

ASTC Equity & Diversity Toolkit

COMMUNITY PARTICIPATION RESOURCES

Working With Underserved Segments of The Community

Creating partnerships with underserved communities is, for many ASTC (Association of Science and Technology Centers) member organizations, a survival skill. As the nation and the world's demographics change, centers must meet the challenge. Underserved communities of color (African American, Asian American, Native American and Latino Americans) currently have a combined spending power of \$1 trillion dollars—up from \$600 billion in only a decade. “Our bottom line depends on how we address the public's needs and interests. The faces comprising the public are changing. How well are we addressing their diverse needs and interests?” (ASTC Rationale for Equity and Diversity Initiative)

Working with underserved populations helps ASTC member organizations:

- Fulfill their missions
- Attract and retain high-qualified staff, volunteers, and board members
- Enhance economic sustainability and viability by reaching an expanding market base of underserved segments of the public
- Actively promote economic and intellectual capital within communities and increase funding eligibility
- Enhance organizational cultural competency in meeting the needs of an increasingly diverse population whose “roots reach around the world”
- Generate a set of policies and practices that will limit discrimination liability
- Do the just and right thing.

According to the ASTC Rationale, by the year 2025, it is estimated that whites will be in the minority in the U.S. The Asian American population is growing eight times as fast as the white population and the Latino American population is growing five times as fast—with the two totaling more than a 24% increase. School children will reflect these trends, making the customer base of ASTC institutions more diverse. In the next 10 years, Americans over the age of 65 will increase by more than 35%. This statistic is linked to growing disability in the aging population, since the likelihood of having a disability increases dramatically with age, from 6.4% among 22 to 44 year olds to 71.5% for people over age 80.

By 2020, women are projected to comprise more than 50% of the U.S. workforce. Workers of color are projected to comprise 30% of the workforce, up from 16% from today.

Getting Advice and Feedback

Securing planning advice and feedback from underserved populations and communities can be done in a variety of ways. Qualitative research has become widely used in recent years as a valid way to gather information. Participants usually like the opportunity to give their views in focus groups and interviews. Sensitive listening to stories and needs is often more effective than surveys with communities of color. Other diverse groups have preferences in the type of information gathering that a center does. Consider going to the community. Attend community events—set up listening posts and welcome all information. Researchers from underserved populations are an underused resource. Linking with opinion leaders and organizations as advisors to leadership and staff is important, but hiring underserved group members as staff members and consultants is critical to diversity success.

Establishing Long-term Partnerships

When reaching out to underrepresented communities, the temptation is to seek help for the duration of a project, program or exhibit; then, the relationship is over. The key to long-term partnerships is relationship building and utilizing persons with marketing expertise in those communities. Senior leaders and staff alike need to get to know communities through attending events, celebrations, lectures and the like. Put underserved population leaders on VIP guest lists—but most important, they must be cultivated as important donors to the intellectual capital of centers. Local civil rights organizations, media and organizations that serve underrepresented populations, and religious organizations are good places to find partners.

Developing Cultural Knowledge

Few people do the kind of reading needed to begin to understand other cultures, and since America is still racially segregated, getting to know people from other groups requires intention. Having a friend from another cultural group is a good start, but not enough to claim understanding about that group. In order to develop an introductory knowledge of cultures of color, there are several types of resources; the most accessible is books, followed by relationships with persons from diverse groups. Movies and videos are also important learning tools for understanding cultures of color, but it is important to know what the groups depicted think, not just what critics say. Attending lectures, workshops, events

and celebrations of cultural groups is a necessary step to begin understanding. Visiting other communities is valuable and necessary, but living in them gives an entirely different perspective on their strengths and needs.

