95 Expert Panelists • Julie O'Mara • Alan Richter, Ph.D. present
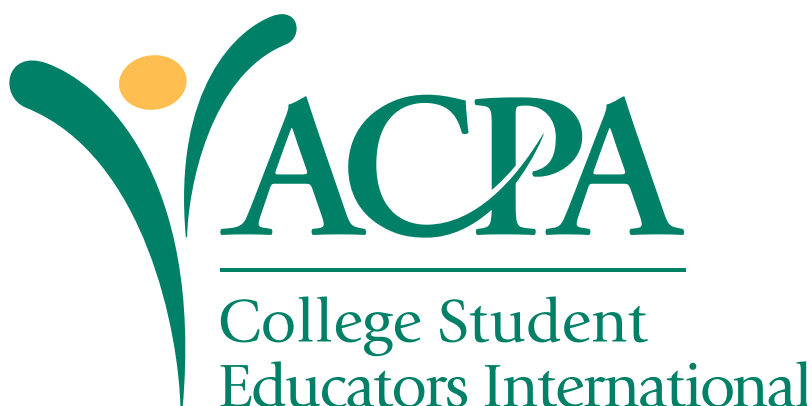
Global Diversity & Inclusion Benchmarks

Standards for Organizations Around the World

Adapted for Higher and Tertiary Education Institutions
By Cynthia H. Love, Ed.D.,
GDIB Expert Panelist and Executive Director

ACPA
College Student Educators International

sponsored by
The Diversity Collegium

10th Anniversary Edition • 2016
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About this Adaption for Higher and Tertiary Education. For more information about ACPA—College Student Educators and the adaption of the GDIB for higher and tertiary education, contact Dr. Cindi Love at: clove@acpa.nche.edu or 972-358-5907.

First and Primary Sponsor. The Diversity Collegium. See page 4.

For more on the GDIB. Go to Global D&I Benchmarks at www.diversitycollegium.org to download the free GDIB, user tools, and other information; to donate to help support D&I research; and to learn more about The Diversity Collegium.

Accessibility and Alternate Format. The GDIB authors are striving to make the GDIB and user tools accessible. Generally we are following the guidelines provided by the W3C Web Accessibility Initiative (WAI), a worldwide initiative to make the Web more accessible for persons with disabilities, which is a critically important D&I goal. As this 2016 GDIB goes to press, and while we have designed this edition of GDIB with accessibility in mind, we still have some work to do. For that reason and for further accommodation we are also providing an Alternate Format version.

Symbolism of the GDIB logo. The logo is a stylized version of the new GDIB Model. It is set in a circle to convey the ongoing and never-ending importance of diversity and inclusion. The equilateral triangle in the center symbolizes equality and solidarity or strength and represents the Bridging Group. Colors have a wide range of meaning across cultures. What may be interpreted as a positive meaning for one color in one culture may be a nearly opposite meaning in another culture. We have been thoughtful in our selection of colors and offer our interpretation, which is a combination of a various cultural symbolism. The color yellow was selected for Bridging because it stands for optimism and imagination. The green color for the Foundation Group symbolizes nature and renewal, blue for the Internal Group represents harmony and order, and red for the External Group stands for passion and strength. All are in a vibrant hue, which symbolizes the vitality to succeed. The swirls of dark blue represent the power, energy, and motion needed to sustain this work. And the openness of the swirls showing the colors overlapping one another symbolizes the integration and comprehensiveness needed for D&I to succeed.

Intercultural English. We have used culturally neutral English principles to write in clear, translatable language that does not include culturally specific words and phrases (such as idioms or other local expressions). We use U.S. American English spelling.

Continual Improvement and Future Versions. Your feedback, suggestions, and stories of using GDIB are welcomed.

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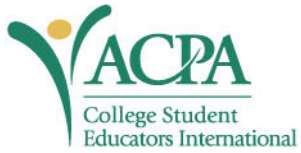
September 1, 2016

Dear Colleagues,

ACPA—College Student Educators International, in partnership with the 95 GDIB Expert Panelists and authors, Julie O'Mara and Alan Richter Ph. D., now offers the ACPA Global Diversity & Inclusion Benchmarks to colleges and universities at no charge. The GDIB has been used worldwide by organizations of all types and sizes, from an independent book publisher to a U.S. county government to a global car manufacturer. GDIB helps catalyze positive change in diversity, equity, and inclusion within organizational culture to achieve our mission, improve performance, and increase revenues.

ACPA's customization of the GDIB for colleges and universities provides an engaging and easy to implement baseline assessment of campus climate and a comprehensive strategy to deconstruct and change some of the most contested issues of our time—racism, gender bias, religious intolerance and sexism. The GDIB stimulates campus wide awareness of barriers and lays the foundation for better attitudes, behaviors and standards for faculty, staff, administrators, and students concerning respect for individual needs, abilities, and potential. Use of the GDIB can positively influence institutional effectiveness at a time when we need it most.

ACPA—College Student Educators International—is one of the longest tenured higher education associations dedicated to holistic student learning and development. Since 1954, ACPA scholars and practitioners have been publishing the Journal of College Student Development, higher education's Tier One resource for the most rigorous research of the complex intersections of social change—accessibility, diversity, equity and inclusion. The GDIB translates what we know about retention and completion into what we can do to really achieve them.

The customizations for the ACPA edition include:

- Institution and organization have distinct meanings. In the general use GDIB only the term organization is used.
- On page 15 examples relevant to institutions are provided.
- Category 12 is customized from a focus on product development to a focus on student development.
- Category 13 is customized from a focus on marketing of products and services in general to a focus on marketing and student recruitment.

There is no charge for this work; however you must complete the permission agreement, sign it and receive an executed signed agreement from the authors to use it. You will find that agreement on www.diversitycollegium.org in the section titled Global D&I Benchmarks and then scroll to the ACPA page.

If you have additional questions please contact me.

Sincerely,

Cynthia H. Love, Ed.D.
Executive Director
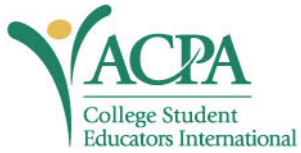
Mission: ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education community.

Vision: ACPA leads the student affairs profession and the higher education community in providing outreach, advocacy, research, and professional development to foster college student learning.

Core Values:

▶ Education and development of the total student.

▶ Diversity, multicultural competence and human dignity.

▶ Inclusiveness in and access to association-wide involvement and decision-making.

▶ Free and open exchange of ideas in a context of mutual respect.

▶ Advancement and dissemination of knowledge relevant to college students and their learning, and the effectiveness of student affairs and student services professionals and their institutions.

▶ Continuous professional development and personal growth of student affairs and student services professionals that includes the development of effective administrative leadership and management skills.

▶ Outreach and advocacy on issues of concern to students, student affairs and services professionals and the higher and tertiary education community, including affirmative action and other policy issues.
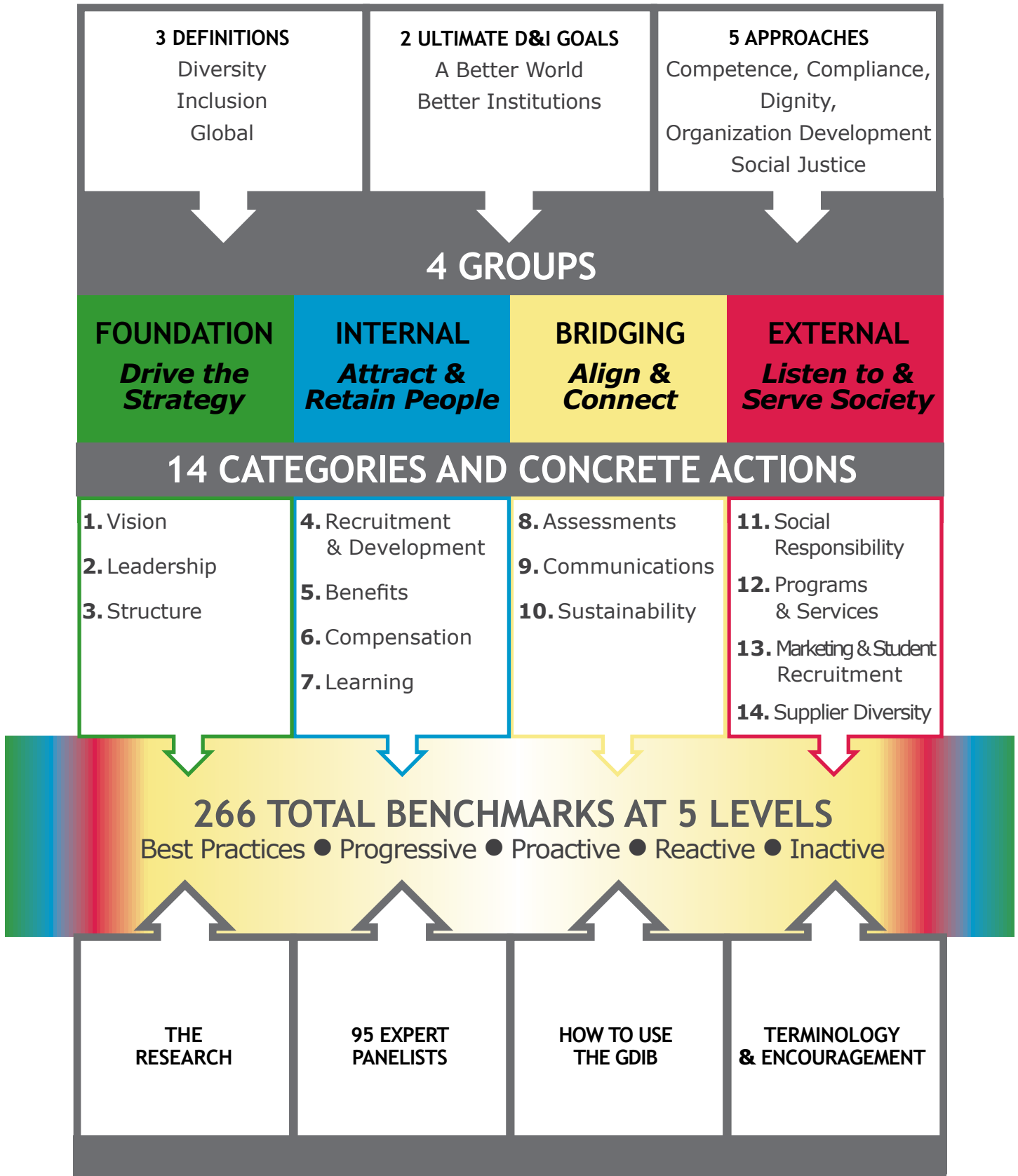
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THE RESEARCH

95 EXPERT PANELISTS

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INTRODUCTION

We offer the *Global Diversity & Inclusion Benchmarks: Standards for Organizations Around the World* (GDIB) to support organizations globally in the development and implementation of Diversity and Inclusion (D&I) best practices.

> The GDIB helps organizations:
> ▶ Realize the depth, breadth, and integrated scope of D&I practices;
> ▶ Assess the current state of D&I;
> ▶ Determine strategy, and;
> ▶ Measure progress in managing diversity and fostering inclusion.

Diversity and Inclusion has emerged as a worldwide practice that is critical to an organization's success. As with other disciplines, such as quality and safety, standards are needed to establish criteria by which to measure and monitor progress.

This Tenth Anniversary edition—the fourth GDIB—updates the previous editions published in 2006, 2011, and 2014. No doubt in the future there will be ongoing modifications where new best practices are identified and current ones become less significant.

DEFINITIONS

We believe it is important to define what we mean by "*diversity*," "*inclusion*," and "*global*." Users may also wish to research the literature to discover other definitions and select what works best for their institution and their stakeholders.

Diversity refers to the variety of similarities and differences among people, including but not limited to: gender, gender identity, ethnicity, race, native or indigenous origin, age, generation, sexual orientation, culture, religion, belief system, marital status, parental status, socio-economic difference, appearance, language and accent, disability, mental health, education, geography, nationality, work style, work experience, job role and function, thinking style, and personality type.

Inclusion of various diversity dimensions may vary by geography or institution.

Inclusion is a dynamic state of operating in which diversity is leveraged to create a fair, healthy, and high-performing institution or community. An inclusive environment ensures equitable access to resources and opportunities for all. It also enables individuals and groups to feel safe, respected, engaged, motivated, and valued, for who they are and for their contributions toward institutional and societal goals.

Global simply means that the GDIB is designed to apply to organizations anywhere in the world. These Benchmarks are not limited to multinational organizations or those organizations that work internationally. The Benchmarks are not specific to a country or culture.

Ultimate goals of D&I:

▶ *Creating a better world*

▶ *Improving institutional performance*

THE ULTIMATE GOALS OF DIVERSITY AND INCLUSION

When considering the ultimate goals of Diversity and Inclusion (D&I), people tend to emphasize one of two perspectives: helping to make the world a better place for all or helping to improve organizational performance. The priority of one perspective over another may be influenced by circumstance or context. Some people emphasize that not only are these perspectives complementary but that when D&I work is done well both goals are achieved. Below are descriptions of each perspective and the related role of the GDIB.

CREATING A BETTER WORLD

Professionals in the field, people engaged in D&I, and colleagues at progressive organizations agree that the ultimate goal is to help create a world that is better for everyone. The goal may be stated in different words and with different points of emphasis; however, a consensus exists on a long-term purpose:

▶ Contribute to the greater good of society

▶ Create a world which is fair and just and respectful of individuals and their similarities and differences

▶ Create a world where everyone is able to sustain a high quality of life and enjoy peace and prosperity

Globally, social justice underpins much of the D&I work being done in public policy and development initiatives. As well, there are many organizations firmly committed to doing what is right and ethical for all stakeholders.

IMPROVING INSTITUTIONAL PERFORMANCE

A more immediate (and some would suggest more direct) outcome of D&I is to help improve institutional performance. This is commonly referred to as the business case or rationale. Each institution should develop its own business case or rationale for D&I. A well-designed and well-executed D&I strategy can help an institution:

▶ Achieve its institutional vision, mission, strategy, and annual goals/objectives

▶ Attract and retain diverse talent

▶ Build strong and high-performing teams

▶ Cultivate leaders who inspire inclusion and champion diversity

▶ Leverage an extensive range of backgrounds and skills to enhance creativity, innovation, and problem solving

▶ Increase engagement, motivation, and productivity

▶ Improve the quality of work/life integration

▶ Enhance the institution's reputation/brand as an employer or provider of choice

▶ Minimize risk/exposure and ensure compliance with legal requirements

▶ Sustain an environment that treats people fairly and equitably

▶ Ensure a sense of belonging for students, an essential foundation for persistence, retention, and completion.

THE DIVERSITY COLLEGIUM SPONSORSHIP OF GDIB

The Diversity Collegium is extraordinarily pleased to become the first and primary sponsor of the *Global Diversity & Inclusion Benchmarks: Standards for Organizations Around the World*. As organizations and societies strive to create inclusive environments and approaches, we believe the GDIB provides important information, guidance, and support.

The Diversity Collegium is particularly proud to sponsor the *Global Diversity & Inclusion Benchmarks* because it is one of the first comprehensive explanations of what creating inclusive systems and managing diversity entails. We appreciate that the GDIB represents the best thinking of 95 Expert Panelists around the world. It is free for anyone to use, which we believe is extremely significant. All that is required is to ask permission so that we can track users to learn from their experience and input. We do not share names of any users without their permission.

The Diversity Collegium believes our sponsorship of the GDIB offers an important way for us to achieve our mission of advancing the field. In addition to the GDIB itself, you will find a significant number of GDIB user tools on the Collegium website.

The Diversity Collegium is a think tank of practitioners, scholars, and thought leaders whose mission is to advance the field of Diversity and Inclusion through dialogues, symposia, research, and publications. Established in 1991, the group addresses and thinks critically about how to orchestrate and effect change among individuals, teams/groups, and organizations in varying developmental stages and across sectors in this growing field.

The founders of the Diversity Collegium envisioned a small group of practitioners coming together frequently in order to understand and support each other's work, to share their intellectual property, and to think about and engage the issues of the emerging field. That vision continues with membership limited to 25 people, by invitation, and managed so that a balance of diversity is created among the members, including such dimensions as race and ethnicity, sector, gender, generation, and how one practices in the field.

THE DIVERSITY COLLEGIUM VISION:

Tap into the power of diversity and inclusion to transform the spirits, hearts and minds of societies, organizations and individuals to positively impact the quality of life for all human beings.

The Diversity Collegium is a nonprofit corporation registered in the State of Washington, U.S.A., with tax-exempt status as a 501(c)(6) professional association with the U.S. Internal Revenue Service.

The Diversity Collegium

For more information about the Collegium's history and work, please visit:
www.diversitycollegium.org

APPROACHES TO DIVERSITY & INCLUSION

These approaches show the vast scope of the D&I field:

▶ Competence: Improving skills, knowledge, and ability

▶ Compliance: Complying with laws and regulations

▶ Dignity: Affirming the value and interconnectedness of every person

▶ Organization Development: Improving organizational performance

▶ Social Justice: Treating people equitably & ethically

The GDIB offers benchmarks that can help improve the quality of D&I work of all organizations in the world, regardless of how the work is named. Most organizations are motivated to engage in D&I based on a combination of values, knowledge, and goals. See the section on page 3, The Ultimate Goals of Diversity and Inclusion. Many organizations combine several approaches, whereas others may begin their D&I journey with an intention inspired by a specific approach, such as compliance or social justice, only to discover they are achieving benchmarks more closely associated with another approach.

