

**PIVOT
POINT**

DIVERSITY, EQUITY, INCLUSION AND BELONGING (DEI-B)

BEAUTY INDUSTRY REFERENCE
Companion piece to the Pivot Point DEI-B Glossary



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DIVERSITY, EQUITY, INCLUSION AND BELONGING (DEI-B)

BEAUTY INDUSTRY REFERENCE

When communicating in the beauty industry, it's important to capture and accurately portray the diversity of the human experience. This reference is intended to support your communication efforts and help ensure that your messaging, education and even everyday conversation are inclusive, accessible, accurate and representative of the many communities and constituencies in our industry.

Inclusive communication avoids expressions, stereotypes and imagery that exclude or discriminate against certain groups and aims to make everyone feel seen and heard. It is not about being "politically correct"; it's about using words and images that convey respect for all people, doing no harm and showing sensitivity to differences and a commitment to accuracy. It's true that "words matter," and the best way to navigate the beauty industry is to celebrate the uniqueness of all people.

Please consider this reference as an educational tool to help anyone in your beauty world choose the most appropriate words and expressions. Each section includes best practices with guidance on usage and style. This reference can be used as a resource for writing,

social media posting and creating other types of content. And it will be especially helpful in the classroom, with your business writing and in your everyday conversations.

This reference draws from research and recommendations from organizations that have expertise in inclusive communications, including *The Associated Press Stylebook*, the *Merriam-Webster Collegiate Dictionary* and *The Diversity Style Guide*, a compilation of more than two dozen style guides for DEI-B. A list of references is available at the end.

Look to Pivot Point's *DEI-B Glossary of Terms* as a companion piece to this reference. The Glossary drills deeper down and defines commonly—and some uncommonly—encountered words and phrases concerning DEI-B and the beauty industry.

Keep in mind that language is constantly evolving and that meanings and connotations change. To stay up to date, refer to the resources at the end of this guide and discuss concerns with your beauty industry colleagues.

DIVERSITY, EQUITY, INCLUSION AND BELONGING

Language in the field of diversity, equity, inclusion and belonging is rapidly evolving, and new vocabulary is cropping up all the time. Organizations use different abbreviations to refer to these principles. For the purposes of this reference, Pivot Point uses the phrase “diversity, equity, inclusion and belonging” (DEI-B) in an effort to be as inclusive as possible. The hyphen before the B implies that the principle of Belonging can only come after there is adequate diversity, equity and inclusion, and can’t be created whole-cloth.

Diversity advocate Vernā Myers explained diversity and inclusion this way: “Diversity is being invited to the party. Inclusion is being asked to dance.” One might further propose that true inclusion is not “gifted” to you by anyone else; in its ideal state, inclusion is to be expected. Extending the metaphor, equity means ensuring everyone has a ride to the dance, regardless of their starting location. And belonging means that everyone feels they truly belong there, regardless of what they are wearing or the dance steps they know.

BEST PRACTICES

Here are some general best practices for communicating more inclusively:

- ▶ **Try to find examples that represent different racial, ethnic, age and gender groups, as well as different body types and people with disabilities.** If you notice most of your slide presentation photos are young white women, for example, try to seek out other types of people.

- ▶ **When possible, ask people to self-identify and use terms people prefer.** A person’s chosen labels can serve as an easy and accurate way to explain their lived experience. For instance, refer to someone as “African American” instead of “Black” if that is how they say they identify.

- ▶ **Be ever mindful of secondary meanings in content that may have cultural implications.** For example, describing a woman of color as “exotic,” calling a person “ethnic” or using the term “urban” as a code word for Black or low-income are offensive and harmful.

- ▶ **Use gender-neutral language whenever possible.** When referring to groups, use plurals such as *stylists* rather than a singular noun like *stylist* that requires a feminine or masculine pronoun. Do employ the singular “they” pronoun as well.

- ▶ **Avoid stereotypes, including stereotypes about age, body and beauty.** Be careful not to use language or images that associate certain ethnic, racial, religious or age groups with particular beauty issues, especially if they carry a negative connotation, such as “kinky” hair.

