



Innovative DEAI Approaches in Community Engagement with STEM and Beyond

ACM InterActivity 2022 • St Louis, MO

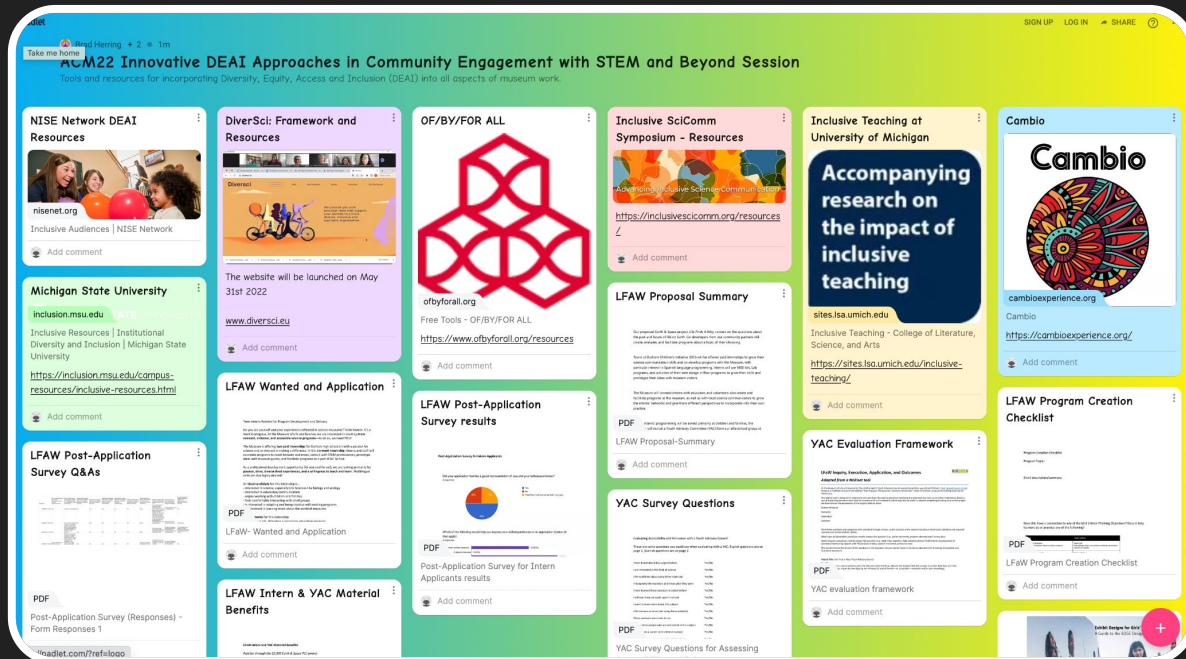
Presenters

- Brad Herring, Museum of Life and Science, Durham, NC
- Tifferney White, Discovery Place, Charlotte, NC
- Ali Jackson, Sciencenter, Ithaca, NY
- Peregrine Bratschi, Museum of Life and Science, Durham, NC
- Amparo Leyman Pino, Yellow Cow, Berkeley, CA

Presentation Overview

- Welcome and Introductions
- Audience Engagement Activity
- DEAI, Institution Commitment
- NISE Network's DEAI Tools and Practices
- Community Engagement and Co-Creation
- Developing Action Plans with DEAI Ingredients

Padlet Resources



<https://padlet.com/ACM22DEAISession/>

Research and Field Experience

- **Some research findings around the work of DEAIJB...**

- Museums report that DEAI is an organizational priority but have not taken strategic, consistent action at an organizational level foundational enough to support and achieve enduring equity and inclusion.
- Museums use a range of DEAI-related strategies to develop and support more inclusive experiences in their exhibits, programs, and events and can build on them. These practices, however, are not integrated into the core work of the organization.
- Museums focus less on internal organizational areas of DEAI compared with public facing aspects.
- Lack of focus on collecting and using data to inform DEAI practice is hindering museums' ability to measure progress and increase accountability.

