



# Island County Community Health Advisory Board

## Glossary of Equity-Related Terms

The purpose of this glossary is to create a shared understanding for the dismantling of structural racism and for promoting racial equity analysis. While the list of terms is not exhaustive, the glossary identifies key terms, identified by the CHAB Equity Framework Workgroup, to help individuals engage in meaningful conversations on equity. This glossary is a living document and will be updated on an annual basis to reflect the evolution of our understanding of diversity, equity, and inclusion.

Term (Sources)	Definition	Examples and Considerations	Island County Considerations
<b>Anti-Racism</b>	A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas.	Practicing antiracism requires constantly identifying, challenging, and <b>upending existing racist policies</b> to replace them with antiracist policies that foster equity between racial groups.	Good place to start is with Island County Municipal codes. They can be found here: <a href="https://library.municode.com/wa/island_county/codes/code_of_ordinances">https://library.municode.com/wa/island_county/codes/code_of_ordinances</a>
<b>Bias (10,11, 12)</b>	Prejudice or preference toward a group over another group. <b>Implicit or Unconscious Bias</b> are associations we hold about groups of people without realizing it that affect our attitudes and actions. <b>Explicit or Conscious Bias</b> are biases we know we have and may	<u>Institutional Strategies:</u> <b>Develop</b> concrete, objective indicators & outcomes for hiring, evaluation, and promotion to reduce standard stereotypes (Fiske & Taylor, 1991; Heilman, 2001; Bernat & Manis, 1994)	Know your own bias exists, take the test: <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a>

	use purposefully.	<b>Develop</b> standardized criteria to assess the impact of individual contributions in performance evaluations (Heilman & Haynes, 2005)																			
<b>BIPOC</b>	An acronym that stands for Black, Indigenous and People of Color. It is based on the recognition of collective experiences of systemic racism and meant to emphasize the hardships faced by Black and Indigenous people in the United States and Canada and is also meant to acknowledge that not all People of Color face the same levels of injustice. <i>Source: National Association of Counties</i>	The use of this term is still evolving and contested by some activists.	<table border="1"> <thead> <tr> <th colspan="2"><b>HISPANIC OR LATINO AND RACE</b></th> </tr> </thead> <tbody> <tr> <td>Total population</td> <td>84,187</td> </tr> <tr> <td>Hispanic or Latino (of any race)</td> <td>6,846</td> </tr> <tr> <td>Black or African American alone</td> <td>2,179</td> </tr> <tr> <td>American Indian and Alaska Native alone</td> <td>790</td> </tr> <tr> <td>Asian alone</td> <td>3,914</td> </tr> <tr> <td>Native Hawaiian and Other Pacific Islander alone</td> <td>327</td> </tr> <tr> <td>Some other race alone</td> <td>226</td> </tr> <tr> <td>Two or more races</td> <td>3,716</td> </tr> </tbody> </table> <p><i>Source: 2020 ACS 5-Year Estimates</i></p>	<b>HISPANIC OR LATINO AND RACE</b>		Total population	84,187	Hispanic or Latino (of any race)	6,846	Black or African American alone	2,179	American Indian and Alaska Native alone	790	Asian alone	3,914	Native Hawaiian and Other Pacific Islander alone	327	Some other race alone	226	Two or more races	3,716
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<b>Culture (7, 11)</b>	A set of values, beliefs, customs, norms, perceptions, and experiences shared by a group of people. An individual may identify with or belong to many different cultural groups. These groups agree on a set of unspoken rules that shape value, beliefs, habits, patterns of thinking, behaviors, and styles of communication.	Examples can include age/generation, country of origin, disability status, education level, employment status/profession, family/household type, gender identity, geographic location, immigration status, income, language, literacy level, military experience, political beliefs, race/ethnicity, religion spirituality, sexual orientation, etc.	Celebrate the cultural diversity in Island County! Did you know there are over 2300 residents who identify as being “Pilipino” or that almost 7,000 residents identify as “Hispanic/Latino”?																		

