Portland Community College
Critical Race Theory (CRT) Decision Making Toolkit
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### Tools (in folder pocket)

- "Take 5" Quick Guide
- PCC "Take 5" Worksheet
- Fist of 5 Voting Method
- Identity Cards
Portland Community College aspires to become an institution of higher education that operates with the theory of social justice as part of its foundation, mission and values. We are taking intentional steps as an institution to make PCC a more inclusive and welcoming learning/working environment.

In 2014, we adopted a strategic plan that encourages the use of Critical Race Theory (CRT) as part of our business practice and policy-making. CRT is both a paradigm and a practice that challenges dominant systems on race, racism, and inequality. CRT asks us to examine how and why practices and policies were created—and whom they ultimately serve—as a means of challenging institutionalized forms of oppression.

The following tools and resources are a result of the District Leaders of Diversity Council looking at intentional ways to make CRT part of our every day learning and work here at PCC. As shorthand for examining our practice, based on CRT, we ask you to “Take 5”—to take a moment to pause and reflect on the intention, identities and the beneficiaries of the proposed action.

The CRT “Take 5” process incorporates the five major tenets of CRT and makes them more accessible to PCC’s current operational model. Whatever your role at the college may be, we encourage you to engage fully with this practice and to “Take 5” as you make decisions on behalf of PCC, its students, staff and stakeholders.

We hope that many will find the toolkit useful and actionable. Please feel free to contact the Office of Equity & Inclusion if you have any questions.

Warmly,

Kim Baker-Flowers
PCC Chief Diversity Officer
The 5 Tenets of Critical Race Theory

1. The centrality and intersectionality of race and racism. CRT asserts that racism is a permanent component of American life.

2. The challenge to dominant ideology. CRT challenges the claims of neutrality, objectivity, colorblindness, and meritocracy in society.

3. The commitment to social justice. CRT is a framework that is committed to a social justice agenda to eliminate all forms of subordination of people.

4. The centrality of experiential knowledge. CRT asserts that the experiential knowledge of people of color is appropriate, legitimate, and an integral part to analyzing and understanding racial inequality.

5. The interdisciplinary perspective. CRT challenges ahistoricism and the unidisciplinary focuses of most analyses and insists that race and racism be placed in both a contemporary and historical context using interdisciplinary methods.
The "Take 5" Process

1. Recognize Intersectionality:
With race at the center of the analysis, consider the identity of the individuals who will be impacted by the decision, as well as of those making the decision.

List the known or assumed aspects of identity involved in the incident.
- What are the implications of the specific intersection of identities involved in the incident?
- What are the protective factors?
- What are the risk factors?

List the known or assumed aspects of identity involved in the response including the decision makers.
- What are the implications of the specific intersection of identities involved in the response?

2. Challenge the Dominant Perspective:
Identify systemic disparities and create a response that challenges the dominant perspective.
- How does this incident illustrate or connect with historic systemic disparities and current systemic disparities at PCC?
- What is a response that would challenge these disparities and the dominant perspective?
- Will those who find themselves as subordinates in the dominant perspective benefit from the response?
- How does the response challenge the myth of neutrality?

3. Commitment to Social Justice:
Ensure that the decision doesn’t do further harm but rather benefits those impacted by systemic disparities.
- What are the barriers to responding in an equitable way with a commitment to social justice (individual, relational, institutional)?
- How are these barriers addressed by the decision?

4. Value Experiential Knowledge:
Unlearn the exclusive practice of information collection and acknowledge the real-life experiences of the individuals impacted to inform your decision.
- How does the response demonstrate an asset-based approach vs a deficit-based approach?
- How does the response demonstrate the consideration and value of the real-life experiences of the those involved in the incident and those involved in the response?

