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| **Women’s Center - Spring 2022 Calendar** | | | | | | | | | |
| **Date/Time/Place** | | **Event Description** | | **Course/Career**  **Connections** | | **Projected Outcomes** | | **Potential Discussion Questions/Activities, Suggested Readings** | |
| **January 25**  **4PM-5PM**  Baker 403 and Virtual (via Microsoft Teams)  <https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour> | | **International Women’s Coffee Hour**  Sponsored by the Women’s Center and International Faculty and Staff Services.  Each month, the coffee hour will center around a new topic. | | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.  **As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.** | | 1. Network with others invested in providing a welcoming environment for international women on campus and in our community. 2. Practice English in a supportive environment. 3. Improve confidence in coping strategies. | | \*This is a social, relaxing event, and is *not* intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way. | |
| **January 31**  **10AM-11AM**  Virtual (via Microsoft Teams)  All others interested in participating should email  [womenscenter@ohio.edu](mailto:womenscenter@ohio.edu) to receive information about how to participate. | | **Gender 101**    This is offered as part of the Professional Development Platform with Human Resources.  Faculty and Staff interested in participating as part of the  Professional Development Platform (Human Resources) should register online at:  [https://www.ohio.edu/hr/profession al-development/courses](https://www.ohio.edu/hr/professional-development/courses)  This interactive workshop will ask participants to engage with social constructions of gender in order to: define gender and sex; identify consequences of strict adherence to gender roles; improve media literacy; identify when they first began to understand gender; create actionable steps to improve inclusivity and encourage freedom in gender expression. | | This session is useful for those interested in exploring issues of diversity and inclusion and the impact that sexism (and other intersecting oppressions) has in education and the workplace.  Education  College of Business  Diversity Studies Certificate  Heritage College of Osteopathic Medicine  Learning Communities  LGBT Certificate  Nursing  Psychology  Social Work  Sociology  Women’s, Gender, and Sexuality Studies | | 1. Define gender and sex 2. Identify consequences of strict adherence to gender roles. 3. Improve media literacy 4. Identify when they first began to understand gender. 5. Create actionable steps to improve inclusivity and encourage freedom in gender expression. | | **Recommended Reading**  The Gender Book: <http://www.thegenderbook.com/the-book/4553374748>. This book is available for free, or with donation, online.  Georgieva, Kristalina, Fabrizio, Stefania, Lim, Cheng Hoon, and Marina M. Tavares. (2020). The COVID-19 Gender Gap. *IMF Blog*. July 21. <https://blogs.imf.org/2020/07/21/the-covid-19-gender-gap/>  **Recommended Activity for Discussion after a Class Attends this Session:**  Bring to class two items – (1) one item that signifies a representation of gender that reflects your culture (this could be a subculture you occupy, or mainstream culture), and (2) one item that signifies your own understanding of gender. These two items can signify similar or different cultural understandings of gender. Be prepared to discuss the following questions: How do these items construct gender? What meaning can be given to them? Is gender narrowly defined by these items, or do they support an expansive view of gender? How do these items relate to your own lived experience? | |
| **February 3**  **12PM-1PM**  Baker 403 and Virtual (via Microsoft Teams) | | **Recalculating: Course Correcting Allyship to Realign Intent and Impact with Cat Russell, MPA**  2020 saw a record surge of allyship with the best of intentions. As new allies joined the fight for justice, equity, and inclusion, there was ample excitement for learning and an abundance of opportunities for amplification, allyship, and action. As headlines faded, and more importantly, as folks’ energy and skill levels were challenged by never-ending real-world scenarios (and countless social media “trolls”), many relinquished the driver’s seat, opting for a passive passenger approach to allyship – some from exhaustion, some from fear of mis-stepping, and some for not knowing the path forward. This workshop is designed to help participants course correct by remapping the route from awareness to action: reinvigorating a passion for allyship and accompliceship, realigning intent with impact, and action planning for right and (and some inevitably wrong) future turns. | | This session is useful for anyone looking to hone their active allyship skills.  Education  Diversity Studies Certificate  Learning Communities  LGBT Certificate  Psychology  Social Work  Sociology  Women’s, Gender, and Sexuality Studies | | 1. Define allyship and identify the differences between intent and impact. 