

Staff Session: Planning and Prep

Prep Time: 30–60 min

Activity Time: 30–60 min

Audience: This session is required for all data collectors. Data collectors can be in any role in any department. You may consider having at least one data collector from each area that will be reviewed using the toolkit.

Goal: This session is an opportunity for the data collectors to become more familiar with the assessment toolkit the language used, and the process of collecting data.

Format:

Segment	Goal	Time
Introduction	<ul style="list-style-type: none"> Introduce the goals of the IF/THEN® Initiative Discuss organizational goals for using the Toolkit Provide context for why this work matters 	10–20 min
Guidelines for Using the toolkit	<ul style="list-style-type: none"> Review definitions and rules for each category of the toolkit (age, gender, STEM, space, element, etc.) Discuss how “notes” page can be used 	15–25 min
Next Steps	<ul style="list-style-type: none"> Provide directions on where, when, and how each staff member will collect data Allow staff opportunity to predict what they will find 	5–15 min

Supplies:

- PowerPoint presentation
- Printouts of Assessment Tool (1 per person, pages 11–12 in toolkit)
- Printouts of “How to Use the Assessment Tool” (1 per person, page 10 in toolkit)

Advance Preparation: For Facilitators

- Before beginning this session, review the IF/THEN® Gender Representation Toolkit and decide:
 - Which content areas or spaces will be included in the data collection process?
 - How will staff collect data? Who will be responsible for which spaces?
 - What is the deadline for staff to complete their data collection?
 - Who will serve as the Data Reporter?
 - What Additional Categories will your organization track? How will you define those categories?
- Review the PowerPoint slides, including the “notes” section on each slide. Consider updating slide 20 and 22 with information specific to your institution.

For Participants

If possible, participants should read the IF/THEN® Gender Representation Toolkit in advance. If not possible, consider scheduling 45–60 minutes for this session to allow staff time to read and process the material during the session.

Introduction (10–20 minutes)	
<p><u>IF/THEN® Initiative Overview</u></p> <p>Slides 1–4</p>	<p>Give a brief overview of the IF/THEN® Initiative</p> <ul style="list-style-type: none"> • Funded by Lyda Hill Philanthropies, the IF/THEN® Initiative aims to advance women in STEM through three primary efforts: <ul style="list-style-type: none"> ○ highlighting women working in these fields as role models ○ inspiring young women and girls to learn about STEM careers ○ convening cross-sector partnerships to illuminate the importance of STEM everywhere • Through this Toolkit, Lyda Hill Philanthropies' IF/THEN® Initiative hopes to reach a broader audience including formal and informal educators in schools, after school programs, in other educational environments, and at home.
<p><u>Goals</u></p> <p>Slide 5</p>	<p>Introduce the goals of the IF/THEN® Gender Representation Toolkit:</p> <ol style="list-style-type: none"> 1. Help both formal and informal educators collect data on their visual representation of gender. 2. Prompt conversations among your organization's staff about gender equity and support your organization's broader Diversity, Accessibility, Inclusion, and Equity efforts 3. Encourage educators to improve gender representation in their materials and visual communications by leveraging the IF/THEN® Collection or other related resources. <p>If desired, include any additional organizational goals your organization may have for using the assessment tool.</p>
<p><u>Why representation matters</u></p> <p>Slide 6-7</p>	<p>Women make up half of the total U.S. college-educated workforce, but only 28% of the science and engineering workforce. Educators have a part to play in ensuring that groups underrepresented in STEM fields are more visible to their young audiences. The images and videos displayed in classrooms, in community centers, and elsewhere have the potential to inspire students and others who visit these spaces. Our hope is that everyone can see themselves reflected in images and be motivated to consider education and careers in STEM fields.</p> <p>Introduce Crystal Emery's quote on slide 7.</p> <p>If time allows, facilitate a conversation with staff about why they think representative imagery matters.</p>

