USD116

THE LANGUAGE OF INCLUSION GUIDE

A DEI GLOSSARY
**LANGUAGE MATTERS:**

Language holds the power to unite or divide us, and to make your students, co-workers, and community members feel acknowledged or rejected. Words and their various uses reflect the remarkable diversity that characterizes our society. Undeniably, universally agreed upon language on issues relating to racism and other societal ills is nonexistent. As such, we must realize that even the most commonly used words in any discussion can easily cause misunderstanding, which leads to controversy and argumentativeness. It is fundamental to our equity journey as a school district to achieve some degree of shared understanding, particularly when using the most commonly used terms. In this way, the quality of conversation and discourse on diversity, equity, and inclusion can be enhanced.

Language can be used intentionally to engage and support school and community anti-racism coalitions and initiatives, or to agitate and divide them. Discussing definitions can engage and support staff members, students, and families. Yet, it is important for individuals and groups to decide the extent to which they must have consensus and where it is okay for people to disagree. It is also helpful to keep in mind that the words people use to discuss power, privilege, racism, and oppression hold different meanings for different people. Additionally, when people are talking about words such as *privilege* or *racism*, the words they use often come with emotions and expectations that are not spoken.

Several terms in this glossary have evolved over time. For instance, given the shifting demographic developments in the United States, the word “minority” no longer accurately reflects the four primary racial/ethnic groups. The terms “minoritized,” “emerging majority,” and “people of color” have become accepted replacements. Also, the terms used to refer to members of each community of color have changed over time. Whether to use the terms African American or Black, Hispanic American, Latinx or Latino, Native American or American Indian, and Pacific Islander or Asian American depends on a variety of conditions, including your intended audiences’ geographic location, age, generation, and, sometimes, political orientation.

The rationale of the Diversity, Equity, and Inclusion (DEI) Glossary of Terms is to serve as a reference guidebook of DEI terms that are critical to our shared understanding for the need to advance efforts to address systemic isms in our school system. While the list of terms is not exhaustive, the glossary identifies key terms informed by scholars and professionals within the DEI space to help individuals engage in meaningful conversations on equity. This glossary is a living document and will continue to be updated to reflect the evolution of our understanding of Diversity, Equity, and Inclusion.

Respectfully,

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Ableism: Discrimination against persons with mental and/or physical disabilities; social structures that favor able-bodied individuals.

Academia: The educational environment in its entirety, tasked with the pursuit of education and learning; the life, community, or world of teachers, schools, and education.

Academic Barriers: The unequal distribution of academic resources, including but not limited to; school funding, qualified and experienced teachers, books, and technologies to socially excluded communities. These communities tend to be historically disadvantaged and oppressed.

Access: The extent to which different socioeconomic groups receive equal and equitable access to give everyone an evenly balanced start in life.

Accessibility: The "ability to access" the functionality of a system or entity and gain the related benefits. The degree to which a product, service, or environment is accessible by as many people as possible. Accessible design ensures both direct (unassisted) access and indirect access through assistive technology (e.g., computer screen readers). Universal design ensures that an environment can be accessed, understood, and used to the greatest extent possible by all people.

Accommodation: A change in the environment or in the way things are customarily done that enables an individual with a disability to have equal opportunity, access, and participation.

Accountability: In the context of racial equity work, accountability refers to the ways in which individuals and communities hold themselves to their goals and actions and acknowledge the values and groups to which they are responsible.

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.

Achievement Gap: Closely related to learning gap and opportunity gap, the term achievement gap historically referred to any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and students of color. The term is considered outdated in most educational spaces.

ADOS: ADOS means American Descendants of Slavery. ADOS is a group that seeks to reclaim and restore the critical national character of the African American identity and experience in the United States.

Affinity Groups: Affinity groups, also known as a caucus, is an intentionally created space for those who share an identity to convene for learning, support, and connections. Affinity groups based on
racial identity are often comprised, respectively, of people of color, white people, people who hold multiracial identities, or people who share specific racial or ethnic identities.

**Affirm:** To offer support or encouragement to confirm validity; to confirm or ratify.

**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).

**African American:** Refers to people in the United States who have ethnic origins in the African continent. While the terms “African American” and “black” are often used interchangeably in the United States, it is best to ask individuals how they identify. For example, some individuals in immigrant communities may identify as black, but do not identify as African American.

**Ageism:** Discrimination against individuals because of their age, often based on stereotypes.

**Agender:** A person who does not identify themselves as having a particular gender.

**Alaska Native:** Umbrella term for the indigenous peoples of Alaska, a diverse group consisting of over 200 federally recognized tribes and speaking 20 indigenous languages. This is a general term; Alaska Native people may prefer to define or identify themselves by their specific tribal affiliation(s). The term “Eskimo” is considered derogatory by some Alaska Native people and should be avoided.

**Ally:** A person who is not a member of a marginalized or disadvantaged group but who expresses or gives support to that group.

**Allyship:** Allyship means showing up to act in solidarity with disempowered peoples without centering yourself or worldview. We need people to do this even if they cannot fully understand what it’s like to be disadvantaged because of race or ethnicity, gender, sexuality, ability, class, religion, or other markers of identity.

**Anglo or Anglo-Saxon:** Of or related to the descendants of Germanic peoples (Angles, Saxons, and Jutes) who reigned in Britain until the Norman conquest in 1066. Often refers to white English-speaking persons of European descent in England or North America, not of Hispanic or French origin.

**Anti-Black(ness):** A two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-blackness is overt racism which attempts to predetermine the socioeconomic status of Blacks through policies, institutions, and ideologies. The second form is the unethical disregard for Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism.
**Anti-Oppression:** Recognizing and deconstructing the systemic, institutional, and personal forms of disempowerment used by certain groups over others; actively challenging the different forms of oppression.

**Anti-Racism:** The work of actively opposing discrimination based on race by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, which is set up to counter an individual’s racist behaviors and impact.

**Anti-Racist:** A person who identifies and challenges the values, structures and behaviors that perpetuate systemic racism. This includes the expression of ideas that racial groups are equals and supporting policies that reduce racial inequity.

**Anti-Racist Ideas:** An antiracist idea is any idea that suggests the racial groups are equals in all their apparent difference and that there is nothing wrong with any racial group. Antiracists argue that racist policies are the cause of racial injustices.

**Anti-Semitism:** Hatred, discrimination, hostility, or oppression of or against Jewish people as a group or individuals.

**Arab:** Of or relating to the cultures or people that have ethnic roots in the following Arabic-speaking lands: Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen. “Arab” is not synonymous with “Muslim.” Arabs practice many religions, including Islam, Christianity, Judaism, and others.

**Asexual (Aromantic):** Someone who does not typically experience sexual or romantic attractions. Asexual people have emotional needs and can experience emotional or romantic attraction. Asexuality is considered an identity, and is not the same as celibacy, which is a choice.

**Asian American:** Of or related to Asian Americans. The U.S. Census Bureau defines “Asian” as “people having origins in any of the original peoples of Asia or the Indian subcontinent. It includes people who indicated their race or races as ‘Asian,’ ‘Indian,’ ‘Chinese,’ ‘Filipino,’ ‘Korean,’ ‘Japanese,’ ‘Vietnamese,’ or ‘Other Asian.’

**Assessment:** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

**Asset Thinking:** An approach that focuses on strengths of each student and views diversity in thought, culture, and traits as positive assets; students are valued for what they bring into the classroom.

**Assimilation:** The process by which one group takes on the cultural and other traits of a larger group; usually refers to the forced acculturation of a marginalized group by the dominant or White group.
**Belonging:** The feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group or place. For people to feel like they belong, the environment (in this case the school/workplace) needs to be set up to be a diverse and inclusive place.

**Bias:** A positive or negative inclination towards a person, group, or community; can lead to stereotyping. *Unconscious bias*, also known as *implicit bias*, is defined as “attitudes and stereotypes that influence judgment, decision-making, and behavior in ways that are outside of conscious awareness and/or control”.

**Bicultural:** Of or related to an individual who possesses the languages, values, beliefs, and behaviors of two distinct racial or ethnic groups.

**Bilingual:** A bilingual person is someone who speaks two languages. A person who speaks more than two languages is called 'multilingual' (although the term 'bilingualism' can be used for both situations)

**Bigotry:** Intolerant prejudice which glorifies one’s own group and denigrates members of other groups.

**Biphobia:** To have an irrational fear, hatred, or intolerance for people who identify as bisexual.

**BIPOC:** An acronym for Black, Indigenous and People of Color. BIPOC is meant to emphasize the hardships faced by Black and Indigenous people in the US and Canada and is also meant to acknowledge that not all people of color face the same levels of injustice.

