

**Recommendations for Advancing Equity and
Inclusion in the American Institute for Conservation of
Historic and Artistic Works**

A Report to the Board of Directors

Equity and Inclusion Working Group (EIWG)

(submitted November 17, 2017; revisions accepted April 12, 2018)

Executive Summary

The issues and challenges of diversity, equity, and inclusion are not new to the American Institute for Conservation of Historic and Artistic Works (AIC). Since the early 1990s there have been several initiatives to increase diversity and inclusion throughout the conservation profession. These efforts, while commendable, have had mixed results and have led to only isolated and occasional improvements. Through recent discussions and activities at AIC's Annual Meetings, it has become clear that it is time for the AIC to commit to these efforts in a more systematic, proactive manner if meaningful progress is to be achieved.

The Equity and Inclusion Working Group (EIWG) was established in December 2016 for a term of one year and was charged with drafting an AIC Statement on Equity and Inclusion (accepted by the AIC Board of Directors in April of 2017, see *Appendix A*), writing a report summarizing similar efforts in allied professions, proposing avenues to further equity and inclusion in future AIC strategic planning, and, lastly, proposing strategies and programs to help the AIC move forward toward realizing improved equity and inclusion within the organization.

Having fulfilled its charge, the EIWG has framed their recommendations according to four targets:

- *Develop Internal Engagement and Education Processes or Resources;*
- *Increase Advocacy & Partnerships with Allied & International Professionals;*
- *Enhance Recruitment, Growth, and Retention Practices;*
- *Ensure Sustainability of Efforts.*

These targets are aimed principally at increasing racial and cultural diversity within the conservation field. However, it must be recognized that inclusion efforts must embrace other human aspects including gender, abilities, beliefs, socioeconomic status, and sexual orientation, among others. Therefore, Target One – *Develop Internal Engagement and Education* – strives to inform AIC members of the value of a profession in which all individuals are treated fairly and respectfully. The targets presented here are intended as overarching motivations having short- and long-term goals, possible participants, partners, potential costs, suggested action steps, and metrics for success in these areas. For many of the near-term goals, measurable progress will desirably be accomplished within the next 1-5 years, however, few of these efforts should ever be considered “complete.” The long-term goals will likely require extensive planning and additional funding to implement and maintain.

Table of Contents

- I. Introduction
- II. History of Past Efforts
- III. Our Current State
- IV. Ongoing Initiatives to Increase Diversity in Conservation
- V. Case Studies and Stakeholder Interviews
- VI. Recommendations
- VII. Conclusion

Appendix A: Addition to the AIC Core Values and an Equity and Inclusion Statement

Appendix B: EIWG Charge

Appendix C: Definitions of Terms

Appendix D: Current Non-AIC Initiatives

Appendix E: List of Stakeholder Interviews

Appendix F: Selected References and Resources

I. Introduction

As conservation professionals, we work with cultural heritage artifacts from all over the world. In that capacity we are better able to research, treat, and manage cultural heritage when there is an exchange of knowledge between the various cultures, experiences, and abilities of our membership. By building a more equitable and inclusive environment, we therefore build a thriving profession – one that encourages a culture of respect and collaboration that is valued by our community. This, in turn, will help us draw new talent. Undertaking an effort to diversify the field means that AIC and its members are making a long-term commitment to experimentation, self-assessment, and continued re-evaluation as different perspectives and skills are recognized. A new combination of people does not necessarily mean an immediate harmony, but this re-evaluation of our profession is part of the vital process for building trust between AIC’s current members and those we want and need to attract to the field.

While the desire for a more programmatic approach to equity and inclusion had been under discussion by the AIC Board of Directors for several months, the need to evaluate the conservation field’s diversity of membership and the necessity to listen to and hear new voices was given urgency by Sanchita Balachandran’s talk at the 2016 AIC Annual Meeting, [Race Diversity and Politics in Conservation: Our 21st Century Crisis](#). The desire for a more formal focus on these issues had been under discussion by the AIC Board of Directors for several months and was brought to a head by the increasingly activist nature of national conversations and movements supporting progressive change toward diversity.

As a first step toward improving and formalizing efforts in these areas, the AIC Board of Directors proposed the creation of a new working group during the May 2016 Board Meeting and finalized a charge for the group in October 2016. Members of the EIWG include:

- Jennifer Hain Teper, Chair
- Heather Galloway, ETC Liaison
- Kimi Taira, ECPN Liaison
- Anisha Gupta
- Beatriz Haspo
- Thomas McClintock

The EIWG was established for a term of one year, commencing on December of 2016. The group was charged with drafting an AIC Statement on Equity and Inclusion (accepted by the AIC Board of Directors in April of 2017, see *Appendix A*), writing a report summarizing similar efforts in allied professions, proposing avenues to further equity and inclusion in future AIC strategic planning, and, lastly, proposing strategies and programs to help the AIC move forward toward realizing improved equity and inclusion within the organization. The full charge of the EIWG may be found in *Appendix B*.

To begin discussion of these issues, it’s important to first define what we mean by issues of “diversity,” “equity,” and “inclusion.” Through our research, we find many definitions of these terms, but perhaps the best appear in the American Library Association’s [Final Report of the ALA Task Force on Equity, Diversity, and Inclusion](#), and are as follows:

- **Diversity** can be defined as the sum of the ways that people are both alike and different. Visible diversity is generally those attributes or characteristics that are external. However,

diversity goes beyond the external to internal characteristics that we choose to define as 'invisible' diversity. Invisible diversity includes those characteristics and attributes that are not readily seen. When we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual.

- **Equity** is not the same as formal equality. Formal equality implies sameness. Equity, on the other hand, assumes difference and takes difference into account to ensure a fair process and, ultimately, a fair (or equitable) outcome. Equity recognizes that some groups were (and are) disadvantaged in accessing educational and employment opportunities and are, therefore, underrepresented or marginalized in many organizations and institutions. The effects of that exclusion often linger systematically within organizational policies, practices and procedures. Equity, therefore, means increasing diversity by ameliorating conditions of disadvantaged groups.
- **Inclusion** means an environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization's success.

Other useful terms and their definitions may be found in *Appendix C: Definition of Terms*.

II. History of Past Efforts

Issues of diversity and inclusion are not new to the AIC. Over the past two decades there have been several efforts to increase diversity in the field of conservation undertaken by the AIC, with task forces formed and outside funding secured for specific initiatives. While some of these efforts, particularly the Getty Foundation-funded Latin American and Caribbean Scholars Grant Program have been successful and endured over the years, most efforts have been short-lived and viewed as less than successful by those interviewed by the EIWG.