Some GDIB users may read items in the lists for each approach and think, "I've never heard of this" or "That's not really D&I work" or "That approach may cause misunderstanding or confusion in our organization. Can we remove it from the list?" In some cases an organization may think a certain approach is not applicable or is "wrong." Others would disagree. The intention in naming these five approaches is to say that they exist, but not to say that everyone must follow them or agree.

In addition, and while not directly pertinent to the GDIB, the D&I profession, like many, finds that those who approach the work in different ways may work in silos (one group operating in isolation from another) and sometimes even competitively or at cross purposes. This may reflect differing values, goals, bases of knowledge, or courses of study. We believe that the GDIB can be helpful for all organizations as well as for the practitioners conducting the work—practicing inclusion and respect for the various approaches to D&I could yield greater collaboration on achieving common goals.

Here are the five approaches, listed alphabetically. It is very important to note three things when reviewing these approaches and the words used to describe them:

▶ There is much overlap among the five approaches. Thus, you will see some descriptors mentioned in more than one.

▶ The approaches operate as a system – this means that when work is going on under the heading of one approach it may impact another approach.

▶ The descriptors may have different meanings in different cultures, and language translations may alter the meaning of specific words.

COMPETENCE: IMPROVING SKILLS, KNOWLEDGE, AND ABILITY

This approach focuses on increasing the competence of individuals and organizations to interact effectively in the context of many similarities and differences. Measures of success align with demonstrated competence.

Terms sometimes used when describing this approach:

- Accent perception/understanding
- Awareness
- Being an ally or champion
- Bias reduction (conscious and unconscious)
- Crucial or difficult conversations
- Cultural adaptation

- Cultural competence
- Cultural intelligence
- Culturally neutral language
- D&I skills training
- Diversity of thought
- Effective behaviors
- Intercultural communication

- Intercultural competence
- Intersectionality
- Micro-inequity
- Multicultural education
- Polarity management
- Social & Emotional Intelligence
- Valuing differences/diversity

COMPLIANCE: COMPLYING WITH LAWS AND REGULATIONS

Most institutional and societal entities have laws, rules, codes, guidelines, norms, and the like that indicate how people within and sometimes outside of those entities are expected and/or required to behave.

Terms sometimes used when describing this approach:

- Affirmative action
- Anti-discrimination
- Employment equity
- Equal educational opportunity
- Equal opportunity

- Equality
- Equity
- Human Rights
- Legal
- Pay Equity

- Regulatory
- Representation/targets/quotas
- Respectful workplace
- Transformation

DIGNITY: AFFIRMING THE VALUE AND INTERCONNECTEDNESS OF EVERY PERSON

This section includes secular and religious perspectives that recognize the value and worth of every human being and our interdependence.

Terms sometimes used when describing this approach:

- Abundance
- Awareness
- Compassion
- Connectedness
- Cultural humility
- Empathy
- Ethics
- Faith
- Forgiveness

- Generosity
- Habits
- Interbeing
- Interconnection
- Interdependence
- Kindness
- Love
- Mindfulness
- Oneness

- Peace
- Right thing to do
- Rules
- Secular humanism
- Spirituality
- Unity
- Universality
- Values

ORGANIZATION DEVELOPMENT: IMPROVING INSTITUTIONAL PERFORMANCE

This approach is distinguished by the weighting of performance goals in determining which actions to take to optimize personal and institutional performance.

Terms sometimes used when describing this approach:

- Action research
- Business imperative
- Change management
- Competitive advantage
- Culture change
- Employer of choice
- Funding or capitalizing
- Human capital utilization
- Innovation
- Learning organizations
- Learning communities
- Leveraging diversity/ differences
- Managing complexity
- Institutional effectiveness
- Institutional systems
- Reputational capital
- Return on Investment (ROI)
- Shareholder value
- Strategic Diversity Management ™ *
- Sustainability
- Systems change
- Talent management
- Transformation

* Strategic Diversity Management ™ is a trademarked process by R. Roosevelt Thomas, Jr., who passed away in May, 2013. He was a GDIB Expert Panelist, author of many books and articles, and he left an influential legacy. He considered SDM™ the cornerstone of his work. Therefore, we have made an exception to include this trademarked process, which some D&I professionals use.

SOCIAL JUSTICE: TREATING PEOPLE EQUITABLY AND ETHICALLY

This approach is aimed at achieving justice and fairness, ultimately for everyone.

Terms sometimes used when describing this approach:

- Anti-discrimination
- Community responsibility
- Economic empowerment
- Eliminating discrimination
- Eliminating "isms"/phobias
- Equality
- Equity
- Ethics
- Fairness
- Human Rights
- Income inequality
- Living wage
- Overcoming/dismantling oppression
- Pay Equity
- Restorative justice
- Social cohesion
- Social justice
- Social responsibility
- Sustainability

CONNECTING D&I AND SUSTAINABILITY

In this 2016 edition of the GDIB, the authors and Expert Panelists have decided to add "Connecting D&I and Sustainability" as a new Bridging Category to the GDIB. It is Category 10 on page 46.

This decision—a significant decision for the D&I field—is influenced by two developments: (1) a growing trend of some organizations connecting D&I with institutional sustainability processes and outcomes and (2) the publication of Transforming Our World: The 2030 Agenda for Sustainable Development, "a plan of action for people, planet, prosperity, peace, and partnership adopted on 25 September 2015 by all 193 Governments of the United Nations." See the official UN website for the Agenda and updated information. The 1948 United Nations Universal Declaration of Human Rights (and other Human Rights Conventions and Declarations) and this *2030 Agenda for Sustainable Development* provide a values basis for the GDIB.

DEFINITION OF SUSTAINABILITY

Just as there are many definitions of D&I, there are many definitions of sustainability. For the purposes of the GDIB, we are connecting the values and desired outcomes inherent in D&I work (See GDIB, page 3, The Ultimate Goals of D&I) with the values and goals of sustainability. Drawing from several definitions of sustainability and sustainable development, here is the definition we are using for the GDIB:

Sustainability is the long-term process of simultaneously pursuing

▶ Social equity, including workforce inclusion,

▶ Economic prosperity,

▶ Environmental health, and

▶ Ethical behavior.

Sustainable development will enable future generations to live comfortably in a safe, clean, and healthy world that respects human work and aspirations. Its success depends on the understanding of interdependencies and the determination to make necessary changes today.

D&I AND SUSTAINABILITY CONNECT IN THE FOLLOWING WAYS

1 An increasing number of organizations around the world have made commitments to sustainability and are engaged in sustainability initiatives. Aligning D&I initiatives with sustainability efforts will strengthen both the sustainability initiative and the D&I initiative, resulting in more focused use of resources and the ability to achieve goals.

2 *The 2030 Agenda for Sustainable Development* contains 17 Sustainable Development Goals (SDGs) with 169 targets. It expands the integration of environmental, social, and economic policies and raises the bar on the role that all types and sizes of organizations in various sectors should play in supporting the global sustainable development agenda. It mentions and supports workplace D&I and describes People, Planet, Prosperity, Peace, and Partnership as its focus. While many would make the case that all 17 goals support D&I, below are several goals that are especially consistent with the GDIB Categories and Benchmarks.

▶ Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. (SDG #4)

▶ Achieve gender equality and empower all women. (SDG #5)

▶ Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. (SDG #8)

▶ Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. (SDG #9)

▶ Reduce inequality within and among countries. (SDG #10)

▶ Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels. (SDG #16)

For your further review, there is a list of specific GDIB Benchmarks and how they relate to the UN goals and targets on The Diversity Collegium website.

3 A premise of the sustainability movement is: "I succeed when you succeed." This means that all individuals and organizations will do best when they work collaboratively and compete with fairness and respect. This premise is in concert with the values and ultimate goals of D&I work.

QUESTIONS AND ANSWERS TO FURTHER CLARIFY CONNECTING D&I AND SUSTAINABILITY

How can we be strategic about aligning D&I and Sustainability?

Many organizations are engaged or are becoming engaged in sustainability. It is our belief that astute D&I leaders, practitioners, and champions will participate in strategic conversations and will set goals that align the efforts of both initiatives in part or in whole. This combined strategy is likely to save resources and strengthen results. During 2015, as this new edition of the GDIB research was being prepared, we noticed such for-profit and non-profit/NGO job titles as "D&I and Sustainability" as well as conference presentations regarding the connection of D&I and sustainability. A quick search of the Internet will identify organizations that have aligned their D&I and Sustainability initiatives or are in the process of doing so. In some organizations, leaders engaged in D&I initiatives may need to suggest that the institution become engaged in sustainability. Other organizations may be engaged in sustainability but missing the connection with D&I. In either case, leaders and D&I professionals need to be knowledgeable of both initiatives and work towards alignment.

Isn't sustainability filled with rules and regulations and extensive reports?

Some organizations see it that way. Several GDIB Expert Panelists are concerned that extensive reporting requirements create misunderstandings about the broader definition of sustainability because many of the reporting requirements are in the environmental arena. Some governments require organizations to complete extensive environmental impact reports and use the word "sustainability" to title those reports.

An example of a voluntary sustainability initiative that covers the economic, social, environmental, and ethical dimensions of sustainability with a mandatory reporting requirement is the United Nations Global Compact. It contains over 12,000 signatories across 160 countries from business, civil society, academia, cities, and other entities that have agreed to report regularly on their progress in implementing sustainability.

Many leading organizations also follow the voluntary Global Reporting Initiative (GRI) industry specific reporting guidelines. GRI is an international independent nonprofit institution that produces one of the most widely used standards for sustainability reporting; also known as ecological footprint reporting, environmental social governance (ESG) reporting, triple bottom line (TBL) reporting, and corporate social responsibility (CSR) reporting.

Further, the nonprofit B Corp movement is gaining momentum around the world. It is creating "the community of Certified B Corporations" and a global economy that uses business as a "force for good." It envisions "a new type of corporation which is purpose-driven and creates benefit for all stakeholders, not just shareholders."

Isn't sustainability mainly about protecting the environment?

At first some organizations and authors focused primarily on cleaning up the environment and saving the planet when talking about sustainability. But now the broader definition and scope as stated above are more widely used.

Isn't it important for D&I to align with other institutional initiatives in addition to sustainability? If so, why doesn't the GDIB include other categories that the GDIB connects with?

We agree that D&I best practices are aligned and linked across a variety of institutional initiatives. The astute professional will proactively form alliances with colleagues in their institution who are leading other initiatives. Areas of alliance with D&I in addition to sustainability include—but are not limited to—ethics, change management, leadership development, employee engagement, student engagement, community engagement, social cohesion, and social responsibility.

Do you have experience or empirical evidence that this GDIB category contains the relevant benchmarks?

It is a relatively new and progressive practice to align D&I and sustainability. The Expert Panelists are establishing these benchmarks based on what they *believe* are the needed outcomes when connecting D&I and sustainability initiatives in an institution. The benchmarks are based on experience from some organizations that are already making these connections and are inspired by *Agenda 2030*. Unlike with the other categories and benchmarks, the Expert Panelists are less certain that these are the correct benchmarks, but are confident enough to publish them. We welcome feedback on these benchmarks at any time.

Why is Connecting D&I and Sustainability a category in the Bridging Group?

Sustainability, like communication, assessment, and measurement, links with all categories. Several Expert Panelists suggested that sustainability be part of Category 11: Community, Government Relations, and Social Responsibility, but that category is part of the external group and sustainability connects with Internal, External, and Foundation groups. Therefore the choice was the Bridging Group.

THE GDIB MODEL

The equilateral triangle symbolizes equality and solidarity or strength. The Foundation categories form the base of the triangle. The Bridging categories are displayed as a circle in the center connecting the Foundation, Internal, and External categories.

The lines separating the four groups are differently sized dashes symbolizing permeability and interconnectivity and reflect the systemic nature of D&I.

Colors have great variations in symbolism across cultures. What may be interpreted as a positive meaning for one color in one culture may be a nearly opposite meaning in another culture. We have been thoughtful in our selection of colors and offer our interpretation, which is a combination of a various cultural symbolism. We chose green for Foundation representing nature and renewal, blue for Internal representing harmony and order, red for External representing passion and strength, and yellow for Bridging representing optimism and imagination. All are in a vibrant hue representing the vitality needed for the work to succeed.

THE GDIB MODEL

INTERNAL
Attract & Retain People

• Recruitment & Development

• Benefits

• Compensation

• Learning

EXTERNAL
Listen to & Serve Society

• Social Responsibility

• Programs & Services

• Marketing & Student Recruitment

• Supplier Diversity

BRIDGING
Align & Connect

• Assessment

• Communications

• Sustainability

FOUNDATION
Drive the Strategy

• Vision   • Leadership   • Structure

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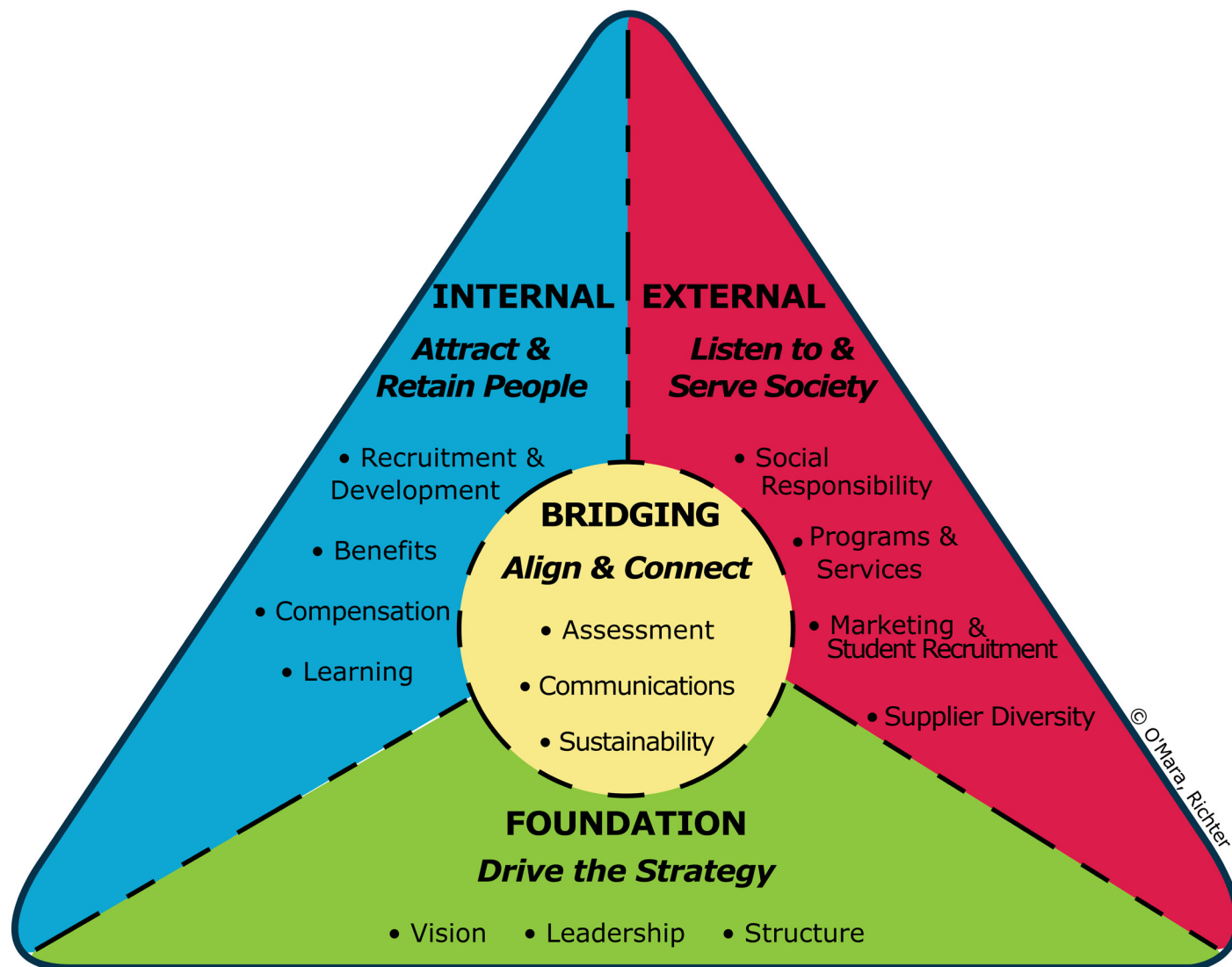
Global Diversity & Inclusion Benchmarks

We believe the 14 categories, organized into four groups, cover the important elements that need to be addressed to create a high-impact Diversity & Inclusion initiative. Each category is divided into five levels, with the benchmarks at Level 5 considered best practice. Most organizations will need to address all the Foundation and Bridging Categories. Organizations may be more selective about which of the Internal and External Categories to address. Addressing all 14 categories is the most comprehensive and systemic approach.

