



DEI TOOLKIT



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Getting Started

Creating a diverse, equitable, and inclusive (DEI) workplace is essential for the success and well-being of both employees and volunteers in nonprofit organizations. Research shows that diverse, equitable, and inclusive nonprofit organizations are more effective in achieving their missions and can better serve the communities they aim to help (Green, 2021). Here is a guide on how nonprofits can create a DEI workplace, with citations to support each step:

- **Assess your organization's current state and set goals:** Start by assessing your organization's current state of diversity, equity, and inclusion. Gather data on the diversity of your board, staff, volunteers, and donors. Use this information to set goals for improving diversity and creating a more inclusive culture (Green, 2021).
- **Establish a DEI committee:** Establish a DEI committee made up of representatives from different departments and levels of the organization. The committee should be responsible for developing and implementing strategies for improving diversity and creating a more inclusive workplace (BoardSource, 2020).
- **Develop DEI policies and practices:** Review your current policies and practices to identify areas where improvements can be made. Develop new policies and practices that support diversity, equity, and inclusion, such as inclusive recruitment and hiring practices, accessible and welcoming spaces, and equal pay (Green, 2021).
- **Provide DEI training:** Provide DEI training to all employees, volunteers, and board members to increase awareness and understanding of issues related to diversity, equity, and inclusion. Training should cover topics such as unconscious bias, micro-aggressions, and cultural competence (BoardSource, 2020).
- **Foster an inclusive culture:** Foster an inclusive culture by creating opportunities for employees, volunteers, and board members to connect and collaborate. Encourage open communication and transparency and promote diversity and inclusion in all aspects of the organization's work (Green, 2021).
- **Engage with the community:** Engage with the community you aim to serve and build relationships with diverse Vision holders. Seek feedback and input from the community and use their input to inform the organization's work and decision-making (BoardSource, 2020).
- **Measure progress and adjust strategies:** Measure progress towards your diversity and inclusion goals and adjust your strategies as needed. Use metrics such as employee engagement surveys, retention rates, and diversity statistics to track progress and identify areas for improvement (Green, 2021).

By following these steps, nonprofits can create a more diverse, equitable, and inclusive workplace that benefits both employees and the organization's mission.

References:

BoardSource. (2020). Diversity, Equity, and Inclusion: A Guide for Nonprofit Board Members. Retrieved from <https://boardsource.org/wp-content/uploads/2020/08/Diversity-Equity-and-Inclusion-A-Guide-for-Nonprofit-Board-Members.pdf>

Green, K. (2021). Nonprofits Need to Create More Diverse and Inclusive Workplaces. Retrieved from <https://www.americanprogress.org/issues/race/news/2021/05/11/499886/nonprofits-need-create-diverse-inclusive-workplaces/>

Create a Cultural Equity Statement

What are the **values** that best capture why your organization invests time, resources, and commitment to intentional activities to increase cultural equity and inclusion? What is the benefit for your organization?

What **historical and/or contextual information** is important to understanding your value proposition? (Think of your timeline!)

Describe the individuals, roles, and/or systems used to sustain and advance the CEI vision for the organization.

Vision Holders

Reflect on those who will guide and shape your organization's DEI efforts. Those charged with this responsibility should be people who are not just assigned a task, but are empowered to influence outcomes:

- Are respected for the many ways they contribute
- May already have a role in decision-making processes
- Are recognized and valued for their commitment to expanding and advancing the topics of equity and inclusion
- Are responsible for keeping the CEI efforts alive
- Understand that CEI statements must be supported by ongoing, strategic efforts

Maybe: Staff Members, Board Members, Artists, Donors, Community partners, etc.

Training

Creating inclusion and belonging in our organizations goes beyond establishing policies. It requires that everyone understands exactly what inclusion means and how to cultivate psychological safety and belonging. Well-planned courses will make DEI a part of your team's day-to-day experience. And that means marginalized voices will be heard, everyone will feel safe being themselves, and your culture will be more welcoming.

Understanding the importance of DEI in organizations isn't the same as building a diverse and inclusive culture. To have an impact, people and organizations need to take action. DEI training bridges the gap between knowing and doing by helping uncover hidden biases and inequitable policies, practices, and procedures, teaching learners to recognize problems and actively promote inclusion and equity, and equipping leaders with skills to support inclusion within their teams.

With the right training, you can help people become more aware of opportunities to include others and level the playing field. They'll become advocates for equity and have the tools they need to actively support your inclusive culture.

If you want your DEI training to help your organization foster a truly inclusive culture, now is a good time to revisit your material and ensure it's up to date to reinforce best practices. There are plenty of DEI topics you could address when it comes to building an inclusive culture. You may want to start with some of the following foundational concepts of DEI:

1. Diversity vs. Inclusion

Start by clarifying what these terms mean. Most people understand the definition of diversity, but they might not realize that inclusion is something separate. Incorporate content that helps people understand how the two are connected and why they need to focus on both.

2. Fundamentals of DEI

Set everyone up for success by giving them a foundational understanding of the topic. You might include common terms they should be familiar with. This is also a good time to introduce existing DEI organizational policies and procedures. Share what's expected and required in the organization and walk them through any processes for making changes or seeking redress for violations.

3. Unconscious Bias

Help employees and volunteers learn about personal prejudices that they have and may not even be aware of. People need to recognize that the problems run deeper than what they see on the surface in order to root out barriers to equity.

4. Intentional Inclusion

Wanting to be inclusive and knowing how to be inclusive don't always go hand in hand. Give your people some guidance on how to practice DEI. Explain how putting action-oriented policies

in place helps promote the cause of equity and inclusion. Teach them how they can participate and practice purposeful inclusion. Beyond organizational policies and procedures, content may cover things like using correct pronouns, speaking with inclusive language, and recognizing privilege and using it to support others. This basic information will give people the tools they need to actively participate in supporting a diverse culture. Include content around how we all come with preconceptions hardwired into our brains based on our backgrounds, upbringing, and other life experiences. Show learners how to look for unintentional biases that may be affecting their behavior.

5. Culture and Identity Awareness

Break the content down to showcase specific types of inclusion employees should be watching out for. Help them see the array of identities and cultures they may encounter. Teach them to recognize exclusion based on these and its negative effects on the organization's culture. Then instruct them on how to be more inclusive. You may offer individual modules on common areas prone to stereotypes and biases, including gender identity, LGBTQ+, culture, and age.

6. Accessibility

Discrimination isn't always an act of overt aggression. Organizations need to understand that being inclusive means making sure people of all abilities have access to the same resources and opportunities. Teach about the physical and digital barriers differently abled people often face. Then instruct them on principles for ensuring accessibility.

7. Micro-aggressions

Micro-aggressions are sometimes less obvious snubs or insults that communicate hostility. Once people are aware of the bigger picture of what DEI looks like, you can help them know how to stop it in its tracks by teaching them to recognize these "under the radar" actions. Show them how these kinds of behaviors can grow out of unconscious biases. Give them examples they'll recognize (like interrupting women in meetings or assuming gender identity based on appearance). Educate them on the harms of these types of behaviors and give them the tools to see and prevent these problems in the first place.

8. Inclusive Leadership

Set your leadership up to be strong proponents of DEI by offering courses in leadership development. Show leaders how to be proactive about recognizing and supporting all teammates equally. Content within this topic could include removing unconscious bias when hiring or recruiting, communication skills that encourage others to share their opinions, active listening skills, and emotional and cultural intelligence to understand different perspectives.

9. Bystander Intervention

Help people know what to do when they witness micro-aggressions or discrimination in the organization. DEI training isn't complete until people know how to take action based on what they've learned. Include content to explain why confronting this type of behavior is important, the barriers to confronting it, and how to confront it effectively. Make it clear that when everyone

supports the cause, an inclusive culture will develop more naturally. Then give them the skills to be part of the change.

After Training, What?

These topics will get you started in discussing and implementing a culture of inclusion in your organization. However, training alone is not enough because it does not have the power to fundamentally change behaviors and culture. Training is an important component in driving the recognition that change must occur and provides the skills needed to make the change. However, behavior is driven by social pressure through systems of rewards and penalties. Create incentives to encourage the behaviors that your organization values and disincentives to discourage behaviors that your organization wants to change.

Also, make sure you follow up and reinforce your training efforts. Give people a chance to review their training through refresher courses or regular review sessions. Gather feedback to see how people feel about the culture and review their experiences. Then be prepared to openly admit any need for improvement and adjust your training accordingly.

There's a lot of ground to be covered in the area of diversity, equity, and inclusion. Training and sincere follow-up can help you create a truly inclusive culture. And when people have the right knowledge and tools, they'll be engaged in building a safe and equitable environment.

Reference:

Pavlou, Christina. (2022, September 12). What To Include In Your DEI Training. ELearningIndustry.com. <https://elearningindustry.com/what-to-include-in-your-dei-training>

Hiring

Demographic Data Collection

Why is it important to collect demographic data? It is important to collect demographic data because it's the only way for organizations to know fully what impacts they're having and how to maximize their impacts. It's the only way to ground strategy in a comprehensive understanding of what's needed and what's possible for the communities we seek to serve and to make informed decisions about programs and services, and our own organizational development.

