Institutionalizing Diversity
Best Practices for Public Sector Organizations

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Introduction

This report is a resource that aims to provide Congressional Research Service (CRS) with the essential guidelines for the design, construction, presentation, and evaluation of diversity and inclusion for governmental organizations and agencies.

It contains an extensive review of the literature on diversity, equity, and inclusion in organizational contexts, and more specifically, the public sector. It also identifies best practices of diversity and inclusion initiatives and presents several case studies that illustrate how these practices may be instituted, measured, and modified for real-world contexts.
Background

For approximately the last fifty years, academics and others have explored the concept of diversity in a number of contexts, and much of the existing scholarship has focused on diversity and its relationship to organizational culture and performance. In large part, this research emerged in response to the equal opportunity movement during the early 1960s which aimed to capitalize on the benefits of a diverse workforce rather than lose out on the talent which could make organizations more effective.¹ As the United States and other parts of the world become more diverse, this scholarship has become increasingly relevant.

Definitions

While diversity can be broadly defined as the collective number of differences among members within a social unit, “workplace diversity” specifically refers to the composition of the socio-cultural or demographic characteristics that are readily apparent or symbolically meaningful within and among working units. Scholars have theorized the concept of workplace diversity from several perspectives. Some differentiate between the more apparent diversity dimensions such as ethnicity, race, and gender,² arguing that definitions of diversity should be confined to these specific categories because of the systematic exclusion of minorities from organizations and institutions. They contend that expanding ideas of diversity beyond these categories may inadvertently signal that all dimensions of difference are the same. In other words, if diversity is too broadly defined, it may become difficult to identify discriminatory practices.

Others assert that when diversity is narrowly defined, it runs the risk of ignoring intersectionality (i.e., not considering how different dimensions of diversity may simultaneously impact

individual and within-group dynamics). These scholars argue that diversity must consider all the possible ways people can be different, including cognitive schemas, differential knowledge bases, and different sets of experiences. They assert that individuals do not only differ because of their race, gender, age, and other demographic categories, but also because of their values, abilities, and personalities. Each individual has multiple identities, and these different dimensions cannot be isolated in an organizational setting. Thus, they find that to understand interactions in a diverse working environment, the interactive effects of multi-dimensional diversity must be addressed.

While defining diversity, it is also important to emphasize that characteristics perceived as relevant and salient in this discourse can change over time and are contingent upon the geographical and cultural context at a given moment.

Theories and Dominant Scholarly Approaches

There are seemingly three dominant types of research that characterize the diversity literature. They are: (i) theories of social categorization, (ii) theories of similarity or attraction, and (iii) theories of information and decision-making. Social categorization research considers how stereotyping based on race, gender, age, and other categories of difference can impact workplace dynamics and influence organizational structure. Similarity or attraction research focuses on how visible and invisible attributes can increase attraction and attachment in working environments.  

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4 Besong, Ekor. Literature Review on Workforce Diversity.  

environments. Information and decision-making studies typically explore the impact and patterns of information distribution on work teams and how this distribution varies depending on the social and demographic make-up of an organization.

Diversity in the Public Sector

While the vast majority of the academic literature analyzes diversity in the private sector or focuses on organizations in general, there is also a branch of scholarship that mainly explores issues related to diversity in the public sector. In this discourse, authors have primarily focused on (i) the ethics of representation in the public service or (ii) the elements required for the successful implementation and management of diversity initiatives in the sector.

Some academics have analyzed how the lack of diversity in the public sector impacts service delivery and perpetuates larger societal inequality. Public organizations may have articulated missions to serve society at large by improving the standard of living and providing culturally competent services to a diverse population. Therefore, it is important to consider how the experiences of employees may reflect the experiences of the general populace. For instance, communities likely value services in their languages, and people with disabilities may be more satisfied with the services provided by persons who understand disability issues. Empirical research demonstrates that a more representative public bureaucracy – in terms of such characteristics as race, ethnicity, and sex – promotes greater governmental responsiveness to a variety of public interests and can help to ensure that all interests are appropriately considered in policy formulation and implementation processes.

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10 Kellough, 2009
Scholars have also analyzed and assessed the diversity programs’ implementation and management in the public sector. These studies aim to identify the best strategies to leverage differences between employees and to help government organizations to achieve their goals. Researchers have also evaluated management practices, administrators' cross-cultural competencies, and their ability to cooperate with people of different backgrounds in order to define the best practices that allow succeeding in building diverse organizations and retain diverse and productive workforce.¹¹

This report largely focuses on the second tenet of research on diversity in the public sector, namely, how to set goals for diversity programs (and then measure them) and how to implement diversity practices in a way that those goals are achieved. However, because there is a limited amount of empirical diversity research or case studies on government institutions in particular, this report also reviews private sector experiences while keeping in mind the differences between both public and private sector, which are explained by human resource management (HRM) literature highlighted below.

Best Practices

As mentioned above, to implement their diversity policies and practices, organizations have historically relied on discrimination legislation, their human resource training, and programming for employees. This approach primarily focuses on group-level discrimination. Organizations are increasingly applying diversity management strategies, which address some of the perceived limitations of EEO programming. Diversity management strategies treat diversity as an “organizational resource,” focus on creating a more inclusive environment, and recognize the individualization of differences by incorporating all employees. Typically, organizations that use the diversity management approach have strategies that (i) articulate diversity, (ii) institutionalize diversity work, (iii) have a clear leadership commitment, and (iv) use diversity advocates. The following are the eleven most important diversity practices that scholars describe in the diversity literature:

1. Creating a diversity plan or strategy
2. Rethinking and rewriting mission and vision statements
3. Leveraging external relationships
4. Allocating resources to diversity programs
5. Attracting diverse talent
6. Using fair recruiting and assessment practices
7. Working to retain a diverse workforce
8. Measuring and tracking progress
9. Facilitating and encouraging diversity learning
10. Appointing diversity advocates
11. Establishing diversity committees

Each practice is described in more detail below.
Creating a Diversity Plan or Strategy

Changes in an organization’s structure can take several years. Because of this long-time horizon, it is crucial to have a written diversity plan. In the development of a diversity plan, organizations should highlight areas that need to be improved to make a workplace more attractive for potential employees and to demonstrate that the talents and skills of employees are appreciated.\footnote{Losey, Michael R. "Mastering the competencies of HR management." Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management 38.2 (1999): 99-102.}

It is important that the organizations elaborate diversity plans, so it becomes a multicultural organization. Diversity in the workplace goes beyond race and gender. Broadly defined, diversity may refer to any perceived difference among people: age, functional specialty, profession, sexual preference, geographic origin, lifestyle, tenure with the organization, or position.\footnote{African Americans, “Managing Diversity : Lessons From the Private Sector” 25, no. 3 (2000): 351–67.}

