



# Diversity, Equity, & Inclusion Self-Audit for Independent Schools

## INTRODUCTION

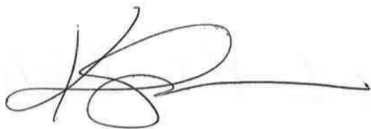
A Step Up Academy's vision is to prepare our students for the world and the world for our students. Our progressive commitment to diversity, equity, and inclusion (DE&I) is core to that vision and we firmly believe that, to create an inclusive world, people of all backgrounds and perspectives should be welcomed, appreciated, and celebrated.

In service to our mission and vision, we have created a DE&I self-audit tool specifically tailored to independent schools. These schools are at the vanguard of creating diverse, equitable, and inclusive communities throughout the United States and the world. As such, it is imperative that independent schools commit to critically and honestly assessing their programs, policies, and procedures to identify strengths, weaknesses, opportunities, and threats. School leaders should ensure their DE&I practices reflect their values, further their mission, and are comprehensive in scope.

The tool is free to use and will be updated on occasion. We encourage independent school leaders, as well as anyone in industries that may find the tool useful, to conduct a yearly self-audit and use the findings to design and implement improvements at their respective organizations.

If you have used the tool and would like to share a testimonial, feedback, or if you have any comments, questions, or concerns, please contact Kaytria Stauffer, SHRM-CP at the information below. Guided audit workshops are also available for a fee.

Best wishes,



Kaytria Stauffer, SHRM-CP  
Chief Operations Officer  
[Kay@AStepUpAcademy.org](mailto:Kay@AStepUpAcademy.org)



Evander Smith  
Diversity, Equity, & Inclusion Specialist  
[Ev@AStepUpAcademy.org](mailto:Ev@AStepUpAcademy.org)

215-885-1075 • [www.AStepUpAcademy.org](http://www.AStepUpAcademy.org) • Jenkintown & Abington, PA



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# INSTRUCTIONS

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This tool was developed with the goal of providing a comprehensive rubric framework for independent schools to assess their DE&I practices regularly and critically. To engage successfully with the tool, participants should approach the process as honestly and authentically as possible.

There are seven main assessment sections. First, participants will complete a **General** section, which assesses organization-wide practices in four main areas: *Governance, Mission, Organization, and People*. Next, participants will complete six individual sections related to a specific aspect of diversity: **Race & Ethnicity, Family & Socio-Economic Status, Sexual Orientation & Gender Identity, Ability, Religion, and Age**.

Occasional themes repeat across the six categories but will be differentiated to target the specific aspect in question. Note that where the rubric mentions “comprehensive in scope,” or something to that effect, it intends to encompass all six specific aspects of diversity.

When the rubric mentions “constituents,” it intends to encompass all individuals within the school’s community such as students, families, faculty, staff, administration, and the Board of Directors.

When completing the audit, please select the box that best describes your position. While a specific box may not be completely representative of your organization, you should get as close as possible to your current position.

There are three levels for each rubric theme: Absent, Emergent, and Transformative.

**Absent (1 point):** There is a general but under-developed understanding of Diversity, Equity, and Inclusion. Advocacy is inconsistent and only the focus of a few individuals. There is little to no action, and it lacks buy-in from stakeholders.

If your organization falls into this category, it likely means that the specific theme in question has not been addressed or there is significant work to be done in this area.

**Emergent (2 points):** There are inconsistent Diversity, Equity, and Inclusion policies, procedures, and cultural components in place. Those that exist are often reactive to the organization's specific past experience and lack formalization.

If your organization falls into this category, it likely means that some work has been done regarding the specific theme in question but there is still a way to go.

**Transformative (3 points):** Diversity, Equity, and Inclusion is a core aspect of the organization's work and is resourced appropriately. Stakeholders have a voice and policies, procedures, and cultural components are consistent and monitored for efficacy.

If your organization falls into this category, it likely means that the specific theme in question has been important to your organization and resources have been allocated to this specific need.

**At the end of each of the seven sections, total your point value and record it below.**

**General:** \_\_\_\_\_

**Section-specific: Score** \_\_\_\_\_ / **Total 102** = \_\_\_\_\_ %

**Race & Ethnicity:** \_\_\_\_\_

**Section-specific: Score** \_\_\_\_\_ / **Total 15** = \_\_\_\_\_ %

**Family & Socioeconomic Status:** \_\_\_\_\_

**Section-specific: Score** \_\_\_\_\_ / **Total 57** = \_\_\_\_\_ %

**Sexual Orientation & Gender Identity:** \_\_\_\_\_

**Section-specific: Score** \_\_\_\_\_ / **Total 21** = \_\_\_\_\_ %

**Ability:** \_\_\_\_\_

**Section-specific: Score** \_\_\_\_\_ / **Total 36** = \_\_\_\_\_ %

**Religion:** \_\_\_\_\_

**Section-specific: Score** \_\_\_\_\_ / **Total 18** = \_\_\_\_\_ %

**Age:** \_\_\_\_\_

**Section-specific: Score** \_\_\_\_\_ / **Total 15** = \_\_\_\_\_ %

To determine your overall score, take your total from above and divide it by 264, the total number of points possible. This will give you your percentage.

**Overall Total:** \_\_\_\_\_ **divided by 264** = \_\_\_\_\_ %

Your percentage places you in one of the three categories. Below are descriptions as well as some recommendations based on the category level.

### **0% - 33% Absent**

You have identified that your organization needs to work on Diversity, Equity, and Inclusion. It is recommended that you select your lowest scoring section and develop three to five goals to complete within the next year. Consider forming a committee or hiring a professional to assist with generating and reaching your goals.

### **34% - 66% Emergent**

You have identified that your organization has made strides in achieving Diversity, Equity, and Inclusion goals but there is still work to be done. It is recommended that

you select your three lowest scoring sections and develop three to five goals for each to complete within the next year. Consider what specific steps you can take that feel most accessible to you but have the greatest impact.

### **67% - 100% Transformative**

You have identified that your organization has committed to Diversity, Equity, and Inclusion. Great work! Remember that the work is never done and there is always room for improvement. It is recommended that you commit to staying current on all aspects of Diversity, Equity, and Inclusion. You should also select your lowest scoring section and develop three goals to complete in the next year. Consider how you can go beyond your organization to improve Diversity, Equity, and Inclusion in your greater community.

# GENERAL

## GOVERNANCE – BOARD COMPOSITION

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The Board is homogenous and comes from relatively similar demographic backgrounds.</p>	<p>The Board has stated a desire to increase the diversity of the Board, but action has been limited in scope or ineffective in practice.</p>	<p>The Board has an authentic commitment to Diversity, Equity, and Inclusion and considers all aspects of Diversity, Equity, and Inclusion when selecting new members, forming committees, and hiring key employees.</p>

## GOVERNANCE – INDIVIDUALS & COMMITTEES

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization has not identified an individual to lead Diversity, Equity, and Inclusion efforts and there is not committee.</p>	<p>The organization has identified an individual or group to lead Diversity, Equity, and Inclusion efforts but the position is not full time and is in addition to other duties.</p>	<p>The organization funds at least one full-time individual to lead Diversity, Equity, and Inclusion and there is an active committee.</p>

**GOVERNANCE – SENIOR ADMINISTRATION**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The Senior Administration is homogenous and comes from relatively similar demographic backgrounds.</p>	<p>The Senior Administration has stated a desire to increase the diversity of the Senior Administration but action has been limited in scope or ineffective in practice.</p>	<p>The Senior Administration has an authentic commitment to Diversity, Equity, and Inclusion and considers all aspects of Diversity, Equity, and Inclusion in all aspects of the operations of the organization.</p>

**MISSION – MISSION, VISION, & VALUES**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no Diversity, Equity, and Inclusion mission.</p>	<p>There is a Diversity, Equity, and Inclusion mission but it is not readily available to constituents, is not publicly posted, and it may not be actively or thoroughly pursued by the organization.</p>	<p>There is a Diversity, Equity, and Inclusion mission, which is posted on the website and is made readily available to constituents. Diversity, Equity, and Inclusion is an integral part of the organization and the fulfillment of the organization's main mission.</p>

**MISSION – DIVERSITY, EQUITY, & INCLUSION STATEMENT**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no Diversity, Equity, and Inclusion mission statement and, thus, no accountability to that mission.</p>	<p>There may be a Diversity, Equity, and Inclusion mission statement but structures of accountability have not been formalized and/or need improvement. It is likely that the mission statement may be used internally and not posted publicly.</p>	<p>There is a publicly posted Diversity, Equity, and Inclusion mission statement and the organization prioritizes adherence to that mission and has formal accountability structures in place.</p>

**MISSION – NON-DISCRIMINATION POLICY**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no nondiscrimination policy. This exists solely for legal purposes.</p>	<p>There is a nondiscrimination policy but it has not been reviewed for accuracy or compliance in the past three years. It appears on some materials but is not consistent across the organization.</p>	<p>The nondiscrimination policy is current and included in all marketing materials, on the website, in handbooks, and wherever else it is deemed necessary. Staff undergo training regarding the policy and it is regularly reviewed for accuracy and compliance.</p>



