

Diversity, Equity, Inclusion and Accessibility Glossary of Terms

The purpose of the California Community Colleges is to serve all students and communities as the open access institutions of California higher education to prepare students for transfer, the global workforce, and skill building that improves the lives of students and their families. Since 1990, the California Legislature has required that all employees of the California Community Colleges are hired based on “criteria that include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.” (Ed. Code, § 87360.) The Chancellor’s Office (CO) recognizes that California Community Colleges, as open enrollment institutions, are enriched by our vastly diverse student body which should ensure our collective obligation to validate their experiences. Furthermore, all of our students should feel seen, heard, and safe at our institutions and be able to learn in and from a diverse set of experiences beyond their immediate environment that adequately prepares them for a global competitive environment.

Exposure to diversity goes beyond demographics - our students should interact with and learn from a broad set of viewpoints, cultures, and life experiences that adequately prepare them for an increasingly interconnected world. This glossary aims to provide a baseline and framework for respectful language and dialogue to assist colleges in promoting greater understanding and engagement across different groups. Continued efforts to nurture inclusion and diversity will help ensure our students develop the skills needed to thrive in a competitive global environment.

The purpose of the Diversity, Equity, Inclusion and Accessibility (DEIA) Glossary of Terms is to serve as a reference guide for colleges to engage in local dialogue about how we serve all of our students well. It provides a model framework of DEIA terminology that is critical to discussions of diversity, equity, inclusion, and accessibility in society generally, and within the California community colleges. Each college may choose to adopt, modify, supplement, or recreate the glossary for their local environment and community. We encourage all colleges to engage in dialogue about how to support and facilitate the immediate and long-term success of their students and adopt a framework that meets their local needs. While the list of terms is not exhaustive, the glossary identifies key

terms informed by the CO's DEIA Implementation Workgroup and Equal Employment Opportunity and Diversity Advisory Committee, to help system leaders engage in meaningful conversations on equitable student outcomes.

The California Community Colleges Board of Governors requires the Chancellor to adopt and publish DEIA-related guidance documents that are maintained to include current and emerging evidence-based practices. (5 Cal. Code Regs. § 53601.) This glossary is a living document and reflects the evolution of our understanding of concepts related to diversity, equity, inclusion and accessibility, to support colleges to advance the [Governor's Roadmap for California Community Colleges](#) and the [Board of Governors Vision 2030](#).

DEIA TERMS 2024

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.¹

Ableism: Beliefs or practices that rest on the assumption that being able-bodied is "normal" while other states of being need to be "fixed" or altered. This can result in devaluing or discriminating against people with physical, intellectual or psychiatric disabilities. Institutionalized ableism may include or take the form of un/intentional organizational barriers that result in disparate treatment of people with disabilities (PwDs).²

Ally: Person actively working in solidarity with individuals who either do not hold some form of power, or who do not share the same social identity, to end oppressive systems

¹ Harvard University Human Resources. (n.d.). The Glossary of Diversity, Inclusion and Belonging (DIB) Terms. Retrieved February 23, 2024, from https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

² Harvard University Human Resources. (n.d.). The Glossary of Diversity, Inclusion and Belonging (DIB) Terms. Retrieved February 23, 2024, from https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

and practices. In the context of ableism, allyship often can refer to able bodied people advocating to dismantle institutional barriers against people with disabilities³

Anti-Racist: A person who actively opposes racism and the unfair treatment of people based upon their race. They recognize that all racial groups are equal (i.e. there is nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. An anti-racist challenges values, structures, policies, and behaviors that perpetuate systemic racism, including their own racial biases. .⁴

Anti-Racism: The active promotion of policies that promote fair treatment of all people and promote racial equity. Practicing antiracism requires identifying, challenging, and upending policies and practices that perpetuate racism on an individual, interpersonal, institutional, or structural basis.

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived, unconscious, or unreasoned. A bias is an unreasonably negative feeling, preference, or opinion about a social group, grounded in stereotypes and prejudices.⁵

Color Blind: The belief that everyone should be treated “equally” without respect to societal, economic, historical, racial or other difference. No differences are seen or acknowledged; everyone is the same.⁶

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that

³ Patel, V.S. (2011). Moving toward an inclusive model of allyship for racial justice. *The Vermont Connection* 32, 78-88.; Reason, R., Millar, E.A., & Scales, T.C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development*, 46(5), 530-546.