- ▶ **Use neutral language and avoid terms that carry judgment.** Be sensitive to the implied criticism in verbs such as “refuse to,” “fail to” or “admit.”

- ▶ **When choosing images for communication purposes, portray a diversity of races and ethnicities, ages, body types, family and couple groupings, etc.** Try to find images of people not always seen in stock photos, such as gay and lesbian couples, interracial families, women wearing head scarves, people with disabilities, etc. Make sure content with multiple images of hands or other body parts represents a variety of skin tones.

- ▶ **Use language that does not assume all people are heterosexual or cisgender (the gender they were assigned at birth).**

- ▶ **Be thoughtful about the idioms and metaphors you use.** For example, words like “black,” “dark,” “deaf” and “blind” are often used symbolically to express negative concepts. Think carefully about how such words are used.

- ▶ **Vary up any example names you use.** Readers benefit greatly from seeing names in text that reflect their own identity. Avoid only using old-fashioned “generic” first names like Joe, Mary and Sue, which can sound singularly White.

DIVERSITY, EQUITY, INCLUSION AND BELONGING CHECKLIST

In your communications and discussions, keep these questions in mind:

LANGUAGE

- Are you reflecting diverse perspectives on the topic?
- Are your sources from different racial/ethnic, age and gender groups?
- Are you including any stereotypes? If so, do you also mention counterexamples that break stereotypes (such as an older person with pink hair or a man getting a pedicure)?
- Are you making references to one gender that could be broadened? If appropriate, are there ways to vary the gender or make references generic?
- Do examples reflect different genders, ages, family groupings and/or racial/ethnic groups?
- Are you using any terms that might be seen as antiquated or offensive?
- Are example names diverse?

IMAGES

- If you are presenting visual images, do they show a diverse group of people, including people of different ages, races/ethnicities, religious groups and genders, as well as body types and people with disabilities?
- Do any images portray stereotypes? If so, are there other images that break stereotypes?
- Do images include people often left out, such as people with disabilities or people who wear headscarves, turbans or other traditional or religious head coverings?
- If your imagery includes multiple images of hands or other body parts, does it portray different skin tones or different ages?



DISABILITY

Simply put, aim to be respectful when referring to people with physical and mental disabilities. Myths, stereotypes and misconceptions about such conditions abound. When referring to people with disabilities or mental health conditions, it's important to avoid language that could be seen as demeaning or victimizing.

Many people with disabilities and their advocates prefer "people-first language," phrases that put the person before the disability. So you would say *a person with diabetes* rather than *a diabetic*. Some may see labeling language as equating the person with their condition, which can be disrespectful and dehumanizing. A person isn't a disability, condition or diagnosis; a person has a disability, condition or diagnosis.

However, be aware that some people see their disability as part of their identity and prefer "identity-first language." People who prefer identity-first language for themselves often argue that their disability is an important part of who they are. Some see identity-first language as a representation of a shared community, culture and identity. Identity-first language recognizes disability as a type of diversity instead of something to be ashamed of.

Examples of identity-first language include identifying someone as *a deaf person* instead of *a person who is deaf*, or *an autistic person* instead of *a person with autism*.

If you can't ask people about their preferences, it's generally best to use people-first language.

BEST PRACTICES

Here's some guidance for communicating about physical and mental disability:

- ▶ **In general, don't mention someone's disability unless it's needed for context or is relevant to the topic.** Think of disability like race: only mention it if there's a valid reason.
- ▶ **When it is relevant to mention a disability, whenever possible ask people which terms they prefer.** Follow their preferences for people-first or identity-first language.
- ▶ **Avoid terms and metaphors that contribute to stigmas around disability or mental illness.** Avoid: crazy, dumb, lame, insane, psycho, schizophrenic or stupid. Don't use words like "schizophrenic" to refer to weather or hairstyles; don't say a comment is "lame."
- ▶ **Emphasize abilities, not limitations.** Choose language that emphasizes what people can do instead of what they can't do.