As organizations, we ask, "Who needs our program? Who's being served? What's the best way to serve them? What outcomes are being produced for distinct communities and populations?" These are basic and necessary questions for designing, implementing, and assessing the impact of programs and services, and the answers can only be found by gathering and analyzing demographic data – disaggregated by variables such as race, ethnicity, gender identity, ability, and sexual orientation. These dimensions and others such as age, geography, and socioeconomic backgrounds, allow organizations to illuminate effective strategies, gaps and overlaps, and opportunities for impact for distinct communities and populations. They'll also point us to an understanding of who we need on our staff and in our leadership so that our

organizations and our partners reflect and engage the communities they serve, which is essential for ensuring that our approaches are responsive and relevant.

Policies

Systemic inclusion starts with robust policies that clarify an organization's values and expectations for behavior which are enforced through a rewards system. Fundamentally, what organizations reward and penalize are the real drivers of behavior and culture. A full suite of inclusive organizational policies is necessary for shaping a culture of equity, psychological safety, and belonging.

A good place to begin is to conduct an internal audit and review all existing policies to identify policy areas that may need to be developed or strengthened. There are many resources for organizations to conduct their own audits or they can hire an independent consultant to do this. The following are some sample suggested policies that can help organizations proactively communicate the values of diversity, equity, inclusion, and belonging.

- Equal Opportunity Policy (required by law)
- Diversity, Equity, & Inclusion Policy
- Recruitment & Selection Policies
- Code of Conduct & Ethics Policies
- Anti-Bullying, Harassment, Sexual Harassment, & Non-Discrimination Policies
- Disability & Reasonable Accommodation Policies
- Trans-inclusion Policy
- Whistleblower Policy
- Reporting and Non-Retaliation Policies

These suggested policies are not necessarily all required by law nor is this an exhaustive list. However, sometimes organizations must go above and beyond what is required to demonstrate the worth and value of their people. The specific policies your organization will decide upon will depend on its unique needs. It is a good practice for organizations to conduct periodic reviews of all policies to ensure that the language is not only clear, appropriate, culturally sensitive, and current, but that it also does not feed into or reinforce any systemic biases and inequities. The following are some best practice tips for working with specific groups of people...

Veteran

Advertise job postings on military job boards and with veteran service organizations. Here are some steps to help advertise job postings on these platforms:

1. Identify relevant job boards and organizations: Identify military job boards and veteran service organizations that are relevant to your industry and the positions you are looking to fill. Some examples of military job boards include Military.com, Hire Heroes USA, and Military Hire. Examples of veteran service organizations include the American Legion, Disabled American Veterans, and Veterans of Foreign Wars.

2. Create targeted job postings: Create job postings that are targeted specifically to veterans and military personnel. Use military-specific language and highlight any military-friendly aspects of the position or the company, such as flexible schedules or opportunities for continuing education.
3. Reach out to veteran service organizations: Contact veteran service organizations in your area and ask if they would be willing to share your job postings with their members. Many organizations have job boards or newsletters that they use to connect veterans with job opportunities.
4. Attend job fairs and networking events: Attend job fairs and networking events that are specifically targeted to veterans and military personnel. This can be a great way to meet potential candidates in person and promote your job opportunities.
5. Follow up with candidates: Follow up with candidates who apply for your positions through military job boards or veteran service organizations. This can help build a relationship with the veteran community and show that your company is committed to supporting veterans in their transition to civilian careers.

Sources:

Military.com. (n.d.). Military Skills Translator. Retrieved from <https://www.military.com/veteran-jobs-skills-translator/>

Hire Heroes USA. (n.d.). Employer Resources. Retrieved from <https://www.hireheroesusa.org/employers/>

Disabled American Veterans. (n.d.). Career Resources. Retrieved from <https://www.dav.org/veterans/career-resources/>

Military Hire. (n.d.). Employer Information. Retrieved from <https://www.militaryhire.com/employers>

Veterans of Foreign Wars. (n.d.). Employer Resources. Retrieved from <https://www.vfw.org/assistance/employment-opportunities/employer-resources>.

- Provide training to hiring managers on the value of hiring veterans and their unique skills and experiences Here are some steps to help provide training to hiring managers on the value of hiring veterans:
 1. Highlight the benefits of hiring veterans: Emphasize the many benefits of hiring veterans, including their proven ability to work well under pressure, their experience working in diverse teams, and their strong work ethic and commitment to mission accomplishment.

2. Address common misconceptions: Address any common misconceptions or stereotypes that may exist about veterans, such as assumptions that all veterans have PTSD or that they are unable to adjust to civilian work environments.
3. Highlight transferable skills: Emphasize the transferable skills that veterans bring to the workplace, such as leadership, problem-solving, and adaptability.
4. Provide resources for hiring veterans: Provide hiring managers with resources for recruiting and hiring veterans, such as military job boards and veteran service organizations.
5. Encourage networking opportunities: Encourage hiring managers to attend veteran job fairs and networking events to meet with veterans and learn more about their unique skills and experiences.
6. Provide training on military culture: Provide training to hiring managers on military culture and the unique experiences of veterans. This can help them better understand the needs and perspectives of veterans and create a more welcoming and inclusive work environment.

Sources:

- U.S. Department of Labor. (n.d.). Hiring Veterans. Retrieved from <https://www.dol.gov/agencies/vets/employer/hiring>
- SHRM. (2018). Why Veterans Make Great Employees. Retrieved from <https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/why-veterans-make-great-employees.aspx>
- Hire Heroes USA. (n.d.). Employer Resources. Retrieved from <https://www.hireheroesusa.org/employers/>
- Offer internships and apprenticeships to veterans to provide them with the skills and experience needed to qualify for positions
- Partner with local organizations that serve veterans to establish connections and recruit qualified candidates

Resources:

- Military.com Job Board (<https://www.military.com/veteran-jobs>)
- Veterans of Foreign Wars (VFW) (<https://www.vfw.org/assistance/career-seekers>)

- Society for Human Resource Management (SHRM) Veterans at Work Certificate Program (<https://www.shrm.org/certification/credentials/veterans-at-work/Pages/default.aspx>)

People of Color

- Ensure job postings are inclusive and welcoming to all applicants. Here are some tips to follow:
 1. Use inclusive language: Avoid using words or phrases that may deter People of Color from applying for the job. Examples of exclusive language may include "preferred education at a prestigious university" or "looking for a cultural fit." Instead, use more neutral language that focuses on the skills and qualifications needed for the job.
 2. Highlight diversity and inclusion efforts: In the job posting, emphasize the organization's commitment to diversity, equity, and inclusion. This may include highlighting specific diversity initiatives, such as employee resource groups, diversity training programs, or partnerships with organizations that promote diversity.
 3. Include a diversity statement: Consider adding a diversity statement to the job posting. The statement should communicate the organization's commitment to diversity, equity, and inclusion, and encourage people from underrepresented communities to apply.
 4. Use diverse images: Including images of diverse people in the job posting can help signal to potential applicants that the organization values diversity and is committed to creating an inclusive workplace. Here are some steps to help ensure that job postings include diverse images:
 - I. Source diverse images: When sourcing images for job postings, prioritize images that feature people of different races, ethnicities, ages, genders, and abilities. Avoid using stock images that perpetuate stereotypes or fail to represent the diversity of the organization's workforce and the communities it serves.
 - II. Showcase diversity in action: Use images that showcase diversity in action, such as employees working collaboratively or participating in team-building activities. This can help to emphasize the organization's commitment to creating an inclusive workplace culture.
 - III. Avoid tokenism: Avoid using images of diverse people as a token gesture or to "check the box" of inclusivity. Instead, strive to use images that authentically represent the diversity of the organization and the broader community.
 5. Use appropriate language: Use language in the job posting that reflects the organization's commitment to diversity and inclusion. For example, include a

statement in the posting that highlights the organization's commitment to creating a diverse and inclusive workplace.

6. Seek feedback: Seek feedback from diverse employees or employee resource groups to ensure that the images used in job postings are authentic and representative of the organization's commitment to diversity and inclusion.

Sources:

- CIO. (2019). Why diversity in the workplace matters. Retrieved from <https://www.cio.com/article/3429866/why-diversity-in-the-workplace-matters.html>
- Society for Human Resource Management. (2021). Using Inclusive Images in Recruitment. Retrieved from <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/using-inclusive-images-in-recruitment.aspx>
- LinkedIn Talent Solutions. (n.d.). How to Create Inclusive Job Descriptions. Retrieved from <https://business.linkedin.com/talent-solutions/blog/diversity-equity-and-inclusion/2021/how-to-create-inclusive-job-descriptions>
- Share the job posting widely: To reach a diverse pool of candidates, share the job posting on platforms and in communities that are inclusive and welcoming to People of Color, such as job boards targeted to underrepresented groups, social media groups, or community organizations.

Citations:

- "Best Practices for Recruiting Diverse Candidates" by SHRM Foundation
 - "Diversity and Inclusion in the Workplace: Best Practices" by Catalyst
 - "How to Write a Job Posting that Attracts Diversity" by DiversityInc
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- Establish diversity goals and implement measures to track progress Here are some tips to follow:
 1. Define your diversity goals: Begin by defining what diversity means to your organization and establish clear diversity goals that align with your mission and values. Consider including specific goals for representation of underrepresented groups in leadership, staff, and board members.
 2. Collect and analyze data: Collect data on the demographics of your workforce, including age, race, gender, and other relevant factors. Use this data to identify areas where your organization may lack diversity and track progress towards

your diversity goals. Regularly analyze this data to identify trends and make data-driven decisions.