Guidelines for Using the Toolkit (15–25 minutes)	
<p><u>Overview</u></p> <p>Slides 8–11</p>	<p>Pass out the printouts of the toolkit and the “How to use the assessment tool” handout and have staff review together. Point out how the toolkit is designed to collect data on multiple images or videos of people by using tally marks in each box. One sheet can collect data on one element (which may include many images or many videos). Print as many sheets as needed to collect data from each space.</p> <p>To ensure each organization follows the same data collection practices, we have provided standard rules for data collection:</p> <ul style="list-style-type: none"> • The focus of counting is on images of real people. However, your organization may choose to include drawings, animations, cartoons, or comics of humans if desired. Let staff know if these will be included. • A person should be visible enough to be counted. (e.g., do not count a close-up part of a face). A person’s face should be at least partially visible. • Groups of people above 7 should not be counted. However, if only one person in a crowd is in focus, they can be counted. • A person whose image occurs more than once in an element should only be counted once. • In videos, an individual must be visible for at least 5 continuous seconds to be counted. • Assess the first 30 seconds of videos with a discrete beginning or end • Looping videos without a discrete beginning or end should be assessed for 30 seconds at a randomly selected time. <p>Use slides 8–11 to review examples of what would or would not be included in the count</p>
<p><u>Space</u></p> <p>Slide 12</p>	<p>For the purposes of this toolkit, a space is the entirety of an area being observed. For example, a space could be a building (or all buildings), a website, an ad campaign, an area of signage, a curriculum book, or a set of program materials.</p> <p>Note that a space does not necessarily have to be a physical space (such as a website or flyer). You may choose to define each space in whatever way makes the most sense for your organization.</p> <p>Tell staff which spaces in your organization will be included in the data collection process.</p>

<p><u>Element</u></p> <p>Slide 13</p>	<p>An element is a section of a space. Dividing up a space makes it more manageable to collect data and reference data later. Choosing what constitutes an element is up to the data collector. However, an element should be identified in a way that makes it easy to find later. For some small spaces, you may choose to consider the entire space as one element.</p> <p><u>For each space where your institution will collect data, brainstorm together examples of elements it might include.</u></p>
<p><u>Type</u></p> <p>Slide 14</p>	<p>Type is the type of media being recorded, such as photos, videos, or other. You will only collect data from one type at a time. For example, you may use one data collection sheet to record all photos within an element, then use a new sheet to record all videos.</p> <p>Other types may include audio, drawings, sculptures, or other depictions of people.</p> <p>If your institution would prefer not to collect photos separately from videos, you may select “other” as your type, and write in “mixed media”.</p>
<p><u>Age</u></p> <p>Slides 15–16</p>	<p>Categories of Age</p> <p>The toolkit is split into two charts:</p> <p style="padding-left: 40px;">Adults - appears to be 18 years of age or older Children - appears to be between birth and 17 years old</p> <p>Note:</p> <ul style="list-style-type: none"> • You can choose to count all adults observed first, then go back through to count children, or count both at the same time. Just make sure you are recording your observations in the correct age chart. • If you aren’t sure if a person is an adult or child, record them as an adult. <p>Practice counting using slide 16: Taking into account all the rules covered so far, how many total adults do you see on this slide? How many children? View the “notes” section of the slide for hints on how to count each image.</p>
<p><u>Gender</u></p> <p>Slide 17</p>	<p>Categories of Gender</p> <p style="padding-left: 40px;">I perceive this person to be a woman/girl</p> <p style="padding-left: 40px;">I perceive this person to be a man/boy</p> <p style="padding-left: 40px;">I do not perceive this person to be a woman/girl or man/boy</p> <p>When looking at images/videos, use the toolkit to count each individual based on how you perceive that person’s gender.</p> <p>Look at each individual’s visual cues—such as clothes, hair, and body language—to help decide perceived gender.</p>