INSTEAD OF	CONSIDER USING
wheelchair-bound; bound/confined to a wheelchair	person who uses a wheelchair
is non-verbal; can't talk	person who uses a communication device
crippled, lame	person who walks with a cane/walker/leg brace, etc.

- ▶ **Avoid judgment-laden language.** Steer clear of excessive emotionality when describing people with disabilities. Disability should be described using fair, objective and neutral language.

In general, don't use terms like *suffers from*, *afflicted with*, *sentenced to*, *prisoner* or *victim* when emotional language is not appropriate or required. Similarly, avoid clichés like *inspirational*, *in spite of* and *overcame*. Both positive and negative emotional words smack of bias.

INSTEAD OF	CONSIDER USING
stroke victim	person who has had a stroke
person afflicted with diabetes; diabetic	person with diabetes, person who has diabetes
brain damaged; brain injury sufferer	person with a brain injury
burn victim; burn patient	burn survivor (use burn patient only for someone who is actively receiving treatment)
an albino	person with albinism

- ▶ **Use language that emphasizes the need for accessibility rather than the presence of a disability.**

INSTEAD OF	CONSIDER USING
handicapped parking	accessible parking
disabled restroom	accessible restroom

Avoid archaic language. Note that "handicapped" is an outdated and unacceptable term to use when referring to individuals or accessible environments. "Disabled" is preferred.

- ▶ **When describing people without disabilities, avoid words that imply negative stereotypes about those with disabilities.**

INSTEAD OF	CONSIDER USING
normal, healthy, whole, able-bodied	people without disabilities, non-disabled

- ▶ **Remember that disability is not an illness and people with disabilities are not patients.** People with disabilities can be healthy, although they may have a chronic condition such as multiple sclerosis or paraplegia. Only refer to someone as a patient when referring to his or her relationship with a healthcare provider.

- ▶ **Portray people with disabilities in a balanced way, not as heroic or superhuman.** Avoid depicting people with disabilities as superheroes—as courageous or inspirational simply because they live with a disability. Beware of “toxic positivity” language. For example, “If you believe in yourself, you can accomplish anything” or “Think happy thoughts.”

- ▶ **Avoid terms that contribute to stigmas around sensory disabilities.** Take care when using terms like *turn a blind eye* or *fall on deaf ears*, which can be seen as offensive. Be aware that phrases like *step up to the plate* and *open your eyes* may exclude people with disabilities.

- ▶ **Refer to people with disabilities in content that isn’t necessarily about disability.** For example, choose an image of a person in a wheelchair in an article about hairstyling or a person wearing a hearing aid in a presentation about salon ownership.



GENDER

When speaking about gender and family, it's important to acknowledge changing attitudes and realities. Family structures and concepts of gender are evolving, as are the language and imagery we use to depict them.

Many people are challenging the notion of the gender binary—the idea that there are just two genders: male and female. Increasingly, people are coming to see gender as a spectrum with male and female on the outer ends and other identities in between. It is becoming increasingly common for people to identify as nonbinary: neither male nor female or some combination of those genders.

Many people list their pronouns—he/his/him, she/her/hers, they/them/theirs or something else—in their email signatures or professional social media profiles. It's becoming increasingly common to ask people to state their pronouns when introducing themselves at meetings and conferences. Some businesses and agencies are also changing fill-in forms to add alternatives, such as “nonbinary” and “prefer not to state,” to the usual male/female checkboxes. By offering such options, companies can demonstrate they are friendly and accommodating to people who don't identify as male or female.

