DIVERSITY LEADERSHIP RESOURCES

For the purposes of this essay, leadership is defined here as both science center boards and senior executives. It is impossible to discuss leadership as either board governance OR executive direction as the two are inseparable. Boards have the particular responsibility of leading the strategic diversity work of their centers, while presidents/CEOS and their direct reports are responsible for execution of the board's directives.

Demographics in the U.S. show that there have been more changes in race and ethnicity in our country in the last 50 years than in the last 300. Diversity in our board rooms and executive suites has lagged significantly behind. The first question each organization must answer is, "Why do we need diversity in leadership?" What value do people of color, women, persons with disabilities and others bring to our board and leadership? Why do we need them, and of what relevance are their differences? What do we need to know to fully utilize the skills of diverse leaders? What challenges face women leaders and leaders of color in our organizations—not to mention persons with disabilities or age differences?   What are the problems that beset diverse leaders new to boards or executive suites? How do they face subtle and not-so-subtle challenges to their leadership, such as resistance, sabotage, racism, sexism, or stereotyping? How do they participate fully if they are not members "of the club"—people who sit on boards, are captains of industry, or are wealthy? How do they handle the terror of making mistakes that will haunt them and feed stereotypes about their group? Does being a leader in your organization mean being fully able to be who you are without losing your own culture?

What does it mean to lead diversity? Most thinkers in the area of leadership base their models on the assumption that leadership is and should continue to be "pale and male." James MacGregor Burns, Pulitzer Prize winner and author of the book Leadership, has dominated the field of leadership for the last twenty years. He defines leadership as transactional and transformative. To be transactional, leaders must know how to get things done to ensure organizational health. Transformative leadership creates a vision to change the way business is done and the way people treat each other. Of interest to science and technology institutions is the recent spate of books, movies, and seminars about Sir Ernest Shackleton in what The Wall Street Journal refers to as "Shackleton mania"—a new approach to leadership. Shackleton, the Antarctic explorer, was stranded on his wrecked ship with his crew in crushing ice for two years with no hope of rescue. In Shackleton's Way: Leadership Lessons From The Great Antarctic Explorer by Margot Morrell and Stephanie Capparell, Shackleton's success is linked to selecting good employees, leading by example and putting people first. Non-profit board leadership guru John Carver dominates the field with many

books and articles about policy governance. Unfortunately, few of these leadership giants can lead us where we need to go vis-à-vis diversity. Most haven't dealt with the issues surrounding gender, racial or other leader diversity most ASTC centers face.

Margaret Wheatley, best-selling author of Leadership and the New Science: Discovering Order in a Chaotic World, uses scientific theories to shed light on leadership issues that most organizations face such as order and change, autonomy and control, structure and flexibility, planning and innovation. Wheatley sheds new light on how to create more open, inclusive, and participative organizations. Wheatley uses chaos theory to challenge readers to rethink old ideas of control and presents a new view of organizational dynamics. Her articles and books are "must reading" for boards and executives of technology and science centers that are committed to diversity.

Promising Practices for Leaders

Since boards are responsible for the diversity of the organization, bringing in diverse board members helps improve the quality of the work and outreach. Boards should develop diversity plans and assign persons, committees or task forces responsibility and accountability for the plans.

Developing Diverse Boards

- Look for a variety of people with a variety of expertise, not merely "local color"--which tends to marginate the person of color and makes for an unsatisfactory board experience. Look beyond just color to gender, ethnicity, socio-economic class, disabilities, orientation, etc. Boards must use creative measures to find diverse persons who can serve on boards and support them during their tenure.

- Assign mentors—board buddies and senior staff to help all new board members function well—by providing information and encouragement.

- Do individualized orientation. New board member orientation should be both a group and individual experience so that member's strengths and limitations can be addressed. Explain all types of documents, including budgets and prepare a FAQ (frequently asked questions) list for each document type. This is particularly helpful for diverse board members.

- Recruit members from different economic backgrounds. Diversity of economic background is an issue most boards never consider. If your board is largely built on the capacity of its members to donate large sums to the center, you are squandering diversity capital. Many people of color may not have money, but know how to find and develop donors.

- Ensure a welcoming and supportive board climate. Insider chat must be

eliminated, and other terms and jargon an outsider wouldn't understand must be explained.

Procedures for Assessing Effectiveness of Equity Policies

To determine metrics for collecting, maintaining and reviewing diversity progress see the ASTC Equity & Diversity Toolkit for direction on:

- Why measure?

- Who should measure?

- How to measure?

- What to measure and how to measure it?

- When to measure?

- What supports are needed?

- What are organizational benefits?

