

The Do-It-Yourself Diversity, Equity, and Inclusion (DIY DEI) Toolkit

Routt County, Colorado



Leadership Steamboat 2020

Authors

Kirk Aigner, Andy Booker, Libby Christensen, Hannah Hoffman, Lucia Howard, Kristen Jespersen, Madison Keeffe, Kelly Keith, Kelsey Lajoie, Cecilia Lemaitre, Ally MacDougall, Michael Ann Marchand, Madison Muxworthy, Eli Nykamp, Sylvie Piquet, Candace Powell, Jason Regan, Norma Ruth Ryan, Matthew Schultz, Kim Schulz, Tara Umphries, Faith Ward

Table of Contents

| | |
|--|----|
| Executive Summary | 4 |
| Introduction | 6 |
| Definition of Diversity, Equity, and Inclusion | 7 |
| The Case for Diversity, Equity, and Inclusion | 7 |
| Methodology | 8 |
| Assessing Our Own Privilege - Leadership Steamboat 2020 | 9 |
| Assessing our Community - Demographics of Steamboat Springs and Routt County | 10 |
| Assessing our Community - Stakeholder Surveys..... | 12 |
| Ten Ways to DIY DEI in your Life, Business, and Community Toolkit | 14 |
| 1. COLLABORATE | 14 |
| 2. UNDERSTAND | 15 |
| 3. LEARN..... | 16 |
| 4. REFLECT | 17 |
| 5. REACH OUT | 18 |
| 6. COMMUNICATE..... | 19 |
| 7. EMPOWER | 20 |
| 8. INCLUDE | 21 |
| 9. RESPECT | 22 |
| 10. AMPLIFY | 23 |
| Recommended Next Steps | 24 |
| Appendix 1: Glossary | 25 |
| Appendix 2: Stakeholder Interviews | 43 |
| Appendix 3: Additional Resources | 49 |
| Bibliography | 50 |

Executive Summary

The document presented here is a reflection of the Leadership Steamboat 2020 class' desire to increase awareness about and propel change towards improved diversity, equity, and inclusion (DEI) policies, practices, and culture in Routt County. We do not claim to be experts in this topic, but we do claim to be interested citizens who are invested in our community.

The Steamboat Springs Chamber of Commerce Leadership Steamboat class of 2020 is a cohort of professional adults living and working in the Steamboat Springs area. The attendees come together for several meetings over the course of 10 months in order to learn about the community, discover, and develop their leadership abilities and build relationships that will provide continuing leadership for the community. The culmination of the group's time together is a capstone project that ideally illuminates their experience around a topic of the group's choice, as well as incorporates observations and experiences they convey during Steamboat Leadership as a member of the community.

The Leadership Steamboat 2020 class' capstone is *The Do-It-Yourself Diversity, Equity, and Inclusion Toolkit for Routt County, Colorado* or *DIY DEI* – a toolkit of strategies that people in our community should be able to pick up and employ in their own life. The toolkit was developed in response to an involved process of investigating, researching, and evaluating the DEI issues most prevalent in our community through interviews with representatives of stakeholder groups, a review of local statistics, and research about how communities around the nation are addressing these issues. The result of our effort is a toolkit that attempts to outline relatively simple strategies that local community members, businesses, governmental entities, and nonprofits can pursue to be more DEI aware.

Steamboat Leadership 2020 project vision is to cultivate broadened awareness of diversity within our community, encourage equitable systems, and expand inclusivity in Steamboat Springs and surrounding communities. Completion of this capstone project demonstrated many salient learning opportunities for the group, in addition to acknowledging that there is much more growth and work for the members of this group personally, our businesses, and our community if the project vision is to be satisfied.

The toolkit outlines ten ways to incorporate DEI principles and practices into one's personal and professional life or community. These include the following:

1. **COLLABORATE:** When making business/community/organization decisions invite and explore a diversity of perspectives (internal and external) by including diverse stakeholders.
2. **UNDERSTAND:** Be thoughtful about how diversity might be underrepresented in your workplace/social circle/community and assess your own privilege and bias.
3. **LEARN:** Take the time to learn about inclusive language, why it's important, and how to use it.

4. REFLECT: Use imagery and language in marketing and promotional materials that reflects and considers people of different gender identities, nationalities, socioeconomic status, education, physical appearance, race, ethnicity, religion, sexual orientation, language, learning styles, (dis)abilities, ages, or political perspectives.
5. REACH OUT: Expand your network and seek out opportunities to engage with people outside of your typical social/professional circles.
6. COMMUNICATE: Customize your communication style to ensure all audiences are served and reached.
7. EMPOWER: Support employees/colleagues/friends of different backgrounds in their efforts to be more engaged in decision making and encourage friends and colleagues in decision making roles to do the same.
8. INCLUDE: Plan meetings and outings that are inclusive of different life stages and cultures, e.g., be mindful about childcare, social gatherings that don't include alcohol, etc.
9. RESPECT: Respect and create "safe spaces" for people of color, LGBTQIA, (dis)abilities and neurodiversity to be with others who share their identity and unique challenges.
10. AMPLIFY: The work of diversity, equity, and inclusion is fruitless when individuals who are part of the dominant culture refuse to cede power and space to marginalized people. Step aside so others can step forward.

An explanation and practical tips and tools for each of the top ten strategies are included. The intent is for this toolkit to be a stand-alone reference that can be shared widely and start the conversation at a community level.

The report also includes an extensive glossary of inclusive language, the beginning of a list of resources that can be used to grow one's awareness of these topics, and a list of recommended next steps that local leaders should pursue to ensure ongoing implementation.

We understand that this is just the beginning of what should be an ongoing conversation about these important issues, and we hope this toolkit provides a useful starting point.

Introduction

Leadership Steamboat is a 10-month course offered by the Steamboat Chamber of Commerce that is designed to develop informed, committed, and passionate leaders in business and community service.

The annual Leadership Steamboat program exists to create a foundation from which its graduates will grow their personal leadership skills and further expand their involvement within the Steamboat Springs community. It is designed to serve as the beginning of a long-term relationship with various aspects of the Steamboat Springs community, allowing class participants to learn about numerous segments of the community, as well as develop an effective network of contacts. Each Leadership class is expected to develop a group project to address an issue facing the community. The Leadership 2020 class decided to tackle the issue of increasing awareness about diversity, equity, and inclusion (DEI) in our community.

Although none of us are experts on this topic, as a group we came to this project wanting to make an impact on an issue we felt passionate about. One product of our journey in learning, exploring, debating, and considering those issues is this report. The larger product is the personal and professional growth that each of us experienced as individuals confronting our own personal issues, privilege, biases, and habits. The outcome of this effort is not just a toolkit intended to initiate a dialogue about these issues but a new awareness about DEI issues and the development of leadership skills among the 23 Leadership 2020 participants.

Our goal with this toolkit is to explore the DEI challenges facing our community and outline some relatively simple actions that can be taken by anyone in a “do it yourself” manner. That being said, we also want to recognize that the work of DEI is dynamic and not easy. It takes courage, enduring awkward moments, making mistakes, and a great deal of compassion to implement the mindful measures that we suggest in this document. Our purpose is to shed light on the need for these actions and initiate a cultural shift. The work may be slow, but if we do the work and act together, it will have a real and significant impact.

We started our process of investigating the DEI gaps and opportunities in our community by interviewing key community leaders and representatives of stakeholder groups, we also reviewed and collected resources from other communities, providing content and conversation that could aid local businesses, nonprofits, individuals, and governing bodies in growth. The information gathered in this process is mostly anecdotal, and we do not claim to have conducted a rigorous analysis of this information, rather made an attempt at taking the temperature of key DEI topics.

Please note that we understand this topic is challenging and if approached in the wrong way, can cause further insult and marginalization; we have done our best to present this information in a thoughtful manner, but we always welcome feedback to refine these

recommendations. Also, due to the sudden onset of the COVID-19 pandemic during our development of this report, we were not able to carry out all of the tasks or commit the level of resources to this report as we had originally hoped.

Definition of Diversity, Equity, and Inclusion

Diversity, equity, and inclusion (DEI) are interrelated though distinct concepts that are often used interchangeably and mistaken for meaning the same thing. Generally, diversity and equity focus on people and processes, respectively, while inclusion is about who is sitting at the table. Therefore, it is possible for an organization/business to be diverse but not inclusive. A succinct definition of each concept follows as adapted from Kapila, Hines, and Searby ([Kapila, Hines, & Searby](#)):

Diversity: All the ways in which people differ. Encompassing the different characteristics that make one individual or group different from another - including, but not limited to gender identity, nationality, socioeconomic status, education, physical appearance, race, ethnicity, religion, sexual orientation, language, learning styles, (dis)ability, age, or political perspectives

Equity: The fair treatment, access, opportunity, and advancement for all people

Inclusion: The act of creating environments and structures via procedure and policy in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate

Put simply, DEI is an overall approach to ensuring that everyone is included and treated the same.

The Case for Diversity, Equity, and Inclusion

Research shows that when businesses, government, and organizations embrace diversity they improve their functionality and productivity. This includes hiring and actively engaging individuals from a variety of backgrounds with a wealth of perspectives and skills ([Dizikes, 2014](#)).

Taking action on equity and inclusion within local government, businesses, and the community is an important and necessary means of ensuring relevance in changing times. However, changing the culture of your organization and community is not something one can do alone. It takes the combined efforts of all government leadership—elected, appointed, selected, and employed—in collaboration with staff and community leaders to truly galvanize this kind of change.

Inclusivity drives economic growth. Cities are in constant competition for residents, visitors, employees, and businesses. A demonstrated commitment to equality through laws and policies that protect everyone sends a clear message that all residents, visitors,

workers, and businesses are welcome and valued. Inclusive nondiscrimination laws give cities a competitive edge. **A growing body of research shows that openness to diversity and inclusiveness is not a byproduct of economically prosperous communities, but rather a key element in the formula that leads to economic growth** ([Kirby and Burns, 2012](#)). The Fortune 500 has long utilized inclusive workplace policies as proven recruitment and retention tools. Diversity and inclusion enhance an employer's reputation, increases job satisfaction, and boosts employee morale. Municipalities and their employees similarly benefit from inclusive workplace policies and practices. Today, businesses actively take into account local laws and policies when making decisions about cities in which to headquarter, relocate, or expand. In fact, the nation's top businesses are becoming increasingly vocal in their support for laws and policies that protect all of their employees and their families at home, in the workplace, and in their communities. In doing so, community leaders help ensure the health, safety, and well-being of all residents while encouraging real economic growth that benefits everyone.

Methodology

The first step in our process was to assess our own privilege as the Leadership 2020 group authoring this report. The next step was to gather both statistical information about Routt County demographics from the past census and other community surveys and to gather anecdotal information on existing disparities within our community by interviewing organizations and entities that serve underserved and underrepresented populations in Routt County. To accomplish this, we first identified a list of organizations and entities that represent diverse populations/stakeholders within our community, developed questions that got to the heart of the experiences the populations these organizations/entities serve, and scheduled in-person interviews. A summary of this step is provided in Appendix 2.

As this information was being gathered, the group also researched how other communities and businesses throughout the nation are addressing these issues. We reviewed a wide variety of DEI policies and plans. During this review process, we developed a growing awareness about best practices and core themes for addressing the common issues that surface when communities/businesses are working to become more mindful about integrating DEI best practices into their policies. Resource review became an ongoing part of the process as we began to develop our recommendations. A part of this process was also to examine what was already taking place within the community that seemed to be working. We also thought it important to examine and reflect on our own privilege and encouraged the group to participate in the assessment (see Section X).

