**Inclusive museums resource list**

**Cross-disciplinary museum resources**

**LGBTQ**

* The International Lesbian, Gay, Bisexual, Transgender and Queer Youth and Student Organisation’s Intersectionality toolkit: <http://www.asgi.it/wp-content/uploads/2015/03/Inter-Toolkit1.pdf>.
  + A guide for organizations to explore the principles of intersectionality and conduct activities to explore inclusive practices.
* LGBTQ Heritage Theme Study: <https://www.nps.gov/subjects/tellingallamericansstories/lgbtqthemestudy.htm>.
  + This National Park Foundation and National publication has chapters authored by LGBTQ studies experts, examining the interpretation and preservation of LGBTQ histories and heritage in the United States.
* LGBTQ welcoming guidelines from the American Alliance of Museums’ LGBTQ Alliance: <http://aam-us.org/docs/default-source/professional-networks/lgbtq_welcome_guide.pdf>.
  + These guidelines give specific strategies and tools for museums to develop LGBTQ inclusion.

**Disability** **and Accessibility**

* The American Council of the Blind’s audio description project: <http://acb.org/adp/museums.html>.
  + This project examines audio description (the description of objects) and contains numerous examples, resources, and guidelines for creating audio descriptions.
* ‘Nothing About Us Without Us’: <http://www.aam-us.org/docs/default-source/resource-library/nothing-about-us-without-us.pdf?sfvrsn=0>.
  + A 2016 article in *Museum* magazine about inclusive practices in cultural institutions.
* Smithsonian Institution guidelines for accessible exhibition design: <https://www.si.edu/accessibility/sgaed>.
  + These guidelines offer design tools for exhibition teams to inform exhibition development.

**Multilingualism and adult immigrant English-language learners**

* Strengthening Immigrant Voices through Museum- Community College Partnerships; CALTA21: <http://www.calta21.org>.
  + A professional development initiative to build capacity for supporting English language learning adult immigrants.
* Garibay, Cecilia, Yalowitz, Steven, & Guest Editors. (2015). Redefining Multilingualism in Museums: A Case for Broadening Our Thinking. *Museums & Social Issues, 10*(1), pp. 2-7.
  + This article argues that museums must see language practices in a sociocultural framework that situates linguistic diversity in a broader social context.
* Stein, Jill K., Garibay, Cecilia, & Wilson, Kathryn E. (2008). Engaging Immigrant Audiences in Museums. *Museums & Social Issues, 3*(2), pp. 179-196.
  + This article builds a platform to define the concept of immigrants, examine museums’ historical stances towards relevant immigrant identities, and examine intergenerational linguistic differences in museums relative to bilingual signage.

**General**

* The American Alliance of Museums’ diversity, equity, accessibility, and inclusion resource list: <http://www.aam-us.org/about-us/what-we-do/resources-on-diversity-equity-accessibility-inclusion/education-interpretation#ExhibitPlanning>.
  + A huge list of resources related to inclusion and museums.
* The Incluseum: <https://incluseum.com>.
  + A website project that ‘advances new ways of being a museum through critical discourse, community building and collaborative practice related to inclusion in museums’; the website includes blog posts, conversation guides, and other materials created in the project.
* TrendsWatch 2017 from the Center for the Future of Museums: <http://www.aam-us.org/resources/center-for-the-future-of-museums/projects-and-reports/trendswatch>.
  + This report examines trends identified through the CFM’s research; it ‘explores how each trend is playing out in the world, investigates what this means for society and for museums, shares examples of how museums are engaging with this trend, and suggests how museums might respond.’
* Access for all toolkit from the Museums, Libraries, Archives Council: <http://webarchive.nationalarchives.gov.uk/20081208232134/http://www.mla.gov.uk/policy/Inclusion/MLA_Activity_on_Social_Inclusion>.
  + A toolkit for self-assessment, designed for museums, libraries, and archives to examine their accessibility and inclusion using checklists and action guidelines.

