PRATT RACE EQUITY CONTINUUM FOR TURNING COMMITMENT INTO MEASURABLE RESULTS AS OF OCTOBER 2017

Racism --> -->--> --> --> --> --> --> --> -->--> --> --> --> --> --> --> --> --> -->-->   Racial Tolerance--> --> --> --> --> --> --> --> --> --> --> --> --> -->--> --> --> --> -->-->-->Anti-Racist Practices -->-->--> -->-->--> --> --> --> --> --> --> --> --> -->-->-->Race Equity

Organizational Elements		Being non-white is seen as a deficit		Racial differences are tolerated		Racial and cultural di-->fferences are seen as assets	
		0 - Exclusive	**1 – Passive**	**2 - Symbolic**	**3 - Identity Change**	**4 - Structural Change**	**5 - Institutional Change**
Profile	Aggregate Score = 2.2	Formal & informal racial discrimination exists in the policies, practices, training, and decision-making at all levels. European and contemporary art forms are organizational defaults.	Goals and policies exist to diversify the board and staff, but is inadequately funded and resourced to achieve any change. There is a shared belief within the power structure that there is no reason to change beyond external pressures. Asian art forms are respected but rarely taught and presented. African and Native American art forms if taught or presented are repackaged and coopted into European art forms.	Policies and practices are in place to promote diversity, but are largely ineffective for changing racist behaviors and outcomes. Communities of color are invited, but nominally participate. One or two programs featuring artists of color are celebrated as evidence of the organization's commitment to diversity.	There are intentional efforts to eliminate racial bias by updating existing policies and practices, and understanding barriers that impede achieving racial equity goals. Ownership of racial equity initiatives exists within designated advocacy groups. African, African-American and Native American art forms are incorporated into the curriculum.	Policies and practices eliminates or mitigate structural barriers that inhibit progress towards racial equity policies and practices. Policies and practices begin to shift power so there is more organization-wide ownership of racial equity initiatives. A process is in place to ensure a diverse palate of art forms is present within the curriculum.	Commitment to racial equity is embraced and reinforced at all levels. Policies and practices reinforce undoing institutional racism by collaborating and sharing best practices with other organizations. Communities of color are partners in determining the diverse palate of art forms to be presented.
Culture — Organizational Commitment	Score = 2.5	Intentionally excludes people of color from positions of authority or allows only rare exceptions within tightly controlled limitations. Intimidation and bullying of people of color are commonplace and occur without consequence.	Publicly proclaims itself an equal opportunity employer and often declares "we don't have a problem" yet continues to ignore the marginalization and lack of color within its ranks. When people of color with "proper credentials and attitude" are incidentally or intentionally hired, these employees are held up as examples of progress and expected to "cool" the rest of the minorities and historically oppressed.	Has achieved management ranks that roughly mirror the local demographics, but all organizational levels are generally inattentive to continuing patterns of privilege, paternalism, and control. Discussions about race are diluted by incorporating all other forms of discrimination and oppression into the dialogue. Fearful that addressing race too openly will impact bottom line.	Recognizes "we have a race problem." Focuses on being an anti-racist within its mission and vision. Change teams are created to develop and guide race equity efforts. Staff training plans are standardized, but training is underfunded and not accessible to all. Policies and practices are in place to challenge white power and privilege, but inconsistently supported. Willing to take minimal risks to increase diversity.	Race equity is considered an essential element of doing business. Race equity training is adequately budgeted for resources and staff time. Goals and metrics are in place to measure success. Policies and practices disrupt white power and privilege, and are consistently enforced. Race equity advocacy and improvements are coordinated and linked across the organization.	Mission and vision is expanded to include engaging in efforts to eliminate systemic racism externally as well as internally. Processes are in place to routinely examine and adjust to ongoing and emerging issues of racial inequity. Discussions about race are a normal, acceptable part of daily routine. Staff, board, and volunteers are required to take racial equity training and expected to incorporate race equity into their personal accountability statements.
People — Board & Management	Score = 2.0	Overtly models exclusive practices. Cronyism is rampant. Membership is limited to the "cream of society."	Professes support for racial equity when questioned but is not interested or knowledgeable about the issue. Biases that cause racist outcomes for staff and customers, community stakeholders remain unchecked and uncorrected. Charges of racial discrimination are ignored whenever possible.	Occasionally attends race equity training, and makes verbal and written commitment to diversity. Largely sees the race issue as getting a few people of color on the board and management team. Does not acknowledge or address racism and white privilege as a business problem. Charges of racial discrimination are viewed as people of color being too sensitive and are vigorously defended.	Race equity is incorporated into accountability statements, but considered secondary to business goals. Publicly staff is told to pursue racial equity within their work, but privately told to focus on the "real" business objectives. Charges of racial discrimination are viewed as exceptional cases of individual acts of racism or personal "misunderstandings."	All budgeting and workplan development incorporates a documented race equity analysis process. Race equity is a serious accountability element. Internal alliances and coalitions are formed to ensure racial equity across the entire organization. Employees are viewed as valued team members to be coached and mentored. Charges of racial discrimination are viewed as organizational failures.	Race equity is a critical accountability component. Power is shared with staff and people of color stakeholders. Supports is given to other organizations in their efforts to address race equity within their operational practices. Staff career paths are clearly identified and training provided to staff so they can reach individual career and personal goals.
People — Hiring, Recruitment, & Retention	Score = 2.0	Explicit action is taken to prevent people of color from being hired or promoted. Job openings are kept within a restricted family of trusted employees and contacts. Racial discrimination is blatant and pervasive.	Hiring practices assumes a race neutral posture. Equal opportunity is interpreted as something that exists without regard to race. Still people of color are rarely interviewed or hired as old entrench networks continue to be the primary source for new hires. Discipline is visibly biased and harsher for people of color.	Outreach is expanded to include media that serves communities of color, but finding employees of color who are a "good fit" proves a difficult challenge; final hiring decisions continue to reflect white cultural norms. Whites fear reverse discrimination is being practiced.	Informal networks are established to supplement media outreach, but this creates gate keepers who produce inconsistent results. Hiring panels typically include persons of color and panels are given training to recognize and mitigate personal bias. People of color recognize the organization as a better place to work than most; whites are uncertain.	Pipelines for candidates of color are actively established and nurtured. The hiring process is standardized to mitigate racial bias. Job duties include actionable commitment to racial equity. Artist of color recognize the organization as a fair place to work; whites generally support the changes.	Candidates of color are "grown" through a variety of community based programs. Compensation is rigorously examined to remove racial and other biases. Discipline is rare because supervisors coach for success. People of color and whites regard the organization as a desirable place to work.
People — Administration & Art Instructors — Training & Competencies	Score = 2.2	Whites are expected to thrive and rise in the ranks, and are informally mentored. People of color are encouraged to leave if they can't accept their low-level positions and marginalized status. Training is allocated inequitably and only to those who support or accept white racial norms.	A few "good guys and gals" of color are encouraged to aspire and provided training, but glass ceilings remain firmly in place. Training is a reward handed out at management discretion inequitably. Race equity training is limited to HR employees; all other staff are invited to attend ethnic celebrations. Training for advancement is considered a reward, and white employees benefit disproportionately from informal mentoring.	All staff are required to attend a single diversity class during their employment. There is inadequate funding and time provided to deepen individual understanding of racial equity and how it might be practiced. Basic training plans do not include race equity training. Designated staff are given "leadership" roles but no power.	Racial equity training is formalized as a core competency for all positions. Measurable performance metrics around race equity are evolving but not in place organization-wide. All staff are encouraged to analyze and recommend changes to policies and practices related to their duties, only sporadically taken seriously.	Employee evaluations clearly defines, tracks progress with measurable metrics, and rewards application of racial equity skillsets. Staff have tools and training on how to effectively apply race equity to their daily duties. There is a process in place that accepts and seriously considers recommendations from staff to improve any policy or practice related to any aspect of the business. Formal training and mentoring plans are in place for all employees.	Staff are trained to be change leaders and contribute toward innovations that better meet the organization's mission towards racial equity. Staff are supported and self-motivated to continuous development of racial equity skillsets. Staff share and collaborate on learning and improvements internally, with other organizations, and the community at large. Opportunities for professional development and growth are equitably available to all.

