

AAUW Leadership Library

Diversity Tool Kit

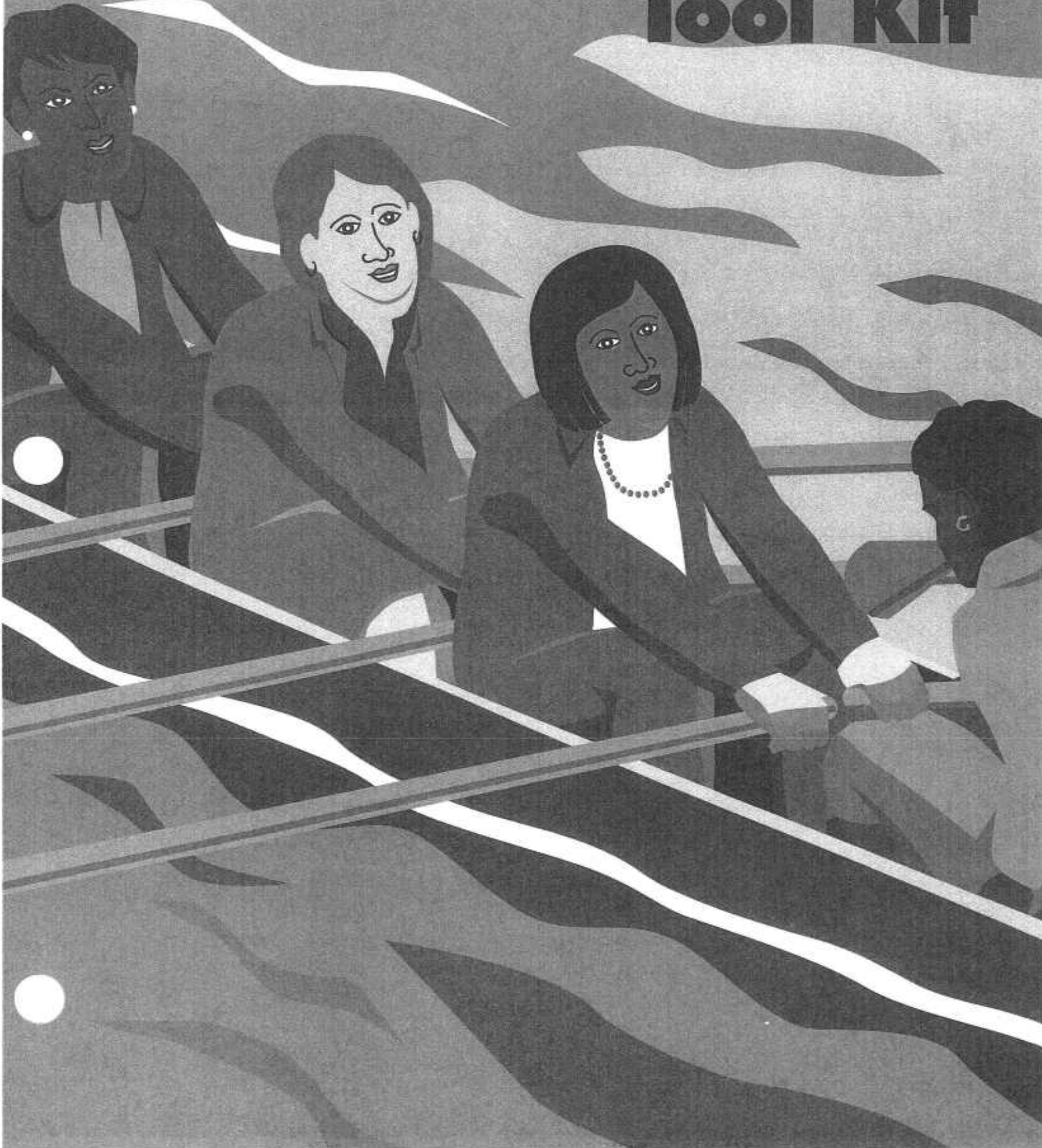


TABLE OF CONTENTS

Introduction	1
Chapter 1. AAUW and Diversity	3
Goals and Definitions.	3
Leaders and Responsibilities.	4
Our Compelling Rationale for Change (exercise).	7
Chapter 2. Learning About Diversity	9
What Makes Us Different?	9
¡Adelante! Book of the Month Club	13
Chapter 3. Learning About Ourselves	15
Circle Game (exercise)	15
Categories of Privilege	17
Where Am I Now? (exercise)	18
Chapter 4. Learning About Our Branch and State	19
Who Is Here? (exercise)	20
Are We Welcoming and Inclusive? (exercise)	21
Chapter 5. Learning About Our Community	23
Community Demographic Survey	23
Community Organization Assessment	24
Woman-to-Woman Community Dialogues	25
Using the Information	26
Chapter 6. Weaving Diversity Into All That We Do	27
The ¡Adelante! Twist	27
Checklist: Welcoming People With Physical Disabilities	30
Chapter 7. Best Practices From Branches and States	31
¡Adelante! Book of the Month Club Suggestions	31
Are We Ready?.	32
Chapter 8. Resources	35
Books	35
Videos	35
Resources Available From AAUW	36



June 1999

Dear AAUW Members and Leaders:

As the Association director of diversity and on behalf of the 1997-99 AAUW Diversity Resource Team, I am proud to present the AAUW Diversity Tool Kit.

Working toward unity and diversity through social justice action is no small undertaking, and change can be slow. Whether you are a member or a leader, this tool kit can help you, your branch, and your state "move forward." In Spanish, that forward motion is "¡Adelante!," the name of AAUW's diversity program.

After release of earlier ¡Adelante! components, you requested shorter, more user-friendly materials. This kit—offering overall guidelines for our diversity work with a condensation of earlier modules—is the result of your feedback. The tool kit is also part of AAUW's leadership development program and Leadership Library, with tools to help members serve in specific AAUW leadership roles as well as tools to help women—members and nonmembers—develop and hone their leadership skills for use in their personal, professional, and volunteer lives.

As we do diversity and social justice work, let us not fear that if we open our organization to a diversity of cultures, politics, and economics, they will engulf us and lead us to lose our center of focus. At stake is the question of whether AAUW is to be defined by just white middle-class females of privilege or, with greater outreach and the addition of many new voices, by women and girls of color, people with disabilities, and other groups now underrepresented in our organization.