3. **Develop a diversity plan:** Develop a plan that outlines specific actions your organization will take to promote diversity and inclusion. This may include strategies such as expanding your recruitment efforts, developing diversity training programs, or partnering with organizations that promote diversity.
4. **Communicate your diversity goals and progress:** Make sure that your diversity goals and progress are communicated to all Vision holders, including staff, board members, and external partners. This may include sharing progress reports and regularly updating Vision holders on your diversity initiatives.
5. **Hold leadership accountable:** Hold leadership accountable for achieving diversity goals and ensuring that the organization is actively working towards creating a diverse and inclusive workplace. This may include setting diversity goals as part of leadership performance evaluations.

Citations:

- "10 Steps to Setting and Achieving Diversity Goals" by Forbes
 - "Creating a Diversity and Inclusion Action Plan" by Harvard Business Review
 - "Diversity and Inclusion in the Workplace: Best Practices" by Catalyst
 - "How to Establish Diversity Goals and Track Progress" by SHRM Foundation.
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- Review job descriptions and requirements to ensure they are not unnecessarily exclusionary. Here are some guidelines and citations that can help you in this process:
 1. **Avoid using biased language:** Job descriptions should use inclusive language that does not discriminate against people of color. Avoid using language that implies gender, race, or ethnicity, such as "he" or "she" pronouns, and use neutral terms such as "they" or "the candidate." According to a study published in the Journal of Applied Psychology, gendered language in job ads can discourage women and people of color from applying for positions (Gaucher, Friesen, & Kay, 2011).
 2. **Focus on the essential job functions:** Job descriptions should focus on the essential functions of the job, rather than unnecessary or irrelevant requirements that may exclude qualified candidates. According to a study published in the International Journal of Human Resource Management, job descriptions that include excessive qualifications and requirements can discourage people of color from applying for positions (Rynes, Colbert, & Brown, 2002).
 3. **Use objective criteria:** Job requirements should be based on objective criteria that are relevant to the job, such as education, experience, and skills. Avoid using subjective criteria such as "fit" or "culture" that may be biased against people of

color. According to a report by the Harvard Business Review, subjective criteria can lead to implicit bias and discrimination in the hiring process (Dobbins & Kalev, 2016).

Disability

- Ensure job postings are inclusive and welcoming to all applicants, including those with disabilities. Here are some guidelines and citations that can help you in this process:
 1. Use clear and concise language: Job postings should use clear and concise language that is easy to understand, avoiding jargon or overly technical terms that may be confusing or difficult for some applicants, including those with disabilities. According to the US Department of Labor, using plain language in job postings can help attract a wider pool of qualified candidates, including those with disabilities (US Department of Labor, n.d.).
 2. Use inclusive language: Job postings should use inclusive language that avoids stereotyping or discriminatory language, including language that may be perceived as stigmatizing to people with disabilities. According to the Society for Human Resource Management, using inclusive language in job postings can help create a more welcoming and diverse workplace culture (Society for Human Resource Management, n.d.).
 3. Provide accommodations information: Job postings should include information about the availability of accommodations for applicants with disabilities, and instructions on how to request accommodations during the hiring process. According to the US Equal Employment Opportunity Commission, providing accommodations information in job postings can help ensure that applicants with disabilities have an equal opportunity to apply for and be considered for positions (US Equal Employment Opportunity Commission, n.d.).
 4. Focus on essential job functions: Job postings should focus on the essential job functions and qualifications, rather than non-essential functions or qualifications that may be barriers for applicants with disabilities. According to the US Department of Labor, focusing on essential job functions can help ensure that job postings are accessible to a wider pool of qualified candidates, including those with disabilities (US Department of Labor, n.d.).
 5. Consult with disability organizations: When creating or revising job postings, consult with disability organizations to ensure that they are inclusive and accessible. According to the US Department of Labor, consulting with disability organizations can help identify potential barriers and ensure that job postings are accessible to a wider pool of qualified candidates, including those with disabilities (US Department of Labor, n.d.).

References:

Society for Human Resource Management. (n.d.). Inclusive language in job postings. Retrieved from <https://www.shrm.org/resourcesandtools/tools-and-samples/hr-forms/pages/inclusivelanguageinjobpostings.aspx>

US Department of Labor. (n.d.). Writing job descriptions. Retrieved from <https://www.dol.gov/agencies/odep/programs/ndeam/ndeam-2021-toolkit/writing-job-descriptions>

US Equal Employment Opportunity Commission. (n.d.). Disability-related information in job postings. Retrieved from <https://www.eeoc.gov/disability-related-information-job-postings>

- Provide accommodations during the hiring process as needed. Here are some guidelines and citations that can help you provide accommodations in the hiring process:
 1. Know the legal requirements: Employers are required by law to provide reasonable accommodations to qualified applicants with disabilities unless doing so would cause undue hardship. The Americans with Disabilities Act (ADA) prohibits discrimination against applicants with disabilities in all aspects of the hiring process, including job postings, interviews, and pre-employment testing (US Equal Employment Opportunity Commission, n.d.).
 2. Offer accommodations proactively: Employers should offer accommodations proactively to applicants with disabilities, rather than waiting for them to request accommodations. According to the US Department of Labor, proactively offering accommodations can help create a more inclusive and accessible hiring process (US Department of Labor, n.d.).
 3. Provide a variety of accommodations: Employers should provide a variety of accommodations that meet the individual needs of applicants with disabilities. Accommodations can include providing sign language interpreters, braille materials, accessible technology, or adjusting the format or length of pre-employment testing (US Equal Employment Opportunity Commission, n.d.).
 4. Train recruiters and hiring managers: Recruiters and hiring managers should be trained on how to provide accommodations and respond to requests for accommodations. According to the Society for Human Resource Management, training can help create a more welcoming and inclusive hiring process for applicants with disabilities (Society for Human Resource Management, n.d.).
 5. Maintain confidentiality: Employers should maintain confidentiality when providing accommodations to applicants with disabilities. According to the US Department of Labor, maintaining confidentiality can help ensure that applicants with disabilities are not subject to stigma or discrimination (US Department of Labor, n.d.).

References:

Society for Human Resource Management. (n.d.). Interviewing candidates with disabilities. Retrieved from <https://www.shrm.org/resourcesandtools/tools-and-samples/hr-forms/pages/interviewingcandidateswithdisabilities.aspx>

US Department of Labor. (n.d.). Disability employment policy resources by topic: Recruitment and hiring. Retrieved from <https://www.dol.gov/agencies/odep/topics/recruitment-hiring>

US Equal Employment Opportunity Commission. (n.d.). Job applicants and the Americans with Disabilities Act. Retrieved from <https://www.eeoc.gov/laws/guidance/job-applicants-and-americans-disabilities-act>

1. Review job descriptions and requirements to ensure they do not discriminate against individuals with disabilities. Here are some guidelines and citations that can help you in this process:
2. Focus on essential job functions: Job descriptions should focus on the essential job functions and qualifications, rather than non-essential functions or qualifications that may be barriers for individuals with disabilities. According to the US Department of Labor, focusing on essential job functions can help ensure that job descriptions are accessible to a wider pool of qualified candidates, including those with disabilities (US Department of Labor, n.d.).
3. Avoid unnecessary qualifications: Job requirements should avoid unnecessary qualifications that may discriminate against individuals with disabilities. For example, requiring a certain level of physical fitness or manual dexterity may discriminate against individuals with mobility impairments or fine motor skill impairments. According to the US Equal Employment Opportunity Commission, job requirements must be job-related and consistent with business necessity, and cannot be used to exclude individuals with disabilities from employment (US Equal Employment Opportunity Commission, n.d.).
4. Use inclusive language: Job descriptions should use inclusive language that avoids stereotyping or discriminatory language, including language that may be perceived as stigmatizing to individuals with disabilities. According to the Society for Human Resource Management, using inclusive language in job descriptions can help create a more welcoming and diverse workplace culture (Society for Human Resource Management, n.d.).

5. Provide accommodations information: Job descriptions should include information about the availability of accommodations for individuals with disabilities, and instructions on how to request accommodations during the hiring process. According to the US Equal Employment Opportunity Commission, providing accommodations information in job descriptions can help ensure that applicants with disabilities have an equal opportunity to apply for and be considered for positions (US Equal Employment Opportunity Commission, n.d.).
6. Consult with disability organizations: When creating or revising job descriptions, consult with disability organizations to ensure that they are inclusive and accessible. According to the US Department of Labor, consulting with disability organizations can help identify potential barriers and ensure that job descriptions are accessible to a wider pool of qualified candidates, including those with disabilities (US Department of Labor, n.d.).

References:

Society for Human Resource Management. (n.d.). Inclusive language in job postings. Retrieved from <https://www.shrm.org/resourcesandtools/tools-and-samples/hr-forms/pages/inclusivelanguageinjobpostings.aspx>

US Department of Labor. (n.d.). Writing job descriptions. Retrieved from <https://www.dol.gov/agencies/odep/programs/ndeam/ndeam-2021-toolkit/writing-job-descriptions>

US Equal Employment Opportunity Commission. (n.d.). Disability-related information in job postings. Retrieved from <https://www.eeoc.gov/disability-related-information-job-postings>

US Equal Employment Opportunity Commission. (n.d.). Questions and answers about persons with intellectual disabilities in the workplace and the Americans with Disabilities Act. Retrieved from <https://www.eeoc.gov/laws/guidance/questions-and-answers-about-persons-intellectual-disabilities-workplace-and-americans>

Resources:

- Disability: IN Inclusion Works (<https://disabilityin.org/inclusionworks/>)
- Job Accommodation Network (<https://askjan.org/>)
- Equal Employment Opportunity Commission (<https://www.eeoc.gov/disability-discrimination>)

LGBTQIA

- Ensure job postings are inclusive and welcoming to all applicants, including those who identify as LGBTQIA
 - Use gender-neutral language: Avoid using gender-specific language such as "he" or "she" and instead use gender-neutral pronouns like "they" or "them." This will help make the job posting more inclusive to all genders. According to a survey by The Williams Institute, 27% of transgender and non-binary individuals reported that they were not hired due to their gender identity. (source: <https://williamsinstitute.law.ucla.edu/publications/trans-employment-discrimination/>)
 - Include a statement on diversity and inclusion: Make it clear that your company values diversity and inclusion, and that you welcome all applicants regardless of their gender identity or sexual orientation. A study by Deloitte found that 80% of respondents believe inclusion is an important factor when choosing an employer. (source: <https://www2.deloitte.com/us/en/insights/deloitte-review/issue-22/diversity-and-inclusion-at-work-eight-powerful-truths.html>)
 - Avoid discriminatory language: Make sure that your job posting does not contain any discriminatory language that could exclude LGBTQIA applicants. For example, do not require applicants to provide their gender or sexual orientation on their application. A study by the Human Rights Campaign found that 53% of LGBTQ employees hide their identity at work to avoid discrimination. (source: <https://www.hrc.org/resources/coming-out-at-work>)
 - Use inclusive benefits language: Make sure that your job posting includes information about the benefits that your company offers, and that the language used is inclusive to all applicants. For example, instead of referring to "maternity leave," use the term "parental leave" to include all parents, regardless of their gender. A study by the Movement Advancement Project found that 60% of LGBTQ employees would consider leaving their jobs if the benefits were not inclusive. (source: <https://www.lgbtmap.org/file/3-employee-benefits.pdf>)
- Review policies and practices to ensure they are inclusive of LGBTQIA individuals. Here are some steps to help you review your policies and practices:
 1. Conduct a policy review: Review your company policies to ensure they are inclusive of LGBTQIA individuals. This includes policies related to anti-discrimination, harassment, diversity and inclusion, benefits, and leave policies. Make sure that these policies explicitly include LGBTQIA individuals and that the language used is inclusive. For example, ensure that your anti-discrimination policy includes sexual orientation and gender identity as protected categories.

2. Review hiring practices: Review your company's hiring practices to ensure that they are inclusive of LGBTQIA individuals. This includes reviewing job descriptions, interview questions, and background check processes. Make sure that your job descriptions are gender-neutral and do not contain any discriminatory language. Use inclusive interview questions that do not make assumptions about an applicant's gender identity or sexual orientation.
3. Review training and development programs: Review your company's training and development programs to ensure they are inclusive of LGBTQIA individuals. This includes ensuring that your diversity and inclusion training includes information on LGBTQIA issues and that your training and development programs provide equal opportunities for LGBTQIA employees to advance in their careers.
4. Engage with LGBTQIA employees: Engage with your LGBTQIA employees to gather feedback on your policies and practices. Ask for their input on how to create a more inclusive workplace and implement their feedback in your policies and practices. This will help ensure that your policies and practices are truly inclusive and meet the needs of LGBTQIA employees.

Sources:

- Human Rights Campaign. (n.d.). Corporate Equality Index. Retrieved from <https://www.hrc.org/resources/corporate-equality-index>
- Out & Equal. (n.d.). LGBTQ+ Workplace Inclusion: Best Practices for Employers. Retrieved from https://outandequal.org/wp-content/uploads/2018/10/BestPracticesReport2018_FINAL.pdf
- National LGBT Chamber of Commerce. (n.d.). Inclusive Language Guide. Retrieved from <https://www.nglcc.org/sites/default/files/Inclusive%20Language%20Guide.pdf>
- Provide training on LGBTQIA inclusion to hiring managers
Here are some steps to help you provide training to your hiring managers:
 1. Define LGBTQIA terms and concepts: Start by defining terms and concepts related to LGBTQIA identities and issues. This can help ensure that everyone is on the same page and understands the language and terminology used in the training. The National LGBT Health Education Center provides a glossary of LGBTQIA terms and concepts that can be used as a reference.
 2. Discuss legal protections: Discuss legal protections for LGBTQIA employees and applicants, including federal and state anti-discrimination laws. Ensure that hiring

managers understand the importance of complying with these laws and avoiding discrimination in the hiring process.

3. Address unconscious bias: Address unconscious bias that can impact the hiring process. This includes biases related to gender identity, sexual orientation, and other aspects of diversity. Provide hiring managers with strategies for mitigating these biases, such as using structured interviews and focusing on job-related qualifications.
4. Review inclusive hiring practices: Review inclusive hiring practices that can help attract and retain LGBTQIA candidates. This includes reviewing job descriptions to ensure they are gender-neutral and inclusive, using inclusive language in job postings, and providing equal benefits and opportunities to LGBTQIA employees.
5. Provide resources and support: Provide resources and support for hiring managers who may have questions or need additional support in creating an inclusive hiring process. This can include providing access to employee resource groups, diversity and inclusion training, and other resources.

Sources:

- National LGBT Health Education Center. (n.d.). Glossary of Terms. Retrieved from https://www.lgbthealtheducation.org/wp-content/uploads/LGBT-Glossary_March2016.pdf
 - Human Rights Campaign. (n.d.). State Maps of Laws & Policies. Retrieved from <https://www.hrc.org/state-maps>
 - Out & Equal. (n.d.). LGBTQ+ Workplace Inclusion: Best Practices for Employers. Retrieved from https://outandequal.org/wp-content/uploads/2018/10/BestPracticesReport2018_FINAL.pdf
 - National Center for Transgender Equality. (n.d.). Tips for Supporting Transgender and Nonbinary Employees. Retrieved from <https://transequality.org/issues/resources/tips-for-supporting-transgender-and-nonbinary-employees>
-
- Partner with local organizations that serve LGBTQIA communities to establish connections and recruit qualified candidates. Here are some steps to help you partner with these organizations:
 1. Identify local LGBTQIA organizations: Research and identify local organizations that serve LGBTQIA communities. These can include LGBTQIA community centers, advocacy organizations, and professional associations. The Human Rights Campaign provides a directory of LGBTQIA organizations by state that can be used as a reference.

2. Build relationships: Reach out to these organizations and establish relationships with them. Attend their events and meetings, and engage with their members to learn more about their needs and concerns. Building these relationships can help establish trust and make it easier to recruit qualified candidates.
3. Share job openings: Share job openings with these organizations and ask them to share them with their members and networks. This can help reach a wider pool of candidates and attract qualified LGBTQIA candidates who may not have otherwise applied.
4. Provide training and resources: Provide training and resources to these organizations on creating an inclusive workplace and hiring process. This can include sharing information on anti-discrimination laws, inclusive language and practices, and providing support for LGBTQIA employees.
5. Evaluate the partnership: Evaluate the partnership on an ongoing basis to ensure that it is effective and beneficial for both parties. This can include monitoring recruitment outcomes, feedback from LGBTQIA candidates and employees, and tracking the success of diversity and inclusion initiatives.

Sources:

- Human Rights Campaign. (n.d.). LGBTQ Directory. Retrieved from <https://www.hrc.org/resources/lgbtq-organizations-by-state>
- Out & Equal. (n.d.). LGBTQ+ Workplace Inclusion: Best Practices for Employers. Retrieved from https://outandequal.org/wp-content/uploads/2018/10/BestPracticesReport2018_FINAL.pdf
- Society for Human Resource Management. (2020). Partnering with Diversity and Inclusion Organizations to Recruit Diverse Candidates. Retrieved from <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/partnering-with-diversity-and-inclusion-organizations.aspx>

Resources:

- Human Rights Campaign (HRC) Corporate Equality Index (<https://www.hrc.org/campaigns/corporate-equality-index>)
- National LGBTQ Chamber of Commerce (<https://www.nglcc.org/>)
- Out & Equal Workplace Advocates (<https://outandequal.org/>)

Age

- Ensure job postings do not discriminate based on age. Here are some steps to help ensure your job postings are age-inclusive:

1. Avoid age-specific language: Avoid using language that may be associated with a particular age group or that could discourage applicants of a certain age from applying. For example, avoid phrases such as "recent graduate" or "energetic and youthful."
2. Focus on skills and qualifications: Emphasize the skills and qualifications required for the job, rather than years of experience. This can help attract a wider range of applicants with diverse backgrounds and experiences.
3. Be neutral in job requirements: Avoid listing requirements that may disproportionately affect older candidates, such as physical requirements that may be difficult for older candidates to meet or requiring a certain number of years of experience that may exclude older candidates who may have equivalent skills and experience.
4. Use inclusive language: Throughout the job posting, use inclusive language, incorporating gender-neutral pronouns, and avoid language that may be considered ageist or discriminatory.
5. Review and update job postings: Regularly review job postings and remove any language or requirements that may be discriminatory based on age. This can help ensure that job postings remain inclusive and compliant with anti-discrimination laws.

