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 tool (e.g., exhibits, marketing).

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

Format:

Segment	Goal	Time
Introduction	• Introduce the goals of the IF/THEN® Project • Discuss organizational goals for using the tool • Provide context for why this work matters	10–20 min
Guidelines for Using the Tool	• Review definitions and rules for each category of tool (age, gender, STEM, space, element, etc.) • Discuss how "notes" page can be used	15–25 min
Next Steps	• 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)	

IF/THEN® Project Overview
 	
Slides 1-4
	Give a brief overview of the IF/THEN® Project:
	• Funded by Lyda Hill Philanthropies, the IF/THEN® Initiative aims to advance women in STEM through three primary efforts:
	  ○ 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 project, the Association of Science and Technology Centers (ASTC) is:
	  ○ compiling the data gathered from this assessment tool to better understand the state of gender representation in science centers and museums;
	  ○ offering $600,000 in IF/THEN® Grants to help science centers and museums make strides toward equitable representation of women and gender minorities; and
	  ○ working with the National Girls Collaborative Project (NGCP) to create the IF/THEN® Collection, a digital library of free photos and videos that feature inspiring women in STEM.

Goals Slide 5	Introduce the goals of the IF/THEN® Gender Representation Toolkit: 1. Help science centers and museums collect data on their visual representation of gender 2. Contribute to a field-wide understanding of how science centers are representing gender to celebrate progress, identify areas for improvement, and better determine the resources needed for growth 3. Prompt conversations among museum staff about gender equity in order to support your institution's equity goals If desired, include any additional organizational goals your museum may have for using the assessment tool.
Why representation matters Slide 6-7	Introduce ASTC's vision for why representation in science centers matters: *Women make up half of the total U.S. college-educated workforce, but only 28% of the science and engineering workforce. As community hubs engaging diverse audiences in science learning, science centers and museums have a part to play in ensuring that groups underrepresented in STEM fields are more visible. ASTC's hope is that all visitors will see themselves reflected in images used in museums and be motivated to consider education and careers in STEM fields.* Introduce Crystal Emery's quote on slide 7. If time allows, facilitate a conversation with staff about why they think representative imagery matters.

Guidelines for Using the Tool (15-25 minutes)	
Overview Slides 8–11	**Pass out the printouts of the tool** and the **"How to use the assessment tool" handout** and have staff review together. Point out how the tool 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. To ensure each institution follows the same data collection practices, we have provided standard rules for data collection: • The focus of counting is on images of real people. However, your museum 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. Use slides 8–11 to review examples of what would or would not be included in the count.
Space Slide 12	For the purposes of this tool, a space is the entirety of an area being observed. For example, a space could be an exhibit hall (or all museum exhibits), a website, an ad campaign, an area of signage, a curriculum book, or a set of program materials. 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 institution. Tell staff which spaces in your institution will be included in the data collection process.

Element Slide 13	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. For each space where your institution will collect data, brainstorm together examples of elements it might include.
Type Slide 14	**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. Other types may include audio, drawings, sculptures, or other depictions of people. *If your institution would prefer not to collect photos separately from videos, you may select "other" as your type, and write in "mixed media".*
Age Slides 15–16	**Categories of Age** The tool is split into two charts: **Adults** - appears to be 18 years of age or older **Children** - appears to be between birth and 17 years old Note: • 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. 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.
Gender Slide 17	**Categories of Gender** *I perceive this person to be* a **woman/girl** *I perceive this person to be* a **man/boy** *I **do not perceive** this person to be* a woman/girl or man/boy When looking at images/videos, use the tool to count each individual based on how you perceive that person's gender. Look at each individual's visual cues—such as clothes, hair, and body language—to help decide perceived gender.

	Mark an individual in the "I do not perceive this person to be a woman/girl or man/boy" category • 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. *This category could be one way to account for people who may not be a binary gender.* Use your **initial** reactions to categorize each person. Doing so will produce data that most likely best reflects the thoughts of your visitors.
Gender Non-Conforming Slides 18–20	**Gender Non-Conforming** 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. 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. **If yes**, place an additional mark in the gender non-conforming box underneath the gender category you marked initially. **If no**, do not place a mark for them in the gender-non conforming box. Note: • 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. Remember: The purpose of this tool 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 museum visitors will see in your museum—will they feel represented by the images and videos they see? Keep in mind that when using the tool, you should categorize people based on your initial reactions, which will help the data better reflect what museum visitors are most likely to think when they see an image. Use the tool 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.*

STEM Slides 21–22	**STEM** STEM representation is different in the Adults and Children charts: **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. **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. **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). **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. Note: • If you are unsure if an individual is a teenager or young adult, count them as an adult. Use the tool and slide 22 to practice tallying images based on age, gender, gender non-conforming, and STEM categories.
Additional Categories Slide 23	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. **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.
Notes Slide 24	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 tool.

Next Steps (5-15 minutes)	
Logistics Slide 25	Review plan for data collection with staff. Include: • 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? Address any additional questions staff may have about using the tool.
Predictions *(optional)* Slide 26	If time allows and you expect to facilitate **Staff Session: Debrief and Next Steps (Appendix B)**, ask staff to predict what results they will find. You may ask them to predict: • 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? 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.