Using the information gathered during the stakeholder interviews and the research we conducted on best practices throughout the country, we developed a list of ten key strategies that any individual, business, organization, or agency could integrate into their practices and policies. Through this process, we worked to identify tools that would address the specific issues and challenges facing the Steamboat community as they were identified through the stakeholder interview process.

Finally, we consulted with [Ellie Krug](#), a DEI consultant, and received her feedback on the quality of our process and product. Her input highlighted that we have only begun to skim the surface of investigating the systemic inequities in our community and advised that we need to map out the next step in this ongoing process of DIY DEI in our community. She mentioned that we could do this by including next steps that the community and appropriate leadership can take to advance this effort.

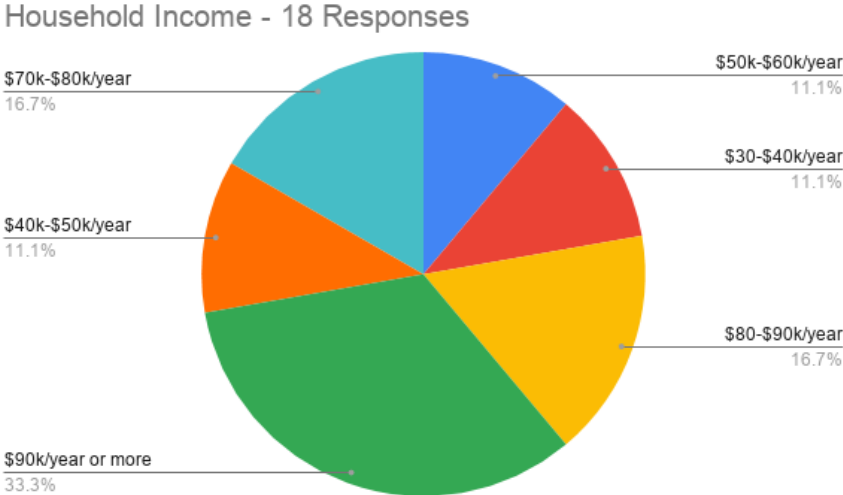
Assessing Our Own Privilege - Leadership Steamboat 2020

As a first step in developing this toolkit, Leadership 2020 realized it was important for us as a group to identify our own privilege and unconscious bias. To accomplish this, we completed a privilege survey. The survey protocol that we used for this assessment is included in the resource section of this document. In this survey, we collected data from 18 respondents out of the 23 class members and two staff members.

A summary of the survey results is presented here:

- Respondents were not required to provide their names.
- Most of the respondents identified as cisgender and under 46 years old. All respondents are working and do not feel underemployed. None reported that they experience unexpected gaps in employment. All respondents graduated college.
- Over half of the respondents have employer provided healthcare and benefits and only work one job. Some respondents work multiple jobs and do not have employer provided benefits. Most respondents felt their income is currently sufficient but are not in a position to save for major life/financial decisions nor are they confident that their employment would suffice if they or someone in their family were to experience illness or a catastrophic event.
- One respondent identified a primary household language other than English (Slovak). One respondent identified as a race/ethnicity other than white (American Indian/Native American/Alaska Native/Native Hawaiian).
- Two respondents indicated they were not heterosexual.
- Household income breakdown is as illustrated below.

Diagram 1: Leadership Steamboat 2020 Household Income Survey Data



Assessing our Community - Demographics of Steamboat Springs and Routt County

Per the [US Census 2018 5-year survey](#), Steamboat Springs is a city located in Routt County, Colorado - 160 miles northwest of Denver. With a 2020 population of 13,764, it is the 40th largest city in Colorado. Steamboat Springs is currently growing at a rate of 2.05% annually, and its population has increased by 13.86% since the most recent census, which recorded a population of 12,088 in 2010. Spanning over 10 miles, Steamboat Springs has a population density of 1,392 people per square mile.

Racial Composition of Steamboat Springs

In 2018, the racial composition of the Steamboat Springs population was...

- 94.7% White
- 8.7% Hispanic or Latino
- 1.5% Asian
- 1.2% Black or African American
- 0.3% American Indian and Alaska Native
- 0.3% two or more races

Racial Composition of Routt County

The 2019 estimate of Routt County’s population is 25,638. The composition of the population:

- 95.8% White
- 7.0% Hispanic or Latino
- 1.6% two or more races
- 0.9% Black or African American
- 0.9% Asian
- 0.6% American Indian and Alaska Native

Age

The overall median age in Steamboat Springs is 36.1 years, 35.8 years for males and 37.2 years for females. There is only binary information available for the median gender age.

| Age | Steamboat Springs | Routt County |
|-------------|-------------------|--------------|
| Under 5 | 3.6% | 4.5% |
| Under 18 | 16.7% | 18.1% |
| 65 and Over | 12.5% | 15.4% |

Gender of Steamboat Springs and Routt County

Females comprise 47.3% of the population. For every 100 females, there are 111.5 males. Only binary information is available for genders.

Females comprise 47.9% of the population of Routt County.

Income

| Income | Steamboat Springs | Routt County |
|--|-------------------|--------------|
| Median household income (2018 dollars) | \$71,476 | \$74,273 |
| Per capita income in past 12 months (2018 dollars) | \$42,792 | \$40,747 |
| Persons in poverty | 11.4% | 7% |

Housing and Living Arrangements of Steamboat Springs and Routt County

Steamboat Springs is a popular destination resort town with a wide range of housing. Of the units in town, 70.4% are owner occupied. The median value of owner-occupied housing units in 2014 through 2018 was \$510,600. The median monthly owner costs with a mortgage was \$1,990 and without a mortgage was \$508. The median gross rent is \$1,215.

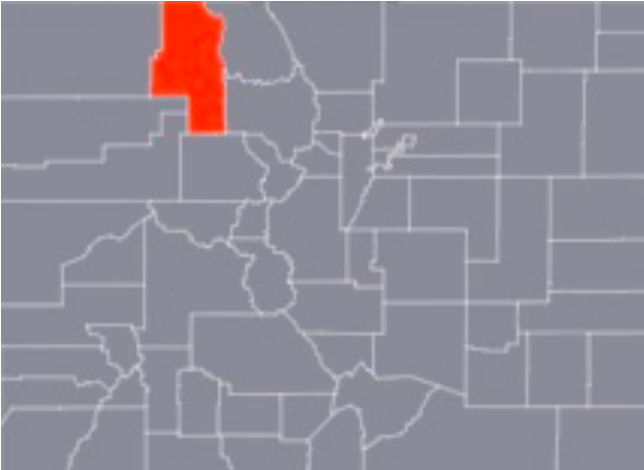
Steamboat Springs has 4,815 households with 2.59 people per household, and 82.9% of people were living in the same house as 1 year prior.

In Routt County, of the units in town, 65.7% are owner occupied. The median value of owner-occupied housing units in 2014 through 2018 was \$551,000. The median monthly owner costs with a mortgage was \$2,042 and without a mortgage was \$543. The median gross rent is \$1,323.

Routt County has 9,552 households with 2.56 people per household, and 84.2% of people were living in the same house as 1 year prior.

Education of Routt County

Of the population over 25 years old, 96.8% is a high school graduate or higher and 50.4% have a bachelor’s degree or higher.



Assessing our Community - Stakeholder Surveys



In the spring of 2020, Leadership Steamboat conducted interviews with fourteen nonprofits in the community with a specific focus on those that work to increase equity and inclusion within our community.

The interviews indicated that people with following dimensions of diversity continue to feel isolated: ethnicity/language (n = 6), socioeconomic status (n=3), citizenship (n = 2), and sexual orientation (n = 2). As one interviewee put it, “Kids say, ‘If you want to succeed, you have to whiten up.’” The process, however, indicated that some of the major obstacles are one in the same to those faced by a large portion of the community; however, it is important to note that these challenges are compounded and exacerbated by the specific challenges faced by these individuals. The major obstacles included language¹ (n = 8), housing (n = 6), transportation (n = 4), federal poverty gap (n = 3), and childcare (n = 2). Nonprofits were asked what opportunities they saw to improve DEI in the community. Their responses fell into three major categories employment/leadership (n = 5), information accessibility/communication (n = 3), and general youth engagement (n = 3).

Community leaders saw an opportunity to increase the diversity of staff while still noting, “A big obstacle is people who think Steamboat is not diverse. We need to change that.” In particular, diversity did not just fall into racial or ethnic dimensions. Some of the interviewees stressed the need to employ older people and people with (dis)abilities.

Some key findings from these interviews were:

- Community services do not adequately take into account language barriers.
- LGBTQIA community members and people with disabilities do not feel a sense of belonging in Routt County.
- Poverty is more prevalent than people realize and is a big obstacle for feeling a sense of belonging and participating in leadership opportunities.
- There is a need for people with lived experiences to be a part of decision making at the business and community level.
- Meetings and events need to be designed to allow more people with different life circumstances to participate.
- There is community-wide ignorance about inclusive language.
- Community and local business marketing do not reflect the diversity of Routt County and therefore does not represent our community as welcoming to diverse populations.

For specific questions and responses from the stakeholder interviews, see Appendix 2.

¹ Language was not limited to a specific system of communication used by a particular country or community, but also included bullying, outreach, stigma, etc. associated with particular attributes of individuals.

Ten Ways to DIY DEI in your Life, Business, and Community Toolkit

Based on a review of existing resources on DEI and best practices around the country, and our interviews with the stakeholder group, conversations with one another, employers, nonprofits and other leaders in the community, we identified ten ways to incorporate DEI principles and practices into your personal and professional life or to **DIY DEI** in your life and your community. Each of these top ten strategies is explained below and practical tips on how you can integrate these ideas into your personal and professional life are provided.



1. COLLABORATE: When making business/community/organization decisions invite and explore a diversity of perspectives (internal and external) by including diverse stakeholders.

Explanation of Issue: In order to develop marketing materials, community programs, nonprofit or business policies, and best practices, it is key to understand the group that you are representing or providing services for. Create a diverse group of stakeholders to ensure all perspectives are invited and considered ([DiversityQ, 2019](#)).

Practical Tools

- Assess the composition of project teams, the board of directors, and those in leadership roles to include diverse ages, genders, races, ethnicities and personalities to make sure the full diversity of perspectives and backgrounds are being represented in decision making.
- Give your team the tools to label their strengths, weaknesses, and communication styles. Encourage employees to share their style preferences with each other and provide opportunities to work alongside different personality types.
- Provide equal pay to ensure all people are brought to the table and can stay at the table.
- Design Community Surveys in such a way that all residents can respond (do online and in-person canvassing) and that questions are designed to allow for intersectional analysis.
 - See [City of San Mateo Community Vulnerability Index](#) - a method for tracking indicators of poverty
- Whenever possible, DEI experts should be hired to ensure municipal and regional planning processes adhere to best practices.
- Host regular town halls on DEI related topics.
- Watch the video, "[Making More Inclusive Decisions](#)" class by Hildy Gottlieb
- Watch the TED talk, "[Making Communities More Inclusive Now](#)" by Naaima Kahn

What Is Already Being Done in Our Community

- Horizons Specialized Services, a local nonprofit organization that works to enable and empower differently abled adults, has one of their clients serving on their Board of Directors.
- Integrated Community, a nonprofit that serves community by helping immigrants and non-native speakers feel more a part of the community, encourages their clients to not wait for someone else to speak on their behalf but encourages them to be a

part of the process, make their voices heard and be sure their needs are included when decisions are made in the workplace and their communities.

