

Priorities, Challenges, and an Action Plan for Strengthening the Science Center and Museum Workforce

A Report by the ASTC Leadership and Field Development Board Committee

Summer 2023

About the Committee

The Association of Science and Technology Centers (ASTC) Leadership and Field Development Committee is an ad-hoc committee of the ASTC Board of Directors. This committee provides perspective and advice to ASTC's Board and staff on ASTC's work to support and connect its members, including on how ASTC might best facilitate learning and collaboration among members, spread ideas that work among ASTC members, and cultivate leadership skills across the workforce of ASTC member institutions. Learn more here:

www.astc.org/about/astc-committees/lfid

The committee is co-chaired by Rena Dorph*, Director of The Lawrence Hall of Science in Berkeley, California, and Preeti Gupta, Senior Director of Children, Family and Youth Programs at the American Museum of Natural History in New York, New York. Other members of the committee include:

- Emilio Bautista, New York Hall of Science, Corona, New York, United States
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**Member of the ASTC Board of Directors.*

ASTC staff committee liaisons include Melissa Ballard, Director of Programs and Amanda Fisher, Associate Director of Programs.

Introduction

This document articulates priorities and a roadmap for strengthening leadership and developing the professional workforce across science and technology centers and museums, as well as other STEM-rich, place-based institutions. It begins with unpacking what is meant by leadership and field development. Next, it describes efforts already underway to support leadership and field development and presents an analysis of the gaps between the needs described and the efforts underway. Finally, it outlines the emergent priorities and a roadmap to suggest ways that the ASTC Leadership and Field Development committee; ASTC, as an association; as well as its members and collaborators can contribute to this effort.

This document positions the committee to advance [ASTC's 2022-2025 Strategic Framework](#), which commits the association to **strengthening its members and their capacity** by (1) growing the diversity and skills of its members' workforce; (2) facilitating innovation, connection, learning, and collaboration among its members; and (3) collecting and sharing data and research. This aspect of ASTC's strategy is especially important as its members face the challenges and incredible opportunity of strengthening leadership and the workforce in the wake of the interconnected and multi-faceted crises—including a global pandemic, ongoing economic uncertainty, a racial reckoning, and increasing societal polarization—that the field has faced since the beginning of 2020.

The key priorities and challenges identified in this document are not unique to the science center and museum field, nor are they unique even to the broader science engagement, cultural, or education sectors. The committee also recognizes that ASTC members exist in different contexts with different availability of and access to infrastructures for leadership development, professional learning, advancement, and capacity building. Therefore, the highlighting issues are ones that have been raised repeatedly by leaders across contexts with the understanding that they may require tailored approaches for ASTC members to address in their unique types of organizations.

About Leadership and Field Development

Leadership and field development within the science center and museum field happen at two levels—the individual and the system—which are inextricably linked. A diversity of support and resources are necessary for individuals in different roles and at different career stages (e.g. entry, mid-level, senior staff) to envision future work, understand the skills, expectations, and pathways for advancement, and feel they have access to mentors and coaches for their current scope of work and for guiding career advancement. Individuals also need to feel that they are contributing to, learning from, and transforming a community so that it is best able to support its member individuals, especially newcomers. The systems in place work best when there are clear ways for staff to contribute ideas; reveal challenges; problem solve together; understand and form and transform practices, schema and structures; and feel represented across dimensions such as of race, gender, socio-economic status, sexual orientation, different physical abilities, and neurodiversity.

The science center and museum community must find ways to support institutional leaders to manage change at the systemic level in more incremental ways. We also must find ways to support leaders to manage change within the institution and transform the ways that their

organization connects and contributes to its local communities. This is especially difficult as science center and museum leaders are both in charge of creating and maintaining their internal organizational community AND key partners in supporting change and transformation of their local communities in ways that honor the experiences and priorities of those being impacted.

Method to Develop this Report

The ASTC Leadership and Field Development committee has engaged in an iterative process to surface and refine field-wide challenges across ASTC membership. Beginning with a session at the *ASTC Virtual 2021 Annual Conference*, co-chairs Dorph and Gupta hosted a conversation inviting attendees to reflect on the most pressing issues facing them as employees at their institutions. The audience included entry level staff, mid-level managers, emerging and established leaders as well as those that had been furloughed or laid off due to pandemic-related cuts. The ideas from that session were synthesized and three listening sessions were hosted with over 20 attendees to further reflect on the emerging themes. The listening sessions led the committee to recognize shared concerns across the field as well as common resources, projects and strategies that were being used to address concerns in many different institutions. The committee then interviewed 12 field leaders who represent institutions diverse in geography, size, and scope. These leaders offered varied standpoints on how to address issues and shared resources that they have used.

Landscape

The organizations that ASTC serves and the field it represents are at a critical inflection point. The COVID-19 pandemic exacerbated financial sustainability issues and challenges that science centers and museums had already been confronting, while the racial equity reckoning across the U.S. centered the need to foreground the field's focus on equity. In addition, the deepening societal divisions in the U.S. and in many other countries have complicated how science centers and museums engage the public and navigate issues of science, technology, community, equity, and more. (Note, that ASTC's Global Trends committee has developed a framework of issues most impacting ASTC members in the U.S. and globally such as climate change, the pace of technological change, as well as other societal and demographic trends.) These circumstances brought deep disruption to our field. Committee activities since 2021 have identified key priorities for our field-building efforts and deeper understanding of our critical challenges and capacity gaps.

Key Priorities for the Field

The deep disruption to the field combined with the conditions that predated this disruption have brought the following priorities to the forefront of it's work:

Build adaptive capacities. Over the past three years, individuals and organizations have been stretched to the limits of their resilience. Those that have survived with minimal disruption have demonstrated key *adaptive capacities*, which means that the social and technical skills, strategies and practices of both the individuals and the collective were agile enough to adjust to—and even take advantage of—environmental and economic changes. Although borne out of crisis, the field now has the opportunity to rebuild its systems, infrastructures, and

workforce in ways that enable organizations to strengthen their *adaptive capacities*. Key to this will be understanding (1) how and why some individuals and organizations were able to more quickly and strategically adapt to changing landscapes; (2) what kind of systems, structures, and cultural practices were in place prior to the pandemic that facilitated adaptation; and (3) how to use this knowledge to support people and organizations to build in these capacities or transition their models.

Center equity and justice in our work. Many science centers and museums have identified social justice and racial equity as key priorities and are working to advance these priorities both internally and externally. This work includes a variety of interconnected efforts that range from fostering a sense of belonging for staff, stakeholders, and the communities they are working to engage to changing the demographic composition and capacities of our workforce and leadership. Science centers and museums are at many different stages of this work. Some have been engaged in internal transformation and have had explicit equity missions for many decades while others are new to the work. Some are in geographic locations where equity and inclusion efforts are expected of learning and cultural organizations while others are in locations where these efforts can prompt discomfort or pushback, even from longtime supporters. Many organizations recognize that no matter the stage of their work, they would benefit from field-wide efforts and strategies that by necessity, must be informed by a broad set of perspectives.

Reinvent what it means to have as a career in a museum. Workers are increasingly drawn to careers that are meaningful and contribute to their communities, which describes the work of most science centers and museums. At the same time, the field can be challenged in retaining staff. In some cases, staff are searching for higher pay, better working conditions, and competitive value propositions from employers in different fields. In other cases, the reason to change jobs is connected to issues emerging from an institution's culture which may not have learning and staff growth as a central tenet, or even a place that might feel toxic. (See Ennes' [The Privilege of Low Pay: Informal Educators' Perspectives on Workforce Equity and Diversity](#) for more.) The field is seeking to demonstrate and promote the value of a museum career; ensure that working conditions, compensation, and professional opportunities provide museum employees with career-long prospects; and that the workplace cultures and field wide community provide a sense of belonging and engagement throughout one's career in this field. Genuine introspection is needed to make sure museum careers live up to their promise.