AAUW is committed to making a significant impact on education and equity by removing barriers and developing opportunities to enable all women and girls to reach their full potential. Use this kit to reach out to the full range of people in our society who can cross bridges to work on common issues.

Sincerely,

Jacquelyn Thorpe
Director of Diversity 1998-99

P.S. Please use the evaluation form in the back of the tool kit to let us know what you think about this resource. Your feedback and recommendations are important to us!



INTRODUCTION

You can browse in a store without being followed. You can hold your partner's hand in public. You can go in the front door even if there are stairs.

These are examples of privilege. The unearned privilege of being white, straight, and able-bodied.

Privilege is like an “invisible, weightless knapsack of special provisions, maps, passports, code books, visas, clothes, tools and blank checks,” according to diversity expert Peggy McIntosh. People who are different do not have the “privilege” of counting on advantages like these. Every day they experience what it feels like to be different—different because of their skin color, national origin, age, religion, sexual orientation, abilities, or socioeconomic class.

Privilege is closely tied to oppression. “The power that goes along with unearned privilege can look like strength when it is in fact permission to ... dominate,” says McIntosh. You may feel uncomfortable talking about privilege and oppression, but these are conditions that exist and prevent us from moving forward in our efforts to build a multicultural AAUW.

In the 1940s, when one AAUW branch refused to admit an African American, the AAUW Board of Directors revised the bylaws to prevent discrimination.

That was just one woman, one branch. Consider the impact of difference, privilege, and oppression on a broader scale, from white, male board rooms to teen cliques and gangs to Rosa Parks' bus ride to “ethnic cleansing” in Kosovo. Extreme comparisons, perhaps, but they point the way. We must build a just society.

How? It means changing the way we do things, maybe radically. It means including difference and people who are different in everything we do. For AAUW, it means making people of color and other groups underrepresented in our organization an integral part of our branches, programs, projects, and leadership. Not as a numbers game—to gain a certain percentage of members with one color skin or another—but because we value the perspectives, cultures, and expertise that difference brings to our organization.

