



# CENTER FOR DIVERSITY EQUITY & INCLUSION

## RESOURCE GUIDE

**“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”**

**- Chimamanda Ngozi Adichie**



**“We must always attempt to lift as we climb.”**

**-Angela Davis**

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## **WELCOME TO THE CENTER FOR DIVERSITY, EQUITY AND INCLUSION RESOURCE GUIDE**

Within the pages of this guide, there is information about La Roche offices and identity -based groups that serve to meet the needs of students from diverse communities and encourages them to dwell authentically in their identities.

Additionally, you will find a sample of resources on subjects that can assist in informing your understanding of the complexities of diversity, social identities and multiculturalism.

This online resource guide will be updated periodically to reflect current information and best practices. We value your input and welcome you to share any additional resources or updates that you learn about.

***The Center for Diversity, Equity & Inclusion is committed to creating and sustaining a welcoming and inclusive environment that embraces diversity and encourages dialog across differences to increase individual intercultural competence.***

The office is responsible for overseeing the development of a strategic diversity and inclusion plan that draws upon partnerships with various University departments to address areas of education, training, advocacy and policy.

The Center for Diversity, Equity & Inclusion also engages and supports students through transformative experiences that enhance student learning, positively impact retention, and promote peace and justice in a constantly changing global society.

### **Programs and Services**

- Diversity Training and Workshops
- The Office of Accessibility Services
- Leadership Conferences and Initiatives
- Student Organization Advising
- Social justice education series
- Cross-cultural and intergroup dialogues
- Inclusion Council

## **Diversity, Equity and Inclusion Defined**

The definitions of diversity, equity and inclusion, as defined by the Association of American Colleges and Universities, guide us.

### **Diversity**

Individual differences (e.g., personality, learning styles and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious or other affiliations).

### **Inclusion**

The active, intentional and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase one's awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

### **Equity**

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

## **LA ROCHE UNIVERSITY NONDISCRIMINATION POLICY**

La Roche University admits qualified students of any sex, race, color, handicap, religion, national and ethnic origin, veteran status and sexual orientation to all the rights, privileges, programs and activities generally accorded or made available to students at the University. The same policy is followed with respect to all employees, regardless of rank or classification. La Roche University does not discriminate on the basis of sex, race, religion, color, disability, ethnic and national origin, in the administration of its educational policies and programs, employment practices, athletic and other college administrative programs. The college is committed to serving a diversity of students by providing educational and extra-curricular programs which will enhance their overall educational experience.

The college is unalterably opposed to any form of harassment which is defined as any word, gesture, picture or symbol (verbal or written) that is commonly understood to convey hatred or contempt, or to demean, alarm or abuse an individual (or group) because of his/her sex, race, color, handicap, religion, sexual orientation or national and ethnic origin.

La Roche University's non-discrimination policy is administered in accordance with title IX of the 1972 Educational Amendments, and all other applicable federal and Pennsylvania statutes. All inquiries should be directed to the director of human resources.

## BIAS INCIDENT REPORTING

The Bias Incident Reporting allows for individuals to have an adequate means of reporting if directly or indirectly affected by bias-motivated incidents.

The reporting protocol continues the work of ensuring that the campus environment is safe for all members and is free from discrimination and harassment on the basis of race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, gender identity, gender expression, military or veteran status or any other characteristic protected under applicable federal or state law.

### Defining Hate Crimes and Bias Incidents

**Hate Crime** can be defined as criminal offense motivated by the offender's bias or hate towards the victim's status based on race, gender, religion, sexual orientation, ethnicity/national origin and disability. Offenders may use physical violence, verbal threats of violence, vandalism, and in some cases weapons, explosives and arson.

**Bias Incident** is also offense against a person or property motivated in whole or in part by the offender's bias against a race, religion, disability, ethnic origin, sexual orientation or gender identity; however, may not be considered criminal. Bias incidents include hostile curricular and co-curricular environments and harassing behavior that is severe, persistent or pervasive to the point that it threatens an individual or limits the ability of the individual to live, work and study on campus.

**Note:** *Hate crimes are bias incidents, but not all bias incidents are hate crimes.*

### How to Report Online

You are encouraged to submit an [online Bias Incident Reporting form](#). You have the option of anonymously reporting the incident online; however, this may impact the University's ability to respond or pursue appropriate action against the alleged perpetrators.

### In person or via telephone to Public Safety

A targeted student or group may meet with a Public Safety officer to report a bias incident or a hate crime. Public Safety will forward the report to the designee who will offer to review hate crime and discrimination policies and discuss options for follow-up.

If a bias incident and/or hate crime is in the form of graffiti or other posting, it should **not** be removed or destroyed. Public Safety should be called immediately.

### Response to Bias Incident Reports

The University's response to a bias incident report will depend on various factors, including the nature and severity of the complaint, whether the alleged violator can be identified, the reporting individual's wishes as to how the matter should be handled and the effect on the campus community.

**Additional information on the Bias Incident Reporting System can be found at <https://www.laroche.edu/biasincidentreporting/>**

## CAMPUS RESOURCES

### **CENTER FOR DIVERSITY, EQUITY AND INCLUSION**

The Center for Diversity, Equity and Inclusion (DEI) is committed to creating and sustaining a welcoming and inclusive environment that embraces diversity and encourages dialogue across differences to increase individual intercultural competence. We oversee the development of strategic diversity and inclusion planning that draws upon partnerships across University departments to address areas of education, training, advocacy and policy. We engage and support students through transformative experiences that enhance student learning, positively impact retention, and promote peace and justice.

Zappala Campus Center 103  
[laroche.edu/diversity/](http://laroche.edu/diversity/)

### **ACCESSIBILITY SERVICES**

La Roche University's Office of Accessibility Services empowers students with diagnosed and documented disabilities and or medical conditions by providing reasonable accommodations and appropriate support. Additionally, we encourage students to become confident, independent learners and advocates for their own education. All services are provided in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, and deemed appropriate for the college setting.

Wright Library, 205  
[laroche.edu/accessibility/](http://laroche.edu/accessibility/)

### **COUNSELING AND HEALTH SERVICES**

Professional counseling is available at the College to address a variety of situations. Whether you experience difficulty at home or in school, we'll help you cope mentally and physically. Private, confidential sessions with a counselor are available, as well as on-campus workshops and support groups.

Bold Hall II, 259 & 263  
[laroche.edu/counseling/](http://laroche.edu/counseling/)

### **INTERNATIONAL STUDENT SERVICES/OUTREACH**

The office of International Student Services assists international students through their entire University experience and beyond. Our goal is to help students: Understand and follow immigration regulations, adjust to life in the United States, resolve any social or cultural issues and receive day-to-day support.

