



# JEDI Report 2022

Listening. Learning. Changing.



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*Many thanks to Highmark for its support of the Children's Museum's JEDI work and the Children's Museum's staff, board of directors, members, artists and partners for making this report possible.*

## REPORT SUMMARY

At Children’s Museum of Pittsburgh, we are on an ongoing journey to improve ourselves and our organization through listening, learning and changing.

While we have always worked on issues relating to justice, equity, diversity and inclusion (JEDI), the major events of 2020 – including the closure of the Children’s Museum due to the COVID-19 pandemic, and the intolerable killing of George Floyd and countless Black and Brown people as a result of racial injustice – compelled us to envision and create an even more equitable future for the Museum.

We are committed to building and nurturing an environment where JEDI issues continue to be woven throughout our work. As the nation’s largest cultural campus for kids, we share space and do work with community partners such as Allies for Children, Reading Is FUNdamental Pittsburgh, SLB Radio Productions, Pittsburgh Public Schools, Manchester Academic Charter School and Hosanna House. The campus is a place to explore and be curious, and we have a responsibility to continuously welcome diversity in all of its forms.

We have been listening to people who have lived experiences that can teach us, to experts on JEDI issues and to voices society oppresses.

We have been open to learning through vulnerable and uncomfortable conversations, as we understand how our backgrounds and experiences have shaped our understanding of the world.

And no matter our age or experience, we continue to grow and change. As with all journeys, we may stumble from time to time, but we will get back up, learn from our experiences and improve.

We created this report about our past few years of JEDI work, not just for the purpose of sharing the progress with our communities and partners, but to give us a chance to reflect and gather feedback. The creation and nurturing of a JEDI environment does not happen overnight. Our work takes place at all levels: in our personal lives, among our teams, within our organization and in the community.

### Our Commitment to JEDI

The global COVID pandemic gave us the opportunity to reflect on who we are as a children’s museum and who we aspire to become. As we began to reimagine the Children’s Museum, part of the work was to reflect with staff and board members on our values, including our commitment to inclusion and diversity.

Justice and equity had to be a part of our work to counter the inequality in cultural institutions, remove barriers and nurture a welcoming environment for our visitors, staff and community.

There are various ways of representing this work with an acronym – IDEA, BEAD, DEAI, D&I. We chose JEDI because it prioritizes justice and speaks to taking down barriers, providing resources and nurturing a welcoming environment. This sign of our commitment also incorporates the sense of play that we embody as a children’s museum.

Our work began with weaving JEDI values into our mission, values and strategic plan. Our mission now states that we provide “innovative and inclusive museum experiences that inspire kindness, joy, creativity and curiosity for all learners.”

**“Do the best you can until you know better. Then, when you know better, do better.”**

**– Maya Angelou**



In order to live out such worthy goals, we must not be neutral as a cultural institution, but continue to be a catalyst of change as we fulfill our mission. We must constantly and consistently provide an environment in which our team members and our visitors can bring their whole selves and feel welcomed, included and supported. Children especially need to feel comfortable to ask questions and express their emotions in a space that’s as big and open as their dreams.

This Report is part of not only being transparent about our progress but, more importantly, being true to our commitment to JEDI. It is an honest overview of the work we have undertaken over the past year to be a space for listening, learning and changing. We are on a journey which will continue to transform our museum into

what the people that bring it to life everyday want it to be. Not a neutral space. An intentional space. Made up of learning through joy, creativity, curiosity and kindness, and an inclusive space for all. This is our goal. This is our commitment. This is who we are, and who we aspire to be as we continue our JEDI journey.

## Key Takeaways

The report that follows serves as the first look at the work which we re-emphasized nearly two years ago. We started with an internal analysis of our culture, using both qualitative and quantitative research, by asking our staff and board members about their beliefs, norms and perspectives in a manner that would allow us to compare information over time. To consistently benchmark our progress, we created a research plan for both our employees and our board.

### Some of the takeaways from our report include:

- Staff and board are open and willing to learn more about JEDI and understand its importance
- We are increasingly becoming more racially and ethnically diverse, while also being more expansive in identifying our gender identities and sexual orientation
- There are areas for improvement, and we are fully committed to change at all levels of the organization
- As a reflection of our values and long-term commitment to JEDI, we have created a dedicated department, budget, staff committee and board committee for the work
- We have expanded the project to include our ongoing work on accessibility, for our staff and visitors with visible and non-visible disabilities, who are neuro-diverse, socio-economically diverse and linguistically diverse
- We are eager to listen and learn among our staff and our board
- Staff and board are fully behind the JEDI work, understanding that the organization’s future depends on its ability to adapt to and adopt change
- Both an employee JEDI Council made up of staff representing all departments and the Board JEDI Committee, whose chair has a seat on the Executive Committee, were created in order to ensure that the work was weaved into all areas of the organization

After this organizational culture analysis, we created a strategy, identifying institutional changes to our shared mission, values and guiding policies. As we implement these updates, we understand that it is not stagnant or exhaustive, but flexible and adaptive in order to meet people where they are on their journey. As we learn, we may adjust the plan to better focus JEDI in our work.

## BUILDING OUR FOUNDATION

### Social and Environmental Factors Affecting the JEDI Work

As with most systemic change efforts, our JEDI work has been affected by social and environmental factors that are out of our control. We wanted to put a name on the factors because of the important impact they had on the work.

1. COVID-19 is one of the most overwhelming, unprecedented events of our lives. The virus has affected our mental, economic, emotional, social, physical and psychological wellbeing. Our teams and visitors are all impacted by it, at varying levels and with varying resources to cope.
2. Social unrest is present as systemic injustices continue to affect our teams, families, friends and neighbors. The continuing conversations around the systemic social injustices faced by BIPOC communities across the United States have shifted our conversations from observational to intentional. We are also seeing the effects of exhaustion in marginalized communities.
3. Feedback from employees past and present, in the form of an open letter and at public and internal meetings, created a needed space for tough conversations. That information continues to impact our conversations today.
4. Political and social unrest is fueled by widespread misinformation on many levels. Perceptions are considered truths by many, while facts, studies and lived experiences are questioned.