- Language justice initiatives to provide translation services to those in need are also being implemented and can help ensure everyone is aware and involved regardless of language barriers.



2. UNDERSTAND: Be thoughtful about how diversity might be underrepresented in your workplace/social circle/community and assess your own privilege and bias.

Explanation of Issue: Understand your own unconscious bias (prejudice or judgement) and privilege so as to increase diversity and be more inclusive in your practices. This increased self-awareness will help to identify where change needs to take place.

Practical Tools

- Assess your own privilege using this tool: [Intersectionality Score Calculator](#)
 - Read this: [What Is White Privilege, Really?](#) (Collins, 2018)
- Work to better understand implicit/unconscious bias:
 - Learn more about your implicit biases with the [Implicit Association Test](#)
 - Develop practices to mitigate implicit bias when making decisions in the workplace
 - For example, create objective methods to evaluate candidates and blind systems in place to mitigate bias (remove names and gender-identifiers from applications)
- The Meyer Memorial Trust [Diversity, Equity and Inclusion \(DEI\) Spectrum Tool](#) is used to assess where an organization is on its DEI journey and to identify potential areas for future work. The tool describes organizational characteristics at different points along the DEI continuum for twelve different dimensions of DEI work.
 - Examine existing workplace DEI policies, if they don't exist, work to create them, and regularly evaluate performance.
- Local governments can consult [Human Rights Campaign Foundation](#) resources, which evaluate community performance on LGBTQIA inclusion.

What Is Already Being Done in Our Community

- The City of Steamboat Springs and the Human Resource Coalition hired DEI consultants to help these groups learn and understand the components of DEI and how to influence their organizations growth. This was a shared resource and allowed multiple groups to benefit from this expertise. *Due to COVID-19, these were postponed.*



3. LEARN: Take the time to learn about inclusive language, why it's important, and how to use it.

Explanation of Issue: Inclusive language doesn't inherently exclude people and is sensitive to people of diverse backgrounds. Taking the time to learn and understand current and evolving preferred concepts and terms can be a simple but impactful way to be inclusive. Using inclusive language is a powerful way of communicating mindfulness.

Practical Tools

- Familiarize yourself/staff/colleagues with appropriate terminology and take time to understand why other terms are hurtful or hateful.
- Study our glossary of current inclusive terms (APPENDIX 1).
- Pay attention to the language you use:
 - Use open, inclusive language.
 - Ask and share preferred pronouns.
 - Avoid stereotypes, making assumptions or judgement, and inherently discriminatory language.
 - Refer to the person first, e.g. woman who is deaf vs. deaf woman, people with disabilities vs. disabled people.
 - Use gender neutral and welcoming signage in the office. Use inclusive language and images in social media and marketing materials.
- Understand that this is an ongoing effort - language changes regularly so continue to pay attention to emerging trends in inclusive language.
- Watch the video "[Great Presentations - Use Inclusive Language](#)" by Tyrone Holmes. Key lessons from the presentation include:
 - Avoid analogies because they assume the same cultural frame of reference.
 - Avoid slang or jargon because it can be misunderstood or offensive.
 - Use stories and examples instead, as this allows for self-disclosure, shared experiences, and for others to see your perspective.

What Is Already Being Done in Our Community

- Steamboat Springs High School teachers are provided with a toolkit, *QueerTalk: Reaching LGBTQ+ Youth and Creating a Safe School Environment*, which provides resources to help create a safe environment for LGBTQIA youth.
- Some members of Leadership Steamboat class have put preferred gender pronouns in their email signatures.



4. REFLECT: Use imagery and language in marketing and promotional materials that reflects and considers people of different gender identities, nationalities, socioeconomic status, education, physical appearance, race, ethnicity, religion, sexual orientation, language, learning styles, (dis)abilities, ages, or political perspectives.

Explanation of Issue: If the way that we promote our community and businesses doesn't actively reflect diversity, equity, and inclusion concepts, our community will seem unwelcoming to people of diverse backgrounds and will inadvertently be exclusive. Imagery used in the promotion of our community, events, products is an extremely powerful means of demonstrating inclusion.

Practical Tools

- Assess your business'/organization's/community's existing marketing tools and consider if they are inclusive.
- Participate in [Open To All](#).
- Reference stock footage sites that use diverse imagery.
 - Diversity [Footage](#)
 - Diversity [Images](#)
- Research and implement effective strategies and promotions. Some good examples include:
 - [Save the Children: Diversity, Equity and Inclusion Strategy](#)
 - [University of Michigan: Diversity, Equity and Inclusion Promotion](#)
 - [How to Integrate Diversity, Equity and Inclusion into Everyday Operations](#)
 - [7 Steps to Embed Equity and Inclusion](#)

What Is Already Being Done in Our Community

- After school programs
 - [Steamboat Sk8church After School Programs](#)
- Seminars at Steamboat provide nonpartisan policy talks free to the community.
 - [2020 Seminars](#)
- Steamboat Creates provides creative tools for personal empowerment.
 - [Classes](#)
 - [Events](#)
 - [Resources](#)
- UC Health - Yampa Valley Medical Hospital features the stories of a wide diversity of people who have had to overcome health challenges with the help of UC Health.
- [Stand Creative](#) is a Steamboat-based marketing firm that specializes in creating progressive marketing for those who are passionate about standing up for their cause.



5. REACH OUT: Expand your network and seek out opportunities to engage with people outside of your typical social/professional circles.

Explanation of Issue: A key step towards acceptance and inclusion is relating to people who are different from ourselves. If we remain within our own bubble and small social/professional networks, it is difficult to develop an appreciation for diverse groups of people. Branching out socially and professionally is a key step towards growing understanding and awareness.

Practical Tools

- Partner with other local organizations/businesses to bring in DEI experts who can offer relevant training.
- Volunteer for a local organization that serves a cause that you care about. If you are a business or government entity, organize paid work volunteer days and invite local nonprofits to present to your employees about the work they are doing. Getting engaged with local causes provides an opportunity to both help, as well as learn.
- Seek out opportunities for diverse social engagement such as fundraisers, classes, or community events.
- If you don't understand how to use "they/them" gender pronouns, start by conducting your own research; there are abundant online resources. Then, ask within your networks if they have experience or good resources about inclusive pronoun language. If you want more information still, or context from a person who uses these pronouns, ask their consent before expecting them to share their experience and insight with you.
- Read books by authors from different backgrounds than your own. Stories provide a great means for better understanding and relating to people with different backgrounds.
- If you see something, say something. Microaggressions and bias exist everywhere and learn how to navigate these situations by having intentional conversations; try talking with friends, trusted coworkers, maybe even your HR department. Maybe you can't mediate an inequitable situation or stop toxic culture right away, but you can learn more about systemic inequities and build your confidence to change and improve these environments.

What Is Already Being Done in Our Community

- World Fiesta is an event about celebrating diverse groups of people and cultures. Integrated Communities hosts this annually.
- Connect with Northwest Colorado Center for Independence to learn about life as a differently abled community member.

- Steamboat Christian Center has a [Connect Group](#) which provides a forum for meeting new people.
- Butcherknife Brewery celebrates LGBTQIA+ diversities with an annual Pride event.
- Bud Werner Library hosts a wide array of literary and cultural events featuring authors, films, and scholars from diverse backgrounds, e.g. Literary Sojourn.



6. COMMUNICATE: Customize your communication style to ensure all audiences are served and reached.

Explanation of Issue: The ability to communicate effectively is one of life's most foundational skills, whether we are communicating in a personal or professional manner. Many people believe they are unbiased and objective communicators, yet research suggests the opposite.

Practical Tools

- If possible, have Spanish speakers/sign language interpreters on staff or at events.
- Review the language of key written materials to ensure they are gender neutral and translated when appropriate:
 - City/County Policies
 - Human Resource Policies and Procedures
 - Job Descriptions
 - Press releases and advertising
- Eliminate language bias that could favor certain groups in verbiage and outcome:
 - Gender neutral language
 - Nondiscriminatory policies and procedures
- Convert bathrooms to gender neutral.
- Include preferred gender pronouns in email signatures to establish a culture of awareness and acceptance – e.g. he/him/his, she/her/hers, they/them/theirs.
- If you employ folks whose first language is not English, offer ESL services and English tutoring.

What Is Already Being Done in Our Community

- [Integrated Community](#) translates documents and other communication for businesses and organizations.
- Google Translate can provide easy translation services.
- Preferred pronouns are making an appearance in professional and personal email signatures throughout the community.



7. EMPOWER: Support employees/colleagues/friends of different backgrounds in their efforts to be more engaged in decision making and encourage friends and colleagues in decision-making roles to do the same.

Explanation of Issue: Diverse, inclusive, and equitable engagement within the community, government, and businesses brings different perspectives to the table, builds strong, sustainable relationships, and helps capture a complete range of values and perspectives. Empowering people from diverse backgrounds to engage in decision making and to “lean-in” allows for improved and more equitable systems.

Practical Tools

- Support employees of different backgrounds in their efforts to be more engaged in decision making by coordinating training opportunities, providing flexible schedules, mentoring, and offering your support. Encourage friends and colleagues in decision-making roles to do the same.
- Assess impact of new structures/policies.
- Encourage/provide time off to all employees to vote and participate in civic activities such as nonprofit boards.
- Encourage engagement in city/county elected positions - share descriptions, vacancies, and application information and resources.
- Encourage employees to identify preferred professional development opportunities.
 - Develop a continuing education budget to allow employees to engage in ongoing training.
 - Create and share a schedule/calendar of events listing opportunities for professional development and engagement.
 - Chamber of Commerce [Leadership Steamboat](#)
 - [Colorado Mountain College Professional Development Courses](#)
 - Create mentorship opportunities to help professionals learn about their field and roles from senior practitioners.
 - Create sponsorship opportunities to create genuine connections where senior level staff are personally invested in protege career success.
 - Succession planning
- Be thoughtful and deliberate when recruiting board members to ensure diversity:
 - See the [California Endowment DEI Audit](#) for an example of how to set goals and track progress.
- When necessary and possible, create a task force composed of a diversity of perspectives and voices who can evaluate policies/practices/plans according to different perspectives and priorities to weigh in on community decisions.

What Is Already Being Done in our Community

- First Impressions and the Steamboat Springs Chamber are creating the Routt County Family Forward Policy Handbook, which outlines flexible scheduling policy examples that businesses can adopt into their employee handbooks.
- In 2019, the City’s Employee Committee performed an audit of their committee seat makeup based on job classification level (administrative, professional, trades, and

management), ensuing voices are represented from all levels and decision-making is equitable based on socioeconomic factors.



8. INCLUDE: Plan meetings and outings that are inclusive of different life stages and cultures, e.g. be mindful about childcare, social gatherings that don't include alcohol, etc.

Explanation of Issue: Design community events, city council meetings, fundraisers to be inclusive and welcoming to diverse audiences to encourage community-wide engagement and socialization.

