



THE NONPROFIT
ASSOCIATION OF
OREGON

Connect. Improve. Advance.

Equity & Inclusion Lens Guide



Appendix - Applying to Your Work

..... Equity & Inclusion Lens Worksheet

Are the people most impacted and informed meaningfully included in discussions and decisions?

What policies or practices contribute to the exclusion?

What are you already doing to promote inclusion?

Who is accountable for making changes that ensure inclusion?

How does our organization hold accountability to change practices?

Historically Excluded Groups

Native & Indigenous people

People Living in Poverty

People of Color

People with Disabilities

LGBT2SQIA+ people

Immigrants & Refugees

Older Adults

Minority Religious Groups

Women

Youth

Who Else?

COMMUNICATIONS

When we apply equity and inclusion to all communications, we take action to ensure that historically excluded groups are heard and everyone is informed.

1. Have we considered all possible audiences? Who has been historically excluded?
2. What specific communication strategies ensure historically excluded groups are heard and reached? (e.g., working with community leaders, direct outreach, bulletin boards, community newspapers, social media).
3. How do the messages we are communicating foster inclusion, respect, and equity?
4. Are the messages we communicate inclusive, respectful, truthful, and equitable across all audiences?
5. Are there concepts or terms that may be culturally specific and need to be changed to make them more accessible?
6. Is the medium easily accessible and understood by the full diversity of our audience? (e.g. plain language, accessible formats, graphics, multiple languages, both online and print, phone messaging and voicemail).
7. Have we considered what populations will be missed by only using certain methods? (e.g. online, email or social media communications) Do we use successful approaches?
8. Have we considered if there is a budget or alternative resources for translation services?
9. Do images represent the full diversity of employees and communities? Ask...
 - Do they capture the diversity within specific communities of people?
 - Will the people portrayed in the images relate to and feel included in the way they are represented?
 - Is everyone portrayed in positive images that promote equity and break stereotypes?
 - Consider: who is active and passive, who is at the center, and who is serving and being served.

Ask About Inclusion

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ENGAGING COMMUNITY, STAFF & BOARD

When we welcome the diversity of perspectives of staff and community,
we take action to ensure everyone benefits.

1. What approaches and outreach will help to ensure that those who need to be engaged are able to fully participate? How can we create opportunities for people least likely to be heard to ensure they share their specific concerns? E.g. use of multiple techniques such as focus groups and online surveys, types of questions asked, simultaneous interpretation, sign language, anonymous feedback.
2. Is our team representative of the diversity of the population we are engaging? What steps can we take to ensure we are inclusive of a diversity of perspectives?
3. Which employees, groups or community groups with experience in these specific communities can help us conduct outreach? How are we compensating these outreach partners?
4. Is there a history – between the organization and community, or between communities – that you need to consider? If that trauma exists, how will we address it? How will we ensure everyone is heard?
5. Is the language we use in our promotional materials and communications strategy easily understood by diverse audiences?
6. What steps can we take to remove barriers to our presence where community gathers for full participation? (e.g., dependent care, transportation, safety, language, accessible location, time, multiple formats, avoid religious and cultural holidays, culturally appropriate).
7. Is the environment welcoming to participants who may be reluctant to share their views? If not, what can we do to change this? (e.g., pair up a new participant with an experienced one to help those new to the process feel encouraged to participate). Does the pace, format and language of the engagement accommodate everyone including participants who are least likely to speak up and for whom the information may be new?
8. Are the insights from groups who face systemic barriers and inequities reflected in the report and final product?
9. How will we demonstrate accountability and commit to report back the findings to the full diversity of people who were involved in the engagement activity?

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GATHERING INFORMATION & RESEARCH

When we consider diversity in conducting environmental scans, needs assessments or collecting data, we take action to be inclusive of everyone.