Source: Cultural Competence Learning Institute National Landscape Study Report 2020

Discovery Place Equity and Innovation Strategy

- Distributed Leadership
 - The work belongs to everyone in the organization
 - Equity Plan created by departments/divisions (process facilitated by CLO)
- Personal and Professional Growth and Development
 - Training and Workshops
 - Adaptive Leadership Initiative
 - Cultivating Relationships through Critical Conversations
 - Exploring Eclectic Cuisines Together



DEAI Priorities for our Board (**reported in Jan 2021**)

1. Trustee Recruitment – Recent work related to our mission, values, and strategic planning is foundational to recruitment and we will align recruitment with the most important things for our board to accomplish over next 3-5 years. Ensuring we have the right people on the board to make that happen – e.g. science skills, education as great equalizer / economic mobility, extending our reach to underserved communities, fundraising and advocacy among a broader sector of community. Goal: By June 30, 2021, DP will have a 3-5 year recruiting program aligned with goals and with DEAI included.
2. Trustee individual commitment - Cecile Shellman facilitates personal reflective debriefs and individual development plan with Trustees who desire individual feedback session.
3. Provide support, oversight and accountability of the CEO/President, leadership team and organizational work around DEAI. Develop and implement principles and metrics of measurement and accountabilities for success.



Organizational Self-Assessment on Equity and Justice

- **Categories...**

- Not Started, Initial Steps, Deeper Work and Fully Engaged

- **Framing, Importance and Integration**

- Goals & Framing
- Rationale & Values
- Strategic Plan Integration
- Work Plan Guidance

- **Culture and Internal Operations**

- Understanding Culture
- Accountability for Inclusive Behaviors
- Equity in Internal Policies
- Retention and Support for People with Subordinated Group Identities

- **Skills and Competencies**

- Competencies and Accountabilities
- Education and Learning

- **Integration into External Programs, Communications and Development**

- Program Integration
- Partnerships
- Partnership Principles
- Communications
- Development

- **Fair Hiring and Equitable Representation**

- Representation
- Hiring and Recruitment

- **Assessing and Sharing Progress and Learning**

- Success Measures
- Sharing Lessons Learned

But the data shows...



THE MAJORITY
OF MUSEUMS

90%

consider DEAL a priority



BUT ONLY
24%

have a
DEAL action plan



AND ONLY
7%

established metrics to
measure DEAL progress

We know that you nurture, GROWS...

NISE Net's Earth & Space Project-Based Professional Learning Community

Focused on increasing the capacity of
museums to make Earth & Space science
more relevant and inclusive
for local communities.



Earth & Space Project-Based Professional Learning Community 2021-2022



100
participating
organizations

Up to 2
people per
organization

Diversity, Equity, Accessibility, and Inclusion (DEAI) Tools & Practices

- Defining Diversity, Equity, Accessibility, and Inclusion in Your Project
- Social Identity & Perspective
- Building Inclusive Teams
- Partnership Approaches & Strategies
- Equity and Inclusion in Community Engagement
- Culturally Responsive Programs
- Collaborative Program Development
- Multilingual Engagement
- Developing and Using Land Acknowledgments
- Inclusive Design



Diversity, Equity, Accessibility, and Inclusion (DEAI) Tools

- Process approach
- There is no one “right” answer

Tools include:

- Overview
- Let's Try This Activities & Case-Studies
- Discussion and Reflection Questions
- Curated Resource Lists



Example Tool: Building Inclusive Teams

Building Inclusive Teams

Integrating inclusion from within and from the start

It is important to build a team that reflects the communities you are trying to engage. Who we are defines our work and how others perceive us. Having a diverse and inclusive vision for your program builds trust in the communities you serve, especially when you reflect the voices of the audiences you serve from within your team and center non-dominant cultural perspectives.

