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Advancing JEDI (Justice, Equity, Diversity, Inclusion) Efforts Through QE

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Abstract

This webinar will explore how research using QE can help to advance dialogue on JEDI (Justice, Equity, Diversity, Inclusion) topics. The presenters will highlight one study as an example of scholarly insight and analysis to informal sharing of testimonies that would otherwise be ignored. Through documentation and dissemination, such studies give voice to stories that long to be heard in ways that make it harder for structures of power to ignore and, hopefully, inform tangible change.

Danielle Espino: Great.

Danielle Espino: nice to see everybody here today, and both familiar faces and some new faces and just grateful to be here, my name is Danielle.

Danielle Espino: As were to introduced and.

Danielle Espino: i'm with my colleague Brian here we both have our matching backgrounds and our webinar is on advancing agenda, which is an acronym for justice equity diversity inclusion efforts through qe.

Danielle Espino: And so, as we get started we'll kind of give a little bit of an outline of what we're planning to review today.

Danielle Espino: So we're going to start with a little bit of some context and then go through a working example using qe and then an application of findings like what What does this mean.

Danielle Espino: And so, with that we'll go ahead and get started with a little bit of introduction and background so just to be upfront.

Danielle Espino: Our aims for this webinar is a little more pragmatic and a little bit beyond just reviewing a steady and so we'll talk, talk about short.

Danielle Espino: analysis, we did but we're not really going to be highlighting the technical aspects, like not going to be talking about the really cool new unit circle functionality.

Danielle Espino: but will instead be challenging ourselves to think about greater impact of the research that we do as we do that, though, we want to share a little bit about.

Danielle Espino: Our background, as it might be helpful to to share why we're interested in this kind of work related to Jeddah which is one acronym of many, there are several other acronyms we chose this one, because it, yes, it also sounds cool but.

Danielle Espino: So I currently work at pepperdine here in the United States working on research and evolving cross cultural contexts, but also at a fine art institution.

Danielle Espino: To support programming for museum exhibitions but i'm involved with several.

Danielle Espino: Efforts there, like the diversity equity accessibility and inclusion Council again that's another acronym for a similar topic for today and in that work i'm focused on institution wide efforts.

Danielle Espino: Specifically programming and to help educate the institution on Anti racism i'm also part of the bilingual working group to find ways that to make aspects more.

Danielle Espino: bilingual in the institution and prior to this i've also worked many years in higher ED and had the opportunity to do a lot of inclusion work with economically diverse student populations and.

Danielle Espino: Specifically, there was a instance, when I was at an institution, two things that took place that really shaped my experience was a report on race and the institution was released exactly.

Danielle Espino: 15 years to the day yesterday i'm essentially calling out the need to recognize and address address reach challenges within the institution and then days later, there was a tragic shooting that came to overshadow the situation so.

Danielle Espino: I was starting at a time where the students, that I was supporting, especially within this multicultural affairs division, I was.

Danielle Espino: Working with.

Danielle Espino: was facing like this double hurt and that experience of advocacy for the student populations, especially those.

Danielle Espino: In the Jewish and the black and LGBT Q student communities have really remained with me and.

Danielle Espino: As a reminder that, just because you aren't personally experiencing particular prejudice and oppression doesn't mean that it isn't happening.

Danielle Espino: And it's really important to give space to voices to actually listen and to do something about it and so also invite Brian says share a little bit about his background and interest in this work.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Thank you Danielle it's really an honor to be here as morton mentioned, I teach at riverside city college and have also been involved in museum work as a curator for the last decade.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And these two pathways of being a professor an academic art historian and the museum curator have run.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Parallel to each other, but when Danielle introduced me to David shaffer's book a few years ago it's sort of.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: It felt really life changing in a way, because it was the first instance, where I felt like.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: The kind of quantitative data that we so often present in the Academy, and also in the museum context, lose sight of the human centered stories and as a queer non binary individual who has interest in.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: histories of race and indigenous presence.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Both in the past and in the presence, these are stories that were so often lost in the data sets that were presented in the institutions of higher learning or cultural competency, and I was tired of seeing communities.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: compressed to numbers, or to bar graphs without a clear sense of what is the emotional impact on our communities that the work that we're doing.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: When we talk about culturally responsive teaching pedagogy curatorial work.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: We so often, I feel, from the studies that have been presented, or last decade or so lose that human piece we're often given long lists.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: of strategies to employ engage with communities work and network with with those leaders in your field without looking at the more specific.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Qualitative stories that can shed I think a lot of light on the kind of intersection of work that.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: I hope you know many of us in these institutions are committed to doing, but then also get so lost in the aggregated data that we present so I also feel like a real outlier in this work as it's still very new for me and I don't work well in mathematical.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: sort of circumstances so Danielle has been a great mentor and i'm grateful to be here.

Danielle Espino: Ryan you're so awesome we are grateful, just so you know we are always welcoming of you always have you have bring so much to the table and so grateful for you to be here and.

Danielle Espino: be opening to share this part of our world with the rest of the Community.

Danielle Espino: So, now that you know a little bit about us and why we care about this work, our goal is to showcase how qualitative stories within with using qe can.

Danielle Espino: Help be relevant to policy change and we're going to share one specific example, which is an analysis of posts on social media that are relevant to the workplace environment in the arts museum context, because that is the crossover for Brian and I just speak from so.

Danielle Espino: So to kind of rewind in 2020 global pandemic we're all very aware of and.

Danielle Espino: In the middle of that mid middle of 2020 in the United States, there was the murder of George floyd which brought a renewed discourse on racism to the forefront, including work spaces.