Zappala Campus Center 103  
[laroche.edu/International\\_Outreach](http://laroche.edu/International_Outreach)

### **STUDENT ACADEMIC SUPPORT SERVICES**

At La Roche University, you won't be alone in your journey to success. Our Student Academic Support Services (SASS) team is here to guide you through a myriad of resources to help you achieve your academic and career goals. From major and career exploration to tutoring and writing support, we provide numerous support services to help you make the most out of your college career.

Wright Library, 210  
<https://laroche.edu/Sass/>

### **MISSION & MINISTRY**

Mission and Ministry works to serve students, staff, and faculty through spiritual programming, service projects, and programming that promotes peace and justice in our local and global community. All programs and events offered by this office are open to anyone who chooses to participate.

Bold Hall II, 257B  
[laroche.edu/mission\\_and\\_ministry](http://laroche.edu/mission_and_ministry)

**“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of humanity.”  
-Martin Luther King, Jr.**

## IDENTITY-BASED STUDENT GROUPS & ORGANIZATIONS

### ACTIVE MINDS

Active Minds is dedicated to saving lives and building stronger families and communities. Through education, research and advocacy, this organization fosters dialogue and fights stigma around mental health.

### AFRICAN CULTURE CLUB

The African Culture Club raises awareness of African nations, heritage, culture, customs, values, and beliefs. The club creates a positive environment where members are supported while facing challenges related to culture shock.

### ASIAN CLUB

Asian Club is a student organization established to share Asian culture with the campus community: domestic and international students as well as neighbors around the Pittsburgh area. The role of the Asian Club is to be a bridge between Asians and non-Asians to build stronger and closer friendships.

### BLACK STUDENT ACHIEVEMENT

Black Student Achievement builds community and empowers black students to achieve personal and academic excellence and persist through to baccalaureate degree attainment. This initiative encourages engagement in service, spiritual reflection and social justice education.

### GSA (GENDER AND SEXUALITY ALLIANCE)

The Gender and Sexuality Alliance is a group for LGBTQ students and allies. GSA raises awareness of LGBTQ issues in our society and promotes a safe community for all students.

### G.I.O.B.E. (Globalization for La Roche: One Beat on Earth)

Promotes intellectual dialogue and friendship among international and American students. This group also promotes international concerns and understanding, aids international students in the college environment and provides both cultural

and social activities for the community. Meetings are held sporadically throughout the year.

### HUMAN RIGHTS CLUB

A club dedicated to preserving basic Human Rights for all.

### ITALIAN CLUB

This organization strives to bring Italian traditions to the campus. The purpose is to give all people, Italian or not, a taste of what it means to be Italian through food, music, festivities and culture.

### M.O.S.A.I.C (Multicultural Organizations Serving an Integrated Community)

MOSAIC is a student organization dedicated to promoting diversity and cultural awareness. MOSAIC celebrates the variety of cultures on campus while encouraging cross-cultural dialogue to counter fear, miseducation and stereotyping.

### ONE YOUTH

One Youth serves to empower and inspire the younger generation, enabling them to acquire leadership by targeting and addressing the needs of local youth in struggling communities.

### SAUDI CLUB

The Saudi Club connects students with colleagues from varying nationalities at the University, and helps students understand cultural, media, sports, and social programs at La Roche.

### SOCIOLOGY CLUB

The Sociology Club provides a useful background for those planning to enter professional fields serving diverse communities. Activities include opportunities for community service, workshops, speakers, networking, movie nights and more. The Sociology Club is open to anyone interested in the field in general.

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*For contact information of presidents and/or advisors of these organizations, please stop by the Center for Student Development in the Zappala Campus Center or call 412.536.1044.*



