AANAPISI	An acronym that stands for Asian American and Native American Pacific Island Serving Institutions. These are institutions of higher learning in which 10 percent or more of the student demographics are Asian American or Native American Pacific Islander. [i.]
AAPI	An acronym that stands for Asian American and Pacific Islander. The term is used to describe a diverse and fast-growing population of 23 million Americans that include roughly 50 ethnic groups with roots in more than 40 countries. This includes all people of Asian, Asian American, or Pacific Islander ancestry who trace their origins to the countries, states, jurisdictions and/or the diasporic communities of these geographic regions. [i.]
AAVE	An acronym that stands for African American Vernacular English. The term describes a dialect of American English characterized by pronunciations and vocabulary uniquely spoken in African American communities. It stems from a variation of African, British English and Caribbean Creole English dialects. [i.]
Ableism	Discrimination against persons with mental and/or physical disabilities; social structures that favor able-bodied individuals. [vi.]
Accessibility	The extent to which a facility is readily approachable and usable by individuals with disabilities, particularly such areas as the residence halls, classrooms, and public areas. [v.]
Accommodation	A change in the environment or in the way things are customarily done that allows an individual with a disability to have equal opportunity, access and participation. [i.]
Accomplice	The actions of an accomplice are meant to directly challenge institutionalized racism, colonization, and white supremacy by blocking or impeding racist people, policies and structures. [v.]
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. To be accountable, one must be visible, with a transparent agenda and process. Invisibility defies examination; it is, in fact, employed in order to avoid detection and examination. Accountability demands commitment. It might be defined as "what kicks in when convenience runs out." Accountability requires some sense of urgency and becoming a true stakeholder in the outcome. Accountability can be externally imposed (legal or organizational requirements), or internally applied (moral, relational, faith-based, or recognized as some combination of the two) on a continuum from the institutional and organizational level to the individual level. From a relational point of view, accountability is not always doing it right. Sometimes it is really about what happens after its done wrong. [iv.]
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 in order to adapt to that of prevailing culture. [vi.]
Actor	Do not disrupt the status quo, much the same as a spectator at a game, both have only a nominal effect in shifting an overall outcome. [v.]
Active Listening	A process of hearing and understanding what someone is saying by empathizing with the speaker(s) and considering their perspective(s). [iv.]
ADA	An acronym that stands for the Americans with Disabilities Act. The ADA is a civil rights law signed in 1990 that prohibits discrimination against people with disabilities. [i.]
Adultism	Do not disrupt the status quo, much the same as a spectator at a game, both have only a nominal effect in shifting an overall outcome. [v.]
Adverse Impact	A substantially different rate of selection in hiring, promotion, transfer, training, or other employment-related decisions for any race, sex, gender, or ethnic group in comparison with other groups. [iv.]
Advocate	Someone who speaks up for themselves and members of their identity group; e.g. a person who lobbies for equal pay for a specific group. [v.]
AFAM/AMAB	Assigned Female At Birth / Assigned Male At Birth. [iv.]
Affirm	To acknowledge, respect and support a person's identity regarding race, ethnicity, sexual orientation, gender identity, experiences, ideas, or beliefs or encouraging the development of an individual. [i.]
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), [vi.]
African American	Refers to the ethnic group of Americans who come from African descent. [v.]
Ageism	Discrimination against individuals because of their age, often based on stereotypes. [vi.]
Agency	The ability to act independently and make free choices; the ability to make conscious decisions for oneself. [iv.]

Agender	Not identifying with any gender, the feeling of having no gender. [v.]
Agent	The perpetrator of oppression and/or discrimination; usually a member of the dominant, non-target identity group. [v.]
Agnostic	Someone who neither believes nor disbelieves in the existence of a deity; the view that human reason is incapable of providing sufficient rational grounds to justify either the belief that a deity exists or the belief that a deity does not exist. [iv.]
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. [ii.]
Ally	A person who takes action against oppression out of a belief that eliminating oppression will benefit members of targeted groups and advantage groups. Allies acknowledge disadvantage and oppression of other groups than their own, take supportive action on their behalf, commit to reducing their own complicity of collusion in progression of these groups, and invest in strengthening their own knowledge and awareness of oppression. [vi.]
Allyship	An active verb; leveraging personal positions of power and privilege to fight oppression by respecting, working with, and empowering marginalized voices and communities; using one's own voice to project others', less represented, voices. [iv.]
American	A native or inhabitant of any of the countries of North, South, or Central America. Widely used to denote a native or citizen of the United States. [iv.]
Androgyne	A person whose biological sex is not readily apparent, whether intentionally or unintentionally. [v.]
Androgynous	A person whose identity is between the two traditional genders. Someone who reflects an appearance that is both masculine and feminine, or who appears to be neither or both a male and a female. [v.]
Androgyny	A person who rejects gender roles entirely. [v.]
Anglo/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. [ii.]

ANNH	An acronym that stands for Alaska Native and Native Hawaiian Serving Institutions. These are institutions of higher learning in which 20 percent or more of the student demographics are Native Alaskans and 10 percent or more are Native Hawaiians. [i.]
Anti-blackness	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. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies. [iv.]
Anti-Oppression	Recognizing and deconstructing the synthetic, institutional, and personal forms of disempowerment used by certain groups over others; actively challenging the different forms of oppression. [vi.]
Anti-Racism	The work of actively opposing discrimination base don 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 individuals' racist behaviors and impact. [vi.]
Anti-Semitism	The fear or hatred of Jews, Judaism, and related symbols. [v.]
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. [ii.]
Aromantic	Experiencing little or no romantic attraction to other people. Aromanticism exists on a continuum. [iv.]
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.' Asian Americans are approximately 3.6 percent of the total U.S. population, and 4.2% including persons of mixed race. [ii.]
Asexual	Refers to a person who does not experience sexual attraction or has little interest in sexual activity. [iv.]
Asexuality	Little or no romantic, emotional and/or sexual attraction toward other persons. Asexual could be described as non-sexual, but asexuality is different from celibacy, which is a choice to not engage in sexual behaviors with another person. [v.]
Assigned Sex	What a doctor determines to be your physical sex birth based on the appearance of one's primary sex characteristics. [v.]

Assimilation	A process by which outsiders (persons who are others by virtue of cultural heritage, gender, age, religious background, and so forth) are brought into, or made to take on the existing identity of the group into which they are being assimilated. The term has had a negative connotation in recent educational literature, imposing coercion and a failure to recognize and value diversity. It is also understood as a survival technique for individuals or groups. [v.]
At-Risk	Describes students or groups of students who are considered to have a higher probability of struggling academically or dropping out of school due to coming from social conditions that have not prepared them adequately or serve as hurdles in their way to success. Some challenges that at-risk students may face include poverty, homelessness, serious health issues, domestic violence, transiency, or learning disabilities. [iv.]
Autism	Also known as autism spectrum disorder (ASD). Refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech, and nonverbal communication. [iv.]
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. In order for people to feel like they belong, the environment needs to be set up to be a diverse and inclusive place. [vi.]
Bias	A positive or negative inclination towards a person, group, or community; can lead to stereotyping. [vi.]
Bias Incident	An intentional or unintentional act targeted at a person, group, or property expressing hostility on the basis of perceived or actual gender, race, religion, ethnicity, sexual orientation, or disability. Bias incidents may consist of name-calling, epithets, slurs, degrading language, graffiti, intimidation, coercion, or harassment directed toward the targeted person or group. Acts qualify as bias acts even when delivered with humorous intent or presented as a joke or a prank. [iv.]
Bicultural	Of or related to an individual who possesses the languages, values, beliefs, and behaviors of two distinct racial or ethnic groups. [ii.]
Bigender	A person who possesses and expresses a distinctly masculine persona and a distinctly feminine persona. Is comfortable in and enjoys presenting in both gender roles either simultaneously or alternately. [iv.]
Bigot	A person who is obstinately devoted to their own opinions and prejudices and is intolerant towards other diverse social groups.[ii.]
Bigotry	Intolerant prejudice which glorifies one's own group and denigrates members of other groups. [vi.]
Biphobia	The fear or hatred of homosexuality (and other non-heterosexual identities), and persons perceived to be bisexual. [v.]