People from the intended target audience should always have a voice in the development/ or implementation of the project or activity. For example, if the project is being developed for target Latino/Latina/Latinx communities, people who identify as Latino/Latina/Latinx should be included, preferably leading the content development and delivery. This doesn't mean that professionals from other backgrounds can't participate, it means that priority is given to individuals that can represent the voices, interests, and questions of the intended community. This approach will provide the project with depth and culturally relevant experiences for both the public and professional participants.

How does having a diverse team impact the project's viability and relevance?

Motivates meaningful and diverse **conversations**

Creates more opportunities to reach out to diverse **communities**

Makes the team feel that **inclusion** is not just for participants

Collaboration within a multicultural team brings **different lived visions** to the museum and its projects

Ensures a **longer-lasting relationship** with the communities and their desire to collaborate with and support the museum's efforts



Impact

The importance of diversity and inclusion within the organization encourages a culture where each team member's authentic identity, welcomes them, and makes them feel that they belong. Team members should feel empowered, included, and able to thrive. This will in turn have a great impact on your communities, making audiences feel a sense of representation and belonging. One of the best ways to build a diverse team is to start with an inclusive team of employees, but teams can also include the addition of volunteers, interns, community advisory members, or partners who are called on for specific roles such as expertise, and experience.

Diverse and inclusive teams also build institutional capacity for DEAI and is critical at all levels. Noting that too often in our field, institutions make diverse hires for positions created only for them, or "partnership" in the title and potentially limit building inclusive teams. The entire organization. Compartmentalized DEAI hiring practices such as this hinder the overall efforts.

ultimate goal of diverse hiring is not to bring in people of color in order for the organization to continue as usual but to bring in diverse colleagues so that the organization achieves its mission and goals in a more equitable way.
(Ingraham, 2022, 2017)

Study

The OMSI Museum of Science and Industry's (OMSI) staff include team members from different backgrounds, including countries such as Mexico, Venezuela, Colombia, Costa Rica, and Chile. Partners at the Latino Network gave this feedback about the OMSI: "We feel safe and happy to bring our community to OMSI because we know that the staff will feel comfortable having Latinas that speak in Spanish to them. It is a way to feel at home."

Reflection Questions

- Who are you developing this experience for? How will community members see themselves represented in the staff of educational programs and experiences that have been created for them?
- "Target audience" is a common phrase used to define the community a program may be intended to serve or belong to. How does the language we use show how we think about things or "other" people? How can we be more inclusive?
- How are the voices of staff, volunteers, and collaborators representing diverse communities included in the planning of your project?
- If you don't have staff or volunteers that can represent your community audiences, what are some ways to address this issue? For example, could you recruit new volunteers, or could your community partner help by co-staffing your program?

PREGUNTAS DE REFLEXIÓN

- Who are you developing this experience for? How will community members see themselves represented in the staff of educational programs and experiences that have been created for them?
- How are the voices of staff, volunteers, and collaborators representing diverse communities included in the planning of your project?
- If you don't have staff or volunteers that can represent your community audiences, what are some ways to address this issue? For example, could you recruit new volunteers, or could your community partner help by co-staffing your program?

Resources building inclusive teams

Jennings, Gretchen & Jones-Rizzi, Joanne (2017). Museums, White Privilege, and Diversity: A Systemic Perspective. Dimensions. 63-74. Retrieved from <https://www.afr.org/sites/default/files/dimensions-special-edition-growing-toward-future-2017/online-book.pdf>

Watch a recording of a webinar from MuseumExpert, Diversity is the Bare Minimum: <https://www.youtube.com/watch?v=GLGpw72h0uI>

The Free Management Library has a section on valuing diversity. It includes self-assessments, team building exercises, and resources on teaching tolerance, building trust, and managing conflict. <https://managementhelp.org/interpersonal/multicultural-diversity.htm>

Example DEAI Tool:

Equity & Inclusion in Community Engagement

Building trust, deepening relationships, and creating sustainable change



Equity & Inclusion in Community Engagement

Increasing Level of Community-Driven Involvement

TRANSACTIONAL ENGAGEMENT	TRANSITIONAL ENGAGEMENT		TRANSFORMATIONAL ENGAGEMENT	
Outreach Some community organization involvement Communication flows from one to the other, to inform Provides community with information and experiences Entities co-exist Outcomes: establish communication channels and venues for outreach	Consulting More community involvement Communication more back and forth, answer seeking Feedback from the community Entities share information Outcomes: develops connections	Involving Better community involvement Communication flow both ways, participatory Community involved on issues, topics, format and content Entities cooperate Outcomes: Visibility of partnership, established modes of cooperation	Collaborating Community involvement Bi-directional communication flow Community is integrated in each aspect of the project from development to implementation Outcomes: partnership and relationship building, trust building	Sharing Leadership Strong multidirectional relationships Final decision making is community level Strong partnership structures Outcome: Deeper community sense of belonging and ownership over the experiences and learning

Less shared leadership

*Adapted from the International Association for Public Participation

More shared leadership

Equity & Inclusion in Community Engagement

Let's Try This Activity

Think about where you most often fall on this spectrum and think about examples in your work and how this affects your DEAI practice.

Outreach <i>Example:</i> Family Science Events at Local Schools	Consulting <i>Example:</i> Getting student input on traveling exhibits	Involving <i>Example:</i> Prototyping with visitors and the community	Collaborating <i>Example:</i> Development team creating shared goals and funding with partner organizations	Sharing Leadership <i>Example:</i> Museum & Head Start Partnership: teacher training and family engagement events
--	---	--	--	--

Reflection Questions

1. How can you authentically involve community participants in planning, implementing, and sustaining the program?
2. What does your end product look like, and what strategies do you have in mind to make visible the voices of the community and program participants?
3. How would you make sure that the exchange between individuals and organizations are and feel fair and just?
4. How are you building trust with your partners and community members?

Holding Space for Reflection

Ivan Coyote, “Imagine A Pair of Boots”, from their collection of short stories entitled, A Slow Fix.

Imagine a pair of boots. A sturdy, well-made, kind of nondescript pair of boots. They are functional enough, but kind of plain. Imagine that you live in a country where every citizen is issued this one pair of boots at birth, and that there are no other footwear options permitted by law. If you grow out of or wear through the soles of these government-issued boots, you may trade them in for a new pair, always identical to your old ones. Imagine that everyone you know wears these very same boots without question or complaint.

Now imagine that your right foot is two sizes bigger than your left one. No matter what you do, one boot will chafe, and the other will slip, and both will cause blisters. When you mention your discomfort you are told that odd-sized boots are forbidden, because they cause confusion and excess paperwork. It is explained to you that this footwear system works perfectly for everyone else, and reminded that there are people in other countries who have no boots at all. You are beat up in grade three because none of the other kids have ever seen feet like yours. The teacher tells you that you should probably just learn to keep your boots on. Your parents blame each other. You end up wearing an extra sock on your small foot to compensate, and never go to swimming pools.

Ivan Coyote, “Imagine A Pair of Boots”, from their collection of short stories entitled, A Slow Fix.

Your feet sweat profusely in the summer and you always undress in the dark. You hate your feet but need them to walk and stand up on. You hate your boots even more. You dream of things that look like sandals and moccasins, but you have no words for them. You learn things will be easier for you if you just never talk about your feet. One time on the bus, you spot a guy with the exact same limp as you, but you pretend not to see him. He watches you limp off at your bus stop and then looks the other way. You can't stop thinking about the man with the limp for weeks. You are nineteen years old and until that day on the bus you thought you were the only person in the country who couldn't fit into their boots.

