



TheRPGroup

Research, Planning & Professional Development
for California Community Colleges

SM

Living Glossary of Equity, Diversity, and Inclusion (EDI) Terms for Institutional Research, Planning, and Effectiveness Professionals

BACKGROUND

As a Korean American woman, I frequently encounter interactions with colleagues that lead to feelings of pain, anger, and embarrassment. These personal interactions rarely center around my professional work and instead focus on my social identities—from comments like “You speak English really well for a former ESL student” and everyone’s favorite (sarcasm): “Where are you really from?”—to being mistaken for another Asian American colleague or assuming I am related to them. These interactions even occasionally spill into comments about my family (upon learning my Black husband graduated from an Ivy League institution, “Did he play basketball there?”).

With each of these incidents, I swelled with anger and exasperation because I was not able to name what was happening to me. I knew these interactions were damaging and hurtful, but they were so subtle; they often left me confused, unable to pinpoint and express what I had experienced. But in 2017, I was introduced to the term “microaggressions.” Suddenly, I was able to name what I was experiencing. Clearly understanding what microaggressions were and how they operated improved my capacity to call out the discrimination and racism I was experiencing and advocate for my own humanity.

As one of the authors of this glossary, I share this very personal anecdote to highlight the importance of language and the foundational role an understanding of common equity, diversity, and inclusion (EDI) vocabulary plays in our ability to talk about and address equity, diversity, inclusion and antiracism—not only in our personal lives, but also within our colleges, organizations, and systems.

-Hannah Lawler, Dean of Institutional Research, Santa Monica College

A clear understanding of EDI vocabulary is necessary for institutional research, planning, and effectiveness (IRPE) practitioners to actively engage in, and ultimately facilitate, meaningful conversations related to racial and other equity for students and employees on our campuses. The ***Living Glossary of Equity, Diversity, and Inclusion (EDI) Terms*** was initially developed by the Framework Subcommittee of The Research and Planning Group for California Community Colleges’ (The RP Group) EDI Committee in fall 2021. This living glossary was produced to create a shared understanding of key terms and language commonly used in dialogue related to equity, diversity, inclusion, and social justice among IRPE practitioners in the California community colleges (CCC).

We began by adapting the [CCC Chancellor’s Office DEI Glossary of Terms](#) to define the terms specifically within the context of IRPE. Some definitions were quoted directly from particular sources, while others reflect descriptions of terms that were heavily edited from original sources. For each term, the glossary also includes an example of a scenario for when IRPE professionals would likely encounter the term in their work, a statement describing why the term is important for IRPE professionals, and, when available, resources where readers can learn more.

The definitions provided in this living glossary may differ from other known definitions. Furthermore, the list of EDI terms included in the glossary are not exhaustive and serve solely as a starting point for researchers and others working in IRPE to engage in discussions of EDI topics and advance equity goals. The “living” part of this glossary signifies the ever-expanding and changing nature of language and our intent to update the glossary as often as needed to respond to continuously evolving meanings and terms used in EDI work. We invite you to provide feedback and suggestions for improvement, including terms to add, through our [RP Pulse survey](#).