The earliest identified effort to increase the diversity of the AIC membership was initiated in the 1990s by Dr. Lambertus ("Bert") van Zelst, who became chair of a new AIC Diversity Task Force. Other members of the Diversity Task Force included Amparo Torres, Ted Stanley, Lisa Milbach, and Suzanne Deal Booth. This task force encouraged the AIC to collect data on race and diversity in a membership survey in November of 1993. While only 23% of the membership responded to the survey at that time, it provided a snapshot of demographics within the field. The survey broke down respondents by gender (38.8% male, 61.2% female) and race/ethnicity (0.05% American Indian or Alaskan, 1.7% Asian or Pacific Islander, 0.5% Black, 9.2% Hispanic, and 95.1% White).

Glenn Wharton reported on the findings and the formation of the Diversity Task Force in the WAAC's September 1994 newsletter, noting that the demography of the field "does not reflect the makeup of our society at large, nor does it anticipate the expected future demographic changes in the country." He continued by stating:

"The mandate of the task force is to design efforts to increase minority participation in our field and to consider how to make our work more relevant to minority concerns. The task force is even questioning the "A" in AIC. Does the professional organization only represent the United States? Does it include all of North America? Central America? Apparently this was not defined in the bylaws of the organization.

The Cultural Diversity task force has realized that we need to introduce inner city kids and minorities to Conservation at a very early age. The task force is looking at successful outreach programs in other fields and will recommend to the Board a multi-front attack. For instance, teaching packets may be designed with videos and reading materials to target different age groups, K-12. Bert would appreciate hearing from WAAC members about the design of other successful projects.”

Following the newsletter report, in 1996 the FAIC received funds from the Nathan Cummings Foundation and American Express Foundation to run two summer diversity internship programs. The Summer Diversity Project started under Executive Director Sarah Rosenberg and continued under Penny Jones. The Project Director was Teresa Guevara Gionis. The program offered funded summer internships for underrepresented undergraduates from Historically Black Colleges and Universities (HBCUs). Some of these students were engaged in the internships developed by Williamstown Regional Center leading up to the exhibition *To Build a Legacy*. The long-term program was not viewed as very successful. Though the formal report to the Cummings Foundation cited the program as a success, it is uncertain how many of these students entered the profession at the time and the program was not repeated (a search of participants in the AIC membership directory yields one current AIC member of the original 12 participants). Debbie Hess Norris notes that she felt the AIC had not developed the pipeline adequately to establish a successful model at that time.

Again, in the early 2000's, the Getty Foundation attempted to encourage diversity in conservation by hosting a meeting held prior to the 2003 AIC Annual Meeting in Washington, DC. This meeting brought together educators from North American (?) conservation training programs as well as other stakeholders for an open discussion. At this meeting, attendees were asked to brainstorm ideas to increase diversity in conservation. Although the discussion was felt to be productive and positive, no concrete outcomes or next steps were borne from the discussion.

One of the most successful and lasting efforts has been the Getty Foundation-funded Latin America and Caribbean Scholars Grant Program. The program enables conservation professionals from Latin America and the Caribbean to participate in the AIC meetings by presenting papers, posters, and attending workshops. Through this exchange of technical information and professional practices, the program fosters understanding and learning. This initiative, funded by the Getty Foundation since 1997, offers an opportunity for conservators from Latin America and the Caribbean to network among themselves and with AIC professionals. The partnership with APOYOnline (Association for Heritage Preservation of the Americas - formerly APOYO) increases the amount of communication and professional development in which the Scholars are able to engage, in order to increase and strengthen their professional networks. In the last 20 years, 279 professionals from Latin America and the Caribbean have received the grant.

III. Our Current State

Since the mid-1990s Diversity Task Force survey, no comparable data has been collected on the racial diversity of the full AIC membership. However, in 2013 The Andrew W. Mellon Foundation commissioned Ithaka S+R to complete a demographic survey of museum professionals. From this, the data relating just to conservation staff in museums were made available to the EIWG by staff at The Mellon Foundation. These data show that as of 2013, only 26.46% of museum conservators are male, while 73.33% are female. For race, 87.25% self-reported as White, 4.25%

reported as Asian, 1.42% reported as Black or African American, 4.05% reported as Hispanic, 0.20% reported as Native Hawaiian or Pacific Islander, and 1.82% reported as being of two or more races. It must be noted, however, that these numbers only represent those conservation professionals working in museums and thus is not necessarily representative of the entire field.

Similarly, two compensation surveys have been undertaken by the AIC (and funded by the Samuel H. Kress Foundation) which, in the larger context of professional compensation, collected data on the gender of survey respondents. In 2009, the survey data reported that for those identifying gender, the AIC membership comprised 21.7% male and 75.9% female members, while in 2014 the survey showed a slight decrease of men in the field, with 19.5% of respondents reporting as male, and 77.4% of respondents reporting as female.

Clearly, more current data collection is required, but the limited data we do have at this point show a steady decrease in men in the field, and a very small proportion of racial minorities compared to the general population, where approximately 63% of U.S. residents are non-Hispanic whites and the remaining 37% represent various racial minorities or are multiracial, and a more even balance of men and women exists. Currently there are no available data on ethnic identity, sexual orientation, or disabilities present in workers in the conservation field.

IV. Ongoing Initiatives to Increase Diversity in Conservation

The AIC's efforts are on par with the efforts of many of our allied fields and organizations, including the American Alliance of Museums, the Society for American Archivists, and the American Library Association. Several non-AIC initiatives for advancing equity and inclusion are also underway. These are summarized in *Appendix D*, which is envisioned as a dynamic list of programs currently underway.

V. Case Studies & Stakeholder Interviews

In order to broaden our understanding of potentially successful or unsuccessful models and garner ideas for how the AIC might move forward in this area, the EIWG looked both outward to other professional organizations, as well as inward to our own membership. Many other professions have undertaken studies and initiatives of their own to build healthier, more diverse environments to the benefit of their fields. We undertook online research to gather the types of activities and discussions centered on diversity and concentrated our efforts on those fields closely connected to conservation since we are impacted by the same social, economic, and global influences. While we recognize that much of the published material outlines more of the successes rather than failed attempts, we reached out to leading individuals whenever possible for more insight. While not included as a formal case study, it should be mentioned that the Joint Committee on Archives, Libraries, and Museums (CALM), a group that works between ALA, SAA, and AAM, all of whom are included in this report, has also charged a working group to develop a paper on inclusiveness in all library, archive, and museum (LAM) areas. The American Association for State and Local History (AASLH) has been cited as having provided quality programming on the topic of diversity and inclusion in its past several meetings. As programming ideas are formally developed, looking closer at what the AASLH has done or contacting Education and Service Coordinator Natalie Flammia (<http://about.aaslh.org/aaslh-staff/>) may be beneficial as well as reviewing the work of the groups included below. In addition, we undertook "Stakeholder

Interviews” in the summer of 2017 to engage members of the AIC and FAIC in our discussion and research in the area.