AAUW has come a long way since rejecting a black woman's application, but we still have a way to go. Change can be slow. But that's what this *Diversity Tool Kit* is all about: moving forward—or, translating the phrase to Spanish, ¡Adelante!, the name of AAUW's diversity program. This *Diversity Tool Kit*, an essential component of ¡Adelante!, can guide the way.

CHAPTER 1



AAUW AND DIVERSITY

AAUW has created an internal structure that supports diversity and ensures that diversity is incorporated into every facet of the organization.

Goals and Definitions

AAUW Strategic Plan

Diversity is an integral part of AAUW's goals to increase our numbers and expand our impact. AAUW's diversity commitment is reflected in its strategic plan, which identifies goals that provide a framework for the organization's work to promote education and equity for women and girls of all backgrounds, cultures and abilities:

- AAUW will be a catalyst for change for all women and girls.
- AAUW will be recognized as the leading advocate for education and equity for all women and girls.
- AAUW will be a diverse organization.
- AAUW will have a strong and growing membership and donor base.
- AAUW will maintain a sound financial base to assure stability.
- AAUW will implement practices that ensure organizational efficiency and effectiveness.

The entire plan and all the goals—not just the third goal, which directly mentions diversity—hinge upon expanding our reach.

AAUW Diversity Plan

To flesh out the diversity goal in the strategic plan, we look to the AAUW diversity plan, which sets a three-pronged strategy for success:

- To create an environment that supports, uses, and values the full potential of all its members, leaders, and staff
- To seek and value a diverse membership, in principle and in practice
- To eliminate barriers to full participation in AAUW on the basis of gender, race, creed, age, sexual orientation, national origin, or disability

The diversity plan identifies specific ways to incorporate diversity into all our work. Branches and states can review the diversity plan and use it as a model. Contact the AAUW HELPLINE for a copy or, after January 2000, find it at AAUW's website under Members Corner.



- Identifies, with board input, branch diversity training needs and resources needed for the implementation of diversity training
- Works with branch program, membership, and public policy committees to make connections with a broad range of community coalition partners
- Works with the board to develop a budget that allocates funds for expenses such as sign-language interpreters and materials in braille, in large-print copies, and on cassette tape
- Provides technical assistance to branch program, membership, and public policy chairs to meet diversity goals under the 5-Star Branch Recognition Program
- Facilitates the development of a branch strategic plan to ensure that diversity goals are integrated in all elements of branch activities
- Serves as the contact person for accommodation needs at branch functions

State Diversity Chair

- Promotes and implements Association and state diversity goals
- Serves on the state executive committee
- Chairs the state diversity resource team or other state diversity team (national member leaders suggest that state teams parallel the national Diversity Resource Team—see below—serving in an advisory role to the state board; include branch members and members-at-large)
- Works with the board to develop a budget that allocates funds for expenses such as sign-language interpreters and materials in braille, in large-print copies, and on cassette tape.
- Works with the state leadership development chair to cultivate diverse leaders and devise alternate paths to leadership
- Assists state and branches in meeting diversity goals under the 5-Star Recognition Program
- Works with other state diversity chairs in the region
- Identifies (with the help of members of the state board and diversity resource team) and maintains a list of diversity resources for the state and branches

AAUW Diversity Resource Team

Members of the Diversity Resource Team advise the AAUW Board of Directors on multicultural priorities and strategies and consult with state



Our Compelling Rationale for Change (exercise)

To change an organization, members must first be able to identify a compelling rationale. What's in it for AAUW? What's in it for my branch and state? What's in it for me? The reasons may vary depending upon the members and the community.

With your board or branch, brainstorm the following questions, writing members' responses on newsprint.

- What are the benefits of creating an organization that is more inclusive of diverse members, issues, and allies? Who will benefit? How will they benefit?
- Who will lose out if we make this change?
- What are the consequences of doing nothing?
- What are the pitfalls of doing something—that is, what do we need to watch out for? Resistance? New problems? Other obstacles?
- What support will we need to do this work? From each other? From others?
- What do we have to do first to get moving?

Equipped with your compelling rationale, you will find in the next chapters a road map to change.



