



# Activities That May Impact the Diversity of the Caltrans Workforce

*Requested by*  
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**January 31, 2022**

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# Executive Summary

## **Background**

One goal of California Department of Transportation's (Caltrans') 2020-2024 Strategic Plan is to cultivate excellence in its workforce. An objective under that goal is to increase diversity to reflect the communities served. As the plan notes, performance objectives are developed to ensure the strategies are translating into positive results. One of these performance objectives is to increase the number of activities that may impact workforce diversity by September 2024 so that the workforce more closely represents the diverse communities that Caltrans' serves.

To achieve this objective, Caltrans is gathering information on best practices for identifying and measuring activities that may increase diversity, equity and inclusion (DEI) in the workforce. Results of this inquiry will assist Caltrans in identifying activities, tools and performance measure indicators and showing progress toward its strategic goals.

## **Summary of Findings**

### **Survey of Practice**

Online surveys were distributed to state department of transportation (DOT) members of the American Association of State Highway and Transportation Officials (AASHTO) Committee on Civil Rights and appropriate contacts at California metropolitan planning organizations (MPOs), regional transportation planning agencies and selected state agencies.

Respondents were asked about workforce diversity programs and policies, recruitment and hiring practices intended to address diversity, and other diversity tools and activities. The survey for California agencies included a question about the impacts of Proposition 209, Prohibition Against Discrimination or Preferential Treatment by State and Other Public Entities, which prohibits state government from considering race, sex, color, ethnicity or national origin in public employment. Only one survey respondent addressed this question; no responses were received to a follow-up inquiry of California agencies.

Survey questions are provided in [Appendix A](#). The full text of survey responses is presented in a supplement to this report.

Seven California agencies responded to the survey:

- Department of Corrections and Rehabilitation/ Correctional Health Care Services (CDCR/CCHCS).
- Department of Motor Vehicles (DMV).
- Lassen County Transportation Commission (Lassen CTC).
- Merced County Association of Governments (Merced CAG).
- Metropolitan Transportation Commission (MTC).
- Modoc County Transportation Commission (Modoc CTC).
- San Luis Obispo Council of Governments (SLOCOG).

Seven state transportation agencies responded to the survey:

- Connecticut.
- Iowa.
- Louisiana.
- Oklahoma.
- Texas.
- Utah.
- Washington.

All agencies except for the three smaller county transportation commissions put significant effort toward ensuring their workforces are diverse and inclusive. Agency practices are highlighted below in the following categories:

- Diversity goals, strategies and practices.
- Diversity classifications.
- Outreach and recruitment strategies.
- Candidate evaluation and selection strategies.
- Other diversity tools and activities.
- Other employee engagement.
- Most effective tools.
- Assessing workforce diversity.
- Proposition 209.

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*Note:* The three California county transportation commissions had limited input due to the size of their workforces. Lassen CTC has two staff members listed on its web site, Merced CAG's web site shows fewer than 50 staff, and Modoc CTC reported that it has only three employees. As such, the input of these three agencies is limited, and the agencies are only mentioned where they provided substantive responses to survey questions.

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### **Diversity Goals, Strategies and Practices**

Nine agencies acknowledged supporting specific goals or strategies regarding increasing or maintaining workforce diversity. These agencies offered varying details of agency practices, including attempts to address group culture issues to encourage greater workforce diversity.

One of these agencies—Oklahoma DOT—retains a Title VI and Title VII coordinator who develops an affirmative action report plan each year to determine underutilization of the agency's workforce. This staff person collaborates with staff in the Human Resources Division and the agency's general counsel on identifying diversity-related issues and recruitment.

Respondents from DMV, Iowa DOT and Utah DOT indicated that their agencies don't have goals or strategies but are working on them. In Iowa, a DEI task force is charged with exploring how to develop policy and procedures surrounding these issues. Currently, several staff members are managing Utah DOT's diversity efforts. While a full-time staff member has not been designated to focus on diversity, the respondent noted that DOT staff is working to obtain data and identify opportunities to increase diversity within the agency. The collected data is expected to lead to broader efforts to increase workforce diversity. SLOCOG recently completed an equity assessment and plans to implement a series of recommendations regarding the hiring process and reducing barriers to equity work within the organization.

Case studies describing in more detail the diversity goals, strategies and practices in six agencies begin on page 13 in the **Detailed Findings** section of this Preliminary Investigation. Table ES-1 provides a brief summary of the diversity-related activities addressed in those case studies. The column labeled “For More Information” provides the page number where each case study begins. (The **Detailed Findings** section of this report also provides links to web sites, publications and other relevant resources.)

**Table ES-1. Highlighting Selected Respondents’ Diversity-Related Activities**

State/Agency	Selected Diversity Related Activities	For More Information
<b>CDCR/CCHCS</b>	<ul style="list-style-type: none"> <li>• Member of the Government Alliance on Race and Equity (GARE).</li> <li>• Uses national GARE resources and develops agency-specific tools, including a five-year strategic plan.</li> <li>• Available tools include a racial equity toolkit, implicit bias test, and policy and institutional strategies “deemed critical to advancing equity.”</li> </ul>	14
<b>Connecticut</b>	<ul style="list-style-type: none"> <li>• Office of Equal Opportunity and Diversity supported by five staff members.</li> <li>• Diversity Council’s mission is “to foster awareness of its employees’ diversity through open communication and active participation.”</li> <li>• Delivers DEI training to supervisors and managers.</li> <li>• Tracks goals related to diversity in the agency’s affirmative action plan.</li> <li>• Recognizes the critical nature of executive buy-in and other internal engagement.</li> </ul>	16
<b>Louisiana</b>	<ul style="list-style-type: none"> <li>• Diversity, Equity and Inclusion Council, established in 2014 as a result of findings from a diversity audit, meets quarterly to review hiring statistics and relevant policies and procedures.</li> <li>• Disability strategic plan reflects a goal of seeking to fill 7% of all full-time agency positions with persons with disabilities.</li> <li>• Affirmative action plans are reviewed twice a year by the agency’s Executive Committee and Diversity, Equity and Inclusion Council.</li> </ul>	18
<b>MTC</b>	<ul style="list-style-type: none"> <li>• Equity Platform is a process and practice based on four Equity Pillars:               <ul style="list-style-type: none"> <li>○ Define and measure.</li> <li>○ Listen and learn.</li> <li>○ Focus and deliver.</li> <li>○ Train and grow.</li> </ul> </li> <li>• Supports the Policy Advisory Council’s Equity and Access Subcommittee and Equity Stakeholder Group.</li> </ul>	15
<b>Texas</b>	<ul style="list-style-type: none"> <li>• Employee Diversity, Equity and Inclusion Section, established in 2018, focuses on workforce analysis, including and belonging, and recruitment.</li> <li>• Five-year strategic initiatives plan includes strategies for completion in Year 1, Year 3 and Year 5.</li> </ul>	19

State/Agency	Selected Diversity Related Activities	For More Information
Washington	<ul style="list-style-type: none"> <li>• Strategic Plan Dashboard tracks progress on inclusion, practical solutions and workforce development.</li> <li>• Diverse Workforce measure describes a Diverse Workforce Index that is generated with data from an annual employee survey that measures the success of the agency’s inclusion efforts.</li> <li>• Diversity Advisory Groups assist in the development, focus and continuous process toward diversity at the agency.</li> <li>• Annual Employee Engagement Survey gathers feedback on practices that influence job satisfaction, engagement, leadership, customer value and job support.</li> </ul>	20

### **Diversity Classifications**

Agencies use a variety of classifications to define and track diversity in their agencies. Most respondents use race followed by gender. Religious beliefs and socioeconomic status are each used by less than half the responding agencies (five agencies).

### **Outreach and Recruitment Strategies**

All but three agencies—Iowa DOT, Lassen CTC and Merced CAG—employ specific outreach and recruitment strategies to attract diverse candidates.

Reaching a diverse potential workforce pool through advertising on various job and other web sites or at certain organizations is a common tool. Also common is engaging with community colleges and universities, including minority-serving institutions.

### **Candidate Evaluation and Selection Strategies**

Most responding agencies have formalized efforts to identify and eliminate bias in job listings, candidate evaluations and interviewing. Washington State DOT, for example, revised its recruitment, assessment and certification policy in 2020 to ensure that objective and inclusive hiring practices are used in all recruitment efforts statewide and to encourage more diverse applicants.

Responding agencies described interviewing practices that consider diversity on both sides of the interview table, addressing practices for job descriptions and postings, candidate screening and applicant review, and training. See page 25 in **Detailed Findings** for details.

### **Other Diversity Tools and Activities**

In addition to recruitment and hiring, respondents reported whether and how they used the following diversity tools or activities:

- All-gender bathrooms.
- Cross-training (to address demographic tendencies in certain organizational roles).
- Employee activities or celebrations highlighting different backgrounds and traditions.
- Employee surveys on attitudes toward diversity.
- Mentorship programs.
- Nursing lounges for working moms.

Below are selected highlights from these survey results. See page 28 in **Detailed Findings** for full details.

*All-Gender Bathrooms.* Six agencies have or plan to have all-gender restrooms.

*Cross-Training.* Four agencies provide cross-training opportunities, including implicit bias training and diversity-focused on-demand training (CDCR/CCHCS), information sharing across sections (MTC), mandatory affirmative action training for leadership (Louisiana Department of Transportation and Development (DOTD)) and job shadowing (Texas DOT).

*Employee Activities or Celebrations Highlighting Different Backgrounds and Traditions.* The majority of respondents support some activity or effort geared toward awareness of cultural and other differences. Washington State DOT's Diversity Advisory Groups promote cultural awareness through informational emails, postings on the agency's intranet and webinars. Oklahoma DOT's Civil Rights Division offers monthly heritage/diversity articles to increase awareness. DMV has several employee-led groups highlighting different backgrounds. Many agencies also celebrate the various heritage months.

*Employee Surveys on Attitudes Toward Diversity.* Respondents reporting the use of surveys that seek information about diversity-related topics include Connecticut DOT, which is currently developing an employee survey to determine programs and direction for its Diversity Council. CDCR/CCHCS uses a survey provided by the national GARE program. SLOCOG included an employee survey as part of its 2021 Equity Assessment.

Other respondents include relevant questions in more general employee surveys, such as Louisiana DOTD, which includes diversity and inclusion questions in periodic employee satisfaction surveys. Texas DOT uses its Survey of Employee Engagement to measure employees' thoughts toward DEI issues. Similarly, Washington State DOT's annual Employee Engagement Survey includes statements such as "I am comfortable seeking perspective from people who are different from me" that employees are asked to score. DMV asks about attitudes toward the organizational culture in exit surveys.

*Mentorship Programs.* Four agencies described mentorship programs that support employees from all backgrounds:

- Upward Mobility and Succession Management Program (CDCR/CCHCS).
- Internship and mentorship programs (MTC).
- Reverse Mentorship Program (Texas DOT).
- Learn Forward (Washington State DOT).

*Nursing Lounges for Working Moms.* Seven agencies provide dedicated space for nursing moms.

### **Other Employee Engagement**

Many agencies make specific efforts to engage employees regarding diversity and inclusion. These include providing training to all levels of staff and services for those with physical and developmental disabilities, and establishing employee groups that represent various communities within the agency.

## **Most Effective Tools**

Most survey respondents offered their perspectives on the most effective tools for ensuring diversity and encouraging inclusion in their workforces. Among the effective tools respondents highlighted:

- Workshops with bureau chiefs (Connecticut DOT).
- Diversifying panels, redacting names to eliminate bias and tracking bilingual positions (DMV).
- Goals, recorded on parity worksheets, that are reviewed at Diversity and Inclusion Council meetings (Louisiana DOTD).
- Training and development programs (MTC).
- An annual Affirmative Action Report Plan, which identifies goals and areas of underutilization, that helps division managers and engineers with hiring and recruitment (Oklahoma DOT).
- One-, three- and five-year strategies with corresponding metrics to track success (Texas DOT).
- Creation of Diversity Advisory Groups to advise leadership (Washington State DOT).

## **Assessing Workforce Diversity**

### *Tracking Demographics*

Most responding agencies track the demographics of their workforces. State transportation agencies in Connecticut, Louisiana, Oklahoma and Texas share the results with the workforce.

### *Performance Measures*

Seven respondents described various measures to understand their agencies' performance in creating and maintaining a diverse workforce:

- *CDCR/CCHCS* uses quarterly reporting of department demographics and its annual Workforce Analysis Report.
- *Connecticut DOT* adopts affirmative action hiring and promotional goals and program goals from the state of Connecticut's annual affirmative action plan. The agency also tracks managers with performance objectives for inclusive leadership.
- *DMV* uses its Bilingual Position Deficiency Report.
- *Louisiana DOTD* records the percentage of managers who have completed mandatory diversity and inclusion training and uses metrics from the employee satisfaction survey. Employee performance evaluations contain a diversity and inclusion competency.
- *SLOCOG* will annually review the recommended actions from the Equity Report.
- *Texas DOT* reviews workforce diversity against the community within the district. Extensive analysis is performed to determine if there are imbalances and identify any barriers.
- *Washington State DOT* maintains a dynamic Strategic Plan Dashboard defining and measuring these elements:
  - Diverse Workforce Index.
  - Employee comfort with differences.
  - Dignity and respect.