BIPOC	An acronym for Black, Indigenous, and People of Color. The term has increased in use and awareness during 2020 after the Black Lives Matter resurgence against racism and police brutality in the wake of the George Floyd murder. BIPOD is meant to emphasize the particular hardships faced by Black and Indigenous people in the U.S. and Canada and is also meant to acknowledge that not all people of color face the same levels of injustice. [vi.]
Biracial	A person who identifies as coming from two races. A person whose biological parents are of two different races. [v.]
Bisexuality	Romantic and/or sexual attraction to people of more than one sex and/or gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree. [vi.]
Black	Any various populations that have a dark pigmentation of skin who identify as Black, including those in the African Diaspora and within Africa. Should be capitalized. [v.]
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. The movement began with the use of the hashtag #BlackLivesMatter on social media after the acquittal of George Zimmerman in the shooting death of African-American teen Trayvon Martin in February 2012. [vii.]
Blind	A term most frequently used to describe a severe vision loss. Either blind or low vision are acceptable terms to describe all degrees of vision loss. [iv.]
Brave Space	Honors and invites full engagement from folks who are vulnerable while also setting the expectation that there could be an oppressive moment that the facilitator and allies have a responsibility to address. [v.]
Bullying	Intimidating, exclusionary, threatening, or hostile behavior against an individual. [vi.]
Bystander	A person who is present at an event or incident but does not take part. Similar to an onlooker, passerby, nonparticipant, observer, spectator. [vi.]
Categorization	The natural cognitive process of grouping and labeling people, things, etc. based on their similarities. Categorization becomes problematic when the groupings become oversimplified and rigid (e.g. stereotypes). [v.]
Chicano/a/e	Used to describe people of Mexican descent. This term should not be used to refer to people or cultures of other Latin American or Spanish-speaking countries. [v.]
Cisgender	A gender identity where a individuals' self-perception of their gender aligns with their perceived sex. [vi.]

Cisnormativity	The belief that being cisgender is normal. This belief feeds into a system of oppression that privileges cisgender individuals and denies equality to transgender people. [iv.]
Cissexism	Oppression based assumption that transgender identities and sex embodiments are less legitimate than cis-gender ones. [v.]
Citizen	A legally recognized subject or national of a state or commonwealth, either native or naturalized. [iv.]
Civil Rights	The rights established and ensured by a state government regarding political and social equality. [iv.]
Civil Union	A relationship between a couple that is legally recognized by a governmental authority andas many of the rights and responsibilities of marriage. [iv.]
Class	Relative social rank in terms of income, wealth, status, and/or power. Category or division based on economic status; members of a class are theoretically assumed to possess similar cultural, political, and economic characteristics and principles. [iv.]
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. [vi.]
Climate	Refers to the way that an organization is perceived and experienced by its individual members. Climate influences whether individuals feel valued, listened to, personally safe and treated with fairness and dignity within an organization. [iv.]
Closeted (In the Closet)	A term used to describe gender and sexual minorities who do not want or cannot reveal their sexual orientation and/or gender identity. [iv.]
Coalition	An alliance or union of different people, communities, or groups working for a common cause. [iv.]
Code-Switching	The conscious or unconscious act of altering one's communication style and/or appearance depending on the specific situation of who one is speaking to, what is being discussed, and the relationship and power and/or community dynamics between those involved. Often members of the non-dominant group code-switch to minimize the impact of bias from the dominant group. [i.]
Codification	The capture and expression of a complex concept in a simple symbol, sign or prop; for example, symbolizing "community" (equity, connection, unity) with a circle. [v.]

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. [vi.]
Colonialism	Control by individuals or groups over the territory/behavior of other individuals or groups. (Horvath) Imperialism refers to the political or economic control, either formally or informally, and creating an empire. [vi.]
Colonization	The action or process of settling among and establishing control over the indigenous people of an area. The action of appropriating a place or domain for one's own use. [v.]
Color Blind	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. [vi.]
Colorism	A form of prejudice or discrimination in which people are treated differently based on the social meanings attached to skin color. [v.]
Coming Out	The process by which LGBTQI individuals recognize, accept, typically appreciate, and often celebrate their sexual orientation, sexuality, or gender identity/expression. Coming out varies across culture and community. [iv.]
Co-Option	A process of appointing members to a group, or an act of absorbing or assimilating. [v.]
Co-Optation	Various processes by which members of the dominant cultures or groups assimilate members of target groups, reward them, and hold them up as models for other members of the target groups. Tokenism is a form of co-optation. [v.]
Counter-Narrative	a space of resistance against traditional domination. A counter-narrative goes beyond the notion that those in relative positions of power can just tell the stories of those in the margins. Instead, these must come from the margins, from the perspectives and voices of those individuals. A counter-narrative thus goes beyond the telling of stories that take place in the margins. The effect of a counter-narrative is to empower and give agency to those communities. By choosing their own words and telling their own stories, members of marginalized communities provide alternative points of view, helping to create complex narratives truly presenting their realities [iv.]
Conscious Bias	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. [vi.]
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. [ii.]

Critical Analysis	A self-conscious critique that contains within it the need to develop a discourse of social transformation and emancipation that a) does not cling dogmatically to its own doctrinal assumptions, and b) demonstrates and simultaneously calls for the necessity of ongoing critique, one in which the claims of any theory must be confronted with the distinction between the world it portrays, and the world as it actually exists. [iv.]
Critical Media Literacy	An approach to media literacy that emphasizes the examination of media to understand the relationship between language and the power it can hold. Individuals critically analyze and evaluate the meaning of media as they relate to topics on equity, power, and social justice. Critical media literacy involves cultivating skills in analyzing media codes and conventions, abilities to criticize stereotypes, dominant values, and ideologies, and competencies to interpret the multiple meanings and messages generated by media texts. Media literacy helps people to use media intelligently, to discriminate and evaluate media content, to critically dissect media forms, to investigate media elects and uses, and to construct alternative media. [iv.]
Critical Race Theory	Critical race theory in education challenges the dominant discourse on race and racism as they relate to education by examining how educational theory, policy, and practice are used to subordinate certain racial and ethnic groups. There are at least five themes that form the basic perspectives, research methods, and pedagogy of critical race theory in education: 1. The centrality and intersectionality of race and racism 2. The challenge to dominant ideology 3. The commitment to social justice 4. The centrality of experiential knowledge 5. The interdisciplinary perspective [v.]
Cultural Appropriation	The adoption or theft of icons, rituals, aesthetic standards, and behavior from one culture or subculture by another. It is generally applied when the subject culture is a minority culture or somehow subordinate in social, political, economic, or military status to appropriating culture. This "appropriation" often occurs without any real understanding of why the original culture took part in these activities, often converting culturally significant artifacts, practices, and beliefs into "meaningless" pop-culture or giving them a significance that is completely different/less nuanced than they would originally have had. [v.]
Cultural Assimilation	When an individual, family, or group gives up certain aspects of its culture in order to adapt to the dominant culture. [vi.]
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. [iii.]
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. [vi.]
Cultural Encapsulation	A lack of contact with cultures outside of our own, which may promote insensitivity to cultural differences. Being encapsulated is akin to living in a cultural bubble. This bubble alters our view, making it difficult to transcend our cultural assumptions or even realize how culture shapes those assumptions. [iv.]
Cultural Fluency	The ability to understand norms and perspectives of diverse cultures, recognize the context and cues, and respond in ways to achieve shared meaning. [iv.]
Cultural Humility	An interpersonal stance that is open to individuals and different cultural communities and experiences in relation to aspects of one's own cultural identity. Maintaining cultural humility requires learning and understanding the complexity of identities and how they evolve over time. [i.]
Cultural Identity	The identity or feeling of belonging to a group based on nationality, ethnicity, religion, social class, generation, locality or other types of social groups with their own distinct culture. [i.]
Cultural Intelligence	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 particular groups. Developing CQ allows one to be attuned to the values, beliefs and attitudes of people from different cultures and to respond with informed empathy and real understanding. [vi.]
Cultural Landscape	The different lifestyles, traditions, and perspectives that can be found in regions or countries. [iv.]
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. [vi.]

