

MAPPINGS (= understanding context, defining action items and goals)

Institutions require an understand of their eco-systems – humans, material cultures, spaces.

*** While below I talk about steps, these are not linear but more on a continuum of change and transformation. Many of these steps might need to happen at the same time which would involve an assessment of resource and capacity and a very good project management approach to keep all threads going, with ability to assess priorities with flexibility and agility.

- The first step in a CCP (from a Canadian, post Truth and Reconciliation perspective) is a deep reflection on the lands where an institution is located that results in a (constantly growing and shifting) land acknowledgement and a set of action-driven commitments that honor the LA, the lands, and peoples stewarding the lands.
- The second step (PART 1) is a deep engagement with the current and past work of an institution around issues tied to cultural competence as no institution starts from zero in this work
 - Are the existing initiatives or past projects that can be further built upon?
 - What is the strategic vision and mission of the organization and where does the CPP fit in?
 - What might be the main ways in which an institution has harmed, marginalized, excluded – these must be specific and intentional research questions (which themselves might require community consultations, oral histories, archival research, etc.)?
 - What are the areas where the organization is thriving in relation to cultural competence? Are there folks in marginal positions (e.g. education, interpretation, visitor relations, administration, security, etc.) who could be empowered to lead or steward some of this work? (a SWOT analysis might be useful here) => this exercise could also feed into internal structural re-organization that needs to happen to fuel a CCP (also contributing to inclusive practices)
- The second step (PART 2) is a self-assessment of the humans who work for the organization, with the ability to empower them to understand their own identities, how they are intersectional, and how they can map out their own cultural competence level
 - These processes will be multi-layered (based on capacity and resources) – could include surveys, open ended narrative questionnaires, opportunities to write positionality statements, design thinking-driven meetings (between departments, between different level of leadership within an organization), retreats, etc.

- Demographic data collected around race, gender, cultural identity, migration status, salary ranges, etc. – this might be something an organization is already doing
- What institutional change is needed to hire folks who are not represented within the organization in positions of power and influence – these folks would be able to strengthen relations, build trust in the organization, and transform the institution from the inside out (ideally, making cultural competence growth a part of the work of everyone who is part of the organization)
- The third step is a mapping of the community stakeholder in the institution's areas of influence and impact (this is a broad mapping)
 - Based on this mapping, the institution can assess where it already has relations (which ones are strong, medium, weak and why), where it needs to grow relations, where it has no relations (and of the absence of relations is due to historical institutional harm through collecting, exhibitions, or any other areas of practice)
 - This mapping needs to be tuned in to the shifting realities and intersectional identities of communities (e.g. Indigenous two-spirited youth, aging adults from immigrant communities, food resiliency and sovereignty BIPOC advocates, etc.) so a model to assess intersections and shifting needs and cultural understandings of these communities is imperative

LEARNINGS + OFFERINGS (= transformations that needs to happen so that the action items and goals established after mappings can be achieved)

Following the mapping exercises, an institution must understand the ways in which it can support its employees to continue to learn + empower folks with lived experiences (with high levels of cultural competence) to practice their knowledge (non-extractive + safe/brave) within the organization.

Also, depending on the findings of community stakeholder mappings, specialized knowledge related to community-engaged research and practice will need to be integrated within all levels of the organization (HR, finances, admin, exhibition development, education, tech, etc.) to ensure that the full staff is on board and moving together towards specific goals related to CC (and bigger organizational change)

- Core and basic training (to ensure all folks have a grounding in the concepts and frameworks that support CC): anti-racism, DEAI, cultural competence (e.g. attend this course!), Indigenous ways of knowing, etc. (these would not be one off offers or checks on a check list, but would be part of ongoing initiatives for growth and for assessing what knowledge is needed as communities have shifting and changing needs) – this would ensure that learning is part of one's work and that there is time dedicated to learning (rather than learning being something that folks struggle to do within an organization)

- Investment in further education: opportunities for training outside the museum (certificates, graduate courses, professional training, community-grounded experiences etc.)
- “Grassroots” opportunities – learning circles, reading groups, dialogues, etc. (these could be integrated to regular work practices and routines in the organization)
- Invited speakers + connections with peer organizations doing similar work (=> networks of impact and influence)

EVALUATION + CHECK INS (= understand how the transformation impacts cultural competence within the organization)

This I find to be one of the major challenges of museums – data gathering is done in very traditional (marketing-driven ways) and not to understand change and fuel further adaptation and transformation (many museums do not currently have a visitor research department, not do they plan to measure impacts on communities where communities are included in research design)

*** This is the most “drafty” section of this plan, as I need to learn more and think more how planning for this might look like.

- Without good data (data must come from staff, visitors, and communities), change cannot be measured and impact cannot be understood.