

## ASTC Equity & Diversity Toolkit

### **PROFESSIONAL DEVELOPMENT AND DIVERSITY RESOURCES**

In order for any organization to be successful in serving a diverse customer base and sustaining a diverse workforce, it must address the twin issues of organizational and personal diversity competence. Organizational diversity competence requires that employees and center systems must be equipped to provide services to people of all cultures, ethnic backgrounds, and religions in a manner that respects the worth of the individual and protects and preserves their dignity. Competence for ASTC organizations must be grounded in the understanding of the social, linguistic, ethnic and behavioral characteristics of a community or a population and the ability to systematically translate that knowledge into a respectful workplace. Such understanding may be reflected in the ability to:

- Identify and value differences and similarities
- Acknowledge the interactive dynamics of cultural differences
- Continuously expand cultural knowledge and resources with regard to populations served
- Collaborate with the community to provide excellent service
- Commit to regular training of staff to increase cross-cultural appreciation and knowledge
- Develop policies to provide relevant, effective programs for diverse people

Personal diversity competence means that employees understand how their own diversity influences workforce practices and dynamics. Diversity-skilled employees demonstrate an awareness of their social impact on others. They understand communication style differences, how their style may inhibit or foster the group process with others who are different from themselves along the different dimensions of diversity, and how to gauge their impact on others. Diversity-competent employee progress from being unaware to valuing and respecting the differences of others. Individual core competencies require that employees:

- Act professionally toward others at work and in the community who do not share their values or beliefs

- Acknowledge the dynamics of privilege, power, discrimination and personal experience in relation to others
- Understand diverse population characteristics
- Treat colleagues and community members fairly, respectfully, and equitably.
- Challenge discriminatory actions or speech that create a hostile work environment because of one's diversity
- Continuously expand cultural knowledge and engage in activities that increase understanding of cross-cultural values and systems
- Recognize that their style of communication and conflict resolution may inhibit or enhance interaction with others who are different
- Use effective means to foster trust between persons and groups

### **Building and Promoting a Diverse Workforce**

“Until we change the tint and tone of our workforce, we are just dancing around the edges of our greatest failure,” according to Lonnie Bunch, associate director for curatorial affairs at the Smithsonian’s National Museum of American History. Bunch continues by stating that diversity efforts must be driven by a heterogeneous staff. Museum-community relationships are greatly desired but are often questioned by community members when they see a lack of cultural transformation within ASTC organizations. He proposes that centers promote “inreach” which requires that the profession become more “introspective, more deliberate, more honest, and more explicit in its efforts to change itself.”

Promising practices for a diverse workforce include:

- Recruitment efforts based on relationships with ethnic communities, past and present diverse board members, career fairs that target diverse candidates, minority search firms, and majority search firms that specialize in diverse candidates
- A warm and welcoming physical and emotional workplace environment
- An orientation program that helps new employees quickly comprehend and function effectively in the work culture
- A work environment that rewards diversity innovation

- Prompt and timely feedback on job performance through measures that allow a two-way or mutual evaluation process (360 degree surveys provide the kind of openness and reciprocity that many employees find empowering)
- Staff development and training that improve performance skills and increased job satisfaction
- Meaningful and fair job assignments, and upward mobility via promotions
- A discrimination-free and respectful work environment

### **Monitoring Retention Rates**

Centers should maintain accurate studies of the retention rates of all employees with the intent of building comparable profiles for diverse workers so that comparisons can be made, for example, between white employees' and Latino employees' longevity in the organization. It is not enough to merely measure who enters and exits the organization, but attempts must be made to analyze and then understand the quality of life in the workplace for diverse employees and why they either stay or leave. Most centers are experienced in the area of gathering data, but to obtain a valid and well-rounded picture of retention issues, it will be necessary to consider qualitative data gathering, i.e., phone interviews and face-to-face exit interviews by external agencies and consultants. Retention recordkeeping must be done on a monthly basis.