American Library Association (ALA)

The ALA has many initiatives and groups which have been involved in some way with increasing diversity and inclusion in libraries. The EIWG met with Jody Gray, Director of the Office for Diversity, Literacy, and Outreach Services (ODLOS), in May of 2017 during the AIC Annual Meeting in Chicago.

ODLOS has a staff of five members who support library and information science workers to increase focus on equity, diversity, and inclusion in their workforce as well as in libraries. ODLOS has outlined ten strategic directions aimed at addressing and transforming current policies, structures, and biases throughout the organization and the field. These strategies include actions such as:

- “Review ALA alliances and coalitions to increase focus on equity, diversity, and inclusion”
- “Work with graduate programs in Library and Information Science (LIS) to increase focus on equity, diversity, and inclusion within LIS programs and within the subject matter of the curricula.”
- “Develop continuing education specifically focused on understanding and addressing unconscious bias, power dynamics, microaggressions, white privilege, and other topics related to equity, diversity, and inclusion.”

Currently, ODLOS is in the process of creating an implementation plan for these strategies, which includes an implementation working group to keep everyone accountable.

In order to represent the field, ODLOS decentralizes power by providing a platform and support network for different groups to get their message to the membership. These groups are divided into round tables, which are a part of ALA, and affiliates, which are completely independent of ALA and act as allied partners. Examples of round tables include the Gay, Lesbian, Bisexual, and Transgender Round Table and the Social Responsibilities Round Table. Affiliates include the American Indian Library Association and the Black Caucus of the American Library Association.

ODLOS manages and implements a number of initiatives. One of its main programs is the Spectrum Scholarship Program, which actively recruits and provides scholarships to prospective students from underrepresented groups to help them obtain their graduate degree. The Spectrum Program also provides leadership training to prepare awardees for leadership positions in the field. This program has been around for 20 years, but we learned from our meeting with Jody Gray that she has concerns about the retention rate of awardees in the field as they approach mid-career.

American Alliance of Museums (AAM)

In the past five years, the AAM has been taking steps to increase their effort in diversifying their work with a combination of dedicated staff, member-focused groups, and active content surrounding diversity. The AAM Board of Directors approved their Diversity and Inclusion Policy in 2014, and there have been continued efforts to promote these efforts since then.

Last summer, Dr. Nicole Ivy became AAM's first Director of Inclusion. She started working with AAM under a fellowship supported by The Mellon Foundation and the American Council of Learned Societies before transitioning into this new position. Her job is to inform strategic action for AAM and build tools and resources for museums to help achieve best practices. One of her initial projects is to work with selected museums to test an online tool to teach how unconscious and inherent biases impact hiring practices.

AAM includes various diversity-related groups listed as part of their wider Professional Networks. Most prominently, the LGBTQ Alliance produced the *Welcome Guide for LGBTQ*, which has been referenced, and a link to it provided, on AAM's website in conjunction with AAM's Strategic Plan.

This guide is an actionable workbook that connects AAM's Core Mission Values with recommended steps to promote inclusion of the LGBTQ community. There also is an informal group called *Museum Workers Speak*, which started as a "rogue session" at the 2015 AAM conference by a group of emerging museum professionals who wanted to discuss labor in museums, as well as wage disparity, inclusion, and leadership.

AAM is also formally incorporating these topics into their programming and publication content. Most recently, their 2017 Annual Meeting theme was *Diversity, Equity, Accessibility, and Inclusion*. These are regular topics on the Center for the Future of Museums blog, *Museum* (AAM's bi-monthly magazine), and TrendsWatch (The Center for the Future of Museum's annual forecasting report which examines the impact of social trends). Through AAM's available online programs and webinars, there are a number of resources that target inclusion, accessibility, and equity as related to various museum operations. They also offer selected audio, slideshow, and video recordings of their Annual Meetings, where most resources are member-access only or through a pay wall. However, Dr. Johnnetta Betsch Cole's keynote address on diversity from the 2015 Annual Meeting is accessible without charge.

Society of American Archivists (SAA)

The SAA has been examining the diversity of its workforce since 1981, though it did not establish a formal committee until 2003. The Diversity Committee "works to ensure that the organization's services, activities, policies, communications, and products support the goal of a more diverse SAA and professional archival community."

Their initiatives include a variety of scholarships, mentoring, and internship programs for underrepresented emerging professionals, a leadership forum, and a diversity award.

SAA provides funding for minority master's students through three scholarships. The Mosaic Scholarship provides \$5,000 to minority students enrolled in a graduate program in archival administration. The scholarship recipients are also given a one-year membership to SAA and free annual meeting registration that year. The Josephine Forman Scholarship provides \$10,000 per year to a minority student in a graduate program. The Harold T. Pinkett Minority Student Award provides one or more graduate students complimentary SAA annual meeting registration, travel, and lodging for one meeting.

The ARL/SAA Mosaic Program, established in 2013, promotes diversification of the archives and special collections professional workforce by providing financial support, practical work experience, mentoring, career placement assistance, and leadership development to emerging professionals from traditionally underrepresented racial and ethnic minority groups. The program

seeks to attract and retain individuals who manifest a commitment both to the archives and special collections profession and to advancing diversity concerns within it.

Stakeholder Interviews

To further inform our report, the EIWG interviewed 34 people, including current and past members of the AIC Staff, AIC Board, FAIC Board, ANAGPIC Directors, and other AIC members identified as potential stakeholders in diversity programs either through committee membership or self-expressed interest. EIWG members reached out to people individually, which we found was more successful than our May 2017 newsletter article where we solicited responses from the membership (garnering no response). Our questions prompted people to share their thoughts and reflections on equity and inclusion in the field: if they knew of or participated in any initiatives, what next steps we need to take as an organization, what challenges lie ahead, and what success would look like to them. While a small sample set of individuals, these interviews were instrumental in shaping EIWG's discussion and development of recommendations in this report. Those who were interviewed are listed in *Appendix E*.

VI. Recommendations

Based on feedback from our interviews and our participation in the Facilitated Discussion, the overwhelming interest is in increasing racial and cultural diversity in the conservation profession, though gender imbalance was also noted as a problem. EIWG also recognizes that inclusion encompasses other human aspects including abilities, gender identity, beliefs, socioeconomic status, and access. While the root causes of each type of inequity in our field may vary, we believe that all will benefit from the efforts put forward in this report, though the report most specifically addresses the issue of increasing racial and cultural diversity.