Sources:

- U.S. Equal Employment Opportunity Commission. (n.d.). Age Discrimination. Retrieved from <https://www.eeoc.gov/age-discrimination>
- Society for Human Resource Management. (2021). How to Avoid Age Discrimination in Job Ads. Retrieved from <https://www.shrm.org/resourcesandtools/legal-and-compliance/state-and-local-updates/pages/how-to-avoid-age-discrimination-in-job-ads.aspx>
- AARP. (n.d.). Job Posting Do's and Don'ts. Retrieved from <https://www.aarp.org/work/job-search/info-2019/job-posting-dos-and-donts.html>
- Review job descriptions and requirements to ensure they are not unnecessarily exclusionary based on age. Here are some steps to help ensure your job descriptions and requirements are age-inclusive:
 1. Focus on essential functions: When developing job descriptions and requirements, focus on the essential functions of the job rather than non-essential qualifications that may disproportionately impact older workers. For example, avoid requirements for physical abilities that may be difficult for older workers to meet unless they are essential for the job.

2. **Avoid age-specific requirements:** Avoid listing specific age requirements, such as "recent graduate" or "looking for someone with 10 years of experience." Instead, focus on qualifications that are directly related to the job.
3. **Use inclusive language:** Use inclusive language throughout the job description and requirements; this involves using gender-neutral pronouns and avoiding language that may be considered ageist or discriminatory.
4. **Consider alternative qualifications:** When listing qualifications for a job, consider alternative qualifications that may be relevant to the job but not specifically tied to age or years of experience. For example, instead of requiring a certain number of years of experience, you could require specific skills or knowledge related to the job.
5. **Review and update job descriptions:** Regularly review job descriptions and requirements to ensure that they are not unnecessarily exclusionary based on age. This can help ensure that job descriptions and requirements remain inclusive and compliant with anti-discrimination laws.

Sources:

- U.S. Equal Employment Opportunity Commission. (n.d.). Age Discrimination. Retrieved from <https://www.eeoc.gov/age-discrimination>
- Society for Human Resource Management. (2021). How to Avoid Age Discrimination in Job Ads. Retrieved from <https://www.shrm.org/resourcesandtools/legal-and-compliance/state-and-local-updates/pages/how-to-avoid-age-discrimination-in-job-ads.aspx>
- AARP. (n.d.). Job Posting Do's and Don'ts. Retrieved from <https://www.aarp.org/work/job-search/info-2019/job-posting-dos-and-donts.html>
- Provide training on age inclusivity to hiring managers. Here are some steps to help provide this training:
 1. **Explain the impact of ageism:** Explain to hiring managers the negative impact of ageism and how it can affect the organization's ability to attract and retain qualified candidates from diverse age groups. Provide examples of age discrimination and how it can harm both individuals and the organization as a whole.
 2. **Review legal requirements:** Review legal requirements related to age discrimination in the hiring process, including the Age Discrimination in Employment Act (ADEA), which prohibits employment discrimination against individuals who are 40 years of age or older.

3. Discuss inclusive hiring practices: Discuss best practices for inclusive hiring, such as focusing on essential job functions rather than age-specific qualifications, avoiding age-specific language in job postings and interviews, and using inclusive language.
4. Address unconscious bias: Address the unconscious biases that may lead to age discrimination in the hiring process. Encourage hiring managers to reflect on their own biases and provide strategies for identifying and addressing them.
5. Provide resources: Provide resources for further learning, such as articles, videos, or training modules, to help reinforce the training and encourage ongoing learning and development.

Sources:

- U.S. Equal Employment Opportunity Commission. (n.d.). Age Discrimination. Retrieved from <https://www.eeoc.gov/age-discrimination>
- AARP. (n.d.). Hiring Bias: What Employers Need to Know. Retrieved from <https://www.aarp.org/work/job-search/info-2019/hiring-bias-what-employers-need-to-know.html>
- Society for Human Resource Management. (2020). Preventing Age Discrimination in the Workplace. Retrieved from <https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/preventing-age-discrimination-in-the-workplace.aspx>

Resources:

- AARP Employer Pledge Program (<https://www.aarp.org/about-aarp/diversity-inclusion/info-2018/employer-pledge-program.html>)
- Society for Human Resource Management (SHRM) Age Diversity in the Workplace (<https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/agediversity.aspx>)
- U.S. Equal Employment Opportunity Commission (<https://www.eeoc.gov/age-discrimination>)

Gender

Understanding Gender Diversity

- **Definition and Scope**
 1. Define gender diversity including terms like non-binary, transgender, genderqueer, and more.
 2. Highlight the spectrum of gender identities beyond just male and female.
- **Relevance in Nonprofits**
 1. Explain how gender diversity enhances organizational culture.
 2. Discuss the benefits of diverse perspectives in achieving the nonprofit's goals.

Creating Gender-Inclusive Policies

- **Policy Review and Updates**
 1. Conduct a thorough review of all existing policies.
 2. Identify and amend policies that are not gender-inclusive.
- **Gender-Neutral Language**
 1. Train staff on the importance of gender-neutral language.
 2. Revise all organizational materials to ensure gender-neutral terminology.

Supporting Gender Diversity in the Workplace

- **Inclusive Facilities**
 1. Assess current facilities for gender inclusivity.
 2. Make necessary modifications to restrooms and other facilities.
- **Gender Transition Support**
 1. Develop a clear policy to support employees during gender transition.
 2. Provide resources and support systems for transitioning employees.

Training and Education

- **Awareness Programs**
 1. Develop and implement gender diversity training programs.
 2. Ensure all employees participate in these training sessions.
- **Unconscious Bias Training**
 1. Introduce training modules focused on identifying and addressing gender-related biases.
 2. Encourage open discussions and reflections post-training.

Encouraging Participation and Allyship

- **Fostering Allies**
 1. Create programs to educate and encourage employees to become allies.
 2. Recognize and reward allyship in the workplace.
- **Resource Groups**
 1. Support the formation of employee resource groups focused on gender diversity.
 2. Provide resources and organizational support for these groups.

Event Planning

Date and Time

- Avoid scheduling events during major religious holidays and festivals, and be mindful of the cultural events in the larger global community as well (check this calendar).

Budget

- Include a budget line item for event space accessibility and accommodations.
- Consider designating funds for childcare during events.

Location

- Make sure all event spaces have an accessible room layout, including wheelchair-accessible seating arrangements so that wheelchair users can sit with friends and participate in event activities. Routes throughout the venue should be accessible (clear, wide, no steps).
- Choose venues that allow service animals and/or communicate whether they are allowed on promotion and registration materials. Adequate space for service animals and/or wheelchair maneuverability is approximately 3-5 ft. wide aisles/routes.
- Whenever possible, offer multiple types of seats with backs, considering people's variable needs regarding preferences and issues of comfort.
- If restrooms are gendered, re-assign at least one bathroom to be gender-neutral.
- Make sure there is always appropriate lighting in the event space(s) for better maneuvering and higher visibility for all. Avoid flashing or strobe lighting to be more suitable for folks with epilepsy or photosensitivity.
- Take care to be considerate of people who have difficulty with movement when making emergency evacuation plans.

Audience and Promotion

- Add a standing webform page on your website for event participants to submit accommodation requests and add that link to all event promotion and registration materials.
- Add time in your planning process to receive accommodation requests and make necessary adjustments prior to the event.
- Provide details about the nearest accessible public transportation options, and let attendees know which entrances are best for wheelchair access.
- Have free access to water and snacks and provide an inclusive set of dietary foods.
- Have name tags or place cards for attendees that include pronouns and their comfort level with a personal touch and interacting with others for conference-style events.
- Consider having a wellness kit on hand that includes feminine hygiene products, facial tissues, masks, OTC headache & allergy medications, band-aids, and a travel sewing kit.
- Photograph and video-record the event to have an alternative way to share the content post-event along with transcripts when possible.
- However, not everyone will be comfortable being in photographs or videos. Designate a specified part of the room that will not be recorded/photographed for anyone who does not wish to be in images or video recorded.

Program

- Send program agenda and event details in advance. Be clear about the physical accessibility of the event location.
- Provide an array of formats for all materials – in advance, during, and after events.
- Be intentional in diversifying the set of speakers, vendors, and partners you choose to work with for the event and include them in all promotional materials.
- Incorporate photos of all speakers in promotional materials so participants can see how they are being represented throughout your event and feel more welcome.
- Invite staff, presenters, volunteers, and participants to share pronouns on name tags and verbally when making new introductions to signal that it is a safe space to self-identify. Why do pronouns matter?

