EWEB Board of Commissioners
June 2023 Presentation

1. Workbook
2. Race Forward Materials
3. Pronouns
4. Glossary
5. Leadership article
6. State of Oregon DEI Plan
7. Lane County Equity Lens Toolkit

Materials included were presented on June 14, 2023.

Terminology included is developing and may have shifted or altered in meaning. Definitions or concepts may have become outdated since printing. All materials are presented as information as part of this training.

Eugene Water and Electric Board

DEI Training

June 2023

Presented by HathawayMunro
Megan O'Connor and Morgan Munro

Agenda:

1. Review the purpose of DEI work
2. Provide a short glossary of terms
3. Discuss how aspects of identity and experience reflect diversity
4. Discuss discrimination using "Levels of Racism" framework as an example
5. Discuss how different aspects of identity and experience might impact how people interact with and experience EWEB
6. Discuss how intentional inclusion supports the work and the mission of EWEB

Reminder: Stages of Learning

Stage 1: Unconscious Incompetence
You don't know what you don't know

Stage 2: Conscious Incompetence
You are aware that there is something to learn and that you are not yet proficient

Stage 3: Conscious Competence
You are able to demonstrate the skill but only with effort

Stage 4: Unconscious Competence
Performing the skill is automatic
You may forget what it was like to not know how to do it

Social Trends and Changes
An ongoing work in progress

1. We are getting better at recognizing the whole person
   - Not identifying people with just one demographic category
   - This increases the level of language complexity and creates a need for new terminology

2. We are trying to make our society more fair
   - Identify the many elements of human variation within identify and experience *(diversity)*
   - Recognize that our society is not fair *(justice)*
   - Make it more welcoming and easier for people to exist and participate in society *(inclusion)*
   - Remove artificial advantages and disadvantages that exist due to oppression (such as white supremacy, racism, misogyny, homophobia, transphobia, ableism, etc.) *(equity)*
   - Steps we don't yet know, but will discover as we do this work

Assumptions underlying this training include:

1. Discrimination is a real thing that still happens and has a significant impact on people's lives

2. We are all interested in and committed to reducing discrimination and it's impact in our community and this organization

Definitions to get you started with DEI

Diversity
The presence and recognition of differences within a group

Equity
Making sure that everyone has equal access to the same opportunities

Inclusion
Creating a welcoming environment of involvement, respect, and connection for people with diverse identities and experiences

Belonging
Everyone is treated and feels like a full member of the larger community, and can thrive

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What are some examples of Diversity, Equity, and Inclusion efforts?

- "Diversity asks, "Who's in the room?" Equity responds: "Who is trying to get in the room but can't? Whose presence in the room is under constant threat of erasure?"

- Inclusion asks, "Have everyone's ideas been heard?" Belonging responds, "Whose ideas will be taken seriously and who feels comfortable speaking?"

Adapted from an article by **Dafina-Lazarus Stewart***; who uses the nonbinary gender pronouns ze, zim and zir and is a professor of higher education and student affairs at Bowling Green State University. Ze is on Twitter as @DrDLStewart.*

"Language of Appeasement" *InsideHigherEd.com*, March 30, 2017
https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay

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Aspects of Identity and Experience
A partial list in alphabetical order

A reminder: Individuals are complete, whole people with
their own personal identities and experiences.
Within a group there will be a diversity of identities and experiences.

- Adoption
- Age
- Appearance
- Citizenship
- Cognitive abilities
- Communication style or skills
- Conflict styles
- Creed
- Criminal background
- Documentation status (foreign nationals)
- Educational background or attainment
- Educational experience
- Employment status
- Ethnicity
- Field work/Office work
- Food allergies/intolerances
- Foster care
- Gender identity
- Geographic location
- Health (Physical, Mental, etc.)
- Hearing
- Holidays celebrated
- Housed/Unhoused
- Income and/or wealth
- Immigration
- Job classification
- Languages spoken and/or written
- Literacy level
- Marital or relationship status

- Military experience
- Mobile phone or home computer use
- Mobility
- Modes of transportation (car, bike, etc.)
- Nationality
- Physical abilities or qualities
- Neurodiversity
- Parental status
- Past trauma
- Political ideology or party
- Race
- Recovery/Sobriety
- Religion/Spiritual beliefs
- Remote/Hybrid/In-Person
- Sex
- Sexual orientation
- Skin tone/color
- Socio-economic status
- Stature
- Tech experience or savvy
- Veteran Status
- Vision
- Work experience
- Union affiliation
- Weight

From Race Forward:
"What is Racial Equity- Key Concepts"

The "Different Levels of Racism" Framework is an analytical tool for unpacking different types of racism that are often interacting and operating simultaneously. It is helpful to distinguish between individual and systemic racism in order to focus needed and distinct attention, analysis, and strategies on institutional and structural racism. It points toward needed systemic change-focused strategies which address root causes and can result in more transformative and lasting change. We need to invest more in institutional and structural change strategies to get to racial justice. Strategies to address individual racism are not sufficient for dismantling structural racism.

Individual racism includes internalized and interpersonal racism.

Internalized racism lies within individuals. These are private beliefs and biases about race that reside inside our own minds and bodies. For White people, this can be internalized privilege, entitlement, and superiority; for people of color, this can be internalized oppression. Examples: prejudice, xenophobia, conscious and unconscious bias about race, influenced by the white supremacy.

Interpersonal Racism occurs between individuals. Bias, bigotry, and discrimination based on race. Once we bring our private beliefs about race into our interactions with others, we are now in the interpersonal realm. Examples: public expressions of prejudice and hate, microaggressions, bias and bigotry between individuals.

Systemic Racism includes institutional and structural racism.

Institutional racism occurs within institutions. It involves unjust policies, practices, procedures, and outcomes that work better for White people than people of color, whether intentional or not. Example: A school district that concentrates students of color in the most overcrowded, under-funded schools with the least experienced teachers.

Structural racism is racial inequities across institutions, policies, social structures, history, and culture. Structural racism highlights how racism operates as a system of power with multiple interconnected, reinforcing, and self-perpetuating components which result in racial inequities across all indicators for success. Structural racism is the racial inequity that is deeply rooted and embedded in our history and culture and our economic, political, and legal systems. Examples: The "racial wealth gap," where Whites have many times the wealth of people of color, resulting from the history and current reality of institutional racism in multiple systems.

Excerpted directly from: **RaceForward.org**
https://www.raceforward.org/about/what-is-racial-equity-key-concepts

How might aspects of identity and experience impact how someone interacts with and experiences EWEB?

Board of Commissioners
- Providing public comment
- Running for office
- Public outreach / Public engagement with the board
- Approving rates and rate design
- Budgeting: Funding levels for customer products and services
- Policy governance: Approval and modification of policies
- EWEB Mission, Vision, Values

EWEB Staff
- Applying to work at EWEB
- The hiring process for your department
- Setting a department budget
- Building a project team / serving on a project team
- Determining who to promote / seeking a promotion
- Lodging an employee complaint
- Determining and monitoring KPIs
- Communicating a decision or process to a department or team
- Deciding where to locate new infrastructure
- Recommending rates and revenue requirements

Diversity Team
- Selecting topics for workshops
- Recruiting new team members
- Serving on the Diversity Team
- Setting meeting times
- Setting team priorities

WHAT IS RACIAL EQUITY?
UNDERSTANDING KEY CONCEPTS RELATED TO RACE

"Racial equity is about applying justice and a little bit of common sense to a system that's been out of balance. When a system is out of balance, people of color feel the impacts most acutely, but to be clear, an imbalanced system makes all of us pay."
~ Glenn Harris, President, Race Forward and Publisher, Colorlines

Learn about racial equity, other race-related terms and concepts, and how they relate and differ to one another with the following definitions, comparisons, and examples provided in this primer. For a deeper understanding and to learn how to apply this knowledge, attend one of our trainings.

Key Terms and Concepts

What is the difference between Racial Equity and Racial Justice?

Racial Justice is a vision and transformation of society to eliminate racial hierarchies and advance collective liberation, where Black, Indigenous, Latinx, Asian Americans, Native Hawaiians, and Pacific Islanders, in particular, have the dignity, resources, power, and self-determination to fully thrive.

Racial equity is a process of eliminating racial disparities and improving outcomes for everyone. It is the intentional and continual practice of changing policies, practices, systems, and structures by prioritizing measurable change in the lives of people of color.

Distinction between Racial Equity and Racial Justice:
Racial equity is the process for moving towards the vision of racial justice. Racial equity seeks measurable milestones and outcomes that can be achieved on the road to racial justice. Racial equity is necessary, but not sufficient, for racial justice.

Excerpted directly from: **Race Forward.org**
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Diversity and Inclusion

Diversity
A variety of racial identities or characteristics (e.g. African Americans, Native Americans, Latinx). Diversity is a quantitative measure of representation.

Inclusion
The measure of the quality of representation, such as full access, authentic representation, empowered participation, true belonging and power-sharing. Inclusion is a qualitative measure of representation and participation.

Distinction between Diversity and Inclusion:
You can have diversity without inclusion (e.g. tokenism, assimilation). You can't have inclusion without diversity. Focusing on inclusion gets you further than just focusing on diversity.

Equity and Equality

Equity
Ensures that outcomes in the conditions of well-being are improved for marginalized groups, lifting outcomes for all. Equity is a measure of justice.

Equality
Is sameness; everyone gets the same thing. Equality focuses on everyone getting the same opportunity, but often ignores the realities of historical exclusion and power differentials among whites and other racialized groups.

Distinction Between Equity and Equality:
Equality uses the same strategies for everyone, but because people are situated differently, they are not likely to get to the same outcomes. Equity uses differentiated and targeted strategies to address different needs and to get to fair outcomes. Equality-focused strategies don't work for, or benefit, everyone – e.g. teaching everyone the same way does not work for different kinds of learners—each must be taught the appropriate way for them. Using targeted or differentiated strategies to achieve universal goals is referred to as "targeted universalism."

Note: You can have diversity (variety), but not equity (fairness). For example, you may have a diverse classroom or school, but if mostly white students are in the advanced classes, while kids of color are mostly placed into remedial classes and face disproportionate suspensions, you don't have equity. Focusing on diversity, without addressing equity, can be superficial and problematic. Centering equity can benefit everyone.

Excerpted directly from: **Race Forward.org**
https://www.raceforward.org/about/what-is-racial-equity-key-concepts

Racial Bias

Explicit Racial Bias / Conscious Bias
Conscious attitudes and beliefs about a person or group; also known as overt and intentional racial bias.

Implicit Racial Bias / Unconscious Bias
Attitudes or stereotypes that affect our understanding, decisions and actions in an unconscious manner.

Individual Racial Bias
Bias by individuals. But if the individual is acting in an institutional capacity (e.g. a teacher or a police officer) their individual bias is also a manifestation of institutional bias.

Institutional Racial Bias
Bias by institutions—such as patterns, practices, policies, or cultural norms that advantage or disadvantage people of color.

Debiasing Strategies
Interventions to eliminate, mitigate or prevent bias are often focused on the individual level, rather than at the institutional level, where interventions are most needed. Debiasing strategies focused on individual change (e.g. "just be aware of your bias)," have dubious impacts and success. Debiasing strategies focused at the institutional levels can help prevent and remove opportunities for bias by instituting practices, policies, and protocols that require institutional actors to address institutional racism.

Excerpted directly from: **Race Forward.org**
https://www.raceforward.org/about/what-is-racial-equity-key-concepts
June 2023

Microaggressions

"Racial microaggressions are the brief and everyday slights, insults, indignities and denigrating messages directed at Black, Indigenous, and people of color (BIPOC) from well-intentioned people who are unaware of the hidden messages being communicated.

Microaggressions are often – but not always – verbal and can masquerade as compliments. But sometimes, they are the type of interactions that stay with you for years.

Types of microaggressions

Microassaults: *Conscious and intentional discriminatory actions, such as using racial epithets, displaying white supremacist symbols, or preventing one's son or daughter from dating outside of their race.*

Microinsults: *Verbal, nonverbal, and environmental communications that subtly convey rudeness and insensitivity that demean a person's racial heritage or identity, such as asking a co-worker of color how they got their job, implying affirmative action or a quota system.*

Microinvalidations: *Communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a person of color, such as when a white people asks a Latinx person where they were born, sending the message that they are perpetual foreigners."*

- Kalia Simms

This content is excerpted directly from
"Microaggressions in the Workplace: How to Identify & Respond to Them"
by Kalia Simms

This article provides specific examples of microaggressions and ideas to support employees and reduce microaggressions.

https://www.greatplacetowork.com/resources/blog/microaggressions-in-the-workplace-how-to-identify-respond-to-them

From Race Forward: [What is Racial Equity Key Concepts](#)

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https://www.raceforward.org/about/what-is-racial-equity-key-concepts

Elements of Racially Equitable Organizational Change

The movement of an organization from one state to another involves many facets such as shifting power, changing policies and practices, and transforming values and culture. Race Forward and its core program, the Government Alliance on Race and Equity (GARE), uses a model of organizational change that includes four key components:

Visioning involves building *shared values* that move us towards a vision for racial justice.

Normalizing involves building *shared understanding* through ongoing conversations about the history of race, using common definitions and key concepts, such as racial equity and inequity; racial justice; structural, institutional, interpersonal, and internalized racism; and implicit and explicit bias, that help to center racial equity and people of color through an intersectional and inclusive framework.

Operationalizing involves building *shared relationships* within and across the breadth (all functions) and depth (up and down hierarchy) of organizations and sectors to shift power to advance transformative and equitable systems' change. Together, this changes the norms, practices, culture, and habits of thoughts within an organization and the outcomes produced by the organization.

Organizing to achieve racial equity, including across the breadth (all functions) and depth (up and down hierarchy) of an organization. Together this changes the norms, practices, culture, and habits of thoughts within an organization and the outcomes produced by the organization. Organizing involves building *shared relationships* within and across organizations and sectors to shift power to advance transformative and equitable systems' change.

Activity: Using Non-Gendered Pronouns

As we get better at recognizing the whole person, there is growing acceptance of people who do not identify solely as either male or female. These folks are sometimes referred to as non-binary or genderqueer.

Non-gendered pronouns vary but often fall into two groups:
- Non-gendered plural pronouns (such as they, them, and theirs)
- Non-gendered individual pronouns (such as ze, zim, and zir)

You have probably noticed that more people are including their preferred pronouns on their nametags and in their email signatures. This is being done by people who are non-binary as well as people who identify as male or female.

For example: Morgan (she/her/hers)   Jay (ze/zim/zir)
                Michael (they/them/theirs)   Lee (he/him/his)
                Raina (she/them)   Carolina (she/her/ella)

Michael told me that they want a turkey sandwich for lunch.
Lee told me that he wants the veggie burger for lunch.

How would you edit the following sentences to use non-gendered pronouns?
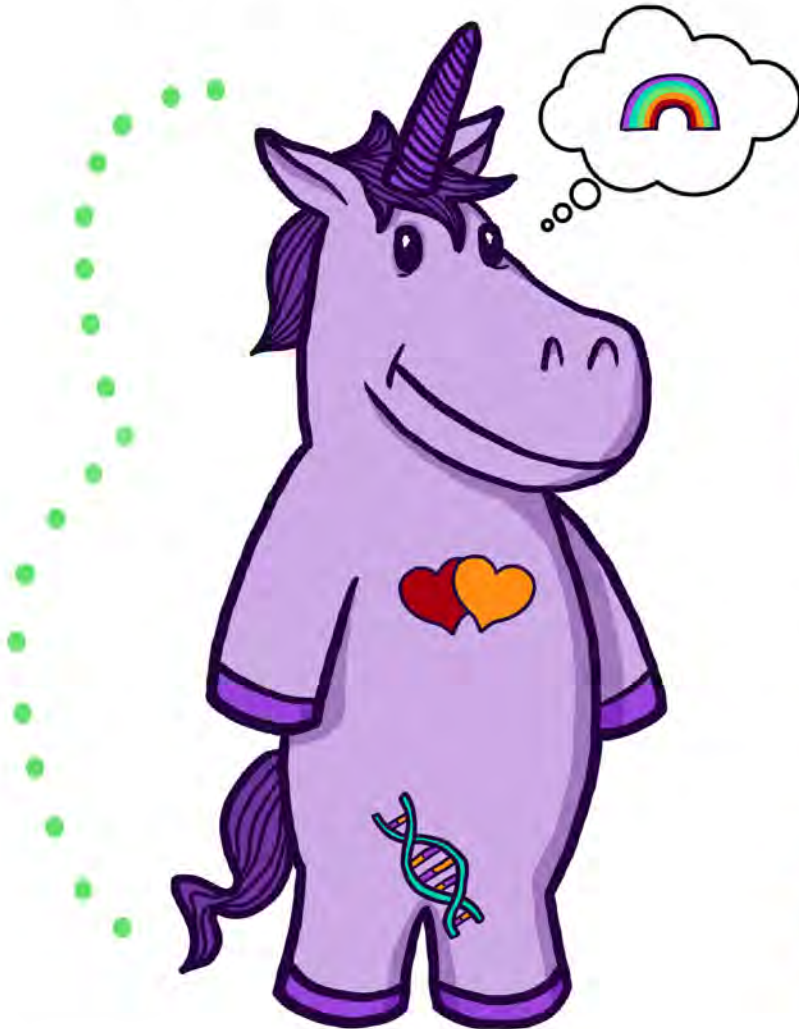
He ordered a burger, fries, and a milkshake.

She enjoyed learning how to do things herself.

He looked forward to Thanksgiving with his family and their friends.

The Gender Unicorn

Gender Identity
- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression
- Feminine
- Masculine
- Other

Sex Assigned at Birth
- Female
- Male
- Other/Intersex

Physically Attracted to
- Women
- Men
- Other Gender(s)

Emotionally Attracted to
- Women
- Men
- Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Term	Definition
AANAPISI	AANAPISI – An acronym that stands for Asian American and Native American Pacific Island Serving Institutions. These are institutions of higher learning in which 10 percent or more of the student demographics are Asian American or Native American Pacific Islander.
AAPI	AAPI – An acronym that stands for Asian American and Pacific Islander. The term is used to describe a diverse and fast-growing population of 23 million Americans that include roughly 50 ethnic groups with roots in more than 40 countries. This includes all people of Asian, Asian American, or Pacific Islander ancestry who trace their origins to the countries, states, jurisdictions and/or the diasporic communities of these geographic regions.[i]
AAVE	AAVE – An acronym that stands for African American Vernacular English. The term describes a dialect of American English characterized by pronunciations and vocabulary uniquely spoken in African American communities. It stems from a variation of African, British English and Caribbean Creole English dialects.[ii]
Ableism	Ableism – A belief or set of discriminatory actions against individuals with physical or intellectual disabilities or psychiatric disorders.
Accessibility	Accessibility – The intentional design or redesign of physical spaces, technology, policies, system, entity products, and services (to name a few) that increase one's ability to use, access, and obtain the respective element.
Accommodation	Accommodation – A change in the environment or in the way things are customarily done that allows an individual with a disability to have equal opportunity, access and participation.
Acculturation	Acculturation – The process of learning and incorporating the language, values, beliefs, and behaviors that makes up a distinct culture. This concept is not to be confused with assimilation, where an individual or group may give up certain aspects of its culture to adapt to that of the prevailing culture. Under the process of acculturation, an individual will adopt new practices while still retaining their distinct culture.
Accomplice	Accomplice – A person who knowingly, voluntarily, intentionally or directly challenges institutionalized racism, colonization and white supremacy by blocking or impeding racist people, policies and structures. The actions of an accomplice are coordinated, and they work to disrupt the status quo and challenge systems of oppression.
ADA	ADA – An acronym that stands for the Americans with Disabilities Act. The ADA is a civil rights law signed in 1990 that prohibits discrimination against people with disabilities.
Affirm	Affirm – To acknowledge, respect and support a person's identity regarding race, ethnicity, sexual orientation, gender identity, experiences, ideas, or beliefs or encouraging the development of an individual.
Affirmative Action	Affirmative Action – Proactive policies and procedures for remedying the effect of past discrimination and ensuring the implementation of equal employment and educational opportunities, for recruiting, hiring, training and promoting women, minorities, people with disabilities and veterans in compliance with the federal requirements enforced by the Office of Federal Contract Compliance Programs (OFCCP).
Ageism	Ageism: The pervasive system of prejudice and discrimination that marginalizes people based on their age. This can be perpetuated through stereotypes of youthfulness versus life at an older age and through oppressive policies that subordinate and exclude older folks. Ageism can impact different age groups besides older folks, such as children who are stereotyped as being unable to make big decisions.
Allistic	Allistic: An adjective used to describe a person who is not autistic and is often used to emphasize the privilege of people who are not on the autism spectrum.
Allosexism	Allosexism: The pervasive system of discrimination and exclusion that oppresses asexual people built out of the assumption that everyone does and should experience sexual attraction.

Term	Definition
Allosexual	Allosexual: A sexual orientation generally characterized by feeling sexual attraction or a desire for partnered sexuality.
Ally	Ally – Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. An ally recognizes that though they are not a member of a marginalized group(s) they support, they make a concentrated effort to better understand the struggle of another's circumstances. An ally may have more privilege and recognize that privilege in society.
Allyship	Allyship: The action of working to end oppression through support of, and as an advocate with and for, a group other than one's own.
Androgyne	Androgyne: A person with a gender that is both masculine and feminine or in between masculine and feminine.
ANNH	ANNH – An acronym that stands for Alaska Native and Native Hawaiian Serving Institutions. These are institutions of higher learning in which 20 percent or more of the student demographics are Native Alaskans and 10 percent or more are Native Hawaiians.
Anti-Racism	Anti-Racism – Refers to the work of actively opposing discrimination based on race by advocating for changes in political, economic, and social life.
Aromantic	Aromantic: A romantic orientation generally characterized by not feeling romantic attraction or a desire for romance. Aromantic people can be satisfied by friendship and other non-romantic relationships. Many aromantic people also identify with a sexual orientation, such as asexual, bisexual, etc.
Asexual	Asexual: A broad spectrum of sexual orientations generally characterized by feeling varying degrees of sexual attraction or a desires for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity, despite sexual desire. Some asexual people do have sex and do experience varying levels of sexual attraction. There are many diverse ways of being asexual. A person who does not experience sexual attraction can experience other forms of attraction such as romantic attraction, as physical attraction and emotional attraction are separate aspects of a person's identity. These may or may not correlate with each other - for instance, some people are physically and romantically attracted to women. However, others might be physically attracted to all genders and only emotionally attracted to men.
Assimilation	Assimilation – The process by which an individual of a minority group gradually adopts characteristics of the majority culture, thereby, becoming a member of that culture. This can include the adoption of language, culinary tastes, interpersonal communication, gender roles, and style of dress. Assimilation can be voluntary or forced.
Autism	Autism: A neurological variation encompassing a wide range of presentations and experiences. Common characteristics of autism include repetitive behavior and differences in social interaction, interpersonal relationships, and communication. For some people, their gender identity is significantly tied to their identity as an autistic person.
BDSM	BDSM: Bondage and Discipline, Dominance and Submission, Sadism and Masochism. BDSM refers to a wide spectrum of activities and forms of interpersonal relationships. While not always overtly sexual in nature, the activities and relationships within a BDSM context are almost always eroticized by the participants in some fashion. Many of these practices fall outside of commonly held social norms regarding sexuality and human relationships.
Bear Community	Bear Community: a part of the queer community composed of queer men similar in looks and interests, most of them big, hairy, friendly and affectionate. The community aims to provide spaces where one feels wanted, desired, and liked. It nourishes and values an individual's process of making friends and learning self-care and self-love through the unity and support of the community. Bears, Cubs, Otters, Wolves, Chasers, Admirers and other wildlife comprise what has come to be known as the Brotherhood of Bears and/or the Bear community. See also: Ursula
Belonging	Belonging – A sense of being secure, recognized, affirmed, and accepted equally such that full participation is possible.

Term	Definition
Bias (Prejudice)	Bias (Prejudice) – An inclination or preference, especially one that interferes with impartial judgment. A form of prejudice that results from the universal tendency and need of individuals to classify others into categories.
Bigender	Bigender: Having two genders, exhibiting cultural characteristics of masculine and feminine roles
Bigotry	Bigotry – An unreasonable or irrational attachment to negative stereotypes and prejudices.
Biphobia	Biphobia: See Monosexism.
BIPoC	BIPoC – An acronym that stands for Black, Indigenous and People of Color. It is based on the recognition of collective experiences of systemic racism and meant to emphasize the hardships faced by Black and Indigenous people in the United States and Canada and is also meant to acknowledge that not all People of Color face the same levels of injustice. The use of this term is still evolving and contested by some activists.[iii]
Bisexual	Bisexual: A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender. Some people may use bisexual and pansexual interchangeably.
BlaQ/BlaQueer	BlaQ/BlaQueer: Folks of Black/African descent and/or from the African diaspora who recognize their queerness/LGBTQIA identity as a salient identity attached to their Blackness and vice versa. (T. Porter)
Body Image	Body Image: how a person feels, acts, and thinks about their body. Attitudes about our own body and bodies in general are shaped by our communities, families, cultures, media, and our own perceptions.
Body Policing	Body Policing: any behavior which (indirectly or directly, intentionally or unintentionally) attempts to correct or control a person's actions regarding their own physical body, frequently with regards to gender expression or size. (ASC Queer Theory)
Butch	Butch: A gender expression that fits societal definitions of masculinity. Usually used by queer women and trans people, particularly by lesbians. Some consider "butch" to be its own gender identity.
Bystander	Bystander – A person who is present at an event or incident but does not take part in, redirect, stop or otherwise affect the event or incident.
Chicano/a	Chicano/a – A term adopted by some Mexican Americans to demonstrate pride in their heritage, born out of the national Chicano Movement that was politically aligned with the Civil Rights Movement to end racial oppression and social inequalities of Mexican Americans. Chicano pertains to the experience of Mexican-descended individuals living in the United States. Not all Mexican Americans identify as Chicano.
Cisgender/cis	Cisgender/cis – A term for people whose self-perceived gender identity aligns with their assigned sex at birth. The term cisgender can also be shortened to "cis."
Cissexism/Genderism	Cissexism/Genderism: The pervasive system of discrimination and exclusion founded on the belief that there are, and should be, only two genders and that one's gender or most aspects of it, are inevitably tied to assigned sex. This system oppresses people whose gender and/or gender expression falls outside of cis-normative constructs. Within cissexism, cisgender people are the dominant group and trans/ gender non-conforming people are the oppressed group.
Classism	Classism – The institutional, cultural and individual set of actions and beliefs that assign differential value to people according to their socioeconomic status.
Code-switching	Code-switching – The conscious or unconscious act of altering one's communication style and/or appearance depending on the specific situation of who one is speaking to, what is being discussed, and the relationship and power and/or community dynamics between those involved. Often members of the non-dominant group code-switch to minimize the impact of bias from the dominant group.

Term	Definition
Colonization	Colonization – The action or process of settling among and establishing control over the indigenous people of an area that can begin as geographical intrusion in the form of agricultural, urban or industrial encroachments. The result of such incursion is the dispossession of vast amounts of lands from the original inhabitants. The dispossession of lands is often legalized after the fact resulting in institutionalized inequality that becomes permanent fixtures of society.
Color Blind Racial Ideology	Color-Blind Racial Ideology – The attitude that people should be treated as equally as possible, without regard to race or ethnicity. Though seemingly equitable, it tends to overlook the importance of people's cultures and the manifestations of racism in policy or institutions.
Colorism	Colorism – The prejudice and or discrimination against an individual with darker skin color, tone, shade, pigmentation or complexion.
Coming Out	Coming Out: Coming out is the process of voluntarily sharing one's sexual orientation and/or gender identity with others. This process is unique for each individual and there is no right or wrong way to come out. The term "coming out" has also been broadened to include other pieces of potentially stigmatized personal information. Terms also used that correlate with this action are: "Being out" which means not concealing one's sexual orientation or gender identity, and "Outing, " a term used for making public the sexual orientation or gender identity of another who would prefer to keep this information secret.
Critical Race Theory (CRT)	Critical Race Theory (CRT) – A school of thought that acknowledges that racism exists within U.S. social institutions, systems, laws, regulations and procedures and produce differential outcomes. CRT explores and critiques American history from this race-based perspective as a way to openly talk about how the country's history has an effect on our society and institutions today.[iv]
Cross Dresser (CD)	Cross Dresser (CD): A word to describe a person who dresses, at least partially, as a member of a gender other than their assigned sex; carries no implications of sexual orientation. Has replaced "Transvestite."
Cultural Appropriation	Cultural Appropriation – The act of adopting or stealing cultural elements (e.g., icons, rituals, aesthetic standards or behavior) of one culture or subculture by another for personal use or profit. It is generally applied when the subject culture is a minority culture. Often occurs without any real understanding of why the original (or "appropriated") culture took part in these activities.
Cultural Competence	Cultural Competence – The ability of an individual or organization to understand how inequity can be (and has been) perpetuated through socialized behaviors and using that knowledge to disrupt inequitable practices; the ability to function effectively and empathetically as an individual and/or as an organization within the context of the cultural beliefs, behaviors, and needs presented by another's culture.
Cultural Humility	Cultural Humility: An approach to engagement across differences that acknowledges systems of oppression and embodies the following key practices: (1) a lifelong commitment to self-evaluation and self-critique, (2) a desire to fix power imbalances where none ought to exist, and (3) aspiring to develop partnerships with people and groups who advocate for others on a systemic level. (Melanie Tervalon & Jann Murray-García, 1998)
Cultural Identity	Cultural Identity – The identity or feeling of belonging to a group based on nationality, ethnicity, religion, social class, generation, locality or other types of social groups with their own distinct culture.
Culture	Culture: A learned set of values, beliefs, customs, norms, and perceptions shared by a group of people that provide a general design for living and patterns for interpreting life. "Culture is those deep, common, unstated, learned experiences which members of a given culture share, which they communicate without knowing, and which form the backdrop against which all other events are judged." (E. Hall.)
Damage Imagery	Damage Imagery – Visual, text/narrative or data used to highlight inequities presented without appropriate historical and sociopolitical context. Damage imagery can be corrected by explaining systemic and historical barriers and focusing on solutions within the communities that are the subject of the visuals, text/narratives or data.