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<b>Cultural Competency</b>	The term cultural competence describes a set of skills, values and principles that acknowledge, respect, and contribute to effective interactions between individuals and the various cultural and ethnic groups they come in contact with at work and in their personal lives.	Cultural humility is necessary to develop cultural competence.	
<b>Cultural Humility (3, 5, 7, 14)</b>	Approach to respectfully engaging others with cultural identities different from your own and recognizing that no cultural perspective is superior to another. The practice of cultural humility acknowledges systems of oppression and involves critical self-reflection, lifelong learning and growth, a commitment to recognizing and sharing power, and a desire to work toward institutional accountability.	Cultural humility is a preferred term to other related concepts such as <b>cultural competency, cultural awareness, cultural sensitively, cultural appropriateness, cultural responsiveness, and cultural safety.</b>	-
<b>Discrimination (11)</b>	Unjust treatment of an individual or group based on their actual or perceived membership in a specific group.	<p>Examples of discrimination include:</p> <ul style="list-style-type: none"> <li>• Ableism: Against people with disabilities</li> <li>• Ageism: Against people based on age</li> <li>• Classism: Against people based on social or economic class</li> <li>• Heterosexism/Cisgenderism: Against people in the LGBTQ+ community</li> <li>• Islamaphobia: Against Muslims</li> <li>• Sexism: Against people based on sex</li> </ul>	<p>Examples of groups can include:</p> <ul style="list-style-type: none"> <li>Race</li> <li>Gender</li> <li>Social Class</li> <li>Physical Ability</li> <li>Sexual Orientation</li> <li>Religion</li> <li>Employment class</li> <li>Age</li> </ul>

<b>Diversity (11)</b>	Similarities and differences among a group of people based on cultural factors such as race/ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, and other experiences. It can also involve different ideas, perspectives, and values.	Diversity is a noun meaning to be diverse. The adjective, diverse, <b>should never</b> be used to describe individuals (e.g., she is a diverse candidate).  Diversity in the workplace means adequate representation of different cultural groups at every level of an organization.	Individuals who identify as “White” make up about 83% of the Island County Population, according to the 2020 ACS 5-year estimates. But when we look at the data through an ethnicity filter, we find that only 78% of the population are identified “White.” Twenty-two percent of the population in Island County identify as either Hispanic or as BIPOC.
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<b>Equity</b> (11)	Equity considers disadvantages experienced by groups. Equity is impartial, just, and fair and is a structural and systemic concept. Equity is distinct from <b>equality</b> , which refers to everyone having the same treatment without <i>accounting</i> for differing needs or circumstances. <b>Inequity</b> means lack of fairness or justice and describes differences that result from a lack of access to opportunities and resources. Inequities are avoidable and different than <b>disparities</b> , which are differences that do not imply unfairness.	<p>Providing an informational brochure to all clients of an agency is an example of <b>equality</b>—everyone gets the same information in the same form.</p> <p>Providing the same brochure in multiple languages is a strategy that promotes <b>equity</b>, because it considers differing language needs.</p> <p>The difference in breast cancer rates between women and men is a <b>disparity</b>, because it is not unfair, unjust, or avoidable. However, the higher rates of breast cancer mortality among black women compared to white women is an <b>inequity</b>—it is unfair, unjust, and avoidable.</p>	
<b>Inclusion</b> (2, 11, 16)	An intentional effort and actions that work to ensure authentic participation, with a true sense of belonging and full access to power and decision-making opportunities.	Inclusion builds on the assets that a diverse community provides by creating an environment of involvement and respect that fosters innovation and ideas.	
<b>Intersectionality</b> (11, 12)	The interaction of cultures and identities held by an individual.	Intersectionality describes how individuals can experience privilege in some areas and disadvantage in other areas. It can also demonstrate how individuals with multiple marginalized identities can experience compounded oppression. For example, a transgender Asian man can experience racism for being a person of color and oppression because of his gender identity.	

