

Beloved Community Equity Impact Assessment
(Edited September 6, 2023)

As adapted by the Unitarian Church of Evanston (UCE) Anti-Oppression Task Force¹

Why does our congregation use this assessment in planning every program?

We at UCE use this Assessment during any decision making or planning. We use it to assure that we are practicing radical hospitality, being inclusive and respectful to all, and keeping relationship at the core of our planning. This Assessment supports our congregation's adoption of the Eighth Principle, which asks us to "accountably dismantle racism and other oppressions in ourselves and our institutions."²

Based in our Unitarian Universalist theology, our congregation "sees racial justice work as a natural expression of our tradition's values and beliefs, can articulate a communal theology of racial justice, and is able to evaluate issues and actions through the lens of our faith."³ This Assessment seeks to put this theology into practice.

Below are sample questions to use to *widen the possible range of people who are included*, as well as anticipate, assess and prevent potential *adverse consequences of programming on different people and groups identified in question 3*.

1. Identify the purpose of the activity, program or decision. What does the activity, program or decision seek to accomplish? How does it align with UCE Values Statements and Mission? <https://ucevanston.org/mission-and-values/>
2. Is the activity, program, or decision a way to foster Beloved Community? What benchmarks should be identified to measure progress or success, understanding that flexibility and modifications may be necessary as the activity, program or decision proceeds?
 - a. If the activity, program or decision is successful, how will the relationships developed be continued and sustained?
 - b. Do future events need funding or other resources?
 - c. "What if we measured success by the amount of safety that people felt in our presence." ~ Jonathan Louis Dent

¹ Adapted from Race Forward's Racial Equity Impact Assessment, https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf.

² <https://www.8thprincipleuu.org>.

³ <https://uucnrv.org/uucwp/wp-content/uploads/Anti-Racism-Rubric-for-UU-Congregations-v2.pdf>.

3. Identify people and groups this activity, program or decision affects:
 - a. Please use the questions in the Attachment for assistance in this process.
 - b. Who might be interested in engaging with or attending the activity, program or decision? Is this for some or all UCE members and friends, UCE and the larger community, or some other audience?
 - c. Who is impacted by the content of the activity, program or decision?
 - d. Whom can you consult, at UCE or through a community partner, in developing this activity or program, or in reaching a decision?
 - e. Who is missing from the planning, from the invitation list, from the advisors to your planning?
 - f. Does your activity, program or decision recognize the historical or contemporary experiences of a marginalized group? If so, who are the people with lived experience who are engaged in planning? Is their time being fairly compensated as appropriate? Are their voices being centered?
4. If you need assistance, please reach out to Rev. Susan Frances at sfrances@ucevanston.org to help you facilitate this conversation.
 - Planning Ideas:
 - Do you need to consult with the Accessibility & Inclusion Team?
 - Are there other UCE teams or community partners with whom you could collaborate?
 - Considering who might be present and do you need someone present for attendees if triggering topics will be discussed?
 - Publicity Ideas:
 - How do you publicize to reach everyone?
 - Do you need someone to review your newsletter article? REAL Team members are open to discussing perspectives regarding your newsletter article or marketing material.
5. What positive outcomes could result from the activity, program or decision? Which people cited above may benefit? Are there further ways to maximize equitable opportunities and impacts?
6. Might this activity, program or decision have unintended adverse effects on the people cited above? How could these adverse impacts be prevented or mitigated?

Thank you for making time to use this assessment tool in your planning process! If you have suggestions for how to improve this assessment tool, please contact Rev. Susan Frances at sfrances@ucevanston.org.

~ The UCE Anti-Oppression Task Force

Attachment to UCE Beloved Community Equity Impact Assessment

“Intersectionality” denotes that many people identify with multiple groups.⁴ Please consider, and honor, the following intersectionalities (among others):

- Communities of Black, Indigenous, and People of Color
 - Will you be doing a Land Acknowledgement?
 - Will you be doing a Black Labor Acknowledgment?
- Families with children
 - Will child care be provided?
 - What time of day is the activity or program?
 - Will snacks be available?
 - Can additional modified programming be created for younger attendees?
- Immigrant communities, including refugees, asylum-seekers, and undocumented communities
- LGBTQIA+ community
 - Is the language you are using in your presentation and marketing materials open to all types of individuals, families, couples, and relationships?
 - Are you being inclusive of the TGNCNB (Trans, gender non-conforming, non-binary) communities?
 - Do you make it easy for all participants to provide pronouns?
- Neurodivergent persons
 - Are there noise canceling headphones available? Might fidget spinners be desirable? May likely participants benefit from some other form of accommodation? Who might have the expertise to recommend appropriate accommodations?
- People with different abilities
 - Is the space you are using accessible—does it have stairs or uneven surfaces? Do you have places readily available for wheelchairs or walkers? Do you know where the extra UCE wheelchairs, walkers, and canes are located?
 - Do you have questions or concerns about the impact of the publicity for your event? You are encouraged to reach out to have a conversation about it with someone from the Racial Equity Action Leadership Team (REAL).
 - Could you provide an interpreter?

⁴ Kimberlé W. Crenshaw, *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*, 1989 U. CHI. LEGAL F. 139 (1989).

- Are you in the sanctuary with the hearing loop and hearing assist devices?
- Are these accommodations readily apparent and available, so people do not have to ask for them? What have you included in your marketing?
- Are you doing everything possible to make the event accessible to people at heightened risk from COVID? (*E.g.*, requiring masks, setting up the space to allow distancing, opening windows, publicizing whether HEPA filters are in use?)
- People with different economic situations
 - If you will be charging a fee, is there a waiver or scholarship available?
- People who need a multi-platform online option
 - Will you be providing an online option for attendance? If so, how is the set-up ensuring that varied experiences and identities are being considered in planning, and as the event takes place?
- Youth
 - Are they engaging in the planning process? Are you focusing on their ideas and needs? How can they best be involved in implementing the plans?