



in future editions of this glossary or others like it. have frequently silenced POC, we acknowledge the silent spaces opened by the examples included in this glossary. We intentionally avoid the habit of appropriation by not attempting to fill those silent spaces with experiences from other peoples' lives. We know those silent spaces belong to others. We offer this edition as an invitation for other POC to fill those silences with their authentic, lived experiences. We understand this offer destines this edition of our glossary to continuous improvement and leaves our work open. While the concept of racism is universal, it can be expressed and experienced—for many reasons—in ways too varied and voluminous for a comprehensive listing in this Po experiences in deeper detail.

Many coauthors of this glossary, in sharing their examples, remarked how revisiting these experiences served to trigger the dormant memories and unearth the trauma. ending and repeated daily events of racism abuse. The daily onslaught of microaggressions and macroaggressions has a cumulative deleterious effect on the emotional and physical health of POC. This glossary is a resource, and users should be considerate in its application. It may be inadvisable for a White person to ask colleagues or friends who are people of color if these examples are true or if this has happened to them. These authentic examples may be triggers for their traumatic memories to resurface. Instead, watch a documentary on racism, study one or more of the widely recommended POC who initiates the conversation. It requires an investment of time and a sincere desire to engage actively in learning—and then to use the newly-acquired knowledge. Two recommended short readings include *Life of a Black Academic* and *How to Be an Antiracist*.

Keeping current with the rapid changes in the field of education is essential. The words we use to discuss the changes that are occurring and must occur can make a difference in the policy-making decision process and offer practical guidance to educators at all levels and in all job roles. This glossary is our response to the disenfranchisement of POC in education. We hope it can play a role in furthering the conversation and continuing the path to equity for all. We close with the final words shared by Kendi from *How to Be an Antiracist*.

Racist power is not godly. Racist policies are not indestructible. Racial inequities are

not inevitable. Racist ideas are not natural to the human mind...But racism is one of the fastest spreading and most fatal cancers humanity has ever known... When we lose hope, we are guaranteed to lose. But if we ignore the odds and fight to create an antiracist world, then we give humanity a chance to one day survive, a chance to live in communion, a chance to be forever free.

Antiracism Glossary for Education and Life

Throughout the glossary, words which are capitalized indicate that they are defined elsewhere within the glossary document. People of Color is abbreviated as POC except in direct quotations throughout this document. The examples that accompany the glossary definitions are not an exhaustive list of lived experiences of African, Latinx, and Multi-racial people.

acculturation (sometimes called additive acculturation or bicultural acculturation)

to the new culture and the school system while maintaining connections to their heritage and country of origin or connections with the cultural communities of marginalized school children (Makarova & Birman, 2013) bilingual and bicultural heritage for school children.

heritage through class discussions, reading honoring the writing style familiar to the students rather than standard written English.

(noun).

affirmative action

employers who contract with the government
 or who otherwise receive federal funds are
 required to document their AFFIRMATIVE
 ACTION PROGRAMS
 where a court finds that an employer has
 not complied with the requirements of
 the Equal Opportunity Act (Legal Information Institute, n.d.,
 2011).
 The purpose of this study is to determine
 whether employers who contract with the government
 or who otherwise receive federal funds are
 required to document their AFFIRMATIVE
 ACTION PROGRAMS.

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at various Black Lives Matter protests while
ol social activities hosted by POC.

antiracism

racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist be-

antiracist discrimination

ty through permanently assisting an over-represented RACIAL group into wealth and power is entirely different than someone challenging that inequity by temporarily assisting an underrepresented RACIAL group into relative wealth and power un-

antiracist (adjective)

opportunities are advertised to all faculty, staff, and students who may be interested, its of language being used and inquire into where those habits come from in the large the language habits we participate in, and whether and how those habits participate

antiracist (noun)

are equals and none needs developing, decision to make frequent, consistent, equitable choices daily. These choices require as we move through life. In the absence of consciously uphold aspects of White supremacy,

pearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

(b) White students are better athletes than Black students
 (c) assuming that Asians are better at math than Black students
 White student not wanting to work with a female Black computer science tutor because he assumes that she is not as capable as a White male tutor.

Impression

(b) White students are better athletes than Black students
 (c) assuming that Asians are better at math than Black students
 White student not wanting to work with a female Black computer science tutor because he assumes that she is not as capable as a White male tutor.

(a) A new tutor from a historically underrepresented or disadvantaged background compares themselves to other tutors, regardless of having been hired under the same requirements and (b) As a Black male, I was marginalized repeatedly by White superiors since they perceived that because I was raised in the inner city, my ideas were less than theirs. Furthermore, when I proposed a great idea concerning programming, I was accused of plagiarism or stealing a White colleague's ideas.

(b) White students are better athletes than Black students
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deliberate, and blatantly damaging acts
that make an impact at the individual level.
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racial humility

between parties and the restoration of loving

~~CELEBRATION~~
~~NEW ISSUE~~

ton City Council formally recognized and apologized for its role in the slave trade. The city also pledged to create an office for RACIAL reconciliation to help with healing

takes them away from the natural flow of
locating learning group of students in build-
ings without nearby parking lots or not
close to campus bus routes making it incon-
venient for students to access, especially
ing academic support services which serve
a diverse population of students, especially
those from marginalized backgrounds in the
oldest and most dilapidated campus build-
ings stopping Black people than White people to
buildings of taxpayer-funded institutions
that are locked and only admissible with
the presentation of an institution-issued
identity card, which creates an unfriendly
atmosphere for staff and students, especial-
ly for those that are first-generation college
and find the college experience unfamiliar
agents steering prospective homeowners
to neighborhoods of similar demographics
ratings that allow them to purchase more
expensive homes in predominantly White
by senior college administrators to old offic-
es and classroom spaces abandoned by ac-
ademic departments with hand-me-down
furniture, old equipment, and dilapidated
facility conditions. This treatment creates

Author Note

warranted negative academic capability stereotypes based on an individual's race. This creates fear about academic failure, which results in difficulty focusing on academic tasks and lowering academic performance rather than predictions based on the person's academic preparation that some students from Asian and White student groups will be naturally more successful than other RACIAL groups and therefore they should consider other academic majors and (b) a test administrator says to a group of ethnically diverse students that a high-stakes assessment will likely be a critical gatekeeper of whether a student is admitted.

LEGED person) in a conversation or situation about oppression shifts the focus of the conversation from the oppression being discussed to the way it has been comfort of the PRIVILEGED person in the situation over the oppression of the dis-

ing POC to lower the volume of their conversation is acting too emotional while they are the history of racism perpetuated on Black White student), admonishes William (a Black student), for his emphatic manner of speaking in which he raises his voice when speaking about the topic, rather than the woman should refrain from conversations that may make her appear angry in a meeting repeatedly telling the TRIO Upward Bound students they are too loud in the residence hall at night during their summer program while not doing the same for the White summer school residents in the same facility.

