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

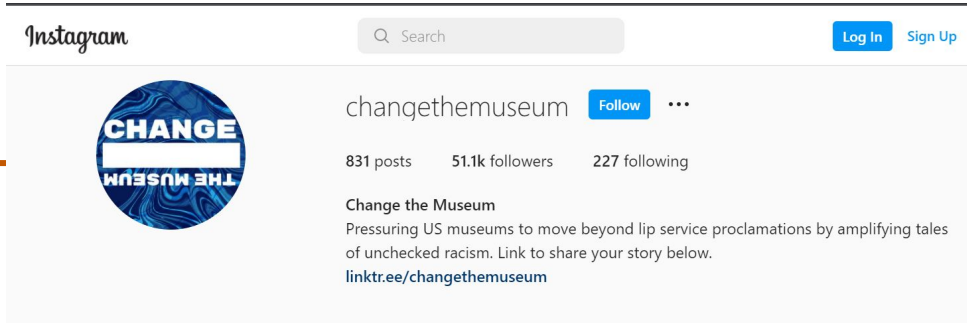
Overview

- 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



Post Type	Example Utterance
Personal	...I came into work with my hair braided, this same supervisor told me I looked different that day and said "you look... DARKER. Must be the braids." I was completely shocked. I never reported him, since I wanted to be promoted and I knew I wouldn't be if I complained.
Observed	...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.

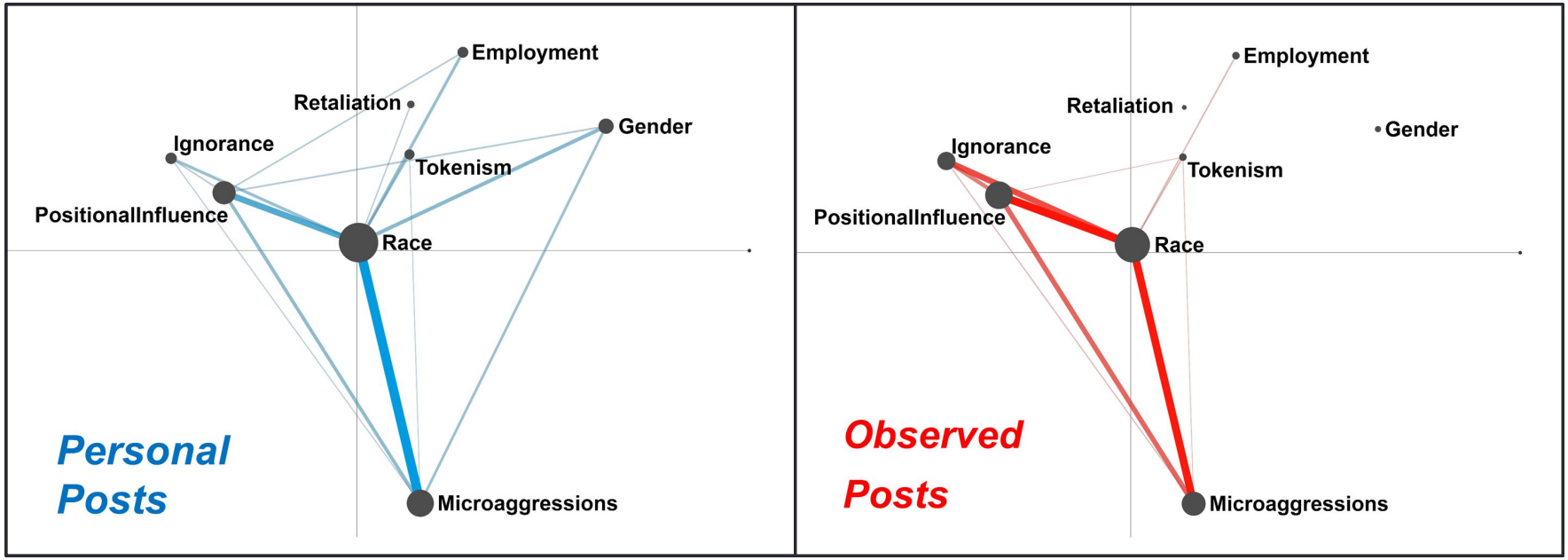
Codebook

Type	Definition
Race	Referring to a person or people on the basis of their membership in a particular racial or ethnic group
Gender	Referring to a person or people on the basis of their gender
Employment	Involving aspects of hiring, advancement, recruitment
Ignorance	Example of explicit or intentional ignorance on an issue; explicit lack care/empathy of issue; explicit lack of experience with an issue

