

A Resource Guide for Educators Advocating for Human Rights and Education

> Compiled and Written Centering Love and Liberation

Educators - Want to Advocate for Human Rights and Education? Here Are Actions You Can Take Right Now

Call on Your Institutional Leaders to Collaborate with Other Leaders Across the Country

See this <u>call to action letter</u> and modify it to fit your specific institutional context.
 If you feel safe to do so, you can send the letter, you can have another trusted colleague in a position of power do so, or you can bring the letter to a group to send as a collective (faculty senate or other collective including professional associations – particularly those that institutional leaders are involved in).

• Help Bring Attention to the Multiple Ways Higher Education is Being Attacked

 This letter sounds the alarm and details the various attacks on higher education and why these matter. Share this letter and the contents within it with campus administrators, groups, and individuals in addition to social media/people beyond academia to ensure people understand what is at stake here.

Use Your Voice on Social Media and Join the Campaign

- We need to be consistent in our messaging as a collective! Starting with the remainder of February we are asking educators to use their voice via social media accounts to spread this message.
- Lift up and celebrate acts of resistance against violating human rights and freedoms.

• Educate Yourself on Your Rights and Resources

- Ask your institutional leaders if they have shared guidance regarding ICE on campus. If not (or even if so), you can review this resource.
- See <u>this list of other useful resources</u> available via Google Docs. We will continue to update it so check back often.
- Educate yourself and encourage groups within your campus to have conversations about academic rights and freedom. The AAUP encourages chapters, conferences, unions, and faculty senates to:
 - Review handbooks and contracts to strengthen and reinforce faculty rights in the areas of curricular reform and course approval; academic program discontinuance; and faculty appointments, reappointments, promotions, and dismissals.

Organize Your Campus Community

- Review this document with suggestions on organizing within your campus along with corresponding documents (<u>statement of values example</u>, <u>email template</u>, <u>form template</u>, and <u>powermapping guide</u>) included in this PDF.
- Create a Signal chat with a list of trusted colleagues across campus to quickly communicate/mobilize when needed.

Call Your Representatives

 <u>Link to 5 calls website here</u> - Calls to our representatives do make a difference when done in mass. This site calls for us to each commit to making calls to our representatives and includes information on issues and helps you to find your representatives' contact information.

Buy in / Hold on Spending

- Whenever possible, shop small/local and/or support companies that have taken a stand on their DEI policies. These may seem trivial, but there is a BIG message of compliance with Trump's regime for those that are eliminating their programs (i.e. Sam's Club, Walmart, Target, Amazon etc.) compared to those that are doubling down on them (i.e. Costco, Ben & Jerry's ice cream etc.). Here are some links to consider:
- o Goods Unite Us a platform that runs political background checks on companies
- o The Corporate DEI Divide Where do Companies Stand
- Corporations Ending DEI Initiatives

Call to Action Letter

Dear administrator [insert title president, provost, chancellor, VPSA, dean, etc]:

The students, staff, faculty, and communities our institution serves are all depending on your leadership in this moment. I am joining faculty members across the country who are sending a message to their institutional leaders urging them to collaborate with other institutional leaders in the state, conference, and nation to amplify messages about the significance and contribution of higher education and to refuse the dismantling of academic freedom.

For years students, staff, and faculty across the country have watched in horror as the foundations of educational institutions have been eroded by politicians. Little by little these politicians have weaponized terms such as "DEI" and "CRT" to create mythical enemies that need to be fought from within our campuses. The practices being targeted are research-based practices—decades of education research that indicates many benefits to individuals, communities, and society including innovation, exposure to different ideas and people, and civic engagement. The curriculum that faculty teach is contingent on the expertise of the faculty and grounded in research within their respective disciplines. Now, we have reached a pinnacle of these state-level attacks that have opened the doors to national intrusion and erosion of our values as educational institutions wherein calls to censor research and dictate federal funding and teaching run rampant. Academic freedom, freedom from censorship—these are the basic principles of higher education and protect students' freedom to learn. If we do not counter these attacks now there will be nothing left to protect.

