

The EMBARC Toolkit

Emerging Museologists Building Anti-Racist Capacity

Assembled by Kat Pesigan, Em Hall, And Kenneth Doult

[Back to top](#)

This version of The EMBARC Toolkit represents the product submitted as part of a Master's Thesis Project on June 11th, 2021. However, this toolkit was intended to be a living document to reflect the nature of anti-racism work. We encourage you to view the living Toolkit, instead, which may have been edited outside of the bounds of our thesis work.

To view the living version of this work, [click here](#).

Accessibility & Use

This toolkit is currently available in one format with three others in production. This version is a **visual format**. It is a Google Doc written in black Arial font ranging in size from 14 to 18. It contains tables, images, and the use of color to visually define certain sections or highlight certain information. Colors were selected with contrast and other accessibility considerations in mind. All tables are prefaced with a brief description and all images have alt-text and captions. Bullet points, numerical lists, and boldface are used throughout. This document is in landscape format to accommodate tables, images, and other visual elements.

Other formats to come will include a format in a dyslexia-friendly font, a plaintext format, an audio format, and a PDF or read-only word document. To learn more or to request a specific format, email embarcproject@gmail.com.

Navigation tools include the interactive [Table of Contents](#) on page 5. The “document outline” can be accessed by clicking on the small grey icon located to the left of this document under the toolbar.

A note on citations: We offer citations at the beginning of each section as a series of superscript numbers which correspond to the annotated bibliography at the end of that chapter. These citations support claims made throughout the chapter, but are offered at the beginning to facilitate legibility. They are listed numerically, rather than alphabetically, to reflect the order in which they appear.

[Land acknowledgement currently under development in consultation with the Duwamish tribe]

Table of Contents	3
Accessibility & Use	3
Table of Contents	5
Acknowledgements & Authorship	7
1.0 Framing the toolkit	13
1.1 What is This Toolkit?	14
1.2 Language & Core Definitions	15
1.3 Our Processes	19
1.4 Whiteness and Anti-Racism Work	25
Annotated Bibliography: Chapter 1	27
2.0 Reading an Institution	31
2.1 Identifying Your Values	33
2.2 Values: Public Information	37
2.3 Finances: Reading the Form 990	53
Annotated Bibliography: Chapter 2	66
3.0 Interpersonal Interactions	68
3.1 Addressing Racist Abuses	69
3.2 Being Proactively Anti-Racist	81
Annotated Bibliography: Chapter 3	93
4.0 Institutional Interactions	98
4.1 Connecting with Leadership	100
4.2 Committees - DEAI, Equity, and Others	123

Annotated Bibliography: Chapter 4	132
5.0 Proposing Projects	138
Sections in this chapter:	139
5.1 Initial Considerations	140
5.2 Preparing a Project Proposal	143
5.3 Finding Funding	167
Annotated Bibliography: Chapter 5	168
6.0 Internal Considerations	171
6.1 Self Care	172
6.2 Internal examination	183
Annotated Bibliography: Chapter 6	184
7.0 Closing Thoughts	188
7.1 Call to Leadership	189
7.2 Limitations	192
7.3 Further Work	194
7.4 Personal Actions	195
Annotated Bibliography: Chapter 7	198
8.0 Appendices	200
8.1 Front End Evaluation Report	201
8.2 Glossary	236
8.3 List of Figures and Tables	240
8.4 Complete Reference List	248

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Authorship

This toolkit is **built upon centuries of thought, labor, and scholarship from Black, Indigenous, Latinx, Asian American, Native Hawaiian, Pacific Islander, and additional People of Color**. While this specific structure is original, the concepts, tools, and resources herein are not. We stand on the shoulders of giants. To learn more, check our annotated bibliographies at the end of each chapter and our [complete bibliography](#) (pg. 248) at the very end of this document.

On this foundation and with the help of so much generous community, this toolkit was assembled by Kat Pesigan, Em Hall, and Kenneth Douth. Below are our **positionality statements and a discussion of our group processes and dynamics**. We include this information to identify who we are and how we navigate this world, including how we have engaged with this project. While there are so many ways that our frameworks are shaped by the environments we are in, we have individually chosen to share the aspects of our identities we believe have most directly affected our involvement in this project. One aspect of positionality which we all share is our status as students in the Master's of Arts in Museology at the University of Washington. This experience has been largely shaped by the COVID-19 pandemic.

Kat Pesigan: I am a mixed Filipino and white individual who also navigates the world as a non-binary, queer, neurodivergent individual. I speak English and am currently learning Tagalog as internal healing and growing closer to my culture. I believe that my mixed identity has been the most influential towards my engagement with this project. I grew up in a colonized and white

supremacist world view due to structural racism and how society views me, but am continuously decolonizing and connecting with my culture as internal healing. This has influenced me to become involved in DEAI initiatives while completing my master's. I have mainly worked in museum education as a facilitator.

Em Hall: I am a 26 year old white, cis, disabled lesbian woman with neurodivergent frameworks. I believe that my whiteness has been the most impactful aspect of my engagement with this project, as it most directly impacts my relationship with racism as an [agent](#) of [white supremacy culture](#). Further, this aspect of how I navigate the world is always fully visible; there is no interaction I have that is not shaped by my whiteness. I am not able to perceive the full extent of this impact. My identities as a disabled woman and a lesbian woman fluctuate in visibility, which can result in perception-contingent access to spaces of privilege, although my physical abilities are not changed by how they are perceived. I have held formal positions of social power in my life as an educator, although never the institutional power of a leader in museum spaces.

Kenneth Doult: I am a 31 year old, white, cis, man. I speak English fluently and grew up in a financially stable household in Massachusetts that has allowed me to pursue academia. I contribute to this project recognizing these agent identities that uphold [white supremacy culture](#) and my role in working with people who share these positionalities to learn and take action in

support of dismantling this structure. My past work in museums has focused on education in visitor services and community outreach in rural spaces on the West Coast.

The development of the project and creation of this toolkit has spanned 14 months at the time of first publication in June, 2021. In this time, each of us has held different roles and priorities, although every aspect of this document has been influenced by collective efforts and reflection. Kat's major emphasis has been on the process of evaluation. Em's major emphasis has been on the process of writing. Ken's major emphasis has been on the process of research. Each of us has been heavily involved in the work of community communications, group facilitation, and editing, editing, editing. We have relied on and supported each other across hundreds of hours of conversation, encouragement, pushback, and silliness. This document is truly a reflection of our collective efforts.

1.0 Framing the toolkit

The following chapter is very text heavy compared to other chapters. It is approximately 12 pages of narrative describing the various thoughts and processes that have guided the development of this toolkit. We open with this chapter for the sake of transparency and the development of common ground. This chapter spans pages 13 to 30.

Sections in this chapter:

- [1.1 What is this toolkit?](#)
- [1.2 Language & Core Definitions](#)
- [1.3 Our Processes](#)
 - 1.3.1 Front-end evaluation
 - 1.3.2 Advisory board and student focus group
- [1.4 Whiteness and anti-racism work](#)

Please note: This toolkit does **not** need to be read in a linear or book-style way! Pull it apart, find what's relevant to you, chunk it up. Read one section of one chapter or read all 270 pages. This is a tool for practical use -- make it work for you.

1.1 What is This Toolkit?

This toolkit offers **practical tools** to emerging museum practitioners who want to **take action** toward anti-racism, but are uncertain about how to begin the work, with or without the support of their institution. This toolkit is **not a resource for learning** about anti-racism, but rather for translating the learning you are already doing into concrete action in the workplace.

This toolkit may be for you if:

- **You are white or otherwise identify as** benefiting from and/or perpetuating white supremacy culture in certain contexts (see: [coercively privileged](#) [pg. 15]).
- **You are already engaged in learning** about anti-racism work and are looking for action steps.
- You are **entering the museum field** or currently work in **entry- or mid-level positions** therein.

Before we go any further, it is important to note that this toolkit is not, itself, anti-racist. This resource was written to be applicable in museums and related institutions **as they currently stand**. It is designed to help you **navigate** and **push on** institutional structures while recognizing that your livelihood likely depends on keeping your job, meaning that it accommodates the oppressive structures of hierarchy, bureaucracy, and capitalism. To rephrase: **The strategies offered in this toolkit are not effective vehicles to anti-racism on their own**. This is because we are targeting **symptoms** of white supremacy culture -- not root causes. See the section [7.4 Personal Actions](#) (pg. 195) for suggestions on how to take more meaningful action toward anti-racism.

1.2 Language & Core Definitions

Language use is a critical component of this toolkit. Below are some of the core terms which make up the frameworks of this resource. We offer these definitions here because language, particularly in justice and power work, is rife with nuance. We want you to know exactly what we mean when we use a specific term -- and we also want to emphasize that most of these terms have wide ranging definitions, explorations, and critiques across sources. We are not putting forward any one definition as correct, only offering context for this specific document. You can view other definitions in our [Glossary](#) (pg. 236).

Anti-Racism: Anti-Racism [is]... directly addressing power and gatekeeping practices of an organization. Also referred to as racial equity and anti-oppression, anti-racism seeks to analyze structural and root causes of inequities from a systems perspective. In addition to interrogating power, anti-racism centers communities most impacted by historical oppression through an intersectional analysis – the recognition that people who face oppression from multiple marginalities likely face additional and compounding harms institutionally, geographically, physically, and mentally.¹

Reminder: This is the definition of what this toolkit is working **toward**. Not what this toolkit **is**.

Coercively Privileged: We use this term to reflect the nuances of identity and social perception in discussions of privilege and power. In the context of anti-racism and race-based privilege, this concept **does not apply to white people**. This term addresses the reality that people who are

perceived as more proximate to whiteness may have the false, externally-generated identity of whiteness forced upon them. This can result in perception-contingent access to components of white privilege while also manifesting a unique set of microaggressions/racist abuses. This concept is separate from that of white privilege, as it is the result of white supremacy co-opting personal identity. This concept may be relevant in the lives of people who identify as mixed race or light skinned, and might be considered alongside concepts like colorism and the “model minority” myth. There is likely a similar phrase already in existence -- we just didn’t find it by the time this document became public.

A critical note on this term: throughout this toolkit, we address our audience as “white people and coercively privileged people.” This is an incomplete shorthand. White people are always the audience, but whether a section/concept/call to action is relevant in the life of a coercively privileged person depends entirely on their own lived experiences and identities as an individual. Where we use the shorthand “coercively privileged people” to describe our audience, the full sentiment is this: “any coercively privileged person... who identifies with holding power in the specific way being described in a specific section, and who identifies with a responsibility to respond in kind.” The intersectional nature of a coercively privileged identity means widely varied and often inconsistent experiences across people and spaces, and we want to honor this. While a toolkit for coercively privileged people would likely look very different from this one, we are choosing to define our audience in this way to reflect the ways that white supremacy culture

concentrates power on the basis of visible traits, without homogenizing the identities of people who might identify with the concepts or responsibilities discussed here.

Microaggression versus Racist Abuse: These terms carry the same or similar definitions, but may have different connotations with different audiences. We choose to use the term “racial/racist abuse” throughout this text to reflect our own understandings of how such harms function – particularly in institutions like museums, which are often grounded in, and thus heavily invested in protecting, whiteness.

Definition of Microaggression: “Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group”

Source: [Racial Microaggressions in Everyday Life](#)²

Reframing as Racial Abuse: “I do not use ‘microaggression’ anymore... I detest its component parts—‘micro’ and ‘aggression.’ A persistent daily low hum of racist abuse is not minor... Abuse accurately describes the action and its effects on people: distress, anger, worry, depression, anxiety, pain, fatigue, and suicide.”

Source: Ibram X. Kendi, [How to Be an Anti-Racist](#)³

Ally versus **Accomplice**: These terms have a wide variety of definitions. We perceive the difference between them to be the types of actions they connote. An ally may support justice work within the context of existing power structures. An accomplice is actively working to dismantle those power structures. This toolkit intentionally accommodates existing power structures, and so we use the word “**ally**” throughout.^{4,5}

1.3 Our Processes

This toolkit was conceptualized and developed as part of thesis work for the Masters in Museology Program at the University of Washington (UW Museology). We invited community into the development of this toolkit in many ways. We began with a front-end evaluation for current UW Museology students and alumni in the field in order to create our framework, we consulted with an advisory board to help shape our content, and we worked with a student group to assess usability.

1.3.1 Front-End Evaluation

Our front-end evaluation set the stage for Toolkit development. This evaluation helped us to make data-informed decisions about our content based on the self-identified needs of our target audiences. Our survey reached a total of 119 individual participants, about 34% of whom were current students and 66% of whom were current or recent practitioners in the museum field. We offer a narrative summary of our findings below, and you can find a complete evaluation report attached in [Section 8.1](#) (pg. 201).

Note: Our findings from the front-end evaluation can only represent the experiences of a small sample of current students and alumni from UW Museology. Participants had the option to self-identify their race/ethnicity, gender, and age groups. We share the statistics of those identities here, as lived experience is a relevant aspect of how individuals perceive and engage with anti-racism.

- **81%** of participants identified as **white** with responses also including “AAPI,” “Asian,” “Asian American,” “Black,” “Hispanic,” “Mixed: Black/white,” “Native American specifically Yurok and Tolowa,” “Asian, specifically Southeast Asian,” “Chinese American,” “Mexican-American,” “Mixed race (White, Alaska Native, and Latino),” and “Mixed: Latina/white”.
- **75%** of participants identified as “**Woman**” with responses also including “man,” “butch,” “genderqueer man,” and “human.”
- Participant ages ranged from 18-64. From our “Current Student” survey, **41%** of respondents identified as being in the **18-24** range and **41%** identified as being in the **25-34** range. From our “Alumni” survey, **52%** identified as being in the **25-34** age range and **33%** identified as being in the **35-44** range.

Key findings & their impact on this document

- When asked about **previous learning and/or organizing around anti-racism in museums**, the majority of alumni indicated having some level of experience. Current students mainly indicated having this experience in general situations rather than in museum settings, primarily through lecture/workshop. Participants that had engaged with anti-racism learning and/or organizing mainly took away **ideas that explored their positionality in the work and theory associated with anti-racism**. Alumni specifically indicated learning about anti-racism related to a theme of internal

work culture (example: “We learned about [organizational] anti-colonial/antiracist practices around collections management and access, as well as their organizational structure and policies”).

- When asked to self-rate the **extent of their knowledge around anti-racism**, the majority of participants rated themselves as knowing “a moderate amount,” many explaining that they are going through a continual process of learning and unlearning, but felt discomfort around taking anti-racist action. Many alumni shared that they participate in personal learning outside of work.
 - **In response, we chose to offer a resource emphasising action items** that could be supported by previous and ongoing personal learning.
- When asked to describe the **meaning of anti-racism in museums**, participants primarily described notions of dismantling existing museum structures as a part of broader systemic racism, or restructuring the existing institutional make-up. This distinction between **breaking down** versus **building onto** existing structures offered subtle but key insights into how perceptions varied.
 - **In response, we tailored our action items** to target varied aspects of museum work at various scales inside the institution and **built in opportunities for assessing** where and how an institution is aligned with anti-racist values in order to develop institutionally-specific goals.

- When asked to describe **what organizing around anti-racism in museums looks like**, participants described forms of institutional change. Alumni discussed concepts of representation, internal examination of the institution, and community collaboration. Diversity, Equity, Accessibility, and Inclusion (DEAI) committees were frequently cited as the vehicles for these efforts.
 - **In response, we built in opportunities to examine these committees** and develop actionable goals and accountability measures.
- When asked to describe **if/how they had observed or experienced racism in their institutions**, participants described instances of racism in interpretation, exhibits, and collections. Alumni additionally shared observations of racist abuse internally and externally in their institutions.
 - **In response, we incorporated tools** for responding to racist abuses and practicing anti-racism in various ways across various departments.
- When asked to describe **barriers to their engagement with anti-racism action**, participants described not having support from their institution. The concept of “support” included financial, ideological, and logistical considerations. Alumni identified leadership as a major component of this barrier. Participants described organizational work culture as being a key part of whether they felt opportunities to engage with anti-racism were available.

- **In response, we built in tools for connecting with leadership, for taking action as an individual employee, and for developing and proposing specific projects.** Further, we explore ways individuals can develop internal community to create a work culture in pursuit of anti-racism.
- When asked to self-rate their **interest in learning about taking anti-racist actions in museums**, participants rated themselves as being more than “somewhat interested.”
- When asked to **rank specific types of action-based interests**, current students rated “Moving... upper management toward anti-racist ideals” at the top, followed by “how to generate shared understandings of anti-racist language,” and “addressing microaggressions.” The majority of participants requested specific examples of anti-racism work in museums, mentioning an interest in “how-to” guidance towards actions they could take.
 - **In response, we decided to take a workbook-style approach to content** with an emphasis on “how-to” concepts.

The full report in [Section 8.1](#) (pg. 201) offers in-depth statistics and more detail on how we gathered and assessed all of this information, including visuals and more intensive exploration of themes and their implications.

1.3.2 Advisory Board and Student Focus Group

After completing our front-end evaluation and establishing our framework, we invited active museum practitioners to join us as an advisory board. Our six advisory board members all have backgrounds in anti-racism work and offered perspectives from their experiences in accessibility work, education, evaluation, fundraising, and independent consultancy.

Over the course of three meetings and various consultations, we first shaped and then refined our toolkit contents. Our traditional meeting structure was to provide materials one week ahead of time for review and then to hold discussion-based meetings structured loosely around specific questions or pieces of feedback. Advisory board members were compensated at a rate equivalent to \$18/hour for 6 total hours across the project duration using scholarship funds from UW Museology. To learn more about our advisory board members and the work that they do, see our [Acknowledgements & Authorship](#) section on page 7 above.

Once our toolkit reached about 70% completion, we invited a group of students from our cohort to review the toolkit and offer feedback on content, usability, and readability through research sessions spanning 3 hours. These students were also compensated at various rates based on their level of involvement using scholarship funds from UW Museology.

1.4 Whiteness and Anti-Racism Work

Finally, we need to acknowledge the harm that whiteness brings to anti-racism work. We cannot mitigate this harm. Below are several resources which discuss this reality in detail. We offer a quote from the authors to provide a sense of the theme of each work, but strongly encourage our white readers to engage with the full texts in the authors' intended contexts.

- [“Why DEI and Anti-Racism Work Need to Decenter Whiteness”](#) by Janice Gassam Asare⁶

“For DEI and anti-racism work to be effective, less effort must be spent trying to coddle and center whiteness. More energy must be put into uncovering the specific needs of the most marginalized groups in order to understand how to implement support systems that promote safety and wellbeing:”

- [“Confronting Racism is Not About the Needs and Feelings of White People”](#) by Ijeoma Oluo⁷

“If your anti-racism work prioritizes the ‘growth’ and ‘enlightenment’ of white America over the dignity and humanity of people of color – it’s not anti-racism work. It’s white supremacy.”

- [“White Anti-Racism: Living the Legacy”](#) by Learning for Justice⁸

“What does ‘white anti-racist’ mean? How can guilt get in the way? And what's all this talk about being ‘colorblind’? [Learning for Justice] asked community activists to share their

thoughts on these questions, and others. Their answers shine light on the concepts of comfort, power, privilege and identity”.

- [“Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing”](#) by Anneliese A. Singh⁹

“For White people, becoming an antiracist is a journey that evolves alongside your White racial identity”.

- [Dismantling Racism Works](#)¹⁰

“White supremacy culture is an artificial, historically constructed culture which expresses, justifies and binds together the United States white supremacy system. It is the glue that binds together white-controlled institutions into systems and white-controlled systems into the global white supremacy system.”

We bear these concepts in mind as we continue to learn, continue to mind our **impact** over our **intent**, and continue to take deliberate action. For suggestions on how you can learn more and apply these concepts for yourself, look at section [6.2 Internal Examinations](#) (pg. 183).

Annotated Bibliography: Chapter 1

Note: This annotated bibliography does not capture all of the scholars who influenced our thoughts in this section. Rather, these are the major influences over the themes of this chapter. For a complete list of references used in this process, including the sources below, see [8.4 Complete Bibliography](#) (pg. 248).

While our citations largely conform to APA formatting standards we have indicated titles that would require italics by using quotation marks for screen reader accessibility.

1. Wheeler, Kyana. (2020, April 10). "Impact Continuum" [handout]. Museology, University of Washington, Seattle.

This worksheet provides extensive definitions for diversity, equity, inclusion and accessibility and how they relate to anti-racism. It frames anti-racism and decolonisation around a continuum to indicate how people can move towards anti-racist practices.

2. Sue, Derald Wing, Capodilupo, Christina M., Torino, Gina C., Bucceri, Jennifer M., Holder, Aisha M. B., Nadal, Kevin L., Esquilin, Marta. (2007). "Racial microaggressions in everyday life: implications for clinical practice." Columbia University.
https://www.cpedv.org/sites/main/files/file-attachments/how_to_be_an_effective_ally-lessons_learned_microaggressions.pdf

This source offers a specific definition of microaggression and how it shows up daily in people's lives. Additionally, the authors elaborate on the different types of microaggressions that exist.

3. Kendi, Ibram X. (2021) "How To Be An Antiracist." Retrieved May 10 2021 from <https://www.ibramxkendi.com/how-to-be-an-antiracist>

Ibram X. Kendi provides insights into the long last effects and ever-present realities of racism in the United States. He identifies an important shift in language by suggesting the use of "racist abuse" over "microaggression"

4. Accomplices Not Allies: Abolishing the Ally Industrial Complex. (2014, May 4). "Indigenous Action Media". <http://www.indigenousaction.org/accomplices-not-allies-abolishing-the-ally-industrial-complex/>

This site provides an online and printable format for understanding the differences between "ally" and "accomplice" It additionally offers information on different types of performative allyship and how that shows up.

5. Ng, W., Ware, S. M., & Greenberg, A. (2017). Activating Diversity and Inclusion: A Blueprint for Museum Educators as Allies and Change Makers. "Journal of Museum Education", 42(2), 142–154. <https://doi.org/10.1080/10598650.2017.1306664>

This article addresses the importance of diversity and inclusion in museum spaces while acknowledging the tokenized ways these terms have been used and practices implemented.

6. Asare, Janice Gassam. (2021, February 15). “Why DEI and anti-racism work need to decenter whiteness”. Forbes.

<https://www.forbes.com/sites/janicegassam/2021/02/15/why-dei-and-anti-racism-work-needs-to-decenter-whiteness/?sh=4528704e5886>

This article stresses the importance of decentering whiteness for any effective DEI work that happens in an organization. It specifically names that “trainings” fail because they prioritize white feelings over moving towards real change.

7. Oluo, Ijeoma. (2019, March 28). “Confronting racism is not about the needs and feelings of white people”. The Guardian.

<https://www.theguardian.com/commentisfree/2019/mar/28/confronting-racism-is-not-about-the-needs-and-feelings-of-white-peop>

Oluo addresses the problems of how white people view anti-racism work. “If your anti-racism work prioritizes the ‘growth’ and ‘enlightenment’ of white America over the dignity and humanity of people of color – it’s not anti-racism work. It’s white supremacy”.

8. Learning for Justice (n.d.). “White Anti-Racism: Living the Legacy”. Retrieved April 21, 2021 from <https://www.learningforjustice.org/professional-development/white-antiracism-living-the-legacy>

This Q&A session identifies some of the failures of white people in attempting to do anti-racism work and offers actionable steps from various perspectives on how people can be better allies.

9. Singh, A. A. (2019). "Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing". New Harbinger Publications.
https://nmaahc.si.edu/sites/default/files/downloads/resources/racialhealinghandbook_p87to94.pdf

Singh elaborates on a definition of anti-racism put forth by Marlon James that is focused on action. She additionally draws on concepts from Tema Okun, contributor to Dismantling Racism Works, that highlight the responsibilities of anti-racist practices.

10. DR WorksBook. (1998). "White Supremacy Culture". Retrieved May 10, 2021 from <https://www.dismantlingracism.org/white-supremacy-culture.html>

This website offers a wide range of resources for learning about white supremacy culture and tools for action to fight against it. It was developed and maintained by many contributors.

2.0 Reading an Institution

We open this toolkit with the subject of “reading” an institution. This chapter offers multiple lenses through which you might assess your current or a prospective institution. Specifically, we focus on how an institution projects itself, how that projection aligns with reality, and what their financial choices may indicate about their priorities. We have included this chapter for two major reasons:

1. Assessing an institution **before** you enter it can help you understand whether you have the emotional capacity to consider them as an employer while maintaining anti-racist values. It can also help you understand how your presence and values might be received.
2. Assessing an institution **after** you’ve entered it can help you understand your role in maintaining and/or dismantling harmful structures through your position.

Sections in this chapter:

- [2.1 Identifying Your Values](#)
- [2.2 Values: Public information](#)
 - 2.2.1: Sources of Information to Consider
 - 2.2.2: Representation with prompts for reflection, including:

- [2.3 Finances: Reading the Form 990](#)
 - 2.3.1 Finding and Breaking down the Form 990

One last acknowledgement before diving in: as subjects of capitalism and workers in a chronically-underpaid field, we often cannot afford to walk away from imperfect positions. This chapter is not meant to be a checklist of must-haves, but rather to offer criteria for evaluating how an institution aligns with your own values -- however you might use that information.

This chapter spans pages 32 to 67.

2.1 Identifying Your Values

This section is simple, but represents an important step in approaching justice work. Identifying the things that are important to you and **why** they are important to you can help inform how you take action. We're including this section as part of "Reading an Institution" because the values we hold impact how we make judgements on various pieces of information. The better you know your values, the better you're able to see their absence or presence across contexts.

In the exercise below, consider this statement:

"It is important to take anti-racist action in the workplace."

Try to answer the question "why?" six times. Each answer should build off of the last one given. Consider writing or speaking out your responses, rather than just thinking them -- trying to put specific words to internal concepts will often reveal opportunities for further self-examination. If you do get stuck, make a note of it; this may be inspiration for future learning.¹

So: It is important to take anti-racist action in the workplace.

Why?

[The table cell below is blank to accomodate a written response.]

--

And why is that?

[The table cell below is blank to accomodate a written response.]

--

And why is that?

[The table cell below is blank to accomodate a written response.]

--

And why is that?

[The table cell below is blank to accomodate a written response.]

--

And why is that?

[The table cell below is blank to accomodate a written response.]

--

Sit with your conclusions, chew them over.

- Was this easy or difficult?
- Did you get stuck at any point?
- What was the source of that stickiness, if so?

Brainstorm a few other statements about values you want to see or embody in an institution. [The following table cell is blank to accommodate written responses]:

--

Try the “why?” exercise again.

- Which statements are easy to unpack all the way down?
- Which ones did you get stuck on earliest?
- Did you find any to be baseless?
- Did any come to the same conclusions?
- Did any come to conflicting conclusions?

Remember that it’s the reflection process that is important and not necessarily the answers. In the following sections, hold these values in mind as you examine the image and choices an institution has made for itself.