More than half the U.S. workforce now consists of minorities, immigrants, and women.\footnote{Jr. R. Roosevelt Thomas, “From-Affirmative-Action-to-Affirming-Diversity @ Hbr.Org,” 1990, https://hbr.org/1990/03/from-affirmative-action-to-affirming-diversity.} But, the Cooperation Extension System (CES) that works hand by hand with the National Institute of Food and Agriculture (NIFA) provides information about the barriers that every organization face dealing with diversity. These barriers are often expressed through subtle “isms” and inequities. Lack of communication within the organization impedes employees understanding of diversity and of the organization implementation of multicultural programs.\footnote{Strategic Planning Task Force on Diversity, “Pathway to Diversity: Strategic Plan for the Cooperative Extension System’s Emphasis on Diversity. Working Document” 357, no. 225 (1991): 21.}

What follows is a review of a research where Patricia Kreitz finds that to take advantage of the benefits diversity can bring to an organization and minimize its potentially negative effects, an organization must manage diversity strategically: with data-driven planning, carefully articulated goals, judiciously applied organizational changes, and soundly gathered and
ruthlessly analyzed metrics. Kreitz details the six critical elements of diversity plans defined by the Government Accountability Office (GAO), beginning with a compelling analysis of the business case identifying diversity's advantage(s) for the organization.

The remaining elements are:

- Recommendations for involving all employees in the diversity effort.
- Institutionalization of the diversity initiative through an office or individual responsible for the strategic plan at the executive level.
- Clearly defined goals tied to the gaps found through the diversity audit and the business goals.
- Diversity metrics to track progress toward those goals.
- Accountability metrics that hold managers responsible for meeting diversity goals

Diversity plans should be based on legally driven models or programs that are used at the organizations in the United States. The Equal Employment Opportunity (EEO) and the Affirmative Action (AA) are mandated by federal law, and every organization needs to follow. Both models seek to end discrimination and create equal opportunities as well as court ordered programs. Norma Riccuci explains that managing diversity is the next iteration on the continuum. It refers to the ability of top management to develop strategies as well as programs and policies to manage and accommodate diversity in their workplaces. It includes the ability of organizations to harness the diverse human resources available in order to create a productive and motivated workforce.

Since successful organizational change can take as long as five to seven years, institutionalizing diversity management in a diversity plan is critical. Diversity management, like other initiatives, maybe thwarted by leadership turnover but if integrated into an organization’s strategic plan, diversity management is more likely to survive long-term.

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17 Kreitz.
Rethinking and Rewriting Mission and Vision Statements

To decrease the resistance of the current workforce, it is also important to have a mission statement that includes the organization’s goals and values. Furthermore, it helps to send a signal to the potential applicants that an organization values diversity and differences in the workforce.

Research shows that the best way to ensure a diverse workforce is to include and integrate diversity into the core mission and vision organization, so it informs every part of the organization.

When is done it comes very important for the organization because, as what the research on examining diversity management in local governments in North Carolina, a mission statement that states the desirability of diversifying the workplace sends a signal to the potential applicant pool that organizations respect and value sociocultural differences, sets the tone of an inclusive cultural workplace, and may have more than a symbolic effect on organizational behavior as well.

It is important to consider the question of diversity fits the organization's mission? An important part of the process is to clarify diversity objectives and to incorporate the objectives into the organization's strategic plan.

To create viable organizations, leaders are necessary to help organizations develop a new vision and to mobilize organization change toward the vision. As in that case that researcher Damon Williams, by making the mission prioritize diversity, institutional leaders create a more

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permanent, symbolic, and visible context for investing energy, resources, and time in other strategic diversity planning efforts.  

According to the lessons from the private sector that are replicated in the public sector, the mission and vision are articulated at all levels of the organization, employees are involved, management accountability can be established and enforced through performance appraisal and compensation systems and culture change can occur. A part of that vision is the recognition that managing diversity is not a “quick fix.” It is a process of planned change that requires total culture involvement and long-term change management processes.

Some of the best practices that we can find are the ones provided in the research of Patricia Kreitz. She emphasizes that the top leadership commitment with a vision of diversity needs to be developed, demonstrated, shared and communicated to the organization. By making the mission prioritize diversity, institutional leaders create a more permanent, symbolic, and visible context for investing energy, resources, and time in other strategic diversity planning efforts.

**Leveraging External Relationships**

For the organization’s diversity efforts to be sustainable, it is crucial to expand their efforts outside their own structure. Deloitte has identified six signature traits of inclusive leadership, one of them is collaboration where a diverse-thinking team and management should proactively collaborate with other organizations. If collaboration exists, organizations can assess the status of diversity within the organization and extend it to other organization by, for example, holding

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23 Deloitte Insights, “The Inclusion Imperative for Boards Redefining Board Responsibilities to Support Organizational Inclusion,” 2019
constructive dialog sessions. This dialogue will increase awareness, promote the sharing of best practices, and nurture similar dialog within the organization.

According to the article, three partnership resources were mentioned repeatedly: *Community Alliance for Diversity*, *Partners in Diversity*, and *City/Country Diversity Conference*. These are regional networks of local governments, businesses, NGOs.

Partners in Diversity (PiD) is an affiliate of the Portland Business Alliance Charitable Institute, a nonprofit organization, and seeks to address the needs to achieve and empower other businesses and organizations that reflects the rapidly changing demographics of the Pacific Northwest. PiD’s mission is to create a competitive advantage for the region by attracting, retaining and developing diversity influencers and professionals of color.

The Community Alliance for Diversity is a collaborative effort among community members and local government, businesses, and schools in Benton and Linn Counties, Oregon to recognize, appreciate, and celebrate diversity.

### Allocating Resources to Diversity Programs

One of the first formal steps is to determine the costs of diversity programs and adjust budgets accordingly as diversity programming can become an expensive endeavor. Costs can include: (1) legal compliance, including administration systems, training and mentoring new employees, and change management; (2) cash, including salary and benefits and facilities support; (3) lost opportunities because resources cannot be used for other productive activities; and (4) risks in executing diversity program to change organization culture that can take longer than predicted or completely fail.

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Attracting Diverse Talent

For organizations that are interested in increasing workforce diversity, the first step is to be able to attract diverse - hence, professionally appropriate - candidates.