BEST PRACTICES

- ▶ **Consider using gender-neutral terms when they are available and when their use does not alter the meaning of the sentence.** Use plurals rather than singular terms to avoid use of gender-specific pronouns. (“Salon owners should read their documents carefully” vs. “the salon owner should read her documents carefully.”)
- ▶ **Use words that encompass all genders rather than only two.** For example, use *people of all genders* instead of *women and men*; *children, kids* or *youngsters* instead of *boys and girls*; *siblings* instead of *brothers and sisters*; *different sex* instead of *opposite sex*.
- ▶ **Use *they* or *their* as singular pronouns if people identify that way.** When using *they* as a singular pronoun, use the usual verb construction, e.g., *Ramsey is training to become a salon professional. They are enrolled in a 1,500-hour cosmetology program.*
- ▶ **Avoid *guys* and *ladies and gentlemen* as ways to address mixed-gender groups.** Gender-neutral alternatives include *folks, friends, colleagues, team* or *team members*. Or choose a specific term appropriate to the occasion (*guests, customers, etc.*).
- ▶ **Use “they” (rather than “his or her”) when unsure of someone’s pronouns.**
- ▶ **Don’t make assumptions about marital or family relationships.** For example, some families are headed by single parents, grandparents, foster parents, two moms, two dads and more: Consider *parent* or *caregiver* instead of *mom* and *dad*; *spouse* or *partner* instead of *wife* and *husband*.
- ▶ **Use parallel terms or terms of equal status and avoid terms that denote gender inferiority:** *Husband and wife*, not *man and wife*; *staff in the salon*, not *girls in the salon*.

- ▶ **Avoid gender-specific language whenever possible.** Here are some examples:

INSTEAD OF	CONSIDER USING
average working man	average person; average wage-earner, taxpayer or worker
businessman, businesswoman	business executive, businesspeople, executives, business owner
chairman	coordinator (of a committee or department); moderator (of a meeting); presiding officer, head, chair, committee head
cleaning lady	cleaner, cleaning person, cleaning staff, janitor or janitorial worker
fellowship	community, organization
fireman	firefighter, fire officer
foreman	supervisor
girl (acceptable for people under 18, use woman or young woman for people older than that)	woman
housewife	consumer, homemaker
maiden name	birth name, surname at birth, original name, former name
man and wife	husband and wife, spouses
man on the street	typical person, average person
man the booth; man the phones	staff the booth; staff the phones
man hours	hours of labor, hours, staff hours
manpower	labor, workforce, personnel, staff, human resources, labor force, personnel or staffing, workers
master	leader, teacher, boss
master key, master copy	pass key, original
master plan	grand scheme, guiding principles
repairman, handyman	technician (or be specific like equipment technician, plumber, etc.), repairperson
salesman, saleswoman	salesperson, sales clerk
spokesman, spokeswoman	spokesperson, representative, official, speaking on behalf of
tradesman's entrance	service entrance
workman	worker, tradesperson

LGBTQ+

Language around gender and sexuality has evolved dramatically in recent years and it's vital to stay up to date. Different umbrella terms are commonly used, including LGBT, LGBTQ, LGBTQIA, LGBTQIA2. This reference guide prefers LGBTQ+, which stands for:

- Lesbian
- Gay
- Bisexual
- Transgender
- Queer or questioning
- + (spoken as "plus"), which represents other communities and identities including intersex, pansexual, agender, genderqueer or nonbinary, gender-fluid, Two-Spirit, etc.

BEST PRACTICES

- ▶ **First, consider whether sexuality and gender identity are relevant to the conversation.** In many cases they aren't and there may be no need to mention whether a couple is gay or a person is transgender.
- ▶ **However, gender and sexuality are important dimensions of diversity.** LGBTQ+ people should be represented, not hidden away.
- ▶ **Use descriptors of gender identity or sexual orientation as modifiers, not as nouns (for example, *transgender person, cisgender person* or *she is cisgender*).**
- ▶ **Don't try to guess gender identity or sexual orientation.** When in doubt, ask the person you're referring to how they identify and what terms and pronouns they use. If that's not possible, reconsider the need to address this information.
- ▶ **Be respectful of in-group vs. out-group labels.** *Queer* may be acceptable in-group terminology, but it is not advisable to refer to someone as queer unless they have specifically told you that is how they want to be identified.

The *GLAAD Media Guide*, 11th Edition offers advice on the following terms:

Note: The full version of this table includes comprehensive explanations of why these terms shouldn't be used. See <https://www.glaad.org/reference/lgbtq> for the unabridged version.