- Assess board member satisfaction regularly and include questions about diversity—e.g. are we doing a good job as an institution, do you feel included and utilized?

- Assess diversity progress of the institution regularly. The individual or group coordinating and implementing diversity research will vary from organization to organization. Most research should be done by external, non-biased persons so that bias is minimized, data is trustworthy and confidentiality issues can be reduced. Whoever is in charge needs to be skilled in measurement, dedicated, understand diversity and have experience in nonprofits.

- Use minority search firms to find quality diverse candidates for executive leaders

- Assess diverse leader's satisfaction with both board and employee support.

- Perform regular employee evaluations—they are critical to the success of any diversity initiative. There are several caveats however—everyone must have diversity measures in their review, and compensation must be tied to diversity success. Each job has to have similar general measures in addition to job specific instrumentation. Three hundred and sixty degree feedback is perhaps the most effective style of diversity feedback. Supervisors and managers evaluate their direct report's cultural competency AND direct reports evaluate supervisors' and managers' competency.

- Perform regular leader evaluations. Diversity assessments can be intimidating and so we offer here 1) a Leadership Self-Assessment Survey, and 2) an ASTC Leadership Diversity Survey which can be used in several ways; as a performance evaluation instrument for executives, as a starting point for executive team discussions and departmental level focus groups. In any event the data must be kept confidential and gathered by persons who are considered trustworthy. In order to computerize this survey or parts of it, Survey Monkey is a widely used format for creating in-house surveys—see link http://www.surveymonkey.com/.

Establishing, Implementing and Monitoring Equity Policies to Meet Institutional Goals

The following plan is offered as a promising practice for ASTC boards:

<u>12 Tenets of a Successful Diversity Plan for ASTC Leaders</u>

What do effective science and technology center diversity plans look like? Why do you need a diversity plan? Does your center have a plan? Your center needs a diversity plan to effectively manage the alignment and integration of diversity within its mission, policies, practices, and its use of power and resources. The following twelve tenets are offered as guidelines for centers as they face changing audiences and work forces.

<u>Tenet 1. The diversity plan is central to the center's overall organizational plan.</u> Diversity plans must be incorporated into the center's overall organizational plan to be successful and not sidelined while the "real work" goes on. All too often, when centers have plans, they are in a silo and dependent on the attentions of a senior executive or board member. Often board members have little knowledge of the diversity plan. Diversity initiatives should not be subject to the whims of change or lose funding when a center experiences financial difficulties.

The plan should include S.M.A.R.T. (Specific, Measurable, Action oriented, Results oriented, Timely) objectives that are consistently communicated and evaluated.

<u>Tenet 2. The plan can be used—with integrity—as a competitive edge.</u> When a center's workforce reflects our diverse society, it is better able to meet its audience's needs by producing programs, services and products that its audience values. This happens when centers encourage employees to bring different ideas to the table. Diverse ideas lead to synergies in solutions and problem solving. While this collaborative approach may take more time, research has shown that the solutions developed by diverse problem-solving teams are more effective and successful than those developed by more homogeneous problem-solving teams.

Tenet 3. The diversity plan supports the center's mission and goals.
An effective diversity strategy must support the mission of the center. They must complement one another. Key initiatives of the diversity strategy must generate measurable results. Board members and employees should have the ability to recite the center's mission statement, understand how the diversity strategy supports the mission, and know the roles they play to make both happen successfully.

Tenet 4. The plan is intentional and consistently communicated.
Knowledge is power. The more board members and employees know about the organization's strategies and expectations, the clearer they are about their role. The most effective diversity strategies are consistently communicated. Leaders within these centers know the importance of communicating to highly valued employees about the positive impact they have on the center and their co-workers.

Tenet 5. The plan has a long-term education element for board, managers and employees.
Many diversity plans only consist of occasional diversity training or a "little sheep dip." Everybody gets a class and then it's over—"We've done diversity." Then organizations go back to business as usual. Education about diversity must be valued, planned and on-going for both board members and employees.

Tenet 6. Board members and management "walk the talk."
Employees look at board members and executives actions, not their words. Board members and managers actions must consistently demonstrate the type of behavior they expect employees to demonstrate. Nothing will undermine a strategy faster than actions that are not consistent with the center's diversity plan and policies.

Tenet 7. The center solicits and responds to employee feedback about its diversity efforts.
Every employee, regardless of status or title has an important role to play in the diversity plan. It is important that employee voices be heard and that the messenger is rewarded, not shot. Leaders should be open to discussing sensitive issues and give rational and consistent information about changes. All too often, organizations solicit feedback from employees but then don't address it. Follow up is essential. Centers with the most effective strategies create a work environment that invites feedback. A defined process is used to listen, evaluate, respond to and address the feedback that is received. For example, some centers publish the feedback and their response in the newsletter.

