Hiring Diverse Teams: Building Inclusive and Innovative Institutions

Discussion questions

1. If we seem to struggle with diverse leadership, what do we think is happening to our pipeline? Have you hit a ceiling/wall in your career ladder that may be part of this challenge?

2. How can we leverage our national organizations to increase our pipelines and hiring practices? (connect into resources) **Sandra**

3. Have you ever had to deal with micro-aggressions during an interview? If so, how did you deal with it? How could we prevent this? **Akiko**

4. Who is seeing this job opportunity? Are there people in the community having access to apply? **Joey**

5. Are you setting yourself up for limitations in the qualifications you list in your job description?

6. Have you ever joined a team as the "diversity candidate? What was your experience? Was it good/bad? **TMM**

7. If we seem to struggle with diverse leadership, what do we think is happening to our pipeline?

8. Have you hit a ceiling/wall in your career ladder that may be part of a “diverse culture” challenge? And what are your strategies to move through them? **TMM**

9. How do you expect the unexpected? **Ann**

10. Have you had challenges with managing socio-economic diversity cultural norms in your organization and your audiences?

11. What are questions can you ask at an interview that would help show a candidate beyond the standard job qualifications?

12. What are your community's greatest strength and how do you include that into your hiring culture? **Sandra**

13. During the hiring process, what can you do if the best person doesn't necessarily meet a requirement that's on the job description? **Joey**

14. How does your institution play a role in serving community need through its hiring practices? **Sandra**

15. What do you value in your workplace that goes beyond one's job skills? (These could be things that exist or or do not yet exist) **Ann**

16. How does pay and benefits, which tend to be less competitive than for profit, affect hiring for diversity? **Akiko**

17. If your team is diverse but still doesn't reflect the community you serve, does that count? What are the advantages and disadvantages?
Questions from participants generated during session

1) Once you’ve hired someone, how do you prevent them from being bombarded with being the representative of their whole communities?

2) How does a predominately white institution attract minorities to apply for positions? (Mirrored employment – People tend to see themselves in positions with like people.)

3) How do you let local communities know about job openings?

4) I hire entry level positions. How do I help diversity hires feel like they can affect the culture from the bottom? (And not feel like they are just there for photos)
Equitable Hiring Tool
Draft version: October 12, 2016

Name of individual(s) filling out tool:

Job title and requisition number (if available) being analyzed:

Date:

1. Before Posting the Position
   A. Planning for future openings:
      How will this opening influence the future openings in your agency? Besides this opening, what future openings should you keep in mind while planning for this position?

   B. Updating the position description:
      When was this specific position description updated last? Has it ever been updated using the Equitable Hiring tool?
      A position description should be updated before every recruitment. Please work with your HR Analyst using the following questions:

      a. Before analyzing the existing language of the position, start with a clean slate. What are the basic skills one needs to be successful in this position?

      b. What are the education and/or experience requirements?
         i. To obtain the above listed skills, do you need a specific level or type of education? Do the current education requirements reflect the above listed skills? If not, please start over. What are the unintended consequences of these education and/or experience requirements? Are there any groups that could be disproportionally impacted by these requirements? If so, what will you do to mitigate the unintended outcomes and/or disproportionate impacts?

         ii. To obtain the above listed skills, do you need a specific level, amount, or type of experience? Is the current amount of required experience needed appropriate? What are the unintended consequences of these education and/or experience requirements? Are there any groups that could be disproportionally impacted by these requirements? If so, what will you do to mitigate the unintended outcomes and/or disproportionate impacts?

      c. All jobs require the skill of working with multicultural populations. Does the position description include language regarding working with multicultural populations and communities? If not, please choose some language from Appendix A. This job requirement is being added to all positions city-wide.

      d. What are the physical requirements of this job? What is the equipment the employee must be able to use? What is the workplace like (i.e. indoor, outdoor, under what conditions on what kind of terrain, etc.) As a requirement to successfully carry out the
job, what must they be able to access and do? (Confined spaces, uneven terrain, distinguish color coded wires, etc.). What are the unintended consequences of these physical requirements? Are there any groups that could be disproportionally impacted by these requirements? If so, what will you do to mitigate the unintended outcomes and/or disproportionate impacts?