### Accountability

How we keep our organization and ourselves accountable for the JEDI work is an important part of taking a stand on social justice and actively working to take down barriers and create more equitable environments. Accountability has to include not only initiating the work, but measuring its progress and reporting on it.

#### **To that end, we are taking various steps to ensure accountability to ourselves and our communities:**

- We updated our mission, values and vision in order to center inclusiveness and diversity as pillars of our work
- Our Executive Director and Board of Directors are intentionally working to make the Museum more inclusive and stand firmly behind the work, creating a permanent seat for the JEDI Board Committee Chair on the Executive Committee and a new bylaw that was adopted by all of the board
- We committed resources, personnel and funding to JEDI work, ensuring that the JEDI team has a yearly, dedicated budget for intentional work
- We are creating infrastructures for JEDI work through our policies, practices, processes and procedures in HR and within our departments
- We are surveying visitors to learn more about them and their needs
- We are measuring increased knowledge and progress through dedicated resources to our learning and research JEDI work
- We are measuring the recruitment, hiring, promotion and retention of employees with different lived experiences and identities
- We are looking to incorporate measures in our employee evaluations that will include belonging and inclusivity as central to employee success
- We are continuing our learning through the growth of our JEDI Council and Committee, as well as listening to the communities around us for guidance in our JEDI efforts

- We are expanding our community engagement work in order to ensure that voices that society marginalizes find a home at the Museum
- We are changing how we communicate by adopting more inclusive language and visual representation of our stakeholders

In other words, our JEDI work is here to stay at the Museum. We take responsibility for this work and embrace the challenges and changes that come with it.

### Strategy, Methodology & Framework

Guided by our staff, Executive Director and Board of Directors, our JEDI work has a sound strategy, with evidence-based methodology and a research-based framework.

#### Strategy

The Organizational Change Strategy (Figure 2) illustrates how transformation in an organization relates to growth in individuals. As people become aware and educated about JEDI issues, they can take ownership over them and offer solutions to barriers (Individual Change). Individuals begin to re-frame, and, at times, completely change, the organizational systems that limit and prevent them from reaching their goals (usually inclusion). All levels of the organization must be a part of the process and individuals must be met where they are for the strategy to work.

Figure 2: Organizational Change Strategy

AWARENESS	EDUCATION	INDIVIDUAL CHANGE	ORGANIZATIONAL CHANGE
Introduce Emotional Intelligence (EI)  Discuss pertinent language (e.g. gender v. sex, racism, privilege, generations, ageism, cultural appropriation, etc.)  Explore pertinent concepts (e.g. intersectionalities, privilege, racism, equity v. equality, justice, etc.)  Provide safe spaces for honest conversations  Start surrounding employees with focused messaging	Advanced facilitated workshops and trainings on EI & justice, equity, diversity and inclusion (JEDI) (cross-functional and/or departmental)  Group leadership conversations about needed JEDI changes & goal-setting  Activities meant to foster safe conversations  Creation of JEDI Council and Board JEDI Committee in order to have more intensive learning.  Intensifying of organizational messages toward goals	Employees themselves begin facilitating conversations with teams (employee confidence increases on subject matter)  Leadership and their teams converse about what changes are needed & establish a path (goals) on how to get there (strategy)  Research shows that employees begin to check their own thinking/actions; employees align their own goals with a framework of JEDI  Employees take messaging ownership within their own departments & work	Organizational events that encourage change (e.g. continued, mandatory trainings /workshops, cultural speaker series, etc.)  Incorporation of a company-wide strategic plan around JEDI  Evaluations of the effectiveness of strategic plan  Maintenance of cultural competence through messaging  Human Resources strategies are adapted and adopted to ensure a more diverse workforce, with retention and promotions being central to the work.

#### Methodology

Both the staff and the board of the Children’s Museum developed their own methods of achieving agreed-upon JEDI objectives. The following table (Table 1) shows the plan of action for JEDI work over the past two years. Some of the work, especially engaging with our external stakeholders, progressed more slowly than anticipated as a result of the continuing COVID-19 pandemic. The efforts of the Board JEDI Committee follows a similar progression.

The following is a timeline of the activities that were taken within the organization in order to move the JEDI work forward. Please note that we consider learning and education to be action items as they are essential to our progress.

Table 1: Timeline Showing Completed and Planned Actions and Activities

ACTIVITIES	TIMING
Expanded the scope of the Museum's Reimagine work to elevate diversity and inclusion	APR 2020
Statement on racism released in response to death of George Floyd	JUN 2020
Hired Cecile Shellman to consult on establishing our JEDI leadership	AUG 2020
Staff engagement sessions with Pastor Brian James Edmonds and Dr. Sheila Beasley	AUG 2020
JEDI board committee created	SEPT 2020
Hired staff JEDI director	OCT 2020
Internal information research	OCT - DEC 2020
Setting JEDI goals and habits with cross-department teams	OCT 2020 - Ongoing
Social media internal research	DEC 2020 - JAN 2021
Department and organization socio-ecological models	DEC 2020 - JAN 2021
Belonging Survey data gathering & analysis (repeated annually)	DEC 2020 - FEB 2021
Board diversity research	OCT - DEC 2020
Creation of staff JEDI council	DEC 2020 - JAN 2022
Creation of board JEDI committee	DEC 2020 - JAN 2022
Partner analysis of vendors/supplies, artists/designers and funders/sponsors	JAN 2021 - Ongoing
JEDI plan & implementation for HR recruiting, hiring, retention, promotion & employee	JAN 2021 - Ongoing
Training development	FEB - JUL 2021
Trainings on JEDI topics	FEB 2021 - Ongoing
Development of JEDI communications campaign for staff & visitors	FEB 2021 - Ongoing
Hired Community Engagement Manager	JAN 2022
Community asset analysis and community mapping	JAN - FEB 2022
Board recruitment plan	JAN - APR 2022
Individual JEDI council plan	JAN - JUN 2022
Community engagement	FEB 2022 - Ongoing
JEDI x health & wellness programming	MAR - OCT 2022
Departmental JEDI plans created and implemented	MAR 2022 - Ongoing
First JEDI report finalized & publicized	APR 2022
JEDI media/book club	APR 2022 - Ongoing
Employee resource group creation	JUN - JUL 2022

The staff’s activity started with conversations and trainings with consultant Cecile Shellman including individual evaluations Intercultural Development Inventory surveys where we could discuss our own backgrounds and plans for growth. Museum staff and board members met with partners and the community to listen and reflect on our work over several months. After we hired JEDI director Dr. Mónica Méndez, she began having one-on-one conversations with the entire staff (42 people at the time) to get to know the Museum team and understand our departmental and organizational cultures.