Danielle Espino: And there was an instagram account that emerged, where a museum employees, past and present could anonymously submit their experiences of racism and exclusion.

Danielle Espino: And we didn't just want this to be a passing trend, but find a way to document the phenomenon in a scholarly way and give it a voice that could it be ignored so.

Danielle Espino: Then we looked at the instagram account, which is called change the museum, we have an acronym of cgm for short and we wanted to as proof of this.

Danielle Espino: initial analysis and proof of concept of this analysis, we looked at the first two months of where we saw rapid amount of posts which was in June and July of 2020.

Danielle Espino: um as we read the posts, some of the posts were generalize and didn't really speak to a specific lived experience so.

Danielle Espino: What we did was we separated the posts that were more general statements versus the ones that were recalling a particular experience and we focused on the ladder where the utterance owned.

Danielle Espino: The experience, which was usually with an if statement and so looking at those experienced posts that came to about 119 so like around 200.

Danielle Espino: And from those own experiences, there were two types, there were these personal accounts, where the submitter themselves was the direct target of the action versus the observed.

Danielle Espino: accounts, which were the submitter observed something, but they were not the director only target of the action.

Danielle Espino: And each of these posts were very rich and description and often very painful to read and i'll pass it over to Brian to share a little bit about some of the examples of the data.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: yeah as Daniel said, I mean it reading through the data set in visiting the instagram account you'll see the the personal accounts tend to be the ones that are the most either triggering or bring up a lot of.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Experiences with trauma within the institution those observed experiences, though, also highlight the trauma from the outside perspective.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And the connections that are drawn between the individual that has experienced the micro aggression, or the hostile work and by environment, the harassment.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: sexism racism, etc, is still there, but often linked in the observed context to other individuals or to institutional structures and then on the personal level, we do often.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Read more about the individuals within the institution, the director, the Supervisor, the manager and the fear piece that comes out on an emotional level.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: The personal accounts reveal that concerned about retaliation, and so forth, so these are just two examples.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: As Daniel mentioned they're rich with descriptors that allowed us to form the code book, based on the kinds of utterances, and we had the benefit of looking across the entire first year of posts, so we had a sense of what kinds of themes or.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: utterances would emerge over the course of a year, but then limiting our initial data set to that first month and a half.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: allowed us to really focus on what were the major issues coming to the fore at a time when museums were also grappling with how to

respond internally and externally, in light of the death of George floyd and others Danielle Is there more to add on this one.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Oh, I think you covered it so we did form a code book, starting with and we acknowledge here that these.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: represent the aggregated categories and that the desegregation of a category like race would does allow us to look at black.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: staff members Latina key staff members Asian staff members and so forth the same way that the gender category can allow us to look at men, women and non binary queer and trans staff.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Employment was a term that dealt with all aspects of the job related to hiring advancement recruitment, the theme of ignorance came up a number of times.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Which either referred to this lack of knowledge or experience about an issue or a lack of care and empathy and I think that element of empathy really emerged strongly, the more we look at the experience over time.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Micro aggressions gradually came across either implicitly or explicitly in the kind of data.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: That was recorded in the utterances whether these were communicating hostile a derogatory negative attitudes.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Language that was meant to dehumanize culturally marginalized groups.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: We also looked at positional influence, and this is one that we could further desegregate on a number of levels we initially saw posts about supervisors senior leadership's leadership board members.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: But initially we didn't look at donors volunteers, or those that are not directly funded by or employed by the institution.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: But we gather over time looking at this data set will be able to look more critically I think at the role that these individuals play in issues related to race hiring advancements so forth.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: One of the major points that we see over the first month and a half, but more so over the first year.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Is this fear for retaliation and fear for even speaking up about race related discrimination in the workplace.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: As a factor that might lead to further retaliation, and then with that the fear of tokenism whether tokenism.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: comes in the form of putting people of color or individuals in traditionally marginalized groups on to Councils, like the one that Danielle mentioned the diversity equity accessibility and inclusion Council.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And the way in which that might relate to fetishization or increased workload, I think, is one that we see over the course of the first year that didn't necessarily come up in the first month and a half anything more there Daniel.

Danielle Espino: that's great.

perfect.

Danielle Espino: So we'll just dive into some of the models that were from this initial analysis again can rain that June and July period, and when we look at this.

Danielle Espino: The the ones with the personal posts that are on the left here in blue, and then the observed on the right, that are in red they might seem similar at first, but then you realize that the personal posts are.

Danielle Espino: Connected to more constructs like the retaliation, the gender.

Danielle Espino: and employment, which indicates that there are these hidden issues that are occurring, while the observed post highlight the very visible issues that connects.

Danielle Espino: The race to ignorance and positional influence, and so I think we have the on the next slide the subtract of model where you can see those differences, a bit more on that there is a difference between the two, and so.

Danielle Espino: Looking at looking at this, you know what is this mean, I know what are what is what's the relevance of this so we're essentially seeing these complimentary patterns of.

Danielle Espino: Hidden issues relating to gender employment and retaliation, with the personal posts compared to observe posts and on the next slide we'll see just some.

Danielle Espino: Some comments here, but really in order to the implication is that, in order to really see the fuller picture of the issues that are happening, we need to create spaces, where people can call out observe behavior.

Danielle Espino: To support one another, but also to empower personal accounts of first hand experiences to come forward.

Danielle Espino: So we can't be focused on just one or the other but both so, for example, we can't just have an unconscious bias training for everybody.

Danielle Espino: We need to also have mechanisms in place where people can report behavior that doesn't just go into the void, to make people feel better that they're reporting something like it, it also needs to have some action with it, so the importance of having both.