### **Diversity Conflict Resolution**

Diversity problems between people include: communication, fairness, tensions, prejudice, rivalries, power, and rejection issues based on their differences. When one or more persons in the conflict believes that diversity issues are present, the issue has to be addressed. All conflicts involving diverse persons are not necessarily diversity conflicts. In other words, if two people from different ethnic groups disagree about how to solve a work issue, diversity issues may or may not be at play. A diversity conflict is defined as a disagreement in which a diversity component is present. These components may include: culture, gender, age, disability, sexual orientation, etc. Cultural aspects can be quite complex, as well as overt or covert, and they include:

- Perceived or real stereotypes, biases, racism and/or other "isms"
- Miscommunication based on cultural differences in language and/or nonverbal behavior

- Tensions or rivalries based on unfair 1) resource allocation, 2) policies and practices, and 3) use of power
- Conflicting interpretations of events based on different cultural or gender norms and experiences

Conventional conflict resolution methods usually do not include different cultural and gender approaches to conflict. In order to solve diversity conflicts, it is necessary to understand the sources of attitudes toward conflict, which are based on early family, peer, cultural and religious influences. The following processes are suggested as promising practices for solving a workplace or personal conflict situation:

1. Set Ground Rules. To maximize success, begin by establishing ground rules. They help set expectations for respectful behavior and confidentiality, establish boundaries and focus discussion. Ground rules are a contract of respect, not a list of rules. The following ground rules have been well tested:

- Listen well
- No put-downs, no blaming, no defensiveness, no sarcasm
- Use clarifying vs. interrogating questions
- Each person speaks for no more than two minutes at a time
- Use “I” statements (“I feel” or “I think”)
- No arguing with others’ feelings; own your own feelings
- Hold each other accountable in a civil way
- Be honest and respectful of others
- Respect others’ experiences and traditions
- Expect respect; give respect
- Keep confidential information confidential
- No side conversations; be fully present
- Feel free to change your mind

If agreement cannot be reached on basic ground rules, a mediator is needed.

2. Describe desired outcomes. Ask all parties to describe what they want to achieve in this process.

3. Suggest ways to interact. Ask all parties to describe a process, for example, taking turns talking and listening, role-plays reversing roles, etc.
4. Briefly describe events in the conflict. Ask each party to take no more than five minutes to describe events in the conflict. Since it's difficult to hear and remember clearly in emotional situations, time limits help to focus the discussion. Ask parties to:
  - Describe the other person's behaviors—not their motives
  - Be responsible for their behavior
5. Ask each party to describe his/her feelings at each stage of the conflict (for example: "When you told that joke, I felt embarrassed.")
  - Listen carefully and non-defensively to behavioral information even if the other party's motives are suspect
  - Describe feelings without blaming the other person for "making me feel" a particular way
6. Describe the present status of the conflict and parties' current feelings
7. Ask each party if there are cultural or historical issues that may affect this conflict? Agree on a time limit.
8. Ask each party to discuss the power and rejection issues in this conflict. These issues may be overt or covert. Has the conflict left anyone feeling powerless or rejected? Why? Have ideas or feelings been ignored or rejected? Why?
9. Ask each party to divide the conflict into its basic or essential parts (for example: "This whole conflict is just about two things.")
10. Ask each party to propose solutions or interventions for each basic or essential part of the conflict. In the search for the best solutions, don't overlook the simple apology. "Win-win solutions empower both parties.
11. Choose the solutions agreeable to both parties, and make a written record of what has been agreed to and any future conduct or course of action.

