

Equitable Decision-Making Tool

Purpose:

- ☐ What is the intended outcome of the decision?
- ☐ Do you have a clear, defined reason and need for making the decision?
- ☐ Does the current situation have negative impacts on Systemically Non-dominant (SND) or other vulnerable populations?
- ☐ Is this decision data-informed?
- ☐ What data was used to make the decision? *Data can be both qualitative and quantitative.*
- ☐ Is this data disaggregated to discover disparate impacts?

Power and Privilege:

- ☐ Have you reflected on how your own power and privilege might affect this decision?
- ☐ How have you flattened power dynamics in the decision-making process? *Everyone has a voice, regardless of their power.*
- ☐ Has everyone in the decision-making process voiced their concerns and have those concerns been addressed?

Consulted and Informed:

- ☐ Who are the key stakeholders?
- ☐ Who should be consulted or engaged?
- ☐ Who is left out of the decision-making process?
- ☐ Who is engaged and represented in the decision-making process? Have they been consulted on how they would like to be involved in the process?
- ☐ Has adequate time been given to meaningfully incorporate all voices in this decision?
- ☐ What is being communicated, to whom, and how?
- ☐ Who is communicating the information? On whose behalf? How is the message being filtered? How is information coming in and out?
- ☐ Has there been consensus on minimum requirements to meet the goal?

Impact:

- ☐ What is the desired impact of the decision?
- ☐ Does this decision have disparate impact on any groups?

- ☐ How will this decision reduce disparate impacts on systemically non-dominant groups?
- ☐ What departments will be impacted by this decision and how?
- ☐ Who will benefit from this decision? Who will be burdened?
- ☐ Have you considered all impacts? *Campus climate, morale, budget, relationships*
- ☐ If you are unsure whether you have considered all impacts, what will you do to become informed?
- ☐ Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process?
- ☐ Has accessibility been considered? *i.e., digital, physical accessibility*

Consider Alternatives:

- ☐ Is this decision being rushed in any way?
- ☐ Is there a better time for this decision?
- ☐ Have you considered alternatives for this decision?
- ☐ Is there a different cultural perspective that you have considered?

Long-Term Effects (7th Generation Mindset):

- ☐ Did you consider and incorporate lessons learned from similar decisions made in the past?
- ☐ What short and long-term impacts will this decision have? Immediate? 1 year? 3 years? 7th Generation?
- ☐ What effect will this decision have on the budget? Immediate? 1 year? 3 years? Longer-term?
- ☐ What is your plan to revisit this decision to ensure equitable outcomes?

Continuous Improvement:

- ☐ What strategies will be used to ensure this decision continues to have the intended impact(s)?
- ☐ What circumstances might change down the road that would render the decision ineffective or detrimental in the future?
- ☐ How will you measure effectiveness? *Qualitative and Quantitative*

Broader Questions to Ask:

Have I interrupted bias and White Supremacy Culture* in the decision-making process?

Have I led with racial equity** in my decision-making?

How will I mitigate the impacts discovered using the Tool?

Systemically Non-Dominant¹ (Jenkins, 2018)

People with Disabilities

- Mobile and Physical Accessibility
- Invisible disabilities
- Neurodiversity

People of Color

- Disaggregate historically underrepresented:
 - African-American/Black
 - Pacific Islander
 - Native American
 - Latinx
 - Asian*

**can be further disaggregated*

People from the LGBTQ+ Community

- Disaggregate historically underrepresented:
 - Transgender Individuals

Other Identities to Consider:

- | | |
|--|---------------------------------------|
| • Age | • Nationality/Citizenship |
| • Disability Status | • Position and Level in the Hierarchy |
| • Educational Background | • Race |
| • Ethnicity/Culture | • Relationship/Marital Status |
| • Family Status | • Religion/Spirituality |
| • Food Insecure | • Sex Assigned at Birth |
| • Foster Youth | • Sexual Orientation |
| • Gender Expression | • Size/Appearance/Athleticism |
| • Gender Identity (Cisgender, Transgender) | • Skin Color |
| • Geographic Region | • Socio-Economic Class |
| • Home/Houselessness | • Survivor |
| • Immigration Status | • Veteran Status |
| • Justice-Involved | • Work Style |
| • Language Proficiency/Use of English | • Years of Experience |
| • Learning Style | |

Equity vs. Equality

Equality: Giving everyone the SAME, regardless of the need.

Equity: Giving everyone what they need.

“Equality is giving everyone a shoe. Equity is giving everyone a shoe that fits.”

* White Supremacy Culture

This decision-making tool was built to address and challenge the systems outlined in [White Supremacy Culture](#).

Some of the themes are listed below, visit the link above to read more about each of these themes, how they show up in our culture, and ways to challenge them.

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|-------------------------------|----------------------------|
| • Perfectionism | • Paternalism |
| • Sense of Urgency | • Either/Or Thinking |
| • Defensiveness | • Power Hoarding |
| • Only One Right Way | • Fear of Open Conflict |
| • I'm The Only One | • Individualism |
| • Quantity over Quality | • Progress is Bigger, More |
| • Worship of the Written Word | • Objectivity |
| | • Right to Comfort |

** Leading with Racial Equity

The State Board of Community and Technical Colleges (SBCTC) has taken the lead of the Governor in placing racial equity at the center of all of our work with this statement:

“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”

[Read more about this statement.](#)

¹ Jenkins, D. (2018). A Critical Lens to Rethinking Power, Privilege and Inequity Language: “Systemically Dominant” and “Systemically Non-Dominant”. Share the Flame, LLC: Camas, WA, www.shareflame.com

B.U.I.L.D. TRAINING PROGRAM

Broadening Understanding, Intercultural Leadership and Development

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