UAEM NORTH AMERICA
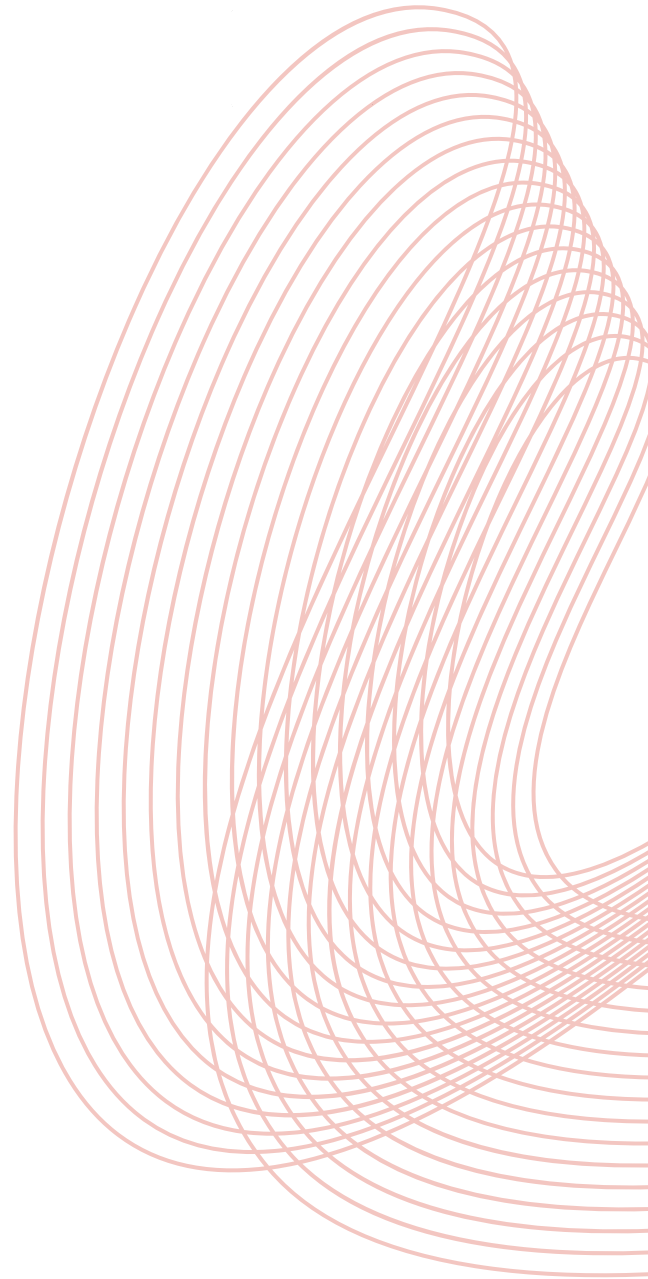
DIVERSITY, EQUITY & INCLUSION (DEI) TOOLKIT AND LEARNING GUIDE

Provided by Kirby Page in partnership with Universities Allied for Essential Medicine (UAEM) North America

Designed and formatted by Sumin Lee

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WHY DIVERSITY, EQUITY & INCLUSION?

LETTER FROM THE CONSULTANT
DEAR READER,

Thank you for engaging with this Diversity, Equity, and Inclusion (DEI) framework, I do hope it provides some benefit to your practice.

The Coordinating Committee and Executive Director sought to bolster UAEM's Diversity, Equity, and Inclusion frameworks and systems to ensure student organizers were being supported and invested in through equitable and inclusive practice. That is where I came in, with a background in underrepresented minority recruiting in higher education and currently as an equity, diversity & inclusion practitioner with a global health and social justice-focused organization - I was happy to advise on essential practices that might be beneficial in this space.

The answer to why diversity, equity, and inclusion is that it is already tied into the function and organizing principles of UAEM and further education and practice can lead to a stronger network in the fight for access to essential medicines. The purpose then of this body of work is to provide guidance toward actionable DEI steps that will further UAEM's commitment and culture for a more inclusive outcome. My approach is centered on UAEM's ongoing practice of centering equity with a focus on mutual learning.

There is no finish line with DEI work and practice, but I hope that is viewed as a positive. It's demonstrative of our endless capacity to be open and active community members able to make shifts and changes to ensure all folks feel safe and supported within our spaces. This toolkit and guide are to serve as a jumping-off point for continuous change and evolution, providing limitless space for celebrated wins and points of growth in this work.