MISSION – WHISTLEBLOWER POLICY

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is not a whistleblower policy in place and/or it is not formalized and accessible to all constituents.</p>	<p>There is a formal whistleblower policy in place but it has not been reviewed for legal compliance within the last two years.</p>	<p>There is a formal whistleblower policy in place and it is regularly reviewed, including a legal review for compliance.</p>

MISSION – CURRICULA & EDUCATIONAL MATERIALS

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There has been no review of curricula and materials to ensure the reflection and depiction of diverse cultures, individuals, and perspectives.</p>	<p>The organization utilizes some curricula and materials that reflect and depict diverse cultures, individuals, and perspectives but these are often individual-led and not comprehensive across the organization. As such, the curricula and materials may be limited in scope based on the individual's personal experience. Existing curricula and materials have not been reviewed to ensure they are current and comprehensive in scope.</p>	<p>The organization intentionally utilizes curricula and materials that reflect and depict diverse cultures, individuals, and perspectives. Curricula and materials are reviewed for cultural diversity and accuracy prior to purchase and implementation. Existing curricula and materials are reviewed regularly to ensure they are current and comprehensive in scope.</p>

MISSION – MARKETING MATERIALS

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Diversity, Equity, and Inclusion is not considered when selecting images or generating content for materials, social media, websites, etc.</p>	<p>Diversity, Equity, and Inclusion is considered when selecting images and generating content for materials, social media, websites, etc. but is limited in scope due to inequity in the organization's population and/or practices. A lack of diverse content may mean that less-than-ideal content is used.</p>	<p>Diversity, Equity, and Inclusion is intentionally considered when selecting images and generating content for materials, social media, websites, etc. Content is specifically designed to represent the true nature of the organization, it's policies, procedures, practices, and demographics.</p>

ORGANIZATION – GROWTH MINDSET

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>A majority of individuals lack a growth mindset and change is not encouraged.</p>	<p>Certain individuals or groups of individuals operate with a growth mindset but it is not a cultural component across the whole organization. Change is considered to be difficult and cumbersome which means it generally lacks support.</p>	<p>The entire organization operates under a growth mindset. Individuals and groups are encouraged to promote change.</p>

**ORGANIZATION – POLICIES & PROCEDURES**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Diversity, Equity, and Inclusion is not considered when drafting new policies and standard operating procedures or during the review of existing policies and standard operating procedures. That may result in the use of gendered, insensitive, and/or out-of-date language or terminology, and a lack of specific regard for race, ethnicity, socio-economic status, etc.</p>	<p>The organization has begun to consider Diversity, Equity, and Inclusion when drafting new policies and standard operating procedures or during the review of existing policies and standard operating procedures but the work is still underway and/or could use improvement. There may not be regular review of existing policies and procedures.</p>	<p>The organization has reviewed all existing policies and standard operating procedures through the lens of Diversity, Equity, and Inclusion and has practices in place when drafting new documents. The organization is thorough in ensuring that all policies and procedures across all departments are equitable. The policies and procedures are reviewed on at least an annual basis.</p>

**ORGANIZATION – ADDRESSING INEQUITIES**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There are no formal or informal policies and procedures to identify and address inequities. Policies and procedures are not reviewed regularly for compliance, consistency, equity, or comprehensiveness of scope.</p>	<p>There are formal or informal policies and procedures to identify and address inequities in the organization but they are not comprehensive in scope. Policies and procedures may not be reviewed regularly for compliance, consistency, equity, or comprehensiveness of scope.</p>	<p>There are formal policies and procedures related to identifying and addressing inequities in the organization and are comprehensive in scope. All policies and procedures are reviewed regularly for compliance, consistency, equity, and comprehensiveness of scope.</p>

**ORGANIZATION – BUSINESS & STRATEGIC GOALS**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Diversity, Equity, and Inclusion is not considered when determining business and strategic goals.</p>	<p>Diversity, Equity, and Inclusion is considered when determining business and strategic goals but it is not integral in considerations of all goals.</p>	<p>Diversity, Equity, and Inclusion is considered when determining all business and strategic goals.</p>

**ORGANIZATION – ALLOCATION OF FUNDING**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no allocation of funding to Diversity, Equity, and Inclusion initiatives in the organization.</p>	<p>There is a small allocation of funding for Diversity, Equity, and Inclusion initiatives but it may be inadequate, subject to change, or dependent on outside funding such as grants.</p>	<p>There is an explicit allocation for Diversity, Equity, and Inclusion initiatives which draws from the regular operating budget and is reviewed yearly to ensure it is keeping pace with goals.</p>

**ORGANIZATION – VENDORS**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Diversity, Equity, and Inclusion is not considered when putting out requests for proposals or selecting vendors. Vendor relationships are not reviewed for their adherence to the organization's Diversity, Equity, and Inclusion mission, vision, or values, if they exist.</p>	<p>Diversity, Equity, and Inclusion is not a strong consideration when putting out requests for proposals or selecting vendors. Vendor relationships may not be reviewed for their adherence to the organization's Diversity, Equity, and Inclusion mission, vision, or values.</p>	<p>Diversity, Equity, and Inclusion is a key consideration when putting out requests for proposals or selecting vendors. Vendor relationships are regularly reviewed for their adherence and furtherance of the organization's Diversity, Equity, and Inclusion mission, vision, or values.</p>

**ORGANIZATION – DONORS**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not have a policy or procedure to ensure they are seeking funding from a diverse set of individuals, grantors, and/or foundations.</p>	<p>The organization has formulated or is formulating policies and procedures relating to diversity of granting agencies and/or foundations but not much progress has been made or the initiative is new.</p>	<p>The organization has a formalized commitment and has dedicated resources to ensuring that they are seeking funding from a diverse set of individuals, grantors, and/or foundations.</p>

**ORGANIZATION – EXTERNAL FUNDING**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no attempt to find external funding for Diversity, Equity, and Inclusion initiatives.</p>	<p>There are occasional attempts to secure funding for specific Diversity, Equity, and Inclusion initiatives.</p>	<p>The organization regularly pursues funding for specific Diversity, Equity, and Inclusion initiatives with an aim to improve their existing programs.</p>

**PEOPLE – CONSISTENT EXPECTATIONS**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There are no explicit expectations regarding Diversity, Equity, and Inclusion across all constituents in the organization.</p>	<p>There are explicit expectations regarding Diversity, Equity, and Inclusion across all constituents in the organization but they are implemented inconsistently or without regularity.</p>	<p>There are explicit and consistent expectations regarding Diversity, Equity, and Inclusion across all constituents in the organization.</p>

**PEOPLE – DEMOGRAPHIC DATA**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Data is not collected or there is informal, intermittent, or inauthentic collection of demographic data as it is needed.</p>	<p>Formal demographic data is collected at least once per year but may be limited in scope and/or not used effectively to make change.</p>	<p>Formal demographic data is collected at least once per year, is comprehensive in scope, and is used effectively throughout the organization.</p>

PEOPLE – DEMOGRAPHIC & GEOGRAPHIC LOCATION

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no assessment on whether the demographics of the organization reflects the demographics of the geographical area.</p>	<p>The organization informally assesses whether the demographics of the organization reflects the demographics of the geographical area. There is little to no action as a result of the collection of this data. The data may also be limited in scope.</p>	<p>The organization formally assesses whether the demographics of the organization reflects the demographics of the geographical area. This data review informs short- and long-term strategic planning.</p>

PEOPLE – PERSONAL AGENCY

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Some constituents lack agency over their experience within the organization's community and there is frequently a lack of respect for certain individual's needs and preferences.</p>	<p>Some constituents have agency over their experience within the organization's community and most receive respect in regard to their needs and preferences.</p>	<p>Constituents have agency over their experience within the organization's community and receive respect in regard to their needs and preferences.</p>

PEOPLE – BELONGING

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Most constituents do not feel they are active and integral stakeholders in the organization or that their specific voice is heard, or their impact felt. Most constituents are not comfortable bringing their authentic selves to the organization. There is a lack of respect for the value of difference.</p>	<p>Some constituents feel they are active and integral stakeholders in the organization with multiple pathways for their specific voice to be heard and their impact to be felt. Some constituents feel comfortable in bringing their authentic selves to the organization and feel respected, accepted, and celebrated while others may be less confident doing so.</p>	<p>All constituents feel they are active and integral stakeholders in the organization with multiple pathways for their specific voice to be heard and their impact to be felt. Constituents feel confident in bringing their authentic selves to the organization and feel respected, accepted, and celebrated.</p>

PEOPLE – CONSTITUENCIES

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Diversity, Equity, and Inclusion programming, if any exists, only exists for a certain subset of constituents. For example, there may be programming related to Diversity, Equity, and Inclusion for students but there is no formal programming for faculty and staff.</p>	<p>There is formal Diversity, Equity, and Inclusion programming for faculty, staff, and students, but the programming may be nascent or limited in scope.</p>	<p>There is formal Diversity, Equity, and Inclusion programming for all constituents. This program is ever evolving to stay current.</p>

PEOPLE – TRAININGS

SCORE: \_\_\_\_\_



ABSENT	EMERGENT	TRANSFORMATIVE
There is no training for staff that specifically focuses on Diversity, Equity, and Inclusion topics.	There is intermittent training for staff on Diversity, Equity, and Inclusion themes but it is inconsistent, reactive, and/or the language and terminology used is out-of-date.	Diversity, Equity, and Inclusion is a mainstay of the staff training plan and a distinct effort is made to ensure the programming is current and uses current language and terminology.