	<p>Mark an individual in the “I do not perceive this person to be a woman/girl or man/boy” category</p> <ul style="list-style-type: none"> • If you do not think the person is a woman/girl or a man/boy, or • If you cannot decide what gender you perceive the person to be. <p>This category could be one way to account for people who may not be a binary gender.</p> <p>Use your initial reactions to categorize each person. Doing so will produce data that most likely best reflects the thoughts of your visitors.</p>
<p><u>Gender Non-Conforming</u></p> <p>Slides 18–20</p>	<p>Gender Non-Conforming</p> <p>Gender non-conforming refers to a person who expresses their gender in ways (such as clothing, hair, behavior, and voice) that are primarily different than what is typically expected for their gender.</p> <p>After marking an individual in either the woman/girl or man/boy category, look to see if their visual cues (e.g., clothing, hair style) are primarily different than what is typical for the gender you marked.</p> <p>If yes, place an additional mark in the gender non-conforming box underneath the gender category you marked initially.</p> <p>If no, do not place a mark for them in the gender-non conforming box.</p> <p><u>Note:</u></p> <ul style="list-style-type: none"> • If you are unsure if you think a person is gender non-conforming, do not mark them as such. • If you marked a person in the category “I do not perceive this person to be a woman/girl or man/boy”, do not mark them as gender non-conforming, as this category only describes people who you perceive to be a woman/girl or man/boy. <p><u>Remember:</u></p> <p>The purpose of this toolkit is not to decide what someone’s gender identity is, but instead to capture your personal perception of gender as it appears in your museum’s content. The goal is to better understand what students, staff and visitors will see in your facility — will they feel represented by the images and videos they see? Keep in mind that when using the toolkit, you should categorize people based on your initial reactions, which will help the data better reflect what individuals are most likely to think when they see an image.</p> <p>Use the toolkit and slide 20 to practice tallying images based on age, gender, and gender non-conforming categories. View the notes section of the slide to see suggestions on how you may count the people in each image.</p>

<p><u>STEM</u></p> <p>Slides 21–22</p>	<p>STEM</p> <p>STEM representation is different in the Adults and Children charts:</p> <p>Adults - STEM Professional After marking an adult in a gender category, look to see if their clothing, job-related tools/instruments, location, or actions are that of a STEM professional.</p> <p style="padding-left: 40px;">If yes, place an additional mark in the “STEM Professional” box underneath the same gender category you marked initially. If no, do not place a mark for them in the “STEM Professional” box.</p> <p>Children - Doing STEM After marking a child in a gender category, look to see if the child appears to be engaging in a STEM activity (e.g., using a scientific tool to observe or measure).</p> <p style="padding-left: 40px;">If yes, place an additional mark in the “Doing STEM” box underneath the same gender category you marked initially. If no, do not place a mark for them in the “Doing STEM” box.</p> <p><u>Note:</u></p> <ul style="list-style-type: none"> • If you are unsure if an individual is a teenager or young adult, count them as an adult. <p>Use the toolkit and slide 22 to practice tallying images based on age, gender, gender non-conforming, and STEM categories.</p>
<p><u>Additional Categories</u></p> <p>Slide 23</p>	<p>If your organization has chosen to collect data on additional representation categories, discuss as a group the categories chosen and the guidelines for determining how an individual is marked for each category. Make sure you create clear definitions and rules for each category.</p> <p>Note to facilitator: It may be difficult to make a clear definition for some additional representation categories. Consider possible definitions and questions before the session begins. You may also want to identify example pictures that you can discuss with your team.</p>
<p><u>Notes</u></p> <p>Slide 24</p>	<p>Use the notes section on page 12 of the toolkit to record any thoughts you have as you collect data. You may choose to note images that reinforce (or break!) common stereotypes, patterns you observe, or anything else that you may want to discuss with your colleagues during the staff session to debrief after using this toolkit.</p>

