

Equitable Decision-Making Framework

Framing a decision is the process by which select areas of a situation are evaluated, explored, and then factored into the final decision. Framing a decision provides the foundation for how the decision will be made and it is the first step in the decision-making process.

This Equitable Decision-Making framework will assist the decision-makers walk through the decision-making process by using an equity lens. This will in turn ensure that the needed resources are given to each individual group based on what the group needs.

Questions:

Purpose & Process

1. What is the intended outcome of the decision?
2. What is the clear, defined reason and need for making the decision and who decides the rationale for the decision?
3. Who is engaged/not engaged and represented in the decision-making process? Which different cultural perspectives have you considered? If you are unsure whether you have considered all voices, what will you do to become informed?
4. What negative impacts does the current situation have on Systemically Non-dominant (SND)* or other potentially impacted groups? Have they been consulted on how they would like to be involved in the process?
5. How has accessibility been considered? i.e., digital, physical accessibility?
6. What data were used to make the decision? Data can be qualitative and quantitative. (Written and oral)
7. How is your data specifically measuring impacts on systemically non-dominant groups*? i.e., through disaggregating data to explore impact.
8. How does this decision align with PCC's mission, values, and with your own division's mission, vision, values, and equity goals?
9. Has there been consensus on minimum requirements to meet the goal?
10. Who should be consulted or engaged and **how** are we reaching them (i.e. an email should not be considered enough)? Who is making these decisions?
11. Has adequate time been given to meaningfully incorporate all voices in this decision?
12. Who is communicating the information? What opportunities for feedback have been provided?

13. What are the power dynamics involved and how have they been addressed?

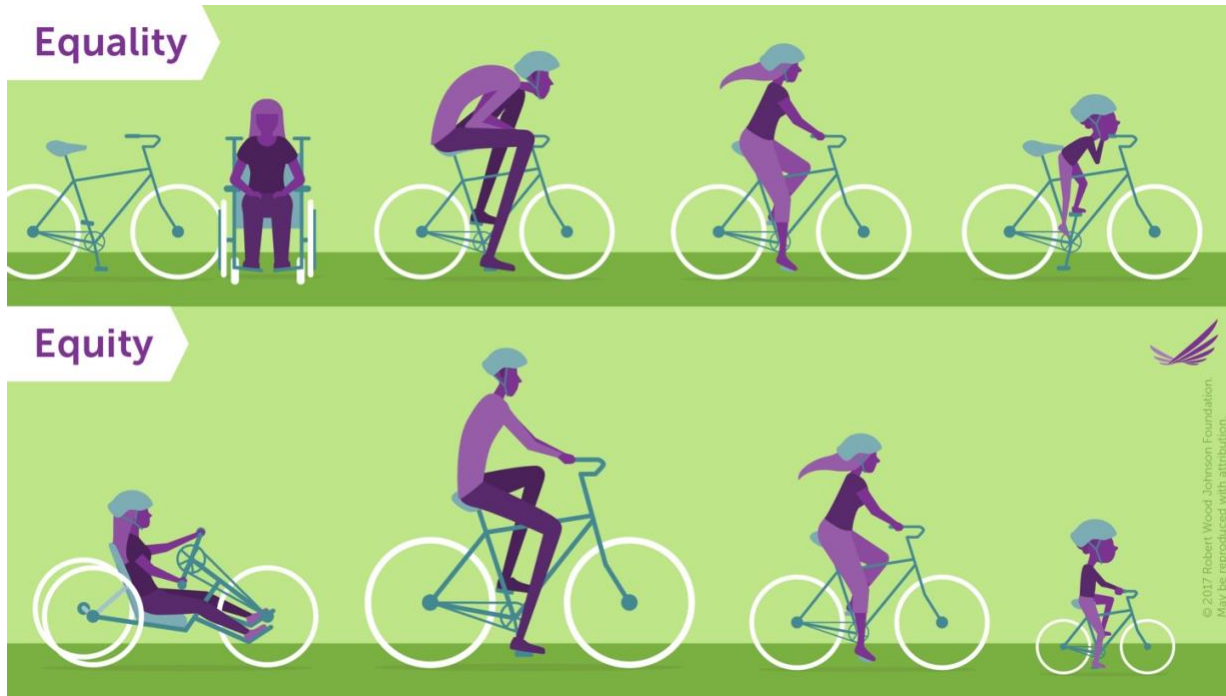
Impact:

1. Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process?
2. Which student groups, employee groups, departments, or units does this decision impact and how?
3. How have you considered campus climate, environment, geographic area, service district/community, morale, budget, and relationships?
4. Research shows that it takes 7 generations (7 generations mindset) * to see long-term effects. How did you consider and incorporate lessons learned from similar decisions made in the past? What short and long-term impacts (include budget) will this decision have? Immediate? 1 year? 3 years? Longer-term?
5. What is your plan to revisit this decision to ensure equitable outcomes?