Advocating in this moment may feel daunting, but you can be certain that **remaining silent now** will only open the doors to more uncertainty and threats to our foundation as educators in the future. However we cannot continue to address this issue as single individuals or institutions—these issues affect us all. Specifically, this letter is a call for you to work with institutional leaders across the state and country to protect:

- Academic freedom which allows for teaching and research driven by academic standards not political power
- Freedom from censorship in our research, teaching, and overall work as educators
- Respect for cultural diversity and the personnel, policies, and practices that enable it to exist in our institutions

Together, institutions and professional associations as a large mass can amplify these messages more successfully and broadly than individually. It may be tempting to try to fly under the radar to avoid further attacks, however, we cannot ignore the power that we have when we align

together. We ha	ve an important	message to de	liver and the t	time has never	been more	urgent to
be united.						

Sincerely, [insert name]

Sounding the Alarm on Attacks on Higher Education and How People are Pushing Back

Colleagues,

We are paying close attention to the multiple ways the presidential administration and state legislators are attacking higher education and we are sounding the alarm. These attacks on our freedoms are unprecedented in modern times—this is not business as usual. If these attacks persist and if our administration does not band together with other higher education leaders across the country facing the same challenges to push back, higher education as we know it and most importantly our students, will suffer tremendously. Already, institutional leaders across the country are dismantling research-informed student supports, curriculum, and institutional policies in response to these attacks. We must act before our values and commitments as educators become so eroded they are no longer recognizable. Here we highlight some of these attacks followed by examples of how institutions and systems are holding firm and fighting back:

1. Attacks on Curriculum Content and Censorship Via "Anti-DEI" Ideologies

Trump has waged a full out attack on civil rights and initiatives that protect those most minoritized within U.S. society. Specifically, he has done so through his anti-DEI Executive Order, which has been lambasted by the American Bar Association. Although this Order does not specifically target universities, leaders are already over complying. For example, the University of North Carolina system directly attributed removing required coursework related to "DEI" to this Executive Order. Regardless of individual beliefs regarding "DEI" or how faculty choose to construct their courses, this is a direct violation of academic freedom and if this trend continues, it will set a dangerous precedent for the federal government to intervene in postsecondary education curriculum and censor content they do not agree with. Trump further detailed his anti-civil rights agenda through a "Dear Colleague" letter released by the Department of Education on February 14. Notably these actions follow state level movements to attack academic freedom and censor postsecondary curriculum such as in the case of Florida.

2. Attacks on University Funding

In his first weeks of office Trump has also prioritized defunding colleges and universities via federal grant funding. The National Institute of Health (NIH) under Trump's guidance announced a massive reduction in grant indirect costs to cap at 15%. The result of this reduction would deprive institutions of millions of dollars in federal funding that are essential to university budgets. Here is a working document that charts how much that percentage change will cost

universities. For now, a judge has blocked the reduction and a hearing is set for February 21, but if this cut inevitably passes it will result in mass layoffs and cuts to university supports and research. The NIH is not the only entity that has been targeted by this administration. \$900 million in Institute of Education Sciences (which houses the National Center for Education Statistics) contracts have also been cut.

3. Attacks on University Funding via Research Censorship

Current and future research is also facing direct censorship. When National Science Foundation (NSF) grant proposal reviews resumed after a Trump mandated pause, they did so with new guidance for review panels in the form of a <u>list of banned words</u>. Among many others, <u>these banned words</u> include gender, race, ethnicity, women, Black, Latinx, political, barriers, and diversity. Notably federal research dollars are not the only sources of funding that have been impacted. For example, the Howard Hughes Medical Institute, the nation's largest private funder of biomedical research, <u>cancelled a \$60 million grant initiative</u> focused on inclusivity in Science, Technology, Engineering, and Math (STEM) education. Researchers are facing unprecedented censorship. Accepting these limitations will prevent life-saving and necessary research to move our society forward.

4. A working plan to dismantle the Department of Education

Trump has doubled down on his plan to <u>dismantle the Department of Education</u> (DOE) asserting he would like it to be closed immediately. The Department of Education <u>carries out essential functions that support educational institutions</u> and carries out "<u>tens of billions of dollars</u> in aid to K-12 schools and tuition assistance for college students." In terms of higher education for instance, the DOE oversees college financial aid and federal student loans. The DOE is also responsible for investigating sex discrimination and civil rights complaints related to schools.