C. Workforce demographics
   (If you need further workforce data or need assistance understanding this data, contact mgombar@cityofmadison.com)

What are the race, gender, and disability (if available) demographics of:

   a. Your department?

   b. Of this job family in your workforce?

   c. Of this work unit?

   d. Is there underrepresentation from women, people of color, and people with disabilities (if applicable) in this position based on the above data?

D. Posting internal/external
   a. Should this position be posted internal to city employees only, or should it be open & competitive? What is the rationale behind that decision?

   b. Are there any groups that could be disproportionally impacted by this decision? What are the unintended consequences of your choice?

   c. If so, what will you do to mitigate the unintended outcomes and/or disproportionate impacts?

E. Advertising the position
   a. If you are posting open and competitive, you should consider which demographic groups are most underrepresented. How can you attract this underrepresented group? Are you aware of professional groups that exist that are made up of people from the underrepresented demographic? Please consult with your HR Analyst for advertisement sources we may use to advertise to the underrepresented demographic.

   b. After considering this information, where are you going to post the position?

2. Supplemental questions
   A. Deciding whether or not to use supplemental questions
      a. Does this job position require the applicant to write well as a part of their job duties?

      b. Are there any groups that could be disproportionally impacted by the requirement to include supplemental questions?
c. Given this information, what are the unintended consequences of requiring supplemental questions for this position? How will you mitigate those consequences?

d. After answering these questions, does this position require supplemental questions? What is the rationale behind that decision?

B. Infusing equity into supplemental questions
   a. If you feel that Supplemental questions are necessary, see Appendix X for sample Equity Supplemental Questions. Choose one of these or customize one of your current questions to assure that all new employees demonstrate their capacity and willingness toward working with multicultural communities and workplace teams. *These questions should be benchmarked and scored at the same level of importance as the other supplemental questions being asked.*

C. Scoring supplemental questions
   a. Assure that there is at least one person of color and one woman scoring the supplemental questionnaires. *(Need help identifying people to assist you? Get in touch with your HR Analyst or mgombar@cityofmaidson.com)*

b. What are the names, job titles, and departments of the individuals scoring supplemental questions?

3. Written exam and/or computer exam
   A. Deciding whether or not to use an exam
      a. Does this job position require the applicant to sit at a desk or perform reading/writing as a part of their job duties?

      b. Are there any groups that could be disproportionately impacted by the requirement to take an exam?

      c. Given this information, what are the unintended consequences of requiring an exam for this position? How will you mitigate those consequences?

      d. After answering these questions, does this position require an exam? What is the rationale behind that decision?

   B. Infusing equity into the exam
      a. If a written exam will be used to satisfy the civil service requirement, when is the last time it has been reviewed? Do the questions match with what is expected at that level of hiring and are they up to date with current practices in the industry?

      b. If a candidate demonstrates their ability to speak English and meet safety standards in English, can they take the exam in another language if the exam is available in another language?
c. Microsoft Office: If testing candidates on their proficiency in Microsoft Office products such as Word and/or Excel, are these tasks that they are being tested on used on the job on a regular basis? Is some of the use of these programs a possibility to be learned rather than to come to the job already proficient in their use?
   i. Are there any groups that could be disproportionally impacted by this decision?
   ii. What are the unintended consequences of your choice? How will you mitigate those consequences?

4. Interview
   A. Infusing equity into the interview
      a. See Appendix X for sample interview questions. Choose one of these or customize your current questions to assure that all new employees demonstrate their capacity and willingness toward working with multicultural communities and workplace teams. These questions should be benchmarked and scored at the same level of importance as the other supplemental questions being asked.

   B. Interview Panels
      a. Assure that there is at least one person of color and one woman on the interview panel. (Need help identifying people to assist you? Get in touch with your HR Analyst or mgombar@cityofmaidson.com.)

      b. It is highly recommended to use at least one person from another department and/or another organization to be part of the panel to ensure an equitable hiring panel. (Need help identifying people to assist you? Get in touch with your HR Analyst or mgombar@cityofmaidson.com.)

      c. What are the names, job titles, and departments of the individuals on the interview panel:

   C. Avoid bias
      a. Schedule 15 minutes between each candidate interview to fully debrief each candidate. Research shows that we rely less on bias and make more equitable hiring decisions if we slow down.

   D. Allow at least 15-30 minutes before the interview for a candidate to review the interview questions. This allows the candidate to feel more at ease and to make the most of the interview time.

