



Museums Empowered

Sample Application MA-40-18-0516-18
“Prioritizing Diversity and Inclusion at the Kentucky Historical Society”

Kentucky Historical Society

Amount awarded by IMLS:	\$243,604
Amount of cost share:	\$250,092

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2019 Museums for America grant program differ from those that guided the preparation of FY2018 applications. Be sure to use the instructions in the FY2019 Notice of Funding Opportunity for the grant program and project category to which you are applying.

Abstract

Founded in 1836 and chartered as an agency of state government in 1880, the Kentucky Historical Society (KHS) is the keeper of Kentucky’s history. For much of those almost 140 years, preserving Kentucky’s history meant preserving Kentucky’s white, male, landowner histories, much as it did at other Southern archives, museums, and historical societies. While KHS has made strides to diversify its collections, exhibits, and programming, creating a truly inclusive institution remains a priority. Guided and encouraged by our professional organizations, including the American Association for State and Local History, the National Council on Public History, the American Historical Association, and the Organization of American Historians, KHS is poised to reshape our institutional culture to prioritize diversity and inclusion in all facets of our work.

KHS’s lack of a diverse and inclusive culture was first identified by the American Association of Museums during the organization’s reaccreditation in 2015. Additionally, KHS staff spent much of 2017 speaking with Kentuckians as part of our Kentucky at 225 Listening Tour. Responses to the question, “What challenges face Kentucky in 2017?” included issues of racial representation, discrimination, and a lack of inclusion in the state. Reactions to and requests for KHS to facilitate conversations and help communities unpack ongoing national discussion surrounding representation, memorialization, and memory solidified the need for KHS staff to take stock of internal capacity, cultural competency, and unconscious bias before launching new outreach or engagement programs.

Through the Museums Empowered project, KHS will undertake a three-pronged approach, over three years, to reshape the Society’s culture and programming. Our approach is tied directly to two of KHS’s guiding strategies: 1.) revitalize KHS from the inside out so every experience we offer reflects our passion and energy; and 2.) Emphasize engagement and partnerships that address the needs and interests originating for our key audiences. In the first year, staff will participate in a series of professional development workshops, and be introduced to a new assessment tool as part of their performance evaluations. KHS will use the Intercultural Development Inventory to assess the staff’s intercultural competences and the institution’s culture. Moreover, in the first year, KHS staff will participate in a series of workshops grounded in inclusive Kentucky history, so that all staff are up-to-date on current historiographic trends and interpretations. In year two, key KHS staff will design, test, and implement new policies and procedures for the organization, working with consultants to ensure best practices and expertise are maintained. In year three, staff will design, test, and implement a pilot program on difficult histories to KHS constituent museums, sister agencies in state government, and others, creating a stronger network of cultural institutions in the Commonwealth. All aspects of the project will be independently evaluated by an outside contractor. Evaluation findings, best practices, and successes and failures will be shared with peer historical organizations, public history professionals, and the wider museum community.

This three-pronged approach will benefit KHS staff by increasing cultural competencies and grounding our work in inclusive best practices. Because it will benefit KHS, the project will also benefit the Commonwealth of Kentucky, as we have a statewide mandate for services. The project will help to create a sustainable, inclusive culture at KHS, as our guiding strategies require. The project will also help KHS to better maintain engagement opportunities that reflect *al* Kentuckians.

Success in this project will be measured through a demonstrated increase in staff knowledge, familiarity, comfort, and ability to serve diverse audiences; the implementation of new policies and procedures that prioritize diversity and inclusion in all aspects of our work; and the implementation of the difficult histories workshop.

Project Justification

Proposed initiative

Since its founding in 1836, KHS has collected, preserved, and disseminated Kentucky’s history through archival and object collections, education, and outreach avenues. Well into the twentieth century, collections, preservation, and dissemination of Kentucky’s history meant privileging the Commonwealth’s wealthy, white family histories over fuller representations of the state.¹ An overwhelmingly white Commonwealth, Kentucky is 85% white non-Hispanic, but that number is expected to decrease to less than 77% by 2040.² Because many Kentuckians live, study, and work in areas with little diversity, it is imperative for cultural institutions, including the Kentucky Historical Society to collect, preserve, and make accessible histories that showcase the wide range of people and places who have and continue to make up the Commonwealth.

