

Edmonton Community Foundation – Equity Audit

**Assessing the community grants and student awards process
and format through an equity lens.**

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Purpose of the Audit

Many grant organizations and grant makers are embracing commitments to equity. This audit tool was put together to support thinking and discussion around equity within the Edmonton Community Foundation. The intention of this tool is to help identify current strengths within the granting and awards streams, as well as areas for improvement. The process of completing an audit is a statement to the broader community that the ECF both values and is committed to equity work.

Structure of the Audit Tool

The tool is structured into two main sections as outlined in the table below.

Audit Tool Section	Description	Audited by
Section 1: Overview of Community Grants and Student Scholarships	Section 1 assess for accessibility, inclusiveness of diverse communities and principles of equity. Section 1 is divided into for areas of focus: Equity in Operations; Equity in Grant-Decision Making; Communications; and Grant Committee Selection	Consulting team with the Grants and Student Awards staff
Section 2: Community Grants and Student Scholarships from the community perspective	This section builds off Section 1, however it involves having community members audit the Community Grants and Student Scholarship process and accessibility.	Consulting team with individuals from community organizations

How to Conduct the Audit

The audit tool consists of a series of questions with response options of: "not yet started", "beginning phase", "well under-way", "fully developed" or "yes", "no", and "unsure." There is also a comment section to capture the dialogue around each question. Best practice shows that quantitative scores "are limited in their ability to assess improvements in concepts as diverse as cultural competency, diversity and racism,"¹ thus the importance of capturing the discussion in the comment section that occurs around each indicator.

The tool primarily functions as a guide to generate discussion and reflection, rather than an objective measure of organizational or individual performance. Although sections of the audit tool can be completed independently by organization staff, the audit works best if it is supported by an individual with a background in inclusion, diversity and equity work who can encourage discussion and reflection.

¹ Brigid Trenerry & Yin Paradies. Organizational Assessment: An Overlooked Approach to Managing Diversity and Addressing Racism in the Workplace. Journal of Diversity Management, Spring 2012, Vol 7 No 1, p.21.

Section 1 of the tool are to be completed with ECF granting staff. Section 2 of the tool is to be completed by the consultants with a diverse group of community members.

Development of the Equity Tool

The Equity Audit Tool was developed based on a review of global literature on diversity, inclusion, and equity assessment/audit/organizational change tools. This tool was created by drawing on ideas from the following list of audit/assessment tools:

- Trener, B, & Paradies, Y. (2012). *Workplace Diversity and Anti-Discrimination Assessment Tool*. Melbourne, Australia.
- University of Minnesota. (n.d.) *Reimagining Equity and Diversity: A Framework for Transforming the University of Minnesota*. Minnesota, USA.
- Association of Faculties of Medicine of Canada. (2011). *Equity and Diversity Audit Tool*. Canada.
- Peel Mental Health. (n.d.) *Organizational Diversity, Inclusion & Equity – A self Assessment*. Toronto, Canada.
- GrantCraft. (2007). *Grant Making with a Racial Equity Lens*. Retrieved from <http://www.grantcraft.org/guides/grantmaking-with-a-racial-equity-lens>.
- D5 Coalition. (2017). *DEI Self-Assessment*. Retrieved from <http://www.d5coalition.org/tools/dei-self-assessment-survey/>

Audit Results and Next Steps

The audit is intended to create an ongoing conversation about equity work in the granting stream. At the completion of the audit, a final report will be compiled. Building an equitable organization is a long-term process and working towards this end must be integrated into organizational planning each year. Additionally, progress of equity initiatives should be monitored and reviewed throughout the year.

Glossary of Terms

Equity: Refers to the rights of individuals and groups to a fair access to resources and outcomes. Equity work analyses and challenges unfair systems and practices and works towards the creation of equitable outcomes. Strategies that produce equity must be targeted to address the unequal needs, conditions, and positions of people and communities that are created by institutional and structural barriers. Equity requires a set of informed policies and practices, intentionally designed to promote opportunity and rectify disparities, as well as informed people positioned to implement them effectively.

Equity groups/ equity populations: Within this audit tool we are using this term to refer to groups that are intentionally or unintentionally marginalized by societal structures. Due to this marginalization equity groups often experience social and financial disadvantages. Equity groups/populations may shift over time.

Diversity: Diversity refers to the wide array of differences among people and their perspectives on the world. Diversity is an important organizational goal in its own right, but it may or may not be linked to the issue of equity. A diverse workplace is not necessarily an equitable workplace. Nor does the presence of people who are diverse necessarily produce decision-making that optimizes results for the groups their diversity reflects.

Inclusion: An inclusive workplace recognizes and values diversity. It sees diversity as a strength to be built upon. Inclusion is reflected in the ability of diverse peoples to raise their perspectives authentically, and for those voices to matter and impact decisions, where the organizational culture has been enabled for that to happen. Inclusion promises a broader view of the world and a more democratic process of decision-making. Inclusion is an important organizational process goal, but it does not on its own guarantee equity in an organization's mission-critical results.

Edmonton and Greater Edmonton Area: Includes organizations and individuals' livings within Edmonton and the greater Edmonton area, including Leduc County, Parkland County, Strathcona County and Sturgeon County.

Indigenous Peoples: Indigenous peoples are recognized as the first peoples of the land that is now named Canada. An Indigenous person is someone who identifies as Indigenous, and/or is a descendant of the first peoples of Canada and identifies as First Nations, Inuit or Metis, as well as non-status Indigenous peoples or those nations that are not in a Treaty relationship with the Government of Canada. Indigenous communities include First Nations (members of a particular band or nation in a treaty relationships with the Government), Non Status Nations (Nations that the government is not in a Treaty relationship), Metis (those who identify as belonging and or in relationship to the distinct cultural group of 'Metis', and/or are descended from someone who was eligible for Metis scrip or from Red River), Inuit (northern indigenous people including beneficiaries under the Nunavut land claims agreement).

Sexual Orientation: A recognized term to describe sexual or romantic attractions or relationships. Some identity terms related to sexual orientation: heterosexual or straight, gay, lesbian, bisexual, pansexual).

Gender Expression: A variety of traits including ways of dressing, ways of movement, hair, accessories, that externally express a persons' self as gendered or not gendered. Pronouns may be counted as a way that gender is expressed. Some terms related to gender expression: feminine, masculine, androgynous, tomboy.

Gender Identity: A person's knowledge of themselves as a gendered or non-gendered person. Some terms related to gender identity: transgender or trans - a person whose gender identity does not align with the sex they were assigned at birth; cisgender - a person whose gender identity aligns with the sex they were assigned at birth, non-binary - a person whose gender identity does not align with a binary gender (with man or with woman).

Ethnocultural communities: Are defined by the shared characteristics unique to, and recognized by, that group. This includes characteristics such as cultural traditions, ancestry, language, national identity, country of origin and/or physical traits. To the extent that religion is inextricably linked to the group's racial or cultural identity, it can also be recognized as a defining characteristic. In some cases, a group may view its common origin as pan-national, or it may be based on geographic region of origin. These characteristics are the basis on which, generally speaking, one group culturally distinguishes itself from another.

Section 1: Grants

Outcome: The ECF provides leadership, support to and strengthens capacities of community organizations and individuals that are working towards creating inclusive and equitable communities.

Pre-Audit Activity: Defining Equity	<p>How does the ECF staff come to understand and define equity?</p> <p>Working definition for the purpose of the audit:</p>
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Indicators	Not yet started	Beginning phase	Well under-way	Fully Developed	Comments
Equity in Operations					
1. The organization has made a public commitment to being an equitable funder.					
2. The organization has equity policies in place regarding hiring and promotion of staff?					
3. Intentional processes/practices are in place for staff to become					

informed and build their skills around equity.					
4. The organizations' staff performance evaluation includes metrics on equity. (e.g. professional development hours spent on equity related work, managers/leadership – retention and advancement of equity groups within the workplace)					
5. The organization uses its position within the community to advocate and advance and champion equity principles.					
6. The organization seeks, engages and receives funds from a diverse group of donors.					<p>How does the organization celebrate and support philanthropy by:</p> <ul style="list-style-type: none"> a. People of colour? b. Indigenous people? c. People from the queer community? d. People with disabilities? e. Others?
7. The organization keeps up to date on new circumstances, complexities, and thought around priority communities.					<p>Strategies to do so:</p>