5. Making the final decision
   A. The candidate chosen for hire may not always be the candidate with the highest interview score and/or civil service exam score. In cases where the hire is not the #1 scored candidate, ensure justification by taking good interview notes and being able to provide those in open records requests.
White Privilege: Unpacking the Invisible Knapsack
by Peggy McIntosh

“I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group”

DAILY EFFECTS OF WHITE PRIVILEGE

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though of course all these other factors are intricately intertwined. As far as I can tell, my African American coworkers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place and time of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.
2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
5. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
7. When I am told about our national heritage or about “civilization,” I am shown that people of my color made it what it is.
8. I can be sure that my children will be given curricular materials that testify to the existence of their race.
9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
11. I can be casual about whether or not to listen to another person’s voice in a group in which s/he is the only member of his/her race.
12. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser’s shop and find someone who can cut my hair.
13. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
14. I can arrange to protect my children most of the time from people who might not like them.
15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.
16. I can be pretty sure that my children’s teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others’ attitudes toward their race.
17. I can talk with my mouth full and not have people put this down to my color.
18. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty or the illiteracy of my race.
19. I can speak in public to a powerful male group without putting my race on trial.
20. I can do well in a challenging situation without being called a credit to my race.
21. I am never asked to speak for all the people of my racial group.

Peggy McIntosh is associate director of the Wellesley College Center for Research on Women. This essay is excerpted from Working Paper 189. “White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women’s Studies” (1988), by Peggy McIntosh; available for $4.00 from the Wellesley College Center for Research on Women, Wellesley MA 02181. The working paper contains a longer list of privileges. This excerpted essay is reprinted from the Winter 1990 issue of Independent School.
22. I can remain oblivious of the language and customs of persons of color who constitute the world’s majority without feeling in my culture any penalty for such oblivion.

23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.

24. I can be pretty sure that if I ask to talk to the “person in charge”, I will be facing a person of my race.

25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven’t been singled out because of my race.

26. I can easily buy posters, post-cards, picture books, greeting cards, dolls, toys and children’s magazines featuring people of my race.

27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance or feared.

28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize her/his chances for advancement than to jeopardize mine.

29. I can be pretty sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.

30. If I declare there is a racial issue at hand, or there isn’t a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.

31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.

32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.

33. I am not made acutely aware that my shape, bearing or body odor will be taken as a reflection on my race.

34. I can worry about racism without being seen as self-interested or self-seeking.

35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.

36. If my day, week or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones.

37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.

38. I can think over many options, social, political, imaginative or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.

39. I can be late to a meeting without having the lateness reflect on my race.

40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.

41. I can be sure that if I need legal or medical help, my race will not work against me.

42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.

43. If I have low credibility as a leader I can be sure that my race is not the problem.

44. I can easily find academic courses and institutions which give attention only to people of my race.

45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.

46. I can chose blemish cover or bandages in “flesh” color and have them more or less match my skin.

47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.

48. I have no difficulty finding neighborhoods where people approve of our household.

49. My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.

50. I will feel welcomed and “normal” in the usual walks of public life, institutional and social.

Peggy McIntosh is associate director of the Wellesley College Center for Research on Women. This essay is excerpted from Working Paper 189. “White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women’s Studies” (1988), by Peggy McIntosh; available for $4.00 from the Wellesley College Center for Research on Women, Wellesley MA 02181. The working paper contains a longer list of privileges. This excerpted essay is reprinted from the Winter 1990 issue of Independent School.
Links to articles about ADI Issues, Privilege etc..

Reports
Race to Equity Report and Roadmaps
http://racetoequity.net/

Articles
http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html

https://alittlemoresauce.com/2014/08/20/what-my-bike-has-taught-me-about-white-privilege/

Videos
You tube video/movie Cracking the Code: The system of racial inequities
https://www.youtube.com/watch?v=OOU_rH0OpbY

The Gardener Analogy video on 3 levels of racism
https://www.youtube.com/watch?v=ktj4jGmUs6Y&feature=youtu.be&t=28s

What is systemic racism Youtube series
https://www.youtube.com/playlist?list=PL4ruTyc9FHOXSQYNEOQ7ePGQReN9sf5tb
Charter, Policies and Procedures
of the
Access, Diversity and Inclusion Committee
of
Madison Children’s Museum, Inc.