Ultimately, I am not the single source on Diversity, Equity, and Inclusion and will provide additional readings and outlets for folks interested in deepening their understanding in this area. I am available to answer any questions regarding this toolkit and guide via email at kirbypagetx@gmail.com.

Thank you for the opportunity to engage with you all and your noble mission. Here's to iteration for inclusiveness and equity.

SINCERELY,
KIRBY PAGE

LANGUAGE TOOLS

Language matters, as is likely evident by your efforts in campaign building and advocacy on behalf of UAEM. In the case of DEI, language is among our first tools to engage people and underscore our commitments to inclusive and equitable processes. This section will provide helpful context and resources for accessible language.

COMMUNICATIONS GUIDE

A common issue in DEI in communication involves a deep desire to enact inclusive, expansive, and genuine pieces of work without a clear roadmap on how to see it through. This can often lead to well-intentioned and poorly executed messaging and communications and that can leave implementers and receivers all feeling frustrated. Below, there are guidelines on how to format and address communications from an inclusive lens.

FORMATTING

- **Standard size 12 font or larger**
  - Having a standard font start at size 12 ensures accessibility for those who are visually impaired.
- **Contrast**
  - Contrast is the difference between the foreground and background color. If the contrast is not high enough, then the text becomes inaccessible and difficult to read. The Web Content Accessibility Guidelines recommend a contrast ratio of 7:1.

This Contrast Checker will help you to determine if the contrast is accessible in your formatting.

- **Descriptive hyperlink text**
  - Descriptive hyperlinks are weblinks disguised as descriptive text where clicking on the link will take the user. This is an important accessibility aid for people using screen readers. Instead of using click here to read UAEM's University Report Card Campaign -> use: Explore UAEM's University Report Card Campaign highlighting…
- **Avoid italics, bold, and all caps in large quantities**
  - Screen readers do not pick up on bold and italics in text, meaning if you are using the bold and italic for added emphasis, it may be missed. Furthermore, italics, bold, and all caps in large quantities have been proven to be an accessibility challenge for people with Dyslexia.

VISUALS

- **Alt-Text**
  - Visuals are helpful guiding points and cues within documents for readers a focal point of social media content. Providing alt-text allows for access to all readers. Alt-text will be picked up by screen readers, which are accessibility aids for the visually impaired. In a document, such as this one (https://support.google.com/docs/answer/6199477?hl=en), alt text can be added to any pictures and help any visually impaired users understand the full context of the document. On social media, apps like Instagram and Twitter have alt-text features for images, however, some folks prefer to include them within the caption section.

For alt text, you don't have to use descriptors like photo/picture of. Just describe the perceivable features of the image and avoid making assumptions about race, gender, or disability for individuals you don't personally know.

- **Avoid using color alone to convey meaning**
  - Color is often used to convey meaning (ie: red for error and green for accepted). While these are helpful visual tools, it is also helpful to add text or additional images to convey meaning rather than color alone, which may not be perceptible to all readers.

LANGUAGE

- **Person-Forward**
  - As a standard, it is recommended to use person-forward or person-centered language when referring to people with disabilities. An example would be just that: people with disabilities rather than saying a disabled person. However, personal preferences within the disability community do vary. As with all accessible and inclusive language, it is helpful to be open and receptive to feedback along the way.
- **Pronouns**
  - In email copy, event invitations, and more, it can be helpful to include pronouns. Pronouns should always be added voluntarily and with the permission of those they are attributed to.
- **Limit abbreviations**
  - Abbreviations and/or acronyms make things easier for us, but without appropriate context, they have the ability to isolate readers unfamiliar with their meaning. When using abbreviations, try to stick to one or two central abbreviations that are well explained early on.

Abbreviations that might pop up in documents often, might be the CC, or the coordinating committee. It would be helpful for readers to name those fully at first mention and include the abbreviation beside in parentheses.

SHARED DEI DEFINITIONS

It is important that DEI work across the chapter networks includes a shared language on what we mean when talking about diversity, equity, and inclusion topics. The provided shared definitions below are intended to be a starting place for UAEM chapter members to develop a common understanding of the goals and purpose put forth in DEI implementation.