What Makes Us Different?

This section was adapted with permission from Marilyn Loden and Judy Rosener, Workforce America! Managing Employee Diversity as a Vital Resource (Homewood, Ill.: Irwin, 1991).

Like trees in a forest, humans come in a variety of sizes, shapes, and colors. While we share the important dimension of humanness, biological and environmental differences separate and distinguish us as individuals and groups. All individuals have a number of characteristics that define them; no one characteristic stands alone.

Primary identities are those core characteristics we are born with and can't, for the most part, change. For instance, we can't change our race or our age. Think of primary identities, too, as those human differences that impact us in our early socialization and throughout our lives. The influence is both constant and profound. Consider, for example, how your life would be today if you had been born a member of the opposite sex.

Secondary identities, on the other hand, are cultural characteristics that define us but can be changed. Secondary identities are those that we can, to a degree, acquire, discard, and modify throughout life—identities such as class, marital status, and religious beliefs. These characteristics also make a profound difference in our lives.

Taken together, primary and secondary cultural identities do much to shape personal values, self-image, perceptions, priorities, and experiences throughout life. These identities also distinguish one individual from others who possess a different worldview. In short, these identities broadcast our differences. And they form the basis of privilege and oppression.

The charts on the next pages identify primary and secondary identities, categories of discrimination from ageism to sexism, and ways the “isms” play out.

Expressions of Oppression (in the United States)

variable	dominant group	subordinate group	ism
gender	men	women	sexism
race	white	people of color	racism
sexual orientation	heterosexual	lesbian, gay, bisexual	heterosexism
age	middle	young, old	ageism
ability	temporarily able-bodied	people with disabilities	ableism
class	middle, upper	poor, working	classism
religion	Christian	Jewish, Buddhist, Moslem, etc.	anti-Semitic, anti-...



¡Adelante! Book of the Month Club

Launching the Book Club

AAUW's ¡Adelante! Book of the Month Club is a component of ¡Adelante!, our overarching diversity awareness and outreach program. ¡Adelante! is Spanish for "moving forward" or "let's go!" a name particularly apt for a book club that encourages members to stretch beyond their familiar thinking to explore issues concerning social justice. Book selections range from a story of a woman with multiple personality disorder, to young feminist essays, to the autobiography of the first female Principal Chief of the Cherokee Nation, to an account of a Cuban family in exile.

Since the program's inception in 1996, ¡Adelante! book clubs have spread to cities and towns across the country. And while the book groups originated as a program for AAUW members, they include nonmembers and provide a great membership development tool.

For the current list of books and discussion questions, visit AAUW's website. For tips on running a local book group, see Chapter 7.

Discussion Questions

Discussion questions are designed to expand each discussion to address social justice issues raised in each book. For instance, questions have challenged:

- How would you respond to an argument that too much money is spent on installing devices to make buses accessible when you have never seen a person use them?
- During his presidential run, Mike Dukakis frequently proclaimed himself the "son of immigrants." Was that more acceptable in 1988 than in 1942? How about today vs. 1988?
- After reading the book, how do you feel about English language requirements or immigration laws?

On-line Book Club

As a component of the ¡Adelante! Book of the Month Club, AAUW provides a listserv for continued discussion of the books. This cyber-chat is open to members and nonmembers. To subscribe to the ¡Adelante! listserv, send an e-mail to manager@lists.aauw.org, typing only the phrase "subscribe adelante" as your message. Leave the subject line blank.



Circle Game (exercise)

Get a closer look at what “diversity,” looks like in each of us personally. How are we different? How are we privileged? How do we react to difference? This ice-breaker can be conducted in just a few minutes, more or less depending on how you run the game.

The Game

To begin, ask everyone to stand in a large circle.

Then introduce the game something like this:

“The exercise we’re going to do gives us a way to learn a lot about each other and the differences between us.

“I’m going to call out different categories, one at a time. If you belong to the category, step inside the circle. Notice who is inside the circle and who is still in the larger circle.

“Remain silent during the entire exercise. If you’re not sure what I mean by a certain category, don’t ask; just decide what you think it means and whether you belong to that category.