One of the best practices to succeed in this is clearly defined, publicly accessible diversity policy that the organization also promotes among potential employees. Promoting and enhancing their own multiculturalism organizations can use their diversity initiatives as a recruitment tool, especially because organizational characteristics and organization diversity programs are crucial to attract women and minorities, target candidates for diversity recruitment.27

Describing diversity management experiences scholars explain that organizations might promote their diversity policy, commitment, programs, and activities on their websites, and in mass media, public buildings, professional societies, and their newsletters.28

To widen the applicant pool of diverse and professionally appropriate candidates’ organizations can promote their diversity practices at special events - for example, at recruitment fairs and other activities that strategically reach out to diversity groups.29 Numerous organizations develop community partnerships and alliances with minority associations as well as develop internship programs. Such programs allow them to connect with minorities who may then feel more comfortable applying for regular employment.30

European Commission guidelines suggests that diversity communication include pictures of visibly different people and that organizations consciously choose a diverse range of employees

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to represent the company on campus and recruitment fairs. Research confirms that recruiters' characteristics like race, gender, personality, and knowledge are essential to minorities who see recruiters as a physical representation of an organization's commitment to diversity.

*European Commission's checklist for ensuring diverse and inclusive practices in HR Marketing, employer branding, and recruitment*

| Mentioning diversity policy and commitments. |
| Describing diversity programs and activities. |
| Including pictures of visibly different people. |
| Consciously choosing a diverse range of employees to represent the company on campus and recruitment fairs. |
| Sponsoring student associations that promote diversity. |
| Participating in recruiting events and activities that specifically reach out to diversity groups. |
| Advertising in publications that specifically reach out to diversity groups. |

**Using Fair Recruiting and Assessment Practices**

Best practices for hiring a diverse workforce are oriented to diminishing the recruiters’ biases. Recruiters’ past experiences may affect the perception of the candidates and lead to favoritism towards socially and demographically similar candidates.

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One of the most apparent ways of removing bias in recruiting is to exclude when possible human involvement in the judgment and decision-making process. Digitized testing solutions in the recruitment process allow more objective evaluation of the knowledge of each candidate more objectively then it would be done by the interviewer. Using a range of appropriate tests and metrics, recruiters then will be able to identify the candidates whose final scores are the highest.

Screening of resumes and other applicant information should be undertaken “blind” to avoid biases. This means that any factors irrelevant to job performance, especially information that can trigger stereotypes such as a candidate name, age, gender, or photograph, must be excluded from consideration. According to diversity management scholar Zara Whysal, recruiters should compare resumes with each other, in batches, rather than assessing them individually. Reviewing all the resumes at once, the recruitment team will more likely focus on a candidate’s relevant experience, when assessing candidates separately, evaluation tends to focus more on group stereotypes.

Candidates interviews - the next step that follows resume assessment - involve a particularly high risk that recruiters’ biases will affect the procedure’s outcome. To reduce the subjectivity in candidates’ evaluation, scholarship recommends implementing a set of best practices.

At first, “warm-up conversation, which is generally accepted practice to relax candidates, can be assigned to an individual not involved in the decision-making process. Further, candidate interviews should never be done individually, and interview panels should be diverse. Interviews

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should be structured, focusing on particular work-related factors, as this allows interviewers to gather more comprehensive, standardized, and comparable information about all the applicants.

Another recommendation is to evaluate candidate responses at the end of each question or interview section, not at the end of the whole interview. This prevents the recruitment team from relying on memory and ensures that evaluations are specific to the job-related factors rather than generic, and thus more subjective, observations.

Finally, Zara recommends, people who have not participated in the assessment process will be the most objective to summarize candidates’ overall performance on the tests and interviews. Their job then is simply to take a balanced overview of the different sources of assessment data, eliminating “vague, overarching discussions of organizational or cultural “fit”.”

Another approach to reducing the negative effect of recruiter bias is the principle of accountability that ensures leaders’ responsibility for diversity by linking their performance assessment and compensation to the progress of diversity initiatives.

Organizations include accountability for diverse recruitment and diversity management in their business plans, scorecards, evaluation during the annual performance reviews. When leaders, managers, and teams are held accountable for diverse recruitment, efforts are taken more seriously, and the results are better.

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Working to Retain a Diverse Workforce

Typical things most organizations offer to retain talent are free coffee and tea in the break room, competitive benefits, and bonuses. Even if it is pleasant, it will not satisfy employee who does not feel comfortable in his or her work environment. To illustrate this, a Harvard Business Review article\textsuperscript{42} describes the example of a Muslim who prays in his car because he does not want to advertise his religion or a gay executive who is unsure whether he can bring his partner to company functions. Without an inclusive environment, these nice perks will not work to retain a person who represents minority groups. Creating an inclusive workplace involves everyone within the organization, and special attention from leaders is absolutely critical to setting the tone for the environment. Leaders should communicate constantly about ensuring that the workplace is inclusive.

As employees who differ from their colleagues in religion, gender, sexual orientation, socio-economic background, and generation often hide important parts of themselves at work for fear of negative consequences.\textsuperscript{43} Thus organization should have well-developed internal surveys system, which ensures that employees’ feelings, anxiety and worries are heard.

Acknowledging that every person naturally has a tendency to feel more comfortable among people with similar backgrounds, unconscious bias training for all staff is is important for individuals to become aware of their biases that negatively impact DEI efforts.\textsuperscript{44} Affinity groups, also known as Employee Resource Groups (ERGs) or employee networks or colleague networks


\textsuperscript{44} Melissa Woo, Keith W “Mac” Mcintosh, and Deborah L. Stanley-Mcaulay, “How to Plug the Leaky Bucket: Retention Strategies for Maintaining a Diverse Workforce,” 2018.
maximize new employees’ knowledge about the institution yet minimize overwhelming them with information.\textsuperscript{45}

To retain diverse workforce scholars recommend to develop learning, development, shadowing opportunities. Among the most effective retention activities is mentoring. It is critical to the retention of employees from under-represented backgrounds, and it benefits both protégé and mentor. Individuals who serve as mentors within their workplace reported greater job satisfaction and commitment to the organization. Organization can choose between situational (time-bound, is associated with building a skillset), formal (one-on-one relationship, over a period of time, usually one hour long), group (mentor is matched to many protégés), virtual (using technology as the primary means of communication) or reverse (senior executives are mentored by younger employees to educate one another on new ways of thinking) mentoring. Mentoring programs increases employee retention because they make employees to believe that the organization has placed a higher value on their learning and development.\textsuperscript{46}

**Measuring and Tracking Progress**

Measuring diversity and continuously assessing the efficacy of diversity programming is a key and critical management practice. The common adage “what gets measured gets done” was repeatedly used throughout the literature when discussing why the efficacy of diversity programs should be assessed.\textsuperscript{47, 48} Adopting measurement strategies not only helps managers to identify the needs and priorities of their organization, but it also helps them to isolate issues that require special attention and enables them to provide targeted support.\textsuperscript{49} Additionally, when

\textsuperscript{45} Melissa Woo, Keith W “Mac” McIntosh, and Deborah L. Stanley-Mcaulay, “How to Plug the Leaky Bucket: Retention Strategies for Maintaining a Diverse Workforce,” 2018.