DOING COMPREHENSIVE D&I WORK
IN ORGANIZATIONS

The GDIB is designed to guide organizations to achieve best practices. The model with its 14 categories helps leaders and D&I professionals implement strategies that work as an integrated system. Achieving many of the benchmarks in any given category is dependent on the achievement of benchmarks in other categories.

A system is composed of interactive parts connected through relationships, practices, and processes. Decisions and actions in one part of the system create consequences—intentional and unintentional—for neighboring parts of the system. For example, the recent Fair Labor Standards Act regulations regarding overtime may result in a hardship for campuses. They may react by eliminating positions.

EXAMPLES OF SYSTEM CONNECTIONS THAT MATTER

▶ It is unlikely that good outcomes in student learning and development will be provided (GDIB Category 12) if employees aren't well trained (Category 7) or if leaders aren't held accountable for ensuring that effective student support and services are provided (Category 2).

▶ If an institution wants to attract or promote more faculty members of color, it will need to have a strategy (Category 1), hold leaders accountable for goals to achieve the strategy (Category 2), develop faculty members of color in the institution and leaders to support them (Category 7), and ensure that compensation is competitive, tenure is achievable, (Category 6) and that benefits are such that faculty members of color will join and stay with the institution (Categories 4 and 5).

▶ No matter how well leaders are briefed on the need to meet certain goals, if they aren't rewarded for meeting those goals (Categories 2 and 6) or reminded (Category 9) or educated on how to do it (Category 7), it is less likely that the goals will be met.

FOCUS ON MORE THAN ONE OR TWO ACTIVITIES

Effective D&I work is not a simple matter of focusing on one or two activities. Often we hear leaders and some D&I practitioners proclaim, "We plan to focus our resources on three things this year." Those three things may be good things to do, but they often aren't tied together strategically or may require a significant amount of promotion and communication, which isn't part of the budget. Planning like this can often fail.

For most effective D&I work, organizations will probably need to be at least a Level 3 on most of the benchmarks in the Foundation and Bridging Groups. Vision, strategy, leadership accountability, adequate resources and professional expertise, communications, assessment, and measurement are critical elements of systems that are most successful in achieving the benchmarks in the Internal and External groups. It is difficult to dismantle the GDIB model or ignore parts of it.

Go to User Tools on The Diversity Collegium website to see several examples of D&I work and other tips for effectively implementing a comprehensive, systemic D&I initiative.

THE
FIVE LEVELS

For each category, the benchmarks are divided into five levels that indicate progress toward the best practices in that category.

Going beyond Level 5 would make your institution a pioneer and probably a model for the next GDIB update.

THE FIVE LEVELS

For each category, the benchmarks are divided into five levels that indicate progress toward the best practices in that category:

LEVEL 5: BEST PRACTICE

Demonstrating current best practices in D&I; exemplary for other organizations globally.

LEVEL 4: PROGRESSIVE

Implementing D&I systemically; showing improved results and outcomes.

LEVEL 3: PROACTIVE

A clear awareness of the value of D&I; starting to implement D&I systemically.

LEVEL 2: REACTIVE

A compliance mindset; actions are taken primarily to comply with relevant laws and social pressures.

LEVEL 1: INACTIVE

No D&I work has begun; diversity and a culture of inclusion are not part of institutional mission, vision, and goals.

SCOPE OF THE GDIB

What is a benchmark?

A benchmark is another word for an institutional standard of performance. Benchmarks are usually described in language stated as an end result or outcome. They are definable levels of achievement. They help people in organizations identify and describe high-quality results or aspirations and to assess progress over time. In a young field such as D&I, it is important to develop benchmarks, since what people consider excellent work may vary significantly due to different perspectives and cultural contexts.

What is benchmarking?

Benchmarking is the process of comparing your institution to other organizations that are regarded as having successfully accomplished what your institution wants to achieve. Sometimes organizations benchmark within their institution (across divisions and regions for example); other times they benchmark across or within sectors, sizes, or industries, or with specific organizations. Such benchmarking can be time-consuming and expensive. The GDIB can effectively replace that type of benchmarking and be a more cost-effective method for discovering what others consider excellent D&I work.

Are the benchmarks in the GDIB aspirational or proven best practices?

They are proven best practices according to the collective opinion of the authors and the Expert Panelists. See the section on the Research Process on page 58. And to many, the benchmarks, especially those at the upper levels, will be aspirational. It is up to each institution to set goals to achieve the benchmarks they set for their organization.

How many benchmarks are in the GDIB?

There are a total of 266 benchmarks in 14 categories and four groups. Benchmarks in Levels 4 and 5 are the most important to strive for.

What size institution can benefit most from working with the GDIB?

Medium and large institutions would benefit most because they potentially have more resources to deploy the staff, programs, and activities needed to achieve the benchmarks. That said, we believe small institutions will also find these useful, although more customization may be required. It should be noted that small institutions may be just as capable of reaching the higher level benchmarks as medium and large ones, but the benchmarks may need to be adjusted slightly.

Do these benchmarks apply to all sectors and countries?

Yes. We have written the GDIB to apply to a broad variety of types of organizations and sectors, including for-profit, nonprofit, education, healthcare, government, and community. In our efforts to make the benchmarks as universal as possible, we have used general terminology and avoided addressing such specifics as curriculum in education, life-saving cultural interventions in healthcare, shareholder return processes, and so forth. Those specifics, however, should be developed by the institution as a part of its strategic plan and actions as described in Category 1: D&I Vision, Strategy, and Business Case. The terminology in some categories, such as Category 12: Programs and Services Development and Category 13: Marketing and Student Recruitment may need to be customized based on the sector and its stakeholders. Using familiar terminology, while keeping the intent of the benchmarks, is likely to help the GDIB be more acceptable to users.

How does the GDIB address legal requirements?

Legal requirements (such as Employment Equity and disabilities legislation) are an important aspect of D&I work. Some categories, such as Category 4: Recruitment, Retention, Development, and Advancement will be impacted by the various legal requirements in different countries more than other categories. Because legislation varies by state, province, and country, each institution using the GDIB will need to ensure compliance with legislation in its diversity work. Many organizations make it a point to state that their D&I work extends beyond what is required by law.

How can we apply GDIB, when some countries and states as well as institutions have laws or rules forbidding certain types of diversity?

We rely on the judgment and discretion of GDIB users to determine which of the benchmarks are appropriate in their situation. Furthermore, laws and rules often lag behind norms related to D&I. That said, the authors and Expert Panelists feel we have an obligation to see the world for what it should be, as well as for what it is. Without this perspective, many of the ideas and benchmarks in the GDIB would be excluded. We also recognize that idealism cannot always compensate for deep-seated social and political realities. The GDIB represents what we believe to be the highest levels of D&I work. It is up to each individual—and each institution—to determine how to balance the ideas described here with the contextual understanding that comes from living in an imperfect world.

Is there a values basis for GDIB?

Yes, indirectly. The Universal Declaration of Human Rights published by the United Nations in 1948 is a worldwide platform supporting a range of global values including Diversity and Inclusion. There are also several related UN conventions that impact D&I directly, such as the Convention for the Rights of Persons with Disabilities. In addition, in September 2015 the United Nations Heads of State and Government and High Representatives declared support for *Transforming Our World: The 2030 Agenda for Sustainable Development*. Several of its 17 Sustainable Development Goals mention inclusion directly. In keeping with this agenda, a category on Connecting D&I and Sustainability has been added to this 2016 GDIB edition.

Is the field too young to have benchmarks or standards?

Definitely not. By most accounts the D&I field has been in existence for five or six decades in some countries. Over this time, a vast collection of papers, articles, conference proceedings, books, benchmarking studies, and websites have shared collective practices many consider to be examples of quality work. While each institution or community must construct its own best practice, the GDIB can greatly aid that construction. Furthermore, when best practices are shared more broadly across countries, regions, industries, and sectors, collective advances in D&I will have a greater and more sustainable impact.

What organizations are considered best practices organizations in D&I?

Stories about D&I best practice organizations appear frequently in the professional literature, social media, and blogs, and presentations on best practices are popular at many conferences. Often these are large organizations that have been doing this work for some time, have experienced D&I functions, and invest time and resources into their efforts. It is likely that many organizations can claim best practice (GDIB Level 5) for some of the 14 categories, but not for all. We are confident that there are many other best practice organizations that are not well known. See The Diversity Collegium website for examples of organizations doing best practice work in various GDIB categories.

How do benchmarks relate to competencies and behaviors?

Benchmarks are institutional standards stated as outcomes. Competencies and behaviors describe the actions, steps, skills, knowledge, ability and capability of individuals. Clearly, meeting the higher-level benchmarks will require a high level of competence.

How can you be sure the GDIB crosses cultures?

Culture is a fluid concept. In each region of the world different diversity dimensions will be more crucial, and there will be different approaches and levels of maturity of D&I concepts and practices. Each institution in the different regions of the world should adapt and customize the GDIB to the specific characteristics of their country/culture. Culture-specific knowledge and competence is extremely important in this process.

Why isn't there a category on Institutional Culture in the GDIB?

We define institutional culture as a system of shared beliefs, values, norms, habits, and assumptions that impact the institution's environment and influence how people behave within it. The authors and Expert Panelists concluded that it would be difficult to develop a category on culture and five levels of benchmarks without making assumptions about what an institution's culture should be. That seems too prescriptive for what we are striving to accomplish with the GDIB. Just as we say that the GDIB applies to and is useful in organizations of a variety of sizes, sectors, and approaches, GDIB is also useful in a variety of institutional cultures.

In addition, certain aspects of institutional or national cultures may assist or hinder the implementation of D&I initiatives and/or the ability of an organization to achieve the benchmarks. These aspects of institutional or national culture should be taken into account when embarking on any D&I initiative or strategy.

THE FOUNDATION GROUP

⏢ *Drive the Strategy*

The three categories we consider foundational are those used to build a D&I initiative. They are necessary to the effective operation of all other categories. The authors and Expert Panelists state that it is difficult to have an effective D&I program without being at least a Level 3 in all of the categories in the foundation group.

▶ Go to www.diversitycollegium.org for user-friendly checklists formatted for rating your institution.

⏁ Drive the Strategy

▸ *Develop a strong rationale for D&I vision and strategy and align it to institutional goals.*

▸ *Hold leaders accountable for implementing the institution's D&I vision, setting goals, achieving results, and being role models.*

▸ *Provide dedicated support and structure with authority and budget to effectively implement D&I.*

FOUNDATION
Drive the Strategy

• Vision   • Leadership   • Structure

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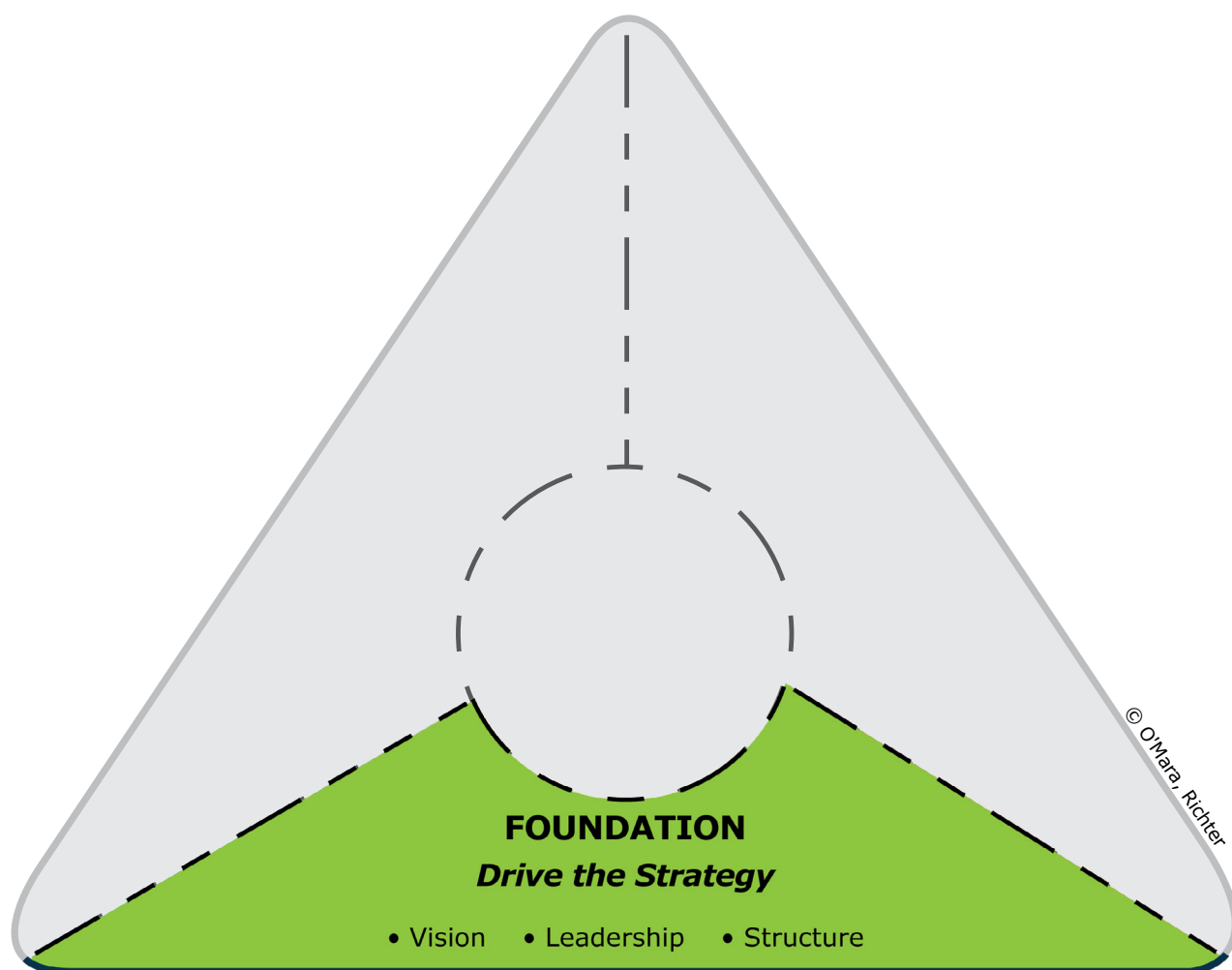
Global Diversity & Inclusion Benchmarks

CATEGORY 1: D&I VISION, STRATEGY, AND BUSINESS CASE

Action: Develop a strong rationale for D&I vision and strategy and align it to institutional goals.

D&I is embedded in the values, culture, and processes of the institution and plays an integral part in achieving growth and success. There is a clear D&I vision and an explicit understanding of the rationale or business case, which allows for the development of measurements to track progress towards meeting D&I goals. There is clear evidence that accomplishing D&I goals leads to institutional success. The institution is a known leader in D&I and is frequently benchmarked by other organizations.

CATEGORY 1: D&I VISION, STRATEGY, AND BUSINESS CASE

LEVEL 5: BEST PRACTICE

☐ **1.1** D&I is embedded in institutional culture and is not seen as an isolated program but rather as a core value, a source of innovation, and a means to growth and success.

☐ **1.2** All the major components of D&I work, including vision, strategy, business case or rationale, goals, policies, principles, and competencies, are regularly reviewed.

☐ **1.3** The D&I strategy contributes to specific accomplishments and the institution's overall success in observable, measurable ways.

☐ **1.4** The institution is known as a leader in D&I and is frequently acknowledged, cited, and benchmarked for its pioneering D&I accomplishments.

LEVEL 4: PROGRESSIVE

☐ **1.5** The institution's D&I vision and goals, as well as the requirement to embed equity, prevent harassment, and reduce discrimination, are fully supported and rewarded.

☐ **1.6** The majority of stakeholders acknowledge that D&I is important for contributing to the success of the institution.

☐ **1.7** D&I competencies that help achieve the D&I strategy are demonstrated by a majority of employees.

☐ **1.8** D&I is well integrated into the institution's strategy.

LEVEL 3: PROACTIVE

☐ **1.9** The institution has examined its systems, practices, requirements, and institutional culture and created strategies to reduce barriers to inclusion.

☐ **1.10** A compelling D&I vision, strategy, and business case has been developed and communicated to all employees. It describes the multiple ways that individuals, teams, and the institution benefit from D&I.

☐ **1.11** D&I is defined broadly to include dimensions beyond gender, age, disability, and other characteristics.

☐ **1.12** D&I qualitative and quantitative goals that include input from a variety of internal and external stakeholders are being developed.

LEVEL 2: REACTIVE

☐ **1.13** If a D&I strategy exists, it is limited only to human resource functions.

☐ **1.14** D&I is narrowly defined, referring only to some underrepresented groups. The focus is primarily on numbers of people from various groups represented at different institutional levels.

☐ **1.15** Equal opportunity, disability access, age discrimination, or other diversity-related policies have been adopted primarily to meet compliance requirements and prevent damaging legal action or publicity.

LEVEL 1: INACTIVE

☐ **1.16** There is no D&I vision, strategy, imperative, business case, goals, policies, principles, or program.

☐ **1.17** There is no linkage of D&I to the vision, mission, and goals of the institution.