2.2 Values: Public Information

The way that an institution projects itself into and is perceived by the public can reveal a lot about the audiences they are prioritizing and what they think is important to those audiences. Below are several lenses through which you might examine an institution, including questions designed to emphasize institutional values.^{2,3} As you dive into these sources of information, compare the ways that the institution talks about themselves and their values **versus** the choices they make. Are these things aligned?

2.2.1 Sources of Information to Consider

The questions below are very broad and may not have concrete answers. We're not expecting that you're able to answer these line by line, but rather are considering them as prompts for deeper reflection. Further, these questions aren't designed to indicate goodness or badness, but rather to offer a loose assessment tool onto which you can layer the things that are important to you in the context of anti-racism. Some of the prompts represent direct links to anti-racism, while some are more indirect.

Below are 6 consecutive tables, [Tables 2.1 - 2.6](#). Each table represents a different source of information and is made up of 2 columns and 2 rows. The left column of each table offers questions related to a given category, and the right column is blank to accommodate written notes. The first row of each table is a header row.

Table 2.1

Mission, vision, purpose, and/or values	Notes
<p>Does the institution have these concepts defined and available to the public?</p> <ul style="list-style-type: none">• Are they easy to find, either online or onsite?• Does their language include or exclude anyone? <p>How do these statements reflect the institution's self-identified role in the community?</p> <ul style="list-style-type: none">• Are the statements generic and broad?• Do they reflect community needs and/or interests?• Which ones? <p>Are the statements mirrored by action?</p> <ul style="list-style-type: none">• Does the museum “live” these concepts?• Example: does programming reflect their mission?	

Table 2.2

Online Presence	Notes
<p>What kind of content is the institution sharing on social media?</p> <ul style="list-style-type: none">● Self promotion? Education? Engagement?● Uplifting community voices or issues? <p>What audiences do they seem to prioritize?</p> <ul style="list-style-type: none">● Board/funders? Professional groups?● Community members? Potential visitors?● How does this reflect who they are thinking about and putting effort toward? <p>What events do they recognize or post about?</p> <ul style="list-style-type: none">● Which holidays?● Which tragedies?● Which community events?	

Who do they feature in their posts?

- Staff? Volunteers? Board? Community?
- Is there diversity among them?

What kind of language do they use when talking about various stakeholders or communities?

- Any white saviorism, classism, ableism, [racist abuses](#)?
- Do they talk about anyone other than white people on a regular basis?

What does their website look like?

- How easily can you find things like contact information? Financial information?
- Do they list their staff and board members?
- Is accessibility information readily available?

Table 2.3

Annual report	Notes
<p>What is the institution bragging about?</p> <ul style="list-style-type: none">● Is it people? Board, staff, volunteers, partners, visitors?● Is it programming or institutional growth?● Is it community collaboration? <p>Who are they thanking and what are they thanking them for?</p> <ul style="list-style-type: none">● People who have contributed time?● Labor?● Education?● Money?● Attention?● Critique?	

How are communities or individuals depicted?

- Who is celebrated?
- Is anyone represented as being “helped” by the institution?
- To the above questions: how?

Does the report feature any tokenism?

- If the photos represent visually diverse people, does this diversity reflect what you’ve observed about the day-to-day reality of the institution?
 - Visitors, program attendees, staff, etc.

Table 2.4

Job postings	
<p>Do they disclose salary information?</p> <ul style="list-style-type: none">• How does it compare to similar positions?• If the position requires a degree, how does its salary compare to positions that don't? <p>Do they mention any buzz words like “diversity” in the listing?</p> <ul style="list-style-type: none">• Do they discuss what that means to them? <p>Do they require classist or ableist things that may not be necessary for the role?</p> <ul style="list-style-type: none">• Certain degrees, “reliable transportation” (a car), an excessive amount of previous experience, lifting over 50 pounds?	

Table 2.5

Statements and/or Policies related to Equity, DEAI, or Other Justice Work	
<p>Who created these statements or policies?</p> <p>When were they published and how frequently are they updated?</p> <ul style="list-style-type: none">● Was it a reaction to a national tragedy?● Do they reflect ongoing changes/efforts? <p>Are there any accountability mechanisms?</p> <ul style="list-style-type: none">● Action items or timelines?● Names or titles of people or communities involved in the work? <p>If it's DEAI, do they do the work to unpack it?</p> <ul style="list-style-type: none">● Do they pull out each concept individually?	

Table 2.6

<p>Community thoughts: Yelp, Glassdoor, TripAdvisor, Field-Related Groups.</p>	
<p>Yelp:</p> <ul style="list-style-type: none">● Do visitors voice any concern around mistreatment, racist abuses, etc.?● Does anyone describe feeling unwelcome?● How do they perceive the museum's exhibits, staff, facilities? <p>Glassdoor:</p> <ul style="list-style-type: none">● How are staff treated and paid?● How is management regarded?● What types of complaints are recurring?	

TripAdvisor:

- How is the space regarded/positioned in the broader cultural context of an area?

Local Emerging Professionals or Affinity groups (in person or online).

This will likely be one of the most truthful and in-depth ways to understand nuances of the institution. What's really going on? How is this institution regarded by local people in the field?

- How does peoples' salaries compare across positions and required work?
- What does a Black woman's salary look like against a white man's in similar positions?
- Who has to negotiate more or at all for promotions, raises, recognition?

- Whose ideas get praised?
- How and to whom is critique delivered?
- Which standards of “professionalism” are upheld, and who are they most frequently weaponized against?
- Are staff needs met and/or accommodated?
Would this answer change if the question were about board members or funders?
- How are staff, visitors, and the surrounding community talked about behind closed doors?
- **Note:** These are important questions to be asking in your current position, too! Talk about salaries and treatment from supervisors. Ask your colleagues across departments.

2.2.2 Representation

All of the above categories may offer insights into the more obvious or intentional forms of decision making by an institution, **but we can dig a little deeper by examining representation**. Institutions can talk endlessly about how committed they are to anti-racism and justice work -- but if the entire organization is made up of people from dominant culture (white, cis able-bodied, etc.) how committed are they? **How might that culture feel?** What perspectives will be centered in anti-racism work?

Below, we refer to a few specific communities that may have varying definitions. These are ours:

- **Board of Trustees:** A governing body composed of elected or appointed individuals that hold strong influence over an organization.
- **Advisory Group:** A group of community members who are assembled through various means to inform the museum about their experiences. For an ideal example, see [The Wing Luke](#).
- **Contractors:** Independent people or businesses hired by an institution on a temporary basis to provide specific service, or complete a specific project or task.

Below are 4 consecutive tables, [Tables 2.7 - 2.10](#). Each table represents a different community or audience engaged with the institution, and is made up of 2 columns and 2 rows. The left column of each table offers questions related to a given community, and the right column is blank to accommodate written notes. The first row of each table is a header row.

Table 2.7

Boards of Trustees	Notes
<p>Who is on it?</p> <ul style="list-style-type: none">• What is the age/race/gender/wealth breakdown?• What professions or specializations are represented? <p>What institutional influence do they have?</p> <ul style="list-style-type: none">• What's their relationship with Executive Leadership? Who reports to whom? <p>How easy is it to find information about their form and function?</p> <ul style="list-style-type: none">• When do they meet?• Is there transparency about what they do?	

Table 2.8

Advisory Groups	Notes
<p>Do these groups/committees exist?</p> <ul style="list-style-type: none">• Are they working on specific projects or institutional goals? <p>Do they make decisions?</p> <ul style="list-style-type: none">• How much institutional power/influence do they have?• Do they report to the institution or does the institution report to them? <p>Are participants compensated?</p> <ul style="list-style-type: none">• Do they receive credit for their roles in various projects?• Where are they recognized for their role?	

Table 2.9

Senior leadership	Notes
<p>Who is a part of it?</p> <ul style="list-style-type: none">• What is the race/age/gender/wealth/ability breakdown? <p>Does leadership diversity reflect staff and/or community diversity?</p> <ul style="list-style-type: none">• Is there a mechanism for leadership to hear diversity of thought as they make decisions? <p>How available are they to the public?</p> <ul style="list-style-type: none">• How do they share their work?• Is their contact information available?• Are they ever out on the floor?	

Table 2.10

Floor staff and contractors	Notes
<p>What are the demographics of part-time, contract, or non-degree positions?</p> <ul style="list-style-type: none">• How does that compare to other positions? <p>Are they represented as part of the institution?</p> <ul style="list-style-type: none">• Are they invited to voice opinions or participate in larger institutional processes?• Are they acknowledged in things that discuss the work of the institution, like the Annual Report?• Are they respected and supported across departments?	

2.3 Finances: Reading the Form 990

Finally, let's dig into the Form 990. This form is a publicly-available tax document that nonprofits and select other organizations are required to submit to the Internal Revenue Service (IRS) each year. This form covers the following information:

- **Part I:** Activities & Governance, Revenue, Expenses, and Net Assets
- **Part III:** Statement of Program Service Accomplishments
- **Part IV – VI:** Checklist of Required Schedules, Schedules Regarding Other IRS Filings and Tax Compliance, and Governance, Management and Disclosure
- **Part VII:** Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Contractors
- **Part VIII:** Statement of Revenue
- **Part IX:** Statement of Functional Expense
- **Part X – XI:** Balance Sheet and Reconciliation of Net Assets

This is an important part of understanding an institution's values because it shows you how they use, make, hold, and accept money -- and how that might compare to how **people** are treated in the institution. While finer points such as what programs cost the most money may be absent, this form will give you detailed and honest information about the institution's financial realities.

2.3.1 Finding and Breaking Down the 990

To find a recent Form 990 for your institution, you can search “[name of your institution]” and “990,” or use an established tool like [ProPublica](#) or [GuideStar](#).

Before diving in, here are a few notes to keep in mind:

- The information online may not be the most up to date. Big changes (like a change in Director or going through a global pandemic) might not be reflected.
- There is often a lot going on behind the numbers that we can’t see. Take a 990 with a grain of salt and consider it **alongside** other factors such as annual reports, newsletters, or conversation.

That said, here is a breakdown of the core components of a Form 990, accompanied by worksheets. In some of the tables and all of the Figures in the following section, we have color-coded parts of the Form 990 to match with instructions on the accompanying workspaces.⁴

Part I: Summary. Activities & Governance, Revenue, Expenses, and Net Assets.

This section gives you a broad overview of the organization, including how it makes and spends money. This section can give you a sense of how **employees** are valued against how the **institution** is valued.

[Figure 2.1](#) below is a screenshot of “Part I” from the Form 990 of an actual mid-sized museum:

Part I Summary			
Activities & Governance	1 Briefly describe the organization's mission or most significant activities		
	<hr/> <hr/> <hr/>		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	17
	4 Number of independent trustees members of the governing body (Part VI, line 1b)	4	17
	5 Total number of individuals employed in calendar year 2017 (Part V, line 2a)	5	19
	6 Total number of volunteers (estimate if necessary)	6	39
7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0	
	7b Net unrelated business taxable income from Form 990-T, line 34	7b	0
Revenue		Prior Year	Current Year
	8 Contributions and grants (Part VIII, line 1h)	374,478	430,250
	9 Program service revenue (Part VIII, line 2g)	125,624	186,573
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	58,482	60,041
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11c)	30,314	57,253
12 Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	588,898	734,116	
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0	0
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0	0
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	457,419	431,723
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0	0
	b Total fundraising expenses (Part IX, column (D), line 25) ▶101,492		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	535,593	610,214
	18 Total expenses Add lines 13-17 (must equal Part IX, column (A), line 25)	993,012	1,041,937
19 Revenue less expenses Subtract line 18 from line 12	-404,114	-307,821	
Net Assets or Fund Balances		Beginning of Current Year	End of Year
	20 Total assets (Part X, line 16)	5,387,186	5,131,112
	21 Total liabilities (Part X, line 26)	622,715	561,429
22 Net assets or fund balances Subtract line 21 from line 20	4,764,471	4,569,683	

[Image description: A screenshot of lines 1 through 22 of a Form 990. This section is labeled “Part One: Summary.” The components of this section are “Activities and Governance,” “Revenue,” “Expenses,” and

“Net Assets or Fund Balances.” It includes information from the prior and current year. Three lines have been circled by the toolkit authors in different colors. Those line items are Line 5: number of employees = 19, Line 13: total revenue = \$734,116, and Line 15, Employee compensation = \$431,723].

Use the table below to reflect on what this information tells us.

[Table 2.12](#) below has two columns and five rows. The left-hand column asks questions that are relevant to Figure 2.1 above. The right-hand column is blank to accommodate written responses. The first row is a header, and each following row asks a different question.

Table 2.12

In the year that this Form 990 was completed...	
How many people were employed by the institution?	
How much was spent on employee salaries and benefits ?	
What was the total revenue of the institution?	
What percentage of the revenue do salaries represent? ($S/R*100$)	

How do these numbers reflect institutional overhead costs? Does this tell you anything about how they value staff?

Part III: Statement of Program Service Accomplishments

Here, organizations have an opportunity to say more about their accomplishments throughout the year and how those accomplishments relate to their mission. At the bottom, this section notes how much was spent on and earned from program services.

Consider: How do program expenses compare to program revenue? What might this demonstrate about the museum's relationship with the community? For example, where is the institution **investing** in community versus **entertaining** community?

Pair this section with: Program descriptions from the institution's website.

- Who is the intended audience of each program?
- Do programs with different audiences receive different levels of funding from the institution?
- Do they cost participants different amounts? What are those differences the result of?
- Do those differences indicate anything about how the institution prioritizes or relates to the various program audiences?
- Where might the museum be **giving to** versus **receiving from**? Better yet, where might there be **reciprocity**?

Parts IV-VI: Checklist of Required Schedules, Schedules Regarding Other IRS Filings and Tax Compliance, and Governance, Management, and Disclosure

This is a non-narrative section that reviews compliance with various pieces of tax law. It is formatted as a list of questions to which the organization can answer “yes,” “no,” or leave blank. The topics raised in this section include activities, finances, the board of trustees, policies, and other specific scenarios.

Consider: Do any of the institutions “yes” or “no” answers surprise you or raise other questions?

Example: List item 32: “Did the organization sell, exchange, dispose of, or transfer more than 25% of it’s net assets? If ‘Yes,’ complete Schedule N, Part II”

Part VII: Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

This section typically lists board members and executive leadership with information about the average number of hours they work each week and how they are compensated. Other employees will be listed if they are considered “key employees” or “highest compensated employees,” as defined by the IRS. This is also an opportunity to learn more about the people in these positions. Ask community members who they are, explore social media sites and research to better understand who they are in your community.

[Figure 2.2](#) below is a screenshot of “Part VII” from the Form 990 of a mid-sized museum:

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional Trustee	Officer	Key employee	Highest compensated employee	Former			
(18) Honorary Trustee	0 00	X						0	0	0
(19) Honorary Trustee	0 00	X						0	0	0
(20) Executive Director	40 00			X				96,756	0	6,000
1b Sub-Total										
c Total from continuation sheets to Part VII, Section A										
d Total (add lines 1b and 1c)								96,756	0	6,000

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ 0

[Image description: A screenshot of part of section 7 of a Form 990, labeled “Section A: Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.” This section asks for the names and titles, average hours of work in a week, type of position, and reportable compensation for all relevant individuals. Line 20 was circled by the toolkit authors. It indicates that the Director works 40 hours a week and receives \$96,756 in reportable compensation, plus \$6000 in additional compensation.

The table below has two columns and four rows. The left hand column asks questions that are relevant to Figure 2.2 above, and the right-hand column is blank so that answers can be written in. The first row is a header row and each following row asks a different question.

Consider...	
How much does the Executive Director/CEO earn ?	
What is the average staff person’s salary ?	
What is the difference between average staff salary and the executive director’s salary ?	

What might this tell you about the relationships between executive and lower level staff? What might this tell you about what types of things an institution values in an employee?

Part VIII - Statement of Revenue

This section lists all of the funding the organization has received and is broken down into three sections: **contributions, gifts and grants, program services**, and **other revenue** sources. Other sources of revenue may include things like renting spaces out for private events and fundraising efforts.

Consider: Where does the institution get most of its money?

- What does this mean about who can influence the museum's choices?
- Is there anything that surprises you?

Example: Line item 1b: "Membership dues"

Use the table below to practice reading where institutional money comes from. If you have access to **your institution's** 990, use the spaces below to note your own observations of these categories. Alternatively, practice searching for 990's to find one to pull information from. As you note the amounts, **consider what these numbers might indicate.**

[Table 2.13](#) below has two columns and four rows. The left-hand column identifies the three general sources of revenue listed on a Form 990, while the right-hand column is blank to accommodate written responses. The first row is a header row.

Table 2.13

Revenue Sources	Notes
Contributions, Gifts and Grants	
Program Services	
Other Revenue	

Part IX - Statement of Functional Expenses

This section is particularly important in assessing how an institution's financial decisions confirm or counter their value statements. It breaks down how the organization spends its money, including how much is dedicated to employee salaries and benefits. There's a lot of useful information in here to help you get a sense of what the organization is spending money on (such as marketing, travel, office expenses) and, as a result, can be very dense.

Consider: What does your organization prioritize financially? How do different line items compare (percentage-wise) to the total functional expenses?

Example: Line 13: "Office expenses"

If you have access to your own institution's 990, use it to identify the top three line items with the highest expense and the total functioning expenses. Figure out what percentage of the expenses each item takes up.

[Table 2.14](#) below has three columns and five rows. The leftmost column has space below to write in specific line items. The middle column has space below to write in the corresponding line item expenses. The rightmost column has space to write their comparative percentages to the total. The first row is a header row, and all following rows are blank to accommodate written responses.

Table 2.14

Line Item	Total Line Item Expense	Percentage of Total Functioning Expenses
Total Functional Expenses		

Part X-XI: Balance Sheet and Reconciliation of Net Assets

Part X breaks down the assets, liabilities, and the balances which can be useful to look at and Part XI consolidates that information into **total revenue**, **total expenses**, and the **balance for the year**. Additionally, it lists the **net assets** of an organization. What is particularly significant about this section is that the **balance for the year** tells you if an organization has made or lost money over the course of the year. This could mean a variety of different things, but it does give you an overall sense of the organization's financial health. You could pair this information with data from previous years to see if these gains or losses represent a trend.

Consider: What might the gain or loss of funds indicate about what will happen to employees? What about programs, projects, and other long-term strategies the institution might be planning?

Figure 2.3 below is a screenshot of part 11 of a form 990 from a mid-sized institution:

Part XI Reconciliation of Net Assets		
Check if Schedule O contains a response or note to any line in this Part XI		<input type="checkbox"/>
1	Total revenue (must equal Part VIII, column (A), line 12)	734,116
2	Total expenses (must equal Part IX, column (A), line 25)	1,041,937
3	Revenue less expenses Subtract line 2 from line 1	-307,821
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4,764,471
5	Net unrealized gains (losses) on investments	84,033
6	Donated services and use of facilities	29,000
7	Investment expenses	
8	Prior period adjustments	
9	Other changes in net assets or fund balances (explain in Schedule O)	0
10	Net assets or fund balances at end of year Combine lines 3 through 9 (must equal Part X, line 33, column (B))	4,569,683

[Image description: A screenshot capturing lines 1 through 10 of part eleven of a Form 990, labeled “Reconciliation of Net Assets”. This section asks ten questions about how the institution makes, spends, and holds money. The authors of the toolkit have highlighted the first three lines which are as follows: Line 1: Total revenue = \$734,116. Line 2: Total expenses = 1,041,937. Line 3: Revenue less expenses = negative \$307,821].

Annotated Bibliography: Chapter 2

Note: This annotated bibliography does not capture all of the scholars who influenced our thoughts in this section. Rather, these are the major influences over the themes of this chapter. For a complete list of references used in this process, including the sources below, see [8.4 Complete Bibliography](#) (pg. 248).

While our citations largely conform to APA formatting standards we have indicated titles that would require italics by using quotation marks for screen reader accessibility.

1. Wheeler, Kyana (2020, April 14). "Social positionality and oppression" [class]. Museology, University of Washington, Seattle.

This activity is developed based off of an assignment in Kyana Wheeler's "Museums and the Movement for Racial Justice Class

2. Maturity Model. (n.d.). The Empathetic Museum. Retrieved April 6, 2021 from <http://empatheticmuseum.weebly.com/maturity-model.html>

The Empathetic Museum's Maturity Model is designed to inform an institution where they are in addressing diversity and inclusion. This can be applied to project and personal growth as well.

3. Mass Action. (2017). "Toolkit". Retrieved from <https://www.museumaction.org/resources>

In 2016 museum workers from across the US came together to develop this toolkit that "outlines

the theory and tools for practice towards creating greater equity in the museum field”.

4. Dannibile & McKee, LLP. (n.d.). “How to read IRS form 990 and & understand its importance”.

[presentation]

https://www.dmcpas.com/core/uploads/2019/01/1_How-to-Read-IRS-Form-990_DM2016.pdf

This basic presentation provides an overview of how to understand the different sections of an IRS form 990. It offers a well balanced combination of basic information and in-depth analysis on what is included.

3.0 Interpersonal Interactions

“Individual racism refers to an individual's racist assumptions, beliefs or behaviours... conscious or unconscious. **Interpersonal racism** occurs between individuals. Once we bring our private beliefs into our interaction with others, racism is now in the interpersonal realm.”¹

We have included this chapter because racism shows up constantly in most workplaces. As allies and as people who benefit from this racism, we need to be actively shifting this culture. This means engaging with others in the space in both reactionary and proactive ways, at a person-to-person level.

Sections in this chapter:

- [3.1 Addressing Racist Abuses](#)
 - 3.1.1 Responding in the moment
 - 3.1.2 How to continue the conversation
 - 3.1.3 When you are the one at fault

- [3.2 Being Proactively Anti-racist as an Individual](#)
 - 3.2.1 Building Internal Community
 - 3.2.2 Reflecting on your Role in an Institution

This chapter spans pages 68 to 97.

3.1 Addressing Racist Abuses

If you'd like to learn more about what racial abuses/microaggressions are and how they can look, check out the resources in the [annotated bibliography](#) (pg. 93) at the end of this section. The suggestions below are for people who may recognize racial abuses, but aren't always sure how to address them.

3.1.1 Responding in the Moment

We know that white folks and coercively privileged people need to be fully invested in addressing racial abuses, and we also know that power disparities in the workplace can make it challenging to take action in different contexts. Here are a few different ways to check in with yourself and understand the context you're in as you prepare to act against racist abuses:

Before diving into the conversation, reflect. Ask yourself:^{2,3}

- Am I able to thoughtfully respond at this moment?
 - Do I understand what made the comment inappropriate?
 - Is the current environment conducive to a dialogue?
- What is my relationship with this person?
 - Are we friends? Acquaintances? Rivals?

- Do they have institutional power over me?
- What was their intent?
 - Were they being intentionally “provocative?”
 - Were they accidentally sharing misinformation?
 - Was it a bad effort toward ally/accompliceship?
- How will this person best hear me?
 - Will they become defensive in a group setting?
 - Will they respond better to someone else?

None of these considerations remove responsibility from us as allies. They serve only to inform how we act on that responsibility.

Note: many of the examples below use gentle or deferential language. We want to acknowledge that you should not have to use gentle language to address a racial abuse, and that the feelings of white people should not be the priority in conversations like these. Simultaneously, we know that social pressure often stops people from taking any action at all. This is one example of how this toolkit accommodates oppressive structures to act as a stepping stone.

On the next pages, you can find a table with several example scripts for responding to racial abuses in the workplace in different contexts. Try writing out a few of your own.

Table 3.1 below has three columns and nine rows. The leftmost column describes different scenarios in which you might witness a racial abuse. The middle column provides example scripts of possible responses. The rightmost column offers additional notes or considerations. Rows 1 and 7 are header rows, rows 2 through 6 are example scenarios, and rows 8 through 10 are blank to accommodate personal examples and practice scripts.

Table 3.1

Type of relationship/ comment	Possible Responses	Notes
A workplace “friend” making an intentionally racist joke	<p>Yikes, that’s racist. That’s not funny and it’s not okay with me.</p> <p>You know racist jokes are still racist, right? Find some other way to be edgy please.</p> <p>I don’t get the joke. Why is that funny?</p>	<p>It is an anti-racist action to attach consequences to words. Consider de-friending them until they demonstrate growth.</p>
A colleague unknowingly	<p>Hey, can I give you some feedback on what you just said? I hear what you’re saying, and I</p>	<p>Even if you don’t have specific resources in mind, make</p>

<p>making a comment with racist or offensive connotations</p>	<p>wanted to let you know that the word/phrase/idea _____ has a lot of racist connotations. I hope it wasn't your intention, but it contributes to anti-_____ racism. Do you want some resources on the history of the word/phrase/idea?</p> <p>Hey! I know this wasn't your intention, but that statement actually has a pretty significant impact because_____.</p>	<p>yourself available to find and share them. As systemically privileged people, we need to be committed to doing the labor of education in big and small ways.</p>
<p>A colleague who regularly makes offensive comments</p>	<p>Before you carry on, I would just like to address what you just said about _____. I find that very offensive because _____. I would like it if you didn't say that anymore.</p> <p>Please stop making racist comments. It is offensive to say _____, as we have discussed. I am documenting this incident.</p>	<p>Consider bringing up HR or management, if your institution would support you. Document every interaction of this nature that you have.</p>

<p>Your supervisor or other leadership making a racist comment</p>	<p>Would you mind explaining what you mean by _____?</p> <p>Do you have a source for that? I'm familiar with that cliché, but I would be really interested to see what information is behind it.</p>	<p>If you know another member of leadership would be more open to the conversation, perhaps approach them about the incident and let them approach the offender.</p>
<p>Someone is trying to be progressive, but is actually being harmful</p>	<p>I hear what you're trying to say and I appreciate the intent, AND I want to mention that _____. With that in mind, I was thinking that we could say/use/do _____, instead.</p> <p>Can we pause for a second and unpack that idea a bit more? It sounds like you're trying to say _____, is that right? I hear that, AND something I recently learned is _____.</p> <p>Now I say/use/do _____, instead.</p>	<p>AND instead of BUT can be a powerful conversation tool because it allows two things to be simultaneously true. This nuance is critical in discussions of justice and power.</p>

Try writing out a few of your own, based on your workplace:

3.1.2 How to Continue the Conversation.

Our work as white and coercively privileged people is not done after we react. Taking a proactive stance against future incidents of racist abuse by continuing the conversation, continuing to learn, and continuing to educate each other may **reduce the number of times** that a racist abuse is repeated and that Black, Indigenous, Asian American, Native Hawaiian, Pacific Islander, Latinx, and additional People of Color have to do the labor of educating.

Below are the same scenarios as above with different script examples **for possible follow-up** conversation. Try writing out a few of your own based on your work on the previous pages. [4.5.6](#)

Note: When conducting your research and offering resources to other people, pay attention to your sources. **Whose words are you endorsing? Who are you accepting as an authority on a topic?** If you are doing research on the impacts of various racist abuses, make sure the author has the lived experience to speak with authority. For example, if you are learning about an anti-Black racial abuses, learn from, compensate, and credit Black educators.