**Biracial:** A person who identifies as being of two races or who’s biological parents are of two different racial groups.

**Birth Assigned Sex:** The designation that refers to a person’s biological, morphological, hormonal, and genetic composition. One’s sex is typically assigned at birth and classified as either male or female.

**Bisexuality:** Emotional, romantic and/or sexual attraction to people of more than one sex, gender, or gender identity; not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree. This word is sometimes used interchangeably with pansexual.

**Black:** Of or related to persons having ethnic origins in the African continent; persons belonging to the African Diaspora. Some individuals have adopted the term to represent all people around the world who are not of white European descent, although this usage is not common. “Black” is often used interchangeably with “African American” in the United States.

**Black Lives Matter:** Black Lives Matter is a human rights movement, originating in the African American community, that campaigns against violence and systemic racism toward black people.

**Bullying:** Intimidating, exclusionary, threatening, or hostile behavior against an individual.
**Bystander**: A person who is present at an event or incident but does not take part. Like an onlooker, passerby, nonparticipant, observer, spectator.

**Capacity**: The term capacity in reference to the perceived abilities, skills, and expertise of school leaders, teachers, faculties, and staffs—most commonly when describing the “capacity” of an individual or school to execute or accomplish something specific.

**Career-Ready**: Is generally applied to (1) students who are equipped with the knowledge and skills deemed to be essential for success in the modern workforce, or (2) the kinds of educational programs and learning opportunities that lead to improved workforce preparation.

**Caucasian**: The term has a long history stemming from a scientific term referring to a group of people with similar skeletal anatomy and diverse skin tones. Over the years, it was adopted in the United States to refer to people with light pigmentation of the skin most often from regions of Europe but technically does include people with light pigmentation of the skin from the Middle East and North Africa. It is often considered synonymous with white.

**Caucuses**: Groups that provide spaces for people to work within their own racial or ethnic groups.

**Centering Blackness**: Considering the Black experience as unique and foundational to shaping America’s economic and social policies: (a) Centering Blackness demands that we create and design policies and practices that intentionally lift and protect Black people. (b) Anti-blackness doesn’t only impact Black people; it holds back and harms all Americans and necessitates collective healing. (c) Centering Blackness allows for a completely different worldview to emerge, free from the constraints of white supremacy and patriarchy.

**Cisgender**: From the Latin cis-, meaning “on this side.” A person whose gender identity corresponds with the sex the person had or was identified as having at birth. (ex., a person identified as female at birth who identifies as a woman can be said to be a cisgender woman.)

**Class**: A system that divides individuals or a group into categories based on perceived social or economic status.

**Classism**: Biased attitudes and beliefs that result in, and help to justify, unfair treatment of individuals or groups because of their socioeconomic grouping. Classism can also be expressed as public policies and institutional practices that prevent people from breaking out of poverty rather than ensuring equal economic, social, and educational opportunity.

**Code Switch**: Occurs when an individual alternates between two or more languages, or language varieties, in the context of a single conversation or situation.
**Co-Conspirators:** Are people who take risks and use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about oppression and injustice but take meaningful action.

**College-Ready:** Is generally applied to (1) students who are equipped with the knowledge and skills deemed essential for success in university, college, and community-college programs, or (2) the kinds of educational programs and learning opportunities that lead to improved preparation for these two- and four-year collegiate programs.

**Collusion:** When people act to perpetuate oppression or prevent others from working to eliminate oppression. Example: able-bodied people who object to strategies for making buildings accessible because of the expense.

**Colonialism:** Control by individuals or groups over the territory/behavior of other individuals or groups.

**Colonization:** Colonization can be defined as some form of invasion, dispossession, and subjugation of a people. The invasion need not be military; it can begin—or continue—as geographical intrusion in the form of agricultural, urban, or industrial encroachments.

**Colorblind:** Term used to describe personal, group, and institutional policies or practices that do not consider race or ethnicity as a determining factor. The term “colorblind” de-emphasizes or ignores race and ethnicity as a large part of one’s identity.

**Colorism:** Prejudiced thoughts or discriminatory actions against dark-skinned People-of-Color, based on light-skinned favoritism.

**Communities of Color:** A term used primarily in the United States to describe communities of people who are not identified as White, emphasizing common experiences of racism.

**Conscious Bias:** In its extreme is characterized by overt negative behavior that can be expressed through physical and verbal harassment or through more subtle means such as exclusion.

**Consciousness:** A developmental process that makes people aware of systems of oppression.

**Counternarrative:** Story going against that of the majority culture as expressed in educational text, print, or digital form.

**Covert Racism:** Expresses racist ideas, attitudes, or beliefs in subtle, hidden, or secret forms. Often unchallenged, this type of racism doesn’t appear to be racist because it is indirect behavior.
**Critical Race Theory**: The Critical Race Theory movement considers many of the same issues that conventional civil rights and ethnic studies take up, but places them in a broader perspective that includes economics, history, and even feelings and the unconscious. Unlike traditional civil rights, which embraces incrementalism and step by step progress, critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and principles of constitutional law.

**Cross-Cultural**: Dealing with or offering comparison between two or more different cultures or culture areas.

**Cultural Appropriation**: The non-consensual/misappropriate use of cultural elements for commodification or profit purposes – including symbols, art, language, customs, etc. – often without understanding, acknowledgment or respect for its value in the context of its original culture.

**Cultural Assimilation**: When an individual, family, or group gives up certain aspects of its culture to adapt to the dominant culture.

**Cultural Competence**: Refers to an individual’s or an organization’s knowledge and understanding of different cultures and perspectives. It’s a measure of an individual's or a workforce’s ability to work with people of different nationalities, ethnicities, languages, and religions. It involves knowledge, awareness and interpersonal skills that allow individuals to increase their understanding, sensitivity, appreciation and responsiveness to cultural differences and the interactions resulting from them. It is a process of learning that leads to the ability of an organization and/or employees to collaborate in a diverse work environment by effectively responding to the challenges and opportunities posed by the presence of social cultural diversity.

**Cultural Intelligence (CQ)**: The capability to adapt, relate and work effectively across cultures. People with high CQ are not experts in every kind of culture. Instead, they have the skills to go into new environments with confidence, and to make informed judgments based on observations and evidence as opposed to stereotypes and biases. They recognize shared influences among groups.

**Cultural Misappropriation**: Cultural misappropriation distinguishes itself from the neutrality of cultural exchange, appreciation, and appropriation because of the instance of colonialism and capitalism; cultural misappropriation occurs when a cultural fixture of a marginalized culture/community is copied, mimicked, or recreated by the dominant culture against the will of the original community and, above all else, commodified.

**Cultural Mismatch**: The incongruence in beliefs or ways of being between people or groups of people based on their cultural heritage, age, region, etc.; when cultural norms in mainstream institutions do not match the norms prevalent among social groups which are underrepresented in those institutions.
**Cultural Pluralism:** Recognition of the contribution of each group to a common civilization. It encourages the maintenance and development of different lifestyles, languages, and convictions. It strives to create the conditions of harmony and respect within a culturally diverse society.

**Cultural Racism:** Cultural racism refers to representations, messages and stories conveying the idea that behaviors and values associated with white people or “whiteness” are automatically “better” or more “normal” than those associated with other racially defined groups. Cultural racism shows up in advertising, movies, history books, definitions of patriotism, and in policies and laws. Cultural racism is also a powerful force in maintaining systems of internalized supremacy and internalized racism. It does that by influencing collective beliefs about what constitutes appropriate behavior, what is seen as beautiful, and the value placed on various forms of expression.

**Culturally Responsive Teaching:** Culturally Responsive Teaching (CRT) is a pedagogy that recognizes the importance of including students’ cultural differences in all aspects of learning.

**Cultural Sensitivity:** Being aware that cultural differences and similarities between people exist without assigning them a value. Cultural sensitivity skills can ensure the ability to work effectively alongside people with different cultural attitudes and behaviors.

**Culture:** A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication.

**Culture Add:** Refers to people who value company culture and standards, as well as bringing an aspect of diversity that positively contributes to the organization. Also known as culture fit.

**Curriculum:** A standards-based sequence of planned lessons and experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning.