Danielle Espino: So on the next slide we'll see that what are some other things that we can look at so.

Danielle Espino: This was just an initial analysis and we are still working on looking at over the course of a year as Brian has been mentioning you know we've.

Danielle Espino: We kind of looked at it preliminarily and we want that we're in the middle of trying to finish looking at.

Danielle Espino: A full year of posts at to kind of see what additional concerns and themes emerge from this we're also interested in doing some regional comparisons among the cities, now the posts do are limited in the data.

Danielle Espino: Because they don't necessarily always identify that it's with a particular location, but for at least the ones that we do, hopefully we're able to compare.

Danielle Espino: In addition, there are more movements than just the change the museum instagram account and so there's if we're able to do similar analysis with other movements, we can also see are there.

Danielle Espino: Where do the trends overlap and whatnot and perhaps another more interesting thing we would really love to do in the future is to compare it with the actual.

Danielle Espino: plans that museums have released in since then in response actually to not necessarily change the museum, but just the trends at the time to.

Danielle Espino: respond to these concerns with the institution for regarding diversity equity accessibility and inclusion and so.

Danielle Espino: It would be interesting to do an analysis of this fantasy if they compared to things that were raised in change the museum, even though museums don't openly address or acknowledge that change the museum even exists or existed so.

Danielle Espino: Again, what let's say we do all this analysis, but then, what do we do with the results of these examinations and it's really important obviously you want to use this to catalyze thinking and in turn policy change and.

Danielle Espino: To support that that dissemination pieces, very important.

Danielle Espino: Not just to the academic setting, which is very what we're used to will have a study will put it in a journal and whatnot but making this connection to practice in order to raise that awareness and.

Danielle Espino: Trying to transfer that too broad publications and social media and also it was sharing the work with practitioners, so that way they can spread the word about it as well, and with that I want to pass it over to Brian to talk a little bit more about.

Danielle Espino: Some additional thoughts that we had and how this approach got us thinking about even more steps and analysis.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: I think the point that Daniel has raised, starting with these other movements, the art museum transparency that looks at salary transparency in the art museum across positions.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: or museums, are not neutral that ask institutions to take a critical look at their positionality as a collecting and displaying or exhibiting institution.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: The language is often used in those plans or that comes across in these other movements.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Calls out institutions for not following the smart acronym for goal setting that they're often not specific enough or measurable enough even achievable enough.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: They do often feel relevant and time bound are time sensitive but they lack some of those other core elements and we see that also.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: In the institutional cultural climate surveys of many of these institutions where they're already gathering large amounts of data from staff.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: That always include a free fielded section for staff to comment on further some of the questions that have been asked, and yet it's that data that is so often missing it's the qualitative.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: assessment that is often thrown out or is only seen at the highest level, and so, when a staff reads out to these plans either dei plan or the institutional cultural climate survey results.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: We again see ourselves in boxes or categories or lines in a bar graph not understanding that for black employees in New York and black women specifically there are salary discrepancies and also.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: high level of turnover and lack of advancement that, naturally, of course, comes out in the change the museum post when you add the emotional trauma and the Labor piece to that that is read in the change the museum.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: piece you then I think have a model for empathy institutionally that can help leadership and everyone across the board, better understand.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Their role in the workplace and creating that culture, so when the DEA museum plan says we are going to champion a culture of acceptance that can't be measured, really.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: except perhaps in the quality of the qualitative data How are people feeling accepted, are they feeling safe coming to work.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Often, those anecdotes are dismissed as we've seen in leadership and even some of the studies that i'll refer to later.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Leadership specifically dismisses anecdotes as they dismissed change the museum because they're seen as singular not necessarily reflective of broader groups and yet these surveys, are these plans.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: On the one hand, do reflect at least the institutional climate and then the plans themselves should align with the climate in some ways.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: So I think that's what we're seeing is the tension by cultural institutions to resist.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Change the museum and other initiatives like these, as being complaint outlets and not seeing the real wealth of information that comes across.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: there's also obvious connections to population and demographics, in a community, so it won't be surprising that in Los Angeles, we see a greater amount of post by Latin ickes or Latina individuals about their treatment in museums.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: That, then, some unsurprising statistical data point I would think could inform leadership when they have a statement in a plan that says commit to hiring people of color you now have evidence of.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Where people of color in your institution are already feeling the trauma of being employed or feeling the micro aggressions and so to create or champion a space, you have in a way, a wealth of personal data that should, I think, provide a path work forward was that clear Daniel.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: From there.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: yeah did you want me to move on to the next.

Danielle Espino: exam please yes.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: So as an academic art historian and museum employee i'm very used to this idea of past forecasting looking at a literature review or lit analysis.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And in my mind, it was sort of both revelatory to learn this quantitative ethnic ethnographic approach but also maddening at the same time, because in a way, what we read unchanged, the museum should not have been surprising.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And the statements that museums issued in light of the death of George floyd floyd and brianna Taylor and numerous others.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: should also not have come at the time that they did because museums have for at least the last decade.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: already been acknowledging the need to engage communities in a participatory model like Nina assignments 2010 volume or in 2012 the foundation of something called the enthusiasm, which provided.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: and continues to provide updated bibliography studies assessments demographic surveys.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: participant models that help provide a groundwork for museums, to be more inclusive.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: With precisely the kinds of language that we're reading now in these plans for diversity equity accessibility and inclusion.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: commit to bilingual translation of labels and programming Well, this is evidence that we've known in the museum education field for well over a decade and did Oh, then in 2017 and.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: When trends, like the museum are not neutral campaign emerges on social media, we already had years of evidence.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: about how visitors of color and staff of color feel within this space, and so there was something of a catalyzing moment in 2020, of course, of all these factors on a global level coming together.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And yet I say that.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: It was sort of maddening to think with quantitative ethnography because in a way we've already known, the direction that museum should be taking, and so it was in a way ironic that just days before 2020 the.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: International Council of museums and the.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: association of art museum curators re released a study about the state of dei practices in museums, that was attempting to provide a pathway forward.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And then moving into 2020 so the American alliance of museums released their study about diversity equity accessibility and conclude and inclusion, based on a seven year working group model.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: So we go into our lockdowns of early 2020 with all of this information, and then by the middle of the year, change the museum emerges.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: and very quickly museums grappled with issuing statements to respond to the kind of public outcry that institutions.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: reflect upon that the trauma in our world and become safe spaces, and so the studies that have come out since changed the museum emerged not referencing change the museum though our books like museums as agents of change by Mike murawski.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: a wonderful study of the last.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: 10 plus years of museums as sites of change, but even he acknowledges in many of his chapters that museums aggregate data and present strategies for change.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: That are often not able to be measured defining who your community is developing Community advisory groups, creating partnerships.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: But not allowing the desegregated data of the emotional piece of those communities to shine through that's the piece that's missing from White Papers it's a piece, that is acknowledged at the high end.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: That when you form, for example, a partnership with your Community ensure that those partnerships developed at the beginning.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And the anecdotal evidence that comes across in one example, working with indigenous communities.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: If you involve elders leaders change makers five years into a longer strategic plan you've missed opportunities to think.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: intentionally about these relationships and so it's often I think the human centered piece that gets lost because we're committed to.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Either a list of strategies or the data.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: In very discreet categories that again, Mrs the intersection of peace and to that point Sarah arguments book complaint, although it doesn't deal with museum sector, specifically, but rather higher education or other institutions of learning.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And the way in which women specifically who raise concerns about sexual harassment sexual assault sexual violence are often dismissed and she says diversity is often where you end up in institutions.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: We often end up on the diversity committee because of who we are, we are not men not white not SIS gender not able bodied.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: The more knots that we are, the more committees we end up on, if you end up on the diversity committee then.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: You can end up under more surveillance, when you mentioned terms like race sexuality and gender you're seen as a complainer so she's aggregated and then desegregated.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: A decade's worth of data that again can be a roadmap for museums forward and because it's published with the university press like Mike Morales skis book, these are the books being discussed.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: In major conferences in the museum world the in both education curatorial and beyond, and so I think part of the goal that Danielle and I have come to is that.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: We want to really see the value of change the museum, because we want to believe those who are complaining or those that are speaking up those that are speaking out.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: That they're inviting institutions into a conversation, and not just calling out the behaviors of trauma aggression and so forth.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And that as Sarah off matt and Mike Ross in a number of others from the early origins of feminism.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: To the present have said that institutional critique is the highest form of gratitude and generosity towards an institution, because you're creating this space for change, and if the institution can can commit to change.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Then we can move forward, we may never fully erase the barriers.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: of racism within an institution which five of the 12 museum plans state than in a five year period they hope to erase racism within an institution.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: That is likely impossible, but, listening to staff and listening to these experiences we feel is one way forward, so I realized we're going.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: i'm going long now, I wanted to give one additional sort of application, because this model, as I mentioned the beginning has really excited me, and I think of curriculum applications and pipeline.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: modeling because institutions of higher learning and museums, often use the term pipeline in the kind of nebulous way.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And what I was starting to look at years ago as a curator was how can I be more strategic in the exhibitions that I put on and the acquisitions that I propose.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Based on what's being taught in our classes and I looked at the model of smart history, which is a digital open educational resource.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: The Center for public art history that years ago created robust content for the ap or the advanced placement exam of art history 250 objects across world art histories with robust content that can be accessed anywhere in the world.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Looking at that information alongside state standards for assessment in the history social studies field.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And then, looking at the population demographics noticing that in fourth grade and seventh grade in California and in 38 States across the United States.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: learn about the medieval period again my area of specialization that within my region that constitutes over 460,000 fourth grade bodies.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: That come from a minimum of 460,000 household or family units or Community networks that might we be able to better focus on the kinds of themes that come up in the curriculum, such as models of kingship themes of identity trade travel.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And so I mounted this exhibition about India in 2018 and it stemmed from Community engagement working with communities of Jane.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Buddhist Hindu and other religious groups people from India immigrants religious communities and so forth, and I felt excited about this project because it was Community driven.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: But after the exhibition opened my colleague and I, who both mounted exhibit at the same time we're critiqued because we didn't introduce the history of sikhism.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And it wasn't that we didn't introduce the history of sikhism but that we overlooked intentionally or unintentionally, the vast seek population in Los Angeles.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: And the very fact that in 2017 sikhism was introduced as a cultural competency standard in the California education units, the very same units that I was looking to for medieval history or also introducing sikhism.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: So trying to learn from that with an another project that is now a publication coming out later this year about.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Black figures in European art and histories of kingship in a global context, my colleague, and I have invited 10 additional scholars on early modern history on race, on kingship.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: To begin each of their essays in this volume on biography because biography is another standard in the California and.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: US standard curriculum for the medieval if we start from the place of biography we can still engage themes of race travel trade kingship and so forth.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: But what i'm interested in at this point is the way in which these standards are presenting these narratives and how we could use models that i'm seeing in other fields in stem specifically and other studies that Brendan and Danielle have shared amanda seabird Evan stone and.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Professor shapers work on science standards, I think we've talked a lot in the humanities about what content is presented, but not the methods, through which the content is presented.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: The narratives that are put out there, and also, more importantly, in my mind the student responses.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: When introducing topics of race, what are the trigger points or the trauma points for students of color.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: When we talk about sexual violence towards women in positions of leadership as part of our standards, what is the impact in teaching those histories.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Why is it that LGBT Q a two plus histories or queer and trans histories and, more broadly, are not introduced at all when we know from our fields of study that these histories are relevant and have been around.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Since time immemorial so as we're working on new curricular models, I think, listening to the student voices in the student responses is as important to guide and direct our work moving forward.