Then staff participated in an anonymous Belonging Survey on how they were raised (to establish socialization norms around JEDI), their demographic information, what they knew about basic JEDI topics, whether they felt like they belonged at the Museum, and what we, as a workplace, could improve. All this data informed us about how we could best start our work with the team and how to best reach them. This survey was repeated with our 2021 staff and board and will continue to be used as we move forward with our JEDI work as a tool to measure our progress on different topics, gather information about our changing staff, and continue to explore how we can improve.

Our next step was to begin a series of trainings and evaluate how our employees received these trainings. To date, the trainings we had include: Intercultural Development Inventory, Emotional Intelligence, Biases and Perceptions, JEDI 101: Definitions, De-Escalation of Conflicts, Gender 101, Identity and Intersectionality, Accessibility and Disabilities. (See Appendix A for more details.)

## Framework

We adopted the socio-ecological model (Figure 3) for our JEDI work because it considers complex interactions between individuals, relationships, community and societal factors, and offers a comprehensive framework for examining experiences between people and their environment. The definitions of these levels are as follows:

- **Individual**  
Values, norms, experiences and personal history factors that affect how a person interacts with their environment. JEDI work requires the support of attitudes, beliefs and behaviors that promote JEDI ideas
- **Relationship / Work Team**  
Close relationships that may influence individual behaviors and beliefs, and contribute to their lived experiences, including work teams, partners and family members
- **Community / Department**  
Community surroundings, such as schools, workplaces and neighborhoods in which social relationships occur and which may support equitable environments. At this level, we examine the larger environmental factors that influence behavior, socialization and beliefs
- **Society / Organization**  
Broad societal factors that help create a climate in which JEDI is encouraged or inhibited, including social and cultural norms, health, economic impacts and educational and social policies that sustain social inequalities among groups

Figure 3: Socio-Ecological Model

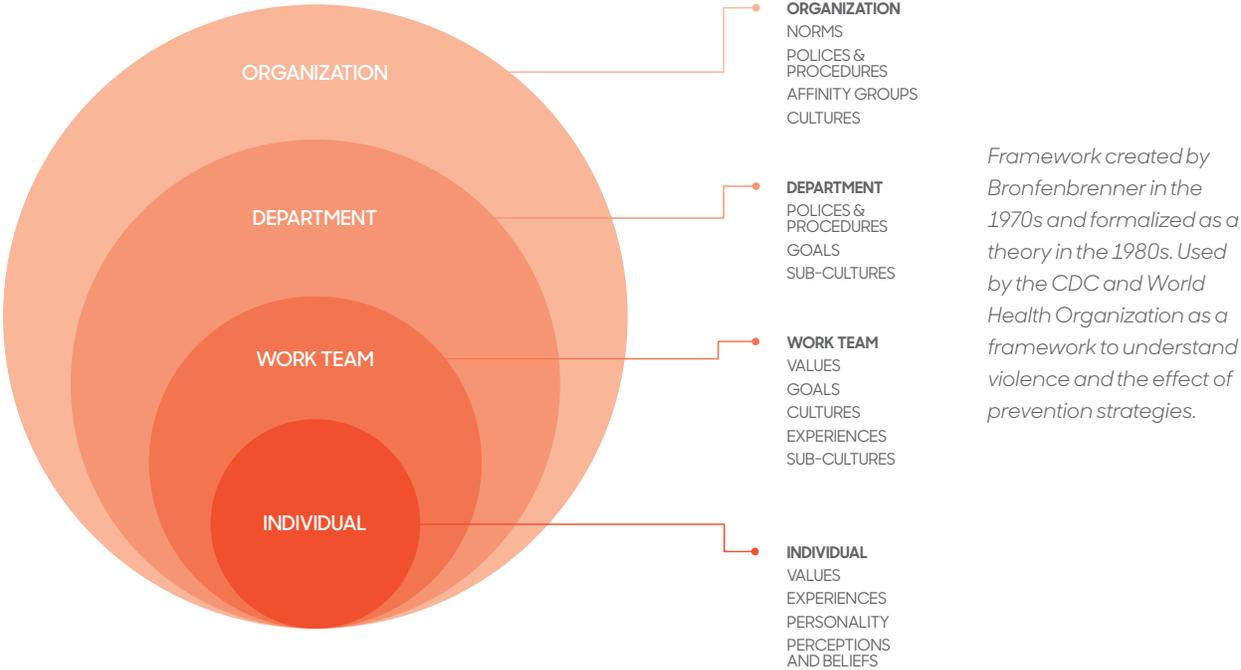
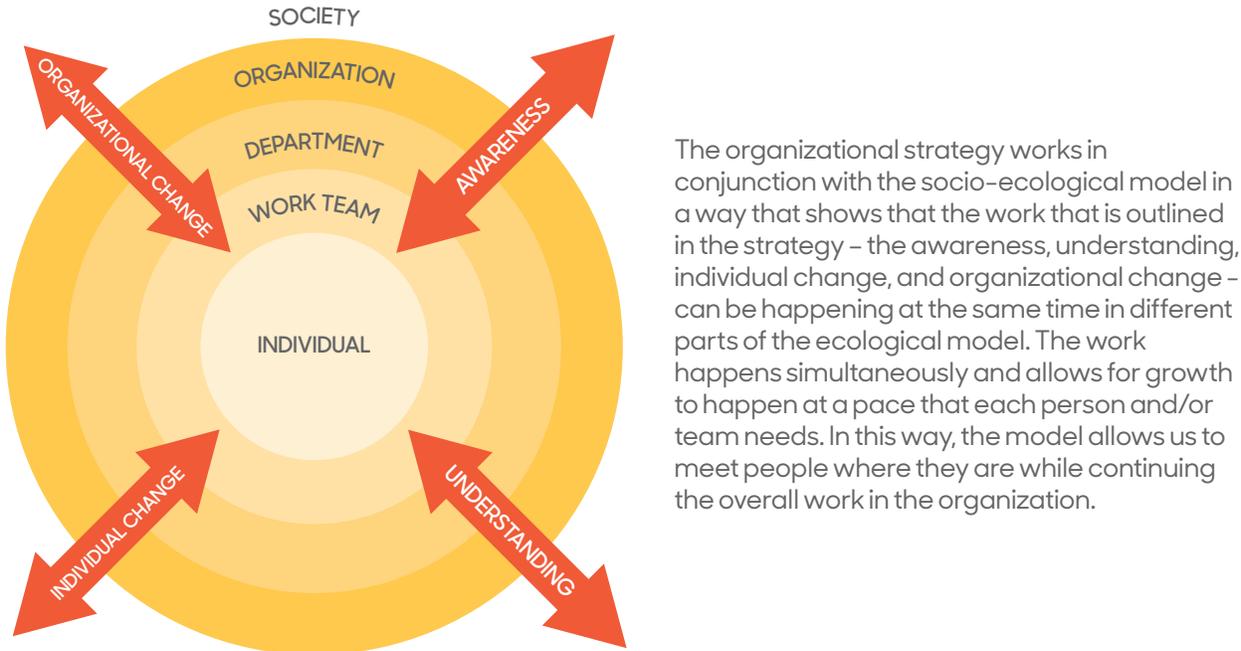


