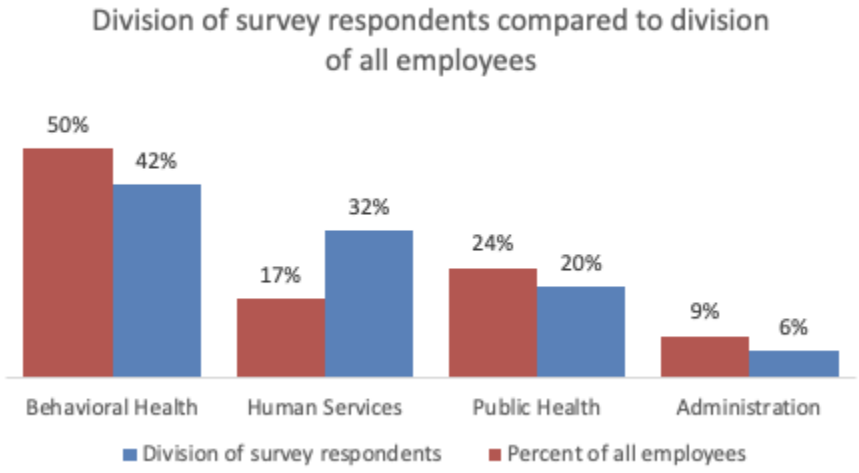
MCHHS Service Equity Assessment
Staff Survey - Analysis

Total surveys analyzed: 378

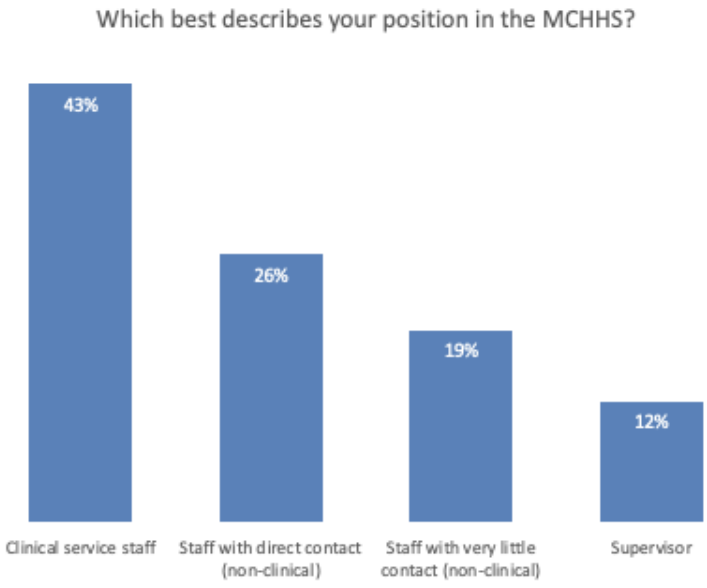
Section A: Introductory Questions

Survey Q1-2 and 6
The behavioral health division had the most responses, and nearly half (43%) indicated they were clinical service staff. The majority of respondents (89%) are full time employees. Eight percent are temporary employees and 3% part time employees.

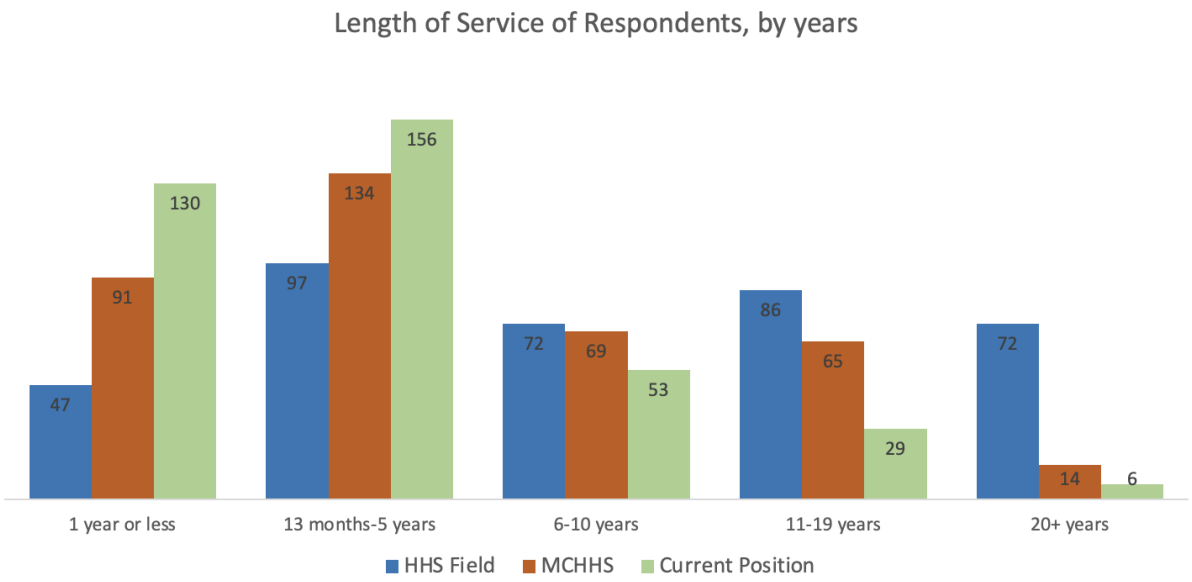
Survey Q2



Survey Q# 1



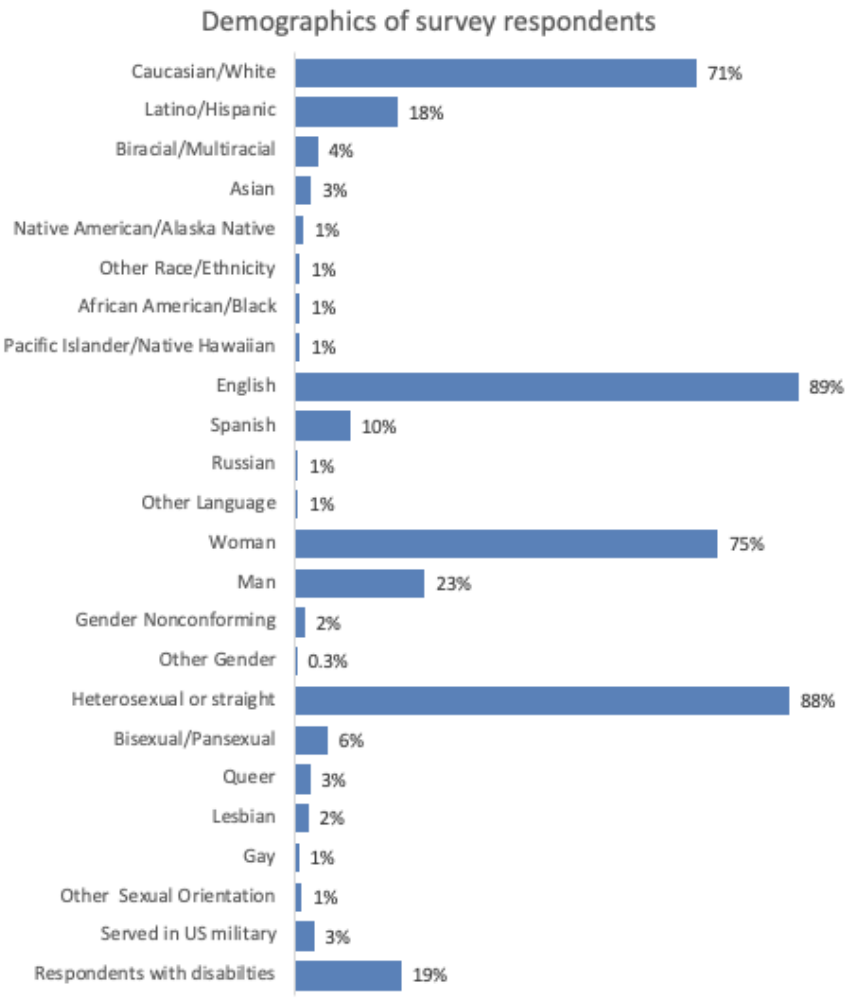
Survey Q# 3 or4



Survey Q#93-98

Demographics

We asked a series of demographic questions to understand the characteristics of survey respondents. The majority of respondents identify as white, English speaking, heterosexual, woman, have not served in the US Military, or have any sort of disability. See figure XX below for the demographics of survey respondents.



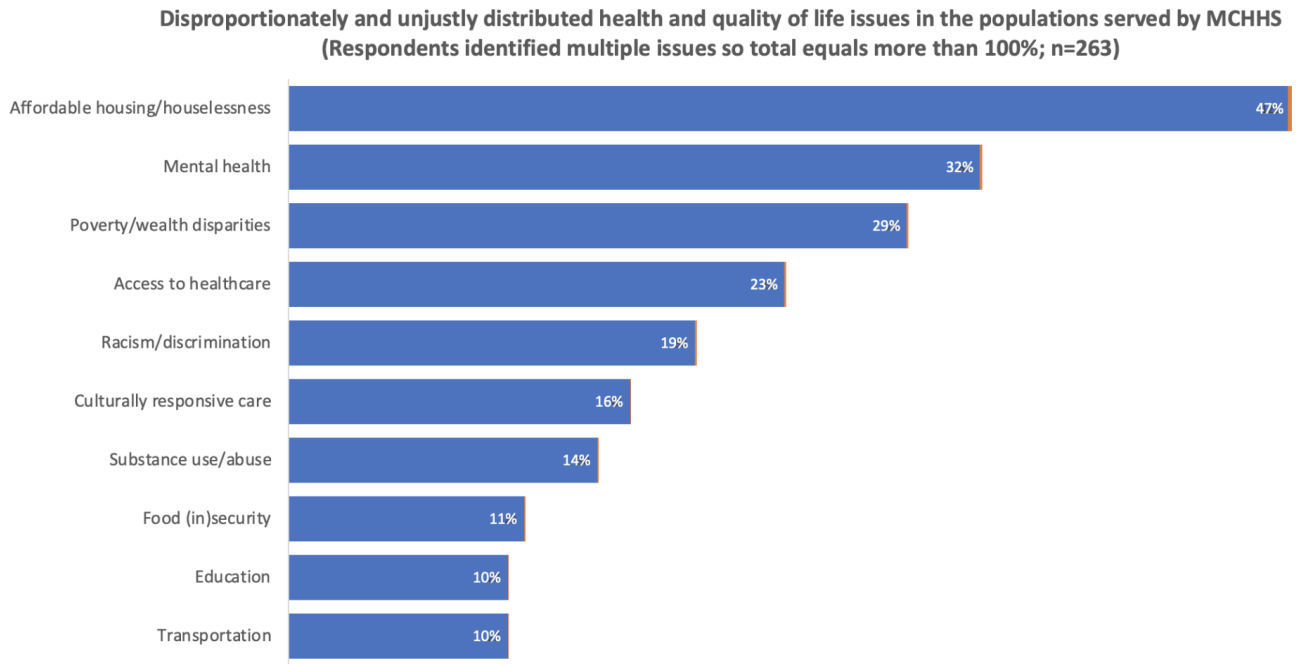
Section B: MCHHS Planning and Policies

Organizational commitment to addressing inequities in the communities MCHHS serves

Survey Q#7

Respondents were asked to list what they thought were the top five disproportionately and unjustly distributed health and quality of life issues in the populations served by MCHHS. Figure XX displays the nine themes that at least 10% of respondents identified. Some additional themes that came up included:

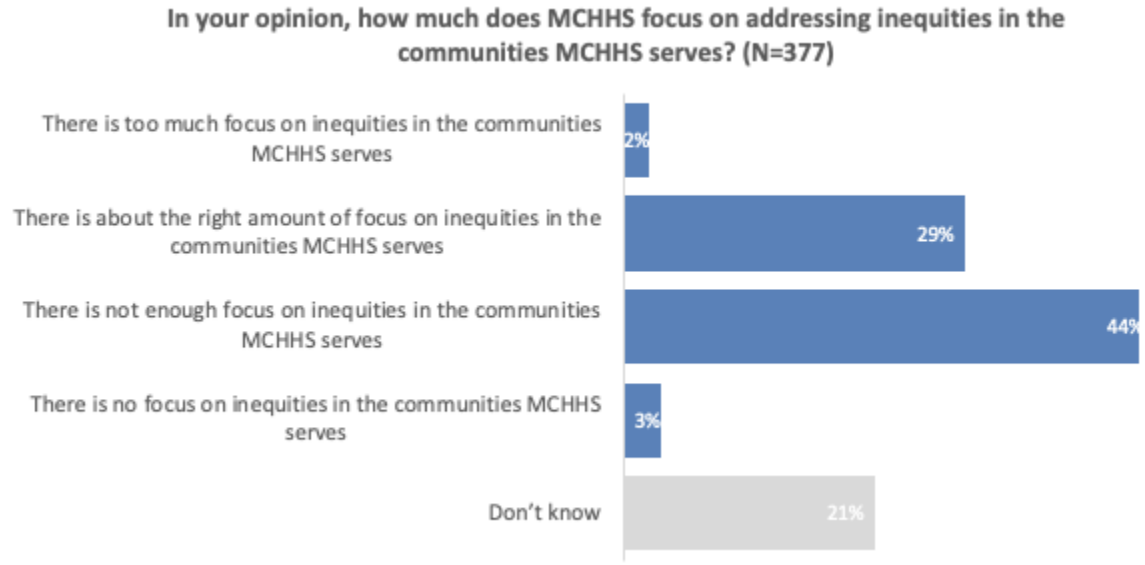
- MCHHS staffing issues (8%)
- Health insurance (8%)
- Violence/stigma/stressors (8%)
- Service gaps (6%)
- Criminal justice system (5%)
- Childcare (4%)
- Disabilities/IDD (4%)
- Technology (2%)
- STIs (2%)
- COVID (2%)



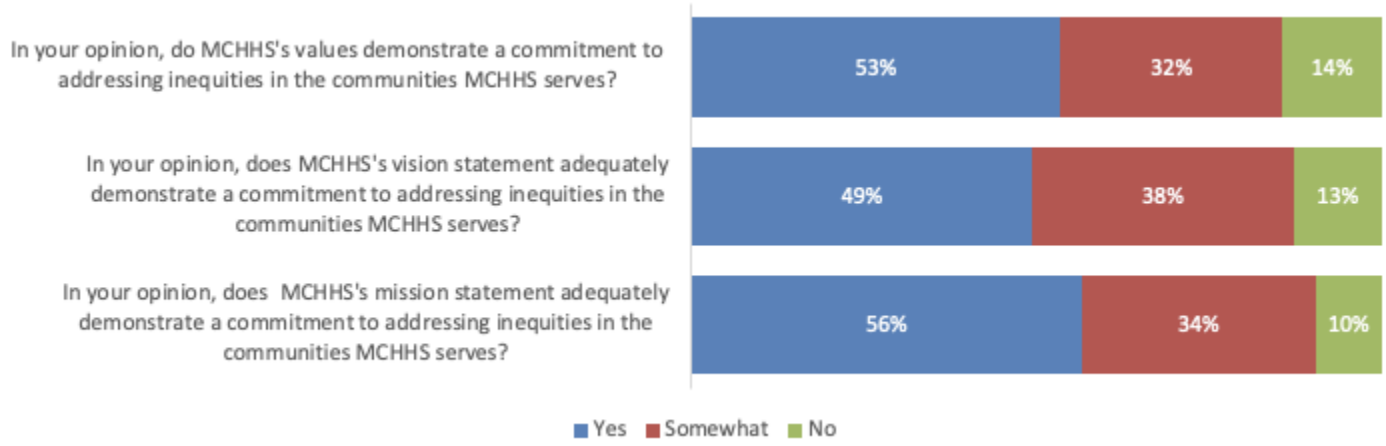
Additionally, 3% of staff did not know or did not feel there were any disproportionately and unjustly distributed health and quality of life issues. One respondent stated, “I have not witnessed anything being unjustly distributed during my time working for MCHHS.”

Survey Q#8

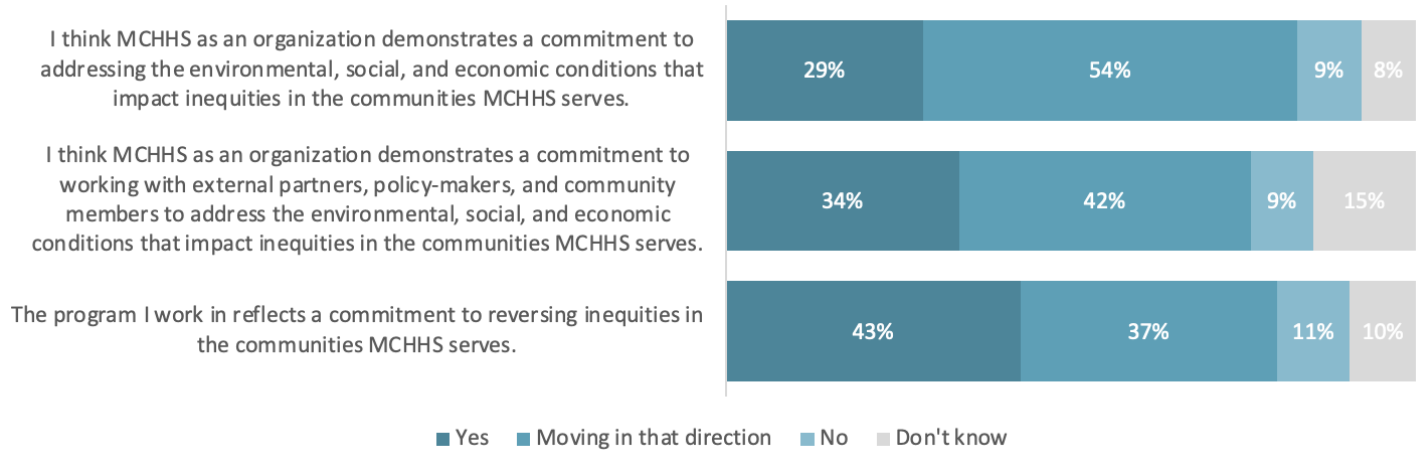
Survey respondents were asked a series of questions about their perceptions of MCHHS’ commitment to addressing inequities in the communities MCHHS serves. The following tables display their responses.



Survey Q#9-11

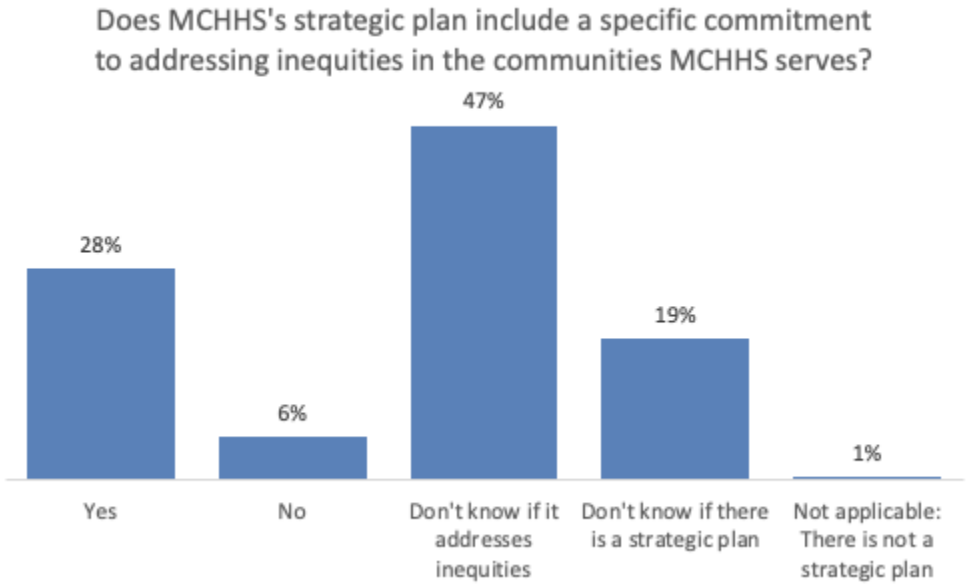


Survey Q#12-14



Strategic Planning

Survey Q#15



Survey Q#16

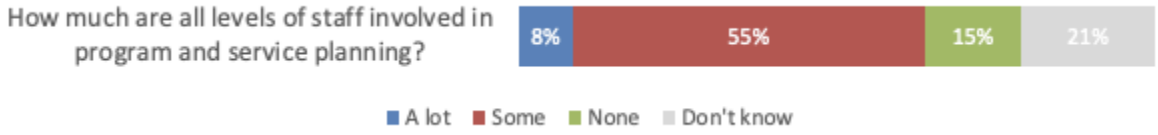
Staff were asked What role(s) community members and organizations play in MCHHS strategic planning. The following table displays responses. Over 50% of respondents said they did not know. “Other” responses include, “superficial role,” “very little,” and “input from community partners and agencies is attained only right before a state or federal audit.” Respondents could select all that apply, so the percentages equal more than 100%.

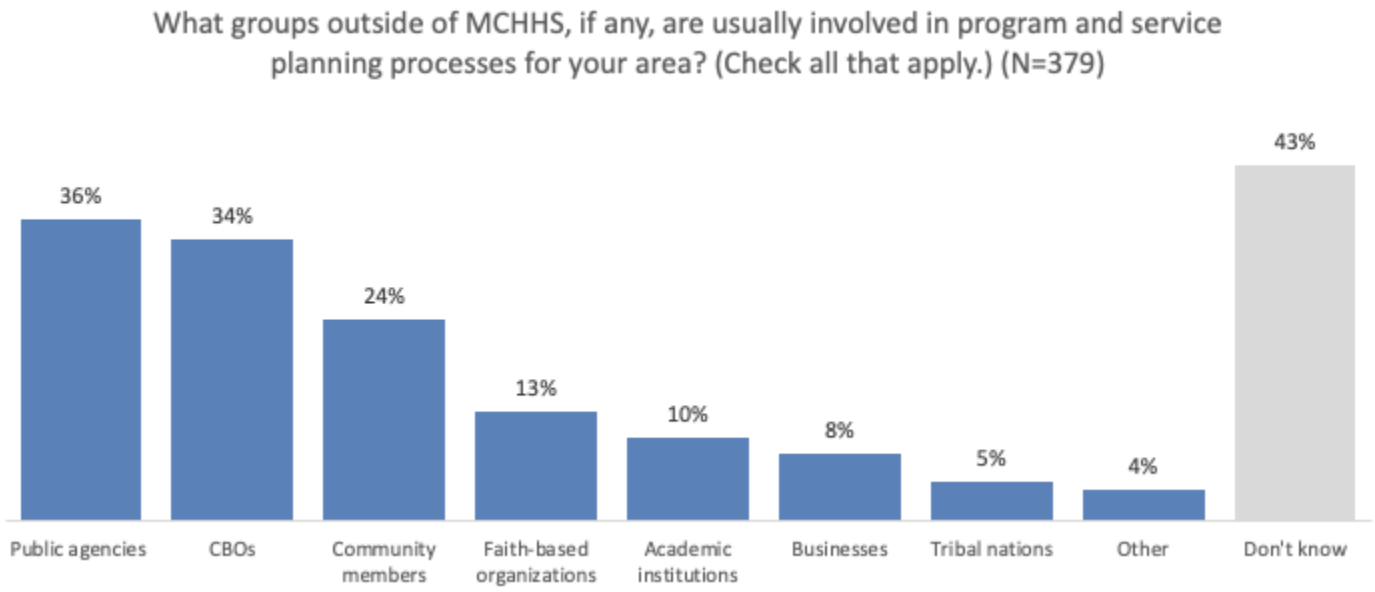
In your experience, what role(s) do community leaders, residents, and community-based organizations that support populations experiencing inequities in the communities MCHHS serves play in strategic planning? (Check all that apply)	
Collect feedback from larger groups of community members and communicate the feedback to MCHHS	27%
Contribute input in the beginning of the strategic planning process	24%
Maintain active involvement throughout the strategic planning process	22%
Review strategic planning documents and give feedback	20%
Participate in the decision-making of the strategic planning process	18%
Other	2%
None	4%
Don't know	54%