## *Challenges*

Three common themes arose in the challenges respondents described to maintain an inclusive and diverse workforce:

- Lack of diversity in applicant pools (Louisiana DOTD and Oklahoma DOT).
- Organizational attitudes (CDCR/CCHCS, Connecticut DOT MTC, SLOCOG, Washington State DOT).
- Remaining competitive with the private sector (Louisiana DOTD and Texas DOT).

## **Proposition 209**

Approved in November 1996, Proposition 209, Prohibition Against Discrimination or Preferential Treatment by State and Other Public Entities, prohibits California state government from considering race, sex, color, ethnicity or national origin in public employment. While there are certain exclusions, the law necessitates ensuring “activities that increase diversity” do not constitute affirmative action.

The survey sought information from California respondents about workforce diversity efforts in the context of Proposition 209. Only one respondent—DMV—offered feedback:

We have been careful to implement DEI-type initiatives that are in line with Proposition 209; sometimes that can be a challenge for the department.

SLOCOG, while not responding to the question regarding Proposition 209 in the survey or the follow-up contact, includes the following in its Equity Assessment:

[I]t is important to note that considering race, gender or other social identity facets in making a hiring decision is prohibited by Proposition 209 in the State of California. Thus, it is important to focus on expertise as opposed to demographics; people of any race, gender or other social identity facet can have expertise in areas of diversity, equity and inclusion (DEI), cultural competence and other related-skills.

## **Related Research and Resources**

A literature search of recent publicly available domestic resources gathered information and identified a representative sampling of publications and web sites that are organized into the following topic areas:

- National research.
- State research and resources.
- Related resources.
- Private sector practices.

### **National Research**

A National Cooperative Highway Research Program (NCHRP) project, scheduled to begin in 2022, will examine the scope and causes of the lack of DEI in the transportation planning field and make recommendations. Similarly, a Southeastern Transportation Research, Innovation, Development and Education (STRIDE) Center project is expected to be completed in 2022 and aims to develop a framework for training, recruiting and retaining a diverse and inclusive transportation workforce.



A 2021 Transit Cooperative Research Program (TCRP) project produced a resource guide for improving diversity and inclusion programs for the transportation industry that includes successful policies, plans and practices in the industry. Strategies to attract, retain and advance women in the transit industry were explored in a 2020 TCRP project, and a 2020 National Academies Press report reviewed promising practices of women in leadership roles in science, engineering and medicine.

### State Research and Resources

Michigan DOT's Transportation Diversity Recruitment Program partners with historically Black colleges and universities to facilitate on-the-job training and job shadowing. Likewise, Minnesota DOT's Office of Civil Rights Equal Employment Opportunity Program hosts a variety of efforts aimed at bringing more women and people of color into the workforce, including an on-the-job training program. Apprenticeships and programs focused on people with disabilities and veterans are part of Ohio DOT's program.

A diverse, skilled workforce in highway construction is the focus of an Oregon DOT Office of Civil Rights program, and Seattle has a program to promote access to construction careers for women, people of color and others with social and economic disadvantages. A 2020 report from North Carolina DOT provides multiple strategies to increase minority representation in transportation technology.

Minnesota DOT's Diversity and Inclusion program facilitates nine employee resource groups for various diverse classifications and an Executive Inclusion Council. Wisconsin DOT's Diversity, Equity and Inclusion program facilitates an Affirmative Action Committee composed of employees to advise the secretary. The agency's equity and inclusion plan includes a work plan with actions, key performance indicators and outcome metrics. Lastly, a synthesis report details a Wisconsin DOT survey of state DOTs to examine equity and inclusion in recruitment and retention.

### *Measuring Performance and Progress*

Iowa DOT's 2018 Affirmative Action Program Overview includes a section on monitoring and measuring progress. Missouri DOT's FY 21 Affirmative Action Plan includes an internal auditing and reporting system to measure the department's progress toward achieving workforce anti-discrimination goals.

### Related Resources

The May-June 2021 issue of *TR News* focused on DEI in the transportation profession and includes articles on mentoring and internship programs from AASHTO and state DOTs, Federal Highway Administration's (FHWA's) strategies to attract and retain a diverse workforce, and the diversity efforts of regional transit agencies.

Indicators for assessing and fostering diversity of the construction workforce are reviewed in a 2021 journal article. A 2019 *TR News* article discussed strategies for increasing diversity in the transportation workforce; U.S. DOT and state DOT efforts to incorporate inclusion and engagement were detailed in a 2018 *Public Roads* article.

The Urban Sustainability Directors Network produced a handbook in 2018 offering practices, tools and resources regarding recruitment, hiring and retention in environmental and sustainability fields.

## Private Sector Practices

JUST Capital, a platform for measuring and improving corporate performance in the stakeholder economy, hosts the Corporate Racial Equity Tracker, which examines the equity performance of the 100 largest private employers in the United States. The Alliance for Global Inclusion, a coalition of tech companies, maintains an index of diversity and inclusion policies of 13 participating companies, including the most and least successful practices and measures used by the companies to track progress in diversity and inclusion.

Intel Corporation's diversity policies support an expansive definition of diversity. The corporation's chief diversity and inclusion officer believes that transparency, infusing DEI into company strategy as a whole and leadership from top company directors are necessary to effectively address DEI.

Similarly, Procter & Gamble Company is transparent about employee demographic data. The company invests in analytics and insight capability to inform actions and facilitate deeper discussions on DEI, and strives to eliminate unintended bias in core systems that impact employees. Aflac Inc. also publicizes demographics, offers advice for a meaningful DEI program and reports on factors used in ensuring equal pay.

## Gaps in Findings

Most survey respondents answered questions in sufficient detail. The number of respondents from other state DOTs and California agencies, however, was limited. Reaching out to other state transportation agencies could potentially increase the findings of this effort and provide further guidance for developing new diversity-related practices.

Most agencies attempt a variety of activities to encourage more diverse workforces when recruiting, hiring and retaining employees. While tracking workforce diversity through demographics—most often race and gender—is a widespread practice, tracking or measuring the activities that lead to a diverse workforce appears to be less common.

## Next Steps

Moving forward, Caltrans could consider:

- Following up with selected respondents and other state transportation agencies to gather more information about their performance measures:
  - Texas DOT's January 2021 Diversity, Equity and Inclusion Strategic Plan initiatives for performance management through metrics to track success.
  - Washington State DOT's Strategic Plan Dashboard's Inclusive Workforce and Diverse Workforce elements and their performance measures.
  - Wisconsin DOT's key performance indicators in its equity and inclusion plan.
- Monitoring the results of upcoming and in-progress research:
  - NCHRP upcoming research project Strategies for Advancing Equity in Transportation Planning by Increasing Diversity, Equity and Inclusiveness in the Transportation Planning Profession, which is set to begin next year.
  - STRIDE Center project Transportation Workforce Development for State DOTs to Address Equity, Diversity and Inclusion (Southeast Region), which is expected to be completed next year.

- Reviewing the GARE resources described on page 15, including:
  - Advancing Racial Equity and Transforming Government: A Resource Guide to Put Ideas Into Action, which discusses using data and metrics to track impacts of investments and policy changes.
  - Racial Equity Toolkit: An Opportunity to Operationalize Equity.
- Contacting MTC to learn more about its “define and measure” Equity Platform pillar that discusses success metrics.

## Detailed Findings

### Background

One goal of California Department of Transportation's (Caltrans') 2020-2024 Strategic Plan is to cultivate excellence in its workforce. An objective under that goal is to increase diversity within its workforce to reflect the communities served. As the plan notes, performance objectives are developed to ensure the strategies are translating into positive results. One of these performance objectives is to increase the number of activities that may impact the diversity of the workforce by September 2024 so that the workforce more closely represents the diverse communities that Caltrans serves.

To achieve this objective, Caltrans is gathering information on best practices for identifying and measuring activities that may increase diversity, equity and inclusion (DEI) in the workforce. Results of this inquiry will assist Caltrans in identifying activities, tools and performance measure indicators and showing progress toward its strategic goals.

### Survey of Practice

Online surveys were distributed to state department of transportation (DOT) members of the American Association of State Highway and Transportation Officials (AASHTO) Committee on Civil Rights and appropriate contacts at California metropolitan planning organizations (MPOs), regional transportation planning agencies and selected state agencies.

Respondents were asked about workforce diversity programs and policies, recruitment and hiring practices intended to address diversity, other diversity tools and activities, and performance measures. Survey questions are provided in [Appendix A](#). The full text of survey responses is presented in a supplement to this report.

### Summary of Survey Results

Seven California agencies responded to the survey:

- California Department of Corrections and Rehabilitation/California Correctional Health Care Services (CDCR/CCHCS).
- California Department of Motor Vehicles (DMV).
- Lassen County Transportation Commission (Lassen CTC).
- Merced County Association of Governments (Merced CAG).
- Metropolitan Transportation Commission (MTC).
- Modoc County Transportation Commission (Modoc CTC).
- San Luis Obispo Council of Governments (SLOCOG).

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- Other diversity tools and activities.
- Other employee engagement.
- Most effective tools.
- Assessing workforce diversity.
- Proposition 209.

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*Note:* The three California county transportation commissions had limited input due to the size of their workforces. Lassen CTC has two staff members listed on its web site, Merced CAG's web site shows fewer than 50 staff, and Modoc CTC reported that it has only three employees. As such, the input of these three agencies is limited, and the agencies are only mentioned where they provided substantive responses to survey questions.

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## **Diversity Goals, Strategies and Practices**

Nine agencies acknowledged supporting specific goals or strategies regarding increasing or maintaining workforce diversity. These agencies offered varying details of agency practices, including attempts to address group culture issues to encourage greater workforce diversity.

One of these agencies—Oklahoma DOT—retains a Title VI and Title VII coordinator who develops an affirmative action report plan each year to determine underutilization of the agency's workforce. This staff person collaborates with staff in the Human Resources Division and the agency's general counsel to identify diversity-related issues and recruitment.

Respondents from DMV, Iowa DOT and Utah DOT indicated that their agencies don't have workforce diversity goals or strategies but are working on them. In Iowa, a DEI task force is charged with exploring how to develop policy and procedures surrounding these issues. Currently, several staff members are managing Utah DOT's diversity efforts. While a full-time staff member has not been designated to focus on diversity, the respondent noted that DOT staff members are working to obtain data and identify opportunities to increase diversity within the agency. The collected data is expected to lead to broader efforts to increase workforce diversity. SLOCOG recently completed an equity assessment and plans to implement a series of recommendations regarding the hiring process and reducing barriers to equity within the organization.

Below are brief case studies describing diversity goals, strategies and practices in six agencies:

### **California Agencies**

- CDCR/CCHCS.
- MTC.

## State Transportation Agencies

- Connecticut DOT.
- Louisiana Department of Transportation and Development (DOTD).
- Texas DOT.
- Washington State DOT.

## Department of Corrections and Rehabilitation/Correctional Health Care Services

### Background

These agencies are among the three survey respondents participating in the [Government Alliance on Race and Equity \(GARE\)](#), “a national network of government working to achieve racial equity and advance opportunities for all.” (DMV also participates.) GARE is a joint project of the new [Race Forward](#) and the [Othering and Belonging Institute](#) at University of California, Berkeley.

The [CDCR GARE web site](#) states that “[t]his path forward will provide our departments with the strategies and tools needed to advance a diverse and inclusive workforce and embodies our common core values: Service, Leadership, Integrity, Accountability, Respect, Trust and Collaboration.”

### Strategies and Practices

The [national GARE web site](#) recommends that government entities focus on more than individual programs, and describes six policy and institutional strategies that are critical to advancing equity:

1. **Use a racial equity framework.** Jurisdictions use a racial equity framework that clearly articulates racial equity; implicit and explicit bias; and individual, institutional and structural racism.
2. **Build organizational capacity.** Jurisdictions need to be committed to the breadth and depth of institutional transformation so that impacts are sustainable. While the leadership of electeds and top officials is critical, changes take place on the ground, and infrastructure that creates racial equity experts and teams throughout local and regional government is necessary.
3. **Implement racial equity tools.** Racial inequities are not random; they have been created and sustained over time. Inequities will not disappear on their own. Tools must be used to change the policies, programs and practices that are perpetuating inequities. New policies and programs must also be developed with a racial equity tool.
4. **Be data-driven.** Measurement must take place at two levels—first, to measure the success of specific programmatic and policy changes, and second, to develop baselines, set goals and measure progress toward goals. Use of data in this manner is necessary for accountability.
5. **Partner with other institutions and communities.** The work of local and regional government on racial equity is necessary, but it is not sufficient. To achieve racial equity in the community, local and regional government needs to work in partnership with communities and other institutions to achieve meaningful results.
6. **Operate with urgency and accountability.** While there is often a belief that change is hard and takes time, we have seen repeatedly that when change is a priority and urgency is felt, change is embraced and can take place quickly. Building in institutional

accountability mechanisms via a clear plan of action will allow accountability. Collectively, we must create greater urgency and public will to achieve racial equity.