“If for any reason you fit the category but you don’t want to step inside the circle, that’s okay. It’s up to you. But do think about why you’re deciding not to step inside.”

Read the categories one at a time. For each category, say: “Please step to the center of the circle if you are [the category].” Pause, then say, “Notice who is standing with you. Notice who is not.”

After people step into the center, allow about five seconds for people to notice who is standing where and then thank them and ask them to step back into the circle.

When you have finished your list, have everyone to sit down and ask them to describe the feelings they experienced while doing this exercise. Get people to stick with their initial reactions before analyzing what happened in the exercise. You may also want to ask them what they noticed about the exercise, and what they learned from it.



Categories of Privilege

(You might want to use this list for the “Circle Game” categories.)

You are white.

You grew up in a middle- to upper-class family.

You are heterosexual.

You have no disability.

You see people of your race widely represented in many different kinds of roles and personalities in movies, television, newspapers, and ads.

You can expect that top management and decision-makers will be predominantly people of your race.

You have a college degree.

You feel confident that your sexual identity will not be a factor in whether you get a job.

You can, for the most part, rent or buy a home in any neighborhood that you can afford.

You have never been stopped by the police because you “fit the description.”

You never have to miss important meetings or events because they are held on your religious holidays.

You don't usually think about whether the restaurant you'd like to try has an accessible ramp or elevators that can accommodate people with mobility impairments.

You are assumed to be a citizen of the United States.

You took it for granted that most of your friends and relatives planned to go to college after high school.

You have never been subjected to sexual harassment in a workplace or an education institution.

You feel fairly certain that someone in your extended family could loan you a significant amount of money if necessary.

You seldom if ever wonder if your age is a factor when people dismiss your suggestions and ideas.

You are treated with respect whether you are wearing business or casual clothes.

You and your partner can choose just about any place you can afford for a romantic getaway without wondering if it will be safe to be affectionate in public.

CHAPTER 4



LEARNING ABOUT OUR BRANCH AND STATE

Once you have raised awareness of your own differences and your responses to diversity, take the next step: Learn about your branch and state.

By learning about your branch, you can identify barriers and recognize opportunities to increase your impact, expand the reach of community projects, and create or improve collaboration with diverse allies. Diversity in backgrounds, cultures, and experiences provides AAUW with a broad range of perspectives that can enrich our lives.

What is the make-up of our group? In what ways are we welcoming? What barriers need to come down? The two assessments in this chapter can measure how far you have come and pinpoint what more you can do to move forward.

Assessments can be completed anonymously.

Are We Welcoming and Inclusive? (exercise)

Check the signs of inclusiveness that exist in your branch and state and note any barriers to change.

Culture

- Members are welcomed and accepted, regardless of variations in lifestyle and appearance.
- One group does not dominate discussions at meetings and events.
- Ethnic, racial, and sexual slurs or jokes are discouraged and interrupted.
- Cliquishness is absent.
- Variety in dress is the norm.
- Warm, collegial relationships exist between people of diverse backgrounds.
- Members act as if a more diverse membership would benefit the group.
- If I were a member and not in the majority group of members, I would feel welcomed and included.

Policies

- The AAUW diversity statement appears in all branch publications.
- We have a diversity chair or team.
- We have an action plan to move toward becoming a multicultural organization.
- Our concept of diversity extends to visible and invisible differences: people with disabilities such as hearing, vision, and mobility impairments; lesbians and gay men; people holding a variety of professions; and people of different socioeconomic levels.
- We have conducted a demographic survey to identify the variety of people in our community.
- Sites used for meetings and events are easily accessible for people with disabilities and comfortable for people of different backgrounds and religions.
- We schedule meetings and events to avoid conflicts with holidays of different groups.
- We have identified volunteers or other affordable means to interpret for the deaf and translate materials into braille.
- Our meetings, events, and programs are designed to attract members and potential members who are diverse in terms of gender, race, ethnicity, age, religion, class/socioeconomic level, national origin, sexual orientation, and physical ability.
- We conduct orientation sessions for new members or have special events so new members feel welcomed and included.
- All segments of the community are represented on the leadership team.
- Diversity is incorporated throughout our strategic plan.