CATEGORY 2: LEADERSHIP AND ACCOUNTABILITY

Action: Hold leaders accountable for implementing the institution's D&I vision, setting goals, achieving results, and being role models.

Leaders and board members view the accomplishment of D&I goals and objectives as an important part of their responsibilities. They publicly support internal and external diversity-related activities. They are seen as change agents and role models when it comes to D&I, routinely discuss the importance of D&I, and provide consistent, visible D&I leadership. Leaders are held accountable for implementing the D&I strategy. They provide D&I coaching and development to those they manage.

CATEGORY 2: LEADERSHIP AND ACCOUNTABILITY

LEVEL 5: BEST PRACTICE

☐ **2.1** A large majority of students and employees across an array of diversity dimensions rate their leaders as treating them fairly and inclusively.

☐ **2.2** Management performance, pay, bonuses, and promotions are tied to a variety of D&I indicators.

☐ **2.3** Leaders are seen as change agents and role models and inspire others to take individual responsibility and become role models themselves.

☐ **2.4** Leaders and board members publicly support internal and external diversity-related initiatives, even if they are perceived to be controversial.

☐ **2.5** Leaders and board members understand that D&I is systemic. They are fully committed to holding people at all levels accountable for achieving the D&I objectives.

LEVEL 4: PROGRESSIVE

☐ **2.6** Leaders are involved in D&I initiatives, communicate the D&I strategy, and provide recognition for D&I champions and advocates.

☐ **2.7** Leaders hold themselves and others responsible for achieving the D&I goals and objectives.

☐ **2.8** The board of directors is diverse, is engaged in D&I issues, and holds the leadership team accountable for achieving the D&I strategy.

☐ **2.9** Managing D&I is an essential leadership competency and leaders are rated on it.

LEVEL 3: PROACTIVE

☐ **2.10** Leaders are knowledgeable about D&I and accept managing D&I as one of their responsibilities.

☐ **2.11** Leaders willingly write and speak internally and publically about the institution's D&I efforts.

☐ **2.12** Leaders engage in D&I issues important to students and employees and are actively involved in diversity networks.

☐ **2.13** To increase their knowledge and competence, leaders seek coaching in D&I and provide coaching and mentoring to others.

LEVEL 2: REACTIVE

☐ **2.14** Leaders are generally unfamiliar with D&I and require instructions or scripts to discuss it.

☐ **2.15** Although leaders accept some responsibility for D&I, the focus is mainly on compliance.

☐ **2.16** Leaders consistently avoid or are reluctant to address challenging D&I situations.

LEVEL 1: INACTIVE

☐ **2.17** There is little or no leadership involvement or accountability for D&I.

☐ **2.18** Leaders consistently see differences primarily as problematic rather than as opportunities for enrichment, progress, and success.

CATEGORY 3: D&I STRUCTURE AND IMPLEMENTATION

Action: Provide dedicated support
and structure with authority and budget
to effectively implement D&I.

As a reflection of the importance of D&I, there is a dedicated person with D&I expertise on the senior administrative team. This leader interacts with and has full access to leaders and the board, and, if the institution's size merits it, has a professional staff dedicated to D&I. In addition, D&I networks, teams or committees within the institution champion D&I initiatives, using a D&I view to assess institutional processes and practices. D&I leaders have an adequate budget to implement the strategy.

CATEGORY 3: D&I STRUCTURE AND IMPLEMENTATION

LEVEL 5: BEST PRACTICE

☐ **3.1** The most senior D&I professional is an equal and influential partner on the senior leadership team.

☐ **3.2** Leaders at all levels lead the institution's D&I initiatives and are regarded as D&I champions.

☐ **3.3** Diversity networks serve as partners and advise on recruitment, retention and completion, communications, risk management, product and service development, community engagement, and other institutional issues.

☐ **3.4** D&I is well integrated into core organizational systems and practices.

LEVEL 4: PROGRESSIVE

☐ **3.5** The institution provides adequate resources, staffing, and support to help ensure implementation of its D&I strategy.

☐ **3.6** The D&I function is headed by an influential leader who is knowledgeable about D&I.

☐ **3.7** D&I councils/committees are composed of line and staff leaders representing the diversity of the institution.

☐ **3.8** Diversity networks are recognized as credible, valued resources to the institution.

☐ **3.9** Departments or divisions have D&I councils/committees in alignment with the institution's strategy.

LEVEL 3: PROACTIVE

☐ **3.10** There is a D&I champion/leader and staff with responsibility for D&I.

☐ **3.11** A few diversity networks with budget and resources exist.

☐ **3.12** An institution-wide D&I council/committee is given visible support by leaders, represents internal stakeholders, and impacts D&I efforts.

☐ **3.13** Some budget has been allocated to cover D&I implementation.

☐ **3.14** The D&I staff are hired for their competence and their ability to bring diverse perspectives to the work and not just because they represent an identity group traditionally labeled as underrepresented.

☐ **3.15** If the institution has labor unions or similar groups, they are engaged in D&I efforts.

☐ **3.16** D&I staff are called upon for advice, counsel, and content expertise.

LEVEL 2: REACTIVE

☐ **3.17** D&I is simply an additional duty of student affairs/services/support, human resources, legal, or other department.

☐ **3.18** Diversity networks and D&I committees may exist, but they have no real power, influence, or resources.

LEVEL 1: INACTIVE

☐ **3.19** There is no institutional structure or budget for D&I.

☐ **3.20** No one in the institution has formal responsibility for addressing D&I issues.

THE INTERNAL GROUP

Attract & Retain People

The four categories in the Internal Group focus primarily on strengthening the institution and the effectiveness of leaders and employees. Traditionally, many D&I programs emphasize categories in the Internal Group. One reason is that this group is often part of the Student Affairs/Support/Services or Human Resources function, which traditionally is where D&I has been placed on the organization chart. However, consideration should be made to positioning D&I as a separate function where it can effectively work with other functions and departments.

▶ Go to www.diversitycollegium.org for user-friendly checklists formatted for rating your institution.

⏣ Attract & Retain People

▸ *Ensure that D&I is integrated into recruitment, talent development, advancement, and retention of employees.*

▸ *Achieve work-life integration and flexibility.*

▸ *Ensure that job design and classification are unbiased, and compensation is equitable.*

▸ *Educate leaders and employees so they have a high level of D&I competence.*

INTERNAL

Attract & Retain People

- Recruitment & Development

- Benefits

- Compensation

- Learning

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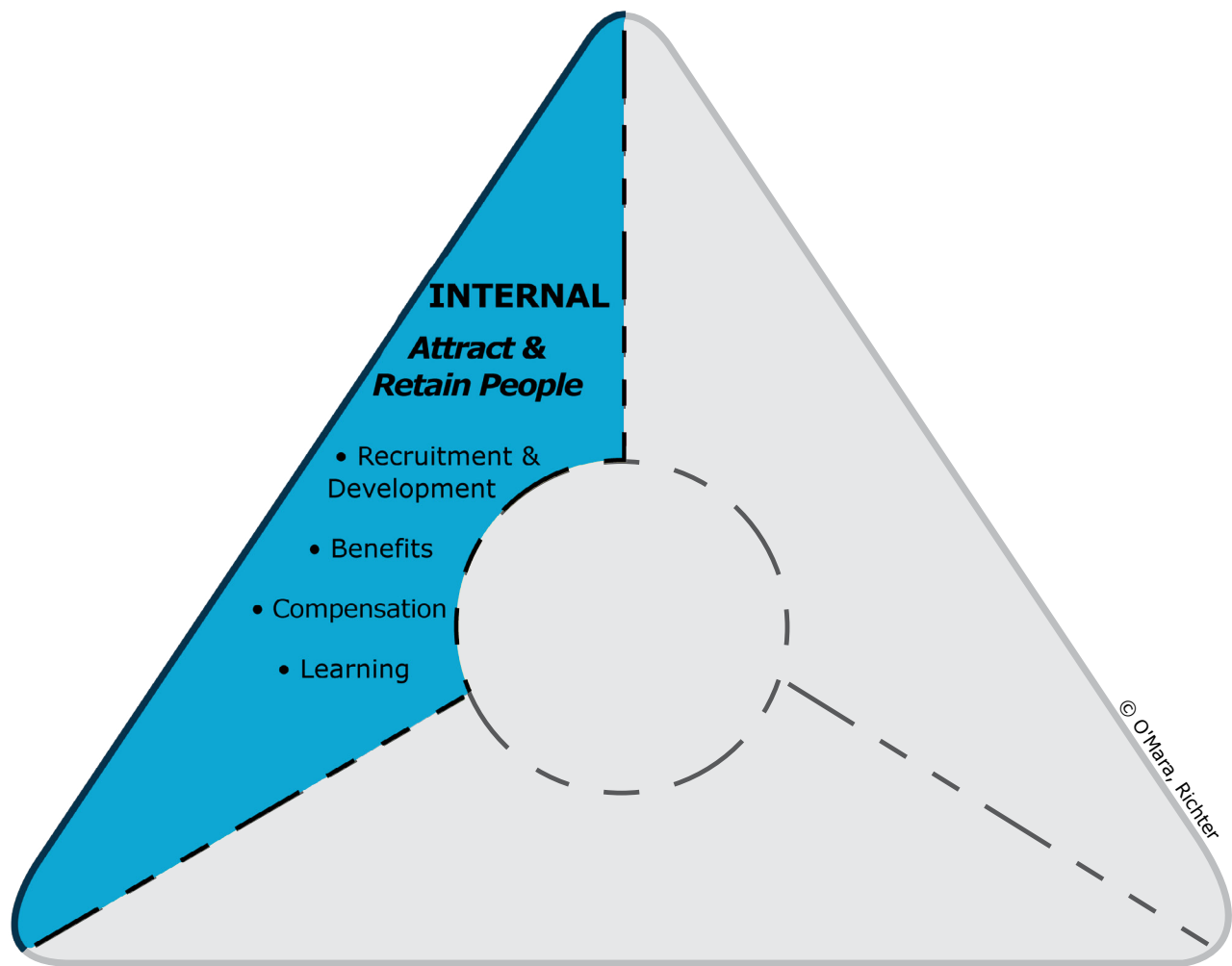
Global Diversity & Inclusion Benchmarks

CATEGORY 4: RECRUITMENT, RETENTION, DEVELOPMENT, AND ADVANCEMENT

Action: Ensure that D&I is integrated into recruitment, talent development, advancement, and retention of employees.

A conscious effort is made to attract applicants from different diversity dimension groups to achieve and maintain a workforce that shows diversity across levels and functions. Search firms are required to provide diverse candidates. Advertising is targeted to diverse communities, diversity on interviewing panels is standard, and staffing/hiring managers are educated on the impact of bias. High-potential talent from backgrounds not represented in a balanced way across the organization are provided with coaching, mentoring, and sponsorship opportunities. Turnover of underrepresented groups is in parity with that of the majority group.

CATEGORY 4: RECRUITMENT, RETENTION, DEVELOPMENT, AND ADVANCEMENT

LEVEL 5: BEST PRACTICE

☐ **4.1** The institution's talent development processes have resulted in equitable and accessible recruitment, retention, and completion, and advancement and a pervasive feeling of inclusion.

☐ **4.2** The workforce across all levels and functions is generally representative of the institution's labor markets.

☐ **4.3** The institution's reputation for quality D&I efforts enhances its ability to attract and retain employees who contribute to outstanding institutional results.

☐ **4.4** Turnover of members of underrepresented groups is in parity with that of the majority group.

LEVEL 4: PROGRESSIVE

☐ **4.5** Recruitment includes advertising on diversity-focused career websites, using social media, and networking with internal and external diversity groups.

☐ **4.6** Recruitment and selection panels understand how bias enters into recruiting and therefore include members knowledgeable about the diverse population the institution wants to attract and advance.

☐ **4.7** Special efforts are made to place members of underrepresented groups in positions that serve as succession pools for future promotion.

☐ **4.8** Employees are encouraged to consider development opportunities and positions outside their current functional, technical, or professional area.

☐ **4.9** Development through self-assessment, coaching, mentoring, and participating in projects where accomplishments can become known is open and encouraged.

☐ **4.10** Employees are exposed to a variety of cultures, markets, values, and practices as part of development and retention.

☐ **4.11** High potential talent is provided with internal coaches, mentors, and external coaching opportunities to maximize performance and develop advanced careers.

LEVEL 3: PROACTIVE

☐ **4.12** The workforce is beginning to reflect the diversity found in the institution's qualified labor market, but there is still underutilization of certain groups in mid-level and senior-level positions and some functions.

☐ **4.13** Managers are educated in understanding differences and the impact their biases may have on selection, development, and advancement decisions.

☐ **4.14** External search firms are selected based in part on their expertise in diversity recruiting.

☐ **4.15** The institution offers a variety of development programs and encourages employees to take advantage of them.

☐ **4.16** The institution attempts to remove biases based on personality type; for example, showing or restraining emotions won't be seen as a barrier.

LEVEL 2: REACTIVE

☐ **4.17** The hiring focus is based primarily on representation to meet diversity or equity goals or targets.

☐ **4.18** Recruitment practices do not include diverse candidates as a matter of procedure for all positions.

☐ **4.19** Development and advancement systems do not focus on including diverse candidates.

☐ **4.20** Recruitment and development systems do not take into account how people from different cultures and backgrounds may respond to interview questions.

LEVEL 1: INACTIVE

☐ **4.21** There is no effort to recruit, select, advance, or retain employees from diverse underrepresented groups at any level.

☐ **4.22** Other than a short statement that the institution has an equal opportunity or similar policy, there is no mention of D&I in the institution's public messaging.

CATEGORY 5: BENEFITS, WORK-LIFE INTEGRATION, AND FLEXIBILITY

Action: Achieve work-life integration and flexibility.

Flexible work options are widely available. They are actively promoted and recognized as enhancements of productivity. As such, their use is encouraged and is not seen as career limiting. Benefits and services that are specific to the diverse needs and wants of the employee are provided and updated based on research-driven innovative ideas and on-going assessment of employee needs. Some examples are: subsidized dependent-care, lactation rooms, eldercare, emergency care, fitness programs, and paid leave. Accommodations for religious practices, persons with disabilities, and other special needs are achieved with care and consideration and beyond legal requirements.

CATEGORY 5: BENEFITS, WORK-LIFE INTEGRATION, AND FLEXIBILITY

LEVEL 5: BEST PRACTICE

☐ **5.1** Most leaders model work-life integration.

☐ **5.2** Part-time, job sharing, and other flexible work arrangements are available for all appropriate positions. Their use, which leaders encourage, does not negatively impact employee performance or advancement.

☐ **5.3** The institution accepts and recognizes diversity in language and accents, dress, religion, physical appearance, and non-traditional schedules as fully legitimate.

☐ **5.4** A comprehensive range of flexible benefits and services, including education, health, and counseling, is provided.

☐ **5.5** Based on research and assessment, benefits and services are regularly adapted to changing conditions, technology, and innovative ideas.

LEVEL 4: PROGRESSIVE

☐ **5.6** Paid leave beyond what is legally required is provided and used. This may include care giving for spouses, domestic partners, children, and adult dependents.

☐ **5.7** Work-at-home, job-sharing, and part-time work is provided for select positions.

☐ **5.8** The institutional culture is accepting of those who work flexible schedules.

☐ **5.9** Health and wellness benefits include education, clinics, fitness centers, employee assistance programs, and preventive healthcare, including mental health issues.

☐ **5.10** Family-friendly services include subsidized childcare and eldercare (on-site or outsourced), lactation rooms, and emergency care.

☐ **5.11** Accessibility and accommodation for religious practices, persons with disabilities, and other special needs are accepted and do not negatively impact the perception of performance.

☐ **5.12** Policies and practices guard against favoritism and are applied equitably across the institution in a culturally sensitive way.

☐ **5.13** An inclusive concept of family guides determination of benefits and participation in organizational events.

LEVEL 3: PROACTIVE

☐ **5.14** Paid leave is provided for healthcare, civic responsibilities, bereavement, and so forth.

☐ **5.15** Religious practices and cultural holidays are mostly accommodated even if they are not the holidays of the majority.

☐ **5.16** Flexibility in personal appearance and one's workspace is allowed for most employees, provided it is done in a culturally sensitive way.

☐ **5.17** Technology support for mobility, disabilities, and flexible work arrangements are available for select employees.

LEVEL 2: REACTIVE

☐ **5.18** Benefit programs generally are "one-size-fits-all" and their value or relevance to employees is not monitored.

☐ **5.19** Work schedules are generally traditional, inflexible, and compliance-driven.

☐ **5.20** Flexibility may be misunderstood, applied unfairly, or perceived as favoritism.

☐ **5.21** Language and physical access are accommodated only when legally required.

LEVEL 1: INACTIVE

☐ **5.22** Only legally required employee benefits and services are provided.

☐ **5.23** There is little or no provision for childcare and family needs, schedule flexibility, or work leave.

CATEGORY 6: JOB DESIGN, CLASSIFICATION, AND COMPENSATION

Action: Ensure that job design and classification are unbiased and compensation is equitable.