Equity, Diversity, and Inclusion (EDI) Terms

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Ally	Individual with privilege and power to affect change who works in solidarity and partnership with others from a minoritized group (those without privilege and power) to advocate for change to an oppressive system or practice.	As IRPE professionals, we make decisions about how data are analyzed and which data stories to tell. We can use this influence to highlight the experiences of and inequitable conditions faced by minoritized groups. As a start, IRPE professionals can practice allyship by sharing disaggregated data, revealing disparate outcomes and experiences for minoritized groups that can be acted upon by our campuses.	Data hold power on our campuses, and as stewards of data, IRPE professionals have privilege and influence to lift up the voices of and advance equity and justice for minoritized groups.	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Co-Conspirator • Minoritized <p>Resource(s):</p> <p>Article The Role of Institutional Research in Advancing Diversity, Equity, and Inclusion Efforts</p> <p>Guide to Allyship</p>
Antiracist	Individual who actively challenges the values, practices, structures, policies, and systems that perpetuate racism. A fundamental belief of an antiracist is that racism is deeply embedded into our culture and systems, including schools, healthcare, government, and the justice system. Term can also be used as an adjective to describe a practice, program, policy, system, or structure.	As IRPE professionals, this term can be useful in facilitating data sensemaking and inquiry processes of campus practitioners by moving the conversation from the “I am not racist” reaction to data that show inequities toward “How can we redesign or improve our practice, program, or policy to be less racist?”	Data, particularly racial equity data, elicit powerful emotions and reactions in others, including personalization and defensiveness (“I am not racist”). IRPE professionals can facilitate a more actionable conversation about racial equity data by enabling others to attribute observed racial inequities to systems and structures within our schools, colleges, and communities.	<p>“The beauty of anti-racism is that you don’t have to pretend to be free of racism to be anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it’s the only way forward”</p> <p style="text-align: right;">- Ijeoma Oluo</p> <p>Resource(s):</p> <p>University of Washington Anti-Racism Resources</p>
Bias	A feeling, preference, or opinion that interferes with impartial judgment about an individual or group of people. Bias can occur unconsciously (implicitly) or consciously (explicitly) and is held by everyone, even equity-minded practitioners.	Colleagues may rationalize student equity outcomes data with problematic and deficit-minded comments that are based on biases against a minoritized group, such as “Black students aren’t enrolling at similar rates of others because their families don’t value education.” Biases can serve as barriers to the goals of equity data discussions and lead to deficit-minded interpretations of data that harm students and ultimately lead to ineffective solutions in addressing equity gaps.	<p>As IRPE professionals, we can disrupt biased thinking by questioning the underlying assumptions of the bias during data discussions:</p> <ul style="list-style-type: none"> • <i>Help me understand why you think this is true.</i> • <i>What evidence do you have to support your statement?</i> • <i>I do not agree because...</i> <p>Furthermore, as researchers, we must be mindful of how our own biases impact how we analyze and report data.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Deficit-Minded • Minoritized <p>Resource(s):</p> <p>National Museum of African American History & Culture Bias</p> <p>“If you are human, you are biased”</p> <p style="text-align: right;">-Howard J. Ross</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Co-Conspirator	<p>Individual who takes personal risks and uses their power and privilege to disrupt the status quo and challenge systems of oppression.</p> <p>“Accomplice” is a different term with the same meaning as co-conspirator.</p> <p>The difference between an ally and co-conspirator is that while both allies and co-conspirators advocate for those from minoritized groups, co-conspirators risk their own social standing, privileges, comfort, and even safety, to challenge racism and oppression.</p>	<p>IRPE professionals are present in conversations related to equity data and may witness comments and behaviors that offend, aggress, or oppress persons from a minoritized group. IRPE professionals can be co-conspirators by disrupting the oppressive comments or behaviors we observe.</p>	<p>IRPE professionals who wish to act as co-conspirators to the equity, diversity, inclusion, and social justice efforts on their campuses cannot be neutral data reporters or deliverers. Instead, we can use our positions to intentionally design spaces and opportunities for data discussions (e.g., prepare data reflection questions and activities) that explicitly focus on redesigning practices, processes, programs, procedures, culture, and structures to better serve students and employees from minoritized groups.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Ally ● Minoritized ● Oppression ● Power ● Privilege <p><i>“If you have come here to help me, you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together”</i></p> <p style="text-align: right;">-Lilla Watson</p> <p>Resource(s):</p> <p>AAC&U How Do We Lead on Equity? Moving from Ally to Accomplice</p>
Colorblind	<p>A belief that people should be treated “equally” without regard to racial, ethnic, and cultural differences. This belief is based on the presumption that race-based differences do not matter.</p>	<p>Colorblind ideology is pervasive in our society. It is a common defense mechanism used by colleagues when confronted with the uncomfortable reality that data reveal about disparate outcomes our institutions produce for racially minoritized students. This belief may present itself in comments such as “Why are we focusing on race?” and “I don’t see color.”</p>	<p>Colorblind ideology commonly stems from colleagues wanting to not appear racist (“I treat every student the same; their race doesn’t matter”). When IRPE professionals are aware of the underlying motivations for colorblindness, we can more effectively respond by redirecting the dialogue by emphasizing the role of race-based systems and structures (beyond individual people) in unequally affecting racially minoritized groups.</p>	<p>We acknowledge that the term “colorblind” uses problematic, ableist language; however, as a term widely used by scholars and practitioners in EDI dialogue, it is included in the glossary. Others have been adopting the term “race-neutral” instead of “colorblindness.”</p> <p>Related Term(s):</p> <ul style="list-style-type: none"> ● Color-Evasion ● Minoritized <p>Resource(s):</p> <p>Project Ready Confronting Colorblindness and Neutrality</p> <p>TED Talk Colorblind or Color Brave?</p> <p>USC Race & Equity Center Research Briefs: Moving from Racelessness to Race-Conscious Approaches</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Color-Evasion	Belief that extends beyond colorblindness (“race does not matter”) into denial of the existence of race and racism.	<p>Color-evasive ideology, like colorblindness, is present in our organizations. This belief manifests itself in comments that willfully ignore the lived experiences of racially minoritized groups and attempt to eliminate discussion of the history in this country of racist practices, policies, and systems that result in the disparate outcomes we see in racial equity data.</p> <p>Examples of color-evasive comments:</p> <ul style="list-style-type: none"> • “Race is not a factor in my math class because we rely on numbers and symbols.” • “Can we go back to discussing [non-racial factor]?” • “In my four years at this institution, I have never witnessed any racist incidents. It just doesn’t exist here.” 	IRPE professionals who witness color-evasion in their organizations can disrupt the rhetoric that harms our racially minoritized students and colleagues and perpetuates White supremacy by citing anecdotes and evidence that demonstrate the existence and negative impact of racialized practices, policies, and structures and racism.	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Colorblind • Minoritized • White Supremacy <p>Resource(s):</p> <p>Forbes Color-Blindness Perpetuates Structural Racism</p> <p>Peer-Reviewed Article Performing Color-Evasiveness: A DisCrit Analysis of Educators’ Discourse in the U.S.</p> <p>USC Race & Equity Center Research Briefs: Moving from Racelessness to Race-Conscious Approaches</p> <p>Video Color Evasiveness (Angela Davis)</p>
Covert Racism	Form of racial discrimination that is disguised and indirect rather than public or obvious. Acts of covert racism are committed unconsciously or semi-consciously. Its submerged nature allows this form of racism to go unrecognized, unchallenged, or passed off as legitimate, natural, or normal. Types of covert racism include, but are not limited to, microaggressions, racial profiling, colorblindness, tokenism, tone-policing, hiring discrimination. Also referred to as “socially accepted or practiced racism.”	Covert racism is likely more pervasive in our organizations than overt racism, but because of its concealed nature, it can be hard to detect. IRPE professionals may witness covert racism in data discussions that use “coded” or “disguised” language, not only about students (“Our Latinx students have a hard time in math because they don’t speak English well,” a form of racial profiling), but also toward our colleagues from racially minoritized groups (said to a Black woman colleague, “Calm down! Let’s talk about the equity data without getting so angry,” a form of tone-policing).	As IRPE professionals, we should recognize the role of power and the nature by which covert racism functions within our institutions. By committing racism in evasive ways, perpetrators can claim “plausible deniability” and undermine any claim of harm while maintaining White dominance and power. Ensuring that covert racism is not left unchecked (disrupt, speak up, ask questions) is one way IRPE professionals act as co-conspirators in the equity work on campus.	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Co-Conspirator • Colorblind • Overt Racism • Power <p>Resource(s):</p> <p>TEDx Talk Battling Covert Racism</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Culture	<p>Learned and shared values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a social group and distinguish members from other groups. Culture is not static and can change over time.</p>	<p>When presenting or facilitating discussions about disaggregated data, IRPE professionals should be aware of how culture affects individuals' responses to the data, including how data are interpreted/misinterpreted or acted upon.</p> <p>Furthermore, organizational culture affects the tone, depth, and direction of equity efforts on campus, including which groups are centered, the institution's capability for change and transformation, and institutional response to resistance and challenges.</p>	<p>As IRPE professionals, we can elevate the influence of students' and employees' cultures to better contextualize data findings. Similarly, we can emphasize the role of organizational culture in creating or removing barriers to equitable outcomes for students and employees from minoritized groups.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Diversity ● Minoritized
Cultural Change	<p>Process by which new patterns of behaviors and mindsets are adopted in society. Within an organization, cultural change is necessary to better align the behaviors of employees with current and future organizational goals.</p>	<p>The concept of cultural change may be most relevant to IRPE professionals in circumstances when we are asked to assess and monitor the campus culture over time (e.g., climate surveys).</p> <p>Cultural change is difficult to measure, as indicators of culture may not be exhibited in conscious or explicit ways. As such, "climate," the collective mood or morale of a group, is often used as a proxy for assessing culture. Measures of climate include experiences on campus, quality of interpersonal interactions on campus, and perceptions of the campus' commitment and actions related to equity, diversity, and inclusion.</p>	<p>As data influencers, IRPE professionals play a critical role in inspiring cultural change for their organization. For example, IRPE professionals can model the use of equity-minded language to discuss the results of equity data analyses, signaling the institution's commitment to taking accountability for addressing equity gaps.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Culture ● Equity-Minded

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Cultural Competency	<p>Ability to understand, appreciate, and empathize with the beliefs, behaviors, and needs of others from different cultures, including the role of race and power in producing systemic inequities.</p> <p>The process of developing cultural competence is dynamic and ongoing.</p>	<p>Colleagues who practice cultural competency are critical in facilitating meaningful data discussions about students and employees from minoritized groups. IRPE professionals may recognize the extent to which a lack of cultural competency in colleagues may negatively impact data discussions on campus.</p>	<p>IRPE professionals who demonstrate cultural competency are more effectively able to work with and elevate the voices of those from cultural identities and backgrounds different from their own. Some examples include:</p> <ul style="list-style-type: none"> • Creating safe and brave spaces for dialogue and discourse for those from diverse cultural backgrounds • Designing data collection instruments that accurately capture the voices of those being assessed • Organizing and presenting data findings in ways that authentically reflect the identities of communities being studied 	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Culture • Cultural Fluency <p>Resource(s):</p> <p>Georgetown University National Center for Cultural Competence</p> <p>Video Series Cultural Competence</p>
Cultural Fluency	<p>Ability to adapt, relate, and interact effectively with those from different cultures and backgrounds. While individuals who demonstrate cultural fluency are not experts in every culture, they possess the skills to adjust their thinking and actions in response to the values, norms, and perspectives of those from different cultures.</p> <p>Like cultural competency, cultural fluency is learned over time and is a continuous process that requires ongoing reflection and learning. However, cultural fluency goes beyond competency in that competency is the ability to empathize and understand, whereas fluency is using empathy to adjust one's actions and interactions.</p> <p>Cultural proficiency is a different term with a similar meaning as cultural fluency and is used interchangeably in the research literature.</p>	<p>Cultural fluency is salient for IRPE professionals most commonly in scenarios involving qualitative studies that engage minoritized populations. Researchers who possess cultural fluency are better able to establish rapport with study participants and present research or information that resonates with the groups being studied. Examples of approaches that display cultural fluency include:</p> <ul style="list-style-type: none"> • Asking to learn and using study participants' personal gender pronouns and names • Avoiding English idioms and clichés to explain phenomena (i.e., pot calling the kettle black) • Allowing study participants to choose the location where they feel most comfortable for interviews • Asking study participants to review the preliminary findings of interview studies to ensure their experiences and voices are accurately reflected 	<p>IRPE professionals who are culturally fluent not only improve their research skillset, but they are also better able to navigate interpersonal relationships with colleagues from cultures different from their own and effectively lead in their organizations.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Culture • Cultural Competency • Minoritized