**D&I:** An acronym for diversity and inclusion.

**DEI:** An acronym for diversity, equity, and inclusion.

**Decolonize:** The active and intentional process of unlearning values, beliefs and conceptions that have caused physical, emotional, or mental harm to people through colonization. It requires a recognition of systems of oppression.
**Deficit-Minded Language**: Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as motivation needed to succeed in college, or shortcomings socially linked to the student, such as family deficits or dysfunctions (Ex., at-risk, high need, underprepared, disadvantaged, or underprivileged).

**Deficit Thinking**: A paradigm by which educators attribute the academic or behavioral difficulties of some students to the students themselves, their families, communities, and cultures; [the concept] holds students from historically oppressed populations responsible for the challenges and inequalities that they face.

**Demisexual**: A sexual orientation where people experience sexual attraction only to people they are emotionally close to.

**Denial**: The refusal to acknowledge the societal privileges that are granted or denied based on an individual’s identity components. Those who are in a stage of denial tend to believe, “People are people. We are alike regardless of the color of our skin.” In this way, the existence of a hierarchical system of privileges based on ethnicity or race are ignored.

**Diaspora**: Diaspora is the voluntary or forcible movement of peoples from their homelands into new regions. There is a common element in all forms of diaspora; these are people who live outside their natural territories and recognize that their traditional homelands are reflected deeply in the languages they speak, religions they adopt, and the cultures they produce.

**Digital Literacy**: An ability to use information and communication technologies to find, evaluate, create, and communicate information. This ability requires both cognitive and technical skills; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers.

**(Dis)ability**: A physical or mental impairment, the perception of a physical or mental impairment, or a history of having had a physical or mental impairment that substantially limits one or more major life activities. (The Department of Justice) Replaces the term *Handicap or The Handicapped*, which do not reflect the individuality, equality, or dignity of people with disabilities.

**Disablism**: Promoting the unequal or differential treatment of people with actual or presumed disabilities; either consciously or unconsciously.

**Discrimination**: Unfavorable or unfair treatment towards an individual or group based on their race, ethnicity, color, national origin or ancestry, religion, socioeconomic status, education, sex, marital status, parental status, veteran’s status, political affiliation, language, age, gender, physical or mental abilities, sexual orientation, or gender identity.
**Diversity**: The condition of being different or having differences. Differences among people with respect to age, class, ethnicity, gender, health, physical and mental ability, race, sexual orientation, religion, physical size, education level, job and function, personality traits, and other human differences. Some describe organizational diversity as social heterogeneity.

**Diversity v. Inclusion v. Belonging**: Diversity typically means proportionate representation across all dimensions of human difference. Inclusion means that everyone is included, visible, heard and considered. Belonging means that everyone is treated and feels like a full member of the larger community and can thrive.

**Dominant Culture**: Majority culture represented within a group setting; [a cultural group] whose values, language, and ways of behaving are imposed on a subordinate culture or cultures through economic or political power... achieved through legal or political suppression of other sets of values and patterns of behavior, or by monopolizing the media of communication.

**Educational Equity Gap**: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.

**Emotional Tax**: The combination of being on guard to protect against bias and feeling different from peers at work because of gender, race, and/or ethnicity and the associated effects on health, well-being, and ability to thrive at work. It particularly affects BIPOC students/employees.

**ELL: (E)English (L) Language (L) Learner**: Commonly refers to a student who is age 5 or older and who is learning English as a second language. ELL differs from ESL, English as a second language, as it is an approach in which students who are not native English speakers are mainly taught in English.

**Empowerment**: When target group members refuse to accept the dominant ideology and take actions to redistribute social power more equitably.

**Equal Employment Opportunity**: (EEO) Title VII of the Civil Rights Act of 1964 prohibit discrimination in any aspect of employment based on an individual’s race, color, religion, sex, or national origin.

**Equality**: Evenly distributed access to resources and opportunity necessary for a safe and healthy life; uniform distribution of access to ensure fairness.

**Equity**: Equity recognizes that in groups, access and power is unequally distributed. Some individuals have advantages while others have disadvantages. Equity, as a process, is the very intentional approach organizations take to ensure that everyone has access to the same opportunities all while striving to identify and eliminate structural inequities and barriers.
**Equity-Minded**: A schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

**ESL**: (E)English as a (S)second (L)anguage. A term used to describe language learning programs in the United States for individuals for whom English is not their first or native language.

**Essentialism**: The practice of categorizing an entire group based on assumptions about what constitutes the “essence” of that group. Essentialism prevents individuals from remaining open to individual differences within groups.

**Ethnicity**: A social construct which divides people into smaller social groups based on characteristics such as values, behavioral patterns, language, political and economic interests, history, and ancestral background.

**Ethnocentrism**: The practice of using a particular ethnic group as a frame of reference, basis of judgment, or standard criteria from which to view the world. Ethnocentrism favors one ethnic group’s cultural norms and excludes the realities and experiences of other ethnic groups.

**Eurocentrism**: A worldview based on the preservation of Western Cultural supremacy.

**Fascism**: A system of oppression based on the preservation of authoritarian nationalism using dictatorship and suppression of opposition.

**Feminism**: Theory and practice that advocates for educational and occupational equity between men and women; undermines traditional cultural practices that support the subjugation of women by men and the devaluation of women’s contributions to society.

**Femme**: Femme is a gender identity where a person has an awareness of cultural standards of femininity and actively carries out a feminine appearance or role.

**Folxs**: An alternative spelling to the English word “folks”, folx is used to explicitly signal the inclusion of groups commonly marginalized.

**Foster Status**: A foster child is a minor who has been taken into state custody and placed with a state-licensed adult, who cares for the child in place of their parent or guardian.

**Gaslighting**: A form of psychological manipulation in which a person or a group covertly sows seeds of doubt in a targeted individual or group, making them question their own memory, perception, or judgment, often evoking in them cognitive dissonance and other changes, including low self-esteem. For people in underrepresented or less powerful groups, it is more likely to occur, with more severe and harmful cumulative effects. Tactics can include withholding (critical information, meeting invitations, silent treatment), isolation (exclusion, causing conflict with coworkers), and discrediting (consistently shooting down the target’s ideas, ignoring or taking credit for them).
**Gay:** A man who is emotionally, romantically, or sexually attracted to other men. People of the same sex who are attracted sexually and emotionally to each other. More commonly utilized to describe male attraction to other males.

**Gender:** The socially constructed ideas about behavior, actions, and roles a particular sex performs.

**Gender Binary:** This is the idea that gender only consists of two options: male or female, and everyone must be divided into those categories. It is pervasive and harmful and not accurate. Gender is expansive and should be seen as a spectrum instead of a binary.

**Gender Expansive:** Someone whose gender expression does not conform to social expectations or stereotypes. Also known as gender non-conforming, gender variant, or gender creative.

**Gender Expression:** The way people externally communicate or perform their gender identity to others. This could be through clothing, hair, makeup, or more. This can be directly connected to Gender Identity, or it can be separate. Each person determines this for themselves. People should not make assumptions about someone's Gender Identity based on any part of Gender Expression.

**Gender Fluid:** A person who is gender fluid changes their gender over time or may switch between dressing as male or female.

**Gender Identity:** A personal conception of one’s own gender; often in relation to a gender opposition between masculinity and femininity. "That could be male, female, a blend of both, neither, or many other options.

**Gender-Neutral:** Used to denote a unisex or all-gender inclusive space, language, etc. Examples: a gender-neutral bathroom is a bathroom open to people of any gender identity and expression; gender-neutral job descriptions are used to attract qualified, diverse candidates.

**Gender Nonconforming or Gender Non-binary:** A way of identifying and/or expressing oneself outside the binary gender categories of male/masculine and female/feminine.

**Gender Policing:** The enforcement of normative gender expressions on a person who is perceived as not participating in behavior that aligns with their assigned gender at birth.

**Gender Role:** Socially assigned expectation or cultural norm related to behavior, mannerisms, dress, and more based on gender.

**Genocide:** The process of extermination of a social group by using direct and/or cultural violence.

**Gentrification:** The process by which high/mid-socioeconomic status or racially privileged individuals shift the economics or demographics of neighborhoods, that results in displacement of low-socioeconomic or racially oppressed people.
**Global Environmental Racism:** Race is a potent factor in sorting people into their physical environment and explaining social inequality, political exploitation, social isolation, and quality of life. Racism influences land use, industrial facility siting, housing patterns, infrastructure development, and “who gets what, when, where, and how much.” Environmental racism refers to any policy, practice, or directive that differentially affects or disadvantages (whether intended or unintended) individuals, groups, or communities based on race or color.