Practical Tools

- Implement a bottom-up approach towards generating and implementing business ideas, similar to the Steamboat Ski Resort-Idea Factory concept, where employee input on how to improve the workplace for both staff and guests is highly encouraged and incentivized.
- Offer meetings and community events at easy-to-access locations and at a variety of times to allow for maximal participation. Be thoughtful about when alcohol is served and design family friendly events/meetings.
- Offer childcare at important community meetings.
- Offer a suggestion box that invites input about discussion times and provides an opportunity for open communication about frustrations or concerns.
- Utilize the Mark Friedman's [Results-Based Accountability](#)™ framework, a rigorous method to ensure DEI policies and practices are specific, measurable, achievable, realistic, and timely. Examples of RBA strategies include:
 - Begin by identifying a population (e.g. all children in a county).
 - Next, ask what quality of life or condition is desired for that population (e.g. entering school fully ready) - which is called a “result.”
 - Then, ask how will the extent to which that result is being achieved be gauged (e.g. a developmental assessment of kindergartners), which is called an “indicator.”
- Read: [“To Build an Inclusive Culture, Start with Inclusive Meetings”](#) by Kathryn Heath and Brenda F. Wensil

What Is Already Being Done in Our Community

- So-Boat is a forum for people who are sober, sober-curious, and in recovery to convene. So-Boat hosts events/meetups in a non-alcohol environment and encourages individuals to share their experience, hopes, fears, and successes.
- [Thrive Together](#) is a Steamboat Springs Chamber program that “promotes, inspires, and empowers women in all phases of life through personal and professional development. Thrive Together uses an inclusive definition of ‘woman,’ and invites and encourages all women and women-identified persons to participate in the event.”
- [Routt County Council on Aging](#) has partnered with NW Colorado Health to provide exercise classes, foot care and wellness clinics, and bingo and bridge games as

“socialization and recreation are an important part of maintaining a healthy aging lifestyle.”

- NW Colorado Health Youth offers a [Youth Resiliency](#) program that “teaches coping skills related to life's challenges, and supports educators to do the same. In turn, this strengthens resiliency in youth and prevents negative lasting effects on their health and well-being. They provide outreach services, support groups and education to youth who are coping with adversities such as divorce, family addiction, violence, death, illness or relocation.”
- [Steamboat Free Summer Concert Series](#) provides free concerts that are open to anyone and located in an easy-to-access location.



9. RESPECT: Respect and create “safe spaces” for people of color, LGBTQIA, (dis)abilities and neurodiversity to be with others who share their identity and unique challenges.

Explanation of Issue: Openly inclusive schools, businesses, and social clubs foster increased security and morale of employees, students, customers, and members and contribute to a productive and vibrant culture. A key part of creating a safe space is to eliminate microaggressions or blatant hate.

Practical Tools

- Facilitate or encourage the creation of “safe spaces” such as gay-straight alliances, or a themed queer night or ski-day, prayer rooms, or quiet spaces. The creation of safe environments where people can pray, gather, socialize, and connect without worrying about blatant hate or even microaggressions promotes diversity.
- Create an anonymous “CARE” card system that allows employees/students to recognize things that co-workers are doing well or ask questions about things they don’t understand – this can contribute to a positive work environment and improve customer service.
- Offer prayer space for employees in places of business.
- Create internal policy and procedure to ensure that microaggressions, bias, or blatant hate have actionable consequences.

What Is Already Being Done in Our Community

- The Heart of Steamboat United Methodist Church created the [Being Human](#) series, which offers an in-depth exploration of issues and concepts that people of diverse backgrounds are experiencing. The series covers a wide array of topics including...
 - Gray Area Thinking with Ellie Krug
 - Differently Abled Community Members
 - Immigrant Community Members
 - Those Who Are Struggling Economically
 - Those Who Are Struggling with Addiction & Mental Health

- Steamboat Springs High School has a Gay-Straight Alliance, which is a safe space for anyone to gather and learn and discuss relevant issues.
- Integrated Community offers the [World Fiesta](#) each year, which is a celebration of Latin cultures from around the world. The event is open to the whole community but features Latin cuisine, music, dance, customs, and dress.
- Yampa Valley Autism offers Local Autism Support Group meetings in Routt and Moffat Counties. This helps spread information, provides Think Tank discussions, and gives a chance for families to meet and share experiences.
- Steamboat Reading hosts a Learning Differences Parent Resource Group where parents can connect with other parents and learn more about supporting their child.



10. AMPLIFY: The work of diversity, equity, and inclusion is fruitless when individuals who are part of the dominant culture refuse to cede power and space to marginalized people. Step aside so others can step forward.

Explanation of Issue: If the dominant culture within an organization/business/community takes up the vast majority of power and space, whether intentionally or otherwise, it creates a dynamic of exclusion that can be all but impossible for marginalized voices to overcome. It is vitally important to make sure that everyone within a culture or organization is enabled to speak their voice and share their stories, particularly those who have not yet had their chance to participate

Practical Tools

- Make sure your efforts to make your workplace more diverse, equitable, and inclusive are based on best practices as established by DEI professionals. These best practices are typically established by communities most impacted by inequity and exclusion.
 - Read: [7 Examples of What Being an Ally at Work Really Looks Like](#) by Better Allies
 - Read: [Educate, Empower, Advocate: Amplifying Marginalized Voices in a Digital Society](#) by W. Ian O'Byrne
- When someone entrusts you with their experience, listen. Follow their lead on next steps; understand it may not be what you would do in their situation. Honor their trust by asking how you can help them and follow through on that support but be honest about your capabilities. Understand that they may not want your input or support.
- In meetings, encourage individuals to lead and speak that may not otherwise get the chance, especially when the subject matter impacts them or their work/livelihood directly. Give everyone a chance to speak during meetings.
- Provide credit where credit is due. When implementing ideas, concepts, and projects that are not your own or that extensively use another's work, credit the author authentically, and integrate this credit into permanent materials.
- Offer employee incentive programs for employees to become engaged in community boards, commissions, and organizations.

What Is Already Being Done in Our Community

- Horizons Specialized Services is a nonprofit in Steamboat Springs that seeks to expand opportunities for individuals with developmental disabilities. They have been successful at working to integrate a traditionally underserved and excluded population group into the greater community by helping to find employment opportunities for their clients with a variety of employers in the Yampa Valley. Through working with and alongside “typical” people, Horizons clients feel more successful and part of Steamboat Springs than they would otherwise. In addition, these workplaces have become more diverse and inclusive by employing differently abled men and women.

Recommended Next Steps

Leadership Steamboat 2020 started assessing and developing an action plan for improved community-wide DEI awareness, but we recognize that this toolkit is not the end, especially since our process was interrupted by the immediate and pressing reality of the COVID-19 pandemic and that we had only 10 months to work on this project. Increasing DEI awareness requires ongoing effort, engagement, and evaluation. Therefore, we have listed a number of recommended actions that we encourage community leaders and employers to continue this ongoing process of DIY DEI in Routt County.

- Further investigate disparities in our community by conducting interviews with affected individuals and key institutions such as:
 - Law enforcers
 - Teachers
 - Local immigrants
 - Banks
- Collect and share individual stories of social injustice and disparity to help share the individual and personal impact of living in a community that is not aware of or sensitive to DEI issues.
- Research and share the history of oppression of affected populations in our community.
- Create a dashboard that measures community progress towards reaching some of the key DEI goals to easily track and share progress over time. This is an essential step in making an ongoing commitment to addressing DEI and ensuring accountability.
 - See [John Hopkins University](#) example
- Establish Community Circles (regular meetings open to anyone) as open forums for discussing DEI topics as a community.

Appendix 1: Glossary

This glossary is not meant to be exhaustive, and it would be beneficial to note that language is constantly, though minutely, morphing.

| TERM | DEFINITION |
|---------------------------|---|
| Accountability | In the context of racial equity work, accountability refers to the ways in which individuals and communities hold themselves to their goals and actions and acknowledge the values and groups to which they are responsible. |
| Ableism | Discrimination against persons with mental, emotional, and/or physical disabilities; social structures that favor able-bodied individuals. |
| Ability | Power or capacity to do or act physically, mentally, legally, morally, financially, etc. |
| Accessibility | A general term for the degree of ease that something (e.g., device, service, physical environment and information) can be accessed, used and enjoyed by persons with disabilities. The term implies conscious planning, design and/or effort to make sure something is barrier-free to persons with disabilities. Accessibility also benefits the general population, by making things more usable and practical for everyone, including older people and families with small children. |
| Acculturation | A process in which members of one cultural group adopt the beliefs, patterns, and behaviors of another group. Acculturation (n.) The process of learning and incorporating the language, values, beliefs, and behaviors that make up a distinct culture. This concept is not to be confused with assimilation, where an individual, family, or group may give up certain aspects of its culture in order to adapt to that of their new host country. |
| Adverse impact | Having a harmful result. Sometimes treating everyone the same will have a negative effect on some people. |
| Advocate | A person who argues for or supports a cause or policy. |
| Affirmative action | Proactive policies and procedures for remedying the effect of past discrimination and ensuring the implementation of equal employment and educational opportunities, for recruiting, hiring, training and promoting women, minorities, people with disabilities and veterans in compliance with the federal requirements enforced by the Office of Federal Contract Compliance Programs (OFCCP). |
| Ageism | Prejudice or discrimination based on a person's age. |
| Ally | Describes someone who supports a group other than one's own (in terms of racial identity, gender, faith identity, sexual orientation, etc.) Allies acknowledge disadvantage and oppression of other groups than their own; take risks and supportive action on their behalf; commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression. |

| | |
|-----------------------------|--|
| Androgynous | <p>1. A person whose biological sex is not readily apparent, whether intentionally or unintentionally. The individual may reflect an appearance that is both masculine and feminine, or who appears to be neither or both a boy and a girl.</p> <p>2. A person whose identity is between the two traditional genders.</p> <p>3. A person who rejects gender roles entirely.</p> |
| Anglo or Anglo-Saxon | Of or related to the descendants of Germanic peoples (Angles, Saxons, and Jutes) who reigned in Britain until the Norman conquest in 1066. Often refers to white English-speaking persons of European descent in England or North America, not of Hispanic or French origin. |
| Anti-Racism | Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts. |
| Anti-Racist | A person who identifies and challenges the values, structures and behaviors that perpetuate systemic racism. |
| Anti-Semitism | Hatred, discrimination, hostility, or oppression of or against Jewish people as a group or individuals. |
| Arab | Relating to the cultures or people that have ethnic roots in the following Arabic-speaking lands: Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen. "Arab" is not synonymous with "Muslim." Arabs practice many religions, including Islam, Christianity, Judaism, and others. |
| Asexual | Having no evident sex. In usage, may refer to a person who is not sexually active, or not sexually attracted to other people. |
| Asian-American | Of or related to Asian Americans. The U.S. Census Bureau defines "Asian" as "people having origins in any of the original peoples of Asia or the Indian subcontinent". It includes people who indicated their race or races as 'Asian,' 'Indian,' 'Chinese,' 'Filipino,' 'Korean,' 'Japanese,' 'Vietnamese,' or 'Other Asian.' Asian Americans are approximately 3.6 percent of the total U.S. population, and 4.2% including persons of mixed race. |
| Assimilation | The process by which one group takes on the cultural and other traits of a larger group; usually refers to the forced acculturation of a marginalized group by the dominant or White group. |
| Assimilationist | One who is expressing the racist idea that a racial group is culturally or behaviorally inferior and is supporting cultural or behavioral enrichment programs to develop that racial group. |
| Audism | The notion that a person is superior based on their ability to hear or to act like a person who hears. |
| Barrier | Anything that prevents a person from fully taking part in all aspects of society, including physical, architectural, information or communications, attitudinal, economic and technological barriers, as well as policies or practices. |
| Bias | Prejudice; an inclination or preference, especially one that interferes with impartial judgement. |

