

# GLOSSARY & RESOURCE DIRECTORY

for Dance/NYC's Justice, Equity, and Inclusion Agendas



## OVERVIEW

The purpose of this document is to provide a glossary for key words and to share a working list of resources and guides that informed both Dance/NYC's approach to justice, equity, and inclusion as well as its Racial Justice Agenda ([Dance.NYC/RacialJusticeAgenda](#)) and Disability. Dance. Artistry. Agenda ([Dance.NYC/DDAAgenda](#)). The glossary and resource directory will be updated to include keywords and resources as a part of its Immigrants. Dance. Arts. Agenda, which is currently still in formation. This is a living document and is intended to be revisited annually by Dance/NYC's staff, board, committees, task forces, ([Dance.NYC/about/people/boardcommittees](#)), and Justice, Equity & Inclusion partners ([Dance.NYC/equity/equityinclusionpartners](#)). Dance/NYC seeks and values feedback from ALAANA, disability, and immigrant communities impacted by its work.

## KEY WORDS

These definitions and resources borrow from Dance/NYC's learning with Race Forward's Racial Equity in the Arts Innovation Lab (2017-2018) ([raceforward.org/practice/nyc-arts](#)) and established leaders and experts in racial justice and disability equity and justice. Dance/NYC recognizes that language is constantly in flux and that words might have different meanings depending on their context and use.

### ALAANA

African, Latina/o/x, Asian, Arab, and Native American. An ALAANA organization's primary intentions, practices, and mission are by, for, and about ALAANA artists, cultures, and communities. (Grantmakers in the Arts, [giarts.org](#))

### Ableism

Ableism is a system of power and privilege that discriminates against people who are or are perceived as being Disabled and that privileges those who are or are perceived to be nondisabled. Its expression can take many forms, including social relations, institutions, and practices, and it can take the form of prejudices, discrimination, violence, and stereotyping. Ableism is an active force in history, a force that also served and serves settler colonialism. (Susan Burch, "Disorderly Past: Kinship, Diagnoses, and Remembering in American Indian-US Histories": unpublished manuscript, 2015, 32); This working definition draws on extensive conversations with others, including Eli Clare, Alison Kafer, Kim Nielsen, and Katherine Ott.

### Disability

"Disability" and "Disabled" as used by Dance/NYC are intended as markers of identity and membership within a specific minority group—connected by social, political, and cultural experiences. The use of the term disability is not intended to assign medical significance. This use of language follows movements in disability studies and disability rights, discussed in detail in Simi Linton's seminal *Claiming Disability: Knowledge and Identity* ([similinton.com/about\\_claim.htm](#)). Further, this formulation encompasses all impairments—mobility and physical, sensory (including, but not limited to, vision and hearing), intellectual, cognitive and/or learning, and psychological, whether readily apparent or not.

### Emotional Labor

Emotional labor is the exertion of energy for the purpose of addressing people's feelings, making people comfortable, or living up to social expectations. It's called "emotional labor" because it ends up using—and often draining—emotional resources. (Everyday Feminism,

[everydayfeminism.com/2016/08/women-femmes-emotional-labor](http://everydayfeminism.com/2016/08/women-femmes-emotional-labor)) Dance/NYC uses this term to acknowledge the particular kind of labor individuals, often recipients of oppression, engage in for the purposes of educating, supporting, or appeasing oppressors and/or people in more privileged positions.

### **Intersectionality**

The study of overlapping or intersecting social identities and related systems of oppression, domination, or discrimination (art Equity, theory first coined by Kimberlé Crenshaw, [artequity.org](http://artequity.org)).

### **Racial Justice**

Systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone (Race Equity and Inclusion Action Guide, Annie E. Casey Foundation, [aecf.org/m/resourcedoc/AECF\\_EmbracingEquity7Steps-2014.pdf](http://aecf.org/m/resourcedoc/AECF_EmbracingEquity7Steps-2014.pdf))

### **White Supremacy**

White supremacy is a descriptive term and useful term to capture the all-encompassing centrality and assumed superiority of people defined and perceived as white, and the practices based on this assumption. White supremacy, in this context, does not refer to individual white people and their individual intentions or actions but to an overarching political, economic, and social system of domination... While hate groups that openly proclaim white superiority do exist and this term refers to them also, the popular consciousness solely associates white supremacy with these radical groups. This reductive definition obscures the reality of the larger system at work and prevents us from addressing this system. (White Fragility, Robin DiAngelo. 2018. [robindiangelo.com/publications](http://robindiangelo.com/publications))

### **Xenophobia**

A culturally-based fear of outsiders. Xenophobia has often been associated with the hostile reception given to those who immigrate into societies and communities. (Xenophobia: The Violence of Fear and Hate, Jamie Bordeau, 2010. [books.google.ca/books/about/Xenophobia.html?id=g5zCeswjNjC](http://books.google.ca/books/about/Xenophobia.html?id=g5zCeswjNjC))

## **RESOURCES & GUIDES**

The following is an ongoing list of resources, guides, and literature that Dance/NYC gathered in its learning with leaders and experts working at the nexus of the arts with racial justice and/or disability rights. The following materials are available in English only.