Prioritize fiscal health. Leaders across ASTC-member organizations have long been concerned about the financial sustainability of our organizations, and too many of our members are in vulnerable situations. Many had been calling for new organizational and field-wide approaches to business innovation, resource generation, and resource prioritization prior to the pandemic. Pandemic related financial challenges made these needs even more evident as they further underscored the problem with hanging our financial models on the hopes of increased visitor attendance and sustained philanthropic commitments. In addition, reliance on earned revenue from visitation may be at odds with goals for increasing accessibility and inclusion, especially among populations that do not have the time, finances, or transportation to visit our institutions. As we work to strengthen our field, we must prioritize field-wide fiscal health and consider new ways of thinking about financial sustainability and business models to ensure that our collective work can thrive in an increasingly competitive, complex, and volatile landscape.

Critical Challenges

In order to advance these key priorities, the field will need to address several critical challenges. While many countries' current political, social, and economic climate continue to be challenging, a number of internal factors also need attention:

Trust and transparency. Across the field, the committee has heard many calls for trust and transparency from every level and across racial, ethnic and socio-economic groups within individual organizations. As a whole, the field is dealing with lingering challenges from crisis management and layoffs that were forced upon most organizations as a result of the COVID-19 pandemic, including difficult decisions to maintain institutions despite significant disruption in revenue. While the slogan for trust and transparency can be heard from every employee working in museums, what this actually looks like and how it is operationalized is unclear. Leaders need support to rebuild trust with current staff, to think about compensation more broadly than salary alone and address flexible schedules, career ladders, and professional development. They also need support in creating systems and processes that invite authentic staff input, engagement, and voice to strengthen institutional culture. One museum colleague shares, "Transparency is overrated, but truth is essential!" If that is the case, what systems, processes, and organizational structures need to be in place to develop, sustain, and strengthen trust within organizations?

Staff support and retention. The committee has heard the need for scaffolded support for science center and museum staff at different career stages (e.g., senior leadership, middle managers, entry-level staff). Especially over the last three years, senior leaders have too often found themselves in constant crisis mode and struggle to balance "addressing the problems of the day" with strategic planning work. Many institutions have been financially unstable or stretched thin for many years, and the pandemic provided new urgency in seeking ways to transform business models to promote long term sustainability. Now, as these organizations face workforce and staffing challenges, they also struggle to resolve pay inequities, retention, and offer transparent advancement opportunities. Given the diversity of sizes, resources, contexts and capacities, solutions to financial sustainability and workforce challenges will not be one-size-fits all. Instead, the field needs multiple resources and models that can be marshaled for different circumstances and contexts.

Middle managers are seeking training and mentorship to be successful with the new responsibilities inherited as a result of changing job roles, including reorganization and contraction that resulted from smaller staffs. Entry-level and hourly staff need competitive compensation and systems for learning necessary skills and opportunities for advancement. Collectively—across all levels within organizations—staff are looking for ways to help improve morale; institutionalize diversity, equity, inclusion and belonging (DEIB) commitments; and attract and retain new staff—particularly persons marginalized and/or minoritized on the basis of their ethnicity, race, gender, sexual orientation/identity, primary language, religion and/or disability. Across the field, the committee has also heard calls for networking and mentoring opportunities, as well as professional development. Despite being fundamental professional supports—and the ability to address feelings of isolation and uncertainty—they are consistently under-resourced.

Staff loss and recruitment. In interviews with colleagues, conducted largely in 2022, the effects of the COVID-19 pandemic on the science center and museum workforce were at the forefront of conversation. Closures forced science centers and museums to cut expenses when revenues dropped; this often came in the form of reducing front-line and entry-level staff. The remaining staff took on additional responsibilities including managerial tasks, some for the first time. These decisions have resulted in high workloads and burnout among remaining staff, as well as reluctance in former staff to return to the industry after layoffs. This combination has led to low staff morale in many organizations. Attracting and retaining diverse staff has become even more difficult due to the intersecting forces of institutionalized racism and low compensation leading some applicants to seek employment elsewhere.

As a result of the need to restaff as institutions emerge from the pandemic's effects, museums want ways to better support and attract diverse staff. Interviewees frequently cited the need to better support Black, Indigenous, and People of Color (BIPOC) staff in many ways including (but not limited to) creating affinity groups and employee retention strategies, finding alternative ways to attract new hires, and developing equitable hiring practices.