\textsuperscript{46} Melissa Woo, Keith W “Mac” McIntosh, and Deborah L. Stanley-Mcaulay, “How to Plug the Leaky Bucket: Retention Strategies for Maintaining a Diverse Workforce,” 2018.


\textsuperscript{49} Morris, “Divers. Prim.”
organizations set and track their progress, they are better able to understand the costs and benefits of different diversity strategies and programs.  

Challenges with bias and equity in the workplace are often difficult to detect. Furthermore, in a bid to make the process more objective by gathering more data organizations can lose sight of why they are measuring in the first place i.e. to encourage change at both the individual and organizational levels. As such, it is essential that organizations keep the process of collecting and interpreting data clear, simple and understandable.

What should organizations measure?

Typically when attempting to measure the efficacy of diversity initiatives, setting benchmarks is quite challenging. This is in part because ideas of diversity are quite expensive and it is difficult to choose which metrics are most important. Therefore, before an organization can devise a measurement plan they must establish clear values and goals. Furthermore, the diversity metrics selected must be directly tied to the organization’s overall objectives.

Traditionally organizations tend to collect data on compliance-related diversity metrics such as race, gender, and disability status. In order to fully capture the effect of increased diversity on an organization’s performance, however, it is also important to capture more holistic data that identifies the relationship between diversity and workplace productivity. This includes data on the rate and timing of promotions, access of employees to special projects and opportunities and the quality of internal and external partnerships. Furthermore, more qualitative data should be

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50 Morris, “Divers. Prim.”
52 Brenman, “Diversity in the Workplace - Leading Association for Diversity Conferences and Collaboration.”
54 Johansson.
55 Johansson.
collected. Rather than simply measuring a person’s presence gathering feedback on their experiences is also critical.

**How do organizations measure?**

Most organizations track basic workforce statistics over time such as race, gender, sexuality demographics, veteran status, and educational levels. While this can be done manually, organizations are increasingly using integrated human resource systems or consultants to do this work. Companies with advanced D&I functions are likely to have in-house staff who track DEI programs and demographics. They are also likely to build in incentives for achieving DEI goals and encouraging accountability.

Occasionally focus groups, exit interviews and climate surveys can provide well-needed insight that numbers cannot provide. Some organizations have also created scorecards that simultaneously assess factors such as workforce demographics, work environment, program effectiveness, and the impact or implications for the organization’s operations and wider goals.

**Facilitating and Encouraging Diversity Learning**

Diversity learning can be broadly described as any effort by an organization to raise employees’ personal awareness of individual differences in the workplace and to help them explore how differences inhibit or enhance the way they work with others and get work done. It has become commonplace in both public and private organizations and is considered a best practice for any entity that wants to improve workplace relationships and increase levels of productivity. As such well-designed diversity programs have a clear link between diversity learning activities and

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57 Morris.
organizational goals. While these programs have traditionally focused on compliance-oriented content (such as career development programs for women and people of color or classes on equal employment opportunity), more organizations are teaching employees how to leverage different kinds of diversity to enhance individual and group performance. This is particularly key when there are significant and sudden increases in workforce diversity.

It is also important to note that diversity and cultural competence have increasingly been considered valuable skills in the workplace. Cultural competence can be defined as a “continuous learning process to develop knowledge, appreciation, acceptance, and skills to be able to discern cultural patterns in your own and other cultures.” Once these patterns are discerned, employees are taught to incorporate these varying perspectives into problem-solving, decision making and conflict resolution interactions in the workplace.

Types of Diversity Learning Programs

There are three main types of diversity training identified in the literature namely awareness-based learning, skill-based learning and integrated-based learning. Awareness-based training aims to increase workers’ awareness of diversity issues and to help them unearth their unexamined assumptions and tendencies to stereotype. Skill-based learning opportunities tend to provide workers with practical strategies to manage workplace diversity in a way that is directly related to their job functions and responsibilities. The third type of diversity learning seeks to infuse diversity issues into all aspects of an organization’s pre-existing learning opportunities. For example, at orientation programs for new staff and in customer service training workshops relevant diversity issues would be discussed.

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60 Anand and Winters.
61 Anand and Winters.
62 Anand and Winters.
64 Manson.
65 Manson.
Though there are distinct approaches to diversity learning, there are some common elements and key characteristics that any such program more robust and effective. First, scholars recommend that these programs should be integrated, ongoing, relevant, applicable and based on a solid needs assessment done by the organization. Second, because diversity is a competency, what and how employees learn should be based on building blocks that start with elementary concepts and move on to increasingly more difficult material. Third, diversity learning should not only happen in classroom-like settings but should be integrated into all other processes and activities of organizations.

Benefits
A number of scholars have explored the impacts of diversity learning. When instituted properly substantial gains can be made from diversity learning. Managers are better equipped to provide suitable job assignments and are able to appropriately modify recruitment and retention strategies. Employees who engage with diversity learning opportunities are more likely to display higher levels of organizational commitment, career satisfaction, and innovation. In some instances, the workforce becomes loyal to the organization and retention increases. This is because, through diversity training, employees often have a direct hand in shaping their organization’s culture and providing feedback to senior and mid-level managers. Thus, they retain a sense of ownership in efforts to improve the organization.

Challenges
Occasionally, organizations institute learning programs as a response to gross performance gaps or external pressures rather than as a strategic proposition to improve a company’s operations.

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67 Garavan and Aljejji.
68 Garavan and Aljejji.
71 Sohail et al., “The Impact of Diversity Training on Commitment, Career Satisfaction, and Innovation.”
This is particularly the case for public sector entities. The former approach can result in a mismatch between the actual needs of the organization and the training provided. Additionally, it is often difficult to assess the efficacy of these programs because it is difficult to quantify and track progress made as a result of these initiatives.  

### Appointing Diversity Advocates

According to the surveys, local governments that adopted diversity programs including diversity advocates show a dramatically higher diversity level. The typical diversity advocate is a staff member who serves on an operational working group. Their duties include developing programs, strategies, goals, and diversity mission. Advocates should be selected carefully because they can be resisted influence. If an advocate is comfortable with, it helps them to find a positive approach.

