

INCREASING EQUITY AT THE WORKPLACE



STEP :
CONSIDER VARIATIONS
IN EQUITY



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Questions?

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3.0 Introduction

This section of the Separation System Toolkit helps your organization to address possible variations in the equity of your Separation System.

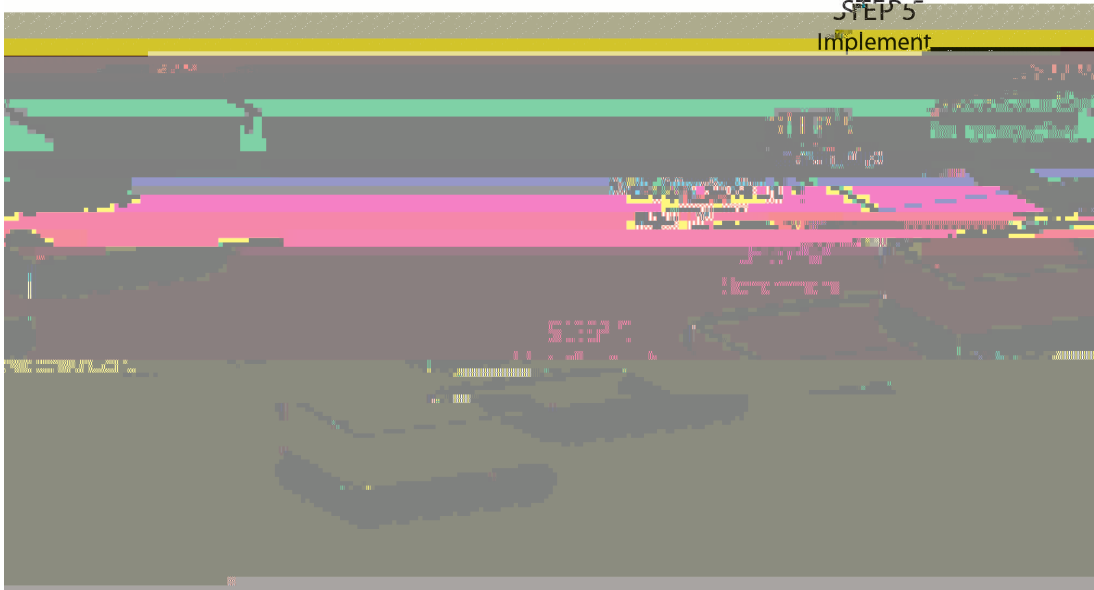


Figure 8: Step 3 of the Separation System Toolkit

3.1 Read and Re-allocate

In consultation with the members of the Equity Initiative Committee, the leader(s) of the Equity Initiative will decide who could be invited to conversations about employees' experiences with the Separation System and how those experiences might vary by employees' affiliations with demographic and social identity groups.

- 1 You could use the questions in Worksheet #6 below to guide a discussion with the members of your Equity Initiative Committee.
- The Equity Initiative Committee could convene discussion groups (for example, brown bag lunches, focus groups, etc.) with employees who are affiliated with specific demographic and social identity groups.

3.2 Step 3 Task

The responses to the Audit questions about your organization's Separation System provide you with some insight about the equity of separation for employees, overall.

But is this enough for you to understand the equity experiences of your employees?

Your organization might want to consider whether its Separation System is "equally fair" to people with different social and demographic identities, including people affiliated with different:

- races/ethnicities,
- gender identities,
- sexual orientations,

- ages,
- religious affiliations,
- national backgrounds,
- abilities/disabilities, and
- job classifications (for example, part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees).



Worksheet #6 (following pages) focuses on the seven Levers for Change in your organization's Separation System.

1. Policies
2. Practices
3. Planning, Data Collection, and Evaluation
4. Roles and Accountabilities
5. Culture
6. Climate
7. Communications

(Please see the Overview Booklet of the Separation System Toolkit for the discussion of the Levers for Change.)

Task 1: Consider Variations in Employees' Equity Experiences

Directions:

Worksheet #6 (following pages) asks people in your organization to think about the extent to which the Levers for Change in your Separation System seem to result in either privileges or disadvantages for people in different groups.

