation...More recognition of employees.*
- *Perhaps be more inclusive of diverse holidays- we provide less time off for diverse holidays that most of our 12 school districts in Chester County.*
- *End the excellent achievement awards- the are like a high school popularity contest.*
- *Stop assuming everyone has access to certain lifestyle items or necessities, example, Wi-Fi*
- *Having supervisors step in more to assist when staffing is so short to alleviate some of the stress and make the situations safer. - this would also allow them to experience how staff are feeling and what they deal with.*
- *Establish consistency in policy across a given division such that supervisors are enforcing the same rules for everybody. I answer to a different supervisor than my colleagues, and the rules are different for me than they are for others.*
- *Staff appreciation that is more than just another email*

ELEVATING VOICES AND DECISION-MAKING

- *This survey is a great start- additional conversations to hear various perspectives around what others are feeling and seeing.*
- *Listen to the voices of people who don't typically have a say. A great deal can be learned by gaining a new perspective.*
- *Encourage people to speak their minds if they think there is any issue that needs to be addressed. Allow anonymous submissions so that no one fears ideological reprimand.*

- *We need to have more opportunities like this (focus group) to share our ideas and concerns...Have people from different backgrounds and beliefs have the opportunity to share their experiences and perspectives- I think its most important to ask the people who are most undervalued, unsupported, and unwelcomed what we should be doing- their voices matter.*
- *Include people doing direct work with students in decisions.*
- *Continue to hear everyone's "VOICE" ...Find a seat at the table for the "voiceless".*
- *Make sure that not everyone making decisions for our organization looks the same. Different perspectives are helpful for detecting blind spots. They can help identify implicit bias and can help us grow into a more inclusive community.*
- *Embrace the history of CCIU to look to the future-innovation comes from diverse thinking from diverse contributors.*
- *Stop shutting people down if they have a concern.*
- *Possibly having have something where employees can give anonymous feedback*
- *Make sure communication remains open concerning any and all issues*
- *Make sure that more people are involved when making decisions that directly affect their program/division...Stop making decisions without consulting the people who will be doing the implementation...Stop making decisions before asking more questions to people directly impacted by the decision...Gaining employee input on important decisions*

HUMAN RESOURCES POLICIES AND PRACTICES

- *Continue working on reducing barriers and bias in the hiring process to assure hiring a diverse workforce who can bring their important perspectives to CCIU and advance in leadership roles in the organization...The IU should do more hiring of ethnically diverse backgrounds and put them in leadership roles...Hire more people from different ethnic backgrounds. Those in positions other than management should also be given opportunities for promotions based on their abilities and experiences.*
- *The IU should focus on having more women and professionals with a diverse ethnic background in leadership.*
- *Expand efforts to employ CCIU program graduates...Recruit bilingual students from Kennett High School and offer tuition benefits = future employees...Offer internships to graduating high school students who are not going to college.*
- *Those who have been at CCIU for many years and have much experience in a certain position should not be held back based on not having a degree...Continue to seek opportunities to promote from within ...Staff need to see a pathway for advancement and growth within the organization.*
- *We need to look at creating more DIVERSITY and allow people with different perspectives, ideas and values to join the team and allow us to grow. Allowing a greater representation of the division team during interviews could allow this to happen.*
- *Look at equity across collective bargaining agreements- make sure tuition reimbursement, opt out payments, amount of vacation, et. Is equitable across all groups.*
- *Pay more equitably and actively recruit diverse applicants for ALL roles- There are best practices for recruiting, but if are not paying competitively, then we will continue to attract privileged individuals who are able to take the pay cut.*
- *Higher wages for non-professionals, their work and support are invaluable. And please offer part-time employee's full-time positions to provide health benefits, etc.... Offer more competitive pay options for important positions lower on the ladder (i.e., IA's, PCA's...It*

is often degrading and disrespectful for the pay they receive. I have several high school students (15/16 year old) that make more an hour that CCIU IA's.