Term	Definition
Deadnaming	Deadnaming – Using a person's birth name or name they used previously rather than their current chosen name.
Demisexual	Demisexual: Demisexuality is a sexual orientation in which someone feels sexual attraction only to people with whom they have an emotional bond. Most demisexuals feel sexual attraction rarely compared to the general population, and some have little to no interest in sexual activity. Demisexuals are considered to be on the asexual spectrum.
Disability/(Dis)ability/Dis/Ability	Disability/(Dis)ability/Dis/ability: A social construct that identifies any restriction or lack of ability to perform an activity in the manner or within the range considered "typical" for a human being given environments that are constructed for and by the dominant or "typical" person.
Discrimination	Discrimination: Inequitable actions carried out by members of a dominant group or its representatives against members of a marginalized or minoritized group.
Distributional Equity	Distributional Equity – Programs, policies and practices that result in a fair distribution of benefits and burdens across all segments of a community, prioritizing those with highest need.
Dominant Group	Dominant Group – The group within a society with the power, privilege and social status that controls and defines societal resources and social, political and economic systems and norms.
Drag King	Drag King: A person (often a woman) who appears as a man. Generally in reference to an act or performance. This has no implications regarding gender identity.
Drag Queen	Drag Queen: A person (often a man) who appears as a woman. Generally in reference to an act or performance. This has no implications regarding gender identity.
Equality	Equality – In the context of diversity, equality is typically defined as treating everyone the same and giving everyone access to the same opportunities. It means each individual or group of people is given the same resources or opportunities. *See also equity*.
ESL	ESL – An acronym for English as a Second Language. ESL refers to individuals who do not speak English as their first or primary language but may still be proficient in speaking English.
Ethnicity	Ethnicity – A common identity based on ancestry, language, culture, nation or region of origin. Ethnic groups can possess shared attributes, including religion, beliefs, customs and/or shared memories and experiences.
Feminism	Feminism – The theory and practice that focuses on the advocacy of social, economic and political equality between men, women and all gender identities.
Femme	Femme: Historically used in the lesbian community, it is being increasingly used by other LGBTQIA people to describe gender expressions that reclaim and disrupt traditional constructs of femininity.
Gay	Gay: A sexual and affectional orientation toward people of the same gender.
Gender	Gender: A social construct used to classify a person as a man, woman, or some other identity. Fundamentally different from the sex one is assigned at birth.
Gender Expansive	Gender Expansive: An umbrella term used for individuals who broaden their own culture's commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms. Gender expansive individuals include those who identify as transgender, as well as anyone else whose gender in some way is seen to be broadening the surrounding society's notion of gender.
Gender Expression	Gender Expression: How one expresses oneself, in terms of dress and/or behaviors. Society, and people that make up society characterize these expressions as "masculine," "feminine," or "androgynous." Individuals may embody their gender in a multitude of ways and have terms beyond these to name their gender expression(s).
Gender Fluid	Gender Fluid/Genderfluid: A person whose gender identification and presentation shifts, whether within or outside of societal, gender-based expectations. Being fluid in motion between two or more genders.

Term	Definition
Gender Identity	Gender Identity: A sense of one's self as trans, genderqueer, woman, man, or some other identity, which may or may not correspond with the sex and gender one is assigned at birth.
Gender Non conforming (GNC)	Gender Non conforming (GNC): Adjective for people who do not subscribe to societal expectations of typical gender expressions or roles. The term is more commonly used to refer to gender expression (how one behaves, acts, and presents themselves to others) as opposed to gender identity (one's internal sense of self).
Gender Outlaw	Gender Outlaw: A person who refuses to be defined by conventional definitions of male and female. ("Gender Outlaw" by Kate Bornstein)
Gender Queer	Gender Queer: A person whose gender identity and/or gender expression falls outside of the dominant societal norm for their assigned sex, is beyond genders, or is some combination of them.
Gender Unicorn	Gender Unicorn: A commonly used model to explain various aspects of one's identity, including assigned sex at birth, gender identity, gender expression, physical attraction, and romantic attraction. The Gender Unicorn illustrates how, with the exception of assigned sex at birth, these different aspects of identity exist on spectrums. The Gender Unicorn is available at transstudent.org/gender
Gender Variant	Gender Variant: A person who varies from the expected characteristics of the assigned gender.
Genderism/Cissexism	Genderism/Cissexism: Is the belief that there are, and should be, only two genders & that one's gender or most aspects of it, are inevitably tied to assigned sex. In a genderist/cissexist construct, cisgender people are the dominant/agent group and trans/ gender non-conforming people are the oppressed/target group.
Gentrification	Gentrification – A process of economic change in a historically disinvested neighborhood that happens through mechanisms such as real estate investment and increase in higher-income residents, resulting in the displacement of long-term residents and demographic changes in income, education, and racial make-up.
Harassment	Harassment – Unwanted conduct with the purpose or effect of violating the dignity of a person and creating an intimidating, hostile, degrading, humiliating, or offensive environment based on their race, color, sex, sexual orientation, religion, national origin, disability, and/or age, among other things.
HBCU	HBCU – An acronym that stands for Historically Black Colleges and Universities.
Health Equity	Health Equity – Means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care.
Heteronormativity	Heteronormativity: Attitudes and behaviors that incorrectly assume gender is binary, ignoring genders besides women and men, and that people should and will align with conventional expectations of society for gender identity, gender expression, and sexual and romantic attraction. For example, someone assigned female at birth is expected to 1) have a body that is considered "female" by the dominant culture, 2) identify as a girl or woman, 3) act feminine and fulfill the roles associated with girls and/or women, and 4) be romantically and sexually attracted to men.
Heterosexism	Heterosexism: The assumption that all people are or should be heterosexual. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay, bisexual and queer people while it gives advantages to heterosexual people. It is often a subtle form of oppression, which reinforces realities of silence and erasure.
Heterosexuality	Heterosexuality: A sexual orientation in which a person feels physically and emotionally attracted to people of a gender other than their own.
Hispanic	Hispanic – A term that describes people, descendants, and cultures of Spanish-speaking countries, including many Latin American countries and Spain. The term is not synonymous with Latino/Latina/Latinx. *See also Latinx.*

Term	Definition
Homophobia	Homophobia – Fear, prejudice, discomfort or hatred of people attracted to members of the same gender. It occurs in a wide social context that systematically disadvantages LGBTQ+ people and promotes and rewards anti-LGBTQ+ sentiment.
Homosexual/Homosexuality	Homosexual/Homosexuality: An outdated term to describe a sexual orientation in which a person feels physically and emotionally attracted to people of the same gender. Historically, it was a term used to pathologize gay and lesbian people.
HSI	HSI – An acronym that stands for Hispanic-Serving Institutions. These are eligible institutions of higher education with an enrollment rate of 25 percent or more of Hispanic undergraduate full-time equivalent students.
IFL	IFL – An acronym that stands for Identity First Language. Identity-first language positions disability as an identity category and central to a person's sense of self. In identity-first language, the identifying word comes first in the sentence and highlights the person's embrace of their identity. Examples could be "autistic person" or "Deaf individual." *See also PFL or Person First Language*.
Implicit Bias	Implicit Bias (Hidden or Unconscious Bias) – The unconscious attitudes or stereotypes that affect a person's understanding, actions or decisions as they relate to people from different groups.
Imposter Syndrome	Imposter Syndrome – The fear that some high-achieving individuals have of being exposed as a fraud or inadequate, inhibiting their ability to recognize their own accomplishments, common in members of underrepresented groups. Often attributed to the isolation and stress of being the "only" person like you in the room or space. Strongly related to the feeling of defying the status quo and the effort demanded of people in the minority to survive in a marginalizing space.
Inclusive Language	Inclusive Language – Language that acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities.
Indigenous People	Indigenous People – A term used to identify ethnic groups who are the earliest known inhabitants of an area (also known as First People), in contrast to groups that have settled, occupied, or colonized the area more recently. In the United States, this can refer to groups traditionally termed Native Americans (American Indians), Alaska Natives, and Native Hawaiians. In Canada, it can refer to the groups typically termed First Nations.
Individual Level	Individual Level: a person's beliefs or behaviors that consciously or subconsciously work to perpetuate actions and attitudes of oppression (See internalized oppression)
Individual Racism	Individual Racism – Individual or personal beliefs, assumptions, attitudes, and actions that perpetuate or support racism. Individual racism can occur at both a conscious and unconscious level and can be active or passive. Examples can include avoiding people of color, accepting or approving of racist acts or jokes. *See also Racism and Interpersonal Racism.*
Institutional Level	Institutional Level: Institutions such as family, government, industry, education, and religion have policies and procedures that can promote systems of oppression.
Institutional Racism	Institutional Racism – Unfair or biased institutional or organizational practices and policies that create different (or inequitable) outcomes for different racial groups. These policies may not specifically target any racial group but may create advantages for some groups and oppression or disadvantages for others. Examples can include policies within the criminal justice system that punish People of Color more than their white counterparts, or within the workforce system in which hiring practices can significantly disadvantage workers of color. *See also Individual Racism, Structural Racism and Systemic Racism.*
Internalized oppression	Internalized oppression: The fear and self-hate of one or more of a person's own identities that occurs for many individuals who have learned negative ideas about their identities throughout childhood. One form of internalized oppression is the acceptance of the myths and stereotypes applied to the oppressed group.
Internalized racism	Internalized Racism – The conscious or unconscious development of ideas, beliefs, social structures, actions and behaviors that confirm one's acceptance of the dominant society's racist tropes and stereotypes about their own race. It is the simultaneous hating of oneself and one's own race and valuing the dominant race.[vi] See also Individual Racism.

Term	Definition
Intersectionality	Intersectionality – The intertwining of social identities such as gender, race, ethnicity, social class, religion, sexual orientation or gender identity, which result in unique experiences, opportunities, barriers or social inequality.[vii]
Intersex	Intersex: An umbrella term to describe a wide range of natural body variations that do not fit neatly into conventional definitions of male or female. Intersex variations may include, but are not limited to, variations in chromosome compositions, hormone concentrations, and external and internal characteristics. Many visibly intersex people are mutilated in infancy and early childhood by doctors to make the individual's sex characteristics conform to society's idea of what normal bodies should look like. Intersex people are relatively common, although society's denial of their existence has allowed very little room for intersex issues to be discussed publicly. Hermaphrodite is an outdated and inaccurate term that has been used to describe intersex people in the past.
Justice	Justice – The process of society moving from an unfair, unequal, or inequitable state to one that is fair, equal, or equitable. A transformative practice that relies on the entire community to acknowledge past and current harms to reform societal morals and subsequently the governing laws. Proactive enforcement of policies, practices, and attitudes that produce equitable access, opportunities, treatment, and outcomes for all regardless of the various identities that one holds.
Kink (Kindy, Kinkiness)	Kink: (Kinky, Kinkiness) Most commonly referred to as unconventional sexual practices, from which people derive varying forms of pleasure and consensually play-out various forms of desires, fantasies, and scenes.
Latinx	Latinx – A gender-neutral or nonbinary term that refers to a person of Latin American origin or descent (gender-neutral version of Latino or Latina).
Leather community	Leather community: A community which encompasses those who enjoy sexual activities involving leather, including leather uniforms or cowboy outfits, and is related to similar fetish-based communities such as sado-masochism, bondage and domination, and rubber. Although the leather community is often associated with the queer community, it is not a "gay-only" community.
Lesbian	Lesbian: Usually, a woman whose primary sexual and affectional orientation is toward people of the same gender. However, some nonbinary people also identify as lesbians, often because they have some connection to womanhood and are primarily attracted to women. (See nonbinary below)
LGBT	LGBT: Abbreviation for Lesbian, Gay, Bisexual, and Transgender. An umbrella term that is often used to refer to the community as a whole. Our center uses LGBTQIA to intentionally include and raise awareness of Queer, Intersex and Asexual communities as well as myriad other communities under our umbrella.
LGBT/LGBTQ/LGBTQIA+	LGBT/LGBTQ/LGBTQIA+ – Acronyms that refer to communities of individuals who are not heterosexual and/or cisgender. Individually, the letters stand for lesbian, gay, bisexual, transgender, queer, intersex, asexual, pansexual. The plus (+) includes all other expressions of gender identity and sexual orientation and recognizes that definitions may grow and evolve overtime.
LGBTQIA Allyship	LGBTQIA Allyship: The practice of confronting heterosexism, sexism, genderism, allosexism, and monosexism in oneself and others out of self-interest and a concern for the well being of lesbian, gay, bisexual, transgender, queer, intersex and asexual people. Is founded on the understanding that dismantling heterosexism, monosexism, trans oppression/trans misogyny/cissexism and allosexism is a social justice issue.
Marginalization	Marginalization – The process that occurs when members of a dominant group relegate a particular group (minority groups and cultures) to the edge of society by not allowing them an active voice, identity or place for the purpose of maintaining power. Marginalized groups have restricted access to resources like education and healthcare for achieving their aims.
Masculine of Center (MOC)	Masculine of Center (MOC): A term coined by B. Cole of the Brown Boi Project to describe folks, including lesbian/queer womyn and trans folks, who lean towards the masculine side of the gender spectrum. These can include a wide range of identities such as butch, stud, aggressive/AG, dom, macha, tomboi, trans-masculine, etc.

Term	Definition
Microaggressions	Microaggressions: Brief and subtle behaviors, whether intentional or not, that communicate hostile, derogatory, or negative messages of commonly oppressed identities. These actions cause harm through the invalidation of the target person's identity and may reinforce stereotypes. Examples of microaggressions include a person who is not white being told they speak "good English" or someone saying something is "gay" to mean they think something is bad.
Minority Group	Minority Group – Any group of people who, because of their physical, neurological, or cultural characteristics, are singled out from others in society through differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination. The dominant group is that which holds the most power in society compared to minority groups. Being a numerical minority is not a characteristic of being in a minority group; it is the lack of power that is the predominant characteristic of a minority group.
Misgender	Misgender – Referring or relating to a person using language whether a word or a pronoun that is not in line with another's gender identity, whether intentionally or unintentionally. This behavior or action often occurs when people make assumptions about a person's gender identity.
Misgendering	Misgendering: Attributing a gender to someone that is incorrect/does not align with their gender identity. Can occur when using pronouns, gendered language (i.e. "Hello ladies!" "Hey guys"), or assigning genders to people without knowing how they identify (i.e. "Well, since we're all women in this room, we understand...").
Misogynoir	Misogynoir – An extreme form of sexism rooted in racism. The term describes contempt for or ingrained prejudice toward Black women. The unique oppression experienced by Black women due to the intersectionality of gender, race, class and sexual orientation combined with discrimination. Misogynoir utilizes and reinforces stereotypes of Black women.
Misogyny	Misogyny – Hatred, aversion or prejudice against women. Misogyny can be manifested in numerous ways, including sexual discrimination, denigration of women, violence against women, and sexual objectification of women.
MLM	MLM: an abbreviation for men who love men, which includes gay men as well as men who are attracted to men and people of other genders.
Monogamy	Monogamy: Having only one intimate partner at any one time; also known as serial monogamy, since "true" monogamy refers to the practice of having only one partner for life (such as in some animal species).
Monosexism	Monosexism: The belief in and systematic privileging of monosexuality as superior, and the systematic oppression of non-monosexuality.
Monosexual	Monosexual: People who have romantic, sexual, or affectional desire for one gender only. Heterosexuality and homosexuality are the most well-known forms of monosexuality.
MSM	MSM: an abbreviation for men who have sex with men; they may or may not identify as gay.
Multiculturalism	Multiculturalism – The practice of acknowledging, respecting and supporting the various cultures, religions, languages, social equity, races, ethnicities, attitudes, and opinions within an environment or involving a cultural or ethnic group. The theory and practice promote the peaceful coexistence of all identities and people.
Multisexual	Multisexual: An umbrella term to describe attraction to more than one gender. It can include sexual attractions like bisexual, polysexual, omnisexual, and others. The aforementioned terms are used by some interchangeably and for others the subtle differences among them are important.
NASNTI	NASNTI – An acronym that stands for Native American Indian Serving, Non-Tribal Institutions. These are institutions of higher learning in which 10 percent or more of the student demographics are Native American and the institution does qualify as a Tribal College and University (TCU).

Term	Definition
Neurodivergent	Neurodivergent: "Neurodivergent, sometimes abbreviated as ND, means having a brain that functions in ways that diverge significantly from the dominant societal standards of "normal." A person whose neurocognitive functioning diverges from dominant societal norms in multiple ways – for instance, a person who is Autistic, has dyslexia, and has epilepsy – can be described as multiply neurodivergent. The terms neurodivergent and neurodivergence were coined by Kassiane Asasumasu, a multiply neurodivergent neurodiversity activist." (Neurocosmopolitanism)
Neurodiversity	Neurodiversity: Neurodiversity refers to the natural and important variations in how human minds think. These differences can include autism, attention deficit hyperactivity disorder, dyspraxia, dyslexia, dyscalculia, Tourette Syndrome, and others. Like other variable human traits like race, gender, sexuality, or culture, there is no right or wrong form of diversity. The social dynamics that exert power over other forms of diversity also impact neurodivergent people. Neurodiversity is not something to be cured or corrected to fit some social norm - rather, we should celebrate different forms of communication and self-expression and promote support systems to allow neurodivergent people to thrive. (Neurocosmopolitanism, The National Symposium on Neurodiversity)
Neurotypical	Neurotypical: "Neurotypical, often abbreviated as NT, means having a style of neurocognitive functioning that falls within the dominant societal standards of "normal." Neurotypical can be used as either an adjective ("He's neurotypical") or a noun ("He's a neurotypical")." (Neurocosmopolitanism)
Neutrois	Neutrois: A non-binary gender identity that falls under the genderqueer or transgender umbrellas. There is no one definition of Neutrois, since each person that self-identifies as such experiences their gender differently. The most common ones are: Neutral-gender, Null-gender, Neither male nor female, Genderless and/or Agender. (Neutrois.com)
Non Binary	Non-Binary – A term describing a spectrum of gender identities that are not exclusively male or female. Non-binary people may identify outside the gender binary categories.
Omnigender	Omnigender: Possessing all genders. The term is used specifically to refute the concept of only two genders.
Oppression	Oppression: exists when one social group, whether knowingly or unconsciously, exploits another social group for its own benefit.
Orientation	Orientation: Orientation is one's attraction or non-attraction to other people. An individual's orientation can be fluid and people use a variety of labels to describe their orientation. Some, but not all, types of attraction or orientation include: romantic, sexual, sensual, aesthetic, intellectual and platonic.
Othering	Othering – The perception or intentional/unintentional placement of a group in contrast to the societal norm. The identifying of a group as a threat to the favored dominant group.
Pansexual, Omnisexual	Pansexual, Omnisexual: Terms used to describe people who have romantic, sexual or affectional desire for people of all genders and sexes. Has some overlap with bisexuality and polysexuality (not to be confused with polyamory).
Patriarchy	Patriarchy – Actions and beliefs that prioritize men in systems and positions of power and social society and privilege. Patriarchy may be practiced systemically in the ways and methods through which power is distributed in society or it may simply influence how individuals interact with one another interpersonally.
PBI	PBI – An acronym that stands for to Predominantly Black Institutions. These are institutions of higher learning in which 40 percent or more of the student demographics are Black.
People of Color	People of Color – A collective term for individuals of Asian, African, Latinx and Native American backgrounds with the common experience of being targeted and oppressed by racism. While each oppressed group is affected by racism differently and maintains its own unique identity and culture, there is also the recognition that racism has the potential to unite oppressed people in a collective of resistance. For this reason, many individuals who identify as members of racially oppressed groups also claim the identity of being People of Color. This in no way diminishes their specific cultural or racial identity; rather it is an affirmation of the multiple layers of identity of every individual.[viii]

Term	Definition
Personal Gender Pronouns	(Personal) Gender Pronouns (PGPs) – The set of pronouns that an individual personally uses and would like others to use when referring to them. There are several types of personal pronouns used for different groups and identities including: gendered, gender neutral and gender inclusive. Although the list of personal pronouns is continuously evolving, the intention of using a person's pronouns correctly is to reduce the adverse societal effects those with personal pronouns that don't match their perceived gender identity face.
PFL	PFL – An acronym that stands for Person First Language. Person-first language conveys respect by emphasizing that people with disabilities are first and foremost people. The most common example being "person with a disability." *See also IFL or Identify First Language.*
Phobia	Phobia: In mental and emotional wellness, a phobia is a marked and persistent fear that is excessive in proportion to the actual threat or danger the situation presents. Historically, this term has been used inaccurately to refer to systems of oppression (i.e. homophobia has been used to refer to heterosexism.) As a staff, we've been intentionally moving away from using words like "transphobic," "homophobic," and "biphobic" because they inaccurately describe systems of oppression as irrational fears, and, for some people, phobias are a very distressing part of their lived experience and co-opting this language is disrespectful to their experiences and perpetuates ableism.
Polyamory	Polyamory: Denotes consensually being in/open to multiple loving relationships at the same time. Some polyamorists (polyamorous people) consider "polyam" to be a relationship orientation. Sometimes used as an umbrella term for all forms of ethical, consensual, and loving non-monogamy.
Polygender, Pangender	Polygender, Pangender: Exhibiting characteristics of multiple genders, deliberately refuting the concept of only two genders.
Polysexual	Polysexual: People who have romantic, sexual, or affectional desire for more than one gender. Not to be confused with polyamory (above). Has some overlap with bisexuality and pansexuality.
Power	Power – The ability to exercise one's will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.[ix]
Prejudice	Prejudice – An inclination or preference, especially one that interferes with impartial judgment and can be rooted in stereotypes that deny the right of individual members of certain groups to be recognized and treated as individuals with unique characteristics.
Privilege	Privilege – An unearned, sustained advantage afforded to some over others based on group identities related to race, gender, sexuality, ability, socioeconomic status, age and/or other identities.
Procedural Equity	Procedural Equity – An examination of procedural rights that includes authentic engagement through an inclusive and accessible development and implementation of fair programs or policies.
Pronouns	Pronouns: Linguistic tools used to refer to someone in the third person. Examples are they/them/theirs, ze/hir/hirs, she/her/hers, he/him/his. In English and some other languages, pronouns have been tied to gender and are a common site of misgendering (attributing a gender to someone that is incorrect.)
PWI's	PWIs – An acronym that stands for Predominantly White Institutions. These are institutions of higher learning in which 50 percent or more of the student demographics are white.
Queer	Queer: One definition of queer is abnormal or strange. Historically, queer has been used as an epithet/slur against people whose gender, gender expression and/or sexuality do not conform to dominant expectations. Some people have reclaimed the word queer and self identify in opposition to assimilation (adapted from "Queering the Field"). For some, this reclamation is a celebration of not fitting into social norms. Not all people who identify as LGBTQIA use "queer" to describe themselves. The term is often considered hateful when used by those who do not identify as LGBTQIA.

Term	Definition
Questioning	Questioning: The process of exploring one's own gender identity, gender expression, and/or sexual orientation. Some people may also use this term to name their identity within the LGBTQIA community.
Race	Race: A social construct that divides people into distinct groups based on characteristics such as physical appearance, ancestral heritage, cultural affiliation, cultural history, ethnic classification, based on the social, economic, and political context of a society at a given period of time. (Racial Equity Resource Guide)
Race Anxiety	Racial Anxiety – The concerns that often arise both before and during interracial interactions. People of color experience racial anxiety when they worry that they will be subject to discriminatory treatment. White people, on the other hand, experience it when they worry that they will be perceived as racist.[x]
Racial Disparity	Racial Disparity – The imbalances and incongruities between the treatment of racial groups, including economic status, income, housing options, societal treatment, safety, and many other aspects of life and society. Contemporary and past discrimination in the United States, and globally, has profoundly impacted the inequalities seen in society today. Also see racial equity and racial justice.
Racial Equity	Racial Equity – Means race is no longer a predictor of outcomes, generally because of more equitable policies, practices, attitudes and cultural messages. That is, racial equity refers to what a genuinely non-racist society would look like. In a racially equitable society, the distribution of society's benefits and burdens would not be skewed by race. Racial equity demands that we pay attention not just to individual-level discrimination, but to overall social outcomes. *See also racial justice.*
Racial Justice	Racial Justice – The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures. *See also racial equity.*
Racially Coded Language	Racially Coded Language – Language that is seemingly race-neutral but is a disguise for racial stereotypes without the stigma of explicit racism.
Racism	Racism: The systematic subordination of people from marginalized racial groups based on their physical appearance, ethnic or ancestral history, or cultural affiliation. Racism is considered a deeply pervasive, systemic issue perpetuated by members of the privileged racial group holding dominant social power over others. Discrimination, prejudice, or xenophobia may be more accurate terms for describing individual acts of oppression. While these individual acts likely stem from systemic racism, at the individual level the power dynamics that enable racism are not at play in the same way.
Racism	Racism – The systematic subjugation of members of targeted racial groups, generally non-white groups, who hold less socio-political power. It involves actions correlated with or resulting from bigotry or the thinking that one's racial differences produce an inherent inferiority of a particular race, mainly the dominant race. Racism differs from prejudice, hatred or discrimination because it requires one racial group to have systematic power and superiority over other groups in society.
Religion	Religion: A personal or institutionalized system of beliefs and practices concerning the cause, nature, and purpose of the universe, often grounded in belief in and reverence for some supernatural power or powers; often involves devotional and ritual observances and contains a moral code governing the conduct of human affairs.
Romantic Orientation	Romantic Orientation: Romantic Orientation is attraction or non-attraction to other people characterized by the expression or non-expression of love. Romantic orientation can be fluid and people use a variety of labels to describe their romantic orientation. See also Orientation.
Safe Space	Safe Space – An environment where everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule or denial of experience (i.e., a judgment-free zone).
Same Gender Loving	Same Gender Loving: a term used by some African American people who love, date, have attraction to people of the same gender.

Term	Definition
Sex	Sex: a medically constructed categorization. Sex is often assigned based on the appearance of the genitalia, either in ultrasound or at birth.
Sexism	Sexism: The cultural, institutional, and individual set of beliefs and practices that privilege men, subordinate women, and devalue ways of being that are associated with women.
Sexual Orientation	Sexual Orientation – The sex(es) or gender(s) to whom a person is emotionally, physically, sexually, and/or romantically attracted. Examples of sexual orientation can include gay, lesbian, bisexual, heterosexual, asexual, pansexual, queer, etc.
Sexuality	Sexuality: The components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, etc.
Sizeism	Sizeism: The pervasive system of discrimination and exclusion that oppresses people who have bodies that society has labeled as "overweight," as well as people of short stature. Historically speaking, fat people's bodies have been labeled as unhealthy, undesirable, and lazy; this fails to complicate narratives around health and healthy living. This form of oppression has been referred to as fatphobia.
Social Equity	Social Equity – In the context of public administration, social equity is defined as "the fair, just and equitable management of all institutions serving the public directly or by contract, and the fair and equitable distribution of public services, and implementation of public policy, and the commitment to promote fairness, justice and equity in the formation of public policy."[xi]
Social Identities	Social Identities: Social identity groups are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed and frequently ascribed by others.
Social Justice	Social Justice: A goal and a process in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Begins with an acknowledgement that oppression and inequity exist and must be actively dismantled on all levels. (Adams, Bell, & Griffin.)
Social Justice	Social Justice – A form of activism based on principles of equity and inclusion that encompasses a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure.
Social Self-View	Social Self-View – An individual's perception about which social identity group(s) they belong.
Socialization	Socialization: The process by which societal norms influence a number of aspects that frame how members of a community live - including how they might think, behave, and hold certain values. Socialization can reinforce assumptions or expectations that give power to systems of oppression.
Societal/Cultural Level	Societal/Cultural Level: community norms that perpetuate implicit and explicit values that bind institutions and individuals; social norms on what is valued, accepted, or desirable give the individual and institutional levels the justification for systemic oppression.
Socioeconomic	Socioeconomic Class: Social group membership based on a combination of factors including income, education level, occupation, and social status in the community, such as contacts within the community, group associations, and the community's perception of the family or individual.
SOGIE	SOGIE: An acronym that stands for Sexual Orientation, Gender Identity and Expression. Is used by some in a similar way to the umbrella acronym: LGBTQIA.
Spectrum	Spectrum: a range or sliding scale. Aspects of one's identity like sexual orientation, gender identity, and gender expression exist on a spectrum. For example, with sexual orientation, the attraction to men, women, or someone of another gender all exist on separate spectrums. Someone might feel a little attracted to men, very much attracted to women, and moderate attraction to people outside this binary. Please also see the Gender Unicorn to learn more about these aspects of identity.
Spirituality	Spirituality: Having to do with deep feelings and convictions, including a person's sense of peace, purpose, connection to others, and understanding of the meaning and value of life; may or may not be associated with a particular set of beliefs or practices.

Term	Definition
Stereotype	Stereotype: A generalization applied to every person in a cultural group; a fixed conception of a group without allowing for individuality. When we believe our stereotypes, we tend to ignore characteristics that don't conform to our stereotype, rationalize what we see to fit our stereotype, see those who do not conform as "exceptions," and find ways to create the expected characteristics.
Structural Equity	Structural Equity – The Identification and removal of institutional barriers to fair and equal opportunities with recognition to historical, cultural and institutional dynamics and structures that routinely advantage privileged groups in society and result in chronic, cumulative disadvantage for subordinated groups.
Structural Inequality	Structural Inequality – Systemic disadvantage(s) of one social group compared to other groups, rooted and perpetuated through discriminatory practices (conscious or unconscious) and reinforced through institutions, ideologies, representations, policies/laws and practices. Structural inequality thus refers to the system of privilege and inequality created, designed and maintained by interlocking societal institutions.[xiii]
Structural Racism	Structural Racism – The overarching system of racial bias across institutions and society. It is a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial inequities. It encompasses dimensions of our history and culture that have allowed privileges associated with "whiteness" and disadvantages associated with "color" to endure and adapt over time. Examples can include the racial gap in wealth, homeownership, education, historical redlining practices among other factors.[xiv] See also Individual Racism, Institutional Racism and Systemic Racism.
Systematic Racism	Systemic Racism – An interlocking and reciprocal relationship between the individual, institutional and structural levels which function as a system of racism. These various levels of racism operate together in a lockstep model and function together as a whole system. These levels are: (1) Individual (within interactions between people), (2) Institutional (within institutions and systems of power) and (3) Structural or societal (among institutions and across society). In many ways "systemic racism" and "structural racism" are synonymous. If there is a difference between the terms, it can be said to exist in the fact that a structural racism analysis pays more attention to the historical, cultural, and social psychological aspects of our currently racialized society. *See also Individual Racism, Institutional Racism and Structural Racism.*
Targeted Universalism	Targeted Universalism – An approach to equity work that sets universal goals followed by targeted processes to achieve said goals. Within a targeted universalism framework, universal goals are set for all individuals and groups. The strategies developed to achieve the goals are targeted, based upon how different groups are situated within structures, culture and across geographies to obtain the universal goal.
TCU	TCU – An acronym that stands for Tribal Colleges and Universities. These are institutions of higher learning in which 50 percent or more of the student demographics are Native American, Inuit or Alaska Native.
Trans	Trans: The term trans acts as a more inclusive term than transgender for gender non-conforming and non-binary folks.
Trans man	Trans man: A person may choose to identify this way to capture their gender identity as well as their lived experience as a transgender person.
Trans woman	Trans woman: A person may choose to identify this way to capture their gender identity as well as their lived experience as a transgender person.
Trans-Misogyny	Trans-Misogyny – The negative attitudes expressed through cultural hate, individual and state violence and discrimination directed toward trans women and transfeminine people. Additionally, trans-misogyny is the intersection of transphobia and misogyny. *See also misogyny.*

Term	Definition
Transgender	Transgender: An adjective used most often as an umbrella term and frequently abbreviated to "trans." Identifying as transgender, or trans, means that one's internal knowledge of gender is different from conventional or cultural expectations based on the sex that person was assigned at birth. While transgender may refer to a woman who was assigned male at birth or a man who was assigned female at birth, transgender is an umbrella term that can also describe someone who identifies as a gender other than woman or man, such as non binary, genderqueer, genderfluid, no gender or multiple genders, or some other gender identity.
Transition	Transition: Transitioning is the process of taking steps to live as one's true gender identity. Transitioning is different for each individual and may or may not involve medical interventions like taking hormones or having surgery. Some people may not choose to transition in certain ways for a variety of reasons. The extent of someone's transition does not make that person's gender identity any less or more valid.
Transphobia	Transphobia – Fear or hatred of transgender people; transphobia is manifested in many ways, including violence, harassment and discrimination. This phobia can exist in LGBTQIA+ and straight communities.
Two Spirit	Two Spirit: An umbrella term encompassing sexuality and gender in Indigenous Native American communities. Two Spirit people often serve integral and important roles in their communities, such as leaders and healers. It may refer to an embodiment of masculinity and femininity but this is not the only significance of the term. There are a variety of definitions and feelings about the term two spirit – and this term does not resonate for everyone. Two Spirit is a cultural term reserved for those who identify as Indigenous Native American. Although the term itself became more commonly used around 1990, two spirit people have existed for centuries.
Underrepresented groups	Underrepresented Groups – Groups who traditionally (or historically) have not had equal access to economic opportunities because of discrimination or other societal barriers. This may vary by context and geography but can include race, gender, ethnicity, sexual-orientation, disability or low-income status. Examples of groups may be considered underrepresented can include women or women of color in a traditionally male and/or white discipline such as science, technology, engineering, and mathematics.
Undocumented	Undocumented: People are who are born outside of the country to which they immigrated, who do not have documentation that grants legal rights related to residency and/or citizenship.
Ursula	Ursula: Some lesbians, particularly butch dykes, also participate in Bear culture referring to themselves with the distinct label Ursula.
Veteran Status	Veteran Status – Whether or not an individual has served in a nation's armed forces (or other uniformed services).
White Fragility	White Fragility – The state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves in white people. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium. Racial stress results from an interruption to what is racially familiar.[xv]
White Privilege	White Privilege – The inherent set of advantages, entitlements, benefits and choices bestowed on people solely because they are white; an exemption of social, political, and/or economic burdens placed on non-white people. Generally, white people who experience privilege, both at the collective and individual level, do so without being conscious of it and may not experience socioeconomic privilege but are not hindered by the economic barriers associated with the color of one's skin.
White Supremacy	White Supremacy – The idea (or ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. White supremacy is ever present in our institutional and cultural assumptions that assign value, morality, goodness, and humanity to the white group while casting people and communities of color as worthless (worth less), immoral, bad, and inhuman and "undeserving." *See also White Privilege.*

Term	Definition
Womxn	Womxn: some womxn spell the word with an "x" as a form of empowerment to move away from the "men" in the "traditional" spelling of women.
Xenophobia	Xenophobia – Any attitude, behavior, practice or policy which explicitly or implicitly reflects the belief that immigrants are inferior to the dominant group of people. Xenophobia is reflected in interpersonal, institutional, and systemic levels of oppression and white supremacy.
	Reference Sources:
	University of Washington, Foster School https://foster.uw.edu/about-foster-school/fostering-diversity/dei-glossary
	University of California Davis https://diversity.ucdavis.edu/dei-resources/glossary
	National Association of Counties https://www.naco.org/resources/featured/key-terms-definitions-diversity-equity-inclusion
	Printed June 2023

Decoding leadership:
What really matters

Claudio Feser, Fernanda Mayol, and Ramesh Srinivasan

New research suggests that the secret to developing effective leaders is to encourage four types of behavior.

Telling CEOs these days that leadership drives performance is a bit like saying that oxygen is necessary to breathe. Over 90 percent of CEOs are already planning to increase investment in leadership development because they see it as the single most important human-capital issue their organizations face.[1] And they're right to do so: earlier McKinsey research has consistently shown that good leadership is a critical part of organizational health, which is an important driver of shareholder returns.[2]

A big, unresolved issue is what sort of leadership behavior organizations should encourage. Is leadership so contextual that it defies standard definitions or development approaches?[3] Should companies now concentrate their efforts on priorities such as role modeling, making decisions quickly, defining visions, and shaping leaders who are good at adapting? Should they stress the virtues

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[1] *The State of Human Capital 2012—False Summit: Why the Human Capital Function Still Has Far to Go*, a joint report from The Conference Board and McKinsey, October 2012, mckinsey.com.

[2] See Aaron De Smet, Bill Schaninger, and Matthew Smith, "The hidden value of organizational health—and how to capture it," *McKinsey Quarterly*, April 2014, on mckinsey.com.

[3] See Ralph M. Stogdill, "Personal factors associated with leadership: A survey of the literature," *Journal of Psychology: Interdisciplinary and Applied*, 1948, Volume 25, Issue 1, pp. 35–71. Also, for more on our work with Egon Zehnder, notably the contrast between organizations growing organically and those growing through acquisition, see Katharina Hermann, Asmus Komm, and Sven Smit, "Do you have the right leaders for your growth strategies?," *McKinsey Quarterly*, July 2011, on mckinsey.com.

of enthusiastic communication? In the absence of any academic or practitioner consensus on the answers, leadership-development programs address an extraordinary range of issues, which may help explain why only 43 percent of CEOs are confident that their training investments will bear fruit.

Our most recent research, however, suggests that a small subset of leadership skills closely correlates with leadership success, particularly among frontline leaders. Using our own practical experience and searching the relevant academic literature, we came up with a comprehensive list of 20 distinct leadership traits. Next, we surveyed 189,000 people in 81 diverse organizations[4] around the world to assess how frequently certain kinds of leadership behavior are applied within their organizations. Finally, we divided the sample into organizations whose leadership performance was strong (the top quartile of leadership effectiveness as measured by McKinsey's Organizational Health Index) and those that were weak (bottom quartile).

What we found was that leaders in organizations with high-quality leadership teams typically displayed 4 of the 20 possible types of behavior; these 4, indeed, explained 89 percent of the variance between strong and weak organizations in terms of leadership effectiveness (exhibit).

- Solving problems effectively. The process that precedes decision making is problem solving, when information is gathered, analyzed, and considered. This is deceptively difficult to get right, yet it is a key input into decision making for major issues (such as M&A) as well as daily ones (such as how to handle a team dispute).

- Operating with a strong results orientation. Leadership is about not only developing and communicating a vision and setting objectives but also following through to achieve results. Leaders with a strong results orientation tend to emphasize the importance of efficiency and productivity and to prioritize the highest-value work.

[4] The 81 organizations are diverse in geography (for instance, Asia, Europe, Latin America, and North America), industry (agriculture, consulting, energy, government, insurance, mining, and real estate), and size (from about 7,500 employees to 300,000).

• Seeking different perspectives. **This trait is conspicuous in managers who monitor trends affecting organizations, grasp changes in the environment, encourage employees to contribute ideas that could improve performance, accurately differentiate between important and unimportant issues, and give the appropriate weight to stakeholder concerns. Leaders who do well on this dimension typically base their decisions on sound analysis and avoid the many biases to which decisions are prone.**

Exhibit

Four kinds of behavior account for 89 percent of leadership effectiveness.

Top kinds of leadership behavior[1]

1 Be supportive	**11** Keep group organized and on task
2 Champion desired change	**12** Make quality decisions
3 Clarify objectives, rewards, and consequences	**13** Motivate and bring out best in others
4 Communicate prolifically and enthusiastically	**14** Offer a critical perspective
5 Develop others	**15** Operate with strong results orientation
6 Develop and share a collective mission	**16** Recover positively from failures
7 Differentiate among followers	**17** Remain composed and confident in uncertainty
8 Facilitate group collaboration	**18** Role model organizational values
9 Foster mutual respect	**19** Seek different perspectives
10 Give praise	**20** Solve problems effectively

[1] Based on a survey of 81 organizations that are diverse in geography (eg, Asia, Europe, Latin America, and North America), industry (eg, agriculture, consulting, energy, government, insurance, mining, and real estate), and size (from ~7,500 to 300,000 employees).

Source: McKinsey's Organizational Health Index

- **Supporting others.** Leaders who are supportive understand and sense how other people feel. By showing authenticity and a sincere interest in those around them, they build trust and inspire and help colleagues to overcome challenges. They intervene in group work to promote organizational efficiency, allaying unwarranted fears about external threats and preventing the energy of employees from dissipating into internal conflict.

We're not saying that the centuries-old debate about what distinguishes great leaders is over or that context is unimportant. Experience shows that different business situations often require different styles of leadership. We do believe, however, that our research points to a kind of core leadership behavior that will be relevant to most companies today, notably on the front line. For organizations investing in the development of their future leaders, prioritizing these four areas is a good place to start. ○

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State of Oregon
Diversity, Equity, and Inclusion Action Plan

A Roadmap to Racial Equity and Belonging

LAND RECOGNITION

We would like to acknowledge the many tribes and bands who call Oregon their ancestral territory, including: Burns Paiute, Confederated Tribes of Coos, Lower Umpqua and Siuslaw, Confederated Tribes of Cow Creek Lower Band of Umpqua, Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz Indians, Confederated Tribes of Warm Springs, Confederated Tribes of Umatilla Indian Reservation, Coquille Tribe, and Klamath Tribes; and honor the ongoing relationship between the land, plants, animals, and people indigenous to this place we now call Oregon. We recognize the continued sovereignty of the nine federally recognized tribes who have ties to this place and thank them for continuing to teach us how we might all be here together.

Reflect on the intention and purpose of the use of land recognition or acknowledgements within your agency.

Legislative Commission on Indian Services, Oregon Department of Transportation, and partners are working to provide further guidance on land acknowledgement. For additional information, visit OSU Land Acknowledgement *and* OSU DEI Land Acknowledgement.

A Message From Governor Kate Brown

To all state employees,

Thank you for your tireless commitment and dedicated service. I am proud of how we are responding to these challenging times when Oregonians are relying on us.

Every state employee has a higher calling to public service, and now is the exact time to reevaluate and reexamine how to serve everyone in the state to the very best of our abilities.

Over the past year, our most vital needs – health, safety, education, housing, and economic security – have been challenged to the core. Because of systemic racism, racial disparities impact every part of our culture and economy, and the effects of our current struggles are more severe for communities of color and Tribal communities. As Oregon continues to recover from the historic year of a global pandemic, worst-in-a-century wildfires, unprecedented ice storms, and racial reckoning across our nation, we must put racial equity at the forefront of all of our recovery efforts and strategies. Racism is insidious, and racist policies and practices have undergirded the nature of our economy. Getting at these deep roots requires specific attention to ensure we are being proactive to embed anti-racism in all that we do and to minimize the negative, disproportionate outcomes experienced by communities of color.

There is a wide spectrum of understanding about what anti-racism really is. We, as state employees, must do the work of unlearning our internal bias and actively changing the way institutions work. That means acknowledging the history, the root cause, learning, growing, and making a concerted effort to upset and uproot racism wherever it exists.

As state employees, counteracting racial injustice is our job. The fight for racial justice is a collective effort that will take more work than what we say or put on display. So, let's continue to focus on concrete actions.

Oregon is evolving, out of necessity and out of hope. Our policies and practices are changing as we do more listening and decision-making with communities who have been most harmed.

There is much more that has happened, and much more coming up. We will continue to take meaningful steps to incorporate anti-racism into state government structures, policies, budget processes, and workforce recruitment and development.

You are a critical part of how anti-racism work will come to life in state government. Your skills and expertise are needed in the conversation in order to effectively change the status quo. This is your invitation to consider new approaches to the decisions and tasks for which you are responsible. This plan seeks to provide you with the racial equity roadmap and diversity, equity, and inclusion strategies to incorporate across all aspects of state government. Take a breath and reflect on what actions you can take to advance equity and racial justice to benefit the whole state. You are not alone in this effort — we are doing this together.

I value your perspectives very much and I know we can all do more to create the circumstances for racial justice as part of a safer, stronger, and more equitable Oregon.

Sincerely,

Governor Kate Brown

ACKNOWLEDGEMENTS

Contents

Introduction

Changing Demographics in Oregon

Over the past decade, Oregon has become increasingly diverse. In fact, one in three children under the age of 18 is a person of color.[1] The 2019 Census estimates found that people of color make up just 10% of Oregonians 65 or older. But they are 37% of those under the age of 15. Oregon's largest population of color is the 13.3% of people who describe themselves as Latino/a/x or Hispanic. When compared to the state's total population, Oregon's Native American population is ranked as 10th in the U.S. and tops the national average.[2] Oregon's Asian and Pacific Islander population is the fastest growing population and has grown significantly from 2.4% in 1990 to 7% in the 2019 Census estimates. The Black population rose from 1.6% in 1990 to 3% in the 2019 Census estimates. Oregon is also diverse in terms of gender, sexual orientation, and disability status.[3]

Population Growth by race and ethnicty, Oregon

Source: National Center for Health Statistics
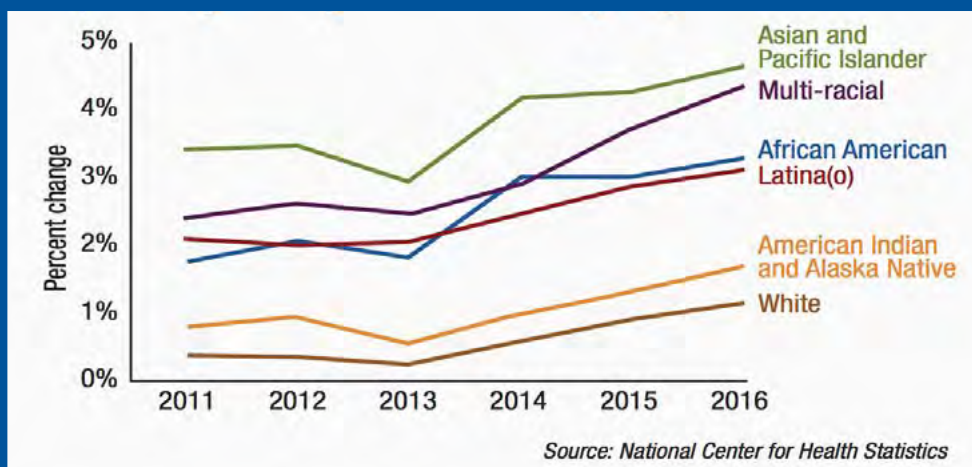
Figure 1: Oregon's State Health Assessment | Oregon's Population, OHA, 2020

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1   https://www.oregon.gov/oha/PH/ABOUT/Documents/sha/sha-oregons-population.pdf
2   https://worldpopulationreview.com/states/oregon-population
3   https://www.oregon.gov/oha/PH/ABOUT/Documents/sha/sha-oregons-population.pdf

Population Percentages by Race/Ethnicity 2000-2019

HISPANIC OR LATINO AND RACE[4]	2000 Census	2010 Census	2019 ACS* Estimate
Hispanic or Latino (of any race)	8.0%	11.7%	13.4%
Not Hispanic or Latino	92.0%	88.3%	86.6%
White alone	83.5%	78.5%	74.9%
Black or African American alone	1.6%	1.7%	1.8%
American Indian and Alaska Native alone	1.2%	1.1%	1.0%
Asian alone	2.9%	3.6%	4.5%
Native Hawaiian and Other Pacific Islander alone	0.2%	0.3%	0.3%
Some other race alone	0.1%	0.1%	0.1%
Two or more races	2.4%	2.9%	3.9%

*American Community Survey[5]

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4   The Governor's Office acknowledges that the lack of identification for Arab/Middle Eastern/North African people in the Census requires conversation.

5   Data Analysis by Portland State University Population Research Center. Source: U.S. Census Bureau, 2000 and 2010 Censuses, 2019 American Community Survey one-year estimates, Table DP05.

For far too long, the longstanding systemic barriers built into government systems have left communities of color behind in accessing the programs and services that would offset the effects of history. Disparities in health, economics, education, and the criminal justice system are stark amongst communities of color compared to their white counterparts. Racial inequities exist across all community indicators of success. These inequities have been generated by bias and discrimination embedded in policies and practices, which have, and continue to unfairly criminalize people of color and block them from accessing opportunities.

Across the U.S., there is an uneven focus between rural communities versus more urban areas. Narratives vary and the reality is of course more complex than any single narrative. Some believe that major city centers drain resources from other parts of the state, or that rural parts of the country represent the "real" or "true" identity of the U.S. Some say that urban areas are thriving and rural areas are not, and that people in each place have completely opposing views of the world. Each of these narratives not only furthers a rural-urban divide, but also has real and immediate consequences by obscuring possibilities that exist in policy and solutions that we can address in state government.[6]
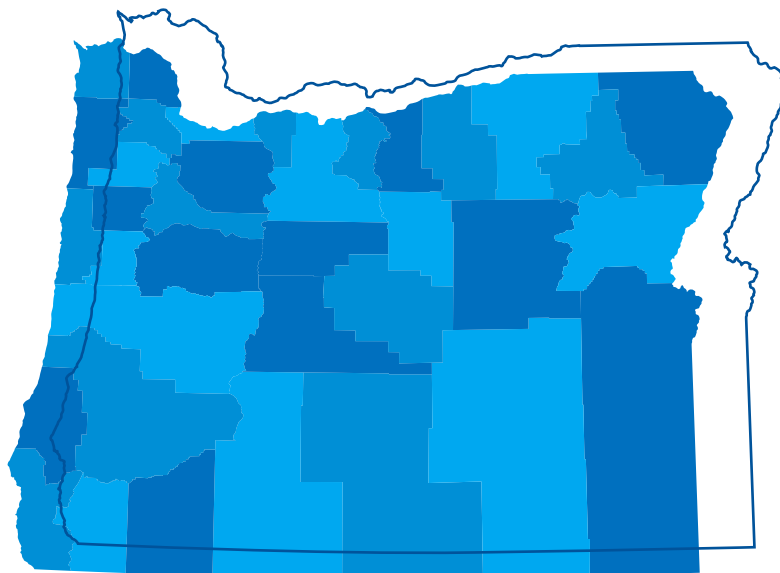
Crucially, there is a racial subtext to these narratives, one that perpetuates stereotypes and misunderstandings about race, class, education, culture, and more. For example, as part of this narrative, there is a notion that rural only means white, when in fact, there are rural counties with highly diverse populations such as Malheur, Morrow, Umatilla, and others. While there are very real differences when it comes to demographics, economics, access to services, and other parts of life throughout Oregon, we are one state. Our shared prosperity is determined by how well every community and every resident does. Dividing our state in a stark binary of rural versus urban precludes us from recognizing policy solutions that could benefit all of us, including rural Oregonians of color. It leaves affected people out of the conversation and lessens the depths of their experiences being acknowledged or accounted for. This can further racial tensions by perpetuating myths and stereotypes.

As Oregon's demographics shift over time, governmental policies and practices have both a historic and current role in alleviating racial and other inequities. Examples of racist policies can be obvious (explicit) or less obvious (implicit) yet just as intentional and harmful, and we need to be aware and vigilant in order to adjust for both:

6   https://www.brookings.edu/blog/the-avenue/2020/12/08/the-rural-urban-divide-furthers-myths-about-race-and-poverty-concealing-effective-policy-solutions/

Explicit Example: Internment of Japanese Americans during World War II

The U.S. government issued executive order 9066 which established Japanese internment camps and incarcerated people of Japanese descent in isolated camps from 1942 to 1945. The policy came about as a reaction to the bombing of Pearl Harbor and continued during World War II. Japanese Americans from Oregon were forced to give up everything and relocate to three internment camps in bordering states including Minidoka Camp in Idaho, Tule Lake Relocation Center in California, and Heart Mountain Facility in Wyoming.[7] Since then, the Japanese internment camps have been recognized as a morally reprehensible and violent abuse of American civil rights. During this period, Oregon played an active role in rounding up Japanese descendants, forcibly relocating them to detention camps, and creating a curfew law imposed on Japanese Americans. The law was found to be unconstitutional under Minori Yasui VS. United States 320 U.S. 115 (1943.)

Implicit Example: Measure 11 Mandatory Sentencing

Here in Oregon, voters passed Measure 11 in 1994 and reaffirmed it in 2000. Measure 11 is a suite of voter-approved mandatory-minimum sentences for crimes like robbery, rape, murder, and assault without possibilities of reduction for good behavior. It is responsible for more than half of the people who are in prison in Oregon. According to a 2011 report by the Campaign for Youth Justice (CFYJ), "Measure 11 has had significant costs for all Oregonians, but it has different impacts on communities of color."[8] For example, Black youth are three times as likely as white youth to face a Measure 11 indictment, with Latino and Native American youth also disproportionately affected. More broadly, disproportionate policing of communities of color causes disproportionate rates of people of color to be convicted under Measure 11.

Sometimes well-intended policies, when put into practice, result in severe impacts against people who are thought of as different because of their race, sex, gender identity, nationality, disability, or other parts of their identity. It is well known that in our schools, youth of color are disciplined more often and with more extreme "zero tolerance" consequences than white students. However, disability is also a major factor in discipline rates. While suspension and expulsion rates for students with disabilities have dropped over the years, students with disabilities are still two times more likely to be suspended or expelled than their classmates.[9]

Government and policymakers have played a key role in perpetuating racial disparities, and so government and policy must be part of the solution — immediately. Advancing racial equity is a high priority that needs to be fully embedded into Oregon's very governing structures so that the institutions cannot operate without it. It is the responsibility of the whole state government to examine innovative measures to create a more equitable Oregon for all.

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7   https://sos.oregon.gov/archives/exhibits/ww2/Pages/threats-paradise.aspx

8   https://www.njjn.org/uploads/digital-library/Misguided_Measures_July_2011.pdf

9   https://www.disabilityscoop.com/2018/02/28/report-disciplined-twice/24783

Racial Equity at the Forefront

The United States has a long legacy of racial prejudice and animus; Oregon shares that reality. Oregon was granted statehood, making it the nation's 33rd state, on February 14, 1859. And while an opposition to slavery was written in our state's constitution, it was also written that:

> *"No free negro or mulatto, not residing in this State at the time of the adoption of this constitution, shall ever come, reside, or be within this State, or hold any real estate, or make any contract, or maintain any suit therein; and the Legislative Assembly shall provide by penal laws for the removal by public officers of all such free negroes and mulattoes, and for their effectual exclusion from the State, and for the punishment of persons who shall bring them into the State, or employ or harbor them therein."*

Oregon Constitution Section 35 of Article I, 1857

Oregon was the only "free" state admitted to the Union with a Black exclusion law within its constitution. That means Oregon was never a "free state" based on a rejection of slavery. Oregon was a "free state" that wanted to prevent Black people from living in the state at all. There's a big difference. While the clause was repealed in 1926, it set the tone for how non-white Oregonians were and are treated, under the law, in policy making, and within social constraints. This is what systemic racism looks like. The past cannot be rewritten, but we can and must do the work to create systemic changes for the future.

In addition to race, other areas of identity-based inequities, such as class and gender, are inextricably linked. While intrinsically interrelated, both research and lived experiences show that racial inequity persists beyond socio-economic factors.[10] This plan focuses on race, not to deemphasize these connections, but as a starting point that needs urgent care and attention. Silence and inaction create the circumstances for bigotry and hatred to gain ground. Our state cannot thrive without addressing past harm and this pressing issue.

As Oregon changes demographically, state agencies must formulate new approaches to ensure all residents can live and thrive in our state, across their identities. We intentionally place racial equity at the forefront in this plan to counterbalance racist policies and practices that should be dismantled. That's why this plan:

- Urgently addresses the most persistent disparities while shifting to a more permanent framework to benefit all Oregonians.

- Recognizes that there are other types of marginalization by gender, sexuality, age, disability status, immigration status, among other identities.

- Emphasizes that targeted strategies are necessary to eliminate racial disparities and other identity-based disparities.

- Centers racial equity that distinguishes between individual, interpersonal, institutional, and structural racism.

- Focuses on the institutional level where racism occurs. It is critical to address all areas of marginalization, while creating an institutional approach across the board.

- Acknowledges the history and current realities of inequities and how a DEI action plan can be applied to address other types of disparities that exist.