[Table 3.2](#) below has three columns and nine rows. The leftmost column describes different scenarios of past racial abuse. The middle column provides example scripts for following up on those instances. The rightmost column offers notes or considerations. Rows 1 and 7 are header rows, rows 2 through 6 are scenarios, and rows 8 through 10 are blank to accommodate personal examples and practice scripts.

Table 3.2

Type of relationship/ comment	Possible Follow-up	Notes
A workplace “friend” making an intentionally racist joke	Hey, I was thinking about that comment you made earlier when I saw this article. This is why those “jokes” are not really jokes -- they’re a one-off comment to you, but they contribute to an overall culture. Please read this. I’m here if you want to talk about it.	Sometimes, helping people draw the line between their words and broader consequences can help them take a wider view.
A colleague unknowingly making a comment with racist or offensive connotations	Hey, I was so glad we had that conversation yesterday, thanks for being open to it! I went home and did some research of my own and I found these resources. I thought you might be interested too. Let me know if you want to chat about them later -- I know I’d love to.	An invitation to continue learning can help people feel motivated to grow, rather than shut down, after a call in.

<p>A colleague who regularly makes offensive comments</p>	<p>After our interaction yesterday, I want you to know that I am starting a log of your offensive comments and my responses to them. Please consider that information going forward.</p>	<p>Sometimes the goal is just getting people to shut up -- and it might help to have a record if you need to go to HR.</p>
<p>Your supervisor or other leadership making a racist comment</p>	<p>Hey! I was thinking back on our conversation in our meeting yesterday and did some research -- it turns out that trope actually started in [this time/place], but doesn't have any data behind it. Isn't that interesting? Here are some sources if you're interested, but I was thinking we could base our strategy in _____, instead. What do you think?</p>	
<p>Someone is trying to be progressive, but is actually being harmful</p>	<p>Hey! There's a cool exhibit about [that thing we were talking about earlier] coming up, want to go see it together and have lunch afterward?</p>	<p>This person is likely invested in their growth. Creating opportunities for learning and discussion can help create a sense of positive accountability.</p>

Try writing out a few of your own, based on your earlier examples:

3.1.3 When You are the One at Fault

In this discussion of racist abuses we have to acknowledge that we, as [agents](#) of [white supremacy culture](#), have and/or will commit racist abuses. When this happens, it's our responsibility to make things right and grow. You may be called in by a community member or you may gain insights later on that help you recognize past harms you have caused. Here are some suggestions for responding to a call in:²

Do:

- Listen fully, without interruption, to what your peer has to say.
- Apologize and thank your peer for educating you.
- Go home and educate yourself.

Don't:

- “Explain” yourself or otherwise interrupt, interject, dispute, or deny the call-in.
 - **Ex.** “Oh no, I hate that it sounded that way! I only said that because...”
- Make your peer console you. Do not self-flagellate.
 - **Ex.** “Oh my god, you are so right. I’m so stupid, I can’t believe I would do something like this! I’m such an asshole. I’m so, so, so, so sorry. What an idiot...”
- Center yourself and your feelings or intent.
 - **Ex.** “Well, wow, this makes me feel really bad. I didn’t mean to make you feel bad, I meant...”

Here's an example of what your apology might look like:

“Wow, I appreciate this. I can see that my comments were harmful and I apologize for that. Thank you for taking the time to educate me.”

Consider whether any follow-up is necessary to mitigate further harm. For example, if you repeated a peer's idea in a meeting and got the credit for it, clarify that with the relevant parties.

When you get home, it's time to dig in. Take time to process what you're feeling. Maybe you're feeling panicked, embarrassed, guilty, or angry; sit with that, take a breath. Remember that your first thought reflects what you have been conditioned to think, while your next thought reflects who you are. **Accept this opportunity for growth, and learn through it.** The HRCI (2021) suggests reflecting on these three points:⁶

- What was the abuse and who did it target?
- Why was it an abuse?
- How can you change your actions/language to stop perpetuating that harm?

Anti-racism work does not have a terminal point. We will never know it all and will never have completed our work. Worse than unintentionally messing up would be to intentionally turn your back on the work for fear of doing the “wrong thing.” Keep growing, keep changing, keep pushing. It matters.

3.2 Being Proactively Anti-Racist

Shifting workplace culture takes more than reacting to racist abuses. The following sections take a look at ways to create a space of reflection and collective growth in efforts toward anti-racism.

3.2.1 Building Internal Community

Finding community is a fundamental aspect of sustainable, long-term efforts toward anti-racism. Building networks of mutual support can create opportunities to learn, grow, and act together as a group of coworkers, as a specific department, or even as an entire institution. This leads to better accountability, higher follow-through, and easier communication. Organizational community is based on:⁸

- A strong and stable workplace community that has good working conditions
- Strong leadership that provides clarity and direction, listens to all staff, communicates the big picture, and is supportive of staff needs
- A workplace that fosters personal growth and that develops staff capacity
- People that work well together by getting along and communicating and sharing information

Keep these goals in mind as you begin to **build** and **sustain** community relationships in your workplace. Below are some key concepts behind efforts toward community **at the institutional level**. We offer these as **you** build intentional spaces of community among peers. How might these concepts translate?

1. Building Trust

All long-lasting relationships are built on trust. This can be a challenging place to get to, especially in institutions that often under-pay and over-work stakeholders in addition to systemically harming many communities. Work culture is largely influenced by leaders, but consider the following to better understand what actions you as an individual might take to heal and build trust:[9.10](#)

- **Transparency:** be open about your own pay, benefits, and other policies that relate to the work. Use clear and respectful language that invites all stakeholders into the conversation.
- **Listening:** pay attention to the ways people voice needs; assess what you can do to provide tools or support for those around you.

Consider: Are there any people or departments struggling to communicate or get work done at higher levels? What about challenges staff may be facing as a result of their home lives? If so, what can you do to support these efforts or needs? How can you leverage your position to help?

[The following table cell is blank to accommodate a written response or notes]

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2. Sustaining Community

While the above points address ways to begin building trust with your immediate community members, perhaps more important is demonstrating a continued commitment to this trust. Again, the following examples are ways that an **institution** can help to sustain trust internally, but **consider how you might adapt them** for the social spaces that you do have control over: [8.9.10](#)

- Establish clear goals about the mission and values of the space to create a mutual understanding of how you move forward. Root these values in social justice practice.
- Regular meetings with all members helps to keep people focused and knowledgeable about what is happening in internal and external communities. Build in time for socializing in the meetings, or separate meetings where people can do informal presentations or talks.
- Make sure that people are cared for. Look at the mental health services that your museum provides or could build in. Recognize when Black, Indigenous or other communities are claiming space to come together and step away.

Reflect back on the four points that opened this chapter. Use the chart below to note your **current levels of trust** in your organization, the ways that your organization has **established** that trust, and the **areas to build** better internal communities. Hold these observations as you read [Chapter 4](#) (pg. 98), later.

Table 3.3 below is organized as a grid with 4 columns and 5 rows. The rightmost column is a header column listing various sources of trust. The top row is a header row prompting your thoughts. All other cells are blank to accommodate written responses.

Table 3.3

	Current trust levels (mistrust, neutral, high)	Ways trust has been established	Areas to build trust or sense of community
Workplace community/ conditions			
Leadership direction, communication and support			
Personal growth and capacity building			
Interpersonal relationships			

3.2.2 Reflecting on your Role in the Institution.

Finally, let's reflect on your role in the institution. No matter what position you hold, there are always ways to incorporate anti-racist principles into your position. Consider the examples in the tables below; they are intentionally written to **not require approval as anti-racist actions** or support from colleagues. If you have leadership and/or colleagues who will support anti-racist choices, consider how you can take the following suggestions to the next level or into a whole other game.

Many of these suggestions involve **directing funds** in an intentional way. There are many ways for a person or institution to appear anti-racist, but at the end of the day we have to ask: who is materially benefits from my actions? Who receives social or financial capital as a result of my choices?

Note: In the following sections, we use the acronym BIPOC (Black, Indigenous, People of Color) rather than writing out specific communities or cultures to prioritize. Ideally, we would write about specific communities, but your priorities should vary depending on your institution's geographical context.

Below is a series of seven consecutive tables, [tables 3.4 - 3.10](#). Each table is a single column with a header and 3 additional rows. Each header names a unique department of museum work, and each additional row represents one possible way to take anti-racist action from an entry- or mid-level position in that department. The final table represents a space to reflect your own role and offers 4 blank table cells to accommodate write responses.¹¹

Table 3.4

Visitor Services
<ul style="list-style-type: none">● Maintain a list (mental or otherwise) of BIPOC-owned sites to recommend when people ask:<ul style="list-style-type: none">○ “What else is there to do around here?” “Where should we eat?” or “Where can I get...?”
<ul style="list-style-type: none">● If you work in a gift shop, point people to items created/sold by BIPOC folks<ul style="list-style-type: none">○ If you don’t know who sells what, do some research. Who is the CEO of the company who makes your dino puzzles? Who crochets those hats? Etc.
<ul style="list-style-type: none">● Think of the FAQ for your position in visitor services and reflect on your traditional responses. Whose perspective do they center, or who benefits from your answers?<ul style="list-style-type: none">○ Example question: “So, what year was this area discovered?”○ Example answer: “1792!” versus “The Suquamish have lived here for millennia, but we don’t have a specific date on record to reflect that. The Suquamish Museum is just down the road if you want to learn more! But colonizers arrived in 1792.”

Table 3.5

Exhibits & Interpretation
<ul style="list-style-type: none">● Contract with BIPOC business owners<ul style="list-style-type: none">○ Are you able to influence recommendations for contracts?○ Who is writing your interpretive text, developing interactives, working on installation?○ Are you working with any consultants?
<ul style="list-style-type: none">● What names and words are you using to describe people, places, and materials?<ul style="list-style-type: none">○ Place names, community names, people's names○ Descriptions of materials or processes○ Discussion of ownership or discovery
<ul style="list-style-type: none">● Whose perspective or version of history is being shared?<ul style="list-style-type: none">○ Which sources are prioritized in the research process?○ Can you invite community in, formally or informally?

Table 3.6

Volunteer Coordination
<ul style="list-style-type: none">● If you have limited projects or hours, prioritize BIPOC<ul style="list-style-type: none">○ Volunteer hours are a form of social capital, especially for students.○ Museums and other academia-adjacent institutions are built to accommodate and prioritize people with generational access to “experience” in the field. Who gets to build their resume at your institution?
<ul style="list-style-type: none">● Offer your social capital to volunteers in the form of letters of recommendation, references, etc.<ul style="list-style-type: none">○ Be proactive about this, mention it at the beginning of a volunteer’s work with you
<ul style="list-style-type: none">● Consider how you can build reciprocity into the volunteer process.<ul style="list-style-type: none">○ For example: ask volunteers what they hope to gain from the role and provide the opportunities for those hopes to be realized.

Table 3.7

Education
<ul style="list-style-type: none">● Prioritize the raised hands/input of BIPOC kiddos.<ul style="list-style-type: none">○ Think critically about who you find yourself engaging with the most.
<ul style="list-style-type: none">● Use inclusive language when facilitating educational programming.<ul style="list-style-type: none">○ What words are you using to address people? Are they inclusive?○ Examples: non-binary identifiers (friend, guest, visitor, folks, y'all), "group" versus "family," "parent(s)" or "grown-up(s)" versus "mom" and/or "dad")
<ul style="list-style-type: none">● Create space for self-care (pg. 172) for yourself while facilitating challenging conversations.<ul style="list-style-type: none">○ Can you build time in to rest after facilitating a discussion about a challenging topic?○ After your work day is done, put that away! Go do something you find fun!

Table 3.8

Development/Marketing
<ul style="list-style-type: none">● In donor acknowledgments, place the logos of BIPOC-owned businesses in more prominent locations or verbally acknowledge those businesses first.
<ul style="list-style-type: none">● When selecting photos for marketing materials, be wary of “woke washing.”<ul style="list-style-type: none">○ Be sure your photos reflect the actual nature of the event, program, exhibit, etc., and are not being selected because they showcase visible diversity.○ Push back on ideas or choices that use BIPOC folks as props.○ Do the folks you are selecting for marketing truly represent the internal community your organization is connected with?
<ul style="list-style-type: none">● Print and purchase materials from equitable sources, BIPOC-owned businesses<ul style="list-style-type: none">○ Do you only purchase materials from big businesses? (ex: Amazon or ULINE)○ Research local BIPOC businesses you can support

Table 3.9

Collections
<ul style="list-style-type: none">● Educate yourself on the Native American Graves Protection and Repatriation Act (NAGPRA)<ul style="list-style-type: none">○ Is your organization NAGPRA affiliated?○ Dive deeper and see what materials your museum has collected.○ Think critically about what your museum has chosen to collect
<ul style="list-style-type: none">● Educate yourself on how source communities would like a given material/ancestor handled, spoken about, and thought about and act in accordance.<ul style="list-style-type: none">○ Do research about your source communities before you reach out to them○ Consider the harm your museum has enacted on source communities
<ul style="list-style-type: none">● Make supplies purchases from equitable sources.<ul style="list-style-type: none">○ Who are you currently purchasing from? Research the ethics behind that organization.

Table 3.10

Your Role

Annotated Bibliography: Chapter 3

Note: This annotated bibliography does not capture all of the scholars who influenced our thoughts in this section. Rather, these are the major influences over the themes of this chapter. For a complete list of references used in this process, including the sources below, see [8.4 Complete Bibliography](#) (pg. 248).

While our citations largely conform to APA formatting standards we have indicated titles that would require italics by using quotation marks for screen reader accessibility.

1. Multicultural Resource Center (n.d). "Levels of Racism". Retrieved May 17 2021 from <https://static1.squarespace.com/static/552bf27ce4b01402b7890f7b/t/5a622c10c83025e142b6bd87/1516383249235/LevelsofRacismFINAL+%281%29.pdf>

This resource provides comprehensive definitions of the four levels of racism and links to the Multicultural Resource Center which offers information on community building and organizing.

2. Mack, Mckenzie [@mckensiemack]. (January 27, 2021). "4 ways to disrupt anti-Blackness in the moment when it's happening part 2". [Image and text]. Instagram. <https://www.instagram.com/p/CKjQ-NkFcLE/>

The second part of Mack's post on disrupting anti-Blackness in the moment reinforces that the target of a racial abuse gets to choose how to respond to the perpetrator. This can take many different forms and it is important for the target to identify what the best response is for themselves.

3. Yoon, Hahna. (March 3, 2020). How to respond to microaggressions. “The New York Times”.
<https://www.nytimes.com/2020/03/03/smarter-living/how-to-respond-to-microaggressions.html>

NYT article that provides an overview of abuses and offers some advice on how to address them. Yoon points out common abuses people experience, a guide developed by Kevin Nadal on how to respond, and specific responses compiled by Diane Goodman.

4. Mack, Mckenzie [@mckensiemack]. (January 26, 2021). “4 ways to disrupt anti-Blackness in the moment when it’s happening part 1”. [Image and text]. Instagram.
<https://www.instagram.com/p/CKguqMQhd5r/>

This post connects racial abuses to structural racism and stresses the importance of stopping an abuse in the moment as it is happening. It gives examples of what to do in the moment if you have the capacity and what to do if you don’t have the capacity and need to find someone who does.

5. Washington, Ella F. Birch, Alison Hall, Roberts, Laura Morgan. (July 3, 2020). When and how to respond to microaggressions. “Harvard Business Review”.
<https://hbr.org/2020/07/when-and-how-to-respond-to-microaggressions>

This is an article written by and for Black women and identifies a specific framework to break down a harmful situation that includes discern, disarm, defy, decide. The article ends with some suggestions on how accomplices can think about abuses and apply these concepts.

6. Human Resources Certification Institute. (January 13, 2021). “Alchemizing HR: breaking the culture of microaggressions” [Video]. Vimeo. <https://vimeo.com/497693364/9def801cb>

This video focuses on the institutional ways that administrators can eliminate abuses and support employees. It focuses on establishing systems of awareness and action in a workplace as well as consistent consequences for people who continually demonstrate abuses.

7. Dalton, Shamika, & Villagran, Michelle (2018). Minimizing and addressing microaggressions in the workplace: Be proactive, part 2. “College & Research Libraries News”, 79(10), 538. doi:10.5860/crln.79.10.538 <https://crln.acrl.org/index.php/crlnews/article/view/17431/19237>

Dalton and Villagran provide information on the history of the term “microaggression” as well as a statistical reflection on the long-term detrimental effects it has on people who experience these abuses. The article offers suggestions on how to handle abuses as a manager as well as an employee. It also ends with suggestions on how to practice self-care when experiencing or engaging with people around abuses.

8. Jongen, C., Mccalman, J., Campbell, S., & Fagan, R. (2019). “Working well: Strategies to strengthen the workforce of the indigenous primary healthcare sector”. doi:10.21203/rs.2.12792/v1 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6883573/>

This study focused on 17 Indigenous healthcare workers in Australia and the qualities that define a good workplace. While the workforce is very specific, the characteristics that are identified are broad enough to apply to a variety of fields.

9. Time's Up Foundation (July 2020) "The time's up guide to equity and inclusion during crisis".

Retrieved April 11, 2021 from

<https://timesupfoundation.org/work/equity/guide-equity-inclusion-during-crisis/building-an-anti-racist-workplace/>

This document provides information about how organizations and leadership and support Black employees, specifically during times of crisis.

10. Callen, Laura, (October 2015). "Workplace culture matters". Western Museums Association.

Retrieved April 11, 2021 from

<https://westmuse.org/sites/westmuse.org/files/uploads/Presentations/2015/Workplace%20Culture%20Matters%20Handouts%2010.20.15.pdf>

This is a consolidation of notes from a panel the Western Museum Association held to understand effective workplace habits. These are mostly anecdotal but there are overlapping suggestions from other sources that reinforce certain characteristics museums should have.

11. Mass Action. (2017). Toolkit. Retrieved from <https://www.museumaction.org/resources>

In 2016 museum workers from across the US came together to develop this toolkit that “outlines the theory and tools for practice towards creating greater equity in the museum field”.

4.0 Institutional Interactions

“**Institutional racism** refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. It is a pattern of social institutions — such as governmental organizations, schools, banks, and courts of law — whose effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.”¹

This chapter covers various ways to engage with leaders and propose institutional changes as an individual person. While earlier chapters focused on your relationship with yourself and those at the same institutional level to create an anti-racist impact in your immediate bubble, this chapter focuses on broadening your efforts “upward” and outward. We have included this chapter because many people in our front-end indicated wanting to take action, but not knowing how to without preexisting structures. This chapter pairs well with [5.0 Proposing Projects](#) (pg. 138), which focuses the skills discussed here toward projects you might propose.

Sections in this chapter:

- [4.1 Connecting with Leadership](#)
 - 4.1.1 The Informational Interview
 - 4.1.2 Approaching Leadership with New Ideas
 - 4.1.3 Approaching Leadership about Themselves

- [4.2 Committees](#)
 - 4.2.1 Examining Your Committee
 - 4.2.2 Proactive Efforts Against Tokenism

This chapter spans pages 98 to 137.

4.1 Connecting with Leadership

In the following section, we discuss various ways to connect with leadership, both as individual people who are part of broader society and as institutional power holders. The goal of these connections are to build community and trust, which will in turn facilitate connection and action around anti-racism. But here's the critical thing: **we are not writing this section with all leaders in mind**. We are writing for folks with leaders who may hold a middle or progressive stance, who may be interested in engaging with concepts like inclusion, diversity, or anti-racism. Consider this inclusivity spectrum from Susie Wilkening:²

[Table 4.1](#) below has 5 columns and 2 rows. The first row is a header row which titles each stage along the inclusivity spectrum. The second row describes indicators of what those stages may look like.

Table 4.1

Anti-inclusive	Zero Stage Inclusive	First Stage Inclusive	Second Stage Inclusive	Third Stage Inclusive
Actively avoiding or resisting inclusion	Not yet considering inclusion	<ul style="list-style-type: none">• Exposure• Learning about others• Sharing perspectives	<ul style="list-style-type: none">• Dialogues and conversations• Correcting misunderstanding /biases of past	Reconciliation

This section is for leaders in the 1st, 2nd, or 3rd stage of inclusivity. This is important for a few reasons, but mainly because **burnout in the museum field and in justice work is too real to burn yourself down around one immovable figure**. Consider this section alongside [6.1 Self Care](#) (pg. 173).

With that said, we still want to acknowledge that **this section might be contentious**. In spaces of justice work, there is often a dynamic of “us vs. them” rooted in ongoing histories of structural harm perpetuated by power holders. The rejection of power holders and/or abusers can be necessary. For these reasons and more, we struggled with how to approach this writing. **So, here are our thoughts:**

- 1) People in positions of leadership may be participating in and/or upholding harmful institutional structures, intentionally or otherwise. They hold power and should be accountable to this reality.
- 2) Leaders are often shaped and bound by the same structures that non-leaders are, and often do not have the full executive power to overhaul harmful structures at an institutional level. They, like us, are people trying to navigate the world with the frameworks available to them. We can all grow.
- 3) As people who benefit from the structures of white supremacy, **we can take the risk of engaging power holders on the topic of anti-racism because we are not the [targets](#) of racism**. We will not be subjected to racial abuses as a result of these efforts. We will not be perceived or treated as a threat for raising the subject. Privilege begets responsibility, especially in situations of discomfort.
- 4) Unless you're preparing to quit, you likely engage with leadership in some regular capacity. It may help to have some strategies for shaping what those interactions look like.

4.1.1 Building Understanding

Priya Frank, Director of Equity, Diversity and Inclusion at the Seattle Art Museum, makes the observation that, “when I meet someone for the first time, it’s not just because I want something from them.” This comes into play as we consider “meeting” our leaders and, in particular, inviting them to take action alongside us. Do you have a connection with your leader outside of transactional exchanges which center the tasks you each are doing? Below, we address two ways to gain a better understanding of your leadership in the hopes of inviting them into community.

The Informational Interview

If you have the time and energy, an informational interview can be a great way to learn about who your leader is as both a person and a practitioner. Here are suggestions on how to ask for something like that, how to conduct the interview itself, and how to follow up in order to continue the connection:

Making the ask. Reaching out to your supervisor for an informational interview might feel a little intimidating, but it’s something that many supervisors welcome (and may even find flattering). The email template below assumes you have regular contact with the person you’re approaching, but can be easily adapted to reflect different relationships. The core components are these:

- Specifics about your interest in their work
 - Why them? Why not a google search or another person?

- A clear and concise ask
 - What do you want? When? How?
- Consideration of their schedule
 - Acknowledge that they are busy and initiate scheduling.

Here is an example of what your email might look like:

Hello Personname,

It was great seeing you at [the staff meeting today]. The topics we covered got me thinking a lot about how our museum works and I thought I would reach out to you. I would love to hear about your perspective as a leader in [collections management]. As someone just entering the field, myself, I really value hearing from people with experience like yours. **Are you interested in joining me for an informational interview over lunch or a coffee sometime this month?**

I know you're very busy, so I am happy to work around your schedule to set up a 15-30 minute meeting. Let me know what you think.

Thanks for your time,

Myname

Conducting the interview. Once you have a time set, it's time to prepare. Before deciding on questions, take a moment to reflect on what you want to know. This is just for you, so be as direct, imprecise, or biased as you want. You can tailor your thoughts into questions later. What are 5 things you want to understand about your supervisor? Some examples might include:³

- Will my job be safe if I push back on a policy or idea?
- Can my leader relate to me and the things I care about?
- I don't understand how they interact with the board and other executive leadership.
- How much power do they actually have, or what are they limited by?
- What else? [The following table cell is blank to accommodate a written response]

--

Think about these wants as you consider the example questions in the table below. Will these questions provide the answers you want? If not, which questions will?

Below is a series of 4 tables, [Tables 4.2 - 4.5](#) Each table has one column and two rows. The first row of each table is a header describing the type of question. The second row of each table offers example questions. The final table cell is blank to accommodate written responses.

Table 4.2

Individual Work Questions
<ul style="list-style-type: none">● I'm familiar with the basics of a [Curatorial] position, but I'm sure there's lots of work behind the scenes that people don't see. What are some aspects of your position that go unseen or that you weren't expecting?● What does a typical day or week look like for you?● What do you like most/least about your work?● What kind of decisions do you make, both day-to-day and in the longer term?● How do you think your position fits into the rest of the museum?● Is there anything you wish you could do more or less of?● What aspect of your own professional development do you wish you had paid more attention to in the last two years?

Table 4.3

Team Leadership Questions
<ul style="list-style-type: none">● How would you describe your style of leadership?● How do you want your staff to perceive you and how do you try to cultivate that?● What is something that you wish staff knew about you and/or your position?● If a staff member has a concern, how do you like to be communicated with and why?● As a leader, how do you handle disagreements or hurt feelings with staff?● What would you want a staff person to do if they felt hurt by something you said or did?

Table 4.4

Community/Value Questions
<ul style="list-style-type: none"><li data-bbox="352 423 1640 459">● What are some of the things you value in a staff person who reports to you?<li data-bbox="352 513 1360 548">● What are some of the things that you value in a colleague?<li data-bbox="352 602 1268 638">● What are the core values that guide you in this work?<li data-bbox="352 691 1835 857">● I know the museum field has been grappling with concepts of diversity, equity, inclusion, accessibility, decolonization, and anti-racism. How do justice-oriented topics like these factor into your work day-to-day? In the long term?

Table 4.5

Brainstorm Space: What questions do you still have?

As you begin to develop your interview layout, consider **organizing the questions you want to ask by level of difficulty or complexity**, as the list is organized above. Starting with questions that are easier to answer may help you both settle into a communication pattern and become comfortable in the space. This might yield more reflective or personal responses later in the conversation.

If your interview is going to be 30 minutes long, prepare about 10 questions and know that you likely won't get through them all. Remember that you can always try to meet with them again later to learn more about any unanswered or newly generated questions.

The follow up. Once your interview has concluded, send a follow up email to cement the connection and continue the conversation. The example email below does a few key things. It:

1. Thanks the interviewee for their time and energy.
2. Highlights a point of personal connection and associates that with action.
3. Leaves the door open for a future meeting to continue the conversation.

Here is that example:

Hello Personname,

I wanted to thank you again for taking the time to meet with me and share your knowledge and experiences. It was great to hear more about your role and connect on a personal level.

I was really excited by what you said about [engaging the community]; it's bringing up a lot of thoughts for me about what I can do from my position. I would love to chat about that more sometime down the road.

In the meantime, [good luck with those slugs in your garden (or some other personal reference from the conversation)], and I'll see you at work tomorrow.

Best,

Myname

Through this process, you will likely gain a deeper understanding of who your leader is, including insights into their communication style, values, professional identity, and community stakes. Further, this interaction may demonstrate that you are invested in the institution, hold consideration for the experiences around you, and are a reflective and thoughtful person. All of this contributes to a foundation of trust, which is an important aspect of justice work on its own. Also, this foundation might facilitate more positive interactions about things like anti-racism work in the future.