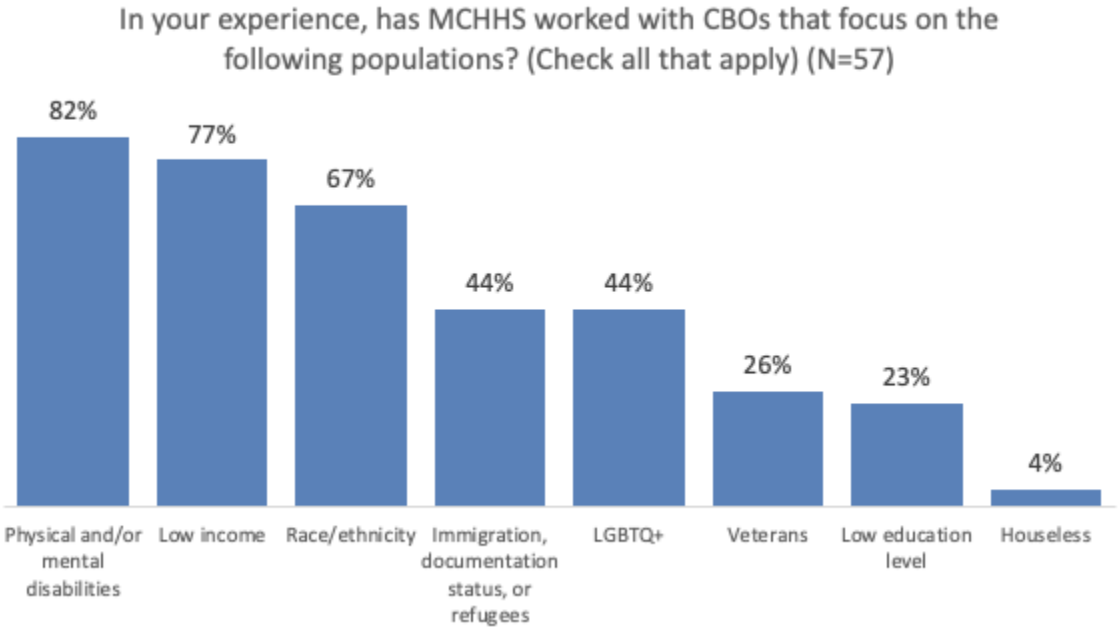
Program and Service Planning

Survey Q#

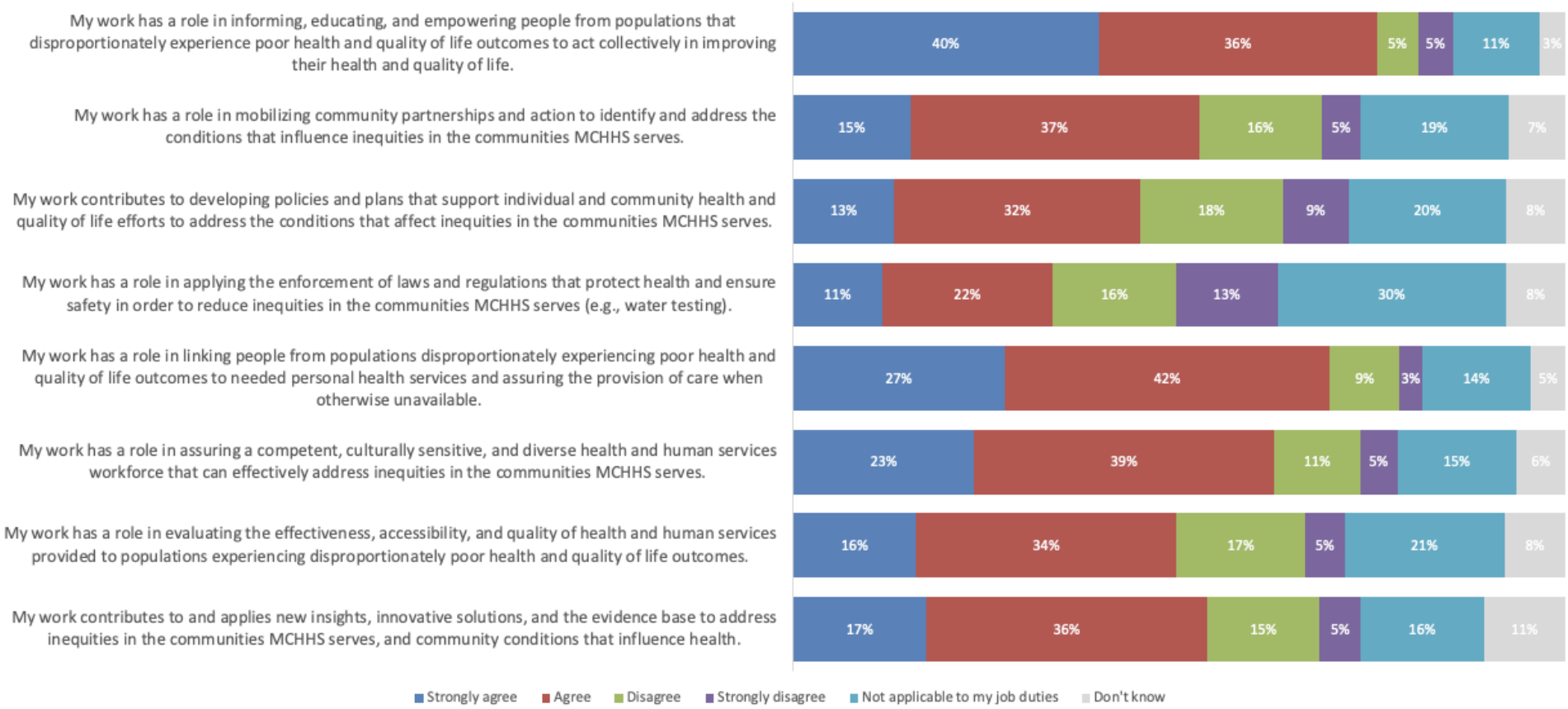
Shifting from strategic planning to program and service delivery, survey respondents were asked how much all levels of staff are involved and what partners outside McHHS are engaged. If respondents selected Community Based Organizations (CBOs), they were also asked if those CBOs focused on any specific populations; 58 people answered this second question.





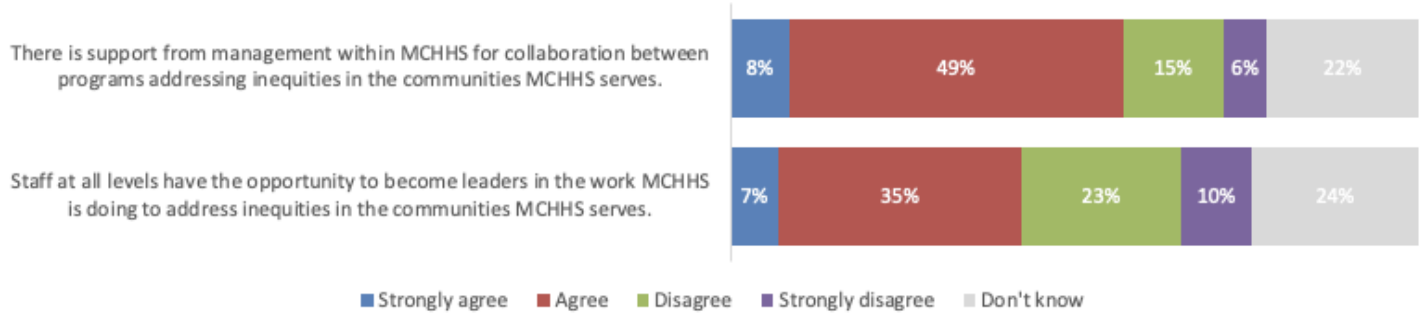


Respondents were asked to reflect on whether or not their role includes aspects of addressing inequities. Depending on the role, 11 - 30% of staff did not feel this applicable to their job duties. However, with the exception of two categories (“developing policies and plans that support individual and community health and quality of life efforts” and “enforcement of laws and regulations that protect health and ensure safety”), over 50% of staff strongly agree or agree that they have a role in various aspects of equity work.

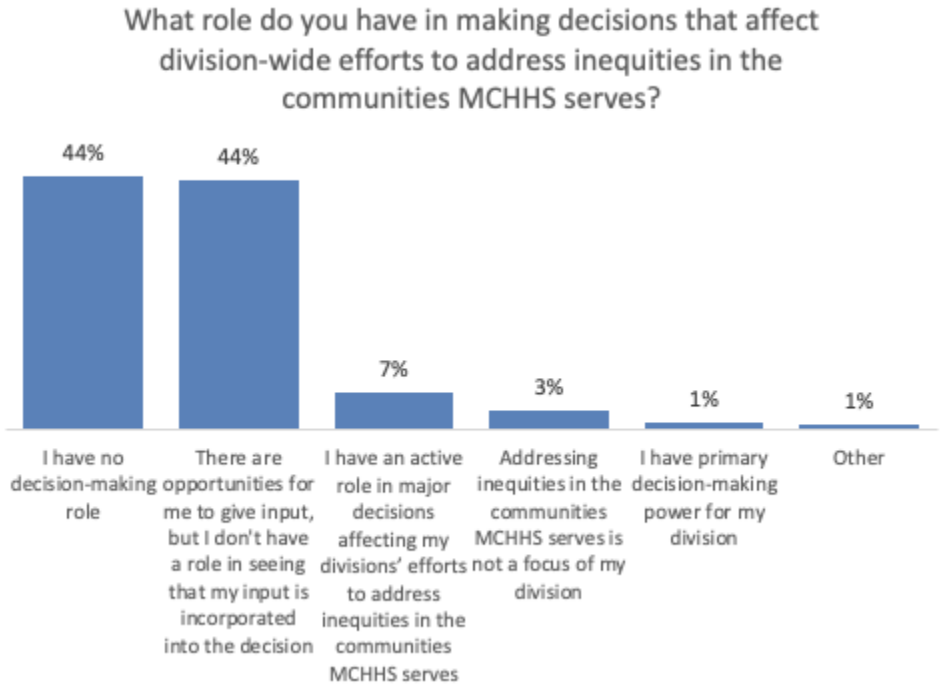

My work has a role in informing, educating, and empowering people from populations that disproportionately experience poor health and quality of life outcomes to act collectively in improving their health and quality of life.
40%
36%
5%
5%
11%
3%
My work has a role in mobilizing community partnerships and action to identify and address the conditions that influence inequities in the communities MCHHS serves.
15%
37%
16%
5%
19%
7%
My work contributes to developing policies and plans that support individual and community health and quality of life efforts to address the conditions that affect inequities in the communities MCHHS serves.
13%
32%
18%
9%
20%
8%
My work has a role in applying the enforcement of laws and regulations that protect health and ensure safety in order to reduce inequities in the communities MCHHS serves (e.g., water testing).
11%
22%
16%
13%
30%
8%
My work has a role in linking people from populations disproportionately experiencing poor health and quality of life outcomes to needed personal health services and assuring the provision of care when otherwise unavailable.
27%
42%
9%
3%
14%
5%
My work has a role in assuring a competent, culturally sensitive, and diverse health and human services workforce that can effectively address inequities in the communities MCHHS serves.
23%
39%
11%
5%
15%
6%
My work has a role in evaluating the effectiveness, accessibility, and quality of health and human services provided to populations experiencing disproportionately poor health and quality of life outcomes.
16%
34%
17%
5%
21%
8%
My work contributes to and applies new insights, innovative solutions, and the evidence base to address inequities in the communities MCHHS serves, and community conditions that influence health.
17%
36%
15%
5%
16%
11%
Strongly agree
Agree
Disagree
Strongly disagree
Not applicable to my job duties
Don't know

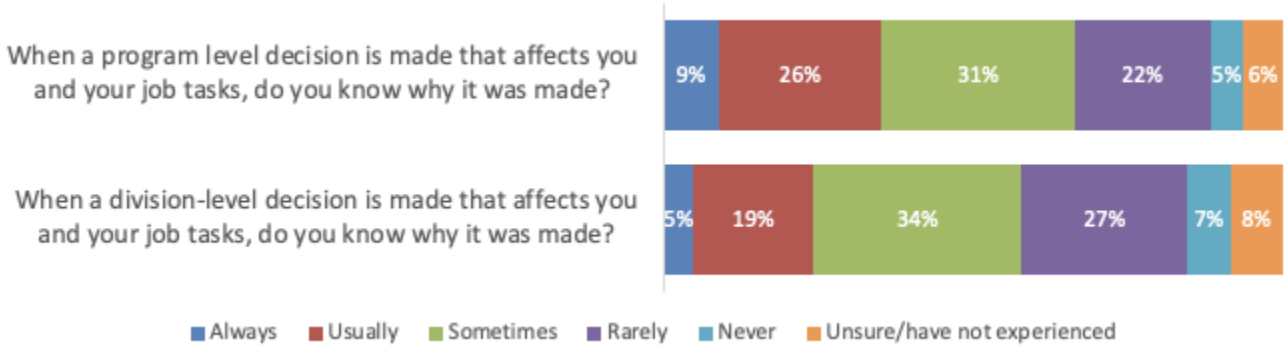
Section C: Collaboration Within MCHHS

The next set of questions were designed to better understand what aspects of MCHHS make internal collaboration possible and how different kinds of collaboration within MCHHS function.

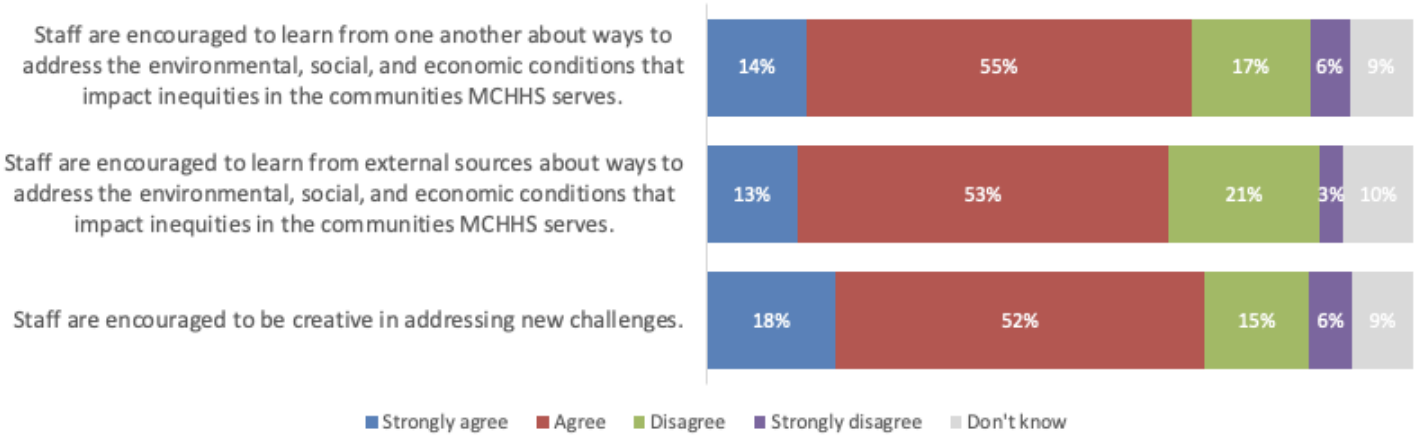


The next section focused on decision-making and transparency at MCHHS. The majority of respondents (88%) felt they either have no decision-making role or that there are opportunities for input but they have no role in making sure their input is utilized. Additionally, over 50% of staff feel that they only sometimes or rarely know why a decision was made that affects their job at both the division and program level.





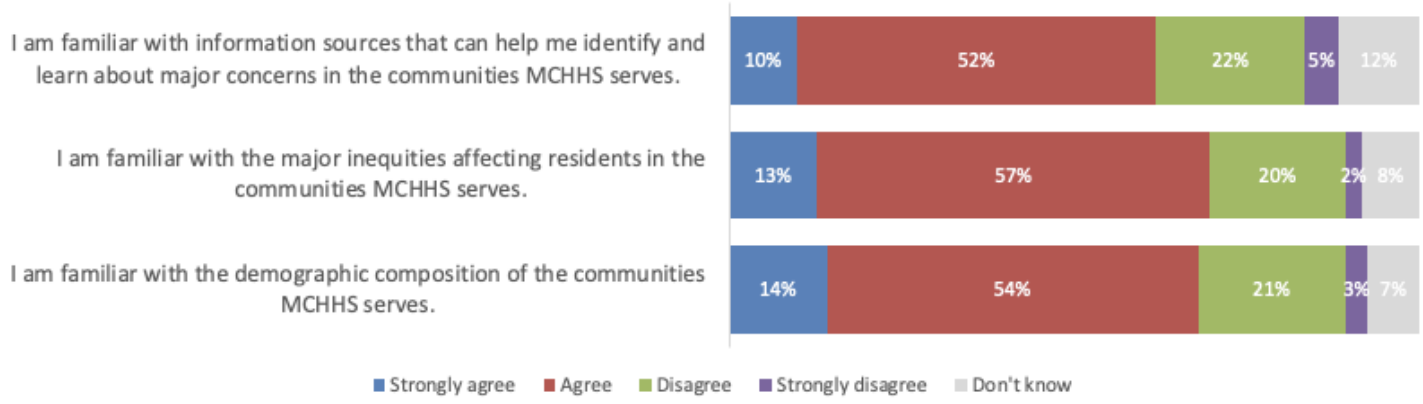
When asked about the culture of learning at MCHHS, most respondents strongly agree or agree that staff are encouraged to learn about the environmental, social, and economic conditions that impact inequities in the communities MCHHS serves.



Section D: Working with the Communities MCHHS Serves to Address the Environmental, Social, and Economic Conditions that Impact Inequities

The next section of the survey focused on MCHHS's collaboration with the communities MCHHS serves to address the environmental, social, and economic conditions that impact inequities.

The majority of respondents indicated that they understand the demographics of the communities MCHHS serves (68%), as well as the major inequities impacting them (70%). Additionally, the majority of staff know where to go to find out more information (62%).



Part of understanding the work MCHHs does in the collaboration with the community is knowing what types of organizations MCHHS staff engage with. The figure below displays answers to this question. Half of respondents work with CBOs, and one quarter work with groups that advocate for improved living conditions and/or community members not affiliated with an organization. Respondents could select all that apply. “Other” responses included schools, 12 step recovery groups, businesses, health care, adult foster care, vocational rehab, animal rescue organizations.

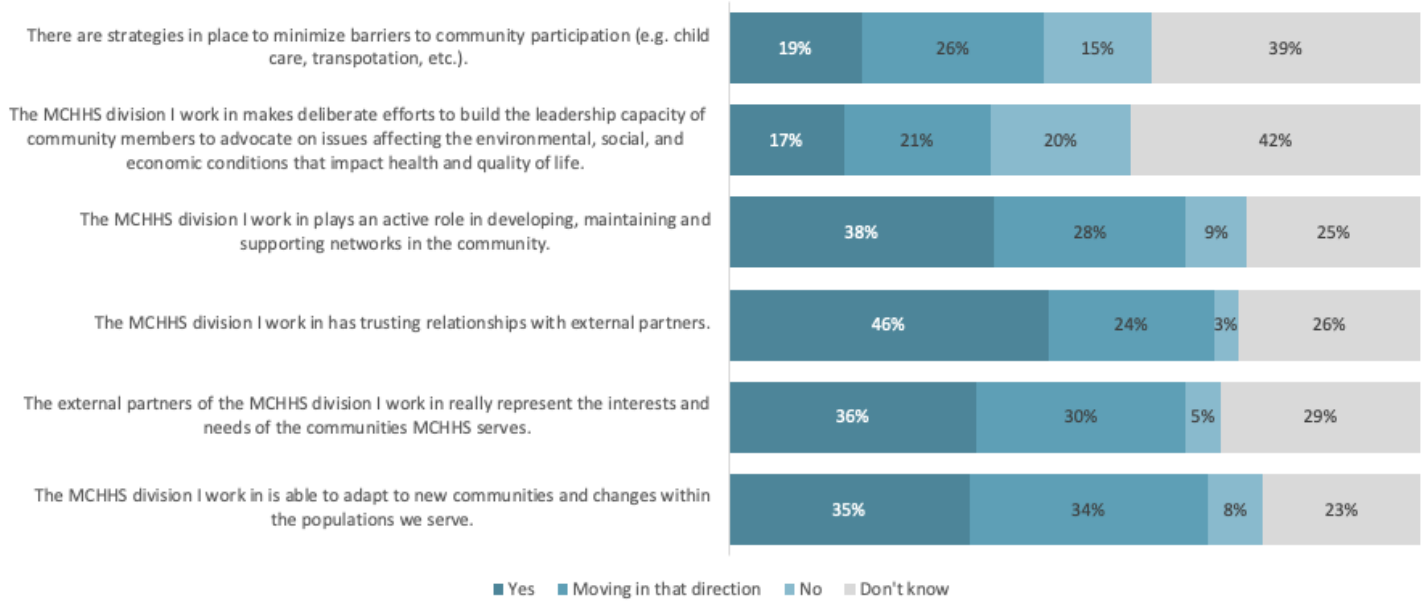
Which types of community groups, if any, do you work with as part of your job at MCHHS? (N=379)	
Community-based organizations (CBOs)	51%
Groups that advocate for improved living conditions	25%
Community members not affiliated with an organization or group	25%
Youth development/leadership groups	18%
Faith-based groups	17%
Neighborhood groups	10%
Other	5%
None of the above	25%
Don't know	10%

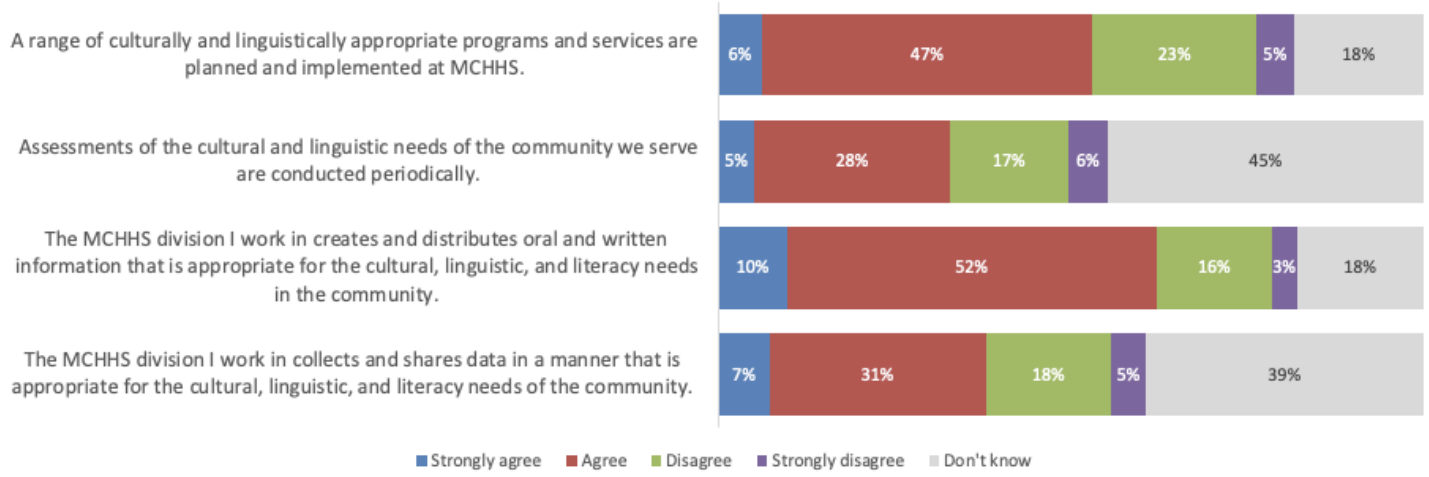
Those that selected CBOs as a community group they worked with were asked if any of the CBOs they work with focus on any specific populations. Respondents were able to select all that apply. “Other” responses included COVID, mental health, youth, houseless, and recovery.