Conversational Prompts

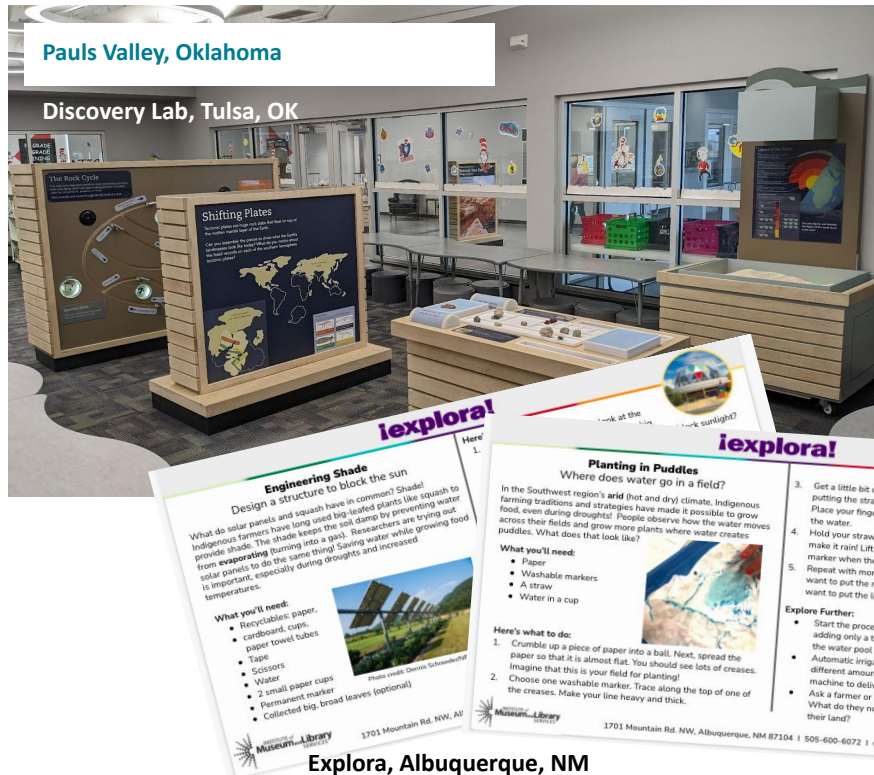
- 1. What parts of this story resonate with your own personal or professional experiences?**
- 2. Does this story remind you of anything?**
- 3. How can storytelling support the DEAI work you're engaged in with your team and community?**

Small Group Share Outs

Conversational Prompts

- 1. What parts of this story resonate with your own personal or professional experiences?**
- 2. Does this story remind you of anything?**
- 3. How can storytelling support the DEAI work you're engaged in with your team and community?**

National Community and Conversion, Local Impact



Examples of Project Inclusive and Relevance Themes

- Collaborating with experts
- Collaborating with community organizations
- Intentionally working with specific audiences
- Incorporating Indigenous ways of knowing & expertise
- Deaf/Hard of Hearing communities
- Blind/ Visually impaired communities
- Schools / Teachers/ @ home learning
- Co-creation with minoritized and rural communities
- Non-English speaking communities
- *And more!*

Thank You



The background is a complex, abstract composition. The left half features fluid, swirling patterns in shades of purple, blue, pink, and green, with a cluster of orange and yellow bubbles on the far left. The right half is a solid black field with a stylized, multi-limbed figure in blue and yellow, resembling a space explorer or a celestial being. The figure has several long, thin limbs extending downwards and outwards.

Connecting Earth, Space, & US!

Relevancy and Inclusion
in Earth & Space Science

DEAI in STEM and Beyond



Youth Advisory Council

Group of 8-12 sixth graders from Brogden Middle School, in partnership with the Encore Afterschool program

Youth Interns

2 high school students selected from a pool of applicants referred by our partners at the Durham Children's Initiative





Play Testing

Interns facilitated their program with the YAC -- The YAC evaluated



Facilitation
with visitors



Writing stories into the sky



Co-creation *is* DEAI in practice





Key Takeaways

Bias isn't just
individual,
it is *systemic*

Fair compensation
is an investment

Discomfort is
essential
to real change



IGNITING AWARENESS & PRACTICE

*Amparo Leyman Pino, M. Ed.
Education Consultant*

STAND UP

.....
if you have...



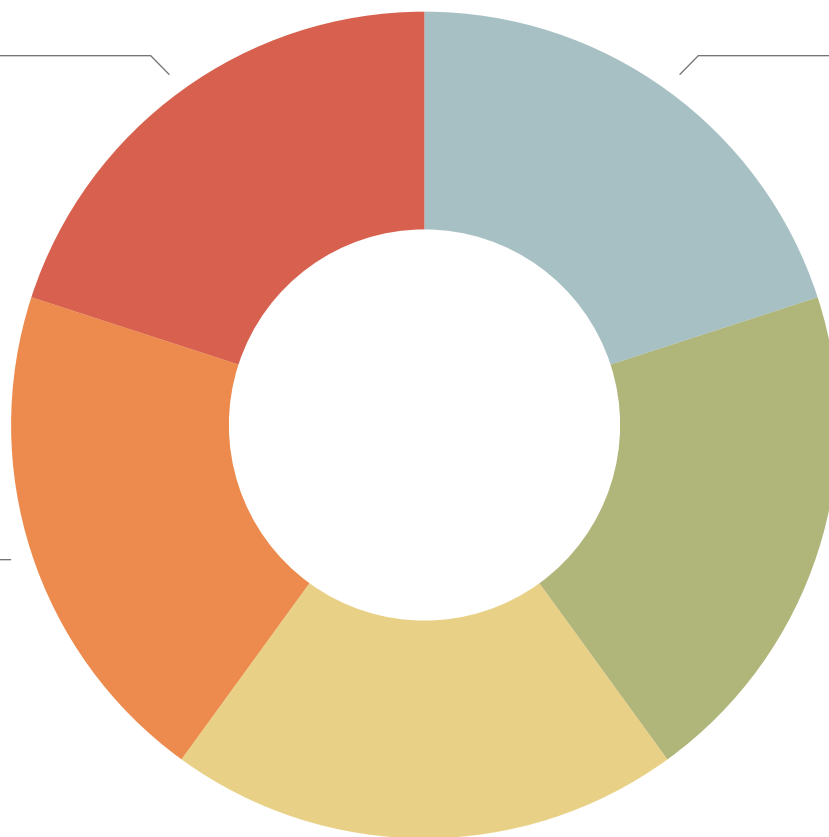
Strategy

Partnerships

Content

Access

Staff



THE FIVE AREAS

.....
Of the DiverSci Framework



STRATEGY AREA

It is a strategic decision to truly commit to EDI as central values of an organisation and impacts internal, as well as external relations, and all other Areas

THE FIVE AREAS

.....
Of the DiverSci Framework





CONTENT AREA

The topics that an institution chooses as well as the formats, presentation, and facilitation are a mirror of an organisation attitude towards EDI.

THE FIVE AREAS

.....
Of the DiverSci Framework





STAFF AREA

The composition, recruitment and training of people working in an organisation has a large influence on the organisational culture with respect to EDI.

THE FIVE AREAS

.....
Of the DiverSci Framework





PARTNERSHIP AREA

EDI within an organisation is greatly affected by the way in which it seeks and cultivates relations with external partners

(individuals, organisations or communities).

THE FIVE AREAS

.....
Of the DiverSci Framework





ACCESS AREA

Actively welcoming, addressing, and ensuring access for diverse visitors with their respective needs is a sign that inclusiveness and equity are truly important for you.