“Prioritizing Diversity and Inclusion at the Kentucky Historical Society,” will be a three-year initiative focused on reshaping the agency’s internal culture and ability to serve the Commonwealth. In the first year, staff will work through a series of self-exploration exercises, including an Intercultural Development Inventory.³ Moreover, in the first year, KHS staff will participate in a series of workshops grounded in inclusive Kentucky history, so that all staff are up-to-date on historical interpretations and historiographical trends. Along with the historical workshops, staff will also attend workshops on white privilege, accessibility, gender bias, age bias, ethnic bias, sexuality, embracing diversity, and change. In year two, key KHS staff will design, test, and implement new policies and procedures for the organization, working with consultants to ensure best practices and expertise are maintained. In year three, staff will design, implement, and test a pilot program on cultural competencies to be delivered to KHS constituent museums, sister agencies in state government, and others, creating a stronger network of cultural institutions in the Commonwealth. All aspects of the project will be independently evaluated by an outside contractor.

Need the initiative will address

The project will address the need for KHS to become a more inclusive organization in order to better serve the state of Kentucky and our constituents. KHS’s lack of a diverse and inclusive culture was an area cited for improvement by the American Alliance of Museums (AAM) during the organization’s reaccreditation in 2015. The AAM team acknowledged that KHS’s staff and board diversity aligned with the Commonwealth of Kentucky’s overall demographic numbers, but “KHS was less proactive in addressing minority diversity in higher level management.”⁴ In order to attract and retain a diverse management staff, KHS must first examine its institutional culture and current staff’s awareness of diversity and inclusion. By examining and reshaping the institution’s culture, KHS will be better suited to recruit and promote a diverse workforce at all levels of the organization.

¹ Kentucky’s state historian, Dr. James C. Klotter, has argued for more than thirty years that non-white, non-male Kentucky history is “historiographically second class.” James C. Klotter, “Clio in the Commonwealth: The Status of Kentucky History,” *Register of the Kentucky Historical Society* 80 (Winter 1982): 63–88; Klotter, “Moving Kentucky History into the Twenty-First Century: Where Should We Go from Here?” *Register of the Kentucky Historical Society* 91 (Winter 1999): 83–112; Klotter, “Charting the Path of Twentieth-Century Kentucky: Current and Future Directions,” *Register of the Kentucky Historical Society* 113 (Spring/Summer 2015): 171–199.

² Matt Ruther, Tom Sawyer, and Sarah Ehresman, “Projections of Population and Households: State of Kentucky, Kentucky Counties, and Area Development Districts, 2015–2040, Vintage 2016,” Kentucky State Data Center, University of Louisville, pg. 16. <http://www.ksdc.louisville.edu/wp-content/uploads/2016/10/projection-report-v16.pdf>

³ The Intercultural Development Inventory is a cross-cultural assessment of intercultural competence. It is cross-culturally valid, reliable, and generalizable and has been used successfully by non-profit, government, and higher education institutions. More information is available at idinventory.com.

⁴ American Alliance of Museums, “Accreditation Site Visit Report,” prepared by Donna Williams and William Calloway, Nov. 19, 2014, 17.

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Additionally, KHS staff spent much of 2017 speaking with Kentuckians as part of our Kentucky at 225 Listening Tour.⁵ Responses to the question, “What challenges face Kentucky in 2017?” included issues of racial representation, discrimination, and a lack of inclusion in the state. Participants reminded staff that much of Kentucky’s history is told through a white, male prism which does not provide room for non-white, non-male experiences. Reactions to and requests for KHS to facilitate conversations and help communities unpack ongoing national discussion surrounding representation, memorialization, and memory solidified the need for KHS staff to take stock of internal capacity, cultural competency, and unconscious bias before launching new outreach or engagement programs.

Finally, the completion of a four-year, IMLS-funded object inventory revealed that while KHS’s object collection had become more inclusive in the recent decades, the collection is still largely dominated by prominent, white Kentucky families. Our proposed initiative will lead to a new collecting plan, extending the sustainability of the object inventory.

Who will benefit from the initiative

The initiative will allow KHS to fully embrace our mission statement: “We educate and engage the public through Kentucky’s history in order to confront the challenges of the future.” By realigning the staff culture to prioritize diversity and inclusion in all aspects of our work, we will be able to sustain and grow our impact on the Commonwealth and to remain a site for understanding Kentucky’s past in order to influence its future. By harnessing the best professional development and historical frameworks for centering difficult histories, KHS staff will be models for thoughtful, engaging historical interpretation and help make the state a more desirable place to work, learn, and live. Through our statewide mandate, KHS’s commitment to a more inclusive past will influence the way historical interpretation is conducted throughout the Commonwealth, extending the life of the initiative and helping to sustain cultural change inside and beyond the walls of our campus.