Figure 4: Socio-Ecological Model



## DOING THE WORK

### Creating a Shared Language

One of the basic tenets of our JEDI work has been establishing common and clear definitions so the organization can have conversations about JEDI topics on equal footing, with a similar understanding of terms and ideas. We share our definitions here (Figure 1) so that our stakeholders can also share our understanding.

Figure 1: Shared JEDI Language

<p><b>Justice</b> Dismantling barriers to resources and opportunities in society so that all individuals and communities can live a full and dignified life in which they can reach their full potential.</p>	<p><b>Diversity</b> All the differences between us that determine which advantages or barriers we encounter in our lived experience.</p>
<p><b>Equity</b> Allocating resources to ensure everyone has access to the same opportunities. Equity recognizes the existence of advantages and barriers.</p>	<p><b>Inclusion</b> Fostering and nurturing a sense of belonging by centering, valuing and amplifying the voices, perspectives and lived experiences of those who society marginalizes.</p>

### Mission, Value & Strategic Policy Updates

Reimagining the Children’s Museum over the last year has included reassessing and evolving our work and how we deliver against our mission to incorporate policies that foster racial and social justice, equity, diversity and inclusion. We reviewed and updated many of the foundational pieces and operations that guide the Museum in its journey. These updates are detailed below, representing the Museum and its goals today, while understanding the need and allowing for growth in the future.

#### Mission

Our mission was expanded to incorporate inclusion, kindness and a stated commitment to nurturing artist relationships and creating partnerships. This is the Children’s Museum’s current mission:

*To provide innovative and inclusive museum experiences that inspire joy, creativity, curiosity and kindness for all learners. We forge connections with artists, community partners and neighbors to work on behalf of children, youth and families.*

#### Scope of Work

The scope of our work was updated to the following:

*We will leverage our experience in art/design, social-emotional learning, research, equity and community partnerships to transform learning for people of all races, cultures and abilities.*

#### Values

We believe that children’s museums are special places that have great impact and that we should build on the best of our practices and leave behind things that hold museums back from achieving their full potential. Over the past year, we examined the core values we have held for several years and our current ideas on values as an organization, and developed an updated platform. Specifically, we added the value we place on diversity:

***We Value Diversity-** We strive to provide an environment for visitors, staff and partners that is inclusive and equitable, and we believe that this is a journey that must continue, not a destination with an endpoint. For the full list of Children’s Museum of Pittsburgh values, visit [pittsburghkids.org/about/our-story](http://pittsburghkids.org/about/our-story).*

#### Strategic Policies

The Museum also took the time to review and update its strategic policies, which included making six updates related to our JEDI work and commitment to the approximately 30 strategic policies.

## Staff Structure and Financial Dedication

Experts in the diversity and inclusion sector recognize the importance of supporting JEDI work by making it a part of the core business. In 2016, Americans for the Arts issued a statement from its board indicating that “cultural equity is critical to the long-term viability of the arts sector.” So we also committed to fully supporting JEDI work as a core component of the Museum’s work.

Alongside Museum departments for exhibits, visitor services, business administration, institutional advancement and education, we created a department of Cultural Change and Community Partnerships with a dedicated staff and budget to support it. Dr. Mónica Méndez came on board in October 2020 as Director of Cultural Change. This position reports directly to the Executive Director to allow them to weave JEDI work across all Museum departments and collaborate with the board.

## Board JEDI Committee

In 2020, the Children’s Museum’s Board of Directors created a board committee focused on helping the Museum form and implement JEDI efforts. Led by Dr. Valerie Kinloch, Dean of the University of Pittsburgh School of Education, the JEDI Committee has dedicated its first year to ensuring this commitment is entrenched in the Museum’s work and the board itself. The Committee Chair is also a permanent member of the Executive Committee.

