



AN ETHICS AND ACCOUNTABILITY CODE
FOR THE NONPROFIT SECTOR

Diversity, Equity, and Inclusion

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PREAMBLE

America's nonprofit sector serves the public interest and plays an essential role in our society and economy. Hard at work strengthening communities across the nation, nonprofits enrich our lives in a variety of ways by creating a broad array of benefits to society in fields such as charitable, religious, scientific, economic, health, cultural, civil rights, environment, and education.

Public investment and confidence drive the success of nonprofit organizations. Individuals, corporations, foundations, and federal, state, and local governments add value to the services that nonprofits provide by investing time, resources, and funds.

The Standards for Excellence Institute aims to raise the level of accountability, transparency, and effectiveness of all nonprofit organizations to foster excellence and inspire trust. The Standards for Excellence code provides a framework and step-by-step guidelines to achieve a well-managed and responsibly governed organization.

The code builds upon the legal foundations of nonprofit management, governance, and operations to embrace fundamental values such as honesty, integrity, fairness, respect, trust, compassion, responsibility, and transparency. The code consists of six Guiding Principles in 27 topic areas with specific performance benchmarks that characterize effective, ethical, and accountable organizations. The Institute helps the nonprofit sector operate in accordance with the Standards for Excellence code by providing educational resources, assistance, and a voluntary accreditation process.

The Standards for Excellence Institute encourages all nonprofit organizations to adopt the Guiding Principles of the Standards for Excellence code. By implementing the performance benchmarks in the code, nonprofit organizations will meet the highest ethical standards for effective service in the public interest.

STANDARDS FOR EXCELLENCE - GUIDING PRINCIPLES

I. MISSION, STRATEGY and EVALUATION

Guiding Principle: Nonprofits are founded for the public good and operate to accomplish a stated purpose through specific program activities. A nonprofit should have a well-defined mission, and its programs should effectively and efficiently work toward achieving that mission. Nonprofits have an obligation to ensure program effectiveness and to devote the resources of the organization to achieving its stated purpose.

II. LEADERSHIP: BOARD, STAFF, and VOLUNTEERS

Guiding Principle: Nonprofits depend upon effective leadership to successfully enact their missions and programs. Effective leadership consists of a partnership between the board and management, each of which plays an essential role. Understanding and negotiating these shared and complex elements of leadership is essential to the organization's success. A nonprofit's employees and volunteers are fundamental to its ability to achieve its mission.

Board members are in a position of trust to ensure that resources are used to carry out the mission of the organization. An organization's board leadership should consist of volunteers who are committed to the mission and who demonstrate an understanding of the community served. An effective nonprofit board should determine the mission of the organization, establish management policies and procedures, assure that adequate human and financial resources are available, and actively monitor the organization's allocation of resources to effectively and efficiently fulfill its mission.

Nonprofits should also have executive leadership which carries out the day-to-day operations of the organization, ensures financial and organizational sustainability, and provides adequate information to the board of directors. An organization's human resource policies should address both paid employees and volunteers and should be fair, establish clear expectations, and provide meaningful and effective performance evaluation.

III. LEGAL COMPLIANCE and ETHICS

Guiding Principle: Nonprofits enjoy the public's trust, and therefore must comply with a diverse array of legal

and regulatory requirements. Organizations should conduct periodic reviews to address regulatory and fiduciary concerns. One of a leadership's fundamental responsibilities is to ensure that the organization governs and operates in an ethical and legal manner. Fostering exemplary conduct is one of the most effective means of developing internal and external trust as well as preventing misconduct. Moreover, to honor the trust that the public has given them, nonprofits have an obligation to go beyond legal requirements and embrace the highest ethical practices. Nonprofit board, staff, and volunteers must act in the best interest of the organization, rather than in furtherance of personal interests or the interests of third parties. A nonprofit should have policies in place, and should routinely and systematically implement those policies, to prevent actual, potential, or perceived conflicts of interest. Ethics and compliance reinforce each other.

IV. FINANCE AND OPERATIONS

Guiding Principle: Nonprofits should have sound financial and operational systems in place and should ensure that accurate records are kept. The organization's financial and nonfinancial resources must be used in furtherance of tax-exempt purposes. Organizations should conduct periodic reviews to address accuracy and transparency of financial and operational reporting, and safeguards to protect the integrity of the reporting systems.

V. RESOURCE DEVELOPMENT

Guiding Principle: The responsibility for resource development is shared by the board and staff. Nonprofit organizations depend on an array of sources of financial support. An organization's resource development program should be maintained on a foundation of truthfulness and responsible stewardship. Its resource development policies should be consistent with its mission, compatible with its organizational capacity, and respectful of the interests of donors, prospective donors, and others providing resources to the organization.

VI. PUBLIC AWARENESS, ENGAGEMENT, and ADVOCACY

Guiding Principle: Nonprofits should represent the interests of the people they serve through public education and public policy advocacy, as well as by encouraging board members, staff, volunteers, and stakeholders to participate in the public affairs of the community. When appropriate to advance the organization's mission, nonprofits should engage in promoting public participation in community affairs and elections. As such, they should communicate in an effective manner to educate, inform, and engage the public.

ABOUT THE STANDARDS FOR EXCELLENCE INSTITUTE

The Standards for Excellence Institute is a national initiative established to promote the highest standards of ethics and accountability in nonprofit governance, management and operations, and to facilitate adherence to those standards by all nonprofit organizations. The Standards for Excellence program is a system of nonprofit sector industry self-regulation originated by the Maryland Association of Nonprofit Organizations and currently replicated by licensed partners in Alabama, Delaware, Eastern Tennessee, Ohio, Oklahoma, Pennsylvania, the San Francisco Bay area, Virginia, and Washington DC. The program is also being offered to chapters of The Arc nationwide through The Arc of the United States, to the American Nurses Association, and to Catholic nonprofit organizations nationwide through the National Leadership Roundtable on Church Management.

The centerpiece of the Institute's program is the *Standards for Excellence: An Ethics and Accountability Code for the Nonprofit Sector*. The Institute makes available to member organizations a comprehensive system of educational tools to enable individual nonprofit organizations to improve their governance and management practices. Standards for Excellence accreditation is available to individual organizations interested in demonstrating their adherence to best practices through a visible and credible mark of their achievement..

For more information about joining The Standards for Excellence Institute or to obtain additional copies of the code and educational resource packets visit our website at www.standardsforexcellence.org.

Welcome to the Journey!

The Standards for Excellence Institute® and its partners take seriously our call to help the nonprofit sector to govern, manage and operate at the highest levels of ethics and accountability. A nonprofit's good standing and mission accomplishment depend on it.

Serving the public interest is a high honor and great responsibility. As such, we believe, diversity, equity and inclusion (DEI) are ingrained in that charge. We are dedicated to working with others who share the vision and commitment to bring about a society where all people are able to access opportunity and succeed, and are not limited by race, gender, ethnicity, class, religion, or disability. However, it doesn't come automatically. DEI must be intentionally programmed, applied and implemented into our work and way of being.

As we work together toward a more equitable and inclusive nonprofit sector, we are convinced that our success is tied to yours. How we engage in, act upon and deepen our understanding of issues connected to race, equity, ethnicity, gender, power and class, will determine our progress. Simply put, DEI is good governance and an essential best practice.

We recognize that this subject matter for many is complex and yet, the work to build an organization that is just and fair for all people, is totally achievable! To that end, we offer this DEI educational resource packet to help walk you through this crucial work. The Standards for Excellence Institute® is in this work with you and are here to support you.

Diversity, Equity and Inclusion Educational Resource Packet

The Standards for Excellence Diversity, Equity and Inclusion (DEI) educational resource packet is designed to:

1. Help you assess your DEI work and values;
2. Challenge you to think critically about your organization, its policies, culture and way of being; and,
3. Assist you in creating strong and effective DEI policy.

How to Approach this DEI Resource

- 1) **Start with the Self-Assessment.** We recommend that you first take the self-assessment. It is a great launching pad into the body of the document. It is also an authentic way to approach the subject matter. This packet offers three assessments: Board Assessment, Staff Assessment and Stakeholder Assessment. See attachments C, D, and E.
- 2) **We challenged ourselves to keep it simple.** Despite the complexities, one of our goals in this resource was to keep it as simple as possible. It is organized for ease of

reading, includes a glossary of terms, sample documents as well as extensive resources to help you expand your knowledge through further reading.

- 3) **Know that you are not alone on this journey.** You have colleagues around the country and the Standards for Excellence Institute and our partners are here to support you.
- 4) **Remember, we all have work to do.** This is not a perfect journey but a continuous one. As you move through the material, you may find at times, that you are feeling uncomfortable or even triggered and experience a range of emotions. Allow yourself to pause and step back for a moment, then continue. No matter how many times you may stumble and make mistakes, stay on the journey.

Thank you for taking this courageous trek. In addition to your amazing organizational missions, this may be some of the most important work you ever do.

DIVERSITY, EQUITY, AND INCLUSION

As the *Standards for Excellence: An Ethics and Accountability Code for the Nonprofit Sector* states:

Organizations that incorporate diversity, equity, and inclusion efforts into their work and as part of their missions are more effective in engaging and serving people across different cultures, backgrounds, and abilities. Nonprofit leaders should actively assess their policies, plans, procedures, as well as board and staff composition, to ensure that they are inclusive. Leaders should establish and implement an organization-wide strategy or plan that addresses gaps identified in the assessment and promote a culture that demonstrates practices of diversity, equity and inclusion for board, staff and volunteers, and program participants.

Why DEI?¹

Nonprofits that incorporate sound practices to promote diversity, equity, and inclusion (DEI) as part of their organizational fiber open up to new diverse perspectives, make better decisions, and create more sustainable programs.

Yet to exclusively center our call for diversity, equity and inclusion around efficiency and/or efficacy overlooks the deep need for healing, truth and reconciliation that is truly at the core of the need for DEI work. Both history and headlines confirm that while our society is diverse, it is also deeply divided. To approach this work productively and with a modicum of self-care, we must face the multiplied demand of engaging in difficult discourse, education and training, processing our pain, facing our fears, all while implementing change for the better and toward a just and fair society for all.

Some Historical Context

It would take volumes to attempt a full treatise on America's past to answer for our current condition. However, having some grounding in historical context is important for any practitioner approaching this work. This is true not only for our national historical context, but also for the local context in communities where you work. It becomes necessary to acknowledge the ongoing impact of centuries of slavery, oppression, segregation, and Jim Crow to understand how we arrived at this place. Centuries of misdeeds such as genocidal land grabs (killing groups of people and taking their land), forced dispossession (forcing groups of people to migrate from and stealing their land), enslavement and xenophobia (fearing and hating those who are from other countries or perceived as different) have

¹ DEI refers to Diversity, Equity and Inclusion. However, the nomenclature varies and may continue to evolve. Sometimes it is also referred to as EDI or E and I.

dramatically shaped and re-shaped our society. Our history includes forced institutionalization, sub-minimum wage, and lack of access for people with disabilities and mental health needs. Unfortunately, this forceful shaping continues into the present day as is clear from the widening wealth gap, mass criminalization, a culture embedded with patriarchy and other injustices. Women, people with disabilities, people of color, immigrants, the LGBTQ+ community and others still experience various forms of inequity, exclusion and harassment. While these are uncomfortable truths to confront and even more difficult to discuss, we can no longer look away if we are committed to addressing the issues that stand as barriers to diversity, equity and inclusion within our organizations.

Nonprofit organizations have been on the forefront of fighting discrimination and injustice in the United States. Movements have brought about massive changes, including women's suffrage, Civil Rights, Americans with Disabilities Act, marriage equality, public transit, and many other areas at national and state levels. On the other hand, in some instances, nonprofits have organized against such advances. Moreover, nonprofits themselves exhibit a lack of diversity on their boards and in executive leadership, and lag in providing accessible workplaces and programs. Pay gaps for women and other inequities in the nonprofit sector demonstrate that nonprofits are both part of what needs to be changed and the best hope for what can be changed.

What Might We Expect from Our DEI Work?

*"...we are each born into a specific set of social identities...and these social identities predispose us to unequal roles in the dynamic system[s] of oppression. We are then socialized by powerful sources in our worlds to play the roles prescribed by an inequitable social system. This socialization process is **pervasive** (coming from all sides and sources), **consistent** (patterned and predictable), **circular** (self-supporting), **self-perpetuating** (intradependent) and **often invisible** (unconscious and unnamed)."*

- Bobbie Harro "Cycle of Socialization"

DEI work can open the way for important dialogue, and enrich and empower people in your organization to contribute to the work like never before. Your DEI work may interrupt, challenge and transform the relationships and institutions that allow or cause barriers to exist. Your commitment to DEI has the potential to dismantle and disrupt oppressive practices and provide opportunities for growth, prosperity and learning for everyone in the organization.

Due to the complexity and anxiety this work can sometimes trigger, some board members and organizational leaders may feel tempted to bypass one type of DEI work for another. For example, some may think it less challenging to deal with women's diversity issues over gender identity or race equity. Some may even prefer working with one group over another, e.g. Latinos over African Americans. We encourage you to resist that temptation lest the concern or issue become compounded. Rather, reach out for support. Our biases have a way of helping some to do what they perceive as more comfortable. Resist handing off the responsibility to staff only.

With a firm commitment to DEI from the leadership to line staff as well as board and volunteers, you can transform your organization into one that can ensure that everyone has the support they need to thrive and be fully powerful.

This Standards for Excellence educational resource packet provides nonprofit leaders with tools and resources to strengthen their DEI practices. These tools and resources can help nonprofit leaders understand the unique gaps in their organizations' structures, processes, and culture. Inclusive processes create a strong and collaborative workplace culture that honors the diversity of those who work within and are served by the organization. The ability to work efficiently and collaboratively in multicultural environments requires additional learning and skill-building for all board members, employees, and volunteer

Understanding the Language of Diversity, Equity, and Inclusion:

One of the first lessons to learn in this work is that language is important. Defining diversity, equity, inclusion, and other key terms will ensure that practitioners start on the same page. As you read the extended resources and attachments at the end of this document, your vocabulary will expand to include new terms. Be open to the learning as it will help you in this work. Many terms used in this field are dynamic and in a state of re-examination and change. For example, some take exception to widely used terms, such as 'people of color' and 'Caucasian.' The term LGBT has been expanded over the years to include Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (we chose a common usage of LGBTQ+ for this publication). Listening and being attentive to communities affected by oppression – Black & African Americans, Latinos, Asians and other people of color, people with disabilities, LGBTQ+ people, and others about the language they use and prefer is a good way to constantly refresh your understanding of the evolving way people are transforming the language to be more inclusive. This packet provides definitions for a variety of key terms and also includes a glossary in Attachment A.

As nonprofit practitioners, we may not always get it right, but we are on the right path if we work to be aware of our own cultural lens and the impact it has on our perceptions, relationships and ways of knowing. When leaders intentionally become aware and knowledgeable of cultural biases, recognize intersectionality, build relationships with people from diverse backgrounds, they set the stage for greater prosperity and service for their organization and community. When people in the organization are valued, honored and respected, life and work can take on new meaning.

We define Diversity, Equity and Inclusion for the nonprofit context as follows. Your organization may want to work on its own definitions of these terms in your mission focus area.

✓ KEY TERM	<p>Diversity</p> <p>An organization has positive representation of people from different backgrounds, identities and abilities in all levels of the organization, including key decision-making roles. The population an organization serves and involves is diverse. Dimensions of diversity may include but are not limited to differences in: ability/disability, age, body type, culture, education level, gender, gender identity, income, language, marital status, national origin, religion, sexual orientation, ethnicity, race, zip code, and other differences.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Is our board of directors diverse? • Is our management team diverse? • Is our staff diverse? • Are we reaching diverse audiences with our programs? • Are key organizational decisions shared by a diverse group of individuals?
✓ KEY TERM	<p>Equity</p> <p>Barriers to opportunity that disproportionately affect certain groups are actively dismantled, and organizations and systems produce outcomes that are both positive and similar across all groups in society. Equitable distribution of resources may mean some groups receive more resources than others to overcome disproportionate barriers.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Are our programs achieving high outcomes for people of all backgrounds? • What additional methods or resources do we need to ensure equitable outcomes for all groups? • Are our salaries equitable across race, gender, disability and other areas? • Are we valuing our partners equitably in program design and resource distribution?

✓ KEY TERM	<p>Inclusion</p> <p>There is active engagement of people from all backgrounds and identities in decision-making, systems design, and program delivery in a way that is free from bias and discrimination in all forms, and fully values the contributions and involvement of people and groups that have historically experienced barriers to opportunity.</p> <ul style="list-style-type: none"> • Are our programs accessible in relation to people with disabilities, public transportation, and low-income neighborhoods? • Are we drawing on expertise of the people we serve, of diverse voices, and are they represented prominently in our materials? • Are our materials and services available in multiple languages?
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Some may struggle with the concepts choosing diversity and inclusion with the consideration of equity, for example. Why is equity important? Why not leave it at diversity and inclusion? After all, aren't diversity and inclusion outcomes and equity a process? Understanding equity, then, is essential to your DEI work.

The University of Manitoba, Human Resources, defines equity as, *“the guarantee of fair treatment, access, opportunity, and advancement for all ...while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.”*
http://umanitoba.ca/admin/human_resources/equity/5804.html

Equity, therefore is different than equality. To treat everyone equally may mean that everyone receives the same invitation to participate in a program. However, that approach may not achieve a truly diverse and inclusive group of participants. If the goal is to have equitable participation, more effort and resources may be needed to ensure representation of some groups – such as providing for transportation, meals, stipends, or working with a partner who is trusted by the community to promote participation.