Advancing KHS’s strategic plan

“Prioritizing Diversity and Inclusion at the Kentucky Historical Society” will advance two pieces of KHS’s real-time strategic plan by helping KHS staff to better convey Kentucky’s many histories to our constituents. By focusing first on internal development, KHS will be able to more fully revitalize *KHS from the inside out so every experience we offer reflects our passion and energy through thoughtful, community-centered engagement opportunities that better reflect the needs and wishes of our multiple audiences*. These two aspects of the strategic plan require staff to evaluate cultural biases in all aspects of our work and will help KHS’s community engagement strategies.

Addressing the goals of the special initiative

Through workshops, policy and procedure development and implementation, and off-site facilitation, KHS’s initiative will include every member of the staff. All five functional teams will be involved in redefining KHS’s culture and will be held accountable in their roles through required annual performance evaluations for each that include Intercultural Development Inventory individual plans as a check-in and performance measure. Key personnel from all five functional teams will also be involved in the development, testing, and implementation of new policies and procedures, which will impact all aspects of the organization. Staff from the three programmatic team (Historical Resources, Learning Services, and Research Experience) will develop, pilot, and refine an off-site workshop for local history partners to better deliver inclusive narratives at their sites.

⁵ As part of the Commonwealth’s 225th birthday celebrations, KHS staff talked with 2,862 Kentuckians in 40 counties about what makes Kentucky, Kentucky. We asked three questions: “What makes Kentucky, Kentucky that we’re proud of?”; “What challenges face Kentucky at 225?”; “What can we do to address those challenges going forward?”

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Our initiative will require buy-in from across KHS—no team or staff member will be exempt, because we believe that to truly change a culture for the better, we need all parts of the organization working toward the goal. As Edgar Schein discusses in *Organizational Culture and Leadership*, KHS expects the five-member Senior Leadership Team, working closely with the project team, to lead the organization through the project, ensuring consistent and continual guidance to the wider staff.⁶ Further, because KHS has a statewide mission and serves Kentuckians of all ages, all staff play an active role in our perception and ability to develop and maintain relationship throughout the Commonwealth. Thus, it is imperative that everyone, regardless of functional team or job description participates in cultural competency and inclusive professional development.

KHS’s plan aligns directly with the diversity and inclusion category by requiring staff to enhance their skills and ability to develop and deliver inclusive programs and outreach activities to engage diverse audiences. Staff will also participate in cultural competency opportunities at the local, regional, and national level through history and cultural workshops on and offsite. The expertise and insights of these nationally respected facilitators and scholars will better equip our staff to maintain a culture of inclusion at KHS, which will be reflected in all aspects of our work.

Project Work Plan

Specific activities

Year 1: Internal Capacity Building

“Prioritizing Diversity and Inclusion at the Kentucky Historical Society” will begin in October 2018. Staff will participate in a series of historical and professional development workshops. This two-pronged approach will ground staff in non-white, non-male Kentucky history while also providing staff the necessary tools to understand inclusion and intercultural diversity, and identify and address their own cultural biases. The workshops will begin with a frank discussion of white privilege, facilitated an expert in the field, in order to set a framework and baseline for future workshops. In December 2018, the initiative team will attend Intercultural Development Inventory (IDI) training in Baltimore, Maryland. In January 2019, all KHS staff will complete the IDI assessment for baseline measures and the organizational results will inform the team to highlight specific cultural and professional development opportunities going forward. Supervisors will be trained to use IDI individual development plans to supplement performance evaluations and begin working with their direct reports in June 2019, following the completion of the history seminars. Staff will retake the IDI assessments in January 2020 and January 2021 to measure individual and organizational progress.

Throughout spring 2019, KHS staff will participate in monthly Kentucky history seminars as part of the already established “Tuesday Training” model now employed by KHS. These seminars will ground staff in current historical interpretations and decenter elite, white men from the narrative. They will also prepare staff for consultation with Julia Rose, author of *Interpreting Difficult History at Museums and Historic Sites*, who will visit in summer 2019. Rose will walk staff through her Commemorative Museum Pedagogy framework and its applications to KHS’s programming and exhibits.⁷ After each seminar or workshop in year 1 staff will be required to complete individual evaluations based on IMLS agency-level goal 1: learning criteria and other measures developed in consultation with the outside evaluator. Data collected will be used to measure effectiveness, change, and perception of staff knowledge and culture.