2. Identify specific areas of growth for their allyship within the workplace and personal life. 3. Create an action plan to realign and remap from awareness to action and intent with impact, with tangible goals and expectations. | | **Recommended Viewing:**  TEDxTalks (Director). (2016, May 12). *Intent Versus Impact: When Making a Difference Doesn’t | Miriam Barnett | TEDxTacoma* [Video file]. In *YouTube*. Retrieved December 22, 2021, from <https://www.youtube.com/watch?v=HWqkscZjkvA>  **Recommended Activities:**  A. Ask students to reflect on their commitment to allyship in the past. Have them identify what goals they created and identify what action steps were taken. Have them consider the following questions:   1. In what ways have you engaged in active allyship during the past year? 2. What worked? What didn’t work? 3. How can you reframe your focus and move from awareness to action?   Next, ask students to create a list of “Allyship Resolutions” where they can identify 5-10 goals they have for the upcoming year centered on how they can be better allies to groups with differing identities (such as gender, race and ethnicity, ability, etc.).  B. Have students participate in the “21-Day Racial Equity Challenge”; this challenge developed by Dr. Eddie Moore is based on the concept that 21 days is enough time to make a habit and asks participants to challenge themselves in a variety of ways throughout that time period. For more information on the challenge, visit: <https://www.eddiemoorejr.com/21daychallenge>. | |
| **February 10**  **12PM-1PM**  Baker 403 and Virtual (via Microsoft Teams)  <https://www.ohio.edu/diversity/womens-center/say-her-name>  Register to participate virtually here:<https://ohio.qualtrics.com/jfe/form/SV_01hBlv5nMvFuAdg> | | **SayHerName: Building Community to Support Women of Color at OHIO**  **(for students)**  Sponsored by the Women’s Center and Counseling and Psychological Services.  Sparked by the Division for Diversity and Inclusion's  Public Forum on Breonna Taylor: Mourning, Reflecting, Moving Forward, SayHerName is an ongoing commitment to our participants. These gatherings are created to build a community of support and to serve as a public space for expression. All are welcome to attend. | | \*\*For this session, we ask for the space to be utilized by OHIO students. The faculty/staff/community session will take place later in the semester.\*\*  As a community building event, we encourage those who have been directed impacted by racism and sexism, as well as other interlinked forms of oppression, and their allies, to attend.  **As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.** | | Facilitators will guide participants through discussions on the following:   1. Building an effective, social supportive community 2. Setting goals for allyship and action. | | Recommended Readings: *BBC*(2020). Black Trans Lives Matter: 'We're tired of having to pick sides.' June 15. <https://www.bbc.co.uk/bbcthree/article/33ab8fbd-792f-44ee-85de-5dd3894f60bf>  Chen, Grace A., Helen A. Neville, Jioni A. Lewis, Hector Y. Adames, Nayeli Y. Chavez-Dueñas, Della V. Mosley, & Bryana H. French (2019). Radical Self-Care in the Face of Mounting Racial Stress. Nov 15. *Psychology Today*. <https://www.psychologytoday.com/us/blog/healing-through-social-justice/201911/radical-self-care-in-the-face-mounting-racial-stress>  Ohio University’s Counseling and Psychological Services. Self-Care for Student Activists & Anyone Engaging in Challenging Conversations. <https://www.ohio.edu/student-affairs/counseling/self-care-challenging-conversations>  Paz, Isabella Grullón and Maggie Astor (2020). Black Trans Women Seek More Space in the Movement They Helped Start. *New York Times*. June 27. <https://www.nytimes.com/2020/06/27/us/politics/black-trans-lives-matter.html>  Ritchie, Andrea (2017). *Invisible No More: Police Violence Against Black Women and Women of Color*. Beacon Press: Massachusetts. Recommended Viewing: Watch the interview with Kimberlé Crensaw and Sheinelle Jones of TODAY (2020):  Kimberlé Crenshaw shares importance of the Say Her Name movement <https://www.today.com/video/kimberle-crenshaw-shares-importance-of-the-say-her-name-movement-85807685887>  There are a number of webinars provided by the African American Policy Forum, Inc. <https://aapf.org/webinars>  **Allies may benefit from viewing**[**this video about allyship vs co-conspiratorship**](https://www.c-span.org/video/?c4844082/user-clip-ally-vs-conspirator-means-abolitionist-teacher)**(link is to a CSPAN user clip featuring Bettina Love).** | |
| **February 22**  **4PM-5PM**  Baker 403 and Virtual (via Microsoft Teams)  <https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour> | | **International Women’s Coffee Hour**  Co-sponsored by International Student and Faculty Services. | | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.  **As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.** | | 1. Network with others invested in providing a welcoming environment for international women on campus and in our community. 2. Practice English in a supportive environment. 3. Consider how intersectionality, or someone’s various identities, can play a role in one’s relationship with their body, as well as how racism, sexism, ableism, homophobia, transphobia (and other forms of oppression) impact one’s feeling about the body and creates unrealistic standards of beauty. 4. Identify resources on campus available to students seeking ways to improve self-confidence and wellness. | | \*This is a social, relaxing event, and is *not* intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way. | |
