



DEI Audit Report: CSU Facilities Management, February 2024

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DEI AUDIT & ARTIFACT OVERVIEW

Diversity, Equity, and Inclusion (DEI) Audit Defined: a systemic process of evidence gathering to inform (report card) an organization around specific DEI goals, policies, and practices (culture, values).

- Holistic view of progress and opportunities.

Criticality of a DEI Audit:

- Reinforce the wealth of cultural capital that communities of color bring to institutions across functional contexts (Yosso, 2005).
- Identify inequities and gaps.
- Create data-driven strategies.
- Foster employee trust and engagement.
- Enhance organizational reputation.

Defining Diversity, Equity, and Inclusion

- Diversity: “efforts to recruit and retain a critical mass of students, staff, faculty and administrators who reflect underrepresented and historically excluded social identities (e.g. race, gender, class) (Gurin et al., 2002)”.
- Equity & Equity-Minded Practice: “Parity in educational outcomes (e.g., persistence, completion) and equity-minded practice is defined as an approach that is race-conscious, reflexive, and predicated on an awareness that institutional policies and practices perpetuate unequal outcomes and therefore must be changed (Dowd & Bensimon, 2015)”.
- Inclusion: “Institutional policies and practices that promote full participation and meaningful interactions among campus constituents from diverse backgrounds (Tienda, 2013)”

(E.M. Holcombe et al., p. 2, 2024).

Limitations & Projected Outcomes

Limitations:

- Measuring of Social Constructs.
- Deciphering appropriate units of measurements (social phenomenon).
- Contentions between theories and practice.
- Limitations of how/what language is used, made sense of, and interpreted (bias).
- Instrument design and use (assumptions).
- Human error.
- Current Climate within Higher Education (DEI and DEI Practice).

Projected Outcome for Phase I (Findings/Summary):

- Artifact (8) Overview.
- MCOB Indicator Trend/s per artifact.
- Opportunities (Recommendations).

Assessment Tools

- Multicultural Organizational Development (MCOB) Assessment Tool.
- Organizational Readiness Tool (Adapted from the Coalition of Communities of Color and All Hands Raised, 2013).

The purpose behind the selected assessment tools is multi-fold:

- To help organizations gather baseline data and information to collaboratively identify areas for organizational change and improvement, including specific actions and targets that will lead to improved diversity, equity, and Inclusion outcomes (centering racial equity).
- Facilitate the sharing of information, resources, mutual support, and improvement tools.
- Build shared **accountability** across organizations.

*“Not everything that is faced can be changed.
But nothing can be changed until it is faced” - James Baldwin*

The ‘Why’ Behind Centering Racial Equity

According to the Health Equity Guide (2023), the reason to center racial equity in and throughout the audit process is because,

“racial inequities persist in every system across the country, without exception. We can’t find one example of a system where there are no racial disparities in outcomes: Health, Education, Criminal Justice, Employment, and so on. Baked into the creation and ongoing policies of our government, media, and other institutions – unless otherwise countered – racism operates at individual, institutional, and structural levels and is therefore present in every system we examine.”

Furthermore,

“...when you look within other dimensions of identity – income, gender, sexuality, education, ability, age, citizenship, and geography – there are inequities based on race. Knowing this helps us take a more intersectional approach, while always naming the role that race plays in people’s experiences and outcomes.”

(2023, <https://healthequityguide.org/about/why-lead-with-race/>).

Artifacts Assessed

1. FM JEDI Team Website
 - *DEI Program and Report Data*
2. FM Website
3. CO WINS Website (Partner)
4. FM Climate, Culture and Organizational Data
5. FM Employee Handbook
6. FM Organizational Charts & Demographic Data
7. Job Posting Templates/Announcement Language
8. FM Policy and Operation Procedures

Analysis Tool: ATLAS.ti:

Qualitative Analysis Software that bridges human expertise with AI efficiency to provide fast and accurate insights. The software communicates directly with personalized documents and have them automatically coded based on your intent for customized results (<https://atlasti.com>).