From June 2019–October 2019, key staff will plan, promote, and host the 2019 Ohio Valley History Conference, with a theme of “Difficult History.” KHS will convene a difficult history workshop for all in attendance and recruit presenters working on any aspect of inclusive, “hard” history to participate. Staff will also use Rose’s Commemorative Museum Pedagogy framework tools for new programming and exhibit

⁶ Edgar H. Schein, *Organizational Culture and Leadership* (San Francisco: Jossey-Bass, 2010).

⁷ Julia Rose, *Interpreting Difficult History at Museums and Historic Sites* (London: Roman & Littlefield, 2016): 69–135.

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development in anticipate of an August 2019 visit with consultant Chris Taylor, Director of Inclusion and Community Engagement at Minnesota Historical Society.

Year 2: Cultural Change through Policy and Procedures

Year 2 (October 2019–October 2020) grows directly out of year 1’s seminars and workshops, as the KHS team, in consultation with Chris Taylor and Colene Elridge of the Kentucky Office of Diversity and Equality Training rework, write, and implement policies and procedures for all facets of KHS’s work. Key staff will first focus on programming policies and procedures, growing out of the “test” undertaken after the completion of year 1’s seminars and workshops. Programming includes all on and offsite activities for all audiences, as well as exhibit development, collections acquisition, and research activities. Working with Chris Taylor, staff will develop the key practices necessary to provide inclusive and culturally sensitive programming to our diverse audiences. These policies and procedures will be presented to the KHS governing board for approval at its April 2020 board meeting and be fully implemented upon approval.

Simultaneously, staff will refine and rewrite personnel policies to highlight KHS’s commitment to inclusion. Working with the Kentucky Office of Diversity and Equality Training, KHS’s policies and procedures will align with best practices and the laws of the Commonwealth. New personnel policies and procedures will formalize the use of the IDI assessment in performance evaluation and make inclusion a pillar in all job descriptions. New and updated policies and procedures will be presented to the KHS governing board at its July 2020 meeting and be fully implemented upon approval. Once the governing board approves the policies and procedures, the team will lay out changes and expectations for all staff through the established “Tuesday Trainings” in August and September of 2020. Outside evaluators will measure the new policies impact on audiences, staff, and the board in year 3.

In April 2020, Research Experience, Learning Services, and Community Engagement staff will begin to develop an external difficult histories workshop focused on the needs of constituent organizations, including interpreting enslaved Kentuckians experiences, placing contemporary issues of race, gender, sexuality, or age discrimination in historical perspective, and telling fuller, more inclusive histories at local sites. This process will take six months, as staff researches and refines the workshop to most effectively deliver material. As part of the development of this workshop, KHS will work with Julia Rose, Shawn Halifax, and an external focus group to test and make any need revisions to the workshop before it is made public.

In September 2020, KHS staff will attend the American Association of State and Local History’s (AALSH) annual meeting and present findings from our first two years of the project. KHS expects our peers in state and local history will benefit from seeing our model, hearing successes and failures, and understanding the benefit of undertaking such an important topic.

Year 3: Prioritizing Inclusion in the Commonwealth

While years 1 and 2 are internally focused, year 3 (October 2020–October 2021) of the project will allow KHS to share new findings, cultural competence, and knowledge with partners throughout Kentucky. Beginning in September 2020, key KHS facilitators will enroll in Eastern Kentucky University’s facilitation classes to learn best practices for facilitating difficult conversations and creating inviting talks. This training will build on Julia Rose’s Commemorative Museum Pedagogy framework to ensure not only good historical pedagogy, but also best practices in facilitation. Shawn Halifax will also provide a facilitation seminar for the team members who will deliver the difficult history workshop.

KHS’s team will continue to develop the external “Difficult History” workshop in the early months of year 3, and will convene an outside focus group to test the materials in November 2020. The focus group will be led through the workshop and asked to provide specific critiques to fully develop it for public use.

Dr. Amanda Higgins, Community Engagement Administrator, will work with partners in state government, particularly state parks and the Historic Properties Advisory Commission, to pilot at least one public workshop before March 2021. Staff will work with Julia Rose, Shawn Halifax, and Chris Taylor to review and refine information before the first workshop, incorporating the feedback received from the external focus group. The workshop team will fully publicize and begin accepting reservations for the public

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workshop in April 2021. Deputy Director Scott Alvey will work with the outside evaluator to develop a tool for measuring workshop effectiveness and impact.