You indicated that you work with CBOs to reverse inequities in the communities MCHHS serves. Which of the following populations do you work with? (N=149)	
Physical and/or mental disabilities	69%
Low income	64%

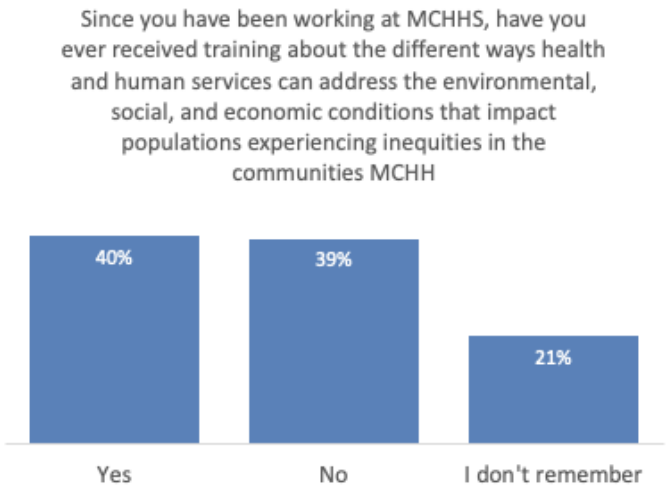
Race/ethnicity	53%
Low education level	44%
LGBTQ+	39%
Immigration, documentation status, or refugees	30%
Veterans	23%
Other	9%

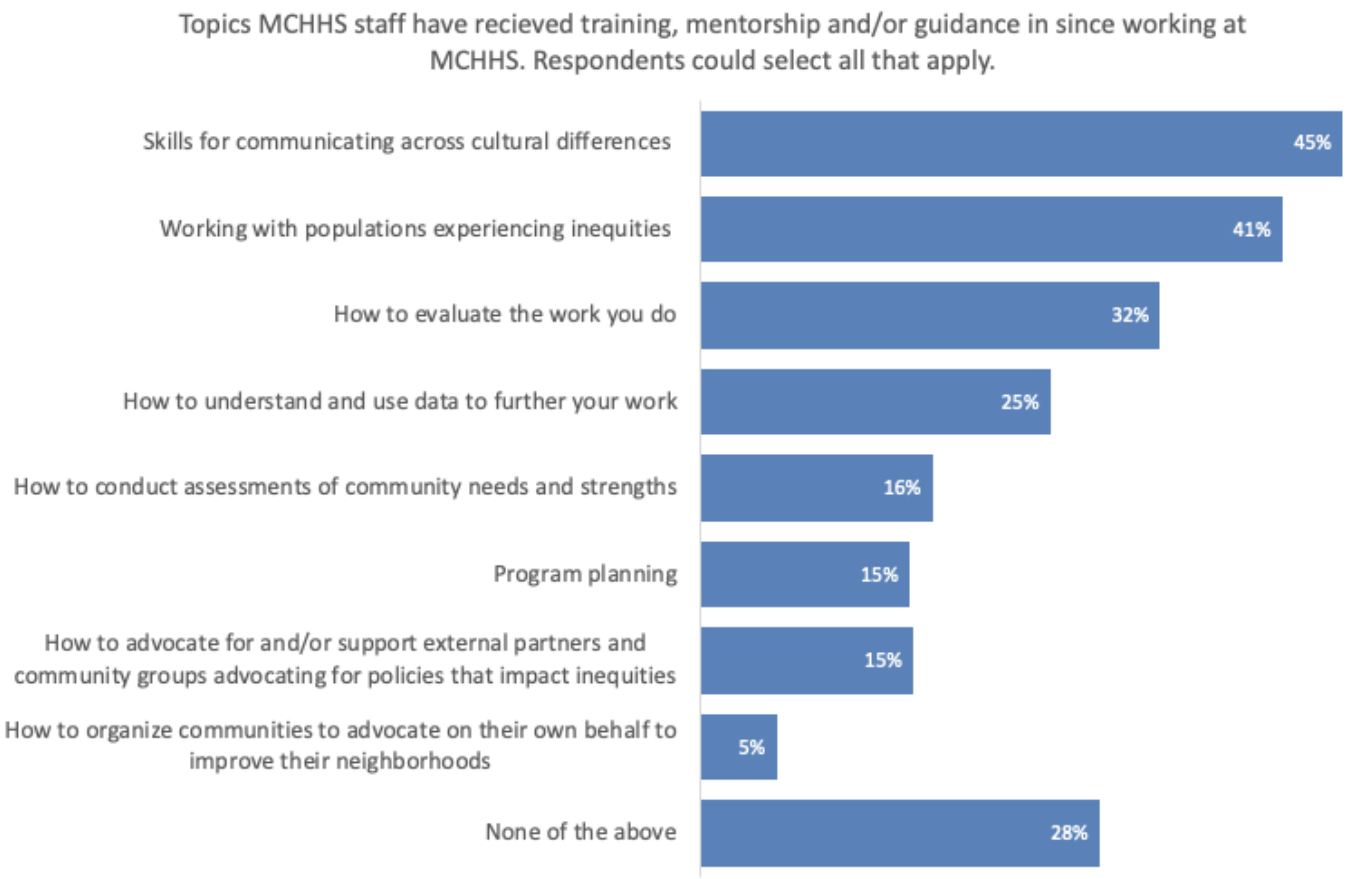
In the next section of the survey, staff were asked to describe their division's approach to working with communities. Between 23-42% of respondents indicated they did not know. To note, 46% of respondents felt that the MCHHS division they work for has trusting relationships with external partners, and another 24% feel that their division is moving in that way. However, 15% felt that there are not strategies in place to support community participation, and 2% felt that there are not deliberate efforts made to build capacity of community members to advocate on issues of equity. More than half of respondents felt that a range of culturally and linguistically appropriate programs and services are provided by MCHHS (53%), and that their division provides oral and written materials that meet cultural, linguistic and literacy needs of the community (62%).More respondents indicated that they didn't know than agreed that regular assessment of cultural and linguistic needs are conducted (42% vs. 33%) and that data is collected and shared in an appropriate manner for the community (39% vs. 38%).





Section E: Supporting Staff to Address Inequities in the Communities MCHHS Serves

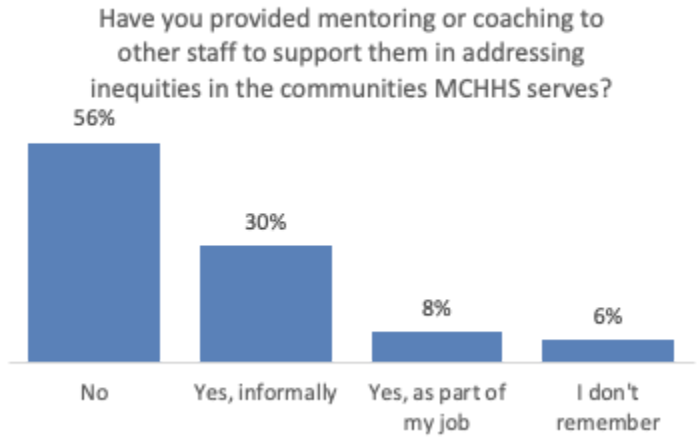


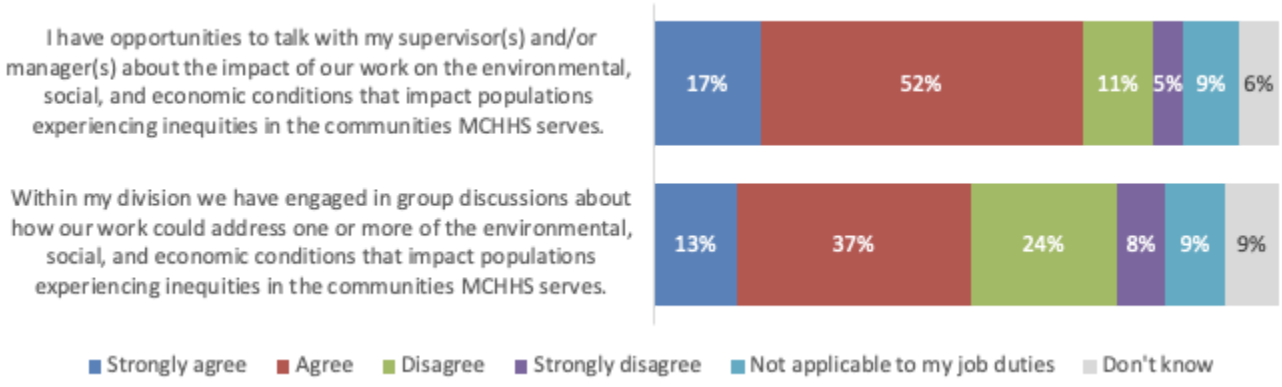


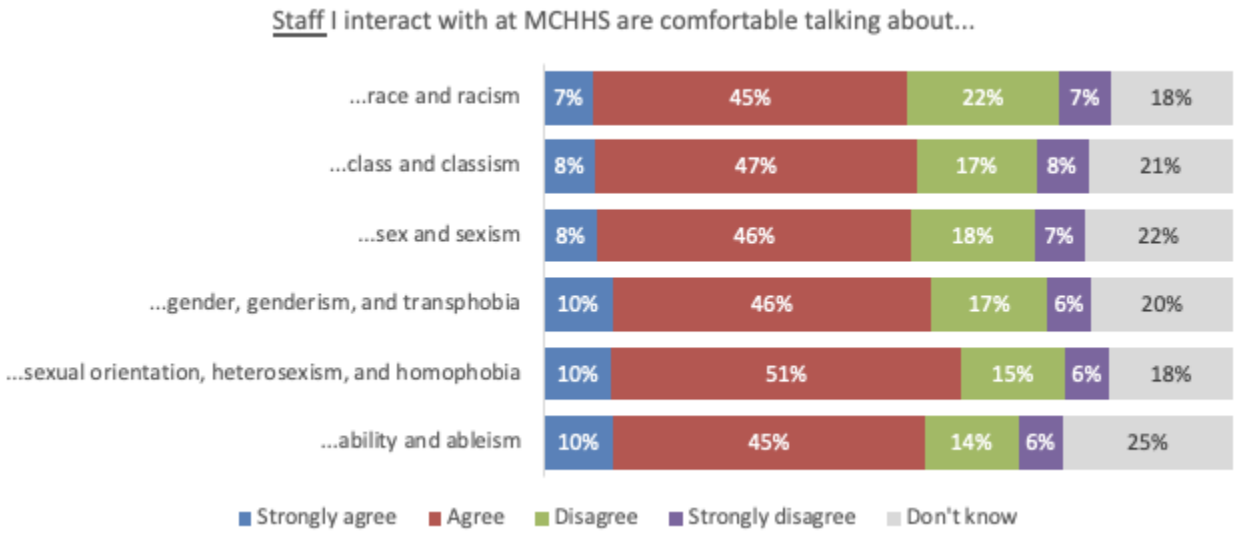
The first set of questions in this section asked about various training opportunities that may be available. Staff were asked if they were encouraged to use and if they did use the various opportunities to further their understanding of inequities in the communities MCHHs serves.

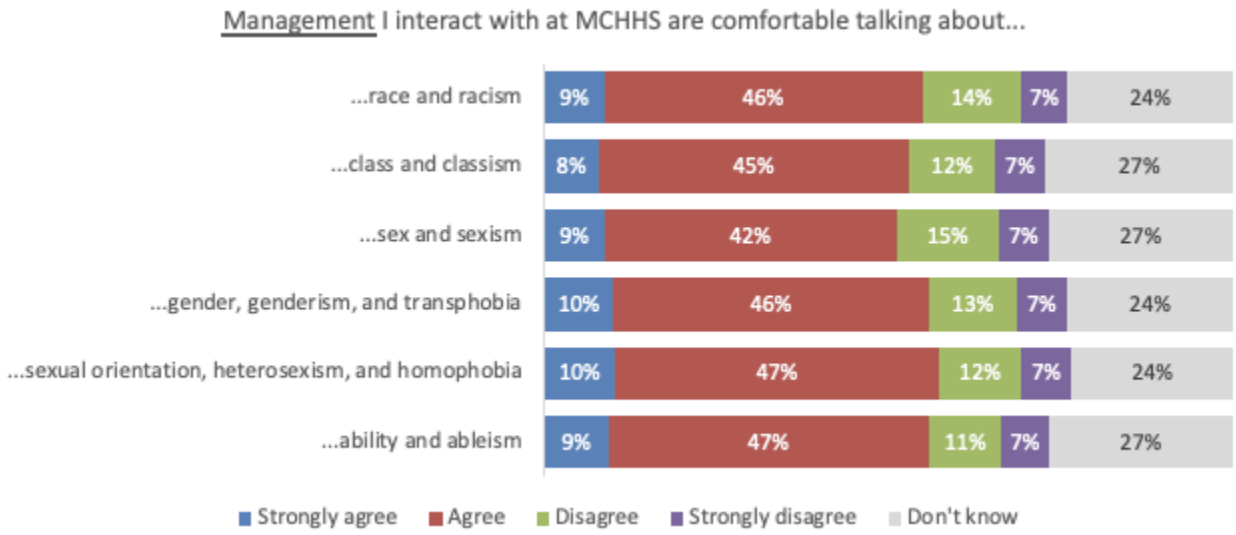
	Encouraged to use...	Used...
mentoring/coaching	21% yes 56% no 7% not applicable/MCHHs doesn't offer 16% don't know (N=376)	63% yes 19% no 18% not yet but plan to (N=78)
tuition reimbursement for a relevant class or certification	12% yes 74% no 6% not applicable/MCHHs doesn't offer 9% don't know (N=376)	46% yes 46% no 8% not yet but plan to (N=50)
conferences, trainings, professional development opportunities, or workshops	52% yes 36% no 1% not applicable/MCHHs doesn't	75% yes 11% no 14% not yet but plan to

centering on populations experiencing inequities	offer 10% don't know (N=376)	(N=197)
other professional development opportunities, including (self-reported opportunities): • Networking • Reading literature • Technical assistance • Webinars • Online trainings • Poverty simulation • Supporting disaster response	29% yes 49% no 3% not applicable/MCHHs doesn't offer 20% don't know (N=376)	62% yes 17% no 21% not yet but plan to (N=106)



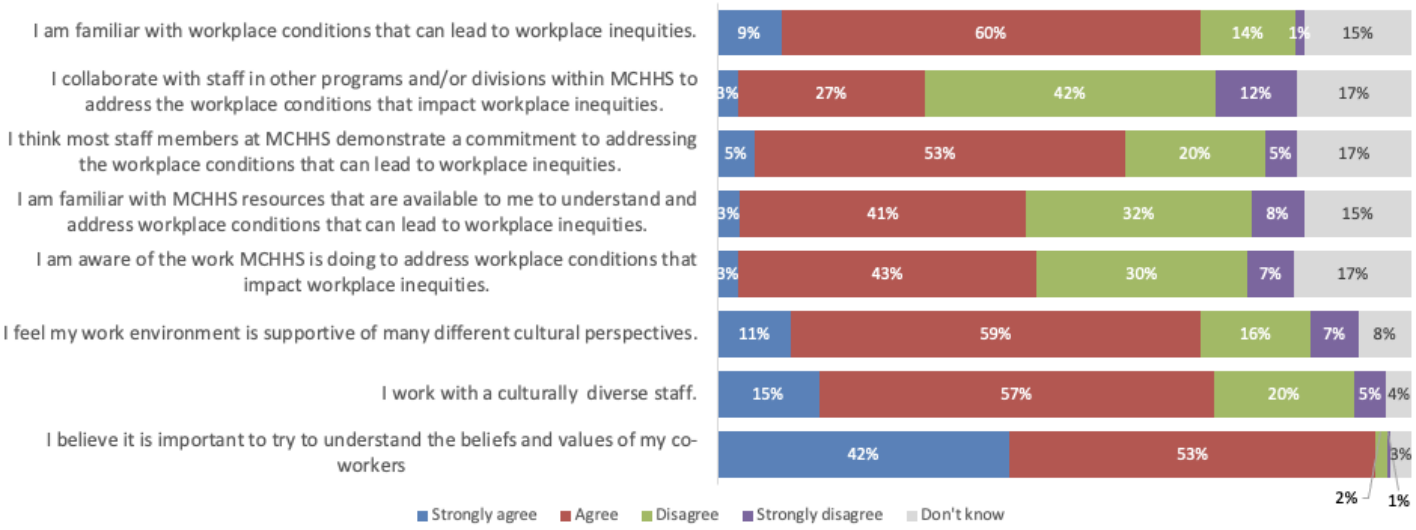




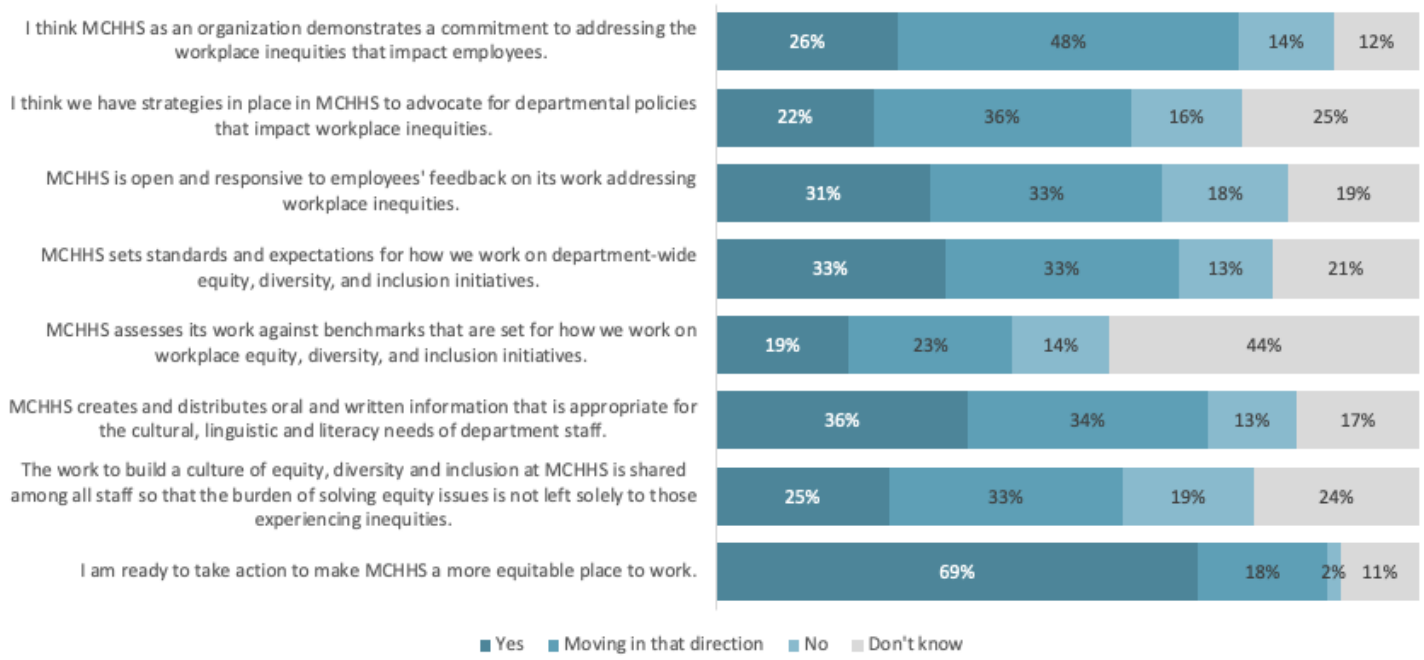


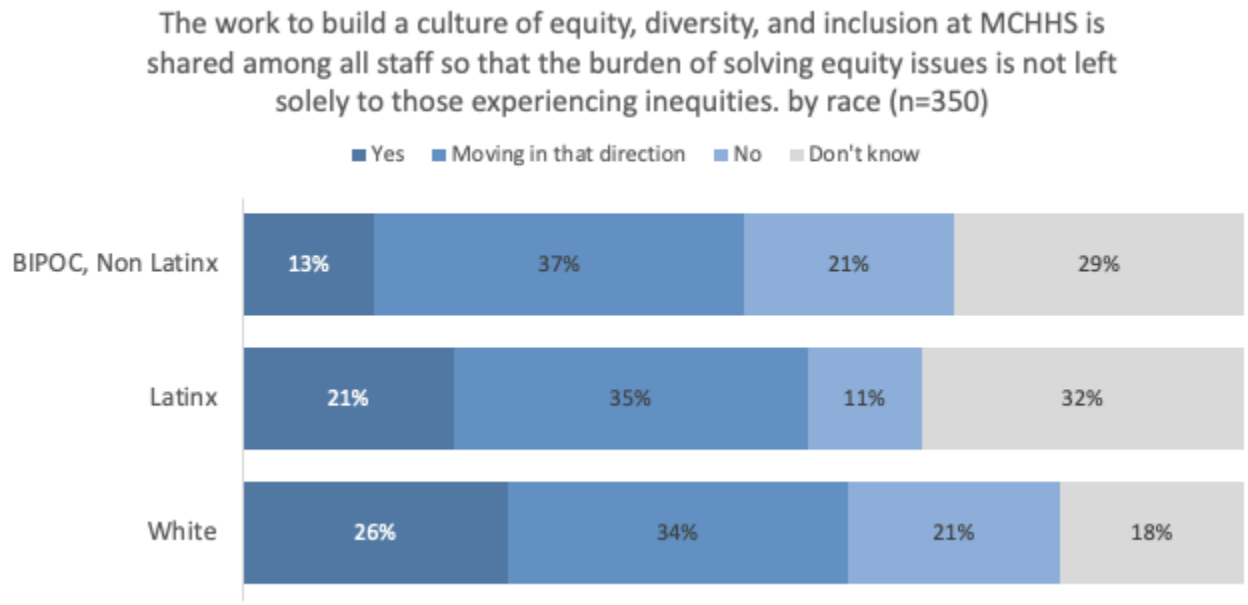
Section F: Working within MCHHS to Address the Workplace Conditions That Impact Workplace Inequities

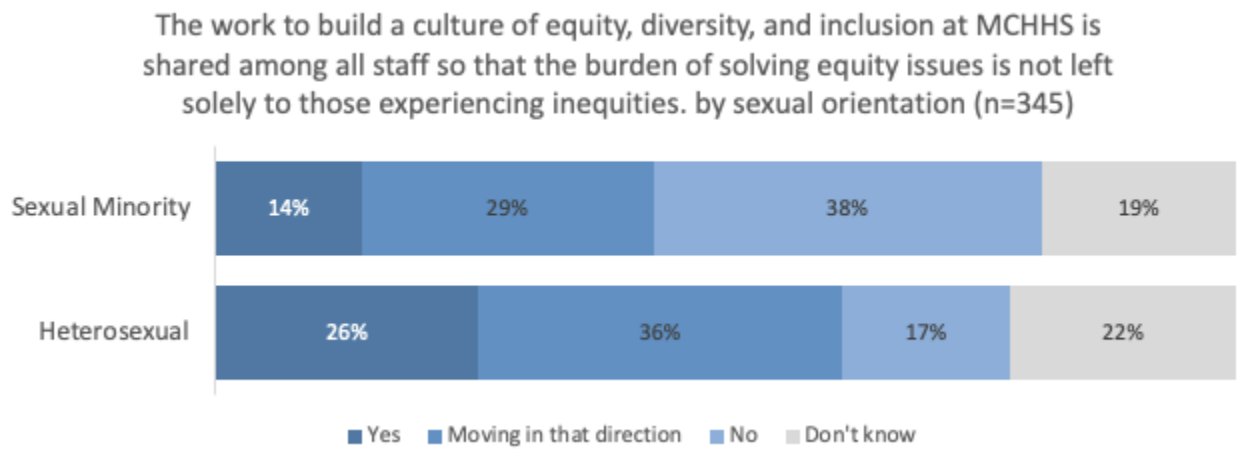
The next set of questions focus on workplace inequities within MCHHS.


