



AAUW

DIVERSITY AND INCLUSION TOOL KIT

Dear AAUW Leaders,

Diversity is critical to AAUW's mission. We recognize that issues of equity — from fair pay to sexual assault to access to health care — affect all women, and we recognize that women in marginalized groups often disproportionately experience the effects of these issues. To succeed in empowering women and girls through advocacy, education, philanthropy, and research, we must have diverse voices contributing different perspectives.

As a membership organization, AAUW depends on our ability to attract and retain new members. To continue to grow and thrive, we must be responsive to changes in our demographics and include individuals with diverse backgrounds and perspectives.

We also recognize that diversity makes us stronger. Research has shown that organizations that want to be innovative and to thrive do better with diverse memberships. People from varied backgrounds give organizations strength and adaptability. According to Margaret A. Neale, professor of organization and dispute resolution at Stanford Graduate School of Business, “The worst kind of group for an organization that wants to be innovative and creative is one in which everyone is alike and gets along too well” (Walker, 2006).

Becoming more diverse and inclusive is hard work. It requires constant education, assessment, and action. As we approach this work, we should remind ourselves that becoming diverse and inclusive is a process, a commitment we make that will entail trying new behaviors, making mistakes, and creating change slowly.

Whether diversity and inclusion are integral parts of your branch's work already or whether you are figuring out how to begin these efforts, this tool kit will provide you with concrete ideas and tools to help you take the next steps.

Although these materials are written for AAUW branches, the resources may also be helpful for other AAUW entities, including Younger Women's Task Force chapters and AAUW student organizations.

Sincerely,

Patricia Fae Ho
AAUW Board Chair

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INTRODUCTION

This tool kit provides in-depth resources for you to help your branch become more diverse and inclusive. Whether you are a diversity officer, president, program vice president, membership vice president, or another leader, you will find sections of this tool kit directly applicable to your work.

On the next page you'll find AAUW's diversity policy, followed by guidance in finding a diversity officer for your branch and step-by-step activity instructions for creating a diversity and inclusion plan as a branch. This a great place to start as you build buy-in for your branch's diversity and inclusion work and help your board set concrete plans.

In the sections thereafter you'll find how-to guides to help you with recruitment, retention, programming, community engagement, and event and meeting planning.

Finally, you'll find instructions and printable handouts for activities to engage your branch members in a dialogue about diversity and inclusion.

As you read through the tool kit and begin your work, please note that AAUW's Diversity and Inclusion Task Force is available to support you, answer your questions, and connect you with additional resources. You can reach the task force by e-mailing memberleaders@aauw.org.

AAUW DIVERSITY POLICY

In principle and in practice, AAUW values and seeks a diverse membership. There shall be no barriers to full participation in this organization on the basis of gender, race, creed, age, sexual orientation, national origin, disability, or class.

Adopted by the AAUW Board of Directors, June 1988; revised October 1988, October 1992, February 1993, June 1994, June 2000, January 2005, July 2009, July 2011

I. ACCESS TO LEADERSHIP

- A. The Board will actively encourage members of underrepresented groups to apply for leadership positions at all levels.
- B. The Board will solicit applications from underrepresented groups for appointment to leadership positions in the every-member and leader publications.
- C. Applications and other written material for appointments and elective office will include the following statement: "AAUW values and seeks diverse leadership."
- D. The AAUW Board recognizes and values the importance of diversity and requires Board members to strongly consider it in making appointments.
- E. Barriers that discourage underrepresented groups from seeking leadership positions will be identified and addressed.

II. PUBLICATIONS AND PROGRAMS

- A. AAUW publications will prominently display the diversity statement: "AAUW values and seeks a diverse membership." State AAUWs shall print the full diversity statement on all state publications, space permitting. (Motion by Delegate Body at June 1990 Conference of State Presidents)
- B. Visuals will depict a diverse membership.
- C. Publications and programming will seek to increase member awareness of issues of concern to women of color and other underrepresented groups.
- D. AAUW will seek to participate in networks and coalitions with diverse groups.
- E. Lists of incentives and opportunities for collaboration with organizations of underrepresented groups shall be provided to branches on a regular basis.
- F. Speakers, panel participants, trainers, and facilitators at all AAUW events will include members of underrepresented groups when possible.

- G. Training that addresses the issues of diversity will be incorporated into the program of AAUW.
- H. Awards and grants should emphasize support for women of underrepresented groups to encourage their participation in higher education and in those activities designed to improve the status of women worldwide.
- I. Special dietary arrangements shall be offered when meals are included in program packages.

III. MEETINGS SITES AND TIMES

- A. All national, state, and branch meetings and events will be accessible to persons with disabilities, and all publicity about events will carry accessibility information. (See Policy 701 on Disability Access.)
- B. AAUW will utilize only those meeting sites that welcome all people.
- C. No meetings will be held on the following major religious observances: Maundy Thursday through Easter, Rosh Hashanah (two days), Yom Kippur, the evening preceding the first day of Passover, Christmas, or major holidays of significant religious or ethnic groups. (All Jewish religious holidays begin at sundown the previous day.)

IV. EVALUATION

The Board will evaluate AAUW progress toward diversity and determine the next steps at least annually.

DIVERSITY PLANNING AND STRUCTURE

Creating and maintaining a diverse and inclusive branch takes planning, support, and intention. In this section of the tool kit, we provide you with guidance on identifying leaders in your branch who can take on the role of diversity officer and an easy process for creating a diversity and inclusion plan.

APPOINTING A DIVERSITY OFFICER

As you embark on diversity and inclusion work as a branch, it will be helpful to have identified one person who can lead the charge. If you don't currently have a branch diversity officer, use this chart to help you identify someone who could take on this role.

<u>MUST-HAVES</u> Skills and qualities you will not compromise on	<u>NICE-TO-HAVES</u> Skills and qualities that are a plus but not a requirement
<ul style="list-style-type: none">• Knowledgeable about diversity and inclusion issues• Previously engaged in work related to diversity and inclusion issues in AAUW or elsewhere• Actively participates in AAUW• Energetic, enthusiastic, and willing to complete the work• Able and willing to collaborate with other members of the branch board• Open to new ideas and willing to think outside the box	<ul style="list-style-type: none">• Experience launching successful diversity and inclusion programs, projects, or initiatives• Experience in diversity and equity training

If you are unable to find someone who fits the requirements, the most important thing is to find someone who is eager to learn and willing to do the work.

Remember that this person is not working alone. Your branch board should work together to make plans for diversity and inclusion and support the execution of this work.

HOW TO CREATE A DIVERSITY AND INCLUSION PLAN

OVERVIEW

The steps below will take you through the process of creating a diversity and inclusion plan.

PARTICIPANTS

This process is best completed with your board or leadership to build group buy-in for carrying out the plan.

MATERIALS NEEDED

- Organizational Inclusiveness Stages handout (1 per participant) (page 50)
- Flip chart paper
- Markers
- Projector and computer (optional)

TIME NEEDED

Two hours

KEY

Plain text: Facilitator talking points
Italics: Facilitator instructions

ACTIVITY INSTRUCTIONS

I. INTRODUCTION AND COMMUNITY AGREEMENTS [5 MIN]

- *Welcome participants and introduce each facilitator. Provide an overview of what you will be doing today.*
- *When exploring sensitive or personal topics, it's important to take steps to ensure that you create a safe space. Start this activity by setting community agreements. See page 49 for instructions.*

II. INTRODUCE THE ORGANIZATIONAL INCLUSIVENESS STAGES [5 MIN]

- As an organization, AAUW is striving for a culture of inclusiveness. An inclusive culture is an “organizational environment that allows people with multiple backgrounds, mindsets, and ways of thinking to work effectively together. ... In such an environment voices are respected and heard, diverse viewpoints, perspectives, and approaches are valued, and everyone is encouraged to make a unique and meaningful contribution” (Pless & Maak, 2004). To get there, we must examine how we are currently doing and set goals to help us move forward.
- *Pass out the Organizational Inclusiveness Stages handout (page 50).*

- This tool can help your branch understand what an open, inclusive organizational culture looks like compared with a closed, exclusive culture. Having an inclusive culture is not only about who becomes an AAUW member but also about how people become leaders or insiders within AAUW once they have joined.
- *Have the group spend a couple of minutes looking over the chart silently.*

III. EXAMINE YOUR CURRENT PROGRESS [40 MIN]

- *Lead a discussion with the group about your current work in each of the categories below. Use the sample questions underneath each category to prompt the discussion. This will help you identify what stage you are currently in. As you move through each category, record answers on a flip chart or a Word document projected onto a screen.*
 - **Recruitment.** How do we currently recruit new members? What are the typical identities of the people we recruit?
 - **Retention.** What do we do to welcome new people to our branch? Who stays, and who does not return? Why do you think that is? What is the identity makeup of our branch?
 - **Programming.** Whom does our current programming typically attract? How accessible are our programs in terms of location, the time they're held, and more?
 - **Communication.** What methods do we use to communicate upcoming programs and news for our branch? Who uses or does not use these methods? What methods are we not using?
 - **Leadership development/succession.** How do we get new board members? What do we do to encourage and support members to become leaders? Whom do we encourage, and whom do we not encourage?
 - **Planning and decision making.** Who is involved in planning for our branch? What does the process entail? How transparent is this process?

IV. IDENTIFY YOUR CURRENT STAGE [10 MIN]

- *Now that you have discussed how your branch functions in each category, ask the group to reflect on what stage of the organizational inclusiveness chart they feel the branch is currently in. It is possible to be more inclusive in certain categories than others, but make sure to determine one stage overall.*
- *Remind them that your branch is not competing to be as far along the continuum as possible. The purpose of this is to honestly assess where you are currently in order to track future progress.*

V. CREATE AN ACTION PLAN [50 MIN]

- *With the knowledge of where you currently stand as a branch, you are now ready to figure out what you can do to become more inclusive. Facilitate a discussion around this question: "If we want to move forward on this continuum, what do we need to do differently in each of these categories?" Return to each category discussed in step three of this exercise and brainstorm clear, actionable changes that your branch can implement to become more inclusive. Help the group choose actions that are achievable within a certain frame, such as a year, instead of more lofty long-term goals. Record the actions on the flip chart or in a Word document.*

VI. SET NEXT STEPS [10 MIN]

- *After you have completed your action plan, determine owners for each category, immediate next steps after the meeting, and when you will return as a group to check progress.*
 - *Owners: Each category should have one primary owner who will usher along the progress. The owner is not necessarily responsible for accomplishing the actions but rather is simply in charge of making sure the work is delegated and that your branch is moving forward.*
 - *Immediate next steps: Determine who will type up the notes (if applicable), how the notes will be shared with the full group, and where the document will live to be accessible to everyone.*
 - *Check-in plan: Determine how often you will revisit this action plan as a group to check progress. Identify one person to be responsible for making sure these check-ins occur.*

HOW TO USE THE RELATIONAL RECRUITMENT METHOD TO GROW YOUR BRANCH

Recruiting new members can be exciting and challenging for AAUW branches. With members' busy lives and other AAUW branch responsibilities, it can sometimes be hard to prioritize new member recruitment. At first glance, it may seem even more challenging to recruit members who are different from your branch's current demographic.

Focusing on broadening your branch's diversity may actually make it easier, rather than harder, to recruit new members. In doing so, you open up many new sources from which to recruit instead of relying solely on your existing networks. Recruitment is also one of the most direct ways that you can diversify your branch.

When considering recruitment with a focus on diversity, start by thinking about all the ways that your current membership is homogenous as well as diverse. Then identify perspectives that are missing.

If your members are primarily of retirement age, increasing the diversity of member ages may be one of your diversity goals. If your group members are primarily white, increasing the diversity of race and ethnicity may be a goal. If most or all of your members are heterosexual, of a similar socioeconomic status, or of one religious group, consider reaching out to people who have different identities or backgrounds in these social identifier categories that make up different aspects of diversity. You might be discouraged if the community that your AAUW branch serves does not seem diverse. All communities do have diversity, but in more homogenous communities this diversity might be less visible to dominant groups. Once you begin to seek out more diverse members, you'll be surprised to see how diverse your community actually is.