For each of the following questions, think about the different demographic and social identity groups in your workforce. Insert comments if your committee members/other employee groups think that there could be variation that results in a lack of equity.

Continue to next page

Separation Statistics Worksheet #6

Employee Separation: Leave Change



Leave Change in the Separation Statistics: Policies

Are our organization's policies related to separation fair for

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

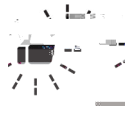
Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

Separation Practices: Case Study #6 (continued)



Leave Change in the Separation Practices: Practice

Are separation practices fair for

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

Separation Strategy Toolkit Workshop #6 (continued)



Left Column: Separation Strategy: Planning and Evaluation

Is the planning and evaluation of separation fair for

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

Separation System Workforce #6 (continued)



Leadership Change in the Separation System: Assigning Roles and Accountabilities

Is the assignment of roles and accountabilities for the Separation System fair for

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

Separation Statistics Worksheet #6 (continued)



Leave Change in the Separation Statistics: Workplace Connection

Are our organization's values and principles related to separation fair for

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

Separation Step: Workplace Climate #6 (continued)



Let's Check In: The Separation Step: Workplace Climate

Is the workplace climate pertaining to separation fair for

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

Se a a S T l k i W k h e e #6 (c t ed)



Le e f Cha ge i The Se a a S T :C i c a

Are communications regarding separation fair for

Employees of di erent races/ethnicities:

Employees with di erent gender identities:

Employees with di erent sexual orientations:

Employees of di erent ages:

Employees with di erent religious a liations:

Employees with di erent national backgrounds:

Employees with di erent abilities/disabilities:

Employees in jobs with di erent classi cations (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

Group 4: The Sea and the Street - The Geographical Idea of the

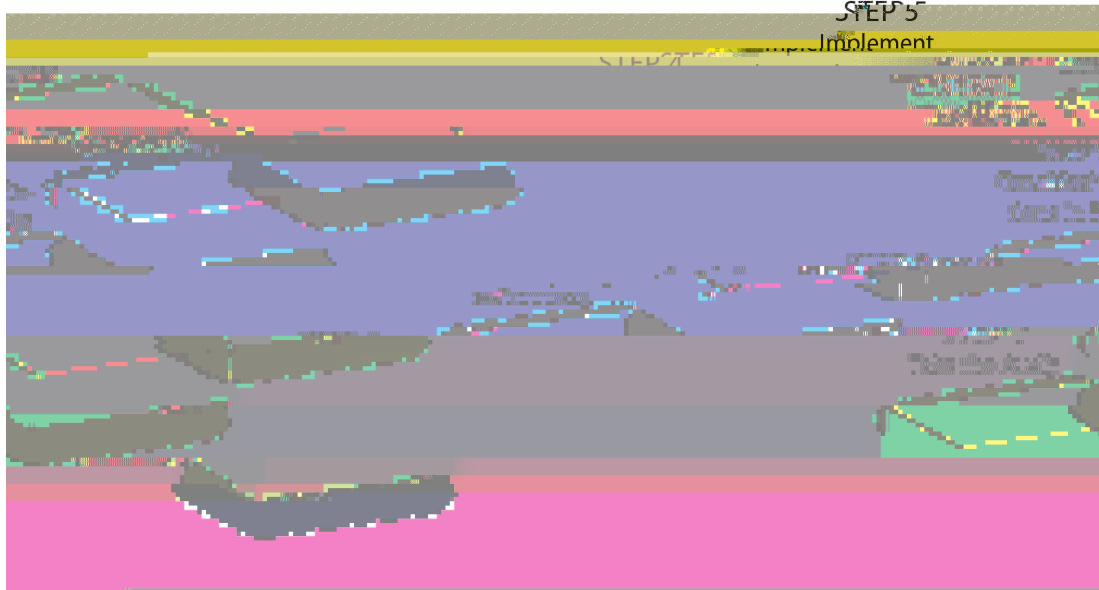


Figure 9: The Sea and the Street - The Geographical Idea of the