Next Steps (5–15 minutes)	
<p><u>Logistics</u></p> <p>Slide 25</p>	<p>Review plan for data collection with staff. Include:</p> <ul style="list-style-type: none"> • Who will collect data from each space? • When should the data collection be completed? • Who should data collectors give their data to after it is collected? • What should they do if they have questions as they collect data? <p>Address any additional questions staff may have about using the toolkit.</p> <hr/>
<p><u>Predictions (optional)</u></p> <p>Slide 26</p>	<p>If time allows and you expect to facilitate Staff Session: Debrief and Next Steps, ask staff to predict what results they will find. You may ask them to predict:</p> <ul style="list-style-type: none"> • What percentage of the images and videos will feature women or girls? • What percentage of the STEM professionals will be women? • What percentage of the children actively engaged in STEM will be girls? • How many images of gender non-conforming individuals will they find? • If you are collecting data on additional categories, what do they expect they will find? <p>These predictions will be used to prompt discussions about expectations vs reality in the debrief Staff Session. The predictions can be a simple verbal discussion or could be written down to compare to the results.</p>

Staff Session: Debrief and Next Steps

Prep Time: 30 – 60 min

Activity Time: 60 - 90 min

Audience: After completing the data collection process, we highly suggest all data collectors attend this staff session. You may consider also inviting leadership to participate in planning for next steps.

Goal: This session focuses on individual reflection, including discussing the experience of using the toolkit and what was discovered in the process. It will also provide an opportunity to explore potential next steps for your organization to address any inequities that may have been uncovered.

Format:

Segment	Goal	Time
Debrief Process and Results	<ul style="list-style-type: none"> Reflect individually and as a group on what it was like to use the assessment tool and on the results discovered during data collection 	20 minutes
Individual Goals	<ul style="list-style-type: none"> Consider what steps staff can take individually to improve equity in your organization's facilities 	15 minutes
Organizational Next Steps	<ul style="list-style-type: none"> Consider possible ideas for projects to increase gender equity 	25–55 minutes

Supplies:

- Blank paper (3–5 sheets per person)
- Markers, colored pencils, or pens (1–2 per person)
- Printouts of Reflection Questions (1 per person, pages 5–7 of this outline)
- Notes pages from Data Collectors

Advance Preparation: For

Facilitators

- Before beginning this session, enter the data collected into the data collection spreadsheet (download at www.ifthencollection.org/toolkit). Review the results on the “Data Summary” tab to identify trends to discuss (if possible).
- Email participants in advance and ask them to bring the notes pages of their assessment tool (if applicable).
- You may consider breaking this session into two separate meetings: the first focused on the debrief and individual goals with data collectors, and a second with a larger group of stakeholders focused on organizational next steps.

Debrief Process and Results (20 minutes)

Process Reflection Questions

1. What did you think about the process of collecting data? Was there anything difficult about it? Was anything surprising?
2. Is there anything you would do differently if you were to use the assessment tool again? Why?
3. Did the results match what you expected to find when using the toolkit? Did anything surprise you about the results?

Note: If your team participated in Staff Session: Planning and Prep and answered the prediction questions about what they thought they would find, remind them of this to compare to the actual results.

4. Has this process changed (or reinforced) your thoughts about gender representation (in general and in your organization)?
5. Did you notice any patterns or stereotypes while using the toolkit?

Note: Remind data collectors to look at the “notes” page of the toolkit (page 12 of the toolkit) to answer this question.

Individual Reflection (5–7 minutes)

Begin by having staff reflect individually on the questions above using the worksheet “Process Reflection Questions- Page 1” found on page 5 of this outline.

Group Reflection (10–15 minutes)

Facilitate a group conversation on the above questions. You can also use this time to share the overall results from data collection if they are available.

Individual Goals (15 minutes)

Staff should begin thinking about what they can do to increase representation in their daily work and start developing goals. Encourage the creation of both short-term and long-term goals. The reflection questions below (and as a printable on page 6 of this outline) can be used to help staff generate ideas.