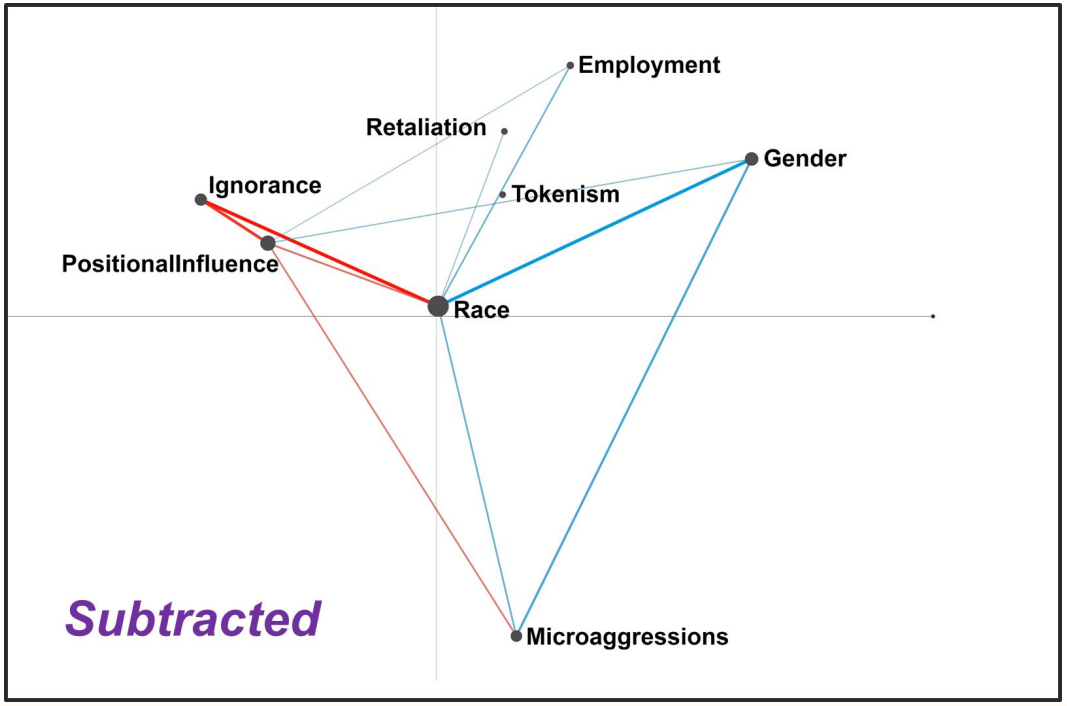
Codebook

Type	Definition
Micro-aggressions	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
Positional Influence	Relating to position of power, privilege roles (e.g. supervisor, senior leadership, board member; not donor, volunteer)
Retaliation	Punishing someone for engaging in legally protected activity
Tokenism	Referring to instances when an individual is the symbolic representation of diversity; can include instances of fetishization

Results


Employment
Retaliation
Gender
Ignorance
Tokenism
PositionalInfluence
Race
Microaggressions
Personal Posts
Employment
Retaliation
Gender
Ignorance
Tokenism
PositionalInfluence
Race
Microaggressions
Observed Posts

Results


Employment
Retaliation
Gender
Ignorance
Tokenism
PositionalInfluence
Race
Subtracted
Microaggressions

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?

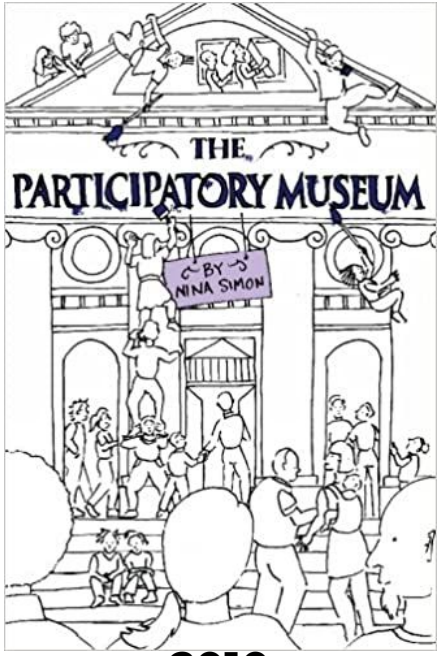
- Future analysis
  - CTM posts over 1 year
  - Regional examination (e.g. New York, Los Angeles, Cleveland, Houston)
  - Other movements (CTM - New Zealand/Australia, #MuseumsAreNotNeutral, @artandmuseumtransparency)
  - DEAI Museum Plans

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

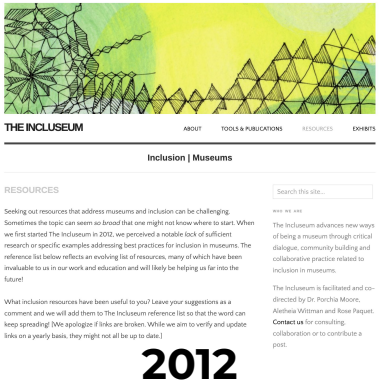
- Bridging gap of conversations -- research analysis -- policy change

- Institutional cultural climate surveys

Future Directions: Past Forecasting



2010



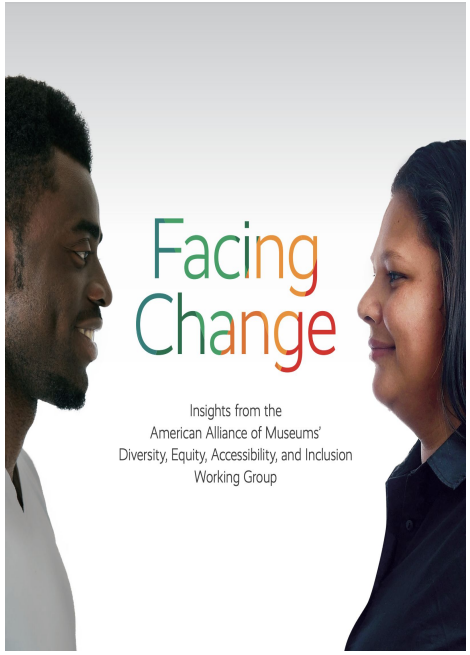
2012

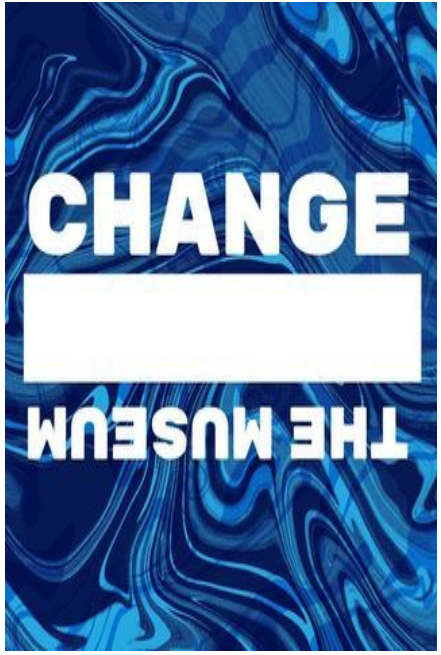
2017

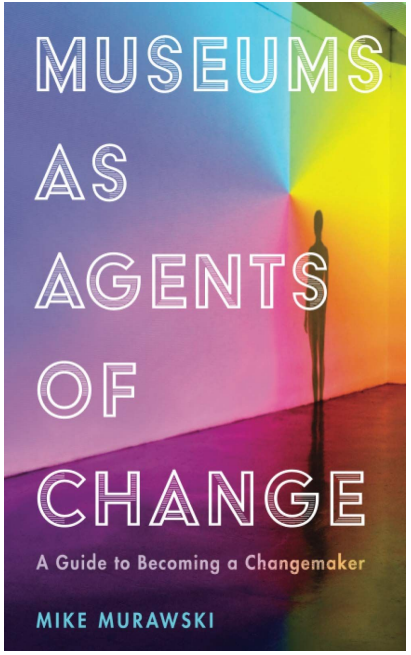
CCLI Cultural Competence Learning Institute