⁴ Kendi, I.X. (2019). *How to be an antiracist*. One World.

⁵ Bias. (n.d.). American Psychological Association Dictionary. Retrieved September 3, 2020, from <https://dictionary.apa.org/bias>.; Friarman, S.E. (2016). Unconscious bias: when good intentions aren't enough. *Educational Leadership*, 74(3), 10-15.; Moule, J. (2009). Understanding unconscious bias and unintentional racism. *Phi Delta Kappan* (January), 320-326.

⁶ University of Washington, College of the Environment. (n.d.). Diversity, Equity and Inclusion Glossary. Retrieved February, 23, 2024, from <https://environment.uw.edu/about/diversity-equity-inclusion/tools-and-additional-resources/glossary-dei-concepts/>

distinguishes members of one group from another group. Culture is not static and can change over time.⁷

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and a reorientation of one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.⁸

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.⁹

Cultural Fluency: Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to

⁷ Abu-Lughod, L. (1991). Writing against culture. In R. G. Fox (Ed.), *Recapturing Anthropology: Working in the Present* (pp. 137–162). Santa Fe: School of American Research Press.; Culture. (n.d.) American Sociological Association. Retrieved September 3, 2020, from <https://www.asanet.org/topics/culture>.

⁸ Gibson, D.E. & Barsade, S.G. (2003). Managing organizational culture change: The case of long-term care. *Journal of Social Work in Long-Term Care*, 2(1/2), 11-34.; Kanter, R.M., Stein, B.A., & Jick, T.D. (1992). *The challenge of organizational change*. The Free Press.; Wuthnow, R. (1992). Cultural change and sociological theory. In Haferkamp, H. & Smelser, N.J. (Eds.), *Social change and modernity* (pp. 256-277). University of California Press.

⁹ Denboba, D. (1993). *MCHB/DSCSHCN Guidance for Competitive Applications, Maternal and Child Health Improvement Projects for Children with Special Health Care Needs*. U.S. Department of Health and Human Services, Health Services and Resources Administration.; Moule, J. (2012) *Cultural competence: A primer for educators*. Wadsworth Cengage Learning.; Rothman, J.C. (2008). *Cultural competence in process and practice: Building bridges*. Pearson.

differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.¹⁰

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 the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes “fixing” these problems and inadequacies in students. Examples of this type of language include at-risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.¹¹

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services, or opportunities.¹²

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Everyone and every group has inherent worth, and should be valued. To support the success of our students, the inclusion of diversity requires moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.¹³

¹⁰ Inoue, Y. (2007). Cultural fluency as a guide to effective intercultural communication: The case of Japan and the U.S. *Journal of Intercultural Communication*, (15).

¹¹ Center for Urban Education. (2017). Equity in hiring: Job announcements. University of Southern California Rossier School of Education.; Smit, R. (2012). Toward a clearer understanding of student disadvantage in higher education: Problematising deficit thinking. *Higher Education Research and Development*, 31(2), 369-380.; Valencia, R.R.(Ed.). (1997). The evolution of deficit thinking: Educational thought and practice. RoutledgeFalmer

¹² Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

¹³ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

Ethnicity: Is a category that identifies a social group of people on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.¹⁴

Ethnic Studies: An examination of the histories, experiences and cultures of various racial and ethnic groups and explores race and ethnicity in various social, cultural, historical, political and economic contexts.¹⁵

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences.¹⁶

Equity: An approach to the distribution of resources that accounts for systematic inequalities, and provides more for those who need it most. Conversely equality indicates uniform distribution of resources among people, regardless of their need.¹⁷

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.¹⁸

Employee Resource Group (ERG). Typically, an employer-sponsored or –recognized affinity group of those who share the interests and concerns common to those of a particular race, ethnicity, gender, or sexual orientation. ERG’s at Harvard are intended to

¹⁴ Dein, S. (2006). Race, culture and ethnicity in minority research: A critical discussion. *Journal of Cultural Diversity*, 13(2), 68–67.; Senior, P., & Bohpal, R. (1994). Ethnicity as a variable in epidemiological research. *British Medical Journal*, 309, 327-328.