**Global Majority:** A term used to describe BIPOC folx, who make up 80% of the world population.

**Groupthink:** Groupthink is when people discourage a person from thinking a certain way or making decisions using individual creativity.

**Harassment:** Unwelcome, intimidating, exclusionary, threatening, or hostile behavior against an individual that is based on a category protected by law.

**Hate Crimes:** When a perpetrator intentionally selects and commits a crime toward someone based on actual or perceived membership in a particular group, usually defined by race, religion, ability, ethnic origin, gender identity or sexual orientation.

**Hazing:** Verbal and physical testing, often of newcomers into a society or group, that may range from practical joking to tests of physical and mental endurance.

**HBCU:** An acronym that stands for “Historically Black Colleges and Universities”. HBCUs were established, post-American Civil War, in the United States to primarily serve the Black community, although they allow admission to students of all races.

**Health at Every Size:** Known by the acronym HAES, a social and health promotion movement that challenges social stigma based on weight, size, and shape. The movement emphasizes body positivity, health outcomes, and eating and movement for wellbeing rather than weight control.

**Health Equity:** Attainment of the highest level of health for all people.

**Hegating:** When a man repeats a woman’s comments to take them as his own to gain credit or praise for the idea.

**Heterosexism:** Social structures and practices which serve to elevate and enforce heterosexuality while subordinating or suppressing other forms of sexuality.

**Heterosexual:** An identity term for a female-identified person who is attracted to male-identified people, or a male identified person who is attracted to female-identified people.
Hispanic: The U.S. Census Bureau defines Hispanic as people who classified themselves as Spanish, Hispanic, or Latino categories, which also included the subgroups Mexican, Mexican American, Chicano, Puerto Rican or Cuban.

Hispanic Serving Institutions (HIS): Colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment.

Homophobia: A fear of individuals who are not heterosexual. Often results in hostile, offensive, or discriminatory action against a person because they are gay, lesbian, bisexual, transgendered, queer identified, or because they are perceived to be. These actions may be verbal or physical and can include insulting or degrading comments; taunts or ‘jokes’; and excluding or refusing to cooperate with others because of their sexuality.

Homosexual: A person who is primarily attracted to members of what they identify as their own sex or gender. Many people reject the term homosexual because of its history as a term denoting mental illness and abnormality - the terms Gay or Lesbian are preferred.

Human Rights: The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

Identity: The relationship established by psychological and societal identification, which includes the distinguishing characteristics or personality of an individual, who a person is, or the qualities of a person or group that make them different from others.

Identity-First Language: Many people with disabilities embrace Identity-First Language, which positions disability as an identity category. In identity-first Language, the identifying word comes first in the sentence and highlights the person's embrace of their identity. Self-advocates (particularly in the autism community) have expressed preference for identity-first language such as “autistic,” “autistic person,” or “autistic individual” comparing this phrasing to the way we refer to “Muslim” or “African American” or “LGBTQ” individuals.

Identity Group: A particular group, culture, or community with which an individual identifies or shares a sense of belonging. Individual agency is crucial for identity development, no person should be pressured to identify with any existing group, but instead the freedom to self-identify on their own terms.

Immigration Status: Refers to the way in which a person is present in the United States. (e.g., US citizen, non-citizen).
Implicit Bias: Implicit biases are negative associations that people unknowingly hold. They are expressed automatically and without conscious awareness. Many studies have indicated that implicit biases affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Implicit biases may be held by an individual, group, or institution and can have negative or positive consequences.

Imposter Syndrome: Imposter Syndrome is present when high-achieving individuals are in constant fear of being exposed as fraud and are unable to internalize their accomplishments.

Inclusion: Inclusion supports individuals with different identities to feel they belong within the group because they are valued, relied upon, welcomed, and empowered.

Inclusive Language: Words of phrases that include all potential audiences from any identity group. Inclusive language does not assume or connote the absence of any group. An example of gender inclusive language is using “police officers” instead of “policemen”.

Indigenous (Indigeneity): Originating from a culture with ancient ties to the land in which a group resides. Indigenous populations are composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them and, by conquest, settlement, or other means, reduced them to a non-dominant or colonial condition.

Individual Racism: The beliefs, attitudes, and actions of individuals that support or perpetuate racism; can occur at both a conscious and unconscious level and can be active or passive. Examples include telling a racist joke, using a racial epithet, or believing in the inherent superiority of Whites.

Inequality: Unjustified, hierarchical differences.

Institutional Power: The power to create and shape the rules, policies, and actions of an institution. To have institutional power is to be a decision maker or to have great influence upon a decision maker of an institution.

Institutional Racism: Refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for Whites and oppression and disadvantage for people from groups classified as People of Color.

Integration: When an individual maintains their own cultural identity while also becoming a participant in a host culture.

Intent vs. Impact: This distinction is an integral part of inclusive environments; intent is what a person meant to do, and impact is the effect it had on someone else. Regardless of intent, it is imperative to recognize how behaviors, language, actions, etc. affect or influence other people. An examination of what was said or done and how it was received is the focus, not necessarily what was intended.
**Internalized Dominance:** Occurs among white people when they believe and/or act on assumptions that white people are superior to, more capable, intelligent, or entitled than people of color. It occurs when members of the dominant white group take their group’s socially advantaged status as normal and deserved, rather than recognizing how it has been conferred through racialized systems of inequality. Internalized dominance may be unconscious or conscious. (Ex. A white person who insists that anyone who works hard can get ahead, without acknowledging the barriers of racism, is consciously or unconsciously expressing internalized dominance).

**Internalized Racism:** Occurs in a racist system when a racial group oppressed by racism supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviors, social structures, and ideologies that undergird the dominating group’s power.

**Interpersonal Racism:** Interpersonal racism occurs between individuals. When private beliefs are put in interaction with others, racism resides in the interpersonal realm. Examples: public expressions of racial prejudice, hate, bias and bigotry between individuals

**Intersectionality:** The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, and/or interconnect and cannot be examined separately from one another.

**Intersex:** Intersex individuals are born with a variety of differences in their sex traits and reproductive anatomy. There is a variety of difference among intersex variations, including differences in genitalia, chromosomes, gonads, internal sex organs, hormone production and response, and/or secondary sex traits."

**Intimate Partner Violence (IPV):** Physical, sexual, and/or psychological violence caused by a current or former partner.

**Islamophobia:** A form of racism rooted in stereotypes that label all Muslim or Muslim “appearing” people as terrorist. This form of racism manifests itself in hate crimes, federal actions such as the increased surveillance or racial profiling of Muslims, Arab Americans or those who appear to be either.

**Isms:** A way of describing any attitude, action, or institutional structure that subordinates (oppresses) a person or group because of their target group: race (racism), gender (sexism), economic status (classism), age (ageism), religion, sexual orientation, language, etc.

**Jim Crow:** A system of oppression based on legalized racial segregation.

**Karen:** A term used to describe privileged, entitled, intolerant or defensive White womxn, also known as white supremacist womxn.

**Latina/o:** Individual living in the United States originating form or having a heritage relating to Latin America.
**Latine (pronounced la-TEE-nay):** This is a gender-neutral term to use to note people of Latin decent instead of the gendered terms: Latina or Latino. Another common version is Latinx, but there is a shift to use *Latine* as some feel it fits better with the way many words in the Spanish language end with vowels. You may see this word in school-related communications.

**Latinx:** Used as a gender-neutral or non-binary alternative to Latino or Latina to describe a person of Latin American origin or descent.

**Lesbian:** A woman who is emotionally, romantically, or sexually attracted to other women. This term is not limited to cisgender women, and is used by gender expansive people, too.

**LGBTQ:** An abbreviation for lesbian, gay, bisexual, transgender, and queer.

**LGBTQ (QIA):** Acronym for Lesbian Gay Bisexual Transgender Queer (Questioning Intersex Allies). The description of the movement expanded from gay and lesbian to LGBTQ and some include questioning, intersex, allies, same-gender-loving, asexual, pansexual, and polyamorous.

**Liberation:** The creation of relationships, societies, communities, organizations, and collective spaces characterized by equity, fairness, and the implementation of systems for the allocation of goods, services, benefits, and rewards that support the full participation of each human and the promotion of their full humanness.