- *Continue to hire humans with different life challenges. As we an institution that supports children with challenges, we could have more of a representative population on staff, so the children see themselves in our work*
- *Include multiple perspectives in the hiring process for people in leadership positions...it is important to hire leaders who are representative of a wide variety of mindsets, backgrounds, and opinions.*
- *I notice that CCIU's statement of non-discrimination does not mention sexual orientation. A great place to start would be adding this to the statement. I think making it clear to employees, and most importantly, the students we serve, that we welcome and accept those of all different sexual orientations and gender identities is crucial. Feeling accepted by one's community is so crucially important for LGBT people, most especially for our students who are just starting to figure themselves out.*
- *Hire a more diverse staff-TCH PB is over 50% Latino students, and our staff is not representative of this.*
- *Hire a more diverse workforce and have your diversity initiatives run by that workforce.*
- *Stop concentrating recruitment in the same areas. If the organization wants a more inclusive environment, they need to go to where the diverse groups are.*
- *Recruit in areas where diverse populations are.*
- *Considering staff input into potential new hires. Many opportunities have been missed for quality educators that have been recommended by staff that have worked with individuals in the classroom setting. Quality of the teacher is more that passing the panel interviews.*
- *Omit some of the hierarchy positions- incentives for long term quality employees.*
- *Advertise more about our diversity.*
- *Continue to recruit at HBCU's.*
- *Promote from within and recognize employee efforts. We stay because we care Reciprocity and genuine effort goes a long way. We talk about these sorts of things throughout the year, but there has been no implementation of anyone's suggestions. It gets tiresome when all we do is discuss. We know the issues, the problem is that no matter how many surveys we fill out, no matter how many meetings we have, we see no action and we lose interest. Worst yet we are losing hope.*
- *Stop hiring outside agency staff. Hire IU staff-they are more dedicated...stop posting opening to the public until you go through qualified internal employees.*
- *More hiring within divisions. If an employee wants to grow in their division, they should be given the opportunity*
- *When hiring new staff for the Learning Center be honest about the behaviors here and not sugar coat it. We have over 10 staff leave in the last year. The staff that is here needs more support from admin within the classroom to help with behaviors.*
- *Revisit PTO/sick time usage- people currently have to use in half-day increments and it is hard for people (mostly part-time and instructional aides) who don't have very much leave as it is.*
- *CCIU should stop merit pay and streamline evaluation- merit pay and evaluations can be divisive especially if the employee is already battling exclusion, isolation, and other forms of discrimination.*
- *Stop using the "secretary" title; it's a dated title...Using a more modern title like Administrative Assistant.*
- *Create an HR retention/employee wellness hub.*
- *Invest in multilingual service providers.*

- *Paid parental leave for mothers and fathers.*
- *Stop promoting men to the highest positions...promote more diversity in leadership positions*
- *Update the dress code policy to include more ethnic and cultural expression in an employee's attire.*
- *Making sure people in placements have a way to feel more connected to supports within the IU.*
- *Show support for all family types. For example, allow flexible work schedules to accommodate families in need. When COVID closes my child's classroom allow me to work from home.*
- *I have students that have requested gender neutral bathrooms. While that creates a slew of problems, I do understand where they are coming from. Maybe start with gender neutral bathrooms for staff?*

COMMUNITY AND TEAM BUILDING

- *More equity, inclusion and belonging work- bringing together the divisions to do this work. Not in our own time or around other obligations but an actual dedication of "please reserve this time on your calendars"- if this is something we value then we need to respect the time- this should take precedence to other work.*
 - *Many of CCIU employees are itinerant and are spread out among many districts. Some never crossing with colleagues for weeks on end. Given this would like to see more opportunities for the teams to connect in some way. More opportunities for community activism might be a way to socialize staff from other areas and help the local communities as well.*
 - *I think it would be wonderful to showcase/spotlight staff stories and their "why" This does not need to be aligned with employee of the month, rather than opportunity for CCIU at-large to get to know each other better and to form new connections. It could be based on any feasible time-table (weekly, monthly, quarterly).*
 - *Continue to find ways for people from different divisions to meet and talk. This is so important as we do not always have diversity in our divisions. It is important to provide opportunities to meet others so we can understand the road each of us is traveling.*
-
- *Create more collaborative opportunities for staff...Opportunities to collaborate among programs.*
 - *Team building activities on in-service days.*
 - *Allow people to form teams to tackle projects, rather than cherry picking the same subset of people to do critical tasks.*
 - *Encourage more connections across buildings- people in HR and Administration could visit schools more often-administrators can volunteer in the classrooms.*
 - *Develop a buddy system across divisions.*
 - *Bring DEI conversations to the team level.*
 - *Celebrating birthdays, personal achievements of staff members, showing diversity on the CCIU website...also please add more parking spots for staff.*
 - *Spotlight a department bi-weekly/monthly so we are educated on the programs the IU offers.*
 - *Share the activities and fun at the IU with all of us. I like that the voting for fun activities is now shared online so those of us outside the building can still feel part of the IU family.*
 - *CCIU community virtual events, bingo, picture walks or virtual letters to promote awareness of our colleagues' experiences.*

