

## DEFINING INCLUSION, DIVERSITY, EQUITY & ACCESS (IDEA)

Guidance prepared by NDEO's IDEA Committee

### Quick Links to information in this document:

[Access](#) & related terms

[Diversity](#) & related terms

[Inclusion](#) & related terms

[Equity](#) & related terms

[Cycle](#) of Oppression

[Works](#) Cited

[Vocabulary](#) & Definitions: Dance and Students with Disabilities

Access ==>>	Diversity ==>	Inclusion ==>>	Equity (Goal)
The ability / resources / connections to enter a space.	Defining groups to be named and considered as privileged, oppressed, or underrepresented. This is a visual and quantitative marker that does not necessarily demonstrate institutional goals of equity	Names actions, intentions, and applicable terms to orient changes away from marginalization toward equity	Policies/systemic protocols that name and disrupt systems of power that result in inequity (including -isms)

### ACCESS

“In education, the term **access** typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing *access* generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs. Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special-education status, English-language ability, and family income or educational-attainment levels—in addition to factors such as relative community affluence, geographical location, or school facilities—may contribute to certain students having less “access” to educational opportunities than other students.”

(<https://www.edglossary.org/access/>)

**Privilege:** “The rights, advantages, and protections enjoyed by some at the expense of and beyond the rights, advantages, and protections available to others.” (Sensoy, Ozlem, and Robin

DiAngelo. *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press, 2017. p. 58 & 101)

**Cultural Appropriation:** “When members of a dominant culture take elements from a culture of people who have been systematically oppressed by that dominant group.” (Johnson, Maisha Z. “What’s Wrong with Cultural Appropriation? These 9 Answers Reveal its Harm.” *Everyday Feminism*. <https://everydayfeminism.com/2015/06/cultural-appropriation-wrong/> accessed October 6, 2019.)

**Accessibility:** “Giving equitable access to everyone along the continuum of human ability and experience. Accessibility encompasses the broader meanings of compliance and refers to how organizations make space for the characteristics that each person brings.” (<https://www.aam-us.org/programs/diversity-equity-accessibility-and-inclusion/facing-change-definitions>)

### **Internalized Oppression**

“The ‘buying into’ the elements of oppression by the target group. When target group members believe the stereotypes they are taught about themselves, they tend to act them out and thus perpetuate the stereotypes which reinforce the prejudice and keeps the cycle going.” (Schmidt, Sheri. [http://www.uas.alaska.edu/juneau/activities/safezone/docs/cycle\\_oppression.pdf](http://www.uas.alaska.edu/juneau/activities/safezone/docs/cycle_oppression.pdf). Accessed October 6, 2019.)

## **DIVERSITY**

“The extent to which an organization has people from diverse backgrounds represented throughout. It is recognition of individual differences. These differences can be along the dimensions of race, ethnicity, age, gender, gender identity, gender expression, sexual orientation, physical abilities, nationality, language, religious beliefs, and socioeconomic background and other areas of identities historically marginalized, underrepresented, misrepresented, or otherwise oppressed.” (Copyright ©2016 artEquity [www.artEquity.org](http://www.artEquity.org))

**Racial prejudice:** Making assumptions about a person based on their race.

**Racism:** “Racial prejudice coupled with the power to affect people of certain races in a systemic way; [. . .] a system of collective social and institutional White power and privilege.” (Sensoy & DiAngelo, 101)

**Tokenism:** The practice of making only a perfunctory or symbolic effort to recruit or include a small number of people from underrepresented groups in order to give the appearance of inclusion and equality within a workforce. (<https://psychology.iresearchnet.com/counseling-psychology/multicultural-counseling/tokenism/>)

**Gender:** The socially and culturally constructed characteristics designated to the sexes such as norms, roles, and relationships of and between groups; characteristics assigned to sexes vary from society to society and can be changed; environmental influences that include family interactions, the media, peers, and education.

**Gender Identity:** “One's innermost concept of self as male, female, a blend of both or neither; how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.”

<https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>

**Gender Expression:** “External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.”  
(<https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>)

**Transgender:** An umbrella term for people whose gender identity and/or expression is different from cultural expectations [often based on the sex they were assigned at birth.] Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.”

(<https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>)

**Gender Transition:** The process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions.

**Sexual Orientation:** Who you are physically, spiritually, and emotionally attracted to based on their sex/gender in relation to your own.

**Sex:** Differences in anatomical and physiological markers between female, male, and intersex individuals usually assigned at birth.

**Equality:** Treating people the same irrespective of their individual needs required to be fully included.

**Cultural Awareness:** Recognition of the nuances of one's own and other cultures.

**Black:** People of African descent; people perceived to be dark-skinned compared to other racial groups; a racial category for African-Americans who were descendants of the system of slavery in the U.S.

