IMPLEMENTING EQUITY IN POLICIES AND PROCEDURES
HISTORY
The Virginia Center for Inclusive Communities works with schools, businesses, and communities to achieve success through inclusion.
SETTING GROUP NORMS

• R – to be \textit{Respected}

• I – to \textit{Inform} others about your own opinions and lived experiences

• G – to ask \textit{Good} natured questions and share \textit{Genuine} thoughts

• H – to \textit{Have} feelings and express them fully

• T – to \textit{Try}, make mistakes and be forgiven

• S – to \textit{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** 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)
INEQUITY IN VIRGINIA

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

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

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

Source: Virginia Department of Education

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

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.”

Source: Virginia Department of Education
INEQUITY IN VIRGINIA

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

“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
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?

Source: Michele Gross, University of Minnesota
• 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

**Provide a summary of the proposed policy. What is the policy’s purpose?**

**Please explain the reason for the proposed policy (why is the policy needed)?**

**Please response to the following questions relating to risk:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response (yes or no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a law that requires the University to have this policy?</td>
<td></td>
</tr>
<tr>
<td>Does this policy help us implement a law?</td>
<td></td>
</tr>
<tr>
<td><strong>In the absence of the proposed policy, what is the...</strong></td>
<td>Enter High, Medium or Low Risk</td>
</tr>
<tr>
<td>Likelihood that unwanted behavior will occur?</td>
<td></td>
</tr>
<tr>
<td>Severity of financial consequences?</td>
<td></td>
</tr>
<tr>
<td>Severity of reputational consequences?</td>
<td></td>
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<tr>
<td>Severity of health and safety consequences?</td>
<td></td>
</tr>
<tr>
<td>Severity of management and operational consequences</td>
<td></td>
</tr>
<tr>
<td>Overall risk if this policy did not exist?</td>
<td></td>
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</tbody>
</table>

If you answered medium or high to any of the risk questions above, please provide additional details to explain the answer.

If not driven by risk, what other factors are driving the need for this policy?

**What recent incidents have prompted the request for this proposed policy?**

**Does the proposed policy...**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response (yes, no, not applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comply with Board of Regents policies?</td>
<td>Impact union contracts?</td>
</tr>
<tr>
<td>Comply with Presidential Delegations of Authority?</td>
<td>Impact existing policies, procedures, or forms?</td>
</tr>
<tr>
<td>Comply with federal and state laws, rules and regulations?</td>
<td>Impact other relevant areas?</td>
</tr>
</tbody>
</table>

**Source:**

University of Minnesota
## POLICY QUESTIONS

<table>
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<tr>
<td>To what extent will the policy affect University employees (e.g., approximate number of employees or specific categories of employee groups?)</td>
<td></td>
</tr>
<tr>
<td>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 expression; and socio-economic)</td>
<td></td>
</tr>
<tr>
<td>Was the policy draft modified based on these considerations? If yes, what was modified?</td>
<td></td>
</tr>
<tr>
<td>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)?</td>
<td></td>
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<tr>
<td>Desired/required implementation date</td>
<td></td>
</tr>
<tr>
<td>List the individuals who will fill the specified roles below.</td>
<td></td>
</tr>
<tr>
<td>Responsible Officer (responsible for policy oversight)</td>
<td></td>
</tr>
<tr>
<td>Policy Owner (responsible for developing, implementing and managing the policy)</td>
<td></td>
</tr>
<tr>
<td>Contact Person (first point of contact for policy users).</td>
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<tr>
<td>Identify how stakeholders were or will be involved in the policy development.</td>
<td></td>
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<tr>
<td>To what extent will the policy allow for manager discretion or flexibility?</td>
<td></td>
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<tr>
<td>What are the best practices in this area and how will they be incorporated into this policy?</td>
<td></td>
</tr>
<tr>
<td>If relevant, what is the criteria and process to be used to grant exceptions to the policy?</td>
<td></td>
</tr>
</tbody>
</table>

Source: University of Minnesota
### POLICY QUESTIONS

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<th>What targeted communications and training activities will be used to build awareness and enable effective implementation of the policy?</th>
</tr>
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</table>

**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?

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