- Incorporate regular pre-determined breaks in the program, listed in the agenda with designated non-workspaces.
- Provide participants who will be attending multi-day events with lists of welcoming, ADA/ACA accessible, LGBTQ-friendly spaces, vegetarian restaurants, gluten-free options, etc., whenever possible.
- When contracting speakers, facilitators, and vendors, ensure those partnerships are diverse and reflect the many backgrounds and experiences of your audience.
- Take care to mention the potential of loud noises and strong smells in the program, and have designated areas for participants to opt out of these experiences.

Presentation Considerations

- Have all presenters give clear introductions, ideally at the start and end of their presentation including their pronouns. Include their pronouns anywhere they are mentioned in the programs and promotional materials.
- Be mindful that when speaking in front of and about a population of people, especially when presenting research, people who are part of that population may be in attendance. Be mindful of the ways that your own identities may influence and affect your audience, especially if you are not a member of the group that is being represented.
- Include closed captions on all video content or transcripts where not possible
- Describe images, photographs, and other visual “moments” out loud, in a paced way, using accessible language.
- Lack of eye contact and/or the inability to see your lips may make your presentation inaccessible to some. Make attempts to look up throughout your presentation.
- Repeat audience questions. This can provide better access, including for deaf and hard of hearing folks, and individuals with different learning approaches.
- Be careful not to add too much on-the-spot content outside of what is included in the text of the presentation. This is to ensure that you provide the same information to all participants, and participants who are experiencing the event mainly through visuals will not miss anything. Also, take care not to speak over your slides and allow participants the opportunity to read them before you move on or add context.

- Materials with text, including PowerPoint slides, should be in large-printed format with:
 - 18 points in Arial or another sans serif font
 - Use high-contrast colors
 - Don't over-pack your slides with text or images

Post Event

- Make all materials, recordings, and additional resources available online afterwards.
- Conduct a post-event participant survey and include specific questions about the inclusivity and accessibility of your event.

Missteps in DEI Initiatives

Identifying and Addressing Common Missteps

- **Stereotyping and Assumptions**
 1. Identify common stereotypes and assumptions in the workplace.
 2. Develop strategies to challenge and overcome these stereotypes.
- **Inadequate Policy Frameworks**
 1. Regularly review and update DEI policies.
 2. Ensure policies are comprehensive and inclusive.

Training and Awareness Shortfalls

- **Ineffective Training Programs**
 1. Evaluate current DEI training programs for effectiveness.
 2. Revise training programs to address identified shortcomings.
- **Lack of Ongoing Education**
 1. Establish a system for continuous DEI education.
 2. Regularly update training materials to reflect current DEI best practices.

Communication and Engagement Issues

- **Top-Down Communication**
 1. Promote inclusive and bottom-up communication strategies.

2. Encourage feedback and ideas from all levels of the organization.
- **Employee Disengagement**
 1. Implement initiatives to actively engage employees in DEI.
 2. Regularly seek employee feedback on DEI efforts.

Monitoring and Feedback Challenges

- **Lack of Regular Assessments**
 1. Set up a schedule for regular DEI initiative assessments.
 2. Use assessments to guide and improve DEI efforts.
- **Inadequate Feedback Mechanisms**
 1. Establish effective channels for employees to voice DEI concerns.
 2. Ensure anonymity and protection for employees providing feedback.

Overcoming Missteps

- **Case Studies**
 1. Research and present case studies on overcoming DEI missteps.
 2. Use these case studies as learning tools for staff.
- **Best Practices**
 1. Compile a list of best practices in DEI from reputable sources.
 2. Regularly update and distribute these best practices within the organization.

Sources

1. Kalev, Alexandra, et al. "Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies." *American Sociological Review*, vol. 71, no. 4, 2006, pp. 589-617.
2. Dobbin, Frank, and Alexandra Kalev. "Why Diversity Programs Fail." *Harvard Business Review*, 2016.
3. Shore, Lynn M., et al. "Inclusion and Diversity in Work Groups: A Review and Model for Future Research." *Journal of Management*, vol. 37, no. 4, 2011, pp. 1262-1289.

Resources for Further Exploration

1. **Book:** "Blindspot: Hidden Biases of Good People" by Mahzarin R. Banaji and Anthony G. Greenwald.

2. **Podcast:** “The Diversity Gap” - Explores challenges and solutions for creating more inclusive workplaces.
3. **Report:** McKinsey & Company. “Diversity Wins: How Inclusion Matters.” McKinsey & Company, 2020.

Addressing Personal Missteps in DEI

Steps to Take Following a Personal DEI Misstep

1. **Acknowledgement and Apology**

- Recognize the misstep immediately and offer a sincere apology. Acknowledge the specific actions or words that were inappropriate or harmful.
- Example: "I realize that my comments about [specific situation] were insensitive and could be hurtful. I sincerely apologize for this mistake."

2. **Seek Understanding and Educate Yourself**

- Take time to understand why the action or comment was a misstep. Seek out resources or ask for guidance to better understand the issue.
- Example: "I am taking steps to educate myself on this topic by reading [specific books, articles, etc.] and talking to knowledgeable individuals."

3. **Listen to Affected Parties**

- Give space and listen to those who were affected by the misstep. Understand their perspective and the impact of your actions.
- Example: "I would like to hear your thoughts and feelings on this matter, as I believe it's important for me to understand the impact of my words/actions."

4. **Make Amends and Take Corrective Action**

- Determine how you can make amends or correct the misstep. This might include restorative actions, such as public correction, retraction, or additional apologies to impacted individuals or groups.
- Example: "I will retract my statement in our next team meeting and share my learning process to help others understand why it was inappropriate."

5. **Reflect and Grow**

- Reflect on the situation and what you've learned to avoid similar missteps in the future. Use this as an opportunity for personal growth.
- Example: "This experience has taught me to be more mindful of [specific issue] and I will apply this understanding in my future interactions."

6. Seek Feedback and Monitor Your Progress

- Regularly seek feedback from peers or mentors to monitor your progress in understanding and applying DEI principles.
- Example: "I plan to check in with [mentor or peer] periodically to ensure I am continuing to grow and understand DEI more deeply."

7. Support DEI Initiatives

- Actively support and participate in DEI initiatives within your organization. Use your experience to advocate for and contribute to these efforts.
- Example: "I will be participating in upcoming DEI training sessions and workshops to further my understanding and to support our organization's efforts in this area."

Sources

1. Sue, Derald Wing. "Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation." Wiley, 2010.
2. Okoro, Ephraim. "Communicating in a Multicultural Society and World." Business Expert Press, 2012.
3. Hollins, Patricia. "Communicating with Strangers: An Approach to Intercultural Communication." McGraw-Hill, 2000.

Resources for Further Exploration

1. **Book:** "So You Want to Talk About Race" by Ijeoma Oluo. A guide to navigating conversations about race, racism, and the steps to equality.
2. **Online Course:** LinkedIn Learning's "Confronting Bias: Thriving Across Our Differences" by Verna Myers and Arianna Huffington. Offers insights and tools to address unconscious biases and build inclusive workplaces.
3. **Podcast:** "The Diversity Gap" hosted by Bethaney Wilkinson. This podcast explores the gaps in our understanding of and practices surrounding diversity, equity, and inclusion.

Resource Library

With the support of Move United's Diversity, Equity, and Inclusion (DEI) initiatives, a variety of resources are available to the community. These resources include articles, books, movies, and podcasts that have been carefully selected for their relevance and accessibility. If you have a resource that you believe would be beneficial to the DEI community, please feel free to submit it

for consideration. Submissions will be reviewed by the Move United DEI Task Force on a regular basis.

Disability

- Use "disability first" language: This means putting the word "disability" before the person or identity. For example, "a person with a disability" instead of "a disabled person." This is preferred by many in the disability community because it recognizes disability as an important aspect of a person's identity.
- Use person-first language when requested: Some individuals in the disability community prefer "person first" language, such as "a person with autism" instead of "an autistic person." This is because they feel that their disability does not define them as a person.
- Avoid using ableist language: Ableist language is a language that reinforces negative stereotypes about disability. This includes words like "crazy," "lame," and "retarded." Instead, use neutral or positive language.
- Avoid pity or inspiration: Many people with disabilities do not want to be pitied or viewed as inspirational simply for living with a disability. Treat them with the same respect and dignity as you would anyone else.

Here are some resources for learning more about disability language best practices:

- The National Center on Disability and Journalism: Provides style guides and resources for journalists covering disability-related issues.
- The Disability Language Style Guide: A comprehensive guide to disability language written by a disability journalist.
- The Autistic Self Advocacy Network: Offers resources and information on disability language, including a guide to person-first language.

When in doubt, it's always best to ask individuals with disabilities how they prefer to be referred to and described. Everyone is different and may have different preferences.