However, the role of diversity advocate is one of the most difficult in the organization. Advocates should find a balance between an organization’s changes with constraints and relationships with executives and stakeholders. It is also can be difficult to find an appropriate person for this role among employees because they may experience resistance from colleagues or have concerns about conflict or career implications.

For organizations with diversity advocates, it is much easier to implement the diversity management program and be a role model in the field. In a study of the implementation of diversity programs in public organizations in Oregon, advocates or functional experts were found

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to “help ensure that leadership at the top retains its commitment to addressing diversity issues.”

Michael Benjamin, the author of a book about cultural diversity and implementing diversity initiatives in higher education, notes that diversity advocates should have principles “to guide this effort,” a clear view of their organization’s ecosystem, and “detailed, substantive knowledge of the ethnic minority groups” in the organization. Diversity advocates should be aware not only about divisions across the ethnic groups but also know characteristics across ethnic minority subgroups. It significantly increases their understanding of the workplace diversity and decreases the mistrust of underrepresented groups that they will be misunderstood.

**Establishing Diversity Committees**

Diversity committees establish an organisation’s plan which includes the definition of diversity, step-by-step description of upcoming changes, and develop the organisation’s educating about the importance of diversity programs into a business’s culture.

It is observed that implementing diversity initiatives without guidance “tends to create unease,” diversity management committees should also achieve a committee mission to define the scope and limitations of its work. Providing clear guidance to the workforce about implementing the diversity plan and also drastically decreases skepticism toward diversity initiatives.

Committee leaders’ duties also include communicating with the broader workforce through statements, newsletters, press releases, websites, and speeches. Another committee duty is feedback. If diversity concerns arise, they can be forwarded to the committee.

It is crucial to be strategic in the recruitment and composition of the Diversity Management

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Committee. Members should have strong influencing skills, strategic thinking skills, a strong sense of collaboration, teamwork, and good networking skills. Once the committee is formed, the next step is to create operational working groups that these are across the organisation, not just made up of committee members. These groups can be divided by an organisation’s key areas of operations and comprised of both operational experts and at least one member of Diversity committee. The group produce crucial information to the committee.

In an implementation of diversity programs in three local governments in Oregon, many interviewees mentioned that leaders of organizations or department executives on diversity committees leads to increasing influence and effect of diversity initiatives.

In the process of forming a diversity committee, an organization also should take into account that, if an organization has a lack of representation of one group (e.g., Latinos or women) should not preclude members of other groups (e.g., black men) from serving on the committee.

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Case Studies

Methodology

To evaluate the applicability and effectiveness of the best diversity practices described above, we have completed five of case studies. Relatively few studies on diversity management included programs and practices used in the public sector. Thus, we established proxies that had similar workforce characteristics of CRS (and other small federal government agencies). The main criteria we used for comparability include: the type of organization (not-for-profit, preferably federal agencies), the size of the organization (less than 1000 employees), area of practice (service organization), organizational structure (at least three levels of hierarchy) and political ideology (non-partisan.)

We selected 30 organizations, including the 20 public and private sector organizations ranked as the Best Workplaces for Diversity in 2018 by Fortune Magazine, culled their survey results and diversity rankings, and conducted interviews with some of them. We describe every case study following a predefined research template, which includes contextual information, a diversity evaluation, a defined diversity mission, goals, primary practices, results, main learnings, and key to success. The data for these case studies were collected through interviews with organizations and the analysis of reports, news articles and other secondary sources. The five organizations selected are the Farm Credit Association, the Urban Institute, National Institute of Health, the Pension Benefit Guaranty Corporation and the

Cases

No. 1: The Farm Credit Administration

The Farm Credit Administration (FCA) is a relatively small, independent agency of the Executive Branch of the U.S federal government. Its 312 full- and part-time employees are responsible for regulating and examining the four banks and 68 associations of the Farm Credit System in all 50 states and the Commonwealth of Puerto Rico. The FCA’s headquarters, as well
as a field office, are located in McLean, Virginia. It also has a field offices in Bloomington, Minnesota; Dallas, Texas; Denver, Colorado; and Sacramento, California.\(^85\)

**Diversity Office**

FCA has a special Office of Equal Employment Opportunity and Inclusion, and its employees manage and direct the diversity, inclusion, and equal employment opportunity (EEO) program. The office provides counsel and leadership to agency management to carry out its continuing policy and also to the program of nondiscrimination, affirmative action, and diversity. The office focuses on diversity in recruiting, training, policies and procedures, and management/employee performance standards.

**Recruitment**

To increase the diversity of its workforce, the FCA puts special emphasis on searching for potential applicants who have a disability or who are members of a minority group. For example, during each recruiting season, FCA representatives attend career fairs at historically black colleges and universities and schools with a high rate of minority enrollment.\(^86\) For example, in the next recruiting session the FCA will visit Delaware State University, and Florida Agricultural and Mechanical University.\(^87\) The FCA also plans to present its job opportunities to Hispanic candidates at the Hispanic Association of Colleges and Universities, located in Chicago. The photos from these events suggests that for the career fairs focused on minorities, FCA choose diverse set of representatives, their communication materials represents the diversity among FCA workforce.\(^88\)

Additionally, the FCA focuses on recruiting people with disabilities. According to employment data, more than 17.5% of the FCA’s workforce has disabilities, and almost 4.2% of those employees have targeted disabilities, or conditions that can create significant barriers to employment. This surpasses the goal set in the Equal Employment Opportunity Commission’s final rule, which directs federal agencies to aim to have 12% of its workforce be people with

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\(^85\) “About US.” *Farm Credit Administration*, www.fca.gov/about/diversity-activities.

\(^86\) “Diversity Activities.” *Farm Credit Administration*, www.fca.gov/about/diversity-activities.

\(^87\) “Recruiting Schedule.” *Farm Credit Administration*, www.fca.gov/about/recruiting-schedule.

\(^88\) Farm Credit Administration Facebook page, www.facebook.com/pg/fcagov/about/
disabilities, 2% of whom should be people with targeted disabilities. The FCA’s achievement is partially a result of targeted recruitment activities – the FCA looks for future employees at career fairs for persons with disabilities and members of minority groups, and it participates in recruitment programs for college students with disabilities. The FCA is proud to be able to provide accessible accommodations for employees with different kind of disabilities.  