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Deficit-Minded Frame	Mental frame that relies on explanations for inequities in outcomes and experiences that focus on what minoritized groups lack. By focusing on the perceived shortcomings of minoritized groups, the role of systemic and structural barriers to equity are ignored and the institution's responsibility to address equity gaps is absolved.	<p>Deficit-minded interpretations of data are the default in our organizations. During discussions of equity data, IRPE professionals may witness statements and questions that imply that students are to blame for inequities in outcomes and have failed. For example:</p> <ul style="list-style-type: none"> • Latina/o/x students are not doing well in my class because they have jobs and children, and they do not have time to study. • Black students don't take advantage of tutoring services like other groups because education is not valued in their community. • Our first-generation college students come from high schools that do not prepare them to succeed in college. 	<p>It is critical for IRPE professionals to first recognize deficit-mindedness, including their own, and then to reframe the findings or discussion by focusing on the college's norms, practices, policies, and structures that need to be changed (equity-minded framing) to address the gaps.</p> <p>Furthermore, how data are framed directly determines the types of solutions proposed to address gaps. Deficit-mindedness often results in compensatory strategies (how to "fix" students) that do not produce enduring results and willfully ignore the responsibility of the college to improve its practices and policies.</p> <p>Instead of asking what is "wrong" with students, ask what the institution is doing or not doing that is resulting in inadequate support to certain groups of students and/or doing that makes certain groups of students more likely to be successful.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Equity-Minded Frame <p>Resource(s):</p> <p>Center for Urban Education Equity-Minded vs. Deficit-Minded Data Analysis (pp. 36-41) from Equity-Minded Inquiry Series: Data Tools</p> <p>Santa Monica College Extra Practice: Reframing Deficit-Minded Responses</p>
Discrimination	<p>Unfavorable or unfair treatment toward an individual or group based on their race, gender, social class, sexual orientation, physical ability, religion, national origin, age, and other categories that may result in differences.</p> <p>Discriminatory behavior, ranging from slights to hate crimes, often follows prejudiced thinking and negative stereotypes.</p>	<p>Discrimination is prominent in American society, and our organizations are no exception. However, discriminatory behaviors, practices, and policies at our institutions will typically begin with <i>unconscious</i> prejudices or stereotypes about minoritized groups. As a result, discrimination may present as a form of covert racism and may be difficult to detect. Furthermore, faculty from racially and other minoritized backgrounds may be subjected to discrimination in the classroom that IRPE professionals may never observe (i.e., students questioning their expertise, refusal to use their titles).</p>	<p>As those closest to the data on our campuses, IRPE professionals have a responsibility to shine a light on data analyses and findings that unmask discriminatory programs, practices, and policies.</p> <p>For example, access to honors and other "excellence" programs may not be overtly discriminatory based on race, but patterns of participation disaggregated by race may reveal that Black, Latina/o/x, Native American, and Pacific Islander students have less access to the program than White students do because of program criteria that inherently advantage some groups over others.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Covert Racism • Minoritized • Prejudice • Stereotype <p>Resource(s):</p> <p>Robert Wood Johnson Foundation Discrimination in America Reports by Racial/Ethnic Groups</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Diversity	<p>Extent to which individuals with a wide range of social and cultural identities and characteristics (e.g., race, ethnicity, gender, sexual orientation, social status, religion, etc.) are represented in a group.</p> <p>Diversity is all-inclusive and is supportive of the proposition that everyone and every group should be valued.</p>	<p>IRPE professionals may encounter diversity-related metrics in their engagement of college equity, diversity, and inclusion efforts on their campuses. Researchers may be asked to measure student diversity in courses and student programs and services, as well as staff diversity. Diversity is a useful indicator of the extent to which a minoritized group has access to a course, program, service, position, etc.</p>	<p>As IRPE professionals who work in the most diverse system of higher education in the country (the California Community Colleges), our student populations are mostly diverse. Therefore, achieving equity for our diverse student populations is a prominent goal. Diversity is front and center in matters related to staff/faculty makeup on our campuses.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> Equity Minoritized <p>Resource(s):</p> <p>Center for Urban Education Equity and Student Success</p> <p>Higher Ed Rewired Podcast Mind the Gap: Going Beyond Diversity and Rethinking Inclusion</p> <p>Left Out: How Exclusion in California's Colleges and Universities Hurts Our Values, Our Students, and Our Economy</p>
Educational Equity Gap	<p>Condition that exists when minoritized student groups experience significant and persistent disparity in educational experiences and outcomes.</p> <p>This term is referred to in its shortened form ("equity gap") more frequently in the CCC system.</p>	<p>IRPE professionals are often responsible for analyzing data disaggregated by student demographic groups to identify where gaps exist and for whom. The field relies on various methods to calculate gaps in student progress and outcome metrics, including the percentage point gap (PPG), proportionality index (PI), and the 80% rule.</p>	<p>Identifying the minoritized groups for whom equity gaps exist, including the magnitude of the gaps, is the initial work in supporting our colleges' equity efforts. However, the data do not reveal <i>why</i> equity gaps exist, and therefore, IRPE professionals need to facilitate and foster inquiry to better understand the underlying and root causes of these gaps to better inform the necessary actions to address them.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> Equity Minoritized <p>Resource(s):</p> <p>The RP Group Using Disproportionate Impact Methods to Identify Equity Gaps</p> <p>Center for Urban Education Equity-Minded Inquiry Series: Data Tools</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Equality	<p>State in which all people have the same status and rights and are given access to the same resources and opportunities, regardless of individual differences.</p>	<p>The concept of equality is often confused with equity, and the two terms are inaccurately used interchangeably in our organizations. Some clues that may indicate that our colleagues are confusing the two include comments such as: “I am equitable. I treat every student equally” or “We can achieve equity by encouraging all students to apply for financial aid and enroll full-time.”</p> <p>While in theory equality is an admirable goal, in reality, our students and colleagues have had varied experiences, challenges, and access to resources. The reality is that the world is not equal. Therefore, comments that infer that treating everyone the same or giving all students the same services or resources assumes everyone is starting from the same place and ignores the impact of systemic racism and inequality. In an unequal world, no amount of “equality” on campus will close equity gaps and achieve equitable outcomes for students.</p>	<p>As IRPE professionals, we can help steer campus dialogue toward strategies and goals that address <i>inequity</i> by starting data presentations with definitions and explanations that clarify the difference between equity and equality.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> Equity <p>Resource(s):</p> <p>Center for Urban Education Equity and Student Success</p> <p>Project Ready Equity vs. Equality, Diversity vs. Inclusion</p> <p>RISE Equality vs. Equity</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Equity-Minded Frame	<p>Mental frame that calls attention to patterns of inequity in student outcomes. Practitioners who use an equity-minded frame are willing to take personal and institutional responsibility for the success of students and critically reassess their own practices. Those who exhibit equity-minded thinking are race-conscious and aware of the social and historical context of exclusionary practices in American higher education.</p> <p>Source: USC Center for Urban Education</p>	<p>Equity-minded hunches to explain data are not as prevalent as deficit-minded thinking on our campuses. As IRPE professionals, we often bear witness to deficit-minded comments, and we can act as co-conspirators to the EDI work on our campuses by reframing deficit-mindedness to equity-mindedness. Below are three examples.</p> <p>Example 1: <i>Deficit-Minded Comment Heard:</i> “Latina/o/x students are not doing well in my class because they have jobs and children, and they do not have time to study.”</p> <p><i>Opportunity to Reframe Using Equity-Minded Frame:</i> “Given the busy lives of our Latina/o/x students, how can we infuse opportunities to study while they are on campus?”</p> <p>Example 2: <i>Deficit-Minded Comment Heard:</i> “Black students don’t take advantage of tutoring services like other groups do.”</p> <p><i>Opportunity to Reframe Using Equity-Minded Frame:</i> “I wonder, what is it about the marketing of our tutoring services that doesn’t resonate with our Black students?”</p> <p>Example 3: <i>Deficit-Minded Comment Heard:</i> “Our first-generation college students come from high schools that do not prepare them for college.”</p> <p><i>Opportunity to Reframe Using Equity-Minded Frame:</i> “What can we do to make students from our feeder high schools feel welcome, supported, and valued?”</p>	<p>By helping our campuses reframe the inequity problem from a deficit-minded framework to an equity-minded one, we improve the chances for meaningful change to college norms, practices, policies, and structures, and, ultimately, to close the equity gaps in experiences and outcomes for minoritized students.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Co-Conspirator ● Deficit-Minded Frame ● Race-Conscious <p>Resource(s):</p> <p>Center for Urban Education Developing a Practice of Equity Minded Indicators</p> <p>Center for Urban Education Equity-Minded vs. Deficit-Minded Data Analysis (pp. 36-41) from Equity-Minded Inquiry Series: Data Tools</p> <p>Santa Monica College Extra Practice: Reframing Deficit-Minded Responses</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Equity	<p>State in which all people are given what they specifically need (fair treatment, access, resources, opportunities), regardless of individual differences, to achieve equal outcomes.</p>	<p>The concept of equality is often confused with equity, and the two terms are inaccurately used interchangeably in our organizations. Some clues that may indicate that our colleagues are confusing the two include comments such as, “I am equitable. I treat every student equally” or “We can achieve equity by encouraging all students to apply for financial aid and enroll full-time.”</p> <p>While equality is an admirable goal, in theory, our students and colleagues have had varied experiences, challenges, and access to resources. The reality is that the world is not equal. Therefore, comments that infer that treating everyone the same or giving all students the same services or resources ignore the impact of systemic racism and inequality. In an unequal world, no amount of “equality” on campus will achieve equitable outcomes for students.</p>	<p>As IRPE professionals, we can help steer campus dialogue towards strategies and goals that address <i>inequity</i> by starting data presentations with definitions and explanations clarifying the difference between the two terms, equity and equality.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Equality • Diversity • Inclusion <p>Resource(s):</p> <p>Center for Urban Education Equity and Student Success</p> <p>Project Ready Equity vs. Equality, Diversity vs. Inclusion</p> <p>RISE Equality vs. Equity</p>