In other words, remember that there are many types of diversity, including race, ethnicity, age, ability, sexuality, class, religion, and gender. Your branch may decide to focus on different aspects of diversity based on your unique community.

In the following pages you will find information to aid you in recruiting with a focus on diversity. This chapter will help you focus on the perspectives of the individuals you want to recruit and teach you how to have conversations with potential members.

WHY MIGHT SOMEONE GET INVOLVED WITH AAUW?

There are many reasons why someone might want to get involved in your branch. Before you recruit someone, think about different motivations and focus on how joining your AAUW branch or state will be a good match for the potential member. Here are a few of the reasons why someone might be interested (and how you can address them in your pitch).

- **Belief in the mission**

The number one reason people get involved in AAUW is passion for our mission and issues. Strong belief in the mission can motivate members to participate and take on leadership roles, even in the face of challenges or competing commitments. Be prepared to talk specifically about the diverse issues that AAUW works on, from **fair pay** to the **gender gap** in science to **human trafficking**. If potential members can see how being a part of AAUW matches their values and passions, they will be eager to get involved.

- **Professional development**

Many people who are in, or are looking to enter, the workforce are seeking opportunities that will help them in their careers. Of course, they also care about the mission. When choosing among several organizations, however, they may choose one that affords them the most **personal and professional development**.

- **A desire to give back to the community**

Many people are looking for opportunities to make a difference in their local community in a tangible way. Luckily, AAUW has great opportunities for local impact, from giving scholarships to young women to hosting **science, technology, engineering, and math (STEM) programs for girls**. Make sure you know how someone can get involved in such local opportunities.

- **Social interaction**

People who are new to your community or are looking for a group of people they can connect with may be excited to learn about AAUW. Time and time again, we've heard volunteer leaders say they joined AAUW because they were looking to make friends — so it's critical to make sure that your branch is welcoming and inclusive for everyone. See **Creating Welcoming and Inclusive Organizations** on page 13 for more information.

Keep these four reasons in mind, especially when you are intentionally recruiting more diverse members. Focusing not only on what new members can do for AAUW but also on what AAUW can do for them can help you bring in new people without relying on existing relationships. Remember to explicitly mention what AAUW has to offer them when you talk to potential recruits.

WHAT OPPORTUNITIES ARE THERE FOR INDIVIDUALS TO GET INVOLVED?

Now that you are clear on why potential members might get involved, think about how they could get involved. Be ready to point them toward opportunities that will be the most meaningful. Before you talk with anyone, brainstorm the answers to the following questions:

- What events and projects are on the calendar?
- Besides attending, are there additional ways a new member could contribute to the success of your upcoming event?
- Are there existing committees or projects to work on?
- Who is the contact person if your new recruit is interested in participating in these activities?

EXPERIMENT WITH NEW RECRUITMENT STRATEGIES

When looking to recruit members who represent different identities and backgrounds from your current membership, consider a variety of sources. Whom do current members know in their own personal and professional spheres? Encourage members to tell others about AAUW and invite them to learn more and to come to AAUW programs.

Also look beyond your current members' spheres; collaborate with and recruit from like-minded organizations. For ideas on organizations to approach and strategies for collaboration, see the [Community Engagement](#) chapter on page 20.

INVITING POTENTIAL MEMBERS TO JOIN

Now that you've done the prep work, you're ready to talk to potential members and invite them to join. Follow the four easy steps of the Ask, Inform, Involve, Thank cycle ([adapted from the Sierra Club](#)).

I. Ask.

Start by getting to know the person you are talking to. Learn about the motivations she may have to join or get involved.

- What are her values and passions?
- What are her interests and hobbies?
- How does she spend her time?
- What are her aspirations?

II. Inform.

Next, share with her what your AAUW branch or state does but with a tailored focus on the details that are most related to her passions and interests. For example, if she expresses an interest in women's access to higher education, tell her about your upcoming holiday fundraiser to raise money for AAUW fellowships.

III. Involve.

Now it's time to ask her to get involved. This is the hardest part, but remember, you are giving her an opportunity to get involved with something you just learned she cares about!

We often ask people to get involved by saying something like, "Here's a flyer with information on the holiday fundraiser. You can take a copy home with you, if you're interested." But in this example we have actually not asked a question at all! Instead, ask a clear question that requires a definitive answer. "Will you join us for our holiday fundraiser on Saturday, November 29?"



Again, try to plug her in to opportunities related to her interests. But if the holiday fundraiser isn't for a month and a half and you have a meeting on another topic next week, tell her about the fundraiser and ask her to come to the meeting.

IV. Thank.

Regardless of whether she says yes, no, or maybe, always thank her. Thank her when she agrees to attend the event. If she says no, thank her for spending the time talking with you. And once she attends, thank her again! Saying thank you is a small way to show appreciation and recognition. It will also help strengthen your relationship over time.

V. Repeat the cycle.

While the cycle is a great way to get someone involved in the first place, you can apply it over and over again to engage someone over time. She attended your holiday fundraiser? Great! Thank her and invite her to attend your next meeting. Build engagement slowly over time to make bigger and bigger asks. Remember, recruiting is all about relationship building!

CREATING WELCOMING AND INCLUSIVE ORGANIZATIONS

Working to make your branch welcoming and inclusive is a critical component of diversifying your branch. It is not uncommon to recruit new members only to see them not return after the first or second event. This problem can be a symptom of an organizational culture that does not feel welcoming or inclusive to new people, especially those who have identities that are different from the majority of members. This section gives you an overview of what being an inclusive branch means and steps your branch can take.

WHAT IS AN INCLUSIVE BRANCH?

An inclusive branch has an “organizational environment that allows people with multiple backgrounds, mindsets, and ways of thinking to work effectively together. ... In such an environment voices are respected and heard, diverse viewpoints, perspectives, and approaches are valued, and everyone is encouraged to make a unique and meaningful contribution” (Pless & Maak, 2004).

An inclusive branch actively works to eliminate all forms of discrimination and openly values diversity. It responds quickly and proactively to address exclusion and discrimination.

In an inclusive branch, current leaders and members actively recruit and welcome newcomers. They are willing to change themselves and the culture of the branch to make room for new people with diverse perspectives, ideas, and ways of working together.

STEPS TO BECOME MORE WELCOMING AND INCLUSIVE

Read through the list below and mark the things that you do as a branch. Then identify things that you will prioritize improving.

When Planning Meetings and Programs

- Create and enforce a policy that meetings and events must be held in locations that are easily accessible for people with disabilities and comfortable for people of different backgrounds and religions. Consider alternating locations to accommodate different commuting distances.
- Plan events that are free. If this is not possible, consider having a sliding scale or suggested donation.
- Schedule meetings and events to avoid conflicts with religious and cultural holidays for different groups.
- Offer food and refreshment options that meet varied religious, dietary, and personal preferences.

During Meetings and Programs

- Encourage members to sit with and get to know people they don't already know. Discourage cliques. Consider having a greeter to connect new participants with members as they enter.

- Make your room setup welcoming. Have enough chairs for participants, and arrange them in a circle if possible.
- Start meetings with introductions, and ask participants to share their preferred names and gender pronouns. Respect gender pronouns and gently correct others who make mistakes.
- Encourage equitable participation in discussions. Do not allow certain groups or individuals to dominate discussions at meetings and events.
- Discourage and interrupt prejudiced and derogatory language, as well as assumptions about people with certain identities.
- Use inclusive language, and encourage others to do so. For example, tell members that they are encouraged to bring their “partners” to the event instead of “husbands.”
- Diversify guest speakers. Invite speakers who are able to speak to a plurality of experiences and do not just represent the narrative of the majority of your membership. For more information on planning programs that include diverse speakers, read the [Six Steps to Diverse, Engaging Programs](#) on page 15.

Celebrating Diversity

- Engage the branch in activities to explore issues of diversity and inclusion. For activities, see AAUW’s [diversity and inclusion activities](#) on page 30.
- Create opportunities for members to identify and share their similarities and differences.
- Coordinate activities and events to celebrate the branch’s diversity, such as a heritage day.

Engagement and Leadership

- Conduct orientation sessions for new members or have special events so that new members feel welcomed and included.
- Provide all members with a clear pathway to developing as leaders.
- Encourage new members to become involved in activities and pursue leadership opportunities, but be flexible in accommodating personal responsibilities and other time commitments outside of the branch.
- Make decisions collaboratively when appropriate, and ensure that decision-making processes are transparent.
- Give members the opportunity to provide input in the priorities and programs of the branch.

Marketing

- Include the AAUW diversity statement in branch publications and on your website.
- Take steps to make sure that marketing materials represent diverse identities and use inclusive and inviting language.
- Diversify your marketing strategy. Promote events through multiple channels, including flyers, e-mail, word of mouth, and social media. For more information on marketing your programs, read our [Six Steps to Diverse, Engaging Programs](#) on page 15.

Evaluating

- Regularly evaluate efforts to create and maintain an inclusive and welcoming environment and adjust plans.
- Follow up with new participants after they attend their first program to find out their impressions and how welcome they felt. Use this feedback to make adjustments where necessary.

SIX STEPS TO DIVERSE, ENGAGING PROGRAMS

Are you tired of holding the same programs year after year? Are you wondering what programs can invigorate your branch and diversify your membership base? Holding programs that reflect the interests and highlight the voices of diverse people is a key component to a strong diversity and inclusion strategy. It will indicate to potential and current members that diversity is a priority for the branch and attract new members you wouldn't otherwise reach.

AAUW's Programs in a Box contain great ideas for [new programs](#) and [sample templates](#) to help you plan and execute your event.

WHAT DOES A SUCCESSFUL PROGRAM LOOK LIKE?

Make sure that you have your vision of success front and center as you consider and plan for future programming. A vision of success will help you determine not only the type of programs that you should hold but also what steps you need to take to plan for and execute the event. After the event, your vision will help you recognize and celebrate what you've accomplished and determine how you can improve next time.

Consider making the following attributes part of your vision for success:

- The program was related to the mission.
- The program was well attended.
- Attendees included people with identities currently underrepresented in your branch.
- New people came and left wanting to join AAUW.
- Event attendees were engaged and not bored.
- Attendees got to interact with each other.
- Attendees got to share their unique perspectives and listen to others.
- Attendees learned something new.
- Many branch members worked together to make the event happen.
- The branch successfully collaborated with another community group.
- Presenters represented diverse identities and viewpoints.
- The program was executed smoothly and without major hiccups.

THE SIX STEPS

Visions for success vary from program to program, and different branches have different programming needs. Regardless of your specific vision, these six steps can help ensure that your program is successful.

I. Study or Survey Your Community

Successful, well-attended programs address issues that are of interest to the community. Make sure your topics appeal to a diverse range of community members, not just your current members. The easiest way to figure out what topics will interest your community is to ask them! Talk to leaders in your community, follow the news, read community discussion boards and Listservs, and pay attention to government initiatives and new laws or regulations. All of these actions will help you get a strong pulse on the interests of your particular community.

II. Choose Spicy Programs

Make sure your program is the right mix to engage current and potential members. Ask yourself the following questions.

Is the program mission-based?

As AAUW members, we share a **mission** that empowers and defines us as an organization. Our programs should engage our members and communities in understanding and advancing equity for women and girls.

AAUW's issues are also intersectional issues, from the larger wage gap for women of color to the underreporting of domestic violence within the LGBT (lesbian, gay, bisexual, and transgender) community. Holding mission-based programs can help you reach more diverse audiences, and the best way to start is by exploring AAUW's many **Programs in a Box**.

Will the program grow your branch?

The number one reason people get involved in AAUW is passion for empowering women and girls, so holding mission-based events is key to growing your branch. As you plan your event, consider whether it will attract individuals from various demographic groups, such as ability, age, class, ethnicity, gender, race, religion, and sexuality. You may want to prioritize programs that attract perspectives your branch is currently missing. For example, if you put on a program through AAUW's **Princeton Review** collaboration, you may attract college students or young professionals, while a panel on work-life balance may attract working parents.