**White:** 1) “Presumed ‘European,’ light skin associated with a collection of phenotypic features considered to be a ‘pure’ and superior racial category of humanity (Painter 2010); 2) a universalized standard by which other racial groupings are judged (Frankenberg 1997)\*\*; 3) a group of cultural values that are established as ‘the norm’ that enable the experiences of White people to be viewed as ordinary (Carter 2007); 4) race-based economic, political, and social advantages that benefit White people (Lipsitz 2006); 5) an institutional structure established through colonialism that accumulates resources and power for White people (Rasmussen et al. 2001).

**Culture:** An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious or social group; the ability to transmit the above to succeeding generations; culture is always changing.

**Ethnicity:** How one sees oneself and how one is “seen by others as part of a group on the basis of presumed ancestry and sharing a common destiny ...” Common threads that may tie one to an ethnic group include skin color, religion, language, customs, ancestry, and occupational or regional features. In addition, persons belonging to the same ethnic group share a unique history different from that of other ethnic groups. Usually a combination of these features identifies an ethnic group. For example, physical appearance alone does not consistently identify one as belonging to a particular ethnic group.

**Intersectionality** refers to a concept coined by Kimberlé Crenshaw, a professor at the UCLA School of Law and Columbia Law School. She defined intersectionality as “...a lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times, that framework erases what happens to people who are subject to all of these things.” She also contended that intersectionality is “...a metaphor for understanding the multiple ways inequality or disadvantage sometimes compound themselves and...create obstacles that are often not understood through conventional ways of thinking about anti-racism or feminism or whatever social justice advocacy structures we have.” Thus, through this “prism” as she defined it, intersectionality factors in how the complexities of racism, sexism, classism, and ableism converge to intensify how prejudice and oppression operate to disadvantage individuals. (<https://youtu.be/ViDtnfQ9FHC>; <https://www.law.columbia.edu/pt-br/news/2017/06/kimberle-crenshaw-intersectionality>)

**Race:** There is an array of different beliefs about the definition of race and what race means within social, political and biological contexts. The following definitions are representative of these perspectives:

- A tribe, people or nation belonging to the same stock; a division of humankind possessing traits that are transmissible by descent and sufficient to characterize it as a distinctive human type;
- Race is a social construct used to separate the world’s peoples. There is only one race, the human race, comprised of individuals with characteristics that are more or less similar to others;
- Evidence from the Human Genome project indicates that the genetic code for all human beings is 99.9% identical; there are more differences within groups (or races) than across groups.
- In all instances a social and cultural construct. Specifically a “construct of human variability based on perceived differences in biology, physical appearance, and behavior”. The traditional conception of race rests on the false premise that natural distinctions grounded in significant biological and behavioral differences can be drawn between groups.

**Whiteness: 1)** This term “refers to structural arrangements and ideologies of race dominance. Racial power and inequities are at the core of whiteness, but all forms of power and inequity create and perpetuate whiteness. The function of whiteness is to maintain the status quo, and although White people most benefit from whiteness, some people of color have tapped into the ideological components of whiteness for their own financial and educational benefits. Whiteness maintains power and privilege by perpetuating and legitimizing the status quo while simultaneously maintaining a veneer of neutrality, equality and compassion” (Castagno 2014, pg 5). 2) Ruth Frankenberg stated the following: “Whiteness is a location of structural advantage, of race privilege. Second, it is a ‘standpoint,’ a place from which White people look at ourselves, at others, and at society. Third, ‘Whiteness’ refers to a set of cultural practices that are usually unmarked and unnamed” (1993, p. 1).

**White Fragility:** White Fragility is “a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium” (DiAngelo pg 54).

**[To] Racialize** refers to the social, political, and economic advances that White people benefit from at the expense of Black, Brown, and Indigenous people. To racialize Others, functions as a way for White people to not be associated with race. Further, to racialize occurs when people of color are seen as “‘bringing’ race into race-neutral (White) spaces (Sensoy, Ö and DiAngelo, R., 2017, p. 560). In effect, it is reductive in the sense that People of Color are identified solely by their non-whiteness to maintain the advantages of White supremacy—the latter protected and unchallenged. For example, in academia because Whiteness reproduces itself and is normative in its systems and structures, it “simultaneously passes as neutral spaces free of race and racialized perspectives.” (p. 560). (Sensoy, Ö. & DiAngelo, R. [2017, Winter]. *Harvard Educational Review*, V87 N4, pp. 557-580)

## INCLUSION

The active, intentional, and ongoing engagement of the diversity of an organization and its organizational culture in order to create equal access, well-being, and a sense of belonging for all members of the organization. Inclusion is closely tied to the culture of an organization.

Source: “The following definitions of diversity, inclusion, and equity are drawn from Carmen Morgan of ArtEquity, a leader at the intersection of diversity, equity, inclusion and the arts.”