Continuous Improvement:

1. What strategies will be used to ensure this equitable 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?
2. How will you measure the effectiveness of the decision?
3. How are you collecting data?

Equality vs. Equity



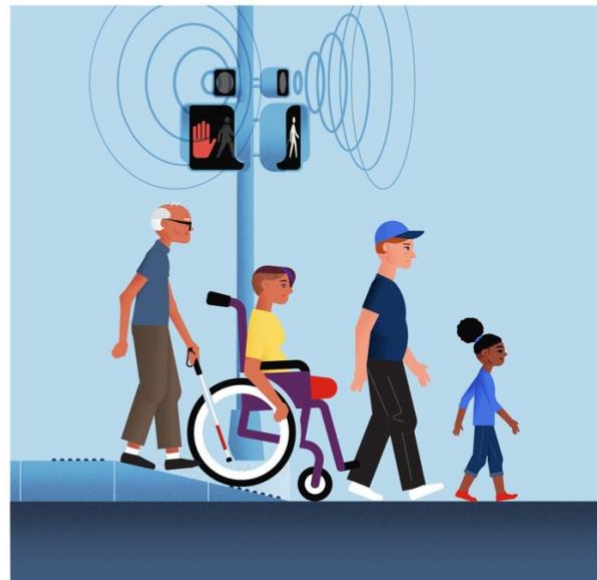
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EQUALITY:

Everyone gets the same – regardless if it's needed or right for them.

EQUITY:

Everyone gets what they need – understanding the barriers, circumstances, and conditions.



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Resources and Definitions to Support Equitable Decision-Making

Systemically Non-Dominant Groups*

- People with Disabilities
- Invisible disabilities
- Mobile and Physical Accessibility
- Neurodiversity
- International students
- ESOL (English for Speakers of Other Languages)
- Immigration status
- Employment status
- Students/employees in rural areas
- GED
- Certificate/Degree-seeking
- Continuing Education
- First-generation college students
- Nontraditional college students
- Working students
- Caretakers (children or others)
- Part-Time
- Full-Time
- Fully online students
- Those in off-site locations
- Those in satellite locations
- Current or past involvement with the criminal justice system
- People with resources insecurities
- Veterans
- Athletes
- Prospective students
- Physical health
- Mental health
- Trauma survivors
- Age
- Disability status
- Educational background
- Ethnicity/culture
- Family status
- Foster youth
- Gender expression (visible signals of gender such as hair, clothing, and pronouns)
- Gender identity (such as non-binary, transgender)
- Geographic region
- Houselessness
- Language proficiency/use of English
- Learning style (such as: visual, auditory, experiential)
- Nationality/citizenship
- Position and level in the hierarchy
- Race
- Relationship/marital status
- Religion/spirituality
- Sex assigned at birth (such as: male, female, intersex)
- Sexual orientation
- Size/appearance/athleticism
- Skin color
- Socio-economic status
- Thinking styles
- Veteran status
- Work style
- Years of experience
- Personality/social style (such as: introvert v. extrovert)

Black, Indigenous, and People of Color (BIPOC)

Disaggregate historically underrepresented:

- Black/African American
- Pacific Islander
- Native American
- Indigenous persons
- Latinx
- Asian*

*Can be further disaggregated

People from the LGBTQIA2S+ Community

Disaggregate historically underrepresented:

- Transgender individuals
- Transgender Black individuals

Dominant Culture

How do dominant themes show up in our culture? Consider how these societal themes were created and perpetuated. (*White Supremacy Culture* by Tema Okun)

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

(Sources: *National Association of Diversity Officers in Higher Education (NADOHE)*, *Clackamas Community College*, *Clark Community College*, *Take 5 toolkit*, and *Equity and Empowerment Guide*)