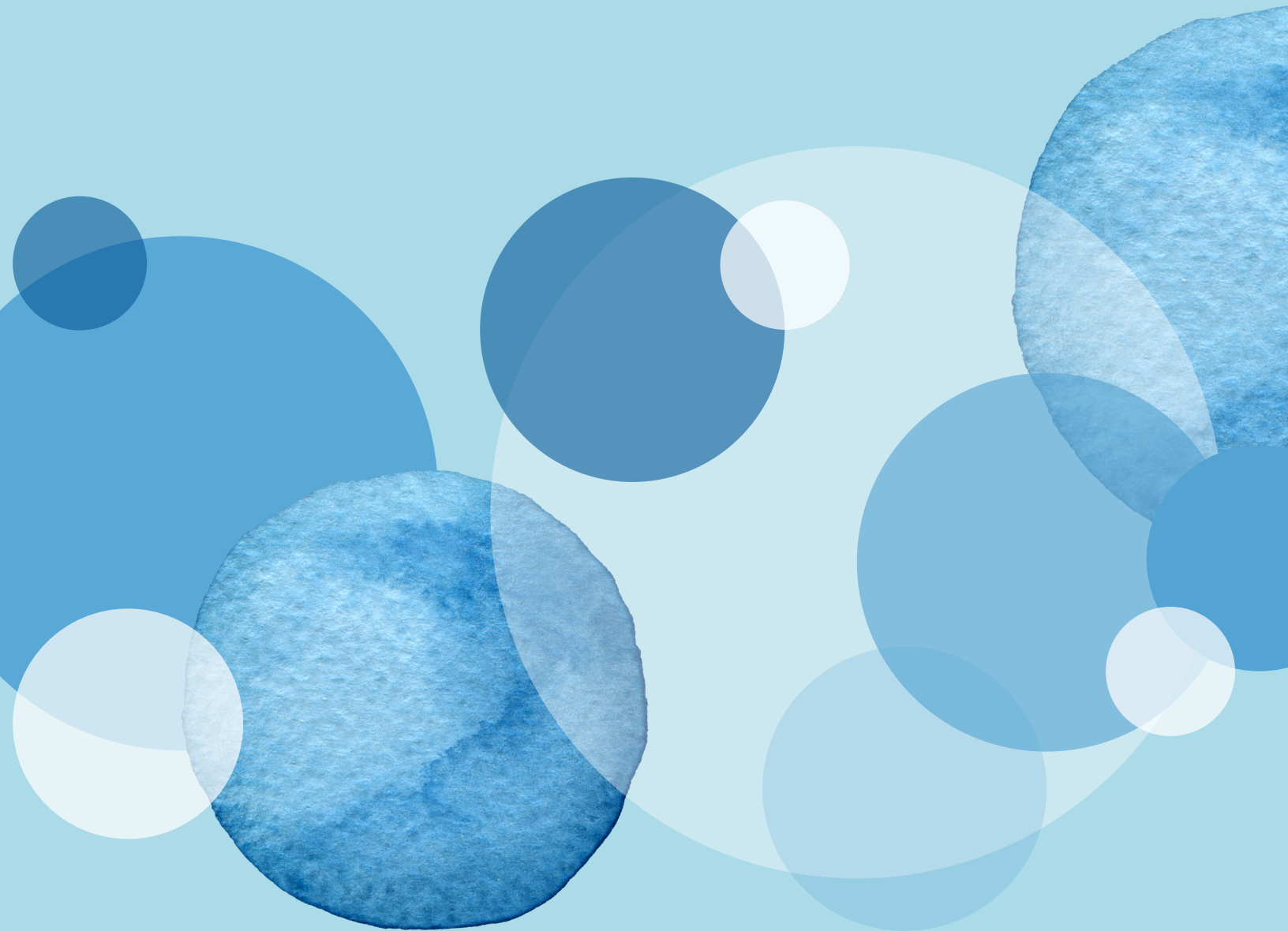




# FROM WORDS TO ACTION

A Practical Guide and Toolkit for Operationalizing  
Diversity, Equity & Inclusion



# TABLE OF CONTENTS

<b>Background and Purpose</b>	<b>3</b>
<b>Guiding Principles</b>	<b>4</b>
<b>Glossary of Terms</b>	<b>6</b>
<b>Diversity, Equity &amp; Inclusion Assessment Instructions</b>	<b>11</b>
<b>Diversity, Equity &amp; Inclusion Assessment Tool</b>	<b>13</b>
<b>Assessment Scoring Guide</b>	<b>17</b>
<b>Appendices</b>	
<b>Appendix A: Discussion Guide</b>	<b>18</b>
<b>Appendix B: Diversity, Equity &amp; Inclusion Action Plan Template</b>	<b>20</b>
<b>Appendix C: Example Diversity, Equity * Inclusion Statement/Policy</b>	<b>21</b>
<b>Appendix D: Recommended Reading and Sources</b>	<b>23</b>
<b>Appendix E: Acknowledgements</b>	<b>25</b>

# BACKGROUND AND PURPOSE

As Americans, we can probably note in detail many moments in history where we have stood in our tracks and witnessed outward and blatant inequities taking place. Seeing it affect those we love, whether inadvertently due to our own implicit biases and privilege, or at the hands of others - those moments taught us that there is a bigger system at work continually widening the disparities for marginalized populations.

As human service professionals, we have witnessed, on a daily basis, the inequities that exist for our neighbors – in all areas of their lives. Where unless we are hyper focused on diverse, equitable and inclusive policies and practices, it is likely we all have internal procedures that continue to perpetuate these cycles of inequity. This is why our organization, United Partners for Human Services (UPHS), initiated steps last summer to assist in strengthening the internal infrastructure of the human services sector by creating a Diversity, Equity and Inclusion (DEI) Taskforce. This group spent the last nine months developing this guidebook and toolkit that supports DEI within an individual organization and our collective network.

As a guiding principle of this work, the UPHS board adopted the position that, “If your human service work isn’t anti-racist, it isn’t human service work.” This position serves as the foundation and baseline for everything we do and the understanding of its intersection through our strategic priorities, initiatives and activities. Additionally, within our current/future strategic plan, this statement will guide the activities within each category to center how we approach and address inequities.

In tandem with this position, the UPHS Board established its Diversity, Equity & Inclusion Taskforce, co-chaired by M. Miaisha Mitchell (Greater Frenchtown Revitalization Council) and Cecka Rose Green (Children's Home Society of Florida). This group is focused on developing tools and resources that intentionally foster systems change within our sector that supports the following:

- Improve the equity within how our members serve their clients
- Improve the equity within how our members treat their staffs/volunteers
- Advocate for others (community-at-large, donors, networks, etc.) to understand their own biases that leads to equity becoming the new norm

This guidebook and toolkit, established by UPHS and its Taskforce, is for our UPHS members (individual organizations) to use in assessing where they are in operationalizing DEI in their organizations. This will also provide access to resources and tools to plan and implement DEI in their organizations, while understanding this journey and the resulting outcomes will look differently for each UPHS member agency.

As a byproduct of this work, UPHS (as an organization and systems change leader for our sector) will benefit and be able to implement and advocate for a focus on DEI. UPHS is committed to DEI and implementing it throughout the very foundation of our initiatives, while simultaneously providing support and resources to our members, and holding them accountable to being invested in DEI work.

# GUIDING PRINCIPLES

## Bias and Privilege

We accept that bias in various forms exists, which results in certain persons experiencing privilege, while others are marginalized and experience discrimination.

***UPHS will pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social change efforts will be focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. UPHS will promote sensitivity to and knowledge about oppression, cultural and ethnic diversity, as well as ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people using an equity lens.***

## Client-Focused

We recognize that our organizations were created to assist citizens overcome barriers to achieving greatness according to what they need, want and desire for their lives, and that the pain, frustration, and anger that comes from being marginalized can impact their success.

***UPHS Members will commit to treating everyone with equal care, while observing the unique challenges that might arise from various forms of oppression. UPHS Members should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.***

## Transparency

We understand that past and present transgressions against BIPOCs (Black, Indigenous and People of Color)—including, but not limited to, lack of honesty, integrity, and openness—has led to their continued mistrust and skepticism of organizations' commitment to DEI in totality.

***UPHS Members will communicate openly about their work in diversity, equity and inclusion, providing regular and consistent updates regarding specific actions and our progress toward creating an inclusive network of social service providers. UPHS Members will act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated and as a member of UPHS.***

## Accountability

We admit that many entities say they are committed to diversity, equity, and inclusion; however, they may not hold themselves responsible for making sure it becomes a part of the way they do business and provide services.

***UPHS Members will not only commit to diversity, equity and inclusion in our business operations, client relations and service delivery, but we also will hold ourselves and each other accountable for our triumphs and failures.***

# GUIDING PRINCIPLES

## Empathy

We know that everyone deserves to be heard—whether they are speaking for themselves or others—and have their points of view respected for the information they provide as validation for the way they feel.

***UPHS Members will actively listen to the stories of all persons, including leaders, staff, community members, clients, and other stakeholders, specifically those who have been marginalized, with empathy and confirmation. We will use these stories to help shape our implementation of DEI in our organizations.***

# GLOSSARY OF TERMS

**Bias** – Prejudice toward one group and its members relative to another group. (GARE)

- **Implicit Bias** - biases people are usually unaware of and that operate at the sub-conscious level. Implicit bias is usually expressed indirectly. (GARE)
- **Explicit Bias** - biases that people are aware of and that operate consciously. They are expressed directly. (GARE). The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion, and other categories. (Racial Equity Tools)

**BIPOC** – Black, Indigenous and People of Color (UPHS DEI Taskforce Guiding Principles)

**Community Indicator** - The means by which we can measure socioeconomic conditions in the community. All community indicators should be aggregated by race, if possible. (GARE)

**Cultural Blindness** – The belief in treating everyone “equally” by treating everyone the same. It is based on the presumption that differences are by definition bad or problematic, and therefore best ignored. Cultural blindness can be applied to identity characteristics such as sexual orientation, gender identity, ability, etc. (NCCJ)

**Discrimination** – The unequal treatment of a person differently, or less favorable, for some reason. (U.S. Equal Employment Opportunity Commission).

**Diversity** – Includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender—the groups that most often come to mind when the term “diversity” is used—but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values. (Racial Equity Tools)

- **Race and Ethnicity** – Race refers to a person’s physical appearance and ethnicity refers to one’s nationality, ancestry, culture, and language. In 1997, the U.S. Office of management and Budget designated Hispanic/Latino as an ethnicity category, separate from race, which included American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White.
- **Sexual Orientation** – Refers to an individual’s physical and/or emotional attraction to the same and/or opposite gender. Different sexual orientations can include, lesbian, gay, bisexual, queer, questioning, or straight. (HRC)
- **Gender Identity** – Refers to a person’s internal sense of being male, female, or non-binary, which may or may not correspond to the person’s body or designated sex at birth (meaning what sex was originally listed on a person’s birth certificate). Transgender is an umbrella term for people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth, including but not limited to transsexuals, cross-dressers, androgynous people, and gender non-conforming people. Intersex refers to a sex assigned at birth for individuals exhibiting characteristics (such as reproductive or sexual anatomy and/or chromosomes) of both birth-assigned males and females. (HRC)



