Indiana Arts Homecoming Language Guide

We encourage you to explore the sources linked throughout for additional detail, alternatives, and context.

Introduction

As language, perceptions, and social mores change, it can be challenging to find the right words to respect each person’s multifaceted, intersectional, identity. With this year’s theme – Inclusion, Diversity, Equity, & Access (IDEA) – we have agreed on the following approach to language for planning, communications, and navigating the topic more generally. Writing about identity is complicated, and sometimes we won’t get it right. That will not stop us from trying our best. Language matters, and we will be mindful of its impact.

Intentions

We begin with a few ground rules for ourselves, our presenters, and the conference. We will:

- Approach language and terminology with respect; avoid hurtful or incorrect language
- Ask individuals how they would like to be described, including their preferred pronouns
- Use people-first and gender-inclusive language unless otherwise indicated by the source
- Refer to a disability or other identity-related marker only when it is relevant to the conversation
- Specify, rather than generalize, our multifaceted communities and identities
- Enter into this work with humility and respond with generosity – knowing that we will stumble

Defining the Theme

Recognizing that the theme itself may be open to interpretation, here is what we mean by IDEA:

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<td>INCLUSION</td>
<td>Is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate</td>
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| DIVERSITY | Includes ALL the ways in which people differ, and it encompasses ALL the characteristics that make one individual or group different from another  

*We are using the broadest definition possible. It includes not only race, ethnicity, and gender — the groups that most often come to mind when the term “diversity” is used — but also (and not limited to) age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, and geography. It also involves different ideas, perspectives, and values, and any way in which people might identify themselves.*

| EQUITY | Is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups |
| ACCESS | Is the capacity of everyone to be included in all programs and activities |
Choosing Language
Below is a short list of terms that, while far from exhaustive, exemplify the approach we will use.

| ALAANA | Is the acronym (African, Latinx, Asian, Arab, Native American) to use instead of minority, disadvantaged, underserved  
When discussing racial diversity, this is inclusive, direct, while not minimizing identities. (It incorporates gender-inclusive language in the use of Latinx.) If a person does not fit into ALAANA, we will spell out appropriate terminology. People (or community) of color is still a widely accepted term but not without relevant criticism because it lacks specificity. |
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<td>LGBTQ or LGBTQ+</td>
<td>Are the acronyms (lesbian, gay, bisexual, transgender, queer/questioning, plus other identities) to use instead of homosexual</td>
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<td>OLDER PEOPLE or ADULTS</td>
<td>Is the term to use instead of elderly, seniors, senior citizens – its specific applicability, often provided by law, should be self-defined for day-to-day conversation</td>
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| PERSON | This is person-first language – for example:  
- PERSON WITH A DISABILITY instead of special needs or handicapped *  
- Person who is hard of hearing instead of hearing-impaired *  
- Person with a low income instead of underserved or poor  
- Person experiencing homelessness instead of homeless  
- PERSON WHO IS INCARCERATED instead of inmate or convict  
* Some prefer identity-first language, specifically the culturally Deaf and autistic rights communities. Those who do, consider their disabilities to be inseparable parts of who they are, thus opting for “autistic,” “blind” or “disabled” instead. |

Clarifying Terms
Finally, a few commonly misunderstood or misused terms simply require definition.

| RURAL | Is a community of fewer than 50,000 residents regardless of composition, socioeconomic or otherwise. Since this definition does not follow city or county boundaries, it may sometimes be up to debate as to whether a particular area is considered urban or rural. |
| URBAN | Is a community with 50,000 residents or more, again regardless of composition |
| ASSIGNED OR BIOLOGICAL SEX | Is a label given at birth based on medical factors including hormones, chromosomes, and anatomy (related terms include female, male, intersex) |
| GENDER IDENTITY | Is one’s innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One’s gender identity can be the same or different from their sex assigned at birth (related terms include cisgender, non-binary, transgender) |
| SEXUAL ORIENTATION | Is an inherent or immutable enduring emotional, romantic or sexual attraction to other people (related terms include lesbian, gay, bisexual) |
| SOCIAL GENERATIONS | These are cohorts of people born in the same date range who share similar cultural experiences and, perhaps, characteristics. Some view them as helpful framing. Others view them as stereotypes. We include them here to provide common language and dates to use when appropriate to the conversation, knowing that sources vary on dates. | • Silent Generation (1925-1948)  
• Baby Boomers (1946-1964)  
• Generation X (1961-1980)  
• Millennials, Gen Y (1977-2004)  
• Gen, Gen Z, Centennials, Homeland Generation (1995-200X)  
• Generation Alpha (200X-20XX) |