### **Accommodating Diverse Workforce Needs**

Employers must accommodate employees with disabilities (physical and mental) according to federal law—ADA or the Americans with Disabilities Act—as long as the accommodation does not cause employers undue hardship. Studies show

that most physical changes to work places average \$500 and can be creatively solved. Similarly, employee religious beliefs must be accommodated. “Reasonable accommodation” can include the following for persons with disabilities:

- Job restructuring
- Modification of work schedules
- Providing additional unpaid leave
- Reassignment to a vacant position
- Acquiring or modifying equipment or devices
- Adjusting or modifying examinations, training materials, or policies
- Providing qualified readers or interpreters

Employers should also be aware that accommodation may be necessary for persons with disabilities to apply for a job, perform job functions or to enjoy the benefits and privileges that are enjoyed by people without disabilities. Employers are NOT required to lower production standards to make an accommodation nor are they obligated to provide personal use items such as eyeglasses or hearing aids. Before making a job offer, employers may not inquire about whether prospective employees have a disability, its nature or severity. Medical examinations of job applicants may be required only if they are job-related, consistent with business necessity, and all applicants are required to take them. Both ASTC and the U.S. Equal Employment Opportunity Commission have excellent websites that will make these issues clear.

### **Working With Equity and Discrimination Laws**

The Equal Employment Commission (EEOC) is responsible for enforcing all federal laws prohibiting job discrimination. Federal laws prohibiting job discrimination are:

- Title VII of the Civil Rights Act of 1964 which prohibits employment discrimination based on race, color, religion, sex, or national origin
- The Equal Pay Act of 1963 which protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination
- The Age Discrimination in Employment Act of 1967 (ADEA) which protects individuals who are 40 years of age or older

- Title I and Title V of the Americans with Disabilities Act of 1990 (ADA) which prohibit employment discrimination against qualified individuals with disabilities in the private sector, as well as in state and local government positions
- Sections 501 and 505 of the Rehabilitation Act of 1973 which prohibit discrimination against qualified individuals with disabilities who work in the federal government, and
- The Civil Rights Act of 1991, which provides for monetary damages in cases of intentional employment discrimination.

In order to limit liability, employers are well advised to have orientation and continuing education that covers harassment and other discrimination for staff on these issues. A discrimination-free workplace is a recruiting and retention asset for diversity.

### **Effective Exit Interviews**

Exit interviews that are honest and open provide excellent information that can help point to simmering issues that might end in costly lawsuits. Centers need to measure workplace barriers faced by women, persons with disabilities, persons of color and others. Well-done exit interviews should help employers isolate diversity barriers to upward mobility and advancement, climate issues, family friendly benefit problems, work life balance dilemmas and bias in performance evaluations. Outsourcing exit interviews can help get more reliable information from departing employees—the real reasons, not the ones they give insiders. Also, employees often find external sources less threatening because of confidentiality worries and fear of possible retaliation. Timing is critical; according to some experts, five to seven weeks after the employee leaves can help give more objective and constructive information. The two most important caveats for using exit interviews for diversity reasons is that the center must be willing to use the information gained to make needed changes and that confidentiality must be honored, or the interviews are worthless.

❖❖ **ASTC Resource Center. *Accessible Practices: Museums' Legal Obligations, 2004.***

Website available at <http://www.astc.org/resource/access/obligations.htm>.

This site provides an overview of accessibility laws with the needs of museums in mind. There are brief summaries of relevant federal laws. In addition, users will find links to many sources where they may read the actual language that is written in the laws. Also there is an information line to the U.S. Department of Justice Americans with Disabilities Act, including a line for Teletype users.

Resource Category

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

Particularly Useful to:

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

❖❖ **Catalyst. *Advancing African-American Women in the Workplace: What Managers Need to Know. New York, NY: Catalyst, 2004.***

This book offers a new study about African-American women in corporate management. It provides details about the results of the study and offers advice on how to tap into this underutilized talent pool. African-American still face extreme difficulty in advancing to upper management positions in the corporate world. This is a resource for raising awareness about the pre-conceived notions that keep African-American women from attaining equal status in the corporate world.