**Liberatory Consciousness:** liberatory consciousness enables humans to: (a) Live their lives in oppressive systems and institutions with awareness and intentionality, rather than based on the socialization to which they have been subjected. (b) Maintain an awareness of the dynamics of oppression characterizing society without giving in to despair and hopelessness about that condition, to maintain an awareness of the role played by everyone in the maintenance of the system without blaming them for the roles they play, and at the same time practice intentionality about changing the systems of oppression. (c) Live “outside” the patterns of thought and behavior learned through the socialization process that helps to perpetuate oppressive systems. The four elements in developing a liberatory consciousness are *awareness, analysis, acting,* and *accountability/ally-ship*.

**Linguistic Background:** A fundamental understanding of the principles of language in general and their application to the language which is being taught.

**Low Income:** Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These households are considered “in poverty.” Household incomes that are below 50% of their poverty threshold are considered “severe” or “deep poverty.” Low-income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low-income persons also face housing, food, transportation, and health disparities.

**Mansplain:** A situation when men explain something to a person in a condescending or patronizing manner, typically a woman.
Marginalization: The placement of minority groups and cultures outside mainstream society. All that varies from the norm of the dominant culture is devalued and at times perceived as deviant and regressive.

“Me Too” Movement: A movement started in 2006 to address sexual violence, misogyny, and sexism.

Melting Pot: Melting Pot is a metaphor people use to describe a society where various types of people blend as one.

Merit: A concept that appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., standardized tests that are biased against students of color).

Metrosexual: A well-groomed style for non-queer men that is a mix of the words “heterosexual” and “metropolitan”.

Mexican American: A group of Americans of full or partial Mexican descent in the United States.

Microaggression: A comment or action that unconsciously or unintentionally expresses or reveals a prejudiced attitude toward a member of a marginalized group, such as a racial minority. These small, common occurrences include insults, slights, stereotyping, undermining, devaluing, delegitimizing, overlooking, or excluding someone. Over time, microaggressions can isolate and alienate those on the receiving end and affect their health and wellbeing.

Micro-affirmation: A micro-affirmation is a small gesture of inclusion, caring or kindness. They include listening, providing comfort and support, being an ally and explicitly valuing the contributions and presence of all. It is particularly helpful for those with greater power or seniority to “model” affirming behavior.

Micro-inequity: Subtle, often unconscious, messages and behavior that devalue, discourage, and impair workplace performance. It can appear as individuals who are overlooked, singled out or ignored and is based on characteristics such as race, gender, ability, etc. Micro-inequities can be conveyed through facial expressions, gestures, tone of voice/choice of words.

Microinsults: Communications that subtly exclude, negate, or nullify the thoughts, feelings, or experiential reality of a marginalized individuals.

Microinvalidations: Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person’s racial heritage or identity.

Minoritized: To make a person or a group subordinate in status to a more dominant group or its members.
**Minority:** A culturally, ethnically, or racially distinct group that coexists with but is subordinate to a more dominate group. As used in the social sciences, this subordinacy is the chief defining characteristic of a minority group. Thus, minority status does not necessarily correlate to population.

**Model Minority:** A term created by sociologist William Peterson to describe the Japanese community, whom he saw as being able to overcome oppression because of their cultural values. Individuals employing the Model Minority trope may think they are being complimentary, in fact the term is related to colorism and its root, anti-Blackness. The model minority myth creates an understanding of ethnic groups, including Asian Americans, as a monolith, or as a mass whose parts cannot be distinguished from each other.

**Movement Building:** Movement building is the effort of social change agents to engage power holders and the broader society in addressing a systemic problem or injustice while promoting an alternative vision or solution. Movement building requires a range of intersecting approaches through a set of distinct stages over a long-term period. Through movement building, organizers can:
(a) Propose solutions to the root causes of social problems. (b) Enable people to exercise their collective power. (c) Humanize groups that have been denied basic human rights and improve conditions for the groups affected. (d) Create structural change by building something larger than a particular organization or campaign. (e) Promote visions and values for society based on fairness, justice, and democracy.

**Multicultural:** Of or pertaining to more than one culture.

**Multiethnic:** An individual that comes from more than one ethnicity.

**Multiracial:** An individual that comes from more than one race.

**Multicultural Competency:** A process of embracing diversity and learning about people from other cultural backgrounds. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them.

**Multiculturalism:** The practice of acknowledging and respecting the various cultures, religions, races, ethnicities, attitudes, and opinions within an environment. The theory and practice promote peaceful coexistence of all identities and people.

**National origin:** The nation where a person was born, or where that person's ancestors came from. It also includes the diaspora of multi-ethnic states and societies that have a shared sense of common identity identical to that of a nation while being made up of several component ethnic groups.

**National Values:** National values are behaviors and characteristics that we as members of a society are taught to value and enact. (ex., Fairness, equal treatment, individual responsibility, and meritocracy are examples of some key national values in the United States).

**Native:** Associated with a person’s origin or birth; belonging to or associated with one by birth; innate.
**Native American:** Can be used to refer broadly to the indigenous peoples of North and South America but is more commonly used as a general term for the indigenous peoples of the contiguous United States. This term has been used interchangeably with the term “American Indian,” although some Native Americans find this latter term offensive since “Indian” is a misnomer. These are general terms which refer to groups of people with different tribal affiliations; many Native American individuals prefer to identify themselves by their specific tribal affiliation(s).

**Nativism:** A system of oppression perpetuating discriminatory actions against migrants, based on native-born favoritism.

**Neurodiversity:** When neurological differences are recognized and respected as are any other kind of human differences or variations. These differences can include Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, and Tourette Syndrome.

**Non-binary:** An adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories.

**Norm:** An ideal standard binding upon the members of a group and serving to guide, control, or regulate power and acceptable behavior.

**Normalization:** The process by which prejudiced thoughts and discriminatory actions become commonplace and unquestioned.

**Novice:** Someone in a professional education setting who is new to the practice of education; someone who is just beginning to learn a skill or subject.

**“Occupy” Movement & The “One Percent”:** A movement to address social and economic inequality, and corporate influence on politics. Started in 2011, it became global as a response against the increasing concentration of wealth in the top 1% of the population.

**Opportunity Gap:** Means the unequal or inequitable distribution of educational resources and opportunities based on race and/or ethnicity; resources may include staffing, academic supports, social and emotional supports, high-quality curriculum, and other programs.

**Oppression:** The systemic and pervasive use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often to further empower and/or privilege the oppressor. Oppression signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.

**Pacific Islander:** Pacific Islander, or Pasifika, refers to the indigenous inhabitants of the Pacific Islands, specifically persons whose origins are of the following sub-regions of Oceania: Polynesia, Melanesia, and Micronesia.
**Pan-Africanism:** Describes the theory relating to the desire to educate all peoples of the African diaspora of their common plight and the connections between them. Some theorists promote linking all African countries across the continent through a common government, language, ideology, or belief.

**Pansexuality:** A term reflective of those who feel they are sexually, emotionally, and spiritually capable of falling in love with all genders.

**Patriarchy:** Actions and beliefs that prioritizes masculinity. Patriarchy is practiced systemically in the ways and methods through which power is distributed in society (jobs and positions of power given to men in government, policy, criminal justice, etc.) while also influencing how we interact with one another interpersonally (gender expectations, sexual dynamics, space-taking, etc.).

**Passing:** Perceived membership of dominant social group that results in privilege for target group members.

**People/Person of Color:** Is not a term that refers to real biological or scientific distinction between people, but the common experience of being targeted and oppressed by racism. While each oppressed group is affected by racism differently and each group 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 political 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. This term also refrains from the subordinate connotation of triggering labels like “non-White” and “minority.”

**Performative Allyship:** (versus Allyship) - is when someone from a nonmarginalized group (White, able-bodied, etc.) professes support and solidarity with a marginalized group in a way that either isn’t helpful or that actively harms that group. Performative allyship refuses to engage with the complexity below the surface or say anything new. It refuses to acknowledge any personal responsibility for the systemic issues that provided the context for the relevant tragedy.

**Personal Gender Pronoun:** The pronoun or set of pronouns that an individual personally uses and would like others to use when referring to them. Replaces the term Preferred Gender Pronoun, which incorrectly implies that their use is optional.