| | |
|---------------------------------|---|
| Bias Incident | A discriminatory or hurtful act that appears to be motivated or is perceived by the victim to be motivated all or in part by race, ethnicity, color, religion, age, national origin, sex, disability, gender identity or sexual orientation. To be considered an incident, the act is not required to be a crime under any federal, state or local statutes. |
| Bicultural | Of or related to an individual who possesses the languages, values, beliefs, and behaviors of two distinct racial or ethnic groups. |
| Bigender/Dual Gender | A person who possesses and expresses a distinctly masculine persona and a distinctly feminine persona and is comfortable in and enjoys presenting in both gender roles. |
| Bigotry | Intolerant prejudice that glorifies one's own group and denigrates members of other groups. |
| Biracial | A person whose ancestry includes members of two racial groups. |
| Birth Assigned Sex | The designation that refers to a person's biological, morphological, hormonal, and genetic composition. The biological classification of people as male and/or female. A doctor usually assigns sex at birth, by visually assessing external anatomy. Sex terms are "male," "female" and "intersex." |
| Bisexual | A person who is attracted to members of both the male and female sex. |
| Black (African-American) | A social construct referring to people who have dark skin color and/or other related racialized characteristics. The term has become less of an indicator of skin color and more of racialized characteristics. Diverse societies apply different criteria to determine who is Black. |
| Categorization | The natural cognitive process of grouping and labeling people and other things based on their perceived similarities. Categorization becomes problematic when the groupings become oversimplified and rigid, thereby stereotyping people. |
| Caucus (Affinity Groups) | White people and people of color each have work to do separately and together. Caucuses provide spaces for people to work within their own racial/ethnic groups. For white people, a caucus provides time and space to work explicitly and intentionally on understanding white culture and white privilege, and to increase one's critical analysis around these concepts. A white caucus also puts the onus on white people to teach each other about these ideas, rather than relying on people of color to teach them (as often occurs in integrated spaces). For people of color, a caucus is a place to work with their peers on their experiences of internalized racism, for healing and to work on liberation. |
| CIS/Cisgender | Referring or relating to people whose sense of personal identity and gender corresponds with their birth sex. Often referred to as a cis-male or cis-female. |
| Classicism | Prejudicial thoughts and discriminatory actions based on difference in socio-economic status and income, usually referred to as class. Differential treatment based on social class or perceived social class. Classism is 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. "Classism" can also be expressed through the use of public policies and institutional practices that prevent people from breaking out of poverty rather than |

| | |
|-------------------------------|---|
| | ensuring equitable economic, social, and educational opportunity. |
| Coalition | A collection of different people or groups, working toward a common goal. |
| Color Blind(ness) | The belief that everyone should be treated “equally” without respect to societal, economic, historical, racial or other differences. No differences are seen or acknowledged; everyone's the same. |
| Communities of Color | A term used primarily in the United States to describe communities of people who are not identified as White, emphasizing common experiences of racism. |
| Covert Racism | Expresses racist ideas, attitudes or beliefs in subtle, hidden or secret forms. Often unchallenged, this type of racism doesn't appear to be racist because it is indirect behavior. |
| Cultural Appropriation | Theft of cultural elements for one’s own use, commodification, or profit — including symbols, art, language, customs, etc. — often without understanding, acknowledgement, or respect for its value in the original culture. Results from the assumption of a dominant culture’s right to take other cultural elements. |
| Cultural Assimilation | An individual, family, or group gives up certain aspects of its culture in order to adapt to the dominant culture. |
| Cultural Competence | An ability to interact effectively with people of different cultures. Cultural competence has four components: 1. Awareness of one's own cultural worldview 2. Attitude towards cultural differences 3. Knowledge of different cultural practices and worldviews 4. Cross-cultural skills (developing cultural competence results in an ability to understand, communicate with and effectively interact with people across cultures. Cultural competence is a developmental process that evolves over an extended period. |
| Cultural Pluralism | Recognition of the contribution of each group to a common civilization. It encourages the maintenance and development of different lifestyles, languages and convictions. It is a commitment to deal cooperatively with common concerns. It strives to create the conditions of harmony and respect within a culturally diverse society. |

| | |
|--------------------------------|---|
| Cultural Racism | Cultural racism refers to representations, messages and stories conveying the idea that behaviors and values associated with white people or “whiteness” are automatically “better” or more “normal” than those associated with other racially defined groups. Cultural racism shows up in advertising, movies, history books, definitions of patriotism, and in policies and laws. Cultural racism is also a powerful force in maintaining systems of internalized supremacy and internalized racism. It does that by influencing collective beliefs about what constitutes appropriate behavior, what is seen as beautiful, and the value placed on various forms of expression. All of these cultural norms and values in the U.S. have explicitly or implicitly racialized ideals and assumptions (for example, what “nude” means as a color, which facial features and body types are considered beautiful, which child-rearing practices are considered appropriate.) |
| Culture | A social system of meaning and custom that is developed by a group of people 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. |
| Custom | A traditional practice. For example, band councils chosen “by custom” are elected or selected by traditional means, rather than by election rules contained in the Indian Act. |
| Dialogue | Communication that creates and recreates multiple understandings” (Wink, 1997); it is bidirectional, not zero-sum and may or may not end in agreement. It can be emotional and uncomfortable, but is safe, respectful and has greater understanding as its goal. |
| Diaspora | The dispersion of a group of people who live outside their homeland due to an historical event that caused them to flee or which forcibly removed them from their homelands into new regions. These are people who live outside their natal (or imagined natal) territories and recognize that their traditional homelands are reflected deeply in the languages they speak, religions they adopt, and the cultures they produce. |
| Dimensions of Diversity | The unique personal characteristics that distinguish us as individuals and groups. These include but are not limited to: age, sex, gender, race, ethnicity, physical and intellectual ability, class, creed, religion, sexual orientation, educational background and expertise. |
| Disability | There are two common ways of looking at what disability is. One way is to see a disability as a medical condition that a person has. From this perspective, disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental, cognitive and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities and other conditions. A newer way of looking at disability is that it is not something a person has. A person with a medical condition is not necessarily prevented (or disabled) from fully taking part in society. If society is designed to be accessible and include everyone, then people with medical conditions often don’t have a problem taking part. From this point of |

| | |
|--------------------------|--|
| | view, disability is a problem that occurs when a person's environment is not designed to suit their abilities. |
| Discrimination | 1) The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories. 2) [In the United States] the law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business. |
| Disparity | Disparity is the condition of being unequal, and a disparity is a noticeable difference. Disparity usually refers to a difference that is unfair: economic disparities exist among ethnic groups, there is a disparity between what men and women earn in the same job. |
| Diversity | Diversity describes the myriad of ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all-inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences. |
| Domestic Partner | Refers to either member of an unmarried, cohabiting, and especially homosexual, couple who seeks employment benefits which are usually only available to spouses. |
| Dominant Culture | The cultural values, beliefs, practices, language and traditions that are assumed to be the most common, accepted, and influential within a given society. |
| Equal Opportunity | Aims to ensure that all people have equal access, free of barriers, equal participation and equal benefit from whatever an organization has to offer. Note that equal opportunity extends beyond employment. |
| Equality | Evenly distributed access to resources and opportunity necessary for a safe and healthy life; uniform distribution of access that may or may not result in equitable outcomes. |

| | |
|---|--|
| Equity | Equity ensures that individuals are provided the resources they need to have access to, the same opportunities as the general population. Equity represents impartiality, i.e. the distribution is made in such a way to even opportunities for all the people. Conversely equality indicates uniformity, where everything is evenly distributed among people. |
| Ethnicity/Ethnic Group | A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, cultural heritage, 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). |
| ESL | (E)nglish as a (S)econd (L)anguage. A term used to describe language learning programs in the United States for individuals for whom English is not their first or native language. |
| Ethnocentrism | The practice of using a particular ethnic group as a frame of reference, basis of judgment, or standard criteria from which to view the world. Ethnocentrism favors one ethnic group's cultural norms and excludes the realities and experiences of other ethnic groups. |
| Exclusion | Denying access to a place, group, privilege, etc. |
| F to M/FTM/F2M | The abbreviation for female to male used to specify the direction of sex or gender role change, usually used by those who identify as transsexual. |
| Feminism | Theory and practice that advocates for educational and occupational equity between men and women; undermines traditional cultural practices that support the subjugation of women by men and the devaluation of women's contributions to society. |
| First Nations People (American Indian) | This term became common use in the 1970s to replace the word "Indian." Although the term First Nation is widely used, no legal definition exists. The term has also been adopted to replace the word "Band" in the naming of communities. Many people today prefer to be called "First Nations" or "First Nations People" instead of "Indians." Generally, "First Nations People" is used to describe both Status and Non-Status Indians. The term is rarely used as a synonym for "Aboriginal Peoples" because it usually does not include Inuit or Métis people. |
| Gay | People of the same sex who are attracted sexually and emotionally to each other. More commonly utilized to describe male attraction to other males. |
| Gender | Gender is the socially constructed roles, behaviors, activities, and attributes that society considers "appropriate" for men and women. It is separate from 'sex', which is the biological classification of male or female based on physiological and biological features. A person's gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man). |

| | |
|--------------------------|---|
| Gender Bending | Dressing or behaving in such a way as to question the traditional feminine or masculine qualities assigned to articles of clothing, jewelry, or mannerisms. |
| Gender Identity | Refers to all people's internal, deeply felt sense of being a man, woman, both, in between, or outside of the gender binary, which may or may not correspond with sex assigned at birth. Because Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression. |
| Gender Expression | An individual's outward and external gendered appearance. This may include hair styles, clothes, accessories, and mannerisms. Gender expression may also include gender roles which are also defined by an individual's culture/society. |
| Handicap | See Disability |
| Harassment | Engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome. |
| Hate Activity | Comments or actions against a person or group motivated by bias, prejudice or hate based on race, ancestry, national or ethnic origin, language, color, religion, sex, age, mental or physical disability, marital status, family status, sexual orientation or any other similar factor. Examples are: hate crime, hate propaganda, advocating genocide, telephone/electronic communication promoting hate, and publicly displaying hate in notices, signs, symbols and emblems. |
| Hazing | Verbal and physical testing, often of newcomers into a society or group, that may range from practical joking to tests of physical and mental endurance. |
| Health Equity | Attainment of the highest level of health for all people. Efforts to ensure that all people have full and equal access to opportunities that enable them to lead healthy lives. |
| Heterosexism | The assumption that heterosexuality is superior and preferable, and is the only right, normal or moral expression of sexuality. This definition is often used when looking at discrimination against gay, lesbian or bisexual people that is less overt, and which may be unintentional and unrecognized by the person or organization responsible. |
| Heterosexual | A person who has emotional, physical, spiritual and sexual attraction to persons of the opposite sex. |
| Homophobia | The fear or hatred of homosexuality (and other non-heterosexual identities), and persons perceived to be gay, lesbian, bisexual and/or transgender. |
| Homosexual | A person who has emotional, physical, spiritual and sexual attraction to persons of the "same sex." Many people reject the term homosexual because of its history as a term denoting mental illness and abnormality - the terms Gay or Lesbian are preferred. |
| Human Rights | The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law. |

