

Term	Definition	Context (educational for Schulich)	Reference
Ableism	A pervasive system of discrimination and exclusion that oppresses people who social institutions and societies have deemed as different or less than due to their physical, mental, and emotional abilities.		<a href="#">Anti-Racism Resource Guide</a> – Kristina Callahan
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	In the context of education, accessibility impacts students' capacity to reach equitable results, this can be in the form of grades or educational experience in general.	<a href="#">Ontario Human Rights Commission – glossary of human rights terms</a>
Anti-Racism	Anti-racism is defined as the work of actively opposing 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.		<a href="#">Anti-Racism Resource Guide</a> – Kristina Callahan
Asexuality	The state of a person who feels very little or no sexual desire.		<a href="#">Government of Canada – Gender and Sexual Diversity Glossary</a>
Bigender	Referring to a person who identifies as having two genders.		<a href="#">Government of Canada – Gender and Sexual Diversity Glossary</a>
Bisexuality	The state of a person who is sexually attracted to people of their sex and people of a different sex		<a href="#">Government of Canada – Gender and Sexual Diversity Glossary</a>

Cisgender	Referring to a person whose gender identity aligns with their sex assigned at birth		<a href="#">Government of Canada – Gender and Sexual Diversity Glossary</a>
Colonization	The invasion, dispossession, and subjugation of one people to another. The long-term result of such dispossession is institutionalized inequality. The colonizer/colonized relationship is by nature an unequal one that benefits the colonizer at the expense of the colonized.	In the context of Canada, the Europeans colonized the country and occupied indigenous peoples land in the process. Colonialism continues to impact structures across the board.	<a href="#">The University of British Columbia – Equity &amp; Inclusion Glossary of Terms</a>
Decolonization	Within education, this refers to the decolonization of the mind by resisting deficit thinking and adapting towards an agentic thinking model.	This definition provides education context for the term decolonization.	<b>Decolonizing Research Administration</b> November 28, 2019 Sean A. Hillier, PhD York University
Decolonization	Is a necessary and ongoing process of unlearning, uncovering, and transforming legacies of colonialism, as well as utilization and educational and knowledge systems available to relearn and rebuild the social, cultural, and linguistic foundations that were lost, or eroded through colonialism. Decolonization also requires making space, balancing, generating, and enabling diverse knowledge systems to thrive in the academy as well as in and through educational and knowledge transmission places for indigenous peoples, the formerly colonized or continuing colonized nations, peoples, and cultural knowledge systems.		<b>Western’s Indigenous Initiatives Memorandum</b>  April 19, 2021  Christy Bressette, Nicole Kaniki, Bertha Garcia, Candace Brunette-Debassige  Western University
Diversity	Diversity embodies mutual respect, multiple perspectives, and serves as a catalyst for change resulting in health equality. In this context, we are mindful of all aspects of human	In the context of education, diversity enhances the landscape. The different experiences and perspectives that	UofT – final report from the equity, diversity and inclusion plan working group

	differences including but not limited to indigeneity, socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, and age.	people bring to the table allow for new and unique ideas to emerge.	
Diversity	The presence of a wide range of human qualities and attributes within an individual, group or organization. Diversity includes such factors as age, sex, race, ethnicity, physical and intellectual ability, religion, sexual orientation, educational background and expertise.		<a href="#">Ontario Human Rights Commission – glossary of human rights terms</a>
Diversity	Consists of the conditions, expressions and experiences of different groups identified by age, education, sexual orientation, parental status/responsibility, immigration status, Indigenous status, religion, disability, language, race, place of origin, ethnicity, culture, socio-economic status and other attributes. Recognizing and valuing diversity must be accompanied by concerted efforts to ensure inclusion of diverse populations, meaning that individuals are and feel valued, respected and equally supported.		<a href="#">NSERC – CRSNG Guide for Applicants: Considering equity, diversity and inclusion in your application.</a>
Diversity	<b>Affirmative action diversity</b> – The advancement of opportunity and representation for underrepresented groups and the desire to correct historical wrongs.		<a href="#">The conflicts between people's interpretations of diversity, equity and inclusion (opinion)</a>
Diversity	<b>Intellectual and educational diversity</b> – The idea that, in an educational context, it is productive to have a broad representation of voices, experiences and viewpoints.	This definition provides educational context for the word diversity.	<a href="#">The conflicts between people's interpretations of diversity, equity and inclusion (opinion)</a>

Diversity	<p>Is a characteristic of human societies that has been used in multiple ways across the postsecondary education sector. It includes the whole range of human, cultural, and societal differences among populations across Canada. Diversity encompasses identity differences, and the representation of students, staff, faculty, administrators, and senior leadership in the academy. Social diversity also includes the protected grounds under the Canadian Charter of Rights and Freedoms, aboriginal and treaty rights, and human rights legislation, such as race/ethnicity, gender identity and expression, sexual orientation, and disability. diversity is also used to differentiate types of knowledge production, educational institutions, and units within institutions, such as faculties, schools, departments, programs, and institutes. Diversity also encompasses the nature and content of curricula, research, teaching, services and engagement.</p>		<p><b>Western’s Indigenous Initiatives Memorandum</b></p> <p>April 19, 2021</p> <p>Christy Bressette, Nicole Kaniki, Bertha Garcia, Candace Brunette-Debassige</p> <p>Western University</p>
Diversity	<p>Training surrounding diversity should include discussion about <b>tone policing</b>—telling someone to rephrase their message for greater palatability—and microaggressions in order to increase awareness about this issue.</p>		<p><b>How Tone-policing is HArming Your Employees of Colour</b></p> <p>May 17, 2021</p> <p>Janice Gassam Asare, Ph.D.</p> <p>Linkedin</p>
Equality	<p>Means experiencing the freedom to develop and make choices unhindered by stereotypes, roles and prejudices; that the different</p>	<p>In the context of education, equality means closing the gaps in order to level the playing field.</p>	<p><a href="#">NSERC – CRSNG Guide for Applicants: Considering equity, diversity and</a></p>

	behaviors, aspirations and needs of people are considered, valued and favored equally. It does not mean that people have to become the same, but that their rights, responsibilities and opportunities do not depend on their identity.		<a href="#">Inclusion in your application.</a>
Equality	People should be treated the same and it is unjust or discriminatory to treat them differently.		<a href="#">The conflicts between people's interpretations of diversity, equity and inclusion (opinion)</a>
Equity	Implies fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.	In the context of education, equity means the elimination of barriers and ensuring equal accessibility.	UofT – final report from the equity, diversity and inclusion plan working group
Equity	Means fairness; people of all identities being treated fairly. It means ensuring that the processes for allocating resources and decision-making are fair to all and do not discriminate on the basis of identity. There is a need to put measures in place to eliminate discrimination and inequalities which have been well described and reported and ensure, to the best degree possible, equal opportunities. Equity is needed to achieve equality. For example, treating people as equals in an environment in which historical and systemic disadvantages prevent people from operating as equals can be inequitable – it lacks the fairness of a truly equitable situation.		<a href="#">NSERC – CRSNG Guide for Applicants: Considering equity, diversity and Inclusion in your application.</a>
Equity	It would be unjust to treat people the same, individual differences need to be taken in account and people need to be		<a href="#">The conflicts between people's interpretations of diversity, equity and inclusion (opinion)</a>

	treated fairly based in those differences.		
Equity	<p>Is concerned with justice and fairness. Equity is a state of being, a process and a condition that is rooted in fundamental human rights and therefor, is not reliant on individual choice or voluntarism. Whereas equality may lead to an assumption of an even playing field, and may shape individual and institutional efforts to treat people the same, equity requires more; it is about understanding and accommodating difference and providing people with what they need to enter and thrive within the academy. Equity requires proactively identifying and combatting discriminatory ideas, attitudes, behaviors, as well as systems, policies, processes, and practices that lead to disadvantage. It is concerned with a legal and ethical commitment to doing what is right and necessary to achieve such a state through proactive measures to identify root causes, and design interventions to remove obstacles to fair opportunities and experiences in all spheres of academic life.</p>		<p><b>Western’s Indigenous Initiatives Memorandum</b></p> <p>April 19, 2021</p> <p>Christy Bressette, Nicole Kaniki, Bertha Garcia, Candace Brunette-Debassige</p> <p>Western University</p>
Gender Pronouns	<p>Words that people use to refer to others without using their names. Using a person's correct pronouns fosters an inclusive environment and affirms a person's gender identity.</p> <p><u>Non-exhaustive list of pronouns:</u> <b>She/her</b> (used by people who identify as female)</p> <p><b>He/him</b> (used by people who identify as male)</p>		<p><a href="#"><u>What to know about gender pronouns</u></a></p> <p>February 11, 2021</p> <p>Veronica Zambone</p> <p>Medical News Today</p>