## COMMUNITY ORGANIZATIONS

### **1HOOD-PITTSBURGH**

(412) 404-2347  
1hood.org

### **ALLIES FOR HEALTH AND WELLBEING**

5913 Penn Avenue  
Pittsburgh, PA 15206  
(412) 345-7456  
alliespgh.org

### **AMERICAN MIDDLE EAST INTSTITUTE**

2640 One Mellon Center  
500 Grant Street  
Pittsburgh, PA 15219  
(412) 995-0076  
americanmei.org

### **THE ARC OF GREATER PITTSBURGH – ACHIEVA**

711 Bingham Street  
Pittsburgh, PA 15203  
(412) 995-5000  
thearcpa.org

### **ASERT: PA AUTISM**

(877) 231-4244  
paautism.org

### **ASIAN INDIAN CHRISTIAN CHURCH OF PITTSBURGH**

1630 Greentree Road  
Pittsburgh, PA 15220  
(412) 372-1703  
aiccp.org

### **BLACK POLITICAL EMPOWERMENT PROJECT (B-PEP)**

2201 Wylie Avenue  
Pittsburgh, PA 15219  
(412) 758-7898  
B-pep.net

### **CASA SAN JOSE**

2116 Broadway Avenue  
Pittsburgh, PA 15216  
(412) 343-3111  
casasanjose.org/

### **CORO LATINAMERICANO DE PITTSBURGH**

90 N. Saint Clair Street  
Pittsburgh, PA 15206  
(412) 661-1211,  
elcorolatino.com

### **DREAMS OF HOPE – QUEER YOUTH ARTS PROGRAM**

P.O. Box 4912  
Pittsburgh, PA 15206  
(412) 361-2065  
dreamsofhope.org

### **HELLO NEIGHBOR**

6587 Hamilton Avenue, #1E  
Pittsburgh, PA 15206  
(412) 567-3946  
helloneighbor.io

### **HUGH LANE WELLNESS FOUNDATION**

925 Brighton Road  
Pittsburgh, PA 15233  
(412) 973-5053  
hughlane.org

### **ISLAMIC CENTER OF PITTSBURGH**

4100 Bigelow Boulevard  
Pittsburgh, PA 15213  
(412) 682-5555  
icp-pgh.org

### **MILESTONE CENTERS**

(412) 243-3400  
milestonepa.org

### **NORTH HILLS ANTI-RACISM COALITION**

P.O. Box 101519  
Pittsburgh, PA 15237  
(412) 496-7461  
arc.northpgh.org

### **JAPANESE ASSOCIATION OF GREATER PITTSBURGH**

1013 Welfer St  
Pittsburgh, PA 15217  
pittsburghjapan.wordpress.com/about

### **NEW VOICES PITTSBURGH**

5987 Broad Street  
Pittsburgh, PA 15206  
(412) 363-4500

**PENNSYLVANIA ADVOCACY AND RESOURCES  
(PAR)**

4 Lemoyne Drive, Suite 203  
Lemoyne, PA 17043  
(717) 236-2374  
par.net

**PERSAD CENTER**

5301 Butler Street, Suite 100  
Pittsburgh, PA 15201  
(412) 441-9786  
persadcenter.org

**PFLAG PITTSBURGH**

5701 Fifth Ave  
Pittsburgh, PA 15232  
(412) 833-4556  
Pflag.weebly.com

**PITTSBURGH CENTER FOR AUTISTIC ADVOCACY**

autistic.pgh.org

**PITTSBURGH EQUALITY CENTER**

5401 Centre Avenue, Suite 103  
Pittsburgh, PA 15232  
(412) 422-0114  
pghequalitycenter.org

**PROJECT SILK**

304 Wood Street, Mezzanine Floor  
Pittsburgh, PA 15222  
(412) 532-2123  
projectsilk.org

**RESOLVE CRISIS SERVICES**

333 North Braddock Avenue  
Pittsburgh, PA 15208  
1-888-796-8226  
upmc.com/Services/behavioral-health/resolve-  
crisis-services

**SISTERS PGH**

2014 Monongahela Avenue  
Swissvale, PA 15218  
(412) 297-0548  
sisterspgh.org

**STAND TOGETHER**

standtogether.againststigma.org

**URBAN LEAGUE YOUNG PROFESSIONALS (ULYP) OF  
GREATER PITTSBURGH**

(724) 307-ULYP  
ulyppgh.org

**THE TRANSGENDER TRAINING INSTITUTE**

P.O. Box 11713  
Philadelphia, PA 19104  
(267) 225-7845  
transgendertraininginstitute.com

**TRANS YOUNITING**

info@transyounitingpgh.org  
transyounitingpgh.org

**THE TREVOR PROJECT**

Call 1-866-488-7386 OR  
Text "START" to 678-678  
thetrevorproject.org

**VIBRANT PITTSBURGH**

707 Grant Street, Suite 2305  
Pittsburgh, PA 15219  
(412) 281-8600  
vibrantpittsburgh.org

**VIQ TORY**

420 Rouser Rd.  
Moon Township, PA, 15108  
(412) 269-1663  
viqtory.com

## DIVERSITY RESOURCES

### ABILITY/ABLEISM/MENTAL HEALTH

#### BOOKS

- Anything but Typical-Nora Raleigh Baskin
- Autobiography of a Face-Lucy Grealy
- But You Don't Look Autistic at All-Bianca Toeps
- Count us in: Growing up with Down Syndrome-Jason Kingsley and Mitchell Levitz
- Disability Visibility: First-Person Stories from the Twenty-First Century-Alice Wong
- Everything Is Going to Be K.O.: An Illustrated Memoir of Living with Specific Learning Disabilities-Kaiya Stone
- I Am Not a Label: 34 Disabled Artist, Thinkers, Athletes, and Activists from Past and Present-Cerrie Burnell
- Lucy's Story: Autism and Other Adventures-Lucy Blackman
- No One Cares About Crazy People: The Chaos and Heartbreak of Mental Health in America-Ron Powers
- Nothing About Us Without Us: Disability Oppression and Empowerment-James Charlton
- Sitting Pretty: The View from My Ordinary Resilient Disabled Body-Rebekah Taussig
- The Broken Cord-Michael Dorris
- The Minority Body: A Theory of Disability-Elizabeth Barnes
- The Power of Different: The Link Between Disorder and Genius-Gail Saltz
- We're Not Broken: Changing the Autism Conversation-Eric Garcia
- What's that Pig Outdoors?: A memoir of deafness-Henry Kisor

#### FILMS/VIDEOS

- Alix Generous: How I learned to communicate my inner life with Asperger's
- Caroline Casey: Looking Past Limits
- Lives Worth Living
- Music – a film by Sia
- Stella Young: I'm Not Your Inspiration Thank You Very Much
- Temple Grandin: The world needs all kinds of minds

**“It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have.”**  
**-James Baldwin**

#### ADDITIONAL RESOURCES

- The National Leadership Consortium on Developmental Disabilities (University of Delaware)
- U.S. Department of Health and Human Services
- The Epidemic of Mental Illness: Why?
- Learning Disabilities Association of America
- National Center for Learning Disabilities

### GENDER/GENDER IDENTITY

#### BOOKS

- Becoming Nicole-Amy Ellis Nutt
- Delusions of Gender: How our Minds, Society and Neurosexism Create Difference-Cordelia Fine
- Gender Euphoria-Laura Kate Dale
- Gender Outlaw-Kate Bornstein
- Gender: Your Guide: A Gender-Friendly Primer on What to Know, What to Say, and What to Do in the New Gender Culture-Dr. Lee Airton
- How to They/Them: A Visual Guide to Nonbinary Pronouns and the World of Gender Fluidity-Stuart Getty
- Invisible Women: Data Bias in a World Designed for Men-Caroline Criado Perez
- Life Isn't Binary-Meg-John Barker & Alex Iantaffi
- Nobody Passes: Rejecting the Rules of Gender and Conformity-Mattilda Bernstein Sycamore

- Nonbinary: Memoirs of Gender & Identity-Micah Rajunov and Scott Duane
- Not Just a Tomboy-Caspar Baldwin
- Once a Boy, Always a Girl: A Family Memoir of a Transgender Journey-Jo Ivester
- Seeing Gender: An Illustrated Guide to Identity and Expression-Iris Gottlieb
- She's Not There: A Life in Two Genders-Jennifer Finney Boylan
- Sorted: Growing Up, Coming Out, and Finding My Place (A Transgender Memoir)-Jackson Bird
- Symptoms of Being Human-Jeff Garvin
- Trans Bodies, Trans Selves: A Resource for the Transgender Community- Laura Erickson-Schroth
- Trans Liberation-Leslie Feinberg
- Unladylike: A Field Guide to Smashing the Patriarchy and Claiming Your Space-Cristen Conger
- Yes, You Are Trans Enough-Mia Violet

#### **FILMS/VIDEOS**

- Alice Dreger: Is Anatomy Destiny?
- Boys Don't Cry
- Chi-Raq, A Spike Lee Joint
- Gender Revolution
- Miss Representation
- Tony Porter: A Call to Men
- Transhood