Existing Resources and Gaps

Given the magnitude of these challenges, the committee set out to identify existing capacities and resources that could help fill in the gaps. This section summarizes the committee's analysis of the resources reviewed and highlights important gaps that need to be filled in order to advance the key priorities described above.

A review of the landscape reveals a wealth of resources aimed at helping science museums develop an understanding of institutional diversity, equity, inclusion, and belonging (DEIB) philosophies, from museum-specific resources to broader field-wide perspectives. These learning opportunities span a broad range from intensive professional learning for museum staff to short trainings and articles. Resources range from freely available toolkits to collections of advice and recommendations for best-practices. Many of these resources are general DEIB recommendations or outwardly focused in areas such as audience cultivation, community outreach, and exhibition or program development. Notably, while there are resources that address internal bias and workplace culture, there is a lack of concrete next steps to take and models of what success looks like for science centers and museums. Leaders spoke of the need for concrete internal change in the form of not only cultural shifts and DEIB best-practices, but specific policies and procedures to make hiring and employment more equitable.

There are also a handful of cohort-based learning programs (several of which include specific attention to supporting DEIB efforts) that have been developed and implemented over the years. For the most part, however, these programs are designed and implemented through time-bound Federal grant funding and struggle to be sustainable past the grant period. While many important efforts are developed, we need to pay attention to sustaining and scaling model programs so they can have widespread impact on a field of this size, diversity, and complexity.

Furthermore, there is a lack of **human resource (HR) supports and practices** that address the unique complexities that science centers and museums face. Science centers and museums often have unique staffing structures, cultures, and histories that are different from other

organizational types making existing general HR resources difficult to apply in a museum setting. At the same time, it is important to recognize that this field is not monolithic. Science centers and museums have a wide variety of organizational arrangements that make some of their HR needs very particular to their context (e.g. independent non-profits, governmental organizations, university-affiliated). Those science centers and museums that have entrenched practices and structures for various reasons and struggle with change may need examples of successful alternatives to “we’ve always done it this way” methods. Those science centers and museums who have more flexibility, may not have the resources and infrastructure to invest in their own HR structures. Accordingly, there is a need for a range of HR resources that address science center and museum-specific needs with attention to the diversity of their organizational contexts.

Another trend the committee has identified is a **disconnect between the structures and mindsets** that existing organizations were designed around and the expectations that the current generations of people entering the workforce hold. Newcomers to the field have different mindsets about the world of work. They may expect workplaces to provide competitive and equitable compensation, work-life balance, and other benefits which many science centers and museums have not yet started to offer. While science center and museum leaders may aspire to transform workplace practices and culture towards these ends, they often face complex structural and cultural challenges in doing so. Further, hiring managers are competing for applicants with industries that offer higher pay and more attractive benefits. As a result, science centers and museums struggle to attract and retain diverse employees.

Finally, there is a lack of **science center and museum-specific resources, models and leadership development opportunities that support leaders to transform our fiscal models.** This transformation necessitates developing new organizational and field-wide approaches to business innovation, business modeling, resource generation, resource prioritization, etc. While CEO and CFO forums and communities do exist, conversations and efforts to make progress do not generally result in actionable models or specific roadmaps for fiscal transformation either at the organizational or field-wide level. Further, these efforts have only begun to scratch the surface of how to ensure that our business models enable us to foster equitable organizations, with positive working environments and fair wages, that advance efforts to engage within under-resourced or marginalized communities. The significant diversity in governing structures make it even more challenging to provide overarching support towards these ends. Science center and museums that are independent non-profits have different business affordances and constraints than those that exist in other contexts (e.g. university-based, governmental). That said, the assumption that the models we have used to date can ensure future organizational sustainability is being challenged across all contexts.

Where do we go from here?

The committee has developed an action plan for enhancing the existing and emergent field-wide support and improvement infrastructure—while keeping in mind the different contexts and infrastructures of the science center and museum field. Large organizations or affiliates of large organizations tend to have access to HR professionals and infrastructures,

professional learning opportunities, and many more resources and supports for engaging leadership and workforce development. Smaller organizations rely on existing field-wide resources and often struggle to know how to access those that exist. There are regional differences as well. Accordingly, our recommendations prioritize resources and capacity building efforts that can be developed and implemented for the field at-large in ways that offer support infrastructure to organizations that currently do not have access to such resources in their own organization or region.