1. Will our data gathering plan identify specific areas where we may unintentionally limit equity and inclusion? (e.g., safety, accessibility, affordability, cultural specificity, family responsibilities, access to decision-making, racial profiling).
2. What current statistics or demographic data would help us understand our role in creating and our intention to remove systemic barriers and inequities in relation to the issue in question?
3. Will the data we gather capture the diversity of the population? (e.g., broken down to make differences visible or “disaggregated.”)
4. When using gender neutral language (people, head of household, the homeless, sole-support parent, immigrants), are we also distinguishing differences between women and men and gender nonconforming people in that specific group? (e.g. female heads of household versus male heads of household).
5. Do the research questions help us identify who may be excluded and what is needed to ensure they will benefit the groups we intend?
6. Are we making assumptions that we need to verify or unpack? (e.g. all parents in a program will be heterosexual or gender conforming).
7. How might we consult with and compensate the people most affected by this issue (including staff) to ensure the reliability of the data, approach, and findings? (e.g., ask community leaders about the cultural appropriateness of the data or approach).
8. Does our final report include the findings on specific equity and inclusion concerns and recommendations we identified?
9. How will we report back the findings and next steps to the people who were involved in the research?
10. Are we following our own privacy policies in the collection and dissemination of data and information?

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LEADING & SUPERVISING

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When we become change agents for equity and inclusion in the way we lead, we take action to create a model that utilizes everyone's diverse talents and skills.

1. What steps do we take to create a respectful and inclusive environment? Ask...

- Do I communicate clearly to staff and volunteers that inappropriate behavior such as offensive jokes and negative comments are not acceptable?
- How can I actively gather input and ideas from staff or volunteers from diverse perspectives?
- How can I encourage staff to contribute positively in creating an inclusive workplace?
- Do I lead by example?

2. Do we utilize support systems for employees who have been harassed, treated in a disrespectful manner, or discriminated against by co-workers, supervisors, or stakeholders?
3. Are there policies, procedures and/or practices, and attitudes that unintentionally prevent some people from fully engaging in our work? (e.g., schedule conflicts with religious holidays or family responsibilities; workload distribution) What alternatives are possible?
4. Are policies and benefits equitable across all team members?
5. Are we aware of our commitments to equity and inclusion and do we ensure that staff is equally informed?
6. Is equity and inclusion incorporated into the criteria for evaluating candidates for promotions or management positions? If not, how might we include it? Do we project opportunities?
7. What opportunities could we create to enable people from marginalized groups to bring new perspectives to our team and acquire experience? (And move into higher-level positions? E.g. internships, job shadowing, students). What biases prevent us from creating these opportunities?
8. Are equity and inclusion incorporated into our staff performance review process?
9. Do direct reports have an opportunity to weigh in on their supervisor's evaluation?

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MONITORING & EVALUATION

When we consider equity and inclusion in how we measure results, we take action to ensure that all benefit from the process and outcomes.

1. Have we considered what populations will be missed by only using certain methods? (e.g., online surveys, general public consultations). What other approaches might we use?
2. Are those designing and implementing the evaluation representative of the groups who will participate in the evaluation? How can we ensure their perspectives are included?
3. Do the evaluation questions allow for consideration of the experiences of a diversity of participants and stakeholders?
4. Would it be useful to include those who stopped using the service and potential participants who never use it, in order to assess any unknown biases?
5. Do we hold interviews or focus groups at a location where the population is most comfortable?
6. Do we make it easier for respondents to participate by using interviewers from the same population, providing transportation and childcare, and/or offering an honorarium for focus groups?
7. Do we interview in the language in which the people are most comfortable or have a cultural interpreter available? (i.e. spoken language, braille, sign language).
8. When analyzing our data, did we maintain a diversity of the perspectives in the findings?
9. Have we engaged the community in such a way that they could minimize any biases and in a way that people can participate and benefit with dignity?
10. Do we report back to the people who participated in the evaluation process?

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PLANNING

Services, Projects, Programs & Events

When we consider the range of equity and inclusion issues,
we take action to eliminate barriers so that everyone can benefit.