For further information: <http://www.catalystwomen.org>

Resource Category

- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ Managers & Supervisors
- ✓ Boards
- ✓ 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
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Particularly Useful to:

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

❖ **Thomas, R. Roosevelt; Marjorie I. Woodruff & R. Roosevelt Thomas Jr. *Building a House for Diversity: A Fable about a Giraffe and an Elephant Offers New Strategies for Today's Workforce.* AMACOM, 1999.**

This story addresses how privilege or bias can shape our surroundings. When the giraffe invites the elephant in, disaster strikes. The house has been designed to meet the needs of the tall, slender giraffe not the short, portly elephant. The giraffe suggests ways that the elephant might lose weight, and thereby, enter the home. Meanwhile, the elephant thinks that the house simply needs to be redesigned. This is a telling story about how an individual's position shapes his or her world view and how to go about seeing a different point of view.

Resource Category

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- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Mattessich, P. & B. Monsey. *Collaboration: What Makes it Work. A Review of Research Literature on Factors Influencing Successful Collaboration.* St. Paul, MN: Amherst H. Wilder Foundation, 1994 (4<sup>th</sup> printing).**

A compact, readable volume on the research on collaboration presented to a conference in the Twin Cities in May, 1992. The authors first reviewed and summarized the existing research to identify "factors which influence success."

Their scope of their search included social sciences, education, public affairs and health. Although the authors screened out “how-to” manuals, the result of their labors is a marvelous “how-to” manuscript for anyone who is planning or working in a collaborative. These factors are keys to doing successful collaborations and include: environment for collaboration, membership characteristics, process/structure, communications, purpose and resources. Each factor has one to three sentences that explain it, followed by “Implications” which is a discussion of that factor’s practical value for beginning or improving a collaboration. Following the factor is an illustration “or excerpt from one of the research case studies.” The factors regarding membership characteristics include 1) mutual respect, understanding and trust, and 2) call for setting aside the agenda to learn about each member and reduce misunderstandings. One of the most useful trust building blocks offered here is that partners “must present their intentions and agendas honestly and openly.” This kind of transparency is often difficult for large, complex organizations and large collaboratives, but it must be achieved if collaboratives are to be successful. Multiple layers of decision-making are described and the necessary systems are clearly explained. Adjusting and adapting to change both inside or external to the collaborative are also addressed. Although many deride “the vision thing” –a shared vision is the fundament of the stable collaboration. Imbalances of power among group members can have a great effect on the vision of the group and hinder progress. A chart defining the elements of cooperation, coordination and collaboration is one of the most helpful aspects of this fine piece.

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- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Managers
- ✓ Development Staff
- ✓ Boards
- ✓ Senior Leaders

❖ **Betances, Samuel. *Communicating Diversity: Powerful, Practical, Persuasive Pointers to Get the Job Done*. New Century Forum, Inc., 1999.**

An audio cassette by Samuel Betances, who earned both a master’s degree and a doctorate at Harvard University and taught sociology for over 20 years. Dr. Betances teaches the alphabet of respect in the context of groups, teams and organizations. He answers questions about leadership, qualified personnel, and diversity of thought in the workplace. There are some caveats when using this set, as more than diversity of thought is necessary for organizational success. Be cautious of a model that maintains the status quo by excluding other forms of diversity in favor of strictly diversity of thought. This caution also extends to meritocracy arguments for the hiring of people of color, women and persons with disabilities.

For further information:  
510/527-0700

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Particularly Useful to:

- ✓ All Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Stone, Douglas; Bruce Patton; Sheila Heen; & Roger Fisher. *Difficult Conversations: How to Discuss what Matters Most.* New York, NY: Penguin Putnam Inc., 2001 (1st edition).**

Offers a 21st Century approach to dealing with conflict resolution, negotiation, and other awkward or uncomfortable communications. A “how to” guide for emotional intelligence. The authors discuss three types of conversations: (1) The “what happened?” conversation; (2) The feelings conversation; and (3) The identity conversation. This guide encourages the user to examine his or her biases, personal investment, and position when approaching these conversations. Overcoming one’s pre-conceived notions may be the key to effective communication.

For further information: <http://www.penguinputnam.com>.

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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:

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- ✓ Senior Leaders

❖ **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.

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- ✓ Senior Leaders

❖ **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.

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❖ **Equity and Diversity: Promising Practices. ASTC Resource Center, 2004.**

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

This website suggests that if your organization is doing a good job of inclusion, it should share whatever strategy is employed with other members of the field. This is done through a submission and selection process with the end result being a posting on the Equity and Diversity website. ASTC suggests seven areas for organizations to consider when “doing diversity”. Included are Planning and Implementation, Communication Strategies, Professional Support and Development Strategies, Leadership Support, Assessment, Inclusiveness in Exhibits, Programs and Audiences, and Community Participation Strategies. Submissions are due for the first round on February 13, 2005.

For further information:

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DeAnna Beane, 202/783-7200 x137

Resource Category

- ✓ Community Participation
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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.**

Website 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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- ✓ Senior Leaders

❖ **Findlaw Employee Rights Center. Eagan, MN: Thompson West, ongoing updates.**

Website available at <http://www.employment.findlaw.com>.

This website offers information and resources about legal issues pertaining to employment. Topics include the hiring process, wages and benefits, family and medical leave, discrimination and harassment, and termination. Includes links to federal laws like the Americans With Disabilities Act, Family and Medical Leave Act, etc. Provides useful summaries of the law without using a lot of jargon or legalese.

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❖ **Bunch, Lonnie G. *Flies in the Buttermilk: Museums, Diversity, & the Will to Change*. Washington D.C.: Museum News, 2000.**

Written from the perspective of a person of color, this article addresses the lack of diversity in museum staffing. There are few people of color in curator or upper level management positions. Bunch points out that there are many African-Americans, Latinos, American Indians, and Asian Americans who would gladly work in cultural institutions that value diversity and offer challenging careers. Bunch further argues that it is time to put diversity at the top of the list of priorities for museums. He proposes a comprehensive scheme, for networking institutions that would leverage resources, build upon proven successes and foster collaboration and communication among professional organizations, funding sources, and universities.

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❖ ***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: 1 hour and 30 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.

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❖ ***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, and
- 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.

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

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

❖ **Lee, Mun Wah. *Last Chance for Eden*. Oakland, CA: Stir-Fry Productions, 2002.**

(88 minute video)

Emotionally charged, this unscripted two-part video addresses race, gender and gay issues. Nine men and women spend two weekends together much like Lee Mun Wah's now famous film, *The Color of Fear*. The pain of the participants is palpable and almost overwhelming at times. An immense amount of pain and rage is expressed by the people of color, especially the women, who weep

almost continually. There are almost too many issues to attend to in a short amount of time and the level of feeling runs so high, so quickly, that the viewer is left breathless. The white participants are first angry and withdrawn--feeling that their words are twisted and they are misunderstood. Their claims of not being racist are challenged by the people of color, leaving the whites feeling, at first, disrespected by the members of color. When a European American male begins to weep after a heated exchange with a Latino male, the facilitators and the group turn their attention to "taking care" of the white man. The resulting angst of being racism's victims is very hard to watch. This film is not recommended for a first meeting of racially mixed groups unless you have a weekend and trained facilitators to process both the content and context of the film.

For further information: <http://www.stirfryseminars.com>

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

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

❖ ***Understanding Race and Human Variation (museum exhibit). St. Paul, MN: Science Museum of Minnesota, 2004.***

Advice for connecting with the community both before and after the exhibit in order to build understanding and test exhibit and program ideas, get input and feedback on whether the exhibit meets the expectations of the community, and what could be improved. Also offers suggestions for working with school programs, local civic organizations, and youth in the community. Finally, advice is offered on proper staff training for the exhibit, anticipating that some people may find it offensive.

For further information:

120 West Kellogg Blvd., St. Paul, Minnesota 55102

<http://www.smm.org>

Resource Category

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

Particularly Useful to:

- ✓ Development Staff
- ✓ Boards
- ✓ Senior Leaders

❖❖ ***Monad Trainer's Aide Inc.***

Website available at <http://www.theinnovationcenter.org/>.

This is an excellent place to begin looking for materials to use in training programs. The “Mini Catalogue” has one of the largest listings of diversity workplace films and videos in the marketplace. A link to topics listed by category is provided. Some examples of categories are: diversity and culture, sexual harassment, empowerment, and supervisory skills. Virtually every imaginable topic of organizational life is covered. This site is a must for trainers and developers.

For further information:

163-60 22nd Rd., Whitestone, NY 11357

[carol@monadtrainersaide.com](mailto:carol@monadtrainersaide.com)

[gene@monadtrainersaide.com](mailto:gene@monadtrainersaide.com)

Resource Category

- ✓ Communication
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

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

❖❖ ***Mosaic: Managing Diversity in the Workplace. Minnesota Cultural Diversity Center. Princeton, NJ: Films for the Humanities and Sciences, 1991.***

This film features a variety of focus groups—Latino/Hispanic; African American; American Indians; and persons with disabilities. They are asked a series of questions; the first is “What do you want to be called?” The moderators conclude that people don’t want to be called anything but their names. Other issues that are discussed are stereotyping and cultural conflicts.

Examples of bias are poignant --an African American man gives an example of a job interview where he was asked about what books he was currently reading. He gave the title of a book by an African American author and since the interviewer didn’t know either, there was an embarrassed silence, and the African man was quickly moved along and out the door. A lawyer whose hands are distinctive because of her physical disability said that during the entire interview, the interviewer gazed at her hands and finally blurted out the question, “Can you write legibly?” Her hands, not her mind, were the focus of the interview. A supervisor with a disability said that he is often asked by newcomers, “Who is the

boss?” thus underscoring their disbelief that a person using a wheelchair could be capable of being the boss. A Japanese woman is often asked to order Chinese food by colleagues and resents the notion that the two cultures are perceived as interchangeable. A Native American parent reports that his child’s teacher wrote a note on the little girl was a member of “Stinking Foot tribe” as a joke. School officials refused to do anything when he complained that his child was hurt. Members of the disability focus group talked about being invisible, sexless and stereotyped.

A member of the Latino group said, “We want others to get to know us as persons. People of color are left out of conversation, office camaraderie and friendships. If asked sincerely, most people of color will share information—ask questions and then listen.” There is a good discussion on ADA (the Americans With Disabilities Act) about freedom and choices for disabled workers. Disabled people are unemployed at the rate of 70% and their average income is \$4,000 a year.

Managers and supervisors should examine systems, connections [informal systems] and resources in order to support the success of people of color which will lead, in turn, to the success of the organization. What do people of color, women and disabled worker want from managers? The answers included:

- Trust me to do my job;
- Give me a chance to do things my way;
- Do nothing special, treat me like an individual;
- Give me respect;
- Empower me to do my job. Expectations need to change—not be low for diverse people;
- All the burden should not be on people of color to get along;
- Deal with racism. Really be aware of biases;
- Treat disabled people as whole people;
- Read, educate oneself on diversity, take a class;
- Look at institutional barriers, and examine your thinking for biases;
- Just ask questions, respect a person’s boundaries, “check it out.”

The video covers basic issues that could be useful in supervisor and manager

orientation. Background noise is sometimes distracting, and the video would have benefited greatly from using a sound stage for the groups.

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Managers
- ✓ Visitors Services Managers
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Dubberly, S. *Recruiting and Retaining a Diverse Staff. Professional Practice Series.* Washington, D.C.: American Association of Museums, 1995.**

A seminar and feedback from the field produced this classic volume. It begins with the executive summary of the seminal study that launched the field of diversity—"Workforce 2000." Roosevelt Thomas Jr.'s famous work follows, "From Affirmative Action to Affirming Diversity." It is a hands-on book that deals with practical, no-nonsense advice on guidelines for successful diversity training, dealing with hate crimes in the workplace, management flexibility in leading diversity efforts and several foundational articles on mission. The Children's Museum of Boston reveals successful strategies for hiring staff and consultants, and other issues they struggled with such as dealing with the subtle dynamics of racism and staff or audience discomfort, work force advancement. Internships are fully discussed and a large resource section is offered. This book is short (81 pages) but a great, commonsense, field-based resource and deserves a reprinting with better layout and a more readable font.

Resource Category

- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **NTL Institute.**

Website 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

Resource Category

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

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Visitors Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards

❖ ***A Peacock in the Land of Penguins.* Sam Weiss, director. Carlsbad, CA: CRM Films, 1995.**

(video cassette, 10.51 minutes)

A very professionally produced short cartoon based on an organization run by and for penguins. Everything is done the penguin way and newcomer non-penguin birds are barely tolerated. This video is whimsical but on target—it gives voice to the issues that diverse persons face in workplaces that are monocultural or monogender. A new group of new birds, e.g., a swan, a peacock, etc. join the penguin workforce and become isolated because one talks too loudly, another dresses too brightly, and another is too shy. A group of wolves gathers at the gates to attack the penguins' agency, and the penguins have no clue about how to deal with this new problem. They only know how to do things the way they have always been done. The "different" birds swing into action to save the penguin organization. Their previously unwelcome traits are key to resolving problems—the penguins celebrate their diversity and welcome them into the organization. Despite its deceptive simplicity—this is a sensitive film that has easy applicability for groups of all ages and complexity.

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

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

❖❖ ***Racial Legacies and Learning: How to Talk About Race.* Michael Fragale & Joann Stevens, producers. Alexandria, VA: PBS Adult Learning Service, 1999.**

(Video, 112 minutes. Close captioned.)

A teleconference co-sponsored by San Francisco University and the local public television station used a town hall format with 300 downlinks across the country with businesses and educational institutions. *How to Talk About Race* is an excellent video that could use some judicious editing and is about half an hour too long. It is very well done—the speakers are interesting, the video is technically well-produced, and the moderator is outstanding. But the film is too ambitious and tries to cover too much ground; there are interviews with people on the street and a religious dialogue group that don't add much. Overall, though, this is a sensitive and helpful discussion on how to get beyond shame and blame toward purposeful dialogue and action.

Why is it so hard to talk about race? Fear, shame and blame are the culprits. Whites have a personal history that needs to be part of the conversation but seldom is. Questions like, "When do you first remember race?" are suggested as non-threatening openers. (See *The Diversity Discussion Guide*.) There are models, such as study circles, that provide answers on "how to get started." Panel members agree that facilitation is needed to manage the thorny and emotionally daunting elements of cross-cultural conversations. America is so racially segregated that no natural forums exist for people to engage in dialogue. Also, higher education is putting out students lacking diversity competencies, and it is costing businesses millions of dollars to train them. Another panelist says, "It's like trying to rebuild a plane in mid-air, and you can't land to fix it."

A senior executive from Denny's Restaurant is on the panel, and the restaurant chain is pointed to as an example of how a company can turn things around. How did they do it? Denny's success is based on a quintessential list of well-known diversity "best practices":

- Denny's new CEO is committed to diversity and role models effective behaviors—the first of which was to find an inside senior leader to put in charge of leading and monitoring change.
- The organization looked at system, structures, policies and practices for barriers to diversity and set about dismantling them.
- It rewarded and recognized diversity "champions" and tied 25% of bonuses to diversity advancement by supervisors and managers.
- Denny's trained over 70,000 people in diversity over a five-year period in

their system.

- Senior leaders are now diverse and Denny's leads the country in having the largest number of diverse board members—43%. The number of managers and senior managers has become increasingly diverse.
- These changes have linked diversity and excellence, with the result that diverse teams are outperforming same-sex, same-color teams.

Further, class needs to be part of racial discussions, according to panelists, as there are differences within all groups and class is one of them. For some whites, religion may be a way to enter this conversation.