# GLOSSARY OF TERMS

- **Dis/ability** – Refers to a variety of individuals who may or may not use this specific term to describe themselves or their experiences, encompassing a broad range of dis/abilities that may be perceptual, illness-related, physical, developmental, psychiatric, mobility-related or environmental.
- **Age** – Refers to the length of time that one has existed on the planet, their duration of life.
- **Class** – Refers to a group of persons sharing a similar social position and certain economic, political, and cultural characteristics. Social class is a status hierarchy in which individuals and groups are classified on the basis of esteem and prestige acquired mainly through economic success and accumulation of wealth.
- **Religion/Spirituality** – Refers to human beings' relation to that which they regard as holy, sacred, absolute, spiritual, divine, or worthy of especial reverence. It is also commonly regarded as consisting of the way people deal with ultimate concerns about their lives and their fate after death. In many traditions, this relation and these concerns are expressed in terms of one's relationship with or attitude toward God(s) or spirits; in more humanistic or naturalistic forms of religion, they are expressed in terms of one's relationship with or attitudes toward the broader human community or the natural world. (Cain) Spirituality is an individual's understanding of, experience with, and connection to that which transcends the self.
- **National Origin** – Refers to a nation where a person is from. National origin discrimination occurs when someone is treated less favorably because he or she comes from a particular place, because of his or her ethnicity or accent, or because it is believed that he or she has a particular ethnic background.

**Equity** – Equity is just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates an oath from hope to change. (NRDC)

- **Equity vs Equality** – Equity refers to fairness and justice and is distinguished from equality. Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and adjust imbalances. The process is ongoing, requiring us to identify, and overcome intentional and unintentional barriers from bias or systemic structures. (National Association of Colleges and Employers)
- **Environmental Equity** – Equal protection from environmental hazards for individuals, groups, or communities regardless of race, ethnicity, or economic status. This applies to the development, implantation, and enforcement of environmental laws, regulations, and policies, and implies that no population of people should be forced to shoulder a disproportional share of negative environmental impacts of pollution or environmental hazard due to a lack of political or economic strength levels. (NRDC)
- **Racial Equity** – Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or race to eliminate them. (NRDC) Race can no longer be used to predict life outcomes and outcomes for all groups are improved. (GARE)

**Fairness** – Impartial and just treatment or behavior without favoritism or discrimination. (Oxford); free from bias, dishonesty, or injustice (Learning for Justice)

# GLOSSARY OF TERMS

**Gentrification** – Gentrification is often defined as the transformation of neighborhoods from low value to high value. This change has the potential to cause displacement of long-time residents and businesses. Displacement happens when long-time or original neighborhood residents move from a gentrified area because of higher rents, mortgages, and property taxes. Gentrification is a housing, economic, and health issue that affects a community's history and culture and reduces social capital. It often shifts a neighborhood's characteristics (e.g., racial/ethnic composition and household income) by adding new stores and resources in previously run-down neighborhoods. (CDC)

**Identity** – Race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability. (UPHS DEI Taskforce Guiding Principles)

**Impact** – A marked effect or influence (Oxford)

**Inclusion** (voice, decision-making, feedback, meaningful impact) – Authentically bringing traditionally excluded individual and/or groups into processes, activities and decision/policy making in a way that shares power. (NRDC)

**“ISMs”** – A way of describing any attitude, action or institutional structure that oppresses a person or group because of their target group. Examples may include race/ethnicity/color (racism), gender (sexism), economic status (classism), age (ageism), religion (e.g. anti-Semitism), sexual orientation (heterosexism), ability (ableism), language/immigration status (xenophobia), gender identity/expression (transphobia). (W.K. Kellogg Foundation, 2001)

**Justice** - Fairness, impartiality, equity (Oxford)

- **Environmental Justice** – Environmental justice embraces the principle that all people and communities have a right to equal protection and equal enforcement of environmental laws and regulations. (NRDC)
- **Climate Justice** – Climate justice is the framing of climate change as an ethical and political issue, rather than purely environmental. It relates the effects of climate change to environmental justice and social justice and examines issues such as equality, human rights, collective rights and the historical responsibilities for climate change. A fundamental proposition of climate justice is that those who are least responsible for climate change suffer its gravest consequences. (NRDC)
- **Racial Justice** – The systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people can achieve their full potential in life, regardless of race, ethnicity or the community in which they live. (The Annie E. Casey Foundation)
- **Social Justice** – Social justice includes a vision of a society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and society. (NRDC)

**Marginalized** – Excluded, ignored, or placed in a powerless position within a group, society or community. (NCCJ)



# GLOSSARY OF TERMS

**Meaningful Involvement/Impact** – (1) People have an opportunity to participate in decisions about activities that may affect their environment and/or health; (2) The public's contribution can influence the regulatory agency's decision; (3) Their concerns will be considered in the decision-making process; and (4) The decision makers seek out and facilitate the involvement of those potentially affected. (NRDC)

**Microaggression** – Brief and common daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, offensive, or negative slights and insults towards people of other races, ages, gender identities, sexual orientation, physical or mental abilities, etc. (D. Wing Sue)