5. Use an Interdisciplinary Approach:
Identify all stakeholders impacted by this decision (in and outside of PCC) and those who may serve as consultants to create a collective response. Identify and include stakeholders in the decision making process.
- Does the response demonstrate a commitment to consultation across disciplines, perspectives, roles, etc; and to collective decision-making?
## Scenario/ Practice/ Policy/ Problem

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<th>Scenario/ Practice/ Policy/ Problem</th>
<th>Current Practice</th>
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On the page that follows, summary points from application of the litmus test are included in the worksheet format. Following that is the more detailed description of how the litmus test can prompt reflection and recognition at multiple levels.
### 1. Recognition of Intersectionality

### 2. Challenge of Dominant Perspective

### 3. Commitment to Social Justice

### 4. Value of Experiential Knowledge

### 5. Interdisciplinary Approach

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**Critical Race Theory Decision Making Toolkit**

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Scenario/ Practice/ Policy/ Problem

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<thead>
<tr>
<th>Scenario/ Practice/ Policy/ Problem</th>
<th>Current Practice</th>
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<tr>
<td><strong>Scenario from a Student Perspective</strong></td>
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<tr>
<td>Jo is a student who has been relying on financial aid while working over the last 5 terms, having earned a GPA of 3.5 with an A in Math 111 last term. Jo felt confident taking Math 112, but money had been extra tight and the textbook, which cost over 100 dollars was simply out of reach. Jo intended to use the copy at the library to do homework but with a change in work schedule, it was proving difficult to get as much study time as needed. When the midterm hit, Jo did poorly and decided to withdraw. This resulted in debt without credit, the addition of another term to the trajectory, and frustration. If the textbook had been more affordable, we can imagine a different outcome.</td>
<td></td>
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<tr>
<td><strong>Options from the Institutional Perspective</strong></td>
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<td>When individual faculty members, or groups of faculty in subject area committees, make decisions about which textbooks to adopt, there are many criteria to weigh and there are different models to consider. There are traditional materials that are marketed by textbook publishers but also instructor generated materials, materials licensed through libraries, and materials that are licensed under creative commons. The decisions regarding which type of materials to adopt impacts individuals in different ways. The cost, but also the accessibility and usability vary and have a major impact on a student’s ability to complete courses and degrees. What are the long term costs of such textbook selection decisions to the institution?</td>
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Note: This example highlights low-income as a feature of this student’s identity. Jo could also experience problems with the textbook due to language barriers, vision loss, or technology gaps (amongst many other examples).

On the page that follows, summary points from the litmus test are included in the worksheet. Following that is the more detailed description of how the litmus test can prompt reflection and recognition at multiple levels.
### 1. Recognition of Intersectionality

- Race/ Ethnicity/Culture
- Socio-economic class
- First generation college student
- Ability/Disability
- English language proficiency

There may be a tendency for institutions to favor faculty adoption of pre-packaged publisher material because it ensures consistency and lowers course development costs. Even if the material is not pre-packaged, the dominant culture faculty may not recognize the implicit bias in their selection. The benefit to students may be greater when faculty are carefully cultivating materials that are culturally relevant, affordable, accessible, and effective.

### 2. Challenge of Dominant Perspective

- Faculty adoption may occur at the individual level or at the Subject Area Committee level
- Textbook costs have risen dramatically—adopting OER is a way to lower costs
- Instructional approaches need to ensure effective communication regardless of disability status—materials need to be accessible to those using access technologies.

Faculty adoption of commercial textbooks is considered standard practice and therefore not often questioned. However, it should be understood as a series of decisions which should be made by a broader group of stakeholders. To challenge the dominant perspective, faculty need the opportunity to weigh choices, hear non-dominant perspectives and bring the student experience into consideration.

### 3. Commitment to Social Justice

- Overcoming inertia—it is perceived as “normal” to use publisher materials even though those materials may not be affordable or accessible or culturally relevant to our students
- Financial investment: faculty need time and space to engage in a more collaborative process. When PCC spends strategically on the front end, we maximize faculty effectiveness and student completion, demonstrating a commitment to social justice.

### 4. Value of Experiential Knowledge

- Research confirms impact of textbook cost on student completion
- Asset based approach: accessible formats allow multiple means of interacting with text without need for accommodation (deficit model)
- Broader input from PCC students/faculty

This approach centers the voices of students and faculty of non-dominant perspectives. It values their experiences and opinions. For all involved, there will be greater learning as a result of this process.

### 5. Interdisciplinary Approach

- Instructional faculty, students, and access minded designers should work together to create educational offerings that are truly inclusive and socially just from the beginning.
- Subject Area Committees should ensure different identities are considered during textbook adoption processes.