Danielle Espino: Thanks so much fine so right now we've got a really specific and using the museum, setting as an example, but we hope that perhaps sharing this example can.

Danielle Espino: Help think about what perhaps are other contexts that this approach might be able to help advance the gen I themed work and.

Danielle Espino: Perhaps we were trying to think about what's another takeaway to keep in mind with this particular kind of topic and it's really just a reminder define relevancy but the people who are in involved with the practice right if.

Danielle Espino: engaging with those conversations, because they might know data sources that you don't know about and also involving them in.

Danielle Espino: The interpretation of the data, I know that there we have obviously the movement of participatory qe within the Community but also inviting.

Danielle Espino: The PR practitioners to help with the determine like showing them results but also coming up with the implications that can also help strengthen and and.

Danielle Espino: help our findings to be more well rounded and then also if they can contribute in the authors those individuals can help disseminate the work to people who perhaps might not normally have.

Danielle Espino: checked out the the article and whatnot and broaden the REACH so that's kind of the that that is our presentation so far and we're grateful for all of you and I know that we have some we have some questions in the chat and I.

Danielle Espino: Honestly forgot that there was a chat window so we'll kind of perhaps start to get to those but Martin feel free to if you want to.

Morten Misfeldt: Get.

Morten Misfeldt: Your I can say something I can say thank you very much, I mean this was very interesting and inspiring and from for me also.

Morten Misfeldt: a wonderful political.

Morten Misfeldt: Take in a sense, I mean you are actually trying to to to create change in Korea, I find that very interesting, we have a number of questions in the chat already so i'll jump.

Morten Misfeldt: Right to them an lexis you have a question for the near maybe you want to phrase it yourself.

Morten Misfeldt: it's a well I can, if you're not.

Alexis Aria: There I think it's an issue i'm here.

Alexis Aria: i'm here yeah it's interesting.

Alexis Aria: Because I knew Daniels work before but it's interesting that it has turned into activism, so I just was wondering what year and what event, I mean I know you mentioned George floyd but was that in 2020 when you were inspired to.

Alexis Aria: Do anti racism research or was it.

Alexis Aria: Long before Thank you.

Danielle Espino: yeah no I think i'm so Brian and I actually were on this Council together and we both observed this trend of change the museum and while it's something that informed our practice.

Danielle Espino: We hadn't crossed, and I had not crossed the two parts of my world of the research side and doing the the practice side and so.

Danielle Espino: Change the museum offer that opportunity to kind of merge the two together so that's that's really where.

Danielle Espino: This started we're not I wouldn't build us to be experts, by any means, but we're just trying to give voice to the phenomena that we see are happening so hope that that's kind of the short version of that.

Alexis Aria: Great and what year did you start that.

Danielle Espino: Probably probably in early 2021.

Alexis Aria: Great fantastic thanks.

Morten Misfeldt: Yes, thank you.

Morten Misfeldt: hi you have this very wonderful care question and what about the data what's the average post.

ZHIQIANG CAI: yeah quality i'm asking is when I look at the in a network, I feel like.

ZHIQIANG CAI: If that just because the NASA posts different unexpected, because if the of the posts are shorter they may have just to be more brief on the just on the right point.

ZHIQIANG CAI: i'm just wondering.

Danielle Espino: Sure that's a great question so and Brian feel free to chime in, but most of the poster about a paragraph in length and some are a little bit longer.

Danielle Espino: But i'm actually though between so we ended up separating between personal and observed and they're pretty pretty similar because some observed post.

Danielle Espino: Some of them were long, but so we're the personal ones, but most of them generally are about a paragraph so not to two different insights I would say.

Danielle Espino: Because we did take out all the general posts like if something was just like oh such and such institution like deliver the message of this, you know it's not really a reserved experience but.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: I think, Daniel didn't We also notice it for the personal.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: We often read more about a timeline of the events that these were longer standing issues, whereas the observed often tended to be a moment, there were a few over time that we noticed, I think, as more personal posts were shared.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Then some of the observed posts could corroborate that, having worked at the institution for 15 years i've witnessed these initiatives to.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: You know X y&z towards diversity and could see the impact on Latin.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: communities, for example, so I think there were a few like that that over time, started to make these broader overarching themes about their own length of the institution.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Perhaps that they didn't realize maybe because the personal or so specific about over my five years as X or in my 10 years at the institution.

Danielle Espino: So yeah that's that's kind of both the other parallel um.

Morten Misfeldt: But, but the good question here is, of course, if there's another difference and then the richness of the discourse maybe it's I mean simply because the posters longer, but that doesn't seem to to to be the case so so in.

Morten Misfeldt: The goal, you have a question about.

Morten Misfeldt: The DNA models, I mean up you're like to look more than models, or what, what can you can you say the question go.

Golnaz Arastoopour Irgens: yeah I would love to hear more about the models so you showed that subtracted network.

Golnaz Arastoopour Irgens: And it looked like there was a difference, but I mean it'd be i'd be interested in hearing a little bit more about the difference, and if you had a chance to close that interpretive loop.