Cultural Pluralism	Recognition of the contribution of each group to a common civilization. It encourages the maintenance and development of different life styles, languages and convictions. It strives to create the conditions of harmony and respect within a culturally diverse society. [vi.]
Culturally Responsive Pedagogy	Facilitates and supports the achievement of all students. In a culturally responsive classroom, reflective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured and utilized to promote student achievement. [v.]
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. [vi.]
D.A.C.A.	An American immigration policy that allows some individuals who were brought to the United States without inspection as children to receive a renewable two-year period of deferred action from deportation and become eligible for a work permit in the U.S. [v.]
Damage Imagery	Visual, text/narrative or data used to highlight inequities presented without appropriate historical and sociopolitical context. Damage imagery can be corrected by explaining systemic and historical barriers and focusing on solutions within the communities that are the subject of the visuals, text/narratives or data. [i.]
Deadnaming	Using a person's birth name or name they used previously rather than their current chosen name. [i.]
Deaf	Used to describe a person with total or profound hearing loss. Note: Many only have mild or partial loss of hearing. Use person with hearing loss, partially deaf, or hearing impaired. Do not use deaf-dumb or deaf-mute. [iv.]
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. [ii.]
Deficit-Minded Language	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. [iii.]

Demigender	Having a partial connection to one or more genders. Often used as demigirl, demiboy, etc. [iv.]
Demisexual	A person who does not experience sexual attraction to someone until a greater, often emotional, bond is formed. [iv.]
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 all 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. [vi.]
Dialogue	Communication that creates and recreates multiple understandings. It is bi-directional, not zero-sum and may or may not end in agreement. It can be emotional and uncomfortable, but is safe, respectful and has greater understanding as its goal. [v.]
Disability	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. Replaces the term Handicap or The Handicapped, which do not reflect the individuality, equality or dignity of people with disabilities. [vi.]
Diaspora	A historical dispersion of a group of people deriving from similar origins. [iv.]
Dimensions of Diversity	The specific traits viewed as distinguishing one person or group from another. [iv.]
Direct Threat	A significant risk to the health, safety, or well-being of individuals with disabilities or others when the risk cannot be eliminated by reasonable accommodation. [iv.]
Disadvantaged	A historically oppressed group having less than sufficient financial, political, and social resources to meet all of basic needs. A group characterized by disproportionate economic, social, and political disadvantages. [iv.]
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. [vi.]
Disenfranchised	Being deprived of power and/or access to rights, opportunities, and services. [iv.]

Distributional Equity	Programs, policies and practices that result in a fair distribution of benefits and burdens across all segments of a community, prioritizing those with highest need. [i.]
Diversity	Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, ethnicity, nationality, religion, socioeconomic status, education, marital status, language, age, gender, sexual orientation, mental or physical ability, and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist. [vi.]
Diversity Consciousness	The awareness, understanding, and skills that allow us to think through and value human differences. As our awareness and understanding expand, so do our diversity skills. Similarly, developing and refining our diversity skills increases our awareness and understanding. [iv.]
Diversity Skills	The competencies (e.g., communication, critical analysis, media literacy, teamwork, leadership, and social networking) that allow people to interact with others in a way that respects and values differences. [iv.]
Domestic Partner	Either member of an unmarried, cohabiting, straight and same-sex couple that seeks benefits usually available only to spouses. [v.]
Dominant Culture	The cultural values, beliefs, and practices that are assumed to be the most common and influential within a given society. [v.]
Domination	The ability of a particular social identity group to marshal social resources toward one's own group and away from others. This process can often be rendered invisible and seen as a "natural order." [iv.]
Double Consciousness	A person's awareness of their own perspective and the perspective of others. [iv.]
Drag Queen/King	A man or woman dressed as the opposite gender, usually for the purpose of performance or entertainment. Many times, overdone or outrageous and may present a "stereotyped image." [v.]
Dysmorphism	A dysmorphic feature is a difference in body structure. It can be an isolated feature in an otherwise "healthy" individual, or it can be related to a congenital disorder, genetic syndrome, or birth defect. [iv.]
Elitism	The belief that a select group of individuals with a certain ancestry, intrinsic quality, high intellect, wealth, special skill, or experience are more likely to be constructive to society, and therefore deserve influence or authority greater than that of others. [iv.]
Emotional Intelligence	The ability to acknowledge, value, and manage feelings so that they are expressed appropriately and effectively. [iv.]

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 employees. [vi.]
Empathy	A learned skill that allows one to recognize and deeply listen to another's story or experiences, and connect them to common understandings and emotions; differs from sympathy. [iv.]
Empowerment	When target group members refuse to accept the dominant ideology and take actions to redistribute social power more equitably. [vi.]
Enculturation	The gradual acquisition of the characteristics and norms of a culture or group by a person, another culture, etc. Societal norms are learned through socialization. [iv.]
Environmental Equity	Measures the amelioration of the myriad inequities and disproportionate impacts that groups in society have faced, especially. [vi.] in the realm of environmental protection and access to nature and the environmental goods that aren't equally shared. [vi.]
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. [vi.]
Equality	Evenly distributed access to resources and opportunity necessary for a safe and healthy life; uniform distribution of access to ensure fairness. [vi.]
Equity	The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups. [vi.]
English as a Second Language (ESL)	A term used to describe language learning programs in the United States for individuals for whom English is not their first or native language. [vi.]
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. [vi.]
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 geographical base. [vi.]