The input of students, PT/FT faculty and access advocates presents an interdisciplinary approach because it ensures multiple roles, perspectives, and issues are considered.
1. Recognition of Intersectionality

Using identity cards to consider which identities are impacted by the decision

- **Race/Ethnicity/Culture**—culturally relevant materials include readings from authors who speak from non-dominant perspectives.
- **Socio-Economic Class**—traditional textbooks are often quite expensive. Research has shown us that many students go without books (PIRG data). For students who do purchase the books, but do so using financial aid, there is a much higher price tag because of the interest on their purchase.
- **First generation status/Experience level**—as a student who doesn’t have a “more experienced other” to guide them, there could be less “savviness” in terms of researching the textbook prices for different sections prior to registration or finding good deals through informal networks.
- **Ability/Disability**—traditional textbooks that have copyright restrictions in place can only be bought and sold in the formats dictated by the publisher. Those formats seldom align with established accessibility guidelines for electronic documents, forcing a reliance on the accommodation process. This process can marginalize disabled students by forcing them to supply medical documentation and make advance requests just to get access. Note that for OER the accessibility work can be done prior to (or at) adoption and then shared without violating copyright (see intersection of accessibility and OER blog post).
- **Gender Identity**—pronoun use in some texts may be rigid and reflect historical preferences.
- **Language Use**—when content is provided as accessible electronic text, language translation (though not perfect) can be leveraged at the individual level - and there is ease of use with online dictionaries or universal tools such as Read and Write Gold (link to documentation page).

Which identities are involved in decision making

- **Employment status**—because part-time faculty are not typically compensated for time to research, identify, and evaluate course materials, it is easier to adopt pre-packaged curricular materials.
- **Socio-economic class**—faculty may receive compensation for authoring textbooks that are published and sold commercially.

What are the implications of the intersection of identities involved?

- While there is a perceived cost-savings in using pre-packaged materials on the institutional side, for students the costs can be much greater. Also, institutions might not be factoring in the costs to repair inaccessible texts, or lower rates of degree completion (due to cultural disconnects with text or lack of affordability).
- Investing in faculty course development (release time) could result in lower costs for students and higher rates of faculty engagement (which could lead to higher rates of retention).

2. Challenge of Dominant Perspective

How does this incident illustrate or connect with systemic disparities?

- Textbooks have historically reflected the dominant perspective and when students do not see themselves or current realities, they may become less motivated as a result.
- Textbook prices have risen dramatically (cite PIRG data).
• For many generations, non-dominant groups have had no right to education (ex. see disability history exhibit).

• For individuals with disabilities, institutions have historically used the accommodation process to provide alternate formats for inaccessible materials. This worked with paper based systems, but now we have students register for courses right up through the first week, and use technology to make learning materials and activities available online. If these materials and activities are not accessible on day one, it can be difficult or impossible to ensure equal access. This is because accommodation takes time. The thing is that there are web content accessibility guidelines (WCAG) which are internationally vetted. It can be viewed as a form of oppression when institutions choose to deliver education via inaccessible interfaces. It is a civil rights violation and can cost us the contributions of talented voices.

What response challenges these disparities and the dominant perspective?
• Choosing textbooks is a faculty function and faculty “officially” have the final say; inviting students to offer their opinion challenges the current power structure.

How to ensure students will have enough knowledge to make such decisions? How much decision making will students actually have?
• What are the protective factors...They must have already taken the class and ideally will not need to take future classes from faculty involved.
• Risk Factors: When /If the students disagree with the faculty, especially if they need to take future classes with said faculty.
• Adopting low-cost accessible materials through a faculty and student led process could result in use of materials that are more effective in guiding students through learning and demonstration of mastery.
• Focusing on accessibility at the point of adoption rather than relying on accommodation at the individual student level could reduce costs and improve usability.
• Being transparent and integrating data could help students seeking to enroll in courses with low-cost and/or accessible materials. For example while we are required to designate courses that use low cost materials, we could choose to actually make it a characteristic to search by.

Will those who find themselves as subordinates in the dominant perspective benefit from the response?
• As students and faculty from non-dominant perspectives will have a role in the decision-making, that should be a benefit of this approach. Faculty and students can learn from each other in the process. Faculty can learn from the students about the impact of the textbook in the learning process.
• Students who cannot afford traditional textbooks will benefit from adoption of low-cost materials.
• Students who experience print based disabilities will benefit from accessible curricular materials.
• Students who have not always perceived their lived experiences being reflected in traditional curriculum will benefit from more diverse content.