INSTEAD OF	CONSIDER USING
homosexual (n. or adj.)	gay (adj.); gay man or lesbian (n.); gay person/people
homosexual relations/relationship, homosexual couple, homosexual sex, etc.	relationship, couple (or, if necessary, gay/lesbian/same-sex couple), sex, etc.
sexual preference	sexual orientation or orientation
gay lifestyle, homosexual lifestyle or transgender lifestyle	LGBTQ+ people and their lives
admitted homosexual or avowed homosexual	out gay man, out lesbian or out queer person
gay agenda or homosexual agenda	accurate descriptions of the issues (e.g., inclusion in existing nondiscrimination laws, securing equal-employment protections)
special rights	equal rights or equal protection

transgenders, a transgender	transgender people, a transgender person
transgendered	transgender
transgenderism	being transgender
sex change, pre-operative, post-operative	transition
biologically male, biologically female, genetically male, genetically female, born a man, born a woman	assigned male at birth, assigned female at birth or designated male at birth, designated female at birth
female to male, male to female	trans man, trans woman
passing and stealth	visibly transgender, not visibly transgender

GLAAD offers this guidance when writing about transgender people:

1. **Always use a transgender person's chosen name.** Many transgender people are able to obtain a legal name change from a court. However, some transgender people cannot afford a legal name change or are not yet old enough to legally change their name. They should be afforded the same respect for their chosen name as anyone else who uses a name other than their birth name (e.g., celebrities).
2. **Use the pronoun that matches the person's authentic gender.** A person who identifies as a certain gender, whether or not that person has taken hormones or undergone surgery, should be referred to using the pronouns appropriate for that gender. If you are not certain which pronoun to use, ask the person, "What pronouns do you use?"
3. **If it is not possible to ask a transgender person which pronoun they use, try to avoid pronouns.** Use their name instead if the pronoun is unknown and you cannot ask. Instead of "Did he stop by the salon yesterday?" say "Did Jeffrey stop by the salon yesterday?"
4. **Some people use the singular they to reflect their nonbinary gender identity and/or gender expression.** It is increasingly common for people who have a nonbinary gender identity and/or gender expression to use they/them as their pronouns. For example: "Jacob writes eloquently about their nonbinary identity. They have also appeared frequently in the media to talk about their family's reaction to their gender expression."



PERSONAL APPEARANCE & AGE

Much of what we speak about in the industry has to do with beauty and personal appearance. It's crucial to take care to write inclusively and without prejudice toward anyone's personal appearance. Our industry should celebrate bodies, faces and hair of all shapes, sizes, ages, characteristics and colors.

Diversity of age should also be considered in your conversations around the beauty industry. There can be tremendous social pressure in our industry messaging to "look younger," or, the opposite thought, for children and teens to "look more grown-up." A truly inclusive conversation treats people of all ages equally and doesn't discriminate based on a person's amount of time on Earth. Always try to be aware of instances of ageism in your words and attitudes.

BEST PRACTICES

- ▶ **When talking about personal appearance, avoid language that suggests certain body sizes or shapes, or particular features are preferable to others.** Don't use phrases like *ideal body shape* or *perfect nose*. Use non-judgmental, descriptive terms such as *heart-shaped* or *oval face* or *hourglass-*, *pear-* or *apple-shaped body*.
- ▶ **Avoid the term *exotic* in describing people or their attributes, especially when writing about women of Asian and Pacific Islander heritage.**
- ▶ **There's no consensus about what terms are best when speaking about weight.** While some activists embrace the term "fat," many still see it as an insult. Recent surveys suggest that matter-of-fact references to weight and BMI are preferred over terms like "fat" or "obese." Avoid terms that smack of bias: *underweight/overweight*, *skinny/fat*, *big-boned*.
- ▶ **Include and celebrate people of all ages.** Avoid ageist language such as "baby," "just a kid," "granny jeans," "geezer," "senile," "old-school," etc.; greeting women as "girls," greeting a subordinate as "young man," etc. Neutral or more descriptive terms like "older people" or "younger people" can help you avoid stereotyping. Make sure images you present in the classroom or in print are age-inclusive.
- ▶ **When writing about eye shape, avoid pejorative descriptions like *slanted/slanty* or *slitty eyes*.** An epicanthal fold is a skin fold that runs from the upper eyelid to the inner corner of the eye. It is often seen in people of Central and East Asian descent, as well as some Indigenous people in North and South America and occasionally in Europeans.