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10   https://www.opportunityagenda.org/explore/resources-publications/lessons-talking-about-race-racism-and-racial-justice

This DEI Action Plan defines our historically and currently underserved and under-resourced communities, including Oregonians who identify as:

- Native American, members of Oregon's nine federally recognized tribes, American Indian, Alaska Natives
- Black, African, African American
- Latina, Latino, Latinx, Hispanic
- Asian
- Pacific Islander (including Compact of Free Association Citizens)
- Immigrants, Refugees, Asylum-Seekers, Deferred Status Holders, Temporary Protected Status
- Undocumented, Deferred Action for Childhood Arrivals (DACA), "Dreamers," Non-Immigrant Visa Holders
- Linguistically diverse, English language learners (ELL)
- Economically Disadvantaged
- People with disabilities
- LGBTQIA2S+
- Farmworkers, Migrant Seasonal Workers

We recognize that individuals often identify with multiple communities and are impacted by compounding systems of oppression, also known as intersectionality.[11] Identity and experience impacts racial, health, and economic equity and should be considered in applying Oregon's DEI Action Plan to help us center racial equity.

Targeted Universalism

Scholars and practitioners have been employing the phrase, "targeted universalism," to successfully break through the binary of universal responses versus targeted solutions in these attempts to remedy the effects of inequity. Universal responses and statements are a way of signaling the desire for a diverse and equitable society, but can strike people, especially people who have been oppressed for generations, as being too grand and ambitious without any direct way of helping those who are still being harmed. Targeted policies are more direct and localized, but they often seek to meet the needs of a particular group, so can be viewed from a zero-sum perspective, causing hostility and resentment. This plan, however, recommends applying the concept of "targeted universalism," by "setting *universal goals* pursued by *targeted processes* to achieve those goals." Specific solutions of all scales are built into a goal-oriented framework to equitably benefit all groups concerned.[12]

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11   Crenshaw, K. Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, University of Chicago Legal Forum, Volume 1989, Issue I.

12   https://belonging.berkeley.edu/targeteduniversalism

Four Levels of Racism

To understand and operationalize the DEI Action Plan in state government, it is critical to develop a shared understanding and language of the different levels of racism rooted in our society. Many of us have been socialized to believe that we should not talk about race or acknowledge it, favoring a "color-blind" society instead. However, that is not the reality we live in and ignoring race and its effects inherently erases or invisibilizes people's experiences and identities. As noted throughout this plan, our society is unfortunately structured by race. Our path towards healing and reconciliation requires that we talk about it. The added discomfort and anxiety individuals experience around discussing issues of race lies in the assumption that we are referring to individual or interpersonal racism, which can make people feel like they are being personally blamed. That is not the intention of this work. This is a systems-level issue which requires systems-level redress, and we all have a role in advancing this work.

To usher in change, we must acknowledge the deeper levels of institutional and structural racism that exist within the government system and move beyond the distress and anxiety of talking about race and progress toward productive discourse which will lead us to a racially just and equitable Oregon.

As public servants of Oregon state government, we have the moral obligation to dismantle institutional and structural racism. Though incredibly important to each of us and to the society we live in, the individual and interpersonal components of racism are not the focus of this plan. Instead, this plan focuses on institutional and structural racism that we can work on together.

What these terms mean:[13]

Individual Racism: This type of racism, often unknowingly, rests within individuals and comprises our private beliefs and biases about race and racism. Such ideas are influenced and shaped by the larger culture that surrounds us all and can take many different forms including: prejudice towards others of a different race; internalized racism — the negative beliefs about oneself by people of color; or internalized privilege — beliefs about superiority or entitlement, often by white people, but can occur in any community.

Interpersonal Racism: This is the form of racism that people most often think of – a set of intentionally harmful, extremist actions, and behaviors executed by specific persons against other individual people. This is the bias that occurs when individuals interact with others and their personal racial beliefs, myths, stereotypes, and assumptions affect their public interactions.

Institutional Racism: As the name suggests, this form of racism occurs within institutions and reinforces systems of power. It is often more difficult to name or witness because it is more deeply embedded in practices and policies, often presenting as a norm. Institutional racism refers to the discriminatory policies and practices of particular institutions (government, schools, workplaces, etc.) that routinely cause racially inequitable outcomes for people of color and advantages for white people. Individuals within institutions take on the power of the institution when they reinforce racial inequities. Further, institutional racism causes severe racial trauma with mental and emotional impacts that often escape those who are not experiencing this trauma.

Structural Racism: Distinct but related to institutional racism, structural racism refers to how racial biases among institutions work together — intentionally or not — to disenfranchise people of color and create unequal outcomes. This involves the cumulative and compounding effects of an array of societal factors, including the history, culture, ideology, and interactions of institutions and policies that systematically privilege white people and disadvantage people of color. The effects of structural racism are hard to pinpoint because they are cumulative, subtle, and pervasive.

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13   Adopted from Race Forward Model:
      https://www.raceforward.org/sites/default/files/Race%20Reporting%20Guide%20by%20Race%20Forward_V1.1.pdf

State of Oregon's Definitions for Racial Equity, Diversity, Equity, and Inclusion

Racial Equity means closing the gaps so that race can no longer predict any person's success, which simultaneously improves outcomes for all. To achieve racial equity, we must transform our institutions and structures to create systems that provide the infrastructure for communities to thrive equally. This commitment requires a paradigm shift on our path to recovery through the intentional integration of racial equity in every decision.[14]

Diversity means honoring and including people of different backgrounds, identities, and experiences collectively and as individuals. It emphasizes the need for sharing power and increasing representation of communities that are systemically underrepresented and under-resourced. These differences are strengths that maximize the state's competitive advantage through innovation, effectiveness, and adaptability.

Equity acknowledges that not all people, or all communities, are starting from the same place due to historic and current systems of oppression. Equity is the effort to provide different levels of support based on an individual's or group's needs in order to achieve fairness in outcomes. Equity actionably empowers communities most impacted by systemic oppression and requires the redistribution of resources, power, and opportunity to those communities.

Inclusion is a state of belonging when persons of different backgrounds, experiences, and identities are valued, integrated, and welcomed equitably as decision-makers, collaborators, and colleagues. Ultimately, inclusion is the environment that organizations create to allow these differences to thrive.

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14   https://www.raceforward.org/about/what-is-racial-equity

Racial Equity Vision

Within this context of historical harms, changing demographics, intersectional identities, and more; our vision for the next five years and beyond is to:

- **Dismantle** institutional and structural racism in Oregon state government, and by doing so, have resounding impacts on the communities of our great state.

- **Build** a more equitable Oregon where everyone has the opportunity to thrive and everyone's voice is heard.

- **Ensure** an inclusive and welcoming Oregon for all by celebrating our collective diversity of race, ethnicity, culture, color, disability, gender, gender identity, marital status, national origin, age, religion, sex, sexual orientation, socio-economic status, veteran status, and immigration status.

Racial Equity Values

- **Putting racial equity at the forefront while understanding intersectionality.** We must be bold and put racial equity at the forefront as a primary and pervasive location of oppression that connects with and worsens other identity-based inequities.

- **Prioritize equity, anti-racism, and racial justice actions.** Commitment to prioritizing equity and eliminating racial disparities involves taking action in our policies, budgets, decision-making, and daily work.

- **Foster internal and external partnerships.** Across the state enterprise and other institutions, community-based organizations are crucial to achieving racial equity. True partnership means shared power, listening, resolving tensions by creating solutions together, and scaling up what already works well.

- **Ensure collective responsibility and accountability.** As public servants, we have a collective responsibility at every level of government to proactively reduce racial disparities and barriers. We must establish measurements of success so that we can ensure improvements are real and ongoing.

Racial Equity Goals

1. **Establish** strong leadership to eradicate racial and other forms of disparities in all aspects of state government.

2. **Center** equity in budgeting, planning, procurement, and policymaking.

3. **Strengthen** public involvement through transformational community engagement, access to information, and decision-making opportunities.

4. **Improve** equitable access to services, programs, and resources including education, health, housing, human services, environmental justice, criminal justice, and economic opportunities.

5. **Foster** an inclusive workplace culture and promote equitable hiring, retention, and promotion practices.

DEI Action Plan Objectives

Oregon is one of the first states in the United States to create a statewide DEI Action Plan to explicitly work on dismantling institutional and structural racism in state government.

The Governor and agency leadership across state government have pledged their commitment to prioritize equity in their work. In 2020, the Governor's Office of Diversity, Equity, and Inclusion (DEI) along with the Office of Cultural Change were charged to build a bold but executable DEI Action Plan with state agency partners. The plan is designed to guide the still early efforts of the state enterprise to dismantle racism and establish a shared understanding.

The objectives of the DEI Action Plan are as follows:[15]

- **Normalize** the concepts of racial justice in the state government enterprise – acknowledge history, prioritize and make urgent efforts to put racial equity at the forefront.

- **Organize** efforts and build organizational capacity across departments for connected, cohesive, and amplified impacts. Foster both internal and external partnerships.

- **Operationalize** and embed racial equity into every part of state government putting DEI strategies into practice.

- **Guide** and direct enterprise-level operationalizing of racial equity and DEI work.

- **Inspire** expansion of equity by sharing and collaborating to build on what is already happening.

Agency leaders across the state are already advancing diversity, equity, and inclusion initiatives. However, currently there is no cohesive strategy to bring together the fragmented efforts across state government. The DEI Action plan does not prescribe racial equity outcomes of each agency as it will vary between programs, services, infrastructure, planning. Rather, the DEI Action Plan is intended to complement agencies' existing equity initiatives and provide guidance to agencies just embarking on the journey, threading the collective equity initiatives across the state.

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15   Modified from Government Alliance on Race & Equity (GARE) Theory of Change for the Jurisdiction:
     https://www.racialequityalliance.org/wp-content/uploads/2016/11/GARE-Racial-Equity-Action-Plans.pdf

Roadmap: The Path to Implementing the Diversity, Equity, and Inclusion Action Plan

Racial Equity Goals

Establish
Establish strong leadership to eradicate racial and other forms of disparities in all aspects of state government.

Center
Center equity in budgeting, planning, procurement, and policymaking.

Strengthen
Strengthen public involvement through transformational community engagement, access to information, and decision-making opportunities.

Improve
Improve equitable access to services, programs, and resources including education, health, housing, human services, environmental justice, criminal justice, and economic opportunities.

Foster
Foster an inclusive workplace culture and promote equitable hiring, retention, and promotion practices.

DEI Action Plan Objectives

Normalize
Normalize the concepts of racial justice in the state government enterprise – acknowledge history, utilize a racial equity roadmap, familiarize by using concepts and tools that will support efforts to put racial equity at the forefront.

Organize
Organize efforts and build organizational capacity across departments for connected, cohesive, and amplified impacts. Foster both internal and external partnerships.

Operationalize
Operationalize and embed racial equity into every part of state government.

Guide
Guide and direct enterprise-level operationalizing of racial equity and DEI work.

Inspire
Inspire expansion of equity by sharing and collaborating to build on what is already happening.

Ten Strategies
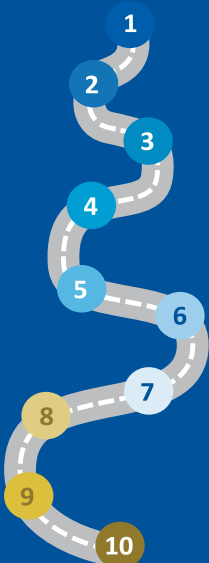
1. Develop Agency-specific Racial Equity Plans
2. Build State Diversity, Equity, and Inclusion Infrastructure
3. Foster Inclusive Communications
4. Strengthen Community Engagement
5. Utilize Disaggregated Data as a Lever for Change
6. Create Equitable Budget & Inclusive Budget Process; Invest in Target Communities
7. Advance Contract Equity and Improve State Procurement Processes
8. Build a More Diverse Workforce and Create an Inclusive Workplace
9. No Tolerance for Racism, Hate, and Discrimination
10. Operate with Urgency, Transparency, and Accountability

1 **Know:** Identify systemic and institutional barriers that hinder progress toward a more diverse and inclusive workforce.

2 **Engage:** Work within the agency, across the enterprise when applicable, and with communities to create meaningful, intentional, and inclusive processes for change to result.

3 **Act:** Develop and implement solutions to address barriers to improve policy, performance, and service delivery to all Oregonians.

4 **Reflect:** Share, connect, and collaborate to expand and scale up efforts.

Process and Approach:

State agencies will work collectively in ways that regularly include these process steps:[16]

1. **Know:** Identify systemic and institutional barriers that hinder progress toward a more diverse and inclusive workforce.

2. **Engage:** Work within the agency, across the enterprise when applicable, and with communities to create meaningful, intentional, and inclusive processes for change to result.

3. **Act:** Develop and implement solutions to address barriers to improve policy, performance, and service delivery to all Oregonians.

4. **Reflect:** Share, connect, and collaborate to expand and scale up efforts.

Putting equity values into practice requires changing the way state government operates. In 2020, Governor Brown established the Office of Cultural Change within the Department of Administrative Services to guide state agencies and lead enterprise-wide efforts to achieve racial equity and put the DEI Action Plan into practice. The Office of Cultural Change is designed to centralize and standardize equity practices enterprise-wide. This will he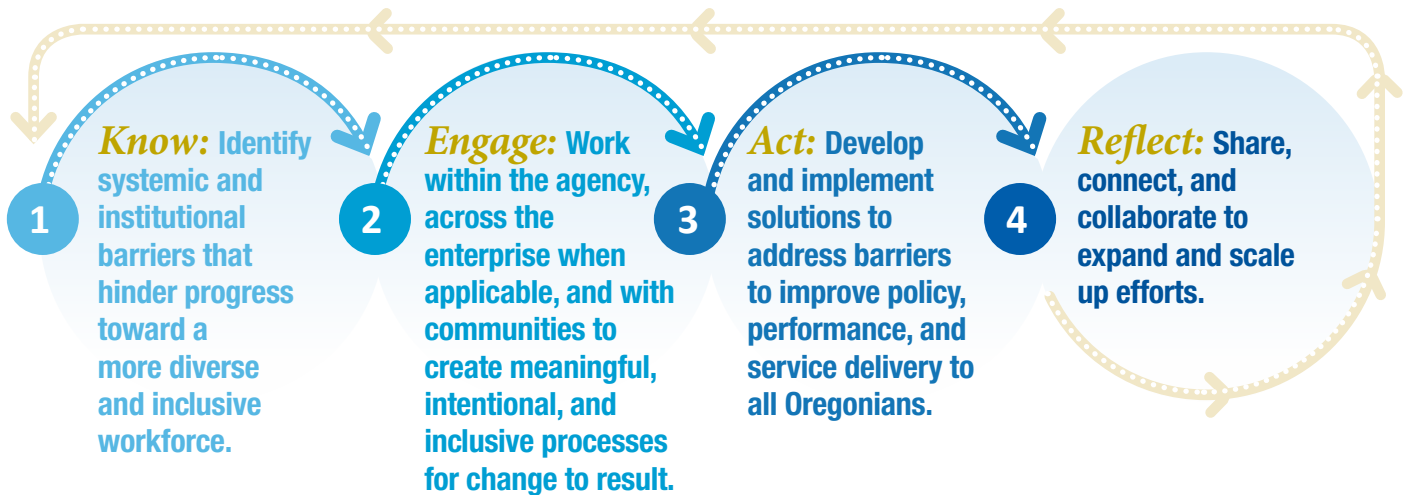lp break down barriers to understanding each other's work and create an inclusive working environment so all state employees can thrive and feel they truly belong.

Also in 2020, Governor Brown established the Racial Justice Council, with a charge to change how we as state government listen to, engage with, respond to, and support Black, Indigenous, Asian, Pacific Islander, Latino/a/x, Native American, and Tribal members in Oregon. The Racial Justice Council aims to use policy and budget to dismantle the structures of racism that have created grave disparities in virtually all of our social systems and structures, including: criminal justice, police accountability, housing and homelessness, human services, economic opportunity, health equity, environmental equity and education recovery.

With a commitment to racial justice, Governor Brown in early 2021 renamed the Office of Diversity, Equity, and Inclusion to the Office of Equity and Racial Justice.

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16   Modified from: https://www.nationalequityproject.org/framework/leading-for-equity-framework

Diversity, Equity, and Inclusion Action Plan

There is no one-size fits all approach across our state agencies, nor can we anticipate a linear process. The 10 strategy DEI Action Plan is provided to guide agencies through a journey for operationalizing their DEI initiatives. Some agencies have already implemented new strategies that are showing positive results, while others are just beginning to consider how they might initiate diversity, equity, and inclusion in their work. It makes sense that given different resources, histories, and compositions, each agency will be in a different phase. We will learn from those who have already explored initiatives, so inspiration and examples are offered later in this document. Keep in mind, some agencies may make hires before a plan is developed, and others may take on strategies concurrently. No matter where an agency is on the path, the goals below are designed to ground, jumpstart, and connect our work collectively.

Operationalizing the DEI Action Plan is a collaborative effort. Champions exist at both the enterprise and agency level and are required to work collectively toward advancing the strategies outlined below.

- **Enterprise Champions** - Provide the framework, context, and environment, and help to centralize the collective effort while holding agencies and agency champions accountable.

- **Agency Champions** - Agency directors and their executive leadership teams move agency racial equity plans, set goals and timelines, appoint necessary staff (given the reality that different agencies have different levels of resourcing to do this work), and are accountable to the enterprise level.

Strategy 1 – Agency-Specific Racial Equity Plans

Each agency is responsible for developing an agency-specific racial equity plan incorporating all the strategies of the DEI Action Plan in order to set goals and initial timelines. The process used to develop the plan often informs how successful its implementation will be, based on staff and community input and buy-in.

Actions:

- Affirm organizational commitment to racial equity, diversity, equity, and inclusion.

- Identify champions and early advocates within the agency who can help lead the planning.

- Assemble a team to lead the process, write, and distill, while we plan to engage with staff and communities served (also refer to Strategy 4, Community Engagement).

- Set a realistic timeline for completing the plan, creating milestones for meeting set outcome goals.

- Examine and apply the State of Oregon DEI Action Plan 10 strategies to the planning process.

- Create organizational-wide and data-informed 3- to 5-year racial equity plans and share with the Office of Cultural Change.

Strategy 2 – State Diversity, Equity, and Inclusion Infrastructure

State diversity, equity, and inclusion infrastructure is critical to the success of the implementation of DEI initiatives within the agency. The actions below can happen before, during, or after creating the racial equity plans in Strategy 1 depending on the agency's needs.

Actions:

- Dedicate staff capacity and resources to operationalize DEI initiatives to support the agency and manage these necessary tasks including but not limited to:
  - ☐ Create agency-wide racial equity plans.
  - ☐ Conduct baseline data analysis on existing data and agency assessment.
  - ☐ Create equity outcomes and goals.
  - ☐ Innovate service and program delivery to reduce disparities.
  - ☐ Evaluate and measure success.
  - ☐ Provide internal support, technical assistance, and training.
  - ☐ Provide strategic advice.

- Include and empower racial equity and DEI staff as part of the agency executive/leadership team to advise and influence budget, policies, and decisions.

- Build DEI organizational capacity (e.g. data, community engagement staff, agency DEI committees, affinity groups, employee resource groups).

Strategy 3 – Inclusive Communications

For maximum transparency and accountability, communicating our work needs to happen during major shifts and occurrences, and on a day-to-day basis. As we work towards equity, we will need to share the progress of our work in compelling, clear, accessible, and transparent ways.

Collaborative and coordinated messaging efforts are needed to create public narrative shifts around race, diversity, and equity. To bring people into the bigger vision, it can be helpful to paint a picture of the future that people can perceive themselves in. It is also worth thinking about how to diverge from what has been the dominant narrative, and how communications can reach people who have not been provided information sufficiently in the past.

Actions:

- Language access and literacy: Ensure multilingual Oregonians with limited English proficiency (LEP) and English language learners have access to translated material in appropriate languages. Translate important information and guidance in a timely way. Information should be communicated clearly, in ways that are culturally and linguistically responsive to the intended community.

- Shift focus from written to spoken word and other ways of sharing information: Language access also means not always relying on the written word to convey meaning, so consider video and audio recordings for communities who cannot read or write.

- Accessibility: Ensure people with disabilities have access to information in appropriate formats (e.g. closed captioning, sign language interpretation, and/or other accommodations) that at a minimum comply with the Americans with Disabilities Act (ADA).

- Message in appropriate medium: Deliver information via culturally specific media outlets and culturally and linguistically responsive formats to reach all communities, including social media, video, and radio.

- Trusted messengers: Communicate with communities through trusted local stakeholders, community-based organizations, and leaders.

- Trauma-informed communications: Recognize traumas people experience due to marginalization, inequity, violence, PTSD, and other structural factors. Avoid language and messages that exacerbate these inequities.

- Involve communities in the development of communications: Collaborate with community members to develop messages and communications products that resonate with and are accessible to intended communities.

- Align messaging with other agencies for mutually reinforcing vision and language about successes to set up the kind of repetition that is needed for people to feel the change happening and spread the word.

- Connect the dots: Most people think of racism as interpersonal rather than structural or institutional; we need to proactively illustrate how structural inequities, including structural racism, create inequitable contexts and outcomes.

- Language matters: We must be intentional in the words we use to identify, assist, and move the work.

Strategy 4 – Community Engagement

Oregonians are engaged when they are meaningfully included in discussions, decision-making, and implementation of the parts of government that affect their lives. In essence, community engagement means sharing power by proactively working with community stakeholders and building meaningful partnerships to inform decision-making. To some, community engagement feels like too slow of a process to be able to meet expectations in agency-level work. However, with this plan agency directors can set their own timeline to ensure that community engagement is a high priority. Community engagement ensures that their plans are relevant, needed, and build on existing solutions, ideas, and strengths that Oregon's diverse communities have to offer. Time and again, government agencies have learned that no plans or strategies can fully succeed without engaging impacted communities. There are many resources available on this topic, and here is just one comprehensive guide to which agencies can refer.

Actions:

- Strengthen proactive community engagement efforts and initiatives to foster trust and partnerships.

- Engage and center diverse community stakeholders and local leaders across the state to be an essential part of the data-informed decision-making process.

- Build on and collaborate with the trusted network of community-based organizational partners to lead in policymaking and ensure that we proactively address policy gaps.

- Ensure policymaking bodies such as boards and commissions represent the voices of communities of color, Tribal communities, and communities representing people with disabilities.

- Engage and empower community partners and communities of color to inform policy, resource allocation and budget decisions.

- Take down procurement and contracting barriers that prevent community-based organizations from collaborating with the state.

- Participate in enterprise-wide efforts to build infrastructure for statewide community engagement work.

- Collaborate across agencies internally and/or with other agencies to make state government community engagement processes more efficient and less of a burden on underserved communities.

Strategy 5 – Disaggregated Data as a Lever for Change

As we leverage qualitative and quantitative data, both drive questions and strengthen our efforts to take action. The role of data is to help identify needs and optimal conditions for access to services and opportunities for improvement.

Data is an entry point into a larger picture and set of actions. Trust building often must precede our efforts to collect, communicate, and use data. That's why it is so important to be in conversation with communities to interpret data, and not use data to interpret and define *people*, because data tells us about the systems we are working with. The system is the lever for change to create better opportunities by getting to the right interventions to create the optimal conditions for racial equity to occur.

The State of Oregon's Enterprise Information Services has created Oregon's Data Strategy, a comprehensive strategy establishing "a central vision to enable Oregon to better use, manage, and share its data to create information, knowledge, and insight."

For the actions below, we also recommend reviewing "How States Use Data to Inform Decisions."

Actions:

- Collect, analyze, and report granular data, with respect for the privacy and self-determination of Oregonians.

- Proactively engage community members in data collection and provide opportunities for feedback on new data initiatives.

- Recognize that administrative data are currently lacking in representation and visibility for all Oregonians and work to identify these limitations.

- Influence policy change to solve complex problems and improve service delivery.

- Apply policy to data use so that data collection and interpretation are done in trustworthy, effective, and inclusive ways.

- Use data to invite communities who may have different needs and priorities yet may be experiencing similar issues and/or strengths.

- Efficiently apply resources based on where data shows they are most needed and effective.

- Use administrative data to prepare annual reports to transparently show how funds are spent and their impact.[17]

- Use data to show compliance with performance measures set by the federal government, state Legislature, Governor, or an agency.[18]

- Use data for culturally and linguistically responsive communications, and to target resources for the most impacted communities across the state.

- Tap into different sources of data, including community narratives (meaning qualitative data), to provide context to quantitative data.

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17   https://www.pewtrusts.org/en/research-and-analysis/reports/2018/02/how-states-use-data-to-inform-decisions
18   https://www.pewtrusts.org/en/research-and-analysis/reports/2018/02/how-states-use-data-to-inform-decisions

Strategy 6 – Equitable Budget, Inclusive Budget Process, and Investing in Target Communities

As a state government, we must change our budget process based on the racial impact of our services and investments. It is important to acknowledge and address the racial roots of inequity that currently exist whenever making revenue, procurement, and contract decisions. Racial equity in budgeting can also be highly cost-effective if done thoughtfully and with community input.

Actions:

- Target investments to historically and currently under-resourced populations and/or organizations deeply rooted and reflective of the communities they serve to improve economic welfare in under-resourced communities. Consider representation of organizations across the state.

- Avoid creating zero-sum competitions – for example, not only is it possible to support students who are excelling and students who are not, at the same time, it is an ethical imperative to do so.[19]

- Ensure data-informed decisions and resources are dedicated to mitigating the disproportionate impacts experienced in communities.

- Engage with communities to gain public agreement about values and community priorities, not specific budget allocations.

- Tie budget allocations to implementation of the agency's DEI Action Plan.

- If spending cuts are required, structure decisions around equity so as not to reduce quality and access of services for communities who need the service, using a harm reduction approach when needed.

- Conduct regular racial equity assessments of budget decisions.

- Create and incorporate racial impact statements for agency budget processes utilizing the Racial Equity Toolkit available in appendix I.

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19   https://www.gfoa.org/materials/gfr-equity-in-budgeting-2-21

Strategy 7 – Contract Equity and Improving State Procurement Processes

Our work around equity must entail the provision of economic opportunities for all Oregon businesses. State government strategies can be leveraged to address structural barriers of small business development in both the utilization and availability firms[20]. Strategy 7 encourages agencies to apply equitable contracting and purchasing practices to promote recovery and community economic development for minority-owned, women-owned, service-disabled veteran-owned, and emerging small businesses.

Actions:

- Embed equity lens in the entirety of a project life cycle: from concept, planning, project development, procurement, administering, to closeout of the project.

- Increase proactive outreach to minority-owned, women-owned, service-disabled veteran-owned, and emerging small business to build better business relationships and engagement.

- Forecast and communicate upcoming contracting opportunities including expiring contracts which will be re-purchased to anticipated new projects.

- Provide easily accessible information to current and forecasted contract opportunities.

- Support MWESBs to become better equipped to contract and do business with the state through trainings and technical assistance.

- Host pre-bid events.

- Initiate mentor-protégé programs to support business owners and build capacity of sub-contractors and MWESBs.

- Implement prompt payment – including state to primes, primes to subcontracts, and primes to suppliers.

- Create contract compliance monitoring systems and accountability measures.

- Conduct regular disparity studies to understand utilization and availability of firms and to remedy any inequities.

- Advance contract equity through piloting other innovative and inclusive contract equity practices.

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20   https://racialequityalliance.org/wp-content/uploads/2015/12/GARE-Contract_For_Equity.pdf

Strategy 8 – Diversifying the Workforce and Creating an Inclusive Workplace

People of color play a significant role in Oregon's history and culture. Unfortunately, people of color in our state's workforce face higher unemployment rates and lower wages than non-Hispanic white workers.[21] Overall, people of color have had higher unemployment rates than white workers, with Native Americans experiencing the highest unemployment rates.[22] Because these inequities in pay and employment have been so consistent over decades, it is time to do things differently. Together, we can promote public service through intentional and purposeful recruitment, hiring, and retention of culturally and ethnically diverse staff. We must create leadership pipeline opportunities and ensure every level of the state government workforce reflects the changing population of Oregon. Simultaneously, it is critical that we ensure a safe, inclusive, accessible, and belonging working environment for all.

Actions:

- Use disaggregated data by race to track and monitor hiring processes, including recruitment, interview procedures, and hiring outcomes.

- Review and update position descriptions to include state equity vision, values, and goals and utilize gender neutral language.

- Review and update recruitment, hiring, retention, and succession planning processes and policies.

- Create an inclusive and belonging workplace culture and environment.

- Provide trainings and professional development opportunities to diversify leadership pipeline and for agency succession planning.

- Provide opportunities for mentorship and coaching.

- Develop and provide DEI trainings to align agencies to standardized and inclusive processes.

- Establish accountability measures and benchmarks.

- Promote equal employment opportunities and pay equity in the workplace.