**Oppression** – An unjust system that disadvantages one social identity group over another, maintaining inequity. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudices in a complex web of relationships and structures that saturate most aspects of life. Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways from the disempowerment of marginalized or targeted groups, who experience consequences of discrimination, exclusion, deprivation, exploitation, control of culture and sometimes violence. Oppression resides not only in external social institutions and norms but also within the human psyche. Eradicating oppression ultimately requires struggle against all its forms, and at all levels and building coalitions among diverse people offers promising strategies for challenging oppression systemically. (W.K. Kellogg Foundation)

**Prejudice** – The act of forming an opinion toward another group and its members prior to considering all available information. Such attitudes are typically based on unsupported generalizations or stereotypes that deny the right of individual members of certain groups to be recognized and treated as individuals with distinct characteristics. (W.K. Kellogg Foundation)

**Privilege** – Unearned social power accorded by the formal and informal institutions of society to all members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because they are taught not to see it, but nevertheless it puts at an advantage over those who do not have it. (Racial Equity Tools)

**Racism** – Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices. (Racial Equity Tools)

- **Individual Racism** – Pre-judgement, bias, or discrimination based on race by an individual. (GARE)
- **Institutional Racism** – Policies, practices and procedures of institutions that have a disproportionately negative effect on racial minorities' access to quality of goods, services, and opportunities. (NRDC) Policies, practices, and procedures that work better for white people than for people of color, often unintentionally. (GARE)

# GLOSSARY OF TERMS

- **Structural Racism** – A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color. (GARE)
- **Systemic Racism** – The basis of individual and institutional racism; it is the value system that is embedded in a society that supports and allows discrimination (NRDC)

**Equality** – Ensuring that every individual has an equal opportunity to make the most of their lives and talents and believing that no one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability. Equality recognizes that historically, certain groups of people with characteristics (race, disability, sex, and sexuality) have experienced discrimination. (NRDC)

**Racial Inequity** – Race can be used to predict life outcomes, e.g., disproportionality in education (high school graduation rates), jobs (unemployment rate), criminal justice (arrest and incarceration rates), etc. (GARE)

**Social Identity** – The ways in which one characterizes oneself, the similarities one has with others, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes and accepts governing everyday behavior. (NCCJ)

**Social Power** – The degree of influence and access to resources that an individual or organization has among peers and within society. (W.K. Kellogg Foundation)

**Stereotype** – A set of inaccurate and simplistic beliefs about a group of people in which all individuals in the group are labeled and often treated based on perceived group characteristics. (Oxford)

**Tokenism** – The practice of making an obligatory effort or symbolic gesture of the inclusion of members of an underrepresented group to deflect criticism or comply with affirmative action rules. Also, a dominant/majority group may tokenize an individual by expecting that they represent and/or speak on behalf of an entire cultural group. (Cain)

**Workforce Equity** – The workforce of a jurisdiction reflects the diversity of its residents, including across the breadth (functions and departments) and depth (hierarchy) of government. (GARE)

# DEI ASSESSMENT TOOL INSTRUCTIONS

The UPHS Diversity, Equity, and Inclusion (DEI) Assessment is designed to help nonprofit organizations assess their capacity and progress in demonstrating best practices in diversity, equity, and inclusion. The underlying assumption of this assessment is that all organizations will move back and forth along a continuum of best practices. The framework and the descriptions in the grid were developed based on the input of nonprofit professionals and practitioners, various resources regarding best practices across all sectors, and the collective experience of the UPHS DEI Taskforce Members. For a list of acknowledgements and appreciations for contributions to these best practice actions, please see Appendix E.

We recommend the assessment to be completed by nonprofit executive leadership, staff, board members, volunteers, external stakeholders, and funders. Each assessor will score the extent to which the organization effectively demonstrates each best practice on a four-point scale. This assessment is intended to be used in the following ways:

- To identify areas of capacity relative to diversity, equity, and inclusion that are strongest and those that need further advancement, which could inform the development of a diversity, equity, and inclusion action plan for organizational improvement in this area. Please see the Diversity, Equity, and Inclusion Action Plan Template included in Appendix B
- To measure changes in an organization's progress towards effectively building and sustaining diversity, creating social equity, and cultivating inclusive environments
- To serve as a starting point for discussions among those in the organization by drawing out different views regarding diversity, equity, and inclusion. Different responses to the grid among staff, board members, volunteers, etc. for example can be a valuable discussion-starter within an organization

This assessment is intended as a starting point for organizations committed to diversity, equity, and inclusion. It may be useful to adapt the grid to reflect your own culture and diversity, equity, and inclusion goals. Best practices, organizational capacity, diversity, equity, and inclusion are complex concepts sensitive to local conditions and subject to multiple interpretations. We hope these tools help facilitate open discussions of these issues that serve to construct shared meanings among those involved in the organization, and to assess progress over time. The scores are meant to provide a general indication where an organization locates itself in its lifecycle and journey towards building and sustaining a diverse, equitable, and inclusive organization. Further, the results of the assessment should be interpreted in the context of the organization's stage of development, level of capacity, geographic region, mission area, and constituency.

## **Guidelines for Assessment Administrators**

Provide respondents a time reference for their assessment; for example, you may ask them to score as of today, the beginning of last year, three years ago, etc. Select the person or people you want to complete the assessment (assessors); these may include nonprofit executive leadership, staff, board members, volunteers, external stakeholders, funders, etc. Assessors should have good knowledge of the organization for all points in time chosen for the assessment.

# DEI ASSESSMENT TOOL INSTRUCTIONS

## Guidelines for Assessors

Please write the date you are conducting the assessment at the top of the tool. For each item, you are being asked to score the extent to which your organization demonstrates that practice: not at all, small, moderate, or large extent. Please circle the number (1 to 4) that corresponds to your best judgement. This is your assessment; there is no “right” answer. If you score an item to not apply to your organization, circle N/A in the last column.

## Scoring the Assessment

1. Add the total number of circles in each column and record them in row “a” at the bottom of the Assessment.
2. Following the instructions in row “b,” multiply the column totals by the numbers indicated and write the result in row “c.”
  - The total number of circle in the “not at all” column will be multiplied by 1.
  - The total number of circles in the “to a small extent” column will be multiplied by 2.
  - The total number of circles in the “to a moderate extent” column will be multiplied by 3.
  - The total number of circles in the “to a great extent” column will be multiplied by 4.
  - N/A responses receive no score.
3. Add up the total number of points in each column and write the sum in row “c.” This is the final score for the assessment.
4. Use the final score to identify your organization’s point on the continuum of Pathfinder, Driver, Leader and Mentor.

Date of Assessment: \_\_\_\_\_ Name of Assessor(s): \_\_\_\_\_ Role: \_\_\_\_\_

DEI Organizational Assessment							
Category	Best Practices	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	Not Applicable	Unknown
<i>Culture</i>							
1	Agrees on the meanings of diversity, equity, and inclusion.	1	2	3	4	N/A	N/A
2	Ensures a welcoming environment with spaces, signs and materials with diverse images, such as: people of all ages and racial backgrounds, same-sex couples, transgender individuals, people of all abilities, etc.	1	2	3	4	N/A	N/A
3	Creates a safe environment to discuss difficult issues related to diversity, equity, and inclusion.	1	2	3	4	N/A	N/A
4	Openly talks about organizational power dynamics, including one's privilege and status, as they relate to diversity, equity, and inclusion.	1	2	3	4	N/A	N/A
<i>Values &amp; Guiding Principles</i>							
5	Publicly shares clear messages supporting diversity, equity, and inclusion, such as: policy statement of diversity, equity, and inclusion on website, office spaces, and other publicly distributed materials.	1	2	3	4	N/A	N/A
6	Guides the implementation of policies supporting diversity, equity, and inclusion centered around client voice.	1	2	3	4	N/A	N/A
<i>Administrative Policies and Operational Practices</i>							
7	Develops formal policies promoting diversity, equity, and inclusion for board recruitment and operations.	1	2	3	4	N/A	N/A
8	Maintains policies to effectively address any/all discrimination complaints.	1	2	3	4	N/A	N/A
9	Implements a whistleblower policy.	1	2	3	4	N/A	N/A
10	Implements a conflict-of-interest policy.	1	2	3	4	N/A	N/A
11	Ensures organizational compliance with the Americans with Disabilities Act, including building accessibility requirements.	1	2	3	4	N/A	N/A
12	Authorizes a unisex bathroom that is safe for transgender and gender nonconforming individuals.	1	2	3	4	N/A	N/A
13	Acknowledges days of religious, spiritual, and cultural observance when setting board and organizational meetings, schedules, and events.	1	2	3	4	N/A	N/A
14	Develops a conflict resolution process for the board and staff.	1	2	3	4	N/A	N/A

Board and Staff Composition							
15	Seeks ways to meaningfully increase the diversity of its board and staff composition across all lines of difference.	1	2	3	4	N/A	N/A
16	Regularly assesses board member and staff composition to ensure successful recruitment and retention of diverse talent.	1	2	3	4	N/A	N/A
Recruitment							
17	Creates recruitment plans to actively target populations that are not represented on the board and staff.	1	2	3	4	N/A	N/A
18	Builds meaningful relationships with groups representing diverse populations to support recruitment and retention of diverse talent.	1	2	3	4	N/A	N/A
Capacity Building and Training							
19	Develops processes to retain board members, staff and volunteers from diverse groups.	1	2	3	4	N/A	N/A
20	Provides professional development opportunities for board, staff, and volunteers in diversity, equity, and inclusion issues (cultural competency, implicit and explicit bias, privilege, etc.)	1	2	3	4	N/A	N/A
21	Regularly incorporates diversity, equity, and inclusion issues in board and staff meeting agendas.	1	2	3	4	N/A	N/A
22	Incorporates diversity, equity, and inclusion training in new board and staff member orientation processes.	1	2	3	4	N/A	N/A
Policies							
23	Includes “sexual orientation” and “gender identity and expression” in equal employment opportunity, nondiscrimination, and anti-harassment policies.	1	2	3	4	N/A	N/A
24	Provides equal access for all employees and their families to employment benefits (if offered). Benefits could include health insurance for domestic partners and their children; bereavement policies that include same-sex partners and extended family; maternity leaves for mothers and their partners, including those who adopt; and health coverage that includes benefits for transgender employees, including hormone replacement therapy, gender confirmation surgery, and medical leave.	1	2	3	4	N/A	N/A
25	Has a zero-tolerance anti-bullying policy.	1	2	3	4	N/A	N/A



<b>Procedures</b>							
26	Is explicit about organization's commitment to diversity, equity and inclusion when hiring at all levels.	1	2	3	4	N/A	N/A
27	Contracts with executive search firms, when needed, with proven success in building diverse candidate pools.	1	2	3	4	N/A	N/A
28	Ensures organizational written forms offer at least three gender/sex categories, such as male, female, transgender or self-identify.	1	2	3	4	N/A	N/A
29	Reviews the recruitment, retention, and career development measures for employees, especially regarding diversity.	1	2	3	4	N/A	N/A
<b>Vendors</b>							
30	Ensures organization contracts with vendors and providers who are committed to diversity, equity, and inclusion, especially those owned/operated by women, people of color, youth, or people who are differently-abled or LGBTQ+	1	2	3	4	N/A	N/A
<b>Strategic Planning, Programming and Service Delivery</b>							
31	Uses the organization's statements about diversity, equity, and inclusion to inform the strategic planning process.	1	2	3	4	N/A	N/A
32	Includes and regularly updates a Diversity, Equity & Inclusion Action Plan with the strategic planning process.	1	2	3	4	N/A	N/A
33	Includes diversity, equity, and inclusion commitments in the organization's mission, vision, and values.	1	2	3	4	N/A	N/A
34	Develops short and long-term goals toward diversity, equity and inclusion and regularly assesses progress.	1	2	3	4	N/A	N/A
35	Ensures active participation in strategic planning of staff, volunteers, clients, customers, participants, donors.	1	2	3	4	N/A	N/A
36	Ensures the organization serves diverse constituents in ways that support diversity, equity and inclusion.	1	2	3	4	N/A	N/A
<b>Collaborations and Community Outreach</b>							
37	Supports public policy that promotes diversity, equity, and inclusion.	1	2	3	4	N/A	N/A
38	Supports visible participation in events celebrating diverse communities, such as LGBTQ+ community events, celebrations of ethnic and cultural heritage and events that honor civil rights leaders, etc.	1	2	3	4	N/A	N/A
<b>Communications</b>							
39	Supports use of pictures and stories relevant to people with diverse backgrounds in all communications.	1	2	3	4	N/A	N/A

40	Ensures materials and websites are translated to all languages used by populations served by the organization.	1	2	3	4	N/A	N/A
41	Ensures all media releases and news briefs are sent to media outlets that reach target diverse populations.	1	2	3	4	N/A	N/A
<b>Fundraising</b>							
42	Cultivates donors from diverse communities.	1	2	3	4	N/A	N/A
<b>Performance Measurement, Evaluation and Research</b>							
43	Adopts appropriate diversity, equity, and inclusion related indicators in performance goals.	1	2	3	4	N/A	N/A
44	Regularly assesses organization's commitment to the values of diversity, equity and inclusion.	1	2	3	4	N/A	N/A
45	Allows and encourages anonymous feedback to measure effectiveness of diversity, equity and inclusion in policies and programs.	1	2	3	4	N/A	N/A
46	Includes the perspective of the organization's staff, program participants and donors when evaluating programs and policy.	1	2	3	4	N/A	N/A
47	Develops diversity, equity, and inclusion strategies informed by the best available data regarding diversity.	1	2	3	4	N/A	N/A
48	Regularly reviews research-based best practices regarding diversity, equity, and inclusion to inform board decisions and actions.	1	2	3	4	N/A	N/A
<b>Additional Activities</b>							
	Please utilize this space to describe additional activities your organization does to advance diversity, equity, and inclusion. This information will not affect your overall score, but is valuable to highlight, track, and celebrate.						
<b>Scoring the Assessment</b>		<b>Not at All</b>	<b>To a Small Extent</b>	<b>To a Moderate Extent</b>	<b>To a Great Extent</b>	<b>Not Applicable</b>	<b>Unknown</b>
		a. Total for each column					
		b. Multiply by number of points	x1	x2	x3	x4	x0
		c. Column total					

Scoring Guide			
Pathfinder	Driver	Leader	Mentor
1 to 48	49 to 96	97 to 144	145 to 192

**Pathfinder:** As a pathfinder of diversity, equity, and inclusion, your organization is seeking organizational change. Completing this assessment is an important first step. Use this tool as a discussion starter to raise awareness and understanding. Consider developing a Diversity, Equity, and Inclusion Action Plan using the best practices illustrated in this assessment and address your critical areas for growth. When you have made progress, celebrate your successes.

**Driver:** As a driver of diversity, equity, and inclusion, your organization is driving organizational change. It has established its path toward diversity, equity, and inclusion. You may use this tool as a discussion starter to raise awareness on the great work you are doing. Implement a Diversity, Equity, and Inclusion Action Plan to address gaps and opportunities for growth. Continue to develop and implement strategies to build and sustain diversity, equity, and inclusion while fostering an inclusive culture.

**Leader:** Your organization is in the position of leading organizational change. Your organization is paving a solid path toward diversity, equity, and inclusion. Use this tool as a discussion starter to make critical decisions to address gaps and opportunities for growth. Reflect on all that your organization has accomplished to be more diverse, equitable, and inclusive. Identify modifications or opportunities to rethink key management concepts and principles to enhance this work and deepen its impact.

**Mentor:** Your organization has effectively implemented and adapted methods and processes to build and sustain diversity, equity, and inclusion. It has made the creation of an inclusive environment a priority, and as a mentor, your organization is in the position of helping others implement change in their organizations. Your organization can assist others in this important work. Pathfinder and Driver organizations may benefit from following your organization's path and support. Your organization can benefit from mentoring others by building relationships and ensuring sustainability of this work within our human services sector.

### Now What?

Congratulations on completing and scoring the DEI assessment. Where does your organization go from here? Here are some suggestions:

1. Facilitate a conversation with stakeholders in your organization about the results and follow the accompanying discussion guide.
2. Incorporate the best practices listed in the assessment into the daily activities of your organization. This may include incorporating best practices into a Diversity, Equity, and Inclusion Action Plan. Please see Appendix B for the Action Plan Template.
3. Retake this assessment in one year and identify any changes made, or areas in need of further improvement.
4. Review the list of recommended readings in Appendix D.

# DEI ASSESSMENT SCORING GUIDE

## Scoring Guide

### ***Pathfinder***

1 to 48

### ***Driver***

49 to 96

### ***Leader***

97 to 144

### ***Mentor***

145 to 192

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# APPENDIX A - DISCUSSION GUIDE

## Introduction

If you will be facilitating internal discussions with stakeholders in your organization, use these questions to help guide the conversation. Questions are broken into categories to host multiple conversations or divide this work into sub-groups within your organization. For instance, you might hold a session with the board, the senior staff, all staff, just volunteers, or members of your committees.

Capture and summarize the comments that come out of these discussions and use the summaries to help guide the team within your organization that will be drafting the Diversity, Equity, and Inclusion Action Plan. Feel free to share the results of the assessment with your stakeholders, allowing them to provide quality feedback about culture, interpretations, and actions within your organization.

## I. Organizational Development

Commitment to diversity, equity, and inclusion should be known and understood by all board members, management, staff, volunteers, members, and partners.

- Why do we think diversity, inclusion, and equity are important to our organization?
- What is our current understanding of diversity, inclusion, and equity, and their meanings? (Use the glossary if needed to spark discussion)
- How do we create a welcoming environment? (Get participants to give examples)
- What actions can we take to make our environment more inclusive? (Examples to share if your discussion stalls could be to suggest the use of pictures, signs, materials, brochures, and stories that include people with diverse backgrounds).

## II. Internal Systems

Commitment to creating an environment free of barriers to diversity, inclusion and equity should be included in all policies, practices, and guidelines of the organization.

- How do the values of diversity, equity, and inclusion guide the work of our organization?
- How can we include diversity, equity, and inclusion into a values statement?
- How do we measure if our current policies relating to diversity and inclusion are effective and relevant?
- Do we consider issues relating to race, ethnicity, gender and gender identity, sexual orientation, age, class or persons with disabilities when we set policies and make decisions for the organization?

## III. Leadership & Governance

The way nonprofits approach recruiting new board and staff members may help build diversity and promote inclusive and equitable practices.

- How do we currently recruit board and staff members?
- Is the current composition of our board or our advisory boards reflective of the demographic served by the organization or represented in the community? How are these voices and perspectives important to our donors, volunteers, and staff?
- Do we know the demographic composition of our organization (board, staff, clients, volunteers, etc.) and the community that we serve? If so, in what ways are they different and why?

# APPENDIX A - DISCUSSION GUIDE

- What are we doing as an organization to ensure that our board and organization is reflective of the demographics and diversity of the community?
- How are we being intentional about reaching out to underrepresented populations?
- What is currently holding us back from achieving the level of diversity we desire?
- When considering the way, the board and committees function, do we find and remove barriers to participation from underrepresented populations (e.g. time and location of meetings, accessibility of building, availability of child/elder care, meeting style)?
- Have we considered changing our governance structures to promote diversity, equity, and inclusion? For instance, have we formed a youth advisory committee or consumer advisory committee?

## IV. Human Resources

Nonprofit organizations should strive to exercise fair and equitable human resources management and practices that attract and retain qualified individuals.

- How do we currently recruit and hire for diversity within our organization? Do we send job postings to a variety of contacts and through different vehicles to ensure that diverse audiences see them?
- How do we identify any barriers in the recruitment, selection and retention processes for staff, volunteers and management/leadership (i.e. advertising outlets, criteria for selection, interview process, time or financial requirements for participation)?
- How do we make sure that all employees have the same opportunities for advancement and professional development?
- How do we ensure all employees are valued and included in the workplace culture?
- If money/budgets were not a barrier to decisions made about benefits, would our organization adopt policies that were more inclusive of all employees and their families?

## V. Strategy

Organizational planning is a process that defines a nonprofit's overall direction, activities, and strategies to fulfill its mission. Nonprofits have a duty to engage in sound planning to provide a clear vision for the future, including overall direction, activities, programming, and strategies to fulfill the mission. Partnerships with other organizations may reflect diversity.

- How does diversity, equity, and inclusion relate to our organization's mission, vision, and core values?
- How do we engage the participation of diverse constituents in developing the strategic direction of our organization?
- Do we have a communications strategy to inform diverse populations of our activities and invite them to participate?
- How do we partner with organizations representing diverse populations?

## VI. Performance Management

Nonprofits should regularly monitor and evaluate programs and services to measure and celebrate progress against their goals.

- How do we currently evaluate and monitor the accessibility, appropriateness and effectiveness of our programs and services for diverse populations?
- How do we celebrate progress made in the areas of diversity, equity, and inclusion?



# APPENDIX B - DEI ACTION PLAN TEMPLATE

## Objectives

- Why should we take action to advance this work?
- What does our organization need to accomplish in order to advance diversity, equity, and inclusion?
- What organizational change do we hope to achieve?

## Required Actions and Strategies

- What action do we take to ensure accomplishment of success?
- What do we need to do to achieve this success?

## Champion of Actions

- Who will lead the action(s)?
- Who accepts responsibility and accountability for completing actions?

## Measurable Indicators of Success

- How will we know that we have successfully achieved our objectives?
- What will success look like?
- How will we quantify success?

## Timeline for Completion

- How long do we need to achieve our objectives?
- Over what period of time will the actions take place and by when will we accomplish this success?

## Objective(s):

Required Actions and Strategies What will be done?	Champion of Action(s) Who will lead the action(s)?	Measurable Indicator(s) of Success What will be the evidence of success?	Timeline for Completion By when? (Day/Month)	Tracking Progress: Achievement Y (Yes)   N (No)   O (Ongoing)

# APPENDIX C - EXAMPLE DEI STATEMENT/POLICY

## **Example 1 – Sample Statement**

The mission of *(Organization)* is to *(Insert Mission Statement)*. We believe that our mission is most effectively fulfilled through a commitment to inclusiveness as a core value and practice.

We maintain that building and sustaining diversity requires an ongoing commitment to inclusion that must find full expression in our organizational culture, values, norms, and behaviors. Throughout our work, we support diversity across all lines of difference, including age, economic circumstance, ethnicity, sex, race, range of ability, religion, sexual orientation, and gender identity/expression. We aim to lead by example, viewing and encouraging diversity as a fundamental and abiding strength of *(our sector in our region)*.

*(Organization)* recognizes that its effectiveness will be enhanced and its mission well served when the practice of inclusion is reflected in all aspects of the organization and specifically when:

### **Board Membership**

Our Board of Directors reflects the rich and growing diversity of *(insert geographic region or population of focus served by the organization)*.

### **Programming**

We create and implement programs using our awareness of cultural differences and treat all clients with respect. We seek input from staff at all levels of the organization and work with a diverse group of stakeholders to ensure that our programs are inclusive.

### **Policies and Procedures**

Our commitment to inclusiveness is evident in our organizational policies and procedures, as part of our strategic plan, and within our organizational goals.

### **Employment**

Our staffing at every level of the organization is reflective of *(insert geographic region or population of focus served by the organization)* diverse communities. Associated recruitment and hiring practices reflect a commitment to the value of inclusion. We foster a workplace that respects each individual, seeks and values diverse perspectives, and ensures each employee can actively contribute to fulfilling the organization's mission.

### **Donors**

We share our commitment to inclusion as a core value and practice with current and potential donors and encourage donors to consider and embrace these values. *(Organization)* hopes that its demonstrated commitment to promoting diversity and inclusion represents an organizational standard for the nonprofit sector.

# APPENDIX C - EXAMPLE DEI STATEMENT/POLICY

## **Example 2 – Sample Policy**

At *(Organization)*, a diverse, equitable and inclusive workplace is one where all employees and volunteers, whatever their gender, race, ethnicity, national origin, age, sexual orientation or identity, education, or disability, feels valued and respected. We are committed to a nondiscriminatory approach and provide equal opportunity for employment and advancement in all of our departments, programs, and worksites. We respect and value diverse life experiences and heritages and ensure that all voices are valued and heard.

We are committed to modeling diversity and inclusion for the entire human services sector, and to maintaining an inclusive environment with equitable treatment for all.

To provide informed, authentic leadership for cultural equity, *(Organization)* strives to:

- See diversity, inclusion, and equity as connected to our mission and critical to ensure the well-being of our staff and the communities we serve.
- Acknowledge and dismantle any inequities within our policies, systems, programs, and services, and continually update and report organization progress.
- Explore potential underlying, unquestioned assumptions that interfere with inclusiveness.
- Advocate for and support board-level thinking about how systemic inequities impact our organization's work, and how best to address that in a way that is consistent with our mission.
- Help to challenge assumptions about what it takes to be a strong leader at our organization, and who is well-positioned to provide leadership.
- Practice and encourage transparent communication in all interactions.
- Commit time and resources to expand more diverse leadership within our board, staff, committee, and advisory bodies.
- Lead with respect and tolerance. We expect all employees to embrace this notion and to express it in workplace interactions and through everyday practices.

*(Organization)* abides by the following action items to help promote diversity and inclusion in our workplace:

- Pursue cultural competency throughout our organization by creating substantive learning opportunities and formal, transparent policies.
- Generate and aggregate quantitative and qualitative research related to equity to make incremental, measurable progress toward the visibility of our diversity, inclusion, and equity efforts. Once the content is curated it will be added to our website so others can access.
- Improve our cultural leadership pipeline by creating and supporting programs and policies that foster leadership that reflects the diversity of our community.
- Pool resources and expand offerings for underrepresented constituents by connecting with other organizations committed to diversity and inclusion efforts.
- Develop and present sessions on diversity, inclusion, and equity to provide information and resources internally, to members, the community, and the human services sector.
- Develop a system for being more intentional and conscious of bias during the hiring, promoting, or evaluating process. Train our hiring team on equitable practices.
- Include a salary range with all public job descriptions.
- Advocate for public and private-sector policy that promotes diversity, inclusion, and equity. Challenge systems and policies that create inequity, oppression, and disparity.

# APPENDIX D - RECOMMENDED READING AND SOURCES

## **Recommended Reading**

- Adams, Maurianne; Bell, Lee Anne; and Griffin, Pat., eds. Teaching for Diversity and Social Justice, A Sourcebook. New York, NY: Routledge, 1997.
- BoardSource. Diversity in Action Toolkit. Washington DC: BoardSource, 2011.
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- Walker, Vernetta, and Debora Davidson. Vital Voices: Lessons Learned from Board Members of Color. Washington DC: BoardSource, 2010.

## **Glossary of Terms Sources**

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- Sue, Wing D. Microaggressions in Every Day Life: Race, Gender, and Sexual Orientation. Hoboken, New Jersey: John Wiley & Sons, Inc., 2010.
- UPHS DEI Taskforce. (2021). UPHS DEI Taskforce Guiding Principles.

# APPENDIX D - RECOMMENDED READING AND SOURCES

## **Glossary of Terms Sources**

- U.S. Equal Employment Opportunity Commission. (n.d.). What is Employment Discrimination? U.S. Equal Employment Opportunity Commission. <https://www.eeoc.gov/youth/what-employment-discrimination>.
- W.K. Kellogg Foundation. Institute for Democratic Renewal and Project Change Anti-Racism Initiative. 2001.
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# APPENDIX E - ACKNOWLEDGEMENTS

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