Golnaz Arastoopour Irgens: And kind of, let us in on that, if that was the case, and what I mean by that is do you have some examples from the data that can explain some of these connections and help interpret some of these connections.

Golnaz Arastoopour Irgens: If you're there yet, if not that's okay.

Danielle Espino: Sure, I feel like we've talked about it, Brian.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Well wasn't the one that immediately came to mind when you asked this excellent question is that so often, for example, was it.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Employment and retaliation in relation to race it's so often, one of the challenges.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: In some of the posts, where they wouldn't name the city or the institution is that they may be the only woman of color or black woman's basically our Latin accuracy individual in the institution, and so, for them to speak out publicly giving.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: evidence that where they're working the institution or even the city could lead to retaliation or lot law loss of employment or lack of advancement and so I think that might explain some of those connections.

Golnaz Arastoopour Irgens: And right.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Sorry, to ensure.

Golnaz Arastoopour Irgens: What to help me understand, can you remind me again which one was the red and which one was the blue.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: In this instance, so red is the observed right Danielle and then.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Blue as personal as it was yes.

Golnaz Arastoopour Irgens: Okay got it oops yeah got it okay blue is personal brand is absurd OK.

Morten Misfeldt: OK, I have a question that.

Morten Misfeldt: song was that clear Danielle was there anything else on that one, I think.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: You probably could same.

Danielle Espino: More.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: I mean, I feel like there wouldn't.

Danielle Espino: be a I apologize to not have to have more like a fresher ideas i'm trying to remember also the specific data set we looked at, because we've been looking at the other posts and so it's kind of like coming together so.

Danielle Espino: I think, Brian says a good example.

Morten Misfeldt: Okay, I will ask the question.

Morten Misfeldt: Because I think you know, usually, when we when we.

Danielle Espino: Are.

Morten Misfeldt: Reading david's book and do it talking about quantitative ethnography and so on, we think about it as very.

Morten Misfeldt: epistemic can compensate by we are learning something about a data set something that we couldn't see before and and I think you're doing a little bit of it, I mean to do that also but you're also maybe you have over also experimented with using.

Morten Misfeldt: The network.

Morten Misfeldt: For more like rhetorical purposes or make or in order to make other people aware, in order to create some change, and I would like to hear your reflection on that because it's actually quite a different.

Morten Misfeldt: thing if you are you're trying to find out something for yourself and really what is going on here right and and and if you're trying to.

Morten Misfeldt: bring some knowledge out to the world, so that it makes a change what, what is your reflection on on that can cue you do something, for instance in in aggregating.

Morten Misfeldt: A number of specific instance instances in a way, where where you can actually say okay there's a problem here I mean or or what what's your reflection on that.

Danielle Espino: So you're saying, like our hope for.

Morten Misfeldt: Well, I hope I was thinking, I mean did you show this to to someone did you post it in a way to make people aware that there's a problem in the sector or and what how did people react.

Danielle Espino: Sure um but I don't know Brian if you wanna if you want to share because you're more of the person who's like sharing things on social media, but I will say that on my end.

Danielle Espino: i'm so we did this initial analysis or in the middle of doing the longer term manassas and that's kind of the one we want to promote more, because then we'll have more data points to point to look at we did that initial study is kind of a.

Danielle Espino: Okay, we need to keep going, because there is something here and so right now, these initial this initial work i've shared with colleagues who kind of are.

Danielle Espino: part of what kind of already support kind of these efforts within the institution.

Danielle Espino: and part of the reason why we haven't gone even to that higher up rules is because they're going to want like more hard hitting like Well, this is just these two because right now, museum leadership is very dismissive of Sutton phenomena like change the museum and they want.

Danielle Espino: they're not going to pay attention unless someone really solidifies it and calls it out.

Danielle Espino: In a formal setting so we want to get our Year study out and publish it so that way there's something solid that we can point to that has gone through peer review.

Danielle Espino: So that's that's that's kind of the game plan for us in the in the longer term, right now, and so, but we're also trying to enlist allies to help us in this work, because Brian and I doing it ourselves.

Danielle Espino: We were trying to find other people to kind of help us to continue on and see other points, perhaps that we're missing and so i'm Brian i'll also leave it to you to kind of tag on also what you've shared and whatnot.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Sure, and I think you're right, it is sort of using the platform of an academic publication to in some ways.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: give credibility to or greater at scholarly attention to this, otherwise social media phenomenon and museum leadership and even curatorial and some education circles are often resistant or dismissive of.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: These platform, even when something like change museums, are not neutral emerged in 2017 institutions seem to resist.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: Because it was seen as a passing fad or temporary or somewhat I mean I like to the question that you just asked.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: More time thinking mariah question in the chat is also really good because.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: part of what we have discussed in these circles and on these dei councils or so forth, there is a question about institutions responding in ways that are not as you've asked just damaged centric.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: But then also look at themes of desire and resistance, I mean that's really clear, I think, from.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: What we're seeing in communities of color and an LGBT Q communities that are putting forward stories about the past that.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: On the one hand in these institutions have not yet grappled with or dealt with these histories of damage or trauma enough.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: to then be able to present the stories of desire and resistance, so in the on the one hand it's addressing the structural barriers of challenges internally in order to create a safe space, so that you can have.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: I think a dialogue to speak about the more positive or uplifting stories and also within this model and some of the response to this study that we shared on social media this initial work is that.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: You know these are really painful stories for museums, to think about are these are really difficult stories and they might be difficult for white audiences they might be painful though for audiences of color and how.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: How does an institution, then sit with and sit in that space, I think there's an element of time that's needed as well that we've been thinking about, but that is beyond just the epidemic analysis I guess.