Practical Implications

Standard Approach	Equity Approach
<ul style="list-style-type: none"> • Limited recognition of the historical and cultural context • Focus on individuals’ actions, behaviors or attitudes • Intervene only on the under-advantaged side of inequity 	<ul style="list-style-type: none"> • Rooted in historical and cultural understanding • Target effects of interacting systems and institutions • ‘Underadvantage’ and ‘overadvantage’ open to question, intervention

<ul style="list-style-type: none"> • Privileged status remains the unquestioned standard • Seek short term or immediate impacts 	<ul style="list-style-type: none"> • Challenge privileged status • Seek to eliminate the root causes
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A. Benefits of Including Diversity, Equity, and Inclusion (DEI) Practices within Nonprofit Work

Nonprofits that integrate DEI practices into their daily operations value diverse perspectives and create an inclusive work culture. An inclusive work culture reflects values drawn from the entire organization’s community. This inclusive work culture promotes policies, plans, and procedures that reflect the DEI practices, honoring values and commitments of the nonprofit’s core constituencies internally and externally.

Having an inclusive work culture can help underpin an organization’s efforts to achieve better and more equitable outcomes in their mission-focused work.

What is a work culture?

A work culture is comprised of spoken and unspoken management styles, norms around behaviors and images, and values that are shared in the organization’s community, and passed along informally when new people join the organization. This community is comprised of the nonprofit’s staff, board members, volunteers, interns, partners, and community stakeholders.

What does a diverse, equitable, and inclusive nonprofit work culture look like?

Diversity, equity, and inclusion can be observed within the nonprofit’s workplace culture and the organizational frameworks for the way it functions. Diversity looks like staff from communities most directly affected by the issues nonprofits cover working side by side with staff from communities that may have been complicit in the inequities of the status quo. Inclusion looks like the most directly affected people being integrated into decision-making, strategy and culture-setting activities *on their terms*. Equity looks like the most directly affected people being supported at all levels of leadership development pipeline that goes from entry level to executive leadership.

What does a diverse, equitable, and inclusive nonprofit work culture feel like?

Diversity, equity, and inclusion are evident in the values and daily practices of the organization and can be felt in the behaviors, productivity, and collaboration among the nonprofit’s internal and external communities. Staff, clients and volunteers feel respected, listened to, and valued.

Having an inclusive work culture can lead to the following benefits internally:

Try brainstorming with your staff what the potential benefits can be for your organization if you truly embrace DEI practices. This can help form the “why” in everyone’s minds as the

organization devotes valuable time, attention and resources to cultivating strong DEI practices.

The following are key ways that being attentive to DEI can improve a nonprofit's mission work and outcomes:

- *Increased ability to work in multicultural communities and serve new communities.* Nonprofit staff members who take time to learn the cultural norms and values of their organization's community will be more successful in collaborating to support one another as needed and engage in creative problem solving.
- *Stronger partnerships with external organizations.* Nonprofit organizations work more effectively by building trusting relationships with a diverse array of partner organizations.
- *Improved program delivery.* A keen understanding of constituency needs can help nonprofit organizations improve the design and delivery of programs.
- *Improved involvement of program participants.* Nonprofit organizations value and involve diverse program participants in organizational decisions. Likewise, program participants influence the organization and are included in the organization's decision-making process.
- *Better outcomes.* Ultimately, greater attention to equitable practices such as disaggregating data, ensuring those you serve have access to culturally relevant and appropriate programming, and identifying where some groups may need greater or different kinds of support are practices that drive to improving outcomes across all populations you serve.

B. Organizational Assessment and Planning for Diversity, Equity, and Inclusion:

Organizational assessment and planning can help nonprofits engage in the process of enhancing the inclusive and equitable practices of their organization through the completion of an assessment and development of strategy to address DEI.

Many nonprofit leaders are familiar with the process of strategic planning. Often, DEI issues are tackled in conjunction with the strategic plan, because the reasons for engaging in this work are strategic in nature: more impact, high-talent staff and board, strong practices, etc. Often, organizations will include a goal related to DEI in their strategic plan, incorporate it into their values, and even their mission statements. Some organizations cross-walk their DEI values across all of their goals.

Implementing a DEI workplan will sound familiar if you experience with strategic planning, business planning, or other types of program planning. The main steps are:

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| <ol style="list-style-type: none">1. Plan to Plan: Outline the process your organization is going to follow. Every organization is different and will approach this work from a different angle. Your plan should outline engagement tactics, training and |
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development for board, staff, and volunteers, timelines, costs, desired participation of any stakeholders, and key milestones.

2. Engage Your Community: If you do not have the internal expertise to lead these efforts, consider hiring an external consultant to support your efforts. Authentic community engagement takes time and it can appear disingenuous or awkward – even oppressive – to request (often for free) advice, feedback, or help from a community where the organization does not already have strong, trusting relationships. Some neighborhoods or populations have become inundated with requests for help with DEI efforts and have become cynical regarding real change resulting from this work. If you are authentically engaged and involved in your community, then asking for help with surveys, focus groups, or task force membership will have greater success.

3. Empower Leaders: Identify a task force to lead the organization’s efforts. This task force may be composed of board, staff, volunteers, community members, program participants, and other external stakeholders like funders and community partners. The group should be inclusive and diverse. A diverse group is more inclined to invite and share different perspectives and experiences to the research, conversation, development, and reflection processes of creating a DEI plan for your organization.

4. Gather, Assess, and Analyze Internal and External Data Research the demographics (gender, race, ethnicity, sexual orientation, veteran, LBGQTQ, age, individuals of different cultural backgrounds) and geographic areas such as urban centers, suburban neighborhoods, and rural areas of your organization’s constituencies. Conduct surveys (see appendix) or focus groups to assess internal and external perceptions of the diversity, inclusivity, and equity in the organization’s board, workforce, policies, plans, and procedures, programs, and work culture. Analyze the data and identify gaps, challenges, and successes.

5. Identify 3-5 Key Goals and Create and Implement a Strategy to Support them: DEI work is a journey. Identify achievable goals and work toward them. Your assessments may have identified multiple layers of tough cultural or structural issues that need to be addressed. Prioritize issues that have the highest mission impact. Change does not happen overnight, so choose goals that can be reached in a reasonable amount of time and save other initiatives or efforts for the next round. Some examples of DEI goals include:

- a. Conduct training for board and staff on DEI.
- b. Build strong relationships with diverse constituencies at every level in the organization.
- c. Review our outcomes and data practices and disaggregate data to examine different items, different traits, backgrounds and characteristics.

<ul style="list-style-type: none"> d. Review and improve recruitment and supervision practices for staff to ensure inclusivity. e. Diversify the board of directors.
<p>6. Monitor, Evaluate, and Report: Don't wait until year-end or workplan milestones to collect and use data about the progress of your diversity, inclusion, and equity initiatives.</p> <p>Program evaluation provides data, analysis, and strategies for leadership, managers, teams and staff to use in real time to improve, refine, expand, or adjust. From here the Board and staff will know whether goals are being achieved. <i>Source: Standards for Excellence Program Evaluation Education packet.</i></p>

Allow this learning process to inform the design of your organization's DEI model and plan. Your efforts must move beyond a written DEI plan and become embedded in the daily practices of the organization. To do this, development of the plan needs to address topics such as the following:

Mission, Strategy, and Evaluation:

- Reviewing your mission or vision statements;
- Considering DEI practices in developing your strategic plan and in the content of the plan itself;
- Evaluating your programs for equitable outcomes; engaging in partnerships

Leadership – Board, Staff, and Volunteers:

- Diversifying your board of directors, staff, and/or volunteer pool;
- Changing your recruitment, hiring, and screening practices;
- Providing professional development opportunities; assessing staff salaries for equity;
- Providing skills training on supervision practices and advancement that fosters DEI goals;
- Creating cross-functional or non-hierarchical task forces and committees

Legal Compliance and Ethics:

- Reviewing the organization's legal compliance to ensure the workplace is free of discrimination and complies with state and federal laws on Equal Employment Opportunity;
- Americans with Disability Act (ADA) accessibility;
- Auditing or conducting a full review of the organization's policies, procedures;

Finance and Operations:

- Writing a DEI Policy or assessing current policies for alignment with DEI goals;
- Creating or revising the communications style guide;

- Adding DEI as a component of your organization’s risk analysis;
- Reviewing facilities and program delivery sites for accessibility and access to public transportation;
- Reviewing purchasing practices to ensure a diverse vendor pool

Fundraising and Resource Development:

- Engaging a more diverse pool of donors across cultural and class bases;
- Outlining policies for accepting or rejecting donations based on DEI principles;
- Reviewing fundraising materials to ensure they are reflective of diverse donors and program participants;
- Including diverse leadership in fundraising committees

Educating & Engaging the Public:

- Advocating for more equitable policies at the state or federal level;
- Reviewing your policy platform for consistency with your DEI values and goals;
- Assessing your website and other public communications for accessibility, such as for people with visual or hearing impairments; translating publicly shared information into languages spoken in your community;
- Reviewing images shared on the website or social media for the messages and photos to ensure they are inclusive.