**Science museum resources**

**LGBTQ**

* Yoder, Jeremy & Mattheis, Allison. (2016). Queer in STEM: Workplace Experiences Reported in a National Survey of LGBTQA Individuals in Science, Technology, Engineering, and Mathematics Careers. *Journal of Homosexuality*, *63*(1), pp. 1-27.
  + This article surveys 1427 STEM professionals who identify as LGBTQA and examines their perceptions of their workplaces as hostile or supportive.

**Disability and accessibility**

* Reich, Christine. A. (2014). *Taking action toward inclusion: Organizational change and the inclusion of people with disabilities in museum learning*. Boston: Boston College.
  + This extensive case study of three science museums focusing on organizational change relative to disability gives evidence for inclusive initiatives benefitting everyone and offers concrete actions for professionals to enact sustainable changes towards inclusion.
* Reich, Christine, Price, Jeremy, Rubin, Ellen, & Steiner, Mary Ann. (2010). Inclusion, Disabilities, and Informal Science Learning. A CAISE Inquiry Group Report. Washington, D.C.: Center for Advancement of Informal Science Education (CAISE).
  + This report examines informal science education practices which promote inclusivity of people with disabilities and creates a theoretical framework for future practice.

**Multilingualism and intergenerationalism**

* Yalowitz, Steven, Garibay, Cecilia, Renner, Nan, & Plaza, Carlos. (2013). *Bilingual exhibit research initiative: Institutional and intergenerational experiences with bilingual exhibitions.* Washington, D.C.: Center for Advancement of Informal Science Education.
  + This research study examines institutional and intergenerational perspectives on bilingual exhibitions in informal science education settings, noting that ‘complete bilingual text for entire exhibitions enables rich forms of language-based interactions for groups that speak both languages’ (7).

**Gender**

Dancstep, Toni & Sindorf, Lisa. (2016). *Exhibit Designs for Girls’ Engagement: A Guide to the EDGE Design Attributes*. San Francisco: Exploratorium.

* + This research project identifies the best approaches to designing exhibits that better engage girls in science museums, with nine design attributes (selected as most relevant for engagement for girls in science museums.

**SES and ethnicity**

* Dawson, Emily. (2014). “Not Designed for Us”: How Science Museums and Science Centers Socially Exclude Low-Income, Minority Ethnic Groups. *Science Education, 98*(6), pp. 981-1008.
  + This study argues that institutions must identify and understand exclusion as present in their assumptions and practices, refuting a barriers approach to inclusion which potentially blames underserved audiences for lack of engagement.

**History museum resources**

**General**

* ‘Understanding Change and Transformation in History Organizations’: <http://www.jstor.org/stable/42654170>.
  + In this 2008 article in *History News* magazine,the author ‘offers a few tips or "ground rules" for learning about organizational change, and seven "key understandings"’ (8) based on their research on emergent patterns across different types of organizations and stakeholders.
* Smithsonian accessibility map: <https://www.si.edu/content/ovs/accessmapsindd.pdf>.
  + This map details all Smithsonian museums on and near the National Mall, giving accessibility information on wheelchair access, paved walkways, curb cuts, designating parking for people with disabilities, nearby metro stations, and distances between museums.

**Art museum resources**

**Disability and accessibility**

* The Museum of Modern Art’s Alzheimer’s Project: Making Art Accessible to People with Dementia: <https://www.moma.org/visit/accessibility/dementia>.
  + An example of programming for people with dementia in art museums.
* The Metropolitan Museum of Art’s web-based resource list for visitors on the autism spectrum: <https://www.metmuseum.org/events/programs/access/visitors-with-developmental-and-learning-disabilities/for-visitors-with-autism-spectrum-disorders>.
  + An example of an online resource list for visitors on the autism spectrum in art museums.
* The Virginia Museum of Fine Art’s audio and virtual tours: <https://www.vmfa.museum/tours/audio-tours/>.
  + An example of audio tours for art museums.

**General**

* The Association of Art Museums and Directors’ Next Practices in Diversity and Inclusion report : <https://aamd.org/sites/default/files/document/050916-AAMDNextPracticesDiv-Incl.pdf>.
  + This report offers 51 examples of AAMD member museums’ creative initiatives to advance diversity and inclusion.