Morten Misfeldt: Okay, thank you plan so just let me hear.

Morten Misfeldt: Maria did we cover your question here.

Morten Misfeldt: Okay, great so so I have Andrew I have David and I have a good one, afterwards, so angel you go first.

Andrew R. Ruis: yeah thanks, this was this was really interesting I really enjoyed hearing you guys are thinking about this issue, and one of the things that your.

Andrew R. Ruis: Talk has really crystallized for me and that i've been thinking about for a little while i've seen other folks thinking about, in particular the policy folks is this.

Andrew R. Ruis: sense that, like you know traditionally ethnography is kind of focused on a specific culture or a specific time a specific place and one of the things that we allows us to do is actually.

Andrew R. Ruis: Do sort of ethnographic type analyses of sort of whole ecosystems and i'm using that in the colloquial sense right.

Andrew R. Ruis: So the policy folks and given this some thought that have been your work is really I think.

Andrew R. Ruis: Very ripe for that kind of analysis, because you're interested in a structural problem that's operating at all of these different levels and through all of these different mechanisms.

Andrew R. Ruis: And, and we actually have the tools to do that kind of sort of multi multi level kind of analysis and you know, in some ways, you know, Daniel and you're saying you know you could look at museum policies and things like that you I mean.

Andrew R. Ruis: You guys are actually looking at an issue that's sort of sitting at the intersection of of everything from kind of employment and Labor laws and policies, you know to.

Andrew R. Ruis: You know, social, you know specific social issues to more you know kind of museum centric kind of curatorial and display type issues and.

Andrew R. Ruis: And sort of all of this and actually most of that's out there on some level it's mostly available and it strikes me that one of the really.

Andrew R. Ruis: Important questions here is actually how to integrate that kind of information because that's that's, I think, a very important question a very hard question but it's also where you might get the most.

Andrew R. Ruis: traction in some ways, you know you're pointing out right this sort of you know, the resistance that people in positions of power have to even consider these as issues, let alone to to consider.

Andrew R. Ruis: You know solution.

Andrew R. Ruis: You know, are ways to address them and and one of the one of the ways to make that argument is actually to be able to highlight really clearly to be able to tell that sort of causal.

Andrew R. Ruis: story that simple causal story on this complex situation, using a model that actually pulls all these pieces together essentially and do that and.

Andrew R. Ruis: So I know you guys are you're doing sort of step one of what you see has a much larger project, but I am I am curious like how you've been thinking about the.

Andrew R. Ruis: The way to connect, for example, things like individual lived experience to these much larger structural issues that do often transcend specific times and places and cultures and yet you don't want to lose that.

Andrew R. Ruis: That sort of richness of the lived experience and the importance of what people what people feel on time i'm curious how you guys are starting to think about.

Andrew R. Ruis: How to bring all that stuff together in a way that that sort of equalizes it on some level or keeps that sort of that sense of importance of the different pieces.

Danielle Espino: I think Andrew thanks so much for sharing all of that, in such an eloquent way and and.

Danielle Espino: The potential of the things that we are able to do here, because it's a it's a very big task, and I think.

Danielle Espino: Ryan, and I understand that and it's both something we're kind of pursuing on the side of the work that we're doing so thanks so much for for that I.

Danielle Espino: was very encouraging, so as far as wanting to make sure that we don't lose the richness so we're looking to cue to help us kind of.

Danielle Espino: bring about a discussion points to people who are in positions of power right and then from that once they perhaps start to ask questions, we can fold in these these examples and highlight and ideally allow those voices those more specific instances to be heard.

Danielle Espino: But really we're just trying to at least now use these models as an opportunity to just get our voices in the door.

Danielle Espino: And and get other colleagues and that's the other approaches that if going to the top doesn't work, we have to build a coalition of our colleagues around us to see it and.

Danielle Espino: evaluate for themselves and and realize that there's something here and worth looking more into so that way.

Danielle Espino: We can create an opportunity to showcase the stories more and those lived experiences and more than likely, there will be more people who want to come forward and share those experiences so there's a lot.

Danielle Espino: To go there, I will share that i'm i'm thinking more specifically about like a particular institution and tackling with one because, once we tackle one then.

Danielle Espino: and help that to influence change, then we can then that will be an example for another institution and another, and so it might not be something that will happen like like across and make a huge change overnight across the whole industry but i'm making this incremental change.

Danielle Espino: And Brian and enough want to add anything.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: No, I think the point you said at the very end, is exactly it, I think we before the webinar discuss if we.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: There is one institution we can think or yeah we can think of it, the director is already on board with this kind of work and they already have these internal cultural climate surveys and I think even applying.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: The model to their internal data in light of some of these broader field related.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: and regional data that might help them tell a richer story about their own staff and so using.

Bryan C. Keene (he/él/they/elle), on Tongva/Cahuilla lands: The qualitative to speak quantitatively but also to assess the current state of things in a way that might be more meaningful on the ground, because those lived experiences are so often lost in the presentation of the data.

Morten Misfeldt: You.

Morten Misfeldt: know.

David Williamson Shaffer: always forget to unmute um yeah I mean this is not so much a question is.

David Williamson Shaffer: Like it's a bit of a shadow perhaps an invitation.

David Williamson Shaffer: in the sense that you know I think this work is great, and I hadn't I actually hadn't heard that much of the detail, but I knew that it was going on, but I didn't really know the details of what you guys were doing and.

