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STATE OF CALIFORNIA
NEW MOTOR VEHICLE BOARD
A G E N D A

Ad Hoc Committee on Equity, Justice and Inclusion Meeting

Glendale City Hall
Council Chamber Room
613 E. Broadway, 2nd Floor
Glendale, California 91206
(818) 548-2094

November 1, 2024

Please note that Ad Hoc Committee action may be taken regarding any of the issues listed below. As such, if any person has an interest in any of these issues, they may want to attend.

The Ad Hoc Committee provides an opportunity for members of the public to comment on each agenda item before or during the discussion or consideration of the item. (Gov. Code § 11125.7)

The Ad Hoc Committee on Equity, Justice and Inclusion Members¹ are:

Kathryn Ellen Doi, Chair
Jake Stevens, Vice Chair
Anne Smith Boland, Member
Ashley Dena, Member
Bismarck Obando, Member

1. **2:00 p.m. -- Meeting called to order.**
2. **Roll Call and establishment of quorum.**

¹ At the November 1, 2024, General Meeting, President Kassakhian will decide whether this Ad Hoc Committee should be a standing committee. Additionally, all Board Members will be encouraged to be either primary or alternate members. Therefore, the composition of this Committee could change prior to the meeting.

3. **Discussion and consideration of a draft revised Mission Statement.**
4. **Discussion and consideration of draft Committee Charter.**
5. **Discussion and consideration of draft equity lens assessment rubric the committee will utilize when reviewing Board proposed new and amended policies.**
6. **Prior review of proposed revisions to the Board policy concerning the assignment administrative law judges to merits hearings to exclusively use the Office of Administrative Hearings for all merits hearings.**
7. **Discussion and consideration of draft Equity Glossary of Terms.**
8. **Discussion of no-cost Diversity, Equity, Inclusion, Justice, and Accessibility training and development opportunities for staff and Board members.**
9. **Public Comment. (Gov. Code § 11125.7)**
10. **Adjournment.**

<p>To request special accommodations for persons with disabilities at this or any future Board meeting or to request any accommodation for persons with disabilities necessary to receive agendas or materials prepared for Board meetings, please contact Alex Martinez at (916) 445-1888 or Alejandro.martinez2@dmv.ca.gov.</p>

Equity, Justice, and Inclusion Committee New Motor Vehicle Board

Current mission statement as of 8/7/2021

The purpose of the California New Motor Vehicle Board's Ad Hoc Committee on Equity, Justice and Inclusion will be to engage with the new motor vehicle industry and its stakeholders in a call to action to reverse policies and practices that have resulted in bias, both conscious and unconscious. Further, the New Motor Vehicle Board, as a department within the California State Transportation Agency (CalSTA), will educate, inform, and develop feedback to CalSTA on equity issues, including but not limited to, the following: 1) the role of new motor vehicle franchisors to provide women, minorities, and other members of historically excluded groups access to flooring and ownership of their own franchised dealers; and 2) explore opportunities for women, minorities, and other members of historically excluded groups to be considered for exempt executive level positions within CalSTA and its departments.

Proposed mission statement 11/1/2024

Foster a culture that embraces equity, celebrates diversity, champions inclusion and belonging, and prioritizes accessibility and justice to remove barriers, promote fair treatment, and catalyze action to create and drive meaningful change for all stakeholders in the new motor vehicle industry.

Equity, Justice, and Inclusion Committee Charter

New Motor Vehicle Board

Mission	Foster a culture that embraces equity, celebrates diversity, champions inclusion and belonging, and prioritizes accessibility and justice to remove barriers, promote fair treatment, and catalyze action to create and drive meaningful change for all stakeholders in the new motor vehicle industry.
Background	<p>On June 12, 2020, the California State Transportation Agency (CalSTA) issued a public statement which said, in part that it <i>“strongly condemns systemic racism and discrimination in all forms, including those historically entrenched in transportation. Enhancing the lives of all Californians – particularly people of color and disadvantaged communities – by connecting individuals to jobs, healthcare, education, and other opportunities lie at the heart of what we do and why. To that end, CalSTA firmly embraces racial equity, inclusion and diversity. These values are foundational to achieving our vision of a cleaner, safer, more accessible, and more connected future. We will be part of the solution. We will promote policies and programs that reflect principles of diversity, equity, and inclusion, and will work with stakeholders to identify areas of improvement. Through these and other efforts, transportation systems have the potential to achieve their intended purpose – to provide safe and equitable access to opportunity and truly enhance quality of life.”</i> As an organization operating under the oversight of CalSTA, NMVB is committed to following CalSTA's lead and being part of the solution by forming an Equity, Justice, and Inclusion Committee that first convened October 27, 2020.</p>
Purpose	Improve NMVB operations and provide feedback for CalSTA by engaging with the new motor vehicle industry and its stakeholders in a call to action to address systemic racism, and individual and structural bias in policies and practices that routinely produce adverse outcomes for underrepresented and marginalized groups.