Guiding Questions for Organizations:

Your organization may want to consider defining what diversity, equity, inclusion, and other key terms mean to your staff members, board members, and volunteers. These definitions should be reflective of and responsive to the community being served. To provide a starting point, we have offered guiding questions to help your board and staff ponder how these issues relate to your organization’s culture, structure, workforce, policies, plans, procedures, and program services.

- **How would we have to change our culture to be welcoming and supportive space for men and women across diverse identities, all people of color, trans people or people with disabilities?**
- **What communities are currently not represented and authentically engaged in our work and why?**
- **What are the ways that aspects of society’s dominant-white--middle-class culture are showing up in our work?²**
- **Do we want to foster a workplace culture built on respect for all people?**
- **What priority does our organization place on being inclusive?**

- **Are our values sufficiently reflected in our practices?**
- **What may be keeping us from achieving more equitable outcomes for people from all backgrounds?**
- **Do we promote a culture that encourages board members, staff members, volunteers, or participants to speak up when something has gone wrong?**
- **What barriers exist that may be keeping us from achieving a workforce (or board of directors, or participants) that will bring true diversity of life experiences and perspectives?**
- **Are we willing to devote resources (time and money) to DEI efforts?**
- **Are we willing to make some mistakes and learn from them?**
- **Is this commitment something for our organization to take a public stance on?**
- **What information should we share about our DEI work?**

The answers to these questions will be different for every organization. Openness and transparency are the initial skills that you'll have to build into your culture before you begin this work. This work has the potential to result in positive outcomes for both people (board, staff, program participants and volunteers) and the organization (structure, policy, practice, outcomes, impact). However, if this work is approached with a feeling of obligation and resistance, the process is much more likely to result in poor personal and organizational outcomes. Leaders must navigate these difficult issues with and for their teams, and many will likely need to build their own competencies and perhaps also bring in outside help to achieve a more positive outcome.

Resources on Diversity, Equity, and Inclusion

Diversity

"*Diversity and Cultural Competency*," TASH- Equity, Opportunity, and Inclusion for People with Disabilities, <http://tash.org/advocacy-issues/diversity-cultural-competency/>.

Kim, Helen; Kunreuther, Frances; Rodriguez, Robby, Building Movement Project's book, *Working Across Generations: Defining the Future of Nonprofit Leadership*, 2008. <http://www.buildingmovement.org/blog/entry/50?news/entry/50>

"*Race Matters Toolkit*." Annie E. Casey Foundation <http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx>

- This online toolkit includes a short organizational assessment tool with a focus on how well staff members and the organization addressing related issues. A community building strategies assessment is also included.

A Planner's Guide... Infusing Principles, Content and Themes to Cultural and Linguistic Competence into Meetings and Conferences, National Center for Cultural Competence, Georgetown University Child Development Center for Child Health and Mental Health Policy University Affiliated Program,
http://nccc.georgetown.edu/documents/Planners_Guide.pdf.

- This online resource is helpful for nonprofit organizations to increase their awareness of cultural and linguistic competence. A good resource for nonprofits that serve populations who speak languages other than English and are of diverse cultural backgrounds.

"Sample Position Description for Cultural and Linguistic Competency Coordinator"
http://www.tapartnership.org/docs/clccoordinatorsamplejobdesc_20081030.pdf

"Achieving Diversity Step-by-Step. A Step by Step Guide for Achieving Diversity and Inclusion,"

http://www.tsne.org/site/c.ghLUK3PCLoF/b.4245353/k.AE39/Nonprofit_Publications_Diversity_in_the_Nonprofit_Workplace_Guide.htm

- The Third Sector New England: provides a step-by-step process for implementing and creating a diversity plan. The instructions are available online and can also be downloaded in PDF format

"Multicultural Organizational Development in Nonprofit Organizations," CompassPoint Nonprofit Services

http://ucsfhr.ucsf.edu/files/CP_Cultural_Competence_Lessons.pdf

- This resource provides an overview of the initial steps necessary for initiating a sustainable cultural competency planning process; an overview of lessons learned by organizations that have worked to develop cultural competency; and an overview of the benefits of strengthening cultural competency on an organizational level.

"Resources: Multiculturalism, Cultural Competency, Diversity and Inclusiveness," Center for Civic Partnerships

http://www.civicpartnerships.org/docs/tools_resources/multiculturalism_cultural%20competency.html

- This resource provides a directory of resources on selected topics related to cultural competency.

"The National Council on Disability"

www.ncd.gov

Equity

“Awake to Woke to Work: Building a Racial Equity Lens,” by ProInspire Report
<https://giving.files.wordpress.com/2018/04/37099-proinspire-equity-in-center-publication.pdf>

- ProInspire, a project of Equity in the Center, offers a research-based report on the organizational cycle of change as nonprofits transform from a white dominant culture to a Race Equity Culture

“Race to Lead: Confronting the Nonprofit Racial Leadership Gap,” by Building Movement Project

http://www.buildingmovement.org/pdf/RacetoLead_NonprofitRacialLeadershipGap.pdf

- This research-based report with more than 4,000 respondents indicates that people of color are as qualified, and even more interested, to achieve leadership positions in nonprofits – yet the leadership gap persists

“Consulting with a Racial Equity Lens”

<http://www.mpassociates.us/documents/ConsultingwRacialEquityLensPotapchuk.pdf>

- This tool, developed for consultants to inform their work with nonprofit organizations, it can also be helpful for nonprofit organizations as they select and engage consultants in this area and other areas of the organization.

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_016417

“Standards for Cultural Competence,” National Association of Social Workers

<http://www.naswdc.org/practice/standards/NAswculturalstandards.pdf>

- This resource provides a comprehensive set of cultural competency standards for social work practices that are widely applicable to nonprofits offering a range of programs and services

Inclusion:

“Inclusiveness at Work: How to Build Inclusive Nonprofit Organizations,” The Denver Foundation

<http://www.nonprofitinclusiveness.org/inclusiveness-work-how-build-inclusive-nonprofit-organizations>

- This online workbook includes information on creating an inclusive organization, as well as a selection of self-assessment tools, exercises, and sample planning documents.

Renewing the Commitment: An ADA Compliance Guide for Nonprofits, The Chicago Community Trust

www.cct.org/wp-content/uploads/2015/08/2015ADAComplianceGuide.pdf

“Sample Diversity/Inclusion Plan,” Alzheimer’s and Related Disease

Association http://www.alz.org/resources/diversity/downloads/about_samplediplan.pdf

Hinden, Denice Rothman; Sturm, Paul; Teegarden, Paige Hull. *The Nonprofit Organization Culture Guide: Revealing the Hidden Truths that Impact Performance*, 2010.

Applegate, Beth; Askura, Vicki; Moss, Monika K.; Rouson, Brigitte; St. Onge, Patricia; Vergara-Lobo, Alfredo. *Embracing Cultural Competency: A Roadmap for Nonprofit Capacity Builders*, 2009.

“*Cultural Competency in Capacity Building*,” CompassPoint Nonprofit Services
http://www.compasspoint.org/sites/default/files/docs/research/496_satterwhitefull.pdf

- This pair of monographs explores: (1) ways in which social change-oriented organizations can build their capacity to work effectively in communities of color; and (2) how nonprofit organizations can both build cultural competency and improve organizational effectiveness.

Also see the Standards for Excellence educational resource packet on *Board Composition and Independence* for suggested diversity clauses for use in bylaws and board policies.

Anti-Racism Lens

ProInspire [report, "Awake to Woke to Work"](#) (12 pages = pp. 2-3, 6-8, 13-20)

“*From White Racist to White Anti-Racist: The Lifelong Journey*,” by Tema Okun
http://www.cwsworkshop.org/pdfs/CARC/White_Identity/4_Life_Long_Journey.PDF

- This article helps white people understand white identity and stages of the journey at the individual level toward becoming consistently anti-racist in practice

“*Having Transformative Conversations about Race*,” by Aaron Goggans, Insight-Incite Consulting

- This article helps lay a foundation for entering into conversations about race; suggests ground rules for powerful and helpful dialogue.

“*White Supremacy Culture*,” by Tema Okun & Kenneth Jones
<https://drive.google.com/file/d/18kb81Qv2SvT50prAdoZeWZgm4R00IG7D/view>

- This is a classic description of characteristics that signal a culture of white supremacy that has become normalized for individuals and groups

“*To Remake the World: Slavery, Racial Capitalism and Justice*,” by Walter Johnson.
<https://bostonreview.net/forum/walter-johnson-to-remake-the-world>

Anti-Oppression

- Informing not-for-profit perspectives, this historical account challenges the language of “dehumanization” in enslavement, and attention to the history of economic exploitation

“*How White People Handle Diversity Training in the Workplace*,” by Robin DiAngelo.
<https://medium.com/s/story/how-white-people-handle-diversity-training-in-the-workplace-e8408d2519f>

- A seasoned consultant’s insights about how naming racist patterns can trigger emotional responses of white fragility

“*Tips and Tools for Addressing Systemic Power*” by Anti-Oppression Resource and Training Alliance (Aorta) <http://aorta.coop/wp-content/uploads/2017/08/Handout-Tips-Tools-for-Addressing-Systemic-Power.pdf>

Videos

- “Allegories on Race and Racism,” by Dr. Camara Jones
 - <https://www.youtube.com/watch?v=GNhcY6fTyBM>
- “How I Learned to Stop Worrying and Love Discussing Race,” by Jay Smooth
 - <https://www.youtube.com/watch?v=MbdxeFcQtaU>
- Cynthia Silva Parker, “Racism – and What it Will Take to End It”
 - https://www.youtube.com/watch?v=ZnHNbmt_oR8

“*Black Leadership is Essential: Eliminating White Supremacy is Our Collective Responsibility*,” by Emery Wright, Project South

https://drive.google.com/file/d/1O-gGRqK2XKJhA_oi_HcRYn_70Jahh9C6/view

- This commentary brings a movement voice to the importance of centering Black leadership to root out racism

“*Why Patriarchy Persists – and How We Can Change It*,” by Drew Serres

<https://organizingchange.org/patriarchy-persists-can-change/>

- This assessment highlights beliefs and principles that shape our approach to gender and beyond, shaping expectations that result from assigning people a higher or lower place

“*The Model Minority is a Lever of White Supremacy*,” by Scot Nakagawa

<http://www.racefiles.com/2014/03/25/the-model-minority-is-a-lever-of-white-supremacy/>

- This brief analysis shows the significance of Asian Americans being touted as a model group, a practice used to characterize other people of color negatively and one that often is an undercurrent or supports implicit bias in workplace and community settings

Having Transformative Conversations about Race

By Aaron Goggans, *Insight-Incite Consulting*

Women and Sexism

“*Me Too Founder Tarana Burke: You Have to Use Your Privilege to Serve Other People*”

by Emma Brockes. <https://www.theguardian.com/world/2018/jan/15/me-too-founder-tarana-burke-women-sexual-assault>

Gender

“Race Matters and So Does Gender: An Intersectional Examination of Implicit Bias in Ohio School Discipline Disparities,” by Robin A. Wright. Ohio State University, Kirwan Institute for the Study of Race and Ethnicity.

Understanding Gender. <https://www.genderspectrum.org/quick-links/understanding-gender/>

Supporting the Transgender People in Your Life: A Guide to Being a Good Ally. The National Center for Transgender Equality.

https://transequality.org/sites/default/files/docs/resources/Ally-Guide-July-2016_0.pdf

Accommodations for People of All Abilities

<https://www.ada.gov/>

www.disability.gov US federal government website for information on disability programs and services nationwide

Job Accommodations Network: www.jan.wvu.edu, a service of the Office of Disability Employment Policy, US Department of Labor, guidance on workplace accommodations and disability employment issues.

Mid-Atlantic ADA Center, <http://adainfo.org>, one of ten regional centers established to provide training, information, and technical assistance on the Americans with Disabilities Act to businesses, consumers, schools, state and local governments.

Partnership on Employment and Accessible Technology (PEAT): www.peatworks.org

Administration for Community Living: <https://acl.gov/>

US Department of Justice, Civil Rights Division: www.ada.gov

A Planning Guide for Making Temporary Events Accessible to People with Disabilities

<https://adata.org/publication/temporary-events-guide>

Planning Accessible Meetings and Events: A Toolkit

https://www.americanbar.org/content/dam/aba/administrative/mental_physical_disability/Accessible_Meetings_Toolkit.authcheckdam.pdf

Planning for People with Disabilities And Other With Access and Functional Needs Toolkit

<http://mdod.maryland.gov/Documents/Planning%20for%20People%20with%20Disabilities%20and%20Others%20with%20Access%20and%20Functional%20Needs%20Toolkit.pdf>

Web Accessibility Guidelines: <https://www.w3.org/WAI/standards-guidelines/wcag/>

Attachments

- Attachment A: A Glossary of Terms
- Attachment B: Sample Diversity, Equity, and Inclusion Self-Assessment for Nonprofit Organizations
- Attachment C: Sample Diversity, Equity, and Inclusion Assessment for Staff and Boards
- Attachment D: Sample Diversity, Equity, and Inclusion Assessment for Boards
- Attachment E: Diversity, Equity, and Inclusion Plan
Source: Oyster Recovery Partnership and Bay Region Advisory LLC, Charlotte Rich
- Attachment F: Sample Cultural Competency Policy – Self Advocacy Mentoring and Support Policy, Source: The Arc Central Chesapeake Region, Annapolis, MD

***Acknowledgements:** Special thanks and acknowledgements to Carmen Marshall, Brigitte Rouson, Charlotte Rich, Aaron Goggans, Melissa Sines, and Ashley Williams for their excellent work on this educational resource packet.*

Attachment A

A GLOSSARY OF TERMS

Bigotry: Intolerance glorifying one group over another

Cultural Competency: The Alliance for Nonprofit Management defines cultural competency as:

“a community-centered process that begins with an understanding of historical realities and an appreciation of the community’s assets in its own cultural context. The process works to enhance the quality of life, create equal access to necessary resources, and promote community partnerships resulting in strategic and progressive social change.”³

The National Association of Social Workers defines cultural competence as the:

“process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity

Class: Class is the position within the economic hierarchy of the society. Class is shared by a group of people who share common economic concerns based on the type of work they do, level of education, and the amount and type of resources they have access to. Class influences your comfort in and ability to navigate the culture of making and using money and other resources in a particular part of society. Due to the history of raced and gendered labor, property and wealth systems, class is deeply tied to systems of racism, sexism, exclusion of people with disabilities, and other systems of oppression.

Discrimination: Unequal treatment that denies benefits based on group membership.

Emotional Intelligence: The Institute of Health and Human Potential expresses that, “Emotional Intelligence (EQ or EI) is a term created by two researchers – Peter Salovey and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name.

We define EI as the ability to:

- Recognize, understand and manage our own emotions
- Recognize, understand and influence the emotions of others
- In practical terms, this means being aware that emotions can drive our behavior and impact people (positively and negatively) and learning how to manage those emotions – both our own and others – especially when we are under pressure.”

³ Rutledge, Merryn, Principal, (2013) Revisions LLC, BoardSource, Research Report; Overcoming Hidden Barriers to Board <http://commongoodcareers.org/diversityreport.pdf>

Faithful Witnessing: A term coined by Maria Lugones, it means to “witness against the grain of power, on the side of resistance. To witness faithfully, one must be able to sense resistance, to interpret behavior as resistant even when it is dangerous, when that interpretation places one psychologically against common sense.” Or, as Yomaira C. Figueroa says, it “is an act of aligning oneself with oppressed peoples against the grain of power and recognizing their humanity, oppression, and resistance despite the lack of institutional endorsement.” Often times, the ways that marginalized people navigate the world are learned survival techniques. They exist for good reason, even when they are no longer the most useful path. Rather than criticize someone for being angry, especially someone who is angry about their treatment as a marginalized person, consider why they are angry and why you are not.

Gender Identity: People may identify their gender as male, female, trans, non-binary or other term that is appropriate for them. It is important to enable people to identify their gender on their own terms, and to utilize the pronouns they prefer, which may be he/him, she/her, or them/they.

Intersectionality: Intersectionality is a way of looking at systems of oppression such as racism, xenophobia [a fear of foreigners], sexism, transphobia or homophobia that recognizes that the complex nature of human identity means that you cannot fully explain one form of oppression without placing it in context with other forms of oppression. For instance, Barack Obama is simultaneously oppressed as Black and granted privileges due to class, gender, sexuality, national origin, or being able-bodied, capitalist, militarist, etc.

Intersectionality means more than saying that Black women suffer from both anti-Blackness and Patriarchy. Intersectionality means that Black Women, or low-income Black Trans* people or Queer Latinx people face a particular kind of oppression that is the result of a specific re-imagining of their identities by systems of oppression. This means, for instance, that you cannot address the issues of Black Women merely by addressing the needs of Black men and white women. We have to look specifically at the social location of communities and support their self-generated strategies for emancipation and self-determination.

Microaggression: Microaggression is a subtle but offensive comment or action directed at a member of an oppressed group that often unintentionally reinforces a stereotype in such a way as to cause hurt or harm to an individual. A microaggression is any interaction that either subtly or directly enforces a person’s inferiority as a result of their group membership. A microaggression is micro because it exists on the micro level, at the level of interpersonal relationships, not because it is small or “not that big of a deal.”

Prejudice: Negative attitudes toward groups/members based on generalizations and stereotypes.

Privilege: Privilege is a right, advantage, or immunity selectively granted to individuals or groups based not on perceived merit but on perceived membership in a group. Privilege is not something inherent in a person, meaning white skin does not grant special rights, advantages or immunities. Rather a more accurate definition would be to say, we live in

society in which being perceived as white gives one access to certain rights, advantages and immunities based on positive stereotypes associated with whiteness. This means that increased proximity to privileged identities like maleness, whiteness or wealth grants increased privileges. The whiter one is perceived; the more arenas of society will grant a person white privilege.

Race: A political construct that categorizes people into different groups based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, shared history and personal experience for the purpose of increasing or limiting their political power and access to resources.

Racism: At its most basic, it is prejudice plus power. More specifically it is racial prejudice against an oppressed racial group held by an individual, group or institution with social power.

Race Equity Lens: The process of paying disciplined attention to race and ethnicity while analyzing problems, looking for solutions, and defining success. A race equity lens critiques a “color blind” approach, arguing that color blindness perpetuates systems of disadvantage in that it prevents structural racism from being acknowledged. Application of a race equity lens helps to illuminate disparate outcomes, patterns of disadvantage, and root cause. **

Structural and Institutional Racism: Organizations and systems in the United States, including nonprofit organizations, have evolved through the lens of a White dominant culture. As a consequence of the way they were designed, decisions made along the way, organizational culture that persists, and other factors, most organizations and systems tend to reproduce inequitable outcomes for people of color. These poor outcomes are evident even in the absence of racial prejudice among the organizational leaders. That is what makes this type of racism “structural” and “institutional” as it is not necessarily tied to individual or interpersonal racist behavior or beliefs. Elements of structural and institutional racism can exist anywhere and are usually invisible to the people who lead and operate within the systems, institutions and organizations.

White Dominant Culture: Defined by white men and white women with social and positional power, enacted both broadly in society and within the context of social entities such as organizations. See also “Dominant Culture” and “White Supremacy Culture.”**

White Privilege: The power and advantages benefiting perceived white people, derived from the historical oppression and exploitation of other non-white groups. See “Privilege” above. **

White Supremacy Culture: Characteristics of white supremacy that manifest in organizational culture and are used as norms and standards without being proactively named or chosen by the full group. The characteristics are damaging to both people of color and white people in that they elevate the values, preferences, and experiences of one racial group above all others. Organizations that are led by people of color or have a majority of people of color can also demonstrate characteristics of white supremacy culture. Kenneth Jones and

Tema Okun identified twelve characteristics of white supremacy culture in organizations: Perfectionism, Sense of Urgency, Defensiveness, Quantity of Quality, Worship of the Written Word, Paternalism, Power Hoarding, Fear of Open Conflict, Individualism, Progress is Bigger/More, Objectivity, and Right to Comfort.**

White Supremacy: The existence is a specific form of racial hierarchy in which White people hold a position of privilege, power, and prestige over other races granting them greater access to political power, wealth, and other forms of social currency. This often leads to what is called “the normalization of whiteness” in which people perceived as White are set up as the standard and other races are treated as deviations (for example, describing your white friend as tall and your Black friend as Black). It is important to note that whiteness is a political construct to justify and naturalize an unequal distribution of resources, it is not an amalgamation of European Culture. White people did not create white supremacy; the idea of whiteness is a product of white supremacy.

*** Several definitions that we marked by (**) were cited in: Awake to Woke to Work: Building a Race Equity Culture. Equity in the Center. A Project of ProInspire.*

For additional terms see the following:

<http://bmoreantiracist.org/resources-2/explanations/>.

[**https://www.racialequitytools.org/glossary**](https://www.racialequitytools.org/glossary)

Introduction to Attachments B, C, and D

Diversity, Equity, and Inclusion (DEI) Self-Assessments

Conducting a Self-Assessment

Before crafting a Diversity, Equity, and Inclusion (DEI) plan or policy, nonprofits might first conduct an organizational self-assessment. Self-assessments should include staff, volunteers, and stakeholders at varying levels of the organization; should focus on specific strengths and areas of growth; and should be conducted in an open, judgment-free environment.

By conducting a self-assessment, nonprofits can better understand what level of Diversity, Equity, and Inclusion the organization as a whole – and its leaders, staff, and volunteers – are exhibiting in:

- The mission, values, and goals of the organization
- Organizational policies, procedures, administration, and staffing
- Building workplace culture
- Program and/or service delivery
- Outreach, fundraising, and advocacy efforts
- Partnership building and maintenance

Sample DEI Self-Assessments

An organization's leadership should review available assessments carefully to determine which one(s) are the best fit for your organization and its needs. The Standards for Excellence Institute's sample assessment tools look at an organization's Diversity, Equity, and Inclusion in terms of its strategic factors, accessibility, and policies and procedures. They provide a straightforward approach to reviewing current activity in these areas. An organization's leadership should review the assessments carefully to determine which one or which ones are the best fit for your organization and its needs. It is expected that the sample assessments in Attachments B, C, and D will provide a sample or basis for your organization to develop its own assessment.

Attachment B
Sample Self-Assessment for Nonprofit Organizations
Diversity, Equity, and Inclusion

The self-assessment in Attachment B is the most comprehensive of the samples in this resource packet. It is intended for individuals who have a strong grasp of all aspects of the organization and intimate knowledge of the day-to-day work of the nonprofit. For some organizations, Attachment B will be most appropriate for all staff members to complete. For others, this assessment may be most appropriate for senior leadership or team leaders.



**Organizational Diversity, Equity and Inclusion (DEI)
Self-Assessment Tool**

This tool is designed to help your organization better understand the status and identify action steps for increased the diversity, equity, and inclusion (DEI) within your organization. The assessment can be completed as a group exercise or individually, with responses aggregated for review and analysis. The focus of your responses should be on the **organization**.

The DEI self-assessment is organized into six key areas that will help your organization identify:

- Current strengths
- Areas for improvement
- Priorities for action
- Potential partnerships
- Resources to obtain or share

Depending on its mission, programs, and stakeholders, each organization will define DEI in its own way. For purposes of this assessment, be sure to consider culture in a broad sense, with race or ethnicity as central and interconnected with other aspects of culture that may create a very different dynamic (such as history, geographic background, communication style, gender roles, value systems).

Please rate the following statements by checking the response that most closely matches your status.

Mission, Strategy and Evaluation						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
A high-level commitment to Diversity, Equity and Inclusion (DEI) is important to our organization achieving its mission with greater impact.						
We have created a group or taskforce to help us think about						

how we might advance diversity, equity and inclusion						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
Our organizational mission, vision and/or values demonstrate a commitment to DEI						
We have DEI goals for our organization in our strategic plan						
We have data on the demographic makeup of our workforce and community(ies) we serve						
We have data on the demographic makeup of community(ies) we serve						
Program participants are treated with respect and cultural differences are valued.						
Speakers for our events and people featured in our materials represent different cultural and linguistic backgrounds and are inclusive of people with disabilities.						
Research sponsored by our organization is inclusive and respectful of non-Western thought and traditional knowledge reflecting the value of cultural ways of knowing.						
We are sensitive to how we utilize data when we represent our program participants or members of the community.						
We maintain data on the demographics of the people we serve.						
We maintain data on our staff.						
We maintain data on our volunteers.						

We analyze demographics data and make improvements and outcomes.						
LEADERSHIP: Board, Staff & Volunteers						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
Our leadership sets the example in the DEI work beginning with the board and executive leadership						
We currently employ a set of DEI best practices at our organization						
We provide training on DEI best practices for our board, staff and volunteers						
Our board and staff are held accountable for the organization's established DEI practices						
We have conducted an organization-wide assessment of our DEI work including policies, practices and procedures						
Our Board includes:						
a. People with disabilities						
b. People with different racial backgrounds						
c. Gender Balance						
d. Diversity of age groups						
e. Representative of the people we serve						
Legal Compliance & Ethics						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
We have developed a DEI policy for our organization						
We implement our DEI policy effectively						
We provide accommodations when needed for people with disabilities in our office and programs.						

Our current hiring practices effectively incorporate DEI best practices						
Finance & Operations						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
We hire consultants and vendors that reflect our commitment to DEI (how we contract, retain and pay)						
We review our compensation for all staff to ensure equitable salaries						
Our expense reimbursement practices and policies are designed in a way that is comfortable for individuals from all income levels.						
Our technology and cell phone usage policies acknowledge different levels of income and internet access for staff.						
Resource Development						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
We treat our partners equitably in regard to decision making and distribution of resources.						
We engage a diverse pool of donors.						
Our fundraising materials are reflective of diverse donors and program participants						
Our fundraising committee has diverse leadership and participation.						
Public Awareness, Engagement & Advocacy						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
Citizens of the community can access our services regardless of race, gender, ethnicity or disability.						

	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
We look for partners who will work with us to improve our DEI efforts in the community.						
We are sensitive to our messaging on the web, email, flyers, invitations and events.						
We are diligent to engage the public in communities serve diverse constituencies.						
Our partnerships and engagement grow out of intentional relationship building with the community and others.						
Our offices are clean and welcoming, ADA ¹ compliant and fully accessible to people with disabilities.						
Our programs and events are accessible to people with disabilities.						
Our offices are accessible by public transportation (if applicable).						
Our website is compliant with accessibility criteria.						

*ADA (*American Disabilities Act*)

Attachment C: Sample Staff and Board of Directors Assessment Diversity, Equity, and Inclusion

The self-assessment in Attachment C is a streamlined version of Attachment B. Depending on your organization, you may find this assessment is appropriate for all board and staff members. Alternatively, you may find that Attachment C is appropriate for staff who are not senior leaders, with senior leadership completing the more comprehensive self-assessment in Attachment B.