The Speed Read of Leadership - A Temporary Solution

Realistically, we want to acknowledge that you may not have the time or energy to engage in something like an informational interview to build connection. If you need to have a hard conversation before you have the chance to develop a more personal relationship, consider the following suggestions for learning more about your leadership:⁴

- **Read their job description.** Understand their responsibilities, their work priorities, who they report to, and the work they are involved in beyond supervising you. This will help you understand their abilities and limitations, to some extent. Find a similar position description online if you don't have access to theirs.
- **Recall past decisions or reactions.** This might help you understand the things they value in a person or as part of a process. For example:

- How did they respond when so-and-so made an offensive comment?
- How did they respond when so-and-so brought them a new idea?
- How often do they bring up DEAI, anti-racism, or other justice-related topics?
- How do they speak about the institution?
- Do they seem to reward staff taking initiative, or staff who tend to be more passive?
- **Understand how they work with other leaders.** Is your department isolated from the rest of the institution, or is there collaboration between departments?

Having this baseline interest in who your leader is may help you to understand the types of projects they may be receptive to, how you might present those projects, and the kind of response you might expect. Use this information to shape your approaches in the following sections.

4.1.2 Approaching Leadership with Small-Scale Ideas

This section is specifically about small-scale ideas or efforts. These are ideas that require little time, little money, and little investment from leadership beyond approval or support. This is to reflect the reality that many of us may be in positions with very little institutional power. For discussion of more robust problems and larger-scale projects, see [Chapter 5](#) (pg. 139).

Below, we use the example of someone in Visitor Services hoping to share information with their colleagues about common expressions with harmful connotations. In this example, the person has already generated the idea and come up with some possible solutions -- and now they're broaching the subject with leadership. As you consider your own example, we are going to apply four basic steps from the University of Texas at Austin on how to approach difficult or complex conversations with a boss. These steps are Preparation, Initiation, Discussion, and Conclusion.⁵

1. Preparation. In this phase, ask yourself four questions:

- a. What is the issue I am trying to address?
- b. What are the "facts" of the situation, particularly from a 3rd party perspective?
- c. How does my project fit into the issue and our institution?
- d. How might my leadership react? How will I react to their reaction?

From here, try to role play **both sides** of the situation with a person who you trust and who might already know your leader. Understanding your boss's perspective, limitations, values, and more will help you to develop a more robust conversational strategy. Once you're prepared, **schedule the meeting.**

Here is what that email might look like:

“Hi Personname,

I’m emailing to set up a meeting between the two of us. I was thinking about the mission of our organization and my role as a [Visitor Services representative] and I had a few ideas that I’m excited about. Do you have time [next Thursday after 4:00] to connect?

Thanks,

Myname

2. Initiation. Once you’re in the meeting, think of your opening statement as a way to frame yourself and your leader as a team. **You work for the same organization with the same mission, vision, and values.** Use this to your advantage and, hopefully, your leadership will perceive your ideas as initiative toward a shared goal. This is a spoken statement that will frame the rest of your conversation, so think about how it might lead into the rest of what you want to say. Your statement might sound like this:

“I was thinking about the mission and values of our organization lately and was really inspired by the value that says we [“welcome and celebrate diverse community perspectives.”] To keep moving forward with that value, I have an idea I’d like to discuss for all of us at the front desk.

3. Discussion. Now comes the hard part. The University of Texas at Austin suggests structuring your conversation around three distinct segments:

- a. Share your facts
- b. Tell your story
- c. Ask for their view

Here is what that might look like in a meeting setting:

Share your facts: At the front desk we are encouraged to create a welcoming and personal environment.

Tell your story: I've noticed that this leads to a lot of us using colloquialisms to connect to guests, which is great! But a lot of these colloquialisms actually have racist origins -- some more recent or overt than others. I'm worried these might alienate our visitors. I know everyone means well, so I was hoping I could take 15 minutes at our next staff meeting to share a few examples of these and provide some alternatives. I would also be happy to print out a guide for the desk.

Ask for their view: What do you think, how could this idea be improved?

4. Conclusion. Once the conversation has drawn to a close, summarize the conversation, thank your supervisor for their time, and create space for follow up.

Given that this is a simple problem with a simple, low-effort solution, you might want to prepare for more difficult conversations. As you do so, try **roleplaying** the conversation in a few different ways with someone you trust. Imagine roadblocks you might encounter and how you might address them. Here are some examples of what those roadblocks could be:

[Each of the bullet points below is followed by a blank table cell to accomodate a written response]

- “That’s a great idea, but we just don’t have the time at our meetings.”

--

- “Well, I’m sure no one is trying to be racist and I doubt visitors notice since the phrases are so outdated. Let’s not stir things up.”

--

- “I wish we could, but since it’s such a contentious topic right now I would need to run it up the chain and we just don’t have the capacity for that. Maybe next year.”

--

Whether or not the conversation goes as you had hoped, take some time to reflect on what you learned about your leadership.

- How did they communicate with you at that moment?
- How did they respond to your idea?
- How might these observations inform your next effort?

4.1.3 Approaching Leadership About Themselves

At some point, the need may arise to approach leadership about something way more personal than a staff initiative. If your leader commits a racial abuse or otherwise causes harm, their status as a power holder demands accountability. How this accountability looks will depend on a lot of factors that only you can assess, but in this section we are going to talk about those times **when you feel able to call your leader in, person-to-person**. When this is possible, it may result in more robust problem-solving and a greater sense of communal investment in the work. We'll hold on to optimism through this section.

This topic is complex and may feel deeply uncomfortable due to the established power dynamic. There may not be a perfect solution. That said, we're going to take the same framework as above, but apply it to this much more personal scenario. We offer a specific but common scenario here in order to provide more concrete examples of dialogue in the framework below.

The scenario: a school group arrives for a regular school trip during the day. Your supervisor approaches you as the students begin their tour and says “Hey, keep an eye on this group. Those kids tend to be... rowdier.” Your supervisor has never given you this kind of directive, you know that your supervisor is not personally familiar with this group of individual children, the students have not demonstrated any uniquely “rowdy” behavior, and you see that most of the students are Black. This comment and the implied direction to follow them around the museum are clearly racially motivated.

Now let’s apply the UT Austin framework to calling your leader in.

1. Preparation. In this phase, review those four core questions:

- a. What is the issue I am trying to address?
- b. What are the “facts” of the situation, particularly from a 3rd party perspective?
 - i. **Note:** it is a function of white supremacy culture to only value “objective” fact, even in deeply personal and/or political matters. While this guiding question may help you step back to shape your approach, we want to emphasize that your experiences and your feelings are a valid and relevant component of anti-racism work.
- c. What might resolution look like?
- d. How might my leadership react? How will I react to their reaction?

From here, consider your boss's perspective on the situation. Understanding this perspective may help you develop a more robust or personalized strategy for your conversation. Once you're prepared, **schedule the meeting**. Here is what that email might look like:

"Hi Personname,

I'm emailing to set up a meeting between the two of us. I was reflecting on a recent interaction that the two of us had and I was hoping to talk through some thoughts that have come up. Are you available anytime this week for 30 minutes or so?

Thanks,

Myname

Note: It will be helpful to give your leader an indication of subject matter. At the very least, indicating that the subject is related to a specific interaction between the two of you will give them time to mentally prepare for a more personally-involved conversation.

If they email you back asking for more information about the interaction you're referring to, or if they suggest meeting right at that moment, you can decide whether you're prepared. If you're not prepared, share that. **One option might be to say:**

"Sure, it was when the group from Elementary School came by. My thoughts aren't fully prepared yet, but I appreciate your availability. How does Thursday work?"

2. Initiation. Let's preface this with an acknowledgement: Much like our earlier examples of addressing racial abuses with colleagues, the following pieces of conversation will use very deferential language. And again, we want to emphasize that you **should not** have to use gentle language to address a racial abuse or to prioritize the feelings of white people.

Simultaneously, this approach may allow you to preserve a manageable work environment and may result in a more collaborative effort toward reconciliation. This is not the only legitimate option for this conversation, but it's the one that we use with entry-level practitioners in mind. That said:

Once you're in the meeting, think of your opening statement as a way to frame yourself and your leader as a team. **Set them up for success by inviting them to lean in as an ally** who you trust. This conversation can be an opportunity for mutual growth, rather than a call out or an exchange of blame. Remember that this is a spoken statement that will frame and lead into the rest of your conversations. In this scenario, that statement might sound like this:

“First of all, I want to thank you for creating this workplace environment where I am able to feel comfortable bringing this up with you. I was hoping to talk about how we cultivate an inclusive environment, and it's clear that you value these conversations as much as I do.”

It might help to practice this statement a few times with different emphases, tones, language choices, and more. Find what feels doable.

3. Discussion. Now comes the hard part. The University of Texas at Austin suggests structuring your conversation around three distinct segments:

- a. Share your facts:** So, this is related to the other day when the Elementary School group came through. They were such an awesome group, but I remember that you came over and asked me to keep an extra eye on them with the comment that “those” kids tend to be rowdy.
- b. Tell your story:** That caught my ear because I hadn’t heard that request from you before and I wasn’t noticing any particularly “rowdy” behaviour from the group. I was trying to figure out what you may have meant and I was coming up blank. But I’ve been reading a lot lately about how our internalized biases can unconsciously impact things like customer service, and so, if I can be direct with you, I’m wondering if there may have been a racial element to that comment. I know this may seem out of left field, but I just wanted to unpack that interaction a little bit and talk about how each of us may be impacted by our own biases and what that means for our museum. I’d really like to engage with that reality head-on.
- c. Ask for their view:** What do you think?

This conversation might invite a wide variety of responses, which it will help to be prepared for. While it’s difficult to predict the full range of responses that might come up, the table below offers a few things you might prepare for. Some of the words are specific to the scenario, but the sentiments are more broadly applicable.

[Table 4.6](#) below has 2 columns and 6 rows. The left-hand column offers example reactions from leadership. The right-hand column is a space to brainstorm your response and is blank to accommodate written responses. The first row is a header and all following rows correspond to individual scenarios.

Table 4.6

Possible Reactions From Leadership	How You Might Respond
Wow, thank you for bringing this to my attention. I would like to reflect on this a bit before I respond and then reconnect later this week to discuss moving forward. Does that sound alright to you?	
So you think I'm racist?	

<p>Oh, I can see how you thought that. No, it was because I saw them climbing on the tree and they were pretty rough with it. Kids just need watching.</p>	
<p>I think you're misremembering, I never would have said something like that. Who else have you talked to about this?</p>	
<p>You know what, I was reflecting on that too and I think you're right. Do you want to help me figure out how to make this right?</p>	

4. Conclusion. Once the conversation has drawn to a close (and assuming it ended amicably), summarize the conversation, thank your supervisor for their time, and create space for follow up.

4.2 Committees - DEAI, Equity, and Others

This section will address the role of justice-oriented committees in your organization. This category includes any committee that approaches diversity, accessibility, equity, and/or inclusion, whether as separate concepts or as an acronym like DEAI or IDEA.

This section is for people working at an institution with a committee, or who might be interested in starting a committee. We will first identify the role of your committee, examine your committee in its current state, and then consider proactive efforts against tokenism.

4.2.1 The Role of your Committee

It is important to pause here to acknowledge that diversity, accessibility, equity and inclusion are distinct from anti-racism (and each other). There may be overlap between the concepts, but they must be addressed as different efforts. We are including DEAI committees in this resource because they are often **perceived** as vehicles for anti-racism efforts, as seen consistently throughout our evaluation.^{6,7,8,9}

Let's open this section by examining your current or future committee in three ways:

- 1) Defining your group's intended focus
- 2) Understanding the current makeup and structure of your group
- 3) Understanding the resources available to your group

Intended focus. Bring your committee to mind. If your committee has designated task forces or subcommittees, pick one of those to examine.

- What concept is your (sub)committee meant to be addressing?
- How is that concept defined?
- Does everyone agree that these are the core of your committee?

Try completing the table below with other committee members. How well do your answers match?

[Table 4.7](#) below has 3 columns and 2 rows. The top row is a header row and the bottom row has been left blank to accommodate written responses.

Table 4.7

Committee Name	Central Concept	Concept Definition

If this activity was difficult for you and your team, this is a great place to start digging in. Check out the [Organizational Continuum](#) for a description of various ways to approach justice-oriented topics, including definitions of terms like diversity, inclusion, accessibility, anti-racism, and decolonization, and how they connect to one another.

Current make-up and structure. Many sources note that a successful anti-racism committee will be composed of folks from all across the organization, including senior leadership, who have volunteered (rather than been invited) to be there. Take a quick stock of your committee in the table below.^{8.10}

Table 4.8 has 3 columns and 7 rows. The rightmost column is for individual names, the center column is for their department, and the third column is for their position level in the institutional hierarchy. The top row is a header row and all following rows are blank to accommodate written responses.

Table 4.8

Name	Department (visitor experience, exhibits, development, marketing...)	Position level (entry, managerial, leadership, executive...)

Does any particular department dominate the group? Does any particular position level dominate the group (ex: management vs floor staff)? If so, it may be time to consider **why** those groups are dominating. **For example:** does one particular group have more flexible time or more resources? How can your group work to mitigate these disparities? Hold these answers in mind as you consider the incentives and supports your group can offer as a part of recruitment.

Available resources. Last up, let's conduct a quick resource audit to understand the things available to your committee. Use the table below to note specific resources you know are currently available.

[Table 4.9](#) below has three columns and 2 rows. The top row is a header row and the bottom row is blank to accommodate written responses. The rightmost column asks about human resources, the middle column asks about tangible resources, and the rightmost column asks about intangible resources.

Table 4.9

<p style="text-align: center;">Human Knowledge, skills, capacity, connection, expertise, motivation</p>	<p style="text-align: center;">Tangible Physical/financial: buildings, land, equipment, funding</p>	<p style="text-align: center;">Intangible Brand, reputation, intellectual property, culture, values</p>

Take a moment to reflect on the resources listed.

- Which category offers the largest pool of resources?
- Who does the burden fall on to provide those resources?
- How can you distribute or support this burden?
- How does resource availability reflect your institution's investment in the values your group represents?

Consider your answers to these questions and the others above as you continue into the next section.

4.2.2 Proactive Efforts Against Tokenism

With a concrete sense of the mission, make-up, and material reality of your group, let's dig into what these things mean. Many participants in our front-end evaluation identified the DEAI and related committees and the main vehicles to justice work in their institution, **and** we know these committees are at high risk of tokenism or aimlessness. They may look good, but are they doing good? Below are a few prompting questions followed by some ways to build capacity for action. Consider:^{[7.11](#)}

- What kinds of activities does your committee undertake?
 - Who do they serve? Who are they meant to be seen by? Do they result in any material differences for staff or community members?

- What kind of power does your committee have?
 - How frequently does it meet? Does it take action that goes beyond the individuals involved? Can it make decisions? Is leadership involved in any way?
- What kind of accountability mechanisms are in place?
 - Who knows about the efforts or actions happening within your committee? What happens if goals aren't defined or met? How can someone get information or get involved with you?

One of the most common indicators of tokenism is an emphasis on personal learning and policy. These emphases prioritize individual growth and outward facing concepts over inclusion and equity. These things may be important in the broad scheme of things, but the crux of anti-racism work is **people**. Does well-written policy matter when racist abuses and pay disparities are still prolific in your organization? How are **people** being tended to by your committee in a direct and immediate sense?

If this idea of centering people over policy is a new one to you, check out section [5.1 Initial Considerations](#) (pg. 140) for Proposing a Project to gather a sense of why this is important in anti-racism work. This understanding will help inform the goals you set below as you consider how your committee acts on the things it prioritizes.

Setting goals. As you hold the above questions and move toward meaningful action, let's examine and define a few committee goals. We're going to use the SMART goal template, which builds some level of accountability into the goal-setting process. According to this format, goals should be:

Specific: knowing what, why, who, and where.

Measurable: setting standards, tracking progress.

Achievable: having sufficient abilities, time, funding, materials, space, power, etc...

Relevant: understanding the intended impacts.

Time-bound: setting deadlines and increment markers.

Think of one to three goals that either already exist or could be considered by your committee. How well defined are they, and how much follow-through is built into how you understand them? Do they connect to your mission, vision, and values? Use the table below to deliberately examine this question.

[Table 4.10](#) below has 5 columns and 4 rows. Each column represents one aspect of the SMART goal template. The first row is a header row and each row after is blank to accommodate written responses about three distinct goals.

Table 4.10

What is the specific goal?	How will we measure its success?	What resources do we need?	Why are we the ones doing this?	What is our target date of completion?

Which answers came easily and where did you get stuck? Were there any questions that didn't make sense with a particular goal? Did any goals need to be broken down into a series of smaller goals? This can be a great way to identify spaces for committee growth as you move forward.

Accountability. This is our next set of questions. Who knows about the goals that you've set, and how are they able to track your progress? Consider publishing your goals and updates on an office bulletin board, website, or social media. Wherever you put these goals:[7.8.9](#)

- Use action-based language
- Include specifics about time, changes being made, communities, and who is doing the work.
- Provide a mechanism by which people can follow up, get more information, or get involved.

The goals you produce will depend on where your institution is on the spectrum of inclusivity, but here are a few examples of what those goals might look like when written with accountability in mind:

1. By July 2021, the human resources department will remove all references to "professional hairstyles" from the dresscode, along with other references that privilege whiteness as a standard of professionalism. For more information, contact humanresources@emailsuffix.org.
2. By July 2021, The Committee will secure funding that will allow educators to take an hour between facilitation sessions to process, decompress and/or practice self-care. For more information, contact Ed Cation at self@care.org
3. By July 2021, The Committee will develop a network for monitoring and sharing the efforts of various justice organizations in our community to alert all staff of opportunities to engage with the community through direct action. You can contact Deai Person for more information at e@mail.org.

Annotated Bibliography: Chapter 4

Note: This annotated bibliography does not capture all of the scholars who influenced our thoughts in this section. Rather, these are the major influences over the themes of this chapter. For a complete list of references used in this process, including the sources below, see [8.4 Complete Bibliography](#) (pg. 248).

While our citations largely conform to APA formatting standards we have indicated titles that would require italics by using quotation marks for screen reader accessibility.

1. Multicultural Resource Center (n.d). "Levels of Racism". Retrieved May 17 2021 from <https://static1.squarespace.com/static/552bf27ce4b01402b7890f7b/t/5a622c10c83025e142b6bd87/1516383249235/LevelsofRacismFINAL+%281%29.pdf>

This resource provides comprehensive definitions of the four levels of racism and links to the Multicultural Resource Center which offers information on community building and organizing.

2. Wilkening, Susie (2021). "Audiences and inclusion: A primer for cultivating more inclusive attitudes among the public". American Alliance of Museums, Wilkening Consulting. <https://www.aam-us.org/2021/02/09/audiences-and-inclusion-primer/#:~:text=Published%20by%20Wilkening%20Consulting%20and,to%20cultivate%20more%20inclusive%20attitudes.>

This report offers a detailed analysis on what “inclusivity” means and where the public and museums fall on a spectrum of inclusivity. It additionally offers strategies on inclusive practices from an institutional perspective.

3. Benetua, L. (2020, June 24). Partner Power: A Technique for Building More Authentic Community Partnerships Right from the Start. Retrieved April 13, 2021 from <https://www.ofbyforall.org/updates-feed/2018/12/10/partner-power-a-technique-for-building-more-authentic-community-partnerships-right-from-the-start>

Of/By/For All provides a great resource on how to form community relationships. The central theme to this resource is that partnerships should be formed without a specific goal in mind and that relationships are strengthened when they are mutually beneficial.

4. Willis, Deborah S. (December 14, 2020). Job seeker, change agent. “Inside Higher Ed”. <https://www.insidehighered.com/advice/2020/12/14/how-be-change-agent-diversity-equity-and-inclusion-on-your-career-and-job-search>

Willis speaks to how people searching for jobs can investigate an institution’s values to see how they align with their own. She offers suggestions of specific things that potential employees can ask and look for to learn more about a job.

5. The University of Texas. (n.d.) “How to have a difficult conversation with your supervisor”. The University of Texas as Austin Human Resources. Retrieved April 4, 2021, from <https://hr.utexas.edu/current/services/difficult-conversations-supervisor>

This page identifies from general practices that someone can keep in mind when having challenging conversations with leadership. Suggestions include adequate preparation, approaching leadership at the right time, and how to talk through grievances.

6. Brownlee, Dana. (December 22, 2020). If you’re expecting diversity and inclusion leaders to fix workplace racism, think again. “Forbes”. <https://www.forbes.com/sites/danabrownlee/2020/12/22/if-youre-expecting-diversity--inclusion-leaders-to-fix-workplace-racism-think-again/?sh=67026d136212>

This article notes DEIA initiatives are not necessarily focused on anti-racism so the purpose of the committee needs to be carefully defined. Leaders in these roles are also often uneducated and ill-equipped to address these specific topics so there is a need to find the support of anti-racist consultants specific for a certain industry.

7. Cochran, Geraldine. (June 22, 2018). The problem with diversity, inclusions, and equity. “The Scholarly KItchen”. <https://scholarlykitchen.sspnet.org/2018/06/22/problem-diversity-inclusion-equity/>

This article stresses the importance of recognizing the differences between DEAI concepts and how these definitions, while important, can shift focus away from creating an inclusive environment.

8. Pull Up for Change [@pullupforchange]. (July 13, 2020). “Why your workplace diversity committee isn’t working”. [Instagram]. <https://www.instagram.com/p/CCmT9K0BjyP/>

This post reminds readers that the burden of DEAI work is often put on the people who are being harmed by these systems and committees need to be structured to make sure people are compensated both through financial and social capital.

9. Lee, Yejin. (July 3, 2020). Diversity equity and inclusion in the workplace: tips for starting a DEI committee. “Idealist”. <https://www.idealists.org/en/careers/diversity-equity-inclusion-committee>

A short article, it condenses general themes to think about when developing committees which includes setting goals, establishing boundaries, gathering data, and finding outside support.

10. Gara, Marcela, Lampe, Nicole. (December 21, 2020). Can one committee change an organization?. “Resource Media”. <https://www.resource-media.org/can-one-committee-change-organization/>

This analysis of Resource Media’s progress in developing their own committee provides some great things to think about including how to choose members and measuring progress.

11. Ng, W., Ware, S. M., & Greenberg, A. (2017). Activating Diversity and Inclusion: A Blueprint for Museum Educators as Allies and Change Makers. "Journal of Museum Education", 42(2), 142–154. <https://doi.org/10.1080/10598650.2017.1306664>

This article addresses the importance of diversity and inclusion in museum spaces while acknowledging the tokenized ways these terms have been used and practices implemented.

12. Wing Luke Museum of the Asian Pacific American Experience. (n.d.). "Our values: A community based heart", Retrieved April 6, 2021 from <http://www.wingluke.org/about-us/>

A leader in community-based organization, The Wing Luke defines ten tenets that guide the museum's focus on engaging and working with their communities.

13. Indian Arts Research Center. (2019). Guidelines for Collaboration [website]. Facilitated by Landis Smith, Cynthia Chavez Lamar, and Brian Vallo. Santa Fe, NM: School for Advanced Research. <https://guidelinesforcollaboration.info/>

This website highlights ways that museums can interact specifically with Indigenous communities and strategies on how museums can begin to build trust.

14. Maturity Model. (n.d.). The Empathetic Museum. Retrieved April 6, 2021 from <http://empatheticmuseum.weebly.com/maturity-model.html>

The Empathetic Museum's Maturity Model is designed to inform an institution where they are in addressing diversity and inclusion. This can be applied to project and personal growth as well.

15. Community Wealth Partners. (n.d.) Engaging stakeholders in developing strategies. Retrieved April 11, 2021 from

<https://communitywealth.com/wp-content/uploads/2020/06/Stakeholder-Engagement-Field-Guide.pdf>

An easily digestible guide, this document outlines ways that organizations can form partnerships throughout their communities in meaningful and long-lasting ways.

16. CommunityWise Resource Center. (2017). "Anti-racist organizational change: Resources & tools for nonprofits". Retrieved April 8, 2021 from

https://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf

This document provides information on an array of ways that organizations can move towards anti-racist goals. One section in particular talks about the process of forming a community based anti-racism group that provides thoughts on how to reach out to community members, conduct meetings, and sustain these relationships.

5.0 Proposing Projects

Some of the most common barriers to anti-racism work are time, money, and investment in equitable practices from an institution. Anti-racism and other equity efforts are often the first to be cut in moments of budget tension, and the reality of many museums is that staff are overworked and underpaid -- meaning folks often don't have the capacity to do much beyond staying afloat. This chapter is for individual people who feel prepared to **donate their personal time and energy** toward developing a project proposal from start to finish.

We are including this chapter based on feedback from our front-end evaluation: **many people indicated that they felt able to identify racist abuses**, other sources of harm, and/or opportunities for improvement in their institution, **but shared uncertainty about how to address those concerns without pre-existing structures in place to do so**. Proposing a project is one option.

Note: the work of developing an anti-racist project is no light undertaking. You should be prepared to invest time in learning about equitable project development, including things like how to identify a need in your community, how to distribute funds equitably, and how you consider the role of community. There are many resources available on these subjects, including a few in section [5.1 Initial Considerations](#) (pg. 140). For this reason, we are not going to dig into the learning process here. This chapter, like the rest of this toolkit, begins after some of your personal learning process is done and you feel ready to take concrete action steps.

Below, we focus on translating a project idea into a project proposal that you could take to a leader in order to begin conversation about doing the work.

Sections in this chapter:

- [5.1 Initial Considerations](#)
- [5.2 Preparing a Project Proposal](#)
 - 5.2.1 Preparation
 - 5.2.2 Components
 - 5.2.3 Budgeting
 - 5.2.4 Proposal
 - 5.2.5 Further Reading
- [5.3 Finding Funding](#)

This chapter spans pages 139 to 170.

5.1 Initial Considerations

Since the subject of developing a museum project with anti-racism frameworks is a bit more niche than some of the other things that require personal learning in this toolkit, here are a few resources you might consider if you need a place to start. These are by no means a complete guide on how to develop a project or hold anti-racist frameworks, but they may give you a baseline and some good search terms.

Anti-racism in Projects

[How to Plan and Implement an Anti-racist Service Project](#) by Youth Service America

While this guide is focused on youth developing service projects, it provides important reminders such as understanding your positionality when developing a project. It also offers more resources.

[Racial Equity Action Plans](#) by Ryan Curren, Dwayne Marsh, Simran Noor, Nora Liu

Developed in 2016 for local governments, this guide provides insights into the planning process for anti-racist initiatives and can be applied to smaller-scale institutional projects.

[Decolonizing Wealth](#) by Edgar Villanueva

An “analysis of the dysfunctional colonial dynamics at play in philanthropy and finance... In equal measure, [Villanueva] denounces the reproduction of systems of oppression while also advocating for an orientation towards justice to open the floodgates for a rising tide that lifts all boats.”

Community Engagement

[Partnership Power](#) edited by Marsha L. Semmel

“Attributes of sustainable and relevant collaborations, within communities, states, and nationally, including examples of broader multi-institutional networks... on what authentic partnership means, how partnerships evolve, benefits of partnerships as well the challenges they can present.”