Goal Creation Reflection Questions

1. What (if anything) are you already doing in your job regarding the representation of gender or other underrepresented groups?
2. What additional actions could you take to increase diverse and equitable representation of people through your work?
3. What other underrepresented groups could you highlight?
4. What are some places in your job where it may be more challenging to increase representation?
5. What skills/abilities do you have that can be applied to the work you want to accomplish with respect to diversity and equity?

If time allows, ask staff to share their goals in pairs or in groups.

Once staff have identified goals they would like to work towards, have them start planning out the steps they need to take to achieve those goals. These reflection questions can be used to help staff generate ideas.

Goal Achievement Reflection Questions

1. Is there anything you want or need to learn more about in order to start working towards the goals you identified?
2. Who else might you be able to work with to achieve your goals? Co-workers, community members, organization partners, etc.?
3. What systems/support do you need to build or call upon to work on your goals?
4. What are some potential roadblocks to working on these goals and what can you do to avoid or overcome them?
5. What resources or materials do you have already that you can use to accomplish these goals? What else do you need?

If time allows, ask staff to share their goals in pairs or small groups.

Organizational Next Steps (25–55 minutes)

Note to Facilitator:

This activity is designed to help your organization develop ideas for projects that could improve representation in your organization. Depending on staff availability and your organizational goals, you may choose to modify this activity. Considerations include:

- Focus on projects you could do within your organization's budget and capacity.
- This activity is designed to generate broad project ideas. If you have made decisions about what types of projects you may propose (i.e., within a certain budget, focused on a particular space), modify this brainstorm so that ideas fit within your constraints.

Individual Brainstorm (5–10 minutes)

Individually, brainstorm as many ideas as possible about potential projects, drawing or describing in words each idea on a separate sticky note or piece of paper. Think big, creative, and quick: at this point, don't limit your ideas based on how difficult they may be to implement, and don't worry about figuring out all the details.

Consider:

- What area of your organization's content did you identify through the toolkit as needing the most improvement?
- Are there any ongoing or upcoming efforts at your organization that could be improved by combining them with an IF/THEN® project?
- How could you use the photos and videos in the IF/THEN® Collection to increase your representation of girls and women in STEM?

Small Group Discussion (5–20 minutes)

After brainstorming individually, form groups of 2–3. Take turns sharing your ideas, then choose the top 2–3 ideas. Try to have at least one smaller budget idea (\$1,000–\$5,000) and one large budget idea (\$10,000–\$20,000). Continue to elaborate on and improve these top ideas, creating a quick drawing representing each idea.

Large Group Share-out (5–20 minutes)

Take turns sharing the top ideas from each group. If possible, hang the drawings around the room as each group shares. Facilitate a conversation about which ideas might be most exciting and most competitive to propose.

What next steps can your team take to develop project ideas?

Process Reflection Questions - Page 1

1. What did you think about the process of collecting data? Was anything difficult about it? Was anything surprising?
2. Is there anything you would do differently if you were to use the assessment tool again? Why?
3. Did the results match what you expected to find when using the toolkit? Did anything surprise you about the results?
4. Has this process changed (or reinforced) your thoughts about gender representation (in general and in your organization)?
5. What patterns or stereotypes did you notice while using the toolkit?

Goal Creation Reflection Questions - Page 2

1. What (if anything) are you already doing in your job regarding the representation of gender or other underrepresented groups?
2. What additional actions could you take to increase diverse and equitable representation of people through your work?
3. What other underrepresented groups could you highlight?
4. What are some places in your job where it may be more challenging to increase representation?
5. What skills/abilities do you have that can be applied to the work you want to accomplish with respect to diversity and equity?

Goal Achievement Reflection Questions - Page 3

1. Is there anything you want or need to learn more about in order to start working towards the goals you identified?
2. Who else might you be able to work with to achieve your goals? Co-workers, community members, organization partners, etc.?
3. What systems/support do you need to build or call upon to work on your goals?
4. What are some potential roadblocks to working on these goals and what can you do to avoid or overcome them?
5. What resources or materials do you have already that you can use to accomplish these goals? What else do you need?