I am familiar with workplace conditions that can lead to workplace inequities.
9%
60%
14%
1%
15%
I collaborate with staff in other programs and/or divisions within MCHHS to address the workplace conditions that impact workplace inequities.
3%
27%
42%
12%
17%
I think most staff members at MCHHS demonstrate a commitment to addressing the workplace conditions that can lead to workplace inequities.
5%
53%
20%
5%
17%
I am familiar with MCHHS resources that are available to me to understand and address workplace conditions that can lead to workplace inequities.
3%
41%
32%
8%
15%
I am aware of the work MCHHS is doing to address workplace conditions that impact workplace inequities.
3%
43%
30%
7%
17%
I feel my work environment is supportive of many different cultural perspectives.
11%
59%
16%
7%
8%
I work with a culturally diverse staff.
15%
57%
20%
5%
4%
I believe it is important to try to understand the beliefs and values of my co-workers
42%
53%
3%
2%
1%
Strongly agree
Agree
Disagree
Strongly disagree
Don't know

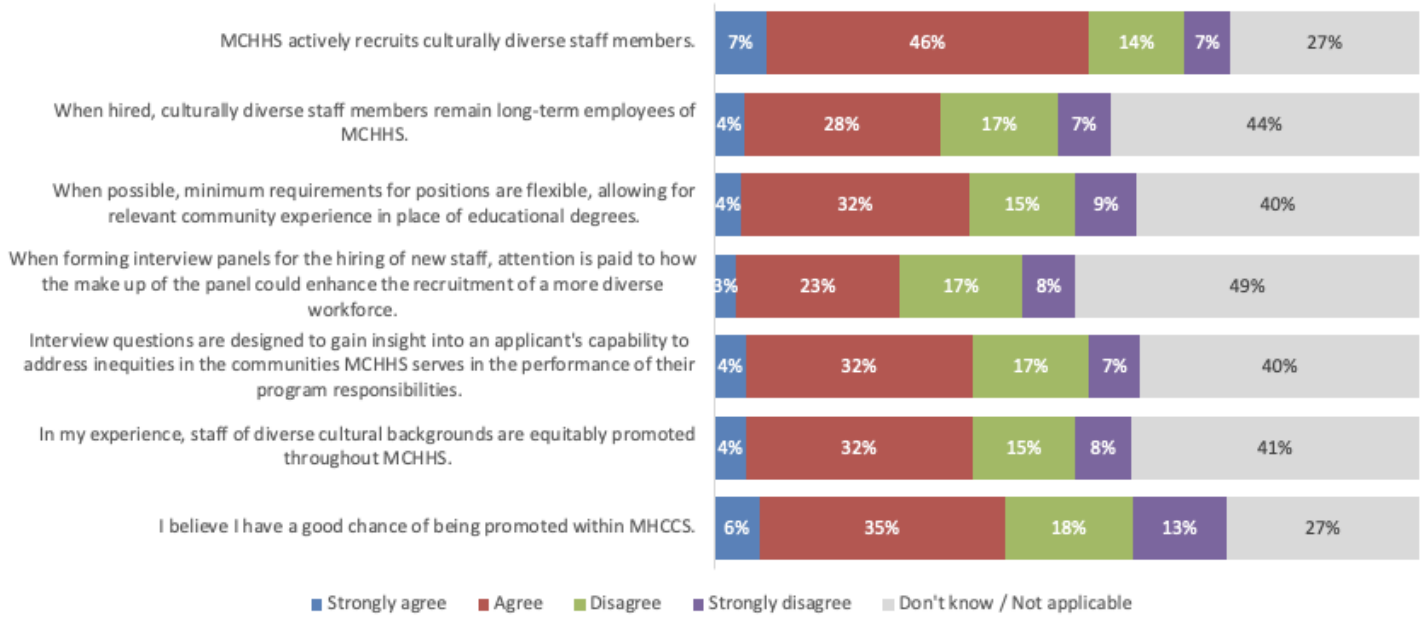
MCHHS's approach to workplace inequities

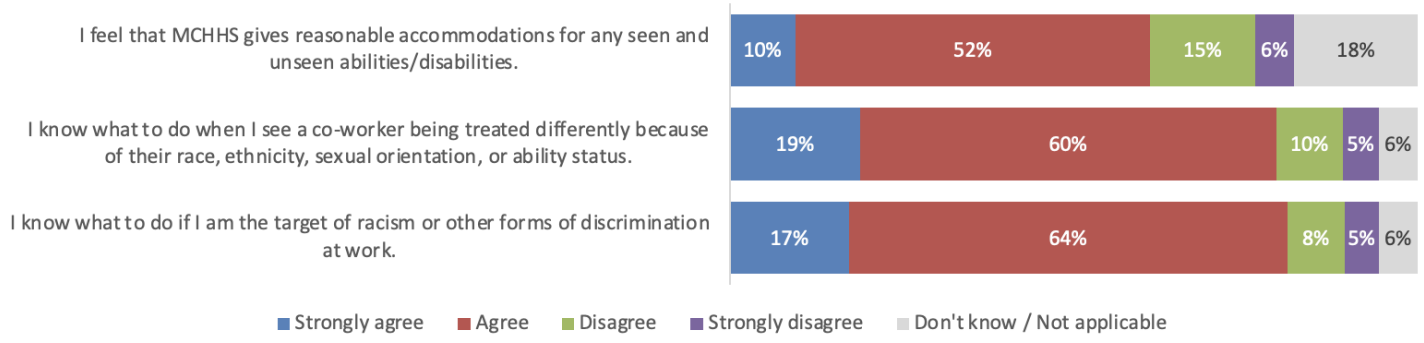






Recruitment, hiring, and retention of diverse staff at MCHHS

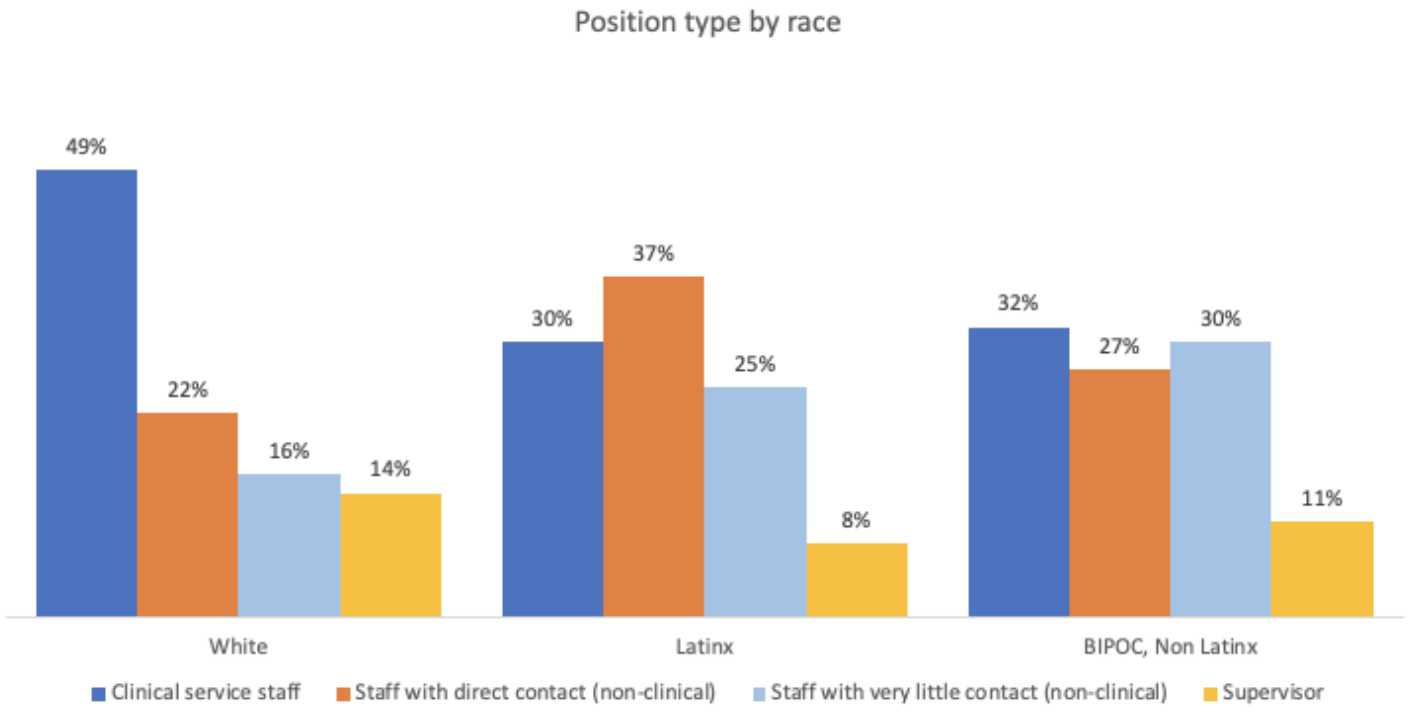


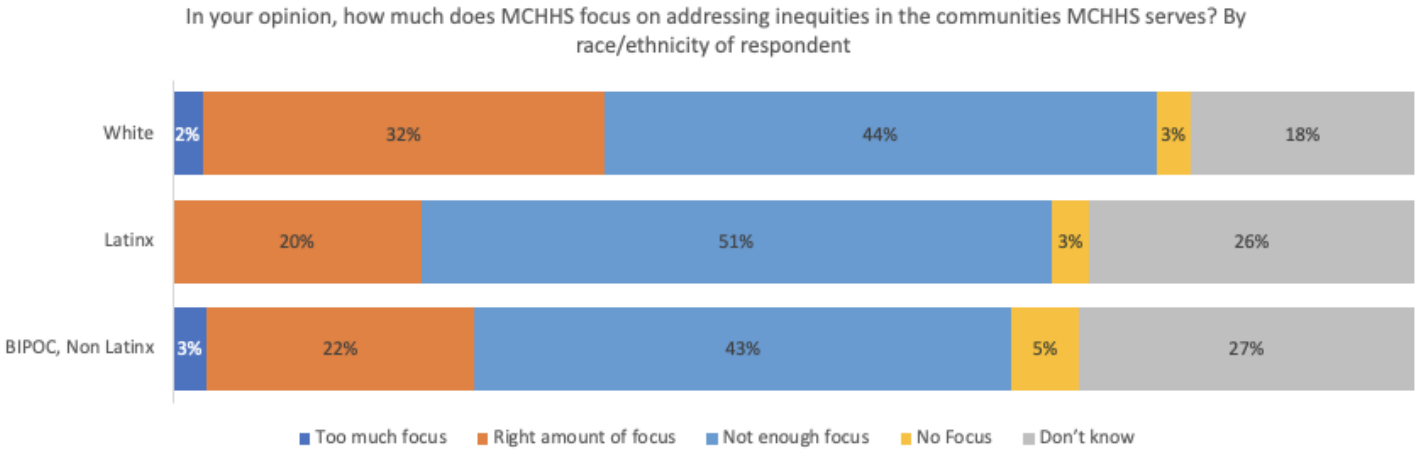


Analysis by race of respondent

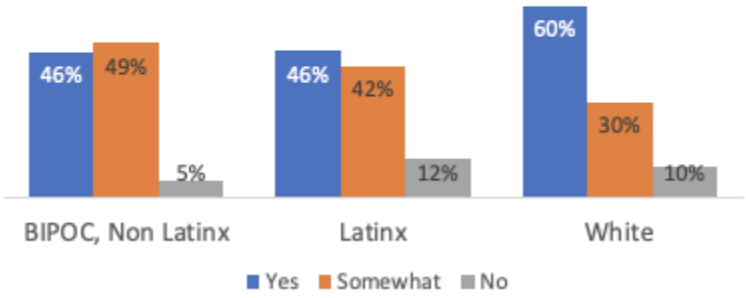
Note about categories for race/ethnicity: Due to low sample sizes, respondents who indicated their race/ethnicity was something other than White or Latinx were combined into one category called BIPOC, Non Latinx. BIPOC stands for black, indigenous, people of color.
Sample sizes:

- White = 251
- Latinx = 65
- BIPOC, Non Latinx = 37

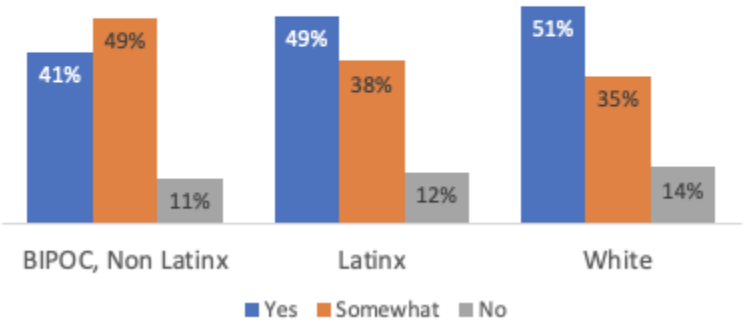




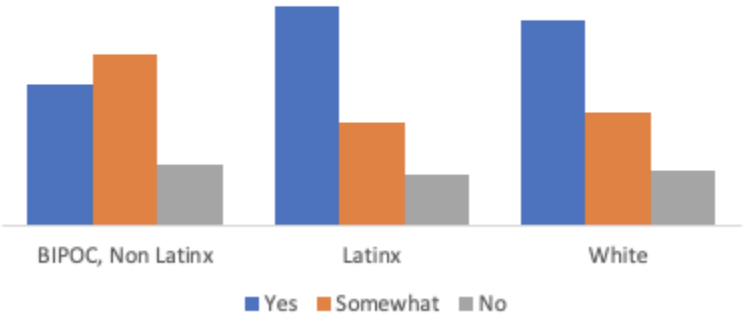
Mission statement adequately demonstrates a commitment to addressing inequities, by race of respondent



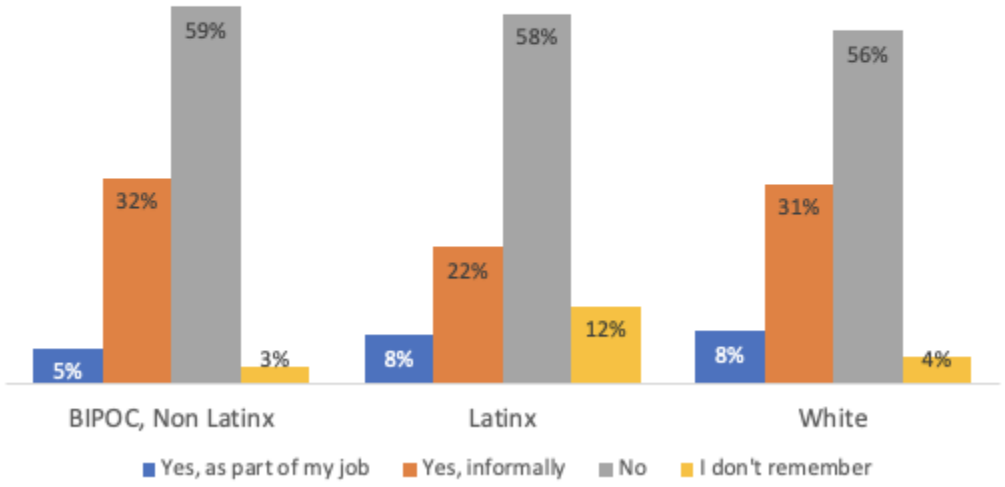
Vision adequately demonstrates a commitment to addressing inequities, by race of respondent



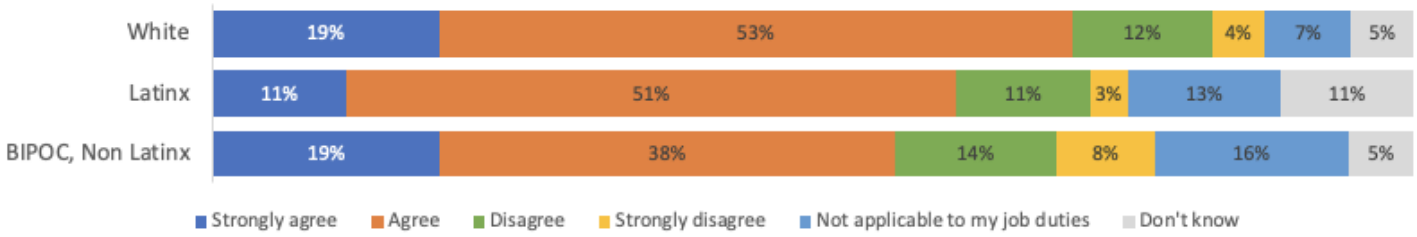
Values adequately demonstrate a commitment to addressing inequities, by race of respondent



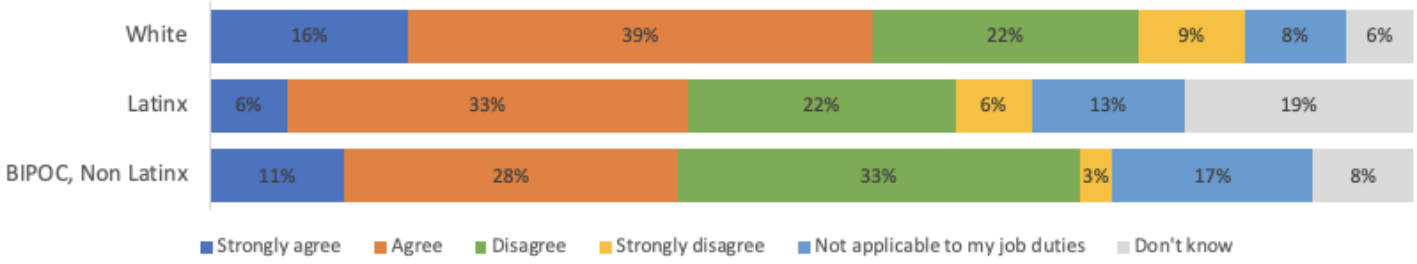
Have staff provided mentoring or coaching to other staff to support them in addressing inequities? By race of respondent.



I have opportunities to talk with my supervisor(s) and/or manager(s) about the impact of our work on the environmental, social, and economic conditions that impact populations experiencing inequities in the communities MCHHS serves. By race of respondent.



Within my division we have engaged in group discussions about how our work could address one or more of the environmental, social, and economic conditions that impact populations experiencing inequities. By race of respondent

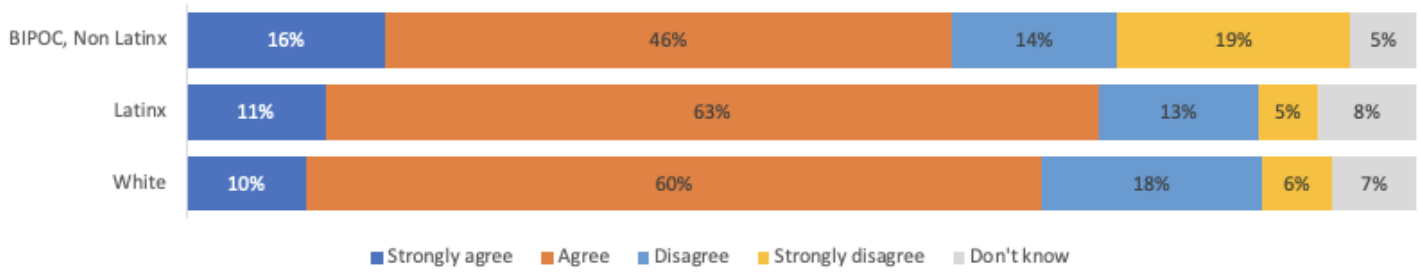


Staff I interact with at MCHHS are comfortable talking about...	by race of respondent	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
	BIPOC, Non Latinx	14%	32%	19%	14%	22%
	Latinx	3%	46%	17%	6%	27%
…race and racism	White	7%	48%	24%	6%	15%
	BIPOC, Non Latinx	11%	24%	27%	8%	30%
	Latinx	5%	44%	11%	8%	32%
…class and classism	White	8%	50%	17%	8%	17%
	BIPOC, Non Latinx	11%	32%	22%	5%	30%
	Latinx	5%	44%	16%	5%	31%
…sex and sexism	White	8%	49%	18%	8%	17%
	BIPOC, Non Latinx	14%	38%	14%	5%	30%
	Latinx	6%	41%	17%	5%	31%
…gender, genderism, transphobia	White	11%	50%	17%	7%	15%
	BIPOC, Non Latinx	11%	43%	14%	5%	27%
…sexual orientation, heterosexism,	Latinx	8%	47%	14%	5%	27%
homophobia	White	11%	54%	15%	7%	13%
	BIPOC, Non Latinx	14%	32%	14%	5%	35%
	Latinx	3%	39%	9%	8%	41%
…ability and ableism	White	12%	49%	14%	7%	18%

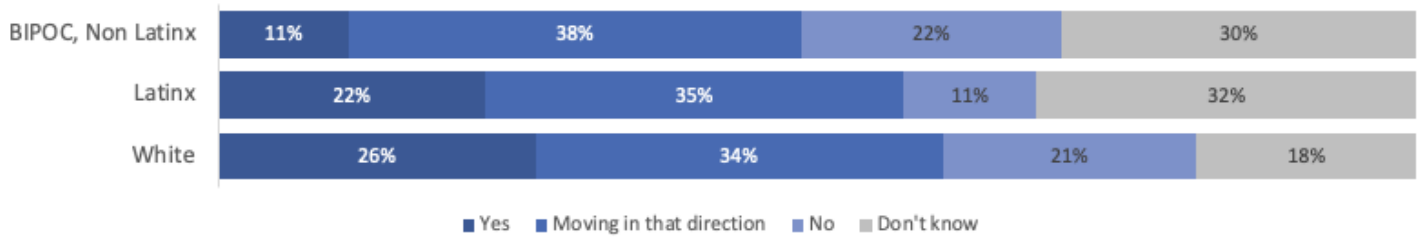
Management I interact with at MCHHS are comfortable talking about...	by race of respondent	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
	BIPOC, Non Latinx	6%	33%	11%	14%	36%
	Latinx	6%	38%	17%	6%	33%
…race and racism	White	9%	52%	14%	6%	19%
	BIPOC, Non Latinx	6%	31%	11%	11%	42%
	Latinx	5%	38%	16%	6%	36%
…class and classism	White	9%	50%	12%	7%	22%
	BIPOC, Non Latinx	6%	31%	14%	11%	39%
	Latinx	5%	36%	17%	5%	38%
…sex and sexism	White	10%	47%	15%	7%	21%
	BIPOC, Non Latinx	8%	31%	14%	14%	33%
	Latinx	6%	41%	19%	3%	31%
…gender, genderism, transphobia	White	11%	51%	11%	8%	19%
	BIPOC, Non Latinx	8%	33%	11%	14%	33%
…sexual orientation, heterosexism,	Latinx	8%	42%	17%	3%	30%
homophobia	White	11%	52%	11%	8%	19%
…ability and ableism	BIPOC, Non Latinx	6%	31%	11%	11%	42%

	Latinx	5%	38%	16%	5%	38%
	White	11%	52%	9%	7%	21%

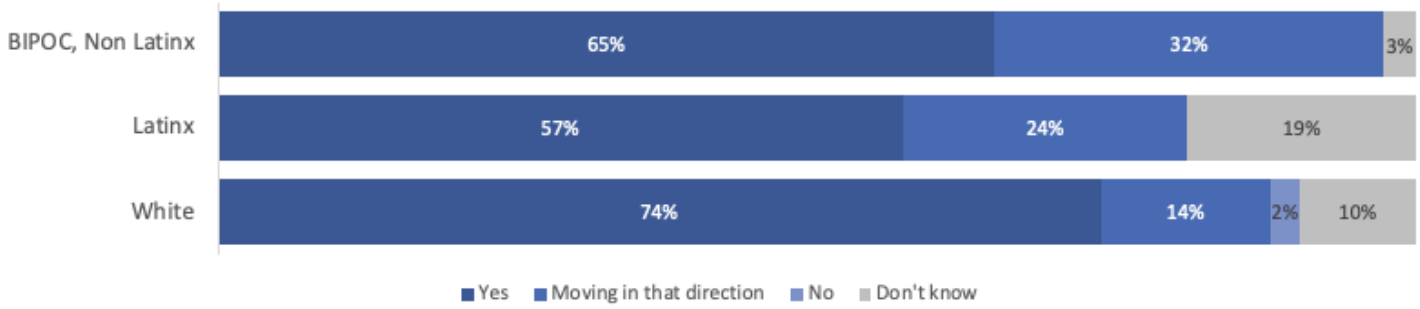
I feel my work environment is supportive of many different cultural perspectives. By race of respondent.



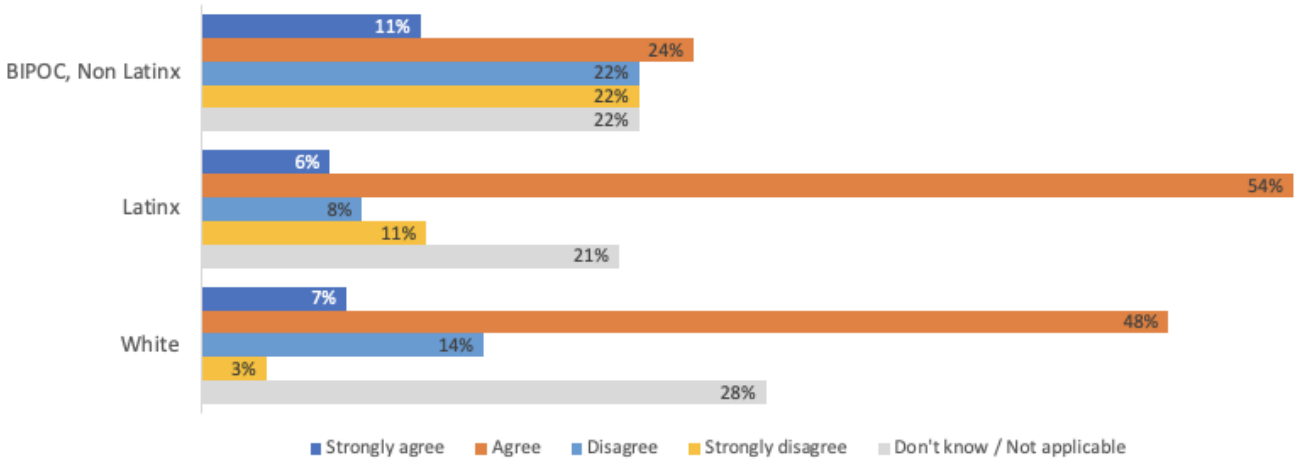
The work to build a culture of equity, diversity, and inclusion at MCHHS is shared among all staff so that the burden of solving equity issues is not left solely to those experiencing inequities. By race of respondent.