Action Plan for Leadership and Field Development

The following table offers several ways that the science center and museum field can address the challenges and gaps that focus on compiling, curating, creating, and sharing resources; developing exemplars of practice; and scaling up effective models. This action plan focuses on activities and actions that will directly help address each of the challenges articulated above in ways that advance key priorities.

Activities in the “**Near Term**” column can likely be implemented by marshaling existing field-wide capacities through ASTC’s Leadership and Field Development committee, ASTC, and partner organizations. Activities in the “**Longer Term**” column are ones that require more significant planning, identifying partners, enhancing capacities, and significant funding. The committee will work with ASTC to identify champions who might take the lead on making progress in each of these areas, which might include ASTC-member institutions, other professional associations or networks, as well as individual leaders.

Focus Area	Near Term (1-2 years)	Longer Term (2+ years)
<p>Develop science center-specific HR tools that build on best practices from several industries and tailor them to our field.</p>	<p><i>Collate, curate and share:</i></p> <ul style="list-style-type: none"> ● Fair and inclusive HR policies/practices for compensation, advancement, and succession planning ● Effective practices for recruiting, interviewing, hiring, and retaining staff, especially those who hold marginalized identities ● Effective practices that foster wellness at work and work-life balance ● Staff culture survey tools used and the associated guidelines on how to administer 	<p><i>Compile, create and share:</i></p> <ul style="list-style-type: none"> ● Case studies of institutions that have tackled fair compensation structures
<p>Expand support for science centers and museums in implementing ongoing ways of learning together</p>	<ul style="list-style-type: none"> ● Expand and enhance ASTC Communities of Practice and online events ● Review, revise, and expand existing models for mentorship 	<ul style="list-style-type: none"> ● Establish a field-serving professional development fund that can provide additional resources to individuals seeking

Focus Area	Near Term (1-2 years)	Longer Term (2+ years)
<p>within and across organizations</p>	<p>and coaching (e.g. ASTC's Call-a-Colleague program)</p> <ul style="list-style-type: none"> • Share models of how museums have prioritized and budgeted for staff professional development funds 	<p>professional learning opportunities</p> <ul style="list-style-type: none"> • Scale up existing model leadership development programs (e.g. ASTC's New Leaders Fellowship program or Leadership Learning Labs) • People management workshops so that they can be easily accessed and are affordable
<p>Support staff at all levels develop capacities to manage and create change with explicit focus on equity and justice in their work and workplaces</p>	<ul style="list-style-type: none"> • Collate, curate and disseminate a suite of context-specific list of accessible resources for equity • Increase capacity of staff who lead affinity groups by providing resources and support for facilitation • Conduct gap analysis to determine need for establishing and supporting field-wide affinity groups, as well as the recommended organizing principle (e.g. professional level, job function, individual identity, etc.) 	<ul style="list-style-type: none"> • Conduct case studies of institutions that have well-established adaptive capacity and engage the field with the findings • Design field-wide infrastructure to support leaders to develop adaptive capacities • Scale model professional learning programs that offer the opportunity to deepen capacities to center equity and justice (e.g. Reflecting on Practice; CCLI, the Cultural Competence Learning Institute; iPAGE Leadership Program; Cambio; OF/FOR/BY ALL) • Implement field-wide affinity group infrastructure to address gaps identified through the gap analysis in near-term column • Work with organizations that specialize in equity capacity building and work with them to design and offer professional learning opportunities that address science center needs (including offerings for CEOs) • Conduct a case study analysis of institutions that have

Focus Area	Near Term (1-2 years)	Longer Term (2+ years)
		sustainable DEIAB professional learning opportunities for staff • Conduct a feasibility study of creating resources or launching a program on how to create a sustainable professional learning program at one’s institution
Support leaders to transform our fiscal models to ensure that our work thrives in the future	<ul style="list-style-type: none"> • Collect information and insights from science center leaders about their current challenges, opportunities, capacities and needs related to advancing financial health • Seek out and document examples of what “thriving” science centers look like and the fiscal models that enable them to thrive • Seek out and document examples of new approaches to science center financial models—especially those that center equity internally and externally 	<ul style="list-style-type: none"> • Work with organizations that specialize in business innovation and transformation to build capacity of CEOs, CFOs, and Boards to develop and implement transformative approaches to organizational fiscal health

This action plan offers multiple avenues through which science center and museum staff at all levels can be supported to develop adaptive capacities, center equity and justice, and thus, reinvent what it means to have a career in a science center. The committee hopes this plan serves to galvanize and focus field-wide engagement in advancing leadership and field development, including by ASTC and its member organizations, other professional networks and associations, as well as individual leaders.