These definitions are not at all exhaustive, and intentionally malleable. A great exercise among chapters and the coordinating committee could be working to add to these definitions together to understand the motivations and desires of various members in DEI work and planning.

Diversity
An output of equitable and inclusive actions and community. It is a representation of all communities, ensuring power and voice to the marginalized.

Equity
The practice of ensuring access to all, through the acknowledgment of historically limited or barred access to marginalized communities and the dismantling of systemic barriers to their access.

Inclusion
The creation of systems and spaces that foster a climate that is psychologically safe and grounded in a feeling of belonging.

Bias
Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. (Oxford Dictionary)

Psychological Safety
The belief that one can speak up without the risk of punishment or humiliation.

Power
The ability to influence and make decisions that impact others. (Dartmouth)

Privilege
Advantages and benefits that individuals receive because of social groups they are perceived to be a part of. Privilege is often a result of systematic targeting and/or marginalization of another social group. (Dartmouth)

Anti-Racism

Anti-Racism is the practice of actively identifying and opposing racism. The goal of anti-racism is to actively change policies, behaviors, and beliefs that perpetuate racist ideas and actions. (BU)

Sexism

Prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. (Oxford Dictionary)

Ableism

The system of oppression that provides or denies and withholds resources, agency, and superiority/dignity based on one's ability. Ableism benefits able-bodied people at the expense of disabled people (Kingus)

Sources:

Edmondson, Amy C. The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Hoboken, NJ: John Wiley & Sons, 2018.

Kingus, Mia. An Introduction to the Disability Justice Framework | What is disability justice?, Online. Accessed March 15, 2022.

CHANGE EFFECTIVENESS EVALUATION TOOL

The Change Effectiveness Evaluation Tool is a helpful resource in planning any changes within your chapter or within your UAEM region. The tool outlines a change management process in four distinct phases: Define, Plan, Implement and Sustain.

Think of Change Effectiveness as a cycle, if you are in the sustain function and facing challenges, it may be necessary to revisit the definition, planning, and implementation functions in order to calibrate.

DEFINE

☑ **Creation of shared definitions and project purpose**
- Understanding the outline and intention of a change project is a top initial priority. It helps to keep the project within the parameters of achievable goals.
- An example can look like the beginning stages of UAEM's DEI work and commitment. The organizers can define the project purpose as "building tools for DEI implementation at the regional and chapter level" That purpose will be the standard driving force throughout the change project.

☑ **Identify audience**
- Who is the change project targeted at? Are your stakeholders in this instance UAEM North America members? The coordinating committee? The board? By defining an audience, you are able to adjust your plan based on the needs and organizational structure of your audience.

☑ **Communicate the reason for the change**
- Identification and communication of the need for change is a helpful early buy-in point to share with your intended audience to highlight a commitment toward metrics-based change.

☑ **Communicate expected timeline**
- While you are in the definition process, it is important to manage project expectations by providing an initial timeline to all audience members. It can be adjusted over time but adjustments should be communicated as well.

PLAN

☑ **Assess the needs across all levels of members (top to bottom)**
- Develop an assessment to collate feedback from all levels of chapter members, from leadership to general board members.

☑ **Identify change leads**
- The change leads are a key point of leverage for any change campaign. These leads should be well-positioned throughout the organization. They should be a mix of team leads and well-engaged general members.

☑ **Design plans for communications and training**
- Designate training protocols and communications campaigns for change managers, leads, and general members.

IMPLEMENT

☑ **Train and activate change leads**
- The training and activation of your change leaders is the first step in the implementation process. The activation date of the change leads is the activation date of any remaining materials for the project.

☑ **Examine areas of resistance**
- With any change campaign, there are bound to be areas of resistance, which is natural and healthy to the greater mission of change. Identifying and understanding these elements of resistance will aid adjustment overall.

SUSTAIN

☑ **Regular check-ups on implementation**
- Utilize your change leads to gauge the efficacy of the intended change measures, on an ongoing basis.

☑ **Adjust as needed, based on feedback**
- Ensure there is a channel for change leads to receiving feedback and funnel to the change implementers.