Tenet 8. The result of the plan is used as a selling tool.
The results of the diversity plan are used as a selling tool to visitors and potential audiences. A center's diversity accomplishments are positive news. When centers have articles or TV shows written about their diversity programs, it's free advertising to valued customers and potential employees.

Diversity initiatives can be used as a retention tool. The cost of turnover is high. Employees want to be able to contribute and work in an environment that openly accepts them for who they are and the value they bring. When employees don't feel that their employer provides this, they look for another employer who will.

Tenet 9. The center successfully uses a diversity competency skill set.
A center with a high-level diversity skill set recognizes that diverse individuals and perspectives are vital to its success. The leadership throughout the organization works to create an environment that values and utilizes each individual's diversity to achieve its goals, and does so with the best interests of both employees and the organization in mind.

- Such centers use "promising practices" to accomplish the following:

- They create a work environment that respects differences.

- They utilize the diversity and potential of all employees.

- They recruit and promote for workforce diversity.

- They use mentors to assist people from diverse backgrounds in their efforts to succeed.

- They accommodate the needs of a diversity workforce.

- They evaluate the progress toward systematic change.

Tenet 10. The center rewards diversity successes.
Your center must demonstrate that it appreciates employees who work at diversity competency. There are many effective types of incentives ranging from awards, lunches, letters—to monetary compensation. Employees need to be rewarded for their efforts to value, celebrate and support flexibility in thinking styles, communication styles, and cultural backgrounds.

Tenet 11. There is clear sense of commitment and accountability to the plan by the center board.
The center's board must publicly support the plan. Diversity training is a must for board members if they are to consistently hold managers and employees accountable. An environment of both support and accountability (carrot and stick) created by the board invites managers and employees to "think outside the box" and learn from failures. Centers, along with other employers, are required to follow strict federal and state regulations. When they violate the regulations, centers may be required to pay substantial fines or face other serious consequences, so it is wise for center boards to be educated about such consequences to limit liability.

Tenet 12. The community served by the center must be regularly included in the

<u>feedback loop.</u>
Centers need to regularly communicate with the diverse communities that they serve so that programmatic, employment and service efforts can be targeted for success. For communities of color, feedback mechanisms vary from community to community. One community may rely on a particular radio or TV show to relay your center's information. Get plugged in—to use a bad pun.

Finally, diversity cannot be the sole responsibility of senior leaders or even a diversity director in an organization—it requires the shared leadership of every board member and employee at every job level. Employees must continue to learn and use diversity skills through their career in order to be viewed as valuable. Centers have a right to expect employees to work well with colleagues, despite their differences. Employees should expect to be trained in diversity competencies so that they can provide a welcoming, supportive and educative climate for all who come through your doors.

Resources

Burns, James MacGregor. *Leadership.* New York: Harpercollins 1979.

Carver, John. *Boards That Make a Difference.* San Francisco: Jossey-Bass Inc., 1997.

Carver, John & Miriam Mayhew Carver. *The CarverGuide Series on Effective Board Governance.* San Franciso: Jossey-Bass Inc., 1996-1997.

Carver, John & Miriam Mayhew Carver. *Reinventing Your Board: A Step-by-Step Guide to Implementing Policy Governance.* Wiley, John & Sons Inc. 1997.

Morrell, Margot & Stephanie Capparell. *Shackleton's Way: Leadership Lessons from the Great Antarctic Explorer.* New York: Viking: Penguin Books, 2001.

Wheatley, Margaret. *Leadership and the New Science: Discovering Order in a Chaotic World.* San Francisco: Berret-Koehler, 2001 (2nd Ed.).

Leader Self-Assessment Sample Instrument

In order to computerize this survey or parts of it, Survey Monkey is a widely used format for creating in-house surveys—see link http://www.surveymonkey.com/.

About this self-assessment:
The objective of this self-assessment is to create an environment that effectively nurtures a work environment that welcomes diversity. The self-assessment will provide personal awareness about perspectives and actions and where we can grow and model diversity's best practices.

Instructions:
1. Please reflect on each practice and respond to the statement(s) or question(s) after each one.
2. Next, determine from your answers two to four areas where you need to take more or different action.
3. Then discuss the results with your supervisor.
4. Finally, your action plan resulting from this process should become part of your annual appraisal development plan.

1. Leaders continually learn about gender bias, racism, gender discrimination, ageism, ableism, orientation and other cultural biases and how to eliminate them from the work we do.

   Performance Expectation: Seeks knowledge and reflects on ways to increase their own ability to eliminate racism, gender discrimination, ageism, ableism, orientation and other cultural biases. Leaders reflect on what they have learned and its impact on their behavior.

   Examples: Leaders seek opportunities through workshops, classes, volunteer work, and reading to expand their knowledge of diverse backgrounds.

   Question: What activities have you participated in during the last year that have expanded your knowledge of diverse backgrounds?   How did they change your view, attitudes and beliefs about diverse backgrounds?

2. Leaders have a responsibility to share the knowledge they have on eliminating racism, gender discrimination, ageism, ableism, orientation and other cultural biases.

   Performance Expectation: Initiates opportunities to share information about diversity, racism, gender discrimination, ageism, ableism, orientation and other cultural biases.

   Examples: Leaders share the knowledge they have gained with their staff and others through unit meetings, informal conversations, resources, and work

assignments.

Question: Describe how you have incorporated your learning about culturally diverse backgrounds into your work with your staff and others.

3. Leaders expect and encourage others to expand their knowledge of racism, gender discrimination, ageism, ableism, orientation and other cultural biases, and how to eliminate them from the work we do.

Performance Expectations: Encourages others to expand their knowledge of racism, gender discrimination, ageism, ableism, orientation and other cultural biases and apply this information to eliminate these practices.

Examples: Leaders support and encourage staff to participate in activities, including participating in internal workgroup meetings, which will expand their knowledge of racism, gender discrimination, ageism, ableism, orientation and other cultural biases. Leaders approve training opportunities that increase staff's understanding and knowledge.

Question: What opportunities have you taken to promote and support staff increasing their knowledge and understanding?

4. Leaders are open to hearing about racism, gender discrimination, ageism, ableism, orientation and other cultural biases and accept the legitimacy of others' perspectives.

Performance Expectation: Leaders begin by listening and understanding for meaning, then using this to make changes for themselves and how they conduct their work.

Examples: Leaders first listen to understand others before responding or making decisions.

Question: How have the views and perspectives of others influenced the way you approach your job?

5. Leaders are open to challenges and feedback about their own internal biases about race, gender, age, disability, and orientation.

Performance Expectation: Leaders have a process that facilitates communication and an environment that encourages openness.

Examples: Leaders reach out to staff they supervise and others to welcome their participation. Leaders solicit comments and feedback regarding their understanding and behavior.

Question: Have you solicited feedback from diverse staff on how you're

doing? What have you done to encourage open and safe communication about diversity.

6. Leaders intervene and take action to change racist, sexist, ageist, ableist, and anti-gay and other culturally biased behavior.

Performance Expectation: Identifies and intervenes promptly and appropriately to take action to eliminate racism, gender discrimination, ageism, ableism, orientation and other cultural biases.

Examples: Leaders take people aside when they hear comments or conversations that are of concern. The first step is to clarify what was meant and then, if necessary, to assist the individual to reflect on how those comments might be interpreted by individuals of other racial or cultural backgrounds. The leader responds as soon as possible.

Question: Have you had any experiences in the past year where you have intervened, or should have intervened, with staff or clients regarding disrespectful behavior? What happened? Did you seek assistance on other appropriate ways of handling disrespectful behavior? What would you do the next time? What have you done to promote a safe venue for people to report/discuss discriminatory incidents without fear?

7. Leaders proactively seek to increase and maintain culturally competent and diverse staff.

Performance Measure: Embraces diversity through hiring, promotion practices and creating a supportive workplace culture.

Examples: Leaders actively recruit diverse staff, interns and temporary employees who are diverse.   Leaders create an environment where decisions are made without bias for all individuals. Leaders promote team building among diverse staff.

Question: Describe what steps you have taken in the past year to identify, recruit, retain, and promote staff who are culturally diverse.

Question: If you currently have a diverse unit, describe what measures you have taken to ensure that staff are comfortable and working well together. What have you done to identify potential leaders among diverse staff for further appropriate training and advancement? What have you done to promote team building among diverse staff through training and task assignment?

8. Leaders identify and take action to eliminate institutional racism gender discrimination, ageism, ableism, anti-gay discrimination, and other cultural discrimination.

Performance Expectation: Leaders develop strategies to eliminate disparities for clients and staff.

Examples: Leaders keep track of service, outcome and staff differences by racial or cultural groups. Leaders develop methods to identify and monitor progress. Leaders identify ways that policies and procedures create disparities and develop strategies for change. Leaders work with staff to improve our ability to track issues by racial or cultural groups. Leaders build partnerships with communities they serve. Managers and directors ensure services are widely understood by people who speak different languages or come from different backgrounds. Leaders ensure that the perspectives of diverse groups are included in the decision making process when appropriate.

