

HOW CLASS-INCLUSIVE IS YOUR MUSEUM? A CHECKLIST

Do you want to tackle class inequality in your museum's workforce? Use this checklist to see how class-inclusive your museum is. It may help to work with a small team (if you can) to answer these questions and review your position.

a) Reflecting on the problem. Ask yourself...

How might our museum contribute to class inequality between individuals?



- Are our recruitment processes fair? Do we ask for knowledge, skills and competencies which are unnecessary to the role? Do we consider the economic barriers facing working-class people (such as travelling to interview, gaining volunteering experience?)
- How far do we reach out to working-class communities to promote participation/employment opportunities?
- Do we know how difficult the experience has been for some staff to find work and pursue a career? What support can we give to staff who have limited advice and support from their family?
- Do we know what employees want from their role and career? How do we support people to develop and grow?
- How do we reward people, and what for?
- What assumptions do we make around accent, dress, school attended and how can we challenge these?
- Are there other barriers we put in place to limit working-class people's access to museum work?

How might our museum contribute to inequality between positions?

- Do all teams feel included in organisation-wide decision-making? (e.g. having access to communication channels)
- Are terms and conditions fairly distributed across roles? (e.g. can all staff take time out for development)
- Are the skills and knowledge of all roles valued by other teams?
- Is the contribution of some roles given more visibility/prestige than others? Is that reasonable?

How might our museum contribute to inequality between itself as an employer and its workers?

- Does our museum invest in its staff to develop and grow? Can we support existing staff to acquire the skills and knowledge required (rather than relying on staff paying for it themselves)?
- How secure do staff feel in their work? Do we over-use short term contracts? Can this be avoided/improved?
- Do we use volunteering to fill roles that should be paid for? Do volunteers have clear benefits?

Any other question/s you feel are relevant

b) Identifying solutions

When reflecting on the above, can you think of ways to improve processes and/or identify solutions?

Follow up questions can include

- Is this a short-term (easy win) or long-term action?
- Who would need to be involved to make this action happen?
- What resources would be needed?
- What might be the challenges of taking this action?

Tips for implementing change

- Change is both cultural and structural. This takes time and is easier if you have the support from senior management or your Trustees, who can also provide resource
- You can use this checklist as the basis of a wider consultation/dialogue with your colleagues. You can also use the Model for Change which is available on the [Museum as Muck](#) website.
- Consider setting up a network of Mucker champions to hold decision-making to account and drive the change forward. Champions will need to be given time and permission to scrutinise and challenge. Being a champion can be a good developmental opportunity.
- Small changes matter; sharing across organisations can augment change

Support and next steps

- If you are from working-class background, consider joining [Museum as Muck](#) a networking and support group - museumasmuck@gmail.com.
- Museum as Muck offer support for organisations including training, action planning and consultancy, and support for developing your network www.museumasmuck.co.uk
- You can find out more about the research underpinning this by contacting Dr Samantha Evans at samantha.evans@rhul.ac.uk. She is happy to talk to your organisation.
- This checklist was designed and written by [Dr Samantha Evans](#) at Royal Holloway Business School, University of London, and shared under a creative commons licence [CC BY-NC 4.0](#). [Contact Sam](#) for more information