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<b>LGBTQ+</b> (6,7)	<p>An abbreviation for Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning. The + allows space for other diverse sexual orientation, gender identity, and gender expression groups. <b>Sexual orientation</b> is an enduring emotional, romantic, sexual, or affectional attraction or non- attraction to other people. People use a variety of labels to describe their sexual orientation. <b>Gender identity</b> is one’s innermost concept of self as female, male, a blend of both, or neither. <b>Transgender</b> describes identities and experiences of people whose gender identity and/or expression differs from conventional expectations based on assigned sex at birth. <b>Cisgender</b> refers to a gender identity that matches a person’s assigned sex at birth.</p>	<p>While <b>LGBT</b> and <b>LGBTQ</b> are often used as short-hand umbrella terms meant to capture multiple sexual orientations and gender identities, LGBTQ+ is ideal due to its more inclusive nature.</p> <p>People use many different terms to describe their sexual orientation and gender identity; however, the term homosexual should not be used as it suggests pathology.</p>	<p>Based on data from respondents in the Household Pulse Survey, a national household probability survey of adults in the United States, at least 20 million adults in the United States could be lesbian, gay, bisexual, or transgender - nearly 8% of the total adult population, almost double prior estimates for the LGBTQ+ community’s size.</p> <p>According to the 2021 Healthy Youth Survey, 19.7% of 10<sup>th</sup> grade youth on Whidbey Island self-reported as “gay, lesbian, or bisexual.” While another 14.6% reported as “questioning, something else fits, don’t understand question”</p>
<b>Microaggression</b> (13)	<p>Brief and commonplace daily verbal or behavioral indignities, whether intentional or unintentional, that are perceived as hostile, derogatory, or negative slights and insults about one’s marginalized identity.</p>	<p>Microaggressions can appear as compliments, but the impact is negative. For example, asking a non- white person, “Where are you from?” or “Where are you <i>really</i> from?” sends the message that people of color cannot be from the United States and reinforces ideas of difference and marginalization.</p>	

Term (Sources)	Definition	Examples and Considerations	Island County Considerations
<p><b>Oppression</b> (7, 12)</p>	<p>Devaluing, undermining, marginalizing, and disadvantaging people with certain social identities with the intent to benefit the dominant group. Oppression can happen at the individual, institutional, systemic, or structural levels. –see <b>Figure 1: Levels of Oppression</b></p>	<p><b>Individual Oppression</b> refers to beliefs, attitudes, and actions of individuals that perpetuate oppression. <b>Institutional Oppression</b> refers to the ways in which institutional policies and practices perpetuate oppression. <b>Systemic Oppression</b> refers to how the major systems in our lives—economy, politics, education, criminal justice, health, etc.—perpetuate oppression. <b>Structural Oppression</b> refers to how individuals, institutions, and systems reinforce one another in ways that perpetuate oppression.</p>	
<p><b>People with Disabilities</b> (8)</p>	<p>People with functional limitations that affect one or more major life activities.</p>	<p>Generally, people-first language is preferred as it avoids defining a person in terms of their disability. However, some advocates prefer identity-first language. Asking people about their preference in terminology is a best practice.</p>	<p>According to the 2020 ACS 5-year estimates, approximately 15.5% of Island County residents identify as living with a disability. That is about 12,000 people.</p>
<p><b>Privilege</b> (11)</p>	<p>Unearned advantage, immunity, and social power held by members of a dominant group.</p>	<p>Individuals can be privileged due to one identity that they hold but disadvantaged by another. Privilege is usually invisible to those who have it.</p>	

Term (Sources)	Definition	Examples and Considerations	Island County Considerations
<b>Race/Ethnicity</b> (1, 11, 12)	<p>Socially constructed system of organizing people into groups based on characteristics such as cultural affiliation, physical appearance, language, national heritage, religion, or ancestral geographical base. Race/ethnicity has no genetic basis—no characteristic, trait, or gene distinguishes members of one racial/ethnic group from another. The single term race/ethnicity emphasizes how the words are non-precise and socially constructed.</p>	<p>Racial/ethnic categories are socially constructed, yet they have real impacts on the lives of people. Therefore, the collection of disaggregated data is critical in order to identify inequities in service delivery or outcomes. Currently, data standards use separate questions for race and ethnicity. Therefore, using the separate terms may be needed in certain cases to reflect data that is collected using those categories.</p>	<p>The only available ethnicity data we have is for the “Hispanic/Latino” ethnicity. In Island County 8.1% of the population belong this ethnic group.</p>
<b>Racial Equity Framework</b>	<p>An understanding of the root causes of racial disparities, an analysis of the structures that perpetuate these disparities, and the ability to deploy critical strategies to undoing those structures (i.e., community self-determination, shifting power, etc...) in order to replace them with structures that produce equitable outcomes. <i>Source: City of Portland Office of Human Rights</i></p>	<p>Both historically and contemporarily, public policies have been instruments through which government has created, maintained, and exacerbated racial disparities through domains such as housing, healthcare, and welfare. A Racial Equity framework provides a <b>conceptually sound, empirically grounded basis</b> for systematically assessing racial equity in health policy.</p>	



<p><b>Racism</b> (4,9,12,15,16)</p>	<p>Individual, institutional, systemic, and structural ways by which groups are advantaged or disadvantaged based on race/ethnicity. Racism disadvantages people of color at the benefit of people who are white.  <b>–see Figure 1: Levels of Oppression</b></p> <p><b>Anti-racism</b> is the work of actively dismantling racism at every level, from the foundations of institutions to the attitudes and beliefs that individuals reinforce.</p>	<p><b>Individual Racism</b> (aka interpersonal racism) refers to the beliefs, attitudes, and actions of individuals that perpetuate racism. <b>Institutional Racism</b> refers to the ways in which institutional policies and practices perpetuate racism. <b>Systemic Racism</b> refers to how the major systems in our lives—economy, politics, education, criminal justice, health, etc.—perpetuate racism. <b>Structural Racism</b> refers to how individuals, institutions, and systems reinforce one another in ways that perpetuate racism.</p>	
<p><b>Stereotype</b> (11)</p>	<p>Characteristics attributed to an individual or group based on generalization, oversimplification, or exaggeration that may result in stigmatization and discrimination.</p>	<p>Even so-called positive stereotypes (e.g., Asians as “model minorities”) can be harmful due to their limiting nature.</p>	
<p><b>White Privilege</b> (11, 12)</p>	<p>Unearned advantages, benefits, and choices that people who are white have, solely because they are white.</p>	<p>Even within racial/ethnic groups, lighter-skinned people can experience more privilege than those with darker skin, also known as <b>colorism</b>.</p>	
<p><b>White Supremacy</b></p>	<p>The idea (or ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. White supremacy is ever present in our institutional and cultural assumptions that assign value, morality, goodness, and humanity to the white group while casting people and communities of color as worthless (worth less), immoral, bad, and inhuman and "undeserving."</p>	<p>White supremacy culture is not men running around in white sheets, it 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.</p>	

# Equity Language Guide

## Terms to Avoid

The table below includes terms that are offensive and that reinforce the marginalization and devaluing of people and groups as well as options for ideal language. Avoiding these terms can help agencies connect more meaningfully with the communities they serve. The list is not comprehensive—it focuses on terms that are still commonly used today but that many people may not realize are offensive. It does not include many of the terms that are more commonly known to be intentional slurs and insults. In general, people-first language (as opposed to identity-first language) is recommended; however, some advocates prefer identity-first language. Asking community members for guidance on terminology is a best practice.

Terms to Avoid	Ideal Language
Aliens, Illegals, Illegal immigrants	Individuals who are undocumented, immigrants
Challenged, Differently abled, Handicapable, Handicapped, Special needs	People with disabilities
Citizens	If it is not necessary to refer to citizenship status, use people or residents.
Developing nations, Developing world, First world, Third world, Global South	Be specific—name the country (e.g., Somalia) or the geographical region (e.g., East Africa). When trying to communicate the level of monetary resources, use low-, middle-, and high-income countries.
Disparities due to race, Disproportionality by race/ethnicity	Inequities due to racism – <b>see next section, Improving the Way We Talk About Inequities Due to Racism</b>
Homosexual	LGBTQ+ people, the LGBTQ+ community
Minorities	People of color, Communities of color
Sexual preference(s)	Sexual orientation
Special interest groups, Special populations, Vulnerable populations	Marginalized communities, Marginalized people
Transgendered, Transsexual	Transgender, Trans

# Equity Language Guide

## Improving the Way We Talk About Inequities Due to Racism

This is important in order to identify inequities in access to or receipt of state services by different population groups, as well as inequities in outcomes. These kinds of data are essential for identifying where additional resources may need to be invested. In general, state data have consistently pointed to differences in access and outcomes experienced by people of color. Examples include gaps in kindergarten readiness, disproportionality in the criminal justice system, disproportionate exposure to environmental hazards, and health inequities. When documenting these inequities, agencies have historically used language that explicitly states or implies that race/ethnicity is a risk factor. For example, if we say that black women are at higher risk for having a low-birthweight baby, we are implying that there is something innately wrong with being black that puts those women at higher risk. In fact, it is the cumulative effects of racism experienced by black women that put them at higher risk.

The Board's guidance is to be explicit about racism and other forms of oppression as the underlying causes for the inequities that exist and show up in state data. Such inequities may be due to overt interpersonal racism or institutional racism that results in policies or processes having disparate adverse impacts on people of color. When sharing information on outcomes by race/ethnicity, include context about the underlying reasons, including lack of opportunity, policies that have a disparate impact on people of color, effects of implicit bias on subjective decision making, and toxic stress.

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