RACE AND ETHNICITY

We are all called upon to represent people of all races and ethnicities in almost all communication situations.

Strive to describe people with the terms they use (for example, by region of origin or descent or tribe name). While umbrella terms like *people of color* and *Native American* (rather than a specific tribe name) are acceptable, you should consider whether a specific term would be more fitting. When writing for business, education or any other purpose, this reference guide recommends capitalizing proper nouns or adjectives referring to people's racial or ethnic identity.

Here are preferred terms (and capitalizations) for major U.S. racial/ethnic groups; see definitions and specifics in the Best Practices below:

- Black Americans or Black people; African Americans
- White Americans or White people
- Asian Americans
- Middle Eastern or North African Americans; Arab Americans
- Latino(s) and Latina(s) or Hispanic(s), Hispanic people
- Native Americans; Indigenous people or Indigenous Americans
- Pacific Islanders; Native Hawaiians
- Alaska Natives

BEST PRACTICES

- ▶ **Consider carefully whether to identify individuals by race.** In most conversations, race is irrelevant and calling attention to it can be seen as offensive. However, there are times when race is relevant. Ask yourself if mentioning the person's race is pertinent to your topic at hand.

- ▶ **Avoid using words, images or situations that reinforce racial, ethnic or religious stereotypes.** Even stereotypes that may appear to be positive—that Asians are good at math or that African Americans have superior athletic ability—are offensive and harmful. Try to strike a balance between intentionally including people of different races and ethnicities in images and not reinforcing stereotypes.

- ▶ **Avoid the term non-White, or other terms that treat whiteness as a default or the norm.**

- ▶ **Don't make assumptions.** Ask how people identify themselves and be aware of complexities within racial, ethnic and religious identities. For example, not all Arabs are Muslim, and someone who is Hispanic or Latino/a may also identify as Black, White or another race.

- ▶ **When referring to a person's race or ethnicity, use adjectives, not nouns.** For example, say *a Hispanic person*, not *a Hispanic*; *Black people*, not *Blacks*. However, it's acceptable to use compound words like African Americans and Asian Americans as nouns, (e.g., "The salon specializes in hair care for African Americans.")

- ▶ **Many groups have multiple identifying terms** (e.g., Black and African American; Hispanic, Latino/Latina, Latinx and Latine). Some people have strong preferences for one term over another. When possible, ask people which terms they prefer. When that's not possible, consider the audience. For example, younger people may prefer the term Latinx, but older generations may be less familiar with it.

- ▶ **In writing, don't hyphenate Asian American, African American and other racial/ethnic identities.** Some people find the hyphen offensive, suggesting people of dual heritage are not fully American.

- ▶ **When using names as examples, include names that represent different nationalities, cultures and generations, as well as gender-neutral names.** Instead of Linda, Sue, Jessica and Rebecca, consider LaToya, Selena, Jhumpa and River.

REFERENCES

This guide uses terms and recommendations from a wide range of sources, including *The Diversity Style Guide*, a website and book edited by Rachele Kanigel (DSG), and:

- American Psychological Association's Inclusive Language Guidelines (APA)
- Asian American Journalists Association and its Handbook to Covering Asian America (AAJA)
- Gender Spectrum (GS)
- GLAAD and the GLAAD Media Reference Guide, 10th Edition (GLAAD)
- Media Takes: On Aging, a publication of the Robert N. Butler Columbia Aging Center and Aging Services of California (Media Takes)
- Michigan State University School of Journalism cultural competence series:
 - 100 Questions & Answers About African Americans
 - 100 Questions & Answers About Americans
 - 100 Questions & Answers About Arab Americans
 - 100 Questions & Answers About East Asian Cultures
 - 100 Questions & Answers About Indian Americans
 - 100 Questions & Answers About Hispanics & Latinos
 - 100 Questions & Answers About Muslim Americans
 - 100 Questions, 500 Nations (co-sponsored by the Native American Journalists Association)
 - 100 Questions and Answers About Veterans: A Guide for Civilians
- National Association of Black Journalists and the NABJ Style Guide (NABJ)
- National Association of Hispanic Journalists (NAHJ)
- National Center on Disability and Journalism and the Disability Style Guide (NCDJ)
- NLGJA, the Association of LGBTQ Journalists and the NLGJA Stylebook Supplement on Lesbian, Gay, Bisexual, & Transgender Terminology (NLGJA)
- National Institute on Drug Abuse Media Guide
- Race Forward and its Race Reporting Guide (RF)
- Racial Equity Resource Guide, W. K. Kellogg Foundation (RERG)
- Racial Equity Tools Glossary (RET)
- Religion News Association and its Religion Stylebook (RNA)
- Trans Journalists Association Style Guide (TJA)
- Treasury Board of Canada Secretariat (TBCS)



