Equity Assessment Rubric

The following questions should guide Equity Assessment Committee (EAC) members when reviewing policies with an equity lens to ensure policies are impartial and fair for all members of the university community. Equity issues are divided into two groups: (1) general equity concerns that affect any member of the university community and (2) group- or attribute-specific equity concerns. General equity concerns may impact many groups. The following groups or attributes (in-scope) that may affect policy equity at UVU include

- Adult learners
- Age (40+)
- Citizenship status
- Color
- First-generation students
- Genetic information
- Individuals with apparent or non-apparent disabilities
- National origin and ancestry
- Pregnancy, pregnancy-related conditions
- Race
- Religion, spirituality, and worldviews
- Sex, gender identity, and gender expression
- Sexual orientation
- Socioeconomic status
- Veteran status (including uniformed military status)

Process	Questions to Apply While Assessing Policies
Identifying equity concerns	Is the equity concern general or specific to a group or attribute?
	Does the general equity finding have the potential to impact several groups or have broad, current, or potential consequences.
	Which of the groups/individuals within the UVU scope are affected by this policy?
	Are any of these groups/individuals disadvantaged by the language in the policy (the impact of the policy requirements or content favors one group over another)?
	Does the policy have a disparate impact on the group/individual? (A disparate impact is one that is different or distinct in quality or kind.)
	Are there terms or concepts that may not be universally understood?
	If the policy allows for discretion in decision-making at the unit level, could this discretion lead to bias or discriminatory action?
	Are there barriers for these groups/individuals in meeting requirements in the policy or procedures? If yes, what are the barriers? Are there benefits or burdens that the group/individual would experience with the policy?
Identifying potential solutions to the equity concern	What changes to policy or practice might best mitigate the equity impacts of the current policy version?
	Are there barriers that would prevent addressing the equity concern? If yes, what are they?