Marketing to Diverse Audiences

In marketing to diverse audiences, it is important to get your center's message of inclusion to underserved communities through the use of unique methods and messengers. Centers should develop relationships with media from diverse groups, not just place ads, but invite publishers, owners and other staff to center events, programs, movie openings, focus groups and the like. In many underserved communities, word-of-mouth is very important so developing partnerships with opinion leaders, agencies and professionals from such communities is very important. Consider the following:

- Place feature stories about board members and staff in diverse media so that underserved communities know that centers value and celebrate in-house diversity. If a staff or board member is recognized or honored for professional or community service excellence, submit a story to community and mainstream print, television and radio outlets.
- Offer free tickets to exhibits, camps and classes to agencies that serve communities of color, persons with disabilities and other diverse groups.
- Develop print materials that clearly present the institution's equity policies and diversity goals.
- Develop print and other media in appropriate languages and formats for dissemination to underserved communities.
- Place publicity and help-wanted ads on web sites targeting diverse groups.

Annotated Resources

❖ **Accessible Practices: Best Practices Marketing.** ASTC Resource Center, 2004.

Website available at <http://www.astc.org/resource/equity/practices.htm>.

This site points out that accessibility to the public is only the first step. There must be proper marketing if the public is to be aware of a center's accessibility. Here we find help with pinpointing the areas that need to be advertised. Some examples are accessible facilities like restrooms, stairs, parking, gift shops, food courts, telephones, elevators, ramps, and entrances. Also it is important to advertise public transportation to the facility, and what services may be available, like audio tours, assistive listening devices, sign language interpretation, and close captioning. Helpful information is given on how to build a network for marketing the accessibility of your organization.

For further information:

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DeAnna Beane, 202/783-7200 x137

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program, & Audience Inclusiveness

Particularly Useful to:

- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers

❖ **Accessible Practices Exchange, Involve Accessibility Advisors.** ASTC, Inc., 2004.

Web site available at <http://www.astc.org/ap/issues/advisors/index.htm>.

This site discusses meeting with individuals with disabilities and hiring ADA professionals with and without disabilities as accessibility advisors. Individuals with disabilities provide a practical understanding of their needs with regards to facilities. ADA advisors are experts in disability law that help to ensure the organization meets at least the minimum legal requirements. Advice is provided on determining whether your organization is ready to involve accessibility advisors. In addition, there is guidance on how to get the consulting process started, and how the organization should best proceed through the consulting process.

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program, & Audience Inclusiveness
- ✓ Leadership

Particularly Useful to:

- ✓ All Managers
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ ***Assistive Listening Systems (ALS) Help You Communicate Effectively.***
ASTC, 2003.

Web site available at <http://www.astc.org/ap/issues/ald/index.htm>

This site gives advice on how to help people with hearing impairments get the most out of their museum visit. Having the right equipment is the first step, but it is important to have the audience that you are trying to reach test the equipment before your organization purchases it. At the same time, the organization can get input on how to most effectively market this new visitor service. It is important to have ongoing training for the staff and volunteers so that they are able to show guests how to use the equipment. Finally, patrons have the right to expect that the equipment will be in working order; therefore, proper maintenance is discussed.

Resource Category

- ✓ Communication
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- ✓ Planning & Implementation

Particularly Useful to:

- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ ***Accessible Practices Exchange, Making Accessible Parking Count.***
ASTC, Inc., Jan 2003.

Web site available at <http://www.astc.org/ap/issues/parking.htm>.

This is an excellent quick resource on what the required parking accommodations are for persons with disabilities. Includes a chart with the Americans with Disabilities Act (ADA) Standards for Accessible Design. Helpful summaries are provided on location, route to and from the parking, signage, how to notify the public, and enforce any restrictions on who is allowed to use the parking places. Users may read others' experiences and share their experiences online.

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- ✓ Boards
- ✓ Senior Leaders

❖ **Accessible Practices Exchange. ASTC, Inc., 2003.**

Web site available at <http://www.astc.org/ap/index.htm>.

This site provides an excellent online newsletter guide for making your institution physically accessible. Links to topics include: Parking, entrances, the danger of protruding objects, evaluating any restaurant space, providing an accessible information desk, making restrooms and gift shops accessible, providing Assistive Listening Systems (ALS), and finally, getting advice on how to make your space overall more accessible.