¹⁵ California School Boards Association. (2021, July). Ethnic Studies Frequently Asked Questions (FAQ). Retrieved on February 23, 2024 from https://www.csba.org/-/media/CSBA/Files/GovernanceResources/EducationalEquity/Ethnic-Studies_FAQ_7-1-2021.ashx.

¹⁶ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>; Spicker, P. (2006). *Liberty, equality, fraternity*. Bristol University Press & Policy Press

¹⁷ Equity. (n.d.). *National Association of College and Employers*. Retrieved August 10, 2020, from <https://www.nacweb.org/about-us/equity-definition/>; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>

¹⁸ 101: Equity gaps in higher education. (2019). Higher Learning Advocates. Retrieved August 14, 2020, from <https://higherlearningadvocates.org/resource/higher-ed-101/101-equity-gaps-in-higher-education/>.

build community, strengthen networks and supportive relationships, and improve the mobility and retention of diverse people.¹⁹

Equity-Minded: Is a model framework for identifying causes of equity gaps in outcomes and identifying actions needed to reduce them. Rather than focusing on student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices require inquiry, evaluation, and improvement. Inequities may be reduced through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.²⁰

Gender: Is separate from ‘sex’, which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers “appropriate” for men and women. A person’s gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).²¹

Gender Identity: One’s internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).²²

Global citizenship: is a term used to describe the social, environmental, and economic actions taken by individuals and communities who recognize that every person is a citizen of the world.²³

¹⁹ Harvard University Human Resources. (n.d.). The Glossary of Diversity, Inclusion and Belonging (DIB) Terms. Retrieved February 23, 2024, from https://edib.harvard.edu/files/dib/files/dib_glossary.pdf

²⁰ Malcolm-Piqueux, L. (2017). Taking equity-minded action to close equity gaps. *Association of American Colleges & Universities*.; Malcom-Piqueux, L., & Bensimon, E. M. (2017). Taking equity-minded action to close equity gaps. *Peer Review*, 19(2), 5–8.

²¹ Torgrimson, B. N., & Minson, C. T. (2005). Sex and gender: What is the difference? *Journal of Applied Physiology*, 99(3), 785–787. <https://doi.org/10.1152/jappphysiol.00376.2005>

²² Baum, J. & Westheimer, K. Sex? Sexual orientation? Gender identity? Gender expression? (2015). *Teaching Tolerance*. Retrieved August 14, 2020, from <https://www.tolerance.org/magazine/summer-2015/sex-sexual-orientation-gender-identity-gender-expression>.

²³ Oxfam. (n.d.). Oxfam Education. Retrieved February 23, 2024 from [What is Global Citizenship? | Education resources | Oxfam GB](#).

Implicit Bias: Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs.²⁴

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.²⁵

Intersectionality: Intersectionality describes overlapping or interdependent systems of discrimination related to age, disabilities, ethnicity, gender, geographic location, sex, socioeconomic status, sexuality, etc. In 1989, legal scholar Kimberlé Crenshaw coined the term *intersectionality* to describe how multiple forms of discrimination, power, and privilege intersect in Black women's lives, in ways that are erased when sexism and racism are treated separately (Crenshaw, 1989). Since then, the term has been expanded to describe intersecting forms of oppression and inequality emerging from structural advantages and disadvantages that shape a person's or a group's experience and social opportunities (Hankivsky, 2014; Collins & Bilge, 2020; McKinzie & Richards, 2019; Rice et al., 2019).²⁶

Intergenerational Trauma: Intergenerational trauma (IGT) has been studied extensively for over 50 years (Danieli, 1998). IGT refers to the notion that psychologically traumatic events experienced during an individual's lifetime can significantly influence the well-being of their offspring.²⁷

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where

²⁴ Harrison-Bernard, L. M., Augustus-Wallace, A. C., Souza-Smith, F. M., Tsien, F., Casey, G. P., & Gunaldo, T. P. (2020). Knowledge gains in a professional development workshop on diversity, equity, inclusion, and implicit bias in academia. *Advances in Physiology Education*, 44(3), 286–294. <https://doi.org/10.1152/advan.00164.2019>.

²⁵ Gilson, C. B., Gushanas, C. M., Li, Y., & Foster, K. (2020). Defining inclusion: Faculty and student attitudes regarding postsecondary education for students with intellectual and developmental disabilities. *Intellectual & Developmental Disabilities*, 58(1), 65–81. <https://doi-org.ezproxy.losrios.edu/10.1152/1934-9556-58.1.65>

²⁶ Subcultures and sociology intersectionality. (n.d.). *Grinnell College*. Retrieved August 14, 2020, from <https://Haenfler.Sites.Grinnell.Edu/Subcultural-Theory-and-Theorists/Intersectionality/>.

²⁷ Chou, F., & Buchanan, M. J. (2021). Intergenerational Trauma: A Scoping Review of Cross-Cultural Applications from 1999 to 2019. *Canadian Journal of Counselling and Psychotherapy*, 55(3), 363–395.

organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as ‘structural racism’, ‘systemic racism’, etc.).²⁸

Justice: the active and intentional process of dismantling barriers to resources and opportunities in society so that all individuals and communities can live a full and dignified life.²⁹

Low Income: Is defined per federal guidelines as household incomes that are at 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.³⁰

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims.³¹

Merit: Merit refers generally to a person’s virtues, achievements, or praiseworthiness. In the academic context, concepts of merit historically focus on forms of achievement that are biased toward members of the dominant culture, and tend not to account for the effects of systemic inequalities-particularly those related to family wealth and race.

²⁸ Clair, M., & Denis, J.S. (2015). Sociology of racism. *The International Encyclopedia of the Social and Behavioral Sciences*, 19, 857-863.

²⁹ Business for Social Responsibility (BSR). (n.d.). Diversity, Equity, Inclusion, Accessibility Frequently Asked Questions (FAQ). Retrieved February 23, 2024, from [Diversity, Equity, Inclusion, Accessibility | FAQ | Sustainable Business Network and Consultancy | BSR](#)

³⁰ Center for Poverty Research. (2017). How is poverty measured in the United States? *The University of California at Davis*, CA. Retrieved August 7, 2020, from <https://poverty.ucdavis.edu/faq/how-poverty-measured-united-states>.

³¹ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>; Lassiter, C., Norasakkunkit, V., Shuman, B., & Toivonen, T. (2018). Diversity and resistance to change: Macro conditions for marginalization in post-industrial societies. *Frontiers in Psychology*, 9, 812.

Microaggressions: Are commonplace daily verbal, behavioral, and environmental actions that communicate intentionally or unintentionally hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impacts. .³²

Minoritized: Describes the process of “minoritization” whereby individuals are afforded less power and representation based on their social identities.³³

Obligation Gap: Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.³⁴

Oppression: Systemic and pervasive social inequality woven throughout social institutions, and embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.³⁵

Power: Is the ability to exercise one’s will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power (i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in

³² Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education*, 69, 60-73.

³³ Benitez, M., Jr. (2010). Resituating culture centers within a social justice framework: Is there room for examining Whiteness? In L.D. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice* (pp. 119-134). Stylus.; Harper, S. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education*, 36(1), 9-29.

³⁴ Sims, J.J., Taylor-Mendoza, J., Hotep, L.O., Wallace, J., & Conaway, T. (2020). *Minding the obligation gap in community colleges and beyond: Theory and practice in achieving educational equity*. Peter Lang Publishing.

³⁵ Definitions of oppression, dehumanization and exploitation. (n.d.). Retrieved August 14, 2020, from <http://www-personal.umich.edu/~mdover/website/Oppression%20Compendium%20and%20Materials/Definitions%20of%20Oppression.pdf>.

power has the right to make demands and expect others to comply), referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.³⁶

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.³⁷

Privilege: Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, the able-bodied and the disabled). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.³⁸

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race falsely defines human worth and social status

³⁶ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>; Raven, B.H. (2008). The bases of power and the power/interaction model of interpersonal influence. *Analyses of Social Issues and Public Policy*, 8(1), 1-22. doi: 10.1111/j.1530-2415.2008.00159.x.; Weber, M. (1947). *The theory of social and economic organization*. Translated by A. M. Henderson and T. Parsons. New York: Oxford University Press.

³⁷ Allport, G. W., Clark, K., & Pettigrew, T. (1954). *The nature of prejudice*. Addison-Wesley.