SOURCES

- Ewenstein, Boris, et al. "Changing Change Management." *McKinsey & Company*, McKinsey & Company, 22 Feb. 2019, https://www.mckinsey.com/featured-insights/leadership/changing-change-management.
- Miller, Kelsey. "5 Critical Steps in the Change Management Process: HBS Online." *Business Insights Blog*, Harvard Business School, 19 Mar. 2020, https://online.hbs.edu/blog/post/change-management-process.
- Kotter, John. (2014). Accelerate: Building strategic agility for a faster-moving world. Boston, MA: Harvard Business Review Press.
- "Managing Organizational Change." Edited by SHRM, *SHRM*, Society for Human Resource Management, 9 Feb. 2022, https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingorganizationalchange.aspx.

UAEM DEI RECRUITING STRATEGY GUIDE

The relationship between recruiting and diversity, equity, and inclusion is symbiotic in nature. A true commitment to effective leadership in one arena cannot occur without a strong functioning commitment toward the other. Recruiting strategies should always include functional principles of DEI in order to highlight that UAEM is for everyone who believes universities have an opportunity and a responsibility to improve global access to public health and life-saving medicines.

Key elements in the relationship between recruiting and DEI are accessibility and trust.

ACCESSIBILITY

- Accessibility is related to inclusion in ensuring the creation of systems and spaces that foster a climate that is psychologically safe and grounded in a feeling of belonging. This affects the language used on recruiting tools, the physical spaces for meetings, and general flexibility towards members' accommodations, backgrounds, and experiences.
- Committing to accessible spaces allows people to see themselves within the community from what may likely be their first interaction.

TRUST

- Trust is built through all pieces of the engagement life cycle - from recruiting, active membership, promotion, and off-boarding. If there is broken trust, it can ripple throughout the experiences of others - especially through recruiting and word of mouth.

- If harm was done, it is imperative to seek to address and make any reparative steps - afterward, transparency to the point of relevancy and willing disclosure for all parties is a helpful way to maintain trust with all who interact with the organization.

RECRUITING TIPS FOR…

Campus Chapter General Members

- Identify co-conspirators
  - Engaging and collaborating with other student organizations or university offices focused on access, inclusion and equity are key ways of engaging new members who have intersecting values with UAEM's work and mission.
- Ensure accessible language and access
  - Is the recruiting language accessible? Do folks from various backgrounds feel empowered by the mission based on the recruiting materials?


4 Ways to Advance Accessible Language

Use size 12 font or larger

Underscore person-first approach

limit using abbreviations

Use gender inclusive language

- Speak to progress
  - Speaking to UAEM campaign successes including the new licensing at UCLA as a result of the Xtandi campaign, for example, progress in DEI integration and changes in membership (including new partner organizations) are helpful ways to build trust and understanding among prospective members.
  - Being able to speak from experience within UAEM's focus, work around DEI and what it looks like to be a member opens up the conversation to how UAEM is moving forward - eschewing any doubts about culture or climate.

Coordinating Committee (CC)

- Think through leadership development

- Leadership development would be a helpful way to ensure members across the UAEM reach are equitably reviewed for opportunities within the CC. Including stair stepper roles across campus chapters (the new rising leaders group is a great example of this and should be advertised to other members), from notetakers to team leads is a helpful way of identifying committed individuals within the network without relying on the traditional recommendation channels.
- Clarify as much as possible regarding roles, commitment, and tenure
  - Being able to outline as much of the role function as possible, gives people an understanding of what the performance standards are. UAEM North America recently updated the CC role to reflect role changes and responsibilities for example. This allows for individuals who may be experiencing hardships to plan and understand how they might fit into the UAEM CC structure.
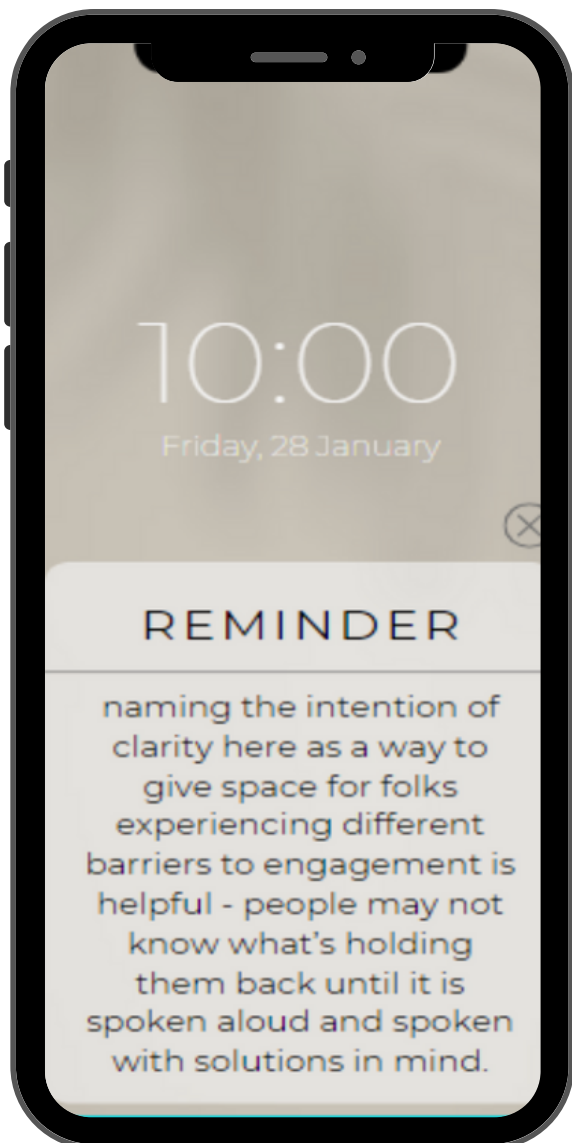
RESOURCES AND TOOLS