Adopted on May 26, 2015
**AUTHORITY**

The Board of Directors (the “Board”) of Madison Children’s Museum, Inc. (the "Museum") has established the Access, Diversity and Inclusion (ADI) Committee (the “Committee”) of the Board with the authority, responsibilities and specific duties described in this Charter, Policies and Procedures of Access, Diversity and Inclusion (the “Charter”). This Charter shall supersede and replace in its entirety any policy or procedure previously adopted by the Committee.

**PURPOSE**

The purpose of the Committee is to provide the Board and Museum staff with guidance and counsel on developing and instituting relevant, accessible, sustainable, inclusive, socio-culturally competent, and innovative ADI initiatives, policies, and procedures to serve the Museum’s membership and the public.

**COMPOSITION**

Subject to Article V of the Museum’s Bylaws, the Board shall annually appoint the chairperson of the committee. Members may be recruited from both the Board the Museum’s membership and volunteer base, and the community. The Committee shall have at least two members whom shall be Directors. There is no limit on the number of members of the Committee. The chairperson of the Committee shall be a Director and shall not serve as chairperson for more than two (2) years. The Board may remove or replace the chairperson of the Committee at any time by the affirmative vote of a majority of the Directors.

**RESPONSIBILITIES**

The principal responsibilities of the Committee are as follows:

1. Identify and advise on best practices for initiatives, policies, and procedures in support of goals of Access, Diversity and Inclusion
2. Review major initiatives, operations, practices and policies and ensuring their consistency with the Museum’s mission, vision and values in addition to the Museum’s ADI strategic framework and Strategic Plan.
3. Promote collaborations within the Museum and between the Museum and outside organizations that enhance and further ADI goals.
4. Perform such related functions as may be assigned to it by the Board.
5. Advocate the goals and accomplishments of the committee and the museum to the board and the community at large.

**PROCEDURES**

The procedures the Committee shall follow are as follows:

1. **Meetings.** The chairperson of the Committee, in consultation with the other members of the Committee and the executive director, will determine the frequency and length of the Committee meetings, provided, however, that the Committee shall meet at least twice annually.
chairperson of the Committee in consultation with the appropriate members of the Committee and management will develop the Committee's agenda.

Meetings may, at the discretion of the Committee, include members of the Museum’s management, employees, independent accountants, corporate counsel and such other persons as the Committee or its chairperson may determine. The Committee may meet in person, by telephone conference call, or in any other manner in which the Board is permitted to meet under the Museum’s Bylaws.

2. **Quorum and Approval.** A majority of the members of the Committee shall constitute a quorum. The Committee shall act on the affirmative vote of a majority of members present at a meeting at which a quorum is present. The Committee may also act by majority written consent in lieu of a meeting.

3. **Rules.** The Committee may determine additional rules and procedures, including designation of a chairperson pro tempore in the absence of the chairperson and designation of a secretary of the Committee at any meeting thereof. There will be a clear delineation of labor between staff and committee members to avoid duplication of effort.

4. **Reports.** The Committee shall keep minutes, file such minutes with the Secretary of the Museum, and make regular reports to the Board, directly or through the chairperson.

5. **Resources and Authority.** The Committee is delegated all authority of the Board as may be required or advisable to fulfill the purposes and responsibilities of the Committee. The Committee may form and delegate some or all of its authority to a subcommittee when it deems appropriate.

6. **Conflicts with Bylaws.** This Charter shall in no way alter, amend, or repeal any provision of the Museum’s Bylaws. To the extent that this Charter conflicts with any provision of the Museum’s Bylaws, the Bylaws shall govern.

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**DEFINITIONS**

Diversity and inclusion helps us to recognize, respect and celebrate the differences we all have, regardless of our backgrounds. We recognize the complexity of cultural and personal identity. We understand that as an inclusive institution, we must recognize multiple categories and dimensions of diversity, including, but not limited to:

- Gender
- Ethnicity
- Race
- Cognitive and Physical Ability
- Sexual Orientation and/or Identity
- Income
- Family Structure
- Age

It is important to note that diversity includes what we can observe, but also many dimensions that are not readily revealed.

When referring to access we will identify and address barriers to participation that our community (ies) face in engaging with the Museum as visitors, staff, board and committee and stakeholders.