The longevity of AAUW depends on our ability to recruit and retain new members, and engaging programs are an excellent way to get new, diverse members in the door. It is critical that branches consider whether their programs will appeal to potential members.

Will the program engage current members?

Programs should also engage and invigorate your current members, including those who haven't been actively engaged recently. The right kind of program may get them more involved and encourage them to consider leadership positions. Ask yourself if current members would want to attend and whether they could help plan or serve as volunteers during the program. Serving on a program planning committee or as a greeter at an event can be a stepping stone to leadership.

Programming assessment tool

The easy-to-use [Spice Up Your Programming assessment tool](#) on page 51 will help you analyze whether your current or potential program is mission-based, will help grow your branch, and will engage current members. Ideally, your program should meet all three categories, but don't give up if it doesn't. Consider ways to adapt the event to involve more of your current members as volunteers or attract new audiences.

III. Choose Your Program Format

Consider which format will work best for achieving your vision of success.

Panel or speaker: This format will give the floor to individuals who have real experience with the topic, either personally or professionally. This format is great for helping participants learn something new and highlighting perspectives and expertise from outside your branch.

If you are organizing a panel, take care to feature individuals with diverse identities and perspectives. If you typically host one speaker at a time, make sure that your speakers throughout the year represent diversity.

This may mean reaching beyond your current network for potential presenters. Read on for information about reaching out to other groups.

If your vision of success includes participants interacting with one another, you can add an interactive element such as an icebreaker or post-speaker discussion.

Cocktails and Convos or coffee meetup: This format provides an informal setting through which prospective members can check out your branch and connect with current members. This may be their first impression of your branch, so you will want to make sure it's a good one! Make sure current members know that part of their role is to welcome and get to know new attendees. A personal connection can help attendees feel like they belong and encourage them to return. Read the [Cocktails and Convos Program in a Box](#) for step-by-step instructions on how to hold this program.

Workshop: A workshop format lends itself to high engagement and high interaction and allows participants to learn something new. Workshops can serve as professional development opportunities and therefore can help you engage recent graduates, young professionals, and mid-career professionals. Consider hosting a [Work Smart salary negotiation workshop](#), facilitating an [AAUW member training](#), or inviting a local leader to facilitate a workshop on a topic of interest to your community.

IV. Collaborate with Diverse Groups

Working with diverse groups can help you hold programs that elevate the voices of diverse communities on important AAUW issues. This, in turn, increases AAUW's visibility in those communities. Other groups may be able to work with you to identify topics that are relevant in your community, arrange speakers, and market to members of the public you wouldn't otherwise reach. Although coming together on a particular event may serve as a catalyst for beginning a new relationship, having successful relationships with other groups requires continued engagement over time. Read our [Community Engagement](#) chapter on page 20 for ideas about finding potential collaborators, making connections, and working effectively with other groups.

V. Plan Logistics for Your Program

As you plan your logistics, make sure you choose times and locations that are convenient for the people you want to attract and that reflect the needs of all attendees.

Dates, days, and times: Consider the schedule of those you want to attend. Evening and weekend programs are typically best for bringing in new people, because a program held on a weekday during the day will exclude individuals who work traditional business hours. Evening and weekend programs may present a challenge for individuals caring for young children, but some caretakers may be able to arrange for child care in advance, or you can advertise that attendees can bring children with them. Some branches have even had success providing a volunteer babysitter at the location of the program.

Also avoid scheduling programs during religious events or cultural holidays. If you normally hold your program the same date and time each month, consider rescheduling if it conflicts with a holiday.

Places: Choose spaces that are neutral, nonreligious, and free, such as community centers, libraries, and schools. Consider the impression that a space will leave on a possible attendee. A young person might not attend an event held at a nursing home, assuming that the event is not designed for young people; someone who is not a Christian might be uncomfortable meeting in a church.

Make sure you choose a location that is compliant with the Americans with Disabilities Act (ADA) in terms of parking, entrances, restrooms, lighting, and other requirements. Many potential locations are already required to be ADA compliant, including schools, community centers, and hotels. Avoid holding meetings or events in a member's home, because personal residences might not meet all access requirements. Read the [Planning Accessible Events](#) guide on page 24 for more information on ensuring that your events are accessible.

Finally, consider whether your location is accessible by public transportation. Some interested individuals may not drive or have access to a personal vehicle. If your program location is not near public transportation, advertise and coordinate carpooling for those who may need it.

Food and refreshments: If you are going to have free refreshments at your program, make sure to offer options that meet various religious and personal preferences. If your program includes a meal, ask for dietary restrictions ahead of time. Also consider that a paid meal may be cost prohibitive for some members and can be particularly intimidating to new attendees. If you have a paid meal, consider a program where your branch board sponsors all new attendees.

VI. Spread the Word

Once you have the details of your program nailed down, get the word out in your community! To attract new attendees, you must be proactive in advertising your programs in spaces community members already visit. Here are a few ways to get the word out.

Posters and flyers: Put up your program poster in community centers, libraries, religious centers, and other spaces with public boards, such as coffee shops. In some of these spaces you may also be able to leave flyers so that interested people can take a copy with them.

Newspaper: Local newspapers often list upcoming community events, and community members are used to looking there for information about what is happening in the community. Your paper is a great place to advertise your event.

E-mail: E-mail your current members and other people you know in the community who you think may be interested in attending. Encourage everyone you contact to pass the message on to other people or groups who might be interested.

Tabling: Set up a table at a farmers' market, on your local campus, or at other community events. Share information about your event and ask people to sign up on a sheet if they are interested in attending. That way you can follow up with them, which makes them more likely to attend.

Work with other community groups: Ask your collaborators to help you spread the word. They may have some ideas about reaching out to audiences you do not normally attract. Also ask collaborators to share the information with their contacts, and provide flyers and other helpful advertising materials.

Social media and website: Post about your upcoming programs on your website and on Facebook and other social media. While nonmembers are not likely to come across these pages on their own, they may check your website or social media accounts for more information if they have picked up a flyer or received an e-mail.

COMMUNITY ENGAGEMENT

Collaborating with diverse organizations in your community can help you increase your AAUW impact and recruit new members. By focusing on intersectionality, you may find common goals with groups that serve other marginalized communities, such as LGBT resource centers, homeless service centers, and organizations that serve immigrant populations. Work with diverse organizations to hold programs that elevate the voices of diverse communities on important AAUW issues.

Doing so can also help you connect with new people who may be interested in becoming members of your branch. First, holding membership in one organization does not mean limiting involvement with another group, so you may find members from another organization. Second, holding mission-based programs that highlight issues of diversity and inclusion can attract new members whom you wouldn't otherwise reach.

FINDING COLLABORATORS

I. Brainstorm

Start by brainstorming about groups in your community that may be interested in building relationships with you.

Here are some groups that might make good collaborators and are found in most communities:

- Alumni chapters of sororities
- Business and professional women's organizations
- Chambers of commerce
- Civil rights organizations
- Colleges and universities
- Community resource centers
- Community service organizations
- Girls, Inc.
- Girl Scouts
- Honor societies
- Hospitals
- La Raza
- League of Women Voters
- Libraries
- NAACP
- PTAs
- Public policy groups
- Rotary clubs
- Social services organizations

- Soroptimists
- Sororities
- Science, technology, engineering, and math (STEM) organizations
- Teachers' and education groups
- Urban League
- Women veterans' groups
- YWCAs

II. Assess Alignment and Community Influence

Consider these two important factors as you research potential collaborators.

- **Mission alignment:** How well does the focus of the potential collaborator align with AAUW's mission? Some organizations have similar interests, such as women's health, the wage gap, domestic violence, and encouraging girls and women in STEM careers.
- Don't limit your list to women's groups. Groups that serve marginalized communities, such as LGBT resource centers, homeless service centers, and organizations that serve immigrant populations, may have common goals with AAUW.
- **Community influence:** How well-known and respected is the potential collaborator in your community? Does the group have a large and diverse base? How active is it?
- You have a limited amount of time and energy to put into collaborations, so be strategic about the groups you choose. Seek groups that are well-aligned with AAUW's mission and have a strong influence in the community.

REACHING OUT TO OTHER GROUPS

Once you have your list of target community collaborators, reach out to them directly.

- Identify specific individuals to reach out to rather than e-mailing general addresses. These individuals might work in community outreach or on the specific issue area you are interested in engaging with them on.
- Send an e-mail, and follow up by phone. Just because you don't receive a reply after your first attempt doesn't mean that the group isn't interested in connecting with you. Sometimes it takes a phone call or a second e-mail to remind busy people that they need to get back to you.
- Let them know that you would like to learn more about their work and whether there might be opportunities to work together. If you are looking for help with a specific project, mention it in your outreach but don't ask for a commitment without meeting and explaining it further.
- Suggest an in-person meeting or phone conversation. A face-to-face meeting can really help you connect and jumpstart your collaborative relationship.

For more information on reaching out to colleges and universities specifically, read [AAUW's college/university recruitment guide](#).

MEETING WITH POTENTIAL COLLABORATORS

- Before your meeting, collect your thoughts on what you would like to share about your AAUW branch, what questions you have, and the possibilities you have identified for working together. Make sure to also research the person you will be meeting with and the organization's work. Doing your homework will show that you respect the person's time and are interested in a mutually beneficial relationship.
- In the meeting, start by getting to know the person and the organization, and share information about AAUW's mission and your branch's work. Once you've established a shared understanding of each organization, discuss ways that you might be able to work together. If you reached out about a specific program, now is the time to talk about that in more detail. You can also suggest ways that AAUW might be able to help with the other organization's work.
- End the meeting by reiterating next steps. If you've decided to work together on a project, figure out what needs to happen next as well as when and how you will touch base again. If the individual needs to consult with her or his organization or team before moving forward, determine when you should follow up.

PRINCIPLES FOR WORKING WITH OTHER GROUPS

- Build mutually beneficial relationships.
 - Consider not only what other groups can do for you but also what you can do for them. As you build your relationship, work to understand their mission and goals and how you may be able to work together, while also being clear about what you are looking for out of the relationship.
 - Think outside the box for ways you can enhance their work. **AAUW policy states** that AAUW entities cannot fundraise for other organizations, but your relationship can still offer value to collaborators. For example, you could get members to volunteer at their community event while sporting their **AAUW T-shirts**. They benefit from the volunteer support, and you benefit from increased visibility in your community.
 - Consider cross-promoting events to each other's networks, helping them access your community contacts, and sharing best practices for navigating community systems and bureaucracies.
- Don't make it a "one and done."
 - Although working together on a particular event may help launch a new relationship, having successful relationships with other groups requires continued engagement over time. Just like any individual relationship, you must nurture and invest in it to make it stronger.
 - Touch base with the groups you have engaged with to explore how you can continue to work together and support each other's work.

- Understand and respect different approaches, styles, and processes.
 - Every organization has a different culture and way of operating. Your collaborators may have many priorities, and while your upcoming event is at the top of your list, other organizations may be working on projects that feel more pressing to them. (The stronger your relationship and the more mutually beneficial the project is, however, the higher your event will be on their priority list.)
 - Different organizations have different timelines. AAUW members with work commitments may conduct AAUW business mostly in the evenings or on weekends, but members of other organizations may have other schedules.
 - Some organizations have a dominant culture of e-mailing, while others favor unscheduled phone calls or planned in-person meetings.
 - Some of your contacts have the autonomy to make decisions and move forward on your joint work, while others may need time to consult with others before being able to move forward.
 - Work to understand other organizations' operating methods and to agree on timelines, check-ins, and more. If you are having a challenge communicating, it may reflect a different way of operating rather than a lack of commitment to the collaboration.
- Distribute credit fairly.
 - Make sure you recognize your collaborators for their work on a joint project. For co-sponsored events, list all collaborators on materials. Not only will this build trust with your collaborator, but it will also indicate to outsiders the significance of the event and help you attract new attendees. At your event, publicly thank collaborators for their specific contributions.
 - Similarly, when you support or collaborate on another organization's programs, make sure your branch is appropriately listed on materials and recognized in person.
- Outline roles and responsibilities for each group.
 - Whether you are embarking on a joint project or looking for collaborators to play a smaller support role for your event, clearly establish each group's role and responsibilities from the start. This ensures that the planning process moves forward smoothly and that you achieve your goals. Being explicit about roles also helps you check in from the beginning to make sure you are each getting what you want out of working together.
 - When you approach collaborators to ask for support, be clear about what role you envision them playing, while also being open to other ways that they may want to engage.

