

**Diversity** - psychological, physical, and social differences that occur among any and all individuals; including but not limited to: race; ethnicity; nationality; religion; socioeconomic status; education; marital status; language; age; gender; sexual orientation; mental/physical ability; and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist (The National Multicultural Institute).

**Diversity** is all the ways in which we differ, are similar, and are unique. (Kaleel Jamison, Judith Katz)

**Equity** - 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. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups

(UC Berkeley Initiative for Equity, Inclusion, and Diversity).

**Inclusion** - the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people

(UC Berkeley Initiative for Equity, Inclusion, and Diversity).

Thanks to the Center for Diversity and Inclusion for vetting and providing the definitions.

## Sample Identifiers

Below is a list of some identifiers to consider as you explore equity and justice, multicultural, and diversity initiatives. Groups are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed and frequently ascribed by others.

### Ability

physical, mental, cognitive, developmental, learning, and/or emotional make-up, e.g., wheelchair-bound, able-bodied, dyslexic, hidden disabilities, bipolar, etc.

### Age

how people are categorized by society's perceptions of different age groups, e.g., elder, teen, 20's something, etc.

### Ethnicity

social construct usually to do with culture, including language, religion, nationality, ancestry, dress, and customs, e.g., indigenous, Hmong, European settler descent, Latinx, South Asian, etc.

### Gender

social construct used to classify a person as a man, woman, or some other identity, e.g., woman, cisgender, non-binary, etc. [this is not the same as a person's sex]

### Geographic/Regional Background or National Origin

geographically-based affiliation or origin, e.g., Mid-Westerner, Californian, first generation American, etc.

### (First) language(s)

original language(s) learned or fluency/comfort in language, e.g., ESL (English as Second Language), native Spanish speaker, multi-lingual, etc.

### Race

social construct usually associated with the physical features of a person, e.g., Asian, white, person of color, etc.

### Religion/Spiritual affiliation

personal or institutionalized system of beliefs and practices concerning the cause, nature, and purpose of the universe, e.g., agnostic, Hindu, atheist, spiritual, evangelical Christian, etc.

### Sexual Orientation

enduring emotional, romantic, sexual or affectional attraction or non-attraction to other people, e.g., straight, queer, bisexual, gay, etc.

### Socioeconomic Status/Class

social group membership based on a combination of factors including income, education level, occupation, and social status, e.g., lower middle-class, aristocracy, "the 1%" etc.

*More identifiers exist and matter!*

*Adapted primarily from websites of National Association of Independent Schools, University of California, Davis & University of Michigan*

# What are personal pronouns and why do they matter?

In English, whether we realize it or not, people frequently refer to us using pronouns when speaking about us. Often, when speaking of a singular human in the third person, these pronouns have a gender implied -- such as "he" to refer to a man/boy or "she" to refer to a woman/girl. These associations are not always accurate or helpful.

Often, people make assumptions about the gender of another person based on the person's appearance or name. These assumptions aren't always correct, and **the act of making an assumption (even if correct) sends a potentially harmful message** -- that people have to look a certain way to demonstrate the gender that they are or are not.

Using someone's correct personal pronouns is a way to respect them and create an inclusive environment, just as using a person's name can be a way to respect them. Just as it can be offensive or even harassing to make up a nickname for someone and call them that nickname against their will, **it can be offensive or harassing to guess at someone's pronouns and refer to them using those pronouns if that is not how that person wants to be known**. Or, worse, actively choosing to ignore the pronouns someone has stated that they go by could imply the oppressive notion that intersex, transgender, nonbinary, and gender nonconforming people do not or should not exist.

When we refer to "personal" pronouns, we don't mean that these pronouns are necessarily private information (generally they are not), we mean that they are pronouns referring to a unique and individual person.

Hopefully, you now have a fundamental understanding about why pronouns matter. If you'd like to know more and to hear stories from trans and gender nonconforming people about their lived experiences with pronouns, please check out some of the [videos and links in the resources section of this website](#). Once you understand what we're talking about and why, let's [learn about how to use personal pronouns](#)