Assessment Methodology:

Summative Content Analysis: a data collection technique used to determine the presence of certain words, themes, or concepts within qualitative data; focus on the recurrence or concepts or keywords at a more surface level of analysis (i.e. their frequency). (<https://delvetool.com/blog/content-analysis-vs-thematic-analysis>)

Overall Analysis of Artifacts

Across all 8 artifacts that were assessed, 5 major coding themes were captured:

1. Accountability
2. Diversity
3. Evaluation
4. Inclusion
5. Workplace

ACCOUNTABILITY showed up in 4 different contexts:

- (1) Preferred Job Qualification: “Personal or professional commitment to diversity as demonstrated by persistent effort, active planning, allocation of resources and/or accountability for diversity outcomes”,

- (2) Leadership Accountability (Climate Surveys reflecting less favorable outcomes),
- (3) Mandatory Requirements for annual performance plans (inconsistencies across policy/goals/expectations and action),
- (4) Discriminatory behaviors experienced across various minoritized identities.

As an organization, there are clear indicators (regardless of range, spectrum and/or repetitive word counts) that emphasize the importance of **DIVERSITY** across Facilities Management at Colorado State University. This includes but isn't limited to: Divisional Goals, Implementation of Committees, emphasis in climate survey data, and various efforts, programs and initiatives that support diverse populations. However, there are notable experiences that differ across various populations.

EVALUATION, as a theme, notably shows up as a common practice across Facilities Management. The importance of evaluation is notably emphasized across 3 artifacts: JEDI Team, FM Handbook and Culture & Climate data. There were inconsistencies, however, noted regarding the translation of the FM Handbook guidance and expectations compared to culture/climate survey data sentiments that center the utilization and execution of performance evaluations as an accountability mechanism.

INCLUSION is the top-repetitive theme for evidence found in support of this value. Beyond written text discovered across various artifacts, it is notable that the *JEDI Team* serves as the primary mechanism for visible and demonstrated efforts in this area. Finally, Inclusion also extends beyond the internal operations of the organization, by way of serving as an additional mechanism for the overall University community to partner, specifically regarding efforts in executing an inclusive physical campus environment.

Lastly, there is an aspiration for **WORKPLACE** satisfaction, desirability (recruitment/retention) and safety.

FINDINGS SUMMARY

(1) Demographic Data & Organizational Charts

■ Artifact Overview:

- Organizationally, Facilities Management at Colorado State University is, demographically, predominantly white (69.2%) and male (74.84%). When compared to U.S. statistics (2021) for Facility Managers, Colorado State University reflects industry norms. When compared to the State of Colorado Race demographics, Facilities Management reflects comparable percentages for Latinx, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander by differentials less than 2% for the aforementioned race categories. These percentages indicate that while, organizationally, Facilities Management at Colorado State University still reflects various levels of homogeneity, there are also clear indicators that Facilities Management is committed to diversity through existing workforce composition across race, gender, and veteran status.

■ MCOD Indicator Trend/s:

- Transitional (positive action): Committed to making a special effort to include others, especially those in designated protected classes; tolerates the differences that those others bring; seeks to integrate others into systems created under dominant norms.

■ Opportunities (Consultant Recommendations):

- Create intentional and visible structures, policies and processes that are reflective of existing demographic and future vision and goals for workforce.
- Critically and consistently assess and examine organizational culture, using intersectional strategies, to ensure systemic alignment with existing demographic data.
- Ensure organizational leadership is consistent and reflective of organizational demographics across all functional areas.
- Create and embed intentional organizational structure/s that center diversity, equity, and inclusion as a primary job function and, minimally, integrated across all job function categories and level.

(2) FM JEDI Team Website (DEI Program Data & Insights)

■ Artifact Overview:

- The evidence provided suggests that the Facilities Management JEDI Team at CSU actively promotes diversity, inclusion, and social responsibility. They participate in efforts to increase

awareness, education and understanding within the community, in support of the Principles of Community. Facilities Management. Facilities Management, at large, shows support and commitment to the efforts of the JEDI Team through intentional efforts in building and sustaining an inclusive physical campus by way of campus partnerships/collaborations, and through providing resources that support training and engagement related to diversity and inclusion. Facilities Management also engages in bilingual communication and utilizes the JEDI team as a pathway that welcomes diverse perspectives and feedback from employees.

- MCOD Indicator Trend/s:
 - Transitional (positive action): Committed to making a special effort to include others, especially those in designated protected classes; tolerates the differences that those others bring; seeks to integrate others into systems created under dominant norms.
- Opportunities (Consultant Recommendations):
 - Redefine purpose and identity alignment (i.e. what does “JEDI” mean in group composition and practice?).
 - Provide definition and practical evidence for “Justice” and “Equity.”
 - Establish a clear threshold for required competencies for group membership and/or establish committee policy and practices for how group members will obtain competency across all areas of “Justice, Equity, Diversity and Inclusion”.

(3) Facilities Management Website

- Artifact Overview:
 - The artifact in focus is the Facilities Management website, with evidence including the JEDI Team under the Committees tab, where various survey findings related to diversity and organizational structures can be identified. Beyond the Committees tab, very limited information and/or indicators for diversity, equity and inclusion could be found on this organizational page. Despite limitations, there is evidence that Facilities Management acknowledges the importance and values of diversity, equity, and inclusion in alignment with University Operations vision and Colorado State University’s Community of Practice.
- MCOD Indicator Trend/s:
 - Monocultural (passive club): actively or passively excludes those who are not members of the dominant group; values and promotes the dominant perspective of one group, culture, or style. Unclear

intent/purpose of organizational structure when considering diversity, equity, and inclusion values.

- Transitional (compliance): passively committed to including others without making major changes; seeks to integrate others into systems created under dominant norms.
- Opportunities (Consultant Recommendations):
 - Create visible, accessible, and explicit commitment to diversity, equity, and inclusion values on homepage.
 - Clearly define the intent and purpose of the JEDI Team. The existing language and passive positioning are misaligned with the systemic and structural realities of Facilities Management at large and disregards limitations and capacity of existing membership highlighted through the committee tab.
 - Assess all Facilities Management websites and content for accessibility and language interpretation capabilities, to align with organizational demographic and cultural needs.

(4) CO WINS Website

- Artifact Overview:
 - The evidence provided highlights CO WINS commitment to providing quality essential services to everyone, regardless of race or ethnicity. The documents mentioned, such as the CO WINS Constitution and Bylaws, emphasize the rights of members, the importance of inclusivity and diversity, and the responsibility to treat all workers and members fairly. Additionally, the Partnership Agreement and Collective Bargaining Agreement outline plans and actions for advancing equity for all. The 2022 Amended Partnership Agreement also addresses disputes and grievances.
- MCOD Indicator Trend/s:
 - Multicultural (redefining/multicultural): values and integrates the perspective of diverse identities, cultures, styles, and groups into the organization's work; actively includes a diversity of people representing different groups, styles and perspectives across regional areas within the State of Colorado.
- Opportunities (Consultant Recommendations):
 - Create partnership guidelines that explicitly require organizations to provide evidence of their organizational diversity, equity and inclusion policies and practices (expansion beyond performative statements).

- Assess for organizational awareness, insight and impact of external partnerships using a diversity, equity, and inclusion lens.
- Create (systemic) policy regarding parameters and commitment to partner with external vendors and organizations that align with your organizational diversity, equity, and inclusion values.

(5) FM Climate, Culture and Organizational Data

■ Artifact Overview:

- The evidence provided includes information about various campus climate surveys conducted in 2016, 2018, and 2021. These surveys were available in both Spanish and English, in web-based and paper hard copy formats. The surveys aimed to gather information about the campus climate and identify any issues or areas needing improvement. Historical programmatic data was also provided and highlighted intentional efforts to incorporate learning and engagement across Facilities Management as an organization.

■ MCOD Indicator Trend/s:

- The MCOD Lens Indicators suggest that the campus climate survey and programmatic data had characteristics of being transitional, monocultural, and multicultural, with limited interaction and response to shifting demographics.

■ Opportunities (Consultant Recommendations):

- Based on available disaggregated data, create intentional and consistent strategies to engage and address less favorable experiences across race/ethnicity, gender/gender-identity, SES, nationality/country of origin, and physical/mental-ability (visible and non-visible).
- Create consistent and intentional accountability processes across all organizational levels and ensure processes are accessible and transparent.
- Address various levels of equity, inclusive of but not limited to; pay, incentives, staffing and promotion policy/processes.

(6) FM Employee Handbook

■ Artifact Overview:

- Facilities Management at Colorado State University is committed to creating safe work environment and maintains compliance with diversity, equity, and inclusion guidelines. Training and continuous learning opportunities are provided to employees to enhance their skills and knowledge across various functional areas. The employment process ensures fair and open competition and

consideration of affirmative action objectives. Performance evaluations guidelines are clear yet lack clear accountability structures. Employees are encouraged to use the grievance procedures if they believe a decision or condition of employment is unjust.

- MCOD Indicator Trend/s:
 - Transitional (compliance): passively committed to including others without making major changes; seeks to integrate others into systems created under dominant norms.
 - Monocultural (passive club): actively or passively excludes those who are not members of the dominant group; includes other members only if they “fit” the dominant norm.
- Opportunities (Consultant Recommendations):
 - Revise employee handbook to reflect federal, state, and local laws related to diversity, equity, and inclusion (compliance).
 - Provide clear guidance (code of conduct) for how the organization, across all functional areas, should embed diversity, equity and inclusion best practices and behaviors in daily work.
 - Create clear guidelines for how to conduct an accessible and inclusive onboarding process, that is reflective of the organization’s commitment and cultural expectations regarding diversity, equity, and inclusion, for all employees.

(7) FM Job Posting Templates & Announcement Language

- Artifact Overview:
 - The evidence provided suggests that Facilities Management at Colorado State University values diversity, equity, and inclusion in its workplace. The University is committed to serving the diverse needs of its community, promoting an equitable and inclusive environment, and developing collaborative relationships. Preferred job qualifications include a personal or professional commitment to diversity, demonstrated through efforts in planning, resource allocation, and accountability for diverse outcomes. CSU's non-discrimination policy prohibits discrimination and harassment based on various protected characteristics and commits to achieving a diverse workforce. The university emphasizes a commitment to diversity and inclusion in its mission and values.
- MCOD Indicator Trend/s:
 - Transitional (compliance/positive action): passively committed to including others without making major changes; includes only a few

members of other groups; seeks to integrate others into systems created under dominant norms.

- (absence of search process policies and practices that align with diversity, equity, and inclusion values).

- Opportunities (Consultant Recommendations):

- Ensure search committees, processes and practices are in alignment University and FM's commitment to diversity, equity, and inclusion.
- Create interview processes and questions that align with preferred job qualifications that center diversity, equity and inclusion and determine a threshold for candidates that cannot contribute to these values/practices throughout the interview process.
- Create opportunities for candidate to provide feedback regarding diversity, equity and inclusion efforts and practices experienced throughout the search process, regardless of if candidates matriculate to final round (assess experience, culture, and impact).

(8) FM Policy & Operation Procedures

- Artifact Overview:

- Based on the overall assessment of the Facilities Management Policy and Operations Procedures artifact, there was limited evidence found that would indicate intentional values, practice and commitment to diversity, equity, and inclusion. While Facilities Management facilitates and informs effective formal and informal complaint procedures, specifically regarding the Smoking Policy, there was no explicit evidence found for where to make complaints for diversity, equity, and inclusion related issues.

- MCOD Indicator Trend/s:

- Monocultural: committed to dominant values and norms; values and promotes the dominant perspective of one group, culture, or style.

- Opportunities (Consultant Recommendations):

- Assess existing policies and operation procedures with a diversity, equity, and inclusion lens to identify areas and/or gaps for organizational improvement.
- Create policy that purposefully targets but isn't limited to: Small Disadvantaged Businesses (SDB); Veteran-Owned Small Businesses (VOSB); Women-Owned Small Businesses (WOSB); and Economically Disadvantaged Women-Owned Small Businesses (EDWOSB).

Consultant Recommendations (Summary):

- Create intentional and visible structures, policies and processes that are reflective of existing demographic and future vision and goals for workforce.
- Critically and consistently assess and examine organizational culture, using intersectional strategies, to ensure systemic alignment with existing demographic data.
- Ensure organizational leadership is consistent and reflective of organizational demographics across all functional areas.
- Create and embed intentional organizational structure/s that center diversity, equity, and inclusion as a primary job function.
- Redefine purpose and identity alignment (i.e. what does “JEDI” mean in group composition and practice?).
- Provide definition and practical evidence for “Justice” and “Equity”.
- Establish a clear threshold for required competencies for group membership and/or establish committee policy and practices for how group members will obtain competency across all areas of “Justice, Equity, Diversity and Inclusion”.
- Create partnership guidelines that explicitly require organizations to provide evidence of their organizational diversity, equity and inclusion policies and practices (expansion beyond performative statements).
- Assess for organizational awareness, insight and impact of external partnerships using a diversity, equity, and inclusion lens.
- Create (systemic) policy regarding parameters and commitment to partner with external vendors and organizations that align with your organizational diversity, equity, and inclusion values.
- Based on available disaggregated data, create intentional and consistent strategies to engage and address less favorable experiences across race/ethnicity, gender/gender-identity, SES, nationality/country of origin, and physical/mental-ability (visible and non-visible).
- Create consistent and intentional accountability processes across all organizational levels and ensure processes are accessible and transparent.
- Address various levels of equity, inclusive of but not limited to; pay, incentives, staffing and promotion policy/processes.
- Consult, collaborate and partner with the Office of Inclusive Excellence to ensure diversity, equity and inclusion efforts are in alignment with larger campus goals and practices.
- Revise employee handbook to reflect federal, state, and local laws related to diversity, equity, and inclusion (compliance).

- Provide clear guidance (code of conduct) for how the organization, across all functional areas, should embed diversity, equity and inclusion best practices and behaviors in daily work.
- Create clear guidelines for how to conduct an accessible and inclusive onboarding process, that is reflective of the organization's commitment and cultural expectations regarding diversity, equity, and inclusion, for all employees.
- Ensure search committees, processes and practices are in alignment with University and Facility Management's commitment to diversity, equity, and inclusion.
- Create interview processes and questions that align with preferred job qualifications that center diversity, equity and inclusion and determine a threshold for candidates that cannot contribute to these values/practices throughout the interview process.
- Create opportunities for candidate to provide feedback regarding diversity, equity and inclusion efforts and practices experienced throughout the search process, regardless of if candidates matriculate to final round (assess experience, culture, and impact).
- Create visible, accessible, and explicit commitment to diversity, equity, and inclusion values on homepage.
- Clearly define the intent and purpose of the JEDI Team. The existing language and passive positioning are misaligned with the systemic and structural realities of Facilities Management at large and disregards limitations and capacity of existing membership highlighted through the committee tab.
- Assess all Facilities Management websites and content for accessibility and language interpretation capabilities, to align with organizational demographic and cultural needs.
- Assess existing policies and operation procedures with a diversity, equity, and inclusion lens to identify areas and/or gaps for organizational improvement.
- Create policy that purposefully targets but isn't limited to: Small Disadvantaged Businesses (SDB); Veteran-Owned Small Businesses (VOSB); Women-Owned Small Businesses (WOSB); and Economically Disadvantaged Women-Owned Small Businesses (EDWOSB).
- A more in-depth audit process is also recommended, as this will allow for a critical lens to be applied and expand views and perceptions of organizational impact, thus creating a pathway for direct feedback and insights into how the organization is operationalizing its values, commitments and responsibility to diversity, equity and inclusion.

Action Planning: Resources, Insights and Tools for Maximizing DEI efforts in Facilities Management at Colorado State University

Tools to Consider:

Center for Urban Education: Racial Equity Tools (University of Southern California, <https://www.cue-tools.usc.edu>)

CUE's Racial Equity Tools aim to change the minds, hearts, and practices of faculty, staff, and leaders—all of whose collaboration is essential to achieve racial equity in higher education.

- *Phase 1: Laying the Groundwork:* <https://www.cue-tools.usc.edu/phase-one-laying-the-groundwork>
- *Phase 2: Defining the Problem:* <https://www.cue-tools.usc.edu/phase-two-defining-the-problem>
- *Phase 3: Creating Solutions through Inquiry:* <https://www.cue-tools.usc.edu/phase-three-creating-solutions-through-inquiry>
- *Phase 4: Sustaining and Scaling the Work:* <https://www.cue-tools.usc.edu/phase-four-sustaining-and-scaling-the-work>

Shared Equity Leadership:

What is Shared Equity Leadership?

- “Shared equity leadership (SEL) is a leadership approach that scales diversity, equity, and inclusion (DEI) work and creates culture change by connecting individual and organizational transformation. Individuals embrace a personal journey toward critical consciousness to become equity-oriented leaders. Collectively, leaders embody a set of values and enact a set of practices that form new relationships and understandings, ultimately working to dismantle current systems and structures that inhibit equitable outcomes” (citation).

Shared Equity Leadership Reports and Toolkit:

- Shared Equity Leadership Making Equity Everyone's Work (1): <https://pullias.usc.edu/wp-content/uploads/2023/05/Shared-Equity-Leadership-Work-1.pdf>
- Organizing Shared Equity Leadership Four Approaches to Structuring the Work (2): <https://pullias.usc.edu/wp-content/uploads/2023/05/Shared-Equity-Leadership-Structures-1.pdf>
- Shared Responsibility Means Shared Accountability: Rethinking Accountability Within Shared Equity Leadership (3): <https://pullias.usc.edu/wp-content/uploads/2023/05/Shared-Equity-Leadership-Accountability-final-1.pdf>
- Leading for Equity from Where You Are: How Leaders in Different Roles Engage in Shared Equity Leadership (4): <https://pullias.usc.edu/wp-content/uploads/2023/05/Shared-Equity-Leadership-Roles-1.pdf>
- Capacity Building for Shared Equity Leadership: Approaches and Considerations for the Work (5): https://pullias.usc.edu/wp-content/uploads/2023/08/Capacity-Building-Report_Shared-Equity-Leadership.pdf
- Emotional Labor in Shared Equity Leadership Environments: Creating Emotionally Supportive Spaces: https://pullias.usc.edu/wp-content/uploads/2023/09/SEL-Emotional-Labor-report_6-23.pdf
- Shared Equity Leadership Toolkit: <https://pullias.usc.edu/wp-content/uploads/2023/05/SEL-Toolkit-final.pdf>

Action Planning Considerations and Insights:

- **Distributed Organizational Design for DEI:**
 - “Organizational designs that redistribute power have the potential to counter inequities and foster campus climates that are more diverse and inclusive”. (E.M. Holcombe et al., p. 8, 2024).

- **Committees, Commissions and Taskforces:**
 - “However, diversity committees can experience challenges similar to CDOs. When positioned as ad hoc and without authority, diversity committees may actually continue to impede progress for DEI. Diversity champions may find themselves siloed together and cut off or disempowered from effecting change in their respective departments. Relatedly, committee proposals for policy and practice may be ignored by departments across campus, and committees generally lack the authority to ensure accountability. Committees may be relegated to an advisory capacity with little support or resources from senior leaders or colleagues. Thus, horizontal organizational structures alone may not be sufficient to shift institutional values and power dynamics (Anderson, 2020; Singletary et al., 2021)”. (E.M. Holcombe et al., p. 8, 2024).