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. [vi.]
Eurocentrism	The practice of using Europe and European culture as a frame of reference or standard criteria from which to view the world. Eurocentrism favors European cultural norms and excludes the realities and experiences of other cultural groups. [vi.]
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. [vi.]
Femme	A person who expresses and/or identifies with femininity. [v.]
First Nation People	Individuals who identify as those who were the first people to live on the Western Hemisphere continent. People also identified as Native Americans. [v.]
First Generation	An individual, neither of whose parents completed a baccalaureate degree. [iv.]
Fluid(ity)	Describes an identity that may change or shift over time between; generally attached with another term, like gender-fluid or fluid-sexuality. [iv.]
FTM/F2M/F to M	Abbreviation for a person who was assigned female at birth (AFAB) but identifies as male and transitioned to a masculine appearance that is consistent with their gender identity. This term is problematic to some FAAB trans people as they feel they were never female and because X to Y terms can put too much focus on traditional means of physical transition. [iv.]
Fundamental Attribution Error	A common cognitive action in which one attributes their own success and positive actions to their own innate characteristics ('I'm a good person') and failure to external influences ('I lost it in the sun'), while attributing others' success to external influences ('He had help and got lucky') and failure to others' innate characteristics ('They're bad people'). This operates on group levels as well, with the in-group giving itself favorable attributions, while giving the out-group unfavorable attributions, as a way of maintaining a feeling of superiority, i.e. "double standard." [v.]
Fundamentalism	Movement with strict view of doctrine: a religious or political movement based on a literal interpretation of and strict adherence to doctrine, especially as a return to former principles. [iv.]
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. [vi.]
Gatekeeping	When an individual or group controls access to goods and services but particularly to information and people with power. [iv.]
Gay	People of the same sex who are attracted sexually and emotionally to each other. More commonly utilized to describe male attraction to other males. [vi.]
Gender	The socially constructed ideas about behavior, actions, and roles a particular sex performs. [vi.]
Gender Affirming Surgery	Surgical procedures associated with altering the genitals or secondary sex characteristics to be consistent with a person's gender identity. What was formerly referred to as a "sex change" (an outdated and often offensive term). [iv.]
Gender Bending	Dressing or behaving in such a way as to question the traditional feminine or masculine qualities assigned to articles of clothing, jewelry, mannerisms, activities, etc. [v.]
Gender Binary	The idea that there are only two genders: man and woman. This idea is challenged by individuals who identify as non-binary (e.g., genderqueer, agender). [iv.]
Gender Diversity	Refers to the extent to which a person's gender identity, role or expression differs from the cultural norms prescribed for people of a particular sex. [iv.]
Gender Dysphoria	Significant, clinical distress caused when a person's assigned birth gender is not the same as the one with which they identify. The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM) considers Gender Identity Disorder as "intended to better characterize the experiences of affected children, adolescents, and adults." [v.]
Gender Expression	External manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. [v.]
Gender Fluid	A person who does not identify with a single fixed gender; of or relating to a person having or expressing a fluid or unfixed gender identity. [v.]
Gender Identity	A personal conception of one's own gender; often in relation to a gender opposition between masculinity and femininity. Gender expression is how people externally communicate or perform their gender identity to others. [vi.]
Gender-Neutral/Gender-Inclusive	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. [vi.]

Gender Neutral Pronouns	Pronouns that do not adhere to the he:she and his:her binary, and can refer to a number of different gender identities. Some examples are ze/hir/hirs, and they/them/their but there are many others. [iv.]
Gender Expansive (gender non-conforming)	Used to describe those who view their gender identity as one of many possible genders beyond strictly man or woman. These individuals have expanded notions of gender expression and identity beyond what is perceived as the expected gender norms for their society or context. Some gender-expansive individuals identify as a man or a woman, some identify as neither, and others identify as a mix of both. [vi.]
Gender Normative	A person who conforms to gender-based expectations of society. [iv.]
Gender Pronouns	The set of pronouns that an individual personally uses and would like others to use when referring to them. There are several types of personal pronouns used for different groups and identities including: gendered, gender neutral and gender inclusive. Although the list of personal pronouns is continuously evolving, the intention of using a person's pronouns correctly is to reduce the adverse societal effects of those with personal pronouns that don't match their perceived gender identity face. [i.]
Gender Role	Refers to a pattern of appearance, personality, and behavior that, in a given culture, is associated with being a boy/man/male or being a girl/woman/female. [iv.]
Gender Queer	Gender queer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "gender queer" may see themselves as both male or female aligned, neither male or female or as falling completely outside these categories. [v.]
Genocide	The intentional attempt to completely erase or destroy a peoples through structural oppression and/or open acts of physical violence. [iv.]
Gentrification	A process of economic change in a historically disinvested neighborhood that happens through mechanisms such as real estate investment and increase in higher-income residents, resulting in the displacement of long-term residents and demographic changes in income, education, and racial make-up. [i.]
Glass Ceiling	Barriers, either real or perceived, that affect the promotion or hiring of protected group members. [iv.]
Global Competency	The knowledge, skills, and abilities that help people from cross disciplinary domains to understand global events and respond to them effectively. Cultural differences and a willingness to engage those differences (an important component of which is empathy

	for people with other cultural identities, an interest in seeking understanding of various civilizations and their histories, and the ability to see potential differences as opportunities for constructive and respectful interactions). There is also an ethical dimension of global competency which includes a commitment to basic equality and the rights of all persons as well as an obligation to uphold those rights. The second dimension of global competency is the pragmatic aspect, which is the ability to speak, understand, and think in different languages. The third dimension involves extensive knowledge of world history, geography, and the global aspects of common issues such as: health care, climate change, economics, politics, education, among other issues. [iv.]
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. [vi.]
Global Perspective	A viewpoint that tries to understand the place or places of individuals, groups, cultures, and societies in the world and how they relate to each other. [iv.]
Globalization	Worldwide flow and integration of culture, media, and technology due to advances in communication systems and economic interests. [iv.]
Glocalization	A culture's openness to diverse influences and ability to blend foreign ideas and best practices with one's own traditions. [iv.]
Group Identity	A category of differences that describes a set of common physical traits, characteristics, or attributes. Everyone has multiple group identities including, age, ability, class, education level, ethnicity, gender, nationality, race, language, religion, and sexual orientation. In organizations and society, the extent to which one is aware of the meaning and impact of these identities is key to understanding the impact of diversity and changing the status quo. [iv.]
Harassment	Unwelcome, intimidating, exclusionary, threatening or hostile behavior against an individual that is based on a category protected by law. [vi.]
Hate Crime	A crime motivated by the actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of any person. [v.]
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. [vi.]

HBCU	An acronym that stands for Historically Black Colleges and Universities. [i.]
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. [vii.]
Health Equity	Means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care. [i.]
Hegemony	One group or community holding all authoritative power or dominance over other groups in a given society, geographical region, and/or political system. [iv.]
Heteronormativity	The societal assumption and norm that all people are heterosexual. [iv.]
Heterosexism	Social structures and practices which serve to elevate and enforce heterosexuality while subordinating or suppressing other forms of sexuality. [vi.]
Heterosexuality	An enduring romantic, emotional and/or sexual attraction toward people of the other sex. The term "straight" is commonly used to refer to heterosexual people. [v.]
Heterosexual	Attracted to members of other or the opposite sex. [v.]
Heterosexual Privilege	Those benefits derived automatically by being heterosexual that are denied to homosexuals and bisexuals. Also, the benefits homosexuals and bisexuals receive as a result of claiming heterosexual identity or denying homosexual or bisexual identity. [iv.]
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. [vi.]
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. [vi.]
Homosexual	Attracted to members of the same sex. (Not a preferred term. See Gay, Lesbian) [v.]

Horizontal Hostility/Horizontal Oppression	When people from targeted groups believe, act on, or enforce dominant systems of oppression against other members of targeted groups. [iv.]
HSI	An acronym that stands for Hispanic-Serving Institutions. These are eligible institutions of higher education with an enrollment rate of 25 percent or more of Hispanic undergraduate full-time equivalent students. [i.]
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 though and expression, and equality before the law. [v.]
IFL	An acronym that stands for Identity First Language. Identity-first language positions disability as an identity category and central to a person's sense of self. In identity-first language, the identifying word comes first in the sentence and highlights the person's embrace of their identity. Examples could be "autistic person" or "Deaf individual." [i.]
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. [vi.]
Identity Sphere	The idea that gender identities and expressions do not fit on a linear scale but rather on a sphere that allows room for all expression without weighting one expression as better than another. [iv.]
Immigrant	A person who moves out of their country of birth, supposedly for permanent residence in a new country. [iv.]
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. [vi.]
Imposter Syndrome	Refers to individuals' feelings of not being as capable or adequate as others. Common symptoms of the impostor phenomenon include feelings of phoniness, self-doubt, and inability to take credit for one's accomplishments. The literature has shown that such impostor feelings influence a person's self-esteem, professional goal directed-ness, locus of control, mood, and relationships with others. [v.]
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". [vi.]
Inclusion	The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. [vi.]
Inclusive Language	Refers to non-sexist language or language that "includes" all persons in its references. For example, "a writer needs to proofread his work" excludes females due to the masculine reference of the pronoun. Likewise, "a nurse must disinfect her hands" is exclusive to males and stereotypes nurses as females. [v.]
Inclusive Excellence	The recognition that a community or institution's success is dependent on how well it values, engages, and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. [iv.]
Inclusive Language	Refers to non-sexist language or language that "includes" all persons in its references. For example, "a writer needs to proofread his work" excludes females due to the masculine reference of the pronoun. Likewise, "a nurse must disinfect her hands" is exclusive of males and stereotypes nurses as females. [iv.]
Indigenous	Originating from a culture with ancient ties to the land in which a group resides. [vi.]
Indigenous People	Individuals of specific cultural groups who live within (or are attached to) distinct traditional territories. [v.]
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. [vi.]
In-Group Bias	The tendency for groups to "favor" themselves by rewarding group members economically, socially, psychologically, and emotionally in order to uplift one group over another. [v.]
Institutional Oppression	The systematic mistreatment and dehumanization of any individual based solely on a social identity group with which they identify that is supported and enforced by society and its institutions; based on the belief that people of such a social identity group are inherently inferior. [iv.]
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.