Practices

- Members and programs exhibit sensitivity to and awareness of different religious and ethnic holidays and customs. We avoid holding meetings and events on all major religious and cultural holidays.
- Refreshments at all events reflect preferences of different people.
- Flexibility exists to accommodate personal responsibilities outside the branch.
- All members are provided opportunities to develop as leaders.
- We incorporate diversity work into our programming.
- We have a coalition or a broad range of co-sponsors for projects and events.
- Members have attended meetings or events sponsored by professional, social, cultural, or other groups.
- Our visibility efforts reach under-represented groups.
- Our membership reflects the diversity in our community.
- Our leader team reflects the diversity in our community.
- A range of people benefit from our community action projects.
- We explore new ways to reach out to people who are different from us in terms of race, ethnicity, national origin, gender, age, religion, class, sexual orientation, and physical ability.
- We nurture the relationships we already have developed so that our base of contacts grows.
- Members actively recruit people from groups underrepresented in our branch.
- Our distribution network for *Get the Facts* and other voter education efforts includes diverse women and girls.
- New members are encouraged to become involved in activities and pursue leadership opportunities.
- People in the community would say we are working to eliminate bias against and pursue social justice for all women and girls.
- Our book group reads books from the ¡Adelante! Book of the Month Club, focusing on diversity and social justice.
- Our members talk about AAUW with their colleagues and friends from under-represented groups.

Adapted with permission from Lee Gardenswartz and Anita Rowe, The Managing Diversity Survival Guide (New York: Irwin, 1994). ©1994 by Lee Gardenswartz and Anita Rowe.

CHAPTER 5



LEARNING ABOUT OUR COMMUNITY

Now that you have identified who is in your branch or state and barriers to diversity, learn about your community.

Who is in your neighborhood, town, or county? Where do the different populations live, work, and play? Does your membership reflect the community's demographics? Who is missing? Do your programs and projects reach all groups of people? Do your coalitions include a range of players? How can you expand your efforts?

Community assessments can help you answer those questions and devise goals aimed to increase your diversity and impact. This chapter offers two types of assessments: one to determine the community demographics and a second to identify organizations active in your area. Through the demographic data, you can learn about the local populations of different racial, ethnic, and cultural groups in your area. Through the organization assessment, you can pinpoint potential allies and coalition partners. The third section—Woman-to-Woman community dialogues, AAUW's program to promote social justice in local communities—helps you identify local priority issues.

Community Demographic Survey

In our computer age, it takes just minutes to access statistical data for your community.

The U.S. Census Bureau conducts assessments every 10 years (1990, 2000, and so on), and posts that data on its website. The census gathers statistics about characteristics such as age, sex, race, educational levels, and socioeconomics.

Browse your on-line choices and, depending on how you plan to use the data (see below), pick and choose. Your categories can mirror most of those in the branch demographic survey (refer to "Who Is Here?" in Chapter 4).

Organize the data by creating a table or three-column grid with categories, the population numbers, and percentages.

Conducting On-line Demographic Assessments

These instructions for finding information in a specific county were accurate as of April 1999.

Log onto the Census Bureau's website at www.census.gov.

On the left side of your screen, click on "Data access tools."

On the next screen, under "Interactive Software Tools (Live! via Internet)," choose "1990 Census Lookup."



Talk with members who belong to other organizations. You'll find other leads through groups such as civic or neighborhood associations and leaders of community service programs from religious congregations.

Learn as much about your potential allies as possible—about their mission and goals, priorities for action, membership, sources of support, community activities, leaders and leadership structure, publications, and media connections. Read their constituents' newspapers, listen to their radio and TV programs, and join their groups. Read the groups' publications, view their websites, and attend their meetings.

Approach the leaders and organizations directly. Remember that your goal is to listen and learn. It's best to be forthright. Tell them you want to hear about their perspectives and their constituents' needs. Be aware of and sensitive to any differences in culture, leadership style, and language. Gauge their readiness to build trust and share information.

Woman-to-Woman Community Dialogues

Woman-to-Woman is an AAUW initiative to reach out to other women in our communities, to meet and talk to women who live in our neighborhoods and watch the same local news, but may not share the same views. Branches and states across the country can host Woman-to-Woman community dialogues on social justice to identify issues of common concern, form new alliances, gain exposure to new ideas, and continue their lifelong education.