The institution systematically reviews job requirements, classifications, and compensation for bias and adverse impact. Job descriptions and requirements are clear and do not include non-job-related factors. The institution designs jobs to accommodate—as much as possible—individual needs as well as institutional needs. Remuneration is based on performance. Compensation analyses are conducted regularly to ensure that biases based on race, ethnicity, age, gender, function, and other potential equity issues are significantly reduced.

CATEGORY 6: JOB DESIGN, CLASSIFICATION, AND COMPENSATION

LEVEL 5: BEST PRACTICE

☐ **6.1** The institution maintains equitable internal and external compensation and job classification practices.

☐ **6.2** Innovative job design results in employees being paid for performance rather than "putting in time," and enables flexible work options.

☐ **6.3** Inequitable previous compensation systems have been addressed and individuals compensated.

☐ **6.4** Classification and compensation systems have been modified to address conscious and unconscious biases and assumptions.

LEVEL 4: PROGRESSIVE

☐ **6.5** The institution adds additional compensation for parental leave beyond what the law requires.

☐ **6.6** Job requirements and descriptions are clear and not confused by non-job-related factors such as gender, gender-identity, school graduated from, religion, age, sexual orientation, disability, appearance preferences, or culturally specific behaviors.

☐ **6.7** There is increased acceptance of flexibility and variety in job design to accommodate employee needs for part-time work, working non-standard hours, working remotely, and taking leave for personal or other reasons.

☐ **6.8** The institution ensures that annual compensation gap analyses are conducted to confirm that biases based on age, disability, gender, institutional function, race, and other potential equity issues are dealt with appropriately.

LEVEL 3: PROACTIVE

☐ **6.9** Jobs are designed to align individual needs with institutional needs as much as possible.

☐ **6.10** The institution systematically reviews its job requirements, classifications, and compensation practices for bias and takes action to mitigate adverse impact.

☐ **6.11** Classification/grading and compensation/remuneration systems are widely communicated to and understood by employees.

☐ **6.12** An analysis and design of jobs has resulted in some flexibility for groups requiring it.

LEVEL 2: REACTIVE

☐ **6.13** Some written procedures exist for classifying jobs and determining compensation, but these are frequently determined by supervisors' personal preferences.

☐ **6.14** There is a policy on pay equity, but the institution does not conduct an analysis to ascertain if the policy is followed.

☐ **6.15** Pay equity is measured and audited only if required by law.

LEVEL 1: INACTIVE

☐ **6.16** The institution lacks systematic methods for classifying jobs or determining employee compensation.

☐ **6.17** Based on stereotypes involving language, gender, age, culture, or disability, some jobs are thought to be "a better fit" for certain groups.

CATEGORY 7:
D&I LEARNING AND EDUCATION

Action: Educate leaders and employees so they have a high level of D&I competence.

Leaders and employees throughout the institution receive D&I training that is specific to their area and level and focused on achieving the institution's goals. Discussion and consideration of D&I issues are integrated into all learning and education programs and events. Programs may focus on either general D&I or specific dimensions of diversity, such as disability, gender identity, sexual orientation, generations, culture, and religion. Issues such as racism, sexism, ageism, classism, heterosexism, prejudice, discrimination, conscious and unconscious bias are addressed with sensitivity, conviction, and compassion.

CATEGORY 7: D&I LEARNING AND EDUCATION

LEVEL 5: BEST PRACTICE

☐ **7.1** D&I is integrated into all learning and advances the institution's strategy.

☐ **7.2** A variety of innovative D&I tools, including both extensive self-directed and instructor-led learning resources, are accessible to all regardless of location.

☐ **7.3** Learning from D&I best practices leads the way in creating new institutional culture, structures, services, and programs that impact performance and sustainability.

☐ **7.4** Challenging and sometimes controversial issues such as racism, sexism, ageism, classism, heterosexism, religious bias, stereotype threat, and unconscious bias are effectively addressed with sensitivity, fairness, conviction, and compassion.

LEVEL 4: PROGRESSIVE

☐ **7.5** D&I professionals, experts in learning methods and cross-cultural education, and institutional leaders are involved in the development, delivery, and reinforcement of D&I learning and education.

☐ **7.6** A variety of innovative learning methods are used, including classroom, self-study, experiential, eLearning, assessment, social learning, social media, videos, games, and case studies to meet D&I learning needs.

☐ **7.7** Programs focused on specific dimensions of diversity, such as disability, gender and gender identity, sexual orientation, social class, generations, culture, religion, race, and ethnicity are offered based on identified needs.

☐ **7.8** Employees and, if needed, their families receive cultural competency training and other support when relocating internationally, visiting different locales, returning from international assignments, or when working with international teams.

☐ **7.9** D&I learning and education is an on-going, multi-year, developmental curriculum that takes individuals through graduated stages of learning.

LEVEL 3: PROACTIVE

☐ **7.10** D&I is integrated into the institution's overall learning and education programs, including employee orientation, Student Services/Support/Life, and management programs.

☐ **7.11** D&I learning opportunities are developed in multiple languages if needed, and offered in a variety of accessible formats.

☐ **7.12** Programs address sometimes-sensitive issues of privilege, stereotypes, bias, and "isms" and include development of skills to address those issues.

☐ **7.13** D&I experts or learning professionals build D&I into every stage of the learning design and/or conduct the D&I learning programs.

☐ **7.14** The institution encourages cultural celebrations and institution-wide activities that combine social interaction with D&I learning.

☐ **7.15** In addition to general D&I education, employees also receive training to implement the D&I strategy. It includes content specific to their level and areas of responsibility.

LEVEL 2: REACTIVE

☐ **7.16** D&I learning is brief and focused only on educating employees about policies, meeting legal requirements, or assisting with language use.

☐ **7.17** Persons designing and delivering learning do not have specific expertise in D&I.

☐ **7.18** D&I programs are primarily "off-the-shelf" and not tailored for local needs and issues.

LEVEL 1: INACTIVE

☐ **7.19** There are no formal D&I learning or education activities.

☐ **7.20** There is little D&I awareness, knowledge, or understanding.

THE BRIDGING GROUP

⏛ *Align & Connect*

The three categories in this group provide critical linkages that bridge foundational work with the internal and external focus of D&I in the institution. It would be difficult for any of the benchmarks in the other Groups to be achieved without effective work in the Bridging Group.

▶ Go to www.diversitycollegium.org for user-friendly checklists formatted for rating your institution.

⏣ *Align & Connect*

▶ *Ensure that assessment, measurement, and research guide D&I decisions.*

▶ *Make communication a crucial force in achieving the institution's D&I goals.*

▶ *Connect the D&I and Sustainability initiatives to increase the effectiveness of both.*

BRIDGING

Align & Connect

- Assessment
- Communications
- Sustainability

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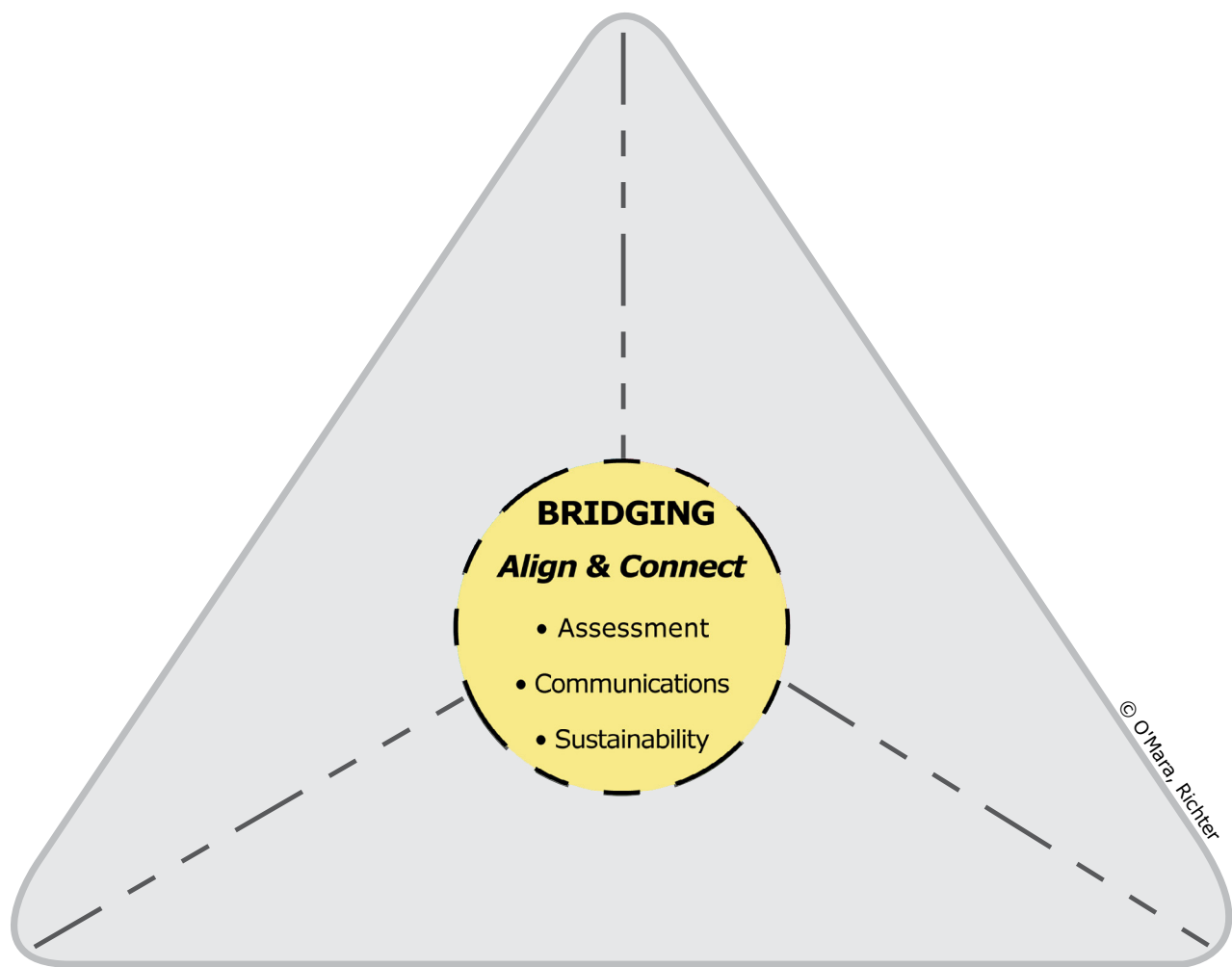
Global Diversity & Inclusion Benchmarks

CATEGORY 8: ASSESSMENT, MEASUREMENT, AND RESEARCH

Action: Ensure that assessment, measurement, and research guide D&I decisions.

D&I measures are included in the institution's reporting processes, are explicitly linked to strategy, and have an impact on leaders' compensation. The views of stakeholders are a major factor in measuring D&I performance for both the institution and individuals. The measurements include attitudes, opinions and culture, and a mix of quantitative and qualitative measures. Information on all aspects of D&I is gathered and evaluated using such practices as 360-degree feedback, focus groups, and opinion/engagement surveys. The institution is committed to D&I research.

CATEGORY 8: ASSESSMENT, MEASUREMENT, AND RESEARCH

LEVEL 5: BEST PRACTICE

☐ **8.1** In-depth D&I assessments covering behavior, attitude, and perception are regularly conducted for the overall institution and within institutional units and feed into strategy and implementation.

☐ **8.2** D&I measurements are included as part of the institution's overall performance, linked to the institutional strategy, and tied to compensation, and publically shared.

☐ **8.3** The institution has demonstrated significant annual improvements in meeting D&I goals consistently over several years.

☐ **8.4** The institution is known for its investment in D&I research and in sharing the findings publicly.

LEVEL 4: PROGRESSIVE

☐ **8.5** Integrated, multiple approaches to monitoring and evaluating D&I goals are conducted to track their impact and effectiveness and make improvements when necessary.

☐ **8.6** Institutional culture is monitored through cultural audits and employee opinion surveys using varied diversity dimensions.

☐ **8.7** The organization invests in research to study D&I for both internal and external purposes.

☐ **8.8** All employees are measured on their performance based on D&I goals set by the institution.

☐ **8.9** The institution can clearly demonstrate institutional improvements from meeting D&I goals.

LEVEL 3: PROACTIVE

☐ **8.10** Assessment tools and quantitative monitoring techniques are used to measure progress on recruitment, retention, compensation, and other D&I elements.

☐ **8.11** Information from tools such as 360-degree feedback, focus groups, interviews, and opinion/engagement surveys from employees, former employees, and students helps to shape future D&I initiatives.

☐ **8.12** Leaders are individually measured on the execution and accomplishment of D&I goals specific to their areas of responsibility.

☐ **8.13** Internal and external best practices are studied and benchmarking or other credible metrics, both qualitative and quantitative, are used to improve the institution's D&I efforts.

LEVEL 2: REACTIVE

☐ **8.14** Some feedback on D&I is solicited in employee and customer surveys, market research, internal reviews, or student studies, but there is no follow-up, no rewards, and no consequences for poor performance.

☐ **8.15** Representation of members of groups of some diversity dimensions are monitored, but only if required by law.

☐ **8.16** Measurements are primarily based on past negative indicators, such as turnover, lawsuits, and complaints.

LEVEL 1: INACTIVE

☐ **8.17** There are no assessments to gather information about diverse employee or student needs and concerns, or about institutional culture or employee engagement.

☐ **8.18** There is no attempt or effort to evaluate or monitor diversity-related issues or D&I progress.

CATEGORY 9:
D&I COMMUNICATIONS

Action: Make communication a crucial force in achieving the institution's D&I goals.

Communications professionals are educated about D&I. All internal and external communication is fully accessible and available in multiple formats and languages. D&I topics are easily and quickly located on the institution's internal and external websites. Information is thorough, fully accessible, and regularly updated. D&I communication is frequent, ongoing, innovative, and contributes to an enhanced reputation for the institution. Progress on reaching D&I vision and goals is reported publicly and regularly.

CATEGORY 9: D&I COMMUNICATIONS

LEVEL 5: BEST PRACTICE

☐ **9.1** The institution has branded its D&I initiative internally and externally enhancing the institution's reputation.

☐ **9.2** D&I topics are easily and quickly located on the institution's internal and external web-sites. Information is thorough, fully accessible, and regularly updated.

☐ **9.3** D&I communication is frequent, ongoing, innovative, and contributes to an enhanced reputation for the institution.

LEVEL 4: PROGRESSIVE

☐ **9.4** Communications professionals and speechwriters are educated about D&I and include D&I messages in general institutional communications.

☐ **9.5** The institution's communication functions – community affairs, employee communications, public relations, and student recruitment, retention and completion, marketing – consistently promote D&I.

☐ **9.6** Although employees and students are expected to access information on D&I on the institution's website, information is also sent frequently and systematically to employees, students, and alumni.

☐ **9.7** Leaders share D&I information with stakeholders, including survey results, and successes and failures.

☐ **9.8** All internal and external communication is fully accessible and available in multiple formats and languages if needed by stakeholders.

LEVEL 3: PROACTIVE

☐ **9.9** The institution encourages employees and students to discuss D&I and provide input to the institution.

☐ **9.10** Through a variety of methods—a website, newsletter, email, social media, and events—employees and students learn about the D&I vision, strategy, and goals.

☐ **9.11** The institution integrates D&I into many aspects of communication by aligning D&I with institutional goals and issues.

☐ **9.12** Translations and other accessible formats are provided when needed. Communication is location-sensitive across countries and languages.

☐ **9.13** Communication reflects awareness and knowledge of diversity, including recognition of cultural influences, to enhance inclusion.

☐ **9.14** The institution's external website features information about its D&I vision, strategy, goals, and results.

LEVEL 2: REACTIVE

☐ **9.15** D&I communication is done solely to re-mind or educate employees and students about adhering to policy and compliance requirements.

☐ **9.16** The majority of D&I communication is disseminated by councils/committees or diversity networks rather than through regular organizational channels and thereby seen as not officially endorsed by the organization.

LEVEL 1: INACTIVE

☐ **9.17** There is no explicit communication about D&I.

☐ **9.18** Discussions on D&I are perceived to be risky and are avoided.

☐ **9.19** Institutional communication is not analyzed or adjusted for appropriateness regarding D&I.

CATEGORY 10: CONNECTING D&I AND SUSTAINABILITY

Action: Connect the D&I and Sustainability initiatives to increase the effectiveness of both.

The institution connects and aligns D&I and sustainability initiatives. The strategies for each initiative support the other, and many opportunities for collaboration make both initiatives stronger. Leaders and practitioners in sustainability participate in the D&I initiative and vice versa. Both work with various stakeholders and report progress to stakeholders regularly.

CATEGORY 10: CONNECTING D&I AND SUSTAINABILITY
Before using the following benchmarks, please read the section on pages 8 to 11: Connecting D&I and Sustainability.

LEVEL 5: BEST PRACTICE

☐ **10.1** D&I is integral to the overall and long-term success and sustainability of the institution and all its stakeholders. Sustainability is fully integrated into the D&I strategy and vice versa.

☐ **10.2** The institution takes a leadership role in influencing and supporting the connection of D&I and sustainability initiatives locally and globally.

☐ **10.3** D&I communication is frequent, ongoing, innovative, and contributes to an enhanced reputation for the institution.