Inclusion is the act of including; a strategy to leverage diversity. Diversity always exists in social systems. Inclusion, on the other hand, must be created. In order to leverage diversity, an environment must be created where people feel supported, listened to and able to do their personal best.

*Access, Diversity and Inclusion Committee Charter*
Barriers to Participation and Inclusion

Not seeing yourself, your family or your values reflected in the staff, activities or values of the organization.

- Strategy: diversification of staff, programs and exhibits

The value of the museum is not a value to the audience

*Ex. When we first began talking about using our 25 cent admission, we quickly learned that in order for families to use it they had to know what it was, value it as important for them to invest their time in doing.*

- Strategy: Community engagement, parent talks, teacher trainings, community collaborations to train the trainer to understand, reflect the value of play learning as being relevant for all families.

Not understanding what is expected and feeling judge for not being able to decode what is the expected behavior and the expectation is reflective of a narrow perspective.

*Ex. Child development, family engagement, play learning principles not clearly understood or decoded for families that may have different family cultural understanding of the roles of learning, parenting/significant adult in a child’s life*

*Ex. Overall there is a judgement or bias against parents or caregivers that observe or do not engage in the activities alongside their children. This is across all museums and there is a growing trend to dial back on this that to be relevant and essential is to be what a person/family needs in that moment. An example from ASTC by Tech Museum, “we need to stop judging parents. When you see a mom on her laptop and her kids are playing instead of assuming she’s disengaged perhaps seeing that in this instance, for that mother and that family, you have provided the safe place for her children to play and learn while she finishes her GED”*

I use the example of my own experiences in first coming to a children’s museum and not feeling like I knew what I was supposed to do or feel like I was not part of the club.
• Strategy: Visitor engagement trainings that focus on being welcoming to all, understanding socio-cultural competencies and understanding that we serve two audiences, children and adults simultaneously. Children instinctively understand what to do, the adults in their lives need to feel welcome and supported and through thoughtful dialogue with staff they will understand the value of open ended play.

**Having to use or report low income status especially in front of children**

*EX. Most people who qualify for our Access programs do not identify themselves as poor or underserved.*

• Strategy: continued trainings and embracing inclusive and welcoming language that lets all families know about our reduced admissions and memberships, to feel welcome and important for being a part of the museum family. Presently, 9% of families living in poverty in Dane county have family access memberships.

**Language:** navigating interactions if you are a limited English speaker or must rely on your children to interpret limits the amount of places families will go or they will chose places that have significant staffing, visitation, and engagement in their native languages.

• Strategy: an inviolate commitment to having all print materials and signage be bi-lingual. Hire bilingual and multilingual staff and volunteers.

**Time:** our most valuable and finite resource is time. Families that are working multiple jobs, single parent households, families living in crisis and poverty have even less time to devote to play and extra experiences. Families not in crisis are faced with competing activities and overburdened schedules.

• Strategy: continue to partner with agencies and centers to provide Family Nights and opportunities to capitalize on existing events that families are attending and transporting those events to MCM. Ex. Head Start FFN here at MCM on free Wednesdays.

**Hours of Operation:** For many families especially if they have children in school, it is difficult to come during the week and even on weekends.

**Cost:** if you do not wish to report or use access, the fee can be prohibitive especially if you are not sure of the value you are getting for the price in context of a city that provides many opportunities for free (Zoo, libraries,

• Strategy: Free Family Nights, Dollar Admissions, Reduced price memberships, subsidized field trips, scholarships.

**Transportation:** for families with unstable or no personal vehicle, transportation to attend to life essentials becomes a full time endeavor. Though buses can be used to transport families from agencies or centers individual independence is still a significant barrier.

• Strategy: build into all partnerships and grants transportation funding.
**Physical or Cognitive Ability:** the wide array of different physical and cognitive needs provides both an barrier and a rich opportunity to work with agencies to assess needs of the community, understand and adapt as need the exhibits and experiences within the museum.

- Strategy: currently working with a host of agencies surving a broad array of special needs interests and abilities. Specific action items will be incorporated into the strategic framework.

Ex. Wisconsin Council of the Blind, WEAP, SPARK, Special needs teachers using our space to teach life skills.
ACM’s The Need For Diversity Statements

The mission for all children’s museums comes down to being the “town square for children and families, where play inspires creativity and lifelong learning.” As a town square, a children’s museum is a place open to all community members. That implies that the children’s museum is a welcoming institution for people of all backgrounds.