	An example includes City sanitation department policies that concentrate trash transfer stations and other environmental hazards disproportionately in communities of color. [vi.]
Intercultural Competency	A process of learning about and becoming allies with people from other cultures, thereby broadening our own understanding and ability to participate in a multicultural process. 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. [v.]
Intergroup Conflict	Tension and conflict which exists between social groups and which may be enacted by individual members of these groups. [v.]
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. [vi.]
Internalized Homophobia	Among lesbians, gay men, and bisexuals, internalized sexual stigma (also called internalized homophobia) refers to the personal acceptance and endorsement of sexual stigma as part of the individual's value system and self-concept. It is the counterpart to sexual prejudice among heterosexuals. [v.]
Internalized Oppression	The process whereby individuals in the target group make oppression internal and personal by coming to believe that the lies, prejudices, and stereotypes about them are true. Members of target groups exhibit internalized oppression when they alter their attitudes, behaviors, speech, and self-confidence to reflect the stereotypes and norms of the dominant group. Internalized oppression can create low self-esteem, self-doubt, and even self-loathing. It can also be projected outward as fear, criticism, and distrust of members of one's target group. [v.]
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. [vi.]
Intersectionality	The ways in which oppressive institutions (racism, sexism, homophobia, transphobia, ableism, xenophobia, classism, etc.) are interconnected and cannot be examined separately from one another. [vi.]
Intersex	An umbrella term describing people born with reproductive or sexual anatomy and/or chromosome pattern that can't be classified as typically male or female. [v.]

Invisible Minority	A group whose minority status is not always immediately visible, such as disabled people and LGBTQ+ people. This lack of visibility may make organizing for rights difficult. [iv.]
"-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. [vi.]
Invisible Disability (Hidden Disability)	An umbrella term that captures a whole spectrum of hidden disabilities or challenges that are primarily neurological in nature. Invisible disability, or hidden disability, are defined as disabilities that are not immediately apparent. [vi.]
Islamophobia	The irrational fear or hatred of Islam, Muslims, Islamic traditions, and practices, and, more broadly, those who appear to be Muslim. [iv.]
Justice	The process of society moving from an unfair, unequal, or inequitable state to one that is fair, equal, or equitable. A transformative practice that relies on the entire community to acknowledge past and current harms to reform societal morals and subsequently the governing laws. Proactive enforcement of policies, practices, and attitudes that produce equitable access, opportunities, treatment, and outcomes for all regardless of the various identities that one holds. [i.]
Latino/a	Individual living in the United States originating form, or having a heritage relating to Latin America. [vi.]
LatinX	A gender-neutral or nonbinary alternative to Latino or Latina. [vi.]
Lesbian	A woman whose primary sexual attraction is to other women. [vi.]
LGBTQIA+	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. [vi.]
Lines of Difference	A person who operates across lines of difference is one who welcomes and honors perspectives from others in different racial, gender, socioeconomic, generational, regional groups than their own. [Listing is not exhaustive] [v.]
Linguicism	Refers to discrimination based particularly on language. Language oppression is often tied to discrimination based on race, ethnicity, and/or class. [iv.]
Lookism	Discrimination or prejudice based upon an individual's appearance. [v.]

Low Income	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. [iii.]
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. [vi.]
Media Literacy	The ability to access, analyze, evaluate, and create media in a variety of forms. [iv.]
Merit	A concept that at face value 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., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites. [iii.]
Microaggressions	The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership [vi.]
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. The term coined in 1973 by MIT professor Mary Rowe. [vi.]
Micro-Affirmation	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. [vii.]
Micro-insults	Communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a marginalized individuals. [vi.]

Microinvalidations	Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity. [vi.]
Minority Group	Any group of people who, because of their physical, neurological, or cultural characteristics, are singled out from others in society through differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination. The dominant group is that which holds the most power in society compared to minority groups. Being a numerical minority is not a characteristic of being in a minority group; it is the lack of power that is the predominant characteristic of a minority group. [i.]
Misgender	Referring or relating to a person using language whether a word or a pronoun that is not in line with another's gender identity, whether intentionally or unintentionally. This behavior or action often occurs when people make assumptions about a person's gender identity. [i.]
Misogyny	Hatred, aversion or prejudice against women. Misogyny can be manifested in numerous ways, including sexual discrimination, denigration of women, violence against women, and sexual objectification of women. [i.]
Misogynoir	An extreme form of sexism rooted in racism. The term describes contempt for or ingrained prejudice toward Black women. The unique oppression experienced by Black women due to the intersectionality of gender, race, class and sexual orientation combined with discrimination. Misogynoir utilizes and reinforces stereotypes of Black women. [i.]
Mobility	The ability to move through society, both physically and socioeconomically. [iv.]
Model Minority	Refers to a minority ethnic, racial, or religious group whose members achieve a higher degree of success than the population average. This success is typically measured in income, education, and related factors such as low crime rate and high family stability. [v.]
MSI	Minority Serving Institutions. [iv.]
MTF/M2F/M to F	Abbreviation for a person who was assigned male at birth (AMAB) but identifies as female and transitioned to a feminine appearance that is consistent with their gender identity. This term is problematic to some MAAB trans people as they feel they were never male and because X to Y terms can put too much focus on traditional means of physical transition. [iv.]
MTM/FTF	A transgender individual who has medically transitioned and feels their birth sex was never an identity to which they could relate. In other words, a person with a birth sex of female may have lived as female for many years, but never identified as a woman. Instead, they always identified as male and transitioned to become

