GLOSSARY OF TERMS
DIVERSITY, EQUITY, INCLUSION, and BELONGING (DEIB)

Access refers to the ability to obtain (and benefit) from educational and employment opportunities, resources, and supports. Efforts to support equitable access acknowledge the systemic, institutional, and internalized barriers or biases that create challenges to access, recruitment, enrollment, and completion (Dalporto and Tessler 2020).

Anti-Racism: encompasses a range of ideas and political actions which are meant to counter racial prejudice, systemic racism, and the oppression of specific racial groups. Anti-racism is usually structured around conscious efforts and deliberate actions which are intended to provide equal opportunities for all people on both an individual and a systemic level. (Wikipedia)

Colorblindness is a failure to recognize and refusal to accept the racial identity, culture, and history of an individual or group (Schofield, 2001; Zamani-Gallaher 2020).

Culturally Relevant Pedagogy are instructional practices that “recognize, understand, and critique current social inequities” while promoting student academic achievement that maintain cultural integrity (Ladson-Billings, 1995, p.476; Zamani-Gallaher 2020).

Culturally Responsive Teaching involves conscious awareness that “culture is at the heart of all we do in the name of education, whether that is curriculum, instruction, administration, or performance assessment” (Gay, 2018, p.8). Instructors modify pedagogical approaches to incorporate classroom interactions that reflect students’ cultural values, which subsequently shapes learning. Culturally responsive teaching “centers classroom instructions in multiethnic frames of reference” (p.xxvii) Zamani-Gallaher 2020.

Diversity is the recognition and representation of varied identities (Dalporto and Tessler 2020).

Equality refers to access to the same resources for everyone (i.e., all students) regardless of individual needs. Social equality means that all people have access to the same rights (McGraw Hill 2018).

Equity is the fair treatment, access, opportunity, and advancement for all people, 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 in the provision of adequate opportunities to all groups (University of Washington).

• When utilizing strategies that promote equity, students who have been systematically disadvantaged are given targeted and intentional opportunities to access high-quality opportunities and achieve the outcomes they desire. This involves identifying how
disparities affect the educational opportunities of students based on marginalized social identities and then developing strategic solutions to take systemic action to redress these inequities through ongoing, sustainable, equity-centered efforts. Equity requires targeted and intentional approaches that purposefully consider the perspectives, belief systems, structures, and practices that best advance educational opportunities and outcomes for marginalized, underrepresented, and/or underserved students through culturally responsive initiatives that reflect the needs, cultural backgrounds, and lived experiences of diverse learners (OCCRL).

- Equity encompasses the policies and practices used to ensure the fair treatment, access, opportunity, and advancement for all people, while at the same time trying to identify and eliminate barriers that have historically prevented the full participation of some individuals or groups (State of Indiana 2021).
- Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society (Extension Foundation).

Equity Consciousness goes one step further than equity mindedness (see below), and purposely promotes culturally responsive practices that best advance educational opportunities and outcomes for racially minoritized, marginalized students (Zamani-Gallaher 2019).

Equity Mindedness refers to “the mode of thinking exhibited by practitioners who are willing to acknowledge that their policies and practices have not been designed to produce racial equity and that they need to be rethought and remediated in order to do so” (CUE 2020).

Implicit bias is the unconscious negative beliefs and attitudes about members of certain groups held by those in positions of power and decision-making (Rosen and Molina 2019).

Inclusion is a strategy of ensuring all students receive high-quality instruction, support and accommodation by providing alternative means of information and empowering learners (Amato 2020).

Opportunity Gap/Equity Gap is an observable disparity in access and/or outcomes for specific subgroups of learners or special populations (as defined by Perkins V) compared with learners overall. These gaps are the result of systemic inequities, implicit biases, and/or outright discrimination on account of a learner’s identity (Advance CTE 2020).

Racially Minoritized is the “process [action vs. noun] of student minoritization” instead of propagating the use of the culturally deficient, socially constructed, and context—specific reference “racial minorities,” which minimizes people of color and preserves the prevalence of “othering” Zamani-Gallaher 2020.

Structural racism refers to the historical and contemporary policies, practices, and norms that create and maintain white supremacy (Urban Institute).
White fragility reflects the range of defensive reactions of white people when face with their racialized reality, individual and collective roles in racism, and challenges to their racial innocence or racial worldviews whereby even a minimum amount of racial stress is intolerable and provokes uneasiness when confronted by their “unconscious habits of white privilege” (DiAngelo, 2018; Zamani-Gallaher 2020).

White privilege is favor and power accrued from receipt of benefits, rights, and immunities characterized by unearned advantages and sense of entitlement that result in societal and material dominance by Whites over people of color (Neville, Worthington, and Spanierman, 2001; Zamani-Gallaher 2020).