Thanks to: Mypronouns.org

	<b>American Indian &amp; Alaska Native</b>	<b>Asian</b>	<b>Black/African American</b>	<b>Hispanic/Latino</b>	<b>Native Hawaiian &amp; Other Pacific Islander</b>	<b>White</b>	<b>Some other race</b>	<b>Two or more races</b>
<i>Alameda County</i>	0.3	28.7	10.7	22.5	0.8	32.2	0.3	4.4
<i>Amador County</i>	0.7	1.5	2	13.2	0.2	79.3	0	3
<i>Butte County</i>	0.7	4.4	1.5	15.7	0.2	72.9	0.2	4.5
<i>Calaveras County</i>	0.9	1.2	0.6	11.5	0.5	82	0.1	3.4
<i>Colusa County</i>	1.1	1.5	0.9	58.4	0.1	36.3	0.3	1.5
<i>Contra Costa County</i>	0.2	15.8	8.3	25.3	0.5	44.9	0.3	4.7
<i>Del Norte County</i>	7.2	2.7	1.8	19.2	0.1	62.8	0.5	5.8
<i>El Dorado County</i>	0.6	4.2	0.9	12.6	0.2	78.5	0.1	3
<i>Fresno County</i>	0.4	9.9	4.7	52.4	0.1	30.2	0.2	2
<i>Glenn County</i>	1.7	2.6	0.8	40.8	0.3	52.5	0	1.3
<i>Humboldt County</i>	4.6	2.9	1	11.1	0.3	74.9	0.3	5.1
<i>Imperial County</i>	0.6	1.3	2.3	83.4	0.1	11.3	0.1	1
<i>Inyo County</i>	10.8	1.5	0.9	21.4	0.2	63.5	0.1	1.6
<i>Kern County</i>	0.5	4.5	5.1	52.2	0.1	35.4	0.1	2.1
<i>Kings County</i>	0.8	3.6	5.9	53.7	0.2	33.1	0.1	2.4
<i>Lake County</i>	3.2	1.4	2.1	19.4	0	71.7	0.1	1.9
<i>Lassen County</i>	2.9	1.5	8.6	18.5	0.7	66.1	0.1	1.6
<i>Los Angeles County</i>	0.2	14.3	7.9	48.4	0.2	26.5	0.3	2.2
<i>Madera County</i>	1.1	2	3.1	56.9	0.1	35.1	0.2	1.6
<i>Marin County</i>	0.1	5.7	2.1	15.9	0.1	71.5	1	3.6
<i>Mariposa County</i>	2.4	1	1.2	10.6	0.3	81	0	3.5

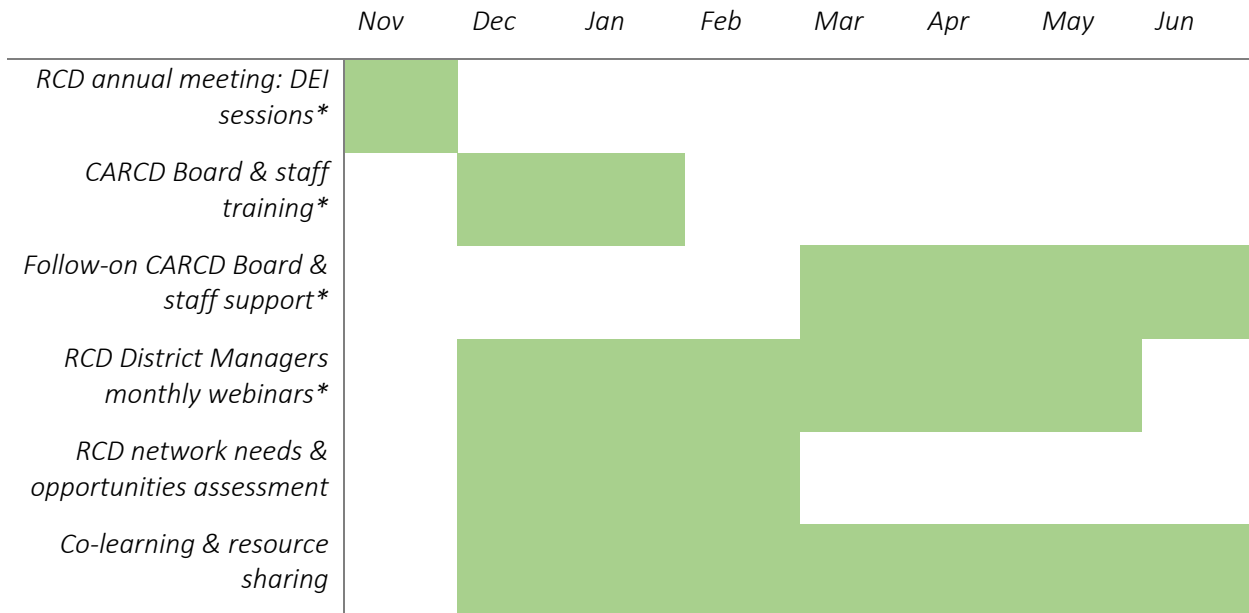
	<b>American Indian &amp; Alaska Native</b>	<b>Asian</b>	<b>Black/African American</b>	<b>Hispanic/Latino</b>	<b>Native Hawaiian &amp; Other Pacific Islander</b>	<b>White</b>	<b>Some other race</b>	<b>Two or more races</b>
<i>Mendocino County</i>	3.3	1.7	0.6	24.5	0.2	65.9	0.3	3.5
<i>Merced County</i>	0.3	7.3	3	58.2	0.1	28.8	0.2	2
<i>Modoc County</i>	4	1.1	0.7	14.6	0.1	78	0	1.5
<i>Mono County</i>	2.2	2	0.4	27.1	0	66.1	0	2.2
<i>Monterey County</i>	0.2	5.6	2.5	57.9	0.5	30.6	0.1	2.6
<i>Napa County</i>	0.3	7.8	2	33.7	0.2	53.2	0.3	2.5
<i>Nevada County</i>	0.7	1.1	0.5	9.2	0.1	85.4	0.2	2.8
<i>Orange County</i>	0.2	19.5	1.6	34.2	0.3	41.4	0.2	2.7
<i>Placer County</i>	0.3	6.8	1.4	13.6	0.1	73.8	0.1	3.7
<i>Plumas County</i>	1.8	0.8	0.9	8.5	0.3	83.5	0.6	3.6
<i>Riverside County</i>	0.4	6.1	6	48	0.3	36.6	0.2	2.5
<i>Sacramento County</i>	0.4	15.1	9.5	22.8	1.1	45.7	0.4	5
<i>San Benito County</i>	0.3	2.7	0.7	58.9	0.2	35.6	0.1	1.5
<i>San Bernardino County</i>	0.3	6.7	8	52.3	0.3	29.8	0.2	2.4
<i>San Diego County</i>	0.4	11.5	4.7	33.4	0.4	46.2	0.2	3.3
<i>San Francisco County</i>	0.2	33.9	5.1	15.3	0.3	40.8	0.5	3.9
<i>San Joaquin County</i>	0.2	14.8	6.7	40.8	0.5	33.2	0.1	3.7
<i>San Luis Obispo County</i>	0.4	3.6	1.8	22.2	0.1	69.4	0	2.5
<i>San Mateo County</i>	0.1	27.2	2.3	24.9	1.4	39.9	0.3	3.9