RESOURCES

AGING

Media Takes: On Aging, Style Guide for Journalism, Entertainment and Advertising International Longevity Center-USA and Aging Services of California
Published in 2009, this guide is a little out of date but it remains the most comprehensive style guide to reporting on aging and older people.
<https://www.issuelab.org/resources/11981/11981.pdf>

DISABILITY

Disability Awareness Toolkit, Center on Disability Studies University of Hawai'i – Manoa
<http://www.ist.hawaii.edu/products/toolkits/pdf/DisabilityAwarenessToolkit.pdf>

Disability Language Style Guide, National Center on Disability and Journalism
The NCDJ developed this guide to provide context and recommendations for commonly used disability words and phrases.
<https://ncdj.org/style-guide/>

NCDJ List of Disability Organizations

The National Center on Disability and Journalism put together this comprehensive list of disability-related organizations that may be useful in writing about disability.
<https://ncdj.org/resources/organizations/>

Syracuse University Disability Cultural Center Language Guide

This guide provides readers with some information on the different types of language that are used when communicating about disability. It includes notes on capitalization and reclaiming words.
<http://sudcc.syr.edu/resources/language-guide.html>

GENDER

Understanding Gender, Gender Spectrum
<https://www.genderspectrum.org/quick-links/understanding-gender/>

LGBTQ

An Ally's Guide to Terminology, GLAAD
https://www.glaad.org/sites/default/files/allys-guide-to-terminology_1.pdf

GLAAD Media Reference Guide, 10th Edition

<https://www.glaad.org/reference>

NLGJA: The Association of LGBTQ Journalists Stylebook Supplement on Lesbian, Gay, Bisexual, Transgender and Queer Terminology
<https://www.nlgja.org/stylebook/>

Trans Journalists Association Style Guide
<https://transjournalists.org/style-guide/>

RACE AND ETHNICITY

Guide to Covering Asian America, Asian American Journalists Association
<https://www.aaja.org/aajahandbook>

Michigan State University School of Journalism cultural competence series:

- [***100 Questions & Answers About African Americans***](#)
- [***100 Questions & Answers About Americans***](#)
- [***100 Questions & Answers About Arab Americans***](#)
- [***100 Questions & Answers About East Asian Cultures***](#)
- [***100 Questions & Answers About Indian Americans***](#)
- [***100 Questions & Answers About Hispanics & Latinos***](#)
- [***100 Questions & Answers About Muslim Americans***](#)
- [***100 Questions, 500 Nations***](#) (co-sponsored by the ***Native American Journalists Association***)

<https://news.jrn.msu.edu/culturalcompetence/>

National Association of Black Journalists Style Guide
<https://www.nabj.org/page/styleguide>

Race Forward Race Reporting Guide, The Center for Racial Justice Innovation
https://www.raceforward.org/sites/default/files/Race%20Reporting%20Guide%20by%20Race%20Forward_V1.1.pdf

Reporting and Indigenous Terminology, Native American Journalists Association (NAJA)
https://najanewsroom.com/wp-content/uploads/2018/11/NAJA_Reporting_and_Indigenous_Terminology_Guide.pdf

RELIGION

Religion Stylebook, Religion News Association
<http://religionstylebook.com/>