In April 2021, staff will attend and present at the National Council on Public History annual meeting, discussing the project and the anticipated cultural shift at KHS. Unlike the AASLH meeting, the NCPH presentation will focus on the methods, measures, and lessons of the project.

From July 2021–October 2021, KHS will deliver at least one more public workshop, continue accepting reservations for future programs, and provide statewide information about the new program to constituents. Higgins will produce final reports, final evaluations, and ensure ongoing sustainability of policies, procedures, and workshops through public whitepapers.

Evaluation and performance measures

Measures of success for this project are threefold: 1.) create a culture of inclusion at KHS; 2.) update policies and procedures to reflect inclusion in all aspects of our work; and 3.) create and maintain community relationships that drive engagement and programming at KHS. Performance measures will include documented change to baseline IDI assessment levels for the organization; adoption of new policies and procedures that result in documented adjustment in KHS’s internal and external work; and the establishment of a partnership with state parks sites with historical assets for the external workshop. KHS will share evaluation findings, best practices, and successes and failures with our peer historical organizations and the wider museum field.

Risks to the initiative

The success of this project hinges on our ability to maintain open and clear dialogue throughout the organization, especially in times of uncertain state budget appropriations and shifting government priorities. We must also clearly coordinate staff time (balancing assigned duties and primary roles within the organization) to participate in the professional development work. Because this project is long-term, complex, and requires multiple department cooperation, the risk for splintered and counterproductive work is possible. The real-time strategic plan and KHS’s track record of strong inter-departmental collaboration will contribute to the success to this project, as well as KHS’s strong relationships with state government partners and consultants. A final risk to the project is KHS’s own credibility gap with the non-white community in Kentucky. The institution has already begun to repair, renew, and create relationships with folks across the Commonwealth and the strong project design, as well as the focus on internal capacity building will further these efforts to grow KHS’s reach.

Planning, implementing, and managing

Deputy Director Scott Alvey will serve as project director. He will ensure institutional impact of the initiative and maintain the strategic alignment necessary for change at KHS. Dr. Higgins, Community Engagement Administrator, will serve as the primary contact and grants administrator. Higgins earned her PhD in American history with a focus on intersectionality and the Black Freedom struggle. Throughout her career, she has worked with communities across the Commonwealth to tell fuller stories. Her in-depth knowledge and understanding of current best practices will help guide the project team. Pamela Brookman’s role as Human Resources Administrator and familiarity with state government regulations will be essential to policy and procedure development, as well as creating new performance assessment tools. Marketing Communications Administrator Janene Zaccone’s training as a historian and communicator makes her especially well-suited to guide the team and the staff through workshops, develop outside messaging, and help craft new language for exhibits and programs.

Sequence of Activities

Over the three-year project, KHS will: 1.) undertake internal evaluations of KHS staff’s individual cultural awareness and organizational health to build internal capacity 2.) implement new policies and

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procedures to prioritize diversity and inclusion in all aspects of our work and 3.) develop and pilot an external workshop on difficult histories and cultural competence at local history sites in the Commonwealth. An outside evaluator will also review all work and provide yearly reports.

Financial, personnel, and other resources

The three-year initiative requires \$493,696 to complete. Anticipated fund sources for this initiative are estimated to be realized 49% Federal Funds (IMLS), 39% KY State Funds, and 12% private sector fundraising. The Kentucky Historical Society will be committing four KHS staff members representing the director’s office, human resources, communications, and community engagement at the following percentages Alvey 30% time each of the three years; Higgins 40% time each of the three years; Brookman 10% time in years 1 and 3 and 20% time in year 2; and Zaccone 5% time in year 1, 15% time in year 2, and 20% time in year three for a three-year total of 5,721 hours on project, with an additional 1,500 hours coming from administrative support. The success of this initiative is dependent on the expertise of external advisors, including Julia Rose, Chris Taylor, and Shawn Halifax. The network of Kentucky based resources and scholars have shown interest in participating as partners and will bring additional assets. Procuring an independent evaluation firm to measure progress toward outcomes in years 1 and 2 and guide program development through the formative stages of the external workshop are critical to keeping the project within scope. KHS requests \$243,604 in IMLS support and will provide \$250,092 in cost share through a combination of state funds, in kind contributions, and private sector funds.

