**DIVERSITY, EQUITY, AND INCLUSION CHECKLIST**

## **ABOUT**

This checklist was created by Tina Lopes and Barb Thomas, two educators who developed the tool based on focus group conversations with government employees. Consider using the list as a discussion tool with your team or as an opportunity to reflect on your office, agency, or department’s progress. **You are encouraged to edit this checklist so that it is relevant to your work.**

Many of the examples below specifically focus on race. This is an intentional choice because race is more challenging to discuss than identity markers, such as gender, sexual orientation, accessibility, socioeconomics, and age. You may find it helpful to start with the topic of race and then go through the checklist with additional populations in mind.

Celebrate your achievements and identify areas where there is room for growth. Remember that organizational change can take time, but a thoughtful process can help us achieve goals that have lasting benefits for all.

## **POLICY AND PLAN**

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Working On It | Yes |
| Has a shared definition of diversity, equity, and inclusion  |  |  |  |
| Acknowledges the value of equity to the office, agency, or department |  |  |  |
| Links equity to other core values of the office, agency, or department |  |  |  |
| Has approval of management or leadership |  |  |  |
| Has support from and specifies roles in the implementation plan for senior managers and other leaders  |  |  |  |
| Outlines clear actions, timeframes, people responsible for each action, indicators of progress and processes for monitoring an evaluation |  |  |  |
| Addresses all aspects of the work done by the office, agency, or department |  |  |  |
| Is integrated into all other planning in the office, agency, or department |  |  |  |
| Is understood by all employees |  |  |  |
| Has community support |  |  |  |
| Requires annual reports on progress and setbacks to the decisionmakers and governing bodies |  |  |  |

## **EMPLOYMENT SYSTEMS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Working On It | Yes |
| Outreach for hiring is broad and includes a variety of strategies |  |  |  |
| Job calls make clear the organization's desire for candidates from diverse and underrepresented groups |  |  |  |
| Job calls are specific and ask only for qualifications and experience that are necessary to do the job |  |  |  |
| Job qualifications acknowledge the value of experience in working with diverse communities, knowledge of DEI work, the ability to work within diverse teams, and the capacity to work in languages other than English |  |  |  |
| Staff on selection panels understand how to identify and challenge racial and cultural factors affecting selection |  |  |  |
| The full range of expertise of diverse and underrepresented candidates and staff is recognized and is not limited to their connections to their communities. |  |  |  |
| Mobility exists between job categories |  |  |  |
| Developmental assignments are used to increase equity |  |  |  |
| Career counselling and mentoring are available to all staff |  |  |  |
| Proportion of diverse and underrepresented staff in leadership positions is consistent with their numbers in the communities served |  |  |  |
| Proportion of diverse and underrepresented staff in administrative and support positions is consistent with their numbers in communities served |  |  |  |
| Balanced representation of diverse and underrepresented persons on selection panels for hirings and promotions |  |  |  |
| No over-representation of diverse and underrepresented persons in temporary contract and part-time positions |  |  |  |
| Few substantiated complaints from applicants in competitions and promotion processes; no comments that people got jobs because of favoritism or similar inequitable practices |  |  |  |
| Personnel policies and procedures acknowledge the office, agency, or department's responsibility to meet the needs of people with diverse identities (e.g. religious observances, etc.) |  |  |  |

## **MANAGEMENT PRACTICES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Working On It | Yes |
| Supervision practices are consistent and equitable, work is allocated fairly, and decisions are based on clearly communicated criteria |  |  |  |
| Performance appraisals are conducted regularly, and managers learn how to recognize the ways in which their biases may influence the process |  |  |  |
| Equity knowledge, skills, and practices are incorporated into performance objectives and appraisals for all levels of staff |  |  |  |
| Managers demonstrate skills in fostering equity work, a collegial work environment, and shared decision-making |  |  |  |
| Managers have the capacity to discuss discrimination, both individual and systemic, and to work with staff to identify strategies for dealing with it |  |  |  |
| Leaders make clear statements and consistently act (e.g., allocating sufficient resources, making DEI a standing agenda item at key meetings, ensuring diverse and underrepresented people are among the decision-makers) to demonstrate the importance of challenging discrimination |  |  |  |