Ethnicity	<p>Socially or politically derived identity based on shared cultural criteria, such as language, values and beliefs, customs, and shared history.</p> <p>Race, a related term, refers to categories of people typically defined by shared biological and physical characteristics (facial features, skin color, hair texture, etc.).</p>	<p>The term “ethnicity” is occasionally used interchangeably with the term “race” in our organizations. Both terms overlap in that they are used to categorize groups of people (students and employees), and data disaggregation relies on these categories. However, race depends on defining individuals’ identities based on physiological differences (external), and ethnic identity is rooted in historical, cultural, and ancestral context.</p> <p>The U.S. Census uses relatively broad and limited racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, and White.</p> <p>Ethnic categories are more specific and there are estimated to be thousands of ethnic identities in the world. Some categories may be defined by country (e.g., Japanese, Mexican, Pakistani), geographical area (e.g., Caribbean, Middle Eastern) and/or ancestral origins (e.g., Jewish, Native American).</p>	<p>Racial and ethnic categories alone do not reveal insight about the differences in how students and employees navigate and experience our organizations. IRPE professionals can encourage richer discussions of equity on our campuses that include being curious about how different ethnic groups’ values, beliefs, customs, and culture shape and can inform the ways in which we serve diverse groups of people.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Race <p>Resource(s):</p> <p>Washing University in St. Louis Race and Ethnicity Self-Study Guide</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Gender/Gender Identity	<p>Socially constructed roles, behaviors, activities, and attributes that society considers “appropriate” for boys and men or girls and women. This term is differentiated from “sex,” which is the biological classification (male or female or intersex) based on genetic, physiological, and anatomical differences.</p> <p>Gender identity is a person’s internal sense of being male, female, or nonbinary. Since gender identity is internal, one’s gender identity is not visible to others.</p>	<p>The term “sex” is often used interchangeably with “gender” in discussions about data disaggregated by gender. The confusion may stem from surveys and applications that ask about gender identity using sex classification categories (female, male). In recent years, a third category for gender, nonbinary, has become more widely adopted.</p>	<p>As students and employees are navigating our institutions (and societies) where gender has been socialized and has implications for their interactions with others, gender and gender identity can affect their access to resources and opportunities and, ultimately, their experiences and educational outcomes.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> Sex <p>Resource(s):</p> <p>PsychCentral Sex and Gender: What’s the Difference?</p>
Implicit Bias	<p>Feeling, preference, or opinion individuals unknowingly hold that occurs automatically and interferes with impartial judgment about an individual or group of people.</p> <p>Implicit bias is also referred to as “unconscious” or “hidden” bias in the research literature.</p> <p>Biases can be positive or negative, where individuals favor one group over another, or discriminate against a particular group. Such biases serve to advantage or disadvantage certain groups.</p>	<p>Biases are hard to detect because they occur and present themselves more covertly or implicitly in our organizations than explicitly. While everyone holds biases, it is our role as IRPE professionals to ensure negative biases do not negatively impact data sensemaking processes.</p> <p>For example, colleagues may rationalize student equity outcomes data with problematic and deficit-minded comments that are based on implicit biases against a minoritized group, such as “Black students aren’t enrolling at similar rates of others because their families don’t value education.” Biases can serve as barriers to the goals of equity data discussions and lead to deficit-minded interpretations of data that harm students and ultimately lead to ineffective solutions in addressing equity gaps.</p>	<p>As IRPE professionals, we can disrupt biased thinking by questioning the underlying assumptions of the bias during data discussions. Possible responses include:</p> <ul style="list-style-type: none"> <i>Help me understand why you think this is true.</i> <i>What is your evidence that supports your statement?</i> <i>I do not agree because...</i> <p>Furthermore, as researchers, we must be mindful of how our own biases impact how we analyze and report data.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> Bias Deficit-Minded Minoritized <p>Resource(s):</p> <p>Harvard University Implicit Bias Test</p> <p>Kirwan Institute Implicit Bias Module Series</p> <p>National Equity Project Implicit Bias and Structural Racialization</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Inclusion	<p>Creating an environment in which historically excluded individuals and groups are welcomed, respected, supported, and valued as fully participating members, and in which differences are treated as sources of strength, innovation, and success.</p>	<p>While the makeup of our organizations' student and employee populations may be diverse in terms of race/ethnicity, gender, social and economic status, among other factors, authentic and intentional <i>inclusion</i> of the diverse groups does not automatically occur.</p> <p>As IRPE professionals, we can advance inclusion in our organizations by ensuring not only representation of historically excluded voices, such as students, in research design and data sensemaking activities, but also by providing these groups an opportunity to participate in decision-making processes as well.</p>	<p>Inclusion adds value to the work we produce as IRPE professionals. For example, data communicate critical experiences and stories of minoritized students and employees on our campuses. Authentic and intentional inclusion of individuals from these minoritized groups in the design and analyses of research improves the chances of amplifying their voices, reducing misinterpretations of data, and improving a sense of belonging for these groups.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Diversity • Equity <p>Resource(s):</p> <p>TEDx Talks On Diversity: Access Ain't Inclusion</p>
Institutional Racism	<p>Systematic ways in which institutional or organizational policies and practices produce disparate outcomes and opportunities for racially minoritized groups while creating advantages for White people.</p> <p>Institutionally racist policies and practices may not explicitly target any specific racial groups; however, they result in inequitable experiences and outcomes for racially minoritized people.</p> <p>Institutional racism is sometimes referred to as "systemic racism."</p>	<p>Institutional racism manifests itself in multiple ways in our organizations. For example, access to honors programs, while not explicitly disadvantaging racially minoritized groups, may disproportionately and negatively impact racially minoritized students by enforcing merit-based program eligibility criteria.</p> <p>Institutional racism may also be embedded in our practices and interactions with students and colleagues. For example, a large study measuring discrimination found names that sounded like White men (Brad Anderson) were more likely to receive a response from faculty about prospective graduate work than non-White, non-male sounding names (Mei Chen, Raj Singh, Keisha Thomas) (Milkman, Akinola, & Chugh, 2015).</p>	<p>To address institutional racism, we must first understand where and against whom systemic racism occurs in our organizations. IRPE professionals can bring consciousness to the ways institutional racism is embedded in our practices, processes, policies, and structures in discussions of data by illustrating how specific programs, practices, and policies lead to racial equity gaps, even when controlling for other factors such as income and first-generation status.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Equity • Racism • Structural Racism <p>Resource(s):</p> <p>Article Levels of Racism: A Theoretical Framework and a Gardener's Tale</p> <p>ASHE Higher Education Report Systemic Racism in Higher Education</p> <p>Video Systemic Racism: Is That Really a Thing?</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Intersectionality	<p>Interconnected nature of the social identities held by individuals, such as race, gender, sexual orientation, and class, that create overlapping and interdependent systems of discrimination or disadvantage.</p> <p>The term was coined by Dr. Kimberlé Crenshaw (Columbia Law School).</p>	<p>While our organizations are beginning to institutionalize the practice of disaggregating student outcomes and employee data by key demographic categories, such as race, it is a less common practice to disaggregate data by more than one group simultaneously. However, as IRPE professionals, we can proactively present data by two or more categories (e.g., disaggregate by gender within racial groups) to uncover any intersectional effects that may exist.</p>	<p>Intersectional data can be useful in illuminating the complex ways socio-historical forces of marginalization and oppression impact our minoritized students and employees. Intersectional data can provide context and richness to the analyses of equity data, particularly in circumstances when data reveal that a minoritized group (e.g., Latina/o/x) is not experiencing a gap in a specific outcome. Intersectional data (e.g., Latino and Latina) can help us better contextualize the data sensemaking process and promote inquiry.</p>	<p>Resource(s):</p> <p>Global Partnership for Sustainable Development Data Unpacking Intersectional Approaches to Data</p> <p>TEDWomen Talk The Urgency of Intersectionality</p>
Low Income	<p>Describes individuals from households whose taxable income for the preceding year did not exceed 150 percent of the poverty level.</p> <p>Source: U.S. Department of Education</p>	<p>Low-income status is one category used to disaggregate student outcomes data and is included as a primary disaggregation in the California Community Colleges Chancellor's Office Student Success Metrics.</p> <p>Low-income status may be used by our colleagues as a proxy for race/ethnicity in discussions of racial inequities to deflect from the discomfort of discussing the role of race and racism in producing inequitable outcomes on our campuses.</p>	<p>The income gap among students is intricately related to our country's legacy of vastly unequal wealth between racially minoritized groups, particularly Black Americans, who have historically been politically, legally, and economically excluded from freedom and prosperity. This disparity is evidenced by data that show, systemwide, disproportionately more Black (65%) and Latina/o/x (60%) CCC students received financial aid in 2021-2022 when compared with White students (26%) (Source: CCCCO Data Mart).</p> <p>As such, IRPE professionals can recognize and redirect in scenarios when colleagues use the "it's income, not race" argument to excuse institutional responsibility and accountability for addressing racial equity gaps.</p>	<p>Resource(s):</p> <p>The Education Trust Hard Truths: Why Only Race-Conscious Policies Can Fix Racism in Higher Education</p> <p>NPR Code Switch Forget Wealth and Neighborhood. The Racial Income Gap Persists</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Minoritized	<p>Conditions in which groups, whether they represent the numeric or proportional minority or not, are systematically excluded, marginalized, and oppressed in educational settings and elsewhere based on cultural and physical differences (i.e., race, ethnicity, gender, disabilities).</p> <p>The term “marginalized” has a similar meaning to “minoritized,” but the former is defined using language that alludes to inadequacy or deficiency. As such, we are recommending the term “minoritized” instead.</p>	<p>Minoritized is an emerging concept in the California Community Colleges system as we recognize that the terms “minority” or “minorities” no longer adequately describe the racial, ethnic, and other groups who have been historically excluded from higher education. Despite representing a growing majority of the system population, racially and other minoritized groups continue to face discrimination, racism, and inequitable outcomes.</p> <p>The move from “minority,” a noun, to “minoritized,” an adjective that stems from an active verb, signifies that the condition is connected to social processes related to power and subordination, and the experience of being excluded and marginalized, and not numbers. Individuals are “not born into a minority status...Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of Whiteness” (Harper, 2012, p. 9).</p>	<p>The language we use and the way we refer to students and employees impacts the climate of our institutions. As IRPE professionals, we can lead by example and refer to groups using terms that affirm identities, empower, and avoid victimhood or deficit language (i.e., marginalized), regardless of a group's numeric size.</p> <p>For example:</p> <ul style="list-style-type: none"> • Instead of <i>minorities</i>, use <i>minoritized</i> • Instead of <i>At-risk, needy, or disadvantaged</i>, use <i>At-promise</i> • Instead of <i>disabled</i>, use <i>individuals with disabilities</i> • Instead of <i>underrepresented</i>, use <i>historically excluded</i> • Instead of <i>People of Color</i>, use <i>the name of the specific racial ethnic group</i> • Instead of <i>achievement gap</i>, use <i>equal or opportunity gap</i> 	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Equity • Intersectionality <p>Resource(s):</p> <p>Article Not “Minority” but “Minoritized”</p> <p>Article Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Merit	<p>Recognition of past quality or excellence. In education, “merit” often refers to high test scores and grades and academic achievement and credentials. At face value, merit appears to be a neutral measure of student and employee populations; however, in practice, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (e.g., use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. However, this understanding of merit and worthiness fails to recognize the systemic oppression and racism impacting minoritized groups, and the generational privilege afforded to White people.</p>	<p>The concept of merit may be introduced in our organizations by colleagues who want to resist adopting practices and policies designed to address the inequities or lack of diversity on our campuses (e.g., affirmative action). Merit, in this context, is touted as the most objective and fairest way to provide access and opportunities to resources. For example, a STEM program that offers internships, faculty mentorships, and scholarships may be limited to students who achieve a minimum GPA, a merit-based criteria. Or a faculty hiring committee may rely on letters of recommendations as one merit-based criterion to assess qualifications. However, the research literature demonstrates that meritocracy (opportunities, access, and resources given to people who deserve them) are not free from the influence of external factors that perpetuate inequities. In fact, a confluence of systemic factors and individual conditions, such as institutional racism, housing insecurity, socioeconomic status, resource levels at last school attended, and the absence of generational wealth, reinforce the different levels of merit achieved.</p>	<p>As IRPE professionals, we can contextualize data assessing achievement using merit-based criteria within the socio-historical understanding of how power, class, race, gender, and economics interact with and impact an individual's ability to achieve or excel. By revealing the true conditions of merit in our society and schools, we can foster equity-minded data sensemaking processes that shift focus from individual achievement and failure toward institutional systems and structures.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Diversity ● Equality ● Equity Gap ● Equity-Minded ● Institutional Racism <p>Resource(s):</p> <p>Book The Meritocracy Trap</p> <p>Book Chapter Reconceptualizing “Merit” and “Fit”: An Equity-Minded Approach to Hiring</p> <p>TED Video The Tyranny of Merit</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Microaggression	<p>Everyday slights, indignities, insults, or actions, either conscious or unconscious, which communicate hostile, derogatory, or negative messages to targeted individuals based solely upon their group membership.</p> <p>These messages may be verbal (“You are so articulate”), nonverbal (clutching one’s purse more tightly around men of color), or environmental (women have fewer formal leadership opportunities at work), but all intentionally or unintentionally communicate that an individual is inferior.</p>	<p>Microaggressions are subtle forms of racism and discrimination that are experienced by students and colleagues from minoritized groups. These subtle and problematic messages may be communicated during discussions of equity data about student groups who are experiencing gaps in outcomes. Examples include:</p> <ul style="list-style-type: none"> • “Our Black athletes don’t study as hard.” • “Our Latino male students don’t take the time to learn.” • “Chinese students are used to cheating.” • “I’m surprised Black females are doing as well as they are.” • “You should act less feminine.” • “You look too young to work here.” 	<p>Microaggressions are harmful and are constantly experienced by students and colleagues from minoritized groups. As data stewards, IRPE professionals should be aware that the presence or focus on data in campus discussions may prompt microaggressions as colleagues try to explain what is happening in the data.</p> <p>Microaggressions take a negative psychological and physiological toll on recipients and impact students’ ability to learn and employees’ ability to perform well at work. As such, we can act as allies and co-conspirators to students and colleagues from minoritized groups by responding to the microaggressions we witness.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Co-Conspirator • Covert Racism • Implicit Bias • Minoritized <p>Resource(s):</p> <p>City of Cambridge, MA: Examples of Verbal and Nonverbal Microaggressions</p> <p>Diverse Education How to Respond to Racial Microaggressions When They Occur</p> <p>Reader’s Digest 12 Common Examples of Microaggressions – and How to Respond to Them</p> <p>Video Microaggressions in Everyday Life</p> <p>Vox What Exactly is a Microaggression?</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Obligation Gap	Disparities between how community colleges serve minoritized students versus the actual needs of the students who attend these institutions.	<p>Historically, the term “achievement gap” has been used to describe the disparate outcomes in schools experienced by minoritized students. However, “achievement gap” is problematic because it is focused on the deficits of students, or their lack of achievement, and absolves institutions of their responsibility to provide equitable opportunities for minoritized students. Obligation gap, on the other hand, frames inequity in a manner that focuses solely on what the institution lacks.</p> <p>Examples of framing data using:</p> <p>Achievement gap: Formerly incarcerated students do not have the social and cultural capital to effectively navigate our resources and services.</p> <p>vs.</p> <p>Obligation gap: Our institutions have not created robust enough programs and services for formerly incarcerated students.</p> <p>IRPE professionals are more likely to hear the term “educational equity gap” or “equity gap” in the institutional discourse. “Obligation gap,” on the other hand, is newer terminology, but it has been gaining traction, particularly among faculty, in the system.</p> <p>While “equity gap” focuses on the unequal <i>outcomes</i>, the term “obligation gap” emphasizes what institutions lack—our practices, policies, structures—to effectively serve students from minoritized populations.</p>	By using an obligation-focused framework in the analyses and presentation of data, IRPE professionals can ensure a more accurate assessment of the challenges and barriers institutions face in addressing the equity gaps in experiences and outcomes produced for minoritized students. Embracing language that places the responsibility to address gaps on institutions can foster self-reflection and provoke meaningful change in our practices, programs, policies, procedures, climates, and structures.	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Educational Equity Gap ● Minoritized <p>Resource(s):</p> <p>ASCCC Defining the Gaps: The Power of Language and the Allocation of Responsibility</p> <p>Book Minding the Obligation Gap in Community Colleges and Beyond</p> <p>Webinar Series Minding the Obligation Gap Summer Learning Institute</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Oppression	<p>Systematic and pervasive use of institutional power, privilege, and ideology to devalue, discriminate against, marginalize, and disadvantage specific groups for the benefit of a limited dominant group.</p>	<p>Given the hierarchical and bureaucratic nature of our school systems, the effects of oppression are woven into our organizations. One example includes asking classified professionals to serve on committees, but not giving equal weight or consideration to their ideas and input in the decision-making process.</p> <p>As IRPE professionals, we may not encounter the term “oppression” as explicitly as terms such as “equity,” “racism,” and even “White supremacy,” as oppression often functions unconsciously and is difficult to detect. However, evidence of oppression exists not only in data and other discussions, but also in our organizational structures by who is given social and political power and who has access to resources and opportunities.</p>	<p>As data stewards, IRPE professionals have some level of power and privilege on campus. We can leverage our own positions and privileges to empower those who are systematically oppressed by using data to amplify their stories. Through data, we can help mitigate the effects of oppression by calling out practices that disproportionately impact minoritized groups, creating a safe space for minoritized groups to speak and be heard in meetings. We can also revise the language used in surveys, research protocols, and communication using an equity-minded, antiracist lens to help.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Antiracist ● Equity ● Equity-Minded ● Minoritized ● Power ● Privilege ● Racism ● White Supremacy <p>Resource(s):</p> <p>University of Saskatchewan Anti-Oppressive Education and Practice</p>
Overt Racism	<p>Form of racial discrimination that is obvious and observable. Acts of overt racism are committed intentionally and consciously to harm individuals or groups because of their perceived race.</p> <p>Overt racism can be practiced by individuals, groups, institutions, and across societies.</p> <p>Also referred to as “explicit racism.”</p>	<p>While less likely to occur than covert forms of racism, our campuses are not immune to experiencing overt racism. Purdue University Northwest Chancellor’s Thomas L. Keon’s mocking Asian languages just occurred in December 2022. Some examples of overt racism include racial slurs and insults, actual or threatened physical attacks and violence, anti-immigration rhetoric, and use of White supremacy symbols.</p>	<p>IRPE professionals can act as allies by calling out racist actions and statements. How we respond may be informed by factors such as our relationship to the perpetrator, the power dynamics in the room, including our own position and privilege, and our own mental and emotional capacity.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Ally ● Covert Racism ● Prejudice <p>Resource(s):</p> <p>Education Week Educators Must Challenge Racist Language & Actions</p> <p>Stop Race-Based Hate Racist Statements and Responses</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Power	<p>Ability to exercise one’s will over others. Power occurs when individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. Wealth, Whiteness, maleness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.</p>	<p>Given the institutional nature of our roles and responsibilities, IRPE professionals are positioned to witness the various forms of power and power dynamics between individuals, committees, and departments on campus.</p> <p>IRPE professionals may observe one or more of the six bases of power used by others on campus, and knowing about these bases can be helpful in navigating different situations. These six bases of power for leaders are:</p> <ul style="list-style-type: none"> ● Reward: Ability to mediate rewards ● Coercive: Ability to mediate punishments ● Legitimate: Based on the perception that the person or group in power has the right to make demands and expects others to comply ● Referent: Perceived attractiveness and worthiness of individual and group in power ● Expert: Level of skill and knowledge held by person or group in power ● Informational: Ability to control information 	<p>Power is not inherently good or bad. However, individuals and groups can exert their influence and power to advantage or disadvantage others. As IRPE professionals, we can model how to harness the power we possess for good: to further advance equity and justice for minoritized groups.</p> <p>Given our proximity and access to data and research findings, IRPE professionals can leverage our expert (skills and knowledge) and informational (ability to control information) powers to empower minoritized groups by bringing to the surface their lived experiences and the institutional practices, policies, and structures that harm them.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Equity ● Minoritized <p>Resource(s):</p> <p>Community Wealth Partners Three Frameworks for Shifting Power for Greater Equity and Impact</p> <p>Handout Six Bases of Power</p> <p>Video French and Raven’s Bases of Power</p>