PEOPLE – SOCIAL & EMOTIONAL DEVELOPMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
The organization does not prioritize or emphasize social and emotional development.	The organization places an emphasis on social and emotional development for some constituents and may provide some pathways for growth in this area.	The organization prioritizes social and emotional development for all constituents and provides multiple pathways for growth in this area.

PEOPLE – CLIMATE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
A formal climate assessment is not conducted.	An informal climate assessment may be conducted but is not formalized or done with consistency.	A formal climate assessment is conducted at least yearly and the results inform short- and long-term strategic planning.

PEOPLE – CULTURAL PROFICIENCY

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not prioritize or emphasize cultural proficiency.</p>	<p>The organization places an emphasis on cultural proficiency for some constituents and may provide some pathways for growth in this area.</p>	<p>The organization prioritizes cultural proficiency for all constituents and provides multiple pathways for growth in this area.</p>

PEOPLE – RECRUITMENT & HIRING

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no consideration to Diversity, Equity, and Inclusion in recruitment and hiring.</p>	<p>There is an effort made to consider Diversity in recruitment and hiring but it may be limited to one or two sectors of diversity and is not comprehensive in scope (i.e. focuses on race but does not consider neurodiversity, etc.)</p>	<p>There is a concerted effort to include all aspects of diversity in the recruitment and hiring processes, which includes but may not be limited to a variety of posting sites, both virtual and physical, an inclusive document collection and interview process, a deliberate review of job descriptions, postings, etc., and a dedication to selecting a candidate that promotes the organization's Diversity, Equity, and Inclusion mission, vision, values, and goals. If agencies are used, consideration is made to Diversity, Equity, and Inclusion when selecting each agency.</p>

PEOPLE – STUDENT RECRUITMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization has not specifically committed to cultivating a diverse student population or they have but there has been little to no real action upon this commitment.</p>	<p>The organization is committed to cultivating a diverse student population but have yet to achieve demographics which are consistent with the organization's geographic area. All student recruitment philosophies, policies, and procedures are due for review and adjustment.</p>	<p>The organization is committed to cultivating a diverse student population, the demographics of which are consistent with the organization's geographic area. All student recruitment philosophies, policies, and procedures are reviewed and adjusted regularly.</p>

PEOPLE – ONBOARDING

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Diversity, Equity, and Inclusion is not considered in the onboarding and orientation process.</p>	<p>The organization has a structured onboarding and orientation program that may address the Diversity, Equity, and Inclusion mission of the organization but does not go in depth about philosophy, expectations, and accountability.</p>	<p>The organization has an adaptable onboarding and orientation program which includes in depth information about the Diversity, Equity, and Inclusion mission, philosophy, expectations, and accountability.</p>

PEOPLE – COMPENSATION

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no formal compensation model and there is no method of regularly assessing equitable compensation across any or all factors relating to diversity.</p>	<p>There may be formal compensation model but any assessment in relation to Diversity, Equity, and Inclusion is not comprehensive in scope and may not happen on a regular basis.</p>	<p>There is a formal compensation model which has been and is regularly assessed for equitable practices.</p>

PEOPLE – MULTIPLE PATHWAYS TO SUCCESS

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The definition of success is narrow, limited in scope, and/or rooted in tradition. Constituents may feel confined to traditional avenues of success without personal agency to define success for themselves.</p>	<p>Some constituents may have agency to define what success looks like to them and may be provided some support to achieve their version of success. The definition of success may be narrow or limited in scope.</p>	<p>All constituents have agency to define what success looks like to them and are provided multiple pathways and support to achieve their version of success. The organization strives to reduce bias towards traditional views of success and promotes respect, acceptance, and celebration of a variety of versions of success.</p>

PEOPLE – IDENTITY-BASED WORK

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not encourage the exploration of personal identity to any great extent.</p>	<p>The organization sometimes encourages constituents to explore their personal identities to a certain extent and may provide opportunities for exploration which are limited in scope. Some constituents feel confident in bringing their authentic selves to the organization and feel respected or accepted.</p>	<p>The organization encourages all constituents to explore their personal identities and provides opportunities for exploration. Constituents feel confident in bringing their authentic selves to the organization and feel respected, accepted, and celebrated.</p>

PEOPLE – DIVERSE LEARNING OPPORTUNITIES

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization rarely prioritizes the facilitation of diverse learning opportunities for its constituents. The programming generally lacks focus or is limited in scope. It is generally not accessible to all constituents.</p>	<p>The organization occasionally facilitates exposure to diverse, relevant, and rigorous learning opportunities for some or all constituents. The programming generally lacks focus or is limited in scope. It may not be accessible to all constituents.</p>	<p>The organization intentionally facilitates exposure to diverse, relevant, and rigorous learning opportunities for all constituents. Every member of the constituency is actively involved and has equitable access to the opportunities.</p>

# RACE & ETHNICITY

## APPEARANCE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization has not considered reviewing policies or procedures to ensure they are inclusive and non-discriminatory.</p>	<p>The organization has reviewed some policies or procedures with the intention to reducing unintentional bias against certain apparel items, hygiene customs, food choices, or any other potentially culture-related custom but it has not been comprehensive or there is still work to do.</p>	<p>The organization supports constituents by ensuring that appearance policies and procedures are not discriminatory in regard to certain apparel items, hygiene customs, food choices, or any other culture-related custom. Policies and procedures are regularly reviewed to assure they are current and inclusive.</p>

## RECRUITMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no consideration to Diversity, Equity, and Inclusion in recruitment and hiring.</p>	<p>The organization seeks to improve their equity by leveraging hiring and recruitment sites to ensure their posting is available to a racial and ethnic demographic consistent with the organization's geographic area. The organization aims to fill the position with an individual who is seen as a <i>good fit</i> at the organization, regardless of the individual's race or ethnicity.</p>	<p>The organization deliberately promotes equity in the recruitment and hiring processes by posting jobs in a variety of posting sites, both virtual and physical, which are available to a racial and ethnic demographic consistent with the organization's geographic area. The organization aims to fill the position not with an individual who is seen as a <i>good fit</i>, but one who would make a <i>great addition</i> to the team, regardless of the individual's race or ethnicity.</p>

**CURRICULA & EDUCATIONAL MATERIALS**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There has been no review of curricula and materials to ensure that they are sensitive and respectful of a variety of races, ethnicities, ways of knowing, languages, and cultures.</p>	<p>The organization utilizes some curricula and materials that are sensitive to and respectful of a variety of races, ethnicities, ways of knowing, languages, and cultures but these are often individual-led and not comprehensive across the organization. As such, the curricula and materials may be limited in scope based on the individual's personal experience. Existing curricula and materials have not been reviewed to ensure they are current and comprehensive in scope.</p>	<p>The organization intentionally utilizes curricula and materials that are sensitive to and respectful of a variety of races, ethnicities, ways of knowing, languages, and cultures. Curricula and materials are reviewed prior to purchase and implementation. Existing curricula and materials are reviewed regularly to ensure they are current and comprehensive in scope.</p>

**LANGUAGE & TRANSLATION**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not take demographic data on languages spoken at home. Should a constituent request translation, the school does not have policies, procedures, vendor contacts, or a system in place to complete the work. School resources are generally not available in other languages.</p>	<p>The organization may or may not take demographic data on languages spoken at home. The school retains vendor contacts or has a system to complete language translation but only does it when asked or for the most essential documents and meetings. Resources more often than not are not available in languages other than English and Spanish.</p>	<p>The organization retains demographic data on languages spoken at home and provides consistent access to translation services. More often than not, resources are available or can easily be made available in other languages.</p>

COLLOQUIAL LANGUAGE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization is somewhat homogenous and there is limited to no work to check and reduce bias in regards variations in dialect, vernacular, accents, etc.</p>	<p>The organization accepts some variety in language but there is limited to no organization-wide work to check and reduce bias in regards variations in dialect, vernacular, accents, etc.</p>	<p>The organization respects, accepts, and celebrates variety in language. This may manifest in variations in dialect, vernacular, accents, etc. and are an indicator of a diverse population. Constituents deliberately check and aim to reduce their bias regarding difference of language.</p>