## **COMMUNICATING IN THE ORGANIZATION**

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Working On It | Yes |
| All staff receive clear, relevant, and timely information about discussions, decisions, and actions which affect them |  |  |  |
| All offices, agencies, or departments routinely coordinate and communicate equity efforts |  |  |  |
| Publications and other communications materials appropriately reflect diverse and underrepresented people as valued staff, volunteers, service users, and community members |  |  |  |
| All materials (publicity, educational, program, etc.) are assessed for bias and revised as necessary |  |  |  |
| Staff understand the racial and cultural factors that influence communication |  |  |  |
| Staff can detect and challenge bias in their own written and oral communications and in those of others |  |  |  |
| People are supported for speaking about racism and racial equity in the workplace |  |  |  |
| Meetings are conducted in ways that recognize and value different ways of speaking, thinking, debating, and making decisions |  |  |  |
| Knowledge and expertise of staff are recognized, used, and fairly compensated |  |  |  |
| Knowledge and expertise of community representatives are recognized, used, and fairly compensated |  |  |  |
| The office, agency, or department uses an updated list of community media and information networks |  |  |  |
| Communication can occur in languages appropriate to the service users or target audience |  |  |  |

## **PROGRAMS AND WORK WITH COMMUNITIES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Working On It | Yes |
| Major policy is developed with substantial community participation |  |  |  |
| All policy is developed to be consistent with diversity, equity, and inclusion policies |  |  |  |
| Mechanisms for community participation are fully utilized even when community representatives challenge the organization's leaders and its staff |  |  |  |
| Community access to facilities includes considerations of childcare, scheduling around days and times of religious significance, a range of food and dietary restrictions, translation and interpretation requirements, and physical accessibility |  |  |  |
| A clear plan for ensuring service equity is an integral part of the diversity, equity, and inclusion policy and implementation plan, as well as all other planning initiatives of the organization |  |  |  |
| Staff and volunteers know where to refer clients when programs cannot meet their needs |  |  |  |
| All aspects of service delivery have been assessed for their consistency with the diversity, equity, and inclusion policy |  |  |  |
| Programs are evaluated in terms of their impact on communities and changed as required |  |  |  |
| Advocacy on behalf of equity is seen as part of the office, agency, or department’s work |  |  |  |
| Support is given to community groups doing advocacy work |  |  |  |
| The organization requires the vendors and contractors it does business with to abide by its racial equity policy, as well as to practice racial equity as employers and as the providers of goods and services |  |  |  |
| The organization ensures that diverse and underrepresented business benefit equitably from contracts |  |  |  |

## **EDUCATION AND PROFESSIONAL DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Working On It | Yes |
| Education for all staff is a component of the diversity, equity, and inclusion policy and implementation plan |  |  |  |
| Education and training is one among many strategies to achieve equity |  |  |  |
| All education and professional development offered incorporate racial equity and other areas of equity work |  |  |  |
| All educators and staff responsible for planning the professional development of staff can integrate racial equity into their work; specific racial equity education is planned jointly with other education andprofessional development activities for staff and volunteers |  |  |  |
| Racial equity education is designed to assist people to practice ant racism in their daily work |  |  |  |
| Education utilizes community expertise |  |  |  |
| Staff, volunteers, and service users from underrepresented groups have equitable access to education and professional development opportunities |  |  |  |
| Staff, volunteers, and service users from underrepresented groups are equitably represented as educators and facilitators |  |  |  |

## **MONITORING AND ACCOUNTABILITY**

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Working On It | Yes |
| A clear structure and process exist for monitoring and evaluating progress on implementing racial equity |  |  |  |
| The process is adequately resourced |  |  |  |
| The structure and process are clearly communicated to community representatives, staff, and volunteers |  |  |  |
| There are clearly identified champions for the policy who take active leadership in ensuring that the diversity, equity, and inclusion plan is regularly reviewed and acted upon |  |  |  |
| Leaders issue clear statements periodically on the importance of this effort |  |  |  |
| Regular reports are made to leaders and community representatives on progress with the implementation plan |  |  |  |
| Staff, volunteers, and service users from underrepresented groups have equitable access to education and professional development opportunities |  |  |  |
| One or two pilot programs exist, which are adequately resourced and known to staff and community members |  |  |  |