Goals	<ul style="list-style-type: none"> ✚ Engage in individual and group reflection and research to develop a land acknowledgement for cities where board meetings are held. ✚ Develop and maintain an Equity Glossary of terms to be updated annually for accuracy and relevancy. ✚ Develop and formally implement an equity lens assessment rubric for reviewal of Board proposed, new, and amended policies and practices. ✚ Engage in individual and group learning and development opportunities throughout the year to increase awareness and expand knowledge of Diversity, Equity, Inclusion, Justice, and Accessibility principles. ✚ Explore options to improve accessibility of all NMVB public meetings. ✚ Examine the steps new motor vehicle franchisors can take to provide women, and other members of under-represented and marginalized groups access to flooring and ownership of their own franchised dealers. ✚ Explore opportunities for women, and other members of under-represented and marginalized groups to be considered for exempt executive level positions within CalSTA and its departments. ✚ Support NMVB staff with strategic plan objectives related to the advancement of the CalSTA Core Four priorities: Safety, Equity, Climate Action, and Economic Prosperity.
Deliverables	<p>Progress will be tracked and documented in meeting minutes, board committee memos, strategic plan tracker, and CalSTA OKR status updates when related.</p>
Meetings	<p>Meetings are held in conjunction with General Board meetings and may be called as needed.</p>
Roles and Responsibilities	<p>Assistant Director and Equity Officer will provide resources to support team meetings and initiatives.</p>

	<p>NMVB staff sends invites, agendas, and minutes of the meeting.</p> <p>Members shall attend and come prepared to all meetings.</p> <p>All NMVB board members are final authority for all Committee decisions.</p>
Amendments and Addendums	<p>This charter is reviewed annually. Amendments and addendums may be approved with a member vote.</p>

DRAFT

A background image showing a diverse group of people, including men and women of various ethnicities, sitting around a table in a meeting. They are looking at documents and talking. The image is slightly faded to allow text to be read over it.

New Motor Vehicle Board

Applying an Equity Lens to Policy Development and Review

NMVB commits to using a systematic application of an Equity Lens Assessment Rubric when developing new policies and reviewing existing ones. In doing so, we seek to do the following:

- **Infuse equity in evaluation of NMVB policies, processes, and programs.**
- **Identify potential disparate effects on underserved and marginalized individuals, groups, and communities, and minimize unintended adverse consequences.**
- **Reduce or eliminate barriers.**
- **Make decisions that result in more equitable outcomes across policies, programs, practices, and processes.**

Equity Lens Assessment Rubric

Policy:

Date Reviewed:

Criterion	Equity Lens Tool	Phase One	Phase Two	Phase Three
Stakeholders identified	<i>Who is impacted by the content of this policy, practice, or decision?</i>	No stakeholders have been identified	Some stakeholders have been identified.	All stakeholders have been identified
Stakeholder Input	<i>Are the people impacted by the policy, practice, or decision included in the development discussion?</i>	No stakeholder input has been included in the development of this policy	Informal and segmented stakeholder input has been included in the development of this policy	All relevant stakeholders have been formally involved with the development of this policy
Benefits/ Burdens/Overall Impact	<i>What are the benefits and burdens?</i>	No benefits and burdens of the policy have been identified	Some benefits and burdens of the policy have been identified	A comprehensive understanding of the benefits and burdens of the policy have been identified
Access, Equity, and Inclusion	<i>In what ways does this policy, practice, or decision increase or decrease access, equity, and inclusion?</i>	The policy does not address increases and decreases in access, equity, and inclusion	The policy addresses some increases and decreases in access, equity, and inclusion.	The policy addresses all increases and decreases in access, equity, and inclusion
Measurable Outcomes	<i>What are the measurable outcomes of the policy practice, or decision?</i>	No measurable outcomes have been identified	Some measurable outcomes have been identified or outcomes that have been identified are not measurable	All measurable outcomes have been identified
	Mark applicable phase with X			

- 1) **STAKEHOLDERS IDENTIFIED** What groups, organizations or individuals may be most affected by and/or concerned with the issues related to the proposed policy?

- 2) **STAKEHOLDER INPUT** Have those stakeholders most involved or impacted been informed, meaningfully involved, and authentically represented in the development of the policy?

- 3) **BENEFITS, BURDENS, OVERALL IMPACT** Which groups, organizations, or individuals are currently most advantaged by the issues this policy seeks to address? Which are disadvantaged? How are they affected differently? Is there evidence that inequity exists? Is evidence is needed? If so, what?

- 4) **ACCESS, EQUITY, AND INCLUSION** In what ways does this policy increase or decrease access, equity, and inclusion? Is there equity in the language? What types of words are used to describe individuals/groups identified in the policy? Are there further ways to maximize equitable opportunities and impacts?

- 5) **MEASURABLE OUTCOMES** What is the intent behind the policy? What are the desired outcomes? Who is responsible for implementation and oversight?

Board Members present:

Outstanding concerns? [i.e. Are there better ways to achieve the purpose of policy and align with board goals? Does the policy need revisions to ensure positive impacts on equity and inclusion? Is there a need for ongoing evaluation of the policy to ensure Board accountability and stakeholder participation?]

Policy approved for Full Board review? Y/ N



Memorandum

Date : OCTOBER 4, 2024

**To : POLICY AND PROCEDURE COMMITTEE
JACOB STEVENS, CHAIR
KATHRYN ELLEN DOI, MEMBER**

**From : TIMOTHY M. CORCORAN
ROBIN P. PARKER**

**Subject : DISCUSSION AND CONSIDERATION OF PROPOSED REVISIONS TO THE
ASSIGNMENT OF CASES TO EXCLUSIVELY USE THE OFFICE OF
ADMINISTRATIVE HEARINGS FOR ALL MERITS HEARINGS**

At the January 25, 2023, General Meeting, the Board added the Office of Administrative Hearings ("OAH") to the "Merit Hearings Judge Assignment Log," so OAH would be next in line to preside over a protest hearing between a franchisee and franchisor. Adding OAH to the assignment log would allow the Board to evaluate if this is an effective long-term alternative if the Board is unable to retain its retired annuitant merits Administrative Law Judges.¹ It would also highlight any statutory or regulatory changes that may be necessary if, in the future, the Board's merits hearings are referred to OAH.²

Given the limited number of matters that proceed to a merits hearing each year, at the April 28, 2023, General Meeting, the Board granted temporary discretion (not to exceed 3 years) to the Executive Director to assign additional merits hearings to OAH outside the current assignment log. Prior to submitting a hearing to OAH that is outside the normal rotation, the Executive Director would seek Executive Committee permission.