### **I. RACIAL JUSTICE**

#### **A. TOOLS FOR ORGANIZATIONAL RACIAL JUSTICE ASSESSMENT**

##### **Racial Equity Tools for Organizational Impact Assessments**

[racialequitytools.org/plan/informing-the-plan/organizational-assessment-tools-and-resources](http://racialequitytools.org/plan/informing-the-plan/organizational-assessment-tools-and-resources)  
Organizational assessment is similar to community assessment, though power dynamics around information are likely more concentrated, and perhaps more hierarchical. This section includes resources about the processes of organizational assessment, tools, and examples of organizational assessments.

##### **Race Forward Racial Equity Impact Assessment Toolkit**

[raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit](http://raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit)  
A Racial Equity Impact Assessment (REIA) is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. REIAs are used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions. The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.

##### **Race Matters: Organizational Self Assessment** [aecf.org/resources/race-matters-organizational-self-assessment](http://aecf.org/resources/race-matters-organizational-self-assessment)

These questions use a racial lens to size up staffing and operational aspects. The assessment then offers additional tools and next steps based on how the organization scores. This tool is part of a Race Matters toolkit. For more information, visit the Race Matters Institute website ([racemattersinstitute.org](http://racemattersinstitute.org)).

## **B. TOOLS FOR IMPLEMENTING ORGANIZATIONAL CHANGE FOR RACIAL JUSTICE**

### **Continuum on Becoming an Anti-Racist Multicultural Organization**

[aesa.us/conferences/2013\\_ac\\_presentations/Continuum\\_AntiRacist.pdf](https://aesa.us/conferences/2013_ac_presentations/Continuum_AntiRacist.pdf)

This chart shows a range of organizations described by the way they interact with racism, supremacy, and multiculturalism. This document can provide insight into how organizations compare on the spectrum of equity and inequity, justice and injustice.

### **Race Equity and Inclusion Action Guide: 7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization**

[aecf.org/resources/race-equity-and-inclusion-action-guide](https://aecf.org/resources/race-equity-and-inclusion-action-guide)

The seven steps in this guide provide a clear framework for undertaking this important work. This tool adds to the resources already created by partners who have been working in the field. It works by demonstrating how a race equity lens can be adopted by foundations or other organizations that work directly with systems, technical assistance providers and communities.

### **The Work is not the Workshop: Talking and Doing, Visibility and Accountability in the White Anti-Racist Community**

[coloursofresistance.org/345/the-work-is-not-the-workshop-talking-and-doing-visibility-and-accountability-in-the-white-anti-racist-community](https://coloursofresistance.org/345/the-work-is-not-the-workshop-talking-and-doing-visibility-and-accountability-in-the-white-anti-racist-community)

This article examines the difference between participating in a workshop and creating genuine change. It provides insight into how one can turn their introductory learnings into an applicable set of steps towards creating racial justice and equity.

## **C. READINGS ON RACIAL JUSTICE & EQUITY IN THE UNITED STATES**

### **Ken Hardy's Tasks of the Privileged and the Subjugated**

[artsmidwest.org/sites/default/files/KenHardyTasks\\_Handout.pdf](https://artsmidwest.org/sites/default/files/KenHardyTasks_Handout.pdf)

This list discusses the different tasks at hand for those who are privileged and subjugated in various community roles. It is an outline that is applicable to professional and social settings.

### **Racial Identity Development**

[drive.google.com/file/d/1M62C9ju7a\\_ydZGcOoKJddLZDkzg-RJiL/view](https://drive.google.com/file/d/1M62C9ju7a_ydZGcOoKJddLZDkzg-RJiL/view)

This document analyzes and summarizes common frameworks to developing one's understanding of their racial identity, as it pertains to the contemporary state of the United States. This is in no way descriptive of the experiences of all people of color, or of all white people. It is also often a non-linear experience.

### **Undoing Racism—The Three Pillars**

[cpt.org/files/Undoing%20Racism%20-%20Three%20Pillars%20-%20Smith.pdf](https://cpt.org/files/Undoing%20Racism%20-%20Three%20Pillars%20-%20Smith.pdf)

This essay by Andrea Smith discusses heteropatriarchy (the systemic oppression of non-heterosexual, non-cisgender male individuals in society) and the essential structure of white supremacy. This is a reading that discusses the significance of women of color in community organizing and social justice.

