



INTERSECTIONAL POLICY AUDIT TOOL

INTRODUCTION

This tool is designed to assess university guidelines, processes, and policies through an intersectional lens, evaluating their alignment with 7 principles identified by the A.C.E. (O'Meara et al., 2022) and including an Intersectionality-Based Policy Analysis (IBPA) Framework (Hankivsky et al., 2014) to ensure the benefits, impact, and accountability are not creating unintended harm, exacerbating invisibilities, or privileging specific vectors of power (Hull et al., 2023). This checklist is for evaluating policies to ensure that they promote fairness, openness, inclusivity, and recognize the complexities of intersecting identities within the academic community.

Project CREST

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Guiding Principles of Equity and Inclusivity

Score (0 – Not Addressed, 1 - Addressed but room for improvement, 2 - Fully addressed)

1	Transparency	
1.1	The "problem" addressed by the policy, process, or guideline is clear.	
1.2	The policy provides a workable solution.	
1.3	The title of the policy/process/guideline is obvious and clear, making it easy to find.	
1.4	The location of the policy is obvious and clear, making it easy to find.	
1.5	Links or other referenced material that are part of the policy are easily accessible.	
2	Clarity	
2.1	Information is provided in a way that is easily understood to a wide audience.	
2.2	It is unambiguous and easy to interpret.	
2.3	The policy/process/guideline contains actionable language.	
3	Accountability	
3.1	There are reporting mechanisms, steps, and responsible actors identified to monitor compliance with the policies and practices and to address issues if the policy is not followed.	
3.2	The policy contains clear language, and specific examples, of what it would mean to violate the policy.	
4	Consistency	
4.1	Essential parts of the policy/process/guideline are consistent with other policies on campus.	
4.2	The policy/process/guideline aligns with the university's mission, values, and strategic goals .	
5	Context/Flexibility	
5.1	The policy is practical and applicable to the university's unique context.	
5.2	The policy can adapt to new, different, and changing set of university situations over time.	
5.3	The policy clearly articulates exceptions.	
5.4	The policy recognizes mission-critical work (e.g., mentoring, institutional service, DEI).	
6	Intersectionality	
6.1	The policy protects different populations (e.g., racial/ethnicity, sexuality, SES, gender, ability, immigration status, caregiving status) from harm and disadvantage.	
6.2	The policy ensures that all members of the university community have equitable access to resources and opportunities.	
6.3	The policy incorporates inclusive and equitable solutions that consider the needs of people from diverse groups.	
7	Language/Format	
7.1	The policy uses person-centered language (e.g., person living with a disability not "handicapped"). See page 14 for a table of examples here .	
7.2	The policy uses inclusive language. (E.g., they/them not he/she). See also https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf	