

Effective Strategies for Achieving Gender & Race Equity in the Workplace

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Problem Statement

Create an effective model for designing strategies aimed at achieving gender and race equity in the workplace

Additional Requirements:

- Implement a model using two specific areas of workplace-related policy and offer suggestions for improvement
- Prepare a defense against possible counterarguments
- Address any expressed concerns

Introduction

Throughout the semester we have been analyzing the ways that gender and race affect the work environment. Through this analytical framework we have developed a methodology for creating effective work policy aimed at establishing gender and race equity.

Development of Methodology

Our methodology provides an analytical guide to developing effective strategies to achieve gender and race equity while also accounting for the complex social and political interactions that affect policy development. Although we were unable to incorporate every consideration necessary, we included in our schematic the most salient and important points of consideration for policy development.

Development of Methodology: Goals

In developing our methodology we aimed to:

- Account for the complex social and political frameworks that exist in the United States in which all policy must be incorporated
- Analyze the interconnections between race, gender, and class
- Consider the complex layers of identity
- Create a structure that addresses needs while also maintaining a sense of practicality
- Design a model that was self-checking
- Illustrate the multitude of considerations that must be made before policy can be developed
- Design a model that allows for versatility

Explanation of Flow Chart Terminology

Key Points to Understanding our Model:

- *Identification of Population Groups*: directly versus indirectly affected populations

It may be difficult to separate groups into indirectly and directly affected populations because to some capacity all the population is in some way affected by work related legislations. However, it is important to identify target groups. We define directly affected populations to be those individuals that experience the most direct and immediate affect of implementation of proposed legislation and/or work related policy. Indirectly affected populations also have a stake in a proposed initiative, however, the effects can be considered periphery and beyond the direct scope of the developing policy.

- *Hybrid Populations versus Single Demographic Populations*:

We define the hybrid populations to be groups and/or individuals that are affected in multiple ways as a result of their demographics. This category takes into account the complexity of identity and the many ways an individual may be impacted by their racial or gender classification. Single demographic populations are related to the issue by only one of their demographic classifications.

Explanation of Flow Chart Terminology

- *Social Ideologies*: assessing if major goals are in agreement or disagreement

We define social ideologies to be the current value and ideas held by a society. Its important to consider this when developing policies that will work within the framework of these ideologies

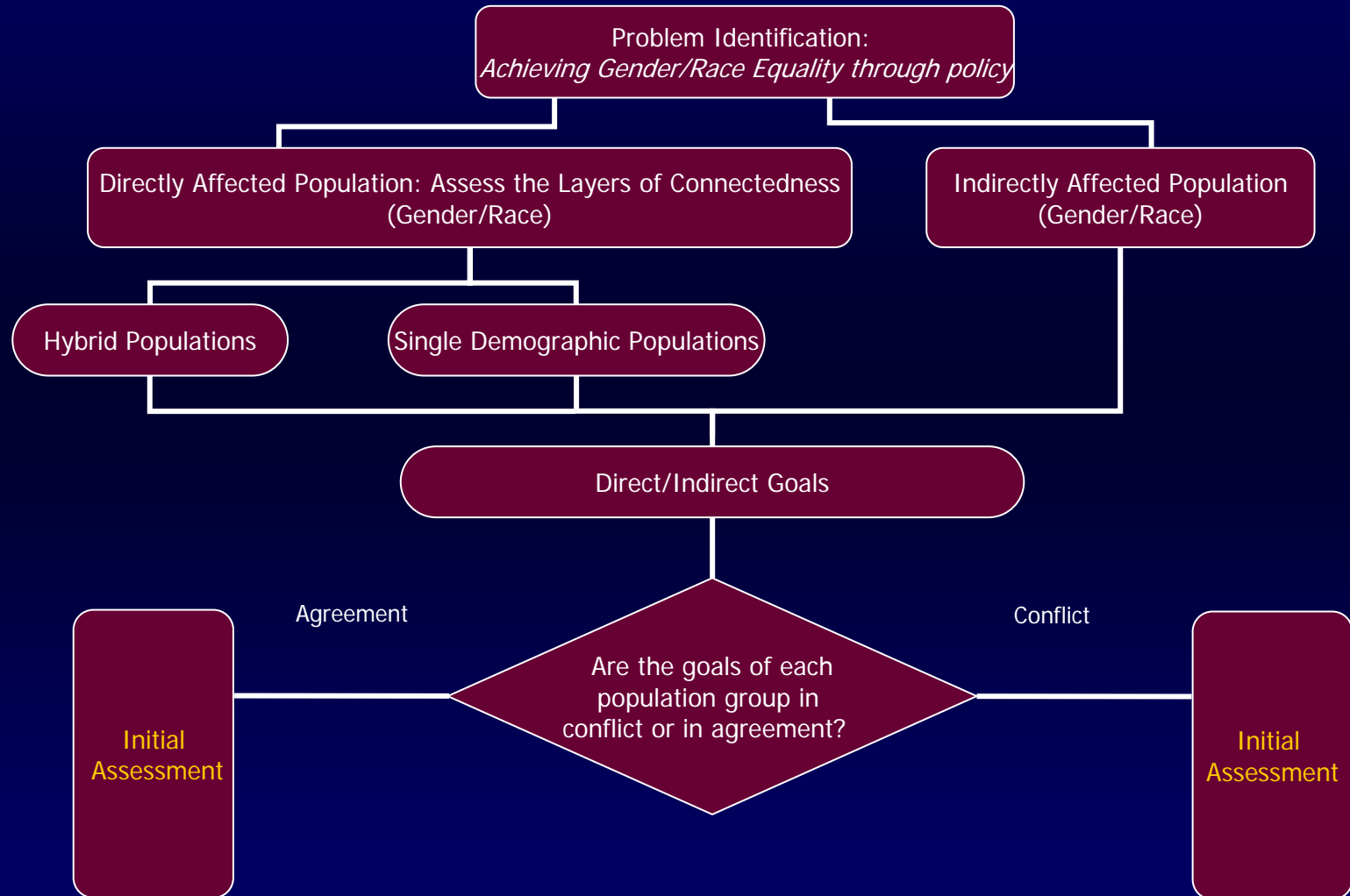
- *Assessing conflicting goals*: Ideological versus Pragmatic Differences

We define ideological differences to be conflicts that emerge from fundamentally different ideas. In contrast, pragmatic differences are based primarily and logistics and with positive mediation and compromise between the parties these issues can be resolved.

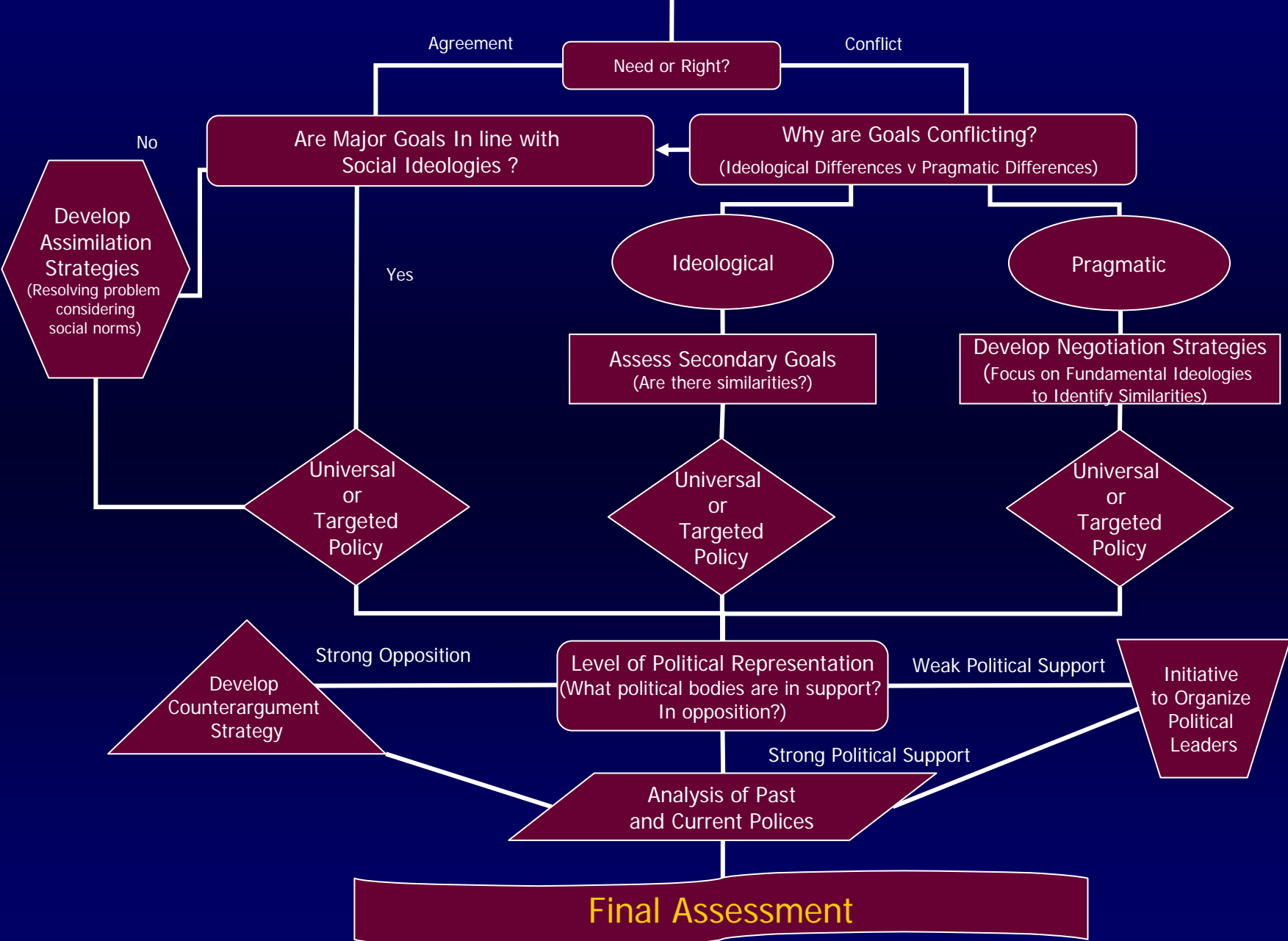
- *Assimilation Strategies*:

Assimilation strategies are methods used to tailor the proposed policy, or give off the appearance of tailoring, so that it no longer conflicts with social ideologies.

Schematic of Problem Solving Development Strategy



Initial Assessment



Final Assessment

Public v Private Regulation

Government Enforcement

Government or Private Enforcement

Government Funding

Government Funding, Private Funding, Or Both

Political/Social Climate

Challenges of Implementation

Design Long Term Evaluation Plans

Application of Model

We will apply our model to two specific work related issues:

1. Child Care Policies

2. Affirmative Action

Background on Child Care Policies

- Many states are pushing towards universal child care for four-year-olds
 - Florida, Georgia, New York, Oklahoma
- At the federal level, there is an increased initiative for child care and early education
 - Child Care Development Block Grant
 - Title XX/Social Services Block Grant
 - Head Start
 - 21st Century Community Learning Centers
 - Dependent Care Tax Credit

Problem Identification

- *Fundamental Problem:*
 - Importance of a child's early development is misunderstood by the population
 - There exists ideological conflicts over the best ways to nurture a young child (home versus childcare facilities)
 - Currently in the United States there is not a framework to insure that all children have access to good childcare
- *Additional Problems:*
 - Limited access to quality childcare (cost)
 - Low Quality child-care (lack of well trained professionals)
 - Parents find it hard to balance work/family

Direct Affected Populations and Their Goals

- *Children*
 - Research: Quality child care central for his/her development
 - Goal: To obtain childcare that is both stimulating and nurturing
- *Parents*
 - Interest: Balance work and family without jeopardizing child's development
 - Goal: To obtain quality and affordable childcare

Indirectly Affected Populations and Their Goals

- *Childcare Providers*
 - Improve quality of workforce
 - Increased wages
 - Validation for their contribution to society
- *Government*
 - Strengthen the workforce by creating policies that allow parents to effectively balance work and family
 - Insure education to all individuals
 - Provide policies that allow families to raise productive citizens
 - Educate America's youth so they will become efficient and skillful workers
- *Employers*
 - Maintain employee satisfaction with work-family balance
 - Improve work efficiency because of increased work satisfaction
 - Reduce turnover rate (moms at work)
 - Attract women to the workforce

Are the Goals of Involved Parties in Agreement?

- Supporting
 - Parent as a “role” & child development
 - Care Provider’s as a “profession” & child development
 - Government as shaper of society & child development
- Conflicting
 - Parent as a “role” in working & child development
 - Child-care providers’ salaries & child-development
 - Federal/State funding & child development
 - Employers needing employees & child development

Initial Assessment

- *Questions that arise:*
 - Parent-Government role in child-development: how much responsibility should each assume & which parent is responsible?
 - How much funding do child-care providers deserve (comparable worth)?
 - Employers' role in child-development: should they care & why?
 - Answers to these questions are reflected in societal ideologies

Societal Ideologies

- Popular belief holds that
 - If financially possible, children should be raised at home by the mother (more responsibility on mother than on government)
 - If not possible, e.g. low income family: more government reliance (subsidies) is looked down upon
- In the U.S. more emphasis on the individual rather than the country (as in France)
- Women have right to work

Is Childcare a Need or a Civil Right?

- *Need*

- Parents need childcare to work
- Current social view parallels childcare to “babysitting”
- Employers need childcare in order to have an effective workforce
- Shaping future productive citizens

- *Civil Right*

- United Nation’s Declaration of Human Rights guarantees every citizen access to education
- The United States Federal Government also guarantees this right
- Importance of education in asserting an individual’s humanity

Final Assessment

- Good child-care policies achieves:
 - Government Point of View: a “better” future society/more productive economy
 - Employers’ Point of View: more productive employees/potentially “better” future workforce
 - Parents’ Point of View: better work-family balance, and quality child development

Weaknesses of Analysis

- *Assumptions*

- Employers will take interest in providing good childcare
- Government is genuinely concerned with child development and its impact on society

Strategies

- Parties involved can all benefit from good child-care policy
- Major Challenges:
 - Lack of awareness of benefits to each party
 - Society's ideologies which are so hard to transform
 - Marketing of child-care providers
 - Targeted nature of child-care (parents, providers concerned)

Success in France

- Whole population affected by declining birth-rates
- State is viewed as “La Patrie”
- Free education system
- Societal views on work differ from US

Implementation

- Societal ideologies very hard to transform
- Short term:
 - Awareness programs
 - Respectable research
 - Target politically and economically influential people
- Child-care: Universal & incorporated into education system
- 0 – 2 years should be taken care of by parental leave/single parents
 - Single parents: joint government-employer responsibility through placement of child in infant-care centers
- 3 - 5 years early public preschool
- Option between private and public—vouchers?

Background on Affirmative Action

- 13th Amendment – made slavery illegal
- 14th Amendment – equal protection under the law
- 15th Amendment – forbids racial discrimination in access to voting
- Executive Order 11246 – phrase first used by Lyndon Johnson's in 1965 requiring federal contractors to "take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin."
- Title VII of the Civil Rights Act of 1964

Problem Identification

- Currently have a lack of diversity in the workplace and educational institutions
 - minorities are very underrepresented
 - workforce does not mirror the demographics of the United States
- Affirmative Action is a preferential treatment policy
 - some see this as unfairly benefiting one group while harming another
 - “reverse discrimination”

Directly Affected Populations

- Black women and men
- Hispanic women and men
- Asian women and men
- White Women

Goals of Directly Affected Populations

- To increase diversity in the workplace and in educational institutions
 - diversity is enriching and beneficial in these settings
- To help redress and correct the history of discrimination in the U.S.

Indirectly Affected Populations

- *Indirectly Affected Population:*
 - Government
 - Educational Institutions
 - Business/Employers
 - White Men

Goals of Indirectly Affected Populations

- *Major Goals:*

- Government

- increase diversity within the workforce
- redress for past institutionalized discriminatory policies
- create a workforce to meet the needs of demographically diverse society

- Educational Institutions

- create an enriching academic environment – the current popular sentiment supports the notion that diversity contributes to the university setting
- abide by the mandates issued by the federal government – avoid discrimination lawsuits

- Business/Employers

- comply with government regulation
- promote diversity in the workforce
- increase business – “bad reputation equals bad business”

- White Men

- maintain dominance in the workforce
- preserve their perception of equal opportunity – avoid reverse discrimination

Do the Goals Converge?