| **February 24**  **Noon-1:00PM**  Virtual (via Microsoft Teams)  All others interested in participating should email  [womenscenter@ohio.edu](mailto:womenscenter@ohio.edu) to receive information about how to participate. | | **Stay Out of Your Own Way: How Gender Stereotypes Threaten Our Success**    This is offered as part of the Professional Development Platform with Human Resources.  Faculty and Staff interested in participating as part of the  Professional Development Platform (Human Resources) should register online at:  [https://www.ohio.edu/hr/profession al-development/courses](https://www.ohio.edu/hr/professional-development/courses)  This interactive workshop will highlight the ways in which women have traditionally undersold their skills and provide opportunities for participants to self-reflect on their own experiences. We will discuss the social expectations put on women, which can complicate women’s desire to do self-promotion. Through analyzing descriptors of women’s professional accomplishments, body language, and verbal inflections, participants will be encouraged to investigate improved ways of communicating professionally. | | We strongly encourage participation from students who are looking for employment, internships, or are in their senior seminar. All are welcome to attend.  College of Business  Communications  Diversity Studies Certificate  Women’s Gender, and Sexuality Studies  All STEM fields (or fields that are male-dominated) | | 1. Provide students with the skills needed to advertise themselves in the workplace. 2. Understand how different presentation styles function within an interview setting. 3. Instruct students how to demonstrate confidence in themselves. 4. Identify common traps for women, like apologizing, etc. 5. Explore the use of “hedging” and speech inflection in communicating confidence. | | **Recommended Discussion Questions:**   * 1. Why are people socialized to communicate differently? How does this process of socialization reflect gendered expectations?   2. Is advocating for women to speak more confidently helpful or harmful? Does it perpetuate the idea that more feminized forms of communication should be valued less?   3. How can you be an ally to women in the workplace?   **Recommended Readings:**  Gaucher, Danielle, Justin Friesen, and Aaron C Kay. 2011. “Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality.” *Journal of Personality and Social Psychology* 101 (1): 109–28. doi:10.1037/a0022530. Available through Alden: <https://proxy.library.ohio.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=mnh&AN=21381851&site=eds-live&scope=site>  Kay, Katty and Claire Shipman (2014). The Confidence Gap. May. *The Atlantic.* <https://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/>  Kelsky, Karen (2013). The Top 5 Mistakes Women Make in Academic Settings. November 10. *The Professor Is In.* <https://theprofessorisin.com/2013/11/10/the-top-5-mistakes-women-make-in-academic-settings/>  Tulshyan, Ruchika (2015). Speaking Up As A Woman of Color at Work. *Forbes*. February 10. <https://www.forbes.com/sites/ruchikatulshyan/2015/02/10/speaking-up-as-a-woman-of-color-at-work/#2ed8ee4d2ea3>  Tyler, J.M., and J.D. McCullough. “Violating Prescriptive Stereotypes on Job Resumes: A Self-Presentational Perspective.” *Management Communication Quarterly* 23, no. 2: 272–87. Accessed July 30, 2020. doi:10.1177/0893318909341412. Available through Alden: <https://proxy.library.ohio.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-70350331474&site=eds-live&scope=site> | |
| **March 2**  **6PM-7:30PM**  Baker 240/242  Register at: <https://tinyurl.com/2022MWM> | | **Multicultural Women’s Mixer**  Brought to you by the Ohio University Women’s Center’s ALAANA+ Women’s Leadership Cohort (AWLC).  While this event is geared toward multicultural women at Ohio University, please know that everyone is welcome to participate. Attire for the event is business casual. Light appetizers will be provided. Participants will be expected to follow university protocol for COVID-19 precautions. | | **As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.** | |  | |  | |
| **March 22** **11AM-1PM**  Baker 230 | | **Women of Color Who Paved the Way**  Co-sponsored by Ohio University Libraries  Join us as we share biographies of women of color who paved the way as part of our Women’s History Month celebration. We’ll also be sharing ideas to create art inspired by these women leaders. Create your own art to share with us, or consider posting it on your personal social media page and tag us @OHIOWomenCenter and @AldenLibrary! | | African American Studies  Asian Studies  Diversity Studies Certificate  East Asian Studies  Engineering  English-Creative Writing  Global Studies  History  Islamic Studies Certificate Program  Journalism  LGBTQ Studies  Media Arts and Studies  Social Media Certificate  Sociology  Southeast Asian Studies  Studio Art  War and Peace Studies  Women’s, Gender, and Sexuality Studies  Women in STEM (and allies) | | 1. Identify women of color role models in a variety of fields and movements for equality. 2. Consider the intersectional experiences of women of color who paved the way. 3. Engage in an arts-based practice to honor the experiences of women of color who paved the way, connecting their contributions to current lived experience. 