Comments and questions can be directed to impactandinclusion@astc.org.



ASTC Leadership and Field Development Committee

Resource List

The following resources were identified by the ASTC Leadership and Field Development Committee as a part of their landscaping efforts to surface resources that science center and museum professionals are using to address current workforce challenges. Further information can be found in the full report, [Priorities, Challenges, and an Action Plan for Strengthening the Science Center and Museum Workforce](#).

Retaining Staff and Supporting Staff Morale

[The Privilege of Low Pay: Informal Educator’s Perspectives on Workforce Equity and Diversity](#)

This article discusses the results of a nationwide survey and selective interviews examining informal science educators’ perspectives on workforce equity, diversity, and professionalization before and during the COVID-19 pandemic.

[Human-Centered HR Repository](#). This repository from the Museum of Us is a place for museums to share their experiments with new human-centered HR practices, categorized by themes such as “Recruitment & Hiring”, and “Organizational Structure & Strategic Planning”.

[Society for Human Resource Management](#). SHRM is the world’s largest HR membership association, which offers education, certification, and networking opportunities to its members.

[Beating Burnout At Work](#). This book provides a framework to help organizations prevent employee burnout and includes case studies and specific actionable steps.

[The Empathetic Museum](#). This collective of museum professionals have produced numerous resources aimed at developing empathy in museum practice. One characteristic outlined in their “Maturity Model” rubric is “Institutional Body Language” which outlines how a museum might embody empathy through staffing, policies, workplace culture, and internal structure.

Recruiting and Hiring New Staff

[Rubric for Assessing Candidate Contributions to Diversity, Equity, Inclusion, and Belonging](#). This is a sample rubric for search committees to use in assessing candidates’ knowledge, past activities, and future plans for contributing to DEIB in the workplace.

[How Do You Design a Fair and Effective Compensation Program?](#) How-to article with tips for designing a compensation program, written by the American Alliance of Museums’ Director of Human Resources.

[Salary Bands: Valuing Talent with Intention and Transparency](#). Six steps for creating, implementing, and communicating salary bands, as well as an explainer for why and how salary bands can promote fairness, minimize bias, increase transparency, enhance communication and negotiation, and ensure rationality in how your organization compensates your team.

[Decolonizing HR in Nonprofits](#). This LinkedIn article provides a robust overview of important ways to get started in recruiting, hiring, and retaining Black, Indigenous, and People of Color (BIPOC) professionals.

[Rethinking Our Human Resources Practices to Build a More Equitable Museum](#). Micah Parzen, CEO of the Museum of Us, describes steps that he's taken to shift HR practices in order to rebuild the museum's team in more equitable and decolonial ways.

[Holistic](#). This Chicago-based DEI consulting firm helps companies build diverse, inclusive, vibrant workforces by using data and people analytics to attract, retain, inspire, and motivate top talent. They also provide a number of free resources, including people-first hiring and employee resource groups.

Supporting Institutional DEAI Learning and Change

[Museums & Race](#). This is a movement to challenge and re-imagine institutional policies and systems that perpetuate oppression in museums, including the Museums & Race Report Card for self-evaluation and a reading list.

[Accountability in Institutions](#). This slideshow, created by a science museum staff member, discusses examples of ways that institutions can truly become accountable for their historic and structural harms.

[The Intercultural Development Inventory](#). This evidence-based assessment examines individual's ability to understand and interact with other cultures and provides a customized intercultural development plan for improving these skills.

[Inclusive Science Communication Starter Kit](#). This toolkit helps science communicators apply the key traits of Inclusive Science Communication in their work, including strategies for facilitating difficult dialogues across difference.