[The ABCD Toolkit](#) from the ABCD Institute

“A collection of tools from ABCD [asset-based community development] faculty members as well as individuals and organizations that embody the principles of ABCD in their work.”

[Community-Based Exhibition Model](#) from the Wing Luke Museum.

“This book outlines our community-based exhibition model and the Community Advisory Committee that make these exhibitions come to life... Learn more about how communities make the decisions... and how oral storytelling enriches the museum experience.”

Projects

[Prospective Applicant Webinar: Accelerating Promise for small Libraries](#) from IMLS

This powerpoint provides an excellent overview of how to prepare for a grant. While there are differences between applying for grants and proposing projects, they are largely geared towards the same goal of having a fully developed plan.

[Project Management for the Unofficial Project Manager](#) by Kogon, Blakemore, and Wood

This book was an influence on the development of this master's project and provides information on managing a project as a novice.

5.2 Preparing a Project Proposal

So: you've thought up your idea for an anti-racist effort, you've grounded it in a specific need, you know how you want to go about it, and now you need the nod from a supervisor to pursue it. Great! Projects are an essential part of how museums achieve their mission and move toward their visions. This section **does not** provide a detailed description of how to complete a project but rather highlights the aspects that you as an individual working on a project may take action on that supports anti-racist initiatives. The way a project is planned and written may depend on your institution and the scope of your project but generally will include the below categories. The bolded ones indicate areas we cover though do not indicate the order in which they are addressed.

- Preparation
 - **The need**
 - **The background**
- Planning
 - **Identifying Components**
 - Logic Model
- Proposal
 - Narrative
 - **Justification**

- **Work Plan**
- **Project Results**
- Timeline
- **Budget**

Throughout this section, we will use two examples to demonstrate how a project might be developed. The first is a large-scale project example of **developing a community based curriculum**. This is a project that requires whole-institution buy-in across months or years with the input of several community groups. This example may not be directly applicable in the work of an individual, entry-level staff person, but it allows us to explore a wide variety of project components which may be relevant in various smaller-scale projects. For the **purposes of this exercise** this is a curriculum that community members have decided they want to collaboratively create to better and more accurately represent their history.

The second is a **button making** project to produce identification that accurately reflects a person's pronouns and reflects a small-scale project that could be initiated at an individual level, though may still require institutional buy-in for aspects such as identifying funding.

We will fill in the information for the **button making** project and leave portions of the **community curriculum** blank to practice filling in yourselves. [3.4.5](#)

5.2.1 Preparation

When preparing to take on a project, the first things to understand are the **need** and the **background** of what the museum and relevant communities have done or are doing.

The need. As noted earlier, the best way to determine a need is through your community. Depending on your project, this community input could come through formal mechanisms, like a consultation with an advisory board, or it could come from something informal but consistent, like recurring comment cards. Through conversations with your stakeholders you may have already defined issues that need to be addressed, otherwise reach out to determine what a project could help accomplish.

The background. To help understand why this need is important you'll have to understand the history and context around it. Consider the questions below, and fill in the blanks if you already have a project in mind. Otherwise, consider these questions in the context of our example project.

Use the Tables below to see responses for the **button making** project and brainstorm how you might answer them for the **community curriculum** project.

[Tables 5.1 - 5.5](#) is a series of 4 tables, each with 2 columns and 2 rows. The left-most column identifies examples related to the button making project and the right-most has blank spaces to fill in for the community curriculum activity.

Table 5.1

To what communities is this need relevant?	
Button Making	Community Curriculum
<ul style="list-style-type: none">• Museum staff, volunteers, interns	

Table 5.2

How can you and your museum be involved in addressing the need?	
Button Making	Community Curriculum
<ul style="list-style-type: none">• Taking initiative to create these buttons	

Table 5.3

Who are the people/organizations who might be involved? Who might have the greatest stake?	
Button Making	Community Curriculum
<ul style="list-style-type: none">• All museum staff, volunteers, and interns will be involved• People who identify as non-binary or trans have the greatest stake	

Table 5.4

What is the capacity of those who might be involved?	
Button Making	Community Curriculum
<ul style="list-style-type: none">• Museum staff, volunteers, and interns will all be involved to identify the names and pronouns they want used	

Table 5.5

How does this project tie into other projects happening in your museum or in the community?	
Button Making	Community Curriculum
<ul style="list-style-type: none">• General development of making staff feel safer and included in the workplace	

5.2.2 Components

Once you have done the baseline research to make sure you fully understand your project, you'll begin to develop a more specific plan. This development process will involve defining specific components of the work that you want to do. These components may be outside the scope of an individual taking on a project as it is important for **everyone** involved to have a collective understanding and voice in shaping these. With this in mind, it may be helpful to think about how to approach these concepts through anti-racist practice. The below Table highlights these components and how they can be influenced by anti-racist thought, though is by no means comprehensive.

[Table 5.6](#) below is arranged as a grid with 3 columns and 8 rows. The rightmost column identifies the various project components. The middle column describes those components. The leftmost column provides a question to consider about that component.

Table 5.6

	Component Description	Anti-racist Considerations
Goal	What you want to achieve.	How is what you want to achieve furthering anti-racism efforts?
Approach	The course of action you take to make a change	Is this course of action grounded in inclusion and sharing power with your community?
Method	Steps you take to achieve an outcome	Are these steps accessible and inclusive for all those involved?
Activities	The specific steps you take to make your method work	Who benefits materially from these activities? Where is money being spent?
Outputs	Something measurable that results from your activities	Is what you are measuring going to be the same for all communities involved?

Outcomes	The benefit that your project will have (change in skill, attitude, or behavior)	How are people being benefited in a way that improves their lives?
Indicators	Something that allows you to measure success.	Does the community feel like these are the right indicators to measure success?

The next table applies these concepts to our two projects. See how we have filled them out for the **button making** project on the left-hand column and think of your own for the **community curriculum** one on the right-hand column.

[Table 5.7](#) below is arranged as a grid with 3 columns and 8 rows. The leftmost column identifies the various project components. The middle column describes those in relation to the button making example. The rightmost column provides space for the community curriculum activity.

Table 5.7

	Button Making	Community Curriculum
Goal	Foster inclusion and belonging in the workplace	
Approach	Use inclusive processes to understand staff needs	
Method	Meet with stakeholders to talk about their names and pronouns	
Activities	Meet with stakeholders, co-develop design, make product, distribute	
Outputs	Number of stakeholder meetings, buttons that are made	
Outcomes	Stakeholders will feel more visible and understood	
Indicators	Employees will report fewer instances of misidentification	

5.2.3 Budgeting

We've addressed the "why" and "what," and now we'll address the "how." Developing a budget can be scary or confusing or complex, but that is one of the many benefits of creating community and involving people that have a variety of strengths. This is an essential part of any proposal that identifies specific people and things you will need to see a project through to its end. The budget is another part of a project that should involve a wide variety of stakeholders, so while you may not be developing this as an individual, your **individual voice** can have a large impact. Above all, make sure that you are being transparent about how funds are used. This is an opportunity to think critically and invite discussion about how you are spending money and who you are supporting.

In the below section, we have identified a possible budget for both the button making and the community curriculum projects along with considerations for each category. These categories are:

- Staff and collaborators
- Contracts
- Travel and Per Diem
- Supplies, Materials & Equipment

An essential part of any project is **justifying** why you are including certain aspects and being able to justify each line item in your project is part of this process. At the end of each budget category we

identify justifications for the budget making line items and provide space for you to practice writing your own for the community curriculum.

Budget: Staff and Collaborators

This will include all the staff members at your museum who will be involved in the project, along with other collaborators like advisory board members.

Staff. This category is really just for leaders or grant managers to put a value on the work you are doing. “Hours worked” refers to how much time you spend in your regular duties working on a project. Staff compensation can be based on hourly rates or a salary percentage.

[Table 5.8](#) has four columns and five rows. [Table 5.9](#) has four columns and five rows. For each, the top row indicates the title of the chart and the second row indicates the headers for each column. The spaces below the second row are filled with information related to the cost of staff. The bottom row indicates the total cost.

Table 5.8

Institution Staff

Button Making			
Name/ Title	Compen- sation	Hours Worked	Benefits
Project Lead	200	10	20
TOTAL COST	220		

Table 5.9

Community Curriculum			
Name/ Title	Compen- sation	Hours Worked	Benefits
Outreach Staff	3,000	120	300
Education Staff	3,000	120	300
TOTAL COST	6,600		

[Table 5.10](#) has two columns and two rows. [Table 5.11](#) has two columns and three rows. For each, the top row indicates the title of the chart and the leftmost column indicates a specific line item. The rightmost column contains information related to justifying staff or is blank.

Table 5.10

Button Making Justifications	
Project Lead	This position will take lead on connecting with all stakeholders and identifying and working with contractors to create the buttons.

Table 5.11

Community Curriculum Justifications	
Outreach Staff	
Education Staff	

Collaborators. This may not be reflected in other budgets but when you are working with your community, especially those who do not benefit from systemic power structures, you should be compensating them. Compensation may look different from person to person, and could be anything from a liveable wage to providing transportation or child care services. Make sure to understand the needs and wants of your collaborators as you compensate them. Since the button making project is an internally focused one, we do not include a budget for this but recognize that **all employees, volunteers, and interns** may be considered collaborators since you would be working with all of them to gather information about their needs.

[Table 5.12](#) has three columns and six rows. The top row indicates the title of the chart and the second row indicates the headers for each column. The spaces below the second row are filled with information related to the cost of collaborators. The bottom row indicates the total cost.

Table 5.12

Collaborators		
Name/Title	Compensation	Hours Worked
Advisory Board Member 1	400	20
Advisory Board Member 2	400	20
Advisory Board Member 3	400	20
TOTAL COST	1200	

[Table 5.13](#) below has two columns and two rows. The top row indicates the title and the leftmost column indicates the specific line item. The rightmost column is blank to accommodate a written response.

Table 5.13

Community Curriculum Justification	
3 Advisory Board Members	

Budget: Contracts

No matter how many people you may be working alongside, you might need to contract with other individuals or organizations to conduct training, assessments, or a variety of other services. Consider who you can support with your contracting funds. How can you direct funds in alignment with anti-racist values? This sheet focuses on a contractor’s cost for a service, but there may also be other costs.

[Table 5.14](#) has three columns and five rows. [Table 5.15](#) has three columns and six rows. For each, the top row indicates the chart title and the second row is column headers. Below the second row is information related to the purpose and cost of contracts. The bottom row indicates the total cost.

Table 5.14

Button Making		
Name/ Title	Service Provided	Cost
Printer	Making buttons	1000
TOTAL COST	1000	

Table 5.15

Community Curriculum		
Name/Title	Service Provided	Cost
Consultant	Building curriculum	1000
Facilitator	Community learning	1500
Interpreter/Captioner	Community meetings support	1500
TOTAL COST	6,600	

[Table 5.16](#) has two columns and two rows. [Table 5.17](#) has two columns and four rows. For each, the top row indicates the title of the chart and the leftmost column indicates a specific line item. The rightmost column contains information related to justifying contractors or is blank.

Table 5.16

Button Making Justifications	
Printer	Will be responsible for printing the buttons with names and pronouns. Contract will prioritize Black or Indigenous trans or non-binary owners.

Table 5.17

Community Curriculum Justifications	
Consultant	
Facilitator	
Interpreter/ Captioner	

Budget: Travel and Per Diem

Travel relates to all the costs associated with movement, such as traveling to meetings or bringing in consultants or speakers (seperate from their own hiring fees). Per Diem is the amount of money spent on food and lodging. You can find general rates for food and lodging based on city from the [U.S. General Services Administration](#). We have included information for the community curriculum but since the button making project is internally focused, it is likely there would be no travel involved.

Travel. There are two types of travel that might happen in a project; either someone traveling from somewhere else into your community or someone from your community traveling outside. When people travel to you, have recommendations of places they can stay and eat that support community members that don't benefit from power structures. In the following categories we identify things to think about when planning travel from your community to somewhere else:

- **Travel Cost** - While there may not be much flexibility on how much gas or plane tickets cost, think about the type of transportation a person might prefer. If someone is traveling by themselves would they feel more comfortable alone in a car or with other people on a bus?
- **Number of days** - Even if they are paid, how long can a staff member be gone? Do they have other responsibilities such as family care? Are there other people in your organization that could benefit from a training or developmental opportunity?

- **Number of people** - Are there people traveling together that make others feel unsafe? Will capacity at your institution change if a certain number of people are gone?
- **Per Diem** - Where are you spending your money during travel? Are there places to stay and eat that support communities who don't benefit from power structures?

[Table 5.18](#) has seven columns and seven rows. The top row indicates the title of the chart and the second row indicates the headers for each column. The spaces below the second row have information related to purpose and cost of travel and per diem. The bottom row indicates total cost.

Table 5.18

Travel and Per Diem						
From/To	Purpose	Travel Cost	# of Days	# of People	Per Diem	Total
	Guest Facilitators	1200	2	2	400	2800
	Professional Development Workshop	100	1	3	200	700
	Curriculum Consultants	1200	3	2	400	3600
TOTAL COST		7100				

[Table 5.19](#) below has two columns and four rows. The top row is a header and the leftmost column indicates the specific line item. The rightmost column is blank to fill in.

Table 5.19

Community Curriculum Justification	
Guest Facilitator	
Professional Development Workshop	
Curriculum Consultants	

Budget: Supplies, Materials, and Equipment

These are all the things that you may need that do not relate to personnel. They can include physical items as well as things like software and rentals. When thinking about how to spend your money in this category, be mindful of the businesses in your community that you can support, specifically those owned

by Black and Indigenous community members and those closest to the need you have identified. Your stakeholders can be great resources in identifying places where you can spend these dollars. We have not included a budget for the button making project as most of the materials would be used by the contractor and incorporated into their price.

Table 5.20 has four columns and six rows. The top row indicates the title of the chart and the second row indicates the headers for each column. The spaces below the second row are filled with information related to purpose and cost of supplies, materials, and equipment. The bottom row indicates total cost.

Table 5.20

Supplies/Materials/Equipment			
Item	Purpose	# of Items	Cost
Room rental	Community meeting	1	300
Curriculum prints	Physical copies of curriculum	5	700
TOTAL COST		1,000	

[Table 5.21](#) below has two columns and three rows. The top row indicates the title and the leftmost column indicates the specific line item. The rightmost column is blank to fill in.

Table 5.21

Community Curriculum Justification	
Room rental	
Curriculum prints	

5.2.4 Proposal

Great work, you've gone through a budget! The next step would be putting all this information into a narrative to present to leadership or grant makers. While there are many parts to a narrative (see the beginning of this chapter) here, we will focus on the **justification** of the project overall (seperate from the budget justification we just went through) and **work plan**. We identify these section in particular to indicate places in this process where your **individual voice** may be better used to incorporate anti-racist strategies.

Like in the previous sections of this chapter, we will include the button making project as an example and leave space in the community curriculum for you to practice filling out on your own.

Proposal: Justification

[Table 5.22](#) below has three columns and four rows. The top row indicates the headers and the leftmost column indicates a question to be answered. The middle column has text filled in for the button making example and the rightmost column is blank for the community curriculum activity.

Table 5.22

	Button Making	Community Curriculum
What is the need?	For staff, volunteers, and interns to self-identify their pronouns	
Who will benefit from the project?	Staff, volunteers, and interns will be most directly affected by this project	
How does it relate to the organization's mission and values?	The organization strives to create an inclusive environment and recognizes the value of listening to all stakeholders.	

Proposal: Work Plan

[Table 5.23](#) below has three columns and six rows. The top row indicates the headers and the leftmost column indicates a question to be answered. The middle column has text filled in for the button making example and the rightmost column is blank for the community curriculum activity.

Table 5.23

	Button Making	Community Curriculum
What are the specific activities that will be done?	<ul style="list-style-type: none">● Informal evaluation with stakeholders to understand the pronouns they want used and how they want that information communicated to guests● Design buttons● Print buttons	
What are the risks and possible solutions?	<ul style="list-style-type: none">● One primary consideration is that the pins are separate from name tags, as pronouns may change and front-facing stakeholders may wish for autonomy in how they share them.	

<p>Who will be involved in it and at what stages (other staff, community partners, etc.)?</p>	<ul style="list-style-type: none"> ● Lead will conduct an evaluation with all stakeholders ● Stakeholders will provide feedback on button design and selection of contractor ● Contractor will print buttons 	
<p>When and in what order will activities be done?</p>	<ul style="list-style-type: none"> ● Evaluation ● Design ● Contractor selection ● Printing 	
<p>What resources will be needed to carry out the project (time, people, money)?</p>	<ul style="list-style-type: none"> ● Lead will be most involved with the project conducting the evaluation and designing buttons (20 hours) ● All stakeholders will be involved depending on length of time spent on survey ● Main cost will be for contractor 	
<p>How will you track your progress?</p>	<ul style="list-style-type: none"> ● Defined dates of completion for evaluation, design, and printing 	

5.3 Finding Funding

With any project, it helps to propose a budget with funding sources already in mind. These sources may come from a wide array of places that your institution will likely already have a relationship or protocol around. Grant databases, local philanthropic organizations, individual donors, and perhaps even a flexible interior budget may represent sources of funding. Talk with other people about their budgets and practice transparency as you go through this process. Keep some of the following in mind:⁶

- Research what organizations align with your values and have the capacity to provide funding or other resources. Start locally and expand to see what might be in your larger region.
- Non-profits will often provide mutual aid. One of the core principles of Community Centric Fundraising notes the importance of organizations sharing resources.

As you consider ethical funding options, consider these organizations as a great place to start:

[Community Centric Fundraising](#)

This organization has ten guiding principles that frame philanthropy around racial and economic justice.⁶

[Magic Cabinet](#)

This organization focuses on community and collaboration when finding funding for nonprofits.

[Borealis Philanthropy](#)

This initiative is focused on supporting communities and organizations dedicated to social change.

Annotated Bibliography: Chapter 5

Note: This annotated bibliography does not capture all of the scholars who influenced our thoughts in this section. Rather, these are the major influences over the themes of this chapter. For a complete list of references used in this process, including the sources below, see [8.4 Complete Bibliography](#) (pg. 248).

While our citations largely conform to APA formatting standards we have indicated titles that would require italics by using quotation marks for screen reader accessibility.

1. Community Wealth Partners. (n.d.) Engaging stakeholders in developing strategies. Retrieved April 11, 2021 from <https://communitywealth.com/wp-content/uploads/2020/06/Stakeholder-Engagement-Field-Guide.pdf>

An easily digestible guide, this document outlines ways that organizations can form partnerships throughout their communities in meaningful and long-lasting ways.

2. CommunityWise Resource Center. (2017). “Anti-racist organizational change: Resources & tools for nonprofits”. Retrieved April 8, 2021 from https://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf

This document provides information on an array of ways that organizations can move towards anti-racist goals. One section in particular talks about the process of forming a community based

anti-racism group that provides thoughts on how to reach out to community members, conduct meetings, and sustain these relationships.

3. Song, Lily, Michel, Allentza, [@harvardcodesign]. (June 23, 2020). “Design studio first aid kit”. [Image & text]. Instagram. <https://www.instagram.com/p/CByva4lpUMn/?igshid=19hm1g14dhbn7>

This post highlights lessons learned from a studio design perspective about how to develop an anti-racist project. Some language is focused on art and studio spaces but is relevant and applicable to a wide variety of projects.

4. Bourque, Renee, Howlett, Susan. (2016). Designing your Project. “Getting funded: The complete guide to writing grant proposals”. (6th ed., pp.25-38). Word & Raby Publishing.

This grant guide provides detailed information on how to put together a proposal. While it is focused on grants and generally geared towards foundations, it is a great resource on how to organize a proposal of any kind.

5. Connors-Joyner, Jill (September 12, 2019). “Prospective applicant webinar: Accelerating promise for small libraries”. [PowerPoint slides]. Institute of Museum and Library Services. <https://www.ims.gov/sites/default/files/webinar/transcripts/fy2020appapplicantwebinar.pdf>

This webinar from IMLS elaborates on how to justify a project proposal. It is very much focused on specific guidelines for IMLS grants but is very in depth and has useful information for any project.

6. Community Centric Fundraising (2021, March 01). “CCF Principles”. Retrieved May 16, 2021 from <https://communitycentricfundraising.org/ccf-principles/>

This organization offers a new way to think about philanthropy and identifies 10 tenets of community-driven fundraising.

6.0 Internal Considerations

Internalized Racism is, “the internalization of the racist stereotypes, values, images and ideologies perpetuated by the white dominant society about one’s racial group”.¹

This form of racism shows up in how we interact with others and uphold the structures of white supremacy culture. Examining your internalized racism is a critical part of informing your approach to anti-racism. Another critical part of this work is self-care. This can be a radical act of survival for the targets of dominant culture and is a necessary part of the work for anyone involved in justice work.²

We include this chapter because practicing self-care supports your long-term energy and ability to engage with anti-racism work. Internal examination helps you become more aware of how you may be perpetuating white supremacist culture.

Sections in this chapter

- [6.1 Self-Care](#)
 - 6.1.1 Physical Self-Care
 - 6.1.2 Internal Self-Care
 - 6.1.3 External Self-Care
- [6.2 Internal Examination](#)

This chapter spans pages 171 to 187.

6.1 Self Care

Burnout among museum workers and justice workers comes at extremely high rates. Self-care is a critical part of engaging in this work in the long term, but it has been heavily commercialized. Before giving examples of ways to practice self-care, here's some context for how we use the term. Self-care is: [3.4.5](#)

- Necessary, actionable, and continuous
- Different for everyone and based on the context of your own life
- A collection of individual choices and long-term habits
- An important part of caring for a broader community. You have to care for yourself to be able to hold space for others.

We're going to approach self-care in 3 ways:

1. care for the physical body,
2. care for the internal self, and
3. care for the external self.

We'll explore what each of these means, offer examples of what each form might look like, and then create space to craft a self-care plan for yourself.

6.1.1 Physical Self-Care

How we care for our bodies has an immediate impact on energy levels, focus, and other functions of our brains. This is reflected in our capacity to engage in justice work: to be intentional and steady, to maintain our values firmly, to hold and push others, to cope with frustration, to feel resilient. This is necessary. Below is a list of strategies for caring for your physical self. What else can you think of?

- Move in a way that feels good for you, exclusively for the purposes of feeling good. ^{4,5}
 - Base this on how **your** body works at **this** moment.
 - Examples include: stretch, dance, sway, walk, roll your eyes, masturbate, flex your fingers, punch a pillow, squeeze something, caress/tickle your skin, swim, clench and unclench muscles, find a fidget/stim toy that feels good, press your feet into the ground...
- Scan your body from your toes to your head. Become aware of what you're feeling and sensing, how you're physically holding your thoughts and experiences. ⁵
 - Scan slowly and intentionally: the tips of your toes. The top of your foot. Your heels, your ankles. The skin on your shin, the muscles of your calf. Keep going like this.
 - Try to name what you're feeling in each part of your body. Tension, energy, pain, relief?
 - What can you release? What do you want to harness or bring into your body?

- Breathe. Try these exercises, or find one through other means that feels good. [4.5](#)
 - 4-7-8 breathing exercise: Inhale for 4 seconds, hold for 7 seconds, exhale for 8 seconds
 - Square breathing exercise: Inhale for 4 seconds, hold for 4 seconds, exhale for 4 seconds, hold for 4 seconds. Repeat this process in increasing 2-second increments as it feels safe.
- Make intentional choices about nourishment and hygiene. [5](#)
 - Am I eating well? Am I eating healthfully and consciously?
 - Am I sleeping well or at all? Am I removing distractions that hinder my sleep?
 - Have I seen something beautiful today? Interacted with nature? Spent time with animals or plants?
- What other ways can you care for yourself? What has felt good in the past, or what is something that you want to try in the future? The table cell below is blank to accommodate a written response.

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6.1.2 Internal Self-Care

Exploring your internal self can strengthen how you understand caring for yourself and how you work against the ways you have internalized [white supremacy culture](#). It is focused on you becoming your best self. To explore this self, consider these three questions: ^{2,5}

- What are your **habits** and do they work for you?
- What do you find **comforting** and are they healthy choices?
- What are you **grateful** for? Have you taken time to express this gratitude?

One way to explore these three questions is through **journaling**. Below are some suggestions for exploring journaling through practice:⁴

- Journal out what you're doing, reflect back on it and see if what you did feels good
- How do you spend large chunks of time? How do you feel about how you spend your time?
- Write out affirmations at the end of each day. What are you grateful for from today?

Journaling can also offer more intimate or long-term internal exploration. The table below offers space to explore the experiences of fear. We saw in our front-end evaluation that fear can play a big role in how people interact with anti-racism work; understanding these aspects of how you navigate the world can be an important part of maintaining the work. Try out this exercise if you're ready to dig in.⁴

[Table 6.1](#) below has 3 columns and 5 rows. The right column offers space to describe fears and the middle and left column offer prompts to explore them. The top row is a header and all following rows are blank to accommodate written responses.

Table 6.1

I'm fearful of...	Is this fear true?	If true, what can I do or tell myself to better cope?

Here are some other ways to conduct internal exploration and self-care:

- Mindfulness/meditation/introspection.⁵
 - Mindfulness is the practice of moment by moment awareness of our thoughts, feelings, and bodily sensations and environment around us.
 - Throughout your day, try pausing for one or several minutes to pull your attention inward. What are you thinking about? How are you feeling, emotionally? What do you notice?
 - Think through things that trigger stress responses, why does it trigger you? How do you feel about those responses?
- Do something you enjoy with no output for others.
 - What are those things you enjoy and bring you comfort?
 - Are they healthy choices?

Note: While you work through these practices and thoughts, remember to approach it from **your perspective and experience**. Our day-to-day lives are inundated with messaging about what self-care is or should look like, how we should spend our time, and how we should be trying to look or feel; some of these may resonate with you and some may not. Focus on what feels good to you, what offers relief or comfort, what helps you explore the things that you are ready to explore. Your experience is valid.

6.1.3 External Self-Care

Caring for your external self is about **understanding your needs** in order to be able to **address the needs of others**. Self-care inherently ties you to other people and communities, such as your workplace community. Working in a museum or cultural institution is about people doing things together to accomplish a shared goal.^{2,5} Practice caring for yourself by **advocating for yourself**.

Things to consider in advocating for yourself:

- Check your **capacity** and the amount of tasks you're taking on.²
 - Do you have the time, energy, and resources to do the work you're doing?
 - If you are adding something to your responsibilities, do you need to take something away?
- **Communicate** intentionally and consistently
 - Create communication guidelines that respect and prioritize.
 - Example: Ask about someone's capacity before asking them to take something on.
 - Swedish *fika* model:² prioritizes people taking a break together and engaging in some way that is not framed around work.
 - Example: "Cookie Hour" in the office to eat cookies and chat about non-work

- **Set boundaries.** This is a big one! Boundaries allow you to do the things you identify as important, like anti-racism work, with all of the necessary time and energy.
 - Setting boundaries is a crucial aspect of mental health and well-being.
 - Boundaries can be physical or emotional, and healthy boundaries are often fluid.
 - Boundaries provide healthy rules for navigating relationships.⁶

Use the table below to explore some boundaries you have or would like established.