5. State by State Attacks on Tenure

The anti-tenure movement has been another strategy that state Republican representatives have taken up to incite fear in faculty and threaten their livelihoods. In addition to those named in the article, others including North Carolina, Georgia, and Nebraska have faced attacks on tenure. Attacks on tenure not only limit what faculty can research and teach, but they embolden government officials to censor and direct what can be done in public by anyone. If powerful groups of educated faculty can be controlled by the government, what protects the average person from losing their freedoms such as freedom of religion and speech? Censorship signals to the public certain viewpoints are accepted and rewarded while others will be targeted and punished by the government.

It can be easy to look at these assaults on education as isolated incidents, but when considered together, the intent behind these attacks is clear—to take government control of education to censor teaching and research. And yet, even as many institutions rush to comply in advance, others hold firm to their commitments to diversity, academic freedom, and their mission to serve the public good. Campus presidents like Wesleyan's Michael Roth have spoken up in defense of our institutional values and called upon their colleagues to do the same. And the advocacy group Democracy Forward has joined the AAUP, National Association of Diversity Officers in Higher Educations and a handful of other associations and advocacy groups have filed lawsuits in federal court alleging that recent executive orders and state legislation clusters are unconstitutional and must be overturned. For example, Twenty two states joined together in a lawsuit against the NIH cuts to indirect costs followed by two other collective lawsuits against the cuts. Additionally, the University of California Student Association brought a lawsuit against DOGE for accessing student financial aid data. Individuals and organizations are working against these attacks, but we can do much more together.

For the sake of our students and the future of higher education, we cannot continue silently watching these attacks unfold. It is imperative that we join together alongside our colleagues to push back.

Educators Reclaiming the Narrative

This administration has leveraged repetition and weaponized key words/phrases to promote a false narrative about higher education and diversity, equity, and inclusion work. Moving forward we have to reclaim our narrative and we will do so by adopting a freedom frame—the freedom to... We will also continue to call for university leaders, professional associations/organizations, and educators to work together to take action. Beginning with the remainder of the month of February forward, post as frequently on social media as possible using the following three hashtags:

- #FreedomTo ... pair with the terms/phrases of what we are losing
 - Teach
 - Research
 - Avoid censure
 - Learn
 - Live
 - Speak
 - etc.
- #CallToAction
- #CallingAllPresidents this is specifically to call in our institutional/org leadership

Furthermore, do everything you can to lift up and celebrate acts of resistance against human rights violations and attacks on freedoms. This administration wants us to feel hopeless, but seeing others taking action and speaking out gives us hope to keep pushing.

Tips - 1. do not use academic jargon or overly vague terms/phrases. Instead say what those things mean (i.e. instead of academic freedom, you could say the freedom to teach on topics connected to a course without being censored; instead of equity you might say ensuring every student has an equal chance to succeed by providing them the supports they need). This is not erasure. If you are talking about historical racism or other forms of discrimination name them, the recommendation here is to break down terms using language that everyday people can understand and see the importance of. **2.** If you need to use the term "diversity, equity, and inclusion" - if at all possible use the terms and not the acronym.

Example - It is every educator's duty to protect the #FreedomTo teach, the #FreedomTo support our students, the #FreedomTo learn, the #FreedomTo research. We call on our leaders to take a stand TOGETHER now! #CallingAllPresidents #CallToAction

Example - People are pushing back to protect our #FreedomTo live in a Democracy. Grateful to those that do so and continue to inspire hope for us all.

Example - This is a #CallToAction to every educator across our country. Our freedoms are under attack. The #FreedomTo express one's gender in the ways they choose, the #FreedomTo teach and research without censorship, the #FreedomTo learn about topics including the civil rights movement and the many people who fought against discrimination in every form.

Example - Educators deserve the #FreedomTo research without censorship. #CallingAllPresidents to fight against this attack on our freedoms.