THE FIVE AREAS

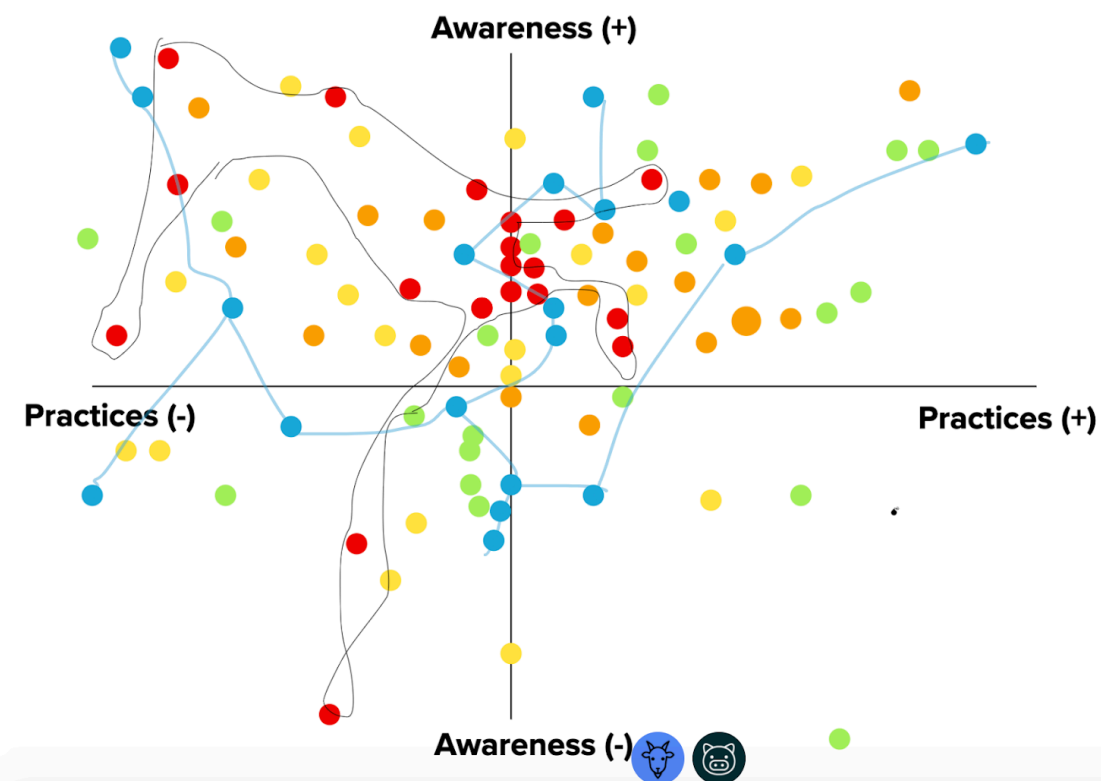
.....
Of the DiverSci Framework



ANALYSIS

*How aware is your institution?
How the institution puts in
practice the areas?*

Step 1: Take your small dots and place them on the grid

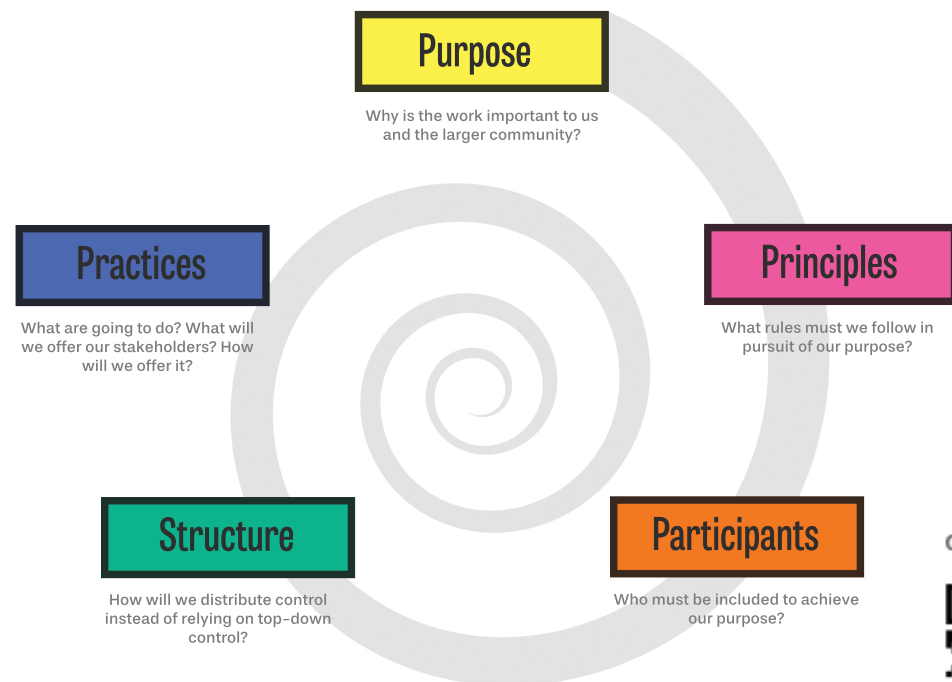