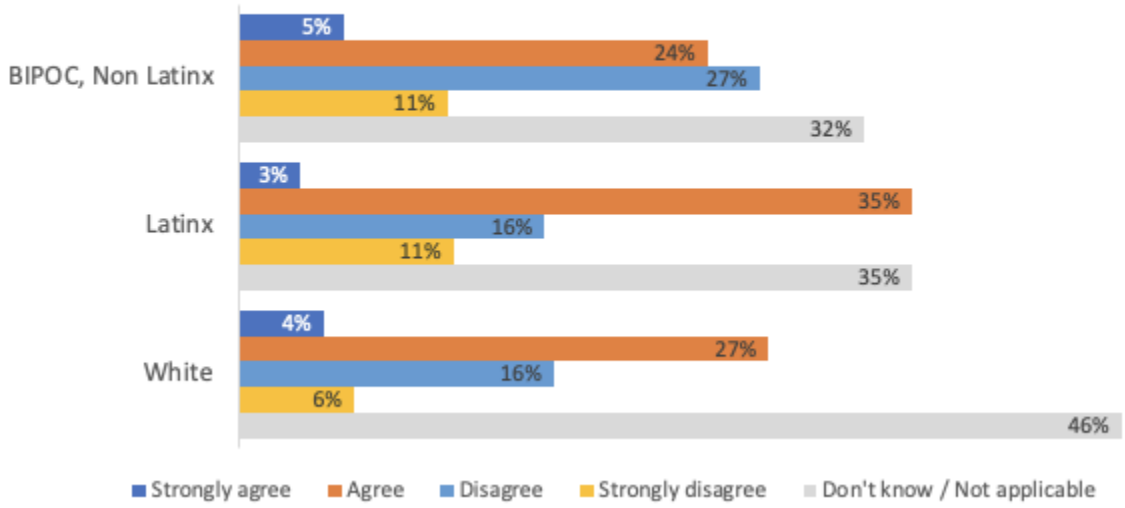
I am ready to take action to make MCHHS a more equitable place to work. By race of respondent



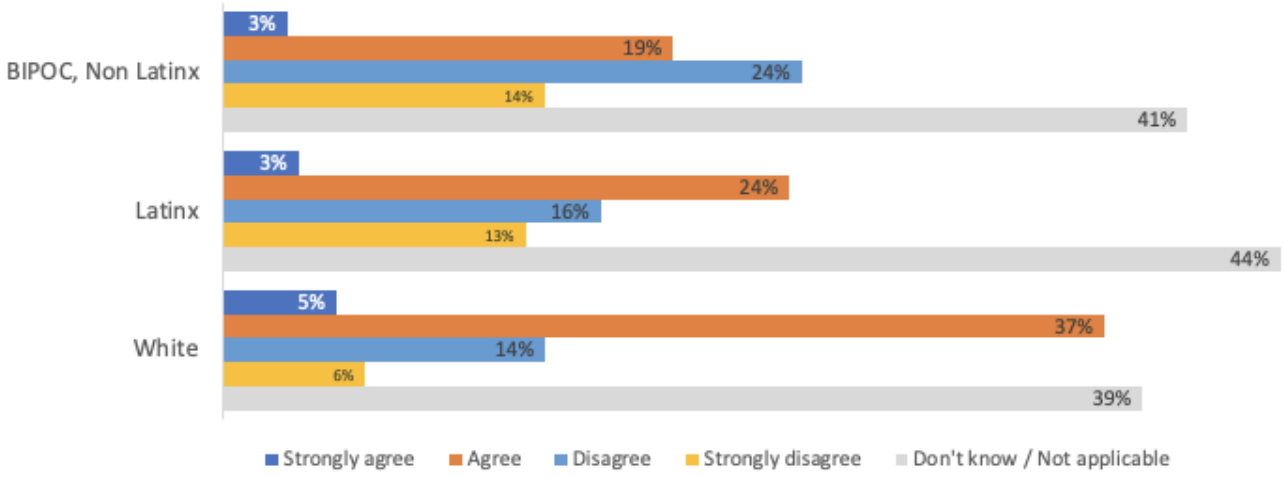
MCHHS actively recruits culturally diverse staff members. By race of respondent.



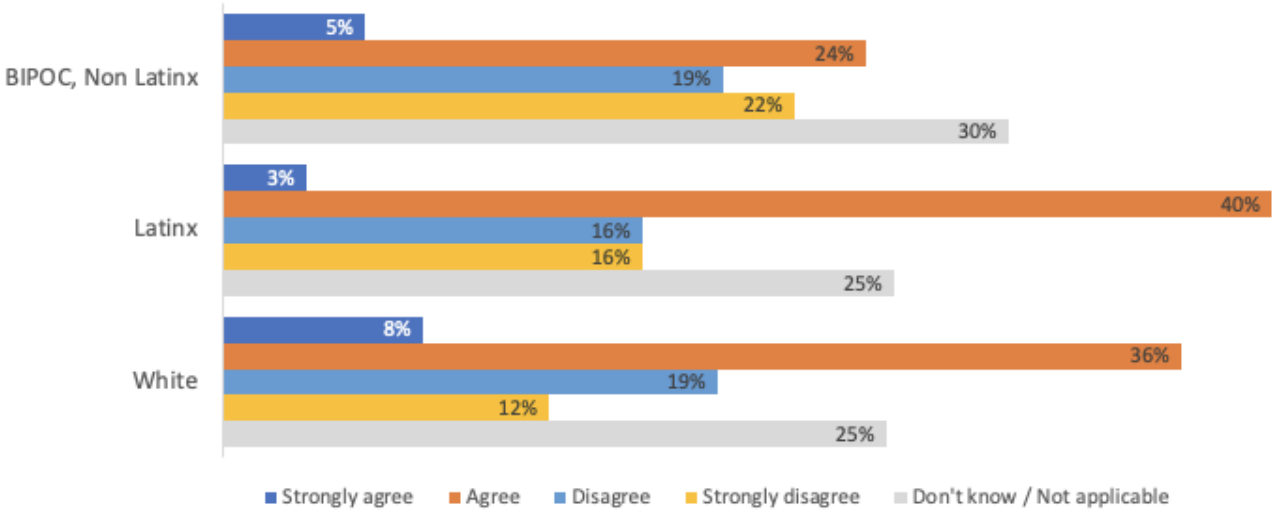
When hired, culturally diverse staff members remain long-term employees of MCHHS. By race of respondent.

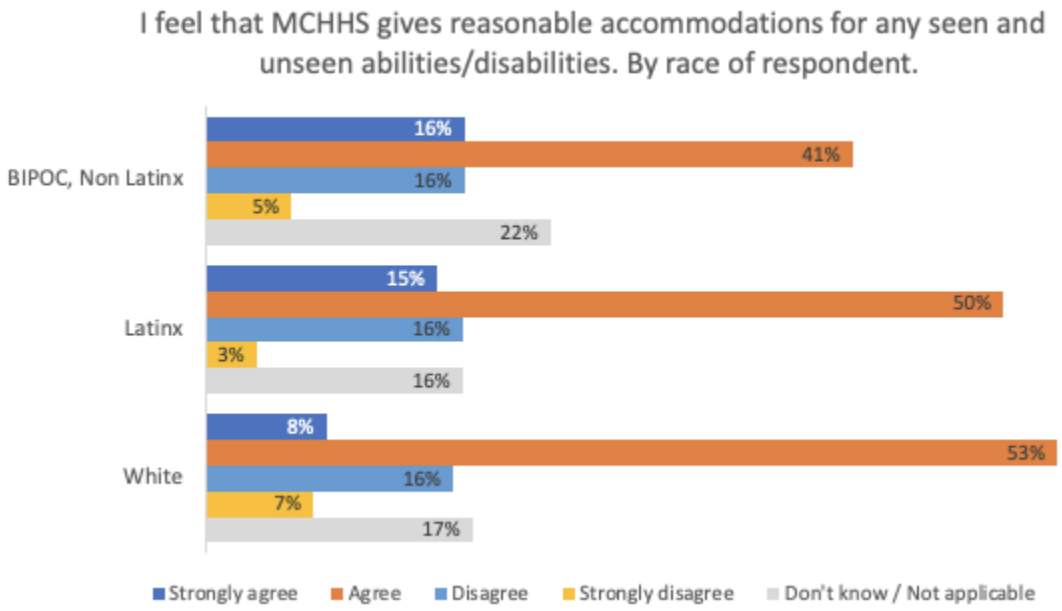


In my experience, staff of diverse cultural backgrounds are equitably promoted throughout MCHHS. By race of respondent.



I believe I have a good chance of being promoted within MHCCS. By race of respondent

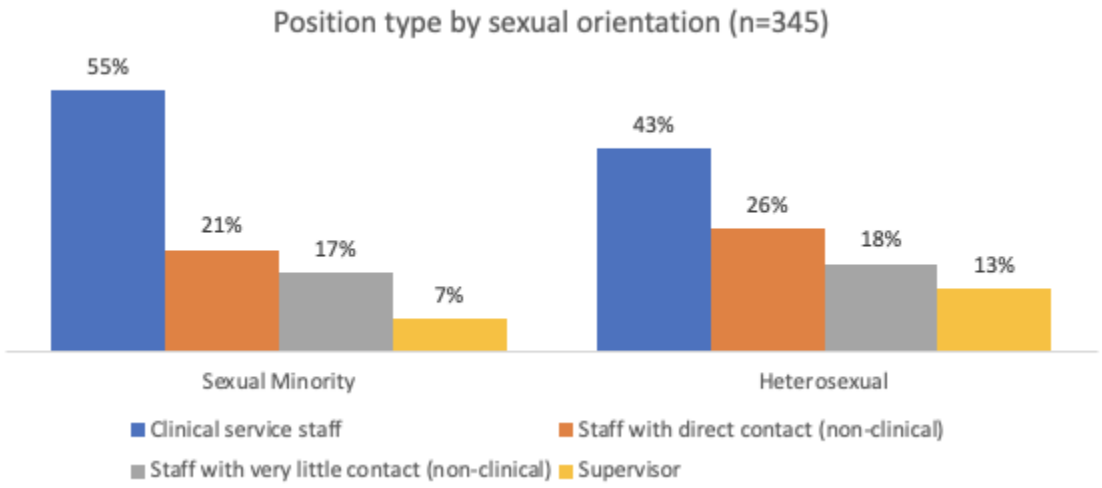


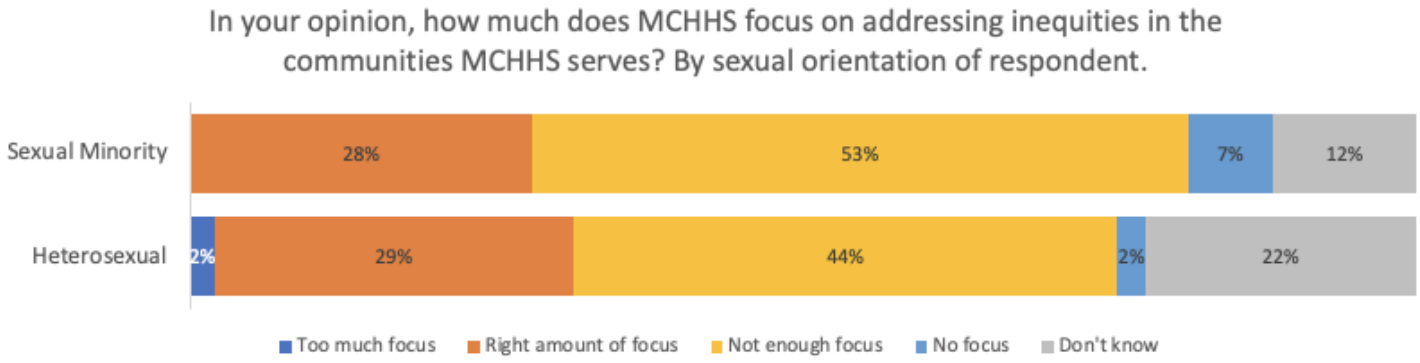


Analysis by sexual orientation

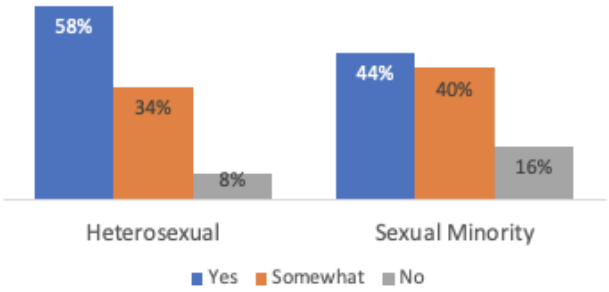
Note about categories for sexual orientation: Due to low sample sizes, staff who indicated their sexual orientation was anything but heterosexual were combined into one category called Sexual Minority.
Sample sizes:

- Heterosexual = 305
- Sexual Minority = 43

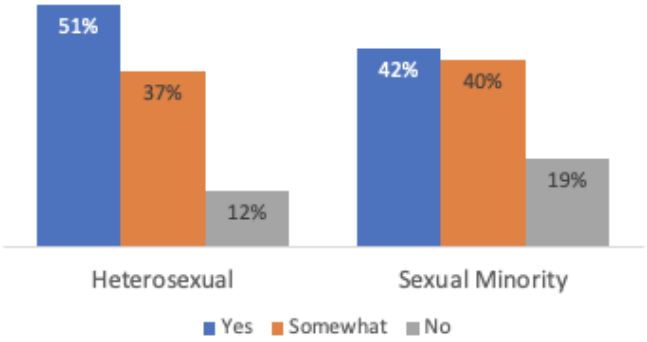

Position type by sexual orientation (n=345)
55%
21%
17%
7%
43%
26%
18%
13%
Sexual Minority
Heterosexual
Clinical service staff
Staff with direct contact (non-clinical)
Staff with very little contact (non-clinical)
Supervisor


In your opinion, how much does MCHHS focus on addressing inequities in the communities MCHHS serves? By sexual orientation of respondent.
Sexual Minority
28%
53%
7%
12%
Heterosexual
2%
29%
44%
2%
22%
Too much focus
Right amount of focus
Not enough focus
No focus
Don't know

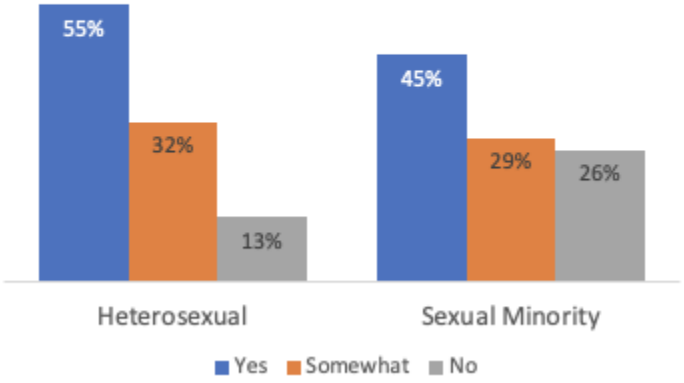
Mission statement adequately demonstrates a commitment to addressing inequities, by sexual orientation of respondent

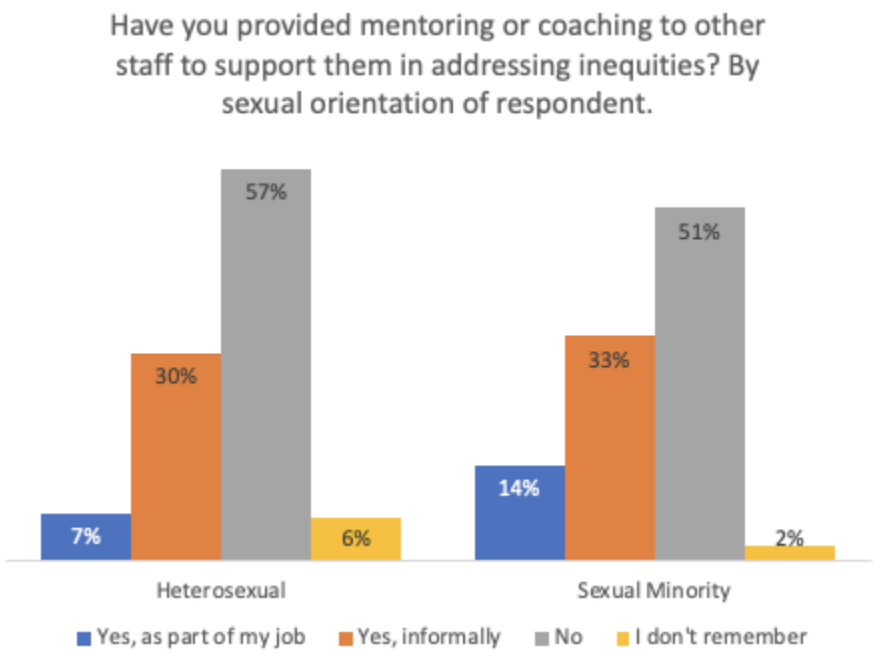


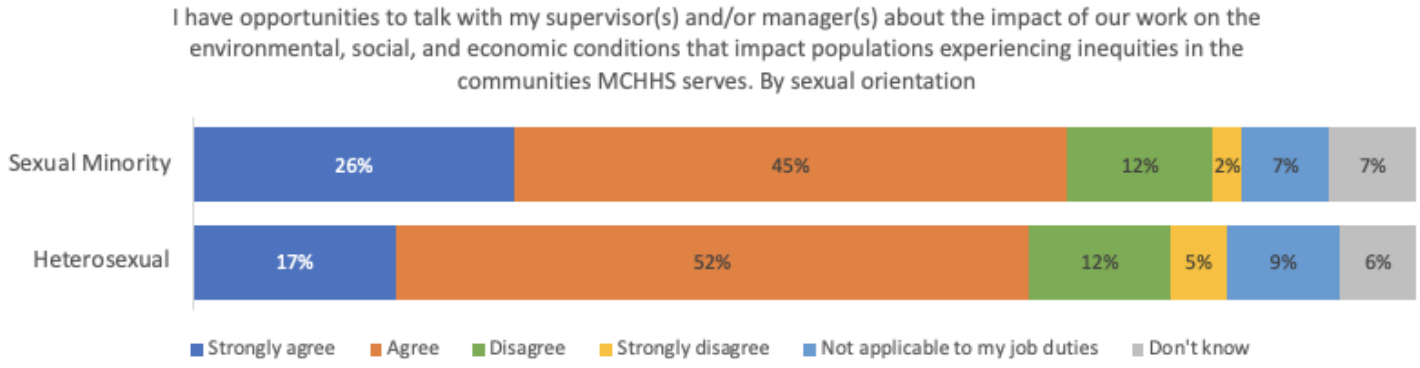
Vision adequately demonstrates a commitment to addressing inequities, by sexual orientation of respondent

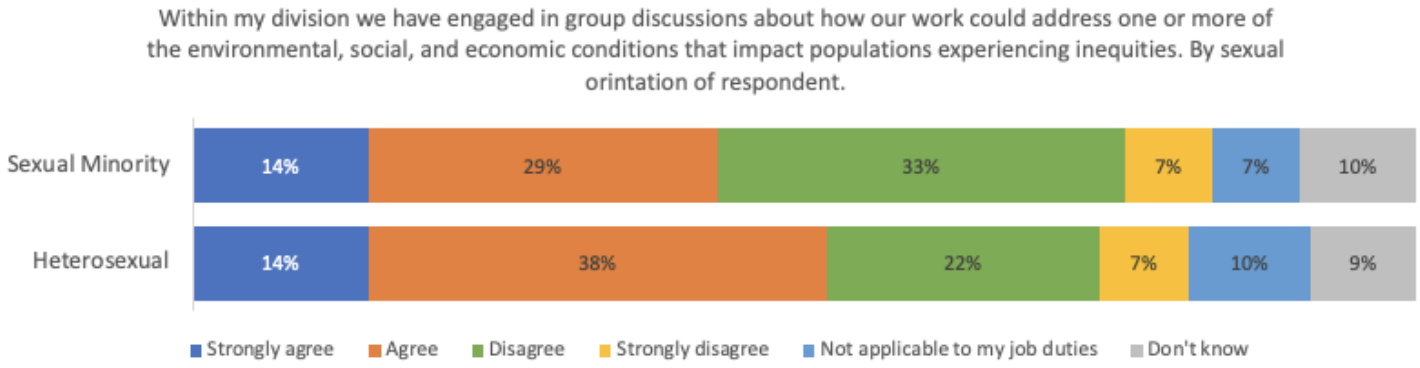


Values adequately demonstrate a commitment to addressing inequities, by sexual orientation of respondent




Have you provided mentoring or coaching to other staff to support them in addressing inequities? By sexual orientation of respondent.
57%
30%
7%
6%
51%
33%
14%
2%
Heterosexual
Sexual Minority
Yes, as part of my job
Yes, informally
No
I don't remember

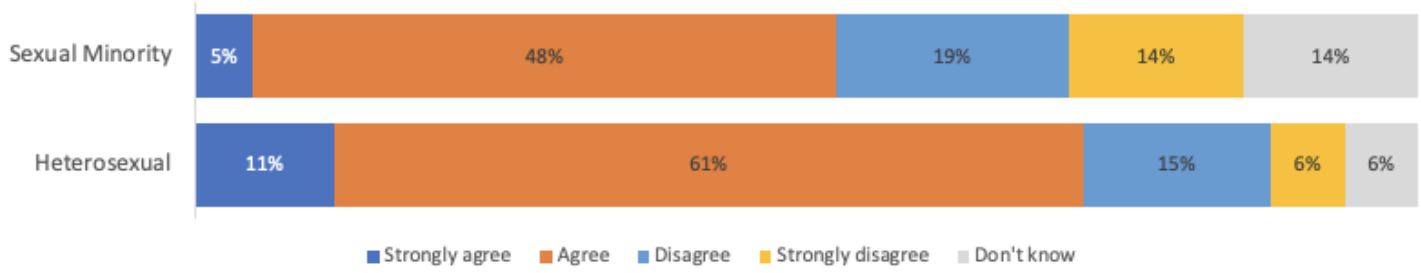

I have opportunities to talk with my supervisor(s) and/or manager(s) about the impact of our work on the environmental, social, and economic conditions that impact populations experiencing inequities in the communities MCHHS serves. By sexual orientation
Sexual Minority
26%
45%
12%
2%
7%
7%
Heterosexual
17%
52%
12%
5%
9%
6%
Strongly agree
Agree
Disagree
Strongly disagree
Not applicable to my job duties
Don't know


Within my division we have engaged in group discussions about how our work could address one or more of the environmental, social, and economic conditions that impact populations experiencing inequities. By sexual orintation of respondent.
Sexual Minority
14%
29%
33%
7%
7%
10%
Heterosexual
14%
38%
22%
7%
10%
9%
Strongly agree
Agree
Disagree
Strongly disagree
Not applicable to my job duties
Don't know

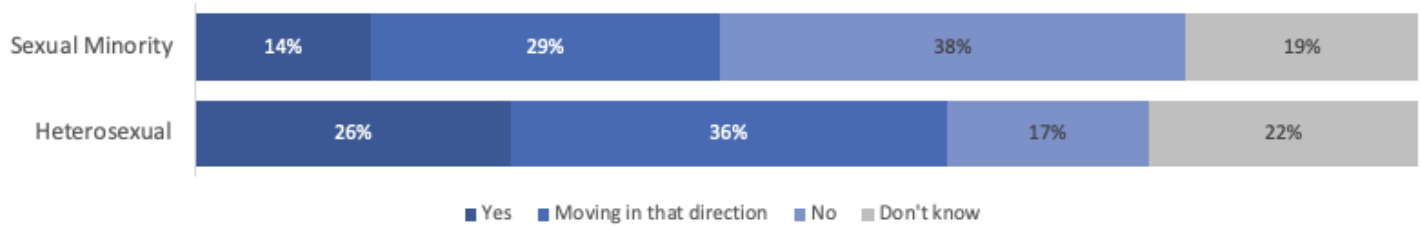
Staff I interact with at MCHHS are comfortable talking about...	by sexual orientation of respondent	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
…race and racism	Heterosexual	8%	46%	22%	6%	18%
	Sexual Minority	5%	44%	22%	15%	15%
…class and classism	Heterosexual	8%	48%	17%	6%	21%
	Sexual Minority	5%	43%	14%	17%	21%
…sex and sexism	Heterosexual	8%	48%	17%	6%	22%
	Sexual Minority	7%	40%	26%	12%	14%
…gender, genderism, transphobia	Heterosexual	11%	49%	15%	5%	20%
	Sexual Minority	5%	33%	26%	14%	21%
…sexual orientation	Heterosexual	11%	53%	13%	6%	18%
	Sexual Minority	7%	48%	24%	10%	12%
…ability and ableism	Heterosexual	11%	45%	12%	7%	25%
	Sexual Minority	5%	43%	24%	7%	21%

Management I interact with at MCHHS are comfortable talking about...	by sexual orientation of respondent	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
…race and racism	Heterosexual	8%	48%	13%	6%	25%
	Sexual Minority	10%	40%	24%	10%	17%
…class and classism	Heterosexual	8%	46%	12%	6%	28%
	Sexual Minority	5%	43%	17%	14%	21%
…sex and sexism	Heterosexual	9%	44%	14%	6%	28%
	Sexual Minority	7%	40%	24%	12%	17%
…gender, genderism, transphobia	Heterosexual	11%	49%	11%	6%	24%
	Sexual Minority	5%	33%	29%	14%	19%
…sexual orientation	Heterosexual	11%	48%	11%	6%	24%
	Sexual Minority	5%	45%	19%	12%	19%
…ability and ableism	Heterosexual	9%	48%	10%	6%	27%
	Sexual Minority	10%	40%	19%	10%	21%

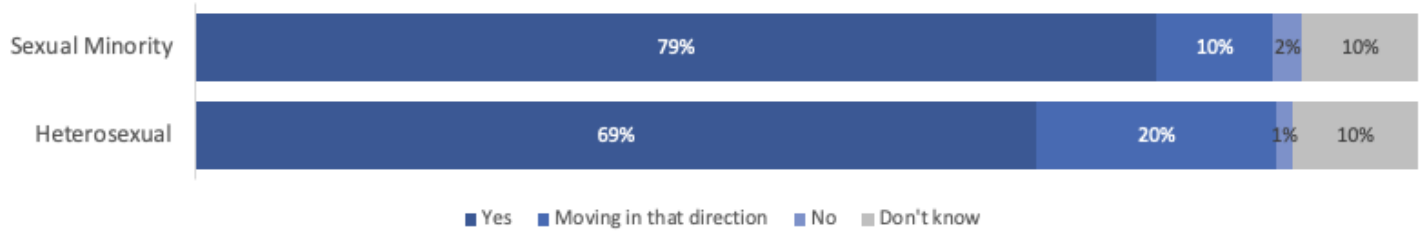
I feel my work environment is supportive of many different cultural perspectives. By sexual orientation of respondent.



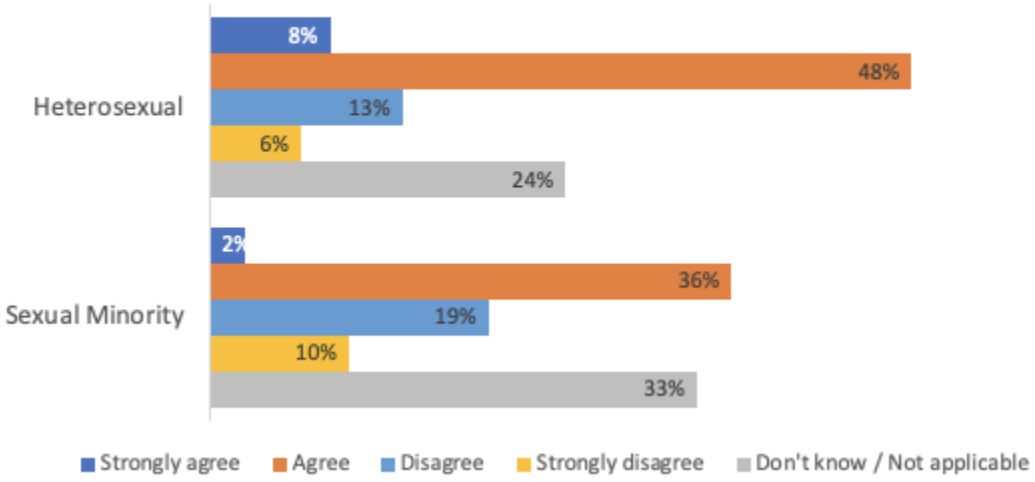
The work to build a culture of equity, diversity, and inclusion at MCHHS is shared among all staff so that the burden of solving equity issues is not left solely to those experiencing inequities. by sexual orientation of respondent



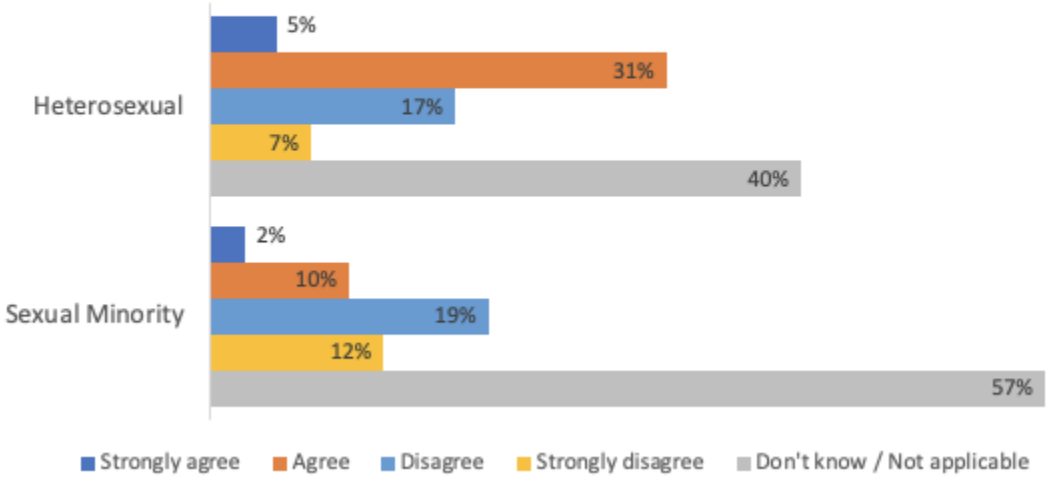
I am ready to take action to make MCHHS a more equitable place to work. By sexual orientation.



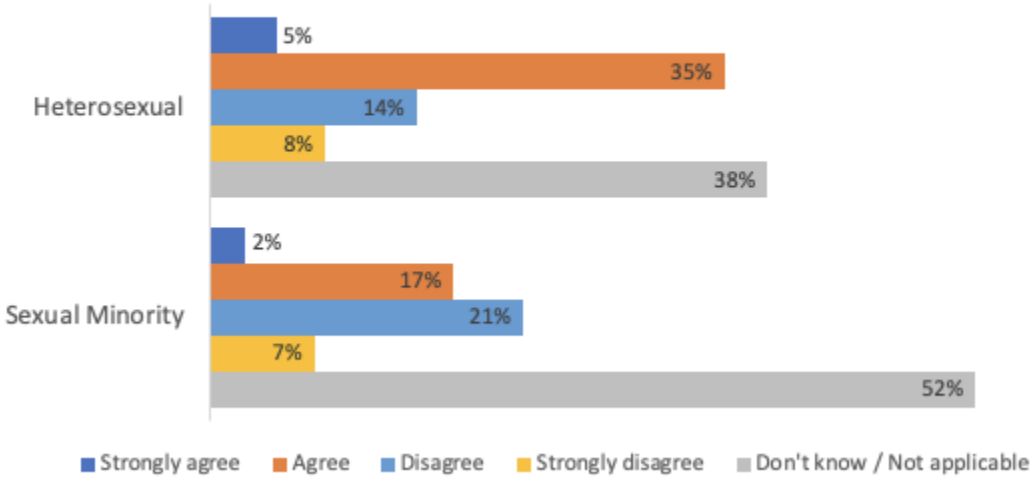
MCHHS actively recruits culturally diverse staff members. By sexual orientation.



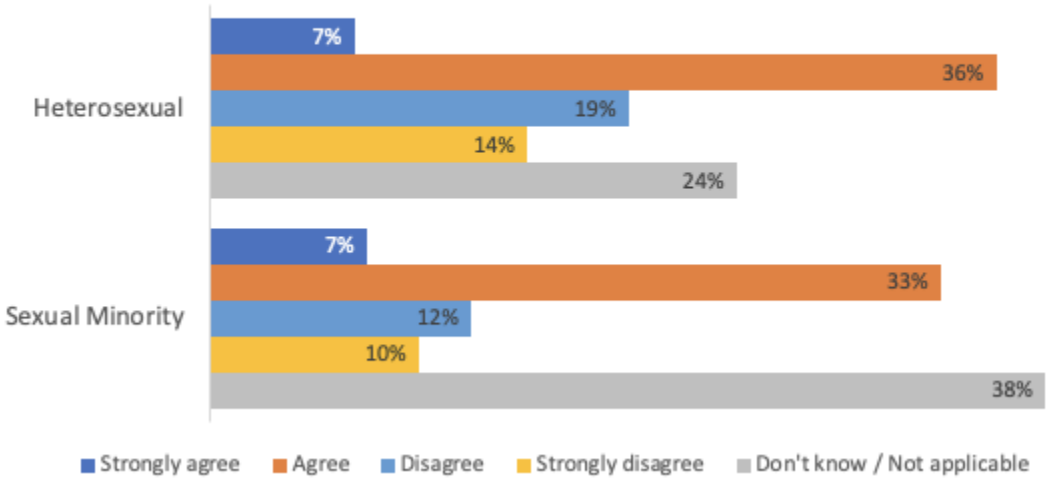
When hired, culturally diverse staff members remain long-term employees of MCHHS. By sexual orientation.

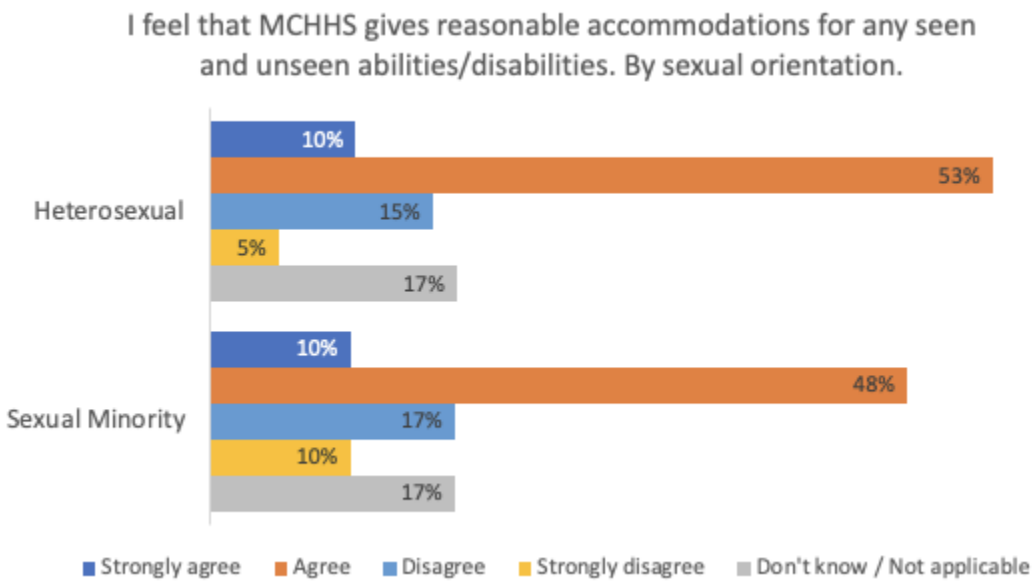


In my experience, staff of diverse cultural backgrounds are equitably promoted throughout MCHHS. By sexual orientation.



I believe I have a good chance of being promoted within MHCCS. By sexual orientation.

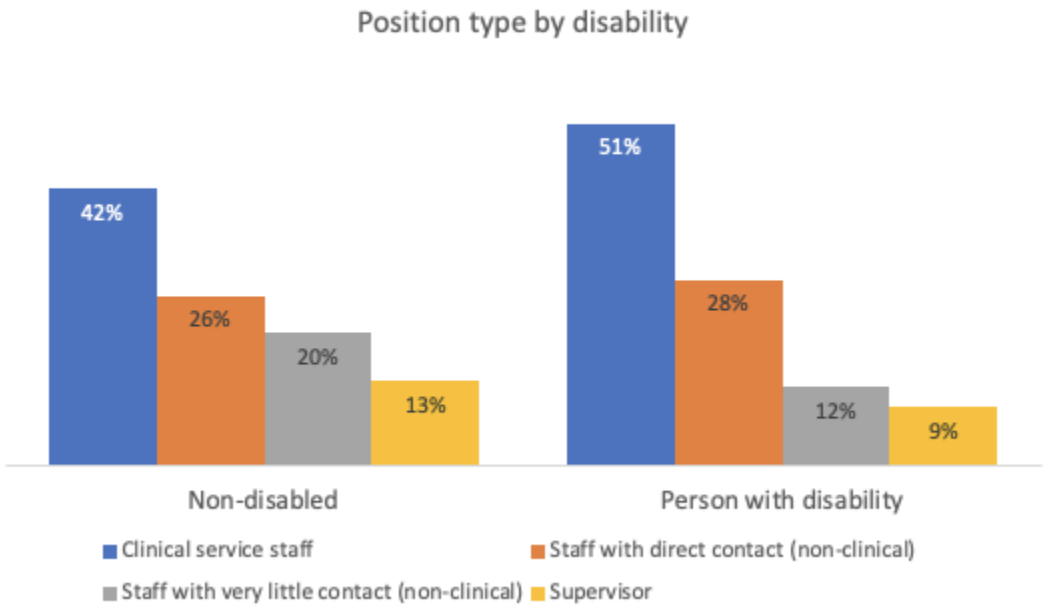


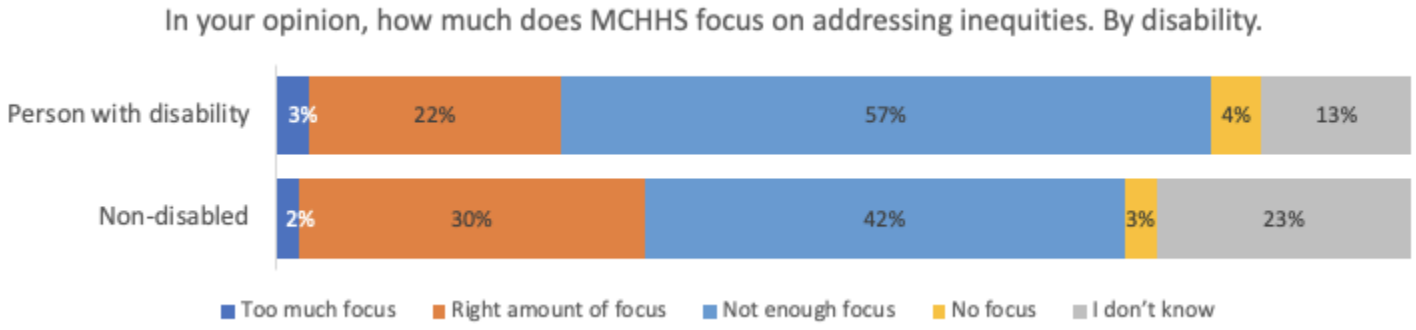

I feel that MCHHS gives reasonable accommodations for any seen and unseen abilities/disabilities. By sexual orientation.
Heterosexual
10%
53%
15%
5%
17%
Sexual Minority
10%
48%
17%
10%
17%
Strongly agree
Agree
Disagree
Strongly disagree
Don't know / Not applicable

Analysis by Disability

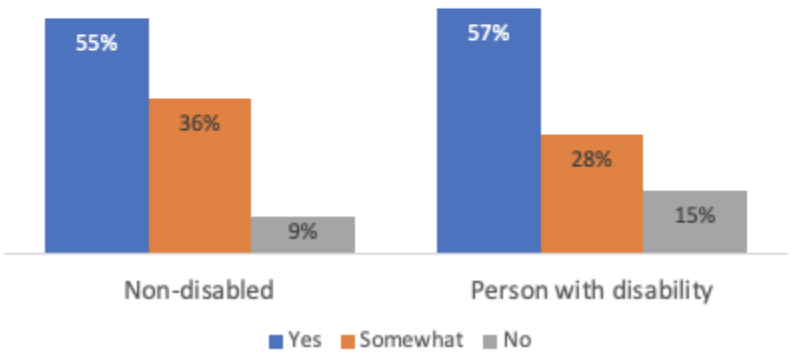
Sample sizes:

- Persons with disability = 68
- Non-disabled = 294

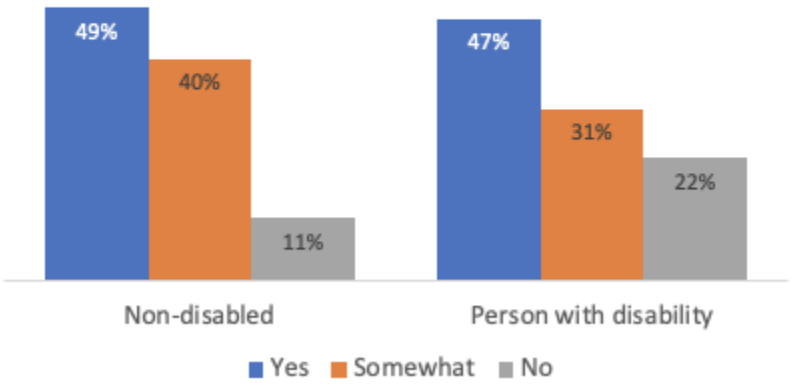




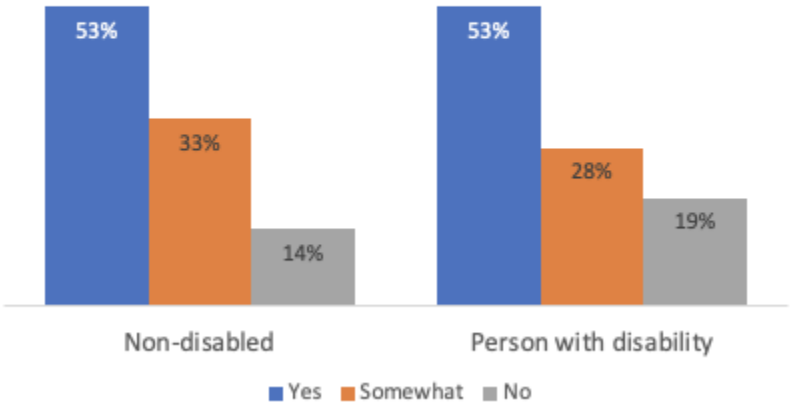
Mission statement adequately demonstrates a commitment to addressing inequities, by disability

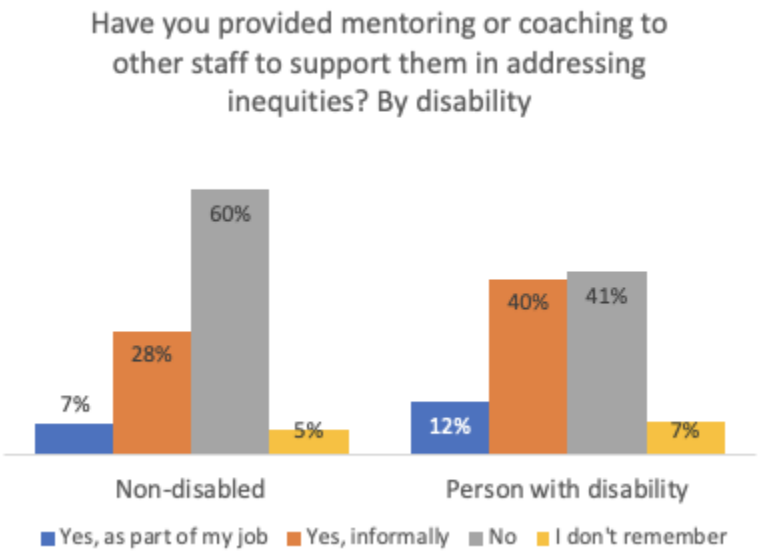


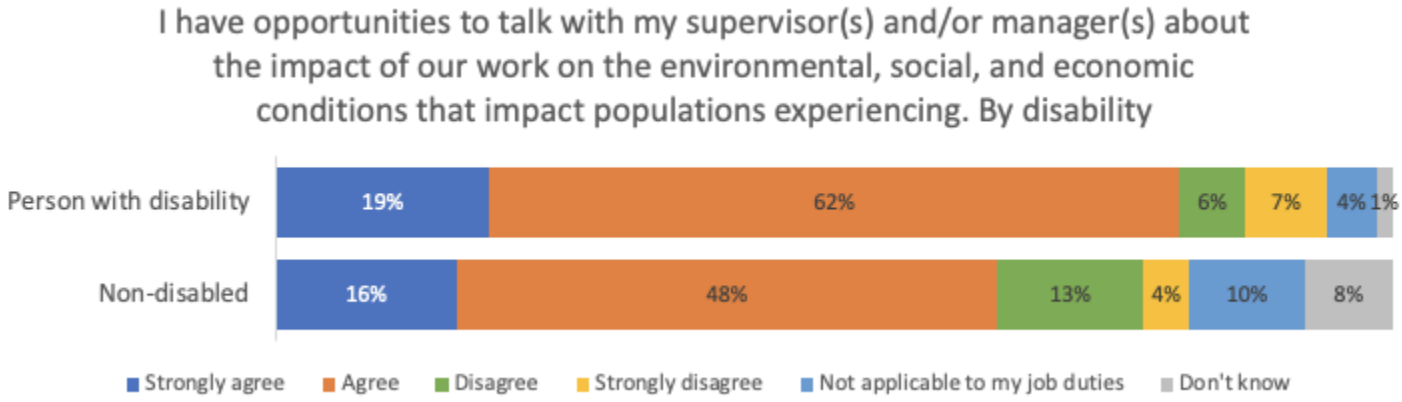
Vision adequately demonstrates a commitment to addressing inequities, by disability

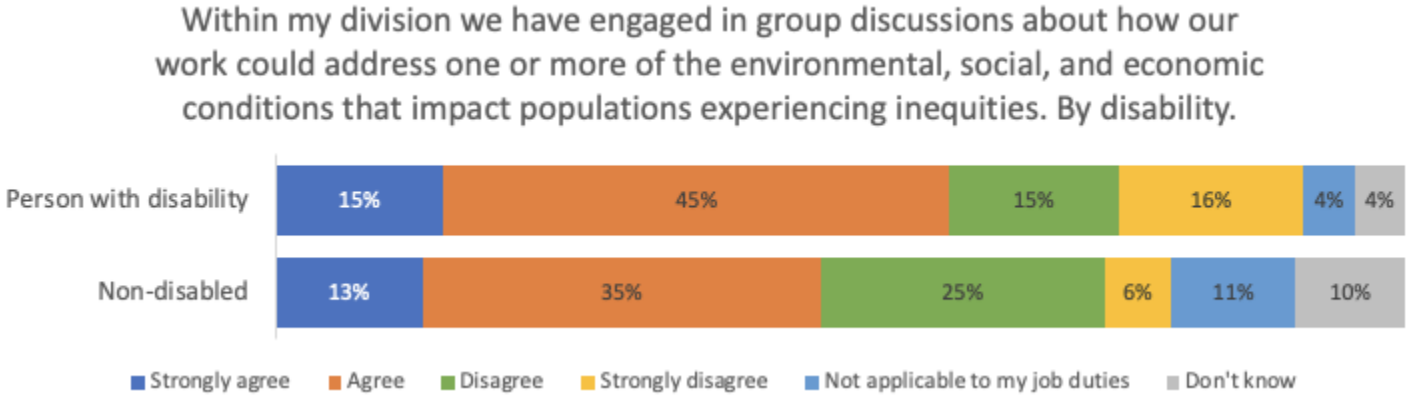


Values adequately demonstrate a commitment to addressing inequities, by disability




Have you provided mentoring or coaching to other staff to support them in addressing inequities? By disability
60%
28%
7%
5%
40%
41%
12%
7%
Non-disabled
Person with disability
Yes, as part of my job
Yes, informally
No
I don't remember


I have opportunities to talk with my supervisor(s) and/or manager(s) about the impact of our work on the environmental, social, and economic conditions that impact populations experiencing. By disability
Person with disability
19%
62%
6%
7%
4%
1%
Non-disabled
16%
48%
13%
4%
10%
8%
Strongly agree
Agree
Disagree
Strongly disagree
Not applicable to my job duties
Don't know


Within my division we have engaged in group discussions about how our work could address one or more of the environmental, social, and economic conditions that impact populations experiencing inequities. By disability.
Person with disability
15%
45%
15%
16%
4%
4%
Non-disabled
13%
35%
25%
6%
11%
10%
Strongly agree
Agree
Disagree
Strongly disagree
Not applicable to my job duties
Don't know

Staff I interact with at MCHHS are comfortable talking about...	by disability of respondent	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
…race and racism	Non-disabled	7%	47%	22%	6%	18%
	Person with disability	9%	36%	24%	13%	18%
…class and classism	Non-disabled	7%	47%	17%	7%	22%
	Person with disability	9%	43%	19%	12%	18%
…sex and sexism	Non-disabled	7%	48%	19%	5%	22%
	Person with disability	12%	36%	18%	15%	19%
…gender, genderism, transphobia	Non-disabled	9%	48%	17%	5%	21%
	Person with disability	13%	37%	19%	13%	16%
…sexual orientation	Non-disabled	9%	53%	15%	6%	18%
	Person with disability	15%	41%	19%	10%	15%
…ability and ableism	Non-disabled	9%	46%	13%	6%	26%
	Person with disability	16%	37%	18%	10%	19%

Management I interact with at MCHHS are comfortable talking about...	by disability of respondent	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
…race and racism	Non-disabled	7%	48%	14%	6%	24%
	Person with disability	10%	41%	16%	10%	22%
…class and classism	Non-disabled	7%	46%	12%	7%	28%
	Person with disability	10%	43%	15%	9%	24%
…sex and sexism	Non-disabled	7%	45%	15%	7%	27%
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…gender, genderism, transphobia	Non-disabled	9%	47%	13%	7%	24%
	Person with disability	10%	43%	15%	10%	22%
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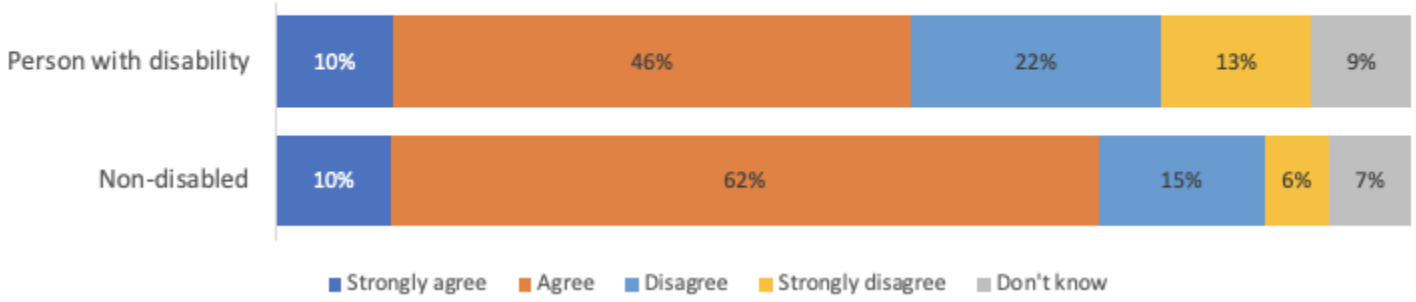
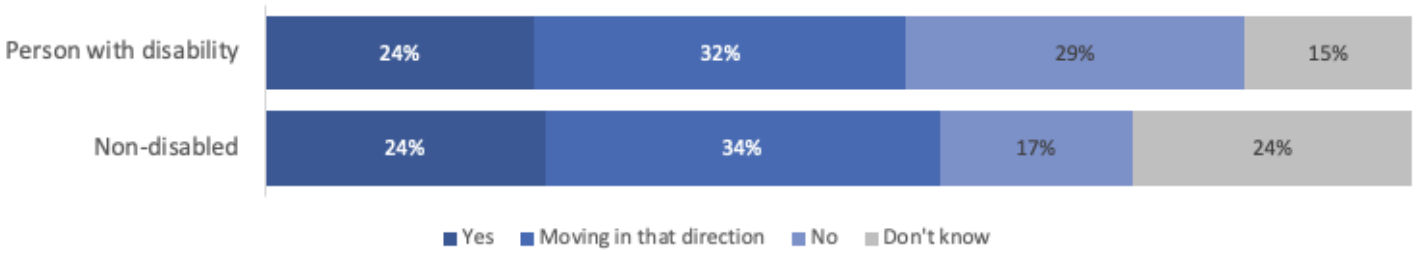
	Person with disability	10%	43%	13%	10%	24%
…ability and ableism	Non-disabled	8%	49%	11%	6%	27%
	Person with disability	15%	38%	10%	12%	25%

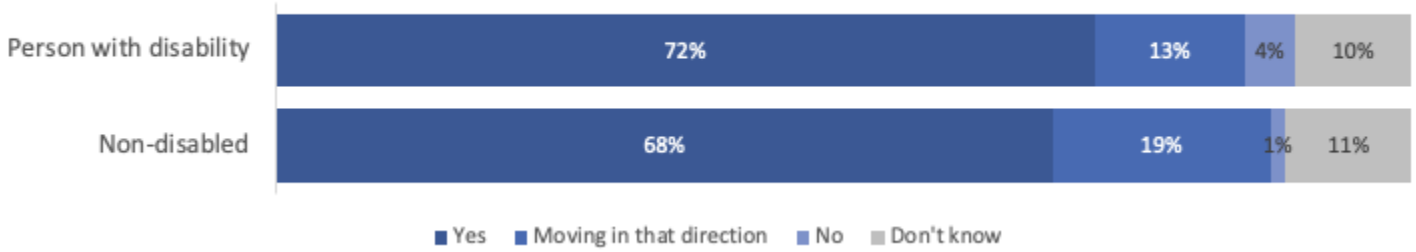
I feel my work environment is supportive of many different cultural perspectives. By disability.



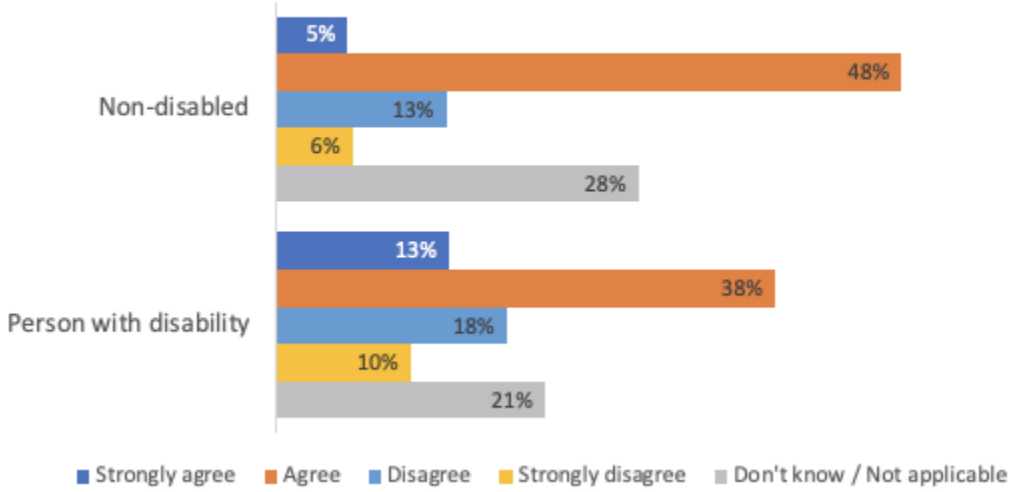
The work to build a culture of equity, diversity, and inclusion at MCHHS is shared among all staff so that the burden of solving equity issues is not left solely to those experiencing inequities. By disability.



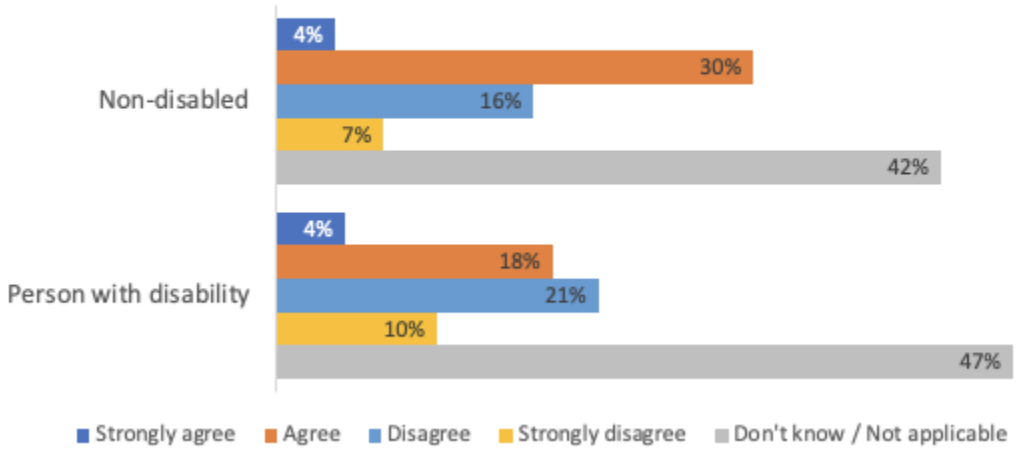
I am ready to take action to make MCHHS a more equitable place to work. By disability.



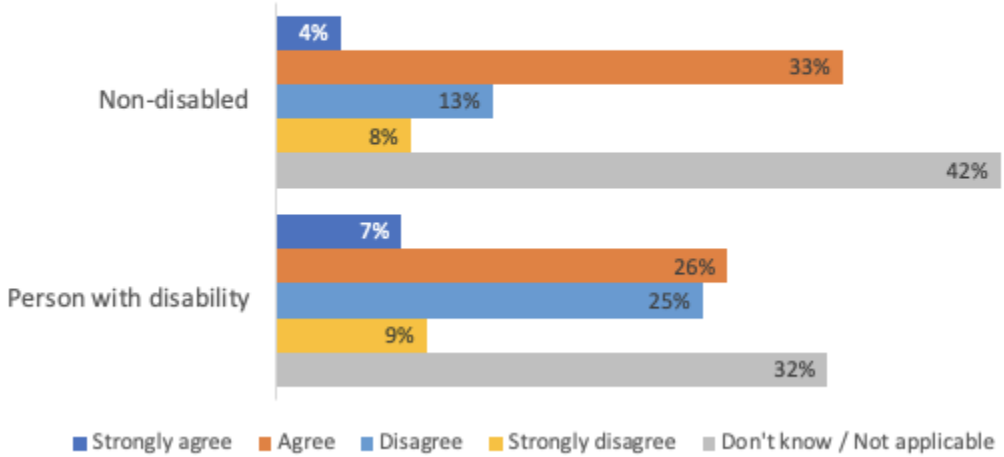
MCHHS actively recruits culturally diverse staff members. By disability.



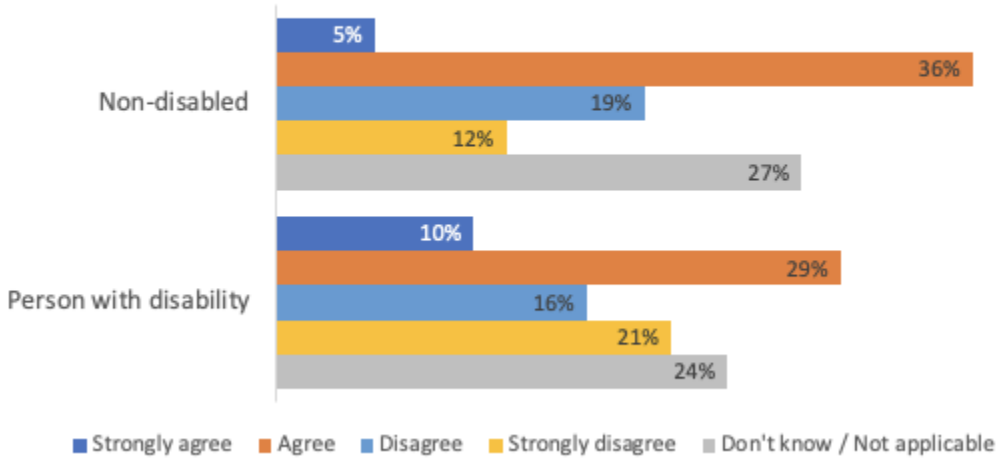
When hired, culturally diverse staff members remain long-term employees of MCHHS. By disability.



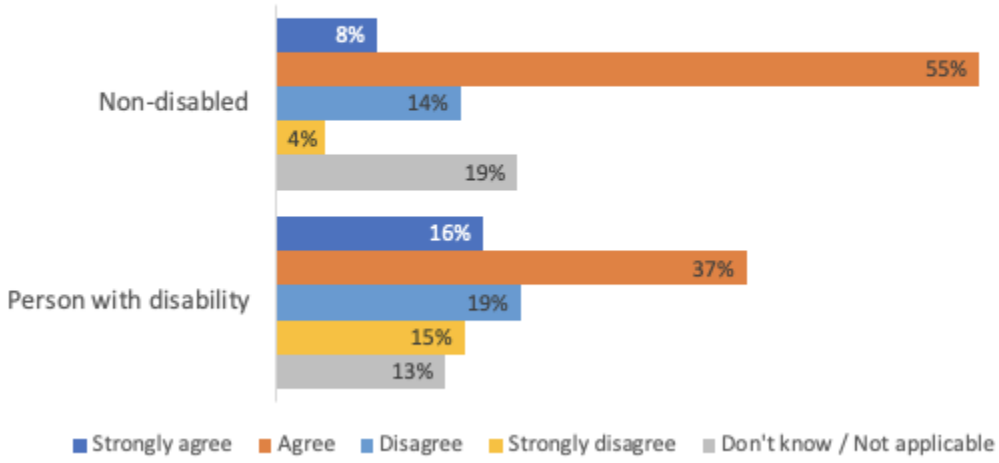
In my experience, staff of diverse cultural backgrounds are equitably promoted throughout MCHHS. By disability.



I believe I have a good chance of being promoted within MCHHS. By disability.



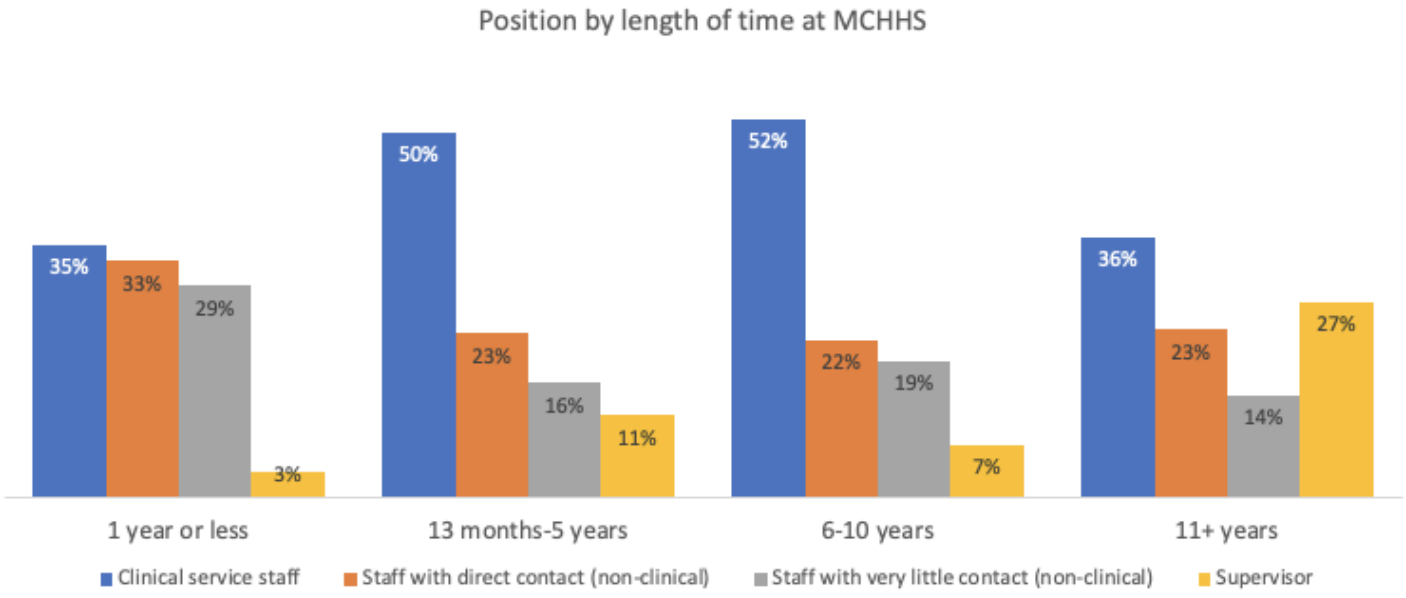
I feel that MCHHS gives reasonable accommodations for any seen and unseen abilities/disabilities. By disability.

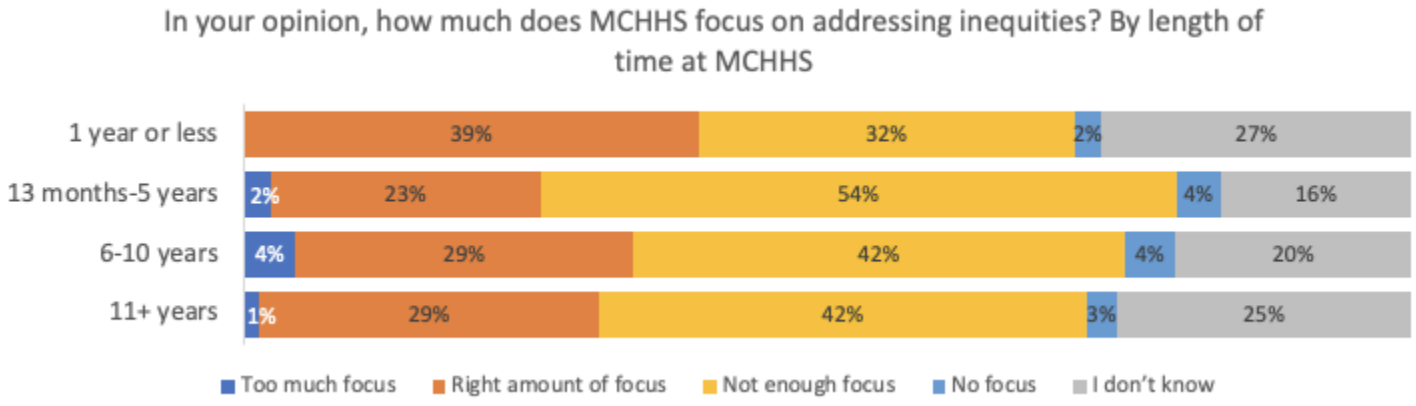


Analysis by length of time at MCHHS

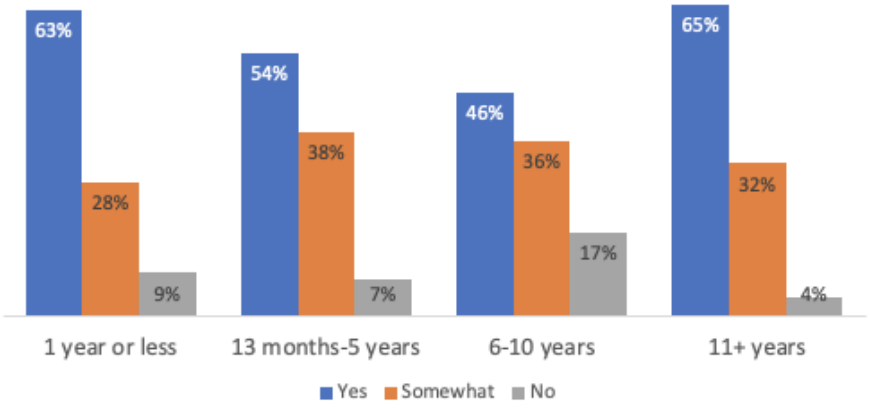
Due to sample size concerns and reliability of data, respondents who have worked at MCHHS for more than 20 years were combined with respondents who worked 11-19 years for cross tabulations.
Sample sizes:

- 1 year or less = 91
- 13 months - 5 years = 134
- 6-10 years = 69
- 11+ years = 79

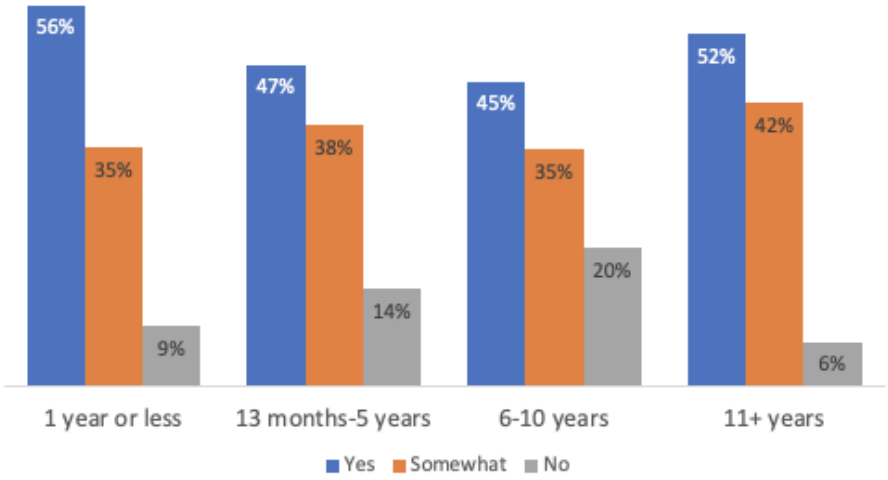




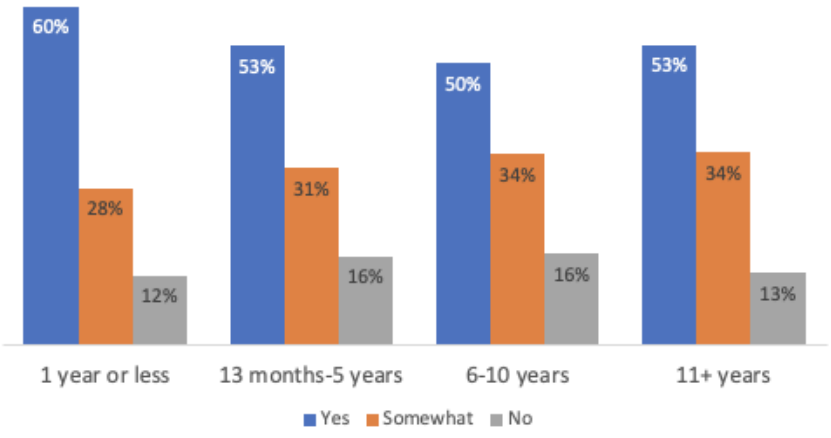
Mission statement adequately demonstrates a commitment to addressing inequities, by length of time at MCHHS



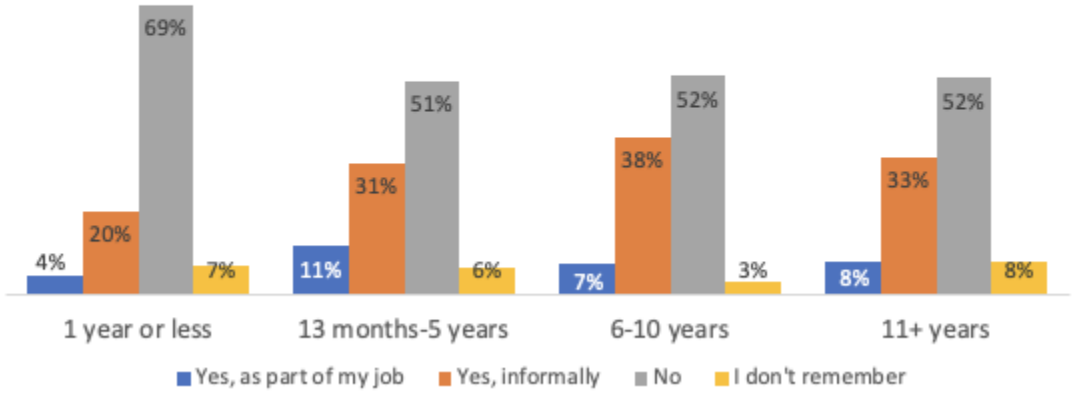
Vision adequately demonstrates a commitment to addressing inequities, by length of time at MCHHS



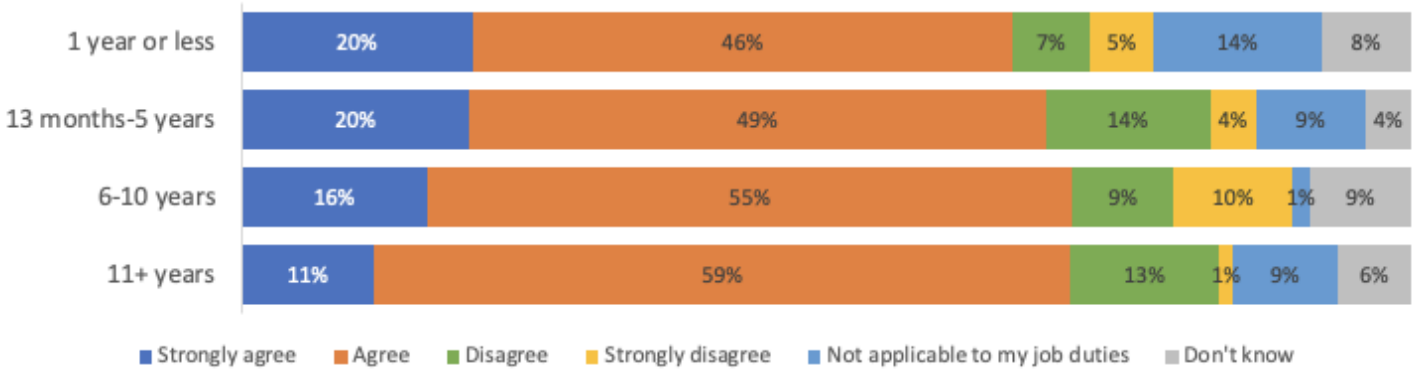
Values adequately demonstrate a commitment to addressing inequities, by length of time at MCHHS



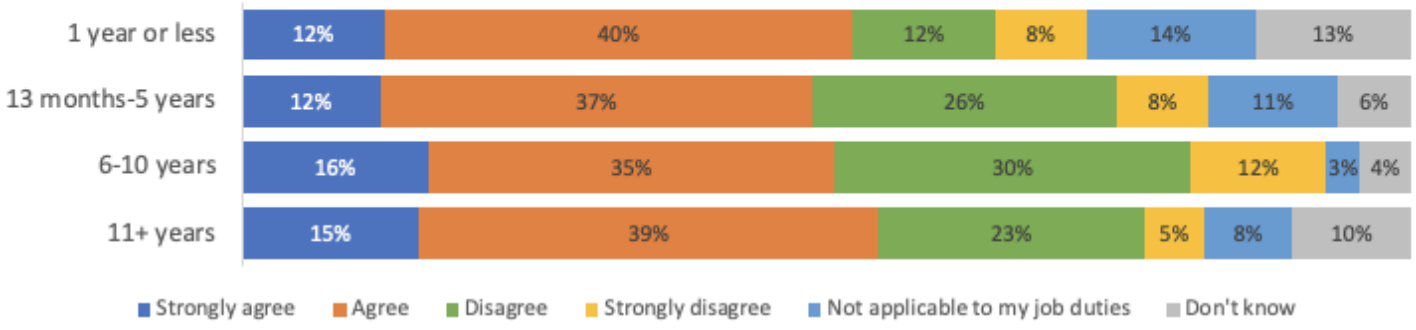
Have you provided mentoring or coaching to other staff to support them in addressing inequities? By length of time at MCHHS



I have opportunities to talk with my supervisor(s) and/or manager(s) about the impact of our work on the environmental, social, and economic conditions that impact populations experiencing inequities. By length of time at MCHHS



Within my division we have engaged in group discussions about how our work could address one or more of the environmental, social, and economic conditions that impact populations experiencing inequities. By length of time at MCHHS

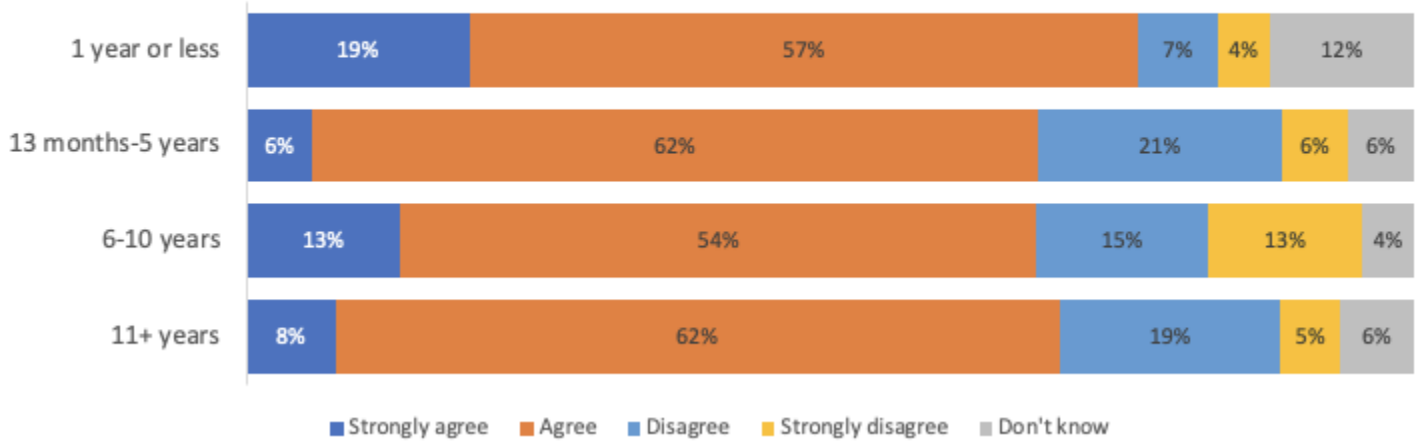


Staff I interact with at MCHHS are comfortable talking about...	by length of time at MCHHS	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
	1 year or less	11%	43%	9%	6%	31%
	13 months-5 years	8%	38%	30%	10%	14%
	6-10 years	4%	49%	28%	9%	10%
…race and racism	11+ years	5%	58%	19%	3%	15%
	1 year or less	11%	39%	9%	4%	37%
	13 months-5 years	7%	44%	20%	12%	17%
	6-10 years	7%	49%	22%	10%	12%
…class and classism	11+ years	5%	59%	16%	1%	18%
	1 year or less	12%	36%	10%	7%	35%
	13 months-5 years	8%	47%	18%	11%	16%
	6-10 years	7%	46%	26%	7%	13%
…sex and sexism	11+ years	4%	54%	18%	3%	22%
	1 year or less	14%	37%	9%	7%	33%
	13 months-5 years	10%	43%	18%	10%	18%
	6-10 years	7%	52%	23%	6%	12%
…gender, genderism, transphobia	11+ years	6%	58%	18%	1%	16%
	1 year or less	14%	40%	7%	9%	31%
	13 months-5 years	9%	53%	16%	9%	13%
	6-10 years	9%	58%	20%	6%	7%
…sexual orientation	11+ years	6%	54%	19%	1%	19%
	1 year or less	11%	44%	7%	4%	34%
	13 months-5 years	12%	39%	16%	11%	22%
	6-10 years	9%	52%	17%	6%	16%
…ability and ableism	11+ years	8%	52%	15%	1%	24%

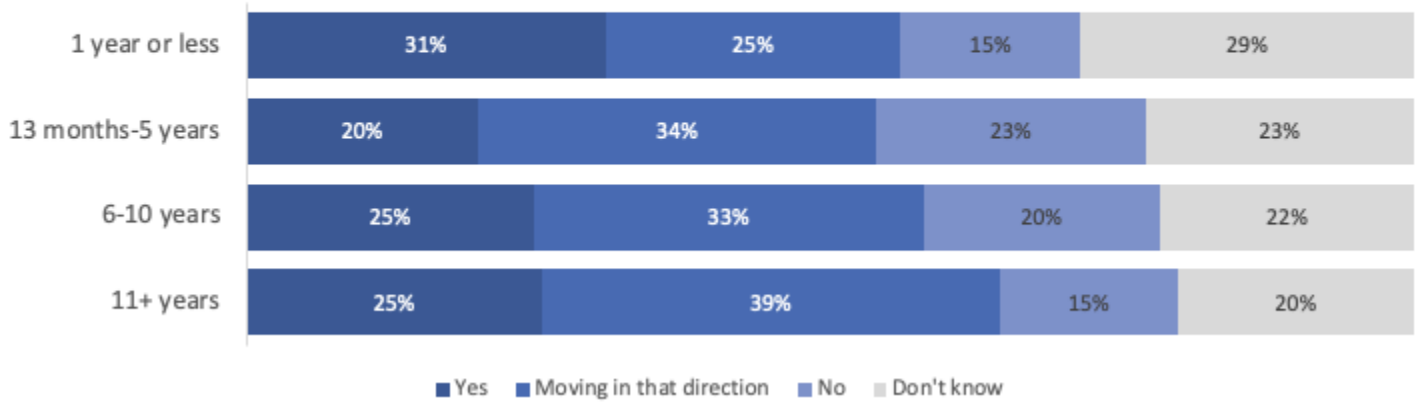
Management I interact with at MCHHS are comfortable talking about...	by length of time at MCHHS	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
	1 year or less	9%	43%	9%	1%	38%
	13 months-5 years	9%	42%	21%	9%	19%
	6-10 years	10%	51%	12%	13%	14%
…race and racism	11+ years	6%	56%	11%	4%	23%
	1 year or less	9%	37%	8%	2%	44%
	13 months-5 years	9%	41%	16%	10%	23%
	6-10 years	7%	52%	12%	12%	17%
…class and classism	11+ years	5%	57%	11%	4%	23%

	1 year or less	11%	35%	9%	2%	43%
	13 months-5 years	9%	43%	17%	10%	21%
	6-10 years	9%	47%	15%	12%	18%
…sex and sexism	11+ years	6%	48%	18%	4%	24%
	1 year or less	13%	36%	10%	3%	37%
	13 months-5 years	9%	45%	16%	10%	20%
	6-10 years	9%	49%	13%	12%	17%
…gender, genderism, transphobia	11+ years	9%	56%	10%	4%	21%
	1 year or less	15%	36%	9%	4%	36%
	13 months-5 years	9%	49%	13%	9%	19%
	6-10 years	9%	52%	12%	12%	16%
…sexual orientation	11+ years	9%	53%	13%	4%	22%
	1 year or less	11%	40%	6%	2%	40%
	13 months-5 years	11%	44%	13%	9%	22%
	6-10 years	9%	52%	10%	12%	17%
…ability and ableism	11+ years	5%	56%	11%	3%	25%

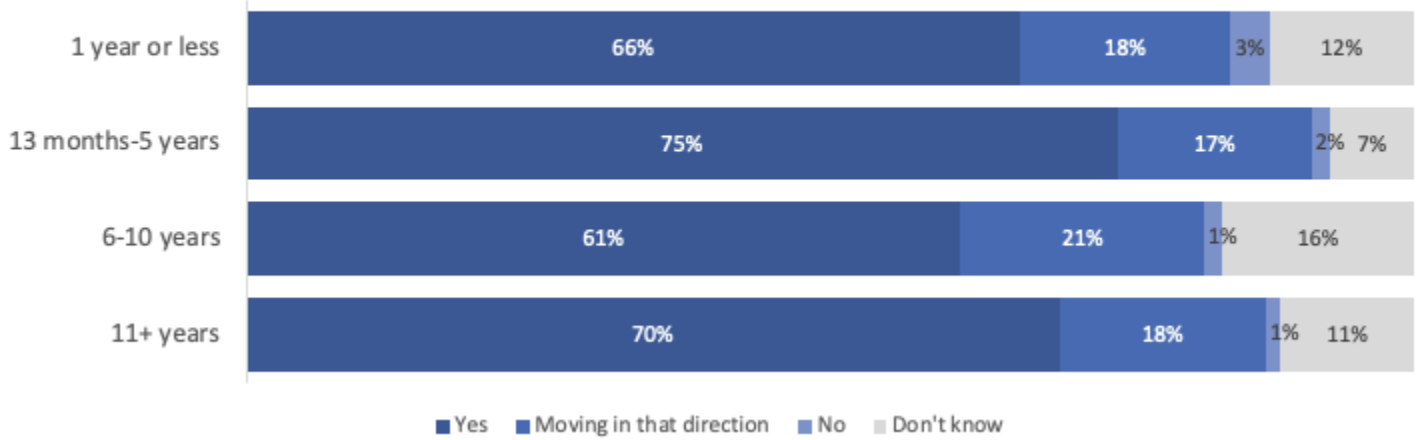
I feel my work environment is supportive of many different cultural perspectives. By length of time at MCHHS.

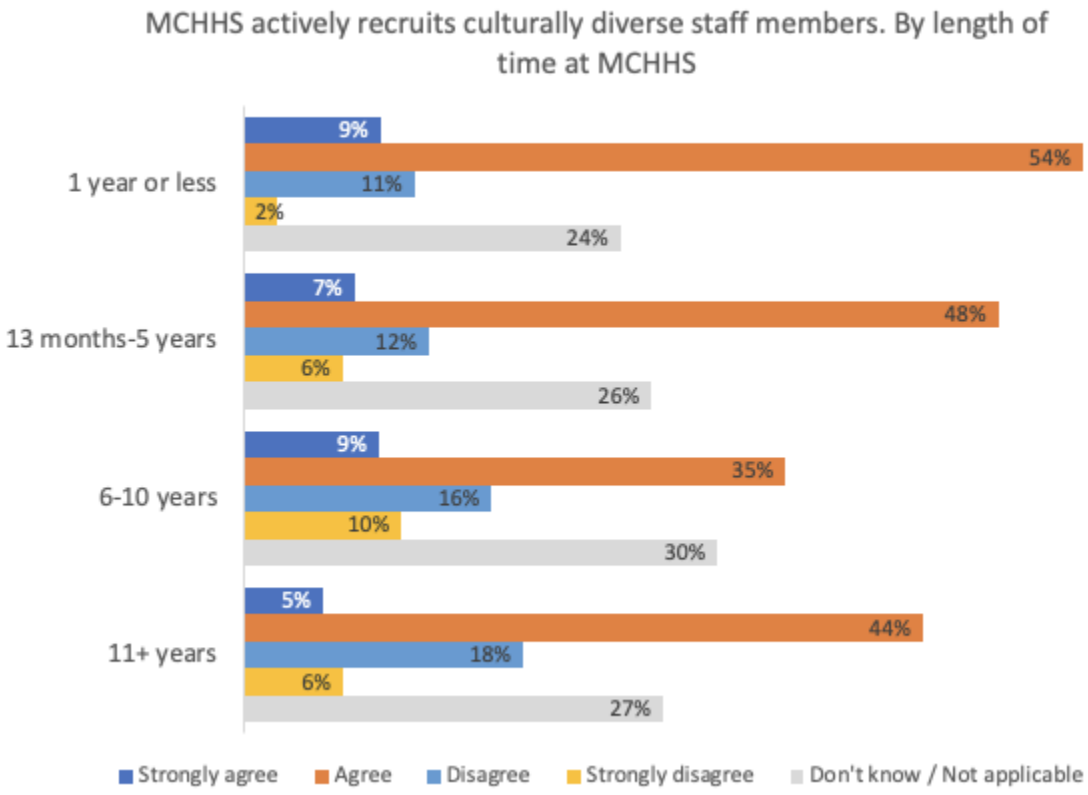


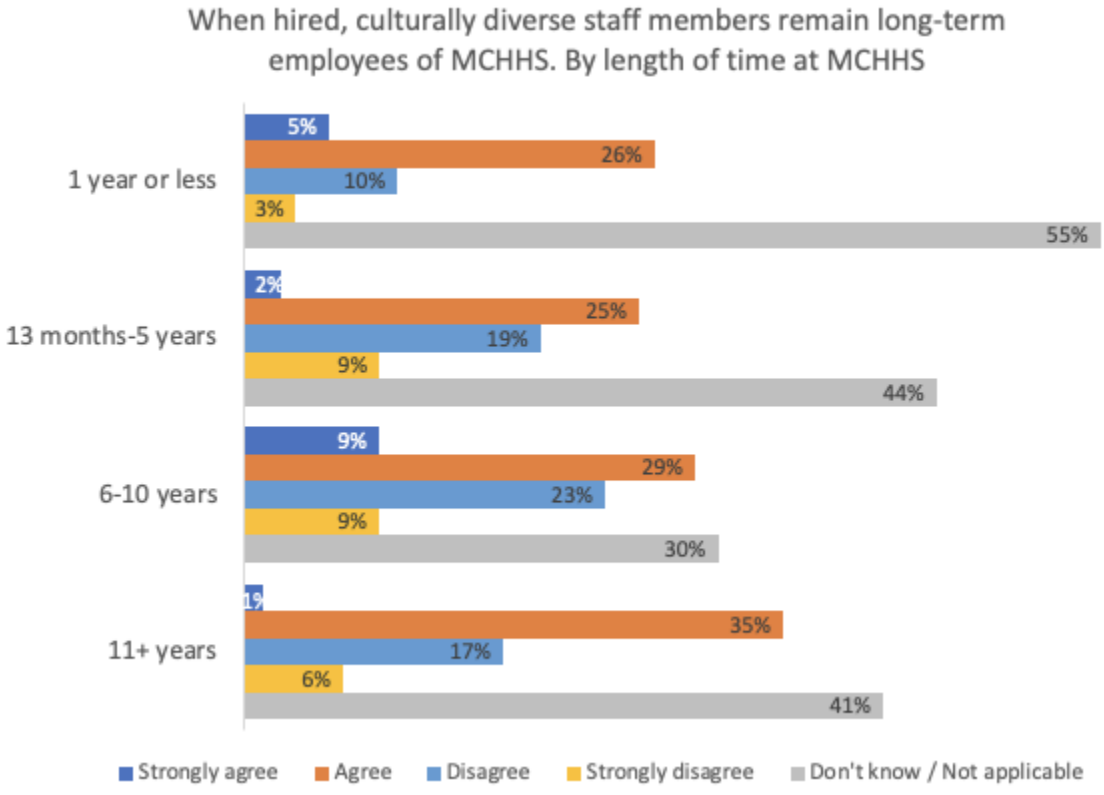
The work to build a culture of equity, diversity, and inclusion at MCHHS is shared among all staff so that the burden of solving equity issues is not left solely to those experiencing inequities. By length of time at MCHHS.



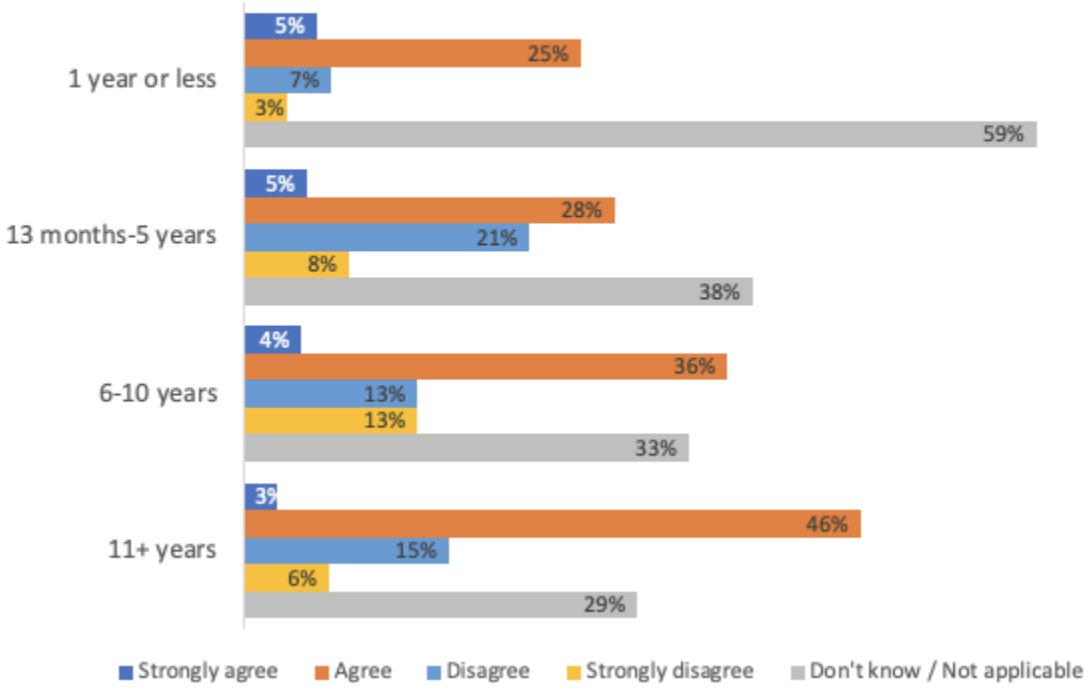
I am ready to take action to make MCHHS a more equitable place to work. By length of time at MCHHS.



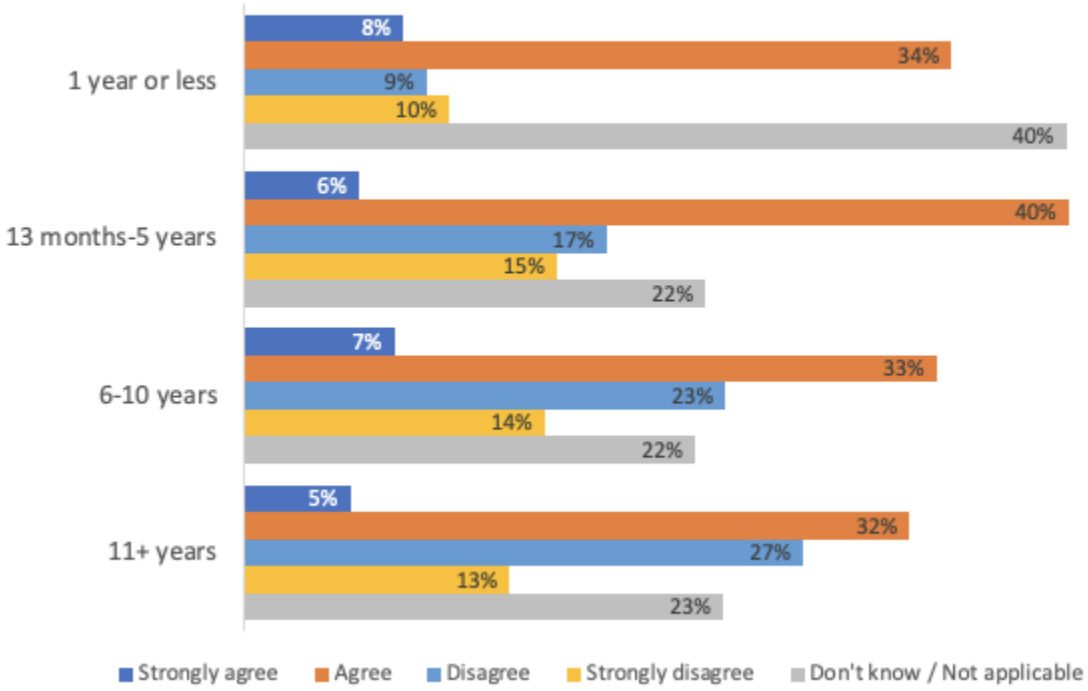

MCHHS actively recruits culturally diverse staff members. By length of time at MCHHS
1 year or less
9%
54%
11%
2%
24%
13 months-5 years
7%
48%
12%
6%
26%
6-10 years
9%
35%
16%
10%
30%
11+ years
5%
44%
18%
6%
27%
Strongly agree
Agree
Disagree
Strongly disagree
Don't know / Not applicable

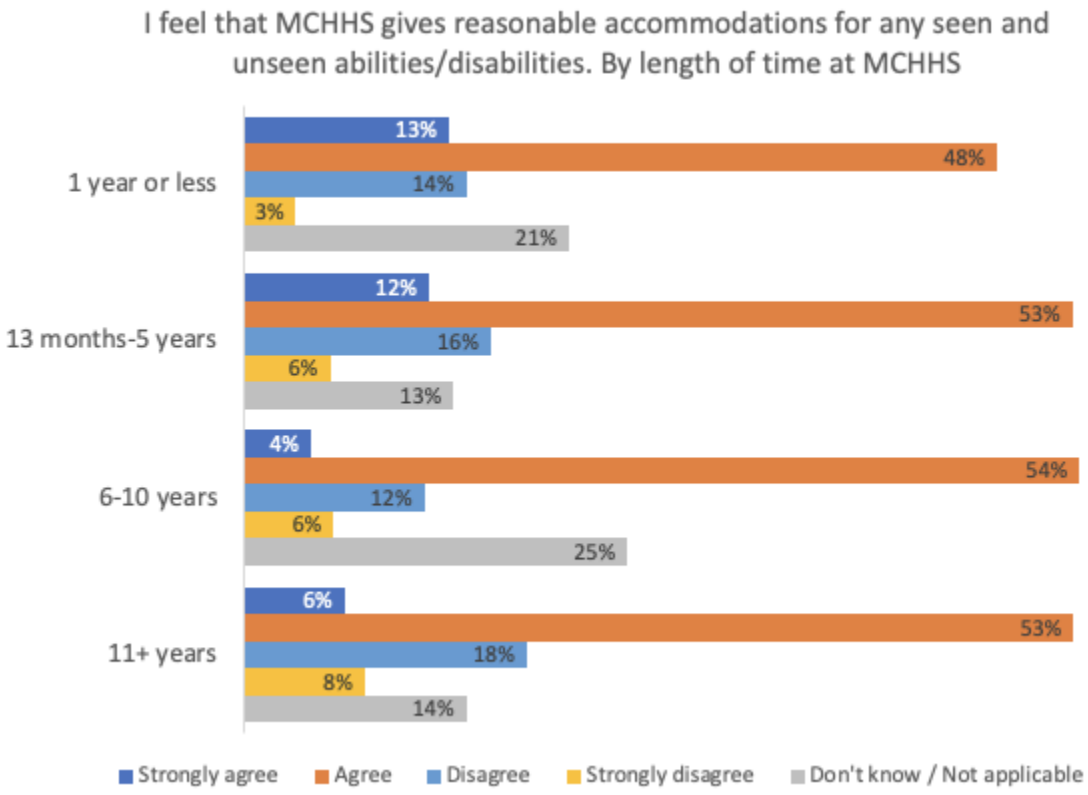

When hired, culturally diverse staff members remain long-term employees of MCHHS. By length of time at MCHHS
1 year or less
5%
26%
10%
3%
55%
13 months-5 years
2%
25%
19%
9%
44%
6-10 years
9%
29%
23%
9%
30%
11+ years
1%
35%
17%
6%
41%
Strongly agree
Agree
Disagree
Strongly disagree
Don't know / Not applicable

In my experience, staff of diverse cultural backgrounds are equitably promoted throughout MCHHS. By length of time at MCHHS.



I believe I have a good chance of being promoted within MHCCS. By length of time at MCHHS




I feel that MCHHS gives reasonable accommodations for any seen and unseen abilities/disabilities. By length of time at MCHHS
1 year or less
13%
48%
14%
3%
21%
13 months-5 years
12%
53%
16%
6%
13%
6-10 years
4%
54%
12%
6%
25%
11+ years
6%
53%
18%
8%
14%
Strongly agree
Agree
Disagree
Strongly disagree
Don't know / Not applicable