## New Board Bylaw and Objectives

The Children’s Museum’s Board of Directors initiated the following addition to its bylaws to formalize the Museum’s commitment to JEDI efforts:

### *Section 3.9 Justice, Equity, Diversity and Inclusion Board Committee (JEDI)*

*The Justice, Equity, Diversity and Inclusion Board Committee shall have the responsibility of helping the Museum fulfill its commitment to being accessible, equitable, inclusive and just in all Museum functions and environments for our diverse audiences, staff and board of directors. Further, the Justice, Equity, Diversity and Inclusion Board Committee shall work with the Governance Committee and with management to: ensure that the staff and board are reflective of the larger community, foster partnerships and connections with organizations aligned with the same goals, and be a resource for opportunities, including professional development, programming and outreach on justice, equity, diversity and inclusion. The Justice, Equity, Diversity and Inclusion Board Committee shall report to the Executive Committee on the actions taken and/or recommended by the committee. Except as otherwise set forth in these Bylaws, the Justice, Equity, Diversity and Inclusion Board Committee may set its own regulations and procedures.*

## Board Committee Objectives

- To help the Museum fulfill its commitment to being accessible, equitable, inclusive and just in all Museum functions and environments for our diverse audiences, staff and board of directors
- To work with the Governance Committee and with management to ensure that the staff and board are reflective of the larger community, foster partnerships and connections with organizations aligned with the same goals, and are a resource for opportunities, including professional development, programming and outreach on justice, equity, diversity and inclusion
- To report to the Executive Committee on the actions taken and/or recommended by the committee

The Board JEDI Committee started its work with the same Belonging Survey that Museum staff took to gather the baseline information on its members’ current knowledge of JEDI issues. They then emphasized trainings and learning work on JEDI basics, using the same curricula as the Museum staff. The Trainings section details this work as well as future programming we are planning for next year.

## Staff JEDI Council

Our staff also formed an internal group to help the Museum fulfill its commitment to being JEDI in its functions and environments for our audiences, staff, partners, board and community. The Council meets monthly to discuss JEDI topics of interest and to receive training on timely JEDI issues.

Led by Dr. Méndez, the 25-member committee created this statement of purpose:

*The purpose of Children’s Museum of Pittsburgh’s Justice, Equity, Diversity and Inclusion (JEDI) Council is to facilitate the organization’s ongoing and continuing efforts to foster and nurture a culture and environment of mutual respect, where people of all backgrounds, abilities and perspectives can reach their full potential. We will foster a welcoming, just and inclusive environment where all of our stakeholders, including staff, visitors, board members and community partners, can safely practice empathy, understanding and kindness to all. Moreover, the Council seeks to encourage a culture where people are free to bring their full identities to the Museum and see themselves in our work, our words and our values.*

### The Council also set out its objectives:

- Promoting and providing leadership, training, facilitation of conversations and authentic allyship
- Consulting with all internal departments, community partners and subject matter experts on how we should move forward on JEDI issues
- Fostering regular and clear communications within the organization regarding JEDI issues
- Ensuring the dedication of personnel and resources to improve justice, equity, diversity and inclusion in the workplace
- Working with the Human Resources team to evaluate our recruitment, interviewing, hiring, retention and promotion efforts so they more actively reach diverse communities and take down barriers that can hinder advancement and retention in the organization
- Maintaining assessments of the progress and opportunities in the organization’s efforts toward greater justice, diversity, equity and inclusion

## Our Ongoing Work

Here are a few examples of the Children’s Museum’s past work on JEDI issues and how it continues today:

### Accessibility

For years, the Museum has worked to make employment, the physical environment and our programs more accessible. Through the Achieva support agency for people with disabilities and with the support of the Beth Cohen Memorial Fund, we’ve employed individuals with disabilities to help visitors in exhibits, the café and throughout the Museum.

The Museum has offered deeply reduced admission to PA ACCESS cardholders since 2007, and piloted the Museum for All program to provide reduced admission to all families who receive SNAP benefits. This program was adopted by the Association of Children’s Museums and Institute of Museums and Library Services in 2015 and now includes more than 700 museums throughout the United States.

Through partnerships with organizations such as Autism Speaks, the Arthritis Foundation and Variety the Children’s Charity, we’ve also helped hundreds of families with special needs visit the Museum. Using the guidance of both ADA requirements and universal design standards, our Exhibits team works to accommodate those with vision, hearing and mobility challenges, as well as neuro-diverse individuals. They also ensure that exhibits provide signage that is linguistically diverse.

In 2019, MuseumLab was the first building to receive certification in Innovation Solutions for Universal Design (isUD) from the University of Buffalo Center for Universal Design and Environmental Access. Some UD features in the building include one of the only adult changing tables in the city, accessible furniture and a new ramp to the front entrance.

Two PreK Head Start classes from Pittsburgh Public Schools and Manchester Academic Charter Middle School are embedded in the Children's Museum campus, allowing us to collaborate with, create programs for and learn from underserved audiences. The Children's Museum also provided monthly art and making activity kits for hundreds of families over the past year through the Allegheny County Health and Human Services Department's Family Support Centers.

We recently worked with PA Museums and Disability Options Network on an accessibility audit of our campus. The team was impressed with the work we had completed and also provided training for all staff in 2021.

Our Communications team continues to ensure that our written and visual content is inclusive and can reach and be understood by our audiences. This includes translating written documents when needed and including closed captioning on videos and virtual events. As part of redesigning our three main websites, we included accessibility tools that allow the sites to be adjusted to an individual's visual and sensory preferences. The sites also have a tool that translates their content into a variety of languages.

### Educational Programs

Our educational programs have also benefited from having a JEDI perspective. During the pandemic, we provided a great deal of virtual programs, from videos to downloadable activity sheets to online camps and workshops. Many of the programs were free, and for others we introduced a sliding pay scale that allowed people to attend a workshop for free, pay the base fee or pay it forward by paying for their own and someone else's fee.

For many years, the Children's Museum's has offered Sensory Friendly Days and a sensory friendly Halloween event where sound, lights and other stimuli in the exhibits and spaces are reduced to accommodate families with neuro-diverse members. We have noise-cancelling headphones, weighted blankets and fidgets available should visitors need additional tools.



One of the postcards created by after school youth



Banner created by after school youth

In our Studio and MAKESHOP® exhibits, we offer a variety of accessibility tools, including left-handed scissors, table-top spring scissors, headband pencil/brush holders, textured items, tables with adjustable heights and braille keyboards that allow people with different abilities to participate in art and making activities.

We provide ASL and Spanish-speaking interpretation for programs when needed, so that neither linguistic diversity nor disabilities are barriers to joining them.

More recently, we incorporated social justice topics into art and making activities in our MuseumLab after school and summer programs. Youth from various backgrounds engage in creative endeavors involving JEDI topics in an open atmosphere that inspires conversation and questions.