EIWG recommends the following targets and goals for the AIC. The targets are the overarching motivations that we hope our actions reflect. The goals are the more specific steps to help accomplish those targets. While the targets will be relatively persistent over time, many of the goals may necessarily change or develop over time based on circumstances and progress; these should be regularly revisited by future groups working with equity and inclusion. For many of the near-term goals, it is our hope that measurable progress may reasonably be accomplished within the next 1-5 years, however, few of these efforts will ever be considered "done." The long-term goals are points that will likely require longer-term planning to initiate.

TARGET ONE: Develop Internal Engagement and Education Resources

Making a more inclusive environment is simultaneously an outward and inward effort. Before reaching out, it is important to reinforce our own internal culture where professionals of all races, cultures, genders, abilities, and beliefs are able to engage respectfully with each other. First, we are called to address the racism, sexism, and other biases present in our current professional culture. Establishing a culture of self-awareness and commitment toward making a productive environment supports the success of any of our outreach initiatives. Change as a result of these events is likely to be indirect, but we can gauge the value of this type of educational effort based on feedback.

Short Term Goals

- Develop programming and educational opportunities across all levels of membership, leadership, and staff. One of the most voiced requests in our interviews is that AIC

members and staff would continue training and dialogue on a number of topics including diversity, cultural intelligence (CQ), and CQ knowledge, actions, and strategies.

- Encourage the formation of caucuses and/or more informal focus groups within the AIC structure to develop a robust sense of community and provide opportunities for open and engaged conversation.
- Recognize and centrally track individual and grassroots initiatives that focus on diversity and inclusion in conservation to highlight successful small-scale programs and foster broader “buy in.”

| | |
|-------------------------------|---|
| Participants | All AIC Membership, AIC leadership, FAIC Board, Annual Meeting Program Committee, key staff |
| Partners | External facilitators, discussion leaders, regional conservation groups |
| Potential Costs | Staff/volunteer time, external facilitator fees, venue costs, web/newsletter/blog publicity and reportage |
| Suggested Action Steps | <ul style="list-style-type: none"> • Consider a retreat for the AIC/FAIC Boards, and other key leadership and staff focusing on issues of diversity, equity, and inclusion • Include programming focusing on either formal or informal discussions/presentations on related issues at the Annual Meeting • Find and promote pre-existing workshops within allied fields and encourage members to attend • Encourage use of FAIC professional development funds for diversity training opportunities • Collect and link to online education resources beyond the AIC website • Develop portal and web presence to expose positive efforts already under way in various regions (see <i>Appendix D</i>) • Continue to foster discussion and resources regarding treatment and approaches to conservation, including non-Western art and community-engaged paradigms • Consider professionals outside the conservation field for education, discussion moderation, and planning consultation |
| Measuring Success | <ul style="list-style-type: none"> • Record number of events hosted or promoted, attendance, and collect and record feedback including the amount of FAIC professional development funding requested and awarded for these purposes • Record number of online resources developed or provided and track access frequency over time • Monitor number of local initiatives contributed to the web portal • Regularly survey and evaluate conservators’ attitudes toward diversity and inclusion |

Long Term Goals

- Assess the conservation field’s educational pathways and early-career employment models as they affect under-represented racial and cultural groups.

- Continue to grow financial assistance for professional development specific to emerging under-represented cultural and racial professionals. Emerging conservators should be targeted specifically to increase retention in the field.
- Review and revise official language on AIC website and core documents to be more inclusive.

| | |
|-------------------------------|---|
| Participants | AIC and FAIC Staff, FAIC Board, ECPN, ETC, Membership Committee, other related leadership and educators |
| Partners | ANAGPIC (Association of North American Graduate Programs in Conservation), HBCUs (Historically Black Colleges and Universities), HACUs (Hispanic Association of Colleges and Universities), AIHEC (American Indian Higher Education Consortium) |
| Potential Costs | Staff time, translator fees, online/venue coordination, scholarships or grants |
| Suggested Action Steps | <ul style="list-style-type: none"> • Evaluate and explore options to make the profession of conservation a more financially feasible career choice for under-represented cultural and racial segments through broader exposure to multiple types of cultural heritage • Identify and cultivate one-time or ideally permanent funding sources to provide paid opportunities for pre-program, graduate training, and emerging professionals from diverse backgrounds and cultures • Advocate for adequate compensation for fellowships and other types of entry-level positions to grow with inflation and cost of living • Re-engage conversation on the use of inclusive pronouns and evaluate broadening the museum-centric language in AIC communications and meetings • Consider multilingual translations (<i>see also</i> TARGET TWO recommendations) |
| Measuring Success | <ul style="list-style-type: none"> • While the current education model may not be easily altered, open and frank discussions about the challenges of the current models is a necessary first step • Monitor success or failure of currently funded pre-program diversity initiatives and encourage the collection of feedback from any individuals participating in early education/career initiatives • Record number of offered funding sources for emerging conservators who come from diverse backgrounds and cultures • Record number of documents that have been revised for inclusive language or translation |

TARGET TWO: Increase Advocacy and Partnerships with Allied and International Professionals

Continued engagement across experiences is critical. This means engaging our own community with other spheres, including allied fields, clients, and our combined publics as collaborators and ambassadors of conservation.

Short Term Goals

- Engage and collaborate with allied fields that are also striving to increase diversity and encourage equitable practices. This can be begun with relatively low overhead by recruiting members of AIC who are also members of allied professional organizations to act as liaisons.

| | |
|-------------------------------|--|
| Participants | AIC Staff, AIC Board, Specialty Groups |
| Partners | Allied organizations, consultants, regional conservation groups |
| Potential Costs | Speaker-related costs (venue, travel, etc.), AIC Staff time |
| Suggested Action Steps | <ul style="list-style-type: none"> • Develop formal liaisons with allied organizations and identify AIC members who are overlapping in membership • Invite professionals from allied organizations and community members to attend the AIC Annual Meeting • Highlight speakers and instructors from outside organizations participating in the Annual Meeting General Session • Strengthen current relationships with allied groups/professions and demonstrate interest to have announcements for other resources/workshops, especially those related to leadership, diversity, and inclusion, shared with the AIC membership • Consider any collaborative initiatives AIC can participate in as a show of solidarity and supportive professional relationships • Encourage Specialty Groups and Networks to continue to grow professional relationships as they relate to their specific interest(s) (i.e., historians, curators, archivists, archaeologists, business partners, etc.) |
| Measuring Success | <ul style="list-style-type: none"> • Record the number of programs that are extended/advertised to AIC members, number of partnerships/allied events endorsed, number of allied professionals we have invited to our events, feedback on participation in these events (hosted or joined) |

