

REPRESENTATION AND EDUCATION FOR ALL

PROPOSAL

Prepared by: Mary Zimmerman

July 10, 2022

PROJECT ABSTRACT

Museums are exceptional contributors to their communities; they teach, inspire, and promote social connections; however, the largest group represented across the majority of museums in the United States is over 75% white males. This huge disparity in representation has created a sense of not belonging in many minorities living in the United States. In order for museums to remain relevant they must prioritize diversifying staff and exhibits to accurately represent the nation's population. Embedded in this challenge is an opportunity to ensure more young people from underrepresented communities can see themselves represented in a museum setting. Ultimately allowing for more minorities to feel included and pursue museum careers creating a more inclusive future for everyone.

Project Title: Representation and Education for All

Fiscal Agency: Institute of Museum and Library Services

Contact: Mary Zimmerman, Grant Writer

Address: 955 L'Enfant Plaza North, SW, Suite 4000

Washington, D.C. 20024-2135

Phone: 202-653-4657 **Email:** imlsinfo@imls.gov

Submitted to: The Ford Foundation

Anticipated Project Term: July 2, 2023 –July 2, 2026

Request: \$2,000,000.00

July 10, 2022

Institute of Museum and Library Services

955 L'Enfant Plaza North, SW, Suite 4000

Washington, D.C. 20024-2135

Dear Mr. / Mrs. Funding Officer for the Institute of Museum and Library Services,

In my educational pursuit of a career in the museum sector, I became increasingly aware of the complicated failure of many institutions' missions of providing the essential public service of representation and education to everyone. The fact is that much of museum history is shrouded in inaccurate representations of cultural minorities by way of trying to fit them into western understandings. Though many strides have been made in our sector it remains that the largest group represented across most museums in the United States is over 75% white males. This highlights the fact that less than 20% of museum leadership positions are held by people of color. This lack of representation paired with the erroneous portrayal of many African, Indigenous, and Latina peoples has created a feeling of unwelcome among minorities in the United States

I believe your mission to advance, support, and empower America's museums and libraries with goals including diversity and inclusion are in direct correlation to my proposed program, Representation and Education for All. Together we can work to rectify systematic mistakes that have plagued the museum industry for too long. With a proposed budget of two million, this program will not only diversify staff, and exhibit content. It will also provide the essential need of representation for school-aged children in the novel learning environment that only museums can provide and ultimately allow museums in America to truly represent all Americans thus fulfilling the mission of being exceptional contributors to their communities.

Thank you for your consideration,

Mary Zimmerman

Mzimmer2@uccs.edu

July 10, 2022

Ford Foundation

320 E 43rd Street

New York, NY 10017



Dear Mr. Kevin Ryan,

The Institute of Museums and Libraries Services is pleased to submit this proposal for your review. We look forward to partnering with you on our program Representation and Education for All as we work to rectify systematic wrongs that have plagued the museum industry for too long. With a proposed budget of two million, this program will not only diversify staff, and exhibit content. It will also provide the essential need of representation for school-aged children in the novel learning environment that only museums can provide.

Though we know museums to be exceptional contributors to their communities; as they teach, inspire, and promote social connections; however, the largest group represented across the majority of museums in the United States is over 75% white males. This highlights the fact that less than 20% of museum leadership positions are held by people of color. Resulting in a huge disparity of representation that has created a sense of not belonging in many minorities living in the United States.

The Ford Foundation is a promising fit for our mission of diversifying the museum industry in staffing and the arts. We see the thriving culture of inclusion and diversity in your own organization that we want to reflect in museums across the United States. We believe together we can navigate the embedded challenges associated with the museum industry becoming a more inclusive representation of the American people.