Protest No. PR-2759-21 *KPAuto, LLC, dba Putnam Ford of San Mateo v. Ford Motor Company* was assigned to OAH. At the June 28, 2024, General Meeting, the Public Members adopted the Proposed Decision as amended. This process could not have been smoother from the initial discussions with OAH leadership to their willingness to participate in training of a broad overview of the Board. The hearing was flawless. The assigned ALJ conducted the hearing with the utmost professionalism. He was fair and consistent. OAH's staff were responsive, professional, and assisted us in learning their process. The Proposed Decision

¹ In May 2024, the staff learned that the time period for promulgating the proposed CalPERS regulation proposed defining "limited duration employment" expired.

² All law and motion hearings and settlement conferences will continue to be heard by the Board ALJs up to the Hearing Readiness Conference. If counsel for the parties, at the Hearing Readiness Conference, indicate they are prepared to go to hearing then the Board submits to OAH a Request for Hearing and takes no further action in the protest unless Protestant files a Request for Dismissal.

was timely submitted in ADA compliant format. An electronic version of the administrative record was also provided.

Although the per hour cost of using OAH is more expensive, the staff time spent reviewing the Proposed Decision was markedly reduced from roughly 100-200 hours to 12-15 hours. Whether hearings are conducted by Board ALJs or OAH, the Board legal staff will observe the hearing so there are no cost savings.

At the September 21, 2023, General Meeting, the Board adopted a numerical designation system for assigning ALJs to merits hearings. For new protests starting with Protest No. PR-2832-23, the ALJ was assigned based on the last digit of the case no. as follows:

- 1, 6 OAH
- 2, 7 Pipkin [Next Board ALJ in order]
- 3, 8 OAH
- 4, 9 Nelsen [Following Board ALJ in order]
- 5, 0 Woodward-Hagle [Following Board ALJ in order]

The first protest in numerical order is the lead case in consolidated matters and would be used for ALJ assignments. In the event a Board ALJ is not available, OAH would be the default. This system has worked well so far but no protests have gone to hearing yet.

For existing protests, ALJs are assigned at the Hearing Readiness Conference using the Merit Hearings Judge Assignment Log on a rotational basis. To date, the following matters proceeded to hearing:

- Protest No. PR-2803-22 *KM3G Inc., d/b/a Putnam Kia of Burlingame v. Kia America Inc.* The Proposed Decision is being considered by the Public Members at the November 1, 2024, Special Meeting.
- PR-2826-23 *KPAuto, LLC, dba Putnam Ford of San Mateo v. Ford Motor Company.* The Proposed Decision is being considered by the Public Members at the February or March 2025, General Meeting.

ALJ Pipkin is presiding over a hearing in PR-2821-23 *Liberty Motors, Inc., dba Liberty Chevrolet v. General Motors LLC* beginning on November 12, 2024. The Proposed Decision would likely be considered at the Spring 2025 Board Meeting.

Only one other existing protest is tentatively set for a merits hearing in May 2025 (Protest No. PR-2808-22 (consolidated) *Martin Saturn of Ontario, Inc., dba Subaru of Ontario v. Subaru of America, Inc.*)

OAH provides the Board with a long-term solution for its merits hearings. Effective immediately, the staff propose assigning merits hearings to OAH for all new protests and existing protests including the tentative May 2025 hearing in *Martin Saturn of Ontario* referenced above. The next ALJ in order on the Merits Hearings Judge Assignment Log is OAH. The Board's retired annuitant ALJs would be retained on the Alternative MSC Assignment Log and the Alternative Law and Motion Assignment Log.

Assignment of Cases

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October 4, 2024

All new and revised Board Policies are first reviewed by the Ad Hoc Committee on Equity, Justice and Inclusion prior to Board consideration. After Ad Hoc Committee review, the Board will discuss and consider this matter at the first General Meeting in 2025.

If you have any questions or require additional information, please contact me at (916) 244-6774 or Robin at (916) 244-6776.

cc: Ardashes Kassakhian, President

Diversity Equity, and Inclusion (DEI) Glossary

Purpose:

The New Motor Vehicle Board Diversity Equity, and Inclusion (DEI) Glossary of terms is for informational and educational purposes only. This is not an exhaustive list of terms and will be updated when necessary to reflect the continuous growth of terminology. This glossary contains links to multiple resources for the reader to explore and is meant to serve as a starting point for shared understanding, communication, and learning.

Term	Definition	Source(s)
Ableism	Discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require 'fixing' and defines people by their disability, and includes harmful stereotypes, misconceptions, and generalizations of people with disabilities.	https://www.csus.edu/student-affairs/centers-programs/disability-access-center/internal/documents/ableism101.pdf https://www.youtube.com/watch?v=_b7k6pEnyQ4 https://www.cultureally.com/blog/7-ways-to-make-your-zoom-meetings-more-accessible
• Institutionalized Ableism	May include or take the form of un/intentional organizational barriers that result in disparate treatment of people with disabilities.	https://edib.harvard.edu/files/dib/files/dib_glossary.pdf
Accessibility	The "ability to access" the functionality of a system or entity and gain the related benefits. The degree to which a product, service, or environment is accessible by as many people as possible.	https://www.diversity.pitt.edu/education/glossary-terms
Accomplice	Individuals who go beyond just being allies, actively working to dismantle systems of oppression. They use their privilege to create change, taking risks and challenging the status quo. Accomplices are often individuals who are members of privileged communities but are committed to using their privilege to create change.	https://cultureally.com
Ageism	Stereotyping and/or discrimination against individuals or groups on the basis of their age. It can apply to any age group or generation.	https://www.aging.ca.gov/
Allies	Individuals who are not part of a marginalized community actively advocating and working	https://www.cultureally.com/blog/the-role-of-allyship-in-promoting-diversity-and-inclusion

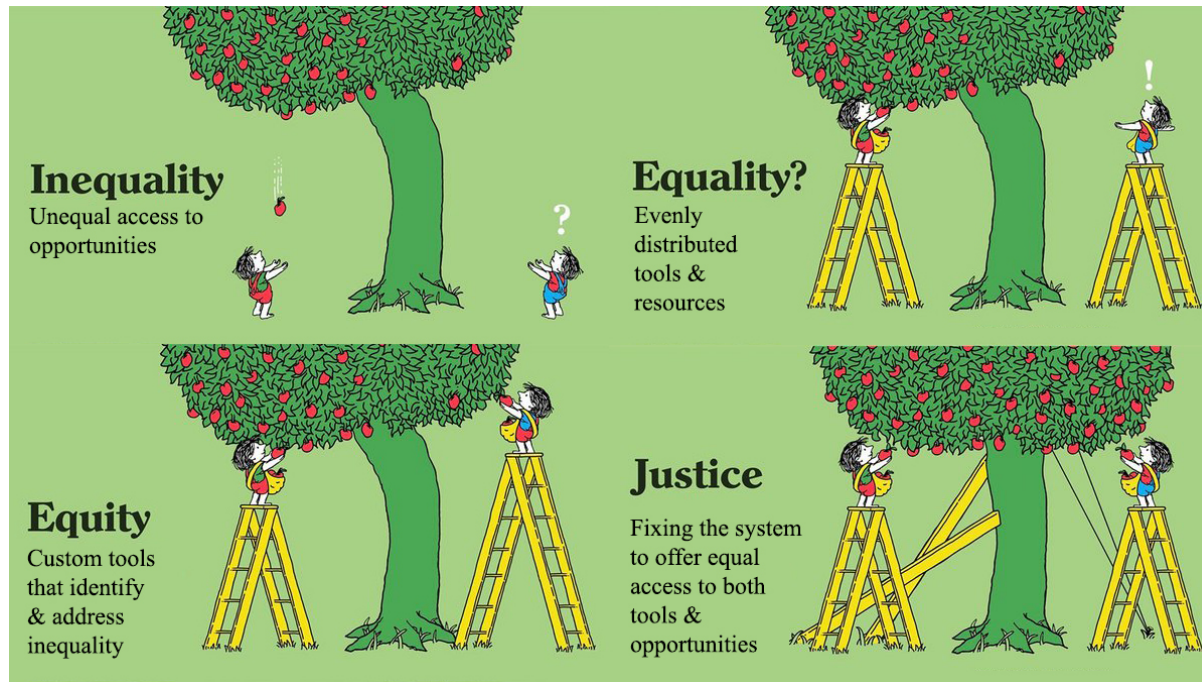
	towards the inclusion and empowerment of that community. Commit to reducing their own complicity or collusion in the oppression of those groups and understand that it is in everyone's (including their own) interest to end all forms of oppression, including those which they may benefit from directly or indirectly.	https://www.racialequitytools.org/glossary
Anti-Oppression	Recognizing and deconstructing the systemic, institutional, and personal forms of disempowerment used by certain groups over others; actively challenging the different forms of oppression.	https://campusmentalhealth.ca/toolkits/anti-oppressive-practice/what-is-anti-oppressive-practice/
Anti-Racism	An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression of ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity.	Ibram X. Kendi, <i>How To Be An Antiracist</i> , Random House, 2019.
Belonging	Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group.	https://diversity.cornell.edu/belonging/sense-belonging
Bias	Prejudice in favor of or against one thing, person, or group compared with another, usually in an unfair or negative way. mental judgements that affect how we perceive and acknowledge people and can often harm employees from historically marginalized backgrounds by creating a hostile or uncomfortable work environment.	https://www.cultureally.com/blog/unconscious-bias-in-the-workplace https://edib.harvard.edu/files/dib/files/dib_glossary.pdf
<ul style="list-style-type: none"> Affinity Bias 	Tendency to gravitate toward people who share the same interests or who have commonalities with.	
<ul style="list-style-type: none"> Attribution Bias 	Refers to how we assess others and their achievements based on their actions. Imagine you have a coworker that is frequently late to work. With attribution bias, you may assume that they don't care about their job or have a poor work ethic. In reality, they may have accommodations sorted out with their employers to start at a different time than everyone else. Attribution bias correlates behavior to	

	extraneous or even untrue characteristics. This bias causes us to make assumptions about the causes of events or behaviors without necessarily understanding or fully knowing the real story.	
• Confirmation Bias	The idea that people seek out and interpret new information in a way that confirms what they already believe. Often, this causes people to overlook factual information, focus on factors that fit only their view, or reject evidence that contradicts what they already believe	
• Implicit/Unconscious Bias	Attitudes and stereotypes that influence judgment, decision-making, and behavior in ways that are outside of conscious awareness.	https://implicit.harvard.edu/implicit/takeatest.html
• Structural Bias	The normalized and legitimized range of policies, practices, and attitudes that routinely produce cumulative and chronic adverse outcomes for minority populations.	https://www.racialequitytools.org/resources
BIPOC	Acronym that stands for Black, Indigenous, and People of Color. With the acknowledgement that not all people of color face equal levels of injustice, BIPOC is significant in recognizing that Black and Indigenous people are severely impacted by systemic racial injustices.	https://www.chhs.ca.gov/wp-content/uploads/2020/09/EquityTool_Glossary_MPA_V04.pdf https://www.merriam-webster.com/dictionary/BIPOC
Cisgender	Used to refer to an individual whose gender identity aligns with the sex assigned to them at birth (pronounced sis-gender).	https://pflag.org/glossary/ https://www.ncdd.org/
Colorblind	Disregard of racial characteristics; the belief in treating everyone "equally" by treating everyone the same; based in the presumption that differences are by definition bad or problematic, and therefore best ignored (i.e., "I don't see race."). Often leads to inequity because it does not acknowledge the historical and contemporary systemic forces of oppression that do not allow all of us to be our full selves equally.	https://www.diversity.pitt.edu/education/glossary-terms https://ywcaboston.com
Cultural Competence	Ability to communicate and work effectively with individuals that vary greatly from yourself-ethnically,	https://nccc.georgetown.edu/

	<p>religiously, socially, or culturally. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.</p>	
Culture	<p>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.</p>	<p>https://www.merriam-webster.com/dictionary/culture</p>
Disability	<p>A physical or mental impairment that substantially limits one or more major life activities.</p>	<p>https://www.aging.ca.gov/</p>
<ul style="list-style-type: none"> Invisible/Hidden Disability 	<p>Any physical, mental, or emotional impairment that goes largely unnoticed. An invisible disability can include but is not limited to: cognitive impairment and brain injury; the autism spectrum; chronic illnesses like multiple sclerosis, chronic fatigue, chronic pain, and fibromyalgia; d/Deaf and/or hard of hearing; blindness and/or low vision; anxiety, depression, PTSD, and many more.</p>	<p>https://www.invisibledisabilityproject.org/</p>
Discrimination	<p>Unequal or unfair treatment of a person based upon one or more personal characteristics including, but not limited to: race, gender, sexual orientation, gender identification, nationality, ability, age.</p>	<p>https://www.aging.ca.gov/</p>
Disparity	<p>Difference in process or outcome that does not arise naturally, but is the result of policy, law, etc., that negatively impacts a specific group of people. Illegitimate or unwarranted racial disparity and economic classes create systemic differential treatment and can lead to lasting adverse effects, inequity, prejudice, and discrimination.</p>	<p>https://www.ojp.gov/</p>

Diversity	State of showing a great deal of variety or differences. These differences can be in the form of experiences, perspectives, and identities, both visible and invisible. There are different dimensions of diversity such as age, religion, gender, sexual orientation, nationality, ethnicity, mental and physical ability, and language, to name a few.	https://www.cultureally.com/blog/dimensionsofdiversity
Equality	The guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.	https://diversity.berkeley.edu/
Equity	Equity is a principle, condition, process, and outcome rooted in human rights and the inviolability of human dignity. It is integral to the legal principle of justice, and the ethical principle and practice of fairness and doing the right thing. It requires identifying patterns of inequities and making changes to systems, cultures, and processes that obstruct members of the community from achieving their full potential.	https://www.ucalgary.ca/equity-diversity-inclusion/literacy-education/edi-knowledge-hubs/edi-glossary
Gaslighting	A deliberate attempt to undermine a person's sense of reality or sanity. In a work context, it usually means behaviors that undermine the success, self-confidence, self-esteem or wellbeing of the target. For people in underrepresented or less powerful groups, it is more likely to occur, with more severe and harmful cumulative effects. Tactics can include withholding critical information, meeting invitations, silent treatment; isolation; and discrediting (consistently criticizing the target's ideas, ignoring or taking credit for them).	https://edib.harvard.edu/files/dib/files/dib_glossary.pdf
Gender	Socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for boys and men or girls and women. While aspects of biological sex are similar across different cultures, aspects of gender may differ.	https://www.diversity.pitt.edu/

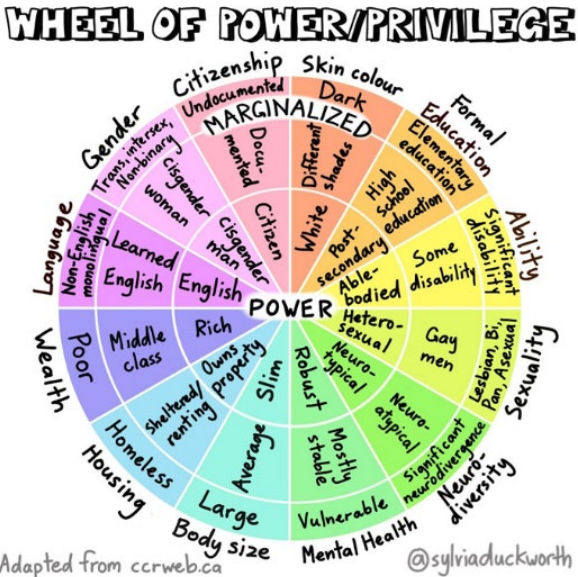
Gender Equality	The state in which access to rights or opportunities is unaffected by gender.	https://unitedwaynca.org/blog/what-is-gender-equality/
Gender Identity	Refers to a person's internal, deeply held sense of their gender.	https://www.diversity.pitt.edu/
Inclusion	When people of different traits are socially accepted and welcomed. This is about creating an environment where everyone has the opportunity to fully participate, and each person is valued for their distinctive skills, experiences, and perspectives.	https://www.cultureally.com
Inclusive Language	Refers to non-sexist language or language that "includes" all persons in its references. For example, "a writer needs to proofread his work" excludes females due to the masculine reference of the pronoun. Likewise, "a nurse must disinfect her hands" is exclusive of males and stereotypes nurses as females.	https://www.diversity.pitt.edu/
Indigenous	Refers to the original inhabitants of a particular region or territory, often with historical connections to the land predating the arrival of colonial or settler populations. Indigenous peoples maintain distinct cultural, social, economic, and political systems that are deeply rooted in their ancestral territories.	https://www.cultureally.com/blog/indigenous-allyship-resources
Inequity	Injustice, unfairness; a difference in the distribution or allocation of a resource between groups.	https://www.merriam-webster.com/dictionary/inequity



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.	https://workforcediversitynetwork.com/
Intersectionality	A term coined by scholar Kimberlé Crenshaw describing how systems of oppression overlap to create distinct experiences for people with multiple identity categories.	https://www.cultureally.com/blog/what-does-intersectionality-mean
Justice	Fairness in the way that people are dealt with; the ruling and enacting of laws, regulations, and policies in a way that is equitable, fair, and impartial for all.	https://dictionary.cambridge.org/dictionary/english/justice
Latinx/Latine	Refers to Latin American individuals without the gender specific pronouns commonly used as Latino / Latina.	https://www.cultureally.com/blog/celebratinghispanicheritagemoth

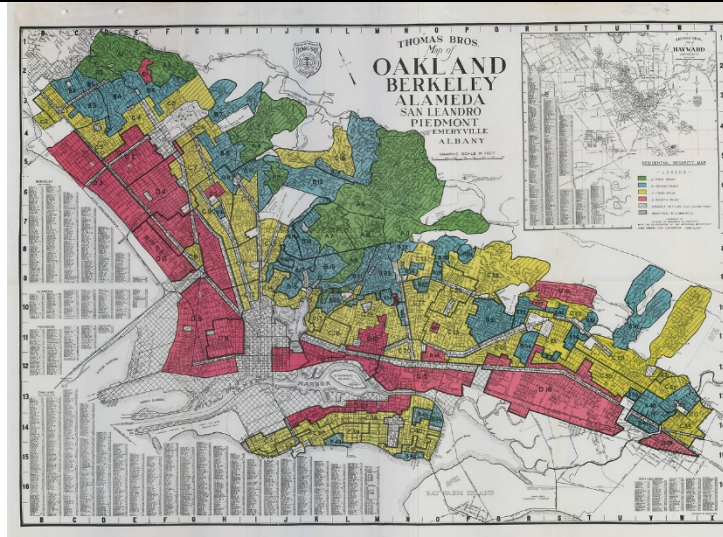
LGBTQ (QIA)+	An acronym that collectively refers to individuals who are lesbian, gay, bisexual, transgender, or queer, sometimes stated as LGBT (lesbian, gay, bisexual, and transgender) or, historically, GLBT (gay, lesbian, bisexual, and transgender). The addition of the Q for queer is a more recently preferred version of the acronym as cultural opinions of the term queer focus increasingly on its positive, reclaimed definition. The Q can also stand for questioning, referring to those who are still exploring their own sexuality and/or gender. The "+" represents those who are part of the community but for whom LGBTQ does not accurately capture or reflect their identity.	https://pflag.org/glossary/
Marginalized Groups	Marginalized communities are groups of people who face social, economic, and political disadvantages due to factors such as race, ethnicity, gender, sexual orientation, disability, or economic status. These individuals often experience barriers to accessing resources, opportunities, and fair treatment in society.	diversity.social/marginalized-communities/
Meritocracy	Ideology wherein those who work hard are rewarded for their ability and efforts. From a sociological perspective, the meritocratic system believes that successful people are fully deserving of such.	https://www.simplypsychology.org/meritocracy.html
Microaggression	Subtle verbal or nonverbal behavior committed consciously or not, that is directed at a member of a marginalized group, and has a harmful, derogatory effect. These actions manifest in various ways, such as jokes or comments that reinforce harmful stereotypes, questioning someone's identity or experiences, or disregarding someone's feelings or experiences. Due to	https://www.cultureally.com/blog/understanding-microaggressions-and-impact-in-the-workplace https://www.verywellmind.com/what-are-microaggressions-4843519

	their frequency, microaggressions have a cumulative negative impact on the psychological, emotional, and/or physical well-being of the recipients of these assaults.	
Neurodiversity	The idea that people experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits. It refers to the diversity of all people, but it is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.	https://www.health.harvard.edu/blog/what-is-neurodiversity-202111232645
Non-binary	Refers to people who do not subscribe to the gender binary. They might exist between or beyond the man-woman binary. Some use the term exclusively, while others may use it interchangeably with terms like genderqueer, genderfluid, gender non-conforming, gender diverse, or gender expansive.	https://pflag.org/glossary/
Oppression	Specifically systemic oppression refers to the ways in which social, political, and economic systems perpetuate discrimination and inequality against certain groups of people based on their social identities. This can take many forms, such as policies and laws that disproportionately harm marginalized communities or cultural norms and values that reinforce harmful stereotypes and biases.	https://www.cultureally.com/
People of Color	A collective term for men and women of Asian, African, Latin, and Native American (non-White) backgrounds; as opposed to the collective "White" for those of European ancestry.	https://www.diversity.pitt.edu/

Personal Gender Pronoun	Words that refer to the person you are addressing; they are how we refer to someone besides using their name. Addressing people by their preferred pronouns is a simple way to show respect for their gender identity.	https://www.cultureally.com/blog/pronouns-day
Prejudice	A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. 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.	https://www.racialequitytools.org/glossary
Privilege	<p>Social, unearned set of advantages and benefits bestowed by society to members of a dominant group based on their race, class, gender, ability, etc. (e.g. White privilege, male privilege, etc.)</p> <p>These advantages may be invisible to individuals who hold them, but they can have a profound impact on their experiences and opportunities. By recognizing privilege and its impact on individuals and society, intersectionality aims to promote greater understanding, inclusivity, and social justice.</p>	https://www.racialequitytools.org/glossary  <p>The diagram is a circular wheel titled 'WHEEL OF POWER/PRIVILEGE'. It is divided into two main sections: 'MARGINALIZED' (top half, pink/orange) and 'POWER' (bottom half, green/blue). The wheel is further divided into segments representing various social categories. The 'MARGINALIZED' section includes segments for Citizenship (Undocumented, Documented), Skin colour (Dark, Different shades), Education (Formal, Elementary, High school), Ability (Significant, Minor, None), Sexuality (Lesbian, Bi, Pan, Asexual), Neurodiversity (Neuro-atypical, Significant neurodiversity, Neuro-typical), Mental Health (Vulnerable, Mostly stable), Body size (Large, Average, Slim), Housing (Homeless, Sheltered/renting), Wealth (Poor, Middle class, Rich), Language (Non-English monolingual, Learned English, English), Gender (Trans, intersex, Non-binary, Cisgender woman, Cisgender man), and Gender (Cisgender man, White, Post-secondary, Able-bodied, Heterosexual). The 'POWER' section includes segments for Citizenship (Citizen), Skin colour (White), Education (High school, Some disability), Ability (Significant, Minor, None), Sexuality (Gay men, Lesbian, Bi, Pan, Asexual), Neurodiversity (Neuro-atypical, Significant neurodiversity, Neuro-typical), Mental Health (Vulnerable, Mostly stable), Body size (Large, Average, Slim), Housing (Homeless, Sheltered/renting), Wealth (Poor, Middle class, Rich), Language (Non-English monolingual, Learned English, English), Gender (Trans, intersex, Non-binary, Cisgender woman, Cisgender man), and Gender (Cisgender man, White, Post-secondary, Able-bodied, Heterosexual). The wheel is adapted from ccrweb.ca and created by @sylviaduckworth.</p>

Race	A social construct that artificially divides people into distinct groups based on characteristics such as physical	https://www.racialequitytools.org/glossary
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	appearance, ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the political needs of a society at a given period.	
Racial Equity	The condition that would be achieved if one's racial identity no longer influenced how one fares.	https://www.racialequitytools.org/
Racism	<p>Racism = race prejudice + social and institutional power</p> <p>Racism = a system of advantage based on race</p> <p>Racism = a system of oppression based on race</p> <p>Racism = a white supremacy system</p> <p>Involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.</p>	https://www.dismantlingracism.org/racism-defined.html
<ul style="list-style-type: none"> <i>Institutional/Systemic</i> 	Discriminatory policies and practices favorable to a dominant group and unfavorable to another group that are systematically embedded in the existing structure of society in the form of norms.	https://www.chhs.ca.gov/wp-content/uploads/2020/09/EquityTool_Glossary_MPA_V04.pdf
<ul style="list-style-type: none"> <i>Structural Racism</i> 	"A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways, to perpetuate racial group inequity....it has come about as a result of the way that historically accumulated white privilege, national values, and contemporary culture have interacted so as to preserve the gaps between white Americans and Americans of color."	https://www.racialequitytools.org/ https://www.aspeninstitute.org/
Redlining	A nationwide system of federal, state, and local policies and private practices originating in the 1930's that mandated segregation and restricted locations where Black people could live and own property. Provisions explicitly prohibited selling homes in federally subsidized suburban communities to Black individuals, who were also refused mortgages and home insurance, charged high rates, and pushed into urban housing projects excluded from economic opportunity. The effects of these policies remain today.	<p>The Color of Law: A Forgotten History of How Our Government Segregated America, Rothstein, Richard</p> <p>https://dsl.richmond.edu/</p> <p>https://www.peripherycenter.org/culture/redlining-race-inequality</p>