Long Term Goals

- Build similar projects like APOYOnline and Latin American Scholars program to encompass other communities.
- Reach out and intensify multilingual collaborations, including scholarly publications and core documents, among others.
- Continue to support and develop scholarships (i.e., Latin American & Caribbean Scholarship, FAIC-Tru Vue International Professional Development Scholarships, FAIC-Kress Foundation International Travel Grant for Speakers).

| | |
|---------------------|---|
| Participants | All AIC specialty groups and networks, FAIC, Publications Committee |
| Partners | APOYOnline, IIC, ICCROM, CAC, ICOM-CC, and other regional conservation organizations outside the US |

| | |
|-------------------------------|---|
| Potential Costs | Translator fees, publication costs (online, hardcopy), scholarship management costs |
| Suggested Action Steps | <ul style="list-style-type: none"> • Contact IIC/ICCROM/CAC and other partners to find out if they have translation services/systems for their publications, conferences, webinars, etc. or pre-existing translations we can link to • Continue and expand the translation of the AIC Core Documents and Annual Meeting abstracts into multiple languages • Investigate future translations of AIC Wiki content, previous scholarly publications, and other online content • Continue and develop FAIC focus on advancement of scholarship opportunities for international membership and underrepresented groups |
| Measuring Success | <ul style="list-style-type: none"> • Number of translated sources, number of languages available • Number of available scholarships and awardees • Increased number of AIC members from outside the U.S. • If not already in place, develop website analytics (such as Google Analytics) to track which related resources are being accessed and by whom |

TARGET THREE: Enhance Recruitment, Growth, and Retention Practices

In conjunction with TARGET TWO (Increase Advocacy and Partnerships with Allied and International Professionals); we are looking to grow and change the demographic of our field as a representation of a diverse workforce. We must strive to extend the understanding and influence of conservation and conservators outside of our immediate professional sphere to develop the larger institutional and professional support necessary to sustain our growth.

Short Term Goals

- Identify organizations that have been successful in increasing diversity within their membership and examine their successful programs and initiatives.
- Continue to encourage professional development across all career levels with special attention to underrepresented groups.
- Promote AIC's existing K-12 Education Initiatives and engage AIC members in outreach activities in their regions.
- Develop, as part of Equity and Inclusion web presence, a collection of success stories (as well as stories of frustrations or failures) of diversity in conservation - ideally told first-person.

| | |
|-------------------------------|---|
| Participants | FAIC, ETC, Education Outreach Working Group, ECPN, AIC Membership Services |
| Partners | Funding organizations |
| Potential Costs | AIC Staff time, committee time |
| Suggested Action Steps | <ul style="list-style-type: none"> • Encourage development of Professional Development funding specifically funding under-represented groups, ideally as its own grant |

| | |
|--------------------------|---|
| | funded income stream Partner with AIC’s leadership programming to ensure that increasing and supporting diversity is a goal as programming develops |
| Measuring Success | <ul style="list-style-type: none"> Track K-12 Education initiatives including number of resources available, noting and reporting on successful regional initiatives Increase the number of AIC members from underrepresented groups attending professional development opportunities |

Long Term Goals

- Develop initiatives and opportunities to better prepare and encourage conservators to take on higher administrative roles.
- Design and conduct a survey of our membership to record our demographics, with a goal of periodic repetition.

| | |
|-------------------------------|--|
| Participants | AIC and FAIC staff, AIC specialty groups, ECPN, ETC |
| Partners | ANAGPIC |
| Potential Costs | Time, workshop-related expenses, survey-related expenses, recruitment investments |
| Suggested Action Steps | <ul style="list-style-type: none"> Investigate leadership development programs existing in cultural organizations or other types of organizations that could include conservation professionals at all levels Develop workshops, in collaboration with nascent Leadership Initiative, to better support and empower young conservators of all backgrounds. This should include topics beyond conservation, specifically management skills and salary negotiation Reinforce professional mentorship program, engaging ECPN, ETC, and the various specialty groups Record demographics of the field to measure quantitative expectations for increasing diverse membership Work with ANAGPIC to support and promote undergraduate recruitment in minority networks Continue to support scholarships (i.e., scholarships for Annual Meeting attendance directed to early-career professionals, Stout Grants) with specific focus on supporting underrepresented groups. |
| Measuring Success | <ul style="list-style-type: none"> Record number of leadership workshops hosted or recommended, number of attending members, feedback of these initiatives and its efficacy in practice Record number of mentor-mentee partnerships created, purposes for mentorship, quality of mentorship Continue to monitor the demographics of our field over time Record number of early-career scholarships available, number of awardees, types of events these grants funded |

TARGET FOUR: Ensure Sustainability of Efforts

Our goal is to design an institutional mechanism, which encourages the constant evolution and re-evaluation of what diversity means for our field. AIC should maintain a strong commitment to diversity, equity, and inclusion; this should be reflected in all current and future (2019 – 2021 and beyond) strategic plans.

Short Term Goals

- Formalize a permanent committee presence within the AIC to lead efforts in building diversity, equity, and inclusion with the organization and the field. The EIWG recommends that this be an independent committee, but one which works closely with the Membership Committee.
- Establish a formal liaison between the aforementioned recommended committee and a permanent AIC staff person and board member.
- Document and promote current and ongoing equity and inclusion initiatives within the AIC and FAIC, with the status and results disseminated via the EIWG website or equivalent, which is freely accessible to the public.
- Promote participation and feedback from AIC membership and other participating groups.

| | |
|-------------------------------|---|
| Participants | AIC Staff, AIC Board, AIC members, participating groups in undertaken initiatives |
| Partners | - |
| Potential Costs | AIC staff time, web-related support |
| Suggested Action Steps | <ul style="list-style-type: none"> • Maintain and grow EIWG or establish permanent committee and assign dedicated liaison from permanent AIC staff and board • Continue to promote initiatives and efforts at annual meetings, on the <i>AIC News</i>, AIC wiki, dist-lists, social media, and other outlets to our members • Continue collecting related project proposals, any collected outcomes, and feedback to be earmarked for future EIWG reference on successful and unsuccessful project models • Promote involvement of corresponding Committees, Specialty Groups, and Networks in various initiatives and continue to consider suggestions and concerns brought forth by AIC members |
| Measuring Success | <ul style="list-style-type: none"> • The proposed committee would assist with continued recommendations and direction to the AIC Board, to assess the course of long-term plans, and to gather feedback from the various initiatives • Success of documentation will be proportionate to the number of initiatives that are actually undertaken and reported |

Long Term Goals

- Promote diversity within the AIC leadership, including staff and AIC and FAIC Boards.

| | |
|---------------------|--|
| Participants | AIC Board, FAIC Board, AIC membership, Nominating Committee, participating members in undertaken initiatives |
|---------------------|--|

| | |
|-------------------------------|--|
| Partners | - |
| Potential Costs | Outreach/communication time |
| Suggested Action Steps | <ul style="list-style-type: none"> • Leading into the next board term, define the type of diversity desired (i.e., cultural background, skill set, networks in building professional inclusive environments) and recruit new Board candidates from those areas |
| Measuring Success | <ul style="list-style-type: none"> • Record the make-up of the Boards over time to measure quantitative expectations for increasing diversity • Track selected initiatives and number of partnerships built by the Boards and assess the quality and performance based on those projects' objectives |

VII. Conclusion

The challenges of improving diversity, equity, and inclusion in the field of conservation are not new to the AIC or to our members. Past efforts have resulted in slow and incremental changes but have been inconsistent. Based on conversations over the past year and activities during the annual meetings, it is clear that there is currently high member interest in participation and support to engage even more with equity and inclusion initiatives and strong potential to obtain more substantive and long-lasting changes. There is no perfect solution to cover all of these issues simultaneously – efforts will need to involve complex intersectional issues and uncomfortable discussions. Real success will depend upon appropriate training and awareness of all the people involved. The challenges of limited funding, lack or change of human resources, loss of morale, and “diversity fatigue” are some of the challenges we face, but it does not mean that no efforts should be undertaken. We must examine our profession’s social relevance and current diversity to understand how to enrich our field’s range of technical abilities, knowledge base, and cultural appreciation and understanding. Our changes may continue to be incremental, but these efforts are necessary for the future of the field.

Jennifer Hain Teper, Chair
Heather Galloway, ETC Liaison
Kimi Taira, ECPN Liaison
Anisha Gupta
Beatriz Haspo
Thomas McClintock

The EIWG would like to thank the following people and groups for their guidance and assistance in our endeavor to write this report:

- Concerned Conservators Discussion Forum for their vision and feedback
- AIC board and staff members
- FAIC board members

- Sarah Barack, AIC Board Liaison
- Cathy Hawks, Membership Initiatives Coordinator, appointed by AIC board
- Jody Gray, Director, Office for Diversity, Literacy and Outreach Services, ALA
- Alison Gilcrest, Program Officer, Andrew W. Mellon Foundation
- Our stakeholder interviewees
- Our many friends and colleagues who read drafts of this report or acted as sounding boards for us in our times of need

Appendix A: Addition to the AIC Core Values and an Equity and Inclusion Statement

The EIWG drafted an addition to the AIC Core Values statement and an Equity and Inclusion statement. These documents were approved and adopted by the AIC Board of Directors in April of 2017.

The new addition to the AIC Core Values will ensure that equity and inclusion are integrated in future AIC strategic planning efforts. It reads: AIC is committed to the premise that the preservation of cultural heritage is inseparable from our belief that the creative achievements and histories of all peoples must be acknowledged and honored. Through our support of all conservation and heritage professionals, we actively strive to create an inclusive and equitable environment in which all members of our community are valued and respected.

The new “AIC Statement on Equity and Inclusion” has a web presence on the EIWG webpage, as well as on the “Governance” page of the AIC website, under “defining documents.” This longer statement is meant to set the stage for all future diversity, equity, and inclusion efforts of the AIC. The statement reads:

The American Institute for Conservation of Historic and Artistic Works (AIC) is committed to the premise that the preservation of cultural heritage is inseparable from our belief that the creative achievements and histories of all peoples must be acknowledged and honored. Through our support of conservation and heritage professionals, we actively strive to create an inclusive and equitable environment in which all members of our community are valued and respected. The AIC supports efforts to increase diversity at all stages of education and professional development so that we are able to attain the highest levels of professional integrity. We believe that a diverse workforce provides the multifaceted perspectives, skills, and knowledge necessary to achieve excellence in the conservation of our shared heritage. In our promotion of the preservation of cultural heritage, we commit to valuing diversity and promoting equity.

Appendix B: EIWG Charge

The charge for the Equity and Inclusion Working Group (EIWG) is to:

Survey and Discovery

- Foster electronic and in-person member forums to engage in active conversation and constructive dialogue in order to gather ideas and perspectives from respective constituents on the state of social, cultural, and racial literacy as it relates to the preservation of cultural heritage.

Assessment

- Compose a report to be submitted to the Board of Directors containing the following elements:
 - A review of similar initiatives in other professional organizations, institutions, and disciplines with the goal of compiling at a minimum three, but ideally more, mechanisms to assess issues of race and diversity whose implementation will result in a more inclusive organization. These models should integrate these findings with feedback received during the members forums described above, and specify concrete steps for confronting current issues of equity, inclusivity, and diversity within the field of cultural heritage conservation. The findings should also provide for the establishment of realistic goals and benchmarks for gauging success in future efforts.
 - A draft *Statement on Equity and Inclusion* that expresses the broader understanding of equity, inclusivity, and diversity issues as they impact membership, outreach, education and preservation/conservation initiatives and programs. It should emphasize AIC's commitment to promoting social and racial literacy within our organization and underscore our commitment to embracing cultural diversity as an inherent aspect of cultural heritage.
 - Selected issues might include the lack of race and gender diversity in our profession, socioeconomic barriers to entering the field, and challenges impeding effective communication around these topics, due to the sensitive nature of these concerns.
 - Ideas about how equity, inclusivity, and diversity efforts can be articulated in future iterations of the AIC strategic plan.

Strategies and Programs

- Suggest potential workshops and/or presentations topics for AIC members, possible programming opportunities for the annual meeting, and/or articles for AIC News, the FAIC Newsletter, and the AIC blog to increase the awareness of our membership about current issues of equity and inclusion and to provide members with the vocabulary with which to thoughtfully address and constructively confront them.

The EIWG is to fulfill this charge over a one-year period from the date of its formation. The EIWG will not exceed six members and will be composed of at least one member each from the Education and Training Committee and the Emerging Conservation Professionals Network. The Chair of the Task Force will communicate with the AIC Board Liaison.

As we embark on the tasks set forth, we need a mutual understanding of the following terms:

Literacy: Used to convey increased awareness, heightened sensitivity, deeper insight, better informed, and mindfulness of specific issues.

Diversity: Used to imply an embracing of differences, e.g., sexual preference, gender identity, race/racial minority, ethnic/cultural minority, physically challenged, and/or members of an underrepresented population.

Equity: Meant to imply equality across many different factors including, but not limited to, financial, social, cultural, racial, and socioeconomic.