### Cultural Competency Learning Institute

In 2018, several Museum employees were part of a cohort of the Cultural Competency Learning Institute (CCLI), a process and set of resources designed to help museums increase their organizational capacity around diversity, inclusion and culture. They attended workshops that allowed them to bring back to the Children’s Museum a culturally competent way of “imagin[ing] a world in which museums transform themselves to recognize and respond to different values and needs, curating experiences and collections that touch the lives of a diversity of audiences.”<sup>2</sup> Staff also participated in an organizational survey that gauged the Museum’s cultural competency environment and staff perspective at that point in time, and we have this historical data to use in our JEDI work.

<sup>2</sup> Cultural Competency Learning Institute Website: <https://community.astc.org/ccli/home>.

### Human Resources

For the last year, we have been looking at how we can bring JEDI initiatives to the processes, practices and support systems created by the Human Resources team, from onboarding to promotions to performance evaluations. And we’ve come up with a few answers.

We started by looking at where we were posting job announcements and the language we were using, and made improvements where needed. Since staff creates the culture for JEDI work to flourish, we seek to hire, promote and elevate employees who incorporate JEDI into every aspect of their work. Employee success will also include emotional intelligence and the creation of safe spaces for honest conversations.



### Addressing Public Art in Context

Sidney Waugh’s relief statues titled, “Primitive Science” and “Modern Science,” have been part of the City of Pittsburgh’s historic Buhl Planetarium and Institute of Popular Science since its opening in 1939. Waugh (1904–1963) was a well-respected artist who fought in WWII and worked to recover stolen works of art taken by the Nazis. With these two statues the artist sought to present a comparison of two eras of science, showing some of the tools used in what was then considered early and modern science.

The art was created at a time in U.S. history when diversity was not a valued part of the U.S. culture. Both the visual representation of only men and the use of the word “primitive” are poignant reminders of a smaller world view that was perceived as acceptable in the late 1930s and well into the Civil Rights Movement.

We thank our community members for encouraging us to think critically about the messages these statues project and helping us to have crucial conversations about art, history and their intersectionality.

We added signage near these statues to add context to the artwork, the artist and the context in which it was created, and to prompt discussion about what we would create today.

Discourse on the appropriateness of the statues continues as we grapple with the historical perspective of our past and our eagerness for diversity, inclusion and social justice today.

## Staff and Board Training

Over the past year, Museum staff and board members began various types of JEDI training to encourage unlearning systemic indoctrinations that perpetuate injustices and instill conscious inclusiveness in our daily work. Often the JEDI Council receives trainings first so that they can become the ambassadors to the Museum on the subject matter. You can find the list of trainings completed by staff and required for new staff in Appendix A.

In addition to our internal trainings, the Children’s Museum has also provided resources and the expertise of Dr. Méndez to our community partners and other Southwest Pennsylvania culture organizations, on topics such as strategies for organizational JEDI change, facilitation of difficult conversations and how we can make our Black audience members safe in our environments.

Several Museum staff are also part of the Greater Pittsburgh Arts Council’s Equity and Inclusion Group, where we’ve had the opportunity to add to conversations on various JEDI topics.

**Be kind.**  
**Be curious.**  
**Be joyful.**  
**Be creative**  
**Be inclusive.**

*Programs mentioned in this section were made possible by the generous support of the Edith L. Trees Charitable Trust, The Grable Foundation and the Howmet Aerospace Foundation.*

## REVIEWING THE RESEARCH

### What Our Research Tells Us

The following section focuses on the data we have gathered from our organization. It covers our Museum’s demographic makeup and our progress in JEDI work.

As with any organization, we recognize that we face challenges, including continuing to increase diversity on the staff and board at all levels. We are encouraged that our findings show our staff has become more racially diverse over the past two years:

### Belonging Survey

As mentioned above, the Belonging Survey gathered information about our staff and board to help us determine where we should start our training to best meet people’s needs.

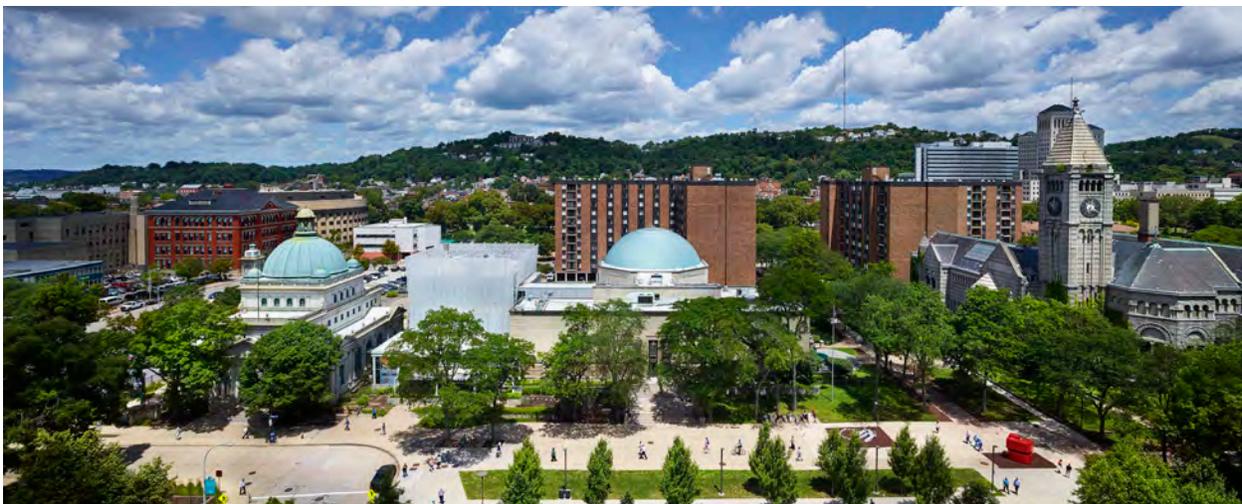


Table 2: CMP Staff Race Identification Comparison

	2020 (n=43)	2021 (n=52)	2022 (n=71)
Native American or Alaskan Native	0%	0%	0%
Asian	0%	3.8%	4.2%
Pacific Islander	0%	0%	1.4%
Black or African-American	2.3%	3.8%	8.5%
White / Caucasian	79.1%	80.8%	74.6%
Middle Eastern	0%	3.8%	1.4%
Multiple Ethnicities	7%	3.8%	1.4%
Other (please specify)	2.3%	1.9%	1.4%
Prefer Not to Answer	9.3%	1.9%	12.7%