- *Assessment of Similarities*

The goals between the directly affected populations and indirectly affected populations (with the exception of White Men) are in general agreement

- *Assessment of Differences*

There are fundamental ideological differences between the goals of the directly affected populations and the goals of White men

Conflicts emerge from:

- idea that preferential treatment policies may be inherently discriminatory (reverse discrimination)
- the benefits of diversity are still under dispute

Is Affirmative Action a Need or a Civil Right?

- Can be seen as a Need or a Right
- RIGHT of no discrimination in the workplace or in education institutions
 - converging goal
- NEED for equal representation or diversity in the workplace or in educational institutions
 - diverging goal

Why are Goals of Involved Parties Conflicting?

- Conflict of goals due to an IDEOLOGICAL clash
- Women and men minority groups, as well as several indirectly affected parties, believe that:
 - equal rights and equal opportunity is a RIGHT
 - diversity is a necessity to the population
- White men believe that discrimination is occurring anyway
 - reverse discrimination

Assessing Secondary Goals

- Must look at secondary or underlying goals of each affected party
- ALL affected groups – both direct and indirect – want:
 - to be productive and successful members of society
 - will accomplish this through having a good education and by having the opportunity to have a successful career
- How will ALL members of society have the opportunity to achieve these goals?

Social Ideologies

- Are the major goals of the affected parties aligned with current social ideologies?
- No – not exactly aligned
- Most people understand the need for diversity in the workplace and in schools
 - Reflects the demographics of this country's population
 - Beneficial and enriching to the work setting
- Some people do not see proof of the benefits of diversity in the workplace and in schools

Assimilation Strategies

- How can we align current societal ideologies with the current goals of the affected parties?
- Three possibilities:
 1. *Long-term social movement*
 - Would require Americans to change their beliefs on the necessity for diversity
 - Possible over a long period of time, but inefficient strategy
 2. *"Hidden" legislation*
 - Passage of law that incorporates current goals of minorities, but as a secondary or minor addition
 - "Pork barrel"
 3. *Scientific proof of benefits of diversity*
 - Perhaps the best means of convincing opposition of the need for diversity in this country

Universal or Targeted Policy

- Necessity for a TARGETED POLICY to achieve the major goals of the affected parties
- PREFERENTIAL TREATMENT for minority groups to increase diversity in the workplace and in educational institutions
 - long-term strategy
 - will address the NEED for diversity
 - policy approached through common secondary goals of all groups
 - necessary to reverse effects of hundreds of years of discrimination

Political Representation

Have both strong support and strong opposition for affirmative action policies

Strong Support:

Mostly African-American leaders

Strong Opposition:

Mostly white men

- reverse discrimination

- no need for diversity

Some African-Americans as well

- perpetuation of inferiority of Blacks

Final Assessment

- **Overview of Strategy:**
 - Redefine Affirmative Action as a long term policy
 - Create strategies that recognize that many minority groups are both a social class and an economic class
 - Create initiatives to reinforce early developmental deficits (education, childcare, health care)
 - Recognize the interplay between effective diversity based policies and other social issues
- **Implementation of Strategy:**
 - Government based
 - Targeted Policy
 - Initiatives to shape social ideologies
 - Early education initiatives (importance of diversity, historical context)

Long Term Evaluation Plans

- Employer accountability: make hiring practices public record
- Government Regulation: federal agency
- Independent studies assessing the current state of diversity in the United States

Weaknesses of Analysis

- Long term policy
- Assumptions
 - the government/business is genuinely concerned with insuring equal opportunity to all
 - that society recognizes the lack of diversity as an issue and regards as beneficial
 - that these policies are enforceable
 - availability of funding

Discussion Points

- Can a model account for the complexity of policy development? If so to what extent?
- When dealing with social ideological issues, can policy find an optimal equilibrium point of satisfaction for all parties? Is this possible if the problem only targets a certain portion of society?
- How significant of a role does the demographics of policy makers affect policy development? How much and how often are the policy makers affected by social ideologies?
- For effective policy to be developed is it necessary to have increased direct involvement of the federal government? How important is the ideology of individuality?
- Should the private sector have a greater responsibility to impact social change?

1-10 Yamicia

11-17 Jen

18-23 Jad

24 Together (Jen & Jad)

25 Yamicia

26 – 33 (Tasneem)

34- 41 (Yamicia)

42 (Jen)