	outwardly visible as male. The social identity of female (FTM) to male is an inappropriate description of their experience with gender. [iv.]
Multicultural	Of or pertaining to more than one culture. [vi.]
Multicultural Feminism	The advocacy of women's rights on the ground of the equality of the sexes within cultural/ethnic groups within a society. [v.]
Multiculturalism	The practice of acknowledging and respecting the various cultures, religions, races, ethnicities, attitudes, and opinions within an environment. The theory and practice promotes peaceful coexistence of all identities and people. [vi.]
Multiethnic	An individual that comes from more than one ethnicity. An individual whose parents are born with more than one ethnicity. [v.]
Multiplicity	The quality of having multiple, simultaneous social identities (e.g., being male and Buddhist and working-class). [v.]
Multiracial	An individual that comes from more than one race [v.]
Naming	When one articulates a thought that traditionally has not been discussed. [v.]
NASNTI	An acronym that stands for Native American Indian Serving, Non-Tribal Institutions. These are institutions of higher learning in which 10 percent or more of the student demographics are Native American and the institution does qualify as a Tribal College and University (TCU). [i.]
National Origin	The political state from which an individual hails; may or may not be the same as that person's current location or citizenship. [v.]
Nativism	Prejudiced thoughts or discriminatory actions that benefit or show preference to individuals born in a territory over those who have migrated into said territory. [iv.]
Neo-Colonization	Term for contemporary policies adopted by international and western "1st world" nations and organizations that exert regulation, power and control over "3rd world" nations disguised as humanitarian help or aid. These policies are distinct but related to the "original" period of colonization of Africa, Asia, and the Americas by European nations. [vi.]
Neoliberalism	A substantial subjugation and marginalization of policies and practices informed by the values of social justice and equity. [v.]
Neurodiversity	Refers to the variation in the human brain regarding sociability, learning, attention, mood and other mental functions. [vi.]
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. [vi.]
Nondisabled	A person who does not have a disability. Generally preferred over able-bodied. [iv.]
Nonviolence	A strategy employed by social and civil advocates that stresses social and political change through acts that do not involve physical violence against oneself or others; nonviolent language is used to imply language that does not perpetuate structural inequalities. [iv.]
Non-White	Used at times to reference all persons or groups outside of the white culture, often in the clear consciousness that white culture should be seen as an alternative to various non-white cultures and not as normative. [v.]
Norm	An ideal standard binding upon the members of a group and serving to guide, control, or regulate power and acceptable behavior. [vi.]
Oppression	The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups. [vi.]
Oppression (Institutionalized)	The systematic mistreatment and dehumanization of any individual based solely on a social identity group with which they identify that is supported and enforced by society and its institutions; based on the belief that people of such a social identity group are inherently inferior. [iv.]
Oppression (Internalized)	The process whereby individuals in the target group make oppression internal and personal by coming to believe that the lies, prejudices, and stereotypes about them are true. Members of target groups exhibit internalized oppression when they alter their attitudes, behaviors, speech, and self-confidence to reflect the stereotypes and norms of the dominant group. Internalized oppression can create low self-esteem, self-doubt, and even self-loathing. It can also be projected outward as fear, criticism, and distrust of members of one's target group. [iv.]
Othering	The perception or intentional/unintentional placement of a group in contrast to the societal norm. The identifying of a group as a threat to the favored dominant group. [i.]
Overprivileged	Disproportionately privileged compared to others; excessively privileged. [iv.]
Overt Racism	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 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. [iii.]
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. [ii.]
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. [vi.]
Pangender	Someone whose gender identity is comprised of all or many gender identities and expressions. [iv.]
Pansexual	A term referring to the potential for sexual attractions or romantic love toward people of all gender identities and biological sexes. The concept of pan-sexuality deliberately rejects the gender binary and derives its origin from the transgender movement. [v.]
Pansexuality	A term reflective of those who feel they are sexually, emotionally, and spiritually capable of falling in love with all genders. [vi.]
Passing Privilege	There is variation in the degree to which medically and/or socially transitioned people are recognized as their correct gender (i.e., passing) and this comes with various, context dependent, levels of privilege. [iv.]
Patriarchy	Actions and beliefs that prioritize men in systems and positions of power and social society and privilege. Patriarchy may be practiced systemically in the ways and methods through which power is distributed in society or it may simply influence how individuals interact with one another interpersonally. [i.]
Pay Equity	Compensating employees the same when they perform the same or similar job duties, while accounting for other factors, such as their experience level, job performance and tenure with the employer. [vi.]
PBI	An acronym that stands for to Predominantly Black Institutions. These are institutions of higher learning in which 40 percent or more of the student demographics are Black. [i.]
Pell-Eligible	A student who applied for a Pell Grant and was determined to be eligible. [iv.]

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." [vi.]
People/Person-First Language	Emphasizes the individuality, equality and dignity of people with disabilities. Rather than defining people primarily by their disability, people-first language conveys respect by emphasizing the fact that people with disabilities are first and foremost just that—people. [vi.]
People/Person with Disabilities	Refers to individuals with a disability. This term utilizes Person-First Language, which posits that a person isn't a disability, condition or diagnosis but rather, a person has a disability, condition or diagnosis. Replaces the terms, Handicap, The Handicapped, The Disabled, Wheelchair-bound, Cripple, which do not reflect the individuality, equality or dignity of people with disabilities. [vi.]
Performative Allyship	Is when someone from a non-marginalized 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. [vi.]
Permanent Resident	Any person not a citizen of the United States who is residing in the U.S. under legally recognized and lawfully recorded permanent resident as an immigrant. Also known as permanent resident alien, resident alien permit holder, and green card holder. [iv.]
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. [vi.]
Personal Identity	Our identities as individuals including our personal characteristics, history, personality, name, and other characteristics that make us unique and different from other individuals. [v.]

Pluralism	A situation in which people of different social classes, religions, races, etc., are together in a society but continue to have their different traditions and interests. [iv.]
Polyamory	The practice or acceptance of having more than one intimate relationship at a time with the consent of all involved. [vi.]
Power	The ability to exercise one's will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. [i.]
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. [vi.]
Privilege	Power and advantages benefiting a group derived from the historical oppression and exploitation of other groups. [vi.]
Privileged Group Member	A member of an advantaged social group privileged by birth or acquisition, i.e. Whites, men, owning class, upper-middle-class, heterosexuals, gentiles, Christians, non-disabled individuals. [v.]
Procedural Equity	An examination of procedural rights that includes authentic engagement through an inclusive and accessible development and implementation of fair programs or policies. [i.]
Pronouns	A pronoun is a word that refers to someone or something that is being talked about (like she, it, them, and this). Gender pronouns (like he and hers) specifically refer to people that you are talking about. You cannot always know what pronoun (she/her, he/him, they/them) someone uses by looking at them. Asking and correctly using someone's personal pronoun is one of the most basic ways to show your respect for their gender identity. [iv.]
Protected Status	A characteristic that, in accordance with federal and state law, is protected from discrimination and harassment: age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. [iv.]
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. [vi.]
PWI	An acronym that stands for Predominantly White Institutions. These are institutions of higher learning in which 50 percent or more of the student demographics are white. [i.]
Pyramiding Effect	The cumulative impact of encounters with social barriers (i.e., ethnocentrism, limited perceptions, stereotypes, prejudice, and discrimination). [iv.]
Qualified Individual	An individual who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. [iv.]
Queer	Term used to refer to people or culture of the lesbian, gay, bisexual, transgender community. A term once perceived as derogatory is now embraced by some members of the LGBTQ community. [vi.]
Questioning	A term used to refer to an individual who is uncertain of their sexual orientation or identity. [v.]
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 of time. [vi.]
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. [vi.]
Racial Anxiety	The concerns that often arise both before and during interracial interactions. People of color experience racial anxiety when they worry that they will be subject to discriminatory treatment. White people, on the other hand, experience it when they worry that they will be perceived as racist. [i.]
Racial Disparity	The imbalances and incongruities between the treatment of racial groups, including economic status, income, housing options, societal treatment, safety, and many other aspects of life and society. Contemporary and past discrimination in the United States, and globally, has profoundly impacted the inequalities seen in society today. Also see racial equity and racial justice. [i.]
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. [vi.]