- Inclusive Leadership White Paper | Paradigm
- Shared DEI Definitions
- Gender Inclusive language | UN Resource
- Pronouns: A Resource | GLSEN
- Microsoft Accessibility Guides
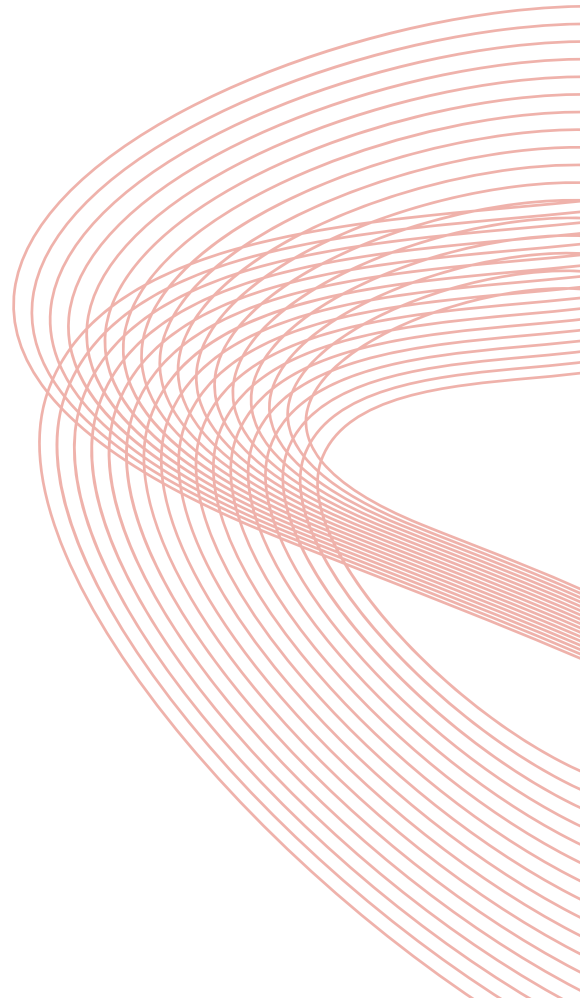
DIVERSITY, EQUITY, AND INCLUSION LEARNING GUIDE

Ultimately, our goal as DEI practitioners is simple. To create a baseline of equity and inclusion and continue to build on it as we learn from our peers. The beauty of UAEM's organizational structure lies in having a rotation of motivated youth organizers, who are already centered around medicine access and equity - which lends perfectly to a practice of internal equity and inclusion.

Ultimately, our goal as DEI practitioners is simple. To create a baseline of equity and inclusion and continue to build on it as we learn from our peers. The beauty of UAEM's organizational structure lies in having a rotation of motivated youth organizers, who are already centered around medicine access and equity - which lends perfectly to a practice of internal equity and inclusion.