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21   https://www.qualityinfo.org/-/race-and-ethnic-diversity-in-oregon-s-workforce
22   https://www.qualityinfo.org/-/race-and-ethnic-diversity-in-oregon-s-workforce

Strategy 9 – No Tolerance for Racism, Hate, and Discrimination

In a healthy and safe society, all people and their diverse backgrounds are celebrated. Our state agencies can ensure the safety of all Oregonians by protecting civil rights and taking active measures against harassment, discrimination, racism, xenophobia, stigmatization, violence, and hate crimes. More than tolerance, we need to move in the direction of honoring, celebrating, and learning. Until that is the norm, the role of state agencies must be to set up an institutional power to protect, care for, and serve those who have been subjected to intolerance and harmed by discrimination, racism, and hatred. This means identifying and talking about discrimination when it happens — smoothing things over or ignoring incidents when they occur will only cause more harm.

Actions:

- Establish clear, restorative, and remedial policies and practices to respond to incidents involving racism, hate, and discrimination.

- Ensure that all employees feel safe in their work environment by being accountable and addressing racism, hate, harassment, bias, and discrimination complaints.

- Create open door policies for people to feel safe to share their racism, hate, harassment, and discrimination complaints.

- Establish clear processes for sharing and reporting discrimination complaints both as an employer and a service provider, using a trauma-centered lens.

- Establish restorative approaches that build understanding and tolerance rather than setting up further division, while still prioritizing the impact on people who are being harassed and/or harmed. A restorative approach allows for:[23]

  - Inclusion of all parties

  - Encountering the other side

  - Making amends for the harm

  - Reintegration of the parties into their communities

  - Celebration of our differences

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23   http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/#sthash.srZPQNYI.dpbs

Strategy 10 – Urgency, Transparency, and Accountability in All Operations

For state employees, there is urgency around hiring practices, budgetary processes, contracting, and procurement, just as there is an urgency in making sure employees feel safe at work. There is an urgency to center Black, Indigenous, Asian, Pacific Islander, Arab/Middle Eastern/North African, Latino/a/x, Native American, and Tribal communities at the forefront. We must approach these issues with compassion and as one state to begin lessening divides.

Simultaneously, we must put in place real accountability and transparency in our equity-driven work. Without these two things, it is all too possible to deprioritize the urgent needs based on budget cycles and limited resources. Conditions will never be perfect. And while conditions may improve in the budget and through enterprise-level efforts, we must act on what we can do right now to reduce harm and help the people we serve. Oregonians cannot wait any longer, so it is time to make hard decisions with urgency, and operate with a sense of responsibility, intentionality, and accountability to Oregonians who are experiencing inequity. Strategy 10 means raising the bar for equity to exist as real action.

Actions:

- Address immediate needs and operationalize the strategies provided in the DEI Action Plan with urgency and compassion.

- Develop, track, measure, and analyze performance and progress towards equity goals.

- Establish agency equity outcomes.

- Report to the Governor and the Office of Cultural Change.

Four Examples of Current Work Happening in Oregon State Agencies

These examples are not a comprehensive list, and the Governor's Office invites agencies to communicate their work and accomplishments to be highlighted now and in the future.

1 Oregon Department of Education's Every Student Belongs Policy and Senate Bill 13 (2017): Shared History/Tribal History

At the instruction of Governor Brown, the Oregon Board of Education has enacted the Every Student Belongs rule, which prohibits hate symbols, including three of the most recognizable symbols of hate — the noose, symbols of neo-Nazi ideology, and the battle flag of the Confederacy. The temporary OAR took effect on September 18, 2020, and was made permanent on February 18, 2021. It required districts by January 1, 2021, to adopt and implement policies and procedures that prohibit the use or display of these three types of hate symbols including the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curriculum that is aligned with the Oregon State Standards. This applies to both in-person and distance learning environments.

Also of note, in 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 Native American curriculum for inclusion in all Oregon public schools and provide professional development to educators. The law also directs ODE to provide resources to each of the nine federally recognized tribes in Oregon to create individual place-based curriculum. New professional development resources have also been developed and released. This work provides a critical opportunity to fully leverage the strengths, assets, and contributions our Native American students bring to their communities. Accurate and complete curricula can now contribute to closing the persistent achievement and opportunity gaps between Native American and other students.

ODE recently completed a distributed Equity Plan that will guide internal systems change efforts in the coming months and years.

"Schools are places of discovery and development where young people can have positive experiences to take them into adulthood. That shouldn't be compromised or diminished out of experiencing hatred or fear for their personal safety that can rob them of their access to education. At ODE, we trust students to lead the way into an anti-racist future for us all. We are charged by our students to start the real work of repairing the damage of racial injustice, brutality, and hatred — in part, this means removing hate symbols from our schools. That means getting to the underlying roots that drive students to use hate speech and symbols. Statewide restrictions on use of hate symbols in schools are a necessary first step, but we also need positive, educational, and restorative measures to increase understanding, create spaces for dialogue, and promote intercultural and racial understanding. This is not easy or short-term work, and we look forward to providing guidance, updates, and opportunities for collaboration along the way."

Colt Gill, ODE Director

② Oregon Public Utility Commission Advances 'Impacted Communities Work Plan'

Over the last several months the Oregon Public Utility Commission (PUC) has taken on various activities outlined in the Impacted Communities Work Plan to engage, protect, and advance benefits to vulnerable communities. These activities have focused on advancing broader societal interests in climate change mitigation, social equity, and inclusion of underrepresented communities. Key items that have been undertaken include, but are not limited to:

- Recruitment and hiring of a new position to serve as the Diversity, Equity, and Inclusion Program Director to lead collaborative efforts with both the Environmental Justice Task Force and the Legislative Committee on Indian Services.

- Ongoing investigations and deliberative actions to assist Oregonians struggling with the economic impacts of the COVID-19 pandemic. The PUC and the Commission have worked with utilities (electric, gas, water, telecommunications) and stakeholders, particularly those representing vulnerable and unrepresented communities, to take actions needed to protect customers.

- Working with stakeholders on expanding the Low-Income Roundtable's authority to consider differential energy burden and other inequities of affordability in rates. A related bill, House Bill 2475 (2021) authorizes the PUC to consider differential energy burden and other inequities of affordability in rates.

- Engaging Oregon Housing and Community Services to initiate collaborative efforts to establish a plan for a public process to address and mitigate energy burdens and other inequities of affordability and environmental justice.

Ezell Watson III, Director of Diversity, Equity, and Inclusion, PUC
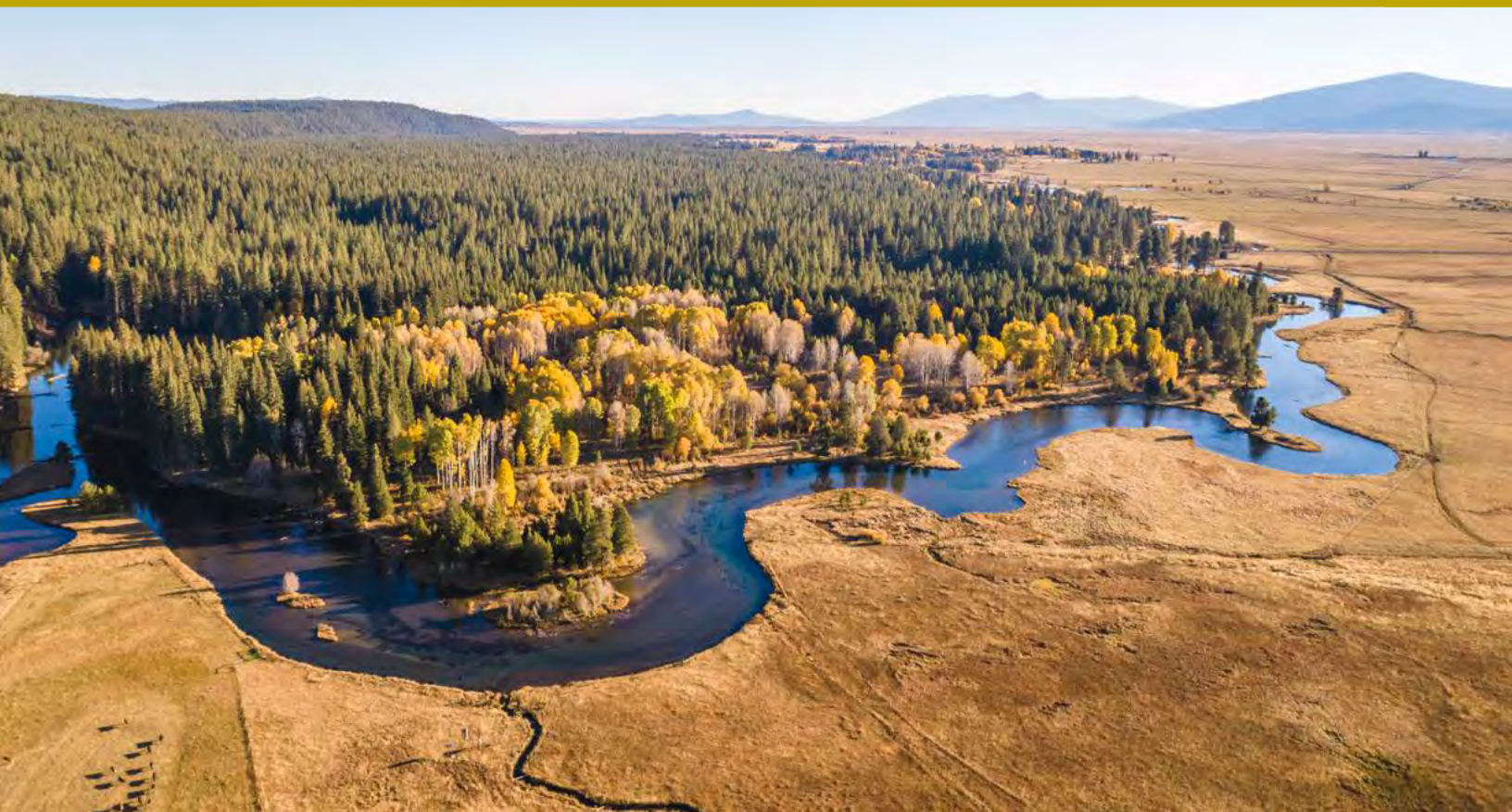
3   Oregon Youth Authority Takes a Systematic Approach to DEI

The Oregon Youth Authority (OYA) launched a DEI initiative to identify and eliminate racial and ethnic disparities in its system. To accomplish this, they have three high-level focus areas: (1) improving outcomes for marginalized youth, (2) diversifying the workforce, and (3) incorporating an equity lens into its infrastructure to eliminate inequities. They are addressing foundational questions like, "What in our infrastructure is creating systemic inequities?" and "What is the demographic diversity of staffing at our agency compared to the youth we serve?"

OYA is taking a systematic approach for their DEI change effort. They developed an organizational development process cycle that guides the phases of the initiative. They have done initial structural and cultural assessments, including staff and youth listening tours, which revealed both positive thoughts and experiences as well as disparities and agency culture improvement areas. As part of enhancing OYA's agency capacity they are committed to systemic change that is transformational and sustainable by developing an infrastructure that places equity at the forefront of decisions. More goals, approaches, and details are available on their website.

Dr. Andre Lockett, DEI Strategic Manager, OYA

4 Oregon Department of Transportation Builds Relationships through Engagement and Resources

The Oregon Department of Transportation (ODOT) is working to socialize equity and help people understand how racial equity is part of a larger system that includes everything from resource flows, policies, procedures, relationships, and other power dynamics. Last year, ODOT hired an Assistant Director for Social Equity and has since initiated a group of 53 social equity partners from different roles and parts of the state to talk together and receive information. They are building towards changing practices and procedures and building greater understanding of the problems to solve and how to fix them, as well as who has a say along the way.

Leadership level conversations are also happening once a month where administrators can share and ask for advice about how to keep moving. ODOT is also providing rollout tools and resources each month, as well as a social equity series in the form of an hour-long webinar about a range of topics.

Topics have included guilt, shame, resilience, unconscious bias, micro-aggression, and the power of language.

> *"This work can be hard in state government because there are so many layers. It requires holding contradictions and being able to make large shifts and changes by being patient in places we might not have otherwise. It's important to recognize that it's possible to do things completely differently. We can flip the script wherever possible. Different people have different abilities to make different kinds of change happen, and all of those small changes are part of the larger picture."*

Nikotris Perkins, ODOT Assistant Director for Social Equity

Racial Equity Actions in 2020 - 2021

The following list includes examples of racial equity actions (though it is not all inclusive).

- Created the *State of Oregon Equity Framework for COVID-19 Response and Recovery* to ensure that Oregon's under-resourced communities and communities of color are at the forefront of our recovery plan.

- Established the Office of Cultural Change within the Department of Administrative Services to guide state agencies and lead the enterprise-level effort to address Oregon's structural and institutional racism.

- Passed legislation in 2021 to permanently recognize Juneteenth as an official Oregon holiday.

- Diversified and strengthened the Enterprise Leadership Team, an advisory board to the Governor and Chief Operating Officer, through development of enterprise strategies that encompass all diversity, equity, and inclusion efforts in state government.

- Built state government's enterprise equity infrastructure through creation of new equity-focused positions in state agencies and resources to support and operationalize equity work.

- Instituted a Racial Justice Council (RJC) which recommended over $280 million in investments to begin the process of recognizing and undoing systemic racism in Oregon.

- Created the first RJC-led, anti-racist legislative agenda including a legislative bill to permanently institutionalize the Racial Justice Council.

- Committed to support immigration legal services and ensure that every Oregonian has access to legal representation.

- Created a Public Safety Training and Standards Task Force to recommend improvements to the training and certification of Oregon law enforcement officers.

- Requested that the Oregon Department of Education create the Every Student Belongs policy prohibiting the display of hate symbols in schools.

- Invested more than $20 million to undo redlining to help provide a pathway to homeownership for communities of color, as well as adding co-op and land trust models.

Oregon's History

Just as agencies are expected to learn and know the harms and inequities in Oregon's policies and practice, this plan acknowledges and makes visible many historic instances of oppression and violence in our state, specifically based on race and ethnicity.

The below timeline of Oregon's history illustrates some, but not all, statewide and federal policies and actions perpetuating racial inequities.

Year	Policies and Actions Perpetuating Racial Inequities
1790	**Naturalization Act:** This act prohibited non-whites from accessing U.S. citizenship by limiting it to white immigrants (primarily from Western Europe) who had resided in the U.S. at least two years and with children under 21 years of age. The act also granted citizenship to children born to U.S. citizens while abroad.
1844	**Exclusion:** The first Black exclusion law in Oregon, adopted in 1844 by the Provisional Government, mandated that Blacks attempting to settle in Oregon would be publicly whipped — thirty-nine lashes, repeated every six months — until they departed.
1855	**Statehood:** After the gold strikes in southern Oregon, pro-slavery forces advocated forming a new state in southern Oregon and northern California. It failed when Californians rejected the idea of reducing the size of their state.
1856	Rogue River Indian Wars ended with the surviving Native Americans sent to two newly created reservations: the Siletz and the Grand Ronde.
1857	**State Constitution:** The Oregon constitution, adopted in 1857, banned slavery but also excluded Blacks from legal residence, owning property, making contracts, voting, or using the legal system.
1859	Like earlier exclusion laws, the constitutional slavery ban adopted in 1857 took effect when Oregon became a state in 1859. It was not retroactive, which meant that it did not apply to Black people who were legally in Oregon before the ban was adopted.

Year	Policies and Actions Perpetuating Racial Inequities
1862	**Color Tax:** Oregon adopted a law requiring all residents who were Black, Chinese, Hawaiian (Kanakas), and Mulatto (an archaic term referring to people of mixed ethnic heritage) to pay an annual tax of $5. If they could not pay this tax, the law empowered the state to press them into service maintaining state roads for 50 cents a day. Also, interracial marriages were banned in Oregon. It was against the law for whites to marry anyone who was one-fourth or more Black.
1866	**Miscegenation:** Oregon banned all interracial marriages, extending the 1862 law to prevent whites from marrying anyone who was one-fourth or more Chinese, or Hawaiian, and one-half or more Native American. It was previously illegal for white and Black people to marry.
1867	**School Segregation:** Even though the total Black population in Oregon in the 1860s numbered 128, Portland assigned Black and Mulatto children to a segregated school.
1868	**No Citizenship:** The Oregon Legislature rescinded the state's ratification of the Fourteenth Amendment, endowing African Americans with citizenship — this despite the fact that the amendment had just become federal law.
1875	**Page Act:** This law prohibited the importation of unfree laborers and women brought for "immoral purposes." It was enforced primarily against Chinese due to anti-Chinese xenophobia around the U.S. as an early effort to restrict Asian immigration via select categories of persons whose labor was perceived as immoral or coerced.
1877	**Military Action:** The Nez Perce Tribe clashed with the U.S. Army in their Wallowa homeland in northeast Oregon. Chief Joseph and his people refused to go to a reservation. Instead, Chief Joseph tried to lead 800 of his people to Canada and freedom.
1879	Chemawa Indian Boarding School opened in Salem, Oregon as the third such boarding school in the nation. These schools were designed to assimilate Indian children into white culture and teach them vocational skills. Students were prohibited from speaking their Tribal languages or practicing any of their traditional customs or culture.

Year	Policies and Actions Perpetuating Racial Inequities
1880	By this date, the U.S. government had forced most Indigenous and Native people of the Northwest onto reservations.
1882	**Chinese Exclusion Acts:** Due to anti-Chinese xenophobia and bigotry, the federal government passed a 10-year moratorium on Chinese labor immigration, which was renewed in 1892 for another 10 years as part of the Geary Act. Chinese Americans already in the country challenged the constitutionality of the discriminatory acts, but the federal government did not listen. The exclusion law was made permanent in 1902 with added restrictions requiring Chinese residents to register and obtain a certificate of residence, or else face deportation. In China, merchants organized an anti-American boycott in 1905, which the American government pressured the Chinese government to suppress. The Chinese Exclusion Acts were not repealed until 1943.
1887	**Violence and Intimidation:** Of the many acts of intimidation and violence committed against early Chinese immigrants in the American West, one of the most brutal occurred at Deep Creek on the Oregon side of the Snake River in Hells Canyon. In May 1887 as many as 34 Chinese gold miners were ambushed and murdered for their gold by a gang of horse thieves and schoolboys in Wallowa County. Of the six men indicted: Three men fled and were never caught, and three others were declared innocent by a jury on September 1, 1888. No one was found guilty of the crime.
1919	**Redlining:** Portland Board of Realty approved a "Code of Ethics" prohibiting realtors and bankers from selling property in white neighborhoods to people of color or providing mortgages for such purchases.
1923	**Alien Land Laws:** There was growing hostility towards Asian farmers, most notably Japanese farmers in the Hood River Valley. The Oregon Legislature, dominated by members of the Klan, passed a number of restrictive laws. The Alien Land Law prevented first generation Japanese Americans from owning or leasing land. The Oregon Business Restriction Law allowed cities to refuse business licenses to first generation Japanese Americans. Alien land laws grew in popularity in the West, even in states with very small, isolated Asian populations.

Year	Policies and Actions Perpetuating Racial Inequities
1934	**Non-unanimous Jury Verdicts:** Oregon voters amended their constitution to allow for non-unanimous jury verdicts in criminal cases. Its intent was to weaken the influence of non-white jurors.
1935	**Segregation:** Oregon law officially segregated Mexican students on the basis of being of "Indian" descent. It made clear to exempt "White Mexicans" those fair-skinned descendants of the Spaniards who do not have "Indian blood."
1937-1945	Oregon passed a number of laws restricting Indians, mostly concerning the possession of alcohol.
1942	**WWII:** Japanese Americans started to lose their homes, livelihoods and freedom, and were forced to report to a facility to be relocated to inland internment camps for the duration of WWII. **The Oregon Plan:** In May 1942, Malheur County became the site of the first seasonal farm labor camp where internees went on leave from internment camps to work in the sugar beet fields. Numerous Japanese Americans remained in Malheur County after an order excluding them from the West Coast was lifted in January 1945, and remained in Malheur to build a sizeable Japanese American community in Ontario and Nyssa to this day.
1945	The Oregon House of Representatives passed a Joint Memorial calling on President Roosevelt to prevent the return of Japanese Americans "for the duration of the present war with Japan."
1948	**Redlining:** Oregon realtors followed the "National Realtors Code" (based on an earlier state law) that proclaimed that a realtor shall never introduce into a neighborhood members of any race or nationality whose presence will be detrimental to property values." This practice continued until the 1960s, when the civil rights movement led to the Fair Housing Act and later, in 1977, to the Community Reinvestment Act, when the federal government began to address these racist wrongs. "But even then, communities of color – particularly African Americans – continued to be displaced as investments in urban renewal and community plans resulted in gentrification, which still occurs today."

Year	Policies and Actions Perpetuating Racial Inequities
1954	**Treaty Termination:** Congress terminated federal aid granted by treaties with 109 tribes, dissolving the Klamath, Grand Ronde, and Siletz reservations and sanctioning the selling of their Tribal lands. Tribes lost control of their land and water rights, oil, and other natural resources. The Secretary of the Interior was a former Oregon governor.
1981	Two police officers dumped dead opossums at an African American-owned restaurant in Portland. The incident evoked ugly KKK imagery and touched off one of the most contentious disputes between police, city government, and the public. As a result, a citizen's committee to review police actions in Portland was created.
1994	Measure 11 was passed by Oregon voters to establish mandatory minimum sentencing for several crimes; it was reaffirmed in 2000.
2008	**Oregon Driver's License Bill:** SB 1080 was passed requiring all applicants for Oregon driver licenses, instruction permits, or identification cards to provide acceptable proof of U.S. citizenship or lawful presence in the country. This bill created significant hurdles for Oregonians, including citizens, to obtain driver license or identification cards.
2014	**Measure 88 Defeated:** The Oregon Alternative Driver Licenses Referendum subjected Senate Bill 833 to a popular vote through Measure 88. If it had been upheld, SB 833/M88 would have made 4-year driver licenses available to those who cannot prove legal presence in the United States. The campaign opposed to the referendum was managed by Oregonians for Immigration Reform, an anti-immigrants' group in the state, as well as Protect Oregon Driver Licenses.

See footnote for Oregon's History Timeline sources.[24]

24   Sources:
     https://www.osba.org/~/media/Files/Event%20Materials/AC/2009/101_History%20 of%20Race%20in%20Oregon.pdf
     https://www.oregonencyclopedia.org/media/ uploads/Oregon_History_101_Timeline_12-1-14.pdf
     https://sos.oregon.gov/archives/exhibits/black-history/Pages/default.aspx
     https://oregonencyclopedia.org/articles/blacks_in_oregon/
     https://immigrationhistory.org/item/page-act/
     https://history.state.gov/milestones/1866-1898/chinese-immigration
     https://www.oregonlive.com/portland/2014/08/roots_of_gentrification_how_19.html

Appendix I: Racial Equity Toolkit

Section 1. Racial Equity Budget Impact Statement Worksheet

Advancing racial equity in Oregon will take foundational reform. Racial disparities persist across key indicators of success including health, education, housing, and economic opportunity amongst others. A budget is a moral document, a statement of our state's priorities and a critical opportunity to advance racial equity. The Racial Equity Assessment Worksheet serves as a tool to apply a racial equity lens to the budget development process and assess how programs benefit and/or burden Tribal/Native American, Black/ African American, Latino/a/x, Asian, Pacific Islander, Arab/Middle Eastern/North African, Immigrant, and Refugee communities. The worksheet questions serve as a tool to deepen agencies' racial equity impact assessment for the programs (budgets) in consideration.

Step 1. Set Equity Outcomes and Define Impact

1. Does your agency have an Equity Strategic Plan? *(Please circle response)*   Yes / No

    If so, what does your agency define as the most important equitable community outcomes related to the investment or program?

2. What is the program under consideration?

3. Which racial equity opportunity areas will the program primarily impact? *(Check all that apply)*

    ☐ Criminal Justice Reform and Police Accountability

    ☐ Economic Opportunity

    ☐ Education

    ☐ Environmental Justice/Natural Resources

      ☐ Health Equity

      ☐ Housing and Homelessness

      ☐ Jobs/Employment

      ☐ Other

    Are there impacts on:

    ☐ Contract/Procurement Equity

    ☐ Culturally Specific Programs and Services

    ☐ Immigrant and Refugee Access to Services

    ☐ Inclusive Communications and Outreach

    ☐ Workforce Equity

      ☐ Other:_____

    Please explain your selection:

4. What are the desired results and outcomes with this program?

Step 2. Analyze Data

5. Does the program have different impacts within different geographic areas?
    (Please circle response)   Yes / No

6. What are the racial demographics of those living in the area or impacted by the program?

7. How are you collecting, reviewing, and analyzing demographic data to inform program decisions?

8. How are you notifying and educating constituents in the collection of this data and how it will be used?

9. How is demographic data being woven into program decision-making? Will this data, or a version of this data, be incorporated into the agency's open data efforts, so that constituents may view and understand this dataset?

Step 3. Determine Benefit and/or Burden

10. Who benefits from the program, both directly and indirectly?

11. Who will be burdened from the proposal?

12. How does the program increase or decrease racial equity? Does the program have potential unintended racial equity consequences? What benefits may result?

Section 2. Guiding Questions to Operationalize Racial Equity

Below are some guiding questions to apply the DEI Action Plan strategies in all development and implementation State of Oregon's policy, practice, budget, program and service decisions.

Inclusive Communications

1. How do we ensure our communications and messaging are getting to all Oregonians?

2. Who are the communities being left behind and how do we connect with those communities? What processes are in place for:
   - ☐ Translating and interpreting agency communications?
   - ☐ Ensuring that ADA requirements are met or exceeded?
   - ☐ Communicating with people who may be unable to read, lack access to the internet, and/or need information through alternate media?
   - ☐ Working with trusted messengers and local leaders to communicate with communities?
   - ☐ Seeking early input to inform the development of communications materials?

Data Collection and Data-informed Decision-Making

1. Are we collecting, reviewing, and analyzing demographic data to inform mitigation measures, communication strategies, and targeted investments?

2. How are these data being woven into decision making?

3. Who is interpreting the data?

4. Is the data being used to impact systems rather than define people?

5. Was there a community engagement or other outreach process in the creation of this data system, collection methodology, or standard?

6. Will this data be made publicly available as open data to support the state's vision for transparency?

Community-Informed Policy and Partnerships

1. How are we ensuring we have representation of voices across race, ethnicity, culture, color, Tribal membership, disability, gender, gender identity, marital status, national origin, age, religion, sexual orientation, socio-economic status, veteran status, and immigration status? And geographically?

2. What are the ways we engage agency equity leaders and communities in decision-making currently?

3. Whose voices and perspectives are not at the table? Why?

4. What can we do to ensure they are part of our decision-making process?

5. What are the barriers that keep communities from participating in decision-making?

6. How are we ensuring that we provide access to and address the needs of:

   - Language?

   - Technology?

   - Physical accessibility?

   - Adequate support and preparation?

   - Financial support?

Resource Allocation and Accessibility

1. How are we ensuring that forms of response/relief/benefit/resource/budget allocation are:

   - Going directly to the communities who need it?

   - Accessible regardless of disability or status?

   - Accessible regardless of language?

   - Compliant with the ADA requirements?

   - Accessible regardless of access to technology?

   - Supporting, consulting, and/or partnering with tribes?

   - Accessible regardless of geographic location including rural Oregonians?

   - Being prioritized for communities already living on the margins (e.g., older adults, gender, ethnic, and racial minorities, immigration status, socio-economic status)?

2. Are we using strategies that are culturally specific and responsive to address the distinct needs of Oregonians? If not, what resources or community partners can we consult with to develop culturally specific and responsive strategies?

3. Are our programs and services providing reasonable accommodations in compliance with the ADA to Oregonians? If not, what resources or partners can we consult with to develop strategies to better support people with disabilities?

Evaluation

1. What measurable outcomes are most important to our historically and currently underserved communities?

2. How will impacts be documented and evaluated?

3. How will our communities participate in the evaluation process?

4. Are we achieving the anticipated outcomes?

5. Are we having measurable impact in the communities?

6. How are we consistently communicating our efforts with our communities and demonstrating our results?

7. How do we collect and respond to feedback?

8. How do we use these results to continually reevaluate and improve our efforts?

9. How are we ensuring these partnerships do not exploit the communities we seek to engage?

10. How will we operationalize equity and create accountability systems?

11. How will we ensure adequate capacity to implement strategies as outlined?

Appendix II: Diversity, Equity, and Inclusion Glossary of Concepts

Accessibility: The extent to which a space is readily approachable and usable by people with disabilities. A space can be described as:

- Physical or literal space, such as a facility, website, conference room, office, or bathroom
- Figurative space, such as a conversation or activity
- Digital space, such as a website

Anti-Black Racism: Any attitude, behavior, practice, or policy that explicitly or implicitly reflects the belief that Black people are inferior to another racial group. Anti-Black racism is reflected in interpersonal, institutional, and structural levels of racism.