2019

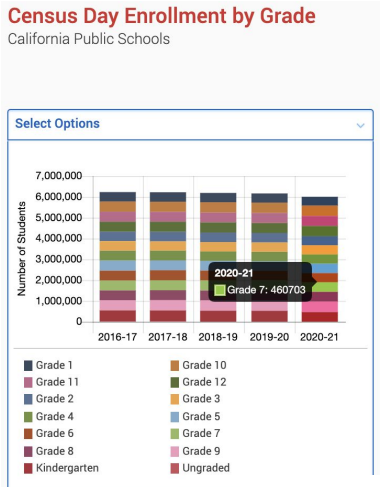
Future Directions: 20/20 Horizons of Change

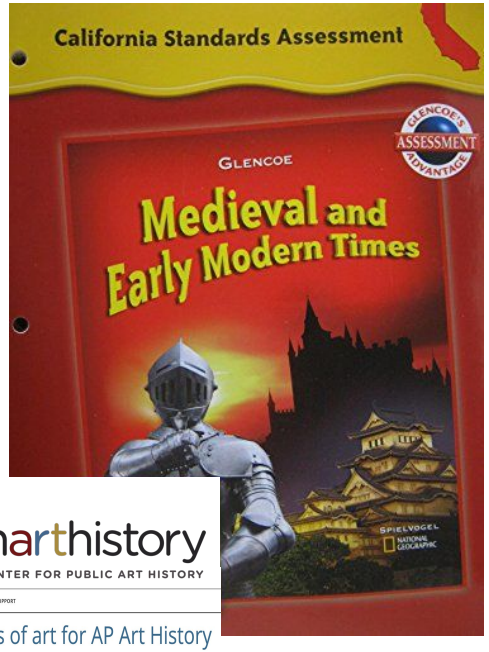


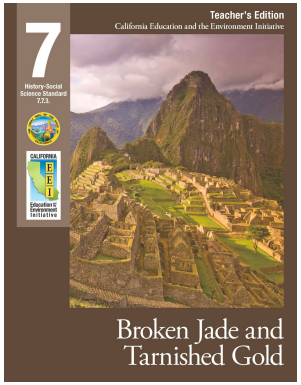


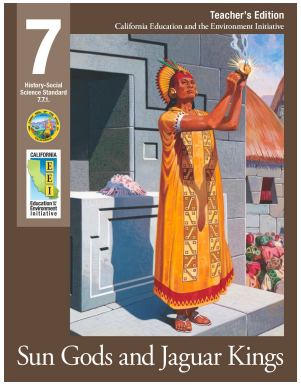


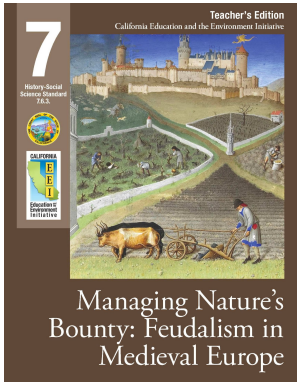
Future Directions: Curriculum & Pipelines

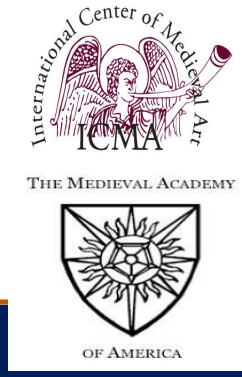


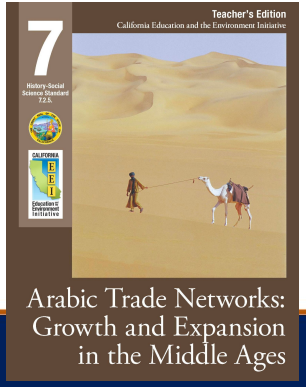


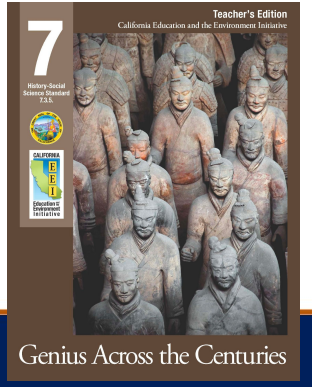












What can you do?

- 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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