**Personal Power:** The power that an individual possesses or builds in their personal life and interpersonal relationships; self-determination. The ability to name or define. The ability to change the rule, standard, or policy to serve your needs, wants or desires. The ability to influence decisions makers to make choices in favor of your cause, issue, or concern.

**Plus Sign:** A plus sign (+) is added to the acronym to represent the infinite variety of identities outside of and not represented by this acronym.

**Positionality:** The social identities and powers that shape identity and biases worldviews.
**Power:** Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than 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.

**Prejudice:** A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

**Privilege:** An unearned, sustained advantage that comes from race, gender, sexuality, ability, socioeconomic status, age, and other differences.

**Pronouns:** Words to refer to a person after initially using their name. Gendered pronouns include she and he, her, and him, hers and his, and herself and himself. "Preferred gender pronouns" (or PGPs) are the pronouns that people ask others to use in reference to themselves. They may be plural gender-neutral pronouns such as they, them, their(s). Or they may be ze (rather than she or he) or hir (rather discrimination and inequality can more effectively be addressed together. overlapping and interdependent systems of than her(s) and him/his). Some people state their pronoun preferences as a form of allyship. "It's especially important to not assume pronouns based on name or physical appearance."

**Psychological Safety:** A climate in which people are comfortable being (and expressing) themselves without repercussions. It is about creating an environment where employees feel empowered to express an idea or contribution fully, without fear of negative consequences to themselves, their status, or their career. It includes being courageous enough to showcase their vulnerability, to own their mistakes and turn them into learning, and trust that their work environment and co-workers will not shame them for doing so.

**Queer:** An umbrella term used by people who wish to describe themselves as neither heterosexual nor cisgender. Originally a derogatory slur, it is a reclaimed inclusive term used to describe those within the LGBTQ community.

**Questioning:** A term for anyone going through a process of discovery around their gender and/or sexuality.

**Race:** A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance, ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the political needs of a society at a given period.
**Racial and Ethnic Identity:** An individual’s awareness and experience of being a member of a racial and ethnic group; the racial and the ethnic categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, and personal experience.

**Racial Capitalism:** If capitalism is intended to maximize profit, its operation inherently divides workers and extracts labor from communities of color, including enslaved people, Indigenous people, and immigrants.

**Racial Equity:** The condition that would be achieved if one’s racial identity no longer influenced how one fares. Racial equity is one part of racial justice and must be addressed at the root causes and not just the manifestations. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

**Racial Healing:** To restore to health or soundness; to repair or set right; to restore to spiritual wholeness.

**Racial Identity Development Theory:** Racial Identity Development Theory discusses how people in various racial groups and with multiracial identities form their self-concept. It also describes some typical phases in remaking that identity based on learning and awareness of systems of privilege and structural racism, cultural, and historical meanings attached to racial categories, and factors operating in the larger socio-historical level.

**Racial Inequity:** Racial inequity is when two or more racial groups are not standing on approximately equal footing, such as the percentages of each ethnic group in terms of dropout rates, single family home ownership, access to healthcare, etc.

**Racial Justice:** The proactive reinforcement of policies, practices, attitudes, and actions that produce equitable power, access, opportunities, treatment, impacts, and outcomes for all.

**Racial Profiling:** The systemic targeting, surveillance, policing, and harassment of people of color that begins with the assumption that people of color are more likely to be criminals.

**Racial Reconciliation:** Reconciliation involves three ideas. First, it recognizes that racism in America is both systemic and institutionalized, with far-reaching effects on both political engagement and economic opportunities for minorities. Second, reconciliation is engendered by empowering local communities through relationship-building and truth-telling. Lastly, justice is the essential component of the conciliatory process—justice that is best termed as restorative rather than retributive, while still maintaining its vital punitive character.

**Racialization:** Racialization is the very complex and contradictory process through which groups come to be designated as being of a particular “race” and on that basis subjected to differential and/or unequal treatment.
Racism: A belief that racial differences produce or are associated with inherent superiority or inferiority. Racially based prejudice, discrimination, hostility, or hatred. Institutionalized racism, also known as systemic racism, refers to forms of racism that are engrafted in society or organizations. It is when entire racial groups are discriminated against, or consistently disadvantaged, by larger social systems, practices, choices, or policies.

Racist: One who is supporting a racist policy through their actions or interaction or expressing a racist idea.

Racist Idea(s): A racist idea is any idea that suggests one racial group is inferior or superior to another racial group in any way.

Racist Policies: A racist policy is any measure that produces or sustains racial inequity between or among racial groups. Policies are written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people. There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups. Racist policies are also expressed through other terms such as “structural racism” or “systemic racism”. Racism itself is institutional, structural, and systemic.

Rainbow Washing: When an organization publicly shows support for the LGBTQ+ community but also engages in practices that are harmful to the LGBTQ+ community.

Rape: Nonconsensual, forced, and/or coerced sexual penetration against the victim.

Religion: A system of beliefs, usually spiritual in nature, and often in terms of a formal, organized institution.

Religionism: The individual, cultural and institutional beliefs and discrimination that systematically oppress non-Christians, which includes Anti-Semitism and Islamophobia.

Reparations: States have a legal duty to acknowledge and address widespread or systematic human rights violations, in cases where the state caused the violations or did not seriously try to prevent them. Reparations initiatives seek to address the harms caused by these violations.

Restorative Justice: Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by a wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative responses are meant to repair harm, heal broken relationships, and address the underlying reasons for the offense. Restorative Justice emphasizes individual and collective accountability.

Reverse Discrimination: Unfair treatment of members of a dominant or majority group. According to the National Multicultural Institute, this term is often used by opponents of affirmative action who believe that these policies are causing members of traditionally dominant groups to be discriminated against.
**Reverse Racism:** Perceived discrimination against a dominant group or political majority. Commonly used by opponents to affirmative action who believe that these policies are causing members of traditionally dominant groups to be discriminated against.

**Safe Space:** A space in which an individual or group may remain free of blame, ridicule, and persecution, and are in no danger of coming to mental or physical harm.

**Settler Colonialism:** Settler colonialism refers to colonization in which colonizing powers create permanent or long-term settlement on land owned and/or occupied by other peoples, often by force. This contrasts with colonialism where colonizer’s focus only on extracting resources back to their countries of origin.

**Scientific Racism:** The use of scientific techniques, theories, and hypotheses to sanction the belief of racial superiority, inferiority, or racism.

**Segregation:** The enforced separation of different racial groups in a country, community, or establishment.

**Self-Advocacy:** Advocacy for oneself.

**Self-Interest:** One’s own interest.

**Senior Citizen:** A term used to describe individuals with socially constructed traits of being “Elderly”, “Old Age”, “Ages 60-65+”, “Retired.”

**Sex:** System of classification based on biological and physical differences, such as primary and secondary sexual characteristics. Differentiated from gender, which is based on the social construction and expectations of the concepts of “man” and “woman” or “men” and “women.”

**Sex Assigned at Birth:** This is the gender marker babies are given when born, typically based on external body parts. Previously all babies were marked either M for male or F for female. But now in Illinois, a baby can be given an X at birth to note that an external body part are only one component of sex and gender. And this determination may need to be solidified as the baby grows and develops.

**Sexism:** A system of oppression based on the preservation of Patriarchy.

**Sexual Orientation:** The direction of one’s sexual, romantic, emotional, or intellectual attraction toward the same gender, opposite gender, or other genders. It is on a continuum and not necessarily a set of absolute categories.

**Socioeconomic status:** The social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation.

**Social Justice:** Social justice can be defined as the intentional work, policy, and practice to promote systemic equality, equity, respect, and the assurance of rights within and between social groups, and communities.
**Social Oppression:** Refers to oppression that is achieved through social means and that is social in scope—it affects whole categories of people. This kind of oppression includes the systematic mistreatment, exploitation, and abuse of a group (or groups) of people by another group (or groups). It occurs whenever one group holds power over another in society through the control of social institutions, along with society’s laws, customs, and norms.

**Social Power:** Access to resources that enhance chances of getting what one needs or influencing others to lead a safe, productive, and fulfilling life.

**Solidarity:** The process in which folx actively support targets of oppression in anti-oppressive work.

**Special Education:** Special education refers to a range of services that help students with (dis)abilities learn and tailored to meet their individual needs. Students who qualify for special education have an Individual Education Plan (IEP).

**Stereotype:** A positive or negative set of beliefs held by an individual about the characteristics of a certain group.

