

# DEI Audit worksheet from Glasgow Group

Use this document to develop responses to the following questions. The boxes will expand as you type. Worksheets are due by end-of-day **Friday, January 15**.

Division	
Department	
Course Title(s)	
Require or Elective	
Prerequisites or special considerations for this course	
Multiple teachers or one teacher? List all current teacher names	

## Part I. Course Map

1. List at least 3-4 essential questions that your course seeks to address.	
2. What are the central topics covered in this course?	
3. What are the forms of assessment in your class to demonstrate subject competency? (e.g. quizzes, presentations, group assignments, etc.)	
4. What skills are you aiming to impart to students with the course? (e.g. communication, collaboration, creativity, etc.)	
5. What resources do you use and draw on for the course materials? (e.g. websites, books, film, etc.)	
6. If applicable, what standards does this course address?	

# DEI Course Map

<p><b>1. DIVERSITY OF RACIAL IDENTITY</b>  Race is a social construct that is used to group people together in relation to power and privilege. Racial identity is a real social phenomenon that impacts how various people experience benefits, costs, and challenges. Often races are grouped by history, skin color, and other physical features. We ask you to consider both what you are currently doing and what more you could be doing for each of the following questions.</p>	What I currently do to address this question...	What more could I be doing to address this question...
<p>1. How do I address _____ in the content that is presented in this course?</p>		
<p>2. How do I address _____ in my teaching practice in this course(e.g. what resources, materials, and activities)?</p>		
<p>3. What values (e.g. equity and justice, civic responsibility, etc.) are students acquiring in learning about _____?</p>		
<p>4. How does your course foster an understanding of systems of power and encourage students to develop tools for equity and justice?</p>		

<p><b>2. DIVERSITY OF RELIGIOUS IDENTITY</b>  Religion is a system of faith and worship. Individuals often identify with specific religious groups that may be recognized or less well-known. Some individuals do not identify as being religious but experience the realities of living in a religion-oriented society. We ask you to consider both what you are currently doing and what more you could be doing for each of the following questions.</p>	<p>What I currently do to address this question...</p>	<p>What more could I be doing to address this question...</p>
<p>1. How do I address _____ in the content that is presented in this course?</p>		
<p>2. How do I address _____ in my teaching practice in this course(e.g. what resources, materials, and activities)?</p>		
<p>3. What values (e.g. equity and justice, civic responsibility, etc.) are students acquiring in learning about _____?</p>		
<p>4. How does your course foster an understanding of systems of power and encourage students to develop tools for equity and justice?</p>		

<b>5. DIVERSITY OF SOCIO-ECONOMIC STATUS</b> A descriptive term for the position of persons in society, based on a combination of occupational, economic, and educational criteria, usually expressed in ordered categories. We ask you to consider both what you are currently doing and what more you could be doing for each of the following questions.	What I currently do to address this question...	What more could I be doing to address this question...
1. How do I address _____ in the content that is presented in this course?		
2. How do I address _____ in my teaching practice in this course(e.g. what resources, materials, and activities)?		
3. What values (e.g. equity and justice, civic responsibility, etc.) are students acquiring in learning about _____?		
4. How does your course foster an understanding of systems of power and encourage students to develop tools for equity and justice?		

<p><b>6. DIVERSITY OF FAMILY STRUCTURE</b>  Family structure relates to various aspects of families, the ways that they are organized and who makes up a family unit. We ask you to consider both what you are currently doing and what more you could be doing for each of the following questions.</p>	<p>What I currently do to address this question...</p>	<p>What more could I be doing to address this question...</p>
<p>1. How do I address ____ in the content that is presented in this course?</p>		
<p>2. How do I address _____ in my teaching practice in this course(e.g. what resources, materials, and activities)?</p>		
<p>3. What values (e.g. equity and justice, civic responsibility, etc.) are students acquiring in learning about _____?</p>		
<p>4. How does your course foster an understanding of systems of power and encourage students to develop tools for equity and justice?</p>		

<b>7. DIVERSITY OF SEXUAL IDENTITY</b> Sexual identity is defined here in terms of whom someone is romantically or sexually attracted to.	What I currently do to address this question...	What more could I be doing to address this question...
1. How do I address _____ in the content that is presented in this course?		
2. How do I address _____ in my teaching practice in this course(e.g. what resources, materials, and activities)?		
3. What values (e.g. equity and justice, civic responsibility, etc.) are students acquiring in learning about _____?		
4. How does your course foster an understanding of systems of power and encourage students to develop tools for equity and justice?		

<b>8. DIVERSITY OF DIS/ABILITY STATUS</b> A term defined here as whether or not someone identifies as having a physical or mental disability. We ask you to consider both what you are currently doing and what more you could be doing for each of the following questions.	What I currently do to address this question...	What more could I be doing to address this question...
1. How do I address _____ in the content that is presented in this course?		
2. How do I address _____ in my teaching practice in this course(e.g. what resources, materials, and activities)?		
3. What values (e.g. equity and justice, civic responsibility, etc.) are students acquiring in learning about _____?		
4. How does your course foster an understanding of systems of power and encourage students to develop tools for equity and justice?		