#### **ADDITIONAL RESOURCES**

- Center for Race and Gender Equity | YWCA Greater Pittsburgh
- Gender Equity Resource Center
- GLAAD
- Human Rights Campaign
- PFLAG National
- The Transgender Training Institute (Webinars toward Inclusivity)
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#### **RACE/ETHNICITY/NATIONALITY**

##### **BOOKS**

- Between the World and Me-Ta-Nehisi Coates
- Caste-Isabel Wilkerson
- Citizen: An American Lyric-Claudia Rankine
- Dear White Peacemakers: Dismantling Racism with Grit & Grace-Osheta Moore

- Funny in Farsi: Growing up Iranian in America-Firoozah Dumas
- Latino Americans: The 500-Year Legacy That Shaped a Nation-Ray Suarez
- Power Privilege & Difference-Allan G. Johnson
- So You Want to Talk About Race-Ijeoma Oluo
- The Color of Law: A Forgotten History of How Our Government Segregated America-Richard Rothstein
- The Diversity Gap: Where Good Intentions Meet True Cultural Change-Bethaney Wilkinson
- The Fire Next Time-James Baldwin
- The New Jim Crow: Incarceration in the Age of Colorblindness-Michelle Alexander
- We Are Not Like Them-Christine Pride & Jo Piazza
- Why Are All the Black Kids Sitting Together in the Cafeteria?-Beverly Daniel Tatum

#### **FILMS/VIDEOS**

- 13<sup>th</sup> - Documentary
- Alex Dang: What Kind of Asian Are You?
- CNN: Black in America
- Eddi Huang: Don't Tell Me What Needs to be Offensive to Me
- Mellody Hobson: Colorblind or Color Brave?
- Race & Reality in America
- Systemic Racism for Dummies
- White People-MTV Documentary
- United Shades of America: Latino USA

#### **ADDITIONAL RESOURCES**

- Black Lives Matter | Freedom & Justice for all Black Lives
- Native American People (First Nations and American Indian Cultures)
- Race, Culture and Ethnicity Resource List - Making Caring Common

## RELIGION/SPIRITUALITY

### BOOKS

- Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of the Generation-Eboo Patel
- No god but God: The Origins, Evolution and Future of Islam-Reza Aslan
- Out of Many Faiths: Religious Diversity and the American Promise-Eboo Patel
- Shalom Sistas: Living Wholeheartedly in a Brokenhearted World-Osheta Moore
- The Bhagavad Gita (Classics of Indian Spirituality)- Eknath Easwaran
- The Bible
- The Book of Mormon
- The God Delusion-Richard Dawkins
- The Pilgrimage-Paulo Coelho
- The Tao-te-Ching-Lao Tsu
- Why Religion is Good for American Democracy-Robert Wuthnow

### FILMS/VIDEOS

- Alaa Murabit: What My Religion really says about women
- An American Mosque Documentary
- On Common Ground: America's Religious Diversity
- The Muslims are Coming!
- What Do You Believe Now? (2002, 2019)

### ADDITIONAL RESOURCES

- American Atheists
- CAIR - Council on American-Islamic Relations
- Pew Research Center

## SEXUALITY/SEXUAL ORIENTATION

### BOOKS

- Are You This? Or Are You This?: A Story of Identity and Worth-Madian Al Jazerah
- Borderlines La Frontera: The New Mestiza-Gloria Anzaldua
- Excluded: Making Feminist and Queer Movements More Inclusive-Julia Serano
- How to Survive a Plague: The Story of How Activists and Scientists Tamed AIDS-David France
- Keeping You a Secret-Julie Anne Peters
- Queer Injustice: The Criminalization of LGBT People in the United States-Joey Mogul, Andrea Richie and Kay Whitlock
- None of the Above-I. W. Gregorio

- Pride and Joy: LGBTQ Artists, Icons, and Everyday Heroes-Kathleen Archambeau
- Real Queer America: LGBT Stories from Red States-Samantha Allen
- Sister Outsider: Essays and Speeches-Audre Lorde
- The Book of Pride: LGBTQ Heroes Who Changed the World-Mason Funk
- The Gay Revolution: The Story of the Struggle-Lillian Faderman
- The Gentrification of the Mind-Sarah Schulman
- The Right Side of History: 100 Years of LGBTQ Activism-Adrian Brooks
- The Stonewall Reader-New York Public Library
- We Are Everywhere: Protest, Power, and Pride in the History of Queer Liberation-Matthew Riemer and Leighton Brown

### FILMS/VIDEOS

- Call Me by Your Name film
- Disclosure Documentary
- For the Bible Tells Me So
- How to Survive a Plague
- LGBTQ: Understanding Sexual Orientation and Gender Identities
- Love, Simon film
- The Case Against 8
- Word is Out

### ADDITIONAL RESOURCES

- LGBTQ Student Resources & Support
- Gender Equity Resource Center
- GLAAD
- Human Rights Campaign
- PFLAG National
- R U Coming Out
- Sexuality Research Guide: Sexuality Research Home
- The Trevor Project

## SOCIOECONOMICS/CLASS

### BOOKS

- Brave New Home: Our Future in Smarter, Simpler, Happier Housing-Diana Lind
- Broke in America: Seeking, Understanding, and ending US poverty-Joanne Samuel Golblum and Colleen Shaddox
- Evicted: Poverty and Profit in the American City-Matthew Desmond

- Hand to Mouth: Living in Bootstrap America-Linda Tirado
- How the Other Half Eats: The Untold Story of Food and Inequality in America-Priya Fielding-Singh, PhD
- Out of Poverty-Paul Polak
- Poorly Understood: What America Gets Wrong About Poverty-Mark Robert Rank, Lawrence M. Eppard, and Heather E. Bullock
- Progress and Poverty-Henry George
- Reclaiming Your Community: You Don't Have to Move Out of Your Neighborhood to Live in a Better One-Majora Carter
- Savage Inequalities-Jonathon Kozol
- Tales of Two Americas: Stories of Inequality in a Divided Nation
- The Health Gap: The Challenge of an Unequal World-Michael Marmot
- The Jungle-Upton Sinclair, Jr.
- The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It-Natalie Wexler
- The Price of Inequality- Joseph Stiglitz
- Where We Stand: Class Matters-bell hooks

#### FILMS/VIDEOS

- American Story: Tent City USA
- Dudley Street Neighborhood Initiative Documentary (YouTube)
- Homestretch
- Imitation of Life
- People Like Us: Social Class in America
- Roger & Me, a Michael Moore Film
- The Florida Project
- What is Privilege, BuzzFeed