	<p><b>They/them</b> (used when the persons gender is unknown, or the person identifies as non-binary—this is an umbrella term, see definition below)</p> <p><b>Ze/zir</b> (this is a neopronoun—see definition below--used when referring to any person)</p>		
Inclusion	Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy, and practice.		UofT – final report from the equity, diversity and inclusion plan working group
Inclusion	Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy, and practice. The objective is creating a climate that fosters belonging, respect, and value for all and encourages engagement and connection through the institution and community.		<a href="#">AAMC – Group on Diversity and Inclusion (GDI)</a>
Inclusion	Appreciating and using our unique differences – strengths, talent, weakness and frailties – in a way that shows respect for the individual and ultimately creates a dynamic multi-dimensional organization.		<a href="#">Ontario Human Rights Commission – glossary of human rights terms</a>
Inclusion	Requires creating an environment in which all people are respected equitably and have access to the same opportunities. “Organizationally, inclusion requires the identification and removal of barriers (e.g., physical, procedural, visible, invisible, intentional, unintentional) that		<a href="#">NSERC – CRSNG Guide for Applicants: Considering equity, diversity and Inclusion in your application.</a>

	<p>inhibit [applicants’] participation and contribution. Inclusion also requires [NSERC and awardees] to demonstrate ... values and principles of fairness, justice, equity, and respect ... by being open to different voices and perspectives, developing an understanding of different cultures, experiences and communities, and making a conscious effort to be welcoming, helpful and respectful to everyone.</p>		
Inclusion	<p>Every voice and point of view has the right to be heard respectfully. While this is essential and aligns with the idea of free speech, some of these voices can be offensive and hurtful.</p>		<p><a href="#">The conflicts between people's interpretations of diversity, equity and inclusion (opinion)</a></p>
Inclusion	<p>The idea that diverse people from at-risk groups feel protected and welcome to share their perspectives. This is the idea of safe spaces.</p>		<p><a href="#">The conflicts between people's interpretations of diversity, equity and inclusion (opinion)</a></p>
Inclusion	<p>Is a skillset and a condition that must be cultivated and that require resources to advance an equitable and fairer academy. Inclusion entails interconnected actions to dismantle barriers that impede participation, engagement, representation, and empowerment of members of diverse social identities and from various backgrounds in the life of the academy. Inclusion means that we design our educational and cultural spaces from the beginning so that they can be used fully by all people and all communities. Inclusion foregrounds the social and institutional relations of power and privilege, drawing necessary attention to who gets a seat and</p>		<p><b>Western’s Indigenous Initiatives Memorandum</b></p> <p>April 19, 2021</p> <p>Christy Bressette, Nicole Kaniki, Bertha Garcia, Candace Brunette-Debassige</p> <p>Western University</p>

	voice at the decision-making tables, and who is empowered by institutional processes, policies, systems, and structures.		
Intersectionality	The interconnected nature of social categorizations such as race, class, disability, sexual orientation, and gender identity as they apply to a given individual or group. Intersectional identities create overlapping and interdependent systems of discrimination or disadvantage.		<a href="#">The University of British Columbia – Equity &amp; Inclusion Glossary of Terms</a>
LGBTQIA	Lesbian, Gay, Bisexual, Transgender, Queen and/or Questioning, Intersex, and Asexual and/or Ally		<a href="#">Out Right Action International – Acronyms Explained</a>
LGBTIQAPD	Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, Asexual and/or Ally, Pansexual, and Demisexual		<a href="#">Out Right Action International – Acronyms Explained</a>
LGBTIQ+/LGBTQ+	Adding a “+” to the acronym is an acknowledgement that there are non-cisgender and non-straight identities which are not included in the acronym. This is a shorthand or umbrella term for all people who have non-normative gender identity or sexual orientation.		<a href="#">Out Right Action International – Acronyms Explained</a>
Neopronoun	A new category of pronouns that can be used by anyone, though most often they are used by transgender, non-binary, and/or gender nonconforming people.		<a href="#">University of North Carolina – Division of Student Affairs</a>
Non-binary	Referring to a person whose gender identity does not align with a binary understanding of gender such as man or woman.		<a href="#">Government of Canada – Gender and Sexual Diversity Glossary</a>
2SLGBTQIA+	Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer (or Questioning), Intersex, Asexual. The placement of Two Spirit (2S) first is to recognize that		<a href="#">The University of British Columbia – Equity &amp; Inclusion Glossary of Terms</a>

	<p>Indigenous people are the first peoples of this land, and their understanding of gender and sexuality precedes colonization. The '+' is for all the new and growing ways we become aware of sexual orientations and gender diversity.</p>		
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