Board Liaison:

Sarah Barack, Treasurer

Appendix C: Definition of Terms

Diversity can be defined as the sum of the ways that people are both alike and different. Visible diversity is generally those attributes or characteristics that are external. However, diversity goes beyond the external to internal characteristics that we choose to define as 'invisible' diversity. Invisible diversity includes those characteristics and attributes that are not readily seen. When we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual.

Equality is the state of being equal, especially in status, rights, and opportunities.

Equity is not the same as equality. Formal equality implies sameness. Equity, on the other hand, assumes differences and takes difference into account to ensure a fair process and, ultimately, a fair (or equitable) outcome. Equity recognizes that some groups were (and are) disadvantaged in accessing educational and employment opportunities and are, therefore, underrepresented or marginalized in many organizations and institutions. The effects of that exclusion often linger systematically within organizational policies, practices and procedures. Equity, therefore, means increasing diversity by ameliorating conditions of disadvantaged groups.

Inclusion means an environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization's success.

(Inherent) Bias is prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Intercultural Competence indicates the ability to communicate effectively across people of different backgrounds.

Intersectionality is the theory that the overlap of various social identities, such as race, gender, sexuality, and class, contributes to the specific type of systemic oppression and discrimination experienced by an individual.

Literacy is used to convey increased awareness, heightened sensitivity, deeper insight, better informed, and mindfulness of specific issues.

Tolerance is the ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with. The sympathy or indulgence for beliefs or practices different from or conflicting with one's own.

Appendix D: Non-AIC Initiatives

Winterthur/University of Delaware Program in Art Conservation

The Winterthur/University of Delaware Program in Art Conservation (WUDPAC) has had a number of short-term initiatives to strengthen diversity in their program. From 2005-2009, the program participated in the University of Delaware's Arts and Humanities Summer Institute, a four-week program that brought historically underrepresented undergraduates to the campus and introduced them to conservation. This resulted in one participant successfully completing the program and securing a position as a conservator. In 2012, the department collaborated with Newark's New London African-American community members to document their history via a walking tour and podcasts.

In December 2016, WUDPAC hosted a planning meeting at Winterthur with members of the Alliance of Historically Black Colleges and Universities (HBCU) museums and galleries to address the dearth of diversity in American art conservation graduate programs. From this meeting, WUDPAC hosted four students (competitively chosen by the Alliance from applications from 11 HBCUs) for a two-week workshop in June 2017 in Winterthur's Conservation Department to examine and treat a Tuskegee University Legacy Museum diorama entitled "Sold into Slavery (After the Passage)." These students will remain in contact with the faculty for career advisement, including potential future admission to a graduate program. The program is also working with Adam Foley, Diversity and Inclusion Program Coordinator at UD, to examine the first-year curriculum to assess the multicultural competency of students when they enter and when they finish.

Another current initiative, led by Yale University and the Winterthur/University of Delaware Program in Art Conservation (WUDPAC) with partners through the CCAHA and LYRASIS, has sent conservators to HBCUs to lecture about the field of art conservation, followed by humanities-based funding for summer institutes with an art conservation component that was promoted to the students. Through this, curators, faculty members, and eleven students from HBCUs around the country attended a one-week intensive course on technical art history at Yale and four of these students continued on to work on a diorama treatment project at Winterthur. To help scaffold their experience, WUDPAC reached out to the AIC Emerging Conservation Professionals Network (ECPN) to partner each of the eleven students with early-career mentors.

The Internship Program for Collections Stabilization of the Collections, Access, Loan and Management (CALM) Division of the Library of Congress

Created in 2008 and supervised by the Collections Officer, the CALM Internship program has trained over 60 interns and volunteers from the U.S. and an additional 11 countries (from Latin America, Africa, Europe, and the Middle East) in collections care, rehousing, and preventive conservation. The program established a special collaboration with the Library of Congress special programs and regional colleges, such as Gallaudet University, creating opportunities for six students with disabilities to participate in the internship program.

Association for Heritage Preservation of the Americas (APOYO)

Starting in the 1990s, Toby Raphael and Jean Portell spearheaded the support of the AIC Objects Specialty Group for special projects carried out by the Association for Heritage Preservation of the Americas (APOYO, now APOYOnline). The financial support approved by the members of the Objects Group during business meetings funded the mailing of APOYOnline's technical newsletter, which was not available electronically at that time, to several institutions in Latin America for 3 years. Other ongoing collaborations between the AIC and APOYOnline include a

20-year partnership with the FAIC for funding to over 260 grantees coming to the U.S. for conservation training or conference attendance. In addition, APOYOnline continues to support regional conferences and professional development training, bringing experts from the United States to Latin American destinations to teach, and providing over 350 participants with partial to full funding for workshop attendance.

Smithsonian Institution

In the spring of 2017, The Andrew W. Mellon Foundation funded the Smithsonian Institution's proposal for an Undergraduate Summer Internship Program for Conservation to pilot a paid internship program for undergraduate and recent post-undergraduate students interested in conservation careers, with an emphasis on diversifying the field's educational and professional pipeline. The awarded grant period runs from October 1, 2017, to December 31, 2019. To date, one round of summer interns has been placed within various Smithsonian museums and cultural centers. The lead contact for the initiative is Karen Carter, Office of Fellowships and Internships, Smithsonian Institution.

UCLA Diversity Internships

Also in the spring of 2017, The Andrew W. Mellon Foundation funded a separate diversity initiative at UCLA under the leadership of Ellen Pearlstein that focused on increasing diversity in the study and practice of conservation of cultural collections. Through this grant, UCLA will manage a four-year pilot program designed to provide materials and a means for outreach to undergraduate students from fields such as studio art, art history, archaeology, anthropology, and physical sciences who are presently underrepresented in conservation, to develop workshops for interested students, and to fund undergraduate internships at museum conservation laboratories. Mentoring is another significant part of the program. Up to 15 students will participate in weeklong workshops, offered in the summers of 2018 and 2019. Workshops designed to introduce students to the conservation field will include a combination of theoretical discussions, practical exercises, and visits to museums and conservation labs in the greater Los Angeles area. Selected workshop participants will be offered internships in the summers of 2019 and 2020.

New York University, Institute of Fine Arts, The Conservation Center

The Conservation Center has increased its diversity initiatives by actively partnering with area high schools and non-profits. Each semester, The Museum School, ranked the 11th top public school in NYC, brings students in their chemistry module to the Center where conservation students introduce a highly diverse high school population to possible career paths in the sciences. Through its close connection with the Dedalus Foundation, in 2016 the Center was introduced to *ArtsConnection*, a New York City-based non-profit organization offering programming to high school students interested in the arts. *ArtsConnection* has established connections within the labyrinthine NYC public school system, making it a valuable partner in our diversity outreach; conservation students have, for the past three years, led active explorations of art materials for high school students.