*Working to Retain a Diverse Workforce*

According to the Federal Employee Viewpoint Survey, the FCA’s employee engagement index is one of the highest among federal agencies, at 79%. FCA believes that this is a result of its intentional engagement-promotion activities, such as training and development opportunities for employees to build their skills and advance their careers, and special emphasis programs, such as the Federal Women’s Program, Blacks in Government, Disability Program or annual Diversity Day when employees celebrate the diverse cultures represented in their workplace. The CA also hosts regular presentations sponsored by Hispanic Organization for Leadership and Advancement on issues affecting women and minority groups. To anchor and support diversity, in its internal documents the FCA encourages a workplace culture that motivates staff to be engaged, embraces diversity in all its forms, and promotes strong ethical behavior.

The FCA recognizes that the retirement of the older employees creates the opportunity for diversity and inclusion. It has a special Supervisory Development Program, that helps the FCA replace retiring managers and supervisors by developing the leadership, management, and supervisory skills of their existing examiners, including minorities that might be less competitive or not self-confident enough to apply for those leadership positions. The FCA also involves experienced employees who volunteer to serve as mentors to help their protégés develop professionally and personally through the FCA’s Mentoring Program.

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89 Farm Credit Administration, “Performance and Accountability Report,” 2019.
Measuring diversity

The FCA not only has a targeted activities to promote diversity but also control mechanisms to detect potential problems in the FCA itself as well as all the institutions it oversees. For instance, oversight and examination programs include risk-based evaluation of each institution’s human capital planning, director elections, and nominating committees. As part of the FCA review of the nominating committee’s processes and practices, the FCA evaluate the committee’s outreach efforts to expand diversity on the board. As part of the review of human capital management, FCA may evaluate conditions such as staff turnover levels or changes in key personnel (actual or upcoming); depth of management; changes in compensation and benefit programs or levels, involvement of the compensation committee; and extent of operational weaknesses cited in audit, review, and examination reports that could be connected to human capital issues.\(^\text{92}\)

In the prominent “Best places to work” ranking created by the nonprofit, nonpartisan Partnership for Public Service\(^\text{93}\), the FCA has been named #2 best place to work among small agencies in the federal government, and the #1 place in the Diversity category. Compared to other small government agencies, FCA employees gave the highest score to the FCA for its support for diversity. This category measures the extent to which employees believe that actions and policies of leadership and management promote and respect diversity. FCA employees who reports very high level of satisfaction with their supervisors’ job performance, confirmed that supervisors are committed to a workforce representative of all segments of society and they work well with employees of different backgrounds.

No. 2: The Urban Institute

The Urban Institute is a non-profit research organization and think-tank. It is based in Washington D.C. and has a staff comprised of nearly 500 economists, data scientists, communicators and policy experts from a range of disciplines. Since its founding in 1968, the


\(^{93}\) “Best Places to Work”, Best Places to Work in the Federal Government, bestplacetowork.org/about/.
Urban Institute has conducted independent research on a broad range of social and economic issues with a particular focus on those that will improve life cities across the country and throughout the developing world. It is made up of 12 centers namely, the Center on Education Data and Policy, the Center on International Development and Governance, the Center on Labor, Human Services and Population, the Center on Nonprofits and Philanthropy, the Health Policy Center, the Housing Finance Policy Center, the Income and Benefits Policy Center and the Justice Policy Center, the Metropolitan Housing and Communities Policy Center, the Research to Action Lab, the Statistical Methods Group and the Urban-Brookings Tax Policy Center.

Diversity Plan
In 2014, a communications survey was issued to staff. The findings from this study – particularly those about recruitment challenges--initiated dialogue on the organization's climate A group of self-motivated staff embarked on an extended listening tour- collecting data and information from their colleagues on the work culture and environment. The feedback from this process led the organization’s leadership to create a four-year Diversity Roadmap, that is, a document that would help the Urban Institute systematically and sustainably “attract and support the diversity of backgrounds, experience, talent and thought.” The process of creating the roadmap was collaborative and involved multiple rounds of consultation. In doing so, they hoped to improve the quality of the research and to create a more resilient and vibrant institution.

Diversity Advocates and the Diversity Council
Initially, diversity programming was decentralized. The Vice Presidents of Human Resources and Research were considered to be diversity leads. The diversity goals and management were diffused throughout each of the Institute’s twelve centers. However, recently they began the process of centralizing diversity programming to address challenges with accountability and efficiency. They have created a 12 member council which includes President Sarah Rosen Wartell, Vice Presidents Woods and Turner, six members of staff who were nominated by fellow employees, two senior managers and the Diversity Manager, Darya Razavi. This council is
responsible for continuing to ensure that the goals outlined in the Diversity Roadmap are met each year.

At this juncture, it is important to emphasize that President Wartell is a member of this council. Though the management of diversity programs is not explicitly included in her job description she has made efforts and publicly stated to her staff that the organization’s climate and diversity goals are ultimately her responsibility. This leadership from the top has had positive ramifications for the organization as a whole and a bolstered support for its diversity program. Beyond its employees, the Urban Institute staff is now attempting to engage its Board of Trustees on diversity issues.

In its Diversity Roadmap in 2016, the Urban Institute crafted a new vision statement:

“To advance our mission, the Urban Institute seeks to attract and support a diversity of backgrounds, experience, talent and thought. Diversity strengthens the health, vibrancy, and relevance of our institution and enhances the excellence of our research. We aspire for people of all backgrounds to see the Urban Institute as a great place to work, where everyone’s experiences and contributions are valued.”[1]

What is notable about this statement is the explicit effort to tie the programmatic goals and focus of the organization to the need for increased and sustained diversity. The expected benefits of increased diversity are highlighted.

**Allocating Resources and Measuring Progress**

Since the diversity program began in 2016, the Urban Institute has doubled the financial resources allocated to this core function. They also sought to increase monetary support for staff who were engaging in this work. In 2019, they also employed participatory budgeting strategies where employees were able to provide input on how the funds allocated for diversity would be spent to meet specific goals. The Urban Institute also consistently measures progress with their diversity goals. In fact, measuring and tracking these goals is one of the main responsibilities of
their diversity manager. Occasionally, they engage with external entities to increase their capacity to evaluate and track but, this is largely an in-house effort. They began with a baseline survey in 2018 and plan to this in the years to come. Additionally, they track to increase accountability among senior managers. They include their performance on specific diversity goals in the evaluations of senior staff. The metrics used in these evaluations are directly tied to or mirror the goals that they have outlined in the organization’s Diversity Roadmap. At the end of each year, the Diversity Manager provides a report to all staff on the goals that have been met and the plans for the upcoming year.

Recruitment, Retention and Diversity Learning Programs

Additionally, the Urban Institute attempting to us recruiting and hiring strategies that target underrepresented or historically marginalized groups. One such effort is through their internship program. While they have had a few successful hires through this initiative, they are working on solidifying that pipeline between internships and permanent positions. In addition to the internship program, they create customized DEI recruitment strategies for each new position. These strategies serve to widen the applicant pool and to provide more opportunities for more people of color and other marginalized groups.