4. Learn about an experience that is different from one’s own, contributing to a fuller understanding of different world views. 5. Develop an original art piece informed by women’s experiences around the world. 6. Visually communicate issues of social justice. | | Recommended Activities: Have students present on the women who inspired their art and connect it to the learning outcomes of your course.Ask students to create art inspired by the women discussed as part of the campaign. The art ideas provided by the Women’s Center will be varied and accessible to those with limited art skills, as well as those who are more advanced.Recommended Reading: Butler, C. H., & Mark, L. G. (2007). WACK!: art and the feminist revolution. Los Angeles: Museum of Contemporary Art; Cambridge, Mass.: MIT Press, c2007. Available in Alden Library: N72.F45 W33 2007Davis, Jessica Stafford (2016). 10 Female Artists of Color on the Rise. March 22. The Root. <https://www.theroot.com/10-female-artists-of-color-on-the-rise-1790854732>Gardiner, Susannah (2017). Why Making a Portrait of a Black Woman Was a Form of Protest. 13 November. Smithsonian.com. <https://www.smithsonianmag.com/smithsonian-institution/why-making-portrait-black-woman-was-form-protest-180967158/>Keller, Yelena (2017). The Overlooked, Radical History of Black Women in Art. April 28. Artsy.net. <https://www.artsy.net/article/artsy-editorial-overlooked-black-women-altered-course-feminist-art>Lage, Ayana (2018). 17 Black Women in History You Probably Didn’t See in Your History Textbook. February 9. Bustle. <https://www.bustle.com/p/17-black-women-in-history-you-probably-didnt-see-in-your-history-textbook-8092603> | |
| **March 23**  **4PM-5PM**  Virtual (via Microsoft Teams)  All others interested in participating should email  [womenscenter@ohio.edu](mailto:womenscenter@ohio.edu) to receive information about how to participate. | | **Lifting Women Up: Cultivating Influence to Achieve Our Goals**  This is offered as part of the Professional Development Platform with Human Resources.  Faculty and Staff interested in participating as part of the  Professional Development Platform (Human Resources) should register online at:  [https://www.ohio.edu/hr/profession al-development/courses](https://www.ohio.edu/hr/professional-development/courses)  In this session, we will articulate the internal and external barriers, including sexism and other intersecting forms of oppression, that hold us back from achieving our goals. We'll develop strategies to enable us to identify our personal board of directors, cultivate allies, and develop influence. | | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend. This session is particularly useful for individuals seeking information on how to gain mentors and write goals.  Student leaders, or those interested in joining more formal leadership positions, are particularly encouraged. | | 1. Articulate the internal and external barriers that hold us back. 2. Identify your personal board of directors. 3. Craft a goal and a strategy to cultivate allies to help you achieve it. 4. Extend your influence: create a list of how you can use your strength and network to lift up others. | | **Recommended Reading**  Heath, Kathryn. 2017. The Influence Effect: A New Path to Power for Women Leaders. First edition. Berrett-Koehler Publishers. <https://search-ebscohost-com.proxy.library.ohio.edu/login.aspx?direct=true&db=cat00572a&AN=alice.b5726592&site=eds-live&scope=site>.  **Recommended Assignment**  Ask students to complete the worksheets provided in the workshop, including the 30-day challenge. Have students share what they discovered about themselves, as well as potential allies, through participation in the challenge. | |
| **March 29**  **4-5PM**  Baker 403 and Virtual (via Microsoft Teams)  <https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour> | | **International Women’s Coffee Hour - Women’s Leadership Globally**  Sponsored by the Women’s Center and International Faculty and Staff Services.  Each month, the coffee hour will center around a new topic. Join us in March for a conversation about women's global leadership in honor of Women’s History Month. | | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.  **As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.** | | 1. Network with others invested in providing a welcoming environment for international women on campus and in our community. 2. Practice English in a supportive environment. 3. Identify global female leaders. 4. Develop a cross-cultural understanding of different leadership styles and cultural expectations for female leaders. | | \*This is a social, relaxing event, and is *not* intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way. | |