Prejudice	<p>Preconceived opinion, judgment, or attitude about an individual or group (usually negative and unfair) based on their membership in one or more groups (e.g., race, gender, age, religion), and not based on real experiences, reasons, or facts.</p> <p>Unlike bias, prejudice is not a naturally occurring cognitive process; it is learned.</p>	<p>While prejudices can be positive or negative, they interfere with impartial judgment and primarily function in our organizations to drive ignorance, overgeneralization, and discrimination aimed at minoritized groups.</p> <p>Prejudices result in harmful statements and actions against our students and colleagues from minoritized groups.</p>	<p>IRPE professionals can mitigate prejudice in our organizations by engaging in self-reflection and identifying our own prejudices in our thinking and writing and reframing our language used to describe study findings.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Bias ● Minoritized <p>Resource(s):</p> <p>Very Well Mind What is Prejudice?</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Privilege	<p>Unearned social power and resources afforded based solely on membership in one or more dominant social groups. Individuals cannot “opt out” of systems of privilege, as the privileges are given to ALL members of the dominant group.</p> <p>White privilege refers to favors, advantages, and benefits granted to an individual or group because they are or are perceived as White.</p>	<p>Our colleges do not have unlimited resources to achieve our equity goals. Concepts related to privilege, including who has it and who does not, may emerge in discussions related to whom to target for programs and interventions and how to allocate resources.</p>	<p>The term “privilege” may be met with resistance by colleagues with privileged identities who feel uncomfortable acknowledging the role their privilege plays in their success.</p> <p>One concrete strategy IRPE professionals can employ to raise awareness and introduce discussions of privilege is to initiate and potentially facilitate or co-facilitate a “privilege walk” (Source: Lake Land College), an experiential learning exercise, with colleagues. The purpose of a privilege walk is to bring attention to how privileges are used on our campuses to disadvantage and harm students and colleges from minoritized groups by advantaging students from other cultures.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> Equity Minoritized <p>Resource(s):</p> <p>The National SEED Project White Privilege Papers</p> <p>Video What is Privilege?</p> <p>Video On White Privilege</p>
Race	<p>Social construct that artificially divides people into distinct groups based on physical traits and geographic origin of ancestors (i.e., skin color).</p> <p>Race has no genetic basis (there is no race chromosome), and the concept of race in the U.S. emerged to justify inequality and injustices committed against groups determined to be less superior than White people.</p> <p>Racial categories mirror and reinforce the social and political climates and hierarchies of the time; as such, racial categories are fluid and can change.</p>	<p>Although racial categories are artificially constructed, institutional practices, policies, and structures have real-life social and political consequences for our students and colleagues from racially minoritized (nonWhite) groups.</p> <p>The California Community Colleges system adopts the racial categories used by the U.S. Census, and equity data are disaggregated by race. These racial categories serve as the basis for comparing and calculating equity gaps to determine which groups are most disproportionately impacted by our colleges.</p>	<p>As IRPE professionals, we can use the term “race” to help our colleagues understand where racism came from in the first place and how race-based systems, including our institutions, were designed to systematically oppress and marginalize nonWhite or racially minoritized groups and limit their access to power, opportunities, and resources.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> Minoritized Racism <p>Resource(s):</p> <p>Article Origin of the Idea of Race</p> <p>Video Race & Ethnicity: Crash Course</p> <p>Video Race, Ethnicity, Nationality, and Jellybeans</p> <p>Video The Myth of Race, Debunked in 3 Minutes</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Racism	<p>System of advantages, oppression, and discrimination based on a belief that one racial group is superior to others.</p> <p>Racism is racial prejudice plus power and involves the use of power by one racial group, usually White, to oppress, marginalize, and exploit other racial groups (nonWhite).</p> <p>There are four levels of racism that operate simultaneously:</p> <ul style="list-style-type: none"> ● Internalized (within individuals) ● Interpersonal (between individuals) ● Institutional (within institutions or organizations) ● Structural (across institutions, policies, social structures, history, and culture) 	<p>IRPE professionals help address racism on our campuses by integrating into data sensemaking activities conversations about how racism shows up within our institutions’ practices, programs, policies, and culture, as well as how racism negatively impacts our students and employees.</p>	<p>By situating equity data within the context of institutional racism, we can help our colleagues face what needs to be changed to achieve equitable outcomes and experiences for racially minoritized students and colleagues.</p> <p><i>“Not everything that is faced can be changed, but nothing can be changed until it is faced.”</i> -James Baldwin</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Covert Racism ● Institutional Racism ● Overt Racism ● Prejudice ● Structural Racism <p>Resource(s):</p> <p>Dismantling Racism Works (dRworks) Racism Defined</p> <p>NPR Code Switch We Asked, You Answered: When Should We Call Something ‘Racist’?</p> <p>Project Ready Defining Race and Racism</p> <p>Race Forward Different Levels of Racism</p>
Reverse Racism	<p>Concept created and used by White people or another dominant group to erroneously describe the perceived discrimination, prejudice, or hostile behaviors directed against their group as a form of racism.</p> <p>By definition, racism equals racial prejudice <i>and</i> power. While racial attitudes against White people do exist, this form of racial prejudice is not considered racism because it lacks the influence of systematic power; racially minoritized groups have little to no power over White people institutionally. Reverse racism is a form of racism itself, as it is embedded in beliefs of White superiority and denial of White privilege.</p>	<p>IRPE professionals may witness the use of the term “reverse racism” as a response to proposed programs and policies designed to benefit racially minoritized students on our campuses. The motivation behind claims of reverse racism in this situation is likely due to perceived “unfairness” or disadvantages afforded to White students when giving resources and opportunities to nonWhite (racially minoritized) students (e.g., affirmative action).</p>	<p>One strategy IRPE professionals can use to disrupt claims of “reverse racism” in our organizations is to clarify the definition of racism and the role of power in its meaning.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> ● Power ● Prejudice ● Privilege ● Racism <p>Resource(s):</p> <p>Article A Look at the Myth of Reverse Racism</p> <p>Article The Truth about Anti-White Discrimination</p> <p>Video ‘Reverse Racism’ Is a Giant Lie – Here’s Why</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Sex	<p>Biological classification (male or female or intersex) based on genetic, physiological, and anatomical differences.</p> <p>This term is differentiated from “gender,” which is based on the social construction and expectations of the categories “men” and “women.”</p>	<p>The term “sex” may be inaccurately used interchangeably with “gender” in discussions about data disaggregated by gender. The confusion may stem from the fact that CCCApply, the systemwide college application, asks students to report their gender identity using sex classification categories (female, male). In recent years, CCCApply has adopted a third category, nonbinary.</p>	<p>In our organizational equity, diversity, and inclusion efforts, we rarely intend to discuss the disparate outcomes by “sex” categories, but rather students’ gender identities. As students and employees are navigating our institutions (and societies) where gender has been socialized and has implications for their interactions with others, gender affects their access to resources and opportunities and, ultimately, their experiences and educational outcomes.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Gender/Gender Identity <p>Resource(s):</p> <p>PsychCentral Sex and Gender: What’s the Difference?</p>
Structural Racism	<p>Form of racism that operates as a system of power with multiple interconnected, reinforcing, and self-perpetuating components that result in racial inequities across all indicators of success (e.g., economic, social, political, educational) for nonWhite groups and advantages, privileges, and success for White people.</p> <p>Source: Race Forward</p>	<p>Discussions of structural racism are most likely when the focus is on national or statewide policy and practices, as structural racism occurs <i>across</i> institutions. In contrast, institutional racism occurs <i>within</i> institutions (e.g., requiring recommendation letters for faculty positions is a college-specific policy).</p> <p>One salient example of structural racism is the (pre-AB 705) systemwide policy of placing entering students into English, math, and ESL courses based on their performance on a standardized placement exam. While not explicitly intended to create disadvantages for racially minoritized groups, this structure led to stratified and inequitable access to transfer-level courses for Black, Latina/o/x, and other racially minoritized students.</p>	<p>Racism is deeply rooted in every system in this country; for example, legal, political, economic, and educational. As IRPE professionals, we can help inform actions and interventions to address racial inequity on our campus by contextualizing the data and research and probing practitioners to consider the influence of structural racism—those factors that may be beyond the scope or purview of the individual college—in producing the equity gaps we see for racially minoritized students.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> • Institutional Racism • Power • Racism <p>Resources(s):</p> <p>Infographic Structural Racism at a Glance: Education</p> <p>Race Forward Different Levels of Racism</p> <p>Racial Equity Tools Structural Racism</p> <p>Video How Structural Racism Works</p>