[Institutional Genealogy](#). This PowerPoint describes the concept of institutional genealogy, a critical framework for assessing an organization's origins, ancestors and older forms.

[The Inluseum](#). This project includes a blog as well as tools and resources to advance new ways of being a museum through dialogue, community building, and collaborative practice related to inclusion in museums.

[Racial Equity Tools](#). This site contains a glossary of important terms, information about the history of racism, and an array of data and resources.

[The Ticking Crocodile: Performative Accountability in Cultural Institutions](#). This essay discusses how to spot false gestures at accountability, why acknowledgement is not enough, and what genuine reconciliation might look like.

[Project READY: Reimagining Equity & Access for Diverse Youth](#). These online professional development modules are aimed at school and library professionals who are interested in improving their knowledge about race and racism, racial equity, and culturally sustaining pedagogy.

[Diversci Spark Evaluation Workshop](#). This contains all the tools needed to run your own workshop for collective reflection and internal evaluation on the topic of inclusion.

[Nonprofit Learning Lab DEI Resources](#). This site contains a curated list of resources on DEI topics, sorted into categories such as Privilege, Policies, and Conversations about Race.

[YESTEM Equity Compass](#). This is a tool to help reflect on current practice and develop equitable practice, which is designed around eight dimensions of equity, including Transforming Power Relations and Asset-Based Approaches.

[Undoing Racism](#). These workshops, offered in various locations across the country, have been held for over 40 years, and bring people together to discuss structural racism and power and become a part of a network of anti-racist community organizers.

[The Art of Access: A Practical Guide for Museum Accessibility](#). This book describes how to build a comprehensive approach to accessibility that can be easily integrated into the fabric of your museum.

[Transforming Inclusion in Museums: The Power of Collaborative Inquiry](#). This book offers a new paradigm for understanding inclusion grounded in a retrospective of museum worker efforts to test the limits of inclusion, a reflection on inclusion's advantages and limitations in practice, as well as the integral concerns of racial equity and social justice.

[MASS Action](#) (Museum as Site of Social Action). Both a community of practice for museums to act and build on commitments to equity and social change and source of tools, including a [readiness assessment](#) and [toolkit](#) that outlines the theory and tools for practice towards creating greater equity within the museum field.

[iPAGE Leadership Program](#). A seven-month program for teams of US-based informal STEM professionals to develop skills to understand complex systems in new ways; practice novel strategies for facilitating highly productive teamwork and collaboration; and examine the relationships between identity, systems of oppression, institutional culture, power, and status.

[OF/BY/FOR ALL Change Network](#). A 12-month, fee-based, online program to help organizations to become more inclusive, equitable, and relevant through access to tools, progress reports, and coaching.

[Cambio](#). A year-long professional development program to help museums shift internal practices to better create STEM experiences that are culturally relevant, responsive, and sustaining to Latinx audiences.

Professional Learning and Leadership Development for Museum Staff

[Change Up Learning](#). Self-paced and live professional development opportunities for educators and youth development workers, that provide evidence-based advice drawing on the work of psychologists and learning experts.

[Reflecting on Practice](#). This is a professional learning program for informal educators to put the latest science of learning into practice.

[Cultural Competence Learning Institute](#). An institute that guides museum staff as they catalyze diversity and inclusion efforts in their institutions through cohort-based programs and online resources.

[CAISE Broadening Participation Toolkit](#). A toolkit to support science engagement professionals who are developing strategic efforts to broaden participation in STEM.

[Diversity, Equity, Accessibility, and Inclusion Booklet](#). The National Informal STEM Education Network rounds up tools, practices, and project examples that can support institutions in making their experiences more relevant and inclusive in order to promote a more equitable STEM future in local communities.

[ASTC New Leaders Fellowship Program](#). Provides skill-based leadership development opportunities to science center and museum professionals from historically underrepresented or marginalized backgrounds who aim to move into leadership roles in their career.

[Informal STEM Learning Professional Competency Framework](#). A tool for individuals, institutions, and organizations to understand, plan, and advance their professional capacity in the field of informal STEM learning. *A new NSF grant beginning Fall 2022 will support updates to the framework and tool development.*