Review these resources for more insights and information on communication forward:

- Reality Check Polling Analysis Shows Broad and Deep Appreciation of Diversity and Inclusion Practices
- o Filling in the Blanks Contesting What "the System is Rigged" Means
- <u>Disrupting</u> the Anti-'Woke' Discourse

Understanding Educators' Rights and Responsibilities When Encountering Immigration Authorities

Within the first couple weeks of Trump's presidency, he laid out the groundwork for his attack on undocumented people promised within his campaign. The plethora of changes that Trump announced included a directive from the Department of Homeland Security that opens the door for immigration authorities to enter areas previously deemed as "sensitive areas," including schools, healthcare facilities, and places of worship. The move is highly concerning as the purpose of designating these sensitive areas was to ensure individuals could freely access necessary activities and services without fear. As educators, many of us now find ourselves questioning what this means for our classes and campuses. Although there are notable exceptions, many educational leaders have remained silent on providing guidance to faculty and staff on this issue. This has left many educators wondering: What are our rights and responsibilities should an immigration authority attempt to enter our classroom, and what should we do if we witness immigration authorities questioning students on campus? Here, along with suggestions and resources shared by colleagues, I have compiled information to support faculty moving forward. Importantly, I am not a lawyer, and this is not intended to serve as legal advice, nor is it tailored for particular contexts or legislative differences by states. However, I encourage individuals to review the information and do additional research as needed to best understand your rights and responsibilities.

Individuals can begin by <u>watching this video</u> that shares insights on our rights to document an immigration encounter and how to do so safely.

Next, it is helpful to understand who immigration officers are. As shared by a guiding document put forth by the Pasadena Community College District in 2017, these individuals:

"...are most often officers of U.S. Immigration and Customs Enforcement (ICE), who are part of the agency's Enforcement and Removal Operations (ERO). U.S. Customs and Border Protection (CBP) officers could also seek to apprehend and remove individuals found on College grounds. These ICE and CBP officers work for the Department of Homeland Security (DHS) and they are typically acting on civil, not criminal, authority. The warrants these officers carry to apprehend individuals are generally administrative warrants that do not authorize these federal immigration enforcement officials to enter or search limited access areas."

The notion of "limited access areas" is further explained in <u>this helpful guidance</u> provided at the University of California Berkeley. Their instructions are catered to the University; however they

can be used as a template for a guide forward. I share some highlights from the document and additional suggestions below:

The document offers definitions for different types of spaces - public access, restricted access, and limited access. Public access spaces can be freely accessed and do not require permission to enter. If you witness an immigration officer encounter an individual in these spaces, you may choose to document it as shared in the video. Restricted access spaces are, "Spaces that require a key card, locked doors or monitored entryways, including University housing and restricted lab areas," whereas limited access spaces are defined as, "Spaces that are normally left unlocked during the workday, including, for example, administrative or faculty offices, classrooms while classes are in session, locker rooms, research laboratories, kitchens and food preparation areas, maintenance areas, storage facilities, and physical plant operations."

If you are in a restricted or limited access space and someone knocks on your door, you do not need to open the door unless the officer has a judicial warrant. The Berkeley document outlines this event in 5 steps:

- "Step 1- Know your rights; UC employees are not required to affirmatively assist federal immigration authorities or grant permission to enter **limited access** space when officers do not have a judicial warrant to enter.
- Step 2- Know the difference between a civil and administrative warrants, which
 do not authorize entry without consent, versus a criminal search or arrest
 warrant, which may authorize entry without consent.
- Step 3- Ask the officer for their name, identification number and agency affiliation.
- Step 4- Ask for a copy of any warrant or subpoena they may have and request that they slip it under the door.
- Step 5- Inform the officer that you are not obstructing their process but need to consult with Campus Counsel for assistance. Contact your supervisor, Dean or Chair. If you cannot reach your supervisor, Dean or Chair, call the office of the Vice Chancellor to which your unit reports or the Office of the EVCP."