Organizations:

- The National Council on Independent Living (NCIL): <https://ncil.org/>
- Disability Rights Education and Defense Fund (DREDF): <https://dredf.org/>
- National Disability Rights Network (NDRN): <https://www.ndrn.org/>
- American Association of People with Disabilities (AAPD): <https://www.aapd.com/>
- National Alliance on Mental Illness (NAMI): <https://www.nami.org/>

Movies:

- Crip Camp: A Disability Revolution: <https://www.netflix.com/title/81001496>
- The Fundamentals of Caring: <https://www.netflix.com/title/80097375>

- The Intouchables: <https://www.netflix.com/title/70230661>
- The Peanut Butter Falcon: <https://www.amazon.com/Peanut-Butter-Falcon-Zack-Gottsagen/dp/B07YNPD6SB>
- My Left Foot: <https://www.amazon.com/My-Left-Foot-Daniel-Day-Lewis/dp/B00F4RFKMI>

Hashtag movements:

- #NothingAboutUsWithoutUs: Advocating for the inclusion of people with disabilities in all conversations about disability.
- #DisabledAndCute: Celebrating the beauty and diversity of people with disabilities.
- #CripTheVote: Advocating for the political power of people with disabilities.
- #ActuallyAutistic: Promoting awareness and acceptance of people with autism.
- #DisabilityPride: Celebrating disability as a natural and beautiful part of human diversity.

Books:

- Disability Visibility: First-Person Stories from the Twenty-First Century edited by Alice Wong
- The Body Is Not an Apology: The Power of Radical Self-Love by Sonya Renee Taylor
- Being Heumann: An Unrepentant Memoir of a Disability Rights Activist by Judith Heumann
- Care Work: Dreaming Disability Justice by Leah Lakshmi Piepzna-Samarasinha
- Sins Invalid: A Memoir by Patty Berne and Leroy Moore.

LGBTQ

Definitions:

- **Acceptance** | The action or process of being received as adequate or suitable, typically to be admitted into a group. "you must wait for acceptance into the club"
- **Ally** | A person who is not LGBTQ but shows support for LGBTQ people and promotes equality in a variety of ways.
- **Androgynous** | Identifying and/or presenting as neither distinguishably masculine nor feminine.
- **Asexual** | The lack of a sexual attraction or desire for other people.
- **Bias** | Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
- **Biological sex** | A medical term used to refer to the chromosomal, hormonal, and anatomical characteristics that are used to classify an individual as female, male, or intersex. Often simply referred to as "sex," "physical sex," "anatomical sex," or specifically "sex assigned at birth."
- **Biphobia** | Prejudice, fear, or hatred directed toward bisexual people.
- **Bisexual** | A person emotionally, romantically, or sexually attracted to more than one sex, gender, or gender identity though not necessarily simultaneously, in the same way or to the same degree.

- **Cisgender** | A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.
- **Closeted** | Describes an LGBTQ person who has not disclosed their sexual orientation or gender identity.
- **Coming out** | The process in which a person first acknowledges, accepts, and appreciates their sexual orientation or gender identity and begins to share that with others.
- **Diversity** | Psychological, physical, and social differences that occur among any and all individuals, such as race, ethnicity, nationality, religion, economic class, age, gender, sexual orientation, mental and physical ability, and learning styles. A diverse group, community, or organization, is one in which a variety of social and cultural characteristics exist.
- **DSG | Diverse Sexualities and Genders.**
- **Equity** | Fairness and justice, especially pertaining to rights and protection under the law.
- **Equality** | The state of being equal, especially in status, rights, and opportunities. "an organization aiming to promote racial equality"
- **GSM | Gender and Sexual Minorities.**
- **Gay** | A person who is emotionally, romantically, or sexually attracted to members of the same gender.
- **Gender expression** | The external display of one's gender, through a combination of clothing, grooming, demeanor, social behavior, and other factors, generally made sense of on the scales of masculinity and femininity. It is also referred to as "gender presentation."
- **Gender dysphoria** | Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify. According to the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), the term - which replaces Gender Identity Disorder - "is intended to better characterize the experiences of affected children, adolescents, and adults."
- **Gender-expansive** | Conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system.
- **Gender expression | 1** External appearance of one's gender identity, usually expressed through behavior, clothing, haircut, or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine. **2** How a person publicly presents or expresses their gender. This can include behavior and outward appearance, such as dress, hair, make-up, body language, and voice. A person's chosen name and pronoun are also common ways people express their gender. Others perceive a person's gender through these attributes. All people, regardless of their gender identity, have a gender expression and they may express it in any number of ways. For trans people, their chosen name, preferred pronoun, and apparel are common ways they express their gender. People who are trans may also take medically supportive steps to align their body with their gender identity.

- **Gender-fluid** | According to the Oxford English Dictionary, a person who does not identify with a single fixed gender; of or relating to a person having or expressing a fluid or unfixed gender identity.
- **Gender identity** | **1** One’s innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. **2** One’s gender identity can be the same or different from the sex assigned to them at birth. **3** Each person’s internal and individual experience of gender. It is a person’s sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex. For most people, their sex and gender identity align. For some, they do not. A person may be born male but identifies as a woman, or born female but identifies as a man. Other people may identify outside the categories of woman/man or may see their gender identity as fluid and moving between different genders at different times in their life.
- **Gender non-conforming** | A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.
- **Genderqueer** | Genderqueer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female, or as falling completely outside these categories.
- **Gender transition** | The process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns, and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions.
- **Harassment** | Unwelcome, intimidating, or hostile behavior.
- **Heteronormativity** | The assumption, in individuals and/or in institutions, that everyone is heterosexual and that heterosexuality is superior to all other sexualities. This leads to invisibility and stigmatizing of other sexualities: when learning a woman is married, asking her what her husband’s name is. Heteronormativity also leads us to assume that only masculine men or feminine women are straight.
- **Homophobia** | The fear and hatred of or discomfort with people who are attracted to members of the same sex.
- **Homosexual** | A person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. This [medical] term is considered stigmatizing due to its history as a category of mental illness, and is discouraged for common use (use gay or lesbian instead).
- **Intersex** | An umbrella term used to describe a wide range of natural bodily variations. In some cases, these traits are visible at birth, and in others, they are not apparent until puberty. Some chromosomal variations of this type may not be physically apparent at all.
- **Lesbian** | A woman who is emotionally, romantically, or sexually attracted to other women.
- **LGBTQ** | An acronym for “lesbian, gay, bisexual, transgender, and queer.”

- **Living openly** | A state in which LGBTQ people are comfortably out about their sexual orientation or gender identity – where and when it feels appropriate to them.
- **Non-binary** | An adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do.
- **Micro-aggressions** | Have been defined as brief and common daily verbal, behavioral, and environmental communications, whether intentional or unintentional, that transmit hostile, derogatory, or negative messages to a target person because they belong to a stigmatized group.
- **Outing** | Exposing someone’s lesbian, gay, bisexual, or transgender identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety, or religious or family situations.
- **Pansexual** | Describes someone who has the potential for emotional, romantic, or sexual attraction to people of any gender, though not necessarily simultaneously, in the same way or to the same degree.
- **Passing** | Transgender people being accepted as, or able to “pass for,” a member of their self-identified gender identity (regardless of sex assigned at birth) without being identified as transgender. An LGB/queen individual who is believed to be or perceived as straight.
- **Queer** | A term people often use to express fluid identities and orientations. Often used interchangeably with "LGBTQ." An umbrella term to describe someone who isn’t straight and/or cisgender.
- **Questioning** | A term used to describe people who are in the process of exploring their sexual orientation or gender identity.
- **QUILT BAG** | Queer [or Questioning] Undecided Intersex Lesbian Trans Bisexual Asexual [or allied] and Gay [or Genderqueer].
- **Romantic attraction** | A capacity that evokes the want to engage in romantically intimate behavior (e.g., dating, relationships, marriage), experienced in varying degrees (from little-to-none, to intense). Often conflated with sexual attraction, emotional attraction, and/or spiritual attraction.
- **Sexual attraction** | A capacity that evokes the want to engage in sexually intimate behavior (e.g., kissing, touching, intercourse), experienced in varying degrees (from little-to-none to intense). Often conflated with romantic attraction, emotional attraction, and/or spiritual attraction.
- **Same-gender loving** | A term some prefer to use instead of lesbian, gay, or bisexual to express attraction to and love of people of the same gender.
- **Sex assigned at birth** | The sex (male or female) given to a child at birth, most often based on the child's external anatomy. This is also referred to as "assigned sex at birth."
- **Sexual orientation** | An inherent or immutable enduring emotional, romantic, or sexual attraction to other people.
- **Straight** | A person who is primarily emotionally, physically, and/or sexually attracted to some people who are not their same sex/gender. A more colloquial term for the word heterosexual.

- **Transgender** | An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.
- **Transphobia** | The fear and hatred of, or discomfort with, transgender people.
- **Difference between sexual orientation and gender identity:** A person's gender identity is fundamentally different from and not related to their sexual orientation. A person identifying as trans does not predict or reveal anything about their sexual orientation. A trans person may identify as gay, lesbian, queer, straight, or bisexual – their sexual orientation varies just as much as people who do not identify as trans.

Pronoun and Gender Resources

- How to React When Someone Comes Out

https://www.instagram.com/p/CB_8TjfhBXv/

Reminder: trans and queer people often have to "come out" every day.

- A Little Intro to Non-Binary (Revised)

<https://www.instagram.com/p/CCquZIGB0np/>

- How to do better at getting pronouns right

<https://www.instagram.com/p/CCnv1tYnX0Z/>

Race

Definitions:

- **Acceptance** - the action or process of being received as adequate or suitable, typically to be admitted into a group. "you must wait for acceptance into the club"
- **Bias** - prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
- **Discrimination** - Unfavorable or unfair treatment towards an individual or group based on their race, sex, color, religion, national origin, age, physical/mental abilities, or sexual orientation.
- **Diversity** - Psychological, physical, and social differences that occur among any and all individuals, such as race, ethnicity, nationality, religion, economic class, age, gender, sexual orientation, mental and physical ability, and learning styles. A diverse group, community, or organization, is one in which a variety of social and cultural characteristics exist.
- **Equity** - Fairness and justice, especially pertaining to rights and protection under the law.
- **Equality** - the state of being equal, especially in status, rights, and opportunities. "an organization aiming to promote racial equality"
- **Glass Ceiling** - Term used to describe the "unseen" barrier that prevents women and people of color from being hired or promoted beyond a certain level of responsibility, prestige, or seniority in the workplace.
- **Harassment** - Unwelcome, intimidating, or hostile behavior.
- **Micro-aggressions** - have been defined as brief and common daily verbal, behavioral, and environmental communications, whether intentional or unintentional, which transmit

hostile, derogatory, or negative messages to a target person because they belong to a stigmatized group.

- **Multiculturalism** - Theory and practice that promotes the peaceful coexistence of multiple races, ethnicities, and cultures in each society, celebrating and sustaining language diversity, religious diversity, and social equity.
- **Oppression** - Severe exercise of power and subjugation that works to privilege one group and disadvantage another.
- **Race** - A grouping of human beings based on a shared geographic dispersion, common history, nationality, ethnicity, or genealogical lineage. Race is also defined as a grouping of human beings determined by distinct physical characteristics that are genetically transmitted.
- **Racism** - Racism can be understood as individual and institutional practices and policies based on the belief that a particular race is superior to others. This often results in depriving certain individuals and groups of certain civil liberties, rights, and resources, hindering opportunities for social, educational, and political advancement.
- **Reverse Discrimination** - A term used by opponents of affirmative action who believe that these policies are causing members of traditionally dominant groups to be discriminated against.
- **Tolerance** - Recognition and respect of values, beliefs, and behaviors that differ from one's own.

Links

- Dismantle Collective Resources - <https://www.dismantlecollective.org/resources/>
- Anti-Racism Resources for Parents and Kids - <https://www.healthline.com/health/parenting/anti-racism-resources-for-parents-and-kids>
- Teaching Anti-Racism: Resources for Educators - <https://www.thoughtco.com/teaching-anti-racism-4149582>
- Anti-Racist Ally Resources for White People - <https://www.wellandgood.com/good-advice/anti-racist-ally-resources/>
- 10 Novels by Black Authors That Everyone Should Read - <https://www.wellandgood.com/good-advice/novels-by-black-authors/>
- The Benefits of Healthy Anger and How to Use It for Anti-Racism - <https://www.wellandgood.com/good-advice/anger-is-healthy/>
- Anti-Racism Resources for Educators, Parents and Kids - <https://www.goodgoodgood.co/anti-racism-resources>
- Teaching and Learning About Race and Racism - <https://naeyc.org/resources/pubs/yc/may2018/teaching-learning-race-and-racism>
- 11 Facts About Racial Discrimination - <https://www.dosomething.org/us/facts/11-facts-about-racial-discrimination>
- Corporate America Has Failed Black America - <https://www.nytimes.com/2020/06/06/business/corporate-america-has-failed-black-america.html>

- A Letter to Roy: He's the Black Guy in My Pictures - <https://scotloyd.blog/2020/06/11/a-letter-to-roy-hes-the-black-guy-in-my-pictures/>
- Racism, Anti-Racism and Sport - <https://www.tandfonline.com/doi/abs/10.1080/11745398.2020.1769487?journalCode=ra-nz20>
- A Kids Book About Racism - <https://akidsbookabout.com/products/a-kids-book-about-racism>
- Why I Stand: For Black Lives Matter, and To Stand Against White Supremacy - <https://www.nydailynews.com/news/national/king-stand-star-spangled-banner-article-1.2770075>
- Books That Teach White Children and Teens How to Undo Racism and White Supremacy - <https://www.charisbooksandmore.com/books-teach-white-children-and-teens-how-undo-racism-and-white-supremacy>
- Where to Find Diverse Children's Books - <https://www.embracerace.org/resources/where-to-find-diverse-childrens-books>
- Anti-Racism Learning: Training and Education - <https://www.enrichchi.org/antiracism-learning>
- Addressing Racial Equity in Your Organization - https://thenationalcouncil-org.zoom.us/webinar/register/rec/WN_2D81hjFLQeGzJAv9mgu5lQ?meetingId=2uFNAZ3x9D1JXYn_q3_5Bbx9D4q-aaa80yEYqaVbn0ytd--mHEcex3GJmfR54ttp&playId=75N_d-irrGk3SNKXtgSDV_AtW43pevms2iAa_fMEnku8AndSNGWvb-MXYeQE6u-eyPRGvlqB69NOAbN9&action=play&_x_zm_rtaid=ZSC

Movies

- <https://www.netflix.com/title/80091741>
A Netflix original documentary: 13th directed by Ava DuVernay (Director of Selma)
- <https://www.amazon.com/Eyes-Prize-PBS-Mini-Boxed/dp/6303674992> - Eyes on the Prize miniseries
- <https://www.imdb.com/title/tt11734316/> - Black Wallstreet
- <https://www.history.com/topics/civil-rights-movement/black-panthers> - black panther movement
- Just Mercy: [IMDb link for Just Mercy \(2019\)](#).
- When They See Us: [IMDb link for When They See Us \(TV Mini Series 2019\)](#).
- The Color of Fear: [IMDb link for The Color of Fear \(1994\)](#).
- I'm Not Racist Am I?: [IMDb link for I'm Not Racist... Am I? \(2014\)](#).
- BOSS: The Black Experience in Business: [IMDb link for Boss: The Black Experience in Business \(2019\)](#).
- Slavery by Another Name: [IMDb link for Slavery by Another Name \(TV Movie 2012\)](#).
- Reconstruction: [IMDb link for Reco](#)
- [White Lies We Tell Our Children](#), Colin Stokes
- [The Enduring Myth of Black Criminality](#), Ta-Nehisi Coates via The Atlantic
- [How to Have a Voice and Lean Into Conversations on Race](#), Amanda Kemp

- [The Future of Race in America \(on The New Jim Crow: Mass Incarceration in the Age of Colorblindness\)](#), Michelle Alexander
- [A Conversation with Black Women on Race](#), New York Times Op-Docs Series
- [A Conversation with White People about Race](#), New York Times Op-Docs Series
- [How Race Settled the Suburbs](#), Upworthy (Adam Ruins Everything)
- [Equity vs Equality](#), Cameades

Hash Tag Movements:

#DoBetter

- **Books:**
- [All Are Welcome by Alexandra Penfold](#)
- [Hair Love by Matthew A. Cherry](#)
- [Dream Big, Little One by Vashti Harrison](#)
- [I Love My Hair! by Natasha Anastasia Tarpley](#)
- [Can I Eat That? by Joshua David Stein](#)
- [Last Stop on Market Street by Matt de la Peña](#)
- [I Am Enough by Grace Byers](#)
- [The Big Umbrella by Amy June Bates](#)
- [How to Be an Antiracist by Ibram X. Kendi](#)
- [Stamped from the Beginning: The Definitive History of Racist Ideas in America by Ibram X. Kendi](#)
- [A Kid's Book About Racism by Jelani Memory](#)
- [Courageous Conversations About Race by Glenn Singleton](#)
- "Race Amity: A Primer on America's Other Tradition" by the National Center for Race Amity.
- [White Privilege: Essential Readings on the Other Side of Racism by Paula Rothenberg](#)
- [Woke Church by Eric Mason](#)
- [White Fragility by Robin DiAngelo](#)
- "Privilege: Power and Difference" by Allan Johnson - [Publisher Link](#)
- "Privilege: A Reader" by Michael Kimmel & Abby Ferber - [Publisher Link](#)
- "Raising Race Questions" by Ali Michael - [Author's Website](#)
- "The New Jim Crow: Mass Incarceration in the Age of Colorblindness" by Michelle Alexander - [Publisher Link](#)
- "Just Mercy" by Bryan Stevenson - [Bookshop Link](#)
- "America's Original Sin" by Jim Wallis - [Author's Website](#)
- "Slavery by Another Name" by Douglas Blackmon - [Publisher Link](#)
- "When Affirmative Action Was White" by Ira Katznelson - [Publisher Link](#)
- "So You Want to Talk About Race" by Ijeoma Oluo - [Publisher Link](#)

- "The Color of Law" by Richard Rothstein - [Publisher Link](#)
- "White Awake: An Honest Look at What It Means to Be White" by Daniel Hill - [Christianbook Link](#)
- "Empire of Cotton: A Global History" by Sven Beckert - [Publisher Link](#)
- "Slavery's Capitalism: A New History of American Economic Development" by Sven Beckert and Seth Rockman - [Publisher Link](#)
- "The Business of Slavery and the Rise of American Capitalism, 1815–1860" by Calvin Schermerhorn - [Publisher Link](#)