☐ **10.4** The institution has evidence that its sustainability and D&I initiatives benefit from their alignment with each other and show more meaningful impact than if they were separate and unconnected initiatives.

☐ **10.5** D&I results reflect actions in at least three of the following aspects of sustainability as defined by the United Nations—People, Planet, Prosperity, Peace, or Partnership.

LEVEL 4: PROGRESSIVE

☐ **10.6** D&I leaders participate actively in the institution's sustainability initiative. Likewise, sustainability leaders participate actively in the D&I initiative.

☐ **10.7** The institution adapts its sustainability strategy, policies, and practices with input, consultation, and collaboration of diverse stakeholder groups.

☐ **10.8** D&I results reflect actions in at least two of the following aspects of sustainability— People, Planet, Prosperity, Peace, or Partnership.

☐ **10.9** The institution reports to all stakeholders on its progress regarding D&I aspects of sustainability.

LEVEL 3: PROACTIVE

☐ **10.10** The institution has a sustainability strategy, which recognizes the linkage between D&I and sustainability.

☐ **10.11** The institution is involved publicly, supports financially, and advocates for one or more D&I and sustainability initiatives, whether global, regional, or issue-specific.

☐ **10.12** The institution makes a concerted effort to integrate diverse voices and perspectives early and often in all sustainability efforts.

☐ **10.13** D&I results reflect actions in at least one of the following aspects of sustainability: People, Planet, Prosperity, Peace, or Partnership.

LEVEL 2: REACTIVE

☐ **10.14** There is some effort to connect D&I with institutional goals relating to sustainability, such as community development partnerships, volunteerism, or peace-building activities.

☐ **10.15** There is some involvement in incorporating D&I in institutional and societal goals, such as including a diverse array of external stakeholders in assessing how the institution's practices affect its wider community.

LEVEL 1: INACTIVE

☐ **10.16** There is no institutional connection between D&I and sustainability.

THE EXTERNAL GROUP

⏃ *Listen to & Serve Community*

The four categories in this group relate to how the institution offers its programs and services and interacts with its students and other stakeholders.

The External Group is critically important because it is through an emphasis on these categories that the most direct results of the institution's D&I rationale/business case will be shown.

▶ Go to www.diversitycollegium.org for user-friendly checklists formatted for rating your institution.

⊿ *Listen to & Serve Community*

▸ *Advocate for D&I progress within local communities and society at large.*

▸ *Embed D&I in program and service development to serve diverse students and employees.*

▸ *Integrate D&I into marketing and student recruitment.*

▸ *Promote and nurture a diverse supplier base and encourage suppliers to advocate for D&I.*

EXTERNAL
Listen to & Serve Society

- Social Responsibility
- Programs & Services
- Marketing & Student Recruitment
- Supplier Diversity

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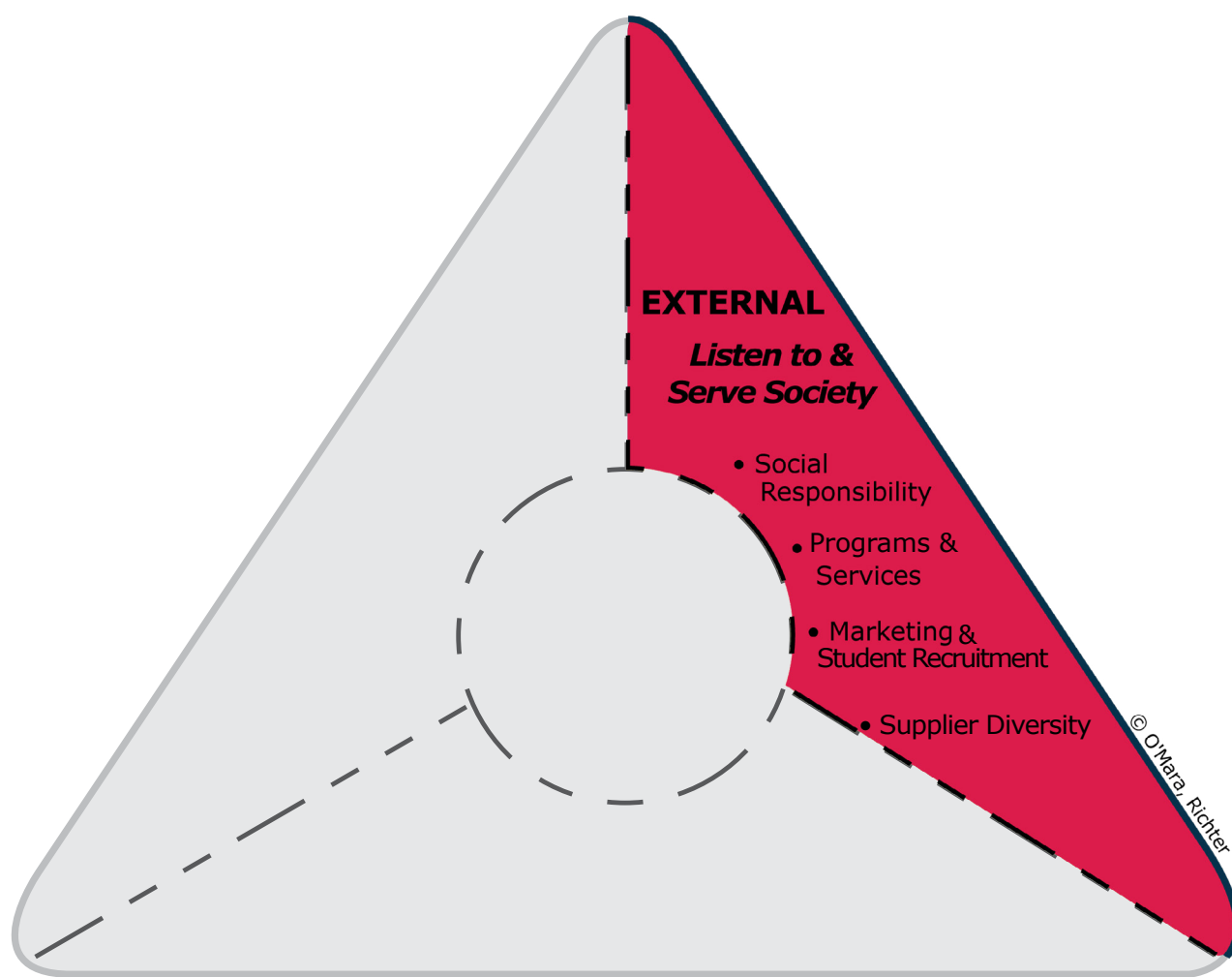
Global Diversity & Inclusion Benchmarks

CATEGORY 11: COMMUNITY, GOVERNMENT RELATIONS, AND SOCIAL RESPONSIBILITY

Action: Advocate for D&I progress within local communities and society at large.

The institution is a recognized leader for supporting and advocating for D&I interests in government and societal affairs aligned with its strategy and objectives. The institution is socially responsible, generous in supporting other organizations in their D&I initiatives, and provides support for the advancement of D&I in the community. Employees and students are encouraged to participate and support various community projects.

CATEGORY 11: COMMUNITY, GOVERNMENT RELATIONS, AND SOCIAL RESPONSIBILITY

LEVEL 5: BEST PRACTICE

☐ **11.1** Employee time and labor are provided for a wide variety of community projects; employees may receive additional compensation or rewards recognizing their community involvement.

☐ **11.2** Institutional facilities serve and promote economic growth of the whole community, particularly communities that have been historically denied access to resources, or are presently in the greatest need.

☐ **11.3** The institution leads in supporting and advocating for diversity-related interests in government and societal affairs.

☐ **11.4** The institution is generous in supporting and assisting other institutions in their D&I initiatives and in promoting the advancement of D&I and social responsibility in the community.

☐ **11.5** The institution's D&I initiatives in the community are treated as more than philanthropy. They are perceived as a core function mainstreamed into institutional strategy.

LEVEL 4: PROGRESSIVE

☐ **11.6** The institution expresses support for the principles enshrined in the UN's Universal Declaration of Human Rights and the Global Compact and reflects this in both intent and in action.

☐ **11.7** Community involvement reflects long-range planning and supports most segments of the population.

☐ **11.8** The institution supports scholarship and internship programs for underrepresented populations that have a positive impact on both the community and the organization's future labor force.

☐ **11.9** Employees are encouraged to volunteer in their community. In some cases, the institution "loans" them to work for nonprofit organizations.

☐ **11.10** The institution connects D&I goals with ethics and integrity initiatives, and supports social justice, social cohesion, and economic development.

LEVEL 3: PROACTIVE

☐ **11.11** The institution partners with other organizations that work to advance the rights of vulnerable groups in the community.

☐ **11.12** The institution publicizes its social responsibility policy.

☐ **11.13** Long-range community development plans are formulated with diverse groups, including local governments and community leaders.

☐ **11.14** Community heroes from underrepresented groups and/or champions for D&I issues are celebrated by the institution.

LEVEL 2: REACTIVE

☐ **11.15** There is some minor involvement in or support for societal D&I issues but only if considered non-controversial.

☐ **11.16** There is some minor involvement with the community, schools, and/or local government projects, primarily for public relations purposes.

LEVEL 1: INACTIVE

☐ **11.17** There is no involvement or support provided to community or government initiatives related to D&I.

☐ **11.18** The institution is not willing to take a stand or adopt a firm position about D&I.

CATEGORY 12: PROGRAMS AND SERVICES DEVELOPMENT

Action: Embed D&I in programs and services development to serve diverse students and employees.

D&I considerations are integrated into the program and services-development cycle to serve diverse groups. Program and services development teams are diverse and include students, stakeholders, and community representatives. Recognition is also given to the value of D&I in innovation, and the institution consistently leverages D&I for program and service improvement.

CATEGORY 12: PROGRAMS AND SERVICES DEVELOPMENT

LEVEL 5: BEST PRACTICE

☐ **12.1** The program, service, and policy development cycle recognizes diversity and accessibility from the outset. It doesn't merely adapt programs first developed for the dominant group or culture.

☐ **12.2** Almost all teams involved in the ongoing development of programs and services are diverse and likely include students, employees, and community representatives.

☐ **12.3** The organization shows the link between diversity and innovation, consistently leveraging D&I to increase product and service innovation.

☐ **12.4** Culturally-sensitive services, such as engaging a native elder in residence, are provided even though that practice may not be accepted or enjoyed by others.

LEVEL 4: PROGRESSIVE

☐ **12.5** Changes in demographics, values, and student behaviors are researched, anticipated, and served.

☐ **12.6** Program, service, and policy adaptations for people from various groups are made. These include, for example, adaptations for persons with disabilities.

☐ **12.7** The institution is sensitive to the religious views, values, and cultural norms of various countries and communities and develops products, services, and policies that are considered appropriate for those customers or stakeholders.

☐ **12.8** The institution successfully leverages diverse teams, believing it will improve the quality and innovation of programs, services, and policies.

LEVEL 3: PROACTIVE

☐ **12.9** Programs, services, and policies are analyzed for their value to current and potential students and are tailored appropriately.

☐ **12.10** The institution publicizes its social responsibility policy.

☐ **12.11** Diverse and culturally competent program-development and service analysis teams are encouraged to develop innovative ideas that enhance programs and services.

☐ **12.12** Research and program assessment help analyze how different student/stakeholder groups and cultures may use the institution's programs and services.

☐ **12.13** Accessibility for persons with disabilities is often considered in the development and delivery of programs, services, and policies.

LEVEL 2: REACTIVE

☐ **12.14** There is limited interest in developing or altering programs and services based on student preferences or demographics.

☐ **12.15** There is no adaptation of programs, services or policies for accessibility for persons with disabilities, unless required by law

LEVEL 1: INACTIVE

☐ **12.16** No effort is made to adapt programs, services or policies for diverse students or other stakeholders.

☐ **12.17** Development teams and focus groups do not include a diverse population of employees, potential students, or other stakeholders.

CATEGORY 13: MARKETING AND STUDENT RECRUITMENT

Action: Integrate D&I into marketing and student recruitment.

Marketing and student recruitment strategies meet the needs of diverse groups. Sophisticated market analysis techniques are deployed on an ongoing basis to understand the institution's diverse student base. The institution uses D&I relevant marketing and student recruitment approaches within and across countries, regions, cultures, and languages. Marketing and advertising are inclusive and challenge stereotypes. While outside D&I expertise may sometimes be sought, the institution leverages the expertise of its diverse staff. All marketing and student recruitment processes are fully accessible, and accessibility is incorporated into the process of design and development of all strategies, processes and materials.

CATEGORY 13: MARKETING AND STUDENT RECRUITMENT

LEVEL 5: BEST PRACTICE

☐ **13.1** The institution uses sophisticated analysis techniques on an ongoing basis to understand and respond to its diverse student base.

☐ **13.2** The organization is keenly aware of the needs, motivations, and perspectives of diverse student and other stakeholder groups and successfully adapts all marketing and student recruitment programs and processes to meet these needs.

☐ **13.3** If the institution uses a systemic marketing and student recruitment approach it ensures that it can be customized or adapted within and across countries, regions, cultures, languages, and other diversity dimensions.

LEVEL 4: PROGRESSIVE

☐ **13.4** Diverse groups of students and potential students are surveyed on needs and satisfaction and what educational and campus experiences they seek. The results shape marketing and student recruitment.

☐ **13.5** While outside D&I expertise may also be sought, the institution leverages the marketing, and student recruitment expertise of its diverse staff.

☐ **13.6** Marketing and all student recruitment contact methods do not perpetuate stereotypes, but rather promote positive role models and challenge assumptions.

☐ **13.7** All those involved in marketing and student recruitment have intercultural competence and can adapt and work effectively with individuals of many backgrounds.

☐ **13.8** All marketing and student recruitment processes are fully accessible, and accessibility is built into the design and development of all strategies, processes, and materials.

☐ **13.9** Agencies and consultants with expertise in diversity and inclusion provide advice when needed.

LEVEL 3: PROACTIVE

☐ **13.10** Some attempt is made to reach diverse students by using market-specific media.

☐ **13.11** Test groups are diverse and encouraged to evaluate marketing and student recruitment strategies and techniques for various groups and cultures.

☐ **13.12** Marketing and student recruitment groups in the institution reflect diversity, model inclusion, and are positioned to reach diverse markets.

☐ **13.13** Accessibility for persons with disabilities is routinely a consideration in marketing and student recruitment.

☐ **13.14** When needed, marketing and student recruitment programs and processes are provided in languages other than those required by law.

LEVEL 2: REACTIVE

☐ **13.15** The institution only recognizes broad differences among its students, such as young and old, without exploring generational or other differences.

☐ **13.16** Even if programs and services are marketed somewhat differently to different groups, the advertising is not adapted to be culturally sensitive.

☐ **13.17** Marketing and student recruitment programs and services are accessible for persons with disabilities only where required by law.

LEVEL 1: INACTIVE

☐ **13.18** Advertising and publicity may perpetuate stereotypes and traditional roles and the institution does nothing to counter them.

☐ **13.19** Marketing and student recruitment programs and services consistently ignore differences in student needs.

CATEGORY 14:
SUPPLIER DIVERSITY

Action: Promote and nurture a diverse supplier base and encourage suppliers to advocate for D&I.

Supplier relationships are an integral part of the D&I strategy, and suppliers themselves must commit to achieving D&I goals. The institution's suppliers reflect the community's composition across a broad array of diversity dimensions. The institution works with its underrepresented suppliers to improve all aspects of supply management. The supplier diversity function is fully aligned with the broad goals of D&I for the institution. The institution procures both essential and non-essential goods and services from underrepresented suppliers.

CATEGORY 14: SUPPLIER DIVERSITY
See page 72 for an explanation of Supplier Diversity.

LEVEL 5: BEST PRACTICE

☐ **14.1** The institution's suppliers are required to have a significant percentage of their business with diverse suppliers and to provide evidence that they are committed to achieving their own D&I goals.

☐ **14.2** The institution's suppliers reflect the community's composition across a broad array of diversity dimensions.

☐ **14.3** The institution collaborates with its underrepresented suppliers to improve all aspects of supply management.

☐ **14.4** The supplier diversity function is fully aligned with the broad goals of D&I for the institution.

☐ **14.5** The institution procures both essential and non-essential goods and services from underrepresented suppliers.

LEVEL 4: PROGRESSIVE

☐ **14.6** The institution is proactive in seeking and attracting underrepresented suppliers and in informing new and established suppliers of additional opportunities with the institution.

☐ **14.7** The institution is proactive in seeking and attracting underrepresented suppliers and in informing new and established suppliers of additional opportunities with the institution.

☐ **14.8** Persons involved in the supplier selection process are knowledgeable about D&I and aware of the potential impact of unconscious bias.

☐ **14.9** Educational assistance and coaching is provided to underrepresented suppliers and potential suppliers to help them be competitive.

☐ **14.10** The institution publishes information about annual expenditures with diverse suppliers.

☐ **14.11** D&I criteria is included in the procurement process and given reference or weight in the decision making process.

LEVEL 3: PROACTIVE

☐ **14.12** A supplier database includes information about the ownership of organizations that supply goods or services and the diversity of its employees.

