



ASHP
Diversity, Equity, and Inclusion
PROJECT GUIDELINES DOCUMENT

ASHP is committed to increasing diversity by actively including and celebrating differences that may include race, gender, religion, sexual orientation, gender identity, ethnicity, nationality, socioeconomic status, language, disability, age, or political perspective.

This document serves as a guideline for ASHP members, leaders, and staff to review and consider when creating projects, programs, deliverables, and initiatives for the organization. While not exhaustive, this list is intended to help content creators reflect on diversity, equity, inclusion, and belonging principles, to ensure that we appropriately serve all members and patients. Guidance provided may not apply to all projects and in all situations. When using this list, please use your discretion to consider items that may apply most to your projects and deliverables.

Suggested Checklist

ENSURE THAT THE CHOICE OF PLANNERS, SPEAKERS, AND PANELISTS REFLECTS DIVERSITY, EQUITY, AND INCLUSION IN OUR COMMUNITY

QUESTIONS TO CONSIDER AND EVALUATE

- Have you considered a diverse panel of speakers inclusive of race, gender, religion, sexual orientation, gender identity, ethnicity, nationality, socioeconomic status, language, disability, age, or political perspective?
- Have you considered diversity in thought for all speakers, panels, or participants, including geographic, practice, and resource diversity (e.g., rural vs. urban practice settings)?

HELPFUL RESOURCES

- [Forbes: 11 Practical Ways to Build a Diverse Network of Professional Connections](#)
- [Ivy Exec: How to Build a Diverse Network](#)
- [LinkedIn Course on Building a Diverse Professional Network](#)

CHECK VISUAL MEDIA SUBJECTS FOR PERCEIVED BIAS

QUESTIONS TO CONSIDER AND EVALUATE

- Do visual media subjects reflect diversity, equity, and inclusion? Are multiple groups represented across all visuals?
- Do included visual media promote equitable interpersonal dynamics? (e.g., avoiding gender stereotyping or other implicit biases)?

HELPFUL RESOURCES

- [Envato: What Are the Important Dimensions of Workplace Diversity?](#)
- [Envato: How to Add Diversity to Your PowerPoint Presentations](#)

CHECK CONTENT FOR ACCESSIBILITY

CONSIDER DIGITAL ACCESSIBILITY THROUGH HEADINGS, CAPTIONING, IMAGING, LABELING OF GRAPHS, TEXTURE VS. COLOR, ETC.

- Is captioning available for audio content that would allow for everyone to access, regardless of hearing ability?
- Does the presentation use bolding or plain colors or textures to assist those who might be visually impaired or color-blind?
- Are font sizes adjustable and appropriate for easy viewing?

CONSIDER OVERALL ACCESSIBILITY OF CONTENT TO ACCOMMODATE PEOPLE IN VARIOUS TIME ZONES OR SHIFTS

- Do active learning strategies employed translate to on-demand content?
- Are multiple time zones considered when scheduling educational content?

CONSIDER ACCESSIBILITY OF CONTENT RELEVANT TO CULTURAL, RELIGIOUS, OR ETHNIC HOLIDAYS AND CELEBRATIONS

- Are there religious holidays that could impact attendance and participation in the event?
- Are there cultural or heritage celebrations to be mindful of when developing or timing content?

HELPFUL RESOURCES

- [National Center on Accessible Education Materials: Designing for Accessibility](#)
- [Darmouth: Creating Accessible Materials](#)
- [Seramount Diversity Holiday Calendar](#)
- [Microsoft: Make Your PowerPoint Presentations Accessible to People with Disabilities](#)

CONSIDER IMPACT/UTILITY OF EDUCATION TO PEOPLE WITH VARYING RESOURCES, ACCESS, EXPERIENCE, OR SETTINGS

- Are additional perspectives and audiences presented that could directly or indirectly benefit from the content? (e.g., pharmacy technician audience or interprofessional colleagues)?
- Is the content applicable and actionable for audience members practicing in other settings?
- Are potential barriers and challenges for implementing content or recommendations based on audience settings, resources, and access factors (e.g., rural practice vs. academic health system vs. community environment)?

CHECK ALL PROMOTIONAL AND EDUCATIONAL MATERIALS FOR LANGUAGE THAT IS INCLUSIVE

QUESTIONS TO CONSIDER AND EVALUATE

- Is language inclusive of race, gender, religion, sexual orientation, gender identity, ethnicity, nationality, socioeconomic status, language, disability, age, or political perspective?
- Are you using appropriate pronouns?
- Is the material free of bias toward a specific minority group?
- Does the language create a psychological safe space for the audience and participants?

- Are you using person-first language where appropriate in educational and promotional materials? Does the language reflect appropriate disease-related terms?
- Are there generalizations that need to be removed from case studies?
- Are you incorporating or encouraging appropriate health literacy principles?

HELPFUL RESOURCES

- [ASHP DEI Style Guide](#)
- [ASHP Inclusive Communications Check Tool](#)
- [ASAE – Make Inclusive Language Part of Your DEI Efforts](#)
- [APA Inclusive Language Guidelines](#)
- [OHSU Inclusive Language Guide](#)

References & Additional Resources

- ASHP Task Force on Racial Diversity, Equity, and Inclusion. ASHP. Jan 2021. <https://www.ashp.org/-/media/assets/about-ashp/docs/DEI-Task-Force-Recommendations.ashx>. Accessed Jan 19, 2023.
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- DEI Guidelines for Marketing and Communication. Research University of Michigan. <https://research.umich.edu/news-and-issues/dei-guidelines-for-marketing-and-communication>. Accessed Jan 19, 2023.
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