



# Sample Equity Audit

An equitable association provides the climate, process and content to enable members and staff to perform at their highest level. An equitable association ensures successful outcomes by providing equitable resources and appropriate strategies for each person in the organization.

The equitable association:

1. Has a clear mission that is committed to equitable access, processes, treatment and outcomes for all regardless of race/ethnicity, gender, language, disability status, gender identity/sexual orientation or socioeconomic status.
2. Provides an inclusive visual environment in digital and print materials.
3. Reflects and works in collaboration with the various socioeconomic, racial, ethnic, language, gender and ability groups within the community.
4. Commits to continual evaluation to ensure equity.

Consider the following questions in this sample equity audit for your association.

## Policies

Criteria/Questions	Yes	No	Needs Improvement
1. Does the association have policies regarding equity?			
2. Does the policy clearly explain the procedures for reporting complaints, fact finding and appeals?			
3. Does the association have a clear mission statement regarding equity?			
4. Are the policies and mission statement communicated regularly to members and staff?			
5. Is the policy monitored for consistent and complete implementation as well as any necessary modification?			
6. Has the association developed an equity plan of action based on the policy, mission statement and analysis of its current equity needs?			

7. Did all component groups — staff, members and community stakeholders — participate in the development of the mission statement and equity plan?			
8. Is there an equitable distribution of highly-qualified leaders?			
9. Are there policies and procedures to assure no member is denied participation in activities because of race/ethnicity, language, gender or gender identity, socioeconomics or disability status?			

## Administration

Criteria/Questions	Yes	No	Needs Improvement
1. Are association leaders able to identify equity issues, and trained to provide leadership in developing alternative strategies to achieve excellence and equity among staff and members?			
2. Is there a team or advisory committee that coordinates improvement and assures equity compliance in all phases of management?			
3. Have interpreters been identified for the varied languages present in the associations' community			
4. Are enrollments monitored for disproportionate representation of one racial or ethnic group, language or by gender identity?			
5. Have policies or programs been implemented to respond to this data?			
6. Have strategies been modified as a result of data analysis combined with anecdotal and other information?			
7. Are community members and stakeholders involved in planning, support and governance who are representative of the association's community?			
8. Are values of equity, fairness and inclusion modeled by all organizational staff?			
9. Are formal and/or informal mentoring programs equally accessed and accessible within the association staff and/or member offerings?			

# Environment

Criteria/Questions	Yes	No	Needs Improvement
1. Do bulletin boards, displays and offices show diverse people of varied racial, ethnic, language, gender or gender identity groups, and people with disabilities in a variety of roles?			
2. Does the interaction of staff with each other and members convey a respect of people regardless of race, ethnicity, language, gender or gender identity, disability, age, religion, or socioeconomic status?			
3. Are special efforts made to achieve integration when members self-segregate at meetings and events?			
4. When issues arise, are all staff treated with a sense of dignity and respect in addressing interpersonal problems?			
5. Do meetings, special programs, and speakers reflect the diverse nature of the association and larger community?			
6. Are the people involved in planning events and programs representative of the community by race, ethnicity, language, gender or gender identity, disability and socioeconomic status?			
7. Do all segments of the community attend and participate in events?			
8. Are the association's logo and other symbols free from racial, ethnic, language, gender or gender identity or disability bias?			
9. Does the association provide visual, print, and non-print materials that accurately provide information about diverse member groups in traditional and non-traditional roles?			
10. Do all staffers have access to the same benefits, such as paid family leave or paid days off for observing religious holidays or practices?			
11. Does your organization have a dress code? If so, what purpose does it fulfill and do the rules favor one cultural approach over others?			

# Staff & members

Criteria/Questions	Yes	No	Needs Improvement
1. Are all members talked to in the same manner and offered consistent opportunities to engage with the organization?			
2. Are members given access to resources, and facilities independent of individual talent, skill and interest?			
3. Is the composition of the association's staff representative of the racial/ethnic/gender/disability composition of the member body and larger association community?			

4. Are staff members of different genders, races, ethnic backgrounds, or disabilities distributed equitably across the various job classifications?			
5. Are all staff members familiar with the varied demographic groups and neighborhoods in the association's community?			
6. Do staff members communicate well and on a regular basis with staff members from other ethnic, racial, language, gender or disability groups?			
7. Have all staff members received training to recognize strategies for countering bias?			
8. When staff members are assessed, are competencies in equity an integral part of their performance?			
9. Are people at different job levels, paid or volunteer, treated with comparable respect?			

## Professional learning

Criteria/Questions	Yes	No	Needs Improvement
1. Are relevant equity issues infused throughout all professional learning activities?			
2. Are opportunities provided for staff at all levels and in all job descriptions to obtain training regarding equity issues and concerns relevant to specific populations?			
3. Are staff members trained to identify equity needs and to use methods to meet the preferences of diverse members and groups?			
4. Is content training offered to provide staff with information and knowledge to produce multicultural print and non-print resources?			
5. Do staff members receive training in culturally responsive communication and group processes to increase their effectiveness in working with diverse populations?			
6. Are critical organizational issues addressed in ways that do not stereotype or stigmatize particular groups?			
7. Are presenters and facilitators of training programs representative of the gender, racial, ethnic, and disability composition of the association?			
8. Is professional learning delivered in ways which model techniques and authentic perspectives which are relevant to the diverse groups in the association?			
9. Are professional learning opportunities, like professional development training, professional memberships and mentoring, offered to everyone on staff?			



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