Social Equity	The fair, just and equitable management of all institutions serving the public directly or by contract; and the fair and equitable distribution of public services, and implementation of public policy; and the commitment to promote fairness, justice, and equity in the formation of public policy.	https://napawash.org/working-groups/standing-panels/social-equity-in-governance
Social Justice	Vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Commitment to equitable treatment, opportunities, and fair outcomes for all individuals in society, regardless of their background or identity.	https://cultureally.com
Transportation Equity	Fair distribution of transportation benefits and burdens, outcomes, modes, and resources for the entire population, regardless of race, ability, age, gender, social standing, or any other factor. Transportation equity analysis can be difficult because there are several types of equity and various ways to measure and categorize impacts and people.	https://www.transportation.gov/priorities/equity/equity-action-plan

Two-Spirit	Historical and current Indigenous people whose individual Spirits were or are a blend of male and female Spirits.	https://www.racialequitytools.org/glossary
Under-Represented Communities	Consist of individuals holding identities broadly underrepresented or underserved within an institution or field.	https://www.diversity.pitt.edu/education/glossary-terms
Underserved Communities	Populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life.	https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government/
White Fragility	Defensive reactions and resistance displayed by white individuals when confronted with discussions or challenges related to racism, often hindering productive dialogue, and perpetuating systemic inequities.	https://www.cultureally.com
Xenophobia	The fear and hatred of strangers or foreigners, whereas racism has a broader meaning set including "a belief that racial differences produce the inherent superiority of a particular race."	https://www.merriam-webster.com/grammar/xenophobia-and-racism-difference

Offensive Terms and Phrases

Ableist microaggressions

- "That's so lame." • "That guy is crazy." • "You're acting so bi-polar today." • "It's like the blind leading the blind." • "My ideas fell on deaf ears."
- "She's such a psycho." • "I'm super OCD about how I clean my apartment." • "I don't even think of you as disabled."

Phrases like this imply that a disability or mental illness makes a person less than, and that disability or mental illness is bad, negative, a problem to be fixed, rather than a part of the human experience.

Gyp

It comes from the word Gypsy, who are Romani people. There are already plenty of negative associations with the term gypsy, and using gypped to say you got ripped off only perpetuates the negative stereotypes.

- ✓ Alternatives: Rip off or Short changed

Bingeing

Terms like binge-watch and cleaning binge get used a lot when, in fact, the word binge originates from serious eating disorders, including Binge Eating Disorder and bulimia, and should be reserved for discussions about them.

- ✓ Alternatives: Indulged or Spree

Off the reservation

Frequently used during the 19th and 20th centuries in American politics, refers to Native Americans who were forced into treaties that limited their mobility by placing them on reservations, so off the reservation would suggest they were placing themselves outside their allowed legal, or social, parameters. In its earliest evidence, experts explain that this phrase dealt with policing, killing and colonizing Native Americans and removing them from their native land.

- ✓ Alternatives: Out of Bounds or Off Limits

"We should get together and have a powwow about that"

Powwows are social gatherings for ceremonial and celebratory purposes and are conducted under strict protocol. Using this phrase to refer to a quick business meeting denigrates the long, cultural significance of the powwow.

- ✓ Alternatives: Meeting, check in, or Gathering

"Low on the totem pole"

Totem poles are sacred items to the people who carve and display them. Figures carved on totem poles represent familial legends, clan lineages or notable events. In some First Nation communities, being low on the totem pole is actually a higher honor than being on the top.

- ✓ Alternatives: Low priority, Minor importance, Beginner or Entry level

Blacklist or White List

Blacklist equates black with bad and white with good," language steeped in racial inequities with a strong historical connotation against Black people in particular.

- ✓ Alternatives: Blocked/Banned/Denied list or Unblocked/Allowed/Accepted list

Crack the Whip or Slave Driver

This phrase trivializes and minimizes the horrific history of slavery and oppression of African Americans.

- ✓ Alternatives: "I have *high expectations*" or "I'm going to expect a *full effort* from everyone"

“You Guys”

Male-coded, non- inclusive greeting. Terms like “ladies and gents,” and “dudes” also fall under this umbrella as well.

- ✓ Alternatives: Y'all, everyone, team, folks, or refer to people by their names

My Tribe

A tribe usually refers to a group of Native Americans, or other bands of indigenous people, and has colonial origins.

- ✓ Alternatives: “My team” or “My colleagues”

Low Hanging Fruit

Origins go back to the Jim Crow era. For someone who witnessed lynching or who knew of loved ones who were lynched, the term might remind them of these practices.

- ✓ Alternatives: Easy win, quick win, easy rewards

Cakewalk

Dancing contest judged by plantation owners — with a cake as the prize. Couples would dance until the music stopped. Then, dancers would land on a number, and if it was called “they would take the cake.”

- ✓ Alternatives: Easy to do or Attainable

Chairmen

- ✓ Alternative: Chairperson

Resources:

[Use These Culturally Offensive Phrases & Questions at Your Own Risk \(ictinc.ca\)](#)

[Here are some commonly used terms that actually have racist origins - ABC News \(go.com\)](#)

[13 Words & Phrases You Should Stop Saying at Work | InHerSight](#)

[Offensive Words And Phrases To Stop Using | Thesaurus.com](#)

[8+ Problematic Phrases in the Workplace \(and 8+ Alternatives\) \(deannasingh.com\)](#)

[The Phrases You Should Banish From Your Work Vocabulary | Time](#)

[Is It Enough To Remove Words With Racist Connotations From Tech Language? Hint: No : NPR](#)

[Everyday words and phrases with racist and offensive backgrounds \(today.com\)](#)

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