Term	Definition	IRPE Context (Example of Where Term Shows Up)	Salience/Application in IRPE Work (Why Term Is Important)	Learn More
Transgender	<p>Individuals whose gender identity, gender expression, or behavior differs from societal expectations of their sex assigned at birth. Transgender does not imply any form of sexual orientation.</p> <p>Not everyone whose appearance or behavior is gender-nonconforming will identify as a transgender person.</p> <p>“Trans” is sometimes used as shorthand for transgender.</p>	<p>IRPE professionals may encounter the term “transgender” in their dataset as a demographic field systematically collected by the California Community Colleges. Students voluntarily state whether they consider themselves transgender in CCCApply, the systemwide college application.</p>	<p>The requirement of CCCApply to include a transgender identity question was more recently codified into law (AB 620) and implemented. As a result, colleges may not have complete data related to their transgender populations. However, practitioners, including IRPE professionals, should include transgender students in their equity efforts, as this population faces discrimination and experiences disparate outcomes.</p>	<p>Related Term:</p> <ul style="list-style-type: none"> Gender Sex <p>Resource(s):</p> <p>National Center for Transgender Equality Supporting the Transgender People in Your Life: A Guide to Being a Good Ally</p>
White Immunity	<p>Type of social inoculation against racial discrimination by being White in a racialized society.</p>	<p>Some examples of White immunity that our White colleagues and students may experience in our organizations include:</p> <ul style="list-style-type: none"> Not having their intelligence questioned because of their skin color Not having faculty lower their expectations of learning and success in the classroom Not having faculty suspect they are cheating when they achieve high levels of performance in the classroom Not being expected to speak for all people of their racial group 	<p>Sharing information about White immunity may be useful for IRPE professionals in scenarios on our campuses when resistance to the existence of White privilege occurs. According to Cabrerá (2017), White people reference personal histories of struggles (e.g., “I was a first-generation student,” “My grandparents immigrated to the U.S.,” “I grew up in a poor household,” “I worked while in high school”) to downplay the significant role White privilege plays in creating advantages for White people while concurrently marginalizing racially minoritized groups. Introducing the concept of White immunity may help foster a more productive discussion about the link between White privilege and power and the racial oppression experienced by racially minoritized groups.</p>	<p>Related Term(s):</p> <ul style="list-style-type: none"> Privilege <p>Resource(s):</p> <p>Article White Immunity</p> <p>Social Justice and Education White Immunity</p> <p>TEDxUofA “White Immunity”: Working Through the Pitfalls of “Privilege” Discourse</p>

ACKNOWLEDGEMENTS

We would like to acknowledge those who contributed to the creation of this living glossary, including the EDI Framework Subcommittee:

- Dr. Katie Brohawn, *Director of Research, Evaluation, and Development, The RP Group*
- Dr. Erik Cooper, *Board Past President and Dean of Planning, Research, and Resource Development, Sierra College*
- Dr. Daniel Miramontez, *Board Member and Dean of Institutional Effectiveness, San Diego Miramar College*
- Alyssa Nguyen, *Senior Director of Research and Evaluation, The RP Group*
- Sabrina Sencil, *Board Member and Dean of Institutional Effectiveness, Research and Planning, Cosumnes River College*
- Bryan Ventura, *Board Member and Director of Institutional Research and Planning, Cypress College*

We also want to thank EDI Committee members, Dr. Hannah Lawler, for taking the contributions of her colleagues to develop a cohesive and comprehensive glossary, and Dr. Darla Cooper, for helping get the glossary to and over the finish line.

Finally, we want to acknowledge the other members of the EDI Committee for their support and encouragement along the way:

- Adore Davidson, *Senior Director of Professional Development, The RP Group*
- Michelle Fowles, *Dean, Institutional Effectiveness, Los Angeles Valley College*
- Dr. Pam Mery, *Board President, The RP Group, and Dean of Institutional Effectiveness, City College of San Francisco*
- Dr. Brad Trimble, *Director of Learning and Strategy, The RP Group*
- Ileri Valenzuela, *Director of Leading from the Middle and Senior Researcher, The RP Group*