[Table 6.2](#) below has 2 columns and 4 rows. Each column offers a prompt. The first row is a header row. All following rows are blank to accommodate a written response.

Table 6.2

Identify your boundary	Understand why you need the boundary

Once you've identified your boundaries, **prepare to advocate for yourself**. Consider the following guidelines as you have these conversations with others in the workplace:

- You can be straightforward
- You don't need to apologize or give long explanations
- Use a calm and polite tone
- Start with tighter boundaries
- Address boundary violations early
- Don't make it personal
- Use a support system
- Trust your intuition

As you consider all of these ways to practice external self-care, make it an explicit part of your work. **Manage up**. Let your leadership know what you need to succeed.

Note: As mentioned before, we recognize that not all leaders will be at a level of inclusivity that accepts these practices, and it may not be safe for you to put them into practice. If that's the case in your workplace, try introducing these concepts in small increments. Slowly and steadily building them into the workplace culture may influence your leadership to consider these self-care practices as important.

Finally, let's talk about how to balance all of these things. Holding space for physical, internal, and external self-care can take work, multiple check-ins with multiple people, and lots of flexibility. One resource we found that you can try out is the **Space Out** method, created by Seema Rao. Use this table and follow these steps:⁷

- Create a sheet with 'work' and 'home' as columns and 'good' and 'bad' as rows.
- Brainstorm what fits into these boxes. Note that the terms "good" and "bad" are totally subjective, and lean into that! If it feels good or bad, that's all the justification you need to put it in that box for this exercise.
- Set it aside and come back to it later to see where the trends are. Are there easy shifts you can make to change some of these?
- Make a list of things you like about work/home and a list of things to change
- Post them in places you can see and think about 5 things to change
- Check in with yourself after an extended period of time (6 months) to see how you have progressed

Table 6.3 below is arranged as a grid with 3 columns and 3 rows. The top row and left-most column are headers. All other cells are blank to accommodate written responses.

Table 6.3

	Work	Home
Good		
Bad		

Use these reflections to create a self care plan for yourself. **What will you do on a daily basis to care for your physical, internal, and external self?** On a weekly basis? Monthly? Annually? Remember that whatever you develop should be flexible. Reflect where you are in this moment, for now.

6.2 Internal examination

This toolkit is not meant to be a learning tool, but we recognize that learning can be an active part of how individuals better their anti-racism work. Support your actions in anti-racism work by continuous internal examination. This process can help you figure out where you fit into anti-racism work.

Consider these questions:

- What is your positionality?
- What is your proximity to whiteness?
- What power does your positionality and proximity to whiteness hold?

A tool you can refer to in examining your positionality and proximity to privilege is the [Diversity Toolkit](#).⁸

While considering your positionality and proximity to whiteness, examine how your actions connect with [white supremacist culture](#).

We have all been indoctrinated into the ideologies of white supremacy culture, and we (white folks, in particular) cannot be aware of all of the ways that this shows up in our work. Check in with yourself consistently on how you may be upholding white supremacist culture. One document you may check to see if your actions are aligning with white supremacist culture is [Tema Okun's "white supremacist culture" document](#) and this worksheet ["White Dominant Culture & Something Different"](#).^{9,10}

Annotated Bibliography: Chapter 6

Note: This annotated bibliography does not capture all of the scholars who influenced our thoughts in this section. Rather, these are the major influences over the themes of this chapter. For a complete list of references used in this process, including the sources below, see [8.4 Complete Bibliography](#) (pg. 248).

While our citations largely conform to APA formatting standards we have indicated titles that would require italics by using quotation marks for screen reader accessibility.

1. Wheeler, Kyana, "Four Levels of Racism". [Class Handout] Museology, University of Washington, Seattle, WA.

This document describes the four levels of racism that include, internal, interpersonal, institutional, and structural and how these inform each other.

2. Rao, Seema. (March 18, 2020). Self-care for museum professionals with Seema Rao. [video] YouTube. https://www.youtube.com/watch?v=1C8y0_sxmbQ

Rao identifies a number of ways that museum workers can care for themselves and draws the distinction between self-care for an individual and wellness which the institution is responsible for addressing.

3. Pitts, Jamilah. (2020, September 29). “Self-care can be social justice”. Learning for Justice. <https://www.learningforjustice.org/magazine/selfcare-can-be-social-justice>

Pitts addresses the importance of self-care to better help others, noting that to effectively engage in anti-racist work people must be their best selves. Additionally reminds readers that specifically for Black women, self-care in itself is a radical form of resistance.

4. National Museum of African American History and Culture. (2020, July 20). “Self-Care”. Retrieved 4/14/2021 from <https://nmaahc.si.edu/learn/talking-about-race/topics/self-care>

The NMAAHC provides an array of information and offers some insights and resources on how to practice self-care. The site describes what self-care is and is not and provides some exercises to use to ground yourself and build a self-care routine.

5. Wortham, Jenna, [@jennydeluxe]. (2021, April 12). “Caring for yourself to care for others: a burnout and vicarious trauma toolkit”. [text]. Instagram. https://www.instagram.com/p/CNlc_B8D5bw/

Writer for the New York Times, Wortham highlights some important things to keep in mind about self-care and when it is needed. They offer suggestions on how to ground yourself and identify some of the trauma-caused responses that could be addressed by self-care exercises.

6. So you want to talk about... [@soyouwanttotalkabout] (2020, August 10) Instagram: “So you want to talk about boundaries” [image with text]. Instagram. Retrieved May 12, 2021, from <https://www.instagram.com/p/CDtVoBWnevB/>

The instagram page “so you want to talk about...” lays out a definition of boundaries and their importance in self-care. Gives 10 steps you can take towards setting healthy boundaries along with identifying various aspects to boundaries setting. The post centers respecting yourself and acknowledging your rights.

7. Rao, Seema. (2018, January 11). Time and space self-care plan. American Alliance of Museums. <https://www.aam-us.org/2018/01/11/time-and-space-self-care-plan/>

Rao provides suggestions on self-care that are geared towards museum workers. The article specifically highlights an exercise to differentiate between the good and bad aspects of home and work to understand how they overlap and what could be changed.

8. Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege - MSW@USC. (2020, November 5). USC-MSW. <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>

This toolkit provides an opportunity to learn and practice activities related to one's positionality with regards to racism.

9. Okun, Tema. “White Supremacy Culture”. dRworks. www.dismantlingracism.org.

Tema Okun with dRworks identifies what white supremacist culture is and details the characteristics that go along with it such as perfectionism, sense of urgency, defensiveness, quantity over quality, worship of the written word, only one right way, paternalism, either/or thinking, power hoarding, fear of open conflict, individualism, I’m the only one, progress is bigger more, objectivity, and the right to comfort.

10. “White Dominant Culture & Something Different” [Meeting Worksheet].

This document addresses how culture can be a big influence in how we interact and what we value and how to think through creating an inclusive space. It gives various examples of practices in White Dominant Culture and a different way to frame it to be more equitable.

7.0 Closing Thoughts

This chapter is a reflection of the fact that **this toolkit is not a complete work** by any means. Below, we offer a call to leadership from our own experiences in museums, we address some key limitations in assembling this toolkit, we identify a selection of ways this work can continue, and we offer suggestions for ways to continue in anti-racism work outside of the inherently racist structures of bureaucracy.

Sections in this chapter:

- [7.1 Call to Leadership](#)
- [7.2 Limitations](#)
- [7.3 Further Work](#)
- [7.4 Personal Actions](#)

This chapter spans pages 188 to 199.

7.1 Call to Leadership

In this call to leaders, we invite in both established leaders and emerging practitioners who may be taking on leadership roles. We want to claim this space to speak to the barrier that is so often perceived and felt between levels of institutional hierarchy. Our front-end data indicated that **this barrier is significant in pursuits of anti-racist work**, and this reflects our own experiences as well. Below, we offer ideas that resonate with us, the authors of this toolkit, for consideration by leaders. Our use of the word “you” in this section is now directed at this audience.

Cinnamon Catlin-Legutko, (Museum Director at Illinois State Museum), during the “Inclusive Museum Leadership” webinar pointed to these **characteristics of an inclusive leader**:¹

- Works as a servant leader: share power and put the needs of others first
- Works transparently: let people see what you’re doing and work with you
- Solicits feedback often and grows strong from it (sees feedback as a gift)
- Practice hyper self-awareness
- Recognizes the need to sit at another’s table before folks will sit at yours (be in community)
- Willing and able to make the table bigger
- Change systems and rethinks best practice
- Lives and works in a constant learning mode

- Sees where power sits, names it, and works to dismantle it
- Inclusion through specific exclusion: make space for marginalized individuals to be at the front and have their space from white folks

Further, consider these strategies for leaders who want to **practice inclusive accountability**:¹

- **Connect with an accountability leader/partner.**

Reach out to your network, checking in with their capacity levels, and meet with them weekly to share what you are working on and check in about demonstrating equitable practice. This partner should be someone who's job security or community position cannot be influenced by your leadership.

- **Form accountability groups.**

Meet annually to discuss and check your actions in equity.

- **Create a system for staff to hold you accountable.**

This system should allow for anonymity, should go through a person, department, or group who is not under your direct supervision, and should be widely and repeatedly shared with staff. Consider barriers staff might perceive to using this resource and work to mitigate those. For example, if the system involves **your** boss, will staff worry about getting you “in trouble?”

Finally, here are **general questions for reflection**. Consider these with concrete examples in mind to avoid idealism. Each bullet point is followed by a blank table cell to accommodate a written response.

- Have staff brought ideas about change to you? Why or why not? If staff have brought ideas about change to you, how did you respond or follow up? How might that influence future staff efforts?

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- How do you support and encourage anti-racism efforts around you? Do you work with other leaders in your organization in this? Are you able to offer time and/or funds to staff who are interested in doing this labor, either as individuals or as a group?

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And finally, **to our leaders intentionally pursuing anti-racism and prioritizing people** over other factors: Thank you. Your efforts matter in a whole lot of ways. We see you, and you kick ass.

7.2 Limitations

Throughout the development of this project, we identified a number of limitations that have affected the scope of this work and how it informed our process. This list of limitations below is not exhaustive, but represents some of the major ones we are aware of. The ones we name here are:

- Our positionalities
- Our experiences in the museum field
- Aspects of our front-end evaluation
- The timeline and logistics of this work as a thesis project
- Accessibility considerations

Positionalities. One of the most prominent limitations we identified early on were our own positionalities. You can read more about our individual identities in [Acknowledgements & Authorship](#) (pg. 7). Our positionalities shape everything about our understanding of the world and, specifically for this project, the ways we approach anti-racism work. In recognition of this limitation, we tailored our work to an audience of people who share our positionalities. Further, we prioritized research and resources from people most impacted by our national landscape of racism and the settler-colonialist nature of most museums; this is, namely, Black and Indigenous educators, scholars, and/or activists.

Our museum experiences. Another factor that posed a limitation to this project were our own experiences in the museum field. While we have all had varying degrees of involvement working in

museums and similar settings, there are many positions that none of us have yet experienced in the field. This represents a gap in our collective understanding of the museum worker experience, including a gap in understanding barriers to anti-racism work in the field. In recognition of this limitation, we invited as much community into our work as possible. This includes all 177 participants in our front-end evaluation, our 6 advisory board members, our 3 committee members, and our 8 student focus group participants.

Our front-end evaluation. We explore these limitations in depth in the evaluation report itself. You can find that information in [8.1 Front End Evaluation Report](#) (pg. 201).

Timeline and logistics. An important limitation to this project was the timeline. This document began as a Master's Thesis Project for the Master's of Arts in Museology program at the University of Washington and, as a result, was constrained to a fixed period of time. We developed our plan, evaluation, research, and written content over the course of 14 months. We set our goals with this timeline in mind as, as a result, we recognize that this work could be much further developed in many ways.

Accessibility. The accessibility of this toolkit is another limiting factor. While we plan to have multiple versions that include a dyslexia-friendly font, a plaintext format, an audio format, and a PDF or read-only word document, we are constrained by factors such as finances for appropriate programs and knowledge of coding to embed texts. This document may be inaccessible to many communities.

7.3 Further Work

The nature of anti-racism is that it is complex and ever-changing. We developed this toolkit as a living document to reflect the evolution of anti-racist practices as they relate to the topics we have identified. With this in mind, there are a number of ways that this document could be expanded upon to more wholly reflect anti-racist actions and goals in museum settings.

Different position levels. Effective anti-racism work requires whole institution buy-in. We focused on entry-level and other non-leadership individuals in an institution in response to our front-end evaluation and conversation with our Advisory Board, but more work should be done in addressing other levels of institutional power. One example might be how leadership or can take direct action in anti-racism work.

Different positionalities. Another way that this toolkit could be developed is by expanding the ways that people can practice anti-racism work depending on their positionalities. We developed this action plan with white and coercively privileged people in mind, recognizing that the term “coercively privileged” does not capture the nuances of positionality and how that might inform the way someone approaches anti-racist action. Addressing a broader range of positionalities could increase actionability.

Different organizations. This project was developed specifically to address action steps toward anti-racism in museums. Future work could build similar projects in schools, non-profits, and a host of other institutions that may require different approaches.

7.4 Personal Actions

In sections 3.2 and 4.3, we highlighted some important ways that you can develop both internal community within your museum and external community with other organizations. We have created **this** space to recognize the limitations of working within [PWI's](#) and offer the reminder that anti-racism work spans all aspects of our lives, both professional and personal. In this section, we identify some ways that you can take **personal** actions to further build community and other responsibilities for practicing anti-racism in your own life.

Land Acknowledgements

At the beginning of this document we provided a land acknowledgement to recognize the Nations on whose land we occupied throughout the initial development of this toolkit. Land acknowledgements can be important parts of recognizing the colonialism, genocide, and erasure that we as settlers perpetuate and by explicitly identifying the Nations and communities that our actions and presence continue to affect. They should also offer action steps towards restitution. This action component is essential and can take forms such as regular rent payments to specific Nations, supporting the political efforts of a given community, offering physical resources, or otherwise responding to calls from the community itself. There are many theories surrounding land acknowledgements, such as how and when they should be done and what should be included in them and it is important for you to research and understand the wants of the communities who you might acknowledge. You can use [Native Land Digital](#) to begin this

research while also delving into the history of the land you are on and referring to the websites and resources of the local Indigenous communities to further shape and understand your responsibilities.¹

Reparations

There are many different understandings of reparations, but all are ultimately rooted in acknowledging long-lasting harms against a particular community and working toward redistribution of wealth. Many communities deserve reparations and in the United States perhaps the most well-known movements are focused on reparations for Black communities who have been generationally affected by the legacy of slavery and its modern-day iterations, and for Indigenous communities affected by the theft of land and genocide which continues today. It is important to note that While government bills and initiatives on local and national levels (such as HR 40 as of 2021) have had varying degrees of success and failure, it is essential to take action in whatever form you can on the personal level. This could range from sending money to mutual aid organizations or individual people, ceding land or property to communities or individuals, or offering rides to commuters and supporting businesses. How you pay reparations is dependent on your own abilities, but it is important to realize this action should not be transactional. For more information and strategies, read [Tiffany Lashai Curtis's article](#) on individual reparations².

Affinity Groups

Affinity groups are more formalized communities of people with a shared identity. Your organization may have some of these already such as spaces for Black, Indigenous, [coercively privileged](#), or LGTQIA+

communities. You can also look for these groups outside of your museum on social media, by keeping up to date with local news, or by inquiring with trusted community members. Recognize that certain affinity groups may not be for you. Search for ways that you can be an effective ally such as looking at a group's website and learn how you can offer support.

Community Events

One of the best ways to show up is through participation. Once again, social media, group websites, and local news sources can be great ways to learn about community events that are happening. These could take a wide range of forms such as protests, bloc parties, or ceremonies to name a few. Whatever these events look like, make sure you know that your presence is welcome and, if so, that you **participate to the best of your abilities**. Join in a dance, engage in call and responses, and support vendors.

Consultation

Another way to develop your own knowledge-base and create an action plan is through work with a consultant. Many individuals and organizations offer services that can help guide you in a variety of different ways. You could look for someone who is knowledgeable about your specific field, someone who knows the area you are in and could perhaps connect you with other groups and organizations, or someone who could take a context-informed approach depending on a specific need you may have. As with all financial considerations, think about how your money can best be spent to support Black and Indigenous consultants within your local community.

Annotated Bibliography: Chapter 7

Note: This annotated bibliography does not capture all of the scholars who influenced our thoughts in this section. Rather, these are the major influences over the themes of this chapter. For a complete list of references used in this process, including the sources below, see [8.4 Complete Bibliography](#) (pg. 248).

While our citations largely conform to APA formatting standards we have indicated titles that would require italics by using quotation marks for screen reader accessibility.

1. Catlin-Legutko, Cinnamon. (2021, May 6). “Inclusive Museum Leadership” [Webinar]. Texas Historical Commision.

Cinnamon provided a lecture on inclusive museum leadership practices and gave recommendations on how she builds in accountability for herself as a museum leader.

2. Mills, Selena. (2019, September 18). What are land acknowledgements and why do they matter? L0cal Love: Your Guide to Living Well & Doing Good. Retrieved May 13, 2021 from https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter/#.YJ1p_6hKhPa

Mills provides extensive commentary on Land Acknowledgements and the important role they can play, while acknowledging the deficiencies and tokenizing ways that many people have approached them.

3. Curtis, Tiffany Lashai (2020, September 29). “How white and non-Black people can pay reparations, even if Congress never figures it out”. Insider.

<https://www.businessinsider.com/personal-finance/how-white-and-non-black-people-can-pay-reparations-2020-9>

In this article, Curtis describes the history of reparations and how people can take action on an individual level to move towards an equitable distribution of wealth.

8.0 Appendices

Sections in the Appendices:

- [8.1 Front End Evaluation Report](#)
 - 8.1.1 Evaluation Project Overview
 - 8.1.2 Evaluation Findings
 - 8.1.3 Conclusions and Contribution to Toolkit

- [8.2 Glossary](#)

- [8.3 List of Figures and Tables](#)
 - Chapter 2
 - Chapter 3
 - Chapter 4
 - Chapter 5
 - Chapter 6
 - Appendices

- [8.4 Complete Reference List](#)

8.1 Front End Evaluation Report

This appendix will cover the front end evaluation, including an overview of the work, an examination of our findings, and a conclusion with discussion of how this evaluation impacted our final toolkit.

8.1.1 Evaluation Project Overview

Project Background & Purpose

In preparation for considering what topics to include in our toolkit, with the purpose of providing a resource for emerging museum practitioners that receive power and benefit from dominant culture to address barriers to comprehensive anti-racism work in museums, we conducted a front-end evaluation reaching out to current UW Museology students and alumni of the program. We were interested in gaging what topics stood out as important for current emerging museum practitioners and what is already practiced by current museum practitioners in the field. Findings from the front-end evaluation contributed to the process of compiling necessary topics to include in the toolkit.

Evaluation Questions

- To what extent and in what ways do people already know and engage with anti-racism?
- What barriers exist around individuals' knowledge and engagement with anti-racism?
- To what extent and in what ways are people interested in anti-racism organizing and/or learning?

Audience & Sampling Plan

The target audiences for this study included current UW Museology students and Alumni from the program. Due to the scope of the thesis project, we focused on reaching individuals already existing in a network connected to us, individuals connected to the UW Museology Master's program. We promoted the survey once a week in the span of three weeks through the program email listservs and social media group pages.

Method

To inform our study we sent out two different surveys with both open- and closed-ended questions measuring all evaluation questions. Both surveys had similar questions, however the difference in questions was geared towards hearing from current students more about what they felt could support them in moving across barriers to anti-racism work, while questions directed at alumni gave insight into how they saw current organizing and actions towards anti-racism already present in their institutions.

Limitations

- Our sample plan only reached individuals connected to the UW Museology program, to fit the scope of our 6 month thesis project period, therefore our results can only paint a picture for a small sample of the museum field's knowledge and actions in anti-racism work in museums

- Majority of our participants identified as white, woman, and between the age of 18-34, this could skew the kinds of perspectives we gathered because identity shapes how we see and approach the world
- Not all of our participants finished the survey, leaving uneven statistical results in specific sections. However we analyzed all data we received to give insight into what we gathered from each question
- The method of collecting data from surveys can allude to many limitations, one being unable to probe individuals further on how/why they answered a certain way, gaining more insight into their reasoning
 - Our examination of our data could be skewed by misunderstandings of individual's answers and not being able to further question their reasoning.
- Evaluation, amongst other forms of research, is built into a white supremacist culture structuring. Emerging practices are surfacing in the moment and were not able to be put into practice for this study due to timing and scope

Data Analysis

We used an emergent coding approach to analyze our qualitative data, creating a word or short phrase to represent the responses. These code words or phrases were based on emerging patterns and

messages we saw across responses. This approach gave us quantifiable data on themes that stood out to participants. We collaborated by coding independently and then checking each other's work in an effort to mitigate our analysis biases.

8.1.2 Evaluation Findings

Who were the participants?

Optional questions were provided for individuals to **self-identify their race/ethnicity, gender, and age** range near the end in order to inform us on participants' positionality. Examining identities is important towards our evaluation in order to create transparency on how our results may be influenced by our sample participant's identities.

From our current student survey we had **41 participants, 28 completed surveys** and from the Alumni survey we had **78 participants, 63 completed surveys**. We chose to analyze all survey data for each question to give ourselves insight into as much data we received.

For current students, **20 out of 29 respondents shared that they are white**. Additional participants identified as Asian, Southeast Asian, Chinese American, Mexican-American, and mixed race. **22 out of 29 identified as women**. Ages ranged from **18-65**, with **83%** of participants identifying with the age range of **18-34 years old**.

Alumni mainly identified as **white (85%)** with responses also including “AAPI”, “Asian”, “Asian-American”, “Black”, “Hispanic”, “Mixed: Black/white”, and “Native American specifically Yurok and Tolowa”. **74%** of respondents identified as **woman** with responses also including “butch”, “genderqueer man”, “man” and “human”. Ages ranged from **18-65**, majority identifying as between **25-34 (51%)** and **35-44 (33%)**.

Additional contextual information Alumni provided was:

19% of participants **graduated in 2020** from the UW Museology Program.

We received responses from a **range** of people graduating between **1989-2020**.

21% of respondents have a position working with collections in the field.

However, participants had a wide range of responses from marketing, management, programming, exhibits, education, evaluation, development, freelance, visitor services, and outside the museum field.

95% of respondents have **worked in a museum or cultural institution** anytime in the last 5 years.

Evaluation Question 1: To what extent and in what ways do people already know and have engaged with anti-racism?

In order to inform ourselves on what resources could best support emerging museum practitioners, we posed questions to our participants measuring previous experience and ideas involving anti-racism.

- **What is the extent of current students' engagement with anti-racism?**

Current student's extent of engagement with anti-racism was more general. **91%** of participants expressed that they had engaged with anti-racism learning and/or organizing **generally**, while only **44%** had engaged in a **museum setting** in the last 5 years. Below, [Figure 8.1](#) shares percentages of current student's engagement with anti-racism generally and in museums:



[Image description: two donut charts in pink and purple. The first indicates that 91% of survey participants felt they had engaged with anti-racism, generally. The second indicates that 44% of participants felt they had engaged with anti-racism in museums, specifically.]

Generally, **34%** of students had engaged with anti-racism through **Kyana Wheeler's course "Museums and the Movement for Racial Equity"** hosted in the UW Museology program, while **28%** shared that they engaged with a **lecture/workshop**. Therefore, the main source of engagement for current students in anti-racism was found in learning spaces.

Current students were given a chance to rate their own knowledge of anti-racism and **86%** of responses answered "**I know a little**" or "**I know a moderate amount**". When probed to answer their reasoning behind their rating, many students **pointed towards barriers in their knowledge** that will be further explored when answering evaluation question 2.

Another way we gaged individuals' knowledge of anti-racism was if they had witnessed racism enacted in a museum previously. **82%** of responses expressed that **they had experienced and/or observed racism in a museum in the last 5 years**. This question informs us on what individuals had witnessed previously with regards to racism, but also alludes to the hard facts of how museums can be unsafe places for Black, Indigenous, Asian American, Native Hawaiian, Pacific Islander, and People of Color.

What ideas around anti-racism have current students previously engaged with?

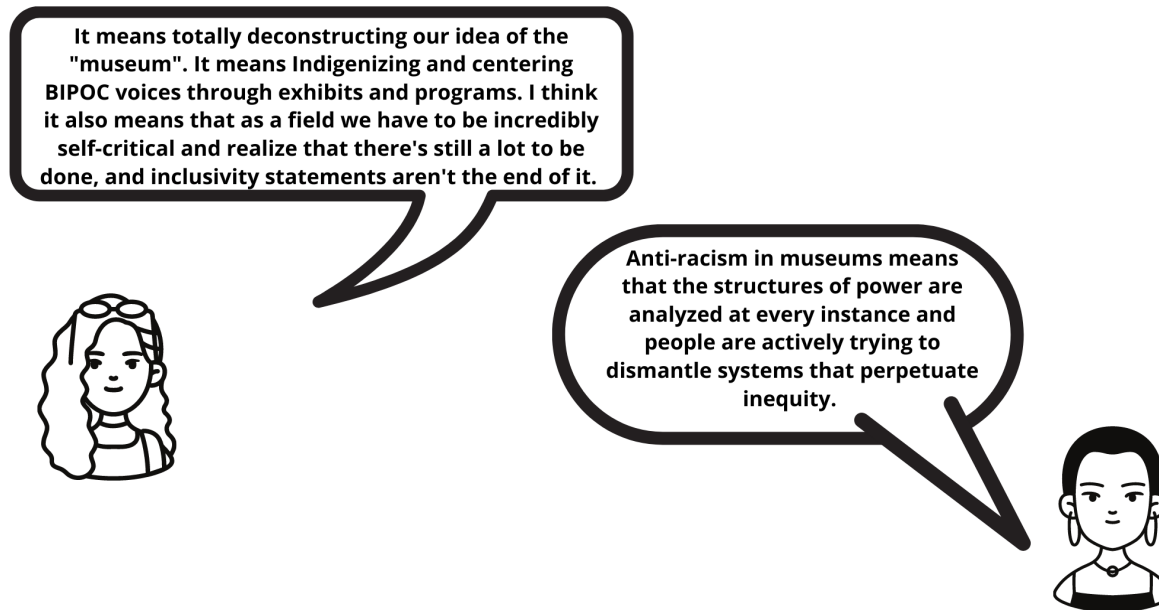
Those who had engaged generally with anti-racism learning and/or organizing described themes of how they fit into anti-racism work specifically, their own **positionality (34%)** in anti-racism efforts, as well as, **34%** wrote about various ideas of **theory** they learned in their experiences (including concepts of white supremacy culture, the 4 levels of racism, and more).

