

# RACIAL EQUITY AND SOCIAL JUSTICE TOOL

## FAST TRACK VERSION



Racial Equity  
& Social Justice Initiative





# Racial Equity and Social Justice Initiative RESJ Tool: Fast-Track Version

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## INSTRUCTIONS

*This abbreviated version of the full RESJ Tool is intended for issues on a short timeline or without a widespread impact.*

*Examples:*

- single piece of legislation already drafted and introduced.
- creation of a single position description and job posting for an open position
- development of a single budget item proposal

*For broader policies and legislation in its beginning phase, please use the full version of the RESJ Toolkit.*

*This tool should be completed by people with different racial and socioeconomic perspectives. When possible, involve those directly impacted by the issue. Include and document multiple voices in this process. The order of questions may be re-arranged to suit your situation.*

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**Mission of the Racial Equity and Social Justice (RESJ) Initiative:** To establish racial equity and social justice as core principles in all decisions, policies and functions of the City of Madison.

**Equity** is just and fair inclusion into a society in which all, including all racial and ethnic groups, can participate, prosper, and reach their full potential. Equity gives all people a just and fair shot in life despite historic patterns of racial and economic exclusion ([www.policylink.org](http://www.policylink.org)).

The persistence of deep racial and social inequities and divisions across society is evidence of bias at the individual, institutional and structural levels. These types of bias often work to the benefit of White people and to the detriment of people of color, usually unintentionally or inadvertently.

**Purpose of this Tool:** To facilitate conscious consideration of equity and examine how communities of color and low-income populations will be affected by a proposed action/decision of the City.

The “*What, Who, Why, and How*” questions of this tool are designed to lead to strategies to prevent or mitigate adverse impacts and unintended consequences on marginalized populations.

## BEGIN ANALYSIS

Name of topic or issue being analyzed:

Pre-Service Academy Test Scoring Process

Main contact name(s) and contact information for this analysis:

Sgt Kipp Hartman  
608-266-4379

Names and affiliations of others participating in the analysis:

MPD Equity Team  
Jared Prado, Cynthia Roskovic, Don Postler, Stephen Behnke, David Jugovich, Andrew Muir, Kipp Hartmann, David Meinert, Natalie Deibel

### 1. WHAT

a. What does the policy, plan or proposal seek to accomplish?

A fair and equitable scoring system to determine class seniority which translates to department seniority.

- Discussed the rules and conduct book for the Academy, with new/updated sections regarding Academy seniority and how it is determined.
- Discussed issues of equity related to instructor use of the demerit system through a series of examples
- Discussed the "Major Plus" merit points award, new in 2018. The award recognizes the exemplary conduct or actions of a recruit.
- "Major Plus" can only be given out once during the Academy by any instructor, and can only be received once by any recruit

b. What do available data tell you about this issue? (See page 3 for guidance on data resources.)

Available data shows that those who are better at taking written tests have a greater advantage of scoring higher.

With the use of the "Major Plus" process there is concern that an instructors potential bias to give additional points can come into play given that there is no specific criteria like the demerits have.

c. What data are unavailable or missing?

Tracking the use of both demerits and "Major Points" for future analysis may be helpful in assessing employee development in a fair and impartial manner..

### 2. WHO

a. Who (individuals or groups) could be impacted by the issues related to this policy, plan or proposal?  
Who would benefit?

Individuals or groups impacted are the newest members of the department.  
The groups most likely to benefit are the groups that do not test better.

Who would be burdened?

Instructors need to spend time managing the metrics of both systems to assure equity and fairness.

Are there potential disproportionate impacts on communities of color or low-income communities?

None that are seen at this time.

### 3. WHY

a. What are potential unintended consequences (social, economic, health, environmental or other)?

If any bias in grading is not identified, the future professional development of the employee can be influenced.

#### 4. HOW: RECOMMENDATIONS SECTION

- a. Describe recommended strategies to address adverse impacts, prevent negative unintended consequences and advance racial equity (program, policy, partnership and/or budget/fiscal strategies):

•Determined the “Major Plus” should have a structured framework/criteria for earning points, similar to way demerits are structured

• Verbiage for the “Major Plus” criteria should include actions that go “above and beyond” for the team/department and acknowledge the affirmative efforts to support the Department’s Core Values and Mission.”

• Suggested that there be a system in place for recruits to appeal demerits.

(Post meeting, a decision was made to issue "Major Plus" points at the end of the Academy, by instructor cadre consensus, to mitigate bias and to assure the fair application of bonus points.

## DATA RESOURCES FOR RACIAL EQUITY AND SOCIAL JUSTICE IMPACT ANALYSIS

### City of Madison

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- Neighborhood Indicators (UW Applied Population Lab and City of Madison):  
<http://madison.apl.wisc.edu>
- Open Data Portal (City of Madison):  
<https://data.cityofmadison.com>
- Madison Measures (City of Madison):  
[www.cityofmadison.com/finance/documents/madisonmeasures-2013.pdf](http://www.cityofmadison.com/finance/documents/madisonmeasures-2013.pdf)
- Census reporter (US Census Bureau):  
<http://censusreporter.org/profiles/06000US5502548000-madison-city-dane-county-wi>

### Dane County

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- Geography of Opportunity: A Fair Housing Equity Assessment for Wisconsin's Capital Region (Capital Area Regional Planning Commission):  
[www.capitalarearpc.org](http://www.capitalarearpc.org)
- Race to Equity report (Wisconsin Council on Children and Families):  
<http://racetoequity.net>
- Healthy Dane (Public Health Madison & Dane County and area healthcare organizations):  
[www.healthydane.org](http://www.healthydane.org)
- Dane Demographics Brief (UW Applied Population Lab and UW-Extension):  
[www.apl.wisc.edu/publications/Dane\\_County\\_Demographics\\_Brief\\_2014.pdf](http://www.apl.wisc.edu/publications/Dane_County_Demographics_Brief_2014.pdf)

### State of Wisconsin

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- Wisconsin Quickfacts (US Census):  
<http://quickfacts.census.gov/qfd/states/55000.html>
- Demographics Services Center (WI Dept of Administration):  
[www.doa.state.wi.us/section\\_detail.asp?linkcatid=11&linkid=64&locid=9](http://www.doa.state.wi.us/section_detail.asp?linkcatid=11&linkid=64&locid=9)
- Applied Population Laboratory (UW-Madison):  
[www.apl.wisc.edu/data.php](http://www.apl.wisc.edu/data.php)

### Federal

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- American FactFinder (US Census):  
<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
- 2010 Census Gateway (US Census):  
[www.census.gov/2010census](http://www.census.gov/2010census)