So why is it important for a children’s museum to have a diversity statement? Quite simply, because implications and good intentions are not enough. A diversity statement tells the community at large that the institution will take action and assume accountability.

Is there a one-size fits all diversity statement? No, there are approximately 350 open children’s museums around the world, however, each is distinct in its setting, its exhibits and the ways in which each museum reaches out, listens and includes its community.

To help museums create a diversity statement that fits their museum, ACM and The Diversity in Action Committee has been working with members at InterActivity conferences on draft pledges, polling members on diversity priorities and creating diversity templates. This work has been and continues to be an on-going, open process. Anyone wishing to send ACM its museum diversity pledge or constructive feedback about creating a pledge may email ACM.

ACM Diversity Statement

On April 27, 2005, the ACM Board approved the ACM Diversity Statement, provided below. We encourage member institutions to download the entire statement for dissemination to museum staff and as a guide in developing individual diversity statements.

The Association of Children’s Museums is an international professional organization representing children’s museums and institutions dedicated to serving children. Our mission is to build the capacity of children’s museums to serve as town squares where play inspires creativity and lifelong learning. The Association and its members are committed to honoring, practicing and promoting diversity, and believe that children’s museums have unique opportunities to do so by:

- Engaging children and families in exploring and appreciating their own cultures and the diverse cultures and lifestyles of others.
- Enhancing children’s cultural competency, their skills and ability to be active and successful in an increasingly diverse and global society.
- Playing an active role in building inclusive communities through exhibits, programs, advocacy and partnerships that reflect and celebrate our diverse communities.
- Enhancing staff and organizational capacity to attract, welcome and serve a diverse audience and membership.
- Modeling diversity-in-action for children by ensuring that our boards and staff at every level reflect and benefit from our diverse communities.
**Goal:** Have a diverse cross section of individuals in communities across the United States understand that their children’s museum seeks to be inclusive and welcoming to all children and families.

**Strategy:** Provide ACM children’s museums resources, recommendations and tools to access, improve and communicate their commitment to diversity.

**Tactic:** Provide a Diversity Pledge Template, which is written in plain language that individual museums can customize and promote at their museum.

Diversity is at the heart of the work that children’s museums do to create new town squares where play inspires lifelong learning. To insure that our town square accurately reflects the communities that surround and support our museum, are run by staff and are governed by a Board representative of these communities, we (insert name here) pledge:

To put diversity into action in all aspects of our museum, in our operations, in our exhibits, in our communications and marketing efforts, in our programs and educational offerings;

To foster inclusion on our board and actively support increased leadership roles for our staff with diverse backgrounds;

To focus externally, engage, listen and respond to all members of our community.
Access Diversity and Inclusion
A new framework

• **Access**- I know where the front door is and I can get to it and through it.

• **Diversity**- I see myself and my values reflected in the organizations staffing, programs and policies.

• **Inclusion**- I have voice in helping the organization fulfill its mission.
ACM DIVERSITY STATEMENT

THE ASSOCIATION OF CHILDREN’S MUSEUMS: HONORING, PRACTICING AND PROMOTING DIVERSITY

The Association of Children’s Museums supports the goals of the Museums and Diversity National Initiative. We have also developed more specific goals for supporting diversity; our organization’s diversity statement follows.

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• Enhancing children’s cultural competency, their skills and ability to be active and successful in an increasingly diverse and global society.

• Playing an active role in building inclusive communities through exhibits, programs, advocacy and partnerships that reflect and celebrate our diverse communities.

• Enhancing staff and organizational capacity to attract, welcome and serve a diverse audience and membership.

• Modeling diversity-in-action for children by ensuring that our boards and staff at every level reflect and benefit from our diverse communities.

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Museums and Diversity:
A National Initiative to Foster and Sustain Inclusive Practices

Diversity is a great strength of our society, and currently there is a significant disparity between the diversity of our communities and the people who visit, work in, and lead our cultural institutions. The Museums and Diversity Initiative strives for greater inclusiveness of individuals and communities that are diverse with regard to their national origin, gender, race, culture, economic status, religion, sexual orientation, physical or cognitive ability, age, and/or family structure.

This national initiative is supported by a consortium of museums, cultural institutions, associations, funders, and related professionals dedicated to honoring, practicing and promoting diversity and inclusive practices.