The respondent noted the following ways that agencies are expanding the organizational culture to address diversity:

- Ambassador Program. Staff interested in joining the department's DEI efforts can [email](#) the GARE Ambassador Program.
- Executive messaging.
- [GARE poster](#) and [informational video](#).
- GARE Steering Committee.
- Implicit bias training (also see the [Harvard Implicit Association Test](#)).
- Multiple human resources-focused task forces.
- Multiple recruitment task forces.
- Multiple training task forces.

A January 2020 [Inside CDCR](#) article described agency efforts since its GARE launch in 2018, including:

- Finalizing a five-year strategic action plan to guide practices and core strategies.
- Hosting facilitated presentations and conversations to inform management and staff about GARE and the work to normalize the conversation around race and gender equity.
- Conducting a two-day workshop to reflect on the year's work and strategize on next steps moving forward.
- Developing an [agency-specific GARE web site](#).

## **Tools and Resources**

The national GARE web site offers a range of tools and resources, including:

[Advancing Racial Equity and Transforming Government: A Resource Guide to Put Ideas Into Action](#). Chapter 3 addresses the implementation of racial equity tools; Chapter 4 describes how to use data and metrics to track the impact of specific public sector investments and policy changes. Included throughout the publication are brief case studies that spotlight best practices. Appendix B provides Seattle's Racial Equity Toolkit, "an analysis applied to City of Seattle policies, programs and budget decisions."

[Racial Equity Toolkit: An Opportunity to Operationalize Equity](#). The tool starts with a set of questions that examine the policy, program, practice or budget decisions under consideration, data, community engagement, analysis and strategies, implementation, and accountability and communication. A worksheet in Appendix C takes the user through each set of questions.

## **Metropolitan Transportation Commission**

### **Background**

MTC's [Equity Platform](#) is "meant to address equity challenges and inform how MTC approaches complex systems and environments." The platform is a "process and practice" to:

- Create designs and solutions that focus on affected communities.
- Increase opportunity for those people most affected by exclusion.
- Shift decision-making power to the people who are affected by policies.

## **Strategies and Practices**

The agency's Equity Platform is based on four Equity Pillars:

- *Define and measure.* We value what we measure, and we measure what we value. Using success metrics advances transparency and accountability, and new data will signal whether or not our policies are succeeding.
- *Listen and learn.* Recognizing both the rights and wrongs of the past can help chart the course for a better future. MTC's public engagement program emphasizes listening to residents, advisory committees and local governments to identify challenges and deliver solutions.
- *Focus and deliver.* To advance equity, MTC works with partners across sectors such as health, social services, faith-based groups, and civic and community groups. MTC acknowledges that to solve the Bay Area's layered, multisector challenges, "we must partner with experts in other fields. Together, we will share knowledge and make investment decisions based on that information."
- *Train and grow.* The MTC equity agenda requires "100% ownership throughout the agency," with ongoing training starting in two important areas:
  1. Methods to evaluate equity (including data collection, measurement and analysis).
  2. Ways to effectively communicate, build trusted relationships and partner with [Equity Priority Communities](#).

MTC's Equity Platform is designed for continual evolution and improvement—learning is always ongoing.

The MTC [Policy Advisory Council's Equity and Access Subcommittee](#) advises MTC on transportation issues in the region, specifically incorporating diverse perspectives relating to the environment, the economy and social equity. MTC also supports an Equity Stakeholder Group.

## **Connecticut Department of Transportation**

### **Background**

Connecticut DOT maintains an [Office of Equal Opportunity and Diversity](#) supported by five staff members, a Diversity Council and specific annual program goals regarding developing job qualifications, recruitment, training and nondiscrimination policies. The agency maintains intranet sites for its Office of Equal Opportunity and Diversity and Diversity Council with guidance and information for employees. More information is available on the office's intranet site.

### **Strategies and Practices**

Some of the agency's more significant diversity-related activities are highlighted below:

**Diversity Council.** A [Summer 2020 employee e-newsletter](#) describes the agency's Diversity Council, which was created to "work together as a team to educate co-workers about the different cultures, traditions and backgrounds of employees as well as to value and respect those differences. The Council is sponsored by the Office of the Commissioner and serves under the guidance of the Office of Equal Opportunity and Diversity/Affirmative Action."



The Diversity Council's mission is "to foster awareness of its employees' diversity through open communication and active participation," with events such as:

- *Lunch & Learns*. These sessions are designed "to continue educating staff about the cultural differences of our employees as well as valuing and respecting those differences." Topics have included Black History Month, Transgender Awareness in the Workplace and Citizenship Day. An extensive collection of archived Lunch & Learn videos date back to 2008.
- *Taste of Diversity*. This biannual event encourages employees of different countries to share their rich cultural traditions and backgrounds.
- *Heritage Month* celebrations.
- *Showcases* throughout the agency offer quarterly information and insights.

More information is available on the Diversity Council's intranet site.

**Diversity, equity and inclusion training.** A consultant delivered a presentation on inclusive leadership for the agency's supervisors and managers. Data on workforce demographics was provided during this training session and at an executive meeting in September 2021 that looked back 20 years and at the most recent four years. Selected occupational groups came together to strategize recruitment and retention in workgroups as a follow-up to the DEI training.

**Inclusive leadership.** The agency has identified three "must-do" organizational priorities:

- Continuity and change management.
- Health and safety.
- Inclusive leadership.

The inclusive leadership priority includes this objective: *We are committed to creating an inclusive workplace where diversity is valued and everyone feels like they belong because more diverse teams perform better.*

After defining critical terms, the following actions are recommended to support this objective:

- Deliberately craft diverse-by-design teams, committees and interview panels to approach decisions and problems from multiple perspectives.
- Actively recruit and retain diverse talent (hiring, promotions).
- Improve communications and break down silos (team townhalls, discussions beyond direct reports).
- Address team conflict, resolve disputes and hold others accountable for noninclusive behaviors.
- Offer mentorships and trainings.
- Create opportunities for employees to voice opinions and concerns (survey, feedback loops).
- Promote employee engagement and intentionally include all team members in discussions.

**Chapter XI program goals.** The agency outlines goals and prepares a timetable to address diversity during an annual reporting period. For the 2021 reporting period, these goals include:

- Reviewing the recruitment process of entry-level transportation Maintenance I positions "to be inclusive of qualified underrepresented applicants such as women, or

Black and Hispanic applicants, so that when they are not selected for positions[,] an adequate rationale will be given for their nonselection.”

- Addressing recommendations related to recruitment from the executive reports that “will develop realistic and creative ways to modify our recruitment process, expand existing pipelines and develop new recruitment sources for job titles that historically have not had goal candidate representation. This planning group would review the possibility of hiring from existing internship programs and develop new or existing career fairs for attracting qualified minority groups for diverse applicant pools.”

**Goal update report.** The agency has also developed a detailed goal update report with statewide and county-level hiring, promotion and upward mobility goals in many (if not all) job categories. This report tracks goals set in the agency’s affirmative action plan.

**Internal engagement.** Members of the Office of Equal Opportunity and Diversity recommend recruitment and retention solutions and address challenges during meetings with bureau chiefs and human resources staff.

The respondent offered this closing thought about the significance of leadership support:

The commissioner’s support is critical. Sending mass emails from the commissioner’s office when significant events occur for certain groups of people, especially people of color, has opened up doors to conversation when previously many felt they could not express their concerns. Sitting down and listening has helped gain perspective to shape some changes and programs for the future of the agency.

## Louisiana Department of Transportation and Development

### **Background**

Louisiana DOTD supports a range of groups, plans and practices to encourage diversity. Prompted by the findings of a diversity audit, the agency instituted a diversity and inclusion initiative made up of overall target objectives. In particular, the agency focused on positioning diversity and inclusion as a business imperative, which included:

- Creating the Diversity, Equity and Inclusion Council.
- Implementing employment policies and practices that support diversity and inclusion.
- Recruiting and retaining a diverse workforce at all employment levels.
- Enhancing hiring and promotional practices.
- Supporting succession planning to address underrepresentation.

The agency has also developed a comprehensive education and training program to ensure adequate cultural awareness and the skills necessary to lead a diverse team.

### **Strategies and Practices**

Some of the agency’s more significant diversity-related activities are highlighted below:

**Diversity, Equity and Inclusion Council.** Established in 2014 to help promote the agency to all segments of Louisiana society, the council strives to reflect the diversity of the state to maintain comfort and confidence in customer relations and service and from elected officials. It meets quarterly to discuss relevant DEI topics pertaining to the agency; review hiring statistics to identify disparities; and review policies and procedures regarding leave

usage, performance evaluations, recognition and rewards, nepotism and grievances to ensure fair and consistent implementation, and promote diversity and inclusion at Louisiana DOTD. The Diversity, Equity and Inclusion Council monitors and measures the progress of internal affirmative action goals set during the annual and five-year affirmative action plans, and reviews hiring parities twice a year.

**Disability strategic plan.** The agency's Human Resources Office has drafted a [State As a Model Employer \(SAME\) Strategic Plan](#) that reflects a goal for individuals with disabilities in accordance with Gov. John Bel Edwards' [Executive Order JBE 18-08](#).

This goal seeks to fill 7% of all full-time agency positions with persons with disabilities. The agency conducted a voluntary SAME survey revealing 3.4% of current employees identify as having a disability. The SAME Strategic Plan includes an annual goal and strategies for recruiting, training and employing individuals with disabilities.

**Affirmative action plans.** Midyear and annual affirmative action plans are presented to the agency's Executive Committee and Diversity, Equity and Inclusion Council to ensure that agency leadership is aware of the most current employment posture.

## Texas Department of Transportation

### **Background**

In late 2018, Texas DOT created the Employee Diversity, Equity and Inclusion Section within the Human Resources Division to focus on workforce analysis, inclusion and belonging, and recruitment. Information about the section's initiatives is provided in an agency [Performance Dashboard](#). As the dashboard notes, the new section "is dedicated to helping the agency encourage a welcoming environment for all employees."

### **Strategies and Practices**

In support of its mission to "encourage embracing a diverse and inclusive environment where employees can freely communicate their ideas, concerns, abilities and differences to foster equity and innovation," the section is working on the following initiatives:

- Using data and employee surveys to inform the current state and the desired future state.
- Creating "safe spaces" for healthy dialogue around sensitive topics through brown bag lunches and other training sessions.
- Providing tools and support to Employee Resource Groups focused on women, Hispanics/Latinx/a/o, Black/African Americans, veterans, employees with diverse abilities, and individuals representing the LGBTQ+ community. Support includes offering mentoring, networking opportunities and cultural awareness and education; participating in employee recruitment; and providing cultural support and diversity insight in department priorities.
- Developing a new Diversity Certification Program.
- Piloting an Infants at Work program.

The section also attempts to recruit diverse qualified applicants by attending various [minority-serving institutions](#) (MSI) career fairs and minority conferences.

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*Note:* The U.S. Department of Interior’s Office of Civil Rights describes MSIs as “institutions of higher education that serve minority populations. They are unique both in their missions and in their day-to-day operations. Some of these colleges and universities are located in remote regions of the country, whereas others serve urban neighborhoods. Some are only a few decades old, whereas others, have been striving for more than a century to give their constituents the social and educational skills needed to overcome racial discrimination and limited economic opportunities.”

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Other diversity-related agency strategies and practices include:

**Diversity, Equity and Inclusion Strategic Plan.** A January 2021 publication describes Texas DOT’s five-year strategic initiatives plan that includes strategies planned for completion during Year 1, Year 3 and Year 5. Goals have been identified for organizational engagement, performance management, recruitment, training, accountability and procedural change. The respondent noted that the plan “is a living document and will be adjusted accordingly. We believe in continuous improvement.”

Activities slated for Strategy Year 1 include:

- Hosting quarterly forums between senior leadership and employees to build trust.
- Establishing a mentoring/sponsorship program.
- Launching three Employee Resource Groups.
- Developing the Incredible Inclusion training series.
- Performing a DEI review of all policies and procedures.

Included in the plan are six strategic initiatives for:

- *Engagement* through forums and surveys.
- *Performance management* through metrics to track success.
- *Recruitment* of a workforce of diverse talents, experiences and backgrounds.
- *Training* for awareness and to recognize opportunities.
- *Accountability* for creating an inviting workplace.
- *Procedural changes/policy review* to ensure the agency’s policy and processes support the DEI mission.