Thank you for your consideration,

Mary Zimmerman

Institute of Museums and Libraries Services

(202) 653- 4657

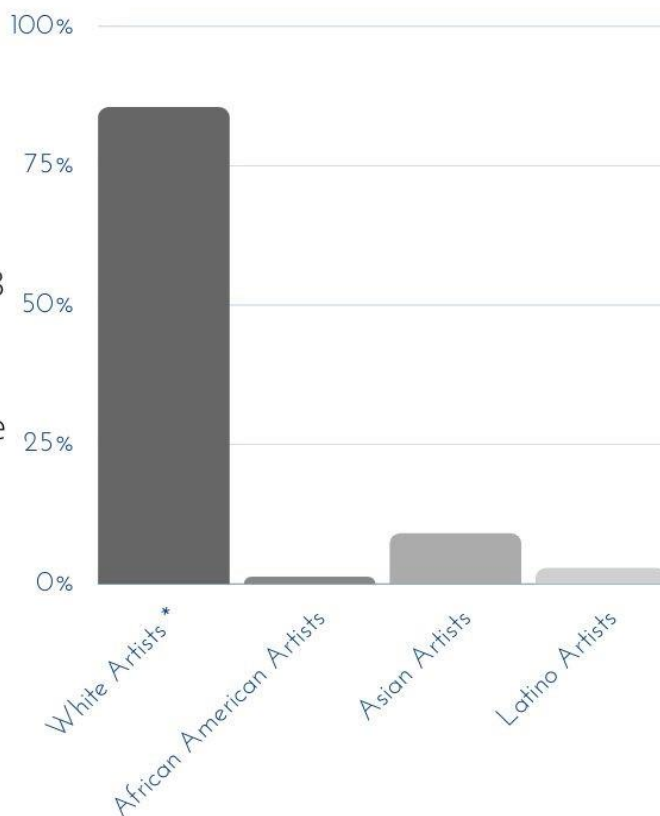
Why Representation Matters in Museums

Museums are exceptional contributors to their communities; they teach, inspire, and promote social connections; however, the largest group represented across the majority of museums in the United States is over 75% white males. This highlights the fact that less than 20% of museum leadership positions are held by people of color. In 2018, 12% of museum leadership positions were held by people of color, a very small increase from 11% in 2015. In order to truly diversify museums so that institutions truly fulfill the purpose of education for all people, staffing, exhibits, and educational programs need to be diversified and that goal incorporated into their mission.

Collections Diversity

Surveyed collections of 18 major US museums.

*of the 85.4% of the white artists 87.4% are men



According to Tronvig, a strategic brand and advertising agency, "...African Americans make up 13% of the national population but account for only 3% of museum attendees." (Heaton, 2014) This huge disparity in representation has created a sense of not belonging in many minorities living in the United States. The fact is that much of museum history is shrouded in inaccurate representations of cultural minorities by way of trying to fit them into western understandings. This lack of representation paired with the erroneous portrayal of many African, Indigenous, and Latina peoples has contributed to the feeling of unwelcome among minorities in the United States. In order to rectify the lack of representation and the inaccuracies portrayed about minorities in the museum setting, budgeting must be allocated to diversifying museum staff and content.

In supporting Representation and Education for All, the cultural significance of these minorities would be used to not only expand on existing exhibits and create new culturally diverse exhibits but also allow for educational programs in the museum setting. A large effort must be made to bring in underrepresented museum visitors, which can be accomplished by hosting free memberships for minorities, paid field trips from low-income schools, and educational programs held by museum educators. According to Krantz and Downey, "several studies at the Crystal Bridges Museum of American Art and a national study spearheaded by the Museum Education Division of the National Art Education Association along with the Association of Art Museum Directors found that even a one-time museum experience significantly complements the visual arts education students receive in school because the single-visit program benefits students in three capacities essential to their well-being after graduation: creative thinking, empathy, and, to some extent, critical thinking." (Krantz and Downey, 2021). For low-income schools, this money will allow students to gain not only a sense of representation by seeing their cultural history but also encourage empathy for all students.

The commitment to learning and to shifting practices must be throughout the museum, starting with board members and senior leaders but strongly pursued by all museum staff. Without this commitment, the difficult work of change will not be sustained, and progress will be stifled. "Diversification of staff leadership—and increased relevance to communities—will not happen without changes in institutional consciousness and an unequivocal commitment to undoing racism and other forms of bias and inequity inside institutions—at all levels, in all functions." (The Ford Foundation, *Diversifying Art Museum Leadership Initiative*, 2022)

Colorado Common Grant Narrative2

1. ORGANIZATION BACKGROUND. Discuss the founding and development of the organization. Explain the original issue and/or opportunity the organization was founded to address and how that may have changed over time.

This foundation's commitment to social justice allows its global team the ability to serve the human population as a whole. Created in 1936 by Edsel Ford and his father Henry Ford, it was originally funded with a gift of \$25,000 from Edsel Ford. However, the foundation is no longer tied to the Ford Motor Company and the two are separate and legally unrelated entities

After Edsel and Henry dies in the mid-1940's, their bequests turned the foundation into the largest philanthropy in the world. Edsel's eldest son assumed leadership of the foundation in which he established a blue-ribbon panel to explore how the foundation could use its considerable resources.

Ultimately, the seven member Gaither Study Committee recommended that the Ford Foundation become an international philanthropy dedicated to the advancement of human welfare. Through eight decades of reducing poverty and injustice, strengthening democratic values, promoting international corporation, and overall advancing human achievement the Ford foundation has identified five factors contributing to inequality.

ENTRENCHED CULTURAL NARRATIVES

that undermine fairness, tolerance, and inclusion

FAILURE TO INVEST IN AND PROTECT VITAL PUBLIC GOODS

such as education and natural resources

UNFAIR RULES OF THE ECONOMY

that magnify unequal opportunity and outcomes

UNEQUAL ACCESS TO GOVERNMENT

decision making and resources

PERSISTENT PREJUDICE AND DISCRIMINATION

against women, people with disabilities and racial, ethnic, and caste minorities

To address these inequalities the Ford Foundation works and makes grants in seven interconnected areas that can help bring long-lasting change. These program areas are seen as “entry points” that take into consideration local context and partners to combine creative ways to target the drivers of inequality. These drivers are:

Civic Engagement and Government

Creativity and Free Expression

Disability Inclusion

Future of Work(ers)

Gender, Racial, and Ethnic Justice

International Cooperation and Global Governance

Mission Investments

Natural Resources and Climate Change

Technology and Society

2. GOALS. Describe the organization’s current goals.

To create a more equitable world, support must be given to emerging leaders from communities closest to the problems. These tenacious individuals with the deepest knowledge of the issues and the boldest ideas for building a brighter future have inspired the next chapter in the long history of support, the Ford Global Fellowship.

With a \$50-million investment over the next 10 years, this flagship global fellowship aims to connect and support the next generation of leaders from around the world who are advancing innovative solutions to end inequality. The program focuses on shared learning across issue areas, building and strengthening connections across borders, and developing a supportive, interconnected cohort from across a wide variety of sectors. The hope is for the fellowship to serve as a catalyst for the fellows to accelerate the impact of their work, individually and collectively.

3. CURRENT PROGRAMS. Provide a brief description of the organization's current programs. Include population and numbers served, as well as expected results. If this request is for a specific program, describe the organization's other programs here. Describe the program for which you are seeking funding in Question 4.

Work from the Ford Foundation is found worldwide. The foundation's commitment to social justice allows its global team the ability to serve the human population as a whole. Current work examples include:

Brazil- Deep-rooted discrimination lies at the heart of inequalities in Brazil, limiting millions of peoples' full inclusion in society and key institutions, including government. This is especially true for Afro-Brazilians and indigenous peoples, who make up a majority of Brazil's population, yet face overwhelming disadvantages in every aspect of their lives.

Andean Region- Our aim is to strengthen the power of these communities in Colombia, Peru and Venezuela, so they can protect their rights and shape the social, political and economic decisions that affect them.

China- We now seek to work with Chinese academics, policymakers, and nonprofits to ensure that China's impact in the world is equitable and sustainable. We also seek to strengthen the domestic ecosystem for philanthropy and impact investing to mobilize China's growing wealth for social good.

Eastern Africa- Eastern Africa is one of the fastest-growing regions in the world. But the advantages of this growth do not reach all people. Millions are excluded from key institutions and opportunities that should be open to all.

India, Nepal, and Sri Lanka- exploring key entry points for responding to inequality and building on innovations driven by the communities, governments, nongovernmental organizations, and universities of South Asia.

Indonesia- Today, Indonesia's democracy is at a crossroads. Despite high rates of economic growth, inequality has increased, and marginalized groups continue to be vulnerable. Corruption and intolerance are hampering the country's progress in fighting inequality and building a society that values diversity.

Important work is also being done in Mexico and Central America, the Middle East and North Africa, Southern Africa, West Africa, and the United States.

4. PROGRAM OR PROJECT REQUESTS ONLY. Provide a summary of the plan for the program or project request. Include the issue and/or opportunity addressed, goals and objectives, activities, and timeline. Explain why the organization is approaching the issue and/or opportunity in this way.

Representation and Education for All

Museums are exceptional contributors to their communities; they teach, inspire, and promote social connections; however, the largest group represented across the majority of museums in the United States is over 75% white males. This highlights the fact that less than 20% of museum leadership positions are held by people of color. This huge disparity in representation has created a sense of not belonging in many minorities living in the United States. Though collection practices have changed through the years, the “voice” of museum education is still dominated by western culture. In order for museums to remain relevant they must prioritize diversifying staff and exhibits to accurately represent the nation’s population. Embedded in this challenge is an opportunity to ensure more young people from underrepresented communities can see themselves represented in a museum setting. Ultimately allowing for more minorities to feel included and pursue museum careers.

The commitment to learning and to shifting practices must be throughout the museum, starting with board members and senior leaders but strongly pursued by all museum staff. Without this commitment, the difficult work of change will not be sustained, and progress will be stifled. “Diversification of staff leadership—and increased relevance to communities—will not happen without changes in institutional consciousness and an unequivocal commitment to undoing racism and other forms of bias and inequity inside institutions—at all levels, in all functions.” (The Ford Foundation, Diversifying Art Museum Leadership Initiative, 2022)

Diversity is the first impactful step that must be taken in order to achieve all goals of representation and education. Representation and Education for All will achieve these goals with three project categories.

Goal 1, Diversity: Support museum staff in recognizing and unlearning old habits to include biases. Developing new kinds of cultural institutions and creating a new vocabulary of inclusion.

- Objective 1: Create training and learning opportunities that increase cultural competency of museum staff and enhance relevancy of museum programs.
- Objective 2: Develop and implement inclusive fellowship, internship, and mentoring programs to increase support for emerging professionals from diverse communities entering the museum field.

Goal 2, Representation: Strengthen community engagement to foster a sense of belonging.

- Objective 1: Support audience research, evaluation, and outreach.
- Objective 2: Empower public programs to co-curate exhibits with museum staff and members of said diverse geographic, cultural and socioeconomic backgrounds to ensure the proper “voice” of a culture is used.

Goal 3, Lifelong Learning: Support the power of museums as novel and highly effective learning environments for school age children. Including efforts to serve individuals of diverse geographic, cultural, and socioeconomic backgrounds; individuals having difficulty using a museum to include underserved urban and rural communities, including children from families with incomes below the poverty line.

- Objective 1: Support in-school and out-of-school programs of children from below the poverty line.
- Objective 2: Promote access to museums for underserved urban and rural communities.

Representation and Education for All aims to rectify systematic wrongs that have plagued the museum industry for too long. This multi-year grant will launch a variety of activities, first to advance diversity in staff, establishing a diversity coach and inclusive chief. Upon year two, audiences and public programs will be established to co-curate exhibits that are impactful and meaningful to each community. Year three will seize upon the hard work of the staff, community, and co-curators to establish and implement museum education tours, field trips, and create in-school education exhibits to go.

While important strides have been made, the museum industry has more work to do to create a truly diverse work force. The social roles of museums have lacked evolving along with the nation and in order to be a source of pride that anyone can derive a sense of wonder and self from. Museums becoming more inclusive to minorities and underrepresented communities will ensure a vibrant and more inclusive future for everyone.

Attachments

Project Timeline



Year One Goal: Create training and learning opportunities that increase cultural competency of museum staff and enhance relevancy of museum programs. Develop and implement inclusive fellowship, internship, and mentoring programs to increase support for emerging professionals from diverse communities entering the museum field.

Year Two Goal: Support audience research, evaluation, and outreach. Empower public programs to co-curate exhibits with museum staff and members of said diverse geographic, cultural and socioeconomic backgrounds to ensure the proper “voice” of a culture is used.

Year Three Goal: Create opportunities to serve individuals of diverse geographic, cultural, and socioeconomic backgrounds; individuals having difficulty using a museum to include underserved urban and rural communities, including children from families with incomes below the poverty line.

Year Four Goal: Support the power of museums as novel and highly effective learning environments for school age children. Create in-school and out-of-school programs for children from below the poverty line. Promote access to museums for underserved urban and rural communities.

Line-Item Budget

Representation and Education for All

July 2, 2023, through July 2, 2026

Personnel	FTE	Monthly Range (FTE)	Monthly	Yearly	Year 3 Total
Project Director	1	\$5,000-\$6,000	\$5,000	\$60,000	\$180,000
Diversity Coach	0.8	4,000-5,000	4,000	38,400	\$115,200
Diversity Educator	1	4,000-5,000	4,000	48,000	\$144,000
Outreach Coordinator	1	4,000-5,000	4,000	48,000	\$144,000
Admin Assistant	0.5	3,000-4,000	3,000	18,000	\$54,000
Subtotal Personnel				\$212,400	\$637,200
Benefits @28%				\$59,472	\$178,416
Total Personnel				\$271,872	\$815,616
Operating Cost					
Communications			\$800	\$9,600	\$28,800
Rent 500 s.f. x 6.16psf			3,080	36,960	110,880
Office Supplies			300	3,600	10,800
Printing			400	4,800	14,400
Program Materials			400	4,800	14,400
Equipment			500	6,000	18,000
Training materials			300	3,600	10,800
Mileage at 0.585 (GSA)			100	1,200	3,600
Furniture Rental			300	3,600	10,800
Yearly Conference			333	4,000	12,000
Catering for Conference			583	7,000	21,000
Subtotal Operating Cost			\$7,096	\$85,160	\$254,680
Subtotal Project Budget				\$357,032	\$1,070,296
Indirect at 15% Total					
Budget				\$53,555	\$160,544
Grand Total					\$1,230,840

Budget Justification for Representation and Education for All

Personnel

Project Director- Responsible for the overall management of this project to include supervising members of the team, reporting, monitoring, and evaluation of the project aspects as well as management of the financial and administrative components of this project.

Diversity Coach- Acting liaison between museum staff and diversity educator. Coaching of museum leadership in the impact and importance of diversity and creating an action plan in which to implement change in allotted time frame of project. Duties will require the set-up of unique key components museum will use to incorporate diversity into hiring process.

Diversity Educator- Exposes museum staff to the various cultural disparities in exhibits and works with curators to create more inclusive content during year one. The Diversity Educator will also have the lead role of implementing, monitoring progress, and recommending adjustments in connection with the plan for diversity and inclusion via the co-curation community events during year two. Year three duties will include creating educational programs with museum educators to correctly impact lasting change in the education of exhibit and the connection to inclusion of all cultures.

Outreach Coordinator- Duties include building strategic relationships within the community, conducting a variety of outreach activities in which to promote inclusion of community's content ideas. Work with museum curator to create the co-curation of new exhibits. Identify and reach out to underrepresented minorities in community to include creating in-school and out-of-school education opportunities.

Administrative Assistant- Responsible for clerical and organizational tasks like file organizing, scheduling appointments, assisting other staff members, drafting correspondence, managing, and running the office.

Budget Justification for Representation and Education for All continued

Operational Costs

Communications- Internet and telephone services, postage.

Rent- Office space rental.

Office Supplies, Printing, Program Materials, Training Materials- Operational needs.

Equipment- Machine maintenance, and tech support.

Mileage- Personal vehicle allowance for needed travel to and from museums.

Furniture- Rental of needed office furniture.

Yearly Conference, Catering- used to bring together museum and community leaders to discuss ideas and celebrate progress made.

HOW-TO GUIDE

Every year, the Ford Foundation awards roughly 1,500 grants to institutions with transformative ideas and scalable solutions with the aim of achieving the greatest impact.

While the majority of our grants are identified by the foundation, we welcome proposals that fit within our lines of work. Each program has its own strategy and comprehensive selection process. We aim to be as clear as possible about our priorities, but we know that there are more worthy ideas, approaches, and organizations than we have the resources to fund.

So, what now? Here are some common questions surrounding your proposal.

The Ford Foundation accepts inquiries for grants year-round, averaging between 800 and 1,000 inquiries annually.

All projects submitted for grants will be judged based on

- Contemporary relevance
- Alignment with Ford priorities
- Potential for strategic impact
- Potential to transform stereotypes, beliefs, and value systems
- Creativity and innovation in form
- Potential to build cultural power and voice in marginalized communities

Upon review of your materials by Ford staff, you may receive an invitation to submit additional materials. If you do not hear from Ford within 90 days of submitting your application, your project has not advanced in consideration. If you are contacted for further information, the entire review and decision process may take between 60-90 business days, given a number of variables specific to each project.

Please note Ford has a very limited number of staff and therefore cannot respond to each applicant directly.

Please submit your grant application here: MIproposals@fordfoundation.org

Opportunities are ALWAYS popping up at the Ford Foundation. To be in the front line of these updates sign up here: <https://www.fordfoundation.org/work/our-grants/grant-opportunities/>

Required Documents:



Colorado Common Grant Application

SUMMARY SHEET FORM

Legal Name of Organization:

The Ford Foundation

DBA (if applicable):

Mailing Address (and Physical Address if it is different and not confidential):

Ford Foundation
320 E 43rd St
New York, NY 10017
USA

Phone: (+1)212-573-5000

Fax: (+1)212-351-3677

EIN: 131684331

Website: fordfoundation.org

Organization Email Address: office-of-communications@fordfoundation.org

Name of CEO or Executive Director: Darren Walker

Phone: (+1)212-573-5000

Email: secretary@fordfoundation.org

Application Contact & Title (if not the CEO or Executive Director):

Mary Kate Zimmerman

Phone: (+1)212-573-5000

Email: mzimmer2@uccs.edu

Organization Information

Year Founded: 1936

Mission Statement:

We believe in the inherent dignity of all people. But around the world, too many people are excluded from the political, economic, and social institutions that shape their lives.

Geographic Area Served (specific to this proposal):

United States of America



Colorado Common Grant Application

Tax Exemption Status:

- ☒ 501(c)(3)
☐ Using a fiscal agent/fiscal sponsor

Name of fiscal agent/sponsor:

- ☐ Other than 501(c)(3), describe:

Number of Employees: Full-time:

143

Part-time:

728

Grant Request Information

Type of Grant Requested (select one):

Amount of Request: \$2,000,000.00

- ☐ General Operating Support

- ☒ Program or Project Support

Name of Program or Project: Representation and Education for All

- ☐ Capital Request (Check with the grantmaker as to whether they prefer the CGA-Capital)

- ☐ Other

Describe what the grant will be used for:

Diversify museum staff and exhibit to accurately represent the nation's population. Develop lifelong learning programs in underserved urban and rural communities, including children from families below the poverty line.

Financial Information Budget numbers should match the numbers presented in Attachments 1(a) & (b).

Organization's Current Budget for Fiscal Year Ending: 2015

Income: \$12,600,705,423.00 Expenses: \$756,882,561.00

AND, if other than a general operating request,

Program or Project Budget: \$1,230,840.00 Dates: from: 07/02/2023 to: 07/02/2026

Income:

Expenses:

By signing below, I certify that the information contained in this application is true and correct to the best of my knowledge.

CEO/Executive Director

Date