Racial Justice	The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures. [i.]
Racial Profiling	The use of race or ethnicity as grounds for suspecting someone of having committed an offense. [v.]
Racial Trauma	Racial Trauma or race-based stress, comes from dealing with racial harassment, racial violence, or institutional racism (see Institutional Racism). Can result from major experiences of racism such as workplace discrimination or hate crimes, or it can be the result of accumulation of many small occurences, such as microaggressions. [v.]
Racially Coded Language	Language that is seemingly race-neutral but is a disguise for racial stereotypes without the stigma of explicit racism. [i.]
Racism	Individual and institutional practices and policies based on the belief that a particular race is superior to others. This often results in depriving certain individuals and groups of civil liberties, rights, and other resources, hindering opportunities for social, educational, and political advancement. [vi.]
Racism (Cultural)	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. All of these cultural norms and values in the U.S. have explicitly or implicitly racialized ideals and assumptions (for example, what "nude" means as a color, which facial features and body types are considered beautiful, which child-rearing practices are considered appropriate.) [iv.]
Racism (Individual)	Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what he or she is doing. Examples: Telling a racist joke, using a racial epithet, or believing in the inherent superiority of whites over other groups; Avoiding people of color whom you do not know personally, but not whites whom you do not know personally (e.g., white people crossing the street to avoid a group of Latino/a young people; locking their doors when they see African American families sitting on their doorsteps in a city neighborhood; or not hiring a person of color

	because "something doesn't feel right"); Accepting things as they are (a form of collusion). [iv.]
Racism (Internalized)	When individuals from targeted racial groups internalize racist beliefs about themselves or members of their racial group. Examples include using creams to lighten one's skin, believing that white leaders are inherently more competent, asserting that individuals of color are not as intelligent as white individuals, believing that racial inequality is the result of individuals of color not raising themselves up "by their bootstraps. [iv.]
Racism (Structural)	A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with "whiteness" and disadvantages associated with "color" to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead, it has been a feature of the social, economic, and political systems in which we all exist. 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. [iv.]
Racist Policy	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. [iv.]
Rainbow Flag	The Rainbow Freedom Flag was designed in 1978 by Gilbert Baker to designate the great diversity of the LGBTIQ community. It has been recognized by the International Flag Makers Association as the official flag of the LGBTIQ civil rights movement. [v.]
Rankism	Abuse, discrimination, or exploitation based on rank; abusive, discriminatory, or exploitative behavior towards people who have less power because of their lower rank in a particular hierarchy. [iv.]
Reasonable Accommodation	Any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities. [iv.]

Reclaim	To take back or demand the return of something that was lost or taken away; to restore to a previous state. [iv.]
Refugee	A person that flees a country out of fear for their safety either for economic or political reasons, or due to a natural disaster, or because of persecution or a well-founded fear of persecution based on the person's race, religion, nationality, membership in a particular social group, or political opinion. [iv.]
Re-fencing	A cognitive process for protecting stereotypes by explaining any evidence/example to the contrary as an isolated exception. [v.]
Religion	A system of beliefs, usually spiritual in nature, and often in terms of a formal, organized denomination. [v.]
Religionism	The individual, cultural and institutional beliefs and discrimination that systematically oppress non-Christians, which includes Anti-Semitism and Islamophobia. [vi.]
Resilience	The ability to recover from some shock or disturbance. [v.]
Respect	Giving consideration and attention to a given person, group, or situation that takes another's perspective and experiences into account. [iv.]
Restorative Justice	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. Crime and conflict generate opportunities to build community and increase grassroots power when restorative practices are employed. [iv.]
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. The Supreme Court considers it to be illegal to consider race and other demographic categories in hiring and other employment-related decisions. [vi.]
Reverse Racism	: A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people. [iii.]

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. [vi.]
Safer Space	A supportive, non-threatening environment that encourages open-mindedness, respect, a willingness to learn from others, as well as physical and mental safety. [v.]
Saliency	The quality of a group identity in which an individual is more conscious, and plays a larger role in that individual's day-to-day life; for example, a man's awareness of his "maleness" in an elevator with only women. [v.]
Sapiosexual	One who find the contents of someone else's mind to be their most attractive attribute, above physical or other characteristics. [iv.]
Scapegoating	The action of blaming an individual or group for something when, in reality, there is no one person or group responsible for the problem. It targets another person or group as responsible for problems in society because of that person's group identity. [v.]
Serostatus	The state of either having or not having detectable antibodies against a specific antigen, as measured by a blood test (serologic test). For example, HIV seropositive mean that a person has detectable antibodies to HIV; seronegative means that a person does not have detectable HIV antibodies. [iv.]
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 categories "men" and "women." [vi.]
Sexism	Prejudiced thoughts and discriminatory actions based on a difference in sex/gender; usually by men against women. [v.]
Sexual Orientation	The direction of one's sexual attraction toward the same gender, opposite gender, or other genders. It is on a continuum and not necessarily a set of absolute categories. [vi.]
Silencing	The conscious or unconscious processes by which the voice or participation of particular social identities is exclude or inhibited. [iv.]
Sizeism	The mistreatment of or discrimination against people based upon their perceived (or self-perceived) body size or shape. [iv.]
Social Construct	The notion that patterns of human interaction (often deemed to be normal, natural, or universal) are, in fact, humanly produced and constructed by social expectation and coercion but is presented as "objective." For example, the erroneous assumption of women being better at housework is not at all connected to their female

	anatomy, but to social expectations and pressures imposed on women. [iv.]
Social Equity	the fair, just and equitable management of all institutions serving the public directly or by contract, and the fair and equitable distribution of public services, and implementation of public policy, and the commitment to promote fairness, justice and equity in the formation of public policy. [i.]
Social Forces	The omnipresent social influences that surround us and help shape our attitudes, character, knowledge, feelings, and other individual attributes. [iv.]
Social Identity	Involves the ways in which one characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior. [v.]
Social Inequality	When resources in a given society are distributed unevenly, typically through norms of allocation, that engender specific patterns along lines of socially defined categories of persons. It is the differentiation preference of access of social goods in the society brought about by power, religion, kinship, prestige, race, ethnicity, gender, age, sexual orientation, and class. Social inequality usually implies to the lack of equality of outcome but may alternatively be conceptualized in terms of the lack of equality of access to opportunity. [iv.]
Social Justice	A vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole [vi.]
Social Movement	A collective action by a group of people with a shared or collective identity based on a set of beliefs and opinions that intend to change or maintain some aspect of the social order. [iv.]
Social Oppression	This condition exists when one social group, whether knowingly or unconsciously, exploits another group for its own benefit. [v.]
Social Power	Access to resources that enhance chances of getting what one needs or influencing others in order to lead a safe, productive, and fulfilling life. [vi.]
Social Self-Esteem	The degree of positive/negative evaluation an individual holds about their particular situation in regard to their social identities. [v.]
Social Self-View	An individual's perception about which social identity group(s) they belong. [v.]

Social Transition	The process of altering how one socially presents their gender. This may involve using different pronouns and minor or significant alteration of gender expression. Social transition may happen before or even without medical transition. [iv.]
Socialization	The process through which we become accustomed to societal norms, i.e., rules about appropriate or acceptable social identities, beliefs, and behaviors. We are bombarded by these messages even before we are born. These messages are offered by a widening social network (interpersonal, institutional, structural). Through socialization, we learn about social identity categories, such as socioeconomic status, race, assigned sex, gender, religion, health status, sexual orientation, many other social identity categories, as well as the boundaries of human worth and value. [iv.]
Solidarity	Unity or agreement based on shared interests and objectives; long-term mutual support within and between groups. [iv.]
SOGIE	An acronym that honors the fluidity of numerous and ever-expanding identities related to sexual orientation (SO), gender identity (GI) and (gender) expression (E). [i.]
Spotlighting	The practice of inequitably calling attention to particular social groups in language, while leaving others as the invisible, de facto norm. For example: "black male suspect" (versus "male suspect," presumed white); "WNBA" (as opposed to "NBA," presumed male); "female senator" (versus "senator", presumed male). [iv.]
Status	An individual's position, often relative to others, in a group or society as characterized by certain benefits and responsibilities as determined by an individual's rank and role. [iv.]
Stealth	This refers to a person who has socially and/or medically transitioned from their sex assigned at birth and does not disclose their past, presenting only as their true gender. Often this involves disassociating from people who know their history. [iv.]
Stereotype	Blanket beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment. They go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information and are highly generalized. [v.]
Stereotype Threat	A situational predicament in which a people are or feel themselves to be at risk of confirming a stereotype about their social group. [iv.]
Stigma	The social phenomenon or process whereby individuals that are taken to be different in some way are rejected by the greater society in with they live based on that difference. Labels that associate people with unfavorable or disapproved behavior and characteristics. [iv.]