Note that steps 1-5 occur prior to opening the door. Remember that you also have a right to remain silent and not answer any questions. You also have the right not to sign anything unless first speaking with a lawyer. See the "additional resources" heading below with a bulleted list of your Constitutional Rights. In the case that someone forcibly enters a space, that may be an opportune time to begin documenting the interaction should you choose to do so or if students in your class have not already begun doing so (recall how to do so without interfering and protecting your students in the video referenced before). Also note that step five identifies

particular individuals associated with this campus. You may proactively reach out to your Dean or Chair and ask who the appropriate contacts are for your campus and ensure you have their contact information. Clarify with them who you might contact in the case that the incident occurs outside of normal office hours (for example, for individuals that teach in the evenings).

Keep in mind you are not required to provide students' personal and personally identifiable information and records containing such information to anyone. You can review FERPA protections here.

We hope that the likelihood that educators and students have any encounters with immigration officers remains minimal. Educational spaces should be centers of learning, not fear. However, it is important that we all educate ourselves and our students to ensure we know our rights and how to respond if necessary.

Additional Resources

- <u>Print these cards that offer language you/others can use whether in educational spaces</u> or private residences. Scroll down for various language options. I included the text of the cards below:
 - You have constitutional rights:
 - o DO NOT OPEN THE DOOR if an immigration agent is knocking on the door.
 - DO NOT ANSWER ANY QUESTIONS from an immigration agent if they try to talk to you. You have the right to remain silent.
 - DO NOT SIGN ANYTHING without first speaking to a lawyer. You have the right to speak with a lawyer.
 - If you are outside of your home, ask the agent if you are free to leave and if they say yes, leave calmly.
 - GIVE THIS CARD TO THE AGENT. If you are inside of your home, show the card through the window or slide it under the door.
 - I do not wish to speak with you, answer your questions, or sign or hand you any documents based on my 5th Amendment rights under the United States Constitution.
 - I do not give you permission to enter my home based on my 4th Amendment rights under the United States Constitution unless you have a warrant to enter, signed by a judge or magistrate with my name on it that you slide under the door.
 - I do not give you permission to search any of my belongings based on my 4th Amendment rights.
 - I choose to exercise my constitutional rights.
 - These cards are available to citizens and noncitizens alike.

- <u>Here is a helpful document</u> on understanding what to look for in warrants and subpoenas.
- Here is a know your rights document if you are arrested or detained by immigration.
- This is the link to the <u>Rights & Protections Hub</u>: Guidance for Institutions and Immigrant Students from the Higher Ed Immigration Portal.
- A link to <u>My Undocumented Life</u> resources- information for undocumented students, families, and allies.
- Individuals can also <u>review this document</u> compiled by the ACLU, which outlines immigrant rights. Here is an additional document sharing rights for <u>immigrants</u> participating in protests.

Building Your Community to Protect and Promote Equitable and Inclusive Educational Practice

- Develop a shared mission/set of values that you can connect people to your organizing efforts with -see example further down in this guide
- It may also be useful to create a name for your effort. Ideas include: Empower Ed Coalition, Campus Thrive Collaborative, Campus Equity Initiative, Coalition for Inclusive Education, Educational Justice Collective (tip - you can also generate other ideas using AI)
- Brainstorm and identify a list of organizations/individuals to include in your community to connect with
 - o Start with who you know within your campus community (staff, faculty, students, alums)
 - o Expand your network by looking through faculty webpages/research areas
 - o Include local community members (friends, neighbors)
 - o Connect with local businesses and community organizations including local chapters of national groups (AAUP, NAACP, LULAC, etc.)
 - o Reach out to organizations including faculty/staff senate, SGA, sorority and fraternity councils for historically minoritized students (i.e. NPHC, Multicultural Greek Council), student organizations—consider including and supporting those most vulnerable to attacks such as identity based groups
- Reach out to these individuals to invite them to stay informed of collaborative efforts around your articulated values. See email example further down in this guide. Although email is convenient, it may not be the best way to connect with various individuals or groups. You can also request to speak at upcoming organization meetings (i.e. student organizations, Chamber of Commerce, department meetings, etc.) or meet one on one to share the values and goals of your collective.
- Ask individuals that are interested in joining the community to share with other trusted contacts that should be connected.
- See example of a contact form further down in this guide to build your capacity to communicate quickly when needed.
- Engage in powermapping with your group. See a framework to draw from further down in this guide.