| **March 29**  **6PM-7:30PM**  Microsoft Teams  Register at:<https://ohio.qualtrics.com/jfe/form/SV_b8VWkRVC0pUgqs6> | | **The Macho Paradox: Why Some Men Hurt Women & How all Men Can Help - An Evening with Dr. Jackson Katz**  is funded by the Women’s Center and cosponsored by Sorority and Fraternity Life. Brought to you with support from Counseling and Psychological Services, Health Promotion, and the Survivor Advocacy Program.    Jackson Katz, Ph.D., is an educator, author, and global thought leader who is renowned for his pioneering scholarship and activism on issues of gender, race and violence. He is co-founder of the multi-racial, mixed-gender Mentors in Violence Prevention (MVP) program, one of the longest-running and most widely influential gender violence prevention programs in North America and beyond. MVP was the first large-scale gender violence prevention initiative in sports culture and the U.S. military, and the program that introduced the “bystander” approach to the field. He is the founder and president of MVP Strategies, which provides sexual harassment and gender violence prevention training for small and large corporations, educational institutions and community organizations. In addition to his prevention efforts, he is the author of two books: The classic bestseller The Macho Paradox: Why Some Men Hurt Women & How All Men Can Help, and Man Enough: Donald Trump, Hillary Clinton & the Politics of Presidential Masculinity, and his work has been adapted into a number of acclaimed educational documentaries, including The Bystander Moment: Transforming Rape Culture at its Roots. He is also the creator of the award-winning Tough Guise documentary film series, and has appeared in numerous other popular films, including Miss Representation, The Mask You Live In, and Hip Hop: Beyond Beats and Rhymes. His TED talk, “Violence against Women is a Men’s Issue,” has been viewed more than 4 million times. An acclaimed public speaker, he has delivered lectures and conducted trainings in all 50 states, 8 Canadian provinces, and every continent except Antarctica. For more information, go to jacksonkatz.com | | We encourage faculty, staff, and graduate, and professional students to attend from all disciplines. | | 1. Reflect on the role men play as allies and advocates for women in interpersonal violence work and bystander intervention. 2. Identify different action steps participants can take to serve as more effective allies, advocates, and bystanders. 3. Name resources available to support survivors at OHIO. | | **Recommended Discussion Questions:**   1. What role do you think men plan in the prevention of interpersonal violence against women? Who are good examples of men who have been allies or advocates for women? What has this looked like? 2. Visualize what a world free from interpersonal violence looks like. What would your campus look like? Your city? The world? 3. What are practical ways you can work in allyship with women? What suggestions would you have for folks looking to learn more and support members of their community more effectively?   **Recommended Activities:**  Have students investigate the [#AskMoreOfHim campaign](https://therepproject.org/campaigns/askmoreofhim/), a collaboration between The Representation Project and Dr. Katz. This site includes different ways for folks to get involved through learning more about the issues and [creating action steps and change](https://www.hollywoodreporter.com/news/general-news/how-hollywood-men-can-lead-askmoreofhim-campaign-guest-column-1090128/).  **Recommended Viewing:**  Katz, J. (2012, November). *Violence against women – it’s a men’s issue* [Video]. Ted Conferences. <https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue> | |
| **March 30**  **10AM-4PM (drop-in hours)**  Alden Library Room 251 and Microsoft Teams (hybrid) | | **Art+Feminism presented by**  **Ohio University Libraries, supported by the Women’s Center**  Wikipedia’s gender trouble is well documented. In a 2011 survey, the Wikimedia Foundation found that less than 10% of its contributors identify as female. Further, data analysis tools and computational linguistics studies have concluded that Wikipedia has fewer and less extensive articles on women; those same tools have shown gender biases in biographical articles.  This is a problem.  When cis and trans women, non-binary people, Black, Indigenous, and people of color communities are not represented in the writing and editing on the tenth-most-visited site in the world, information about people like us gets skewed and misrepresented. The stories get mistold. We lose out on real history. That’s why we’re here: to change it.  Since 2014, over 18,000 people at more than 1,260 events around the world have participated in our edit-a-thons, resulting in the creation and improvement of more than 84,000 articles on Wikipedia and its sister projects.  People of all skill levels, gender identities and expressions are invited to attend.  Please email Michele Jennings ([mljennin@ohio.edu](mailto:mljennin@ohio.edu)) for questions about the event and Jen Harvey ([harveyj1@ohio.edu](mailto:harveyj1@ohio.edu)) for information about accommodation. | | We encourage faculty, staff, and graduate, and professional students to attend from all disciplines.  Learning Communities are specifically encouraged to attend.  College of Fine Arts  Diversity Studies  Education Administration  English  History  Women’s, Gender and Sexuality Studies | | 1. Recognize the constructed and contextual nature of identity, authority, and information on Wikipedia and other encyclopedias. 2. Develop and exercise writing, research, and citation skills; including understanding primary and secondary sources. 3. Leverage library resources and other resources on campus. 4. Develop awareness of the implicit biases in academic and popular information. 