Nonprofit Diversity, Equity, and Inclusion (DEI) Assessment for Staff and Board of Directors

Please rate the following statements by checking the response that most closely matches your status.

ORGANIZATIONAL STRUCTURE						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
1. Our organizational mission, vision, and values demonstrate a commitment to inclusiveness and diversity?						
2. We provide resources to help our board, staff, and volunteers understand different cultures, backgrounds, and accessibility issues.						
3. We have a clear policies and procedures in place around diversity and inclusiveness.						
PERSONNEL						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
4. Staff has an opportunity to provide anonymous input on employee morale at least annually.						
5. We have provided training for staff in the last diversity, equity and inclusion.						
6. We have provided training for volunteers in DEI.						
7. We provide staff development opportunities equitably across the organization.						

	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
8. Staff members and volunteers are treated with respect and cultural differences are valued.						
9. Our senior leadership team is diverse.						
10. There are no disparities between groups in how they are treated (e.g. by race, age, gender, education, marital or parental status or seniority).						
PROGRAMMING						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
11. Program participants are treated with respect and cultural differences are valued.						
12. Speakers for our events and people featured in our materials represent different cultural and linguistic backgrounds and are inclusive of people with disabilities.						
13. Research sponsored by our organization is inclusive and respectful of other thought or knowledge traditions (e.g. non-western).						
14. Our programs and events provide a safe space for discussion and dialogue around difficult or complex subjects.						
15. Artwork and holiday decorations and messaging are culturally inclusive.						
16. Program materials are available in languages other than English.						
17. Our website, newsletter and social media images and stories reflect people of different backgrounds, ages and people with disabilities.						
18. We seek input and feedback from the people we serve on a regular basis about our programs and services.						
19. We provide a variety of ways for people to provide input, taking into consideration differences in language, disability, transportation, access, and internet access.						

	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
20. We enable people to affiliate or meet in groups that identify with each other and provide a supportive atmosphere for them (e.g. People of Color Affinity Group, Young Professionals Roundtable).						
21. Our programs and events are accessible to people with physical and developmental disabilities.						
22. Our programs and events are accessible by public transportation.						

*ADA (*American Disabilities Act*)

Attachment D

Sample Board of Directors Assessment

Diversity, Equity, and Inclusion

The self-assessment in Attachment D is a simpler, shorter tool intended for board members who can provide input to the organization's DEI efforts but are not involved in the day-to-day operations of the organization. This tool was developed for an organization that sought 100% participation in the DEI assessment by the entire board, and questions were crafted to minimize board members checking "Don't Know" or "Not Applicable."

Diversity, Equity, and Inclusion (DEI) Assessment for Board of Directors

Please rate the following statements by checking the response that most closely matches your status.

Strategy						
	Strongly Agree	Neutral	Agree	Strongly Disagree	Don't Know	N/A
1. A high level of diversity, equity and inclusion (DEI) is important to our organization achieving its mission.						
2. Our organizational mission, vision and/or values demonstrate a commitment to DEI.						
3. Our organization's strategic plan includes goals or objectives related to strengthening our DEI practices.						
Diversity						
4. We can describe the demographics of the constituency we serve or the demographics of the region where we operate.						
5. Our board includes people with disabilities, different racial and cultural backgrounds, gender balance and diversity of age groups.						
6. Our board provides training, mentoring and partnership to support the participation of board members from diverse backgrounds.						
7. Our board encourages board and staff to discuss sensitive topics at work such as the impact of racism, sexism, xenophobia and societal tensions.						

¹ADA (American Disabilities Act)

Attachment E
Sample Diversity, Equity, and Inclusion Plan
Developed by Bay Region Advisory LLC, Charlotte Rich

OYSTER RECOVERY PARTNERSHIP INC.

DIVERSITY, EQUITY, and INCLUSION PLAN

A. Diversity, Equity, and Inclusion Statement:

Oyster Recovery Partnership Inc. is an environmental nonprofit that is committed to sharing their values of diversity, equity, and inclusion as part of their growing initiatives in the shellfish ecological restoration, commercial fishery and aquaculture industry in the Chesapeake and Coastal Bays. ORP is dedicated to the integration of diverse, equitable, and inclusive topics within its policies, plans, and procedures while aligning with the mission. The organization recognizes the benefits of recruiting and retaining a diverse group of staff, board members, and volunteers and strives to create an equitable workplace culture where individuals, share different ideas and collaborate in strong decision-making practices. ORP's leadership addresses both the needs of the organization's and their diverse clients within the strategic goals of the organization.

The organization believes that in generating greater awareness of diversity, equity, and inclusion to its everyday operations whenever possible. Our actions and outcomes related to these values are the responsibilities of everyone within the ORP community; its leadership, board members, staff, volunteers, and stakeholders.

Compiled/created by Bay Region Advisory LLC, (04.11.17) charlotte@bayregionllc.com
DEI Code provided by Maryland Nonprofits Standard for Excellence Institute

B. Steps to Developing Diversity, Equity, and Inclusion (DEI) Plan

The Oyster Recovery Partnership will encourage and educate its leadership, staff, Board of Directors, volunteers and program participants to learn more about DEI topics.

Understanding the different DEI frameworks and terms can inform leadership of how to integrate within nonprofit culture. As such, ORP will provide all staff, board members, and volunteers with resources to read and understand about Diversity, Equity, and Inclusion.

B1. Maryland Nonprofits Standards for Excellence Institute Code of Excellence for Diversity, Equity, and Inclusion:

“Organizations that incorporate diversity, equity, and inclusion efforts into their work and as part of their missions are more effective in engaging and serving people across different cultures, backgrounds, and abilities. Nonprofit leaders should actively assess their policies, plans, procedures, as well as board and staff composition, to ensure that they are inclusive. Leaders should establish and implement an organization-wide strategy or plan that addresses gaps identified in the assessment and promote a culture that demonstrates practices of diversity, equity and inclusion for board, staff and volunteers, and program participants.”

B2. Working Definitions for Diversity, Equity, Inclusion in Nonprofits.

Diversity:

According to BoardSource, Overcoming Hidden Barriers to Board Diversity and Inclusion defines diversity as: "...understanding that every kind of demographic different....

Differences in race, ethnicity, national origin, sex, gender, sexual orientation, religion, ability/disability, veteran/non-veteran status, socio-economic status, age, and education are examples of demographic diversity. "... the diversity of intellectual, social, financial, demographic, and reputational resources".

Equity:

The D5, Growing diversity, equity, and inclusion in philanthropy, Advancing Diversity, Equity, and Inclusion Message Manual for the Field defines equity as: "Refers to the degree to which diverse individuals are able to participate fully in the decision-making processes within an organization or group. While a truly “inclusive” group is necessarily diverse, a “diverse” group may or may not be “inclusive.”

Inclusion:

The Voice of Nonprofit Talent, A national study procured in partnership by Commongood Careers & Level Playing Field Institute, describes inclusiveness in the nonprofit workplace as,

"...not only free from bias and discrimination in all forms, but also proactively remove barriers to full participation by valuing and supporting individuals from all backgrounds."

Definition for Diversity: Rutledge, Merryn, Principal, (2013) Revisions LLC, BoardSource, Research Report; Overcoming Hidden Barriers to Board Diversity and Inclusion. WEBSITES, Inclusiveness: <http://commongoodcareers.org/diversityreport.pdf>

Definition for Equity: D5, Growing diversity, equity, and inclusion in philanthropy, Advancing Diversity, Equity, and Inclusion Message Manuel for the Field

Definition for Inclusion: Schwartx, Robert. Weinberg, James. Hagenbuch. And Scott, Allision, *The Voice of Nonprofit Talent, Perceptions of Diversity in the Workplace. A national study procured in partnership by Commongood Careers & Level Playing Field Institute (commongoodcareers.org/diversityreport.pdf)*

B3. Websites for Diversity, Equity, Inclusion in Nonprofits

- The Denver Foundation's Inclusiveness Project
<http://nonprofitinclusiveness.org/inclusiveness-work-how-build-inclusive-nonprofit-organizations>
- Gajowski, Carrie, 2012, Teaching with Poverty in Mind: How to Help At-Risk Students Succeed. <http://www.scilearn.com/blog/how-to-help-at-risk-students-succeed.php>
- Jenkins, Bill, PHD, 2010, Creating the Optimal "Internal" Learning Environment. <http://www.scilearn.com/blog/creating-optimal-learning-environments.php>

C. Diversity, Equity, and Inclusion Surveys:

ORP will encourage staff, board members, and volunteer to complete DEI surveys and review and discuss the outcome. Survey outcomes can increase staff's awareness of individual biases and help them to understand the impacts of imbedded biases within the organizational culture, and its programming.