How does the response challenge the myth of neutrality?
• We assume commercially produced textbooks are “normal” but their adoption comes from a series of decisions that favor some over others.
• We assume commercially produced textbooks are “high quality” but seldom have evidence of effectiveness.
3. Commitment to Social Justice
What are the barriers to responding in an equitable way with a commitment to social justice (individual, relational, institutional)?

- Textbooks have historically reflected the dominant perspective. The institution still gives the right of textbook selection exclusively to full time faculty (who stats show represent dominant culture in most ways); adjunct have less say in the process and students have no say in the process. Will the SAC be able to give up its sole authority with this critical decision? This process described above may take more time than SACs are willing to give.
- Overcoming inertia—it is perceived as “normal” to use publisher materials.
- Funding model development—spend strategically on the front end to maximize faculty effectiveness and student completion.

How are these barriers addressed by the decision?
- This decision allows multiple voices in the selection process, and offers all faculty a real learning opportunity about the content they teach and the way students interact with it.

4. Value of Experiential Knowledge
How does the response demonstrate an asset-based approach vs a deficit-based approach?

- We are using an asset-based approach building on student knowledge and experience (and at the same time using a deficit-based approach to note the limitations of traditional textbook).
- Materials designed in alignment with accessibility guidelines allow flexibility in how students use materials - individuals can leverage their abilities and use technology as needed without requiring intervention.
- Materials that are inaccessible force disclosure and requests for advanced processing into accessible electronic formats - which is in effect a focus on the deficits (aka print based disabilities).

How does the response demonstrate the consideration and value of personal real-life experiences of those involved in the incident?
- This approach centers the voices of students and faculty of non-dominant perspectives. It values their experiences and opinions. For all involved, there will be greater learning as a result of this process. Long time faculty can learn from newer adjunct faculty and students with diverse experiences. This approach reflects the basic tenet that faculty or teachers do not know it all and should always be open to learning. This approach helps evolve our faculty.

5. Interdisciplinary Approach
Does the response demonstrate a commitment to consultation across disciplines, perspectives, roles, etc; and to collective decision-making?

- Instructional faculty, students, and access minded designers could/should work together to create educational offerings that are truly inclusive and socially just from the outset.
- Subject Area Committees should ensure different identities are considered during textbook adoption processes.
Adultism
Behaviors and attitudes based on the assumption that adults are better than young individuals, and entitled to act upon young individuals without their agreement.

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

Ally
An ally is typically a member of advantaged social groups who uses social power to take a stand against social injustice directed at targeted groups (Whites who speak out against racism, men who are anti- sexist). An ally works to be an agent of social change rather than an agent of oppression. (Adams, et al.)

Asset-Based Approach
An asset-based approach is a methodology which focuses on strengths, potential and what is working well to support the growth of individuals and communities. It is a perspective that is based on the assumption that people have existing competencies and resources for their own empowerment. It assumes that people are capable of solving problems and learning new skills; they are a part of the process rather than just being guided.

Cisgender
A person who conforms to gender/sex based expectations of society (also referred to as “Gender-straight” or “Gender Normative”). For example, if a doctor said “it’s a boy!” when you were born, and you identify as a man, then you could be described as cisgender. In other words, ‘cisgender’ is used to describe individuals who are not transgender.

Classism
A system of power and privilege based on the accumulation of economic wealth and social status. Classism is the mechanism by which certain groups of individuals, considered as a unit according to their economic, occupational, or social status, benefit at the expense of other groups.

Collective Decision-Making
Collective or group decision-making (also known as collaborative decision-making) is a situation faced when individuals collectively make a choice from the alternatives before them. The decision is then no longer attributable to any single individual who is a member of the group.

Co-optation
Various processes by which members of the dominant cultures or groups assimilate members of target groups, reward them, and hold them up as models for other members of the target groups. Tokenism is a form of co-optation.
Critical Race Theory
A critical race theory in education challenges the dominant discourse on race and racism as they relate to education by examining how educational theory, policy, and practice are used to subordinate certain racial and ethnic groups.

There are at least five themes that form the basic perspectives, research methods, and pedagogy of a critical race theory in education:
1. The centrality and intersectionality of race and racism
2. The challenge to dominant ideology
3. The commitment to social justice
4. The centrality of experiential knowledge
5. The interdisciplinary perspective

Culturally Responsive Pedagogy
Culturally responsive pedagogy facilitates and supports the achievement of all students. In a culturally responsive classroom, reflective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured and utilized to promote student achievement.