THANK YOU

Amparo Leyman Pino, M. Ed.
Education Consultant
amparo@yellowcow.net
www.yellowcow.net

Purpose To Practice



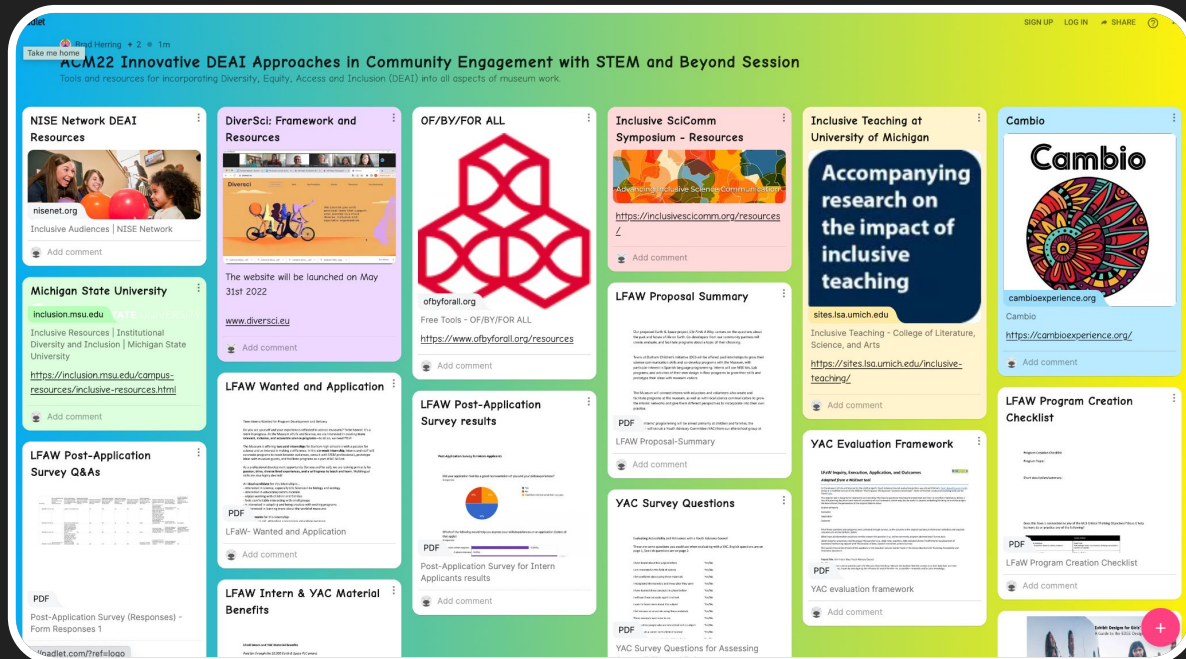
download



ACTION PLAN

.....
Let's map our next steps...

Padlet Resources



<https://padlet.com/ACM22DEAISession/>