Anti-Racism: Active process of identifying and challenging racism, by changing systems, organizational structures, policies and practices, and attitudes, to redistribute power in an equitable manner.

Colonialism: Colonialism is a practice of subjugation and economic exploitation of one people over another, through political and economic control, often involving extraction of resources and/or removal of people from an existing place.[25]

Color-Blind Racial Ideology: The belief that people should be regarded and treated as equally as possible, without regard to race or ethnicity. While a color-blind racial ideology may seem to be a pathway to achieve equity, in reality it ignores the manifestations of racist and discriminatory laws and policies which preserve the ongoing processes that maintain racial and ethnic stratification in social institutions.

Cultural Humility: When one maintains an interpersonal stance that is open to individuals and communities of varying cultures, in relation to aspects of the cultural identity most important to the person. Cultural humility can include a life-long commitment to self-critique about differences in culture and a commitment to be aware of and actively mitigate power imbalances between cultures.

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, gender expression, socioeconomic class, sexual orientation, physical or mental ability, religion, citizenship status, a combination of those identified, and/or other categories. *Also refer to Racism.*

Diversity: Honoring and including people of different backgrounds, identities, and experiences collectively and as individuals. It emphasizes the need for sharing power and increasing representation of communities that are systemically underrepresented and under-resourced. These differences are strengths that maximize the state's competitive advantage through innovation, effectiveness, and adaptability.

Equality: The effort to treat everyone the same or to ensure that everyone has access to the same opportunities. However, only working to achieve equality ignores historical and structural factors that benefit some social groups and disadvantages other social groups in ways that create differential starting points. *Also refer to Racial Equity; Justice.*

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25   https://plato.stanford.edu/entries/colonialism/

Equity: Equity acknowledges that not all people, or all communities, are starting from the same place due to historic and current systems of oppression. Equity is the effort to provide different levels of support based on an individual's or group's needs in order to achieve fairness in outcomes. Equity actionably empowers communities most impacted by systemic oppression and requires the redistribution of resources, power, and opportunity to those communities.

Gender Pronoun: The term one uses to identify themselves in place of their name (i.e. ze/hir/hirs, ey/em/eirs, they/them/theirs, she/her/hers, he/him/his, etc.).The use of the specific gender pronoun identified by each individual should be respected and should not be regarded as optional.

Implicit Bias: A belief or attitude that affects our understanding, decision, and actions, and that exists without our conscious awareness.

Inclusion: A state of belonging when persons of different backgrounds, experiences, and identities are valued, integrated, and welcomed equitably as decision-makers, collaborators, and colleagues. Ultimately, inclusion is the environment that organizations create to allow these differences to thrive.

Individual Racism: This type of racism, often unknowingly, rests within individuals and comprises our private beliefs and biases about race and racism. Such ideas are influenced and shaped by the larger culture that surrounds us and can take many different forms including: prejudice towards others of a different race; internalized oppression — the negative beliefs about oneself by people of color; or internalized privilege —beliefs about superiority or entitlement by white people.

Interpersonal Racism: This is the form of racism that people most often think of – a set of intentionally harmful, extremist actions and behaviors executed by specific persons against other individual people. This is the bias that occurs when individuals interact with others and their personal racial beliefs affect their public interactions.

Institutional Racism: As the name suggests, this form of racism occurs within institutions and reinforces systems of power. It is often more difficult to name or witness because it is more deeply embedded in practices and policies, often presenting as a norm. Institutional racism refers to the discriminatory policies and practices of particular institutions (schools, workplaces, etc.) that routinely cause racially inequitable outcomes for people of color and advantages for white people. Individuals within institutions take on the power of the institution when they reinforce racial inequities.

Intersectionality: Coined by Professor Kimberlé Crenshaw in 1989, this term describes the ways in which race, class, gender, and other aspects of our identity, "intersect" with one of another, overlap, intersect, and interact, informing the way in which individuals simultaneously experience oppression and privilege in their daily lives interpersonally and systemically. Intersectionality promotes the idea that aspects of our identity do not work in a silo. Intersectionality, then, provides a basis for understanding how these individual identity markers work with one another.

Justice: The process required to move us from an unfair, unequal, or inequitable state to one which is fair, equal, or equitable, depending on the specific content. Justice is a transformative practice that relies on the entire community to respond to past and current harm when it occurs in society. Through justice, we seek a proactive enforcement of policies, practices, and attitudes that produce equitable access, opportunities, treatment, and outcomes for all regardless of the various identities that one holds.

Oppression: A system of supremacy and discrimination for the benefit of a limited dominant class that perpetuates itself through differential treatment, ideological domination, and institutional control. Oppression reflects the inequitable distribution of current and historical structural and institutional power, where a socially constructed binary of a "dominant group" horde power, wealth, and resources at the detriment of the many. This creates a lack of access, opportunity, safety, security, and resources for non-dominant populations.

Prejudice: A preconceived opinion or assumption about something or someone rooted in stereotypes, rather than reason or fact, leading to unfavorable bias or hostility toward another person or group of people. Literally a "pre-judgment."

Racial Disparity: An unequal outcome one racial group experiences as compared to the outcome for another racial group.

Racial Disproportionality: The underrepresentation or overrepresentation of a racial or ethnic group at a particular decision point, event, or circumstance, in comparison to the group's percentage in the total population.

Racial Equity: Closing the gaps so that race can no longer predict any person's success, which simultaneously improves outcomes for all. To achieve racial equity, we must transform our institutions and structures to create systems that provide the infrastructure for communities to thrive. This commitment requires a paradigm shift on our path to recovery through the intentional integration of racial equity in every decision.

Racial Justice: The proactive process of reinforcing and establishing cement of policies, practices, attitudes, and actions that produce equitable power, access, opportunities, treatment, impacts, and outcomes for all individuals and groups impacted by racism. The goal, however, is not only the eradication of racism, but also the presence of deliberate social systems and structures that sustain racial equity through proactive and preventative measures. *Also refer to Social Justice; Anti-Racism.*

Racial Microaggression: Commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate or imply hostile or derogatory racial slights and insults toward people of color (e.g. asking a person of color "How did you get your job?" to imply they are not qualified).

Racism: The systematic subjugation of members of targeted racial groups, who hold less socio-political power and/or are racialized as non-white,

as means to uphold white supremacy. Racism differs from prejudice, hatred, or discrimination because it requires one racial group to have systematic power and superiority over other groups in society. Often, racism is supported and maintained, both implicitly and explicitly, by institutional structures and policies, cultural norms and values, and individual behaviors.

Restorative Justice: A theory of justice that emphasizes repairing harm by having the parties decide together in order to cause fundamental changes in people, relationships, and communities.[26]

Social Justice: A process, not an outcome, which (1) seeks fair (re)distribution of resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to exercise self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action.

Structural Racism: Distinct but related to institutional racism, structural racism refers to how racial bias among institutions work together — intentionally or not — to disenfranchise people of color and create disparate outcomes. This involves the cumulative and compounding effects of an array of societal factors, including the history, culture, ideology, and interactions of institutions and policies that systematically privilege white people and disadvantage people of color. The effects of structural racism are hard to pinpoint because they are cumulative and pervasive.

Systems of Oppression: The ways in which history, culture, ideology, public policies, institutional practices, and personal behaviors and beliefs interact to maintain a hierarchy — based on race, class, gender, sexuality, and/or other group identities — that allows the privileges associated with the dominant group and the disadvantages associated with the targeted group to endure and adapt over time.

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26   http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/#sthash.srZPQNYl.dpbs

Systems Reform or Systems Change: A process designed to address the root causes of social problems and fundamentally alter the components and structures that perpetuate them in public systems (i.e. education system, child welfare system, etc.).

Targeted Universalism: Setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal.

White Privilege: The unearned power and advantages that benefit people just by virtue of being white or being perceived as white.

Xenophobia: Any attitude, behavior, practice, or policy that explicitly or implicitly reflects the belief that immigrants are inferior to the dominant group of people. Xenophobia is reflected in interpersonal, institutional, and systemic levels of oppression and is a function of white supremacy.

Note: The foundation of this glossary is from the Center for the Study of Social Policy (CSSP) with some relevant additions. This glossary may be adapted over time to create shared language for concepts related to diversity, equity, inclusion and racial equity. View the CSSP glossary here: https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf

Appendix III: Inclusive Language for Oregon's Diverse Communities

Specific and careful use of language respects and honors our diverse communities in Oregon. The following are examples of supportive and affirming language in reference to diverse communities in Oregon. When possible try to name the specific community you are addressing.

A recent definition of Oregon's historically and currently underserved communities include Oregonians who are:

Native Americans, members of Oregon's nine federally recognized tribes, American Indians, Alaska Natives; Black, Africans, African Americans; Latino/a/x, Hispanic; Asian, Pacific Islanders; Arab/Middle Eastern/North Africans; immigrants, refugees, asylum seekers; undocumented persons, DACA, "Dreamers"; linguistically diverse; people with disabilities; LGBTQ+; aging/older adults; economically disadvantaged; farmworkers, migrant workers.

Recommended language:

- Native American, American Indian, Tribal member, Black, African American, Latino/a/x, Asian, Arab/Middle Eastern/North African, Pacific Islander

- Linguistically diverse populations, English Language Learner (ELL), people with limited English proficiency (LEP)

- People/individuals with disabilities

- Historically and currently underserved and under-resourced populations

- Diverse community stakeholders; communities of color

- Taking active measures against discrimination, racism, xenophobia, stigmatization, violence, and hate crimes and protecting civil rights for all Oregonians

Avoid using:

Note that policies, statistical data, and categories may still use these words, which may require that state agencies often have to use them. However, when the opportunity presents itself, especially in writing that offers flexibility, please update applicable documents. More guidance is available from the Opportunity Agenda on these and other current recommendations: https://www.opportunityagenda.org/explore/resources-publications/social-justice-phrase-guide.

- "Minority" - The term "minority" is not accurate when describing non-white communities. Accurate phrases depend on the context or the group. Appropriate terminology could include: communities of color, underserved communities, under-resourced, oppressed, underprivileged, or even emerging majority when referencing statistics and data. https://nahj.org/2020/08/04/nahj-asks-newsrooms-to-drop-the-use-of-minority/

- "Illegal" - Using "illegal" to describe a person is offensive and inaccurate. According to Race Forward, "the terms 'illegal immigrant' and 'illegal alien' are inaccurate by legal and journalistic standards." Instead, utilize the term undocumented person or immigrant. https://www.raceforward.org/sites/default/files/DTIW_Stylebook.pdf

- "Turn a deaf ear," "turning a blind eye," or "the blind leading the blind." Avoid idioms that cast a negative connotation on people's physical abilities. Instead, use terms that go straight to your point, like "ignoring," "insensitive," "misguided."[27]

- "Pow-wow." A pow-wow is an inter-Tribal social gathering with ceremonial elements. Many tribes and Native organizations hold them on a regular basis. It is not appropriate to use this term out of context to refer to a meeting or a quick chat or conversation because it trivializes the significance of these gatherings. Instead, try "chat," "brief conversation," "quick talk."[28]

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27   https://www.opportunityagenda.org/explore/resources-publications/social-justice-phrase-guide
28   https://www.opportunityagenda.org/explore/resources-publications/social-justice-phrase-guide

Appendix IV: Resources

Additional resources compiled by the Governor's Office of Diversity, Equity, and Inclusion and the DAS Office of Cultural Change.

Racial Justice

https://www.oregon.gov/gov/policy/Documents/racial-justice-resources.pdf

Equity toolkits

Racial Equity Toolkit: An Opportunity to Operationalize Equity, Government Alliance on Race and Equity (GARE): https://www.racialequityalliance.org/wp-content/uploads/2015/10/GARE-Racial_Equity_Toolkit.pdf

Racial Equity Impact Assessment Toolkit, Race Forward: https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf

Results-Based Accountability Implementation Guide: http://raguide.org/

Putting Equity at the Forefront: State of Oregon Agency Strategic Plan

Oregon Housing and Community Services Statewide Housing Plan 2019-2021: https://www.oregon.gov/ohcs/Documents/swhp/swhp-executive-Summary.pdf

National and local organizations:

Haywood Burns Institute: https://burnsinstitute.org/

Migration Policy Institute: https://www.migrationpolicy.org/

National Equity Atlas: https://nationalequityatlas.org/

Oregon ADA toolkit: https://www.oregon.gov/das/HR/Pages/ADA.aspx

Oregon State University DEI Land Acknowledgement: https://outdoorschool.oregonstate.edu/equity-diversity-and-inclusion/land-acknowledgements

Oregon State University Land Acknowledgement: https://diversity.oregonstate.edu/feature-story/land-acknowledgement

Othering and Belonging Institute: https://belonging.berkeley.edu/

PolicyLink: https://www.policylink.org/

Race Forward: https://www.raceforward.org/

U.S. Department of Justice: A *guide to Disability Rights Laws.* https://www.ada.gov/cguide.htm

U.S. Department of Justice: *ADA Update: A Primer for State and Local Governments.* https://www.ada.gov/regs2010/titleII_2010/title_ii_primer.html

The *State of Oregon Diversity, Equity, and Inclusion Action Plan* is the culmination of the expertise and insight of many individuals, including staff in the Office of Governor Kate Brown, state agency directors, state equity leaders, community partners and the Diversity, Equity, and Inclusion subcommittee of the Enterprise Leadership Team to advance equity in state government. *The Diversity, Equity, and Inclusion Action Plan* would not have been made possible without the support of so many committed leaders and champions.

Thank you.
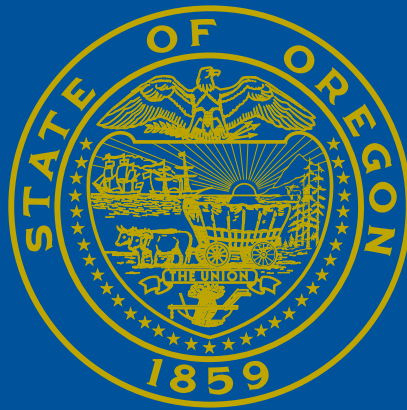
Office of Governor Kate Brown

900 Court St NE, Suite 254
Salem, Oregon 97301

August 2021

LANE COUNTY EQUITY LENS TOOLKIT

Updated August '22

Adapted from Ottawa Equity Lens Handbook

LANE COUNTY
OREGON

TABLE OF CONTENTS

Evaluation-COMING SOON

LANE COUNTY BOARD OF COMMISSIONERS

Joe Berney
Jay Bozievich
Heather Buch
Pat Farr
Laurie Trieger

May 24, 2022

A Message from the Lane County Board of County Commissioners

These are challenging times we live in. From COVID-19 to the Holiday Farm Fire in the McKenzie area and many other adversities, many people have been negatively impacted. There are people and groups in our communities that face systemic oppression which results in outsized inequities and disparities in many areas, from economic health to education to health care and even death rates. For example, it is well documented that residents of high poverty neighborhoods have more health problems, more difficulty accessing quality healthcare, and a reduced overall life expectancy.

The Lane County Board of Commissioners is excited to share with you the launch of Lane County's *Equity Lens*. We believe that the Lens will become an important decision-making tool that can improve the work of elected officials, staff and advisory bodies. It can, in short, meet the County's purpose of improving lives. We must take full advantage of the opportunity that this tool provides to make better, more inclusive decisions and to ensure the County is working for ALL who are here.

The *Equity Lens* was developed by an interdepartmental work group in partnership with the County's Equity and Access Advisory Board. This tool will give a consistent and coherent equity focus to the County's decision making by encouraging all of us to ask and answer a few direct and valuable questions.

By applying the Lens to our work we will:

- generate better solutions by incorporating diverse perspectives and being deliberately inclusive of systemically under-served and marginalized populations – particularly communities of color;
- take positive steps to identify and remove systemic barriers, promote inclusion and community engagement by expanding access to resources and services, and empower people; and
- create a more positive and respectful work environment by increasing awareness and understanding of diverse peoples and cultures.

Lane County has an opportunity to further diversity, inclusion, and equity by making meaningful and substantive changes to policies, processes, and decision-making. As leaders, staff, and residents of Lane County, we have the power and the responsibility to center racial equity and promote better conditions and opportunities for everyone.

We should all make the Lens a part of our daily work and make a new reality of systemic vitality and sustainable change. Let's take the next step together to make Lane County a great place to live, work and play – for all of Lane County's people and communities.

Sincerely,

Pat Farr, Chair
Lane County Board of Commissioners

EQUITY IN LANE COUNTY

A Message from the Lane County Administrator

Since early 2020, Lane County has faced unprecedented challenges, from a pandemic, devastating wildfires, and racial reckoning. In the face of these adversities, the employees of Lane County have shown great flexibility, resilience and innovation. These challenges have crystallized the need for an equity and racial justice focus in our community. For far too long, systemic and organizational policies have had an outsized impact on marginalized and disadvantaged people, especially communities of color. We recognize that the creation and perpetuation of racial inequities has existed in American government throughout its history, and that racial inequities across all indicators for success are deep and pervasive. It is time to further our work in racial equity by transforming our policies and processes so that they work for the benefit of all.

We are excited to share with you the launch of Lane County's *Equity Lens*. I want to thank the interdepartmental work group that created this tool, as well as the Equity and Access Advisory Board that has contributed to the work. We believe this Lens will become an important decision-making tool that will give a consistent and coherent equity focus and will improve our strategic and tactical decisions and work.

Our goal is to build new habits in our decision-making processes. By asking the important questions that the Equity Lens orients us toward we will become more agile in being inclusive as a community and help us bring our core values of Equity & Respect to brighter light.

What does this mean for you as an employee?
- The Equity Lens is an evolving tool, it will change as we learn from its use and impact.
- We ask that you provide continuous and transparent feedback as part of the process.
- Lane County is developing a more inclusive and equitable culture. This means re-learning the vocabulary we use to talk about organizational change and increasing our awareness of different peoples and cultures.
- The Equity Lens creates a collective pause to use the Equity Lens to consciously reflect on including other perspectives in the decision-making process.

Using an Equity Lens is critical to address all areas of marginalization. As we become more inclusive, we make more effective decisions that benefit everyone and we do a better job of serving all people in Lane County.

Thank you, in advance, for being diligent in applying an Equity Lens to our work. We look forward to advancing our goals and building a more equitable and inclusive culture.

Steve Mokrohisky,

Lane County Administrator

CONTEXT ON THE EQUITY LENS TOOLKIT

Why an Equity Lens?

The Equity Program, alongside many other Lane County partners and committees, has developed this tool as one of our levers to better live out our core value of Equity & Respect and to support our work of improving lives. We know intuitively that equity matters, and we know that as Lane County Government we must do better to ensure that our work, in process and product, mirrors the aspirations that we have for our community.

The Equity Lens is like a pair of glasses. It helps us see things from a new perspective. It helps us be more effective in our everyday work by getting a clearer focus and more complete view. This way, we strive for the full inclusion and participation of all residents and employees so that everyone benefits from a vibrant community. We are all socialized beings with socialized beliefs, and these schemas can sometimes get in our way of seeing a complete picture.

Research shows that companies that value diversity, equity and inclusion are stronger than those that don't tap into their peoples' potential. "Diverse teams are more innovative and make better decisions, and diverse companies have better shareholder returns," according to the study Unrealized Impact.

Another study conducted by McKinsey & Company in partnership with The Society for Human Research Management (SHRM), evaluated the performance of companies with different levels of workplace diversity. They found that companies that exhibit gender, ethnic diversity are, respectively, 15 percent and 35 percent more likely to outperform less diverse peers. The same study found that organizations with more racial and gender diversity bring in more sales revenue, more customers and higher profits." Studies on neurodiversity by Hult Research show that neurodiverse people bring new perspectives to a company's efforts to create or recognize value.

We believe the Equity Lens is a powerful tool that can help us change habits that have not served us and our communities. With use and practice, we can transform our work and our impact on the community.

CONTEXT ON THE EQUITY LENS TOOLKIT

What is this toolkit?

WHAT IT IS	**WHAT IT ISN'T**
A framework for thinking about what equity is and why.	Rote process of one-size fits all.
A set of tools, strategies, practices and processes to operate more equitably in our work.	An approach that will solve all of our equity dilemmas.
It is an evolving resource.	Something we do without considering our context and our people.

What does it mean to apply an equity lens?

To apply an Equity Lens means we get a pause in time, and most importantly a pause in the process to help us be more inclusive in practice. It can involve a set of questions to prompt our thinking and to shift our process.

In what contexts should we apply an Equity Lens?

An Equity Lens is most important with actions and decisions that have a major impact either internally or externally. There are many contexts in which we can apply an equity lens. Here are five that we are making a particular commitment to in our work at Lane County.

EQUITY LENS TOOLKIT

The Equity Lens Toolkit at a glance:

- Planning through an equity lens
- Creating a culture of belonging through an equity lens
- Leading through an equity lens
- Using data through an equity lens
- Learning through an equity lens
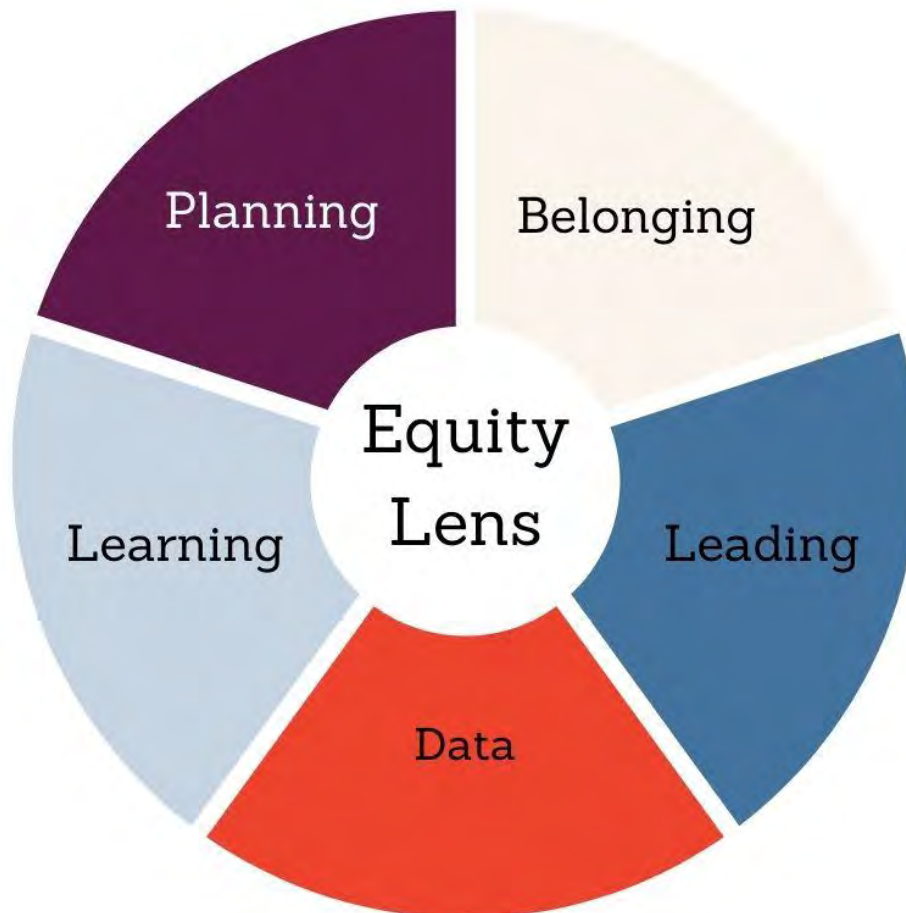
This toolkit is a compilation of knowledge, processes and practices that can help us apply an equity lens to each of these five areas of focus.

What does it mean to apply an equity lens to each of these five areas of focus?

PLANNING

Every one of us develops projects, events, and ideas in our work; and these plans become processes and products that together create the government system we all function within. How can we ensure the systems we create are equitable and inclusive? How can we develop ideas that are innovative and in service of the people we seek to serve?

When we plan through an equity lens, we insist on consistently bringing diverse voices to the decision-making table for every project we lead. In particular, we focus on engaging those who are most directly impacted by our work. By doing this, we are able to design products, processes, services, and initiatives that realize greater equity in our communities.

BELONGING

In our work each of us is responsible for bringing other people together to collaborate. Effective collaboration not only requires us to convene the right people around the table; it also requires us to create intentional cultures that help people feel both confident and safe enough to share their ideas and influence change. In other words, it requires us to not just create cultures of inclusion, but cultures of belonging.

When we create a culture of belonging we prioritize understanding and responding to the physical, emotional and relational needs of people in addition to and sometimes before attending to the needs of the work. For example, if we are facilitating a meeting and we realize that an idea is not landing with our audience, instead of pressing forward, we might pause and learn how we can more effectively communicate our ideas. If we are convening a group of stakeholders who don't know each other, instead of launching immediately into the work, we might take some time to introduce ourselves and get to know each other. If we are planning an event, we might pay attention to the feel of our convening space and do things like play music, decorate, or bring in food to make it feel more welcoming.

LEADING

Many of us are in positions of leadership where we hold power and authority and have agency to make decisions and influence change. As leaders we set the tone for culture in our organization and therefore have responsibility to model the kinds of behaviors we'd like to see in others. This means we have the power to model behaviors and engage in processes that move us closer to or farther away from realizing equity in our work.

When we lead through an equity lens, we model self-reflection and a learner mindset. We open ourselves up to receiving feedback from those around us. We listen and use language that demonstrates empathy and awareness of our position within the power hierarchy. We hold processes, and outcomes equally important in our work. We invest time and resources in things like team culture building, leadership goal setting, coaching, and career advocacy so that our people develop and advance over time.

DATA

We are all public servants committed to using taxpayer dollars responsibly. We all have strategic plans filled with tangible goals that reflect a set of promises we make to our community. Data helps us make more effective decisions and track progress towards our goals. It enables us to see who we are impacting and who might be leaving behind. It also helps us see in what ways and to what extent we are enhancing the quality of life and outcomes for various groups of people.

When we collect and analyze data through an equity lens we gather information in ways that allow it to be disaggregated if need be along key indicators such as race, gender, etc. We collect, visualize, and share data in ethical ways. We use data to tell narratives that are accurate and that reveal the complexity of people's lived experiences rather than reducing them to stereotypes. Ultimately, we collect and use data in ways that support us to align our processes, practices, and products with our promises.

LEARNING

We all live and work in a rapidly changing world where our ability to remain relevant and to keep up with the demands of our roles require us to operate as learners. Learning is not just about gathering more information. It's about building new skills, acquiring new practices, and evolving our mindsets. It's also about developing our ability to self reflect and empathize with others. It's about learning how to apply what we know so that we can navigate through more diverse and complex circumstances with greater effectiveness.

When we learn through an equity lens, we orient ourselves to life-long learning, stay current on topics related to equity, continually develop our critical lenses, and consistently find ways to apply what we are learning in theory to our day-to-day work and decision making. We take time to reflect on lessons and to adjust our behavior moving forward. We become increasingly aware of the limitations of our individual perspectives and committed to inquiring about and empathizing with the perspectives of others. As a result, we become more skillful and artful at reshaping systems to more equitably serve all.

Who should apply an equity lens?

Everyone in a decision-making seat. In particular…

- County commissioners or other elected leaders
- Leaders including Directors, Managers, and Supervisors
- Boards, advisory groups, committees/subcommittees
- Teams (department, division, sub-division, project-based, etc.)
- Any employee who makes decisions (or contributes to decision-making processes that impact personnel, allocation of resources, etc.)
- Community partners, consultants, and businesses providing services in conjunction with or on behalf of the County

Planning Through an Equity Lens

Design Tool:

1. PURPOSE & INCLUSION

What are we trying to do?
Who is at the table?

2. SEE THE SYSTEM

What is the context and/ or history that impacts the current challenge?

3. DEFINE OUTCOMES AND IMPACT

How might this decision impact equity?

4. IDEATE

How can we design projects, ideas and policy alongside those affected by our decisions?

5. TEST IDEAS & REFINE APPROACH

How can we test our approach to be iterative and emergent?

6. NOTICE AND REFLECT

Who am I? Who are we collectively in our work together?

*Adapted from the National Equity Project

1. PURPOSE & INCLUSION

What are we trying to do?
Who is at the table?

IDENTIFY PURPOSE

1. What is the issue, policy, or process being created/designed?

2. What are we trying to accomplish?

3. Is there an opportunity to align and integrate our equity goals in your purpose?

IDENTIFY THE TEAM

1. Identify where you might have a limited perspective on the issue?

2. List who is included in this process. List who is not included in this process. Are those that might be impacted by this policy or decision present?

3. Create a plan to engage key stakeholders using the *Engaging Community and Staff* tool *(pages 30-31)*

CREATE A REALISTIC TIMELINE

1. What timeline will allow you to complete the task at hand and meaningfully engage your key stakeholders? Remember that you can move at the speed of trust. Consider if the key stakeholders are existing or new relationships and adjust the timeline from there.