OYSTER RECOVERY PARTNERSHIP

C1. Diversity Survey:

Survey Questions: What does Diversity Mean to Staff, Board of Directors and Volunteers?								
Number	Topic/Question: Is Your Organization Building A Diverse Workplace & Inclusive Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Don't Know	N/A
1	Staff, board of directors, and volunteers have a clear understanding of the definitions of diversity and inclusion. Diversity is defined as representing individuals of different races, sexual orientation, ethnicity, age, gender identity, and disability.							
2	Staff, board of directors and volunteers have received cultural competency educational materials which include a glossary of terms and resources; describing diversity, inclusion, and disabilities.							
3	Staff, board of directors and volunteers receive yearly trainings on diversity and inclusion that relates to their responsibilities within the organization.							
4	Staff, board of directors, and volunteers treat one another with respect and value cultural diversity and are provided with a safe space and opportunities to share their thoughts and concerns with leadership.							

5	Staff are encouraged to take time off during the year from regular work day to volunteer as a group with community members of diversity through partnering organization.							
6	The input from community members of diversity is valued by staff and shared with leadership within the organization.							

OYSTER RECOVERY PARTNERSHIP
C2. Equity Survey:

Survey Questions: Assessing the Equity of ORP's Programs and Informational Materials								
Number	Topic/Question: Assessing Inclusive Programs Design and Materials	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Don't Know	N/A
1	Are informational materials distributed to diverse communities and are they available in languages other than English?							
2	The education staff seek in the input from program participants in the form of program evaluations.							
3	The organization's printed and on-line branding, marketing, and fundraising materials promote narrative and photographs of inclusive educational & restoration programs for the diverse communities served.							
4	Organization's newsletters and social media are availability in languages other than English to enhance accessibility and inclusion serve community members of programs and events.							
5	Outreach staff treat event and program participants with respect and honor their cultural diversity and backgrounds.							
6	Sign language or other interpreters are available and provided by the organization for educational programs and events to assist with the comprehension and inclusion of program participants.							

OYSTER RECOVERY PARTNERSHIP
C3. Inclusion Survey:

Survey Questions: Assessing the Inclusivity of ORP's Workplace								
Number	Topic/Question: CC Is Your Organization Building an Inclusive Workplace	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Don't Know	N/A
1	The organization has incorporated a comprehensive definition of diversity that applies to all policies and procedures.							
2	The mission and vision of the organization are inclusive of and honor the values of the diversity community served. Diversity is defined as representing individuals of different races, sexual orientation, ethnicity, age, gender identity, and disability.							
3	The organization's recruitment practices are inclusive and the staff, board of directors, and volunteers reflects balanced diversity of individuals of different races, sexual orientation, ethnicity, age, gender identity, and disability. (Answer below)							
3A	Staff							
3B	Board of Directors							
3C	Volunteers							
4	The organization has built an inclusive work environment reflective of hiring individuals of diversity regardless of race, sex, ethnicity, gender identity, age, sexual orientation, and disability.							
5	The organization's strategic plan reflections goals and objectives that enhance the diversity of organization staff, community partnerships to make program more inclusive.							

6	The organization's facility is ADA Title II compliant with handicap accessible parking and entrances, and barrier removals to be inclusive of individuals with disabilities.							
7	The organization's signage on information plaques is inclusive of individuals of diversity and specifically represent the individuals served through programs.							
8	The organization recognizes the value of diverse perspectives in their workplaces and they foster collaboration and inclusive decision-making.							

D. Diversity, Equity, and Inclusion Recommendations

The following recommendations can be used by ORP to strengthen the organization's commitment to Diversity, Equity, and Inclusion.

1. Develop a DEI value statement that defines diversity, inclusion, equity, and tolerance as part of your organization's values which align with the organization's mission and vision.
2. Audit board approved policies (personnel hiring and retention procedures, employee handbook, volunteer policies, partnership standards, administrative policies, marketing, and fundraising, program policies, resource development plan) to align with DEI value statement.
3. Review and edit all on-line and printed educational materials for being culturally sensitive.
4. Create more inclusive workplace by increasing diversity of staff and board of directors.
 - 1st Objective: Revise and introduce new recruitment and retention practices for promoting diversity amongst personnel.
 - 2nd Objective: Attend new community events to increase membership and program participation of individuals of different cultural backgrounds who speak a second language.
5. Provide annual training on Diversity, Equity, and Inclusion topics for staff. The training should define the meanings of these terms (equity, diversity (linguistics and disabilities, and inclusion) in relation to the organization's mission, vision, values and the staff's roles internally and externally of the organization.
6. Staff shall evaluate current partnerships for being culturally representative of community served and look for new partnerships that reflects equity, diversity, and inclusion standards.

E. Assess and Revise Inclusive Organizational Resources

ORP will identify, revise, and/or develop organization's resources (printed and web-based materials) when possible to ensure they are inclusive and accessible to all diverse learners, abilities, and populations of different cultural backgrounds promotes greater awareness of and commitment to ORP's community needs.

G. Increase diversity of leadership, staff, Board of Directors and volunteers

ORP staff and Board of Directors will be aware to ensure the organization is diverse and includes members of color and different demographic, cultural background.

Attachment F
Sample Cultural Competency Policy



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Self-Advocacy Mentoring & Support Policy

Whereas, The Arc Central Chesapeake Region is a non-profit organization that provides advocacy and support for people with intellectual and developmental disabilities and their families, and

Whereas, the mission of The Arc Central Chesapeake Region is to promote respect, create opportunities and advocate for equal rights for all people with intellectual and developmental disabilities, and

Whereas, the bylaws of The Arc Central Chesapeake Region require representation of no fewer than 51% members of the board be self-advocates, defined as someone with intellectual or developmental disabilities or family members, and

Whereas, a non-profit organization is strongest and most effective when the members of its Board of Directors regularly attend meetings of the Board (and other certain functions) and actively participate, and

Whereas, it is our intent to achieve full inclusion (self-advocates are encouraged to participate at every level of the Board or Committees including holding an Officer or Chair position), and

Whereas, it is our goal to remove barriers to meaningful participation for all Board members.

Therefore, BE IT RESOLVED that the following be amended into the policy of The Arc Central Chesapeake Region:

Self-Advocates on the Board of Directors shall be offered support in and above what may otherwise be offered other Board members to ensure attendance and active and meaningful participation at Board and Committee meetings. The following will guide such support:

1. **Accessible Meeting Locations:** The Arc Central Chesapeake Region will hold meetings of the Board and Committees in accessible meeting locations. This means the following will be available: accessible parking, accessible route to the building

- entrance, drop-off areas and other accessible elements (e.g., route from a bus stop) within the site, accessible building entrance, and accessible meeting room.
2. **Accessible Materials and Meeting Content:** The Arc Central Chesapeake Region will strive to ensure that the meeting content is made accessible. Requests for accessible content accommodations should be made in advance of any meeting. This may include, for example, qualified sign language and oral interpreters, accessible printed materials (including large print or electronic versions that can be used with readers), and/or note takers. The aids and services needed at any event will depend both on the participants and the meeting's format, content, and handouts.
 3. **Financial Support:**
 - a. Current practice is that all Board Members pay their own cost of attending Board and/or Committee meetings.
 - b. Travel Support. Members who require financial assistance (who do not have other resources to participate) for attendance at Board or Committee meetings may:
 - i. Work with the Mentor to arrange car-pool
 - ii. Attend the Board Meeting via phone, if necessary
 - iii. Request a travel subsidy. A travel subsidy provides for a financial subsidy to pay for travel to and from board related meetings (for example, the subsidy may or may not be full reimbursement for door-to-door travel; it may include costs of using public transportation or reimbursement rate of \$.48/mile). The total of all subsidies shall not exceed the budget.
 - c. Phone Support. Members who require financial assistance for participating in Conference Calls related to Board or Committee meetings may request a phone subsidy.
 - d. All requests for financial support should be provided to the Board Vice-President to submit to the Executive Committee for financial approval.
 - e. Annually the Executive Committee shall recommend a Board Support budget to the Board for ratification along with the operational budget. The budget shall be managed by The Arc Central Chesapeake Region with oversight by the Treasurer and Executive Committee.
 4. **Mentoring:** Self Advocates shall be offered a mentor. A mentor will be another Board Member (not a member of the Executive Committee) who volunteers or is appointed to commit themselves to assisting the self-advocate in the following:
 - Knowing when and where the next board meeting will be held.
 - Making sure travel arrangements have been made.
 - Assisting with understanding written materials sent to board members in advance of the meeting and/or items on which a vote will be taken.
 - Participating during meeting itself, if requested and/or necessary.
 5. **Personal Attendant:** If a self-advocate needs a personal attendant to attend a board meeting or committee meeting and no other publicly-funded program provides funding for the attendant, The Arc will provide an attendant. The personal attendant may sit-in all meetings to support the individual who is a Board Member (for example, help with understanding what is being presented or discussed, help the individual formulate their own comments or questions, etc.) Note that the presence of the support staff in the

board meeting does not grant board membership to the staff person. Therefore, the support staff is not eligible to vote or to influence the Board on Board outcomes.

- 6. Timeliness of Materials:** Any handouts or other materials shall be sent in a timely manner so that all participants have sufficient time to review them.

Resolved by the Board of Directors of The Arc Central Chesapeake Region on this _____ day of _____, 2014

Secretary

Date

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