- *Support collegial relationships and create spaces to share lived experiences.*
- *More community building across the organization (not just in certain departments)*
- *More opportunities for support staff to network and learn together from all divisions. There are many opportunities for administrators/supervisors for team building and learning, but this is not done for support staff*
- *Create more opportunities where departments can meet each other.*
- *Provide more staff gratitude//recognition via breakfasts, lunches, tangible reinforcement.*
- *Have more time for staff to connect- build bonds to be more supportive of each other.*
- *After COVID: more community events were offered to everyone. Maybe some more company competitions or raffles.*
- *Greater inter-collaboration of programs throughout the CCIU.*
- *Team building, community building, fun events as a whole...More team building.*
- *Provide more social opportunities to get together- recognize the staff more frequently in big ways.*
- *I really enjoyed the day where we could wear some form of apparel that showed our path- I loved seeing a little piece of my colleagues' background and seeing how important that was to them- I would LOVE to do that again.*
- *Provide social and community spaces for employees- highlight employees for portraying respect and dignity...I would love to have more opportunities to become an activist in my community- I would love to have an organization within the IU to turn to.*

PERSONAL AND PROFESSIONAL LEARNING

- *Continue to provide current staff with opportunities for professional growth (post-secondary opportunities, continuing ed., advanced degree options) to grow talent from within the organization. These programs, especially those that allow staff to work while accruing experience, provide opportunities for access that may not be there in another setting.*
- *Create in-service days/PD days for all staff across the CCIU to participate in trainings on these topics and facilitate discussions on how current events might affect our work with children and families...Give opportunities for growth across the board.*
- *Rather than lecture people on inclusivity, just encourage people to really talk to each other. Get to know one another. Have lunch together. Share projects.*
- *Team meetings to share ideas and resources without having it be a "training". Our team is very knowledgeable. We can all benefit from sharing experiences and resources or asking questions to each other.*
- *Training for all staff on micro aggressions, DEI and other topics for inclusivity. It is not enough to train the admin/supervisors. We need to include more of this in the induction and orientation processes...Help people be more aware of microaggressions- things that they say and do that hurt others unintentionally.*
- *Training on implicit bias would be helpful for all staff members More open discussions about topics related to DEI should be encouraged (e.g., discussions of referrals for students of color, how being a person of color impacts you in a mostly White suburban county, etc.*
- *Don't just show a video and be done. Have continuous conversations, have outside organizations come in and speak, meet with student groups to find out what they need from their teachers and leaders.*
- *Encourage others to share about their life journey, to create experiences where people can express and share their culture with others.*

- *Provide professional development for all new employees on diversity... Teach staff how to better work with various cultures, genders, and disabilities... More education re; diversity, cultural competence and why it's important... educate the staff on cultural responsiveness for supporting students and colleagues.*
- *Occasional time during the day to pursue training and/or other job-related interests such as job shadowing to encourage future advancement both personally and professionally.*
- *On-going trainings to help everyone recognize the various differences and to align these differences as strengths for the IU.*
- *Honor the rich diversity- acknowledge the cultures throughout the year, not just at the school but throughout the organization.*
- *Provide the "Seeing White" and "Belonging" PD to all staff.*
- *Provide opportunities to take Spanish classes.*
- *Give staff opportunities to progress in their roles and to explore new roles.*
- *Learn, adopt and practice the Restorative Justice framework for CCIU for staff in each program.*
- *We need help dealing with judgmental people.*
- *Offer leadership training to all qualified employees... Could we explore bringing back the leadership program we had a few years ago, but expanding it beyond professional staff? Could we use that program as an opportunity for a diverse group of leaders to support a diverse group of leaders in training?*
- *Provide diversity, equity, and inclusion course to all staff. As a Hispanic, I would like my co-workers to tolerate my way of being, dressing or eating. I would like them to understand through these courses that everyone is different, even though we are in the USA, it is important to keep my roots.*
- *More trainings with practical interventions to our work/program would be helpful.*
- *Allow the DEI work to be done during the workday instead of afterhours by default... Don't make DEI PD and activities after the workday- that gives the sense that it's a nice thing to do, not a need to do.*
- *More people should be involved with the DEI Committee and the great learning they are getting.*
- *Opportunities for people to learn in various ways- not just after school PD's. Make it available to all staff.*
- *Professional learning focused on belonging for all staff.*
- *Provide more training to staff on various topics such as gender, LGBTQ+ issues.*
- *Have more conversations about race... continue the dialog in inclusiveness... more professional development on equity issues*
- *Shift the weight of DEI conversations from the shoulders of most marginalized populations to those who can leverage their privilege.*
- *Provide more (and some mandatory) training on issues relating to diversity, equity and inclusion-many people do not understand the issue*
- *Offering but also mandating some levels of professional development*
- *Stop projects, discussions, meetings, and work that is "feel good" but not led and planned by someone with knowledge, expertise, and experience with DEI.*
- *Offer various trainings/professional development to staff in every level of the organization (virtual and in-person).*