	American Indian & Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian & Other Pacific Islander	White	Some other race	Two or more races
<i>Santa Barbara County</i>	0.3	5.2	1.7	44.8	0.1	45.3	0.1	2.5
<i>Santa Clara County</i>	0.2	34.9	2.4	26.1	0.3	32.6	0.2	3.3
<i>Santa Cruz County</i>	0.2	4.4	0.8	33.3	0.1	57.8	0.2	3.3
<i>Shasta County</i>	2.2	2.9	1.1	9.6	0.1	80.4	0.1	3.6
<i>Siskiyou County</i>	2.9	1.6	1.5	12	0.3	77.2	0.1	4.5
<i>Solano County</i>	0.3	14.8	13.8	25.8	0.9	39	0.2	5.4
<i>Sonoma County</i>	0.5	3.9	1.4	26.4	0.3	63.8	0.5	3.3
<i>Stanislaus County</i>	0.4	5.4	2.5	45	0.6	43.4	0.2	2.6
<i>Sutter County</i>	0.7	15.1	1.8	30.2	0.4	47.3	0.2	4.2
<i>Tehama County</i>	1.5	1.4	0.6	24.2	0	69.2	0	3
<i>Trinity County</i>	4.3	1.1	0.8	7.2	0.9	82.8	0.1	2.8
<i>Tulare County</i>	0.7	3.2	1.3	63.6	0.1	29.5	0.2	1.5
<i>Tuolumne County</i>	1.3	1.1	1.7	11.8	0.2	80.8	0.1	2.9
<i>Ventura County</i>	0.3	7	1.6	42.3	0.1	46.1	0.1	2.5
<i>Yolo County</i>	0.3	13.6	2.2	31.4	0.4	47.5	0.2	4.4
<i>Yuba County</i>	1	6.3	3.2	27.4	0.3	56.3	0.2	5.3

All data from the American Community Survey 2017, 5-year estimate (2013-2017) County population percentages by race

## What is CARCD offering within the DEI transition project?

November 2019-June 2020



\*Done in partnership with Center for Diversity and the Environment

### Ways to get involved

For all

- Get involved with RCD network needs & opportunities assessment – email/call Marit Doshi ([marit-doshi@carcd.org](mailto:marit-doshi@carcd.org), 940-390-4984) now to learn more & share your ideas!
- Use the resources shared via the RCD Resource Library - resources will start building out come January 2020. Send Marit anything that you know others could use & learn from
- Serve as a 'case study' for other RCDs to learn with and from in your integration of diversity, equity, and/or inclusion efforts in your programming – contact Marit if you're interested
- Reach out to ask, offer, share, learn, etc. – contact Marit anytime now through July 2020

For RCD District Managers

- Half a year of monthly webinars, starting December 2019 or January 2020, focused on building skills & awareness led by Center for Diversity and the Environment (CDE)

For CARCD Board & staff

- Dedicated training retreats (1 for Board & 1 for staff) led by CDE
- Follow-on support via facilitated sessions at Board and staff meetings facilitated by CDE