Statement of Values Example

This document may be adopted as is or used as a starting point to develop guiding values with your group.

We are a collective of faculty, staff, students, alumni, and community members that share the mission and vision to support each and every student within our educational communities.

We believe in:

- Recognizing people as individuals and recognizing ways their unique lived experiences
 affect their educational journey. To this end, we assert it is the duty of educators and
 educational leaders to create a culture/environment that supports all students, faculty,
 and staff with attention to how individuals experience these settings in different, unique
 ways. We cannot fulfill our educational mission without recognizing the historical and
 contemporary ways that discriminatory practices, policies, and behaviors have negatively
 impacted members of our communities.
- Research-informed educational practice. We know, for example, that educational
 disparities exist by race across all states as indicated by the <u>U.S. Department of the</u>
 <u>Treasury</u>. Educators are responsible for identifying and addressing educational
 disparities, ensuring every student has the support they need to succeed. This
 knowledge base should also include research that acknowledges the variation in
 experiences of people across their gender and sexuality; failing to do so results in an
 inability to adequately support LGBTQA+ individuals.
- Academic freedom. We must maintain an academic environment in which faculty can teach content within their area of expertise freely without interference particularly from administration, legislators, and the public. This value is one affirmed by the <u>American Association of University Professors</u>. We also stand firmly against cutting specific subject areas and courses such as those that address ethnic studies, gender, religion, and sexuality. These are areas that students deserve access to, as they should be able to freely engage in open discussion about these topics in an increasingly global marketplace, particularly in areas where comprehensive and inclusive education is limited (e.g., gender, sexuality, and sexual health).
- Respect for and understanding of cultural diversity in all aspects of society. Institutional leaders should strive to enroll and graduate a culturally diverse student body by using culturally relevant practices and addressing inequities related to enrollment and success. Educational leaders must ensure that students, faculty, and staff demographics reflect those of the state and our country. This is not meant to target anyone on the basis of their identities, privileged or otherwise, but rather, to explore how people experience the world differently and try to remediate disparities.

Providing education to ensure educators and students abide by anti-discrimination laws. It should be noted: "Federal laws prohibit discrimination based on a person's national origin, race, color, religion, disability, sex, and familial status. Laws prohibiting national origin discrimination make it illegal to discriminate because of a person's birthplace, ancestry, culture or language. This means people cannot be denied equal opportunity because they are from another country, because they have a name or accent associated with a national origin group, because they participate in certain customs associated with a national origin group, or because they are married to or associate with people of a certain national origin" (U.S. Department of Justice Civil Rights Division, 2000). Individuals must be educated on historical and contemporary ways discrimination takes form in educational settings to ensure they are not engaging in discriminatory practices. Relying on neutral approaches that do not name these opens the door to exclusionary and biased practices that are against the law. Only targeted efforts to change educational institutions to work for the needs of all people, including and especially those who have historically been denied equal standing, will lead to fairness. Disparate laws and sanctioned exclusion also lead to unsafe environments for many individuals and groups. All individuals and groups deserve respect and equity, and equal access. This statement reflects a targeted universalism approach to ensure that every person and every interaction matters.

Email Draft - Invitation to Community/Organizing Group

Greetings,

My name is (insert name), I am reaching out to invite you to join our collective of educators, students, and community members that are committed to protecting inclusive and equitable educational practices. Here is a statement of our group's shared values (insert link). We use these values as a guide in our advocacy and the educational efforts we implement to support these aims.

Joining our collective means you will be kept informed of our advocacy and initiatives and alerted to opportunities to support if you have interest in getting further involved. We also want to stay connected to individuals and organizations that may need our advocacy—we welcome members to share opportunities for our collective to support.

If you are interested in joining our email list, please complete this form. We also encourage you to share with other trusted friends, co-workers, and family members as you wish.

In solidarity, (name)

Contact Form Template

Use Google Forms or Another Platform to Create an Information Collection Survey to Build Your Community

Form Title

Advocacy for Educational Equity Community Building Contact Form

Form Description

Greetings,

This is a contact information form for individuals that would like to stay updated on our advocacy initiatives and alerts. It also includes questions regarding how you would like to stay involved whether by only receiving updates or joining our planning and being a part of a working group.