**Bias:** an inclination or preconceived opinion about someone or something that implies a mental leaning in favor of or against someone or something.

**Discrimination:** Action based on prejudice; an act of denying access to opportunities and resources based on people’s beliefs about or attributed characteristics to another individual and/or group; a showing of partiality or prejudice in treatment based on prejudice; specific actions or policies directed against the welfare of minority groups. (Sensoy & DiAngelo, 183)

**Prejudice:** A preconceived or oversimplified generalization about an entire group of people without regard for their individual differences; while often negative, stereotypes may also be complimentary; A conscious or unconscious belief about a whole group of people and its individual members; implies a preconceived and unreasonable judgment, or opinion, usually an unfavorable one marked by suspicion, fear, or hatred.

**Xenophobia:** fear and hatred of strangers or foreigners or of anything that is strange or foreign

**Tokenism:** the symbolic involvement of a person in an organization due only to a specified or salient characteristic (e.g., gender, race/ethnicity, disability, age). It refers to a policy or practice of limited inclusion of members of a minority, underrepresented, or disadvantaged group. The presence of people placed in the role of token often leads to a misleading outward appearance of inclusive practices.

**Acculturation:** Cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture; a merging of cultures as a result of prolonged contact. It should be noted that individuals from culturally diverse groups may desire varying degrees of acculturation into the dominant culture.

**Assimilation:** To assume the cultural traditions of a given people or group; the cultural absorption of a minority group into the main cultural body.

**Culturally Appropriate (Adjective):** Exhibiting sensitivity to cultural differences and similarities, and demonstrating effectiveness in translating that sensitivity to action through organizational mission statements, communication strategies, and services to diverse cultures. (Distinctly different from the verb “to culturally appropriate.”)

**Cultural Competence:** The ability of individuals to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. Cultural competency implies a state of mastery that can be achieved when it comes to understanding culture. Encompasses individuals' desire, willingness, and ability to improve systems by drawing on diverse values, traditions, and customs, and working closely with knowledgeable persons from the community to develop interventions and services that affirm and reflect the value of different cultures.

**Cultural Humility:** A life long process of self-reflection and self-critique. Cultural humility does not require mastery of lists of “different” or peculiar beliefs and behaviors supposedly pertaining to different cultures, rather it encourages to develop a respectful attitude toward diverse points of view.

**Bigotry:** the behavior, attitude, or beliefs of a person who holds blindly and intolerantly to a particular creed, opinion, etc.; intolerance; prejudice.

**White Supremacy Culture:** the idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. Within this broad reaching term, all socially privileged groups within the U.S. hierarchy are encompassed: White, middle class, educated, heterosexual, able-bodied, traditional learner etc.

White supremacy culture is reproduced by all the institutions of our society. In particular the media, the education system, western science (which played a major role in reinforcing the idea of race as a biological truth with the white race as the "ideal" top of the hierarchy), and the Christian church have played central roles in reproducing the idea of white supremacy (i.e. that white is "normal," "better," "smarter," "holy" in contrast to Black and other People and Communities of Color.

(<https://www.showingupforracialjustice.org/white-supremacy-culture.html>)

White supremacy culture is an artificial, historically constructed culture which expresses, justifies and binds together the United States white supremacy system. It is the glue that binds together white-controlled institutions into systems and white-controlled systems into the global white supremacy system. ([www.dismantlingracism.org](http://www.dismantlingracism.org); Okun, 2015)

## EQUITY

The systems, protocols, practices, and policies that allow everyone to be treated fairly within an organization. Equity, therefore, is the implementation of processes and actions that produce results/outcomes that are fair and just and differentiated based on need and cultural orientation.

**Ableism:** "A set of beliefs or practices that devalue and discriminate against people with physical, intellectual, or psychiatric disabilities that often rests on the assumption that disabled people need to be 'fixed' in one form or the other.

(<http://cdrnys.org/blog/uncategorized/ableism/>)

**Ageism:** Ageism is the stereotyping, prejudice, and discrimination against people on the basis of their age" including older people being overlooked "for employment, restricted from social services and stereotyped in the media; ageism marginalizes and excludes older people in their communities. (<https://www.who.int/ageing/ageism/en/>)

**Classism:** "differential treatment based on social class or perceived social class [. . .] the systematic oppression of subordinated class groups" to advantage and strengthen the dominant class groups; the systematic assignment of characteristics of worth and ability based on social class. (<https://classism.org/about-class/what-is-classism/>)

**Critical Race Theory (CRT)** refers to a theoretical framework designed to focus on "studying and transforming the relationship among race, racism, and power" (Delgado, R. & Stefancic, J., 2017, p. 3). From a CRT perspective, it recognizes that racism is ordinary and that it is ingrained in the very fabric of American society. Its builds on "two previous movements, critical legal studies and radical feminism" (p.

5). (Delgado, R. & Stefancic, J. [2017]. *Critical race theory: An introduction*. New York, NY: New York University Press.)

**Ethnocentrism:** the emotional attitude that one's own ethnic group, nation, or culture is superior; an excessive or inappropriate concern for racial or ethnic matters.

**Homophobia:** hatred or fear of homosexuals or assumed homosexuality.

**Power:** the ability to control others; authority, sway, influence; a person or thing having great influence, force, or authority.

**Racism:** a doctrine or teaching, without scientific support, that claims to find racial differences in character, intelligence, etc.; that asserts the superiority of one race over another or others, and that seeks to maintain the supposed purity of a race or the races; any program or practice of racial discrimination, segregation, etc. based on such beliefs.

**Sexism:** discrimination against people on the basis of sex; specifically, discrimination against, and prejudicial stereotyping of, women.

**Heterosexism:** discrimination against people on the basis of sexual orientation; specifically, discrimination against and prejudicial stereotyping of people who are not heterosexual.

**Supremacist:** a person who believes in or promotes the supremacy of a particular group, race, etc.

### **Cycle of Oppression**

Taken from a handout developed by Sheri Schmidt in 1994 with some modifications (noted in Italics)

**1. Fear of Difference:** An unconscious or subconscious feeling of anxiety or apprehensiveness toward someone or something perceived to be different than what one is accustomed to.

**2. Stereotype:** A preconceived or oversimplified generalization about an entire group of people without regard for their individual differences. While often negative, stereotypes may also be complimentary. **Even positive stereotypes can have a negative impact however, simply because they are broad generalizations. The stereotypes we hold form the basis of our prejudices.**

**3. Prejudice:** A conscious or unconscious negative belief about a whole group of people and its individual members. **When the person holding the prejudice also has and uses the power to deny opportunities, resources or access to a person because of their group membership, there is discrimination.**

**4. Discrimination:** Prejudice plus the power. Discrimination can take many forms, including racism, sexism, heterosexism, ableism, ageism, etc. **Many acts of discrimination build up over time, perpetuated against one relatively less powerful social group by a more powerful social group, lead to a group of people being in a state of oppression.**

**5. Institutionalized Oppression\*:** The systematic subjugation of a group of people by another group of people with access to social power, the result of which benefits one group over the other and is maintained by social beliefs and practices. **Because oppression is institutionalized in our society, target group members often believe the messages and internalize the oppression.**

**6. Internalized Oppression:** The “buying into” the elements of oppression by the target group. When target group members believe the stereotypes they are taught about themselves, they tend to act them out and thus perpetuate the stereotypes which reinforce the prejudice and keeps the cycle going.

\* The word “institutionalized” is added to clarify the type of oppression. (Copyright by the Allies Committee, Texas A&M University <http://allies.tamu.edu/resources/cycleofopp.htm>)

## **VOCABULARY AND DEFINITIONS: DANCE AND STUDENTS WITH DISABILITIES**

Here is a link to the Special Education Dictionary, an extensive dictionary of terms that are relevant to dance and students with disabilities.

<https://www.specialeducationguide.com/special-education-dictionary/>

Copyright © 2013-2019 Special Education Guide.

## **Works Cited**

<https://nanoe.org/BestPracticeResources/12-NANOE-Harnessing-the-Power-of-Differentiated-Relationships-Program-Guide-SPREADS-RV17.pdf> p. 33

<https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>

(<https://psychology.iresearchnet.com/counseling-psychology/multicultural-counseling/tokenism/>)

Sensoy, Ozlem, and Robin DiAngelo. *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press, 2017. p. 58 & 101

<https://medium.com/@TonieSnell/tokenism-the-result-of-diversity-without-inclusion-460061db1eb6>

DiAngelo, Robin. (2011). “White Fragility,” in *International Journal of Critical Pedagogy*, Vol 3 (3) pp 54-70.

<https://www.edglossary.org/access/>

Copyright ©2016 artEquity [www.artEquity.org](http://www.artEquity.org)

(<https://www.aam-us.org/programs/diversity-equity-accessibility-and-inclusion/facing-change-definitions/>)

*Labor Occupational Health Program (LOHP)*

The IOM (Haynes & Smedley, eds., 1999)

Webster's New World Dictionary of American English, Third Edition (1991)

NEA Resource Packet; National Service Organizations; Meeting April 26, 2016

Castagno, Angela. 2014. *Educated in Whiteness: Good Intentions and Diversity in Schools*. Minneapolis, University of Minnesota Press.

Frankenberg, Ruth. 1993. *White Women, Race Matters: The Social Construction of Whiteness*. Minneapolis, University of Minnesota Press.

[www.dismantlingracism.org](http://www.dismantlingracism.org); Okun, 2015

<https://www.showingupforracialjustice.org/white-supremacy-culture.html>