1. Do we budget adequately?
2. Do the expected outcomes of the service, project, program, or event reflect the equity and inclusion goals?
3. How will the service or program contribute to more equitable access to resources and benefits in the wider community?
4. Have the primary groups been consulted? (See Engaging Community, Staff & Board).
5. How is the proposed service, project, program, or event designed to ensure that a full diversity of people can participate and benefit with dignity? (i.e., accessibility for mobility devices, visual and hearing impairments, child or dependent care, transportation, safety concerns, language).
6. Does the time of the event or hours of the service consider potential demands on people's time? (i.e., religious and cultural holidays, harvest time, family responsibilities).
7. Have we considered and made note of equity and inclusion considerations in our business plans and project management plans?
8. Are the long-term needs of people from historically marginalized groups considered in our long-term planning?
9. Are there good equity and inclusion practices in other organizations, departments, or community organizations that can inform the implementation?
10. What human and financial resources are required to address equity and inclusion in the implementation of this service, project, program, or event?

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POLICY DEVELOPMENT

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When we make policies that are equitable and accessible,
we take action to ensure that everyone is included in the organizational community.

1. What are the equity and inclusion concerns related to this policy issue? (e.g., accessibility, affordability, safety, culture, gender identity).
2. Do we check and consider existing policies and practices that may inform how we address equity and inclusion in this new policy?
3. Have we considered and made note of equity and inclusion considerations when developing the business case for the policy?
4. Are the groups most affected by the policy consulted from the early stages of the policy development? How can we ensure they are included? (See Engaging Community and Staff).
5. What background information can aid in addressing equity and inclusion? (See Gathering Information Research).
6. What human and financial resources are required to address equity and inclusion in the implementation of this policy?
7. Are policies equitably applied across our staff and volunteers?
8. If new resources are required in the policy implementation, do we build them in from the beginning? (e.g., partner with community groups, collaborate across branches, and seek matching funds).
9. Do we communicate the policy to reach the full diversity of people affected? (See Communications). Are all board and staff aware of policies that impact them?
10. Do we measure the extent to which the policy contributes to removing barriers or creates opportunities for people who have been historically excluded? (See Monitoring and Evaluation).

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RECRUITING & HIRING

Staff & Volunteers

When we integrate equity and inclusion in our hiring practices and policies, we take action to increase diverse skills and perspectives in the workplace.

1. Do staff and volunteers in our work area reflect the diversity of the community we serve? Who is under-represented?
2. What knowledge, skills, experience, and diversity would enhance our team's capacity to be more relevant?
3. Do job requirements and selection criteria unnecessarily limit who would qualify?
4. Have we considered where best to post this employment opportunity to ensure that the widest diversity of people are able to access it? Do we encourage staff, board, and community partners to help with outreach to help broaden the applicant pool from diverse groups?
5. How do we ensure interview panels are composed of individuals who bring diverse backgrounds and experiences relevant to the position?
6. Have we considered ways to reduce barriers in the interview process to make it more welcoming and friendly (i.e., physically accessible, provide a copy of the questions?)
7. Do we consider that people from specific backgrounds may present interview behaviors that don't match our biases and still have the skills to do the job?
8. Do we adequately compensate a language differential if the job requires a knowledge of a specific language or culture?
9. What checks and balances do we have in place to counter unconscious or undisclosed biases in hiring?

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STRATEGIC PLANNING

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When we apply a vision of equity and inclusion to our planning,
we take action to create an organization and services for everyone.

1. How does our strategic planning process promote equity and inclusion? Are staff, board, and stakeholders involved throughout the process?
2. Do the long-term goals you are defining reflect equity and inclusion?
3. What are the current demographic trends which the organization or departmental strategic plans need to align with or address?
4. What equity issues are currently being raised by stakeholders or employees in relation to our plans?
5. What are the costs of not taking demographic trends and equity issues into account? What are the benefits?
6. Do the organization and departmental strategic objectives and initiatives reflect a broad vision of equity and inclusion? How can it be strengthened?
7. What human and financial resources are required to achieve the equity and inclusion goals in this plan?
8. How do the performance measures in the organization and departmental strategic plans capture the impact on people who are under-represented and historically excluded? How do we measure whether inclusion is increasing or decreasing?
9. Does the collection of data enable us to measure benchmarks to enhance achievements of equity and inclusion?