Definition of key terms

Community: A group of people or organizations that share a racial, cultural, economic, geographic, or specific interest.

Demographics: The statistical structure of a population as defined by the US Census Bureau.

Policies & Practices: Formal documented and informal undocumented rules and procedures that govern organizational operations.

References

Pratt Race Equity Continuum For Turning Commitment Into Measurable Results

Continuum on Becoming an Anti-Racist Multicultural Institution

Crossroads Documentation Project

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Organizational Elements			Being non-white is seen as a deficit		Racial differences are tolerated		Racial and cultural differences are seen as assets	
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People (continued)	Community & Art Students	Access, Involvement & Partnerships Score = 2.5	Communities of color are Intentionally excluded from participating in or having access to organizational processes. Actively enforces the community's white power structure. Communities of color and other marginalized groups' interests are ignored or seen as creating barriers to getting the real work done.	Communities of color are allocated a few token positions in advisory roles with no power. Recruitments are achieved through informal networks without general public knowledge. Communities of color are seen as necessary boxes to check but not as 'partners'. Faults people of color for lack of participation. Board members are drawn from large corporations.	Publicly professes inclusion. Anyone of color is regarded as a subject matter expert on race, often anointing leaders for communities of color and using this approach to fill limited board positions or committees focusing on racial and other oppressions. Inclusion and partnerships exist on an as-needed basis or "for public relations" purposes. Works primarily with stakeholders of color who have political or economic power. Outreach for students of color targets those in financial need.	Establishes accountability statement with community stakeholder groups. Identifies leaders of color from their community's consensus and selection. Seeks to remain neutral during conflicts between/within communities of color and struggles at understanding meaningful involvement. Begins development of some long-term relationships with community organizations closely aligned with the arts. Establishes demographic metrics to assess students of color enrollment goals.	Develops and implements a variety of toolkits to ensure public engagement and outreach is thorough, consistent, and embedded in the planning and execution of organizational initiatives and operations. Establishes sharing power and leadership as a norm for community of color partnership and coalitions. Board membership is expanded to include at-large representation from the community, closely approximating demographics including lower income and wealth levels.	Actively builds coalitions and partnerships with community, government, and foundations to remedy racial inequities in the arts and society as a whole. Effective and coordinated processes facilitate participation from community partners. Data collection and planning strategies incorporate communities of color input, narrative, and experiences. Actively builds partnerships beyond business alignment. Training is provided to grow community participation within the board
	Fund Development& Contracting Score = 1.5		Donors, foundations, and contractors of color are intentionally avoided. Major funding comes from foundations and government, and a very small number of wealthy white donors.	Any funding is accepted, but donors of color are maintained at arms-length and not fully welcomed into the "family." Donor outreach continues to focus on wealthy and middle-class, college educated white people. Contractor continue to be drawn from known associates in the white business community.	Inconsistently uses Minority Business Enterprise (MBE) filter as part of contractor selection processes. Minority contracting is rare and most likely engaged through informal known associates networks rather than public RFP processes. Invites donors of color who have influence in their community to participate when donations shrink. Still, donor base is mostly white and wealthy.	Establishes a standard contractor selection process that requires consideration of WMBE candidates. Sets goals for WMBE utilization and annually evaluates results. Consistently uses diverse selection panels for all RFP processes, recruiting community volunteers of color when needed. Racially diverse donors begin to find meaningful connections with the organization, expanding the donor pool's diversity. Funders and donors may not understand racial equity mission/vision - you share this with them.	Implements efforts to identify and cultivate relationships with contractors of color outside of purchasing cycles. Establishes race equity goals into all contracts. Donor pools are analyzed for demographics that reflect the general population. Foundations and donors are educated about our racial equity mission/vision and their role in it.	Maintains an active relationship with businesses of color. Purchases a significant amount of services and goods through minority firms. Requires all contractors to meet minimal minority participation goals. Proactively encourages other organizations to nurture and sustain minority businesses including forming collective purchasing agreements that leverage group purchasing power. Donors appreciate that their contributions have a racial equity impact upon the arts and broader social economic inequities; per donor contributions increase and foundations focused on correcting racial inequity join the family of supporters.
Structures	Data Collection & Evaluation Score = 2.0		Data collection and evaluation methods purposefully discount, remove, or avoid collection from communities or people of color.	Race data is collected only when there is direction or guidance from somewhere else, such as a funder or partner. There is a strong discomfort with asking staff, board, students, donors, and other constituents questions about race so visual and anecdotal information is used instead of hard data to assess racial participation.	Staff and students are encouraged to provide demographic and racial identify data, but information provided about how the data will be used is vague and not well understood by those asking nor within the organization as a whole. Data is analyzed on an annual basis, but only used to determine an organizational profile, not for initiating action plans towards racial equity goals.	Race data collection is expanded to include board and volunteers. Consistent methods for primary data collection and tracking are used in order to identify short and long-term trends. Third party data, (i.e. census, American Community Survey) is incorporated in to the analysis to give societal context and inform strategic and tactical approaches to addressing organizational, goals. Race data collection from donors remains off limits; there is fear this would negatively impact donation levels.	Race data collection is expanded to include donors and funders, contractors and business partners. A strong argument is shared explaining the benefits of collecting and analyzing race data. Clear goals for racial equity are defined for programs and the collected data is used to establish metrics for measuring success. Programs and departments work with one another to share data. Data is passively shared with partners and external stakeholders.	Systems to collect data on race and a variety of other indicators are consistently used to inform program and policy design as well as evaluate progress towards racial equity goals. Community groups, art partners, and business partners participate in identifying data collection and analysis methods. Data analysis results are proactively shared with the public, community partners and stakeholders.
	Communication Score = 2.5		Communications are not intended for nor directed towards people of color, and for the most part are not public.	Communications is more publicly accessible and includes pronouncements of being an equal opportunity employer and may mention diversity as an organizational goal while being very white.	Communications is directed toward communities of color at token levels. Imagery includes children of color who are students, but adults and elders of color are rarely present; both are presented in higher proportions than actually exists. Multi-lingual messaging is passively incorporated within communication plans. Messaging incorporates themes of diversity, inclusion, and multi-culturalism but race, racism or racial equity, or people of color is avoided.	Communications planning recognize communities of color as important constituencies. Imagery of people of color is aligned with organizational reality or when demonstrating aspirational goals. Multi-lingual messaging is selectively incorporated within communication plans. Messaging incorporates themes of race, racism and racial equity.	Public communications are filtered through a standardized race equity lens. recognize communities of color as important constituencies. Imagery of people of color is aligned with organizational reality or when demonstrating aspirational goals. Multi-lingual skills are nurtured within staff. Race, racism and racial equity are incorporated within the messaging.	Internal and external communications are filtered through a standardized race equity lens. Partnerships are maintained with communities of color to increase communication penetration; staff build direct relationships within communities of color. Topics of race, racism, racial equity are embraced and shared. Communications language and approaches are shared with partners to build alignment and collective messaging.

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