CONSENSUS DECISION MAKING

As described by Dean Spade, consensus decision-making allows us to have a say in things that matter to us directly, instead of electing someone who may or may not advocate on our behalf. Consensus decision-making is a radical practice for building a new world not based on domination and coercion. As much as possible UAEM's CC has tried to operate through consensus.

- In consensus, any participant can block a decision, so we take time to actually talk through each member's concerns because we cannot move forward without each other.
- Consensus decision-making does not mean that every decision is made by the whole group. Decisions can still be delegated to teams working on implementing part of the group's larger plan.
- A great way to prevent conflict and gain the efficiency and productivity that task-specific teams can provide is to have a decision-making chart that lets people know which decisions can happen in teams and which are whole group decisions.
- Decision-making works better if, rather than anyone seeing it as "my proposal", we can see it as the group's proposal. That way we are less likely to become rigidly attached to one outcome.

Spade, Dean. "Conesus Decision Making ." Mutual Aid: Building Solidarity during This Crisis (and the next), Verso, London; Brooklyn, NY, 2020, pp. 67–77.

PEER-TO-PEER SUPPORT

Building systems of peer-to-peer support is a helpful tool for the development of members, and retention but also an aid to chapter culture. This can include mentorship programs (ie: UAEM members with 1-2 years of experience being paired with new members as a way to help integrate them into the structure of the group). This kind of programming would plug well into UAEM's focus on mutual learning and creates a deeper feeling of inclusion for members.

GENDER AND SEXUALITY INCLUSION

Social inclusion of gender and sexual diversity exists when all people can openly and visibly identify their sexual orientation and gender identity with complete safety and freedom. Their social status and full social participation are guaranteed whatever their gender identity and sexual orientation.

It is important in programming, interpersonal relationships, leadership, and really all facets of our lives to think beyond the standard binary. A question that is helpful to ask is "If I am thinking about the effect of this problem on one population (ex: maternal health for cis-women) what then is the effect and impact on all other populations? Who am I excluding in my consideration?" It helps us to expand our thought process into a larger spectrum of identities, especially relating to gender and sexuality.

DISABILITY JUSTICE & ACCESSIBILITY

Accessibility is a human right, it is important for individuals to have access to information and materials and integral to the organizing mission of UAEM. Every chapter may look different in its approach to disability justice and accessibility as they respond to the needs of their communities. However, some fundamental and low or zero-cost access points that could be implemented across UAEM North America include:
- Highlighting accessibility information in event invitations
- Including captions for video content and alt-text for images
- Opening up space for folks to request accommodations for events and meetings
  - This could be included in any online signup form at recruiting events for general members.

RACIAL JUSTICE

A racial equity framework views racism from individual and institutional perspectives and seeks to challenge and dismantle the pervasive structures that allow for the marginalization of ethnic minorities. It is important for UAEM members to build on the messaging and purpose of the 2020 Black Lives Matter statement and continue to develop messaging for campaigns in the medicine access space that mirrors this language and sentiment. In affirming the personhood and vitality of the marginalized, the basis for racial justice lives. One method of achieving this could be to hold time and space for those who have lacked power previously on the basis of race and at the hands of white supremacy.

This can include creating intentional engagement opportunities for BIPOC (Black, Indigenous, and People of Color) to be folded into chapters through recruiting or events, seeking insight from intersecting community and student-led BIPOC groups, and offering them a seat at the table even as non-members.

DEI CASE STUDIES

These DEI Case studies and accompanying explainer videos are great exercises to employ at chapter meetings or individually as the framework for DEI implementation continues to evolve and grow at each chapter level. One key feature of the case studies in this section is that all actions are done in good faith, and serve as examples of well-intentioned and poorly executed DEI implementation that can cause harm and leave all parties frustrated and disappointed.

1 CASE STUDY 1: ACCESSIBLE MEETINGS

The UAEM Chapter at a West Coast college is holding an in-person event that will be live-streamed to a global audience. The venue chosen is the campus auditorium which was built in 1905. The event will be open to members of the campus and local community and they reached out to local minority-led community groups also focused on medicine access. An attendee points out that they will need accommodations as they are a wheelchair user. The organizers ensure that there will be a space for the attendee in the front row aisle.