Our community is strengthened when more people are brought into the fold--please feel free to forward the information about this effort to anyone you think might be interested.

We appreciate your support!

Form Questions

Full Name

Institutional Affiliation (if not applicable note N/A)

Role (please check all that apply)

College/University Student

College/University Staff Member

College/University Faculty Member

College/University Alumni

Community Member - not affiliated with a college/university in any way

Business owner

Other:

Non Institutional affiliated email address (this will be used for advocacy updates)

How would you like to be connected to this effort? (Please check all that apply)

Joining the email list and staying updated on the group's efforts/other mobilizing opportunities

Join a working group

Power Mapping Guide and Example

Power Mapping Guide Step 1

<u>Drawn from the National Educational Association</u>

- 1. Consider the focus of your group. Work together to articulate the goals for your particular area/population in relation to diversity, equity, and inclusion.
- 2. What are some of the supports/initiatives that are needed for your particular area/population (what currently exists, has existed in the past, or needs to be developed in the future)?
- 3. Now figure out who is the key decision-maker or person/institution you want to influence to achieve that goal (there can be more than one).
- 4. Unpack/research your target's personal and professional connections.
- 5. Brainstorm to determine which individuals or groups in your community are affected by the issue and could influence your target. Think broadly of all possible links to the target. These can include those within the Nebraska system, community organizations, businesses, political, family, neighborhood ties. Anyone who can exert influence on this individual should be mapped.
- 6. Start thinking about who these individuals or groups are connected to.
- 7. Draw a grid on paper, with a horizontal line bisected by a vertical line. Write With Us on the left of the horizontal line, and Against Us on the right. Write Decision-Maker/Target at the top of the vertical line, and No Influence at the bottom. Depending on where the target lands in terms of being "with us" or "against us," write their name somewhere along the top—toward the left if they are "with us" and toward the right if they are "against us." If you really aren't sure, put the name in the middle.
- 8. Assess the influence each individual or organization on your brainstorm list has on the target, and place them on the appropriate place on the grid. Ask: Are they with us or against us? Do they have a lot of influence (upper half) or less influence (lower half)?
- 9. Some of these individuals and institutions connect not only to your target but to each other. Draw lines to indicate who has something in common.
- 10. Prioritize your list. Draw circles around the individuals or groups you most want to direct your efforts towards—probably the names on the upper left quadrant (the ones who are most With Us and who have the Most Influence)

Power Mapping Guide Step 2

1. Now that you've made your Community Power Map, we are going to further develop a plan of action.

- 2. First, what is the message we need to convey to those we identified in our power map? What information/message would appeal to/influence those individuals?
- 3. Next, what is the mode of delivery for those messages? What templates, graphics, etc. do we need to develop to communicate to those individuals/groups?
- 4. What other tangible actions are needed forward? This could include building support from influential allies or neutralizing groups who oppose you.

Power Mapping Guide Step 3

- 1. How do we implement this plan?
- 2. What are the members of your group willing to commit to?
- 3. Who else needs to be brought into this work?
- 4. What future meetings/actions are needed? Can those be planned now?

Here is an example of an abbreviated/targeted version used with education workgroups:

Power Mapping Guide Step 1

- 1. Consider the focus of your breakout group (i.e. staff/faculty, students' in class experiences, students' out of class experiences). Work together to articulate the goals for your particular area/population in relation to diversity, equity, and inclusion.
- 2. What are some of the supports or initiatives that are needed for your particular area/population (what currently exists, has existed in the past, or needs to be developed in the future)?
- 3. Now figure out who is the key decision-maker or person/institution you want to influence to achieve that goal (there can be more than one).
- 4. Unpack/research your target's personal and professional connections.

Power Mapping Guide Step 2

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Power Mapping Guide Step 3

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- 2. What are the members of your group willing to commit to?
- 3. Who else needs to be brought into this work?

What future meetings/actions are needed? Can those be planned now?

4.



"Not everything that is faced can be changed, but nothing can be changed until it is faced." -James Baldwin