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TRAINING

Staff & Volunteers

When we apply equity and inclusion to all stages of the on-boarding and training process, we take action to create an environment where everyone can contribute.

1. Do we include equity and inclusion requirements when planning or staffing for internal and external trainers? (i.e., able to reduce biases and work respectfully with people across diversity).
2. Do we include equity and inclusion requirements in our procurement documents when sourcing trainers?
3. Do we prioritize recruiting trainers from diverse backgrounds so they reflect the population we serve?
4. Will the learning objectives be designed to influence participants' awareness and consideration of individuals and communities from diverse backgrounds?
5. Will participants develop competency and skills to work sensitively and effectively with individuals from diverse backgrounds?
6. Are all participants required to fully participate in the training? Is specific outreach required to include them? Are barriers addressed? (e.g., safety, language, accessible location, time, avoid religious cultural holidays, culturally appropriate, accommodations).
7. Have we integrated the diverse perspectives of people who have specific equity concerns or needs, even if they may not be obvious? (LGBTQIAA+ identities, dietary, auditory, language needs or preferences, accommodations).
8. Is the content sensitive to the experience of participants who may experience systemic barriers and/or injustices?
9. Does the content include the perspectives of participants, stakeholders and/or staff who will be accessing the service?
10. In the evaluation of the training, do we ask whether there were any barriers to participation or whether they found the facilitator to be inclusive of the diversity of participants?
11. Are there cost barriers for some communities and how do we balance those with our own financial health?

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WORKING WITH PEOPLE

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When we treat people with respect, we are taking action to create a welcoming workplace and quality service.

1. When we interact with people do we check our own assumptions and biases? Ask...

- Do I hold assumptions about people that get in the way of how I work with them?
- Do I avoid stereotypes and biases so that I can see the individual for who they really are?
- Am I able to respect our differences and yet recognize what we have in common?
- Do I recognize their contributions?
- Do I lead by example?

2. Are we paying attention to those who are not expressing their ideas?
3. How do we encourage feedback and full participation from everyone present?
4. Are we raising issues in a way that encourages dialogue?
5. Do we consider potential barriers in each situation, and work to minimize them? (e.g., language, prejudice, sexual or racial discrimination).
6. If we are not sure what barriers may exist, do we ask our colleagues or the people we serve?
7. Do we discourage jokes, insults, and negative comments that are offensive to people?
8. Do we recognize and build on the strengths and assets of all individuals?
9. Are there procedures, policies, and practices in place that limit our capacity to be inclusive? Are there others who support our capacity to be inclusive?
10. What action can we take to address this or to bring awareness to the supportive policies?

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PUBLIC POLICY

When we engage in public policy and advocacy efforts, we take action to ensure that everyone is included and all voices are heard in the nonprofit sector.

1. Who does the issue affect and to what degree? Are historically marginalized groups aware and involved in the advocacy effort?
2. Would our involvement help advance equity and inclusion, reducing disparities? What measured difference could our advocacy make?
3. Would our involvement advance our mission and draw on our expertise, positioning, and knowledge and forward our values? Do we have a unique contribution to add?
4. From whom do we need feedback? How will we solicit that feedback ensuring an approach aligned with our equity and inclusion principles? How will we disseminate/communicate our stance to the most affected populations?
5. Does the policy in question affect the issue or populations we are prioritizing to serve in a significant way?
6. Do we have the capacity to be effective advocates on this issue?
7. Who else is engaged and who is missing from the effort? Who is leading efforts? Would engagement create conflicts with people from historically under-represented groups?
8. What opportunities for new partnerships can come from engagement?
9. How will involvement with the issue impact the organization's brand and ability to raise funds? Are we ready to take a stand with our funders if they disagree with the approaches and positions we are taking?

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