Tracking progress and sharing results

KHS will contract with an outside evaluator to measure impact of programming and cultural change. The IDI will be used internally to assess individual and organizational cultural competencies, by establishing an agency baseline in January 2019 and readministering the IDI in January 2020 and January 2021. Brookman will be responsible for maintaining IDI records and working with supervisors to incorporate IDI personal improvement into performance evaluations. Through continual check-in and evaluation of activities key staff will adjust course when necessary.

KHS will share the results of our project in a number of forums. We will participate in national public history conferences in 2020 and 2021 to disseminate findings and share in dialogue with other public history institutions. As part of our responsibility as a state agency, we will provide quarterly updates to the Tourism, Arts, and Heritage cabinet—our home in Kentucky state government. We will attend and present at the Kentucky Museum and Heritage Alliance annual conference in all three grant years to relate our experiences through this project with museum professionals in Kentucky. Higgins will also write a public white paper to be shared via KHS’s website and via an approximately 800 person local history email list. Higgins and Zaccone will craft blog posts and journal articles to be submitted for review in leading museum, public history, and education journals.

Project Results

Reporting on performance measures

We will work within the IMLS agency-level goal 1: Learning. We will use internal surveys to answer the performance goal to “train and develop museum and library professionals; support communities of practice; develop and provide inclusive and accessible learning opportunities.” Working with an outside evaluator, KHS will design the survey to measure staff’s engagement with material and ability to apply lessons to their ongoing and new work.

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Intended results and change in knowledge, skills, and attitudes

The project’s intended results are guided by a systems level approach as outlined by Chris Taylor in *Journal of Museum Education*.⁸ By working internally and with a systematic approach, we will be able to measure the staff’s changing knowledge, skills, and attitudes through the IDI assessment and performance evaluations. Staff will be better suited to see their own implicit biases and blind-spots in programming, collecting, and outreach. They will learn to work through internal conflict and confidently express intercultural competence. Building from there, staff will be better suited to craft the policies and procedures that guide their work to sustain inclusive practices within the organization. Once staff internalizes inclusion and diversity in our own agency, we will be able to better share our results and help guide history organizations across the Commonwealth to do the same. This initiative will result in a revitalization of KHS from the inside out so every experience we offer reflects our passion and energy through thoughtful, community-centered engagement opportunities that better reflect the needs and wishes of our multiple audiences.

Internal capacity

Internal capacity will be strengthened through each individual’s increased cultural awareness and willingness to work toward a shared organizational priority, by training staff to better understand the changing world, and through established, well-thought-out policies and procedures with guiding documents. Staff will be better equipped to use Kentucky’s history to confront the challenges of the future and to provide community drive programming that reflects cultural sensitivity and inclusive perspectives. Moreover, staff will be able to identify and help reinforce KHS’s commitment to an inclusive culture, thereby strengthening and further cementing the changes brought through this grant. By increasing internal capacity, we will make KHS a more welcoming environment for employees and visitors alike.

Tangible products and sustaining initiative benefits

“Prioritizing Diversity and Inclusion at the Kentucky Historical Society” will lead to new policies and procedures for all aspects of KHS’s work. The new policies and procedures will include a revamped performance evaluation tool, with inclusion as a key pillar for review. Programmatic staff will have standards for developing and evaluating new and ongoing programming within an inclusive framework. Through the Intercultural Development Inventory and outside evaluation, we will have a robust audit of KHS’s internal culture and its changes over time. Individual staff members will be equipped with their Intercultural Development Inventory individual report and training materials for continue development.

We will also create and make available, first to state park sites with historic assets and then local history sites throughout Kentucky a workshop to help them better interpret Kentucky’s non-white, non-elite histories. White papers, blog posts, and conference presentations will also help KHS to disseminate our findings and will be made publicly available for review.

To sustain the cultural change proposed in this initiative, we will use the IDI with all employees on a yearly basis as part of performance reviews. Further, key staff will continue to refine grant-funded tools after the grant period, monitor staff attitude and community responses, and incorporate ongoing cultural competency training into the “Tuesday Training” model. We also believe the institution will be able to sustain the benefits of this project by incorporating findings and best practices into recruitment and hiring decisions moving forward, thereby ensuring cultural fit and awareness are keys factors in working at the Kentucky Historical Society.

The Kentucky Historical Society wishes to thank IMLS for their consideration of our proposal, which will revitalize KHS and increase our ability to serve *all* the people of the Commonwealth of Kentucky.

⁸ Chris Taylor, “From Systemic Exclusion to Systemic Inclusion: A Critical Look at Museum,” *Journal of Museum Education*, 42:2 (2017), 155-162.