- **Structure:**
 - “Different organizational designs are referred to as archetypes, the templates that establish the general configuration of an organization, such as structures, systems, processes, and central tasks (Greenwood & Hinings, 1988; Greenwood & Miller, 2010).
 - In terms of DEI work, such structural considerations include the number of direct reports to a position, formal authority, financial and staffing resources, among others (Williams & Wade Golden, 2013)”. (E.M. Holcombe et al., p. 4, 2024).

RESOURCES

Resource Links (Where to Start for Facilities Management):

- Managing Workplace Diversity and Inclusion in Facility Management:
 - <https://www.linkedin.com/pulse/managing-workplace-diversity-inclusion-facility>

- 4 Steps to Culture Development in Facility Management: <https://blog.ifma.org/4-steps-to-culture-development-in-facility-management>

- Understanding Accessibility in Facilities: How Can You Make a Difference?:
 - <https://www.fieldcircle.com/articles/implementing-accessibility-in-facilities-ada/>

- Diversity in FM (Series):
 - <https://www.facilitiesnet.com/facilitiesmanagement/article/Why-Diversity-Moves-FMs-Towards-a-More-Successful-Team--18839?source=part>
 - *Why Do Diversity, Equity, and Inclusion Matter?:*
<https://www.facilitiesnet.com/facilitiesmanagement/article/Why-Do-Diversity-Equity-and-Inclusion-Matter--18840?source=part>
 - *Practical Strategies for Improving Diversity in FM:*
<https://www.facilitiesnet.com/facilitiesmanagement/article/Practical-Strategies-for-Improving-Diversity-in-FM--18841?source=part>
 - *After Onboarding: Long-Term Strategies for Diversity in FM:*
<https://www.facilitiesnet.com/facilitiesmanagement/article/After-Onboarding-Long-Term-Strategies-for-Diversity-in-FM--18842?source=part>
 - *2 Easy Ways to Increase Your Diversity Quotient:*
<https://www.facilitiesnet.com/facilitiesmanagement/article/2-Easy-Ways-to-Increase-Your-Diversity-Quotient--18843?source=part>

- How to Improve Diversity in Facility Management (Series):
 - <https://www.facilitiesnet.com/facilitiesmanagement/article/How-to-Improve-Diversity-in-Facility-Management--19040>

- *Tangible Steps for a More Diverse Facility Management Department:*
<https://www.facilitiesnet.com/facilitiesmanagement/article/Tangible-Steps-for-a-More-Diverse-Facility-Management-Department--19041?source=next>
- *Completing the Diversity Plan for an FM Organization:*
<https://www.facilitiesnet.com/facilitiesmanagement/article/Completing-the-Diversity-Plan-for-an-FM-Organization--19042?source=next>

Benchmarking Sample:

- Infrastructure Planning and Facilities (Michigan State University):
 - <https://ipf.msu.edu/about/commitment-dei>
 - <https://ipf.msu.edu/partnerwithus>

Additional Content Resources:

- Bray, J. (2023). Why DEI Matters in Facility Management – and How To Get Started. Training Industry: Diversity, equity and inclusion. <https://trainingindustry.com/articles/diversity-equity-and-inclusion/why-dei-matters-in-facility-management-and-how-to-get-started/>.
- Elizabeth M. Holcombe, Jude Paul Matias Dizon, Adrianna J. Kezar & Darsella Vigil (06 Feb 2024): Organizing Shared Approaches to Equity Work, The Journal of Higher Education, DOI: 10.1080/00221546.2024.2301913.
- Lunday, E. (n.d.). *Addressing DEI in Facility Management Operations. From Thin Words to Thick Action*. Diversity, Equity & Inclusion: APPA's 2022 Thought Leaders Report. September/October 2022. <https://www.appa.org/facilities-manager/addressing-dei-in-facility-management-operations/>.
- Yosso, T. J. (2005). Whose culture has capital? Race, Ethnicity and Education, 8(1), pp. 69-91.