WORKLOAD AND WORK-LIFE BALANCE

- *Everyone in our division is working beyond capacity and we are at risk of losing more good people if we don't expand to better spread the work across more people. We need to do more work to support work-life balance. The lack of family leave and challenges with my healthcare (personal)...create major barriers that are amplified for diverse applicants and prevent us from having a diverse workforce at CCIU.*
- *Offer time during the workday for volunteering.*
- *Hire staff, when possible, with experience.*
- *Find more creative and flexible solutions for staff with varying physical needs.*
- *Continue to support a work-life balance for families and provide opportunities for employees to build a community outside of work hours.*
- *More support for women in the workplace- many of us have families and are leaving the workplace to be with our families because there is not enough flexibility.*
- *Provide flexibility for staff struggling. I know it is silly but the choice of working from home on in-service days after a crazy week in the classroom should be a regular option to promote self-care and retention.*
- *IA's in one building are full time but in my program we are part time, but I feel we do the same amount of work. To me this unfair.*
- *Commit to managing class sizes for safety and quality of our education services.*
- *Stop adding more to do's without taking some things off the plate. Be cognizant of our challenges...Our growth is outpacing our resources.*
- *Enable us the opportunity to have the same number of student free days as the other teaching professionals.*
- *Looking at stress levels (workloads) of employees and how to do more collaborative support and load reduction, and not just give self-care ideas...Wellness is more than checking a box- how are we really applying it at work and home- need buy in by leadership.*

APPENDIX I – 2020-22 Internal DEIB Professional Development Offerings for CCIU Staff

Activity Title	Start Date	End Date	Presenter	# of CCIU Staff	Division
Equity and Empathy	8/26/2020	8/26/2020	Communications (Harper, Charles)	20	Communications
Equity Matters - Confronting Implicit Bias	8/26/2020	10/9/2020	Communications (Harper, Charles)	23	Communications (22), Student Services (1)
Seeing White	September -20	June-21	Michelle MacLuckie, Tamara Hoffritz	61	Administrative Services (6), CTCE (4), Communications (2), HR (21), IES (2), Student Services (26)
Induction Program - LGBTQ	9/15/2020	9/15/2020		9	Student Services
Equity Matters - Developing Empathy	10/9/2020	10/9/2020	Communications (Harper, Charles)	7	Communications
Cultural Bias and Head Start Overview	11/20/2020	11/20/2020	Student Services (Rank, Kim)	8	Student Services
Data Collection in Virtual Setting and Diversity Training	11/20/2020	11/20/2020	Student Services (Silveri-Hiller, Debra A.)	35	Student Services (34), IES (1)
Exploring Inclusion	2/5/2021	2/5/2021	Student Services (Ewing, Sam)	181	Student Services (179), IES (1), Communications (1)
Special Education Law for Inclusion	3/19/2021	3/19/2021	Student Services (Rank, Kim)	15	Student Services
CCIU Equity Intro Professional Development - Cohort 1	5/18/2021	5/18/2021	Student Services (Sterling, Tracey)	23	Student Services
Cultural Equity	8/19/2021	8/19/2021	Anuja Mukherjee and Elana Betts	35	Unknown (could have been all divisions)
Supporting Transgender and Gender Diverse Students	9/15/2021	9/15/2021	Elana Betts	28	Unknown (could have been all divisions)

Embedding Instruction for Inclusion	9/24/2021	9/24/2021	Student Services (Silveri-Hiller, Debra A.)	155	Unknown (could have been all divisions)
Overcoming Unconscious Bias: A Path to Inclusion	10/22/2021	10/22/2021	Anuja Mukherjee and Elana Betts	55	Unknown (could have been all divisions)
LGBTQ+ workshop	11/14/2021	11/14/2021	Elana Betts	23	Unknown (could have been all divisions)
LGBTQ+ Pronoun Primer	11/23/2021	11/23/2021	Elana Betts	46	Unknown (could have been all divisions)
Exploring the PA Equity Hub	Fall 2021	Fall 2021	Michelle MacLuckie, Mary Driscoll	110	Unknown (could have been all divisions)
CCIU Belonging Series: A Shared Learning Experience	3/15/2022	5/24/2022	Tamara Hoffritz, Jessica Hull, Elana Betts, Beth McKee, Michelle Macluckie	45	Administrative Services (2), Communications (5), CTCE (5), Human Resources (2), IT (1), IES (6), Student Services (24)
Cultural Competence	3/4/2022	3/4/2022	Elana Betts	206	Head Start and Preschool Special Ed