

ALIGNING EQUITY PRINCIPLES WITH ORGANIZATIONAL GOALS

Using the Center for Urban Education’s *Five Principles for Creating Equity by Design*, Human Resources (HR) leaders can design explicit, equitable plans as it relates to staffing, organizational development, and designing programs to meet personnel needs.



Principle 1: Clarity in language, goals, and measures is vital to effective equitable practices.

HR: Identify the purpose of the action, the goal to be attained a result of the action, its impact on student learning, the timeline for the action, and how to communicate with employees about the action.



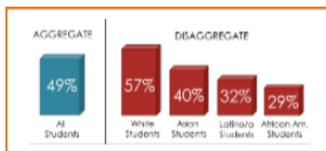
Principle 2: Adopt language that focuses on the action and systems, not the employees.

HR: Be consistent with the language used to explain why the action has been made; do not use language that inadvertently targets groups of employees who hold a particular position or work in a certain geographical area of the District.



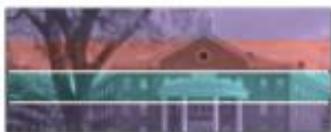
Principle 3: Equitable practices and policies are designed to accommodate differences in the contexts of employees’ positions within the district—not to treat all employees and positions the same.

HR: Include language that values employees’ contributions to the organization and their worth as human beings. Accommodate the differences in the organization’s historically marginalized employee groups: non-exempt, Black, Hispanic, Female.



Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness of actions.

HR: Continuously review the qualitative and quantitative data to monitor the impact of the action—ethnicity, sex, position type, etc.



Principle 5: Equity must be enacted as a pervasive institution and system-wide principle.

HR: Ensure that equity is a guiding principle for all decision-making about personnel and organizational development within the HR department and throughout the organization.

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➤ KEY QUESTIONS FOR EQUITY IN PLANNING AND DECISION-MAKING

1. **Know the History:** Consider historical events that have negatively impacted employees in the past. Acknowledge them and create space for employees and leaders to share as to not repeat the same mistakes.
2. **Develop the Proposal:** What is the policy, program, practice or budget decision under consideration? What are the desired results?
3. **Monitor Data:** What is the data? What does the data tell us? Have we engaged and heard from the impacted employees?
4. **Engage the Employees:** How have the employees been engaged? Are there opportunities to expand the engagement?
5. **Analysis and strategies:** Who will benefit from or be burdened by the action/proposal? What are the strategies for advancing equity or mitigating unintended consequences?
6. **Implementation:** What is your plan for implementation?
7. **Accountability and communication:** How will accountability and evaluation of results be communicated?

➤ ALIGNMENT WITH BOARD OF TRUSTEES PRIORITIES

1. How does the department's plan and budget reflect the ability to impact the Board's 4 priorities? (student well-being and achievement, teacher and employee well-being, customer service and financial stewardship)
2. Within the Board's four priorities, what racial/ethnic inequities can the department identify and of those, which does the department have the opportunity to positively impact?
3. How does the department's action plan and budget address inequities within the board's priorities?

➤ ENGAGEMENT ASSESSMENT

1. Describe how the department employs the following staff engagement strategies:
 - A. Our department allows staff and department leaders multiple options to submit recommendations on programs, policies, and or plans. (Rank 0-5; 0=none and 5=high)
 - Strongly agree
 - Agree
 - Neither Agree nor Disagree
 - Disagree
 - Strongly Disagree
 - B. Our department ensures that relevant documents and notices are concise, understandable, and readily accessible to the employees.
 - Strongly agree
 - Agree
 - Neither Agree nor Disagree
 - Disagree
 - Strongly Disagree

- C. Our department holds employee meetings, as appropriate, for the purpose of fact finding, receiving comments, and conducting inquiries with impacted staff and other marginalized groups.

Strongly agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

➤ **DEPARTMENTAL ANALYSIS**

1. Employee inequitable outcomes are often produced unintentionally. What strategies does the Human Resource Services Department employ to help avoid/or minimize adverse effects and unintended consequences to impacted employees?
2. What strategies does the HR and other departments currently employ to ensure equitable strategies are applied to this action? What amount and percent of the department's budget is allocated towards affirmatively planning to expand these strategies?
3. What amount and percentage of the department's budget is allocated towards preventing the adverse action from happening again?
4. What amount and percentage of the department's budget is allocated towards capturing employee satisfaction with its programming and service? How are these data broken down by race/ethnicity, national origin, gender identity, language, income level and any other appropriate demographic categories?

➤ **ANALYSIS**

1. Identify a specific realignment in the department's practice or policy that can advance equity when it comes to personnel matters.
2. Describe an unmet need within the budget that inhibits your department achievement of its greater equity priority.
3. How have you involved internal and external stakeholders, including those impacted, during the decision-making process?
4. Identify a way in which the Department of Human Resource Service's actions may disproportionately benefit some employees over others.
5. Identify a way in which the department's actions may disproportionately burden some employees over others.