



## Rethinking Member Recruitment & Retention:

### Recognizing & Reducing Social Class Barriers to Delta Gamma Membership

Join Dr. Sonja Ardoin as she explores the way recruitment and retention intersects with social class and the potential barriers that arise as a result. Through this training you will gain a greater understanding on how to advance social class equity within Delta Gamma and create an action plan for your chapter.

The training can be found [here](#).

### ACTION ITEMS

#### vp: membership or other EVC member

- Set a date, or dates, for the small group discussions to be held. Not all group discussions need to be held on the same day. However, all group discussions should be held prior to recruitment. Small group discussions should be 30-45 minutes in length.
- Assign small groups. Small groups should be no larger than 10-12 people.
- Assign small group facilitators. The facilitators do not have to be content experts on the topic. They will simply be tasked with utilizing the small group discussion prompts to lead conversation. Consider utilizing DG Dialogues facilitators!
- Ensure that each member of the chapter receives this guide along with their assigned small group discussion date, time, and location. Remind members that the training must be viewed prior to the small group discussion.

### Members

- View the training and review the individual reflection questions below prior to attending the small group discussion.

### DEFINITION OF TERMS

Below you will find the definitions for some commonly referenced terminology in the training.

**continuing generation college student** - someone whose caregivers hold a four-year degree from a U.S. college or university.

**first generation college student** - someone whose caregivers do not hold a four-year degree from a U.S. college or university.

**social class** - someone's access to and experiences with money, cultures, social connections, education, employment, etc.; this is often defined through categories such as poor, working class, middle class, and upper class/affluent



## REFLECTION QUESTIONS & DISCUSSION PROMPTS

Upon viewing this training, members will be asked to reflect on the information presented through both individual reflection questions and small group discussion prompts.

### Individual Reflection Questions

The following reflection questions should be reviewed immediately after viewing the training. These prompts are meant to be completed individually to allow members to process the information and perspectives shared throughout the training.

***What is your social class background?** Do you share that with others? Why or why not?*

*How might fraternal organizations be set up, historically and presently, to privilege women from middle and upper class backgrounds?*

*Think back to **your own process of becoming a Delta Gamma**. How, if in any way, did your social class background or student status (first generation or continuing generation college student) influence that process for you?*

*Think back to **your experience(s) recruiting potential new members for Delta Gamma**. How, if in any way, did social class background or student status (first generation or continuing generation college student) shape that process for you as a recruiter, or for the potential new members' likelihood of receiving a membership invitation?*

*If you frame "doing good" as creating more access to Delta Gamma for women across all social identities, **what action ideas do you have** for:*

- *how to rethink recruitment to be more social class-equitable?*
- *how to shift chapter policies and practices to retain members from poor and working-class backgrounds?*

### Small Group Discussion Prompts

The following discussion prompts should be utilized during the small group meeting.

*How might fraternal organizations be set up, historically and presently, to privilege women from middle and upper class backgrounds?*

*How might your Delta Gamma chapter's member recruitment practices create social class-based barriers?*

*How could your chapter rethink recruitment practices to be more social class-equitable & create more access to Delta Gamma for women from poor or working class backgrounds?*

*How could your chapter shift chapter policies and practices to retain more members from poor and working class backgrounds?*

*How might your Delta Gamma chapter do each of the following?*



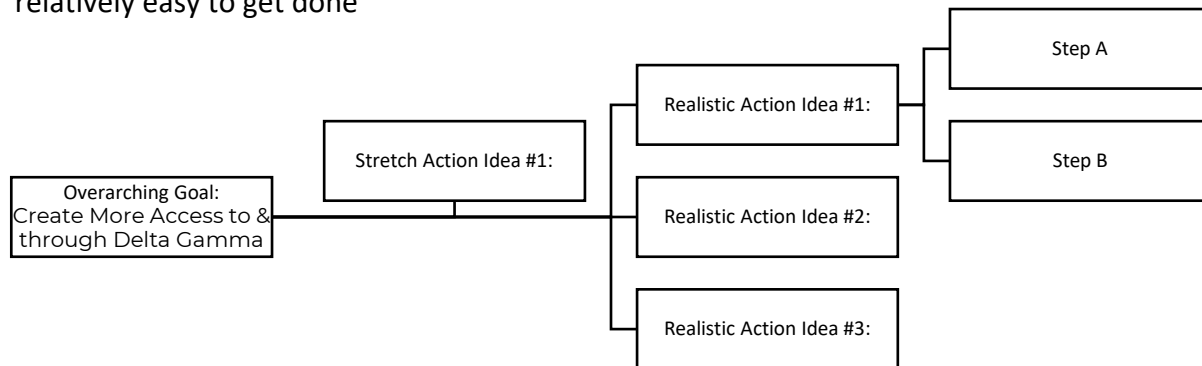
- **Recognize Barriers**
  - Does your chapter discuss social class? If not, how could you get to a place where that is possible?
  - How can your chapter name existing barriers (e.g., recruitment tactics; points systems; chapter culture) that might be preventing women from poor and working class backgrounds from joining Delta Gamma or retaining their membership?
- **Consider Costs**
  - Could your chapter be more transparent about total costs, including direct costs such as dues and indirect costs such as apparel and philanthropy?
  - Where can your chapter reduce costs? What is non-essential?
  - Might your chapter contemplate differential pricing (e.g., different members pay different amounts based on ability to pay)?
- **Share Benefits**
  - How might your chapter communicate the potential for academic scholarship funding provided by the Delta Gamma Foundation?
  - How can your chapter inform potential members and remind returning members of leadership opportunities within the chapter?
  - How can your chapter highlight opportunities to connect with alumnae for career advising, job prospects, etc.?
- **Educate Members and Alumnae on Social Class**
  - When and how can your chapter incorporate social class into inclusion & equity programs?
  - In what ways can your chapter invite members or alumnae to share their social class backgrounds and experiences with one another?

### SMALL GROUP ACTIVITY: ACTION ITEMS FLOW CHART

If the overarching goal is to create more access for women from all social classes to be able to become and remain Delta Gammas, what action ideas do you have to make this happen?

**Stretch Action Ideas** - longer term actions that require collaborative efforts and multiple steps; these are challenging but possible

**Realistic Action Ideas** - shorter term actions within you or your chapter's sphere of influence; these are relatively easy to get done



Draw a version of this flow chart on an electronic white board or Google Sheet and brainstorm how you and your chapter can Do Good to support social class equity.