

Where are we on the Continuum of Becoming a Thriving, Anti-Racist and Fully-Inclusive Institution?*

Levels of Change	Passive Differences seen as defects	Symbolic Differences are tolerated	Structural Differences seen as normal	Fully Inclusive Differences seen as assets and are celebrated
Individual	<p>Primary focus on Eurocentric cognitive knowledge.</p> <p>Actions that oppress or deny oppression of underrepresented* groups are common.</p>	<p>Broadening focus to include ethnic studies and other specialized courses that focus on underrepresented populations, but largely understood from a deficit framework.</p> <p>Individuals are increasingly aware of what oppression of underrepresented people looks like, but don't address it.</p>	<p>Increasing understanding of how structures influence our understanding of what academic knowledge is, how success is measured and how interpersonal, structural and societal factors impact our understanding of what learning is, how it should be accessed and what success looks like.</p> <p>Individuals are recognizing oppression, educating themselves about it and intervening in it. Increasing focus on social-emotional aspects of work and learning.</p>	<p>Empowered understanding of knowledge that incorporates understandings of social identity, structures and individual factors as foundational to disciplinary knowledge; recognition that learning is an embodied, multicultural and lifelong process.</p> <p>A majority of employees have support, high morale and a high degree of engagement.</p>

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Interpersonal	<p>High level of unresolved interpersonal conflict based on social identity, contributing to low morale and low retention rates for underrepresented faculty, staff and students.</p>	<p>Beginning awareness of implicit bias, microaggressions, stereotype threat, patriarchy and heteronormativity and working to eliminate these problems from their lives.</p>	<p>Cultural humility is the norm, whereby groups are effective in relating to others across difference and actively include those who were once excluded from social and decision-making opportunities.</p>	<p>Highly dynamic classrooms, creative spaces, research labs, and workspaces where mutual care for others is the norm, and people of all backgrounds are collaborative, contributors, productive, emotionally healthy, and dedicated to continuous excellence.</p>

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Institutional	<p>Discrimination and harassment by majority groups largely goes unchecked</p> <p>Tolerant of a limited number of Indigenous, Black, Latino, Asian, Desi, Pacific Islander, LGBTQ+, multiracial, women, low-income, first generation, international, or disabled faculty, staff and students.</p> <p>Isolated, under-resourced recruitment processes</p>	<p>Makes sporadic official policy pronouncements about diversity; limited enforcement of antidiscrimination and affirmative action policies; compliance-oriented efforts.</p> <p>Increasing recruitment of Indigenous, Black, Latino, Asian, Desi, Pacific Islander, LGBTQ+, multiracial, women, low-income, first-generation, international, or disabled faculty, staff and students.</p>	<p>Antidiscrimination policies are widely understood and fully enforced; campus community is attentive to the ways in which structures impact emotional, relational, spiritual, and physical wellness as well as thriving.</p> <p>A majority of faculty, staff and students on campus consistently embrace learning and development around their own and others' values, beliefs, cultural humility, implicit and explicit biases and behaviors.</p>	<p>Institution's everyday environment reflects full participation, appropriate as well as fair power sharing, equity in achievement, leadership, recognition, service and remuneration.</p> <p>Indigenous, Black, Latino, Asian, Desi, Pacific Islander, LGBTQ+, multiracial, women, low-income, first generation, international, or disabled faculty, staff and students are encouraged to appropriately bring their authentic / intersectional selves (languages, worldviews, cultures) into workspaces, classrooms, creative spaces, research labs and the broader university.</p>
		<p>Increased focus on recruitment, with little attention to climate, belonging and equity.</p>	<p>Centralized efforts to recruit and retain, with increasing awareness of the ways in which safety, organizational accountability, truth telling and ethics of care (cultural humility, love, etc.) impact retention.</p>	<p>Accountability processes including onboarding, equity audits and ongoing reviews of departments and colleges, compared with campus norm for inclusion that creates a climate of belonging and achievement.</p>

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Societal	Insular focus on traditional academic issues of research, teaching and service with little interest in societal impacts.	Increased representation of Indigenous, Black, Latino, Asian, Desi, Pacific Islander, LGBTQ+, multiracial, women, low-income, first generation, international, or disabled faculty, staff and students brings about increased research, teaching and service with greater focus on societal impact.	Actively engaging with communities and organizations beyond the university as stakeholders and partners toward mutual progress, using anti-oppression frameworks.	Recognized by local, regional, state and national partners as a model university, whose research, teaching, service, engagement and alumni are relevant and effective in addressing the world's most important problems.

*The continuum is a living document, and it reflects an Equity and Inclusion analysis of where the UO has been and where it seeks to go with respect to inclusive excellence, thriving and antiracism at the individual, interpersonal, institutional and organizational levels. We encourage you to ask yourself where we are on the continuum? What do you need to do to advance our progress?

The continuum is a tool for understanding the university's ongoing equity, inclusion and antiracist evolution. In our IDEAL Report, activities were categorized as Emerging, Developing and Transformative. Those categories map on to the IDEAL 2.0 continuum in the following ways: (i) Emerging (Passive and Symbolic); (ii) Structural (Developing); (iii) Transformative (Fully Inclusive).

The standards and indicators reflected on the continuum are taken from a variety of sources including: AAAS Sea Change Framework; Bread for the Journey; Indigenous Works; <https://www.accessliving.org/newsroom/blog/ableism-101/>; Cultural Humility: Engaging Diverse identities in Therapy by Joshua N. Hook, Don Davis, Jesse Owen and Circleen DeBlaere; <https://cejce.berkeley.edu/geneq/resources/lgbtq-resources/allyship>; Diversity's Promise for Higher Education: Making it Work by Daryl G. Smith; Strategic Diversity Leadership: Activating Change and Transformation in Higher Education by Damon A. Williams; UO Listening Sessions with Jewish, Black, Native, Latino, Multicultural and Female Faculty (2017-2021).

The term underrepresented is used to describe the following groups: Indigenous, Black, Latino, Asian, Desi, Pacific Islander, LGBTQ+, multiracial, women, low-income, first generation, international, or disabled.