David Williamson Shaffer: The thing that I want to highlight I guess is that there, there are other folks who've been thinking about what it seems like a similar issue in the context of.

David Williamson Shaffer: Serving indigenous kiwi there was a.

David Williamson Shaffer: Some session at the last conference about that um and this this was this came comes from work of May, she was here, and he will.

David Williamson Shaffer: See Barry who is who is not, I guess, because it's midnight in Australia, but um but the you know the the argument there, in part, was.

David Williamson Shaffer: sent the whole of it it's much more complex and may she can do more justice to it, but was in part, that there are indigenous communities that whose representations of knowledge, the way they think about.

David Williamson Shaffer: You know what's true and what's worth worth knowing understanding is in the form of stories and that those interface very badly with all with all the policy world.

David Williamson Shaffer: And it seems like there's a similar thing going on here you're it sounds like you're talking about a kind of a man story QA which I think is really cool.

David Williamson Shaffer: in the sense that you're recovering stories or not recovering but you're taking stories that people are not otherwise able to hear and trying to use qe to put them in a format, where they.

David Williamson Shaffer: Were they speak with power to the institutions right so there's a mathematical representation there's a publish representation there's a kind of.

David Williamson Shaffer: A culturally accepted representation of things and otherwise appear anecdotal and that's it and that seems like it's a like a theme that runs through now a couple of different things, but it's actually potentially really, really powerful.

David Williamson Shaffer: And I just I.

David Williamson Shaffer: i'm glad to see it happening and may she wants to add anything that'd be great, but I do think that there's a space in the Community to say there are more people thinking about this, and it seems like would be really good discussion to continue.

David Williamson Shaffer: He I don't know if you want to add anything that's it for me.

Meixi: yeah thanks David No thank you Danielle and Brian for such an engaging presentation, I could just feel that.

Meixi: I don't have much to add, I think the the cogs is still turning.

Meixi: And as want something i'm wondering about is you know the power of these collective narratives right that could speak to.

Meixi: Broader trends or broader.

Meixi: sort of emotions that that folks are experiencing and have that interface with.

Meixi: sort of a reflection of, I think, especially if they are the surveys that are put out of you know.

Meixi: From organizations to say like that this could be a tool to reflect back on what's actually happening on the ground with sort of these aggregated experiences, I guess, my question our wondering for myself.

Meixi: Is what, how do we also ensure that there's.

Meixi: The diversity of stories one, and for it to not flatten right what's going on and how do we think about that you know it's important to have collective narratives but how do we.

Meixi: understand the the uniqueness of have to not flattened Vegas the data and then second i'm in what ways might.

Meixi: The kinds of reference representation now with you know epidemic graphs but what am I other forms of representations.

Meixi: Be that.

Meixi: Might sort of tell the stories on people's own terms and what might that look like.

Meixi: And how might that push are thinking of what kinds of representations are out there, based on you know the live histories and the kinds of ways of knowing.

Meixi: That come from within the people themselves right and so Those are the two things that i'm just mulling with and thinking about, but I appreciate that this presentation so much thank you.

Morten Misfeldt: Okay, great Thank you, we have one last question, then we need to wrap up so.

Morten Misfeldt: In one coin sorry.

Morten Misfeldt: Oh yeah.

JAEOON CHOI: yeah.

Morten Misfeldt: Thank you so much.

JAEOON CHOI: Daniel and Brian.

JAEOON CHOI: i'm i'm it's wonderful really a new experience for me and I was wondering, I just wanted to hear how your experiences have been are using qe and your research, specifically in terms of.

JAEOON CHOI: Like comparison to the existing analysis methods out there cuz some some methods are used to perpetrate.

JAEOON CHOI: You know the racism or the bias, that we have in society, and I was wondering if we can be used to answer cui bono questions are specifically in terms of like power dynamics and.

JAEOON CHOI: who holds power and where our power lies in so basically question of and i'm asking how was your experience using cutie in your research.

Morten Misfeldt: We have time for those short.

Danielle Espino: yeah I don't know if Ryan, I feel like you know me okay well i'm actually going to use you as the main example, so you know.

Danielle Espino: I think again for us like i'm curious a good opportunity to provide like a starting point to open up the conversation with people and about the topic so that we can.

Danielle Espino: We can share more people be more interested in wanting to hear the stories right, and so it provides that that that visualization that people need to kind of get them interested in the topic because that's really often word is because usually with these issues.

Danielle Espino: We are we are preaching to the choir So how do we engage people.

Danielle Espino: To get out of that who think that they're not part of the choir or that it's just a thing this a passing fad or whatnot.

Danielle Espino: To engage and so this is where cuties most we found to be most valuable rather than doing like a thematic analysis or.

Danielle Espino: Other other ways of doing it, so I know when Brian I shared it with him, he was like it clicked for him so so quickly, and I appreciate that so much and that's kind of what.

Danielle Espino: What drew him in, and also to see, then you started seeing the potential for using this methodology other aspects, like doing curriculum comparisons to address pipeline issues, etc, so I think that there's just a lot of power in you, in particular.

Danielle Espino: One of them, so your question.

Morten Misfeldt: We hope so, because we need to go into formal part of the meeting, anyway, I mean so people are, of course, welcome to hang out as long as Brendan keeps the House open here.

Morten Misfeldt: But this was very interesting Brian and Danielle I think we all had a little tour down and.

Morten Misfeldt: Both an interesting a research project that you have told us about, but also a way to use qe that engage more with the with the with.

Morten Misfeldt: The Community and political issues, and so on, so thank you very much for this and.

hope to see you next time.

Danielle Espino: Thank you all for being here.