**Structural Inequality:** Systemic disadvantage(s) of one social group compared to other groups, rooted, and perpetuated through discriminatory practices (conscious or unconscious) that are reinforced through institutions, ideologies, representations, policies/laws, and practices. When this kind of inequality is related to racial/ethnic discrimination, it is referred to as systemic or structural racism.

**Structural Power:** A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity.

**Structural Racism:** The normalization and legitimization of an array of dynamics – historical, cultural, institutional, and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color.

**System:** A combination of laws, norms, narratives, and actions that shape and preserve social structures.

**Systemic Barrier:** Means policies, procedures, or practices that unfairly discriminate and can prevent individuals from participating fully in a situation. Organizational or systemic barriers are often put into place unintentionally.

**Systemic Equity:** A complex combination of interrelated elements consciously designed to create, support, and sustain social justice. It is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes.

**System of Oppression:** Conscious and unconscious, non-random, and organized harassment, discrimination, exploitation, discrimination, prejudice, and other forms of unequal treatment that impact different groups. Sometimes is used to refer to systemic racism.
**Targeted Universalism:** Targeted universalism means 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.

**Title I:** Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

**Title II:** The purpose of Title II is to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which includes: Provide low-income and minoritized students greater access to effective teachers, principals, and other school leaders.

**Tokenism:** Performative presence without meaningful participation. For example, a superficial invitation for the participation of members of a certain socially oppressed group, who are expected to speak for the whole group without giving this person a real opportunity to speak for her/himself.

**Tolerance:** acceptance and open-mindedness to different practices, attitudes, and cultures; does not necessarily mean agreement with the differences.

**Tone-policing:** A silencing and derailing tactic used by focusing on the delivery rather than the truth of the narrative.

**Transgender:** An umbrella term used to describe a person whose gender identity is something other than their Sex Assigned at Birth (SAAB). The SAAB is a person’s first association with gender, typically based on physical sex characteristics. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

**Transition:** The process that people go through as they change their gender expression and/or physical appearance (e.g., through hormones and/or surgery) to align with their gender identity. A transition may occur over a period, and may involve coming out to family, friends, coworkers, and others; changing one's name and/or sex designation on legal documents; and/or medical intervention. Some people find the term "transition" offensive and prefer terms such as "gender affirmation".

**Two Spirit:** "Two-spirit is an umbrella term Indigenous people use to identify as having both a masculine and a feminine spirit, and is used to describe their sexual, gender and/or spiritual identity. Two-spirit people may also use other terms from their Indigenous language to describe same-sex attraction or gender variance, such as winkt (Lakota) or nàdleehé (Dinéh)."
**Unconscious Bias:** The subliminal tendency to favor certain people or groups of people based upon learned stereotypes. It can be interchangeable with the term “implicit bias”.

**Underrepresented:** People who have historically not had representation because of barriers to inclusion. These might include factors such as race, ethnicity, gender, gender identity, gender expression, sexuality, religion, ability, socioeconomic status, culture, age, and/or livelihood, etc.

**Underserved Students:** Students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.

**Undocumented:** A term used to describe folx engaged in asylum-seeking and/or DACA process who are not yet provided guaranteed citizenship.

**Upstander:** A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

**URM:** An abbreviation for Under-Represented Minorities. Some institutions have defined sub-groups within larger racial/ethnic minority groups that are particularly under-represented relative to their size. For example, in each field, Mexican Americans may be an under-represented minority, even if Hispanic people are otherwise proportionately represented.

**Veteran:** A person who served in the Armed Forces of the United States during a period specified and was honorably discharged or released under honorable circumstances. Armed Forces is defined as the Army, Navy, Marine Corps, Air Force, and Coast Guard.

**White:** Used to describe someone having light pigmentation of the skin from various regions of European and (more technically) Western Eurasian descent. In the United States, there has been an evolution over time of who is considered white.

**Whiteness:** A broad social construct that embraces the white culture, history, ideology, racialization, expressions, and economic, experiences, epistemology, and emotions and behaviors which creates material, political, economic, and structural benefits for those that socially identify as white. The term *white*, referring to people, was created by Virginia slave owners and colonial rules in the 17th century. It replaced terms like Christian and Englishman to distinguish European colonists from Africans and indigenous peoples.

**White Centering:** Putting your feelings as a White person above the Black and People of Color causes, you’re supposed to be helping. White centering can manifest as anything ranging from tone policing and white fragility to white exceptionalism and outright violence.

**White Dominate Culture:** Culture defined by white men and white women with social and positional power, enacted both broadly in society and within the context of social entities such as organizations.
White Fragility: Coined by Robin D’Angelo, it is used to describe the privilege that accrues to white people living in a society that protects and insulates them from race-based stress. D’Angelo argues that this builds an expectation of always feeling comfortable and safe, which in turn lowers the ability to tolerate racial stress and triggers a range of defensive reactions.

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits, and choices bestowed on people solely because they are White. White people who experience such privilege may or may not be conscious of it.

White Supremacy: A power system structured and maintained by persons who classify themselves as White, whether consciously or subconsciously determined; and who feel superior to those of other racial/ethnic identities.

White Supremacy Culture: White Supremacy Culture refers to the dominant, unquestioned standards of behavior and ways of functioning embodied by most institutions in the United States. These standards may be seen as mainstream, dominant cultural practices; they have evolved from the United States’ history of white supremacy. Because it is so normalized it can be hard to see, which only adds to its powerful hold.

Womxn: The term womxn is an alternative spelling of the English word woman. Womxn, along with the term womyn, are used to avoid perceived sexism in the standard spelling which contains the word “man”. It has been adopted by various groups in the US as a more inclusive term than women and other alternative spellings.

Workforce Diversity: Workforce Diversity means having a group of employees with similarities and differences like age, cultural background, physical abilities and disabilities, race, religion, gender, and sexual orientation.

Worldview: The perspective through which individuals view the world; comprised of their history, experiences, culture, family history, and other influences.

Xenophobia: Hatred or fear of foreigners/strangers or of their politics or culture.
Inclusive Language Guide

Urbana School District 116 is a welcoming and inclusive community that respects and honors different religions, abilities, backgrounds, and identities. The language we utilize within our community is a direct reflection on our commitment to these attributes.

The words and phrases in this guide are recommendations. As a general rule, ask the individual/group what terms they prefer. These recommendations are not an official language requirement set forth by USD116.

Race, Ethnicity, & National Origin

Here is a list of the most common different identities, however, the Department of Diversity Initiatives suggests using the term preferred by the group or the individual.

<table>
<thead>
<tr>
<th>Identity</th>
<th>Explanation</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American / Black</td>
<td>• Black and African American are not always interchangeable. Some individuals prefer the term black because they do not identify as African and/or American.</td>
<td>Refer to groups as black students, black faculty members, etc., not blacks. Consider the necessity of using race within your text. Ask yourself: “Would I mention ‘white student’ or ‘white faculty member’ when discussing others?”</td>
</tr>
<tr>
<td>Asian, Asian American, Pacific Islander, Desi</td>
<td>• Asian refers to people who are citizens of countries in the Far East, Southeast Asia or the Indian subcontinent, or to describe people of Asian descent.</td>
<td>Refer to groups as Asian students, Asian faculty members, etc., not Asians.</td>
</tr>
</tbody>
</table>
| **Asian Americans** | Asian Americans trace their origins to these regions.  
- Pacific Islander includes Native Hawaiian, Samoan, Guamanian, Fijian and other peoples of the Pacific Island nations.  
- Desi refers to individuals whose cultural and ethnic identity are related to the Indian subcontinent and the diaspora.  
- Use Asian/Pacific Islander when referring to the relevant population in its entirety. Otherwise, use the preferred term of the individual or group.  
- Try to be specific when possible. For example, if you are referring to individuals from Japan, instead of saying “Asian”, use “Japanese” | Consider the necessity of using race within your text. Ask yourself: “Would I mention ‘white student’ or ‘white faculty member’ when discussing others?” |
| **Hispanic, Latin(a/e/o), & Latinx** | **Hispanic** refers to people from Spanish-speaking countries.  
- Latino, Latina, or Latinx (La-Teen-ex) is a person of Latin American descent who can be of any background or language. If the individual or group does not identify as either Latino or Latina, the gender-neutral term Latinx can be used. When referring to a group, generally use Latinx as it is gender inclusive.  
- People from Mexico, Cuba, and Guatemala who speak Spanish are both Hispanic and Latin(o/a)/Latinx.  
- Brazilians who speak Portuguese are Latin(o/a)/Latinx but **not** Hispanic.  
- Spanish-speaking people in Spain and outside Latin America are Hispanic but **not** Latin(o/a)/Latinx. | |
| **Native American** | Native American is preferred unless the individual or group specifies otherwise.  
- Occasionally some prefer American Indian; however, this is not universal.  
- The term “Indian” is used only when referring to people from India, **not** for Native Americans. | |
<table>
<thead>
<tr>
<th>People of Color</th>
<th>Do not use the term minority to refer to individuals/students from diverse racial and ethnic backgrounds. Instead, use “people of color/students of color”.</th>
<th>Do not use the term “colored people”</th>
</tr>
</thead>
</table>
| Underserved/ Under- Represented | Do not use the term minority to describe students from diverse backgrounds.  
- When referring to multiple groups of students from diverse backgrounds, use “Underserved/Under Represented students”; however, use the specific group title when possible. | For example: LGBTQ+ students, black students, undocumented students, etc. |
| National Origins | Do not hyphenate national origins even if they are used as adjectives. 
The use of the hyphen is rooted in the history of the “hyphenated American”—an epithet used during the late 19th century to the early 20th century to ridicule Americans of foreign birth or origin.  
- Additionally, identifiers such as African American, Native American, Asian American, are never hyphenated—even if they are used as adjectives. | Example: Irish American, Polish American, Japanese American |
| Immigration Status | Do not use the word “illegal immigrant” or “illegal alien” to refer to individuals who are not U.S. citizens/permanent residents, who do not hold visas to reside in the U.S., or who have not applied for official residency.  
- These words dehumanize the individual by stripping their identity down to a legal status. Instead of saying “illegal immigrant” or “illegal alien”, use “undocumented”. | Example: Undocumented students; Undocumented individuals |
Gender and Sexuality