5. Take tangible action to improve open information sources like Wikipedia. | | **Potential Discussion Questions/Activities, Suggested Readings**:  If students are unable to attend, they can:   * Complete the online training and edit outside of the edit-a-thon * Complete a reflective writing assignment using discussion questions * Select a Wikipedia page for a current event and read and summarize the main issues occurring in the talk page. Consider how Wikipedians settle disagreements, and how this process of “talking” online might differ from or mirror conversations among scholars.   Discussion questions:   1. Librarians often say that “information has value.” What does this statement mean to you? What do you think librarians mean? 2. If you could do one thing to improve Wikipedia, what would it be? 3. What do you think is the relationship between Wikipedia and library resources? 4. What would a feminist approach to research and writing look like to you?   **Recommended readings:**  About Art+Feminism: <https://artandfeminism.org/about/>  A+F Safe, Brave Space Polixy: <https://artandfeminism.org/resources/safety/safe-space-brave-space/>  Evans, S., J. Mabey, and M. Mandiberg. “Editing for Equality: The Outcomes of the Art+feminism Wikipedia Edit-a-Thons.” *Art Documentation* 34, no. 2: 194–203. doi:10.1086/683380. [Available through Alden Library.](https://proxy.library.ohio.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselc&AN=edselc.2-52.0-85064703719&site=eds-live&scope=site) | |
| **March 31**  **3PM-5PM**  Virtual (via Microsoft Teams)  Register at: <https://ohio.qualtrics.com/jfe/form/SV_byJLZIIBUMO4KAC> | | **American Association of University Women Start Smart Salary Negotiation Workshop**  Funded by the Graduate College and supported by the Career Achievement Network.  This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary.  *\*\*Due to our licensing agreement with the AAUW, this workshop is only available for members of the Ohio University community.\*\** | | We strongly encourage all graduating seniors to attend in order to be prepared for the salary negotiation process; however, all are welcome to attend. | | 1. Provide students with the skills needed to negotiate their first salary. 2. Educate students on how to construct a budget and do city cost comparisons. 3. Define the wage gap, and how it impacts everyone (not just women). 4. Determine what can be done to combat the wage gap. | | **Recommended Discussion Questions**   1. What is the gender wage gap? 2. How does the wage gap impact people of different identity groups? 3. How will you articulate your worth in a job interview or salary negotiation?   **Recommended Readings:**  Ask students to explore the different topics on the AAUW’s website on career and workplace issues for women: <https://www.aauw.org/issues/equity/gendered-workforce/>; and on the Institute for Women’s Policy Research’s website: <https://iwpr.org/issue/employment-education-economic-change/pay-equity-discrimination/>  **Recommended Activity:**  Encourage your students to create a realistic budget for themselves after attending the workshop while taking into account differences in expenses due to location and cost of living in that area. This will help them to consider their “resistance point.” | |
| **April 5**  **3PM-5PM**  Virtual (via Microsoft Teams)  Register at: <https://ohio.qualtrics.com/jfe/form/SV_byJLZIIBUMO4KAC> | | **American Association of University Women Start Smart Salary Negotiation Workshop (For Graduate Students Only!)**  Funded by the Graduate College and supported by the Career Achievement Network.  This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary.  *\*\*Due to our licensing agreement with the AAUW, this workshop is only available for members of the Ohio University community.\*\** | | This session is geared exclusively for Graduate Students. | | 1. Provide students with the skills needed to negotiate their first salary. Educate students on how to construct a budget and do city cost comparisons. 2. Define the wage gap, and how it impacts everyone (not just women). 3. Determine what can be done to combat the wage gap. | | **Recommended Discussion Questions**   1. What is the gender wage gap? 2. How does the wage gap impact people of different identity groups? 3. How will you articulate your worth in a job interview or salary negotiation?   **Recommended Readings:**  Ask students to explore the different topics on the AAUW’s website on career and workplace issues for women: <https://www.aauw.org/issues/equity/gendered-workforce/>; and on the Institute for Women’s Policy Research’s website: <https://iwpr.org/issue/employment-education-economic-change/pay-equity-discrimination/>  **Recommended Activity:**  Encourage your students to create a realistic budget for themselves after attending the workshop while taking into account differences in expenses due to location and cost of living in that area. This will help them to consider their “resistance point.” | |