The Urban Institute offers inhouse learning programs conducted by their talent development team. Their approach is to weave in diversity issues and considerations into all their sessions. On average, they have two sessions each year that focus explicitly on diversity. The themes for these programs are selected through employee feedback and have previously included sessions on unconscious bias and inclusive teams.

The main challenges that the organization continues to grapple with include challenges with effective governance and robust systems of accountability. Because the organization is internally fragmented, it is difficult to track progress across centers and groups. This is particularly difficult to navigate because there are varying levels of enthusiasm and competency on the part of senior leadership to lead the diversity charge in their respective units. The Urban Institute also has
difficulties recruiting persons of color for their senior-level positions and the human resources
team and diversity leads are actively working to remedy this issue. They also highlighted a need
for more consistent tracking of diversity metrics and this should be addressed with the recent hire
of their diversity manager.

Though these challenges exist, significant strides have been made. In 2015, 72% of the Urban
Institute’s staff identified as 72% white, 8% as Asian, 12% as black or African-American, 4% as
Hispanic or Latino, and another 4% identified as multiracial. In 2019, 66% of staff identified as
white. At the end of 2015, 95% of senior leaders at the organization identified as white and 5%
identified as Hispanic. Today, 76% identify as white, 5% as Asian, 5% as Hispanic and 14%
identify as African-American or black.

When asked about the key elements that are needed for a successful diversity program and the
elements that have made their own program successful, staff at the Urban Institute stated that
emphasized the importance of creating spaces where employees feel comfortable talking about
challenging diversity issues. According to Darya Razavi, the Diversity Manager, it is critical that
employees feel “safe, empowered and encouraged to participate in these discussions.”

No. 3: National Institutes of Health

The National Institutes of Health (NIH) is a medical research agency with more than 17,000
employees. NIH is part of the U.S. Department of Health and Human Services. Approximately
58.7% of their staff are women and 41.3% identify as men. With regard to race and ethnicity,
57% of employees are white, 20.6% are black, 18.3% of Asian or Pacific Islander, 3.5% of
Hispanic, and 0.5% of American Indian or Alaska Native. As for their disability status, 7.2%
reported living with a disability. The National Institutes of Health (NIH) has implemented a
majority of the eleven best practices and they took first place in the “Top 20 Government

Employers Equal Opportunity 2018 Readers’ Choice” awards. Employees reported that the NIH provides a positive working environment for a range of minority groups.

Mission & Vision
As for implemented best practices, the NIH has a clear plan called “Great Minds Think Differently” that represents their values and helps to attract underrepresented groups. The NIH objectives are to study diversity, to build evidence of training and persistence, to develop strategies of inclusion, to incorporate diversity program into NIH processes, create a national network of partnered institutions, promote the value of effective mentoring, and to promote NIH as a nationwide diversity leader.96

Diversity Advocates
The NIH uses diversity advocates to prevent bias against different groups in the workplace. It has implemented advocates for every underrepresented group. There are dedicated advocates for Asian Americans & Pacific Islanders, Blacks, Hispanics, Native Americans, People with Disabilities, Sexual & Gender Minority, and Women. These advocates analyze data and present recommendations to improve various aspects of employment environments. They also provide feedback and answer all the questions that employers have about diversity.

Diversity Training and Learning
The NIH has a training program that they say is tailored to reflect the needs of their customers. This training program is divided into four initiatives: EEO compliance, reasonable accommodations, diversity, and harassment. Training helps other employees to have practical understanding and reduce discrimination. The NIH provides not only an inner training program but also offers to consult to external organizations and encourage diversity learning. They

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provide the entire spectrum of training to develop diversity within an organization - from customized toolkits to workshops.

*Measuring and tracking progress*

To measure progress, the NIH uses data analytics. Analysts team translate data from diversity activities into analyzed information that helps to find the right direction for the organization. Analysts develop metrics, monitor trends, disseminate reports, and deliver presentations to educate the NIH community on trends in hires, separations, promotions, and awards organized by variables such as race, ethnicity, sex, and disability status.

In a nutshell, to have a clear mission and vision, implement diversity and inclusion plan, track the progress, measure the results, provide feedback by advocates, have training on a regular basis, and leverage external relationships help the NIH to be the diversity leader.

**No. 4: The Pension Benefit Guaranty Corporation**

The Pension Benefit Guaranty Corporation (PBGC) was created by the Employee Retirement Income Security Act of 1974 (ERISA) as a federal corporation to encourage the continuation and maintenance of voluntary private benefit pension plans, provide timely and uninterrupted payment of pension benefits, and keep pension insurance premiums at the lowest level necessary to carry out its operations.

PBGC has 57% female employees and has different races/ethnicities in the workplace:
- 11% Asian
- 42% African American
- 4% Hispanic
- 40% White
- 3% Multiracial
Mission
Enhance retirement security by preserving and encouraging the continuation of private pension plans and protecting the benefits of workers and retirees in traditional pension plans.

Vision
A sustainable pension insurance program that supports a robust system of voluntary private plans that provide lifetime retirement income.

Core Values
Excellence is Our Commitment. Seeking results that embody integrity, professionalism, transparency and accountability.
Customer Service is Our Passion. Provide information that is timely and accurate to workers and retirees, stakeholders and partners.
People are Our Priority. Success depends on the diversity, collaboration and commitment of the workforce.
Integrity is Our Touchstone. Perform duties honestly, ethically and with a commitment to protecting personal privacy.
Innovation Guides Our Work. Improve the technological operations, work products and processes.

Diversity and Leadership
PBGC continues to be committed to maintaining a diverse and inclusive workplace while also promoting a performance-based culture by strengthening employee performance, increasing leadership engagement, expanding health and wellness programs, and continued efforts to recruit and retain disabled veterans.

Federal Employee Viewpoint Survey
The Federal Employee Viewpoint Survey (FEVS) provides a confidential and voluntary method for PBGC federal employees to share honest and candid feedback about the work environment, work-life balance programs, and other aspects of the Corporation. The survey also provides an opportunity for employees to influence change in their workplace. All federal employees are encouraged to take the survey. In FY 2019, 69% of PBGC’s federal employees participated in the survey. This is an increase from the FY 2018 participation rate of 60% and is significantly higher than the 2019 government-wide participation rate of 43%.

According to the survey results, PBGC has an engaged workforce. The engagement score measures responses to questions on how well leaders lead, the interpersonal employee/supervisor relationship, and the level of employee motivation related to the employee’s role in the workplace.