| | |
|--------------------------------|---|
| Identity Group | A particular group, culture, or community with which an individual identifies or shares a sense of belonging. Individual agency is crucial for identity development; no person should be pressured to identify with any existing group, but instead the freedom to self-identify on their own terms. |
| Impairment | A physical, sensory, intellectual, learning or medical condition, including mental illness, that limits functioning and/or requires accommodation. Impairment may be apparent to others or hidden, inherited, self-inflicted or acquired, and may exist alone or in combination with other impairments. Impairment can affect anyone (whatever their gender, sex, race, culture, age, religion, creed, etc.). |
| Implicit Bias | Negative associations expressed automatically that people unknowingly hold; also known as unconscious or hidden bias. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to be favored above individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that people may profess. |
| Inclusive Language | Words or phrases that include all potential audiences from any identity group. Inclusive language does not assume or connote the absence of any group. An example of gender inclusive language is using "police officers" instead of "policemen". |
| Inclusion/Inclusiveness | The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people |
| Indigenous | Generally used in the international context, refers to peoples who are original to a particular land or territory. This term is very similar to "Aboriginal" and has a positive connotation. |
| Individual Racism | Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what he or she is doing. Examples: <ul style="list-style-type: none"> • Telling a racist joke, using a racial epithet, or believing in the inherent superiority of whites over other groups; • Avoiding people of color whom you do not know personally, but not whites whom you do not know personally (e.g., white people crossing the street to avoid a group of Latino/a young people; locking their doors when they see African American families sitting on their doorsteps in a city neighborhood; or not hiring a person of color because "something doesn't feel right"); • Accepting things as they are (a form of collusion). |
| In-group Bias | The tendency for groups to "favor" themselves by rewarding group members economically, socially, psychologically and emotionally in order to uplift one group over another. |

| | |
|--------------------------------|--|
| Institutional Racism | Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color. |
| Intent vs Impact | This distinction is an integral part of inclusive environments; intent is what a person meant to do, and impact is the effect it had on someone else. Regardless of intent, it is imperative to recognize how behaviors, language, actions, etc. affect or influence other people. An examination of what was said or done and how it was received is the focus, not necessarily what was intended. |
| Internalized Oppression | A process by which people come to accept and internalize the inaccurate myths and stereotypes they have been exposed to. |
| Internalized Racism | <p>{A phenomenon that occurs when a group oppressed by racism supports the supremacy and dominance of a racist system by maintaining or participating in the set of attitudes, behaviors, social structures and ideologies that reinforce that system. In the U.S. this generally involves reinforcement of white supremacy.}</p> <p>Internalized racism involves four essential and interconnected elements: Decision-making — Due to racism, people of color may not have total control over the decisions that affect daily life and resources. As a result, on a personal level, some people of color may (consciously or unconsciously) think white people know more about what needs to be done for their community than they do. On an interpersonal level, communities of color may not support each other's authority and power — especially if it is in opposition to the dominating racial group. Structurally, there is a system in place that rewards people of color who support white supremacy and power and coerces or punishes those who do not. Resources — Resources, broadly defined (e.g., money, time, etc.), are unequally in the hands and under the control of white people. Internalized racism is the system in place that makes it difficult for people of color to get access to resources for their communities and to control the resources of their community. Standards — People of color may accept standards for what is appropriate or "normal" that are Eurocentric. They may have difficulty naming, communicating, and living up to their deepest standards and values, and holding themselves and each other accountable to them. Naming the problem — There is a system in place that misnames the problem of racism and its effects as problems of or caused by people of color. As a result of internalized racism, people of color might, for example, believe they are more violent than white people instead of recognizing the role of state-sanctioned political violence and institutional racism.</p> |
| Interpersonal Racism | Interpersonal racism occurs between individuals. When private beliefs are put in interaction with others, racism resides in the interpersonal realm. Examples: public expressions of racial prejudice, hate, bias and bigotry between individuals (2nd Definition) These are biases that occur when individuals interact with others and their private racial beliefs affect their public interactions. |

| | |
|---|--|
| Intersectionality | <p>The idea that various biological, social, and cultural categories-- including gender, race, class, ethnicity and social categories-- interact and contribute towards systematic social inequality. This concept recognizes that individuals:</p> <ol style="list-style-type: none"> 1) belong to more than one social category simultaneously and 2) may experience either privileges or disadvantages on that basis depending on circumstances and relationships. <p>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 is her racial oppression identical to that experienced by a Black man. Each intersection produces a qualitatively distinct life.</p> |
| Intersex | <p>The term “intersex” refers to atypical internal and/or external anatomical sexual characteristics, where features usually regarded as male or female may be mixed to some degree — such as a person with both ovarian and testicular tissues. Other intersex people have combinations of chromosomes that are different than XY (usually associated with male) and XX (usually associated with female), like XXY. And some people are born with external genitals that fall into the typical male/female categories, but their internal organs or hormones don't. This is a naturally occurring variation in humans and not a medical condition and is distinct from transsexuality.</p> |
| Inuit | <p>The Aboriginal Peoples of Arctic Canada who live primarily in Nunavut, the Northwest Territories and northern parts of Labrador and Québec. The word Inuit means “people” in the Inuit language – Inuktitut. The singular of Inuit is Inuk. Their traditional languages, customs and cultures are distinctly different from those of the First Nations and Métis.</p> |
| "-isms" | <p>A way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group: race (racism), gender (sexism), economic status (classism), age (ageism), religion, sexual orientation, language, etc.</p> |
| Latino/a | <p>Individual living in the United States originating from, or having a heritage relating to Latin America. People who classified themselves as Spanish, Hispanic, or Latino categories, which also included the subgroups Mexican, Mexican American, Chicano, Puerto Rican or Cuban. Chicano is a term that describes someone of Mexican-American descent, in other words, those who are beyond first generation.</p> |
| Lesbian | <p>A woman who has emotional, physical, spiritual and/or sexual attraction to other women.</p> |
| LGBT/LGBTQIA/LGBTQA/LGBTIQ, etc. | <p>LGBTQ: This acronym is an umbrella term used to describe lesbian, gay, bisexual, trans, and queer or questioning people. Another common acronym used is LGBTQIA, which encompasses intersex and asexual identities, although there doesn't seem to be consensus within the intersex or asexual communities about wanting to be included in or directly linked to the LGBTQ community. An acronym that also encompasses the diversity within the Trans and Queer community is LGTTTIQQ2A – Lesbian, Gay, Bisexual, Transgender, Transsexual, Intersex, Queer, Questioning, 2-spirited and Allies.</p> |

| | |
|--|---|
| M to F/MTF/M2F | An abbreviation for Male to Female, used to specify the direction of sex or gender role change, usually used by those who identify as transsexual. |
| Marginalized/ Marginalization | The process by which minority groups/cultures are excluded, ignored or relegated to the outer edge of a group/society/community. |
| Microaggression | Everyday insults, indignities, jokes, images, offhand comments and demeaning messages sent to historically marginalized groups by well-intentioned members of the majority group who are unaware of the hidden messages being sent. |
| Model Minority | Refers to a minority ethnic, racial, or religious group whose members achieve a higher degree of success than the population average and who are assumed by the dominant group to be a model of assimilation for other marginalized groups. This success is typically measured in income, education, and related factors such as low crime rate and high family stability. |
| Movement Building | Movement building is the effort of social change agents to engage power holders and the broader society in addressing a systemic problem or injustice while promoting an alternative vision or solution. Movement building requires a range of intersecting approaches through a set of distinct stages over a long-term period of time. Through movement building, organizers can <ul style="list-style-type: none"> • Propose solutions to the root causes of social problems; • Enable people to exercise their collective power; • Humanize groups that have been denied basic human rights and improve conditions for the groups affected; • Create structural change by building something larger than a particular organization or campaign; and • Promote visions and values for society based on fairness, justice and democracy. |
| Multicultural | Of or pertaining to more than one culture. |
| Multicultural Competency | A process of learning about and becoming allies with people from other cultures, thereby broadening our own understanding and ability to participate in a multicultural process. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them. |
| Multiculturalism | The practice of acknowledging and respecting the various cultures, religions, languages, social equity, races, ethnicities, attitudes, and opinions within an environment. The theory and practice promote peaceful coexistence of all identities and people |
| Multiethnic | An individual that comes from more than one ethnicity. |
| Multiplicity | The quality of having multiple, simultaneous social identities; e.g., being male and Buddhist and working class. |
| Multiracial | A person whose heritage includes members of multiple racial groups. |
| Norm | An ideal standard binding upon the members of a group and serving to guide, control, or regulate power and acceptable behavior. |

| | |
|-------------------------------|---|
| Oppression | The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups. |
| Other | “Not one of us” |
| Pacific Islander | The term "Pacific Islander" refers to persons whose origins are of the following nations: Polynesian, Melanesia, Micronesia, or any of the Pacific Islands. |
| Pansexual | (Also referred to as omnisexual or polysexual) a term reflective of those who feel they are sexually, emotionally, and spiritually capable of falling in love with all genders. |
| Pay equity | The principle of equal pay for work of equal value. For example, the requirement to pay males and females within the same organization the same salary for work that is judged to be of equal value. |
| Person/People of Color | Used primarily in the United States to describe any person who is not white; the term is meant to be inclusive among non-white groups, emphasizing common experiences of racism. (This definition parallels the Communities of Color definition.) |
| Personal Identity | Our identities as individuals-including our personal characteristics, history, personality, name, and other characteristics that make us unique and different from other individuals. |
| Polyamory | The practice or acceptance of having more than one intimate relationship at a time with the consent of all involved. |
| Power | Access to privileges such as information/knowledge, connections, experience and expertise, resources and decision-making that enhance a person’s chances of getting what they need to live a comfortable, safe, productive and profitable life. |
| Prejudice | A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics. |
| Privilege | Unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., white/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it. In other words, men are less likely to notice/acknowledge a difference in advantage because they do not live the life of a woman; white people are less likely to notice/acknowledge racism because they do not live the life of a person of color; straight people are less likely to notice/acknowledge heterosexism because they do |

| | |
|-----------------------------------|---|
| | not live the life of a gay/lesbian/bisexual person. |
| Queer | <p>Queer is a multi-faceted word that is used in different ways and means different things to different people. It can refer to any combination of gender identity and sexual orientation. Reclaimed from its earlier negative use, the term is valued by some for its defiance, by some because it can be inclusive of the entire community, and by others who find it to be an appropriate term to describe their more fluid identities. Here are some ways that queer is used today:</p> <p>** Due to its varying meanings, this word should only be used when self-identifying or quoting someone who self-identifies as queer (i.e. "My cousin identifies as queer.")</p> <p>1) Queer (adj.): attracted to people of many genders. Although dominant culture tends to dictate that there are only two genders, gender is actually far more complex. Queer can be a label claimed by a person who is attracted to men, women, genderqueer people, and/or other gender nonconforming people.</p> <p>2) Queer (adj.): not fitting cultural norms around sexuality and/or gender identity/expression. Similarly, to the above, queer can be a label claimed by a person who feels that they personally don't fit into dominant norms, due to their own gender identity/expression, their sexual practices, their relationship style, etc.</p> <p>3) Queer (adj.): non-heterosexual. Queer is sometimes used as an umbrella term to refer to all people with non-heterosexual sexual orientations or all people who are marginalized on the basis of sexual orientation.</p> <p>4) Queer (adj.): transgressive, revolutionary, anti-assimilation, challenging of the status quo. Many people claim the label queer as a badge of honor that has a radical, political edge.</p> <p>5) Queer (n.): an epithet or slur for someone perceived to be gay or lesbian. Queer is still sometimes used as a derogatory term and is disliked by some within the LGBT community.</p> |
| Questioning | Refers to an individual who is uncertain of her/his sexual orientation, gender or identity. |
| Race | A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. Racial categories subsume {include} ethnic groups. |
| Racial and Ethnic Identity | An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe themselves based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, and personal experience. |