LGBTQ+ is an acronym for sexual and gender identities. It is important not to conflate gender and sexuality when reviewing these different identities. An individual’s gender identity is their internal perception of their gender and how they label themselves, whereas an individual’s sexuality refers to the types of sexual, romantic, emotional/spiritual attraction one has the capacity to feel for others. Below we have provided a list of identities that you should know.

Note: This list is not exhaustive and you may learn of other identities not included on this list.

<table>
<thead>
<tr>
<th>Identity</th>
<th>Definition</th>
<th>Important Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQ(+)</td>
<td>Shorthand or umbrella term for individuals who have a non-hetero/cis-normative gender or sexuality. LGBTQ stands for Lesbian, Gay, Bisexual, Transgender, and Queer. The ‘+’ includes all other non-hetero/cis normative identities not included within the LGBTQ acronym.</td>
<td>It is not appropriate to use the word “homosexual” or “WSW” (women who have sex with women)</td>
</tr>
<tr>
<td>Lesbian</td>
<td>Women who are primarily attracted to other women</td>
<td></td>
</tr>
<tr>
<td>Gay</td>
<td>Men who are attracted to other men.</td>
<td>It is not appropriate to use the word “homosexual” or “MSM” (men who have sex with men)</td>
</tr>
<tr>
<td></td>
<td>Some individuals refer to lesbian women as ‘gay women’. Generally, do not do so unless preferred by the group/individual.</td>
<td></td>
</tr>
<tr>
<td>Bisexual</td>
<td>An individual who experiences attraction to men and women</td>
<td></td>
</tr>
<tr>
<td>Transgender</td>
<td>A gender description for someone who has transitioned (or is transitioning) from living as one gender to another. Transgender can sometimes be written as Trans*</td>
<td>It is not appropriate to ask a transgender individual which part of their transition they are currently in.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a biological man who is transitioning into a woman is a transgender woman, or transwoman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a biological woman who is transitioning to a man is a transgender man, or transman</td>
</tr>
</tbody>
</table>
**Queer**
An umbrella term to describe individuals who do not identify as straight and/or cisgender

It is important to consider the context when using the word queer as it was formally used as a derogatory word. It has since been reclaimed. 

*Never* add ‘a’ in front of the word. Example: He is Queer

**Ally**
A typically straight and/or cisgender person who supports and respects members of the LGBTQ community

**Cisgender**
A gender description for when someone’s sex assigned at birth and gender identity corresponds in the socially constructed and socially expected way.

**Gender Non-Conforming**
A gender identity label that indicates a person who identifies outside of the gender binary (binary: man or woman)

<table>
<thead>
<tr>
<th>Noun Usage</th>
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<tbody>
<tr>
<td>In an effort to be more inclusive, the Department of Diversity Initiatives encourages you to use gender-neutral nouns. Gender-neutral language helps eliminate assumptions about an individual’s gender identity or sexual orientation based upon their appearance.</td>
</tr>
</tbody>
</table>

Below is a list of everyday words that can be rephrased in gender-neutral terms.

<table>
<thead>
<tr>
<th>Instead of…</th>
<th>Use...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fireman</td>
<td>Firefighter</td>
</tr>
<tr>
<td>Policeman</td>
<td>Police Officer</td>
</tr>
<tr>
<td>Salesmen</td>
<td>Salesperson, sales associate</td>
</tr>
<tr>
<td>Mailman</td>
<td>Mail carrier</td>
</tr>
<tr>
<td>Man and wife</td>
<td>Husband and wife; partners</td>
</tr>
</tbody>
</table>

Below is a list of gender-neutral nouns that can be used in the university setting.

<table>
<thead>
<tr>
<th>Instead of...</th>
<th>Use...</th>
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</thead>
<tbody>
<tr>
<td>Chairman</td>
<td>Chair</td>
</tr>
</tbody>
</table>
The Department of Diversity Initiatives recommends using the term “first-year” as a noun and adjective to replace the term “freshman”. We also recommend replacing “underclassmen” with first-years and sophomores; replace “upperclassmen” with juniors and seniors.

**Pronouns**

Plural pronouns are becoming more widely accepted as gender-neutral singular pronouns. It is permissible and grammatically correct, per MLA and APA guidelines, to rewrite singular pronouns using a form of ‘they’ if you cannot rephrase your sentence to be plural rather than singular.

For example:

Each author was chosen based on his or her research.

Authors were chosen based on their research.

Here is a list of the most common pronouns used. As always use the preferred pronouns of the individual. You may see more pronouns outside of this list.

<table>
<thead>
<tr>
<th>Subjective</th>
<th>Objective</th>
<th>Possessive Adjective</th>
<th>Possessive Pronouns</th>
<th>Reflexive</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>Her</td>
<td>Her</td>
<td>Hers</td>
<td>Herself</td>
<td>Pronounced as it looks</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
<td>His</td>
<td>His</td>
<td>Himself</td>
<td>Pronounced as it looks</td>
</tr>
<tr>
<td>Ze</td>
<td>Zim</td>
<td>Zir</td>
<td>Zirs</td>
<td>Zirself</td>
<td>Pronounced Zay or Zee/Zim (rhymes with them)/ Zir (rhymes with their)</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
<td>Their</td>
<td>Theirs</td>
<td>Themselves</td>
<td>Pronounced as it looks</td>
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</table>
Ability Status & (Dis)abilities

When discussing language surrounding (dis)ability status, the Department of Diversity Initiatives recommends approaching the conversation with a “People First” mentality; People with (dis)abilities are people first.

When referring to an individual with (dis)abilities it is important to identify them as a person with a (dis)ability, not a disabled person; person on the autism spectrum, not autistic or autistic person.

The “People First” mentality should also be applied when discussing mental illness. A person with a mental illness is a person first. When referring to an individual with mental illness it is important to identify them as a person living with a mental illness, rather than a mentally ill person.

Use the term accessible rather than disabled or handicapped to refer to facilities. Avoid outdated, offensive words such as handicapped, retarded, crazy, etc. Avoid using self-diagnosing language such as, “I'm OCD,” and “I’m having an anxiety attack right now,” unless these mental illnesses have been diagnosed.

Additional Assistance

If you note any outdated or offensive terms on this guide, please contact the Director of Diversity, Equity, and Inclusion.

Please contact the Director of DEI at bcaffey@usd116.org
### Agenda: DIVERSITY, EQUITY, & INCLUSION NOTES

<table>
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<tr>
<th>Topic:</th>
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### Essential Question:

**Questions/Main Ideas/Vocab**

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### Summary

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**Summary**

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