Between 2009 and 2017, The Leon Levy Visiting Fellowship program hosted one individual already working with archaeological materials and whose home country does not have advanced art conservation training to spend one academic year at the Center studying conservation foundations. The Visiting Fellowship has been awarded to candidates from Albania, Cambodia, China, Egypt, Iraq, Malawi, and Sri Lanka, among other countries.

Appendix E: List of Stakeholder Interviews

Anonymous (1)
Sanchita Balachandran
Sarah Barack
Brenda Bernier
Tom Braun
Annelien Bruins
Eden Burgess
Tom Clareson
Suzanne Davis
Jeanne Drewes
Margaret Holben Ellis
Lauren Fair
Adam Foley
Molly Gleeson
Cathy Hawks
Paul Himmelstein
Wil Lin
Stephanie Lussier
Sarah Melching
Chela Metzger
Sue Murphy
Ronel Namde
Bonnie Naugle
Debbie Hess Norris
Karen Pavelka
Ellen Pearlstein
Nick Pedimonti
Eric Pourchot
Patrick Ravines
Amparo Rueda
Melissa Tedone
Peter Trippi
Deborah Trupin
Eryl Wentworth

Appendix F: Selected References and Resources

Case Study: American Library Association (ALA)

- Office for Diversity, Literacy, and Outreach Services.
<http://www.ala.org/aboutala/offices/diversity>
- Spectrum Scholarship Program.
<http://www.ala.org/advocacy/spectrum>
- *Diversity Standards: Cultural Competency for Academic Libraries* (2012).
<http://www.ala.org/acrl/standards/diversity>
- 2017. *ALA Strategic Directions: Equity, Diversity, and Inclusion*.
http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/governance/council/council_documents/2017_mw_council_documents/cd_35_2_Strategic%20Direction_Equity%20Diversity%20and%20Inclusion_FINAL.pdf

Case Study: American Alliance of Museums (AAM)

- *2016-2020 Strategic Plan*. February 24, 2016.
<http://www.aam-us.org/about-us/strategic-plan>
- *Diversity and Inclusion Policy*. February 26, 2014.
<http://www.aam-us.org/about-us/strategic-plan/diversity-and-inclusion-policy>
- *Diversity, Equity, Accessibility, and Inclusion*.
<http://www.aam-us.org/docs/default-source/advocacy/brief-deai.pdf?sfvrsn=2>
- LGBTQ Alliance. 2016. *Welcoming Guidelines for Museums*.
http://www.aam-us.org/docs/default-source/professional-networks/lgbtq_welcome_guide.pdf?sfvrsn=8
- Online Programs
<http://www.aam-us.org/resources/online-programs>
- Resources on Diversity, Equity, Accessibility, and Inclusion
<http://www.aam-us.org/about-us/what-we-do/resources-on-diversity-equity-accessibility-inclusion>
- Center for the Future of Museum. *TrendsWatch*.
<http://www.aam-us.org/resources/center-for-the-future-of-museums/projects-and-reports/trendswatch>
- Museum Workers Speak.
<https://museumworkersspeak.weebly.com/>

Case Study: Society of American Archivists (SAA)

- Diversity Committee.
<https://www2.archivists.org/groups/diversity-committee>
- Association of Research Libraries/Society of American Archivists (ARL/SAA) Mosaic Program.
<https://www2.archivists.org/arl-saa-mosaic-program>
- Mosaic Scholarship.
<https://www2.archivists.org/governance/handbook/section12-mosaic>
- Josephine Forman Scholarship.
<https://www2.archivists.org/governance/handbook/section12-forman>

Winterthur/University of Delaware Program in Art Conservation (WUDPAC)

- Diversity Initiatives.
<https://www.artcons.udel.edu/outreach/diversity-initiatives>

- University of Delaware, Department of Art Conservation. 2017. Art conservation and encouraging diversity. August 2017.
<https://www.artcons.udel.edu/content-sub-site/Documents/ARTCblastAugust2017.pdf>

Association for Heritage Preservation of the Americas (formerly APOYO)

- APOYOnline.
www.apoyonline.org

Other Selected Resources

- AIC. 1994. *Code of Ethics and Guidelines for Practice*. <https://www.conservation-us.org/code>
- AIC. 2016. Strategic Plan 2016-2018. November 12, 2016.
<https://www.conservation-us.org/docs/default-source/governance/aic-2016-2018-strategic-plan.pdf>
- AIC. Mission Statement, Vision Statement, and Core Values.
[https://www.conservation-us.org/our-organizations/association-\(aic\)](https://www.conservation-us.org/our-organizations/association-(aic))
- AIC. FAIC Professional Development Scholarships & Grants.
<http://www.conservation-us.org/grants/professional-development>
- Chicago's Children's Museum. 2016. *CCLI [Cultural Competence Learning Institute] Final Presentation*. November 17, 2016.
https://higherlogicdownload.s3.amazonaws.com/ASTC/a6c0f3de-e0b1-4198-8ab7-01cee4a55b00/UploadedImages/Chicago-Case_Study.pdf
- Cole, J.B. Georgia World Congress Center, Thomas Murphy Ballroom. 2015. *AAM General Session Keynote Address*. American Alliance of Museums. Digital video (43 min.)
<https://www.youtube.com/watch?v=TmROOwIIVYM>
- Institute of Museum and Library Services. 2009. *Museums, Libraries, and 21st Century Skills*. Washington, D.C., July 2009.
<https://www.imls.gov/assets/1/AssetManager/21stCenturySkills.pdf>
- International Council of Museums. 1997. *Museums and Culture Diversity: Policy Statement*. December 1997.
<http://archives.icom.museum/diversity.html>
- Ivy, N. 2016. The labor of diversity. *Museum* (January/February 2016): 36-39.
<http://www.aam-us.org/docs/default-source/museum/the-labor-of-diversity.pdf>
- Kaplan, I. 2016. To increase diversity, museums need to change from the front door to the boardroom. *Artsy*, October 3, 2016.
<https://www.artsy.net/article/artsy-editorial-what-the-art-world-must-do-to-diversify-museums>
- Vega, M. 2012. On being uneasy. *Public* 1 (1+2).
<http://public.imagingamerica.org/blog/article/inquietudes-on-being-uneasy/>
- Wooldridge, A. 2016. Diversity fatigue. *The Economist*, February 11, 2016.
<https://www.economist.com/news/business/21692865-making-most-workplace-diversity-requires-hard-work-well-good-intentions-diversity>