The consortium is committed to:

- Fostering diversity through programs, services, and facilities that are welcoming, engaging, and relevant to our diverse communities.
- Practicing diversity in our organizations through recruiting, retaining, and valuing diverse, committed staff and leadership, using responsible and smart business practices, and setting high standards for excellence and innovation.
- Promoting diversity to ensure that our field addresses the needs and interests of the public and plays an active role in building more inclusive and civically engaged communities.

We have come together with the following common assumptions about how a broad based initiative will strengthen the entire field:
The national initiative will provide a greater awareness that diversity and inclusive practices are key factors in our sustainability and relevance.

The consortium will bring together a critical mass needed to advance innovation and the pace of change through the collection and dissemination of strategies and best practices.

A field-wide effort will open opportunities for recruitment, funding, professional development, and leadership across the cultural arena.

The consortium members will identify common goals, support collaborative projects, set measurable objectives, and monitor progress across the field.

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The American Association of Museums (AAM) endorses the goals of the Museums and Diversity National Initiative. AAM has also developed more specific goals and plans to support diversity. Our organization’s diversity statement follows:

Museums should strive to achieve diversity among boards, staff, and museum volunteers and reflect the diversity in the community that surrounds them.*

*Approved by the AAM Board of Directors, December, 2002. In November 2003 AAM's Board made Diversity one of its eight strategic issues.
Equity and Diversity Initiative Mission

Our commitment to equity and diversity will be reflected in our collective efforts to create a dynamic process that helps ASTC members build an awareness and understanding of the needs and the promise of their communities, and subsequently, implement practices and policies that:

- Ensure that boards and staff at every level reflect, welcome, celebrate, and benefit from diversity
- Develop exhibits, programs, and print materials that reflect, welcome, celebrate, and benefit from the diverse communities currently and potentially served by ASTC members
- Work in partnership with diverse constituents (visitors, funders, contractors, supporters, etc.) to identify ways to meet their needs, and
- Engage in dialogues that examine issues of diversity and equity with a proactive commitment to fundamental human rights.

Background

In October 2001, the ASTC Board of Directors approved a new plan developed by its appointed Equity and Diversity Committee. The plan, which formed the basis for the E&D initiative launched at the 2001 ASTC Annual Conference, was based on a two-part vision: 1) that ASTC would become a model of excellence in equity and diversity, and 2) that ASTC members would be recognized by their communities as truly inclusive institutions.

The plan has five major components, leadership support, assessment, professional development, communication, and career pipeline/recruitment. The component objectives are:

- **Leadership Support**—Provide ASTC’s board and directors of member institutions with information, strategies, and tools to enable them to lead this initiative and monitor its progress.

- **Assessment**—Create a system for collecting baseline data and monitoring changes in the status of diversity in the science center field.

- **Communication**—Develop vehicles to present the cast for this initiative to multiple audiences to gain buy-in from ASTC members, to disseminate information, to publicize professional development resources, and to disseminate promising practices of members.

- **Professional Development**—Create and use multiple vehicles to move science center employees from awareness of the need for diversity to knowledge and action.

- **Career Pipeline/Recruitment**—Develop and implement short-term and long-term strategies to meet the field’s current and future workforce needs, and introduce cohorts of pre college youth to careers in science education and science centers.
The iceberg concept of culture

**Primarily in awareness**
- Fine arts
- Literature
- Drama
- Classical music
- Poplar music
- Folk-dancing
- Games
- Cooking
- Dress

**Primarily out of awareness**
- Notions of modesty
- Conception of beauty
- Ideals governing child raising
- Rules of descent
- Cosmology
- Relationship to animals
- Patterns of superior/subordinate relations
- Definition of sin
- Conception of justice
- Incentives to work
- Notions of leadership
- Tempo of work
- Patterns of group decision-making
- Conception of cleanliness
- Attitudes to the dependent
- Theory of disease
- Approaches to problem solving
- Conception of status mobility
- Eye behaviour
- Roles in relation to status by age, sex, class, occupation, kinship, etc.
- Conception of “self”
- Patterns of visual perception
- Body language
- Nature of frienship
- Conception of past and future
- Ordering of time
- Preference for competition or co-operation
- Social interaction rate
- Notions of adolescence
- Arrangement of physical space
- Etc.