### **White Cultural Norms in Organizations—White Dominant Culture**

[cswsworkshop.org/PARC\\_site\\_B/dr-culture.html](https://cswsworkshop.org/PARC_site_B/dr-culture.html)

This is a list of characteristics of white supremacy culture which show up in organizations.

Culture is powerful precisely because it is so present and at the same time so very difficult to name or identify. The characteristics detailed here are damaging because they are used as norms and standards without being proactively named or chosen by the group.

### **White Fragility**

[libjournal.uncg.edu/ijcp/article/viewFile/249/116](https://libjournal.uncg.edu/ijcp/article/viewFile/249/116)

This critical essay by Robin DiAngelo explains how white fragility—towards discussions of systemic oppression, complicity, and race—can be severely detrimental to the creation of true racial justice and equity. DiAngelo expands on this topic in her book, *White Fragility: Why It's So Hard To Talk To White People About Racism*, published in 2018 ([robindiangelo.com/publications](https://robindiangelo.com/publications)).

## D. GUIDES FOR RACIAL JUSTICE LANGUAGE AND COMMUNICATIONS

### **America Needs All of Us: A Toolkit for Talking About Bias, Race, and Change**

[welcomingamerica.org/sites/default/files/America%20Needs%20All%20of%20Us.pdf](http://welcomingamerica.org/sites/default/files/America%20Needs%20All%20of%20Us.pdf)

This toolkit was created to be a communications resource for those working in the field of immigration and immigrant integration. It provides practical messaging tools and strategies that address people's fears, anxieties, and prejudices head on. While designed for individuals seeking to engage immigrant-receiving communities and build more welcoming communities, this toolkit can also help anyone who is concerned with creating more equitable and inclusive policies and places.

### **Talking About Race Toolkit: Affirm, Counter, Transform (ACT)**

[centerforsocialinclusion.org/wp-content/uploads/2015/08/CSI-Talking-About-Race-Toolkit.pdf](http://centerforsocialinclusion.org/wp-content/uploads/2015/08/CSI-Talking-About-Race-Toolkit.pdf)

This toolkit is a part of the Center for Social Inclusion's communications strategy to reframe the conversation on race, and move toward policy solutions that work for everyone. This toolkit is a collection of the key strategies found to be necessary in combating the race wedge and advancing racial equity. It should be used as a guide for strategic messaging. It can be used not only for winning critical policy fights, but also for the bigger goal of changing narratives on race.

## II. DISABILITY. DANCE. ARTISTRY.

### A. DANCE/NYC TOOLS FOR COMMUNICATIONS, DESIGN, AND EVENT ACCESSIBILITY

#### **Creating Accessible Listings and Ads on Dance.NYC** [drive.google.com/open?id=1bTDOZgqI7HnyN8LGTTw8StjZ6D6RfWr](https://drive.google.com/open?id=1bTDOZgqI7HnyN8LGTTw8StjZ6D6RfWr)

Dance/NYC strives to make website content and features accessible to all users. The Dance/NYC website has implemented standards and best practices to assist users (blind, low-vision, deaf, hard of hearing, and/or those with other disabilities) access and contribute website content. This guide assists website users to create and submit accessible listings and ads.

#### **Design Guidelines for Accessibility**

[drive.google.com/open?id=1C2tMqYl4IhsfNuZtjTEvskuQwEcbqjcy](https://drive.google.com/open?id=1C2tMqYl4IhsfNuZtjTEvskuQwEcbqjcy)

This document outlines ways in which digital and graphic design can be more accessible. This is Dance/NYC's design protocol, and includes specifics about how Dance/NYC approaches design on our website and printed materials. It can be adapted to a number of different applications.

#### **Events Accessibility Guide**

[Dance.NYC/uploads/Events\\_Accessibility\\_Guide\\_Final.pdf](https://Dance.NYC/uploads/Events_Accessibility_Guide_Final.pdf)

The purpose of this guide is to address and offer guidelines to create spaces that allow the full and equitable participation of disabled persons at Dance/NYC events. This guide advances Dance/NYC's core values of justice, equity and inclusion by implementing an intentional framework of inclusion and equity in all internal and external aspects of its programming, services, and organization.

#### **Events Accessibility Self-Evaluation Toolkit**

[Dance.NYC/uploads/Events\\_Accessibility\\_Self-Evaluation\\_Toolkit.pdf](https://Dance.NYC/uploads/Events_Accessibility_Self-Evaluation_Toolkit.pdf)

The intention of this self-evaluation tool kit is to assess accessibility features of a venue and ensure that with the participation of our event partners we consistently maximize accessibility and comfort through all aspects of programming, including how spaces are designed, how events are managed, and how our programming reflects Dance/NYC's commitment to accessibility, justice, equity, and inclusion.