Culture
A social system of meaning and custom that is developed by a group of individuals to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

Deficit-Based Approach
A deficit-based approach is a methodology for problem-solving which focuses on barriers or weaknesses, and emphasizes where there is failure, helplessness, and low expectations which need to be addressed. Current dominant culture approaches often create a dependency on outside resources and solutions.

Disability
A person experiences disability when impairment substantially limits a major life activity, or when there is a history or perception of such a limitation. In a medical model, disability refers to abnormalities documented within the person. The solution is to accommodate the individual. In a social or cultural model, disability is recognized as a result of the interaction between the person and the environment. The solution is to proactively remove barriers. In practice, a person may be disabled in some environments, but not in others.

Disablism
The belief that disabled individuals are inferior to nondisabled individuals, leading to discrimination toward and oppression of individuals with disabilities and physical differences (Miller, Parker, and Gillinson, 2004)

Diversity
Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, gender expression, country of origin, and ability as well as cultural, political, religious, or other affiliations). (AAC&U)
Dominant Perspective/Dominant Culture
The dominant culture in a society refers to the established language, religion, values, rituals and social customs. These traits are often considered the norm for the society as a whole. The dominant culture is usually, but not always, in the majority and achieves its dominance by controlling social institutions such as communication, educational institutions, artistic expression, law, political process, and business. In a multicultural society, various cultures are celebrated and respected equally. Dominant culture is deliberately promoted via the suppression of other cultures or subcultures.

Ethnicity
A social construct which divides individuals into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base. Examples of different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (White). (Adams, et al.)

Equity
Takes into consideration the fact that the social identifiers (race, gender, socio-economic status, etc.) do in fact affect equality. In an equitable environment, an individual or a group would be given what was needed to give them equal advantage. This would not necessarily be equal to what others were receiving. It could be more or different. Equity is an ideal and a goal, not a process. It ensures that everyone has the resources they need to succeed.

Experiential Knowledge
Experiential knowledge is knowledge gained through lived experience. This type of knowledge can be contrasted with academic knowledge and “common sense”, and may be perceived by dominant culture as having less value.

Gender Expression
The manner in which any individual’s gender identity is expressed, including, but not limited to, through dress, appearance, manner, or speech. Examples of gender expression include but are not limited to femininity, masculinity, and androgyne.

Gender Identity
The manner in which any individual experiences and conceptualizes their gender, regardless of whether or not it differs from the gender culturally associated with their assigned sex at birth. Gender identity is not necessarily visible to others.

Genderism
The system of belief that there are only two genders (men and women) and that gender is inherently tied to one’s sex assigned at birth. It holds cisgender individuals as superior to transgender individuals, and punishes or excludes those who don’t conform to society’s expectations of gender.

Heterosexism
Assuming every person to be heterosexual therefore marginalizing persons who do not identify as heterosexual. It is also believing heterosexuality to be superior to homosexuality and all other sexual orientations.
Identity
Refers to your own individual (focus is on the self) race and culture you identify most with.

Interdisciplinary Approach
An interdisciplinary approach combines or involves two or more academic disciplines, fields of study, professions, technologies, departments, businesses or industries. This approach encourages coalition-building and recognizes the necessity for including stakeholders in the decision-making process.

Internalized Homophobia
Among lesbians, gay men, and bisexuals, internalized sexual stigma (also called internalized homophobia) refers to the personal acceptance and endorsement of sexual stigma as part of the individual’s value system and self-concept. It is the counterpart to sexual prejudice among heterosexuals.

Internalized Oppression
The process whereby individuals in the target group make oppression internal and personal by coming to believe that the lies, prejudices, and stereotypes about them are true. Members of target groups exhibit internalized oppression when they alter their attitudes, behaviors, speech, and self-confidence to reflect the stereotypes and norms of the dominant group. Internalized oppression can create low self-esteem, self-doubt, and even self-loathing. It can also be projected outward as fear, criticism, and distrust of members of one’s target group.

Internalized Racism
When individuals from targeted racial groups internalize racist beliefs about themselves or members of their racial group. Examples include using creams to lighten one’s skin, believing that white leaders are inherently more competent, asserting that individuals of color are not intelligent as white individuals, believing that racial inequality is the result of individuals of color not raising themselves up “by their bootstraps” (Jackson & Hardiman, 1997)

Intersectionality
An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals’ lives, in society, in social systems, and are mutually constitutive. Exposing [one’s] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.