[Fiscal Year 2020 EEO Program Update Part II](#). This February 2021 publication describing the agency’s equal employment opportunity (EEO) program includes a discussion of recruiting practices to encourage participation by underutilized groups (see page 17).

## Washington State Department of Transportation

### **Background**

Actions as recent as last summer illustrate the agency’s commitment to diversity. In July 2021, Washington State DOT’s secretary of transportation issued an [executive order](#) that establishes the agency’s anti-racism and DEI planning policy. Included in the plan is the requirement to create an “agencywide workgroup to develop a Diversity, Equity and Inclusion (DEI) Plan for WSDOT to implement. This workgroup will outline the steps WSDOT will take to implement the DEI Plan. This DEI Plan implementation will become the responsibility for all relevant regions,

divisions, programs and staff. This DEI plan will be developed within one year from the date of signature of this executive order.”

According to the executive order, a progress report was expected within six months of the order. All DOT regions, divisions and programs will be given the opportunity to participate in the workgroup.

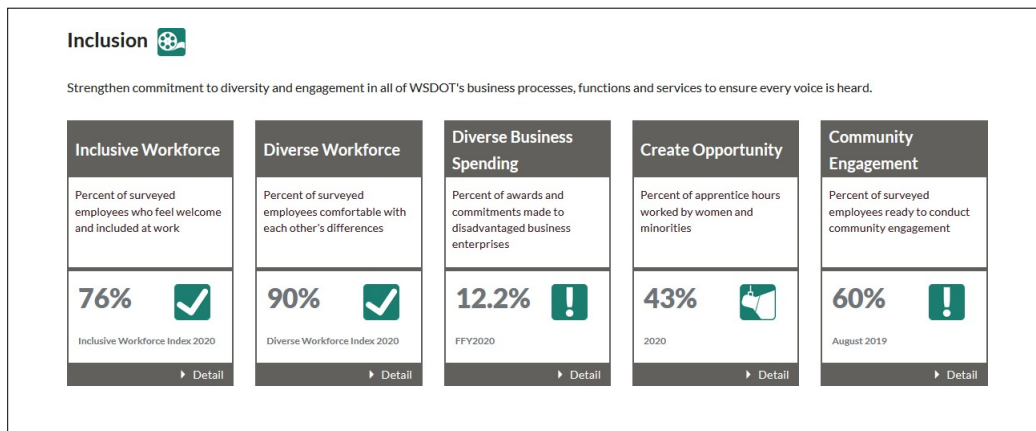
## **Strategies and Practices**

Some of the agency’s other significant diversity-related activities are highlighted below:

**Strategic Plan Dashboard**. The agency’s dashboard is one of the more robust tools measuring agency performance related to diversity. The dashboard tracks performance in connection with three strategic plan goals:

- Inclusion.
- Practical solutions.
- Workforce development.

The Inclusion measure (Figure 1) includes five submeasures: inclusive workforce, diverse workforce, diverse business spending, create opportunity and community engagement. Each submeasure includes multiple ways the primary measure is tracked and supported by data. Also included is a discussion of the agency’s performance in relationship to that measure and steps the agency is taking to achieve its diversity-related goals. Figure 1 is a screenshot of this portion of the dashboard.



**Figure 1. Inclusion Measure From the Washington State DOT Strategic Plan Dashboard**

The **Diverse Workforce submeasure** describes a Diverse Workforce Index that measures the success of the agency’s inclusion efforts. The index is generated with data from an annual employee survey and gives equal weight to two statements employees are asked to score:

- I am comfortable seeking perspectives from people who are different from me.
- People I work with treat others with dignity and respect.

**Diversity Advisory Groups**. Eight geographically based Diversity Advisory Groups assist in the development, focus and continuous process toward diversity at the agency. Each group is a forum to share ideas and promote training, resources, activities and events that foster understanding, awareness and inclusiveness of diverse backgrounds.

[Employee Engagement Survey](#). The annual Employee Engagement Survey gathers feedback on practices that influence job satisfaction, engagement, leadership, customer value and job support. Responses help leaders, managers and supervisors guide and measure their improvement efforts. Survey data helps the agency improve workforce management practices and workplace culture, and retain and engage a productive workforce.

**Tools and Resources**

[Workforce Development Toolkit](#). The agency offers a wealth of resources on workplace culture and DEI in this toolkit. Videos that describe the agency’s commitment to diversity and address systemic racism, unconscious bias and other issues, and an inclusive remote meeting guide are included.

[Strategic Planning Listening Sessions and Organizational Equity Readiness Baseline Assessment](#). This July 2021 report describes what was learned from external and internal equity listening sessions. In addition to that feedback, this report assesses agency compliance with relevant executive orders, directives and memorandums, and provides an organizational readiness assessment.

[WSDOT Equity Study](#). The goal of this 2021 study “is to serve as a starting point for future research and exploration of equity within WSDOT, rather than to provide concrete answers or next steps.” The report includes a discussion of workforce representation, which examines demographic representation, presents the results of a literature review about recruitment and conducts an analysis of compensation. A [Frequently Asked Questions publication](#) provides a concise summary of the study’s findings and limitations.

[10 Percent in 10 Years Pledge](#). This September 2021 letter from Washington State DOT’s secretary of transportation affirms the agency’s participation in [MobilityXX’s](#) 10 percent in 10 years pledge to increase women’s representation in the transportation workforce.

**Diversity Classifications**

Agencies use a variety of classifications to define and track diversity in their agencies. Most respondents use race, followed by gender. Religious beliefs and socioeconomic status are each used by less than half the responding agencies (five agencies). Table 1 summarizes survey responses.

**Table 1. Classifications Used to Address Diversity**

State/Agency	Disability	Gender (Including Nonbinary )	Gender (Women Only)	Nationality	Race	Religious Beliefs	Socioeconomic Status
CDCR/CCHCS	X	X		X	X	X	X
Connecticut			X		X		
DMV	X	X		X	X	X	X
Iowa	X	X	X	X	X	X	X
Lassen CTC			X	X			
Louisiana	X	X	X	X	X	X	
Merced CAG	X	X			X		

State/Agency	Disability	Gender (Including Nonbinary )	Gender (Women Only)	Nationality	Race	Religious Beliefs	Socioeconomic Status
MTC	X	X	X		X		
Oklahoma		X	X	X	X	X	X
SLOCOG	X	X	X	X	X	X	X
Texas	X	X	X	X	X		
Utah			X		X		
Washington	X	X		X	X	X	
<b>Total</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>7</b>	<b>5</b>

Some respondents mentioned other classifications that are used in connection with diversity and ensuring equity:

- Age (Lassen CTC, Louisiana DOTD, Texas and Washington State DOTs).
- Color (Louisiana DOTD and Washington State DOT).
- Ethnicity (CDCR/CCHCS and Connecticut DOT (specifically Hispanic)).
- Marital status (Washington State DOT).
- Sexual orientation (CDCR/CCHCS and Washington State DOT).
- Veteran status (Louisiana DOTD, Texas and Washington State DOTs).
  - Disabled veteran status (Washington State DOT).

Additionally, Louisiana DOTD considers genetic information, pregnancy, political affiliation, sickle cell trait and Louisiana National Guard member status.

## Outreach and Recruitment Strategies

All but three agencies—Iowa DOT, Lassen CTC and Merced CAG—employ specific outreach and recruitment strategies to attract diverse candidates.

Reaching a diverse potential workforce pool through advertising on various job and other web sites or at certain organizations is a common practice. Also common is engaging with community colleges and universities, including MSIs. Table 2 summarizes agency practices.

**Table 2. Outreach and Recruitment Strategies**

Practice or Strategy	State/Agency	Description
<b>Advertising and Marketing</b>	CDCR/CCHCS, Connecticut, MTC, Texas, Utah	<p><i>CDCR/CCHCS.</i> Conducts programmatic marketing and posting on diversity web sites.</p> <p><i>Connecticut.</i> Posts on jobseeker web sites.</p> <p><i>MTC.</i> Posts/advertises in <a href="#">OutProNet</a> and <a href="#">abilityJOBS</a>.</p> <p><i>Texas.</i> Advertises in Hispanic Network, Black EOE Journal, Diversity in STEAM, Professional Woman’s Magazine, DIVERSEability Magazine, US Veterans Magazine and DiversityInc.</p> <p><i>Utah.</i> Advertises in rural areas and on diversity internet sites.</p>



Practice or Strategy	State/Agency	Description
<b>Community Organizations and Events</b>	CDCR/CCHCS, Connecticut, SLOCOG	<i>CDCR/CCHCS.</i> Engages in partnering with diverse groups in statewide recruitment efforts. Participates in diversity events, festivals and other community events. <i>Connecticut.</i> Works with diversity and other local minority community organizations. <i>SLOCOG.</i> Reaches out to community groups.
<b>Educational Outreach</b>	CDCR/CCHCS, Connecticut, Louisiana, Oklahoma, SLOCOG, Texas, Washington	<i>CDCR/CCHCS.</i> Engages with community colleges and universities. <i>Connecticut.</i> Engages with local universities with civil engineering programs. <i>Louisiana.</i> Partners with Baton Rouge Community College's Program for Successful Employment to hire students from the MSI. <i>Oklahoma.</i> Participates in university events. <i>SLOCOG.</i> Reaches out to local colleges. <i>Texas:</i> <ul style="list-style-type: none"> <li>• Promotes the <a href="#">Conditional Grant Program</a> at underutilized high schools for eligible students pursuing a degree in civil engineering or a department-approved operational business discipline.</li> <li>• Actively recruits at MSIs throughout the United States.</li> </ul> <i>Washington:</i> <ul style="list-style-type: none"> <li>• Maintains a robust internship program offering more than 100 opportunities in 2021 across multiple disciplines.</li> <li>• Runs the <a href="#">High School to Highways (H2H) program</a> for recent high school graduates. Hires qualified individuals at the entry level and pairs them with a mentor to help obtain the experience and licensure required for career progression in the highway maintenance field.</li> </ul>
<b>Geographical Diversity</b>	DMV	Recruits at locations near field offices throughout the state.
<b>Job Fairs and Workforce Centers</b>	CDCR/CCHCS, Louisiana, Oklahoma	<i>CDCR/CCHCS.</i> Participates in job fairs and workforce centers. <i>Louisiana.</i> Attends <a href="#">Statewide Independent Living Council</a> inclusion and job resource fairs. <i>Oklahoma.</i> Participates in job fairs.
<b>Other State Agencies and Entities</b>	Connecticut, Louisiana	<i>Connecticut.</i> Works with the Legislative Civil Rights Commission. <i>Louisiana.</i> Collaborates with Louisiana Rehabilitation Services to receive referrals for hiring employees with disabilities.
<b>Professional Associations</b>	MTC, Texas	<i>MTC.</i> Engages with <a href="#">National Black MBA Association</a> , <a href="#">Association of Hispanic MBAs</a> and National Association of Black Accountants, and participates in networking events. <i>Texas.</i> Recruits at <a href="#">Society of Hispanic Professional Engineers</a> , <a href="#">National Society of Black Engineers</a> , <a href="#">Society of Women Engineers</a> , <a href="#">American Indian Science and Engineering Society</a> and Women in Transportation.



Practice or Strategy	State/Agency	Description
<b>Recruitment Teams and Other Employee Efforts</b>	Louisiana, Texas	<i>Louisiana.</i> Experienced recruitment teams understand departmental recruitment needs and reach out to all segments of society to develop a pool of qualified candidates that reflect the diversity of Louisiana’s workforce. <i>Texas.</i> Encourages employees to be ambassadors for the agency and refer individuals within their network.
<b>Social Media</b>	Louisiana	Uses social media to spotlight the agency’s diverse workforce and attract a diverse applicant pool.
<b>Transportation Organizations</b>	Connecticut	Engages with <a href="#">Conference of Minority Transportation Officials</a> , <a href="#">AASHTO</a> and Women in Transportation.

## Candidate Evaluation and Selection Strategies

Most responding agencies have formalized efforts to identify and eliminate bias in job listings, candidate evaluations and interviewing. Washington State DOT, for example, revised its [Recruitment, Assessment and Certification policy](#) in 2020 to ensure that objective and inclusive hiring practices are used in statewide recruitment efforts and to encourage more diverse applicants. Among the topics addressed in the policy:

- Screening applications.
- Certification (referring eligible candidates to the employing official for further consideration).
- Interviews.
- Salary setting.
- Reference and background checks.

Also, at Washington State DOT all recruitment actions to fill permanent internal and external positions are competitive and tracked in the statewide applicant tracking system to include, among other things:

- All candidates selected for interview.
- Applicant status (disposition/reject reason).
- All candidates selected for hire.