The event comes and the attendee in the wheelchair notes they do not have the ability to get into the building due to the front steps and lack of a ramp. The organizers communicate with the building management and ultimately are able to redirect the attendee to an accessible entrance in the back of the building. The event went on, and in their follow-up meeting, the organizers want to brainstorm how the event could have been better for all attendees.

Follow-Up Questions:
1. What accessibility points could have been addressed before the event?
2. What DEI points did the organizers get right?

Video Response to Case Study 1

## 2 CASE STUDY 2: SOCIAL MEDIA AND DEI

The UAEM Chapter at a Mid-West University is promoting events and drives for World Menstrual Hygiene Day on their social channels. The events they have chosen to highlight are a menstrual product drive in their local area, a lecture on Sexual and Reproductive Health Rights, and a letter-writing campaign for access to contraceptive medicine. Below is the visual messaging for each:

Menstrual Product Drive:

Lecture on Sexual and Reproductive Health:
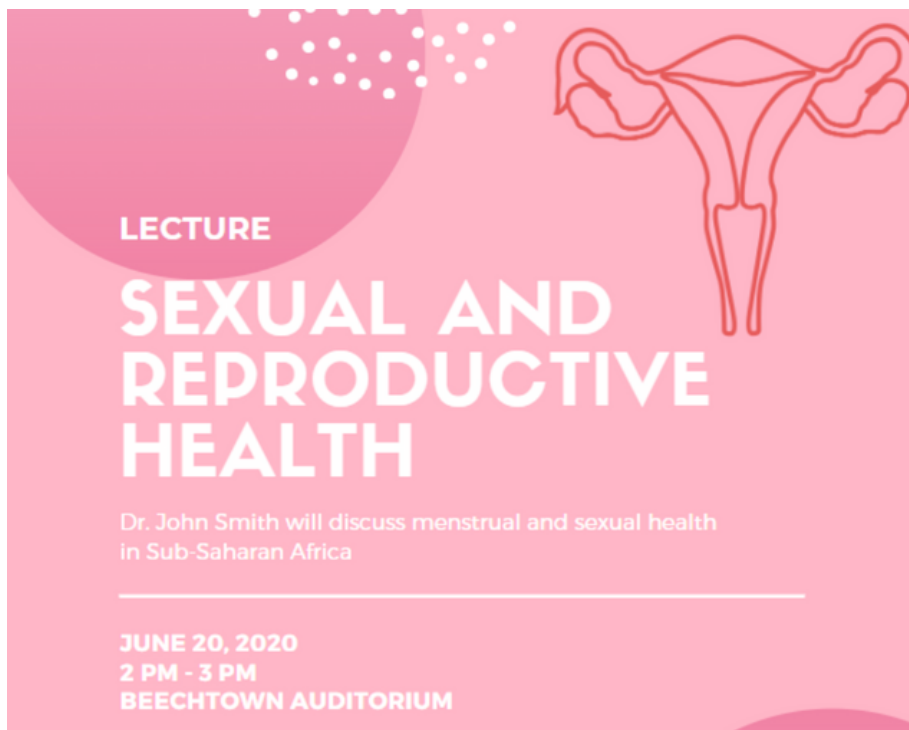
Letter Writing Campaign for Access to Contraceptive Medicine:

Follow-Up Questions:

1. What could be done to increase accessibility on these posts for people with disabilities?
2. From a gender and power perspective; does the lecture on sexual and reproductive health need further discernment?

Exercise:

Practice writing the alt text for these images. What would you include? What, if anything, would you leave out? Discuss.

Video Response to Case Study 2

③ CASE STUDY 3: RECRUITING ISSUE

An East Coast campus chapter is gearing up for their annual recruiting cycle, including their universities early Fall activities fair. A transition in leadership has occurred and the chapter is working with an active mandate to increase access and diversity within their chapter. In previous years, the group had fallen into patterns of clique-ish and exclusive behavior and was dominated by one friend group. The new leadership intended on creating wider pathways for contribution and membership going forward.

Their approach would be to engage student groups ahead of the activities fair and set up a list of recommended and related student organizations so they could all share a larger reach of student visitors to their booth. They also set up an email sign-up list where folks could identify if they were interested in active membership or just wanted to learn more. Lastly, they reached out to their friends on campus to spread the word about the work, purpose, and effect of UAEM.