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- ✓ Senior Leaders

❖ **Nelsen, Vivian Jenkins. *Beliefs & Behaviors That Help or Hinder Intercultural Relations*. Minneapolis, MN: Hypatia Trust Inc., 2004.**

This PowerPoint presentation offers the user a way of assessing whether his or her beliefs and behaviors are helping or hindering intercultural relations. This survey allows the user, whether a person of color or European American, to evaluate his or her beliefs about racism and cultural superiority. In addition, it provides affirmation for beliefs and behaviors that encourage positive intercultural relations. Best used as a confidential survey so that the user may reflect and benefit from it without fear of reproach by others.

For further information:

INTER-RACE

600 21ST Avenue S.

Minneapolis, MN 55454

612/339-0820

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program, & Audience Inclusiveness
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

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- ✓ Boards
- ✓ Senior Leaders

❖ **Nelsen, Vivian Jenkins & Lela Porter. *The Diversity Curriculum: Diversity Conflict Resolution: A Group Guide*. Minneapolis, MN: Hypatia Trust Inc., 1998 (2nd printing).**

This guide to group conflict resolution provides a step-by-step roadmap for resolving conflict. It assesses the user's personal style of conflict management. Diversity conflict is a conflict in which a component such as culture, gender, age, disability, sexual orientation, etc. is present. Conflicts may arise around issues of communication, fairness, tensions, prejudice, rivalries, power and rejection problems based on real or perceived differences.

For further information:

INTER-RACE, 600 21ST Avenue S., Minneapolis, MN 55454
612/339-0820

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❖ **Nelsen, Vivian Jenkins & Lela Porter. *The Diversity Curriculum: Diversity Conflict Resolution: A Personal Guide*. Minneapolis, MN: Hypatia Trust Inc., 1998 (2nd printing).**

This guide will assist the user in addressing conflict in one of two situations. The first situation is where there has been a recent critical incident with another person or persons in a work group, team, committee or class that involves a diversity issue. The second situation is where there is an ongoing disagreement with another person or persons in a work group, team, committee or class that involves a diversity issue.

For further information:

INTER-RACE, 600 21ST Avenue S., Minneapolis, MN 55454
612/339-0820

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❖❖ **Nelsen, Vivian Jenkins & Lela Porter. *The Diversity Curriculum: Diversity Leadership: A Trainers Manual*. Minneapolis, MN: Hypatia Trust Inc., 1997.**

The Diversity Leadership Manual outlines objectives and types of training. It instructs on the philosophy and methodology of training and it provides a step-by-step guide to conducting successful training and conflict resolution. Included is a guide on how to use The Diversity Curriculum and the proper role of each publication in the series. This book leads the way in planning and implementing training, analyzing issues, and managing conflict.

For further information:

INTER-RACE, 600 21ST Avenue S., Minneapolis, MN 55454
612/339-0820

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❖❖ **Elliott, Jane. *The Essential Blue Eyed*. San Francisco, CA: Claus Strigel and Bertram Verhaug, California Newsreel, 1999.**

(2 videos on one cassette, including a facilitator guide. Price: \$295.00.)

Jane Elliott found national fame as the Iowa elementary school teacher who led a televised experiment with her school children to teach them about discrimination. Trying to help the children understand the work of Martin Luther King, Jr. shortly after his assassination, she chose children with blue eyes and put a cloth collar on them so that they could be the objects of bias by both their classmates and teacher. Elliott told these children that they weren't as smart as the others, and that their recess would be limited and what started out as a playful exercise became a painful learning experience for her third graders. The next day, the brown-eyed children were subjected to the same experience.

The dean of diversity trainers, Jane Elliott reprised her experiment with adults in two films, *Eye of the Storm* and *A Class Divided* with amazing results. The *Essential Blue Eyed* is, according to Elliott, "the most dramatic and complete summary of my 30 years experience helping organizations grapple with the difficulties and opportunities offered by a diverse workforce." Elliott believes that people can best be motivated to fight discrimination by experiencing it themselves, if only for a few hours in a controlled environment.

In this video, she divides a group of Midwesterners by eye color and “subjects the blue eyed members to a withering regimen of humiliation and contempt.” In just a few hours, professionals are distracted, downcast and unable to follow simple instructions. This video is eye-opening in its simplicity as it illustrates the powerful effect of negative expectations. The film helps reveal how even casual bias can have a devastating effect on personal performance, organizational productivity, teamwork and morale.

There are two videos, a 50-minute trainer’s edition, and a 36-minute debriefing tape featuring Elliott demonstrating how to help participants apply the lessons of the video to their daily work lives. A classic that should be seen by everyone.

For more information: <http://www.newsreel.org>

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❖❖ Federal Laws Prohibiting Job Discrimination Questions and Answers. Equal Employment Opportunity Commission, ongoing updates.

Web site available at <http://www.eeoc.gov/facts/qanda.html>.

The Equal Employment Opportunity Commission (EEOC) offers information on Federal anti-discrimination laws in employment. It covers such information as hiring and firing, harassment based on race, color, religion, sex, national origin, disability, or age. Also covered are the processes used when an individual wishes to file a complaint with the EEOC. Finally, individuals can get information on what remedies are available if and when it is found that they have been discriminated against. This website is very current and is helpful if the reader is able to understand legal language and phrasing.

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❖❖ **Minnesota Cultural Diversity Center. *Gaining a Competitive Edge by Creating a Productive and Inclusive Work Environment.* Bloomington, MN: Minnesota Cultural Diversity Center, 1999.**

(2 video cassettes. Tape 1: 80 minutes; Tape 2: 90 minutes.)

This teleconference video begins with short, fast moving dramatic sketches by Minneapolis' Pillsbury House Theatre, a multicultural company, illustrating a wide variety of real and compelling diversity dilemmas. This part of the video could be effectively used for training or discussion groups. The dramatic performance was followed by a spirited lecture by Dr. Barbara Crawford on work-life balance. A researcher in this area, Crawford posits the notion that there is a new employee/employer contract on the quality of work-life—younger workers want meaningful work and “want a life”. Lifestyle issues are “huge,” and employees are no longer willing to work many hours without balance and supports both inside and outside the workplace.

Crawford is engaging and compelling in making her arguments for employee commitment. She listed work-life supports and diversity/inclusion as two of the most vital reasons employees choose. Some key work-life supports are: elder care, job sharing, adoption services, on-site camps, employee help-lines, family care, and concierge services.

The second video has a longer dramatic presentation of a family struggling with balance and immigrant issues. It is followed by a panel discussion of employee councils. Although it begins with panel members reading information about their respective councils, it quickly becomes more animated and is a useful discussion about how to begin and maintain affinity groups and councils. Interestingly, one of the stronger groups seems to be an informal African-American university employee group that is mostly social but works with university diversity initiatives.

For further information:
9633 Lyndale Avenue S.
Richfield, MN 55420

Resource Category

- ✓ Communication
- ✓ Community Participation
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Particularly Useful to:

- ✓ All Staff
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- ✓ Senior Leaders

❖❖ ***Integrating Diversity for Real Change: Competencies for the 21st Century.*** Bloomington, MN: Minnesota Cultural Diversity Center, 1998.
(2 video cassettes: 90 minutes each)

Tape 1

This video is an annual teleconference on diversity by the Minnesota Cultural Diversity Center and starts with 10 minutes each of senior leaders from a variety of fields making the case for diversity. Douglas Leatherdale, President and CEO of the St. Paul Companies, talks about the business case. The business case, though not detailed, encourages other leaders to invest in diversity as a bottom line issue. Other business leaders from American Express, General Mills and the St. Paul Companies, talk about the moral case for diversity and their personal experiences. This video has a corporate focus and could be useful with business leaders on boards.

Lee Mun Wah, filmmaker and diversity consultant, is moderator of a panel of most of the presenters. Although the individual presentations are stiff, the panel is much more animated and interesting--worth waiting for. Callers asked about issues of accountability versus training and panel members discussed "revolutionary stimulation for evolutionary (measured) progress." We are reminded that diversity is not a "zero-sum" game, i.e. if persons of color and women make progress, whites will lose jobs and status. Support for sheltered workshops was suggested as a way to help move persons with disabilities into companies. Though laudable, it must be noted there are disproportionately more Ph.Ds with disabilities who are unemployed than any other group in the country.

Tape 2

Lee Mun Wah, acclaimed diversity filmmaker and consultant, is the facilitator of a small panel of diversity experts. The video begins with puzzling, lengthy documentary footage of a multicultural group of men talking—there is no title to introduce the piece. Later, the viewer discovers that the footage is from "Walking Each Other Home," a film by Lee Mun Wah. The footage isn't discussed, and the viewer is left to draw his/her own conclusions. Lee Mun Wah begins with a short lecture, in which he discusses problems such as fear of each other resulting in a lack of meaningful dialogue. We speak serially to each other—one person talks, then the next with no real listening. Lee says that we need to communicate openly and not only in English. He exhorts the viewer to move beyond similarities to differences between us and to see the positives there and to get beyond the fear of conflict. Lee Mun Wah asks why we are not able to wear clothes reflective of our ethnic identities in the workplace without loss of status?

One of the panelists, Dr. Peggy Riley, an advisor to President Clinton on race, said some people of color are tired of talk and want to move to action. Riley gave a list of ways to become culturally competent, e.g., reading books and articles, taking seminars, making mistakes and forgiving oneself, and integrating diversity. In discussing themes for the business case for diversity, she gave a long list of ways to integrate diversity including:

- knowing the business case for diversity
- doing internal and external homework
- establishing trustworthy relationships with senior leaders
- assessing needs and climate
- beginning where you can be successful
- communicating
- knowing business objectives
- executing diversity initiatives in a seamless way

Her list of pitfalls included: a lack of humility and arrogantly thinking that there is no more to learn. She noted that those who would lead diversity must be trustworthy change agents, educators, strategists and confidence builders in others, and willing to admit mistakes. Panelist Enrique Baltierra, a consultant from the Pro Group, discussed the issues facing Latinos in the workplace. Calls and faxes were answered by panelists; some of the most interesting discussion dealt with questions about power and resources.

For further information:

9633 Lyndale Avenue S., Richfield, MN 55420
952/881-6090

Resource Category

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- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

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- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ **Jolly, Eric E., Ph. D. *Moving Towards Diversity: A Model for Community Change*. Newton, MA: Education Development Center Inc., 1996.**

(color video: 33 minutes/closed captions)

The video is an engaging lecture by Dr. Eric Jolly, President of the Science Museum of Minnesota, which offers a “path to building a community that includes all available members. It is a way to move from exclusion to representation, empowerment, and shared responsibility for one another. Community is broadly defined, and can mean any group, organization, or setting in which people associate—a school, workplace, community agency, campus, department, town.”

The model helps viewers understand how to move from a “majority standard” to a “community standard.” Jolly uses clear examples to describe tokenism and positive and negative education. Using stage theory along a U-shaped curve, he explains why communities resist hearing the complaints of minority groups until a crisis leads to personal reexamination. Jolly explains why there is stress as there is movement from one stage to the next and encourages viewers to commit to the deliberate effort needed for forward motion. His definitions of tokenism as “a form of giving voice without giving power” and negative education as “when those without a means for impact speak without an invitation, and those who set the standards refuse to listen,” are as clear as any this writer has seen. In a recent interview, Jolly reported revising the curve to include four steps between positive education and empowerment. They are: practice, skills, knowledge and awareness.

For further information:

55 Chapel Street, Newton, MA 02158

617/969-7100

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership

Particularly Useful to:

- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitors Services Managers
- ✓ Exhibit Designers
- ✓ Boards
- ✓ Senior Leaders

❖❖ **Karp, I., C.M. Kreamer, and S. Lavine. *Museums and communities: The politics of public culture*. Washington, D.C.: Smithsonian Institution Press, 1992.**

Comprised of essays centered around three themes presented at a conference on museums and cultural diversity at the Smithsonian in 1990, this volume’s underlying premise is that museums have an ethical obligation to listen to the multiplicity of needs and demands in the communities they serve. The organizing rubric is:

1. On Civil Society and Social Identity
2. Audience, Ownership, and Authority: Designing Relations between Museums and Communities
3. Defining Communities Through Exhibiting and Collecting

In the opening essay on civil society and social identity, Karp argues that the omission of cultures of color by mainstream museums creates a cultural hierarchy where the achievements of people of color are ignored and sends “implicit messages about their worth...large, historically important museums...now have to face the consequences of their history of silence. Communities are often no longer content to remain passive recipients of museum activities.” This volume suggests that museums must enlarge their notion of cultural diversity to include other communities, such as people with physical and/or mental impairments. An interesting essay on audience, ownership and authority describes the Chinatown History Museum’s efforts to ‘document, reconstruct, and reclaim’ Chinatown’s history without reducing it to a mere nostalgic exercise. Instead, the museum has addressed the larger issue of “why and how life has become the way it is’.”

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Particularly Useful to:

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❖❖ **National Training Institute for Applied Behavioral Science.**

Web site available at <http://www.ntl.org>.

Founded in 1947, National Training Institute for Applied Behavioral Science (NTL) is a not-for-profit organization working with managers, leaders, and executives to "increase their capacity to improve our collective and individual lives." The Institute also conducts research, produces publications and provides programs and products to leaders and organizations in all sectors. The website includes information on publications and training products, public training programs, customized and in-house training programs, as well as a calendar of events.

NTL is the oldest and best training organization in the country, founded by Dr. Kurt Lewin, the father of the field of social psychology. NTL is known for its ability to help clients master a wide variety of skills necessary for diversity competency.

For further information:

NTL Institute, 300 North Lee St., Ste. 300, Alexandria, VA 22314-2630
800/777-5227

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- ✓ Boards

❖ **Dickerson, A. *Redressing the balance. Museums Journal, 1991: 21-3.***

A brief ideological discussion by Dickerson, former administrator at both the Chicago Historical Society and DuSable African American Museum, on museums' obligation to collect materials "against the backdrop of years of curatorial neglect" in order to eliminate a strong bias against "non-Western achievements in science, art, literary or scholarly endeavors." Stresses critical nature of cross-cultural dialogue between museum staff and various communities to achieve a "bond of trust." Offers a brief section on semantic pitfalls surrounding such dialogues; presents a list of terms to be avoided. Concludes with a practical list of beginning "action steps" for attaining increased museum diversity; checklist includes internal self-study specifics, complete with goals, timetables, perspectives, and research "of a different kind" that will help museums with sound suggestions for staff training.

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❖ **Simma Lieberman. *Ten PC Tips for Communicating with a Diverse Audience, 2004.***

Simma Lieberman offers helpful pointers on how to talk speak to audiences with diverse backgrounds. She posits that the more people feel included, the more they will listen to you. She advises on how to use inclusive language, for example by varying pronouns, (she/he), both men and women will feel included. In addition, she discusses the use of metaphors and how it is important to vary these as well. For example, don't always use sports as a metaphor. It also tells you how to deal with sensitive issues like asking someone for the correct pronunciation of their names. Ms. Lieberman is a co-author of the book *Putting Diversity to Work*. Her firm offers speaking, coaching, training, and consulting.

For further information:

1185 Solano Ave. PMB 142. Albany, CA 94706

Phone: 510/527-0700
Fax: 510/527-0723
<http://www.simmalieberman.com>
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Resource Category

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❖ **Smithsonian Guidelines for Accessible Exhibition Design. Smithsonian Accessibility Program, Office of the Provost, 2004.**

A comprehensive guide to making exhibits in your facility accessible. Topic areas include guidelines and tools for areas such as label design and text, color, lighting, and children's environments. It offers links to resources for disabled individuals and publications that discuss making environments accessible to all. The site also includes a glossary of relevant accessibility language and an appendix for finding more resources.