INVITE YOUR TEAM

1. How might an individual's or community's experiences affect how I am seen or the level of trust between us?

2. Remember there is a difference between being invited and feeling welcomed. Create the conditions for belonging by using the *Gathering and Belonging* tool (pages 32-34)

2. SEE THE SYSTEM

What is the context and/ or history that impacts the current challenge?

SEE THE SYSTEM

1. What historic information and context is important for everyone to know and understand?

2. What is important to acknowledge about our history? Remember that acknowledging is the first step toward repairing harm.

3. What inequitable patterns of experience and outcomes are playing out in our system? How do we know?

4. What structures and system dynamics are contributing to these inequitable patterns?

IDENTITY INFLUENCE AND COMMUNICATION NEEDS

1. Who are your champions of the work? Who are the resistors? Consider looking at the *Communication* tool *(page 28-29)*.

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3. DEFINE OUTCOMES AND IMPACT

How might this decision impact equity?

DEFINE OUTCOMES AND IMPACT

1. Is this a challenge we understand well enough to start designing for? Or is it more complex and we need to inquire further?

2. What outcomes are you hoping to create?

3. Would people in the community also identify these as important outcomes?

4. What might be some unintended outcomes?

5. Do these unintended outcomes negatively impact marginalized communities? Consider race, gender, gender identity, age, disability, neurodivergence, social-economic status, language, geography, country of origin, citizenship.

4. IDEATE

How can we design projects, ideas and policy alongside those affected by our decisions?

IDEATE

1. Are we making our brainstorming process accessible to everyone? Did we choose methods that allow all people to contribute according to their strengths: visually, verbally, physically?

2. Are we giving ourselves permission to consider ideas that may not feel possible in order to move past status quo solutions?

3. Invite everyone on the team to imagine and ideate on solutions to the problem. You're aiming for volume and for divergent thinking to conceive creative and radical ideas.

4. Narrow the ideas down by engaging in convergent thinking, and ask people to vote on their favorite 2-3 ideas. Consider doing this in a way that does not feed into groupthink. Perhaps ask everyone to write down their favorite ideas and then share whole-group.

5. Now further develop the top 1-2 ideas by asking everyone to consider the following question. What would it take for this idea to come to life? Develop a plan to make this idea happen.

6. Now you can ask everyone to put on their critic hat and identify weaknesses, obstacles or risks to ideas,

PROTOTYPE

1. Now that you have some ideas on the board, go ahead and develop your prototype idea or policy.

TEST IDEAS
1. How do we engage the people who are giving us feedback in the process of adapting the prototype?

2. How are we creating the conditions to try our prototype so that it is safe-to-fail and learn (meaning not at risk of creating harm)?

3. How are success and failure being communicated to stakeholders, especially those most impacted by the design effort?

REFINE APPROACH

1. How do we know that we've arrived?

2. How do we know if we need to shift directions?

3. How will you measure outcomes and impact? What data do you need to collect? How will you collect it? How will you use this data responsibly?

4. When do you decide it is time to scale?

6. NOTICE AND REFLECT

Who am I? Who are we collectively in our work together?

NOTICE

1. What differences in this approach did you observe from previous design sessions?

2. What is my and our team's relationship to opportunity and institutional power? How does it relate to that of the people most impacted by this challenge?

3. Has your relationship with key stakeholders changed through this process? how?

REFLECT

1. As a team, do our processes feel liberatory? If not, why? What and how should we adjust?

2. How might cultural norms be triggering unconscious biases that impede our relationships and work?

3. How do our emotional states affect how you show up with your team? In the work?

4. How can we share or release stressful emotions so we can move through the Liberatory Design process with health and care for each other?

Planning: Services, Projects, Events

Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

1. Do the expected outcomes of the service, project/program, or event reflect equity and inclusion goals?

2. How will the service or project/program build upon the strengths of the people it serves?

3. Will the service or program contribute to more equitable access to resources and benefits in the wider community?

4. Have the primary target groups been consulted? See *Engaging Community and Staff (pages 30-31)*

5. How is the proposed service, project/program or event designed to ensure that a full diversity of people can participate and benefit with dignity? (i.e., accessibility for mobility devices, visual and hearing impairments, child or dependent care, transportation, safety concerns, language).

6. Does the time of the event or hours of the service consider potential demands on people's time? (i.e. religious and cultural holidays, harvest time, family responsibilities)

7. Have we considered and made note of equity and inclusion considerations in our business plans and project management plans?

8. Are the long term needs of residents from different equity groups considered in our long term planning?

9. Are there good equity and inclusion practices in other counties, departments or community organizations that can inform the implementation?

10. What human and financial resources are required to address equity and inclusion in the implementation of this service, project/program or event

Planning: Services, Projects, Events
Promising Practice

Youth City Connect

The Youth Summit Action Plan is made up of 34 actions over eight categories. The action plan is based on feedback received at the Mayor's Youth Summit and other inputs. One of the identified actions was the development of a program that exposes Ottawa youth to career options in municipal government by shadowing City staff. Parks, Recreation and Cultural Services Department employees gathered a working group to plan the program from inception to implementation.

As part of the planning, the working group considered the sub-groups of youth who may be interested in the program, such as Aboriginal youth, immigrant youth, youth in existing City programming, youth living on low income, homeless youth, rural youth, and youth with disabilities, as well as youth of different age groups (i.e. high school versus post-secondary or out of school).

Each group presented unique needs and considerations that had to be taken into account during the planning.

The working group looked at removing as many barriers as possible, for example, using plain language and making applications as simple as possible. To further ensure that all barriers or concerns were addressed, the working group asked youth for their feedback and integrated it into the materials.

The working group has set outreach targets in order to attract diverse groups of youth, such as Aboriginal youth, immigrant youth and youth living on low income. The working group will continue to evaluate the program to ensure broad participation.

What about this is an equity and inclusion practice?

✔ Considered diversity from the onset of the project

✔ Considered barriers and address them upfront. Were clear about what could or not be done

✔ Used plain language

✔ Consulted with the target population to ensure nothing has been overlooked and to make sure that all materials are understood

Policy Development

Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

1. What are the equity and inclusion concerns related to this policy issue? (e.g., accessibility, affordability, safety, culture, gender identity)

2. Have we checked existing policies that may inform how we address i. equity and inclusion in this new policy?

3. Have we considered and made note of equity and inclusion considerations when developing the business case for the policy?

4. Are the groups most affected by the policy consulted from the early stages of the policy development? How can we ensure their perspectives are included? See *Engaging Community and Staff (pages 30-31)*

5. What background information can aid in addressing equity and inclusion? See *Gathering information/research* (pages 44-45)

6. What human and financial resources are required to address equity and inclusion in the implementation of this policy?

7. Can we develop innovative policy solutions that draw upon the contributions and assets of those people most affected?

8. If new resources are required in the policy implementation, how can we build that in from the beginning? (e.g., partner with community groups, collaborate across departments, seek matching funds)

9. How can we communicate the policy so as to reach the full diversity of people affected? See *Communications (pages 28-29)*

10. How will we measure the extent to which the policy contributes to removing barriers or creating opportunities for people who risk exclusion? See *Monitoring and Evaluation (pages 46-47)*

Policy Development

Promising Practice

Equity and Diversity Practice

In 2002, the City of Ottawa's Equity and Diversity Policy was approved by the City Council. This Policy prohibits discrimination in the workplace, in the provision of goods, services, and facilities to the public and the administration of contracts as defined by human rights legislation.

The policy applies to women, Aboriginal peoples, persons with disabilities, members of visible minority groups and people who are Lesbian, Gay, Bi-sexual, Trans (LGBT). The City also made a decision to add immigrants in its data analysis as a result of the City's Municipal Immigration Strategy.

In the development of this policy, it was important to gather a variety of perspectives and information to ensure that we were addressing any potential systematic barriers experienced by staff and members of the community. The Equity and Diversity Advisory Committee played a key role in the development and implementation of the policy.

This corporate policy impacts all staff and as such it had to be communicated in a variety of ways. The policy is posted on Ozone, taught as part of mandatory new employee orientation and various other training offerings.

As a result of using inclusive practices when developing the policy and in promoting its ongoing use, we have a policy that reflects an awareness of how to be inclusive. It has assisted to create a work environment that is welcoming of a diverse population. As a result of the policy and related initiatives (i.e. diversity training and awareness), we have increased representation of the diversity groups where there is under-representation in the City's workforce.

What about this is an equity and inclusion practice?

✔ Considered the needs of multiple groups

✔ Consulted with the people most affected by the policy

✔ Adjusted the policy to address emerging needs

✔ Policy communicated to staff and community through a variety of means

Strategic Planning

Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

1. How does your strategic planning process promote equity and inclusion?

2. Do the long-term goals you are defining reflect this?

3. What are the current demographic trends with which the County or departmental strategic plans need to align or address?

4. What equity issues are currently being raised by residents and employees in relation to yourplan?

5. What are the costs of not taking demographic trends and equity issues into account? What are the benefits?

6. Do County and departmental strategic objectives and initiatives reflect a broad vision of equity and inclusion? How can it be strengthened?

7. What human and financial resources are required to achieve equity and inclusion in this plan?

8. How do the performance measures in the County and departmental strategic plans capture the impact on people who are the most at risk of exclusion? How do they measure whether inclusion is increasing or decreasing?

9. Does the collection of data enable us to measure benchmarks and targets for increasing equity and inclusion?

10. When undertaking a strategic review, what improvement opportunities are there to enhance achievement of equity and inclusion?

Strategic Planning
Promising Practice

Community and Social Services

For the 2011 – 2014 Term of Council Strategic Priorities, the Community and Social Service Department used the Equity and Inclusion Lens to review demographic information, concerns raised by the community, trending statistical information and the needs of diverse communities when developing proposed strategic priorities for inclusion in Council's Strategic Plan.

As a result, several priorities which consider the needs of specific and diverse groups were included in the 2011 – 2014 Strategic Plan. The Older Adult Plan, the Housing and Homelessness Initiative, the Equity and Inclusion Lens implementation, and the Municipal Immigration Strategy are all examples of initiatives that were approved as Strategic Initiatives.

The vision set by the City Council and the Equity and Inclusion Lens used as a planning tool for researching and analyzing information contributed to a Strategic Plan that directly addresses the needs of diverse groups.

What about this is an equity and inclusion practice?

✔ Considered demographic information, trends and research from other levels government and academia, that spoke to the needs of the 11 diversity groups

✔ Reviewed consultation and evaluation information

✔ Paid attention to the equity claims of diverse groups

✔ Explicitly considered diverse populations in the overarching vision and priorities

---

Policy Evaluation

Start with Inclusion
1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

CONTEXT

1. What is the Policy that you are examining?
2. What were the stressors or drivers that led to this policy creation?
3. Who created the policy?
4. Is it already implemented within the organization?

IDENTIFY POTENTIAL RESISTANCE TO CHANGE

5. Are there individuals or departments that are very attached to this policy?

EXAMINE

6. What evidence do you have that this policy needs re-examining?
7. Was the original policy inclusive in their design? Are the groups most affected by the policy consulted from the early stages of the policy development?
8. Was an equity lens used to create the policy?

ACT

9. What are the equity and inclusion concerns related to this policy issue? (e.g., accessibility, affordability, safety, culture, gender identity)
10. Who does this policy benefit? Who does it leave behind?

11. Is our team representative of the diversity of the population we are engaging? What steps can we take to ensure we are inclusive of the diversity of perspectives? *Engaging Community and Staff (pages 30-31)*

- Consider the following scale of involvement for gathering diverse perspectives. The further down the line, the more equitable the involvement is. From T[he Spectrum of Community Engagement to Ownership](#)

DESIGN

12. Invite everyone on the team to imagine and identify the changes to the policy does the team feel are needed? You're aiming for volume and for divergent thinking to conceive creative and radical ideas. Bring the information and/or people gathered from step 11.

13. Narrow the ideas down by engaging in convergent thinking, ask people to vote on their favorite 2-3 ideas to explore. Consider doing this in a way that does not feed into groupthink. Perhaps ask everyone to write down their favorite ideas and then share whole-group.

14. Now further develop the top 1-2 ideas by asking everyone to consider the following question. What would it take for this idea to come to life? Develop a plan to make this idea happen.

15. Now you can ask everyone to put on their critic hat and identify weaknesses, obstacles or risks to ideas,

SET-UP FOR SUCCESS

16. What will the resistant group need to get on board?
17. Are resources are required in the policy implementation, how can we build that in from the beginning? (e.g., partner with community groups, collaborate across departments, seek matching funds)
18. How can we get feedback on the policy from those most impacted?
19. How do you communicate the policy so as to reach the full diversity of people affected? See *Communications (pages 28-29)*
20. How will we measure the extent to which the policy contributes to removing barriers or creating opportunities for people who risk exclusion? See *Monitoring and Evaluation (pages 46-47)*

Creating a Culture of Belonging Through an Equity Lens

Communications

Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

1. Have we considered all possible target audiences? Who might be at risk of exclusion?

2. What specific communication strategies are needed to reach them?

   (e.g., working with community leaders, bulletin boards, community newspapers, social media)

3. Do our communication materials get out to the community organizations and networks that serve the diverse populations we need to reach? Do we check periodically to ensure materials are being shared, are stocked and being used?

4. How do the messages we are communicating foster inclusion, respect and equity?

5. Are there concepts or terms that may be culturally specific and need to be changed to make them more accessible?

6. Is the medium easily accessible and understood by the full diversity of our target audience? (e.g., plain language, accessible formats, graphics, multiple languages, both online and print, voicemail)

7. Have we considered what populations will be missed by only using certain methods? (e.g., online or social media communications) What other approaches might we use?

8. Have we considered if there is a budget or alternative resources for translation services?

9. Do images represent the full diversity of employees or residents?

   a. Do they capture the diversity within specific communities of people?

   b. Will the people portrayed in the images relate to and feel included in the way they are represented?

   c. Is everyone portrayed in positive images that promote equity and break stereotypes? Consider: who is active and passive, who is at the center, who is serving and being served.

Communications
Promising Practice

Lead Pipe Replacement

The Lead Pipe Replacement Program is offered by the City to assist property owners to replace lead drinking water services on a cost-sharing basis. Owners within areas of the City suspected of having lead services were notified of the process for service replacement, and families with children under the age of six and/or expectant mothers were given priority.

Staff assessed who was at risk of not being reached in their communications. They then reviewed their communications strategy on an on-going basis so that staff became aware of the need to:

• communicate with residents in clear, plain language;
• reach out to the public through other means than direct mail, such as brochures placed in key locations; and
• consider other means of communicating the program to the public.

A list of community agencies and organizations was prepared to intentionally reach out to targeted populations. The letter and brochure were written in plain language and distributed to these agencies and organizations who could assist their clients in accessing and understanding LRP program information.

What about this is an equity and inclusion practice?

✔ Considered demographic information, trends and research from other levels government and academia, that spoke to the needs of the 11 diversity groups

✔ Reviewed consultation and evaluation information

✔ Paid attention to the equity claims of diverse groups

✔ Explicitly considered diverse populations in the overarching vision and priorities

---

Engaging Community and Staff

Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

---

1. What approaches and outreach will help ensure that everyone is able to fully participate? How can we create opportunities for people least likely to be heard to ensure they share their specific concerns? (e.g., use of multiple techniques such as online surveys and focus groups, kinds of questions asked, simultaneous interpretation, sign language, anonymous feedback)

2. Is our team representative of the diversity of the population we are engaging? What steps can we take to ensure we are inclusive of the diversity of perspectives?

3. Which employees, department or community agencies with experience in these specific communities can help us do outreach?

4. Is there a history – between County and community, or between communities – that you need to consider? How will we ensure everyone is heard?

5. Is the language we use in our promotion materials and communication strategy plain and easily understood by diverse audiences?

6. What steps can we take to remove barriers to people's full participation? (e.g., dependent care, transportation, safety, language, accessible location, time, multiple formats, avoid religious and cultural holidays, culturally appropriate)

7. Is the environment welcoming to participants who may be reluctant to share their views? If not, what can we do to change this? (e.g., pair up a new participant with an experienced one to help those new to the process feel encouraged to participate). Does the pace, format and language of the engagement accommodate everyone including participants who are least likely to speak up and for whom the information may be new?

8. Are the insights from groups who face systemic barriers and inequities reflected in the report and the final product?

9. How will we report back the findings to the full diversity of people who were involved in the engagement activity?

Engaging Community and Staf
Promising Practice

Presto Implementation

In 2012 Transit Services began planning for the Presto card implementation as this was a significant change for our customers and staff. Employees recognized that particular segments of the population may have more questions and unique needs in order for them to successfully embrace the Presto card. Community consultations were held with community agencies, City employees worked with target groups and members of diverse communities to ensure that their concerns were addressed from the beginning.

The Presto implementation team outreached to Aboriginal Peoples, women, older adults, youth, people living on low-income, people with disabilities, and immigrants.

The consultation was conducted through stakeholder group meetings, focus groups and meetings with target groups. Whenever possible, consultations were conducted at existing meetings or in the community to allow for higher turnout. Suggestions were received about communications, outreach, and design.

The feedback received from these sessions directly influenced the outcome of the roll out of the Presto card. The Presto rollout was extremely successful due to the consultation and considerations given to these particular segments. All groups were appreciative of the extra efforts made to reach out to them to ensure that they understood the new technology and were given the opportunity to learn and ask questions in an environment that they were comfortable with.

What about this is an equity and inclusion practice?

✔ Considered diversity within the population from the onset of the project

✔ Developed an outreach plan that specifically targeted diverse groups and stakeholders

✔ Used multiple methods to obtain information from target groups

✔ Went to the community and used existing meetings to consult with diverse groups

✔ Took into consideration the findings of the targeted consultations in the Presto implementation plan

✔ Tailored the community outreach to specific target groups

Gathering for Belonging

Pick a moment that you would like to work on in your team or organization.
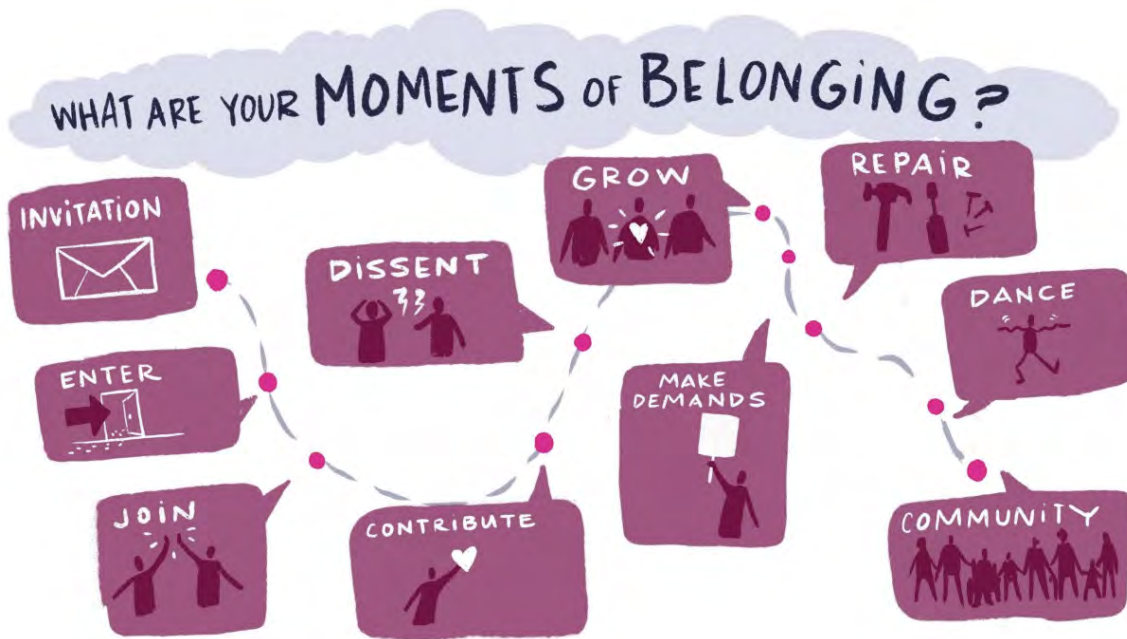
The Jumpstarts are organized by the Moments of Belonging. They are offered as things to try. They are meant to be safe to fail, but you are of course the one to judge that in your context.

Use them as they are shared here or as inspiration for other things you would like to try.
The point of the jumpstart is to start small and see what you can learn.
After you try some, ask yourself:
-What did I learn about belonging in my context or community?
-What is working, what is not and for whom?
-What am I inspired to try now?

INVITATION ✉ ENTER **INVITE A COWORKER FOR A** **WALKING MEETING** **SEND A CARE PACKAGE** PROVISIONS FOR WORK AHEAD	What are some ways to invite people to a meeting besides the calendar invite? What are some additional ways to meet, a walk, a phone call, or lunch? What are some ways to make a meeting more comfortable? Perhaps favorite snacks, or favorite drinks? Perhaps you'll be using different modes of learning like drawing or building something?
JOIN CONTRIBUTE **CREATE A SCAVENGER HUNT** WITH CLUES FROM EVERYONE'S STORY **START A MEETING WITH A** WHAT'S YOUR FAVORITE… **CHECK-IN QUESTION**	How can you be creative in building opportunities for community-building? Perhaps a scavenger hunt, or a game of 2 truths and a lie? How can you ensure that you create time for human connection at your meetings? How do we demonstrate an appreciation for who our people are outside of work?
DISSENT GROW **PRACTICE DISSENT** I'M GOING TO OFFER A DISSENTING VIEW… **TEACH ONE, LEARN ONE.** POST A GIANT GRID OF OPPORTUNITIES	How can we create cultures of bravery and safety? How do we model dissent and even discourage divergent thinking? How do we support our professional growth and tap into the gifts and talents of our existing team?
MAKE DEMANDS REPAIR **NORMALIZE SHARING REAL NEEDS** I WANT · I NEED… · I'D LOVE TO SEE POP-UP PROPOSAL DAY **EXPLORE RESTORATIVE JUSTICE** TRY A BOOK CLUB	How do we model and create cultures where people ask for what they need? Do we allow our people to show up authentically? How can we encourage community healing? What common ideas and/or frameworks could support us in our collective healing journey? Do we create space for that?

| | How can we bring things that make us happy into the workplace? Perhaps your team's favorite tunes? A collective playlist?

Food will always bring people together. How can we share food and our cultures through this process? |

Wise, Susie. (2021). Design for belonging. Retrieved from https://designforbelonging.com

The Spectrum of Community Engagement to Ownership
Rosa Gonzalez & Facilitating Power (2019). Movement Strategy. Retrieved from
https://movementstrategy.org/resources/the-spectrum-of-community-engagement-to-ownership/

THE SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP

Facilitating Power 2

	0 IGNORE	1 INFORM	2 CONSULT	3 INVOLVE	4 COLLABORATE	5 DEFER TO
STANCE TOWARDS COMMUNITY						
IMPACT	Marginalization	Placation	Tokenization	Voice	Delegated Power	Community Ownership
COMMUNITY ENGAGEMENT GOALS	Deny access to decision-making processes	Provide the community with relevant information	Gather input from the community	Ensure community needs and assets are integrated into process & inform planning	Ensure community capacity to play a leadership role in implementation of decisions	Foster democratic participation and equity through community-driven decision-making; Bridge divide between community & governance
MESSAGE TO COMMUNITY	*Your voice, needs & interests do not matter*	*We will keep you informed*	*We care what you think*	*You are making us think, (and therefore act) differently about the issue*	*Your leadership and expertise are critical to how we address the issue*	*It's time to unlock collective power and capacity for transformative solutions*
ACTIVITIES	Closed door meeting Misinformation Systematic	Fact sheets Open Houses Presentations Billboards Videos	Public Comment Focus Groups Community Forums Surveys	Community organizing & advocacy House meetings Interactive workshops Polling Community forums	MOU's with Community-based organizations Community organizing Citizen advisory committees Open Planning Forums with Citizen Polling	Community-driven planning Consensus building Participatory action research Participatory budgeting Cooperatives
RESOURCE ALLOCATION RATIOS	100% Systems Admin	70-90% Systems Admin 10-30% Promotions and Publicity	60-80% Systems Admin 20-40% Consultation Activities	50-60% Systems Admin 40-50% Community Involvement	20-50% Systems Admin 50-70% Community Partners	80-100% Community partners and community-driven processes ideally generate new value and resources that can be invested in solutions

Leading Through an Equity Lens

Leading and Supervising

Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

1. What steps do I take to create a respectful and inclusive environment?

    a. Do I clearly communicate to staff and volunteers that i. inappropriate behavior such as offensive jokes, and negative comments are not acceptable?

    b. How can I actively gather input and ideas from staff or volunteers from diverse perspectives?

    c. How can I encourage staff to contribute positively in creating an inclusive workplace?

2. Do I utilize support systems for employees that have been harassed, treated in a disrespectful manner or discriminated against by co-workers, supervisors or clients?

3. Are there policies, procedures and/or practices and attitudes that unintentionally prevent some people from fully engaging in our work? (e.g., schedules conflicting with religious holidays, workload or schedule conflicting with family responsibilities) What alternatives are possible?

4. Am I aware of our commitments to inclusion and accommodation and do I ensure that staff are equally informed?

    a. Do I engage our departmental Diversity Champions to assist?

5. Is equity and inclusion incorporated into criteria for evaluating candidates for promotions or management positions? If not, how might we include it?

6. What opportunities could I create to enable people from under-representedgroups i. to bring new perspectives to our team, acquire experience and move into higher-level positions? (i.e. internships, job shadowing, students)

7. Is equity and inclusion incorporated into our staff performance review?

Leading and Supervising

Promising Practice

Emergency and Protective Services

As the General Manager of Emergency and Protective Services, Susan Jones is responsible for overseeing Fire, Paramedic, Security and Emergency Management and By-law and Regulatory Services. She began her career as a municipal law enforcement officer then rose through the ranks. She is a strategic manager who is able to engage staff, politicians and the community to work together in support of a respectful and inclusive environment.

In 2011, and due in large part to Susan's commitment, the department's diversity champion program was recognized with the E.A. Danby Award for Excellence in Municipal Administration. This program explores innovative and effective ways to reach out to diverse communities and designated groups (e.g. women, racialized people, Aboriginal people, persons with disabilities and lesbian, gay, queer & trans). The outreach program is committed to improving mutual trust, providing a safe and inclusive work environment; while providing equitable and inclusive services to the community. Two specific initiatives were Camp FFIT (Female Firefighters in Training) and the paramedic camp for youth in the Muslim Community.

Susan was instrumental in the launch of Fire Service Women Ontario (FSWO). Susan not only supports FSWO's mission but also lives it - to encourage, promote, and advance women as well as inspire positive change; encourage the development of a diverse workforce; develop potential through effective networking and foster supportive professional and personal relationships.

What about this is an equity and inclusion practice?

✔ Took steps to create a welcoming environment

✔ Identified practices that unintentionally excluded some people

✔ Was proactive in developing staff teams representative of the population

✔ Created opportunities for under-represented people to acquire experience

---

Training

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Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

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1. Have we included sensitivity to equity and inclusion issues when staffing for internal trainers and hiring external consultants?

    i. (i.e. able to reduce biases and work respectfully with diverse people)

2. Have we included this sensitivity to equity and inclusion in our procurement documents when sourcing external trainers?

3. Can we recruit trainers from diverse backgrounds so they reflect the population we serve?

4. Will the learning objectives be designed to influence participants' awareness and consideration of individuals and communities from diverse backgrounds?

5. Will participants develop competency and skills to work sensitively and effectively with individuals from diverse backgrounds?

6. Is everyone able to fully participate in the training? Is specific outreach required to include them? Are barriers addressed? (e.g., safety, language, accessible location, time, avoid religious and cultural holidays, culturally appropriate, accommodation needs)

7. Have we welcomed the diverse perspectives of people who have specific equity concerns or needs, even if they may not be obvious? (e.g., indigenous ancestry, LGBTQ identities, dietary, auditory, language needs or preferences)

8. Is the content sensitive to the experience of participants who may experience systemic barriers?

9. Does it include the perspectives of residents or staff who will be accessing the service?

10. In the evaluation of the training, do we ask whether there were any barriers to participation or whether they found the facilitator to be inclusive of the diversity of participants?

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Training
Promising Practice

Training on Accessibility

Under the Accessibility for Ontarians with Disabilities Act (AODA) and Council direction, the City of Ottawa is required to train all of its 17, 000 staff and volunteers on accessible customer service and other aspects of the legislation.
The Corporate Accessibility Office was responsible for developing and implementing a training program to meet the compliance requirements.