<p>8. Grant staff routinely connect with other foundations to discuss ideas and ways to strengthen equity initiatives.</p>					
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Equity in Grant-Decision Making

<p>9. Support is available from the organization for individuals/ organizations submitting an application.</p>					
<p>10. Grantees are asked to report how many hours they spend preparing their grant applications.</p> <p>a. This data is then reported internally and compared between large and small organizations.</p>					
<p>11. Grant applicants are asked to report on their organization's work in the past 12 months on any organizational policies or practices that support equity or equity groups.</p>					
<p>12. The organization regularly collects, disaggregates and publishes data on grantee diversity by equity groups.</p>					

Communications					
13. When new grants or initiatives are being planned, the impacts for equity communities/populations are considered.					
14. The organization works with equity communities to develop communication strategies about available grants.					
15. Grant staff allocate time and resources to inform priority communities about new grant and scholarship opportunities that may be applicable to them.					

Grant and Student Awards Committee and Committee Selection				
Indicators	Yes	No	Unsure	Comments
16. Outreach for selecting committee members is broad and includes a variety of strategies.				List of Strategies:

<p>17. When recruiting new committee members, are members asked to share if they require specific accommodations so their participant can be successful (e.g. childcare, dietary, mobility, access to washrooms, etc.)</p>				
<p>18. Committee selection makes clear the organization's desire for candidates from equity groups.</p>				
<p>19. ECF committee members are made aware of the following at the beginning of the term:</p> <ul style="list-style-type: none"> a. ECF's commitment to equity b. What constitutes a conflict of interest 				
<p>20. Is a clear process in place for:</p> <ul style="list-style-type: none"> c. Assessing grant applications? d. Working through discrepancies or disagreements in decision-making? 				
<p>21. Committee members receive training prior to their term on the committee (such as bias training, anti-racism, LGBTQ+, Indigenous training, etc.)</p>				<p>How are training topics selected?</p> <p>How are facilitators selected?</p>

22. There is a process in place to address biases, stereotypes and prejudices that emerge during meetings?				
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Priorities for Action

What would you identify as your **top three priorities areas** for action based on the discussions had working through the tool?

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Section 2: Grants from the Community Perspective

Opening Questions:	Name of the organization you represent:
	Have you applied for an ECF grant previously: YES <input type="checkbox"/> NO <input type="checkbox"/>
	Approximately how many times has your org applied for a grant:
	Were you successful with your last grant application: YES <input type="checkbox"/> NO <input type="checkbox"/>
	Approximately how many times have you been successful:
How would you like to be identified within our report?	

Indicators	Yes	Somewhat	No	Not Sure	Comments What can be improved?
1. Eligibility for applying for a grant is clear.					
2. The grant application guideline is clear.					
3. The submission process is clear and straight-forward. It would be easy for someone to follow.					
4. Information is provided in: a. Plain language b. Inclusive language					

5. The final reporting at the conclusion of the project is clear and straight-forward.					
6. The process of decision making for grant receipts is stated and transparent.					
7. Support is made available from ECF grant staff for your application.					

The Community Grants meets the needs of current and potential organizations	<p>Do the grants available capture what is needed for your organization? Is there something missing?</p> <p>Is there any specific statement or word that would encourage your organization to apply?</p>
ECF is aware of what prevents current and potential organizations from participating in and accessing grants.	<p>What barriers do you see that might prevent communities from participating in the grants?</p> <p>How would you feel if in future applications you were asked to report on your organization's progress in advancing principles of equity (e.g. new policies or practices in place, staff training)?</p>

Questions for Organizations who have applied to an ECF Grant

Question	Comment
<p>Roughly how many hours did you take you to complete the application process for the <i>Community Grants</i></p> <ul style="list-style-type: none">a. First Stageb. Second Stage <p>How does this compare to other grants you've applied for?</p>	