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Sandell, Richard. *The Strategic Significance of Workforce Diversity in Museums*. International Journal of Heritage Studies Vol. 6, No. 3 (2000). UK: Taylor & Francis Group Ltd., 213-230.**

This article considers the increasing international interest and the implications and strategic significance of workforce diversity. It explores efforts in the UK museum sector to increase cultural diversity through the use of positive or affirmative action. Sandell argues that workforce diversity will become increasingly important as a response to changing socio-political agendas. Museums must be able to act as agents of social inclusion. Finally, Sandell concludes by discussing “diversity management” and presenting a museum-specific model for diversity management.

Resource Category

- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

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

❖ **Wheatley, Margaret J. *Turning to One Another, Simple Conversations to Restore Hope to the Future*. San Francisco, CA: Berrett-Koehler Publishers Inc., 2002.**

An excellent source to find ways of “breaking the ice” in conversations. Simple questions and statements are presented like “Am I becoming someone I

respect?” and “What do I believe about others?” These questions/statements are followed by written reflections from the author and others. Wheatley’s book is a great help for small groups of people who may be struggling to connect with one another.

For further information: [www.bkconnection.com](http://www.bkconnection.com)

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ Boards
- ✓ Senior Leaders

❖ **Carver, John & Miriam Mayhew Carver. *Reinventing Your Board, A Step-by-Step Guide to Implementing Policy Governance*. San Francisco, CA: Jossey-Bass, 1997.**

A hands-on, step-by-step guide to implementing policy governance on your nonprofit board. There are illustrations of how boards can effectively make decisions and can craft useful policies. Suggestions are also given in how to set an agenda, monitor CEO performance and define the board role. Sample policies, illustrations, exercises and other practical materials make this a very helpful resource for your board. The book is split into three parts. Part one deals with preparing for change, part two with crafting policies in various areas, and part three deals with board documents and implementation.

For further information: [www.josseybass.com](http://www.josseybass.com)

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Planning & Development
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ Boards
- ✓ Senior Leaders

❖ **Barbara Frankel, Executive Editor. *DiversityInc*. New Brunswick, NJ: DiversityInc Media LLC.**

Website available at <http://www.diversityinc.com>.

This a bi-monthly publication that addresses diversity in the business world. It is filled with articles that are relevant to individuals working in many different fields. For example, the January/February issue of 2003 addresses Black History Month and the importance of incorporating black history and the accomplishments of African-Americans while also including an article redefining Hollywood’s roles for black males. There is also an excellent website with both free links and links that require individuals to subscribe to the magazine.

Resource Category

- ✓ Communication

Particularly Useful to:

- ✓ Boards

- ✓ Leadership
- ✓ Professional Development/Human Resources

- ✓ Senior Leaders

❖ **ProGroup. *Attitudes Toward Differences*. Minneapolis, MN: The Professional Development Group, Inc., 1993-1999.**

(video: 18:13 minutes)

This video begins with participants getting a mental snapshot of people with whom they enjoy working and people with whom they have trouble working. The video continues by having participants do some analysis about what might be behind the choices they made in the first exercise. Participants are shown the Tolerance Scale, which is a numerical method of ranking their feelings about others. The highest level of tolerance is appreciation, next is acceptance, third is tolerance, fourth is avoidance and finally the lowest level of tolerance is repulsion. The instructor then shows a series of close-up photographs and asks participants to rank the photos on the tolerance scale. This is the “first look”. The instructor then shows the wide angle of the photos and the participants rank their tolerance once again. The results are often startling and are very helpful to participants in identifying their biases. The video also discusses behaviors and the impact of biases and assumptions. An excellent resource for any area of the organization, the video comes with both an instructor’s and a participant’s manual with the entire presentation taking about two hours.

For further information:

One Main Street S.E., Ste. 200

Minneapolis, MN 55414

800/651-4093

progroup@progroupinc.com

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Development Staff
- ✓ 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