Responding agencies described interviewing practices that consider diversity on both sides of the interview table. Highlighted below are selected agency practices:

- *CDCR/CCHCS.* Receives support from membership in GARE.
- *Connecticut:*
  - Requires the agency’s Office of Equal Opportunity and Diversity as well as its Human Resources unit to monitor interviews for fairness and consistency, including reviewing interview questions and preferred qualifications on job postings for objectivity, and ensuring there are no artificial or inappropriate barriers.
  - Usually provides the written questions to the candidate. Interviewers will also ask the same questions of all applicants to allow each applicant the same opportunities within the same allotted interview time.

- Enlists the agency's Equal Employment Opportunity director to approve the interview selection report that includes selection justifications, checking the report for bias and ensuring appropriate written content.
- *DMV*. Makes efforts to diversify interview panels (age, race, gender, etc.). Also, because DMV is a massive public-facing agency serving the diverse populations of California, some offices have bilingual requirements or preferences in hiring.
- *Louisiana*:
  - Ensures all interviews are conducted by a panel of two or more members who ideally reflect the diversity of the agency's workforce and have sufficient knowledge of the selection process and the skills required for the position.
  - Requires interview panel members to complete required training. Supervisors must complete the instructor-led Selecting the Best; nonsupervisors complete the web-based Interview Panel Member Training or Selecting the Best.
  - Requires each panel member to be aware of the agency's Affirmative Action Plan. As the respondent notes, "All vacancies will therefore be filled on the basis of merit and ability, and without regard to race, color, religion, sex, national origin, political affiliation, disability, age or pregnancy."
- *MTC*. Makes efforts to ensure both gender and diverse ethnicities are presented to hiring managers for consideration, and ensures interview panels always have gender and ethnic diversity.
- *SLOCOG*. Requires interviewers to discuss bias ahead of interviews, and assesses DEI skills with a series of questions in the interviews. The Equity Assessment Report states:
 

[I]t is important to note that considering race, gender, or other social identity facets in making a hiring decision is prohibited by Proposition 209 in the State of California. Thus, it is important to focus on expertise as opposed to demographics; people of any race, gender, or other social identity facet can have expertise in areas of diversity, equity, and inclusion (DEI), cultural competence, and other related skills.
- *Texas*. Conducts candidate interviews with a diverse panel of interviewers.
- *Washington*:
  - Ensures that hiring managers consider the diversity of their interview panels to provide a wide array of perspectives, disciplines and backgrounds.
  - Creates interview panels that include subject matter experts, supervisors within the reporting structure, statewide peers or counterparts, customers and other stakeholders who interface with the position to be filled.

Other agency practices for candidate evaluation and selection are described in Table 3.

**Table 3. Candidate Evaluation and Selection Strategies**

Practice	State/Agency	Description
<p><b>Job Descriptions and Postings</b></p>	<p>MTC, SLOCOG, Texas</p>	<p><i>MTC.</i> Has added the following language to job description minimum requirements: An appropriate combination of education and experience that has provided the required knowledge, skills and abilities is qualifying. A typical way of obtaining the required qualifications is: x, y, z.</p> <p>Adding the phrase "a typical way of obtaining" enables the agency to consider applicants who may not otherwise have the minimum qualifications, thus expanding the applicant pool. The agency is also revising its job descriptions to further remove barriers to employment entry.</p> <p><i>SLOCOG:</i></p> <ul style="list-style-type: none"> <li>• Includes job requirements such as "Ability to work with people different from you" or "Experience in working with populations of underrepresented groups."</li> <li>• Adds language on every ad regarding the importance the agency places on DEI.</li> </ul> <p><i>Texas.</i> Reviews all job listings to ensure a gender bias is not reflected in the job description.</p>
<p><b>Candidate Screening and Application Review</b></p>	<p>CDCR/CCHCS, Connecticut, DMV, MTC, Texas, Utah, Washington</p>	<p><i>CDCR/CCHCS.</i> Uses a DEI-focused candidate screening process and provides ongoing guidance to hiring managers.</p> <p><i>Connecticut.</i> Reviews when applicants are eliminated in the process to see if automated applications and scheduling have a disparate impact on persons of color.</p> <p><i>DMV.</i> Redacts names so candidates are evaluated based on experience and there is no prejudice or bias based on the name.</p> <p><i>MTC.</i> Removes all personal information when presenting candidates to hiring managers.</p> <p><i>Texas.</i> Removes all identifiers from the application and resume when candidates are being evaluated.</p> <p><i>Utah.</i> No longer asks for prior wage information; does not mandate demographic data.</p> <p><i>Washington.</i> Ensures that subject matter experts review application materials to determine if work history and qualifications are sufficiently relevant to the position before an applicant is referred to the hiring official for further consideration. These reviews do not include the applicant's name, gender, ethnic origin or other personally identifying information.</p>
<p><b>Training</b></p>	<p>CDCR/CCHCS, Connecticut, DMV, Texas</p>	<p><i>CDCR/CCHCS.</i> Mandates implicit bias training for all managers. The same training available for all staff on a voluntary basis.</p> <p><i>Connecticut:</i></p> <ul style="list-style-type: none"> <li>• Conducts training for hiring managers on fairness in interview and selection process, including writing applicant dispositions and justifications.</li> <li>• Engages a consultant to train supervisors and managers in inclusive leadership.</li> <li>• Conducts follow-up strategic workgroups by bureau to make recommendations on how to recruit and retain qualified applicants and diversify applicants.</li> </ul> <p><i>DMV.</i> Participates in GARE.</p> <p><i>Texas.</i> Provides training on implicit bias to all levels of employees within the organization.</p>

## Other Diversity Tools and Activities

In addition to recruitment and hiring, respondents reported whether and how they used the following diversity tools or activities:

- All-gender bathrooms.
- Cross-training (to address demographic tendencies in certain organizational roles).
- Employee activities or celebrations highlighting different backgrounds and traditions.
- Employee surveys on attitudes toward diversity.
- Mentorship programs.
- Multilingual resources.
- Nursing lounges for working moms.

## All-Gender Bathrooms

Six agencies have or plan to have all-gender restrooms. Of the remaining respondents, the Iowa DOT respondent responded with “N/A” to this question; Lassen CTC does not maintain a physical office. Survey responses are summarized in Table 4.

**Table 4. Use of All-Gender Bathrooms**

Practice	State/Agency	Description
<b>Maintains All-Gender Bathrooms</b>	CDCR/CCHCS, DMV, Louisiana, MTC, Modoc CTC	<i>CDCR/CCHCS</i> . Updates bathrooms with gender-neutral signage when feasible. <i>Louisiana</i> . Provides one gender-neutral restroom on each floor of the agency’s headquarters.
<b>Examining the Issue</b>	Oklahoma	The agency is currently finalizing its restroom policy.

## Cross-Training

Respondents were asked about the availability of cross-training to address demographic tendencies in certain organizational roles. Four respondents reported some type of cross-training opportunity:

- *CDCR/CCHCS*. The agency offers more than 25 training opportunities in the area of implicit bias training and diversity-focused on-demand training.
- *Louisiana*. Mandatory biennial seminars for managers and supervisors cover the Affirmative Action Plan, the EEO program, and associated policies and procedures. All employees must take an annual diversity course administered by the state’s civil service department. Lastly, the Human Resources Office provides a variety of training on disability-related topics for all agency employees, including hiring managers.
- *MTC*. Recently revamped leadership and development programs to include modules that allow cross-training and sharing of information beyond a specific section.
- *Texas*. The agency makes job shadowing available.

## Employee Activities or Celebrations Highlighting Different Backgrounds and Traditions

The majority of respondents support some activity or effort geared toward awareness of cultural and other differences. DMV has several employee-led groups highlighting different backgrounds

such as Filipino, Latino and Black employees. Washington State DOT's Diversity Advisory Groups promote cultural awareness through informational emails, postings on the agency's intranet and webinars. Oklahoma DOT's Civil Rights Division offers monthly heritage/diversity articles to increase awareness. Many agencies celebrate the various heritage months, including Pride Month and Hispanic Heritage (Iowa DOT) and National Disability Awareness Month and National Hispanic Heritage Month (Washington State DOT).

MTC has a calendar of inclusive events highlighting its diverse workforce. Many agencies also sponsor a variety of events, including:

- Disability Fair (CDCR/CCHCS).
- Biennial Taste of Diversity luncheon, with food, artifacts, music and cultural clothing, and Lunch & Learn events hosted by the Diversity Council (Connecticut DOT).
- Various celebrations and activities highlighting different backgrounds (DMV).
- Women in Transportation events (Iowa DOT Civil Rights Bureau).
- Washington Immigrant Network solidarity event, Women's Equality Day, July Diversity Calendar and many others (Washington State DOT).

### Employee Surveys on Attitudes Toward Diversity

A few respondents described the use of surveys that seek information about diversity-related topics. These include Connecticut DOT, which is currently developing an employee survey to determine programs and direction for the Diversity Council. CDCR/CCHCS uses a survey provided by the national GARE program. SLOCOG included an employee survey as part of its 2021 Equity Assessment.

Other respondents include relevant questions in more general employee surveys, such as Louisiana DOTD, which includes diversity and inclusion questions in periodic employee satisfaction surveys. The agency's Diversity and Inclusion Council is collaborating with other programs to develop a survey with diversity and inclusion questions and an annual survey allowing employees to self-identify as persons with disabilities. DMV asks about attitudes toward the organizational culture in exit surveys.

Texas DOT uses its Survey of Employee Engagement (SEE) to measure employees' thoughts toward DEI. (Learn more about the SEE from the [TxDOT Performance Dashboard](#).) Washington State DOT's annual Employee Engagement Survey includes statements such as "I am comfortable seeking perspectives from people who are different from me" that employees are asked to score.

Agencies are also using these surveys to identify implicit bias. An employee satisfaction survey is in process at Louisiana DOTD that will include diversity and inclusion questions aimed at addressing fairness and equity, and at identifying any potential implicit bias. Texas DOT's implicit bias training includes pulse surveys.

### Mentorship Programs

Mentorship programs are a common tool among agencies to support employees from all backgrounds. Survey respondents reported on these programs:

- The **Upward Mobility program** (see the *Note* below) offers assistance to eligible employees who have demonstrated knowledge, skills and abilities to advance to higher level classifications. The [Succession Management Program](#) builds a ready and

sustainable pipeline of talent for key positions, expending time, training and resources to ease executive transitions (CDCR/CCHCS).

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*Note:* The 2017 California Department of Human Resources publication [Guidelines for Administering Departmental Upward Mobility Programs](#) provides information about the state of California’s Upward Mobility (UM) program, described as “a career mobility program designed to give state employees in low-paying occupations an opportunity to advance to more challenging, higher paying positions. Although UM is a joint venture between an employee and the department, it is also an important part of a department’s overall employment, succession, and workforce planning efforts.”

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- **Internship and mentorship programs** offer both high school and college internships, a mentorship program for college students and a recently implemented high school academy for high school students. Most participating students are from historically underserved and systematically marginalized groups, including people with low incomes and communities of color (MTC).
- The **Reverse Mentorship Program**, sponsored by each Employee Resource Group, pairs employees of different experience levels together with a focus on the less experienced persons sharing their perspectives with the other employees (Texas DOT).
- [Learn Forward](#) is a new five-track leadership development program that allows all agency employees—regardless of level or position—to develop leadership qualities that will improve internal communication, cooperation and workflow while empowering an individual’s professional development (Washington State DOT).

### Multilingual Resources

The multilingual resources that respondents reported on applied to the individuals and communities the agencies serve and not to practices that support employees within the agency. As such, those responses have not been summarized. DMV does note that the agency keeps a listing of employees who speak various languages, which is beneficial internally.

### Nursing Lounges for Working Moms

CDCR/CCHCS, DMV, Iowa DOT, MTC, Oklahoma DOT, Texas DOT and Washington State DOT all provide dedicated space for nursing moms. DMV keeps a list of rooms and their locations on the agency’s intranet page. The other agencies were either nonresponsive to the question, indicated it was not applicable (Lassen CTC, Louisiana DOTD) or reported they do not have this resource (Modoc CTC).

### Other Employee Engagement

Many agencies make specific efforts with other diversity tools or activities to engage employees regarding diversity and inclusion topics. Table 5 summarizes survey responses.