## **B. CHECKLISTS FOR COMMUNICATIONS, DESIGN & VENUE ACCESSIBILITY**

### **Cornell University Student Disability Services— Checklist for Planning Accessible Events**

[drive.google.com/open?id=1dclh9jFyLpvpwHmK\\_KNUKBR7H37Bk71O](https://drive.google.com/open?id=1dclh9jFyLpvpwHmK_KNUKBR7H37Bk71O)

This is a guiding checklist to be used for planning accessible events.

### **Fractured Atlas— Accessibility Checklist for Venues**

[drive.google.com/open?id=1mD8lCms363FOdEorKu9MW4LRuk1j4zzG](https://drive.google.com/open?id=1mD8lCms363FOdEorKu9MW4LRuk1j4zzG)

This accessibility checklist for venues and venue managers is specifically targeted towards those who manage and/or design venues. It can also be useful in gauging whether chosen venues can accommodate a variety of guests.

### **National Endowment for the Arts— Brief Accessibility Checklist**

[drive.google.com/open?id=14DJneNQJUic6RL1r1bbcs7T8naHGprq8](https://drive.google.com/open?id=14DJneNQJUic6RL1r1bbcs7T8naHGprq8)

The National Endowment for the Arts (NEA) requires applicants to consider physical and programmatic accessibility as an integral part of each project's planning and budgeting process. Applicants may also consider conducting programs in accessible venues other than their own organization in order to meet accessibility requirements. The checklist is a user-friendly tool for your confidential use to assist applicants in making their organization and project inclusive and available to everyone. The checklist includes links to a wide variety of resources. For NEA grantees, this checklist is not a substitute for completing the NEA's Section 504 Self-evaluation Workbook ([arts.gov/about/Civil.html](https://arts.gov/about/Civil.html)).

## **C. GUIDES FOR COMMUNICATIONS, DESIGN, AND VENUE ACCESSIBILITY**

### **Design for Accessibility: A Cultural Administrator's Handbook**

[drive.google.com/open?id=1RdhEJc7uNFu-JMtLcKMC\\_nJXrIWPXxDM](https://drive.google.com/open?id=1RdhEJc7uNFu-JMtLcKMC_nJXrIWPXxDM)

The goal of "Design for Accessibility: A Cultural Administrator's Handbook" is to provide guidance to cultural administrators on accessibility and inclusion for creating new or opening up existing programs to include individuals with disabilities and older adults, whether as staff, volunteers, program participants, or audience members. This handbook offers introductory guidance on how to accomplish these goals regarding accessibility and inclusion.

### **National Center on Disability and Journalism: Disability Style Guide**

[drive.google.com/open?id=1vA3RcDmr1iRvx6FCSsSyklcJx9irvNQv](https://drive.google.com/open?id=1vA3RcDmr1iRvx6FCSsSyklcJx9irvNQv)

This style guide is intended for journalists, communication professionals, and members of the general public who are seeking the appropriate and accurate language to use when writing or talking about people living with disabilities. This guide covers general terms and words on physical disabilities, hearing and visual impairments, mental and cognitive disabilities, and seizure disorders. Entries are listed in alphabetical order.

### **Planning Accessible Meetings and Events: A Toolkit**

[drive.google.com/open?id=1ZkXSrRIK7zzXkLN1UsqnBwnx6mELDGzY](https://drive.google.com/open?id=1ZkXSrRIK7zzXkLN1UsqnBwnx6mELDGzY)

This toolkit is intended to assist entities in planning meetings and events that are accessible to persons with disabilities. It provides recommendations and checklists for all phases of a meeting or an event, from choosing the venue to promotion, registration, presentation, materials, social events, meals, and staff and volunteer training.

## **SurveyGizmo—A Step-by-Step Guide to Creating More Accessible Surveys**

[drive.google.com/open?id=1OU59-GKtxgFfBTtEhOyXAJcENSOPVxV](https://drive.google.com/open?id=1OU59-GKtxgFfBTtEhOyXAJcENSOPVxV)

In order to be considered “accessible”, surveys and forms must be designed to assist hearing- or vision-impaired users. This guide covers general survey design principles and will offer advice on creating more accessible surveys, with a particular focus on how SurveyGizmo’s online software can help achieve that goal.

## **D. GUIDES FOR DISABILITY LANGUAGE**

### **Language of Disability Do’s and Don’ts**

[inclusioninthearts.org/faqs/the-language-of-disability-dos-and-donts](https://inclusioninthearts.org/faqs/the-language-of-disability-dos-and-donts)

Top 10 Do’s and Don’ts when using disability language.

### **Disability Deep Dive Language Guide**

[drive.google.com/open?id=1cBtxrZMIOrEW4nY7gcdaGG6mlhB1fwfr](https://drive.google.com/open?id=1cBtxrZMIOrEW4nY7gcdaGG6mlhB1fwfr)

This is a guide to language that is used when discussing issues pertaining to disability or accessibility.