#### ADDITIONAL RESOURCES

- Ethnic and Racial Minorities & Socioeconomic Status - American ...
- Southern Poverty Law Center
- Women in America: Indicators of Social and Economic Well-Being

## GENERAL DIVERSITY AND MULTICULTURAL RESOURCES

### BOOKS

- A Different Mirror: A History of Multicultural America-Ronald Takaki
- Dialogue Across Difference: Practice, Theory, and Research on Intergroup Dialogue- Patricia Gurin, Biren (Ratnesh) A. Nagda, Ximena Zuniga
- Dignity in Adversity: Human Rights in Turbulent Times-Seyla Benhabib
- Find Your People: Building Deep Community in a Lonely World-Jennie Allen
- Immigrant America: A Portrait-Alejandro Portes
- Intergroup Dialogue: Deliberative Democracy in School, College, Community, and Workplace-David Schoem and Sylvia Hurtado
- Kiss, Bow or Shake Hands: Guide to Doing Business in Sixty Countries-Terri Morrison and Wayne Conaway
- Lies My Teacher Told Me-James W. Loewen
- Pedagogy of the Oppressed-Paulo Freire
- Sacred Ground: Pluralism, Prejudice, and the Promise of America-Eboo Patel
- The Book of Unknown Americans-Cristina Henríquez
- The Broken Ladder: How Inequality Affects the Way We Think, Live, and Die-Keith Payne
- The Good Immigrant: 26 Writers Reflect on America-Nikesh Shukla
- We Need to Build: Field Notes for Diverse Democracy-Eboo Patel

### ADDITIONAL RESOURCES

- Diversity Central
- From Safe Spaces to Brave Spaces
- Hello Neighbor
- Intergroup Resources
- NEA Diversity Resources
- USAID
- Vanderbilt IIC Diversity Toolkit

## HERITAGE MONTHS

*This information was compiled from an existing resource provided by Diversity Central.*

### **FEBRUARY: African American History Month**

In 1926 Dr. Carter G. Woodson instituted the first week-long celebration to raise awareness of African Americans' contributions to history. Important achievements were left out of history books, and there was a general misconception that African Americans had made little contribution to U.S. society or history. 50 years later, the week became a month, and today February is celebrated as African American History Month. The month of February was chosen because it celebrates the birthdays of Abraham Lincoln and Frederick Douglass, both of whom dramatically affected the lives of African Americans. Each year, the Association for the Study of African American Life and History, founded by Dr. Woodson, sets the theme for the month.

### **MARCH: National Women's History Month**

National Women's History Month was established by presidential proclamation to draw attention to and improve the focus on women in historical studies. It began in New York City on March 8, 1857, when female textile workers marched in protest of unfair working conditions and unequal rights for women. It was one of the first organized strikes by working women, during which they called for a shorter work day and decent wages. On March 8, in 1908, women workers in the needle trades marched through New York City's Lower East Side to protest child labor, sweatshop working conditions, and demand women's suffrage. Beginning in 1910, March 8 became annually observed as International Women's Day. Women's History Week was instituted in 1978 to begin adding women's history into educational curricula.

**“Walk the street  
with us into history.  
Get off the sidewalk.”  
-Dolores Huerta**

### **MAY: Asian/Pacific American Heritage Month, Older Americans Month, and Jewish American Heritage Month**

The roots of **Asian/Pacific American Heritage Month** can be traced back to 1976, when Jeanie Jew, president of the Organization of Chinese American Women, contacted government officials in response to the lack of Asian Pacific representation in the U.S. bicentennial celebrations that same year. The observance began in 1979 as Asian Heritage Week, established by congressional proclamation. In May 1990, the holiday was expanded further when President George Bush signed a proclamation making it month-long for that year. On October 23, 1992, Bush signed legislation designating May of every year Asian Pacific American Heritage Month. The month of May was chosen to commemorate two significant events in history: the immigration of the first Japanese immigrants to the United States on May 7, 1843, and the completion of the transcontinental railroad on May 10, 1869 (Golden Spike Day). The diversity and common experiences of the many ethnic groups are celebrated during Asian Pacific American Heritage Month with numerous community festivals as well as government-sponsored activities.

**Older Americans Month** got its start in 1963 because of a meeting between President John F. Kennedy and the National Council of Senior Citizens when May was designated as "Senior Citizens Month." At that time about 17 million Americans had reached their 65th birthday, about one-third of older Americans lived in poverty and the number of programs to address their needs were minimal. In 1980, President Jimmy Carter designated Senior Citizens Month as "Older Americans Month." Today, Older Americans Month is celebrated each May to honor and recognize older Americans for the contributions they make to our families, communities and society. The Administration for Community Living, a division of the U.S. Department of Health and Human Services, issues a theme for Older Americans Month.

**Jewish American Heritage Month** was proclaimed by President George W. Bush on April 20, 2006. The President said, "We celebrate the rich history of the Jewish people in America and honor the great contributions they have made to our country."

**JUNE: LGBTQIA+ Pride Month**

In recent years, lesbian, gay, bisexual, and transgender, queer, questioning, asexual (LGBTQIA+) individuals did not have a specific month during which to celebrate and commemorate Pride Days in the United States. On June 11, 1999 President Clinton issued a proclamation designating June as Gay and Lesbian Pride Month. President Barack Obama proclaimed June to be "LGBT Pride Month," and President Joe Biden further expanded the observance to "Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month. The most significant June event in LGBTQIA+ history was the Stonewall Inn Rebellion, a three-day protest in 1969 in New York City's Greenwich Village during which patrons protested unfair police discrimination and harassment. It marked the first time the gay community joined together to fight for its civil rights, earning national attention and gaining a foothold in the struggle for equality. This month is dedicated to appreciating the contributions and significance of the LGBTQIA+ community, and applauding gay, lesbian, bisexual, transsexual, and transgender pride.

**JULY: Disability Pride Month**

July has been an important month in the history of disability rights ever since President George H.W. Bush signed the Americans with Disabilities Act (ADA) into law in 1990. This landmark law prohibited discrimination against people with disabilities, and in July of that same year, the first Disability Pride Day was celebrated in Boston. Since then, July has been marked as Disability Pride Month with parades and celebrations throughout the nation to mark the anniversary of the monumental law. Although Disability Pride Month is not yet a nationally recognized holiday, in honor of the

25th anniversary of the ADA, New York Mayor Bill de Blasio declared July Disability Pride Month in 2015. Disability Pride Month is an important time to honor the diversity and uniqueness of each person in the disability community and celebrate people who have disabilities.

**SEPTEMBER: National Hispanic-Latino Heritage Month (Sept. 15-Oct. 15)**

National Hispanic-Latino Heritage Month honors the culture, heritage, and contributions of Hispanic and Latino Americans each year. The event began in 1968 when Congress deemed the week including September 15 and 16 National Hispanic Heritage Week to celebrate the contributions and achievements of the diverse cultures within the Hispanic community. The dates were chosen to commemorate two key historic events: Independence Day, honoring the formal signing of the Act of Independence for Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua (September 15, 1821), and Mexico's Independence Day, which denotes the beginning of the struggle against Spanish control (September 16, 1810). It was not until 1988 that the event was expanded to month-long period, which includes El Dia de la Raza on October 12, which celebrates the influences of the people who came after Christopher Columbus and the multicultural, multiethnic society that evolved as a result; Chile's Independence Day on September 18 (El Dieciocho); and Belize's Independence Day on September 21. Each year a different theme for the month is selected and a poster is created to reflect that theme.

**OCTOBER: National Disability Employment Awareness Month, National Italian American Heritage Month**

Congress, with the aim of helping disabled veterans, designated the first week of October as National Employ the Physically Handicapped Week in 1945. Seventeen years later, the word "physically" was removed from the phrase to recognize the needs and contributions of individuals with all types of disabilities. In the 1970s, a shift in disability public policy led to further emendation. For the first time, it was



viewed as discriminatory to exclude or segregate people because of a disability, and activists were fighting strongly for legal revisions. As a result, the U.S. saw changes such as the passage of the Americans with Disabilities Act in 1990 and the designation, by presidential proclamation, of a full month to increase public awareness of those with disabilities and appreciate the capabilities of the 30 million people in the U.S. of working-age who are disabled. Various programs throughout the month headed by The Office of Disability Employment Policy emphasize specific employment barriers that still need to be addressed and eliminated.

**NOVEMBER: National Native American Heritage Month**

In response to an effort by many to gain a day of recognition for the great influence Native Americans have had upon the U.S., Congress designated a week of October to celebrate Native American Awareness Week in 1976. Yearly legislation was enacted to continue the tradition until August of 1990, when President Bush approved the designation of November as National American Indian Heritage Month. Each year a similar proclamation is issued. President Clinton noted in 1996, "Throughout our history,

American Indian and Alaska Native peoples have been an integral part of the American character. Against all odds, America's first peoples have endured, and they remain a vital cultural, political, social, and moral presence." November is an appropriate month for the celebration because it is traditionally a time when many American Indians hold fall harvest and world-renewal ceremonies, powwows, dances, and various feasts. The holiday recognizes hundreds of different tribes and approximately 250 languages, and celebrates the history, tradition, and values of Indigenous Americans. National American Indian Heritage Month serves as a reminder of the positive effect native peoples have had on the cultural development and growth of the U.S., as well as the struggles and challenges they have faced.

**ADDITIONAL OBSERVANCES**

Anti-Defamation League's Calendar of Observances - <https://www.adl.org/resources/tools-and-strategies/calendar-observances>

Interfaith Calendar of World Religions - <https://www.interfaith-calendar.org/index.htm>

**“The things that make us different – those are our superpowers”**

**– Lena Waithe**

**References:** *Diversity Central, Electronic Diversity Resource Calendar, Diversity Resources, Inc.*

## INCLUSIVE LANGUAGE

Language matters. How we speak of and to others can set the tone for an inclusive campus culture, or an unwelcoming one. By embracing inclusive language and encouraging others to do the same, we not only communicate more effectively with more people, but we live out the University mission in promoting justice and peace in a constantly changing global society.

### People-first language

Remember that there is more to a person than their descriptors. In writing (and in person) always put people before their characteristics. For example, instead of a "disabled person" or "female engineer," use "person with a disability" and "a woman on the engineering team."

### Universal phrases

Because not every one of us shares the same background and experiences, it's important to avoid using language and terms that may alienate certain people or groups. This includes any business/industry jargon, acronyms and even some seemingly "common" idioms which don't translate well globally. Over the years, some terms and phrases have dropped out of accepted use as society comes to realize their harmful and prejudiced meanings.

### Self-identification

While we hope to provide guidelines on the most common preferred terms, there's no real way to know the personal preferences of every group or individual in every situation. If you're ever unsure, or it's unclear, it is ok to just ask. Give everyone the opportunity to self-identify. Get to know your audience and utilize the terminology that they prefer to identify as.

### Self-description introductions

Especially in our virtual world, providing a self-description while in group meetings is a helpful tool that can assist individuals with visual impairments to get to know the speakers and their environment. These introductions provide

Adapted from [https://nasaa-arts.org/nasaa\\_research/inclusive-language-guid](https://nasaa-arts.org/nasaa_research/inclusive-language-guid)

personal characteristics of the speakers in the room (whether virtually or physically). A general guideline is to limit the self-description to important information for the context of the situation. Common inclusions: names, pronouns, position/company, and some defining physical features. Only share what you feel comfortable sharing. Ultimately, it's a personal statement that allows you to choose what to reveal or withhold. For example: "I am a white woman who uses she, her, hers pronouns with short brown hair, wearing black framed glasses, a green top and sitting in front of a window."

### No "normal"

Take care not to use your own group as the reference group, which oftentimes implies a position of normality and superiority. Use of the word "normal" as a comparison group can stigmatize people who are different and imply they are abnormal. Terms like "non-white" position white people as the norm, and everyone else as a deviation or variation. Avoid these and other similar terms.

### Language is ever-changing

Understand that, just like our society, language is always evolving. Seek continual learning about the meaning of words and how groups self-identify.

### Inclusive Language Resources

American Psychological Association's Inclusive Language Guide-

<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>

Conscious Style Guide – Online Conscious

Language Guide - <https://consciousstyleguide.com/>

Disability Language Style Guide -

<https://ncdj.org/style-guide/>

GLAAD Media Reference Guide -

<https://consciousstyleguide.com/>

Racial Equity Tools Glossary -

<https://www.racialequitytools.org/glossary>

'Unhandicap' Your Language – Inclusive

Language Guide, Colorado State University

<https://disabilitycenter.colostate.edu/inclusive-language/>

## DEFINITIONS

*This resource was compiled from existing resources provided by the University of Massachusetts, Lowell, the National Conference for Community and Justice, Oregon State University, Arizona State University – Intergroup Relations Center, The Safe Zone Project, and The National Center for Transgender Equality.*

**Ability:** usually that of able-bodied / minded persons against people with illness, disabilities, or less developed skills /talents

**Ableism:** Prejudiced thoughts and discriminatory actions based on differences in physical, mental, and/or emotional

**Accessibility:** The extent to which a facility is readily approachable and usable by individuals with disabilities, particularly such areas as the personnel office, worksite and public areas.

**Adulthood:** Prejudiced thoughts and discriminatory actions against young people, in favor of older person(s).

**Advocate:** A person who actively works to end intolerance, educate others, and support social equity for marginalized groups.

**Ageism:** Prejudiced thoughts and discriminatory actions based on differences in age; usually that of younger persons against older.

**Agent:** The perpetrator or perpetuator of oppression and/or discrimination; usually a member of the dominant, non-target identity group.

**Ally:** A person of one social identity group who stands up in support of members of another group; typically, a member of dominant group standing beside member(s) of targeted group; e.g., a male arguing for equal pay for women.

**Androgyne/Androgynous/Androgyny:**

1. A person whose biological sex is not readily apparent, whether intentionally or unintentionally.
2. A person whose identity is between the two traditional genders.
3. A person who rejects gender roles entirely.

**Androgynous:** Someone who reflects an appearance that is both masculine and feminine, or who appears to be neither or both a boy and a girl.

**Anti-Semitism:** The fear or hatred of Jews, Judaism, and related symbols.

**Asexual:** Experiencing little or no sexual attraction to others and/or a lack of interest in sexual relationships/behaviors.

**Bias:** Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

**Bigendered/Dual Gendered:** 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.

**Biological sex:** A medical term used to refer to the chromosomal, hormonal, and anatomical characteristics used to classify an individual as female, male, or intersex.

**Biphobia:** The fear or hatred of homosexuality (and other non-heterosexual identities), and persons perceived to be bisexual.

**Bi-racial:** A person who identifies coming from two races. A person whose biological parents are of two different races.

**Bisexual:** A person who experiences attraction to some men and women.

**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).

**Cisgender:** A gender description for someone who's gender identity corresponds with their sex assigned at birth.

**Classism:** Prejudiced thoughts and discriminatory actions based on difference in socio-economic status, income, class; usually by upper classes against lower.

**Coalition:** A collection of different people or groups, working toward a common goal.  
**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.

**Collusion:** Willing participation in the discrimination against and/or oppression of one's own group (e.g., a woman who enforces dominant body ideals through her comments and actions).

**Coming Out:** The process by which one accepts and/or comes to identify one's own sexuality or gender identity, and most often shares their identity with others.

**Contact Hypothesis:** The original scientific motivation for integration of education and the armed forces, this theory posits that bringing peoples of different backgrounds together (on a college campus, for example) will lead to improved relations among them. Additional research has shown this to be true only under certain conditions including: sanction by authority, common goals, and equal status contact (both numerically and psychologically). (Allport, 1957)

**Color Blind:** the belief in treating everyone "equally" by treating everyone the same; based in the presumption that differences are by definition bad or problematic, and therefore best ignored (i.e., "I don't see race, gender, etc.").

**Dialogue:** "Communication that creates and recreates multiple understandings" (Wink, 1997); it is bidirectional, 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.

**Discrimination:** Actions, based on conscious or unconscious prejudice, which favor one group over others in the provision of goods, services, or opportunities.

**Diversity:** The wide variety of shared and different personal and group characteristics among human beings.

**Domestic Partner:** either member of an unmarried, cohabiting, and same-sex couples that seeks benefits usually available only to spouses.

**Dominant Culture:** The cultural values, beliefs, and practices that are assumed to be the most common and influential within a given society.

**Drag Queen/King:** A man or woman dressed as the opposite gender, usually for performance or entertainment. Many times, overdone or outrageous and may present a "stereotyped image."

**F to M/FTM/F2M:** Female to male. Abbreviation used to specify the direction of sex or gender role change, usually used by those who identify as transsexual.

**First Nations People:** Individuals who identify as those who were the first people to live on the Western Hemisphere continent. People also identified as Native Americans.

**Fundamental Attribution Error:** A common cognitive action in which one attributes his/her own success and positive actions to his/her 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, was lucky") and failure to others' innate characteristics ("they're bad people"). This operates on the group levels as well, with the in-group giving itself favorable attributions, while giving the outgroup unfavorable attributions, as way of maintaining a feeling of superiority. A "double standard."

**Gay:** Experiencing attraction primarily to members of the same gender.

**Gender:** The socially constructed concepts of masculinity and femininity; the 'appropriate' qualities accompanying biological sex.

**Gendered:** Having a denotative or connotative association with being either (traditionally) masculine or feminine.

**Gender Expression:** The external display of one's gender, through a combination of clothing, grooming, demeanor, etc.

**Gender Identity:** The internal perception of one's gender and how they label themselves.

**Hapa:** a Hawaiian language term used to describe a person of mixed Asian or Pacific Islander racial or ethnic heritage.

**Hate Crime:** Hate crime legislation often defines a hate crime as a crime motivated by the actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of any person.

**Heteronormativity:** The assumption that everyone is, and should be, heterosexual. Heterosexual and that heterosexuality is superior to all other sexualities.

**Homophobia:** The fear or hatred of homosexuality (and other non-heterosexual identities), and persons perceived to be gay or lesbian.

**Homosexual:** attracted to members of the same sex. (Not a preferred term. See: Gay, Lesbian)

**In-group Bias (favoritism):** the tendency for groups to "favor" themselves by rewarding group members economically, socially, psychologically, and emotionally to uplift one group over another.

**Intergroup Conflict:** Tension and conflict which exists between social groups. And which may be enacted by individual members of these groups.

**Intersectionality:** promotes an understanding of human beings as shaped by the interaction of different social locations (e.g., 'race'/ethnicity,

Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion). These interactions occur within a context of connected systems and structures of power (e.g., laws, policies, state governments and other political and economic unions, religious institutions, media). Through such processes, interdependent forms of privilege and oppression shaped by colonialism, imperialism, racism, homophobia, ableism and patriarchy are created

**Intersex:** Term for a combination of chromosomes, gonads, hormones, internal sex organs and genitals that differs from the two expected patterns of male or female.

**-Ism:** A social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it.

**Lesbian:** A woman who is primarily attracted romantically, erotically, and/or emotionally to other women. (adj.) describing such women.

**LGBTQIA+:** Abbreviation encompassing the diverse groups of lesbians, gay, bisexual, transgendered populations and allies and/or lesbian, gay, bisexual, transgender, queer and/or questioning, intersex, alliances/associations, and all others.

**M to F/MTF/M2F:** Male to Female. Abbreviation used to specify the direction of sex or gender role change, usually used by those who identify as transsexual.

**Marginalized:** Excluded, ignored, or relegated to the outer edge of a group/society/community.

**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.

**Multiethnic:** An individual that comes from more than one ethnicity. An individual whose parents are born from more than one ethnicity.

**Multiplicity:** The quality of having multiple, simultaneous social identities (e.g., being male and Buddhist and working class).

**Multiracial:** An individual that comes from more than one race. An individual whose parents are born from more than one race.

**Naming:** "When we articulate a thought that traditionally has not been discussed".

**National Origin:** The political state from which an individual hails; may or may not be the same as that the person's current location or citizenship.

**Oppression:** Results from the use of institutional power and privilege where one person or group benefits at the expense of another. Oppression is the use of power and the effects of domination.

**Pansexual):** A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions. Often shortened to "pan"

**Passing:** When a transgendered person is accepted as or able to "pass for" a member of their self-identified gender identity, regardless of sex assigned at birth, without being identified as trans. In other words, a transgender or LGB/queer individual who is believed to be or perceived as straight.

**People of Color:** A collective term for men and women of Asian, African, Latin and Native American backgrounds; as opposed to the collective "White" for those of European ancestry.

**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.

**PGPs – abbr.:** preferred gender pronouns. Often used during introductions, becoming more common as a standard practice. Many suggest removing the "preferred," because it indicates flexibility and/or the power for the **speaker** to decide which pronouns to use for someone else.

**Polyamory:** The practice of having multiple open, honest love relationships.

**Prejudice:** A preconceived judgment about a person or group of people; usually indicating negative bias.

**Privilege:** a right, license, or exemption from duty or liability granted as a special benefit, advantage, or favor.

**Queer:** An umbrella term used to describe individuals who don't identify as straight and or cisgender. Due to its historical use as a derogatory term, it is not embraced or used by all LGBTQIA+ persons.

**Questioning:** A term used to refer to an individual who is uncertain of or exploring their sexual orientation or gender identity.

**Racism:** Prejudiced thoughts and discriminatory actions based on difference in race/ethnicity; usually by white/European descent groups against persons of color.

**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.

**Re-fencing** (exception-making): A cognitive process for protecting stereotypes by explaining any evidence/example to the contrary as an isolated exception.

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

**Safe Space:** Refers to an environment in which everyone feels comfortable in expressing themselves and participating fully, without fear of attack, ridicule or denial of experience.

**Saliency:** The quality of a group identity of which an individual is more conscious and which 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.

**Same Gender Loving:** a term coined by activist Cleo Manago as a description for homosexuals, particularly in the African American community. SGL is an alternative to Eurocentric homosexual identities e.g. gay and lesbian.

**Sex:** biological classification of male or female (based on genetic or physiological features); as opposed to gender. Often referred to as Sex assigned at birth (SAAB).

**Sexism:** Prejudiced thoughts and discriminatory actions based on difference in sex/gender; usually by men against women.

**Sexual Orientation:** the type of sexual, romantic, emotional/spiritual attraction one has the capacity to feel for some others, generally labeled based on the gender relationship between the person and the people they are attracted to.

**Sexual Preference:** the types of sexual intercourse, stimulation, and gratification one likes to receive and participate in. This term is often mistakenly interchanged with "sexual orientation," creating an illusion that one has a choice in who they are attracted to.

**Silencing:** The conscious or unconscious processes by which the voice or participation of particular social identities is excluded or inhibited.

**Social Identity:** It 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.

**Social Identity Development:** The stages or phases that a person's group identity follows as it matures or develops.

**Social Justice:** A broad term for action intended to create genuine equality, fairness and respect among peoples.

**Social Oppression:** "Exist when one social group, whether knowingly or unconsciously, exploits

another group for its own benefit" (Hardiman and Jackson, 1997)

**Social Self-Esteem:** The degree of positive-negative evaluation that an individual holds about his/her particular situation in regards to his/her social identities.

**Social Self-View:** An individual's perception of to which social identity groups he/she belongs.

**"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."**

**-Audre Lorde**

**Spanglish:** A colloquial and contested mixture of Spanish and English words, phrases and grammar.

**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).

**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.

**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.

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

**Transgender:** 1 adj. : a gender description for someone who has transitioned (or is transitioning) from living as one gender to another. 2 adj. : an umbrella term for anyone whose sex assigned at birth and gender identity do not correspond in the expected way (e.g., someone who was assigned male at birth, but does not identify as a man).

**“There is no reason for us to feel shame for who we are. We were born into this world exactly as we are. We are who we were meant to be. That doesn’t mean we can’t grow and change and be better. Grow. Change. Be better.”**

**-Stacey Park Milbern**

**Transition/transitioning:** referring to the process of a transgender person changing aspects of themselves (ex. Their appearance, name, pronouns, or making physical changes to their body) to be more congruent with the gender they know themselves to be.

**Transman; Transwoman** – noun: An identity label sometimes adopted by female-to-male transgender people or transsexuals to signify that they are men while still affirming their history as assigned female sex at birth. (sometimes referred to as transguy) 2 Identity label sometimes adopted by male-to-female transsexuals or transgender people to signify that they are women while still affirming their history as assigned male sex at birth.

**Transphobia:** The fear, discrimination against, or hatred of transgender people, the trans community, or gender ambiguity. This can be seen within the queer community, as well as in general society.

**Transsexual:** One who psychologically identifies as a gender/sex other than the one to which they were assigned at birth.

**Two Spirit:** A Native American term for individuals who identify both as male and female. In western culture these individuals are identified as lesbian, gay, bi-sexual or transgendered.

**Veteran Status:** Whether or not an individual has served in a nation's armed forces (or other uniformed service).

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

**Ze / Zir / “Zee”, “Zerr” or “Zeer”/** – alternate pronouns that are gender neutral and preferred by some trans\* people. They replace “he” and “she” and “his” and “hers” respectively. Alternatively, some people who are not comfortable/do not embrace he/she use the plural pronoun “they/their” as a gender-neutral singular pronoun.



## **Center for Diversity, Equity and Inclusion**

9000 Babcock Boulevard  
Pittsburgh, PA 15237  
Office: (412) 536-1243

[diversityequityinclusion@laroche.edu](mailto:diversityequityinclusion@laroche.edu)



Engaging Minds. Embracing the World.