The day of the activities fair came and the team was excited about a new structure and opportunities for the chapter. Overall, they had a good turnout. However, a few students of color stopped by at the direction of the partner student organizations and had expressed their disappointment at the previous culture of the chapter and reluctance to join at this point. A few students signed up to learn more but no students of color signed up for active membership. This disappointed and frustrated the chapter's leadership. "Can't people see that we are trying to change?" "How will we ever get better if we are not given the opportunity to change?"

Follow-Up Questions:
1. How would you react in this situation if you were in the position of chapter leadership?
2. Were there any steps missed in the recruiting plan? What was likely their most effective approach?
3. How will the chapter ever grow in its mission to be more accessible and diverse if they are not given the opportunity to change?

Video Response to Case Study 3
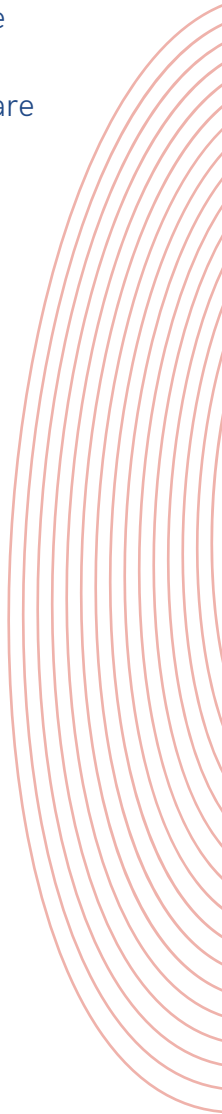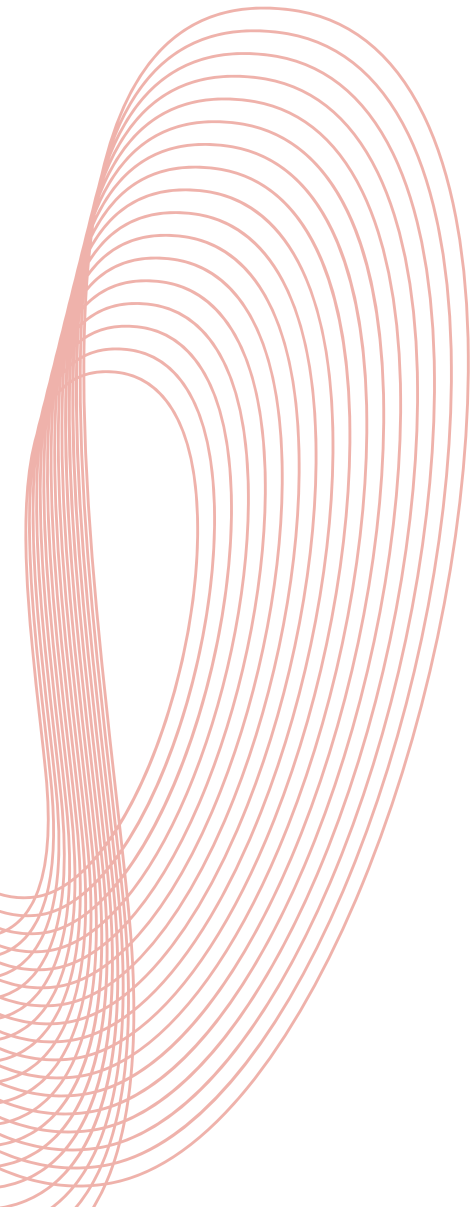
ADDITIONAL READINGS AND RESOURCES

ONLINE READINGS:

- A Rising Tide Lifts All Boats: Creating a Better Work Environment for all by Embracing Neurodiversity
- Advocacy that builds power
- Americans with Disabilities Act Accessibility Guidelines
- Decolonizing Global Health: A Moment to Reflect On A Movement
- Demos' Racial Equity Transformation: Key Components, Process & Lessons
- Disability Justice: An Audit Tool
- Diversity Statements Can Backfire | Solutions
- Good Fonts for Dyslexia
- High Cost of Living in a Disabling World
- How to Write Alt Text
- Inclusive Leadership Paradigm White Paper
- What Does Trust Mean in the Workplace

BOOKS:

- A Rising Tide Lifts All Boats: Creating a Better Work Environment for all by Embracing Neurodiversity
- Advocacy that builds power
- Americans with Disabilities Act Accessibility Guidelines
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- Inclusive Leadership Paradigm White Paper
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