“Isms”
A way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group, color (racism), gender (sexism), economic status (classism), older age (ageism), religion (e.g. Anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobia), etc. (Institute for Democratic Renewal) (Adams, et al)

Lines of Difference
A person that operates across lines of difference is one that welcomes and honors perspectives from others in different racial, gender, socioeconomic, generational, regional [listing is not exhaustive] groups than their own.
Lookism
Discrimination or prejudice based upon an individual's appearance

Microaggression
Commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory racial slights. These messages may be sent verbally ("You speak good English."), nonverbally (clutching one's purse more tightly) or environmentally (symbols like the confederate flag or using American Indian mascots). Such communications are usually outside the level of conscious awareness of perpetrators.

Microinsults
Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity. An example is an employee who asks a colleague of color how she got her job, implying she may have landed it through an affirmative action or quota system.

Microinvalidations
Communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a person of color. For instance, white individuals often ask Asian-Americans where they were born, conveying the message that they are perpetual foreigners in their own land.

Oppression
Conscious and unconscious attitudes and behaviors directed towards a subordinate group coupled with the power and privilege of the advantaged group and manifested at individual, cultural, and institutional levels.

Prejudice
A prejudgment or preconceived opinion, feeling, or belief, usually negative, often based on stereotypes, that includes feelings such as dislike or contempt and is often enacted as discrimination or other negative behavior OR: A set of negative personal beliefs about a social group that leads individuals to prejudge individuals from that group or the group in general, regardless of individual differences among members of that group.

Privilege
Unearned access to resources (social power) only readily available to some individuals as a result of their social group.

Privileged Group Member
A member of an advantaged social group privileged by birth or acquisition, examples: Whites, men, owning class, upper middle class, heterosexuals, gentiles, Christians, non-disabled individuals.

Protective Factor
A protective factor is any attribute, characteristic, condition or behavior that increases the likelihood of a positive impact. (Identity characteristics that are associated with dominant culture norms may result in protective factors).
Race
A social construct that artificially divides individuals into distinct groups based on characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural affiliation or history, ethnic classification, and/or the social, economic, and political needs of a society at a given period of time. Scientists agree that there is no biological or genetic basis for racial categories. (Adams, et al.)

Racial Equity
Racial equity is the condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

Racism
A system of advantage based on race and supported by institutional structures, policies and practices that create and sustain advantages for the dominant white group while systematically subordinating members of targeted racial groups. This relative advantage for Whites and subordination for individuals of color is supported by the actions of individuals, cultural norms, and values and the institutional structures and practices of society. (Adams, et al.)

Risk Factor
A risk factor is any attribute, characteristic, condition or behavior that increases the likelihood of a negative impact.

Safe-space
Spaces that are created by and for members of groups that seek support and the opportunity to just “be” in the context of the culture, institutions, environments that they must interact within.

Sexism
A system of advantages that serves to privilege men, subordinate women, denigrate women-identified values and practices, enforce male dominance and control, and reinforce forms of masculinity that are dehumanizing and damaging to men. (Adams, et al)

Sexual Orientation
Any individual’s romantic, emotional, and/or physical attraction to or lack of attraction to other persons. Sexual orientation is distinct from a person’s gender identity and expression and exists on a continuum rather than as a set of absolute categories.

Social Justice
Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole. The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure. (Adams, et al.) [Social justice is both a goal and a process]
**Stereotype**
An undifferentiated, simplistic attribution that involves a judgment of habits, traits, abilities, or expectations and is assigned as a characteristic to all members of a group regardless of individual variation and with no attention to the relation between the attributions and the social contexts in which they have arisen.

**Systemic Disparities**
Systemic or institutional disparities are distinguished by the existence of laws, policies, practices, as well as economic and political structures which place non-dominant groups at a disadvantage. Transphobia is an irrational fear of, and/or hostility towards, individuals who are transgender or who otherwise transgress traditional gender norms. It is often associated with homophobia

**Transphobia**
Is an irrational fear of, and/or hostility towards, individuals who are transgender or who otherwise transgress traditional gender norms. It is often associated with homophobia

**White Supremacy**
White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and individuals of color by white individuals and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

**Xenophobia**
Hatred or fear of foreigners or strangers or of their politics or culture.
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