³⁸ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.³⁹

Racial Color-Blindness is the belief that racial group membership should not be taken into account, or even noticed, as a strategy for managing diversity and intergroup relations. It is criticized by scholars as an approach to achieving racial equity because the refusal to take account of race leads people to ignore, and therefore perpetuate, systemic racial discrimination.⁴⁰

Racial Color-Evasiveness: This is a preferred term for racial color-blindness that avoids referring to blindness as a metaphor.

Racial Justice: The systematic fair treatment of people of all races, resulting in more progressively equitable opportunities and outcomes for all, regardless of race. Racial justice—or racial equity—goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.⁴¹

Racism: Is the intentional or unintentional use of power to isolate, separate or exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.⁴²

³⁹ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

⁴⁰ Apfelbaum, E.P., Norton, M. I., & Sommers, S.R. (2012). Racial color blindness: Emergence, practice, and implications. *Psychological Science*, 21(3), 205-209.; Plaut, V.C., Thomas, K.M., & Goren, M.J. (2009). Is multiculturalism or color blindness better for minorities? *Psychological Science*, 20(4), 444-446.

⁴¹ National Education Association. (2017). Racial Justice in Education. Retrieved August 05, 2020, from <https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>.

⁴² Cole, N.L. (2019). *Defining racism beyond its dictionary meaning*. ThoughtCo. Retrieved August 05, 2020, from <https://www.thoughtco.com/racism-definition-3026511>.; Pacific University Oregon. (2019). Equity, Diversity & Inclusion Glossary of Terms. Retrieved August 06, 2020, from <https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/glossary-terms>.

Racism (Covert): A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.

Racism (Individual) refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways. The U.S. cultural narrative about racism typically focuses on individual racism and fails to recognize systemic racism. Examples include believing in the superiority of white people, not hiring a person of color because “something doesn’t feel right,” or telling a racist joke.⁴³

Racism (Interpersonal) occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions.⁴⁴

Racism (Institutional) occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages.

Example: A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools.⁴⁵

Racism (Overt): Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of white supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups

⁴³ National Museum of African American History and Culture. (n.d.). *Being antiracist*. Smithsonian National Museum of African American History and Culture. Retrieved February 22, 2024, from <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>.

⁴⁴ National Museum of African American History and Culture. (n.d.). *Being antiracist*. Smithsonian National Museum of African American History and Culture. Retrieved February 22, 2024, from <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>.

⁴⁵ National Museum of African American History and Culture. (n.d.). *Being antiracist*. Smithsonian National Museum of African American History and Culture. Retrieved February 22, 2024, from <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>.

deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.⁴⁶

Racism (Structural) is 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. Structural racism encompasses the entire system of white domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.⁴⁷

Sex: Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.⁴⁸

Transgender: Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e. the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."⁴⁹

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the

⁴⁶ Elias, S. (2015). Racism, overt. In Smith, A.D., Hou, X., Stone, J., Dennis, R., & Rizova, P. (Eds.), *The Wiley Encyclopedia of race, ethnicity, and nationalism*. <https://doi.org/10.1002/9781118663202.wberen398>.

⁴⁷ National Museum of African American History and Culture. (n.d.). *Being antiracist*. Smithsonian National Museum of African American History and Culture. Retrieved February 22, 2024, from <https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>.

⁴⁸ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

⁴⁹ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

academic pipeline. This group of students may include low-income, minoritized, disabled, and first-generation students.⁵⁰

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.⁵¹

⁵⁰ Bragg, D.D., Kim, E., Rubin, M.B. (2005). Academic pathways to college: Policies and practices of the fifty states to reach underserved students [Paper presentation]. Association for the Study of Higher Education Annual Meeting, Philadelphia, PA, United States.; Green, D. (2006). Historically underserved students: What we know, what we still need to know. *New Directions for Community Colleges*, 2006(135), 21-28. doi.org/10.1002/cc.244; Rendon, L.I. (2006). Reconceptualizing success for underserved students in higher education. National Postsecondary Education Cooperative. Retrieved August 31, 2020, from <https://vtechworks.lib.vt.edu/bitstream/handle/10919/89206/UndeservedStudentsHEduc.pdf?sequence=1>.

⁵¹ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.