**Table 5. Other Employee Engagement Tools or Activities**

State/Agency	Tool or Activity
<b>CDCR/CCHCS</b>	Physical and developmental disability services.
<b>Connecticut</b>	<ul style="list-style-type: none"> <li>• Diversity Council intranet web site that includes videos of Lunch &amp; Learn events.</li> <li>• Diversity calendar (holidays and observances).</li> </ul>

State/Agency	Tool or Activity
<b>DMV</b>	Very active Disability Advisory Committee.
<b>MTC</b>	Diversity and inclusion training for those who go through the agency's leadership and coaching program.
<b>SLOCOG</b>	Annual staff DEI training.
<b>Texas</b>	<ul style="list-style-type: none"> <li>• Piloting the Infant at Work initiative for working moms.</li> <li>• Focus groups available for team members representing various communities.</li> <li>• All Employee Resource Groups have executive sponsors, and each has a subcommittee that focuses on career opportunities within the agency and bringing awareness to their membership.</li> <li>• The agency's executive director communicates the importance of DEI within the agency's culture.</li> </ul>

## Most Effective Tools

Survey respondents provided their perspectives on the most effective tools for ensuring diversity and encouraging inclusion in their workforces:

- **Connecticut DOT:**
  - Workshops with bureau chiefs (in process).
  - Leadership buy-in.
  - Support from the agency's commissioner.
- **DMV:**
  - Diversifying interview panels.
  - Redacting names to eliminate bias.
  - Tracking bilingual positions.
- **Louisiana DOTD:**
  - The annually updated Affirmative Action Plan, which is used for recruitment and retention, and highlights areas of underutilization.
  - Goals, recorded on parity worksheets and reviewed at Diversity and Inclusion Council meetings.
  - Training for newly appointed officials.
- **MTC:**
  - Equity Platform.
  - Classification work.
  - Training and development programs.
- **Oklahoma DOT:** The annual Affirmative Action Report Plan, which identifies goals and areas of underutilization. The plan helps division managers and engineers with hiring and recruitment.



- *Texas DOT:*
  - Recruitment team dedicated to ensuring qualified diverse candidates are within the applicant pool. One-, three- and five-year strategies with corresponding metrics track success. Intersectional standard operating procedures apply to hiring.
  - Web site review to ensure diverse language and eliminate biases.
  - Quarterly meetings between workforce analysis staff members and district leaders to review workforce demographics as compared to the community.
  - Executive DEI awareness training, the agency's Advisory Council and listening sessions.
- *Washington State DOT:*
  - Revision of agency hiring practices.
  - Creation of Diversity Advisory Groups to advise leadership.
  - The agency's Strategic Plan Dashboard targeting inclusion.
  - The secretary's Executive Order on Anti-Racism Policy and Diversity, Equity and Inclusion Planning, which included the creation of an agencywide workgroup to develop a DEI plan for the agency.

## Assessing Workforce Diversity

### Tracking Demographics

Most responding agencies track the demographics of their workforces. Connecticut DOT, Louisiana DOTD, Oklahoma DOT and Texas DOT share the results with the workforce. Additionally, Louisiana DOTD uses parity worksheets to track the hiring of females, males, minorities and nonminorities in these job categories:

- |                                 |                        |
|---------------------------------|------------------------|
| • Officials and administrators. | • Protective service.  |
| • Administrative support.       | • Skilled craftsmen.   |
| • Paraprofessionals.            | • Service maintenance. |
| • Professionals.                | • Technicians.         |

The agency deems a categorization underutilized when the percentage of incumbents is less than 80% of the total availability (either within the agency or the civilian workforce as a whole) for a particular job group.

### Performance Measures

Seven agencies apply various measures to understand their performance in creating and maintaining a diverse workforce:

- *CDCR/CCHCS* uses quarterly reporting of department demographics and its annual Workforce Analysis Report.
- *Connecticut DOT* adopts affirmative action hiring and promotional goals and program goals from the state of Connecticut's annual Affirmative Action Plan. The agency also tracks managers with performance objectives for inclusive leadership.
- *DMV* uses its Bilingual Position Deficiency Report.



- *Louisiana DOTD*:
  - Records the percentage of managers who have completed the mandatory diversity and inclusion training, and uses metrics from the employee satisfaction survey.
  - Includes a diversity and inclusion competency in employee performance evaluations. Performance under this competency is measured by objective, written documentation maintained by each supervisor and holds supervisors accountable for addressing substandard performance through additional training and coaching or through the disciplinary process when an employee’s performance remains unacceptable.
- SLOCOG will annually review the recommended actions from the Equity Report.
- *Texas DOT* reviews workforce diversity in conjunction with the community within the district. Extensive analysis is performed to determine if there are imbalances and to identify any barriers. The agency’s January 2021 Diversity, Equity and Inclusion Strategic Plan includes initiatives for performance management through metrics to track success.
- *Washington State DOT* maintains a dynamic Strategic Plan Dashboard defining and measuring these elements of a [diverse workforce](#):
  - Diverse Workforce Index.
  - Employee comfort with differences.
  - Dignity and respect.

**Challenges**

Respondents described challenges in their efforts to maintain an inclusive and diverse workforce. There are three common themes:

- Lack of diversity in applicant pools (Louisiana DOTD and Oklahoma DOT).
- Organizational attitudes (CDCR/CCHCS, Connecticut DOT, MTC, SLOCOG and Washington State DOT).
- Remaining competitive with the private sector (Louisiana DOTD and Texas DOT).

Survey responses are summarized in Table 6.

**Table 6. Challenges in Addressing Diversity**

State/Agency	Challenges
<b>CDCR/CCHCS</b>	Size of workforce (60,000+ employees), established workplace culture in a correctional environment and lack of funding/dedicated personnel.
<b>Connecticut</b>	A prevalent attitude against diversity as a concept due to politics and the belief systems of many workers in engineering and maintenance.
<b>DMV</b>	No dedicated DEI program or person to lead diversity efforts. Staff wanting to advance the cause remain cautious in case someone else is doing it.
<b>Louisiana</b>	Difficulty in competing with private wages in the area’s prevalent petrochemical industry, and in promoting and maintaining diverse recruitment and retention in rural areas with smaller, less diverse labor markets.

State/Agency	Challenges
<b>MTC</b>	Common acknowledgment of the lack of diversity in certain areas of the agency, and making the necessary changes to increase diversity representation within key areas.
<b>Oklahoma</b>	Candidate pool that is not diverse, depending on the location of the vacant position in the state.
<b>SLOCOG</b>	Time, consistency and political will. Management, however, is very supportive.
<b>Texas</b>	Remaining competitive with the private sector promoting diverse talent.
<b>Washington</b>	Encouraging all regions to recognize the importance of this work, as the state is a very diverse community with diverse voices and experiences, and each region functions with a certain amount of autonomy.

## Proposition 209

Approved in November 1996, Proposition 209, Prohibition Against Discrimination or Preferential Treatment by State and Other Public Entities, prohibits California state government from considering race, sex, color, ethnicity or national origin in public employment. While there are certain exclusions, the law necessitates ensuring “activities that increase diversity” do not constitute affirmative action.

The survey sought information from California respondents about workforce diversity efforts in the context of Proposition 209. Only one respondent—DMV—offered feedback:

We have been careful to implement DEI-type initiatives that are in line with Proposition 209; sometimes that can be a challenge for the department.

SLOCOG, while not responding to the question regarding Proposition 209 in the survey or a follow-up contact, includes this language in its Equity Assessment:

[I]t is important to note that considering race, gender, or other social identity facets in making a hiring decision is prohibited by Proposition 209 in the State of California. Thus, it is important to focus on expertise as opposed to demographics; people of any race, gender, or other social identity facet can have expertise in areas of diversity, equity, and inclusion (DEI), cultural competence, and other related skills.

## **Related Research and Resources**

A literature search of recent publicly available domestic resources gathered information and identified a representative sampling of publications and web sites that are organized into the following topic areas:

- National research.
- State research and resources.
- Related resources.
- Private sector practices.

### **National Research**

#### **Research Anticipated and in Progress**

**NCHRP 08-152 [Anticipated]: Strategies for Advancing Equity in Transportation Planning by Increasing Diversity, Equity and Inclusiveness in the Transportation Planning Profession.** Anticipated start date: Fiscal Year 2022.

Problem statement at <https://apps.trb.org/cmsfeed/TRBNetProjectDisplay.asp?ProjectID=5130>

*From the web page:* This project has been tentatively selected and a project statement (request for proposals) is expected to be available on this web site. The problem statement below will be the starting point for a panel of experts to develop the project statement.

*From the problem statement:* The objective of this research is to fully understand the scope and causes of the lack of diversity, equity and inclusion within the transportation planning field, and to make clear and actionable recommendations to employers, leaders, professionals and academics for effective strategies to achieve meaningfully greater diversity throughout the industry. The desired outcomes of this project include:

- Defining the extent to which women and BIPOC [Black, Indigenous, people of color] are underrepresented within the transportation planning field.  
....
- Identifying potential causes and correlations associated with the underrepresentation of women and BIPOC in the transportation planning field.  
....
- Identifying potential strategies and measures of success for improving the representation of women and BIPOC within the transportation planning profession, and associated strategies for improving the process of equitable transportation planning and decision-making.
- Proposing applications of these strategies and measures of success within public- and private-sector transportation planning agencies, institutes of higher education, and professional development organizations.

**Transportation Workforce Development for State DOTs to Address Equity, Diversity and Inclusion (Southeast Region)**, Southeastern Transportation Research, Innovation, Development and Education (STRIDE) Center, start date: August 2021; expected completion date: September 2022.

Project description at <https://stride.ce.ufl.edu/stride-project-e5/>

*From the web page:* This project will develop a framework for training, recruiting and retaining workers to promote diversity and enhance inclusion within the transportation workforce. Building on national and regional efforts, the findings of this project will help southeast DOTs, LTAPs

[Local Technical Assistance Programs], professional organizations and the private sector to step forward and reaffirm their commitment to equity, diversity and inclusion in the workforce. Transportation scholars and practitioners will also use this project's results to develop professional training workshops centered on equity, diversity and inclusion within the transportation workforce.

## **Completed Research and Guidance**

**TCRP Research Report 228: Resource Guide for Improving Diversity and Inclusion Programs for the Public Transportation Industry**, David Keen, Janine Kyritsis, Ellen Meiser and Mara Rosales, 2021.

Publication available at <https://www.nap.edu/download/26230>

*From the foreword:* TCRP Research Report 228 is a resource guide to assist transit agencies of different types and sizes in implementing or improving diversity and inclusion programs. It provides information for transit agencies that wish to compare their efforts with those of their peers and measure progress as well as checklists and resources to guide the efforts of transit agency managers. The report presents measures employed by U.S. transit agencies to address diversity and inclusion (including how widely they are used), explores innovative and emerging practices, and identifies barriers or constraints that may influence the effectiveness of particular diversity and inclusion initiatives.

**Promising Practices for Addressing the Underrepresentation of Women in Science, Engineering and Medicine: Opening Doors**, National Academies Press, 2020.

Publication available at <https://www.nap.edu/read/25585/chapter/1>

*From the publication description:* [This report] reviews and synthesizes existing research on policies, practices, programs and other interventions for improving the recruitment, retention and sustained advancement into leadership roles of women in these disciplines. This report makes actionable recommendations to leverage change and drive swift, coordinated improvements to the systems of education, research and employment in order to improve both the representation and leadership of women.

**TCRP Synthesis 147: Attracting, Retaining and Advancing Women in Transit**, Allison Alexander, 2020.

Publication available at <https://www.nap.edu/catalog/25741/attracting-retaining-and-advancing-women-in-transit>

*From the description:* Women have traditionally been underrepresented within the transit workforce. However, the percentage of women within transit agencies appears to be increasing, and many transit agencies report that the percentage of women advancing into management and leadership positions has also been increasing over the past [five] years.

[This publication] explores the strategies that have been deployed in transit and other related industries in order to attract, retain and advance women in a variety of roles.

## **State Research and Resources**

### **Iowa**

**Affirmative Action Program Overview Fiscal Year 2018**, Iowa Department of Transportation, 2018.

<https://iowadot.gov/civilrights/documents/AAPFY18.pdf>

In addition to an analysis of the workforce (by Division/Office), goals and timetables, responsibilities and accountability, and hiring and retention, this comprehensive report includes a section on program monitoring and measuring progress, starting on page 85 of the report (page 91 of the PDF).

### **Michigan**

**Transportation Diversity Recruitment Program (TDRC)**, Michigan Department of Transportation, 2022.

[https://www.michigan.gov/mdot/0,4616,7-151-9623\\_38029\\_78819---,00.html](https://www.michigan.gov/mdot/0,4616,7-151-9623_38029_78819---,00.html)

This web site describes a partnership between the Michigan Department of Transportation (MDOT) and historically Black colleges and universities (HBCUs) that offers on-the-job training and job shadowing to undergraduate students in transportation-related (e.g., engineering) programs in colleges and universities in the state. This structured program offers competitive pay, flexible work schedules, housing and planned activities.

### **Minnesota**

**Diversity and Inclusion at MnDOT**, Office of Diversity and Inclusion, Minnesota Department of Transportation, 2022.

<https://www.dot.state.mn.us/diversity-inclusion/about.html>

This web page includes links to the agency's Unified Diversity and Inclusion Plan, policies and programs, including a list of nine employee resource groups, a description of the Executive Inclusion Council and a list of resources.

**Equal Opportunity and Workforce Programs**, Office of Civil Rights, Minnesota Department of Transportation, 2022.

<https://www.dot.state.mn.us/civilrights/eeo-workforce.html>

This web page describes a variety of programs and efforts aimed at meeting workforce participation goals for women and people of color.

### **Missouri**

**FY 21 Affirmative Action Plan: Affirmative Action Plan for Minorities and Females**, Equal Opportunity and Diversity Division, Missouri Department of Transportation, 2020.

[https://www.modot.org/sites/default/files/documents/FY%202021%20Affirmative%20Action%20Plan\\_0.pdf](https://www.modot.org/sites/default/files/documents/FY%202021%20Affirmative%20Action%20Plan_0.pdf)

*From the purpose statement:* The following plan includes MoDOT's [Missouri DOT's] self-examination of its workforce and employment practices over the course of the past year. Additionally, the plan includes MoDOT's action plan for the following fiscal year that will be used in an attempt to correct deficiencies in the areas of equal employment opportunity.

....

The AAP [Affirmative Action Plan] includes specific practical steps designed to address underutilization. The plan also includes an internal auditing and reporting system as a means of

measuring the department's progress toward achieving the workforce that would be expected in the absence of discrimination. As part of the AAP, the department monitors and examines its employment decisions and compensation systems to evaluate their impact on women and minorities.

The plan includes policies, practices and procedures that the department implements to ensure that all qualified applicants and employees are receiving an equal opportunity for recruitment, selection, advancement and every other term and privilege associated with employment. Affirmative [a]ction, ideally, is a part of the way the department regularly conducts its business.

*Related Resource:*

**FY 2018 Workforce Diversity Plan**, Equal Opportunity and Diversity Division, Missouri Department of Transportation, 2018.

[https://www.modot.org/sites/default/files/documents/equal\\_opportunity/modotworkforcediversityplan18.pdf](https://www.modot.org/sites/default/files/documents/equal_opportunity/modotworkforcediversityplan18.pdf)

*From the introduction:* The Diversity Plan is a plan of positive action to overcome the present effects of past policies or practices that were barriers to equal employment of women, African Americans, Hispanic/Latinos, Asian/Pacific Islanders, American Indians and any other groups that have been found historically to be underutilized in the workforce or otherwise adversely affected. In our plan, we identify the causes of imbalance and achievements that have been made through the application of our good faith efforts.

## North Carolina

**North Carolina Department of Transportation Equal Opportunity Employment Program FFY 2019 Annual Update Report, FFY 2020 Work Plan**, North Carolina Department of Transportation, 2020.

<https://www.ncdot.gov/initiatives-policies/access-for-all/eeo/Documents/fhwa-annual-report.pdf>

This annual report lists a variety of achievements geared toward workforce diversity in which NCDOT was involved, discusses challenges and provides a work plan.

*Related Resource:*

**Minorities in Transportation Technology: Baseline Industry and Demographic Trends**, North Carolina Department of Transportation, 2020.

<https://connect.ncdot.gov/projects/research/RNAProjDocs/2019-52%20Final%20Report.pdf>

This report, starting on page 26, suggests multiple strategies to increase minority representation in transportation technology. Strategies include those applicable across sectors (e.g., mentoring and hiring), activities specific to transportation research and innovation, contracting and entrepreneurship opportunities, and leadership strategies.

## Ohio

**Workforce Diversity**, Ohio Department of Transportation, January 2020.

<http://www.transportation.ohio.gov/wps/portal/gov/odot/about-us/jobs/odot-diversity>

This web page describes "Progressive Partnerships and Initiatives," including the Second Chance Apprentice Program, opportunities for Ohioans with disabilities and the veterans program.

## Oregon

**Workforce Development**, Office of Civil Rights, Oregon Department of Transportation, 2022.  
<https://www.oregon.gov/ODOT/Business/OCR/Pages/Workforce-Development.aspx>

This web page describes programs to “find, train and employ a diverse, skilled workforce” for highway construction projects.

## Washington

**Priority Hire**, Purchasing and Contracting, Department of Finance and Administrative Services, City of Seattle, Washington, 2022.

<https://www.seattle.gov/purchasing-and-contracting/priority-hire>

*From the web page:* The City promotes access to construction careers for women, people of color and others with social and economic disadvantages. In 2015, the City created a priority hire program for City public works construction projects of \$5 million or more and, in 2017, expanded the program to public/private partnership projects with significant City investment. Using City-funded and public/private partnership projects, the Priority Hire Program prioritizes the hiring of residents that live in economically distressed areas, particularly in Seattle and King County. In addition, City projects and public/private partnership projects have [apprentice utilization requirements](#) and women and people of color aspirational goals.

## Wisconsin

**Diversity, Equity and Inclusion**, Wisconsin Department of Transportation, undated.

<https://wisconsin.gov/Pages/about-wisdot/DivEqInc.aspx>

This web page describes Wisconsin DOT’s program, including an Equity and Inclusion Committee composed of DOT employees, a Disadvantaged Business Enterprise Program and an Affirmative Action Committee composed of DOT employees to advise the Secretary.

### *Related Resources:*

**Equity and Inclusion Plan: January 1, 2021 – June 30, 2023**, Wisconsin Department of Transportation, 2020.

<https://wisconsin.gov/Documents/about-wisdot/EIPlan2021to23.pdf>

This plan includes a workforce analysis summary in which the WisDOT Diversity, Equity and Inclusion Committee analyzed human resources data and individual experiences.

Overarching goals are recruitment (from underrepresented and diverse populations), retention and agency culture. A workplan includes actions, key performance indicators and outcome metrics for each strategy within the three goals.

**Synthesis Report: Equity and Inclusion—Recruitment and Retention**, Division of Budget and Strategic Initiatives, Research and Library Services, Wisconsin Department of Transportation, May 19, 2021.

[https://research.transportation.org/wp-content/plugins/AASHTO\\_RAC/download\\_file.php?fileid=881](https://research.transportation.org/wp-content/plugins/AASHTO_RAC/download_file.php?fileid=881)

*From the introduction:* A survey was sent to all 50 states and Washington, D.C., to gather information on transportation agencies’ policies regarding equity and inclusion in recruitment and retention. Ten agencies responded to the survey; this document summarizes the results. A chart of the complete responses, including links and respondents’ contact information, is located below the question summaries.



## **Related Resources**

**“Addressing Diversity, Equity and Inclusion at the State Level,”** Karen Febey, *TR News*, No. 333, pages 6-11, May-June 2021.

<http://onlinepubs.trb.org/onlinepubs/trnews/trnews333.pdf>

*From the summary:* Doing their part to shape the workforce of the future, AASHTO and state departments of transportation are recruiting minority college students into internship programs. The goal of such mentoring is to broaden students’ career options in transportation-related fields while gaining the benefits of their experience and diverse perspectives.

**“Building Diversity and Inclusion in the Transportation Industry,”** Joy Liang, *TR News*, No. 333, pages 17-21, May-June 2021.

<http://onlinepubs.trb.org/onlinepubs/trnews/trnews333.pdf>

*From the summary:* Through a comprehensive recruitment, outreach and diversity strategy, FHWA aims to attract and retain a diverse workforce that mirrors the diversity of the U.S. population. The author outlines these strategies and agency activities supporting diversity, which all help create a culture in which all individuals can excel in their careers and contribute to the FHWA mission.

**“Staying on Track With Diversity: How Transit Agencies are Moving Forward,”** Stacey Hendler Ross, Paula M. Nash and Evelyn L. Richards, *TR News*, No. 333, pages 34-39, May-June 2021.

<http://onlinepubs.trb.org/onlinepubs/trnews/trnews333.pdf>

*From the summary:* Strong transit agencies depend on solid diversity, equity and inclusion values in their practices and policies. The authors show how the Santa Clara Valley Transportation Authority in California, the Metropolitan Atlanta Rapid Transit Authority in Georgia and the American Public Transportation Association in Washington, D.C., prioritize diversity issues in their workforces and in the communities they serve.

**“Identifying Pertinent Indicators for Assessing and Fostering Diversity, Equity, and Inclusion of the Construction Workforce,”** Ali Karakhan, John Gambatese, Denise Simmons and Ahmed Jalil Al-Bayati, *Journal of Management in Engineering*, Vol. 37, Issue 2, March 2021.

Citation at <https://ascelibrary.org/doi/full/10.1061/%28ASCE%29ME.1943-5479.0000885>

*From the abstract:* The goal of the present study is to enable the assessment of workforce diversity, equity, and inclusion in the construction industry by identifying and determining the level of influence of applicable indicators revealing diversity, equity, and inclusion at the workforce level. ... [Ten] indicators were found to be influential in terms of achieving a diverse, equitable, and inclusive work environment and were therefore considered measures of workforce diversity, equity, and inclusion. These indicators are (1) ethnic and racial diversity at the company level; (2) gender diversity and inclusion at the workforce level; (3) a corporate policy statement on diversity and inclusion; (4) gender/ethnic diversity in leadership/management positions; (5) knowledge and skill diversity; (6) equitable pay/compensation at the industry level; (7) equality, social justice, and nondiscrimination policy statement; (8) pay structure transparency; (9) equitable pay/compensation at the company level; and (10) merit-based transparent recruitment and promotion. The present study contributes to the body of knowledge by providing a means of assessing workforce diversity, equity, and inclusion in the construction industry.



**“On Equity, Diversity, Inclusion and Social Justice in Transportation,”** Guillermo Diaz-Fanas, *Roads & Bridges*, October 2020.

<https://www.roadsbridges.com/equity-diversity-inclusion-and-social-justice-transportation>

This article reviews diversity statistics in transit and strategies for increasing recruitment and retention of minority workers.

**“Building a Business Case for Increasing Diversity in the Transportation Workforce,”**

Stephanie Ivey, Meredith Powers and Adriana Clark, *TR News*, No. 323, pages 22-27, September-October 2019.

<http://onlinepubs.trb.org/onlinepubs/trnews/trnews323.pdf>

*From the summary:* Recent studies indicate that organizations with the most diverse workforces reap the rewards of increased efficiency, innovation and profitability. By definition, diversity encompasses not only traditionally recognized measures—gender, race and ethnicity—but also age, socioeconomic status, veteran status, orientation, neurodiversity, experiences and a host of other characteristics. This article looks at strategies to achieve diversity in the transportation workforce. It begins with a discussion of diversity in leadership and diversity’s positive impact on recruitment, retention and organizational performance. Next, diversity challenges are discussed including challenges faced by state departments of transportation such as a lack of awareness of job opportunities; male-dominated occupations; and work schedules incompatible with family responsibilities. Finally, suggestions are outlined for achieving diversity goals including clear leadership, supportive workplace culture, hiring practices, outreach and engagement, collaborative initiatives and experiential learning.

**Equity, Diversity and Inclusion in Recruitment, Hiring and Retention,** Urban Sustainability Directors Network, October 4, 2018.

[https://www.usdn.org/uploads/cms/documents/usdn-equity-in-recruitment\\_hiring\\_retention.pdf](https://www.usdn.org/uploads/cms/documents/usdn-equity-in-recruitment_hiring_retention.pdf)

This handbook offers practices and tools regarding recruitment, hiring and retention in environmental and sustainability fields. Examples, references and a section on the institutionalization of racial equity, diversity and inclusion efforts are included. Tools and resources include, for example, bias checklists and a link to an implicit bias test from Harvard, sample interview questions and support strategies for retention.

**“Human Mosaics Move the Nation,”** Jennifer Mayo and Elizabeth Romero, *Public Roads*, Vol. 82, No. 1, Spring 2018.

<https://www.fhwa.dot.gov/publications/publicroads/18spring/04.cfm>

*From the summary:* The [f]ederal [g]overnment, through its Office of Personnel Management (OPM), has defined “workforce diversity” as a collection of individual attributes that together help agencies pursue organizational objectives efficiently and effectively. Similarly, “inclusion” is defined as a set of behaviors (a culture) that encourages employees to feel valued for their unique qualities and experience a sense of belonging. From these definitions, OPM developed the phrase “inclusive diversity” as a set of behaviors that promote collaboration within a diverse group. This article explores the work of the U.S. Department of Transportation and its partners, including state departments of transportation, to incorporate inclusion and engagement as core values to help knock down employment barriers; facilitate communication among communities, organizations and individuals; help ensure knowledge transfer; and expedite project delivery.

## **Private Sector Practices**

Notable activities and practices in the private sector are highlighted below for the following organizations:

- JUST Capital.
- Alliance for Global Inclusion.
- Intel Corporation.
- Procter & Gamble Company.
- Aflac Inc.

### **JUST Capital**

[JUST Capital](#), a platform for measuring and improving corporate performance in the stakeholder economy, produced [the Corporate Racial Equity Tracker](#), which details the equity performance of the 100 largest U.S. employers, including Intel and Procter & Gamble, in these areas:

- Anti-discrimination policies.
- Pay equity.
- Racial/ethnic diversity data.
- Education and training programs.
- Response to mass incarceration.
- Community investments.