To ensure the training met the requirements and was meaningful for all those involved, the following steps were taken:

> *• Training was offered in a variety of formats including online and facilitated sessions.*
> *• The suggested activities could be adjusted to suit the needs, learning styles and experiences of both groups and individuals. The development of the training also took the needs of the trainers into account and allowed for adjustments to be made in the delivery to accommodate various training styles and abilities.*
> *• Community co-facilitators, people with disabilities, were also trained and invited to be part of the training process, to share their experiences, as those most directly impacted by accessibility and their interactions with City staff.*
> *• All feedback was reviewed and adjustments were made to ensure that any identified barriers intraining or follow up questions were addressed.*

As a result of using equitable and inclusive practices in the training, participants were engaged and able to apply information learned in the training, ensuring accessible practices and positive interactions with both the public and internal clients.

What about this is an equity and inclusion practice?

✔ Offered training in a variety of formats

✔ Training Design was flexible and customized to meet specific needs

✔ Took into account differing abilities

✔ Created opportunity for people with disabilities to bring their expertise to the training

✔ Set out to address barriers to training

Recruiting and Hiring

Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

1. Do staff and volunteers in our work area reflect the diversity of the community we serve? Who is under-represented?

2. What knowledge, skills, experience and diversity would enhance

    i. our team's capacity to serve the diversity of clients?

3. Do job requirements and selection criteria unnecessarily limit who would qualify?

4. Are we open to considering what new perspectives people from different backgrounds could bring to the position?

5. Have we considered where best to post this employment opportunity to ensure that the widest diversity of people are able to access it? Do we encourage agencies and community partners to access the County's career site so that we can broaden the applicant pool?

6. Are interview panels composed of individuals who bring diverse backgrounds and experiences relevant to the position?

7. Have we considered ways to reduce barriers in the interview process so as to make it more welcoming and friendly (i.e. physically accessible, provide a copy of the questions)

8. Are candidates given the choice to be interviewed in a language other thanEnglish?

9. Do we consider that people from specific backgrounds may present interview behaviors that are different from what we expect, but still have the skills to do the job?

10. If a candidate's references are from abroad, what strategies can we use?

    i. (e.g., if an English speaking reference is not available then seek translation support)

Recruiting and Hiring

Promising Practice

Summer Student Employment

The City of Ottawa's Summer Student Employment Program makes possible a large number of external hires each year. The Recruitment and Staffing Unit that coordinates the program is mindful of the City's goal of building a diverse and talented workforce reflective of the population when planning recruitment. Since applicants may also progress to future employment with the City, it is important to attract a diverse candidate pool, with a special focus on groups that are under-represented.

With awareness of the guiding principles in the Equity and Inclusion Lens, possible barriers to diversity in recruiting were identified, including awareness of the opportunity, knowledge of the application process, and access to a personal computer.
To address these potential barriers the following steps were taken:

> *• Extended posting period to provide more time to promote the program and accept applications*
>
> *• Distributed bilingual posters to organizations serving youth*
>
> *• Shared information about the program with community organizations via groups such as the Aboriginal Working Committee and the Employment Access Resource Network (EARN)*
>
> *• Promoted the program at career events such as fairs, networking and information sessions at local post-secondary schools.*
>
> *• Held information sessions for students in English and French.*
>
> *• Provided information about publicly available computers*

These targeted outreach practices increased general awareness of the City's employment opportunities for those who are traditionally under-represented in the workforce, removing potential obstacles to broader participation.

What about this is an equity and inclusion practice?

✔ Took note of who is under-represented

✔ Identified potential barriers

✔ Reached out to community organizations to promote

✔ Went to where the target group would be

✔ Provided information to overcome barriers

Recruiting for Diversity

Adopted from the City of Eugene

Consider adding the following clauses to your application to encourage a more diverse pool.

To encourage women and BIPOC folks to apply:

"Women and people of color are less likely to apply for jobs unless they believe they are able to perform every task in the job description. If you identify with one of these groups and you are interested in applying, we encourage you to think broadly about your background and skill set for this role."

If the position is based out of the city of Eugene and you want to highlight the city's commitment to promoting LGBTQ+ inclusion:

"According to the Human Rights Municipal Equality Index, the nation's premier benchmarking tool for municipal officials, policy makers and business leaders to understand how well cities across the nation are embodying LGBTQ+ inclusion in their laws, policies, and services, the city of Eugene ranks 100. This rating incorporates Non-Discrimination Laws, Municipal Services, Law Enforcement and Leadership on LGBTQ+ Equality. "

Consider adding Lane County's commitment to equity (COMING SOON!): *See City of Eugene's sample below*

"The City of Eugene is committed to a Respectful Work Environment, we value the cultural, educational, and life experiences of each employee. We believe that a diverse workforce enables us to deliver culturally responsive services to all members of our community. As part of our commitment to diversity, equity, and inclusion we desire to welcome, respect, and create a sense of belonging for a wide range of identities and experiences in our workforce. Women, people with disabilities, and persons of color are strongly encouraged to apply"

Using Data Through an Equity Lens

DATA

Gathering Information/Research

Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

---

1. Will our data gathering plan identify specific areas where we may unintentionally limit equity and inclusion?

2. What current statistics or demographic data would help us understand the people or communities that face systemic barriers and inequities in relation to the issue in question?

3. Will data gathered capture the diversity of the population? (i.e. broken down to make differences visible e.g. - "disaggregated")

4. When using gender-neutral language (people, head of household, the homeless, sole-support parent, immigrants), are we also distinguishing differences between women and men in that specific group? (e.g. female heads of household versus male heads of household)

5. Do the research questions help us identify who may be excluded and what is needed to ensure they will benefit?

6. Are we making any assumptions that we need to verify? (e.g., all parents in a program will be heterosexual)

7. How might you consult with the people most affected by this issue to ensure the reliability of your data, approach and findings? (e.g. ask community leaders about the cultural appropriateness of the data or approach)

8. Have we consulted with other staff, departments or community leaders with experience in this area? If not, how will we do this?

9. Does our final report include the findings on the specific equity and inclusion concerns we identified?

10. How will we report back the findings to people who were involved in the research?

Gathering Information/Research

Promising Practice

Older Adult Plan

In October 2012, the City of Ottawa adopted the Older Adult Plan (OAP); an action plan containing 74 concrete actions to enhance municipal infrastructure, policies and services for older adults across 8 age-friendly domains.

Staff consulted the Equity and Inclusion Lens to identify groups of older adults that may have unique needs that should be considered and integrated at every step of the project. Eight groups were identified including: Franco- phones, immigrants, Aboriginal people, rural residents, persons with disabilities, gay and lesbian residents, isolated residents, and residents living on low income.

When acquiring the information on demographic trends and projections, the 8 groups were considered for their potential unique situations that may require varying courses of action. Statistics and trends were determined for each group, considering gender differences, to help guide the focus of the Older Adult Plan influence the design and outreach for the extensive consultations conducted in 2011.

Consultations were conducted to identify older adult issues and priorities under each of the 8 age-friendly domains. In addition to general sessions held across the city, the consultation plan included focus groups with each of the sub- groups of older adults with unique needs organized with partner community agencies. The exercise yielded rich information on the specific needs and priorities of these older adults which was then considered by staff during the development of the OAP.

What about this is an equity and inclusion practice?

✔ Considered diversity within the older adult population from the beginning of the project

✔ Gathered information and statistics on diverse groups to help paint a comprehensive picture of the community

✔ Decided to identify the unique needs of older adults belonging to diverse groups across 8 age-friendly domains (from infrastructure to programs and services)

✔ Developed a consultation plan that specifically targeted a number of sub- groups within the older adult population

✔ Engaged community agencies serving each of the sub-groups of older adults to host focus groups

✔ Took into consideration the findings of the research and consultations in the development of the final plan

Monitoring and Evaluation

Start with Inclusion

1. Who is not included in the work you do?
2. What could contribute to this exclusion?
3. What can you do differently to ensure inclusion?

1. Have we considered what populations will be missed by only using certain methods? (e.g., online surveys, general public consultations) What other approaches might we use?

2. Are those designing and implementing the evaluation representative of the target groups who will participate in the evaluation? How can we ensure their perspectives are included?

3. Do the evaluation questions allow for consideration of the experiences of a diversity of residents?

4. Would it be useful to include those who stopped using the service and potential clients who never used it, in order to assess any unknown biases?

5. Can we hold interviews or focus groups at a location where the target

    i. population is most comfortable? (e.g.,Centro Latino, Trans*Ponder)

6. Can we make it easier for respondents to participate by using interviewers from the same population, providing transportation and childcare, and/or offering an honorarium for focus groups?

7. Can we interview in the language in which the people are most comfortable or have a cultural interpreter available? (i.e. spoken language, braille, sign language)

8. When analyzing our data, did we maintain a diversity of perspectives in the findings?

9. Have we validated the findings with the community so as to minimize any biases?

10. How can we report back to the people who participated in the evaluation process?

Monitoring and Evaluation
Promising Practice

Field testing English as a second language

The involvement of OPH and ESL staff from diverse ethno-cultural origins guaranteed the inclusion of a variety of perspectives on lesson plans, content and format.

All lesson plans were field tested prior to dissemination with over 200 adult learners from 45 countries participating. Multiple methods were used to ensure participation, including validation with partners, classroom observation and targeted surveys of learners, ESL instructors, and OPH staff.

Language proficiency, cultural appropriateness, ease of use and learner engagement were all considered and reviewed. To ensure broad applicability while reaching low-income immigrants where they live and learn, the field tests were conducted in a variety of school and community settings (e.g., adult high schools, community centers). There were no costs incurred by partners or learners as the field test was conducted with them in their real life settings.

All points of view and comments were considered. Lessons plans were reviewed to reflect this input, such as enhancing tips and images to further reflect cultural diversity.

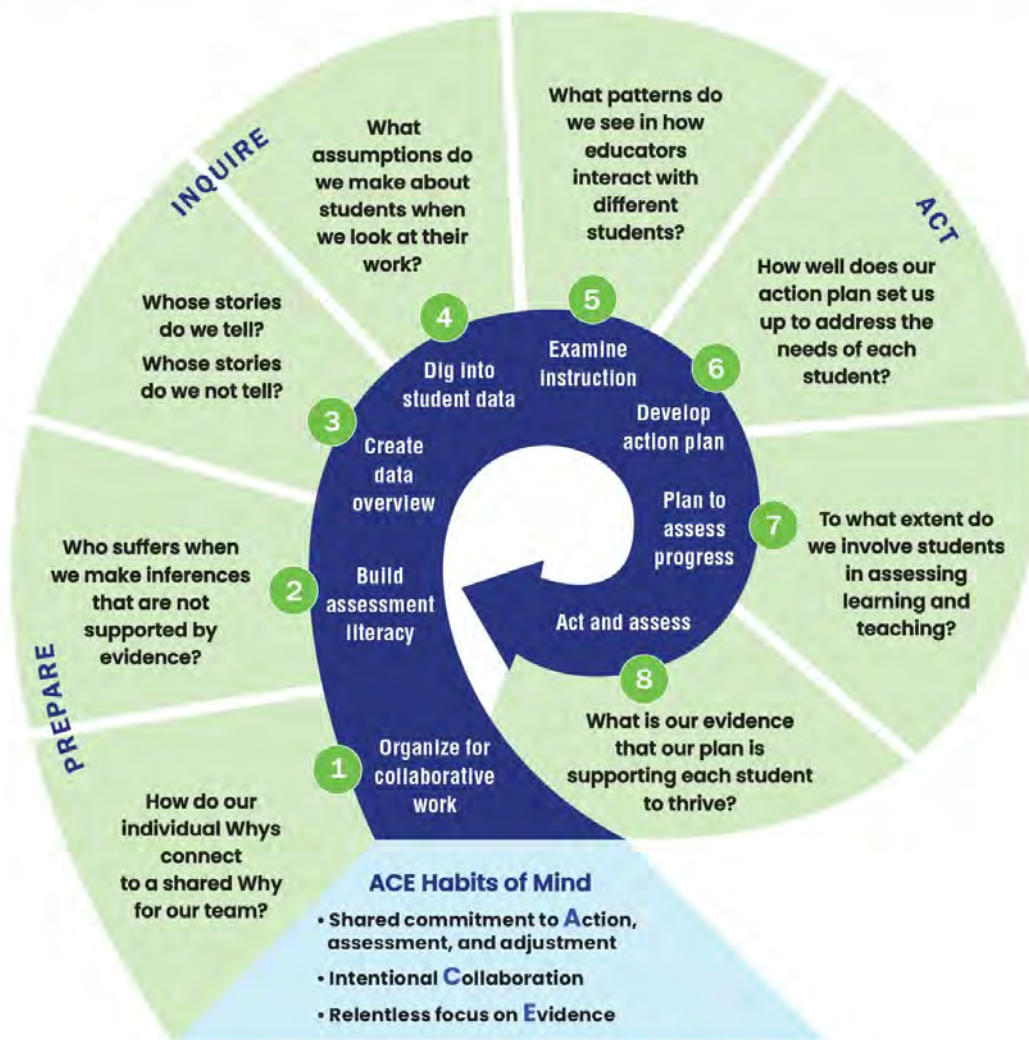---

What about this is an equity and inclusion practice?

✔ Involved partners and staff in the design

✔ Drew upon the perspectives of staff from diverse backgrounds

✔ Used multiple methods to ensure participation

✔ Reached people in their own setting

✔ Ensured informants did not assume costs

✔ All perspectives were considered in the revised lesson plans

Protocol for Analyzing Data

Data wise. Data Wise. (n.d.). Retrieved May 16, 2022, from https://datawise.gse.harvard.edu/

Sourced from the Datawise Project - Harvard University's Graduate School of Education. While it is geared to educators, the questions asked in their analysis project are universal for moving teams through a data analysis.

FIGURE 1. Taking an Equity Lens in Data Wise

INQUIRE

What assumptions do we make about students when we look at their work?

What patterns do we see in how educators interact with different students?

Whose stories do we tell?
Whose stories do we not tell?

ACT

How well does our action plan set us up to address the needs of each student?

4 Dig into student data

5 Examine instruction

6 Develop action plan

3 Create data overview

Plan to assess progress

7 To what extent do we involve students in assessing learning and teaching?

Who suffers when we make inferences that are not supported by evidence?

2 Build assessment literacy

Act and assess

PREPARE

1 Organize for collaborative work

8 What is our evidence that our plan is supporting each student to thrive?

How do our individual Whys connect to a shared Why for our team?

ACE Habits of Mind
- Shared commitment to **A**ction, assessment, and adjustment
- Intentional **C**ollaboration
- Relentless focus on **E**vidence

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Adapted with permission from Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.) (2013). *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition.* Cambridge, MA: Harvard Education Press, p. 5.

Applying Equity Awareness in Data Visualization

Do No Harm Guide: Applying Equity Awareness in Data Visualization. (2021, July 9). Urban Institute. Retrieved May 16, 2022, from https://www.urban.org/research/publication/do-no-harm-guide-applying-equity-awareness-data-visualization

Sourced from the Urban Institute:

Data is collected and communicated carelessly, data analysis and data visualizations have an outsize capacity to mislead, misrepresent, and harm communities that already experience inequity and discrimination

Some recommendations researchers and communicators should consider include the following:

- Use people-first language. Data labels and framing should start with the people behind the data, not their characteristics. Using labels such as "Black people" rather than "Black" is more inclusive and centers people, not their skin color. And a label such as "Percentage of people in poverty" refers to an experience rather than using a static description like "more poverty."

- Order labels and responses purposefully. Often, surveys and other data collection methods will order responses in ways that reflect historical biases. Rather than using orders that reinforce "white" and "male" categories as norms, consider ordering labels by sample size or magnitude of results.

- Carefully consider colors, icons, and shapes. In many visualizations, colors can be associated with stereotypes (e.g., pink for women, blue for men) that can reinforce biased perceptions in readers. Similarly, images or icons can reinforce stereotypes (e.g., a woman as a nurse but a man as a doctor). In visualizations, images and colors can help readers connect with the data, but researchers should be mindful of their capacity to exacerbate stereotypes.
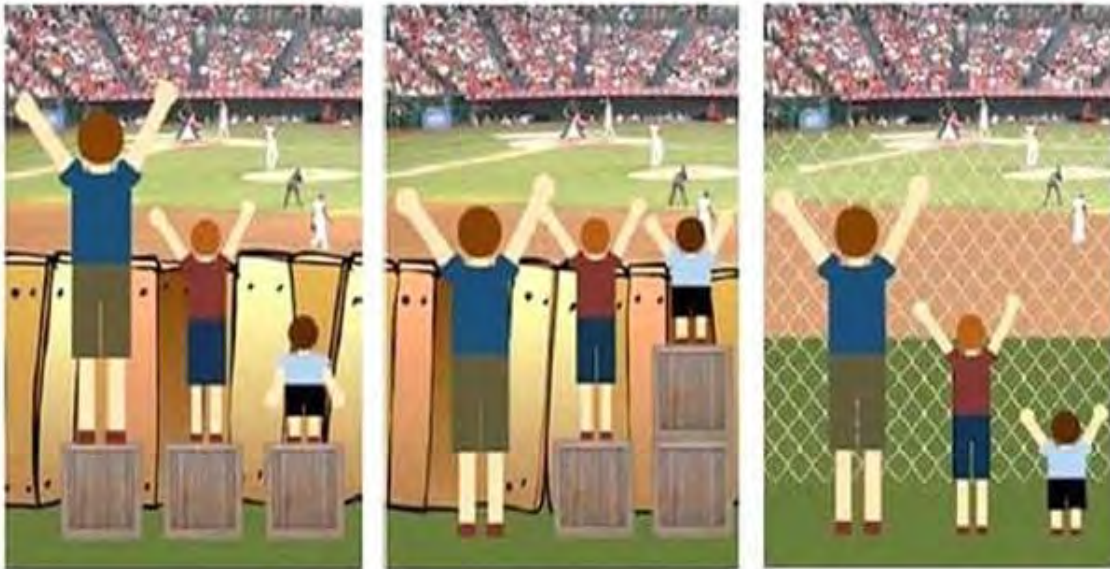
Learning Through an Equity Lens

LEARNING

THE EQUITY LENS TOOLKIT
Foundational Knowledge

Equity

What is the difference between the three images?

In the first image, three boys of different heights are standing on boxes of the same height to help them look over a wooden fence to watch a ball game, but the shortest boy cannot see over the fence. It is assumed that everyone will benefit from the same support.

They are being treated equally.

In the second image, the tallest boy has no box, the second tallest boy has one box and the shortest boy has two boxes to stand on, so that they all are able to see over the fence at the same height. They are given different support to make it possible for them to have equal access to the game.
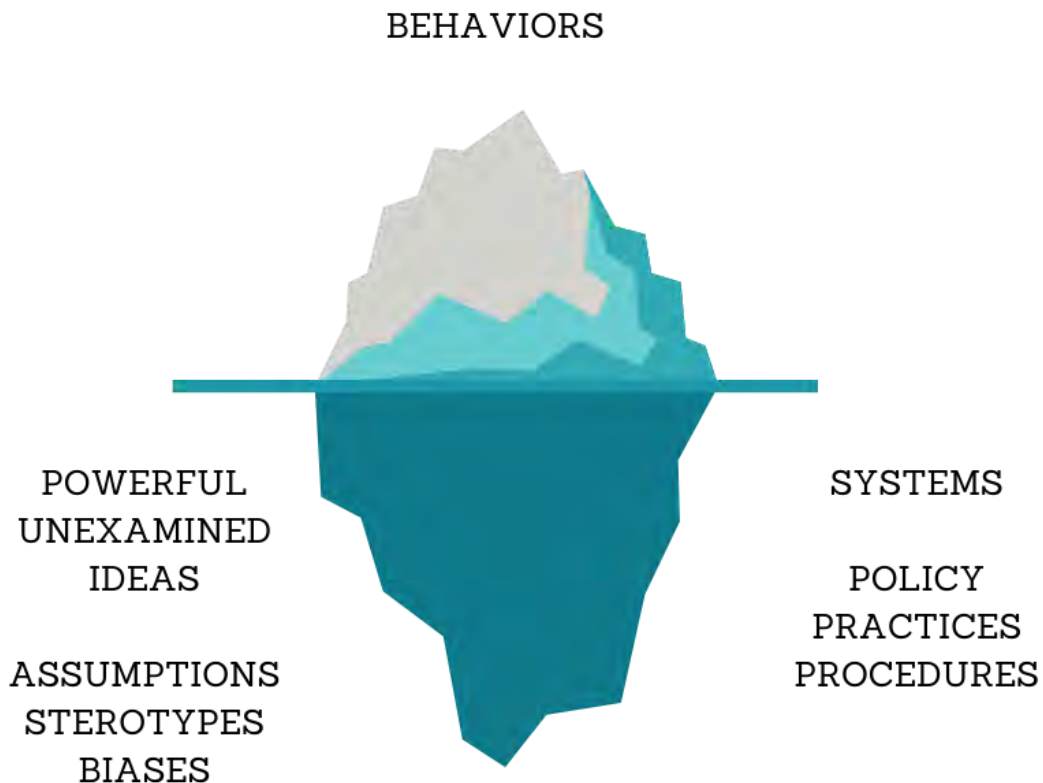
They are being treated equitably.

In the third image, the fence has been changed to a see through fence. All three can see the game without any support or accommodation because the cause of the inequity was addressed.

The systemic barrier has been removed.

Equity is treating everyone fairly by acknowledging their unique situation and addressing systemic barriers. The aim of equity is to ensure that everyone has access to equal results and benefits.

Systemic Barriers

When we see people treating each other unfairly, we may think that just by changing the behavior, the problem is addressed. However, we need to look below the surface to see what is really going on. It is like an iceberg, in that 90% of what is happening is under the water. It is the barriers below the surface that reinforce the behaviors and need to be addressed to create lasting change. These are systemic barriers.

BEHAVIORS

POWERFUL
UNEXAMINED
IDEAS

ASSUMPTIONS
STEROTYPES
BIASES

SYSTEMS

POLICY
PRACTICES
PROCEDURES

Obstacles that exclude groups or communities of people from full participation and benefits in social, economic and political life. They may be hidden or unintentional but built into the way society works. Our assumptions and stereotypes, along with policies, practices and procedures, reinforce them.

What are systemic barriers experienced by people in your workplace or by the people that you serve?

THE EQUITY LENS TOOLKIT
Consider your diversity

As a consequence of systemic barriers and inequities, we have all experienced exclusion in some areas of our lives and inclusion in others. Each of us has multiple factors at play in our lives. For example, a middle-aged female manager with a disability has different life experiences from a recently hired indigenous male university student.

Who we are can contain a variety of life experiences, multiple social factors, and cross-overs with many groups. It is this intersection, or crossover of our identities, that affects how we experience the County.

This is called **intersectionality**.

This is made visible on the Diversity Wheel on the following page.

The first circle represents your LIFE EXPERIENCES.

The second circle contains the SOCIAL FACTORS that influence your life experiences:

The third circle shows the ORGANIZATIONAL FACTORS that might add a layer to how you experience the County:

The outermost circle lists the "isms" or overarching systems of power that indirectly and directly impact your life such as: racism, discrimination, heterosexism, sexism, classism, ethnocentricism, transphobia, ageism, homophobia, or ableism.

When we reflect on our own experiences, we can go the next step to ask to what extent this relates to the degree to which we will experience inclusion or exclusion (privilege or marginalization) in a given situation or context. Sometimes we experience both.

Take a few moments to identify areas in your life where you have had advantages or disadvantages. In some areas of your life, you may find it has been both an advantage and disadvantage at different times in your life.
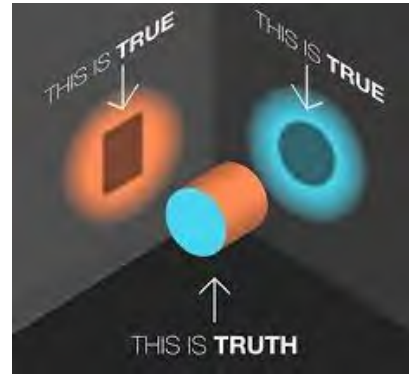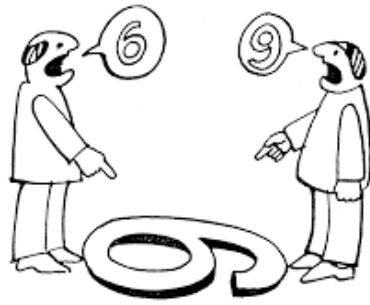
- Underline advantages
- Circle disadvantages
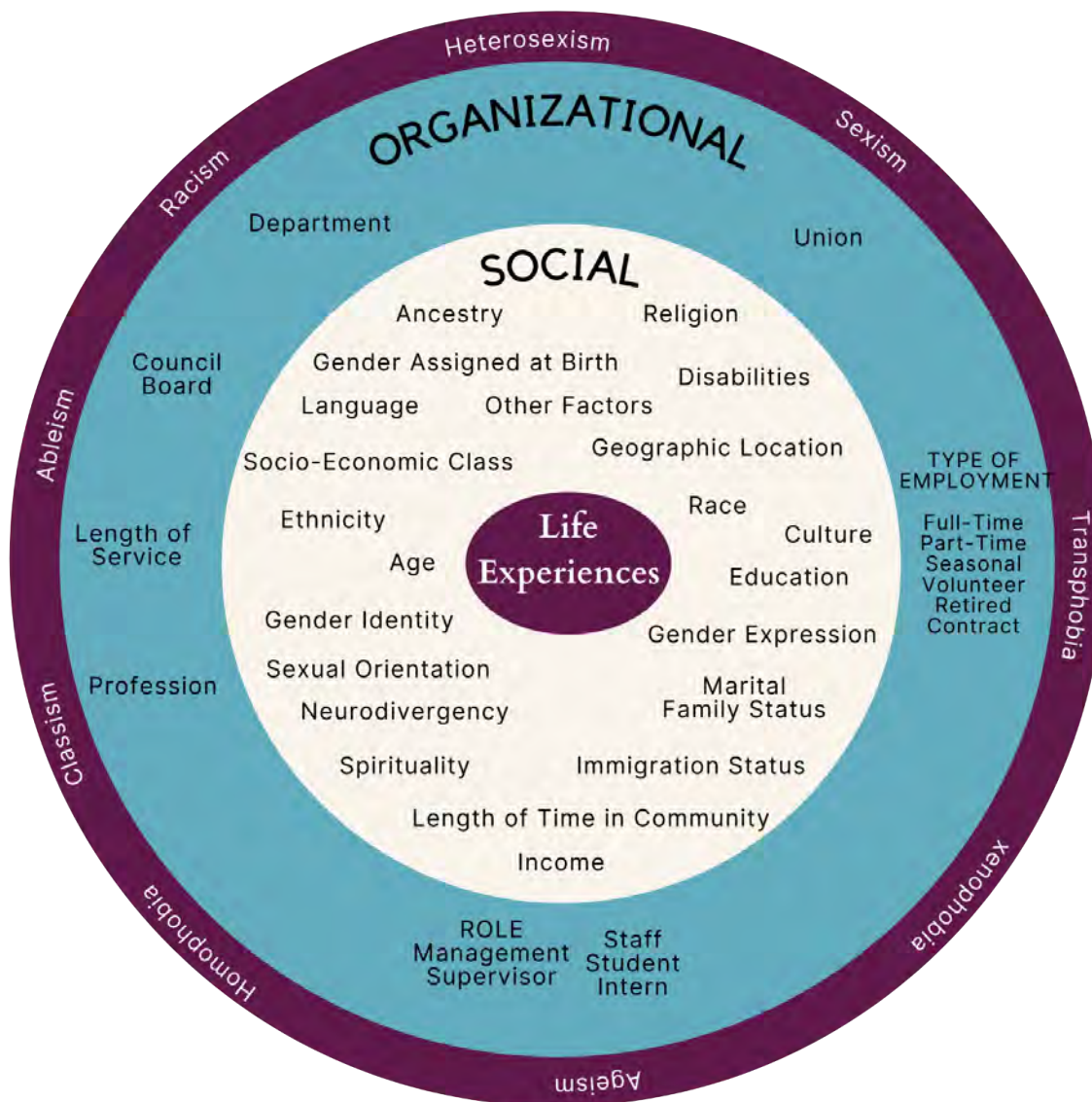
How can understanding your own diversity and experiences help you understand others and become an ally for those that may be experiencing exclusion?

THE EQUITY LENS TOOLKIT
Check your assumptions

What are some assumptions taking place here?

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM... PLEASE CLIMB THAT TREE.

- Does this happen in our workplace?
- Does this happen in the services we provide?
- Considering a situation from the perspective of those who risk exclusion is a key step in promoting equity and inclusion. It is an ongoing learning process for everyone.

CHECK ASSUMPTIONS!   BE CURIOUS!   STAY CURIOUS!

THE EQUITY LENS TOOLKIT
Ask about Inclusion

Where might you have a limited perspective on the issue?

Who is not included in the work you do?

What could contribute to this exclusion?

What can you do differently to ensure inclusion?

What barriers do you have to remove for participation?