| | |
|-------------------------|---|
| Racial Equity | The condition that would be achieved if one's racial identity no longer influenced how one fares. Racial equity is one part of racial justice and must be addressed at the root causes and not just the manifestations. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them. |
| Racial Justice | The proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. |
| Racial Profiling | Any action that relies on stereotypes about race, color, ethnicity, ancestry, religion or place of origin, or a combination of these, rather than on a reasonable suspicion to single out a person for greater scrutiny or different treatment. |
| Racism | A belief that one group is superior or inferior to others. Racism can be openly displayed in racial jokes, slurs or hate crimes. It can also be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, people don't even realize they have these beliefs. Instead, they are assumptions that have evolved over time and have become part of systems and institutions. |
| Racist | One who is supporting a racist policy through their actions or interaction or expressing a racist idea. |
| Redlining | Illegal discriminatory practice in which a mortgage lender denies loans or an insurance provider restricts services to certain areas of a community, often because of the racial characteristics of the applicant's neighborhood. Redlining practices also include unfair and abusive loan terms for borrowers, outright deception, and penalties for prepaying loans....In 1968 the Federal Fair Housing Act forbade discrimination against minorities by real estate brokers, property owners, and landlords. The Home Mortgage Disclosure Act (HMDA) of 1975 required lending institutions to report public loan data, while the Community Reinvestment Act of 1977 was intended to encourage banks and other financial institutions to help meet the credit needs of the communities in which they operate. |
| Religion | A system of beliefs, usually spiritual in nature, and often in terms of a formal, organized institution. |
| Reparations | States have a legal duty to acknowledge and address widespread or systematic human rights violations, in cases where the state caused the violations or did not seriously try to prevent them. Reparations initiatives seek to address the harms caused by these violations. They can take the form of compensating for the losses suffered, which helps overcome some of the consequences of abuse. They can also be future oriented—providing rehabilitation and a better life to victims—and help to change the underlying causes of abuse. Reparations publicly affirm that victims are rights-holders entitled to redress. |
| Respect | A feeling or understanding that someone or something is important, valued, and should be treated in a dignified way. |
| Reverse Racism | Perceived discrimination against a dominant group or political majority. Commonly used by opponents to affirmative action who believe that these policies are causing members of traditionally dominant groups to be discriminated against. |

| | |
|---------------------------|---|
| Safe Space | A place where anyone can relax and fully express, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, religious affiliation, age, or physical or mental ability. |
| Saliency | The quality of a group identity of which an individual is more conscious, and which plays a larger role in that individual's day-to-day life; for example, a man's awareness of his "maleness" in an elevator with only women. |
| Scientific Racism | The use of scientific techniques, theories, and hypotheses to sanction the belief of racial superiority, inferiority, or racism. Examples include Tuskegee Syphilis Trial, the stem cells of Henrietta Lacks, Indigenous Races of the Earth, etc. |
| Sex | The biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity. |
| Sexism | Prejudiced thoughts and discriminatory actions based on difference in sex/gender, typically against women. |
| Sexual Orientation | Refers to the sex(es) or gender(s) to whom a person is emotionally, physically, sexually, and/or romantically attracted. Examples of sexual orientation include gay, lesbian, bisexual, heterosexual, asexual, pansexual, queer, etc. |
| Social Construct | An idea that appears to be natural and obvious to people who accept it but may or may not represent reality. |
| Social Justice | To take action as an advocate for a just society where all people have a right to fair and equitable treatment, support, and resources. |
| Social Power | Access to resources that enhance chances of getting what one needs or influencing others in order to lead a safe, productive, and fulfilling life. |
| Stakeholder | An individual or institution with something to gain or lose from a project or process. They are often placed into three broad categories - 1) key stakeholder defined as people, groups, or institutions who can significantly influence or are particularly important to the success of an activity, 2) primary stakeholder defined as people or groups who are directly impacted by an activity, and 3) secondary stakeholder defined as all other people who have a stake or interest in the proposed activity or are indirectly impacted by it. |
| Stereotype | Widely held beliefs, unconscious associations, and expectations about members of certain groups that are presumed to be true of every member of that group, and that present an oversimplified opinion, prejudiced attitude, or uncritical judgment. Stereotypes go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information, and are highly generalized and/or inflammatory. |
| Stonewall Riots | A disturbance that grew out of a police raid on the Stonewall Inn, a popular hang-out for gays in Manhattan's Greenwich Village in 1969. Such raids had long been routine, but this one provoked a riot as the crowd fought back. The riot led to the formation of the Gay Liberation Front and to a new level of solidarity among homosexuals. |

| | |
|--------------------------|--|
| Structural Racism | The normalization and legitimization of an array of dynamics – historical, cultural, institutional, and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics, and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism. |
| Tolerance | Acceptance and open-mindedness to different practices, attitudes, and cultures; does not necessarily mean agreement with the differences. |
| Transphobia | The fear or hatred of persons perceived to be transgender and/or transsexual. |
| Transgender | An umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e. the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered." |
| Transition | The process that people go through as they change their gender expression and/or physical appearance (e.g. through hormones and/or surgery) to align with their gender identity. A transition may occur over a period of time and may involve coming out to family, friends, coworkers, and others; changing one's name and/or sex designation on legal documents; and/or medical intervention. Some people find the term "transition" offensive and prefer terms such as "gender affirmation." It is best to ask individuals which terms they prefer. |
| Transsexual | People who are identified at birth as one sex but who identify themselves differently. They may seek or undergo one or more medical treatments to align their bodies with their internally felt identity, such as hormone therapy, sex-reassignment surgery, or other procedures. While this term is embraced by some people as an identity, it is rejected by others and should be used with caution. |
| Two-Spirit | According to ancient teachings, "two-spirited" people were considered gifted among all beings because they carried two spirits: male and female. It is told that women engaged in tribal warfare and married other women, as there were men who married other men. These individuals were looked upon as a third gender in many cases and in almost all cultures they were honored and revered. Today, the term refers to Aboriginal people who are gay, lesbian, bisexual, trans-gendered, other gendered, third/fourth gendered individuals that walk carefully between the worlds and between the genders. |

| | |
|---|---|
| White/Whiteness/ White Color | The term White, referring to people, was created by Virginia slave owners and colonial rules in the 17th century. It replaced terms like Christian and Englishman to distinguish European colonists from Africans and indigenous peoples. European colonial powers established Whiteness as a legal concept after Bacon's Rebellion in 1676, during which indentured servants of European and African descent had united against the colonial elite. The legal distinction of White separated the servant class on the basis of skin color and continental origin. The creation of "Whiteness" meant giving privileges to some, while denying them to others with the justification of biological and social inferiority. |
| White Privilege | Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally, White people who experience such privilege do so without being conscious of it. |
| White Supremacy | White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power, and privilege. |
| Worldview | The perspective through which individuals view the world; comprised of their history, experiences, culture, family history, spiritual beliefs and other influences. |
| Xenophobia | The fear or hatred of foreigners. |

The definitions for these terms have been drawn from a number of resources, including Diversity Resource Center; Ontario Human Rights Commission; WK Kellogg Foundation; Educate Not Indoctrinate; Center for Diversity and Inclusion at Washington University in St. Louis; Dictionary.com; Merriam-Webster; University of Houston Center for Diversity and Inclusion; Ontario Human Rights Commission; Equity, Diversity, and Inclusion Committee of the Department of Epidemiology at the University of Washington; Planned Parenthood Federation of America; English Dictionary; and The Editors of Encyclopedia Britannica.

Appendix 2: Stakeholder Interviews

Background

Leadership Steamboat 2020 (LS20) participants identified a list of over twenty local organizations and governmental agencies that manage and oversee the needs of the diverse populations of the Steamboat community (only fourteen were available for interviews). LS20 developed a set of questions intended to better understand the challenges facing the populations these different entities serve, as well as the challenges they face as a group in the Steamboat community. This interview process was anecdotal and not designed to be quantitative. The results of these interviews are shared below in a series of key interview quotes.

Stakeholders Interviewed

| Organization | Person Interviewed and Title | Organization's Mission | Population Served |
|--|--|---|---|
| Routt County | Beth Melton, County Commissioner | Routt County's mission is to efficiently deliver a balance of services and infrastructure to provide a safe and healthy place to live for current and future generations. | Routt County residents |
| City of Steamboat | Lisel Petis, City Council Member | We plan, partner, and provide superior services and a safe environment in our thriving, authentic community. | Everyone |
| Advocates of Routt County | Executive Director | Advocates mission is to support and empower all people impacted by sexual violence and abusive relationships while disrupting all systems that tolerate and perpetuate such violence. | |
| Boys and Girls Club Northwest Colorado | Bobby Jones, Operations Director | To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. | Youth ages 6-18 and families |
| Colorado Mountain College | Patrick Staib, Faculty and participant in CMC's DEI Campus Committee | Colorado Mountain College offers a dynamic, innovative, and high-quality teaching and learning experience serving a diverse population in a student-centered, inclusive, and personalized learning environment. | Students and the community at large |
| Integrated Community | Nelly Navarro, Executive Director | Proactively promote and support the successful integration of immigrant and local community | Immigrants and non-English speakers in Routt County |

| | | | |
|---|---|--|--|
| | | members in Northwest Colorado through education, intercultural exchange, and collaboration to build a more united community where its members can communicate, participate and contribute. | |
| LiftUp | Sue Fegelein, Executive Director | LiftUp provides charitable assistance, without discrimination, to meet basic human needs, while fostering self-sufficiency. | Anyone in need of the services offered |
| Routt County Council on Aging | April Sigman, Executive Director | Our mission is to determine the needs of the senior citizens in Routt County and to make every effort to meet those needs with appropriate action. | Senior Citizens of Routt County |
| Routt County United Way | Kate Nowak, Executive Director | Routt County United Way mobilizes the caring power of our community and unites with our partners in four key impact areas of early childhood education, youth success, financial stability and health and crisis services. | Everyone |
| Selah | Sarah Bartels, Executive Director | Selah offers free of charge, confidential services for men and women facing pregnancy related decisions in Routt County and the surrounding area. | Men and women in Routt County and the surrounding area regardless of income, gender, race, or religion |
| STARS Steamboat Adaptive Recreational Sports | Julie Taulman, Executive Director | STARS mission is to empower and enrich lives through adaptive recreational sports. | People with disabilities |
| Steamboat Reading | Kim Schulz, Executive Director | Providing a community of support for struggling readers and their families through one-on-one tutoring, formal evaluations, advocacy, and parent education. | Anyone in need of the services offered |
| Steamboat Springs High School Gay-Straight Alliance | Chris Ruff, Teacher and GSA Club Director | Create an inclusive and safe environment at SSHS for LGBT students | Gay and straight high school students |
| UCHealth Yampa Valley Medical Center | Unnamed, Human Resource Business Partner | We improve lives. In big ways through learning, healing, and discovery. In small, personal ways through human connection. But in all ways, we improve lives. | Everyone |

| | | | |
|-----------------------------|---------------------------------|--|---|
| Yampa Valley Autism Program | Lisa Lorenz, Executive Director | Yampa Valley Autism Program provides resources and direct services to individuals and families living together with autism or other disorders to cultivate their abilities and maximize their quality of life. | Individuals and families living with autism |
|-----------------------------|---------------------------------|--|---|

Key responses to the key questions asked during each interview are shown below.