**We are more ethnically diverse:**

Table 3: CMP Staff Ethnicity Identification Comparison

	2020 (n=43)	2021 (n=52)	2022 (n=71)
Yes, I am Hispanic, Latina/o/x, or of Spanish Origin	4.7%	9.6%	8.5%
Prefer Not to Answer	9.3%	3.8%	8.5%

**We are more expansive in our gender identities:**

Table 4: CMP Staff Gender Identification Comparison

	2020 (n=43)	2021 (n=52)	2022 (n=71)
Agender	0%	0%	0%
Female	53.5%	65.4%	60.6%
Genderqueer	0%	5.8%	2.8%
Male	34.9%	21.2%	19.7%
Non-binary/Third gender	0%	1.9%	4.2%
Transgender	0%	0%	1.4%
Prefer not to answer	11.6%	3.8%	9.9%
Not specified above, please specify	0%	1.9%	1.4%

**And we are more expansive in our sexual orientations:**

Table 5: CMP Staff Sexual Orientation Identity Comparison

	2020 (n=43)	2021 (n=52)	2022 (n=71)
Asexual	2.3%	3.8%	1.4%
Bisexual	0%	5.8%	7%
Gay	4.7%	1.9%	2.8%
Heterosexual or straight	76.7%	67.3%	62%
Lesbian	2.3%	7.7%	4.2%
Pansexual	2.3%	5.8%	4.2%
Queer	0%	3.8%	4.2%
Not specified above, please specify	4.7%	1.9%	0%
Prefer Not to Answer	7%	1.9%	14.1%

**We span several generations, from Baby Boomers to Generation Z:**

Table 6: CMP Staff Age Comparison

	2020 (n=43)	2021 (n=52)	2022 (n=71)
18-24	2.3%	5.8%	15.5%
25-34	32.6%	40.4%	33.8%
35-44	30.2%	30.8%	25.4%
45-54	11.6%	13.5%	9.9%
55-64	9.3%	3.8%	5.6%
65+	0%	0%	0%
Prefer Not to Answer	14%	5.8%	9.9%

**We care deeply about JEDI:**

Table 7: CMP Staff Belonging Survey Result of Diversity and Inclusion Importance

	2020 (n=43)	2021 (n=52)
Diversity is important to me.	100% true	100% true
Inclusion is important to me.	100% true	100% true

Table 8: CMP Staff Level Comparison Across Demographic Information

	2021 Executive/ Senior/Manager/ Mid-Level Staff (n=25)	Professionals, laborers, helpers, craft workers, technicians, service workers, administrative support workers (n=45)
White, (Not Hispanic or Latino)	84%	87%
Two or More Races (Not Hispanic or Latino)	8%	2%
Black of African American (Not Hispanic or Latino)	4%	4%
Hispanic or Latino	4%	4%
Asian (Not Hispanic or Latino)	0%	2%

**We continue to see signs of positive change:**

Table 9: Belonging Survey Comparisons About Perceived Organization–Level Importance of Diversity

	2020 (n=43)	2021 (n=52)
Workforce diversity is valued at our organization.	58% agree or strongly agree	75% agree or strongly agree
Senior leadership is prepared to effectively manage a culturally diverse workforce.	33% agree or strongly agree	38% agree or strongly agree
We make it a point to hire people from diverse backgrounds.	23% agree or strongly agree	50% agree or strongly agree
I can bring my whole self to work.	58% agree or strongly agree	75% agree or strongly agree

Table 10: 2021 Belonging Survey Concept Understanding

	% False	% True	% True more than last year
I understand what the term equity means.	0%	81%	19%
I understand what the term justice means.	2%	71%	27%
I understand what the term equality means.	0%	85%	15%

**We are committed to continue learning and growing together:**

Table 11: Commitment to Learning JEDI Subject Matter

	2020 (n=33)	2021 (n=52)
I'm open to learning more about justice, equity, diversity, and inclusion.	98% True	100% True

Our board’s responses to the Belonging Survey show that its race/ethnicity is more diverse, and the ages of its members are more varied than the population of Allegheny County. We have also benchmarked other nonprofit boards (data obtained from BoardSource) to understand how we compare and where we can improve the representation of different identities.

The Children’s Museum Board of Directors is committed to continue to adopt and implement recruitment practices that will help diversify our board. More importantly, our board and staff are listening and learning through trainings to create an even more inclusive environment for diverse board members.

In addition, 94 percent of our board is ready and willing to learn more about JEDI issues, and 100 percent of the participating board members (n=34) thought that diversity and inclusion were important to them. Finally, 100 percent of board members knew that their work on the Children’s Museum Board required them to know about JEDI issues.

	CMP Board 2021 (n=36)	Board Source <sup>3</sup> 2021 (n=1,759)	Allegheny County <sup>4,6</sup> 2020 (n=1,250,000)
Female Identifying	36.4%	53%	51.6%
Male Identifying <sup>5</sup>	63.6%	47%	-
Non-Binary	0%	less than 1%	-
Transgender	0%	1%	-
Black/African American	15.2%	10%	13.4%
Asian/Asian American	0%	4%	4.2%
White/Caucasian	84.9%	78%	79.9%
Hispanic/Latinx	3%	5%	2.3%
LGBTQ+	6.1%	6%	-
Age 18-24 <sup>7</sup>	-	-	6.1%
Age 25-34	3%	9%	12.9%
Age 35-44	15.2%	21%	11.9%
Age 45-54	30.3%	26%	15.3%
Age 55-64	33.3%	26%	13.3%
Age 65+	18.2%	17%	19.3%
With Disability <sup>8</sup>	2.9%	5%	13.1%



## LOOKING TO THE FUTURE

### A Culture of Continuous Improvement

As we move forward, we continue to listen, learn and change as we acquire more knowledge and a JEDI focus in the work of the Children's Museum.

We have hired a Community Engagement Manager who is reaching out to our communities, expanding our audiences and helping us ask better questions.

We continue to listen to our community, our artists, partners, funders and friends through focus groups, interviews and surveys, learning how we can welcome more diverse visitors and create exhibits and programs with more diverse partners and artists.

We continue to learn from trainings, documentaries, books, articles and conversations led by the JEDI Council and Committee, to make sure that JEDI knowledge is embedded within our organization.

#### Some upcoming trainings include:

- Generations: From Boomers to Generation Z
- Allies & Co-Conspirators
- The -isms That Create Barriers: From Colorism to Sexism
- Gender Diversity
- Racism & Anti-Racism in the U.S.
- Power and Privilege
- Native Americans & Land Acknowledgment
- Asian Americans & Pacific Islander Diversity
- Socio-Economic Status & Diversity
- Micro Aggression: Recognizing and Challenging a Subtle Form of Bias
- Religious Diversity
- Veterans: Experience and Inclusion
- Cultivating Connection & Belonging
- Anti-Bias & Micro-Inclusion
- Comfort Zone – Dismantling Our Prejudices

Finally, we can't make progress if we don't measure and evaluate our JEDI work and knowledge. Using both qualitative and quantitative tools, we will gather the information that helps us meet people where they are and be even more welcoming and inclusive. We know that diversity numbers, data and figures do not mean anything if that diversity cannot be seen in all that we do, and we are committed to the process as well as the goal. We welcome you to join us on this journey. Updates on our JEDI work will be posted to our website at [pittsburghkids.org/about/our-commitment-to-diversity](http://pittsburghkids.org/about/our-commitment-to-diversity).

For anyone who wants to learn more or share how the Museum can continually improve, please contact Dr. Mónica Méndez at [mmendez@pittsburghkids.org](mailto:mmendez@pittsburghkids.org).

*Photographs for this report were taken by Museum staff and © 2017 Ed Massery.*

<sup>3</sup> *Leading with Intent: BoardSource Index of Nonprofit Board Practices (Washington, D.C.: BoardSource, 2021). Please note that BoardSource retains the rights to the Leading with Intent survey, report, and data.* <sup>4</sup> <https://www.census.gov/quickfacts/allegheycountypennsylvania> <sup>5</sup> [http://www.pacenterofexcellence.pitt.edu/counties/allegheycounty/demographics\\_allegheycounty.html](http://www.pacenterofexcellence.pitt.edu/counties/allegheycounty/demographics_allegheycounty.html) <sup>6</sup> [http://www.pacenterofexcellence.pitt.edu/counties/allegheycounty/demographics\\_allegheycounty.html](http://www.pacenterofexcellence.pitt.edu/counties/allegheycounty/demographics_allegheycounty.html) <sup>7</sup> Board Source data only represents board members under the age of 35, seen in the next row <sup>8</sup> <https://disabilitycompendium.org/compendium/overall-prevalence-report/PA>

## Appendix A

### Intercultural Development Inventory (IDI)

Instructor: Cecile Shellman / Jan 2020 – Feb 2021

Consultant Cecile Shellman provided workshops for Museum staff and board members on diversity, equity, accessibility, inclusion and anti-racism at museums. She also provided group and individual reviews of Intercultural Development Inventory assessments taken by the staff and Board.

### Emotional Intelligence

Instructor: Mónica Méndez / March – May 2021, Sept 2021

This training provided a tool for staff and board members to begin to understand and manage their emotions and empathize and work with others, especially during difficult times and/or conversations. This is a foundational training that helps facilitate difficult conversations that are necessary for personal and organizational change.

*90% of participants thought the information was extremely or very useful*

*75% thought that their knowledge about emotional intelligence was increased (n=20).*

*“I liked the explanation of why this is important, I felt that the introduction was designed well and had enough to shut down any naysayer. I appreciated the tone and the forcefulness in stating that emotional intelligence is something that can and has to be learned.”*

### Gender 101

Instructor: Riki Wilchins TrueChild / April 2021

This mandatory staff training introduced the gender spectrum and gender identity terms to help create a shared language, and clarified the importance of the use of appropriate pronouns.

*More than 90% of the participants thought the information was extremely or very useful.*

*“It was liberating to talk about this in front of the whole staff. I liked being presented with this in a comfortable, honest way.”*

*“I’m just super happy [Gender Training] is happening, and that it was clearly mandatory. Knowing that this is considered of high importance is wonderful.”*

### De-escalation of Visitor Conflict

Instructor: Mónica Méndez / June 2021

Conflict de-escalation training provides an overview of why conflicts arise and how to use emotional intelligence and the L.A.U.G.H. Method, (Listen, Acknowledge, Understand, Give solutions, and Hit home the message) to de-escalate a situation with visitors.

*“I like that de-escalation training is happening because it’s important to have tools to employ when something does happen (even if it is rare).”*

### Identity & Intersectionality: Me, Us, Them

Instructor: Mónica Méndez / Aug 2021

This training helped us understand how different identity factors intersect, their relationship to power and privilege, and how to be an ally to support change. It introduced the idea that we all have multiple identities and they have hierarchies which can be fluid, depending on context and our emotional state.

### Biases and Perceptions

Instructor: UST HR Workforce Solutions, ThinkHR & Mónica Méndez / Sept 2021

We explored why biases exist, how they are created and the differences and similarities between biases and perceptions, so that we can identify them in our decision making.

### JEDI 101: Definitions

Instructor: Mónica Méndez / Sept 2021

In order to make sure our employees and board share a common language, we presented basic terminology relating to JEDI work, including justice as a way to identify and eliminate barriers that our employees and visitors may face in our spaces.

### Accessibility & Disabilities

Instructor: UST HR Workforce Solutions, ThinkHR, Creative Citizen Studios, Disability Options Network / Sept 2021

Partner organizations came to talk to us about disabilities history in the U.S., different types of disabilities, including visible and not-visible disabilities, and how we can create an even more inclusive environment.

### Transgenerational Trauma and Inclusion

Instructor: Mónica Méndez / October 2021

We explored how the trauma our families have passed on to us from lived experiences of oppression on one or multiple levels (intersectionality) affect how we see systems and spaces like museums and what we can do about it.



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