| **April 7**  For more information, please visit: <https://www.ohio.edu/diversity/womens-center/take-back-night> | | **Take Back the Night**  Take Back the Night is funded by Ohio University’s Student Senate and the Women’s Center. It is cosponsored by My Sister’s Place and Survivor Advocacy Outreach Program, as well as the following Ohio University offices: the Survivor Advocacy Program, Health Promotion, Counseling and Psychological Services, Graduate Student Senate, and Housing and Residence Life.  Take Back the Night is an annual event to take back the night from sexual and domestic violence. Everyone, of all gender identities, is encouraged to participate in this event that focus on survivor experiences. | | This event is open to all community and campus members. | | 1. Examine how activist organizing challenges rape culture. 2. Identify examples of rape culture. 3. Build empathy for survivors of sexual violence. 4. Empower students to support everyone’s safety on campus and in the community. 5. Identify gender inequality issues that result in gendered violence. 6. Connect students to resources on campus and in the community that support gender equality and healthy relationships. | | **Recommended Discussion Questions:**   1. What can we, as individuals, do to end gender violence? 2. What is gendered violence? 3. What legal policies could be improved to provide better protection against gendered violence? 4. Whose voice is represented in conversations about “me too” 5. How can we have more intersectional conversations about sexual violence? 6. How have conversations about sexual violence changed since the “me too” movement has received more media attention?   **Recommended Readings**  The American Association of University Women’s Ending Campus Sexual Assault Tool Kit. <https://www.aauw.org/resource/campus-sexual-assault-tool-kit/>  Gordon, Maggie (2017). ‘Me Too’ the ‘end of the beginning’ of a movement: many now wrestling with how to turn a hashtag into real-life change. Houston Chronicle. October 18. <http://www.houstonchronicle.com/life/article/Me-Too-the-end-of-the-beginning-of-a-movement-12289190.php>  Ohlheiser, Abby (2017). The woman behind ‘Me Too’ knew the power of the phrase when she created it – 10 years ago. The Washington Press. October 19. Available online: <https://www.washingtonpost.com/news/the-intersect/wp/2017/10/19/the-woman-behind-me-too-knew-the-power-of-the-phrase-when-she-created-it-10-years-ago/?utm_term=.92624f6a187e> | |
| **April 11**  **5:30PM-7:30PM**  Virtual (via Microsoft Teams)    Register at: <https://ohio.qualtrics.com/jfe/form/SV_byJLZIIBUMO4KAC> | | **American Association of University Women Start Smart Salary Negotiation Workshop**  Funded by the Graduate College and supported by the Career Achievement Network.  This two-hour AAUW workshop provides students with the skills needed to negotiate their first salary.  *\*\*Due to our licensing agreement with the AAUW, this workshop is only available for members of the Ohio University community.\*\** | | We strongly encourage all graduating seniors to attend in order to be prepared for the salary negotiation process; however, all are welcome to attend. | | 1. Provide students with the skills needed to negotiate their first salary. Educate students on how to construct a budget and do city cost comparisons. 2. Define the wage gap, and how it impacts everyone (not just women). 3. Determine what can be done to combat the wage gap. | | **Recommended Discussion Questions**   1. What is the gender wage gap? 2. How does the wage gap impact people of different identity groups? 3. How will you articulate your worth in a job interview or salary negotiation?   **Recommended Readings:**  Ask students to explore the different topics on the AAUW’s website on career and workplace issues for women: <https://www.aauw.org/issues/equity/gendered-workforce/>; and on the Institute for Women’s Policy Research’s website: <https://iwpr.org/issue/employment-education-economic-change/pay-equity-discrimination/>  **Recommended Activity:**  Encourage your students to create a realistic budget for themselves after attending the workshop while taking into account differences in expenses due to location and cost of living in that area. This will help them to consider their “resistance point.” | |
| **April 14**  **12PM-1PM**  Baker 403 and Virtual  <https://www.ohio.edu/diversity/womens-center/say-her-name>  Register to participate virtually here:<https://ohio.qualtrics.com/jfe/form/SV_01hBlv5nMvFuAdg> | | **SayHerName: Building Community to Support Women of Color at OHIO (for staff/faculty/community members)**  Sponsored by the Women’s Center and Counseling and Psychological Services.  Sparked by the Division for Diversity and Inclusion's  Public Forum on Breonna Taylor: Mourning, Reflecting, Moving Forward, SayHerName is an ongoing commitment to our participants. These gatherings are created to build a community of support and to serve as a public space for expression. All are welcome to attend. | | \*\*For this session, we ask for the space to be utilized by staff/faculty/community members. The student session took place earlier in the semester.\*\*  As a community building event, we encourage those who have been directed impacted by racism and sexism, as well as other interlinked forms of oppression, and their allies, to attend.  **As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.** | | This session will provide an opportunity for our participants to talk with an elected official about the Black Lives Matter Policy Platforms, as discussed in our December 2020 gathering.  Projected Learning Outcomes from BRICKS:   1. Students will be able to critically state, describe, and consider an issue or problem. 2. Students will be able to use information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. 3. Students will be able to state a specific position (i.e., perspective, thesis, or hypothesis) that is thoughtful, recognizes complexities, and acknowledges limitations. | | Recommended Readings: *BBC*(2020). Black Trans Lives Matter: 'We're tired of having to pick sides.' June 15. <https://www.bbc.co.uk/bbcthree/article/33ab8fbd-792f-44ee-85de-5dd3894f60bf>  Chen, Grace A., Helen A. Neville, Jioni A. Lewis, Hector Y. Adames, Nayeli Y. Chavez-Dueñas, Della V. Mosley, & Bryana H. French (2019). Radical Self-Care in the Face of Mounting Racial Stress. Nov 15. *Psychology Today*. <https://www.psychologytoday.com/us/blog/healing-through-social-justice/201911/radical-self-care-in-the-face-mounting-racial-stress>  Ohio University’s Counseling and Psychological Services. Self-Care for Student Activists & Anyone Engaging in Challenging Conversations. <https://www.ohio.edu/student-affairs/counseling/self-care-challenging-conversations>  Paz, Isabella Grullón and Maggie Astor (2020). Black Trans Women Seek More Space in the Movement They Helped Start. *New York Times*. June 27. <https://www.nytimes.com/2020/06/27/us/politics/black-trans-lives-matter.html>  Ritchie, Andrea (2017). *Invisible No More: Police Violence Against Black Women and Women of Color*. Beacon Press: Massachusetts. Recommended Viewing: Watch the interview with Kimberlé Crensaw and Sheinelle Jones of TODAY (2020):  Kimberlé Crenshaw shares importance of the Say Her Name movement <https://www.today.com/video/kimberle-crenshaw-shares-importance-of-the-say-her-name-movement-85807685887>  There are a number of webinars provided by the African American Policy Forum, Inc. <https://aapf.org/webinars>  **Allies may benefit from viewing**[**this video about allyship vs co-conspiratorship**](https://www.c-span.org/video/?c4844082/user-clip-ally-vs-conspirator-means-abolitionist-teacher)**(link is to a CSPAN user clip featuring Bettina Love).** | |
| **April 26**  **4PM-5PM**  Baker 403 and Virtual (via Microsoft Teams)  <https://www.ohio.edu/diversity/womens-center/international-womens-coffee-hour> | | **International Women’s Coffee Hour**  Co-sponsored by International Student and Faculty Services. | | Students, faculty, staff, and community members from all fields and backgrounds are welcome to attend.  **As a program created to build community, we ask that people not be required to attend, but invite all who desire to attend.** | | 1. Network with others invested in providing a welcoming environment for international women on campus and in our community. 2. Practice English in a supportive environment. | | \*This is a social, relaxing event, and is *not* intended to be a program offered for faculty seeking opportunities for their students to develop intercultural competence in a structured way. | |

**Cohort-Based Programming**

The following programming either requires that participants apply and/or has the expectation that participants commit to attending every session. Everyone, of all gender identities and backgrounds, are welcome and encouraged to apply for these cohort programs, and to attend all of our programming. The programming included in the co-curricular guide above can be experienced as “stand-alone” programming.

**The ALAANA+ Women’s Leadership Cohort (or AWLC)** (ALAANA+, in this context, stands for African American/African/Black, Latina/Latinx, Asian American/Asian, Arab/Middle Eastern, Native American, and all multicultural folks) is a cohort leadership opportunity geared towards first- and second-year multicultural women providing them with a community to: cultivate community and establish connections within the Cohort and throughout the OHIO community; discover their leadership potential; identify their own personal, professional, and leadership goals; and, create action plans to achieve those goals. Applications for 2022-2021 will be available in Fall 2022. For more information visit: <https://www.ohio.edu/diversity/womens-center/awlc>.

**The Young Leaders Empowerment Series (or YLES)** The Women’s Center was inspired by COVID-19 to think creatively about how we can still support the amazing young leaders that we have worked with the last few years through the [Young Women Leaders Program](https://www.ohio.edu/diversity/womens-center/young-women-leaders-program), and how we could support new young leaders as well! This website will now house a virtual component of the Young Leader Empowerment Series that can be used at any time! Women’s Center students and staff have posted modules covering a range of topics, from body image to healthy relationships on this website. This online component allows folks to work through these modules asynchronously. We encourage you to gather (virtually, of course!) friends, family, neighbors, and/or your COVID-19 pod, and explore these important topics in a fun, exciting, new, hands-on learning kind of way! Visit: <https://www.ohio.edu/diversity/womens-center/young-leader-empowerment>.

**The Women’s Mentoring Program** has cohort events for all mentors and mentees, as well as socials for participants. Applications for 2022-2023 open Spring 2022. Please encourage students that you think would benefit from this program to apply. More information can be found online at: <https://www.ohio.edu/womens-center/womens-mentoring-program>.