For further information:

Smithsonian Accessibility Program
Arts Industries Building; Room 1239 MRC 426
Washington, D.C. 20560
Janice Majewski, majewskj@si.edu
<http://www.si.edu/opa/accessibility/exdesign/start.htm>
Phone: 202/786-2942 (voice), 202/786-2414 (TTY)
Fax: 202/786-2210

Resource Category

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❖ **Lee, Mun Wah. *The Color of Fear*. Oakland, CA: Stir-Fry Productions, 1994.**

(Video: 90 minutes, closed captions.)

Arguably the most widely used diversity film in corporate, educational and organizational settings, *The Color of Fear* is a documentary film that packs a real punch. Eight men from varied backgrounds—European American, Chinese, Japanese, Latino, African American—meet for a weekend at a California retreat to discuss the effects of racism on their lives. The conversation is at times

tender, and at other times contentious and heated as the participants discuss the scarring of racism with each other.

One participant exhorts the others to relinquish their various ethnic heritages to “Just be Americans!” This comment, among others, is the occasion for rich discussions that go beyond the usual facile preachments about brotherhood. There are discussions about “pulling up oneself by one’s bootstraps,” immigrant and migrant experiences. In an explosive exchange between Victor, an African American, and David, a European American man, David, the viewer is privy to a very intimate moment of pain and frustration in which Victor gives voice to the exasperation of having his lifelong experiences with racism disbelieved.

Each of the men reveals the ways in which they have coped with racism, how they have survived the torment growing up, both on their jobs and in their communities. They disclose their fears of each other and for some of them, it was the first time that they had ever spoken about race with men of other ethnicities. They explore both their similarities and their differences as they begin to respect each other and find that they have a common desire to be accepted and understood. The power of this film requires adequate time (several hours) for viewers to come to terms with the powerful emotions that it evokes.

For more information:

Phone: 510/420-8292

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<http://www.stirfryseminars.com>

Resource Category

- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership

Particularly Useful to:

- ✓ Educators
- ✓ Exhibit Designers
- ✓ Boards
- ✓ Senior Leaders

❖ hooks, bell. *Teaching Community, A Pedagogy of Hope*. New York: Routledge, 2003.

Educators in particular will benefit from this book. In it, bell hooks discusses the pervasiveness of racism in U.S. society. “Teaching community” means working against the effects of a society which socializes individuals to “worship whiteness”. Hooks points out that this teaching can take place anywhere. Of particular interest are chapters on “what happens when white people change”, “progressive learning” and “practical wisdom.” This is a bold and highly progressive look at white privilege, how it plays out in society, and how individuals can recognize it and begin to challenge it in productive ways through education.

For further information: <http://www.routledge-ny.com>

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Community Participation
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ Educators
- ✓ Development Staff
- ✓ Boards
- ✓ Senior Leaders

❖ *ASTC Dimensions, A Common Vision: ASTC's Equity and Diversity Initiative.* Washington D.C.: Association of Science-Technology Centers Inc., January/February 2002.

This issue of Dimensions includes articles on diversity by various authors and on various topics. Included titles are Confronting Demographic Denial: Retaining Relevance in the New Millennium (Jolly, E.J., January 2002); Moving Toward Inclusion: A Model for Change (Bennington, S. & Smith, A.L., January 2002); Walking the Talk: The Importance of a Diversity Plan (Ellis, D.W., January 2002); A Question of Truth: Dialogue in Action (Lewis, L., Marville, C., & Spencer, C., January 2002); Quantifying Change: The Case for Equity/Diversity Metrics (Peterson, J., January 2002); Who Works in Science Centers? ASTC's 2001 workforce Survey (Pollock, W. & Nash, A., January 2002); and finally, a complete Equity and Diversity initiative has been published by ASTC. This is an excellent resource for those seeking to understand the ASTC vision for diversity and equity and is an essential starting place for gaining this understanding. [OBJ]

For further information:

ASTC Publications Department
1025 Vermont Avenue NW, Ste. 500
Washington D.C. 20005-6310
202/783-7200

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders