



Museums Empowered

Sample Application ME-255937-OMS-24
Project Category: Organizational Management

Peabody Essex Museum

Amount awarded by IMLS:	\$250,000
Amount of cost share:	\$260,791

Peabody Essex Museum will create a professional development initiative that will improve the workplace environment and fill gaps in expertise, while creating an environment that supports staff in their professional growth and varied learning, working, and management styles. Project activities will include developing and implementing a learning agenda for approximately 243 staff as well as establishing a leadership program, which will be made up of 53 managers and staff interested in becoming managers. A series of customized skill-building workshops for all staff that include managerial, communication, and project management training will be composed by senior staff from Employee Experience, Executive Office, Collection Management, and Education and Civic Engagement divisions. As a result of the project, staff will be better able to navigate public expectations and provide museum experiences that respond to a wide range of diverse audiences' needs and interests.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

1. Project Justification

Which program goal/project category and associated objective(s) of Museums Empowered will your project address?

The Peabody Essex Museum (PEM) respectfully requests a \$250,000 grant from the Institute of Museum and Library Services (IMLS) to support two years of a newly established professional development initiative committed to supporting staff growth, aspirations, and retention. PEM strives to offer thought-provoking experiences of the arts, humanities, and sciences for our visitors to activate understanding of our shared humanity and to empower imagination and learning through experimentation. This commitment is also focused inwardly as the museum works to build strategic pathways to creating and sustaining a learning environment that encourages and supports PEM staff in their professional growth while acknowledging their differences and identities; relationships; and varied learning, working, and management styles.

Led by Dr. Velda McRae-Yates, Chief Human Resources Officer and IMLS Project Director, PEM is developing a staff learning framework entitled PEP (Professional Engagement Program) that will: 1) develop and implement an ongoing learning agenda for all PEM staff, approximately 246 individuals, with a focus on increasing staff's baseline understanding of Diversity, Equity, Inclusion, and Accessibility (DEIA) and how it applies to their role at the museum; 2) develop and implement a tiered leadership program for PEM's managers, approximately 51 individuals, as well as individuals interested in becoming managers; 3) create and expand a customized series of skill and capacity building workshops, drawing on interdepartmental expertise and accessible to all PEM staff; and 4) build internal staff capacity to create, evaluate, and refine curriculum and learning outcomes to adapt to the changing needs of PEM's audiences and staff. The project addresses both objectives of IMLS Museums Empowered Goal 4: Organizational Management as PEP will 1) provide comprehensive learning opportunities for all PEM staff as we work to embed DEIA into every facet of the museum and 2) develop a range of programs tailored to adapt to learning and growth goals identified by staff members (individual contributors) in collaboration with their managers.

How will your project advance your museum's strategic plan?

The need to be more inclusive, relevant, and impactful remains the central focus for PEM as we look to the future. The museum's new strategic plan *PEM FORWARD (2023–28)* was generated through active listening and careful consideration of PEM's past, present, and future. The plan focuses on four mutually reinforcing goals: (1) Experience: infuse all PEM experiences with unexpected, inclusive perspectives and approaches that emphasize storytelling and the power of human creativity between cultures and across time periods; (2) Learning: create innovative and accessible gateways to learning that empower audiences, community, and staff; (3) Collections: maximize the collections, including the Phillips Library and the historic properties and grounds, to tell compelling, unexpected, and human-centered stories; and (4) Infrastructure: advance a sustainable infrastructure and secure resources to support the museum's strategic goals, mission, and vision. PEP will help advance both the Learning and Infrastructure goals of the new strategic plan.

Each goal has three to four key strategies and their related tactics. While several of the Learning-focused goals are audience-driven, Learning Strategy 3 is solely focused on staff and the need to implement a staff leadership development initiative. *PEM FORWARD* prioritizes the establishment of an ongoing learning agenda for all staff, including learning and affinity groups, DEIA working group, and wellness initiatives. Central to this goal is the need to provide mentoring and middle manager training to develop management and leadership skills and advancement opportunities. Additionally, the establishment of PEP will advance Infrastructure Strategy 2, which focuses on securing talent to support the strategic plan's implementation. This includes creating a plan to fulfill key skill sets and specific diversity dimensions for staff, volunteers, and trustee leadership; conducting a staff skills matrix assessment and realigning organizational functions accordingly to maximize impact; and implementing a phased approach to a compensation study. PEP will be the ongoing action plan for fulfilling key skill sets for all PEM employees while helping to build an inclusive and diverse work environment.

What need, problem, or challenge will your project address, and how was it identified?

As we continue to emerge from the long-term impact of the COVID-19 pandemic, this is a pivotal moment for museums to stimulate conversation and connection with empathy, courage, and credibility. The pandemic not only resulted in short-term changes to exhibition schedules, operations, and finances—it has resulted in a long-term reconsideration and

Peabody Essex Museum (PEM)
Museums Empowered – PEM Professional Engagement Program (PEP)

collective rethinking of how museums function, how they engage their many different publics, and how they address staff wellbeing and capacity. In October 2023, Museums Moving Forward (MMF), an independent, limited-life organization advocating for equity in the museum field and made possible by support from the Ford Foundation and Mellon Foundation, released the results of a study entitled *Workplace Equity and Organizational Culture in U.S. Art Museums*.¹ MMF conducted the study in partnership with Slover Linett Audience Research and the Faculty of Computing and Data Science at Boston University. The study found that, while 82% of art museum workers believe they are doing meaningful work, they are more dissatisfied than U.S. workers overall, and that 68% of art museum workers are considering leaving the field. The study also found that more than a quarter of art museum workers have experienced discrimination in the workplace; however, only half reported these experiences because they felt nothing would be done about them.

While there is a clear field-wide need, we acknowledge that circumstances specific to PEM have contributed to the need for PEP. Over the past four years, PEM underwent four leadership transitions, beginning with the retirement of long-time Director and CEO, Dan Monroe, in July 2019; then the 17-month tenure of Brian Kennedy as Director and CEO (August 2019–December 2020), who oversaw a 15% staff reduction, restructured the Executive Team, and initiated a partial staff restructuring a few months before his departure in July 2020; then the appointment of Robert Monk, Director of Facilities and Security, as interim Director (December 2020–August 2021); and, finally, the return of Lynda Roscoe Hartigan, former Chief Curator and Deputy Director (2003–20), as PEM’s current Director and CEO in August 2021. Hartigan’s leadership has provided a collaborative and transparent environment for staff, partners, and the community at large and has helped both staff and local community move forward from a turbulent period in PEM’s 224-year history. As a result of the pandemic, leadership changes, and staff reductions, there is work to do to improve the workplace environment, fill expertise gaps, and improve and sustain morale.

In addition to the comprehensive compensation study currently underway, PEM has committed to prioritized, phased increases in staffing and integration of DEIA principles and practices into all facets of the museum. Work on the strategic plan included two staff listening sessions (December 2022, February 2023), two staff learning sessions (March and April 2023), one-on-one staff interviews and focus groups, and an all-staff online survey (open April to June 2023) that provided invaluable insight into staff needs. Select anonymized staff data gathered as a result of the strategic planning process is attached as Supporting Document One. Drawing on this information and feedback, PEM *FORWARD* resulted in a much-needed roadmap on many different fronts—key among them is the prioritization and implementation of a plan to support and develop the abilities of our current staff and to increase the diversity of staff recruited and retained by the museum, with recent additions to the Executive team modeling this goal. McRae-Yates, PEM’s recently hired Chief Human Resources Officer, drew on the findings from the strategic planning process and conducted 70+ additional staff interviews in an organizational assessment. While building staff capacity and skills across the museum is a central need, McRae-Yates also determined that while many staff members hold managerial positions, approximately 80% have not had appropriate managerial training for their role. Individuals were hired and/or promoted into these roles with little to no preparation for managing diverse teams and addressing intercultural relations.

This holistic assessment has resulted in the multi-pronged PEP initiative. PEP adapts the Inclusive Excellence model developed by Drs. Damon A. Williams, Joseph B. Berger, and Shederick A. McClendon for the Association of American Colleges & Universities. This research model, created with support from the Ford Foundation, considers four features of an inclusive campus: Institutional Commitment and Capacity; Access and Success; Climate and Intergroup Relations; and Education and Scholarship. This model has been adopted to PEM to meet the following goals:

- Access and Success: Enhance the diversity of the candidate pools, enhance orientation and onboarding efforts, provide professional development, and opportunities for all PEM staff to advance their careers at the museum. Commit to provide resources and tools needed to achieve this goal and recognize efforts to accomplish those goals.
- Climate and Intergroup Relations: Create and sustain a psychological and behavioral climate supportive of our employees and commit to ensuring that DEIA is embedded in our policies, practices, and procedures.

¹ Jen Benoit-Bryan, Diane Jean-Mary, and Mia Locks/MMF, *Workplace Equity and Organizational Culture in U.S. Art Museums*, pgs. 3–4, <https://museumsmovingforward.com/data-studies/2023/>

Peabody Essex Museum (PEM)
Museums Empowered – PEM Professional Engagement Program (PEP)

- Education and Scholarship: Diversity, equity, inclusion, and accessibility are integrated into all PEM dialogues, educational programming, as well as practices.
- Institutional Commitment & Capacity: Honoring PEM’s DEIA Commitment Statement (outlined in Strategic Plan document) by institutionalizing practices, showing accountability by monitoring our progress, and developing competency skills for all staff to be effective in a diverse, continual learning environment.

Adapting this proven model will allow PEM to build on a successful base to design a program that includes group differences and identities to create a workplace environment that encourages enhanced awareness and respectful interactions with each other and our many different publics.

Who is the target group for your project and how have they been involved in the planning?

An essential part of the strategic plan process was listening to advice and feedback from almost 400 regional, national, and international leaders, partners, and supporters, our Boards of Trustees and Advisors, PEM staff, and visitors to PEM and Salem—all to understand the opportunities and needs that will help us address how the museum can and will make an impactful difference in people’s lives. As noted above, PEM conducted extensive staff and managerial surveys to learn what staff needs are. This information will help determine the initial curriculum framework for PEP, which will incorporate aspiring interests, preparatory, and supporting skills for advancing professional growth and careers, such as specific needs identified in the surveys. PEP is being designed to engage staff across the entire museum through scaffolded learning and leadership programs.

Target groups include all 240+ PEM staff through DEIA training, communication and project management training, and Aspiring Manager Training (if self-selected); all 50+ PEM managers through participation in either Novice Manager Training or 6+ Year Manager Training; and any member of PEM’s staff interested in learning and/or refining skills. All staff training class sizes will vary depending on the topic; however, the Aspiring Manager Training will have a maximum of 20 participants per session. For the manager/leadership program, cohorts of approximately 15 will be created for managers with up to five years of management experience and cohorts of 10 to 12 will be created for managers with six or more years of management experience. The class size for the custom-built skill building sessions will vary from class to class and will be crafted based on staff input. Additionally, a DEIA Working Group of approximately 25 staff members across all PEM departments was established as part of the strategic plan process. The group was a cross-disciplinary advisory group that helped draft the DEIA Commitment Statement, DEIA Playbook, and DEIA Lexicon. The working group continues, with opportunities for rotating members, to help implement milestones from the Playbook, including the implementation and evaluation of PEP. They will advise on potential curriculum and/or framework adjustments based on staff feedback as the program evolves and grows.

Who are the ultimate beneficiaries for this project?

All PEM staff will benefit from PEP as it cultivates a staff culture that encourages the freedom to experiment and identifies the circumstances that promote it for aspiring staff leaders, supervisors, managers, individual contributors, and the executive team. Creating a more inclusive work environment will benefit both current and future staff as PEM builds diversity within its staff. All-staff training will strengthen and expand the shared DEIA language, established through the strategic plan process that encompasses all of the staff’s diverse identities, while managerial training will enable managers to gain the knowledge, skills, and tools necessary to communicate with and lead effective, empathetic teams. Cohorts will result from the Manager Training that will continue to meet once every three months, creating a community of peers for continued learning and advice.

PEM’s many different audiences will benefit from staff participation in PEP. The pandemic has been a time of cultural reckoning in the U.S., during which the fundamental role and responsibilities of cultural organizations have been called into question and closely evaluated. Several social research firms have conducted audience research throughout the pandemic that has provided invaluable insights into adapting audience needs and behaviors. In particular, Slover Linett partnered with the Barr Foundation to produce a series of *CULTURE + COMMUNITY: In A Time of Transformation* reports on audiences across Massachusetts, as well as by region. The North Shore-specific report found that 89% of residents want to see arts and culture organizations address social issues, with income inequality identified as the top issue

Peabody Essex Museum (PEM)
Museums Empowered – PEM Professional Engagement Program (PEP)

(53%) and systemic racial injustice (42%) as the second.² We are rebuilding the morale and bench strength of our staff, and we have committed to community-facing civic engagement and DEIA as integral to all of the museum’s endeavors. Ultimately, PEP will build staff capacity and better enable them to navigate swiftly moving public expectations, allowing us to better serve a wide range of diverse publics and provide experiences responding to their needs and interests.

2. Project Work Plan

What specific activities will you carry out and in what order?

PEM will begin implementing a multi-year rollout of PEP in 2024. Pre-grant activity will include a review of the overall curriculum framework to ensure alignment with the strategic plan and the design and implementation of select DEIA training in spring 2024 and the first cohort of Novice Manager Training in July 2024. The DEIA Working Group will meet once a month throughout the grant period.

Activity One – Develop Curriculum with Identified Consultants: PEM staff will build on existing relationships with current consultants, including Diversity North Group (DNG), a Boston-based woman-, Afro-Latina, and LGBTQ-owned consulting firm, who have worked with PEM since 2022 on DEIA-specific work including the Commitment Statement, Playbook, and Lexicon. The museum will work with at least three to four additional external consultants with expertise in key competencies (details in the Budget Justification). However, a key goal for PEP is to transition from reliance on external consultants to internal trainers, building capacity through training to have approximately 40% of all courses designed and led by PEM staff broadly or the Employee Experience (EE) staff specifically by the end of the grant. Curriculum development will begin pre-grant and, in some cases, is already underway. For example, DNG is working with EE to craft curriculum for a course entitled *Train-the-Trainer: Building an Inclusive Culture at PEM*. The design of other DEIA courses and the curriculum scaffold for the Novice Manager Training will also be developed throughout FY2024 to allow implementation to begin in FY2025. Ongoing development of DEIA courses focused on more complex topics, such as bystander training, and the development of the 6+ Year Manager Training will take place from September 2024 through December 2024 and will incorporate feedback from the spring/summer 2024 classes.

Activity Two – All-Staff Training: Scaffolded trainings will take place on an ongoing basis throughout the grant period for all staff. Trainings will use PEM core values, language, strategic goals, and human-centered connection to facilitate allyship, leadership, and personal growth, empowering staff to address DEIA challenges. Delivery of courses will be both in-person and via software programs available to PEM, such as training modules available through Clear Company, the recruiting and talent management software used by PEM, or Skillpath. In addition to DNG, PEM is in discussions with the National Coalition Building Institute (NCBI), a nonprofit leadership-training organization based in Washington, D.C, on additional workshops and training sessions and Flow Partner, a talent optimization consultant, on the integration of their Predictive Index (PI) software platform to assist with trainings, tools, and techniques.

DEIA trainings will cover a range of topics including building an inclusive PEM culture, welcoming diversity and issues processing, implicit bias, and strategic hiring to prepare staff to take part in diverse cross-departmental interview panels. Additional trainings will focus on navigating tough conversations, managing change, effective verbal and written communication, project management, and more. An ongoing element will also be Diversi-Teas with EE staff. These bi-monthly events will be an open forum to learn about networking to recruit diverse candidates and developing networks and partnerships with DEIA organizations while enjoying a selection of teas. All-staff training will be ongoing to allow staff to progressively move through the scaffolded curriculum and as new courses are added. A hybrid annual refresher of select key classes, such as unconscious bias, will take place each January as both a refresher and to incorporate new learnings. As new employees are hired, they will be assigned a core group of DEIA trainings to complete, both virtually and in-person with other new hires, to ensure that all PEM staff are working in the same direction.

² Slover Linett Audience Research & Barr Foundation, *CULTURE + COMMUNITY: In A Time of Transformation, Focus on Massachusetts: North Shore*, <https://sloverlinett.com/wp-content/uploads/2022/03/Culture-Community-Focus-on-North-Shore-Research-Report-from-Slover-Linett-1.pdf>

Peabody Essex Museum (PEM)
Museums Empowered – PEM Professional Engagement Program (PEP)

Activity Three – Aspiring Manager Training: To encourage professional growth for all PEM staff, a course entitled *Becoming a Manager* is currently being developed by EE staff in partnership with PEM’s Executive Team. Open to any interested staff member, the four-week/four-session course will be launched in August 2024 and will be offered annually three times a year, with maximum of 20 participants per session. Weekly classes will be three hours long. The draft framework for the all-staff training has been included as Supporting Document Two. Designed to encourage staff to grow their careers at PEM, the course will enable participants to demonstrate an understanding of the interpersonal dynamics of managing former peers, employ effective communication skills, analyze situations to identify the best leadership style to use when delegating/making decisions, and give and receive constructive feedback, among other important skills. A sample flow of the framework is as follows: Week One–Introduction and Communication Skills; Week Two–Prioritizing, Delegating, and Decision-Making; Week Three–Motivation, Goal Setting, and Feedback; and Week Four–Assessing and Hiring Talent/Wrap Up.

Activity 5 – Novice Manager Training: Training for managers with one to five years of experience will take place in a series of hour-long training sessions—one every other week for three months. Each session will have approximately 12 to 15 participants, with a total of three cohorts. The first cohort will take place from July to September 2024, second from October to December 2024, and third from January to March 2025. Training will be offered on an annual basis each January to March for new managers. Cohorts will come back together once every four months for a refresher and to discuss new learnings and successes/challenges. EE staff are beginning work on the curriculum for this training, which will include strategic hiring; managing, modeling, and sustaining change; talent planning and feedback; managing employee relations; financial leadership; learning behavioral workstyles; and emotional intelligence in leadership.

Activity 6 – 6+ Years Manager Training: Once the Aspiring and Novice Manager Trainings have been implemented and running for several sessions, training for managers with 6+ years of experience will be launched. EE staff will work closely with consultants to incorporate feedback from the first two tiers of manager training to inform the curriculum and flow of workshops for this third tier. PEM anticipates implementing this final stage of manager training taking place in April 2025. Approximately eight to ten participants will be organized into two to three cohorts for two-hour long classes that will take place once a month for six months. Each cohort will be brought back together for a refresher two months after their cohort’s session ends and then once every six months.

Activity 7 – Skill-Building Training: The final phase of PEM’s multi-pronged professional development initiative is designed to build in-house expertise while providing tailored experiences based on staff interests. Quarterly staff surveys will record topics and themes that staff are interested in learning more about, such as project management skills from PEM’s Director of Exhibition Planning or the design and implementation of public programs from the Associate Director of Education and Civic Planning. Basic skills, such as advanced training on Excel or Google Suite, will be accessible via short-term contracts with consultants that EE staff will facilitate. Standalone skill-building sessions will begin in January 2025 and will be scheduled to take place every two months. As the PEM-led skill building trainings will be custom-built to meet staff needs, this phase of the training is anticipated to begin in November 2025 and will be ongoing. These courses will build new capabilities for the individuals tapped to lead the courses as well through train-the-trainer sessions. EE staff will offer ongoing sessions to train PEM staff on leading workshops and designing curriculum, with training sessions scheduled for July 2025 and February 2026, with ongoing trainings as new PEM staff begin leading new workshops. The length of each skill-building session will vary depending on the complexity of the topic, and all classes will be widely shared with enough advance notice so that any interested staff member will have the opportunity to participate.

Activity 8 – Evaluation and Staff Surveys: An important component of the project will be regular iterative feedback. In addition to session participant evaluation, quarterly impact reports will be prepared by the project team in EE to allow curriculum to adapt in real-time based on staff feedback. Staff will be required to fill out feedback forms at the completion of each course, and quarterly anonymous staff surveys will continue to be sent to encourage feedback on the whole project and to continue to identify new skills that staff are interested in learning.

Activity 9 – Two-year Impact Report: A two-year impact report will be prepared in August 2026 to share comprehensive learnings with PEM staff and Trustees and the broader museum field.

What are the risks to the project and how will you mitigate them?

The project will require a high level of commitment from all PEM staff. Careful consideration will be given to the timing and sequencing of classes to ensure that all staff are able to participate. Each staff member will develop a learning agreement with their manager that reflects the manager’s commitment to enabling the staff member to fully participate and the staff member’s commitment to the PEM baseline classes and to developing a learning plan specific to their needs and growth. By promoting transparent communication and expectation setting between the employee and the manager, the risk of low participation will be mitigated. The learning agreement will become a part of each staff member’s talent plan. This is also designed to address the other project risk—staff turnover. Annual refreshers and new cohorts are also planned as a way to have new staff participate in the program. While the program is designed to encourage staff growth at PEM, if staff leave for new opportunities elsewhere as a result of increases in skillsets and professional development gained via PEP, this will not be seen as a lack as the goal of investing in our staff will still have been successfully met.

Who will plan, implement, and manage your project?

PEP is a high-priority goal for PEM’s new strategic plan and a key feature in the DEIA Playbook as well. As such, it is being planned, implemented, and managed by a cross-department team led by senior staff from EE, the Executive Office, Collection Management, and Education and Civic Engagement. Project Director McRae-Yates will provide programmatic and budgetary oversight and work closely with EE staff to ensure benchmarks are being met according to the schedule of completion. EE’s Director of Employee Experience will play a central role in PEP’s administration, working closely with McRae-Yates on all aspects, and the implementation of the program as the primary PEM trainer for all staff and managerial training, as well as the point person for training PEM staff to lead their own workshops. The museum is also in the middle of recruiting a Director of Learning and Civic Engagement—a role that has been re-envisioned through the lens of PEM’s new strategic plan and that will be an integral thought partner as PEP develops. Both the Director of Employee Experience and the Director of Education and Civic Engagement will partner closely with McRae-Yates on all aspects of PEP’s growth. The DEIA Working Group will also model the training program for staff and provide ongoing evaluation and feedback on its progress.

How is the project team organized and structured to support engagement of all participants?

The project team reflects a wide variety of operational and programmatic areas across PEM. PEP is a key component in the establishment of a Staff Leadership Development Initiative, outlined as key strategy in the new strategic plan, along with the DEIA Working Group, a mentoring program, the establishment of affinity groups, and wellness initiatives. The project team will meet regularly to collaboratively determine the exact sequence of all-staff and manager training. It will be crucial for all staff to have a say in the form and delivery of PEP and so staff surveys and feedback will play a key role in the types and range of classes that are offered.

What time, financial, personnel, and other resources will you need to carry out the activities?

Substantial commitments of financial resources and personnel will be required. PEM has already invested in an ongoing relationship with consultant DNG and will continue our partnership with them to implement PEP. Given the central role of the Director of Employee Experience in the project, 35% of the position’s salary and benefits will be allocated to grant funds. IMLS funds, if awarded, will also support the costs of staff travel to conferences and consultant travel to PEM; printing and supplies for training workshops; the costs of a variety of consultants, including DNG, NCBI, and Flow Partners, a talent optimization firm; as well as a subscription to the Ouch! series, a video series offered by the Diversity & Inclusion Center; training on Emotional Intelligence offered by Multi-Health Systems, Inc.; and conference registration fees for the Society for HR Management’s (SHRM) Inclusion Conference. Additional costs will be incurred throughout the grant for to-be-identified and one-off consultants for the standalone skill-building workshops; however, those have not been included as details will not be known until FY25.

How will you track your progress toward achieving your intended results?

The Project Director will meet with the project team monthly to discuss progress, challenges, and additional opportunities to ensure successful project completion. Impact reports will be created and provided to the Executive Team and the DEIA Working Group on a quarterly basis. Participation numbers and staff feedback will be used to track progress, which will be measured against benchmarks in the grant’s schedule of completion and the museum’s strategic plan.

3. Project Results

What are your project's intended results; how will they address the need, problem, challenge you have identified?

PEP's primary intended result is to provide knowledge, skills, and tools for PEM staff to develop and sustain relationships and teams, enabling each individual staff member to make a difference as a leader, manager, or individual contributor by engaging in dialogue, inquiry, and education that supports professional growth through positive intercultural relationships. As noted above, a central part of the strategic plan process has also been prioritizing the development and integration of DEIA principles into every programmatic and operational aspect of the museum. By creating a foundation of learning for all employees grounded in DEIA principles, PEP will empower our staff to develop and deliver a more integrated PEM experience. The three-tiered leadership program will ensure that managers are trained to manage diverse teams, while the skill-building courses will be a vital investment in supporting growth for PEM staff, encouraging them to grow their careers at the museum and be prepared when staff advancement opportunities open.

How will knowledge, skills, behaviors, and/or attitudes of the target group change as a result of your project?

PEM has always projected a commitment to professionalism, collaboration, and experimentation and a generous persona that our peers, partners, visitors, and supporters regularly praise as distinctively, and even enviably, PEM. We are at an important moment in our journey to make DEIA integral to what PEM, as a human-centered cultural organization, offers our audiences—existing, new, and more diverse; locally, nationally, and globally. PEP was developed in clear recognition of the museum's need to stretch and sustain its abilities to experiment in order to evolve and increase its impact for a wider multitude of people in person and virtually. All staff DEIA training will focus on a range of topics such as conflict resolution with differences. This course and others will emphasize learning, dialogue, and proactive action to mitigate micro and macro aggressions that sometimes arise in unintentional circumstances. As a result of PEP, all employees will be better prepared to handle intercultural conversations and be aware, appreciative, and sensitive to differences, as well as become proactive allies. Managers will be better prepared to implement recruitment processes that utilize diverse hiring practices. They will understand applicable federal and state laws, cultural sensitivities, pathways to understanding performance improvement, and self-appraisal.

What products will result from your project?

A tiered and PEM-specific curriculum will be developed for all staff and managers. Assessment tools, learning agreements, and reflection journals will all be produced to further staff growth through all PEP activities. Each employee will develop a staff learning agreement with their manager that will effectively track an individual's progress. Learning objectives will become part of an employee's annual performance review (typically held in April). Also, as employees complete workshop(s), they will receive a certificate—a copy of which will be added to their personnel file as well to assist with performance and planning discussions. PEM is currently updating its existing performance program to incorporate PEM values, strategic goals, and employees engaging in ongoing DEIA discussions and learning. Another intended product of PEP is the development of a new performance management program that incorporates intercultural responsibility and accountability. Quarterly impact reports and staff surveys will also measure PEP's progress and effectiveness, and a final impact report will record total lessons learned over the grant period.

How will you sustain the benefit(s) of your project beyond the conclusion of the period of performance?

PEM is not alone in its efforts as a non-profit to recalibrate its programmatic and operational activities to deal with attendance and revenue challenges resulting from the pandemic alongside escalating and timely calls for museums, especially art museums, to address identity politics and social, racial, and environmental justice in genuine and operational ways. PEP is an essential step in increasing staff competencies and wellbeing to, ultimately, increase our impact in the social and civil fabric of our immediate and extended community. As such, the program will be woven into the organization's operations so that its benefits will be sustained long-term. As a key part of the DEIA Playbook, PEM's Executive Team have all made a commitment to PEP's development and implementation. All staff, managerial, and skill building courses will all be ongoing year-over-year, and all new employees will be required to complete the core DEIA curriculum as part of their onboarding process.

