

Standard	Assessment Question	Performance Indicators
<p>MVG Standard 3: The institution’s culture, policies, and procedures are inclusive and equitable.</p>	<p>A. <i>Does the institution value inclusion and equity within the culture, policies, and procedures of its governing authority?</i></p>	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Governing authority members can describe how inclusion and equity, or the lack thereof, affects the institution’s culture; they can identify examples of policies, procedures, or practices that help or hinder inclusion and equity (e.g., Nominating Committee’s recruitment practices for new governing authority members; hiring, compensation, and promotion practices; process for choosing vendors or contractors). <input type="checkbox"/> The governing authority, staff (paid and unpaid), and volunteers compare the institution’s governance policies, procedures, and practices with other institutions or recommended models; they identify ways the institution may improve or advance inclusion and equity. <hr/> <p>Good</p> <ul style="list-style-type: none"> <input type="checkbox"/> The governing authority, staff (paid and unpaid), and volunteers consult a diverse cross-section of stakeholders and communities served to identify how the institution’s governance culture, policies, and procedures can be more inclusive and equitable. <input type="checkbox"/> The governing authority, staff (paid and unpaid), and volunteers create goals, priorities, and values around inclusion and equity and revise applicable policies and procedures to reflect them. <input type="checkbox"/> The governing authority, staff (paid and unpaid), and volunteers regularly communicate the institution’s goals, priorities, and values for inclusion and equity through a variety of mediums (orientation materials, training, newsletter, web presence).

Standard 3 reflects the need for institutions to address the many issues related to diversity, equity, access, and inclusion known by the acronym **DEAI**.

In the STEPS program, we focus on equity and inclusion because they are the ultimate goals of DEAI: to make our organizations and society more fair and just. Inclusion is the means, equity is the end.

Inclusion is defined as “the intentional, ongoing effort to ensure that diverse individuals fully participate in all aspects of organizational work, including decision-making processes.”

Equity is defined as “the fair and just treatment of all members of a community.”

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<p>MVG Standard 3: The institution's culture, policies, and procedures are inclusive and equitable.</p>	<p>A. <i>continued</i></p>	<p>Better</p> <ul style="list-style-type: none"> <input type="checkbox"/> The governing authority, staff (paid and unpaid), and volunteers include inclusion and equity goals, priorities, and values in the institution's Vision Statement, Values Statement, and Strategic Plan. <input type="checkbox"/> Collaborating with stakeholders, the governing authority, staff (paid and unpaid), and volunteers review the inclusion and equity goals, priorities, and values every three to five years. <input type="checkbox"/> The governing authority, staff (paid and unpaid), and volunteers advocate for inclusion and equity in other organizations that serve their community.
	<p>B. <i>Does the institution communicate its equity and inclusion efforts to governing authority members, staff (paid and unpaid), and volunteers?</i></p>	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution's leadership recognizes that regular communication to governing authority members, staff, and volunteers about equity and inclusion goals, priorities, and values will strengthen the institution's commitment in these areas. <hr/> <p>Good</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution regularly incorporates equity and inclusion goals, priorities, and values into meeting agendas and institutional plans. <input type="checkbox"/> The institution strives to hire vendors who are members of underrepresented communities. <p>Better</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution encourages the governing authority, along with staff (paid and unpaid) and volunteers, to work toward greater cultural competency through training, dialogue, and reflection. <input type="checkbox"/> The institution has an equity and inclusion affinity network, advisory group, or task force.

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<p>MVG Standard 3: The institution's culture, policies, and procedures are inclusive and equitable.</p>	<p>C. <i>Are governing authority members knowledgeable about the institution's origin story (e.g., how it began, with whose money, on whose land, with whose collections, historic structures, and/or landscapes) and committed to sharing it internally and externally?</i></p>	<p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Governing authority members can describe and explain important elements of the institution's origin story. <input type="checkbox"/> The governing authority recognizes the importance of honestly and accurately sharing its origin story internally and externally. <hr/> <p>Good</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution's origin story is widely communicated to its governing authority, staff (paid and unpaid), and volunteers through orientation materials. <input type="checkbox"/> The institution's origin story is widely shared with stakeholders, audiences, and communities served through a variety of mediums (e.g., newsletter, web presence). <hr/> <p>Better</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution identifies sources and resources to provide more information and research about its origin story. <input type="checkbox"/> The governing authority, staff (paid and unpaid), and volunteers commit to ongoing dialogue about the institution's origin story by engaging with communities it serves, outside experts, and others in a variety of ways (e.g., exhibits, programs, blog posts, newsletter articles, social media).