Stigmatization	The marking, labeling, or spoiling of an identity, which leads to ostracism, marginalization, discrimination, and abuse. [iv.]
Structural Equity	The Identification and removal of institutional barriers to fair and equal opportunities with recognition to historical, cultural and institutional dynamics and structures that routinely advantage privileged groups in society and result in chronic, cumulative disadvantage for subordinated groups. [i.]
Structural Inequality	Systemic disadvantage(s) of one social group compared to other groups, rooted and perpetuated through discriminatory practices (conscious or unconscious) and reinforced through institutions, ideologies, representations, policies/laws and practices. Structural inequality thus refers to the system of privilege and inequality created, designed and maintained by interlocking societal institutions. [i.]
Structural Racism	The overarching system of racial bias across institutions and society. It is a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial inequities. It encompasses dimensions of our history and culture that have allowed privileges associated with "whiteness" and disadvantages associated with "color" to endure and adapt over time. Examples can include the racial gap in wealth, homeownership, education, historical redlining practices among other factors. [i.]
Subordination	The experience of social dispossession, dislocation, and disempowerment relative to a dominant social group. This experience of being seen as "less than" or "minoritized" can often be rendered invisible and seen as a "natural order." [iv.]
Supremacy	The superiority of one group of people over other groups of people through a system of domination and subordination. [iv.]
Survivor	A term used to refer to someone who has gone through the recovery process, or when discussing the short- or long-term effects of sexual violence. Some people identify as a victim, while others prefer the term survivor. The best way to be respectful is to ask for their preference. [iv.]
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. [v.]
Systemic Racism	Complex interactions of culture, policy, and institutions that create and maintain racial inequality in nearly every facet of life for people of color. [v.]
Targeted Universalism	An approach to equity work that sets universal goals followed by targeted processes to achieve said goals. Within a targeted universalism framework, universal goals are set for all individuals and groups. The strategies developed to achieve the goals are

	targeted, based upon how different groups are situated within structures, culture and across geographies to obtain the universal goal. [i.]
TCU	An acronym that stands for Tribal Colleges and Universities. These are institutions of higher learning in which 50 percent or more of the student demographics are Native American, Inuit or Alaska Native. [i.]
Third Gender	Someone whose gender identity is not man or woman, but some other gender outside of the binary. [iv.]
Tolerance	Acceptance and open-mindedness to different practices, attitudes, and cultures; does not necessarily mean agreement with the differences. [vi.]
Tokenism	Hiring or seeking to have representation such as a few women and/or racial or ethnic minority persons so as to appear inclusive while remaining mono-cultural. [v.]
Trans Misogyny	The negative attitudes expressed through cultural hate, individual and state violence and discrimination directed toward trans women and transfeminine people. Additionally, trans-misogyny is the intersection of transphobia and misogyny. [i.]
Transculturation	The process by which a person adjusts to another cultural environment without sacrificing their own cultural identity. [iv.]
Transexual	An older term that originated in the medical and psychological communities. Still preferred by some people who have permanently changed - or seek to change - their bodies through medical interventions, including but not limited to hormones and/or surgeries. Unlike transgender, transsexual is not an umbrella term. Many transgender people do not identify as transsexual and prefer the word transgender. It is best to ask which term a person prefers. If preferred, use as an adjective: transsexual woman or transsexual man. [iv.]
Transgender	An individual whose gender identity differs from the societal expectations of their physical sex. Transgender or "trans" does not imply any form of sexual orientation. Cisgender is a gender identity where an individual's self-perception of their gender matches their sex. For example, a cisgendered female is a female with a female identity. [vi.]
Transgressive	Challenging the accepted expectations and/or rules of the appropriateness of "polite society". [v.]
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 of time, 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". It is best to ask individuals which terms they prefer. [ii.]
Transmisogyny	The negative attitudes, expressed through cultural hate, individual and state violence, and discrimination directed toward trans women and transfeminine people. [v.]
Transphobia	Fear or hatred of transgender people; transphobia is manifested in a number of ways, including violence, harassment, and discrimination. This phobia can exist in LGB and straight communities. [v.]
Two-Spirit	A term used within some American Indian (AI) and Alaska Native (AN) communities to refer to a person who identifies as having both a male and a female essence or spirit. The term–which was created in 1990 by a group of AI/AN activists at an annual Native LGBTQ conference–encompasses sexual, cultural, gender, and spiritual identities, and provides unifying, positive, and encouraging language that emphasizes reconnecting to tribal traditions. [vi.]
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. (Mercer). It refers to social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing. [vi.]
Undocumented	A foreign-born person living in the United States without legal citizenship status. [v.]
Undocumented Student	School-aged immigrants who entered the United States without inspection/overstayed their visas and are present in the United States with or without their parents. They face unique legal uncertainties and limitations within the United States educational system. [v.]
Underprivileged	Not having the same standard of living or rights as the majority of people in a society. [iv.]
Underrepresented Groups	A group that is less represented in one subset (e.g., employees in a particular sector, such as IT) than in the general population. This can refer to gender, race/ethnicity, physical or mental ability, LGBTQ+ status, and many more. The term also refers to populations who are not represented in STEM professions in proportions equal to White STEM workers. Replaces the term Underrepresented Minorities (URM), as minority groups will soon be the majority in the U.S. Underrepresented Groups is inclusive of LGBTQ+ individuals as well as Veterans and People with Disabilities. [vi.]

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 academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students. [iii.]
Unisex	Clothing, behaviors, thoughts, feelings, relationships, etc., which are considered appropriate for members of any gender/sex. [iv.]
Universal Design	The process of creating products that are usable by people with the widest possible range of abilities, operating within the widest possible range of situations; whereas, accessibility primarily refers to design for people with disabilities. [iv.]
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. [vi.]
Veteran Status	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, including all components thereof, and the National Guard. [vi.]
White Centering	Putting your feelings as a White person above the Black and POC causes you're supposed to be helping. Layla F. Saad explains in her book, Me and White Supremacy, "White centering is the centering of White people, white values, white norms and white feelings over everything and everyone else." White centering can manifest as anything ranging from tone policing and white fragility to white exceptionalism and outright violence. [vi.]
White Fragility	Discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice. [v.]
White Immunity	a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to more accurately engage and describe White privilege. [iii.]
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. [vi.]
White Supremacy	White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and individuals of color by white individuals and nations of the European continent for the purpose of maintaining and defending a system of wealth, power and privilege. [v.]

Whiteness	A broad social construction that embraces the white culture, history, ideology, racialization, expressions, and economic, experiences, epistemology, and emotions and behaviors and nonetheless reaps material, political, economic, and structural benefits for those socially deemed white. [v.]
Worldview	The perspective through which individuals view the world; comprising their history, experiences, culture, family history, and other influences. [v.]
Xenophobia	Hatred or fear of foreigners/strangers or of their politics or culture. [v.]
Ze/Zir	Gender neutral pronouns that can be used instead of he/she or his/hers. [iv.]

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