# FAMILY & SOCIO-ECONOMIC STATUS

APPEARANCE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization has not considered reviewing policies or procedures to ensure they are inclusive and non-discriminatory.</p>	<p>The organization has reviewed some policies or procedures with the intention to reducing unintentional bias against certain apparel items, hygiene customs, food choices, or any other potentially family- or socioeconomic-related custom but it has not been comprehensive or there is still work to do.</p>	<p>The organization supports constituents by ensuring that appearance policies and procedures are not discriminatory in regard to certain apparel items, hygiene customs, food choices, or any other family- or socioeconomic-related custom. Policies and procedures are regularly reviewed to assure they are current and inclusive.</p>

EMPLOYEE RECRUITMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no consideration to Diversity, Equity, and Inclusion in recruitment and hiring.</p>	<p>The organization seeks to improve their equity by leveraging hiring and recruitment sites to ensure their posting is available to a family &amp; socioeconomic demographic consistent with the organization's geographic area. The organization aims to fill the position with an individual who is seen as a <i>good fit</i> at the organization, regardless of the individual's family or socioeconomic status.</p>	<p>The organization deliberately promotes equity in the recruitment and hiring processes by posting jobs in a variety of posting sites, both virtual and physical, which are available to a family &amp; socioeconomic demographic consistent with the organization's geographic area. The organization aims to fill the position not with an individual who is seen as a <i>good fit</i>, but one who would make a <i>great addition</i> to the team, regardless of the individual's family or socioeconomic status.</p>

BENEFIT STRUCTRES & FAMILY

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not consider various family structures when designing and selecting benefits programs.</p>	<p>The organization considers various family structures to some extent when designing and selecting benefits programs, but it is not comprehensive across the entire program or may be limited in scope.</p>	<p>The organization considers various family structures in all benefit programming decisions and reviews their demographic data to update policies as needed on a regular basis.</p>

**BENEFIT STRUCTRES & INCOME**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization understands the importance of assisting employees with benefit premiums but tries to limit the organization's cost and keeps their premium subsidies low.</p>	<p>The organization understands the benefit of assisting employees with benefit premiums and covers a majority of at least some benefits. There is room for improvement.</p>	<p>The organization understands the benefit of assisting employees with benefit premium and ensures adequate budgetary funding to cover a majority of employee premiums. The organization has a demonstrated focus on equitable benefit practices.</p>

**PARENTAL LEAVE**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no paid parental leave of any type.</p>	<p>There is paid maternity leave but the organization does not include paid leave for fathers, spouses, or partners. There is no consideration to adoption or fostering.</p>	<p>There is paid parental leave that is inclusive of all family types.</p>

TIME OFF

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization may or may not provide paid time off but there is limited to no flexibility for those with family care needs. The employee may be penalized or terminated for calling out, taking days off, or exhausting their time off bank.</p>	<p>The organization makes an effort to ensure equitable time off practices by ensuring flexibility and understanding for family care needs, which may be unplanned, sporadic, and uncertain in nature. Employees may use their paid time off for these situations but may exhaust this time with no recourse. The organization may refrain from termination but may otherwise penalize the employee for using unpaid time.</p>	<p>The organization has committed to ensuring the most equitable time off practices by ensuring flexibility and understanding for family care needs, which may be unplanned, sporadic, and uncertain in nature. The organization also prioritizes paid time over unpaid time. Organizations who require employees to conduct work outside of regular business hours also provide flexibility.</p>

TUITION ASSISTANCE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no funding for tuition assistance.</p>	<p>The organization provides limited funding to assist those completing advanced degrees. There may be a requirement that the individual must be pursuing a degree that specifically advances their current position or department.</p>	<p>The organization provides tuition assistance to those completing advanced degrees. This assistance is open to individuals whose program meets the mission of the school but furthers their professional career goals, even if it is not directly related to the individual's current position or department.</p>

**TUITION REMISSION**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
There is no formal tuition remission policy.	The organization has a limited tuition remission program that may or may not be accessible to all employees.	The organization funds a tuition remission program that is accessible to all employees and significantly reduces burden.

**FINANCIAL AID**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
There is no Financial Aid program.	The organization has a nascent or limited financial aid program which provides some level of funding to a variety of socioeconomic groups.	The organization has a robust financial aid program which provides critical funding that broadens access to the organization's programming across a variety of socioeconomic groups. The financial aid program is one point of leverage to achieving Diversity, Equity, and Inclusion goals.

**INTERNET ACCESS**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
There is no system of assisting constituents with internet access at home.	The organization provides indirect assistance to students who lack adequate internet service at home but does not survey or assist faculty and staff.	The organization will provide assistance, whether direct or indirect, to faculty, staff, and students who lack adequate internet service at home.

**DEVICE POLICIES**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization provides some or most devices but usually systems that ensure they operate effectively when and where needed, including off campus, are lacking. Constituents need to regularly rely on their own devices to complete homework, projects, communications, etc.</p>	<p>Constituents are not generally required to own or use their own personal electronic devices, including but not limited to computers and tablets. Generally, there is some use of personal cell phones without compensation. The organization provides most devices and has some systems in place to ensure they operate effectively when and where they are needed, including off campus.</p>	<p>Constituents are not required to own or use their own personal electronic devices, including but not limited to computers, cell phones, and tablets. The organization provides the required devices and has systems in place to ensure they operate effectively when and where they are needed, including off campus.</p>

**HOMEWORK & PREREQUISITE WORK**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Families are required to participate in homework and the students are penalized if it is not completed. Faculty and staff often work outside regular hours and may or may not be adequately compensated for their additional time.</p>	<p>Families of students need to opt out of receiving homework and those who do may be penalized to some extent, i.e., the homework is graded and noncompletion affects the final grade. Faculty and staff working outside of regular hours are provided some resources to conduct that work. There may be little to no differentiation in after-hours work between exempt and nonexempt employees.</p>	<p>Homework and prerequisite work are provided on a consensual basis. Families of students need to opt in to receive homework and those who do not are not penalized. Exempt faculty and staff working outside of regular hours are provided the resources needed to conduct that work and nonexempt employees are compensated for their time in accordance with all current laws.</p>

EXPENSE REIMBURSEMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Constituents are discouraged from submitting for reimbursement and/or there are limited to no reimbursement policies. When a reimbursement takes place, the system is slow and cumbersome.</p>	<p>There is a reimbursement policy but some or all constituents are unfamiliar with the process. Reimbursements tend to take a while to be processed and individuals are not expressly encouraged to use other purchasing systems which would reduce or eliminate their need for reimbursement.</p>	<p>There is a clear expense reimbursement policy and the procedures are such that reimbursement is provided in a prompt manner. Constituents are encouraged to operate through other purchasing systems to reduce or eliminate the need for reimbursement.</p>

PROFESSIONAL DEVELOPMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization has limited to no professional development funding.</p>	<p>The organization provides professional development funding but often requires reimbursement. There is room for improvement regarding the amount of funding available and not all faculty and staff are included.</p>	<p>The organization has a demonstrated commitment to employee professional development. It provides funding for professional development and pays for it without requiring processing via reimbursement. The employee is not required to return professional development funds if they leave their position.</p>

**CROSS-TRAINING**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no formal policy of cross-training and it rarely, if ever occurs.</p>	<p>The organization does not have a formal policy of cross-training but occasionally allows the assumption of other duties when the need arises.</p>	<p>The organization has a formal policy of cross-training which provides individuals with new skills and generates opportunity for advancement or lateral moves within the organization.</p>

**PAYMENT FOR CLEARANCES**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>New hires, faculty, and staff who must renew their clearances must pay out of pocket and are not reimbursed.</p>	<p>New hires must pay for their own clearances but faculty and staff who must renew are not required to pay or are reimbursed the expense. There are systems in place to assist those in need in obtaining the necessary clearances.</p>	<p>Faculty and staff clearances are renewed by the school and the employee does not need to pay or be reimbursed. New hires receive a stipend to cover clearance costs or can submit for reimbursement.</p>

**LUNCH PROGRAMMING**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>When lunch is provided, faculty, staff, and students must pay for the service. There likely is limited to no access to reduced pricing for some or all constituents.</p>	<p>When lunch is provided, faculty, staff, and students must pay for the service. Families may apply for reduced pricing.</p>	<p>When lunch is provided, it is free of cost or there is a robust amount of funding available to reduce or eliminate cost for those in need. It is common knowledge that these funds are available.</p>



**BREAKFAST PROGRAMMING**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
There is no breakfast programming.	There is limited breakfast programming and all faculty, staff, and students must pay for the service. There is likely limited to no access to reduced pricing for some or all constituents.	When breakfast options are provided, it is free of cost or there is a robust amount of funding available to reduce or eliminate cost for those in need. It is common knowledge that these funds are available.

**HYGIENE PRODUCTS**

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
The organization does not provide any hygiene products.	The organization provides some hygiene products, sometimes at a cost, and only to some constituents.	The organization provides free access to hygiene products. These products are available to all constituents.

# SEXUAL ORIENTATION & GENDER IDENTITY

APPEARANCE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization has not considered reviewing policies or procedures to ensure they are inclusive and non-discriminatory.</p>	<p>The organization has reviewed some policies or procedures with the intention to reducing unintentional bias against certain apparel items, hygiene customs, food choices, or any other potentially sexual orientation- and gender-related custom but it has not been comprehensive or there is still work to do.</p>	<p>The organization supports constituents by ensuring that appearance policies and procedures are not discriminatory in regard to certain apparel items, hygiene customs, food choices, or any other sexual orientation- and gender-related custom. Policies and procedures are regularly reviewed to assure they are current and inclusive.</p>

RECRUITMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no consideration to Diversity, Equity, and Inclusion in recruitment and hiring.</p>	<p>The organization seeks to improve their equity by auditing their job descriptions, postings, policies, and procedures to contain inclusive language. The organization aims to fill the position with an individual who is seen as a <i>good fit</i> at the organization, regardless of the individual's sexual orientation and gender identity.</p>	<p>The organization deliberately promotes equity in the recruitment and hiring processes by ensuring that their job descriptions, postings, policies and procedures, etc. contain and promote the use of inclusive language. The organization aims to fill the position not with an individual who is seen as a <i>good fit</i>, but one who would make a <i>great addition</i> to the team individual's sexual orientation and gender identity.</p>

SELECTED NAME

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization's systems generally do not support name changes beyond a legal name change. Individuals in the organization may or may not use a selected name but the legal name appears on most or all documents and throughout the organization's systems.</p>	<p>The organization supports the use of selected names and attempts to reduce the use of legal names, except where required, within the organization's systems. The organization has yet to formalize this practice and/or the practice is used sporadically, is limited in scope, or could be improved. There may or may not be a commitment to confidentiality in place.</p>	<p>The organization has committed to confidentiality and maintains the selected names everywhere except where the legal name is required. The organization makes information about name change policies public and have practices in place to ensure there is no discrimination regarding name changes. For individuals who change their name while at the organization, their change is respected, accepted, and celebrated.</p>

PRONOUN USAGE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Individuals generally do not feel comfortable and able to use the pronouns that best fit their identity if their pronouns vary from the gender binary or their perceived gender. The organization and its systems adhere to the gender binary and pronoun changes are difficult and/or impossible. Correct pronoun usage is not considered a part of the organization's culture.</p>	<p>Some individuals feel comfortable and able to use the pronouns that best fit their identity. Portions of the constituency are uncomfortable or unsure when pronouns vary from the handful that they consider to be typical. The organization and its systems are only able to adapt to some pronoun changes and the process may be opaque and/or difficult. Correct pronoun usage is not generally considered a part of the organization's culture.</p>	<p>Individuals feel comfortable and able to use the pronouns that best fit their identity, including those outside the traditional gender binary. The organization and its systems are able to adapt to pronoun changes easily and simply. Correct pronoun usage is a part of the organization's culture.</p>

**BENEFIT STRUCTURES**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not assess their benefits programming in relation to gender- and sex-specific needs.</p>	<p>The organization only assesses their benefits programming in relation to gender- and sex-specific needs when specifically asked by an individual. This could include but is not limited to gender-affirming care, birth control, sex-specific cancer screenings, etc.</p>	<p>The organization makes it a priority to assess their benefits programming in relation to gender- and sex-specific needs. This could include but is not limited to gender-affirming care, birth control, sex-specific cancer screenings, etc. If or when the coverage is lacking, the organization attempts to install other benefits that could assist with the care, such as including a Flexible Spending Account.</p>

**RESTROOMS**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There are men/boy and women/girl restrooms. There may be single stall restrooms available but they are not accessible to all and/or are not labeled as non-gendered.</p>	<p>There are male/boy and women/girl restrooms. Single stall restrooms are available and are labeled as non-gendered but they may be inadequate for the population and/or are not as convenient and accessible as the gendered restrooms.</p>	<p>Ideally, all restrooms are non-gendered and accessible to all. If there are gendered restrooms, there are an equal number of non-gendered restrooms which are accessible to all.</p>

**HYGIENE PRODUCTS**

**SCORE:** \_\_\_\_\_

<b>ABSENT</b>	<b>EMERGENT</b>	<b>TRANSFORMATIVE</b>
The organization does not provide any hygiene products.	The organization provides menstrual hygiene products, sometimes at a cost, in women/girl restrooms.	The organization provides free access to hygiene products. These products are available to all constituents.

# ABILITY

## APPEARANCE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization has not considered reviewing policies or procedures to ensure they are inclusive and non-discriminatory.</p>	<p>The organization has reviewed some policies or procedures with the intention to reducing unintentional bias against certain apparel items, hygiene customs, food choices, or any other potentially ability-related custom but it has not been comprehensive or there is still work to do.</p>	<p>The organization supports constituents by ensuring that appearance policies and procedures are not discriminatory in regard to certain apparel items, hygiene customs, food choices, or any other ability-related custom. Policies and procedures are regularly reviewed to assure they are current and inclusive.</p>



RECRUITMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no consideration to Diversity, Equity, and Inclusion in recruitment and hiring.</p>	<p>The organization seeks to improve their equity by leveraging hiring and recruitment sites to ensure their posting is available to a diversely disabled and abled demographic consistent with the organization's geographic area. The organization aims to fill the position with an individual who is seen as a <i>good fit</i> at the organization, regardless of the individual's disability/ability.</p>	<p>The organization deliberately promotes equity in the recruitment and hiring processes by posting jobs in a variety of posting sites, both virtual and physical, which are available to a diversely disabled and abled demographic consistent with the organization's geographic area. The organization aims to fill the position not with an individual who is seen as a <i>good fit</i>, but one who would make a <i>great addition</i> to the team, regardless of the individual's disability/ability.</p>

**ABLEISM**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization is somewhat homogenous and there is limited to no work to check and reduce bias in regard to ability. Facilities and systems tend to be designed for abled individuals and it is difficult to access appropriate accommodations.</p>	<p>The organization accepts some variety in ability but there is limited to no organization-wide work to check and reduce bias in regards variations in physical, cognitive, emotional, and/or perceived ability. Facilities and systems tend to be designed for abled individuals, but the organization has been responsive to providing access to appropriate accommodations.</p>	<p>The organization respects, accepts, and celebrates variety in ability. Constituents deliberately check and aim to reduce their bias regarding difference of ability. Resources are readily available to those who need them, without stigma or discrimination. The organization makes a point to update their facilities, policies, procedures, and systems to be accessible to the widest range of abilities possible.</p>

**INCLUSIVITY**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is little to no understanding of the meaning of disability and ability and, as such, it is generally not considered as an aspect of Diversity, Equity, and Inclusion.</p>	<p>Disability and ability are considered a part of the organization's Diversity, Equity, and Inclusion practices. These generally include disabilities/abilities that are familiar to the organization but there is a general willingness to learn.</p>	<p>Disability and ability are considered explicit parts of the organization's Diversity, Equity, and Inclusion practices. These expressly include physical, emotional, cognitive, and developmental ability as well as chronic illness.</p>

**NEURODIVERSITY**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is little to no understanding of the meaning of neurodiversity and, as such, it is generally not considered as an aspect of Diversity, Equity, and Inclusion.</p>	<p>There is a nascent understanding of neurodiversity, but the organization still has work to do to ensure neurodiversity is considered, accepted, and celebrated.</p>	<p>Neurodiversity is considered an explicit part of the organization's Diversity, Equity, and Inclusion practices.</p>

**MICRO-ACCOMMODATIONS**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not recognize micro-accommodations.</p>	<p>The organization allows constituents to recognize and solicit micro-accommodations which enhance success and belonging.</p>	<p>The organization encourages all constituents to recognize and solicit micro-accommodations which enhance success and belonging. Micro-accommodations have become a part of the organization's culture.</p>

**FACILITY ACCESS**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization rarely, if ever, conducts assessments of the accessibility of their facilities, generally as a reaction to a specific need. The organization adheres to the best of their ability the American with Disabilities Act (ADA) but their buildings tend to be grandfathered in and few or no attempts are made to improve the facilities.</p>	<p>The organization occasionally conducts assessments of the accessibility of their facilities and may act on the findings to increase accessibility, but the results may be limited in scope or reactive to a specific need. The organization adheres to the best of their ability the American with Disabilities Act (ADA).</p>	<p>The organization regularly conducts comprehensive assessments of the accessibility of their facilities and acts on the findings to increase accessibility for all. The organization adheres to the American with Disabilities Act (ADA) but often goes beyond the requirements of the ADA.</p>

**ADJACENCIES**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not generally consider adjacencies for constituents unless a specific request is received. Individual emergency plans are generally not available for those who may require assistance or additional time in the event of an emergency.</p>	<p>The organization considers adjacencies for some constituents, but it is generally related to a specific person or need. Schedules and other variables are generally set but accommodations may be made to provide the appropriate time to navigate spaces. Some restrooms, cafeterias, kitchens, lounges, rest areas, and other communal facilities are sometimes at a distance and not accessible to all. Emergency plans are in place for those who may require assistance or additional time in the event of an emergency.</p>	<p>The organization considers adjacencies for all constituents, including between campuses, between buildings, and within buildings. Schedules and other variables are adjusted as needed to provide the appropriate time to navigate spaces. Restrooms, cafeterias, kitchens, lounges, rest areas, and other communal facilities are within a reasonable distance and are accessible to all. Emergency plans are in place for those who may require assistance or additional time in the event of an emergency.</p>

**VISUAL ACCESSIBILITY**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is generally little to no thought about visual accessibility throughout the facility or in regard to materials and devices.</p>	<p>Materials are provided in large type or accessible fonts when requested by an individual. Constituents must go through the accommodations process to receive access to assistive devices if the request differs from what is typically provided for other members. There has been some thought to visual accessibility in the facilities, but it has not been comprehensive or is inconsistent.</p>	<p>Materials are assessed for accessibility and are provided in Braille, large type, and/or accessible fonts when necessary. Constituents who require different devices, apps, or accessories to improve accessibility are provided those materials. Facilities are designed with visual accessibility in mind but further accommodations for vision impairment are made available when necessary.</p>

**FLEXIBLE AND ADAPTABLE SPACES**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Flexible and adaptable seating, lighting, workspaces, and furniture may be made available to those who need it through an accommodations request.</p>	<p>Flexible and adaptable seating, lighting, workspaces, and furniture are generally available across all buildings to a limited extent. For those who require specific items, a request may be made through the accommodations process.</p>	<p>Flexible and adaptable seating, lighting, workspaces, and furniture is the standard across all buildings. For those who require specific items, a request may be made through the regular purchasing process.</p>

**BENEFIT STRUCTURES**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not assess their benefits programming in relation to the ability of their constituents.</p>	<p>The organization only assesses their benefits programming in relation to ability-specific needs when specifically asked by an individual. This could include but is not limited to access to specialists, mobility or other specialized devices, deductibles, etc.</p>	<p>The organization makes it a priority to assess their benefits programming in relation to ability-specific needs. This could include but is not limited to access to specialists, mobility or other specialized devices, deductibles, etc. If or when the coverage is lacking, the organization attempts to install other benefits that could assist with the care, such as including a Flexible Spending Account.</p>

LANGUAGE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization is somewhat homogenous and there is limited to no work to check and reduce bias in regards variations in communication methods, i.e., verbal, written, sign language, or alternate method.</p>	<p>The organization accepts some variety in language but there is limited to no organization-wide work to check and reduce bias in regard to variations in communication methods, i.e. verbal, written, sign language, or alternate method.</p>	<p>The organization respects, accepts, and celebrates variety in language. This may manifest as verbal, written, sign language, or alternative communication methods, etc. and are an indicator of a diverse population. Constituents deliberately check and aim to reduce their bias regarding difference of language.</p>

# RELIGION

## APPEARANCE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization has not considered reviewing policies or procedures to ensure they are inclusive and non-discriminatory.</p>	<p>The organization has reviewed some policies or procedures with the intention to reducing unintentional bias against religious apparel, hygiene customs, food choices, or any other religious-related custom but it has not been comprehensive or there is still work to do.</p>	<p>The organization supports constituents by ensuring that appearance policies and procedures are not discriminatory in regard to certain apparel items, hygiene customs, food choices, or any other religious-related custom. Policies and procedures are regularly reviewed to assure they are current and inclusive.</p>

## RECRUITMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no consideration to Diversity, Equity, and Inclusion in recruitment and hiring.</p>	<p>The organization commits to non-discriminatory practices. The organization aims to fill the position with an individual who is seen as a good fit regardless of the individual's religion.</p>	<p>The organization explicitly commits to non-discriminatory practices and, as such, includes any individual of any religion. This is regardless of the organization's religious affiliation. An individual's dress, observance of holidays, etc. does not factor into their recruitment and hiring. The organization aims to fill the position not with an individual who is seen as a good fit, but one who would make a great addition to the team, regardless of the individual's religion.</p>

**MISSION, VISION, & VALUES**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization's mission explicitly or indirectly references a particular religion and, as such, is exclusive. There has been no evaluation conducted on whether the organization is excluding individuals outside the stated religion.</p>	<p>The organization may be associated with a particular religion and, while they have policies in place that</p>	<p>The organization is not religiously affiliated or, for those that are, their mission, vision, values, and operations have been specifically evaluated to ensure that they are not excluding or discriminating against anyone inside or outside of that religion.</p>

**RELIGIOUS AFFILIATION**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization's mission explicitly or indirectly references a particular religion and, as such, is exclusive. There may have been little to no evaluation of whether the organization is excluding individuals with different affiliations.</p>	<p>The organization is religiously affiliated and has begun work to explicitly review their mission, vision, values, strategic goals, and operations to ensure that they are not excluding or discriminating against those with different affiliations. This review is nascent, incomplete, or requires more thorough assessment and correction.</p>	<p>The organization is not religiously affiliated or, for those that are, they have explicitly reviewed their mission, vision, values, strategic goals, and operations to ensure that they are not excluding or discriminating against those with different affiliations</p>



**TIME OFF FOR RELIGIOUS OBSERVANCE**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no formal structure in place for employees to take time at their respective religious holidays.</p>	<p>There is a loose or informal structure in place for employees to take time at their respective religious holidays, but they must do it well in advance of the holiday, may be denied if there is a pre-existing blackout day, and they must draw from their paid time off bank.</p>	<p>The school calendar is designed in a way to accommodate as many religious holidays as possible and there is a formal policy that allows for staff to take time off for their religious holidays, without drawing from their paid time off allotments. Exceptions are made, as needed, for blackout days.</p>

**OBSERVATION OF HOLIDAYS**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The holidays observed by the organization are specific to one religion and are not inclusive or mindful of the varying demographics within the organization.</p>	<p>The organization likely has not have reviewed their demographics to ensure they know the religious preferences of their constituents. The organization has made an attempt to teach and celebrate a variety of holidays but there is an unequitable focus one some over others.</p>	<p>The organization explicitly collects demographics surrounding religious preferences of their constituents and provides equitable celebration of a variety of holidays, especially as it relates to their constituents.</p>

# AGE

## APPEARANCE

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization has not considered reviewing policies or procedures to ensure they are inclusive and non-discriminatory.</p>	<p>The organization has reviewed some policies or procedures with the intention to reducing unintentional bias against age-related apparel, hygiene customs, food choices, or any other age-related custom but it has not been comprehensive or there is still work to do.</p>	<p>The organization supports constituents by ensuring that appearance policies and procedures are not discriminatory in regards to certain apparel items, hygiene customs, food choices, or any other age-related custom. Policies and procedures are regularly reviewed to assure they are current and inclusive.</p>

## RECRUITMENT

SCORE: \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no consideration to Diversity, Equity, and Inclusion in recruitment and hiring.</p>	<p>The organization seeks to improve their equity by leveraging hiring and recruitment sites to ensure their posting is available to a age demographic consistent with the organization's geographic area. The organization aims to fill the position with an individual who is seen as a <i>good fit</i> at the organization, regardless of the individual's age.</p>	<p>The organization deliberately promotes equity in the recruitment and hiring processes by posting jobs in a variety of posting sites, both virtual and physical, which are available to an age demographic consistent with the organization's geographic area. The organization aims to fill the position not with an individual who is seen as a <i>good fit</i>, but one who would make a <i>great addition</i> to the team, regardless of the individual's age.</p>

**AGEISM**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>Age is not considered an integral part of the organization's Diversity, Equity, and Inclusion programming, if there is any.</p>	<p>Certain individuals in the organization understand that age has no bearing on experience or ability to complete one's job, but it has yet to become an integral part of the organization's culture, policies, and procedures.</p>	<p>Within the organization's culture, as well as in its compensation model and training or professional development programs, there is an understanding that age has no bearing on experience and/or ability to complete one's job. There is specific work being done to reduce age bias and age is considered an equal part of the Diversity, Equity, and Inclusion programming.</p>

**YEARS OF EXPERIENCE**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>There is no formal compensation model and, as such, there is no way to ensure appropriate compensation based on years of experience.</p>	<p>There may be formal compensation model but any assessment in relation to Diversity, Equity, and Inclusion is not comprehensive in scope and may not happen on a regular basis.</p>	<p>There is a formal compensation model which has been and is regularly assessed for equitable practices.</p>

**BENEFIT STRUCTURES**

**SCORE:** \_\_\_\_\_

ABSENT	EMERGENT	TRANSFORMATIVE
<p>The organization does not consider various ages when designing and selecting benefits programs.</p>	<p>The organization considers various ages to some extent when designing and selecting benefits programs, but it is not comprehensive across the entire program or may be limited in scope.</p>	<p>The organization considers various ages in all benefit programming decisions and reviews their demographic data to update policies as needed on a regular basis.</p>

# GLOSSARY OF TERMS

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## A

1. **AAPI:** an acronym for Asian Americans & Pacific Islanders; similar acronyms are APA which means Asian-Pacific American and API which means Asian-Pacific Islander
2. **Abled:** a person without a disability
3. **Ableism:** discrimination in favor of abled people; negative attitudes and prejudice towards someone based on physical and/or mental disabilities
4. **Ableism (Internalized):** occurs when a disabled person believes that they are less worthy due to their disability and act accordingly; can also involve purposefully ignoring your own limits as a disabled person
5. **Accessibility:** a disabled person is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as an abled person in an equally effective and equally integrated manner, with substantially equivalent ease of use.
6. **Accommodation:** *see reasonable accommodation*
7. **Activism:** the policy or action of using vigorous campaigning to bring about political or social change
8. **Agender:** a person who is ungendered or does not have a felt sense of gender
9. **Alexithymia:** the inability to recognize or describe emotions in one's self
10. **Ally:** a person who puts in the effort to recognize their privilege and who works in solidarity with marginalized groups towards justice and equity
11. **Americans with Disabilities Act (ADA):** a civil rights law enacted in 1990 that prohibits discrimination based on disability; created to ensure that disabled people have the same rights and opportunities as everyone else
12. **Androgyny:** a person whose appearance is both masculine and feminine, or who appears to be gender ambiguous
13. **Aphobia:** discrimination against asexual people
14. **Arteriosclerosis:** the inability or limited ability to perform such cognitive functions as remembering faces or calculating sums
15. **Asexual:** a person who does not experience or experiences limited sexual attraction; *see greysexual and demisexual*
16. **Asperger's Syndrome:** an outdated diagnosis for a type of autism categorized by a lack of speech delay; was dissolved under autism spectrum disorder in the DSM5
17. **Assimilation:** the process where a group becomes more like another, usually larger, group or culture
18. **Assistive Technology:** a term for assistive, adaptive, and rehabilitative devices for people with disabilities; can be anything used specifically to make life easier or more enjoyable

19. **Autism:** a developmental disability characterized by differences with communication, sensory processing, socialization, and repetitive behavior  
<https://autisticadvocacy.org/about-asan/about-autism/>
20. **Autism Rights Movement:** a social movement within the context of disability rights that emphasizes the concept of neurodiversity, viewing the autism spectrum as a result of natural variations in the human brain rather than a disorder to be cured; advocates a variety of goals, including greater acceptance of autistic behaviors, therapies that focus on coping skills rather than imitating the behaviors of neurotypical peers, the creation of social networks and events that allow autistic people to socialize on their own terms, and the recognition of the autistic community as a minority group.
21. **Autist:** a person on the autism spectrum, the preferred terminology of some adult self-advocates
22. **Autistic:** a person on the autism spectrum, the preferred terminology of many adult self-advocates
23. **Autistic Culture:** based on a belief that autism is a unique way of being and not a disorder to be cured; *see Deaf culture*

## B

1. **Bias:** prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair
2. **Bicultural:** a person who can function effectively and appropriately and select appropriate behaviors, values, and attitudes within two cultures
3. **Bigender:** having two distinct gender identities, either simultaneously or alternatively.
4. **Bigotry:** obstinate or unreasonable attachment to a belief, opinion, or faction; in particular, prejudice against a person or people on the basis of their membership of a particular group
5. **Biphobia:** discrimination and intolerance of people who are bisexual
6. **Bisexual:** a person attracted to two or more genders
7. **Blind:** being unable to see or having low vision

## C

1. **Cerebral Palsy:** a congenital disorder of movement, muscle tone, or posture.
2. **Chronic Illness:** conditions that last 1 year or more and require ongoing medical attention or limit activities of daily living or both
3. **Cisgender:** a person whose gender identity aligns with what they were assigned at birth; sometimes shortened to cis
4. **Cissexism:** attitudes and behaviors that value and normalize cis people while keeping trans people invisible or treating them as inferior or deviant
5. **Civil Rights Act of 1964:** outlawed discrimination on the basis of race, sex, color, religion, or national origin; required equal access to public spaces, employment, and the right to vote; desegregated schools
6. **Classism:** prejudice against or in favor of people belonging to a particular social class

7. **Collusion:** secret or illegal cooperation or conspiracy, especially in order to cheat or deceive others; cooperation to perpetuate oppression or prevent the elimination of oppression
8. **Colonialism:** Colonialism is a practice or policy of control by one people or power over other people or areas, often by establishing colonies and generally with the aim of economic dominance and dispossession of the people
9. **Communication:** the successful conveying or sharing of ideas and feelings
10. **Community:** a group of people living in the same place or having a particular characteristic in common; a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals
11. **Comorbid:** relating to diseases or medical conditions that are simultaneously present in a patient
12. **Conversion:** the process of changing or causing something to change from one form to another
13. **Critical Race Theory:** an academic concept that is more than 40 years old. The core idea is that race is a social construct and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies
14. **Culture:** the customs, arts, social institutions, and achievements of a particular nation, people, or social group
15. **Cultural Appropriation:** the unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society
16. **Cultural Competence:** the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own
17. **Cultural Conditioning:** the unconscious process by which people are socialized to adopt the ways of thinking of their own group
18. **Cultural Humility:** a process of reflection and lifelong inquiry, involves self-awareness of personal and cultural biases as well as awareness and sensitivity to significant cultural issues of others
19. **Curb-Cut Effect:** the phenomenon of disability-friendly features being used and appreciated by a larger group than the people they were designed for

## D

1. **Deaf:** being unable to hear or being hard of hearing
2. **Deaf Culture:** the social beliefs, behaviors, art, literary traditions, history, values, and shared institutions of communities that are affected by deafness and which use sign language as the main means of communication
3. **Demisexual:** people who only gain sexual attraction once they are close to someone emotionally
4. **Dignity:** the state or quality of being worthy of honor or respect
5. **Disability:** any condition of the body or mind that makes it more difficult for the person with the condition to do certain activities and interact with the world around them
6. **Disabled:** a person with a disability
7. **Disablism:** similar to ableism, but emphasizes discrimination against disabled people instead of discrimination in favor of abled people

8. **Discrimination:** the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
9. **Diverse:** a great deal of variety, very different; including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, abilities, etc
10. **Diversity:** all the ways which people differ from one another, both individually and as groups
11. **Dysphoria:** a profound state of unease or dissatisfaction. Dysphoria may accompany depression, anxiety, or agitation

## E

1. **Ehlers Danlos Syndrome:** a group of inherited disorders that mostly affect the connective tissues, skin, joints, and blood vessels.
2. **Equality:** the state of being equal, especially in status, rights, and opportunities
3. **Equity:** the quality of being fair and impartial

## F

1. **Fatphobia:** a form of bigotry that equates fatness with ugliness, inferiority and immorality
2. **Fairness:** impartial and just treatment or behavior without favoritism or discrimination
3. **Feminism:** a range of social movements, political movements, and ideologies that aim to define and establish the political, economic, personal, and social equality of the sexes
4. **First Nations:** a term used to describe Indigenous peoples in Canada who are not Métis or Inuit
5. **Freedom:** the power or right to act, speak, or think as one wants without hindrance or restraint

## G

1. **Gay:** a person attracted to their same gender; often referring to men; sometimes used as an umbrella term for LGBT people
2. **Gender Binary:** the classification of gender into two distinct, opposite forms of masculine and feminine, whether by social system or cultural belief
3. **Gender Diversity:** the extent to which a person's gender identity, role, or expression differs from cultural norms
4. **Gender Dysphoria:** refers to discomfort associated with a discrepancy between a person's gender identity and what they were assigned at birth; *see dysphoria*
5. **Gender Expression:** the way a person communicates gender identity to others through behavior, clothing, hairstyles, voice, body characteristics, etc
6. **Gender Identity:** a person's internal sense of their gender
7. **Gender Neutral/Inclusive:** inclusive language used to describe relationships, spaces, pronouns, and other things



8. **Gender Non-Conforming:** an umbrella term to describe a person whose gender expression/identity/role differs from societal norms
9. **Gender Role:** a pattern of appearance, personality, behavior, etc that is culturally associated with and expected of a person's gender
10. **Genderfluid:** moving between two or more gender identities.
11. **Genderqueer:** an umbrella term for individuals with nonbinary gender identities
12. **Generalization:** a conclusion based on insufficient or biased evidence
13. **Greysexual:** people who experience limited sexual attraction

## H

1. **Hard of Hearing:** a person who has difficulty hearing/is partially deaf
2. **Hate Crime:** a crime, typically one involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds
3. **Heteronormativity:** the belief that heterosexuality is the preferred or normal mode of sexual orientation. It assumes the gender binary and that sexual and marital relations are most fitting between people of opposite sex.
4. **Heterosexism:** the societal assumption that everyone is, or should be, heterosexual; the idea that heterosexuality is the norm and everything else is somehow abnormal, unnatural, and unhealthy
5. **Heterosexual:** a male who is attracted to females or a female who is attracted to males; straight
6. **Hidden Disability:** a disability that may not be visible, immediately or otherwise
7. **Homophobia:** prejudice against gay people
8. **Homophobia (Internalized):** a reaction to living in a homophobic society wherein a gay person struggles with their own identity or those of others because of opinions they have been taught

## I

1. **Identity:** the qualities, beliefs, personality, looks, and/or expressions that make a person or group
2. **Identity First Language:** A way of referring to disabled people by their disabled identity first such as "Autistic person"; acknowledges that disability is a part of the person; preferred by many disability communities, specifically the Deaf, blind, and Autistic communities
3. **Immigrant:** a person who comes to live permanently in a foreign country
4. **Immigration:** the action of coming to live permanently in a foreign country
5. **Impairment:** the state or fact of being impaired, especially in a specified faculty
6. **Implicit Bias:** unconscious attitudes and stereotypes about certain groups that a person thinks; these can be and often are in contradiction with what a person consciously believes; a result of being raised in a discriminatory society
7. **Inclusion:** the practice of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups
8. **Indigenous:** originating or occurring naturally in a particular place; native
9. **Integrated:** desegregated



10. **Intersectionality:** Intersectionality is an analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. The term was conceptualized and coined by Kimberlé Williams Crenshaw in 1989
11. **Intersex:** an umbrella term used for a variety of situations in which a person is born with reproductive or sexual anatomy that doesn't fit the boxes of "female" or "male"
12. **Invisible Minority:** a group whose minority status is not always immediately visible

## J

1. **Judgment:** the ability to make considered decisions or come to sensible conclusions
2. **Justice:** the principle that people receive that which they deserve

## K

1. **Kindness:** the quality of being friendly, generous, and considerate
2. **Kinship:** a sharing of characteristics or origins

## L

1. **Lesbian:** a woman or woman aligned person attracted to other woman or woman aligned people
2. **LGBT+:** an umbrella term used to refer to the Lesbian, Gay, Bi, Trans, and more Community
3. **Limb Difference:** when an arm or leg is not shaped in the usual way; can be congenital or acquired
4. **Low Vision:** a person who struggles to see; mostly blind

## M

1. **Marginalized:** treated as insignificant or peripheral
2. **Medical Model of Disability:** says that people are disabled by their impairments or differences; looks at what is "wrong" with the person and not what the person needs
3. **Mental Health:** a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community
4. **Microaggression:** a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group
5. **Migrant Worker:** a person who either migrates within their home country or outside it to pursue work
6. **Minority:** a culturally, ethnically, or racially distinct group that coexists with but is subordinate to a more dominant group
7. **Multifaceted:** having many different parts

8. **Multigender:** having multiple gender identities, either at the same time or moving between different gender identities at different times.
9. **Multiple Sclerosis:** a disease in which the immune system eats away at the protective covering of nerves.

## N

1. **Neurodiversity:** a viewpoint that brain differences are normal, rather than deficits; brain differences are natural and should be nurtured and celebrated
2. **Neurodiverse:** a person with a brain difference such as a neuro-developmental disability; sometimes shortened to ND
3. **Neurotypical:** a person who is not neurodiverse; sometimes shortened to NT
4. **Nonbinary:** an umbrella term under transgender that refers to any gender that isn't male or female; can be a stand-alone identity
5. **Non-gendered:** not relating or specific to people of one particular gender
6. **Non-speaking:** a person who doesn't speak words or uses speech minimally or intermittently; The preferred term of non-speaking people
7. **Non-verbal:** not using words or speech

## O

1. **Organize:** to make arrangements or preparations for an event or activity; coordinate the activities of a person or group of people efficiently
2. **Obsessive-Compulsive Disorder:** a personality disorder characterized by excessive orderliness, perfectionism, attention to details, and a need for control in relating to others
3. **Oppositional Defiant Disorder:** a disorder in a child marked by defiant and disobedient behavior to authority figures
4. **Oppression:** malicious or unjust treatment or exercise of power, often under the guise of governmental authority or cultural opprobrium; oppression may be overt or covert
5. **Othering:** to view or treat a person or group of people as intrinsically different from oneself

## P

1. **Pansexual:** a person who feels attraction regardless of sex/gender
2. **Permanent Resident:** non-citizens who are lawfully authorized to live permanently within the United States
3. **Person First Language:** often taught to professionals as the proper way of referring to disabled people. "Person with a disability" in order to emphasize personhood. Not preferred by some disability communities, as it pushes separating a person from their disability.
4. **Personal/Gender Pronouns:** pronouns used to refer to a person other than their name. Some examples are he, she, they, xe, etc.
5. **Pluralism:** a condition or system in which two or more states, groups, principles, sources of authority, etc; coexist

6. **Prejudice:** an assumption or an opinion about someone simply based on that person's membership to a particular group
7. **Privilege:** a special right, advantage, or immunity granted or available only to a particular person or group
8. **Pronouns:** a word that substitutes for a noun or noun phrase
9. **Prosopagnosia:** the inability to recognize faces, often referred to as face blindness

## Q

1. **Queer:** an umbrella term some LGBT individuals use to describe their gender identity, sexual orientation, and/or gender expression that doesn't conform to dominant societal norms; a reclaimed slur inside the community
2. **Questioning:** an identity label for people who are exploring their sexual orientation or gender identity

## R

1. **Race:** each of the major groupings into which humankind is considered to be divided on the basis of physical characteristics or shared ancestry
2. **Racial/Ethnic Identity:** one's sense of self that is related to racial or ethnic group membership
3. **Racism:** prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized
4. **Racism (Internalized):** the personal conscious or subconscious acceptance of the dominant society's racist views, stereotypes and biases of one's ethnic group
5. **Radicalism:** the belief or actions of people who advocate for thorough or complete political or social reform
6. **Reasonable Accommodation:** an adjustment made to accommodate or make fair the same system for an individual based on a proven need; accommodations can be religious, physical, mental or emotional, academic, or employment related and are often mandated by law
7. **Refugee:** a person who has been forced to leave their country in order to escape war, persecution, or natural disaster
8. **Reparations:** the making of amends for a wrong one has done, by paying money to or otherwise helping those who have been wronged
9. **Rights:** a moral or legal entitlement to have or obtain something or to act in a certain way

## S

1. **Safe-Space:** a place where anyone can relax and fully express themselves without fear or discomfort
2. **Self-Care:** the practice of taking an active role in protecting one's own well-being and happiness, in particular during periods of stress
3. **Sexism:** prejudice or discrimination based on one's sex or gender

4. **Sexual Orientation:** an individual's enduring physical, romantic and/or emotional attraction to another person
5. **Social Construct:** something that exists not in objective reality, but as a result of human interaction. It exists because humans agree that it exists
6. **Social Model of Disability:** a way of viewing the world, developed by disabled people; states that people are disabled by barriers in society, not by their impairment or difference
7. **Social Justice:** the relation of balance between individuals and society measured by comparing distribution of wealth differences, from personal liberties to fair privilege opportunities
8. **Society:** the community of people living in a particular country or region and having shared customs, laws, and organizations
9. **Socio-Economic Differences:** the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control
10. **Solidarity:** unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group
11. **Spoon Theory:** Spoon theory is a metaphor created by Christine Miserandino that is used to describe the amount of mental or physical energy a person has available for daily activities and tasks. Spoons are like energy points, where abled people have near unlimited energy to complete tasks but disabled/ chronically ill people have a limited number.
12. **Spoonie:** a self-claimed title usually used by chronically ill people to describe their energy levels and feel solidarity
13. **Stereotype:** a widely held but fixed and oversimplified image or idea of a particular type of person or thing
14. **Synesthesia:** the production of a sense impression relating to one sense or part of the body by stimulation of another sense or part of the body

## T

1. **Tolerance:** the ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with
2. **Transgender:** an umbrella term used to refer to people whose gender identity do not match the sex assigned to them at birth; can be a stand-alone identity; sometimes shortened to trans
3. **Transphobia:** fear, hatred, or discrimination against transgender people
4. **Transphobia (Internalized):** when a person who is transgender is uncomfortable or not accepting of their own gender identity
5. **Two-Spirit:** A pan-tribal term created by and for indigenous Americans to describe a variety of genders with specific social and/or ceremonial roles. Many tribes have specific gender identities that are outside the binary, but Two-Spirit is an umbrella term for all indigenous Americans

## U

1. **Umbrella Term:** a term used to cover a broad number of functions or items that all fall under a single common category
2. **Unconscious Bias:** *see implicit bias*
3. **Unisex:** adjective indicating something is not sex-specific; the term can also mean gender-blindness or gender neutrality
4. **Universal Design:** the process of creating products that are usable by people with the widest possible range of abilities, operating within the widest possible range of situations

## V

1. **Values:** a person's principles or standards of behavior; one's judgment of what is important in life
2. **Verbal:** expressed in spoken words
3. **Vision Impaired:** having any defect of vision, whether disabling or not

## W

1. **Wheelchair-User:** the preferred terminology for people who use wheelchairs

## X

1. **Xenophobia:** dislike of or prejudice against people from other countries.

## Y

1. **Yourself:** you personally are a multifaceted diverse person

## Z

1. **Zeal:** great energy or enthusiasm in pursuit of a cause or an objective
2. **Zealous:** having or showing zeal
3. **Zebra:** the awareness symbol for Ehlers Danlos Syndrome due to its rareness and often mis-diagnosis; "Sometimes when you hear hoofbeats, it really is a zebra."