To what extent do you feel as though the community you serve experiences a sense of belonging in our Steamboat?

"Many people mistakenly say that the Steamboat community is not diverse - but that is not accurate - it's just that the diversity is underrepresented." – Lisel Petis

"Most (LGTBTQIA youth) leave Steamboat as soon as they can. They often do not return to the valley for any meaningful amount of time. Youth LGBTQIA members discuss hopes for "finding their tribe" outside of Steamboat as they are not finding much inside the community." – Chris Ruff

"There is a significant and clear gap in Steamboat between the wealthy and the lower-income families. Access to services is very limited for lower-income families." – Bobby Jones

"Our population in Steamboat is predominately white, middle to upper class, and educated. Age ranges from newborns to geriatric, with a larger portion of our population being more than 60 years old. We do have small pockets of Hispanics with English as their second language, as well as small groups from Africa, Jamaica, and the Middle East. Hidden in the midst of all of this is poverty due to housing cost. There is also a large ranching community that is more than 75 years old. The sense of belonging comes from the lack of diversity. People are so similar there is a common ground amongst most people. In saying that, there is also a sense of belonging due to the generosity of the community to those who are in need." – Anonymous

"The immigrant population finds, in Steamboat, an ideal place for those relocating from another country. Our constituents have been able to find safety, stability, and peace among Steamboat's beautiful natural surroundings. These things create a desire to contribute to Steamboat's diverse community. That being said, sometimes it is hard for the immigrant population to participate in community events because they are not offered in multiple languages. These include City Council meetings and events that would benefit from subtitles, like the Movies on the Mountain series or events at the Chief and Strings. That is why our organization is here to provide English lessons, translation and interpretation services, so our clients can have access to all resources." – Nelly Navarro

"People with disabilities feel like they belong on a social level but not as much on a professional level. Employment opportunities don't come as easy or often to them as the rest of our community." – Julie Taulman

"Most of our clients love Routt County and feel very welcomed and a sense of belonging. Many clients state how impressed they are with the senior resources and activities for seniors in our community." – April Sigman

In which current areas related to diversity, equity, and inclusion do you see opportunities for improvement in Steamboat?

"A key opportunity is encouraging local businesses to reflect Steamboat's diversity in their promotional and marketing materials. This could go a long way towards communicating to different populations that they are represented and welcome. Further, within the City specifically, there are opportunities to make small changes, such as converting bathrooms to gender neutral and making important documentation available in different languages."

- Lisel Petis

"A challenge for Routt County United Way is integrating more people with lived experience into the decision-making process. The people we want to include often have limited discretionary time and want to spend what they have with family. They have tough schedules. One way to address this challenge is to be intentional about reaching out." - Kate Nowak

"The three big roadblocks are that it is tough to get around, the lack of free and affordable childcare, and lack of affordable housing." - Patrick Staib

"It is a challenge for community members to participate in outreach events, even when they are offered. Parents' ability to participate is limited because of childcare; translation services are also limited. In addition, most opportunities for social interaction include drinking which can exclude some people and be unhealthy for others." -Beth Melton

"There is opportunity to recruit and hire people with different ethnic backgrounds, race, and ability to speak languages other than English." - Anonymous

What do you see as roadblocks, risks, or pitfalls to members of this community feeling a sense of belonging? Finding a job? Housing? What barriers do you as an organization face in helping your clients overcome these challenges?

"Lack of representation, community outreach, and the inability to come out to employers are major roadblocks to the local LGBTQIA community." - Chris Ruff

"When people are struggling to make ends meet, they have a hard time finding a sense of belonging." - Sarah Bartels

"While there's assistance for food, bills, and transportation, one of the biggest obstacles for low-income families is the lack of housing assistance or affordable housing. Also, there is the lower-middle class struggle--they make too much to qualify for assistance, but still don't have enough to make ends meet. In addition, there are families that are not necessarily here legally and often can't apply for some assistance programs." - Sarah Bartels

What are the biggest obstacles this group faces in the workplace?

"An obstacle that the Steamboat community faces is not knowing inclusive terms and norms." - Lisel Petis

"Workplaces are full of lines of communication-usually with English being the primary language that is used. People who do not speak English may have trouble understanding HR rules, advancement opportunities, paid time off, benefits, and other policies that could positively affect them. Misunderstandings may arise when people cannot understand each other. I have also heard that social isolation can become an issue for folks without a solid support group who cannot fully connect with their neighbors or coworkers through language." - Sue Fegelein

"One of the big obstacles for low-income families is being able to find available and affordable childcare." – Sarah Bartels

Does your community feel safe in Steamboat Springs? In the workplace?

"Steamboat overall is safe as compared to many other communities and people generally feel safe here – but many underrepresented people don't feel like they are a part of the community or can be themselves. Gay couples don't feel comfortable being affectionate in public and immigrants have concerns over things like ICE Raids, racial discrimination, etc..." – Lisel Petis

"Many (local LGTBQIA community members) do not come out in public for fear of discrimination or bullying because of their identity. While Steamboat is a very welcoming community, the danger of being perceived as 'other' is daunting, particularly to younger members of the community." – Chris Ruff

"The biggest safety concern for many of my clients is safe sidewalks and bus stops." – April Sigman

Does your clientele feel as though they have a clear avenue for reporting discrimination?

"Because Integrated Community is known as a safe and confidential organization, clients come to us when they have urgent problems. We give them options, but never make decisions for them. We will help them draft letters or complaints but strongly urge them to take the next steps, as they are the ones impacted. We advise clients to report the issue to the proper agency as a learning experience. In this way, they understand their voices will be heard when they speak up for themselves." – Nelly Navarro

What public services do you feel are lacking for your community?

"There is insufficient daytime services and supported housing for the local population of adults with intellectual or developmental disabilities.

- No space for new adults or youth who are now adults aging into Supported Living Services (SLS) in the only local Program Approved Service Agency (PASA) in Routt County. Supported Living Services include supported housing, and daily living activities for adults. There is no waitlist for qualifying for services, but there is a lack of providers and agencies for those who have been approved and waiting to receive services.
- Horizons is the only PASA and is allotted only a certain number of housing slots for state supported housing based on community population. The result is that there is a minimum of a 12-year waitlist for supported housing for adults with an Intellectual or Developmental Disability (IDD) in Routt County. Essentially, a client has to either move away or become deceased for a housing space to open up." – Lisa Lorenz

"Many. There are no local agencies or services to support the LGTBQIA community (other than the Gay Straight Alliance at the Steamboat Springs High School). There is a lack of local attorneys that focus on immigration issues. No one locally does education or consulting on

diversity, equity, and inclusion. And many businesses and agencies lack basic services in Spanish.” – Lisel Petis

Appendix 3: Additional Resources

Diversity, Equity and Inclusion Spectrum Tool, which can be used to assess your own DEI performance: <https://mmt.org/sites/default/files/inline-files/Meyer-DEI-Spectrum-Tool-2017.pdf>

Essay “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh:

<https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

GOOP Podcast with “White Fragility: Why It's So Hard for White People to Talk About Racism” Author Robin DiAngelo: <https://podcasts.apple.com/us/podcast/the-goop-podcast/id1352546554?i=1000464101530>

[Human Inspiration Works LLC](#) is a business that conducts training on inclusiveness led by Ellen “Ellie” Krug, who lived five decades as male before transitioning to female. The resources and wisdom that Human Inspiration Works LLC offers is useful and inspiring. They have coined the term “Gray Area Takeaways”, which provide practical tools for understanding how to be more DEI mindful.

- [Gray Area Thinking© Takeaways/Action Items—What You Can Do](#)

The [National Council of Nonprofits](#) provides an array of [resources](#) useful to any employer seeking tools for integrating DEI practices into the workplace. Some specific articles worth reviewing are:

- [What’s the difference between Diversity, Inclusion, and Equity?](#)
- [6 Steps for Building an Inclusive Workplace](#)
- [The MSW@USC Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege](#)

Bibliography

- Center for Diversity and Inclusion at Washington University in St. Louis. (Unknown). *Glossary of Bias Terms*. www.students.wustl.edu/glossary-bias-terms/.
- Dictionary.com. (unknown). *Dictionary.com*, Dictionary.com, LLC. www.dictionary.com/.
- Diversity Resource Center. (2015). *Diversity and social justice glossary*. www.tacoma.uw.edu/sites/default/files/sections/Diversity/diversity_glossary.pdf.pdf.
- DiversityQ. (2019). *Why the success of workplace inclusion relies on the collaboration of all*. DiversityQ. diversityq.com/why-the-success-of-workplace-inclusion-relies-on-the-collaboration-of-all-1507688/.
- Dizikes, P. (2014). *Study: Workplace diversity can help the bottom line*. MIT News Office. news.mit.edu/2014/workplace-diversity-can-help-bottom-line-1007.
- The Editors of Encyclopaedia Britannica. (2014). *Redlining*. Encyclopædia Britannica, Inc. www.britannica.com/topic/redlining.
- Educate Not Indoctrinate. (2019). *Glossary of terms for diversity, equity and inclusion*. www.educatenotindoctrinate.org/glossary-of-terms-for-equity-diversity-inclusion/.
- Lexico Dictionaries. (unknown). *English Dictionary, Thesaurus, & Grammar Help*. www.lexico.com/.
- Equity, Diversity, and Inclusion Committee of the Department of Epidemiology at the University of Washington, School of Public Health. (2019). *Glossary of equity, diversity and inclusion*. [www.epi.washington.edu/sites/default/files/website_documents/DEI%20Glossary For matted 20190711.pdf](http://www.epi.washington.edu/sites/default/files/website_documents/DEI%20Glossary%20Formatted%2020190711.pdf)
- Kapila, M., Hines, E., & Searby, M. (2016). *Why diversity, equity, and inclusion matter*. Independent Sector. independentsector.org/resource/why-diversity-equity-and-inclusion-matter/.
- Kerby, S. & Burns, C. (2012). *The top 10 economic facts of diversity in the workplace*. Center for American Progress.
- Merriam-Webster. (2020). *Dictionary by Merriam-Webster: America's Most-Trusted Online Dictionary*. www.merriam-webster.com/.
- MP Associates, Center for Assessment and Policy Development and World Trust Educational Services. (2019). *Racial Equity Tools Glossary*. [https://www.racialequitytools.org/resourcefiles/RET Glossary Updated October 2019 .pdf](https://www.racialequitytools.org/resourcefiles/RET_Glossary_Updated_October_2019_.pdf)
- Ontario Human Rights Commission. (unknown). *Appendix 1: Glossary of Human Rights Terms*. www.ohrc.on.ca/en/teaching-human-rights-ontario-guide-ontario-schools/appendix-1-glossary-human-rights-terms.
- Planned Parenthood Federation of America. (unknown). *What is intersex? Definition of intersexual*. www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/whats-intersex.
- University of Houston Center for Diversity and Inclusion. (unknown). *Diversity, Equity and Inclusion Terms*. www.uh.edu/cdi/diversity_education/resources/pdf/terms.pdf.
- U.S. Census Bureau. (2019). *U.S. Census Bureau QuickFacts: Routt County, Colorado*. www.census.gov/quickfacts/fact/table/routtcountycolorado/AGE135218#AGE135218.

WK Kellogg Foundation. (2009). *Racial Equity Resource Guide*.
www.racialequityresourceguide.org/about/glossary.