Advancing JEDI (Justice, Equity, Diversity, Inclusion) efforts through QE

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Session Overview

Introduction
Purpose and Approach

QE Example
Social media analysis

Future Directions
Applications: where can we go?

Q & A / Discussion
Introduction

• Webinar Goals: Impact vs. Technical

• About us!
  ○ Danielle and Bryan
  ○ JEDI (Justice, Equity, Diversity, Inclusion)

• Qualitative stories → QE → Policy
  ○ Social media analysis
  ○ Museum context
Research Case

Instagram Posts of Museum Workplace Experiences
Overview

- Examined posts to the Change The Museum Instagram account about the observed and personal experiences in the museum workplace from June – July 2020.

[RQ] How are issues of racism and inclusion personally experienced or observed by staff in museums as expressed through posts on Change The Museum during the first two months of its creation in 2020?

- 199 posts were written as first person accounts.
- Designated into two categories: Personal or Observed.
- Personal posts directly involved the person who submitted while Observed posts described witnessed situations.
**Data**

<table>
<thead>
<tr>
<th>Post Type</th>
<th>Example Utterance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>...I came into work with my hair braided, this same supervisor told me I looked different that day and said &quot;you look... DARKER. Must be the braids.&quot; I was completely shocked. I never reported him, since I wanted to be promoted and I knew I wouldn't be if I complained.</td>
</tr>
<tr>
<td>Observed</td>
<td>...the senior curator on the call referred to herself as Hitler...I guess as a way to be self-critical of her own behavior, but she had Jewish assistants, and it was uncomfortable for everyone.</td>
</tr>
</tbody>
</table>
## Codebook

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>Referring to a person or people on the basis of their membership in a particular racial or ethnic group</td>
</tr>
<tr>
<td>Gender</td>
<td>Referring to a person or people on the basis of their gender</td>
</tr>
<tr>
<td>Employment</td>
<td>Involving aspects of hiring, advancement, recruitment</td>
</tr>
<tr>
<td>Ignorance</td>
<td>Example of explicit or intentional ignorance on an issue; explicit lack care/empathy of issue; explicit lack of experience with an issue</td>
</tr>
<tr>
<td>Type</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Micro-aggressions</td>
<td>Common verbal, behavioral or environmental slights, whether intentional or not, that communicate hostile, derogatory, or negative attitudes toward culturally marginalized groups; includes instances of unconscious bias</td>
</tr>
<tr>
<td>Positional Influence</td>
<td>Relating to position of power, privilege roles (e.g. supervisor, senior leadership, board member; not donor, volunteer)</td>
</tr>
<tr>
<td>Retaliation</td>
<td>Punishing someone for engaging in legally protected activity</td>
</tr>
<tr>
<td>Tokenism</td>
<td>Referring to instances when an individual is the symbolic representation of diversity; can include instances of fetishization</td>
</tr>
</tbody>
</table>
Results

Personal Posts

Observed Posts
Results

Subtracted
Discussion/Conclusion

• Results found in posts of observed behavior additionally indicated connections with Ignorance.

• Personal experience posts indicated more connections with Gender, Employment, and Retaliation (the latter more “hidden” aspects)

• These complementary patterns in the ENA models indicate the importance of calling out observed behavior, while also empowering employees to report their own firsthand experiences to get a fuller picture of the issues facing the museum workplace.
What can we do?

• Future analysis
  ○ CTM posts over 1 year
  ○ Regional examination (e.g. New York, Los Angeles, Cleveland, Houston)
  ○ Other movements (CTM - New Zealand/Australia, #MuseumsAreNotNeutral, @artandmuseumtransparency)
  ○ DEAI Museum Plans

• Goal: dissemination of results as catalysts for thinking
  ○ Academic and broad (trade publications, social media)
  ○ Connecting to practice

• Bridging gap of conversations -- research analysis -- policy change

• Institutional cultural climate surveys
Future Directions: Past Forecasting
Future Directions: 20/20 Horizons of Change
Future Directions: Curriculum & Pipelines
What can you do?

- Invite practitioners to your work and be open to listening and adapting to other voices
  - Data Sources
  - Coding
  - Interpretation
  - Implications
  - Dissemination

Questions/Thoughts?

We invite you to the conversation!
Thank you!

- We invite you to join us in this work-- contact us!

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