PBGC’s leaders use the information from FEVS to gain valuable insight into the concerns of PBGC’s greatest asset — its workforce.

Diversity and Inclusion

“Be an Inclusion Agent” is a developed and piloted training for supervisors that promotes strategies that create a supportive, welcoming, and collaborative work environment.

The Council also partnered with agency stakeholders to launch a new event called, “PBGC Tech U,” where employees were provided opportunities to learn how to make electronic information more accessible to people of all abilities.

The Council sponsored its fourth annual Community Day event that showcased the Corporation’s departmental and affinity group diversity. Employees in attendance learned about the Corporation’s programs and how each contributes to PBGC’s mission.

Equal Employment Opportunity
The Office of Equal Employment Opportunity (OEEO) is responsible for providing leadership in the development, implementation, and evaluation of the Equal Employment Opportunity programs and services within the Corporation. The office provides technical guidance, advice, and equal opportunity support services to PBGC employees and applicants regarding the federal government's equal opportunity program.

OEEO’s Affirmative Employment Program (AEP) promotes equal employment opportunity by identifying discriminatory employment practices and policies that impede progress for all workforce demographics.

The AEP presented events to support the continued development of a model EEO program that includes:

- Created and implemented YOUniversity, PBGC’s bias awareness program.
- Continued to implement PBGC’s Education & Enrichment Book Club to promote discussions around diversity in the workplace.
- Presented various Equal Employment Opportunity trainings concerning harassment prevention in the workplace.

The Partnership for Public Service with Boston Consulting Group ranked PBGC in the top five best places to work among small federal agencies. The Corporation ranked fourth out of the 29 agencies in this category.

No. 5: Office of Special Counsel Case Study

Organization Strategy and Mission

The Civil Service Reform Act of 1978 (CSRA) established Office of Special Counsel on January 1st, 1979. Under the CSRA, OSC operated as an autonomous investigative and prosecutorial arm of the Merit Systems Protection Board. OSC is a permanent independent federal investigative and prosecutorial agency whose basic legislative authority comes from four federal statutes with its primary mission is to safeguard of the merit system in federal employment by protecting
employees and applicants from prohibited personnel practices (PPPs). PPPs are employment-related activities that are banned in the federal workforce because they violate the merit system through some form of employment discrimination, retaliation, improper hiring practices, or failure to adhere to laws, rules, or regulations that directly concern the merit system principles. OSC has the authority to investigate and prosecute violations of the 14 PPPs, most of them are related to discrimination, equal employment, and injustice preferential treatment, which is strongly related with the major issues in diversity, equity, and inclusion.

Leadership and Employment Opportunities
With 30 leadership positions, OSC currently have more than 50% of women in the position of chief officers or directors. OSC also has its own Chief of Diversity, Outreach, and Training since 1997 when OSC mandated 2302(c) certification program for all federal agencies. This provision requires that federal agencies inform their workforces, in consultation with OSC, about the rights and remedies available to them under the whistleblower protection and prohibited personnel practice provisions of the Whistleblower Protection Act. OSC designed and implements a five-step educational program, the 2302(c) Certification Program.

This dynamic at OSC is possible because OSC is committed to the realization of a diverse, inclusive federal workplace where employees and leaders who believe in service excellence and uphold merit system principles, are encouraged to disclose wrongdoing and are safeguarded against reprisals and other unlawful employment practices.

Education and Training
One of the significant progress that OSC gained 2018 was to design and implement a five-step educational program, the 2302(c) Certification Program where unit staff will provide government-wide training related to 2302(c) and OSC provides formal and informal outreach sessions, including making materials available on the agency website. OSC also helps develop and implement training programs for OSC’s internal staff, in order to meet compliance requirements. Through this design, in FY 2018, OSC has continued to elevate the levels of new cases, receiving more than 6,000 new matters for the fourth year in a row, while operating with just a modest increase in resources to perform its mission, OSC has skillfully enhanced accountability, integrity, and fairness in the federal government workplace.
OSC’s 2302(c) Certification primary goal is to confirm and build the same level of understanding between federal agencies and their workforces, in consultation with OSC, about their rights under the whistleblower protection and PPP provisions of the Civil Service Reform Act. Another primary goal of the program is training supervisors to prevent violations of the statutes. Agencies that complete the program receive a certificate of compliance from OSC. with its new strategic plan this year, OSC is committed to protect and promote the integrity and fairness of the Federal workforce, including by expanding training efforts nationwide and effectively communicating with stakeholders and the public.

Annual Survey Program

Each year, OSC surveys people who have contacted the agency for assistance during the previous fiscal year. The prohibited personnel practice, disclosure, and USERRA surveys sought that: (1) whether the respondent was fully apprised of their rights; (2) if their claim was successful at OSC or at the MSPB; and (3) successful or not, if they were satisfied with the service received from OSC.

However, due to the increase of whistleblowing that being reported, then in FY 2017, OSC was required to hand over the survey so that OCS can focus on the current survey effort in order to focus on the creation of a pilot for the new survey, in order to achieve this task.
**Conclusion**

The diversity, equity, and inclusion program has been — not only a growing interest for academics — but also a huge demand from labor workforce to organizations and agencies to explore the concept of diversity and how to embed it into organizational culture and performance. To understand about diversity, we also have to understand the complex interactions in a diverse workforce where the interactive effects of multi-dimensional diversity must be addressed. Organizations cannot put diversity only in a certain frameworks (e.g. race, gender, age, and other demographic categories) but also in the spectrum of values, abilities, and personalities without neglecting the systematic discriminatory practices.

While we look at diversity in the public sector as our main focus of literature review, we see that ethics of representation and successful elements of diversity are the two main things that organizations must focus on in order to adopt diversity in their culture and performance. This report also extends its review on how to set goals and measure, as well as how to implement diversity practices in a way that those goals are achieved. The eleven most important diversity practices that scholars have described in the diversity literature are:

1. Creating a diversity plan or strategy
2. Rethinking and rewriting mission and vision statements
3. Leveraging external relationships
4. Allocating resources to diversity programs
5. Attracting diverse talent
6. Using fair recruiting and assessment practices
7. Working to retain a diverse workforce
8. Measuring and tracking progress
9. Facilitating and encouraging diversity learning
10. Appointing diversity advocates
11. Establishing diversity committees
To evaluate these diversity practices, we study five organizations that have similarity in terms of characteristics of process, size of organization. The five organizations are the Farm Credit Association, the Urban Institute, National Institute of Health, the Pension Benefit Guaranty Corporation and the Office of Special Council. These are the organizations who have successfully implemented diversity programming according to the best practices that have been discussed before.