☐ **14.13** The institution has a supplier diversity strategy with dedicated resources for implementation.

☐ **14.14** Input from underrepresented suppliers is included in the institution's supplier diversity program.

☐ **14.15** D&I education specific to supplier relations is provided to all staff who interact with suppliers.

☐ **14.16** The institution regularly participates in trade fairs and advertising and seeks opportunities to inform underrepresented suppliers that the institution welcomes their business.

☐ **14.17** Engaging in D&I is a proposal criteria, but it is not weighted heavily or given preference.

LEVEL 2: REACTIVE

☐ **14.18** There is some attempt to include a few non-traditional suppliers from diverse groups, but only because it is required and without a strategy to support institutional goals.

☐ **14.19** The institution uses underrepresented suppliers, but only for small, one-time, or low-fee contracts.

☐ **14.20** There is no or very little collaboration between the procurement function, where relationships with suppliers are usually managed, and the D&I function.

LEVEL 1: INACTIVE

☐ **14.21** No consideration is given to diversity when determining suppliers and no supplier diversity program exists.

☐ **14.22** There is no recognition of the value that diverse suppliers bring to the institution.

THE
RESEARCH PROCESS

This edition of the GDIB is based on a consensus among 95 Expert Panelists and represents deep expertise in D&I practice. The group of Expert Panelists has worked with many organizations, spanning multiple sizes, approaches to D&I work, sectors, and geographic locations. Many of the Expert Panelists are also highly familiar with empirical research on D&I.

What consensus approach did you use to construct the GDIB?

Our approach in generating consensus involved a systematic, recursive, and rigorous process of collecting expert input, combining suggestions, cross-checking ideas, and submitting changes for further review and comment. We purposely collected the wisdom of a very diverse group of practitioners from various fields, including academia, government, nonprofits, corporations, and the consulting world, applying a consensus model that accelerates the usual way in which a field of study or practice evolves on the basis of common agreement and peer review.

By bringing together the insights of this diverse group of experts and deriving their common understanding of the essential elements of diverse and inclusive organizations at various stages of development, we have sought to ensure that the GDIB reflects the current consensus regarding practices in the field.

What was the beginning of the GDIB and how have the editions evolved?

In 2006 we began with the *Bench Marks for Diversity*, published by the Tennessee Valley Authority (TVA), a government organization in the United States. The original researchers were Kate Atchley, JoAnne Howell, Gerald Landon (who is a current GDIB Expert Panelist), Vergil Metts, and Hector Qirko. Because *Bench Marks for Diversity* was developed with federal U.S. funds, it was not copyrighted.

That document was updated and revised by the GDIB authors and sent to the Expert Panelists asking for comments and suggestions. Those were compiled by the authors and then sent again to the Expert Panelists so they could review and comment on the edits made by the other Expert Panelists. The authors finalized the work, making judgments on what to accept and what not to accept, although most suggestions were accepted unless there was a conflict.

For 2011 the Expert Panelist group was expanded, with some original members leaving and new ones joining. The review process began with the 2006 version and a process similar to the one used to create the 2006 version was conducted.

For the 2014 edition, the Expert Panelists were given the option to contribute suggestions for improvement regarding the look and feel of the 2011 GDIB as well as improvements to the introductory material.

For this 2016 Tenth Anniversary edition, we continued the research process as described above. The number of Expert Panelists engaged in this edition is 95, including many who worked on the earlier editions. See the section on Expert Panelists for a list of all who worked on the 2016 edition. In addition to updating the benchmarks themselves to reflect current practices, we changed the conceptual frameworks to approaches for D&I to reflect the way D&I work is currently practiced, added a new category on Connecting D&I and Sustainability, added a description of the Ultimate Goals of D&I, added an explanation of practicing D&I work as a systems approach, and revised the model.

What supports the claim that the benchmarks at the highest level are best practices?

A best practice is an approach or way of working that helps an organization reach its goals. A best practice is also something that organizations can measure or assess. We believe the benchmarks at the highest level are current best practices for Diversity and Inclusion around the world based on the experience of our Expert Panelists. However, what is a best practice for one organization may not be a best practice or a relevant practice for another one.

Have you done validity and reliability studies on the GDIB?

No. The GDIB represents the collective viewpoint of the Expert Panelists and the authors, who bring years of knowledge and experience in the field of D&I. Although we did not do a systematic and quantitative validation study—in part because there would also need to be a well-defined and measurable criterion against which to assess the appropriate level of the practice—it is important to mention that most construct validity studies rely on the ratings of experts, such as those on our panel. Similarly, with regard to reliability, our multiple rounds for comment and input, as well as the frequent revisions of the GDIB, provided an opportunity to check on not only consensus, but also consistency.

In the future, as the GDIB becomes more widely used, we anticipate that further studies—including quantitative ones—might be undertaken. Being able to achieve this will depend on clarity regarding construct definition—what is a "successful" implementation of D&I?—and appropriate measurement tools.

Finally, it is worth noting that during the course of refining and revising the GDIB we have sought to practice the principles advocated in the GDIB by ensuring our Expert Panelists are provided with opportunities to modify, enhance, or integrate their global insights.

The GDIB seems to come from a Western cultural perspective. How does that impact its validity?

Although the GDIB has been developed from a Western perspective (the original version was released in 1993 at the Tennessee Valley Authority in the U.S.), it has been revised, adapted, and expanded four times to incorporate a global mindset. This current edition of the GDIB is the consensus thinking of 95 Expert Panelists from around the world who have used their cultural lenses, experience, and perspectives to mold the GDIB into something that is globally relevant.

We cannot change the way in which the GDIB began, but we feel we have been diligent in making sure that the GDIB has evolved well beyond the narrow perspective in which it was created. The evolution of the GDIB has been a dynamic global process.

Is the GDIB validated or sanctioned by a professional association or independent organization?

No. Currently there is no worldwide organization that operates as a professional association for all or most approaches (see pages 5 to 7, Approaches to D&I) that can be considered part of the D&I field. There are some sector-specific, country-specific, and topic- or dimension-specific organizations, as well as sub-groups of well-established professional associations that address portions of the field. We are aware of at least one professional association that is engaged in developing standards for D&I. Likewise, there are some private, nonprofit, and educational organizations that contribute to the body of work of this young field. Perhaps in the future a professional association will exist that serves the entire field. There is no doubt that the field will evolve over time. It is quite likely that our Expert Panelists are one of the broadest sets of D&I experts ever assembled for the purpose of reaching consensus on practices in this field.

EXPERT PANELISTS

Who is on the Expert Panel?

Because the GDIB is the collective viewpoint of the Expert Panelists (EP), it is critically important that the EPs represent a broad variety of backgrounds and areas of expertise.

The depth and breadth of the GDIB is a testament to the process of including different viewpoints and perspectives. Not all members of the EP agree with all items and statements in this document. Despite attempts to be as comprehensive and all-inclusive as possible—of organization size, sector, region of the world, diversity approach, diversity dimensions, industry, and so forth—the truth is that most people are at least somewhat biased to what they know best. Therein lies the value in having an expert panel comprising a diverse group of people.

The EP members are listed on page 65. All have volunteered to do this work. Because people move across both countries and organizations, and many have extensive global experience not limited to their current affiliation or location, we have listed names without affiliation, title, or location.

How were the Expert Panelists selected?

The authors determined the selection criteria, which were designed to result in a diverse group of experts who would be willing and able to contribute to the GDIB. Each person needed to have expertise in a broad scope of D&I work or a specific sector/type of organization, approach to diversity, culture, or world region. In addition, we sought a variety of life experiences represented by race, gender, gender identity, sexual orientation, social class, nationality, generation, age, education, disability, personality type, and so forth. We were interested in the totality of their experience, not their current organizational or personal situation.

Then the authors invited those who met these criteria to serve as EP and also asked them to recommend others. As the process evolved, the authors searched for areas where they felt additional expertise or a diversity dimension was needed.

In addition, all members of The Diversity Collegium, our nonprofit sponsor, were invited to become Expert Panelists. Most chose to do so.

How will future Expert Panelists be selected?

Future Expert Panelists will be selected in a similar manner – using criteria and networking with a goal of creating a group willing to do the work of constructing the next edition and having the varied backgrounds to do so. It is a volunteer assignment. If you want to recommend yourself or others to become an EP, please contact the authors. It is unlikely, however, that we will add more EP until closer to the next major research review.

What are the Expert Panelists expected to do? Are they paid?

In addition to participating in the research, EP assist the authors in meeting the three current GDIB goals: increasing visibility, usability, and relevance. Go to The Diversity Collegium website to see a document titled "Qualifications and Expectations of Expert Panelists." The authors and Expert Panelists are contributing their expertise to this work without remuneration and as a gift to the field.

What are some significant differences of opinion on this 2016 edition among the Expert Panelists?

There is considerable agreement among the Expert Panelists (EP) on the content of the GDIB. All the Expert Panelists listed have "signed off" on the content. However, there some areas of disagreement worth noting:

▶"**Business speak**." Several said the GDIB contains too much "business speak." However the GDIB is designed for use with organizations, so it uses the language of organizations, which may sound like the language of business to some.

▶ **Definition of diversity**. See page 1. This definition has evolved somewhat since originally stated in 2006. Over the years and several editions some of the identifiers and terms have evolved, but it continues to be a broad definition that EP around the world generally agree with. Some practitioners prefer to use a more academic definition that is more identity- or social-construct-based. Please go to The Diversity Collegium website for an example.

▶ **Approaches to D&I**. See page 5. The Approaches section received much attention, debate, and dialogue before deciding on the final five. Of the five approaches the most difficult to name was the one we finally called Dignity: Affirming the value and interconnectedness of every person.

▶ **Adding the category "Connecting D&I and Sustainability."** Several EP still aren't certain that this category should be added because it hasn't been tested "enough" and "there are other initiatives in the organizations that D&I should align with, so why call out sustainability?"

▶ **Designation and meaning of the five levels**. The EPs were close to evenly split on designating the levels as 0 to 4 or 1 to 5. The level designation of 1 to 5 was more favored and it was decided to use that. However all agreed with the names of the levels (Inactive, Reactive, Proactive, Progressive, and Best Practices).

▶ **Scoring**. Scoring and a few other items were moved to the User Tools section on The Diversity Collegium website as they needed more explanation than we could provide in the GDIB itself. In addition, there is some disagreement on whether to have a quantitative score for the GDIB in its current form and, if so, how to calculate it. Further, the percentages as indicators of levels were removed.

▶ **Additional categories**. A few EP have suggested that we consider additional categories, such as one on culture. The authors believe that these topics are included within other categories and don't merit a separate GDIB category.

THE EXPERT PANELISTS FOR THE 2016 EDITION

Biographical sketches and contact information for each Expert Panelist are available on The Diversity Collegium website.

Rachael Nyaradzo Adams
Redia Anderson
JuanCarlos Arauz
Janet Bennett
Joel A. Brown
Liliana Cantú
Lorelei Carobolante
Maria Cristina (Cris) de Carvalho
Jackie Celestin-André
Mee-Yan Cheung-Judge
Kristal Moore Clemons
Price Cobbs
Cristina (Tina) Cruz-Hubbard
Tracy Ann Curtis
Shirley Davis
Ralph de Chabert
Barbara Deane
Emilio Egea
Mary Farmer
Bernardo Ferdman
Cathy Gallagher-Louisy
Judy Greevy
Saehi Han
Steve Hanamura
Melanie Harrington
Robert Hayles
Peggy Hazard
Herschel Herndon
Lucie Houde
Patricia Mushim Ikeda
Lobna "Luby" Ismail
Kay Iwata

Hans Jablonski
Helen Jackson
Tisa Jackson
Nia Joynson-Romanzina
Judith H. Katz
Beverly Kaye
Elisabeth Kelan
Lisa Kepinski
Lynn (Rui-Ling) King
Gerald Landon
Randall Lane
Juan T. Lopez
Cynthia Love
Kelli McCloud-Schingen
Joe-Joe McManus
Donna McNamara
Chris M. Mendoza
Nene Molefi
Eddie Moore, Jr.
Stella M. Nkomo
Kenneth Nowack
Katherine W. Phillips
Heather Price
Farrah Qureshi
Sidalia G. Reel
Margaret Regan
Jennifer "Jae" Pi'ilani Requiro
Jacquelyn Valerie Reza
Howard Ross
Armida Mendez Russell
Ann Sado
Shirley Johana Saenz

Dianne Hofner Saphiere
Janelle Reiko Sasaki
Srimathi Shivaskankar
George Simons
Duncan Smith
Tatiana Revilla Solís
Jeremy Solomons
Donna Stringer
Charlotte Sweeney
Parag Tandon
Hiroko Tatebe
Tanya Cruz Teller
Sondra Thiederman
Zaida Morales Torres
Adam Travis
Lillian A. Tsai
David Tulin
Lorie Valle-Yañez
Tom Verghese
Kate Vernon
Yves Veulliet
Ilene Wasserman
Michael Wheeler
Lynda White
Toni Wilson
Mary-Frances Winters
Catherine Wong
Rita Wuebbeler
Ursula Wynhoven
Nadia Younes
Renée Yuengling

FORMER EXPERT PANELISTS

We are grateful to the following for the help they provided, and their contributions continue to be felt as the work evolves.

Rohini Anand
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David Benton
Fleur Bothwick
Stacey Cunningham
Maria Dupras
Kim Farnham

Richard Gaskins
Jacey Graham
Kimiki Horii
Edward E. Hubbard
Betsy Jacobsen
Prasad Kaipa
Margo Murray

Rosalind Sago
Cynthia Scott
Johanna Sherriff
Roosevelt Thomas
  (1944 – 2013)
Josephine Van Zanten
Avivah Wittenberg-Cox

HOW TO USE THE GDIB

This section contains information on using the GDIB. However, please go to The Diversity Collegium website, where you will find even more information and more will be added on a regular basis.

▶Descriptions of best practices by GDIB users and others. Many of these are reproduced from the GDIB newsletters, which are in another section (GDIB Newsletters) under the Global D&I Benchmarks tab.

▶How to score the GDIB. For users who wish to conduct a simple checklist scoring process, this instruction sheet will tell you how to calculate an intuitive or mathematical score for each category.

▶ A Word® and an Excel® checklist scoring document for each of the 14 categories with all five levels.

▶Steps to set or refresh vision and strategy.

▶Steps to measure D&I progress.

▶A collection of activities with handouts for conducting education and training sessions or GDIB "how to use" sessions.

▶ Several presentations and workshop designs with slides and notes for describing GDIB to institutional leaders and/or diversity professionals, council or network members, or others interested in the GDIB.

▶A one-page educational flyer on the GDIB.

▶A one-page flyer of Level 5: Best Practices.

▶A one-page flyer of the 14 Actions.

▶An infographic of the GDIB.

What are some effective ways to use the GDIB?

▶**To establish development standards and agree on the desired state of D&I in your organization**. Use the GDIB to set organizational standards for D&I. This would be part of setting your mission, vision, strategy, and goals. Likewise, use the Benchmarks to continue to develop existing standards as you strive toward excellence.

▶**To assess the current state of D&I in your organization**. To determine the current state, gather factual information, and request opinions from individuals inside and outside your organization if it has the ability to use external resources.

▶**To engage management and staff**. One way to engage management and staff in this process is for groups to discuss selected categories and strive to reach consensus on the level at which their departments or organizations currently rate. If no consensus can be reached, determine the narrowest agreed-upon range. Repeating this process with different organizational teams provides some objective measure, and when tracked over time, can show the organization's progress.

▶**To determine short-term and long-term goals**. Once you know which benchmarks you want to attain, you can apply the levels as phases to create short- and long-term goals. There will be some goals set specifically for the D&I function, but many of the D&I goals will be established by a variety of organizational functions and locations depending on size and other factors. Integrate your D&I goals into any goal-setting process that your organization has in place.

▶**To measure progress**. When you are in the process of setting goals, you will need to determine how to measure the achievement of those goals. Again, we suggest you apply whatever process your organization uses to measure achievement of other organizational goals. For example, if your organization uses an employee opinion survey or a client satisfaction survey, you may want to use the GDIB to craft wording for some of the survey items.

▶**To assist in hiring D&I staff and consultants, and on a more limited basis, all employees**. Use aspects of the GDIB to craft questions for the interviewing process. Write questions from each of the 14 categories to assess the breadth and depth of your candidate's experience. Based on the categories, ask them to describe their experience and then determine if it aligns with the work you expect them to do. You can use GDIB on a more selective basis for interviewing all employees for the knowledge, skills, and abilities that would foster a diverse and inclusive workplace.

▶ **As a "gift" to organizations in your community**. GDIB is free to all and applicable to all kinds of organizations. Some organizations volunteer to help nonprofits, non-governmental organizations (NGOs), and government or other organizations in their community or sector. Sharing the GDIB with them is one way to do that.

What cautions or limitations should we be concerned about when using the GDIB?

First, we recognize that conditions, needs, and perspectives vary greatly worldwide. Many differences need to be taken into consideration about how the GDIB is used, including: culture, country specifics, approaches to D&I, sector and type of organization, legal and compliance requirements, organization size, and diversity dimensions, to name a few.

