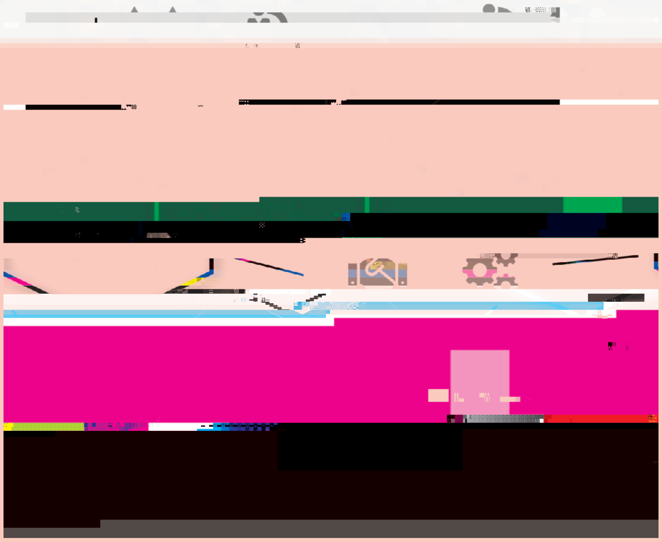
INCREASING
EQUITY AT THE
WORKPLACE

EMPLOYEE PERFORMANCE ASSESSMENT
AND FEEDBACK SYSTEM TOOLKIT



EP :
CONSIDER VARIATION
IN E I

Directors

Marcie Pitt-Catsouphes, PhD
[illegible] L. B[illegible], J.D.
K[illegible] C[illegible], PhD

Work Equity is an initiative of the Center for Social Innovation at the Boston College School of Social Work.
www.bc.edu/workequity

Questions?
Please contact us at workequity@bc.edu

Work Equity is grateful for [illegible] Equity. [illegible] H[illegible] M[illegible] [illegible]: https://www.bc.edu/[illegible]-equity.html

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3.0 [illegible]

This section [illegible] the Employee Performance Assessment and Feedback system will help your organization to address possible variations in the equity of your Employee Performance Assessment and Feedback system.

STEP 5
Implement
STEP 3
For Innovation

Figure 8: [illegible]

3.1 [illegible]

In consultation with the members of the Equity Initiative Committee, the leader(s) of the Equity Initiative will decide whether it would be [illegible] the perceptions of your employees' experiences with the Employee Performance Assessment and Feedback system and whether these experiences might vary by employees' affiliations with demographic and social identity groups.

Option 1: You could use the questions in Worksheet #6 below to guide a discussion with the members of your Equity Initiative Committee.

Option 2: The Equity Initiative Committee could organize discussion groups (for example, brown bag lunches, focus groups, etc.) with employees who are affiliated with specific demographic and social identity groups.

3.2 [illegible]

The responses to the Audit Questions about your organization's Employee Performance Assessment and Feedback system provide [illegible] about the equity [illegible] employees, overall.

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

Your organization may want to consider whether its Employee Performance Assessment and Feedback system is equally fair to employees of different social and demographic identities, including, but not limited to, 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 (Illuminating Challenges) focuses on these seven Levers for Change in your organization's Employee Performance Assessment and Feedback 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 to the Employee Performance Assessment and Feedback system toolkit for the discussion on the Levers for Change.)

Task 1: Consider Variations in Employees' Equity Experiences

Directions:

Worksheet #6 (Illuminating Challenges) asks people in your organization to think about whether the Levers for Change in your Employee Performance Assessment and Feedback system seems 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 workplace. Insert comments if your committee members/other employee groups think that there could be variations that result in a lack of equity.

Continue to next page

[illegible] #6

[illegible]

[illegible]:

[illegible]

A [illegible]

Employees [illegible]:

Employees [illegible]:

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[illegible] #6 ([illegible])

[illegible]

[illegible]

Employees with different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees with different ages:

Employees with different religious affiliations:

Employees with different educational backgrounds:

Employees with different abilities/disabilities:

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

[illegible]

#6 [illegible]

[illegible]

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[illegible] #6 ([illegible])

[illegible]:

[illegible]

Employees in the races/ethnicities:

Employees with the gender identities:

Employees with the sexual orientations:

Employees in the ages:

Employees with the religious affiliations:

Employees with the national backgrounds:

Employees with the abilities / disabilities:

Employees in jobs with the classifications (e.g., part-time vs. full-time; temporary vs. permanent; contractors vs. employees):

[illegible] #6 ([illegible])

[illegible]

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STEP 5
Implement
STEP 4

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