For the few students that had engaged with anti-racism learning and/or organizing in museums they had varied answers due to the variety of museums they had engaged with. Main ideas pulled from what they had engaged with centered:

- anti-racism and DEAI theory
- Involvement in anti-racism organizational practices
- the importance of truth-telling and sovereignty
- Racist Abuses
- Their impact and personal responsibility in anti-racism work
- How the museum must create a shared context and values organization wide
- Legacy of racism in conservation

Current Student's views towards anti-racism in museums:

To understand how current students see anti-racism in museums we posed the question of what anti-racism in museums means to them. The theme that rose to the top was that anti-racism in museums means organizational actions involving **dismantling (39%)** the organizational structure. The ideas shared sentiments around acknowledging museums' involvement in systemic racism and the needed radical change through breaking down existing systems and moving away from white supremacy cultural structures. Below, [Figure 8.2](#) shares quotes from survey participants:



[Image description: two people drawn from the shoulders up in a simple, all-black cartoon style. The figures are slightly offset from each other, and each has a speech bubble. The left hand person is saying, “it means totally deconstructing our idea of the ‘museum.’ It means indigenizing and centering BIPOC voices through exhibits and programs. I think it also means that as a field we have to be incredibly self-critical and realize that there’s still a lot to be done, and inclusivity statements aren’t the end of it.” The right hand person is saying, “Anti-racism in museums means that the structures of power are analyzed at every instance and people are actively trying to dismantle systems that perpetuate inequity.”]

The theme of changing the museum institution continued when students gave their ideas of an example of anti-racism organizing in museums. **28%** of responses shared that an example of anti-racist organizing involves something related to institutional change in the museum. In addition, responses also centered around a theme of involving a museum’s community (**32%**) as part of anti-racism organizing in museums. Below, [Figure 8.3](#) shares quotes from survey participants who responded with themes of institutional change and community:



Institutional Change

“ Restructuring the museum so that black, indigenous, and people of color's voices are centered and so that there is an open environment that allows staff to feel comfortable calling people in if/when they make mistakes. ”



Community

“ I think places like the Abbe Museum in Maine do it right. They focus on their communities first and the audience second. They center the perspectives and voices of the people they're exhibiting rather than talking about them. ”

[Image description: two people drawn from the shoulders up in a simple, all-black cartoon style with a circle around them. The figures are next to each other, and have a theme title and quote in boxes below them. The left hand person is saying, “Restructuring the museum so that black, indigenous, and people of color’s voices are centered and so that there is an open environment that allows staff to feel comfortable calling people in if/when they make mistakes” The right hand person is saying, “I think places like the Abbe Museum in Maine do it right. They focus on their

communities first and the audience second. They center the perspectives and voices of the people they're exhibiting rather than talking about them.”]

How current students have witnessed and/or experienced racism enacted in the past mainly came up in the themes:

Colonial practices and interpretation in collections and exhibits (**32%**).

Racist abuse towards staff and visitors (**23%**)

What is the extent of Alumni's engagement with anti-racism?

Alumni rated their knowledge of anti-racism answering with:

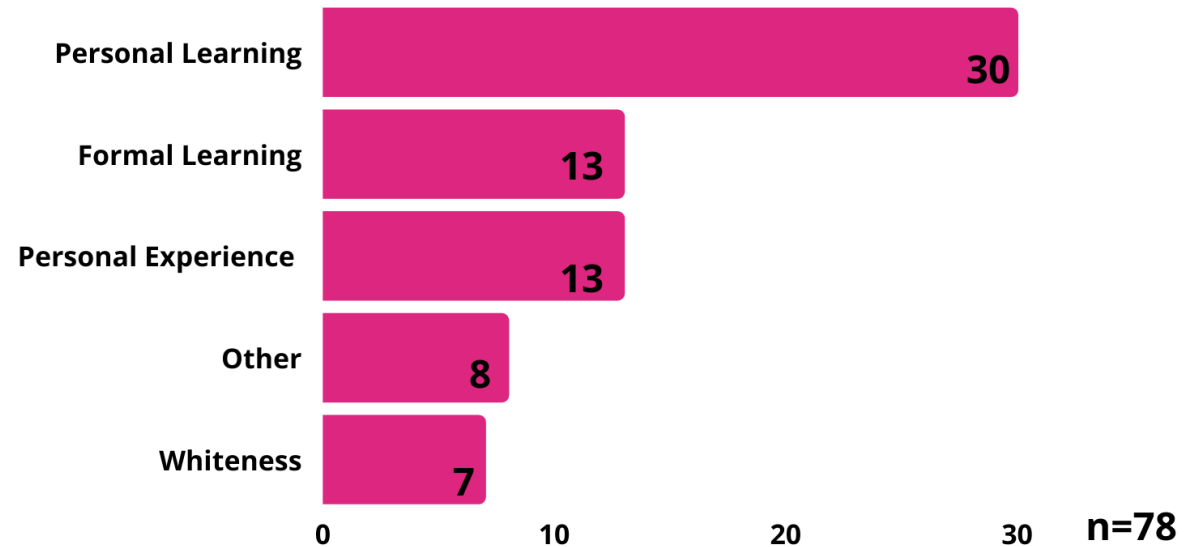
“I know a moderate amount” (62%)

“I know a lot” (27%)

“I know a little” (12%)

When prompted to describe why they rated themselves at that level, themes that rose to the top was how participants conducted **personal learning (42%)** that informed their knowledge of anti-racism. Below, [Figure 8.4](#) provides more of these themes in the form of a bar graph:

Themes that influenced Alumni's rating of anti-racism knowledge

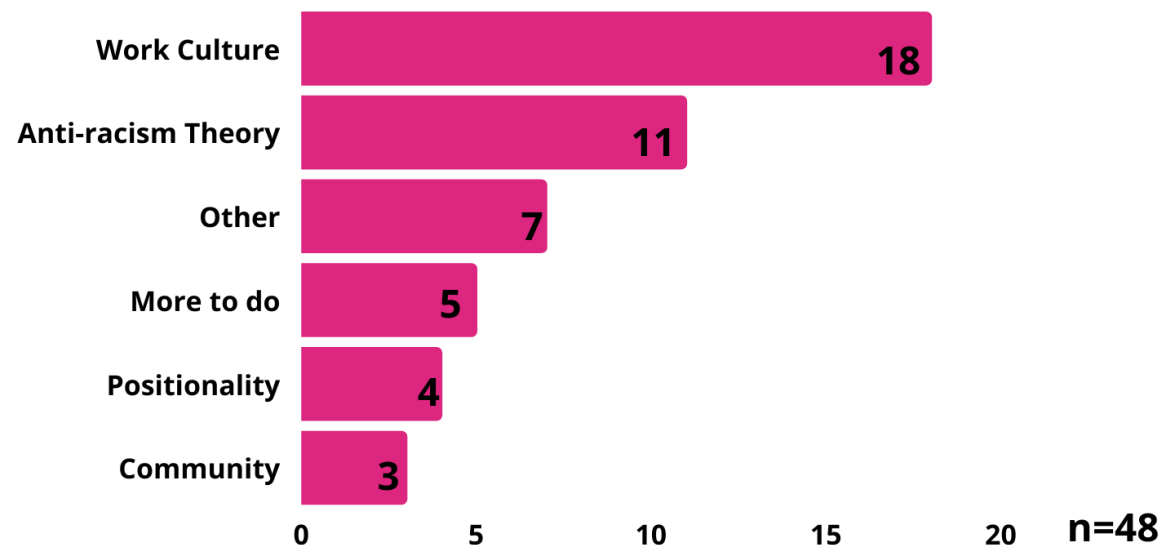


[Image description: a bar graph with pink, horizontal bars arranged in descending order. The Y-axis describes recurring themes and the X-axis indicates number of occurrences. 30 respondents reference personal learning. 13 respondents referenced formal learning. 13 respondents referenced personal experience. 8 respondents made other references. 7 respondents referenced their own whiteness.]

Majority of alumni participants (**70%**) shared that they had previously engaged with anti-racism learning and/or organizing with museums in the last 5 years. Instances when individual's engaged with anti-racism learning and/or organizing mainly were seen in a **workplace learning** environment (**33%**).

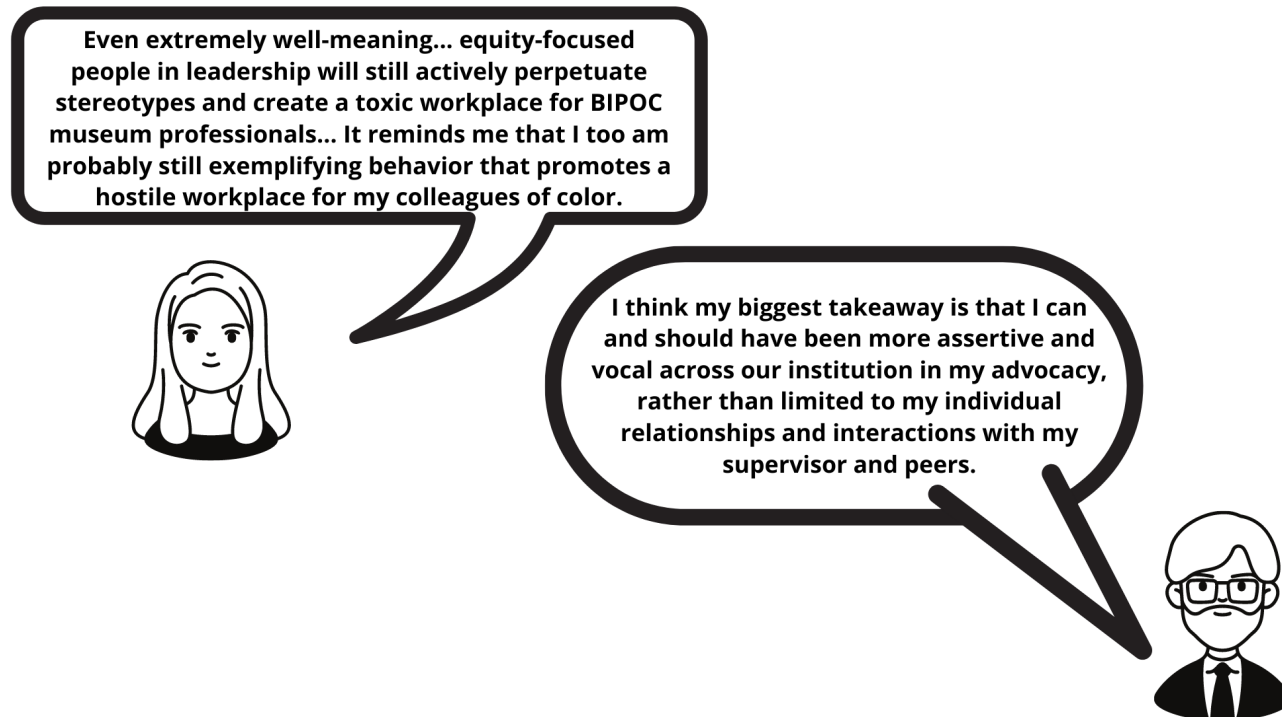
When probed with what they gained from their anti-racism learning and/or organizing experience two themes that rose to the top were the nuances of **work culture** (**34%**) and specific **anti-racism theory** ideas (**21%**). Below, [Figure 8.5](#) provides more of these themes in the form of a bar graph:

Ideas explored in Alumni's engagement with anti-racism




[Image description: a bar graph with pink, horizontal bars arranged in descending order. The Y-axis describes recurring themes and the X-axis indicates number of occurrences. 18 respondents reference Work Culture. 11 respondents referenced Anti-racism Theory. 7 respondents made Other references. 5 respondents referenced Positionality. 3 respondents referenced Community.]

These results point to how museum practitioner's institutions give them a chance to engage with anti-racism learning in their workplaces and these chances actually influence them to look inward at the organization with a critical mind. Below, [Figure 8.6](#) shares quotes from survey participants:



[Image description: two people drawn from the shoulders up in a simple, all-black cartoon style. The figures are slightly offset from each other, and each has a speech bubble. The left hand person is saying, “Even extremely well-meaning... equity-focused people in leadership will still actively perpetuate stereotypes and create a toxic workplace for BIPOC museum professionals... It reminds me that I too am probably still exemplifying behavior that promotes a hostile workplace for my colleagues of color.” The right hand person is saying, “I think my biggest takeaway is that I can and should have been more assertive and vocal across our institution in my advocacy, rather than limited to my individual relationships and interactions with my supervisor and peers.”]

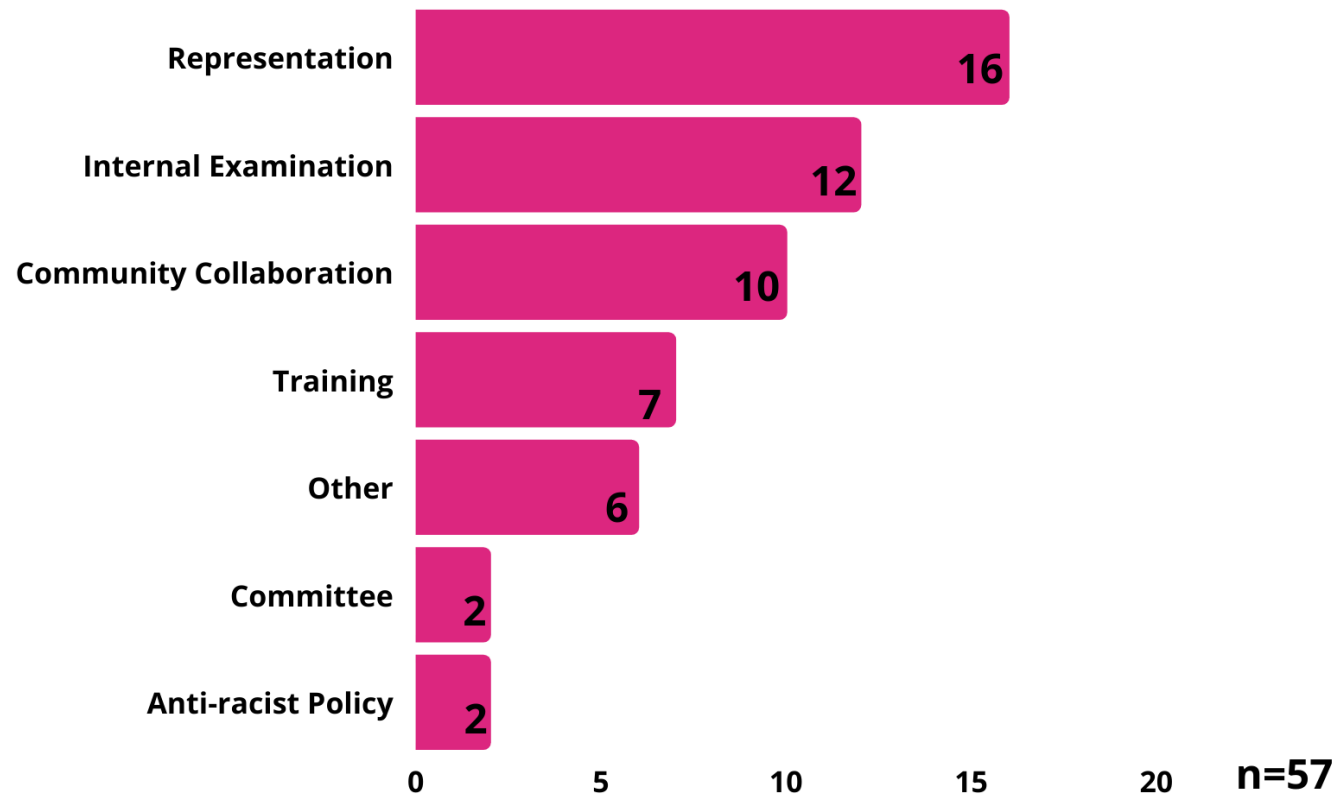
When asked **what anti-racism in museums means to alumni**, themes that rose to the top were ideas related to internal restructuring of the museum (27%), dismantling the structural make-up (23%), and diverse representation/inclusion (21%). They show varying degrees of how to take action in their organizing. Below, [Figure 8.7](#) shares quotes from survey participants:

Dismantling		"Dismantling hierarchies, decentering whiteness, breaking down barriers and gatekeeping and pivoting to an OF/BY/FOR ALL methodology"
Internal Restructuring		"Doing the internal work to rectify the predominately white/colonial habits ingrained in museum practice."
Representation/ Inclusion		"Putting marginalized communities in positions of power so they can tell their own stories in their own ways."

[Image description: Table with 3 columns and 3 rows. The leftmost column describes quote themes. The middle column has people drawn from the shoulders up in all black with a circle around them. The rightmost column has quotes. The first quote says, "Dismantling hierarchies, decentering whiteness, breaking down barriers and gatekeeping and pivoting to an OF/BY/FOR ALL methodology". The second quote says, "Doing the internal work to rectify the predominately white/colonial habits ingrained in museum practice." The third quote says, "Putting marginalized communities in positions of power so they can tell their own stories in their own ways."]

Anti-racism organizing for UW museology alumnus shows up in the top themes of **representation** (27%), **internal examination** of the organization (20%), and **community collaboration** (17%). Below, [Figure 8.8](#) provides more of these themes in the form of a bar graph:

What alumni recognize as anti-racism organizing in museums

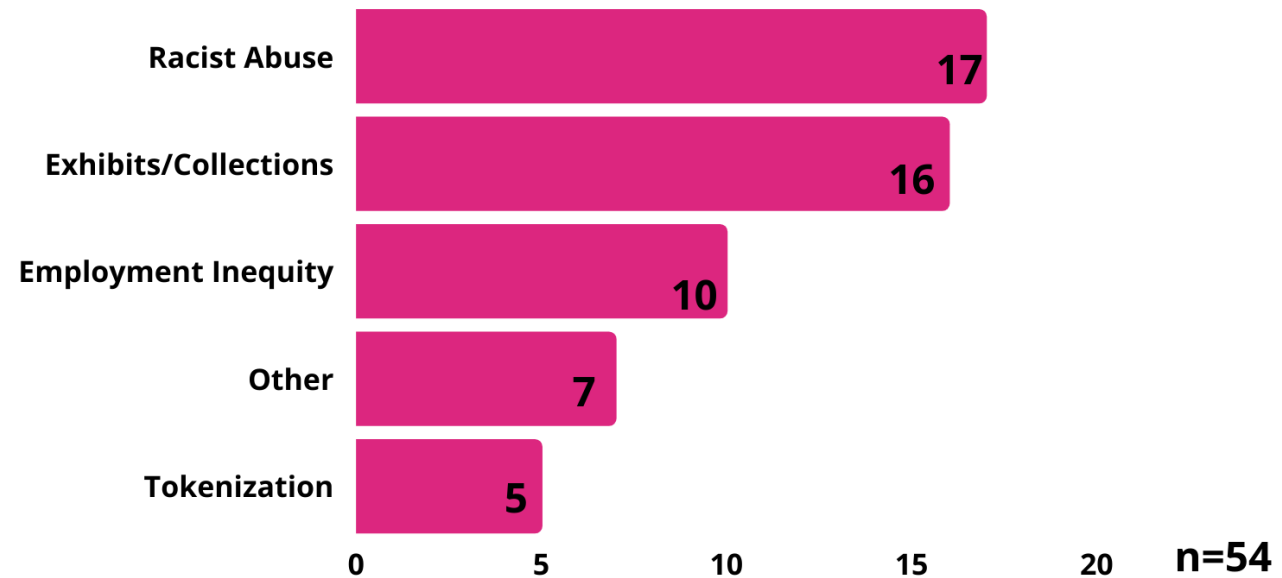


[Image description: a bar graph with pink, horizontal bars arranged in descending order. The Y-axis describes recurring themes and the X-axis indicates number of occurrences. 16 respondents reference Representation. 12 respondents referenced Internal Examination. 10 respondents referenced Community Collaboration, 7 respondents referenced Training, 6 respondents made Other references. 2 respondents referenced Committees. 2 respondents referenced Policy.]

Additional important points were posed from individual comments on organizing around anti-racism in museums that there needs to be change made within leadership, collections returned to Native communities, and creating a welcoming environment. How current practitioners see anti-racism organizing is important for emerging museum practitioners to recognize, as it is a way for them to see how people in the field currently think about anti-racism now and how they can move the efforts further.

In the same vein as the current student survey, we asked alumni to share an instance when they have experienced and/or observed racism in a museum in the last 5 years. **87%** of responses said **yes** they have, pointing to instances of **racial abuse (31%)**, **exhibits/collections** interpretation critiques (**29%**), **employment inequity (18%)**, and **tokenization (9%)**. The observations of exhibits/collections interpretation critiques is similar to how current students shared observations of colonial practices in collections, correlating to how participants overall recognize museum's as a part of a racialized system. Below, [Figure 8.9](#) provides more of these themes in a bar graph:

Alumni experiences and observations of racism in museums



[Image description: a bar graph with pink, horizontal bars arranged in descending order. The Y-axis describes recurring themes and the X-axis indicates number of occurrences. 17 respondents reference Racist Abuse. 16 respondents referenced Exhibits/Collections. 10 respondents referenced Employment Inequity. 7 respondents made Other references. 5 respondents referenced Tokenization.]

Evaluation Question 2: What barriers exist, if any, around an individual's knowledge and engagement with anti-racism?

In hopes of addressing barriers to anti-racism work in museums we wanted to explore what barriers our participants in our front-end evaluation saw from their own experiences, as well as, see if alumni saw opportunities for anti-racism work in their institutions.





Current Student Barriers:

For the 18 out of 35 respondents that hadn't engaged with anti-racism learning and/or organizing in a museum **45%** of individuals marked the answer "**I don't have support from the museum**", as to why they haven't engaged with anti-racism learning and/or organizing in a museum. **15%** responded with "**I never had a reason to**" and **10%** responded with "**I don't know how**".

As pointed out before, majority of current student participants (**86%**) rated their knowledge as "I know a moderate amount" & "I know a little". When explaining what influenced them to rate their knowledge around anti-racism low, themes that came up for current student participants was descriptions of how students are going through a process of **learning and unlearning (43%)** and only **recently started learning (23%)** about anti-racism and it was a new concept to them. However, there is still hesitancy around taking action towards anti-racism in an organization for students. **62%** of students shared that they do not **feel equipped to approach anti-racism in their organizations**. When probed to describe why they don't feel equipped to approach

anti-racism work **41%** of individuals expressed that they **lack knowledge**. Additionally, **29%** shared that they felt their **positionality as white people** caused them to question where they fit in the work. Current student participants feel a hesitancy in taking action towards anti-racism work due to a feeling of lack in knowledge and what their positionality means in the work, therefore we hoped to address actionable tasks participants could take related to anti-racism and internal examination. There is comfort in seeking learning, but providing resources may influence action.

Figure 8.10 below offers quotes that exemplify themes related to why current students rated their anti-racism knowledge as they did, and why people don't feel equipped to approach anti-racism.

Learning/Unlearning		"I am actively unlearning many things from my educational experiences-but am still learning and working through my personal biases. I know a little now-but I have a long way to go!"
New Concepts		"Introduced to new concepts. Particularly anti-racist. Had view most did on racism. If I don't judge by color or ethnicity then I am not racist not recognizing how I participate in a systemic racist society."
Lack Knowledge		"I need to learn more about how to do this work effectively and make it sustainable"
Positionality		"I feel constantly out of depth and unable to properly approach these issues as a white person. But I do not want to burden BIPOC with that work either. Therefore I feel caught in a limbo of doing a lot but doing it wrong and doing nothing."

[Image description: Table format image with 3 columns and 4 rows. The leftmost column has the three different themes in the order of Learning/Unlearning, New Concepts, and Lack Knowledge, and Positionality. The middle column has 4 people drawn from the shoulders up in all black with a circle around them. The right most column has quotes tying to the themes. The Learning/Unlearning quote says, "I am actively unlearning many things from my educational experiences-but am still learning and working through my personal biases. I know a little now-but I have a long way to go!". The New Concepts quote says, "Introduced to new concepts. Particularly anti-racist. Had view most did on racism. If I don't judge by color or ethnicity then I am not racist not recognizing how I participate in a systemic racist society." The Lack Knowledge quote says, "I need to learn more about how to do this work effectively and make it sustainable". The Positionality quote says, "I feel constantly out of depth and unable to properly approach these issues as a white person. But I do not want to burden BIPOC with that work either. Therefore I feel caught in a limbo of doing a lot but doing it wrong and doing nothing."]

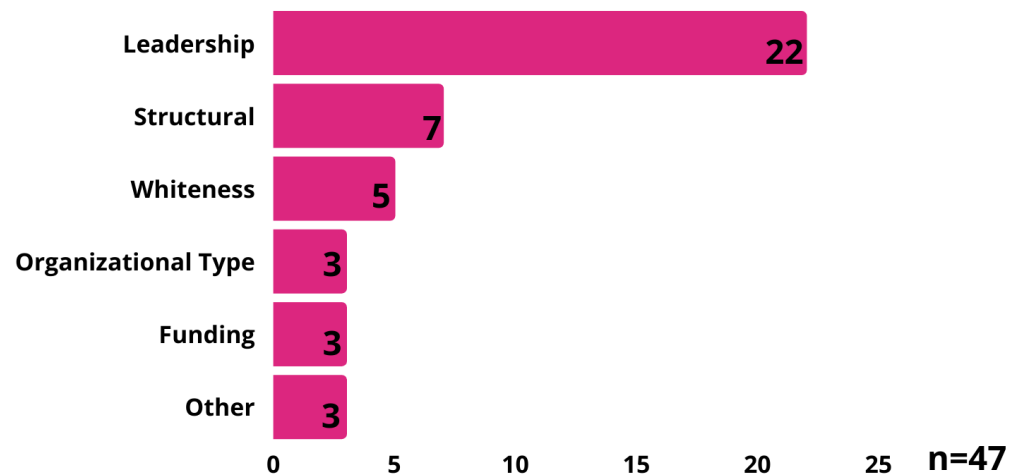
In addition, while looking through student's various descriptions another pattern we noticed was **68%** of responses expressed how the **learning never stops**, is ongoing and their active role in continuing that learning. This shows that students are comfortable in seeking out learning in anti-racism. This is also seen in how alumni express their reasoning behind rating their knowledge of anti-racism due to personal learning. Seeking out chances to learn is not seen as a barrier for participants.

Alumni Barriers & Opportunities:

For the individuals who answered that they haven't engaged with anti-racism learning and/or organizing **65%** answered **"I don't have the support from my organization."** Answers in the "other" section of this question also alluded to how an organization is only at a DEAI place, no leadership buy-in and lack of opportunities in their organizations were reasons for no engagement.

