

Diversity, Equity, and Inclusion (DEI) Checklist for Educators

STEP 1. Get into a “diversity, equity, and inclusion” frame of mind

Review these concepts that should be considered while reflecting on your work.

Equity	attainment of the highest level of opportunity/engagement/health for all ¹
Disparities/inequities	differences in opportunity/engagement/health based on characteristics of individual or group diversity
Diversity	the varied identities and experiences within our teams and the families and communities we serve
Inclusion	inviting all people to take part in building our processes and structures, a necessary step to achieving best outcomes
Bias (implicit or explicit)	preferences in individuals and systems or processes that can drive differences in opportunity/engagement/health
Racism	system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call ‘race’) ²
Anti-racism	practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism ³
Cultural humility and competency	attitudes, knowledge, and skills needed to work effectively with those who are different from us, includes cultural awareness/sensitivity/responsiveness
Social determinants of health	conditions in which people are born, grow, live, work and age; shaped by distribution of money, power and resources ⁴

1. adapted from Healthy People 2020, <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>; 2. American Academy of Pediatrics, The Impact of Racism on Child and Adolescent Health 3. Ontario Anti-racism Secretariat; 4. World Health Organization, https://www.who.int/social_determinants/sdh_definition/en/

STEP 2. Think about diversity broadly

There are many characteristics of diversity known to contribute to disparities in opportunity, engagement, and health in our communities and our workplaces. These include:

Age, education, job role, income, neighborhood/ZIP code, disability, gender identity, sexual orientation, race/ethnicity, language preference, literacy, religion, immigrant status, acculturation, and many others.

STEP 3. Reflect on all areas

When considering your work, explore how concepts and characteristics listed in STEPS 1 & 2 relate to your self-understanding, the learners you work with, and your learning environment.

STEP 4. Keep track of your thoughts

Please use the worksheet on the next page to record how the concepts above do or don’t apply to your work.

Name: _____

Worksheet for including DEI in your work

Record below your thoughts about how the terms and characteristics listed in the checklist might apply to your work in education.

1. Understanding yourself – What insight do you have into your own cultural perspectives and preferences/biases? How might these affect your interactions with your learners? Thinking broadly, how might these influence your work as an educator? How can you learn more?

Thoughts:

2. Understanding your learners – What insight do you have into your learners, including their cultural backgrounds, learning preferences and experiences, social circumstances, and perceptions of you and your educational activities? Do you collect information on these characteristics? Why or why not? How might your educational approach feel inclusive or exclusive to certain learners? How can you learn more?

Thoughts:

3. Understanding the learning environment – How do diversity, equity, and inclusion (DEI) relate to what and how you teach? How does the content and method of your educational work account for health equity, DEI in general, and the diversity of your learners, specifically? In what ways do you or could you automatically include DEI perspectives in your educational activities? How can you learn more?

Thoughts:

Questions? Not sure how to best use this tool? Please contact JC Cowden (jdcowden@cmh.edu) with the Health Equity Integration Project (HEIP) at Children's Mercy Kansas City.

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