PLANNING ACCESSIBLE EVENTS

Today, 20 percent of Americans — or 54 million people — have a disability. Because of advances in education and technology, people with disabilities are living longer and seeking all kinds of opportunities, including participation in membership organizations, in ever-increasing numbers.

AAUW is no exception; AAUW's membership includes many people with disabilities. This resource can help you make sure that the events and meetings you hold are inclusive for all AAUW members.

WHAT IS A DISABILITY?

According to the *Americans with Disabilities Act* (ADA), a disability is a physical or mental impairment that substantially limits one or more major life activities, such as seeing, hearing, speaking, walking, working, learning, breathing, performing manual tasks, and caring for oneself.

BEFORE THE EVENT

I. Choose an accessible location.

As you plan for your event, make sure that you choose a location that has ADA-compliant parking, entrances, restrooms, lighting, and other requirements. Many potential locations are already required to be accessible to people with disabilities, including schools, community centers, and hotels. Avoid holding meetings or events in a member's home, because personal residences might not meet all access requirements.

Pick the right event space.

Make sure that your event space is accessible to members who have difficulty walking or who use wheelchairs or other mobility devices. Are there steps or a ramp at the front door? Do you need to go up steps to get to the meeting room, or is there an elevator? Are there accessible restrooms equipped with grab bars? Doors and hallways must also be wide and tall enough to be safe for people who use mobility devices or have a visual disability.

You should also consider the distance and route that members will need to travel between the parking lot, meeting rooms, restrooms, cafeteria or restaurant, and sleeping accommodations (if applicable). Far distances may pose a challenge for some members. Determine the amount of time needed for breaks and transitions between spaces based on this distance.

Consider transportation.

Is your location accessible by public transportation? If not, how will you provide transportation for members who do not drive? You may be able to set up carpools with other members for local events. For events held at a hotel or other larger facility, staff can recommend companies that provide accessible vans for travel to and from the airport.

Set up your meeting space.

As you prepare for your event, consider how room setup will affect the ability of members with disabilities to navigate the space. If possible, visit the location ahead of time to understand the logistics of the room. Whether you are setting up roundtables or theater-style seating, make sure that aisles are wide enough for the easy passage of someone using a mobility device. If you are planning to break participants into groups or move to another part of the room for any purpose, consider whether there will be clear pathways for members to do so. Also make sure that people with mobility devices can easily access the registration table, refreshments table, and speaker area.

Confirm the details before the event.

In the days before the event, call the venue to make sure all accommodations are working. Sometimes an elevator or wheelchair lift may be broken. If so, you will need to work with venue staff to come up with an alternative plan, such as directing attendees to a different entrance or renting installable ramps.

For more information on how to find an accessible space, setting up your space, and finding alternate plans for nonworking accommodations, check out the [ADA's accessible meetings resource](#).

II. Prepare for accommodations.

The best way to ensure that your event is inclusive is to address accessibility issues long before the event starts.

Use an accessibility coordinator.

Designate a member leader to be in charge of addressing all accommodations requests and to manage issues during the event.

Ask members to specify their needs ahead of time.

Since the passage of the Americans with Disabilities Act in 1991, membership organizations are required to offer their members an opportunity to identify their needs in advance of an activity or program. Doing so will help you anticipate and address any accommodations that you will need to make ahead of time.

During the pre-event registration process, ask participants to indicate accessibility and/or dietary requirements. If no registration is required, provide the name and contact information for the accessibility coordinator on all event advertisements.

You can use this sample text in your advertisements: “[Your branch/state name] will strive to address all accommodations for participants with disabilities, such as dietary concerns, requests for special parking or seating, need for hearing amplification devices or materials in formats other than print, or other requests within reason. Please contact [name of accessibility coordinator] at [telephone and e-mail address] no later than [date two weeks before the start of the event].”

Let members know that your meeting locations and programs are accessible in your advertising. Assistive listening devices for people with hearing disabilities are inexpensive, so consider buying one, and advertise that you have it. Promoting that your events are accessible will indicate to members and potential members that you take accessibility seriously and will encourage participation.

For more information on purchasing a listening device, read this [guide](#) from the Kennedy Center.

Collaborate with the requestor.

If you have any questions about accommodations, follow up with the requestors for more information. Work with them to make sure their needs are met, and keep them informed as accommodations are put into place.

If participants have disclosed disabilities to you, you may also want to reach out to an organization that supports individuals with those disabilities to get specific tips on how to make your event accessible.

III. Prepare for accessible services and materials.

Prepare accessible formats of your meeting content and materials to ensure that members with sensory disabilities can participate fully.

Participants with visual disabilities

You may need to provide accessible formats for written information, such as Braille materials, audio recordings, digital copies, or large-print materials. Whenever possible, try to work with participants in advance so that you can find out which format they prefer and give them extra time to review written materials if needed. Your state disability commission or local library can help you identify the appropriate resources for creating accessible formats, including transcribing information into Braille.

For more information on providing aids and services for participants, [Lighthouse International](#) is a great resource. You can find additional resources on the [U.S. Department of Labor website](#).

Participants with hearing disabilities

You may need to provide accessible formats for spoken information, such as certified interpreters; real-time, open, or closed captioning; written materials; a note taker; or assistive listening devices. Work with participants to determine what type of assistance is required. For example, some people with hearing disabilities may require a sign language interpreter while others read lips or can hear if they sit near the speaker or use a sound amplification device. Event location staff can assist with obtaining sound amplification devices.

DURING THE EVENT

I. Support attendees.

Whether or not you received any accommodation requests ahead of time, have your accessibility coordinator available at the event to address any needs that come up.

The coordinator should arrive early to check accessibility routes and make sure assistive devices are in place. Label accessibility routes and assign members to direct and assist participants at key points along the route, as necessary.

The coordinator should check in with the participants requesting accommodations when they arrive to make sure everything they need is in place. Offer a brief description and tour of the site and introduce participants to any service providers, such as interpreters. The coordinator should also ask participants if the seating, lighting, and equipment meet their needs.

II. Present event content accessibly.

For participants with visual disabilities: During the event, make sure that participants with visual disabilities are able to engage in all aspects of presentations and conversations. If you write on a flip chart or show text on PowerPoint slides, make sure to read the text aloud for anyone who cannot see. Similarly, if you are showing pictures, charts, or graphics, describe these images out loud.

For participants with hearing disabilities: If a sign language interpreter is present, spell or write any unusual words or names. If someone is reading your lips, face toward them when you speak, and make sure that your face is amply lit. Someone who has a hearing disability may not be able to take notes and watch an interpreter or read lips at the same time, so it may be helpful to ask another member to take notes.

Engage directly and respectfully with the participant. If a sign language interpreter is present, face and make eye contact with the person with the hearing disability, not the interpreter. Try to learn some sign language.

A participant who has a hearing disability may want to read your lips, so speak slowly and carefully. Remember, you can also use a pen and paper to communicate.

III. Interact respectfully.

Respect each person's confidentiality and desire for privacy; never disclose or discuss a participant's disability or accommodation request with other participants or members except as needed to secure the accommodations.

Before providing help, ask if and how you can be helpful. Then help only if the participant requests it or if you see danger. Never push a person's wheelchair unless you are asked. Let members with visual disabilities hold your arm to guide them. Never guide by pulling a cane or a guide dog's harness. When showing a chair to a member who doesn't see, put her or his hand on the back of the chair.

Don't pet or feed a guide dog without asking the owner's permission. For more information about service animals, visit the [ADA's commonly asked questions resource](#).

Sit when talking to a member who uses a wheelchair to equalize eye contact.

If a participant has a speech disability, don't be afraid to ask them to repeat. Be flexible with your language; if one word doesn't work, try another.

People with intellectual disabilities can respond to questions and follow directions. Speak in a normal voice. Don't use overly complex sentences.

IV. Use inclusive language.

Language can shape perceptions of people, often in unconscious ways. These subconscious ideas can affect how people with disabilities are treated. Here are a few guidelines for ensuring that your language values people with disabilities.

Emphasize the person, not the disability.

Nouns such as "members" and "people" should come first to emphasize the person. Don't say "the disabled"; instead say "members or people with disabilities."

Each person has a complex identity that is not limited to a disability, so if you need to refer to a person's disability, describe it the way you would any other characteristic. For example, instead of saying "She is epileptic," say "She has epilepsy." Instead of saying "She is blind," say "She has a visual disability."

Avoid stereotypes and condescension.

Make sure you are using up-to-date terms. Outdated terms such as "crippled," "afflicted," "mute," and "deaf and dumb" are considered derogatory and paternalistic and should never be used. Instead use phrases like "people without speech," "people with visual disabilities," and "people who use wheelchairs."

Use legal definitions, when appropriate.

If you are referring to laws and regulations, "handicapped" is the appropriate term because it is used in legal documents. For more general purposes, "disabled" is appropriate.

Question common phrases.

Our language is full of phrases and idioms that reinforce the idea that some identities are "normal" and others are outside the norm. Phrases such as "see you later" or "step up to the job" are just a few examples of how our language subtly reinforces expectations around ability. Many people with disabilities and their allies feel that these phrases are part of our language and will generally not be offended by them, while others find them to be small, even subconscious reminders of ability and disability. As you work to use inclusive language, you may begin to notice more of these phrases in use. Don't be afraid to ask questions and engage others in discussion on the topic of language.

WHAT ELSE CAN YOU DO?

Using this guide will help you take concrete steps to be more inclusive of members with disabilities. But there are many ways that you can continue this work to ensure that your branch makes accessibility a priority. Here are a few things that you can do:

- Become an advocate.
- Educate others inside and outside of AAUW.
- Organize and participate in diversity and inclusion training for members at all levels of your branch or state.
- Rethink how you traditionally do business. Reach out and involve people with disabilities in your branch or state programs.
- Network and build coalitions with local disability organizations.
- Publicize your inclusion successes.

QUESTIONS FOR REFLECTION AND DISCUSSION

- How accessible are the venues where you currently hold your events?
- What venues in your community might be more accessible alternatives?
- Who from your branch might be interested in serving as an accessibility coordinator for events?
- What event and meeting advertisements need to be amended to include information on requesting accommodations?
- What can you do to address the needs of people who have sensory disabilities? This can include alternative formats of materials and auditory accommodations.
- What changes need to be made at your meetings and events to make sure participants with disabilities can engage fully in presentations and conversations?

ACTIVITIES FOR ENGAGING YOUR MEMBERS IN CONVERSATIONS ABOUT DIVERSITY AND INCLUSION

A critical part of making your branch more diverse and inclusive is to engage members in a dialogue on these topics. One of the best strategies is to help your members examine and understand their own identities, attitudes, and beliefs about diversity. Talking about these topics shows your members that diversity and inclusion are serious priorities and that you are open to having difficult but necessary discussions on the topic.

In addition, spending time discussing diversity and inclusion indicates to your members that their identities, particularly those that are not part of the majority, do matter and allows for space to create understanding, respect, and appreciation for diversity.

The activities in this section of the tool kit will help you celebrate the diversity of your members, as well as engage in deeper conversations on power and privilege.

SOCIAL IDENTITY WHEEL

OVERVIEW

In this activity, participants will reflect on and discuss the identities that are most important to them. This activity will help participants get to know each other better and allow participants to express important parts of their identities that may otherwise not be known. Participants will also be asked to reflect on the value of their identities by considering which of those is most and least important to them and why that may be. Participants can expect to better understand how the world around them allows or does not allow them to make choices about what identities are most important.

MATERIALS NEEDED

- Identity Wheel handout
(1 copy per participant) (pages 53–55)
- Flip chart paper
- Markers

TIME NEEDED

90 minutes

KEY

Plain text: Facilitator talking points
Italics: Facilitator instructions

ACTIVITY INSTRUCTIONS

I. INTRODUCTION [1 MIN]

- *Welcome participants and introduce each facilitator. Distribute a copy of the Identity Wheel handout (pages 53–55) to each participant.*
- During this activity we will reflect on and discuss our identities and how they relate to our experiences in society. We will introduce new ideas and encourage you to explore your own identity in new ways, starting with some really juicy, in-depth topics. Since we have limited time together, we will be managing time from the front of the room to make sure that we touch on everything we need to. But we hope you will continue the conversations we start today after the session ends.

II. COMMUNITY AGREEMENTS [7 MIN]

- *When exploring sensitive or personal topics, it's important to take steps to ensure that you create a safe space. Start this activity by setting community agreements. See page 49 for instructions.*

III. PERSONAL IDENTITY WHEEL [5 MIN]

- We are going to start on the first page of the handout, labeled “personal identity wheel.” You will have five minutes to fill in your identity for each of the categories listed. In the inner circle, record the identities that are the most important or salient to you. In the outer circle, record your other identities that are less important or salient to you but are still part of your identity.
- *Show your own personal identity wheel as an example. Point to one identity you put in the inner circle and explain why. Then point to one identity in the outer circle and explain why.*
- *Give them four minutes to silently fill out their personal identity wheels.*

IV. PERSONAL IDENTITY WHEEL SHARING [5 MIN]

- *Break participants into pairs and encourage them to talk to someone they don't know. (If they are comfortable, they will talk to someone new. If they aren't, they will stick with a friend. Let the comfort level in pairing reside with participants.) Have each participant briefly share two of their personal identities with their partners.*

V. DEFINING PERSONAL IDENTITIES [4 MIN]

- *In the full group, ask for a few volunteers to share what they think the definition of personal identities is. Then provide them with the definition.*
 - Personal identities are individual traits that make up who you are, including your hobbies, interests, experiences, and personal choices.
 - Many personal identities are things that you get to choose and that you are able to shape for yourself. Personal identities might determine whether or not you have a natural inclination to go in a certain personal direction.

VI. SOCIAL IDENTITY WHEEL [10 MIN]

- *Now ask participants to turn their handout over to the side that says “social identity wheel.”*
- We are now going to talk about social identities. They are called “social identities” because our society strongly influences how we categorize other people and ourselves based on these identities in significant ways. Social identities influence the experiences we have as members of any particular group. They are shaped by common history, shared experiences, legal and historical decisions, and day-to-day interactions.
- Social identities also affect personal identities. For example, your social class may have a strong impact on the education you receive and the profession that you end up in.
- You will have a few minutes to fill out this wheel the same way you filled out the personal identity wheel. In the inner circle, record the identities that are the most important or salient to you, and in the outer circle record other identities that are less important or salient to you at this moment in time.
- *Again, show your wheel and explain a few of your identities and why you placed them in the inner or outer circle.*
- *Note: What you share from your own social identity wheel will impact how reflective participants will be about their own identities. Here is an example of how honest and reflective you are encouraged to be when sharing your own social identity wheel:*

"In the inner circle I recorded that I identify as bisexual. This is a really salient identity for me for a few reasons. First, I know that if I were in a relationship with a woman, I would not have the same rights as I would in a relationship with a man. I also know that my LGBT friends and I experience prejudice on a daily basis. Second, people usually assume that I am straight, because I am in a heterosexual relationship. Because straight people assume that I am 'one of them' they sometimes make derogatory or bigoted comments in front of me about LGBT people. These experiences constantly remind me of what it is like to be outside of the dominant group with regard to sexual orientation.

"I also wrote 'white,' for my race, in the inner circle. I put this in the inner circle because while in this case I am part of the dominant racial group in our society, I also am constantly working to understand how my whiteness affords me privileges in my everyday life, compared with the oppression that people of color face. This is something that I think about and engage with a lot, so this identity is very salient for me.

"In the outer circle I listed my identity in the ability/health category as 'able and healthy.' I did this because I move through my day-to-day life with relative ease. I can go where I need to and do what I need to do without interruption based on disability or health concerns. Not only am I privileged in this regard, but in doing this exercise I also realized that this is something I take for granted and do not give a lot of thought to."

- Give participants five minutes to silently fill out their social identity wheel.

VII. SOCIAL IDENTITY WHEEL SHARING [10 MIN]

- Ask each pair to join another pair nearby. Have each participant spend two to three minutes sharing their social identity wheel in their group. They should only share what they are comfortable sharing but should be encouraged to reflect on identities in both the inner and outer circles. If they decide not to share aspects of their social identity or are uncomfortable doing so, encourage them to consider why this part of who they are is something they don't want to share.

VIII. GROUP DISCUSSIONS

Small-group discussion, part one [15 min]

- Either by getting the full group's attention or by walking to each group separately, tell them to turn to the final page in their handout and spend the next 15 minutes discussing the questions as a group. They do not need to answer them in order but rather should use them as a jumping off point for discussion.
- Discussion questions:
 - Which aspects of your social identity feel especially meaningful to you and why?
 - Which aspects of your social identity don't feel as meaningful to you and why?
 - Are there any that you hadn't thought of before today, and if so, why do you think that is?
 - What experiences have you had that make the identities in your inner circle more salient to you?
 - Why do you think more about some of your identities than others?
 - How do your identities influence your sense of belonging in AAUW and other groups that you're part of?
- During this time, move around the room to listen and answer questions.

Small-group discussion, part two: dichotomies [10 min]

- Another way to think about both our personal and our social identities is to consider the amount of choice we have: Are they identities we chose, or can we change, share, or hide them as we wish? Some aspects of our identities can't be hidden, and some can't be changed. This is especially important when considering which aspects of our identities are socially more powerful and which aspects are socially more marginalized.
- *Have the following dichotomies written up on a flip chart.* Are each of your identities

Visible? or Invisible?
Inborn? or Chosen?
Permanent? or Changeable?
Socially valued? or Socially marginalized?

- Turn back to your partner from earlier and share your reflections on these dichotomies. Where do your salient and less salient identities fall on this chart? How does that affect how you identify most strongly, and how does it affect your life?

Large-group discussion [18 min]

- *Bring the full group back together and ask participants to share some of the big takeaways from their discussions. This section should prompt discussion about how our culture shapes how we are seen based on certain identities. Guide the conversation in this direction if it does not go there on its own, and touch upon the following points:*
 - Identities that are socially valued are seen as “normal,” while identities that are socially marginalized are seen as “other.” Because of this, individuals often experience their marginalized identities as more salient. People with marginalized identities may be constantly reminded by the world around them that they are different and by other people and situations pointing out that they are not “normal.” In other instances, people with marginalized identities may feel that an identity that is very important to them seems to be invisible and therefore not validated by other people.
 - As women, we are part of a group that, historically and presently, fights for our rights and for power in our society. In each identity category, there have historically been people who are the dominant group and who have economic, social, and political power, and there are one or more marginalized groups who have not had access to the many kinds of economic, social, and political advantages and power.
 - As people with many social identities, we sometimes find ourselves as members of dominant, more powerful groups and sometimes as members of groups that are more marginalized.
- *Below are some additional questions you can ask the group if the conversation is not moving forward on its own:*
 - Why is it important to be aware of our social identities?
 - How might our actions be perceived differently if we are members of a dominant group versus if we are members of a historically marginalized group?
 - When you are in a setting as a member of the dominant group, what specifically can you do to ensure that people from all social identities are welcomed, acknowledged, and valued?

IX. CLOSING [5 MIN]

- *Ask participants to silently reflect on one specific next step they are planning to take as a result of this activity and then turn to the person next to them to share.*
- *Close by thanking everyone for their participation and for their honest and open reflection.*

STORY OF MY NAME: WHO AM I? THE QUESTION OF IDENTITY

This activity is adapted from *Love, Race, and Liberation; 'Til the White Day Is Done* (2010), edited by JLove Calderón and Marcella Runell Hall.

OVERVIEW

In this activity, participants will get to know each other better and share the stories of their names. Participants will also reflect on how their names affect their day-to-day experiences and position them in our society. This activity can serve as an introductory conversation to begin a discussion of power, privilege, and oppression.

MATERIALS NEEDED

- Story of My Name handout
(1 copy per participant) (pages 56–58)
- Flip chart paper
- Markers

TIME NEEDED

90 minutes

KEY

Plain text: Facilitator talking points

Italics: Facilitator instructions

ACTIVITY INSTRUCTIONS

I. INTRODUCTION [2 MIN]

- *Welcome participants and introduce each facilitator. Distribute a copy of the Story of My Name handout (pages 56–58) to each participant.*
- During this activity you will have the opportunity to share the story behind your name and learn about each other's names. We will also reflect on how our names affect our daily experiences and position us in our society.

II. COMMUNITY AGREEMENTS [5 MIN]

- *When exploring sensitive or personal topics, it's important to take steps to ensure that you create a safe space. Start this activity by setting community agreements. See page 49 for instructions.*

III. HISTORY, MEANING, AND SIGNIFICANCE OF TALIB KWELI'S NAME [10 MIN]

- Talib Kweli is a hip-hop artist and activist. We are going to start by reading the story behind his name, as told by Kweli and his father.
- Take the next three minutes to read the quote on the front page of your packet, and jot down what stands out to you.
- *After three minutes ask for volunteers to share what struck them about the quotes.*

IV. STORY OF YOUR NAME [10 MIN]

- *Now you are going to have 10 minutes to reflect on and record the story of your own name by answering the five questions on the second page of your handout. You may choose to write or draw your answers.*
 - What is the history of your name (first, middle, and/or last)?
 - What is the meaning of your name (translation or other meaning, as you have learned it)?
 - What is the significance of your name? (Are you named for someone, or did someone have the responsibility of naming you?)
 - What is the story of your naming? How was your name decided?
 - What does it feel like to have your name?

V. SHARING YOUR STORY [20 MIN]

- We are going to break into groups, and in those groups each person will have the opportunity to share the story of her or his name. You will each have three minutes to share. To make sure that everyone has the opportunity to do so, assign a time keeper who will let the group know every three minutes that it is time to move on to the next person.
- *Break participants into groups of four or five. There is extra time built in for this activity because participants typically run over their three minutes. If you finish this section early, move on to the next section.*

VI. BIAS BY NAME [5 MIN]

- We are exploring names today because of recent research that has examined the prevalence of bias related to individuals' names.
- *One of these studies* is discussed in AAUW's research report *Solving the Equation: The Variables for Women's Success in Engineering and Computing* (2015). In this study, science faculty members were asked to provide feedback on an application for a student science-laboratory manager position. Half of the science professors reviewed an application from a student named Jennifer, while the other half reviewed an identical application from a student named John. Scientists, both women and men, viewed the female applicant as less competent and less hireable than the identical male applicant and were less willing to mentor the female candidate than the male candidate. Faculty members also indicated that they would offer the woman a salary about \$4,000 (13 percent) less than they would offer the man.

- Many studies have examined bias related to race and names. **One study** mailed thousands of résumés to employers with job openings. The résumés were identical except that some had stereotypically African American names and some had stereotypically white names. Those with white-sounding names were 50 percent more likely to result in a callback (Mullainathan, 2015).
- One often-replicated **study found** that sending e-mails with stereotypically African American names elicited fewer responses to apartment-rental ads (Mullainathan, 2015).
- Another **study found** that white legislators in both the Democratic and Republican parties did not respond as frequently to constituents with African American names (Mullainathan, 2015).

VII. SMALL-GROUP DISCUSSION [15 MIN]

- Now let's talk about how our names affect our experiences in society. Let's return to our small group and spend the next 20 minutes discussing the questions that are listed on the third page of your packet. You don't need to answer them one by one, but use the questions overall to guide your discussion.
 - How does your name affect how you experience the world?
 - Does your name reflect anything about your social identities, such as your gender, race, ethnicity, sexual orientation, socioeconomic class, or religion?
 - Do you think people make assumptions about you based on your name? If so, what do people assume?
 - Have you ever felt discriminated against based on your name? Advantaged because of your name?
 - Have you ever had to or wanted to change your name? Why?
- *As the groups are discussing, float around the room to listen in on what participants are sharing.*

VII. FULL-GROUP DISCUSSION [18 MIN]

- *Bring the group back together to discuss trends and takeaways. Guide the discussion with the questions below.*
 - How has reflecting on our names affected you?
 - What are some of the ways that your name affects how you experience the world?
 - Why do you think names affect how we are perceived and treated? How do you feel about it?
 - Did this activity shift how any of you feel about your name or the names of others?
 - How will the discussion today affect you going forward?

IX. CLOSING [5 MIN]

- *Ask participants to silently reflect on one specific next step they are planning to take as a result of this activity and then turn to the person next to them to share.*
- *Close by thanking everyone for their participation and for their honest and open reflection.*

IDENTITY WALK

OVERVIEW

In this activity, participants will be asked to share their own identities and will analyze and discuss the level of diversity in their branch. This activity will help branches identify which groups are dominant and which are marginalized or unknown. It will also give participants an opportunity to talk about how their identity affects their branch experience and what it may feel like to be inside or outside the dominant branch culture. This activity will open conversation about the need to diversify and become more inclusive as a branch and will create space to discuss actionable changes that can be made.

MATERIALS NEEDED

- Flip chart paper
- Post-it notes (or squares of paper and tape)
- Markers

TIME NEEDED

90 minutes

KEY

Plain text: Facilitator talking points

Italics: Facilitator instructions

ACTIVITY INSTRUCTIONS

I. INTRODUCTION [2 MIN]

- *Welcome participants and introduce each facilitator.*
- During this activity we will share our identities and discuss how identity affects individuals' experience in our branch. We will end with a brainstorm of specific things we can do to become more diverse and inclusive.

II. COMMUNITY AGREEMENTS [5 MIN]

- *When exploring sensitive or personal topics, it's important to take steps to ensure that you create a safe space. Start this activity by setting community agreements. See page 49 for instructions.*

III. GALLERY WALK [15 MIN]

- The first thing we are going to do to dive into this topic is to share our own identities so that we can reflect on our current diversity. Posted around the room in alphabetical order are 16 social identifier categories. I will give each of you 16 Post-it notes, and you will write your identity for each category on a separate Post-it note. The categories are

- Ability and Health
 - Age
 - Appearance and Body Image
 - Ethnicity
 - Family Status and Structure
 - Gender
 - Geographic/Regional Background
 - Language
 - Learning Style/Behavior
 - Legal Status
 - Race
 - Religion/Spirituality
 - Sexual Orientation
 - Social and Political Values
 - Socioeconomic Status (Social Class)
 - Other Identities
- Your answer should be based on how you personally experience your identity for each category. There is no menu of options to choose from, so share in a way that feels true to you.
 - Under Other Identities you can put anything that you feel is not covered in the other categories but is important to your identity. This could include things like caretaker, worker, or survivor.
 - When you are done writing you will walk up and post your notes on the wall under the corresponding category.
 - This activity is also what I call “challenge by choice.” If you are not comfortable sharing an identity you can skip that category, but I hope that you can push yourself to be open and honest.
 - Finally, as you post your own, also look at what others have written, take note of similarities or differences with your identity, and examine trends overall.

IV. GROUP REFLECTION [45 MIN]

- *The first two discussion questions are most effective if participants move around the room. If you are not able to do this due to space limitations or mobility concerns, you may instead ask all participants to share from their seats.*
- For the next part of this activity I will read off questions and ask you to move to stand next to the identity category that you feel best answers the question for you. You may also stand in between two different identities or in the middle of the room if you feel that is most representative. However, because part of this exercise is based on visual representation, it will be clearest if, for the purpose of this activity, you choose just one.
- *Ask each question and then prompt participants to find a place to stand based on their answer. Once everyone has moved, ask for volunteers to share why they are standing where they are. For the sake of time, you will only be able to take a few responses for each question before needing to move on. Spend about five minutes on each question.*

- What identity is most salient or meaningful to you? What identity do you think about the most?
- What identity is least salient or meaningful to you? What identity do you think about the least?
Follow-up question: Why do you think this one is least meaningful to you?
- *Ask participants to return to their seats for the remainder of the discussion.*
 - Which of your identities are legitimized or affirmed in the branch? How?
 - What other identities, other than the ones that you personally identify with, are legitimized or affirmed in the branch? How?
 - What might it feel like to be one of a few people who identify differently than most other people in the branch?
 - Which of your identities are ignored or delegitimized in the branch? How?
 - Which other identities, other than the ones that you personally identify with, might be ignored or delegitimized in the branch? How?

V. APPLYING THIS WORK TO THE BRANCH [15 MIN]

- Let's move the discussion to why this all matters to our work in AAUW and what we can do. So first, let me ask, what is the importance of what we just discussed? How does this affect our branch?
- *From the ensuing discussion, participants should understand that people may feel more or less comfortable and appreciated in the branch based on their identities. They should also express that changes should be made to better affirm each person's individual identities.*
- *Then move the conversation into what you can do to make your branch a more inclusive space. Ask people to suggest concrete things that can be done and record these ideas on flip chart paper. Call the group's attention to additional identity categories if people are only coming up with examples that refer to certain identities. You may want to have a few examples prepared in case the group is stuck.*
- *At the end of the discussion, hand these notes over to your diversity officer or someone else who will be in charge of figuring out next steps.*

VI. CLOSING [8 MIN]

- *Ask participants to silently reflect on one specific next step they are planning to take as a result of this activity and then turn to the person next to them to share.*
- *Have a few participants share their next steps with the group.*
- *Close by thanking everyone for their participation and for their honest and open reflection.*

MAINSTREAM AND MARGIN

OVERVIEW

In this activity, participants will be asked to explore their own experiences in mainstream and marginal roles as an entry point to discussing the experiences of dominant and marginalized groups. They will also be introduced to the concepts of power, privilege, and oppression.

This activity explores more advanced concepts and should only be done after your branch has spent time completing earlier activities or having in-depth conversations about diversity and inclusion.

MATERIALS NEEDED

- Mainstream and Margin handout (1 per participant) (pages 59–61)
- Flip chart paper
- Markers

TIME NEEDED

90 minutes

KEY

Plain text: Facilitator talking points

Italics: Facilitator instructions

ACTIVITY INSTRUCTIONS

I. INTRODUCTION [2 MIN]

- *Welcome participants and introduce each facilitator.*
- During this activity we will share our identities and discuss how identity affects individuals' experience in our branch. We will end with a brainstorm of specific things we can do to become more diverse and inclusive.

II. COMMUNITY AGREEMENTS [5 MIN]

- *When exploring sensitive or personal topics, it's important to take steps to ensure that you create a safe space. Start this activity by setting community agreements. See page 49 for instructions.*

III. EXPERIENCES OF FEELING MARGINALIZED [20 MIN]

- *Pass out the participant packet.*
- As I mentioned, we are going to start this session with a focus on your own experiences. First, we are going to reflect on a time when we felt marginalized or outside of the mainstream. This is something we can all relate to — the feeling like we didn't belong.

- *Provide a few examples from your own experience of feeling outside the mainstream. It may be helpful for you to provide a system-level example, like an experience related to a marginalized identity you hold, as well as a localized example that may or may not be related to dominant and marginalized identities, like an experience when you got a new job and felt excluded from the social relationships that had formed before you began. The micro-level example will be especially helpful for participants who haven't previously reflected deeply on their own identities, so that they can easily come up with an experience to share.*
- On the first page of your packet there are questions that will help you think through an experience of feeling outside of the mainstream.
 - Remember a time when you felt marginalized, or outside of the mainstream.
 - a. What was the situation?
 - b. How did you know you were outside of the mainstream?
 - c. How did it make you feel?
 - We are going to get into groups of four and explore only part one right now.

IV. EXPERIENCES OF FEELING MAINSTREAM [20 MIN]

- In the same groups we are going to shift gears and discuss a time when we were part of the mainstream, but we saw someone else marginalized or outside of the mainstream. By part of the mainstream, I mean that you felt that you mattered, and you felt accepted and validated.
- *Again provide one macro-level and one micro-level example from your own experience.*
- The questions we are now going to discuss are under part two on the front page.
 - Remember a time when you were part of the mainstream, but you saw someone else marginalized or outside of the mainstream.
 - a. What was the situation?
 - b. How did you know that you were part of the mainstream? What did people do to make you feel like you mattered?
 - c. How did you know that this person was not part of the mainstream? How did people treat this person?
 - d. How do you think it made her or him feel?
 - e. How did it make you feel?

V. EXPERIENCES DEBRIEF [10 MIN]

- *Bring the full group together to debrief the small group conversations by facilitating a quick discussion with the following questions:*
 - Was this exercise easy or hard? What was hard about it?
 - What did you discover in the discussion that was new or surprising?
 - How did the discussion make you feel?

VI. DEFINITIONS [13 MIN]

- What we've been discussing so far is related to the concepts of power, privilege, and oppression. Turn to the next page in your packet to find definitions of these terms; I will go over each one.
- *Go over the definition of each one. After each one, ask for questions. This may seem like more time than necessary to go over these definitions, but it is important to make sure that participants understand these definitions before moving on to the next section, so spend time helping them grapple with and process the definitions.*
- *You may also ask for comments at this point, but know that there may be some people who want to use this as an opportunity to challenge or push back against the definitions you have provided. Make sure that such pushback does not derail the group. Respond to their comments, but if it seems like they are not likely to change their mind in that moment, let them know that we need to keep moving forward but that you would love to discuss the definitions further with them and hear their concerns after the activity is over.*
 - Power is access to resources that enhance the chances of getting what one needs or influencing others in order to lead a safe, productive, and fulfilling life (Adams et al., 1997).
 - Privilege denotes the power and advantages benefiting a particular group, derived from the historical oppression and exploitation of other groups (Ohio University).
 - Oppression is the systemic and pervasive social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups (Adams et al., 1997).

VII. FULL-GROUP DISCUSSION [15 MIN]

- Earlier we discussed examples of experiencing being part of a dominant or subordinated/marginalized group on a micro scale. Our society as a whole places certain groups inside the mainstream and in the margins, which is an experience that can't be changed. While in some of our own marginalization experiences we can simply leave a space and return to the privileges of our dominant identities, for people who are part of marginalized groups, they cannot simply leave a situation to escape.
- So now let's think about what can be done about all of this. What can members of dominant groups do to share their power and create space for those who are experiencing marginalization?
- *Have the group discuss and contribute ideas to answer this question. As ideas are shared, record them on a flip chart.*
- *When it comes up naturally in the discussion (likely near the beginning), ask participants to turn to the next page of their packets and read the definition of "allies." Also read for them the excerpt from Beverly Tatum on the moving walkway of oppression.*
 - Allies are people who make the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways (Center for Assessment and Policy Development).

- Moving walkway of oppression: “I sometimes visualize the ongoing cycle of racism as a moving walkway at the airport. Active racist behavior is equivalent to walking fast on the conveyor belt. The person engaged in active racist behavior has identified with the ideology of our white supremacist system and is moving with it. Passive racist behavior is equivalent to standing still on the walkway. No overt effort is being made, but the conveyor belt moves the bystanders along to the same destination as those who are actively walking. But unless they are walking actively in the opposite direction at a speed faster than the conveyor belt — unless they are actively anti-racist — they will find themselves carried along with the others” (Tatum, 2003).

VIII. CLOSING [5 MIN]

- *Ask participants to silently reflect on one specific next step they are planning to take as a result of this activity and then turn to the person next to them to share.*
- *Close by thanking everyone for their participation and for their honest and open reflection.*

CREATING INCLUSIVE SPACES: CASE STUDIES

OVERVIEW

In this activity, participants will work through case studies that deal with issues of power, privilege, and oppression. The scenarios will help participants think critically about changes they can make to create a more inclusive space.

This activity builds on the frameworks established in previous activities. It should be done only after your branch has spent time completing earlier activities or having in-depth conversations about diversity and inclusion.

MATERIALS NEEDED

- Creating Inclusive Spaces: Case Studies handout (one case study or more per group) (pages 62–65)
- Flip chart paper
- Markers

TIME NEEDED

90 minutes

KEY

Plain text: Facilitator talking points
Italics: Facilitator instructions

ACTIVITY INSTRUCTIONS

I. INTRODUCTION [2 MIN]

- *Welcome participants and introduce each facilitator. Distribute a copy of the Creating Inclusive Spaces: Case Studies handout (pages 62–65) to each attendee.*
- During this activity we will work through case studies that deal with issues of diversity and inclusion.

II. COMMUNITY AGREEMENTS [5 MIN]

- *When exploring sensitive or personal topics, it's important to take steps to ensure that you create a safe space. Start this activity by setting community agreements. See page 49 for instructions.*

III. CASE STUDY REVIEW [15 MIN]

- We are going to spend the next hour and a half discussing case studies that deal with issues of diversity and inclusion. Each one involves a situation that could happen in a branch, and each one involves dynamics that are harmful to diversity and inclusion.

- We are going to break into groups, and each group will respond to a different scenario. Make sure to record your answers on each discussion question, because after you discuss as a group you will have additional time to prepare a presentation for the group.
- *Break participants into groups of four or five and assign each group a different scenario. If you have fewer than four groups, choose which scenarios you want to work with. If you have more than four groups, give multiple groups the same scenario.*
- *Give participants 15 minutes to read over their scenarios and answer the questions in their small groups.*

IV. PRESENTATION PREP [8 MIN]

- *Ask the members of each group to prepare a five-minute presentation of their case study and conclusions. Give each group a piece of flip chart paper, and ask them to summarize the main points they came up with on the sheet. Also have them identify members of the group who will present.*
 - *If more than one group worked on a scenario, have them work together during this time to prepare one presentation.*

V. FULL-GROUP PRESENTATIONS AND DISCUSSION [55 MIN]

- *Ask representatives from each group come up to the front of the room to present for five minutes. They should briefly explain their scenario and their main points.*
- *After each group presents, invite other participants to ask questions and add additional thoughts of how to address the scenario.*
 - *Spend 14 minutes on each scenario.*
 - *If you have fewer than four scenarios, this piece will take less time. You may choose to spend the additional 14 minutes working through another scenario together.*

VI. CLOSING [5 MIN]

- *This discussion will likely have brought up situations or dynamics that participants experience in their own branches. Have participants silently journal about improvements that can be made in their branch and what they will do to be a part of this change.*
- *Close by thanking everyone for their participation and for their honest and open reflection.*

Appendix

GLOSSARY AND TERMS

Use the following glossary to expand your understanding of key terms related to diversity and inclusion. This list is by no means exhaustive; it is a starting point for discussion and exploration and does not intend to provide definitive definitions of the terms described.

Allies are people who make the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways (Center for Assessment and Policy Development).

Discrimination is unfavorable or unfair treatment toward an individual or group based on race, sex, color, religion, national origin, age, physical/mental abilities, or sexual orientation (Achugbue, 2003).

Diversity denotes the 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 or physical ability, and learning styles. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist (Achugbue, 2003).

Inclusion is 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 (University of California, Berkeley).

Internalized oppression (also called “self-hate”) is when members of an oppressed group believe and act out the stereotypes created about their group (Lakey et al., 1995).

Oppression denotes the systemic and pervasive social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups (Adams et al., 1997).

Power means access to resources that enhance the chances of getting what one needs or influencing others in order to lead a safe, productive, and fulfilling life (Adams et al., 1997).

Prejudice is a prejudgment or unjustifiable, and usually negative, attitude of one type of individual or group toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the rights of individual members of certain groups to be recognized and treated as individuals with individual characteristics (Institute for Democratic Renewal).

Privilege signifies the power and advantages benefiting a group, derived from the historical oppression and exploitation of other groups (Ohio University).

COMMUNITY AGREEMENTS

Whenever you are having conversations with your branch or board on topics of diversity and inclusion, it's important to ensure that the space feels safe for conversation and exploration. Start each activity or discussion by setting community agreements by following the steps below.

- *Before the meeting, prepare a flip chart sheet with "Community Agreements" written at the top and the bullets below written underneath.*
- In this activity we explore potentially sensitive topics. So I'd like to start by having us set a few community agreements, or "norms," to help make the space feel safe for conversation and exploration.
- The community agreements that we agree to are all things we are willing to honor for the duration of this session.
- To start, I have a list of a few community agreements that I think will be helpful. I will read through and explain each one and then ask for comments and questions on them. Then, I'll ask if you have any you would like to add.
 - **Speak from the "I" perspective:** Avoid speaking for others by using "we," "us," or "them."
 - **Listen actively:** Listen to understand, not to respond. Sometimes we are tempted to begin formulating what we want to say in response, instead of giving 100 percent of our focus to the speaker. So let's make sure we are listening 100 percent.
 - **Step up, step back:** If you usually speak up often or you find yourself talking more than others, challenge yourself to lean in to listening and opening up space for others. If you don't usually talk as much in groups and do a lot of your thinking and processing in your own head, know that we would love to hear your contributions, and challenge yourself to bring your voice forward in the conversation.
 - **Respect silence:** Don't force yourself to fill silence. Silence can be an indication of thought and process.
 - **Share, even if you don't have the right words:** Suspend judgment and allow others to be unpolished in their speaking. If you are unsure of their meaning, then ask for clarification.
 - **Uphold confidentiality:** Treat the candor of others as a gift. Assume that personal identities, experiences, and perspectives shared in this space are confidential unless you are given permission to use them.
 - **Lean in to discomfort:** Learning happens on the edge of our comfort zones. Push yourself to be open to new ideas and experiences even if they initially seem uncomfortable to you.
- *After you read through the list, ask if anyone has comments or questions about the community agreements overall. Then ask the group if anyone has anything to add to the list. Take responses and add them to the list. Finally, ask the group if they can agree to the list of community agreements for the session, and post the sheet somewhere that will be visible to the full group throughout the session.*

ORGANIZATIONAL INCLUSIVENESS STAGES

Organizational Inclusiveness

Who becomes an insider? Who remains an insider over time?

Closed/Homogeneous	Neutral/Individualistic	Welcoming/Assimilative	Seeking/Inclusive
<p>People get to be insiders mostly by being groomed and invited. Like-minded people of similar backgrounds (similar identity-group memberships) are often chosen as insiders because they are a comfortable "fit."</p>	<p>The route to becoming an insider is open but not well-marked; individuals have to figure out for themselves how the insider culture works and how to fit in.</p>	<p>Newcomers are welcomed, and current insiders readily help them learn the ropes, but fitting in with the current culture is still key.</p>	<p>Current insiders actively recruit newcomers and value diversity. Insiders are willing to change themselves and the culture to make room for new people with diverse perspectives, ideas, and ways of working together.</p>

Adapted from Sierra Club and Diversity Matters

SPICE UP YOUR PROGRAMMING ASSESSMENT TOOL

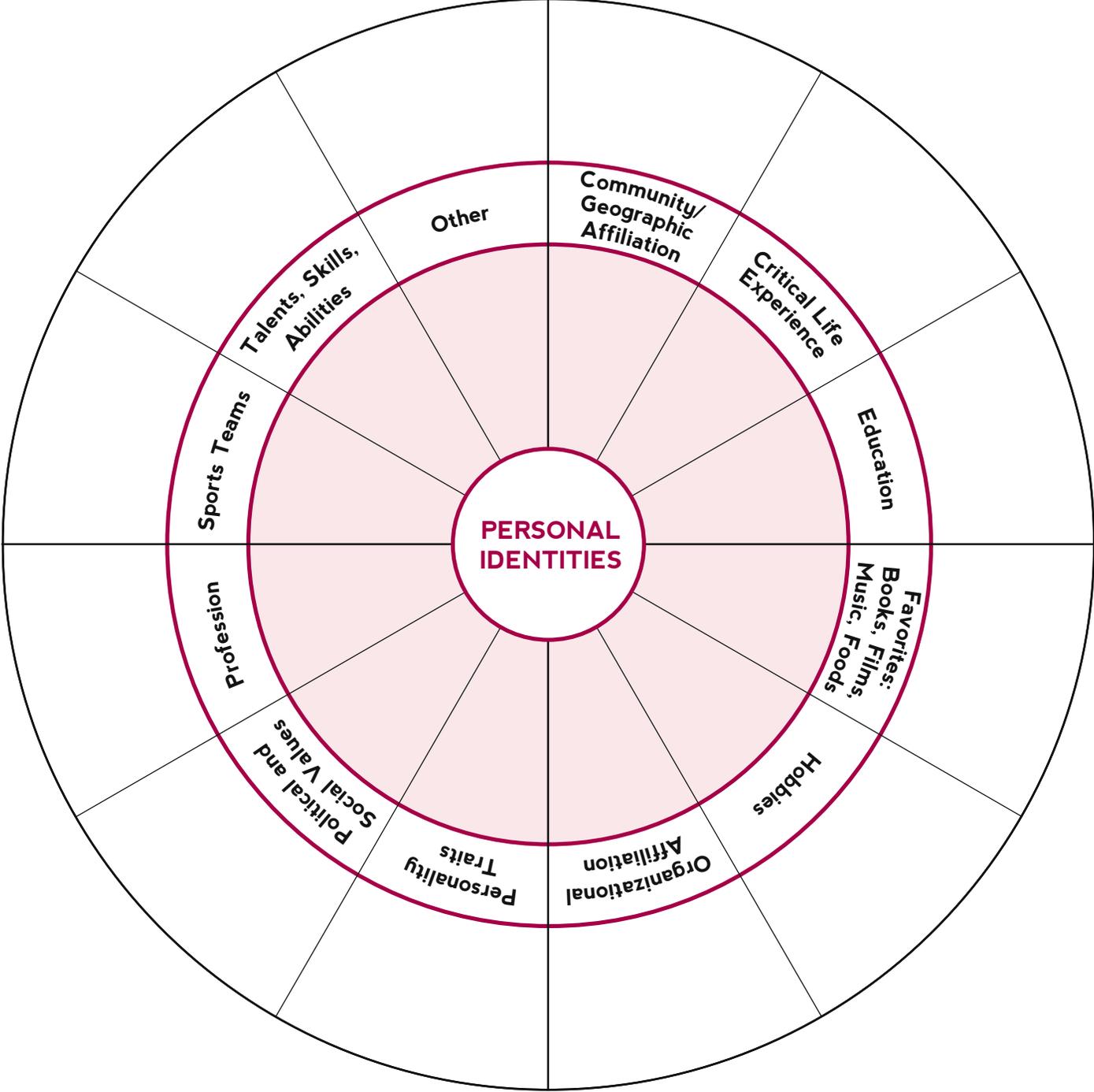
Current program	Is this program mission-based? How does it connect to the mission?	Will this program grow the branch? Would it appeal to potential members? If so, what kind of potential members? Consider the demographics including ability, age, class, ethnicity, gender, race, religion, and sexuality.	Will this program engage current members? Would current members want to attend? Are there opportunities for members to help plan or serve as volunteers during the program?
1.			
2.			
3.			

SPICE UP YOUR PROGRAMMING ASSESSMENT TOOL

Program idea	Is this program mission-based?	Will this program grow the branch?	Will this program engage current members?
4.	How does it connect to the mission?	Would it appeal to potential members? If so, what kind of potential members? Consider the demographics including ability, age, class, ethnicity, gender, race, religion, and sexuality.	Would current members want to attend? Are there opportunities for members to help plan or serve as volunteers during the program?
5.			
6.			

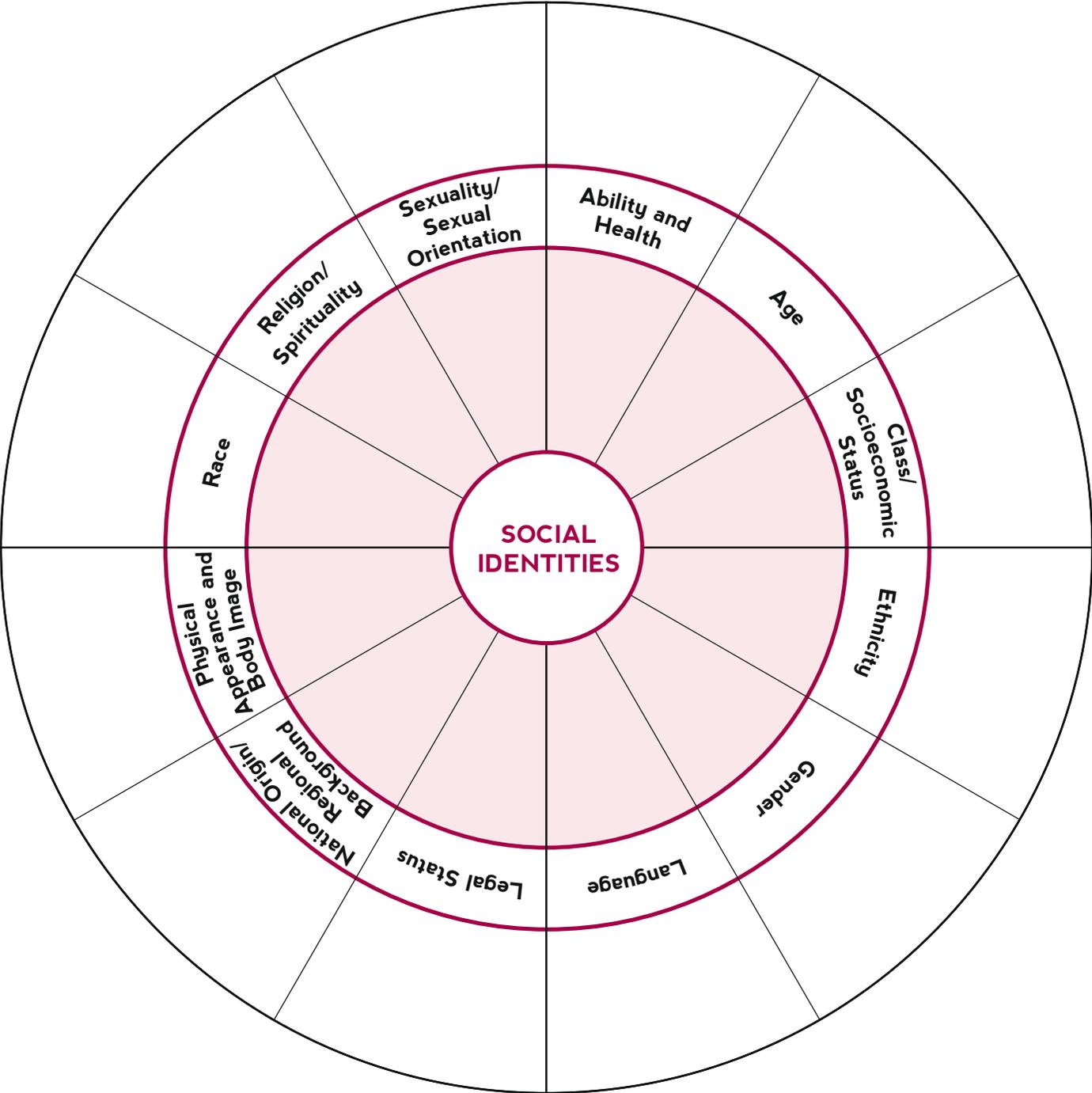
PERSONAL IDENTITY WHEEL

Fill in your identity for each of the categories listed. In the inner circle, record the identities that are the most important or salient to you. In the outer circle, record the identities that are less important or salient to you.



SOCIAL IDENTITY WHEEL

Fill in your identity for each of the categories listed. In the inner circle, record the identities that are the most important or salient to you. In the outer circle, record the identities that are less important or salient to you.



SOCIAL IDENTITY WHEEL DISCUSSION QUESTIONS

1. Which aspects of your social identity feel especially meaningful to you and why?
2. Which aspects of your social identity don't feel as meaningful to you and why?
3. Are there any that you hadn't thought of before today, and if so, why do you think that is?
4. What experiences have you had that make the identities in your inner circle more salient to you? Why do you think more about some of your identities than others?
5. How do your identities influence your sense of belonging in AAUW and other groups that you're part of?

HISTORY, MEANING, AND SIGNIFICANCE OF TALIB KWELI

“Naming [Talib] ... was very deliberate and self-conscious. It was my belief now and it was then that the kind of marginalization and systemic racism that is still present we have allowed and are allowing to be normalized. ... So what [I] want to do is want both [my] children and the people who meet [my] children to know who they are. And Talib Kweli, generally speaking, means student or searcher of the truth.”

—Perry Greene, Kweli’s father, in *Love, Race, and Liberation; 'Til the White Day Is Done* (Calderón & Hall, 2010)

“All my life, teachers had real problems with my name. I remember being told by educators that, with my name, I would never be able to have a real position in America.”

—Talib Kweli

STORY OF MY NAME: WHO AM I? THE QUESTION OF IDENTITY

Answer the following questions in the space below. You may write and/or draw.

1. What is the history of your name (first, middle, and/or last)?
2. What is the meaning of your name (translation or other meaning as you have learned it)?
3. What is the significance of your name? (Are you named for someone, or did someone have the responsibility of naming you?)
4. What is the story of your naming? How was your name decided?
5. What does it feel like to have your name?

EXPERIENCE OF MY NAME

1. How does your name affect how you experience the world?
2. Does your name reflect anything about your social identities, such as your gender, race, ethnicity, sexual orientation, socioeconomic class, or religion?
3. Do you think people make assumptions about you based on your name? If so, what do people assume?
4. Have you ever felt discriminated against based on your name? Advantaged because of your name?
5. Have you ever had to or wanted to change your name? Why?

MAINSTREAM AND MARGIN

Part One

Remember a time when you felt marginalized or outside of the mainstream.

- What was the situation?
- How did you know you were outside of the mainstream?
- How did it make you feel?

Part Two

Remember a time when you were part of the mainstream, but you saw someone else marginalized or outside of the mainstream.

- What was the situation?
- How did you know that you were part of the mainstream? What did people do to make you feel like you mattered?
- How did you know that this person was not part of the mainstream? How did people treat this person?
- How do you think it made her or him feel?
- How did it make you feel?

POWER, PRIVILEGE, AND OPPRESSION DEFINITIONS

Power: Power is access to resources that enhance the chances of getting what one needs or influencing others in order to lead a safe, productive, and fulfilling life (Adams et al., 1997).

Privilege: Privilege denotes the power and advantages benefiting a group, derived from the historical oppression and exploitation of other groups (Ohio University).

Oppression: Oppression is the systemic and pervasive social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups (Adams et al., 1997).

ALLIES AND MOVING WALKWAY OF OPPRESSION

Allies: Allies are people who make the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways (Center for Assessment and Policy Development).

Moving Walkway of Oppression: “I sometimes visualize the ongoing cycle of racism as a moving walkway at the airport. Active racist behavior is equivalent to walking fast on the conveyor belt. The person engaged in active racist behavior has identified with the ideology of our white supremacist system and is moving with it. Passive racist behavior is equivalent to standing still on the walkway. No overt effort is being made, but the conveyor belt moves the bystanders along to the same destination as those who are actively walking. But unless they are walking actively in the opposite direction at a speed faster than the conveyor belt — unless they are actively anti-racist — they will find themselves carried along with the others.”

—B. D. Tatum, professor and president of Spelman College, *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations about Race* (2003)

CREATING INCLUSIVE SPACES: CASE STUDIES

Scenario 1

Your AAUW branch has gathered for its monthly meeting. There are 46 members of the branch, but mostly the same 10 or so show up at the meeting each month. The regular attendees, including yourself, range in age from 60 to 85. These regular attendees lament the fact that they carry out all the activities for the local branch and openly wish for more involvement from the remaining members.

On this date, two women show up who are in their early 40s, and no one at the meeting has ever met them before. No one greets them when they arrive, and they take seats in the back. Halfway through the meeting the president realizes that they have not been introduced and asks the new attendees to introduce themselves. None of the regular attendees are asked to introduce themselves at this time. Then the meeting continues as planned, and the two women aren't engaged or spoken to again.

1. How do you think these women felt during and after this meeting?
2. What could have been done differently to make these women feel included?
3. What could you have done in the meeting to address the problem you identified?
4. How could you approach a conversation with your branch about the issues you just identified?
5. A month goes by, and the two women do not attend the next meeting. What could be done to re-engage these women?

CREATING INCLUSIVE SPACES: CASE STUDIES

Scenario 2

Your branch has decided to hold an event on human trafficking. One of the members is passionate about this issue and is eager to speak at the event. The plan is to have her speak, as well as a faculty member from a nearby university who conducts research on the topic. Your branch has also identified an organization in the community that works with survivors of human trafficking that the branch would like to collaborate with. The leader planning the event reaches out and asks the organization and researcher to help publicize the event. The organization responds and offers to have representatives from their organization speak, but the branch event coordinator eventually has to tell them that the speakers are already determined. After that, communication with the human trafficking organization drops off, and branch members become frustrated that the organization is not helping promote the event. Members remark that the organization seems disorganized, so they probably wouldn't have been a good collaborator anyway.

1. Why do you think the human trafficking organization might have stopped responding to your branch?
2. What assumptions might the organization be making about your branch, and what assumptions might your branch be making about it?
3. If your branch were to start this process over, what would you recommend be done differently?
4. What can you do to approach your branch about the problems you identified and the assumptions that are being made?
5. What can be done now to repair your branch's relationship with the organization?

CREATING INCLUSIVE SPACES: CASE STUDIES

Scenario 3

You meet with the Membership Committee to discuss new recruitment strategies and organizations to approach. Because your branch wants to diversify, your committee decides that it would be worthwhile to reach out to LGBT organizations. Someone suggests that Marie, the only openly LGBT-identified member of the branch, should do this outreach. Other committee members quickly agree, and they assign her to the task, even though she is not in the meeting. Afterward, the membership vice president asks Marie to reach out to the LGBT resource center and a local chapter of a national LGBT organization. Marie reluctantly agrees, because although she is not involved in either of these groups and feels shy about outreach, this is the first time she's been asked to take something on. After further investigation, Marie discovers that these are the only LGBT organizations being approached.

1. Why was Marie given these tasks?
2. How might this make Marie feel?
3. What could you have said in the meeting to interrupt the problems you identified?
4. How might the group have approached this recruitment work differently?
5. What could you do after this happened to address the situation?

CREATING INCLUSIVE SPACES: CASE STUDIES

Scenario 4

Your branch board is meeting to discuss plans for the upcoming year. Your board has 15 members, 13 of whom are white, including yourself, and two of whom are women of color. The meeting, as usual, sparks some fierce debate about priorities. Members are trying to make their cases for what they think is important in a limited amount of time. You notice that several of the white women are dominating the conversation. You also notice that the two women of color are cut off by other board members more frequently than their white peers. By the end of the meeting, one of the women of color has stopped speaking up.

1. How do you think the women of color felt during this meeting?
2. How might what they experienced impact their engagement going forward?
3. What could you have done in the meeting once you noticed this was happening?
4. What could be put in place to prevent this type of dynamic occurring?
5. What can you do after the incident to address the situation?

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