Results from this question were further supported when alumni who have worked in a museum or cultural institution in the last 5 years shared barriers they see in their organization. **88%** of participants answered that they see **barriers in their organization** and a barrier theme that rose to the top was **leadership (51%)**. Below, [Figure 8.11](#) provides more of these themes in the form of a bar graph:

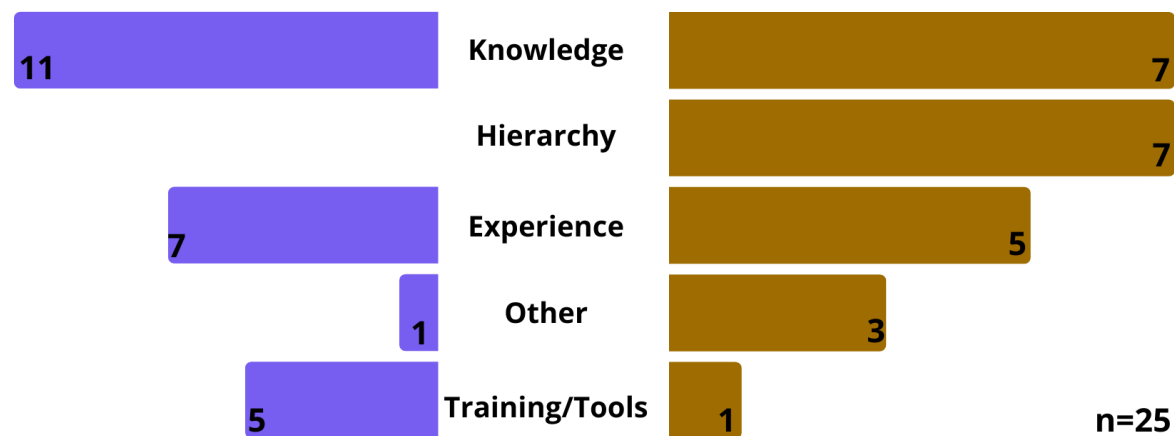
Barriers to anti-racism work Alumni see in their organization



[Image description: a bar graph with pink, horizontal bars arranged in descending order. The Y-axis describes recurring themes and the X-axis indicates number of occurrences. 22 respondents reference Leadership. 7 respondents referenced Structural. 5 respondents referenced Whiteness. 3 respondents referenced Organizational Type. 3 respondents referenced Funding. 3 respondents made Other references.]

61% of alumni **do not feel equipped** to approach anti-racism in museums. Many responses (**22 of 55**) however expressed that they felt they were in the middle between yes and no. They felt equipped and open to approaching some things around anti-racism, but felt they were unequipped or had no control over other things. Below, [Figure 8.12](#) provides more of these themes in the form of a bar graph:

What alumni are **equipped** with and what they are **unequipped** with:



[Image description: a butterfly bar graph with purple bars on the left indicating what alumni feel equipped with and brown bars on the right indicating what alumni feel unequipped with. The middle indicates recurring themes with the number of occurrences at the end of the bars. On the left bars 11 respondents reference Knowledge. 0 respondents reference Hierarchy. 7 respondents reference Experience. 1 respondent made an Other reference. 5 respondents referenced Training/Tools.]

The next few results came from individuals that have worked in a museum or cultural institution in the last 5 years.

84% of participants expressed that there are **existing practices and/or policies around anti-racism** in their organization. The most common practices and/or policies participants identified came in the form of a **DEAI committee (30%)** and **trainings (24%)**

82% of alumni also shared that they saw opportunities to approach anti-racism in their institutions. Majority of the opportunities they had in their institution were described as how the institution's work culture (**38%**) is built in for an opportunity to approach anti-racism. Below, [Figure 8.13](#) shares quotes from survey participants:

“ It is part of our organizational culture so although there is much work to be done to live up to it, I do have validation from leadership and colleagues that this kind of work is necessary. ”

“ My museum is ahead in... social justice. I rarely feel like I can't say something out of fear of losing my job or respect. The museum does foster safe spaces to speak our minds, and it does consider new ways of doing things at times. ”



[Image description: 3 people sit at a table in a simple, all-black cartoon style. 2 speech bubbles frame them. The left speech bubble says, “It is part of our organizational culture so although there is much work to be done to live up to it, I do have validation from leadership and colleagues that this kind of work is necessary.” The right speech bubble says, “My museum is ahead in... social justice. I rarely feel like I can't say something out of fear of losing my job or respect. The museum does foster safe spaces to speak our minds, and it does consider new ways of doing things.”]

When asked if current museum practitioners have organized around anti-racism in their own organization **83%** said yes. Participants that said yes shared that they saw their **DEAI committees (47%)** as a form of organizing for anti-racism in their organization.

In our surveys we posed questions to current students and alumni hoping to peer into what subjects related to anti-racism would be of interest to them. While answering the question: “**to what extent and in what ways are people interested in anti-racism organizing and/or learning?**” we found these results:

Current Students Interests in anti-racism:

While in the planning stages of our thesis project we wanted to gauge current students' interest towards ideas of a toolkit and possible workshop we would offer. We asked students to rate how interested they would be in an anti-racism toolkit and/or workshop, **96%** respondents rated **above “somewhat interested.”** When probed with why they rated their interest at that level, **56%** expressed a theme of a desire to further their learning in anti-racism in museums.

Additionally, we wanted to measure current students' interest in specific topics we initially had in mind for the toolkit. Students were given a question to rate 1-5 for the following learning topics (1 being the most important and 5 being the least important):

- Addressing Microaggressions

- Moving Board Members and/or Upper Management Toward Anti-racist Ideals
- How to Generate Shared Understandings of Anti-racism Language
- Funding for Anti-racism Project
- Finding Anti-racist Funding Sources for General Museum Operations

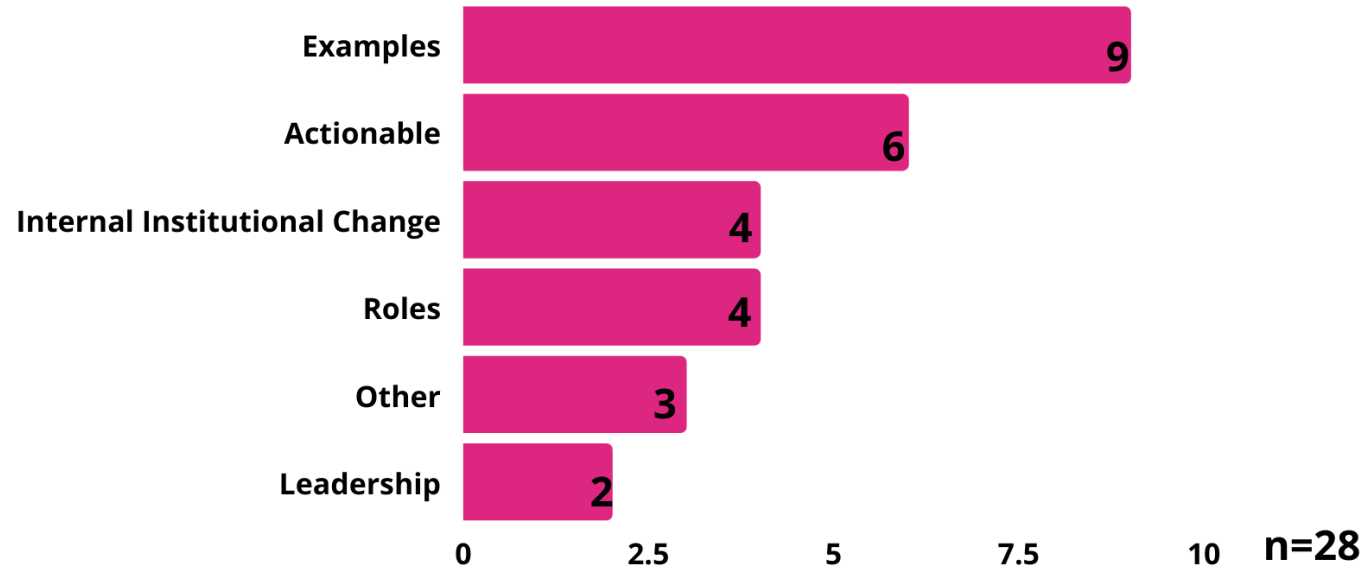
The averages from the rankings had the topics follow this order of importance:

1. “Moving Board Members and/or Upper Management Toward Anti-racist Ideals”
2. “How to generate shared understandings of Anti-racism Language”
3. “Addressing Microaggressions”
4. “Funding for Anti-racism project”
5. “Finding anti-racist funding sources for general museum operations”

Themes that stood out as things current students would like to learn about anti-racism in museums were specific **examples of anti-racism in museums (32%)**, how to be **actionable** in the work **(21%)**, how to create **internal institutional change (14%)**, working with **leadership (7%)**, and their **roles** in anti-racism work(14%). Highlighting all the different things emerging museum practitioners want to learn was important in our findings in our attempt to include as much of the

themes in our toolkit. Below, [Figure 8.14](#) provides more of these themes in the form of a bar graph:

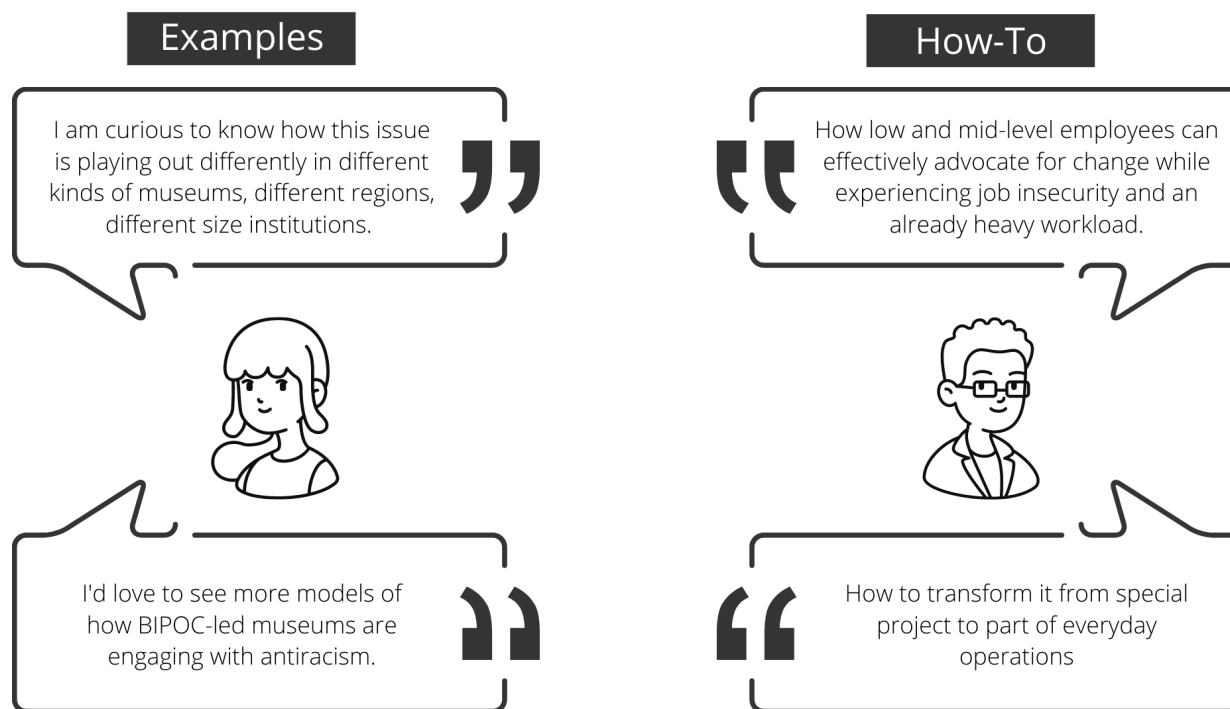
What Current Students want to learn about Anti-racism:



[Image description: a bar graph with pink, horizontal bars arranged in descending order. The Y-axis describes recurring themes and the X-axis indicates number of occurrences. 9 respondents reference Examples. 6 respondents referenced Actionable. 4 respondents referenced Internal Institutional Change. 4 respondents referenced Roles. 3 respondents made Other references. 2 respondents referenced Leadership.]

Alumni interest in anti-racism:

The major theme of what participants would like to learn about anti-racism in museums was also that they would like to see **examples (25%)** of anti-racism in organizations. Additionally, participants expressed that they would like **“how to” guidance (14%)** on specific actions. The common expression between current students and alumni’s desire to see examples of anti-racism in museums inspired us to include example components into the toolkit, as well as, create a workbook essence to the toolkit, or otherwise a “how to” guide in anti-racism actions individuals can take. Below, [Figure 8.15](#) shares quotes from survey participants:



[Image description: two people drawn from the shoulders up in a simple, all-black cartoon style. The figures are slightly offset from each other on each side, and each has two speech bubbles. The left hand person says in the top speech bubble, “I am curious to know how this issue is playing out differently in different kinds of museums, different regions, different size institutions.” The left hand person in the bottom speech bubble says, “I’d love to see more models of how BIPOC-led museums are engaging with antiracism.” The right hand person says in the top speech bubble, “How low and mid-level employees can effectively advocate for change while experiencing job insecurity and an already heavy workload.” The right hand person says in the bottom speech bubble, “How to transform it from special project to part of everyday operations”.]

8.1.3 Conclusions and Contribution to Toolkit

Current Student & Alumni Survey Analysis Conclusions & How it Informed Our Toolkit:

- When asked about **previous learning and/or organizing around anti-racism in museums**, the majority of alumni indicate having some level of experience. Current students mainly indicate having this experience in a general situation rather than in a museum setting, primarily through lecture/workshop. Participants that had engaged with anti-racism learning and/or organizing mainly took away **ideas that explored their positionality in the work and theory associated with**

anti-racism. Alumni specifically indicated learning about anti-racism related to a theme of work culture.

- When asked to self-rate the **extent of their knowledge around anti-racism**, the majority of participants rated themselves as knowing “a moderate amount,” many explaining that they are going through a continual process of learning and unlearning. Many alumni participate in personal learning outside of work.
 - Participants indicated being comfortable with and actively engaged in individual learning around anti-racism, but discomfort around taking anti-racist action. **In response, we chose to offer a resource emphasising action items** that could be supported by previous and ongoing personal learning.
- When asked to describe the **meaning of anti-racism in museums**, participants primarily described notions of dismantling existing museum structures as a part of broader systemic racism, or restructuring the existing institutional make-up. This distinction between **breaking down** versus **building onto** existing structures offered subtle but key insights into actionable steps individuals thought of related to anti-racism organizing.
 - Participants indicated dismantling and restructuring museum structures as a key part of their definitions of anti-racism. **In response, we tailored our action items to target varied aspects of museum work at various scales** inside the institution.

- When asked to describe **what organizing around anti-racism in museums looks like**, participants described forms of institutional change. Alumni discussed concepts of representation, internal examination of the institution, and community collaboration. Diversity, Equity, Accessibility, and Inclusion (DEAI) committees were frequently cited as the vehicles for these efforts.
 - Participants indicated that changing the institution was an important part of organizing around anti-racism in museums. **In response, we built in opportunities for assessing where and how an institution is aligned with anti-racist values** in order to develop institutionally-specific goals.
 - Participants indicated that DEAI committees were a key component of institutional organizing around anti-racism. **In response, we built in opportunities to examine these committees** and develop actionable goals and accountability measures.
- When asked to describe **how/if they had observed or experienced racism in their institutions**, participants described instances of racism in interpretation, exhibits, and collections. Alumni additionally shared observations of racist abuse internally and externally in their institutions.
- When asked to describe **barriers to their engagement with anti-racism action**, participants described not having support from their institution. The concept of “support” included financial, ideological, and logistical considerations. Alumni identified leadership as a major component of this

barrier. Participants described organizational work culture as being a key part of whether they felt opportunities to engage with anti-racism were available.

- Participants indicated that institutional dynamics and leadership were major barriers to taking anti-racist action. **In response, we built in tools for connecting with leadership, for taking action as an individual employee, and for developing and proposing specific projects.** Further, we explore ways individuals can develop internal community to create a work culture in pursuit of anti-racism.
- When asked to self-rate their **interest in learning about taking anti-racist actions in museums**, participants rated themselves as being more than “somewhat interested.”
- When asked to **rank specific types of action-based interests**, current students rated “Moving Board Members and/or upper management toward anti-racist ideals” at the top, followed by “how to generate shared understandings of anti-racist language,” and “addressing microaggressions.” The majority of participants requested specific examples of anti-racism work in museums, mentioning an interest in “how-to” guidance towards actions they could take.
 - Participants indicated a desire for examples and practical tools. **In response, we decided to take a “workbook” approach to tone and layout** with a “how-to” design.

8.2 Glossary

[Insert disclaimer that this is **not intended to be a teaching resource, this is just to represent our framework at this moment in time** (July 2021)]

Agent (Dominant) Identities: Members of dominant social groups privileged by birth or acquisition who knowingly or unknowingly exploit and reap unfair advantage over members of the target groups.

- **Source:** [Diversity Toolkit](#)
- **Related terms:** [Target \(Non-Dominant\) Identities](#)

Anti-racism: Anti-Racism takes all these efforts a step further towards sustainable, transformational change by directly addressing power and gatekeeping practices of an organization. Also referred to as racial equity and anti-oppression, anti-racism seeks to analyze structural and root causes of inequities from a systems perspective. In addition to interrogating power, anti-racism centers communities most impacted by historical oppression through an intersectional analysis – the recognition that people who face oppression from multiple marginalities likely face additional and compounding harms institutionally, geographically, physically, and mentally.

- **Note:** This is the definition of the thing that this toolkit is working *toward*. Not what this toolkit *is*.

Coercively Privileged: We use this term to reflect the nuances of identity and social perception in discussions of privilege and power. In the context of anti-racism and race-based privilege, this concept

does not apply to white people. This term addresses the reality that people who are perceived as more proximate to whiteness may have the false, externally-generated identity of whiteness forced upon them. This can result in perception-contingent access to components of white privilege while also manifesting a unique set of microaggressions/racist abuses. This concept is separate from that of white privilege, as it is the result of white supremacy co-opting personal identity. This concept may be relevant in the lives of people who identify as mixed race or light skinned, and might be considered alongside concepts like colorism and the “model minority” myth. There is likely a similar phrase already in existence -- we just didn’t find it by the time this document became public.

A critical note on this term: throughout this toolkit, we address our audience as “white people and coercively privileged people.” This is an incomplete shorthand. White people are always the audience, but whether a section/concept/call to action is relevant in the life of a coercively privileged person depends entirely on their own lived experiences and identities as an individual. Where we use the shorthand “coercively privileged people” to describe our audience, the full sentiment is this: “any coercively privileged person... who identifies with holding power in the specific way being described in a specific section, and who identifies with a responsibility to respond in kind.” The intersectional nature of a coercively privileged identity means widely varied and often inconsistent experiences across people and spaces, and we want to honor this. While a toolkit for coercively privileged people would likely look very different from this one, we are choosing to define our audience in this way to reflect the ways that white supremacy culture

concentrates power on the basis of visible traits, without homogenizing the identities of people who might identify with the concepts or responsibilities discussed here.

DEAI: This acronym stands for Diversity, Equity, Accessibility, and Inclusion. These concepts are separate and distinct from each other, but are often approached as a singular concept within institutions. Often, this acronym is used in institutions as a synonym for the concept of justice work as a whole.

PWI (Predominantly White Institution): This term can be used to reflect two concepts:

- 1) Museums and other institutions with predominantly white staff
 - 2) Museums and other institutions grounded in and actively reflecting White Supremacy Culture, regardless of staff makeup.
- **Note:** This definition arose through conversation with our Advisory Board

Microaggression: “Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group”

- **Source:** [Racial Microaggressions in Everyday Life](#)
- **Related term:** [Racist Abuse](#)

Racist Abuse: This term was coined by Dr. Ibram X. Kendi, who contends that the term “microaggression” was developed as a post-racial term, and does not convey the harm these comments/actions/behaviors embody. “Racist abuse” is frequently framed as an alternative to or expansion of the term “microaggression.”

- **Source:** <https://highlights.sawyerh.com/highlights/61GaQwMODKKRZ2po0X87>

Target (Non-Dominant) Identities: Members of social identity groups who are discriminated against, marginalized, disenfranchised, oppressed, exploited by an oppressor and oppressor’s system of institutions without identity apart from the target group, and compartmentalized in defined roles.

- **Source:** [Diversity Toolkit](#)
- Related Terms: [Agent \(Dominant\) Identities](#)

White Supremacy Culture: An artificial, historically constructed set of cultural values based on the concept of white, western ideals as superior to others

- <https://www.dismantlingracism.org/white-supremacy-culture.html>

8.3 List of Figures and Tables

Chapter 2 Reading an Institution

[Tables 2.1 - 2.6: Information to Consider.](#) This series of tables offers a variety of questions to consider as you examine an institution from the outside to get a sense of their values.

[Tables 2.7 - 2.10, Representation.](#) This series of tables offers questions to consider as you examine the people in and around an institution to assess representation from various angles.

[Figure 2.1, 990 Part I.](#) This image is a screenshot of Part I of a Form 990. It highlights specific information in a screenshot of Part I of a Form 990

[Table 2.12, Worksheet for 990 Part I.](#) This table offers questions designed to help read the information highlighted in figure 2.1 above.

[Figure 2.2, 990 Part VII.](#) This image highlights board members, highest paid staff, the number of hours they work weekly and pay, as applicable.

[Table 2.13, Worksheet for 990 Part VIII.](#) This worksheet provides spaces to note thoughts on the three different components of revenues for an institution.

[Table 2.14, Worksheet for 990 Part IX.](#) This table provides space for users to identify the three line items with the highest expense and how it compares to the total expenses.

Figure 2.3, 990 Part XI. This figure identifies the total revenue, expenses, annual gains or losses, and total assets of an organization.

Chapter 3: Interpersonal Interaction

Table 3.1, Responding to Racist Abuses in the Moment. This table provides possible responses to racist abuses informed by a workplace relationship such as friend or supervisor. There are blank spaces at the end to write your own.

Table 3.2, How to Continue the Conversation. This table identifies how to follow up with someone who committed a racist abuse informed by a workplace relationship such as a friend or supervisor. There are blank spaces at the end to write your own.

Table 3.3, Organizational Trust Assessment. This table helps to not personal observations on trust, how an institution demonstrates a healthy workplace and how they could move forward.

Tables 3.4 - 3.10, Reflecting on Your Role. This series of tables provide suggestions of ways to take anti-racist action depending on your role.

Chapter 4: Institution Interactions

Table 4.1, Inclusivity Spectrum. This table identifies where leaders may fall on their willingness to take inclusive actions.

[Tables 4.2 - 4.5](#), **Informational Interview Questions**. This series of tables provide possible questions to ask leadership on a variety of different topics.

[Table 4.6](#), **Possible Responses from Leadership**. This table provides a space to write different ways you could respond to how a leader reacts when brought-in about a racist abuse.

[Table 4.7](#), **Initial Committee Assessment**. This table provides space to identify the committees that exist at your organization and their purpose.

[Table 4.8](#), **Committee Representation Assessment**. This table provides space to identify who in your organization is on a specific committee.

[Table 4.9](#), **Committee Resource Audit**. This table provides space to identify the human, tangible, and intangible resources a committee has access to.

[Table 4.10](#), **Goal Setting**. This table offers space to identify specific goals that a committee can accomplish and a strategy on how to get there.

Chapter 5: Proposing Projects

[Tables 5.1 - 5.5](#), **Background Questions**. These tables provide examples and blank spaces to identify community needs and contextual information for a project

[Table 5.6](#), Components: Anti-racism. This table defines the different components that go into developing a project through an anti-racist lens.

[Table 5.7](#), Components: Example and Activity. This table provides an example and blank space to practice identifying different components of a project.

[Table 5.8](#), Institution Staff: Button Making Budget. This table provides an example of the staff costs for a button making project.

[Table 5.9](#), Institution Staff: Community Curriculum Budget. This table provides an example of staff costs for a community curriculum project.

[Table 5.10](#), Institution Staff: Button Making Justification. This table provides justification for the staff budget of the button making project.

[Table 5.11](#), Institution Staff: Community Curriculum Justification. This table provides justification for the staff budget of the community curriculum project.

[Table 5.12](#), Collaborators: Community Curriculum Budget. This table provides an example of collaboration costs for a community curriculum project.

[Table 5.13](#), Collaborators: Community Curriculum Justification. This table provides a justification for collaboration costs for a community curriculum project.

[Table 5.14](#), **Contracts: Button Making Budget. This table provides an example of contract costs for a button making project.**

[Table 5.15](#), **Contracts: Community Curriculum Budget. This table provides an example of contract costs for a community curriculum project.**

[Table 5.16](#), **Contracts: Button Making Justification. This table provides a justification for contract costs for a button making project.**

[Table 5.17](#), **Contracts: Community Curriculum Justification. This table provides a justification for contract costs for a community curriculum project.**

[Table 5.18](#) **Travel and Per Diem: Community Curriculum Budget. This table provides an example of travel and per diem costs for a community curriculum project.**

[Table 5.19](#) **Travel and Per Diem: Community Curriculum Justification. This table provides a justification for travel and per diem costs for a community curriculum project.**

[Table 5.20](#) **Supplies, Materials, Equipment: Community Curriculum Budget. This table provides an example of supply, material, and equipment costs for a community curriculum project.**

[Table 5.21](#) **Supplies, Materials, Equipment: Community Curriculum Justification. This table provides a justification for supply, material, and equipment costs for a community curriculum project.**

[Table 5.22 Proposal: Justification](#). This table provides example justifications for a button making project and practice space for justifying a community curriculum project.

[Table 5.23 Proposal: Work Plan](#). This table provides an example of what a work plan might look like for a button making project and provides practice space to develop one for a community curriculum.

Chapter 6: Internal Consideration

[Table 6.1, Mindfulness Journaling](#). This table offers space to reflect on fears and work through their negative effects on your life.

[Table 6.2, Boundary Exploration](#). This table offers an opportunity to identify boundaries you need in your life and why you need them.

[Table 6.3, Space Out Method](#). This table offers space to identify things you like and things you don't like about work and home life.

Chapter 8: Appendices

[Figure 8.1](#) Current Student's Engagement with Anti-racism Generally and in Museums

[Figure 8.2](#) Student Anti-racism Quotes

[Figure 8.3](#) Institutional Change and Community Quotes

[Figure 8.4](#) Themes that Influenced Alumni's Rating of Anti-racism Knowledge

[Figure 8.5](#) Ideas Explored in Alumni's Engagement with Anti-racism

[Figure 8.6](#) Ideas in Alumni Engagement with Anti-racism Quotes

[Figure 8.7](#) What Anti-racism Means to Alumni Quotes

[Figure 8.8](#) What Alumni Recognize as Anti-racism Organizing in Museums

[Figure 8.9](#) Alumni Experiences and Observations of Racism in Museums

[Figure 8.10](#) Current Student Quotes about Feeling Unequipped to Approach Anti-racism

[Figure 8.11](#) Barriers to Anti-racism Work Alumni see in their Organization

[Figure 8.12](#) What Alumni are Equipped with and what they are Unequipped with

[Figure 8.13](#) Alumni Opportunities to Approach Anti-racism Quotes

[Figure 8.14](#) What Current Students want to Learn about Anti-racism

[Figure 8.15](#) Alumni Interest in Anti-racism Quotes

8.4 Complete Reference List

Here, we will list all sources and influences on our words/thoughts/research.

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