The seed for Woman-to-Woman was planted during a program-membership team dinner at the June 1998 AAUW Board of Directors meeting. A strikingly open and honest dialogue about diversity within AAUW took place, which led to a discussion of how diversity, programs, and policy all contribute to AAUW's overarching mission of social justice.

The goal of Woman-to-Woman is to stimulate similar conversations among women at the community level. These discussions can help bridge racial and cultural differences and generate new ideas and enthusiasm for projects that benefit women and girls.

Details on holding a Woman-to-Woman dialogue in your community can be found in AAUW's program brochure.

CHAPTER 6



WEAVING DIVERSITY INTO ALL THAT WE DO

The ¡Adelante! Twist

Your branch or state has probably developed its own set of customs, some of which may, unintentionally, close doors to certain people. A simple tradition of holding meetings at a country club might block people of different socioeconomic, religious, or racial groups from joining. A staircase can be a road block for a person with limited mobility.

The solution is simple: the ¡Adelante! Twist. Keep doing what works, but add a twist that increases your outreach and your impact. Integrate diversity into every aspect of your yearly programming.

The suggestions that follow are from ¡Adelante! 3, published in the Fall 1997 *Leader in Action*, and an August 1992 worksheet, "Action Options for Becoming a Multicultural Organization."

Coalition Building

- Build partnerships with a wide range of groups based on shared goals and mutual concerns.
- Attend meetings of diverse groups in your community and invite them to attend AAUW meetings.
- When working with other groups, be sure all participate in the planning process.

For more on coalition building, please see Chapter 5.

Events and Meetings

- Sponsor events and meetings that appeal to a broad audience.
- Feature diverse speakers and presenters who address AAUW's priorities and appeal to a broad audience.
- Hold events and meetings in neutral sites—not, for instance, in private homes or places of worship.
- Rotate meeting times and places to accommodate people with different schedules.
- Avoid holding events and meetings on holidays of different religious groups.



- Invite members-at-large to join your AAUW group.
- Start a college satellite group.

For more on membership, see AAUW's *Membership Tool Kit*.

Public Policy and Voter Education

- Support legislation and voter education activities at the local, state, and federal levels on AAUW priority issues that affect the civil rights of all women and girls.
- Include diverse coalition organizations on the *Get the Facts* distribution network.
- Post *Get the Facts* in places that draw women who generally don't vote or learn about how the actions of Congress affect them.
- Hold issues and candidates forums and news conferences with diverse coalition organizations. Invite speakers and moderators who will appeal to a broad range of people.

Communications and Visibility

- Print AAUW's diversity statement in all publications. (See the inside back cover of this publication.)
- Compile a list of local media contacts that includes newspapers and TV and radio stations of specific racial, ethnic, gay and lesbian, disability, and other groups.
- Advertise events and projects in diverse media. Note that nonmembers are welcome and include a telephone number and e-mail address for further information.
- Link your website to websites of diverse groups in your community, and ask them to link their websites with yours.
- Submit letters to the editor signed by AAUW and diverse coalition partners.
- Distribute information about the AAUW Legal Advocacy Fund to diverse populations on local campuses.
- When presenting information on the AAUW Educational Foundation, highlight diverse fellowship and grant recipients and use the Foundation's research messages on race, class, and ethnicity.

CHAPTER 7



BEST PRACTICES FROM BRANCHES AND STATES

These are just a few examples of strategies branches and states use to promote diversity. Watch for more models in future materials and e-mail your successful strategies to editor@aauw.org (type “diversity initiatives” in the subject line) or mail them to AAUW Diversity Initiatives, 1111 Sixteenth St. N.W., Washington, DC 20036.

¡Adelante! Book of the Month Club Suggestions

The Long Valley (ID) Branch has a consistent and enthusiastic ¡Adelante! book group, with participants ranging in age from 25 to 85. The branch experienced a growth in participation after moving the location from members’ homes to a public space. Two new members have joined the branch in the past year as a result of their participation in the group. The book groups are advertised in various local newspapers, drawing attention to both the program as well as AAUW. Because the books are ordered and held at a local bookstore, the branch has found that the books are finding their way into the hands of people who don’t even come to the book group, thereby raising diversity awareness even without face-to-face interaction.

The St. Lawrence County (NY) Branch has taken full advantage of the Internet by creating a web page for branch members to participate in the book club, including a link to the discussion questions at AAUW’s website at www.aauw.org. The website is also linked to the website of the local library, which is the location of the group meetings. A list of upcoming titles is included in the branch newsletter so that members are aware of future book discussions. In addition to the ¡Adelante! list, the branch has created a list of children’s books that focus on diverse issues and includes strong female characters. The branch reports that the book group is their most successful program for outreach to the community, and includes many nonmembers as participants.

Here are some more ideas for making your book of the month club successful:

- Hold the book groups in a library, community center, or book store. Be sure the location is accessible to everyone, including participants who use wheelchairs.
- Invite a speaker or members from a diverse organization to join the discussion—for example, members of Parents and Friends of Lesbians and Gays (PFLAG) or an African American sorority. Supplement your discussion with local newspaper articles, videos, or resources from community organizations.
- Use the topics and discussion questions as a starting point for a meeting programs and discussions on diversity.
- Publicize the book list at the beginning of the year and monthly throughout the year. People might want to participate in some discussions and not others. Publicize the book club to reach nonmembers, members-at-large, and student affiliates.



When I first accepted the position of state diversity chair, I called my former colleagues at the Association and requested everything the Association had put out on our initiative to become a multicultural organization. I was surprised by the many years we have strived to reach this goal and the wealth of "how-to" materials that exists for branches and states.

Now I find myself asking, "Why can't we just do it?" Is it that we truly don't know where to start? Is it that we think we have actually done all that we can? Is it that we are not really ready and willing to embrace diversity?

How do we become a model for AAUW's diversity initiatives? First we need to assess who we are. In the Spring 1996 *Leader in Action*, ¡Adelante! module two was introduced. The module emphasized that assessments provide a road map to change. Assessments can indicate where you need to go and measure how far you have gone. [Editor's note: This *Diversity Tool Kit* contains the core assessments you will need from that module.]

If your branch hasn't already, I encourage you to do these assessments. If you did them a while ago, you may need to do them again or take the sometimes uncomfortable steps toward implementing real avenues for change. I ask that you not let your diversity work stop while you're working on your assessments. If you can't devote an entire branch meeting to diversity, take a few minutes at each meeting to discuss diversity issues. Choose a branch diversity chair who can help integrate diversity into all of your programs.

Diversity does not lie within just one project. We must think of it as an ongoing mission, part of everything we plan and do.

Are we ready? As your newly appointed diversity chair, I say: We have to be, and together we will get there.

Yasemin Washington
Virginia AAUW Diversity Chair

CHAPTER 8



RESOURCES

Books

Buy your books by clicking "Amazon.com" on AAUW's website. You'll save money, and AAUW will receive a percentage of your sale.

Anzaldúa, Gloria, ed. *Making Face, Making Soul/Haciendo Caras: Creative and Critical Perspectives by Women of Color*. Aunt Lute Books, 1990.

Gilligan, Carol. *In A Different Voice: Psychological Theory and Women's Development*. Harvard University Press, 1982.

hooks, bell. *Yearning: Race, Gender and Cultural Politics*. South End Press, 1991.

McNickle, D'Arcy. *They Came Here First: The Epic of the American Indian*. Harper & Row, 1975.

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DIVERSITY TOOL KIT EVALUATION FORM

Please answer the following questions using the rating scale below:

1 (Poor) 2 (Fair) 3 (Good) 4 (Outstanding)

Rate the individual chapters:

Chapter 1: AAUW and Diversity	1	2	3	4
Chapter 2: Learning About Diversity	1	2	3	4
Chapter 3: Learning About Ourselves	1	2	3	4
Chapter 4: Learning About Our Branch and State	1	2	3	4
Chapter 5: Learning About Our Community	1	2	3	4
Chapter 6: Weaving Diversity Into All That We Do	1	2	3	4
Chapter 7: Best Practices From Branches and States	1	2	3	4
Chapter 8: Resources	1	2	3	4

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