### **Alliance for Global Inclusion**

Similarly, the [Alliance for Global Inclusion](#), a coalition of technical companies [spearheaded by Intel](#), has produced an index of current diversity and inclusion policies and practices of 13 participating companies to potentially improve these outcomes across industries. The Alliance focuses on:

- Leadership representation.
- Inclusive language.
- Inclusive product development.
- Science, technology, engineering and mathematics (STEM) readiness in underserved communities.

In addition to demographic data representing the combined workforce, the most common practices, practices considered most successful and those least successful are presented on the [organization's web site](#). Additionally, measures of how these companies track progress in diversity and inclusion are provided. One successful practice, for example, is having a “formal mechanism to track inclusion sentiment across different functional workforces.”

### **Intel Corporation**

Intel's [Global Diversity and Inclusion web site](#) provides:

- Data for gender and ethnicity of the overall workforce as well as specific job categories.
- Insights from employee surveys.
- High-level descriptions of initiatives to improve workforce diversity.

Intel's [diversity policy](#) is to reach “full workforce representation of women and underrepresented minorities” in its U.S. workforce, and to expand the pipeline of technical talent in the workforce from all backgrounds, including Native Americans, African Americans, Hispanics, women, people with diverse abilities, veterans and LGBTQ.

The company's focus areas include:

- Investing in education pathways programs.
- University partnerships.
- Diverse entrepreneurs.
- Anti-online harassment initiatives.
- Spending with diverse suppliers.

Finally, Intel supports pay equity legislation.

Dawn Jones, the [new chief diversity and inclusion officer](#) and vice president of Social Impact at Intel, was instrumental in forming the Alliance for Global Inclusion. She told [JUST Capital](#) in April 2021 that rather than large companies spending significant resources individually on these efforts, that collaboration would help find the least and most successful practices. Furthermore, she believes that leadership buy-in is crucial; DEI work needs to be integrated into the company's strategy from the top down.

Additionally, Jones [talks](#) about the need to be transparent, that sharing data will help “celebrate progress and confront setbacks.”

Intel uses some creative tools to support workforce diversity and inclusion. Jones described two tools to Forbes in an August 2021 [interview](#) and a [2020 Intel blog](#):

- Employee performance bonus metrics are tied to the company's annual diversity goals.
- Customized scorecards allow leaders to track and analyze their group's progress toward those goals.
- “Warmline” is a confidential online hotline with the goal of addressing retention issues.
- An Executive Warmline is planned, both to provide real-time assistance and identify root causes that undermine an inclusive workplace.

Finally, Huma Abidi, an executive at Intel, notes in a July 2021 [interview](#) that she founded the Women in Machine Learning group where they discuss technical and other topics of interest.

## **Procter & Gamble Company**

Procter & Gamble (P&G) provides [data](#) on gender and race/ethnicity in the workforce and the company board. A [comparison](#) between 2015 and 2020 demographics is also available.

The company's Equality and Inclusion strategy for employees is contained in a [downloadable brochure](#). Goals include “[e]xpand[ing] and accelerat[ing] our ability to source, retain and develop a globally diverse organization.” Actions under this goal include:

- Expand employee access and ability to self-identify across a broader set of identities.
- Set stretching, achievable and meaningful representation targets.
- Expand sourcing capabilities to ensure a diverse talent pool reflective of consumers is attracted and hired.
- Invest in analytics and insight capability that informs the company's actions.

Another goal is to “[c]ontinue our work to ensure we have built equal and equitable access into and through our systems, policies and practices across Talent, Compensation and Benefits, Accessibility, and Policy.” Actions under this goal include:

- Build flexible cultures that support healthy work-life integration.
- Check for and eliminate any unintended bias in core systems that impact employees (e.g., policy, pay, relocation, benefits).
- Ensure the accessibility of systems, technologies and facilities to all employees.

[Other P&G initiatives](#) include “Bold Actions for Racial Equality Plan,” which includes the facilitation of “deeper conversations” and more immersive training on bias, microaggressions and privilege, and has recently expanded to include hate crimes against Asian Pacific community members.

Additionally, equality and inclusion efforts are included in the [2020 Citizenship Report](#) (starting on page 62) and include:

- A broad parental leave framework (biological, adoptive, domestic partners, same sex couples).
- Efforts around the world, including a hiring process focused on Black and Brown candidates.
- An organization supporting LGBTQ+ employees through learning events and recruitment programs.
- Recruitment efforts for the disabled and forums highlighting multicultural women.

Shelly McNamara, P&G’s chief equality and inclusion officer, described the company’s philosophy and approach during an August 2021 [interview](#). She suggested organizations wanting to succeed in having a representative workforce must:

- Know what the aspiration is (what the workforce should look like).
- Understand the data and who the change agents are.
- Socialize the aspirations into the work and throughout job levels in the organization. For example, managers at certain levels should have a “designation of potential,” which would then include that employee in consideration for appropriate advancement opportunities.

## **Aflac Inc.**

Aflac [reports](#) that 64% of board members are ethnic minorities and/or women, and in 2019, 58% of new hires were ethnic minorities and 65% were women. The same article offers advice for a meaningful DEI program:

- Leadership support and endorsement.
- Knowing employees’ understanding of diversity issues and what education and training may be necessary.
- Engaging employees in positive ways such as discussing and celebrating differences.
- Aligning the program with the organizational mission.
- Having goals and tracking progress.

The company also publicizes [diversity data](#), including demographics by gender and ethnicity for a variety of positions, including executive/senior level leaders, first-level managers,

professionals, sales workers and others. In this report, Aflac details factors used in ensuring equal pay, including:

- Defined pay structures.
- Job review and analysis.
- Annual review process.
- Grievance process.
- Consulting services.
- Surveys to understand market trends.
- Compensation committee.

In addition to recruitment initiatives, Aflac facilitates 40 regional employee-driven [diversity councils](#) that report to the main corporate diversity council with ideas on maintaining and improving diversity and inclusion. These regional councils also carry out inclusivity “missions” set by the company’s diversity leadership board.

Aflac uses [mentoring and internship programs](#) to recruit and encourage diverse candidates and employees. These programs facilitate a variety of discussions on topics including technology, leadership, teamwork and office etiquette.

## Contacts

CTC contacted the people below to gather information for this investigation.

### **California Agencies**

#### **California Department of Corrections and Rehabilitation and California Correctional Health Care Services**

GARE Steering Committee  
Office of Civil Rights  
916-255-1301, [gare@cdcr.ca.gov](mailto:gare@cdcr.ca.gov)

#### **California Department of Motor Vehicles**

James McMillan  
Staff Services Manager I, Human Resources Bureau  
916-403-8332, [james.mcmillan@dmv.ca.gov](mailto:james.mcmillan@dmv.ca.gov)

#### **Lassen County Transportation Commission**

John Clerici  
Executive Secretary  
530-919-9739, [jfclerici@gmail.com](mailto:jfclerici@gmail.com)

#### **Merced County Association of Governments**

Stacie Guzman  
Executive Director  
209-617-7759, [stacie.guzman@mcagov.org](mailto:stacie.guzman@mcagov.org)

#### **Metropolitan Transportation Commission**

John Kannegieser  
Human Resources/Talent Acquisition  
415-518-1894, [jkanegieser@bayareametro.gov](mailto:jkanegieser@bayareametro.gov)

#### **Modoc County Transportation Commission**

Debbie Pedersen  
Executive Director  
530-233-6410, [dpedersen@modoctransportation.com](mailto:dpedersen@modoctransportation.com)

#### **San Luis Obispo Council of Governments**

Sara Sanders  
Transportation Planner  
805-597-8052, [ssanders@slocog.org](mailto:ssanders@slocog.org)

## **State Agencies**

### **Connecticut**

Eric Smith  
EEO Director, Office of Equal Opportunity and Diversity  
Connecticut Department of Transportation  
860-594-2211, [eric.d.smith@ct.gov](mailto:eric.d.smith@ct.gov)

### **Iowa**

Tonnette R. Harris  
Director, Civil Rights Bureau  
Iowa Department of Transportation  
515-509-8814, [tonnette.harris@iowadot.us](mailto:tonnette.harris@iowadot.us)

### **Louisiana**

Latonya Guillory  
Title VII Program Manager, Compliance Programs  
Louisiana Department of Transportation and Development  
225-379-1362, [latonya.guillory2@la.gov](mailto:latonya.guillory2@la.gov)

### **Oklahoma**

Jenny Allen  
Manager, Civil Rights Division  
Oklahoma Department of Transportation  
405-521-3186, [jallen@odot.org](mailto:jallen@odot.org)

### **Texas**

Tina LeBlanc  
Section Director, Diversity, Equity and Inclusion, Human Resources Division  
Texas Department of Transportation  
469-755-6574, [tina.leblanc@txdot.gov](mailto:tina.leblanc@txdot.gov)

### **Utah**

Carlos Rodriguez  
Field Director, Department of Human Resource Management  
Utah Department of Transportation  
801-792-0700, [carlosrodriguez@utah.gov](mailto:carlosrodriguez@utah.gov)

### **Washington**

Michael Carpenter  
Policy and Reporting Specialist, Office of Equal Opportunity  
Washington State Department of Transportation  
360-705-6864, [carpenm@wsdot.wa.gov](mailto:carpenm@wsdot.wa.gov)

## Appendix A: Survey Questions

The following survey was distributed to members of the AASHTO Committee on Civil Rights and selected California state and regional agencies.

### Survey on Activities That Impact Workforce Diversity

#### Diversity Programs and Policies

1. Does your agency have specific goals or strategies regarding increasing or maintaining workforce diversity?
  - No, and we have no plans to.
  - No, but we are working on it.
  - Yes (Please provide a link to any goal or strategy document or send any files not available online to [susan.johnson@ctcandassociates](mailto:susan.johnson@ctcandassociates).)
2. Please describe any agency program, policy or position (for example, diversity officer) that addresses workforce diversity.
- 2A. Please provide a link to any workforce diversity program or policy web page or send any files not available online to [susan.johnson@ctcandassociates](mailto:susan.johnson@ctcandassociates).
3. What classifications does your agency consider in addressing diversity? Please select all that apply.
  - Disability
  - Gender (including non-binary)
  - Gender (women only)
  - Nationality
  - Race
  - Religious beliefs
  - Socioeconomic status
  - Other (Please describe.)
4. Does your agency track the demographics and diversity of your workforce?
  - No (Please skip to **Question 6**.)
  - Yes (Please respond to **Question 5**.)
5. Does your agency proactively share the demographic/diversity tracking results with your workforce?
  - No
  - Yes
6. Has your agency made attempts to adjust its organizational culture to increase workforce diversity?
  - No
  - Yes (Please describe.)
7. (Required) Does your agency employ recruitment and hiring strategies or tools specifically for the purpose of reaching diverse candidates?
  - Yes (Directed the respondent to the **Recruitment and Hiring** section of the survey.)
  - No (Directed the respondent to the **Other Diversity Tools and Activities** section of the survey.)



## Recruitment and Hiring

1. To reach diverse candidates, does your agency recruit from or advertise in certain geographical areas, universities or other organizations?
  - No
  - Yes (Please provide examples of these recruitment efforts.)
2. Does your agency engage in efforts to identify and eliminate bias in job listings or candidate evaluations?
  - No
  - Yes (Please describe.)
3. Please describe three other strategies or tools your agency uses to increase or maintain workforce diversity in recruitment and hiring.
  - Tool/Strategy 1:
  - Tool/Strategy 2:
  - Tool/Strategy 3:

## Other Diversity Tools and Activities

1. Please provide a brief description of each tool or activity listed below used by your agency to increase or maintain workforce diversity.
  - All-gender bathrooms:
  - Cross-training (to address demographic tendencies in certain organizational roles):
  - Diversity or inclusion task forces:
  - Employee activities or celebrations highlighting different backgrounds and traditions:
  - Employee surveys about attitudes toward diversity:
  - Mentorship programs:
  - Multilingual resources:
  - Nursing lounges for working moms:
  - Surveys or other tools to identify implicit bias:
  - Other diversity tools or activities:

## Assessment

1. Please list the activities, tools, programs or other efforts that are most effective in increasing and/or maintaining diversity in your workplace.
2. Please describe any challenges your agency has encountered when implementing efforts to increase and/or maintain diversity in your workplace.
3. Please list any performance measures or indicators your agency uses to assess workforce diversity.
4. (*Note:* This question was included in the survey of California agencies.) Please provide any thoughts related to your agency's workforce diversity efforts in the context of Proposition 209.

## Wrap-Up

1. If available, please provide links to documentation not already provided (or send any files not available online to [susan.johnson@ctcandassociates.com](mailto:susan.johnson@ctcandassociates.com)) that describes your agency's approach to workplace diversity.
2. Please use this space to provide any comments or additional information about your previous responses.