Here are several cautions and limitations:

▶ As with all resources that help organizations improve operations, having leadership that understands the complexities of change management and the need for an appreciative mindset is critical. It is our recommendation that organizations should, if not experienced in working with D&I, hire a staff person and/or a consultant with significant experience to guide the D&I work.

▶ When using the GDIB to rate your organization's progress, remember that when you ask for opinions you are getting just that—opinions. Opinions are perceptions and reflect a point of view at a point in time. Some individuals and cultures may tend to give higher ratings—the "benefit of the doubt"—and others may be more critical and rate lower. Keep in mind that the communication of opinions and feedback from staff will be influenced by culture-specific factors such as hierarchy, relationships, and locations.

▶ Whenever possible, provide objective and factual information. We suggest the use of quantitative data along with qualitative data to more accurately determine the actual current level in any category.

▶ Rating the effectiveness of an organization is challenging. We caution against making a blanket statement, such as "our organization is at level 3." While that might be true generally, it is more likely that its departments and functions are at different levels across the GDIB categories.

Is the GDIB an Open Source document?

No. Open Source is a software term stating that it is free, can be used and amended by others, and that derivatives may be created without permission. At times, the term is used to refer to work other than software. The GDIB is free. However, to use it the Permission Agreement (on The Diversity Collegium site) must be signed. This Higher and Tertiary Education Edition was adapted with permission of the authors by Cynthia H. Love, Ed.D. Permission to use this edition must be obtained from ACPA—College Student Educators International. To do this, visit www.diversitycollegium.org navigate to Global D&I Benchmarks and scroll to ACPA: Higher and Tertiary Education Edition. And while GDIB can be customized, there are limitations to the customization, and derivatives may not be created without permission. GDIB is developed by the authors and 95 Expert Panelists. Some customized versions may result in changes that invalidate the work. See the Permission Agreement and the next Q&A regarding customization.

To what degree can we customize the Benchmarks?

If you change the word "employees" to "associates," or make similar terminology changes, that would be acceptable. Changing the model to remove one of the four groups would be too radical a change to the GDIB and we would not give you permission to do that. Likewise, moving benchmarks from the beginning levels into the more advanced levels would be an inappropriate change. The integrity of the opinions of the authors and the Expert Panelists must be respected. See the GDIB Permission Agreement and the GDIB Style Guide on The Diversity Collegium website for more specific information or contact the authors.

Will you produce editions for other sectors or industries?

No. But if others are interested in doing so, we are supportive and will work with them to ensure the integrity of the GDIB is kept and it remains free of charge. Please see the Permission Agreement on The Diversity Collegium website.

Can you provide more "how to" or reference materials?

Several User Tools are provided on The Diversity Collegium website. It isn't practical for us to provide references and "how to" information in the GDIB document itself. The GDIB is so comprehensive that for us to curate information and decide what to include on even just a few topics would be impractical. For example, there is a considerable amount of information on measurement, visioning, supplier diversity, and almost any other category. We leave the supplying of the specific "how to" for others.

Are translated versions available?

Not as we go to publication for this 2016 edition. However, several colleagues are considering translating the GDIB into Japanese and Spanish languages. If they become available we will notify all on our newsletter list and mention availability on The Diversity Collegium website.

Are these benchmarks just for organizations doing "global D&I" work?

No. They apply to all organizations, even small, local ones. There is confusion in the D&I field as some believe that Global D&I only applies to larger multinational organizations doing work in more than one country. The GDIB is useable by any organization anywhere in the world.

Is the GDIB an assessment tool? Should we call it a tool?

Although almost anything can be called a tool, the GDIB is not an assessment tool in its current form. We have developed some checklists and provided them as User Tools on The Diversity Collegium website, but they are not psychometrically constructed or validated, nor do they have reliability. We are being encouraged by some users to create a sound assessment tool, but we have not made a decision on that. Calling the GDIB a tool may mislead some to think that it is a validated psychometrically sound assessment.

If the GDIB is free, why is permission to use it needed? How do you obtain permission?

The goal of the GDIB is to improve the quality of D&I work around the world. Permission is required because we want to be in contact with users and encourage them to contribute to the quality of D&I work worldwide. Our goal is to keep the GDIB up-to-date and as useful as possible with users sharing experiences, best practices, and ideas for improvement. In addition, we want to ensure that GDIB is used with integrity and in keeping with the collaborative way it has been developed. Finally, we want to provide users with updated editions when available.

Please note that the Permission Agreement contains the answers to many other questions. Included are questions about consultants charging fees to use the GDIB, about developing and selling tools related to the GDIB, and about proper attribution to the GDIB. Go to www.diversitycollegium.org and navigate to Global D&I Benchmarks and scroll to ACPA Higher & Tertiary Education Edition and follow the instructions on the permission agreement closely. In most cases we will send the signed Permission Agreement within 24 hours.

Who can receive the GDIB newsletter?

Anyone. Just send contact information to GDIB@diversitycollegium.org. The newsletter is published every 3 to 4 weeks. It contains stories and examples of D&I best practices, D&I items of interest, information on the GDIB Expert Panelists, calls for proposals in the D&I field, upcoming conference presentations where the GDIB is included, D&I job postings, and more. Past newsletters are posted on The Diversity Collegium website.

TERMINOLOGY

Users should feel free to customize terminology in GDIB to be consistent with that used in their industry or organization. To be clear about meaning and to avoid repeating lengthy terminology throughout the document, we have defined below what we mean by certain terms.

Boards or Boards of Directors: This encompasses corporate boards of directors or elected or appointed commissions in government or nonprofit organizations, regents, advisers, governors, Non-Executive Directors (NEDs), and owners, such as a family that has oversight responsibility but may not be engaged in day-to-day operations.

Business Case: Business case refers to the rationale or benefits derived from D&I. We have attempted to use language acceptable to all types and sectors of organizations. Some terms that originated in one sector are becoming acceptable in others. For example, we find that the "business case" for diversity is generally an acceptable term in government, education, nonprofit, and other organizations. Substitute terms may include "rationale," "imperative" or any other term that would be widely accepted and understood within the organization.

Diversity Champion: This refers to someone who advocates for the interests and causes of D&I. A diversity champion is usually seen as a knowledgeable, tenacious, and tireless advocate of D&I.

Culture: Culture is a complex set of shared values, beliefs, and behaviors that are taught, learned, and shared by a group of people.

D&I: Abbreviation for Diversity and Inclusion.

Diversity Dimensions: We use diversity dimensions to refer to all the types mentioned in the GDIB definition of diversity on page 1.

Diversity Network: A general term that also includes employee networks, resource groups, affinity groups, business resource groups, and ambassador programs, among other terms. It refers to groups of employees who join together to support one or more diversity dimensions with the express purpose of making progress in D&I for the group and wider organization.

Equal Opportunity: Terms such as equal opportunity and employment equity are used to ensure that barriers to inclusion and historical sources of exclusion are eliminated. Specific meaning may vary by culture or country.

Leaders: Everyone in the organization who has responsibility for showing leadership to accomplish the organization's vision and goals. In some cases these leaders will be senior managers, and in other cases leaders will include all managers and supervisors and/or individual contributors.

Senior Diversity Professional: Designates the person leading the D&I initiative, function, team or program, or the chief diversity officer in an organization. This person has expertise in D&I but may or may not be a full-time diversity professional. While we believe that the senior executive or owner should also have D&I responsibility, we also believe it is important to have a senior person in the organization with specific knowledge of D&I. The title of this position may differ across organizations and nations. Examples include Transformation Manager and Employment Equity Officer.

Stakeholder: Any individual or group who has something to gain or lose from the process or activities of the organization. This includes employees, managers, owners, shareholders, students, the community, potential employees, suppliers, government, and others.

Supplier Diversity: A program that encourages organizations to purchase goods or services from businesses owned by individuals who are historically marginalized or underrepresented in that jurisdiction, such as racial minorities, women, LGBT-identified people, Aboriginal/Indigenous people, veterans, and persons with disabilities.

Traditional and Non-traditional: These terms distinguish between those practices and values that are long established within a given culture and those that are new and, in many cases, unfamiliar. Traditional and non-traditional are terms that only have relevance in an organizational, cultural, or country context. What is traditional for one group will not necessarily be for another. Therefore each user must provide context for the terms.

Underrepresented: Those groups that have been historically underrepresented in the organization or student base, or who have been oppressed or ignored in society, whether or not legislation exists to protect them. This covers protected groups or classes identified in some legal systems and those groups sometimes referred to as disadvantaged, vulnerable, marginalized, or underprivileged, or as minorities or out-groups.

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Thank you to all our Expert Panelists for their time, support, and wisdom. Some of our EPs went way beyond the requested review time to provide very specialized insights.

Thank you also to the four volunteers who helped us compile the EP feedback in each of the four groups of categories: Sujay Vardhmane, Laura Armenio, Melissa McLeod, and Pam Malins. They came to us via EP Cathy Gallagher-Louisy, Director at the Canadian Centre for Diversity and Inclusion.

Bryce J. Tache at Iron Mountain, Joe Cordero at the County of San Diego, Nancy L. Ngou at EY Advisory in Japan, Catherine Gordon at the David Suzuki Foundation, and author Jennifer Kahnweiler assisted us with some of the review. Ladonna and Bill Robson suggested the At-a-Glance and By-the-Numbers graphic.

Lakiba Pittman assisted us with some administrative work early in 2015. Finally, two people joined our team to provide project management and administrative leadership: Jessamine Montero-Michaels and Jeanne Spahr.

Julie and Alan
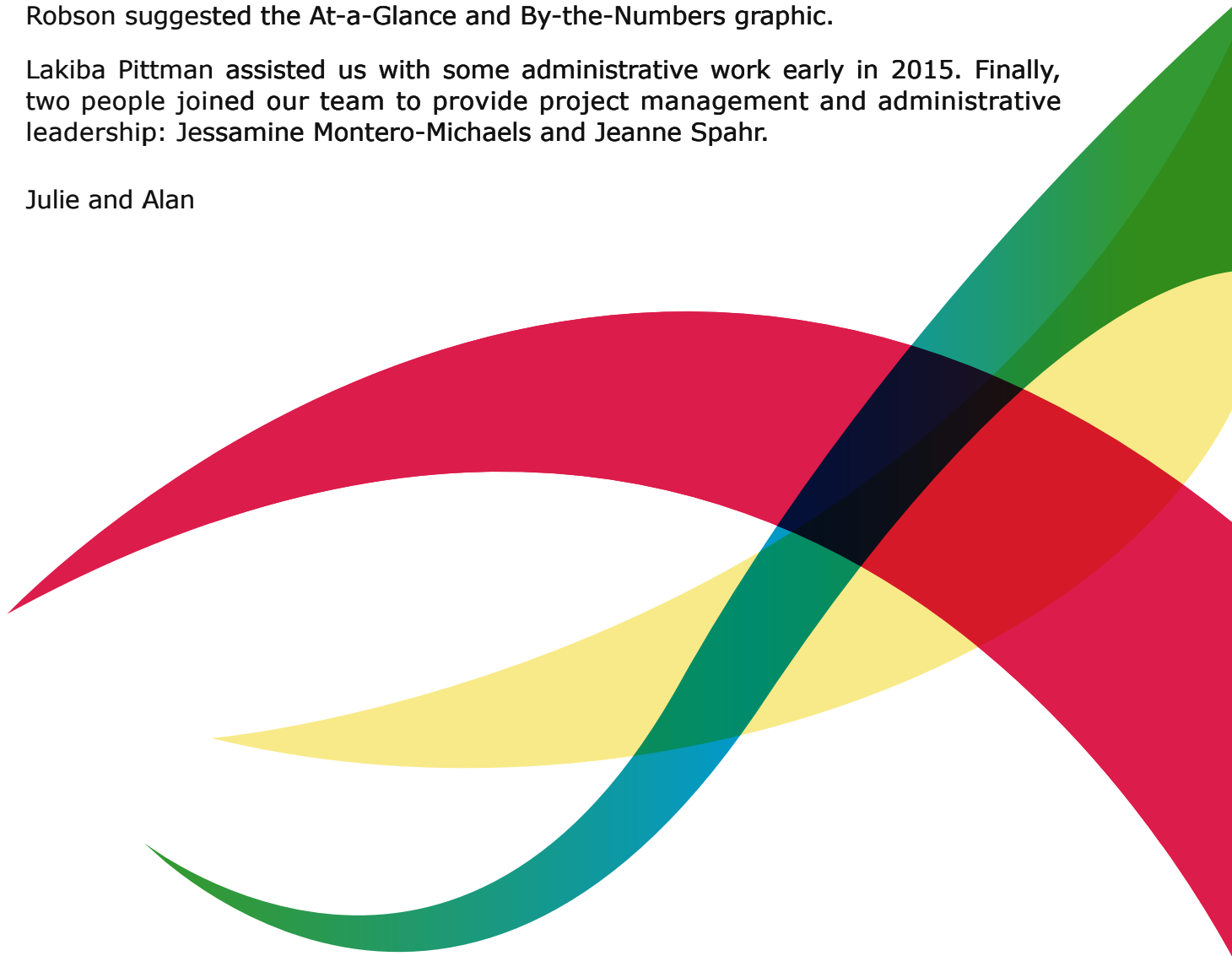
OUR ENCOURAGEMENT

What is the role and responsibility of the authors?

As authors, we:

▶Are ultimately responsible for the content,
▶Make final decisions on who becomes an Expert Panelist,
▶Manage the permissions and use process,
▶ Strive to increase GDIB useability, visibility, and relevance.

We believe D&I will continue to evolve as more and more individuals, organizations, communities, and countries gain and share experience and see the results that high-quality D&I efforts help achieve. It is also possible that D&I will become a more essential ingredient in social and political movements, such as inclusive growth and development, sustainability, economic equity, and peace-building. As D&I work evolves and new insights and innovations arise, we will work diligently to incorporate them into the latest GDIB.

We encourage organizations to aspire to be the best place to work from a D&I perspective. Leveraging diversity and fostering inclusion is a key attribute to making the world a better place in which to live and work, one organization at a time.

Please keep us informed about the work you are doing and share any ideas you have to strengthen *Global Diversity & Inclusion Benchmarks: Standards for Organizations Around the World*.

Julie O'Mara, O'Mara and Associates

Alan Richter, Ph.D., QED Consulting

THE AUTHORS

JULIE O'MARA, president of O'Mara and Associates, an organization development consulting firm, specializes in leadership and managing diversity and inclusion. She is considered a pioneer for her work having been engaged in numerous successful initiatives with major clients. She is active in several diversity organizations and often collaborates with others to advance the field. She serves on the Board of Directors of Berrett-Koehler Publishers and is an Authorized Partner for Wiley's DiSC® and Five Behaviors products. A former National President of the American Society for Training and Development (now ATD), Julie was instrumental in developing professional competencies for the training and development field. She is co-author of Managing Workforce 2000: Gaining the Diversity Advantage, a bestseller published by Jossey-Bass, and author of Diversity Activities and Training Designs, published by Pfeiffer and Company. She has received several awards for her leadership and diversity work, including named to the Economist's Global Diversity List 2015; a Diversity Legacy Leader by The Forum on Workplace Inclusion; Pioneer of Diversity by the Diversity Journal; ASTD's Torch Award for outstanding service; the ASTD Women's Network Professional Leadership Development Award; the Honored Instructor award for outstanding service from the University of California Extension, Berkeley; the Ben Bostic Trainer of the Year Award from ASTD's Multicultural Network; and ASTD's Valuing Differences Award. She is an active volunteer in several standards setting organizations. She currently lives in Las Vegas, Nevada, USA.

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ALAN RICHTER, PH.D., the founder and president of QED Consulting, has consulted to organizations for over 27 years in multiple capacities, and specializes in the areas of leadership, ethics and values, diversity and inclusion, culture and change. He has designed and developed innovative curricula for global diversity and inclusion and intercultural effectiveness, using assessments, simulations and games, videos, and case studies. He is the author of the award-winning Global Diversity Game and the Global Diversity Survey as well as the Global Gender Intelligence Assessment. In addition to the GDIB, he has also co-authored the Global Ethics and Integrity Benchmarks, which follows an approach similar to the GDIB. Alan is also the co-editor of the recent study: An Inquiry into Global Values (Hart 2015), has been named to the Economist's Global Diversity List 2015, and is a Pioneer of Diversity by the Diversity Journal. Alan has been a presenter at many conferences and has delivered workshops on D&I and ethics around the world for a wide variety of clients both for-profit and nonprofit. The United Nations and many of its Agencies have been major clients for decades. He has an M.A. and a B.A.B.Sc. from the University of Cape Town, and a Ph. D. in Philosophy from Birkbeck College, London University. He currently lives in New York City, New York, USA.

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*"We believe the thoughtful use of
the Global D&I Benchmarks coupled with dedication,
competence, and commitment will help achieve
the ultimate D&I goals:*

▶ *Creating a better world*

▶ *Improving organizational
performance."*

–Julie O'Mara and Alan Richter

We are committed to continuous
improvement of the GDIB.

Go to **www.diversitycollegium.org** for

- Slides
- Checklist assessment tools
- Articles
- Activities and handouts
- Examples of best practices
- And more

Global Diversity & Inclusion Benchmarks

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