Question: What is your process for identifying issues of institutional bias (race, gender, age, orientation, disability, etc,)? What issue are you currently working on that addresses an issue of diversity disparity?

ASTC Leadership Diversity Survey

Diversity assessments can be intimidating and so we offer here an ASTC Leadership Diversity Survey which can be used in several ways: as a performance evaluation instrument for executives, as a starting point for executive team discussions, or departmental level focus groups. In any event, the data must be kept confidential and gathered by persons who are considered trustworthy. In order to computerize this survey or parts of I, Survey Monkey is a widely used format for creating in-house surveys—see link http://www.surveymonkey.com.

1. On a scale of 1 to 10, ten being the highest, how open would you say your center is to differences?

	Low									High
Race	1	2	3	4	5	6	7	8	9	10
Gender	1	2	3	4	5	6	7	8	9	10
Age	1	2	3	4	5	6	7	8	9	10
Ability	1	2	3	4	5	6	7	8	9	10
Religion	1	2	3	4	5	6	7	8	9	10
Sexual orientation	1	2	3	4	5	6	7	8	9	10
Nationality	1	2	3	4	5	6	7	8	9	10
Economic status	1	2	3	4	5	6	7	8	9	10
Work style	1	2	3	4	5	6	7	8	9	10
Status/position	1	2	3	4	5	6	7	8	9	10

Please comment on your rating:

2. On a scale of 1 to 10, ten being the highest, how would you rate the diversity of your senior leadership group?

Low   High

1   2   3   4   5   6   7   8   9   10

Please comment on your rating:

3. On a scale of 1 to 10, ten being the highest, how would you rate the diversity of your board?

Low   High

1   2   3   4   5   6   7   8   9   10

Please comment on your rating:

4. On a scale of 1 to 10, ten being the highest, how would you rate the diversity climate of your center overall?

Low   High

1   2   3   4   5   6   7   8   9   10

Please comment on your rating:

5. Has the work climate improved for people of color in the last two years?

__A lot

__Somewhat

__A little

__Don't know

Comments:

6. Has the work climate improved for women in the last two years?

        __A lot

        __Somewhat

        __A little

        __Don't know

Comments:

7. Has the work climate improved for older (45-70) workers in the last two years?

        __A lot

        __Somewhat

        __A little

        __Don't know

Comments:

8. Has the work climate improved for younger (18-29) workers in the last two years?

        __A lot

        __Somewhat

        __A little

        __Don't know

Comments:

9. Has the work climate improved for persons with different abilities (physical, emotional) in the last two years?

      __A lot

      __Somewhat

      __A little

      __Don't know

Comments:

10. Has the work climate improved for persons who observe religious traditions?

      __A lot

      __Somewhat

      __A little

      __Don't know

Comments:

11. Has the work climate improved for persons who are gay, lesbian, bi-sexual or trans-gendered?

      __A lot

      __Somewhat

      __A little

      __Don't know

Comments:

12. Has the work climate improved for persons from diverse nationalities?

    __A lot

    __Somewhat

    __A little

    __Don't know

Comments:

13. Has the work climate improved for persons for persons from low economic backgrounds?

    __A lot

    __Somewhat

    __A little

    __Don't know

Comments:

14. Has the work climate improved for persons who hold low status jobs?

    __A lot

    __Somewhat

    __A little

    __Don't know

Comments:

15. Has the work climate improved for persons with unique but effective work styles?

        __Yes

        __Somewhat

        __No

        __Don't know

Comments:

16. Does your leadership team encourage opinions and use ideas from all team members?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

Comments:

17. Do executives seek and use opinions from persons of diverse backgrounds to make planning decisions and solve work problems?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

Comments:

18. Do executives value and encourage open communication about diversity?

       ___All of the time

       ___Most of the time

       ___Some of the time

       ___Never

Comments:

19. Do you value and encourage open communication about diversity?

       ___All of the time

       ___Most of the time

       ___Some of the time

       ___Never

Comments

20. Do executives confront discriminatory comments and behavior in a timely and effective manner?

       ___All of the time

       ___Most of the time

       ___Some of the time

       ___Never

Comments:

21. Do you confront discriminatory comments and behavior in a timely and effective manner?

       ___All of the time

       ___Most of the time

       ___Some of the time

       ___Never

Comments:

22. Do most executives trust employees to do their work without micromanaging?

       ___All of the time

       ___Most of the time

       ___Some of the time

       ___Never

Comments:

23. Do you trust most executives to do their work without micromanaging?

       ___All of the time

       ___Most of the time

       ___Some of the time

       ___Never

Comments:

24. Does your leadership team keep confidential information confidential?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

Comments:

25. Do most executives keep confidential information confidential?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

        ___Don't know

Comments:

26. Do executives demonstrate that they care about employees' best interests?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

Comments:

27. Do most executives demonstrate that they care about the best interests of their team members?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

        ___Don't know

Comments:

28. Do most executives treat others fairly?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

        ___Don't know

Comments:

29. Does your leadership team understand and positively apply the dynamics of power and privilege to their work?

        ___Yes

        ___Somewhat

        ___No

Comments:

30. Do most executives understand and positively apply the dynamics of power and privilege to their work?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

        ___Don't know

Comments:

31. Does your leadership team foster an environment where individuals are treated equitably and consistently?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

Comments:

32. Do persons from diverse background feel they are a valued part of your leadership team?

- Persons of color   Yes____ No____

- Women   Yes____ No____

- Young workers   Yes____ No____

- Older workers   Yes____ No____

- Persons with differing abilities   Yes____ No____

- Observant religious persons   Yes____ No____

- Gay, lesbian, bi-sexual & transgendered persons   Yes____ No____

- Persons from diverse cultures   Yes____ No____

- Poor persons   Yes____ No____

- Persons holding lower status jobs   Yes____ No____

Comments:

33. Does your leadership team seek and use diverse viewpoints to make planning decisions and solve work problems?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

Comments:

34. Do your leadership team members confront discriminatory behaviors in a timely and effective manner?

        ___All of the time

        ___Most of the time

        ___Some of the time

        ___Never

Comments:

35. Do you understand and positively acknowledge the dynamics of power and privilege to your work?

        ___Yes

        ___Somewhat

        ___No

Comments:

36. Do you feel your leadership team works effectively with the diverse populations your center serves?

        ___Yes

        ___Somewhat

        ___No. Please identify the population(s)

 Comments:

37. Do you expand your cultural knowledge by engaging in activities that increase awareness?

        ___Frequently

        ___Occasionally

        ___Never

Comments:

38. Do leadership team members expand their cultural knowledge by engaging in activities that increase awareness?

        ___Frequently

        ___Occasionally

        ___Never

Comments:

39. What is your center doing well regarding diversity—people, programs, activities?

40. What diversity matters does your center need to address?

41. What input would you like to give your diversity committee/council about the work it does or needs to do?

Annotated Resources

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

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.

Resource Category
- ✓ Community Participation
- ✓ Exhibit, Program, & Audience Inclusiveness
- ✓ Leadership
- ✓ Planning & Implementation

Particularly Useful to:
- ✓ All Managers
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

··⊹ ***Accessible Practices: Museums' Legal Obligations. ASTC Resource Center, 2004.***
Web site 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.

<u>Resource Category</u>
✓ Exhibit, Program, & Audience Inclusiveness
✓ Leadership
✓ Planning & Implementation
✓ Professional Development/Human Resources

<u>Particularly Useful to:</u>
✓ All Staff
✓ All Managers
✓ Educators
✓ Visitor Services Managers
✓ Exhibit Designers
✓ Development Staff
✓ Facilities Managers
✓ 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

<u>Resource Category</u>
✓ Assessment
✓ Communication
✓ Community Participation
✓ Exhibit, Program, & Audience Inclusiveness
✓ Leadership
✓ Planning & Implementation
✓ Professional Development/Human Resources

<u>Particularly Useful to:</u>
✓ All Staff
✓ Educators
✓ Visitor Services Managers
✓ Exhibit Designers
✓ Development Staff
✓ 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, 1992 (4th printing 1994).**

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.

For further Information:
919 Laford Avenue
St. Paul, MN. 55104
651/642-4000
http://www.wilder.org

Resource Category
- ✓ 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.**
Samuel Betances earned both a master's degree and a doctorate at Harvard University and taught sociology for over 20 years. In this audio cassette 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:
Phone/Fax: 510/527-0700

<table>
<tr><td>Resource Category</td><td>Particularly Useful to:</td></tr>
<tr><td>✓ Communication</td><td>✓ All Managers</td></tr>
<tr><td>✓ Leadership</td><td>✓ Boards</td></tr>
<tr><td>✓ Planning & Implementation</td><td>✓ Senior Leaders</td></tr>
<tr><td>✓ Professional Development/Human Resources</td><td></td></tr>
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Stone, Douglas, Bruce Patton, Sheila Heen & Roger Fisher. *Difficult Conversations: How to Discuss what Matters Most.* **New York, NY: Penguin Putnam Inc., 2001 (1st Ed).**
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

<table>
<tr><td>Resource Category</td><td>Particularly Useful to:</td></tr>
<tr><td>✓ Communication</td><td>✓ All Staff</td></tr>
<tr><td>✓ Leadership</td><td>✓ Educators</td></tr>
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<tr><td></td><td>✓ Boards</td></tr>
<tr><td></td><td>✓ Senior Leaders</td></tr>
</table>

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

Resource Category	Particularly Useful to:
✓ Communication	✓ All Staff
✓ Community Participation	✓ Educators
✓ Leadership	✓ Development Staff
✓ Professional Development/Human Resources	✓ Facilities Managers
	✓ Boards
	✓ 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.

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

Resource Category	Particularly Useful to:
✓ Communication	✓ All Staff
✓ Community Participation	✓ Educators
✓ Leadership	✓ Development Staff
✓ Professional Development/Human Resources	✓ Facilities Managers
	✓ Boards
	✓ 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.

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

Resource Category	Particularly Useful to:
✓ Assessment	✓ All Staff
✓ Communication	✓ Educators
✓ Community Participation	✓ Visitor Services Managers
✓ Exhibit, Program & Audience Inclusiveness	✓ Development Staff
✓ Leadership	✓ Facilities Managers
✓ Planning & Implementation	✓ Boards
✓ Professional Development/Human Resources	✓ Senior Leaders

***Equity and Diversity: Promising Practices.* ASTC Resource Center, 2004.**
Web site available at http://www.astc.org/resource/equity/practices.htm.
This site 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:
Barbara Ando, bjando@uclink4.berkley.edu
DeAnna Beane, 202/783-7200 x137

Resource Category	Particularly Useful to:
✓ Community Participation	✓ All Staff
✓ Leadership	✓ All Managers
✓ Planning & Implementation	✓ Educators
✓ Professional Development/Human Resources	✓ Visitor Services Managers
	✓ Exhibit Designers
	✓ Development Staff
	✓ Facilities Managers
	✓ Boards
	✓ Senior Leaders

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

Resource Category	Particularly Useful to:
✓ Communication	✓ All Staff
✓ Community Participation	✓ All Managers
✓ Exhibit, Program & Audience Inclusiveness	✓ Educators
✓ Leadership	✓ Visitor Services Managers
✓ Professional Development/Human Resources	✓ Exhibit Designers
	✓ Development Staff
	✓ Facilities Managers
	✓ Boards
	✓ Senior Leaders

*⋯ **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.

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

Particularly Useful to:
- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

*⋯ **Findlaw's Employee Rights Center. Eagan, MN: Thompson West, ongoing updates.**
Web site 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.

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

Particularly Useful to:
- ✓ All Staff
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

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	Particularly Useful to:
✓ Communication	✓ All Staff
✓ Community Participation	✓ All Managers
✓ Leadership	✓ Educators
✓ Professional Development/Human Resources	✓ Visitor Services Managers
	✓ Exhibit Designers
	✓ Development Staff
	✓ Facilities Managers
	✓ Boards
	✓ 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	Particularly Useful to:
✓ Communication	✓ All Staff
✓ Community Participation	✓ All Managers
✓ Leadership	✓ Educators
✓ Professional Development/Human Resources	✓ 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	Particularly Useful to:
✓ Communication	✓ All Staff
✓ Leadership	✓ All Managers
✓ Professional Development/Human Resources	✓ 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	Particularly Useful to:
✓ Assessment	✓ Development Staff
✓ Communication	✓ Boards
✓ Exhibit, Program & Audience Inclusiveness	✓ Senior Leaders
✓ Leadership	
✓ Professional Development/Human Resources	

⋯ *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	Particularly Useful to:
✓ Communication	✓ All Managers
✓ Leadership	✓ Visitors Services Managers
✓ Professional Development/Human Resources	✓ 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

⋯⋅ **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

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	Particularly Useful to:
✓ Communication	✓ All Managers
✓ Leadership	✓ Visitor Services Managers
✓ Professional Development/Human Resources	✓ 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

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.

For further information:
1575 Eye Street NW, Suite 400
Washington, DC 20005
http://www.aam-us.org

Resource Category	Particularly Useful to:
✓ Leadership	✓ All Managers
✓ Professional Development/Human Resources	✓ Boards
	✓ Senior Leaders

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.

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Resource Category	Particularly Useful to:
✓ Communication	✓ Educators
✓ Community Participation	✓ Exhibit Designers
✓ Exhibit, Program & Audience Inclusiveness	✓ Boards
✓ Leadership	✓ Senior Leaders

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
Fax: 510/420-1081
http://www.stirfryseminars.com

Resource Category
✓ Community Participation
✓ Exhibit, Program & Audience Inclusiveness
✓ Leadership

Particularly Useful to:
✓ Educators
✓ Exhibit Designers
✓ Boards
✓ Senior Leaders

Spitz, J.A. & M. Thom. *Urban network: Museums embracing communities.* **Chicago, IL: The Field Museum, 2003.**

A highly recommended reader based on a consortium of ten major urban museums: Art Institute of Chicago; Field Museum; American Museum of Natural History; Brooklyn Museum of Art; Exploratorium; Oakland Museum of California; Science Museum of Minnesota; Walker Art Center; Houston Museum of Natural Science; and Museum of Fine Arts, Houston. Network members share best practices, strategies, and resources to "advance a national dialogue on community engagement… points the way to future initiatives, and offers a practical help to others on the same path."   Three brief essays set the context for promoting access and equity. Offers full-blown program development blueprint that covers context for program planning, institutional self-assessment, audience assessment, relationship building, program development, sustaining institutional commitment of all partners, and operational   tips. Individual museum case studies present cleanly organized and comparable information about program activities, goals, key resources, key factors leading to community engagement, internal collaboration, and learning from evaluation and experience. Especially useful is the evaluation section, which presents an evaluation rubric, methods for measurement and communication of results, key questions for using this rubric; easily replicated material for building questionnaires used both in internal and external evaluations.

For further information:
1400 S. Lake Shore Drive
Chicago, IL. 60605-2496
Phone: 312/922-9440
http://www.fieldmuseum.org

Resource Category	Particularly Useful to:
✓ Assessment	✓ All Managers
✓ Exhibit, Program & Audience Inclusiveness	✓ Educators
✓ Leadership	✓ Visitor Services Managers
✓ Planning & Implementation	✓ 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	Particularly Useful to:
✓ Communication	✓ All Staff
✓ Leadership	✓ All Managers
✓ Professional Development/Human Resources	✓ Educators
	✓ Visitor Services Managers
	✓ Exhibit Designers
	✓ Development Staff
	✓ 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): 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.

For further information:
Mortimer House
37-41 Mortimer Street
London WIT3JH UK
Phone: 44(0) 20 7017 5000
Website: http://www.taylorandfrancisgroup.com

Resource Category	Particularly Useful to:
✓ Leadership	✓ All Managers
✓ Planning & Implementation	✓ Visitor Services Managers
✓ Professional Development/Human Resources	✓ Development Staff
	✓ Facilities Managers
	✓ Boards
	✓ Senior Leaders

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.

For further information:
1575 Eye Street NW, Suite 400
Washington, DC 20005

Resource Category	Particularly Useful to:
✓ Leadership	✓ All Managers
✓ Planning & Implementation	✓ Visitor Services Managers
✓ Professional Development/Human Resources	✓ Development Staff
	✓ Facilities Managers
	✓ Boards
	✓ Senior Leaders

⋯ *Mondad 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:
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Resource Category	Particularly Useful to:
✓ Communication	✓ All Staff
✓ Exhibit, Program & Audience Inclusiveness	✓ All Managers
✓ Leadership	✓ Educators
✓ Professional Development/Human Resources	✓ Visitor Services Managers
	✓ Exhibit Designers
	✓ 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: http://www.bkconnection.com

<u>Resource Category</u>
- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

<u>Particularly Useful to:</u>
- ✓ 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: http://www.josseybass.com

<u>Resource Category</u>
- ✓ Communication
- ✓ Leadership
- ✓ Planning & Development
- ✓ Professional Development/Human Resources

<u>Particularly Useful to:</u>
- ✓ 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.

<u>Resource Category</u>
- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

<u>Particularly Useful to:</u>
- ✓ 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	Particularly Useful to:
✓ Assessment	✓ Educators
✓ Communication	✓ Development Staff
✓ Community Participation	✓ Boards
✓ Leadership	✓ Senior Leaders
✓ Professional Development/Human Resources	

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 Millenium (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.

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

Resource Category	Particularly Useful to:
✓ Assessment	✓ All Staff
✓ Communication	✓ Educators
✓ Community Participation	✓ Visitor Services Managers
✓ Exhibit, Program & Audience Inclusiveness	✓ Exhibit Designers
✓ Leadership	✓ Development Staff
✓ Planning & Implementation	✓ Facilities Managers
✓ Professional Development/Human Resources	✓ Boards
	✓ 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	Particularly Useful to:
✓ Assessment	✓ All Staff
✓ Communication	✓ Educators
✓ Leadership	✓ Development Staff
✓ Planning & Implementation	✓ Boards
✓ Professional Development/Human Resources	✓ Senior Leaders