

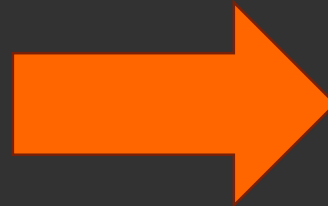
# IMPLEMENTING EQUITY IN POLICIES AND PROCEDURES



# HISTORY



VIRGINIA CENTER FOR  
**INCLUSIVE**  
COMMUNITIES



# TODAY



VIRGINIA CENTER FOR  
**INCLUSIVE**  
COMMUNITIES



The Virginia Center for Inclusive Communities works  
with schools, businesses, and communities to  
**achieve success through inclusion**

# SETTING GROUP NORMS

- R – to be Respected
- I – to Inform others about your own opinions and lived experiences
- G – to ask Good natured questions and share Genuine thoughts
- H – to Have feelings and express them fully
- T – to Try, make mistakes and be forgiven
- S – to Select and choose when and how often to challenge yourself and others
- **AND**
- Not to Achieve your rights by violating the rights of others



# DIVERSITY ≠ INCLUSION

- **DIVERSITY** is the presence of difference
- **INCLUSION** is the accepting, respecting, and valuing of diversity

# EQUITY

- EQUITY is the state, quality or ideal of being just, impartial and fair

(Source: Annie E. Casey Foundation)

- Equity is both a process and an outcome

(Source: Glenn Harris)

# STREET LIGHTS IN SEATTLE



VIRGINIA CENTER FOR  
**INCLUSIVE**  
COMMUNITIES



# INEQUITY IN VIRGINIA



VIRGINIA CENTER FOR  
**INCLUSIVE**  
COMMUNITIES

BREAKING  
**By the numbers: Amid the protests,  
taking stock of racial inequality in  
Virginia**

By JUSTIN MATTINGLY Richmond Times-Dispatch Jun 5, 2020

**Mortality rates of mothers**  
“Over the past 20 years,  
black women in Virginia  
have been more than twice  
as likely as white women  
to die due to pregnancy  
complications.”

**Black maternal mortality rate: 79.3 per 100,000 live births**

**White maternal mortality rate: 34.2 per 100,000 live births**

*Source: Virginia Department of Health*



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**Third-grade reading**  
“Whether a student is  
reading on grade level at  
the end of third grade is  
seen by many experts as a  
key predictor in a student’s  
academic success.”

Black third-graders in Virginia: **57%**  
Hispanic third-graders in Virginia: **55%**  
White Virginia third-graders: **80%**

*Source: Virginia Department of Education*

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## Poverty Rate

“Black people in Virginia  
are more than twice as  
likely to live in poverty as  
white people.”

Black poverty rate: **18%**  
Hispanic poverty rate: **13%**  
White poverty rate: **8%**

*Source: Kaiser Family Foundation*

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BREAKING  
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By JUSTIN MATTINGLY Richmond Times-Dispatch Jun 5, 2020

## Prisons

“People of color in Virginia, specifically black people, are overrepresented in the state’s prisons and jails.”

Black imprisonment rate: **1,386 per 100,000 people**

White imprisonment rate: **280 per 100,000 people**

*Source: The Sentencing Project*

# SOCIAL IDENTITIES

## “The Big 9”

- Ability (physical and mental)
- Age
- Class
- Ethnicity
- Gender
- Language
- Race
- Religion
- Sexual Orientation

## Other Social Identities

- Appearance and Body Image
- Family Origin and Family Structure
- Geographic/ Regional Background
- Learning Style/Behavior
- Academic/Social Achievement
- Beliefs (political, social, religious)

# QUESTIONS TO ASK

- Who does the policy impact?
- What forces are driving this policy?
- Are there individuals and/or communities that will be disproportionately (and negatively) affected by this policy?
- Does this policy perpetuate or help to dismantle historical, legal, or other barriers set in the past?
- If disparities are identified, how can they be mitigated or eliminated?



# REVIEWING POLICIES

- How might a person's identity result in a different experience based on policies in this category?
- How might policies in this category be changed to be more equitable?

Groups 1 & 2: Hiring and Onboarding

Groups 3 & 4: Salary and Benefits

Groups 5 & 6: Leave Policies

# POLICY QUESTIONS

<b>Provide a summary of the proposed policy. What is the policy's purpose?</b>	
<input type="text"/>	
<b>Please explain the reason for the proposed policy (why is the policy needed)?</b>	
<input type="text"/>	
<b>Please response to the following questions relating to risk:</b>	<b>Response (yes or no)</b>
Is there a law that requires the University to have this policy?	<input type="text"/>
Does this policy help us implement a law?	<input type="text"/>
<b>In the absence of the proposed policy, what is the...</b>	<b>Enter High, Medium or Low Risk</b>
<input type="checkbox"/> Likelihood that unwanted behavior will occur?	<input type="text"/>
<input type="checkbox"/> Severity of financial consequences?	<input type="text"/>
<input type="checkbox"/> Severity of reputational consequences?	<input type="text"/>
<input type="checkbox"/> Severity of health and safety consequences?	<input type="text"/>
<input type="checkbox"/> Severity of management and operational consequences	<input type="text"/>
<input type="checkbox"/> Overall risk if this policy did not exist?	<input type="text"/>
<b>If you answered medium or high to any of the risk questions above, please provide additional details to explain the answer.</b>	
<input type="text"/>	
<b>If not driven by risk, what other factors are driving the need for this policy?</b>	
<input type="text"/>	
<b>What recent incidents have prompted the request for this proposed policy?</b>	
<input type="text"/>	
<b>Does the proposed policy...</b>	<b>Response (yes, no, not applicable)</b>
<input type="checkbox"/> Comply with Board of Regents policies?	<input type="checkbox"/> Impact union contracts?
<input type="checkbox"/> Comply with Presidential Delegations of Authority?	<input type="checkbox"/> Impact existing policies, procedures, or forms?
<input type="checkbox"/> Comply with federal and state laws, rules and regulations?	<input type="checkbox"/> Impact other relevant areas?

# POLICY QUESTIONS

To what extent will the policy affect University employees (e.g., approximate number of employees or specific categories of employee groups?)
<input type="text"/>
Describe how an equity lens was taken into consideration when your policy language was reviewed or drafted. (Ability; faith; race, ethnicity, and cultural identity/language; sexual orientation, gender identity and expressions; and socio-economic)
<input type="text"/>
Was the policy draft modified based on these considerations? If yes, what was modified?
<input type="text"/>
What are the financial (human resource, technology, operations, etc.) or other resource impacts of implementing this policy (e.g., cost savings, start-up costs, new systems or software?)
<input type="text"/>
Desired/required implementation date
<input type="text"/>
List the individuals who will fill the specified roles below.
<input type="text"/> Responsible Officer (responsible for policy oversight)
<input type="text"/> Policy Owner (responsible for developing, implementing and managing the policy)
<input type="text"/> Contact Person (first point of contact for policy users).
Identify how stakeholders were or will be involved in the policy development.
<input type="text"/>
To what extent will the policy allow for manager discretion or flexibility?
<input type="text"/>
What are the best practices in this area and how will they be incorporated into this policy?
<input type="text"/>
If relevant, what is the criteria and process to be used to grant exceptions to the policy?
<input type="text"/>

# POLICY QUESTIONS

What targeted communications and training activities will be used to build awareness and enable effective implementation of the policy?

***Please answer all four questions:***

What position, within your organization structure, will be monitoring compliance with this policy?

Explain how the policy will be monitored (e.g., sampling, exception reporting).

What is the frequency for the proposed monitoring?

To whom and how frequently will the results of the monitoring be communicated to your management?

How frequently will this policy undergo a comprehensive review (typically one to four years, depending on the level of risk)?

# CLOSURE

- **WHAT:** What is something I learned during this workshop?
- **SO WHAT:** Why is this topic important for my workplace?
- **NOW WHAT:** What is something I commit to doing based on this workshop?



# STAY IN TOUCH



**VIRGINIA CENTER FOR INCLUSIVE COMMUNITIES**

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